

The Shadow Project Annual Review

Fiscal Year 2020



The
Shadow
Project



Changing Lives for Children with Learning Challenges

A Tumultuous School Year

At a time when our community is grappling with the twin crises of racial injustice and a pandemic that hinders our ability to support vulnerable children, few initiatives are more important than access to a quality education.



Thanks to our supporters and dedicated special education teachers, The Shadow Project adapted its classroom-based programs for a distance environment after the pandemic struck. We launched a pilot project that kept children engaged in learning and reading from home. Students set and met goals for online learning, celebrated their progress, and combated social isolation with our virtual reading mentor groups. We also created resources to support parents as “co-teachers.”

At the same time, renewed calls for racial justice strengthened our resolve to advance equity in education and lead with culturally-responsive programs.

Our Commitment to Equity

We have seen how students thrive in classrooms built around dignity and inclusion and know how important it is to continue to raise expectations. We know we must do more to ensure that the beauty and gifts of black and brown children are seen and celebrated in our schools and communities. We commit to:

- Strengthen the culturally-relevant and trauma informed program training we provide for educators and volunteers, centering racial equity
- Elevate the voices of students in special education, especially those from BIPOC communities, through videos that provide a platform that shares their strengths
- Deepen our work at the intersection of disability, race and poverty through ongoing staff and board discussions on the impacts of structural racism
- Continue to systematically recruit staff, board, Community Advisory Board members and other volunteers that reflect the rich diversity of the students we serve, to ensure a broad spectrum of perspectives in decision-making.

Shadow Demographics

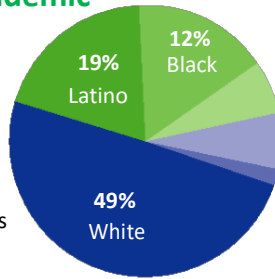
1,700 Students Pre-Pandemic

37% Girls

63% Boys

25 Languages Spoken

16% English Language Learners



5% Asian or Pacific Islander

13% Other

2% Native American



Reading Mentors Program

Reading Mentors brings together 1) assistive reading technology and 2) trained mentors to set reading goals and celebrate progress for struggling readers who are up to 3 years behind their peers.

Goal Setting Program

Special education teachers are equipped with a structured system that sets high expectations and builds confidence by engaging students in setting and meeting academic and social goals.



SuperSensory Spaces

This structured social-emotional skills program empowers students to cope with stress and master life-long skills of calm and focus, so they can fully engage in learning.





“The Shadow Project gave my students a locus of control that helped them cope with the stresses of the pandemic.”

— Lori Ryan,
Special Education Teacher,
Abernethy Elementary School

Despite a Deeply Disrupted School Year...

- **93%** of teachers reported their students strengthened social-emotional skills
- **82%** of students in our reading program increased at least 1 grade level in reading proficiency; **13% increased 2 grade levels**
- **69%** of students improved their ability to set and meet goals
- **69%** of students increased their distance-learning skills
- **67%** of students showed increased motivation

Financial Summary

July 1, 2019 to June 30, 2020

Income

Foundations	\$246,500
Individuals	\$35,075
Corporations	\$60,558
Earned Income & Government	\$70,039
Gifts In-Kind	\$31,698
Other	\$5,479

TOTAL **\$449,349**

Expenses

Program	\$359,020
Development	\$48,903
Administration	\$27,232

TOTAL **\$435,115**

From Discouraged to Determined

It takes guts to stick with school during a pandemic, especially if you are a child with a learning-related disability. For students we serve, courage last spring meant going to school remotely without all their special services, or showing up for class while caring for a younger sibling. It also meant not giving up, even when online learning left them lost and frustrated.



In a school year like no other, we are proud and humbled to have supported these courageous kids and their families. When the pandemic struck, The Shadow Project worked with special education teachers to develop a suite of resources to aid students in adapting to a distance-learning environment. We launched a pilot project that kept over 350 students with disabilities persevering and engaged in learning. Students set and met their own goals for online learning, successfully used assistive technology to help them read and combated social isolation through our virtual reading mentor groups and summer book clubs. And students like Portland 4th grader Bailey Lutz even reached out to offer encouragement to other students.

“A lot of people have challenges just like me. You shouldn’t feel alone. Be proud of how hard you’re working. The Shadow Project motivated me to work even harder to reach my goals.” — *Bailey Lutz, 10*

In summer of 2020, we began plans for scaling our virtual programming to serve 1,300 courageous kids like Bailey in the 2020-21 school year.

Thank you for supporting our students to thrive in school.

Christy Scattarella

Christy Scattarella, M.A.
Founder & Executive Director



“The Shadow Project has motivated my students to keep trying and work hard during COVID-19 distance learning, a different and difficult learning format.”

— Kristin Walker,
Special Education teacher,
Woodmere Elementary School



The Shadow Project

The Shadow Project’s mission is to make school more accessible and engaging for children with learning challenges so they can achieve their full potential.

Working with talented teachers, the organization has helped to unleash the potential of more than 12,500 capable learners in grades K-8 in Portland, McMinnville and Salem.

For more information or to make a gift, visit

shadow-project.org

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Major Donors

Thank you to our Foundation and Corporate donors for empowering children with learning challenges during fiscal years 2019-2020.

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The **Shadow Project**