

Sample Cover Letter

4 April 2021

Michael Schuttler
Vice President
Price-Von Urff Foundation
44 Salman Street
New York, NY 10258

RE: RIVER BRIDGE PROJECT

Dear Mr. Shuttler:

Brighter Future is pleased to present this proposal for your perusal. For many years Brighter Future and the Price-Von Urff Foundation have collaborated to deliver learning resources to some of the remotest places in the globe. To mark our 25th anniversary, we are launching a new program titled the River Bridge Project which aims to bring computers, internet sticks, and printers to children living in distant communities.

The lack of access to educational materials is one of the most significant barriers facing schools in distant regions. In particular, these schools are missing out on the wealth of resources that internet-connected computers offer. Providing these tools to schools will vastly expand not only students' access to knowledge but will also ease the workload of teachers who serve these communities.

During the past year, the River Bridge Project has worked with local governments in Central and South America and has identified 77 localities as beneficiaries of this project. The computers, internet sticks, and printers have been generously provided by our partners in the electronic and telecommunications industries including Global Telecom and Horizons Computers. Now, our efforts are geared towards gathering the funding for delivering the packages to their destinations. Our proposal requests \$88,314 in funding that will be allocated to securing the logistics of this undertaking.

We at Brighter Future convey our deepest gratitude for the invaluable support you have provided us since our organization's inception. As we expand our operations and reach out to more children, we trust that you will remain a key part in bringing our programs to fruition. Thank you on behalf of Brighter Future and all communities we serve.

Laura Rodrigues Gracia
Executive Director
Brighter Future
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Custom Essay

The River Bridge Project:

Giving Access to the Internet to Distance Communities

MEISTER

Executive Summary

Brighter Future seeks to distribute computers, internet sticks, and printers to disadvantaged schools in distant communities in Central and South America. While access to the internet has exponentially grown in the past few decades, especially in urban and suburban centers, it remains beyond the reach of many remote regions. Providing these tools will allow these schools to enjoy the invaluable benefits of having access to vast amounts of knowledge. The goal of this project is to deliver all items to beneficiaries by the end of May, which is three months before the scheduled opening of classes in September. This timeframe will allow for school personnel to undergo training on how to optimize the use of these tools. Brighter Future requests \$88,314, which will go to arranging the logistics of this program.

MEISTER

I. Statement of Need

Internet and communication technologies (ICT) are widely considered as essential components of modern education. However, access and use of these tools are not uniform throughout the education system, and the divide is especially pronounced between schools in urban centers and rural communities. Bright Future has identified 77 communities in five Central and South American countries (Belize (21), Guatemala (12), Nicaragua (17), Bolivia (13), and Suriname (14)) that will benefit from donations of computers, internet sticks, and printers.

Collectively, these 77 communities represent 258 schools and 21,874 elementary and secondary students. All 77 communities have the requisite infrastructure that can support use of these tools as well as school staff who possess the known-how for utilizing them. What they lack, however, are the tools themselves. Only a fraction of these schools have functioning libraries, and many of the educational materials such as books and periodicals are out-of-date.

II. Program Description

The River Bridge Project will bring the world's wealth of knowledge to these communities' doorstep. Through the generous help of our partners led by Global Telecom and Horizon Computers, we have assembled a total of 1,874 computers, 2,459 internet sticks, and 613 printers that will be distributed to 258 schools, the allocation of which depends on the size of the schools' respective student populations and unique needs. Brighter Future have also drafted contracts with logistics companies that have agreed to transport these tools to the schools at cost. Our main logistical partners are MoveAmerica and PanLatino, which both have extensive presence in the countries that will receive the packages.

The tools that will be provided to these schools brings a number of benefits. First, these tools will effectively update class content in beneficiary schools. Teachers will be able to access

the latest educational materials available. These materials can then be downloaded and printed, reproduced, and disseminated to students, thus bringing class content on a par with that utilized in urban schools. Second, these tools will also serve as the school's libraries. Databases are repositories for a treasure trove of learning resources. Through the assistance of teachers, students will be able to search for resources they need. Finally, these tools will also enrich teaching methods. Teachers will be able to access a range of interactive teaching materials that can be used to enhance learning sessions including images, audio and video files, presentations, and animations among others.

These are just a few of the benefits that schools, teachers, and students will enjoy through the acquisition of these tools. Studies have consistently shown that such tools are transformative for schools in disadvantaged communities (Kumar and Basavaraja, 2016; Wang et al., 2019). More than narrowing the gap between urban and rural schools, these tools have an overall positive and uplifting effect for students when used correctly and optimally (Gomba, 2016; Yamomoto and Morioka, 2018; Herold, 2016).

III. Goals and Objectives

The goal of the River Bridge Project is to deliver all tools to beneficiary schools by the end of May 2022, which will allow for school staff who know how to utilize these tools to train the rest of the personnel. School staff who will conduct the training will be guided by manuals developed specifically for this project by the Kumamoto Center for Computer Education. These manuals have been included as part of the package the schools will receive.

The main objectives are as follows:

1. Initiate transport of tools on 15 April 2022 and complete the entire process by 15 May 2022.
2. Complete setup of tools in schools by 31 May 2022.

3. Initiate training of at least 50% of school personnel from June to August. Training includes strategies for integrating use of computers in preparing lesson plans and holding class. Schools are encouraged to establish schedules that provide utmost convenience to school staff and personnel.

IV. Timeline of Activities

Activity	Period Covered
A. Consolidation of computers, internet sticks, and printers in Brighter Future's warehouse.	February 2022 – March 2022
B. Transport of packages to schools	15 April 2022 – 15 May 2022
C. Set up of tools in each school	21 May 2022 – 31 May 2022
D. Training of school personnel	June 2022 – August 2022

V. Budget

The budget covers compensation for services that will be rendered by MoveAmerica and PanLatino. The companies have generously agreed to provide logistical services at cost as part of their corporate social responsibility initiatives. A detailed breakdown of the cost is provided in the appendices. A concise summary of the cost is provided below:

	Average Logistical Cost Per School	Total Logistical Cost Per Country and Other Expenses
Belize (21 Communities)	\$690.19	\$14,494
Guatemala (12)	\$1,109.75	\$13,245

Nicaragua (17)	\$816.41	\$13,879
Bolivia (13)	\$1,903.46	\$24,745
Suriname (14)	\$1,567.92	\$21,951
		\$88,314

VI. Evaluation

The success of the River Bridge Project will be evaluated one (1) year after implementation. A mixed quantitative and qualitative survey for both teachers and students have been prepared beforehand with the guidance of the Kumamoto Center for Computer Education.

Questions will collect information that will determine the impact of the tools on the students, teachers, and general learning environment. Areas to be evaluated include the following:

- A. Impact on students' access to educational resources.
- B. Students' perception of these tools' role in the learning process.
- C. Impact on teachers' access to interactive teaching materials.
- D. Teachers' perception of these tools' role in the teaching process.
- E. Rate of usage of tools among students and teachers.
- F. Percentage of student population and school staff/personnel who utilize these tools.

References

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