Introduction
The University of Washington Dream Project is a service-learning course designed to educate University of Washington students about the issues surrounding educational opportunity and social mobility. The method employed by the Dream Project to further this education is a hands-on, direct-mentoring relationship with high-school students (Dream Scholars). The Dream Project lecture on education policy meets in Savery 260 Mondays from 3:30-4:20PM; and as small groups for high-school breakouts from 4:30–5:20PM right AFTER lecture in various classes all over campus (please review your personal course schedule for rooms).

Our Mission
The mission of the University of Washington Dream Project is to assist low-income and first-generation high school students in attaining higher education and to raise awareness among university students about the issues of educational opportunity and social mobility.

Core Values of the UW Dream Project:

We believe that every student has the right to higher education.
Poverty, familial background, and access to resources should not preclude any student from accessing higher education. We work closely with our high school Dream Scholars to help them overcome adversities and to achieve the highest level of education in order to reach their dreams. Higher education includes technical colleges, community colleges, four-year colleges and universities.

We believe in the power of education to inspire empathy.
Through learning about and discussing issues of social inequality and access to education, undergraduate Dream Team mentors develop the communication skills necessary for open dialogue with others from different backgrounds.
Through shared experiences and stories, we strive to create stronger relationships with our Dream Scholars knowing that we can learn from them as much as they can learn from us.

**We believe in providing vehicles for student leadership and engagement.**
College students become critical thinkers by developing creative solutions to complex problems. Students in the Dream Project run the day-to-day operations of the program and maintain relationships with donors and community partners. Students have real power to bring about change in the organization and the greater community by holding various positions of leadership.

**We believe that we are one part of a larger effort and collaboration is critical to our success.**
We see ourselves as serving only one part of the P-20 continuum; therefore, we coordinate our efforts with schools, community organizations, colleges and universities to maximize student achievement. We work closely with administrators, families, and partner programs to tailor our efforts to the needs of the students at each high school.

**We believe in the impact of meaningful student-to-student relationships.**
Dream Project mentors, all of whom went through the college admissions process just a few years earlier, develop interpersonal relationships with our Dream Scholars in order to establish trust and to foster long-lasting friendships. We create a “community-in-waiting” for them on the college campus that will support them throughout their higher education experience. Our primary goal: all students – Dream Scholars and Dream Team mentors alike – complete their degrees.

**Learning Outcomes for Mentors in Spring Quarter:**
- Understand how race, income, gender, and other identity statuses impact higher education attainment.
- Become comfortable engaging in discussion about social inequalities with mentors and mentees.
- Understand how Dream Project fits into the larger picture of collaboration and education policy.
- Become comfortable in a position of supporting students in achieving higher education.
- Understand the implications of our work in the context of increasing college-going rates in the Roadmap region.
- Explore and gain important knowledge about college admissions processes and relevant policies.
- Build on Education 260 to continue developing as social justice allies in order to serve mentees effectively.

**Expectations of UW Student Mentors**
UW Dream Project students are expected to meet the following criteria in order to receive credit for successful completion:

**Dream Project Participation, Credit, & Volunteer Policies**
To earn academic credit for the Dream Project, you must be enrolled in both a lecture (EDUC 260, EDUC 360, or EDUC 361A) and EDUC 369 for a breakout and high school visit time. These are “concurrent enrollment” classes, so you must register for both a lecture and a breakout/visit, each 1 credit. In order to earn credit, you must:

- **Participate in a minimum of 80% of all High School Breakouts** (Mondays, 4:30-5:20pm). If you are absent from a breakout, you will be unable to participate in important preparation for visits at your specific partner school and community building within your mentor group.
- **Participate in a minimum of 80% of all weekly High School Visits and Mentor Engagement Sessions.** Missing a visit means that you miss out on the most vital part of the Dream Project experience: the opportunity to form connections with students and apply what you learn in lectures and breakouts.
● **Participate in a minimum of 2 Dream Project events** outside of your normal visits, including Spring BBQ, What’s Next events, 9th/10th Outreach events, or others as announced in class. These events allow you to connect more deeply with your mentees and to better support the communities we partner with to increase college readiness for all students across the region.

● **Meet all expectations for your lecture** (EDUC 260/360/361A) including:
  ○ Lecture participation as determined by the completion of at least 80% of in-class written reflection assignments that measure your understanding of course content;
  ○ Verbal participation in class discussions, as appropriate; and
  ○ **Mid-quarter reflection paper:** You will turn in a reflection paper by **11:59PM on Monday, April 28th, (Week 5)**. It should be 1-2 pages in length, double spaced, Times New Roman, 1” margins. You will upload it to the course canvas site (URL will be emailed out to the class the week before). This reflection will be related to your experience as a mentor during the first five weeks of class. More specific prompts will be reviewed in class and emailed out to class the week before.
  ○ **End-of-quarter reflections:** You will turn in a final, summarizing reflection paper by **11:59PM on Monday, June 2nd, (Week 10)**, same length and upload method. You will reflect on your overall experience as a mentor this quarter as well as give suggestions for improvement to the course and the program in general. More specific prompts will be given in class and emailed out to class the week before.
  ○ **Regular documentation of mentees’ progress:** After each visit archive and update any new information on DreamSIS (www.dreamsis.org). A brief in-class tutorial of DreamSIS will be provided by your High School Leads.

**Credit Policy & Communication**
Credit is awarded based on these requirements by our Director, Jenee Myers Twitchell, and our Assistant Director, Nicole Guenther. Credit-related issues and other concerns should be directed to Nicole. High School Leads should be kept informed but cannot grant exceptions to these expectations.

**Volunteer Expectations**
The participation policies of the Dream Project are designed to prepare mentors to work effectively with their mentees. Whether you are enrolled for credit or participating on a voluntary basis, we hold the same expectations of consistent participation in lectures, breakouts, and visits. If you are a returning volunteer mentor and you face an unavoidable conflict with some part of the expectations but would like to remain involved, please email Nicole to see if we can arrange appropriate accommodations for your efforts with the program.

**Unexcused Absence/Non-Participation (for credit and for volunteers)**
In the Dream Project, **consistent participation is key**. It is unacceptable to miss Dream Project for reasons such as: oversleeping, wanting to study for another class, being called into work, or having a conflict with another club/organization/extracurricular activity. However, in extreme circumstances such as serious illness or family emergencies, we do understand that you may need to miss Dream Project. You may be required to provide a doctor’s note or proof of familial/other circumstances. If you must miss a lecture, breakout, or visit due to one of these extreme circumstances, please do your best to let your high school lead know in advance so that they can make adjustments as necessary. If such extenuating circumstances cause you to not be on track to meet the 80% participation requirement, please email Nicole about potential accommodations for making up work. Accommodations are not guaranteed so please take your commitment to your mentees seriously and participate reliably.
Participation:

- **APPAREL:** Purchase Dream Team apparel/uniform required to be worn at all high school visits and Dream Project events: Dream Team t-shirt ($8), Dream Team v-neck ($10), Dream Team hoodie ($14), Dream Team Zip-Up hoodie ($22), or Dream Team crewneck sweatshirt ($12). Apparel will be available for purchase in the Dream Project Center (MGH 274). You must purchase apparel and materials by Week 2 with credit/debit only.

- **MATERIALS:** Purchase required Dream Project Workbook, $15.

- **EVENTS:** Participate in at least two of many Dream Project events throughout the quarter, including Spring BBQ, a What’s Next Event, or a 9th/10th outreach grade event.

- **BACKGROUND CHECK:** Complete required background checks and Acknowledgement of Risk forms (DreamSIS).

Class Structure

Mentors in the Dream Project start out in Education 260: Introduction to Mentorship, along with Education 369 Field Experience. After one quarter in EDUC 260, mentors participate in Education 360, which focuses on educational policy and more advanced mentorship. While the overall learning goals are consistent, the topics and populations covered in EDUC 360 change each quarter, so the class may be repeated for credit. Returning mentors also have the opportunity to enroll in an EDUC 361 seminar, which focuses on a variety of topics pertaining to our mission. All classes will have similar concepts relating to the Dream Project mission but will be viewed through different lenses. If you have been in Dream Project for more than one quarter than you should be enrolled in EDUC 360 or an EDUC 361 seminar.

High School Visits

Dream Project students meet regularly with Dream Scholars throughout the quarter at their high schools and are expected to participate in at least one of these sessions per week. These EDUC 369 sessions offer an opportunity to apply the material learned in class to the real world. These experiences then inform our dialogue and discourse in future classes and in high-school breakouts. These weekly sessions are a key element in building strong mentoring relationships, and this is often where you will witness the greatest impact of your work.

Most high school visits leave from and return to the N-1 parking lot between the William H. Gates Law Library and the Burke Museum. Confirm with your High School Leads about the exact location of departure for visits.

Students with Disabilities

Your experience as a Dream Project mentor is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu
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| 1 - March 31st | Introduction to Spring Quarter  
The New SAT: Complex Advantages of Standardized Test and Resources | Elisa Tran and Luwam Alemayehu, Dream Project Class Leads                                |
| 2 - April 7th | Reflections of Students of Color in Service Learning | Alex Quach and Alison Cheung, Dream Project Mentors and W-credit Leaders |
| 3 - April 14th | Moving the Needle: Strategies to Impact College Going Rates (Joint Lecture with EDUC 260) | Elisa Tran and Luwam Alemayehu, Dream Project Class Leads |
| 4 - April 21st | Navigating De-motivation: Working Effectively with Students Who Seem Disengaged | Elisa Tran and Luwam Alemayehu, Dream Project Class Leads, & Jenee Myers Twitchell, Dream Project Director |
| 5 - April 28th | Mentee Panel: Mentees’ Perspectives on Great Mentorship (Joint Lecture with EDUC 260)  
DUE: Mid-Quarter Reflection | Kelly Marlow and Rachael Sherman, Dream Project EDUC 260 Class Leads |
| 6 - May 5th | Interpreting Transcripts: CADRs, Transcript Analysis and the Washington Language Competency exams | Elisa Tran and Luwam Alemayehu, Dream Project Class Leads, & Nicole Guenther, Dream Project Assistant Director |
| 7 - May 12th | Race to the Top and Road Map to College: Free SAT Logistics and Dream Project Funding | Jenny Flaming, College and Career Readiness Project Manager, Road Map Region Race to the Top |
| 8 - May 19th | Immigrant Student Experiences: Understanding Perspectives and Support | Katrina Go, AmeriCorps VISTA Member, School’s Out Washington Refugee Support Network |
| 9 - May 26th | MEMORIAL DAY - NO LECTURE |                                                                                           |
| 10 - June 2nd | Celebrating Mentorship: Recapping the Quarter and Continuing Support  
(Joint Lecture with EDUC 260)  
DUE: Final Reflection | All Class Leads                                                                               |

*Note: Topics and speakers subject to change.*