



Resource Manual

Learn, Laugh, Dream!

SEAD Resource Manual

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SECTION 1: History of the SEAD Program

The Summer Enrichment at Dartmouth (SEAD) program is the result of collaboration between the William Jewett Tucker Foundation and the college's Department of Education. This initiative is partially underwritten by a founding endowment from the Mary and William Barnet II '34 Family Fund. The three founders of the SEAD program were Stuart Lord (Dean of the Tucker Foundation from 2000 to 2008), Carol Fuchs (longtime supporter of students from under-resourced backgrounds), and Andrew Garrod (Chair of the Education Department), and their first step was to select Jay Davis as the SEAD Executive Director.

Founded in 2001, SEAD was designed for pre-college teens from under-resourced urban and rural high schools. Initially, ten students each were invited from three communities: Mascoma High School in Enfield, NH, Dorchester High School in Boston, MA, and Philadelphia Futures, a program in Philadelphia, PA that draws from several schools in the area. The group came from a diverse set of backgrounds, and a total of 29 students attended the pilot program in the summer of 2001.

The first summer of SEAD saw students improving their skills in math, English and computer science as well as participating in weekend trips into New Hampshire's White Mountains. After a successful initial summer, the leadership team committed to developing a multi-year ongoing relationship with the students; the program was subsequently expanded to include a second year with a focus on environmental sustainability, leadership and research skills and eventually a third year with a focus on preparation for the college application process and self-advocacy.

SEAD now includes a SEAD I, II and III summer experience, ten-week internships for Dartmouth undergraduates in all SEAD partner high schools, four-day Reunion programs for the SEAD students on Dartmouth's campus, regular ongoing contact from SEAD staff during the school year, and a college-support model that is in its early stages and will ultimately help support all SEAD graduates as they pursue their post-secondary educations. Throughout SEAD's ten years of programming, opportunities for involvement of the Dartmouth community have greatly expanded, with almost a third of Dartmouth students in some way directly involved with SEAD during their college experience. (See: Staffing Web on p. 5).

(Please see APPENDICES I & II for "History of Dartmouth" and "History of the Tucker Foundation")

SECTION 2: SEAD Program Today

2.1 Mission

SEAD expands the educational opportunities for promising students from selected under-resourced urban and rural high schools while offering the Dartmouth community a unique opportunity for service learning.

SEAD's operational goals:

- For its high school students, SEAD encourages academic preparedness and personal growth through specially designed courses, year-round mentoring, and extensive interactions with successful college students.

- For Dartmouth undergraduate staff, volunteers and community partners, SEAD provides an unparalleled opportunity to learn with others from different, and often challenging, life experiences: learning that should be at the core of any rich liberal arts education.

2.2 Current Structure of Program

SEAD seeks to fulfill its goals by operating three major programs:

- SEAD I, II, and III summer programs (2-3 wks. each summer on Dartmouth's campus)
- SEAD Reunions (4-day weekend at Dartmouth during the school year after each summer program)
- Winter Intern Internships ("Winterns" spends 10-wk. winter terms at partner high schools following each summer program)

SEAD paid staffing includes the Executive Director (Jay Davis), Service & Education Coordinator (Zeva Levine), Student Director (Dartmouth undergraduate senior with extensive SEAD experience), and the Directors of Ongoing Contact (two Dartmouth undergraduates). In the Dartmouth winter term, selected undergraduate students receive training and paid internships to spend 10 weeks in SEAD participant schools (1 "wintern"/each current SEAD participant school). In the Dartmouth spring and summer terms, Assistant Student Directors (undergraduates) and Residential Staff (mix of mainly Dartmouth undergraduates and alumni, many of whom are former SEAD volunteers), are hired to plan and facilitate the upcoming SEAD summer programs.

In addition to paid staff, the SEAD program includes a large network of volunteers. Since Dartmouth College requires all students to stay on-campus during their sophomore summer, SEAD has a uniquely large pool of candidates from which to screen and select summer volunteers. Volunteer positions include Mentors, Academic Coaches, Summer Advisors (members of Dartmouth's Faculty and Staff), Activities Crew, Skills Committee, and then members of special interest housing who volunteer to help coordinate hosting meals for SEAD staff and scholars.

Dartmouth also has an invaluable partnership with the Hanover High School (HHS) community. Two HHS teachers, Bill Hammond and Penelope Prendergast, volunteer countless hours to work with both SEAD program staff and the annually-selected two HHS student interns to plan and facilitate the Fall/Winter SEAD Reunion Program. HHS Families host and provide daily transportation for SEAD scholars for the duration of the Reunion, and HHS faculty teach four courses just for SEAD students on a school day of each Reunion.

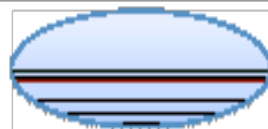
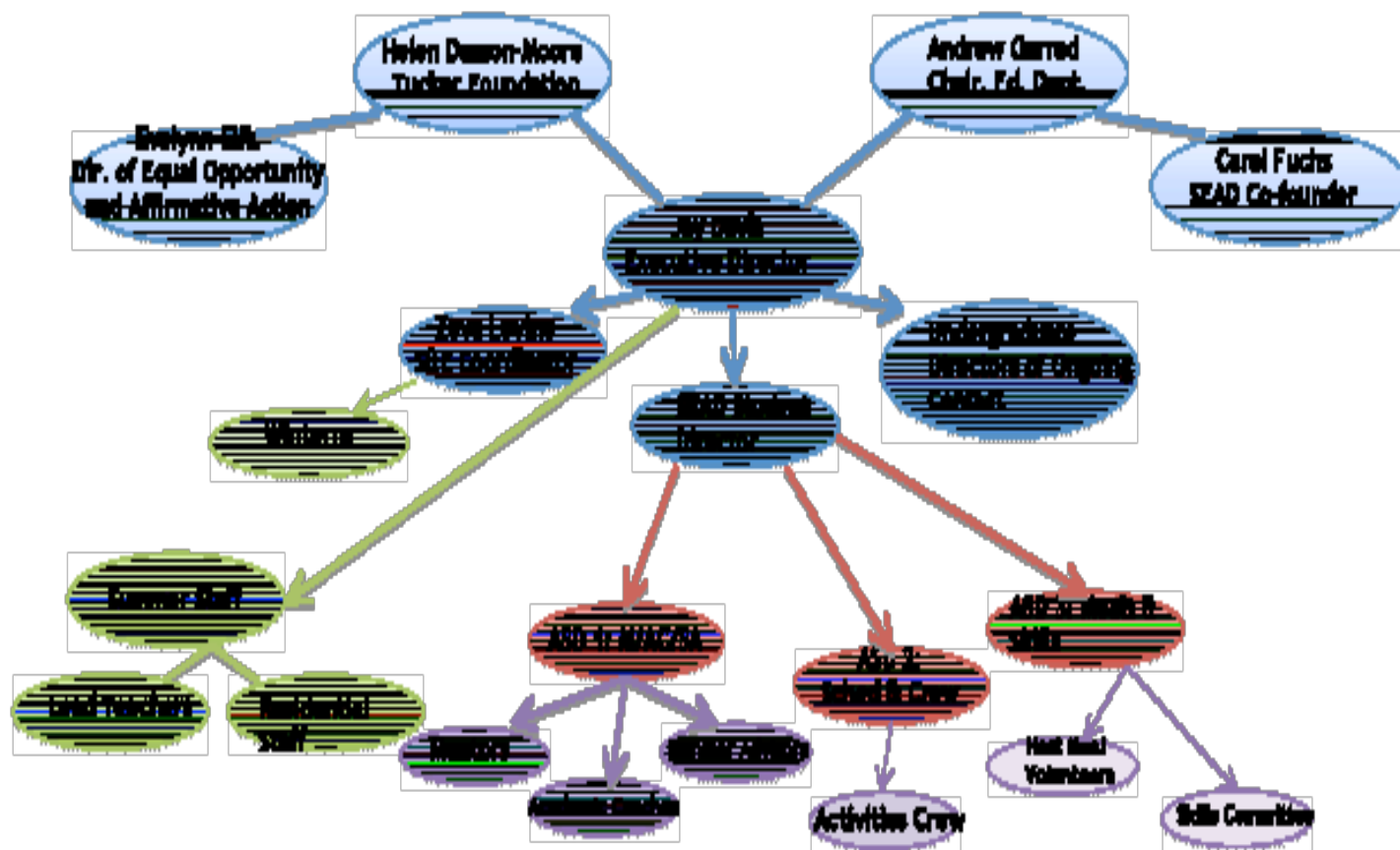
Lastly, SEAD site contacts within each SEAD partner high school form the most valuable link between SEAD program staff and scholars. SEAD site contacts aid in school visits and selection, scholar nomination as well as interview planning and selection, ongoing contact, Reunion planning and coordination, Winter Internship supervision and support, Summer Program planning and coordination, and overall program evaluation and assessment.

(Please see APPENDICES III-VI for Selected Bios, Dartmouth and the Tucker Foundation Today, and Budget)

2.3 Administrative Structure

*NOTE: On one's computer, this page is best viewed when zoomed in to at least 125% . Formatting issues will be corrected when Resource Manual goes to print. Thank you!

SEAD Administrative Structure: Staff and Volunteers



= SEAD Executive Committee Members who meet ~ 1x/mo. to discuss SEAD



= SEAD full & part-time, year-round staff (also sit on Executive Committee)



= SEAD Assistant Student Directors, paid staff who work in Spring and Summer terms assisting Student Director (usually former Winters or Summer Staff)



= SEAD Summer Staff (full-time, paid), teachers or staff in residence halls who facilitate activities



= SEAD Winter Interns, usually former volunteers who spend 10-wk. winter term at SEAD participant school



= SEAD Summer Volunteers, the majority of whom are Dartmouth sophomores

SECTION 3: Example of Possible SEAD Timeline for Three Cohorts from Same School

Year 1	Fall			
	Winter			
	Spring	New school applies		
	Summer	School Selection		
Year 2	Fall			
	Winter	Scholar Selection		
	Spring	Prep. SEAD I scholars		
	Summer		(a) SEAD I Summer	
Year 3	Fall			
	Winter		Winter Intern	(a) SEAD I Winter Reunion
	Spring	School Reapplies		
	Summer	School Selection	(a) SEAD II Summer	
Year 4	Fall			
	Winter	Scholar Selection	Winter Intern	(a) SEAD II Winter Reunion
	Spring	Prep. new SEAD Is		
	Summer		(a) SEAD III & (b) SEAD I	
Year 5	Fall			(a) SEAD III Fall Reunion
	Winter		Winter Intern	(b) SEAD I Winter Reunion
	Spring	School Reapplies		
	Summer	School Selection	(b) SEAD II Summer	
Year 6	Fall			
	Winter	Scholar Selection	Winter Intern	(b) SEAD II Winter Reunion
	Spring	Prep. New SEAD Is		
	Summer		(b) SEAD III & (c) SEAD I	
Year 7	Fall			(b) SEAD III Fall Reunion
	Winter		Winter Intern	(c) SEAD I Winter Reunion
	Spring	School Does Not Re-Apply (hypothetical)		
	Summer	Other Schools Selected	(c) SEAD II Summer	
Year 8	Fall			
	Winter		Winter Intern	(c) SEAD II Winter Reunion
	Spring			
	Summer		(c) SEAD III Summer	
Year 9	Fall			
	Winter		Winter Intern	(c) SEAD III Winter Reunion
	Spring			
	Summer			

NOTE: Please note that this is from the perspective of a participant school and its involvement in the SEAD program. From the perspective of SEAD program staff, each year in the winter we send out Winterns and every summer is either:
-a SEAD III & I summer (2 wks each) with a SEAD III Fall Reunion and SEAD I Winter Reunion following it
-OR-
-a SEAD II summer (3 wks) with a SEAD II Winter Reunion following it
and it is simply the participant schools and scholars that shift routinely.

SECTION 4: SEAD Scholar Selection
&
SECTION 5: School Expectations

Overview of Approach:

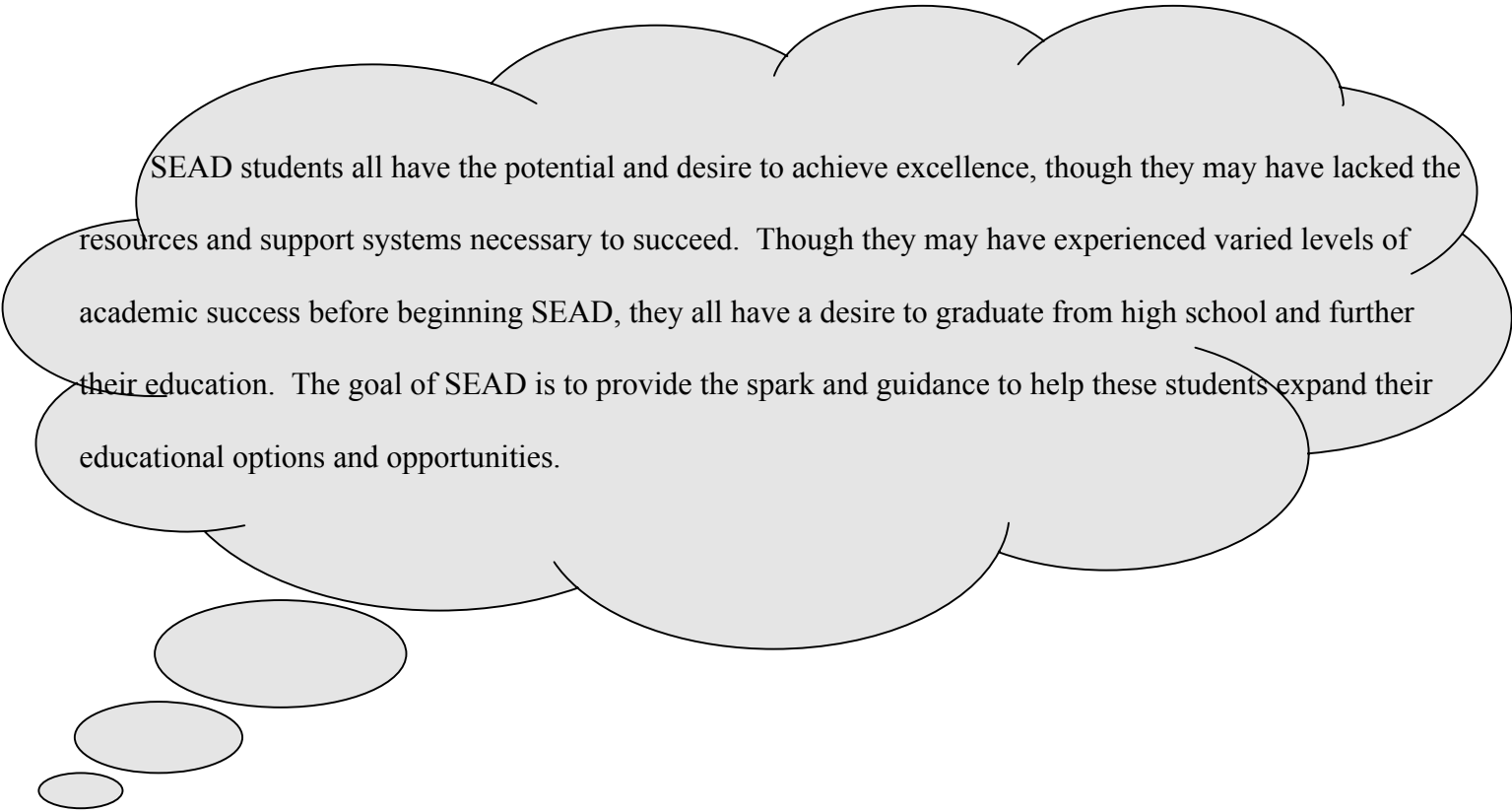
- SEAD is designed specifically for students that meet the income requirements for the federal free/reduced-price lunch program, and who attend high schools with a significant number of such students.
- The SEAD program seeks “promising” participants who have not yet achieved consistent success. When recruiting SEAD schools and scholars, the SEAD program is looking for two main elements: schools/students that need enrichment programs like SEAD, and schools/students that can take advantage of what SEAD has to offer. The program seeks to take calculated risks in its partnership decisions, attempting to find students and schools that face significant challenges while also showing great promise.
- The SEAD program seeks “diversity” in its participants in the broadest possible sense of the word. The SEAD program was created to bring together students from urban and rural high schools, with the knowledge that the resulting interactions would offer richly complex opportunities for learning and growth. A major focus of SEAD has always been to encourage students to step outside their comfort zones, to discover important understandings about themselves, and to support one another in this process. As SEAD has grown over time, its intentional focus on diversity as a powerful educational tool has developed as well: across the SEAD community of high school students, school personnel, college undergraduates, Dartmouth alumni/ae, staff and faculty, there is an enormous range of personalities and interests. Aside from its income requirements and a commitment to gender parity in its cohorts, SEAD attempts to maximize this diversity within its school groups and across the five-school cohort.

(Please see APPENDICES VII-IX for SEAD Scholar Application, Interview Questions, and Selection Criteria)

SECTION 4: SEAD Scholar Selection

4.1 Who Are the SEAD Students?

Students for the SEAD program are a diverse group drawn from several different communities. Students are drawn from both urban and rural settings. A maximum of **6 students** are drawn from each of **5 communities** to make a SEAD **class of 30** students. All SEAD students come from under-resourced schools and each student qualifies for the federal free or reduced lunch program at his/her school.



SEAD students all have the potential and desire to achieve excellence, though they may have lacked the resources and support systems necessary to succeed. Though they may have experienced varied levels of academic success before beginning SEAD, they all have a desire to graduate from high school and further their education. The goal of SEAD is to provide the spark and guidance to help these students expand their educational options and opportunities.

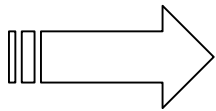
4.2 Student Selection Process For SEAD

- A preliminary group of qualifying students are nominated by their teachers and fill out SEAD applications provided by the SEAD Program.
- Students submit one reference from a school staff member
- A selection committee consisting of a SEAD representative and representative from the school will interview and make decisions about candidates between January and March of the selection year.

4.3 Student Selection Criteria

SEAD schools adhere to the following criteria when selecting students for the program:

- The student must be on track to successfully complete the 9th grade*
- The student must qualify for the federal free or reduced priced lunch in order to be financially eligible for SEAD
- The student must have demonstrated academic *potential* (this does *not* mean that he/she is already having great academic success when they are nominated for SEAD)
- The student must have demonstrated a strong work ethic.
- The student must be willing and able to work well with others
- The student must show an interest in being part of a mentoring relationship.
- The student must be willing and able to follow the SEAD behavior code
- The student must demonstrate good communication and listening skills.
- The student must have a parent/guardian who will be supportive of the SEAD program.



* If a student does not return to the program after SEAD I for whatever reason, another student, selected by the school and approved by the SEAD board, may join the program beginning in SEAD II. This student must have completed the 10th grade and should be selected using the above criteria.

4.4 Expectations After Acceptance

- Students are expected to make a commitment to participate in the SEAD program for 3 years. This involves attending the Dartmouth College summer program and Reunion Weekend each year of their high school career.
- While on campus students are expected to follow the Behavior Contract, signed before arriving on campus. (*Please see APPENDIX 10 for "Behavior Contract"*).
- When the students return home they are expected to:
 - Maintain contact with SEAD staff and volunteers
 - Agree to have their grades and other academic information sent to SEAD staff for monitoring of academic progress
 - Work productively with the SEAD Winter Intern each academic year.
 - Seek out extra-curricular enrichment opportunities as appropriate
 - Commit to the college application process at the appropriate time —preparing for and following through with applications, tests, interviews, etc.

4.5 Dismissal From SEAD

- If a student violates the Behavior Contract and acts in such a way that SEAD feels that he/she is a detriment or a danger to the SEAD program or anyone involved with the program, then SEAD may dismiss that student from the program
- If, during the school year, a student acts in such a way that faculty and administration at his/her school feel their behavior warrants dismissal from SEAD, then they and the SEAD Executive Committee may remove the student from the SEAD program. As discussed earlier, a student removed before the SEAD II summer experience may be replaced by the school and Executive Committee.

SECTION 5: School Expectations

5.1 Criteria For SEAD Schools

SEAD schools should:

- Be fully accredited public institutions
- Understand and fully support the overarching mission, vision and methods of SEAD
- Have a head of school who is committed to the mission of SEAD and is willing to have periodic conference calls about the program
- Have a significant number of students who qualify for free or reduced lunch under federal guidelines
- *Not* already be the beneficiary of many different programs similar to SEAD
- Have someone in their area willing to work as a community ambassador to help identify resources to support the school's cohort of students (See section 8.2)

5.2 Expectations of SEAD Schools

SEAD schools are expected to:

- Make at least a three year commitment to work with the SEAD program
- Select one person on staff (guidance counselor, teacher, administrator) willing to work as the SEAD Site Contact, fulfilling the various responsibilities of the program with a high degree of conscientiousness and commitment (See section 3.3)
- Support the Community Ambassador as he/she works to identify financial resources to support SEAD
- Keep contact information for the school and SEAD students current and updated
- Facilitate a SEAD student meeting at least once per marking period
- Recognize SEAD and SEAD students in school publications as appropriate.
- Send students' grades and other academic information to SEAD after each marking period
- Commit to hosting a Dartmouth undergraduate SEAD Winter Intern for nine weeks in the winter term. This student will work with SEAD students and also on school-wide projects as decided by the school and SEAD

5.3 Responsibilities of Site Contact

The SEAD Site Contact is expected to:

- Help select students using the method outlined in Sections 4.3 and 4.3
- Know and work closely with all SEAD students
- Serve as communication link between SEAD and the partner school administration and faculty
- Serve as communication link between SEAD and SEAD students in the school
- Organize meetings of SEAD students regularly
- Help coordinate work of the SEAD Winter Intern in the school
- Ensure all necessary paperwork for the summer program arrives at Dartmouth on time
- Organize information sessions for SEAD parents

5.4 Orientation For Site Contacts

Orientation for Site Contacts will include:

- The information contained in this Resource Manual
- A meeting at the school with SEAD's Executive Director or another member of the SEAD Executive Committee.
- A visit to Dartmouth for the first two days of SEAD I (and as many subsequent visits as desired by the Site Contact and SEAD.)
- Ongoing discussions as needed with SEAD staff throughout the partnership with SEAD

5.5 SEAD Community Ambassador

SEAD will work with the partner high school to nominate a Community Ambassador in each SEAD community, who will assist SEAD in raising the money to pay for each student's SEAD scholarship and promote the SEAD program in the school's community.

5.6 Responsibilities of the Community Ambassador

The SEAD Community Ambassador is expected to:

- Help secure funding for the school's students to attend the program, potentially including any of the following and other fund-raising activities of the Ambassador's choosing:
 - Send fundraising letters
 - Host fundraising events
 - Meet with potential donors
 - Seek funds from local foundations
- Volunteer for a least three years (the duration of one SEAD cohort)
- Communicate with the Dean of the Tucker Foundation on financial matters as needed
- Live in the same community where the school is located

In addition the Ambassador may wish to:

- Meet with the Site Contact
- Visit Dartmouth during the summer program
- Incorporate SEAD students into fundraising activities
- Write a letter to the editor of the local newspaper highlighting SEAD
- Participate in conference calls during SEAD advisory committee meetings
- Visit the high school during the school year

Preference for the position of SEAD Community Ambassador will be given to:

- Individuals who understand and are committed to the mission and methods of the SEAD program.
- Individuals with significant connections within the community served by the high school
- Dartmouth alumni/ae where possible

SECTION 6: SEAD Summer Program

Summer Program

6.1 Overview

SEAD Scholars spend a portion of three consecutive summers at Dartmouth. During their time at Dartmouth, they participate in educational and personal enrichment activities. Each year has a specific focus: SEAD I -- Identity; SEAD II – Environment and Sustainability; SEAD III is on College Preparation and Self-Advocacy. In each of the academic classes throughout SEAD, two Lead Teachers develop the curriculum, and are supported by 8-10 undergraduate and recent alumni/ae SEAD Staff members who provide individual attention to students in the classroom. At the conclusion of each SEAD summer program there is a highly interactive graduation ceremony, during which students present to audiences in smaller break-out rooms as well as in the large ceremony room.

A substantial enrichment component of each summer experience is the interactions (some highly structured and others more informal) between the SEAD students and Dartmouth undergraduate staff and volunteers, described in more detail below.

During non-academic blocks, the scholars participate in a variety of activities designed both to connect with the various extracurricular interests of the scholars, and to expand these interests. Smaller-scale activities include Dartmouth performances and workshops facilitated by a variety of dancing and a capella groups, trips to Storr's Pond recreational area, a Coffeehouse Talent Show, bowling, rock climbing, and games of basketball, ultimate, volleyball and other sports. Larger-scale activities are trips to the meteorological station on top of Mt. Washington, an overnight camping trip in the White Mountains of New Hampshire, and a new commitment to sustainability. (By investing last year in permanent plates and silverware and large containers of snacks and drinks for snacks, SEAD saved 2700 paper plates and associated plastic flatware, as well as 1400 juice boxes and 1400 snack boxes vs. the year before.)

The scholars also participate in discussions and workshops that focus on improving their life skills and that opened them up to new perspectives. One example is a workshop led by Mary Childers, the former director of Dartmouth's Women's and Gender Studies program and the author of Welfare Brat, an autobiography of growing up in a struggling family on welfare and becoming a first-generation college student. Another example, reflecting a long-standing partnership between SEAD and the Hopkins Center for the Arts, is an afternoon spent touring and discussing the Black Womanhood exhibit in the Hood Museum of Art. Of particular importance to every year of SEAD has also been our Crossing the Line activity, a powerful, interactive activity that builds diversity awareness within the group.

6.2 Specific Yearly Programs

SEAD I

SEAD I is a two-week program for students who have successfully completed the 9th grade. The program is designed to orient students to the SEAD program, promote group cohesiveness and develop a sense of group and individual identity, and establish a rigorous set of academic expectations. The theme of the program is Identity.

Academics:

In their first year, SEAD focuses on developing students' skills in Language Arts and Engineering Design (Robotics). The curriculum places these skills in the context of identity formation. Students take 90-minute classes in each subject daily. The Language Arts class concentrates on exploring individual and group identity through reading and writing in various genres. The culminating project for the humanities class is the creation of a literary journal, a cohesive collection of student articles exploring issues of identity. Engineering Design uses programmable Lego Robots to develop students' problem solving and design skills. For the culminating project, students design a robot that completes a specific task in small break-out rooms during the graduation ceremony.

Outdoor Skills:

In addition to their work in the classroom, students learn additional skills as they travel into New Hampshire's White Mountains for a weekend of camping and either canoeing, hiking or rock climbing, led and organized by members of the Dartmouth Outing Club.

Career Awareness:

SEAD I also incorporates career awareness into its programming. Students discuss a variety of post-secondary opportunities, meeting with Dartmouth faculty and visiting local businesses such as Dartmouth Hitchcock Medical Center, Geographic Data Technology and the Hanover Inn.

Objectives

The objectives of SEAD I are the following:

- Students will improve their skills in math, English and science
- Students will learn what it is like to live on a college campus in a community
- Students will gain a better understanding of their own identity—how they see themselves and how others see them
- Students will become more comfortable interacting with people from vastly different backgrounds

SEAD II

SEAD II is a three-week program for students who have successfully completed the 10th grade and the SEAD I program, and is focused on the Environment.

Academics:

In the Humanities class, students study the way in which they shape their own environment, as well as the way their environment shapes them, through reading, journaling and expository writing. Students interact with guest speakers and reflect on and discuss a number of issues including heroes, community, race, class, attitude, social justice and social responsibility. The Environmental Science class consists of fieldwork and research, culminating in a mapping project through which the students are able to explore ways to be sustainable. The SEAD Scholars also take an SAT preparatory class, designed for follow-on work with the SEAD Winter Interns and during Reunion Weekends.

Enrichment:

There are two notable highlights that happen during the SEAD II summer. The first is the participation of all SEAD Staff and Scholars in the Audrey Prouty Bike/Walk for Cancer Research -- an annual century bike ride and challenge walk held in Hanover that fundraises money for supporting Cancer Research & Patient Services at Dartmouth's Norris Cotton Cancer Center < <http://www.theprouty.kintera.org>>. The second highlight of the program is an overnight stay at the Isles of Shoals Marine Research laboratory off the Maine/New Hampshire coast, during which students actively participate in marine biology research activity and explore the unique topography and culture of a small coastal island.

Objectives:

The objectives of SEAD II are:

- To improve students' writing and research skills
- To participate in an overnight trip to a University-run marine research facility and gain valuable, hands-on, knowledge and research skills
- To have students gain awareness of their environments, both scientific and social, and understand their power to influence the environment

SEAD III

SEAD III is a two-week program for students who have successfully completed the 11th grade and the SEAD II program. SEAD III is designed to prepare students to be successful as they undertake the college application process.

Academics:

Public Speaking

The speech class focuses on self-presentation and self-advocacy through a series of debates and lectures, to help the students to be more prepared to speak up for what they believe in, as well as to be ready to present themselves in the most positive light for college interviews. The culminating experience for the speech class is the graduation, during which students present on a topic of their choice in smaller groups.

Personal Essay

In the essay block, students work on their college application essay. After working with their instructors to identify significant episodes in their lives and define some of the aspects of well-written college essays, the students complete their own essays, with revisions made to their essays based on the comments of their teachers. All essays are included in the SEAD III scrapbook, and most are used by the students in their actual college applications.

College Selection & Application

Three Dartmouth admissions officers teach the College Application class for the SEAD III students, helping the students to complete their “common applications,” prepare for potential interviews, and construct realistic lists of schools to apply to. Students also take part in an interview with Dartmouth Admissions Office Senior Interviewers.

Other Activities:

The culminating activity of SEAD III is a visit to Mount Washington, the tallest mountain in New Hampshire. The students take the cog railway up to the summit and have in-depth tours of the observatory and the weather station. Additional non-academic activities include museum trips, salsa dancing, ultimate Frisbee and more.

Objectives:

- Students will understand the college application process and its financial aid components
- Students will complete an essay suitable for college application
- Students will complete a Common Application
- Students will develop presentation and self-advocacy skills and will be more comfortable speaking in public
- Students will gain strategies to successfully transition from high school into university life

6.3 Summer Staff

SEAD relies on a highly integrated and varied staffing structure during the summer program.

Leadership:

Executive Director Jay Davis works with a leadership team that consists of the Tucker Foundation's Service and Education Coordinator, a four-person undergraduate team consisting of a Student Director and three Assistant Student Directors, and a Residential Director who is a Dartmouth alumnus/a who has served before on the SEAD staff. The Student Director and Assistant Student Directors coordinate the work of the undergraduate volunteers described in the Summer Volunteer Section below.

Residential:

Under the supervision of the Residential Director, fifteen undergraduate and recent alumni/ae compose the Residential Staff, primarily responsible for the safety and emotional well-being of the SEAD students while they are in the dorm.

Academic:

Lead Teachers work in pairs to plan and implement each course of the SEAD academic curriculum. Using the Residential Staff as classroom aides, the Lead Teachers are able to take advantage of a 1:2 teacher-student ratio in their coursework with the SEAD students.

Graduate Assistants:

Each summer, two SEAD alumni/ae work as Graduate Assistants, helping to implement the SEAD activities and serving as a uniquely qualified resource for the SEAD students who have come after them. Each pair of Graduate Assistants provides at least two workshops during their summer program.

High School Interns:

Two High School Interns volunteer with SEAD each summer, living in the dorm and helping to implement the program activities. These interns then serve as the leadership team at Hanover High School during the school year, helping to plan and implement the Reunion Weekends.

6.4 Summer Volunteers

Mentors:

Each year, every SEAD student is paired with one Dartmouth sophomore as a mentor. The mentors play a significant role in the SEAD program by providing students with the opportunity to form a close bond with a college student who can serve as a resource and a role model. The mentors are encouraged to keep in contact with their SEAD mentee as the student progresses through the school year and through the SEAD program.

Academic Coaches:

Each SEAD student is also paired with an Academic Coach (ACs). ACs are Dartmouth students who have an interest in working in an academic setting with high school students. Each AC attends several SEAD classes, and tutors students during Study Hall. The AC serves as an academic role model and assistant who can provide individual attention to students and work with their SEAD scholar closely to develop important academic skills.

Summer Advisors:

Dartmouth faculty and staff also serve the role of mentor to individual SEAD students, and often work with the same student for three years, providing continuity to the relationship and enabling the faculty or staff member to write a letter of recommendation upon the student's completion of the program.

Activities Crew:

Another role for Dartmouth students is the Activities Crew. This group of 12 sophomores meets twice in the spring term, and periodically throughout the summer term. They organize various events for the SEAD students during the summer programs, from the SEAD Olympics to a guided nature walk.

Other Student Groups:

Additional student groups on campus provide activities, such as dance workshops, pick-up soccer games or a game night, and meals for SEAD as appropriate.

6.5 Logistics

Resources:

Each student is provided with a laptop computer for his or her use throughout the program and also throughout the school year.

Transportation:

Transportation for all SEAD students will be provided to and from the Dartmouth campus with funds provided by the SEAD program.

Meals:

Meals are served in the college dining facilities. Every attempt is made to meet special dietary needs and to provide a variety of nutritional options. All Dartmouth student organizations have the opportunity to host brown bag lunches, evening cookouts and between-meal snacks for the SEAD participants.

Lodging:

SEAD participants are housed in one of the residence halls on campus, with a trained staff of Dartmouth students and alumni/ae serving as residential advisors, as described above.

SECTION 7: Winter Internship Program

The Winter Internship program places a selected Dartmouth student in each SEAD partner high school for the duration of the 10-wk. Dartmouth Winter term (to be clear, if there were 5 current partner schools then there would be 5 Winter Interns selected). “Winterns” receive training from the SEAD program staff at a 3-day orientation at Dartmouth in early January, live in the community of and work full-time at the SEAD partner school throughout the Dartmouth Winter Term, and then return to Dartmouth for a 2-day debriefing in mid-March. Additionally, the Wintern acts as a chaperone to travel to and from Dartmouth with the SEAD scholars for the Winter Reunion weekend, and also helps SEAD program staff facilitate the Reunion activities. Interns receive a \$3,500 stipend and will have housing provided by the host schools.

7.1 Goals

Every year, the SEAD Winter Internship program has the following central goals: to help re-infuse the SEAD high school students with the energy and sense of academic inspiration with which they left last summer, to maintain contact with SEAD parents/guardians and school personnel; to gather anecdotal records and grades, to help arrange and meet with the local SEAD ambassador and plan an event with area Dartmouth alumni and Friends of SEAD, and to support the hosting school in its College Awareness programs.

While in the host school community, the intern will dedicate 50% of their time specifically to SEAD and the remaining 50% will be spent working with the school (often primarily through the school’s Guidance Department) on programs focused on college awareness for the greater student body.

7.2 Selection Criteria

Winter Interns must be extremely well-organized, responsible and self-reliant. In addition, the Winter Intern should have significant experience with youth and diversity, and above all should be committed to the vision and goals of the SEAD Program. Previous experience with SEAD is a significant plus, but is not required.

Winter Intern applicants submit a completed application and resumé by a required deadline in the Fall, are interviewed by SEAD program staff, and then placements for selected Winterns are approved by site contacts at each school.

7.3 Internship Details

- Interns are provided with a \$3,500 stipend from SEAD, which is given as a check at Orientation and expected to be budgeted by the Intern for use throughout the winter term.
- Interns are responsible for their own travel arrangements to and from the host organization (an additional \$300 stipend is provided for Winterns whose travel includes flights). SEAD will arrange for and cover transportation to and from the SEAD Winter Reunion.
- Interns will spend ~9 weeks in their host schools (between mandatory 3-day Orientation in early January and 2-day Debriefing in mid-March at Dartmouth)
- Interns will work at the school during school hours, and often after school hours to continue meeting with students, facilitate after-school programs, etc.
- SEAD works with the partner high schools to arrange a place to stay at no cost to the intern. The housing arrangement could include, but is not limited to, a college dorm room, a room in a school faculty member’s house, a room in an alumnus’s house, etc. Small housing stipends are available if needed to help secure a room.

SECTION 8: SEAD Fall/Winter Reunion Program

8.1 History

The concept of Reunion Weekend came from Ali Sandin, a former Hanover High School (HHS) student who read Jonathan Kozol's *Savage Inequalities*, became involved with volunteering through SEAD, and then worked with Jay Davis to develop a means of direct, continued contact with SEAD students during the academic year.

8.2 Program

In the fall or winter following their summer at Dartmouth, SEAD students come back to Hanover for the SEAD Fall or Winter Reunion Weekend. The SEAD I and II Reunions are in the Winter, while the SEAD III Reunion is in the Fall to ensure the then high school seniors are on track with their college applications. These 4-day Weekends give SEAD scholars the opportunity to participate in rigorous, focused academic and enrichment workshops, to reconnect with their mentors and one another, and to be reminded of the focused, motivated work the students did during the summer and can continue to do during the school year. The Fall and Winter Weekends also help prepare the students for their upcoming summer's work with SEAD.

8.3 Logistics

The SEAD Reunion Weekends are a financial and logistical partnership between Hanover High School (HHS) and Dartmouth College. Transportation is arranged for SEAD scholars in coordination with the school site contacts (and current Wintern, if applicable), and housing is provided by HHS host families (who provide daily transportation as well).

8.4 Reunion Schedule

SEAD scholars' time at Reunions is split between the Dartmouth and HHS campuses. Each Reunion begins with a large opening dinner hosted by HHS (attended by SEAD scholars and staff, HHS host families, former SEAD volunteers, Dartmouth and HHS faculty, and other friends of SEAD), and then students spend time in the homes of their host families.

The following two days include some combination of the following activities: study hall, 1:1 meetings with Executive Director Jay Davis, workshops (ranging from current events to admissions essays), meals at Dartmouth special interest houses, 4 courses taught just for SEAD students at HHS, recreational activities (ranging from a Superbowl party to ice-skating), a "memory activity" (which results in a scrapbook or similar item they can bring with them back to their home community), and a final party hosted by the Cutter/Shabazz Academic Affinity House (a student residence affiliated with the Dartmouth African and African-American Studies Program).

The Reunion ends with a closing breakfast hosted by the high school, followed by travel back to the SEAD students' communities and schools.

(Please see APPENDIX 11 for a Sample Reunion Schedule).

SECTION 9: Ongoing Contact and Alumni Support

It is part of SEAD's mission to be present in the lives of the students throughout the year in addition to the summer program. SEAD has developed a number of different strategies to offer continued support and maintain contact with SEAD students throughout the year.

9.1 Directors of Ongoing Contact (DOCs)

The DOC position, newly instituted in the fall of 2009, is held by previous staff members and is focused on organizing the contact that SEAD has with the students during the school year. The responsibilities of the DOC include: coordinating information about the academic performance of the SEAD students in their schools; organizing mailings to the students; organizing interaction with the site contacts in the partner schools; and organizing events for SEAD students and SEAD staff and volunteers to meet up throughout the year.

The DOC also compiles information on the students from the summer program and provides it to the site contacts. In this way, the guidance counselors and teachers at the partner school are made aware of the knowledge obtained about the student during the summer. Perhaps most importantly, the DOCs retrieve and compile information on the students throughout the year, making sure to identify problems before they begin.

Currently, SEAD employs two DOCs, who are focused on the SEAD Scholars both in high school and in college.

9.2 Continued Mentor-Student Interaction

The Mentors, Academic Coaches, Summer Advisors and Staff members often maintain contact with the students throughout the year, and beyond. At the end of the three years, each SEAD student will have three mentors who are actively concerned in their continued well-being in school and social life.

The mentors will keep in contact with the students by phone, e-mail or letter throughout the year, receiving updates on how the year is going, how they are doing in school and offering any help they can. Continued contact with their mentors throughout the year provides students with a constant reminder of what they learned during the summer.

9.3 College Support Intern: INITIATIVE

In fall 2010, SEAD hopes to better meet the needs of its SEAD Alumni enrolled in college by supporting them “**From Access to Success**” through new staff positions. The College Support Intern would be a Dartmouth student employed on a term-by-term basis, working full time to support SEAD alumni in college. The Intern would support SEAD college students with academic and emotional support, individually and by connecting these students with resources on campus and with Dartmouth alumni/ae and other support networks in his/her area.

SECTION 10: Program Assessment and Evaluation

The SEAD program continually works to improve and adapt in the interests of our students and staff, our partner schools, and the Dartmouth community.

The SEAD program is evaluated through the following approaches:

- Collect data and analyze number of SEAD students who complete the entire SEAD program
- Collect data and analyze number of SEAD students who graduate high school
- Collect data and analyze college acceptance rates (numbers, types of colleges, etc.)
- Collect data and analyze number of SEAD students who successfully attend first year of college
- Collect data and analyze number of SEAD students who graduate from college
- Survey students with a comprehensive evaluation at the end of each Summer program
- Survey staff and volunteers through a comprehensive evaluation at the end of each Summer program
- Survey students with a comprehensive evaluation at the end of each Reunion program
- Survey Hanover High School (HHS) Host Families with a comprehensive evaluation at the end of each Reunion

In addition, the following occur:

- SEAD Leadership team analyzes the evaluations and debrief at the end of each Summer program
- SEAD and HHS Staff debriefs at the end of each Reunion program
- Winter Interns submit a Binder of resource materials from their school, and a program evaluation
- Site Contacts complete a comprehensive evaluation of each Winter Intern
- SEAD Staff and current Winter Interns meet to debrief at the end of each winter term
- Site Contacts are contacted throughout academic year for feedback about students and program
- SEAD Executive Committee meets routinely (~1x/month) to discuss strategic-planning and broad decision-making for the future of the SEAD program

APPENDICES I-XI

APPENDIX I: History of Dartmouth

The Reverend Eleazar Wheelock, a Congregational minister from Connecticut, founded Dartmouth College in 1769. He had earlier established Moor's Charity School in Lebanon, Connecticut, principally for the education of Native Americans. In seeking to expand his school into a college, Wheelock relocated his educational enterprise to Hanover, in the Royal Province of New Hampshire. Samson Occom, a Mohegan Indian and one of Wheelock's first students, was instrumental in raising substantial funds for the College. The Royal Governor of New Hampshire, John Wentworth, provided the land upon which Dartmouth would be built and on December 13, 1769, conveyed the charter from King George III establishing the College. That charter created a college "for the education and instruction of Youth of the Indian Tribes in this Land ... and also of English Youth and any others." Named for William Legge, the Second Earl of Dartmouth - an important supporter of Eleazar Wheelock's efforts - Dartmouth is the nation's ninth oldest college.

The Supreme Court decision in the famous "Dartmouth College Case" of 1819, argued by Daniel Webster (Class of 1801), is considered to be one of the most important and formative documents in United States constitutional history, strengthening the contract clause of the Constitution and thereby paving the way for all American private institutions to conduct their affairs in accordance with their charters and without interference from the state.

In over two centuries of evolution, Dartmouth has developed from its roots on the colonial frontier into a college that has a special character and a unique place in private higher education: a superb undergraduate residential college with the intellectual character of a university, featuring thriving research and first-rate graduate and professional programs. The quality of the undergraduate experience is enhanced by close student-faculty interaction, opportunities for independent research, a broad range of off-campus programs, and a diverse student body. Dartmouth was named by the consulting firm Booz Allen Hamilton as one of the world's "most enduring institutions" in 2004.

An Ivy League institution, Dartmouth College enrolls approximately 4,100 undergraduates in the liberal arts and 1,700 graduate students. In addition to 19 graduate programs in the arts and sciences, it is home to the nation's fourth oldest medical school: the Dartmouth Medical School, founded in 1797; the nation's first professional school of engineering: the Thayer School of Engineering, founded in 1867; and the first graduate school of management in the world: the Tuck School of Business, established in 1900.

Source: <<http://www.dartmouth.edu/home/about/history.html>>

APPENDIX II: History of the Tucker Foundation

One of Dartmouth College's most beloved leaders, William Jewett Tucker was said to have "refounded Dartmouth," bringing its facilities, its curriculum and every aspect of its organization into the modern era. When he assumed the presidency in 1893, the College was in debt, there were only slightly over 300 students and there was no central physical facilities plant. When he stepped down in 1909 more than 20 new buildings had been erected, including a central steam plant; the student body had grown to over 1,100 students from across the country and around the world; the faculty had increased from 26 to 81; and the curriculum had been broadened.

Tireless in his efforts to build the physical college, President Tucker was also equally devoted to articulating a moral and spiritual dimension for Dartmouth and for higher education nationwide. In numerous books and essays he called for a liberalization of American theology and commitment to public service. William Jewett Tucker retired from the Dartmouth presidency in 1909 and became president emeritus. Although retired, he remained an active figure on the public stage--and lived in Hanover until his death in 1926.

Twenty years later, John Sloan Dickey assumed Dartmouth's presidency. President Dickey's commitment to the liberal arts, or, as he termed them "the liberating arts," was perhaps best expressed in an innovative course on "Great Issues," designed to introduce seniors to the problems of national and international relations they would face as citizens. During his 25-year tenure, Dickey sought to expand the horizons of Dartmouth beyond Hanover and introduced foreign studies programs, a public affairs internship, headed two capital campaigns, doubled African American student enrollment, reinvigorated the Dartmouth Medical School, built the Hopkins Center, instituted continuing education for alumni, and built the Kiewit Computation Center in 1966.

In 1951, President John Sloan Dickey and the Dartmouth Board of Trustees founded the Tucker Foundation in honor of William Jewett Tucker, the ninth President of Dartmouth College. Charged with supporting and furthering the moral and spiritual work of the College, the Foundation provides community service programs, off-campus fellowships and internships, leadership development programs, and houses the Office of Religious and Spiritual Life in an attempt to further develop and enhance our local and worldwide community.

Source:

<<http://www.dartmouth.edu/~president/succession/>> & <<http://www.dartmouth.edu/~tucker/about/wjtf.html>>

APPENDIX III: Selected Staff Biographies

ANDREW GARROD
SEAD Co-founder and Executive Committee Member
Department Chair and Director of Teacher Education
Education Department, Dartmouth College

Andrew Garrod is the Chair of the Education Department and Director of Teacher Education at Dartmouth College. In his twenty years at the College he has taught courses in Adolescence, Moral Development and Moral Education, Contemporary Issues in US education, Educational Psychology, Child Development, Women Studies and Masculinity. His major research interests are Moral Reasoning from cross cultural perspectives and the use of autobiographical narrative to construct meaning.

He is published widely in the area of moral development and most recently has been working on memoirs of college students. These narratives have led to the publication of many co-edited volumes – *Adolescent Portraits*; *Souls Looking Back: Life stories of Growing Up Black*; *Crossing Customs: International Students Write on US College Life and Culture*; *Learning Disabilities and Life Stories*; and *First Person, First Peoples: Native American College Graduates Tell Their Life Stories*. He has recently submitted to Cornell University Press two anthologies – one about growing up Asian American and another about growing up Latino. He is also currently working with Jay Davis and Josh Thomas on a book about the challenges confronting the youth of Bosnia Herzegovina and the educational system in that country in the aftermath of war.

A Canadian citizen and a graduate of Oxford and Harvard Universities, Garrod was for sixteen years a public high school teacher in Saint John, New Brunswick, Canada. Previous to coming to Dartmouth he taught at the Universities of Victoria and Manitoba in his adopted country. In recent years he has been deeply involved with two other major projects in the Marshall Islands: He initiated and directs one program that takes undergraduates for an off-term teaching experience at Marshall Islands High School in Majuro, and he also directs a Volunteer Teaching Program for Dartmouth graduates that places teachers in multiple sites in this island nation. In 1991, he was given Dartmouth's Distinguished Teaching Award.

HELEN DAMON-MOORE
SEAD Executive Committee Member
Director of Service & Educational Programs
Tucker Foundation, Dartmouth College

Helen Damon-Moore is Director of Service and Educational Programs. Helen brings to Dartmouth over twenty years' experience in higher education. Helen oversees local, national, international and school outreach service at the Tucker Foundation, and she works with faculty to incorporate community-based service and research into the courses at Dartmouth. From 2002 – 2007 she served as Curriculum and Learning Community Coordinator at the University of Iowa Carver College of Medicine, where she consulted on curriculum development, developed inter-disciplinary teamwork education, established a service distinction track for medical students, and advised student service and leadership activities. Helen is a founding member of Iowa Campus Compact and she co-chaired the Social Justice Interest Group of the National Society for Experiential Education between 1998 and 2001.

Prior to entering academic administration Helen was adjunct professor of women's studies and education. She is the author of *Magazines for the Millions: Gender and Commerce in the Ladies' Home Journal and the Saturday Evening Post* (1994). Helen has served on and chaired the boards of several community organizations, including neighborhood associations, the Inn-Circle Transitional Housing Program, and the Domestic Violence Intervention Program in Iowa.

Helen earned her Ph.D. at the University of Wisconsin-Madison and her B.A. in Sociology at Beloit College in Wisconsin. She is a native of Rangeley, Maine.

JAY DAVIS

SEAD Executive Director

Director of Secondary Teacher Education and Program Officer for School Outreach
Education Department and Tucker Foundation, Dartmouth College

Jay Davis was appointed as Program Director of the SEAD Program in 2001, the founding year of the program. He has overseen all SEAD programs in the ten-year history of the program. He also directs the Secondary Teacher Education program in Dartmouth's Education Department, certifying Dartmouth undergraduates for careers in public middle and high schools.

Davis previously taught high school and middle school English for eleven years, and maintains a position in the Hanover public school district as School Leadership Coach, providing professional development training for teachers and consulting advice for administrators.

Davis is also a National Facilitator for the National School Reform Faculty. In this role he conducts trainings focused on developing collegial relationships, encouraging reflective practice, and rethinking facilitative leadership in the restructuring of schools.

A 1990 Magna Cum Laude graduate of Dartmouth College, Davis captained the Men's Nordic Ski team, was a member of the Casque and Gauntlet Senior Honor Society, sang in the College Glee Club and was active in its Outing Club, and graduated Phi Beta Kappa. He draws on these perspectives on the Dartmouth experience in his work with the SEAD students and staff. Davis also holds a 1995 Masters in Arts and Teaching from Brown University, and New Hampshire State certification as a secondary English teacher.

ZEVA LEVINE

Coordinator of Service & Education (50% of time with SEAD)
Tucker Foundation, Dartmouth College

Zeva Levine is the Service & Education Coordinator at the Tucker Foundation, and 50% of her time is designated for work with the Summer Enrichment at Dartmouth (SEAD) programs. This builds on Zeva's work in 2008-2009 when she served as the AmeriCorps VISTA for National Service at the Tucker Foundation and 30% of her time was designated for work with SEAD.

Zeva is a graduate of Beloit College in Wisconsin (2008), and during her college career she worked in the offices of student activities, public affairs, alumni affairs, as a tutor at the writing center, and as an orientation leader for the first-year initiatives program. Zeva's academic life at Beloit included receiving a Venture Grant to study tropical marine ecology in the Bahamas in 2004, studying abroad in New Zealand in Spring 2007, and completing an honors thesis in philosophy that examined the political concept of "racial colorblindness" from a moral standpoint.

Zeva initially came to the Tucker Foundation in 2008 because she was interested in utilizing her background in higher education to contribute to VISTA's unique mission of fighting poverty across America.

APPENDIX IV: Dartmouth College Today

MISSION

Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

CURRENT STRUCTURE

Dartmouth, a member of the Ivy League, is a private, four-year, coeducational undergraduate college with graduate schools of business, engineering and medicine and 16 graduate programs in the arts and sciences.

Dartmouth's unique blending of university resources with a college's focus on undergraduate education offers small classes, top-flight facilities, and an outstanding faculty. Professors here are among the leaders in their fields yet remain committed to teaching. Students have the opportunity to take advantage of faculty accessibility throughout their Dartmouth careers.

A flexible academic schedule (the Dartmouth Plan) is possible through the use of a year-round calendar consisting of four ten-week academic terms (fall, winter, spring, and summer). Students include terms of on-campus study, off-campus study in Dartmouth programs or at other institutions, and vacation terms in their individual Dartmouth Plans. Sixty-three percent of all Dartmouth students participate in at least one of the approximately 45 different off-campus options.

At the heart of the college is **one of the oldest research libraries** in the United States — Baker Library. Dartmouth is also at the forefront of educational computing; Dartmouth's high-speed computer network links all dormitory rooms, administrative and academic buildings, and mainframe computers on- and off-campus. All Dartmouth undergraduates own a personal computer; more than 9,000 PCs are in use campuswide.

Dartmouth undergraduates participate in **more than 200 student-run organizations** ranging from the Dartmouth Symphony Orchestra to the college's student staffed and managed radio stations and the Dartmouth Outing Club. Included are religious organizations, affinity groups, numerous publications, pre-professional societies, and political, economic, social, sports, and recreational organizations. In keeping with Dartmouth's encouragement of student-initiated projects, new organizations and programs are constantly evolving to fill special needs and kindle new enthusiasms. Many Dartmouth student organizations are housed in the recently renovated Collis Center, the hub of student activities at the college.

Community service is also a major part of the Dartmouth experience. More than 65 percent of undergraduates volunteer through the Tucker Foundation for some form of community service to the surrounding Upper Valley community.

Dartmouth has a strong historical record of attracting outstanding students from all segments of American society and abroad. Dartmouth's **diverse student body** is drawn from all 50 states and over 70 countries. Students represent both public and private secondary schools as well as a broad spectrum of racial and socio-economic backgrounds.

APPENDIX V: Tucker Foundation Today

MISSION

The mission of the Tucker Foundation is to educate Dartmouth students to think and act as ethical leaders and responsible citizens in the global community through service, character development, and spiritual exploration.

CURRENT STRUCTURE

The Tucker Foundation is split into two equally important halves: the Office of Religious and Spiritual Life (ORSL) and the Service & Education Program (SEP). Both are charged with—and often co-program in the interest of—promoting character development as an essential component of Dartmouth’s liberal arts education.

ORSL works to protect and promote religious diversity on Dartmouth Campus, and provides opportunities for members of the Dartmouth community to express and explore their faith in the context of a supportive and questioning community. Additionally, the College Chaplain and the Associate Chaplain, as well as the various campus ministers, are available to the entire community for counseling and pastoral care as requested. ORSL staff includes the Chaplain (Richard Crocker, who is also currently serving as Dean of the Tucker Foundation), Administrative Assistant (Ruth Kilburn), Multi-faith Program Advisor (Kurt Nelson), Muslim Life and International Service & Education Advisor (Dawood Yasin), Associate Chaplain and Executive Director of Hillel (Rabbi Edward Boraz), Hillel Administrative Assistant (Claudia Palmer), Upper Valley Jewish Community (UVJC) Director Carole Clarke, and the Berthold Faith & Service Fellow.

SEP works to provide and promote service opportunities where students can make a difference by actively engaging communities while critically reflecting on social issues. Programs offered range from Alternative Spring Break (ASB) trips to leave-term internship programs to group mentoring for children in local schools to consulting with professors for Community Based Learning (CBL) courses. SEP staff includes the Director of Service & Education (Helen Damon-Moore), Senior Program Officer for Local Service (Jan Tarjan), Program Officer for National Service (Tracy Dustin-Eichler), Senior Program Officer for International Service (Lynn White Cloud), Program Officer for School Outreach (Jay Davis), Administrative Assistant (Kathy Boivin), Coordinator of Service & Education (Zeva Levine), and the two AmeriCorps VISTAs for Local and National Service.

APPENDIX VI: Example of SEAD Budget Today

SEAD 2009 Operational Budget

Salaries:	\$81,944
Housing:	\$36,240
Winter Internship:	\$17,950
Food/Ceremonies:	\$16,295
Supplies/Misc.:	\$14,740
Enrichment Activities:	\$12,000
Transportation:	\$8,900
Total:	\$188,069

SEAD 2009 Revenue

Foundation Grants:	\$76,000
Individual Donors:	\$63,000
Endowment:	\$40,000
Alumni Classes:	\$10,000
Total:	\$189,000

Notes on Budget

A. Meals

One of the many ways that SEAD benefits through the unique Dartmouth academic quarter systems is through the donation of meals by fraternities and sororities. Usually, each lunch and dinner is provided by one of these student groups. This is an effective way for SEAD to reduce its operational cost and at the same time increase the interaction between SEAD students and Dartmouth students.

B. Winter Reunion

The Winter Reunions are funded by a grant from the Byrne Foundation and Hanover High School, which donates space for the opening dinner and closing breakfast, four classes just for SEAD students taught by Hanover High School faculty, housing through volunteers, daily transportation to and from events, and SEAD programming staff, including two staff volunteers and two student interns.

APPENDIX VII: Complete Scholar Application

Application for Selection as a SEAD Scholar in the

Summer Enrichment at Dartmouth Program

STUDENT SECTION: To participate in SEAD, you must have successfully completed the 9th grade and you must be nominated for the program by your teachers. You should have demonstrated academic potential, a strong work ethic, a willingness to work with others, interest in being mentored, good communication and listening skills, and a parent/guardian who is supportive of the program. In addition, each applicant's family must meet the income requirements for the Federal Free/Reduced-Price Lunch Program.

Name: _____ Male/Female: _____ Age: _____

High School: _____ Home Phone : _____

Home Address: _____

1. What are your strengths? What makes you special?

2. What academic subject do you most enjoy at school? Why?

3. Describe a teacher that has influenced you positively. What makes this teacher special?

4. What activities/hobbies do you enjoy doing? Why do you enjoy doing them?

5. What is a specific challenging situation that you have faced in your life? How do you respond to challenging situations in general?

6. Why do you want to come to the Summer Enrichment at Dartmouth Program, with its homework and

classes in the summer?

7. In a paragraph below, please choose one of the topics to respond to.
1. *The year is 2030. Tell us about the person that you have become.*
 2. *What is a problem in your community that concerns you? How could it be improved?*

Please read and sign the following:

“I am interested in becoming a SEAD Scholar. If I am accepted, I understand that I will give my full effort and ability to becoming the best person that I can become with the assistance of SEAD. I understand that I am making a three-year commitment, that I will attend the programs in the summer of 2010, 2011 and 2012, and that I will return to Dartmouth for the Reunion Weekend each school year. I will do my very best to make the most of the experience with positive spirit, and I will also work to help my fellow SEAD Scholars from around the nation.”

Name: _____

Date: _____

Site Contact Signature: “I have read this student’s application and believe it to be a fair representation of his or her interests, abilities and desire to attend SEAD.”

Name: _____

Date: _____

PARENT/GUARDIAN SECTION:

Please complete this page of the application before your child submits it with their form to the SEAD contact person at your school. This information is confidential and will not be shared with anyone outside the SEAD program.

Name: _____ Relationship to Student _____

Address: _____ Home Phone: _____

Optional: I give permission for my child's cell phone and e-mail (if they have them) to be used by SEAD administrators if necessary. Cell: _____ E-mail: _____

1. What are some of your child's strengths and interests?

2. In what areas do you feel your child could benefit from extra support?

3. Why would you like your child to be selected as a 2010 SEAD Scholar?

4. Any further questions that you have about the program?

Optional: The following information is confidential and optional, but would be helpful to SEAD in obtaining future funding.

1. What is the race/ethnicity of your child? _____
2. What language(s) are spoken at home? _____
3. What is your estimated total annual household income? _____
4. Please check all that apply: Parents/Guardians together _____ ;
Parents/Guardians Separated _____ ; Parents/Guardians Divorced _____ ;
Single Parent/Guardian _____

Please read and sign the following:

“I would like my child to be selected as a SEAD Scholar in the Summer Enrichment at Dartmouth (SEAD) program, a free program. I understand that my child would attend the two - three week summer programs at Dartmouth College in Hanover, NH each of the next three summers, and that my child will also attend the four day Reunion Weekend that occurs once during each school year. I am committed to helping support my child as s/he works with this program to achieve his or her goals.”

Name: _____ **Date:** _____

Applicant Name: _____ School: _____

Summer Enrichment at Dartmouth Program

TEACHER RECOMMENDATION FORM for _____ (Student Name)

The student named above is applying for the Summer Enrichment at Dartmouth Program at Dartmouth College in Hanover, NH. SEAD is a summer enrichment program for promising pre-college teens from under-resourced urban and rural high schools – a program encouraging academic preparedness and personal growth. Students will attend three multi-week summer sessions at Dartmouth, as well as three reunion weekends on the college campus during the school year. More can be learned at www.dartmouth.edu/~sead. We value your comments and appreciate your cooperation and candor. (You may attach a letter if preferred.)

Name: _____ Subject you teach: _____

1. What are this student's strengths (academic, personal, artistic, etc...)?

2. In what areas is there particular room for improvement?

3. How would you describe the student's behavior in and out of the classroom?

4. What else should we know about this student as we make our selection decisions?

Signature: _____

Date: _____

APPENDIX VIII: Sample Scholar Interview Questions

Applicant Name: _____ School: _____

SEAD Scholar Interview Questions -- 2010

1. What is your favorite class in school this year? Why?
2. Why is education important to you? When do you do your homework and how long does it take?
3. What behaviors do you think show respect for teachers or others who invest in you? What bothers you?
4. How would your friends describe you to us?
5. What is your understanding of what SEAD is, and why are you willing to work harder in school if you are selected to be a SEAD scholar?
6. In SEAD, you would be meeting students from different parts of the country and with very different backgrounds. What are some things you hope to learn from your fellow students, or that they will bring to the program?
7. We hope SEAD will have a positive impact on your life. How will you positively impact us? Why should we select you from our pool of applicants?
8. What do you think would be most difficult about being part of SEAD?
9. Is there anything we should know about you that you have not had the opportunity to share?
10. What questions do you have for us?

APPENDIX IX: Selection Criteria

Criteria for Selection of SEAD Scholars, 2010

CRITICAL OBJECTIVE CRITERIA: Check if student meets.

- ☐ The student must be on track to successfully complete the 9th grade..
- ☐ The student must qualify for the federal free or reduced priced lunch in order to be financially eligible for SEAD.
- ☐ The student must have the approval to apply of the Site Contact, a parent or guardian, and a teacher in his or her school.

CRITICAL PERSONAL CRITERIA: (5 = Excellent; 1 = Unacceptable)

- ☐ (1-5) The student values his/her education and is willing to make the most of every opportunity to learn.
- ☐ (1-5) The student has respect for his/her teachers
- ☐ (1-5) The student must be willing and able to work well with others.
- ☐ (1-5) The student must show an openness to the risks involved in trying new activities and learning opportunities in a new setting.
- ☐ (1-5) The student must be able to explain convincingly why he or she wants to participate in SEAD.
- ☐ (1-5) The student must show willingness to work hard to take advantage of the resources that SEAD offers and achieve his or her personal best.
- ☐ (1-5) The student must seem able to follow the SEAD behavior code.
- ☐ (1-5) The student must show an interest in being in mentoring relationships with college undergraduates.
- ☐ TOTAL number of critical criteria points

OTHER USEFUL PERSONAL CRITERIA: Circle those that seem to be stable characteristics of the applicant.

<i>Self-motivation</i>	<i>Perseverance/Resilience</i>	<i>Sense of Humor</i>
<i>Optimism</i>	<i>Work Ethic</i>	<i>Social Skills</i>
		<i>Adventurous Spirit</i>

- ☐ TOTAL number of optional qualities circled.

APPENDIX X: SEAD Behavior Contract

Behavior Contract **Summer Enrichment at Dartmouth**

Welcome to SEAD -- we are all thrilled you are here. As you know, you are here to learn, to have fun, and to better understand the possibilities you have in your future (and you certainly have many!) You are NOT here to behave in a way that your parents or school would not allow. By signing the form below, you agree to act in a way that will help better yourself and those around you.

- 1. I will do my best to learn and have fun while I am a participant in SEAD, while working hard and challenging myself to do the best work that I can do.**
- 2. I will be respectful of my classmates and of everyone involved with SEAD.**
- 3. I will participate in all program activities and classes, and will be on time.**
- 4. I will follow all posted dormitory rules.**
- 5. I will dress in a way that will not offend others. If told that my clothing is inappropriate, I will change.**
- 6. I will not use illegal substances, or in any other way break the law.**
- 7. I will not threaten the physical or emotional health of others.**
- 8. I will behave in ways that will make me proud of myself. I will remember that I am always representing my school and loved ones.**

Name (printed): _____

Signature: _____

Date: _____

Disciplinary Procedure is outlined on the following page.

Disciplinary Procedures

If a SEAD participant breaks the behavioral contract, the Program Director will be notified immediately.

For minor offenses, the participant will receive a warning and may lose a privilege that day, at the Director's discretion. Other consequences may include early bedtime, loss of the privilege to attend an activity, calling home, or a letter for the student's file at their school.

For major offenses or repeat minor offenses, the Director will convene the Disciplinary Committee, consisting of at least four of the following:

- Program Director
- Dean of the Tucker Foundation, or suitable proxy.
- Chair of the Education Department, or suitable, proxy.
- The Assistant Director and Student Directors
- The Residential Director

If the Disciplinary Committee decides it is necessary, the participant will be removed from the program and sent home, or placed on disciplinary probation. The participant's sponsoring school or institution will be notified, and a letter sent to the participant's home.

Special Note: The use of alcohol or any other drugs, including tobacco, while at SEAD will result in immediate dismissal from the program. Such use is not tolerated, and offenders will no longer be members of the SEAD community.

APPENDIX XI: Example of Past Reunion Schedule

Saturday

5:00- 6:45pm SEAD scholars arrive and have activities with Dartmouth students

6:45-7:00 SEAD students arrive at HHS (meet host students and mentors)

7:00-8:30 Opening Dinner (High School Cafeteria): Co-op

8:30 *Pick up at HHS, front Atrium

Sunday

11a-12:30pm Study Hall (Carson 60)

*11:00 drop off at corner of Webster Ave and North Main. North end of Baker

12:30-1:15 Pizza Lunch

1:15-2:15 Workshop on Inauguration (Jay)

2:15-3:00 Study Hall

3:30-5:30 Dartmouth Activities (skating, sledding etc.): Occom Pond and Golf Course

6:00-7:00 Dinner at Kappa Delta Epsilon Sorority, co-hosted with Sigma Delt

7:00-10:30 Superbowl and Movie (Carson L01 and Carson L02)

10:30 *pick up in corner of Webster Ave and North Main. North end of Baker

Monday

7:55-8:05am Intro to day w/Jay *drop off at HHS (Rm 154), meet in atrium

8:05-8:50 Personal Finance with Ms. Kono

8:55-9:45 Drama with Mr. Hammond

9:50-10:20 Break with snack

10:25-11:15 English with Mr. Bonfiglio

11:20-12:10 Chinese with Ms. Murray

12:30-1:15pm Lunch at Dartmouth (Boloco): Haldeman Room (041)

1:30-2:15 Workshops/ Study Hall: Haldeman Room (041)

2:30-3:15 Workshops/ Study Hall: Haldeman Room (041)

Group 1 (15 students), Art Exhibit at the Hood with Amy Driscoll

3:15-4:00 Workshops/ Study Hall: Rockefeller Room (2)

Group 2 (15 students), Art Exhibit at the Hood with Amy Driscoll

4:00-6:00 Workshops/ Study Hall: Rockefeller Room (2)

6:30-7:30 Dinner at Cutter-Shabazz (African American House)

7:30-10:00 Final party at Cutter-Shabazz

10:15 * pick up at corner of Webster Ave and North Main. North end of Baker

Tuesday

7:15am Breakfast at HHS rooms #128 and #130 (Murray's and Jenisch's)

8:15-9am SEAD staff coordinate SEAD scholars' departure
(Dartmouth Coach leaves 9am, WRJ leaves 11:40am, rest driven)