



Annual Report

2014

Director's Welcome

As I reflect on our fifth year of programming, I find myself a bit awestruck. When I started this organization from my college dorm room in 2010 I never could have imagined the tremendous amount of support I would receive over the coming half decade. In the last few years I have read endless articles and statistics about the likelihood of any small non-profit to fail in its first two to five years. According to all the research, the odds of Victor's Vision still serving a growing number of students in Chulucanas, Peru in 2014 were very low. Despite the odds, we did it.

This year, Victor's Vision served more than 60 students in the Chulucanas area. Those sixty student received hundreds of extra hours of school, hundreds of extra meals, dozens of workshops and endless support from their caring Victor's Vision teachers. So as we close out our 5th year, I have to again say thank you. Thank you to all the supporters who have made my dream a reality. To the teachers, the donators, the funders, and the cheerleaders, on behalf of the entire Victor's Vision family- we are so grateful for you. You helped us defy the odds. You helped us grow. And you helped us change reality for our students and family who have the best of dreams for their future.



As we head into the 2015 school year, I feel only excitement for our students and families. In 2015, our students will continue to practice their math, reading, writing, science, technology and English. They'll continue to explore new places, eat healthier meals and volunteer their time supporting the most at-risk in their communities. Most importantly, however, in 2015 our students will be one step closer to college.

With Gratitude,

Emily Felsenthal
Executive Director

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Victor's Vision At-A-Glance

Our Vision

Our vision is to empower Latin American youth to dream of a brighter future and to pursue such a dream through higher education.

Our Mission

Our mission is to empower underprivileged Latin American youth to dream and to achieve their dreams. The key to this is college graduation, so Victor's Vision provides its students with the supplemental academic support, personal and academic guidance, and university scholarships necessary to attain a university degree.

Our Values

We believe all children have the right to dream and to pursue their dreams.

We believe in equal access to all levels of education, regardless of race, class, gender, religion, age or family status.

We believe that when provided with the necessary support and guidance, all children can achieve and succeed.

Fast Facts 2014

Student enrollment	62
Families impacted	48
Local staff employed	11
Local community partnerships	3
Grade levels served	2 nd - 8 th
Average student: teacher ratio	8:1
Student attendance rate	94%
Annual operating expenses	\$29,194
Average cost per student	\$471
Year of program establishment	2009
Year of US incorporation	2010

Core Programming



Academics

Victor's Vision (VV) starts working with students when they are in the second grade. All students receive three extra hours of schooling, five days a week. Since inception in 2009, VV has offered classes in 4 core subject areas: math, language arts, science, and character development. In 2012, Victor's Vision began offering a fifth subject to all of its students: computer classes. In addition to the 15 hours of core subject work, students also engage in a weekly 2-hour computer class taught by VV staff. VV's average class size in 2014 ranged from 7-10 students, which enabled the program's university-certified teachers to focus on the individual needs of every child. By supplementing the students' regular school day with a personalized learning atmosphere, VV ensures that every student is prepared with the skills and confidence necessary to pursue higher education and to ultimately overcome poverty.

Why focus on academics?

Although the Peruvian government mandates the right for every child to attend a public school, the average Peruvian school day is often much shorter and of much poorer quality than those in the U.S. While the school day typically lasts 6-7 hours, instructional time may only take up a total of 3 hours of this time due to breaks between classes, recesses, and other unpredictable interruptions. The current public education system, providing 15-20 hours at best of instruction per week, simply isn't sufficient to prepare students that aim to pursue higher education. Additionally, many public schools, while free, still require registration fees, uniforms, books, school supplies, transportation fares, and other barriers that make it difficult for children from disadvantaged backgrounds to be fully prepared to learn.



Average student attendance for Victor's Vision classes in 2014 was **94%**

100% of regular school-day teachers agreed that their VV students improved at a faster rate than student other students in their classes.

Nutrition

In order to ensure that students receive the nutrients necessary to learn and grow, VV implemented a nutrition program in January 2011. Through a partnership with a local restaurant owner, VV provides every student with one additional balanced meal every day of programming; this amounts to five additional meals per week, per student. Additionally, in 2013 Victor's Vision began providing additional medicine and meals for families in situations of extreme need, and continued these efforts in 2014. Thanks to the support of local restaurant owners, VV was able to ensure that all Victor's Vision students and families are healthy, well-nourished, and ready to learn and develop.

Why focus on nutrition?

Research has shown that without the proper nutrition, it is highly unlikely that children reach their full academic potential. Malnourished students are unable to develop physically and mentally at a normal rate, and their academic growth suffers as a direct result. All VV students live in poverty (defined as a family income of less than \$2 per day) or extreme poverty (a family income of less than \$1 per day). As a result of this, many children join the program in a malnourished state. Ensuring the proper developmental ability of every student is essential to our programs' success.



In 2014, **100%** of students received one extra balanced meal every day they attended Victor's Vision's programs. All meals include **milk, fruit, protein, and bread.**

In 2014, over **10%** of Victor's Vision families received medicine or extra meals for their families during times of extreme need.



Cultural Awareness

During the 2014 school year, VV students had the opportunity to participate in four out of town field trips and several in-community day trips. Through these experiences, students broadened their horizons by exploring new areas and giving back to their community. These experiences included day trips to Piura, the capital of the Piura region, and to Catacaos, a city about 50 miles southwest of Chulucanas. Students also participated in overnight stays in Chiclayo, the capital city of the Lambayeque region south of Chulucanas, and to Tumbes, a coastal region in southwestern Ecuador. In addition to these out-of-town exploratory trips, students also spent several afternoons volunteering in a local orphanage and an elderly home. Through these experiences, students had the opportunity to explore new cities as well as understand their own community in a new light.

Why culture awareness?

The majority of VV students have never had the opportunity to travel outside of Chulucanas or even explore much within their own community. VV's cultural experiences offer students the opportunity to see and experience different cultures and lifestyles, as well as develop an understanding of the value of service. As a result, our students are more driven in their pursuit of higher education and are more confident in their desire to give back to their own community. Through these experiences, students acquire a vision of what their future can hold.



80% of Victor's Vision students had never traveled outside of Chulucanas when they joined the program.

96% of students had the opportunity to participate in at least one Victor's Vision out of town field trip, and **100%** of students participated in in-community service trips in 2014.

Parental Involvement

VV recognizes parental involvement as a necessary factor for the long-term success of our students. While 100% of VV's parents dropped out of school prior to achieving a secondary education, VV actively works with parents to help them understand and value academic success. As a result, parents are empowered to encourage and establish high standards for their children's academic performance.

In addition to signing a commitment contract to invest in their child's education, VV parents attend monthly parent workshops. At these workshops, Victor's Vision staff and families address topics such as education, domestic abuse, and child labor. Through these workshops and bi-monthly home visits that are conducted by Victor's Vision teachers, we hope to provide parents with a safe space to share, grow and support their family's future.

Why focus on parents?

In Chulucanas, students typically drop out of school by the 6th grade in order to start working and earning money for their families. With such limited education, almost all of these individuals end up in one of four professions: moto-taxi driver (more than 50%), factory worker (about 10%), cleaning homes (about 15%) or selling goods in the market (about 25%). None of these professions allows individuals to earn sufficient income to escape poverty.

VV empowers parents to understand the benefits of higher education for their entire family. By communicating regularly with VV teachers and participating in monthly workshops, parents take on a larger role in their child's education and consequently their family's future. Under this approach, all VV children have the family support needed to succeed in the classroom.

100% of Victor's Vision parents say they feel more confident in their family's future as a result of Victor's Vision's programs.

On average, **85%** of Victor's Vision parents attended monthly workshops to discuss important topics and issues in 2014.



Theory of Change

Current Situation

- Lack of a mindset which values education and encourages students to dream of a greater future for themselves
- Limited access to rigorous academic programming and stimulating learning opportunities
- High drop-out rates and child labor practices due to the need for children to contribute toward family income at an early age.
- Limited availability of nutritious meals at home, adversely affecting physical and health development

Strategy

- **ACADEMICS**
 - Students receive personalized supplemental instruction in all content areas from highly-qualified teachers for 3 hours/day, 5 days/week
 - Students learn essential computing skills during weekly technology classes
- **CHARACTER DEVELOPMENT**
 - Students attend monthly motivational workshops
 - Students complete a set of challenging and creative extracurricular projects
 - Students participate in 3 trips/year to explore their own & other cultures
 - Students receive physiological support to address social-emotional health
- **PARENT INVOLVEMENT**
 - All parents sign a contract, committing to support their child in Victor's Vision
 - Parents discuss and learn about topics related to education during monthly workshops
- **NUTRITION**
 - Students receive one balanced meal/day, 5 days/week

Intended Impact

- Students become critical thinkers, excel academically, and acquire the essential technical skills that expand their future opportunities for college and careers
- Students value their education; they are mentally, socially, and emotionally ready and inspired to pursue their learning
- Students' experiential knowledge broadens beyond their immediate community
- Parents permit and encourage student participation in the program
- Students are healthy and physically ready to learn in their classes

Theory of Change

- Students are academically qualified for college acceptance and prepared to thrive academically at a university level
- Students are socially, and emotionally prepared to study at a university level and live in a community outside of their own
- Parents value education and support their children to pursue a university education throughout primary and secondary school
- Students grow and develop physically at an appropriate rate

Ultimate Impact

Underprivileged Peruvian students graduate from college and are empowered to pursue careers which help them overcome the cycle of poverty into which they were born.



Where We Work

Peru is a developing country in western South America with a poverty rate of 26% and a population of 30 million. Its economy is largely based on agriculture, fishing, mining, and manufacturing of products such as textiles.

Victor's Vision operates in Chulucanas, a small town with approximately 69,000 inhabitants located in the northwestern Piura region of the country. This area is most well-known for its ceramic tradition, an important aspect of Peruvian heritage that dates back to ancient civilizations.

Fast Facts: Piura, Peru

Poverty Rate (living on less than \$2 a day)	63%
Students completing primary education (6th grade)	37%
Students completing secondary school (12 th grade)	27%
Students attaining a university degree	4%

Fast Facts: Victor's Vision Families

Poverty Rate (living on less than \$2 a day)	100%
Households with internet access	10%
Single-parent households	25%
Average parent education attainment level	6 th Grade
Number of families in professional careers	0



2014 Income Summary

Total Income: \$27,326

In 2014, Victor's Vision secured funding through four primary sources of income: private donations, partnership support, fundraisers, and grants.

Private Donations:

One of the most important sources of income for Victor's Vision continues to be donations from private sources, and Victor's Vision is very grateful for the generosity of these loyal individuals. In 2014, private donors funded more than three fourths of the organization's income. Of these donors, nearly all had provided support for the organization previously, demonstrating a long-term commitment to Victor's Vision mission and work.

Partnership Support:

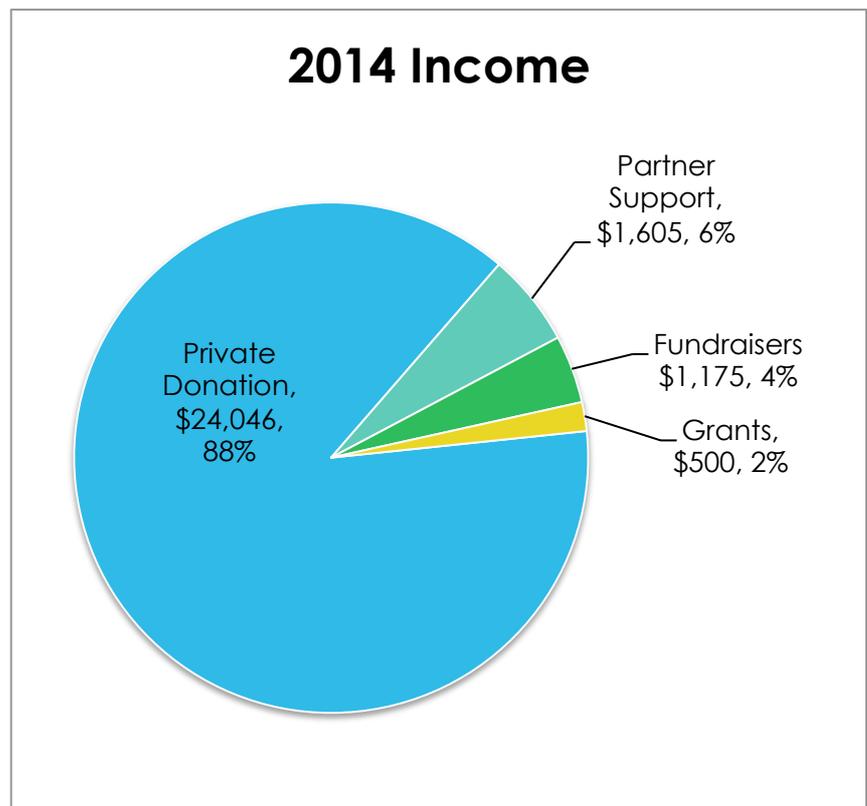
In 2014, Victor's Vision continued to enjoy generous financial support from its education partner, Villanova University. This year, Victor's Vision was selected as one of three charities for which graduating students could choose to donate to after completing the senior survey. Victor's Vision also created a new partnership in 2014 with Warberg Asset Management and looks forward to continuing to grow this relationship.

Organization Fundraisers:

In 2014, Victor's Vision raised over \$1,100 through various fundraisers held throughout the year by our interns and other supporters.

Grants:

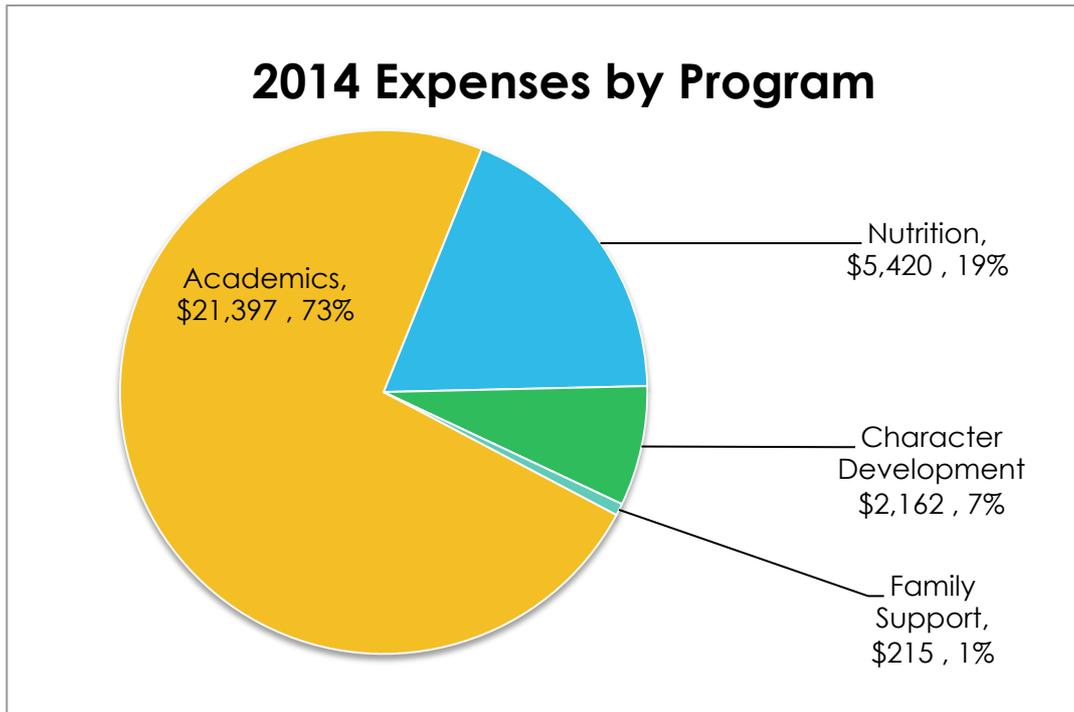
Finally, Victor's Vision was named the awardee of the Gary Kash Charitable Gift grant in 2014.



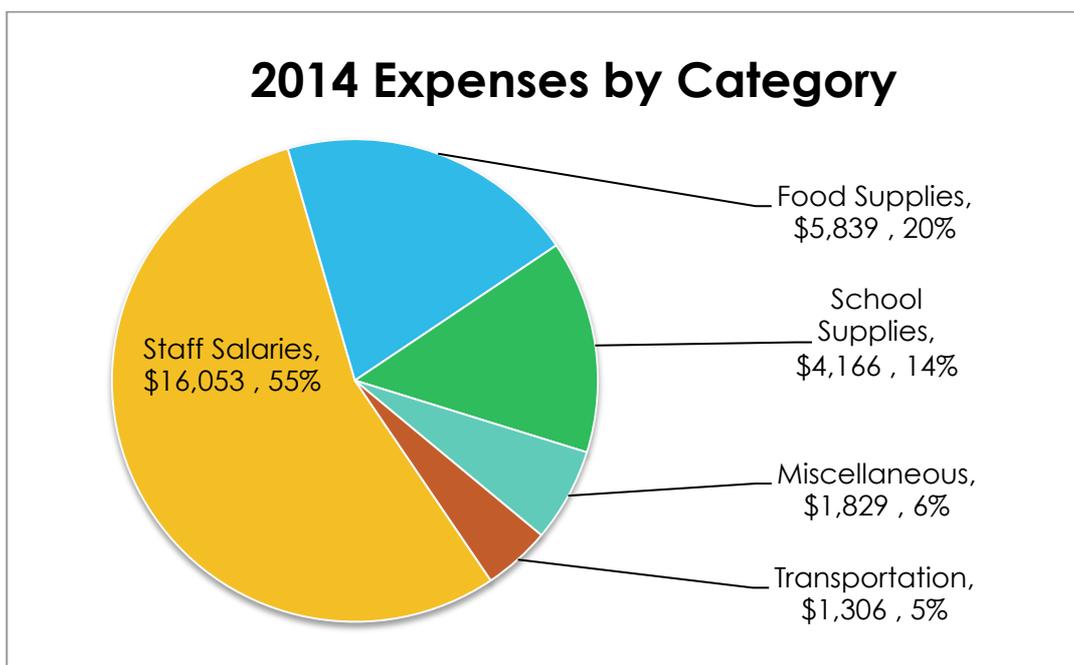
2014 Expenses

Total Expense: \$29,194

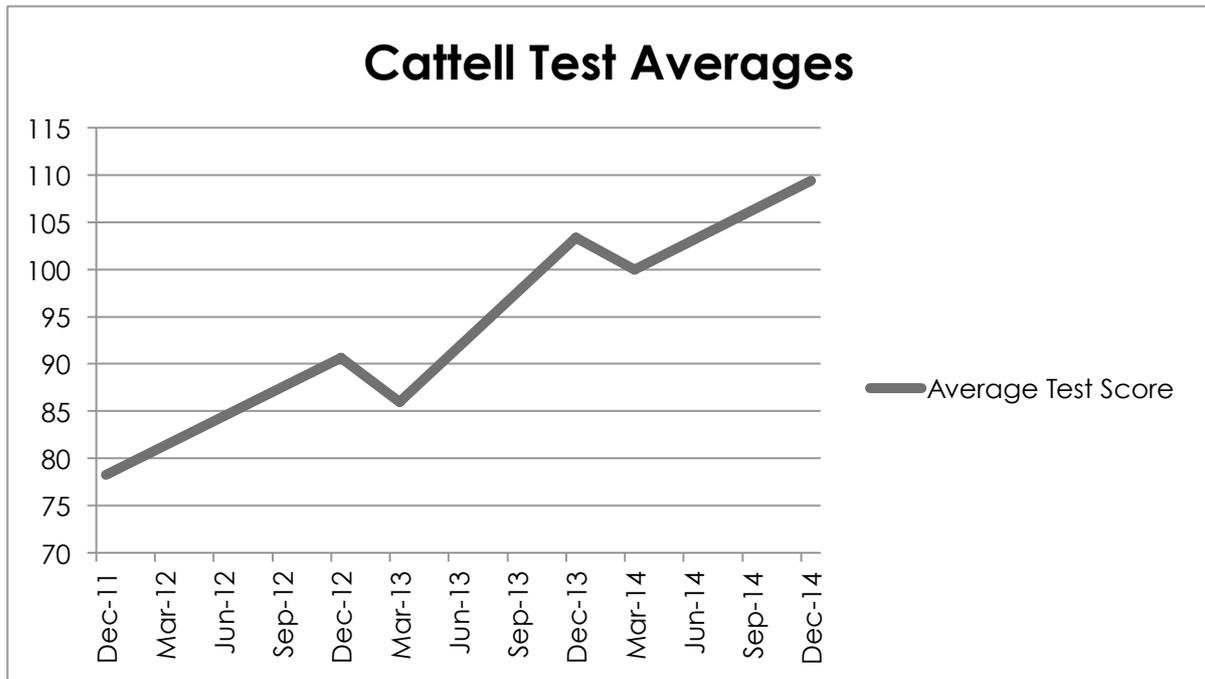
Cost per Student: \$471



Victor's Vision has been an incorporated 501(c) 3 nonprofit in the U.S. since 2010. In 2014, Victor's Vision dedicated administrative expenses to secure official nonprofit status in Peru. The cost of school supplies greatly increased in 2014, in part because school supplies such as notebooks had to be purchased, but are typically brought down as donations during volunteer visits from the U.S.



Student Performance Data



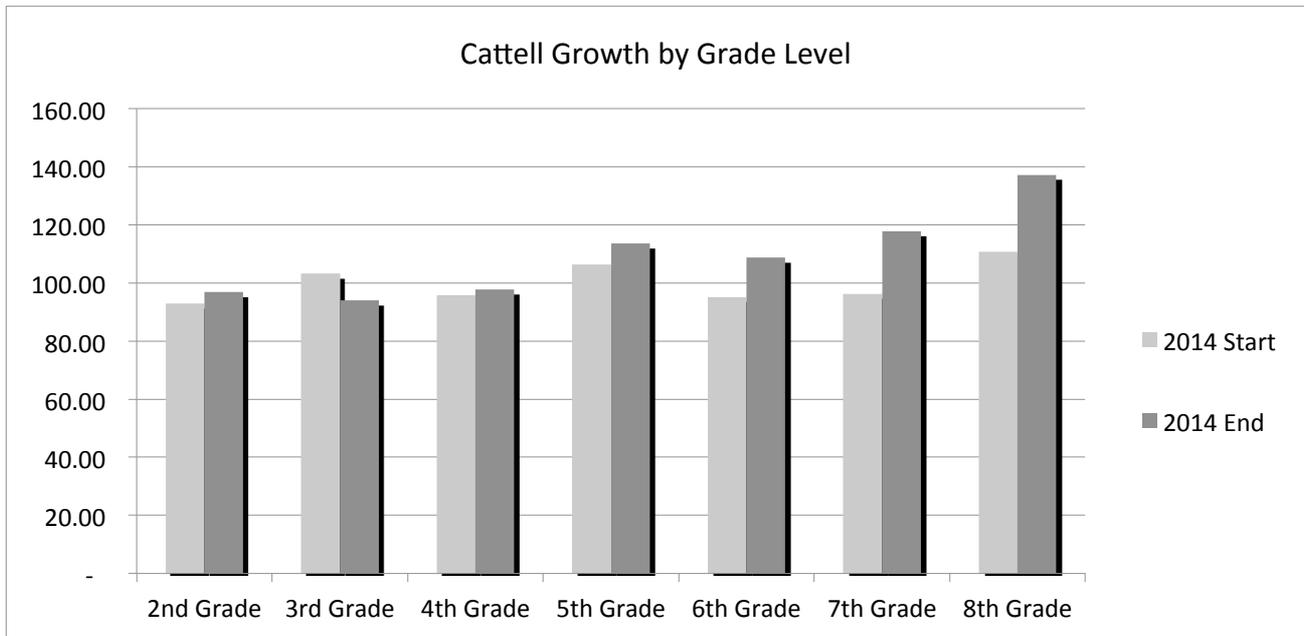
Analysis

Since 2011, Victor's Vision has used a standardized test to measure the academic growth and progress of our students. The Cattell exam measures students in four core areas of logical thinking and assesses students' mathematical and communication logical capabilities. In this sense, the test does not simply measure *what* a student knows, rather how critically they are able to think. The exams are scored on a scale from 50-150 and are correlated with academic levels as listed in the following table:

Below Basic	50-79
Basic	80-99
Proficient	100-119
Advanced	120-139
Gifted Advanced	140-149

As the chart above shows, Victor's Vision students have made significant progress over the last three years. While our students' average in 2011 was below basic, now on average our students are performing at mid-proficiency. This test is very telling of how prepared our students are for university level work. As we continue with the program, our goal is to ensure that all students are performing at an advanced or gifted level to ensure they are prepared to apply to university and be successful in a collegiate setting.

Grade Level Growth



Analysis

This year, Victor's Vision's second group of students entered secondary school. Since most students in Chulucanas drop out before the 6th grade, it is very exciting for each of our students to not only move on to secondary school, but continues to make substantial growth as secondary students.

As the graphs above show, each grade level took the CATTELL test which is normed by grade level. With only one grade level not showing growth, the rest showed an average of over 9 points growth.

Perhaps what is most exciting about this data is the tremendous growth that our oldest students are making. Our 8th graders showed the most growth this year, averaging over 26 points of growth from the beginning to the end of the year. They are our first group to break into the advanced level of this assessment.

