

Committee Members

Primary Contacts

Name	Club	District	Sponsor	Role
Richard Strayer	Downey	5280	Club	International
Jorge Quintana	Guatemala-Las Americas	4250	Club	Host

Host committee members

Name	Club	District	Role	Date Added
Gustavo Monroy Mazariegos	Guatemala-Las Americas	4250	Secondary Contact	
Juan Rojas	Guatemala-Las Americas	4250	Secondary Contact	

International committee members

Name	Club	District	Role	Date Added
Ray Andazola	Downey	5280	Secondary Contact International	
Barbara Lamberth	Downey	5280	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 served. 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 take-home workbooks designed to help kids learn to read in 50 days or less, enabling students to catch up on learning lost during the pandemic. The provision of these materials is matched with an intensive teacher training program, in-class coaching, and a new step-by-step guide, based on the latest best practices in early literacy instruction and learnings from MIA evaluations of Spark students benefiting from recent GLP Global Grants. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners. This aspect of the project will benefit 192 teachers and 4,341 students in 23 schools.

(2) Textbook projects increase 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 schools rent 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 projects will benefit 9 teachers and 213 students in 2 schools. Approximately 171 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) A computer center prepares 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 140 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 Guatemala-Las Americas 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 1,143 students in 21 communities.

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a network of 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 are based on the same proven approaches as prior projects in the network’s 27-year history, but benefit different people in different geographical areas, and are continuously evolving based on the most recent learnings from previous GLP grants. In addition, significant efforts are made to tailor each project to the specific needs of the individual communities served by this Global Grant and to collaborate with Guatemala’s Ministry of Education (primarily at the local levels) to encourage broader adoption of these proven methods. 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. All Rotary contributions to this project will be matched at least \$1 for \$1 (often much more than that) by the cooperating organization, Cooperative for Education, through long-term partnerships with private and family foundations, Guatemalan corporations, and individual donors.

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 21 communities, serving 4,754 students and training 206 teachers. Rotarians from Las Americas, Downey, 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 (“rotafolios”) and workbooks (“afiches”). The virtual training materials implemented under previous global grants carried out during the pandemic continued to supplement in-person activities, with 21 hours of in-person group training and 24 supplemental hours completed virtually. Staff trainers provided each of the 206 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.

In addition, textbook projects were established in two communities, serving a total of 236 students. With assistance from the cooperating organization, participating Rotarians from Las Americas, Downey, 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, participated in training in how to integrate textbooks into their daily teaching. This training was offered to 166 educators, with 124 attending for a 75% attendance rate. These projects fulfill the objective to improve literacy at the middle-school level.

One Computer Center was established, serving 167 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) received training in how to implement traditional lessons with the additional benefit of a Moodle-based virtual learning platform. The teacher received certification by the end of 2025, demonstrating their mastery of the tech skills needed to teach in the center. The 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 20 schools, providing 1,151 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. In response to learnings from a 2024 human-centered design impact study of the program's past iterations, students now received an increased scholarship amount through the cooperating organization, and can receive special extra assistance as needed in case of extreme circumstances. This program helps students and their families weather the current economic conditions, 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:

- El Pinal, El Quiché, 176 students
- Sacala NUFED, Chimaltenango, 60 students

Computer Center:

- Las Canoas, Guatemala, 167 students

Primary reading program community clusters:

- San Martín Jilotepeque B Cluster: 35 teachers trained in 4 schools, benefiting 783 students
- Sacatepéquez H (Antigua) Cluster: 32 teachers trained in 2 schools, benefiting 687 students
- San Juan Ostuncalco C Cluster: 21 teachers trained in 2 schools, benefiting 479 students
- Acatenango B Cluster: 29 teachers trained in 3 schools, benefiting 765 students
- San Martín Jilotepeque C Cluster: 19 teachers trained in 3 schools, benefiting 420 students
- Tecpán E Cluster: 15 teachers trained in 4 schools, benefiting 342 students
- San José Poaquil A Cluster: 8 teachers trained in 1 school, benefiting 161 students
- San Juan Ostuncalco D Cluster: 16 teachers trained in 2 schools, benefiting 359 students
- Sacatepéquez I Cluster: 31 teachers trained in 2 schools, benefiting 758 students

Youth Development:

- IEBC Santiago Sacatepéquez, Sacatepéquez, 85 students
- San Bartolomé Milpas Altas, Sacatepéquez, 26 students
- Santa Maria Cauque, Sacatepéquez, 36 students
- Santo Domingo Xenacoj, Sacatepéquez, 69 students
- Santa Lucía Milpas Altas, Sacatepéquez, 64 students
- Magdalena Milpas Altas, Sacatepéquez, 45 students
- Cerritos Asunción, Chimaltenango, 40 students
- Patzún, Chimaltenango, 88 students
- Saquitacaj, Chimaltenango, 44 students
- San José Poaquil, Chimaltenango, 63 students
- Chimazat, Chimaltenango, 35 students
- Hacienda María, Chimaltenango, 53 students
- Paley, Chimaltenango, 55 students
- Las Camelias, Chimaltenango, 9 students
- Yepocapa, Chimaltenango, 143 students
- Quisaché, Chimaltenango, 65 students
- Santo Tomás, Sacatepéquez, 39 students
- Experimental Tecpán, Chimaltenango, 34 students
- San Martin Jilotepeque, Chimaltenango, 101 students
- Balanyá, 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

October 2022 – January
2024 (16 months)

Status

Start Date

Completion Date

Completed	11/10/2022	23/08/2025
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 2024–January 2025 (6 months)		
Status Completed	Start Date 21/10/2024	Completion Date 24/01/2025
3. Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center.		
Duration October 2024–January 2025 (4 months)		
Status Completed	Start Date 19/10/2024	Completion Date 09/04/2025
4. CoEd’s training staff deliver initial, two-day training sessions (7 hours at each level of instruction (K-3, 4-6) in each regional cluster) to the teachers participating in the Spark Reading Program.		
Duration November, 2024 (1 month)		
Status Completed	Start Date 20/01/2025	Completion Date 31/01/2025
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. The computer teacher receives an initial six-hour training session in the standard computer center curriculum. Two-day training sessions are conducted for textbook teachers in each of seven regional groups. Classes begin.		
Duration January, 2025 (1 month)		
Status Completed	Start Date 10/03/2025	Completion Date 20/03/2025
6. Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.		

Duration

January – February, 2025 (2 months)

Status

Completed

Start Date

09/01/2025

Completion Date

21/02/2025

7. 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, 2025 (11 months)

Status

In progress

8. Rotarians from Downey and other international clubs travel to Guatemala to assist Guatemala-Las Americas 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 , 2025 (2 months)

Status

Completed

Start Date

17/01/2025

Completion Date

21/02/2025

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

Duration

February – November, 2025 (10 months)

Status

In progress

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

Duration

March, 2025 – Future Years

(ongoing)

Status

In progress

11. The computer teacher participates in an additional six hours of training.

Duration

April 2025 (1 month)

Status

Canceled

12. Teachers participating in the Spark Reading Program complete additional, one-day training sessions (7 hours for each training level (K-3, 4-6) in each regional cluster).

Duration

May 2025 (1 month)

Status

Completed

Start Date

24/04/2025

Completion Date

07/05/2025

13. Students in the Rise Youth Development Program build leadership skills by getting involved in local service projects.

Duration

May – November 2025 (7 months)

Status

Not started

14. The computer center teacher receives an additional six hours of training.

Duration

June 2025 (1 month)

Status

Completed

Start Date

13/06/2025

Completion Date

20/06/2025

15. Spark teachers complete their final seven-hour training session of the year in each of the regional groups.

Duration

August 2025 (1 month)

Status

Completed

Start Date

22/08/2025

Completion Date

28/08/2025

16. The computer center teacher completes the final six-hour training session of the year.

Duration

October 2025 (1 month)

Status

Completed

Start Date

10/11/2025

Completion Date

14/11/2025

17. Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.

Duration

November 2025 (1 month)

Status

Completed

Start Date

30/10/2025

Completion Date

08/11/2025

Supporting Documents

- A_Spark_Teacher_learns_new_classroom_techniques_at_a_teacher_training.jpg
- Oscar_Saenz_Wirtz_RC_Nueva_Guatemala_speaks_at_a_Rise_Career_Panel.jpg
- Robert_Ellis_RC_Howell_MI_reads_with_a_Spark_Student_at_El_Calvario.jpg
- Spark_Teacher_Graduation_Oct_2025.jpg
- Summer_tour_participants_helping_Rise_youth_development_students_with_their_service_projects_at_instituto
- Technology_Teacher_Training.jpg

Measuring Success

How many people have directly benefited from the project?

6695

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 2024 to October 2025. In all, the project will provide Spark Reading Program training and materials to 192 primary school teachers (benefiting 4,341 primary students), provide textbooks to 213 secondary school students and corresponding training to 9 teachers (as well as 171 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 140 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 1,143 students (for a total of at least 6,210 direct beneficiaries).

Collection method	Frequency	Beneficiaries
Direct observation	Every six months	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	6695

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	6308

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	46

4. Other		
Collection method Testing	Frequency Every year	Beneficiaries 100-499
RESULTS TO DATE		
Collection Method Testing	Frequency Every year	Beneficiaries 203
5. Teachers receiving training through the primary 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 Direct observation	Frequency Every four months	Beneficiaries 50-99
RESULTS TO DATE		
Collection Method Direct observation	Frequency Every four months	Beneficiaries 65
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 Direct observation	Frequency Every six months	Beneficiaries 100-499
RESULTS TO DATE		
Collection Method Direct observation	Frequency Every six months	Beneficiaries 137
7. 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 Direct observation	Frequency Every year	Beneficiaries 100-499
RESULTS TO DATE		

Collection Method	Frequency	Beneficiaries
Direct observation	Every year	106

8. The dropout rate for students in the Rise Youth Development Program will be less than 10% during the 2025 school year. Therefore, of the 1,143 students who begin the school year as Rise scholars, 1,029 will still be enrolled (or successfully graduate) by the end of the school year.

Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	1000-2499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	1060

9. 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	228

10. The computer center teacher will receive a full immersion on the methodology, content and technology skills in the first semester by achieving certification from ETC Iberoamerica during the training process and will prove complete mastery of the technological skills they teach students by earning the IC3 certification upon completing their first year of work.

Collection method	Frequency	Beneficiaries
Direct observation	Every year	1-19

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	1

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 27-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. The organization also has an excellent track record of bringing additional funds to GLP projects through partnerships with private and family foundations, Guatemalan corporations, and individual donors; as well as significant efforts to collaborate with initiatives of Guatemala's Ministry of Education. CoEd has also demonstrated a commitment to carrying 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, Spark Reading, 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, have been used to evaluate recent GLP grants and as a result, were able to guide improvements to the Spark curriculum and take-home materials to be used under this grant. CoEd's team of Spark trainers continues to investigate new and improved tools for evaluating students' reading progress and to share results with Guatemala's Ministry of Education and other stakeholders. 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, including a February 2023 visit by 2022-23 RI President Jennifer Jones, Guatemalan singer-songwriter Gaby Moreno, and TRF staff as a spotlight project for Basic Education and Literacy during President Jennifer's worldwide Imagine Impact Tour.

Has this person or organization changed?

No

Participants

SPONSOR PARTICIPATION

What roles and responsibilities did host sponsor members have?

Members of the Las Americas Club have worked with the Downey 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.
- Travel to project schools to help implement the projects in person, including participating in the Computer Center inauguration at Las Canoas School in January 2025 and primary reading program activities at EORM José Ignacio Ortiz Vides Primary School in February 2025.
- 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 Downey.
- Maintain frequent communication with RI partners via e-mail and provide ongoing oversight of the project in Guatemala.
- Help host 42 international Rotary volunteers, who traveled to Guatemala to inaugurate and support the new programs.
- Assist in hosting cadre Cristina Llano from The Rotary Foundation during the interim site visit conducted from October 13-15, 2025.

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 Downey Club have worked with the Las Americas Club and CoEd to:

- Help build a broad base of club and district support for Global Grant #2351451 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.
- 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 Cristina Llano 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	Grand Cayman [Rotaract Club]
2.	Club	Cincinnati [Rotary Club]
3.	Club	Fairfax [Rotary Club]
4.	Club	Fruita [Rotary Club]
5.	Club	Grand Cayman [Rotary Club]
6.	Club	Howell [Rotary Club]
7.	Club	Lakeshore (Baroda-Stevensville-Bridgman) [Rotary Club]
8.	Club	Leavenworth [Rotary Club]
9.	Club	Niagara-on-the-Lake [Rotary Club]
10.	Club	North Bay [Rotary Club]
11.	Club	North Raleigh [Rotary Club]
12.	Club	Pathways [Rotary Club]
13.	Club	Richmond Hill [Rotary Club]
14.	Club	Summit County (Frisco) [Rotary Club]
15.	Club	Valley of the Sun Passport [Rotary Club]
16.	Club	Venice Suncoast [Rotary Club]
17.	Club	Waupaca [Rotary Club]
18.	Club	Yorba Linda Sunrise [Rotary Club]
19.	Club	Guatemala de la Asunción [Rotary Club]
20.	Club	Quetzaltenango [Rotary Club]
21.	Club	La Antigua, Sacatepéquez [Rotary Club]
22.	Club	Guatemala Vista Hermosa [Rotary Club]

COOPERATING ORGANIZATIONS

1. Cooperative for Education (CoEd)

Km. 29.5, Carretera Interamericana 0-00

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 42 Rotary volunteers. CoEd also provided logistical support for the October 2025 interim site visit from TRF cadre Cristina Llano.

CoEd's educational trainers provided ongoing training and follow-up at project schools. 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:

453,038 USD

Expense log

Date	Description	Category	Amount (USD)
10/01/2025	Rotary Signage for All Programs	Signage	445.36
31/05/2025	Project Manager for All Programs	Project management	5500.36
09/01/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	14982.84
09/01/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	504.22
11/02/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	710.74
24/01/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	6554.86
31/05/2025	Textbook Training and Coaching (5 trainers)	Training	18061.5
06/03/2025	Training Expenses for Textbook Program	Training	417.08
15/03/2025	Training Expenses for Textbook Program	Training	417.08
25/02/2025	Training Expenses for Textbook Program	Training	1473.3
04/03/2025	Training Expenses for Textbook Program	Training	38.35
20/03/2025	Training Expenses for Textbook Program	Training	1549.85
29/02/2024	Training Expenses for	Training	1319.41

	Textbook Program		
20/03/2025	Training Expenses for Textbook Program	Training	1242.97
14/03/2024	Training Expenses for Textbook Program	Training	1093.87
05/12/2024	Reading Books and Materials for Primary Reading Program	Equipment	80856.86
04/12/2024	Reading Books and Materials for Primary Reading Program	Equipment	4763.32
06/12/2024	Reading Books and Materials for Primary Reading Program	Equipment	4270.19
04/01/2024	Reading Books and Materials for Primary Reading Program	Equipment	11473.21
06/12/2024	Reading Books and Materials for Primary Reading Program	Equipment	10442.87
06/12/2024	Reading Books and Materials for Primary Reading Program	Equipment	3859.17
20/01/2025	Reading Books and Materials for Primary Reading Program	Equipment	4144.58
11/04/2025	Reading Books and Materials for Primary Reading Program	Equipment	1353.06
02/12/2024	School Supplies for Primary Reading Program	Supplies	875.09
03/12/2024	School Supplies for Primary Reading Program	Supplies	4137.69
03/12/2024	School Supplies for Primary Reading Program	Supplies	8815.46

17/11/2023	School Supplies for Primary Reading Program	Supplies	253.54
31/05/2025	Trainers for Primary Reading Program (8 trainers, % of time allocated to this grant)	Training	36744.48
02/12/2024	Training Expenses for Primary Reading Program	Training	1010.26
31/01/2025	Training Expenses for Primary Reading Program	Training	1365.38
07/01/2025	Training Expenses for Primary Reading Program	Training	1.27
25/01/2024	Training Expenses for Primary Reading Program	Training	276.72
01/02/2024	Training Expenses for Primary Reading Program	Training	12.53
20/01/2025	Training Expenses for Primary Reading Program	Training	3691.54
03/02/2025	Training Expenses for Primary Reading Program	Training	826.26
03/02/2025	Training Expenses for Primary Reading Program	Training	228.54
10/02/2025	Training Expenses for Primary Reading Program	Training	28.74
04/03/2025	Training Expenses for Primary Reading Program	Training	6.71
11/03/2025	Training Expenses for	Training	44.18

	Primary Reading Program		
09/04/2025	Training Expenses for Primary Reading Program	Training	221.38
24/04/2025	Training Expenses for Primary Reading Program	Training	914.16
04/04/2025	Training Expenses for Primary Reading Program	Training	55.1
25/04/2025	Training Expenses for Primary Reading Program	Training	254.58
06/05/2025	Training Expenses for Primary Reading Program	Training	984.48
06/05/2025	Training Expenses for Primary Reading Program	Training	70.52
02/12/2024	Computer Systems and Software for Computer Center	Equipment	1275.53
21/10/2024	Computer Systems and Software for Computer Center	Equipment	227.76
30/10/2024	Computer Systems and Software for Computer Center	Equipment	164.08
09/04/2025	Computer Systems and Software for Computer Center	Equipment	38.39
09/04/2025	Computer Systems and Software for Computer Center	Equipment	38.39
30/10/2024	Computer Systems and Software for Computer Center	Equipment	346.62

19/10/2024	Computer Systems and Software for Computer Center	Equipment	963.12
22/11/2024	Computer Systems and Software for Computer Center	Equipment	17890.18
21/10/2024	Center Installation and Furnishings for Computer Center	Equipment	233.75
12/11/2024	Center Installation and Furnishings for Computer Center	Equipment	306.02
04/11/2024	Center Installation and Furnishings for Computer Center	Equipment	4036.89
26/11/2024	Center Installation and Furnishings for Computer Center	Equipment	263.7
06/11/2024	Center Installation and Furnishings for Computer Center	Equipment	1658.38
22/11/2024	Center Installation and Furnishings for Computer Center	Equipment	273.47
22/11/2024	Center Installation and Furnishings for Computer Center	Equipment	134.13
22/10/2024	Center Installation and Furnishings for Computer Center	Equipment	256.28
08/11/2024	Center Installation and Furnishings for Computer Center	Equipment	85.22
24/01/2025	Training Expenses for Computer Center	Training	156.27
24/01/2025	Training Expenses for Computer Center	Training	174.9
30/05/2025	Meals, Transportation,	Training	1025.17

	and Communications for Student Seminars in Youth Development Program		
31/05/2025	Trainers for Youth Development (13 trainers, % of time allocated to this grant)	Training	25018.6
23/01/2025	Textbooks and Supplemental Materials for Textbook Program	Equipment	903.74
23/01/2025	School Furnishings, Projectors, and Supplies, Supplemental Educational Materials	Equipment	2829.73
31/12/2025	Project Manager for All Programs	Project management	7312.25
31/12/2025	Textbook Training and Coaching (4 trainers, % of time allocated to this grant)	Training	25286.11
24/04/2026	Training Expenses for Textbook Program	Training	3081.06
15/07/2025	Training Expenses for Textbook Program	Training	16133.09
30/06/2025	School Supplies for Primary Reading Program	Supplies	13.54
27/10/2025	School Supplies for Primary Reading Program	Supplies	315.14
25/03/2026	School Supplies for Primary Reading Program	Supplies	1351.05
25/03/2026	School Supplies for Primary Reading Program	Supplies	1351.05
25/03/2026	School Supplies for Primary Reading	Supplies	4444.81

	Program		
30/09/2025	Trainers for Primary Reading Program (8 trainers, % of time allocated to this grant)	Training	51442.27
06/06/2026	Training Expenses for Primary Reading Program	Training	17.54
08/07/2025	Training Expenses for Primary Reading Program	Training	1.7
30/07/2025	Training Expenses for Primary Reading Program	Training	442.01
18/08/2025	Training Expenses for Primary Reading Program	Training	871.19
07/08/2025	Training Expenses for Primary Reading Program	Training	145.9
18/08/2025	Training Expenses for Primary Reading Program	Training	453.82
26/08/2025	Training Expenses for Primary Reading Program	Training	306.73
28/08/2025	Training Expenses for Primary Reading Program	Training	107.43
31/08/2025	Training Expenses for Primary Reading Program	Training	927.18
03/09/2025	Training Expenses for Primary Reading Program	Training	174.14
10/10/2025	Training Expenses for Primary Reading Program	Training	18.79

21/10/2025	Training Expenses for Primary Reading Program	Training	1568.53
28/10/2025	Training Expenses for Primary Reading Program	Training	1568.53
02/10/2025	Training Expenses for Primary Reading Program	Training	2.6
03/10/2025	Training Expenses for Primary Reading Program	Training	208.98
28/10/2025	Training Expenses for Primary Reading Program	Training	41.7
07/11/2025	Training Expenses for Primary Reading Program	Training	23.09
04/12/2025	Training Expenses for Primary Reading Program	Training	13.54
23/04/2026	Evaluations and Measurable Outcomes	Monitoring/evaluation	198.56
05/11/2025	Evaluations and Measurable Outcomes	Monitoring/evaluation	603.92
15/04/2026	Evaluations and Measurable Outcomes	Monitoring/evaluation	384
30/04/2026	Evaluations and Measurable Outcomes	Monitoring/evaluation	551.46
22/11/2024	Computer Systems and Software for Computer Center	Equipment	396.87
10/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	403.69
07/06/2025	Meals, Transportation,	Training	273.47

	and Communications for Student Seminars in Youth Development Program		
14/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	273.47
14/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	273.47
09/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	1025.17
10/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	715.44
09/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	748
16/06/2025	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Training	375.37
31/12/2025	Trainers for Youth Development (13 trainers, % of time allocated to this grant)	Training	35026.05
27/10/2025	School Furnishings, Projectors, and Supplies, Supplemental Educational Materials	Equipment	319.04

Expense summary

Category	Budget (USD)	Expenses (USD)	Variances (USD)
Equipment	191618.00	176557.21	15060.79
Monitoring/evaluation	2000.00	1737.94	262.06
Project management	12665.00	12812.61	(147.61)
Signage	750.00	445.36	304.64
Supplies	23040.00	21557.37	1482.63
Training	222965.00	240675.24	(17710.24)
Totals:	453038.00	453785.73	-747.73

Did your project have any unexpected or unusually large variances?

No

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

- BOC_Statement.pdf
- GG2351451_Bank_Statements.pdf
- GG2351451_Final_Expense_Report.xlsx
- GG2351451_Receipts_3June2026_PUBLIC_COPY_V_001.pdf

FINANCIAL MANAGEMENT

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

Las Americas Rotarians directly oversee project spending, accounting, and record-keeping by the cooperating organization and ensure agreement from Downey 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 Downey upon grant approval, as demonstrated by the attached bank statements), RC Downey received the first GG disbursement of \$41,345.24 from TRF on December 27, 2024. 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 was approved by Maria Emig on September 3, 2024. Proposed expenses were reviewed and approved in two blocks; first, quotes for Textbooks and Spark purchasing were approved on September 11, 2024, following a meeting with Las Americas Rotarians that same day. The second block of proposed expenses for the Computer Center was approved on September 20, 2024, following a meeting between CoEd and Las Americas on September 18, 2024. After each approval, CoEd began making the relevant purchases and retaining receipts and inventory information for review by Las Americas and Downey 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, 2025, was approved by both clubs in a meeting on June 19, 2025. RC Downey disbursed the first grant reimbursement of \$226,519 (after wire transfer fees) to CoEd on June 25, 2025.

After completion of the interim site visit, RC Downey received the second grant payment from TRF on December 11, 2025. An updated expense report was prepared as of January 31, 2026, and reconciled to the project bank account, noting that \$747.73 of additional funds beyond the original grant amount remained

available to spend. Remaining funds were spent in accordance with the objectives of this global grant, and final project spending was completed in April 2026 and reviewed by RC Las Americas and RC Downey, after which remaining project funds of \$227,236.73 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

- GG2351451_Spark_Program_Evaluation_Report.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	
Richard Strayer	Downey	5280	Authorized	Authorized on 31/07/2026
Jorge Quintana	Guatemala-Las Americas	4250	Authorized	Authorized on 03/08/2026

Sponsor authorizations

Name	Club	District	Status	
Diego Juarez	Guatemala-Las Americas	4250	Authorized	Authorized on 03/08/2026
David Minishian	Downey	5280	Authorized	Authorized on 01/08/2026