2020-2021 IMPACT REPORT
Dear PAIR Family,

This year has been exceptional, both in pain caused by COVID and the triumph of our students’ and team’s resilience. PAIR led with a human-centered approach this year, regularly providing opportunities for students to inform us of their urgent and changing needs. After over a year of distance learning, we were aware ‘business as usual’ was not an option.

Through our Youth Advisory Council, small focus groups, and informal surveying, our students told us of isolation, fear of losing their English proficiency, and concerns about graduating high school on time. In response, our programs adjusted with intensive focus on social and emotional development, academic tutoring, and emergency needs.

Our annual report is often a time to champion the perseverance of students; and this year we also celebrate the grit of our team. We have dug in, listened, and responded to our students and families during one of the hardest seasons for youth development organizations.

With exponential growth on the horizon, PAIR staff, mentors, and current students are organizing an outreach and welcome process for the hundreds of Afghan youth who are on their way to our partner schools. PAIR is committed to both meeting the new needs of students served during the pandemic and making a welcoming space for newcomers. We are so grateful for your ongoing support for PAIR’s mission; our call is greater than ever before. And we stand ready to listen, and respond together.

Warm regards,

Jennifer Garmon

Jennifer Garmon

Total Number of Academic Year Sessions

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Virtual Group session/events</td>
<td>198</td>
</tr>
<tr>
<td>Individual tutoring or mentoring sessions</td>
<td>307</td>
</tr>
<tr>
<td>Individual student home visits</td>
<td>550</td>
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Global Scholars College Access and Work Readiness

<table>
<thead>
<tr>
<th>Statistical Measure</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students paired with community members</td>
<td>22</td>
</tr>
<tr>
<td>Mentoring Hours</td>
<td>672</td>
</tr>
<tr>
<td>Case Management Hours (Staff)</td>
<td>861</td>
</tr>
</tbody>
</table>
**Students Served**

192

**Region of Family Origin**

- **84** Middle East + North Africa
- **107** Sub-Saharan Africa
- **4** Latin America

**Languages Spoken at Home**

- Swahili
- Kinyarwanda
- English
- French
- Spanish
- Twi
- Tigrinya
- Amharic
- Arabic
- Kibembe
- Farsi
- Kunama
- Pashto
- Kirundi
GLOBAL LEARNERS

84 NUMBER OF STUDENTS

Emergency Service Deliveries

39
Back-to-school kits

5
Clothing vouchers

28
Laptops (*Summer 2020 – present)

Academic Support

100%
of students received assistance with their homework or participated in activities via Zoom

62%
of students reported that PAIR staff/volunteers helped them understand their homework

92%
of students reported that attending summer sessions helped them practice their English

Cultural Exchange

89%
learned more about life in America

89%
learned more about other students’ culture

Emotional Learning

94%
of students reported that PAIR helped them feel less stressed about school and/or life

100%
of students could identify signs of healthy vs unhealthy relationships
Q: Tell us a little bit about yourself:
A: “I’m originally from Rochester, NY and moved to Houston in 2015. I’m an artist and teach at HCC. I’ve mentored two PAIR students over the last two years.”

Q: How did you get involved with PAIR as a mentor?
A: I really love classroom teaching, and wanted to try working with students one-on-one. At the same time, I was looking for ways to get involved with supporting refugees after recognizing the need. I found PAIR online and when I saw the Global Scholars program I knew it was exactly what I wanted to do.

Q: Think about some high points of your mentoring experience? What stands out?
A: There were a couple of times that we did some painting together and I really, really loved that. The first time, we went to a park and just relaxed and painted. We weren’t under pressure to complete something or do schoolwork. Seeing each of them graduate was HUGE. Really, really huge as a culmination of everything we’d worked towards. It was a big moment. By the second year with my mentee, she’d become such a great advocate for herself. We’d be talking through a plan to tackle an issue and she’d tell me she already had emailed her teacher, or had already followed up! My mentee was shy at the beginning but by the time she graduated she wasn’t afraid to contact anyone or ask difficult questions. That was so cool to see.

Q: How was your experience as a mentor different than what you expected? What surprised you?
A: I tried not to have too many expectations. My mentees, were both more mature than other high school students I’ve worked with, but at the same time had a lot of academic gaps. They were both had a strong sense of responsibility and desire to do well. Both struggled with English; I think seeing the language barrier in action at the high school level was really the most eye-opening part. I could see how it impacts every aspect of their learning and social life and makes it incredibly hard to succeed.

Q: Were there any ways that you changed or evolved during your mentorship?
A: Yes, absolutely, I grew patience and trust I would say. I had to support students as they navigated their choices, but recognized it wasn’t for me to influence their choices. Sometimes it was hard to standby while they had missteps; but over time they recovered and it strengthened our relationship. This experience has also helped me with conversations around politics, immigration, refugees, where there are divisive talking points. To really connect with someone who has a lot of really big life challenges and see how those challenges play out in the world rather than in the abstract has been really significant.

Q: What would you want others in our community to know about the experiences of refugee students in high school?
A: Imagine wanting to do really well, wanting to succeed, wanting to make friends, make good grades, the same things that other kids want; but at the same time processing huge loss – missing your family, your friends, your home and worrying about them. You are trying to build a new life but you left your support system behind. You have to support the family that is here, maybe taking care of siblings or cooking and taking care of the home, translating. You are also having to do this all in a new language, learning a new culture. It’s immense.
GLOBAL LEADERS

108
NUMBER OF STUDENTS

Continued Academic Support
PAIR quickly adapted to a virtual format to help students succeed in school and work toward graduation.

PAIR Students Increased Their Confidence

- 81% speaking English
- 79% understanding English when spoken to
- 66% reading English
- 66% writing English

70%
OF STUDENTS RECEIVED HOMEWORK HELP

Increased College & Career Readiness
Our programs prepare students for life after high school so that they can pursue the paths that suit them best.

- 77% of students feel that PAIR helped them find and take advantage of leadership opportunities
- 72% of students learned more about college and careers
- 100% of students reported increased confidence in their knowledge of how to save and manage money
ALUMNI HIGHLIGHT

PEACE IZABAYO

1. Tell me a little bit about yourself and how you got connected with PAIR.
I’m 29. When I came to America I was going into 9th grade; but I came in February and school was ending in May. After summer break, I learned about PAIR; and I joined it because I wanted to learn English and be with other students who were not from America. So it was 10th grade when I got involved with PAIR.

2. What have you been doing since high school? What was education in the US like for you?
When I first started going to PAIR after-school, I didn’t know anything about GPA or getting good grades to go to college. I wasn’t aware that (school) attendance and showing up to class on time were important for grades. I remember there was one time in the middle of the semester when we get our report card, and my grades were really bad! I learned from PAIR that attendance and homework were expected for good grades. We didn’t have to do that at home. In 11th and 12th grade I worked so so hard; and I think I graduated with a 3.75 GPA. And I’m really proud. And without that help I don’t know if I would have made it to where I am now. I got my bachelors and my masters in social work and have just finished writing a book about my experience as a refugee.

3. What accomplishments are you most proud of?
I work with refugee organizations and public schools in New Mexico. I was the youth ambassador for the state of New Mexico. I was an immigration/refugee presenter in New Mexico. I wrote a book and am just looking for a publisher.

4. What aspects of PAIR’s programs helped you on your academic and leadership path, if any?
I was elected president for our PAIR programs, which helped me with public speaking and challenging myself to learn English. Then, in 11th grade, I was voted to be the first Student President for Westbury high school. These roles brought my leadership skills to another level, I would represent PAIR to different universities, provide inspiration speaking to private schools. Today I do public speaking, inspiration speaking and I love being part of different leadership programs.

5. What would you like the general public to know about refugees?
We are both human beings at the end of the day and what happened in my country could happen in any country. What’s great about this country is we’re blessed to have so many protections and resources and security. But also, we’re all human beings trying to live better, do better. Another thing that maybe people don’t realize is that for refugees do a lot to fit in here in the country; change our dress, learn to speak English. We should always recognize the things that people give up to be here.

6. What do you envision for yourself in a few years? Where do you see life taking you?
I would like to change policy. There are so many policies I would like to rewrite. Also, if I was able to make changes for refugee children in schools. Math is not enough. English is not enough. I need advocate and educate. But mostly change the policy!
PAIR students graduate from high school!

- 12 students in 2016
- 10 students in 2017
- 15 graduates in 2018
- 20 graduates in 2019
- 15 graduates in 2020
- 17 graduates in 2021

All PAIR student scholarships awarded 2016-2021

- 2016-2017: $132,000
- 2017-2018: $93,250
- 2018-2019: $189,912
- 2019-2020: $37,000
- 2020-2021: $139,865

TOTAL: $592,027

since the launch of Global Scholars

Highlights from the Class of 2021

- 100% of students received information and guidance about scholarships and financial aid.
- 94% of seniors completed the FAFSA for the 2021-2022 academic year.
- 94% of students graduated from high school on time, with 1 graduating in the summer.
- 88% were accepted into college.
- 35% were accepted at 4-year universities.
TASNEEM - FORMER PAIR STUDENT

Q: Tell me a little bit about yourself:
A: I’m 21 years old, a rising junior at Houston Community College, on a pre-med track. Five years ago, my family came from Afghanistan with Special Immigrant Visas. We were lucky my dad was an engineer and spoke English, but we still had a lot to learn about the United States. When we came here, I didn’t speak any English at all. PAIR helped me learn how to use a computer, practice English, and encouraged me to come out of my shell.

Q: How was working as a peer-leader in PAIR different from being a student?
A: I had a job once, for a week, in a fast-food restaurant; but my family encouraged me to get a job that would give me useful experience, not just money. When I was a student in PAIR, I was focused on what I needed to graduate, and didn’t think much about the organization behind my goals. When I became an intern, I started thinking about other student’s needs and how the programs work.

Q: Did you find yourself learning new things about PAIR/ its programs?
A: I realized that PAIR helps all students, recognizing their unique and individual struggles and addressing them. An example of this is that not all students have support at home, and PAIR helps fill the gaps.

Q: What’s it been like to serve your own community through your work as an intern?
A: It feels awesome to serve refugees as someone who was one. When you’re moving, you feel estranged, and everything is new to you. Your culture, dress, and values are different. Lots of refugees feel embarrassed, worried, alone, and helpless and they struggle with mental health issues. I’ve pushed myself to become part of American society and do well in school. And I like sharing my experiences with people to give them hope.

Q: How has earning money benefited you?
A: I like earning something from my own work. I can use the money for classes, books and my other needs. I come from a big family, so earning money towards my education is important to all of us.
VOLUNTEER PROGRAM

Fall + Spring (Pre COVID-19) Learners and Leaders

151 VOLUNTEERS  1,273 HOURS

Mentor Outcomes

28 mentors recruited and screened
27 Students recruited and received orientation for individual mentoring

PAIR leaders were always energized and willing to help with whatever we needed.

- PAIR student
# FINANCIALS

## Revenue

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<th>Category</th>
<th>Amount</th>
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<td>Government - City</td>
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<td>Government - County</td>
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<td>Corporate (Matching)</td>
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<td>Individuals</td>
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<td>Foundations</td>
<td>$ 119,287.96</td>
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<td>Other Funding</td>
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<td><strong>Total</strong></td>
<td><strong>$ 413,736.10</strong></td>
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*Grants Rolled Over* + $120,000.00

**Grand Total** $533,736.10

## Expenses

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<td>Global Learners</td>
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<td>Global Leaders</td>
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<td>Global Scholars</td>
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<td>Volunteer Program</td>
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<td>Management and General</td>
<td>$ 67,916.00</td>
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<td><strong>Total</strong></td>
<td><strong>$437,288.00</strong></td>
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DONORS

AEG
Amazon
Asian American Youth Giving Circle
Benevity Giving Fund
Benge Hury Foundation
Bienen-Davis Leather Goods, LLC
Bridgeway Capital Management
The Brown Foundation, Inc.
Caring Friends, Inc.
CASE for Kids
Doris Duke Foundation for Islamic Arts
Greater Houston Community Foundation
Harris County Department of Education: CASE for Kids
Harris County Department of Family and Protective Services
Harris County Department of Juvenile Justice: CYD
Heast Foundation
Herzstein Foundation
Holy Child Charity
Houston Arts Alliance
Houston Immigration Legal Services Collaborative
Individual Donor

J. McLaughlin
The Jeremy Lin Foundation
LyondellBasell Employee Matching Gifts
Mandy Kao Foundation
New York Life Foundation
Office of Refugee Resettlement
Powell Foundation
Richard Lerma Designs
Robert & Pearl Knox Charitable Foundation,
Bank of America, N.A., Trustee
Rockwell Fund, Inc.
Salt and Light Foundation
Samuels Family Foundation
Shell Oil Company Foundation Matching Gifts
South Texas Office for Refugees
Terroir Group LLC
United Way of Greater Houston
Walmart Community Giving Foundation
Wood McKenzie
YMCA International Services

And our generous community supporters!

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Houston Coalition Against Hate
Houston Community College
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Houston Independent School District
Houston Mentoring Alliance
Houston Refugee Consortium
Houston Welcomes Refugees
Interfaith Ministries
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The Kinkaid School
LinkHouston
Masterword
Refugee Services of Texas
Rice University PAIR Volunteer Chapter
SecondDay
Select Center for Economic Opportunity
St. John's School
University of Houston PAIR Volunteer Chapter
University of Houston, Pharmacy Department
University of Houston School of Social Work
World Affairs Council of Greater Houston
YMCA International Services

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