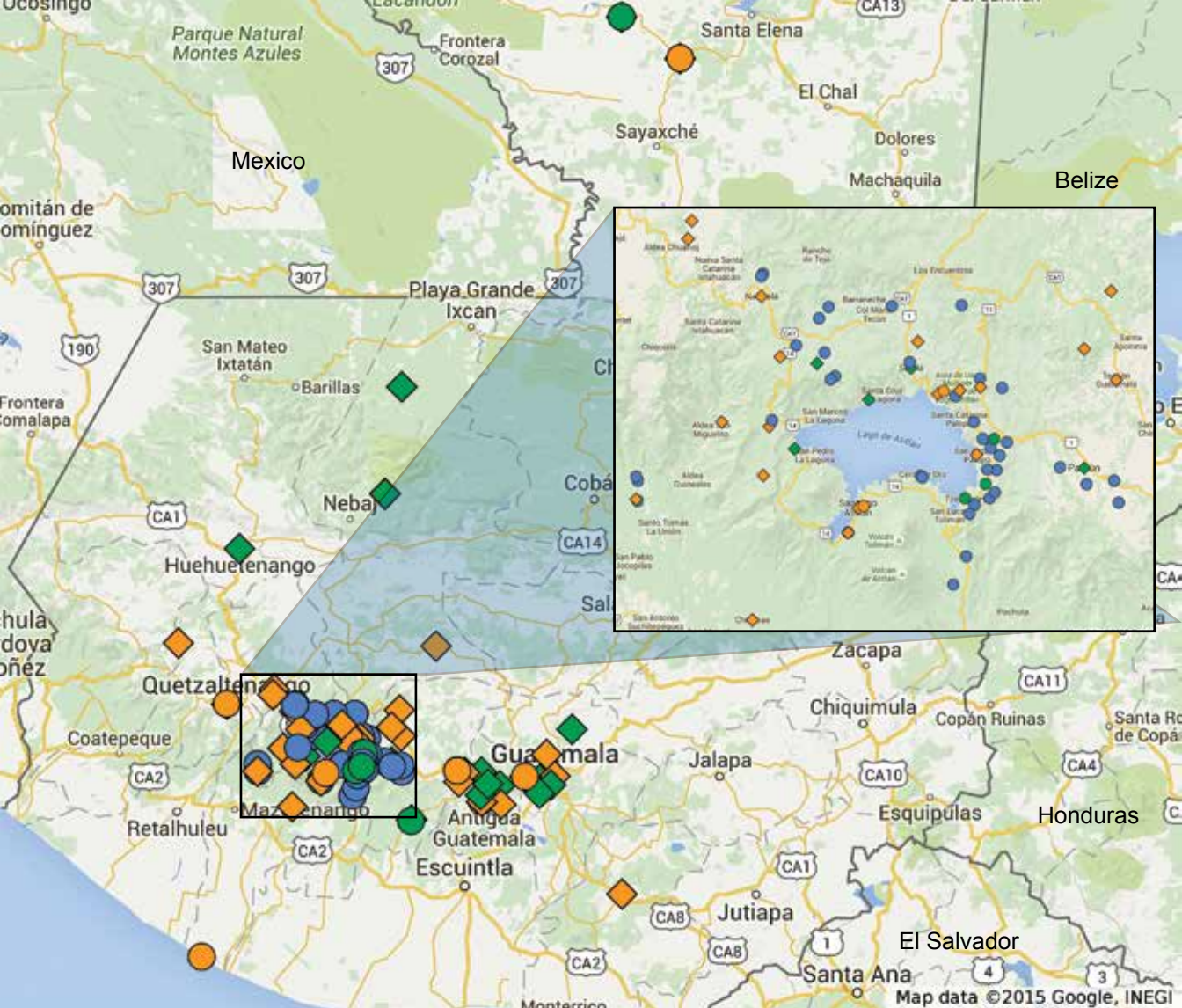




Literacy, Education, Opportunity



**ANNUAL
REPORT
2014**



Child Aid Programs

● Teacher training participating schools

Librarian training participants

Other book donation recipients

● School

◆ Library

● School

◆ Library



Dear Friends,

In 2014, Child Aid laid the groundwork for scaling our program and increasing its efficiency to a degree that represents a new era for our organization. This has only been possible because of your donations.

In the spring of 2014, we held a Retreat to map out a comprehensive Monitoring and Evaluation Strategy. It was attended by experts in testing, evaluation, and international development, as well as staff from Guatemala and Portland. Implementation of this plan will strengthen our ability to report transparently to our individual and organizational donors. The retreat also led to valuable connections with the Ministry of Education in Guatemala, and Child Aid was later invited to participate in a conference in Guatemala City on innovations in literacy. We have also begun implementing a state-of-the-art database that will allow us to thoroughly track our interventions and pinpoint areas for improvement and greater efficiency.

We added a second district to our district-wide expansion model in 2014, and to accommodate this expansion, we hired a cohort of new Literacy Trainers, representing a 33% increase in our staff size.

When nonprofit organizations grow in size and scope, many lose sight of the integrity and coherence of their mission. As Child Aid prepares to widen its impact in Guatemala, we are taking care to clarify the basic elements of our work so that, as we grow, we know that what has proven so effective in Guatemalan classrooms will remain intrinsic to our program.

Together, we have the potential to bring the children of Guatemala the education they deserve, and the opportunity to fulfill their potential.

With sincerest thanks,

A handwritten signature in blue ink, appearing to read "Nancy Press".

Nancy Press, PhD
Cofounder & Chief Executive Officer



Kelly Batz reading to school girls in the Agua Escondida library.

.....

Grandes Lectores: In the school library of Agua Escondida, a child's imagination soars

⋮
By Kelly Batz, Literacy Trainer

(All Spanish language translation by Child Aid staff)

In the Gregory Thomas Schaffer Regan school, in the village of Agua Escondida in San Antonio Palopó, I met Richard, a child who possesses a natural love of reading. He is four, and accompanies his mother every day when she goes to sell snacks to the school. Richard has discovered a fascinating world in the library, where he enjoys a variety of books that make his imagination soar. During recess while his mother sells snacks, he enjoys the library, and when it is a book-lending day, he takes some home.

For this child, visiting the school library has had quite an impact on his life; according to his mother, he has a speech impairment, and she has noticed that with the reading and the interactions in the library that her son's speech has improved. The influence of his reading is also reflected in the type of questions he asks his mother and sister, and in his values of responsibility and the way he cares for books. These small changes will have an important effect on the future of the child, as they will facilitate his integration into his community.

Just as in the life of Richard, the school library is having an impact on the lives of the children, teachers, and people in the community, fostering the enjoyment and the habit of reading.

Women from the schools' communities often make small snacks to sell the school for the children at recess.





Thanks to you, children like this first-grader in the San Gabriel School are gaining access to a wide variety of stimulating reading materials, and are also able to take books home to share with their families.



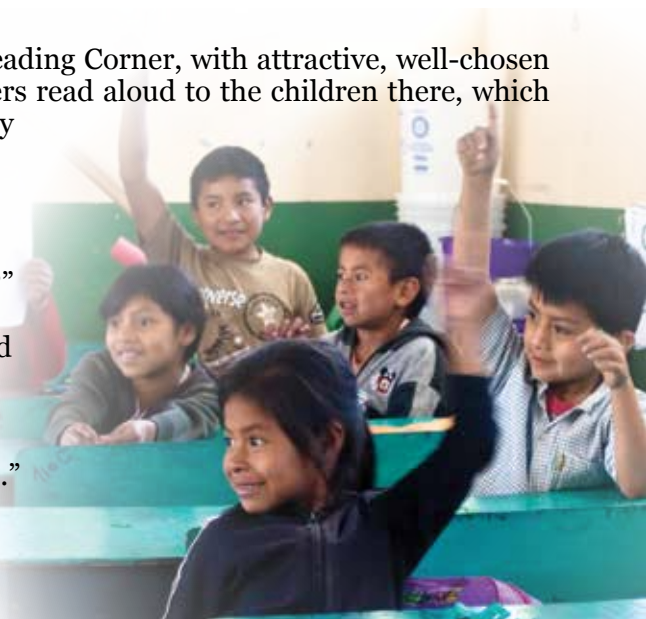
Jeremias Morales poses with a teacher in Xepec.

The Colonia San Andrés school celebrates the International Day of the Book

*By Jeremias Morales,
Literacy Trainer & Supervisor*

In the Colonia San Andrés school the seven teachers are all very attentive and flexible. They absorb the teachers' workshops, each one seeking to apply what they can at their level and according to the needs of their classrooms. All of the teachers participated to complete the task of organizing their book collections, according to Child Aid's classification table. Four days before the International Day of the Book celebration, I told the principal and Reading Committee that they could promote it by doing readings in their classrooms, or by assembling a Reading Corner for the entire school, and reading aloud on the day of the celebration.

To my surprise, they assembled a beautiful Reading Corner, with attractive, well-chosen posters to promote and guide reading. Teachers read aloud to the children there, which they greatly enjoyed. The celebration of the Day of the Book was a complete success, thanks to the initiative of the principal, the Reading Committee, and the collaboration of all of the teachers. One child said to his teacher, "Teacher, why have we never done this before?" Hearing this comment, and seeing the faces of the children filled with joy and satisfaction, and motivated to read the books in the Reading Corner, I said to myself, "My work with Child Aid is worthwhile, because it is changing attitudes, and forming a community of readers."



Students in the Colonia San Andrés school are now more involved in their lessons.



Children enjoy a reading activity in the village of Las Canoas. Child Aid Literacy Trainers show teachers how to create lively Reading Corners in their classrooms, which attract and inspire the children, encouraging them to spend more time reading.



Marilena Ixen models a participatory reading activity in the Chuiquel school.

.....

A teacher in Patzún shares her success & her gratitude

⋮
*By Marilena Ixen,
Literacy Trainer*

In the school of Xejolón, Patzún, the 5th-grade teacher Magali Rodriguez told me that she was very grateful to Child Aid, because it is through the book donations, the workshops, and the follow-ups that she has come to see a significant change in her pupils, in the improvement of their oral vocabulary, spelling, writing, and participation in classes. As it is a rural area, the students found Spanish difficult, as most of them grew up speaking a Mayan language. Now, through reading aloud, and through the books that the Reading Committee lends to each child, she said she has succeeded in awakening the habit of reading in her students.

This teacher has created her own Reading Corner, and I observed that when she is busy with a visitor or meetings, students come to the corner to read without anyone telling them to. “In addition to being good readers, the integration of the readings into various lessons has helped me quite a lot in the area of values, because most of my students at the beginning of the year were irresponsible, did not respect visitors, and fought among themselves a lot; believe me, the change is incredible that I could achieve thanks to Child Aid,” said Magali.



A market vendor in Patzún, waiting for a ride home with her heavy bundles of merchandise.



A student waits to be called on in the Tzantinamit school. Teachers are developing classroom management skills that increase the time children are on task.



.....

A principal in Chitulul sees his teachers succeed

⋮
*Jairon Buch Sicay,
Principal, Chitulul*

The work of Child Aid and its trainers has supported my school enormously. My teachers are improving every day, and I see that they have the desire to improve. As a principal, it gives me satisfaction that everyone is doing everything possible to contribute to the development of the education of the kids, in this school, and in the entire community.

When the teachers do things with conviction, collaboration and total involvement, then success is achieved. I believe their conviction has come because Child Aid devoted the time to give teachers the support they needed to be successful.

If you improve the quality of education, it will help the children change their reality. They will have the habit of reading that will allow them to go to middle school, high school, and even university.

The difference with Child Aid is that they not only give workshops but also do follow-ups. The follow-ups are important. They are a way to support the teacher in using the techniques, so that they can have the desired outcomes in their classrooms.

A typical home in Chitulul. Many students in the rural schools where Child Aid works live in extremely simple houses like this one.





Principal Jairon Buch Sicay with a spirited class of students at the Chitulul school.

CHILD AID by the numbers

Our Impact in 2014



397

Teachers received training



88

Librarians received training



26,475

Students taught by Child Aid trained teachers



96,262

Books distributed to schools and libraries

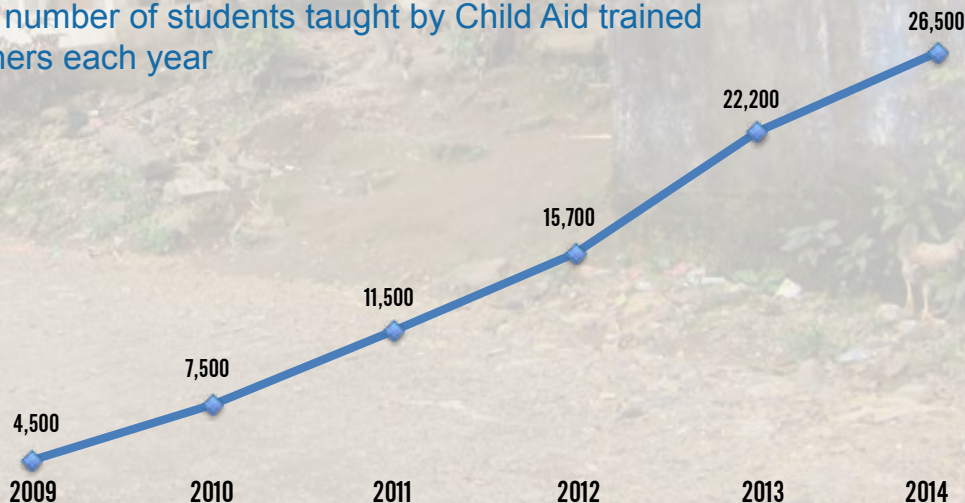


9

New school libraries created

Students Reached

Total number of students taught by Child Aid trained teachers each year



Financial Highlights



\$1,031,793
IN CASH
DONATIONS



\$1,729,138
IN-KIND
DONATIONS



92.70%
SPENT ON
PROGRAMS

Combined Statement of Revenue, Expenses, and Changes in Net Assets

REVENUE	Unrestricted Cash & Security Contributions	\$480,761
	Restricted Contributions & Grants	\$551,032
	In-Kind Donations	\$1,729,138
	Investment & Other Income	\$264,000
	TOTAL REVENUE	\$3,024,931

EXPENSES	Program Services	\$2,569,634
	Management & General	\$81,955
	Fundraising	\$120,370
	TOTAL EXPENSES	\$2,771,959

REVENUE OVER EXPENSES **\$252,972**

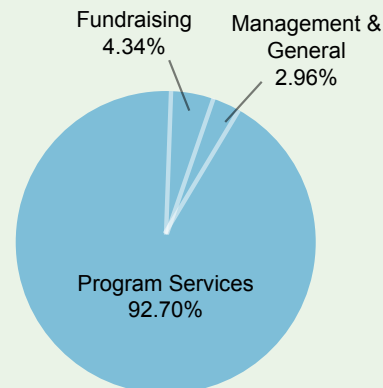
ASSETS	Cash	\$336,031
	Securities	\$1,574,006
	Pledges	\$257,604
	Other Assets	\$16,734
	TOTAL ASSETS	\$2,184,375

LIABILITIES	Accounts payable & current liabilities	\$53,446
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NET ASSETS	Unrestricted	\$1,589,096
	Temporarily restricted	\$541,833

Total Net Assets: \$2,130,929

TOTAL LIABILITIES AND NET ASSETS **\$2,184,375**



Our Organizational Funders and Supporters

Child Aid owes a special thanks to the following organizations that help make our work possible.

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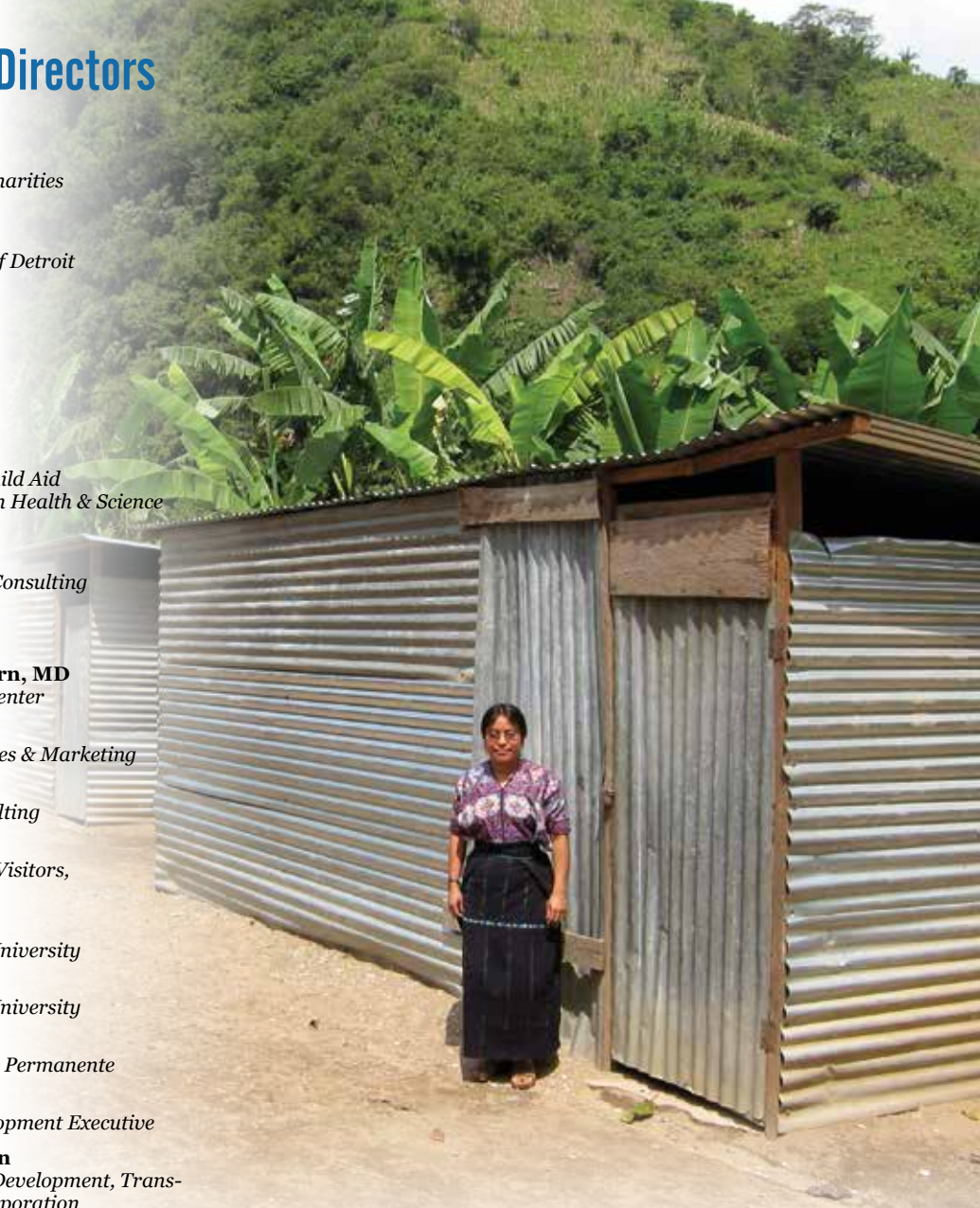
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Lynn Streeter, Ph.D.

Former Research & Development Executive

Tadeo Saenz-Thompson

*Director of Innovation & Development, Trans-
Management Systems Corporation*



A teacher stands beside her school in Palá, Quetzaltenango.



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