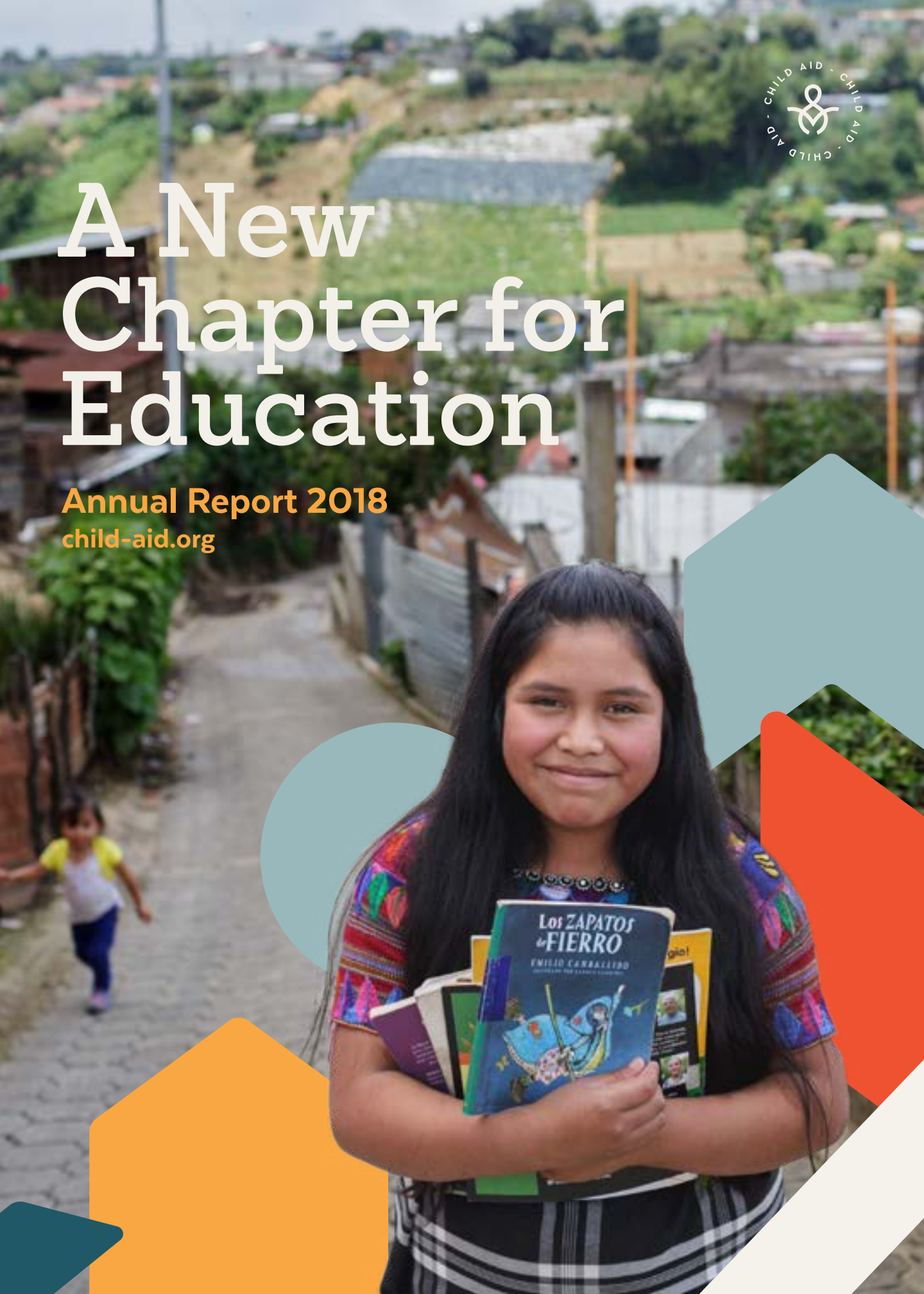




A New Chapter for Education

Annual Report 2018

child-aid.org





PROVIDING QUALITY EDUCATION FOR THE CHILDREN WHO NEED IT MOST

“Without question, the heroes and heroines in my life are our staff members who rise to Child Aid’s considerable challenges and exceed my expectations every time.”

Nancy Press, Ph.D.
Chief Executive Officer

Dear Friends,

Heroes and heroines aren’t born. First, they’re tested. Our favorite characters, the ones who save our lives with their courage and daring, are challenged to the bone, often fail, and emerge stronger than they knew they could be. Penniless, Jane Eyre flees to the English moors. Brave Odysseus descends to Hades.

Sometimes you don’t know the material you’re made of until a challenge arises and shows you. For our organization, Child Aid’s expansion into Patzun, a second location where our well-oiled team would be split into two and we would hire new staff, was our challenge. Could we maintain the quality of our work? Would our organizational structure hold together? Would our teaching methods work in culturally different



2018 RESULTS

CHILDREN BENEFITTED
18k In 2018
61.8k Since 2010

TEACHERS TRAINED
882 In 2018
1,427 Since 2010

PARTNER SCHOOLS
92 In 2018
146 Since 2010

BOOKS PROVIDED
28k In 2018
604k Since 2010

communities? Like any good story, these questions kept me up late into the night.

The heroes and heroines in my life are our Child Aid staff members. Not only did these strong women and men open a second office in Patzun, they surprised us with their abilities to connect with each other and the various communities and schools in ways we couldn't have imagined. Our staff transformed 32 schools into real centers of learning, and of their own accord and on their own time, the staff opened up a community reading center for children and families. At first glance, this journey may not seem to rise to the drama of Odysseus, but consider that in 2018 our Patzun office staff improved the lives of 6,239 elementary students. Heroic indeed.

Rick and I didn't start Child Aid with the idea that it would grow into such a dynamic and life-changing organization, but when you let the heroes and heroines take over the narrative, that's what happens. In the pages of our 2018 Annual Report, you'll meet everyday people doing the heavy lifting of heroes and the children whose lives are forever changed for the better. Enjoy.

You make Child Aid possible. Thank you for being such a steadfast supporter.

Nancy Press, Ph.D.
Chief Executive Officer

SKILLED TEACHERS BUILD BETTER STUDENTS

Guatemala is on the front lines of the global learning crisis

Decades of underfunding and neglect have created an education system that falls far short of meeting the needs of the children who need it most: those living in the country's rural, indigenous communities.

School buildings exist, and the children show up for class. But the quality of the education they receive is so poor that most kids don't learn.

Is it any wonder why Guatemala continues to have one of the highest illiteracy rates and most profound income gaps in the Western Hemisphere?

70% OF KIDS IN GUATEMALA ARE
**IN SCHOOL &
NOT LEARNING**
BASIC READING AND WRITING SKILLS

The Solution? Give kids better teachers

The secret to creating enthusiastic readers and thriving students is good teachers. Studies show a skilled and effective teacher, more than any other factor, is key to improving student learning, especially for children living with poverty and illiteracy.

So, that's what Child Aid does. We transform broken classrooms by helping teachers become active and effective participants in their students' learning. Our organization takes educators by the hand and gives each of them the tools and training to become super teachers: professionals who lead classrooms with confidence and enthusiasm and motivate students to be curious.

Set foot into a Child Aid classroom, and you'll see the difference. Teachers ask questions and engage with students. There is a buzz of energy and enthusiasm in the air as kids sit on the edge of their seats and raise their hands, eager to share their ideas. In Child Aid classrooms, teachers and students learn and succeed together.



Grade Five Teacher, Rafael Téllez García School
Marco Venicio Sela Girón

“My motivation is the kids. I love my job. I love spending time with them. Every moment, we are learning something new.”

For teachers in Guatemala, connecting with students with learning disabilities is difficult.

There are no special services or helpers designated to meet whatever learning challenges these children present. And in crowded classrooms with few learning materials, these students can get overlooked

THE POWER OF COACHING

At Child Aid we believe in coaching

We learned in our Reading for Life program that giving our literacy trainers more opportunities to work one-on-one with teachers in their classrooms is the key to building better educators. It's how we build collaborative trust. It's how we build the confidence to try new things. It's how we rally around our common goal of helping children learn.

Learning and mastering new skills is hard, especially for teachers who were raised and trained in a system of rote learning and memorization. To improve their instruction, teachers need guided practice and personalized support from a knowledgeable instructor.

Coaching is the most effective tool for change because it turns learning into a collaborative process based on trust, communication and shared goals. Through coaching, teachers gain the confidence and skills they need to succeed.

Coaching is the secret of our success.

Our literacy trainers visit teachers in their classrooms multiple times each year, adapting their coaching style to an individual teacher's needs and knowledge of literacy instruction. Since most teachers in Guatemala have never had a coach in their classroom, Child Aid trainers make it clear from the beginning that their role is not to be supervisors or monitors, but to support the educators and help them improve.

Teachers tell us that Child Aid's approach to coaching is like nothing they've experienced before. Our program not only provides them with useful knowledge and techniques, it also makes them feel respected and valued as professionals. And that pays off for students in a big way.

IN 2018
CHILD AID LITERACY TRAINERS
COMPLETED OVER
3,100 TEACHER
COACHING
SESSIONS

and ostracized as they fall behind their peers in academic achievement.

But the story of Professor Marco Venicio Sela Girón and his student German is different. The teacher had noticed German was struggling. It was hard not to. The child had trouble controlling his legs, failed to hear well and kept one of his arms tucked close to his body, as if it were a broken bird's wing. But Professor Marco also noticed that the child had a light in his eyes and a natural curiosity.

Marco turned for help to Child Aid Literacy Trainer Edgar Garcia. Edgar advised Marco to involve German in Adventures in Reading, a literacy program held during the months-long nationwide school break.

"The first thing Marco did in the Adventures in Reading

program was to motivate German and get him to commit to learning," recalls Edgar.

Each day, the teacher read with the child, asking him to describe what he observed in the books and what he liked about the pictures. Little by little, the boy showed more interest and explored new titles.

"He likes nonfiction books," says Marco. "One of his favorite books is about a great white shark."

Marco says his training with Child Aid fundamentally changed his approach to teaching and has helped him learn how to better meet the needs of all his students. "This program makes me see life from a different perspective, see my job from a different perspective, and see my responsibilities to the children differently," he says. "It inspires me to fight for them."

2018 PROGRAM HIGHLIGHTS

Launch of New Regional Office

Our work isn't done until every child in Guatemala receives a quality education. So, Child Aid works diligently to introduce our literacy programs to more schools and communities each year.

In 2018, we opened our second regional office in Patzún, Chimaltenango, and our new regional hub has increased our ability to reach small, isolated rural schools in the region. Plus, we learned a lot along the way.

We proved we could manage two largely independent teams while maintaining the quality and results of our program, and our staff was energized by the new professional opportunities. Child Aid staffers also found creative new ways to adapt our program to the needs of the community, including launching an after-school reading program for local kids in our Patzún office.

IN 2018
THE PATZÚN TEAM TRAINED
228 NEW
TEACHERS

Expanding *Adventures in Reading* in Schools

One of the challenges in literacy development for kids is keeping them reading throughout the year. Launched in 2008 as a school-break reading program in community libraries, *Adventures in Reading* gives thousands of kids the opportunity to sharpen their reading and comprehension skills during the annual vacation period.

Ten years later, Child Aid has expanded *Adventures in Reading*, inviting schools in our Reading for Life program to participate. This meant recruiting principals and teachers to take time out of their vacation to open their doors and host the four-week program for their students. To our delight, 45 schools participated in the first year.

The schools' commitment to hosting *Adventures in Reading* shows us how excited they are to improve their schools, and to finding new ways to help their students learn. Students and parents are grateful to have a place to enjoy and practice reading during the break. And participating teachers benefit from the additional training and time spent working individually with students who struggle with reading.

Adventures in Reading is such an overwhelming success that Child Aid plans to offer the program to all our partner schools, going forward.



Patzún Community Reading Room

“Our Reading Room is an opportunity for us to work with more kids. We can develop skills with them and make a difference in a community that wants to see literacy development in their children.”

Heidi Coyote Mactzul, Child Aid Literacy Trainer

It started with a few small faces at the door. Can we see the books? They asked.

NURTURING A CULTURE OF READING IN SCHOOLS

We want the changes we create to last long after our literacy program concludes. So, we invest in institutional changes in schools that ensure kids are reading and learning for years to come. Here are five strategies we encouraged schools to adopt in 2018 to increase student access and use of books.



Organize and label school book collections.



Make books available to students after school and at recess.



Set up school libraries and classroom reading corners.



Begin lending books to students to take home for independent reading.



Establish star reader programs and student book clubs to promote and encourage reading.

IN 2018

96%

OF CHILD AID SCHOOLS
IMPLEMENTED
THREE OR MORE OF THESE
READING PROGRAMS

Child Aid's new office located in Patzún, Guatemala, had just opened its doors in January 2018 and contained a model school library with books and displays used as a resource and training space for staff and teachers.

But word that books and games were around the corner had spread like wildfire among the children and parents in the community. The Patún team had an idea. What about making use of the new office and the hundreds of books lining the brightly colored walls?

Would the local kids show up if Child Aid opened its doors a few days each week, inviting them in to read books after school? The answer was a loud and joyful yes!

For the first few weeks almost no one came. But little by little, word got out to the families of Patzún that

colorful, engaging books were available, and children began showing up, peering through the door, asking if they could read, too.

Now, afternoons at the Patzún office buzz with activity. Dozens of kids lounge on the floor or in beanbags, engrossed in books. Mothers read stories with their younger ones on their laps. Child Aid staffers lead group read-alouds and discussions. Groups of kids work on art projects on tables or play interactive learning games. Staffers also check out books to children interested in taking them home to read to their families.

For the Patzún staff, the Reading Room has turned into a valuable resource for their community, a place where children can have fun and learn at the same time. It's an example of how a nimble and progressive organization can see a community need and meet it head-on.

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Grade One Student, Chuimanzana

Josué Cluis

“I want to come [to school] because it is fun to read books and play with friends. I learn how to read, I learn how to write, I learn how to draw.”

Josué Cluis, 7, can't decide which character in his favorite storybooks he would most like to be if he could transform himself. The boy with twinkly brown eyes concentrates hard before answering.

“A dog maybe ... or a giraffe,” he laughs. “I read a book

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about a giraffe who couldn't dance." Josué smiles as he describes two of his favorite storybook characters: Clifford the Big Red Dog and Gerald the Giraffe.

Choosing a favorite character should be a rite of passage for every child, but for Guatemalan kids who have never had a book of their own or had a story read to them, it is only a dream.

But Josué's school has partnered with Child Aid and through our literacy program Josué gets to meet dancing giraffes, big red dogs and all kinds of new friends who light up his imagination.

For the past three years, his school in Chuimanzana has received books, teacher training and support to ensure that Josué has access to many favorite titles, along with

the instruction he needs to develop vital reading and writing skills.

Josué's father, Lorenzo Chumil Cluis is happy to see his son becoming a strong and enthusiastic reader. It wasn't an opportunity he had as a young student.

"Now, there are a lot of books at the school [the kids] can read," says Lorenzo. I see that my son is already reading in first grade, and as a dad, I feel very satisfied."

Josué is thriving at school and loves playing with his friends, drawing and writing stories. But his favorite activity is reading about the adventures of his favorite oversized red dog and an awkward giraffe who finally gets his groove together with a little help from his friends.

FINANCIAL HIGHLIGHTS

Child Aid is an efficient, cost-effective organization. We focus our work where we can make a significant and lasting difference in children's lives. We take our responsibility to donors very seriously, ensuring that their support makes a difference.

REVENUE:	
Unrestricted Cash & Security Contributions	\$897,653
Restricted Contributions & Grants	\$326,509
In-kind Donations	\$126,320
Investment & Other Income	\$384,108
Total Revenue	\$1,734,590
EXPENSES:	
Program Services	\$1,250,195
Management & General	\$110,194
Fundraising	\$164,302
Total Expenses	\$1,524,691
Revenue Over Expenses	\$209,899

ASSETS:	
Cash	\$419,185
Securities	\$1,186,189
Pledges	\$303,505
Other Assets	\$12,159
Total Assets:	\$1,921,038

LIABILITIES:	
Accounts Payable & Current Liabilities	\$156,223

NET ASSETS:	
Unrestricted	\$1,356,703
Temporarily Restricted	\$408,112
Total Net Assets:	\$1,764,815

TOTAL LIABILITIES & NET ASSETS:	\$1,921,038
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Child Aid Ambassador Laura Tarbox

Laura has been a dedicated Child Aid supporter since first visiting Guatemala over 20 years ago. She recently became a Child Aid Ambassador by sponsoring the Pachut school in Patzún, Chimaltenango, through our four year Reading for Life program. Laura says she is excited to be a part of helping to introduce the world of literacy to Guatemalan children.

“Learning to read always opens up new worlds and opportunities – no matter who or where you are. To me, there is little that is more important! In Guatemala, expanding literacy, one child and school at a time, has an exponential effect on the community, and ultimately on the country.”

FOUR WAYS YOU CAN MAKE A DIFFERENCE TODAY



SUPPORT

Put a book in the hands of a child and help her take the first step toward literacy. A simple donation teaches a child to read and gives her a brighter future.

ADVOCATE

Lend your voice to give every child the quality education they deserve. There are many ways you can share Child Aid and your passion for literacy and education with the world.

SUSTAIN

Your monthly gift supports a long term commitment to teachers and students that transforms classrooms.

TRANSFORM

Sponsor an entire school or leave a legacy gift. Make a lasting investment that will benefit children and communities for years to come.

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