engineers of Tomorrow

EMPOWERING INCLUSIVE ENGINEERING EXPERIENCES

Annual Community Impact Report

Engineering a future where everyone belongs.

2025









Message from Our Leadership

Progress is built together — one relationship, one classroom, one bold idea at a time.



FY25 was a year of consolidation, learning, and intention for Engineers of Tomorrow. After several years of rapid growth, this past year marked a deliberate shift, from building programs to **strengthening the systems, relationships, and governance** that sustain them. With the support of an engaged Board of Directors, dedicated volunteers, and committed educators, we focused on improving how we deliver impact, not just how much.

Throughout the year, we paid close attention to what we were hearing from classrooms and from our community. **Teachers were facing increasing demands** on their time.

Volunteers wanted **clarity, purpose, and meaningful engagement.** School boards were navigating evolving policies and constraints. Rather than pushing for expansion at all costs, we chose to respond thoughtfully - refining onboarding, offering more flexible engagement models, and reducing friction wherever possible.

FY25 also marked an important step forward in how we think about **equity and impact.**

Guided by the Forward Engineering Collective's identified barriers to engineering participation, we began **adapting our training and reporting** to better reflect the realities students and educators face. This work reinforced a core belief: lasting change happens not through isolated programs, but through **strong partnerships, shared standards, and trust** across the ecosystem.

We are particularly proud of the educators and volunteers who continue to shape this work from the ground up. Seeing one of our longtime Engineer-in-Residence teachers, **Sandra McLarnon, receive the Prime Minister's Award for Teaching Excellence** was a powerful reminder of what's possible when teachers are supported with the right tools, relationships, and community.

As we look ahead, our priorities are clear: deepen quality, strengthen partnerships, and continue building an organization that is resilient, responsive, and **grounded in evidence**. We remain committed to engineering experiences that help every young person see themselves as capable problem-solvers...and to doing this work in a way that is sustainable for the long term.

Thank you for being part of this journey.
Your support makes this work possible and meaningful.

With gratitude,

Erica Lee Garcia, P.Eng.
Chair, Board of Directors

Rebecca White
CEO, Engineers of Tomorrow

2025 Highlights and Achievements

FY25 marked a shift from growth to strengthening systems and trust.

Rather than focusing solely on scale, Engineers of Tomorrow prioritized quality, sustainability, and alignment - improving how teachers are supported, how volunteers are trained and deployed, and how impact is measured.

- **5,875** students reached across all programs and partner initiatives
- **235** educators supported through classroom-embedded programming
- **368** volunteers and community members engaged
- **1,832** total hours of engineering engagement delivered

Behind these numbers is a year of quieter progress: reduced coordination friction, more flexible engagement models, and stronger regional delivery supported by trusted partners.

Educator excellence in action

Longtime EIR teacher Sandra McLarnon received the Prime Minister's Award for Teaching Excellence in FY25, crediting the Engineer-in-Residence program as part of her journey. Her recognition reflects the ripple effect of EoT's work — empowering educators, inspiring students, and strengthening classrooms through sustained partnerships.



Photo: EoT receives Education award from Spirax Sarco at Spencer Avenue Public School with Sandra McLarnon and EIR Jim Baxter

Strengthening Inclusion & Equity

Shifting towards system-level solutions

Guided by the Forward Engineering Collective's identified barriers, EoT adapted training and reporting to better reflect how inequities show up in classrooms. We also strengthened a network of strategic partnerships - our "EoT buddies" - enabling EoT-trained volunteers to support a broader range of youth engagements.

Inspire connection

We're reframing engineering to be seen as a welcoming and inclusive profession that is accessible to everyone.

Drive inclusion

We're removing obstacles and expanding access so that every student, regardless of their background, has the chance to pursue engineering.

Showcase engineering

We're making engineering visible and relatable by sharing real stories and experiences.

Improve impact

We're building stronger support systems and educational resources to ensure all students can engage effectively with engineering.

Through collaborations with GEM, OPWA, Climate Fresk, Engineers Without Borders – Water for the World, and Ontario Tech, we expanded reach, reduced duplication, and supported youth who may not otherwise access engineering experiences.

FY25 Snapshot

- 24% volunteer diversity (BIPOC, race, disability)
- 1832 barrier-aligned engagements
- 141 volunteers connected to enable partner programs

Since Future City Experience launched in Canada, educator Robin Flemming has brought engineering to life in her classroom. This year, students met their mentor, Claudia Azigwe, in person when she travelled from the Northwest Territories to attend their showcase.



Stories from the Field

Real classrooms. Real impact. Real inspiration.

In 2025, our volunteers and educators teamed up to ignite curiosity and break down barriers in classrooms across the country. Here are a few snapshots and voices from the field:

From Classroom Impact to National Recognition

Sandra McLarnon, a longtime Engineer-in-Residence teacher at Spencer Avenue Elementary School, received the Prime Minister's Award for Teaching Excellence - one of Canada's highest honours for educators.

Sandra credits her participation in the Engineer-in-Residence program as playing a meaningful role in this recognition. Through sustained collaboration with volunteer engineers, she was able to deepen student engagement, bring real-world engineering into her classroom, and create learning experiences that extended well beyond the curriculum.

Her recognition is a powerful reminder of the ripple effect of EoT's work:

- Students gain confidence and exposure to engineering
- Volunteers contribute their expertise in meaningful ways
- Teachers are empowered to innovate, lead, and excel

Sandra's story reflects what EoT aims to build everywhere we work - classrooms where educators are supported, students are inspired, and engineering becomes a tool for curiosity and problem-solving.

Classroom Spotlight: Engineering in the North

In a remote northern community, a Grade 6 class got its first-ever visit from an engineer. EIR volunteer Alex (dialing in virtually from Winnipeg) worked with local teacher Ms. Thompson to tackle a solar-powered water purifier project – a topic chosen to resonate with their community's needs. Students who had never met an engineer before were suddenly engineers themselves: designing, building, and testing prototypes with guidance from Alex.

For many of these youth, this was a transformative experience that overcame the geographic and socio-economic barriers that often limit access to STEM. The class not only learned about clean energy and water technology, but also discovered that innovation can happen anywhere – even in their small, far-north town.

"I didn't know engineers solved problems in communities like ours," one student remarked, proud of what they'd built. This story highlights EoT's mission to reach every child, regardless of location, and ensure that every young person gets a chance to explore engineering.

Student Engagement

When engineering comes alive in the classroom, students respond with enthusiasm and curiosity. Here's what teachers observed about their students this year:

- "They were excited every time our engineer visited and eagerly looked forward to each new activity - all while learning about what an engineer really does." — Michelle D., Grade 4 Teacher
- "I would say that they loved this experience, and it opened their eyes and minds to all the possibilities of engineering." — Patrick A., Middle School Teacher
- "A few of our senior students are now thinking of studying engineering in university." — Philippe B., High School Teacher

Educator Perspectives

Our partner educators see firsthand the difference these programs make in their classrooms.
These educators highlight how EoT programs enrich lessons and make teaching STEM easier, more real, and more effective. By co-planning with engineers, teachers can connect textbook science to everyday life.

The result? Engaged students and grateful teachers who see the value in this partnership.

"I have easily woven this program into my science curriculum... This is a wonderful program. Thank you for starting it!" — Lorna O., Elementary Teacher (EIR program)

"Having an engineer in the classroom gives it a more authentic feel for the kids and for me as a teacher." — Peter L., Grade 7 Teacher

"We had a successful year with our engineer-in-residence – it truly bridged the real world of engineering with our Grade 5 curriculum. I'm so grateful for all that you do to make this program happen." — Kathryn P., Elementary Teacher



Volunteer Perspectives

EoT volunteers are the heart of our programs. They donate their time and expertise, and in return often find renewed inspiration in their own work. Many tell us they learn new perspectives from the students (and even new science facts from the questions kids ask!). This reciprocal energy – mentors inspiring students, and students inspiring mentors – is what makes our community special.

We are deeply thankful for each engineer who steps forward to ignite a spark in a young mind.

"The EIR program has been one of the most fun and fulfilling things I've done in my career. It's such a great way to give back to the community and inspire the next generation of engineers!" — Thomas H., Volunteer EIR Mentor

"I was a panelist for our Future City showcase, and I have to say I loved the presentations. Talking with the students and my fellow panelists was so energizing – their passion and creativity were truly contagious." — Susan G., Volunteer & Future City Panelist

Measuring Impact Through Known Barriers*

Reporting what matters!

Perceptions of engineering as inaccessible

Lack of role models and real-world exposure

Regional and socio-economic inequities

Educator capacity and curriculum constraints

1832 hours of classroom engagement addressing real-world engineering challenges

432 engagements featuring diverse engineering role models

129 teaching partnerships sustained across multiple years

3525 students reached through partner-enabled delivery programs

This shift marks an important step toward more meaningful, transparent, and actionable impact reporting — and reflects our commitment to continuous learning and improvement.



* known barriers as identified by the Forward Engineering Collective