



Big Brothers Big Sisters
of Alaska

BBBS—Alaska Success through Education and Cultural Connections (SECC)

Project Narrative

In partnership with three school districts -- Fairbanks North Star Borough, Juneau, and Anchorage and two Alaska Native regional nonprofits -- Big Brothers Big Sisters of Alaska will develop and implement the *Success through Education and Cultural Connection (SECC)* project, a targeted mentoring program designed to provide academic and social-emotional support to Alaska Native students at high risk of academic failure based on 3rd Grade Standards Based Assessment scores. These students will be matched with volunteer mentors who will provide both academic and social support to improve their academic and life trajectory. The result will be improved individual and school performance, higher future graduation rates and lower incidences of school and community misconduct.

A. Need for the Project

In 2011, 1,144 Alaska Native students dropped out of school (8.5% of the 7-12th grade Alaska Native students in the state).¹ The process of dropping out of school begins long before a child gets to high school. It stems from loss of interest and motivation in middle school, often triggered by retention in grade and the struggle to keep up academically. A major cause of retention is failure to master the knowledge and content needed to progress on time—and that, in a great many cases is the result of not being able to read proficiently as early as fourth grade.²

Based on the results of Alaska's 3rd grade standards based assessment test, thousands of Alaska Native children are at risk of dropping out of school. In 2011, almost 38% of Alaska's Native 3rd graders -- 812 children -- were below or far below proficiency in reading on the 3rd Grade Standards Based Assessment and 44% -- 934 children -- were below or far below proficiency in math.³



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In the targeted school districts, the percent of Alaska Native students who are not proficient on standards based assessments is significantly greater than that of Caucasian students. Table 1 highlights the differences between Caucasian and Alaska Native students in the targeted districts on the Standards Based Assessments from spring 2011.

Table 1: 2011 3rd Grade Standards Based Assessment Results for Targeted School Districts⁴

District	Percent Below Proficient					
	Reading		Math		Science*	
	Caucasian	AK Native	Caucasian	AK Native	Caucasian	AK Native
Anchorage	9.3%	29.5%	12.2%	35.7%	30%	70.7%
Fairbanks North Star Borough	12.2%	25.6%	15.6%	33%	33%	64%
Juneau Borough	8.5%	35.9%	14.5%	46.8%	33.8%	60.1%

* Science SBAs are offered only in Grades 4, 8 and 10, so 4th grade data is presented here

These proficiency rates are highly correlated with the dropout rates in the targeted districts. In each of the targeted districts, the Alaska Native student dropout rate is more than twice the rate of Caucasian students⁵ (Table 2).

Table 2: Fairbanks, Juneau, and Anchorage 2011 Dropout Rates

District	Caucasian Student Dropout Rate	Alaska Native Student Dropout Rate
Anchorage School District	3.1%	8.4%
Fairbanks North Star Borough	3.5%	6.5%
Juneau Borough School District	3.3%	10.2%



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Numerous factors undermine grade-level proficiency and graduation rates in Alaska, including readiness to succeed at school, attendance, and lack of relevancy.

1. Children are not ready to succeed when they get to school. Readiness includes the ability to manage emotions, follow directions and take turns, share, take responsibility, work independently and cooperatively. It also includes motivation to learn and enjoyment of learning.² Alaska Native students are often not given the attention needed to give them confidence to succeed in school.¹⁰ Alaska Native students' self-reported social and emotional skills were lower than their Caucasian peers in both Anchorage⁶ and Juneau⁷ School Districts on the spring 2012 Climate Survey. In Fairbanks 13% of Alaska native students received an out of school disciplinary action during the 2010-2011 school year.⁸

2. Children who are chronically absent. Chronic absences matter because succeeding in school requires being in school. Alaska Native students had the lowest attendance rate among students in all three of our partnering districts: 90% in Anchorage (compared to 93% of all students); 91% in Fairbanks (compared to 93% of all students); and 87% in Juneau (compared to 91% of all students).⁹

3. Lack of Relevancy: Alaska Native children have very few education role models and often have a negative view of how Alaska schools are preparing Native students.¹⁰ For example, across the state of Alaska, only 5% of all teachers are Alaska Native.¹¹ Lack of educational role models and parents' attitude toward education are barriers identified by Alaska Natives to their children's academic success.¹²

B. Quality of the Project Design

Big Brothers Big Sisters of Alaska (BBBS-Alaska) is requesting funding to implement the *Success through Education and Cultural Connection (SECC)* 3rd Grade Initiative, an intensely focused mentoring strategy that will bring together the academic expertise of three Alaska school



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districts – Anchorage, Juneau, and Fairbanks North Star Borough -- with the proven successes of the BBBS-Alaska mentoring model. This initiative is innovative and unlike other mentoring programs for three reasons:

1. *SECC* focuses intense energy on a specific segment of students – Alaska Native students who are not proficient on the 3rd grade Standards Based Assessment (SBA).
2. *SECC* develops a robust partnership with school districts and local volunteer mentors to provide intense support for children at risk of academic failure, and Alaska Native organizations to recruit Alaska Native mentors and role models.
3. *SECC* uses student academic and school data to provide continual feedback about the impacts of the mentoring relationship on students' academic progress and to direct mentoring activities to respond to students' real-time academic and social needs.

How SECC Will Address Student Needs

The *SECC* 3rd Grade Initiative will address three important factors that undermine grade-level proficiency for Alaska Native students:

1. Children are not ready to succeed when they get to school. Significant research indicates that BBBS—Alaska one-to-one mentoring increases children's readiness to attend school by *asset building*. These *assets* included other adult relationships, safety, a feeling of importance, motivation to achieve academically, school engagement and attachment, bonding to school, cultural competence, sense of purpose, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity and a positive view of their future.¹³ Children who participate in the BBBS-Alaska mentoring program also gain self-confidence, they are better able to express their feelings in appropriate ways, and they have better relationships with their family, peers, and other adults.¹⁴

Growing evidence indicates that asset-based approaches to education have tremendous



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potential to contribute to the academic success of students from all backgrounds and in a wide range of communities. A higher level of assets independently contributes to GPA both concurrently and longitudinally as well as to higher standardized test scores. More significantly, research indicates that when assets increase so does academic performance.^{15, 16}

A 2007 nation-wide study of the BBBS school-based mentoring program showed that students with a *big brother* or *big sister* have better academic performance, attitudes, and behaviors over the course of a school year than students who did not have a *big brother* or *big sister*.^{17,18}

2. Children who are chronically absent. The SECC project, modeled after the successful BBBS of Eastern Missouri ABC project, will decrease students' absences. In 2010-2011, students mentored through the ABC project had 66% percent fewer absences and 78% fewer tardies after receiving one-to-one mentoring. In addition, the mentored students had 90% fewer discipline referrals and 80% had C grades or above in reading and math.¹⁹

3. Lack of Relevancy: The SECC project will increase school relevancy by providing students with a caring adult role model at school who will model the importance of attending and doing well at school, be available to students for sharing problems and successes, and who will participate in culturally relevant activities with the student.

i. Goals, Objectives, and Outcomes are specified and measurable

Goal: To increase the number of Alaska Native children and Alaska Native volunteer mentors who participate in BBBS-Alaska one-to-one mentoring in the following school districts: Fairbanks North Star Borough, Juneau, and Anchorage School Districts.

Objective 1: To significantly increase the academic achievement of 125 Alaska Native children from the targeted districts each year. By providing additional one-to-one adult influence in the lives of children without enough positive adult attention, BBBS provides children with



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protective factors important to a child's ability to succeed academically.²⁰ BBBS-mentored children have better academic performance over the course of a school year than students who did not have a big brother or big sister.²¹

Outcome 1.1 Of the children matched for 12 months or more, 65% will improve or maintain positive scores for at least two of the following scales measuring educational outcomes: grades, truancy/attendance, scholastic competency, educational expectations.

Outcome 1.2 Of the children matched for 12 months or more, 75% will meet or exceed proficiency in math (GPRA).

Outcome 1.3 Of the children matched for 12 months or more, 80% will meet or exceed proficiency in reading (GPRA).

Outcome 1.4 Of the children matched for 12 months or more, 60% will meet or exceed proficiency in science (GPRA).

Objective 2: To significantly increase the academic engagement of 125 Alaska Native children from the targeted districts each year. By providing school-based one-to-one mentoring, BBBS-Alaska makes school a positive place to be and improves students' attitude about school, attendance at school, and behavior at school.

Outcome 2.1 Of the children mentored, 65% will improve or maintain positive scores regarding attitudes toward risk and improved relationships (with parents, peers and mentor).

Outcome 2.2 Of the children matched for 12 months or more, 90% will remain enrolled in school (GPRA).

Objective 3: To significantly increase the number of Alaska Native men and women who become a mentor and are matched with an Alaska Native child from the targeted school districts.



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By matching Alaska Native children with volunteer mentors from their same community, children will experience a greater sense of relevance, connectedness, belonging, and cultural affiliation.

Outcome 3.1 Of the children matched with an Alaska Native mentor, 65% will improve or maintain positive scores regarding social acceptance and connectedness.

Outcome 3.2 Of the children matched with an Alaska Native mentor, 65% will report high levels of satisfaction with their mentoring relationship.

ii. Design of the proposed project is appropriate to, and will address needs

The SECC project has three interrelated components to address the academic needs of Alaska Native students – intense mentoring for specific students, a robust partnership, and continual feedback.

1. Intense Mentoring for Specific Students: BBBS-Alaska partnering school districts (see MOAs in Other Attachments 2) 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. Elementary school 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. The results of the 3rd grade standards based assessment give us the first objective picture of students' academic achievement. By intervening early, we have the greatest likelihood of ensuring students catch up with their peers and avoid future negative educational outcomes.

2. Robust Partnership: The SECC 3rd Grade Initiative will build the infrastructure for an ongoing robust partnership with three school districts and 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. We estimate



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that we will mentor approximately 65 students in Anchorage, 20 in Juneau, and 40 in the Fairbanks North Star Borough each year of the project. Our partnering school districts have already identified possible school sites for the Initiative.

- Partnering school districts will employ a school liaison to facilitate referrals, student data access, mentoring times and locations, and BBBS-Alaska access to school personnel and students. In addition, through the school liaisons, school districts will provide BBBS-Alaska access to student records through Power School or other database system (e.g., grades, suspensions, attendance and principal office referrals, etc.) of participating students whose parents have given written consent. This will allow BBBS-Alaska to survey students for risk and protective factors and 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



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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, provide cultural knowledge and activities, enrich children's experiences, and involve fun.

- Alaska Native Organizations will facilitate mentorships by recruiting volunteers, providing flex or release time for their employees to mentor children during the school day, providing a point of contact for BBBS-Alaska recruiters, and providing publicity for BBBS-Alaska program successes. BBBS-Alaska has been developing relationships with several Alaska Native regional non-profits and Alaska Native regional corporations for several years to to increase the number of Alaska Native volunteer mentors working with children in Alaska, including Tanana Chiefs Conference, SeaAlaska, Central Council of Tlingit and Haida Tribes, and Cook Inlet Regional Corporation. This project will further extend these efforts and ensure successful mentoring matches for Alaska Native children in Anchorage, Juneau, and Fairbanks.

3. Continual Feedback: At the heart of the SECC 3rd Grade Initiative is the use of student data to monitor the progress and target 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 the match support specialist 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



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(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.

C. Quality of the Management Plan

i. Clearly defined responsibilities, timelines, and milestones

BBBS-Alaska is uniquely qualified to implement the SECC project and successfully facilitate Alaska Native mentoring relationships, both programmatically and fiscally. BBBS-Alaska is a non-profit, 501(c)(3) organization that has facilitated the mentoring relationships of children throughout the state of Alaska since 1972. Our programs are flexible, culturally appropriate, and family focused. Our ability to work with a range of families, mentors, and communities is our greatest asset; our positive impact on Alaska's children is our greatest success.

In each community, Fairbanks, Juneau, and Anchorage, a team of BBBS-Alaska staff, guided by a local leadership council and in partnership with partnering school districts, volunteer mentors, and Alaska Native organizations will implement the SECC project. The organizational chart below outlines the team members. Descriptions of each position follow. Resumes of key personnel are included in Other Attachments 1.

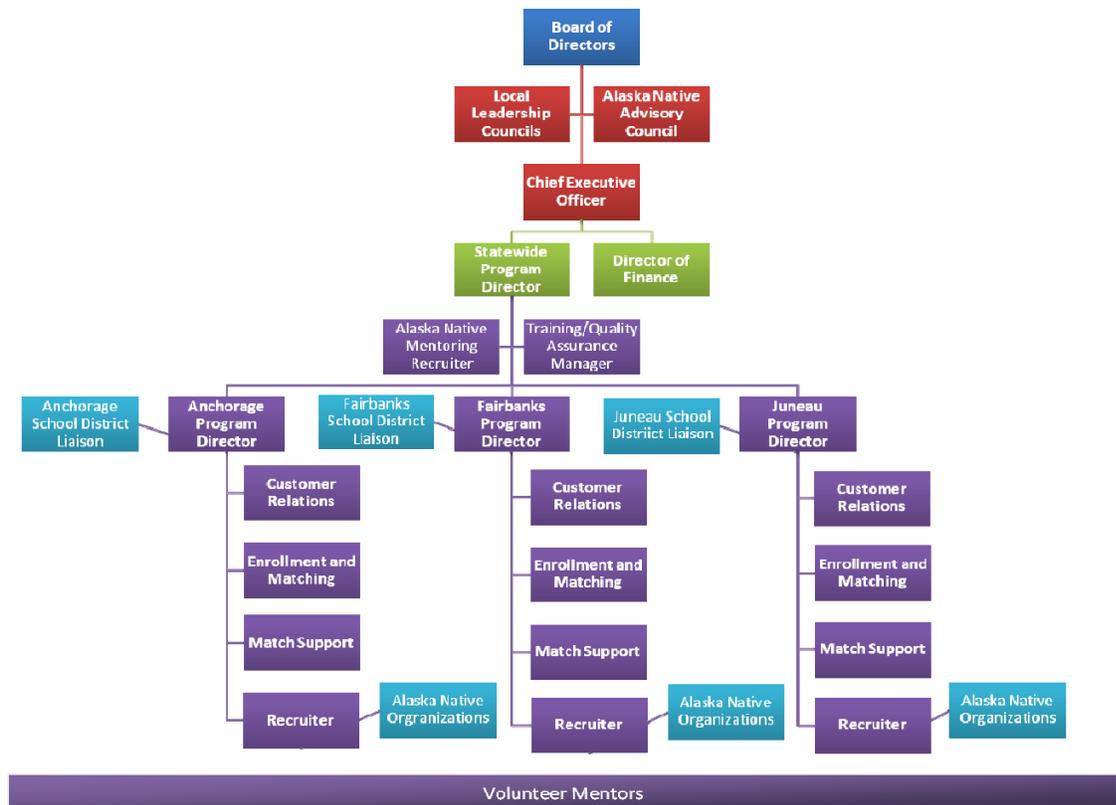
Statewide Alaska Governance Board's role in Agency Direction: The Alaska Governance Board of BBBS-Alaska has responsibility for overseeing the mission of BBBS of Alaska and providing financial oversight and strategic direction for the organization. The statewide Board will set and review policies; approve all major decisions and budgets; and establish the strategic,



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long range and action plans for the statewide BBBS organization. The statewide board is also actively involved in resource development.

Figure 1: Success through Education and Cultural Connections Organizational Chart



Local Board's role in Agency Direction: The local leadership councils represent the interests and concerns of their communities, generate local resources and foster local program and recruitment partnerships. They provide valuable assistance to local program directors and useful feedback to the Statewide Board of Directors.

Alaska Native Advisory Council: The Alaska Native Advisory Council reviews agency procedures and documents for cultural competency and to identify potential roadblocks for Alaska Native participants; assists BBBS-Alaska to identify and cultivate potential program partners both for volunteer and client outreach and resource development.

Chief Executive Officer: The CEO will lead the development and attainment of BBBS-



Alaska's strategic goals. He or she is appointed by and responsible to the Board of Directors of BBBS-AK. This position is currently filled by Taber Rehbaum. Her resume is included.

Statewide Program Director: Under the direction of the Chief Executive Offer, the Statewide Program Director oversees the BBBS-Alaska programs operating in Alaska's larger communities, including Anchorage, Fairbanks, and Juneau and provides overall direction for service delivery statewide. This position is filled by Trina Resari-Salao. Her resume is included.

Director of Finance: Under the direction of the Chief Executive Offer, the Director of Finance manages all financial and accounting functions of Big Brothers Big Sisters of Alaska. This position is currently filled by Andrea Robb. Her resume is included.

Alaska Native Recruitment Specialist: Under the direction of the Statewide Program Director, the Alaska Native recruitment specialist will work with the Alaska Native Advisory Council and Partnering Native Organizations to recruit volunteers, identify ways to strengthen organizational relationships, and plan and implement culturally-specific match activities.

Local Program Director: Under the direction of the Statewide Program Director, three program directors implement the large community programs. This position is responsible for guiding the Service Delivery Team to continually improve service delivery through a coordinated statewide system with a uniform standard of quality and to develop systems and processes to carry out these functions. Nicholas McMillan oversees the Anchorage program, Rick Hinkey oversees the Fairbanks program, and Toren Ulrikson oversees the Juneau program.

School District Liaison: Each school district will employ a part-time liaison to facilitate referrals, student data access, mentoring times and locations, and BBBS-Alaska access to school personnel and students. Additionally, the school liaisons will provide BBBS-Alaska with access to the records of students who are enrolled in the program and whose parents have given written consent, allowing BBBS-Alaska to evaluate the impact of our program on each child.



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Volunteer Mentors: 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. To be eligible, a volunteer mentor must: demonstrate a stable and productive lifestyle, be willing to complete screening procedures, be able to commit to the program for a minimum of one year, be willing to spend one hour or more per week with the child.

The mentor screening process will include an application, interview, background check, and three references. BBBS-Alaska maintains written screening policies that are carefully implemented and consistently applied to all mentors. These mechanisms will help to select volunteers who will keep their commitments and who do not have barriers to working well with at-risk youth. Volunteer training includes the following components: Child Sexual Abuse Prevention, Child Developmental Stages, Volunteer Expectations, Values Clarification, Listening Skills, Confidentiality, and Relationship Development. Issues likely to arise within the match are also discussed, from suggested match activities to boundary setting and modeling good behavior. Ongoing training and peer-sharing workshops are scheduled periodically throughout the year.

Customer Relations: Under the direction of the Program Director in each respective community, the Customer Relations position is responsible for providing high-level customer service in response to all customer and stakeholder inquiries and leads, as well as performing office coordination duties and the initial steps of participant intake. This position assists with electronic communications with program participants through regular “e-blasts” and assists with scheduled program activities.

Enrollment and Matching: This position is responsible for providing high-level customer service throughout the implementation of the volunteer and child enrollment and matching



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process in accordance with the BBBS brand and volunteer options. In addition to orientation, screening, assessment, and enrollment, this position is responsible for making matches.

Match Support: This position is responsible for providing match support to ensure child safety, positive impacts for youth, constructive and satisfying relationships between children and volunteers, and a strong sense of affiliation with BBBS on the part of volunteers. Match support staff also assist with planning and implementing activities for matches.

Recruitment and Partnership: This position is responsible for cultivating prospective new corporate and community partnerships to generate revenue and volunteers. The Recruiter manages existing partner relationships, conducts recruitment presentations, and also develops and implements short and long-term marketing strategies within their specific territory to ensure an optimal geographic balance between youth in process and prospective volunteers. The Recruiter also performs outreach for youth participation in Big Brothers Big Sisters mentoring programs.

Alaska Native Organizations: Alaska Native organization partners will recruit Alaska Native men and women to serve as volunteer mentors. Their role is further described under Section D: Adequacy of Resources and an MOA with each partner is included in Other Attachments 2.

Staff Training: BBBS--Alaska staff will receive the training and additional individualized training as needed.

Training	Staff
Administering AIM (Agency Information Management system)	All staff
Sales skills for customer relations	Customer Relations
Interviewing and Assessment for Enrollment	Enrollment and Matching, Match



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	Support
Building Relationships for Match Support	Enrollment and Matching, Match Support
Service Delivery Model for Customer Relations	Customer Relations
Service Delivery Model for Enrollment, Matching, and Match Support	Enrollment and Matching, Match Support
On the job training	All staff
Using AIM for participant flow, record overview, roles, customer relations function, enrollment quality assessment tool, match support quality assessment tool	All staff
Child Safety Information and Procedures	All staff

ii. Adequacy of procedures for ensuring feedback and continuous improvement

Project feedback and continuous improvement is built into the program design to ensure that our project is meeting our overall goals and objectives and providing. Embedded program data will be used to make changes in the project in the following ways:

- Both *bigs* and *littles* complete Strength of Relationship surveys that provide information about the mentoring relationship. Survey results may alert staff to any matches with less than positive responses. In these cases, children may be re-matched or other changes will be made to adjust the match.
- Monthly data reports are compiled by the statewide program director each month to track areas that may require immediate adjustment or change and the impact of such change. Data reports will include achievement of outcomes and service delivery goals as compared to proposed targets as well as issues presented within the student database.



BBBS Implementation Timeline

Activity or Milestone	Who is responsible	PY1				PY2				PY3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
30 recruitment presentations completed annually	Recruiters; Program Directors, Alaska Native Recruitment	X	X	X		X	X	X		X	X	X	
Develop 3 new partnerships	Recruiters; Program Directors; Partners; Council; Alaska Native Recruitment	X	X	X		X	X	X		X	X	X	
Field 200 inquiries from potential mentors annually	Recruiters; Customer Relations, Alaska Native Recruitment	X	X	X		X	X	X		X	X	X	
Interview and screen volunteers	Enrollment and Matching; Customer Relations	X	X	X	X	X	X	X	X	X	X	X	X
Enroll 375 new volunteers; 125 by the end of PY1	Enrollment and Matching	X	X	X	X	X	X	X	X	X	X	X	X
Youth recruitment presentations to schools; distribute PSAs to media	Recruiters; Enrollment and Matching	X	X	X	X	X	X	X	X	X	X	X	X
Enroll 375 at-risk youth for school and community program; 125 in PY1	Recruiters; Enrollment and Matching, Alaska Native Recruitment	X	X	X	X	X	X	X	X	X	X	X	X
Conduct pre-match youth surveys	Enrollment and Matching	X	X	X	X	X	X	X	X	X	X	X	X



Activity or Milestone	Who is responsible	PY1				PY2				PY3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiate 375 new matches; 125 by the end of PY1	Program Directors; School Coordinators; Enrollment and Matching	X	X	X	X	X	X	X	X	X	X	X	X
Formulate outcome objectives for each match	Enrollment and Match; Match Support Specialists; Volunteer Mentors	X	X	X	X	X	X	X	X	X	X	X	X
Regular meetings between mentor and mentee	Volunteer mentors; youth	X	X	X	X	X	X	X	X	X	X	X	X
Monthly contacts	Match Support	X	X	X	X	X	X	X	X	X	X	X	X
Volunteer training	Enrollment/Matching; Match Support			X		X			X				X
Organize group activities; 12 activities held each year	Match Support	X	X	X	X	X	X	X	X	X	X	X	X
Publicize group events	Match Support, Customer Relations	X	X	X	X	X	X	X	X	X	X	X	X
Data collection; Annual evaluation	Match Support, Program Directors; Statewide Director; Council; Partner school districts	X	X	X	X	X	X	X	X	X	X	X	X



D. Adequacy of Resources

i. Costs are Reasonable

This project will serve 125 Alaska Native children each year at a cost of approximately [REDACTED] per child. By matching at-risk kids with positive adult role-models, BBBS-Alaska prevents the extremely high costs of school dropouts, delinquency, and drug and alcohol abuse. The costs of the alternatives to prevention are staggering. Institutional drug rehabilitation costs well over \$500 a day. Incarceration of a minor can cost up to \$180,000 per year.

BBBS-Alaska match support specialists 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.

ii. Commitment of Each Partner

Memoranda of Agreement are attached in Other Attachments 2.

Alaska Native Organizations: BBBS-Alaska will partner with the following Alaska Native organizations: Tanana Chiefs Conference, SeaAlaska, Central Council of Tlingit and Haida Tribes of Alaska, Cook Inlet Tribal Council, and Southcentral Foundation. We have included MOAs with Tanana Chiefs Conference, SeaAlaska, Central Council of Tlingit and Haida Tribes of Alaska in this application. MOAs with Cook Inlet Tribal Council, and Southcentral Foundation are being developed. In collaboration with our Alaska Native organizational partners, BBBS-Alaska will recruit Alaska Native men and women to serve as volunteer



mentors. Examples of the assistance our Alaska Native organization partners have agreed to provide include the following:

- Help facilitate the recruitment of employees to volunteer for youth mentoring by making available brochures and application materials to personnel and inviting a BBBS-Alaska representative to speak (biannually) about the BBBS-Alaska program. BBBS-Alaska will provide all the necessary application forms and program information to publicize this volunteer opportunity.
- Provide employees one hour of work time per week for the duration of the school year to mentor a child enrolled in a BBBS-Alaska site-based program on a release or flex-time basis.
- Designate a person who will serve as the point of contact for BBBS-Alaska and [Native Organization] employees.
- Recognize BBBS as a community partner in their internal and external communications.

Volunteer Mentors: 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. To be eligible, a volunteer mentor must: demonstrate a stable and productive lifestyle, be willing to complete screening procedures, be able to commit to the program for a minimum of one year, be willing to spend one hour or more per week with the child. Their volunteer time represents a contribution of approximately [REDACTED] per year (125 volunteers x 40 hours/year x [REDACTED] Alaska volunteer rate).

School Districts: School districts have committed to: endorse the BBBS-Alaska program on a district level to all key stakeholders; allow mentors to visit their mentee 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 recreational and educational activities; 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; hire a district liaison. This person will act as the spokesperson on behalf of the partnership and will assist with the growth of the program for interested schools; help promote student referrals throughout the school year, with a goal of matches starting as early as possible in the school year; and recognize the school-based mentoring program as a year-round program.

iii. Adequacy of the Budget

Please see the Budget Narrative for details on the costs of this project.

E. Quality of the Project Evaluation

BBBS-Alaska will contract with the Goldstream Group, an independent evaluation firm located in Fairbanks, to conduct the evaluation of the SECC project. The Goldstream Group has extensive experience evaluating educational program in Alaska and in particular programs that address the academic needs of Alaska Native students and teachers. Angela Larson, Goldstream Group, Inc. Principal Consultant will lead a team of evaluators. Ms. Larson has specific experience evaluating a variety of educational programs. Further, she has experience and expertise using a variety of quantitative and qualitative evaluation techniques. Ms. Larson holds a BA in political science, an MA in public administration and holds an Alaska Teaching Certificate. Her resume is included. The Goldstream Group developed this evaluation plan.



i. Methods are thorough, feasible, and appropriate

The project evaluation will assess the quality and impact of the project in reaching its stated goals and objectives through a mixed-method approach (see Table xx. for timing and administration of instruments). The logic model (figure xx) provides the framework for the evaluation, and will be updated to reflect any changes to the project made based on formative assessment feedback. Evaluation will include both formative and summative components.

In the formative stages, the evaluation will address the design of SECC project, including the development of partnerships between BBBS and school districts and Alaska Native organizations, the recruitment of Alaska Native mentors, program outputs (number of volunteers recruited, children matched, etc.) the identification and enrollment of students not proficient on the 3rd grade standards based assessment, the use of student data to monitor and adjust student services, and the quality of mentoring matches. Evaluation methods will include informal periodic interviews with project staff and partners, observations of project activities, review of project documents, results of the strength of relationship survey, and regular review of BBBS-Alaska Agency Information Management System (AIMS) data.

Summative evaluation of students educational outcomes will focus on the following: 1) mentored students' grades, and students' scholastic competency and educational expectations; 2) mentored students' Alaska Standards Based Assessment results; and 3) mentored students' persistence in school. Evaluation methods will include pre/post changes in mentored students' Youth Outcome Survey responses related to scholastic competency and educational expectations, longitudinal analysis of students' grades, and longitudinal analysis of mentored students' Standards Based Assessment results.

Summative evaluation of students' academic and social engagement will focus on 1) students' attitude about school, attendance at school, and behavior at school; 2) persistence in



school; and 3) students' attitudes regarding social acceptance and connectedness as well as satisfaction with their mentoring relationship. Evaluation methods will include pre/post changes in mentored students' Youth Outcome Survey responses related to attitudes toward risk and relationships; longitudinal analysis of mentored students' attendance; longitudinal analysis of mentored students' school persistence; and longitudinal analysis of mentored students' Strength of Relationship survey responses.

ii. Use of objective performance measures

Evaluation Instrument	Sample	Performance Measures
<ul style="list-style-type: none"> • Quarterly interviews • Project Document Review (quarterly) • Observations of project activities (quarterly) 	Project Staff and Partners	Extent to which partnership is meeting defined expectations of project design in the following areas: recruitment of mentors and children; data sharing; volunteer roles
Strength of Relationship Survey (pre/post)	Mentors and children	Assesses quality of mentoring match for youth (coping, lack of disappointment, safety, importance of relationship, and closeness of mentor) and for adult mentors (connectedness, lack of frustration, confidence in mentoring, and closeness to youth)
BBBS-Alaska Agency Information Management System (ongoing)		Program data, including demographic data for each child and volunteer enrolled, new inquiries, interviews



Evaluation Instrument	Sample	Performance Measures
		<p>completed, matches made, match support contacts made, reference checks completed, background checks completed, volunteers closed, etc..</p>
<p>BBBS Youth Outcomes Survey (pre/post)</p>	<p>Mentored students</p>	<p>32 questions that examine eight measures: social acceptance; scholastic competency; educational expectations; academic achievement; parental trust; risk avoidance and school truancy; and presence of a special adult.</p>
<p>School Data (pre/post)</p>	<p>Mentored students</p>	<p>Academic records; attendance data; school persistence data;</p>
<p>Standards Based Assessments</p>	<p>Mentored Students</p>	<p>To measure the extent to which participating children meet or exceed proficiency in math, reading, and science, the evaluation will use the Alaska Standards Based Assessment scores for participating children. This assessment is administered by the State of Alaska annually.</p>
<p>BBBS Satisfaction Survey for children and adults</p>	<p>Mentors, parents and students</p>	<p>Program satisfaction</p>



How will the evaluation process be used to make changes in the project?

The evaluation process will be used to make changes to the project in three ways:

1) The BBBS-Alaska evaluation methods are embedded in the service delivery model. Each evaluation tool is disseminated by the program staff. The program staff will also regularly monitor student records. Because the evaluation data collection is embedded in the service delivery methods, the data can be used immediately to adjust individual matches between children and their mentors. For example, children may be re-matched or other changes will be made to adjust the match when negative *Strength of Relationship* or *Satisfaction Survey* results are received from an individual child. In another instance, if a child's academic records indicate that he or she is lagging behind in a math, a mentor may be encouraged to focus his or her efforts on helping the child with his or her math by engaging in match activities that involve math, such as games that involve keeping score, tracking sports statistics, and doubling recipes while baking cookies.

2) Monthly data reports will be compiled and shared with program staff, tracking areas that may require immediate adjustment or indicate problems to be addressed. Monthly data reports will include achievement of outcomes and service delivery goals (matches made and length; timely matching and support; and volunteer inquiries) as compared to proposed targets. 3) Annual data reports will be provided to the funding agencies and focus on analysis of progress toward the program objectives and outcomes. If annual program outcomes are not met the evaluation results will be used to adjust the program's delivery or staffing structure.