



2022-2023

Mid-Year Progress Report

Dreamline is a culturally responsive mentoring program designed to actively engage students who would benefit from greater social, emotional and academic learning support. Dreamline Mentors work in K-12 schools and build strong relationships with students, social and emotional skill development, general academic support, homework help and expanded learning opportunities after school. Overall, the program goal is to advance diversity, equity, inclusion, and social justice by empowering students with the social, emotional, and academic skills they need to thrive.

Rostered Students

Total	381
Gender	Male: 196 (51.4%) Female: 183 (48%) Nonbinary / Gender Nonconforming: 2 (0.5%)
Race / Ethnicity	BIPOC - 320 (84%) White - 38 (10%) Unknown - 23 (6%)

Mentor Demographics

Total	34
Gender	Male: 11 (32.4%) Female: 22 (64.7%) Prefer not to disclose: 1 (3%)
Race / Ethnicity	BIPOC - 30 (88%) White - 4 (11.8%)

School and District Partners

St. Cloud Area School District (ISD 742) Apollo High School, Tech High School, McKinley ALC, North Jr. High, South Jr. High
Burnsville - Eagan - Savage School District (ISD 191) Burnsville High School
Columbia Heights Public Schools (ISD 13) Columbia Heights Academy
N. St. Paul - Maplewood - Oakdale School District (ISD 622) Tartan High School, North High School
Hopkins Public Schools (ISD 270) Hopkins High School
St. Paul Public Schools (ISD 625) Humboldt High School, Johnson High School, Hazel Park Preparatory Academy
Higher Ground Academy (Charter Authorizer - Osprey Wilds) Higher Ground Academy Elementary, Higher Ground Academy Secondary

Dreamline In Practice (2022-23)

The Dreamline Regional Manager for St. Cloud Area School District recently visited the “Dreamline Room” at a St. Cloud program site and shared the following report:

“Students Ifrah, Arianna, Jordan, Abdi, and Emily were present this Wednesday afternoon. Mentor Justin was hopping from one table to another. When asked why they like working with Justin in the Dreamline space, they all enthusiastically chimed in.

Ifrah said her grades changed dramatically since last semester. Abdi was adamant that the environment of learning in the Dreamline space is different. Arianna and Emily affirmed this, saying it’s a calm environment and they don’t feel judged. Everybody in the room affirmed this. Abdi added that it has helped him build his confidence since he is able to comprehend things more clearly. Again, everybody in the room affirmed this. Arianna said it’s really nice to have the extra help.

When asked what is different compared to being in their classrooms, Emily answered that most times they feel their teachers are too stressed and don’t have the time to work with them, and they don’t want to add to their stress. Jordan chimed in that Justin has the patience to work with him, and even surprised himself when he got a B+ in a test that he expected to fail.”



2021-22 Program Year Impact

Increased Sense of Belonging in School

- **76.9%** of Dreamline-enrolled students had an **increased sense of belonging** in school because of the support provided by the Dreamline program.

Reduced Out-of-class Referrals

- **53% reduction** in Dreamline-enrolled students sent out of class for behavior issues each week from beginning of Dreamline enrollment to the end of the school year.

Social Emotional Learning

Across all program sites, assessed student growth across the 5 SEL competencies* from the beginning to end of the school year.

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
+ 33%	+ 37%	+ 26%	+ 24%	+ 36%

*CASEL's SEL Framework, 2020

Fostering Academic Mindset

Defined as “belief that one belongs in this academic community, that ability and competence grow with effort, that one can succeed, and that work has personal value,” academic mindset is correlated positively with persistence and academic performance.* Growth mindset is a key element of academic mindset.

- **100%** of Dreamline-enrolled students demonstrated an increase or strong increase in **academic mindset** over the course of the 2021-22 school year.
- **96.2%** of Dreamline-enrolled students demonstrated an increase or strong increase in **growth mindset** over the course of the 2021-22 school year.

*Farrington, C.A. et al, 2012