



adventure risk challenge

developing youth literacy and leadership



**ARC 2022-2023 Academic Year Program Report
Central Valley | Tahoe-Truckee**

Summary of 2022-2023 Academic Year Program

ARC's academic year program combines literacy, leadership and outdoor experiences in a variety of ways to support high school students in developing their writing and public speaking, foundational leadership skills, positive peer and adult relationships, and access to outdoor and immersive experiences.



The Rising Community Leadership Program is an ARC entry point, focusing on 9-10th grade students. The curriculum supports identity exploration, community building, and self-expression. Additionally, students have the opportunity to participate in monthly outdoor and immersive experiences.

The Community Leadership Program is for ARC summer course graduates and focuses on transferring and deepening learning from the summer course. The curriculum includes additional leadership opportunities, outdoor experiences, coaching, mentoring and college access support. Graduates of the Community Leadership Program receive a \$1,000 scholarship upon graduation from high school.

2022-2023 ARC PROGRAM STAFF



Program Director - Mel Hoffman

ARC staff since 2010. Outdoor educator for twenty years. Significant experience leading wilderness expeditions for youth. Bachelor’s Degree from Washington University in St. Louis and Wilderness First Responder Certified.



Academic Year Program Manager - Kaela Frank

ARC staff since 2020. Outdoor educator and student advisor for over ten years. Bilingual. Master’s Degree from the U.N. University for Peace and Wilderness First Responder Certified.

Central Valley

Tahoe-Truckee

Program Coordinator - Jesus Alejandro



ARC staff since 2015. Outdoor Educator for seven years. ARC Summer Graduate 2012. Bilingual. Associate’s Degree from Merced College and Wilderness First Responder Certified.

Program Coordinator - Cristina Cruz Navarro



ARC staff since 2021. Experience in community organizing, youth programming, and trail work. Trilingual. Bachelor’s Degree from University of California, Santa Barbara and Wilderness First Responder Certified.

Program Facilitator - Melany Ricardo



ARC staff since 2020. ARC Summer Graduate 2016. Bilingual. Current student at Fresno State University and Wilderness First Responder Certified.

Program Coordinator - Maddie Leh



ARC seasonal staff since 2021. Outdoor educator for five years. Master’s degree from Regis University and Wilderness First Responder Certified.

2022-2023 RISING COMMUNITY LEADERSHIP (RCL) PROGRAM



Our Rising Community Leadership (RCL) program is tailored for the needs of today's youth, providing opportunities for identity exploration, community building, and self-expression. The RCL program is an ARC entry point, focusing on 9th-10th grade students. At North Tahoe High School it was delivered in partnership with the College and Career Readiness Class and at Dos Palos High School it was delivered as an afterschool program. In 2022-2023 the RCL curriculum was divided into 26 weekly hour and a half sessions that included activities for team building, writing and public speaking. RCL students had the opportunity to participate in monthly outdoor and immersive day or overnight experiences with members of their cohort. RCLs participated in an individual check-in with ARC staff and received support and priority for applying to the ARC summer course.

In this program, youth participated in:

- A 26-week curriculum focused on identity exploration that incorporated group activities, partner sharing, independent journaling, and vocabulary building;
- The writing of a biographical poem and an identity statement;
- Public presentations of their writing at the end of each semester;
- Optional monthly outdoor trips, such as, hiking, kayaking, rock climbing, ropes course, snowshoeing, skiing or snowboarding
- Support for attending the ARC summer course, including, optional participation in an orientation backpacking trip, application support, and priority access

RCL PROGRAM GOALS

1. Support the development of writing and public speaking skills
<ul style="list-style-type: none"> ● Practice written and verbal communication skills through scaffolded curriculum ● Engage in a multi-draft editing process including adult coaching and peer editing ● Experience opportunities to share their writing out loud in front of an audience
2. Support the development of positive peer and adult relationships
<ul style="list-style-type: none"> ● Experience team building activities, group check ins, and ARC rituals ● Experience opportunities to share about themselves with peers and adults ● Partner with a variety of peers for feedback and activities ● Help uphold group agreements created with their peers and ARC staff ● Experience opportunities to build relationships with peers and older students through additional ARC activities
3. Support the development of foundational leadership skills
<ul style="list-style-type: none"> ● Begin to articulate their individual strengths ● Begin to practice giving and receiving feedback with peers and adults ● Experience opportunities for self-development through identity exploration activities ● Experience opportunities to try new things, work through challenges, and celebrate achievements ● Experience opportunities to practice self- and peer- leadership and may choose to accept opportunities for designated leadership
4. Create pathways to immersive experiences and outdoor spaces
<ul style="list-style-type: none"> ● Experience opportunities to engage in immersive experiences/outdoor activities in a group setting outside of school ● Have access to appropriate equipment in order to participate in outdoor activities ● Receive instruction in order to safely grow their skills and confidence in outdoor activities ● Experience opportunities to reflect on their experiences, learning, and accomplishments and strengthen their connection to outdoor spaces

RCL CURRICULUM OVERVIEW



Fall 2022 Semester	
Week 1	Introduce program, staff, expectations
Weeks 2-4	Icebreakers, team building activities, group norms
Weeks 5-7	Individual student check-ins
Weeks 8-10	Identity exploration activities (icebergs, masks, life maps)
Weeks 11-13	Biographical poem writing, editing, presenting
Week 14	Celebration
Spring 2023 Semester	
Week 1	Identity statement framing
Weeks 2-4	Peer Interview
Week 5	Identity statement brainstorm
Week 6	Identity statement outline
Week 7	Identity statement draft
Week 8	Peer feedback/revisions
Week 9	Reading practice
Week 10	Identity statement presentations
Week 11	Identity statement debrief
Week 12	Celebration
Week 13-14	Individual student check-ins about summer



2022-2023 RCL TRIPS

	Central Valley	Tahoe
Oct	Rock Climbing at Metal Mark	Low Ropes Course
Nov	Hiking at Los Banos Reservoir	**
Dec	Ice Skating	
Jan	Ski/Snowboarding at Northstar	
Feb	Hiking at Pacheco State Park	
Mar	Kayaking on San Joaquin River	*Skiing/Snowboarding at Northstar
Apr	Backpacking at Henry Coe SP	Backpacking at Bullards Bar Reservoir

*Canceled due to snowstorm

**Nov-Feb outdoor trips in Tahoe in 2022-2023 focused on Community Leaders

2022-2023 RCL PROGRAM PARTICIPANTS



ARC RISING COMMUNITY LEADERS (RCLs)

Dos Palos High School	North Tahoe High School 1	North Tahoe High School 2
Brooklyn (Noxx) Hendricks Damian Ponce Daniela Perez Erandy Aguilar Evangeline Freitas Gabriela (Gabe) Cabrera Iris Garcia Junior Lainez Maya Grant Daisy Mendoza Julisa (Jakie) Murillo Damian (DJ) Philpott Allison Morales Karla Rodriguez Adrianna (Drea) Serrano Emmanuel (Eloise) Muratalla Rafael Escobedo	Vilma Alvarado Cumatzil Yuridia Bustos-Rodriguez Aileen Cabrera-Ramirez Nevaeh J Escalera Jose M Estrada Ruiz (Chema) Ashlyn T Gomez Cruz Avery Jacobsen Miguel Martinez Sofia Meza Lopez Leslie Munoz Frias Angela Rangel Lopez Ben E Stewart Luis A Velasquez Jessica Verduzco Andrade Brandon Gomez Paz Katerin Xalin Sutuj	Nathaly Salinas-Nevarez Iris (Omarlin) Macias Chavez Mishel D Suarez Hernandez Carolina Aburto-Sanchez Oscar Espinoza Juvenal Valeria Razo Andrade Damian Navarro Elizarraraz Jose (Carlos) Ruiz Alberto Guevara Yanina E Lara Aburto Jesly A Nevarez Merelin Cante Escobar Citlaly J Fragoso Corona Kimberly Villa Vazquez Mario Mendoza-Hernandez Brayan Perez Coronado

2022-2023 RCL STUDENT CONTACT TIME

DOS PALOS RCL CONTACT HOURS

19 Participants in RCL Meetings (11 Graduates)

25 - 1.5 Hour RCL Meetings

72% Average Attendance

561.5 Student Contact Hours via RCL Meetings

4 RCL Additional Student Contact Hours (summer application support)

Dos Palos RCL Trips	# students	# trip hours	student contact hours
Rock Climbing	12	8	96
Los Banos Hiking	4	8	32
Ice Skating	8	8	64
Ski/Snowboarding	12	35	420
Pacheco SP Hiking	4	8	32
Kayaking	9	8	72
Orientation Backpacking	5	32.5	162.5
Totals	17 unique participants	107.5	878.5

1,444 Total Dos Palos RCL Student Contact Hours



FIREBAUGH CONTACT HOURS

6 Interest Meetings (4 - 30 min Lunch Meetings, 2 - 60 min Workshops)

37 Unique Students Attended Meetings

35.5 Total Student Contact Hours from Interest Meetings

5 Additional Student Contact Hours (3 summer interviews, planning with Firebaugh CLs about leadership project, following up with summer graduates)

Firebaugh RCL Trips	# students	# trip hours	student contact hours
Rock Climbing	6	8	48
Los Banos Hiking	6	8	48
Ice Skating	6	8	48
Ski/Snowboarding	1	36	36
Pacheco SP Hiking	3	8	24
*Kayaking	0	0	0
Orientation Backpacking	0	0	0
	11 unique students	68	204

*Inclement weather for kayaking trip

241 Total Firebaugh Student Contact Hours



TAHOE RCL CONTACT HOURS

32 Participants in RCL Meetings (31 Graduates)

24 - 1.5 Hour RCL Meetings

90% Average Attendance

1005.5 Student Contact Hours via RCL Meetings

Tahoe RCL Trips	# students	# trip hours	student contact hours
Ropes Course	30	6	180
*Skiing/Snowboarding	6	0	0
Orientation Backpacking	5	30.5	152.5
	34 unique students	36.5	332.5

*Canceled due to snowstorm

1,338 Total Tahoe RCL Student Contact Hours



2022-2023 SAMPLE DOS PALOS RCL IDENTITY STATEMENTS

DPHS RCL participants spent nine sessions preparing a written identity statement to read at a public presentation in front of peers, teachers, and ARC staff. They responded to the prompt, "Write a statement about a part of your identity that is important to you."

Being Introverted - Julisa Murillo

I used to be a very sociable and curious child and that all changed once I started getting bullied for being me. I was naturally hyper and liked bright colors, but people wanted me to tone it down a bit. When I would show my excitement and passion about things, other kids would stare and tell me I was too much. The more I grew up, the more toxic people became and I could feel their discomfort around me. I slowly realized that things would be better if I was just quiet. It really affected how I lived; I would constantly choose to be quiet since no one said anything to me if I didn't talk to them. I slowly closed myself into a tight spot and that stayed with me until now. Becoming introverted has had negatives and positives for me. Sometimes I want to ask questions in class, but I feel like I shouldn't if no one else is asking because I'm scared of judgment. On the other hand, being introverted has helped out how to become more independent and helped me figure out how to do an activity without feeling wrong or uncomfortable. It was difficult finding the right people to make me feel like it was okay being me and ARC has helped me create more memories. They bring out a side of me I didn't know was there which motivates me to keep being me and not hide who I truly am. I am introverted but knowing that I have friends that make me feel known and supported, helps me feel comfortable with who I am.

Flexibility - Damien Philpott

I have done many things in my life and it's all because of a single trait, flexibility. Flexibility is interesting because it also goes well with my other less known traits such as curiosity and not caring what others think about me. With these traits combined I have learned that trying new things can improve not only your outlook on life but also how many paths your life can go down. I know this because it has opened many paths for me to follow and learn new things. Flexibility was one of the driving forces to me not only joining the ARC summer course but also sticking with it when everyone left and after the fire made us evacuate. Flexibility has led me to get my CPR and Wilderness First Aid Certification. I have also I received my OSHA and food handler license enabling a lot of new paths I can take for my future career. Being so flexible has allowed me to blend in with groups of different people. Because of this I have learned to not judge people even if I don't agree with them. I have also been able to better understand people's points of view as a person who has no preconceived notions about either side of an argument. This skill has led me to open paths I hadn't thought about and give me experiences I never dreamed about. Even if this ability causes bumps in my life, I know this ability will help me in my future and help me get further in the career I choose because in the end, this is an ability I like and will use a lot in the future.

2022-2023 SAMPLE TAHOE RCL IDENTITY STATEMENTS

NTHS RCL participants spent nine sessions preparing a written identity statement to read at a public presentation in front of peers, teachers, and ARC staff. They responded to the prompt, "Write a statement about a part of your identity that is important to you."

Mexican-American - Citlaly Fragoso Corona

The most important part of my identity might be being Mexican-American. I grew up being a Mexican American by doing some of the traditions some Mexicans would do. I would celebrate Christmas by making tamales on Christmas eve and opening my present at 10 because my family doesn't want to stay up until midnight. I would also get all dressed up only to be sitting around my house doing nothing. When I was little, I would go to Mexico to visit my family, but I don't remember much about my experience. To reconnect with my identity, my culture, and my family as a Mexican-American, I want to return and go visit my great grandma and see how she's doing, go sightseeing, and go see my other relatives that live over there. I remember how things are different there from here. I really want to go back there. I would like to remember and create more memories about Mexico. I feel like going to Mexico would help me learn about my culture and my family. I would like to connect to this part of my identity.

The Way Basketball Shaped My Identity - Miguel Martinez

Basketball has made a large impact on my identity. I'm starting to take basketball more seriously now because I want to play college ball. My uncle is a great coach and knows a lot about the sport, but he doesn't live in Tahoe. Everytime he comes to visit, we run some sessions and he helps me improve. He teaches me everything he knows and points out things about the sport that can help me improve my game. My uncle played a lot of basketball throughout his life and he's important to me because he's helped me learn. Playing with a team and having a coach has helped me realize that we have to communicate with each other or we can't work with one another. When I play basketball, I feel like my breathing is more controlled and relaxed. I let my thoughts go away and just focus on the game. I started playing basketball at 14 and I feel like I picked up the sport easily. There's a lot of inspiration and athletes that make me want to keep playing the sport, all the motivation they give out and their background makes you realize that they came from nothing and made something out of it. Basketball has also connected me to things outside of school. I want to maintain good grades and go to college, but I also want to try more and achieve things I thought I couldn't. It's important to know basketball is a huge part of my identity because a lot of my motivation and awareness comes from that sport and all the people around me who also play it. Basketball can and will brighten my future.

2022-2023 RCL ASSESSMENT DATA HIGHLIGHTS

36 RCL students across all sites (DPHS & NTHS) responded to a post-survey at the end of the academic year to help us understand the impact of our programming in our four goal areas: writing and public speaking, positive peer and adult relationship, foundational leadership skills, and immersive and outdoor experiences.



Development of Writing and Public Speaking Skills

27 of 36 respondents agreed or strongly agreed with the below statement as a result of participating in ARC.

75% “I feel more confident in the process of writing.”



Positive Peer and Adult Relationships

27 of 35 respondents agreed or strongly agreed with the statement below as a result of participating in ARC.

77% “I feel more comfortable being myself in a group.”



Foundational Leadership Skills

31 of 36 respondents agreed or strongly agreed with the statement below as a result of participating in ARC.

86% “I take more responsibility for my actions.”



Immersive & Outdoor Experiences

26 of 36 respondents agreed or strongly agreed with the statement below as a result of participating in ARC.

72% “I gained more appreciation for the natural world”

2022-2023 COMMUNITY LEADERSHIP (CL) PROGRAM



Our Community Leadership (CL) program is tailored to support the transference and deepening of learning from the ARC summer course. In 2022-2023 the curriculum included additional leadership opportunities, outdoor experiences, coaching, mentoring and college access support. The CL program provided opportunities for summer graduates to stay connected to their cohort and was delivered through weekend retreats, trips, small group and individual meetings throughout the academic year. Graduates of the Community Leadership Program received a \$1,000 scholarship upon graduation from high school. There were five requirements for the ARC scholarship: student-led outdoor experience, CPR certification and Wilderness First Aid training, ARC leadership experience, monthly mentoring, and writing and presentation of a final speech. CLs could complete the requirements any time before graduation.

In this program, ARC summer course graduates participated in:

- Meetings, trips, and/or reunions with their summer cohort
- A student-led outdoor experience, such as organizing a group backpacking trip or leading a day hike for peers;
- CPR certification and Wilderness First Aid training;
- A leadership experience, such as facilitating a day of ARC-style activities for a group of middle school students;
- Monthly calls with an ARC mentor focusing on support for student's social-emotional wellbeing, academic and career goals, and participation in the CL program;
- The writing and presentation of a final speech about a tool they gained through their experience in the ARC program that will continue to serve them in the future;
- Support for college access including a college panel, optional college visit, coaching on personal statements and scholarship applications, and letters of recommendation
- Graduates of the Community Leadership Program received a \$1,000 scholarship when they graduated from high school.

CL PROGRAM GOALS

1. Support writing and public speaking skill advancement
<ul style="list-style-type: none"> ● Practice writing and public speaking through scaffolded curriculum ● Engage in a multi-draft editing process including adult coaching and peer editing ● Have opportunities to share their writing out loud in front of an audience
2. Support the growth of positive peer and adult relationships
<ul style="list-style-type: none"> ● Experience opportunities to gather at least once a month with their ARC cohort ● Continue to experience ARC rituals, team building initiatives, group check ins, and opportunities to share about themselves with their cohort ● Experience opportunities to be participants or peer leaders on RCL weekend trips ● Meet once a month with ARC mentor to talk about their social, emotional, and academic needs ● Meet as needed with ARC staff to discuss social, emotional, or academic needs ● Actively seek out and follow up with referrals to other school and community resources
3. Support development of leadership skills
<ul style="list-style-type: none"> ● Practice the foundational leadership, communication, and relationship building skills they developed through the RCL year and/or the summer course ● Receive continued coaching and tools to strengthen habits and behaviors for self care, self-advocacy, organization, and personal responsibility ● Experience opportunities for goal setting, critical reflection, and peer feedback ● Experience structured ways to exercise leadership skills ● Experience opportunities to support summer recruitment ● Continue to articulate and celebrate their individual and group strengths and accomplishments ● Participate in college, career, and community (3C) readiness activities
4. Strengthen pathways to immersive experiences and outdoor spaces
<ul style="list-style-type: none"> ● Gain exposure to more outdoor spaces ● Experience continued opportunities to strengthen comfort level in the outdoors ● Experience opportunities to build on outdoor leadership skills ● Have access to equipment in order to participate in outdoor activities ● Experience opportunities to have immersive time with their summer cohort ● Experience opportunities to reflect on their experiences, learning, and accomplishments and strengthen their connection to outdoor spaces ● Learn about resources and opportunities to continue building outdoor skills

2022-2023 CL CURRICULUM OVERVIEW

August	CL Reunion
September	Planning for Student-Led Outdoor Experience
October	Student-Led Outdoor Experience
November	CPR/Wilderness First Aid Training
December	Mid-Year Celebration
January	Planning for the Future (C3 Workshops)
February	Planning for Leadership Project
March	Leadership Project
April	Preparing Final Speech
May	ARC Graduation

*Each month includes a 20-60 minute phone call with an assigned ARC mentor to check in about academic progress and goals, social-emotional wellbeing, participation in the ARC program, and anything else the student wants to discuss.



2022-2023 CL TRIPS



	Tahoe CL Trips
Oct	Backpacking to Paradise Lake
Nov	*CPR/First Aid and Hiking in Coloma
Dec	Ice Skating and Holiday Party
Jan	Snowshoeing & Avalanche Education
Feb	Hiking at Point Reyes National Seashore
Mar	Skiing/Snowboarding at Northstar
Apr	Rock Climbing at Mesa Rim

*Central Valley CLs joined the Tahoe CPR/First Aid trip

2022-2023 CL PROGRAM PARTICIPATION & COMPLETION

7 students completed the CL program in 2022-2023

- Azteca Valdivia Espinoza (Tahoe Summer 2022)
- Yoselin Bohorquez (Tahoe Summer 2021)
- Samantha Fernandez Nieves (Tahoe Summer 2019)
- Virginia Nava (Yosemite Summer 2021)
- Cienna Mendoza (Yosemite Summer 2021)
- Allen Mendoza (Yosemite Summer 2021)
- Emily Zaragosa (Yosemite Summer 2021)

6 students graduated from high school having completed all CL requirements and received a \$1,000 scholarship in 2022-2023

- Azteca Valdivia Espinoza (Tahoe Summer 2022)
- Samantha Fernandez Nieves (Tahoe Summer 2019)
- America Ayala (Tahoe Summer 2021)
- Bryan Rios-Ruiz (Tahoe Summer 2021)
- Daniela Ruiz (Tahoe Summer 2021)
- Allen Mendoza (Yosemite Summer 2021)

2 students graduated from high school and received a partial scholarship of \$500 for their participation in the CL program in 2022-2023

- Melissa Serna (Tahoe Summer 2022)
- Lidia Acedo (Tahoe Summer 2020)

3 students are still working on completing the CL requirements as of 2022-2023

- Damian Philpott (Yosemite Summer 2022)
- Austin Ruiz-Benavidez (Tahoe Summer 2022)
- Alexandra Servin Nevarez (Tahoe Summer 2021)

6 students completed all CL requirements and will graduate high school in 2024 with an ARC scholarship

- Isaac Pacheco Martinez (Tahoe Summer 2021)
- Dustin Bauer (Tahoe Summer 2021)
- Yoselin Bohorquez (Tahoe Summer 2021)
- Emily Zaragosa (Yosemite Summer 2021)
- Virginia Nava (Yosemite Summer 2021)
- Cienna Mendoza (Yosemite Summer 2021)

2022-2023 CL STUDENT CONTACT TIME

1,010 Total CL Student Contact Hours



Tahoe CL Activities	# students	# hours	student contact hours
CL Reunion	4	2	8
Trip Planning	5	21.5	107.5
Backpacking to Paradise Lake	6	34	204
*CPR/Wilderness First Aid	3	30	90
Ice Skating	2	6	12
Holiday Party	2	3	6
Snowshoeing & Avalanche Edu	4	30	120
Hiking at Point Reyes	4	43	167
Skiing/Snowboarding at Northstar	0	0	0
Prepping for Leadership Project	4	10	35
Leadership Project	2	7	14
Writing Retreat	2	32	71
Graduation	3	6	18
	8 unique students	224.5	852.5

17 Hours of reported Tahoe CL Mentor Meetings (6 students)

27.5 Additional CL Contact hours (individual check-ins, college access support, speech coaching)



Central Valley CL Activities	# students	# hours	student contact hours
CL Mentor Meetings	1	3	3
Trip Planning	1	2	2
Pacheco State Park Hike	1	8	8
*CPR/Wilderness First Aid	3	30	90
Prepping for Leadership Project	2	1	2
Leadership Project	2	2	4
Speech Writing	1	1	1
Presentation of Speech	1	1	1
Graduation	2	1	2
	5 unique students	49	113

3 Hours of reported CV CL Mentor Meetings (1 student)

2022-2023 SAMPLE CL FINAL SPEECH EXCERPTS

Students participated in two writing workshops and independent coaching to prepare a written speech that was performed in front of a public audience at their graduation from ARC. They responded to the prompt, “What tools did you develop through ARC? How are you currently utilizing these tools in your life? How will you put these tools into practice in the future?”

Samantha Fernandez Nieves

“After the summer program, I disconnected myself from ARC, till I heard about the Community Leaders program. It had been so long since I had to meet new people. I was nervous and scared, I didn’t know what to expect. [...] In the beginning, it was very hard for me because I felt timid, but my new team showed me that it was okay and that they were there for me. They retaught me what vulnerability is and how to practice it, which I felt like I had forgotten. They reconnected me with myself, and who I am. I was able to write and present my immigration story to other people in school. I wrote about my immigration story, and how it informs my personal goals, for my college essay. I was able to do this because in ARC, I learned how to feel good about myself and my story, and my team supported me. [...] In college, I want to practice vulnerability to meet new people and learn their stories. I am going to advocate for people like me, who are first-generation students, students that don’t know how college works and people who haven’t had those opportunities to have a family like the one ARC has given me.”

Azteca Valdivia Espinoza

“I have always been an organized person, but after ARC, I became more aware of how much organization helps me in my day-to-day life. Recently I created an agenda and planned out a leadership day with my team. I then took those skills to create my own itinerary for my family trip. [...] Organization and routine will help me adapt to my new space when I enter college as a full time student. Having the knowledge of organization and routine building will make the beginning of the college process much easier for myself. I will be able to manage my classes, work load, a job and my social life. This is especially important to me because I am a first generation student. As the first person in my family to attend college, having these organization skills will help me learn to balance all the components of my life.”

Allen Mendoza

“During the summer course, I discovered an empathetic and compassionate side of my personality. I actively listened to my peers and provided a safe space for them to express themselves, especially in new environments where they didn’t feel at ease. I felt trusted and respected by my peers; they even called me their guardian angel. This gave me a sense of purpose and belonging that I never experienced before. The feeling of satisfaction and fulfillment that came from helping others was indescribable, like a warm embrace on a cold day. It gave me a sense of purpose and belonging that I had never experienced before and influenced my desire to become an EMT.

2022-2023 CL POST ASSESSMENT HIGHLIGHTS

3 CL students from Tahoe responded to a post-survey at the end of the academic year to help us understand the impact of our CL programming in our four goal areas: writing and public speaking, positive peer and adult relationship, foundational leadership skills, and immersive and outdoor experiences.

100% of CL respondents agreed or strongly agreed with the following statements as a result of participating in ARC

Development of Writing and Public Speaking Skills



- “My writing has improved.”
 - “My public speaking has improved.”
-

Positive Peer and Adult Relationships



- “I feel more comfortable making new friends.”
 - “I have more language to communicate my feelings and needs.”
-

Foundational Leadership Skills



- “I take more responsibility for my actions.”
 - “I see value in working through challenges.”
-

Immersive & Outdoor Experiences



- “I want to spend more time outdoors.”
- “I gained more appreciation for the natural world.”

2022-2023 ADDITIONAL STUDENT CONTACT HOURS

5.5 CV Alumni Additional Student Contact Hours (Follow up from summer, college, internship, scholarship support)

65 Le Grand HS Student Contact Hours (2 students participated in orientation backpacking)

CELEBRATING 4,102 TOTAL ARC STUDENT CONTACT HOURS DURING THE 2022-2023 ACADEMIC YEAR!



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