

WELCOME TO THE GLOBAL GRANT REPORT

Your answers to the questions in this report will help us measure Rotary's impact in the world, publicize your successful activities, and document your good stewardship practices. Thank you for taking your time to complete this report carefully and accurately.

Objectives

Your global grant was approved to fund the following activity(ies):

Humanitarian project

Rate your progress toward achieving your project's objectives:

Excellent

If no progress has been achieved to date, explain why.

N/A

Have the objectives been modified?

No

If yes, explain how and why.

There were no modifications to the stated project objectives. However, there were slight changes in the numbers of students served, which changed from the projected 5,750 students to 5,880 students. This is due to the fact that school enrollments grow each year and the exact 2015 school year enrollments were not known at the time the GG was submitted. Once we learned the exact enrollments, we made slight adjustments to the scope and coverage of the project.

The list of schools funded by the grant has been updated. The list of schools submitted with the original application included the best candidates we had for the program at the time of submission (approximately 9 months prior to the project implementation). As is typical when working in a developing country, not all of our initial candidate schools turn out to be good long-term partners. We have an extensive vetting process, through which schools must demonstrate their commitment by attending meetings, completing paperwork, and contributing sweat equity. If they do not comply with these requirements, schools can be replaced with others that do. All this takes place prior to any school receiving books, computers, or training. The goal is to ensure that Rotary's funds are invested in the best schools possible, which maximizes the project's chances for long-term success.

List your project activities to date. In your description, tell us where the activity took place, who participated, and what has been accomplished.

No.	Activity	Description	Status	Completion Date
1:		Textbook projects were established in 12 communities, serving a total of 1,435 students. With assistance from the cooperating organization, participating Rotarians from Summit County, Guatemala Vista Hermosa, and other clubs delivered math, science, social studies, and		

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	Educational program	<p>Spanish language textbooks to students at project schools. Teachers at textbook project schools, as well as other interested teachers in the community, received training in how to integrate textbooks into their daily teaching. These projects fulfill the objective to improve literacy at the middle-school level.</p> <p>Project schools include: -Colegio Bethel, Chimaltenango, 125 students -NUFED Chi Don Juan, Chimaltenango, 58 students -Colegio Norma de Monroy, Sacatepéquez, 29 students -INEB El Mirador, Chimaltenango, 65 students -IBCE Chonimasac, Totonicapán, 126 students -INEBOA Cantel, Quetzaltenango, 330 students -NUFED Xecam, Quetzaltenango, 150 students -IBCE Caquixajay, Chimaltenango, 74 students -NUFED Chumanzana, El Quiché, 68 students -Colegio Coactemalan, Izabal, 200 students -INEB El Novillero, Sololá, 165 students -IBCE María del Carmen, Sololá, 45 students</p>	Complete	30/11/2015
2:		One Computer Center was established at Almolonga middle school in Quetzaltenango, serving a total of 165		

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	Educational program	<p>students. The lab was set up with the assistance of the cooperating organization. Rotarians from Summit County, Guatemala Vista Hermosa, and other clubs—including the RC of Quetzaltenango—assisted in the delivery of materials and the inauguration of the lab. The center fulfills the objective to prepare middle-school students to enter the workforce.</p>	Complete	31/03/2015
3:	Educational program	<p>Primary school literacy training was expanded in 4 communities, serving 4,280 students and training 165 teachers. Rotarians from Summit County, Guatemala Vista Hermosa, and other clubs assisted in the delivery of materials. 2013-2014 District 7780 Governor Carolyn Johnson (RC Yarmouth, ME) provided oversight of the training curriculum, which was implemented by the cooperating organization. These programs fulfill the objective to provide storybooks and training to primary school teachers.</p> <p>The community clusters are: -El Tejar/Parramos (Chimaltenango I): 26 teachers trained, benefiting 730 students -Patzicia/Patzun (Chimaltenango II): 49 teachers trained, benefiting 1,404 students -Patzun (Chimaltenango III): 59 teachers trained, benefiting 1,303 students -Chimaltenango IV: 31</p>	Complete	29/02/2016

teachers trained,
benefiting 843 students

Areas of Focus

What was your impact?

Total number of direct beneficiaries:

6217

Provide the method, schedule, and results for the measures you identified in the application. Add new measures if needed.

Basic education and literacy

No.	Measure	Actual Measurement Method	Actual Measurement Schedule	Actual Results
1:	Other Total number of direct beneficiaries. CoEd will collect numbers of enrolled students from project schools and maintain ongoing records of training participants from November 2014 to October 2015. In all, the project will provide reading education training and materials to 159 primary school teachers (benefiting 4,300 primary students), provide textbooks to 1,300 secondary school students and corresponding training to up to 32 teachers; provide computer education to 150 secondary school students and corresponding training to one	Direct observation	Every six months	The number of direct beneficiaries increased to 6,217, due to the fact that school enrollments and teaching staff change each year and the exact 2015 school year enrollments were not known at the time the GG was submitted, as well as to including principals in textbook teacher training (so they can provide the necessary support to their teachers) and offering the training to additional interested teachers and principals in these communities. The project provided reading education training and materials to 165 primary school teachers (benefiting 4,280 primary students); provided textbooks to 1,435 secondary school students and corresponding training to 66 teachers and principals at these schools (training was also offered to 105 additional interested teachers and principals

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	teacher (for a total of 5,942 direct beneficiaries).			in the communities); and provided computer education to 165 secondary school students and corresponding training to one teacher.
2:	Number of benefiting school-age children	Public records	Every year	5,880
3:	Number of institutions participating in program	Grant records and reports	Every year	47
4:	Other Children participating in our primary school literacy projects will become competent and enthusiastic readers, as measured by standardized reading assessments administered in Feb. (pre) and Sept. (post), 2015, by a Rotary volunteer and CoEd. 3rd and 6th grade students in the early literacy program are expected to show gains on a reading assessment 10% greater than those of a comparison group (from the same schools before receiving the program).	Testing	Every six months	In 2015, third-graders in the program showed an overall improvement on reading tests that was 17% higher than the improvement shown in the same schools before participating in the program. Sixth-graders' improvement was 48% greater than the improvement shown by students prior to receiving the program.
5:	Other Teachers receiving training through our primary school literacy program will adhere to agreed-upon standards for			

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	<p>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. 90% of primary-school teachers who begin the first year of training (70 of the 78 first-year teachers) are expected to complete the course and all its requirements.</p>	<p>Direct observation</p>	<p>Every month</p>	<p>100% (86 of 86 first-year teachers) completed the course and all its requirements</p>
<p>6:</p>	<p>Other Students receiving textbooks will report having much interest and an important role in their classes. CoEd staff will assess this measurement by collecting and analyzing student surveys from Aug.- Nov., 2015. Surveys will be administered to a representative sample of the 1,300 students receiving textbooks as well as a control group of students who do not have textbooks. 20% more students in the textbook group than the control group are expected to report much or very much interest</p>	<p>Surveys/questionnaires</p>	<p>Every year</p>	<p>Due to numerous differences between the students receiving textbooks and the proposed control group, we deemed that a student survey would not produce as meaningful results as a survey of teachers in the program (since teachers are able to compare their experiences with textbooks to their experiences in prior years in the same schools without the books), so a survey was developed and administered to teachers receiving textbooks instead of students. Teachers reported that they spent 56% less time dictating once textbooks were introduced. 100% of the teachers in the program observed that their students understood the course material better</p>

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	in classes, and that they have an important or very important role in their classes.			with textbooks. 98% also observed improvement in their students' analysis and critical thinking skills, and 96% observed increased student interest in classes.
7:	Other Teachers receiving textbook training will implement the methodology they learn in their classrooms. This is measured by CoEd staff, who observe teachers in the classroom and evaluate them on a 5-point checklist. We expect at least 60% of the up to 32 teachers receiving textbook training to earn at least a 3-point rating in at least 2 of the 3 phases of the methodology.	Direct observation	Every six months	In order to maximize the time spent providing coaching during classroom visits, teachers were instead evaluated on their performance using the textbooks to develop a lesson plan during the training seminars. 95% (162 of 171 teachers participating in training) successfully demonstrated their ability to develop a lesson plan using the textbooks and methodology they learned in training.
8:	Other Computer center students will achieve a basic level of computer competency in Windows, Microsoft Office, and the Internet. The computer center teacher will administer curriculum evaluations throughout the school year (Jan.- Oct., 2015). Scores will be analyzed at the end of the year (Nov., 2015) by CoEd project staff. We expect 80% of	Testing	Every three months	88% (145 of 165 Computer Center students) received a passing score on the curriculum evaluations.

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	the 150 students receiving a computer center to achieve basic computer competency, as demonstrated by receiving a score of 60% or better on the evaluations.			
9:	Other The computer center teacher will achieve competency with the technology by the end of his/her first year in the program. CoEd staff administer the Microsoft Digital Literacy test during the hiring process or initial training. The computer teacher must pass the Digital Literacy Exam by the end of the first year of teaching in the computer center.	Testing	Every year	The new teacher hired at the Almolonga Computer Center passed the Microsoft Digital Literacy Test during the hiring process in November 2014.
10:	Other Resultados de lectura para grados iniciales usando EGRA y ELGI	Testing	Every six months	First-graders at schools in the primary literacy program scored significantly higher than the national average in several specific reading skills. They scored 71% better in letter naming, 32% better in reading short words, 69% better in reading comprehension, and 43% better in writing skills. (Please see the "Bar Graph of ELGI Results" PDF, attached in the "Participants" section of this application.)

Who was responsible for collecting this information? (Select all that apply.)

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Cooperating organization

Is the local community prepared to continue monitoring these outcomes?

No

Explain how you have supported individuals in the local community to monitor project outcomes. If your answer was no, identify who will perform this monitoring role.

This Global Grant project builds local capacity by training members of the community how to establish and maintain self-sustaining book and computer cooperatives and educating them on the importance of sustainability and saving for the future. Schools learn to manage complex projects, such as a computer center, including diagnosing technical problems, teaching with a planned curriculum, and saving for future replacement of hardware. Staff members of the cooperating organization, Cooperative for Education (CoEd), return to the computer center and textbook program schools periodically to perform additional training, provide technical support, and monitor project outcomes. CoEd staff also visit schools in the primary literacy program throughout the year to monitor project outcomes and provide additional support to teachers through classroom observations.

Participants

Identify any Rotary clubs or districts other than the primary sponsors and financial contributors who were involved in this grant.

No.	Organization	Club/District
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Describe how the host and international Rotarians committed their time and expertise during the implementation of the project.

For the projects described in this Grant, members of Summit County Rotary, Guatemala Vista Hermosa Rotary, and other Rotarians traveled to participating communities to deliver books and assisted in the setup of the computer lab. They also helped host a contingent of approximately 33 Rotary volunteers from the U.S., Canada, and Grand Cayman, who traveled to Guatemala to participate in these projects in February 2015.

Guatemala Vista Hermosa and Summit County Rotarians worked together with CoEd to plan the projects described in this grant. They established goals for the project and worked with their districts and others to help build a broad base of club and district support for their initiatives. Members of Guatemala Vista Hermosa helped review grant purchases and participated with reviews of the programs in the schools together with Foundation cadre members Bill Stumbaugh, Maureen Duncan, and Marcelo Frangiosa.

In coordination with CoEd, Guatemalan and international Rotarians traveled to the project schools, helped deliver the physical assets (such as the books and computer equipment), built relationships between each other and with other project partners, and provided oversight for project implementation, spending, accounting, and reporting.

How has the cooperating organization participated (if applicable)? What resources or expertise has the cooperating organization contributed?

The partner organization, CoEd:

- 1) Assisted the host and international partners in the purchase and distribution of books and computers to poorly-resourced schools, maintaining frequent contact with Rotary sponsors by phone, email, and in-person.
- 2) Provided logistical support for a team of 33 Rotary volunteers for the distribution of books and computers.
- 3) Provided ongoing training and follow-up at the schools.
- 4) Served as the "bank" for the project, holding the revolving funds in-trust until the schools need them to purchase new equipment and/or materials.
- 5) Maintained financial records that were independently audited in both the U.S. and Guatemala, ensuring that projects are transparent, accountable, and compliant with all RI rules and stipulations.

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Primary Contacts

Name	Club	Role	Sponsored by	Serving as
Joni Ellis	Summit County (Frisco)	(Primary Contact)	Club	International
Ana Alpírez	Guatemala Vista Hermosa	(Primary Contact)	Club	Host

Committee Members

Name	Club	Role
Julio Grazioso	Guatemala Vista Hermosa	(Secondary Host Contact)
Lurdes Tobias	Guatemala Vista Hermosa	(Secondary Host Contact)

Name	Club	Role
Robert Ashley	Summit County (Frisco)	(Secondary International Contact)
Mary Anne Johnston	Summit County (Frisco)	(Secondary International Contact)

Budget

Click Edit to enter information for each budget item. Actual spent is the amount you spent since the grant was approved. Next, enter the three-letter code of the Currency used for the expenditure and the Exchange Rate for the currency. If you spent grant funds in two currencies, click Split to enter the amounts spent in both currencies. If no funds were spent, enter 0. Add new budget items if needed.

No.	Description	Supplier	Category	Budgeted cost (USD)	Actual spent (USD)
1:	Textbooks for Textbook Programs (8684)	Santillana SA	Equipment	86,840.00	87,098.00
2:	Book Bags for Textbook Programs (1356)	Anaja, SA	Supplies	131.00	196.00
3:	Supplies and Printing for Textbook School Teacher Training	Innovaciones Publicitarias	Supplies	969.00	932.00
4:	Meals and Transportation for Teachers for Textbook School Teacher	Hotel Kaqchiquel, Proyecto Educativo Productivo	Training	2,520.00	4,696.00

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	Training				
5:	Reading Books (16920) for Primary Reading Program	Fondo de Cultura Economica de Guatemala, Susaeta Ediciones, Amanuense, Artemis Edinter, Carvajal, Gare de Creacion, Generacion de Demanda, Editorial Santillana	Equipment	138,370.00	130,758.00
6:	School Supplies (24960) for Primary Reading Program	Platino, SA, Libreria Progreso, SA, Byron Rene Barrios	Supplies	16,767.00	13,192.00
7:	Bookcases (100) for Primary Reading Program	Juan Jose Hernandez, Cocinas Fares	Equipment	28,500.00	26,579.00
8:	Standardized Tests (10200) for Primary Reading Program	Universidad Del Valle, Andrea Santizo	Monitoring/evaluation	9,690.00	22,712.00
9:	Printing for Primary Reading Program	Plano Plot, SA	Supplies	500.00	.00
10:	Meals and Transportation for Teachers for Primary Reading Program	Hotel Villa Alcazar	Training	2,999.00	4,791.00
11:	Laptop Computers (12) for Tours	Multicomp	Equipment	9,000.00	8,026.00

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12:	Projectors (12) for Tours	Servicomp de Guatemala, S.A.	Equipment	6,600.00	4,995.00
13:	Projector Screens (12) for Tours	Servicomp de Guatemala, S.A.	Equipment	696.00	2,712.00
14:	Sports Equipment (60 sets) for Tours	Chien Fu Chiang, Manuel De Jesus Franco	Equipment	3,900.00	1,646.00
15:	Notebooks (4000) for Tours	Libreria Progreso, SA	Supplies	560.00	.00
16:	Pencils (4500) for Tours	Libreria Progreso, SA	Supplies	450.00	662.00
17:	Pencil Sharpeners (4500) for Tours	Libreria Progreso, SA	Supplies	405.00	459.00
18:	Pencil Erasers (4500) for Tours	Libreria Progreso, SA	Supplies	630.00	1,121.00
19:	Multi-Function Printers (4) for Tours	OD Guatemala	Equipment	2,348.00	303.00
20:	Desktop Computers (4) for Tours	Juan Jose Hernandez, Smartech Computación	Equipment	2,600.00	2,112.00
21:	Reference Books (25 sets) for Tours	Gare de Creacion, Multicomp	Equipment	2,500.00	2,855.00
22:	Computer Systems (17) for Computer Center	Servicomp de Guatemala, S.A.	Equipment	14,875.00	15,112.00
23:	Server (1) for Computer Center	Servicomp de Guatemala, S.A.	Equipment	1,200.00	1,171.00
24:	Projector (1)	Servicomp de			

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	for Computer Center	Guatemala, S.A.	Equipment	550.00	453.00
25:	UPSs (10) for Computer Center	Sega, S.A.	Equipment	1,400.00	509.00
26:	Printer (1) for Computer Center	Sega, S.A.	Equipment	330.00	244.00
27:	Network Cabling (1) for Computer Center	Cables y Suministros, Sega, S.A.	Equipment	1,050.00	1,337.00
28:	Maintenance Kit (1) for Computer Center	Price Mart	Equipment	70.00	64.00
29:	Dustcovers (18) for Computer Center	Kremlin Castellanos	Supplies	207.00	132.00
30:	Desks (18) for Computer Center	Interiores Corportativos	Equipment	1,296.00	1,382.00
31:	Chairs (35) for Computer Center	Induplastic	Equipment	210.00	219.00
32:	Security Alarm (1) for Computer Center	Marco Vinicio Paniagua Arceyuz	Equipment	350.00	344.00
33:	File Cabinet (1) for Computer Center	Interiores Corportativos	Equipment	70.00	72.00
34:	White Board (1) for Computer Center	Distribuidora Dals	Equipment	40.00	42.00
35:	Padlocks (2) for Computer Center	Almacen El Vapor, S. A.	Supplies	30.00	36.00
36:	Antivirus Software (1) for Computer Center	Servicomp de Guatemala, Sitio	Supplies	60.00	897.00

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		Electrónico			
37:	Educación para el Futuro Seminar (1) for Computer Center	Educación para el futuro, SA	Training	200.00	.00
38:	School Supplies (1 set) for Computer Center	Libreria Progreso, SA	Supplies	85.00	60.00
39:	Cooling Fans (3) for Computer Center	Price Mart	Equipment	135.00	158.00
40:	Projector Screen (1) for Computer Center	Multicomp	Equipment	58.00	1,114.00
				Total budget:	339,191.00 (USD)
				Total spent:	339,191.00 (USD)

Describe the overall financial management of the grant, including how payments are being issued and who is responsible for issuing them. Share any financial management challenges.

The RC of Summit County received the first GG disbursement of \$169,595 from TRF in November 2014 and held the grant funds in a separate account. As the project was implemented, partner organization Cooperative for Education (CoEd) advanced funds to the project and made purchases from all suppliers. CoEd has long-time relationships with vendors and maintains a 3-quote purchasing system, as well as multiple levels of purchasing oversight. Nearly all purchases were 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. CoEd saves all receipts. RC Summit County disbursed the first grant payment to CoEd in April 2015.

RC Summit County received the second payment of \$169,595* from TRF in January 2016 and held those grant funds until all spending and distribution was completed in February 2016, when RC Guatemala Vista Hermosa reviewed all receipts for purchases made by CoEd. Once receipts were approved by Guatemala Vista Hermosa, Summit County disbursed the second payment of \$169,595 to CoEd in April 2016. Bank statements for these transactions are included with this report.

*Note that the total grant award was \$339,191; therefore the second grant payment from TRF to RC Summit County should have been \$169,596, since the first was \$169,595. However, RC Summit County prefers to forego the \$1.00, and CoEd has agreed to accept reimbursements of \$1.00 less than actually spent, making up the difference from their own funds.

Please note that the spending on books and bookcases for the primary reading program reflects a cost savings due to purchasing the books all at once to secure volume discounts and to using a simpler model of bookcases, as previously described via email. Those cost savings were applied to the Standardized Tests for Primary Reading Program. The allocation of additional funds to this line item enabled us to transition to evaluating the primary reading program using the Evaluación de Lectura en Grados Iniciales test (ELGI for short—a Guatemalan adaptation of the widely-used Early Grade Reading Assessment) to obtain results data that can be more easily compared to national data from Guatemala's Ministry of Education.

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This change was approved by Maria Emig in an email dated September 17, 2015.

Note about budget variance: Please note that three line items—"Printing for Primary Reading Program," "Notebooks (4000) for Tours," and "Educación para el Futuro Seminar (1) for Computer Center"—have no expense listed; this is because those budget line items were ultimately deemed unnecessary for project implementation and those funds instead helped make up minor cost differences in other, more crucial line items. The budget table above does not seem to allocate remaining funds for items with \$0 in the "Spent Amount" column, and as a result displays a total remaining balance of -\$1,260. However, due to reallocation of the unspent funds for those line items, the total remaining balance should calculate to \$0.

Identify any unused global grant funds you will be returning to The Rotary Foundation.

Funds being returned (in local currency):

0

Authorizations

Both host and international sponsors are required to authorize the report. If the primary sponsor is a club, then the current president authorizes the report on behalf of the club. If the primary sponsor is a district, then the current district Rotary Foundation committee chair authorizes the report on behalf of the district.

After the primary contact affirms that the report is complete, the report will be locked for editing and the officers authorizing this report will receive an email notification requesting their authorization.

#	Role	Name	Authorization Status	Authorization Date
1	Club President	Mary Anne Johnston	Authorized	2016-06-07
2	Club President	Carolina Corzo	Authorized	2016-06-09

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. I also understand that all photographs submitted with this report will become the property of Rotary and will not be returned. I warrant that I own all rights in the photographs, including copyright, and hereby grant Rotary International and The Rotary Foundation a royalty-free, irrevocable license to use the photographs now or at any time in the future, throughout the world in any manner it so chooses, and in any medium now known or later developed. This includes the right to modify the photographs as necessary at Rotary's sole discretion. This also includes, without limitation, use on or in websites, magazines, brochures, pamphlets, exhibitions, and any other promotional materials of RI and TRF.