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## 2021 S.L. Gimbel Foundation Fund Grant Application

Internal Use Only:

Grant

### Organization / Agency Information

1) Organization/Agency Name: <b>Child Aid</b>		
2) Physical Address: <b>917 SW Oak Street, Suite 208, Portland, OR 97205</b>		City/State/Zip
3) Mailing Address: <b>917 SW Oak Street, Suite 208, Portland, OR 97205</b>		
4) CEO or Director: <b>Nancy Press, Ph.D., Chief Executive Officer</b>		Title:
5) Phone: <b>(503) 223-3008</b>	6) Fax:	7) Email: <b>ceo@child-aid.org</b>
8) Contact Person: <b>Nancy Press, CEO</b>		Title:
9) Phone: <b>(503) 223-3008</b>	10) Fax:	11) Email: <b>ceo@child-aid.org</b>
12) Web Site Address: <b>www.child-aid.org</b>		13) Tax ID: <b>33-0317937</b>

### Program / Grant Information

Interest Area:  Animal Protection  Education  Environment  Health  Human Dignity

14) Program/Project Name: <b>Meet the immediate needs of primary school students and teachers in Guatemala</b>		15) Amount of Grant Requested: <b>\$50,000</b>
16) Total Organization Budget: <b>\$1,788,417</b>	17) Per 990, Percentage of <u>Program Service Expenses</u> (Column B/ Column A x 100): <b>83%</b>	18) Per 990, Percentage of <u>Management &amp; General Expenses Only</u> (Column C / Column A x 100): <b>5.4%</b>
19) Per 990, Percentage of <u>Management &amp; General Expenses and Fundraising</u> (Column C+D / Column A x 100): <b>16.97%</b>		
20) Purpose of Grant Request (one sentence): <b>Child Aid's primary response to the COVID-19 pandemic, emphasizing functionally effective adjustments to Child Aid's core teacher training program, with longer-term impacts expected.</b>		
21) Program Start Date (Month and Year): <b>January 1, 2022 to December 31, 2022</b>		22) Program End Date (Month and Year):
23) Gimbel Grants Received: List Year(s) and Award Amount(s) <b>2018: \$25,000</b>		

## Signatures

24) *Board President / Chair: (Print name and Title)* Bernard J. Casey, J.D., Board Chair,  
*Date:* October 20, 2021

*Signature*  


25) *Executive Director/President: (Print name and Title)* Nancy Press, CEO      *Signature:*  
*Date:*

Nancy Press, CEO    October 20, 2021

*Signature*  


## **2021 S.L. Gimbel Foundation Fund APPLICATION** **Narrative**

Please provide the following information by answering **ALL** questions (I to IV), **12 Font, One Inch Margins, Times New Roman.** Use the format below (I to IV). **Type the question.** Type your complete answers to the question directly below the question. Please be thorough, clear, specific, and concise.

## **2021 S.L. Gimbel Foundation Fund APPLICATION** **Narrative**

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### I. Organization Background

#### A) What are the history, mission and purpose of your organization?

Child Aid began as an NGO, with very limited funds, in 1993, working with community partners in Oaxaca, Mexico. That project, intended to diagnose and provide hearing aids and special education to deaf children without access to medical services, became the independent NGO, CORAL (<https://coraloaxaca.org/#>). This very satisfying project gave the founders their first experience in the NGO world, but their interests were in deep development and less specialized education. When a large shipment of Spanish language books became available *gratis* in the U.S., they worked with a Guatemalan partner to distribute them to book-starved libraries. Then, in the late 1990s, the organization took the crucial pivot that laid the groundwork for what Child Aid is today. That pivot came from the realization that libraries were not a sufficient or appropriate location from which to

make broad changes and improvement in education and the concomitant realization that the key problem in early education in Guatemala involved ill-trained teachers and under-resourced classrooms.

Since then, our size and impact have grown but our mission remains the same: To have a substantial impact on changing primary school education in Guatemala thus strengthening these communities and the country and providing a model for similar work elsewhere. We emphasize literacy because education has been shown to be the most effective long-term solution for alleviating extreme poverty. We focus on rural villages where illiteracy disproportionately affects indigenous people, and in the early grades where education can make the biggest impact on literacy and overall life chances.

Child Aid addresses these problems by providing an integrated, multi-year program of teacher training and school resource provision that is aligned with the National Curriculum and certified by the Ministry of Education (MINEDUC). The standard Child Aid program, field-tested and well-proven since 2010, contains several components.

Child Aid's specific goal during the pandemic period is to continue and adapt its program to improve primary school education through teacher training and book provision, while also addressing the pandemic-related education and safety needs of the children comprising the K-12 student population in the Departments in which we work. Currently those are the Departments of Sololá, Totonicapán, and Chimaltenango. In 2023, we plan to open an office in the Department of Quiché. All four Departments comprise predominately self-identified indigenous Maya populations (upwards of 85% in all these areas)

In sum, our work is based on the belief that literacy and education are the pathways out of poverty for individuals and communities. They form the ground upon which many other things are built, not only increased lifetime earning but the reduction of other, non-economic markers of poverty infant mortality, chronic malnutrition, and domestic violence. But perhaps most importantly, education can instill a deep confidence in one's problem-solving abilities and belief that one's life can be different.

## **B) How long has the organization been providing programs and services to the community?**

Child Aid is both an old and a new organization. Working in Guatemala since the late 1990's, we have deep experience and knowledge of the context. But since 2013, we have tightened our program; revamped our staff structure in Guatemala; moved indigenous Guatemalans into leadership positions; gained certification from the Ministry of Education; implemented quantitative and qualitative outcome measurements; and more than quadrupled in size of staff, schools and departments served. This growth accompanied the move of the co-founder, Nancy Press, into the role of CEO, after her transition from an academic research career. Press saw the burgeoning potential of Child Aid to take a quantum leap and joined her experience – in evaluation, evidence-based approaches, and management of National Institutes of Health research projects – to the hunger of the Guatemalan staff to have a much larger impact on their country. As Child Aid has gained a reputation for professionalism and effectiveness, our ability to attract increasingly qualified and credentialed Literacy Trainers has underpinned more rapid growth.

## **C) What are some of your past organizational accomplishments (last three years)?**

Growth: Between 2013 and 2021, the size of our staff and the number of schools and teachers we serve has increased exponentially. In 2013, we were still holding workshops in rented facilities on weekends and had six staff members devoted to teacher training; our office was the home of our Country Director. By the start of the pandemic, we had 32 literacy trainers doing workshops in more

than 100 schools as in-service days; we were operating out of three offices for 23 local school districts in three departments (states) in Guatemala (Chimaltenango; Sololá; and Totonicapán). In this past ten years, we have served more than 81,000 children and distributed approximately 665,000 books.

**Operating through the Pandemic:** The pandemic led to the complete closure of schools in Guatemala in March of 2020. The threat and challenges posed to Child Aid by this closure were severe, as our work had always been entirely school-based. We were determined, however, to continue our program, which we did by moving teacher trainings to various virtual platforms; helping teachers afford to access to virtual workshops by supplementing their smart phone data plans; doing coaching sessions via WhatsApp, including aid to teachers in transforming distance-learning assignments into usable work sheets for students without internet access; reaching students directly through radio programming; and, finally, pivoting to food relief as catastrophic hunger began to affect the communities in which we work.

**Increasing Efficiency:** A basic tenet of our program is that our demonstrated success is based on the establishment of relationships of trust and familiarity between members of the Child Aid staff and schools. Our impact depends on our incorporation into the school community. We continue to hold to that model. However, the pandemic made it clear that we can add considerable flexibility and efficiency to our program through the use of technology. We have now decided that we can reduce our program from four years to three years after the pandemic and thus increase our efficiency by 25%.

**Validation of Readiness to Scale:** In order to take the Child Aid program to a greater scale, we must set up multiple, geographically distant offices. We had been concerned about the challenges this would pose to maintaining cultural cohesion within the organization as well as fidelity of implementation of the program. The pandemic suddenly required a new level of independence for each office. The maintenance of organizational cohesion along with the office-level problem-solving that emerged has greatly increased our confidence in a more rapid rate of growth.

**Increasing “Guatemalization” of Child Aid.** In 2019, Graciela Landa Pichiyá, an indigenous Kakquichel woman, was promoted to Country Director, the first Guatemalan to hold that position. A multi-talented woman who began her professional life as a nun, then gained both teaching certification and a law degree, her excellent managerial skills and creative vision are seemingly inborn. She and Press have established a close, respectful, and synergistic partnership in which she has real organizational authority. Sra. Pichiyá believes that she is one of a tiny group of indigenous women with such responsibility in Guatemalan NGOs.

#### **D) What are your key programs and activities?**

Child Aid provides a structured, multi-year curriculum based on international best practices comprising all-school workshops, and individual, in-classroom coaching. We deliver high-quality, grade appropriate, Spanish language fiction and non-fiction books and help create school libraries and lending programs. We also work with teachers on techniques to incorporate these books into all classroom sessions and content. Specifically, we provide:

- ◆ **School-wide workshops:** Eight day-long workshops help teachers build a new paradigm of interactive instruction.
- ◆ **Coaching:** Twenty-four in-class, follow-up coaching sessions help teachers integrate Child Aid techniques into their daily practice.

- ◆ **Books:** Annual provision of high quality, grade appropriate, fiction and non-fiction books, along with an easy classification system. We also work to help establish school libraries, lending programs, and the development of a culture of reading in the school.
- ◆ **Adventures in Reading:** Book clubs held in schools daily for six-weeks, which help offset loss of learning gains during the long school holiday.
- ◆ **Bilingual learning:** “Bridging techniques” address the serious problem of Spanish-language learning for the many students who come to first grade speaking a Mayan language and little Spanish. Bridging techniques slowly add Spanish-language content as grade levels progress. We can do this because our staff is fully bilingual in Spanish, as well as the language of the communities where they are assigned schools (at this point, K’iche’, Kaqchikel and Tz’utujil).

**Evidence-Base & Theory of Change of Child Aid’s Program:** Primary school education has been shown to have a profound impact on the end goals of international development – the reduction of social inequality and poverty. (*Hanushek, E. A., & Woessmann, L. (2007). The Role of Education Quality for Economic Growth (Working Paper No. 4122). Washington, DC: World Bank.*) There is also strong support for the idea that “[t]eachers are... the most important determinant of education quality.” (*Hanushek, E. A., & Woessmann, L. (2007). The Role of Education Quality for Economic Growth (Working Paper No. 4122). Washington, DC: World Bank.*) While many approaches have been taken to improving teacher performance in developing countries, according to an exhaustive analysis done by USAID, the one with the largest and most replicable effect is teacher coaching. The USAID recommendations closely mirror our model: “Group coaching should be followed by individual coaching of sufficient intensity and duration.... [with] modeling, co-teaching, and classroom observations that provide evidence for a gradual release of responsibility, which can assist teachers in implementing specific strategies independently.” (*The Power of Coaching: Improving Early Grade Reading Instruction in Developing Countries. Final Report. USAID February 2014.*)

Although written in 2014, this report closely describes the model Child Aid was already using, except for our addition of book resources and techniques for their use. These synergistic activities are represented in the figure below:



Our Theory of Change posits that IF teachers are adequately trained in the use of best practices in teaching literacy and critical thinking through group workshops and in-classroom coaching and IF schools have an adequate number of high-quality fiction and non-fiction books which teachers are trained to use as an integrated part of coursework, THEN teachers will achieve an observably and measurably higher level of pedagogical performance AND students will show measurable improvement in reading comprehension, grade promotion and graduation rates AND literacy activities will increase in the school community. We believe that our program has several multiplier effects: Teachers trained in new and satisfying methodologies will continue to incorporate these new practices into their teaching for years going forward; our respected, indigenous staff will represent vital role models for students – especially for young girls; parents will see the benefits of education, leading to lower drop-out rates; and our staff will become leaders in their own communities and additions to a rural middle class.

Child Aid's approach demonstrably improves student comprehension levels by addressing the two major problems affecting primary school education – poorly trained teachers and inadequately resourced classrooms. Child Aid has a robust evaluation program, based on assessing outcomes, not merely outputs. We have shown statistically significant gains in reading comprehension scores of children with Child Aid-trained teachers versus control students.

**E) Describe the communities you serve. Include populations, geographic locations served, and relevant statistics.**

Child Aid works in the rural, indigenous Western highlands of Guatemala, specifically in the departments of Chimaltenango, Sololá and Totonicapán. These are some of the poorest areas in the country; hardest hit during the 33-year Civil War; and with the greatest concentrations of indigenous Maya populations. As of 2018 census statistics: The population of the department of Chimaltenango Department was 615,776, with the majority of Kakquichel Maya descent; the population of the department of Sololá Department was 421,583, almost entirely (96.5%) of Mayan ethnic groups, primarily Kakquichel and T'zutjil; the population of the department of Totonicapán Department was 418,569 in 2018, with most (97%) identified as indigenous (primarily K'iche' Maya).

The Child Aid staffing model relies heavily on locally recruited and trained team members. Our Country Director - Graciela Pichiyá Landa – has been with Child Aid since 2010 and is from Comalapa, Patzun, Chimaltenango. Child Aid staff work closely with community leaders in their respective regions and are fluent in the local languages. The twelve-member team in Chimaltenango is predominately comprised of individuals from the department. The team is 75% female. Likewise, the twelve-member team working in Sololá is almost entirely made up of individuals from the department. As a relatively new program for Child Aid, the team in Totonicapán currently consists of trained staff transferred from Sololá. However, as the presence in Totonicapán grows, new staff will largely be recruited locally, as has been Child Aid's policy to date.

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**II. Project Information:**

**A) Statement of Need**

**1. Specify the community need(s) you want to address and are seeking funds for.**

Although the Guatemalan government builds primary schools and employs teachers, very little learning occurs in these schools. Primary school teachers generally have only a high school education, and they are all products of the same broken educational system in which they now work. Schools

lack resources, which reinforces the use of teaching methods based on rote memorization and copying from the blackboard.

On average, Guatemalans over the age of fifteen have only 5.6 years of schooling. According to the government's own data, only 30% of children who stay in school until sixth grade can pass a grade appropriate reading comprehension test, and that is a national average. The situation in the indigenous Western highlands, where Child Aid works, is far worse. The average for indigenous women is only 3.4 years in school. Guatemala has one of the highest rates of illiteracy in Latin America. It also has one of the most profound income gaps anywhere in the world.

**B) Project Description**

- 1. Describe your project. How does your project meet the community need?**
- 2. What is unique and innovative about this project?**

The objectives of this project are to continue and expand Child Aid's demonstrably effective work to increase the literacy levels and critical thinking skills of underserved, indigenous Guatemalan primary school children, in the face of the considerable challenges wrought by the COVID-19 pandemic. Our work serves a population with extremely limited access to the internet, and therefore to any distance-learning that might be provided by the Guatemalan Ministry of Education (MINEDUC). They are also faced with critical shortages of food and safety supplies.

**Adjustments to Pandemic conditions.** The pandemic has had incalculable consequences across Guatemala. Early in the pandemic all schools in Guatemala closed. Child Aid was faced with direct challenges. First, how best to continue to positively affect teachers and students; second, how to more broadly help the communities we serve in the midst of the harsh realities of the pandemic.

**Workshops Modifications:** Teacher training is at the heart of Child Aid's strategy, and we moved quickly to turn our in-person workshops into virtual ones. This included adding training components to get teachers up-to-speed on virtual technology; experimenting with platforms that enhanced the experience of participation; and making the workshops shorter and thus more "Zoom-friendly." In order to better illustrate teaching methodologies and shorten the length of workshops without sacrificing key material, our staff has begun to record short (eight-to-twelve minute) videos modelling the techniques that would be at the heart of each upcoming workshop. We have distributed these before the workshops, via WhatsApp, as homework. This has proved very successful, in pedagogical terms, while also saving considerable workshop time. It was made possible by the recent, high levels of penetration of smart-phone technologies among teachers.

But a key lesson learned during this time is that the penetration of, obstacles to use, and appropriate types of technology are not always predictable. Thus, while the great majority of teachers in our program own smart phones, we discovered that access to the internet through these phones is limited by the pay-as-you-go manner in which data usage is purchased, and the associated costs which were onerous to teachers. Ultimately, we solved their data usage problem by working with the phone companies to purchase data minutes deposited directly to each teacher's phone (over 900 different phone numbers.). Over 95% of eligible teachers then participated in workshops.

**Coaching Modifications:** Public school teachers have continued to receive their salaries with the expectation that they will teach their students using on-line content provided by MINEDUC. However, acknowledging the lack of access to online materials in rural areas, MINEDUC has also distributed some hardcopy worksheet assignments to school districts. These are intended to be picked up by parents who would later return them to the school. The teachers in our program uniformly found

these worksheets overly dense, unappealing, and outside the actual capacity of their students; this problem was exacerbated by the low literacy levels of parents which left children with no at-home help with assignments. Thus, one of the main functions of our individual coaching sessions became the co-creation with teachers of new worksheets that are more visually compelling and use Child Aid techniques to cover the materials. For the small group of parents who had some internet access, coaching sessions worked to help teachers use distance-learning methods, including videos produced by Child Aid for sharing with students. While these activities fell far short of what would be accomplished with classes in session, our staff completed, by phone and WhatsApp, our standard three sessions following each workshop. Although some teachers were less enthusiastic about virtual coaching, the great majority were hungry for continuing contact, discussion, and help with their teaching role in this unprecedentedly difficult time and expressed deep thanks to Child Aid for providing “the only help we have received.”

**Effective Utilization of Technology During the Pandemic and After:** Success with virtual approaches for workshops and coaching has led us to consider expanding their use even after the pandemic ends. One of our offices experimented with presenting workshops to teachers grouped by grade level across schools rather than all grades in one school, something that would be difficult if teachers from various schools had to travel rather than just logging on to Zoom. This was extremely well received, and we are considering doing a portion of our workshops virtually in perpetuity to take advantage of this cross-school grouping. We are also considering having some coaching sessions remain virtual with teachers videotaping classroom sessions in which they are practicing Child Aid materials. They would then send those materials to their Literacy Trainer, who could review them in depth and send specific and targeted feedback via Zoom.

**Direct Student Engagement:** Child Aid does not usually work directly with students, but we have added some program components because of the pandemic. Our most successful endeavor has been radio programming. Radio is by far the most pervasive electronic medium in the communities where we work. Arranging for the use of a radio station in Patzun, Chimaltenango, we began a weekly radio broadcast of book “read alouds.” The programs were “call-in,” allowing listeners to interact with the Literacy Trainers who used Child Aid methods to ask questions and receive responses. The programs were also partially in Kaqchikel – the indigenous language of the area – enabling many monolingual parents to join in. The program, initially intended to run for six weeks, was so popular that it will continue for the foreseeable future in Patzun, and in 2022 we are planning to replicate the program in all of our communities, with commercial radio stations which have a far greater area of penetration.

**Humanitarian Assistance:** Child Aid also does not typically provide humanitarian assistance. But with the level of catastrophic hunger in our school communities, we have felt obligated to do so. Purchasing food through United Way-Guatemala, and with donations from the Kraft-Heinz Foundation, we have made four distributions of shelf stable food to 10,000 families through our school networks. We will be continuing these efforts for the foreseeable future as well, as we obtain more funding from Kraft-Heinz and other donors. Although these humanitarian efforts are not direct parts of our literacy work, we felt compelled both by a sense of obligation to these communities and the need to help children remain safe and nourished and thus ready for school when it’s time to return.

Child Aid has also been addressing the challenge of non-vaccinated children and teachers returning to class by purchasing and distributing masks and hand gel to schools, which is especially important since many schools do not have running water.

Child Aid's innovation has been to take, and expand upon, proven and research-supported approaches to a key problem – failing primary school education in the developing world. In addition, we continued our program work during the pandemic, using the challenges to refine and improve that program, as well as adding innovative adaptations (e.g. radio programming) and pivoting to needed humanitarian addition (e.g. food distribution). When schools return to session – hopefully in early 2023 – the teachers and students involved in our program will be better equipped to recover from the challenges and deficits from this difficult time.

**C) Project Goal, Objective, Activities and Expected Outcome**

1. Note: Objective, Outcome and Evaluation must all be based on the SAME QUANTIFIABLE CRITERIA (for example, "number served, or acres improved"). This quantifiable criteria should refer to the grant amount you are requesting from the Gimbel Foundation only and not the total program.

**State ONE GOAL, ONE OBJECTIVE, ONE OUTCOME. USE NUMBERS AND DO NOT USE PERCENTAGES.**

2. State One project goal. The Goal should be an aspirational statement, a broad statement of purpose for the project.
3. **State One Objective.** The Objective should be specific, measurable, verifiable, action-oriented, realistic, and time-specific statement intended to guide your organization's activities toward achieving the goal. Specify the activities you will undertake to meet the objective and number of participants for each activity.
4. **State One Outcome.** An outcome is the individual, organizational or community-level change that can reasonably occur during the grant period as a result of the proposed activities or services. What is the key anticipated outcome of the project and impact on participants? State in a quantifiable and verifiable term.
5. **Evaluation:** How will progress towards the objective (per above) be tracked and outcome measured?

Provide specific information on how many individuals will be evaluated (should be the same number as in the objective), how you will collect relevant data and statistics that meet your objective and validate your expected outcome, in a quantifiable manner, as you describe your evaluation process.

**BELOW IS AN EXAMPLE OF GOAL, OBJECTIVE, OUTCOME AND EVALUATION:**  
**Objective, Outcome and Evaluation should align and should be written in a linear format, using actual numbers, and data that are quantifiable and verifiable. Do not use percentages)**

**STATE THE GOAL, OBJECTIVES, AND OUTCOME**

**GOAL:** House all homeless youth ages 18-24 in Mariposa County who are physically, mentally and legally able to work within 24 hours and help them become sufficient in 90 days.

**OBJECTIVE:** House up to 145 homeless youth referred or who contact us within 24 hours.

**ACTIVITIES:**

1. For each of 145 youth identified, develop a case management file.
2. Create a 90 day sufficiency action plan for each of the 145 youth.
3. Input weekly progress reports for each of the 145 youth.

**OUTCOME:** We expect to provide rapid rehousing to over 145 homeless youth in 2020.

**EVALUATION:** Using Build Futures' Salesforce data base client management and tracking system, generate reports on the number of clients served and housed. Track our role in housing 145 youth. Account for additional successes or lower numbers of youth in the program.

**WRITE YOUR RESPONSES HERE AND Use the following format for your goal, objective, respective activities and expected outcome:**

***GOAL:***

Meet the immediate needs of primary school students and teachers in the departments (states) of Sololá, Totonicapán, and Chimaltenango in Guatemala by emphasizing functionally effective adjustments to Child Aid's core teacher training program, with longer-term impacts expected.

***OBJECTIVE:***

**The full program goals as reflected in the full budget of \$357,043: train 974 teachers who will teach 20,052 students in the 110 schools in the three departments of Sololá, Totonicapán, and Chimaltenango in Guatemala.**

**With a \$50,000 grant from the Gimbel Foundation we will: Train 136 teachers who will teach 2,807 students in 15 schools in the three departments of Sololá, Totonicapán, and Chimaltenango in Guatemala.**

***ACTIVITIES:***

Activities to be achieved with funding from the Gimbel Foundation:

Run 25 workshops (half at the beginning of the school year and again in the middle of the school year) for 136 teachers who will teach 2,807 students in 15 schools in the three departments.

Provide approximately 816 individual coaching sessions (6 per year for each of the 136 teachers).

Distribute approximately 3,780 high quality, Spanish language books to schools and provide rolling bookshelves and an easy classification system to help integrate those books into classrooms and teaching content.

Help set-up or further develop a library and lending program in each school.

Provide hand sanitizer and face masks to all classrooms in 15 schools.

***OUTCOME:***

**With a \$50,000 grant from the Gimbel Foundation, we expect to overcome the challenges of the pandemic with technical adjustments to Child Aid's program so that we will train 136 teachers who will teach 2,807 students in 15 schools.**

**This objective represents 14% of full program goals as reflected in the full budget of \$357,043: train 974 teachers who will teach 20,052 students in the 110 schools in the three departments of Sololá, Totonicapán, and Chimaltenango in Guatemala.**

## **EVALUATION:**

We will track progress against the program components outlined in the activities: **A \$50,000 grant from the Gimbel Foundation will enable us to train 136 teachers who will teach 2,807 students. This represents 14% of full program goals as reflected in the full budget of \$357,043: train 974 teachers who will teach 20,052 students in the 110 schools in the three departments of Sololá, Totonicapán, and Chimaltenango in Guatemala.**

Workshops delivered virtually and shortened for Zoom & supplemented with videos; coaching sessions held via phone and What's App; book distribution completed; weekly radio "call-in" broadcasts using a Read Aloud format and Child Aid techniques; use our network to provide hand sanitizer and masks for use in classrooms.

### **Indicators:**

- 1) Number of teachers attending workshops and coaching sessions; percentage toward completion of 100% (136 teachers) of scheduled workshop attendance
- 2) Number of books and bookshelves distributed; percentage toward completion of 100% of scheduled (3,780) books distributed
- 3) Number of schools with book lending programs; percentage toward 100% completion of all (15) schools
- 4) Number of classrooms that have received masks and hand sanitizer; percentage toward 100% completion of delivery to all classrooms in 110 schools

### **D) Timeline**

Provide a timeline for implementing the project. The start date and end date should be the same dates on the cover page.

The program start date is January 1, 2022

The program end date is December 31, 2022

Include timeframes for specific activities, as appropriate.

### **E) Target Population**

#### **1. Who will this grant serve?**

974 teachers who will teach 20,052 students in the 110 schools in the three departments of Sololá, Totonicapán, and Chimaltenango in Guatemala.

#### **2. How many people will be impacted? Provide a breakdown: Number of Children, Youth, Adults, Seniors, Animals.**

974 teachers who will teach 20,052 students in 110 schools in the three departments.

### **F) Projects in the Community**

#### **1. How does this program relate to other existing programs in the community?**

Child Aid works in schools built by the Guatemalan Ministry of Education and staffed by teachers hired by the government. Our curriculum is carefully aligned with the National Curriculum of Guatemala and we are certified by the Ministry to offer our program in public schools. In that sense, the Ministry of Education is our primary partner in the community. In response to your question below (F2.) please find a fuller description of partnerships we have with other NGOs.

## **2. Who are your community partners (if any)?**

When Child Aid expands into a new Department, it is with certification from the Ministry of Education and with the agreement of the Director of that Department. We then approach the District Supervisors of school districts closest to our new office to discuss our work and what we would offer to his/her schools. Recommendations from the District Supervisor lead us to potential schools where the final approval comes from the School Director and teachers. As Child Aid has become increasingly known in these Districts, we consistently receive more requests for service than we can provide in any year. This increased demand is one of the primary reasons behind our plans for growth.

The Guatemalan Ministry of Education has certified Child Aid for its ability "to improve educational conditions in various communities of the country, with an emphasis on literacy." This certification authorizes Child Aid to offer its program throughout the country and serves to assure department and district supervisors of our legitimacy under the imprimatur of the Ministry.

Children International, a large, international child sponsorship organization based in Kansas City, Missouri asked Child Aid to partner with them in a pilot project to enhance their impact past sponsorship and into the area of education. Child Aid is now engaged in year three, of a four-year partnership in which we supply training for teachers in one, large school in the town of Tecpan, using our regular program model. In addition, we provided tailored coaching and mentorship to Children International's team of tutors working in community centers throughout the area.

United Way - Guatemala has been a partner in obtaining food supplies for our four, pandemic-related deliveries of food to our school communities. United Way obtained and boxed up the supplies, which Child Aid paid for.

MAIA, an NGO in Guatemala with an interest in girls' education. They have constructed a middle school-high school and are building up their student body. They hire local individuals with limited teaching experience and have contracted with Child Aid to help train those teachers. We have instituted a school holiday (i.e. summer vacation) program to use our techniques to work with the teachers.

## **3. Who else in the community is providing this service or has a similar project?**

Child Aid appears to be unique in that we provide an integrated, multi-year program of teacher training and school resource provision that is aligned with the National Curriculum and certified by the Ministry of Education (MINEDUC).

Our most important outcome measure is whether students are improving their literacy skills as a result of our program. In 2016, Child Aid launched a major effort to answer this question. We used a USAID-MINEDUC devised test of reading comprehension and a rigorous pre-test/post-test case/control design with a sample of 2000 students. We compared students in schools with Child Aid trained teachers to similar schools not in our program. We found a statistically significant difference in improvement of reading comprehension from the beginning to the end of the year for children who

had a Child Aid trained teacher compared to those who did not. We have repeated this evaluation as we introduce new school districts into the program and have consistently found statistically significant improvement in the scores of students whose teachers are in the Child Aid program.

#### **4. How are you utilizing volunteers?**

Child Aid does not formally use volunteers.

#### **G) Use of Grant Funds**

**How will you use the grant funds? This answer should align with the specific activities previously outlined in C) Project Goal, Objectives, Activities and Expected Outcomes**

The grant funds from Gimbel Foundation would be used specifically to pay for:

Running 25 workshops held in 15 schools for 136 teachers who teach 2,807 students. It will also pay for 816 individual coaching sessions and for the distribution of 3,780 Spanish language books along with rolling bookshelves (2 per school). Finally it will provide funds for hand sanitizer and face masks distributed to the classrooms in the 15 schools.

### **III. Project Future**

#### **A) Sustainability**

**Explain how you will support this program after the grant performance period. Include plans for fundraising or increasing financial support designated for the program.**

Child Aid's model has built-in sustainability. By not building schools, but rather working in existing public schools; by not replacing but training classroom teachers; by using international best practices explicitly aligned with the Guatemala National Curriculum, our model has built in sustainability – trained teachers will work with new students for years, and scalability – since our costs are our local literacy trainers and not teacher salaries or school construction costs.

The pandemic has shown us the strength of the Child Aid program; its ability to grow; and underscored our belief that our work can help in overcoming the severe inequity that exists in indigenous communities in Guatemala.

Our anticipated short-term outcome is that we will be able to continue to deliver our program in the face of the limitations created by the pandemic. Short-term indicators will be whether or not we are on track with implementation of the OUTPUTS of our program (e.g. workshops; coaching sessions; book distribution; etc.) We assess progress of these activities through biweekly meetings of asesores with their Literacy Trainer staff and through our Salesforce database which is managed by our Director of Technology and Operations in the U.S. The Salesforce database enables us to do granular checks on outputs in close to real time and to run summative reports as needed.

Medium-term indicators would be OUTCOMES of our program – specifically are we changing the practice of teachers and are we improving the reading comprehension of students as well as their school retention and graduation rates.

We have a robust student testing protocol using a quasi-experimental design (pre-test/post-test – case/control) which we deployed in 2016, 2017 and 2018. The instrument we used is a reading comprehension test developed by USAID and the Guatemalan Ministry of Education. Analysis of all

years by doctoral-level statisticians in the U.S. have shown a statistically significant effect of our program with a robust effect size (manuscript in progress; data available for review). We began testing at the beginning of the school year in 2020 from our new office in Totonicapán but only collected pre-test data before schools closed. This makes post-testing of this sample useless. However, we are beginning to re-test a sample of that group (likely in their houses) to assess the degree of loss that may have occurred after a year out of school.

We do not currently have data on graduation rates from Child Aid versus control schools, but we have a design to obtain this information once schools re-open.

Last year we began an examination of Teacher Performance using the Stallings Classroom Snapshot Observation System, created at Stanford University. According to the World Bank “[t]he strength of the Stallings method is that it converts the qualitative activities and interactions between a teacher and students during a class into robust quantitative data on teachers’ instructional practice and students’ engagement... [and since] the instrument focuses on observable elements of teachers’ interaction with students in the classroom, it can be used in any school setting.”

(<https://www.worldbank.org/en/programs/sief-trust-fund/brief/the-stallings-classroom-snapshot> ).

We were able, before school closure in March 2020, to collect a sample of approximately 1300 teachers at the very beginning of their first year of the Child Aid program and 360 teachers in the last year of the program. Although not a complete sample, the data showed striking gains in the amount of time students in the classrooms of teachers in the later years of the program spent on learning activities, including activities that require independent and critical thinking. Time on task – a key measure – also increased. When schools re-open, implementation of the Stallings Instrument will resume, most likely in 2023.

Stallings is intended as a summative instrument. We have also recently finished work on a “rubric of sustainability” intended as a formative evaluation. It deconstructs each technique in which we are training teachers, into observable behaviors in order to trace the movement toward incorporation and independent application in a classroom setting. As opposed to the summative evaluations, the primary audience for the rubric is the Literacy Coaching staff and the Director of Curriculum as a guide to successes, challenges and aspects of the program that require further elaboration or change.

#### **IV. Governance, Executive Leadership and Key Personnel/Staff Qualifications**

##### **A) Governance**

- 1. Describe your board of directors and the role it plays in the organization.**
- 2. What committees exist within your board of directors?**
- 3. How does the board of directors make decisions?**

Child Aid’s board of directors comprises 13 members and has primary fiduciary and governance responsibility for the organization, including hiring and oversight of the CEO and responsibility for assessing and maintaining its strategic direction. The Board meets formally four times per year and informally more frequently as needed. Board members are drawn from a wide array of fields including law and finance; academia; medicine and international development; and education. Members come from various parts of the U.S. and Guatemala education

The board has two standing committees as well as *ad hoc* committees that are formed, and sunset, as needed.

The first standing committee is the Executive Committee comprising the Board Chair, Board Vice Chair, Treasurer, Secretary and an *ad hoc* member (currently Andres Gálvez-Sobral). The role of

the Executive Committee is to be a sounding board for questions of importance that the CEO has but does not – or not yet – want to bring to the entire board. The Executive Committee meets before each Board meeting as well as on an as-needed basis between meetings. The Board chair is chair of the Executive Committee.

The other standing committee is the Finance and Audit Committee which is responsible for examining all financial statements and budgets, as well as the audit, and making recommendations to the entire Board as needed (e.g. accepting the budget and certifying that all financial statements are in order). The Finance and Audit Committee meets before each Board meeting. The Treasurer is chair of this committee. His role also includes more frequent contact with and oversight of the Child Aid Business Manager.

Decisions that require board approval are brought first to the Executive Committee and then moved to the whole board, at a meeting, for a vote by simple majority.

The members of the board are:

Bernard J. Casey, J.D., Board Chair  
Robert Costello, J.D., Board Vice Chair  
Richard Carroll, Ph.D., Board Treasurer  
Charles Baum, Board Secretary  
Nancy Press, Ph.D., CEO  
Paul Chan, M.D., MSc, Board Member  
Dick Fisher, Board Member  
J. Andrés Gálvez-Sobral, Board Member  
Susan G. Harris, J.D., Board Member  
Holly Jimison, Ph.D., Board Member  
Roland Paanakker, Board Member  
Misha Pavel, Ph.D., Board Member  
Donald Sodo, Board Member

## **B) Management**

### **1. Describe the qualifications of key personnel/staff responsible for the project.**

Nancy Press, Ph.D., CEO

Nancy Press, co-founder of Child Aid, is professor emerita at Oregon Health & Science University. Trained as a cultural anthropologist at Duke University, Nancy received a National Institute of Health postdoctoral fellowship to specialize in the study of how cultures deal with issues of health and illness. Applying her training in anthropology and academic research to the creation and growth of Child Aid, Nancy has helped ensure the organization's programs remain grounded in not just the ideals of partnership and sustainability but in research and results. Nancy and her husband, Richard Carroll, began Child Aid in memory of her father, Harry Press. Although the name has changed from its original (The Harry Press Memorial Foundation), the principles and core values that define the organization have not.

Graciela Landa Pichiyá, Country Director

Graciela has primary responsibility for program implementation in Guatemala. She has extensive experience providing training to teachers and librarians in various departments (states) of Guatemala promoting comprehension and critical thinking through literacy and reading aloud. She is fluent in several languages, including Kaqchikel, Tz'utujil, K'iche and Spanish. She was educated at Mariano Gálvez University of Guatemala, receiving a Degree in Legal and Social Sciences, and the Diversified

Normal School (Bilingual Kikoten San Andrés Semetabaj, Sololá), trained in Intercultural Bilingual Primary Education Teacher (Maya-Spanish). Other diplomas obtained: VI National Congress of Mayan Education, VIII National Congress and I Central American Congress of Educational Mathematics, University of San Carlos de Guatemala.

## 2. What is the CEO/Executive Director's salary?

Nancy Press serves as CEO largely on a volunteer basis. Per the 2020 990, her reportable compensation for the year was \$9,200.

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#### **V. Project Budget and Narrative (Do not delete these instructions on your completed form and use this form).**

A) **Budget Table:** Provide a detailed line-item budget for your **entire** program by completing the table below. Note that if funded, this is the budget that you will have to refer to in the Evaluation (Final) Report.

**A breakdown of specific line item requests and attendant costs should include:**

- 1) Line item requests for materials, supplies, equipment and others:
  - a. Identify and list the type of materials, supplies, equipment, etc.
  - b. **Specify the unit cost, number of units, and total cost**
  - c. Use a formula/equation as applicable. (i.e. 40 books @ \$100 each = \$4000)
- 2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
  - a. Identify the position; for each position request, **specify the hourly rate and the number of hours** (i.e. \$20/hr x 20 hours/week x 20 weeks = \$8,000)
  - b. For benefits, provide the formula and calculation (i.e. \$8,000 x 25% = \$2,000)
- 3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above: Provide rate of pay per hour and number of hours.
- 4) The Gimbel Foundation **does not fund indirect costs.**

Line Item Request	Line Item Explanation	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel	Line Item Total of Project
Team Leaders	5 Team Leaders - Each at \$12,228.64 (75% of their full salary), calculated at \$236.32 per week for 52 weeks; \$6,752 (local currency equivalent) per hour for 35 hours per week.	\$26,334	\$26,334	\$8,775	\$61,443
Literacy Trainers	22 Literacy Trainers -Each at \$8,192.45 per year; \$157.55 per week for 52	\$78,117	\$78,117	\$24,000	\$180,234

	<b>weeks; \$4,5015 (local currency equivalent) for 35 hours per week.</b>				
Direct Program Costs	Radio Programming		\$3,825	\$675	\$4,500
Direct Program Costs	Safety Supplies (Masks and hand sanitizer)		\$11,050	\$1,950	\$13,000
Direct Program Costs	Video Production costs		\$8,500	\$1,500	\$10,000
Direct Program Costs	Books for Distribution		\$25,500	\$4,500	\$30,000
Direct Program Costs	Zoom, Staff Cell Phones, Additional data minutes for teachers		\$49,266	\$8,600	\$57,866
<b>TOTALS:</b>		\$104,451	\$202,592	\$50,000	\$357,043

- B) **Narrative:** The budget narrative is the justification of “how” and/or “why” a line item helps to meet the program deliverables. Provide a description for each line item. Each line item must have a narrative. Explain how the line item relates to the program. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Program Budget and Budget Narrative

<b>Personnel:</b>  <b>22 Literacy Trainers at (100%)</b>  <b>5 Team Leaders at (75%)</b>	<b>Literacy Trainers provide all direct services to teachers and students and form the core of all of Child Aid's program work: \$8,192.45 annual salary</b>  <b>Team Leaders organize and supervise all activities of the Literacy Trainers and new initiatives (e.g. radio programming) and report directly to senior management: \$16,384.80 annual salary (75% = \$12,288.60)</b>
<b>Radio Programming:</b> Costs for purchasing air time at three radio stations (one per department).	Costs are \$1500 per Department per year.
<b>Safety Supplies (Masks and Hand Sanitizer).</b> We are furnishing schools with these supplies as they have sporadically come back into session. The need for this equipment is based on the lack of vaccines; the lack of adequate masking; and the number of schools that lack running water and so the ability to handwash.	Costs are \$13,000.

<b>Video Production Costs:</b> This includes the costs of setting up modest video production capacity in each office in order to tape materials to distribute to teachers before workshops; to distribute “Read Aloud” examples to teachers; and to record other video materials as needed.	Costs are \$10,000, which include initial equipment consisting of cameras; tripods; backdrops; lighting; editing software. We also plan to do in-class videotaping for some portion of coaching sessions when schools return in person.
<b>Books for Distribution:</b> We provide approximately seven books per student by the time we leave a school. We also provide moveable bookshelves to make inter-classroom sharing easier. We purchase books in one fiscal year to be able to deliver them at the start of the school year in January.	Costs are \$30,000.
<b>Zoom, staff cell phones; additional data minutes for teachers.</b> These are all costs incurred by the need to provide workshops and coaching sessions virtually.	Costs are \$3500 for Zoom seats for all staff; \$23,166 for cell phones; and \$31,200 for purchase of data minutes.

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**VI. Sources of Funding:** Please list your current sources of funding and amounts.

### *Secured/Awarded*

<b>Name of Funder: Foundation, Corporation, Government, Individual Donors, Other (specify)</b>	<b>Amount</b>
Kraft-Heinz Foundation	\$ 75,000
Spurlino Foundation	\$ 40,000
AMB Foundation	\$ 35,000
Project Redwood	\$ 25,000
Christadelphian Meal-A-Day	\$ 15,000
Fee for Service (Children International)	\$ 42,000
Fee for Service (Children International)	\$ 42,000
Individual Donors	\$590,791

### *Pending*

<b>Name of Funder: Foundation, Corporation, Government, Individual Donors, Other (specify)</b>	<b>Amount</b>	<b>Decision Date</b>
Crabby Beach Foundation	\$100,000	December 2021
Tinker Foundation	\$100,000	December 2021
CG Charitable	\$75,000	December 2021
International Foundation	\$25,000	Unknown
Luis Von Ahn Foundation	\$25,000	Unknown
Christadelphian Meal-A-Day	\$15,000	December 2021

**Diversity of Funding Sources:** A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

<b>Funding Source</b>	<b>Amount</b>	<b>% of Total Revenue</b>	<b>Funding Source</b>	<b>Amount</b>	<b>% of Total Revenue</b>
Contributions (Individuals)	\$970,218	68%			
Fundraising/Special Events	0	0			
Corp/Foundation Grants	\$349,849	24%			
Government Grants	\$124,000	8%			

Notes: Of the 68% of contributions from individuals, 54% come from major donors (gifts of over \$5,000) and

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### VII. Financial Analysis

**Agency Name:** Child Aid

**Most Current Fiscal Year (Dates):** From January 1, 2020 To: December 31, 2020

This section presents an overview of an applicant organization's financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization**. Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit. **Double check your figures!**

#### Form 990, Part IX: Statement of Functional Expenses

##### **1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)**

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
\$1,581,149	\$1,312,848	\$ 86,168	\$ 182,133

##### **2) Calculate the percentages of Columns B, C, and D, over A (per totals above)**

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	83%	5%	12%

##### **3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)**

Percentage of Organization's <u>Current</u> Total Budget used for Administration 7%	Column C, Management & general expenses per 990 above 7%	Differential 0%

If the differential is above (+) or below (-) **10%**, provide an explanation:

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**Quick Ratio:** Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$1,735,615	\$154,635	\$300,386	6.29

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### Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end  (22,678)	Excess or (Deficit) Prior fiscal year end  \$83,525
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### Notes:

**In the most recent fiscal year, 2020, our program was expanded, adding to expenses, and donations were slightly less in 2020 than in 2019.**

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## VIII. EMAIL TWO PDF files to [Gimbel@iegives.org](mailto:Gimbel@iegives.org)

- A. One PDF file of the following, #1 to #5      B. Second PDF file of the following, #6 & #7

#1	Completed Grant Application Form (cover sheet, narrative), budget page and budget narrative (see sample) and sources of funding, financial analysis page	#6	A copy of your most recent year-end financial statements (audited if available)
#2	Your current operating budget and the previous year's actual expenses (see sample Budget Comparison)	#7	A copy of your most recent 990. <b>Please make sure that the Form 990 you submit is no more than two (2) years old.</b>
#3	Part IX <b>only</b> of the 990 form, Statement of Functional Expenses (one page). <b>Please make sure that the Form 990 you submit is no more than two (2) years old.</b>		
#4	For past grantees, a copy of your most recent final report.		
#5	A copy of your current 501(c)(3) letter from the IRS		

### SAMPLE Budget Comparison

	Actuals	Budget	
	Most Recently Completed Year	Projections Current Year	Variance
<b>Income</b>	<b>20</b> _____	<b>20</b> _____	
Individual Contributions	-	-	-
Corporate Contributions	-	-	-
Foundation Grants	-	-	-
Government Contributions	-	-	-
Other Earned Income	-	-	-
Other Unearned Income	-	-	-
Interest & Dividend Income	-	-	-
<b>Total Income</b>	-	-	-
<b>Expenditures</b>			
<b>Personnel</b>			
<b>Salary CEO/Executive Director</b>	-	-	-
Staff Salary (total)	-	-	-
Payroll Taxes	-	-	-
Insurance - Workers' Comp	-	-	-
Insurance - Health	-	-	-
Payroll Services	-	-	-
Retirement	-	-	-
<b>Total Personnel</b>	-	-	-
<b>General Program/Administrative</b>			
Bank/Investment Fee	-	-	-
Publications	-	-	-
Conferences & Meetings	-	-	-
Mileage	-	-	-
Audit & Accounting	-	-	-
Program Consultants	-	-	-
Insurance Expense	-	-	-
Telephone Expense - Land Lines	-	-	-
DSL & Internet	-	-	-
Website	-	-	-
Office Supplies	-	-	-
Postage & Delivery	-	-	-
Printing & Copying	-	-	-
Miscellaneous	-	-	-
<b>Total General Program/Administrative</b>	-	-	-
<b>Total Expenditures</b>	-	-	-
<b>Revenue Less Expense</b>	-	-	-

## SAMPLE Project Budget and Budget Narrative

<b>Line Item Request</b>	<b>Line Item Explanation</b>	<b>Support From Your Agency</b>	<b>Support From Other Funders</b>	<b>Requested Amount From TCF</b>	<b>Line Item Total of Project</b>
Personnel: Project Coordinator	10 hours/week x \$20/hour x 40 weeks = \$8,000			\$ 8,000	\$ 8,000
Meetings	10 meetings x \$200/meeting for food and drinks = \$2,000		\$1,000	\$ 1,000	\$ 2,000
Training and Education: Honoraria for trainers	10 trainers x \$200/trainer = \$2,000			\$ 2,000	\$ 2,000
Materials and Supplies	\$40/student x 40 students = \$1,600	\$ 600		\$ 1,000	\$ 1,600
Workbooks	\$30 each x 40 students = \$1,200	\$ 200		\$ 1,000	\$ 1,200
Facility Cost	\$300/meeting x 10 meetings = \$3,000			\$ 3,000	\$ 3,000
Grant awards		\$5,000	\$5,000	\$10,000	\$20,000
Youth Recognition Event: Food	\$10/person x 100 people = \$1,000			\$ 1,000	\$ 1,000
<b>TOTALS:</b>		\$5,800	\$ 6,000	\$27,000	\$38,800

**Budget Narrative:**

1. Personnel: Project Coordinator

Coordinate all activities of the Youth Program such as setting meeting schedules, contacting students, preparing materials for meetings, scheduling trainers, etc.

$$10\text{hrs/week} \times \$20/\text{hr.} \times 40 \text{ weeks} = \$8,000$$

2. Meetings: 10 meetings x \$200/meeting for food, drinks, snacks. There are 40 students per meeting. Cost per student is \$5 x 40 students = \$2,000

3. Training and Education: Honoraria for 10 trainers/presenters x \$200/trainer = \$2,000.

4. Materials & Supplies - paper, binders, pens, etc. for meetings, activities, events.

$$40 \text{ students} \times \$40 \text{ per student} = \$1,600.$$

5. Workbooks: Leadership training workbooks costs \$30 each x 40 students = \$1,200

6. Facility cost – Room cost at a nonprofit agency is \$100/hour x 3 hours per meeting x 10 meetings = \$3,000

7. Grantmaking – Grant awards to nonprofit youth agencies. Maximum \$2500/agency x 8 = \$20,000

8. Youth Recognition Event – end of the year event for students and grantees.

$$100 \text{ attendees} \times \$10/\text{person} = \$1,000$$