

With many students still struggling to develop the academic & classroom behavior skills that they didn't have the opportunity to learn during COVID school closures, The Shadow Project program helped 1,954 students at 53 schools to joyfully re-engage with learning.

“ I'm really thankful for this continued support in what I do as an educator. I often feel forced to do much more than I can handle. You help me bring smiles to faces and that lifts me up too.  
-Partner Teacher ”

### Schools partners said....

**65%**

of students increased self motivation

**61%**

of students improved in managing their emotions

**60%**

students improved self regulation skills

**56%**

students showed greater enthusiasm for reading



### Rebuilding Positive School Climates

Years after prolonged closures, schools are still feeling the effects as many students struggle to fill the gaps of delayed and lost social-emotional and academic skills. Teachers and administrators reported that one of the most difficult challenges has been addressing student behavior as many students, especially those with learning challenges, feel disengaged with their learning.

In our School Partner Survey, teachers shared how The Shadow Project helped address these issues. The Survey revealed that **94% of school partners felt Sensory Spaces helped students form positive relationships with adults**. Also, 63% of teachers said they use Goal Setting to help students practice social emotional skills at school, while **98% say the program helps them create an environment where students show respect for each other**.

One teacher shared with us that our Goal Setting program also helped build positive student relationships with one another saying, **“Students encourage each other to work toward meeting their goals.”** Another teacher told us, **“Shadow Project helps build a positive culture in my classroom.”**



Because each student had a goal that was specific to them, it really helped them look at their own progress instead of comparing themselves to what a typical student is able to do. Students feeling 'accepted for who they are' is really important.



- Goal Setting Partner Teacher



Reading Mentor students Abdi, Moises, and Tanis look for books on Learning Ally

**"I always had difficulty finding the perfect book. I just got stuck reading Cat in the Hat and 'baby books.'"**

Many students with dyslexia or other learning challenges find themselves so frustrated and discouraged with reading that it makes books feel like a chore. These students are often able to comprehend, and enjoy, books at a much higher reading level than they can decode. That's where The Shadow Project steps in.

One fourth grade student, Scarlett, shared that she didn't like reading because the books she could read were boring and for younger kids. But, once her mentor showed her Learning Ally, an audiobook library of thousands of books, she realized reading could be fun and quickly completed reading goal after goal.

Another fourth grade student, Moises, felt similarly about books before Reading Mentors, and didn't feel there was much of a "point" to reading. When he was introduced to Learning Ally by his mentor, he found he loved nonfiction books and even used some of the books to write a report on Leonardo DaVinci.

Our goal with our programs, like Reading Mentors, is to kindle a love of learning so that school is an enjoyable experience where students' personal goals are celebrated. Moises shared with us, **"I'm proud of myself for reading books because I thought books were boring and they took a bunch of your time. But they're not boring, they're fun, and some books teach you!"**

## Shadow Project By the Numbers



**6**

School District Partners



**280**

Hours of Mentoring



**1,954**

Students Served



**166**

Teachers Trained in Meeting Sensory Needs

Students received...



**6,476**

Sensory Tools

**1,153**

Books

**6,625**

Other Educational Materials

In total, mentored students read...



**15,060**

Minutes

**39,289**

Pages