

New Hampshire Department of Education – Bureau of Student Wellness and Nutrition

One Trusted Adult

Middle School

Ripple Journal Advisory Curriculum

Pilot Program

Training Opportunity Announcement

BSW-2021-007

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Application Due Date: July 29, 2021



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# Section 1: Project Overview & Schedule

1. Executive Summary

Regaining learning loss begins with repairing connection loss. Students learn from those they feel most connected to, and the One Trusted Adult Middle School Ripple Journal Advisory Curriculum Pilot Program can assist your middle school educators and students in rebuilding these relationships.

**Overview**

The One Trusted Adult Middle School Ripple Journal Advisory Curriculum Pilot Program ( <https://www.onetrustedadult.com/ripple-journals-launch>) is a vital tool to help combat one of the serious adverse effects of COVID-19 – the loss of student teacher and student-adult connections. Middle school (grades 5 – 8) students, whose development relies heavily on social interaction with peers and adults, have been particularly hard hit. The Ripple JournalProgram for students’ ages 10 – 14 include an assembly for students, professional development for teachers, and Ripple Journals: a yearlong advisory curriculum that assists these vulnerable students in reconnecting with adults and classmates. Ripple Journal Program provides middle school students with information and inspiration on the importance of building relationships with trusted adults, developing skills for personal wellness, social courage, making and keeping friends, and leading in their communities. The Ripple Journal Program helps prevent loneliness, apathy and disengagement by focusing on meeting universal youth needs and providing developmental assets, such as positive identity formation, social competence, belonging, a commitment to learning, and creation of opportunities for purposeful contributions.

**Ripple Journals**

The Ripple Journals are a social-emotional learning tool, a wellness curriculum, and a leadership workbook, all in one! Young people who open their pages will experience encouragement for honest self-reflection and discovery, skills for solving problems and building healthy relationships, as well as inspiration and ideas for taking action and making community-wide impact!

The themes, activities, and lessons in the journals address the universal needs of youth, in a unique, fun, and activity-based way that encourages discussion and connection between trusted adults and young people. They are an important part of the comprehensive, research- based One Trusted Adult Middle School Ripple Journal Advisory Curriculum Pilot Program, designed to ensure that every young person has at least one accessible, boundaried, and caring, adult in their corner.

Research shows that just one trusted adult can have a profound protective, and preventative, impact on a child’s life, influencing that young person away from risk and towards greater resilience, stronger engagement, and improved physical and emotional wellness. Educators, camp counselors, aunts and uncles, athletic coaches, babysitters, youth ministers – every adult who interacts with a young person carries the possibility and responsibility of shaping a life, sometimes in dramatic ways. The RippleJournalswill provide young people with skills and prompts for connecting with such an adult.

**For the Middle School Students**

Training adults to step up and show up for youth is only one-half of the work; the other half is informing (and convincing!) young people of the importance and benefits of engaging these adults**.** Ripple Journalsare designed to do just this.

Ripple Journals are a personal reflection tool, a wellness curriculum, and a leadership workbook, all in one! The Ripple Journalswill provide students with skills and prompts for connecting with trusted adults. Young people who open their pages will experience encouragement for honest self-reflection and discovery, skills for decision-making and problem solving, as well as inspiration and ideas for making positive community-wide impact!

Designed to be used throughout the school year in the classroom and beyond, the themes, activities, and lessons in the journals address the developmental assets and universal needs of youth, in a unique, fun, and activity-based way. The journals encourage discussion and connection between trusted adults and young people, so that together they can create pathways for a bright future. The Ripple Journal is 120 pages long, full color, and meant to be written in by the student.

The Ripple Journals are a flexible and easy to use tool (grab and go) for teachers, and while designed for 30 minutes a week, can be used more often, or less often, and easily woven into existing classroom schedules without creating additional demands on teachers. A digital Facilitator’s Guide will be available for each teacher using the Ripple Journals, which contains pacing suggestions, lesson plans, extension activities and more.

The content of the Ripple Journals will support the Common Core ELA standards, as students will be reading, asked questions, and challenged to problem-solve, communicate, and think deeply and critically. The youth-friendly framework of the journals urges young people to invest in, care for, and pay attention to growth in all “circles” of their “ripple”:

Solo Circle: In the first section of each journal, young people explore and assess their personal wellness and individual strengths, covering topics such as Personal Investigation, Intuition, Self-Attention, Mindset, Messaging, and Critical Thinking.

Inner Circle: In the second section of each journal, young people investigate and evaluate their relationships and connections, covering such topics as Belonging, Energy, Friendship, Upstandership, and Gratitude.

Outer Circle: In the final section of each journal, young people examine and explore their potential positive impact, service, and influence on others, covering such topics as Community, Teamwork, Communication, Leadership, and Goal Setting.

**Assembly for Students:**

Start a Wave – This assembly addresses two important protective factors that will help young people survive and thrive: Whoa Friends and Trusted Adults. Whoa Friends express polite doubt when something doesn’t feel right - students will learn how to find them and how to be them. Trusted Adults are accessible, boundaried, and caring - students will learn how to find them and how to connect with them. In this interactive and energetic 45 minutes, middle schoolers will brainstorm ideas for ways to begin positively leading in their communities, repair connections lost due to COVID, and bring Ripple Journal activities to life!

**NH Pilot Program**

In this Pilot Program designed for the NHDOE- OSEW, will select 4 schools and each will receive:

* Ripple Journal for each student in 5th, 6th, 7th and 8th grades
* Teacher copies of Ripple Journal and Ripple Facilitation Guide, which includes sample letter to parents & guardians explaining the Ripple Journal program
* Classroom Ripple Kit, containing supplies to bring the Ripple Journal activities to life
* 2-hour facilitation training program for teachers/staff who will be working with students using the Ripple Journals in September
* Check-in meetings (in person and virtual) throughout the school year with Ripple facilitators to share best practices and more
* 45-minute, dynamic and interactive “Start a Wave” assembly for Ripple Journal students in September
1. **Project Schedule**

|  |  |  |
| --- | --- | --- |
| EVENT | DATE | LOCALTIME |
| Anticipated Funding Opportunity Announcement Posting | 07/12/2021 | 4:00 PM |
| Applicant Inquiry Period Ends *(applicants can ask questions re: this FOA)* | 07/22/2021 | 4:00 PM |
| Agency Responses to Applicant Inquiries (*applicants can expect reply to FOA queries)* | 07/26/2021 | 4:00 PM |
| Application Deadline | 07/29/2021 | 4:00 PM |
| Project Period | 8/05/2021 - 6/30/2022 |
| OTA will provide a pre/post questions for teachers to assess the learning growth |  Beginning and end of programming  |
| School must document the implementation plan for the Ripple Journals  | August 23, 2021  |

The following table provides the timeline for this project. The DOE reserves the right to amend this schedule at its sole discretion and at any time through written notification.

# Section 2: Eligible Applicants

1. Eligible Applicants

Any New Hampshire traditional public schools or Public Chartered School is eligible to apply with the endorsement of their Superintendent or its governing body.

Applicants must have demonstrated a commitment to embed the Ripple Journals as a social emotional curriculum throughout the entire middle school building. This is considered a Tier 1 support of Multi-Tiered Systems of Support for Behavioral Health and Wellness (MTSS-B).

MTSS-B is a community-driven preventative framework and process for aligning a continuum of supports. Within MTSS-B, participating communities mobilize people to collect and analyze data, make a data-driven strategic plan, and implement and evaluate evidence-based strategies to support the behavioral health and wellness of all students (universal), those with slightly elevated needs (targeted), and those experiencing the most challenges (intensive).

MTSS-B is a culturally competent approach that is family- and youth-driven.

# Section 3: Project Design

1. **Project Requirements**

The following required parameters exist on awarded applications:

* 1. The entire middle school needs to be committed to embedding Ripple Journals.
	2. Faculty will be trained by One Trusted Adult prior to school starting or as soon as possible and a plan must be in place for the implementation of the project.
	3. One Trusted Adult will present a Kick off “ Start a Wave” assembly scheduled for beginning of school year to introduce to students and possibly parents
	4. Teachers must implement the journals weekly
	5. Teachers must complete the short pre and post assessment
1. **Performance Period and Number of Districts Selected**

The New Hampshire Department of Education, Office of Social & Emotional Wellness expects four districts from various parts of the state to participate in One Trusted Adult Middle School Ripple Journal Advisory Curriculum Pilot Program. The performance period runs through June 30, 2022.

Selected districts will receive training from One Trusted Adult, project assistance will be provided from OSEW as needed. Upon full implementation, districts may elect to receive MTSS-B consultation and technical assistance beyond the life of the project, as capacity allows.

Applicants will be prepared to begin training and implementation upon award in August/ September 2021.

# Section 4: Application Content and Scoring Criteria

Applications will be reviewed and scored using the following scoring criteria:

* Application Cover Page (Appendix A)
* Project Implementation (Appendix B) – 20 points, outlined below:
	+ Implementation and Evaluation Timeline (5 points)
* School, District, and/or Community Readiness (Appendix D) – 25 points, outlined below:
	+ Alignment with district goals (10 points)
	+ Whole-school framework (10 points)
	+ Student voice (5 points)
	+ Family voice (5 points)
	+ Community engagement (5 points)
* School, District, and/or Community Willingness to Implement (Appendix E) - 10 points
* Administrator(s) signature(s) indicating commitment to participate in and support the One Trusted Adult Middle School Ripple Journal Advisory Curriculum Pilot Program and initiatives (Appendix G) – 5 points

If you are unable to answer any of the application questions as a result of insufficient infrastructure, services or resources in place, mark N/A, and provide an explanation of how you intend to support collection of that information in the future. The total number of points awarded will be an important factor but not the only consideration in selecting districts. Other factors may include geographic distribution, size and demographic diversity of applicants.

The Department of Education reserves the right to seek clarification of any information contained in a submitted application for this initiative.

# APPENDICES: Application Forms

*The following forms may be used by applicants to construct their package. Applicants may also use their own forms, provided that all of the section titles and required information are included.*

*Appendix A: One Trusted Adult Middle School Ripple Journal Advisory Curriculum Pilot Program Cover Page*

|  |  |
| --- | --- |
| LEA |  |
| Name of Person Completing Application |  |
| Role/Title of NamedPerson Above |  |
| Phone Number |  |
| Email Address |  |
| Superintendent Name |  |
| District Task Lead/Role |  |
| Collaborative CommunityPartner(s) |  |

|  |  |
| --- | --- |
| How many schools are inyour district? |  |
| Which Middle school will be participating in thisproject? Studentpopulation for the entire middle school? |  |
| Name of participatingschool and corresponding administrators |  |
| Website (if applicable) |  |

Signature of Person Completing Application and

Date

*Appendix B: Project Implementation*

Please describe in detail how you will implement One Trusted Adult curriculum/ activities into your school. Successful applicants will demonstrate: a plan for increased universal prevention strategies; a connection to long-term prevention efforts, include targeted outcomes for your school; a plan to effectively evaluate outcomes; and connections to other community efforts. (20 points)

Project Implementation Summary:

*Appendix C: Timeline*

Implementation & Evaluation Timeline: *Indicate planned activities and evaluation measures below. Include deadlines according to Project Schedule (Section 1B). ( 5 points)*

August 2021

September 2021

October 2021

November 2021

December 2021

January 2021

February 2021

March 2021

April 2021

May 2021

*Appendix D: School, District, and Community Readiness*

The applicant must demonstrate school -wide readiness to engage in universal prevention strategies. Determine how you will ensuring long-term sustainability, and fostering positive outcomes for children and youth. (25 points total)

Please explain how your school district’s vision and mission align with the efforts proposed in this application. (10 points)

Please describe how your school district utilizes a whole-school, multi-tiered framework to address social and emotional wellness, including the prevention of risky behaviors, such as substance misuse, and the promotion of protective factors amongst the student body. (10 points)

Please describe how your school district empowers student voice within the whole-school, multi- tiered framework. Identify ways that student voice will be used to address and support the proposal outlined in this application. (5 points)

Please describe how your school district empowers family voice within the whole-school, multi- tiered framework. Identify ways that family voice will be used to address and support the proposal outlined in this application. (5 points)

Please describe how your school district interfaces with the broader community and other child-serving organizations within the whole-school, multi-tiered framework. Identify ways that

these collaborative relationships will be leveraged to address and support the proposal outlined in this application. (5 points)

*Appendix E: School, District, and Community Willingness*

Willingness to engage in and support the proposed project implementation will be key to success. Please describe the plan to obtain buy-in from all relevant stakeholders, including students, families, educators, and community members. Also, describe your existing communications strategy and ability to share information about this project throughout implementation. (10 points)

*Appendix F: Administrative Commitment*

The following administrators and community partners have committed to implement this project as proposed. They understand the project and its requirements and will support all activities, engagement, and evaluation described herein. Additional lines may be added to this chart. (5 points)

|  |  |  |
| --- | --- | --- |
| Name | Title | Signature |
|  | Superintendent |  |
|  | Director of Student Services |  |
|  | Director of Student Wellness |  |
|  | Building Administrator:[School Name] |  |

*Appendix H: Directions for Application Submission*

Completed applications shall include all appendices outlined in this guidance document. In the event that the applicant elects to not use the provided templates, the applicant is responsible for providing all requested information and formatting the document using the same section titles. Any information that is not clearly identified will not be considered during scoring.

Completed applications must be submitted by the deadline. Please submit applications with the subject title “[District Name] – One Trusted Adult Application” to:

Jen Doris, Administrator

 Office of Social and Emotional Wellness

NH Department of Education

101 Pleasant Street, Concord NH 03301 Jennifer.f.Doris@doe.nh.gov

(603) 271-2295