



BILINGUAL EDUCATION
for CENTRAL AMERICA

A BOLD FUTURE

ANNUAL REPORT 2016 - 2017





BECA's students and families are defying the odds stacked against them.

Bilingual Education for Central America (“BECA”) is a 501(c)(3) not-for-profit organization founded in 2002. An idea born in the homes of several Honduran families has grown into a community-led bilingual school model run in partnership with low-income communities in Honduras.

BECA's mission is to provide quality, affordable bilingual education to the educationally disenfranchised while fostering meaningful cultural exchange. Our provision of bilingual education to low-income students is a community driven, solutions-oriented response to multiple issues impacting Honduras and the United States - a lack of educational opportunity, stagnating economic development, insufficient jobs, a crescendoing drug trade, and surging violence.

BECA's schools do not belong to us - they belong to our Honduran partners. They are social hubs for their communities as they steward the ship towards the world they want for their children.

02 _____ **A Letter to Friends**

03 _____ **Section 1 Preparing for the Future**
Our Mission and Vision
A Strategic Review
Strategic Thems and Objectives

07 _____ **Section 2 Strategic Theme #1: Building, Supporting and Sustaining Diversity Throughout our Program**
Increasing Diversity
Hiring our Graduates as Teachers
Brining in Honduran Leaders

10 _____ **Section 3 Strategic Theme #2: Positioning our students to succeed**
Libros y Familia
Continuing Studies Program
Summer Camp
Graduating Students
Continuing Studies Scholarship
Curriculum Development

15 _____ **Section 4 Strategic Theme #3: Resourcing our teachers to better engage with and learn from their students and host communities**
Culture in Context
Teacher Training and Capacity Building

19 _____ **Section 5 Strategic Theme #4-6: Increasing our sphere of influence while nuturing our exisitng relationships and diversifying our revenue sources**
Revenue and Expenses
Our New Staff Member

21 _____ **Thank You to Our Supporters**

24 _____ **Our 2017-2018 Team**

25 _____ **How Can You Support BECA?**

A LETTER TO FRIENDS

Dear Friends,

BECA would not be where we are today, serving more than 600 students every day, without the thousands of people that have lovingly offered their support of our mission. This past year we celebrated many organizational milestones. We welcomed our first BECA graduate into the classroom as a full-time BECA teacher. We enhanced our teacher training to include weekly Culture in Context sessions that focus on ensuring our teachers have a common understanding of social, economic, and political realities in Honduras – historical and contemporary. We formed a new partnership with a young women’s leadership program in Honduras to equip their bilingual program graduates to serve as BECA teachers. We also hosted our first BECA in Context webinar to bring to life the post-BECA experiences of BECA alumni – an opportunity for alumni to connect with each other personally and professionally, and an opportunity for prospective BECA volunteers to learn more about the foundation a BECA experience offers. We expanded our staff by one when we hired Erin Rudegear, a BECA alumna, as our first Director of Program Development. And, we joyfully welcomed Johanna Doblado, our first-ever Honduran In-Country Director (ICD) to the team after offering gratitude to our outgoing ICD, Hannah Bryant. Most importantly, we continued to work in close collaboration with our Honduran partners, our teachers, our students and their families, and our alumni to ensure we are fulfilling our commitments in our classrooms and communities.

Our newest school partnerships are flourishing, our core education model is thriving, and our volunteer program is growing. At the same time, immigrant communities are at great risk in the U.S. and Honduras.

Practically speaking, our Central American neighbors have ever more limited options when it comes to protecting their families' well-being. With those risks and realities in mind, BECA has completed a strategic planning process focused on ensuring that our Honduran partners and their families and friends are equipped for success.

Together with our Honduran partners, alumni, and friends we have outlined six strategic goals for BECA in the years ahead that will ensure our teachers, students and families have the full support they need to thrive amidst mounting pressures. Those six goals are detailed in this report and are complemented by excerpts of the candid feedback from our partners, our alumni, and our friends regarding how we can and must continue to stretch ourselves to the fullest attainment of our mission possible.

This report also celebrates the tremendous generosity of so many individuals who make up the BECA community. To the more than 250 discrete donors who helped us meet our fundraising targets for the 16-17 school year, we’re proud to honor your contributions in this report alongside our heartfelt gratitude to the many individuals who invested countless hours in each of our students’ successes. Their success is our success. Together we look forward to “A Bold Future.”

Yours in service,



Sean Bell

SECTION 1: PREPARING FOR THE FUTURE



Since our first day of school,
we have held

4,000

days of classes.

Across our 27 classrooms
that's

1 Million

hours of instruction!

A Strategic Review

Our strategic plan is a reaffirmed commitment to facing the future together with our partners. The plan's six goals reflect feedback derived from an intensive investment of time surveying all alumni, interviewing nearly 50 alumni, holding town hall meetings to hear from parents at each of our partner schools, and hosting an inter-school planning assembly.

Teaching Alumni Survey

During the first phase of our strategic review, we conducted surveys and interviews with our program alumni. Over the course of two months we heard from and spoke with almost 50 volunteer program alumni. You will find some of their responses throughout the report.

How does BECA's signature training and professional development you received with BECA relate to your current job?



"As a volunteer I was encouraged to get to know my students and families and build a connection with them. This was so important and is something that in my teaching and administrative roles in the US is not often emphasized. I'm thankful that I experienced this as a BECA volunteer because I'm able to draw on these skills often."

Kurt Sarsfield, BECA Alumnus 2007-2008
Associate Director of Science and Technology Entry Program
at Cornell University Public Service Center

Section 1: Preparing for the future



In Community Town Halls, we spent hours huddled with parents to discuss opportunities to better our program, better our schools, and better our relationships.

Inter-Organization Strategy Meeting

In January of 2017, members of BECA's Board of Directors traveled to Honduras for a whirlwind trip filled with meetings, hugs and baleadas. At the Inter-Organization Strategy Meeting, BECA's Program Administrators, staff, and directors sat down with the school principals and directors of our partner organizations to reflect upon how far we have come together and to refine our shared objectives for the years ahead.



Our Strategic Priorities

The next two pages offer a summary of the strategic priorities we have identified as a result of our strategic planning process

What are your thoughts on the growth and development of your school?



“Toda la comunidad educativa (Niños, jóvenes, Maestros hondureños, Padrinos y padres de familia) hemos tenido un gran crecimiento, con el apoyo que beca da a nuestra escuela, logrando programas mas consistentes.”

“The entire school community (students, teachers, Hondurans, caregivers, and parents) have had much growth, with BECA's support, in achieving more consistent programs”

Osman Quintanilla
Father of Kindergarten student
Director of Amigos de Jesus Bilingual School



“Esta Alianza de BECA con Santa Monica representa para nuestros alumnos, para nuestras familias y para nuestra comunidad una luz en la oscuridad, un refugio y protección, pero sobre todo un sentido de esperanza para el futuro que realmente no tiene precio.”

“The alliance between BECA and Santa Monica represents for our students, our families, and community a light in the darkness, a refuge and protection, but above all else a sense of hope for a better future.”

Glenda Garcia
Mother of 4th grader
Director of Santa Monica Bilingual School

Build, Support, and Sustain Diversity throughout our Organization		
<p>Culture in Context</p> <p>Develop a comprehensive course promoting meaningful and fruitful discussion about political, social, economic, and cultural realities in Honduras and the world. Identify external experts to assist in developing and delivering the course.</p>	<p>Recruitment</p> <p>Diversify recruitment efforts to increase team diversity by building new partnerships, and seeking out post-BECA opportunities for BECA team members.</p> <p>Work intentionally to ensure support for all team members by refining pre-work and orientation to better prepare them for their experience.</p>	<p>Training</p> <p>Discuss multiculturalism, implicit bias, and anti-racist practices to fully prepare our diverse team to engage with their students, communities and each other. Incorporate these discussions into teacher training, ongoing professional development, and Culture in Context course. Partner with organizations that can offer expertise.</p>
<p>Honduran Bilingual Teacher Program</p> <p>Incorporate our Honduran bilingual volunteers into the teaching team in culturally relevant ways. Seek input from current Honduran volunteers in ensuring training is inclusive and that support systems account for their unique needs and skills</p>	<p>Curriculum Development</p> <p>Analyze the cultural relevancy of BECA's existing curricula, materials and trainings to ensure they celebrate our students' culture and experience. Conduct a comprehensive review of our ELA, Math and Science curricula in collaboration with our community partners and external experts.</p>	<p>Board of Directors</p> <p>Ensure people of color are centered as leaders and experts in every facet of BECA's work and decision-making. BECA's face should be the face of our students and families. Continue to increase diversity in our teaching team, in our staffing, and on our board.</p>
Position our students to succeed		
<p>Summer Camp</p> <p>Expand our summer camp services to reach more students and further develop our summer camp curriculum to ensure camp is a fun and engaging experience for our students and volunteers that also combats summer learning loss.</p>	<p>Continuing Studies Program</p> <p>Develop a post-graduate program that focuses on continued English development in a professional context for BECA students who are unable to attend a bilingual secondary institution.</p>	<p>Continuing Studies Scholarship</p> <p>Increase services of our continuing studies scholarship – BECA's Bachillerato Program – to support graduating students who demonstrate financial need and academic excellence and expanding the program to include future graduates of SMBS and ADJ.</p>
<p>Libros y Familias</p> <p>Increase services of the Libros Y Familias program to provide more bilingual books that are culturally relevant to attending families and further develop the event's activities before, during and after in ways that are in alignment with the program's objectives.</p>	<p>School Culture</p> <p>Continue the development of a discipline protocol that is rooted in the social and emotional needs of our students, that recognizes the traumas they face in their daily lives and that our teachers are fully trained to implement. We will develop ways and programs that nurture our students' professional and personal interests and that foster a commitment to community engagement.</p>	<p>Curriculum Development</p> <p>Finalize the development of our Science curriculum and further develop a Health curriculum and Technology curriculum.</p>
<p>School Alumni</p> <p>Ensure that students graduating from 9th grade have the support they need to succeed. We will do this through developing a better understanding of the education and employment options that exist for our graduates, further developing the ways in which they remain connected to, engaged with and supported by our program and schools, and developing a more concrete understanding of graduates' successes and challenges.</p>		

Resource our teachers to fully engage with and learn from students and host communities		
<p>Cultural Exchange</p> <p>Develop the ways in which our volunteers engage with parents, communities, partners and students to continue the building of strong school-community relationships and furthering cultural exchange.</p>	<p>Capacity Building</p> <p>Establish the ways in which we are facilitating the personal and professional growth of our volunteer corps to ensure they are fully equipped to teach their students, engage with community, learn from their experience, and serve as leaders upon completion of their service.</p>	<p>Volunteer Onboarding</p> <p>Prepare our incoming volunteers to better understand the experience upon which they are about to embark. We will do so through regular calls with accepted applicants, building intentionality around the ways in which we interview and discuss the experience, and develop an enhanced summer orientation.</p>
<p>Alumni Engagement</p> <p>Increase the ways in which we are engaging with and being supportive of our program alumni.</p>	<p>Volunteer Support</p> <p>Ensure our teachers have the tools, skills and support they need to fully facilitate the academic, social and emotional development of each student while supporting their own personal development and mental health.</p>	
Nurture our existing relationships		
<p>Continue to devote the time and energy necessary to create healthy, collaborative, and equal partnerships with our communities in ways that foster open communication while pursuing opportunities to increase our capacity to further our collective mission.</p>		
Diversify our revenue sources		
<p>Continue to diversify BECA's revenue streams through further development of social tourism trips, new strategic partnerships, cultivation of new donors and pursuing corporate sponsorships.</p>		
Increase our sphere of influence		
<p>Pursue new strategic partnerships that will further develop and support our programs, staff, volunteers, students, communities and partners while also sharing our expertise and experiences.</p>		

SECTION 2: BUILDING, SUPPORTING AND SUSTAINING DIVERSITY THROUGHOUT OUR ORGANIZATION

In our first school year,
BECA had

4

volunteer teachers. For the
2017-2018 school year we'll
have

40

full-time volunteers!



Strategic Theme #1: Building, Supporting and Sustaining Diversity throughout our Organization

At a time when our Central American neighbors safety and well-being is threatened constantly, we seek to ensure that people of color are centered as leaders and experts in every facet of BECA's work and decision-making. The face of BECA should be the face of our students and their families – and so we are working to increase that diversity in our teaching staff, in our staffing, and across our board.

Since our earliest days in Honduras, BECA and our communities dreamed of the day when our students would return to their classrooms as teachers. This past school year, nine years after our first graduating class, we had the fortune of working with three outstanding young Honduran leaders who joined our program as full-time teachers. And this school year, 2017-2018, BECA is working with six Honduran bilingual teachers who are serving as leaders, educators, and role models in our partner schools and communities.

In our recruitment we will continue seeking teachers with diverse backgrounds, views and skills to serve in our classrooms. We also seek to continue increasing the racial diversity of our teaching teams and developing new ways to support our volunteers' learning inside and outside the classroom.

Section 2: Building, supporting and sustaining diversity throughout our program

For the 2017-2018 school year

20%

of our teaching team are from Honduras.



“When I was a child and saw the volunteers doing their jobs, it really inspired me a lot and so I always wanted to be like them. It was a dream of mine to be a teacher with BECA.

Now it’s great for me to be a part of this team because I can experience BECA from a different point of view.”

Andres Galeas Lopez
BECA Graduate 2011
Current BECA Teacher

Hiring Our Graduates as Teachers

Teachers who share the backgrounds of their students do more than just teach their students the possibilities; they show them.

We want our students to have the opportunity to learn from bilingual teachers from their very own community. Our proudest moment of the 2016-2017 school year came when Andres Galeas Lopez became the first ever BECA teacher to have graduated from our schools. Andres graduated from San Jeronimo Bilingual School in 2012. He received his teaching certification in university. In January of 2017, he returned to BECA to stand in front of a class of students in the very same school where he grew up in — this time as a teacher!

For the 2017-2018 school year, we are proud to welcome four BECA graduates to our teaching team.

Given this exciting new direction, we are investing significant resources into ensuring these newest BECA teachers are incorporated into the team in culturally relevant ways.



STRATEGIC OBJECTIVE

Honduran Bilingual Teacher Program

Incorporate our Honduran bilingual volunteers into the teaching team in culturally relevant ways. Seek input from current Honduran volunteers in ensuring training is inclusive and that support systems account for their unique needs and skills

Section 2: Building, supporting and sustaining diversity throughout our program

Bringing Honduran Leaders into our new Teacher in Residency Program

In 2016-17 we piloted a new program that seeks to bring dedicated volunteers from around Honduras who excel in English and demonstrate a passion for community development. In its first year, the program was fortunate to have two amazing young women, Rosa Hernandez and Miriam Paz. Over the course of the school year we saw the great work that is possible from committed and passionate young Hondurans as they served as leaders, teachers and role models to the BECA students.

Rosa, who graduated from a small women's college outside of Honduras's capital city, returned for the 2017-2018 school year as the Program Administrator at Santa Monica Bilingual School. This new role sees her leading the BECA volunteer teachers while working closely with our scholarship families and community partners.

This past year, we began a new partnership with Leadership Mission International - the same organization that operates the small women's college that graduated Rosa and Miriam. This new strategic partnership will bring future students of their Leadership Center into our Teacher in Residency program.

This year we welcomed our newest participant, Nely Vásquez. Nely was born in the small town of Yamaranguila and now joins her former classmate, Rosa, as BECA's newest Teacher in Residency.



"I have seen many people's lives changed through education; I have also seen many with the desire to study, but lack opportunity.

Education changed my life. In the same way I hope to help others to change theirs..."

Rosa Hernandez
Current BECA Volunteer



"I'm so excited to learn about teaching with BECA and how to serve local communities. After BECA I want to go back to my community to find a teaching job there and put into practice my knowledge to help other kids like me get an education."

Nely Vasquez
2017-2018 Teacher in Residency

SECTION 3: POSITION OUR STUDENTS TO SUCCEED

What improvements if any would you suggest for the Summer Training?



“More focus on the social-emotional piece and how it impacts students and their ability to complete work in class. Especially with the escalation in violence, the impact of trauma inevitably finds its way into the classroom. Particularly as school is the only safe place for many of the kids.”

Marcia Gupta, BECA Alumna 2012-2013
Behavioral Health Clinician at The Dimock Center



Strategic Theme #2: Positioning our students to succeed

This year is a very important one for BECA and our students and families. Students at our second partner school, Santa Monica (SMBS), will be preparing for their graduation from the 9th grade. With special consideration to the particularly dire financial realities for most families at Santa Monica Bilingual School, BECA is working with our families and partners to ensure that all students can access high quality educational opportunities that will allow them to continue on a path to social and economic well-being.

Continuing Studies Program

Students at each BECA school spend 10 years of their education with us before graduating from 9th grade. Following graduation, 99% of students continue studying in a secondary institution. But, many are not able to afford the high-costs of a full-bilingual school. Therefore, we seek to develop a career and technical education program for our graduating students who are not able to attend bilingual high schools in order to equip them to fully leverage their BECA education.

This program will be rooted in Task Based Language Teaching that will provide our students with the practice and application of professional English that our graduates require to realize professional success.

Section 3: Position our students to succeed

In Honduras over

68%

of the population lives below the national poverty line.



Wilito Fajardo, from BECA's first graduating class of 2007, is now a 25-year old mechatronics engineer working for a multinational company and managing a large team of employees.

Graduating Students

Our graduates are doing what many said was impossible. Despite having the odds stacked against them — half of all Hondurans graduate high school — BECA graduates are graduating from high school, continuing on to university, sustaining families and accessing an economy previously denied them.

This past year, 25 young Hondurans graduated from BECA's San Jeronimo Bilingual School. Each one of them will be enrolling in high schools this fall. By receiving a high-quality bilingual education with BECA they are equipped to access much greater personal and professional opportunities than they would have otherwise been afforded.

Over the next couple of years, the students at BECA's two newest schools — which serve even more impoverished families than those at SJBS — will soon be joining SJBS in graduating 25 students each year.

STRATEGIC OBJECTIVE

School Alumni

Ensure that students graduating from 9th grade have the support they need to succeed. We will do this through developing a better understanding of the education and employment options that exist for our graduates, further developing the ways in which they remain connected to, engaged with and supported by our program and schools, and developing a more concrete understanding of graduates' successes and challenges.



A group of 2017 BECA graduates pose for picture. Each of these students spent 11 years in our classrooms!

Section 3: Position our students to succeed

It costs just

\$5,000

to provide a full two-years of secondary education at a private bilingual institution for our BBP award recipients.

Which additional programs do you feel most passionate about and why?



“Our students’ success is our success and finding ways to support them in continuing their education is one key way to ensure their success.”

Bridget Cherry, BECA Alumna 2006-2007

Continuing Studies Scholarship

Since the 2008-2009 school year, BECA has awarded a continuing studies scholarship as part of our BECA Bachillerato Program (BBP).

The award - to an outstanding graduating student - takes into account not only the financial need but also academic achievement and motivation.

With our newest partner schools preparing to graduate students in less than two years, we seek to increase the resources available through our continuing studies program.

STRATEGIC OBJECTIVE

Continuing Studies Scholarship

Increase services of our continuing studies scholarship – BECA’s Bachillerato Program – to support graduating students who demonstrate financial need and academic excellence and expanding the program to include future graduates of SMBS and ADJ students.

Curriculum Development

We are proud of the quality and depth of our custom, fit-for-purpose curricula that we have developed over the years. We have a fully fledged English-Language-Arts and Math curriculum that spans kindergarten to ninth grade. But, we seek to continue developing the ways in which we are preparing our students in their academic, social and professional lives.

This year we are looking to complete the construction of our budding Science curriculum and invest in the development of a:

1. **Technology curriculum** that keeps our students on the cutting edge of development and prepares them for 21st century jobs.
2. **Health curriculum** that focuses on physical, personal, emotional and social wellness in our students.

STRATEGIC OBJECTIVE

Curriculum Development

Analyze the cultural relevancy of BECA’s existing curricula, materials and trainings to ensure they celebrate our students’ culture and experience. Conduct a comprehensive review of our ELA, Math and Science curricula in collaboration with our community partners and external experts.

Finalize the development of our Science curriculum and further develop a Health curriculum and Technology curriculum.

Section 3: Position our students to succeed

This coming year we are

Tripling

our financial investment in our signature Libros y Familia program.



“Esta iniciativa es muy bonita porque nos enseñan a compartir a uno con su familia, y esto es muy importante porque nos ayuda a vivir mejor como comunidad. Y por encima de esto, uno aprende a través de los libros que BECA nos da!”

“This initiative is very beautiful because they teach us to share one with their family, and this is very important because it helps us to live better as a community. And on top of this, one learns through the books that BECA gives us!”

Marcela Miranda
Mother of 6th and 9th grade students
Scholarship Recipient

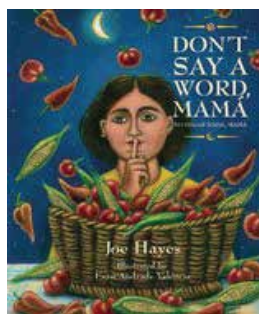
Libros y Familias

Originally introduced by author Dr. Alma Flor Ada, the idea behind Libros y Familias is that successful home-school-community partnerships with culturally and linguistically diverse families are possible if we recognize the enormous "funds of knowledge" families bring, and promote a meaningful dialogue between home and school based on mutual respect and trust.

During Libros Y Familias workshops parents read, discuss, and compose personal responses to selected books in Spanish that reflect culturally relevant themes such as friendship, religion, working families, etc. Children meet with facilitators who direct craft activities based on the theme of the book used for the adults. At the end of the workshop, each family takes home a copy of the book that was discussed. For some of our families, the books they receive at these workshops are the only books in their home.

Parents' personal responses to the selected book are transcribed and read with the children, who are then asked to illustrate their parents' writings. The parent and children's combined work constitutes a book. The books are distributed to each family at the beginning of the next workshop.

Many families, students, and alumni identified Libros y Familias as our most important auxiliary program and the need to increase its resourcing. We are looking to develop new avenues for funding to increase the number of books we are able to provide to attending families of the event and to create a consistent curriculum for the program so that its success can be repeated yearly.



No Me Digas Nada, Mama Libros y Familias 2014

Two sisters secretly try to outdo each other with generosity. Each new gift from one sister to the other—a secret to everybody but their mother—will have readers crying out, "Don't say a word, Mama!" Until, of course, she does.

100 Books Given to Families

STRATEGIC OBJECTIVE

Libros y Familias

Increase services of the Libros Y Familias program to provide more bilingual books that are culturally relevant to attending families and further develop the event's activities before, during and after in ways that are in alignment with the program's objectives.

Section 3: Position our students to succeed

This summer we had

100

students attend our summer camp - our biggest turnout ever!

Summer Camp

Many Honduran children spend summer vacations in their houses with little to do as a direct result of a lack of social services and youth activities in our partner communities. Each year BECA invites our students to attend a free multi-week summer camp run by short-term volunteers.

This year, we will increase the number of attending students, build out the program’s curriculum and refresh the ways our summer camp volunteers are able to engage with our other programs and communities.



The 2017 Summer Campers take a trip to a local coffee farm with Honduran friends.

STRATEGIC OBJECTIVE

Summer Camp

Expand our summer camp services to reach more students and further develop our summer camp curriculum to ensure camp is a fun and engaging experience for our students and volunteers that also combats summer learning loss.



“Mi parte favorita del campamento de verano es que mi hijo no solamente se divierte y juega, sino que también conoce niños de otra escuela de BECA, otros maestros, y practica el inglés!”

“My favorite part of the summer camp is that my son not only has fun and plays, but also meets children from another BECA schools, other teachers, and practices English!”

Ana Soriano
Mother of 1st grader
Scholarship Recipient

SECTION 4: RESOURCE OUR TEACHERS TO FULLY ENGAGE WITH AND LEARN FROM STUDENTS AND HOST COMMUNITIES



Strategic Theme #3: Resourcing our teachers to fully engage with and learn from students and host communities

So many BECA alumni translate their on-the-ground service with us into their personal and professional lives post-BECA, staying involved in supporting our efforts and seeking out ways to continue living a life aligned with the goal of social justice.

As conversations about immigration and global relations become ever more divisive in the United States and abroad, we want to ensure that the time BECA volunteer teachers spend in Honduras allows them not only to learn from the friends they make but more formally allows them to learn more about the historical, social, and political realities of life in Honduras and the region. To that end, we will continue building our Culture in Context course and seek to bring in experts from our own partner communities and around the region to ensure all BECA spaces are learning spaces.

We are now working to recruit 39 full-year volunteers for the 2018-2019 teaching year. This team will be a mix of international teachers, Teachers in Residency, returning teachers, and our graduates.

We also seek to continue our recent trend of increasing the racial diversity of our teaching team and our teams understanding of the implicit bias they carry into the classroom and how to teach in a culturally relevant way.



“Me gusta darles un poco de lo que yo tengo a los voluntarios, para retribirlesde alguna manera el esfuerzo que ellos hacen al venir a Honduras.”

“I like to give a little of what I have to the volunteers, to give back somehow for their committment to Honduras.”

Rosita Mejia,
Mother of 7th grader
Parent Board Member
Scholarship recipient

Section 4: Resource our teachers to fully engage with and learn from students and host communities

Culture In Context

Recognizing the need to create more intentionality around the ways in which we are engaging our volunteer teachers with their community, with Honduras, and more generally with their exposure to social justice, we have begun the development of a new course entitled, Culture in Context.

This course is a weekly discussion led by volunteers, community members and local leaders that engages our volunteer teaching team in meaningful discussions about the social, political and economic realities during their time in Honduras.

The goals of this course are that volunteers will:

1. Gain a contextual understanding of Honduran culture within the community, as it relates to bigger picture social, political, and international movements;
2. Build skills and avenues to further their own cultural awareness, both during and after their time on the ground;
3. Analyze their unique social position, as well as that of their home culture, as it relates to economics, gang culture, immigration, and related topics that connect with the cultural context in which they live;
4. Be exposed to opportunities and experiences that help them better understand how to move forward in supporting social justice for Hondurans.

This year, we seek to create more avenues for our volunteers to engage with parents, students, and community leaders as we continue to develop the curriculum.

STRATEGIC OBJECTIVE

Culture in Context

Develop the ways in which our volunteers engage with parents, communities, partners and students to continue the building of strong school-community relationships and furthering cultural exchange.

What improvements if any would suggest for our program's cultural exchange and relationship building?



“It is too easy for volunteers to project their own life experiences onto their students and in doing so neglect to acknowledge the grave injustices that have and continue to occur in Honduras. Volunteers must also be pushed to understand that even their well intentioned presence is reflective of a power dynamic several hundreds of years in the making.”

Liana Bratton, BECA Alumna 2012-2013
Data Analyst

Section 4: Resource our teachers to fully engage with and learn from students and host communities

Teacher Training and Capacity Building

This past summer marked the 7th anniversary of the implementation of our signature Summer Institute. Developed to give our teachers the tools they need to fully support our students academic, social and emotional learning needs, we have successfully trained hundreds of volunteer teachers.

STRATEGIC OBJECTIVE

Training

Discuss multiculturalism, implicit bias, and anti-racist practices to fully prepare our diverse team to engage with their students, communities and each other.

Incorporate these discussions into teacher training, ongoing professional development, and Culture in Context course. Partner with organizations that can offer expertise.

Capacity Building

Establish the ways in which we are facilitating the personal and professional growth of our volunteer corps to ensure they are fully equipped to teach their students, engage with community, learn from their experience, and serve as leaders upon completion of their service.

As we look to the future, we seek to further develop our training to continue preparing our teachers for their classrooms.

As a complement to our 6-week summer training, we further seek to develop our teachers through ongoing professional development opportunities. Each year our volunteer teachers visit classrooms around Honduras, attend targeted training by professional educators and participate in the annual Teachers Training Teachers conference at the international school in San Pedro Sula. This coming year we are excited to pursue more pedagogical growth opportunities while increasing the ways in which we are offering professional development that is related to non-profit work and international development.

How does the training you received with BECA relate to your current job?



"I don't even know where to begin!! I work exclusively with SIFE (Students with Interrupted Formal Education) who do not know how to read and write in Spanish. Many are undocumented and from Honduras. Having been trained to teach in their country helps me enormously to teach them here in this country."

Sarah Digby, BECA Alumna 2011-2012
Native-language (Spanish) reading and writing instruction
at ELLIS Preparatory Academy



"Incredibly-- I still maintain those relationships with parents and students nearly six years later, and this has been immensely helpful in building relationships with my students and their parents that have loved ones behind in their home countries or have made the move themselves across the border in both directions."

Jess Barrett, BECA Alumna 2011-2012
High School Teacher of ESL and ELA
with NYC Department of Education



"I work at a hospital less than a mile away from the US-Mexico border. Every day all day I work in Spanish with a population that has a different background than my own. I learned how to do both of these things with BECA."

Maddy Heath, BECA Alumna 2011-2012
Bilingual Speech-Language Pathologist
at Holy Cross Hospital

Section 4: Resource our teachers to fully engage with and learn from students and host communities



Volunteers pose for a picture with staff at San Jeronimo Bilingual School during the first week school visits.



Volunteers prepare to watch Sin Nombre before discussing the region's instability.



The first day of summer training. Volunteers begin learning about different learning styles.



Six weeks of training equips our volunteers with the skills, knowledge and cultural understanding necessary to serve as BECA classroom teachers.

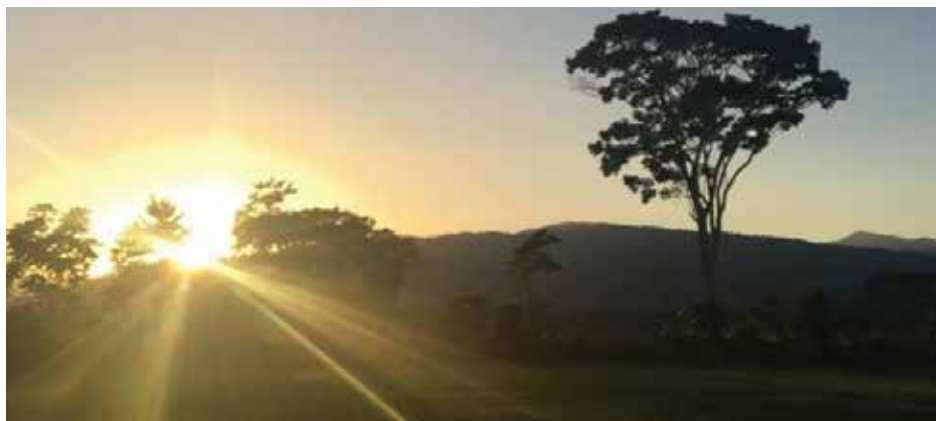


During our 6 week training our volunteers are immersed in Honduran culture and community. Here school parents teach them how to make pupusas.



Volunteers gather at the BECA house for the first day of the week-long orientation.

SECTION 5: INCREASING OUR SPHERE OF INFLUENCE WHILE NUTURING OUR EXISTING RELATIONSHIPS AND DIVERSIFYING OUR REVENUE SOURCES



Strategic Themes #4-6: Increasing our sphere of influence while nurturing our existing relationships and diversifying our revenue sources

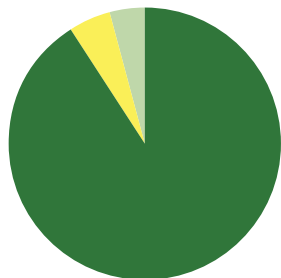
BECA knows what success looks like. We know that our students and their families are finding success where so many others are struggling. We want to share our model and our learning with others.

BECA is a careful steward of each donation and grant we receive. The yearly cost of operating a BECA classroom is \$10,000 — a yearly per student cost of just \$400. In comparison, annual per pupil spending in the US is \$10,700 — 35 times higher than BECA. Over time, this investment yields a dignified salary and an improved standard of living for entire Honduran families who otherwise often find themselves having to choose a perilous journey north — fracturing already fragile families — just to make ends meet. Since the BECA program utilizes in-kind volunteer labor, the impact of each dollar donated is greatly enhanced. While each of our volunteers could opt to earn \$25,000 by teaching at wealthy bilingual schools in nearby San Pedro Sula or more at a job in the United States, they work with us.

For the 17-18 school year, their labor of love represents approximately \$975,000 of true program cost that will not appear in our annual revenue or expense reports, but is the key to our program's success. In our effort to maximize their impact, BECA pours the majority of its resources into recruiting, training, and supporting teachers.

Due to the consistent dedication and support of BECA's alumni in the areas of volunteer recruitment, fundraising/event planning, and program support (teacher mentorship, etc), our funding is allocated to our day-to-day operational costs and program management. In the coming year, BECA will have only three paid employees. These three individuals share program management and operations duties, including fundraising, keeping our administrative expenses to just 5% of our total budget.

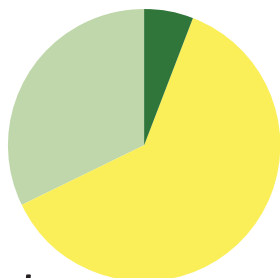
2016 EXPENSES



\$157,736

91% DIRECT PROGRAM EXPENSES
5% FUNDRAISING
4% ADMINISTRATIVE & MANAGEMENT

2016 REVENUE



\$172,187

62% INDIVIDUAL
6% GRANTS
32% PARTNERSHIPS

Section 5: Increasing our sphere of influence while nurturing our existing relationships and diversifying our revenue sources



BECA's NEW DIRECTOR OF PROGRAM DEVELOPMENT

Erin first went to Honduras on a Spring break trip as a student volunteer with the Penn State chapter of Global Medical Brigades in 2008. After that life-changing experience, Erin continued to return to Honduras in many different capacities beginning with a classroom teacher position with BECA, then with Global Brigades and finally with the Education Development Center in Washington D.C. She now takes on the challenging new Director of Program Development position to work with our partners to carry out our new strategic plan.

Strategic Funding Needs for 2017-2018

Project	Unit Cost	Total Cost 2017-2018
Continuing Studies Scholarship (BBP)	\$2,000/student	\$4,000 (2 students)
Libros y Familia	\$500/school	\$1,500 (3 schools)
Teacher in Residency	\$2,500/teacher	\$2,500 (1 teacher)
Hiring our BECA Graduates	\$3,000/teacher	\$12,000 (4 teachers)
Culture in Context	\$750	\$750
Classroom Supplies Budget	\$100/classroom	\$2,800 (28 classrooms)
Returning Teacher Program	\$9,500/teacher	\$76,000 (8 teachers)
Professional Development	\$50/teacher	\$1,500 (30 teachers)
Summer Training	\$500/teacher	\$15,000 (30 teachers)
International Volunteer Teacher	\$6,000/teacher	\$102,000 (17 teachers)

Our New Staff Members!

Our strategic review made clear that we must bring in a third staff member to enhance and improve our programs through collaboration with our staff and partners. We were fortunate to find the ideal candidate for our new Director of Program Development among our alumni.

Since we are an extraordinarily lean organization – with more than 90% of resources going towards program expenses – our strategic decision to add one staff member means a 60% increase in our annual budget.

Why do you donate to BECA?



“I know that the only reason I was able to spend two incredible years working with BECA on the ground was because of donors. Now that I'm working back here in the states, I want to contribute as much as I can to the continued success of the BECA schools and volunteers.”

Alyssa Baumgarten
BECA Alumna 2013-2015
Kindergarten Dual Language Teacher
at Sarah Greenwood School

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A most heartfelt thank
you to Stephen and
Kylie Takashima from

THE LENS DARKLY

for their incredible
work in creating
BECA's new profile
film. You can see the
video on our website
and contact us if
you're interested in
working with Stephen
and Kylie.



* BECA Alumni

A SPECIAL THANK YOU TO THE CONGREGATION AT SAINT CAMILLUS



Choosing BECA for their annual Alternative Gift Fair, the members of Saint Camillus raised just over

\$14,944

to support the BECA students at San Jeronimo Bilingual School.

Thanks to their love and generosity

50

students at SJBS were sponsored and given a year of life-changing education.

OUR 2017-2018 TEAM

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ELINA TELLEZ, Pre-school Español/Estudios
KEVIN RIOS, First-third grade Español/Estudios
MARIA TROCHEZ, Fourth-sixth grade Español/Estudios
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HOW CAN YOU SUPPORT BECA?

APPLY

to volunteer or refer a potential volunteer.

ARRANGE

a short-term “social tourism” or “service learning” visit with BECA for yourself and a group. During your week with us, you will work with our students and volunteers and get to know our community members by living in a home-stay.

DONATE

to our programs. Every donation goes a long way!

SPONSOR

us through your company. We seek companies who are interested in making a significant impact in the lives of our students and families. BECA would be happy to promote the collaboration on our website and within our network of young professionals and supporters.

HELP

us identify new partners or supporters.

Visit

www.BECASCHOOLS.org

to learn more!

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