

**Program
Report
2019-2020**

**Licensed
Learn**



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100+ Programs

Over 100 L2L programs were implemented in 90 schools across Canada. L2L partnered with 9 school boards and 5 community agencies in 2019-2020.

2,000 + Tutors

Nearly 2,100 students participated in L2L as Tutors. L2L Tutors mentor and support their peers, helping them overcome academic challenges and barriers. This year, L2L Tutors facilitated almost 31,500 hours of peer-tutoring.

2,000 + Peers

Over 2,000 students were supported by L2L Tutors in 2019-2020. Students received support in academic subjects as well as social guidance.





MISSION

The mission of Licensed to Learn (L2L) is to support children and youth. We boost student success by facilitating personalized peer tutoring programs and by creating leadership development opportunities.



VISION

Our vision is to engage and support at-risk students with their learning and help them develop the skills they need to live and work successfully in the future.



VALUES

L2L's values drive our mission & vision:
Equity, Leadership, Productive Citizenship, Empathy, Mentorship



WHO WE ARE

Licensed to Learn (L2L) is a charity founded in 2002 that organizes peer-tutoring programs in schools across Canada. We help youth excel both academically and personally. Student leaders are trained and certified as Tutors, and they support their peers who may be facing academic challenges. Tutors and their peers are matched based on complementary needs and strengths, with older students often supporting younger peers.

Therefore, Tutors serve as leaders, mentors and role models. L2L's purpose is to improve students' academic performance while helping them develop interpersonal skills such as empathy, problem-solving, and communication. L2L's Tutoring Program is focused on collaboration between everyone involved in the community: School Coordinators, Trainers, Tutors, and Peers.

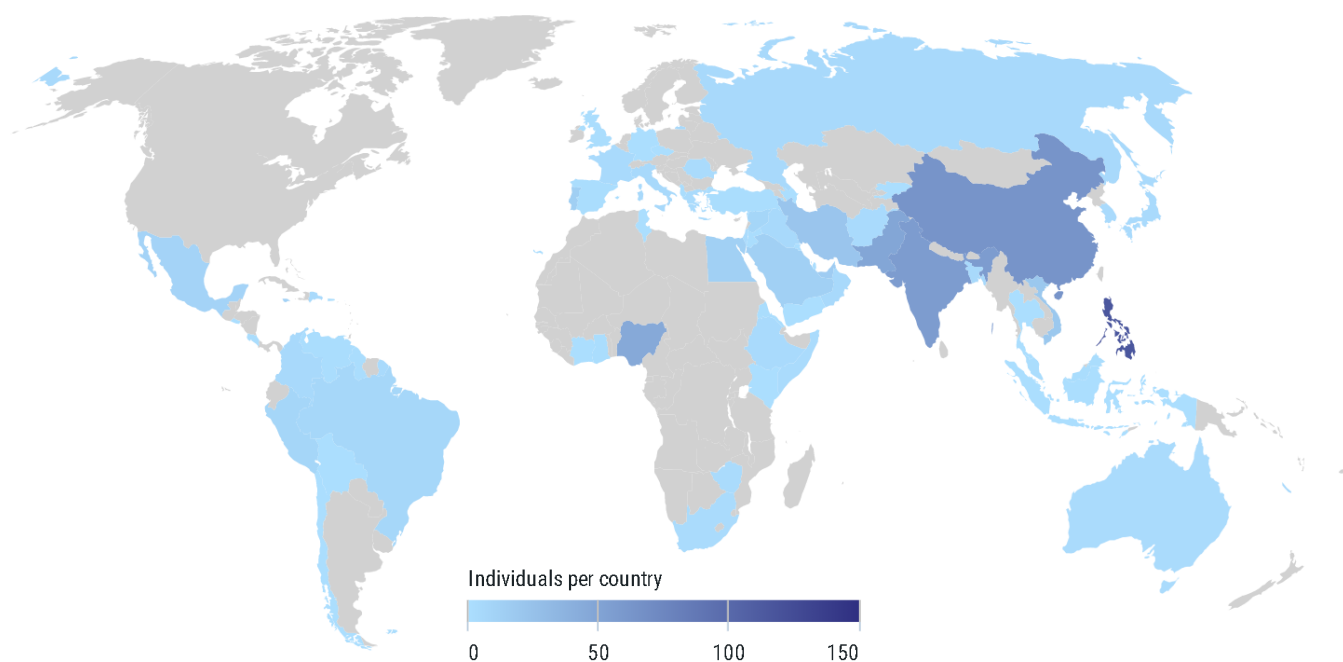
OUR COVID-19 RESPONSE

This has been a monumental year for L2L. The program launched in Vancouver, providing tutoring support to students in the Vancouver District School Board, and expanded its impact in Ontario. The education system was greatly disrupted by the education worker strikes, and the COVID-19 pandemic. By working closely with the school boards, schools and students, L2L provided essential support. The adaptability of the L2L program model, enabled the program to become an important resource.

We collaborated with the dedicated teachers, administrators and staff at the schools to adapt the program and materials for distance learning using platforms like Zoom and Google Classroom. A digitization project was launched to create a new website that will serve as a program hub for L2L. Digital materials were also created so the program can further support students and teachers as they shift to distance and remote learning in the 2020-21 academic year.

THE DIVERSE BACKGROUNDS OF L2L PARTICIPANTS

The L2L program is committed to creating a learning environment where all students can excel both academically and personally. The pairing between Tutors and Peers is very important in achieving this goal and as such, many factors are taken into consideration to ensure a strong partnership can be established. Some of these factors include the country of birth, primary language, and learning profiles of the tutors and peers.



DIVERSITY

L2L's Peers and Tutors come from many different backgrounds. In the 2019-2020 school year, nearly 30% of L2L students were born outside of Canada and the USA.

The most common countries of birth were: The Philippines, China, India, Pakistan, and Nigeria.

PRIMARY LANGUAGE

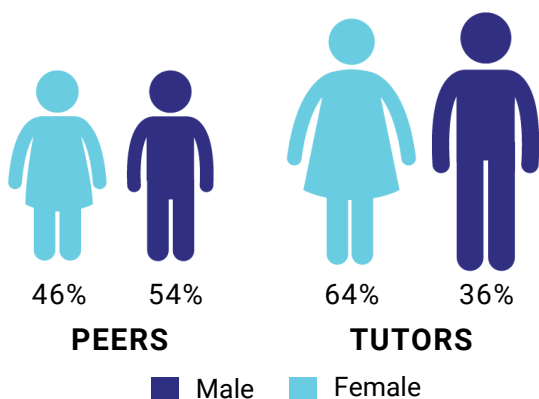
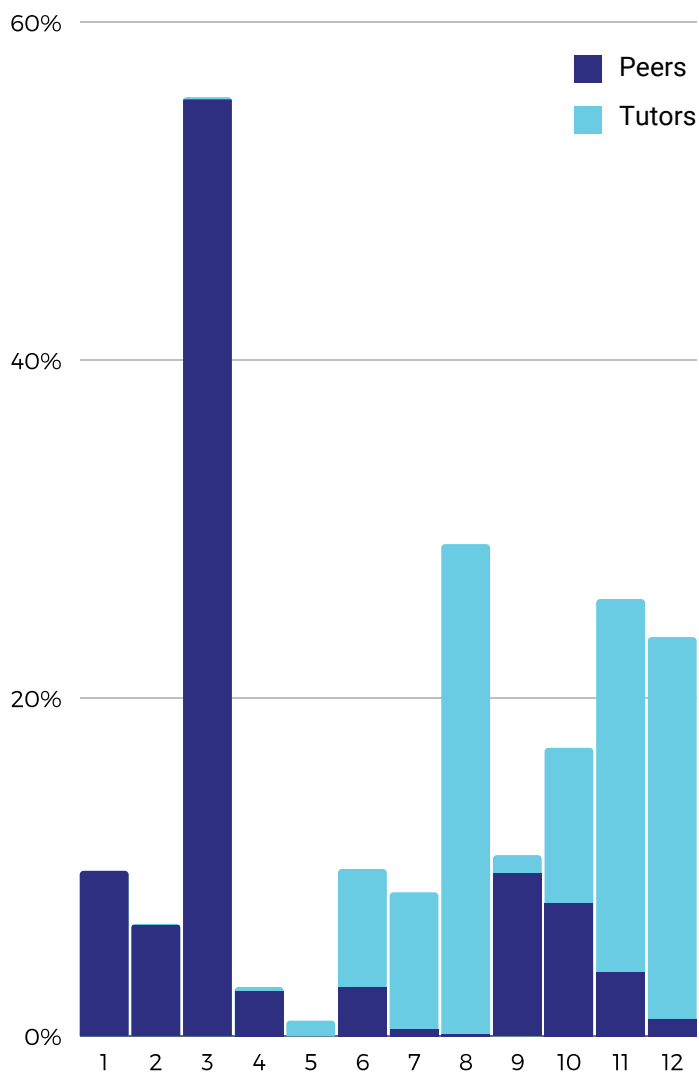
In 2019-2020, 63% of all L2L students' primary language was English. 32% of L2L Peers and 40% of L2L Tutors had a non-English primary language. The most common were:

- **Peers:** Spanish, Tagalog, Portuguese, Vietnamese, and Arabic.
- **Tutors:** Spanish, Tagalog, Urdu, Tamil, and Mandarin.

GRADES

The Peer-Tutor match and the long-term connection established is the L2L Program's core strength. Peers and Tutors connect through a sense of community, mentorship, and friendship, and as such, the pairing structure ensures that Peers get the holistic support they need. Typically, Peers are younger students and Tutors are older students. As with previous years, the majority of Peers in 2019-2020 were in grade 3 (50%), which is the first year of EQAO testing for students. Most tutors were in grade 8 (29%), which is the last year of elementary education.

At the high school level, most Peers were in grade 9 (10% of all Peers). As this is the transition year from the elementary level to high school, many grade 9 students often need extra support. Through L2L, they formed strong bonds, accessed mentorship, and received the guidance and resources they need to excel in high school and beyond.



GENDER

At the elementary level, 51% of Peers and 63% of Tutors were female.

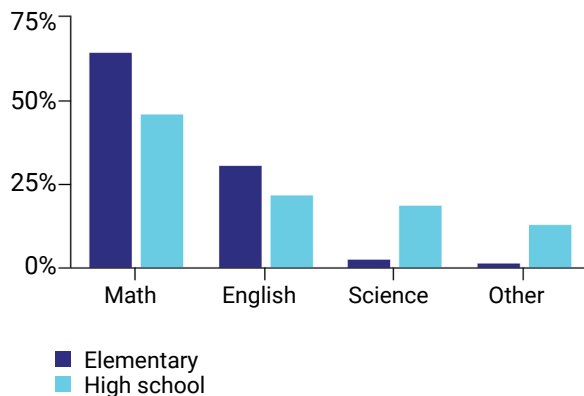
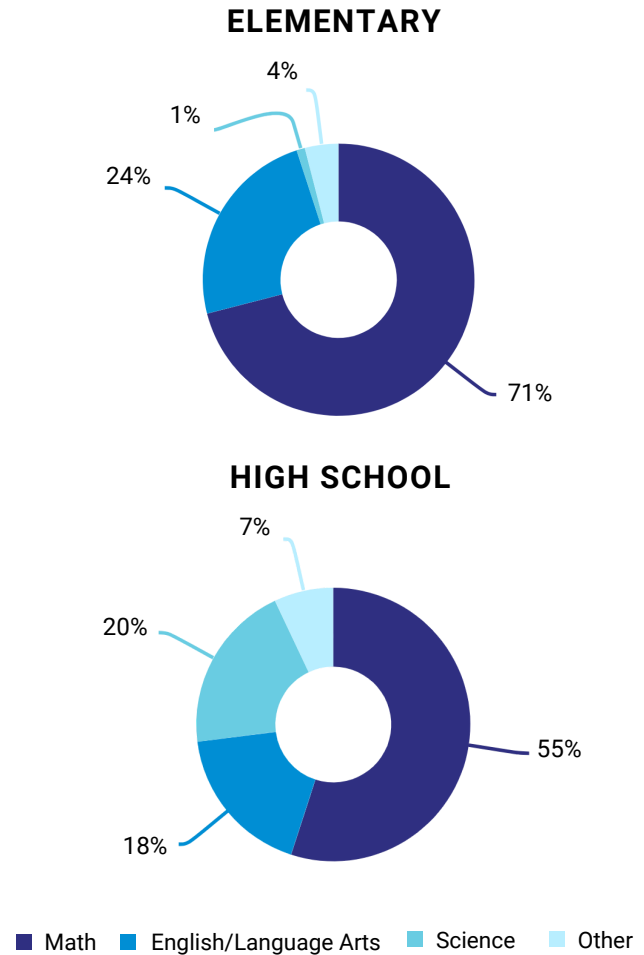
At the high school level, 69% of Peers were male and 64% of Tutors were female.

Overall, male students made up the majority of Peers (54%) and most of the L2L Tutors were females (64%).

PEER IMPACT SUBJECT OF TUTORING

The academic support that students need varies with the grade they are in. In 2019-2020, the majority of students at both the elementary and high school level needed extra support in Math and English. 71% of elementary students sought out tutoring for Math and 24% of students needed support in English. 55% of high school Peers were tutored in Math, 20% in science, and 18% in English. Other subjects of tutoring include French, Geography, Computer Science, History, and Civics.

High school science courses including Biology, Chemistry, and Physics, introduce new concepts and as such, there is a need for extra support in these courses. In 2019-20 we observed an increase in the number of students supported in science courses.



2018-2019

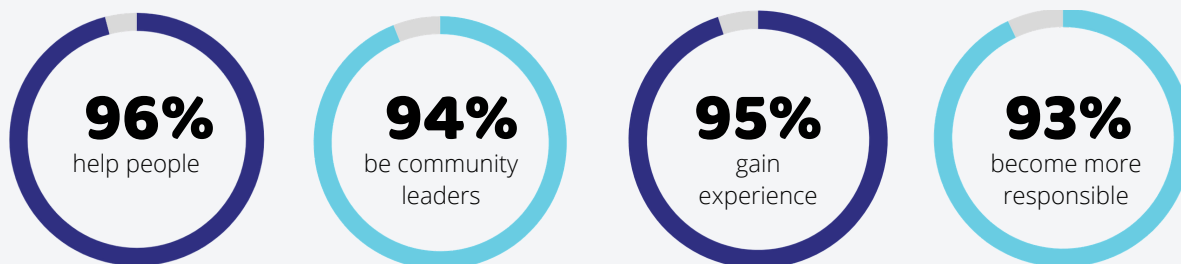
In 2018-2019, the majority of all L2L Peers requested tutoring for Math & English, with a large number of high school students requesting Science. This is consistent with 2019-2020's results.

Last year, 95% of Peers said L2L helped them be successful in school and their subject of tutoring.

TUTOR IMPACT

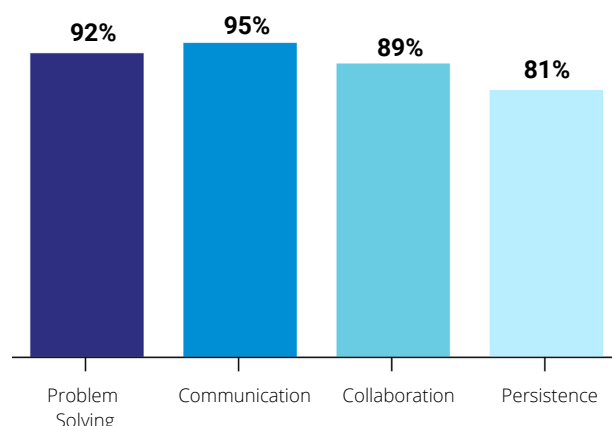
Through L2L's programming, Tutors are given the opportunity to be productive citizens in their community while practicing the core values of L2L: empathy, mentorship, equity, and leadership.

WHY DID THEY JOIN L2L?



SKILLS BUILDING

In addition to providing academic support, the L2L program also gives students the opportunity to develop and enhance their soft skills so they can succeed professionally. RBC has reported that many Canadian youth enter the workforce ill-prepared and lacking certain soft skills. With the support of RBC's Future Launch, L2L has operated in high schools to prepare our youth for the workforce. After participating in L2L's program, 2019-2020 high school Tutors noted high confidence in their persistence and problem solving, communication, and collaboration skills.



Overall confidence in skills at the end of 2019-2020

LONG-TERM IMPACT

L2L is committed to fostering a community where growth is appreciated and this is evident in our long-term impact. In 2019-2020, nearly 20% of students who participated in the program as L2L Tutors, had done so in previous years as either Peers or Tutors. 15% of students participated as Tutors in previous years and 5% of Tutors were former Peers.

TUTOR TESTIMONIALS

At the core of L2L's programming is our Tutors who are dedicated to enhancing their Peers' educational experience. Here is what some of our Tutors had to say about their experience as an L2L Tutor:

WHAT SKILLS DID YOU DEVELOP AS AN L2L TUTOR AND HOW WILL THEY HELP YOU IN THE FUTURE?



"I learned how to better project and articulate my own ideas and knowledge to other people. This is an essential skill that will come in handy. The ability to make coherent and concise points in an efficient manner will undoubtedly prove useful multiple times in the future."

"I learned how to show people my perspective and understand theirs in a new light and I've gotten some understanding of punctuality and setting up schedules in the real world. I've also furthered my ability to explain things in as clear of a way as possible and approach concepts with a new lens when initial methods do not work."



WHAT WAS YOUR EXPERIENCE LIKE AS AN L2L TUTOR? DID YOU ENJOY YOUR ROLE?



"My experience as an L2L Tutor was great because I enjoyed collaborating with other students and sharing our ideas to help other students. I enjoyed the role of pairing the Tutors with students to fit their schedules and promote the program around our school through social media and posters."

"As an L2L Tutor, I was able to learn how to work with people who have different learning styles. I got to meet students at my school who were also eager to learn how to tutor and mentor other classmates. I enjoyed my role as a Tutor, especially when I tutored the elementary students."

WHAT WAS THE HIGHLIGHT OF YOUR TIME AS AN L2L TUTOR?

"The highlight of my time as a Tutor was when I was teaching my Peer about slope. At first he had no grasp of the concept, however over several lessons we worked through the concept, and by the end he understood and could solve any problem I presented him. That gave me a real feeling of accomplishment."

"My highlight would be promoting the program to students and parents because they seemed really thrilled about the program and how we offered help in any subject. It was nice to be involved in a program that helps students become strong in learning."

WHAT WOULD YOU SAY TO OTHER STUDENTS INTERESTED IN BEING AN L2L TUTOR OR L2L PEER?



"To those who are interested in becoming an L2L Peer, I'd say be comfortable with themselves and what they want to learn. For people taking interest in becoming an L2L Tutor, I'd encourage them to give it a try and count it as a learning experience."

"I would highly recommend this program. I would advise others to stick to a routine with their Peer, even if it may seem like they are caught up, as there is likely something that you can still help them with. I loved the benefit of having flexibility with this program, which made balancing everything a lot easier."

"Being an L2L Tutor is a great way to practice responsibility as a student. It provides a unique set of challenges that you might experience later in life but it is also very rewarding. It's also a great way to gain volunteer hours and it looks good on your resume. I would say that as a Tutor, patience is key. It takes time to build trust and understand one another but once you do, both you and your Peer will succeed."



WHERE WE ARE

L2L is present in many schools and school boards across the Greater Toronto Area and Vancouver. In the 2019-2020 school year, L2L was present in 104 schools, 9 school boards, and 5 community agencies.

GTA



5

**SCHOOLS
SUPPORTED**

Durham

116

**STUDENTS
SUPPORTED**

VANCOUVER



18

**SCHOOLS
SUPPORTED**

Halton

693

**STUDENTS
SUPPORTED**

76

**SCHOOLS
SUPPORTED**

Toronto

3,237

**STUDENTS
SUPPORTED**

1

**SCHOOL
SUPPORTED**

York

44

**STUDENTS
SUPPORTED**

3

**SCHOOLS
SUPPORTED**

Peel

98

**STUDENTS
SUPPORTED**

1

**SCHOOL
SUPPORTED**

Vancouver

28

**STUDENTS
SUPPORTED**

L2L'S NEXT CHAPTER

L2L is relaunching in the 2020-2021 school year. The L2L Program is growing and adapting to the changing needs of the education system and Canadian students. Over the next year, we will be introducing new and exciting aspects of the program that will further enhance our reach and impact!

PROGRAM HUB

L2L has a new website that serves as our Program Hub. It has portals for our schools, students, and Trainers and features the voices of students in the L2L program.

Visit www.L2L.ca to find out more!



L2L'S E-LEARNING

This year has brought unprecedented circumstances that have disrupted the education system and the way we learn. Our team has spent countless hours creating a solution that ensures our students are still able to enjoy the benefits of L2L: We have created a digital curriculum for our Tutors and are transitioning to online-based programming for the upcoming year!

During the next year, our Tutors will undergo Leadership and Tutor training at home with our Trainers, and our digital content will be available to assist in the training. When school resumes in-class for all students, our digital content will act as supplementary material to our in-person training sessions.



L2L EXPANSION

L2L will be continuing its expansion in 2020-21 to support students in: Toronto and the GTA, Vancouver, Calgary, Edmonton, Ottawa, Halifax

L2L'S TEAM

BOARD OF DIRECTORS

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Javed Akbar (Vice Chair)

Reza Rizvi (Vice Chair & Treasurer)

Nurhan Aycan (General Secretary)

Winston Kassim (Executive Member-at-large)

Marzia Habib-Hassan (Executive Member-at-large)

Yasmeena Mohamed (Executive Member-at-large)

Nabil Ali (Board Member)

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Vangie Kirkos

Jane Krupica

Joe Longo

Terry MacDonald

Terri MacKenzie

Gerard MacNeil

Joan McCann

Alyson McLelland

Althea Parsons

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Mary Valtellini

Lena Virgilio

Dolores Zezima

Michael Rossetti

PROGRAM ADMINISTRATION

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Fred Peach (Education Consultant)

Mike Ricci (Education Consultant)

Julio Sousa (Education Consultant)

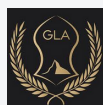
Kayla Ahmad (Program Information Officer)

FUNDERS & DONORS



RBC Foundation

SCHOOL & COMMUNITY AGENCIES





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