

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
21ST CENTURY COMMUNITY LEARNING CENTER: 2018-2019 Renewability Cover Page

Name of Eligible School(s)	Grades Served	Youth Attendees	
		Per Day	Per Year
<u>Woodman Park Elementary School</u>	<u>1-4</u>	<u>70</u>	<u>100</u>
Total:		70	100

District Co-Applicant* (required): **Dover School District**

Community/Faith Based Co-Applicant(s)* (required): **Dover Housing Authority**

Fiscal Agent: _____ DUNS #: **130707958**

Grant Contact Person: Stacey Kearns

Address: 62 Whittier Street

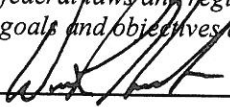
Town, State & Zip Code: Dover, NH 03820

Telephone: 603-749-6692


Email Address: skearns@doverhousingauthority.org

Superintendent's Email Address: w.harbron@dover.k12.nh.us

The undersigned authorized executive officer submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required.

Superintendent's Signature:  Date 4/03/2018

Name (typed): William Harbron

Principal(s) Signature(s):  Date 4/3/18

Name (typed): Patrick Boodey

Chief Executive Officer(s) Signature(s):  Date 4/4/18

Name (typed): Allan Krans



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

21st Century Community Learning Center Assurances

School District Served: Dover

Fiscal Agent DUNS #: 130707958

1. The program was developed, and will be carried out, in active collaboration between the identified community partner(s) and the schools the students attend, including private schools. 4203 (a) (4)
2. The funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this program and in no case supplant Federal, State, local, or non-Federal funds. 4203 (a) (2)
3. The Program will:
 - Take place in a safe and easily accessible facility. 4203 (a) (2)
 - Submit timely performance reports that describe project activities, accomplishments, and outcomes. 4203 (a) (2)
 - Keep accurate and timely records on a state approved web-based data collection system. 4203 (a) (2)
 - Participate in evaluation studies conducted by the New Hampshire State Department of Education. 4203 (a) (2)
 - Send a representative(s) to Technical Assistance Workshops and Grantee Meetings. 4203 (a) (2) & 4203 (a) (4)
 - Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education. 4203 (a) (2)

Allan Krans, Executive Director

Printed Name & Title of Authorized Personnel (Superintendent)

Date

Signature of Authorized Personnel

Date

4/4/18

SOCC Afterschool Program: 21st Century Community Learning Center for Families of Woodman Park Elementary School

Community

Dover is a city of 30,039 residents located in New Hampshire's Seacoast region, a community with a \$32,865 per capita income and a 2.3 percent unemployment rate¹. The 2010 Census showed that Dover is the state's fastest-growing city—its population grew by 11.5 percent since the 2000 Census—and is the state's fifth-largest municipality.

Despite its economic promise, the city faces a number of challenges. The portion of Dover families living below the poverty line is 10.1%. Statewide in 2016, 7.4% of the population had less than a high school diploma, with Dover's rate at 8.1%. Though it has declined as a result of local efforts and the 2007 state law raising the dropout age, Dover's dropout rate in each of the past five years has closely matched, or exceeded, the state average². Dover's students who do graduate enroll in four-year colleges at an average rate (44.4 percent) that is well below the state average for the past 10 years. In 2015-16, 51.6% of Dover students enrolled in four-year colleges, slightly exceeding state enrollment (50.2%) and a 10.2% increase from the 2014-15 school year.

The Dover School District has 1,455 students in three elementary schools (grades K-4), 1,207 at one middle school (grades 5-8), and 1,320 at one comprehensive high school and regional career technical center (grades 9-12)³. Additionally, there is one private high school, one private elementary school, one charter K-8 school, and one charter high school.

As of October 1, 2017, 23.8 percent of the students in grades 1-12 are eligible for Free or Reduced Lunch. Such students are disproportionately represented at the city's largest elementary

¹ <https://www.nhes.nh.gov/elmi/products/cp/profiles-htm/dover.htm>

² <https://www.education.nh.gov/>

³ <http://my.doe.nh.gov/profiles/profile.aspx?d=141&year=2018>

school, Woodman Park Elementary School, where 42.0 percent of the 525 students fall into that category. Woodman Park is the only school-wide Title I school in Dover. According to the principal, the statistic of 23 percent of students being non-white, compared to the state's 18.8 percent, is rather low and fluctuates depending on the definition of diversity. Among the student body, there are over thirty languages spoken at home by various family members, with only some of these students qualifying for ESOL status. Woodman Park hosts all of Dover's elementary school students diagnosed with Autism with programming overseen by Constellations Behavioral Services. This contributes to the high representation of special education students among the student body, approximately a fifth of its overall enrollment.

With the schools' budget growth constricted by a spending cap ("tax cap"), staffing has not kept pace with the growing student population and need. The average class sizes at Woodman Park exceed the state average by about four students per class on average. In a school where the bulk of the students are socioeconomically disadvantaged, often lacking support at home, and where academic proficiency lags behind targets, students are getting less individual attention from teachers as class sizes expand. With an annual tax cap keeping budget growth small, Dover is in the bottom 10 school districts in per pupil spending for elementary school students and bottom three in district spending per pupil.

Smarter Balanced state testing administered in the 2016-17 school year revealed a struggling population of third and fourth grade students at Woodman Park Elementary School. Among third grade students, only 35 percent scored proficient or above on Mathematics assessments and 42 percent were proficient in Reading. Fourth grade students ranked proficient in Mathematics 38 percent of the time and 48 percent scored proficient or better in Reading. Each of these is below the performance of elementary school students at Dover's other two

elementary schools, Garrison and Horne Street. At Garrison, 55 percent of third grade students ranked proficient in Mathematics, equal to the state average, and 64 percent of fourth graders scored proficient in Reading, significantly exceeding the state average.

Contributing to the low performance of Woodman Park's students is the high percentage of students that move in and out of the school during the year. By year's end, typically 25-30 percent of students have moved at least once, according to the Principal. This rate points to a level of instability in the lives of many students that would disrupt the course of learning. Another factor that plays a role in their academic difficulties is students' living situations. Within Woodman Park's service area is the Dover Housing Authority neighborhood—a low-income neighborhood that also has the highest concentration of children in the city (250 children ages 0-18). Of the 130 families with school aged children comprising the Housing Authority development, 80 percent of the households are headed by women, and 75 percent are categorized as "extremely low income"⁴. Further, compared to the larger city, the average income of families living in the Dover Housing Authority neighborhood is only \$14,655⁵. Indeed, it is a community of families with risk factors that make success in the classroom an uphill climb.

Programming

Students, parents, and teachers all rank the SOCC's Homework Lab as a critically important part of the day. When school dismisses at 3:05, students transition to their Homework Lab classroom or to the gym. Groups gathering in the gym depart from the gym to their classroom once their Homework Lab Leader arrives. A Homework Lab Leader, a certified teacher or paraprofessional employed by the Dover School District during the school day, and a Homework Lab Tutor, typically a college student, staffs each Homework Lab. Additional

⁴ Dover Housing Authority TENMAST data.

⁵ Dover Housing Authority TENMAST data.

community volunteers from high school students to retirees support Homework Lab. Students demonstrating the greatest need for literacy support are assigned tutors from the nearby Berwick Academy and Seacoast Reads program at the University of New Hampshire for one-on-one weekly tutoring sessions. Upon arrival, students eat a snack and begin working on homework. Students without homework, or once homework is completed, choose from quiet academic focused activities including reading or playing games that reinforce math fact skills. Survey data below, from the past four years, shows the impact of Homework Lab as evaluated by teachers and parents:

TEACHER SURVEYS	2014	2015	2016	2017
Portion of SOCC students who improved <i>turning homework in on time</i>	64%	62%	77%	80%
Portion of SOCC students who improved <i>completing homework to teacher's satisfaction</i>	71%	73%	75%	76%
PARENT SURVEYS				
Portion of SOCC parents who said that programming had a major impact on their child's <i>school performance</i>	67%	67%	77%	97%

Teachers frequently report that when students attend SOCC inconsistently, their homework completion and turning in is also inconsistent.

Enrichment programs take place between 4:00 pm and 5:00 pm. The SOCC Afterschool Program's enrichment programs blend an array of recreation, academic, and food-related content into a fun and engaging menu of programs. Each day between five and seven enrichment program options are offered with students divided into groups based on age, with first and second grade students grouped together and third and fourth grade students together. Individual enrichment programs run once per week for eight weeks.

Facilitators design programs with input from students and school-day teachers. Included among facilitators are certified teachers and community members interested in sharing their areas of passion and expertise. Mid-year surveys of school-day teachers seek input on areas of

weakness to be incorporated into future enrichment programs. Further, Fall and mid-year performance on the universal screener, STAR assessment, will be used to guide program planning. Among the planned enrichment programs are cultural exploration programs, mindfulness education, Reader's Theater, physical education, team building, service learning, anti-bullying, and STEM learning opportunities. Facilitators weave elements of Common Core Standards through the activities designed for each program and document this using the SOCC's Program Outline form. Multiple community partners provide enrichment opportunities, including 4-H, UNH Cooperative Extension, UNH Marine Docents, and Cocheco Valley Humane Society.

At the beginning of each school year, parents new to the program frequently try to influence their students' enrichment program selections. Through offering planned, focused activities each week and students self-selection of programs, the frequency of behavior problems is decreased. With time enrolled in program, parents learn that their students are capable of choosing a rounded variety of enrichment programs.

The final hour of program consists of large group recreation time. During this time, students can select from multiple activities available dependent upon the group's location. The group can be found in the gymnasium, on the black top or on the playground depending on the time of year and weather.

The SOCC's summer enrichment program, Camp STREAM, is designed to engage children entering grades 1-4 during the daytime hours of 8:00 am to 3:00 pm, allowing parents to work and youth to access unique opportunities. The program is a varied, multi-textual experience intended to slow the learning loss all students experience during the summer months, but which students from low-income families experience to a greater extent, mostly due to lack of

opportunity⁶. Few low-income students ever close the learning gap and, as a result, low-income students end up less likely to graduate from high school and enroll in college⁷. Scheduled each day are morning meeting (modeled after Responsive Classroom practices), small group play, meals, recess, and reading time (either independent or buddy reading, depending on age and ability). Camp STREAM travels multiple times each week. Weekly field trips allow students to explore the week's theme in depth and hands on. Each Friday features a trip to a historic fort that also offers beaches and nature trails. Activities when at the SOCC building consist of large and small group enrichment activities, including gardening, cooking, nature exploration, building and themed activities. Enrichment programs incorporate data acquired from year end Annual Performance Reporting, student report cards, and student test data. Special care is taken when planning activities and field trips to allow for students in need of participating in the Dover School District's Summer LEAP program to be able to maximize their enrollment in both programs.

The SOCC strives to include parents and guardians in youth learning whenever possible. The SOCC will hold four Family Literacy Nights each school year. In addition to supporting literacy, these evenings aim to promote positive family interactions. These evenings, planned in partnership with Title I staff, encourage parents to explore academic content alongside their children, with events focused on Math, Literacy, and Science. Additional partners engaged during the planning of Family Literacy Nights include Children's Literacy Foundation, Dover Public Library, and Wildlife Encounters. The SOCC is also a contributor to the planning committee for the Family Wellness Series at Wentworth-Douglass

⁶ Cooper, H., Nye, B., Charlton, K., Lindsay, J., Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268

⁷ Alexander, K., Entwisle, D., Olson, L. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167-180

Hospital, which hosts a six monthly guest speakers focused on a pertinent parenting topic, including anxiety, social media and internet safety, and mental health among other topics. The SOCC will also continue to offer less formal family opportunities for parents and children focused on positive socialization. Organized by volunteers, monthly dinners can draw over 150 people. Parents have the opportunity to participate in volunteer service in the community alongside their child as a part of the SOCC's Back to School Clothing Program.

The SOCC underwent a CIPAS review in 2015-16. After reviewing documents, interviewing stakeholders, and observing program activities, the visiting team rated the SOCC in seven categories: Community and Family Involvement, Programming, Management and Administration, Staffing and Training, Financing, Research and Evaluation, and Policy and Advocacy. The SOCC was rated as Exemplary in Community and Family Involvement and Programming and received Proficient rating for the remaining five categories.

Goals

The SOCC Afterschool Program aims to serve 100 children per year in grades 1-4 at Woodman Park School, seeing at least 70 students per day. Over the past four years, the SOCC has met this service goal and will aim to continue by offering scholarships to families unable to pay and transportation for families without a vehicle.

	2013 RFP Target	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
Youth Per Day (Average Daily Attendance)	70	74	70	77	74
Youth Served Per Year	100	102	122	121	109
Regular Attendees	85	99	104	106	102

A review of past program goals, intended outcomes, evaluations, and data sources led to the revised goal statements described below. The goals of the program are to improve the academic performance of participating students, increase the leadership skills and responsibility

level of participating students, and increase the level of parents' involvement with their children's learning. More specific and measurable outcomes are described below.

<p>Goal 1: Participating students will improve performance in core subjects of Math and Reading.</p>	<p>Needs Addressed: Student performance in school; Complementary learning opportunities; Learning opportunities for students with special needs; Affordable, accessible learning opportunities for students with socioeconomic barriers.</p>
<p>Short Term Outcomes</p> <ol style="list-style-type: none"> 1. The SOCC will have at least 90 regular attendees by year's end. 2. 80% of students will have teacher-reported improvement in homework completion, when improvement is needed. 3. 80% of students will have teacher-reported improvement in turning in homework on time, when improvement is needed. 4. 70% of students will have teacher-reported improvement in academic performance, when improvement is needed. 5. 70% of parents will say that the SOCC had a major impact on their child's school performance (on End of Year survey). 6. 70% of students at L1 or L2 will improve one level on Numeracy Assessment or Fact Fluency Assessment from Fall to Spring. 7. 60% of student reading below grade level (teacher benchmark assessment) will increase reading by three levels from Fall to Spring. 	<p>Long Term Outcomes</p> <ol style="list-style-type: none"> 1. 75% of students (regular attendees) will meet their Student Growth Percentile (between 35% and 65%) goal on the STAR assessment from Fall to Spring. 2. 100% of students will advance grade levels on time.
<p>Goal 2: Parents/guardians of participating students will increase their level of involvement in their children's learning.</p>	<p>Needs Addressed: Lack of knowledge regarding school-day instruction; lack of parenting skills; socioeconomic barriers (i.e. transportation, work hours).</p>
<p>Short Term Outcomes</p> <ol style="list-style-type: none"> 1. 30% of enrolled families will attend each Family Literacy Night 	<p>Long Term Outcome</p> <ol style="list-style-type: none"> 1. 65% of students will show a positive attitude toward school.

<ol style="list-style-type: none"> 2. By year's end, 70% of parents will report that they check/assist with their child's homework. 3. 60% of parents will report the quality of special events as "Excellent". 4. 30 parents will participate in a service opportunity with their child. 	
<p>Goal 3: Participating students will increase leadership and responsibility.</p>	<p>Needs Addressed: Low academic performance; lack of opportunities; low expectations</p>
<p>Short Term Outcomes</p> <ol style="list-style-type: none"> 1. By year's end, 70% of parents will report that the Afterschool Program has helped their child become more independent. 2. By year's end, 70% of parents will report that the Afterschool Program has helped their child follow through on tasks and give up less easily. 3. 20 students will complete a service learning project. 4. 15 students will be matched with a site-based mentor by year's end. 5. 25% of fourth grade students will volunteer to be a helper in a program for first and second grade students during sessions 3 or 4. 6. 80% of students will have teacher-reported improvement in turning in homework on time, when improvement is needed. 	<p>Long Term Outcomes</p> <ol style="list-style-type: none"> 1. Students show improved work habits. 2. Students demonstrate better behavior at school and at home.

Other Afterschool Programs

In addition to the SOCC's program, there are two more on-site afterschool programs available to Woodman Park students. One is the YMCA, which has an enrollment of approximately 25 students. Site Coordinators for the YMCA and SOCC programs communicate when special events, such as Family Literacy Nights, are scheduled and when space needs to be shared within the school building. The weekly cost for a student to participate in the YMCA afterschool program is \$75. The other afterschool program available to students is 4-week mini-clubs that occur in the Fall, Winter, and Spring and are funded by Title I. Mini-clubs are

typically run by volunteers, including parents and University of New Hampshire students. SOCC students are invited to participate in the mini-clubs and the SOCC Site Coordinator plans for students to transition into the SOCC at the conclusion of the club.

Invitations to the local private and charter elementary schools inquiring about partnering were not returned, leading to an assumed decline to participate.

Key Stakeholders

The SOCC is overseen by a Board of Directors. The role of the Board is to ensure the input and guidance of a variety of stakeholders who come with different perspectives, skill sets, and professional networks and is comprised of local educators, local business owners and leaders, attorneys, parents, and law enforcement. The Board meets quarterly to monitor program outcomes, contribute ideas, and assist with fundraising efforts.

SOCC Afterschool staff prepare a monthly newsletter that is distributed via email and is available printed. In addition, the SOCC's website, www.dhasocc.org, and the SOCC's Facebook page will be updated with announcements, photos, calendars, and links to newspaper stories.

The public will receive information through the newspaper, with invitations to the local paper for coverage or a press release being submitted for each major event. The Program Director will present to the school board (televised locally) every year.

2018-2019 21st CCLC Proposed Budget

If re-applicant, indicate original award: \$86,125

Expense	Description	Proposed 21CCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		\$ 53,198.00	\$ 20,000.00	\$ -	\$ 61,688.00	\$ 134,886.00
Program Director		\$ 12,056.00			\$ 36,168.00	
Site Director		\$ 21,250.00			\$ -	
Direct Service Staff		\$ 19,892.00	\$ 20,000.00		\$ 25,520.00	
Payroll Taxes & Benefits (Subtotal)		\$ 12,864.69	\$ 1,774.20	\$ -	\$ 30,234.53	\$ 44,873.42
FICA		\$ 4,069.65	\$ 1,530.00		\$ 4,719.13	
Retirement		\$ 1,371.97			\$ 4,115.92	
Workers Comp		\$ 282.48	\$ 106.20		\$ 327.56	
Health/Medical		\$ 6,741.24			\$ 20,223.72	
Dental		\$ 85.65			\$ 256.95	
Life		\$ 7.20			\$ 21.60	
Disability		\$ 48.00			\$ 144.00	
Unemployment		\$ 258.50	\$ 138.00		\$ 425.65	
Subcontracts (Subtotal)		\$ 13,000.00	\$ -	\$ -	\$ -	\$ 13,000.00
Program Providers		\$ 2,000.00				
Work-Study		\$ 11,000.00				
Professional Development (Subtotal)		\$ 2,000.00	\$ -	\$ -	\$ -	\$ 2,000.00
Required Conferences		\$ 2,000.00				
Supplies (Subtotal)		\$ 4,562.31	\$ -	\$ -	\$ 6,991.92	\$ 11,554.23
Phone/Voice		\$ 245.96			\$ 491.92	
Cell Phone		\$ 340.80				
Postage		\$ 100.00				
Travel		\$ 2,000.00			\$ 500.00	
Snacks/Food		\$ -			\$ 6,000.00	
Supplies		\$ 1,875.55				
Evaluation (Subtotal)		\$ 500.00	\$ -	\$ -	\$ -	\$ 500.00
State Web-Based Data Collection		\$ 500.00				
Transportation (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Equipment (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -

Expense	Description	Proposed 21CCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Indirect Cost						\$ -
Insert Other Expenses						\$ -
Total		\$ 86,125.00	\$ 21,774.20	\$ -	\$ 98,914.45	\$ 206,813.65
			Total # Youth Per Day		70.00	\$ 2,954.48
			Total # Youth Per Year		100.00	\$ 29.54

Memorandum of Understanding

The **Dover School District (SAU #11)**, 61 Locust Street, Dover, New Hampshire 03820 and the **Woodman Park Elementary School (Woodman Park)** partners with the **Seymour Osman Community Center. Inc.(SOCC)** 40 Hampshire Circle, Dover New Hampshire 03820 by participating in the SOCC 21st Century Afterschool Program, for the period starting July 1, 2018 and ending June 30, 2023 pursuant to the following provisions:

SAU #11 shall provide the following:

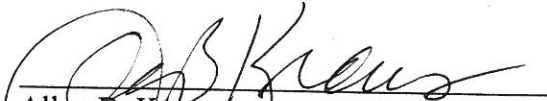
1. Information and data
 - a. Report cards, progress reports, and test scores for program participants (with parent-signed information releases), to be used as evaluation and assessment tools by SOCC staff.
 - b. Oral and written communication with SOCC staff to report program participants' achievements and obstacles (for students with parent-signed information releases).
 - c. Aggregate data on SWIS incident reports for program participants.
 - d. E-mail addresses of staff and mailbox at school to facilitate communication between SOCC staff and school personnel.
 - e. Curriculum resources to allow SOCC staff to develop activities that are aligned with school-day instruction.
2. Volunteer time
 - a. Representation on SOCC Afterschool Advisory Council.
3. Educational space
 - a. Five (5) classrooms every school day for homework lab (3:00-4:00).
 - b. Three (3) classrooms every school day for enrichment programs (4:00-6:00).
 - c. One (1) Computer lab for weekly enrichment program (4:00-6:00).
 - d. Gymnasium every school day for enrichment programs (4:00-6:00).
 - e. Gymnasium for quarterly fundraisers or family events.
4. Staff development
 - a. Opportunities for SOCC staff to participate in relevant teacher workshops.
 - b. Opportunities for SOCC staff to invite teachers and interns to afterschool program activities.
5. Support
 - a. SOCC staff access to Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator, as needed for consultation on issues related to students requiring additional services.
6. Cooperation with Grant Application for Woodman Park
 - a. Cooperation with the SOCC for its application for a 21st Century grant extension for a five (5) year term as the exclusive partner for providing 21st Century afterschool programming in the City of Dover


SOCC shall provide the following:

1. Staff
 - a. Hiring and supervision of all educational and support staff
2. Grant application preparation for 21st Century grant funding

3. Payroll and benefits services for all employees of the SOCC working on the afterschool program
4. Monthly reporting of revenues and expenses
5. Monthly reconciliation of banking accounts
6. Preparation of financial records for auditing purposes
7. Annual budget preparation
8. Monthly budget reports
9. Establishment of annual written goals and objectives
10. Compilation of metrics on program performance based on surveys and other measures
11. Strategic planning
12. Daily supervision of staff and program delivery
13. Preparation and submission of periodic and annual reporting on program performance

Signed this 21 day of March, 2018.


Allan B. Krans
Executive Director
Seymour Osman Community Center


William Harbron
Superintendent
Dover School District

Memorandum of Understanding

Woodman Park Elementary School will partner with the Seymour Osman Community Center and Youth Safe Haven by participating in the SOCC Afterschool Program, and commits to do the following for the year starting July 1, 2018 and ending June 30, 2019:

1. Information and data

- a. Provide report cards, progress reports, and test scores for program participants (with parent-signed information releases), to be used as evaluation and assessment tools by SOCC staff.
- b. Provide oral and written communication with SOCC staff to report program participants' achievements and obstacles (for students with parent-signed information releases).
- c. Provide aggregate data on SWIS incident reports for program participants.
- d. Provide e-mail address of staff and mailbox at school to facilitate communication between SOCC staff and school personnel.
- e. Provide curriculum resources to allow SOCC staff to develop activities that are aligned with school-day instruction.

2. Volunteer time

- a. Provide representation on SOCC Board of Directors.

3. Provide space

- a. Five classrooms every school day for homework lab (3:00-4:00).
- b. Three classrooms every school day for enrichment programs (4:00-6:00).
- c. Computer lab for weekly enrichment program (4:00-6:00).
- d. Gymnasium every school day for enrichment programs (3:00-6:00).
- e. Gymnasium/Cafeteria/Black Top for quarterly fundraisers or family events.

4. Staff development

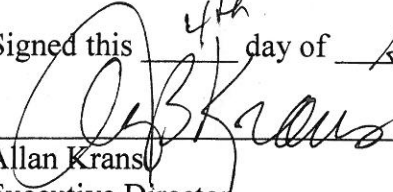
- a. Provide opportunities for SOCC staff to participate in relevant teacher workshops.
- b. Provide opportunities for SOCC staff to invite teachers and interns to afterschool program activities.


5. Support

- a. Provide SOCC staff access to Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator, as needed for consultation on issues related to students requiring additional services.

Woodman Park Elementary School sees its role as supporting the SOCC Afterschool Program toward achievement of its goals. In carrying out the program, the Seymour Osman Community Center and Youth Safe Haven will manage, fund, and evaluate program operations.

Signed this ^{4th} day of APRIL, 2018 :


Allan Krans
Executive Director
Seymour Osman Community Center


Patrick Boodey
Principal
Woodman Park Elementary School

Memorandum of Understanding

Berwick Academy will partner with the **Seymour Osman Community Center** by participating in the **SOCC Afterschool Program**, and commits to do the following:


Volunteers

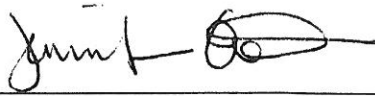
- a. Provide at least two student volunteers at the SOCC Afterschool site each semester who will work one on one with targeted elementary students during Homework Lab.
- b. Recruit and advise student volunteers.
- c. Arrange transportation and ensure that students arrive on time on scheduled service days.

Berwick Academy sees its role as supporting the SOCC Afterschool Program in achieving its goals and will be as flexible as possible to accommodate any special needs or changes that may arise. In engaging volunteers, the Seymour Osman Community Center commits to:

- a. Orient volunteers to SOCC Afterschool programming and introduce policies and procedures.
- b. Train volunteers to meet the needs of tutored students and resolve problems.
- c. Assign meaningful tasks to volunteers and ensure that volunteers' time is used efficiently and effectively.
- d. Provide appropriate workspace for volunteers to work comfortably with students on homework.
- e. Resolve problems, including students' behavior issues, to ensure that volunteers' work with students is optimally effective.

Signed this 15th day of March, 2018:


Allan Krans
Executive Director
Seymour Osman Community Center


Jen Onken
Student Advisor
Berwick Academy

Memorandum of Understanding

Seacoast Reads will partner with the Seymour Osman Community Center by participating in the SOCC Afterschool Program, and commits to do the following:

1. Volunteers

- a. Recruit and train qualified University of New Hampshire students to serve as reading tutors matched with students in grades 2-4.
- b. Provide at least four volunteer reading tutors (to the extent that they are available) to be matched with individual students at each site for weekly sessions for duration of Seacoast Reads program..
- c. Supervise reading tutors and evaluate performance.
- d. Manage communication with Afterschool Program staff to schedule tutoring sessions and arrange appropriate matches.

2. Transportation

- a. Organize tutors' transportation to tutoring sites.

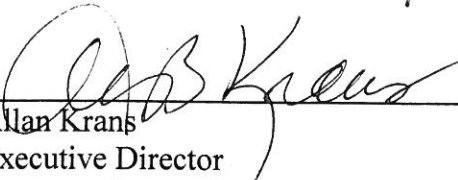
3. Programming

- a. Provide reading tutoring during Homework Lab for 45 minutes weekly for targeted students.

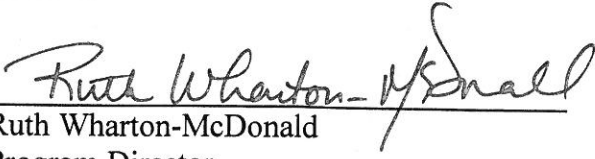
Seacoast Reads sees its role as supporting the SOCC Afterschool Program in achieving of its goals and will be as flexible as possible to accommodate any special needs or changes that may arise. In carrying out the reading tutoring component, the Seymour Osman Community Center commits to:

- a. Reserving appropriate space in which tutors can work with students.
- b. Facilitating tutor-student matches and encouraging the regular participation of targeted students.
- c. Communicating essential information to parents of targeted students.
- d. Providing books and other supplies needed during tutoring sessions.

Signed this 2nd day of April, 2018 :



Allan Krans
Executive Director
Seymour Osman Community Center



Ruth Wharton-McDonald
Program Director
Seacoast Reads

Memorandum of Understanding

Big Brothers Big Sisters of New Hampshire will partner with the **Seymour Osman Community Center** by participating in the **SOCC Afterschool Program**, and commits to do the following:

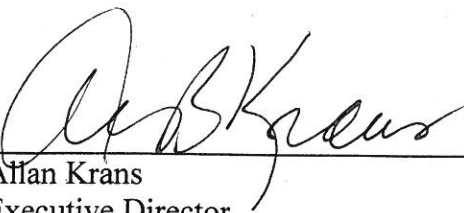
Volunteers


- a. Provide at least four volunteer mentors (“Bigs”) to the SOCC Afterschool site who will meet with an elementary student for one hour a week for at least one school calendar year.
- b. Recruit, screen, and train “Bigs.”
- c. Manage mentoring relationships and provide technical assistance as needed.

BBBSNH sees its role as supporting the children of the SOCC Afterschool Program and will be as flexible as possible to accommodate any special needs or changes that may arise. In engaging the volunteer mentors, the Seymour Osman Community Center commits to:

- a. Orient “Bigs” to SOCC Afterschool programming and introduce policies and procedures.
- b. Train “Bigs” to be aware of students’ behavior issues and communication styles.
- c. Provide appropriate meeting space for “Bigs” and “Littles.”
- d. Resolve problems, including students’ behavior issues, to ensure that mentors’ work with students is optimally effective.

Signed this 27th day of March, 2018


Allan Krans
Executive Director
Seymour Osman Community Center


Melissa Goerbig
Vice President of Programs
Big Brothers Big Sisters of New
Hampshire

Reds Shoe Barn Race Red's Run for a Better Community

PRINCIPLES OF AGREEMENT 2018

To qualify to participate in Reds Run for a Better Community race proceeds, a participating non-profit shall have as its mission to improve the quality of life for under served residents of Strafford County by providing direct service and access to those organizations that work directly with this population.

Participating agencies espouse the following values:

- All persons should have access to services that support a healthy life.
- Services to lead a healthy life are broadly defined to include more than accessing health care needs, but also a full range of human service areas, such as education, parenting support, mentoring, animal companionship, etc.
- Money raised shall provide direct service support to the organizations agreeing to meet the terms and principles of this agreement.
- Formal and informal collaboration and partnership among institutions and service providers within a community is important to the health and well being of the community's residents.
- The Reds Run for a Better Community Race, as a collaborative, special event is not intended to compete with individual organizations and/or their donors, however; participation is expected of those agencies who wish to benefit from the proceeds.

The members agree to perform the following duties and/or be responsible for the following tasks:

- Attend 90% of the work group meetings (or designate someone from your organization to attend) to organize sponsorship and volunteers for the race.
- Follow through with assigned tasks.
- Every agency is responsible for securing the number of volunteers needed for the day of the race.
- Obtain a minimum of \$1,000 sponsorship for the race. Any net proceeds from the race, including this race sponsorship income, will be equally distributed among participating nonprofits.
- Additional fundraising options, such as individual runners collecting pledges or agency teams generating support, must be communicated to the group, approved by Rochester Runners with respect to any impact on the race, and are the responsibility of the nonprofit creating them
- Act as an agent of special events, promoting the purpose and educating the public on its importance.
- Follow through with commitment to sponsors. Periodic check-ins will occur with group to ensure obligations are being met.

As a participating agency, I agree to the values and will perform or be responsible for the tasks listed.

Signed: _____ Title: _____

Organization: _____ Date: _____