

Agency: Commerce, Community and Economic Development**Grants to Named Recipients (AS 37.05.316)****Grant Recipient: Big Brothers Big Sisters of Alaska****Federal Tax ID: 80-0064172****Project Title:****Project Type: Other**

Big Brothers Big Sisters of Alaska - Mentoring for Educational Success

State Funding Requested: \$500,000**House District: Statewide (1-40)**

One-Time Need

Brief Project Description:

In order to increase high school graduation rates, Big Brothers Big Sisters of Alaska will expand and evaluate a targeted mentoring program designed to provide academic and socio-emotional support to students at high risk of academic failure based on 3rd Grade Standards Based Assessment scores.

Funding Plan:

Total Project Cost:	\$3,056,000
Funding Already Secured:	(\$2,556,000)
FY2015 State Funding Request:	<u>(\$500,000)</u>
Project Deficit:	\$0

*Funding Details:**FY 2013 \$512,000 US Department of Education**FY 2014 \$518,000 US Department of Education**FY 2014 \$1,000,000 Legislative appropriation**FY 2015 \$526,000 US Department of Education***Detailed Project Description and Justification:**

Performance on 3rd grade standards based assessment tests is one of the first and most concrete predictors of a student's risk for dropping out of school. There may also be some evidence that these test results can be used to predict the need for future prison beds.

Based on the results of Alaska's 3rd grade standards based assessment results, thousand of Alaska's children are at risk of dropping out of school, or worse, entering the juvenile or adult prison system. In 2011, more than 25% of Alaska's 3rd graders -- 2,409 students -- were below or far below proficiency in math on the 3rd Grade Standards Based Assessment and 19% -- 1,755 students -- were below or far below proficiency in reading. That same year, 2,779 students dropped out of school (4.7% of the 7-12th grade students in the state).

This 3rd grade performance data provides the perfect opportunity to implement a strategy that will put struggling students on the path to success. The Big Brothers Big Sisters Mentoring for Educational Success Initiative is an intensely focused mentoring strategy that will bring together the academic expertise of a number of Alaska school districts all across the state with the proven successes of the BBBS-Alaska mentoring model. Big Brothers Big Sisters of Alaska has been nationally recognized for its ground breaking work in the Juvenile Justice arena, and has been partnering with Alaska school districts

for over 15 years.

This initiative is innovative and unlike other mentoring programs for three reasons:

1. The Mentoring for Educational Success initiative focuses intense energy on a specific segment of students -- those who are not proficient on the 3rd grade Standards Based Assessment (SBA).
2. The Initiative develops a robust partnership with school districts, parents and local volunteer mentors to provide intense support for children at risk of academic failure.
3. The Initiative uses student academic and school data to provide continual feedback about the impacts of the mentoring relationship on students' academic progress.

Intense Energy on Specific Students: BBBS-Alaska partnering school districts will identify students to participate in one-to-one mentoring based on their 3rd grade SBA results and their attendance at elementary schools with low SBA scores. Fourth grade students who scored below proficient on their 3rd grade SBA's who attend targeted schools will be identified by each school district and referred to BBBS-Alaska for one-to-one mentoring. In 2011, 959 3rd graders in four of our partner school districts combined were below proficient in reading and 1,323 were below proficient on math on the Standards Based Assessment.

School District	2011 Grade 3 Below/Not Proficient			
	Reading Count	Reading Percent	Math Count	Math Percent
Anchorage	561	15.7%	830	23.1%
Juneau	48	14.9%	73	22.5%
Fairbanks North Star Borough	155	14.5%	217	20.2%

Robust Partnership: The Mentoring for Educational Success Initiative will build the infrastructure for an ongoing robust partnership with school districts and local volunteer mentors to provide one-to-one mentoring for students identified by partner schools as being at highest risk for academic failure at a time when the trajectory of their lives can most effectively be changed. Depending on the speed of the project start-up, we expect to serve approximately 170 students per year, over 500 over the course of the three year Initiative.

School District	Number of Students to Be Mentored (3 yr project total, estimated)
Anchorage	120
Juneau	50
Fairbanks North Star Borough	75
Haines	30
Sitka	30

The above numbers (over 300 students total) reflect the state portion of the project. An additional 300+ students will be served through the US DOE funded portion of the project.

- Partnering school districts will employ a mentoring liaison to facilitate referrals, student data access, mentoring times and locations, and BBBS-Alaska access to school personnel and students. In addition, through collaboration with, and with written consent of, parents of participating students, BBBS-Alaska professional staff will have access to student records through Power School or other database system (i.e. grades, suspensions, attendance and principal office referrals, etc.). This will provide real-time data to help volunteers address academic and social issues arising with participating students and offer assistance before problems become entrenched. The Mentoring Liaison will allow BBBS-Alaska to survey students

whose parents have given written consent for risk and protective factors to evaluate the impact of the BBBS-Alaska program on each child.

- BBBS-Alaska will employ enrollment and matching, and match support specialists to facilitate the mentoring relationship for students. BBBS-Alaska match support specialists will provide intense mentoring support throughout the entire mentoring relationship. Our staff will enroll and match children with professionally screened volunteer mentors and provide training to mentors in child development, volunteer expectations, abuse prevention, values clarification, listening skills, confidentiality and relationship development; provide monthly match monitoring to ensure both adult and child satisfaction with the mentoring relationship; monitor student records on a regular basis; and administer satisfaction and evaluation surveys.

- Volunteer mentors will provide one-to-one mentoring for children. Mentors will meet with students in school-based (activities occur at school) or community-based (activities occur outside of school) mentoring relationships. Our one-to-one mentoring focuses on the needs of participating children, fosters caring and support, encourages children to develop to their fullest potential, helps children develop their own vision for the future, and uses a developmental approach. Mentoring activities are as varied as the interests and personalities of the children and mentors involved and are designed to develop the relationship, enrich children's experiences, and involve fun.

Continual Feedback: At the heart of the Mentoring for Educational Success Initiative is the use of student data to monitor the progress and target future interventions for mentored children. Our partnering school districts have long used student data (absences, tardiness, discipline referrals, and reading and math grades) to monitor student growth and to target interventions for students in need. BBBS-Alaska will replicate this academic model to monitor the impact of one-to-one mentoring on students' academic progress and to adjust mentoring interventions based on problems identified in student data. Student records will be monitored on a monthly basis and match support specialists will work closely with volunteer mentors and school district staff to review student data and make decisions on how to provide targeted supports to students.

For example, when the BBBS Match Support Specialist finds that a student is doing poorly in math, the Match Support Specialist may recommend to the volunteer a variety of activities that involve math (tracking baseball stats, doubling a cookie recipe, etc.) in order to increase that student's math skills and confidence. Similarly, a volunteer may include homework time in match meetings to help a student complete his or her homework when data shows the student is behind in completing or turning in homework assignments. Mentors will also receive information about students' successes -- and will help their "littles" celebrate their achievements.

Outcomes: Our one-to-one mentoring approach produces specific and lasting outcomes for children. In 2011 independent research found that of the children participating in BBBS school-based programs:

- 95.2% maintained or improved their educational success
- 83.4% maintained or improved their ability to avoid risky behaviors
- 96.6% maintained or improved their socio-emotional competence

Moreover, the use of data to monitor progress and target interventions has proven to be a success strategy in other communities, including Eastern Missouri and North Texas.

Our long-term goal is to dramatically increase the odds that each and every participating student graduates from high school. In the short-term, our objectives include the following: 1) to demonstrate positive levels in at least two of the following scales measuring educational outcomes (grades, truancy, scholastic competency, educational expectations); and 2) to improve or maintain positive levels regarding attitudes toward risk and improved relationships (with parents, peers and mentor). In addition, grades, test scores and attendance will be monitored for participating students, as well as any impact on individual school performance.

Community impact: If more at-risk youth graduate from high school rather than ending up in correctional facilities, not only will incarceration costs be reduced, but Census figures indicate that high school graduates earn an average of 75% more than non-graduates. That translates directly to more resources for our communities.

BBBS-Alaska will implement an external evaluation of the Mentoring for Educational Success Initiative to assess the extent to which the initiative met its objectives and what aspects of the initiative were particularly important to the outcomes. The evaluation will follow the initiative for three years and report annually to the partnership. Evaluation data will also be compiled and used to approach foundations, corporations, and other funding sources for both the replication and sustainability of the project.

The public review process referenced below reflects the review of participating school districts and approval by local School Boards. Sample MOA's are attached.

Project Timeline:

Project Timeline: FY 2014 thru FY 2016

Funds were secured last year for two years of the three year project. This request covers Year 3 so that additional students can be served from additional schools, and so that evaluation data can be compiled to facilitate non-legislative funding requests for sustainability.

Entity Responsible for the Ongoing Operation and Maintenance of this Project:

Big Brothers Big Sisters of Alaska

Grant Recipient Contact Information:

Name: Taber Rehbaum
 Title: CEO
 Address: 1057 W Fireweed Lane
 Anchorage, Alaska 99503
 Phone Number: (907)433-4622
 Email: Taber.Rehbaum@bbbsak.org

Has this project been through a public review process at the local level and is it a community priority? Yes No

<u>ANNUAL INITIATIVE EXPENSES</u>	<u>TOTAL</u>	<u>Statewide</u>	<u>Anchorage</u>	<u>Fairbanks</u>	<u>Juneau</u>	<u>Sitka</u>	<u>Haines</u>
Payroll Expenses	315,000	40,000	65,000	60,000	60,000	45,000	45,000
Agency Activities	3,500		1,000	750	750	500	500
Screening	2,750		750	750		250	250
Professional Fees	-						
Audit/Aim	2,500	2,500					
Swan HR/PR fees	9,100	1,000	1,820	1,820	1,820	1,320	1,320
Contractual - Subaward	120,000	30,000	30,000	30,000	30,000	15,000	15,000
Equipment Rental	-						
Equipment Purchase	4,000	4,000					
Insurance	3,000	3,000					
Facilities	23,400	2,400	3,000	3,000	3,000	6,000	6,000
Office	3,750	500	750	750	750	500	500
Recruiting Expenses	5,500		1,500	1,500	1,000	750	750
Travel	7,500	2,500	1,000	1,000	1,000	1,000	1,000
Other Expenses	-						
Total Non Payroll Expenses	185,000	15,900	39,820	39,570	39,070	25,320	25,320
Total Expenses	500,000	55,900	104,820	99,570	99,070	70,320	70,320
Annual projected matches	120		50	30	20	10	10

State Capital Request - Big Brothers Big Sisters of Alaska

Mentoring for Educational Success Initiative - 3 year project

Total Project: 3.060 million
Total Request 500,000.00
Other Sources: 2.560 million

(1) Alaska Native Education grant serving Alaska Native students in Anchorage, Fairbanks, and Juneau
(2) FY 14 State Capital Grant

Break down of Capital Request Budget

	Annual
BBBS Salaries & Benefits	315,000.00
School District Salaries/contract	120,000.00
Other operating Costs	<u>65,000.00</u>
Total Request	500,000.00

Notes:

Staffing - 5 locations - includes benefits

Anchorage	65,000	includes Site Based Coordinator
Fairbanks	60,000	includes Site Based Coordinator
Juneau	60,000	includes Site Based Coordinator
Sitka	45,000	Community Director
Haines	45,000	Community Director
Statewide Support	<u>40,000</u>	includes portions of statewide positions to include CEO, Program
Total	315,000	Director, Small Comm Dir, Quality Assurance, Finance

School District - 1/2 time coordinators - salaries or contract with School District

Other operating costs

To include but not limited to: screening, recruiting materials & advertising, mileage, program activities, insurance, contractual costs, AIM (database), computers & communications

Big Brothers Big Sisters of Alaska
Mentoring for Educational Success Initiative
Memorandum of Agreement with the Fairbanks North Star Borough School District

Big Brothers Big Sisters of Alaska is implementing the Mentoring for Educational Success Initiative (MES) to increase the academic success of Alaskan children through one-to-one school-based mentoring. This initiative, a partnership between BBBS-Alaska and several Alaska school districts, will consist of the following key components:

1. The MES initiative focuses intense energy on a small segment of students who are not proficient on the 3rd grade Standards Based Assessment.
2. The MES Initiative develops a robust partnership with school districts to provide intense support of the one-to-one mentoring relationships.
3. The MES Initiative uses student data to provide continual feedback about the impacts of the mentoring relationship on students.

BBBS-Alaska one-to-one mentoring focuses on the needs of participating children, fosters caring and support, encourages children to develop to their fullest potential, helps children develop their own vision for the future, and uses a developmental approach. Mentoring activities are as varied as the interests and personalities of the children and mentors involved and are designed to develop the relationship, enrich children's experiences, and involve fun. Mentoring activities take place within the school day.

To ensure the success of this initiative, BBBS-Alaska has developed a Memorandum of Agreement with the Fairbanks North Star Borough School District. The roles and responsibilities of each partner are outlined below:

Big Brothers Big Sisters of Alaska:

BBBS-Alaska is uniquely qualified to successfully facilitate the MES Initiative. Since 1972, BBBS-Alaska has facilitated the mentoring relationships of thousands of children throughout the state of Alaska. Our programs are flexible, culturally appropriate, and family focused. Our ability to work with a range of families, mentors, schools and communities is our greatest asset; our positive impact on Alaska's children is our greatest success. BBBS-Alaska MES Initiative responsibilities will include the following:

- Assign a BBBS-Alaska Staff member to work in partnership with school on a tiered level (i.e. a contact at the district level, school principal and teacher level) to coordinate program logistics, recruitment, and enrollment and bring the program to fruition in accordance with BBBS-Alaska and school standards.
- Work closely with District Administration to smoothly coordinate program efforts.
- Provide program insurance coverage for all youth and volunteer participants.
- Enroll volunteer applicants who wish to mentor youth in accordance with its approved policies. Standard volunteer enrollment procedures include a written application, three reference checks, an in-person interview, sex offender registry check, and criminal background check.
- Maintain monthly contact with youth and volunteer mentors throughout the first year of the match to offer support and to assure that the relationship is developing in a productive and satisfying manner for both the youth and adult participants. Contacts will occur quarterly or more in subsequent years.
- Provide full screening of all volunteers.

- Provide appropriate pre-match training to all volunteers.
- Provide on-going training opportunities for all volunteers.
- Match volunteers and students/youth based on needs and common interests.
- Plan sessions for mentors and mentees to meet on a regular basis.
- Coordinate schedules of the mentor and mentee within the school schedule to find a time for their consistent meetings.
- Meet with individual teachers and school staff to discuss individual match issues and program logistics on an as needed basis (e.g. when matches are made or when matches are closed)
- Collect evaluations of matches and program.
- Share outcomes/feedback specific to the school at key points during the year.
- Report on successes, challenges, and opportunities within the partnership to consortium members at the end of each year.
- Reimburse the school district up to \$40,000 annually for personnel costs of District MES liaison position. Invoices will be paid quarterly or by other mutually agreed schedule.

School Districts:

The Fairbanks North Star Borough School District's MES Initiative responsibilities will include the following:

Student Data Sharing and Evaluation

- Allow access to student records through Power School or other database system (i.e. grades, suspensions, attendance and principal office referrals, etc.) of participating students whose parents have given written consent.
- Allow BBBS-Alaska to survey students whose parents have given written consent for risk and protective factors to evaluate the impact of the BBBS-Alaska program on each child.
- Encourage school staff and teachers to provide feedback to help with program evaluation efforts.

District Responsibilities

- Allow mentors to visit their mentees during the school day at an agreed upon time that is appropriate and least disruptive for the child, volunteer, and teacher.
- Encourage participating schools to provide adequate meeting space for volunteers and children to engage in mentoring activities.
- Endorse the BBBS-Alaska program on a district level to all key stakeholders: School Board, selected Principals, Teachers, Parents, etc.
- Recognize the school-based mentoring program as a year-round program.
- Hire, supervise, and evaluate a MES Initiative liaison to facilitate the initiative in designated schools. Submit invoice to BBBS of Alaska for personnel expenses on a quarterly basis or by other mutually agreed schedule.

Liaison duties will include

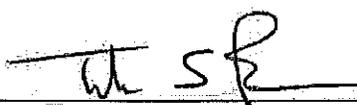
- Identifying students who performed below proficiency on the 3rd grade Standards Based Assessment for possible participation in one-to-one mentoring while in 4th 5th and 6th grade.
- Determining identified students' willingness to participate in the MES mentoring program.
- Securing parental permission for students' participation in mentoring program, evaluation process, and BBBS staff access to Power School data
- Convey student referrals to BBBS staff for initial participation, and each year during the project period following 3rd Grade Standards-based Assessment testing.
- Serve as point of contact for BBBS of Alaska staff

- Coordinate communication with participating school staff and facilitate BBBS-school communication regarding student enrollment, match meetings, match support meetings and evaluation
- Assist Outside evaluator with data collection and arranging evaluation interviews

School Responsibilities Promote the BBBS-Alaska Partnership with school personnel to enhance collaboration efforts.

- Identify an official building liaison as needed for the BBBS-Alaska partnership to be in regular communication with BBBS-Alaska staff and school staff in regards to program logistics.
- Provide a consistent location that is conducive to one-on-one BBBS-Alaska programming. This space should allow for :
 - Child Interviews to take place during the school day
 - Group programming to occur
 - Individual matches to meet on a one to one basis during the school day
 - Match support to occur during the school day
- Allow mentors to visit their mentees during the school day at an agreed upon time that is appropriate and least disruptive for the child, mentor, and teacher.
- Recognize the school-based mentoring program as a year-round program.
- Promote the completion of evaluation surveys.
- Provide schedules of students to assist the BBBS staff person in coordinating meeting times for the individual matches.
- Assist MES liaison with student referrals during the spring by identifying eligible, interested students and obtaining parental permission so that matches can start at the beginning of the next school year.
- Provide BBBS-Alaska staff with a copy of their school rules and regulations.

The MES Liaison will secure parental permission for student participation in evaluation surveys and for data collection by the School District. All evaluation and data sharing will be in compliance with FERPA regulations. Sharing of data will be limited to those with parental consent, and reporting will be done in the aggregate.



 Taber S Rehbaum, CEO
 Big Brothers Big Sisters of Alaska

10 - 9 - 13

 Date



 Pete Lewis, Superintendent
 Fairbanks North Star Borough School District

10/17/13

 Date

Big Brothers Big Sisters of Alaska
Mentoring for Educational Success Initiative
Memorandum of Agreement with the Sitka School District

Big Brothers Big Sisters of Alaska is implementing the Mentoring for Educational Success Initiative (MES) to increase the academic success of Alaskan children through one-to-one school-based mentoring. This Initiative, a partnership between BBBS-Alaska and several Alaska school districts, will consist of the following key components:

1. The MES initiative focuses intense energy on a small segment of students who are not proficient on the 3rd grade Standards Based Assessment.
2. The MES Initiative develops a robust partnership with school districts to provide intense support of the one-to-one mentoring relationships.
3. The MES Initiative uses student data to provide continual feedback about the impacts of the mentoring relationship on students.

BBBS-Alaska one-to-one mentoring focuses on the needs of participating children, fosters caring and support, encourages children to develop to their fullest potential, helps children develop their own vision for the future, and uses a developmental approach. Mentoring activities are as varied as the interests and personalities of the children and mentors involved and are designed to develop the relationship, enrich children's experiences, and involve fun. Mentoring activities take place within the school day.

To ensure the success of this initiative, BBBS-Alaska has developed a Memorandum of Agreement with the Sitka School District. The roles and responsibilities of each partner are outlined below:

Big Brothers Big Sisters of Alaska:

BBBS-Alaska is uniquely qualified to successfully facilitate the MES Initiative. Since 1972, BBBS-Alaska has facilitated the mentoring relationships of thousands of children throughout the state of Alaska. Our programs are flexible, culturally appropriate, and family focused. Our ability to work with a range of families, mentors, schools and communities is our greatest asset; our positive impact on Alaska's children is our greatest success. BBBS-Alaska MES Initiative responsibilities will include the following:

- Assign a BBBS-Alaska Staff member to work in partnership with school on a tiered level (i.e. a contact at the district level, school principal and teacher level) to coordinate program logistics, recruitment, and enrollment and bring the program to fruition in accordance with BBBS-Alaska and school standards.
- Work closely with District Administration to smoothly coordinate program efforts.
- Provide program insurance coverage for all youth and volunteer participants.
- Enroll volunteer applicants who wish to mentor youth in accordance with its approved policies. Standard volunteer enrollment procedures include a written application, three reference checks, an in-person interview, sex offender registry check, and criminal background check.
- Maintain monthly contact with youth and volunteer mentors throughout the first year of the match to offer support and to assure that the relationship is developing in a productive and satisfying manner for both the youth and adult participants. Contacts will occur quarterly or more in subsequent years.
- Provide full screening of all volunteers.
- Provide appropriate pre-match training to all volunteers.

- Provide on-going training opportunities for all volunteers.
- Match volunteers and students/youth based on needs and common interests.
- Plan sessions for mentors and mentees to meet on a regular basis.
- Coordinate schedules of the mentor and mentee within the school schedule to find a time for their consistent meetings.
- Meet with individual teachers and school staff to discuss individual match issues and program logistics on an as needed basis (e.g. when matches are made or when matches are closed)
- Collect evaluations of matches and program.
- Share outcomes/feedback specific to the school at key points during the year.
- Report on successes, challenges, and opportunities within the partnership to consortium members at the end of each year.
- Reimburse the school district up to \$20,000 annually for personnel costs of District M&S liaison position(s). Invoices will be paid quarterly or by other mutually agreed schedule.

School Districts:

The Sitka School District's M&S Initiative responsibilities will include the following:

Student Data Sharing and Evaluation

- Allow access to student records through Power School or other database system (i.e. grades, suspensions, attendance and principal office referrals, etc.) of participating students whose parents have given written consent.
- Allow BBBS-Alaska to survey students whose parents have given written consent for risk and protective factors to evaluate the impact of the BBBS-Alaska program on each child.
- Encourage school staff and teachers to provide feedback to help with program evaluation efforts.

District Responsibilities

- Allow mentors to visit their mentees during the school day at an agreed upon time that is appropriate and least disruptive for the child, volunteer, and teacher.
- Encourage participating schools to provide adequate meeting space for volunteers and children to engage in mentoring activities.
- Endorse the BBBS-Alaska program on a district level to all key stakeholders: School Board, selected Principals, Teachers, Parents, etc.
- Recognize the school-based mentoring program as a year-round program.
- Hire, supervise, and evaluate a M&S Initiative liaison to facilitate the initiative in designated schools. Submit invoice to BBBS of Alaska for personnel expenses on a quarterly basis or by other mutually agreed schedule.

Liaison duties will include

- Identifying students who performed below proficiency on the 3rd grade Standards Based Assessment for possible participation in one-to-one mentoring while in 4th, 5th and 6th grade.
- Determining identified students' willingness to participate in the M&S mentoring program.
- Securing parental permission for students' participation in mentoring program, evaluation process, and BBBS staff access to Power School data
- Convey student referrals to BBBS staff for initial participation, and each year during the project period following 3rd Grade Standards-based Assessment testing.
- Serve as point of contact for BBBS of Alaska staff
- Coordinate communication with participating school staff and facilitate BBBS-school communication regarding student enrollment, match meetings, match support meetings and evaluation

- Assist Outside evaluator with data collection and arranging evaluation interviews

School Responsibilities Promote the BBBS-Alaska Partnership with school personnel to enhance collaboration efforts.

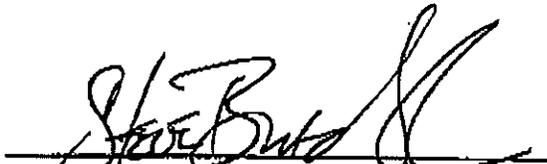
- Identify an official building liaison as needed for the BBBS-Alaska partnership to be in regular communication with BBBS-Alaska staff and school staff in regards to program logistics.
- Provide a consistent location that is conducive to one-on-one BBBS-Alaska programming. This space should allow for:
 - o Child interviews to take place during the school day
 - o Group programming to occur
 - o Individual matches to meet on a one to one basis during the school day
 - o Match support to occur during the school day
- Allow mentors to visit their mentees during the school day at an agreed upon time that is appropriate and least disruptive for the child, mentor, and teacher.
- Recognize the school-based mentoring program as a year-round program.
- Promote the completion of evaluation surveys.
- Provide schedules of students to assist the BBBS staff person in coordinating meeting times for the individual matches.
- Assist MES liaison with student referrals during the spring by identifying eligible, interested students and obtaining parental permission so that matches can start at the beginning of the next school year.
- Provide BBBS-Alaska staff with a copy of their school rules and regulations.

The MES Liaison will secure parental permission for student participation in evaluation surveys and for data collection by the School District. All evaluation and data sharing will be in compliance with FERPA regulations. Sharing of data will be limited to those with parental consent, and reporting will be done in the aggregate.



Taber S Rehbaum, CEO
Big Brothers Big Sisters of Alaska

2-7-14
Date



Steve Bradshaw, Superintendent
Sitka School District

12-17-13
Date

Big Brothers Big Sisters of Alaska
Mentoring for Educational Success Initiative
Memorandum of Agreement
with Haines Elementary School

Big Brothers Big Sisters of Alaska is implementing the Mentoring for Educational Success Initiative (MES) to increase the academic success of Alaskan children through school-based and community-based one-to-one mentoring. This Memorandum of Agreement outlines the partnership between BBBS-Alaska and Haines Elementary School with the following objectives:

1. Focusing the power of one-to-one mentoring on a small segment of Haines Elementary School students who demonstrate heightened need for academic supports;
2. Developing a robust partnership with Haines Elementary to provide consistent support of the one-to-one mentoring relationships;
3. Providing a clear mechanism to evaluate and share student achievement data with parental permission, adhere to the Federal Educational Right to Privacy Act (FERPA) and allow continual feedback about the impacts of mentoring relationships on students.

BBBS-Alaska one-to-one mentoring focuses on the needs of participating children, fosters caring and support, encourages children to develop to their fullest potential, helps children develop their own vision for the future, and uses a developmental approach. Mentoring activities are as varied as the interests and personalities of the children and mentors involved and are designed to develop the relationship, enrich children's experiences, and involve fun. Mentoring activities take place within the school day.

To ensure the success of this initiative, BBBS-Alaska has developed a Memorandum of Agreement with the Haines Elementary School. The roles and responsibilities of each partner are outlined below:

Big Brothers Big Sisters of Alaska Roles and Responsibilities:

BBBS-Alaska is uniquely qualified to successfully facilitate the MES Initiative. Since 1972, BBBS-Alaska has facilitated the mentoring relationships of thousands of children throughout the state of Alaska. Our programs are flexible, culturally appropriate, and family focused. Our ability to work with a range of families, mentors, schools and communities is our greatest asset; our positive impact on Alaska's children is our greatest success. BBBS-Alaska MES Initiative responsibilities will include the following:

- Assign a BBBS-Alaska Staff member to work in partnership with school to coordinate program logistics, recruitment, and enrollment and bring the program to fruition in accordance with BBBS-Alaska and school standards.
- Work closely with Haines Elementary School to smoothly coordinate program efforts.
- Provide program insurance coverage for all youth and volunteer participants.
- Enroll volunteer applicants who wish to mentor youth in accordance with its approved policies. Standard volunteer enrollment procedures include a written application, three reference checks, an in-person interview, sex offender registry check, and criminal background check.
- Maintain monthly contact with youth and volunteer mentors throughout the first year of the match to offer support and to assure that the relationship is developing in a productive and satisfying

manner for both the youth and adult participants. Contacts will occur quarterly or more in subsequent years.

- Provide full screening of all volunteers.
- Provide appropriate pre-match training to all volunteers.
- Provide on-going training opportunities for all volunteers.
- Match volunteers and students/youth based on needs and common interests.
- Plan sessions for mentors and mentees to meet on a regular basis.
- Coordinate schedules of the mentor and mentee within the school schedule to find a time for their consistent meetings.
- Meet with individual teachers and school staff to discuss individual match issues and program logistics on an as needed basis (e.g. when matches are made or when matches are closed)
- Collect evaluations of matches and program.
- Share outcomes/feedback specific to the school at key points during the year.
- Report on successes, challenges, and opportunities within the partnership to consortium members at the end of each year.
- Reimburse the school district up to \$20,000 annually for personnel costs of contractual or part time District MES Liaison position. Invoices will be paid quarterly or by other mutually agreed schedule, and outlined, as may be required, in a Sub-Award Agreement.

School District Roles and Responsibilities:

The Haines Borough School District's MES Initiative responsibilities will include the following:

Student Data Sharing and Evaluation

- Allow BBBS-Alaska to survey students whose parents have given written consent for risk and protective factors to evaluate the impact of the BBBS-Alaska program on each child.
- Encourage school staff and teachers to provide feedback to help with program evaluation efforts.
- For participating students, whose parent or guardian has granted written consent, student performance information (grades, attendance, disciplinary referrals) can be regularly shared between Haines Elementary, BBBS and the BBBS "match" volunteer

District Responsibilities

- Allow mentors to visit their mentees during the school day at an agreed upon time that is appropriate and least disruptive for the child, volunteer, and teacher.
- Encourage participating schools to provide adequate meeting space for volunteers and children to engage in mentoring activities.
- Endorse the BBBS-Alaska program on a district level to all key stakeholders: School Board, Principals, Teachers, Parents, etc.
- Recognize the School-Based Mentoring program as a year-round program, whereby school matches are encouraged to participate in summer BBBS Group Activities as a means of keeping the relationship fresh.
- Recognize that in addition to School-Based Mentoring, BBBS Community Program (traditional) matching is also available through the MES Initiative.
- As needed, Haines Elementary may hire, supervise, and evaluate a part time MES Initiative liaison to facilitate the initiative in designated schools. Liaison hourly costs will be paid by BBBS after the district submits invoices to BBBS of Alaska for personnel expenses on a quarterly basis or by other mutually agreed schedule and sub-award agreement
- Promote the BBBS-Alaska Partnership with school personnel to enhance collaboration efforts.

- Anticipate space requirements to allow for:
 - Child Interviews to take place during the school day
 - Group programming to occur
 - Individual matches to meet on a one-to-one basis during the school day
 - Match support to occur during the school day
- Assist MES Liaison with student referrals during the spring by identifying eligible, interested students and obtaining parental permission so that as many matches as possible can start at the beginning of the next school year.

Haines Elementary duties will include

- Identifying students with demonstrated need for academic support, including, but not limited to, youth who are below proficient on the 3rd Grade Standards Based Assessment and/or the Measure of Academic Progress Test and are now in the 4th, 5th and 6th grades.
- Determining identified students' willingness to participate in the MES mentoring program.
- Securing parental permission for students' participation in mentoring program, evaluation process, and the use of Power School or other database system (i.e. grades, suspensions, attendance and principal office referrals, etc.).
- Convey student referrals to BBBS staff for initial participation, and each year during the project as new achievement data becomes available each year
- Serve as point of contact for BBBS of Alaska staff and ensure that each student's academic performance is monitored and information on student performance is available to the BBBS staff so that the match priorities can help to strengthen scholastic outcomes and foster student scholastic success.
- Coordinate communication with participating school staff and facilitate BBBS-school communication regarding student enrollment, match meetings, match support meetings and evaluation.
- Assist outside evaluator with data collection and arranging evaluation interviews.

The MES Liaison will secure parental permission for student participation in evaluation surveys and for data collection by the School District. All evaluation and data sharing will be in compliance with FERPA regulations. Sharing of data will be limited to those with parental consent, and reporting will be done in the aggregate.


Michael Byer, Superintendent
Haines Borough School District

Date: 2/7/14


Cheryl Stickler, Principal
Haines Elementary School

Date: 2/7/14


Taber S Rehbaum, CEO, Big Brothers Big Sisters of Alaska

Date: 2-6-14



MENTORING FOR EDUCATIONAL SUCCESS

A Partnership between Big Brothers Big Sisters and Alaskan School Districts
To Foster Student Success and Increase High School Graduation Rates

IMAGINE ALASKA IS A STATE WHERE

Every child graduates from high school on time,
Every child has the opportunity to continue their education,
Every child feels valued, and has good relationships, avoiding depression and suicide,
Every child makes better choices, avoiding delinquency, drug and alcohol use,
Every child grows up to get a good job, and to give back to their community.

If every child had a Big Brother or Big Sister, we wouldn't just be imagining, we would be living that dream.



Mentoring for Educational Success, a legislatively funded powerful partnership between Big Brothers Big Sisters of Alaska and a number of School Districts across the state, is the first step to achieving that vision. Together we target students who have demonstrated that they are struggling academically by scoring below proficiency levels on one or more of their 3rd Grade Standards-Based Assessment tests. With student and parent permission, we match those students with a Big Brother or Big Sister and monitor their school performance in order to promote activities that will enhance that child's education, self-confidence, and emotional well-being.

Big Brothers Big Sisters, named the most effective program working with at-risk youth by Philanthropedia, a division of the non-profit watchdog agency Guidestar, produces the following **results** for children and youth (as documented by independent research and evaluation):

- **Students' attitudes and performance at school improves,**
- **Students are introduced to new and enriching experiences,**
- **Students improve their relationships with peers, family and adults,**
- **Students respect themselves and those around them,**
- **Students believe that success in school and in life is possible,**
- **Students feel valued and feel deserving of a promising future.**



THE NEED

Too many children in our Alaskan communities are struggling,
Too many have families facing adversity, and don't have the support of extended family,
Too many feel that they don't matter,
Far too many, without additional support, will end up dropping out
of school, ending up in jail, on drugs, or worse.

WHERE WE ARE NOW

Thanks to a 2014 legislative grant of \$1,000,000, this Initiative began the planning and implementation phase in July of 2013. The following School Districts are in the process of identifying or hiring Liaisons as part of this project to work with Big Brothers Big Sisters to identify children for referral:

- Anchorage School District
- Fairbanks North Star Borough School District
- Juneau School District
- Haines Borough School District
- Sitka School District

Big Brothers Big Sisters has hired staff in the above communities to recruit and enroll volunteers, enroll referred students, establish and support matches, and evaluate the project's success. By the spring of 2014, we will know which students are eligible and begin the process of enrolling and matching them for the 2014-2015 school year. We will continue to accept referrals and make matches through the 2014-2015 school year, with a goal of serving between 150 and 200 high need elementary students.



We know that in order to achieve lasting results for students who are struggling, we need to sustain their mentoring matches for longer than a calendar year. We know, too, that each year's 3rd grade testing process will identify more children who are on a negative academic trajectory and need our services to turn that trajectory around.

2015 REQUEST

Funding is being sought to extend this project through the 2015-2016 school year (\$500,000) in order to partner with additional schools and match 100-150 more high-need students. This additional year will also allow us to compile the data needed to sustain and grow the project, and to make sure that the student improvements are lasting, leading to individual student success and improved classroom and school learning environments. With this funding, we can stay on track to add school districts, match additional children who are most at-risk academically, and compile the outcome data we need to pursue long-term sustainability. Without it, we will serve fewer school districts, fewer students, and risk the future of one of the most promising programs designed to increase student success and achieve the goal of a 90% High School Graduation Rate by 2020. Our State's future depends on the next generation's productivity and health. A good education is central to both – and reduces the risks for costly incarceration, substance abuse intervention, and public assistance.

The use of community volunteers in a proven program to improve student performance and support our educational system is a way to produce results in an efficient and cost-effective manner. It is one of the best steps we can take to engage community members in support of schools, and start us towards the future we envision for our young people.



The Big Brothers Big Sisters Mentoring for Educational Success Initiative is improving the odds for children across Alaska. With your help and an additional year's funding, we can serve additional Schools, and provide life-changing mentoring for more Alaskan children who deserve this chance for success. This will also provide us with the data necessary to sustain this Initiative without further Capital funding, allowing us to continue to grow the project, benefiting Alaskan children for years to come.

Big Brothers Big Sisters Named #1 Nonprofit for At-Risk Youth by Guidestar's Philanthropedia



Big Brothers Big Sisters earns Philanthropedia's 2011 top ranking on a list of most recommended, high-impact national non-profits serving at-risk youth.



The nation's leader in quality, one-to-one youth mentoring.

Big Brothers Big Sisters received praise for its effective mentoring model that leads to positive and measurable youth outcomes for children who face adversity, as well as for its organizational leadership and community outreach.

Backed by research supporting its effectiveness, Big Brothers Big Sisters holds itself accountable for helping children who face adversity achieve positive, measurable outcomes, including educational success, higher aspirations and confidence, improved relationships and risky behavior avoidance.

The organization ***relies on funding to carefully make mentoring matches*** and provide ongoing support to mentors, mentees and their families, helping sustain the long-term, successful relationships unique to its programs.

Big Brothers Big Sisters' first place ranking was the result of ***recommendations from 88 national at-risk youth experts*** with an average of 19 years of experience in the field.



For additional information about Philanthropedia's research and reviews of nonprofits that serve at-risk youth, visit <http://www.myphilanthropedia.org/top-nonprofits/national/at-risk-youth>



About Philanthropedia

Philanthropedia (recently acquired by GuideStar) improves nonprofit effectiveness by directing money to and facilitating discussion about expert recommended high-impact nonprofits. As of September 2011, we have leveraged the wisdom of 2015 experts to provide reviews on 318 top nonprofits across 19 causes.