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COMPLETE

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Page 1

Q1 Name of your organization.

Child Aid

Q2 Grant #

20180313

Q3 Grant Period

July 1, 2018 to June 30, 2019

Q4 Location of your organization

City	Portland
State	Oregon

Q5 Name and Title of person completing evaluation.

Nancy Press, PhD, Chief Executive Officer

Q6 Phone Number:

503-223-3008

Q7 Email address.

press@child-aid.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

1,150 elementary school students

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

GOAL: Provide a proven literacy intervention to rural, indigenous Mayan children in the Guatemalan department of Chimaltenango who have among the poorest educational opportunities in Central America, suffer the worst discrimination and are caught in a cycle of extreme poverty.

OBJECTIVE: Reach 1,150 new elementary students, half of whom are girls and all of whom are indigenous Maya, with our literacy program as we enter five new primary schools in Chimaltenango, Guatemala.

PROJECT ACTIVITIES:

* Advertise for, screen and hire one new literacy trainer: ACCOMPLISHED. Hired Pahola Aju Coy.

* Put trainer through two-month on-boarding process using our tested, curriculum-based approach. ACCOMPLISHED

* Assign trainer to one of four teams based on geography and indigenous language ability: ACCOMPLISHED: Pahola was assigned to the team of Jorge Sanum, working out of our new office in the town of Patzun, where she was assigned to Kaqchikel-speaking schools.

* Assign 50 teachers at approximately five new schools to trainer: ACCOMPLISHED. Due to distances between schools, Pahola was assigned 50 teachers at eight (rather than the estimated five) schools.

* Have new literacy trainer conduct all necessary activities (e.g. initial orientation meeting with school principal; presenting workshops; conducting follow-ups), initially under supervision of her more experienced team leader. ACCOMPLISHED

* Record and track all Pahola's activities in our Salesforce database to ensure activity completion and have Country Director meet with her team leader to assess the quality of her performance. ACCOMPLISHED... PAHOLA HAS PROVEN A PARTICULARLY TALENTED NEW EMPLOYEE.

* Train the teachers of approximately 1,150 elementary students. ACCOMPLISHED: THE 50 TEACHERS TRAINED BY PAHOLA HAD 1,177 STUDENTS IN THEIR CLASSES IN 2018 (rather than the estimated 1,150).

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

We faced no unexpected challenges or obstacles. Pahola was fitted into a well-running structure and performed very admirably.

Q11 How did you overcome and/or address the challenges and obstacles?

N/A

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

As our program develops and solidifies, and our organizational reputation grows, we are finding ourselves able to hire increasingly talented candidates for entry level, literacy training positions. Pahola Aju Coy is a perfect example of this high quality. She learned and incorporated our teacher training curriculum quickly and deeply and provided excellent services to the teachers she worked with. In addition, as part of our second office in the town of Patzun, she was involved in the spontaneous creation of an after-school, community center with a reading and library program, in our office. This occurred when parents in Patzun noticed the new Child Aid office and discovered that the bottom level of the office was filled with books for a demonstration library. Responding nimbly to interest and demand, our staff created an adjunct to our regular program and Patzun staff members -- including Pahola -- volunteered several after-work hours, Monday-Thursday to make books available for reading and to run literacy programs for the community's children.

Q13 Briefly describe the impact this grant has had on the organization and community served.

This grant directly enabled us to hire a new literacy trainer who worked with six schools comprising 50 teachers and their 1,177 students. The grant also helped us bring on a particularly talented employee who constitutes part of a process of hiring and developing a very high level of talent in our staff. Pahola also was part of the success of our second office in Patzun. This second office was located at some geographic distance from our first office in the town of Panajachel. It was not so far that it made it overly difficult for staff from both offices to hold joint meetings, but it was our first experiment with establishing separate offices from which to deploy our intervention. The success of the work of this second office -- of which Pahola was a significant part -- has led us to plan a more geographically distant office in 2020.

Q14 Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

OUR FUNDS WERE SPENT IN THE MANNER REQUESTED IN OUR GRANT APPLICATION. THERE WERE NO SIGNIFICANT DEVIATIONS. THEREFORE, THE BELOW FIGURES AND EXPLANATION MATCH OUR INITIAL BUDGET REQUEST AND ALSO THE MANNER IN WHICH THE FUNDS WERE SPENT.

Line Item Request	Line Item Explanation	Requested Amount
Personnel: Literacy Trainer	Base Annual Salary	\$9000
Personnel: Literacy Trainer	Ancillary costs, transportation; phone, etc	\$2400
Education Stipend	Per year	\$500
Materials & Supplies	Facilitator's guide & curriculum for 50 teachers	\$800
Supervisors/Overhead	Portion of supervisors' salary	\$4955
Book Provision	Books for each child taught @\$3/book	\$6037
Rent/Overhead		\$1308
TOTALS:		\$25000

1. Personnel: Literacy Trainer. This position delivers our literacy intervention directly to the teachers we train in the public schools where we work. The Literacy Trainer's salary is based on an annual salary of 12 months per year, which includes all taxes and medical benefits, plus an additional, legally required, 2 months per year, without benefits. These latter two months are paid in December and July and are the Guatemalan equivalent of a national pension plan.
2. Personnel: Literacy Trainer – Ancillary Costs. We serve a geographically broad and difficult to traverse part of Guatemala. We specifically hire trainers who live as close as practicable to the schools to which they are assigned. Nevertheless, using public and informal transportation (e.g. buses and pick-up trucks that charge for rides), the cost remains close to \$1000/ trainer. In addition, there are times when Trainers need to attend staff meetings or are working quite far from their homes, and it is not possible or safe to return home for the night. In these instances, we pay for modest overnight accommodations and meals. The other major cost in this category is an internet enabled (smart) phone. This is necessary to ensure that Trainers stay informed of the frequently changing schedules of schools where they work in order not to travel to the site and find the teachers unavailable for workshops or follow-ups; this is a not uncommon problem. It also allows Trainers to stay in touch with their supervisors via text messages and WhatsApp.
3. Education Stipend: One of the advantages of being a Literacy Trainer at Child Aid is the availability of a \$500 USD stipend to be used, each year, for approved further education.
4. Materials and Supplies: Each Literacy Trainer gets a printed and bound copy of the Facilitator's Guide, which is our teacher curriculum annotated and expanded with explicit instructions and ideas for running workshops and follow-ups. In addition, each teacher assigned to a Literacy Trainer receives a printed curriculum, as well as ancillary materials provided in an on-going manner. Each Trainer is also provided with necessary workshop materials, such as pens and posters, etc.
5. Supervisors/Overhead: Literacy Trainers are divided into "teams." Each team comprises four-five Trainers and one supervisor. The supervisor provides on-going quality control, ensuring that Trainers' activities are carried out on schedule. They also provide on-site, random observation of Trainers, as well as professional development and coaching. Therefore, a portion of the Supervisor's salary is included in the cost of the Literacy Trainer. In addition, this line item includes a portion of the overhead costs of other Guatemala-based personnel, including our Business Manager and overall staff leader.
6. An integral part of our intervention is the provision of books to schools. Since most schools do not have dedicated libraries – and also because a primary focus of our program is teaching teachers how to incorporate books into their daily instructions – the books are distributed, along with rolling bookshelves, to each teacher. Therefore, we can calculate a cost-per-teacher-per-year of books and associate that cost with an individual Trainer.

7. We currently have two offices, each of which houses half of our teams and is located in an area that enables us to reach parts of two different States in Guatemala. Each office has utilities, including internet and phones. Formal weekly meetings are held in each office, along with regularly scheduled professional development sessions. In addition, staff use the offices to store and retrieve materials; meet informally; process books for distribution; and many other tasks and activities. Therefore, a portion of each Literacy Trainer's costs includes office rent.

Page 4: Success Stories

Q15 Please relate a success story:

Through the S.L. Gimbel Grant 2018, Child Aid hired Literacy Trainer Pahola Aju Coy. Her impact on the 1,177 students in six Guatemalan elementary schools where she works is incredible. Pahola conducts training and literacy workshops with nearly 50 educators, bringing quality instruction ideas and educational best practices into each of their classrooms. Her ability to work patiently but persistently with teachers is a hallmark of Pahola's work, and it pays off in enthusiastic, engaged teachers.

For instance, teacher Duglas Omar Salazar did not believe Child Aid's approach to teaching reading could make a difference in his school, El Sitio. But Pahola gently introduced new teaching approaches, modeling many of the techniques herself, including story mapping, word walls and small-group learning. "Now, he is an advocate for reading in the schools, just like the other teachers," Pahola says.

"Pahola has been persistent and flexible in her engagement with teachers who are initially hesitant to engage in the Child Aid Program. Her work in El Sitio is exemplary and typical of her work in all the schools where she trains educators," says Jorge Sanum, Pahola's direct Supervisor.

Originally from Patzún, Chimaltenango, Pahola also helped launch, in early 2018, our new Community Reading Center located in her hometown. The Patzún office was established to give Child Aid a base to reach the many small, remote communities and schools in the area, and it contains a model school library with books and displays used as a resource and training space for staff and teachers. But a room full of children's books is a novelty in Guatemala, where books in homes are rare and even community libraries have few books of interest to children. So when the Child Aid office opened, mothers and children began peeking in through the open doorway and were soon expressing interest in the books they saw. The Patzún staff agreed it would be a shame if these great books were not in the hands of kids, and Pahola led efforts to open the space up to children and families in the community. Today, crowds of children bustle through the doors of Child Aid's Patzún office, grab books off the neatly ordered shelves and plunk down in bean bag chairs to read to themselves. Pahola and several of our other literacy trainers man the community center, helping children sound out hard words or engaging them in activities meant to boost comprehension skills. It is particularly noteworthy that they are doing this after the end of their paid-for workday. "It was very meaningful for Pahola to create something life-changing in the community where she lives," says Child Aid National Director Angus Fredenburg.

Pahola is fascinated by reading and says that her training at home and school contributed to her love of reading, which has helped her in her personal, academic and professional development. She feels fortunate to belong to the Child Aid team and to share her experiences, knowledge and skills and train teachers how to improve their teaching strategies. "Through helping children to have a passion for reading, they can create and formulate their own ideas, and, in turn, support the healthy future of Guatemala," says Pahola.

Q16 Please relate a success story here:

Respondent skipped this question

Q17 Please relate a success story here:

Respondent skipped this question

Page 5: Organizational Information

Q18 Which category best describes the organization.
Please choose only one.

Educational Support

Q19 What is the organization's primary program area of interest?

Education

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

Hispanic Latino **100**

Q21 Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age **100**

Q22 Approximate percentage of clients served with disabilities from grant funds.

Physically Disabled **3**
Mentally/Emotionally Disabled **3**
Learning Disabled **4**

Q23 Approximate percentage of clients served in each economic group.

At/Below Poverty Level **100**

Q24 Approximate percentage of clients served from grant funds in each population category.

Disabled **10**
Students **90**