

Committee Members

Primary Contacts

Name	Club	District	Sponsor	Role
Lise Dutrisac	Sudbury	7010	Club	International
Diana Marie Brown Muñoz	Guatemala Oeste	4250	Club	Host

Host committee members

Name	Club	District	Role	Date Added
Miguel Hernandez	Guatemala Oeste	4250	Secondary Contact	
Emerson Ordoñez Reyna	Guatemala Oeste	4250	Secondary Contact	

International committee members

Name	Club	District	Role	Date Added
Jennifer McGillivray	Sudbury	7010	Secondary Contact International	
Narasim Katary	Sudbury	7010	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. Please note that these school sizes are based on the results of our community needs assessments conducted in the months leading up to this application, and enrollment in Guatemala can vary greatly from year to year. For this reason, there will be some changes in numbers of students served from the initial application to the final report.

(1) The Spark Reading Program provides professional development that enables primary-school teachers to become experts in reading instruction. The program delivers between 36 and 75 children's books (per teacher) for reading in the classroom every day. 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 253 teachers and 5,889 students in 25 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 each school rents them to their students for a small fee (\$1.50/month). These fees enter a sustainability fund (managed by CoEd and overseen by local Rotarians), which is used to replace books once they wear out. The textbook projects will benefit 16 teachers and 334 students in 4 schools. Approximately 144 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. Many 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. The certified computer teacher will train 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 254 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 Oeste and other Guatemalan clubs) and field trips to local businesses and universities that help 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 776 students in 16 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 23-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, computers, 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.

Throughout the 2021 school year, primary school literacy training was expanded in 29 communities, serving 6,318 students and training 257 teachers. The training curriculum was implemented by the cooperating organization, with adaptations to respond to the challenges of pandemic-related school closures and restriction of in-person events. Staff trainers also continued to conduct some in-person sessions when local restrictions allowed. These trainers also remained in close contact with the 257 benefiting teachers to help guide them in how to reach their students with education at home and provide study guides, take-home reading materials, and guidance for parents so that students could continue to practice reading at home while in-person learning was suspended. These programs fulfill the objective to provide children’s literature and training to primary school teachers. Since the last report in January 2023, evaluation of the primary literacy component of the project has now been completed through a teacher survey and MIA testing of students. The complete results report from measurement partner FUDESA are attached in the “Supporting Documents” section.

In addition, textbook projects were established in five communities, serving a total of 385 students. The cooperating organization delivered math, science, social studies, and Spanish language textbooks to students at project schools, carefully observing local guidelines for travel restrictions, masking, and social distancing. Teachers and principals at textbook project schools, as well as other educators in schools that received textbooks under previous GLP global grants and were renewing their books in 2021 with money saved in their revolving fund, participated in training in how to integrate textbooks into their daily teaching. This training was offered to 213 educators through a combination of in-person training (when allowable in accordance with local regulations) and virtual training seminars to educate teachers in best practices for education, including how to use the textbooks for distance learning while schools are closed. These projects fulfill the objective to improve literacy at the middle-school level.

One Computer Center was established, serving 270 students and training one teacher. The equipment was delivered by the cooperating organization, whose staff also guided the computer teacher (as well as teachers at schools that received Computer Centers under previous GLP global grants) in how to provide more theoretical computer education at home while schools were closed. The centers fulfill the objective to prepare middle-school students to enter the workforce.

Finally, youth development activities were conducted in 16 schools, providing 733 students with tutoring and mentoring, a personal development curriculum, frequent phone calls, and referrals as needed for additional services such as transportation and medical care. This program’s intervention was especially valuable during the COVID-19 pandemic, as the program’s trainers remained in close contact with students, providing the moral support (and in some cases, special extra assistance as needed through the cooperating organization) to help their families weather the economic instability resulting from the pandemic so that students could continue in school. This program fulfills 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:

- CHEF - Centro Eduardo Fuentes, Sololá, 90 students
- El Éxito, Alta Verapaz, 144 students
- Hebrón, Chimaltenango, 32 students
- Vision de Fe, Chimaltenango, 24 students
- Yepocapa Nocturno, Chimaltenango, 95 students

Computer Center:

- Escuela de Formación Agrícola, Cobán, Alta Verapaz, 270 students

Primary reading program community clusters:

- Tepán D/Zaragoza Cluster: 33 teachers trained in 4 schools, benefiting 1,024 students
- Santa Apolonia A Cluster: 30 teachers trained in 5 schools, benefiting 688 students
- Xela A Cluster: 30 teachers trained in 2 schools, benefiting 762 students
- Xela B Cluster: 35 teachers trained in 4 schools, benefiting 958 students
- Sacatepéquez F Cluster: 42 teachers trained in 5 schools, benefiting 1,019 students
- Zaragoza Cluster: 25 teachers trained in 4 schools, benefiting 448 students

Youth Development:

- IEBC Santiago Sacatepéquez, Sacatepéquez, 60 students
- Santa Maria Cauque, Sacatepéquez, 30 students
- Santo Domingo Xenacoj, Sacatepéquez, 61 students
- Santa Lucía Milpas Altas, Sacatepéquez, 67 students
- Magdalena Milpas Altas, Sacatepéquez, 35 students
- Cerritos Asunción, Chimaltenango, 48 students
- Patzún, Chimaltenango, 56 students
- Saquitacaj, Chimaltenango, 50 students
- Chimazat, Chimaltenango, 41 students
- Hacienda María, Chimaltenango, 50 students
- Paley, Chimaltenango, 55 students
- Las Camelias, Chimaltenango, 27 students
- Pajales, Chimaltenango, 16 students
- Yepocapa, Chimaltenango, 100 students
- Caliaj, Chimaltenango, 18 students
- Caquixajay, Chimaltenango, 19 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 2018 – January 2020 (25 months)

Status

Completed

Start Date

07/01/2017

Completion Date

25/01/2021

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. (This process may happen sooner if funds are available.)

Duration

August, 2020 (1 month)

Status

Completed

Start Date

25/01/2021

Completion Date

08/07/2021

3. Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center. A computer teacher is selected from the local community. (This process may happen sooner if funds are available.)

Duration

September – November,
2020 (3 months)

Status

Completed

Start Date

04/02/2021

Completion Date

21/05/2021

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 newly selected computer teacher receives 64 hours of training in the standard computer center curriculum. Initial five-hour textbook teacher training seminars are also conducted.

Duration

November, 2020 (1 month)

Status

Completed

Start Date

18/01/2021

Completion Date

19/05/2021

5. Schools participating in the Spark Reading Program receive training materials (picture books, markers, construction paper, etc.) CoEd staff conduct any further initial Spark training sessions that were not conducted in November. Classes begin.

Duration

January, 2021 (1 month)

Status

Completed

Start Date

08/11/2021

Completion Date

15/11/2021

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

Duration

January – February, 2021 (2
months)

Status
Completed

Start Date
19/02/2021

Completion Date
08/07/2021

7. CoEd's training staff deliver additional five-hour seminars to Textbook Program teachers and 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
March – April, 2021 (2 months)

Status
Completed

Start Date
08/11/2021

Completion Date
16/11/2021

8. Rise trainers conduct 10-13 workshops for each program community, while also monitoring student grades, providing social support, and doing individualized follow-up with students at risk of dropping out.

Duration
January – November, 2021 (11 months)

Status
Completed

Start Date
03/05/2021

Completion Date
01/10/2021

9. Rotarians from Sudbury and other international clubs travel to Guatemala to assist Guatemala Oeste 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, 2021 (2 months)

Status
Completed

Start Date
01/03/2021

Completion Date
15/04/2021

10. CoEd staff monitor and fine-tune Spark teachers' performance in the classroom and evaluate their success at using the early literacy methodology they've learned, with oversight from Rotary volunteers.

Duration
February – November, 2021 (10 months)

Status
Completed

Start Date
07/06/2021

Completion Date
12/08/2021

11. Contract evaluators from Del Valle University administer standardized reading assessments to 1st- and 2nd- grade students at a sample of Spark schools, and other researchers analyze the results.

Duration

February, 2021-March, 2022
(14 months)

Status

Canceled

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, 2021 – Future Years
(ongoing)

Status

Completed

Start Date

15/02/2021

Completion Date

18/10/2022

13. Textbook and computer center teachers receive additional training.

Duration

June 2021 (1 month)

Status

Completed

Start Date

08/11/2021

Completion Date

26/11/2022

14. Each community in the Rise Youth Development Program completes field trips and service projects.

Duration

September – November,
2021 (3 months)

Status

Completed

Start Date

02/08/2021

Completion Date

01/10/2021

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

Duration

November 2021 (1 month)

Status

Completed

Start Date

17/05/2022

Completion Date

20/05/2022

16. Evaluate impact of the primary reading program by implementing MIA assessments and a teacher survey to replace the planned ELGI test, which remains impossible due to COVID

Status	Start Date	Completion Date
Completed	06/12/2022	21/08/2023

Measuring Success

How many people have directly benefited from the project?

8177

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 2020 to October 2021. In all, the project will provide Spark Reading Program training and materials to 253 primary school teachers (benefiting 5,889 primary students), provide textbooks to 334 secondary school students and corresponding training to 16 teachers (as well as 144 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 254 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 776 students (for a total of at least 7,667 direct beneficiaries).

Collection method	Frequency	Beneficiaries
Direct observation	Every six months	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	8177

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	7706

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	51

4. Children participating in the Spark Reading Program will become competent and enthusiastic readers, as measured by results on the Evaluacion de Lectura en Grados Iniciales (ELGI) test, administered by researchers from Del Valle University. 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	0

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 two months	50-99

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	73

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	213

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	Frequency	Beneficiaries

Direct observation

Every year

100-499

RESULTS TO DATE

Collection Method

Direct observation

Frequency

Every year

Beneficiaries

200

8. The computer center teacher will achieve competency with the technology by the end of his or 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 test by the end of the first year of teaching in the computer center.

Collection method

Testing

Frequency

Every year

Beneficiaries

1-19

RESULTS TO DATE

Collection Method

Testing

Frequency

Every year

Beneficiaries

1

9. The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2021 school year.

Collection method

Grant records and reports

Frequency

Every year

Beneficiaries

100-499

RESULTS TO DATE

Collection Method

Grant records and reports

Frequency

Every year

Beneficiaries

555

10. Number of new female school-age students

Collection method

Grant records and reports

Frequency

Every year

Beneficiaries

100-499

RESULTS TO DATE

Collection Method

Grant records and reports

Frequency

Every year

Beneficiaries

206

11. Other

RESULTS TO DATE

Collection Method

Surveys/questionnaires

Frequency

Every year

Beneficiaries

39

12. Other

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	385

Monitoring and evaluation

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

Person or organization

Cooperative for Education

011-502-2312-6000

info@coeduc.org

Km. 29.5, Carretera Interamericana 0-00, Casco Urbano, Zona 2; San Lucas Sacatepéquez, Guatemala

Qualifications

Cooperative for Education (CoEd) has a 23-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 Director of International Programs, Katie Dawson, who oversees the measurable results collection, holds a graduate certificate in Assessment and Evaluation from the University of Cincinnati. Finally, CoEd knows how to engage local Rotarians and pull in other local experts to assist in measurement collection. For example, for the Spark Reading Program, researchers from Del Valle University will administer the Evaluacion en Grados Iniciales (ELGI) test to first- and second-grade students to evaluate their progress in Spanish literacy (represented in the budget line for monitoring and evaluation from the Universidad del Valle de Guatemala). The methodology and sampling procedures for the ELGI evaluation were developed in consultation with and utilizing official data from the Ministry of Education's Evaluation division. Because this is an official national test in Guatemala, there are restrictions limiting who is allowed to administer the ELGI in Guatemalan classrooms. The Del Valle testers have received training from the research arm of Guatemala's Ministry of Education and are certified to administer the test—a process which would be prohibitive for CoEd staff to obtain themselves. Specifically, Del Valle administers the tests at randomly selected schools, grades them, performs data entry, and sends the data to CoEd for evaluation with assistance from volunteer Ben Kelcey, a statistician in the education department at the University of Cincinnati. Throughout the process, CoEd oversees the involvement of Universidad del Valle and maintains responsibility for directly collecting the information to evaluate all other aspects of the project, including textbooks, computers, and youth development activities. 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 Guatemala Oeste Club have worked with the Sudbury 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.
- Attend virtual activities to oversee and assist in project implementation, such as online Zoom trainings and virtual inaugurations.
- 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 Sudbury.
- Maintain frequent communication with RI partners via e-mail and provide ongoing oversight of the project in Guatemala.
- Help host virtual visitors to inaugurate and support the new Computer Center.
- Help host TRF cadre Maureen Duncan during interim site visit.

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 Sudbury Club have worked with the Guatemala Oeste Club and CoEd to:

- Help build a broad base of club and district support for Global Grant #1989785 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 (or travel is restricted due to pandemic-related regulations) and additional oversight is needed, by virtual means if necessary.

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	North Bay
2.	Club	Richmond Hill
3.	Club	Greater Gainesville
4.	Club	Pathways
5.	Club	Windsor-Roseland
6.	Club	Evanston
7.	Club	E-Club of Silicon Valley
8.	Club	Quetzaltenango

COOPERATING ORGANIZATIONS

1. Cooperative for Education

2300 Montana Avenue, Suite 301
 Cincinnati Cincinnati
 Ohio
 United States

<http://coeduc.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 virtual activities to oversee inaugurations. CoEd also provided ongoing training and follow-up at project schools, including shifting interventions as necessary to ensure that teachers still had the necessary tools and strategies to reach their students with learning at home while in-person schooling was suspended (or reduced to allow for social distancing).

CoEd is also responsible for overseeing measurable results collection, which typically involves coordinating with researchers from Del Valle University, who are certified to administer the ELGI test to students in the primary reading program. When Del Valle suspended all testing indefinitely in response to the pandemic (which led to new regulations that continue to affect who the Ministry of Education will permit to go into schools to evaluate students in Guatemala), CoEd pursued alternate methods of evaluation. Staff received training and measurement tools from the CIESAS Research Center in Mexico and worked with representatives of Guatemala’s Ministry of Education as well as FUDESA (Fundación de Educación y Desarrollo Social) to implement alternative methods of evaluation. Ultimately, the ELGI result was replaced by use of the MIA evaluation (developed by CIESAS as part of a UNESCO working group to evaluate progress toward the Sustainable Development Goals) and a teacher survey administered by FUDESA (originally developed for evaluation of GLP Global Grant #1872362). Please see “Supporting Documents” for the complete results report from FUDESA, as well as a summary presentation.

Finally, Cooperative for Education 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 also commits to bringing outside funding to the projects (at least \$1 for every \$1 of Rotary funding, though often even more than that) thanks to its many long-term partnerships with private and family foundations, Guatemalan corporations, student and program sponsors, and individual donors. In total, CoEd's other partners contributed an additional \$1.1M to carry out the 2021 GLP projects—more than \$2 for every Rotary dollar invested. 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.

Project Expenditures

Grant amount:

631,247 USD

Expense log

Date	Description	Category	Amount (USD)
31/08/2021	Program Manager for All Programs	Project management	21041.33
25/02/2021	Textbooks for Textbook Program	Equipment	8044.38
25/02/2021	Textbooks for Textbook Program	Equipment	19846.33
08/07/2021	Textbooks for Textbook Program	Equipment	1821.19
05/03/2021	Supplementary material for Textbook Program	Supplies	694.05
19/02/2021	Computer systems and peripherals for Textbook Program	Equipment	3109.91
31/08/2021	Textbook training and coaching for Textbook Program (6 trainers)	Training	56125.41
25/02/2021	Training expenses for Textbook Teacher training	Training	188.15
24/02/2021	Training expenses for Textbook Teacher training	Training	348.8
13/08/2021	Reading Books and Materials for Primary Reading Program	Equipment	3719.95
13/08/2021	Reading Books and Materials for Primary Reading Program	Equipment	2062.33
20/08/2021	Reading Books and Materials for Primary	Equipment	22751.54

	Reading Program		
23/08/2021	Reading Books and Materials for Primary Reading Program	Equipment	19569.59
18/08/2021	Reading Books and Materials for Primary Reading Program	Equipment	37156.7
18/08/2021	Reading Books and Materials for Primary Reading Program	Equipment	23843.58
31/08/2021	Trainers for Primary Reading Program (7 trainers)	Training	66595.26
02/08/2021	Training expenses for Primary Reading Program	Training	1901.68
18/08/2021	Training expenses for Primary Reading Program	Training	2437.47
18/08/2021	School supplies for Primary Reading Program	Equipment	11148.97
25/08/2021	School supplies for Primary Reading Program	Equipment	3860.73
21/04/2021	Computer systems and software for Computer Center	Equipment	22938.72
18/03/2021	Computer systems and software for Computer Center	Equipment	472.36
05/03/2021	Computer systems and software for Computer Center	Equipment	10.51
04/02/2021	Center installation for computer center	Equipment	2852.23
05/03/2021	Center installation for computer center	Equipment	950.74

22/04/2021	Center installation for computer center	Equipment	285.37
04/02/2021	Center furnishings for computer center	Equipment	261.31
09/04/2021	Center furnishings for computer center	Equipment	35.02
04/02/2021	Center furnishings for computer center	Equipment	44.1
04/02/2021	Center furnishings for computer center	Equipment	68.1
04/02/2021	Center furnishings for computer center	Equipment	179.65
04/02/2021	Center furnishings for computer center	Equipment	51.88
04/02/2021	Center furnishings for computer center	Equipment	182.25
08/07/2021	Center furnishings for computer center	Equipment	32.43
05/03/2021	Center furnishings for computer center	Equipment	2079.32
11/03/2021	Center furnishings for computer center	Equipment	55.13
27/05/2021	Supplies for computer center	Supplies	241.14
12/02/2021	Training for Computer Centers	Training	124.53
05/03/2021	Training for Computer Centers	Training	129.46
21/05/2021	Supplies for computer center	Supplies	75.54
31/08/2021	Meals and transportation for student field trips in Youth development program	Training	4143.08
31/08/2021	Trainers for Youth	Training	53428

	development program		
03/09/2021	training expenses for textbook teacher training	Training	3286.68
24/09/2021	training expenses for textbook teacher trainig	Training	2437.62
12/11/2021	training expenses for textbook teacher training	Training	1652.18
12/11/2021	training expenses for textbook teacher training	Training	174.58
25/11/2021	training expenses for textbook teacher training	Training	766.94
03/12/2021	training expenses for textbook teacher training	Training	266.48
30/11/2021	training expenses for textbook teacher training	Training	720.97
30/11/2021	training expenses for textbook teacher training	Training	685.7
30/11/2021	training expenses for textbook teacher training	Training	701.75
30/11/2021	training expenses for textbook teacher training	Training	230.21
03/09/2021	reading books and materials for Primary Reading Program	Equipment	17.16
17/09/2021	reading books and materials for Primary Reading Program	Equipment	154.43
07/10/2021	reading books and materials for Primary Reading Program	Equipment	386.63
14/10/2021	reading books and materials for Primary Reading Program	Equipment	549.21
14/10/2021	reading books and materials for Primary Reading Program	Equipment	65.52

22/10/2021	reading books and materials for Primary Reading Program	Equipment	549.21
19/05/2022	reading books and materials for Primary Reading Program	Equipment	37616.25
03/09/2021	Training expenses for Primary Reading Program	Training	1905.73
31/10/2021	Training expenses for Primary Reading Program	Training	147.4
30/11/2021	Training expenses for Primary Reading Program	Training	145.59
22/11/2021	Training expenses for Primary Reading Program	Training	250.23
22/11/2021	Training expenses for Primary Reading Program	Training	23.95
30/11/2021	Training expenses for Primary Reading Program	Training	276.23
22/11/2021	Training expenses for Primary Reading Program	Training	291.18
22/11/2021	Training expenses for Primary Reading Program	Training	363.97
03/12/2021	Training expenses for Primary Reading Program	Training	37.37
09/12/2021	Training expenses for Primary Reading Program	Training	457.67
31/03/2022	Training expenses for Primary Reading Program	Training	749.49

31/03/2022	Training expenses for Primary Reading Program	Training	675.95
31/03/2022	Training expenses for Primary Reading Program	Training	636.95
31/03/2022	Training expenses for Primary Reading Program	Training	659.17
31/03/2022	Training expenses for Primary Reading Program	Training	2562.24
31/03/2022	Training expenses for Primary Reading Program	Training	302.18
31/03/2022	Training expenses for Primary Reading Program	Training	48.42
31/03/2022	Training expenses for Primary Reading Program	Training	13.16
08/04/2022	Training expenses for Primary Reading Program	Training	6.37
31/05/2022	Training expenses for Primary Reading Program	Training	1935.97
06/05/2022	Training expenses for Primary Reading Program	Training	2240.33
10/05/2022	Training expenses for Primary Reading Program	Training	545.96
10/05/2022	Training expenses for Primary Reading Program	Training	1081
17/05/2022	Training expenses for Primary Reading	Training	708.45

	Program		
25/05/2022	Training expenses for Primary Reading Program	Training	649.95
16/05/2022	Training expenses for Primary Reading Program	Training	1158.22
24/06/2022	Training expenses for Primary Reading Program	Training	2358.55
01/10/2021	School supplies for Primary Reading Program	Equipment	596.66
01/10/2021	School supplies for Primary Reading Program	Equipment	552.46
01/10/2021	School supplies for Primary Reading Program	Equipment	594.19
08/10/2021	School supplies for Primary Reading Program	Equipment	2831.19
08/04/2022	School supplies for Primary Reading Program	Equipment	8916.14
22/04/2022	School supplies for Primary Reading Program	Equipment	196.92
31/05/2022	School supplies for Primary Reading Program	Equipment	456.85
01/09/2022	Projector Equipment supplemental education materials	Equipment	5817.07
01/09/2022	Projector Equipment supplemental education materials	Equipment	4322.18
31/10/2021	School furnishing and	Equipment	1193.1

	supplies supplemental education materials		
18/08/2022	School furnishing and supplies supplemental education materials	Equipment	3379.75
31/12/2021	program manager for all programs	Project management	10587.67
31/12/2021	textbook training and coaching for textbook program (6 trainers)	Training	28241.78
31/12/2021	trainers for primary reading program (6 trainers)	Training	33510.12
30/11/2021	meals and transportation for student field trips in Youth development program	Training	1880.68
30/11/2021	trainers for Youth development program	Training	26714
03/12/2021	Signage	Signage	911.23
25/02/2021	Computer systems and peripherals for Textbook Program	Equipment	424.81
12/01/2023	Additional expense due to difference in currency conversion from progress report to current report	Operations	411.76
28/07/2022	Meals and transportation for student field trips in Youth development program	Training	97.49
22/07/2022	Meals and transportation for student field trips in Youth development program	Training	142.99
06/09/2022	Meals and transportation for student field trips in Youth development program	Training	822.84

24/11/2023	Reading Books and Materials for Primary Reading Program	Equipment	16792.6
23/06/2023	Evaluations and Measurable Outcomes	Monitoring/evaluation	6623.75
18/08/2023	Evaluations and Measurable Outcomes	Monitoring/evaluation	15455.41
27/10/2022	Meals and transportation for student field trips in Youth development program	Training	640.94
27/10/2022	Meals and transportation for student field trips in Youth development program	Training	215.08
27/10/2022	Meals and transportation for student field trips in Youth development program	Training	1402.68

Expense summary

Category	Budget (USD)	Expenses (USD)	Variances (USD)
Equipment	226027.00	272846.65	(46819.65)
Monitoring/evaluation	31000.00	22079.16	8920.84
Operations	--	411.76	(411.76)
Project management	31562.00	31629.00	(67.00)
Signage	1000.00	911.23	88.77
Supplies	29727.00	1010.73	28716.27
Training	311931.00	310245.23	1685.77
Totals:	631247.00	639133.76	-7886.76

Did your project have any unexpected or unusually large variances?

No

Will you return unused funds to the Foundation?

Yes

How much? Please enter the value in U.S. dollars.

449.71

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

- GG1989785_Bank_Statements.pdf
- GG1989785_Final_Expense_Spreadsheet.xlsx
- GG1989785_Receipts_Dec2023.pdf

FINANCIAL MANAGEMENT

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

Guatemala Oeste Rotarians directly oversee project spending, accounting, and record-keeping by the cooperating organization and ensure agreement from Sudbury 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 then forwarded in a lump sum to RC Sudbury upon grant approval, as demonstrated by the attached bank statements), RC Sudbury received the first GG disbursement from TRF on December 29, 2020, ultimately depositing \$448,063.55 USD to the project bank account in January 2021 after fees and currency conversion. 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.

Proposed expenses were reviewed and approved in two blocks; first, quotes for the computer center and textbook schools were approved by Diana Brown and Kenneth Ordoñez in a Zoom meeting with CoEd on January 13, 2021, obtaining subsequent approval via email from Maria Emig for the updated school needs assessments. The second block of proposed expenses for the primary reading program were reviewed by Lise Dutrisac, Diana Brown, and Kenneth Ordoñez in a Zoom meeting on June 23, 2021. After each approval, CoEd began making the relevant purchases and retaining receipts and inventory information for review by Guatemala Oeste and Sudbury 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 review of project spending as of August 31, 2021, was completed by email on September 31, 2021, and approved by Diana Brown of Guatemala Oeste and Lise Dutrisac of RC Sudbury. Following these approvals, RC Sudbury disbursed the first grant reimbursement of \$315,609 to CoEd in October 2021.

On December 16, 2022, RC Guatemala Oeste and RC Sudbury completed a review of additional project expenses as of September 30, 2022 and approved a second reimbursement to CoEd of additional spending to date, leaving \$41,240.74 remaining in the project bank account. CoEd received the second reimbursement of \$282,379.45 on December 21, 2022. Following additional minor program spending, plus payments to FUDESA of \$22,079.16 total for the Spark evaluation process in June and August 2023, additional take-home reading cards (tarjetones) were purchased for the students of the 2021 Spark Reading Program. The expenditure of remaining funds on tarjetones was approved by Guate Oeste and Sudbury by emails in Sept.-Nov., 2023, and

CoEd completed this final purchase of \$16,792.60 on November 24 2023. The final reimbursement of \$40,685.03 was subsequently wired on December 27, 2023 and received by CoEd on January 10, 2024 (after all transfer requirements were completed). 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

- GG1989785_Spark_Reading_Evaluation_FUDESA_Results_Report.pdf
- GG1989785_Spark_Reading_Evaluation_FUDESA_Summary_Presentation.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	
Lise Dutrisac	Sudbury	7010	Authorized	Authorized on 21/05/2024
Diana Marie Brown Muñoz	Guatemala Oeste	4250	Authorized	Authorized on 16/05/2024

Sponsor authorizations

Name	Club	District	Status	
Byron Lopez	Guatemala Oeste	4250	Authorized	Authorized on 20/05/2024
Zachary Courtemanche	Sudbury	7010	Authorized	Authorized on 23/05/2024