



# Results, Learnings, Resilience 2020-2021

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para el  
desarrollo」

por Boys & Girls Clubs de Puerto Rico

# Vimenti Project



Lessons in resilience  
and results three years  
after its foundation.



83%

of families under the poverty level



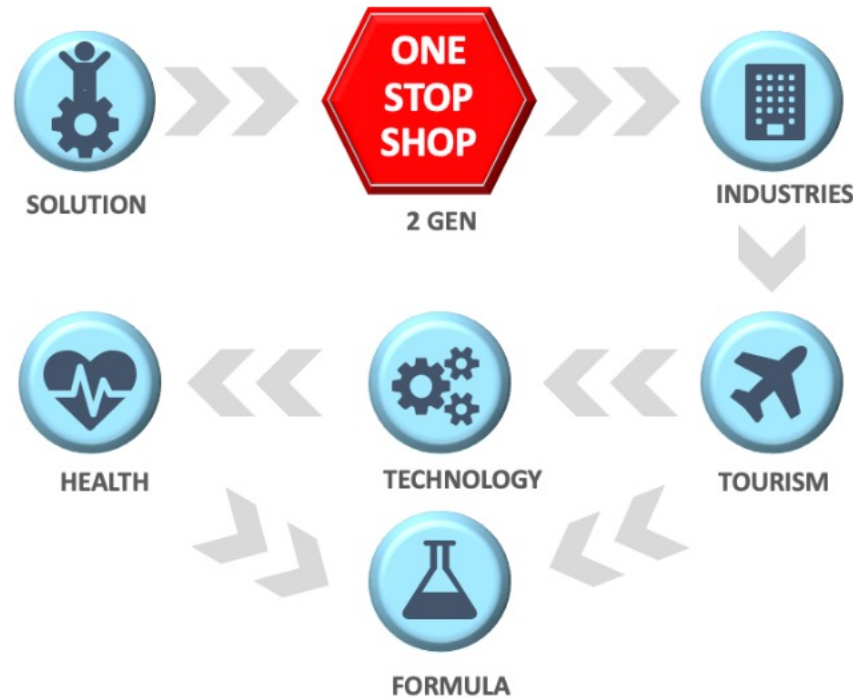
# Workforce Development

## What is our mission?

To eradicate child poverty

## What is our vision?

To create a replicable evidence-based model that provides support, skills, and experiences for children and their families to achieve financial security.



## Programmatic Areas

**1 EDUCATION**  
Vimenti school  
Academic support  
Post secondary



**2 SOCIAL**  
Case management  
Emotional intelligence  
Health and wellness



**3 ECONOMIC**  
Entrepreneurship  
Carrers  
Incubator



## Metrics

Number of young people  
that complete post-secondary  
studies

Number of young people  
that obtain employment

Increase in family income

Increase in labor participation

# VIMENTI PROJECT

Total Impact  
2020-2021



874

People Served



205

Adults Enrolled



126

Vimenti School  
Students



189

Additional Students  
During Extended  
Hours

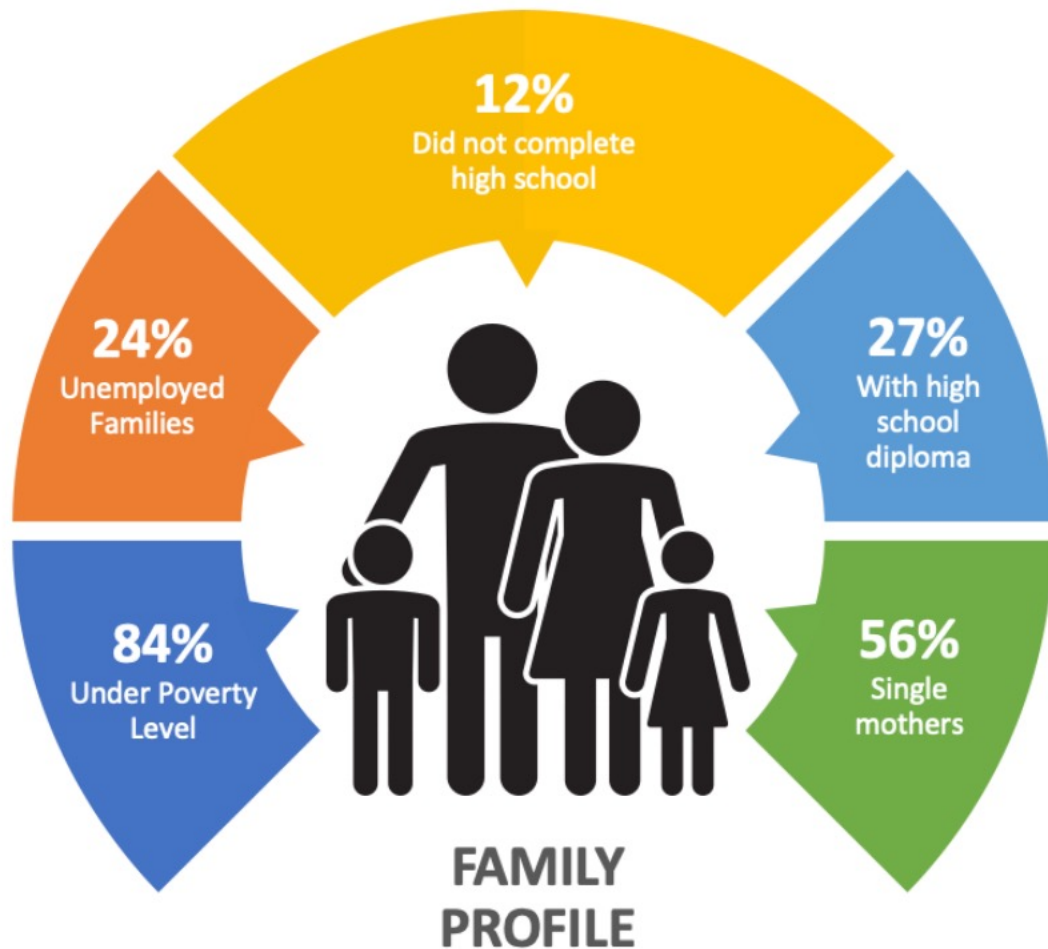


192

Other Community  
Adults

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# Demographic Profile of Families at the Beginning of Year 2020-2021



**Median income in families with minors**

Vimenti School

San Juan

**At the beginning of the year**

\$13,920

\$17,999



The data show an economically disadvantaged school community and mainly led by women.

# Services to Families



**25,863**  
meals served



**319**  
people attended in health  
follow-ups



**1,796**  
health services



**3,079**  
parents in follow-up with  
case managers



**277**  
goals achieved  
by families



**\$63,450**  
stipends distributed to  
families

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# Resilience of Our Families

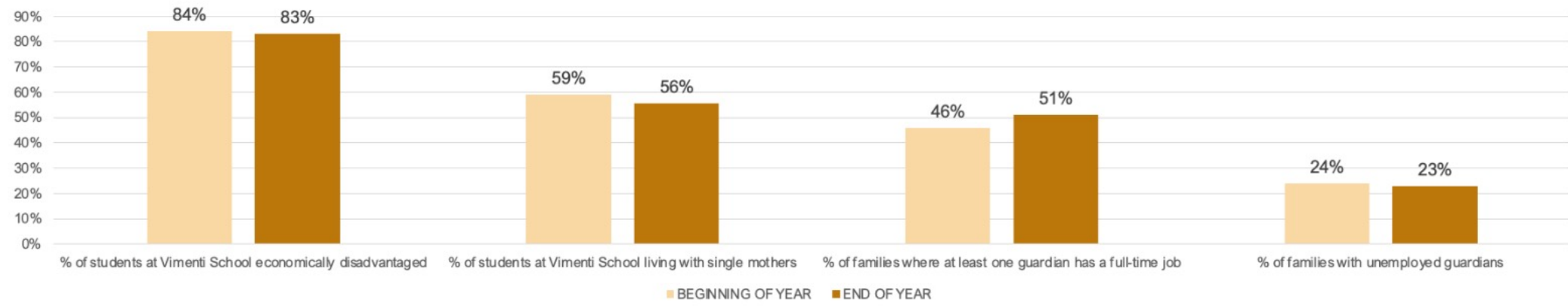
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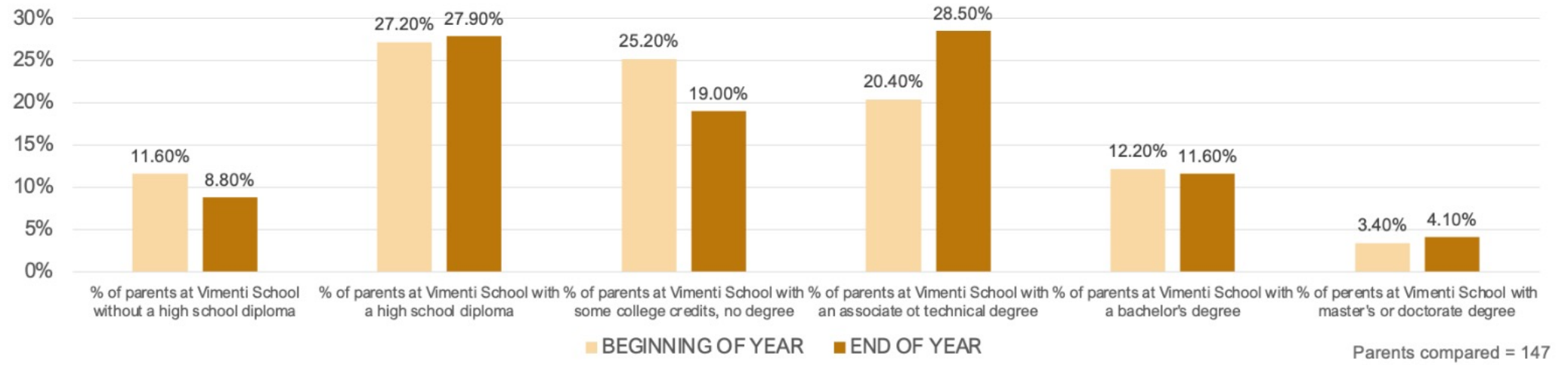
2020-2021



FAMILY PROFILE – ECONOMIC FACTORS



LEVELS OF EDUCATION



Parents compared = 147



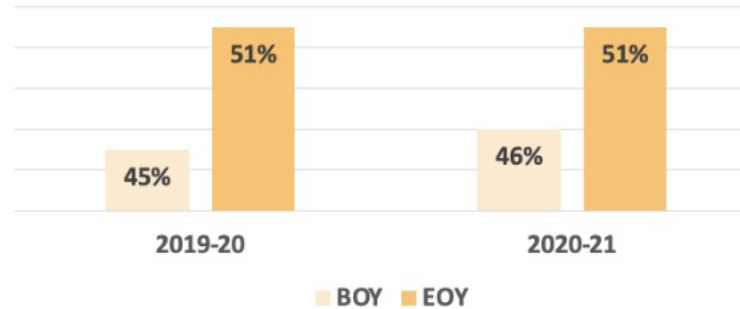


# Families

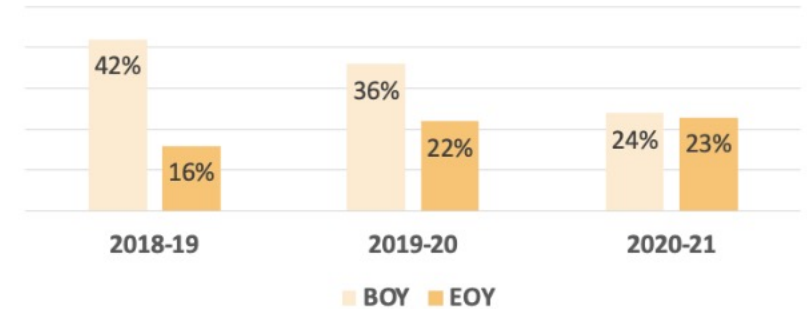
## Financial (Economic) Mobility

2020-2021

Parents Employed Full Time

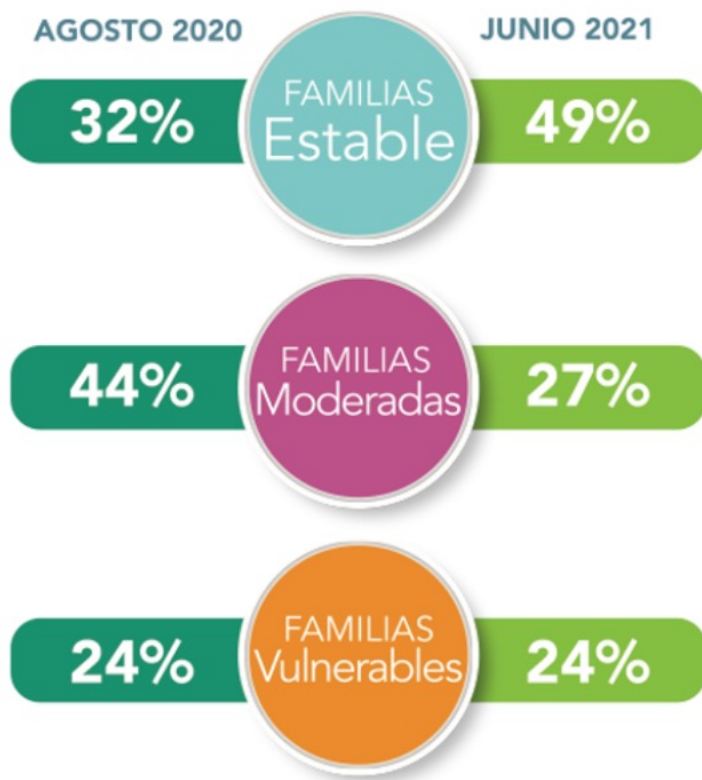


Parents Unemployed

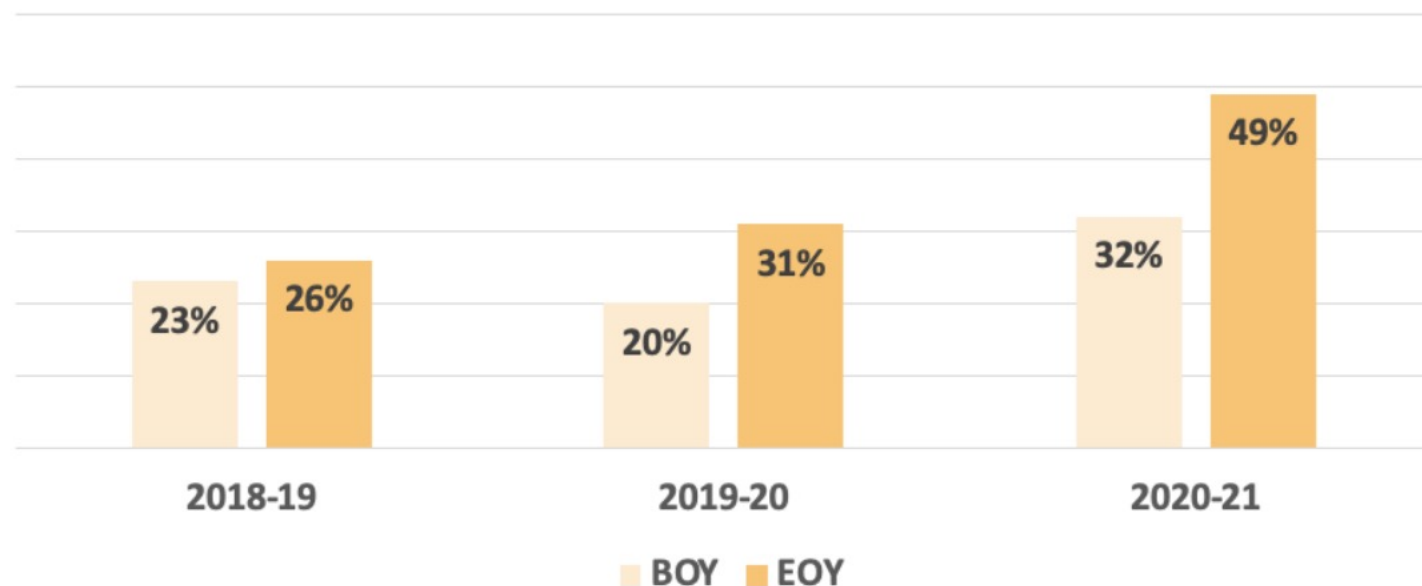


In the last three years, we have seen a decrease in families with unemployed parents.

# Intervention Levels 2020-2021

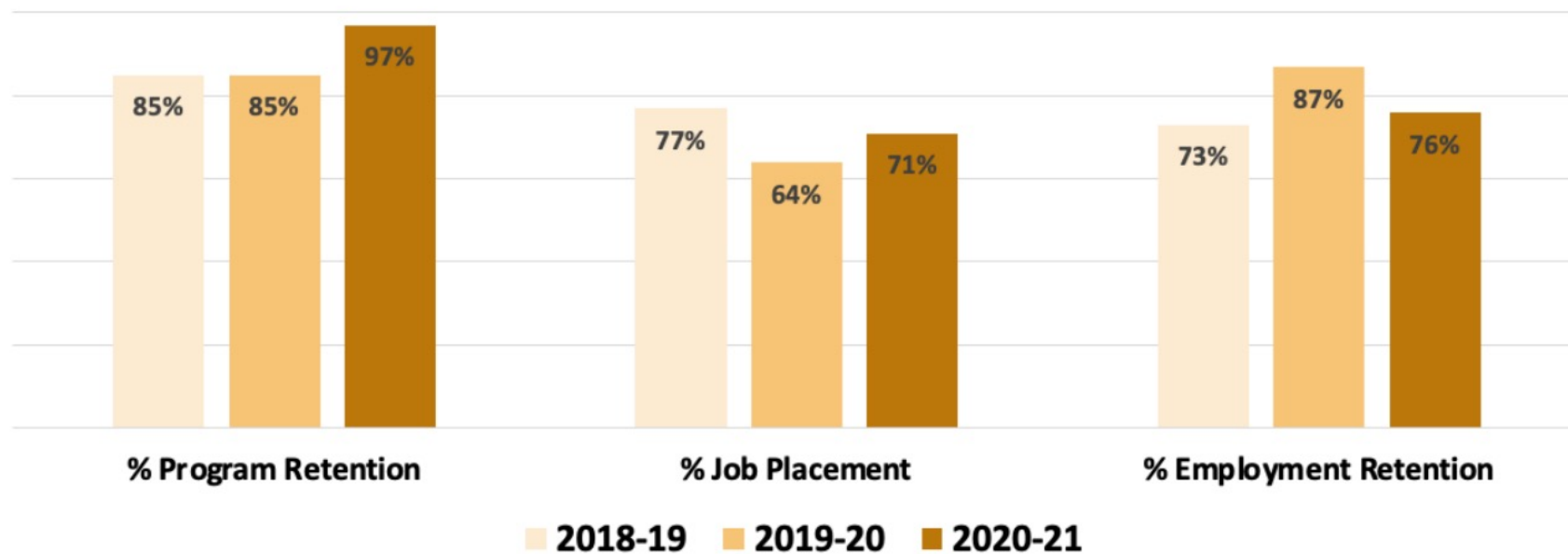


## Stable Families



# Families

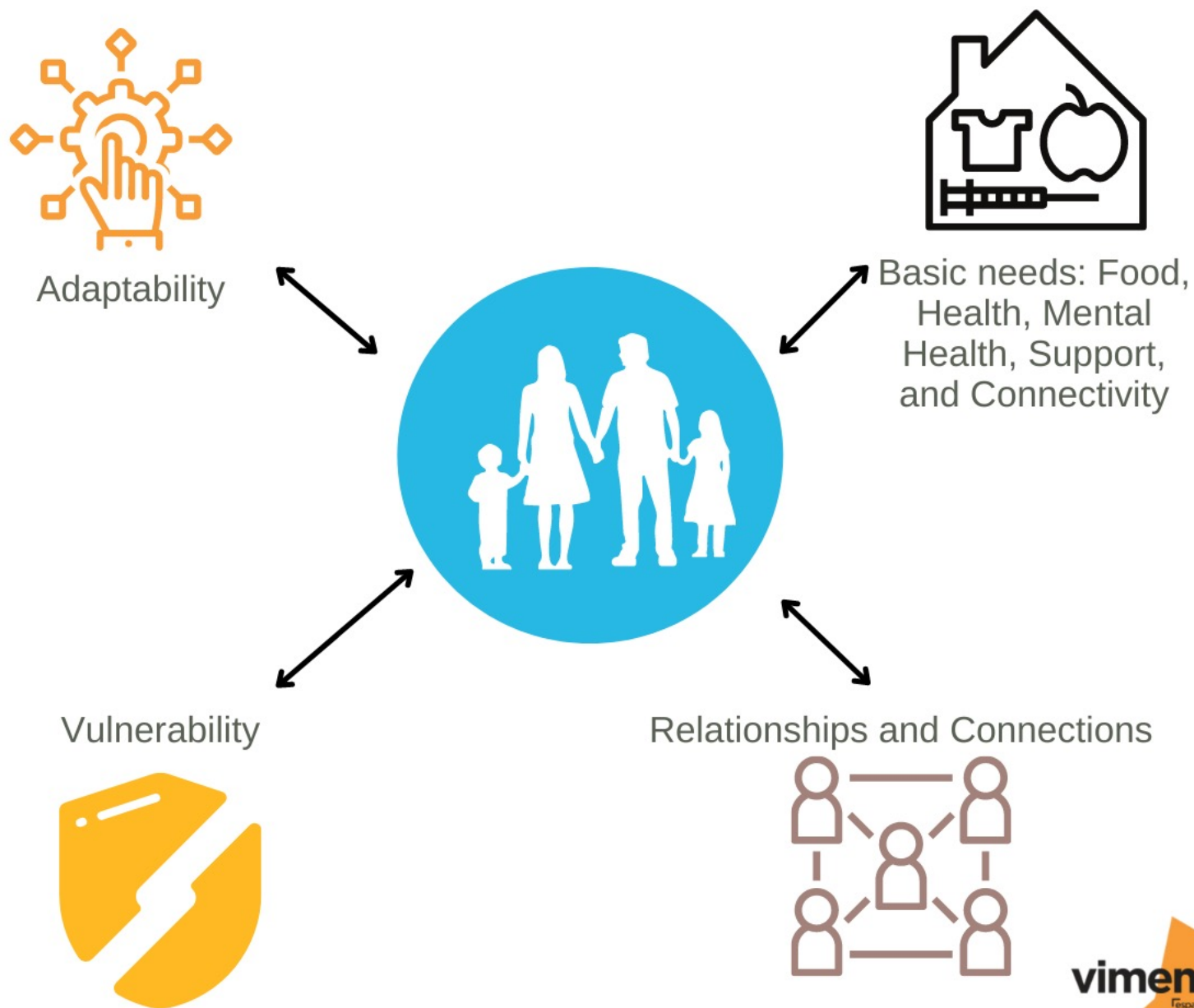
## Employability and Careers Program





# Learnings and Key Elements

The Two-  
Generation model,  
family centered,  
and a  
multidimensional  
approach has been  
key in everything  
we do.



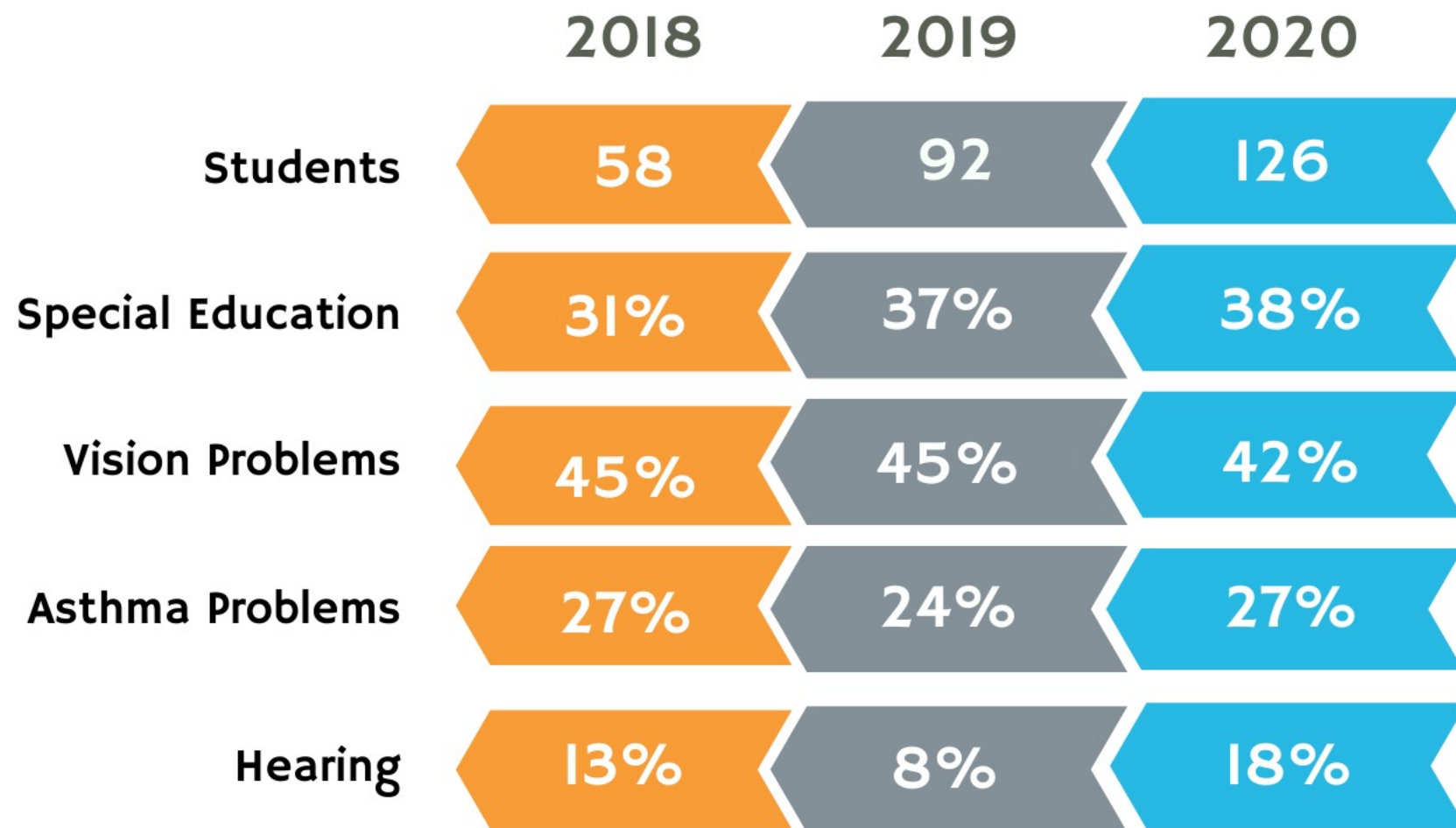


# Resilience of Our Students Vimenti School

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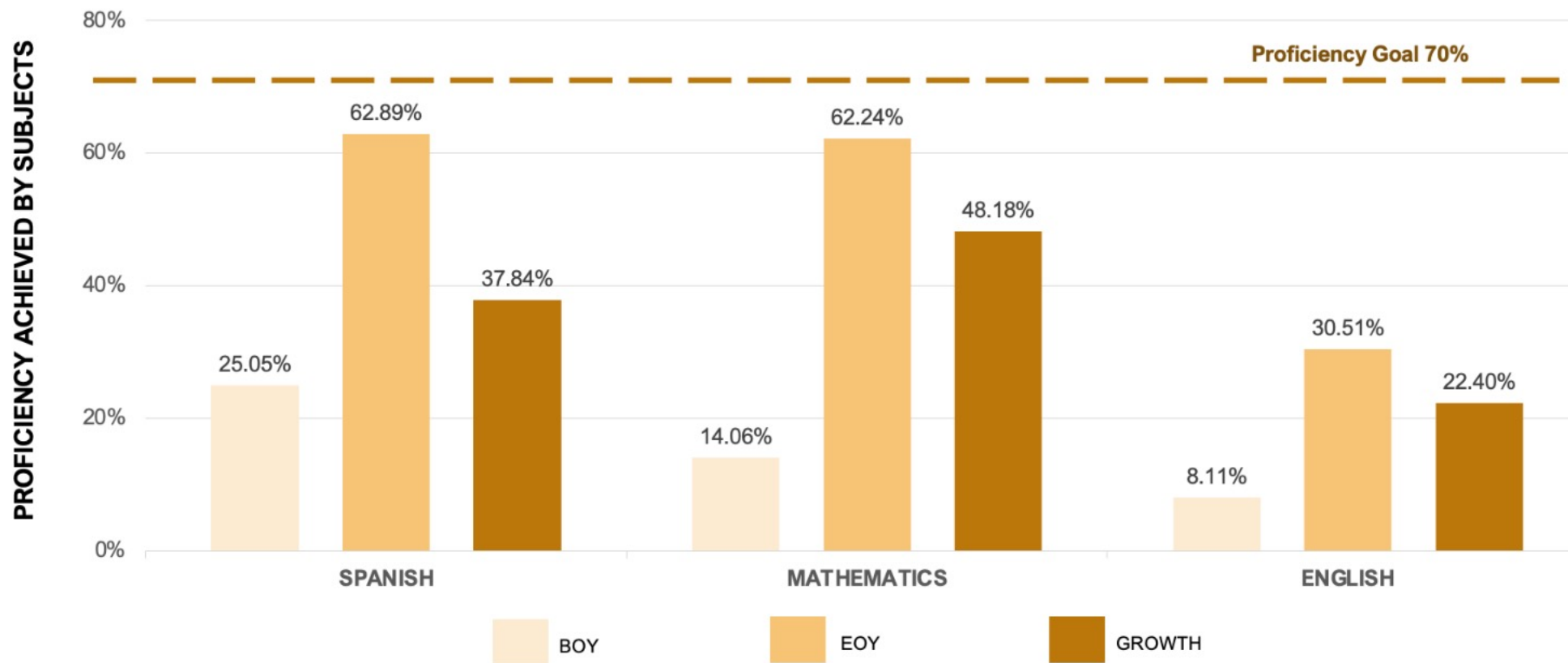
# Student Profile





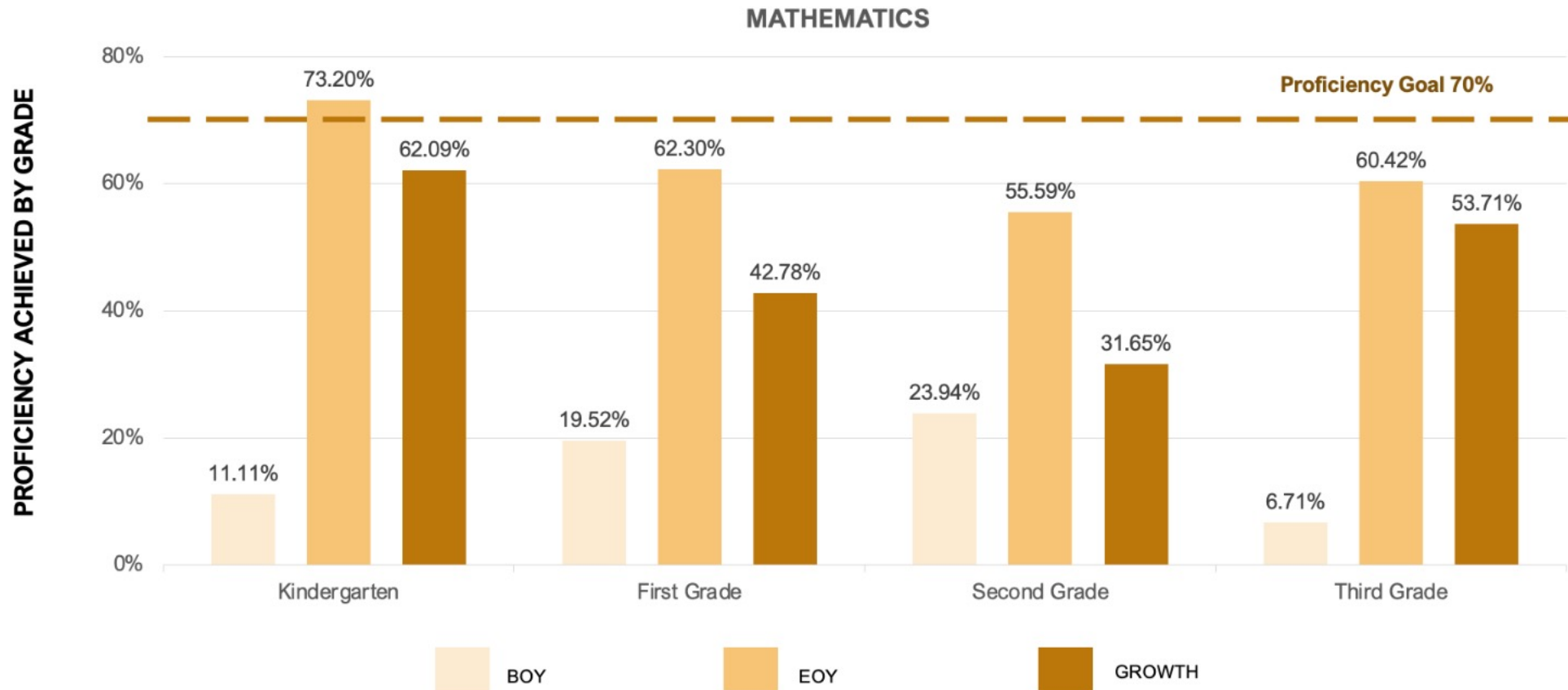
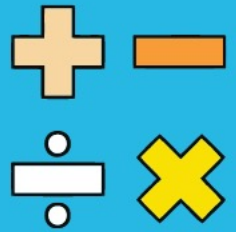
# Proficiency Achieved by Subjects

## Vimenti School - 2020-2021



# Proficiency Achieved by grade / Math

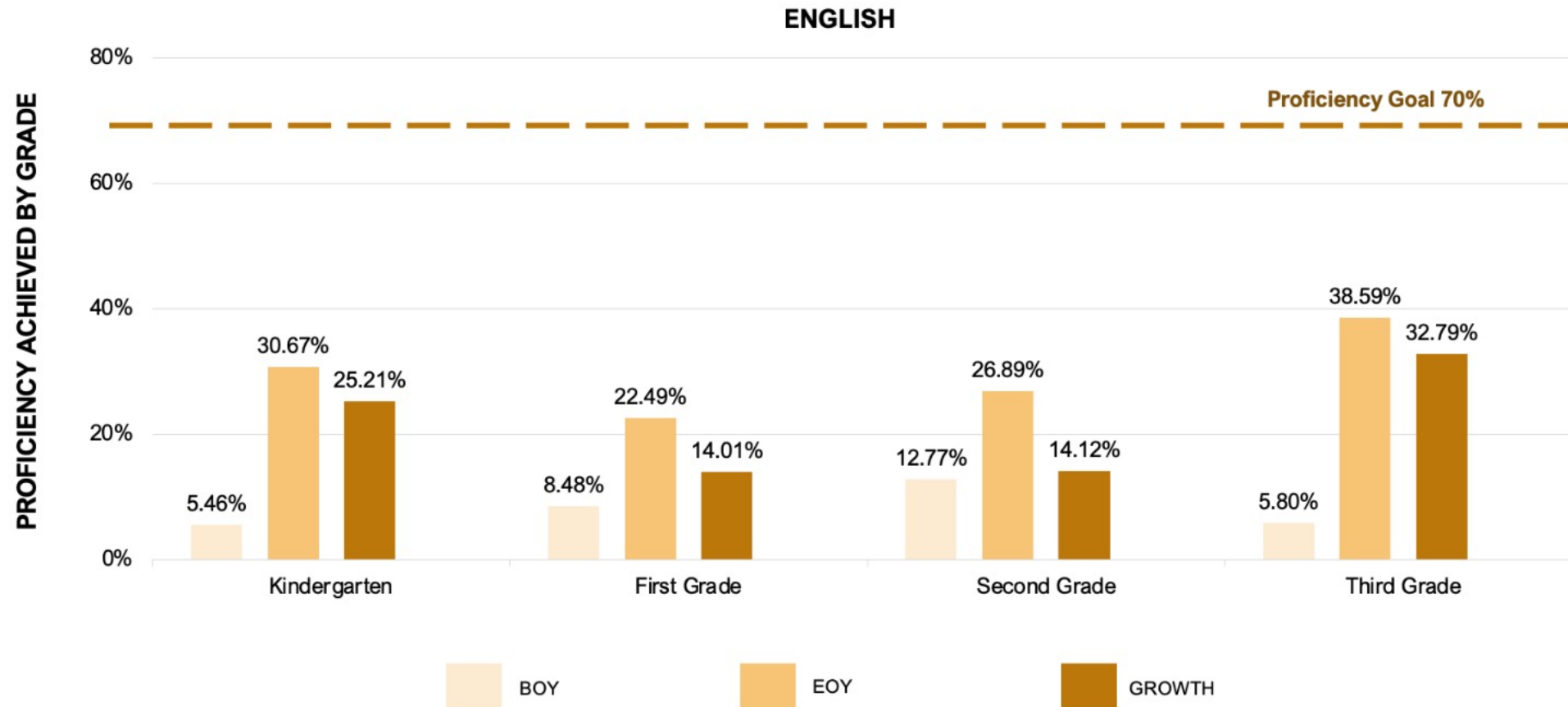
## Vimenti School - 2020-2021



# Proficiency Achieved by grade / English

## Vimenti School - 2020-2021

abc

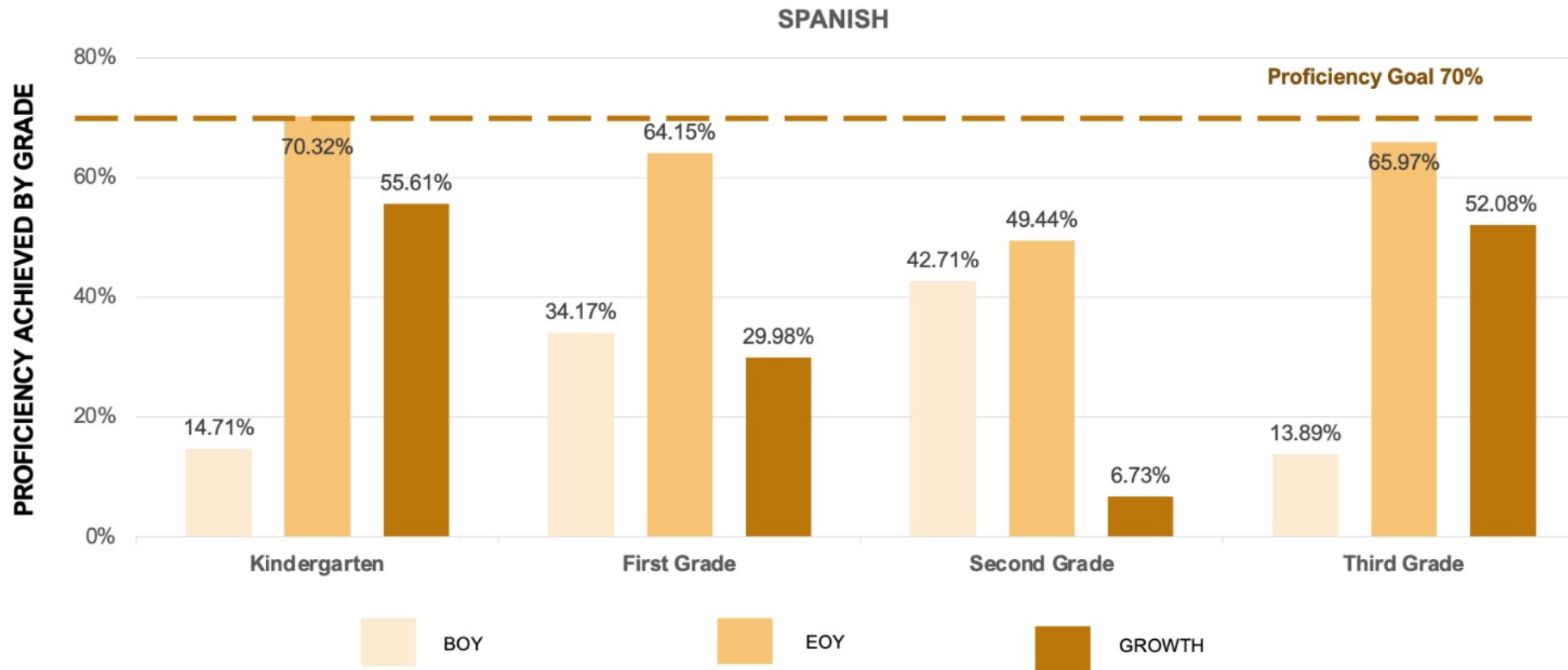


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# Proficiency Achieved by grade / Spanish

## Vimenti School - 2020-2021

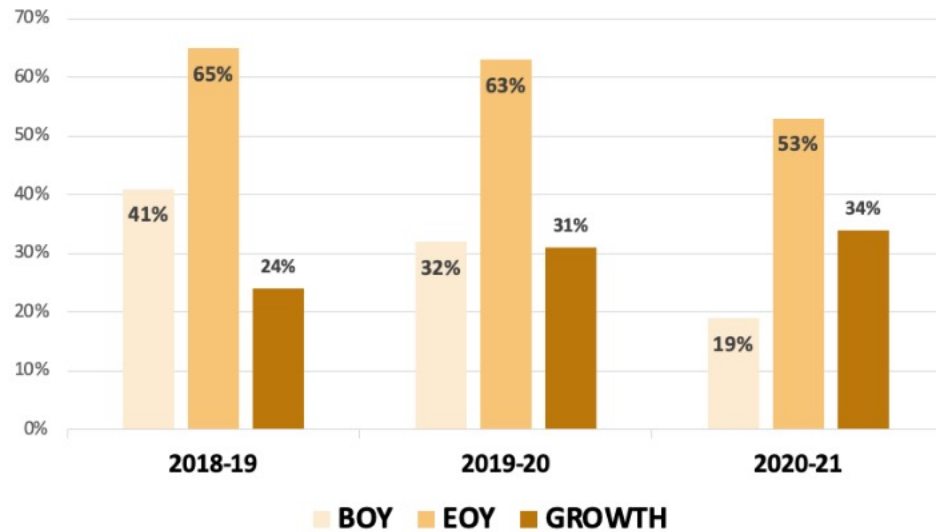


# Proficiency Achieved by grade / School Year

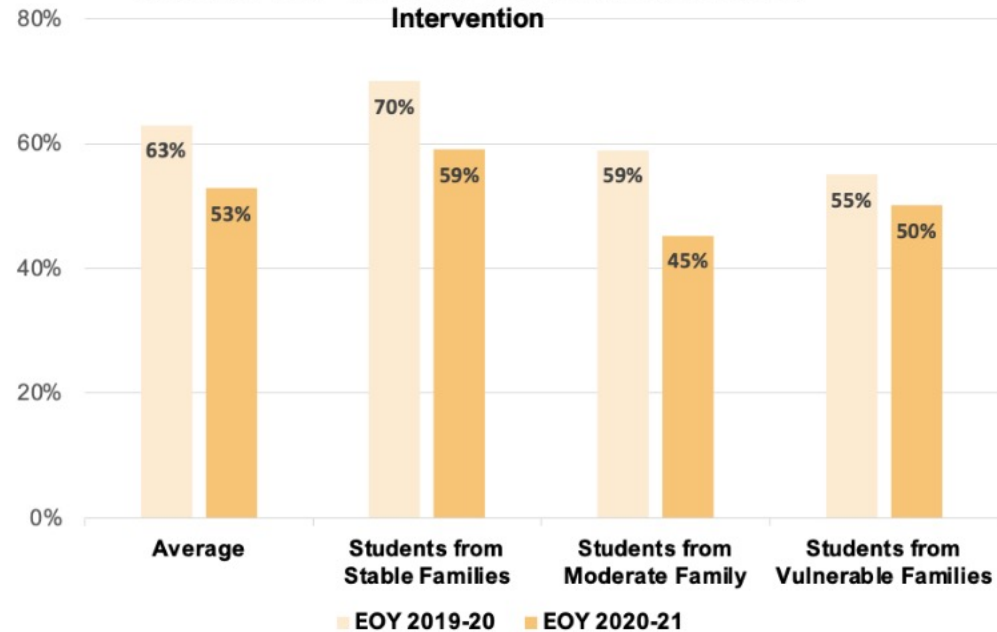
## Vimenti School - 2020-2021



End of the Year – Academic Performance



End of the Year – Academic Performance by Levels of Intervention

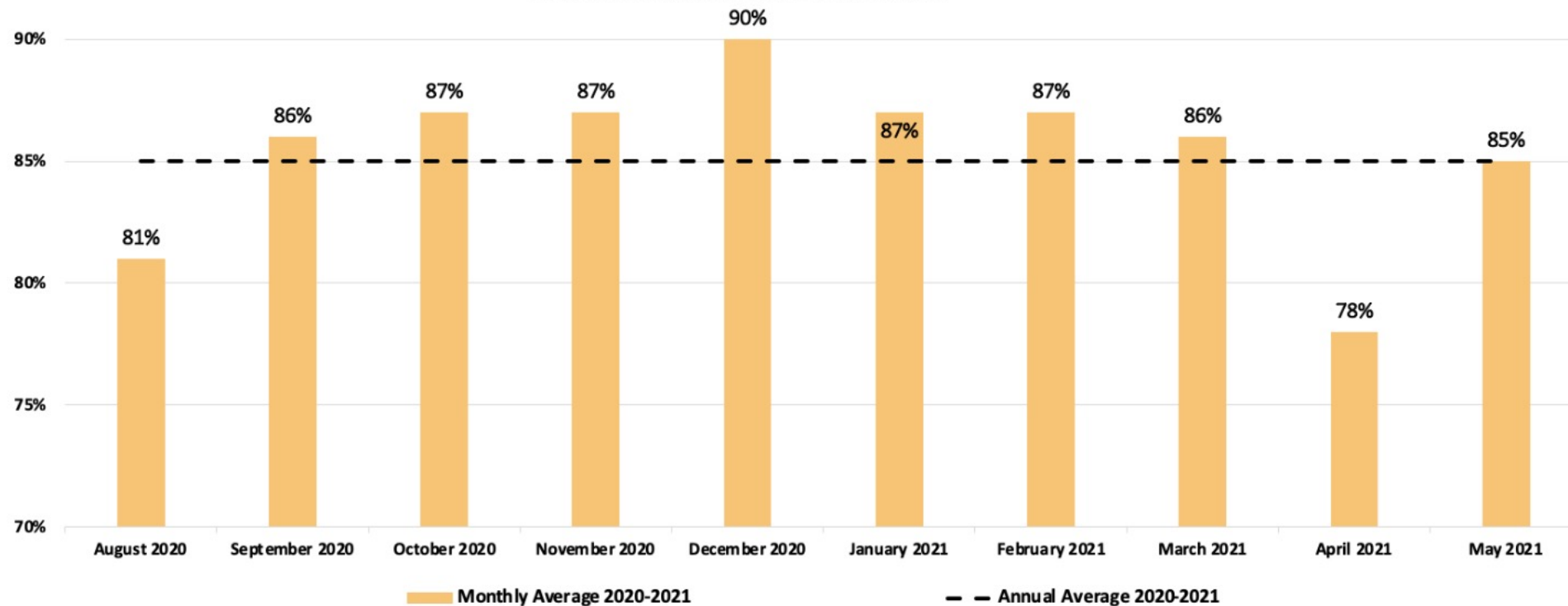


# Proficiency Achieved / Assistance

## Vimenti School - 2020-2021



**SCHOOL ASSISTANCE AVERAGE**



# School Environment

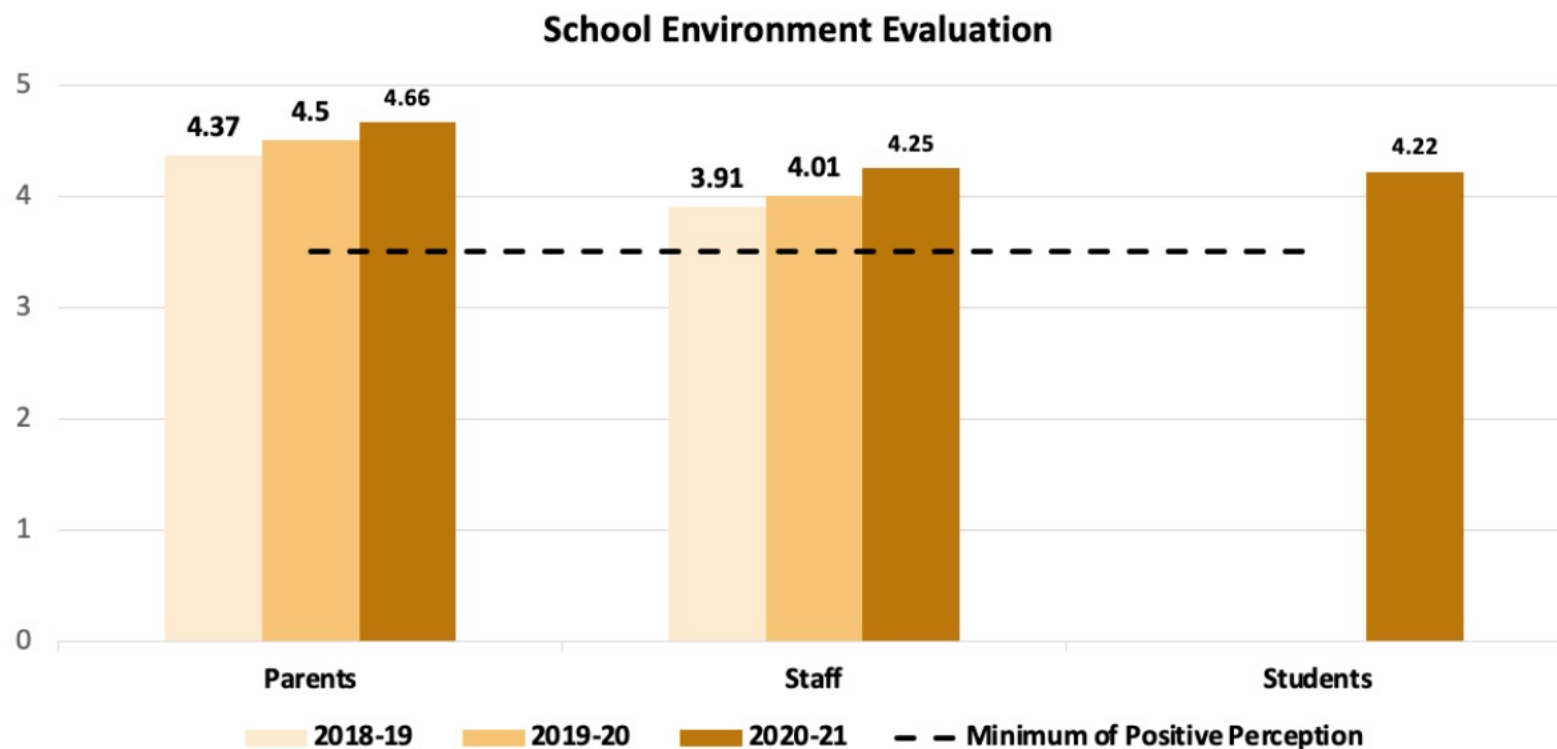
2020-2021

100%

of the indicators of the perceptions by the staff and the parents were positive.

91%

of the indicators were positive for the students.



3.5 or higher is considered like positive by the National School Climate Center.



# Learnings and Key Elements



**Data**



**Multidimensional  
support**



**Professional  
Development  
of the Faculty**

# Finance

Vimenti School  
Budget:

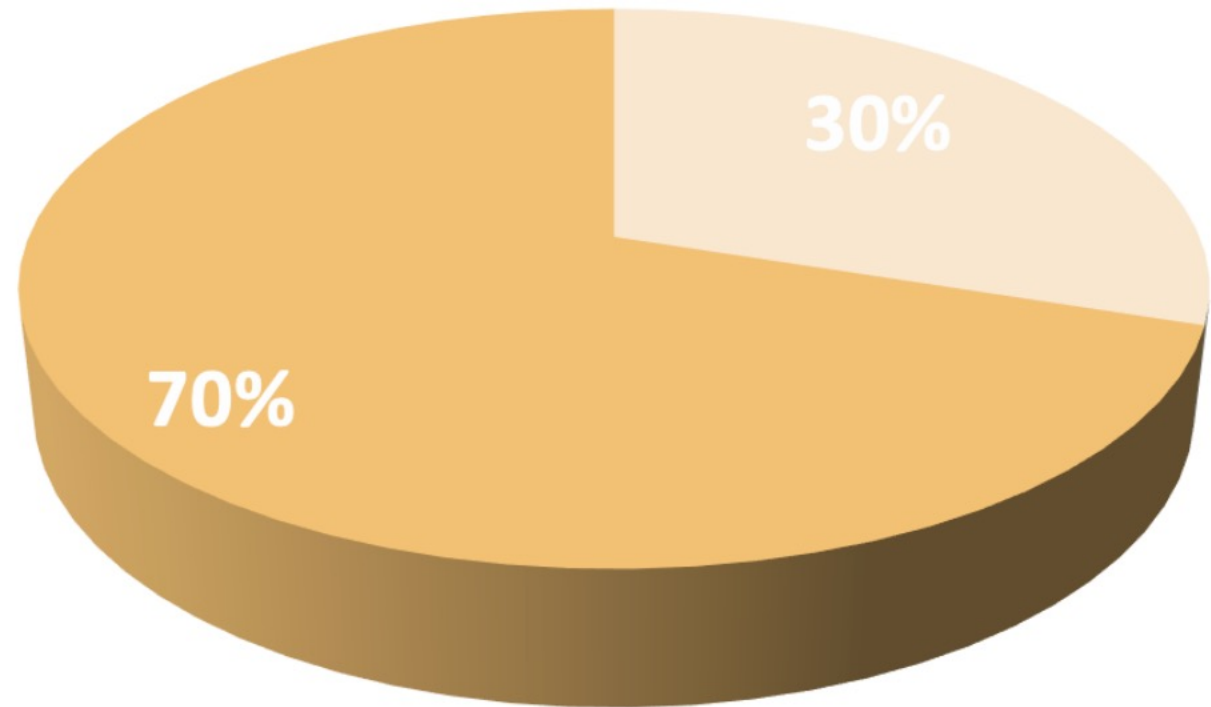
**\$1,355,137.82**

Department of  
Education:

**\$408,367.26**

(Investment Per Student  
\$3,241.01)

**2020-2021**



■ Department of Education ■ Private Funds

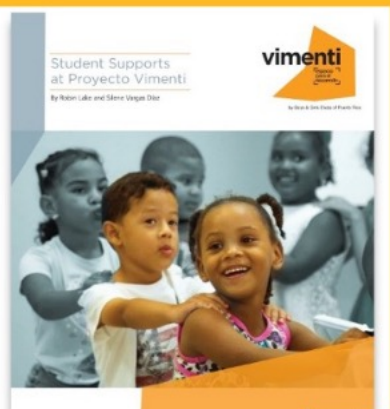


# Evaluation of Impacts and Results

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# Evaluation - Evidence - Public Policy

## White Papers

by Center of Reinventing Public Education of Washington

### Purpose:

- Share the best practices and learnings during the first phase by Vimenti Project and the first public alliance school in Puerto Rico.
- Systematize and share the information to accomplish our commitment of transparency

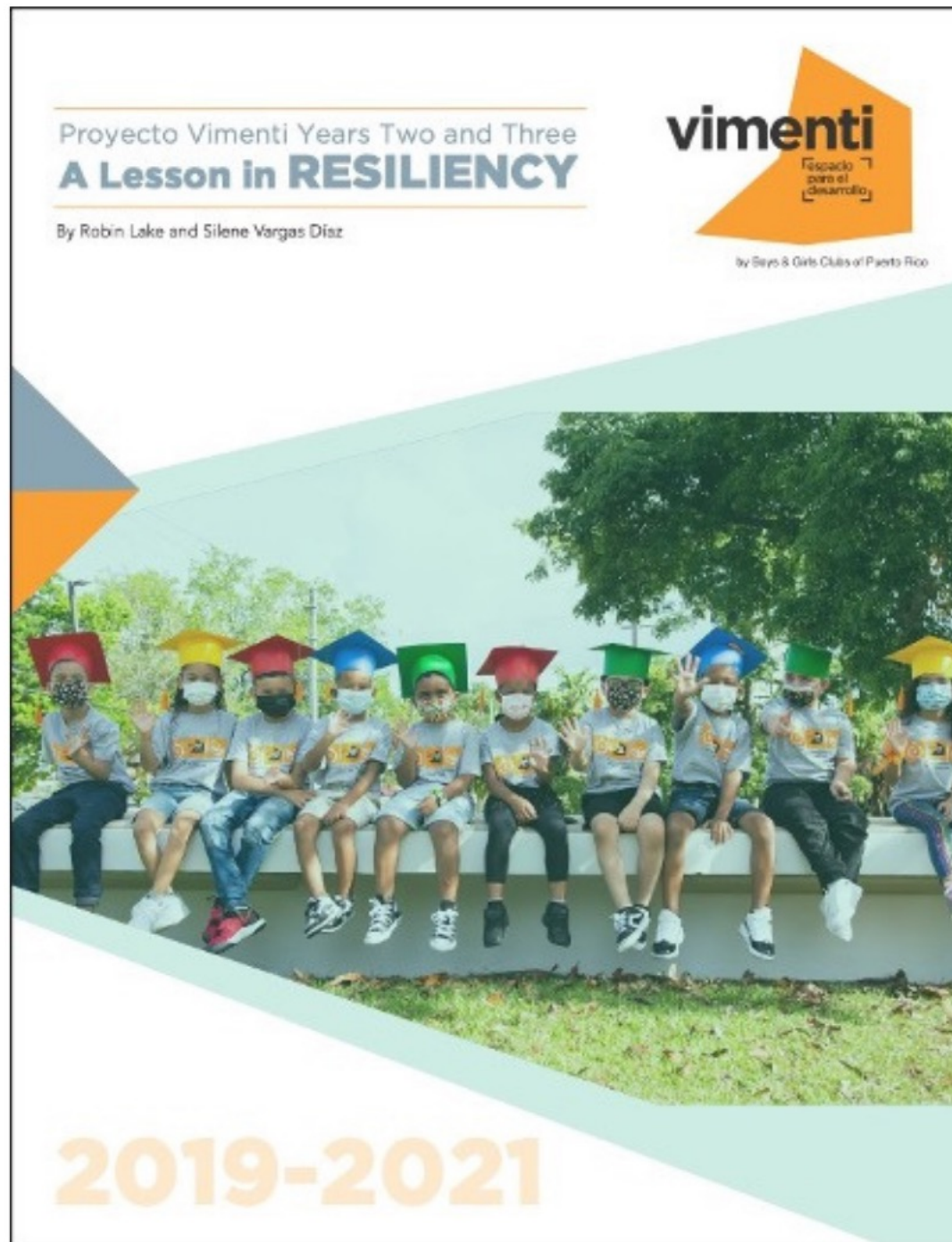




# White Paper

## Proyecto Vimenti

### Years Two and Three: A Lesson in Resiliency



# Robin Lake, Author



Robin Lake is the Director of the Center for Reinvention Public Education (CRPE), a non-partisan organization that focuses in the investigation and analysis of policies that develop transformative solutions based on evidence. Her investigation is centered in the school system reforms from pre-school to high school in the United States, including charter schools.



Lake has a degree in International Studies and a master's in Education and Urban Policy from Washington University (WU). Nowadays, she is an affiliate professor at the University of Washington Bothell's Interdisciplinary School of Arts and Science.



The study includes the collaboration of Silene Vargas Díaz, investigator at the Evaluation and Strategic Planning Office from the Education Faculty of the University of Puerto Rico, Río Piedras Campus.

# Proyecto Vimenti: Years 2 and 3



**Interviews**

**and**

**Additional Data Collection**





# Three Areas of Inquiry

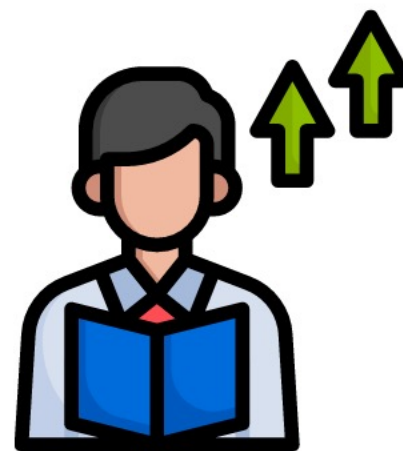
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Quality of Education



Social and Family  
Support



Professional Development



# Quality Education



## **March 2020:** Responsive to immediate family needs

- 65% had no device; Within months, Vimenti was able to secure devices and wifi for students and teachers
- Paper packets, maintaining connections, meeting family needs
- Culture of adaptability: “The first semester was a trial, to see how we are doing, what things we have to improve.” (Teacher)



## **By August 2020:** there was a robust remote learning program in place

- Focused on most critical content; teachers specialized in one subject a day
- Focused on attendance and engagement
- Live instruction 2.5-3 hours a day; teachers worked 5-6 hours
- Small group instruction, which they will keep

**As a result, students appear to have suffered limited learning loss.**

# Quality Education



"We had many frustrated parents, they did not know how to do (virtual learning) and I had to enter their world to help them create a structure, a schedule that they could feel a little comfortable with. And not only with the parents, but with the grandparents, because there were times that it was the grandparents who connected them and it was more complicated."

- Vimenti Teacher

# Social- Emotional Needs and Family Support

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“They support us as a family so we can help the children progress. [During the pandemic] they have been hand-in-hand with the family and given us support. They want to know if we have eaten, if we have problems or economic situations so they can help us.”

-Vimenti parent



# Social- Emotional Needs and Family Support

## Emergency relief fund (\$63,000/\$500 per family)

Deployed case managers to check in on families with a directive:  
**“Just connect, however you can.”**

Whether by phone or home visit, case managers built on a previous foundation of relationships and trust. They:

- ✓ Made sure everyone was safe, including connecting families to pediatricians if needed.
- ✓ Worked with family members who lost their employment because of the pandemic.
- ✓ Supported student learning by ensuring families could connect to the internet and use the technology.





# Professional Development



“The entire faculty at Vimenti are always adapting to the changes. They are up to the challenge, like, ‘Let’s do it!’ If you do not have the ability to adapt, to do things at the moment on short notice, if you don’t have that ability, you won’t be able to work here.”

-Vimenti Consultant

## Professional Development



# Prior partnerships and trainings paid off when the pandemic hit:

- ✓ Deep understanding and sense of ownership of the curriculum allowed teachers to adapt quickly.
- ✓ Trainings and expertise in trauma sensitivity and social-emotional supports.
- ✓ Staff culture that embraces data and improvement.

# A Lesson in Resiliency

The first three years of operation have not been easy. There have been many challenges and many lessons learned. Other schools on the island, as well as on the mainland, can and should learn from.

- ✓ Embrace of data and improvement
- ✓ Deep relationships with the community
- ✓ Responsiveness to whole family needs
- ✓ Attention to teacher development and ownership







# Thank you!

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