



STARTS WITH ONE: IMPACT REPORT

2021
2020

SEPTEMBER 2020 - JUNE 2021

*Prepared by Eshita Rastogi
for Starts with One*

Released on April 3rd, 2022

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ABOUT STARTS WITH ONE

ADDRESSING BARRIERS IN EDUCATION

Starts with One focuses on improving access to academic support for low-income and newcomer Canadians. Prevailing structural inequalities in the Canadian education system motivate our community initiatives. Barriers to equitable education include socioeconomic status, household instability and poverty, as well as lasting effects of systemic oppression and past racial segregation in education. These barriers may prevent students from realizing and achieving their personal goals at school, at work and in life. Even pre-COVID, socioeconomic inequalities manifested in unequal opportunities, worsened by the inequalities in at-home learning resources such as lack of parental support, a quiet space, or internet access.

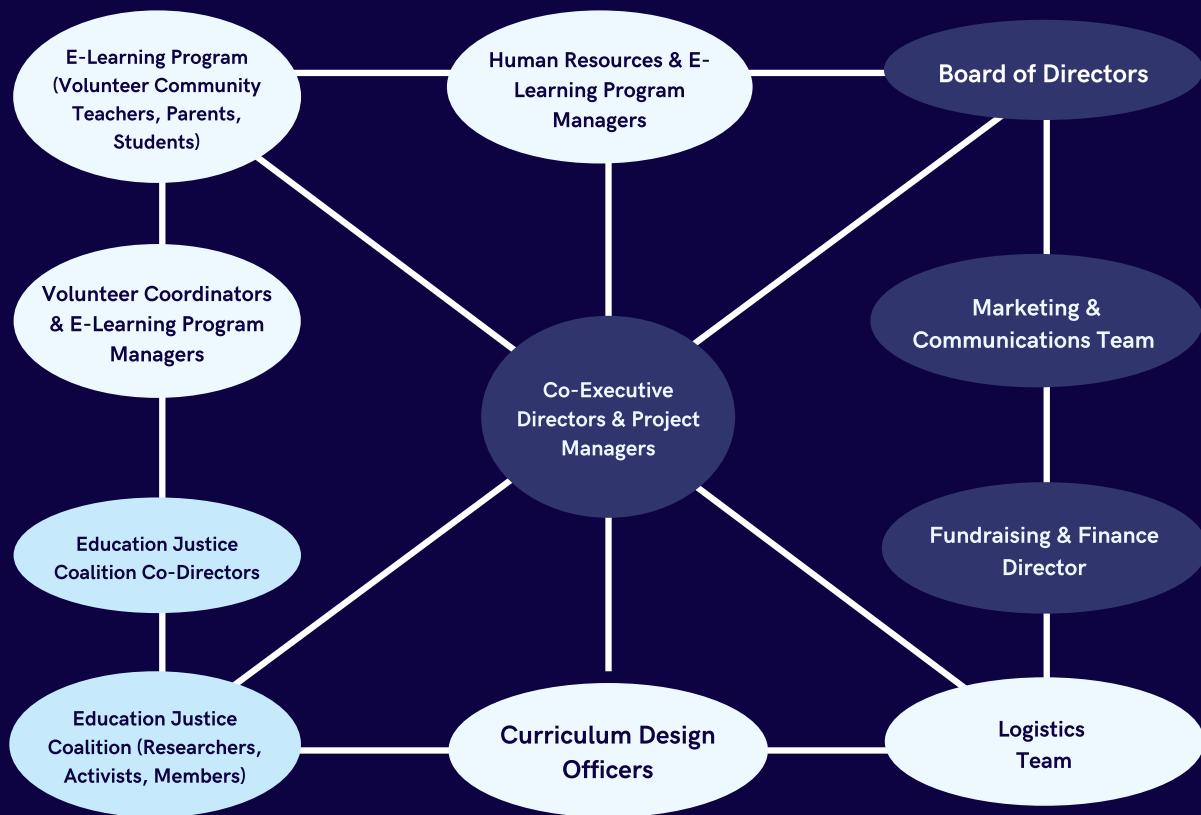
2020-21 JOURNEY

Since March 30th 2020, the Starts with One E-Learning program has been growing steadily – we now provide almost 400 hours of free tutoring each month! During 2021, we aimed to formalize operations by increasing curriculum resources and development for tutors. The new curriculum design team has compiled an extensive directory of lesson plans, worksheets, and more for students of all grades and subjects.

Additionally, during the summer of 2021, our executive team hosted nine workshops for our E-Learning Tutors, covering subjects including professional development, mental health, healthy relationships, resume building, and interview skills. In order to aid the transition to the next school year, K-4 students were invited to join group sessions, where tutors hosted up to 7 sessions to prepare for the upcoming school year.

We also recognize the importance of advocacy and systemic change: our Education Justice Coalition is dedicated to fighting for anti-racism, decolonization and equity in education. This year, the team has been developing resources for educators to raise awareness for Indigenous rights issues and systemic oppression in Canadian classrooms, as well as collecting accounts of anti-Black racism in Ontario schools and its impact outside of the classroom.

ORGANIZATIONAL CHART



Please note: The lines in the chart above were altered for visual appeal and do not precisely correspond with lines of communication or interaction within the organization.

SWO is proud to be operating through a horizontal leadership structure, where all members of our co-executive team are involved in organizational decision-making, program design and implementation.

Our E-Learning Program volunteers work specifically with Volunteer Coordinators, Human Resources Officers and Curriculum Design Officers to serve over 71 students from across the GTA.

Simultaneously, Education Justice Coalition members work alongside the Education Justice Coalition directors to ensure that SWO's programs are anti-racist, equitable, appropriate and informed. Finally, our Marketing and Communications and Finance teams assist Co-Executive Directors with SWO's day-to-day operations.



E-Learning Program Personnel



Education Justice Coalition Personnel



Administrative Team

2020-21 VOLUNTEER STAFF

In 2020-21, our executive team consisted of the following outstanding individuals:

Board of Directors

Kulsuma Afkae, Muhammad Ansar, Omar El-Bardisy, Jeffrey Leung, Jan Lim

Co-Executive Directors & Project Managers

Muhammad Ansar, Jan Lim, Samantha Gill Takrani, Malak Elghobashy

Volunteer Coordinators

Judy Chau, Malak Elghobashy, Vivian Che, Omar El-Bardisy, Jessica Lim, Ibrahim Mohamed, Eric Morrison, Samar Yahia, Hope Wallen, Titobi (Tobi) Wuraola

Human Resource Officers

Chloe Chen, Brian Deng, Samantha Gill Takrani, Sannan Saheeb

Curriculum Design Officers

Kulsuma Afkae, Fajjar Aqeel, Halima Banuso, Britney Chien, David Yan

Finance Director

Eshita Rastogi

Education Justice Coalition Directors

Yasmine Raymond-Wilson, Leena Chudasama

Logistics Directors

Hasan Ahmad, Kate MacQuarrie, Santosh Pillarisetty



A young woman with braids is shown on a laptop screen, looking intently at the camera. The background behind her on the screen includes a green plant. The laptop is on a desk with some papers and a small orange object. The overall scene is dimly lit, suggesting an indoor setting.

COMMUNITY E-LEARNING PROGRAM

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SWO E-LEARNING: 2020-2021

\$47 993

worth of free tutoring services provided †

\$2400+

raised to purchase books and laptops for families

2340+

hours of tutoring and mentoring

100+

executive members and volunteer teachers

76

students enrolled at year end

† Calculations were made based on the average salary for tutors according to Indeed.com in Ontario, Canada in August 2021. The average salary was \$20.51/hour, Based on 1,438 salary submissions. Contact us for more information on how our financial impact was calculated.

During the September 2020 - June 2021 school year, Starts with One Canada tutors provided \$47 993 worth of services to families in the GTA. For 10 months of schooling, one hour of weekly private tutoring would cost a family \$820.40, per child, an unaffordable expense for many households. Additionally, our executive team of over 20 volunteers has provided \$123 425 of services during this school year. †

† Calculations were made based on the average salary for non-profit organizations executives according to Indeed.com in Ontario, Canada in August 2021. The average salary was \$35.90/hour. For more information on how our financial impact was calculated, please contact us.

COMMUNITY E-LEARNING PROGRAM: KEY NUMBERS & DEMOGRAPHICS

76 students enrolled from
across the GTA

31 families registered

100% of our students and families
identify as racialized

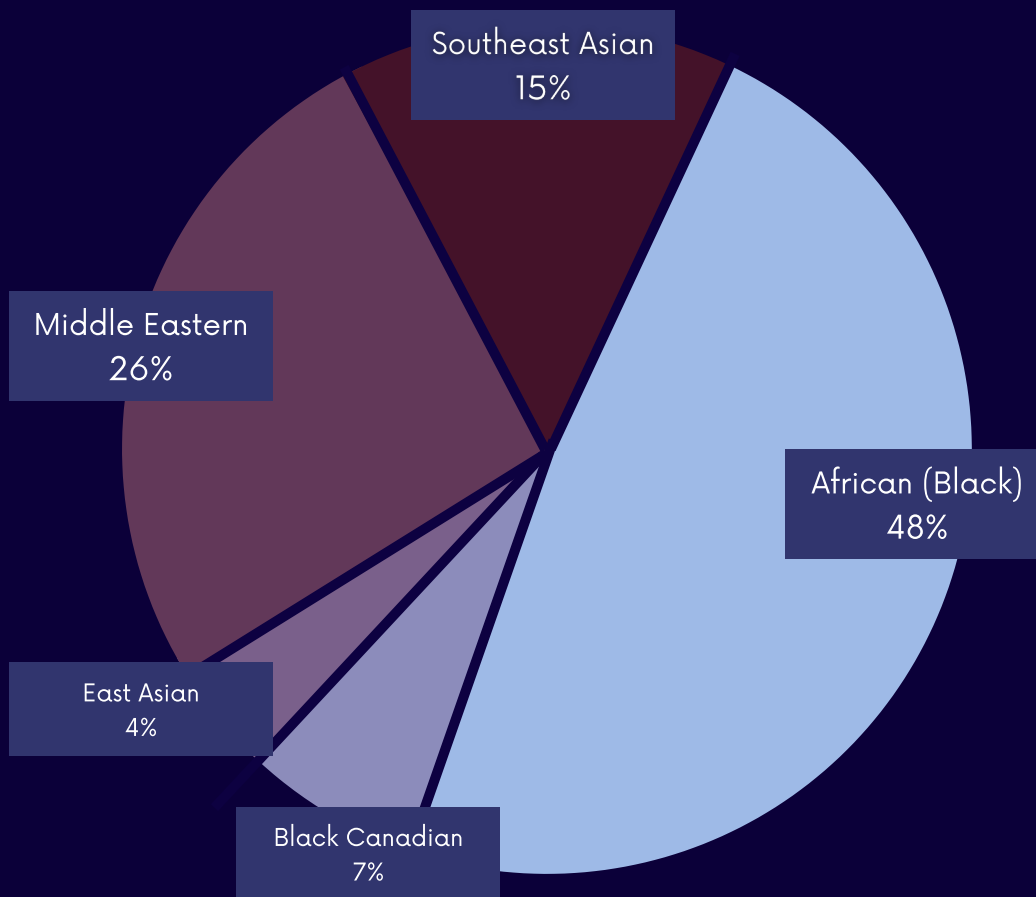
71% of our students and families
identify as low-income or
lower middle class

93% of our students and families
are Canadian newcomers

E-LEARNING PROGRAM DEMOGRAPHICS

ETHNO-RACIAL IDENTITIES

Percentage of Participating Families (N=27)

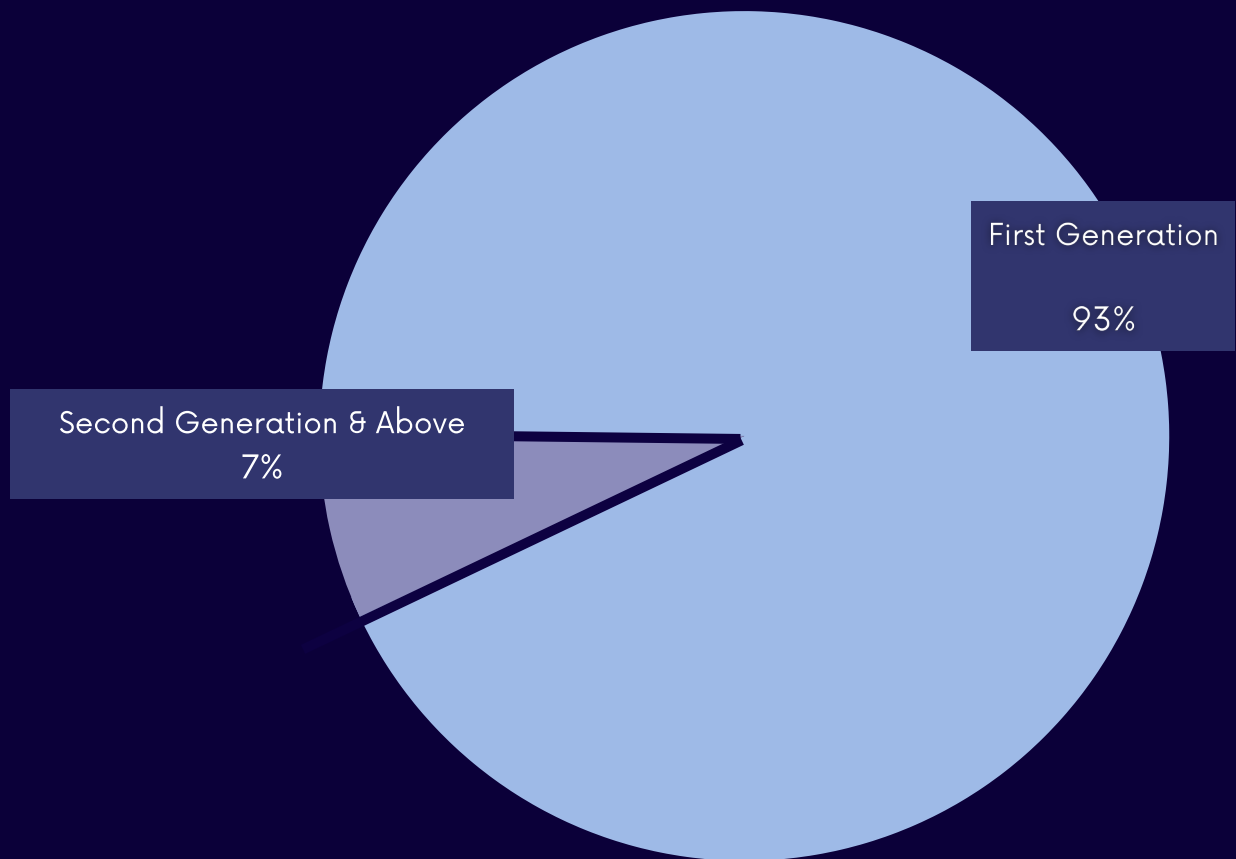


In surveying our E-Learning Program families, we found that the majority were African Canadian, representing 48% of families enrolled. Middle Eastern families represented 26% of those enrolled, and Black Canadian families represented 7%. Respectively, Southeast and East Asian families represented 15% and 4% each!

E-LEARNING PROGRAM DEMOGRAPHICS

IMMIGRATION BACKGROUND

Percentage of Participating Families (N=27)

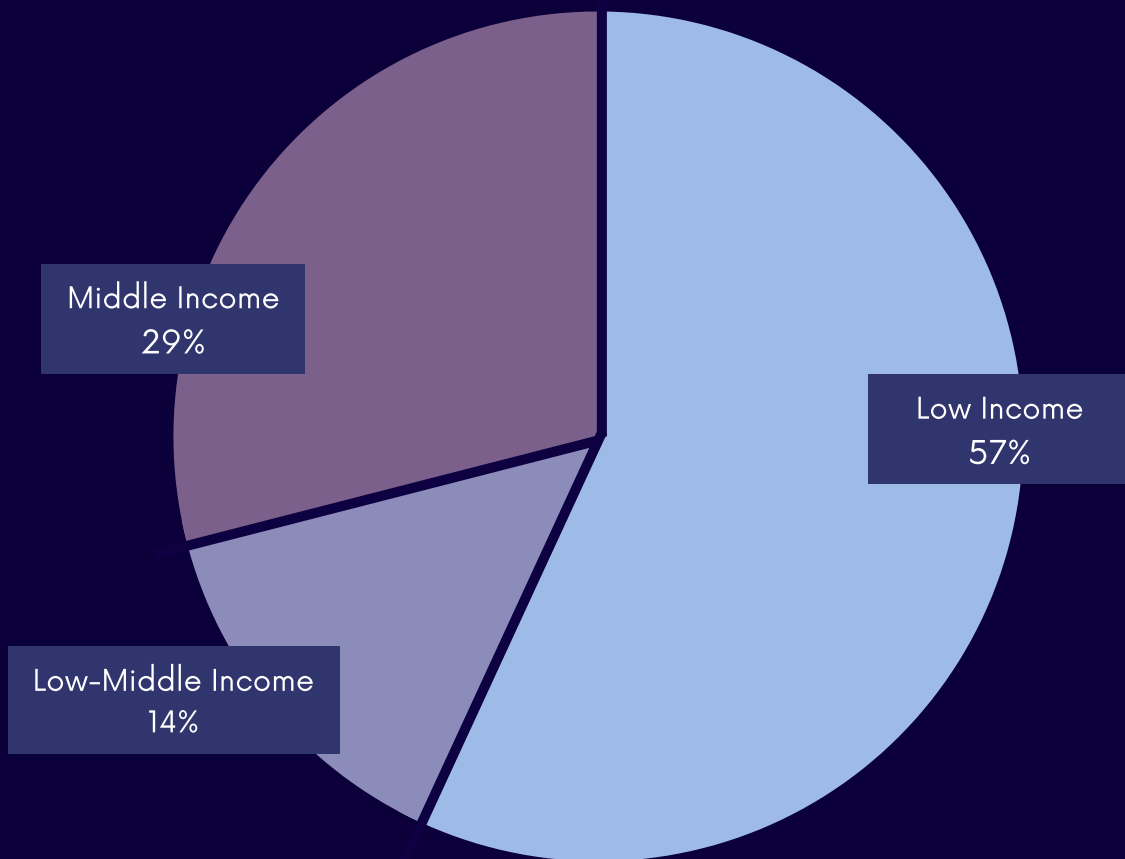


A majority of participating families (93%) identified as first generation immigrants. The Ontario Mentoring Coalition found that for newcomer youth, "mentoring can provide positive social relationships and help the young person integrate into their new culture and decrease negative mental health symptoms."

E-LEARNING PROGRAM DEMOGRAPHICS

SOCIOECONOMIC STATUS

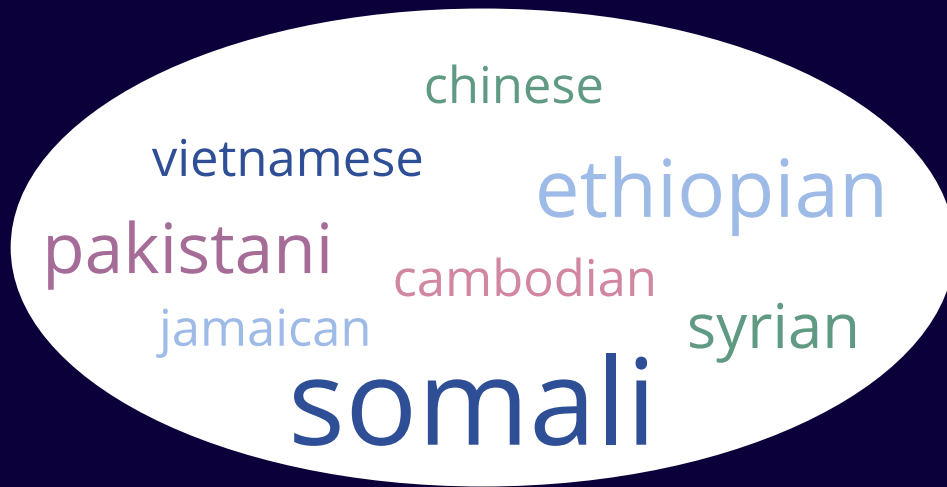
Percentage of Participating Families (N=14)



Of the 14 families surveyed, 57% identified as being of low income socioeconomic status. 14% of families surveyed identified as being of low-middle socioeconomic status, and the remaining 29% of families identified as having middle income socioeconomic status.

E-LEARNING PROGRAM DEMOGRAPHICS

NATIONALITIES & LANGUAGES



E-Learning Program families join from a variety of backgrounds and speak many different first languages.

With our dedicated team of tutors, we are pleased to serve all communities that we can, and look forward to continuing this program in the coming years.



A top-down view of a person's hands writing in a spiral notebook. The person is holding a black pen in their right hand and resting their left hand on the notebook. In the background, a silver laptop is open, and a white mug is partially visible in the top left corner. The entire scene is overlaid with a semi-transparent dark grey filter.

STUDENT & MEMBER TESTIMONIALS

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TEACHING TEAM TESTIMONIALS



01 — Student Support and Confidence

"My student was able to learn understand division with tutoring and [participate in class]. She was very proud and her confidence in math skyrocketed with the improvement in grades!"

- Jocelynn*, a third-year student at the University of Toronto who has volunteered with Starts with One as a Math and English tutor for almost two years!



02 — Mentorship and Camraderie

Students and tutors are able to connect through converstaions, games and more: "[my student] is happy to have someone older to talk to, especially about highscool."



03 — Career Development

"I'm aiming to become a teacher in the future, so this sort of hands-on experience is really beneficial for me before I go to teacher's college... I also have more confidence that I can actually thrive in a teaching setting."

- Mackenzie*, a third-year University of Toronto student who has been a math tutor with Starts with One since 2020.

PARENT & STUDENT TESTIMONIALS



01 — Academic Engagement

When asked about their children's success, Sahra stated that since tutoring with SWO, their "interest in school has increased and they are more engaged in schoolwork," along with an increase in grades.

- Sahra*, a Scarborough parent with four children from grade 2-8 enrolled in the Starts with One E-Learning program.



02 — Soft Skills Development

"Since joining [the E-learning program], my child has begun to be much more comfortable within being in online school, and feels more confident in making friends and happier overall!"

- Atith*, a Toronto parent with one child enrolled in the Starts with One E-Learning program for English.



03 — Self-Confidence and Future Success

SWO students emphasize that they feel "more ready to go to class... [I've] also learned from my tutor how to study for math better [through various strategies]."

- Greyson*, a grade 12 student who receives math tutoring through our program.

A photograph of two young women sitting on the grass in a park, smiling and holding a large black sign. The woman on the left has dark hair and is wearing a dark hoodie and a blue beaded bracelet. The woman on the right has her hair pulled back, wears glasses, and a denim jacket. The background shows large trees and a grassy area.

THE VALUE OF OUR PROGRAMS

THANK

you \rightarrow STARTS with one
volunteers

THE IMPORTANCE OF TUTORING

Providing free tutoring can mitigate the felt impact of structural inequalities on children across Canada. Importantly, the children most severely impacted by COVID-19 school closures are students whose families have been systematically excluded from education systems prior to the pandemic, due to income, gender or race-related barriers, and otherwise.

For parents, the E-Learning Program has been crucial to receiving much needed support during the pandemic. Starts with One tutors are able to provide the attention and support that online schooling often lacks, aiding students academically while also building soft skills such as expressing oneself. Addressing challenges with a tutor ensures that students are able to develop an interest in their learning and see tangible improvements – one student reported that their academic average increased by 10% over the course of one year!

Additionally, Starts with One tutors have reported that students have become more confident in their abilities over time, and eager to learn, partly due to developing friendships and mentoring relationships with their tutors. For newcomer youth especially, mentoring has a positive social impact and can help youth become accustomed to a new environment while decreasing negative mental health symptoms. Similarly, racialized youth receiving mentoring targeting academic challenges have shown a variety of benefits, including better grades, decision making, and belonging at school.

THE VALUE OF LEADERSHIP EXPERIENCES



Starts with One encourages youth to develop leadership and technical skills in a welcoming environment.

Executives are encouraged to contribute to organizational development & collaborate within teams.



Start with One's Executive Team currently has 28 volunteers in a variety of functions, allowing youth to develop various skills related to their passions and professional goals. While discussing new opportunities, an executive in the EJC stated that they were able to gain mentorship and an opportunity to "apply what has been learned in school to a real-life project," which has been helpful in developing their understanding of social issues and the experiences of marginalized people in the field of education.

Through facilitating the E-learning Program, tutors are able to learn transferable skills such as time management, adaptability, and interpersonal communication. Many tutors discovered passions for working with children or teaching, and reported that it was especially beneficial to be able to develop lesson plans in their own teaching style. In order to create engaging lessons, one tutor "learned to adapt and customize how classes are provided depending on [students'] needs and learning styles." Another tutor stated that it was fulfilling to provide a valuable service to students who may not be able to afford tutoring services otherwise.

ACKNOWLEDGEMENTS



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These programs would not have been possible without the contributions of our volunteers: Starts with One would like to thank the Co-Executive Directors, Curriculum Design, Finance and Fundraising, Marketing & Communications, Education Justice Coalition, Volunteer Coordinators, Human Resources, and E-Learning Program teams for their dedication and hard work.

We are also grateful for the continued support of the GTA community, students, and parents, for supporting our vision of a community where all Canadians can learn in the equitable environment they deserve. We hope to continue growing and advocating for education equity in the coming year!

Please don't hesitate to contact us with any **inquiries about our initiatives and how you can begin a volunteering career with us.** We are always looking for talented and passionate individuals to join our team!

WEBSITE

swocanada.org

MAIL

startswithonecanada@gmail.com

FACEBOOK

www.facebook.com/startswithonecanada

INSTAGRAM

www.instagram.com/swocanada



ACKNOWLEDGEMENTS

Thank you to the incredible volunteer teachers who have made our 2020-21 E-Learning Program possible:

Amaan Malik, Amshula Jayandan, Anna Licht, Annie Cao, Ayesha Dayala, Ayomide Ogundimu, Bayley Jacob, Benedikt Licht, Chelsea Cheung, Chloe Chen, Donghun Oh, Emily Mishkis, Fajjar Aqeel, Grace Deol, Grace Law, Harasis Kaur, Hargun Kaur, Helen Wu, Hibba Khursheed, Hodan Wardere, Isabella Couta, Janice Xu, Jason Cheng Yang, Jay Bali, Jeffery Yu, Jenny (Jia Duo Chen), Joann Wong, Johanni Edwards, Judy Chau, Karan Singh Mourya, Karen Ho, Kate MacQuarrie, Keerti Chintapalli, Khushi Patel, Kira Ushinsky-Szatmari, Lachia Richards, Linda Wang, Maheen Nagi, Maia Zafran, Maira Khawaja, Malak Elghobashy, Mariam Belghiti, Marium Mustafa, Mayadevi Murthy, Melody Li, Michelle Akbari, Mohamed Elsayed Elghobashy, Momina Dar, Mridul Khanna, Neha Arshad, Nicole Xie, Nikita Grewal, Nila Thanaraj, Nina Huang, Nishaana Natgunasingam, Niya Zhao, Noura Muhammad, Rana Behzadi, Rehanna Kanji, Robin S Hong, Sabin Pokhrel, Safaa Farah, Saiyara Hoque, Saleeta Kiani, Santosh Pillarisetty, Satoko Nakamoto, Serena Viola, Serene Jane Clare Yik, Sohile Farah, Sophia Abundo, Sophia Kim, Sophia Vanegas Pineda, Stephanie Zhou, Sukhman Multani, Summer Lee, Sura Chowdhury, Suraiya Karim, Suruthy Sivanathan, Victoria Breiche, Wafeeqa Chowdhury, Yukta Sharma, Zakary Georgis-Yap (Zak), Zoe Man Shiu

Thank you to the volunteer researchers & community advocates who have made our 2020-21 Education Justice Coalition possible:

Isabel Child, Sadia Sheikh, Brittany Rooney, Eshita Rastogi, Jan Lim, Raghav Patel, Benjamin McDonald, Renee Shian Baker, Yasmine Raymond-Wilson, Amritha Shan, Aliana Niezova, Leena Chudasama, Alexandra Henry, Judy Chau, Yiannie Lin, Faith Rajasingham, Evangeline Yeung



WORKS CITED

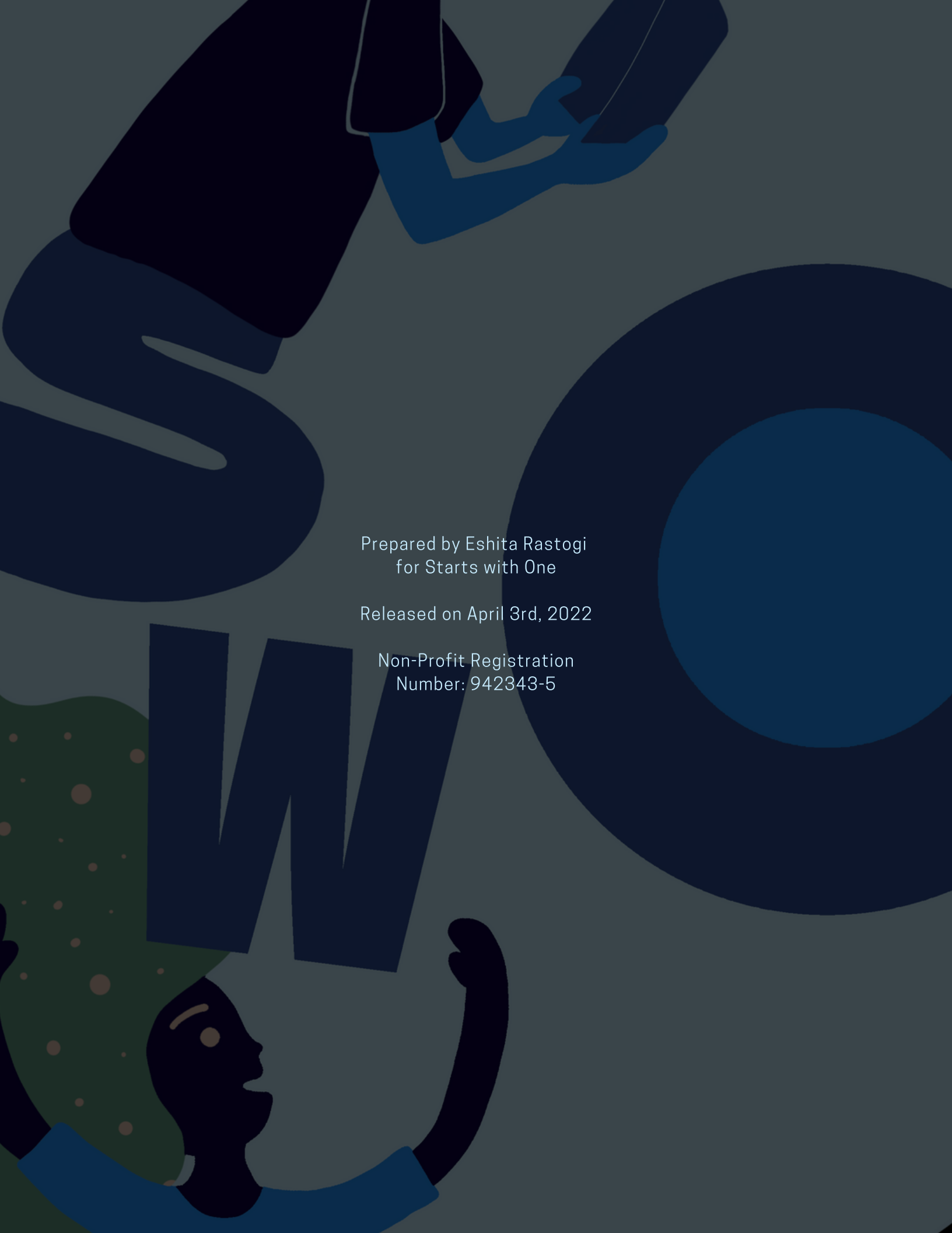
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Released on April 3rd, 2022

Non-Profit Registration
Number: 942343-5