



BARRIO

PLANTA

PROJECT

2019 Annual Report
Tenth Anniversary Edition





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WHO WE ARE

At Barrio Planta Project (BPP) we envision a world where local communities create economic and educational opportunities for their children, youth, and families. BPP celebrated our 10 year anniversary in 2019, and we are proud of our community-based programs in Nicaragua and Mexico. We look forward to building upon our strong foundation and continuing to help our students learn and grow.

OUR MISSION

BPP empowers children and youth in Latin America by providing supplementary schooling that instills creativity, enhances confidence, facilitates international communication, and develops critical thinking skills. At BPP, we Help a Child Grow.

“For me, since the beginning, this program has benefited many children. It’s not just the children with scarce resources, but all types without discrimination. It’s a very open school.”

- Julieth Rebeca Lopez, mother of three BPP students



WHAT WE DO

BPP helps children grow by educating and empowering youth, building upon existing community assets, and leveraging dynamic and emerging industries. Each program site is tailored to meet the needs of the local community and takes into account the local economic activities.

Since our founding in 2009, we have expanded from our home in San Juan del Sur, Nicaragua, to multiple locations in both Nicaragua and Mexico. Our supplementary education services are designed to address marginalized populations, often in rural areas, and complement the curricula of local schools. In the communities with which we work, students only attend their regular school for half a day, and BPP utilizes the remainder of the day to teach vocational classes, recreation, creative arts, and more.

BPP is locally managed, and our classes are taught by local teachers and community volunteers. Our cultural exchange programs attract groups, families, and individuals from around the world to provide our students with a multifaceted education.

BPP courses focus on **six core values** known as the “Six Cs”: Communication, Confidence, Creativity, Compassion, Collaboration, and Critical Thinking. The role of our teachers is to guide and inspire students, encouraging them to make their own decisions and to learn by playing, sharing, and creating together. We believe in participative education and inquiry-based learning, so our students play an active role in their own learning. Our teachers create a supportive and safe environment where they guide children through a learning process that fosters exploration and active learning. Our students graduate as resilient, empathetic individuals who are prepared to create change in the communities they live in, or explore the world beyond.

“The methodology of teaching and socialization with other children encourages children to discover new places. I am very grateful and pleased by the great opportunity provided by this project.” - Mother of a San Juan del Sur student

CORE VALUES

COMMUNICATION

CONFIDENCE

CREATIVITY

COMPASSION

COLLABORATION

CRITICAL THINKING

LETTER FROM THE FOUNDER

To Our Community,

In February of 2019 BPP turned ten, after tourism season in Nicaragua showed signs of glimmering hope following a difficult year. BPP experienced many challenges in 2018 as a political uprising took hold of Nicaragua, halting the economy and causing stress, fear and anxiety in our communities. In 2019, BPP not only persevered, but challenged ourselves and expanded our reach to more children than we thought was possible.

While a year typically focuses on either breadth or depth, 2019 focused on both equally. We got to know our communities more intimately, retaining a dedicated, talented and committed local staff, while expanding our reach exponentially. We honed in on the details of our curriculums, while building tangible guides with an international scope.

We continued to grow our programs to more communities in rural Nicaragua, where the need is profound, and the enthusiasm exceptional. We expanded more on our school in Mexico, getting to know our students and their families, as we navigated the ins and outs of our first experience with an international expansion.

As we head into another difficult year in 2020, we remain optimistic that the incredible foundation we have built over the past decade will help us further weather the challenges that are to come.

We invite you to read about this pivotal year for BPP, which truly explores the degree of our resiliency and the value of our reach. Thank you to our donors, volunteers, friends, team and community for giving us the opportunity to impact so many deserving communities.

Sincerely,
Dyani Makous
Founder and Executive Director



LETTER FROM THE BOARD OF DIRECTORS

Dear Friends,

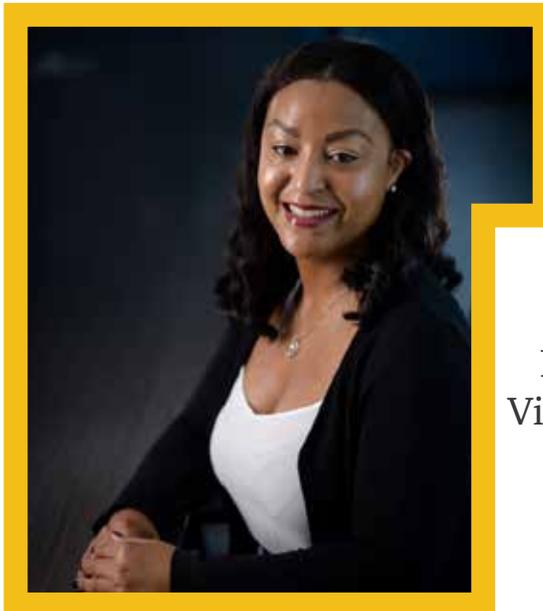
It is with great excitement that Barrio Planta Project enters its eleventh year of operations, and I could not be more proud of the impact the organization has made on hundreds of children in Mexico and Nicaragua. BPP has had an impressive decade, full of achievements that reflect our continued strategic growth. From humble beginnings with just a few notebooks and students, to now a multinational operation with hundreds of students enrolled each year, BPP has always remained focused on providing free high quality education and opportunities for students to unlock their full potential to achieve their dreams.

This annual report reflects ten years of amazing hard work from staff, Board, donors, students, and their families who continue to invest their time and resources into building a better brighter future. As we look ahead to the next decade and beyond, there is great promise and opportunity, but also challenges before us. We will continue to work hard to improve our financial and operational capacity while staying true to our core values and strengthening the quality of our programming. As President of the Board of BPP International, I am committed to helping the organization navigate this next phase of our growth.

Thank you for being on this journey with BPP. I invite you to browse this annual report to fully understand our impact on in Nicaragua and Mexico, and we hope that you will continue to be inspired to #helpachildgrow.

Warmest regards,
Dafina Williams
President of the Board

Dafina Williams

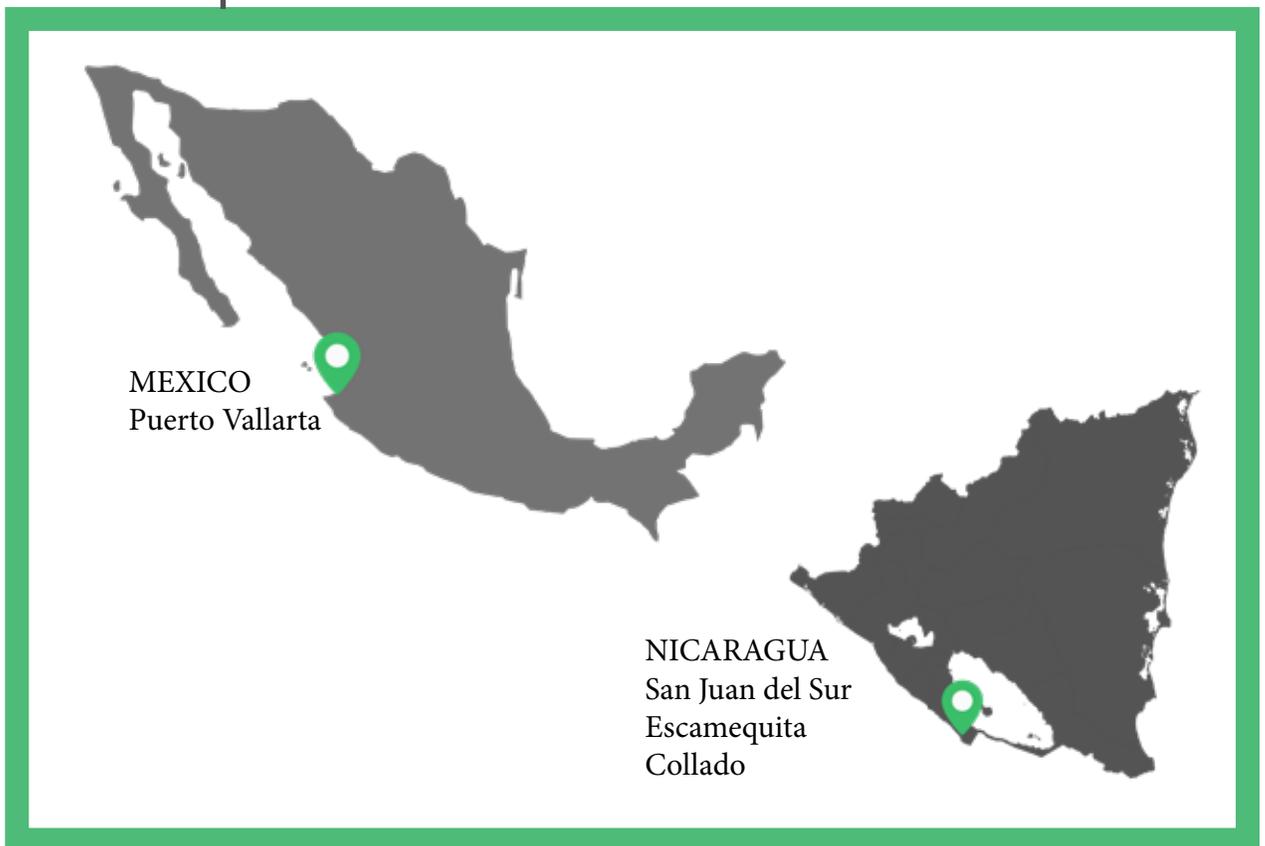
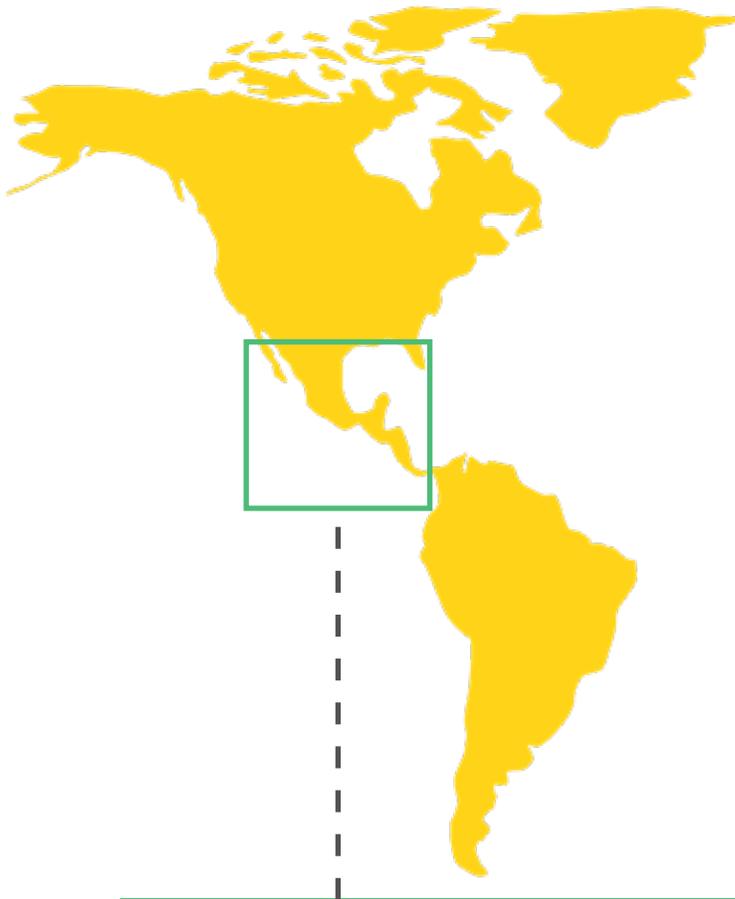


Current Board Members:
President, Dafina Williams
Vice President, Rudy Espinoza
Treasurer, Brenden Layte
Secretary, Anshul Jain
Bruce Makous
Kezia Carpenter
Marc Shultz
Jane Imperatore

LOCATIONS

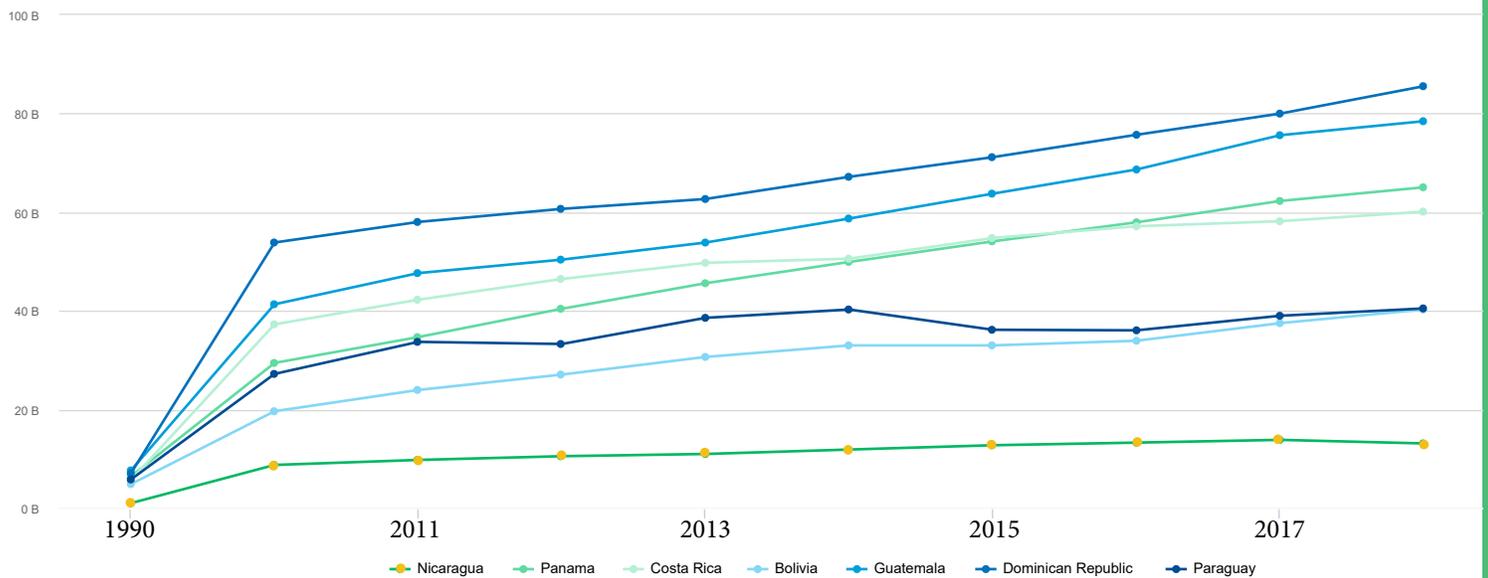
Barrio Planta Project operates schools in both Nicaragua and Mexico. Ten years ago, we began in the small fishing village of San Juan del Sur, Nicaragua. Local demand led to the creation of a second school in Escaimequita, Nicaragua. We expanded to Puerto Vallarta, Mexico in 2018 and in 2019 began a pilot program in Collado, Nicaragua. Each school is unique, but they all provide the same high quality education to students, following BPP principles and values.

In 2019, we served 471 students in four different communities.



NICARAGUA

Nicaragua is the colorful and resilient country where BPP began. Students in San Juan del Sur, Escamequita, and Collado are ambitious and are supported by a community that encourages their aspirations. Because of ongoing political turmoil, social issues like unemployment and poverty are still major concerns for people living in Nicaragua, which has long been one of the poorest countries in the Western hemisphere*. The country has also seen a drastic decrease in its GDP since a period of political unrest impacted the country 2018, a trend that is expected to continue into 2020. The graph below illustrates the GDP of multiple low-income Latin American countries prior to 2018 showing just how far Nicaragua was lagging behind even before the economic downturn.



Although universal, quality primary education is a United Nations Sustainable Development Goal, current data shows that Nicaragua is not on track to be able to provide high-quality primary education to all children by 2030**. As such, we are committed to continuing our programming in the country, filling a resource gap and providing children with the skills needed to determine their own future.

*World Bank Data

** www.SDGindex.org



SAN JUAN DEL SUR

Our very first school is located in coastal San Juan del Sur, a small town originally built around the fishing industry. Today, a rise in tourism helps new businesses open each year here. Our school is located on the outskirts of La Planta, a close-knit community that promoted the founding of BPP as an avenue of access to opportunities in the tourism industry. Here we focus on ESL, Computer Science and Entrepreneurship, in addition to other core classes: Fitness, Art, Dance, and Environmental Science. Additional electives offered in 2019 include Leadership, Music, Dance, and Soccer. BPP San Juan del Sur also offers preschool classes for students ages 4 to 7. These classes focus on play-based activities to help children learn valuable social emotional and early English literacy skills (e.g., the alphabet, greetings, and emotions).

In 2019 we updated the English curriculum to be more comprehensive and effective. Our staff was trained in how to create their own learning materials to complement lessons, and incorporate more audio-visual components in the classroom. Over the course of ten years, our focus in English classes has shifted to practical fluency and speaking practice. Our new curricula were carefully designed to reflect this evolution.



San Juan del Sur, Nicaragua population: est. 16,000*

Main industries: tourism and fishing

BPP student to teacher ratio: 15:1

ESCAMEQUITA

Escamequita is located in an area where regional deforestation has led to water scarcity and high levels of environmental contamination. Land-agriculture productivity in Nicaragua is the lowest among regional peers because of significant inefficiencies in the allocation of resources*. This dramatically affects the rural area of Escamequita, where many families work in the agricultural sector and poverty rates are high. This makes it a vital location for BPP to maintain educational programming.

2019 was our third year operating at our Escamequita school, where we focus on Agricultural Education, English, and Art as core classes. Because Escamequita is a rural community located 40 minutes south of San Juan del Sur, we find that these courses are most desired by families and most useful for students. We also offer Music and Dance as elective classes.

In 2019, as part of an exciting pilot experiment, our students began to sell the produce grown in the school garden at a local farmers market. We plan to continue this during the rainy season of 2020 when crops are plentiful. This was a great addition to our Agriculture classes.

"It is an opportunity for each child to learn good things and acquire knowledge; where they socialize with new classmates and get new ideas..."

*- Guardian of a BPP
Escamequita Student*



Escamequita Nicaragua population: est. 400+**

Main industry: agriculture

BPP student to teacher ratio: 15:1

*World Bank 2017 Systematic Country Diagnostic

**www.inide.gob.ni

COLLADO

Collado is a rural community roughly 30 minutes from Escamequita. Access to educational opportunities is even more rare here than in our other locations. The local schools place multiple grade levels in a single classroom with one teacher, and no middle or high schools exist. Students must travel to San Juan del Sur for secondary education, which means a 7 km walk and then over an hour on the bus, which only runs three times each day.

In 2019 BPP began a pilot program in Collado, Nicaragua, where English classes are offered to local students – adults and children alike – once a week on Sundays. After identifying low literacy rates in our student body, BPP implemented private tutoring and a study hall to help children improve their Spanish literacy as well.

Because the community has proven their dedication to this pilot program, we hope to secure the funding to expand it into a full, multi-day program with electives in the future. We are grateful to local sponsors Costa Dulce and Verdad Nicaragua for sponsoring our Collado programming.





MEXICO

Mexico is the vibrant location of our first international expansion. Puerto Vallarta, Jalisco is a massive tourist destination, but socioeconomic and residential segregation has occurred as a result of rapid development. Because of this, wages remain low for many and competition for jobs is high as the population continues to soar*.

Access to quality education is the fourth United Nations Sustainable Development Goal (SDG4), but the table below shows in red all aspects of the SDG4 that Mexico was not on track to meet in 2018. Many schools in Mexico only have resources to offer classes for half a day; this provides for high enrollment rates on paper, but the reality is that day-to-day learning and access are limited. As such, BPP began programming in the country in 2018, filling a resource gap and providing children with the skills needed to develop into confident adults, and in the future, participate in the local economy.

Goal 4: Ensuring Inclusive and Equitable Education for All**	
Target 4.1	4.1.2 Net enrollment ratio in primary education (6 to 11 years old) N EM
	4.1.3 Net rate of enrollment ratio in secondary school education (12 to 14 years of age) N EM
	4.1.4 Completion rate in primary education N EM
	4.1.5 Completion rate in secondary school education N EM
	4.1.6 Absorption rate of primary education graduates N EM
Target 4.2	4.2.2 Participation rate in organized learning (one year before the official entry age in primary school), disaggregated by sex G E
	4.2.3 Net rate of enrollment ratio in pre-school education (3 to 5 years of age) N EM
Target 4.3	4.3.1 Rate of participation of young people and adults in academic and non-academic education and training in the last 12 months, disaggregated by sex G E
Target 4.4	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill G EC
Target 4.6	4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex G E
Target 4.c	4.c.1.a Proportion of pre-school education teachers, who have received at least the minimum amount of pre-employment or in-service teacher training (for example, pedagogical training) required to teach preschool education in Mexico G E
	4.c.1.b Proportion of primary education teachers, who have received at least the minimum amount of pre-employment or in-service teacher training (for example, pedagogical training) required to teach at the primary level in Mexico G E
	4.c.1.c Proportion of secondary education teachers, who have received at least the minimum amount of pre-employment or in-service teacher training (for example, pedagogical training) required to teach at the secondary level in Mexico G E

*Thomson Reuters Foundation, 2018

**www.Agenda2030.mx

PUERTO VALLARTA

About 20 miles from the beaches of Puerto Vallarta sits the community of Campestre Las Cañadas. Some parts of the town have no roads, and in the summer many paths are flooded, which prevents residents from getting to the touristic center of Puerto Vallarta for work or school.

Our Cañadas school serves children ages 6 – 12, and offers English and Computer Science as core classes, with a large variety of rotating elective courses such as Art, Music, Gardening, Leadership, Theater, and Sports.

Enrollment in this school increased to 111 students in 2019 and BPP made many new connections with local businesses in Puerto Vallarta in order to help support our programming there as well as offer more locations to take students for incentive-based trips.



*"BPP is a wonderful program. They adopt our children's dream as their own; they make everything possible for the kids that live in Cañadas."
- Maria Camacho, mother of a BPP Mexico student*

HIGHLIGHTS OF THE LAST YEAR

- We began an English program on Sundays in Collado, Nicaragua, for community residents of all ages, which has been serving over 50 people.
- Our preschool attendance and retention rates have increased from semester to semester after parents begin to engage with teachers via phone to reinforce lessons at home.
- BPP started a shuttle bus to bring students to our rural Escamequita school. This has given students who live far away an easier way to attend school, especially during the rainy season when walking or biking becomes unsafe.
- We installed internet where it was previously unavailable, at our schools in Escamequita, Nicaragua, and Las Cañadas, Mexico.
- Our very own Kiana Michell Carrillo Lopez was selected from all Nicaraguan applicants to attend a summer school program at the University of Oxford, where she took classes in Economics and Management, Leadership and Teambuilding, and Mathematics. We were thrilled to be able to prepare her for this milestone in her education and support her throughout the journey.
- BPP Mexico began implementing Student of the Week rewards and outings. Thanks to local donors, we built a playground and started a computer lab.
- Our English curriculum was revamped at all locations. See pages 16 – 17 for more information on our English classes.

OUR STUDENTS

At BPP, students are the number one priority. 100% of students surveyed in Nicaragua reported that what they learn at BPP is either “important,” “very important,” or “super important.” 100% also replied that they would like to continue studying at BPP next year.

When asked to name some values that they have learned at BPP, students repeatedly answered: respect, solidarity, and fellowship/getting along with others.

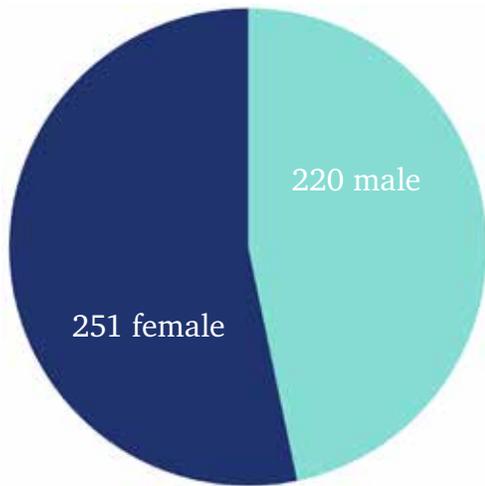
57%

of our students in Nicaragua had to walk or bike to BPP each day (prior to our implementation of BPP Transportation).

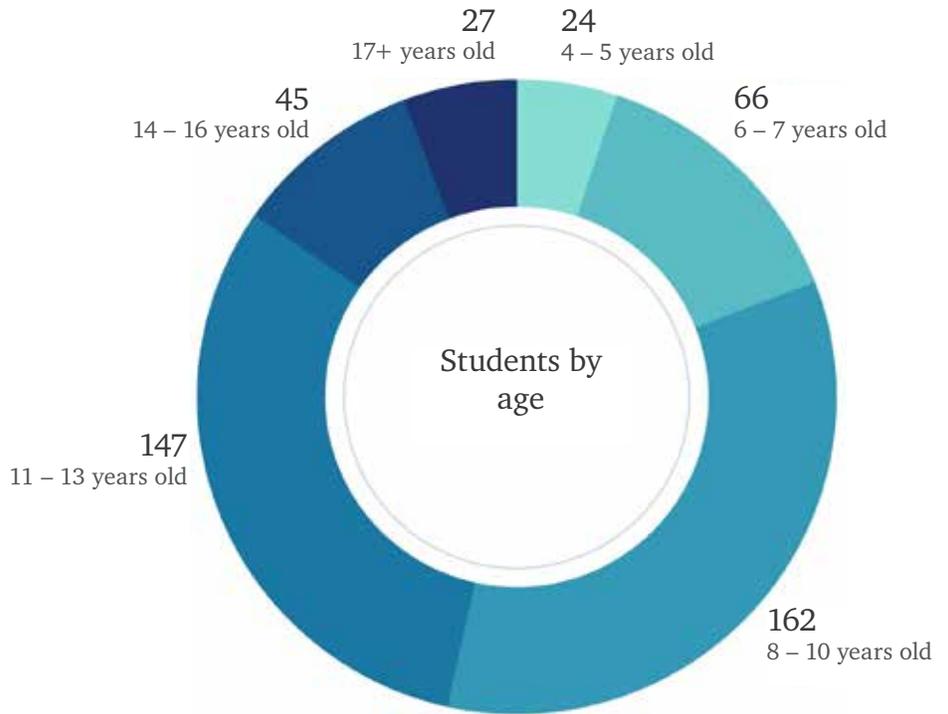


STUDENT STATISTICS

In 2019 we served 186 students at our San Juan del Sur school, 82 in Escamequita, 92 in Collado and 111 students in Puerto Vallarta. 299 students completed a full school year of BPP programming.



Students by gender



Students by age



"[My favorite class is] English, because it is fundamental in one's life. It will be very useful in the future if you go to another country, or if you talk to a foreigner. What you learn in English class will be well-used."
 - Tenth grade San Juan del Sur student

88%

of parents surveyed at our three permanent programs chose English when asked about their child's favorite class, between English, Art, Agriculture, Dance, Computer Science, Sports, Fitness, Entrepreneurship and Environmental Science.

IN THE CLASSROOM

Each of our schools offer a core curriculum that always includes English, Computer Science, Agriculture, and Art classes, along with one or two additional elective classes that are customized to meet the unique needs of the community and access opportunities of the local economy. BPP San Juan del Sur and BPP Mexico focus on Computer Science and Art, while BPP Escamequita prioritizes Agriculture.

*"[He] has learned English already...he always tells me everything he learned after he comes back from classes. He also loves to talk about music class."
- Lucia Mosso, mother of a BPP Mexico student*

In 2019, we accomplished the herculean task of updating and strengthening our English curriculum. It was a participatory process, including student, teacher, and family input. As a result, at all schools we have now launched more levels, updated teacher tools, and new unit themes that promote social-emotional learning.

POSITIVE INCENTIVES

Student of the Week: Each week one student is chosen from each English class to go to dinner in town or partake in an activity. Students are chosen based on attendance, behavior, and effort. In 2019, almost 250 meals were enjoyed by our students! Thanks to the many businesses who partnered with us to sponsor our students. San Juan del Sur



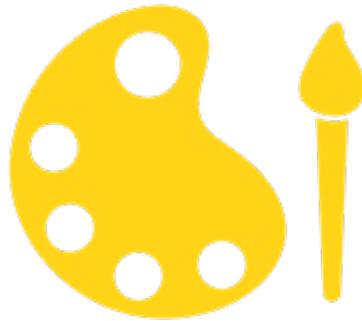
businesses: LiT, Sauced Pizza, Las Brisas Marinas Restaurant, El Timon Restaurant, Josselines Restaurant, Wrap and Roll. Puerto Vallarta businesses: La Posta, Derby City Burgers, and Paradise Village Wildlife Reserve.

Perfect Attendance Trips: We take our students with perfect attendance on a trip each month. Usually these trips are to a local hotel where students are treated to lunch, swimming, skating, volleyball, or surf lessons. In 2019, an average of 50% of students in Nicaragua and 47% in Mexico went on these trips every month.

Thanks to Anamar, The Space, Selina Maderas, and Cinépolis for sponsoring various perfect attendance trips in 2019.



English classes are offered at six different levels, from Beginner to Advanced Conversation. All of our students take English three times per week, focusing on fluency and intercultural intelligence through both traditional lessons and interactive games.



Other core classes include Computer, Art, and Agriculture; all subjects that will help students develop confidence, grow their self-awareness, and find future work in their local communities.

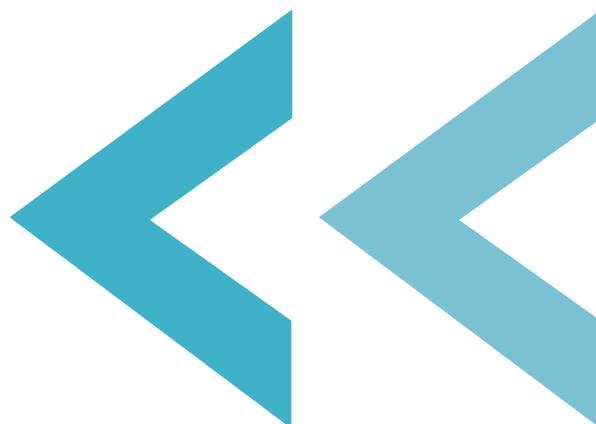


Electives are offered in a wide variety of subjects, such as entrepreneurship, fitness, yogaerobics, and karaoke. Students choose one to three of these classes per semester.

FAMILY FEEDBACK

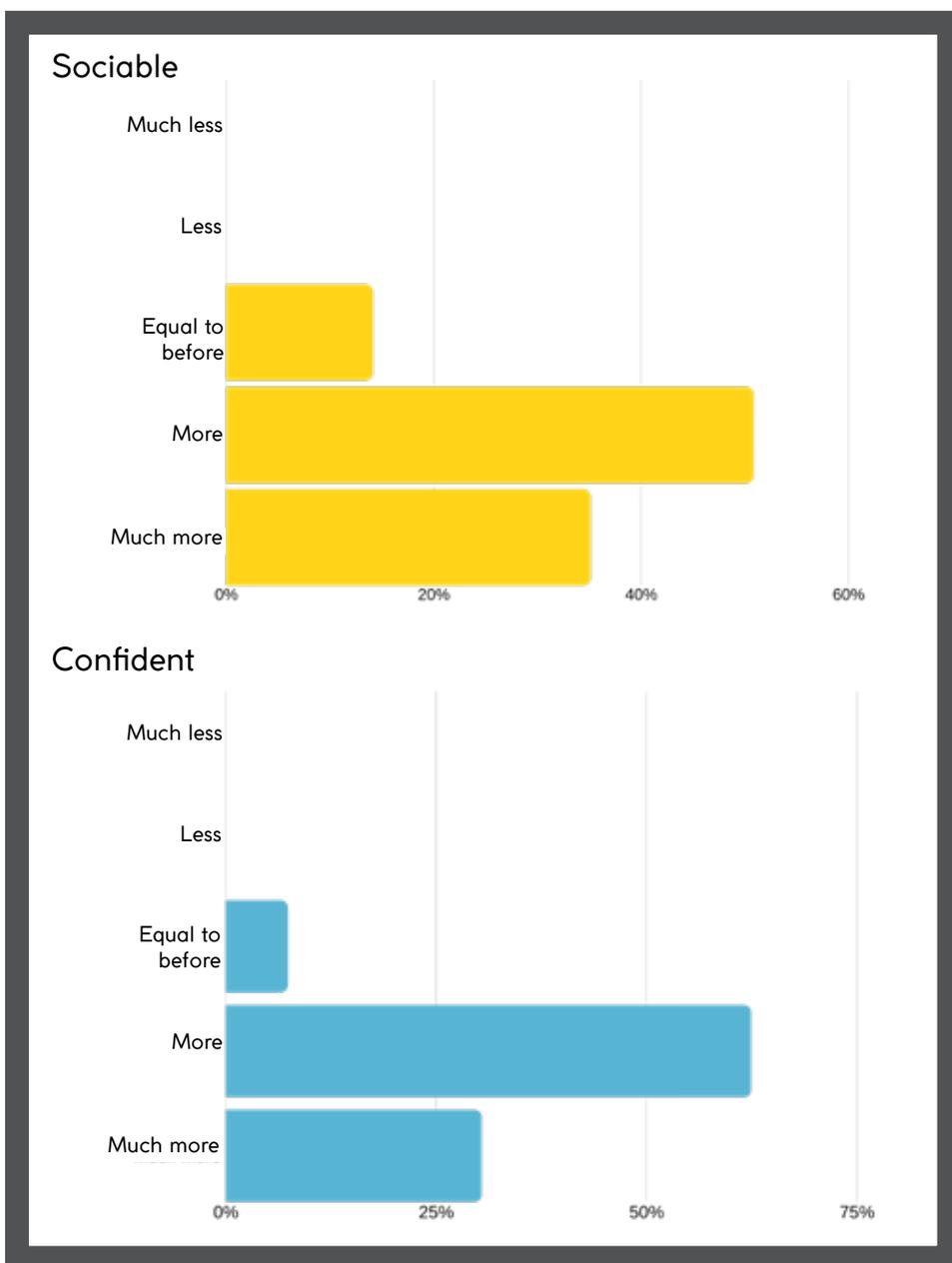
98.4%

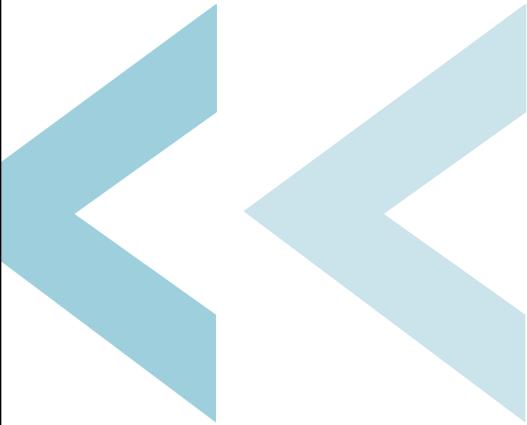
of parents in Nicaragua say they are "very satisfied" with the programs and activities offered at BPP.



BPP surveys parents and guardians of students at our San Juan del Sur, Escamequita, and Puerto Vallarta schools every year. In 2019, parents responded positively when we asked if they noticed any changes in the behavior of their child. They especially noted that their children were more sociable and confident (see graph, right).

When asked "Of the activities that we offer, which would you consider does not have an effect on the development of your child in the program?" 84% answered that all activities were beneficial or declined to select an activity.





96.8%

answered that they wanted their child(ren) to continue with BPP in the next year.



WHY BPP?

“Because I feel that helping children with few resources is very important and also my daughter’s behavior is greatly improving.”

“Because my daughter comes home and excitedly shares with the family what she learns in school.”

“I’ve seen first hand how much this organization helps this community!”

“...my son has improved and feels motivated. He communicates a lot with me now and has learned about many things, including himself.”

“I am very satisfied about the changes made in the methodology, and the motivation and values which BPP has encouraged in my children.”

TEACHERS AND MENTORS

At BPP, we think globally and act locally. As such, hiring local staff extends the impact and enhances the sustainability of our work. Our teachers are local influencers, many of whom have grown up in the community, or who are BPP alumni and have personal relationships with students and their families. They intimately know the environment and needs of the community. Especially in rural areas, hiring locally creates jobs and provides our students with excellent mentors.

Each month, all of our schools hold professional development days for teachers and staff. 2019 topics included how to identify the needs of individual students, social and emotional learning, and how to create more efficient lesson plans. We believe that providing continued education for our teachers helps them become more efficient in addressing student challenges, and helps to improve their instruction.



“This year was my first time participating in BPP’s graduations and I have certainly loved seeing the happy faces of children and parents who were proud to see their childrens’ achievements. I could hear the gratitude that children and parents feel for what BPP does. It was very exciting for me.”

- Kiara Olivas, Nicaragua Development Coordinator, pictured left

PARTNERSHIPS



NEW FEATURED PARTNERSHIP

The A. Jean Brugger Education Project (FAJB), based out of San Juan del Sur, Nicaragua, has proven to be a committed partner to BPP in 2019. FAJB provides scholarships to private high schools and local universities for aspiring young people to have access to opportunities and achieve their goals. In order to be granted the scholarship, students must, in addition to other things, fulfill 20 hours per month working on a social service project of their choosing.

At BPP, we provide the space for young FAJB scholars to coordinate their social service project. Scholars can spread their wings and gain experience in mentoring, and our students get to see first hand examples of young adults who come from their own neighborhoods who attend university and aspire to have impactful careers.

Last year, FAJB sponsored 10 scholarships that helped facilitate local leadership development at BPP. Scholars assisted in Computer Science classes, and served as mentors in our Agriculture, English, Preschool, Art, Leadership & Empowerment, Science, and Environment classes.

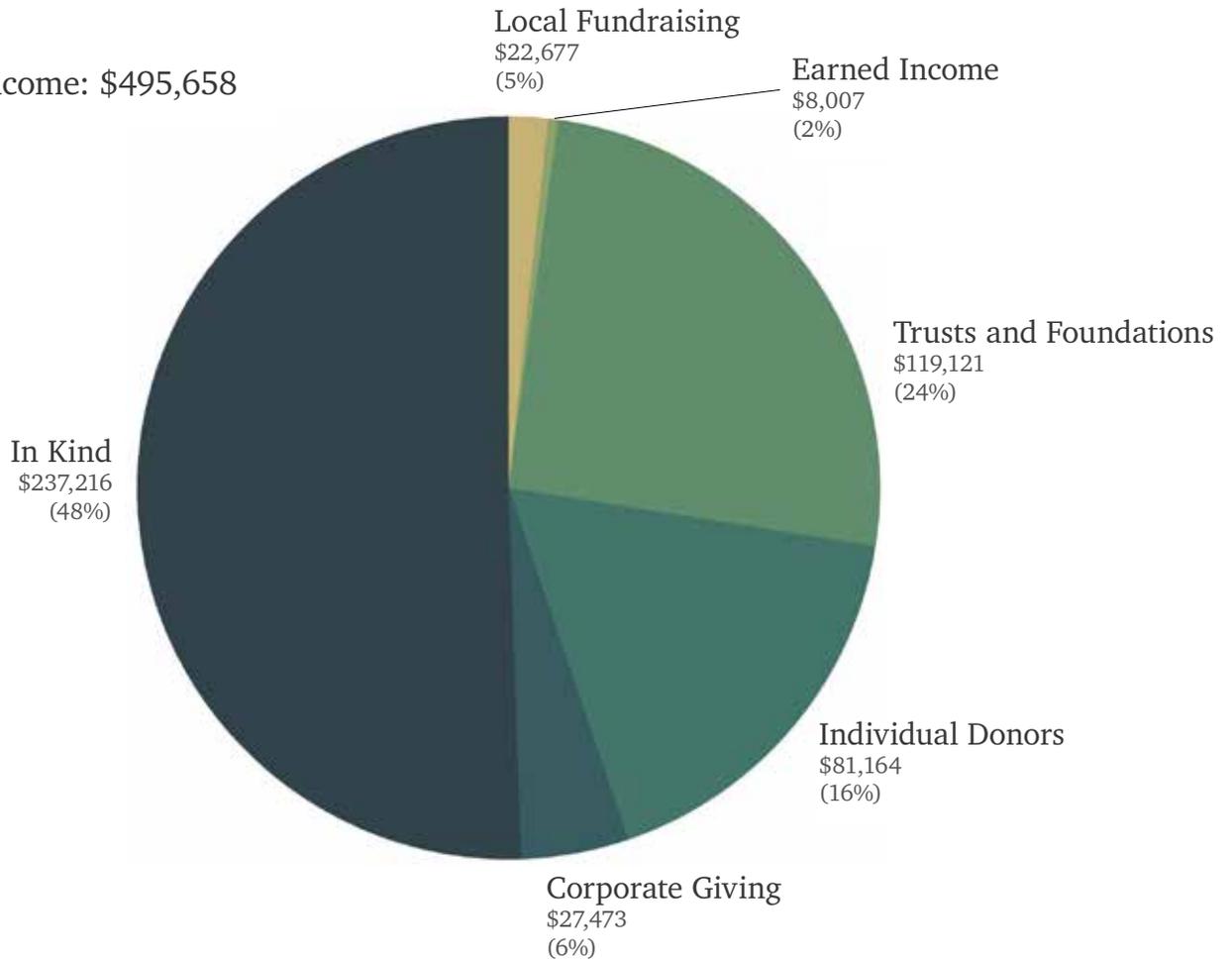
This new partnership has created an empowering and uniting ethos at BPP and FAJB. It allows the youth of the community to lead the way for change through education and mentorship. So far, this partnership has proven to be a wonderfully symbiotic and inspiring relationship for all.



Fundación A. Jean Brugger
SAN JUAN DEL SUR, NICARAGUA

TOTAL ANNUAL INCOME SUMMARY

Total 2019 income: \$495,658



INCOME BY LOCATION

BPP International

Income		\$249,765
Earned Income	\$8,007	(3%)
Corporate Giving	\$27,473	(12%)
Trusts and Foundations	\$119,121	(40%)
Individual Donors	\$81,164	(39%)
In Kind Donations	\$14,000	(6%)

BPP Nicaragua

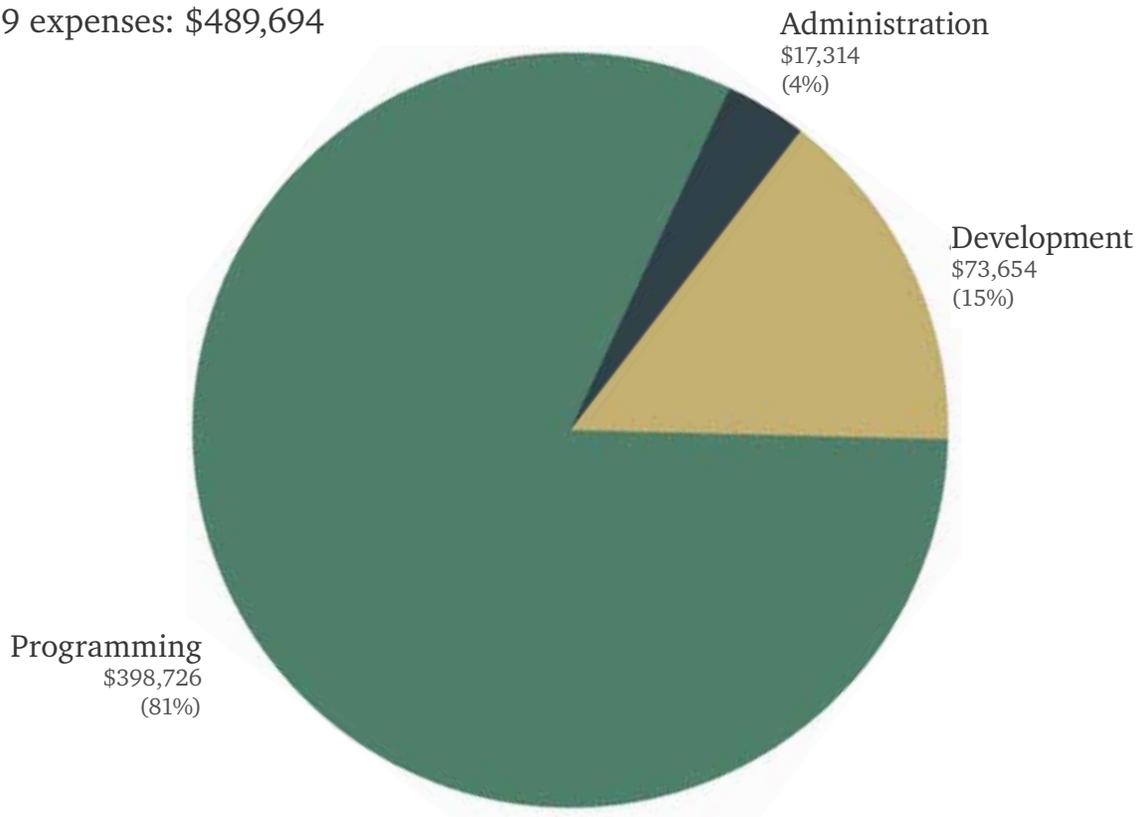
Income		\$317,550
BPP International	\$106,850	(34%)
Nicaraguan National Government	\$17,989	(6%)
Local Fundraising	\$4,688	(<1%)
In Kind Donations	\$189,538	(60%)

BPP Mexico

Income		\$111,629
BPP International	\$77,950	(70%)
In Kind Donations	\$33,679	(30%)

TOTAL ANNUAL EXPENSE SUMMARY

Total 2019 expenses: \$489,694



EXPENSES BY LOCATION

BPP International

<i>Expense Total</i>	<i>\$240,184</i>
Administration	\$1,344 (1%)
Grants Distributed	\$184,800 (77%)
Services Provided	\$54,041 (22%)

BPP Nicaragua

<i>Expense Total</i>	<i>\$318,175</i>
Administration	\$11,160 (3%)
Sustainable Development	\$39,744 (12%)
Country Programming	\$90,971 (28%)
San Juan del Sur Programming	\$140,636 (44%)
Escaquita Programming	\$40,664 (13%)

BPP Mexico

<i>Expense Total</i>	<i>\$111,135</i>
Administration	\$4,810 (4%)
Sustainable Development	\$12,880 (12%)
Country Programming	\$93,445 (84%)

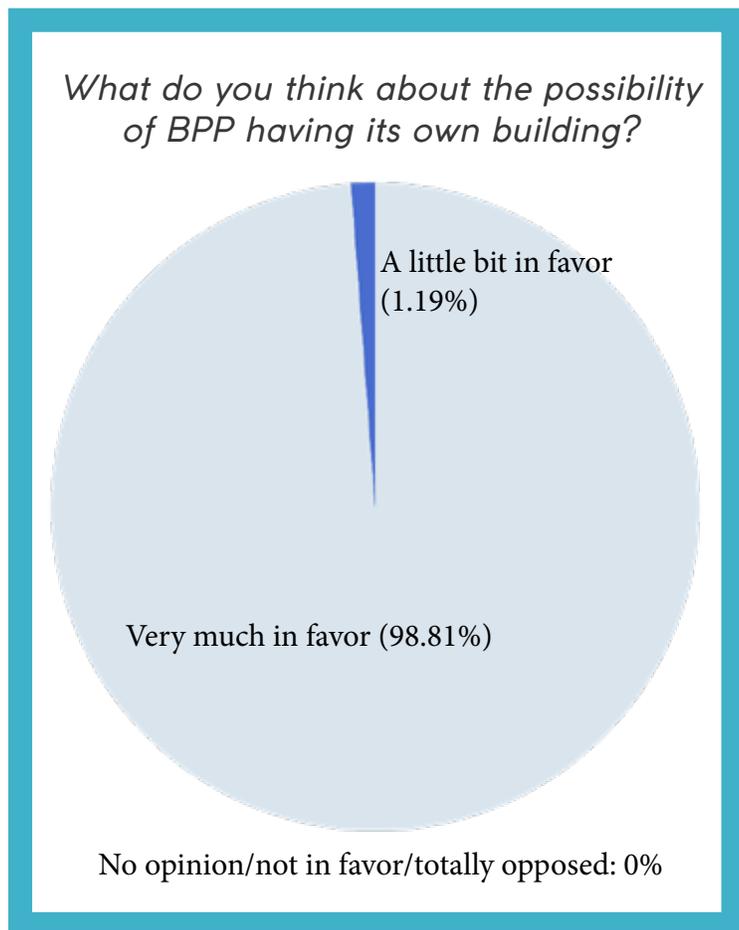
LOOKING FORWARD

Everyone at BPP is thrilled to celebrate the organization's ten year anniversary, and are eagerly preparing for the next ten years. In 2020 we will be focusing on growing and strengthening the development department so that we can secure more sustainable funding. This way, in the next five years, we can build our own school and community center in Escamequita, where we have access to land to build on. According to our parent survey, this would be a highly desired development. We are also working to offer more intercultural experiences to our students. This

includes partnering with more organizations and schools, as well as building our CEP volunteer program.

BPP is working to diversify our fundings streams and sources, as well as create more formal government agreements in the countries we work in.

BPP families have also expressed an interest in having permanent access to transportation to and from our schools. Since transportation facilitates good attendance, we want to offer reliable options for students across all sites by 2025. This year in Escamequita, where we started shuttle service in 2019, we aim to secure more funds in order to obtain a larger, more reliable vehicle of our own to help our students commute.



GET INVOLVED

The Cultural Exchange Program (CEP) was designed to give BPP students access to a wide variety of perspectives and potential futures. Participants in the program are individuals or families who are visiting Nicaragua or Mexico and want to give back to the community. Participants can live with a local family, learn Spanish, and teach students during a variety of activities depending on their skillset. CEP visitors have contributed to program development by assisting our teachers with electives such as English classes.

We offer CEP participants both daily and weekly options for staying with us. The fees paid by these visitors contribute to programming costs and the sustainability of our schools. The CEP is just one way to get involved with BPP. Check out more ways on the next page.



SPONSOR A STUDENT

The cost to educate one student at BPP is \$100 USD per month. In order to help keep BPP free for students and their families, monthly donations of \$100 can be allotted to sponsor a specific, hard-working student. If you choose to sponsor a student, each semester you will receive an update including a handwritten letter from your student, their most recent report card, and a photo.



BECOME A MENTOR

Do you live in Nicaragua or Mexico? While BPPs core staff hail from the towns they serve, mentorships offer qualified, kind-hearted individuals who live in San Juan del Sur and Puerto Vallarta the opportunity to volunteer with our students. Mentors teach a one-hour apprenticeship twice per week on Tuesdays and Thursdays during a time slot of their choice. Past apprenticeships have been in topics such as cooking, yoga, photography, theater, and more!



BECOME AN AMBASSADOR

Interested in fundraising and development? BPP Ambassadors are volunteers who help us during our spring and winter online fundraising campaigns by creating their own peer-to-peer fundraising pages. Ambassadors receive toolkits to help with their efforts and are invited to attend weekly meetings with our development team to seek additional support. Use your networks to support our students and the work of BPP.



MAKE A DONATION

Your financial contributions allow us to offer free education to the students of Nicaragua and Mexico. All donations are tax deductible in the U.S. and donors receive recognition on our website and on social media. Donate today to Help a Child Grow.

DONORS

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