



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Big Brothers Big Sisters of New Hampshire

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2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

Mentoring gives youth the inspiration and confidence needed to achieve their dreams, provides parents with a network of support and offers volunteers the opportunity to make a big difference in someone else's life. Big Brothers Big Sisters of New Hampshire is 501(3)c nonprofit organization that provides youth mentoring services to the state of New Hampshire. Our team of professional staff members makes a big impact by supporting our mentors, ensuring the wellbeing of the youth in our program and providing resources for parent's teachers and other defenders of New Hampshire youth.

Our Mission at Big Brothers Big Sisters of New Hampshire is to create and support one to one mentoring relationships that ignite the power and promise of our youth. Our vision is that all youth achieve their full potential. Our goals are to get more of our youth connected with empowering mentors. We have developed our programs to meet as many as New Hampshire's youth as possible and connect volunteer with children in a way that is safe, effective and fun for both our Littles and our Bigs.

Mentor 2.0(M2.0) is one of our programs that incoming high school students can sign up for. M2.0 is a technology-enhanced one-on-one mentoring program that provides transformative support for low-income and first-generation high school students. It involves weekly online communication and monthly in-person or virtual meetings.



Mentors are paired with high school students, and work with them through a curriculum that builds skills for college and career success. The weekly online communication involves writing activities that discuss important topics such as professionalism, perseverance, self-advocacy, college financial aid, and career choices. Monthly in-person or virtual meetings are sponsored by

the BBBSNH agency and are typically held during the school day or after school hours. Field trips are planned throughout the school year to local colleges, and businesses based on the cohorts interest that year.

This is intended to be a 4-year course. Students sign up their freshman year, meet their mentors and together work through the assigned curriculum, attend field trips, and build a relationship that the student can depend on as they are moving through their high school career.

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

BBBSNH Mentor 2.0 coordinator is required to have Bachelor's degree with at least two years of experience in direct service, youth development, social work, or a related area. Have 3+ years of professional experience working with high school aged youth, preferably with experience in college success programming. Applicants will display strong communication skills, a passion for helping students achieve college success, and a strong customer service orientation. Sensitivity to and experience in working with culturally diverse populations with the ability to build strong, healthy and productive relationships.

Our current instructor/program coordinator, Casey Loeffler has a Masters of Science from Fort Hays State University (2019) and a Bachelors of Arts from Wayne State College (2008). He has over 10+ years of experience in counseling, direct service, education, social work, and youth development. His experience includes 5 years at the Youth Rehabilitation Treatment Center-Kearney, a state-ran facility for adjudicated youth ages 14-18 where he served as a Living Unit staff and Youth Counselor with the latter being responsible for the creation and implementation of all individual and group treatment plans. In addition, he also brings two years of teaching experience having served as a Student Supervisor/Teacher (Health/Physical Education and Freshman Seminar) at North Shore Technical High School in Middleton, MA and as an Elementary Physical Education Teacher at St. Francis of Assisi School in Litchfield, NH. Other relevant experience includes three years within the mental health field as a Wellness Coach at Center for Life Management in Derry, NH. In this position, he developed and oversaw the implementation of individual wellness plans for adults and seniors that focused primarily on diet and exercise to manage mental health symptoms with the overall goal being to improve overall quality of life. Since joining BBBSNH, Casey has fulfilled all agency training requirements and has completed extensive training through our programming partner, iMentor who offers weekly meetings and an annual four-day training event during the summer.

The platform-based curriculum relies heavily on an instructor/program coordinator to facilitate content delivery and ensure completion of assignments through the online platform. Most importantly, the instructor/program coordinator serves as the direct link between BBBSNH and the school partner as well as the adult volunteers, students and their families. The instructor/program coordinator is responsible for all adult/student enrollments, monthly match support contacts between pairs, match closures, monitoring of on-line exchanges through the online platform, and supervision of in-person events/field trips. They are also responsible for daily classroom management since the program is site-based and designed for implementation into a school therefore one can expect to have additional tasks assigned as a result of the partnership between the school administration and or school district.

As cohorts are added each year BBBSNH will be responsible for adding on qualifying staff members to implement Mentor 2.0. BBBSNH will select, instruct, train, and qualify each new instructor as needed. Qualifications include but are not limited to:

- Bachelor's degree with at least two years of experience in direct service, youth development, social work, or a related area. The ideal candidate will have 3+ years of professional experience working with high school aged youth, preferably with experience in college success programming.
- Views differences between individuals (race, gender, age, cultural heritage, physical ability, education and lifestyle) as an asset and demonstrates an appreciation of the diversity within BBBSNH and iMentor
- Applicants will display strong communication skills, a passion for helping students achieve college success, and a strong customer service orientation
- Employment is contingent upon the completion of a satisfactory fingerprinting and criminal background check, conducted by the Division of Human Resources at the New Hampshire Department of Education

- 4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].**

Employment at BBBSNH is contingent on the completion of a satisfactory criminal background check conducted by BBBSNH. BBBSNH does not allow instruction or student contact by a person who has been charged pending disposition for or convicted of, any violation or attempted violation of any of the offenses as outlines in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)]. BBBSNH confirms that all of our instructors and support staff and volunteers who will be in contact with students have satisfied our criminal history requirements. Parents will be informed of the clearances of the students mentor.

- 5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].**

Mentor 2.0 course shall receive high school credit as “open elective” as listed as ED 306.27(v)

6.0 An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)]

Mentor 2.0 utilizes iMentor’s research-based curriculum to guide mentor-mentee interaction towards **five goals** that will promote and result in success in higher education which include:

1. Mentor-mentee pair develops a strong personal relationship that positions that mentoring relationship to thrive in high school and beyond. Together, pairs will explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities that they will need to succeed in their field of interest.
2. Mentor-mentee pair deepens and personalizes the student’s post-secondary education plan and pathway to that student’s highest career aspiration. Students will increase their ability to make informed decisions through awareness and understanding of individual qualities that contribute to success in their future.
3. Student develops the college knowledge, skills, and mindsets needed to succeed in college and career.
4. Student effectively navigates the college process Mentor-mentee pair feels a connection to the broader iMentor community and engages in iMentor initiatives beyond the pair relationship.
5. Mentor-mentee pair feels a connection to the broader iMentor community and engages in iMentor initiatives beyond the pair relationship.

CURRICULUM RATIONALE:

iMentor’s curriculum is based on more than 17 years of learning on the power and potential of mentoring as a vehicle to improve student outcomes; research on college access, persistence and completion; and best practices for engaging students from low-income communities in both traditional and non-traditional education settings.

A growing body of research shows that while schools are making gains related to the academic standards and practices needed to best prepare students to be college-ready at graduation, they still struggle to prepare students in the other key non-academic areas critical to college access and success. These areas include, but are not limited to, building college knowledge; developing a strong college-going identity; developing essential non-cognitive skills and mindsets; and, providing adequate levels of support through the college application and matriculation process.

CURRICULUM PHILOSOPHY:

A key insight from our work in this sector is that every student’s path to post-secondary education success is highly individualized. Students’ opportunities and assets, as well as challenges and barriers, to college entry and completion are just as diverse as the students themselves. Therefore, our curriculum has as its foundation a mentee-mentor relationship that is developed to provide students with years of steady and truly personalized support. Similarly, support for young people on the path to educational and professional success needs to be shared across families, schools,

programs like iMentor and communities. iMentor seeks to bridge the broader professional sector and our students in ways that build students' networks, improve their knowledge and skills, and prepares them to achieve their unique personal, educational and professional goals.

CURRICULUM STRUCTURE:

Our curriculum is organized by learning units, each of which has its own set of learning goals and objectives. Each learning unit includes several weeks of interactive class sessions, engaging online communication between each mentor and mentee and events based on a common theme or objective for the unit.

APPROACH TO LEARNING:

iMentor staff members work with our school partners to facilitate weekly class sessions for mentees. During these class sessions, mentees learn about relevant topics and process that learning with peers. Mentors and mentees then collaborate via online communication on iMentor's proprietary technology platform to deepen and personalize learning and connect concepts to mentees' individual college and career pathways. Mentees initiate communication during each class session and mentors respond during the ensuing week. Pairs also stay in touch through our Platform's secure "chat" feature, called Conversations.

Each lesson includes the following:

- Detailed lesson plan to support staff members in facilitating weekly class sessions.
- Online communication prompts that are aligned to the curriculum to spark sharing and learning between mentors and mentees.
- Learning materials to support mentors in mastering the concepts covered with mentees during class.

EVENTS:

Mentees and mentors supplement their weekly collaboration with one in-person event for each unit. These events provide hands-on learning opportunities for pairs and create more opportunities for collaboration and shared learning. During events, staff members lead mentors and mentees in activities designed to take advantage of the collective power of the mentor-mentee community.

Each event includes the following:

- Group activities to leverage the power of the mentoring community at each partner school.
- Pair activities to create opportunities for in-person pair reflection and learning.
- Mentor huddle to allow mentors to reflect on the event and brainstorm strategies to support their mentees.

CURRICULUM OVERVIEW:

Included below (*image 4*) is a brief overview of the iMentor curriculum that BBBSNH will utilize for Mentor 2.0 within a classroom setting.

GRADE-SPECIFIC FOCUS AREAS	
9th Grade	11th Grade
Develop a strong mentoring relationship	Define college preferences
Build resilience and self-advocacy skills	Research colleges
Cultivate intellectual curiosity	Develop critical thinking and study skills
Introduce college process and expectations	Prepare for standardized tests
	Identify and address academic challenges
10th Grade	12th Grade
Identify potential careers	Determine choices beyond high school
Make connections between school and work	Complete college applications
Develop leadership skills	Apply for financial aid and improve financial literacy
Address academic challenges	Choose post-secondary option
	Develop a high-school transition plan

(Image 4)

**A more comprehensive overview of the curriculum is included that details the curriculum for grades 9-12 and each individual unit's set of learning goals and objectives.

9th GRADE

Pair Goals

- Build a strong and trusting relationship through self-exploration and honest sharing of values, interests and cultural backgrounds
- Engage in goal setting and short term/long term planning as it relates to high school success
- Discuss career options and brainstorm fields that align with the mentee's interests, values, skills, and beliefs
- Explore summer opportunities that relate to career interests and goals

Unit 1: Understanding the Program

This is a pre-platform unit, which introduces students to the iMentor program, the role of the mentor-mentee, and the way the curriculum and classes support them in this work. This unit prepares students to complete their new mentee applications for matching. At the end of the unit, students will be prepared to fully participate in the program, will understand the reasoning/benefits of the program, and be excited about their mentor.

Unit 2: Becoming a Mentee

In this unit, students complete and explore iMentor systems that help mentees connect with their mentors and help iMentor assess the students. Students are introduced to the platform, where they will draft their first message to their new mentors. Then, students utilize the information from unit 1 to inform their answers on the beginning of the year survey. Once this unit is complete, pairs will understand how to utilize the platform to start building their new relationship. The pairs will also have broken the ice and have been introduced virtually to one another.

Unit 3: Allow Me to Introduce Myself

This is the first unit after pairs have been matched and it gives the pairs the opportunity to launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections and share experiences that will deepen their relationship. At the end of this unit, pairs will have a basic understanding of each other's interests, backgrounds, motivation and day to day activities.

Unit 4: Becoming a Pair

Students will consider and celebrate similarities and differences with their mentors, explore what makes a healthy relationship and establish expectations for their mentor-mentee relationship.

Unit 5: Goal Setting

In this unit, students and mentors will practice using the SMART goal framework to develop short-term targets that are specific, measurable, ambitious, realistic, and time-bound. Students and mentors will share goals that they are setting for the month. Students will see the importance of setting a clear goal, tracking progress towards that goal, getting expert tips/feedback, and reflecting on their progress.

Unit 6: Summer Enrichment

In this unit, students and their mentors will create a plan for the summer ahead using the STEP document. Pairs will discuss and explore how students can pursue their interests and goals. The Fit Factors in the STEP document will make sure pairs communicate clearly about time and money constraints so they can collaborate well on summer plans and research. Mentors will offer suggestions and support their mentee's efforts to research, compare, evaluate, and apply for summer opportunities through Summer Teen Enrichment Projects (STEP).

***See the following page for the full 9th grade scope and sequence**

Week #	Unit/Phase	Lesson
Week 1	1. Understanding the Program	0. Welcome Back!
Week 2	1. Understanding the Program	1. The Power and Potential of Mentoring Relationships
Week 3	1. Understanding the Program	3. What I Want in a Mentor
Week 4	1. Understanding the Program	4. Matching Application
Week 5	2. Becoming a Mentee	2-3. Exploring Platform
Week 6	2. Becoming a Mentee	4. Mentor Reveal (Beginning of Year Survey)
Week 7	3. Allow Me to Introduce Myself	1. Five Questions About Me, Five Questions About You
Week 8	3. Allow Me to Introduce Myself	3. "I Am From" Poem
Week 9	4. Becoming a Pair	2. Healthy Relationships
Week 10	3. Allow Me to Introduce Myself	2. A Day in My Life
Week 11	3. Allow Me to Introduce Myself	4. Successes and Failures
Week 12	4. Becoming a Pair	1. Exploring Similarities and Differences
Week 13	4. Becoming a Pair	3. Give and Gets
Week 14	5. Goal Setting	1. The Power of Goal-Setting
Week 15	5. Goal Setting	2. SMART Goals
Week 16	5. Goal Setting	3. Expert Advice
Week 17	5. Goal Setting	4. Goal Tracking and Reflection
Week 18	6. Summer Enrichment	1. Summer Top 100
Week 19	6. Summer Enrichment	2. Personal Growth
Week 20	6. Summer Enrichment	3. Time and Money
Week 21	6. Summer Enrichment	4. STEP Planner
Week 22	7. Growth Mindset	1. Opportunities for Growth
Week 23	7. Growth Mindset	2. My Outlook
Week 24	7. Growth Mindset	3. Persistence
Week 25	8. Reflecting Back, Looking Forward	1. Freshman Year Check-In
Week 26	8. Reflecting Back, Looking Forward	2. College Sneak Peek
Week 27	8. Reflecting Back, Looking Forward	3. Planning My Path
Week 28	9. Launching Grade 10	1. Vision of the Future
Week 29	9. Launching Grade 10	2. Message From Sophomore Self
Week 30	9. Launching Grade 10	3. Summer SMART Goal
Week 31	9. Launching Grade 10	4. End of Year Survey
Week 32	9. Launching Grade 10	5. Closing Out the Year
Week 33	Enrichment Lesson	1. Professional Email Writing
Week 34 (TBD)	Enrichment Lesson	1. Current Events

10th Grade

Pair Goals

- Build a strong and trusting relationship through self-exploration and honest sharing of values, interests and cultural backgrounds
- Explore career and post-secondary pathway options
- Engage in goal setting and short term/long term planning as it relates to high school success

Unit 1: Launching Grade 10

In this first unit, students will be re-acquainted to the program. They'll work collaboratively to establish classroom norms and re-engage with their mentors. By taking time for students to reflect and refocus on the characteristics of a strong classroom culture and pair relationship, this unit places peer collaboration and the mentor-mentee relationship at the center of the year's work.

Unit 2: Get Involved

In this unit, students will explore their interests, extending the work they did on this career question in 9th grade. Students will understand that interests grow into passions when fed with time and practice. Students will learn about, and commit to pursuing, extracurricular activities aligned to their interests or passions.

Unit 3: Building My Resume

In this unit, students will identify their skills and strengths and discuss experiences that have helped them grow. They will then use this information to create a resume, which will help them to value their strengths, tell their personal story, and apply for summer jobs or programs. All of the work of this unit will help students identify reasons for attending college.

Unit 4: Summer Planning

In this unit, students will begin planning their summer by understanding it as an opportunity to grow their skills or pursue their interests. With their mentor's guidance, each student will develop personalized criteria for selecting summer projects. Mentors will offer suggestions and support their mentee's efforts to research, compare, evaluate, and apply for summer opportunities through Summer Teen Enrichment Projects (STEP).

Unit 5: Reaching Your Goals

In this unit, students will build on the goal-setting strategies they learned in 9th grade and apply them to academic planning. Students will begin by reflecting on long-term goals by envisioning their future selves. They will then establish a related intermediate goal followed by specific immediate goals using the SMART goal framework. Finally, students will develop and implement a plan for achieving a specific academic goal.

Unit 6: Social Capital

In this unit, students will build a Social Capital Toolkit as a resource for the college process they'll undergo in 11th and 12th grade. Students will first learn the meaning and significance of social capital, building on the foundation established in 9th and 10th grade via STEP and the goal-setting exercises. Students will then map the social capital they already have in their lives

and create a social capital directory. Finally, students will examine how to strengthen and expand social capital through the lens of social media.

Unit 7: Post-Secondary Landscape

In this unit, students and mentors will gain a full understanding of the post-secondary landscape through a series of lessons and prompts around public and private institutions. This understanding of the options available to students will be immensely helpful to pairs, as the next two years of the match will be focused primarily on post-secondary planning.

Unit 8: Cultural Identity

In this unit, students explore their culture in order to increase self-awareness by reflecting on their culture(s) and sharing about it with their mentors and peers. Increased self-awareness is an important step in helping students to identify their unique perspective, interests, and needs as they plan for their post-secondary lives and beyond.

***See the following page for the full 10th grade scope and sequence**

Week #	Unit/Phase	Lesson
Week 1	1. Launching Grade 10	0. Welcome Back!
Week 2	1. Launching Grade 10	1. Trust Check
Week 3	1. Launching Grade 10	3. Collaboration & Class Norms
Week 4	1. Launching Grade 10	4. Summer Reflections
Week 5	2. Get Involved!	1. Explaining Interests
Week 6	2. Get Involved!	2. How Interests Grow
Week 7	2. Get Involved!	3. Get Involved!
Week 8	3. Building My Resume	1. High School Resume
Week 9	3. Building My Resume	2. Identifying My Skills
Week 10	3. Building My Resume	3. Writing My Resume
Week 11	3. Building My Resume	4. Polishing My Resume
Week 12	4. Summer Planning	1. STEP: Personal Growth
Week 13	4. Summer Planning	2. STEP: Requirments
Week 14	4. Summer Planning	3. My STEP Research
Week 15	5. Reaching My Goals	0. SMART Goals
Week 16	5. Reaching My Goals	1. Picture of Happiness
Week 17	5. Reaching My Goals	2. Message from the Future
Week 18	5. Reaching My Goals	3. High School Graduation
Week 19	5. Reaching My Goals	4. My Academic Goals
Week 20	5. Reaching My Goals	5. Seeking Support
Week 21	5. Reaching My Goals	6. Acing the SAT
Week 22	5. Reaching My Goals	7. Problem-Solving
Week 23	6. Social Capital	1. What is Social Capital
Week 24	6. Social Capital	2. My Social Capital
Week 25	6. Social Capital	3. Mastering Social Capital
Week 26	6. Social Capital	4-5. End of Yr Survey/Closing Out Year
Week 27	7. Post-Secondary Landscape	1. Community College
Week 28	7. Post-Secondary Landscape	2. Public Universities
Week 29	7. Post-Secondary Landscape	3. Private Universities
Week 30	7. Post-Secondary Landscape	4. Comparing Options
Week 31	8. Culture and Identity	1. Defining Culture
Week 32	8. Culture and Identity	2. Cultural Markers
Week 33	8. Culture and Identity	3. Power of Photography
Week 34 (TBD)	8. Culture and Identity	4. My Cultural Photograph

11th Grade

Pair Goals:

- Reconnect as a pair
- Develop an understanding of career aspirations; potential pathways to get there.
- Further explore post-secondary options; create a short-list of 5-10 post-secondary options.
- Understand key components of financial aid and all documentation that is required to access aid
- Secure two letters of recommendation

Unit 1: Reconnecting

In this phase, students will (re)connect with their mentors in order to start the year off strong. Mentees and mentors will know the expectations and goals for the year and will be able to use those as a base to which to come back to and strengthen their bond.

Unit 2: Career Exploration

Students will carry out a set of self-reflection activities, with their mentor's support, to better understand their interests, skills and the links between their passions and career pathways.

Unit 3: Post-Secondary Research

Pairs will identify the key components of match and fit so that they can research and select post-secondary pathways that are strong options for the mentee. An emphasis will be placed on academic match to ensure that students are not under-matching. Pairs will work together to create a list of 5-10 post-secondary options.

Unit 4: Professional Skill Building

Mentees will identify potential summer opportunities of interest and begin to complete applications. With their mentor's support, they will work on a resume that they can use to apply to these summer opportunities of interest.

Unit 5: Preparing for the Summer

This phase acts as a jump start for students on the college application process. Students will finalize their preliminary college list. They will plan summer tasks to complete in order to stay on track with the post-secondary application process and draft a summer communication plan with their mentors.

***See the following page for the full 11th grade scope and sequence**

Week #	Unit/Phase	Lesson
Week 1	1. (Re)Connecting	1. Get Inspired
Week 2	1. (Re)Connecting	2. It Takes Two
Week 3	1. (Re)Connecting	3. Successes and Failures
Week 4	1. (Re)Connecting	4. Advocating for My Needs
Week 5	1. (Re)Connecting	5. Goal Setting
Week 6	1. (Re)Connecting	6. Senior Panel
Week 7	1. (Re)Connecting	1. My Life in 10 Years
Week 8	2. Career Exploration	2. Financing Adulthood
Week 9	2. Career Exploration	3. My Top Careers
Week 10	2. Career Exploration	4. Mapping My Career Options
Week 11	2. Career Exploration	5. High School to Career Connection
Week 12	2. Career Exploration	1. Introduction to the Post-Secondary Landscape
Week 13	3. Post-Secondary Research	2. My Fit Factors - Part 1
Week 14	3. Post-Secondary Research	3. My Fit Factors - Part 2
Week 15	3. Post-Secondary Research	4. Considering Diversity as a Fit Factor
Week 16	3. Post-Secondary Research	5. Academic Match
Week 17	3. Post-Secondary Research	6. Post-Secondary Research Set Up
Week 18	3. Post-Secondary Research	7. Post-Secondary Research - Day 1
Week 19	3. Post-Secondary Research	8. Post-Secondary Research - Day 2
Week 20	3. Post-Secondary Research	1. My Resume
Week 21	4. Professional Skill Building	2. My Resume - Revisions
Week 22	4. Professional Skill Building	3. Making the Most of My Summer: Search
Week 23	4. Professional Skill Building	4. Making the Most of My Summer - Apply
Week 24	4. Professional Skill Building	1. Get Ready for the SAT
Week 25	5. Preparing for the Summer and the 12th Grade	2. Letters of Recommendation
Week 26	5. Preparing for the Summer and the 12th Grade	3. The Personal Statement
Week 27	5. Preparing for the Summer and the 12th Grade	4. Understanding Financial Aid
Week 28	5. Preparing for the Summer and the 12th Grade	5. Net Price
Week 29	5. Preparing for the Summer and the 12th Grade	6. My Post-Secondary Prep-Day 1
Week 30	5. Preparing for the Summer and the 12th Grade	7. My Post-Secondary Prep-Day 2
Week 31	5. Preparing for the Summer and the 12th Grade	8. Preparing for Summer
Week 32	5. Preparing for the Summer and the 12th Grade	9. Preparing for Summer

12th Grade

Pair Goals

- Understand how career interests align with desired pathway
- Finalize post-secondary options list
- Be able to describe financial aid processes; submit FAFSA/State-aid form if applicable
- Explore necessary life skills for post-secondary success (email, interview, finding employment, budgeting finances)
- Track post-secondary acceptances, wait-list, and rejections; review pros/cons; make final decision
- Develop post-secondary plan to stay connected with mentor

Unit 1: My Goals

Pairs will be re-acquainted with the program. They'll work collaboratively to re-engage and build excitement for the 12th grade. Pairs will revisit the mentee's career interests and understand how these career interests can align with post-secondary pathways. At the end of this phase, pairs will understand what is expected of them this year, be reconnected, and be prepared to launch into the application process.

Unit 2: The Personal Statement

Pairs will work on post-secondary applications. Every mentee will apply to at least one college and if they are interested in non-college options, to at least one other post-secondary pathway. Students must be able to identify why the pathway is a strong fit for them and understand the financial costs associated with the pathway.

Unit 3: The Post-Secondary Application

Pairs will explore the life skills necessary to succeed in the professional world. Mentees will learn how to craft professional emails, interview professionally, network, understand the process of seeking employment, and budget their finances. Mentors will support mentees in practicing their newly acquired professional skills.

Unit 4: Paying for College

Pairs will work towards reviewing the mentee's post-secondary options and analyzing the pros and cons of each option. Pairs will focus on financial aid and reading award letters to support the mentee in making a fiscally responsible decision. The phase will culminate in the mentee choosing a post-secondary pathway for themselves.

Unit 5: Life after High School

Mentees will identify the steps necessary to transition from high school to their post-secondary pathway. With their mentors support, they will think through individuals they can turn to for assistance in the completion of each step.

***See the following page for the full 12th grade scope and sequence**

Week #	Unit/Phase	Lesson
Week 1	1. My Goals	1. My Next Chapter
Week 2	1. My Goals	3. Organizing for Applications and Leveraging Your Mentor
Week 3	2. The Personal Statement	1. Post Secondary Applctaions
Week 4	2. The Personal Statement	2. My Essay Topic
Week 5	2. The Personal Statement	3. Writing My Story
Week 6	2. The Personal Statement	4. Essay Revision
Week 7	3. The Post-Secondary Application	1. Application Prep
Week 8	3. The Post-Secondary Application	2. Completing Applications Day 1
Week 9	3. The Post-Secondary Application	3. Completing Applications Day 2
Week 10	3. The Post-Secondary Application	4. Completing Applications Day 3
Week 11	3. The Post-Secondary Application	5. Completing Applications Final Day
Week 12	4. Paying for College	1. Financial Aid Review
Week 13	4. Paying for College	2. Finding Scholarships
Week 14	4. Paying for College	3. FAFSA-Overview
Week 15	4. Paying for College	4. Completing the FAFSA
Week 16	4. Paying for College	5. Mid-Year Reflection
Week 17	5. Life After High School	1. New Responsibilities
Week 18	5. Life After High School	2. Post-Secondary Expectations
Week 19	5. Life After High School	3. Beyond Academics
Week 20	5. Life After High School	4. Balancing My Social Life
Week 21	6. Navigating Finances	1. My Personal Finances
Week 22	6. Navigating Finances	2. College Finances Simulation
Week 23	6. Navigating Finances	3. Understanding Credit
Week 24	6. Navigating Finances	4. Working in Colege
Week 25	7. Choosing My Path	1. Fit Factors
Week 26	7. Choosing My Path	2. Financial Aid Awards
Week 27	7. Choosing My Path	3. My New Price
Week 28	8. Transitioning to my Post-Secondary Pathway	1. Communicating and Collaborating After High School
Week 29	8. Transitioning to my Post-Secondary Pathway	2. Support for My Transition
Week 30	8. Transitioning to my Post-Secondary Pathway	3. Communities of Support
Week 31	8. Transitioning to my Post-Secondary Pathway	4. Cultivating Social Capital
Week 32	8. Transitioning to my Post-Secondary Pathway	5. Finding My Place

Core Competencies:

1. *Self-Knowledge competencies-* Develop a positive self-concept through confidence in their abilities to plan for a realize their career, education and life goals; understand how their decisions and action can affect all areas of their lives and effect attainment of their career and life goals.
2. *Communication skills competencies-* Develop skills in writing, speaking and listening and use those skills to effectively communicate. Use technology to generate and enhance accuracy of written communication. Student will describe either orally, visually or in writing how individual preferences and interests influence career choices and success.
3. *Professional Development-* Identify career opportunities, and/or secondary education options. Utilize resources exploration, development and growth.
4. *Educational and Occupational Exploration competencies-* See connections between their educational choices and performance and their chances for success in a desired career.
5. *Career Planning competencies-* Develop good decision-making skills; place career choices within the context of life goals; create pathways between their current situations and their goals-now and as they get older

Additionally, the iMentor competences are based on the Social and Emotional (SEL) Framework, which utilizes social and emotional learning to acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, feel and show empathy for others, establish and maintain relationships, and make responsible and caring decisions. When in practice, SEL competencies while broad and interrelated include:

1. Self-Awareness
2. Self- Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Desired Outcomes

1. Successful completion of 4 year Mentor 2.0 program and iMentor curriculum
2. Annual growth of two or more non-cognitive skills; total growth of eight or more non-cognitive skills upon completion of high school.
3. Graduation rate (4 year) of 75% or higher; 2021 NH state average was 86.64%.*
4. Dropout rate of 0% (4 year); 2021 NH state average 1.35%.*
5. Post-secondary enrollment of 75% or higher.

7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

Student progress can be measured and recorded in a variety of different ways and will be dependent upon what information the school partner is willing to share.

First, in accordance with BBBS national standards all matches will have annual Youth Outcome Development Plan (YODP) goals that the student will create in collaboration with their Mentor 2.0 program coordinator. Per BBBS standards, two YODP are required per year and must include the following information:

- Name of goal
- Category of goal (*Educational Expectations, Grades, Juvenile Justice Involvement, Parental Trust, Risk Attitude, Scholastic Competency, Social Acceptance, Special Adult, Truancy, Career Aspirations, Relationship Building, Social Skill Building, Future Planning, Use of Community Resources, Increasing Confidence, Self-regulating Skills or Interest Exploration*)
- Expected completion date
- Description of goal
- Action steps to meet objectives of goal
- Date of goal completion

YODP goals are to be objectively measured by the program coordinator who rely upon in-person observations due to Mentor 2.0 being site-based as well as feedback from the student's mentor and data collected regarding programming participation, specifically data from iMentor.

As part of the recording process, BBBSNH's partner iMentor offers a variety of tools through their online platform that can be used to measure and track individual and pair data by the program coordinator that can include lesson completion either on a weekly basis or for the duration of the school year and overall program engagement online or in-person (*images A, B and C*). Another important consideration is that all information within the on-line portal is accessible by the program coordinator meaning they can review all exchanges between pairs rather it be for an assigned lesson or through the more informal chat feature.

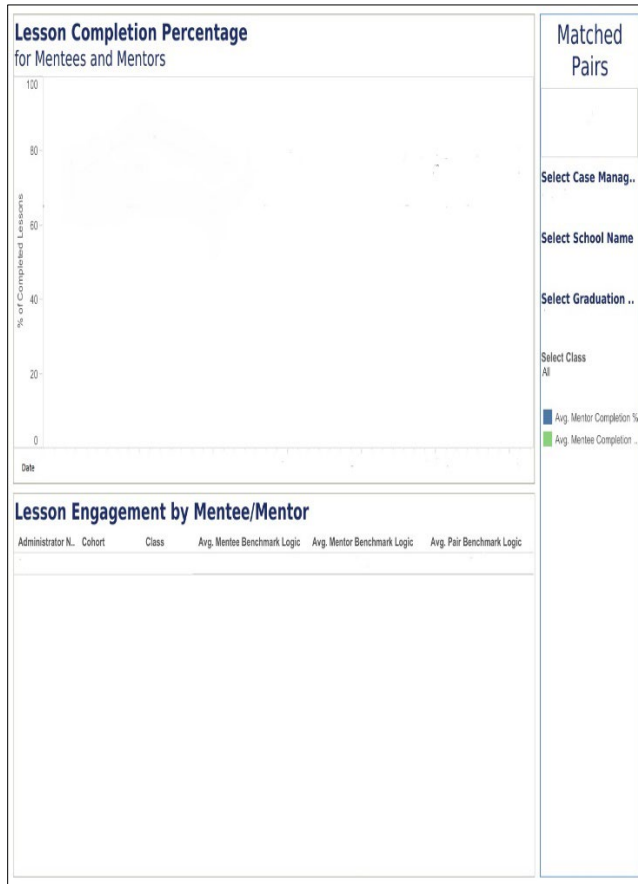


Image A



Image B

Summary Cohort and Class Mentee and Mentor Focus Finder Pair Search Tool												
School	Graduation Year	Mentee Name	Mentor Name	Mentor Email	Pair Id	YTD lessons assigned	Mentee Completion %	Mentor Completion %	Mentee - Mentor Diff	Pair Completion %	Total In Person Meetings	Matched Pairs
Manchester West High School												Select Case Manager Mentee Completion % 0.0 100.0 Mentor Completion % 40.00 100.00 Mentee or Mentor Complet... (All) Pair Completion % 0.0 100.0 Pair In-Person Meetings 0 1 Meeting Lesson Benchmark (All) Meeting In-Person Benchma... Not Meeting In-Person Be... Meeting Both Benchmarks Not Meeting Both Bench...

Image C

In addition to all of the above-mentioned strategies for measuring and recording data, BBBSNH hopes to leverage any data supplied by the school partner, which may include but is not limited to:

- Daily attendance,
- Tardiness,
- Grades
- Graduation rates
- General feedback/information supplied by teachers or staff.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Student learning outcomes will be assessed using the iMentor Core Metrics Benchmarks that use a system of measures and metrics to achieve the desired outcome/benchmark within three categories. These categories include *Program Execution Elements, Short-term Outcomes, and Long-term Outcomes.*

1. Program Execution Elements

a. Engagement in Program

<u>Measure</u>	<u>Metrics</u>	<u>Benchmark</u>
Frequency and consistency of online communication	Pairs online communication % YTD	65% or more of pairs have YTD communication % of 65+
Frequency and consistency of in-person meetings	Pairs in-person meetings YTD	65% or more of pairs have attended 2 in-person meetings per quarter (6 per year)
Pairs meeting expectations for both online and in-person meetings	Pairs YTD online communication % and in-person meetings	50% or more meet both online communication and in-person meeting benchmarks

b. Develop Non-cognitive Skills Necessary for College Success

<u>Measure</u>	<u>Metrics</u>	<u>Benchmark</u>
Mentees demonstrate growth in core non-cognitive skills	Mentees show growth in growth mindset	On average mentees demonstrate growth on 2 or more non-cognitive skills each year

	<p>Mentees show growth in optimism and excitement about future</p> <p>Mentees show growth in resiliency and perseverance</p> <p>Mentees show growth in help-seeking and self-advocacy skills</p> <p>Mentees show growth in social capital</p> <p>Mentees show growth in critical thinking skills</p>	
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2. Short-term Objectives

a. Development of Post-Secondary Aspirations

<u>Measure</u>	<u>Metrics</u>	<u>Benchmark</u>
Mentees understand the value of post-secondary education	Mentees report that they need to pursue post-secondary education in order to live the life they want to live	85% of mentees report they need to pursue post-secondary education in order to live the life they want to live
Mentees want to pursue post-secondary education	Mentees want to pursue post-secondary education	85% want to pursue post-secondary education
Mentees expect to earn a post-secondary certification/degree	Mentees expect to earn a post-secondary certification/degree	80% of mentees expect to earn a post-secondary certification/degree

b. Develop Post-secondary Knowledge and Effectively Navigate Processes

<u>Measure</u>	<u>Metrics</u>	<u>Benchmark</u>
Mentees complete post-secondary application by Feb. 1 st (12 th grade only)	Mentees complete post-secondary application by Feb. 1 st (12 th grade only)	40% of mentees not pursuing post-secondary education have clear post-secondary plans
Mentees accepted into post-secondary program of study	Mentees accepted into post-secondary program of study	
Mentees sign Letter of Intent to attend/enroll in post-secondary program of study	Mentees sign Letter of Intent to attend/enroll in post-secondary program of study	
Mentees not pursuing post-secondary education have clear post-secondary plans	Mentees not pursuing post-secondary education have clear post-secondary plans	

3. Long-term Outcomes

a. High School Graduation

<u>Measure</u>	<u>Metrics</u>	<u>Benchmark</u>
Mentees graduate high school in 4 years	Mentees graduate high school in 4 years	75% of mentees graduate high school in 4 years. iMentor 4 year graduation rate higher than comparable school

b. College Enrollment

<u>Measure</u>	<u>Metrics</u>	<u>Benchmark</u>
Mentees enroll in post-secondary education within 1 year of high school graduation	Mentees enroll in post-secondary education within 1 year of high school graduation	80% of mentees enroll in post-secondary education within 1 year of high school graduation

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

Each yearlong course will be designated as HALF credit courses. Student can choose to continue education throughout their high school career (freshman year- ½ credit, sophomore year- ½ credit, junior year- ½ credit, senior year- ½ credit) equal to 2 credits for four years of participation.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Due to a number of variables, Mentor 2.0 will be a pass/fail course. The competency-based grading system that will used for the proposed course instruction will focus primarily on:

- Pair engagement

In accordance with the benchmarks determined by iMentor, students will be expected to achieve and maintain a minimum YTD average of 65% for online (lesson completion) and in-person (event) engagement throughout the duration of the school year.

- Non-cognitive Skills

iMentor measures non-cognitive skills using methods commonly used in the social sciences. To measure non-cognitive skills, researchers develop a series of questions called a **scale**, collected from study participants through a survey. The scale represents multiple aspects of the overarching non-cognitive skill, and often asks similar questions to ensure responses are consistent throughout the survey. Researchers test these scales to determine whether the questions make sense with one another, are **reliable**, and **valid**. A scale is reliable when it produces similar results in similar survey administrations, testing environments, and populations. A scale is valid when it is determined that the scale measures what it is intended to measure. Each scale is tested for reliability and validity on thousands of respondents over multiple years. The beginning and end of year surveys contain scales for all six of the non-cognitive skills targeted in our short-term outcomes.

At each survey administration students get a **scale score** for each non-cognitive skill. The score is an aggregation of students' responses to the questions about that non-cognitive skill. Student responses are converted from a text response (i.e., strongly agree, sort of agree) to a numeric one (i.e., 4, 3). These responses are aggregated and expressed as a mean or a sum that represents that non-cognitive skill. To get a scale score for a non-cognitive skill, a student must answer at least half of the questions in that skill's scale.

- a) Assessing Change:** Having a large amount of beginning and end of year survey data is crucial for assessing whether there was a change across the program. Non-cognitive skill development can only be assessed for students who have scale scores at both time points. Beginning and end of year scale scores are tested using a **paired-samples t-test**. This statistical analysis determines whether there has been a meaningful (**statistically significant**) change in the group average for that non-cognitive skill from the beginning of the year to the end of the year. When a result is statistically significant, it means that there is only small likelihood that the change was the result of chance. You can then infer that the change was the result of something students experienced over the course of the year.
- b) The Importance of Sample Size-** Change in a non-cognitive skill can only be assessed at the group level. The minimum recommended sample size for an independent samples t-test is 30 respondents. However, small sample sizes lead to volatile results. Small samples can be

easily **biased** or influenced by a **confounding variable**. Larger sample sizes can minimize the impact of those biases on the overall analysis.

- c) Interpreting Results-** An independent samples t-test used in this analysis can have one of three results: (1) no statistically significant change in a non-cognitive skill, (2) a positive statistically significant change in a non-cognitive skill, or (3) a negative statistically significant change in a non-cognitive skill. A result using these methods is not necessarily evidence that there was an impact (or no impact). A very important caveat to these analyses is that there is no **comparison group**. Without a comparison group, changes in a non-cognitive skill could have other explanations such as students' natural development, factors at play in the school, or other college success organizations in the school. When programmatic impact on non-cognitive skill, it is important to remember that these scales and statistical methods are intended to assess change in the entire group. These tools are not designed to assess individuals. Large sample sizes are critical for reducing measurement bias in non-cognitive skill assessment. Attempting to assess an individual on non-cognitive skills using these methods reintroduces the potential for that bias. Therefore, it is not methodologically valid to state that an individual student can show growth in a non-cognitive skill based on these statistical methods.
- d) Negative Change or No Change in Non-Cognitive Skill Growth-** When a t-test detects negative statistically significant change or no statistically significant change in a non-cognitive skills that does not necessarily mean that the program is ineffective. There are several potential explanations for this result. Factors may include a small sample size, meaning it may not be possible to detect an effect on a non-cognitive skill because the sample size used in the measurement is too small. This caveat is particularly relevant for small programs and smaller demographic groups in our analyses. Other variables may include a skill was not emphasized in programming due to variances in program, program managers, or specific grade levels that may emphasize specific non-cognitive skills to differing degrees. If a skill is not explicitly called out in programming, the curriculum or emphasized by a mentor then it may not be reasonable to expect positive growth of that skill. Duration of programming is also a worthwhile consideration since some skills may take more than one year of programming to effectively develop in a student. Research has shown that certain non-cognitive skills develop at different rates, which is why longitudinal growth of non-cognitive skills may get lost when looking at results with one program year. Additional research has found differing impacts on non-cognitive skills based on program engagement. For some non-cognitive skills, pairs who do not meet participation benchmarks show a negative change in that skill while pairs above the participation benchmark show no change. This pattern suggests that students who are above these benchmarks may experience some kind of protective effect of having a mentor. Adolescent development and certain non-cognitive skills may experience declines or flat growth during certain periods and it may be harder to impact a non-cognitive skill given the natural changes happening in this population at this time. Lastly, the ceiling effect is another consideration. It is possible that the measurement tools or the programming has reached the maximum detectable effect on a particular non-cognitive skill. Research again has shown that there may be a ceiling effect in several of the skills within the iMentor program. When a result of a non-cognitive skill assessment comes back as non-significant or as negative, data cannot be immediately interpreted as a failure or non-impact of the program and must be further explored during any debrief of the non-cognitive skills analysis.

11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

This is a yearlong course that requires an application, parent approval, and interview. The application process is not designated, intended or used to discriminate or violate individuals civil rights in any manner prohibited by law, but is used by BBBSNH staff to assess student interest, goals, grade level, credit requirement(if any) and experience. Students seeking school credit will be required to disclose their school and district information, including the name and contact information for their school guidance department. BBBSNH Mentor 2.0 Coordinator will maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student. Students are admitted on a first-come, first-served basis. There is no financial commitment to participate in program.

12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

At the time of enrollment, BBBSNH will offer parents the opportunity to disclose any information regarding ongoing 504 education plan-related accommodations and modifications required for their child. With parents' permission, BBBSNH will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the Mentor 2.0 program.

Although BBBSNH instructors are not explicitly certified to work with students with 504 plans, they are trained to be caring, patient and compassionate and work with the students LEA representative to understand how to implement recommended accommodations and/or modifications. If BBBSNH determines it is unable to provide the required accommodations and or/or modifications for a student the parents will be informed before committing to enrolling their child in the program.

BBBSNH will appoint a point of contact and liaison with any school referring a student who has disabilities and learning differences. We understand that we have responsibilities to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere Program, including by providing the student with accommodations outlined in the 504 or IEP plan.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

BBBSNH is committed to providing an accessible learning opportunity for all students and will work with local education agencies to ensure that the learning experience is differentiated appropriately. We understand that we have responsibilities to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere program, including providing reasonable accommodations for all students.

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- 14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].**

BBBSNH understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

- 15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].**

Mentor 2.0 is an in person site-based program, with coursework done on the iMentor platform. All in person learning will take place within a school classroom setting. Students will be provided Chromebooks to complete curriculum. Additionally, students can access website from home computers and from their mobile devices to engage with their mentor outside of the classroom.

The Platform is proprietary software that helps iMentor fulfill the mission by facilitating communication between mentor and mentee pairs. The Platform also serves as administrative tool for our program managers to do pair support. The Platform is hosted with an industry leading cloud provider that is SOC 1, 2, and 3 compliant. IMentor uses a tiered structure of servers, with a production environment that forbids traffic from non-production resources. ACLs are used for component segregation and to filter communication between the servers at both IP address and port levels. Schools do not need to purchase any extra support to use this platform. A student is able to access this platform on any computer/laptop, they will have a secure login once accepted into the program that BBBSNH will administer to the student. Students PII is kept confidential at all times.

When working within a public school, BBBSNH will cooperate with the school in meeting their student information and privacy requirements under New Hampshire RSA 189:66.

- 16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].**

Mentor 2.0 is an in-person site-based program with the ability to become virtual if needed. The facilities provided will be at the discretion of the school partner, which may include but is not limited to a properly outfitted classroom, library, or cafeteria/multipurpose room. BBBSNH affirms that facilities to be used for the Mentor 2.0 program shall comply with all applicable federal and state health and safety laws, rules, and regulations.

- 17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].**

Upon enrollment of a student, BBBSNH will disclosed any insurance it holds that covers participants in the Learn Everywhere program to the student's parent/guardian.

Additional Information

The applicant is encouraged to include any additional information in this application that further explains their program and how it will meet the needs of students through the Learn Everywhere program.

****See following page for the signed MOU between BBBSNH and Manchester West High school**

Memorandum of Understanding with
West High School, Manchester, NH

Introduction

This is a Memorandum of Understanding (MOU) between Big Brothers Big Sisters of New Hampshire (BBBSNH) and West High School (WHS). The mission of BBBS is to create and support one-to-one mentoring relationships that ignite the power and promise of youth. By partnering with schools, parents/guardians, volunteers, and others in the community, we are accountable for each child in our program achieving higher aspirations, greater confidence, and better relationships; avoidance of risky behaviors; and educational success. In service to WHS, BBBSNH will match students in grades 9-12, in a whole-school model.

Purpose

The purpose of this MOU is to maintain a formal partnership between BBBSNH and WHS to collaborate on reducing high school drop-out rates and chronic absenteeism and increasing college and career readiness. The goals of this partnership are to:

- Develop and enhance Mentor 2.0, integrating BBBSNH Mentor 2.0 into the school culture. · Provide one-to-one mentoring services to 9th-12th grade WHS students.
- Enhance collaboration between BBBSNH and WHS to increase Mentor 2.0 attendance and participation, school attendance, and interventions to at-risk youth.
- Advance the knowledge of all stakeholders regarding the BBBSNH evidence-based one-to-one Mentor 2.0 mentoring model and its impact on absenteeism and school success. · Enhance the level of parental involvement in youth participating in Mentor 2.0, attending school, and preparing for college/career.
- Enhance the level of student leadership and peer support in Mentor 2.0 participation and school attendance.

Youth Eligible for Big Brothers Big Sisters of New Hampshire Mentor2.0

As of June 1, 2022, BBBSNH will match students starting in the 9th (through 12th) grade at WHS in a one-to-one mentoring relationship with a caring adult. BBBSNH will provide in class guided curriculum for 9th (through 12th) grade students at WHS. Option to renew each year.

Roles and Responsibilities

A. BBBSNH and WHS will:

- Collaborate to develop Mentor 2.0 in Manchester, NH, enhancing a model that can be replicated statewide and nationwide.
- Participate in national Mentor 2.0 affinity work (16 states and growing) and other education collaborations to link with current prevention and data collection efforts and successes · Commit to fulfilling the highest objectives of matching youth in a full school model and providing quality, impactful curriculum to increase a youth's chance of succeeding in high school, college, and career
- Participate in all data collection, analysis, reporting, and planning needed; commit to continuous quality improvement and outcomes measurement.
- Participate in collaboration to create a unique and well-tailored MOU, implement data privacy measures, update plans for outcome measurement, obtain the necessary training, and discuss progress and challenges.
- Enhance the level of parental involvement in youth participating in Mentor 2.0, attending school, and preparing for college/career.
- Enhance the level of student leadership and peer support in Mentor 2. and school attendance · Meet monthly (lead staff at each school with school personnel).
- Work together to increase and enhance potential recruitment and fundraising opportunities (CEO and Principal presentations, school newsletters, other postings, etc.)

B. BBBSNH will:

- Provide all mentoring services to the enrolled students, including all staff necessary to carry out mentoring services
- Collaborate with school staff to maximize the effectiveness of program delivery, including in class and evening programming, and intervention efforts
- Conduct/coordinate training, coaching, and ongoing support to all team members participating in Mentor 2.0, and convene teams as needed
- Provide all documents, forms, and database support needed for the program per BBBSNH standards of practice
- Upon receipt of child application, interview and assess youth referred by school partner · Develop collaborative volunteer recruitment efforts, including marketing materials, presentations, and campaigns, and honoring existing school volunteer networks · Protect the privacy of youth in accordance with applicable state and federal law and ensure information during the course of this project will not be used for any unauthorized purpose, and ensure confidentiality

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- Be in attendance for grade level and/or college transition teams at the schools as appropriate per cohort
 - BBBSNH staff will provide a monthly newsletter for staff that opt in at the school in order to increase communication.
 - Provide:
 - Outreach and marketing to recruit volunteers to match every enrolled student – Volunteer screening, layered background checks including references
 - Interviewing, assessing, and selecting volunteers and youth
 - Selecting appropriate mentors for youth based on interests, preferences, needs, and strengths
 - Volunteer pre-match training and additional training for returning mentors
 - Confidential and accurate records on all matches per BBBSNH standards of practice
 - On- Site Program coordination with activities, materials, events and relationship support. - Safe environment for all participants in the Mentor 2.0 program, including but not limited to reporting of unusual incidents where the safety of a child may be threatened
 - Administer Strength of Relationship (SOR), Youth Outcome Surveys (YOS), Mentor2.0 surveys, collection of school data, and more, and report program results annually, at a minimum.

C. WHS will:

Commit to providing Baseline Data from which project will operate, including but not limited to:

- Chronic Absenteeism Rates overall and by grade cohort
- Attendance Rates overall and by grade cohort
Grade Advancement, per grade cohort
- GPA overall and by grade cohort
- Graduation Rates, prior year
- College Enrollment rates, prior year
- Presenting information (includes deficiency in math or reading, Special Needs Learners, Free/reduced lunch, Ethnicity, Gender, Percent of First-Generation College Students, ESL Learners, and more)
- Commit to providing updated data on the aforementioned Baseline Data annually and as needed
- Ensure sufficient internet connection and computer access to allow each student use of a computer during their weekly Mentor 2.0 session
- Be an active partner in obtaining sustainable funding (may include helping to identify funders and/or participating in donor visits or grant writing as needed)
- Be an active partner in opening doors to potential volunteer pools (could include engaging current school partners, helping at times with presentations or press conferences, and more)

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- Be willing to embed Mentor 2.0 into school culture, college guidance efforts, and academic programming
 - Provide a clear and viable process for allowing students to opt-out of the program (if appropriate)
 - Implement grading policies (as appropriate) for work completed in Mentor 2.0 ·
Appoint staff to:
 - Follow-up with students, outside of weekly session
 - Chaperone students to Mentor 2.0 events
 - Fully integrate program, including:
 - Class space for BBBSNH staff to implement Mentor 2.0 sessions
 - Assign weekly class time as the Mentor 2.0 session (occasionally for after school events)
 - Schedule all designated students in a weekly Mentor 2.0 class for all four grades
 - Develop grading policy for students participating in Mentor 2.0
 - Assign key staff members to attend debrief meetings with BBBS staff
 - Collaborate to establish dates for Mentor 2.0 events
 - Commit to embed Mentor 2.0 through all aspects of school (college prep, guidance, etc.)
 - Participate in Evaluation, including: – Provide a single point of contact to enable centralized data collection at the end of each school year and as needed
 - Provide access to students to complete pre and post evaluations
 - Facilitate communication to parents introducing them to Mentor 2.0 and keeping them updated on program progress
 - Work collaboratively with BBBS on all aspects of the program.

This Agreement shall be governed and construed in accordance with the laws of the State of New Hampshire. All amendments and modifications must be in writing, have a specified effective date, and be accepted by all parties.

The initial term of this Agreement is from the date last signed and will remain in effect until 6/1/2026 unless written notification of intent is provided by one party to the other within (30) calendar days, or as soon as practical, prior to the proposed termination date.

Upon execution, the parties attest to their acceptance of the terms and conditions of this agreement. At the expiration of this agreement, the undersigned parties will meet at an agreed-upon date prior to the end of this agreement to evaluate the partnership and define future partnership parameters.

AGREEMENT - ADDENDUM

Between

MANCHESTER SCHOOL DISTRICT

AND

Big Brothers Big Sisters of New Hampshire

The parties, Manchester School District (“District”) and BBBSNH entered into an agreement dated **September 12, 2022** regarding the involvement of this community partner in the District’s schools for the benefit of the District’s students. The parties additionally agree as follows:

- 1. Criminal Records Background Check.** All employees of BBBSNH will engage in the criminal background check process through the New Hampshire Department of State Police. No employee of BBBSNH may work with Manchester students in any capacity until this check has been completed.
- 2. Student Data Confidentiality.** BBBSNH has identified that it

Does

Does Not

need access to student data in order to perform their services. Such access must be specifically limited to only the information that the partner requires to perform these services that serve a legitimate educational interest of the District’s students. *If yes, please complete the following:*

- a. BBBSNH requires access to the following student data in order to perform the services outlined in Section 1, above:
 - i. Attendance records, updates on student completion of Xello curriculum, Student’s GPA per semester**
 - ii. Description - as outlined in Section C, “WHS” of the original agreement.**
- b. BBBSNH further agrees to obtain parental permission to access this specified information.
- c. BBBSNH will abide by all state and federal laws in preserving the confidentiality of student data. Any information that the partner learns during the course of providing services to District students will be confidentially maintained, will not be shared with anyone outside of the organization, will not be provided to third parties for any reason (including disaggregated data) and will not be disclosed or used in any way other than for the legitimate educational purpose for which it was obtained.
- d. BBBSNH agrees that each employee involved in the District’s school has reviewed the Board policy Students 151: Student Data Confidentiality and by signing this agreement, BBBSNH agrees to abide by its terms.
- e. BBBSNH agrees to sign a separate Data Privacy Agreement in addition to this MOA regarding the confidential nature of student data.

3. **Policies in MSD Schools.** BBBSNH hereby agrees that each employee or volunteer associated with its organization will review and abide by BOSC policies posted on the website at <http://bosc.mansd.org/policies> including, but not limited to:
 - a. Foundations 100 - Volunteers encouraged in schools
 - b. Foundations 102- Drug Free workplace and schools
 - c. Additional policies as may relate to the specific work to be performed by the Community partner.

4. **COVID/ safety Requirements.** Any member of BBBSNH entering the District's buildings, attending any District activity, or engaging with District students must abide by the current COVID protocols in the schools. BBBSNH must agree to regularly check the www.mansd.org dashboard for information on the changing levels of protocols and to follow new protocols as they are implemented throughout the school year (i.e. wearing of masks or maintaining physical distance if/ when requested by the District, even if not required by state or federal guidance).

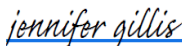
5. **Performance.** Partners providing a service in the classroom agree to follow the MSD guidelines on when in-person vs. remote services are offered, and will make every effort to maintain in-person services as long as Manchester students are learning in person. The COVID-19 pandemic is known to the parties as of the signing of this agreement, and shall not excuse performance under this agreement by either party.

6. **Liability:** BBBSNH agrees to indemnify and hold harmless the District, its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including reasonable attorney's fees, which may be incurred or sustained by reason of the failure of the BBBSNH to fully comply with the terms and obligations of this Agreement, or for their omissions, negligence, or intentional wrongdoing.

7. **Insurance: BBBSNH** shall carry insurance of a minimum of \$1,000,000 individual and \$2,000,000 aggregate while providing services to students and shall include the Manchester School District and City of Manchester as an additional insured on their policy providing a certificate of insurance to the District.

8. **Choice of Law.** Parties agree that this agreement shall be governed by the laws of the State of New Hampshire.

Signed this **14** Day of **September** 2022.



Jennifer Gillis (Sep 15, 2022 17:04 EDT)

Jennifer Gillis
Superintendent
Manchester School District



Stacy W Kramer (Sep 13, 2022 20:28 EDT)

Stacy W Kramer

