



## B More Global School Partnership Application Overview

B More Global (BMG) is a local nonprofit organization dedicated to providing Baltimore's students access to globally-focused educational experiences to develop empathetic, action-oriented citizens who can communicate and connect across a wide variety of cultures. BMG works with school-based staff to implement a year of extra-curricular programming with a subsidized study abroad trip during Spring Break to spark in students a lifetime of interest in foreign cultures and a commitment to become changemakers in their communities and beyond.

Baltimore City Public Schools provides a quality education that focuses on the total development of each child, equipping all students with the life skills and academic foundation needed to contribute to our changing society. Individual schools may partner with B More Global to provide their students with opportunities to study abroad and the skills necessary to prepare them for international travel.

B More Global will provide:

- Curriculum to be implemented by the Staff Liaison at the school.
- Referral and connection to the BMG-affiliated study abroad trip provider.
- Support to the Staff Liaison.
- \$12,000 in subsidized funding to support participation by low-income students at one partner school.

The Partner School will provide:

- A Staff Liaison to implement the curriculum and lead the study abroad trip.
- Compensation of \$800 paid directly to the Staff Liaison.
- Certification of student eligibility based on BMG's travel eligibility criteria.
- Completed Baltimore City Schools field trip forms in accordance with City Schools [Board policy IJOA](#). It is the full and sole responsibility of the partner school to ensure compliance with Baltimore City Public Schools' policies regarding field trips and international travel.
- Documentation that all chaperones have been [processed through City Schools' Office of Human Capital](#), including confirmation of background check clearance. BMG can provide a fully-processed chaperone for your trip, upon request.
- Completed eligibility documentation for scholarship students, along with certification of income-eligibility forms.

To be considered as a BMG partner for the 2024-25 BCPS school year, please complete the [online application](#) and email a letter of support from your school principal to [info@bmoreglobal.org](mailto:info@bmoreglobal.org) by March 25, 2024. The letter from your principal should be on school letterhead and include their name, title, contact information, signature, date, and the following acknowledgement:

*"I endorse this application to partner with B More Global for the 2024-25 school year and agree to support the implementation of the BMG curriculum and study abroad trip while adhering to the policies and procedures outlined by BMG."*

Please review the *Staff Liaison Responsibilities and Scoring Rubric* at <https://www.bmoreglobal.org/get-involved> (and attached) prior to completing the online form to fully understand the staff liaison's role and BMG's priorities and scoring criteria.

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## Part I. Alignment with BMG's Mission and Goals and Anticipated Benefit for Students

1. How do BMG's mission and goals align with your school's goals for student learning?
2. How will the BMG curriculum and study abroad experience benefit your students and complement any pre existing commitment to global and/or cultural competencies already in place?

## Part II. Structures and Supports

1. What staffing are you committing to support the implementation of the curriculum and trip planning?
2. How do you envision building school day scheduling or afterschool programming structures to ensure there is a dedicated time and space for the implementation of BMG's curriculum (i.e., will this be embedded in the school day or an afterschool program; will dedicated staff be available)?
3. What leadership and administrative support will be available to the designated school staff to ensure implementation of the curriculum, certification of behavioral and academic eligibility, certification of financial need, BMG programming attendance records, and trip facilitation?

## Part III. Trip Proposal and Financial Commitment

1. Please visit the [Explorica website](#), BMG's approved study abroad program provider, to select a trip for Spring Break 2025 that meets the goals of your school and students. Attach a copy of the Explorica tour itinerary\* in addition to a proposal indicating your tentative dates\*\*, the expected population of students at your school that will participate in the BMG curriculum and trip, and how the destination you've chosen will further academic and social goals for your students. Provide your best guess as to how many students and staff and/or parent chaperones will travel and how you will apply the BMG subsidy and free place(s) offered by the tour provider.

*\*Schools should not reach out to Explorica directly at this stage but will have the opportunity to request adjustments to the trip package published on the Explorica website later in the process.*

*\*\*The study abroad trip should take place during Spring Break 2025.*

2. How do you plan to demonstrate a financial commitment to the programming that supplements BMG's subsidies to maximize student participation?

## Staff Liaison Responsibilities

- Serve on BMG's Events Committee (2 hrs/month x 12 = 24 hrs)
- Complete two onboarding sessions with BMG staff prior to implementing programming (1 hr/session x 2 = 2 hrs)
- Curriculum planning, lesson prep, and reporting (0.5 hrs/lesson x 16 = 8 hrs)
- Ensure delivery of the BMG curriculum and complete assigned curricular responsibilities, which include (1.5 hrs/lesson x 16 = 24 hours)
  - Implementing student development sessions
    - Sessions must adhere to BMG curriculum, though staff are welcome to supplement lessons with any content appropriate for specific student population or course of study
    - Track student attendance and provide documentation to BMG that each student has attended at least 80% of sessions
    - Administer Student Pre- and Post-Programmatic Questionnaires (to student travelers and a control group of similar students who are not participating in BMG curriculum or trip)
  - Driving student turnout at BMG fundraising events especially at Patterson Park 5K & Homebrew Contest (first Saturday of December, 9am - 5pm)
    - Track student volunteer activities and provide documentation to BMG that each student has completed at least 5 BMG-related volunteer hours
    - Serve as a volunteer at Patterson Park 5K & Homebrew Contest (minimum 2 hrs)
- Coordinate all aspects of trip preparation including: planning and running student/family information session(s), recruiting students, helping students and chaperones register with the tour provider, ensuring that all travelers have valid passports with at least six months after return date of trip before expiration, allocating BMG scholarship funds in accordance with BMG policies, ensuring that all BMG and BCPSS forms are completed, holding pre-trip briefing, arranging transport to and from airport, etc. (16 hrs)
- Serve as the primary point of contact for BMG, the students, families, and tour provider through the process (2 hrs).
- Maintain ongoing communication with students/families regarding travel plans, eligibility changes and criteria, etc., including (2 hrs):
  - Quarterly communication with students/families regarding status updates of behavioral and academic contract
  - Lead and/or coordinate any necessary student conferences regarding academic or behavioral performance that may warrant student-led performance plans to remain eligible for the trip
- Travel on the trip abroad and serve as lead chaperone, which will include (hrs vary based on trip length/itinerary):
  - Travel with the group at all times and ensure student participation in all scheduled program activities.
  - Keep the group together and accounted for.
  - Help students actively participate in the program by making sure they are on task, listening attentively, following directions, and completing the activities assigned.
  - Monitor the behavior of the students with the assistance of the chaperones (if applicable).
  - Address inappropriate behavior or violations.

Total Estimated Time Commitment (not including trip abroad) = 80 hrs

## BMG School Partnership Scoring Rubric

	Exceeds Expectations <i>30 Points</i>	Fully Meets Expectations <i>20 Points</i>	Partially Meets Expectations <i>10 Points</i>	Falls Short of Expectations <i>0 Points</i>
Part I. Alignment with BMG's Mission and Goals and Anticipated Benefit for Students	<p>Clear and detailed explanation of how BMG's mission and goals align seamlessly with the school's goals for student learning, including specific examples.</p> <p>Concrete evidence of the school's pre-existing commitment to global competencies, showcasing an impressive structure that aligns well with BMG's mission.</p> <p>Detailed plan on how BMG's curriculum and study abroad experience will complement and enhance the existing programming at the school.</p>	<p>Demonstrated alignment with a vision articulated, although perhaps with slightly less specificity than an "exceeds" response.</p> <p>Demonstration of commitment to global competencies, but with perhaps fewer examples or a slightly less established structure compared to an "exceeds" response.</p> <p>Clear understanding of how BMG's offerings will supplement existing programming, although with fewer specific details compared to an "exceeds" response.</p>	<p>Basic alignment mentioned, but lacks depth and specificity.</p> <p>Limited demonstration of commitment to global competencies.</p> <p>Basic acknowledgment of the potential for supplementation, but lacks depth.</p>	<p>Minimal or no alignment demonstrated.</p> <p>Little or no evidence of commitment to global competencies.</p> <p>Little or no consideration of how BMG's offerings will complement existing programming.</p>
Part II. Structures and Supports	<p>Clear commitment with a designated staff member explicitly assigned to implement the curriculum and lead the trip, with an accountability plan in place.</p> <p>Well-defined plan for embedding the curriculum within the school day OR establishing it as a well-supported afterschool program, with a plan to identify a dedicated day/time that minimizes conflicts for the target student group.</p> <p>Detailed plan outlining the</p>	<p>Strong commitment to staffing, but with perhaps fewer details as to how leadership will ensure adherence to BMG expectations.</p> <p>Clear vision and implementation plan for scheduling structures.</p> <p>Clear commitment to leadership and administrative support, though with perhaps fewer specifics compared to an "exceeds" response.</p>	<p>Stated commitment to staffing, but with limited details or clarity.</p> <p>Basic plan for scheduling structures, but with limited details or clarity.</p> <p>Stated commitment to support mechanisms, but with limited details or clarity.</p>	<p>Minimal or no commitment to dedicated staff for implementation.</p> <p>Little or no commitment to dedicated time and space for curriculum implementation.</p> <p>Response may assume responsibility for all deliverables rely solely on staff liaison with minimal or no commitment from school leadership to providing necessary support for staff liaisons.</p>

	leadership and administrative support mechanisms for the designated staff, including resources and assistance for all BMG deliverables.			
Part III. Trip Proposal and Financial Commitment	<p>Well-thought-out proposal demonstrating a careful selection of a trip for Spring Break 2025 that aligns with the school's goals, considering the destination, dates, and expected student participation. Clearly articulates how the chosen destination furthers academic and social goals. Addresses the potential size of the traveling group and the application of the BMG subsidy and free place(s) in a strategic manner.</p> <p>Thorough proposal demonstrating a comprehensive understanding of the cost of the selected trip and a commitment to matching or exceeding BMG's subsidy amount with the school's own funds. Detailed financial planning for maximum student participation.</p>	<p>Clear proposal that considers funds available, trip cost, and connection to academic experience. Provides a thoughtful approach to maximizing student participation, with a good understanding of how the BMG subsidy will be utilized.</p> <p>Clear financial commitment plan, including considerations for the cost of the trip and how far the BMG subsidy will go. Demonstrates an understanding of the importance of supplementing subsidies for increased participation.</p>	<p>Basic proposal with some consideration of the trip details and connection to academic goals, but lacks depth or specificity. Adequate but not detailed consideration of the BMG subsidy application.</p> <p>Basic financial planning with some consideration of the cost of the trip and subsidy utilization, but lacks depth or specificity. Adequate but not detailed financial commitment.</p>	<p>Minimal or no thoughtful proposal, with little consideration of the trip's impact on academic and social goals. Limited understanding of how to strategically use the BMG subsidy.</p> <p>Limited or no financial commitment plan, with minimal understanding of the cost of the trip and how to maximize student participation through additional funds.</p>
Totals				
				Score: _____/90