



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.

Futures Ahead is an evidenced-based program supporting high school students with curriculum, technology and mentorship that sets them on a path of educational success during high school and their future after graduation.

High school student mentees attend class weekly with BBBSNH team member and are matched with mentors from the local community where they collaborate virtually on weekly assignments that enhance classroom discussions on leadership and workforce development skills. BBBSNH hosts monthly in-person group meetings scheduled during the school day to enhance sense of community and experiential learning.

This is a two-year course. Students will enroll at the end of their 8th grade year, meet their mentors their 9th grade year and then for the next two years work together work through the assigned curriculum until the completion of 10th grade.



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 Futures Ahead 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 Master's of Science from Fort Hays State University (2019) and a Bachelors of Arts from Wayne State College (2008). He has over 12 years of experience in counseling, direct service, education, social work, and youth development. His experience includes almost two years at BBBSNH, where he has been involved with the development and implementation site-based programming, specifically Futures Ahead. In addition, he was at the Youth Rehabilitation Treatment Center-Kearney, a state-ran facility in Nebraska 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. He also has three years of teaching experience with the most recent being as the Program Coordinator and primary facilitator for Futures Ahead at our school partner site, Manchester High School West. Moreover, Casey has also been a Student Supervisor and Teacher (Health/Physical Education and Freshman Seminar) at North Shore Technical High School in Middleton, MA and 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 where he over saw the development and implementation of fitness and wellness programming. Since joining BBBSNH, Casey has fulfilled all agency training requirements and has gained invaluable experience, working as a community partner within a school system.

The platform-based curriculum relies heavily on a Program Coordinator to facilitate content delivery and ensure completion of assignments through the online platform. Most importantly, the Program Coordinator serves as the direct link between BBBSNH and the school partner as well as the adult volunteers, students and their families. They are responsible for all adult/student enrollments, monthly match support contacts, match closures, monitoring of on-line exchanges through the online platform, and supervision of in-person events. Conversely, they are also responsible for attending scheduled meetings, daily classroom management, grade reporting, and anything else the school partner or district may ask of them as a member of the school community.

As cohorts are added BBBSNH will be responsible for adding staff members to implement Futures Ahead. BBBSNH will select and orientate 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 post-secondary success, and possess excellent customer service skills.
- 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 student’s 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)].

The Futures Ahead course shall award credit as an “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)]

Futures Ahead will leverage a comprehensive curriculum that incorporates written materials, delivered instruction, assessments, and the often-unconscious lessons students learn from their environment (hidden curriculum). This multifaceted approach aims to promote learning, guide mentee-mentor interaction, and facilitate a smooth transition from high school to post-secondary education or the workforce. The program will achieve this through six key goals, which include:

1. Provide necessary guidance and support to students as they transition from middle school to high school then high school to post-secondary.
2. Mentor-mentee pairs develop a strong personal relationship that allows the mentoring relationship to thrive in high school and beyond. Together, pairs will explore a variety of educational opportunities, learn the realities of the workplace, discover what they love about themselves and how those individual qualities that they possess will guide them to create and accomplish goals in their high school career so they can succeed in their field of interest after graduation.

3. With the support of their mentor, students will increase their ability to make informed decisions through awareness and understanding of individual qualities that contribute to success in their future.
4. Students will expand their knowledge of their post-secondary options including military, trades, two and four-year colleges and universities, and will develop the necessary mindset and skills needed to succeed in college and career.
5. Bridge the gap between high school content instruction and real-world skill development.
6. Equip students with the necessary 21st Century Skills to enter post-secondary options, the workforce, or as members of a community who possess the ability to think critically and creatively, collaborate with others, take initiative when approached with a task, and use technology to its fullest potential.

APPROACH TO LEARNING:

The Program Coordinator works with our school partner to facilitate weekly class sessions for mentees. During these classes, mentees will learn about relevant topics and process the learning with peers. Mentors and mentees then collaborate via online communication through Google Suite where they will work on assignments together, discuss topics through shared experiences, and join real world perspective. Secondly, mentors are able to share real time edits, suggestions, and experiences to complete the assigned coursework. Together, pairs work through each assignment within a designated unit and are able to communicate and collaborate via email or through other Google Suite applications (slides, sheets, etc.).

Each lesson includes the following:

- Lesson plan to support staff members in facilitating weekly class sessions.
- Online communication prompts or collaborative activities that are aligned to the curriculum to spark sharing and learning between mentors and mentees.
- Opportunities for students to curate artifacts for their student portfolios.

EVENTS: Mentees and mentors supplement weekly online collaboration with monthly in-person events. These events provide hands-on learning opportunities for pairs that 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 influence the power of the mentoring community at school.
- Pair activities to create opportunities for reflection and learning.
- Mentor Huddles to allow mentors an opportunity to reflect on the classroom lessons and events, brainstorm strategies to best support their mentees, and discuss best practices with their peers and program staff.

Previous In Person Events:

- PSU FAFSA Tutorial
- SNHU College Campus Tour
- PSU College Essay Writing Tutorial
- Michael Thomas Salon Tour to talk about entrepreneurship & perseverance
- Bank Of America Financial Literacy Course

Curriculum Overview:

Included below is a brief overview of the BBBSNH curriculum that will be utilized by Futures Ahead within the classroom setting.

9th grade	10th grade
Introduction to Freshman Year	Introduction to Sophomore Year
Learning/Personality Styles	Community Service II
Strong Relationships	Public Speaking
Teamwork	Financial Literacy
Freshman Portfolio	SAT Prep/Assessment
Community Service I	Post-Secondary Exploration
Developing Study Skills	Career Readiness
Research Skills	Sophomore Portfolio
21 st Century Skills	Summer Planning/Introduction to Junior Year
Mental/Physical Wellbeing	**A more comprehensive overview of the curriculum is included that details the curriculum for grades 9-10 and each individual unit's set of learning goals and objectives.
Career Exploration	
Summer Planning/Intro to Sophomore Year	

9th and 10th grade curriculum adopted from 2020 Mississippi College-and-Career-Readiness Freshman/Sophomore Seminar Curriculum for Early College High Schools

9th Grade

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.
- Collaborate on a school/local community service project.
- Focus on skill development (Study, Research, 21st Century).
- Recognize benefits of being physically and mentally fit.
- Develop an understanding of the workplace and norms.

Unit 1: Introduction to Freshman Year

This orientation unit introduces students to the program, their mentor and new school community. Students will become familiar with the program, classroom expectations, and technology uses and protocols. Conversely, students will be familiarize themselves with the school as they learn about its history, general expectations, extracurricular activities, and graduation requirements to increase trust in the school community and promote student engagement, leadership, and a sense of school pride. Near the end of the unit, mentees and mentors will meet and familiarize themselves with each other, identify goals, and start the relationship building process.

Unit 2: Learning and Personality Styles

In this unit, students will discover their personal learning and personality styles, identify the forces that shape their personality, learn how to maximize their personality style, and identify strategies to best support their individual learning needs.

Unit 3: Strong Relationships

After learning about themselves, pairs will deepen their as they explore the importance of having positive relationships and how their own self-image influences behaviors, perspectives, and personal decisions. In addition, pairs will discover how habits affects self-image and examine the role active listening has in relationships.

Unit 4: Teamwork

In this unit, pairs will analyze the benefits of collaboration, how to overcome obstacles as team member, and learn about the importance of being able to compromise. At the end of the unit, pairs will explore the benefits of taking responsibility for behaviors, emotions and personal actions as they examine how emotions influence attitudes, daily decisions, productivity, relationships, and self-esteem.

Unit 5: Freshman Portfolio

The Freshman Portfolio unit provides students with an opportunity to learn about the importance of creating and maintaining a portfolio. The portfolio will illustrates their proficiency in academics and skill development while also providing an opportunity to reflect on who they are and what they want to do academically and in life. The Freshman Portfolio at its core will affirm the student's ability to think critically and creatively, solve problems, make informed decisions, and communicate effectively as the portfolio will require collaboration with their mentor and program coordinator.

Unit 6: Community Service I

Students as a collective will determine a service project that will meet a need within the school/local community, write and present a proposal to peers or selected staff (if needed), implement the student-led project, and evaluate its success through a final report that will be added to their portfolio for review.

Unit 7: Developing Study Skills

In this unit, students will develop techniques and strategies to enhance their individual ability to learn effectively as they help students absorb, process, and retain information, improving their academic performance and lifelong learning abilities.

Unit 8: Research Skills

Students will complete a research project that answers a question or solves a problem. The formal writing process will be used requiring students to write a thesis or purpose statement that expresses the scope, purpose, and direction of the paper. Students will explore search queries to locate specific information, evaluate information to determine accuracy, validity and relevance and be mindful of intellectual property rights to avoid plagiarism. Once the research paper is completed, student will present the research to their peers, using effective public speaking skills.

Unit 9: Introduction to 21st Century Skills

In this unit, students will develop and be able to demonstrate an understanding of nine 21st Century skills. In addition, students will evaluate how 21st Century skills are necessary for success in school and the workplace through a variety of activities and real-world applications.

Unit 10: Mental and Physical Wellbeing

Students will analyze the importance and risk factors of mental and physical health, develop S.M.A.R.T. goals to improve mental and physical health, and explore the positive and negative effects of social media on mental and physical health.

Unit 11: Career Exploration

During this unit, students will develop an awareness of the workplace; identify workplace skills and their impact on careers, and research local and national career opportunities.

Unit 12: Summer Planning/Introduction to Sophomore Seminar

In this unit, students will collaborate with their mentors and program coordinator to devise a summer plan that will enable them to continue their relationship with their mentors, further develop their skills, and put them on track to succeed their sophomore year. Concepts that maybe implemented by the program coordinator may include but is not limited to short-term S.M.A.R.T. goals, required reading/project, monthly writing prompts, online journaling, etc. During this unit, students will also submit their Freshman Portfolios for review, complete an end of the year survey, and learn more about the Sophomore Seminar experience.

10th Grade:

10th Grade Pair Goals

- Reconnect as a pair.
- Further explore post-secondary pathways
- Engage in goal setting and short term/long term planning as it relates to high school success.
- Collaborate on a school/local community service project.
- Focus on skill development (Public Speaking, soft skills).
- Explore and become financial literate.

Unit 1: Introduction to Sophomore Year

This orientation unit reintroduces students to the program and allows them to reconnect with their mentor and school community. Students will review classroom and program expectations along with technology uses and protocols. Conversely, students will be continue to familiarize themselves with the school as they learn about its history, review general expectations, extracurricular activities, and graduation requirements as they further establish themselves in the school community. At the end of the unit, pairs will reflect on last year's goals and personal mission statement and either revise or create new S.M.A.R.T. goals for the year.

Unit 2: Community Service II

Students as a collective will determine a service project that will meet a need within the school/local community. Students will then draw upon their experiences from the previous year's Community Service Project I to write and present a proposal to peers or selected staff (if needed), Once the proposal is complete student will then implement the student-led project, and evaluate its success through a final report that will be added to their portfolio for review.

Unit 3: Public Speaking

Students will learn and be able to identify different types of speeches and the skills and techniques that are necessary for public speaking. Students will then demonstrate knowledge of effective public speaking by creating a speech for an audience.

Unit 4: Financial Literacy

In this unit, students will compare sources of personal income and compensation and analyze factors that influence net income. Students will be able to apply reliable information and systematic decision-making to personal financial decisions, analyze strategies to monitor income and expenses, plan for spending, save for future goals, learn about credit and debt, explore investing for wealth, and examine cost-effective risk management strategies.

Unit 5: SAT Prep/Assessment

Students will examine the test components for completing the SAT assessment that include the categories of each test component and the similarities and differences in instruction for the online and written assessment. Student will learn strategies prepare for the SAT assessment complete an SAT practice test, explore the SAT score report to determine strengths and weaknesses to focus and improve upon in preparation for the SAT they will take the following year.

Unit 6: Post-Secondary Exploration

In this unit, students will research selected career paths and determine long and short-term career goals. Students will explore the post-secondary landscape, pros and cons of each pathway and further investigate pathways based on their career interests. Lastly, students will learn about the Free Application for Student Aid (FAFSA) and its importance and create a college-planning checklist to complete during their Junior and Senior years of high school.

Unit 7: Career Readiness

Upon completion of this unit, students will be able to identify, define, and understand the roles or values of soft skills in the workplace, identify jobs based upon their availability, experience, and skills, and understand the various parts of a job application. Students will also complete a job application, draft a cover letter, write a resume, learn about interviewing skills, complete a mock interview, and understand the complexities of completing new hire paperwork.

Unit 8: Sophomore Portfolio

Students will discuss the purpose and development of their student portfolio and be able to demonstrate how they have collected and organized artifacts for their portfolio. Students will complete a self-evaluation to determine if their portfolio is ready for review before their final portfolio evaluation.

Unit 9: Summer Planning/Introduction to Junior Year

In this unit, students will complete and end of the year survey, learn more about their Junior year and initiate the process for match termination since the program concludes at the end of the school year.

Core Competencies:

1. *Self-Knowledge competencies*- Develop a positive self-concept through confidence in their abilities to plan for their career, education and life goals; understand how their decisions and actions can negatively/positively influence all areas of their lives and goals.

2. *Communication Skills*- Develop skills in writing, speaking, and listening and use those skills to effectively communicate with others.
3. *Professional Development*- Identify post-secondary options and career opportunities by utilizing resources that promote exploration, development and growth.
4. *Educational and Occupational Exploration/Readiness*- Identify connections between their educational choices and performance and their chances for success in a desired course of study or career.
5. *Career Planning*- 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

Desired Outcomes:

1. Students enrolled will successfully complete 2-year Futures Ahead program.
2. Annual growth of two or more non-cognitive skills; total growth of four or more non-cognitive skills upon completion of Futures Ahead program as evident in Freshman/Sophomore Portfolio
3. Annual growth of two or more hard/soft skills; total growth of four or more upon completion of Futures Ahead Program as evident in Freshman/Sophomore Portfolio.
4. Expanded knowledge of post-secondary options and a tentative track in mind/planned for Junior/Senior year.
5. Reduction in class tardiness, school absences, truancy, and number of suspensions.

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

1. BBBSNH will primarily utilize data supplied by the school partner, which may include but is not limited to:

- Daily Attendance (Aspen)
- Tardiness (Aspen)
- Grades (Aspen)
- Graduation Rate (to be obtained through school partner)
- General feedback/information supplied by faculty, parents, and students.

2. 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 Futures Ahead Program Coordinator. Per BBBS standards, two YODP goals 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, Trauncy, Career*)

Aspirations, Relationship Building, Social Skill Building, Future Planning, Use of Community Resources, Increasing Confidence, Self-Regulating Skills and Interest Exploration).

- Expected completion date
- Description of goal
- Action steps to meet objective of goal
- Date of goal completion

YODP goals are to be subjectively measured by the Futures Ahead Program Coordinator, who primarily uses in-person observations & progress reports provided by monthly mentor check-ins, which are also known as Match Support Contacts.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)]. BBBSNH will assess student-learning outcomes through a variety of measures and metrics to achieve desired outcomes within distinct categories that includes: *Program Execution Elements, Short-term Execution Elements, Long-Term Elements as well as Quantitative Program Execution Elements, and Qualitative Program Execution Elements.*

A summary of each is included below:

1. Program Execution Elements-

a. Engagement in Program

Measure	Metric	Benchmark
Frequency and consistency of online communication	Formative Grade: C or above	Mentee online engagement is >70%.
Frequency and consistency of in-person meetings	Summative Grade: C or above	Mentee in-person attendance is >90%.

2. Short-term Objectives

a. Growth in Non Cognitive Skills necessary for Post-Secondary Success

<u>Measure</u>	<u>Metric</u>	<u>Benchmark</u>
Mentees demonstrate growth in core non-cognitive skills.	<p>Mentees show growth in growth mindset.</p> <p>Mentees show growth in optimism and excitement about future.</p> <p>Mentees show growth in resiliency and perseverance.</p>	On average mentees demonstrate growth on 2 or more non-cognitive skills each year.

	<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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3. Long-term Execution Elements

a. Development of Post-Secondary Aspirations

<u>Measure</u>	<u>Metric</u>	<u>Benchmark</u>
Mentees understand the need of post-secondary education and/or career planning.	<p>Completion of: (Freshman)Unit 5; 9; 11 (Sophomore)Unit 5; 6; 7; 9</p> <p>Mentees report they need to pursue post-secondary education in order to live the life they want to live.</p>	85% Mentees report the need to pursue post-secondary education in order to live the life they want to live.*
Mentees explore post-secondary pathways and begin planning.	<p>Completion of: (Freshman)Unit 9; Unit 11 (Sophomore)Unit 5; 6; 7; 8; 9</p> <p>Mentees explore post-secondary pathways and begin planning.</p>	85% Mentees explore pathways and take the necessary steps to explore and put themselves into a better position to enroll in a post-secondary option upon high school graduation.*
Mentees expect to pursue some form of post-secondary education. Goal being that they expect to enroll in a post-secondary option following high school graduation.	Mentees report they expect to pursue some form of post-secondary education.	80% Mentees want to pursue some form of post-secondary education.*

*Reporting included, but not limited to: bi-monthly Match Support Contacts with Program Coordinator, portfolio articles, and as indicated in beginning/end of year 9th and 10th grade Likert Scale for Quantitative Data (Appendix C &D)

b. High School Graduation

<u>Measure</u>	<u>Metric</u>	<u>Benchmark</u>
Mentees understand the importance of and value in graduating high school in 4 years.	Mentees graduate high school in 4 years.	75% of mentees graduate high school in 4 years. vs. school partner 2023 average of 68.2%.*

4. Quantitative Program Execution Elements

a. Data Trends

<u>Measure</u>	<u>Benchmark</u>
During academic year, Mentee does not exceed 3 unexcused tardies within any class at any given time.	Mentee does not exceed more than 3 unexcused tardies per class as every third unexcused tardy is equal to one full day of unexcused absence.*
Mentee’s attendance throughout academic year remains at baseline (0, start of academic year) and does not exceed 5 unexcused absences.	Mentee does not exceed 5 unexcused absences within academic year.*
Mentee’s grades (Core Subjects, at end of 1 st quarter) remain the same or improve each subsequent quarter during academic year.	Mentee displays academic growth by <i>maintaining or improving</i> their grades in core subjects (Math, Language Arts, Science and Social Studies) each subsequent quarter during academic year.*
Mentee’s number of behavioral incidences remain at baseline (0, start of academic year) to end of academic year.	Mentees will remain at baseline (0) for number of behavioral incidences during academic year.*
Mentee’s in-class (Futures Ahead) average for lesson	Mentee’s in-class (Futures Ahead) average for lesson

completion will be 75% or higher.	completion will be 75% or higher.*
Mentee will successfully complete (C or above) two consecutive years of Futures Ahead programming.	Mentee will maintain a C or above and successfully complete two consecutive years of Futures Ahead programming.*

*Quantitative Data obtained through school partner.

5. Qualitative Program Execution Elements

a. Growth in Skills necessary for Post-Secondary Success Data Trends

<u>Measure</u>	<u>Metric</u>	<u>Benchmark</u>
Mentees understand value and understand how to build a strong relationship through self-exploration and the sharing of values, interests, and cultural backgrounds.	Mentee will remain matched during academic year and throughout summer months and each subsequent year while enrolled in Futures Ahead programming.	>75% retention rate.
Mentees understand the importance and processes involved in short and long-term goal setting as it relates to high school success.	Completion of: (Freshman) Unit 1 (Sophomore) Unit 1 Mentee will engage in an annual goal setting processes.	Success for goals will be defined as a goal that has been achieved by meeting specific criteria or requirements (i.e. YODP, S.M.A.R.T. goal).*
Mentees understand the importance and value in collaborating with others to meet the needs of their school or local community.	Completion of: (Freshman) Unit 6 (Sophomore) Unit 2 Mentees will research and collaborate with others to successfully plan and volunteer their time to complete a community service project within their school or local community	1 Community Service project annually; 2 in total for completion of Futures Ahead

Mentees understand the importance and value of skills and skill development (21 st Century, Research, Study, Public Speaking, etc.) development.	Completion of: (Freshman) Units 2; 4;5;6;7;8;9; 11 (Sophomore) Units 2, 3, 4, 5, 7	Mentees will be able demonstrate and identify basic hard/soft skills that are necessary for short and long-term success in school, the workplace, and life.*
Mentees recognize the benefits and value of mentally and physically fit.	Completion of: (Freshman) Unit 10	Mentees be able to demonstrate and explain the importance of maintaining their mental and physical wellbeing while also being able to identify and limit at-risk behaviors and unhealthy choices.*
Mentees understand the importance of boundaries and general norms within the workplace setting.	Completion of: (Freshman) Unit 9, 11 (Sophomore) Unit 7	>70% Mentees will be able to identify and demonstrate basic norms of the workplace and have a clear understanding of what is and is not acceptable.*
Mentees explore and understand the numerous post-secondary pathways currently available to them along with the requirements and processes that are necessary to achieve each.	Completion of: (Freshman) Unit 11 (Sophomore) Unit 6	>70% Mentees will be able to research, explore, and make critical decisions regarding post-secondary pathway planning.*
Mentees will understand what it means to be considered financially literate.	Completion of: (Sophomore) Unit 4	>70% Mentees will be able to identify and demonstrate key terminology and skills that are necessary to be considered financially literate.*

*Reporting included, but not limited to: bi-monthly Match Support Contacts with Futures Ahead Program Coordinator, portfolio articles, and as indicated in beginning/end of year 9th and 10th grade Likert Scale for Quantitative Data (Appendix C &D).

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

Each yearlong course will be offered as a .50 credit course or .25 credits per semester.

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)].

Students will be graded in accordance with the school partner's grading procedures that incorporates formative and summative grades. It should be noted that grading procedures are subject to change, specifically how categorical weights (Formative/Summative) are distributed for coursework.

- **Formative Grades:** Formative grades comprise a majority of a student's grade, but attribute to just 25% of the overall grade since it includes but is not limited to assigned daily work, online communication with mentor, and class projects. In order to successfully pass the class students need to maintain a C or above.
- **Summative Grades:** Summative grades make up a small percentage of a student's grade, but attribute to 75% of the overall grade since it is the primary measure for mentee-mentor in-person engagement. In order to successfully pass the class students need to maintain an A or above.
- **Marking System (school partner)**
A = 90 – 100 B+ = 85 - 89
B = 80 – 84 C+ = 75 - 79
C = 70 – 74 D = 65 - 69
F = 0 - 64 (Failure)

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 yearlong course requires an application, parent approval, and formal 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. The Futures Ahead 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 Futures Ahead 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.

In attempt to expand services to students with a 504 plan, BBBSNH in May 2023 entered a formal agreement with The Bureau of Vocational Rehabilitation New Hampshire that would allow BBBSNH to make student referrals for services if deemed appropriate. To date, this service is not in use.

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.

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)].

Futures Ahead is an in-person site-based program. Instruction will take place within a designated classroom space and all coursework will be either done in-person or virtually through Google Suite. Students will be provided Chromebooks that have access to a variety of Google Suite applications such as Google Classroom, Google Docs, Google Slides, Google Meet, etc. all of which can be used to complete coursework and simultaneously collaborate with their mentors, who will be able to provide real-time edits and feedback. Mentors will only receive access to Google Suite applications that can be monitored by the Program Coordinator to ensure the safety for all parties involved.

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)].

Futures Ahead 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 used for the Futures Ahead 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 disclose 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.

Appendix A: 9th Grade Student Competency Profile

Appendix B: 10th Grade Student Competency Profile

Appendix C: 9th Grade (Mentee) Likert Scale for Quantitative Data

Appendix D: 10th Grade (Mentee) Likert Scale for Quantitative Data

Appendix E: 9th Grade (Mentor) Likert Scale for Quantitative Data

Appendix F: 10th Grad (Mentor) Liker Scale for Quantitative Data

Appendix G: Student Portfolio Guidelines and Resources

- a. 21st Century Skills and Objectives
- b. Artifacts and Exemplary Artifact Checklist
- c. Sample Rubric for Portfolio
- d. Student Artifact Reflection Sheet

Appendix H: References/Resources

Appendix I: SIGNED- BBBSNH/Manchester High School West MOU

Appendix A: 9th Grade Student Competency Profile

9th Grade Student Competency Profile

Name: _____

This record is intended to serve as a method for noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as cumulative record of competencies achieved in the course.

In the blank before each competency, indicate date which student showed proficiency/mastered the competency.

Unit 1: Introduction to Freshman Year	
	Student understands expectations of being a student and member of their school community.
	Student understands opportunities that are available to them within school community.
	Student understands acronym S.M.A.R.T. as it relates to goal setting.
Unit 2: Learning and Personality Style	
	Student is able to identify academic strategies that support learning needs and is able to explain how to overcome obstacles.
	Student is able to identify obstacles and explain how to overcome obstacles.
Unit 3: Strong Relationships	
	Student understands importance of developing strong relationships with others through the sharing of values, interests, and cultural backgrounds.
	Student understands how self-image has a role in personal decision-making, behaviors, and perspectives.
	Student is able to differentiate difference between health and unhealthy relationships.
Unit 4: Teamwork	
	Student is able to identify strategies for overcoming obstacles when working in teams.
	Student understands the value of being able to compromise for the greater good of others.
	Student understands the benefits of taking responsibility for personal actions, behaviors, decisions, and emotions.
Unit 5: Freshman Portfolio	
	Student understands what a student portfolio is and is able to discuss its overall purpose.
	Student demonstrates how to collect and organize artifacts for their portfolio.
Unit 6: Community Service I	
	Student is able to identify a service project that will meet a need within school or community.
	Student is able to create and present a proposal for a community service project.
	Student is able to implement a student-led community service project and evaluate its success.
Unit 7: Developing Study Skills	

	Student understands importance of developing study skills as it relates to education and personal development.
	Student understands importance of time management and how it influences study skills and academic outcomes.
	Student is able to identify effective test preparation strategies.
Unit 8: Research Skills	
	Student understands formal writing process and is able to complete a research project that answers a question or solves a problem.
	Student is able to present research findings using public speaking skills.
Unit 9: 21st Century Skills	
	Student can identify each of the nine 21 st Century Skills
	Student understands what 21 st Century skills are and why they are essential to short and long-term success.
Unit 10: Mental and Physical Wellbeing	
	Student understands importance of mental and physical health.
	Student can identify risk factors as they relate to mental and physical health.
Unit 11: Career Exploration	
	Student understands how employment as a whole contributes to economy, society, and individual fulfillment.
	Student understands that skills are necessary to be successful in the workplace.
	Student is able to research local and national career opportunities and differentiate the education, training, and skill requirements and responsibilities of different careers.

9th Grade Student Competency Profile adopted from 2020 Mississippi College-and-Career-Readiness Freshman Seminar Curriculum for Early College High Schools

Appendix B: 10th Grade Student Competency Profile

10th Grade Student Competency Profile

Name: _____

This record is intended to serve as a method for noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as cumulative record of competencies achieved in the course.

In the blank before each competency, indicate date which student showed proficiency/mastered the competency.

Unit 1: Introduction to Sophomore Year	
	Student understands expectations of being a student and member of school community.
	Student understands the opportunities that are available to them within school community.
	Student understands acronym S.M.A.R.T. as it relates to goal setting.
Unit 2: Community Service II	
	Student is able to identify a service project that will meet a need within local school or community.
	Student is able to create and present a proposal for a community service project.
	Student is able to implement a student-led community service project and evaluate its success.

Unit 3: Public Speaking	
	Student understands and is able to identify different types of speeches.
	Student knows how to determine the type of speech to develop, how to choose and research a topic, and develop an outline.
	Student is able to create a speech and deliver it to an audience.
Unit 4: Financial Literacy	
	Student understands the importance and value of being financially literate.
	Student can define key terminology associated with financial literacy.
	Student understands strategies to monitor income and expenses and is able to create a budget for spending and saving as it relates to future goals.
	Student understands key differences between credit and debt and is able to recognize pros/cons of each.
Unit 5: SAT Prep/Assessment	
	Student understands what the SAT is, what it measures, and why it is used among colleges and universities.
	Student understands each component of the SAT and is able to identify the correct location and materials needed to complete either an online or a paper version of the assessment.
	Student is able to identify strategies to effectively prepare for the SAT assessment.
Unit 6: Post-Secondary Exploration	
	Student knows how to research a selected career path based on individual interests and can identify the necessary skills, education, and training that is require for a job/career.
	Student can determine short and long-term career goals.
	Student understands how to research potential colleges/universities or military branches based upon career interests.
	Student understands importance of creating and maintaining a college planning checklist as they advance through high school.
Unit 7: Career Readiness	
	Student understands parts of job application and able to complete a job application independently.
	Student understands what a cover letter and resume is and can draft one of each independently.
	Student understands what an interview is and is able to utilize the STAR Interview Method.
	Student understands what “New Hire paperwork” is and can complete it accurately and independently.
Unit 8: Sophomore Portfolio	
	Student is able to demonstrate how to collect and organize artifacts for their student portfolio.
	Student is able to evaluate progress for completion of their final portfolio.
	Student can effectively communicate how their portfolio shows proficiency of 21 st Century Skills.
	Student can effectively communicate how their portfolio shows preparedness for an explored career and post-secondary pathway and or program of study.

10th Grade Student Competency Profile adopted from 2020 Mississippi College-and-Career-Readiness Sophomore Seminar Curriculum for Early College High Schools

Appendix C: 9th Grade Before/End of Year Survey (Mentee)



9th Grade Before/End of Year Survey (Mentee)

Name: _____

Question	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I understand the expectations of being a student and member of my school community.					
I understand the opportunities that are available to me from within my school community.					
I understand the acronym S.M.A.R.T. as it relates to goal setting.					
I am able to identify academic strategies that support individual learning needs.					
I am able to identify obstacles and explain how to obstacles.					
I understand the importance and value in developing strong relationships with others through the sharing of values, interests and cultural backgrounds.					
I understand how self-image has a role in personal decision-making, behaviors, and perspectives.					
I am able to differentiate the difference between healthy and unhealthy relationships.					
I am able to identify strategies for overcoming obstacles when working in teams.					
I understand the value of being able to compromise for the greater good of others.					
I understand the benefits of taking responsibility for personal actions, behaviors, decisions, and emotions.					

I understand what a student portfolio is and am able to discuss its purpose.					
I am able to demonstrate how to collect and organize artifacts for the student portfolio.					
I can identify a service project that will meet a need within the local school or community.					
I am able to create and present a proposal for a community service project.					
I am able to implement a student-led community service project and evaluate its success.					
I understand the importance and value of developing study skills as it relates to my education and personal development.					
I understand the importance of time management and how it can impact my study skills and academic outcomes.					
I am able to identify effective test preparation strategies.					
I understand what the formal writing process and am able to complete a research project that answers a question or solves a problem.					
I am able to present my research findings using public speaking skills.					
I am able to identify each of the nine 21 st Century skills.					
I understand the importance and value of mental and physical health.					
I am able to identify risk factors as they relate to mental and physical health.					
I understand how employment as a whole contributes to the economy, society, and individual fulfillment.					
I understand the skills that necessary to be successful within the workplace.					

I am able to research local and national career opportunities and differentiate the education, training, and skills requirements and responsibilities for different careers.					
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Appendix D: 10th Grade Before/End of Year Survey (Mentee)



10th Grade Before/End of Year Survey (Mentee)

Name: _____

Question	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I understand the expectations of being a student and member of my school community.					
I understand the opportunities that are available to me from within my school community.					
I understand the acronym S.M.A.R.T. as it relates to goal setting.					
I can identify a service project that will meet a need within the school or local community.					
I am able to create and present a proposal for a community service project.					
I am able to implement a student-led community service project and evaluate its success.					
I understand and am able to identify different types of speeches.					
I understand how to determine the type of speech to develop, how to choose a topic, research my topic and develop and outline.					
I am able to create a speech and deliver it to an audience					

I understand the importance and value of being financially literate.					
I understand and can define key terminology associated with financial literacy.					
I am able to analyze strategies to monitor income and expenses and create a budget for spending and saving as it relates to future goals.					
I understand the key differences between credit and debt and am able to recognize the pros and cons of each.					
I understand what the SAT is, what it measures, and why it is used among colleges and universities.					
I understand each test component of the SAT and am able to identify the correct location and materials to complete either an online or a paper version of the assessment.					
I am able to identify strategies to effectively prepare for the SAT assessment.					
I understand how to research a selected career path based on individual interests and determine the necessary skills, education, and training that is required for this job/career.					
I am able to determine short and long-term career goals.					
I understand how to research potential colleges/universities or military branches based upon my career interests.					
I understand the importance and value of creating and maintaining a college planning checklist as I advance through high school as I prepare for graduation.					
I know what soft skills are and am able to recognize the value they add to the workplace.					

I understand the various parts of a job application and am able to complete a job application independently.					
I know what a cover letter and resume is and am able to draft one independently.					
I know what an interview is and am able to utilize the STAR Interview Method.					
I understand what "New Hire paperwork" is and how to complete it accurately.					
I am able to demonstrate how to collect and organize artifacts for the student portfolio.					
I am able to evaluate progress for completion of the final portfolio.					
I am able to communicate effectively how my portfolio shows proficiency of 21 st Century Skills.					
I am able to communicate effectively how my portfolio shows preparedness for an explored career pathway or post-secondary program of study. (Unit 8).					

Appendix E: 9th Grade Before/End of Year Survey (Mentor)



9th Grade Before/End of Year Survey (Mentor)

Name: _____

Question	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
My mentee understands the expectations of being a student and member of my school community.					
My mentee understands the opportunities that are available to them in their school community.					

My mentee understands the acronym S.M.A.R.T. as it relates to goal setting.					
My mentee is able to identify academic strategies that support individual learning needs.					
My mentee is able to identify obstacles and explain how to overcome them.					
My mentee understands the importance and value in developing strong relationships with others through the sharing of values, interests and cultural backgrounds.					
My mentee understand how self-image has a role in personal decision-making, behaviors, and perspectives.					
My mentee can differentiate the difference between healthy and unhealthy relationships.					
My mentee is able to identify strategies for overcoming obstacles when working in teams.					

My mentee understands the value of being able to compromise for the greater good of others.					
My mentee sees the benefits of taking responsibility for personal actions, behaviors, decisions, and emotions.					
My mentee understand what a student portfolio is and am able to discuss its purpose.					
My mentee can demonstrate how to collect and organize artifacts for the student portfolio.					
My mentee can identify a service project that will meet a need					

within the local school or community.					
My mentee is able to create and present a proposal for a community service project.					
My mentee can implement a student-led community service project and evaluate its success.					
My mentee understands the importance and value of developing study skills as it relates to their education and personal development.					
My mentee understands the importance of time management and how it can impact their study skills and academic outcomes.					
My mentee is able to identify effective test preparation strategies.					
My mentee understands what the formal writing process is and can complete a research project that answers a question or solves a problem.					
My mentee can present research findings using public speaking skills.					
My mentee can identify each of the nine 21 st Century skills.					
My mentee understands the importance and value of mental and physical health.					
My mentee is able to identify risk factors as they relate to mental and physical health.					
My mentee understands how employment as a whole contributes to the economy, society, and individual fulfillment.					
My mentee understands the skills that are necessary to be successful within the workplace.					

My mentee can research local and national career opportunities and differentiate the education, training, and skills requirements and responsibilities for different careers.					
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Appendix F: 10th Grade Before/End of Year Survey (Mentor) _____



10th Grade Before/End of Year Survey (Mentor)

Name: _____

Question	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
My mentee understands the expectations of being a student and member of their school community.					
My mentee understands the opportunities that are available to them within their school community.					
My mentee understands the acronym S.M.A.R.T. as it relates to goal setting.					
My mentee can identify a service project that will meet a need within the school or local community.					
My mentee is able to create and present a proposal for a community service project.					
My mentee can implement a student-led community service project and evaluate its success.					
My mentee understands and is able to identify different types of speeches.					
My mentee understands how to determine the type of speech to develop, how to choose a topic, research a topic, and develop and outline.					

My mentee can create a speech and deliver it to an audience.					
My mentee understands the importance and value of being financially literate.					
My mentee understands and can define key terminology associated with financial literacy.					
My mentee can analyze strategies to monitor income and expenses and create a budget for spending and saving as it relates to future goals.					
My mentee understands the key differences between credit and debt and is able to recognize the pros and cons of each.					
My mentee understands what the SAT is, what it measures, and why it is used among colleges and universities.					
My mentee knows each test component of the SAT and is able to identify the correct location and materials to complete either an online or a paper version of the assessment.					
My mentee can demonstrate strategies to effectively prepare for the SAT assessment.					
My mentee knows how to research a selected career path based on individual interests and determine the necessary skills, education, and training that is required for this job/career.					
My mentee is able to determine short and long-term career goals.					
My mentee understands how to research potential colleges/universities or military branches based upon career interests.					
My mentee understands the importance and value of creating and maintaining a college planning checklist as they advance through high school and prepare for graduation.					

My mentee knows what soft skills are and is able to recognize the value they add to the workplace.					
My mentee understands the various parts of a job application and is able to complete a job application independently.					
My mentee knows what a cover letter and resume is and can draft one independently.					
My mentee understands what an interview is and is able to demonstrate the STAR Interview Method.					
My mentee understands what “New Hire paperwork” is and can complete it accurately and independently.					
My mentee is able to demonstrate how to collect and organize artifacts for the their student portfolio.					
My mentee is able to evaluate progress for completion of their final portfolio.					
My mentee can communicate effectively how their portfolio shows proficiency of 21 st Century Skills.					
My mentee can communicate effectively how their portfolio shows preparedness for an explored career pathway or post-secondary program of study. (Unit 8).					
My mentee is academically, emotionally, and socially					

Appendix G: Student Portfolio Guidelines and Resources

The student portfolio provides student an opportunity to demonstrate knowledge, proficiency, and attributes of post-secondary readiness through artifacts or examples that answer the question “How am I prepared for college, career, and life?” The portfolio, while individualized will demonstrate a student’s aptitude in academics, personal growth and skill development while also allowing them to reflect on who they are and what they want to do. The portfolio will allow students to communicate skills acquired as well as their interest and knowledge of post-secondary and career interests.

The final portfolio presentation during the sophomore year should affirm a student’s ability to think critically and creatively, solve practical problems, make reasoned and ethical decisions, effectively communicate,

collaborate with others, and flexibly lead by taking initiative and being productive. This portfolio will require cooperation and collaboration among the mentor and program coordinator to ensure that the student has the necessary resources to complete the portfolio.

A. 21st Century Skills and Objectives

These skills and objectives are to be used as a reference when developing the portfolio and for grading purposes when reviewing the rubric (provided below).

- **Critical Thinking**
 - a. Uses various types of reasoning as appropriate to situation.
 - b. Analyzes how parts of whole interact with each other to produce overall outcomes in complex systems.
 - c. Analyzes and evaluates major alternative points of view.
 - d. Able to make connections between information and arguments.
 - e. Interpret information and draw conclusions based on analysis.
 - f. Reflect critically on learning experiences and processes.
 - g. Able to solve different kinds of unfamiliar problems in conventional and innovative ways.
 - h. Can identify and ask significant questions that clarify various points of view and lead to better solutions.

- **Communication**
 - a. Articulate thoughts and ideas effectively using oral, written, and non-verbal communication in a variety of forms and contexts.
 - b. Can listen effectively to decipher meaning, knowledge, values, attitudes and intentions.
 - c. Uses communication for a variety of purposes (i.e. inform, instruct, motivate, and persuade).
 - d. Able to use a variety of media and technology to assess their impact and effectiveness.
 - e. Communicates effectively in diverse environments.

- **Creativity**
 - a. Uses a variety of creative techniques (i.e. brainstorming).
 - b. Creates new and worthwhile ideas.
 - c. Elaborates, refines, analyzes, and evaluates original ideas to improve and maximize creative efforts.
 - d. Develop, implement, and communicate new ideas effectively.
 - e. Is open and responsive to new and diverse perspective; incorporate group input and feedback into work.
 - f. Demonstrate originality and inventiveness in work and understands real-world implications.
 - g. Considers failure as an opportunity to learn; understand creativity and innovation are part of a long-term process of small successes and mistakes.
 - h. Acts on creative ideas to make tangible and useful contributions where innovation will occur.

- **Collaboration**
 - a. Demonstrates ability to work effectively and respectfully with teams.

- b. Exercises flexibility and willingness to help facilitate compromise to achieve common goal.
 - c. Assumes responsibility for collaborative work, and value the individual contributions made by others.
- **Flexibility**
 - a. Understands their way isn't always the best way
 - b. Is able to demonstrate humility and admit fault or when their wrong.
 - c. Can adapt to changing circumstances.
- **Initiative**
 - a. Exemplifies the attributes of a self-starter.
 - b. Does things without being asked or told.
 - c. Can take advantage of opportunities when other do not.
 - d. Is proactive versus reactive; works towards fulfilling goal.
- **Leadership**
 - a. -Is able to determine, set, and attain goals.
 - b. Can collaborate and guide others to achieve common goal.
- **Literacy**
 1. Information
 - a. Is able to find, evaluate, manage, and communicate information in a variety of forms.
 - b. Demonstrates ability to disseminate information and make informed decisions.
 - c. Can discern facts, figures, statistics, and data.
 2. Media
 - a. Is informed about media, methods, and outlets from which it is published.
 - b. Can identify different types of media and evaluate content.
 - c. Understands media bias and is able to differentiate between real and fake news.
 3. Technology
 - a. Ability to adapt to an ever-changing environment based on technological advancements.
 - b. Is able to use, manage, evaluate and understand technology and its many uses.
- **Productivity**
 - a. Achieves goals through setting and meeting deadlines.
 - b. Is able to prioritize needs.
 - c. Can effectively manage their time.
 - d. Can cooperate and collaborate with others.

B. Artifacts

The following list of examples are areas that a student can select as artifacts. This list is not exhaustive as the number of recommended artifacts is 5.

- Classwork (i.e. assignments, quizzes/tests, reflections/essays, class projects, etc.).
- Documentation from Community Service Project I and II
- Cover Letter
- Resume
- College Essay
- SAT Scores
- STAR Interview
- In-person events
- YODP/S.M.A.R.T. goals

Exemplary Artifact Check List

- I worked on this artifact for more than one week, independently or in-class.
- I played a significant role in creating this artifact.
- I revised this artifact based on feedback received.
- I was challenged while working on this artifact.
- I can demonstrate my understanding of content standards through this artifact.
- I can explain what a 21st Century Skill I learned or developed through this artifact.
- I can explain how this artifact connects to life outside of school or in my future.
- I grew as a student and as an individual through this artifact.

C. Rubric

The sample rubric below will showcase selected artifacts, self-reflections, and other assigned items that demonstrate a student’s knowledge, proficiency, and ability to answer the questions of “How am I prepared for college, career, and life?”

Sample Rubric for Portfolio

Objective	Level 4	Level 3	Level 2	Level 1
Evidence of Growth	Through selected artifacts and written explanation, student demonstrates an extraordinary level of academic and personal growth from beginning of school year to end of school year.	Through selected artifacts and written explanations, student demonstrates moderate level of academic growth from beginning of school year to end of school year.	Through selected artifacts and written explanations, student demonstrates a minimal amount of academic growth from beginning of school year to end of school year.	Through selected artifacts and written explanations, student demonstrates no growth from beginning of school year to end of school year.
Evidence of Self-Reflection	There is substantial evidence of self-reflection of each artifact throughout entire portfolio. The	There is some evidence of self-reflection throughout	There is minor evidence of self-reflection throughout the	There is no evidence of self-reflection in any part of the

	reflection demonstrates higher-level thinking and above average consideration is factored into connections between the reflections and artifacts.	portfolio. Student has demonstrated some consideration of connections between reflections and artifacts.	portfolio. Student has made some connections between reflections and artifacts.	portfolio. Student has not made any connections between reflections and artifacts.
Variety of Artifacts	There is a variety of 10 or more artifacts included in the portfolio. Artifacts are creatively chosen to show academic and personal growth while also reflecting 21 st Century skills.	There is a variety of less than 10 and more than six artifacts included in the portfolio. Some creativity was used with artifacts chosen to show academic and social growth while reflecting 21 st Century skills.	There is a variety of six or less artifacts selected. Minimal creativity was used to show how each artifact reflects academic and social growth and development of 21 st Century skills.	There is a variety of five or less artifacts in the portfolio. No creativity was used to show academic and personal growth while reflecting 21 st Century skills.
Visual Appeal and Organization	The portfolio is professional and well organized and there is extensive evidence the student carefully planned the appearance of the portfolio. The portfolio is organized to where the audience can easily identify significant connections between artifacts, explanations, and reflections without confusion.	The portfolio is aesthetically pleasing and organized. There is some evidence that the student carefully planned the appearance of the portfolio. The portfolio is organized so that the audience can identify some connections between artifacts, explanations, and reflections with minimal confusion.	The portfolio is somewhat aesthetically pleasing. There is little evidence the student sufficiently planned the portfolio. The portfolio is arranged in sections that may not have specific order or organization. The audience has moderate difficulty identifying some connections between artifacts, explanations, and reflections.	The portfolio is not aesthetically pleasing in any way. There is no evidence that thought was put into planning the appearance of the portfolio. The portfolio has no order or organization. The audience is unable to identify connections between artifacts, explanations, and reflections.
Presentation Preparation	All aspects of the presentation are well prepared and the student demonstrates full understanding of	Most aspects of the presentation are well prepared. Most aspects of the portfolio's purpose are completely	Most aspects of the presentation are well prepared. Some major aspects of the portfolio's purpose are not completely	Some aspects of the presentation were not well prepared. Some aspects of the portfolio's purpose were not completely

	the portfolio's overall purpose.	understood by the student.	understood by the student.	understood by the student.
Public Speaking Skills	Student has good voice inflection and does an outstanding job speaking during presentation.	Student has somewhat good voice inflection and makes few errors during presentation.	Student has some voice inflection and does attempt to communicate clearly, making few errors during presentation.	Student has few changes in voice inflection and make major errors during presentation.
Balance of Product and Process	Student is highly engaged with entire portfolio process throughout year. It is evident student exceed all expectations when selecting artifacts.	Student has been engaged with portfolio process throughout year. There is some evidence student was mindful when selecting artifacts.	Student has been somewhat engaged with portfolio process throughout year. There is evidence student put little thought into selecting artifacts for portfolio.	Student was not engaged with portfolio process and put no though into selecting artifacts for portfolio.

D. Student Artifact Reflection Sheet

Which of the nine 21st Century Skills does this artifact address?

- Critical Thinking
 Creativity
 Collaboration
 Communication
 Flexibility
 Leadership
 Initiative
 Productivity
 Literacy-Information, Media, and Technology

Describe the artifact that you chose. Where and when is it from? If applicable, describe the specific assignment or activity.

How does this artifact support the objective under the identified 21st Century Skill?

How will this skill be applied in college, career, and life?

Appendix H: References and Resources

Wright, Carey, et al. “2020 Mississippi College-and Career-Readiness Freshman Seminar Curriculum for Early College High Schools.” Mississippi Department of Education, Office of Post Secondary Education, Jackson, MS, 2020.

Wright, Carey, et al. “2020 Mississippi College-and Career-Readiness Sophomore Seminar Curriculum for Early College High Schools.” Mississippi Department of Education, Office of Post Secondary Education, Jackson, MS, 2020.

Appendix I: Memorandum of Understanding BBBSNH and West High School

Memorandum of Understanding BBBSNH and WHS

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 BBBSNH 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 9-10, adding a new cohort each year.

Purpose

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

- Develop and enhance Futures Ahead, integrating BBBSNH Futures Ahead Program into the school culture
- Provide one-to-one mentoring services to 9th-10th grade WHS students
- Enhance collaboration between BBBSNH and WHS to increase Futures Ahead 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 mentoring model and its impact on absenteeism and school success
- Enhance the level of parental involvement in youth participating in Futures Ahead, attending school, and preparing for college/career
- Enhance the level of student leadership and peer support in Futures Ahead participation and school attendance

Youth Eligible for Big Brothers Big Sisters Futures Ahead

As of January 31, 2024 and two and a half years forward to June 31, 2026, BBBSNH will match students starting in the 9th (through 10th) grade at WHS in a one-to-one mentoring relationship with a caring adult. BBBSNH will provide in-class guided curriculum for 9th & 10th grade students at WHS. By the end of 10th grade, students will have the option to continue to be matched with their mentor, and be rolled into our Community Based programs where mentee and mentor can put the curriculum to use in the real world, together.

Roles and Responsibilities

A. BBBSNH and WHS will:

- Collaborate to develop Futures Ahead in Manchester, NH, enhancing a model that can be replicated statewide and nationwide
- 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 Futures Ahead, attending school, and preparing for college/career
- Enhance the level of student leadership and peer support in Futures Ahead participation 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 Futures Ahead, 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 permission slip, interview and assess youth referred enrolled 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

- 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 and more
 - Interviewing, assessing, and selecting volunteers and youth
 - Selecting appropriate mentors for youth based on interests, preferences, needs, and strengths
 - New mentor training for new mentors and offer 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 mentoring 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), 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 Futures Ahead class
- 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)
- Be willing to embed Futures Ahead into school culture, college guidance efforts, and academic programming
- Allow participating students to receive Learn Everywhere credits upon completion of each semester. (1/4 per semester)

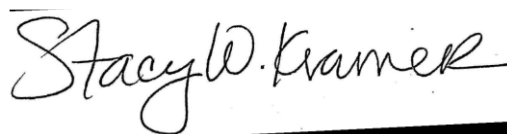
- Provide a clear and viable process for allowing students to opt-out of the program (if appropriate)
- Implement grading policies (as appropriate) for work completed in Futures Ahead
- Appoint staff to:
 - Follow-up with students, outside of weekly classes
 - Chaperone students to Futures Ahead events
- Fully integrate program, including:
 - Class space for BBSNH staff to implement Futures Ahead sessions
 - Assign weekly class block for the Futures Ahead class (occasionally for after school events)
 - Schedule all designated students in weekly Futures Ahead class
 - Develop grading policy for students participating in Futures Ahead
 - Assign key staff members to attend debrief meetings with BBBSNH staff
 - Collaborate to establish dates for Futures Ahead events
 - Commit to embed Futures Ahead 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 Futures Ahead and keeping them updated on program progress
 - Work collaboratively with BBBSNH 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 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.

Agreed to and approved by:

Stacy W. Kramer


2/14/24

Stacy W. Kramer
Chief Executive Officer
Big Brothers Big Sisters of New Hampshire

Date

A handwritten signature in black ink that reads "Richard R. Richard". The signature is written in a cursive style and is positioned above a horizontal line.

2/12/24

Richard Dichard
Principal
West High School

Date

