



## Youth Development

This sector of the IDEA Book includes youth development projects established by previous Peace Corps volunteers in their communities. These projects include a range of ideas that have helped their communities collaborate to create educational art, activity centers, or other youth centric projects. This sector includes projects from several grant types.

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# Eastern Caribbean: Creating Culturally Relevant Children's Books for the Next Generation

*Peace Corps Volunteers in St. Lucia, Supported by the Eastern Caribbean Post, Enable Participants to Write and Publish Their Own Stories*



*Participants wrote their own stories, published them, and read them to local children.*

Local culture, language, and traditions are most often passed from generation to generation through **oral storytelling**. Such moments of storytelling are **highly significant** in that, even before learning to read, they introduce young children to the magic of literature and cultural values. Children's books with illustrations can be the **origin of cultural transmissions** from adults to children, making them an important precursor of all other cultural supports.

Over the course of the workshop, all **18 participants** wrote their own Creole-inspired children's stories. After the workshop, **six of these stories** were chosen to be edited, printed, and **distributed** in the community. All of the participants were able to share their stories with the community by reading them aloud over the radio, and in person at local schools. The children from this community were able to connect with the stories and wanted to share their own experiences with similar cultural topics. This project resulted in all workshop participants demonstrating an **increase in their confidence** of their skills.

## Small Investments

Total Project Cost: \$9,028.37

SPA Funded Amount: \$4,662.44

(Including: printing fees, illustrator, printer)

Community Contribution: \$4,365.93

(Including: transportation, example books, editing fee)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

**Project Title:** Community #1 Young Authors: Creating Culturally Relevant Children's Books for the Next Generation

**Grant Type:** Small Project Assistance (SPA) **Status:** Project Completed

**Volunteer:** PCV #1 **Responsible Program Manager/APCD:** Program Manager

**Country:** Eastern Caribbean **Program Element:** 3.2.1, Basic Education

**Project Start Date:** 4/1/2016 **Project End Date:** 12/12/2016

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.*

**% Comm. Contribution Proposed:** 40.02 **% Comm. Contribution Final:** 48.36

**Comm. Contribution Amount Proposed:** \$3,331.85 **Comm. Contribution Amount Final:** \$4,365.93

**Amount Requested:** \$4,993.33 **Amount Approved:** \$4,993.33 **Amount Remaining:** \$330.89

### Requested Grant Amount (local currency)

13482.00

**Exchange Rate: \$1US= (enter local currency value here):** 2.70

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community #1	Community #1 Public Library		Group Contact Person #1

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development. From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
Yes	Education



includes the child's capability to understand what he/she has read, to integrate it in their own context and personal experiences by analyzing it in a critical way so he/she is able to take a stand on what he/she has read.

Currently, a young generation of learners in Community #1 lacks access to relevant and relatable children's books. If they existed, such resources would serve as mirrors in which these children would project their own experiences by reading about and seeing familiar language and themes.

Furthermore, talented adolescents lack an effective avenue to productively express their knowledge of, and familiarity with, this local culture.

As a result, Organization #1 has been conceptualized to address these issues. The workshop will serve to empower Community #1's adolescents to increase their skills and confidence in writing and expressing cultural knowledge while creating literacy material that will be valuable to the community's young readers. Ultimately, the workshop will increase the number of books based on local culture accessible to children and community members in the Community #1 basin. Families, schools and libraries will be able to share their culture with subsequent generations of children by reading the children's books that are to be created as a result of this workshop. The access to culturally relevant literacy material for children will only further enhance the pride and affinity that the Soufriere community has for their Creole culture.

### Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

The Community #1 Public Library and Community #1 District schools provide literacy support to children of all ages in the community. Unfortunately, these community institutions lack culturally relevant children's literature for beginning readers, which was the catalyst to meeting and consulting with the community librarian, fellow teachers, parents and community members, in order to devise a response to the needs of local schools and the community. As a result of these meetings, the idea of an Organization #1 emerged.

The staff of the Community #1 Public Library immediately agreed that facilitating access to culturally relevant reading material, while empowering adolescents to enhance their writing skills, was a community priority. As they are acutely aware of the importance, and necessity, of providing children with reading material that supports a child's capability to connect and understand literature based on personal experience, library staff agreed that young learners in Soufriere currently lack such materials.

Members of the community regularly show excitement and support for programs implemented by the Community #1 Public Library that enable local youth to enhance their literary interests and skills. In the past, this has been done through summer reading programs, holiday programs, and poetry performances. Adolescents in Community #1 have also displayed a strong desire to build upon their literary interests and skills by consistently attending community literacy programs offered by the library. Numerous adolescents from the Community #1 Secondary School have also expressed an interest in, and demonstrated valuable skills, that they will contribute to the project.

A Literacy Team comprised of the Community #1 Librarian (Group Contact Person #1), two co-facilitators (Community Member #1 and Community Member #2) and myself will work together to plan, implement and monitor the workshop. The Team will design and implement activities that the workshop will incorporate, including creative writing activities, the development of writing skills, writing for a young audience, and a general focus on Creole culture.

Library staff, local teachers, illustrators, translators, cultural experts and relevant community members will also support and participate in the workshop. These individuals have shown their support from the beginning and are willing to invest their time to participate in the design and implementation of this project.

### Outcome

Briefly describe the desired outcome of the project.

Organization #1 is driven by the community in many aspects. The Literacy Team that will design, plan and implement the workshop are members of the greater community. The participants are youth, adolescents and adults from the community who will be empowered to enhance their literacy skills. Participants will also increase their confidence in reading and writing by sharing their work with community members. The creation of a series of children's books based on local Creole culture and history created during the workshop will be made accessible to young readers in the community through local libraries and schools. Children from the community will be able to read and connect with culturally relevant texts by answering comprehension questions.

The groundwork will be laid for further workshops to be implemented in the community and in communities around the island.

### Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

The Literacy Team (Group Contact Person #1, Community Member #2, Community #1 and myself) will design the workshop's content, acquire in-kind or cash community contributions, organize all logistics, source the resources, implement the day to day activities of the workshop and monitor and evaluate the progress and overall success of the workshop.

The workshop participants will be chosen through an established process. Group Contact Person #1, the

Community #1 Librarian, will visit the Community #1 Secondary School to present an overview of the workshop. Interested students will submit an application with a writing sample to Community #1. If the number of students is 15 or fewer they will all be participants in the workshop. If it is below 8 then Group Contact Person #1 will re-visit The Community #1 Secondary School to see if any additional students are interested and recruit the number of students required to reach 8 participants. If the number of submitted application forms exceeds 15 then Group Contact Person #1 and the workshop's facilitators will select students based on their application and writing samples.

The first day of the workshop will occur on the 2nd of March 2016 to provide the participants three weeks to brainstorm the details of their story. The rest of phase one will be conducted from April 1-8, 2016. The seven days of the workshop will be organized around daily, topical sessions that will introduce the participants to creative writing, conferencing, peer editing and sharing. In order to facilitate effective writing, these sessions will consist of both group instruction and individual consultation. The Literacy Team will meet daily during the workshop to discuss progress monitoring. The Library staff will also be supporting the workshop and implementation of activities. After the stories have been written, local teachers will assist the Literacy Team in editing based on a grading criteria relevant to writing children's books and creating comprehension questions for each book created during the workshop.

During phase two, following the workshop, the Literacy Team will provide the support that will be necessary to finish the books. This includes giving the authors two additional weeks to finish their writing, three focus group meetings, individual conferences for feedback and a final revision.

During phase three of the program, the Literacy Team will print the newly created series of books and distribute copies to the schools, libraries and families in the Community #1 district. The young authors will share their stories publicly in the town square, at school assemblies and with families around the community.

The Literacy Team will conduct follow-up interviews with the workshop participants to monitor and evaluate any increase in literacy skills and confidence of the workshop's participants. The Literacy Team will also record beginning readers' responses to the comprehension questions after reading the book series. One teacher from each of the five schools in the district will be trained to support the Literacy Team with the assessment of their student's comprehension responses.

Community members will be involved in various components of the program. Invited members of the community will present as guest speakers throughout the brainstorming phase of the workshop to share experiences and childhood memories relevant to their culture as a means to generate creative inspiration amongst the young writers. Local illustrators and translators will be involved in creating culturally inspired illustrations and dialogue.

All aspects of the project will be monitored on an ongoing basis. Records of expenditure for the project will be done in the portal as soon as the funds are spent and receipts will be properly documented. The project team members will gather to do the final evaluation of the project at least one week after its completion. Feedback will be used to write the completion report.

### Capacity Building

How will the project contribute to building skills and capacity within the community?

Organization #1 will provide opportunities for librarians, teachers, and other interested persons from the community to gain additional experience leading formal, structured literacy programs and writing workshops as well as empowering their youth to enhance their skills. It will build their capacities as educators, leaders, mentors, and role models in the community.

The workshop will empower adolescents to pursue an interest in literacy and enhance their writing skills. The young authors will also improve their confidence and self-esteem as they will be sharing their literary works publicly with the community. The workshop's participants will be able to apply newly acquired skills and greater confidence in future endeavors as active citizens of their community.

As a result of the workshop, young authors from the community will be involved in the creation of a children's book series based on local culture, history and context. These culturally relevant children's books will be printed and shared with schools, libraries and families in the Soufriere basin. The distribution of the books throughout the community will increase the access that children have to culturally influence literary material, which will increase the comprehension and critical thinking skills among children.

### Sustainability

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

The community will be able to sustain the activities from Organization #1 by taking the format and replicating it in subsequent writing workshops in the district. This will be possible by continuing to use the human resources support that was nurtured and developed through the implementation of the workshop in its pilot year. These persons – the library staff, teachers, facilitators, and other community members - will be able to return to the project in the future in continuously evolving and enhanced capacities, effectively taking ownership of the workshop. By documenting all plans, schedules and materials utilized in preparing for and executing the project, these persons will have everything they need to continue similar activities for years to come, as well as the incentive to do so given all that it has to offer to its participants and the community.

The benefits of this project will also be sustainable in that the students who participate will retain the knowledge and skills that they acquire and apply them to future endeavors, both inside and outside of the classroom. Tangible writing skills and greater confidence will be especially valuable to the pursuit of future educational and vocational opportunities. Furthermore, the integration of local culture and writing skills will

improve participant attitudes towards reading and writing and provide a path towards reading and writing for pleasure. Engaging the workshop's participants in the public sharing of their work will not only provide a boost in confidence, but inspire more youth to participate in related and/or future activities.

Increasing local access to culturally relevant children's books will amplify the interest and connection between the youth and literacy activities and materials. Teachers, librarians and parents will be able to read and share a specially crafted and unique series of books with young readers that have been designed to support reading comprehension and strengthen their connection to their culture. The Community #1 Librarian will manage the profit from the sold books series and ensure that the profit will be used to print more copies of the series to donate to families in the community.

The crucial material support listed in the budget, such as the office supplies and equipment, is also going to have a significant role in the library's ability to replicate the workshop in the future. The library staff will oversee the use and maintenance of the material support that will be securely stored in the library's equipment storage room.

The Community #1 Public Library will be able to continue the workshop in the future and replicate the structure of the workshop with other libraries nationally to allow more adolescents the opportunity to express their writing interests and skills, while contributing to their community's youth. This workshop will be considered an asset for the library for generations to come.

## Goals & Objectives

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments
Goal 1: Young Authors in Community #1 will increase their skills and	Objective 1.1: By April 8, 2016, 8-15 youth from Community #1 will attend a seven-day workshop to create and	Indicator 1.1.1: 100% of participants will attend all of the workshop sessions.	Indicator 1.1.1: A sign-in sheet will be created and administered daily during the workshop	Indicator 1.1.1: The sign-in sheet will be created by March 30, 2016. This indicator will	Objective 1.1 This objective was successfully achieved. 120% of participants	Initially we planned for a strict number of at least 15 youth participants, and had protocol to determine those 15 if a greater number applied. After receiving 18 applications, the Organization #1

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confidence in reading and writing stories about their local culture for beginning learners by June 30, 2016.	write a series of children's books based on local Creole culture, heritage, language, customs and history.		by the Community #1 Librarian.	be achieved by April 8, 2016.	attended all of the workshop sessions. There were 18 youth participants that attended all seven days of the Organization #1 workshop. A sign-in sheet was created and implemented to monitor the attendance of each participation.	Literacy Team decided to accept all 18 participants because enough local in-kind community contributions were made to cover the materials and food cost for the additional 3 participants.
Goal 1: Young Authors in Community #1 will increase their skills and confidence in reading and writing stories about their local culture for beginning learners by June 30, 2016.	Objective 1.2: By June 30, 2016, 8-15 youth from Community #1 will be empowered to write at least 3 children's books based on local Creole culture, heritage, language, customs and history and share them with the community.	Indicator 1.2.1: 100% of participants will be involved in writing at least 1 book by the end of the workshop. Indicator 1.2.2: 80% of the young authors will demonstrate confidence in writing and sharing their books in the community.	Indicator 1.2.1: The Literacy Team will use an observation checklist and datasheet daily during the workshop to measure involvement of participants. Indicator 1.2.2: The Literacy Team will conduct an entrance interview before the workshop, an exit interview directly after the workshop and a follow up interview two months following the workshop for each participant.	Indicator 1.2.1: The checklist and datasheet will be created by March 30, 2016. This indicator will be achieved by April 8, 2016. Indicator 1.2.2: The interview questions will be created by March 30. The entrance interviews will be conducted by March 30, exit interviews by April 8, and the follow-up interviews by June 30, 2016.	This objective was successfully achieved. 120% of the workshop participants were involved in writing at least 1 book by the end of the workshop. As a result, 18 books were written based on local Creole culture, heritage, language, customs and history. 100% of the workshop participants demonstrated and indicated in writing that their writing skills and confidence in writing increased as a result of the workshop.	Evidence of the participants' confidence growth was measured with a self-reflection survey that the participants filled out three times throughout the workshop (beginning, middle and end). Entrance interviews were conducted before the workshop. Follow-up interviews were conducted two months following the workshop. The entrance and follow-up interviews were filmed for later reference.
Goal 2: By June 30, 2016, the number of books based on local culture for children will increase and be made accessible to community members and the five primary schools in the Community #1 basin.	Objective 2.1: By June 30, 2016, books written by the young Community #1 authors will be printed and presented to the community library and the schools.	Indicator 2.1.1: 9 copies of the book series, with at least 3 original books written by the young authors per series, will be printed and presented to the libraries, schools and organizations in the community. Indicator 2.1.2: At least 20 book series will be sold to community members and the students by June 30, 2016.	Indicator: 2.1.1: A datasheet created and managed by the Literacy Team will be used to record the number of books donated. Indicator: 2.1.2: A datasheet created and managed by the Literacy Team will be used to record the number of books sold.	Indicator 2.1.1: The datasheet will be created by March 30, 2016. This indicator will be achieved by June 30, 2016. Indicator 2.1.2: The datasheet will be created by March 30, 2016. This indicator will be achieved by June 30, 2016.	This objective was not completely achieved by the submission of the grant. We chose 6 of the 18 completed stories to further edit, print, and distribute as a book series to distribute to the community. Changes in the objectives were made to the completion dates. A delay in meeting the deadline dates for the objective 2.1 was caused by printing issues, resulting in an approved deadline extension. The delay in printing hindered our ability to complete objective 2.1	The books were shared and read with the community library and district schools during the month of May for St. Lucia Reading Month activities. The books were not printed by June 30, 2016 because the printer delays and an extension was requested and approved. Multiple printing companies agreed to printing out documents, but then did not have colored ink, missing pieces for their printer, insufficient materials to print, and expensive products. Eventually we found a company to the book series. Unfortunately, after all the delays, the books were printed days before the grant due date, therefore objective 2.1 was not completed by the time of grant submission. It will be completed when the books are distributed by the Organization #1 literacy team and participants to the community no later than February 2017.

					<p>within the project timeline. We printed 50 copies of each books series which includes 6 stories per series; this exceeded our initial goal of 30 copies.</p> <p>Unfortunately, the printing of the books occurred close to the grant due date, therefore, we have not yet been able to distribute the books. The Organization #1 literacy team and participants will be giving 10 copies of the book series to the libraries, schools and organizations in the Community #1 The remaining 40 book series will be sold to community members and the students by the end of February 2017. The revenue will be used to print more books to share with the community. Evidence of the number of books distributed will be tracked on the attached data sheet.</p>	
<p>Goal 2: By June 30, 2016, the number of books based on local culture for children will increase and be made accessible to community members and the five primary schools in the Soufriere basin.</p>	<p>Objective 2.2: By June 30, 2016, 100 students in grades 1-3 from the Community #1 district schools will be able to connect with and comprehend the printed stories based on familiar background knowledge.</p>	<p>Indicator 2.2.1: 20 students in grades 1-3 from each of the five primary schools in the Community #1 basin will answer 80% of comprehension and critical thinking questions correctly after reading one of the books at school or at home.</p>	<p>Indicator: 2.2.1: Two local teachers will create comprehension questions for each book of the series. The Literacy Team and one teacher from each of the five primary schools will administer the comprehension assessment using a running record for each student. The data will be compiled on a data sheet by the Soufriere Librarian and Peace Corps Volunteer.)</p>	<p>Indicator 2.2.1: The running record assessment will be created by April 30, 2016. One teacher from each of the five schools will be trained by May 13, 2016. The assessments will be administered May 31, 2016. The assessment data will be compiled by June 30, 2016. This indicator will be achieved by June 30, 2016.</p>	<p>This objective was successfully achieved. 20 students in grades 1-3 from each of the 5 Community #1 district primary schools were assessed on their comprehension of the stories by asking 5 comprehension questions. All students answered at least 80% of the questions correctly. One teacher from each of the 5 schools was trained to assist the Literacy Team administer the</p>	<p>This objective was successfully achieved. Each of the 5 schools in the district had at least one trained teacher that assisted in conducting the comprehension assessments after reading the stories to students in grades 1-3. Data analysis revealed that all 100 students that were assessed correctly answered at least 80% of the comprehension questions. Due to printing delays, the students were read the final copy of the story on plain paper before it was professionally printed and bind, allowing us to successfully complete objective 2.2. Through conducting comprehension assessments after reading the story, it was clear that the young readers were able to connect with the culturally relevant texts. The young readers were enthusiastic about reading stories that related to their own life experiences. The assessment data was compiled in a data sheet.</p>

					comprehension assessment after reading one of the books to each student. The assessment data was compiled in a data sheet.	

## Timeline

Person Responsible	Activity	Implementation Time
PCV and Library Staff	Create checklist and datasheet for participant participation.	March 30 2016
PCV and Library Staff	Conduct follow-up interview with workshop participants.	June 2016
PCV and Library Staff	Create interview questions for entrance, exit and follow-up interviews of participants.	February 29, 2016
PCV and Library Staff	Conduct entrance interviews with participants.	March 2016
PCV and Library Staff	Create datasheet for recording number of books series donated and sold.	March 30 2016
PCV and Library Staff	Use datasheet to record book series sold and donated	May-July 2016
PCV, Library Staff and Teachers	One teacher from each of the five schools in the district will be trained on assessment implementation.	May 13, 2016
PCV, Library Staff and Teachers	Assessment data of student comprehension responses will be compiled.	June 30, 2016
PCV and Library Staff	Receive permission to use the Community #1 Secondary School for the first day of the workshop.	February 19, 2016
PCV and Library Staff and Literacy Team	Conduct first day of the workshop: introduce project and expectations, guest speakers and brainstorming sessions.	March 2, 2016
PCV, Library Staff and Literacy Team	Meet with facilitators to finalize plans for the first day of the workshop. Ensure that all activities are planned and materials are completed.	February 29, 2016
PCV, Library Staff and Literacy Team	Meet with facilitators to evaluate first day of the workshop. Monitor and finalize planning activities for the remaining day of the workshop in April.	March 8, 2016
PCV, Library Staff and Literacy Team	Meet with facilitators to finalize all planning aspects of the workshop. Collect and complete all materials for the workshop.	March 22, 2016
PCV and Library Staff	Meetings to discuss, identify and prioritize community need and project ideas	November 2- 13, 2015
PCV and Library Staff	Write and review concept paper	November 16-24, 2015
PCV and Library Staff	Submit concept paper to Peace Corps Staff for review	November 25, 2015
PCV and PC Staff	Review feedback on concept paper with Peace Corps staff	December 17, 2015
PCV and Library Staff	Contact facilitators (Literacy Team), inform them of January meeting	December 18, 2015
PCV and Library Staff	Review feedback on concept paper from Peace Corps staff with library staff	December 18, 2015
PCV and Library Staff	Create application for workshop. Create pre- and post-interview/ survey questions. Create criteria for selection of participants.	December 29, 2015
PCV and Library Staff	Ask Community #1 Secondary School teachers to recommend students with skill set and interest; Inform public of event (create flyers, post on social media)	January 4, 2016
PCV and Library Staff and Literacy Team	Meet with facilitators (Literacy Team) to plan/design – First Meeting • Review goals/objectives and timeline • Finalize roles for each section of the workshop • Plan how we will monitor work/checklist • Create book writing criteria	January 18, 2016
PCV and Library Staff	Applications are due	January 29, 2016
Literacy Team	Literacy Team Meeting: Plan criteria and activities for workshop sessions. Finalize registration with list of committed participants. Notify participants.	February 1, 2016

PCV and Library Staff	Submission of grant application and consultation with grants committee	February 4-6, 2016
PCV	Upon notification of acceptance of grant, establish bank account for grant funds	February 2016
PCV and Library Staff	Order equipment and supplies via online sources. Library staff and PCV travel to city centers to purchase locally-obtainable supplies.	February 2016
PCV and Library Staff	Meet with facilitators (Literacy Team) to monitor planning/design, review goals, roles and responsibilities via monitoring checklist.	February 15, 2016
PCV and Library Staff	Invite guest speakers	February 2016
PCV and Library Staff	Contact illustrators	February 2016
PCV, Library Staff and Literacy Team	Create plan if books are not finished by the end of the workshop	February 2016
PCV and Library Staff	Gather materials and Record of expenditure in the portal and documentation of receipts	March through end of May
PCV and Library Staff	Create sign in/out sheets	February 29, 2016
PCV and Library Staff	Meet with guest speakers to discuss their role and responsibility during their sharing session. Provide list of questions that they will be expected to address during their session.	February 26, 2016
PCV, Library Staff and Literacy Team	Meet with facilitators (Literacy Team) to finalize planning/design, roles and responsibilities via monitoring checklist. – Third Meeting; Last meeting before workshop	March 31, 2016
PCV, Library Staff and Literacy Team	Implement, facilitate and monitor workshop sessions	April 1-8, 2016
PCV, Guest Speakers, and Literacy Team	Guest speakers share stories during day 1 of workshop	April 1, 2016
PCV, Library Staff and Literacy Team	The Literacy Team will meet daily during the workshop to discuss progress monitoring.	April 1- 8 (at the end of each day)
PCV and Library Staff	Coordinate hospitality supplies for workshops breaks	April 1-8, 2016
PCV, Literacy Team, Library Staff and Participants	Create at least three children's books	April 1-8, 2016
Literacy Team and Teachers and Community Volunteer	Edit books based on criteria	April 4-8, 2016
PCV, Library Staff, Illustrators, and Translators	Local illustrators and translators will add Creole influenced illustrations and dialogue to the children's books.	April 30, 2016
PCV, Library Staff and Teachers	Local teachers will create comprehension questions for each children's book created. Running record will also be created to assess students	April 2016
PCV and Library Staff	Print the book series and distribute to schools, libraries and families in the community.	May 2016
PCV and Library Staff	Conduct exit interview with participants.	April 8 2016
PCV and Library Staff	Closing ceremony - distribute certificates	April 8, 2016
PCV and Library Staff	Implement plan if books were not completed during the workshop.	April 22, 2016
PCV and Library Staff	Share children's book series with community though public readings, school assemblies and on the radio.	May 2016
PCV and Library Staff (and Participants if possible)	Children from each of the six schools in the district read books and answer comprehension questions (record answers and scores)	May 2 – June 13, 2016
PCV, Library Staff and Literacy Team	Meet with project management team for final evaluation and closing of project activities.	June 17, 2016
PCV and Library Staff	Finalize grant budget report and submit with receipts	June 24, 2016
PCV and Library Staff	Submit grant completion report in portal	June 30, 2016

## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

NA

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

NA

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

NA

## Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$427.41	\$0.00	\$1209.26	\$0.00	\$0.00
Labor	\$1037.04	\$0.00	\$1300.00	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$388.89	\$0.00	\$0.00
Materials Transport	\$3.70	\$0.00	\$107.41	\$0.00	\$0.00
Materials/Supplies	\$823.33	\$0.00	\$196.30	\$0.00	\$0.00
Other	\$1333.33	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$1368.52	\$0.00	\$130.00	\$0.00	\$0.00
<b>Total</b>	<b>\$4,993.33</b>	<b>\$0.00</b>	<b>\$3,331.85</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
Camera Rental (Day 1)	Equipment	80.00	1.00	80.00	0.00	\$0.00	0.00	\$0.00	80.00	\$29.63	0.00	\$0.00	0.00	\$0.00
Sound System Rental (cost for 7 days)	Equipment	455.00	1.00	455.00	0.00	\$0.00	0.00	\$0.00	455.00	\$168.52	0.00	\$0.00	0.00	\$0.00
Projector Rental (cost for 7 days)	Equipment	630.00	1.00	630.00	0.00	\$0.00	0.00	\$0.00	630.00	\$233.33	0.00	\$0.00	0.00	\$0.00
Laptop (Rental costs for 7 day)	Equipment	420.00	5.00	2100.00	0.00	\$0.00	0.00	\$0.00	2100.00	\$777.78	0.00	\$0.00	0.00	\$0.00

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Outlet Adapter	Equipment	17.00	2.00	34.00	34.00	\$12.59	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Camera Memory Chip	Equipment	60.00	1.00	60.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Projector Light Bulb	Equipment	60.00	1.00	60.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Digital Camera	Equipment	500.00	1.00	500.00	500.00	\$185.19	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Printer/Copier/Scanner	Equipment	500.00	1.00	500.00	500.00	\$185.19	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Guest Speakers Stipend	Labor	20.00	3.00	60.00	0.00	\$0.00	0.00	\$0.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00
Assessment Teacher Stipend	Labor	40.00	5.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00
Teacher Stipend to create assessment, lesson plan and comprehension questions for each book	Labor	100.00	2.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00
Facilitator Stipend (Day 1)	Labor	150.00	2.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$111.11	0.00	\$0.00	0.00	\$0.00
Camera Man (for 7 days)	Labor	350.00	1.00	350.00	0.00	\$0.00	0.00	\$0.00	350.00	\$129.63	0.00	\$0.00	0.00	\$0.00
Book Editing Fee (per book)	Labor	100.00	10.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$370.37	0.00	\$0.00	0.00	\$0.00
Library Staff Stipend	Labor	350.00	4.00	1400.00	0.00	\$0.00	0.00	\$0.00	1400.00	\$518.52	0.00	\$0.00	0.00	\$0.00
Illustrator Stipend	Labor	200.00	5.00	1000.00	1000.00	\$370.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Facilitator Stipend	Labor	900.00	2.00	1800.00	1800.00	\$666.67	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Facility Fee	Land/Venue Rental	150.00	7.00	1050.00	0.00	\$0.00	0.00	\$0.00	1050.00	\$388.89	0.00	\$0.00	0.00	\$0.00
Shipment for Example Children's Books	Materials Transport	60.00	1.00	60.00	0.00	\$0.00	0.00	\$0.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00
Transport for Catering (cost for 7 days)	Materials Transport	15.00	7.00	105.00	0.00	\$0.00	0.00	\$0.00	105.00	\$38.89	0.00	\$0.00	0.00	\$0.00
Material Transport	Materials Transport	25.00	5.00	125.00	0.00	\$0.00	0.00	\$0.00	125.00	\$46.30	0.00	\$0.00	0.00	\$0.00
Packet of Paperclips	Materials Transport	10.00	1.00	10.00	10.00	\$3.70	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Phone Credit	Materials/Supplies	80.00	1.00	80.00	0.00	\$0.00	0.00	\$0.00	80.00	\$29.63	0.00	\$0.00	0.00	\$0.00
Printed Handouts (Day 1)	Materials/Supplies	200.00	1.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00
Writing Materials (Day 1)	Materials/Supplies	250.00	1.00	250.00	0.00	\$0.00	0.00	\$0.00	250.00	\$92.59	0.00	\$0.00	0.00	\$0.00
Packet of Staples	Materials/Supplies	8.00	1.00	8.00	8.00	\$2.96	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Red Pens	Materials/Supplies	10.00	2.00	20.00	20.00	\$7.41	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Poster Markers	Materials/Supplies	10.00	2.00	20.00	20.00	\$7.41	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Glue	Materials/Supplies	5.00	5.00	25.00	25.00	\$9.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Clear Tape	Materials/Supplies	15.00	2.00	30.00	30.00	\$11.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Erasers	Materials/Supplies	10.00	3.00	30.00	30.00	\$11.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Cardstock Paper (Certificates)	Materials/Supplies	40.00	1.00	40.00	40.00	\$14.81	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Pencils	Materials/Supplies	10.00	5.00	50.00	50.00	\$18.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Black Pens	Materials/Supplies	10.00	6.00	60.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Bathroom Supplies (Liquid Soap, Garbage Bags, Paper Towel Roll, Toilet Paper)	Materials/Supplies	80.00	1.00	80.00	80.00	\$29.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Coloring Markers	Materials/Supplies	20.00	4.00	80.00	80.00	\$29.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Colored Pencils	Materials/Supplies	20.00	5.00	100.00	100.00	\$37.04	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Folders	Materials/Supplies	7.00	17.00	119.00	119.00	\$44.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Flipchart Paper	Materials/Supplies	60.00	2.00	120.00	120.00	\$44.44	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Exercise Notebooks/Legal Pads	Materials/Supplies	8.00	17.00	136.00	136.00	\$50.37	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Packet of Bristol Board Paper	Materials/Supplies	50.00	3.00	150.00	150.00	\$55.56	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Printer Paper	Materials/Supplies	25.00	9.00	225.00	225.00	\$83.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Printer Ink Cartilages - Black	Materials/Supplies	60.00	6.00	360.00	360.00	\$133.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Example Children's Books	Materials/Supplies	95.00	6.00	570.00	570.00	\$211.11	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Printing Fees for Book Series	Other	60.00	60.00	3600.00	3600.00	\$1333.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Transportation of Guest Speakers (Day 1)	Travel/Per Diem/Food/Lodging	3.00	3.00	9.00	0.00	\$0.00	0.00	\$0.00	9.00	\$3.33	0.00	\$0.00	0.00	\$0.00
Transportation of Library Staff (Day 1)	Travel/Per Diem/Food/Lodging	3.00	4.00	12.00	0.00	\$0.00	0.00	\$0.00	12.00	\$4.44	0.00	\$0.00	0.00	\$0.00
Transportation of Facilitators (Day 1)	Travel/Per Diem/Food/Lodging	35.00	1.00	35.00	0.00	\$0.00	0.00	\$0.00	35.00	\$12.96	0.00	\$0.00	0.00	\$0.00
Transportation of Participants (Day 1)	Travel/Per Diem/Food/Lodging	3.00	15.00	45.00	0.00	\$0.00	0.00	\$0.00	45.00	\$16.67	0.00	\$0.00	0.00	\$0.00
Catering Services (day 1)	Travel/Per Diem/Food/Lodging	250.00	1.00	250.00	0.00	\$0.00	0.00	\$0.00	250.00	\$92.59	0.00	\$0.00	0.00	\$0.00
Drinking Water	Travel/Per Diem/Food/Lodging	25.00	2.00	50.00	50.00	\$18.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Transportation for Participants	Travel/Per Diem/Food/Lodging	10.00	7.00	70.00	70.00	\$25.93	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Transportation for Facilitators	Travel/Per Diem/Food/Lodging	25.00	11.00	275.00	275.00	\$101.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Catering Services Lunch Part 1	Travel/Per Diem/Food/Lodging	550.00	6.00	3300.00	3300.00	\$1222.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>					<b>13,482.00</b>	<b>\$4,993.33</b>	<b>0.00</b>	<b>\$0.00</b>	<b>8,996.00</b>	<b>\$3,331.85</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Equipment	Digital camera and memory chip, printer/copier/scanner, project light bulb, outlet adapter	Projector, laptops, sound system, camera rental	
Labor	Facilitators stipend, illustrator stipend	Library staff stipend, camera man stipend, book editing fee, teacher stipend, guest speakers stipend, stipend for facilitators for day 1	
Land/Venue Rental		Facility fee	
Materials/Supplies	Printer paper, printer ink cartilages, flipchart paper, markers, notebook, packet	Writing materials for Day 1, printed handouts,	

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	of pencils, packet of red pens, packet of erasers, packet of black pens, packet of fine-point marker pens, packet of cardstock paper, folders, packet of Bristol board paper, packet of staples, clear tape, glue, bathroom materials, packet of colored pencil, phone credit, packet of coloring markers, packet of paperclips, packet of highlighters, packet of post-it notes, example children's books		
Materials Transport		Shipment of children's books, material transport, catering transport	
Other	Printing fees		
Travel/Per Diem/Food/Lodging	Catering, drinking water, transportation for facilitators, transportation for participants	Catering services for day 1, transportation of facilitators, guest speakers, participants and library staff for day 1	

## Environmental Review

For grant projects involving 1) water/sanitation; 2) agriculture such as agroforestry and community gardens, and 3) environment such as natural resource management, Volunteers must complete and submit an environmental screening form to the grant review committee. The grant review committee must ensure that information on the form is taken into consideration and given significant weight. The Volunteer and committee will determine what, if any, measures must be taken to mitigate and monitor the environmental impact of the project.

The purpose of this Environmental Review and Assessment Checklist (ER Checklist) is to determine whether the proposed action (scope of work) encompasses the potential for environmental pollution or concern and, if so, to determine the scope and extent of additional environmental evaluation, mitigation, and monitoring necessary to fulfill federal U.S. environmental requirements. The ER Checklist is intended to be used by both the Peace Corps personnel who submit project proposals and the grant selection committee to ensure that environmental consequences are taken into account before making an award for a proposed activity. The environmental consequences checklist will assist in determining the potential environmental impact of the proposal.

Include cost information on any environmental mitigation and monitoring in the overall budget proposal. Appropriate environmental mitigation and monitoring is considered an integral aspect of the overall project activity.

Please provide the following information. This information will assist the grant award committee in making an environmental impact determination on the proposed activity.

<b>Project/Activity Description</b>	
<b>Type of Project/Activity</b>	
<b>Baseline Environmental Conditions</b>	

**A. CHECKLIST FOR ENVIRONMENTAL CONSEQUENCES: Check appropriate column as Yes (Y), Maybe (M), No (N) or Beneficial (B). Briefly explain Y, M and B checks in next Section, "Explanations". A "Y" response does not necessarily indicate a significant effect, but rather an issue that requires focused consideration.**

**1. Earth Resources**

- a. grading trenching, or excavation in cubic meters or hectare
- b. geologic hazards (faults, landslides, liquefaction, un-engineered fill, etc.)
- c. contaminated soils or ground water on the site
- d. offsite overburden/waste disposal or borrow pits required in cubic meters or tons
- e. loss of high-quality farmlands in hectares

**2. Agricultural and Agrochemical**

- a. impacts of inputs such as seeds and fertilizers
- b. impact of production process on human health and environment
- c. other adverse impacts

**3. Industries**

- a. impacts of run-off and run-on water
- b. impact of farming such as intensification or extensification

c. impact of other factors

**4. Air Quality**

a. substantial increase in onsite air pollutant emissions (construction/operation)

b. violation of applicable air pollutant emissions or ambient concentration standards

c. substantial increase in vehicle traffic during construction or operation

d. demolition or blasting for construction

e. substantial increase in odor during construction or operation

f. substantial alteration of microclimate

**5. Water Resources and Quality**

a. river, stream or lake onsite or within 30 meters of construction

b. withdrawals from or discharges to surface or ground water

c. excavation or placing of fill, removing gravel from, a river, stream or lake

d. onsite storage of liquid fuels or hazardous materials in bulk quantities

**6. Cultural Resources**

a. prehistoric, historic, or paleontological resources within 30 meters of construction

b. site/facility with unique cultural or ethnic values

**7. Biological Resources**

a. vegetation removal or construction in wetlands or riparian areas in hectare

b. use of pesticides/rodenticides, insecticides, or herbicides in hectare

c. Construction in or adjacent to a designated wildlife refuge

**8. Planning and Land Use**

a. potential conflict with adjacent land uses

b. non-compliance with existing codes, plans, permits or design factors

c. construction in national park or designated recreational area

d. create substantially annoying source of light or glare

e. relocation of >10 individuals for +6 months

f. interrupt necessary utility or municipal service > 10 individuals for +6 months

g. substantial loss of inefficient use of mineral or non-renewable resources

h. increase existing noise levels >5 decibels for +3 months

**9. Traffic, Transportation and Circulation**

a. increase vehicle trips >20% or cause substantial congestion

b. design features cause or contribute to safety hazards

c. inadequate access or emergency access for anticipated volume of people or traffic

**10. Hazards**

- a. substantially increase risk of fire, explosion, or hazardous chemical release
- b. bulk quantities of hazardous materials or fuels stored on site +3 months
- c. create or substantially contribute to human health hazard


**11. Other Issues**

- a. substantial adverse impact
- b. adverse impact
- c. minimal impact


**B. EXPLANATION OF ENVIRONMENTAL CONSEQUENCES: explain Y, M and B responses**

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**C. IDENTIFIED SIGNIFICANT ENVIRONMENTAL IMPACTS (including physical, biological and social), if any: (Use ER to identify significant environmental impacts)**

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**D. PROPOSED MITIGATION MEASURES (if any):**

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**E. PROPOSED MONITORING MEASURES (if any):**

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## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
Eastern Caribbean	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 25 and above	0	2
				Male(s) 14 and below	65	35
				Female(s) 15-24	0	1
				Female(s) 14 and below	65	65
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	3	1
				Male(s) 15-24	6	2
				Male(s) 14 and below	2	1
				Female(s) 25 and above	12	5
				Female(s) 15-24	5	10
				Female(s) 14 and below	2	5
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	7	8
				# of individuals who will have increased capacity due to this small grant	Male(s) 15-24	6
			# of individuals who will have increased capacity due to this small grant	Female(s) 15-24	5	10
				Male(s) 14 and below	2	1
				Female(s) 14 and below	2	5
				# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	2
			Female(s) 25 and above		4	10
			New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Male(s) 25 and above	0
		Male(s) 15-24			6	2
		Female(s) 15-24			5	10
		Male(s) 14 and below			2	1
		Female(s) 14 and below			2	5
		# of new technologies and/or practices that will have been adopted as a result of this small grant			Technologies	2
Practices	0			1		
SPA	3.2.1, Basic Education	# of education administrators and		Female(s) 25 and above	0	5

		officials trained with US government support			
		# of learners at the primary level receiving US government-supported training other than literacy interventions	Male(s) 14 and below	0	38
			Female(s) 14 and below	0	62
		# of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings	Male(s) 15-24	0	2
			Female(s) 15-24	0	10
			Male(s) 14 and below	0	1
			Female(s) 14 and below	0	5
		# of teachers/educators who received training with US government support	Female(s) 25 and above	7	0

### Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

Organization #1 project has been deemed successful according to the workshop participants, Organization #1 literacy team, principals, teachers, students and community members. The project was implemented in three phases: 1.) workshop 2.) Editing and completion and 3.) Printing and sharing. The project had some challenges, but most importantly it was a learning experience for all involved that ultimately benefitted the community.

From the beginning of the project the Organization #1 literacy team, community members and participants expressed enthusiasm and excitement to create children's books for young readers about their Creole heritage and culture. While the indicators show great numbers, the success of the project was apparent in the comments and subsequent changes in those involved, particularly the workshop participants and young readers. The workshop participants made comments during the workshop, follow-up interviews and surveys indicating that their level of confidence and skills in writing has increased. We were pleasantly surprised to have more participants as we expected 8-15 and had 18 participants. Each participant attended and participated in all 7 days of the workshop and additional follow-up sessions. As a result, all participants successfully completed writing a story for young readers about St. Lucia's Creole culture, totally in 18 stories. 6 of the 18 stories that were completed were chosen, using our workshop rubric, to be further edited, published, printed and distributed. The workshop used the participants' interest and talents to foster their confidence, writing skills and creativity. The participants felt empowered with the opportunity to create books for young readers with the hopes of exposing children to books that more relatable to their everyday lives. During the post interviews, the majority of the participants indicated that they felt more prepared for writing their national exams because of the skills and confidence they obtained from the workshop and sharing their stories with the community. My favorite part was when the participants read their stories over the local radio, and at local schools during National Reading Month because not only did it enhance their confidence, but it engaged and inspired the young readers. The 18 participants were divided among the district schools to go and read their stories. While at the schools, the SYA participants read to the entire school at assemblies, and in individual classes.

After listening to one of the stories, a student from grade 1 said, "I did not know children could be authors. That girl sat in the same class as me that means I can be an author one day too!" Teachers at all of the schools were impressed with the how the young writers integrated various cultural aspects into the stories and were excited to share them with their students. Teachers said that they would use the stories for read aloud in the classroom.

Another great success of the project was the data results from assessing young readers' comprehension of the stories. During October, Creole Month, my community counterpart and I went to the five schools in the district to share the book series with different classes in grades 1-3. 100 students that were assessed correctly answered at least 80% of the questions. The young readers were able to connect with the stories and illustrations and wanted to share about their experiences with similar cultural topics.

The Organization #1 literacy team members were very motivated and enthusiastic about our project goals from the start of the project. Our team was committed to planning and facilitating engaging and productive sessions during our workshop and during follow-up sessions. Many of the Organization #1 team members later indicated that they felt more comfortable and skilled with creating a workshop timetable, planning session activities, and facilitating youth led discussions and activities. My community counterpart, the librarian, indicated that she liked how the team had multiple planning meetings prior to the workshop to clearly define roles and responsibilities, gather materials, plan sessions, and create a timetable for the workshop and noted that she will be using a similar approach when planning workshops and camps in the future.

Overall, the positive reactions and comments from the Government Agency #1, Director of Library Services, community members, Organization #1 team members, parents, teachers and the participants themselves has been the greatest sign of this projects success. After the project was highlighted on the national news, we were receiving calls from librarians and parents from other districts requested that a similar program be offered there. We feel positive about the impact this project has had on our community. Ultimately, the workshop increased the number of books based on local culture accessible to children and community members in the Soufriere basin. Families, schools and libraries will be able to continue sharing with subsequent generations of children by reading the children's books that were created as a result of the workshop. The access to culturally relevant literacy material for children will only further enhance the pride and affinity that the Community #1 community has for their Creole culture.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

The goals we set were achieved, but we did come up short on one of our objectives and two indicators. However, the lack in numbers for objective 2.1 did not hinder the success of the project because it will be accomplished. Although we initially planned for 8-15 youth participants, we had 18 participants that attended 100% of the workshop sessions and each participant wrote their own Creole influenced story by the end of the workshop. The participants were proud of their work, newly acquired writing skills and their confidence was increased in ranges from 11-40% as shown from comparing scores from pre- and post- workshop self-evaluation surveys. As a result, 100% of the participants demonstrated an increase in confidence in writing and sharing their books in community (at schools, libraries, homes and over the radio). We chose 6 of the 18 completed stories to further edit, print, and distribute as a book series to distribute to the community.

Changes in the objectives were made to the completion dates. A delay in meeting the deadline dates for the objective 2.1 was caused by printing issues, resulting in an approved deadline extension. The delay in printing hindered our ability to complete objective 2.1 within the project timeline. We printed 50 copies of each books series which includes 6 stories per series; this exceeded our initial goal of 30 copies. Unfortunately, the printing of the books occurred close to the grant due date, therefore, we have not yet been able to distribute the books. The SYA literacy team and participants will be giving 10 copies of the book series to the libraries, schools and organizations in the Soufriere community. The remaining 40 book series will be sold to community members and the students by the end of February 2017. The revenue will be used to print more books to share with the community.

Each of the 5 schools in the district had at least one trained teacher that assisted in conducting the comprehension assessments after reading the stories to students in grades 1-3. Data analysis revealed that all 100 students that were assessed correctly answered at least 80% of the comprehension questions. Due to printing delays, the students were read the final copy of the story on plain paper before it was professionally printed and bind, allowing us to successfully complete objective 2.2. Through conducting comprehension

assessments after reading the story, it was clear that the young readers were able to connect with the culturally relevant texts. The young readers were enthusiastic about reading stories that related to their own life experiences.

From beginning to end Organization #1 project was driven by the community in many aspects. Parents, principals, teachers and community organizations were impressed with the creation of a series of children's books based on local Creole culture and history during the workshop. Young readers in the community were interested and excited about having access to these books through local libraries and schools.

The greater community (including Government Agency #1 officials, Library officials, schools, libraries and parents from other districts) were impressed with the outcomes of the project. The project has directly and indirectly had an impact on a great majority of the community. A news segment was broadcast on national news informing the nation of the Organization #1 project's success during a segment called Corps Values, which highlights successful projects implemented by Peace Corps Volunteers and their communities. The news segment used clips and interviews from the Organization #1 closing ceremony and explained why the Organization #1 project was started, how it was implemented and the effects it has had on the participants and community. Other schools and libraries throughout the nation have expressed interest in implementing a similar project.

### Capacity and Skills Built

Organization #1 provided multiple opportunities for the librarians, facilitators and other interested persons from the community to gain additional experience planning and leading formal, structured literacy programs and writing workshops as well as empowered their youth to enhance their skills. Project coordinators indicated that they gained project management skills from being involved in the planning, implementation and monitoring of the project that they will continue to use in the future. Educators increased their capacity and knowledge of administering comprehension assessments. The project built the capacities of leaders, mentors and role models in the community.

The workshop successfully empowered 18 youth to pursue their interest in literacy and enhance their writing skills. The young authors also expressed vocally and in writing that they experienced a growth in confidence as a result of sharing their literary works publicly at the schools and with the community. The participants of the workshop will be able to apply the newly acquired skills and greater confidence on national exams and in future endeavors as active citizens of their community.

As a result of the workshop, the young authors from the community were involved in the creation of 18 stories, 6 of them were published. All the stories created were based on local culture, history and context. The culturally relevant children's books series were printed and will be shared with schools, libraries, families, and community organizations from the Community #1 basin. The distribution of the books throughout the community will greatly increase the access that children have to culturally influence literary material, which will result in an increase in the comprehension and critical thinking skills among children.

### Sustainability

The community will be able to sustain the activities from The Organization #1 Literacy Workshop by taking the format and replicating it in subsequent writing workshops in the district. This will be possible by continuing to use the human resources as support that was nurtured and developed through the implementation of the workshop in its pilot year. These persons – the library staff, teachers, facilitators, and other community members - will be able to return to the project in the future in continuously evolving and enhanced capacities, effectively taking ownership of the workshop. With the documentation of all session plans, schedules and materials utilized in planning and executing the workshop, these persons have everything they need to continue similar activities for years to come, as well as the incentive to do so given all that it has to offer to its participants and the community.

The benefits of this project are also sustainable in that the students who participated retained the knowledge and skills that they acquired and will apply them to future endeavors, both inside and outside of the classroom. The enhanced, tangible writing skills and greater confidence will be especially valuable to the pursuit of future educational and vocational opportunities. Furthermore, the integration of local culture and writing skills has improved participant attitudes towards reading and writing and provided a path towards reading and writing for pleasure. Engaging the workshop's participants in the public sharing of their work not only provided a boost in confidence, but inspired more youth to participate in related and/or future activities.

Increasing local access to culturally relevant children's books amplified the interest and connection between the youth and literacy activities and materials. Teachers, librarians and parents will be able to read and share a specially crafted and unique series of books with young readers that have been designed to support reading comprehension and strengthen their connection to their culture.

The crucial material support listed in the budget, such as the office supplies and equipment, is also going to have a significant role in the library's ability to replicate the workshop in the future. The library staff will oversee the use and maintenance of the material support that will be securely stored in the library's equipment storage room.

The Community #1 Public Library will be able to continue the workshop in the future and replicate the structure of the workshop with other libraries nationally to allow more adolescents the opportunity to express their writing interests and skills, while contributing to their community's youth. This workshop will be considered an asset for the library for generations to come.

### Unexpected Events and Recommendations

Initially, the two facilitators were Community Member #2 and Community Member #1. One month prior to the workshop, Community Member #1 notified the literacy team that he was no longer available to continue as a facilitator. Luckily, he was replaced with Community Member #3, a Language Arts and Caribbean History teacher at the Community #1 Comprehensive Schools. Community Member #3 offered literacy and historical/cultural insight in planning and implementing the sessions, as well as a connection to the participants that have previously been her students.

When writing the proposal for the grant, the Literacy Team hoped to have 8-15 participants for the Organization #1 workshop. 20 students were recommended by their teachers and attended the SYA orientation one month before the workshop. 18 students submitted an application to participate in the workshop. Although we had a process for selecting participants, we accepted all 18 because we expected that a few would not show. To our surprise, all 18 participants showed on the first day and continued to participate in all of the workshop sessions throughout the week. The Literacy Team agreed to allow the extra 3 participants to stay because they were not requiring additional materials. Having a greater number of participants resulted in a greater number of stories to be written and shared with the community!

The second stage of the project in which illustrations were added to the stories took more time than expected. A recommendation to

avoid this would be to source the artists prior to the workshop so they are prepared to receive the stories and complete them in a timely manner. Once the illustrations were complete, we had difficulties with getting the books printed. The initial printing company, Company #1 that gave us a quote for the printing price prior to the workshop could no longer print with color ink. Then we were contacted by a woman from Organization #2 who offered to print and publish our books series. After the conclusion of the workshop, we contacted Organization #2 and they were unable to print because their printer was missing a piece, but they could bind the books. We were told the missing piece had been ordered, so we waited. After months of following up with Organization #2 and hearing the same story we decided to look for other printing options. We met with a man at Company #2 St Lucia who offered a decent price, good quality and was willing to format the documents. After sending him the documents he formatted them but when it was time to print he realized he did not have the proper materials and had to wait for them to be shipped from the United States. Since he had formatted the documents, we decided to wait for him to receive his materials. After following up with him for several weeks, we looked for another printing option. We were in contact with representatives at Company #3 but their price exceeded our budget. We were then put in contact with a representative at Company #4. who was willing to print our books for a discounted price, good quality, format the documents for free and print within a decent time. These delays resulted in an approved extension date. Unfortunately, after all the delays, the books were printed days before the grant due date, therefore objective 2.1 was not completed by the time of grant submission. It will be completed when the books are distributed by the Organization #1 literacy team and participants to the community no later than February 2017. A valuable lesson was learned, which was to explore all options of printing prior to starting the project.

While planning the budget, it was difficult to guess the cost for participant transportation because we were not sure at the time how far participants would be traveling. We underestimated the participation transportation cost, but were able to make up for it due to in-kind community contributions.

### **Lessons Learned and Promising Practices**

Development takes time, collaboration, mistakes and learning from those mistakes to complete a successful project. Throughout the implementation of this project, we experienced firsthand that you cannot expect results immediately. The most important aspect of collaborating with others is communication and the impact that strong rapport with community members has. Due to the relationships with the library staff, facilitators and members of the community we were able to access a wealth of resources and skills that enhanced the success of our project, especially during the workshop. The people that we contacted prior to the implementation of the project were the ones that were most prepared and completed their task in a timely manner.

I also learned the value of prior planning. Although we tried to plan for every aspect of the project, there were still unexpected events. If we would have explored our options for editing, illustrating and printing more prior to the workshop, we may have been able to avoid some of the delays.

It is okay to make mistakes, as long as you adapt and learn from them. As we implemented the previously planned workshop sessions, we noticed that many of the sessions and timetable needed to be revised in order to meet to the needs and interest of the participants. Having flexibility allowed us to successfully meet our session objectives while engaging the participants to complete their stories.

The materials and resources designed by the Literacy Team have been compiled in an Organization #1 Workshop Manual to allow the library or other interested persons to continue the workshop in the future and replicate the structure of the workshop. This will allow more adolescents the opportunity to express their writing interests and skills, while contributing to their community's youth.

One of the greatest lessons that I learned is the importance of delegating roles. The Organization #1 literacy team was very enthusiastic and motivated to design and implement the workshop portion of the project. Once the workshop ended, it seemed that the roles were left for my community counterpart and I, which became a bit overwhelming. Once we starting reaching out to people in the community with necessary skills the workload was completed much faster. The community in which I live has many human resources that we were able to tap into to make our project more successful.

## **Final Budget Summary**

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$342.72	\$0.00	\$1,250.37	\$0.00	\$0.00
Labor	\$1,120.37	\$0.00	\$1,596.30	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$388.89	\$0.00	\$0.00
Materials Transport	\$0.00	\$0.00	\$107.41	\$0.00	\$0.00
Materials/Supplies	\$271.16	\$0.00	\$566.67	\$0.00	\$0.00
Other	\$1,415.78	\$0.00	\$307.78	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$1,512.41	\$0.00	\$148.52	\$0.00	\$0.00
<b>Total</b>	<b>\$4,662.44</b>	<b>\$0.00</b>	<b>\$4,365.93</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)	Community Contribution In-Kind (Local Currency/\$US)	Third-Party Contribution Cash (Local Currency/\$US)	Third-Party Contribution In-Kind (Local Currency/\$US)				
3/30/2016		Outlet Adapter	Equipment	17.00	3.00	51.00	0.00	\$0.00	0.00	\$0.00	51.00	\$18.89	0.00	\$0.00	0.00	\$0.00
3/2/2016		Projector Light Bulb	Equipment	60.00	1.00	60.00	0.00	\$0.00	0.00	\$0.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00
3/2/2016		Camera Rental (Day 1)	Equipment	80.00	1.00	80.00	0.00	\$0.00	0.00	\$0.00	80.00	\$29.63	0.00	\$0.00	0.00	\$0.00
4/1/2016		Sound System Rental (cost for 7 days)	Equipment	455.00	1.00	455.00	0.00	\$0.00	0.00	\$0.00	455.00	\$168.52	0.00	\$0.00	0.00	\$0.00
4/1/2016		Projector Rental (cost for 7 days)	Equipment	630.00	1.00	630.00	0.00	\$0.00	0.00	\$0.00	630.00	\$233.33	0.00	\$0.00	0.00	\$0.00
4/1/2016		Laptop (Rental costs for 7 day)	Equipment	420.00	5.00	2,100.00	0.00	\$0.00	0.00	\$0.00	2,100.00	\$777.78	0.00	\$0.00	0.00	\$0.00
3/19/2016	31458845	Digital Camera and Memory Card	Equipment	455.00	1.00	455.00	455.00	\$168.52	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/19/2016	31458480	Printer	Equipment	470.35	1.00	470.35	470.35	\$174.20	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/1/2016		Guest Speakers Stipend	Labor	20.00	3.00	60.00	0.00	\$0.00	0.00	\$0.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00
5/16/2016		Assessment Teacher Stipend	Labor	40.00	5.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00
7/13/2016		Teacher Stipend to create assessment, lesson plan and comprehension questions	Labor	100.00	2.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00

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		for each book														
3/2/2016		Facilitator Stipend (Day 1)	Labor	150.00	2.00	300.00	0.00	\$0.00	0.00	\$0.00	300.00	\$111.11	0.00	\$0.00	0.00	\$0.00
4/8/2016		Camera Man (for 7 days)	Labor	350.00	1.00	350.00	0.00	\$0.00	0.00	\$0.00	350.00	\$129.63	0.00	\$0.00	0.00	\$0.00
4/8/2016		Library Staff Stipend	Labor	350.00	4.00	1,400.00	0.00	\$0.00	0.00	\$0.00	1,400.00	\$518.52	0.00	\$0.00	0.00	\$0.00
7/18/2016		Book Editing Fee (per book)	Labor	100.00	18.00	1,800.00	0.00	\$0.00	0.00	\$0.00	1,800.00	\$666.67	0.00	\$0.00	0.00	\$0.00
4/8/2016	484859	Chair Delivery	Labor	25.00	1.00	25.00	25.00	\$9.26	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
8/2/2016	484869, 484871, 484872, 484873, 484880, 484875	Illustrator Stipend	Labor	200.00	6.00	1,200.00	1,200.00	\$444.44	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/18/2016	484861, 484862, 484877, 484878	Facilitator Stipend	Labor	900.00	2.00	1,800.00	1,800.00	\$666.67	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/1/2016		Facility Fee	Land/Venue Rental	150.00	7.00	1,050.00	0.00	\$0.00	0.00	\$0.00	1,050.00	\$388.89	0.00	\$0.00	0.00	\$0.00
3/30/2016		Shipment for Example Children's Books	Materials Transport	60.00	1.00	60.00	0.00	\$0.00	0.00	\$0.00	60.00	\$22.22	0.00	\$0.00	0.00	\$0.00
4/8/2016		Transport for Catering (cost for 7 days)	Materials Transport	15.00	7.00	105.00	0.00	\$0.00	0.00	\$0.00	105.00	\$38.89	0.00	\$0.00	0.00	\$0.00
3/31/2016		Material Transport	Materials Transport	25.00	5.00	125.00	0.00	\$0.00	0.00	\$0.00	125.00	\$46.30	0.00	\$0.00	0.00	\$0.00
4/1/2016		Poster Markers	Materials/Supplies	10.00	2.00	20.00	0.00	\$0.00	0.00	\$0.00	20.00	\$7.41	0.00	\$0.00	0.00	\$0.00
4/6/2016		Packet of Cardstock Paper (Certificates)	Materials/Supplies	40.00	1.00	40.00	0.00	\$0.00	0.00	\$0.00	40.00	\$14.81	0.00	\$0.00	0.00	\$0.00
3/31/2016		Coloring Markers	Materials/Supplies	20.00	4.00	80.00	0.00	\$0.00	0.00	\$0.00	80.00	\$29.63	0.00	\$0.00	0.00	\$0.00
3/16/2016		Phone Credit	Materials/Supplies	50.00	2.00	100.00	0.00	\$0.00	0.00	\$0.00	100.00	\$37.04	0.00	\$0.00	0.00	\$0.00
4/1/2016		Flipchart Paper	Materials/Supplies	60.00	2.00	120.00	0.00	\$0.00	0.00	\$0.00	120.00	\$44.44	0.00	\$0.00	0.00	\$0.00
3/28/2016		Packet of Bristol Board Paper	Materials/Supplies	50.00	3.00	150.00	0.00	\$0.00	0.00	\$0.00	150.00	\$55.56	0.00	\$0.00	0.00	\$0.00
3/1/2016		Printed Handouts (Day 1)	Materials/Supplies	200.00	1.00	200.00	0.00	\$0.00	0.00	\$0.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00
3/1/2016		Writing Materials (Day 1)	Materials/Supplies	250.00	1.00	250.00	0.00	\$0.00	0.00	\$0.00	250.00	\$92.59	0.00	\$0.00	0.00	\$0.00
3/30/2016		Example Children's Books	Materials/Supplies	95.00	6.00	570.00	0.00	\$0.00	0.00	\$0.00	570.00	\$211.11	0.00	\$0.00	0.00	\$0.00
3/19/2016	31458611	Receipt Books	Materials/Supplies	12.50	1.00	12.50	12.50	\$4.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/5/2016	SFT-672955, 00535701	Bathroom Supplies (Liquid Soap, Garbage)	Materials/Supplies	35.36	1.00	35.36	35.36	\$13.10	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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		Bags, Paper Towel Roll, Toilet Paper)														
6/29/2016	662345, 669984	Drawing Sheet and Sketch Book	Materials/Supplies	75.75	1.00	75.75	75.75	\$28.06	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
7/12/2016	37784497	Black Ink Cartridge 2	Materials/Supplies	99.00	1.00	99.00	99.00	\$36.67	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/19/2016	31458480	Ink Cartridges	Materials/Supplies	235.00	1.00	235.00	235.00	\$87.04	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/31/2016	1511441, SFT-670792	Stationary (Copy Paper, Tape, Colored Pencils, Permanent Markers, Packet of Staples, Packet of Black Pens, Art Pencils, Erasers, Paper Clips, Red Pens, Glue, Data Bags, Letter Size Document Folders)	Materials/Supplies	274.52	1.00	274.52	274.52	\$101.67	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
12/8/2016	SO86853, IN382043	Printing Fees for Book Series	Other	4,653.60	1.00	4,653.60	3,822.60	\$1,415.78	0.00	\$0.00	831.00	\$307.78	0.00	\$0.00	0.00	\$0.00
4/1/2016		Transportation of Guest Speakers (Day 1)	Travel/Per Diem/Food/Lodging	3.00	3.00	9.00	0.00	\$0.00	0.00	\$0.00	9.00	\$3.33	0.00	\$0.00	0.00	\$0.00
3/2/2016		Transportation of Library Staff (Day 1)	Travel/Per Diem/Food/Lodging	3.00	4.00	12.00	0.00	\$0.00	0.00	\$0.00	12.00	\$4.44	0.00	\$0.00	0.00	\$0.00
3/2/2016		Transportation of Facilitators (Day 1)	Travel/Per Diem/Food/Lodging	35.00	1.00	35.00	0.00	\$0.00	0.00	\$0.00	35.00	\$12.96	0.00	\$0.00	0.00	\$0.00
3/2/2016		Transportation of Participants (Day 1)	Travel/Per Diem/Food/Lodging	3.00	15.00	45.00	0.00	\$0.00	0.00	\$0.00	45.00	\$16.67	0.00	\$0.00	0.00	\$0.00
3/31/2016		Drinking Water	Travel/Per Diem/Food/Lodging	25.00	2.00	50.00	0.00	\$0.00	0.00	\$0.00	50.00	\$18.52	0.00	\$0.00	0.00	\$0.00
3/1/2016		Catering Services (day 1)	Travel/Per Diem/Food/Lodging	250.00	1.00	250.00	0.00	\$0.00	0.00	\$0.00	250.00	\$92.59	0.00	\$0.00	0.00	\$0.00
4/6/2016	484857	Closing Ceremony Catering	Travel/Per Diem/Food/Lodging	200.00	1.00	200.00	200.00	\$74.07	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/18/2016	484863, 484864	Transportation for Facilitators	Travel/Per Diem/Food/Lodging	265.50	1.00	265.50	265.50	\$98.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
4/8/2016	484876	Transportation for Participants	Travel/Per Diem/Food/Lodging	318.00	1.00	318.00	318.00	\$117.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/23/2016	484852, 484856, 484858, 484860	Catering (Lunch Part 1, Lunch Part 2, Break Part 1, Break Part 2)	Travel/Per Diem/Food/Lodging	3,300.00	1.00	3,300.00	3,300.00	\$1,222.22	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

<b>Total</b>							<b>12,588.58</b>	<b>\$4,662.44</b>	<b>0.00</b>	<b>\$0.00</b>	<b>11,788.00</b>	<b>\$4,365.93</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

**Final Grant Performance Indicators**

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

# Playground Project in Albania

*Peace Corps Volunteer and community construct a playground to promote active play and a safe learning environment*



In Albania, a Volunteer used SPA funds to help address the longstanding community need for a safe place for children to play. The Volunteer and community worked together in what the Volunteer describes as “a collaborative community effort” to construct a playground. Several trainings were held with local residents on environmental protection and the importance of active play “were well attended and generated a lot of discussion”.

From the PCV: “After attending a SPA funded Project Design and Management Training, we developed the playground idea and began implementing preparatory activities, such as surveying potential neighborhoods and gathering information about community priorities. The need for a playground was universally agreed upon by everyone that we spoke with, and we felt confident that we had the community’s support in going forward with the idea. The community was passionate about the idea of a new playground. Within a few months, the trainings were completed and the equipment installed, and the children in began playing in the new space immediately. To officially open the playground, we held a kick-off event that featured music, flower planting, refreshments, and lots of free play. Dozens of local children and their parents were in attendance, and many thanked the community group for listening to their concerns and building the playground.”

## Small Investments

Total Project Amount: \$3,797.36

SPA Funded Amount: \$2,822.12

(Including: swings, monkey bars, seesaw)

Community Contribution: \$975.24

(Including: flowers, benches, sand)

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

**Project Title:** Community #1 Playground Project

**Grant Type:** Small Project Assistance (SPA)      **Status:** Project Completed

**Volunteer:** PCV #1      **Responsible Program Manager/APCD:** Program manager #1

**Country:** Albania      **Program Element:** 2.4.1, Civic Participation

**Project Start Date:** 10/30/2017      **Project End Date:** 3/30/2018

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.*

<b>% Comm. Contribution Proposed:</b>	25.68	<b>% Comm. Contribution Final:</b>	25.68		
<b>Comm. Contribution Amount Proposed:</b>	\$975.24	<b>Comm. Contribution Amount Final:</b>	\$975.24		
<b>Amount Requested:</b>	\$2,822.12	<b>Amount Approved:</b>	\$2,822.12	<b>Amount Remaining:</b>	\$0.00

### Requested Grant Amount (local currency)

320000.00

**Exchange Rate: \$1US= (enter local currency value here):** 113.39

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community #1	Community #1	-	Contact Person #1

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development.

From the same list above, choose one or more secondary classification to describe your project, if applicable

Primary Classification?	Classification(s)
Yes	Community and Economic Development
No	Environment
No	Health

## Volunteer Information

<b>Primary PCV</b>	PCV #1	<b>Peace Corps Sector</b>	Community Economic Development	<b>COS Date</b>	5/5/2019
	_____		_____		_____
<b>PCV 2</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
	_____		_____		_____
<b>PCV 3</b>		<b>Peace Corps Sector</b>		<b>COS Date</b>	
	_____		_____		_____
<b>Other PCVs:</b>					
	_____		_____		_____

# Project Narrative

Please fill in each box explaining the planning for your project.

## Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

In Community #1, children ages 6 to 15 lack a safe and public place to play. With the creation of the new pedestrian street in 2015, the only playground in the city was torn down and has not been replaced. Today many children play in unsafe spaces, such as trafficked roads, or remain inside their homes.

The community has an interest in promoting healthier lifestyles, and the desired outcome of this project is for children to be more active and integrated within the community. Objectives include increasing the amount of time children spend active outdoors and increasing the community use of outdoor space.

The implementation plan includes two main activities: 1) Building a playground; and 2) Hosting a community welcome event. The playground will feature new equipment, outdoor seating, trash bins, and an informational sign. The community event will mark the opening of the new playground with games, music, and educational activities related to health and the environment for families and children. The municipality will provide in-kind donations of labor, equipment, and materials and will organize the event.

The new playground will give children an opportunity to build social skills, which will help them to better integrate into the community. Through neighborhood trainings, the project will also enhance the capacities of families to care for their new community space and protect the environment. Finally at the community event, Peace Corps volunteers (in conjunction with community counterparts) will teach families and children about active lifestyles and healthy habits through engaging activities.

## Background

Describe the background of the community and what priority this project addresses.

Community #1 is a community in southern Albania with a population of approximately 8,000 residents. The city has one high school, two nine-year schools, and three kindergartens. However in Community #1 children ages 6 to 15 lack a safe and public place to play and be active. With the creation of the new street in December 2015, the only playground in the city was torn down and has not been replaced due to a lack of resources. Today many children play in unsafe spaces, such as trafficked roads, or remain inside their homes. The community has an interest in promoting healthier lifestyles, and the construction of a new playground will allow children to become more active and integrated within the community.

## Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

Many community members have expressed interest in a safer place for children to play. Specifically a vocal group of students from Neighborhood #1, a neighborhood in the north end of town, has organized three separate meetings with the mayor of Community #1 to communicate their desire for a new space to play. Through a community survey, the majority of neighborhood residents expressed that there is a lack of safe play areas and have demonstrated a strong desire for a new playground. As a result, the mayor and the Office of City Planning would like to work together to meet the needs of this particular neighborhood and by extension the needs of the community as a whole.

Neighborhood #1 is home to many children and the local dormitory. The dormitory houses students from nearby villages who board in Community #1 for the academic year and attend the local schools. The neighborhood is also home to a number of low-income and single-parent households, including divorcees and women who have been victims of domestic violence. It has been expressed that these women will view the new playground project positively as it will provide an opportunity for their children to play and "feel free." Neighborhood residents were consulted during the planning stages of the project, particularly when deciding upon a location for the playground, through surveys and informal interviews.

The community was involved throughout the design and planning of the project. The engineer and architect from the Office of Urban Planning have provided their expertise in terms of land development and site selection. Other staff members have given their time and effort to survey local residents and analyze the results. Finally, community land will be used for the construction of the playground, and the community will contribute 25 percent of the total project cost through in-kind donations as well as providing maintenance of the space for years to come.

## Outcome

Briefly describe the desired outcome of the project.

The desired outcome is for children to be more active and integrated within the community. Because Community #1 lacks a safe place to play, many children remain indoors on their phones and computers. If the situation remains unchanged, this decline in active lifestyles will have a negative effect on overall health in the future. Additionally the lack of an outdoor space keeps many children inside their homes, which limits their ability to socialize with others. When children are able to engage in group activities, they gain a better understanding of others, are more productive, and build appropriate social skills. If children are healthier and happier, the entire community will benefit as a whole. We hope to increase the number of children and community members in the park area, the number of community events held within Neighborhood #1, and self-reported measurements of activity and integration within six months after project implementation.

**Implementation**

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

The implementation plan includes three main activities: 1) Building a playground; 2) Hosting a community welcome event; and 3) Programmatic use of the playground space.

The playground will feature new equipment (swings, seesaw, slide, etc.), new outdoor seating, trash bins, and informational signs. Construction will take place in early spring with community trainings taking place before the installation of equipment.

The community welcome event will take place in mid- to late-spring and will mark the official opening of the new playground with games, music, dancing, and educational activities related to health and the environment for families and children.

Finally after the opening of the park, Peace Corps volunteers will hold a series of 5-6 activity days with students utilizing the new playground. These activities will be free and open to the community and can include outdoor games, team building exercises, and English practice. This will establish the playground as a community gathering and activity space, and volunteers can also provide ongoing education related to the environment during these sessions.

While bashkia and cleaning staff will be responsible for the maintenance of the equipment and trash bins, the community is also responsible for the proper upkeep of the space. In order for residents to take ownership of the new facilities, children and adults will be asked to provide their time and efforts as volunteers during the construction phase of the project and at the activity day.

Additionally, families in the Neighborhood #1 neighborhood will be given trainings on environmental protection and maintenance of the new playground so that it will remain a clean and welcoming space (see Capacity Building for more details).

**Capacity Building**

How will the project contribute to building skills and capacity within the community?

The new playground will give children an opportunity to build social skills, which will help them to strengthen relationships and integrate more fully into the community.

Through neighborhood trainings, the project will also enhance the capacities of families and children to care for their new community space and protect the environment. Trainings will be led by Peace Corps volunteers and staff in a community space before the project is implemented. Specific training topics will include littering, noise pollution, and general environmental protection.

The capacities of Community #1 will also be strengthened through this project. Peace Corps volunteers and community staff will collaborate to provide additional trainings for the cleaning workers to prepare them for the added responsibility of maintaining the new space and community environment. Staff counterparts will also increase their skills in project design and management through the planning and implementation of the playground project.

Finally at the community event, we will collaborate with Peace Corps volunteers (in conjunction with community counterparts) to teach families and children about active lifestyles and healthy habits through engaging activities and small lessons. The ongoing activity series at the playground will also help reinforce lessons learned throughout the development process.

**Sustainability**

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

After the completion of the playground, the community will continue to maintain the equipment, and cleaning staff will empty the new trash bins. Before the construction of the new space, community employees and Peace Corps volunteers will provide a training session for the cleaning staff on proper maintenance of the playground and environmental protection. As long as the playground remains in good condition, the space can be utilized in the future as a place for children to be active within the community. Additionally the new playground will serve as a gathering space for the neighborhood. As children play together, they will continue to build their social skills, which furthers the goal of community integration.

**Goals & Objectives**

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments

To help children live more active lifestyles and integrate within the community	Children ages 6 to 15 will spend more time active and outside in nature throughout the day within 6 months of project implementation	# of children who play in the park area after project implementation (observation) # of children who report leading more active lifestyles after the project (surveys and interviews)	Children in Neighborhood #1	March 2018 - September 2018	30+ children play in the park area on any given afternoon; 100% of parents reported children leading more active lifestyles	Before the project, the number of children playing in the park area was 0
To help children live more active lifestyles and integrate within the community	Children ages 6 to 15 will feel more integrated within the community within 6 months of project implementation	# of children who report feeling more integrated after the project (surveys and interviews)	Children in the neighborhood	March 2018 - September 2018	100% of parents reported that their children feel more integrated after the project	
To help children live more active lifestyles and integrate within the community	The community will make more use of the public park as an active space within a year of project implementation	# of community members total in park area after project implementation (observation) # of community events held in the park area after the project (observation)	Children and parents in the neighborhood	March 2018 - March 2019	45+ total community members (parents and children) are in the park area on any given afternoon; 1 community event has been held in the park area since implementation, and more are expected to be held	Before the project, the number of community members in the park area was 0

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## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

With the addition of a playground, there is a possibility that groups of children will create more noise in the neighborhood. Secondly the playground will take up empty space, which was previously used for parking. Finally there are other neighborhoods in Community #1 where playgrounds can be built. Residents in these neighborhoods might be unhappy or upset with the decision to construct a new playground in the area (as opposed to other areas of the city).

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

Increased use of the outdoor playground space may increase the amount of litter in the area.

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

Increase in Noise – If an increase in noise proves to be an issue in the neighborhood, the community will implement a playground schedule (in collaboration with neighborhood stakeholders) so that children are not playing during hours when the area should be quiet. Additionally, when the playground is constructed the community and Peace Corps volunteers will give a training to neighborhood residents on maintenance of the park, and at that time staff can also introduce the topic of noise pollution as well.

Decrease in Parking – If parking becomes an issue, the community will clear and clean another space for parking within the neighborhood. Specifically there is a space behind a block of housing that has been identified for use as additional parking.

Upset Residents in Other Neighborhoods – Children from all neighborhoods will be welcome and encouraged to use the new playground space. It will not be an active area that is solely for the children in Neighborhood #1. If this playground project proves successful, the community will have more incentive to create playgrounds for other neighborhoods, which will help realize the goals and objectives of this project throughout the entire community.

Increase in Litter – To combat an increase in litter, the community will install trash bins in the new playground area, and community staff will be responsible for their maintenance. As was mentioned above, when the playground is constructed the community will give a training to residents on topics such as litter, environmental protection, and proper maintenance of the playground.

## Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$2098.95	\$0.00	\$485.05	\$0.00	\$0.00
Labor	\$0.00	\$0.00	\$102.28	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$52.91	\$0.00	\$0.00
Materials Transport	\$0.00	\$0.00	\$44.10	\$0.00	\$0.00
Materials/Supplies	\$723.17	\$0.00	\$290.90	\$0.00	\$0.00
Other	\$0.00				
Travel/Per Diem/Food/Lodging	\$0.00				
<b>Total</b>	<b>\$2,822.12</b>	<b>\$0.00</b>	<b>\$975.24</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)	Community Contribution In-Kind (Local/\$US)	Third-Party Contribution Cash (Local/\$US)	Third-Party Contribution In-Kind (Local/\$US)

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Trash bins	Equipment	9500.00	2.00	19000.00	0.00	\$0.00	0.00	\$0.00	19000.00	\$167.56	0.00	\$0.00	0.00	\$0.00
Benches	Equipment	12000.00	3.00	36000.00	0.00	\$0.00	0.00	\$0.00	36000.00	\$317.49	0.00	\$0.00	0.00	\$0.00
Playground equipment 4 (metal seesaw)	Equipment	24000.00	2.00	48000.00	48000.00	\$423.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Playground equipment 2 (monkey bars)	Equipment	54000.00	1.00	54000.00	54000.00	\$476.23	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Playground equipment 3 (movable bridge)	Equipment	64000.00	1.00	64000.00	64000.00	\$564.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Playground equipment 5 (kiddie spring rider)	Equipment	18000.00	4.00	72000.00	72000.00	\$634.98	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Leveling the grounds and preparing the area for construction	Labor	1116.00	3.00	3348.00	0.00	\$0.00	0.00	\$0.00	3348.00	\$29.53	0.00	\$0.00	0.00	\$0.00
Installation of equipment	Labor	750.00	11.00	8250.00	0.00	\$0.00	0.00	\$0.00	8250.00	\$72.76	0.00	\$0.00	0.00	\$0.00
Meeting space for trainings in Multifunctional Center	Land/Venue Rental	3000.00	2.00	6000.00	0.00	\$0.00	0.00	\$0.00	6000.00	\$52.91	0.00	\$0.00	0.00	\$0.00
Transportation of materials and equipment	Materials Transport	5000.00	1.00	5000.00	0.00	\$0.00	0.00	\$0.00	5000.00	\$44.10	0.00	\$0.00	0.00	\$0.00
Training invitations and informational hand-outs	Materials/Supplies	10.00	100.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$8.82	0.00	\$0.00	0.00	\$0.00
Cookies/candy	Materials/Supplies	100.00	30.00	3000.00	0.00	\$0.00	0.00	\$0.00	3000.00	\$26.46	0.00	\$0.00	0.00	\$0.00
Speaker rental for community event	Materials/Supplies	3000.00	1.00	3000.00	0.00	\$0.00	0.00	\$0.00	3000.00	\$26.46	0.00	\$0.00	0.00	\$0.00
Layered sand	Materials/Supplies	1855.00	7.00	12985.00	0.00	\$0.00	0.00	\$0.00	12985.00	\$114.52	0.00	\$0.00	0.00	\$0.00
Concrete c 12/15 for fixing equipment	Materials/Supplies	6500.00	2.00	13000.00	0.00	\$0.00	0.00	\$0.00	13000.00	\$114.65	0.00	\$0.00	0.00	\$0.00
Flowers	Materials/Supplies	41000.00	2.00	82000.00	82000.00	\$723.17	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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<b>Total</b>					<b>320,000.00</b>	<b>\$2,822.12</b>	<b>0.00</b>	<b>\$0.00</b>	<b>110,583.00</b>	<b>\$975.24</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>
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## Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Other			
Travel/Per Diem/Food/Lodging			
Equipment	SPA funds will be used to purchase 10 separate units of playground equipment, which will include swings, monkey bars, a movable bridge, metal seesaws, and spring riders. The equipment will form the main play area for children in the neighborhood, providing them with a space place to be active in the community.	Community #1 will contribute 3 benches, 2 trash bins, and informational signs. The benches will provide a space for adults and children to sit and gather together in the new playground. The trash bins will promote cleanliness and maintenance of the environment. Finally the informational signs will provide the community with the background of the project and instructions for upkeep.	
Labor		3 workers from Community #1 will provide labor for the preparation of the space, and 11 workers will provide labor for the installation of equipment. Members of the community will also be encouraged to volunteer through donations of time and energy in clearing the space and prepping the area for construction.	
Land/Venue Rental		Community #1 will provide the use of the meeting space in the Multifunctional Center for 2 one-hour trainings. The Multifunctional Center is a community-coordinated public space and is rented out at 3,000 lek per hour. The meeting room is large and has the necessary heating and equipment for informational sessions held during the winter.	
Materials/Supplies		Community #1 will provide 2 cubic meters of concrete and 7 cubic meters of sand, which are essential for the installation of the playground equipment. Additionally the community will support the educational trainings by supplying invitations and informational hand-outs. Finally the community will provide speakers for the community event.	
Materials Transport		Community #1 will provide the necessary equipment and labor needed to transport materials.	

## Environmental Review

For grant projects involving 1) water/sanitation; 2) agriculture such as agroforestry and community gardens, and 3) environment such as natural resource management, Volunteers must complete and submit an environmental screening form to the grant review committee. The grant review committee must ensure that information on the form is taken into consideration and given significant weight. The Volunteer and committee will determine what, if any, measures must be taken to mitigate and monitor the environmental impact of the project.

The purpose of this Environmental Review and Assessment Checklist (ER Checklist) is to determine whether the proposed action (scope of work) encompasses the potential for environmental pollution or concern and, if so, to determine the scope and extent of additional environmental evaluation, mitigation, and monitoring necessary to fulfill federal U.S. environmental requirements. The ER Checklist is intended to be used by both the Peace Corps personnel who submit project proposals and the grant selection committee to ensure that environmental consequences are taken into account before making an award for a proposed activity. The environmental consequences checklist will assist in determining the potential environmental impact of the proposal.

Include cost information on any environmental mitigation and monitoring in the overall budget proposal. Appropriate environmental mitigation and monitoring is considered an integral aspect of the overall project activity.

Please provide the following information. This information will assist the grant award committee in making an environmental impact determination on the proposed activity.

<b>Project/Activity Description</b>	The Community #1 Playground Project includes the construction of a new playground in the neighborhood of Community #1. The playground will be built in a lot owned by the community that is currently an empty field. The new space will take up approximately 0.03 ha (or 300 square meters), and it will include 10 new pieces of equipment, including metal swings, monkey bars, a movable bridge, and kiddie spring riders.
<b>Type of Project/Activity</b>	Construction/Equipment Installation
<b>Baseline Environmental Conditions</b>	The area that will be used for the playground is currently an empty field in the neighborhood. The location is on the periphery of town, and the field is adjacent to a nearby indoor soccer field, a residential apartment building, and agricultural fields. Currently the field has some vegetation (small plants and weeds), and the ground is not entirely level.

**A. CHECKLIST FOR ENVIRONMENTAL CONSEQUENCES: Check appropriate column as Yes (Y), Maybe (M), No (N) or Beneficial (B). Briefly explain Y, M and B checks in next Section, "Explanations". A "Y" response does not necessarily indicate a significant effect, but rather an issue that requires focused consideration.**

**1. Earth Resources**

a. grading trenching, or excavation in cubic meters or hectare	Y
b. geologic hazards (faults, landslides, liquefaction, un-engineered fill, etc.)	N
c. contaminated soils or ground water on the site	N
d. offsite overburden/waste disposal or borrow pits required in cubic meters or tons	N
e. loss of high-quality farmlands in hectares	N

**2. Agricultural and Agrochemical**

a. impacts of inputs such as seeds and fertilizers	N
b. impact of production process on human health and environment	N

c. other adverse impacts

N
---

**3. Industries**

a. impacts of run-off and run-on water

N
---

b. impact of farming such as intensification or extensification

N
---

c. impact of other factors

N
---

**4. Air Quality**

a. substantial increase in onsite air pollutant emissions (construction/operation)

N
---

b. violation of applicable air pollutant emissions or ambient concentration standards

N
---

c. substantial increase in vehicle traffic during construction or operation

N
---

d. demolition or blasting for construction

N
---

e. substantial increase in odor during construction or operation

N
---

f. substantial alteration of microclimate

N
---

**5. Water Resources and Quality**

a. river, stream or lake onsite or within 30 meters of construction

N
---

b. withdrawals from or discharges to surface or ground water

N
---

c. excavation or placing of fill, removing gravel from, a river, stream or lake

N
---

d. onsite storage of liquid fuels or hazardous materials in bulk quantities

N
---

**6. Cultural Resources**

a. prehistoric, historic, or paleontological resources within 30 meters of construction

N
---

b. site/facility with unique cultural or ethnic values

N
---

**7. Biological Resources**

a. vegetation removal or construction in wetlands or riparian areas in hectare

N
---

b. use of pesticides/rodenticides, insecticides, or herbicides in hectare

N
---

c. Construction in or adjacent to a designated wildlife refuge

N
---

**8. Planning and Land Use**

a. potential conflict with adjacent land uses

N
---

b. non-compliance with existing codes, plans, permits or design factors

N

c. construction in national park or designated recreational area

N

d. create substantially annoying source of light or glare

N

e. relocation of >10 individuals for +6 months

N

f. interrupt necessary utility or municipal service > 10 individuals for +6 months

N

g. substantial loss of inefficient use of mineral or non-renewable resources

N

h. increase existing noise levels >5 decibels for +3 months

N

**9. Traffic, Transportation and Circulation**

a. increase vehicle trips >20% or cause substantial congestion

N

b. design features cause or contribute to safety hazards

N

c. inadequate access or emergency access for anticipated volume of people or traffic

N

**10. Hazards**

a. substantially increase risk of fire, explosion, or hazardous chemical release

N

b. bulk quantities of hazardous materials or fuels stored on site +3 months

N

c. create or substantially contribute to human health hazard

N

**11. Other Issues**

a. substantial adverse impact

N

b. adverse impact

N

c. minimal impact

N

**B. EXPLANATION OF ENVIRONMENTAL CONSEQUENCES: explain Y, M and B responses**

Excavation is necessary in order to level the playground area (about 0.03 ha) for the installation of new equipment. The excavation will be carried out in compliance with all relevant municipal regulations. It is not expected that these activities will have a negative impact on the surrounding area.

**C. IDENTIFIED SIGNIFICANT ENVIRONMENTAL IMPACTS (including physical, biological and social), if any: (Use ER to identify significant environmental impacts)**

There will be no significant environmental impacts as a result of this project. While we will need to complete some excavation, it will not have a large impact on any of the fields listed above.

**D. PROPOSED MITIGATION MEASURES (if any):**

N/A

**E. PROPOSED MONITORING MEASURES (if any):**

N/A

## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators	
Albania	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 25 and above	2600	2580	
				Male(s) 15-24	140	138	
				Male(s) 14 and below	345	315	
				Female(s) 25 and above	3900	3857	
				Female(s) 15-24	200	199	
				Female(s) 14 and below	500	470	
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s) 25 and above	175	20	
				Male(s) 15-24	10	2	
				Male(s) 14 and below	25	30	
				Female(s) 25 and above	250	43	
				Female(s) 15-24	15	1	
				Female(s) 14 and below	35	30	
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	1	1	
				# of individuals who will have increased capacity due to this small grant	Male(s) 25 and above	50	10
					Female(s) 25 and above	55	32
					Male(s) 15-24	5	2
					Female(s) 15-24	10	1

			Male(s) 14 and below	30	30
			Female(s) 14 and below	30	28
		# of service providers who will have increased capacity due to this small grant	Female(s) 25 and above	10	6
	New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Male(s) 25 and above	50	10
			Female(s) 25 and above	55	32
			Male(s) 15-24	5	2
			Female(s) 15-24	10	1
			Male(s) 14 and below	30	30
			Female(s) 14 and below	30	28
		# of new technologies and/or practices that will have been adopted as a result of this small grant	Practices	3	3
SPA	2.4.1, Civic Participation	# of civil society organizations using US government assistance to improve internal organizational capacity	Civil society organizations	1	1
		# of people receiving USG supported training on organizational capacity and/or leadership	Female(s) 25 and above	1	1
			Male(s) 25 and above	1	1
		# of people who have completed USG-assisted civic education programs	Female(s) 15-24	10	1
			Female(s) 25 and above	55	28
			Male(s) 15-24	5	2
Male(s) 25 and above	50		30		

## Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

# Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

## Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

From the first brainstorming session to the conclusion of the project, building a playground in Community #1 was a collaborative community effort. When we initially discussed the possibility of a SPA grant, the municipality staff saw it as a great opportunity to address the longstanding community need for a safe place for children to play. After attending Project Design and Management Training, we developed the playground idea and began implementing preparatory activities, such as surveying potential neighborhoods and gathering information about community priorities. The need for a playground was universally agreed upon by everyone that we spoke with, and we felt confident that we had the community's support in going forward with the idea.

The project team included an architect from the Office of Urban Planning, a project specialist from the municipality, and myself. The architect used his expertise to design the playground and collaborate with municipality staff to purchase and install the playground equipment while the specialist and I conducted several trainings with local residents on environmental protection and the importance of active play. Because the community was passionate about the idea of a new playground, our events were well-attended and generated a lot of discussion. Within a few months, the trainings were completed and the equipment installed, and the children in Community #1 began playing in the new space immediately. To officially open the playground, we held a kick-off event that featured music, flower planting, refreshments, and lots of free play. Dozens of local children and their parents were in attendance, and many thanked us for listening to their concerns and building the playground.

## Goals Achieved, Changes in Initial Objectives, and Community Feeling

Our main goal was to help children live more active lifestyles and integrate within the community, which we achieved by providing the neighborhood with a safe space to play. The new playground is removed from street traffic, and it allows children and their parents to enjoy the outdoors and play together. After the completion of the project, parents report that their children are spending more time in the community and making new friends. Additionally, through the various trainings, the residents of the neighborhood have learned more about the benefits of outdoor play and maintaining a clean environment.

There were no major changes to the initial objectives. The project was largely implemented according to plan. However, after the equipment was installed (and before the official opening of the playground), children in the neighborhood were so enthusiastic about the new space that they treated the equipment roughly and repairs had to be made multiple times. As a result, we realized that we needed to place a greater emphasis on teaching the community about taking care of their environment and respecting their new public space. This remains a challenge as it is difficult to reach everyone in the neighborhood, but as time goes on we hope that incidents will become less frequent.

The overall community reaction to the playground has been very positive. The parents and children of the neighborhood had been requesting a safe space to play for a long time without results. When we announced that their requests had been heard and that we would be building a playground, the community reacted with enthusiasm and collaborated with us wholeheartedly. Many parents and children were excited and happy to help, providing input at community trainings and assisting with the opening event.

## Capacity and Skills Built

Through our community trainings, the residents in the neighborhood learned about maintaining a safe and clean play space and the importance of healthy lifestyles. Parents, children, and municipality workers all built their capacities in environmental protection and actively participated in community events. While the number of people that attended the meetings was small, their impact on the rest of the community was big. Participants have spread messages of healthy living and environmental protection to other parents and children in the neighborhood.

Since the opening of the playground, we have also seen some improvements in local children's social skills. Many young residents are playing with other children in the new space, and they are learning new methods of teamwork and communication through their active play. Children also collaborated for the opening event, reciting poetry, planting flowers, and helping to pass out informational leaflets.

Finally, the two municipality workers that led this project also developed their leadership and project management skills. The architect attended the Peace Corps Project Development and Management training, and the project specialist led trainings with residents independently for the first time. The project specialist also noted that it was a new experience for her to collaborate with others in a team of specialists with specific roles.

## Sustainability

With the completion of the playground project activities, the neighborhood and all residents of Community #1 are able to enjoy a safe space for children to play. However, sustainability of the new playground is a concern. The municipality is dedicated to ensuring that the space remains clean and well-maintained. Cleaning staff have been assigned to the playground, and the municipality has already sent workers to the site several times to fix broken equipment. After the initial excitement wears down, the community will treat the playground less roughly, and hopefully less repairs will be needed. In the future, the municipality hopes to build other playgrounds around the city after seeing the positive impact the new space has already had on the neighborhood.

**Unexpected Events and Recommendations**

While most of the project implementation went according to plan, we did not expect that the playground equipment would be treated so roughly immediately after being installed. Because it is the only playground in the city, it's natural for the children to be over-enthusiastic at first. However, if this type of behavior continues long after the completion of the project, it will become a problem. We recommend that communities implementing these types of projects take this unexpected complication into account and be prepared to monitor the status of the new equipment and provide needed repairs.

**Lessons Learned and Promising Practices**

The biggest lesson we learned through this project is the importance of community buy-in. As my counterpart said, "If you truly desire something wholeheartedly, when you collaborate with others who are also passionate, it's inevitable that the project will be realized." If we had only one person in the community who was dedicated to the idea of a new playground, we would not have been able to complete the project. Because we were working in a team and the entire community was excited about the prospect of a safe place for children to play, we were able to implement our project much more easily.

**Final Budget Summary**

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$2,822.12	\$0.00	\$485.05	\$0.00	\$0.00
Labor	\$0.00	\$0.00	\$102.28	\$0.00	\$0.00
Land/Venue Rental	\$0.00	\$0.00	\$52.91	\$0.00	\$0.00
Materials Transport	\$0.00	\$0.00	\$44.10	\$0.00	\$0.00
Materials/Supplies	\$0.00	\$0.00	\$290.90	\$0.00	\$0.00
Other					
Travel/Per Diem/Food/Lodging					
<b>Total</b>	<b>\$2,822.12</b>	<b>\$0.00</b>	<b>\$975.24</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)		Community Contribution In-Kind (Local Currency/\$US)		Third-Party Contribution Cash (Local Currency/\$US)		Third-Party Contribution In-Kind (Local Currency/\$US)	
2/28/2018	2	Trash bins	Equipment	9,500.00	2.00	19,000.00	0.00	\$0.00	0.00	\$0.00	19,000.00	\$167.56	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Benches	Equipment	12,000.00	3.00	36,000.00	0.00	\$0.00	0.00	\$0.00	36,000.00	\$317.49	0.00	\$0.00	0.00	\$0.00
3/2/2018	1	Playground equipment 4 (metal seesaw)	Equipment	24,000.00	2.00	48,000.00	48,000.00	\$423.32	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/2/2018	1	Playground equipment 2 (monkey bars)	Equipment	54,000.00	1.00	54,000.00	54,000.00	\$476.23	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/2/2018	1	Playground equipment 3 (movable bridge)	Equipment	64,000.00	1.00	64,000.00	64,000.00	\$564.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/2/2018	1	Playground equipment 5 (kiddie spring rider)	Equipment	18,000.00	4.00	72,000.00	72,000.00	\$634.98	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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3/2/2018	1	Playground Equipment 1 (Metal Swing)	Equipment	41,000.00	2.00	82,000.00	82,000.00	\$723.17	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Leveling the grounds and preparing the area for construction	Labor	1,116.00	3.00	3,348.00	0.00	\$0.00	0.00	\$0.00	3,348.00	\$29.53	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Installation of equipment	Labor	750.00	11.00	8,250.00	0.00	\$0.00	0.00	\$0.00	8,250.00	\$72.76	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Meeting space for trainings in Multifunctional Center	Land/Venue Rental	3,000.00	2.00	6,000.00	0.00	\$0.00	0.00	\$0.00	6,000.00	\$52.91	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Transportation of materials and equipment	Materials Transport	5,000.00	1.00	5,000.00	0.00	\$0.00	0.00	\$0.00	5,000.00	\$44.10	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Cookies/candy	Materials/Supplies	200.00	2.00	400.00	0.00	\$0.00	0.00	\$0.00	400.00	\$3.53	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Training invitations and informational hand-outs	Materials/Supplies	100.00	10.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$8.82	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Flowers	Materials/Supplies	100.00	26.00	2,600.00	0.00	\$0.00	0.00	\$0.00	2,600.00	\$22.93	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Speaker rental for community event	Materials/Supplies	3,000.00	1.00	3,000.00	0.00	\$0.00	0.00	\$0.00	3,000.00	\$26.46	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Layered sand	Materials/Supplies	1,855.00	7.00	12,985.00	0.00	\$0.00	0.00	\$0.00	12,985.00	\$114.52	0.00	\$0.00	0.00	\$0.00
2/28/2018	2	Concrete c 12/15 for fixing equipment	Materials/Supplies	6,500.00	2.00	13,000.00	0.00	\$0.00	0.00	\$0.00	13,000.00	\$114.65	0.00	\$0.00	0.00	\$0.00
<b>Total</b>							<b>320,000.00</b>	<b>\$2,822.12</b>	<b>0.00</b>	<b>\$0.00</b>	<b>110,583.00</b>	<b>\$975.24</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

# Costa Rica: Recreational Space for Kids

*Peace Corps Volunteers create engaging safe space for local youths*



*The students learning was incorporated in all stages of the implementation, including how to help each other and maintain the new equipment.*

The priorities that this project will address are the following: help students utilize their free time doing physical activities, help students **foster relationships** with one another thus be more social, provide students with responsibilities so that **they feel helpful and needed**, and help students learn by using models. People involved in the project will also benefit from learning from new **environmentally conscious** practices and alternative sources of energy. The goal is to create a healthy space for social and environmental interactions, and to increase students' involvement in volunteerism at the school.

With the help of the teachers and parents, students are continuing to **show more concern** for the playground and greenhouse. Overall, the community has expressed their gratitude for the project, now when the bell rings, there is laughter and giggles at the playground. Students **developed action plans** for maintaining their new spaces, a greenhouse and playground. All **59** students have attended the five presentations about the environment. Teachers have incorporated **4** activities that improve social relations among students. Students aged 6-15 years old developed creativity, analytical, problem solving and teambuilding skills from the workshops and grant development process.

## Small Investments

Total Project Cost: \$6,740.59

PCPP Funded Amount: \$4,679.70

Community Contribution: \$1,991.65

## General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

**Project Title:** Recreational space for kids

**Grant Type:** Peace Corps Partnership Program (PCPP)      **Status:** Project Completed

**Volunteer:** PCV 1      **Responsible Program Manager/APCD:**

**Country:** Costa Rica

**Project Start Date:** 3/6/2015      **Project End Date:** 7/15/2015

*The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in .*

**% Comm. Contribution Proposed:** 29.55      **% Comm. Contribution Final:** 29.08

**Comm. Contribution Amount Proposed:** \$1,991.65      **Comm. Contribution Amount Final:** \$1,896.81

**Amount Requested:** \$4,748.94      **Amount Approved:** \$4,679.70      **Amount Remaining:** \$54.61

### Requested Grant Amount (local currency)

2503641.10

**Exchange Rate: \$1US= (enter local currency value here):** 527.20

**Number of PCVs working on project:** 1

## Community Information

City/Town/Village	Community Group Name	Group Contact Information (phone, address, etc.)	Group Contact Person
Community 1	School 1		)

## Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development.

From the same list above, choose one or more secondary classification to describe your project, if applicable

<b>Primary Classification?</b>	<b>Classification(s)</b>
Yes	Education
No	Volunteerism

**Volunteer Information**

<b>Primary PCV</b>	<b>Peace Corps Sector</b>	Education	<b>COS Date</b>
_____		_____	_____
<b>PCV 2</b>	<b>Peace Corps Sector</b>		<b>COS Date</b>
_____		_____	_____
<b>PCV 3</b>	<b>Peace Corps Sector</b>		<b>COS Date</b>
_____		_____	_____

## Project Narrative

Please fill in each box explaining the planning for your project.

### Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

The project consists of the creation of a playground and greenhouse at School 1. 45 students out of 60 ages 6- 15 indicated in a survey that they don't enjoy recess because there is nothing to do. Some second cycle student's ages ranging from 12 to 15 were selected to represent the student population as they have proven to be the most mature and responsible at the institution. The patronato escolar and la junta de educacion are involved and already provided some materials, and will pay for labor and guide the construction. The project cost \$4636.37 and will be operated by the Peace Corps Volunteer and the school board throughout the year. The goal is to create a healthy space for social and environmental interactions, and to increase students' involvement in volunteerism at the school. It is envisioned to have the following impacts: Social: strengthen the relationships between students, school board and parents. Instill the ideals of cooperation and empowerment in 11 youth, and in 20 adult members of the school board. Environmental: students will be more positive and sensitive to the environment. Educational: there will be an increase in the number of volunteer opportunities provided and implemented by students.

### Background

Describe the background of the community and what priority this project addresses.

The community is known to be one of the most active communities in the area of San Lorenzo. Despite economic hardship, Community 1 has managed to raise the infrastructure of the town by building a church, a salon communal, a school and are still working to bring more opportunities into the community. In Community 1, there are no recreational places for children and youth. This has been a concern for parents whose children attend the elementary school, because inside the school itself, there is no recreational space for students ages 6 - 15. Students from first to six grade, have very little to do during recreational hours and the school does not offer physical education. Meanwhile, those in preschool have a tiny playground where they congregate and play during recess. Since its construction, the children seemed much happier during recess because they are able to bond with one another through different games. It has not been the case for older students who are not able to use the play because they are much older. Segregation, boredom in classroom are common behaviors that are observed during recess. The school tries to accommodate some students by providing them with toys to play with during recess. However, not all the students have access to that limited supply of toys and many times they are lost. When handed the toys, both males and females would play separately and that affects their interactions with one another in the classroom. Ultimately this affects the group assignments in class as young boys sit separate from young girls and are reluctant to work together. The priorities that this project will address are the following: help students utilize their free time doing physical activities, help students foster relationships with one another thus be more social, provide students with responsibilities so that they feel helpful and needed, and help students learn by using models. People involved in the project or the participants will benefit from learning something from the environment, like new environmentally friendly practices, alternative sources of energy or activities. All of which will permit students to have a better experience in school.

### Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

Inside the school itself, there exists the school board, groups of parents who are working diligently to help sustain the school's finances. This includes selling goods and organizing parties to fundraise for educational and extracurricular activities at the school. In addition, these parents are heavily committed to improving the infrastructure of the school from fixing broken desks to building new ones. The school board has conducted several meetings to obtain the cost of materials and labor. The Junta de educacion has set aside money to pay for labor cost. The school donated a space where the playground can be created along with some materials to aid for the greenhouse renovation. The school board has identified and outreached to technical workers in the community with the necessary tools and skills to complete the project. The selected group of students from six grade have acquired the knowledge and skills to guide the project and prepare the construction. With the necessary funds in place, the elementary school would be one step closer to having a brand new playground and a renovated greenhouse .

### Outcome

Briefly describe the desired outcome of the project.

Once the project is completed, the projected outcomes will be:  
Environmental outcome: students will spend time at the greenhouse, where they will acquire an awareness and sensitivity to the environment and its problem. The project will foster student's interaction with the local environment and will help them gain a basic understanding of how it functions this include: learn about plants, how to grow and care for them thus reinforcing the cultural values of agriculture of the region. Learning how to reuse materials to create playing areas, and how to manipulate solid waste from the cafeteria to make compost.  
Both playground and greenhouse will embellish school ground. This project contribute to the formation of a human being to be able to develop practices, abilities, skills, experience a change in behavior and form new ways to relate to nature.  
Social outcome: in the playground, the student population will spend more time socializing with one another and learning different

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games. The 11 students and the members of the school board will feel a sense of accomplishment and empowerment. Educational outcome: the students will actively participate as helpers inside the greenhouse where they will have certain responsibilities and learn to work in groups and being a volunteer. The school community will learn the importance of creating social spaces and the process it takes for creating a project. Promote pedagogical procedures that allow students to envision environmental problems and possible solutions according to the intellectual level of the students.

**Implementation**

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

Implementation: Step 1: In order to implement goal 1 and objectives 1.1 and 1.2 la junta de education and the second cycle classes will have distinct responsibilities. La Junta de educacion has contracted the engineer to design the playground and the greenhouse. The junta approved the labor cost for the engineer for the project. The patronato escolar submitted the budget for materials. They will purchase the materials and choose a date to start construction. The total duration for construction is 3 weeks.

Step 2: A powerpoint presentation will be prepared by the selected teachers from the local environmental committee. Topics such as: land and air pollution, biological alternatives for fertilization, and importance of reducing, reusing and recycling, gardening, and sustainably of a greenhouse will be covered during the 5 sessions.

The role of the student volunteers from second cycle will be to represent the student population ensuring that their concerns are taken into considerations. The patronato escolar will supervise students who will be working with the engineer to construct the recreational space in the school.

The schoolboard including the environmental committee and Calidad de educacion committees along with the teachers will develop evaluation tools to be used once the playground and the greenhouse are constructed starting May 2015.

The school board will draft a schedule and a list of activities for the use and maintenance of the playground and greenhouse. Teachers will supervise student volunteers during recess.

Each month, have a competition where parents, students and teacher per grade compete to clean and maintain the playground and greenhouse.

**Capacity Building**

How will the project contribute to building skills and capacity within the community?

Students and teachers will be attending a series of workshops regarding taking care of a greenhouse. Topics such as: land and air pollution, biological alternatives for fertilization, and importance of reducing, reusing and recycling, gardening, and sustainably of a greenhouse will be covered during the 5 sessions. The students will acquire problem-solving and analytical skills. Through the interactions students and teachers will have with another in the workshops, in the greenhouse, and the playground, teachers and students will learn the values of teamwork and commitment. Additionally, some of the teachers from the Minister of Education receive annual workshop training on water management, energy saving, environmental education, clean spaces, facilities, safety and security, waste management through the environmental committee. These teachers will be the ones to share information with the school community.

**Sustainability**

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

The school has an annual operating plan that includes the budget for the maintaining the infrastructure of the institution. The Junta de educacion manages the expenses of the school and the patronato escolar plans activities to cover maintenance costs of any project. Therefore, the school board will fundraise on a monthly basis to buy yearly supplies to keep both playground and greenhouse in good condition every year.

Additionally, the school board will be expanding on the number of structures created in the playground by using recycled materials like plastic bottles to create trash cans, electric cable rollers to create tables for reading corner, tires to create seats for swings on a yearly basis, metal drums for a music stations.

Teachers from the environmental committee are the ones in charge of any environmental project. Thus, they have received trainings from the Minister of Education and are equipped to lead other teachers and students in the maintenance of the greenhouse and the playground. They will be taking charge of the project on a yearly basis.

**Goals & Objectives**

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators under a single goal/objective. Add rows if needed.

<b>Fill out for Initial Grant/Application</b>	<b>Fill out for Completion Report</b>
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Goal	Objective	Indicator(s)	Who	When	Results	Comments
The elementary school has a playground and a greenhouse in order to provide healthy recreational opportunities for its students	During the months of March, April and May, 59 students will develop awareness, sensitivity as well as knowing how the local environment functions after receiving a series of 5 sessions on environment and maintaining a greenhouse provided by 2 teachers/parents.	Observation: a) # of students who attended the greenhouse to learn about plants during science class b) # of sessions imparted	comite de valores(4people), comite bandera ecologico educativa (7people):	By May 2015	all five presentations were presented to all grades ( 1 - 6) at the school. New ideas were generated by students and teachers to support student s involvemnent in the project.	students have yet to attend to science sessions at the greenhouse but are eager to once the beds are created. The coordinator will be the one in charge of starting the trend where students visit the greenhouse.
The elementary school has a playground and a greenhouse in order to provide healthy recreational opportunities for its students.	By May 2015, a greenhouse will be built in the school, and teachers will incorporate at least 4 activities during the first month to promote social relations and safe interactions among students.	observation: a) # of students using the playground, number of activities performed and possible conflicts that arise during recess; b) # of activities incorporated in classes	comite de valores(4 people), comite bandera ecologico educativa (7people):	May 2015	59 students used the playground, play on the swings, the monkey bars, the rocking boat, the rock climbing B)	teachers were very observant during recess to ensure student ' s safety
The students demonstrate interest and involvement in the playground and in the greenhouse project.	At the end of training, 59 students will develop an action plan where they will commit to ensure proper maintenance is provided to the greenhouse.	a) # of plans created; b) # of plans put in place	students, junta de educacion and patronato escolar	By the end of June 2015	59 students have created 59 plans which means one per student. There are many common themes that arise from their plans: for example: using recycled materials to plant flowers, making stationaries and other decorations that embellish the school. Additionally, each grade have agreed to start a bed for their chosen crop. For instance fifth graders are planting sweet peppers and first graders are planting cilantro.	While most of the ideas that are generated are about making use of available materials and reduce waste.
The students demonstrate interest and involvement in the playground and in the greenhouse project.	One month after training is finished, by first week of July, 59 training participants along with the teacher's help, will develop a personal plan to apply what they have learned to their life.	# of plans put in place	students and teacher	July 2015	Bringing what they are learning to their homes and sharing it. Students have completed 40 personal plans which arise from many different ideas such as planting, making toys, raising money for the school etc.	

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## Do No Harm

### General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

While the project is spearheaded by a selected group of students, specifically the whole six grade class, and the school board, other students might feel neglected. To help balance the sentiments among students, those not directly involved in the project are asked to give their opinions anytime during the process. The school personals (staff and teachers) remind them constantly of the project and that their opinions matters. Additionally, they are informed that they will be caring and maintaining the project in order for it to be sustainable. Therefore they are not excluded from the process.

### Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

The potential negative impact of the building of the playground is the spilling of cement on the soil however there will be measures taken to prevent that. Additionally, we will ensure that the space is maintained as an eco friendly environment.

### Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

The layout of the playground and the renovation of the greenhouse will be monitored by an engineer to prevent any injuries during and after both are completed.

## Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$212.97	\$0.00	\$0.00	\$0.00	\$0.00
Labor	\$0.00	\$853.57	\$0.00	\$0.00	\$0.00
Land/Venue Rental					
Materials Transport					
Materials/Supplies	\$4327.70	\$1138.09	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$208.27	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$4,748.94</b>	<b>\$1,991.65</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Budget Detail

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Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your initial budget offline. This can be found at [http://files.peacecorps.gov/donate/Small\\_Grants\\_Budget\\_Worksheet.xls](http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls). The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
Water hose sprayer - PISTOLA P/MANG 3 130346 SURTEK	Equipment	2133.25	1.00	2133.25	2133.25	\$4.05	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
small square shovel for kids - PALA CUADRADA P/NINOS 389 TRUPER	Equipment	3392.50	1.00	3392.50	3392.50	\$6.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Shovel - PALA CARRIL. M/PLAST TRUPER 17160	Equipment	3867.45	1.00	3867.45	3867.45	\$7.34	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Knife - CUCHILLO ANG #20 CORNETA FERRE	Equipment	1967.65	2.00	3935.30	3935.30	\$7.46	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Small narrow shovel - PALIN M/PLAST. TRUPER 17163	Equipment	4272.25	1.00	4272.25	4272.25	\$8.10	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Garden rake - ESCOBA P/JARDIN 22D PLAST. TRUPER	Equipment	4625.30	1.00	4625.30	4625.30	\$8.77	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Square shovel - PALA CUADRADA 17202 TRUPER	Equipment	4703.50	1.00	4703.50	4703.50	\$8.92	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Knife - LIMA CUCHILLO 10" NICHOLSON	Equipment	5002.50	1.00	5002.50	5002.50	\$9.49	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Garden hose - AZADON C/CABO 2.9LBS 19983	Equipment	8222.50	1.00	8222.50	8222.50	\$15.60	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3 piece garden set JG. PARA JARDINERIA 3 PZA	Equipment	4968.00	2.00	9936.00	9936.00	\$18.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Tax on equipments - IMPUESTOS MATERIAL LINE 31- 44	Equipment	12916.95	1.00	12916.95	12916.95	\$24.50	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pump - BOMBA DEA 2000	Equipment	4945.00	3.00	14835.00	14835.00	\$28.14	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
sellsador 2900-930 GLN	Equipment	8138.55	2.00	16277.10	16277.10	\$30.87	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Water hose - MANG 1/2 25MTS 19793 TRUPER	Equipment	9079.25	2.00	18158.50	18158.50	\$34.44	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Labor - MANO DE OBRA GREENHOUSE and Playgroung	Labor	450000.00	1.00	450000.00	0.00	\$0.00	450000.00	\$853.57	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Mixed gravel - ARENA Y PIEDRA	Materials/Supplies	600000.00	1.00	600000.00	0.00	\$0.00	600000.00	\$1138.09	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

Screws- torn techo 1 -1/2	Materials/Supplies	23.00	100.00	2300.00	2300.00	\$4.36	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Gutter cover - tapa canoa metal	Materials/Supplies	1200.00	2.00	2400.00	2400.00	\$4.55	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Nozzle - Boquilla bajantes	Materials/Supplies	608.00	4.00	2432.00	2432.00	\$4.61	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Washers - Arandela plana 3/8	Materials/Supplies	14.00	184.00	2576.00	2576.00	\$4.89	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Paint - duretan gris	Materials/Supplies	3555.00	1.00	3555.00	3555.00	\$6.74	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Rope - Mecate Carbulla 11mmn	Materials/Supplies	225.00	20.00	4500.00	4500.00	\$8.54	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Screw gip - torns 6x1 1/2" tipo tek	Materials/Supplies	9.00	500.00	4500.00	4500.00	\$8.54	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Thinner	Materials/Supplies	5382.00	1.00	5382.00	5382.00	\$10.21	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Hooks - Gancho 4 1/2 (p 3/4x1/8)	Materials/Supplies	347.00	20.00	6940.00	6940.00	\$13.16	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Paint - pintura anti corros 1/v verde	Materials/Supplies	4605.00	2.00	9210.00	9210.00	\$17.47	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Wood plank - tabla pino seco 1x12x3.20	Materials/Supplies	2345.00	4.00	9380.00	9380.00	\$17.79	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Hinge - bisagra platina B-04	Materials/Supplies	3267.00	3.00	9801.00	9801.00	\$18.59	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Screws - torn.p techo 1 1/2 p.b	Materials/Supplies	23.00	500.00	11500.00	11500.00	\$21.81	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Ridgepole - cumbrera galva	Materials/Supplies	1812.00	8.00	14496.00	14496.00	\$27.50	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Wood cylinder -madera cilindro	Materials/Supplies	8458.00	2.00	16916.00	16916.00	\$32.09	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Rope - mecate cabulla 1" metro	Materials/Supplies	1170.00	15.00	17550.00	17550.00	\$33.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Wood post cylinder- madera cilñindro 4"	Materials/Supplies	12085.00	2.00	24170.00	24170.00	\$45.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Hinge - bisagra platina b05	Materials/Supplies	3182.00	8.00	25456.00	25456.00	\$48.29	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pipe galv - tubo galv1.50	Materials/Supplies	4505.00	6.00	27030.00	27030.00	\$51.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cement - cemento tipo ug	Materials/Supplies	6100.00	5.00	30500.00	30500.00	\$57.85	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pipe galv- tubo galv 3"	Materials/Supplies	8801.00	4.00	35204.00	35204.00	\$66.78	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Gutter - Canoa galv#26 18" x und	Materials/Supplies	18050.00	2.00	36100.00	36100.00	\$68.48	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pipe Hg- tubo s/rosca	Materials/Supplies	10506.00	4.00	42024.00	42024.00	\$79.71	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

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Screws - torn carroc 3/8x7	Materials/Supplies	240.00	184.00	44160.00	44160.00	\$83.76	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Metal - hierro pulido	Materials/Supplies	23710.00	2.00	47420.00	47420.00	\$89.95	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pipe galv- tubo galv 1x2 1.20mm	Materials/Supplies	7310.00	8.00	58480.00	58480.00	\$110.93	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Zinc - metal	Materials/Supplies	4625.00	14.00	64750.00	64750.00	\$122.82	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Policarbonate panels - Policarb transp 81x3.66	Materials/Supplies	7488.00	16.00	119808.00	119808.00	\$227.25	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pipe galv - tubo 2x2 galv 1.50	Materials/Supplies	13635.00	10.00	136350.00	136350.00	\$258.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
pine wood - tabla panel pino 1x5 3.2	Materials/Supplies	16562.00	12.00	198744.00	198744.00	\$376.98	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
policarbonate panels with 10 years - policarb trans 81x3.66	Materials/Supplies	7488.00	28.00	209664.00	209664.00	\$397.69	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Pine wood sheet - tabla pino 1"12"x3.20	Materials/Supplies	7287.00	35.00	255045.00	255045.00	\$483.77	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Galvanized pipe - tubo galv 1x2 1.50mm	Materials/Supplies	7737.00	40.00	309480.00	309480.00	\$587.03	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Wood posts - postes 5, 120curados	Materials/Supplies	37980.00	13.00	493740.00	493740.00	\$936.53	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Food - cabbage, potatoes,sausage, pork sausage, spices, green peas, tomato sauce, corn oil, flour, sugar, rice carrots,bell peppers,mayonaise,green onions,string beans,salt, pineapple, achiote, napkins, hot dogs bread food for 100 people for april 25	Travel/Per Diem/Food/Lodging	54900.00	2.00	109800.00	109800.00	\$208.27	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
<b>Total</b>					<b>2,503,641.10</b>	<b>\$4,748.94</b>	<b>1,050,000.00</b>	<b>\$1,991.65</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Equipment	The purchase of these tools is to be used inside the greenhouse when planting vegetables and or when teaching students during recess how to care for the garden		0

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Labor	The cost of labor will be used to pay the 2 engineers involved in the project.	In addition to the committee who will be helping on the ground, two professional engineers will be directing and supervising the construction of the greenhouse and the playground. The community will fundraise to help with labor cost.	0
Land/Venue Rental	0	The school has donated the land for the construction of the playground and greenhouse	0
Materials/Supplies	The list of materials will be invested in the construction of the greenhouse and playground.	The community will fundraise to help with donating some materials that are not accounted for in the grant contribution. In addition to purchasing materials necessary for maintaining the project in the long run.	
Materials Transport	0	The members of the community will help with the transport of materials	0
Other	Both playground and greenhouse have separate list of materials therefore the tax per list of materials will be included in the receipts once materials are purchased		
Travel/Per Diem/Food/Lodging	This money is provide students with food during the construction of the playground and greenhouse. The school will be in charge or purchasing food enough to feed 11 students on a daily basis as they work on the ground during the construction. In addition, part of the money will be used to feed the students at the inauguration ceremony.	The school will assist with providing food and assist with giving rides to and from working site to those involved in the construction of the project.	0

## Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
Costa Rica	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Male(s) 25 and above	12	48
				Male(s) 14 and below	132	80
				Female(s) 25 and above	36	24
				Female(s) 14 and below	160	132
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those	Male(s) 25 and above	3	2
				Male(s) 14 and below	33	20

		who attend trainings or workshops	Female(s) 25 and above	9	6
			Female(s) 14 and below	40	33
	Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	1	1
		# of individuals who will have increased capacity due to this small grant	Male(s) 14 and below	33	20
			Female(s) 14 and below	40	39
		# service providers who will have increased capacity due to this small grant	Male(s) 25 and above	3	2
			Female(s) 25 and above	9	6
	New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Male(s) 25 and above	3	2
			Female(s) 25 and above	9	6
			Male(s) 14 and below	33	20
			Female(s) 14 and below	40	33
		# of new technologies and/or practices that will have been adopted as a result of this small grant	Practices	1	1

## Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at [peacecorps.gov/donate](http://peacecorps.gov/donate). Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code

**STOP HERE, if you are filling out your grant application - you are done!**

**If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.**

## Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

### Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

It was an ordinary day at the elementary school until my co-teacher arrived and asked all 12 students from first grade to report to the laboratory. Today we are not going to have English lesson for 45 minutes she said in her usual calm voice. She escorted her class to the lab room and had them seated.

Quickly, she took out her computer, connected it to the projector and uploaded a slide show titled "manejo de desechos solidos" which translates to "waste management".

The students sat looking with intense curiosity the story that ought to come alive with the slides. I stood there, inactive, only to expose the most unattractive and unpleasant scene of all. As they glared at the screen, I observed them carefully only to see a number of students whispering how ugly that place looks because of the trash that laid on the grass. Within a second, my co-teacher captured the class' attention and said out loud "chicos, hoy vamos a aprender sobre el manejo de desechos solidos"...recuerdan que con el proyecto CRUSA , tenemos que aprender sobre el medio ambiente y como cuidarlo para saber como cuidar a estos espacios ya construidos dentro la escuela." This translates to "guys, today we are going to learn about waste management...remember that part of the recreational space CRUSA project , is to learn about the environment and how to maintain the social spaces that are created at the elementary school."

Included in the recreation space project are a series of evaluations to measure the impact of the project. These evaluations are mostly observation tools based on the usage of the space but also on presentations that all students attend. Before doing the slides, my co-teacher and I spent hours discussing the objectives of the project and how her position as a teacher / coordinator of the project will best suited to do the presentations. We discussed my role as the observer during these sessions as well. Today was delivery day and I along with the students were eager to see the outcomes.

My co-teacher started her slide presentation by asking a very simple question "who would like to have a view like that in front of their house?". I looked around to see if anyone raises their hands but all I see was their heads shaking to say no, not me. Interesting, I thought, it was certainly a trick question. I heard whispers and laughter and suddenly a hand was raised. It was a little girl. Was she going against all to say "I would"? my co-teacher saw her and said "would you?". The little girl said loud and clear with no hesitation "I would". This caught me off-guard. Everyone else's including the three other teachers and students' present were in disbelief. This is a sea of trash, why would anyone like to have this view in front of his/her home, can you please explain it to me repeated my co-teacher. The little girl stood up and said, "I would reuse the trash to make things that are beautiful".

That's all it took to get the rest of the kids' imagination flowing, for them to see that reusing trash is a positive alternative to burning them. The first slide with the sea of trash was still fixated on the board but the kid's creative minds brought them to the end the presentation. They were thinking of making more structures for the playground using the tires, using plastic bottles for trash cans, flower pots, organizers etc.

My co-teacher presented the same presentation for all the grades that came after. The following weeks she presented on: creation of recreational space which explains how the idea came about and the process it takes for an idea to become reality, the greenhouse which talks about its maintenance, controlling plagues which talks about planting methods and lastly organic fertilizers which talks about alternatives to using pesticides. For all the presentation, I was able to observe and take notes and I am really impressed how invested the kids are in the project.

Additionally, teachers who were not involved in the beginning became really interested in maintaining the newly created spaces. From the project emerged a set of protocols to using the recreation space for instance: the counting to use the rocking boat, the swing sets, the number of students inside the dollhouse, and the attire for the greenhouse. All thought by the teachers who themselves wants to make sure that students are socially interacting with one another in the safest possible way. Surprisingly, each student follows the protocols very well. The students themselves sold snacks in order to buy toys to play at the dollhouse. Entrepreneurs in action you might say! In a nutshell, the 59 students of the elementary school are driven and are continuously contributing to beautify the school through their ideas from waste management workshop and the subsequent ones that followed.

Perhaps the idea of having a sea of trash is not as alluring to all. While analyzing the reactions of all in the room that day, I thought about the glass of water scenario. The pessimist saw the glass half-empty; the optimistic saw it half full yet opportunist drank it. The brave little girl is an opportunist who saw the problem and imagined the endless positive possibilities. Sometimes the impact we search to have is right here in the midst of the problem and even the youngest of all can transform the thoughts of many others.

### Goals Achieved, Changes in Initial Objectives, and Community Feeling

The first goal of creating a playground and greenhouse for healthy recreational opportunities for kids was met on April 18, 2015.

The second goal of having student demonstrating interest and involvement in the playground and the greenhouse is a goal that is continuously being met since April 18, 2015.

The first objective of goal one has been successfully met. During the months of April and May, all 59 students have attended the five presentations about the environment. (see attached presentation, attendance list and pictures) The second objective in goal one, teachers have incorporated 4 activities that improve social relations among students. (see pictures)

The first objective of goal 2 has been successfully met. In June, students developed plans of their ideas on maintaining the greenhouse and playground. (see picture).

The second objective of goal 2 is partially met, students have designed their personal plans but it is a continuously task. With the help of the teachers and parents, students have and are continuing to show more concerns for the playground and greenhouse.

Overall, the community has expressed their many gratitude for the project. Teachers used to hear students running back and forth, wandering in

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different spaces and now when the bells rings, all you hear are laughter and giggles only at the playground. Students are no longer running which reduces the risk of falling and being injured.

A feeling of having a dream becoming a reality. Since the project started members of the school community and even passerby have looked at the school with pride. Parents are proud that kids can play together and care more about the environment.

A sense of relief is also seen. Those who directly work in this project (members of the patronato escolar, the coordinator, and the former principal) got to see that all their efforts were not made in vain.

A sense of empowerment. Students have learned a great ordeal from the project and knowing that it is their space has caused them to be very proactive in making sure that the place remains safe and neat. This is seen through small initiatives started by the students and how when speaking about the playground they personalize it and express their ideas about embellishing it.

### **Capacity and Skills Built**

From the presentations that the students attended, it should be noted that they learned of ways to reuse materials. In addition to knowledge sharing the following skills were observed:

**Problem solving skills :** students learned to find solutions to their own problems. For instance, students decided to fundraise to buy toys to be used inside a doll house.

**Analytical skills:** students were able to think about new ways to reuse materials. For instance, when there were no materials available to make beds inside the greenhouse, students understood that reusing materials from the old greenhouse was the most logical and effective way to reduce solid waste.

**Teamwork:** through the interaction between students, they learn to support each other. For instance one of the fifth grade student helped a second grade student climb the monkey bar. (see picture). Such interaction would not be possible has it not been for the existence of the playground.

**Creativity skills:** Students were asked to draft and implement their idea of how they want to take care of the greenhouse and playground. they wrote on their personal plans and the majority have completed it. They have contributed ideas that focus on reusing materials. (see picture)

### **Sustainability**

The students, teachers and parents at the school plays a crucial part in supporting the newly created spaces. The sustainable long term plan is defined as follows: the school's budget includes a portion available to pay for maintenance and repair of the playground and greenhouse and it is administered by the director and the coordinator of the project.

A group of student chosen by age and maturity are painting the structures to prevent damages caused by the weather. Additionally, students have been working together to care for the playground and greenhouse by playing or socializing with caution and following the protocols established by the school.

Parents in turn have been supporting their children by being involved in the activities conducted by the school to reinforce safe social relations. A number of parents are now using solid waste to create playground for their children and the amazing thing about it is when the student brings the idea to the classroom with lots of energy to incorporate it in school.

### **Unexpected Events and Recommendations**

While the project was planned to be completed over a period of 3 weeks, the constructor was very active and was able to complete it in two weeks. This then pushed my co-teacher and I to work on the objectives a little bit earlier than expected which was great.

Making the purchase for materials was a little bit tricky. When the grant was submitted, we did not envisioned a change in price or the currency. That change affected the budget that we have for the project however we were able to cover the unexpected cost by adjusting what we buy.

The project was completed, students were using the playground in no time but unfortunately one of the chains from the swing broke. It has been really difficult to buy the correct piece that allow the rotation of the chain so to prevent further accident, the coordinator informed students weigh more than 25 kilos to not use the swing until we can secure it.

The day after the inauguration of the project, a group of women from the community came willingly to clean the lunchroom. Another small gesture came from the constructor of the project who donated twenty five thousand colones to support the school with buying materials to finish the beds before planting in July. Both gestures were unexpected and it showed their gratitude.

### **Lessons Learned and Promising Practices**

An idea that is not shared is little as it is just an idea. This project have not only impacted those directly involved but also those who are not inside the school themselves. There is an array of ideas floating back and forth between the school community, from students, teachers, to parents. All of which is being added to the school space little by little. Even when some teachers were distant from the project, somehow they too got affected by the project.

The strongest and most promising practice that has taken momentum at this point is the reuse of solid waste materials.

## Final Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$294.90	\$0.00	\$0.00	\$0.00	\$0.00
Labor	\$0.00	\$758.73	\$0.00	\$0.00	\$0.00
Land/Venue Rental					
Materials Transport					
Materials/Supplies	\$4,151.59	\$1,138.09	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$178.61	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$4,625.09</b>	<b>\$1,896.81</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at [http://files.peacecorps.gov/donate/Final\\_Report\\_Project\\_Log.xls](http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls).

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)		Community Contribution In-Kind (Local Currency/\$US)		Third-Party Contribution Cash
5/15/2015	3-1173619	tax-impuestos	Equipment	398.50	1.00	398.50	398.50	\$0.76	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173233	tax- impuesto	Equipment	1,121.65	1.00	1,121.65	1,121.65	\$2.13	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173619	hinge-aldaba platina	Equipment	694.70	2.00	1,389.40	1,389.40	\$2.64	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	tax-impuestos = tax 3418.05 - discount 1921.5	Equipment	1,496.55	1.00	1,496.55	1,496.55	\$2.84	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173619	lock- candado	Equipment	836.30	2.00	1,672.60	1,672.60	\$3.17	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173697	tax-impuestos = tax 6967.5 - 4660.55	Equipment	2,306.95	1.00	2,306.95	2,306.95	\$4.38	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	gloves-guantes	Equipment	522.10	5.00	2,610.50	2,610.50	\$4.95	0.00	\$0.00	0.00	\$0.00	0.00

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5/14/2015	3-1173227	Water hose sprayer - PISTOLA P/MANG 3 130346 SURTEK	Equipment	2,681.40	1.00	2,681.40	2,681.40	\$5.09	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173697	wood paint base 1/4	Equipment	2,707.95	1.00	2,707.95	2,707.95	\$5.14	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Knife - CUCHILLO ANG #20 CORNETA FERRE	Equipment	2,720.00	1.00	2,720.00	2,720.00	\$5.16	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Cabo para azadon	Equipment	2,752.20	1.00	2,752.20	2,752.20	\$5.22	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173697	paint -base 1/4	Equipment	1,889.40	2.00	3,778.80	3,778.80	\$7.17	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Shovel - PALA CARRIL. M/PLAST TRUPER 17160	Equipment	4,410.00	1.00	4,410.00	4,410.00	\$8.36	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	paint- base super sheen 1/4	Equipment	4,526.55	1.00	4,526.55	4,526.55	\$8.59	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	wood pain- base super sheen deep 1/4	Equipment	4,526.55	1.00	4,526.55	4,526.55	\$8.59	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Small narrow shovel - PALIN M/PLAST. TRUPER 17163	Equipment	4,930.00	1.00	4,930.00	4,930.00	\$9.35	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Square shovel - PALA CUADRADA 17202 TRUPER	Equipment	5,125.00	1.00	5,125.00	5,125.00	\$9.72	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173619	Pump - BOMBA DEA 2000	Equipment	5,375.00	1.00	5,375.00	5,375.00	\$10.20	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Knife - LIMA CUCHILLO 10" NICHOLSON	Equipment	5,625.00	1.00	5,625.00	5,625.00	\$10.67	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Garden rake - ESCOBA P/JARDIN 22D PLAST. TRUPER	Equipment	5,690.00	1.00	5,690.00	5,690.00	\$10.79	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173619	garden scissors- tijeras	Equipment	4,195.00	2.00	8,390.00	8,390.00	\$15.91	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Garden hose - AZADON C/CABO 2.9LBS 19983	Equipment	8,445.00	1.00	8,445.00	8,445.00	\$16.02	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173233	3 piece garden set JG. PARA JARDINERIA 3 PZA	Equipment	4,314.15	2.00	8,628.30	8,628.30	\$16.37	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173227	Water hose - MANG 1/2 25MTS 19793 TRUPER	Equipment	10,008.85	1.00	10,008.85	10,008.85	\$18.98	0.00	\$0.00	0.00	\$0.00	0.00
5/14/2015	3-1173236	small square shovel for kids - PALA CUADRADA P/NINOS 389 TRUPER	Equipment	3,450.00	3.00	10,350.00	10,350.00	\$19.63	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173697	sellsador 2900-930 GLN	Equipment	12,119.45	1.00	12,119.45	12,119.45	\$22.99	0.00	\$0.00	0.00	\$0.00	0.00

5/15/2015	3-1173697	páint -base 1/4	Equipment	4,526.55	3.00	13,579.65	13,579.65	\$25.76	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173697	paint -base 1/4	Equipment	4,526.55	4.00	18,106.20	18,106.20	\$34.34	0.00	\$0.00	0.00	\$0.00	0.00
4/20/2015		Labor - MANO DE OBRA GREENHOUSE and Playgroung	Labor	400,000.00	1.00	400,000.00	0.00	\$0.00	400,000.00	\$758.73	0.00	\$0.00	0.00
10/14/2014	4587	Mixed gravel - ARENA Y PIEDRA	Materials/Supplies	600,000.00	1.00	600,000.00	0.00	\$0.00	600,000.00	\$1,138.09	0.00	\$0.00	0.00
4/9/2015	3-1159724	arandela plana 1/4	Materials/Supplies	8.85	4.00	35.40	35.40	\$0.07	0.00	\$0.00	0.00	\$0.00	0.00
4/15/2015	1294190	Tuerca ordinaria 5/16	Materials/Supplies	8.95	6.00	53.70	53.70	\$0.10	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	1294140	screws- tornillo gyp 1/2	Materials/Supplies	4.05	25.00	101.25	101.25	\$0.19	0.00	\$0.00	0.00	\$0.00	0.00
4/15/2015	1294190	washers- arandela planar 5/16	Materials/Supplies	9.05	12.00	108.60	108.60	\$0.21	0.00	\$0.00	0.00	\$0.00	0.00
4/9/2015	3-1159724	torn carroc 1x4x3	Materials/Supplies	44.25	4.00	177.00	177.00	\$0.34	0.00	\$0.00	0.00	\$0.00	0.00
4/9/2015	3-1159724	tax- impuestos	Materials/Supplies	258.80	1.00	258.80	258.80	\$0.49	0.00	\$0.00	0.00	\$0.00	0.00
4/9/2015	3-1159724	torn gip #6x1 1/2	Materials/Supplies	5.30	50.00	265.00	265.00	\$0.50	0.00	\$0.00	0.00	\$0.00	0.00
4/15/2015	1294190	Screws- tornillo gyp2	Materials/Supplies	5.95	50.00	297.50	297.50	\$0.56	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	1294140	arandela plana 1/4	Materials/Supplies	6.00	50.00	300.00	300.00	\$0.57	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159224	tax- impuesto	Materials/Supplies	344.50	1.00	344.50	344.50	\$0.65	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	1294140	tax- impuesto	Materials/Supplies	374.25	1.00	374.25	374.25	\$0.71	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	1294190	tax-impuesto	Materials/Supplies	443.90	1.00	443.90	443.90	\$0.84	0.00	\$0.00	0.00	\$0.00	0.00
4/10/2015	3-1160015	Washers - Arandela plana 3/8	Materials/Supplies	13.25	43.00	569.75	569.75	\$1.08	0.00	\$0.00	0.00	\$0.00	0.00
4/7/2015	3-1158896	tax- impuestos tax = tax (1047.85 - discount 249.3)	Materials/Supplies	798.55	1.00	798.55	798.55	\$1.51	0.00	\$0.00	0.00	\$0.00	0.00
4/13/2015	3-1160883	dish- disco metal 4 1/2	Materials/Supplies	880.55	1.00	880.55	880.55	\$1.67	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	3-1172460	Screws - Torn 6"x2"	Materials/Supplies	8.85	100.00	885.00	885.00	\$1.68	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	1294140	screws- tornillo ojo	Materials/Supplies	328.30	3.00	984.90	984.90	\$1.87	0.00	\$0.00	0.00	\$0.00	0.00
4/13/2015	3-1160883	tax- impuestos (tax 1729.1 - discount 411.35)	Materials/Supplies	1,317.75	1.00	1,317.75	1,317.75	\$2.50	0.00	\$0.00	0.00	\$0.00	0.00

4/14/2015	3-1161398	Tax- impuestos	Materials/Supplies	1,365.00	1.00	1,365.00	1,365.00	\$2.59	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173719	tax-impuestos 0 tax 1941.7-461.95	Materials/Supplies	1,479.75	1.00	1,479.75	1,479.75	\$2.81	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	1294140	screws- tornill carroc 1x4x3	Materials/Supplies	29.85	50.00	1,492.50	1,492.50	\$2.83	0.00	\$0.00	0.00	\$0.00	0.00
4/9/2015	3-1159724	picaporte piun #1c recibidor	Materials/Supplies	1,513.25	1.00	1,513.25	1,513.25	\$2.87	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Screws- torn techo 1 -1/2	Materials/Supplies	22.10	100.00	2,210.00	2,210.00	\$4.19	0.00	\$0.00	0.00	\$0.00	0.00
4/13/2015	3-1160883	gutter cover - tapa canoa	Materials/Supplies	1,181.40	2.00	2,362.80	2,362.80	\$4.48	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Gutter cover - tapa canoa metal	Materials/Supplies	1,181.40	2.00	2,362.80	2,362.80	\$4.48	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Nozzle - Boquilla bajantes	Materials/Supplies	597.35	4.00	2,389.40	2,389.40	\$4.53	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159224	Screw gip - torns 6x1 1/2" tipo tek	Materials/Supplies	5.30	500.00	2,650.00	2,650.00	\$5.03	0.00	\$0.00	0.00	\$0.00	0.00
4/15/2015	1294190	screws- tornillo ojo c tuerca	Materials/Supplies	328.30	9.00	2,954.70	2,954.70	\$5.60	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Paint - duretan gris	Materials/Supplies	3,495.55	1.00	3,495.55	3,495.55	\$6.63	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173698	tax-impuesos	Materials/Supplies	3,729.55	1.00	3,729.55	3,729.55	\$7.07	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	3-1172460	tax impuestos = tax 5849.85 -1391.70	Materials/Supplies	4,458.15	1.00	4,458.15	4,458.15	\$8.46	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	3-1161398	elbow pipe- codo pvc 3x90	Materials/Supplies	1,623.90	3.00	4,871.70	4,871.70	\$9.24	0.00	\$0.00	0.00	\$0.00	0.00
4/13/2015	3-1160883	chain- cadena galv 1/4	Materials/Supplies	1,327.45	3.80	5,044.31	5,044.31	\$9.57	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Thinner	Materials/Supplies	5,292.05	1.00	5,292.05	5,292.05	\$10.04	0.00	\$0.00	0.00	\$0.00	0.00
4/13/2015	3-1160883	canoa galv#26 18xmetro	Materials/Supplies	2,712.40	2.00	5,424.80	5,424.80	\$10.29	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Paint - pintura anti corros 1/v verde	Materials/Supplies	2,734.50	2.00	5,469.00	5,469.00	\$10.37	0.00	\$0.00	0.00	\$0.00	0.00
4/14/2015	3-1161398	cement - cemento 50kg	Materials/Supplies	5,628.30	1.00	5,628.30	5,628.30	\$10.68	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173719	sealer-sellador 1/4	Materials/Supplies	2,898.25	2.00	5,796.50	5,796.50	\$10.99	0.00	\$0.00	0.00	\$0.00	0.00
4/10/2015	3-1160015	Screws - torn carroc 3/8x7	Materials/Supplies	137.15	43.00	5,897.45	5,897.45	\$11.19	0.00	\$0.00	0.00	\$0.00	0.00

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4/6/2015	3-1158607	Hinge - bisagra platina b05	Materials/Supplies	3,123.90	2.00	6,247.80	6,247.80	\$11.85	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Hooks - Gancho 4 1/2 (p 3/4x1/8)	Materials/Supplies	340.70	20.00	6,814.00	6,814.00	\$12.92	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Hinge - bisagra platina B-04	Materials/Supplies	2,327.45	3.00	6,982.35	6,982.35	\$13.24	0.00	\$0.00	0.00	\$0.00	0.00
4/10/2015	3-1160015	bisagra pkatina b06	Materials/Supplies	2,588.50	3.00	7,765.50	7,765.50	\$14.73	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173697	Rope - Mecate Carbullá 11mm	Materials/Supplies	318.60	25.00	7,965.00	7,965.00	\$15.11	0.00	\$0.00	0.00	\$0.00	0.00
4/7/2015	3-1158896	welding-soldadura	Materials/Supplies	4,154.85	2.00	8,309.70	8,309.70	\$15.76	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173719	varnish- varnis	Materials/Supplies	9,601.75	1.00	9,601.75	9,601.75	\$18.21	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	screws- Torn p techo 1/2 p.b/p.f	Materials/Supplies	22.10	500.00	11,050.00	11,050.00	\$20.96	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173698	cement-cemento	Materials/Supplies	5,628.30	2.00	11,256.60	11,256.60	\$21.35	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Screws - torn.p techo 1 1/2 p.b	Materials/Supplies	26.55	500.00	13,275.00	13,275.00	\$25.18	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Ridgepole - cumbrera galva	Materials/Supplies	1,681.40	8.00	13,451.20	13,451.20	\$25.51	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	pine wood - tabla panel pino 1x5 3.2	Materials/Supplies	2,786.35	5.00	13,931.75	13,931.75	\$26.43	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	3-1173698	blocks- clock	Materials/Supplies	348.65	50.00	17,432.50	17,432.50	\$33.07	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	3-1172460	Tubo gal 3x3x1.20MM	Materials/Supplies	7,283.20	3.00	21,849.60	21,849.60	\$41.44	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	Wood post cylinder- madera cilíndro 4"	Materials/Supplies	11,618.20	2.00	23,236.40	23,236.40	\$44.08	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	3-1172460	chain - cadena galvanizada	Materials/Supplies	1,442.45	16.40	23,656.18	23,656.18	\$44.87	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Cement - cemento tipo ug	Materials/Supplies	5,628.30	5.00	28,141.50	28,141.50	\$53.38	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	tubo galv 1x1 1.2	Materials/Supplies	4,854.00	6.00	29,124.00	29,124.00	\$55.24	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Gutter - Canoa galv#26 18" x und	Materials/Supplies	17,561.95	2.00	35,123.90	35,123.90	\$66.62	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Pipe galv- tubo galv 3"	Materials/Supplies	8,960.15	4.00	35,840.60	35,840.60	\$67.98	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	Pipe Hg- tubo s/rosca	Materials/Supplies	10,106.20	4.00	40,424.80	40,424.80	\$76.68	0.00	\$0.00	0.00	\$0.00	0.00

Click Ctrl+Home to return to top

4/6/2015	3-1158607	Metal - hierro pulido	Materials/Supplies	22,805.30	2.00	45,610.60	45,610.60	\$86.51	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Pipe galv- tubo galv 1x2 1.20mm	Materials/Supplies	7,283.20	8.00	58,265.60	58,265.60	\$110.52	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Zinc - metal	Materials/Supplies	4,625.90	14.00	64,762.60	64,762.60	\$122.84	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	pine wood - tabla 1x12x3.2	Materials/Supplies	7,372.70	11.00	81,099.70	81,099.70	\$153.83	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	policarbonate panels with 10 years - policarb trans 81x3.66	Materials/Supplies	7,601.75	13.00	98,822.75	98,822.75	\$187.45	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Pipe galv - tubo 2x2 galv 1.50	Materials/Supplies	12,247.80	10.00	122,478.00	122,478.00	\$232.32	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Galvanized pipe - tubo galv 1x2 1.50mm	Materials/Supplies	8,915.90	14.00	124,822.60	124,822.60	\$236.77	0.00	\$0.00	0.00	\$0.00	0.00
4/10/2015	3-1160015	Pipe galv - tubo galv1.50	Materials/Supplies	8,915.90	20.00	178,318.00	178,318.00	\$338.24	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	pine wood - tabla 1x16x3.96	Materials/Supplies	15,545.45	12.00	186,545.40	186,545.40	\$353.84	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158607	Wood plank - tabla pino seco 1x12x3.20	Materials/Supplies	8,004.55	24.00	192,109.20	192,109.20	\$364.40	0.00	\$0.00	0.00	\$0.00	0.00
4/6/2015	3-1158597	Policarbonate panels - Policarb transp 81x3.66	Materials/Supplies	7,818.60	31.00	242,376.60	242,376.60	\$459.74	0.00	\$0.00	0.00	\$0.00	0.00
4/8/2015	3-1159209	Wood posts - postes 5, 120curados	Materials/Supplies	25,995.45	13.00	337,940.85	337,940.85	\$641.01	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	000163	cups, potatoes,jello, plastic plates,plastic spoons syrup	Travel/Per Diem/Food/Lodging	13,500.00	1.00	13,500.00	13,500.00	\$25.61	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	1297	Food - purchase of 4 chicken breast and 2 whole cheese blocks to feed 100 people for april 25	Travel/Per Diem/Food/Lodging	15,636.00	1.00	15,636.00	15,636.00	\$29.66	0.00	\$0.00	0.00	\$0.00	0.00
5/15/2015	642079	food including tax on food - ice cream, small spoons, plastic plates, french fries	Travel/Per Diem/Food/Lodging	22,710.00	1.00	22,710.00	22,710.00	\$43.08	0.00	\$0.00	0.00	\$0.00	0.00
5/12/2015	378444	Food - cabbage, potatoes,sausage, pork sausage, spices, green peas, tomato sauce, corn oil, flour, sugar, rice carotts,bell peppers,mayonaise,green onions,string beans,salt, pineapple, achiote, napkins, hot dogs bread food for 100 people for april 25	Travel/Per Diem/Food/Lodging	42,315.00	1.00	42,315.00	42,315.00	\$80.26	0.00	\$0.00	0.00	\$0.00	0.00

<b>Total</b>							<b>2,438,349.04</b>	<b>\$4,625.09</b>	<b>1,000,000.00</b>	<b>\$1,896.81</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>

### Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

