

Global Grant Application

GRANT NUMBER
GG1865581

STATUS
Draft

Basic Information

Grant title

Young Mayan Women as Engines of Economic Growth in Guatemala through Empowerment and Education

Type of Project

Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

Primary Contacts

Name	Club	District	Sponsor	Role
Alan Steger	Evergreen	5450	Club	International
William Boegel	E-Club of Lake Atitlán- Panajachel	4250	Club	Host

Committee Members

Host committee

Name	Club	District	Role
John Van Lente	E-Club of Lake Atitlán- Panajachel	4250	Secondary Contact
Emilio Crespo Morales	E-Club of Lake Atitlán- Panajachel	4250	Secondary Contact

International committee

Name	Club	District	Role
Robert Rose	Evergreen	5450	Secondary Contact International
Jim Kreider	Evergreen	5450	Secondary Contact International

Do any of these committee members have potential conflicts of interest?

Yes

If so, please briefly explain.

We do not believe any potential or real conflicts of interest exist with any of the committee members. However, we have checked YES so that, in the interest of transparency, we could point out some relationships between Rotarians and benefiting organizations that could be perceived as possible conflicts. Theodore Ning, a member of the Rotary Club of Evergreen, is a founder of Starfish One-by-One, the US 501(c)3 non-profit which provides financial support to Asociacion Estrella de Mar. He has not been on the Board of Directors for the past two years but continues to provide support in a volunteer capacity only. Estrella de Mar is a separate legal organization established under Guatemalan law. He has no role or influence in its governance. His son, Travis, is the Executive Director of Starfish One-by-One and was a former member of the host club, RECLA. However, neither Ted nor Travis has a direct role in the administration of this grant.

The primary contact for the international committee, Alan Steger, has been to Guatemala numerous times and is familiar with the cooperating organization, Estrella de Mar, and its personnel. He has performed volunteer work for the organization in Guatemala and in the U.S. and is a donor. However, he has no employment relationship, leadership responsibility, or financial role in the organization. Other members of the international committee have no connection to Estrella de Mar except as donors. Similarly, no member of the host committee has any connection with Estrella de Mar.

Project Overview

Tell us a little about your project. What are the main objectives of the project, and who will benefit from it?

This project builds upon two previous Rotary global grants: 1426078 “Guatemalan Community Development through Workforce Readiness among Mayan Youth” and 1525485 “Creating Economic Opportunity and Community Development through Unlocking the “Girl Effect” in Rural, Mayan, Guatemala.” In those projects, the focus was on encouraging girls to remain in school beyond the normal sixth grade education through an intense program of mentoring and support. This project is different, in that it addresses goal achievement through changes in the educational system itself.

Asociación Estrella de Mar (EdM), the cooperating organization in the two previous grants, has again been selected as the implementing organization for this grant. EdM has been operating a very successful program since 2010 focused on girls’ education and empowerment. Over 200 graduates of the program are currently engaged in various activities including university studies, employment in the local economy, and building their own businesses. As successful as the program has been to date, EdM has recognized that the quality of the education system itself continues to be a barrier for many of these graduates to reach their full potential.

As a result, EdM has embarked on a new venture. In 2017, it opened its own school, Colegio Impacto (CI), or “Impact School.” Beginning in 2017 with only one class of 47 7th graders, it plans to add one grade each year until the full compliment of approximately 300 students, grades 7 through 12, is reached. A new building is under construction and is expected to open in late 2018. Unlike the public school system, a major focus of this new school is the development of skills relevant to the 21st century economy, namely STEM topics (science, technology, engineering, and mathematics), information technology, and critical thinking. The timing of this endeavor is ideally suited for this grant.

This grant will allow EdM to enhance and accelerate the development and implementation of the CI curriculum, including instructor training, which aligns closely with Rotary’s focus on basic education and literacy. It will seek to accomplish three of Rotary’s goals for this area of focus: involving the community to support programs that strengthen the capacity of communities to provide basic education and literacy to all; working to reduce gender disparity in education; and supporting studies for career minded professionals related to basic education and literacy.

The benefits of the grant will not be limited to basic education. It will also allow EdM to continue to serve young adults who are graduates of its original mentoring program, providing the resources and additional support necessary to transition to the 21st century economy. These activities will be closely aligned with another of Rotary's focus areas, economic and community development. It will seek to accomplish three of Rotary's goals for this focus area: building the capacity of entrepreneurs, community leaders, local organizations, and community networks to support economic development in impoverished communities; developing opportunities for productive work; and reducing poverty in underserved communities.

Proven methods will be proactively shared with public schools and other organizations through EdMs Chispa Network. Chispa, meaning "spark," was launched in 2015 to connect youth-focused organizations throughout Guatemala. The goal of the Network is to share best practices, enhance credibility, create social capital among the girls, and position girl's education on the national agenda. There are currently ten member organizations in the Chispa Network.

The primary beneficiaries of this project will be the young women themselves as they will be prepared to assume increasingly responsible and valuable positions in the local economy. This includes current students at the CI school, which will be the "laboratory" for implementing many of the initiatives included in this project, and recent graduates of EdM's mentoring program who are now in universities, seeking employment, or starting their own businesses. The families of these young women will also benefit as the young women assume a greater responsibility for providing the income that many of these families' lack and instill in their families the appreciation for education. The communities will benefit as these young women enter into the job market and bring much needed skills to the business sector, as well as new services which are now totally lacking. Perhaps the largest impact will be on the greater community as the lessons learned are shared and applied to the educational system, allowing future students to reap the benefits derived from this project.

Areas of Focus

Which area of focus will this project support?

Basic education and literacy

Economic and community development

Measuring Success

Basic education and literacy

Which goals will your activity support?

Involving the community to support programs that strengthen the capacity of communities to provide basic education and literacy to all; Working to reduce gender disparity in education; Supporting studies for career-minded professionals related to basic education and literacy

How will you measure your project's impact?

Measure	Collection Method	Frequency	Beneficiaries
Number of new female school-age students --- Number of young women accessing secondary school. The vast majority of the school's students would have discontinued their education upon completing primary school.	Grant records and reports	Every year	100-499
Other --- Number of teachers from public schools and practitioners from organizations attending the two STEM for Girls summit trainings that will be facilitated by Teachers 2 Teachers Global and hosted by the Colegio Impacto.	Grant records and reports	Every six months	1000-2499
Other Number of female students who exceed 1 year of academic growth in math and literacy based on semesterly MAP and Lexile assessments.	Testing	Every six months	100-499
Other --- Number of public school teachers and NGO representatives attending critical thinking/literacy training from ConTextos, El Salvador. The Colegio Impacto will host these two trainings and invite public secondary schools as well as other youth-focused organizations operating in Sololá.	Grant records and reports	Every year	1000-2499
Other --- Growth in content mastery among Colegio Impacto educators receiving content coaching in STEM-related subjects.	Testing	Every six months	1-19

Do you know who will collect information for monitoring and evaluation?

Yes

Name of Individual or Organization

Asociación Estrella de Mar

Phone

502-7762-0842

Email

info@estrella-impacto.org

Address

Plaza Mayasera, Ave Rancho Grande, Zona 2, Panajachel, Solola, Guatemala

Briefly explain why this person or organization is qualified for this task.

Asociación Estrella de Mar has many years of experience measuring the long-term impact of its programs. It employs measures of effectiveness in all its programs and these will continue throughout the life of this project and beyond. It has a full-time, Guatemalan social anthropologist on staff to monitor progress and impact. It also has a customized database developed specifically for measuring the progress and impact of its programs. Below are a few examples of measures currently employed:

1. Economic Independence and Mobility – The number and percentage of participants with an annual income in excess of the average income in Guatemala after completing the program. The percentage of program graduates gainfully employed. The percentage of graduates engaged in post program studies.
2. Reproductive and Relationship Autonomy – Percent of program graduates that have delayed marriage and family until at least age 25

3. Life-long Learning – Percentage of participants achieving a target level of 15 years of formal education compared to an average of 2.5 years in the indigenous adult population of Guatemala. Percentage of students currently enrolled in university.

4. Unlocking Leadership Potential – Percentage of graduates working for NGOs, involved in community service projects, and/or have been elected to voluntary positions of leadership

This strong track record of not only measuring but evaluating the impact of its programs makes Estrella de Mar ideally suited to carry out this task.

Economic and community development

Which goals will your activity support?

Building the capacity of entrepreneurs, community leaders, local organizations, and community networks to support economic development in impoverished communities; Developing opportunities for productive work; Reducing poverty in underserved communities

How will you measure your project's impact?

Measure	Collection Method	Frequency	Beneficiaries
Number of entrepreneurs supported	Grant records and reports	Every six months	20-49
Number of youth employed in income-generating activities	Grant records and reports	Every six months	100-499
Other ---Number of recent high school graduates acquiring first-job experience in the formal sector through internships.	Grant records and reports	Every six months	20-49
Other ---Number of emerging female leaders attending the annual leadership training and networking event	Grant records and reports	Every year	50-99
Other ---Number of recent high school graduate girls successfully completing a three-day small-business incubator program	Grant records and reports	Every six months	20-49
Other Number and percentage of participants with an annual income in excess of the average income in Guatemala after completing the program	Grant records and reports	Every year	50-99
Other Academic success rate of first-generation female university students. Completion of university will significantly increase employment opportunities.	Grant records and reports	Every six months	20-49

Do you know who will collect information for monitoring and evaluation?

Yes

Name of Individual or Organization

Asociación Estrella de Mar

Phone

502-7762-0842

Email

info@estrella-impacto.org

Address

Plaza Mayasera, Calle Rancho Grande, Panajachel, Solola Guatemala

Briefly explain why this person or organization is qualified for this task.

See the above explanation for a description of Asociación Estrella de Mar's qualifications.

Location and Dates

Humanitarian Project**Where will your project take place?****City or town**

Sololá

Province or state

Sololá

Country

Guatemala

When will your project take place?

2018-07-01 to 2019-06-30

Participants

Cooperating Organizations (Optional)

Name	Website	Location
Asociación Estrella de Mar	www.estrella-impacto.org	Edificio Mayasera, Primer Nivel, Ave. Rancho Grande Panajachel Guatemala

Why did you choose to partner with this organization and what will its role be?

Asociación Estrella de Mar will be the principal implementing organization for this grant. It is an ideal partner chosen for its outstanding reputation. Based in Sololá Guatemala, it is one of the few organizations in Guatemala that is led and run by indigenous women for indigenous adolescent girls. Estrella de Mar's Colegio Impacto represents an ideal venue to equip teachers and students with the essential competencies and skills for the 21st century. This school, which launched in 2017, will be the primary venue for the education and economic growth activities in this project.

Estrella de Mar's ongoing programs have been enormously successful. Today, the hundreds of beneficiaries of their programs are evidence of the catalytic economic impact that empowered young women can have on their communities. Academically, these "girl pioneers" have already reached unseen heights. Fifty six percent of program graduates have continued their education beyond high school, in contrast to their mothers who average only two years of schooling.

The leadership of this organization is one of its defining attributes. Director Norma Bajan has been invited by two different Administrations to visit the White House to honor her commitment to women in Guatemala. Her team possesses the critical context and language skills to align educational innovations to rural Guatemala. Ninety five percent of the staff of the organization is female and indigenous, an attribute which allows them to

understand the issues the students face because they have experienced these issues themselves. It also allows them to identify with and relate to the parents of students who are critical to their continued education.

Estrella de Mar has a proven track record with respect to grants and has evidenced its ability to successfully execute projects of this scale. It has successfully managed two other global grants with Rotary and has a deep relationship with a wide variety of Rotarians both in Guatemala and abroad. A 2015 inspection by a member of the Rotary Cadre of Technical Advisors, Cecelia Babkirk, provided the following testimony after visiting Estrella de Mar: "I have to say that of all the Cadre site reviews I have done, this was absolutely my favorite. What a job they are doing here. Best of all, while it would seem from the grant application and other documents that the benefit would be delayed while the young women attend school, they are not. The project is making a big, immediate difference in the lives of these women and their families. What a delight and honor to get to see this project."

Most importantly, Estrella de Mar's has an efficient and transparent financial system. Annually there is an external audit of all financial activities. This is expected to make for a streamlined reporting process.

Partners (Optional)

List any other partners that will participate in this project.

This project will evidence best-educational practices and is designed to be accessible for local adaptation from other organizations and public schools. In 2017, Estrella de Mar facilitated access to innovation for 20 schools and organizations. This project will build upon that platform to continue to share contextualized best practices among other youth-focused organizations and schools.

This project will also serve 8-10 girl-focused programs operating throughout Guatemala who will send delegates to the annual Chispa networking and social capital gathering.

Volunteer Travelers (Optional)

No.	Name	Email
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Describe this person's role in the project.

Host sponsor confirmation of volunteer travelers

Rotarian Participants

Describe the role that host Rotarians will have in this project.

The Rotary E-Club Lake Atitlan (RECLA) is a small club with a high degree of geographic diversity around Lake Atitlán as well as around the world (it is an E-Club). While these characteristics of the club do represent some challenges, this project will maximize one of RECLA's assets as a club: it's high prevalence of diverse entrepreneurs. The club features several members who reside in Panajachel (near the primary implementation location of this project), and will engage them as entrepreneurship coaches for emerging girl leaders. For young women whose families have always survived in the informal economy, the professional perspectives of local Rotarians represents an invaluable knowledge base. Among these coaches are the following individuals:

- Mayra Tobias, a female attorney who runs her own law practice
- Emilio Crespo, a manager of a successful hotel catering to international tourists

Vivian Harvey, an English language instructor and tour guide
Dr. William Bogel, the primary contact for the host club and Founder of Opal House Guatemala serving the area
Eliza Strode, Founder of a Thread of Hope cooperative of weavers

The proximity of these entrepreneurship experts to the Estrella de Mar program allows for structured presentations (interventions during entrepreneurship class) as well as informal opportunities (RECLA members will be invited to have lunch with students and to lead conversations around entrepreneurship).

This project also considers professional internships in Antigua, Guatemala where the Antigua Rotary Club would serve as a primary networking space to connect Girl Pioneers with established business leaders. These Rotarians would host short-term (3 month) interns in their businesses.

In addition to their role as entrepreneurship coaches and providing internships as described above, RECLA will be intimately involved in financial and program oversight of this project. Its role, as well as the role of the international sponsor, are further described in the next section.

Describe the role that international Rotarians will have in this project.

Rotarians from the US and Guatemala have been a part of Estrella de Mar's impact since the organization was founded in 2010. In 2015, Estrella de Mar opened an office in Antigua, Guatemala to conduct more outreach to business leaders, including those in the Rotary community, to engage them in the design of the Colegio Impacto. Since 2010, over 150 Rotarians (from Colorado, Minnesota, California and Washington) have visited the Estrella de Mar project.

Rotarians Ted Ning, Al Steger and other representatives from the Evergreen club will conduct field visits to monitor the advances of this project. One or both of them will conduct semi-annual trips to Estrella de Mar to monitor the progress of the organization, particularly among the recent graduates of high school. Over 15 RC Evergreen Rotarians and their families have visited this program since 2010. Al and Ted will lead a delegation from the Evergreen club in early 2019. During this visit, International Rotarians will experience firsthand the impact of this project while also providing professional career insights to Girl Pioneers.

In addition to their role in providing program oversight, the members of the Rotary Club of Evergreen will provide financial oversight of this project. Its role, as well as the role of the host sponsor, are further described below.

Financial and Program Oversight Procedures:

1. The international club, Rotary Club of Evergreen (RCE), will collect the funds from all participating clubs and districts (except the host club) after application approval. These funds will be deposited in a separate holding account maintained by the Evergreen Rotary Foundation until all funds have been accumulated, at which point they will be transferred to the host club.
2. The host club, RECLA, will deposit all project funds in a separate account and will be responsible for all disbursements. Funds will be disbursed monthly.
3. If an advance of funds is needed for any month, the implementing organization, Estrella de Mar (EdM), will submit a request to the RCE detailing the work to be done and reasons for the advance. RCE will review the request for consistency with grant agreement and recommend to RECLA approval or denial of the request. If found acceptable, RECLA will approve the request and disburse the funds. An initial request may be made for the first month of the project. For subsequent months, a request may only be made concurrently with submission of the monthly accomplishment report (see step 4).
4. EdM, in consultation with the RCE, will be responsible for the preparation of all reports. A report will be prepared at the end of each month detailing the tasks completed during the preceding month. The report will be transmitted to the RCE together with copies of invoices and receipts supporting charges. RCE will be responsible for first level oversight of work accomplishment.
5. When the RCE is satisfied with a monthly report, it will forward it to the RECLA with a recommendation for approval and payment, less any advances.
6. RECLA will perform second level oversight of the monthly accomplishment report and request for advance of funds. Upon acceptance, it will disburse funds for work completed and advances for the upcoming month.
8. Upon completion of all work under the grant, the RCE and EdM jointly will prepare the final report. The

Budget

What local currency are you using in your project's budget?

The currency you select should be what you use for a majority of the project's expenses.

Local Currency	U.S. dollar (USD) exchange rate	Currency Set On
GTQ	7.4	06/12/2017

What is the budget for this grant?

List each item in your project's budget. Remember that the project's total budget must equal its total funding, which will be calculated in step 9. Every global grant includes a match of at least \$15,000 from The Rotary Foundation's World Fund. Project budgets, including the World Fund match, must be at least \$30,000.

#	Category	Description	Supplier	Cost in GTQ	Cost in USD
1	Training	Training of middle school entrepreneurship educator. Weekly one-on-one coaching of Colegio Impacto teacher to help her design and implement the most effective activities to hone small business skills. Some in-person, but the majority will be on-line via Skype.	Pomona Impact Social Investment Firm	11100	1500
2	Training	Accelerator for aspiring small business owners. A three day intensive accelerator to help young women narrow their entrepreneurship concepts to create a business plan.	Pomona Impact Social Investment Firm	7400	1000
3	Training	20 internships for recent high school graduates to gain first-job experience.	Local businesses	66156	8940
4	Training	Weekend and evening English training for recent HS grads to increase employment prospects	ACCESS English	62900	8500
5	Training	Summer academic tutoring for university students to ensure continued academic success	Local tutors	25900	3500
6	Travel	Two round trips from Panajachel to Guatemala City for 12 girls to participate in mentoring sessions (see item 7)	Salvador Raxtun	3700	500
7	Training	Meals and venue for two mentoring	1001 Noches	3700	500

		sessions for 12 girls with female professionals in Guatemala City.			
8	Training	Tutoring for university students throughout the year. These will be afterschool sessions with independent tutors in Santiago, Xela and Panajachel.	Local tutors	25900	3500
9	Training	One-on-one coaching for 4 STEM focused educators by external coaches to ensure that each educator knows her content. Coaching will be done online via skype on a weekly basis.	Teachers 2 Teachers	59200	8000
10	Training	Training in basic computer skills for Colegio Impacto and university students	Local technology consultant	59200	8000
11	Equipment	50 Laptop computers to equip computer lab (2) for IT training in the Impact School	SEGA SA	185000	25000
12	Equipment	Surge protectors for 50 computers	SEGA SA	2590	350
13	Equipment	Classroom projectors (4)	SEGA SA	14800	2000
14	Equipment	Software (Microsoft Office) and antivirus (Norton) for 50 computers	Techsoup	14800	2000
15	Equipment	Charging stations- laptops	SEGA SA	14800	2000
16	Equipment	Printers (4)	SEGA SA	7400	1000
17	Supplies	School library to foster critical thinking and literacy	ConTextos, El Salvador	148000	20000
18	Training	Training of Colegio Impacto educators and staff of eight other youth-focused organizationson and public schools on instructional techniques to foster critical thinking skills through literacy and classroom management techniques.	ConTextos	88800	12000
19	Training	Two multi-day conferences to introduce cutting edge STEM teaching methods to the Impact School as well as to the faculty of 10 public secondary schools	Teachers 2 Teachers	66600	9000
20	Monitoring/evaluation	Assessment systems for Colegio	PowerSchool	47665	6441

		Impacto students to support tracking and manage formative evaluation of each student			
21	Monitoring/evaluation	Standardized assessment of math proficiency to monitor student growth	Achieve 3000	33720	4557
22	Monitoring/evaluation	Standardized assessment of literacy proficiency to monitor student growth	MAP Growth	17294	2337
23	Accommodations	Housing for three-day social capital summit for 50 female pioneers from across Guatemala. Connects adolescent girls from 6-8 girl focused organizations during a three-day leadership summit to focus on community development. This is an opportunity for local and national Rotarians to engage with this audience	Eagles Nest Retreat Center, Solola	29600	4000
24	Travel	Transport for participants on four day-trips during the summit	Flor de Paisaje Transportes	1480	200
25	Supplies	Materials for use during the Summit	Libreria El Progreso	2220	300
26	Project management	15% standard overhead for administration	Asociacion Estrella de Mar	149991	20269
27	Project management	5% for contingencies	Asociacion Estrella de Mar	49994	6756
Total budget:				1199910	162150

Funding

Tell us about the funding you've secured for your project. We'll use the information you enter here to calculate your maximum possible funding match from the World Fund.

#	Source	Details	Amount (USD)	Support*	Total
1	Cash from Club	Evergreen	10,000.00	500.00	10,500.00

2	Cash from Club	Denver	3,000.00	150.00	3,150.00
3	Cash from Club	Westminster 7:10	2,000.00	100.00	2,100.00
4	Cash from Club	Westminster	1,500.00	75.00	1,575.00
5	Cash from Club	Mountain Foothills of Evergreen	2,000.00	100.00	2,100.00
6	Cash from Club	Golden	2,000.00	100.00	2,100.00
7	Cash from Club	Conifer	3,000.00	150.00	3,150.00
8	Cash from Club	Parker	1,000.00	50.00	1,050.00
9	Cash from Club	Highlands Ranch (Littleton)	2,000.00	100.00	2,100.00
10	Cash from Club	Denver Tech Center	1,000.00	50.00	1,050.00
11	Cash from Club	Boulder	2,000.00	100.00	2,100.00
12	Cash from Club	Littleton	1,000.00	50.00	1,050.00
13	District Designated Fund (DDF)	5450	36,750.00	0.00	36,750.00
14	Cash from Club	Greeley (Centennial)	2,500.00	125.00	2,625.00
15	Cash from Club	Fort Collins-Breakfast	2,500.00	125.00	2,625.00
16	District Designated Fund (DDF)	5440	5,000.00	0.00	5,000.00
17	Cash from Club	Billings	4,000.00	200.00	4,200.00
18	District Designated Fund (DDF)	5390	4,000.00	0.00	4,000.00
19	Cash from Club	Lacey	3,000.00	150.00	3,150.00
20	District Designated Fund (DDF)	5020	3,000.00	0.00	3,000.00
21	Cash from Club	Novato	500.00	25.00	525.00
22	Cash from Club	E-Club of Lake Atitlán- Panajachel	100.00	5.00	105.00

*Whenever cash is contributed to the Foundation to help fund a global grant project, an additional 5 percent is applied to help cover the cost of processing these funds. Clubs and districts can receive Paul Harris Fellow recognition points for the additional expense.

How much World Fund money would you like to use on this project?

Funding Summary

	DDF contributions:	48,750.00
	Cash contributions:	43,100.00
	Financing subtotal (matched contributions + World Fund):	162,150.00
	Total funding:	162,150.00
	Total budget:	162,150.00

Sustainability

Humanitarian Projects

Project planning

Describe the community needs that your project will address.

This project will address three critical needs: academic access, educational quality, and pathways to economic participation by females.

Academic access – Improving academic access for young females in rural Guatemala requires an understanding of the obstacles. A major obstacle is economics. Through 6th grade, public education in Guatemala is free and more accessible since schools tend to be nearby. Secondary school gets significantly more difficult since materials and transport expenses increase, as does the pressure for young women to work. As a result, many youth, especially girls, are not educated beyond the primary grades. Most families subsist below the poverty line and are unable, even if they wanted, to provide further education for their daughters.

An equally great obstacle is the macho culture that exists in Guatemala. If children are educated beyond 6th grade, it is much more likely to be the males in the family. A girl's place is generally considered to be in the home, cooking, doing household chores, and taking care of younger siblings. In fact, girls are often needed to perform these functions due to the large family sizes and sometimes poor health of the mothers. This demand weighs heavily on the decision to limit the educational opportunities for girls. To further compound this problem, when girls reach their mid-teenage years, there is often pressure within the family for them to marry because of the relief it will give the family in providing for them financially.

Recognizing these obstacles, Estrella de Mar has implemented measures to increase the likelihood of success. First, girls are selected based on a rigid screening process involving interviews to gauge motivation and academic capability. Home visits and interviews with the family members are also conducted to evaluate family support. Families must “buy in” to their daughters continued education and agree to provide a home environment conducive to study. Those who pass the selection criteria earn a full scholarship to attend the Colegio Impacto school. (No grant funds will be used for scholarships.)

Educational Quality – The quality of education in Guatemala is abysmal. According to 2010 Ministry of Education data, 50% of third graders reach national standards in mathematics and just over 50% reach national standards in reading. Even when students are able to complete primary school, many do not acquire the necessary skills to advance. In 2017, 9% of high school students nationally were considered proficient in math, and 30% in literacy. Furthermore, while there are nominal national differences in school enrollment between boys and girls, the enrollment gap between rural and urban areas is significant.

In Guatemala, more than two million out-of-school youth between the ages of 15 and 24, including 600,000 in the Western Highlands, do not have basic life or vocational skills to enter the workforce. Youth face increasingly difficult conditions, including high levels of unemployment, social and economic marginalization, rapid urbanization, increasing crime, and lack of basic services. Long-term, sustainable development and improved equity in Guatemala will only be possible if education of children and youth continues to improve.

In contrast to the public schools, Colegio Impacto provides content and instruction aligned with the needs of the 21st century. Emphasis is placed on such things as critical thinking, STEM, and use of information technology to better prepare students to meet the needs of the modern economy.

Pathways to economic participation – This project addresses one of Guatemala’s most glaring challenges: the lack of economic participation among its female population. With the hemisphere’s worst gender equity gap (an annual study conducted by the World Economic Forum of women’s economic and political participation as well as their access to health and educational services), Guatemala’s fragile economy struggles to thrive with large portions of its female population residing outside the margins of the formal economic sector. In the Department of Sololá, where this project is focused, the census reveals that the population is 96% indigenous and 81% of youth reside in poverty. In Sololá, almost 60% of girls aged 15-19 are married or mothering.

Nationally, 73% of economically active citizens are trapped in the informal economy where they have no legal protections, cannot pay taxes, and have no set wages. In the rural villages, the limited access and abysmal quality of education impede young women from being able to access the economic opportunities that are emerging in the 21st century. Without the knowledge and know-how to compete, they remain trapped in the long-established cycles of inter-generational poverty.

Through combining rigorous academic preparation for future high school graduates with “first-job” internships, opportunities to extend their education at the university level, entrepreneurship training to begin their own businesses, and contacts through networking with organizations and successful individuals in the economic sector, a generation of girls will know how to navigate and engage with the current economic landscape of opportunities.

Citations:

Global Gender Gap 2017: <https://www.weforum.org/reports/the-global-gender-gap-report-2017>
Population Council "The Adolescent Experience In-Depth: Using Data to Identify and Reach the Most Vulnerable People" http://www.popcouncil.org/uploads/pdfs/PGY_AdolDataGuides/Guatemala2002-06.pdf
Council of the Americas: <https://www.as-coa.org/articles/weekly-chart-latin-americas-informal-economy>
UN Women: <http://lac.unwomen.org/en/donde-estamos/guatemala>
Prensa Libre, <http://www.prensalibre.com/guatemala/comunitario/mineduc-presenta-resultados-de-evaluacion-nacional-de-graduandos-2017>
USAID, Education situational analysis <https://www.usaid.gov/guatemala/education>

How did your project team identify these needs?

These project needs were identified mainly through direct observation and extensive consultation with community leaders, including both indigenous members and local business members. Much of this effort is the work of Dr. Ted Ning, a member of the Rotary Club of Evergreen. He has been spending time in Guatemala for over 20 years and owns a home in Sololá where this project is based. He is well known in Guatemala and in Colorado for his service. As founder of Starfish-One-by-One, the U.S. affiliate of Estrella de Mar, he has worked directly with the indigenous educators, mentors, and staff of Estrella de Mar learning first-hand of the challenges and needs of the area. He is also well connected with the Rotary community in both Guatemala and in his home state of Colorado.

During this time, he has been connecting the Rotarian community with various women’s empowerment initiatives, including Friendship Bridge and Asociación Estrella de Mar. His son, Travis, is a founding member of RECLA, the host club, and Ted has enjoyed deep friendships with several of the members of the club. In conversations with both host and international clubs involved in this project, Ted noted a shared enthusiasm to support a program to stimulate the local economy through addressing the systemic challenges that keep young women from becoming agents of economic change.

In recent years, Ted has been joined by Al Steger, a member of the Evergreen Club and the primary contact for this project. They have personally led several Rotary insight trips to rural Guatemala over the past seven years, introducing at least 15 Rotarians and their family members from the U.S. to the problems and issues surrounding this project. Together, they have participated in numerous first-hand interviews of young women and their families. In the course of these interviews, one theme always emerges: the families, especially the

mothers, want a future for their daughters that is better than the lives they have experienced. They see education as the means to escape poverty.

This extensive contact with the girls and their families, as well as the interaction with the business, educational, and Rotary community in Guatemala and the U.S. are clear indication that the community has been involved in identifying the needs for this project.

How were members of the benefiting community involved in finding solutions?

This project serves young women and families in rural villages around Sololá. Members of these same communities collaborated in the design of the project, primarily through exhaustive consultation with the team and beneficiaries of Estrella de Mar. This unique organization is led and run by women from the communities targeted by this project. As an intervention co-designed by members of the communities, this project possesses a unique level of culturally attuned involvement at every stage of planning and implementation, and thus a very high likelihood of success.

How were community members involved in planning the project?

The key to involvement of community members in planning the project was the selection of Estrella de Mar as the implementing organization. Estrella de Mar is an organization led and staffed by community members with 95% of its employees of indigenous descent from the communities they serve. Integrated into its staff are graduates of the program, with approximately 20% of current staff being graduates of its successful mentorship program who continue to reside in their communities. Its Board of Directors includes local Mayan leaders and business leaders from Guatemala City. Estrella de Mar is thus uniquely situated to navigate the very challenging cultural boundaries and beliefs that accompany girl-focused empowerment programs in Guatemala.

These individuals were consulted regarding every aspect of this project. Most of the activities included in the budget were identified by Estrella de Mar staff as needed enhancements to their ongoing program, or activities that would accelerate the pace of implementation. No activity has been included in the budget that does not have the full support of these community members. Estrella de Mar staff were also involved in costing each item in the project budget, relying on local vendors and suppliers, thus ensuring reasonable cost estimates consistent with local market conditions.

Project implementation

#	Activity	Duration
1	Weekly content coaching for Colegio Impacto's entrepreneurship educator	July 2018 - June 2019 (12 months)
2	Small business incubator program for recent high school graduate girls to formalize concepts into formal business plans	August 2018
3	Three-month internships in Sololá with formal businesses and NGOs (recruitment for host companies and organizations will center on Rotarians)	July 2018 - June 2019 (12 months)
4	Employment-focused English language training for recent high school graduates	July 2018 - June 2019 (12 months)
5	Afterschool academic tutoring for first-generation university students to ensure success	July 2018 - Oct 2018 (4 months), Jan 2019 - June 2019 (6 months)
6	Weeklong intensive Spanish language and math academic reinforcement	Nov 2018

	classes for first-generation university students during school break	
7	In-person professional mentoring sessions matching recent high school graduates with female business leaders in Guatemala City (recruitment for mentors will center on Rotary clubs)	Nov 2018 and June 2019
8	Weekly, online content coaching from Teachers 2 Teachers Global of 4 STEM-focused educators at the Colegio Impacto	June 2018 through May 2019
9	Technology consultant uses computer lab to provide daily training to students of the Colegio Impacto	June 2018 through May 2019
10	Technology consultant provides weekly training on IT workplace readiness for recent graduates of high school	June 2018 through May 2019
11	Provision of 50 laptop computers (and related accessories) for the IT training in the classroom	July 2018
12	Purchase of books for critical thinking, literacy and STEM reinforcement resources in the school library	July 2018
13	Training of Sololá-based schools and organizations on classroom critical thinking techniques (training provided by ConTextos, El Salvador)	July 2018 and Feb 2019
14	Two "STEM for Girls" summits focused on Sololá-based schools and organizations (facilitated by Teachers 2 Teachers Global)	Nov 2018 and June 2019
15	Social capital/network summit to build female leadership and connectivity	November 2018
16	Monitoring and evaluation of student progress in Colegio Impacto	July 2018 - June 2019 (12 months)
17	Administration and project management	July 2018 - June 2019 (12 months)

Will you work in coordination with any related initiatives in the community?

Yes

Briefly describe the other initiatives and how they relate to this project.

This project leverages several powerful partnerships that provide additional training to young women. These include the Universidad del Valle's ACCESS English program (supported by the US Embassy) that will provide English-language training to the young women in this program.

Please describe the training, community outreach, or educational programs this project will include.

This program features several training elements. They are:

1) Content coaching for local, indigenous women who educate adolescent girls in the Colegio Impacto. These trainings occur throughout the year on a weekly basis via individual skype calls. Asociación Estrella de Mar will leverage its network of contacts to identify culturally-attuned content experts in the fields of math, science and entrepreneurship to secure these training relationships.

2) A training for recent high school graduates (from Pomona Impact, a social-investment firm based in Guatemala) will be an incubator program for young women already with small enterprise concepts. As a result, each will have access to a mentor, the guided development of a business plan, and a clear financial plan to launch and operate her enterprise.

3) The project features a structured internship-focused concept for recent high school graduates. These internships support girls' as they gain invaluable first-job experience in structured, supportive environments in Sololá. The project will engage Rotarians from the nearby communities to create these training opportunities for the beneficiaries.

4) Technology is a critical skill in the modern economy, and this project supports an IT consultant who provide training for 150 girls in middle school as well as fifty recent high school graduates. This consultant will also provide training to Asociación Estrella de Mar staff on the topic of proper care of hardware.

5) The program features a training of Asociación Estrella de Mar staff on the subject of integrating critical thinking techniques into the classroom. This will train approximately 12 school educators to identify and maximize opportunities to create deliberate critical thinking practice in lesson planning and classroom management.

6) This project also features two STEM conferences/trainings targeting 70 public school teachers. Teachers 2 Teachers Global (who will provide the yearlong STEM content coaching in item 1 of this section) will introduce best-practices for including and educating girls in STEM-focused classrooms.

Community Outreach

1) This program reaches out to an additional 10 girl-focused organizations for the social capital/networking event that will gather 50 female leaders from around Guatemala, including Sololá. This event identifies and connects high-potential girl leaders and builds rapport and specific communication platforms where each can access a supportive, safe environment. As these young women increase in economic activity, this space will become a useful venue for business networking and personal support.

2) Young women served by this project are found through rigorous promotion in rural villages in Sololá. This campaign is conducted by two Kachiquel women who consult village councils, church leaders and families who are fully aware of the projects goals.

Educational Programs

1) The bulk of this program is built around the Colegio Impacto, a middle school designed specifically to foster the full participation of young women in the 21st Century.

How were these needs identified?

Both International and Host clubs consulted Asociación Estrella de Mar's staff and graduates to identify the most high-impact, culturally-attuned ways to unlock the economic capacity of young women. The activities outlined reflect the input of women and young women from the communities this project serves. Estrella de Mar conducts rigorous and continual consultation with village elders, religious leaders and families in the communities served by this project.

What incentives (for example, monetary compensation, awards, certification, or publicity), will you use, if any, to encourage community members to participate in the project?

The young women served by this project have either received or are receiving a scholarship to attend secondary school. Upon graduating, they will receive diplomas. Those attending formal trainings on entrepreneurship will receive certificates.

The educators and public school teachers who receive formal training via this project will receive formal certificates of participation.

List any community members or community groups that will oversee the continuation of the project after

grant-funded activities conclude.

Sustainability is a core pillar of this project's design. Investing in local, Mayan educators ensures the long-term impact of this project. For this reason, the bulk of this project centers on training and knowledge-transfer into local hands. This knowledge will be systematized to be offered continually to future generations of young women coming through the Colegio Impacto, eventually serving thousands of girls who would otherwise remain economically marginalized.

Budget

Will you purchase budget items from local vendors?

Yes

Explain the process you used to select vendors.

Whenever possible, this project will invest in the local economy. Within the internal controls of Estrella de Mar, expenses in excess of Q3,000 (roughly \$400) require three bids to ensure the most competitive price.

Did you use competitive bidding to select vendors?

Yes

Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

This project includes the purchase of computer equipment. The technology consultant (also a part of this project) will train the staff of Asociación Estrella de Mar on the proper maintenance of this equipment. Major maintenance will be provided by local vendors.

Describe how community members will maintain the equipment after grant-funded activities conclude.

Will replacement parts be available?

Asociación Estrella de Mar will continue to provide computer maintenance as a part of its school operations. Major maintenance will be performed by local vendors who are staffed and equipped to do so.

If the grant will be used to purchase any equipment, will the equipment be culturally appropriate and conform to the community's technology standards?

Yes

Please explain.

One of the stated goals of this project is to provide adolescent girls with access STEM knowledge and skills.

This intervention is designed by women from the communities targeted by this project and is therefore aligned with cultural realities of this context.

After the project is completed, who will own the items purchased by grant funds? No items may be owned by a Rotary district, club, or member.

Asociación Estrella de Mar will retain ownership of any supplies and equipment resulting from this grant.

Funding

Have you found a local funding source to sustain project outcomes for the long term?

Yes

Please describe this funding source.

Asociación Estrella de Mar receives funding from a variety of sources, including donors in Guatemala, the US and Europe. Additionally, the organization receives institutional support from the US Embassy as well as several international foundations. Estrella de Mar has a small revenue-generation program that also produces income via a variety of initiatives. It is anticipated that beneficiaries of this program will themselves become donors as they become established in the local and national economy. The vision for Estrella de Mar is to become independent of international donors.

Will any part of the project generate income for ongoing project funding? If yes, please explain.

No.

Authorizations

Authorizations & Legal Agreements

Legal agreement

Global Grant Agreement

I confirm and agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate.
2. We have read the Terms and Conditions for Rotary Foundation District Grants and Global Grants ("Terms and Conditions") and will adhere to all policies therein.
3. The grant sponsors ("Sponsors") shall defend, indemnify, and hold harmless Rotary International (RI) and The Rotary Foundation (TRF), including their directors, trustees, officers, committees, employees, agents, associate foundations and representatives (collectively "RI/TRF"), from and against all claims, including but not limited to claims of subrogation, demands, actions, damages, losses, costs, liabilities, expenses (including reasonable attorney's fees and other legal expenses), awards, judgments, and fines asserted against or recovered from RI/TRF arising out of any act, conduct, omission, negligence, misconduct, or unlawful act (or act contrary to any applicable governmental order or regulation) resulting directly or indirectly from a Sponsor's and/or participant's involvement in grant-funded activities, including all travel related to the grant.
4. The failure of the parties to comply with the terms of this Agreement due to an act of God, strike, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, acts of terrorism, or any similar cause beyond the control of the parties shall not be deemed a breach of this Agreement. In such an event, the Agreement shall be deemed terminated and the Sponsors shall refund all unexpended global grant funds within 30 days of termination.
5. TRF's entire responsibility is expressly limited to payment of the total financing amount. TRF does not assume any further responsibility in connection with this grant.
6. TRF reserves the right to cancel the grant and/or this Agreement without notice upon the failure of either or both of the Sponsors to abide by the terms set forth in this Agreement and the Terms and Conditions. Upon cancellation, TRF shall be entitled to a refund of any global grant funds, including any interest earned, that have not been expended.
7. The laws of the State of Illinois, USA, without reference to its conflicts of laws principles, shall govern all matters arising out of or relating to this Agreement, including, without limitation, its interpretation, construction, performance, and enforcement.
8. Any legal action brought by either party against the other party arising out of or relating to this Agreement must be brought in either, the Circuit Court of Cook County, State of Illinois, USA or the Federal District Court for the Northern District of Illinois, USA. Each party consents to the exclusive jurisdiction of these

courts, and their respective appellate courts for the purpose of such actions. Nothing herein prohibits a party that obtains a judgment in either of the designated courts from enforcing the judgment in any other court. Notwithstanding the foregoing, TRF may also bring legal action against Sponsors and/or individuals traveling on grant funds in any court with jurisdiction over them.

9. This Agreement binds and benefits the parties and their respective administrators, legal representatives, and permitted successors and assigns.

10. If any provision of this Agreement is determined to be illegal, invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.

11. Sponsors may not assign any of its rights under this Agreement except with the prior written consent of TRF. Sponsors may not delegate any performance under this Agreement without the prior written consent of TRF. Any purported assignment of a Sponsor's rights or delegation of performance without TRF's prior written consent is void.

12. TRF may assign some or all of its rights under this Agreement to an associate foundation of TRF. TRF may delegate any performance under this Agreement to an associate foundation. Any other purported assignment of TRF's rights or delegation of performance without the Sponsors' prior written consent is void.

13. Sponsors will comply with all economic and trade sanctions, including those implemented by the Office of Foreign Assets Control (OFAC) of the United States Department of Treasury, and will ensure that they do not support or promote violence, terrorist activity or related training, or money laundering.

14. This Agreement constitutes the final agreement between the parties. No amendment or waiver of any provision of this Agreement shall be effective unless it is in the form of a writing signed by the parties.

15. Rotary International (RI) and TRF may use information contained in this application and subsequent reports to promote the activities by various means such as The Rotarian, Rotary Leader, rotary.org, etc. Unless indicated otherwise in writing, by submission of the photos, the parties hereby grant to RI and TRF the worldwide right to publish and use the photos, including but not limited to, in RI and TRF publications, advertisements, and Web sites and on social media channels and to license use to others, including, but not limited to, media outlets and its partners and through RI's online image database, for the purposes of promoting Rotary. By submitting the photos, the parties represent and warrant that all persons appearing in the photos have given their unrestricted written consent to use their likenesses and to license use to third parties.

16. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotarians who may wish advice on implementing similar activities.

17. The Sponsors will ensure that all individuals traveling on grant funds have been informed of the travel policies stated in the Terms and Conditions and have been made aware that they are responsible for obtaining travel insurance.

Primary contact authorizations

Application Authorization

By submitting this global grant application, we agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.
2. The club/district agrees to undertake these activities as a club/district.
3. We will ensure all cash contributions (as detailed in the grant financing) will be forwarded to The Rotary Foundation (TRF) or sent directly to the global grant bank account after Trustee approval of the grant.

4. Rotary International (RI) and TRF may use information contained in this application to promote the activities by various means such as The Rotarian, the RI international convention, RVM: The Rotarian Video Magazine, etc.

5. We agree to share information on best practices when asked, and TRF may provide our contact information to other Rotarians who may wish advice on implementing similar activities.

6. To the best of our knowledge and belief, except as disclosed herewith, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from TRF grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of TRF grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of TRF.

All Authorizations & Legal Agreements Summary

Primary contact authorizations

Name	Club	District	Status
Alan Steger	Evergreen	5450	
William Boegel	E-Club of Lake Atitlán-Panajachel	4250	

District Rotary Foundation chair authorization

Name	Club	District	Status
Gail Lehrmann	Parker	5450	
Julio Villalta Rivera	Real de Minas- Tegucigalpa	4250	

DDF authorization

Name	Club	District	Status
Abbas Rajabi	Denver Southeast	5450	
Gail Lehrmann	Parker	5450	
James Epstein	Loveland	5440	
William Emslie	Fort Collins After Work	5440	
Sue Carstens	Whitefish	5390	
Joseph McBride	Butte	5390	
Judith-Ann Byron	Sidney By The Sea	5020	
Thomas Carroll	Gateway-Thurston County	5020	

Legal agreement

Name	Club	District	Status
William Boegel	E-Club of Lake Atitlán-Panajachel	4250	
Laurence Caine	Evergreen	5450	

Bank Information
