



2013 SUMMARY REPORT OF THE FINDINGS FROM THE

Commonweal Foundation
DREAMERS PROGRAM

ACKNOWLEDGEMENTS

The Commonweal Foundation would like to thank the following individuals and organizations for their generous contributions to this report. Without their commitment, the **2013 Summary Report of the Findings From the Commonweal Foundation Dreamers Program** would not have been possible.

Inspiration and primary support for the Dreamers program came from Mr. Stewart Bainum, who 25 years ago, acted on his belief in the strength of the human spirit to overcome seemingly insurmountable odds and the responsibility he felt for sharing his time, talent and treasure with the 67 Dreamers at Kramer Junior High School. Phyllis Rumbarger and Steve Bumbaugh turned the vision into reality by providing leadership and coordination of the I Have A Dream program and personally mentoring and supporting a great many of the Dreamers during and beyond the program.

The historical data in Part I of this report are drawn from the extensive data collection and reporting of Mrs. Rumbarger and Mr. Bumbaugh. Their guidance, insight and feedback in helping to reconnect the Foundation with the Dreamers were instrumental. The collection and analysis of the survey data and focus groups for this report benefited from the research and evaluative expertise of Child Trends (Angela Rojas, Zakia Redd, Dylan Knewstubb, and Isaac Castillo). Finally, we offer our sincere thanks to the Dreamers and their families for once again allowing us into their lives and giving us a window through which to understand and learn from their experiences. This report is dedicated to all the Dreamers, and to the legacy of the journey they began together so many years ago.

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INTRODUCTION

In the summer of 1988, a year in which Washington DC's murder rate jumped 64%, businessman Stewart Bainum gathered in the auditorium of Kramer Junior High School located in Anacostia, with a group of rising 7th graders for a group photograph. These students were selected as participants in the I Have a Dream (IHAD) program that Mr. Bainum would sponsor over the next decade. Mr. Bainum selected Kramer for several reasons: its surrounding neighborhood was ground zero for gun violence fueled by the city's growing crack cocaine epidemic; a very high number of its students lived below the poverty line; and the school's standardized tests scores lagged behind all but two other DC schools. Half of the rising 7th graders (67) were adopted to be Dreamers (26 boys and 41 girls). Academically they were a cross section of the total incoming grade, i.e. by school standards 1/3rd were high achieving, 1/3rd were average achievers, and 1/3rd were achieving well below the average.

Following the model of the national I Have a Dream Foundation, Commonweal's IHAD program was designed to prepare Dreamers for college and to provide post-secondary scholarships to those who graduated from high school. Commonweal developed the following mission statement that set the tone and guided the programming:

“Through the efforts of the I Have A Dream Foundation each child in the Kramer class will be provided support to develop into a trustworthy, caring human being with a positive self-image, a sense of community responsibility, a desire for academic achievement and a passion for excellence in all things.”

Educational services provided to the Dreamers included identification and programming for students with learning disabilities; referrals to specialized and enrichment programs for gifted students; self-contained and tutorial sessions for average learners; summer programming for everyone that included intensive academics, enrichment, career and college exposure and community service; and boarding school placement. The program also continuously focused on promoting Dreamers' personal and career development with a particular emphasis on exposing them to the world beyond their immediate neighborhood. During the summers Dreamers participated in vocational assessment evaluations, completed programming in job finding and retention and worked in summer positions monitored by Commonweal's IHAD staff. Two full-time staff members, Phyllis Rumbarger and Steve Bumbaugh ran the program, day-to-day, leading and coordinating a complex web of programming with what one of them termed a “loose confederation” of tutors, mentors, summer staff, and volunteers. Throughout their tenure with the program, and beyond, both Mrs. Rumbarger and Mr. Bumbaugh provided intensive educational, social and emotional support for the Dreamers.

Beginning in 1991, Commonweal also provided Dreamers who were experiencing particularly difficult circumstances at home and at school the opportunity to attend boarding school. The belief was that Mount Vernon Academy, a Seventh-day Adventist boarding school in Ohio (and Mr. Bainum's alma mater) would provide a more stable living and learning environment. Ten Dreamers went to boarding school for at least one year. The experiences of these students informed what later became Commonweal's Pathways to Success program.

In 1994, as many of the Dreamers graduated and a number enrolled in college or other training, Commonweal provided its promised scholarships. Following the national model, the scholarship was equivalent to in-state tuition, in this case at the University of the District of Columbia (UDC) for up to \$4,000.

After June 1994, no attempt was made to stay in touch with Dreamers who did not contact Commonweal. Phyllis Rumbarger continued on with the Foundation becoming the Executive Director of Commonweal until her retirement in 2009, while Steve Bumbaugh pursued his post graduate studies. As a result, there are not accurate records as to the number of Dreamers who may have eventually completed high school and/or post-secondary education without the assistance of the IHAD program. Historical quantitative and data collected by Mrs. Rumbarger and Mr. Bumbaugh shows that 48/67 Dreamers (72%) completed high school. The neighborhood comparison group achieved a 27% graduation rate (Rumbarger, P, 1994).

So in 2012, nearly a quarter century after Mr. Bainum and 67 young Dreamers first gathered in Kramer's auditorium for their group photo, Commonweal

began efforts to reconnect with the Dreamers. We wanted to see how the Dreamers were doing, to share that information with Mr. Bainum and his family, to talk with the Dreamers about their experiences with the program in an effort to understand how well (or not) the program was able to meet their needs at the time, and to reflect on ways Commonweal might be able to improve its efforts going forward.

This report is divided into two parts. **Part I** provides a detailed description of the IHAD program at Kramer Junior High School and, based on data collected by program leaders in the 1990s, we look back at the outcomes for the Dreamers during their participation in the program and for the years immediately following their high school graduation in 1994. **Part II** of this report is an effort to learn more about the long-term outcomes for the Dreamers and their impressions of the program as adults and how this program may or may not have influenced the choices they made or are making for themselves and their children. The Foundation commissioned Child Trends, a social policy research organization, to conduct two focus groups and to develop and administer a survey to the Dreamers in 2013 and their findings are presented in **Part II**.



PART I:

The Dreamers 1988 – 1994

I think that being a kid is the most important stage of your life. It's a time when you start to develop a personality. It's when you start to learn about who you are, and what you want to do with yourself. And it's a time when you develop trust. It's a time when you learn to be a person in society.

Unfortunately a lot of kids don't have that. If you don't grow up learning how to be a productive person, then you're going to have problems once you grow up.

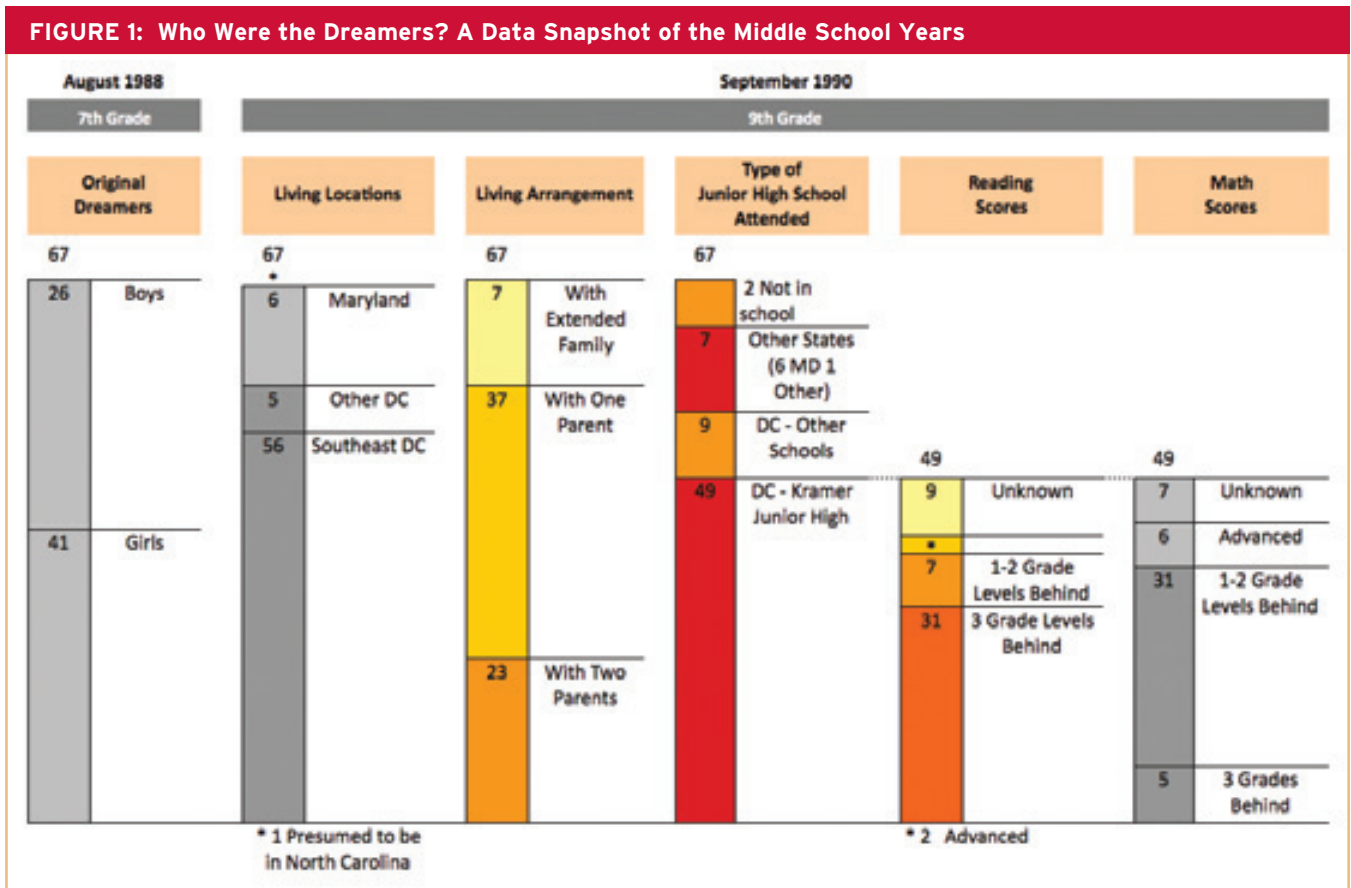
— **SARAH ROSEN, 16**

Great transitions: Preparing adolescents for a new century (1995).
Carnegie Corporation of New York

WHO WERE THE DREAMERS?

All 67 students were selected in August 1988 (41 girls and 26 boys), except for one Dreamer from Texas who moved to this area and was “adopted” by the program in 1990 and she graduated. The Dreamer graduated but for purposes of this report, she is not counted in the statistics presented.

Figure 1: Initial Data on Dreamers presents the class profile of the Dreamers as of September 1990, during their 9th grade year. This data showed that only 23 students (34%) lived with both parents, 37 students (55%) lived with one parent, and 7 students (10%) lived with a relative or guardian. In terms of academics, only 49 students remained at Kramer, with others having moved to other DC schools or out of state. Of the 49 students at Kramer, approximately three out of every four were between 1 and 3 grade levels behind in reading and math.



When I make daytime home visits, almost all of the families I visit have the windows shut, the shades drawn, and a low-watt light bulb dimly illuminating their abode. At first I thought that some of the families were trying to save money on their utility bills. I finally came to realize that life in Anacostia [can be] depressing.

— Program Reflections from Steve Bumbaugh

WHAT SUPPORTS DID THE DREAMERS RECEIVE?

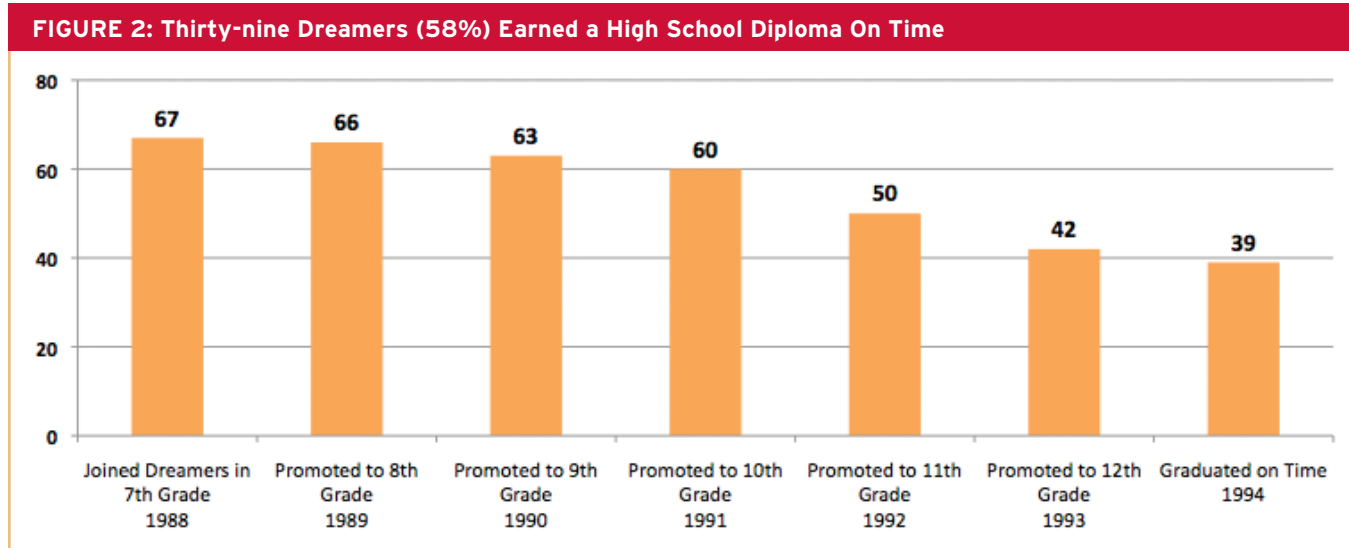
The Dreamers had access to a wide range of personal, academic and cultural supports to help them develop a positive orientation toward their futures. The Foundation recognized that disadvantaged students faced multiple challenges, and therefore a variety of supports would need to be provided. To that end, a program model was developed to provide supports in each of the following areas.

- **Educational Support.** The Dreamers' regular classes were supplemented with other forms of academic support and enrichment. These educational services were the primary focus of the program resources throughout the six years and included the following:
 - » **Identification and programming for learning disabled students,** including self-contained classes taught by Commonwealth IHAD staff; before, during and after school tutorial sessions in content areas and study skills; and coordination with school personnel.
 - » **Identification and programming for gifted students,** including referrals to specialized gifted programs; before, during, and after school enrichment sessions in content areas; and SAT preparation.
 - » **Programming for average learners,** including self-contained and tutorial sessions before, during and after school.
 - » **Summer programming for all types of learners,** including two years of IHAD programming which included intensive academics, enrichment, career-college exposure, community service; one year of summer school courses, supervised work, enrichment; and two years of supervised work with limited academic component.
 - » **Boarding school placements;** ten students participated in the boarding school option for at least one year; seven graduated from boarding school.
- **Personal Development.** Continuous effort was expended to assist the Dreamers in becoming polite, honest, hard-working young people. These skills were encouraged by staff modeling, continuous reinforcement, events held for all Dreamers, and emphasis on "earned" trips (i.e. academic luncheons for Honor Roll students and Most Improved students, overnight trips in the summer for successful participants in summer programs). Particular emphasis was placed on exposure to the world beyond their immediate neighborhood.
- **Employment Preparation.** Dreamers were exposed to a variety of career options, participated in vocational assessment evaluations, and completed programming in job finding and retention. In the summers they worked in summer positions monitored by IHAD staff.
- **Financial Support.** Mr. Bainum, as the sponsor of the Kramer Junior High School IHAD program, had to guarantee Dreamers post-secondary tuition equivalent to the cost of attending the University of the District of Columbia (UDC) for four years. To redeem this guarantee, Dreamers had to enroll in a post-secondary program within two years of high school graduation. The Foundation promised up to \$4,000 in tuition support for each student upon enrollment in college or other post-secondary education.
- **Staffing.** In the first academic year the staffing consisted of 1 full-time project coordinator and 1 part-time education specialist. In the second year the staffing was restructured to include 1 full-time project coordinator and 1 full-time education specialist/sponsor's assistant. Commonwealth also provided additional tutorial staff during the academic years and summers. These paid staffing resources were enhanced through partnerships with the community, teachers, volunteers, parents and caregivers.

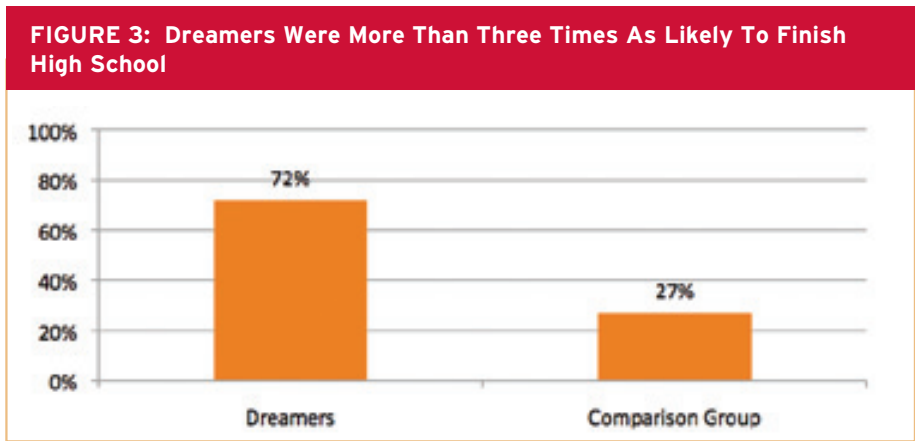
STUDENT OUTCOMES

A 1994 Data Snapshot

Forty-eight Dreamers (72% of all Dreamers) earned a high school diploma (or equivalent). It is worth noting that most Dreamers persisted through middle school, and that drop-outs occurred mostly during high school.

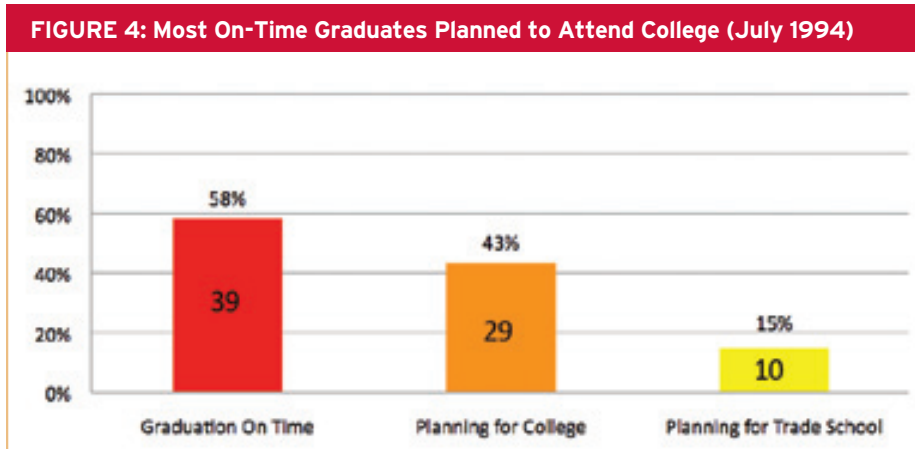


Dreamers compared favorably to their peers. To provide a comparison, program staff tracked the graduation data for a comparison group: the other Kramer Middle School students who were in 7th Grade in 1988, but who were not selected to participate in the I Have a Dream program. Comparison data indicates that Dreamers were more than three times as likely to finish high school on time.



Most On-Time Graduates Planned to Attend College.

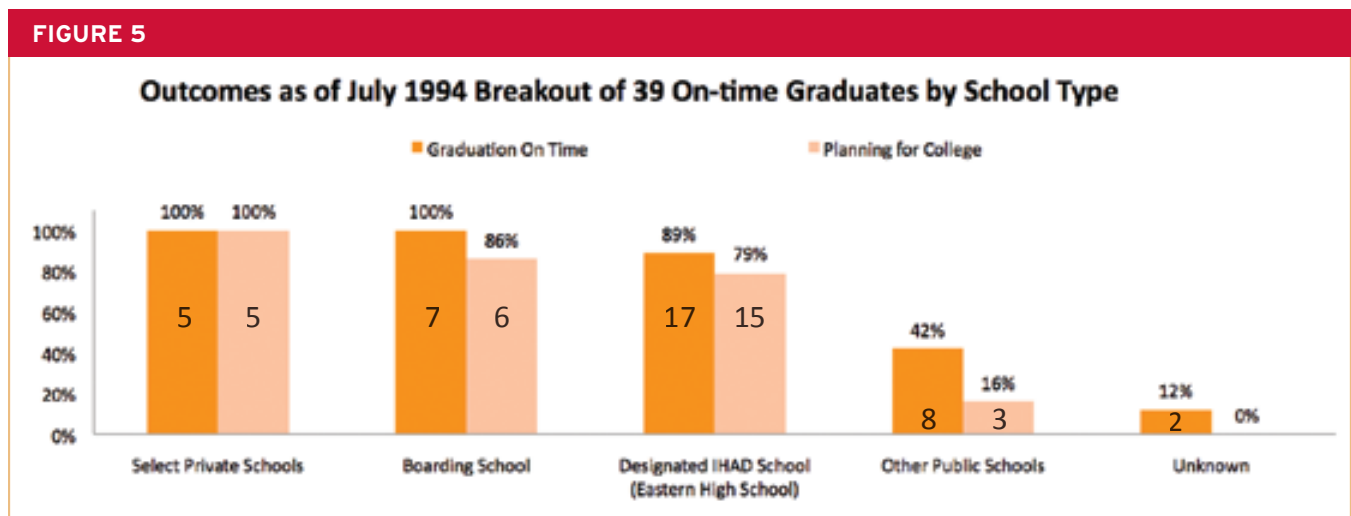
In terms of plans for the future, of the 39 Dreamers who graduated on time, 29 planned to attend college, and the remaining 10 planned to attend trade school.



Outcomes varied by type of school placement. It is also interesting to examine the on-time graduation rates based on the type of school attended. Reflections from program staff emphasize the importance of placement and location.

- » *Although emphasis was placed on learning from experiences beyond their neighborhood and developing a work ethic (being on time, attendance, completing homework), we were only partially successful. Approximately 20 Dreamers are “comfortable” outside of their neighborhood and fewer than 10 of those who attended public school had over 90% attendance.*
- » *We were most successful in assisting students to stay in school if they were in daily or steady contact with IHAD staff or personalized approaches from other sources (i.e. private schools, magnet programs). The boarding school opportunity literally saved lives.*

It is important to note that originally 10 Dreamers attended a Seventh-day Adventist boarding school, Mount Vernon Academy located in Ohio, and 2 of those students transferred to public schools. Figure 5 shows student outcomes based on the type of school attended.



Additional Reflections of Program Leaders. Although the Commonwealth Foundation’s financial commitment to the Dreamers extended through June of 2000 (to allow up to 6 years for post-secondary schooling), the program staff offered a number of reflections in the summer of 1994, at the time of projected high-school graduation. Highlights of these reflections include the following:

- » **All students can succeed, with the right support.** Program staff noted that some of the most academically limited students graduated from high school on time, whereas some of the most gifted students dropped out of high school. Family and program support is believed to make a strong difference.
- » **High-needs students require a much higher degree of support.** Program staff observed that a program such as IHAD is more likely to benefit students who have a certain degree of family structure in their lives and/or have an inner drive to be successful in school. Those with greater needs would require much higher levels of support to be successful.
- » **School partnership matters.** Program staff noted that the coordination of services provided through the partnership with Eastern High School allowed for a much greater degree of positive interaction with and among Dreamers, and the same is true for partnership with other schools that were equipped to offer specialized or supplemental supports.

PART II:

Dreamers Long-Term Outcomes

The problems of adolescence deal with deep and moving human experiences. They center on a fateful time in the life course when poorly informed decisions can have lifelong consequences. The tortuous passage from childhood to adulthood requires our highest attention, our understanding, and a new level of thoughtful commitment.

— **DAVID A. HAMBURG**

President Emeritus

Carnegie Corporation of New York

Great transitions: Preparing adolescents for a new century (1995).

BACKGROUND

When the program started, there were no formal long-term data collection or evaluation plans in place to track participants, herein after referred to as the “Dreamers” and their outcomes. However, the long-term outcomes of participants remained of interest to the Commonweal Foundation. To this end, Commonweal contracted with Child Trends to provide guidance on how to collect outcome data from former Dreamers who participated in the program in the initial Kramer student cohort.

To assess outcomes, Child Trends administered a web-based survey and facilitated two focus groups. The survey asked about Dreamers’ educational attainment, economic well-being, and general perceptions of the program. The focus groups were designed to collect feedback from the Dreamers about their impressions of the overall effectiveness of the program.

Part II of this report is organized into two sections. The first section provides information on the study methodology. The second section summarizes findings based on survey data collected from 29 Dreamers who completed the web-based survey, and findings from 11 Dreamers who participated in focus groups. The supplementary tables are included as Appendix A.

STUDY METHODOLOGY

Web-Based Survey

Study Questions and Survey Development. In partnership with staff from the Commonweal Foundation, Child Trends identified several topics to assess and developed potential questions regarding the effectiveness of the Commonweal Foundation’s I Have A Dream (IHAD) program. These questions included the following:

- What is the level of formal education completed by each of the former Dreamers participants?
- For Dreamers who did not complete high school or college, what were some of the barriers that prevented them from attaining higher levels of education?
- What are their memories and impressions of their sponsor (the individual who provided the tuition guarantee for each student)?

- What programming did they receive during their time in the program and what additional programming did they feel would have been helpful to them?
- Did the Dreamers have children and, if so, what were their educational aspirations for their own children, particularly with regard to post-secondary education?

The Commonweal Foundation, with support from Child Trends, developed a 42-item web-based survey. Child Trends recommended the use of an electronic survey for several reasons. First, the use of an electronic survey would allow participants to complete the survey at their leisure, rather than trying to schedule a convenient time to complete it over the phone. Second, an electronic survey could be sent to former Dreamers participants by email, minimizing the overall amount of time needed to ensure completion of each survey, and thereby minimizing data collection costs. In addition, with an electronic survey, each respondent selects or types their own answers directly into the survey, which automatically records and aggregates the responses across all participants.

This format provided former Dreamers participants the opportunity to share their thoughts on the success of the program through a familiar medium that minimized the amount of time and effort necessary to complete the document. Finally, Child Trends believes that electronic surveys may result in more honest answers than would be obtained from a telephone survey. Due to the personal nature of the survey questions and the focus of the program, Dreamers who are not satisfied with their level of education or who may otherwise be dissatisfied with their personal situation might be less inclined to reveal that information to a researcher over the phone.

Survey Respondent Recruitment and Data

Collection. From the original cohort of 67 Dreamers, 56 were identified for inclusion in the survey sample. The Commonweal Foundation identified three of the Dreamers as being deceased, and an additional eight as having had very limited interaction with the program, such that they could not be considered to have truly received program services. Out of the 56 remaining Dreamers, staff from both the Commonweal Foundation and Child Trends were able to locate contact information for 34 former

A total of 11 Dreamers participated in the two focus groups, and all 11 focus group participants were African American females. The majority of participants currently live in Maryland (Prince George's County), while the remainder continue to live in Southeast Washington DC.

participants. For instance, Child Trends found contact information for several participants through internet searches, including the use of social media sites. A total of 34 Dreamers were emailed invitations to participate in the survey in April 2013. Twenty-nine participants completed the survey, with 28 completing the web-based survey platform and one survey conducted over the telephone at the request of the participant. As an incentive, each participant who completed the survey was mailed a Visa or Target gift card valued from \$50 to \$100 (Child Trends recommended the use of a higher incentive to boost survey response rates in the final week of data collection to ensure that feedback was received from more than 50 percent of potential respondents).

Tables in this report present the percentage of respondents falling into selected response categories. The sample size (n) for which the responses are based—that is, the total number of respondents who answered the question—is also provided.

Focus Groups

Participant Recruitment and Focus Group

Methodology. Child Trends conducted two focus groups for Dreamers on Saturday, April 6, 2013 in Silver Spring, Maryland. The 24 Dreamers for whom the Commonwealth Foundation had valid email addresses at that time were recruited to participate in a focus group. Eleven Dreamers responded to the email request and agreed to participate. Each focus group lasted 90 minutes, which included time for an orientation on the purpose of the focus group as well as verbal consent process. At the time of their participation in the focus groups, all participants were at least 30 years of age.

Each focus group attendee received a \$100 Target gift card as an incentive for their participation. Focus group participants were responsible for their

own transportation to the focus group location, and were provided with snacks and drinks upon arrival. The Child Trends focus group facilitator utilized a protocol consisting of ten open-ended questions to guide the discussion.

A total of 11 Dreamers participated in the two focus groups, and all 11 focus group participants were African American females. The majority of participants currently live in Maryland (Prince George's County), while the remainder continue to live in Southeast Washington DC. Seven of the focus group participants had children at the time of the focus group.

Study Limitations. As with all data collection efforts, there are limitations to the types of information that can be collected as part of this program, especially since the data collection relies on self-reported information from past Dreamers, including questions asking Dreamers to recall information from their childhood years (approximately twenty years prior).

Another limitation is the response rate. While about four out of every five Dreamers who were contacted to complete the survey did so (29 out of 34), the number of Dreamers who completed the survey represents just over half of the participants from the original cohort (29 out of 56). It is possible, therefore, that the participants who completed the survey may differ systematically in some way from those who did not respond to the survey but were contacted to complete it (non-respondents). It is also unclear how or whether the 29 survey respondents differed from the former Dreamers for whom contact information was never identified (missing non-respondents). Although less than ideal, the number of former participants who responded to the survey is quite impressive for a small but comprehensive program that operated over two decades ago.

RESULTS

This section outlines the survey and focus group findings. Table 1 lists the different topics addressed in this study and the source for each of the findings.

TABLE 1. Summary of constructs and data source

	Focus groups n=11	Survey n=29
a. Demographics		x
b. Educational attainment		
High school graduation	x	x
College and post-secondary enrollment	x	x
College and post-secondary completion	x	x
c. Impressions of the Program		
Academic support	x	x
Counseling, referrals, and emotional support	x	
Exposure to new things	x	x
Job training, employment, and internships	x	x
Social bonding experiences	x	
d. Relationship with program staff and sponsors		
Feelings towards dreamers sponsor	x	x
e. Other outcomes		
Multigenerational effects	x	x
Economic well-being		x
Increased persistence and resilience	x	x
Successful lives	x	x
f. Recommendations		
Improved communication around program offerings	x	
Overall improvements in communication	x	
Improved programmatic structure and staffing	x	x
Program Staff that mirrored participants	x	
Access to mental health services	x	
Additional guidance on what to expect at college and alternative options	x	x

Demographics

A total of 29 Dreamers from the original 1988 cohort completed the electronic survey. All survey respondents self-identified as African American, 23 out of 29 were women, and the mean age was 36.5 years (see Table 2).

More than two-thirds of the respondents reported ever being married. Thirteen respondents (44.8%) reported being currently married, and five reported being divorced (17.2%). Two reported being in a

partnership (6.9%) and nine reported being single or never married (31.0%; see Table 2). The Commonwealth Foundation was also interested in knowing whether former Dreamers had any children. Twenty-five respondents reported having children, ranging in age from 5 to 23 years (see Table 3). The majority of the respondents reported their residence to be in Washington, DC or Maryland.

TABLE 2.

Demographics	n (%)
Age (mean)	36.59
Male	5 (17.9%)
Female	23 (82.1%)
African American	29 (100%)
Married	13 (44.8%)
Divorced	5 (17.2%)
Single/Never married	9 (31.0%)
In a partnership/Living together	2 (6.9%)
Widowed/Separated	0 (0%)

TABLE 3.

Do you have any children?	n (%)
No	4 (13.8%)
Yes	25 (86.2%)
How many children do you have? (n=25)	
One	4 (16.0%)
Two	7 (28.0%)
Three	8 (32.0%)
Four	6 (24.0%)

Educational Attainment

One of the primary goals of the program was to improve the academic success of its participants and encourage them to pursue post secondary education. A brief program report from 1994 indicated that 48 participants (72%) from the original cohort were expected to complete their high school education by 1995 (43 diplomas, 5 GEDs). It is important to note that according to the 1994 US Census, 67.7% of African Americans ages 15 years and older completed high school (U.S. Census Bureau, 1994).

All of the survey respondents reported either having completed high school (26 out of 29) or having received a GED or equivalent. This is a success in and of itself given that even today approximately 6 out of

every 10 District of Columbia Public Schools (DCPS) students graduate from high school; and this rate has increased over the past two decades.

Twenty-one respondents (72.41%) reported having enrolled in a two-year or four-year college or university, with 10 of them (34.5%) reporting that they received a college degree (see Table 4). Among those who did not complete college, the top reasons reported for why they were not able to do so included the need to work, family-related reasons, having a baby, and not being able to afford it. It is also important to keep in mind the context and neighborhoods where the Dreamers grew up during the 1980s. Their neighborhoods were suffering through some of the worst times in Washington DC history and were plagued by drugs (primarily crack), drug-related crime, and HIV/AIDS. Today, only 9% of DCPS high school students attend and eventually graduate from college (Kernan-Schloss, A., Potapchuk, B., 2006). A total of 17 respondents reported having used the Dreamers tuition support to help pay for college (see Appendix A Table A3). One participant reported completing a PhD.

The Commonweal Foundation was also interested in learning whether participants had enrolled in any formal training program outside of college such as a technical or vocational school. Twenty participants reported having enrolled in training programs such as computer systems (5 out of 20), beauty or cosmetology school (4 out of 20), nursing or dental programs (5 out of 20), and general clerkship certifications (4 out of 20) (data not shown).

TABLE 4.

Educational attainment	n (%)
Received high school diploma	26 (89.7%)
Received a GED	3 (10.34%)
Enrolled in a 2-year college/university	5 (17.2%)
Enrolled in a 4-year college/university	16 (55.2%)
Received a college degree	10 (34.5%)

During the focus groups, the 11 Dreamers shared their impressions of the successes they achieved in their lives and they attributed their successes, in part, to the program. While not every one of the focus group participants attended or graduated from college, given the neighborhoods and situations in which they grew up, the Dreamers unanimously agreed that they had achieved incredible success.

High School Graduation. All 11 Dreamers who participated in the two focus groups reported having graduated from high school or having received a GED. The Dreamers who completed a GED, rather than a high school diploma, also achieved an important milestone that many of their peers were unable to reach. One of the focus group participants commented that being a Dreamer is what ultimately motivated her to pursue a GED once she recognized that obtaining a traditional high school diploma was no longer a realistic option.

College and Post-Secondary Enrollment. Eight of the eleven focus group participants enrolled in college or some other form of post-secondary education. Several focus group participants shared that being in the I Have A Dream program is what motivated them to attempt going to college, and that absent the program they would not have considered college to be a realistic option. Two focus group participants initially enrolled in four-year colleges but then dropped out to enroll in vocational (two-year associates degree) programs and to receive professional certifications.

College and Post-Secondary Completion. Four of the eleven focus group participants successfully completed college and earned bachelor’s degrees.

Several of the focus group participants were open about why they dropped out of college, and their responses ranged from personal and family issues to not being fully prepared for the college lifestyle. However, the most frequently cited reason for not completing college were the high costs associated with college and the lack of funds, which matches the survey findings. For those who did not complete college, all but one cited cost as the primary reason for not completing their degrees. While in most cases the Dreamers accessed the full amount of their tuition guarantees, the additional costs associated with college (books, housing, and transportation) were things they could not afford on their own.

Despite these past challenges, three focus group participants reported being currently enrolled in classes to finish their bachelor’s degrees. In addition, one focus group participant reported that she is currently working on a Master’s degree. Many of the participants stated the importance of obtaining as much post-secondary education as possible and were continuing to pursue their degrees many years after their initial college enrollment.

Impressions of the Program

The range of services offered by the IHAD program focused on ensuring that each participant would successfully complete high school, attend college, and ultimately graduate from college. The services provided as part of the program sought to improve the overall academic performance of students as well as provide support to address challenges that might impede students' ability to successfully study and succeed. Participants were asked about their experience in the program and to provide examples of ways in which the program helped them.

Survey results suggest that the IHAD program had many positive effects on the participants' educational aspirations and performance. Many participants thought the program was very helpful (12 out of 29) or one of the most helpful things in their life (12 out of 29) (see Table 5). Five respondents reported that the program was somewhat helpful or just a little helpful.

Seventeen respondents reported receiving regular tutoring, six reported receiving little tutoring, and another five indicated that they received no tutoring or help with their school work (see Table 6). Dreamers also reported having received additional services, such as counseling on daily life challenges, summer employment assistance, as well as encouragement and moral support from the staff, as illustrated in the following quotes from two former Dreamers:

"I can remember me needing some personal items and Mrs. Rumbarger helped me."

"... [the program provided me with] someone to talk with whenever there was a concern I may have had."

Dreamers shared that the program had exposed them to new experiences and new people that they would not have been able to meet otherwise. The Dreamers found that the program provided a support system as they coped with family, employment, and other issues outside of the school environment. Participants also indicated that the program had given them hope and determination to pursue college and to impart this vision to their children. One participant indicated that the program had been useful with summer job placement, while three others did not find the program to be useful outside of their academic life.

TABLE 5.

When you were in the Dreamers Program (when you were in middle school), did you think the program was helpful to you?

It was not helpful to me at all	0 (0%)
It was a little helpful	1 (3.4%)
It was somewhat helpful	4 (13.8%)
It was very helpful	12 (41.4%)
It was one of the most helpful things in my life at the time	12 (41.4%)

TABLE 6.

In middle school, while you were part of the Dreamers Program, did you receive tutoring support or other help with your school work?

I don't remember	1 (3.4%)
No, I never received tutoring or help with my school work.	5 (17.2%)
Yes, I received a little tutoring or other help on my school work.	6 (20.7%)
Yes, I received regular tutoring or other help with my school work.	9 (31.0%)
Yes, I received frequent tutoring or other help with my school work	8 (27.6%)

Participants also had the opportunity to share if the program had any negative impact in their lives. While most of the survey respondents found the program to be a positive influence in their lives and reported no negative effects, three participants reported being disappointed or confused about the tuition payment support. One participant indicated the amount of tuition assistance was low and found it disappointing in the long run. One participant indicated that the program needed a basic life skills component, especially one that provided information on how to manage their finances.

During the focus groups, the 11 Dreamers shared their impressions of the program and the types of services they received.

Academic support. Most of the Dreamers received tutoring and homework assistance throughout their time in the program. This tutoring and homework assistance was not limited in any way; the subjects covered and the amount of services were tailored to the specific needs of each student. Each student received significant amounts of tutoring during their

first few years in the program (in middle school) but the amount of tutoring decreased upon entry into high school, particularly for those students who did not attend Eastern High School. In addition, the Dreamers were also provided with SAT preparation classes as part of the program. The full cost of SAT preparation was covered by the program, and in some instances transportation to the SAT preparation classes was also provided through the program. The Dreamers received a variety of summer programming focused on academic growth. These summer learning activities were originally designed to prevent summer learning loss among the Dreamers. However, the Dreamers eventually began to use these summer activities to challenge themselves with additional learning opportunities they would not normally receive. For example, one focus group participant stated that she used the summer learning opportunities at a college campus to take a trigonometry class, while another learned how to play chess while working with a summer instructor.

Counseling, Referrals, and Emotional Support.

Most of the Dreamers participating in the focus groups reported having received a great deal of support from the program staff, who in many ways acted as mentors, counselors, and even surrogate parents for each Dreamer. The types of services offered to each Dreamer by staff member varied considerably; however, most Dreamers viewed the program staff as sources of emotional and academic support. In many instances, the program staff provided referrals to other programs, assisted with the completion of important documents and forms, or helped in any way they felt was appropriate.

Perhaps most importantly, the program staff served as caring non-judgmental adults who could offer advice and guidance to the Dreamers. This involved simple acts like allowing Dreamers to talk about their home and family problems (such as substance use by parents, teen pregnancy issues among themselves or siblings, gambling issues within their families, extreme family debt, or deaths in the family). The Dreamers found emotional support in these conversations and frequently referred to the program staff as people who helped them cope with difficult times. The program staff also escorted the Dreamers to many important events, including health care visits.

Exposure to new things. The Dreamers also shared that the program exposed them to events and situations that they would not have experienced otherwise. For example, the Dreamers visited farms, went to swimming pools, attended formal dinners in nice homes, went camping, and visited colleges. Given their neighborhoods and family situations, the Dreamers expressed that it would have been highly unlikely to have participated in these types of events absent the program. The exposure to these types of events played an important role in setting expectations for the Dreamers and also allowed them to be comfortable in similar situations later on in life.

Job Training, Employment, and Internships.

Dreamers also were provided summer jobs and internships throughout their time in the program. These jobs and internships frequently paid them higher wages than their non-Dreamers peers. In addition to the actual pay earned from these positions, the Dreamers also used this employment experience to build their resumes and obtain jobs in the future.

Social Bonding Experiences. The Dreamers also shared that enrollment in the program allowed them to form and develop social bonds with their peers. The Dreamers met students from other schools and were able to maintain these relationships over time. In effect, the program created a positive peer group for the Dreamers, allowing them to spend time with others their age who had similar educational and employment aspirations. Of note, the focus group participants found it particularly meaningful, and a testament to the success of the program, that they could reunite with fellow Dreamers two decades after the program had ended and still experience a palpable sense of connection. One Dreamer said, "...it was such a great experience and I'm so excited to still be connected. Like to be in a room and see everybody's faces, their kids."

.....

Most of the Dreamers participating in the focus groups reported having received a great deal of support from the program staff, who in many ways acted as mentors, counselors, and even surrogate parents for each Dreamer.

.....

Relationships with Program Staff and Sponsors

Survey respondents reported that the program provided them with access to a range of personal and academic services aimed at helping them succeed academically. Participants' interactions with their sponsor and other program staff were reported to be a key element of their experience in the program. During middle school, 20 participants reported interacting with staff members (teachers, tutors, and sponsors) on a daily basis, and after middle school participants' interactions with program staff ranged from twice a month or less (11 out of 29) to once a week or more (18 out of 29) (see Appendix A Tables A11 and A12). About half of the respondents reported feeling a good or strong connection with their sponsor, with more than two-thirds reporting feeling that their sponsor made them feel cared about. Twelve out of twenty-nine reported feeling a good connection, one participant indicated feeling a very strong connection with the sponsor, nine reported a slight connection, and four indicated not having a connection at all (see Tables 7 and 8). Participants indicated that their sponsor was a source of inspiration and support (beyond financial). When asked to recall their sponsor's name, the great majority of the respondents (24 out of 29) were able to recall the name of their sponsor (data not shown).

TABLE 7.

While you were in middle and high school, how strong of a connection did you feel you had with your sponsor?

I did not feel connected to my sponsor in any way.	4 (13.8%)
I felt only a slight or small connection with my sponsor.	9 (31.0%)
I felt a good/strong connection with my sponsor.	12 (41.4%)
I felt a very strong connection with my sponsor.	4 (13.8%)

TABLE 8.

Did you feel your sponsor did anything else for you (other than offer to pay for your tuition)? Check all that apply - check all that you feel your sponsor did for you:

Source of support greater than just money	11 (39.3%)
Source of inspiration	15 (53.6%)
Made you feel cared for	20 (71.4%)
Made you feel respected/important	15 (53.6%)

Feelings Towards Dreamers Sponsor. All of the focus group participants had fond memories of their sponsor and appreciated all that he did for them. Similarly to what was found in the survey, focus group participants stated that they never viewed their sponsor as simply a source of funding (for the tuition guarantee) but really viewed him as an important influence on their lives. The Dreamers appreciated that the sponsor followed their lives closely and was frequently able to interact with all of them, knowing their names and asking about specific events in their lives. In addition, the Dreamers appreciated that the sponsor made a point to attend important events (such as graduations) or served as a reference or resource for employment.

Other Outcomes

Multigenerational Effects. In addition to the direct effects of the program on the Dreamers, the program also continues to have an effect on another generation of children and youth. Approximately half of the survey respondents indicated they felt some additional pressure to succeed in life because they were Dreamers, while ten participants indicated feeling no pressure whatsoever. In addition to the reported direct effects of the program on the Dreamers, results suggest the program may have the added benefit of an indirect effect on the participants' children. Many of the Dreamers survey participants reported a desire to inspire their children to attend college. The majority of respondents (26 out of 29) reported encouraging their children to attend college (see Table 9).

TABLE 9.

What expectations did you have/do you have for your children related to college?

I have no/had no expectations for my children in regards to college.	0 (0%)
I did not think my child(ren) could attend college because they would not be able to afford college.	0 (0%)
I encouraged my child(ren) to attend college, but did not consistently pressure them to attend.	11 (44.0%)
I consistently encouraged and pressured my child(ren) to attend college.	14 (56.0%)

During the focus group, participants were also asked whether the program influenced their thinking about their children obtaining a college education. Many of the focus group participants now have children of their own and have sought to teach their children

Several focus group respondents described how their time spent in the program influenced their values around finding meaning and purpose in one’s adult life. These values – which demonstrate a nuanced perspective on the relative importance of obtaining a college degree or following an alternative path to success – can also be considered part of the multigenerational effects of the program. . .

about the importance of continuing their education. Several focus group participants commented that the program helped them think about education differently and that they passed along these lessons to their children and other family members. All of the focus group participants with children commented that their time in the program motivated them to begin working on their children’s education early, and they all began reading to their children at very young ages. The Dreamers also shared that their time in the program convinced them to create a positive culture around education in their homes, where college enrollment for their children was often seen as “mandatory.”

The Dreamers who do not have children of their own reported attempting to pass on lessons learned from the program to others. One Dreamer shared that she is constantly setting expectations for college completion with all of her nieces and nephews and tries to serve as an academic role model for others in her extended family. Another Dreamer decided to become a mentor to several youth to share with them the importance of continued education. Finally, one Dreamer decided to pursue a career as a social worker so that she could work with at-risk youth to emphasize the importance of education.

Several focus group respondents described how their time spent in the program influenced their values around finding meaning and purpose in one’s adult life. These values – which demonstrate a nuanced perspective on the relative importance of obtaining a college degree or following an alternative path to success – can also be considered part of the multigenerational effects of the program, with several respondents reporting that they also encourage their children to be ambitious.

Economic well-being. In addition to their educational status, the survey asked about Dreamers’ success in other areas of life outside of school, including their current economic well-being. The majority of participants (20 out of 29) reported having a full-time job, with four participants reporting that they are currently employed in more than one job, and three participants reporting being currently unemployed. In the District of Columbia, 46.4% of African Americans reported being employed in 2011 (see Table 10) (U.S. Census Bureau, 2011). Fourteen participants reported an annual household income of \$49,000 or less, four participants reported a household income between \$50,000 and \$99,000, and eight participants reported having an annual income of over \$100,000. The national estimated mean income for 2011 in African American households was \$17,880 (median = \$33,223), and the estimated mean income in the District of Columbia for African American households in the same year was \$24,792 (median = \$39,302) (U.S. Census Bureau, 2011). When asked about their current economic situation, approximately half (15) of respondents reported their situation as good (9 out of 29), very good (5 out of 29), or excellent (1 out of 29) (see Appendix A Table A6).

TABLE 10.

Are you currently employed?	
No, I am not currently employed.	3 (10.3%)
Yes, I am currently employed in part time job.	2 (6.9%)
Yes, I am currently employed in more than one part time job.	4 (13.8%)
Yes, I am currently employed in a full time job.	20 (69.0%)

The survey also asked about property ownership as an indicator of economic well-being. Approximately two in five respondents reported owning any property or real estate (12 out of 29), but the majority did not (17 out of 29) (see Appendix A Tables A7 and A5, respectively).

Increased Persistence and Resilience. Most of the focus group participants shared that the Dreamers program had positive effects on their lives beyond academic outcomes. All of the Dreamers stated that simply being in the program motivated them to try harder in school and to continue to try to overcome obstacles in their lives when they were younger. Many of the Dreamers shared stories of difficult times in their teenage years and how their participation in the program motivated them to persevere and continue to succeed academically even when other parts of their lives were falling apart. The Dreamers also shared that simply being a Dreamer often placed them in a different light compared to their non-Dreamer peers. As one participant shared, “More was expected of us because we were Dreamers; our parents, our teachers, and even other students expected us to succeed, which created a huge motivator to continue to do well despite all of the challenges we faced.”

Successful Lives. All of the focus group participants stated that their time as Dreamers had a substantial positive effect on their lives, even if not all of them ultimately completed college. Many of the Dreamers recognized that the program served an important purpose in their lives. For the Dreamers who were already strongly motivated, the program gave them a safe space after school and during the summer to continue their learning. For the Dreamers who were not as motivated to succeed academically, the program provided them with a potential way out of their high-risk environments. Ultimately, the Dreamers agreed that their time in the program made them better adults and better parents, with one Dreamer sharing that the program “gave me the family I always wanted and needed.”

Health Outcomes. The majority of the respondents rated their overall health as very good (10 out of 29) or excellent (12 out of 29).

Suggestions for Program Improvement

Former Dreamer participants were also asked, in the survey and focus groups, if there were any additional supports or services they would have liked to receive. These suggestions were made with the benefit of hindsight and made in the spirit of potentially improving any future programming offered by the Commonwealth Foundation or others.

Overall, survey respondents indicated they could have benefited from more training in life skills and leadership, additional tutoring services, mental health services, and a better understanding of the program’s policies. Dreamers also noted that more guidance regarding decision making and about attending college would have been helpful (data not shown). During the focus groups, participants were able to expand on some of these aspects of the program and how they could have been improved.

During the two focus groups, the Dreamers articulated a number of suggested changes or improvements that could have been made to improve the quality of the program. Focus group participants were adamant that these suggestions were not meant as criticisms of the program, but rather as suggestions that could be made to improve the program if it were to be offered again.

Improved Communication Around Program Offerings.

Most of the focus group participants felt that the program was misrepresented when it was first presented to them and their parents. The Dreamers and their parents believed, initially, that the Commonwealth Foundation would pay for “all of college” and that they were receiving “a full ride.” The specifics of the amount of the tuition guarantee were not fully understood. The Dreamers felt that the Commonwealth Foundation could have improved the communication around the tuition guarantee and the related supports that were to be provided as part of the program.

As one participant shared, “More was expected of us because we were Dreamers; our parents, our teachers, and even other students expected us to succeed, which created a huge motivator to continue to do well despite all of the challenges we faced.”

The Dreamers commented that the strength of their relationships with the program staff is what led to more (or less) services and support.

For example, the Dreamers and their parents heard that the Commonweal Foundation would support the full cost of any college; the Commonweal Foundation, however, had committed to covering the tuition costs to attend the University of the District of Columbia (UDC), or to cover a similar tuition cost at another university. During the focus groups, the Dreamers shared that it would have been helpful to have a series of meetings (not just a single meeting) where the full scope of what would and would not be covered by the tuition guarantee would have been articulated. One individual commented that when she found out the truth behind the guarantee (that it would only pay for \$2,000 per year, not the full cost of any college), she was “devastated.”

The Dreamers also commented that, as they continued to participate in the program, the communication about what would be covered by the tuition guarantee changed over time, and these messages also varied between program staff. Some Dreamers shared that they were told that the tuition guarantee would cover the costs of books, while others were told that the costs of books would not be covered by the program. The Dreamers also commented that increased funding by the program to cover additional college expenses (such as books, housing, transportation, and parking) would have been extremely useful, and, for some who reported cost as the major factor for dropping out of college, it might have made the difference between leaving college and staying through graduation.

In addition, the communication around the size of the tuition guarantee and requirements related to the guarantee also seemed to change over time according to the Dreamers. One focus group participant remarked that she was told she could only get a total of \$2,000 in tuition guarantee, while others remembered hearing the total amount was \$8,000 (\$2,000 per year for four years). Yet another Dreamer recalled being told that she would receive less than \$2,000 per year to cover tuition costs because she was sent to boarding school and that the Commonweal

Foundation deducted the cost of boarding school from her tuition guarantee.

Overall Improvements in Communication. In addition to the communication problems previously highlighted around the tuition guarantee, the Dreamers felt that the program could have done a better job generally with communications to students and parents. Specifically, the Dreamers pointed out that they received no explanation or information when turnover in program staff happened. Without any explanation, some of the Dreamers felt, at the time, that the program staff simply “abandoned” them, and stronger communication and transparency would have made for an easier transition from one staff person to the next.

The Dreamers also explained that the lack of communication around what services were accessible led to differing expectations among the Dreamers. Some Dreamers heard that they were eligible for certain services while others in the same school heard that the services were not available. This lack of consistency in messaging led to confusion and frequently resulted in Dreamers with the same needs receiving differing (or no) services.

Improved Programmatic Structure and Staffing. During the focus groups, the Dreamers shared their belief that the program did not have enough structure to ensure equal access to all potential services for each participant. The Dreamers commented that the strength of their relationships with the program staff is what led to more (or less) services and support. Dreamers felt that participants who formed strong relationships with the staff received additional (or more intense) support compared to those participants who were quieter or who simply did not have personalities that connected as well with the staff. According to the Dreamers, a more structured program would likely have led to a more equal distribution of services.

The Dreamers also indicated that unequal access to services was exacerbated once the Dreamers began attending high school. The Dreamers felt that additional services were made available to Dreamers who attended Eastern High School (Eastern), while those Dreamers who attended other high schools were left to fend for themselves. Program staff were at Eastern every day, but traveled to other high schools infrequently.

Focus group participants expressed the belief that additional program staff would have also been useful. The Dreamers recognized that only two staff for the program created a student to staff ratio that was too large to allow all of the Dreamers to receive the full range of services they needed. Upon reflection, the Dreamers felt that additional staff would have led to more uniform provision of services.

Program Staff That Mirrored Participants. Some focus group participants felt that they might have been better served if the program staff had similar backgrounds to the Dreamers and had grown up in the same communities. Some of the Dreamers questioned the motivation of the staff; they sensed that the staff might have been involved in the program simply to make themselves feel better or “to get their picture in the newspaper.” The differences in background between the program staff and the Dreamers led to some skepticism and made it more difficult to form meaningful relationships between Dreamers and staff.

Access to Mental Health Services. The Dreamers felt that they and their peers could have benefitted

significantly from having access to mental health services and a clinical psychologist, counselor, social worker, or therapist. While the program staff were important resources who provided the Dreamers with advice, they were simply not equipped or trained to discuss situations that had potentially significant mental health implications. The Dreamers felt that the program staff should have received training on how to recognize potentially troublesome situations that required more advanced clinical support. The Dreamers felt that the need for access to professional mental health services was particularly important given the culture of substance abuse, violence, and HIV infection that was pervasive in their neighborhoods.

Additional Guidance on What to Expect At College and Alternative Options. The Dreamers also expressed that they would have appreciated additional preparation around what to expect once they did get to college. While the college visits allowed them to see college campuses and get a quick glimpse of what college might be like, no one discussed with the Dreamers how to balance the new freedoms of college with their academic life and studies. In addition, some participants expressed concern that the focus of the program on obtaining a college degree to the exclusion of alternative paths may have done a disservice to some who could have gotten where they are today without a traditional college degree and the associated debt. Dreamers discussed the need for young people to hear about the benefits of a college education while also hearing messages about not blindly “doing what society tells you to do,” but remembering to “follow your heart to be who you want to be.”

Dreamers discussed the need for young people to hear about the benefits of a college education while also hearing messages about not blindly “doing what society tells you to do,” but remembering to “follow your heart to be who you want to be.”

The two Dreamers focus groups generated lively, thoughtful and in-depth discussions about what the program meant to its participants and how they continue to integrate lessons learned from the program even two decades after they experienced it.

SUMMARY

In summary, the survey responses from a sample of former Dreamers found that they placed a high value on their feelings of connection to schooling and the importance of tuition assistance. All survey respondents reported personal achievements, with all of them reporting to have received a high school diploma or a GED, with the majority of them enrolling in a higher education institution.

Through the program, several participants received services that were reported to be mostly helpful as well as connections to caring adults. Many of the Dreamers reported that they were inspired and encouraged to attend college as a result of the program. These results were complemented and strengthened by focus group findings. The two Dreamers focus groups generated lively, thoughtful and in-depth discussions about what the program meant to its participants and how they continue to integrate lessons learned from the program even two decades after they experienced it.

The findings from this survey could be strengthened with information on survey non-respondents (including people who were contacted to receive the survey and did not complete it as well as people for whom contact information was missing or not identified). The results could also be strengthened with the inclusion of more information on how these former Dreamers fared compared to similar non-Dreamers peers.

While the overall impressions of the program were extremely positive, it is important to keep in mind the recommendations shared by Dreamers when thinking about replicating the program's model. Dreamers had the opportunity to share what kind of services they would have liked to receive during the program. Many

mentioned they could have benefited from having received training in life skills and leadership, mental health services, and a better understanding of the program's policies and tuition offerings. In addition, many participants felt that having received additional preparation around what to expect once they got to college would have been valuable.

The results from these survey and focus group findings suggest that the values instilled in the Dreamers regarding the importance of higher education have endured over the years, with participants now seeking to teach their own children about the benefits of continued education. Perhaps most salient, through the Dreamers' voices we discover how strongly the program became intertwined in their lives, becoming a part of who they were as teenagers and who they are as adults today. Several Dreamers continue to attribute their accomplishments in their adult life, in part, to the support and encouragement from their sponsor, the tuition guarantee to pursue higher education, and being exposed to new experiences, all of which was possible through their participation in the program.

The frank discussions generated during the focus groups also uncovered the primary role participants had in shaping the very nature of the program; the program was not experienced as an intervention that happened to the Dreamers, but rather it happened *with* them, evolving in its importance based on where a given participant was at a given time. When presented with the opportunity to reflect on the program as adults, the participants revealed how their time as Dreamers was growing in importance again; the positive memories and accomplishments, along with the challenges and disappointments, becoming newly relevant in their roles as parents and mentors.

APPENDIX A – Survey table results not included in main report

TABLE A1.

The following list contains reasons why you might not have graduated or completed college. Please read the list and select any reasons that are true for you (select all that apply).

Could not afford	7 (36.8%)
Needed to work	10 (52.6%)
Enrolled in Military	0 (0%)
Had family / baby / got pregnant	9 (47.4%)
Health issues	1 (5.3%)
Became involved with criminal justice system	1 (5.3%)
Did not enjoy school	1 (5.3%)
Did not see point of getting college degree	1 (5.3%)
Some other reason.	6 (31.6%)

TABLE A2.

Have you ever enrolled in any formal training programs outside of a college or university, such as apprenticeship programs, technical or vocational schools, or any program designed to teach employment skills?

No	9 (31.0%)
Yes	20 (69.0%)

TABLE A3.

Did you ever use the Dreamers tuition payment to pay for the costs of attending a college or university?

No, I did not try to use the Dreamers tuition payment.	3 (14.3%)
No, I tried to use the Dreamers tuition payment, but I did not meet the necessary criteria.	1 (4.8%)
Yes, I used the Dreamers tuition payment to help pay for college/university.	17 (81%)

TABLE A4.

What is your current annual household (everyone living in your home combined) income level?

Less than \$25,000	5 (18.5%)
\$25,000 to \$49,999	9 (33.3%)
\$50,000 to \$74,999	4 (14.8%)
\$75,000 to \$99,999	1 (3.7%)
\$100,000 to \$149,999	5 (18.5%)
\$150,000 to \$199,999	1 (3.7%)
\$200,000 or more	2 (7.4%)

TABLE A5.

Do you currently own any property or real estate?

No, I do not own any property or real estate.	17 (58.6%)
Yes, I currently own my home (or have a mortgage on my home).	7 (24.1%)
Yes, I own property or real estate, but I do not live on this property.	2 (6.9%)
Yes, I own more than one piece of property or real estate.	3 (10.3%)

TABLE A6.

In general, how would you rate your overall economic situation at this point in time?

Poor	4 (13.8%)
Fair	10 (34.5%)
Good	9 (31.0%)
Very good	5 (17.2%)
Excellent	1 (3.4%)

TABLE A7.

In general, how would you rate your overall health at this point in time?

Poor	0 (0%)
Fair	3 (10.3%)
Good	4 (13.8%)
Very Good	10 (34.5%)
Excellent	12 (41.4%)

TABLE A8.

How much additional pressure did you feel to succeed (from your parents, teachers, other students, or anyone else) because you were in the Dreamers Program?

None/no additional pressure	10 (34.5%)
A little additional pressure	2 (6.9%)
Some additional pressure	14 (46.3%)
A lot of additional pressure	3 (10.3%)

TABLE A9.**Was this additional pressure a good thing for you (was it positive pressure in your life)?**

No, it was stressful pressure for me.	0 (0%)
It was a mix - sometimes good for me and sometimes bad.	8 (42.1%)
Yes, it was positive pressure for me.	11 (57.9%)

TABLE A10.**On the whole, and at the time (in middle school), did you feel like being in Dreamers was helping you succeed in school?**

No, Dreamers actually made things harder for me in school.	0 (0%)
No, Dreamers didn't really help me at all while I was in school.	1 (3.4%)
Yes, Dreamers helped me do somewhat better in school.	15 (51.7%)
Yes, Dreamers helped me do a lot better in school.	13 (44.8%)

TABLE A11.**How frequently did you interact with staff members or adults such as teachers, tutors, or sponsors as part of the Dreamers Program?**

Less than once a month	1 (3.4%)
Once or twice a month	4 (13.8%)
Once or twice a week	3 (10.3%)
At least three times a week	1 (3.4%)
Every day	20 (69.0%)

TABLE A12.**After finishing middle school, how long did you stay connected with or maintain contact with Dreamers Program staff?**

Less than once a month	6 (20.7%)
Once or twice a month	5 (17.2%)
Once or twice a week	5 (17.2%)
At least three times a week	4 (13.8%)
Every day	9 (31.0%)

TABLE A13.**Other than tutoring, did you receive any other support or assistance while you were in the Dreamers Program? (n=26)**

I don't remember.	2 (6.9%)
No, I did not get any additional support or assistance.	7 (24.1%)
Yes, I got additional support and assistance.	20 (69.0%)

TABLE A14.**Have any of your children earned college degrees (graduated from college)?**

No, my child(ren) did not obtain a college degree or graduate from college.	20 (90.9%)
Yes, one or more of my children obtained a college degree or graduated from college.	1 (4.5%)
Yes, one or more of my children obtained a graduate degree (Master's or Ph.D.).	1 (4.5%)

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THE COMMONWEAL FOUNDATION. In 1968, a Washington, DC area businessman founded the Commonwealth Foundation to serve the community in which he had lived and thrived since 1937. First known as The College Fund, Commonwealth's original purpose was to provide loans to financially needy students for college tuition. In the 1980s, the Foundation acquired its new name and a new focus: the support of secondary education. In 1988, Commonwealth became one of the first local sponsors of the nationally acclaimed "I Have A Dream" program, promising college scholarships to nearly seventy elementary school students upon their completion of high school. Today, the Commonwealth Foundation continues to provide educational and social support to financially needy students in the form of widely expanded services, including grants, scholarships, and learning assistance programs.



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