



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

Total Number of Academic Year Sessions

198

Virtual Group
session/events

307

Individual tutoring
or mentoring sessions

550

Individual student
home visits

Global Scholars College Access and Work Readiness

22

students paired with
community members

672

Mentoring Hours

861

Case Management
Hours (Staff)

STUDENT DEMOGRAPHICS

1922 Students Served

Region of Family Origin

84

Middle East + North Africa

107

Sub-Saharan Africa

4

Latin America

Languages Spoken at Home 14

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



MENTOR SPOTLIGHT



KATHERINE TRIMBLE



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 9 th 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 10 th 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 11 th and 12 th 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 11 th 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?

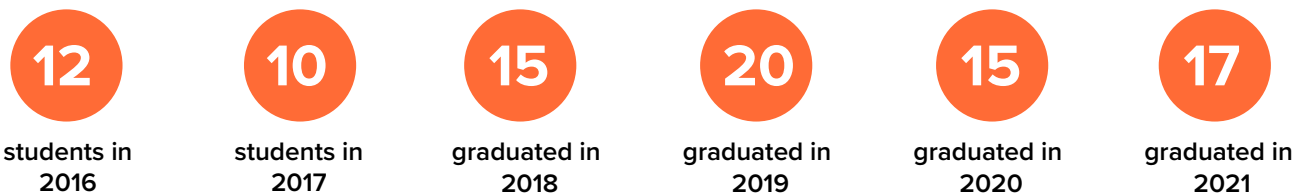
I would like to change policy. There are so many policies I would like to rewrite. Also, if I was able to make changes for refugee children in schools. Math is not enough. English is not enough. I need advocate and educate. But mostly change the policy!



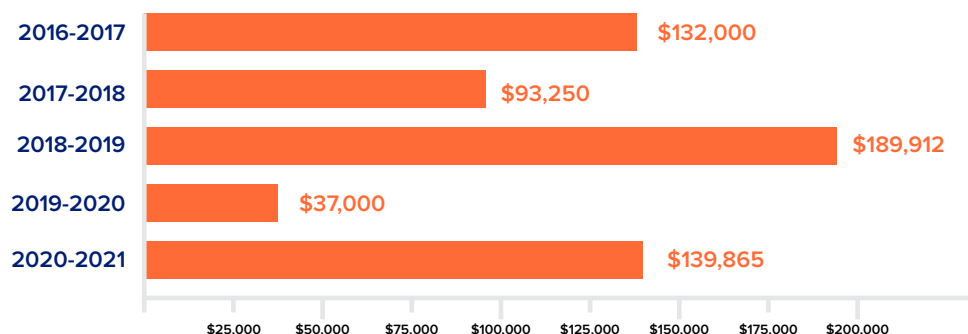
GLOBAL SCHOLARS

28 TOTAL PARTICIPANTS

PAIR students graduate from high school!



All PAIR student scholarships awarded 2016-2021



\$592,027 TOTAL

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

SUMMER INTERN SPOTLIGHT

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. On 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

Category	Amount
Government - State	\$ 96,775.67
Government - City	\$ 23,753.28
Government - County	\$ 56,697.72
Corporate (Direct)	\$ 38,843.29
Corporate (Matching)	\$ 18,910.56
Individuals	\$ 58,130.71
Foundations	\$ 119,287.96
Other Funding	\$ 1,336.91
Total	\$ 413,736.10
Grants Rolled Over	+ \$ 120,000.00
Grand Total	\$ 533,736.10

Expenses

Category	Amount
Global Learners	\$ 131,102.00
Global Leaders	\$ 105,380.00
Global Scholars	\$ 85,040.00
Volunteer Program	\$ 17,199.00
Fundraising	\$ 24,287.00
Scholarships Awarded	\$ 6,364.00
Management and General	\$ 67,916.00
Total	\$437,288.00

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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
Hearst Foundation
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New York Life Foundation
Office of Refugee Resettlement
Powell Foundation
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Salt and Light Foundation
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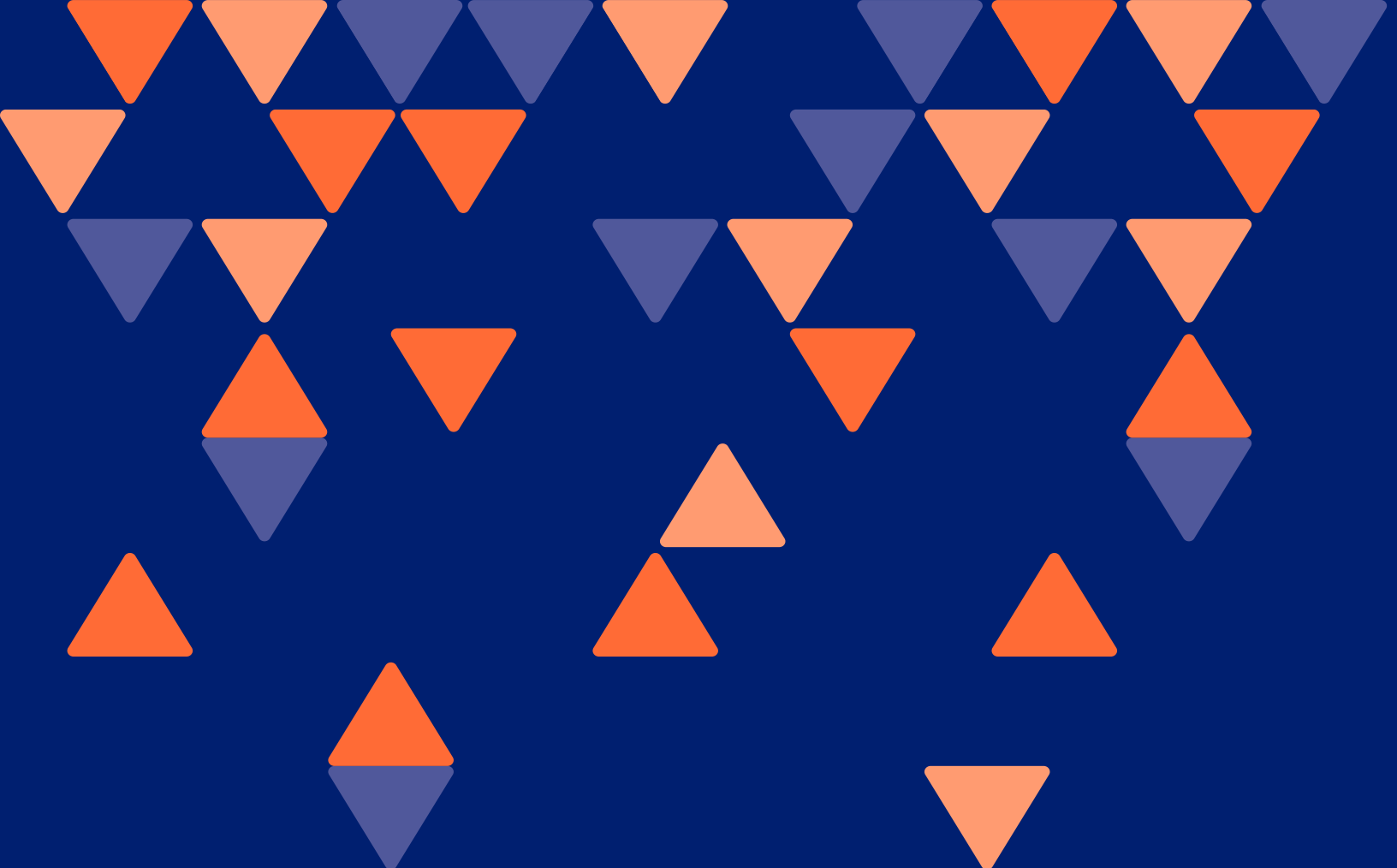
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