



**TARGETED SUPPORT. UNLIMITED POTENTIAL.**

**ORGANIZATION PROSPECTUS**  
**THE BARRIO PLANTA PROJECT**  
San Juan del Sur, Nicaragua

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## INTRODUCTION

As part of our ongoing commitment to transparency, The Endeleo Project aims to provide donors with as much information as possible, both before and after they donate. Before donors contribute, we provide prospectuses with detailed information to help them make an informed decision about whether to give us their hard earned money. After they donate, we give all donors reports to enable them to follow up on their investment. This Prospectus is intended to provide our potential contributors with all of the information they need as they consider supporting The Endeleo Project. If any of your questions remain unanswered, please do not hesitate to contact us directly at [donorinfo@endeleoproject.org](mailto:donorinfo@endeleoproject.org).

*Please note that this Prospectus is not intended to create any binding obligations on the part of The Endeleo Project. Rather, it provides information to assist potential donors in making their decision. While the information contained in this document is accurate and we make efforts to ensure it remains so, because it is prospective we cannot guarantee that there will be no changes between the time it is drafted and the time a donation is made. In our post-donation reports we will inform donors of any substantial differences between this Prospectus and the actual use of donations.*

**About this Prospectus** The Prospectus contains general information about The Barrio Planta Project (BPP), including what they do (program services), why they do it (theory of action), who they are (program staff and volunteers), who they work with (collaborators), who they are trying to help (target populations), how they measure success (goals and measurable outcomes), and what they have done so far (results to date). It is designed as the foundation for all of our other disclosures regarding BPP. Project prospectuses, project reports, and annual reports, which provide information about specific projects and and/or annual progress, should be read in conjunction with this Prospectus. All of our documents can be downloaded or requested directly from our [website](http://www.endeleoproject.org).

## Summary Information

*"The Endeleo Project has allowed The Barrio Planta Project to soar new heights with their support. The Endeleo Project helps makes it possible for us to continue to meet our overall mission of providing free classes and activities that enable our students to discover their skills, passions, confidence and pride for an overall more fulfilling, successful and rewarding life."* - Dyani Makous, Founder, The Barrio Planta Project

*"We particularly congratulate Dyani Makous for her contribution to this project and to Nicaragua and for promoting a community experience that has achieved the involvement of parents and families as well. We wish [BPP] an excellent development and hope that they will be able to grow this community experience to other places in Nicaragua."* - Nicaraguan Minister of Tourism in The Del Sur News

**Year Founded:** 2009

**Organization Type:** Nicaraguan NGO

**Mission:** BPP is an education initiative created to empower low-income children and adults living in Nicaragua.

**Approach:** BPP empowers children and adults through supplementary schooling with an emphasis on English as a Second Language, computer skills and the creative arts. The programs enhance confidence, facilitate community and enable participation in a global world.

**Total Reach:** BPP provides educational services to over 150 children and adults.

## ABOUT THE BARRIO PLANTA PROJECT

*"Through Endeleo's resources and our collective and coefficient efforts, we aim to enhance the impact of our project ...as well as maintain sustainability to ...greatly impact the lives of generations to come."* -Dyani Makous, Founder, The Barrio Planta Project

*"BPP is educating the next generation of employees, employers and leaders in San Juan del Sur."* -Brook Rundle, San Juan Live<sup>1</sup>

**Overview** The Barrio Planta Project (BPP) is a unique, innovative education initiative created to empower low-income children and adults living in Nicaragua. Through supplementary schooling emphasizing English as a Second Language (ESL), computer literacy and the creative arts, BPP provides the means for both international communication and exposure to enriching cultural activities that enhance confidence and facilitate community development.

**Identifying the Need, Target Population** In 2010, Nicaragua welcomed one million tourists for the first time in history and tourism is now the second largest industry in the nation. The growing industry offers great employment opportunities, but most are limited to proficient English speakers. Unfortunately, as recently as 2007, only .3% of Nicaraguans spoke English and those that did were primarily privileged residents of Managua. This disconnect is particularly pronounced in San Juan del Sur, where BPP started. San Juan del Sur is a small town on the Pacific coast that quickly changed from a fishing village with job opportunities requiring little formal schooling or English language skills to a tourist destination in which job growth is dominated by jobs requiring both.

Education that makes residents viable candidates for these jobs is thus critical if locals in places like San Juan del Sur are going to benefit by the boom or be marginalized by it. Sadly, limited national education funding in Nicaragua makes it hard for the state system to meet this need. Students typically take turns attending one of two half-day sessions of the school day and the system's performance is spotty in many places. BPP is designed to help meet this need by providing supplemental schooling to allow youth and adults to gain English language skills, computer skills, soft skills like interpersonal relationship development, and the tools of cultural expression that have intrinsic value while also providing another opportunity to capitalize on the interests of tourists.

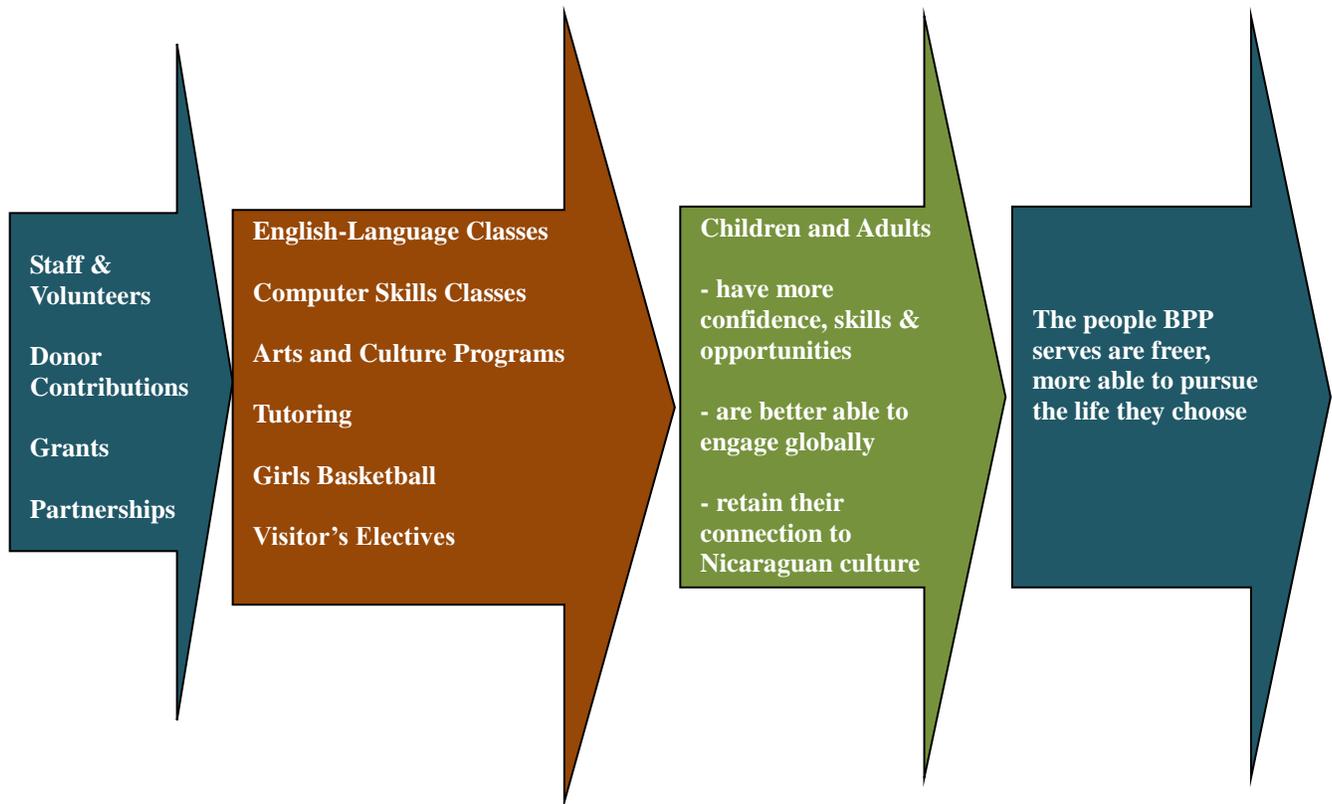
Although BPP started five years ago and other charitable organizations exist, BPP remains the only free, year-round continuing education program in the region that provides both ESL education taught by native English speakers and computer training. BPP's space and schedule is able to accommodate 230 children and 60 adults, and every year during sign-ups, space fills up quickly and hundreds of additional students are put on a waiting list. Students travel to San Juan del Sur from areas all over the region, including from the closest city of Rivas in order to receive the classes.

**Theory of Action** A theory of action (TOA, also known as a logic model) is a summary description of the relationship between an organization's resources, the activities or programs to which it applies those resources, its outputs, and its impacts on its target population.

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<sup>1</sup> Rundle, Brooke. "Barrio Planta Project: Next Level Education." *SanJuandelSur.org*. San Juan Live, 14 May 2013. Web. 05 June 2013.

Simply put, a TOA shows how an organization expects what it does to lead to the impact it wants. It is used both for program planning and program evaluation. The following graphic depicts a simplified version of BPP's TOA:



**Program Services** BPP seeks to accomplish its goals by providing English language classes, computer training and other enriching activities during the half of the school day the state system leaves unfilled. Their full offerings are attached as Appendix 1.

English language classes include two levels of Pre-English for students aged four to seven, five levels of intensive ESL for school-age students and four levels of advanced instruction for adults, including a conversational class. They are offered three days a week. Electives and computer classes are offered the other two days. There are two levels of computer classes for both children and adults covering computer literacy, internet navigation, Word, Excel and PowerPoint, traditional Nicaraguan folk dance classes aimed at preserving cultural identity, visual arts classes and after-school tutoring. BPP also offers a Saturday basketball clinic for girls focusing on the development of self-esteem, physical fitness, health education and community service.

BPP also capitalizes on Nicaragua's growing popularity with tourists. They utilize this growing pool of potential volunteers by offering short-term electives, workshops and vocational apprenticeships designed to match visitors' areas of expertise, length of stay and proposed final products. These classes span a diverse range of subjects including Capoeira, Photography, Website Design, Live Radio and Theater, a Chess Club, Environmental Activities such as Beach Clean-Ups and Community Gardening, and annual Capacitation Workshops with a micro-loan organization, Soluciones Comunitarias, which teaches our adults financial literacy and credit

management skills and helps develop entrepreneurial opportunities.

**Program Staff and Volunteers** BPP has five staff members that each fill multiple roles for the organization. As noted above, BPP also makes use of many volunteers. Because volunteers are temporary and always changing, however, they are not mentioned here by name.

**Dyani Makous, Founder and Executive Director**

Dyani Makous was born in New York City and raised in Philadelphia. She attended public schools and was always very active in social service. She volunteered for the Philadelphia Student Union, a student-run organization created to build the power of youth and demand high quality education, for 6 years and went on to work for them in Public Relations her senior year of high school. She also worked as a Peer Educator and 'Know Your Rights' activist for the ACLU, and in 2002 won the "Youth Activist of the Year" award. She earned a B.F.A. in Writing, Literature and Publishing and minor in Photography from Emerson College in 2006, and spent two semesters abroad, one in The Netherlands, and one in Granada, Spain, where she learned Spanish in a four month Intensive Language & Culture Program. The following year, she worked as a Team leader for an after-school program called Citizen Schools, from which she drew a lot of the inspiration for the Barrio Planta Project. In 2008, Dyani went to Nicaragua to pursue a career in travel writing, but stayed to launch The Barrio Planta Project. She has been able to combine all of her life experiences, passions, and skills as well as her beliefs in the value of high quality education and the power of the arts in order to maintain The Barrio Planta Project as it continues to grow and thrive.

**Denis Calderon, Director of Art and Culture, Art and Dance Teacher**

Denis studied Education and Art at Ricardo Morales Avilez University in Jonotepe. He has been the Director of Art and Culture for the Association for Cultural Promotion (APC), the owner of BPP's building, for 22 years. Denis has been working with BPP for five years, as both a liaison to the APC and as BPP's Director of Art and Culture. In addition Denis has 29 years experience dancing with Youth Dance Groups that specialize in Traditional Nicaraguan Folklore Music. He recently formed his own group, *Renacimiento del Sol*, in which BPP students participate. Denis has represented San Juan del Sur through the participation in various dance competitions, workshops and groups all over Nicaragua and globally. He is passionate about the visual arts and preserving Nicaraguan culture through teaching Foklore Dance.

**Damaris Obando, Administrative Director**

A San Juan del Sur native, Damaris is happy to work for the betterment of the community she grew up in. Due to the booming tourism industry in San Juan del Sur, Damaris began her professional career by working in hospitality. In July 2010, Damaris started working for BPP as a secretary, before there was even an office. Through hard work, dedication, reliability and adaptability, Damaris created an office environment and worked her way up to Administrative Director. She now handles data entry, human resources, translations, the organization of files and serves as a liaison for professional legal and accounting services. She continuously adds to her professional development by studying English in Keiser University in Managua with an emphasis on Business Language and Business Integrated Skills. Damaris firmly believes in the importance of education and is devoted to BPP's mission.

**Elizabeth Renner, Program Manager, ESL Teacher**

Elizabeth (Liz) was born and raised in Oak Park, Illinois and first came to Nicaragua in 2007, where she fell in love with the culture, the laid-back lifestyle and the community. Liz speaks

fluent Spanish and has over 18 years of child-care experience working with children ranging from infants to adolescents. Liz started teaching English in 2009 and joined BPP in 2010 as a pre-school teacher. She now manages Program Operations, overseeing family communication, student discipline and volunteer coordination, ensuring our students get the attention, love and nurture that they need to grow and flourish as they develop intellectually, creatively and personally.

### **Williams Robles, Administrative Assistant, Computer Teacher**

Born and raised in San Juan del Sur, Williams works as an Administrative Assistant in the Office and teaches eight different computer classes to students of all ages. At night Williams studies Systems Engineering at the University of Uhispan Americana in the nearby Municipal City of Rivas. Williams has been working with BPP for two years.

**Collaborators** BPP has partnered with a local coalition of business owners, Gabinete de Turismo, to offer students who decide to remain local the opportunity for job placement in the growing hospitality industry in San Juan del Sur. BPP is also pursuing relationships with the Universities in Rivas, Leon and Managua for students who decide to continue their education beyond secondary school. These students, BPP Scholars, will be given the opportunity to receive academic or performance based scholarships in the field of their choice.

**Goals and Measurable Outcomes** BPP is committed to self-evaluation to ensure all of its programs are as effective and efficient as possible. Below is a description of their data collection methods, their current results for each program and their plans for evaluation going forward. It is also important to understand the overall growth of BPP's reach, however. BPP has grown to meet demand, expanding from twenty students four years ago to 338 students, today. It is a testament to the need BPP is meeting that several students walk over 5 miles round-trip to attend classes and maintain perfect attendance. Some adults commuted forty miles from San Juan del Sur's municipal city, Rivas, for classes until the Institute for Nicaraguan Development (INDE) started sponsoring BPP to start classes there. With the resources to grow, BPP could undoubtedly reach more students.

**Data Collection and General Analysis** With The Endeleo Project's help, BPP is building a thorough program evaluation system. BPP will use both quantitative and qualitative data to track its success. It is currently building an extensive database of quantitative data by transferring its existing records to Schooltool. BPP's current records included student demographic data (age, gender, neighborhood, state school and medical history), enrollment data (electives, areas of interest, special needs etc.) and basic performance data (attendance, behavior, general academic progress and parent communications). They are planning to supplement this with more detailed performance data from student assessments. Data from Schooltool can then be exported to Excel or other analytic software such as SPSS or STATA for analysis. To analyze the quantitative data, BPP will use both comparative descriptive statistics and more sophisticated econometrics including OLS, Logit and Ordinal Logit modeling that will allow BPP to control for possible confounds in the absence of a true randomized design. The Endeleo Project will conduct much of this analysis for BPP.

Many of BPP's impacts cannot be quantified, however. As such, BPP will use qualitative data and analytic methods as well. The goal is to build a complete narrative of what BPP does and how it has impacted its clients.

**English Language Classes** The goal of the English Language program is for all of BPP's

students to be proficient in English. The outcome of interest, then, will be scores on internationally comparable ESL exams for students completing their 5th year in the program. Intermediate outcomes will be measured by standardized tests at the end of each year leading up to each student's fifth. Smaller tests are also administered throughout the school year to allow teachers to adjust to the situation on the ground. All tests will assess various aspects of language proficiency: written, read and spoken. To allow BPP to isolate our impact we will control for initial conditions through a pre-test to measure a students starting level and the effects of state-schooling by means of a quasi-experimental design that will create comparable groups between students who attend BPP and state school and those that attend state school only. BPP will supplement its quantitative analysis with qualitative data from the teachers, students and their parents and other family members.

**Computer Training** BPP's computer training is designed to help students take advantage of the opportunities the internet offers. This includes basics such as typing, doing research on the internet, using processing suites (e.g. Word, Excel, PowerPoint), and creating and using email addresses. Progress will be evaluated through exams. The success of lessons offered by special guest speakers and workshops given by Microsoft employees and other visiting volunteers on more complex themes such as basic HTML coding, etc. website creation, etc. will be assessed as well.

**Electives** The measurement of success for BPP's artistic electives is more challenging and harder to quantify. The innovative elective program is based on the idea that greater exposure to a variety of activities creates more opportunities for students to discover their personal passions and explore academic and career goals. The positive feedback they receive from activities that offer another outlet for their talents and interests raises their confidence levels and self-esteem and contributes to a heightened degree of ambition, driving students to excel in all areas and to inspire others. They also develop intangible leadership skills that let them spread what they learn from the school and into their personal, family and community networks. Expression, confidence, leadership and ambition are hard to measure but student and community enthusiasm speaks for itself. Qualitative methods will be used heavily here. The description in **Results to Date** below, offers an example.

**Job Placement** BPP will also track the success of its partnership with the business collaborative through job placement data for BPP graduates taking advantage of the collaborative.

**Results to Date** While BPP's full program evaluation system is not up and running yet, they can point to several successes for the youth and adult populations. In 2013, BPP served 338 students, 187 ages 4-17 and 151 adults. They participated in 55 class sessions per week. A detailed schedule is provided in Appendix 1.

**Youth** BPP added 31 students youth students to its ESL classes in 2013. Of the returning students who were school-age level, almost 75% were promoted to the next ESL level, nearly 8% were promoted two levels and one student advanced 3 levels in one year.

The success of BPP's electives are exemplified by the confidence, leadership and performance displayed by BPP's students. Milagros and Maria provide an example of the leadership potential unlocked by these electives. Both 15-year-old girls, Milagros and Maria are two of BPP's level-five English students, and have been with BPP for four years. A year ago they volunteered to be teachers and are currently educating their peers on their topics of interest, including

jewelry-making and fashion design. BPP's performances offer another key example. BPP students hold four presentations for the community each year in which they showcase their acquired skills to an audience of over two hundred community members. Community interest in the arts as well as the quality of their performances continues to increase. In July 2010, the Minister of Tourism of Nicaragua attended one of these performances, subsequently publishing a letter about BPP in the local newspaper, The Del Sur News. He stated, "We particularly congratulate Dyani Makous for her contribution to this project and to Nicaragua and for promoting a community experience that has achieved the involvement of parents and families as well. We wish [BPP] an excellent development and hope that they will be able to grow this community experience to other places in Nicaragua."

**Adults** BPP Provided three levels of ESL classes to 148 adults. Classes were offered three hours per week at night. Detailed outcomes for these classes are still pending.

**Future Plans** BPP's greatest need is stable, predictable funding to allow them to meet the growing demand for their services. BPP hopes to hire more full-time staff to expand its programming, with a focus on expanding to the capital city of Nicaragua and exploring possible programs in other national capitals as well. BPP was founded on the basis of responding to community needs. It is designed to give children confidence and access to opportunities—the structure of BPP's programming can be easily altered to meet the needs of different countries and regions.



## HOW TO CONTRIBUTE & HOW YOUR CONTRIBUTION IS USED

Donors have several different ways of supporting BPP's work (see **Donation Types**, below). This section describes BPP's use of contributions. Regardless of allocation, because we are a 501(c)(3) public charity, **all donations made to The Endeleo Project are tax deductible.** Consult your tax professional for details given your particular circumstances.

*"I was pleased to donate to The Endeleo Project (TEP) for several reasons. First and foremost, TEP supports excellent causes that are helping children in South America and Africa. Second...I feel connected to their efforts. Third, TEP was very responsive... I would recommend that any philanthropic-minded person contribute to this organization." -Endeleo Contributor*

**What Contributions Fund** Contributions to BPP help fund programming, including the staff, materials and facilities necessary to execute that programming, as well as general expenses related to operating the organization. Unless donations are made to specific projects, BPP will use funds based on its needs at the time of the contribution.

*Please note that while we make every effort to use funds as specified in this Prospectus, The Endeleo Project retains ultimate discretion over the use of donated funds consistent with our mission and the requirements of IRC 501(c)(3).*

**Donation Types** We offer donors three ways to contribute to our work. Donors can make a standard donation, a sustaining donation, or donate to a specific project.

**Standard Donation** A standard donation is a one-time general donation that helps BPP achieve their organizational goals. They use standard donations for the purpose for which they deem it most needed at the time. For more information on the use of funds, see **What Contributions Fund**.

**Sustaining Donation** A sustaining donation is a recurring donation in which a contributor authorizes The Endeleo Project to charge their credit card an amount of their choosing on a monthly basis. Having a known stream of income makes it easier for BPP to plan for the future. Funds are otherwise used in the same way as funds from standard donations.

**Project Donation** A project donation is a donation to a specific project. Details about projects that donors can fund are provided through Project Prospectuses. All funds are allocated to the project specified, subject to the exception indicated in **Emergency Exception** below.

**How to Donate** Donations can be made using a credit card at [www.endeleoproject.org/donate](http://www.endeleoproject.org/donate) or by mailing a check made out to The Endeleo Project to the following address:

The Endeleo Project Inc  
13 Legends Lane  
Columbus, NJ 08022

When writing a check, please indicate the type of donation (and the project name, if applicable) in the memo line. If you have an email address, please include it with your check as well. We can send you a digital copy of your receipt for your records faster than we can mail a paper copy.

*Please note that we pay a small fee for credit card processing (\$ .30 + 3.9%). The overall percentage decreases as the size of the donation increases. Therefore, for smaller donations, or if you simply want to ensure that 100% of your donation makes it to us, we recommend mailing a check.*

**Emergency Exception** While we work to ensure that contributions designated for specific projects fund only those projects, our agreements with our partners include exceptions for emergency circumstances. Because our partners work with vulnerable populations, from time to time funds must be diverted to protect the health and safety of the people they serve. Whenever that happens, our report will reflect it.

## HOW TO FIND INFORMATION

The main sources of information are reports, receipts, our website and BPP's website ([barrioplantaproject.org](http://barrioplantaproject.org)). All documents can be downloaded or requested from our website on the [Transparency](#) page.

**Reports** Whereas prospectuses provide information on what The Endeleo Project plans to do, reports provide information on the work we have done. They provide accountability through transparency. As with prospectuses, there are two kinds of reports: project reports and annual reports.

**Project Reports** Project Reports provide detailed information on the outcome of specific projects. Read in conjunction with the matching Project Prospectus, Project Reports show not only how donor's contributions were used, but also how closely the outcome matched the initial plan. If a donor has made a donation to a specific project, this is their best source of information on what they got for their investment.

**Annual Reports** Annual Reports provide a detailed summary of the work The Endeleo Project did over the course of the previous year. Read in conjunction with this prospectus, Annual Reports also show whether we are on track to achieve our goals. These are the best source of information for donors who have made Standard or Sustaining donations.

**Donation Receipts** After making a contribution, all donors receive a receipt either emailed as a PDF or in the mail. This receipt is both for donors' records and serves as proof for official purposes, most notably tax returns. Receipts include information such as the amount of the contribution, how and when it was made, and the value of all contributions made year to date and since The Endeleo Project's inception.

Donors can request digital copies of their receipts or a summary of their donation history using our online form ([www.endeleoproject.org/transparency](http://www.endeleoproject.org/transparency)) or by emailing [donorinfo@endeleoproject.org](mailto:donorinfo@endeleoproject.org).

While we will mail donation receipts as necessary, recordkeeping is easier with digital copies. It also saves money on stamps, paper, and ink. We therefore send digital receipts whenever possible.

**Contact Us** For any questions not answered by reports or our website, we can be reached by email, phone, and through our web forms. We also regularly post on Facebook and Twitter.

**For questions about donations:** [donorinfo@endeleoproject.org](mailto:donorinfo@endeleoproject.org)

**Telephone:** 443.624.0825

**Appendix 1**  
**BPP Course Schedule (2013)**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>English for kids:</b> 1: 9 – 10, <i>Jungle</i> , <b>Liz</b> 2: 9 – 10, <i>The Sea</i> , <b>EJ</b> 3: 10 – 11, <i>Jungle</i> , <b>Erikah</b> 4: 10 – 11, <i>The Sea</i> , <b>EJ</b> 5: 10 – 11, <i>Castle</i> , <b>Liz</b>	<b>Dance/Art</b> with Denis 9:30 – 11 am <b>Computer</b> with William 9 – 10 am 10 – 11 am	<b>English for kids:</b> 1: 9 – 10, <i>Jungle</i> , <b>Liz</b> 2: 9 – 10, <i>The Sea</i> , <b>EJ</b> 3: 10 – 11, <i>Jungle</i> , <b>Erikah</b> 4: 10 – 11, <i>The Sea</i> , <b>EJ</b> 5: 10 – 11, <i>Castle</i> , <b>Liz</b>	<b>Dance/Art</b> with Denis 9:30 – 11 am <b>Computer</b> with William 9 – 10 am 10 – 11 am	<b>English for kids:</b> 1: 9 – 10, <i>Jungle</i> , <b>Liz</b> 2: 9 – 10, <i>The Sea</i> , <b>EJ</b> 3: 10 – 11, <i>Jungle</i> , <b>Erikah</b> 4: 10 – 11, <i>The Sea</i> , <b>EJ</b> 5: 10 – 11, <i>Castle</i> , <b>Liz</b>
<b>Lunch Break</b> *office closed daily from 12-1pm				
<b>English for kids:</b> 1: 2 – 3, <i>Jungle</i> , <b>Liz</b> 2: 2 – 3, <i>The Sea</i> , <b>EJ</b> 3: 3 – 4, <i>Jungle</i> , <b>Erikah</b> 4: 3 – 4, <i>The Sea</i> , <b>EJ</b> 5: 3 – 4, <i>Castle</i> , <b>Liz</b>	<b>Computer</b> with William 2 – 3 pm 3 – 4 pm	<b>English for kids:</b> 1: 2 – 3, <i>Jungle</i> , <b>Liz</b> 2: 2 – 3, <i>The Sea</i> , <b>EJ</b> 3: 3 – 4, <i>Jungle</i> , <b>Erikah</b> 4: 3 – 4, <i>The Sea</i> , <b>EJ</b> 5: 3 – 4, <i>Preschool</i> , <b>Liz</b>	<b>Computer</b> with William 1– 3 pm 3– 4 pm	<b>English for kids:</b> 1: 2 – 3, <i>Jungle</i> , <b>Liz</b> 2: 2 – 3, <i>The Sea</i> , <b>EJ</b> 3: 3 – 4, <i>Jungle</i> , <b>Erikah</b> 4: 3 – 4, <i>The Sea</i> , <b>EJ</b> 5: 3 – 4, <i>Castle</i> , <b>Liz</b>
	<b>Preschool</b> with Liz – 2 – 4	<b>English classes in RIVAS</b> <b>for kids and adults</b> with Jaime: Level 1: 1:30 – 3 Level 2: 3 – 4:30	<b>Preschool</b> with Liz – 2 – 4	<b>Game Board Club</b> with <b>Carol</b> , 3 – 5 pm
<b>Computer</b> for Adults, <i>The</i> <i>Sea</i> , <b>William</b> 6 – 7 <b>Adult English:</b> 6-8 Level 1, <i>Jungle</i> , <b>Chris</b> Conversation class for Adults – <b>Gabo/James</b>	<b>Adult English:</b> Level 1, <i>Jungle</i> , <b>Jonathan</b> Level 2, <i>The Sea</i> , <b>Erikah</b> Level 3, <i>Castle</i> , <b>Jaime</b> , 6 – 8 pm	<b>Adult English:</b> 6 – 8, One-on-one tutoring <b>Adult English:</b> Level 1, <i>Jungle</i> , <b>Chris</b>	<b>Adult English:</b> Level 1, <i>Jungle</i> , <b>Jonathan</b> Level 2, <i>The Sea</i> , <b>Erikah</b> Level 3, <i>Castle</i> , <b>Jaime</b> , 6 – 8 pm	<b>Student of the Week</b> 5:30 pm

