

Committee Members

Primary Contacts

Name	Club	District	Sponsor	Role
Beatriz Aguilar	Valle de Guatemala	4250	Club	Host
Kim Cobb	Rice Lake	5960	Club	International

Host committee members

Name	Club	District	Role	Date Added
Cristian Monterroso H.	Valle de Guatemala	4250	Secondary Contact	
Sylvia Portocarrero Herrera	Valle de Guatemala	4250	Secondary Contact	
Alfredo Pérez	Valle de Guatemala	4250	Secondary Contact	

International committee members

Name	Club	District	Role	Date Added
Robert Buehler	Rice Lake	5960	Secondary Contact International	
Heidi Weber	Rice Lake	5960	Secondary Contact International	

Project Objectives and Implementation

PROJECT OBJECTIVES

The Rotary Foundation approved global grant funding to be used for the following project objectives:

This Global Grant project has four distinct and complementary components that strengthen both traditional and technological literacy in the communities we've targeted. All of these schools and students are located in Guatemala's Western and Central Highlands—the most illiterate part of the country. A projected list of schools showing approximate school sizes is provided later in this application.

(1) The Spark Reading Program provides professional development that enables primary-school teachers to become experts in reading instruction. The program delivers between 30 and 96 children's books (per teacher) for reading in the classroom every day, along with 10 take-home reading cards per each student for reading at home with their family. The provision of these materials is matched with an intensive teacher training program and in-class coaching, based on the latest best practices in early literacy instruction. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners. This aspect of the project will benefit 223 teachers and 5,397 students in 26 schools.

(2) A textbook project increases literacy for middle-school students in rural Guatemala by giving them access to high-quality textbooks in subjects like math, science, Spanish language, and social studies. Books are provided on the condition that the school rents them to their students for a small fee (\$1.50/month). These fees enter a sustainability fund (managed by the cooperating organization, Cooperative for Education (CoEd), and overseen by local Rotarians), which is used to replace books once they wear out. The textbook project will benefit 3 teachers and 325 students in 1 school. Approximately 197 additional teachers and principals will join these teachers in receiving training in how to achieve the objectives of Guatemala's national middle-school curriculum while engaging their students in the learning process. Most of these additional teachers come from schools that have received textbooks under previous GLP Global Grants and are now renewing their books with money saved in their school's sustainability fund.

(3) GLP computer centers prepare middle-school students to enter the workforce by providing 60-90 minutes per week of hands-on technological instruction, using a curriculum that conforms to the standards of Guatemala's national curriculum and covers approximately 34 lessons over the course of a year. A certified computer teacher trains students in the use of standard business software (word processors, spreadsheets, presentation tools, database tools, web navigation, basic programming, etc). The computer center will benefit 1 teacher and 115 students in 1 school.

(4) The Rise Youth Development Program works to reduce gender disparities in education in Guatemala and provide students the tools they need to succeed in school and in life. (In some areas of Guatemala where we work, there are 1.5 boys in school for every girl.) Rise provides programming to get girls (and some boys) into school and keep them there, helping them envision a brighter future for themselves. Rise trainers provide: (a) education in the areas of workforce preparation, life skills, social and emotional learning (self-esteem, goal-setting, etc.), and gender equality; (b) one-on-one tutoring; and (c) individualized follow-up to help students, especially girls, address barriers to staying in school. Students benefit from extracurricular programming like workshops (some of which involve Rotarians from Valle de Guatemala and other Guatemalan clubs) and opportunities to gain insight into local businesses or post-secondary education, helping them explore other possibilities for their future, beyond subsistence farming. All students participating in the program are matched with sponsors from Guatemala and other countries around the world who cover a portion of their costs of participating in the program. Many of the students are sponsored personally by Rotarians who are also involved with the Guatemala Literacy Project. The Rise Program will benefit 1,102 students in 19 communities.

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a network between Rotarians and the nonprofit organization, Cooperative for Education (CoEd), to improve education for

underserved students in Guatemala. (Learn more about the GLP in the “Participants” section of this application.) The projects to be established under this Global Grant utilize the same proven approaches as previous projects in the network’s 25-year history that provided similar resources, but benefit different people in different geographical areas. Significant efforts are made to tailor each project to the specific needs of the individual communities served by this Global Grant. This grant will pay for the materials needed to implement these programs—books, school supplies, and other educational resources—as well as essential training to enhance teachers’ pedagogic and technical skills, and to provide students, especially girls, with the skills to stay in school and graduate as the next generation of young leaders.

Have any of these objectives changed?

No

Have you made progress toward your project objectives?

Yes

Describe the progress you’ve made so far.

Primary school literacy training was expanded in 25 communities, serving 5,370 students and training 234 teachers. Rotarians from Valle de Guatemala, Rice Lake, and other clubs assisted in the initial delivery of materials. The training curriculum was implemented by the cooperating organization, with adaptations to guide teachers in helping their students catch up on learning lost during the pandemic (with a new emphasis on “Teaching at the Right Level” through teacher guides and classroom flipcharts or “rotafolios”). The virtual training materials implemented under previous global grants carried out during the pandemic continue to supplement in-person activities, with 21 hours of in-person group training and 15 supplemental hours completed virtually. Staff trainers provide each of the 234 benefiting teachers with at least 3 follow-up, in-class coaching sessions throughout the year. These programs fulfill the objective to provide children’s literature and training to primary school teachers. Previous GLP grants have revealed that Spark Reading Program student performance improves the most in regions where Ministry of Education officials are heavily involved in supporting the program. Therefore, Spark trainers expanded their efforts to engage Ministry officials in all Spark Program regions by offering them “crash course” trainings in the program’s methodology. (The cooperating organization, CoEd, secured other outside funding through its foundation, corporate, and individual partnerships to cover the hard costs of these additional workshops.)

In addition, textbook projects were established in two communities for the 2024 Guatemalan school year, serving a total of 390 students. With assistance from the cooperating organization, participating Rotarians from Valle de Guatemala, Rice Lake, and other clubs delivered math, science, social studies, and Spanish language textbooks to students at project schools. Teachers and principals at textbook project schools, as well as other educators in schools that received textbooks under previous GLP global grants and are now renewing their books with revolving fund money, are participating in training in how to integrate textbooks into their daily teaching. This training was offered to 208 educators. In order to maximize efficiency as costs increase, the structure of the training was adjusted to be delivered in a single 12-hour session (over one and a half days) offered in each benefiting region (instead of the original plan of three different sessions of four hours each). In 2025, remaining project funds were used to bring textbooks to an additional school in Nejapa, serving 77 students and 4 teachers. Students received their textbooks in July. Finally, additional remaining funds helped supplement revolving fund savings at seven schools, enabling them to purchase new textbooks on schedule despite the economic difficulties their communities had suffered during the pandemic (ultimately benefiting 381 students). A total of 14 teachers from these additional schools received training in July 2025. These projects fulfill the objective to improve literacy at the middle-school level.

One Computer Center was established, serving 466 students and training their teacher. The equipment was delivered with the assistance of the cooperating organization. The computer teacher (as well as teachers at schools that received Computer Centers under previous GLP global grants) is being trained in how to implement traditional lessons with the additional benefit of a Moodle-based virtual learning platform. This platform enables students to catch up on topics on their own time or learn from home in the event of unexpected school closures. The center fulfills the objective to prepare middle-school students to enter the workforce.

Finally, youth development activities were conducted in 19 schools, providing 1,055 students with tutoring and mentoring, personal development workshops, frequent check-ins by phone and in-person, and referrals as needed for additional services such as telecounseling and medical care. Students can also receive special extra assistance as needed through the cooperating organization. This program helps students and their families weather the lingering economic instability resulting from the pandemic, fulfilling the objective to keep students in school and prepare them with the tools to achieve a brighter future.

The complete list of project schools is as follows:

Textbook Programs:

- Yepocapa, Chimaltenango, 325 students
- Nueva Vida, Alta Verapaz, 65 students
- Nejapa, Chimaltenango, 77 students

Textbook Program supplemental funds and teacher training:

- Canchicú, Huehuetenango, 34 students
- Chiyó, Alta Verapaz, 170 students
- El Potrerillo, Huehuetenango, 29 students
- Palestina, Sololá, 58 students
- Paquix, Huehuetenango, 21 students
- Santa Ana Quiché, El Quiché, 29 students
- Paquisis, Sololá, 40 students

Computer Center:

- INEBE Con Orientación Ocupacional “Dr. Silvano Antonio Carías Recinos,” Jalapa, 466 students

Primary reading program community clusters:

- Yepocapa C Cluster: 44 teachers trained in 4 schools, benefiting 1183 students
- San Martin Jilotepeque A Cluster: 40 teachers trained in 6 schools, benefiting 875 students
- San Juan Ostuncalco B Cluster: 44 teachers trained in 4 schools, benefiting 1006 students
- San Martín Jilotepeque B Cluster: 29 teachers trained in 4 schools, benefiting 661 students
- Sacatepéquez H (Antigua) Cluster: 31 teachers trained in 2 schools, benefiting 391 students
- San Juan Ostuncalco C Cluster: 20 teachers trained in 2 schools, benefiting 613 students
- Acatenango B Cluster: 26 teachers trained in 3 schools, benefiting 641 students

Youth Development:

- IEBC Santiago Sacatepéquez, Sacatepéquez, 79 students
- San Bartolomé Milpas Altas, Sacatepéquez, 22 students
- Santa Maria Cauque, Sacatepéquez, 36 students
- Santo Domingo Xenacoj, Sacatepéquez, 74 students
- Santa Lucía Milpas Altas, Sacatepéquez, 69 students
- Magdalena Milpas Altas, Sacatepéquez, 43 students
- Cerritos Asunción, Chimaltenango, 43 students
- Patzún, Chimaltenango, 93 students
- Saquitacaj, Chimaltenango, 46 students
- San José Poaquil, Chimaltenango, 61 students
- Chimazat, Chimaltenango, 73 students
- Hacienda María, Chimaltenango, 53 students
- Paley, Chimaltenango, 53 students
- Las Camelias, Chimaltenango, 12 students
- Yepocapa, Chimaltenango, 131 students
- Quisaché, Chimaltenango, 40 students
- Santo Tomás, Sacatepéquez, 39 students
- Experimental Tecpán, Chimaltenango, 31 students
- San Martin Jilotepeque, Chimaltenango, 57 students

PROJECT IMPLEMENTATION

Your grant application included plans for the following activities. Please report on each of your project activities below. If there were any additional activities during the project, please report each of them by clicking the Add an Activity button at the end of this section.

1. Rotarians oversee the cooperating organization, CoEd, in assessing community needs in the Guatemalan departments to be served by the projects and select preliminary candidates to receive the programs. (Pre-project groundwork.)

Duration

January 2021 – January
2023 (25 months)

Status

Completed

Start Date

09/08/2022

Completion Date

21/09/2023

2. With the help of local residents, the school selected to receive a computer center makes needed modifications and improvements to the classroom that will house the computers.

Duration

August 2023 – January 2024
(6 months)

Status

Completed

Start Date

03/10/2023

Completion Date

28/11/2023

3. Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center. (This process may happen sooner if funds are available.)

Duration

October 2023–January 2024
(4 months)

Status

Completed

Start Date

12/10/2023

Completion Date

01/11/2023

4. CoEd's training staff deliver initial, two-day training sessions (21 hours at each level of instruction (K-3, 4-6) in each regional cluster) to the teachers participating in the Spark Reading Program. The computer teachers receive 64 hours of training in the standard computer center curriculum. Initial five-hour textbook teacher training seminars are also conducted.

Duration

November, 2023 (1 month)

Status

Completed

Start Date

11/01/2024

Completion Date

14/03/2024

5. Schools participating in the Spark Reading Program receive training materials

(picture books, take-home reading cards, markers, construction paper, etc.) CoEd staff conduct any further initial Spark training sessions that were not conducted in November. Classes begin.

Duration

January, 2024 (1 month)

Status

Completed

Start Date

22/01/2024

Completion Date

15/02/2024

6. Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.

Duration

January – February, 2024 (2 months)

Status

Completed

Start Date

08/01/2024

Completion Date

25/02/2024

7. CoEd's training staff deliver additional five-hour seminars to Textbook Program teachers.

Duration

March 2024 (1 month)

Status

Completed

Start Date

26/02/2024

Completion Date

14/03/2024

8. CoEd's training staff deliver additional, one-day (7 hours for each training level (K-3, 4-6) in each regional cluster) training sessions to the teachers participating in the Spark Reading Program.

Duration

April 2024 (1 month)

Status

Completed

Start Date

03/05/2024

Completion Date

17/05/2024

9. Rise trainers guide students through the youth development curriculum, while also monitoring student grades, providing social support, and doing individualized follow-up with students at risk of dropping out.

Duration

January – November, 2024
(11 months)

Status

Completed

Start Date

04/01/2024

Completion Date

30/11/2024

10. Rotarians from Rice Lake and other international clubs travel to Guatemala to assist Valle de Guatemala Rotarians and CoEd staff in delivering materials to the schools and inaugurating the projects. Teachers and students at the textbook schools receive training in the effective use and care of the books.

Duration

February – March, 2024 (2 months)

Status

Completed

Start Date

04/02/2024

Completion Date

09/05/2024

11. CoEd staff monitor and fine-tune Spark teachers' performance in the classroom, evaluating student reading performance (in collaboration with FUDESA to implement analysis of MIA reading assessments) and teachers' success at using the early literacy methodology they've learned, with oversight from Rotary volunteers.

Duration

February – November, 2024 (10 months)

Status

Completed

Start Date

26/02/2024

Completion Date

30/09/2024

12. CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.

Duration

March, 2024 – Future Years (ongoing)

Status

Completed

Start Date

01/02/2024

Completion Date

31/10/2024

13. Textbook and computer center teachers receive additional training.

Duration

June 2024 (1 month)

Status

Completed

Start Date

20/03/2024

Completion Date

20/06/2024

14. Students in the Rise Youth Development Program build leadership skills by getting involved in local service projects. Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.

Duration

September – November
2024 (1 month)

Status

Completed

Start Date

03/05/2024

Completion Date

31/08/2024

15. New needs assessments conducted with additional Textbook schools, schools selected to receive books and supplemental funds to renew their books, and additional textbook teacher training conducted.

Status

Completed

Start Date

04/07/2024

Completion Date

07/07/2025

Supporting Documents

- Cadre_Graciela_standing_with_recipients_at_a_GLP_Spark_Reading_Program_school.jpg
- GLP_Spark_Reading_Program_Teachers__Graduation.jpg
- Guatemala_Vista_Hermosa_member__Ana_Carolina_Alpirez__helps_celebrate_the_graduation_of_GLP_Spark_Reading_Program_Teachers__Graduation.jpg
- IMEBC_Aldea_San_Antonio_Nejapá_GLP_Textbook_Program_Students_posing_with_their_new_textbooks.jpg
- IMEBC_Aldea_San_Antonio_Nejapá_GLP_Textbook_Program_students_carrying_in_their_new_textbooks.jpg
- Interim_Site_Visit_with_RC_Del_Valle_Members__Cristian_Monterroso__Bernd_Martin__and_Ricardo_Arriaga.jpg

Measuring Success

How many people have directly benefited from the project?

8182

BASIC EDUCATION AND LITERACY

Impact measures

1. Total number of direct beneficiaries: CoEd will collect numbers of enrolled students from project schools and maintain ongoing records of training participants from November 2023 to October 2024. In all, the project will provide Spark Reading Program training and materials to 223 primary school teachers (benefiting 5,397 primary students), provide textbooks to 325 secondary school students and corresponding training to 3 teachers (as well as 197 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 115 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 1,102 students (for a total of at least 7,363 direct beneficiaries).

Collection method	Frequency	Beneficiaries
Direct observation	Every six months	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	8196

2. Number of benefiting school-age children

Collection method	Frequency	Beneficiaries
Public records	Every year	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Public records	Every year	7739

3. Number of institutions participating in program

Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	20-49

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	55

4. Children participating in the Spark Reading Program will become competent and enthusiastic readers, as measured by results on the Medicion Independiente de Aprendizajes (MIA) graded reading tools, implemented by Spark Program trainers with support from independent evaluator FUDESA. 1st- and 2nd-grade students in the program are expected to improve their reading scores significantly more than students without the program.

Collection method	Frequency	Beneficiaries
Testing	Every year	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	342

5. Teachers receiving training through the Spark Reading Program will adhere to agreed-upon standards for teaching reading. This will be measured by CoEd staff, who will track training rosters and complete observations to ensure that the methodology is employed in the classroom. 75% of primary-school teachers who are eligible to receive certification will become certified in the program's methodology.

Collection method	Frequency	Beneficiaries
Direct observation	Every four months	50-99

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every four months	99

6. Teachers receiving textbooks, as well as teachers at schools renewing their GLP textbooks, will participate in the corresponding training. CoEd staff will track training rosters to ensure that at least 80% of teachers are attending the training sessions.

Collection method	Frequency	Beneficiaries
Direct observation	Every six months	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	180

7. Other: Computer center students achieve a basic level of computer competency in Windows, Office, and Email/Internet, based on the abilities that a student should have at each grade level according to the year of the curriculum that they are currently in. We expect 80% of students to achieve competency, as measured by passing their computer class (which incorporates a total of 34 lessons, covered throughout the school year), reported by the computer center teacher to CoEd staff for analysis.

Collection method	Frequency	Beneficiaries
Direct observation	Every year	50-99
RESULTS TO DATE		
Collection Method	Frequency	Beneficiaries
Direct observation	Every year	401
8. The computer center teacher will achieve competency with the technology, as measured by achieving certification from ETC Iberoamerica during the training process.		
Collection method	Frequency	Beneficiaries
Testing	Every year	1-19
RESULTS TO DATE		
Collection Method	Frequency	Beneficiaries
Testing	Every year	1
9. The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2024 school year.		
Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	500-999
RESULTS TO DATE		
Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	966
10. Number of new female school-age students		
Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	100-499
RESULTS TO DATE		
Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	211

Monitoring and evaluation

Here is the person or organization that was selected to monitor and evaluate impact measures.

Person or organization

Cooperative for Education

Qualifications

Cooperative for Education (CoEd) has a 25-year history of partnering with individual Rotary clubs and districts to implement literacy projects in Guatemala. Throughout that time, we have seen CoEd excel at maintaining accountability and transparency as it works with local Rotarians to implement past global grants. They have also demonstrated a commitment to carry out strong measurable results plans. They follow guidance from experts such as Michael Quinn Patton to ensure that their measurement plans are effective. CoEd's staff member overseeing program evaluation, Mayra Sidler Guzman, holds a Master's in Public Administration with a Certificate in Nonprofit Management (with a focus on research, quantitative and qualitative data analysis, and program evaluation design and implementation) from the Northern Kentucky University. Finally, CoEd knows how to engage local Rotarians and pull in other local experts to advise in measurement collection. CoEd maintains responsibility for directly collecting information to evaluate all aspects of this project, including textbooks, computers, and youth development activities—each of which use standard measurements implemented across previous GLP Global Grants. More recently, CoEd trainers have attended training from the CIESAS Research Center in Mexico in the administration of Medicion Independiente de Aprendizajes (MIA) research instruments. The MIA tools, which were developed by CIESAS as part of a UNESCO-supported network (Red PAL) with the mission of evaluating international progress toward the Sustainable Development Goals, provide valuable feedback on program design that can be used to guide future implementation. For the Spark Reading Program in particular, CoEd staff also oversee the involvement of Fundación de Educación y Desarrollo Social (FUDESA Guatemala) in the collection and/or analysis of MIA results, which not only enable us to know if the intervention is working, but also provide feedback about specific student progress in real-time, so teachers can help them improve. As to CoEd's suitability as a partner on a higher level, their financial records are overseen by independent auditors in both the U.S. and Guatemala. They have proven to be trustworthy stewards of resources, throughout a long history of serving as the "bank" for similar projects by holding sustainability funds in-trust until such time that the schools need them to purchase new equipment and/or materials (see the 'Financing' section of this application for more detail). (In fact, families in Guatemala often feel more comfortable contributing their child's sustainability fees to a third party that will not be tempted to "borrow" from the fund when other needs arise.) The organization also has 20+ years of experience providing some of the logistical support for Rotarian volunteers to travel to the projects and assist in the delivery of materials.

Has this person or organization changed?

No

Participants

SPONSOR PARTICIPATION

What roles and responsibilities did host sponsor members have?

Members of the Valle de Guatemala Club have worked with the Rice Lake Club and CoEd to:

- Participate in the development of the community needs assessment and resulting recommendations for schools the grant will serve, scope of the project, and budget proposal.
- Oversee the implementation plan for the projects.
- Assist in hosting RI President Jennifer Jones, Gaby Moreno, and staff from The Rotary Foundation, including Regina Fuller-White to conduct the advance site visit from February 8-15, 2023. Valle de Guatemala Rotarians also helped plan and coordinate a gala during the trip celebrating 25 years of the GLP with President Jennifer and other Rotary supporters from Guatemala and around the world.
- Travel to project schools to help implement the projects in person, including observing the textbook delivery at Yepocapa School and primary reading program activities at Ojo de Agua Primary School in February 2024.
- Ensure the sustainability of the activities and outcomes, overseeing the monitoring and evaluation of the projects.
- Manage project spending, accounting, and reporting, in consultation with RC Yorba Linda Sunrise.
- Maintain frequent communication with RI partners via e-mail and provide ongoing oversight of the project in Guatemala.
- Help host 63 international Rotary volunteers, who traveled to Guatemala to inaugurate and support the new programs.
- Assist in hosting cadre Graciela Jara from The Rotary Foundation during the interim site visit conducted from September 25-27, 2024.

Additionally, Guatemalan Rotarians sit on the GLP Advisory Board. This governing body of Rotarians meets multiple times per year to provide input and advice on behalf of the 100+ sponsor clubs on topics such as project development, signage, and budget.

What roles and responsibilities did international sponsor members have?

Members of the Rice Lake Club have worked with the Valle de Guatemala Club and CoEd to:

- Help build a broad base of club and district support for Global Grant #2238721 initiatives, and maintain accurate, up-to-date records of contributions deposited directly into the project bank account.
- Be apprised of the results of the community assessment and participate in decisions and recommendations resulting from the assessment that will determine which schools the grant will serve, scope of the projects, and budget proposal.
- Serve as the custodian of project funds, including establishing a separate USD bank account to receive direct-to-project funds as well as grant disbursements from The Rotary Foundation, and forwarding grant payments promptly to Cooperative for Education as reimbursement for project spending, after participating in the review and approval of project spending.
- Travel to the project schools in Guatemala to begin implementation of the computer, textbook, and primary school reading programs, help deliver the physical assets, and help host 63 additional visiting international

Rotarian volunteers.

- Welcomed 2022-23 RI President Jennifer Jones and other Rotary International staff during her global Imagine Impact Tour in Guatemala.

- Participate in a staff-supervised activity with students in the youth development program during their trip to Guatemala.

- Pull in CoEd staff, volunteers, and Rotarians from other clubs as needed to ensure that proper oversight is maintained in cases where physical distance to project sites is large and additional oversight is needed.

- Assist in communications with cadre Graciela Jara to prepare for and gather information for the interim site visit.

Finally, international Rotarians sit on the GLP Advisory Board, a governing body of Rotarians that provides input to the projects as described in the answer to the above question.

PARTNERS (OPTIONAL)

Add any Rotary clubs or districts that were involved in this project, other than the host and international sponsors or financial contributors.

No.	Type	Club name or district number
1.	Club	Annapolis [Rotary Club]
2.	Club	Atlanta [Rotary Club]
3.	Club	Baker County [Rotary Club]
4.	Club	Cereal City Sunrise (Battle Creek) [Rotary Club]
5.	Club	Cincinnati [Rotary Club]
6.	Club	Coeur d'Alene Sunrise [Rotary Club]
7.	Club	Collingwood [Rotary Club]
8.	Club	Cupertino [Rotary Club]
9.	Club	Downey [Rotary Club]
10.	Club	E-Club of District 7610 [Rotary Club]
11.	Club	E-Club of Houston [Rotary Club]
12.	Club	Elyria [Rotary Club]
13.	Club	Emerald Coast (Panama City Beach) [Rotary Club]
14.	Club	Fairfield [Rotary Club]
15.	Club	Foster City [Rotary Club]
16.	Club	Grand Cayman [Rotary Club]

17.	Club	Grande Prairie [Rotary Club]
18.	Club	Greater Gainesville [Rotary Club]
19.	Club	Harbor Country (Southwest Berrien County) [Rotary Club]
20.	Club	Homer-Kachemak Bay [Rotary Club]
21.	Club	Honolulu Sunset [Rotary Club]
22.	Club	Iowa City A.M. [Rotary Club]
23.	Club	Kings Bay-Crystal River [Rotary Club]
24.	Club	Lakeshore (Baroda-Stevensville-Bridgman) [Rotary Club]
25.	Club	Leavenworth [Rotary Club]
26.	Club	Livingston Sunrise (Brighton) [Rotary Club]
27.	Club	London Bridge (Lake Havasu City) [Rotary Club]
28.	Club	North Fort Myers [Rotary Club]
29.	Club	Orange County East-Winter Park [Rotary Club]
30.	Club	Park City Sunrise [Rotary Club]
31.	Club	Pathways [Rotary Club]
32.	Club	Sidney [Rotary Club]
33.	Club	Southampton [Rotary Club]
34.	Club	State College Sunrise [Rotary Club]
35.	Club	Summit County (Frisco) [Rotary Club]
36.	Club	Swadlincote [Rotary Club]
37.	Club	Union City [Rotary Club]
38.	Club	Wayne [Rotary Club]
39.	Club	Windsor-Roseland [Rotary Club]
40.	Club	Yorba Linda Sunrise [Rotary Club]
41.	Club	Guatemala de la Asunción [Rotary Club]
42.	Club	Quetzaltenango [Rotary Club]

43.	Club	Lake Atitlan [Rotary Club]
44.	Club	Phoenix [Rotary Club]
45.	Club	Surprise & Sun City West [Rotary Club]

COOPERATING ORGANIZATIONS

1. Cooperative for Education (CoEd)

Km. 29.5, Carretera Interamericana 0-00
San Lucas Sacatepéquez Sacatepéquez
Guatemala

<https://www.cooperativeforeducation.org>

Describe how cooperating organizations participated in the project.

For this grant, the host and international Rotary clubs have supervised staff of the cooperating organization in the purchase and distribution of books and computers to poorly-resourced schools. CoEd staff maintain contact with Rotary sponsors by phone, email, and in-person. When distributing the materials, CoEd provided logistical support for 63 Rotary volunteers. CoEd also provided logistical support for the September 2024 interim site visit from TRF cadre Graciela Jara.

CoEd's educational trainers provided ongoing training and follow-up at project schools, including shifting interventions as necessary to guide teachers in helping their students catch up on learning lost during nearly three years of reduced time in-class or learning entirely from home due to the COVID-19 pandemic. Furthermore, the organization serves as the "bank" for the project, holding the revolving funds in-trust until such time that the schools need them to purchase new equipment and/or materials. (The textbook projects and computer centers established under this Global Grant are fully sustainable thanks to this revolving fund model. Students pay a small fee to use the books and equipment for the academic year; all fees go into a revolving fund that will be used to purchase new books and equipment after a specific time period, usually about 5-6 years.)

CoEd's financial records are overseen by independent auditors in both the U.S. and Guatemala. CoEd staff ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations. Furthermore, since CoEd serves as the cooperating organization on multiple global grants, training staff are able to identify trends and best practices arising out of each year's project implementation and incorporating these in future years. They also compare project outcomes to those seen in past iterations of GLP projects, as shown in the Spark Reading evaluation attached to this report.

Project Expenditures

Grant amount:

552,615 USD

Expense log

Date	Description	Category	Amount (USD)
11/01/2024	Rotary Signage for All Programs	Signage	525.94
12/03/2024	Rotary Signage for All Programs	Signage	28.22
31/05/2024	Program Manager for All Programs	Project management	12000.9
25/01/2024	Textbooks and supplemental materials	Equipment	3781.35
25/01/2024	Textbooks and supplemental materials	Equipment	28544.1
08/01/2024	Textbooks and supplemental materials	Equipment	756.83
19/01/2024	Textbooks and supplemental materials	Equipment	477.83
31/05/2024	Training and Coaching for Textbook Pogram	Training	27953.59
08/01/2024	Training expenses for Textbook Program	Equipment	1718.21
29/01/2024	Training expenses for Textbook Program	Training	752.92
12/02/2024	Training expenses for Textbook Program	Training	1975.47
04/03/2024	Training expenses for Textbook Program	Training	179.59
20/02/2024	Training expenses for Textbook Program	Training	73.99
27/02/2024	Training expenses for Textbook Program	Training	1414.9

29/02/2024	Training expenses for Textbook Program	Training	700.39
07/03/2024	Training expenses for Textbook Program	Training	1781.13
14/03/2024	Training expenses for Textbook Program	Training	2109.52
08/04/2024	Training expenses for Textbook Program	Training	19.82
29/01/2024	Training expenses for Textbook Program	Training	728.1
12/03/2024	Training expenses for Textbook Program	Training	387.23
21/03/2024	Training expenses for Textbook Program	Training	25.4
07/03/2024	Training expenses for Textbook Program	Training	538.12
12/03/2024	Training expenses for Textbook Program	Training	125.07
12/11/2023	Reading books and materials for Primary Reading Program	Equipment	11396.63
09/11/2023	Reading books and materials for Primary Reading Program	Equipment	2042.81
13/11/2023	Reading books and materials for Primary Reading Program	Equipment	3991.32
16/11/2023	Reading books and materials for Primary Reading Program	Equipment	16944.89
04/01/2024	Reading books and materials for Primary Reading Program	Equipment	362.05
06/11/2023	Reading books and materials for Primary Reading Program	Equipment	73442.67

27/11/2023	Reading books and materials for Primary Reading Program	Equipment	34.63
13/11/2023	Reading books and materials for Primary Reading Program	Equipment	990.3
17/11/2023	Reading books and materials for Primary Reading Program	Equipment	333.52
07/03/2024	Reading books and materials for Primary Reading Program	Equipment	688.08
14/11/2023	Reading books and materials for Primary Reading Program	Equipment	369.44
14/11/2023	School supplies for Primary Reading Program	Supplies	1749.8
13/11/2023	School supplies for Primary Reading Program.	Supplies	4147.46
13/11/2023	School supplies for Primary Reading Program.	Supplies	10185.62
17/11/2023	School supplies for Primary Reading Program.	Supplies	506.69
05/04/2024	School supplies for Primary Reading Program.	Supplies	338.85
14/11/2023	School supplies for Primary Reading Program	Supplies	3016.56
16/01/2024	School supplies for Primary Reading Program	Supplies	3016.56
16/01/2024	School supplies for Primary Reading Program	Supplies	449.61

31/05/2024	Trainers for Primary Reading Program	Training	41697.47
23/01/2024	Training Expenses for Primary Reading Program	Training	174.46
23/01/2024	Training Expenses for Primary Reading Program	Training	236.03
25/01/2024	Training Expenses for Primary Reading Program	Training	150.08
25/01/2024	Training Expenses for Primary Reading Program	Training	259.12
01/02/2024	Training Expenses for Primary Reading Program	Training	143.67
31/01/2024	Training Expenses for Primary Reading Program	Training	292.47
30/01/2024	Training Expenses for Primary Reading Program	Training	343.78
29/01/2024	Training Expenses for Primary Reading Program	Training	323.9
31/01/2023	Training Expenses for Primary Reading Program	Training	71
31/01/2024	Training Expenses for Primary Reading Program	Training	347.63
30/01/2024	Training Expenses for Primary Reading Program	Training	234.75
23/01/2024	Training Expenses for Primary Reading Program	Training	236.03

31/01/2024	Training Expenses for Primary Reading Program	Training	162.27
29/02/2024	Training Expenses for Primary Reading Program	Training	207.09
07/02/2024	Training Expenses for Primary Reading Program	Training	88.06
12/03/2024	Training Expenses for Primary Reading Program	Training	31.35
18/04/2024	Training Expenses for Primary Reading Program	Training	132.13
04/04/2024	Training Expenses for Primary Reading Program	Training	177.79
04/03/2024	Training Expenses for Primary Reading Program	Training	96.98
31/01/2024	Training Expenses for Primary Reading Program	Training	65.74
31/01/2024	Training Expenses for Primary Reading Program	Training	153.32
31/01/2024	Training Expenses for Primary Reading Program	Training	155.34
23/01/2024	Training Expenses for Primary Reading Program	Training	184.72
31/01/2024	Training Expenses for Primary Reading Program	Training	98.97
31/01/2024	Training Expenses for Primary Reading	Training	106.09

	Program		
10/05/2024	Training Expenses for Primary Reading Program	Training	347.63
08/05/2024	Training Expenses for Primary Reading Program	Training	225.77
14/05/2024	Training Expenses for Primary Reading Program	Training	104.55
15/05/2024	Training Expenses for Primary Reading Program	Training	227.69
17/05/2024	Training Expenses for Primary Reading Program	Training	215.51
24/05/2024	Training Expenses for Primary Reading Program	Training	259.12
24/05/2024	Training Expenses for Primary Reading Program	Training	205.24
17/05/2024	Training Expenses for Primary Reading Program	Training	174.46
08/05/2024	Training Expenses for Primary Reading Program	Training	225.77
25/05/2024	Training Expenses for Primary Reading Program	Training	256.55
10/05/2024	Training Expenses for Primary Reading Program	Training	328.39
10/05/2024	Training Expenses for Primary Reading Program	Training	130.84
15/05/2024	Training Expenses for	Training	250.78

	Primary Reading Program		
14/11/2023	Computer Systems and Software for Computer Center	Equipment	1260.84
17/10/2023	Computer Systems and Software for Computer Center	Equipment	222.56
19/10/2023	Computer Systems and Software for Computer Center	Equipment	621.63
12/10/2023	Computer Systems and Software for Computer Center	Equipment	3042.09
20/11/2023	Computer Systems and Software for Computer Center	Equipment	25408.49
30/10/2023	Center Installation and Furnishings for Computer Center	Equipment	296.32
15/11/2023	Center Installation and Furnishings for Computer Center	Equipment	383.5
24/11/2023	Center Installation and Furnishings for Computer Center	Equipment	118.46
18/10/2023	Computer Systems and Software for Computer Center	Equipment	237.95
07/11/2023	Center Installation and Furnishings for Computer Center	Equipment	525.94
03/11/2023	Center Installation and Furnishings for Computer Center	Equipment	67.35
24/10/2023	Center Installation and Furnishings for Computer Center	Equipment	252.45

26/10/2023	Center Installation and Furnishings for Computer Center	Equipment	9.88
28/11/2023	Center Installation and Furnishings for Computer Center	Equipment	19.88
20/11/2023	Training expenses for Computer Center	Training	404.71
30/11/2023	Training expenses for Computer Center	Training	109.27
05/10/2023	Training expenses for Computer Center	Training	82.97
31/05/2024	Trainers for Youth Development (12 Trainers, % of time allocated to this grant)	Training	25634.42
19/01/2024	Projector Equipment Supplemental Education Materials	Equipment	3005.53
06/02/2024	School Furnishings and Supplies Supplemental EM	Equipment	486.81
19/02/2024	School Furnishings and Supplies Supplemental EM	Equipment	85.95
15/02/2024	School Furnishings and Supplies Supplemental EM	Equipment	300.17
22/11/2024	Rotary Signage for All Programs	Signage	131.23
29/11/2024	Rotary Signage for All Programs	Signage	64.33
31/12/2024	Project Manager for All Programs	Project management	16885.93
09/08/2024	Textbooks and Supplemental Materials for Textbook Program	Equipment	22.51

27/08/2024	Textbooks and Supplemental Materials for Textbook Program	Equipment	8.01
27/08/2024	Textbooks and Supplemental Materials for Textbook Program	Equipment	52.79
05/09/2024	Textbooks and Supplemental Materials for Textbook Program	Equipment	88.26
13/09/2024	Textbooks and Supplemental Materials for Textbook Program	Equipment	8.11
31/12/2024	Textbook Training and Coaching (5 trainers)	Training	39332.24
13/09/2024	Training Expenses for Textbook Program	Training	2802.28
02/04/2025	Reading Books and Materials for Primary Reading Program	Equipment	4816.97
14/03/2025	Evaluations and Measurable Outcomes	Monitoring/evaluation	5017.51
14/03/2025	Evaluations and Measurable Outcomes	Monitoring/evaluation	5017.51
30/05/2024	School Supplies for Primary Reading Program	Supplies	8.62
22/07/2024	School Supplies for Primary Reading Program	Supplies	34.02
02/08/2024	School Supplies for Primary Reading Program	Supplies	61.09
08/11/2024	School Supplies for Primary Reading Program	Supplies	482.45
08/11/2024	School Supplies for Primary Reading Program	Supplies	1550.03

08/11/2024	School Supplies for Primary Reading Program	Supplies	98.72
08/11/2024	School Supplies for Primary Reading Program	Supplies	1199.57
31/12/2024	Trainers for Primary Reading Program (8 trainers)	Training	58670.64
28/08/2024	Training Expenses for Primary Reading Program	Training	126.72
29/08/2024	Training Expenses for Primary Reading Program	Training	252.68
22/08/2024	Training Expenses for Primary Reading Program	Training	230.29
22/08/2024	Training Expenses for Primary Reading Program	Training	196.84
23/08/2024	Training Expenses for Primary Reading Program	Training	131.23
23/08/2024	Training Expenses for Primary Reading Program	Training	251.52
05/09/2024	Training Expenses for Primary Reading Program	Training	427.13
05/09/2024	Training Expenses for Primary Reading Program	Training	104.98
22/08/2024	Training Expenses for Primary Reading Program	Training	335.79
06/09/2024	Training Expenses for Primary Reading	Training	289.47

	Program		
11/09/2024	Training Expenses for Primary Reading Program	Training	289.47
13/09/2024	Training Expenses for Primary Reading Program	Training	140.96
13/09/2024	Training Expenses for Primary Reading Program	Training	347.37
20/09/2024	Training Expenses for Primary Reading Program	Training	347.37
03/10/2024	Training Expenses for Primary Reading Program	Training	16.73
31/10/2024	Training Expenses for Primary Reading Program	Training	410.41
31/10/2024	Training Expenses for Primary Reading Program	Training	3024.66
04/11/2024	Training Expenses for Primary Reading Program	Training	214.29
08/11/2024	Training Expenses for Primary Reading Program	Training	1796.22
22/07/2024	Training Expenses for Primary Reading Program	Training	290.25
07/11/2024	Training Expenses for Primary Reading Program	Training	50.18
08/11/2024	Training Expenses for Primary Reading Program	Training	450.29
24/04/2025	Training Expenses for	Training	162.03

	Primary Reading Program		
04/03/2025	Training Expenses for Primary Reading Program	Training	25.22
13/09/2024	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	5178.95
31/12/2024	Trainers for Youth Development (13 trainers)	Training	36069.03
04/07/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	6574.49
11/07/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	4829.16
11/07/2025	Training Expenses for Textbook Program	Training	600.51
24/06/2025	Reading Books and Materials for Primary Reading Program	Equipment	2408.53
15/07/2025	Reading Books and Materials for Primary Reading Program	Equipment	21192.56
15/07/2025	Reading Books and Materials for Primary Reading Program	Equipment	4816.92
11/07/2025	School Supplies for Primary Reading Program	Supplies	1633.36
21/06/2025	Training Expenses for Primary Reading Program	Training	495.32
28/06/2025	Training Expenses for Primary Reading Program	Training	495.32

03/07/2025	Training Expenses for Primary Reading Program	Training	1708.37
15/07/2025	Training Expenses for Primary Reading Program	Training	1047.5
22/07/2025	Difference in exchange rate from progress to final report	Operations	661.41

Expense summary

Category	Budget (USD)	Expenses (USD)	Variances (USD)
Equipment	214831.00	227038.77	(12207.77)
Monitoring/evaluation	10872.00	10035.02	836.98
Operations	--	661.41	(661.41)
Project management	28825.00	28886.83	(61.83)
Signage	750.00	749.72	0.28
Supplies	26760.00	28479.01	(1719.01)
Training	270577.00	270431.41	145.59
Totals:	552615.00	566282.17	-13667.17

Did your project have any unexpected or unusually large variances?

Yes

Please briefly describe the circumstances for the variance.

The total original grant amount was approved for \$552,615. However, in addition to the original amount of \$552,615, Rice Lake received additional funds from TRF of approximately \$11,968.61 in the second disbursement on October 24, 2024. We understand this was due in part to possible currency exchange fluctuations, as well as late donations from Rotary Clubs paid directly to TRF, and in particular, a larger donation from the Downey, CA Rotary Club. The use of these funds for additional expenses consistent with the goals of this project was approved by Maria Emig of TRF on June 20, 2025 (with CoEd contributing some of their own funds to make up minor differences to fully carry out the additional project plans).

Will you return unused funds to the Foundation?

No

Financial Details

PROJECT BANK STATEMENTS

Upload bank statements from the project bank account to show all project-related transactions, including deposits and withdrawals. In addition to the bank statements, you can also upload a financial ledger. For scholarships, please attach receipts for any expenses over \$75.

Supporting Documents

- GG2238721_Bank_Statements.pdf
- GG2238721_Final_Expense_Report.xlsx
- GG2238721_Receipts_22July2025.pdf

FINANCIAL MANAGEMENT

Who is in charge of the project's financial management?

Valle de Guatemala Rotarians directly oversee project spending, accounting, and record-keeping by the cooperating organization and ensure agreement from Rice Lake Rotarians on all major decisions.

Please describe the project's financial management, including record keeping, inventory, payment authorizations, and conversion of funds.

Along with a number of contributions received direct-to-project (some of which were initially received by partner organization Cooperative for Education (CoEd) and GLP partner club RC Windsor-Roseland and then forwarded in a lump sum to RC Rice Lake upon grant approval, as demonstrated by the attached bank statements), RC Rice Lake received the first GG disbursement of \$99,707.06 from TRF on December 12, 2023. As the project has been implemented, CoEd has advanced funds to the project and made purchases from all suppliers. CoEd has long-time relationships with vendors, maintains a 3-quote purchasing system for the vast majority of purchases, and has multiple levels of purchasing oversight. Nearly all purchases are made from an account that is separate from the organizational funds, as stipulated by TRF. This is to comply with TRF's stipulation that Cooperating Organizations not be allowed to manage actual Global Grant funds.

Payment authorizations were completed as follows: A change to the benefiting computer school and the addition of a second textbook school were approved by Maria Emig on September 21, 2023. Proposed expenses were reviewed and approved in two blocks; first, quotes for computer and Spark purchasing were approved by both clubs on October 3, 2023 following a meeting with Valle de Guatemala Rotarians on September 29, 2023 and subsequent email discussion, obtaining further approval via email from Maria Emig on October 3 for overspending in the Computer Centers Program. The second block of proposed expenses for the Textbook schools was approved by both clubs following a meeting with Valle de Guatemala on November 21, 2023. After each approval, CoEd began making the relevant purchases and retaining receipts and inventory information for review by Valle de Guatemala and Rice Lake Rotarians. Cooperative for Education makes all purchases in the local currency of quetzals and standardizes the conversion rate for review by the partner Rotary clubs and reporting to TRF in USD. A report of project spending as of May 31, 2024, was approved by both clubs on June 24, 2024. RC Rice Lake disbursed the first grant reimbursement of \$276,307.50 (after wire transfer fees) to CoEd on June 28, 2024.

After completion of the interim site visit, RC Rice Lake received the second grant payment from TRF on October 24, 2024. An updated expense report was prepared as of May 31, 2025, and reconciled to the project bank account, noting that additional funds beyond the original grant amount remained available to spend. Together with the cooperating organization, Rice Lake and Valle de Guatemala Rotarians reviewed and approved expenses to date, and developed a plan to spend remaining funds in accordance with the objectives of this global grant. (These plans were approved by Maria Emig of TRF on June 20, 2025.) Final project spending

was completed in July 2025 and reviewed by RC Valle de Guatemala and RC Rice Lake, after which remaining project funds of \$288,246.11 were transferred as reimbursement to Cooperative for Education, and the project bank account was closed. Bank statements for all transactions are attached.

Were there any challenges in managing the project funds?

No

PROJECT INCOME

Did your project generate any income through sales, interest, or other sources?

No

Supporting Documents

- Informe_final_Medición_de_Impacto_del_Programa_de_Lectura_SPARK_de_la_Asociación_COED.pdf
- Medición_de_Impacto_Programa_de_Lectura_COED_28042025.pdf
- Resumen_ejecutivo_Medición_de_Impacto_Programa_de_Lectura_COED.pdf

Authorizations

YOUR AUTHORIZATIONS

Primary contact

By authorizing this report, I confirm that, to the best of my knowledge, these grant funds were spent according to Foundation guidelines and that all of the information contained in this report is true and accurate. Original receipts for all expenses incurred will be kept on file for at least five years, or longer if required by local law, in case they are needed for auditing purposes.

Grant reports and supporting documentation should not include personal data (name, contact information, age/date of birth, health/medical data, or other identifying information) or images of anyone who is not authorizing this report unless (a) it is requested by the Foundation and (b) written consent of the individual (or their parent or legal guardian) is provided to the Foundation. If such personal data is inappropriately included, it may cause delays in the grant process while the Foundation complies with Rotary's Privacy Policy.

I also understand that all photographs, video and other media submitted with this report will become the property of Rotary International and will not be returned. I represent and warrant that I own all rights in the photographs, video and other media, including copyrights, and that all persons (or their parents if they are minors or lack legal capacity) appearing in such photographs, videos and other media have given me their unrestricted written consent to license use of their images/likenesses to Rotary International. I hereby grant Rotary International and The Rotary Foundation (collectively, "Rotary") a royalty-free, worldwide, perpetual, irrevocable license and right to use, publish, print, reproduce, edit, broadcast, webcast, display, distribute, modify, create derivative works from, sublicense and publicly perform, the photographs, video and/or media now or at any time in the future, in Rotary International publications and materials, and for promotional purposes in any form, medium or technology now known or later developed. I represent, warrant and agree that Rotary shall have the universal right to license use of your photograph, video, and/or other media in order to promote Rotary programs, including grants and scholarships without liability.

Sponsor

By authorizing this report, I confirm that, to the best of my knowledge, these grant funds were spent according to Foundation guidelines and that all of the information contained in this report is true and accurate. Original receipts for all expenses incurred will be kept on file for at least five years, or longer if required by local law, in case they are needed for auditing purposes.

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AUTHORIZATION SUMMARY

Primary contact authorizations

Name	Club	District	Status	
Beatriz Aguilar	Valle de Guatemala	4250	Authorized	Authorized on 21/08/2025
Kim Cobb	Rice Lake	5960	Authorized	Authorized on 20/08/2025

Sponsor authorizations

Name	Club	District	Status	
Beatriz Aguilar	Valle de Guatemala	4250	Authorized	Authorized on 21/08/2025
Randy Drost	Rice Lake	5960	Authorized	Authorized on 21/08/2025