

# PROGRAM PROPOSAL TUTORING PROGRAM

## 1. General Information:

Country for which the Program is proposed:	Guatemala
CarePoint:	Regional
Name of Proposed Program:	Tutoring Program
Program ID (To be completed by CPMs):	GT00001408
Number of Directly Impacted Beneficiaries:	100
Total USD amount requested:	\$16,875.00
Projected Start Date:	January 2022
Projected Time to Complete the Program:	11 months
Date of this Request from In-Country:	January 2022

## 2. Executive Summary

The mission of Children's HopeChest is to restore the dignity and enhance the self-sustainability of vulnerable children and their communities. Our approach is holistic, supporting the children in their spiritual, emotional, educational, and physical development.

Hopechest Guatemala strongly believes that education is important for the development of the children. Due to the pandemic, schools have been closed and both the schools and the parents were ill-prepared for the changes that came with the pandemic. Children had to study at home; parents were not ready for that; and the necessary technology or access to a device to use it has been an enormous obstacle to overcome.

This Program consists of providing tutoring for 100 children to help them remediate their academic performance. The initiative is aligned with our vision, which is to help families in need, and to improve children's learning by giving



them the tools needed to continue their education. The total cost of this Program will be: \$16,875.00

### **3. Historical Background**

This program was first implemented in Zacapa, the town, which is in the Department/State also called Zacapa. It is intended to replicate this Program in other areas of Guatemala, as well.

#### **Nutritional Status:**

Many communities in Guatemala have difficulty getting enough food each day to adequately feed their families. Cases of malnourishment or stunting are not uncommon among children attending the local elementary school.

#### **Economic Status:**

Families often experience difficulties in getting a formal job. As a result, they struggle to feed and provide the basics for their family. In many areas, there are some job opportunities, but often they are paid only daily wages, which doesn't provide stability to a family's economy and compels people to search for ways to survive and generate additional income.

#### **Educational Status:**

Many schools in communities around Guatemala have inadequate school space and a shortage of teachers provided by the government. This has evolved into a problem of school over-population. It is common to see one teacher with two or three grades combined into one classroom, without a physical division of classes. They arrange the desks in a specific order so they can distinguish which children belong to which grade. This practice reduces the ability of the children to concentrate and impacts the quality of education provided in the school. This is a

reality that teachers must live with as neither they, nor the parents of the community, can change it.

With the pandemic, this reality has become even worse. The school was closed, the children had to begin an online system of study. This program has had poor supervision and the parents are often not sufficiently educated to help provide oversight and help to their children. This has served to reduce the parents' incentive to allow their children to continue with their education and the levels of education have dropped noticeably – sometimes by at least one grade level. A tutoring program would serve to give personal attention to the gaps and decline in the education of the children. As the tutoring restores their understanding and affords steps of 'success' in school, this will provide reinforcement to the parents and the children of the value of the children obtaining a good education.

### **Health Status:**

Due to the realities already described, the access to public health services is also deficient. Children get sick from common illnesses, such as stomach issues, flu, and illnesses resulting from mosquito bites, a lack of hygiene at the home, as well as a lack of access to clean water.

### **Housing and Environment Status:**

Currently, many the houses in the country are made from wood, cinder block and corrugated metal sheet, there are some of plastic and adobe. For years, these villages have been known to have gang activities and violence. That situation is changing over the years and people are finding activities where they can receive training and support such as what is offered at the local public school.

#### 4. Goals and Objectives

- Raise the performance of 100 children to again be able to study at their appropriate grade level
- Decrease school attrition rates caused by the lack of resources
- Inspire children to see that there is a better future through education
- Motivate the parents to continue to send their children to school

#### 5. Project Description and Activities

Pueblo Modelo CarePoint at Zacapa, believes that the provision of educational support may be one of the most effective ways to catalyze personal development amongst the children at the public school many of whom pass through the elementary grades never having mastered “The Three R’s” (reading, writing and arithmetic.)

We propose to provide educational support for students in kindergarten so that they might enter first grade with a sufficient foundation in reading, writing and arithmetic to have a successful experience in the primary grades.

We will conduct a tutoring program from January to November 2022 with those first, second and third grade students from the school who chose to participate. We will select those as our group because these children have been deprived of their first and second grade education, due to pandemic restrictions. They have, however, participated in both distance and correspondence-methods of alternative learning. We will provide tutoring on Tuesdays and Thursdays from 8-11am.

We will administer a placement test for those participating. Their reading skills will be evaluated using a running record benchmark evaluation from the **Learning A-Z** website. Their math skills will be assessed using tests from the **Number Knowledge** series also found online.

Based on these evaluations, we propose to divide the group into two with the top readers in one group, and the other students in a remedial group. An

assessment record will be kept on each student, initiated after the first month, and taken again at the end of the program, to determine progress. The same will be done with regard to assessments of math skills.

The advanced group will study separately, focusing on appropriate reading levels with questions to measure comprehension, while working to maintain and improve their math skills with problem solving, corresponding to their grade levels. Their experience will be complemented with additional activities in logic, puzzles, and brain teasers.

## **6. Opportunities**

- Encourage parents to be involved and informed with the education that their child receives
- Establish the importance of parental responsibility in the process of training their own children

## **7. Project Management/Systems**

Following is a list who will accomplish each of the following and how each will be completed:

### a. Administration/management

HC-GT and CP staff will be in charge of the administration and management of the Program.

### b. Monitoring

HC-GT staff will monitor the progress of the program every month  
CP Facilitator will monitor the progress every month

### c. Evaluation

HC-GT staff will evaluate the Program every month  
HC-GT CDS will monitor the progress every month

d. Reporting

CP Facilitator will report on a monthly basis in TaroWorks

HC-GT will give a quarterly progress report of the Program

HC-GT will report at the end of the Program to CHC Colorado and the donor

## 8. Potential Viability

Will this Program:

- a. Be a one-time event, at the end of which, it is complete and finished?  
( Y / **N** )
- b. Require resources provided by local partner, at onset:  
\_\_\_Local facility for use\_\_\_
- c. Create an on-going need for resources? ( **Y** / N ); If yes, provided from:
  - a. Local ( Y / N )
  - b. Partner ( **Y** / N )
  - c. Other: ( Y / N ), Please specify \_\_\_\_\_
  - d. List any additional inputs that will be required to maintain this Program:  
Funds for Monthly Staff Costs and Yearly Curriculum Costs.
  - e. How much, if any, annually in USD:  
For how many years: \_\_\_\_\_
- d. Generate revenue to be used to sustain the Program or community?  
( Y / **N** ). If yes, estimated yearly contribution in USD: \_\_\_\_\_

**e. Program Costs**

<b>Program Proposal Budget</b>	
Program Name: Education - Tutoring Program	
Program Description: This Program is designed to help children, who were not able to attend school, to allow them to continue their education at school	
	<b>USD \$</b>
<b>Total Cost of Program:</b>	<b>\$ 16,875.00</b>
<b>Base Program Cost (80%)</b>	<b>\$ 13,500.00</b>
<b>HopeChest Admin (20%)</b>	<b>\$ 3,375.00</b>
<b><i>Sub-Totals of Base Program Cost Detail</i></b>	
Teachers Salary (Two)	\$ 2,750.00
Copy Paper	\$ 300.00
Printer Ink and maintenance	\$ 500.00
Daily Refreshment	\$ 4,150.00
Cleaning after classes	\$ 1,000.00
Online License Learning A-Z	\$ 1,200.00
School books and materials	\$ 1,800.00
Desks	\$ 1,500.00
Contract Bid Management	\$ -
Other Categories of Program Costs	\$ -
Program Contingency Fund (if needed)	\$ 300.00
<p>* All costs are calculated by the local staff, in the country's local currency and converted to U.S. Dollars. To verify currency exchange rates, these prices will be revisited every 12 months, once funds have begun to be raised for the Program, by the U.S. partner.</p> <p>** Contributions designated for a given Program or purpose that are in excess of those needed to complete the specified Program or fulfill the specified purpose as well as contributions designated for a Program or purpose that becomes impossible or impracticable in the sole discretion of Children's HopeChest will be redirected to otherwise fulfill the organizational mission of Children's HopeChest.</p>	