Dream Project Fact Sheet

Overview of the High School Mentorship Program
The UW Dream Project (UWDP) is a service learning course and post-secondary planning/college access program housed out of two UW departments: Undergraduate Academic Affairs (UAA) and the College of Education (COE). UWDP offers two courses, EDUC 260 and EDUC 360. Students enrolling in UWDP for the first time (first quarter mentors) enroll in EDUC 260, which covers fundamentals of mentorship, social justice, college access and postsecondary pathways. Our EDUC 360 class for returning mentors continues these topics and supports mentors in deepening their thinking about poverty, inequality, class disparities, social dimensions (race, ethnicity, class, gender, immigration status, disability, age, sexual orientation, and family structure), the role of historical oppression, individual versus structural explanations for poverty, and solution-focused and strengths-based perspectives for upward mobility. UWDP courses are two credits and require that mentors meet three times a week — once in a lecture, once by high school group called a breakout, and once with their high school group at their assigned high school working directly with students. The program aims to combine the understanding that mentors gain of educational opportunity and social mobility in a context of racial equity and social justice with the experiential learning that they receive from their work in the high schools.

Overview of High School Lead (HSL) Internship Program
HSL interns are UW undergraduates that act as teaching assistants to Dream Project’s Education courses (EDUC 260 & 360), and lead quiz sections (breakouts) full of undergraduate mentors. They are also the Dream Project leads present at weekly high school mentorship visits and oversee mentors in the field during those visits. The HSL role has historically been a volunteer position that requires a huge time commitment and a lot of passion for supporting students in accessing higher education and related opportunities. This Spring marked the first cohort of stipended HSL interns! Having stipended internships for our student leaders makes participation in Dream Project more accessible for college students that would otherwise need to have part time jobs in order to meet their financial needs. HSL interns receive a stipend of $2,250 disbursed across 9 months. Currently 18 HSL interns are conducting weekly mentorship visits at 9 high schools across seven school districts (Auburn, Federal Way, Kent, Renton, Highline Tukwila, and Seattle), on a weekly basis throughout the fall, winter and spring quarters.

Overview of College & Career Readiness Assistant (CCRA) Internship Program
CCRAs are UW undergraduates who work with students in middle and high schools for 12 hours a week to support any school and/or district identified college and career readiness related needs and initiatives. CCRA interns receive a stipend of $6,300 disbursed across 9 months, which allows broader access to this hands-on learning and professional development opportunity for UW students. Currently 23 CCRA interns are working at 20 school placement sites, across seven school districts (Auburn, Federal Way, Kent, Renton, Highline Tukwila, and Seattle). The day-to-day work of a CCRA intern varies depending on the needs and priorities of the school placement site. The CCRA intern program is housed out of UW Seattle and supported by a full-time professional UW Dream Project staff member who is dedicated to program management including the selection, training and oversight of interns. CCRA interns each also have an on-site supervisor who is a staff member at their placement site school (usually a College and Career Specialist or Counselor) who guides their daily work and acts as an in-building support for them.
Our school and district partners have found having CCRA support in their schools to be such a value-add that starting in the beginning of the 2017-2018 academic year, districts started engaged in a cost-sharing model with UW Dream Project to support the sustainability of the internships.

Scope of Program Overview

- **CCRA Intern School Placement Sites**
  - 20 school placement sites
    - 12 High Schools, 8 Middle Schools, 7 School Districts
  - 23 College & Career Readiness Assistant Interns

- **Weekly High School Mentorship School Sites**
  - 11 High Schools, 7 School Districts
  - 18 High School Leads
  - Average of 250(+) mentors annually
  - Average of 1,100(+) mentees served annually through UWDP mentorship and CCRA interns

- **UWDP Staffing**
  - 3 full time UW staff members
  - 2 AmeriCorps members
UNIVERSITY OF WASHINGTON DREAM PROJECT

Partner High Schools

Black dots indicate Dream Project mentorship high schools. Yellow dots indicate Dream Project CCRA middle and high school placements.
CCRA related Program Highlights

- In 2017, All 7 school district leaders agreed to support funding for the continuation of the program.
- Consistently ⅓ of our CCRA intern cohort are students who are placed at schools that they have graduated from.
- In 2016, our program was visited by the US Department of Education as part of the Race to the top (RTTT) Federal Grant

Impressive mentor feedback data

- 99% of Dream Project mentors stated that their Dream Project experience as a whole was positive.
- 94% of Dream Project mentors found mentoring to be a rewarding personal experience.
- 99% of Dream Project mentors felt welcomed, valued and respected by Dream Project Staff and fellow mentors.
- 99% of Dream Project mentors felt that the Dream Project community fosters positive relationships between mentors and mentees as well as between mentors themselves.
- 96% of Dream Project mentors felt that the Dream Project community is a place where they can fully express their identity and transgressions against specific identities are promptly addressed.

Quotes from mentors:

- I have been in Dream Project for almost 4 years now and it has left a mostly positive impact on my college experience and personal development and growth. I have learned a lot about conflict management, patience, organization and public speaking as a leader, and have developed my understanding and my ability to speak about social justice issues
- The relationships I formed throughout the quarter between mentors was really valuable to me, I got the opportunity to become part of a smaller community on campus.
- Being part of Dream Project has been one of the best decisions that I have ever made. I have been able to find a community within a large university to help me manage my college life. Mentoring has opened my eyes about the different education systems and has allowed me to figured out that I want to go into education when I graduate.
- I learned a lot from the lectures about social injustices, identity, and self-reflection. I liked how I was able to see through different lenses and how the things I learned from class can be applied to the high school visits.
- For me, partaking in the Dream Project this quarter was a very rewarding experience through the work itself. I was able to connect with several mentees and help them with their experience in the college application process, financial aid, and applying for scholarships. I enjoyed lecture because it we discussed many topics that often go unaddressed in the realm of education and it was refreshing to see that we were connecting the topics taught in lecture with our mentorship.
- My experience in Dream Project as a whole was positive overall because it had a positive personal impact on me. I was a mentee in Dream Project and now as a mentor I am able to give back to my community and provide the same opportunity I had to someone else. I also became aware of how grave some social issues can be and I work towards bringing that awareness to others.