

# The Shadow Project

## Reigniting a Love of Learning

Impact Report 2021-22

Thanks to the generosity of our supporters, more than 1,800 Oregon K-8 students with learning challenges got the support they needed to thrive in school. Despite the ongoing challenges of the pandemic, students in The Shadow Project discovered the joy of reading, learned skills to cope with stress, and dreamed big for their futures. Take a look.

**100%**

of teachers say the Goal Setting program helped students transition back to in-person learning

**86%**

of teachers say Shadow Project programs helped them create a classroom that is responsive to the needs of BIPOC students

**66%**

of students increased their ability to persist in the face of adversity

My students faced a lot of challenges this year, coming back from a year without in-person school. The Shadow Project gave my students something to hold on to.

Rivkah Ross, Portland Public SpED Teacher

The Shadow Project helped me motivate students who had lost their love of learning due to online school during COVID-19.

Oregon SpED Teacher



**“I read a little before, but I read a lot more now.”**

4th grader "Liana" loved to read, but struggled due to her learning challenges. Family upheaval and time spent in foster care made learning even harder. But after just two weeks of Reading Mentoring, she had logged 11 hours of reading. "Liana" was recently adopted into a family in another state, taking with her increased confidence as a reader.

**49%** of Reading Mentoring students read at least 20 minutes/day, a key indicator of reading growth

## “What is the trigger for this child?”

That is the question Parklane Elementary principal Jorge Meza had to ask himself when one of his third graders kept fleeing the classroom—putting himself in potential danger as he ran toward the school parking lot.

**The answer?** Returning to the classroom last fall was overwhelming. Noisy classrooms, new teachers, and the demands of in-person learning put the young boy in a constant state of upset.

**The solution?** Daily structured time in a Shadow Project SuperSensory Space.



Principal Meza in his school's Sensory Space

Kids with learning disabilities “don’t always feel like they are in control of themselves or their environments,” the East Portland principal says.

**“A Sensory Space is where they get to be in control. It’s a place of relief for them.”**

“The spaces have enhanced students’ learning experience. If it weren’t for these spaces, our suspension rates would be higher.”

Five SuperSensory Spaces were installed in Centennial elementary schools, with three more planned for next year—completing the first districtwide implementation of Shadow Project programming.



**1,836**

Students Served



**7**

School Districts Supported



**283**

Teachers Trained in Meeting Sensory Needs



**221**

Hours of Mentoring Provided



**3,773**

Sensory Tools Distributed



**1,047**

Books Distributed

The Shadow Project’s ongoing support is essential in helping Centennial students who are experiencing disability and trauma to reintegrate into the classroom.

Denise Wright,  
Centennial Director of Student Services