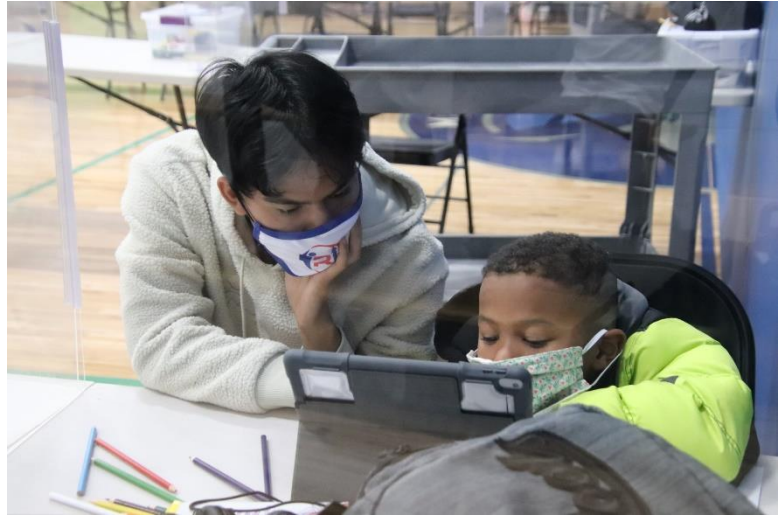


Distance Learning Response

Sanneh has responded with digital and in-person distance learning supervision and academic support for students of working families forced to choose between their jobs and supervising their children's education during the ongoing pandemic.



Students Served:

- Dreamline students - 352
- Non-Dreamline students - 921

Program Sites:

- Conway Community Center
- North Jr. High (St. Cloud)
- South Jr. High (St. Cloud)
- McKinley Area Learning Center (St. Cloud)
- Higher Ground Academy (Metro)
 - K-6 Site
 - 7-12 Site
- Tartan High School (North St. Paul)
- North High School (North St. Paul)
- SPPS Learning Hub at Washington Tech (SPPS)

Teacher, Tartan High School, ISD 622

"[Our Dreamline Coach] was working with a female student who was falling behind and needed support in making a plan to get caught up. She realized how useful this was and asked [the coach] if he would do that same thing for her boyfriend who was also struggling. He agreed to help the boy even though he was not on his caseload because he knew it would help both of them succeed. He helps the students create their goals and then develops a plan with them that they can stick to."

Principal, North Jr. High School, ISD 742

"There have been many students referred to Dreamline for additional support and the support received has contributed greatly to students being in class (virtual) when they are supposed to be and also led to increased assignment completion rates and improved grades in their classes."

Teacher, Higher Ground Academy Secondary:

"I had a student doing little to no work in class, and was often showing up late to school and missing entire classes. While working with [our Dreamline Coach], this student began to come to school on the days she wasn't hybrid. Once she began doing that, I saw an increase in engagement from this student and an overall boost to her interest in school. She was turning assignments in and showing that she was understanding the content."

Food Insecurity Response



Since the start of the COVID-19 pandemic in March 2020, Sanneh has responded by utilizing its capacity to help meet basic needs and provide food and nutrition assistance for impacted families. As of the end of November 2020, **Sanneh has served over 33,000 households, and over 1,500,000 lbs. of fresh produce and food** as families struggle with food insecurity as a result of the coronavirus pandemic.

Sanneh is leveraging the Conway Community Center, where the organization operates a 10,000 sq. ft. facility, and partnerships with community-based organizations such as St. Paul Housing Authority, East Side Elders, Merrick Food Shelf, Ramsey County Sheriffs, Southwest Community Council, and Esperanza in the southwestern Metro Area to co-locate distribution.

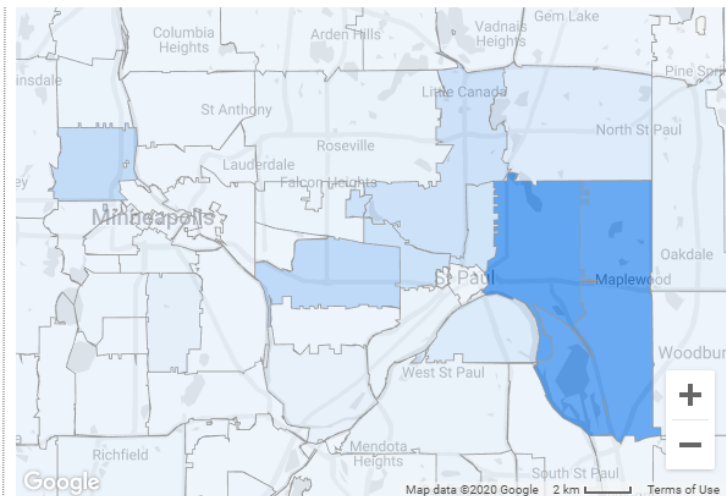
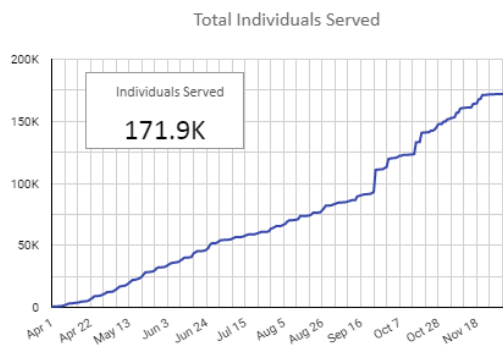
COVID-19 Food Distribution Report

Total Lbs of Food Delivered

1,505,033

Food Distribution Point

Select date range



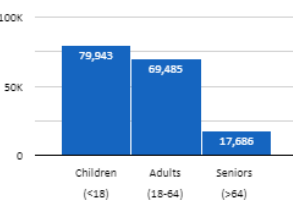
Demographics Information	% of Households
1. Hispanic or Latino	51.69%
2. Hmong	14.3%
3. White	12.47%
4. Black or African American	7.51%
5. Karen	6.51%
6. Other	4.2%
7. not disclosed	1.45%
8. Somali	1.27%

Households
33,228

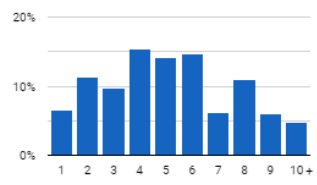
First Time Visitors
5,870

Average Age
42

Household Composition Breakdown



Households by Size





February 16, 2021

TO: Education Committee Members

RE: Support for the Dreamline Program of The Sanneh Foundation

Dear Members of the Minnesota State Legislature:

My name is Christine Osorio and I am the Superintendent for School District 622 (ISD 622) in North Saint Paul/Maplewood/Oakdale. I am writing in strong support of the Dreamline program, developed and delivered by The Sanneh Foundation (Sanneh).

ISD 622 began its partnership with Sanneh in 2021 to deliver Dreamline in North High School and Tartan High School. Dreamline supports our students and teachers by providing a diverse team of Coaches who build crucial developmental relationships with students. Coaches increase students' engagement in school and enhance students' learning experience by developing the social, emotional, and academic competencies critical to learning and healthy growth.

Our District selected Dreamline because of the program's ability to help meet our goal of equitable learning environments for all students. Sanneh recruited and trained a racially- and culturally-diverse group of tutors/mentors who share similar backgrounds and experiences with our student populations. Dreamline Coaches affirm the assets of our students and understand their cultures, values, and lived experiences. Furthermore, Dreamline Coaches support our teachers by strengthening practices that promote equity and actively drive student engagement, course work completion, and goal setting for academic success.

The Dreamline program's model of building culturally-responsive developmental relationships increased Tartan and North High School's ability to support students and families who have struggled to adapt to the barriers presented by COVID-19 and distance learning.

Teachers in my schools have provided feedback on the Dreamline program such as, "They [Dreamline Coaches] worked really hard to find students that were not engaged in school. Not only did they find them they were able to bring them in for



additional support.” I know this program is helping our students engage in school and get the support they need to achieve.

Please support funding for Dreamline and this bill to keep Dreamline Coaches in our schools and to pave the way for Dreamline to expand into new districts. All schools and students need a partner like Sanneh, a partner who targets supports where needed and works to empower students to take charge of their own social, emotional, and academic development.

Warm Regards,

Christine Tucci Osorio

Superintendent

ISD # 622

North St. Paul-Maplewood-Oakdale

February 15th, 2021

TO: Education Committee members

RE: Support for the Dreamline Program of the Sanneh Foundation

Dear Members of the Minnesota State Legislature:

My name is Willie Jett. I am the Superintendent for St. Cloud Area School District 742. I am writing in strong support of the Dreamline program, developed and delivered by The Sanneh Foundation (Sanneh).

St. Cloud Area School District 742 began its partnership with Sanneh in September 2016 to deliver Dreamline in our schools. Dreamline supports our students and teachers by providing a diverse team of coaches who build crucial developmental relationships with students. Coaches increase students' engagement in school and enhance students' learning experience by developing the social, emotional, and academic competencies critical to learning and healthy growth.

St. Cloud Area School District 742 selected Dreamline for students needing additional supports. Sanneh recruited and trained a diverse group of tutors/mentors who understand the backgrounds and lived experiences of our students. Dreamline coaches affirm the assets of our students and work with students in self-awareness, self-management, and academic support. Dreamline coaches also support our teachers by working in the classrooms and strengthening practices that promote equity and actively drive student engagement, course work completion, and goal setting for academic success.

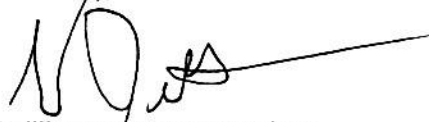
The Dreamline program's model of building culturally-responsive developmental relationships has greatly increased ISD 742's ability to support students and families. Dreamline Coaches see students, families, and our communities for more than their challenges. They build on students' already-existing cognitive, social, and emotional competencies, working with ISD 742 staff to create more equitable learning environments in which students from all populations can thrive.

Administrators and teachers in my schools provided feedback on the Dreamline program and its impact on students this past December. A resounding 100% of administrators and teachers were satisfied or very satisfied with the support they receive from Dreamline in supporting student success. One administrator noted,

"Dreamline provides an additional layer of student support and intervention the school and District cannot provide on our own. We are so appreciative of the extra support Dreamline provides for our students."

Please support funding for Dreamline and this bill to keep Dreamline coaches in our schools and to pave the way for Dreamline to expand into new schools and districts. All schools and students need a partner like Sanneh, who targets supports where needed, and works to empower students to take charge of their own social, emotional, and academic development.

Sincerely,



Willie Jett, Superintendent
St. Cloud ISD 742

THE SANNEH
FOUNDATION

dreamline



Helping Students
Define a Path to
Their Dreams™

Dreamline's Vision for Student Success

The Sanneh Foundation imagines a world where every young person feels empowered to choose their destiny and can access the resources needed to take their best actions and make the right choices to propel them toward a success-filled life as a citizen of their community.

Dreamline's Purpose

Dreamline builds trusting relationships that lead to student-defined success. Dreamline partners with schools to strengthen a student's learning environment and support three core dimensions of a student's development: social, emotional, and cognitive. This helps young people define their own path to success by helping them to (1) engage with their peers, school, and community; (2) improve their physical and emotional well-being; (3) discover academic success and graduate from high school; and (4) prepare for life after high school.



Student-Defined Success

“Thank you for taking a chance on me. You don’t understand how much this year has changed me!”

— Former Student of the Dreamline Program

Research Indicates Social Emotional and Academic Learning (SEAD) Matters:

- Academic behaviors (e.g., attendance) are closely tied to students’ social, emotional, and behavioral functioning.¹
- Students learn more and classrooms are more effective when adolescents have the skills to manage emotions, focus their attention, successfully navigate relationships with peers and adults, persist in the face of difficulty, learn from and apply academic content, and problem solve.²
- The wider community (families, community organizations, etc.) must be engaged to enhance the strength, depth, and pace of acquisition of these competencies.³

Dreamline’s Approach

Relationships at the Core of Student Learning — The Sanneh Foundation partners with the Search Institute to utilize Getting Relationships Right (GRR) resources and tools. With these tools, **Dreamline Coaches create and strengthen connections with students that help young people be and become their best selves.** Dreamline Coaches prioritize relationship-building as a start of the development of a deep partnership with students where academic learning remains central to student success.

Evidence-based, explicit social emotional learning (SEL) instruction — **Dreamline Coaches model and teach culturally competent, strengths-based approaches that allows youth to expand upon and receive support for critical life challenges.** This SEAD-focused approach aligns with the Collaborative for Academic, Social, and Emotional Learning core competencies and the Minnesota Department of Education Social and Emotional Learning goals.

Equitable Learning Environments

The desire for equitable communities and equitable learning environments drives the Sanneh Foundation’s Dreamline work.

Dreamline Coaches work diligently to put any and all systems in place to ensure that every Dreamline student has the support they need to be successful. This includes providing services such as transportation when needed and connecting young people with existing social services.



Dreamline's Strategies

- **Mentoring** — Student academic achievement and success is central to the student-Dreamline Coach mentoring partnership. Coaches use both formal and informal mentoring to assist young people in developing crucial life skills including interpersonal communication, learning how to set goals and create action plans to achieve them, and how to navigate social and school systems. Dreamline Coaches additionally serve as a direct link to the students in times of challenges; affording students the opportunity to utilize their Dreamline Coach and mentoring network to troubleshoot in a positive, strengths-based manner.
- **Expanded Learning Opportunities** — Expanded learning opportunities are intentional, focused, highly-targeted, and culturally-appropriate experiences that increases the amount of time students engage in learning. During non-school hours, opportunities such as soccer and other sports, mindfulness practices (yoga, meditation, deep breathing), and other areas of student-defined interest (photography, fashion, music, etc.) allow the student to maximize time with his or her Dreamline Coach, to engage in intentional and focused educational and recreational enrichment. Thus, allowing the student to spend more time building a deep, meaningful relationship with an adult outside of his or her immediate family, and to facilitate a sense of belonging among peers.

Homework Help and Tutoring

- Homework Help is a Dreamline program that creates opportunities for individual or group practice where Dreamline Coaches and young people work together on class assignments and projects. Homework Help is not only a catalyst in opportunities for self-enrichment and personal development, but also guides students to manifest positive study habits and life skills. Additionally, Homework Help encourages responsibility for personal work, achievements, and setbacks; fosters independent learning environments; and teaches time management at an age when youth are developing personal routines.
- Tutoring sessions with a Dreamline Coach provide young people a deeper understanding of content in core subject areas. This Dreamline program gives students opportunities to improve their academic performance in an individualized learning environment. This focused educational initiative results in students exhibiting positive attitudes toward learning and increased self-worth and confidence in- and out-of-school.

Building Adult Capacities

A key Dreamline goal is the facilitation of adult capacities to learn, model, and then teach SEAD skills to young people. This cultivates an SEAD mindset in the adults who support our youth. Dreamline accomplishes this goal through the implementation of monthly SEAD professional development opportunities for Dreamline Coaches and by offering SEAD skill development and learning opportunities to future educators through the Teacher Pathway Program. Dreamline additionally offers SEAD skill development to parents, families, and school staff, and hosts community-focused mindfulness and SEAD development events.

Partners in Support of Student Learning

Dreamline creates an equitable school climate through alignment with the Minnesota Department of Education **Social and Emotional Learning goals**. This program promotes enhanced emotional and physical wellbeing and fosters healthy relationships among youth, their educators and mentors, parents, and peers. Dreamline creates an environment where students can discover and manifest their own academic and personal successes, then translate those successes into their life after high school. Minnesota Public Schools working in conjunction with the Dreamline program catalyzes positive youth outcomes by helping students define a path to their dreams.

“ Dreamline decreased suspension rates from 1,400 to 600 in the first year of being in our school. The success of this is due to the fact that we integrated the Dreamline program into our school. The Dreamline team became a part of our team. ”

— Robert E. Murry, Assistant Principal (2015-2019),
McKinley Area Learning Center, St. Cloud, MN





CITATIONS:

¹ Jones, Brown, and Aber, “Two-Year Impacts”; and James J. Heckman and Tim Kautz, “Fostering and Measuring Skills: Interventions That Improve Character and Cognition,” NBER Working Paper Series, no. 19656 (Cambridge, MA: National Bureau of Economic Research, 2013).

² David Osher et al., “Advancing the Science and Practice of Social and Emotional Learning,” *Review of Research in Education* 40 (2016): 644–681; and Stephanie M. Jones and Emily J. Doolittle, “Social and Emotional Learning: Introducing the Issue,” *The Future of Children* 27, no. 1 (2017): 3–11

³ S. Andrew Garbacz, Michelle S. Swanger-Gagné, and Susan M. Sheridan, “The Role of School-Family Partnership Programs for Promoting Student SEL,” in Durlak et al., *Handbook of Social and Emotional Learning*, 244–259



THE **SANNEH** 
FOUNDATION

The Sanneh Foundation serves the holistic youth development needs of the increasingly diverse Twin Cities metro area. Our mission is to empower youth by supporting and promoting educational attainment through in-school and after-school support, improve lives by providing programs that strengthen physical health and social and emotional development, and unite communities by advancing diversity, equity, and community well-being. thesannehfoundation.org | info@thesannehfoundation.org | 651-690-4855