

PD-AE-I-496

# **CETT Partnerships Program**

## **CENTERS OF EXCELLENCE FOR TEACHER TRAINING PARTNERSHIPS PROGRAM**

### **FINAL PERFORMANCE REPORT**

**DECEMBER 2006**

**COOPERATIVE AGREEMENT  
EDG-A-00-02-00027-00**



**USAID**  
FROM THE AMERICAN PEOPLE



**INMED Partnerships for Children**  
"Inspiring Communities, Creating Opportunities"

**45449 SEVERN WAY, SUITE 161  
STERLING, VA 20166**

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PARTNERSHIPS PROGRAM  
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## 1) SUMMARY

INMED Partnerships for Children (INMED) was selected by USAID in September of 2002 for a four-year cooperative agreement to design and implement the CETT Partnerships program. The goal was to develop a public-private partnership program that fosters lasting private sector commitment to improving child literacy through the training of teachers in disadvantaged communities in Latin America. The vision of the CETT Partnerships Program was to establish the fundraising and grant-making capacity to generate at least \$20 million in private sector contributions; and to develop lasting private-public partnerships to ensure the financial sustainability of the three regional centers, after USAID assistance was scheduled to end in September 2006.

The CETT Partnerships Program was carried out in three phases: the Strategy Formulation and Product Development Phase; the Implementation Phase; and the Scale-down and Hand-Over Phase.

During the initial **Strategy Formulation and Product Development Phase**, from October 2002 through April 2003, an entirely different approach than originally proposed was developed together by INMED and USAID. This was necessary because critical success factors, upon which the original plan was designed, were not in place. The vision of generating \$20 million in support from the private sector was called into question from the outset by INMED and USAID, given the fundraising environment for Latin America, and the lack of committed founding partners and absence of other critical success factors described under 'Phase I'. A strategy for obtaining private sector participation was developed, taking into account their geographic and business alignment with CETT priorities. One of the most important outcomes of this phase was the development of CETT 'products' that could be marketed to the private sector.

During the **Implementation Phase**, from May 2003 through August 2005, private sector support was mobilized, donations were managed and distributed, and technical assistance was provided to the CETT institutions for developing private sector support. The most successful and far-reaching partnerships that benefited all of the CETT institutions were developed with Scholastic, who provided approximately two million dollars in book donations, and with DHL who shipped the books free of charge to all of the CETT locations. Near the end of this phase an independent mid-term evaluation was performed, which looked specifically at the issue of whether the vision of raising \$20 million in private sector commitments was feasible. The independent report concluded that in the existing negative climate for fundraising for Latin America and the lack of active White House support for the CETT program, it would be unrealistic for INMED to accomplish this. Also during this phase a dramatic cut in funding was announced for both the CETT Technical Program and the CETT Partnerships Program.

In August 2005, the award ceiling for the CETT Partnerships program was reduced by approximately 25%. Because of the reduced funding levels, difficult decisions were made to reduce costs while maintaining the strategic focus and momentum of program activities and including the specific hand-over and phase-down requests of USAID-LAC. During the **Phase-Down and Hand-Over Phase**, from September 2005 through September 2006, INMED transitioned partnership relationships to USAID and CETT institutions, developed final communications materials, and handed over its database of contacts and tools to USAID.

The CETT Partnerships program generated more than \$3 million for CETT institutions within the period of the grant, raised the visibility of the CETT program and, most importantly, developed lasting partnerships that will generate far greater returns in the future. The results are the strongest for the

Caribbean region, where the local lead CETT institution welcomes and encourages private sector participation. There is the potential for greater results in the Andean region, where there is more private sector interest than in the other regions. This would require a culture change on the part of the local CETT institution. Generating private sector support for the Central America region is the most difficult, given the small size of the Central American market.

Among the lessons learned from this project is the need to include partnership-building into the mandates of the CETT institutions from the outset, and provide support and training. Any outside entity engaged in partnership-building activities should have an integrated role in the overall program, thereby providing legitimacy to speak for the project and its proposed outcomes, and enhancing their ability to negotiate a meaningful role for the private sector.

The CETT Partnership Program has been challenging and also very rewarding. INMED is pleased to have developed a structure for this program, and to have introduced solid partnerships with potential for growth.

## **2) BACKGROUND**

President Bush announced the CETT Program to train 15,000 primary school teachers from disadvantaged areas of Latin America and the Caribbean at the Summit of the Americas in April 2001. USAID was directed to design the program with a focus on improving reading ability of children in first to third grade, utilizing the participation of both private sector and governmental organizations to achieve the goals. USAID directed assessments and project design activities utilizing expertise in basic education and project design by Aguirre International and Creative Associates as well as from a Consultative Committee of Experts. Outstanding universities in the region were selected in the summer of 2002 to design and provide the teacher training with particular emphasis on achieving impact in the classrooms of participating primary schools.

INMED a private voluntary organization with broad experience in mobilizing public-private partnerships, was selected in late September 2002 to design and implement the CETT partnership and private sector participation program. The goal was public-private partnership that fosters lasting private sector commitment to improving child literacy through training teachers in disadvantaged communities.

The vision of the CETT Partnerships program, as set forth in RFA Solicitation No.: M/OP-02-1047, was twofold: to establish the fundraising and grant-making capacity to generate at least \$20 million in private sector contributions; and to develop lasting private-public partnerships to ensure the financial sustainability of the three regional centers, after USAID assistance ends in September 2006. The vision statement went on to provide the two-fold rationale for this vision: "it is anticipated that the visibility and active White House endorsement of the CETT initiative and the Administration's emphasis on trade and investment will stimulate significant contributions from the U.S. private sector..."; and "preliminary contacts with LAC business leaders – initiated by USAID and Creative Associates Int'l – testify to the depth of commitment on the part of many LAC business leaders."

INMED was contacted by USAID in August of 2002 indicating intent to make award. From the period between August and October 1, 2002, on-going discussions were conducted between USAID and INMED. There was a change in key personnel, which was approved by USAID. USAID also verbally informed INMED that they understood that several founding partners had committed \$1 million each to the CETT program, providing further rationale for the vision.

### 3) PROJECT METHODOLOGY AND RESULTS

#### a) Phase I: Strategy Formulation and Product Development: October 2002 – April 2003

When the cooperative agreement was finalized, LAC/RSD officials met with INMED executives and newly-hired CETT Partnerships Program staff at the INMED headquarters in Sterling, VA. At that time background information not included in the original RFA was laid out, including complications with 'founding partners' described in the RFA. It was disclosed that founding partners had made no commitments to the CETT program and that most were in fact disillusioned by the process. The participation of the White House, central to INMED's proposed plans, was also in question. It was also noted that the CETT program itself had no standardized objectives or 'products' that could be presented to the private sector when inviting their participation. It was therefore agreed between USAID and INMED that partner development and fundraising could not begin until CETT program outcomes were identified, and a target date of May 2003 was set. In the interim, it was agreed that a new plan of action would be developed and immediate tasks delineated.

During this initial period of strategy formulation and product development support in preparation for partnership-building and fundraising activities, INMED undertook the following tasks, with the approval of its CTO, and completed the action items listed below each task:

1. Work with the CETT team to complete program development and specify program outcomes.
  - Identified elements requiring attention in order to transform the CETT Program from the conceptual to the operating phase and presented these as a "gap analysis".
  - Assisted with harmonization of objectives and strategies across regions so that the CETT Program could be articulated as a single enterprise to train teachers, reach disadvantaged schools, and help children.
  - Articulated critical success factors for CETT team attention.
  - Worked with the CETT team in project development, conveying urgency for increased specificity and prioritization of CETT outcomes for fundraising purposes.
  - Established working relationships with staff from USAID/Washington, USAID Missions, CETT Centers, and participating universities.
  - Performed budget analysis to evaluate the relationship between the financial resources allocated to the program and the outcomes, such as cost per teacher trained.
  
2. Develop a strategy and structure to obtain private sector participation
  - CETT Partnerships Team hired and on-board by October 21, 2002.
  - Participated in debriefing meetings with USAID personnel to gain understanding of program history and current status.
  - Participated in meeting with USAID and Creative Associates for handoff of founding partner background information.
  - Developed preliminary "rolling design" strategy for fund raising identifying key goals, selling points, outcomes, business segments to be pursued, and external positioning elements.
  - Conducted initial fact-finding visits to each region to determine status of program implementation, meet key players, and make preliminary assessment of private sector role.
  - Recommended that regionally-based fundraising advisors be hired for the Andean, Caribbean and Central American regions.

- Worked with LAC to modify the original fundraising strategy conceptualized by LAC to integrate regional and national considerations.
  - Established contact with founding partners. Held initial discussions to assess their potential interest and the value of their participation to the CETT program. Learned that no financial commitments had been made by the 'founding partners' and that much disillusionment existed. Requested their counsel on positioning the Initiative both in the regions and in the U.S.
  - Began process of "pre-qualifying" additional potential corporate, corporate foundation, and foundation supporters.
3. Develop sustainable systems to manage and distribute contributions.
- Developed preliminary policy paper on systems to manage and distribute contributions.
  - Accomplished preliminary steps towards establishing local bank accounts where local and hard currency donations could be made in respective countries.
4. Provide technical assistance to universities in support of fundraising and fund management capabilities.
- Conducted preliminary review and analysis of financial accounting systems at implementing universities to determine adherence to generally accepted accounting principles and transparency.
  - Conducted review of existing university policies and procedures for receiving donations from private sector.
  - Reached agreement in principle regarding funds management guidelines to track contributions.
  - Held individual and group exchanges with university leadership to discuss how best to approach private sector.
  - Developed Collaboration Statements based on discussions with universities describing mutually agreed principles regarding fund raising activities and financial management.
5. Develop and implement CETT program communications mechanisms.
- Prepared and shared bilingual CETT Partnerships Program PowerPoint presentations with stakeholders.
  - Researched formats and approaches to bi-monthly newsletter, CETT Program web site, and marketing materials.
  - Conducted recruiting for communications manager.
  - Participated in meetings with USAID and business community representatives in Jamaica, Peru, and Honduras.

**b) Phase II: Implementation Phase: May 2003 – August 2005**

With the approval of USAID, INMED began hemispheric fundraising operations in May 2003, targeting companies and foundations based in the United States, and subsequently expanded efforts with the assistance of fundraising advisors located in each region. The first task was to present a workplan with objectives and related activities and deliverables. A summary of the results of that workplan, approved by INMED's CTO (note: a new CTO was in place by the beginning of 2005, but the workplan below continued as originally agreed for the duration of this phase), are presented below, along with related outcomes:

1. Mobilize private sector support
  - 1.1. Develop and implement CETT communications mechanisms

- 1.1.1. CETT fact sheet developed and distributed in English and Spanish
- 1.1.2. CETT partnerships newsletter developed and published
- 1.1.3. CETT partnerships website, [www.readingforallchildren.org](http://www.readingforallchildren.org) developed and maintained
- 1.1.4. Core marketing materials developed for lead countries
- 1.1.5. Production of PSA begun
- 1.2. Pursue U.S. and regional fundraising activities
  - 1.2.1. Generated over \$3 million in commitments (see Attachment I)
- 2. Manage and distribute donations
  - 2.1. Coordinate logistical services for distribution of in-kind donations
    - 2.1.1. Initiated and continued donation of libraries, including composition of libraries, receipt and warehousing of books, shipping and distribution (see Attachment II for list of book donations and libraries)
  - 2.2. Track private sector contributions received by all institutions affiliated with CETT
    - 2.2.1. Formulated agreements with CETT institutions for receipt of grants, aligning with donor wishes and guidelines
    - 2.2.2. Tracked contributions
- 3. Provide technical assistance to CETT affiliated institutions interfacing with the private sector
  - 3.1. Provide technical assistance regarding management and distribution of donations
    - 3.1.1. Twinned INMED and university CETT staff to track donations
  - 3.2. Provide technical assistance to promote sustainability of fundraising and fund management capability
    - 3.2.1. Reviewed CETT master proposal jointly with universities to ensure accuracy, adjust quantitative training objectives, and clarify the service delivery model
    - 3.2.2. Provided one-on-one coaching and support of university leadership and key staff on proposal development and donor development management
    - 3.2.3. Developed proposals collaboratively with key CETT institutions

**c) Phase III: Scale-Down, Hand-Over Phase: September 2005 – September 2006**

During the latter part of the implementation phase, three key events occurred: the entire LAC CETT team changed, including the CTO for this project; a midterm evaluation was conducted; and budget cuts faced the entire CETT program.

With the new LAC team in place, a thorough review of the origins of the project and subsequent events was undertaken by USAID/LAC.

The mid-term evaluation was part of this process and focused on whether the vision of raising \$20 million was feasible. The conclusion was that a very large NGO with a strong and large fundraising infrastructure could potentially accomplish this for its own programs, but would have no incentive for doing so for CETT. For an organization the size of INMED, working in an environment where few philanthropic resources are available in the U.S. for Latin America and the concept of philanthropy and giving in the CETT countries is still immature, and without the active support of the White House, this was characterized as 'unrealistic'. The report pointed out that there was an intrinsic confusion between fundraising and partnership-building in the project. INMED's original proposal stated that it intended to cultivate and structure public-private partnerships that could achieve the \$20 million vision, but the workplan that was ultimately developed with and approved by USAID focused on fundraising. The mid-term evaluation report recommended that USAID move to a strategy of partnership-building rather than on fundraising.

The third event was a severe budget cut for both the CETT technical program and partnerships program announced in August 2005. Given these events, INMED worked closely with the CTO to develop a new workplan. This final workplan, presented in September 2005 and approved in October 2005, guided INMED's activities for the final year of the project. The activities in the final Work Plan covered September 2005 through project termination at the end of September 2006. Some closeout activities continued through December, 2006. The Work Plan was developed in consultation with USAID LAC Bureau and USAID Mission staff assigned to the CETT Program in Peru, Jamaica, and Honduras. Work Plan activities reflected priority needs expressed by education partner stakeholders in the Hemispheric Workshop held in Kingston, Jamaica in May 2005 and in subsequent meetings and teleconferences between education partner stakeholders and CETT Partnerships Program staff.

The final workplan was designed to achieve three objectives: 1) a **smooth and sustainable transition of partnership relationships**, 2) the **development of final communications materials** that will create an ongoing positive image of CETT and child literacy, and 3) a **comprehensive handover of databases, contacts, and tools** to USAID and CETT implementing institution partners.

The Work Plan included nine activities:

- Strengthen existing partnerships
- Finalize outstanding partnerships
- Produce public service announcements
- Coordinate provision of learning materials
- Support donor recognition and communications activities
- Conduct project handover activities
- Conduct Andean partnership planning workshop
- Develop and provide partnership toolkit
- Prepare USAID and donor reporting

Following are the outcomes of these activities.

### **Activity 1. Strengthen Existing Partnerships**

**Hemispheric and regional fundraising and partnership development** activities resulted in more than \$3.0 million in monetary and in-kind contributions (see Attachment I), and on-going relationships for CETT institutions.

Fundraising activities in the Andean Region were officially phased out in December of 2005. INMED's fundraising advisor in that region attempted to facilitate meetings for the Andean CETT team with current donors and gave them all relevant information. In August 2006 INMED's President met with one of this region's largest donors, PlusPetrol, to encourage renewal of their support in the future. They indicated they would do so at the end of their three-year agreement if requested. In the Caribbean INMED's local fundraising advisor was kept on board officially through May of 2006, at the request of USAID. He has also carried out activities through December of 2006 to help ensure the delivery of the last shipment of books from Scholastic, to facilitate the completion of the Fernandes Trust grant for Tobago and to assist the Caribbean CETT when requested.

In light of the phase down focus on transitioning partnership relationships, INMED targeted existing donors to try and expand the scope of the partnerships and to obtain referrals. Activities in this regard were strongest in the Caribbean region and with hemispheric partners that had made significant contributions to the success of the CETT Program overall - with Scholastic and DHL in particular.

Ongoing opportunities were sought to strengthen the CETT partnership with Scholastic through the last donation which INMED facilitated in September of 2006, and through additional leveraged donations that took place during the phase down stage of the CETT Partnerships Program. INMED organized a hand-over meeting between USAID and Scholastic in November 2005, and Scholastic initiated relationships with CETT Centers and universities with introductions from INMED. In the Caribbean, a direct relationship between the Caribbean CETT and Scholastic has developed.

In May, 2006, INMED hosted a luncheon event at the Georgetown Club in Washington, DC to honor and thank DHL and Scholastic for making the successful book donations possible. The purpose of this event was to initiate the hand-over of the relationship with DHL to USAID, and to further strengthen the hand-over of the relationship with Scholastic. INMED prepared plaques from USAID for the corporate representatives at the event. Additional plaques were prepared for all the regional managers of DHL in Latin America and the Caribbean who had been so helpful with book shipments. The USAID LAC Education Team Leader prepared letters of appreciation to accompany the plaques.

#### **Activity 2. Finalize Outstanding Partnerships**

Prior to ending fundraising activities in the Andean region, INMED's regional fundraising advisor attempted to set meetings for the Andean CETT with outstanding partners including Aguaytia and Asociacion Ancash. Introductions have been made and all contact information turned over to the Andean CETT. INMED's Caribbean advisor focused his final efforts on the extraction, tourism and financial services sectors in Jamaica and Trinidad. Proposals and sponsorship requests were sent to Citibank Trinidad, RIU Hotels, JIO, Bernard Van Leer Foundation, Bank of Nova Scotia, RBTT Bank, Republic Bank, HCL Real Estate Developers, Neal and Massy Group, and Anna McCalla Group. Citibank Trinidad agreed verbally to a donation of \$10,000. All introductions and contact information have been turned over to the Caribbean CETT.

#### **Activity 3. Produce Public Service Announcements**

INMED headquarters staff coordinated the production of a public service announcement (PSA) promoting CETT and child literacy, working in coordination with USAID, Hoffman and Hoffman Worldwide, and FEPADE. The PSA was approved by USAID in October of 2006 and is currently airing on CNN International and CNN Español.

#### **Activity 4. Coordinate Provision of Learning Materials**

The third and final English language donation by Scholastic was shipped in September of 2006. The books, many titles available only in small quantities, were shipped by Scholastic to the Project Hope warehouse in May. Not all titles were appropriate, but approximately 58,000 books were selected. Preparation of this donation took considerable time, as INMED headquarters staff worked to place the diverse donations into appropriate library packs for grades 1-3 for six different locations in the Caribbean. INMED then secured additional free and discounted freight fares from DHL for this shipment. Because

DHL does not operate in all of the necessary locations, they brought their affiliates into the process, and INMED negotiated space-available shipments to difficult locations.

A listing of all Scholastic book donations is attached (attachment II).

#### **Activity 5. Support Donor Recognition and Communications Activities**

A final donor recognition event in the Caribbean took place in March 2006.. The ceremony to recognize DHL, which was broadened to include Scholastic as well, took place in May 2006 and was reported on under Activity 1.

INMED continued to host the CETT Partnerships Program website, [www.readingforallchildren.org](http://www.readingforallchildren.org), which had over 400,000 hits, and prepared to hand-over website activities to Aguirre International. INMED met with USAID and Aguirre at the USAID headquarters in July 2006 to make the hand-over. In October 2006 USAID indicated that they were not yet ready to move the hosting of the website. INMED therefore agreed to pay for the hosting through December 2006.

#### **Activity 6. Conduct Project Handover Activities**

In addition to project handover activities with regard to the website, INMED handed over its corporate research database. This was given to USAID in EXCEL format copied onto a CD in July of 2006.

#### **Activity 7. Conduct Andean Partnership Planning Workshop**

Due to lack of interest on the part of UPCH, INMED discussed elimination of this activity with Cheryl Kim who agreed to contact the Andean CETT CTO in the Mission in Peru. A definitive answer was not given. INMED's assessment is that UPCH never fully bought into the need for private sector support for funding CETT activities, preferring to rely instead on USAID support in a traditional development assistance relationship.

#### **Activity 8. Develop and Provide Partnership Toolkit**

A final draft of the Toolkit, entitled "Education Partnership Toolkit: Cultivating Corporate Partners to Strengthen Education", was presented to USAID/LAC in April 2006.

#### **Activity 9. Prepare USAID and Donor Reporting**

Quarterly reporting was prepared for USAID throughout the life of the project. Reports were sent to all donors for whom INMED was responsible, including Alcoa, Ford, Palmer and Fernandes Trust. The interim report was sent to the Fernandes Trust for Trinidad and Tobago in September 2006 and was 5 months overdue due to lack of responsiveness of the local CETT representative. A major issue was the death of the CETT representative in Tobago. However, final transfer of funds and reports have been delayed because the new local CETT representative has not sent back the signed agreement to spend the remaining funds as agreed to with the Fernandes Trust and the original CETT representative. INMED is legally responsible for these funds, and INMED in the U.S. and Robert Wright in the Caribbean continue to work on this issue. The local CETT representative has indicated that the local Ministry of Education needs to sign the agreement and that she will follow up.

#### **4) LESSONS LEARNED AND RECOMMENDATIONS**

The CETT program is an extremely important and worthwhile initiative. Although funding was not renewed at the same level for the CETT institutions for 2007, it is important that they received some continuing public sector funding. The major recommendations that stem from lessons learned within the CETT Partnerships program fall into two categories: those related to fundraising and partnership-building; and those related to institutional development of the CETT institutions.

##### **Fundraising and Partnership-Building**

As indicated in the mid-term evaluation, it is important not to confuse these two activities – and it is also important to recognize that for long-term sustainability, partnership-building must come before fundraising. Key recommendations for partnership-building include:

- Target private sector partners most likely to have a vested interest in the enterprise (geographically and/or link to industry focus)
- Involve potential partners in the development of the project and its objectives (cultivate buy-in and ownership)
- Leverage public-sector funds (do not invest all designated funds prior to bringing the private sector on board)
- Maximize high-level support for a Presidential Initiative.

##### **Institutional Development**

- Include partnership-building and private-sector matching requirements into the mandates of the CETT institutions from the outset, and provide support and training
- Have partnership-building activities led by an entity that is part of or has a vested interest in the program (an intermediary that has no role in or influence on the technical aspects of the program may be able to conduct isolated fundraising activities, but cannot build partnerships and large, long-term commitments if they cannot demonstrate they have a role in the program and confidently make personal assurances to potential partners)

**APPENDIX I**

**CETT PARTNERSHIPS KEY DONORS**

<b>Donor</b>	<b>Value (US\$)</b>	<b>Agreement Signed</b>	<b>Region Benefiting</b>
Scholastic	\$1,826,084	US	All
Alcoa	\$100,000	US	Jamaica
Sesame Workshop	\$74,000	US	Central American Andean
Ford Motor Company	\$10,000	US	Andean
DHL	\$39,238	US	All
Palmer Foundation	\$20,000	US	Central America
Plus Petrol	\$150,000	Peru	Peru
Banco Sudamericano	\$8,500	Peru	Peru
ProQuest	\$335,000	Jamaica	Caribbean
Air Jamaica	\$100,000	Jamaica	Caribbean
BP Amoco	\$200,000	Trinidad	Trinidad
Petrotrin	\$8,000	Trinidad	Trinidad
JB Fernandes Trust	\$90,000	Trinidad	Trinidad
Grupo Lis	\$3,000	Honduras	Central America
PLAN Honduras	\$36,000	Honduras	Honduras
Johnson Family Trust	\$10,000	US	Jamaica
Miscellaneous Donors <sup>1</sup>	\$34,500		
<b>Total</b>	<b>\$3,044,322</b>		

<sup>1</sup>Miscellaneous donations include translation services, logistics, transportation discounts, and office support personnel.

**APPENDIX II. SUMMARY OF SCHOLASTIC BOOK DONATIONS**

	<u>Shipment</u>	<u>Date</u>	<u>Titles Donated</u>	<u>Titles Purchased</u>	<u>Libraries</u>	<u>Value</u>	<u>Disposition</u>
1	1st Caribbean	Fall 2003	52,923		471	\$300,243.02	sent to Caribbean Dec. 03
2	2nd Caribbean	Fall 2004	52,623		488	\$317,428.79	sent to Caribbean Dec. 04
3	3rd Caribbean	Spring 2006	59,632		500	\$457,668.83	sent to Caribbean June 06
4	Assortment from Mexico	Summer 2004	42,404			\$145,021.68	sent to Carib, CentAm & Andes 04 & 05
5	Spanish Magazines	Spring 2004	421,000			\$177,700.00	sent to CentAm & Andes Dec 04 & 05
6	Spanish Purchase / Donation	Spring 2005	5,880	5,880		\$56,655.60	sent to CentAm & Andes Dec 04 & 05
7	Bulk Spanish Donation	March 2005	53,530			\$209,582.31	sent to CentAm & Andes 05
8	1st Central American Libraries	Fall 2004	16,200	16,200	300	\$153,864.00	sent to Central America Dec 04
9	2nd Central American Libraries	Fall 2005	12,296	12,296	400	\$162,453.10	sent to Central America Dec 05
10	Andean Libraries	Fall 2005	8,535	8,535	2,778	\$63,905.20	sent to Peru and Bolivia Summer 2005
			<b>725,023</b>	<b>42,911</b>	<b>4,937</b>	<b>\$2,044,522.53</b>	
	less value of purchased titles					<u>\$218,438.95</u>	
						<b>\$1,826,083.58</b>	