

AMENDMENT # 1

Offered in: House Finance
To: HCS CSSB 119(FIN)

By: Rep. Gara

Agency:

Anchorage School District

Project:

Anchorage - Anchorage School District - East High
School - Stadium Seating and Scoreboard
House District: Anchorage Areawide (11-27)

Amount:

\$1,000,000

Funding Source:

GF (1004)

Explanation:

Funding this request at the \$1 million level will allow East High to construct some portion of the following components of the stadium:

-Scoreboard

-Grandstand seating for 2,500

-Pressbox

-Spectator fencing

-Lighting

-Flag pole

Agency: Commerce, Community and Economic Development**Grants to Municipalities (AS 37.05.315)****Grant Recipient: Anchorage****Federal Tax ID: 92-6000078****Project Title:****Project Type: New Construction and Land Acquisition**

Anchorage - Anchorage School District - East High School - Stadium Seating and Scoreboard

Project Sponsor(s):

Representative Gara

Senator Ellis

House District: Anchorage Areawide (11-27)**FY2015 State Funding Request: \$2,100,000**

One-Time Need

Brief Project Description:

Stadium

Funding Plan:

Total Project Cost:	\$2,100,000
Funding Already Secured:	(\$0)
FY2015 State Funding Request:	<u>(\$2,100,000)</u>
Project Deficit:	\$0

Detailed Project Description and Justification:

Funding this request at the \$2.1 level will allow East High to construct the following components of the stadium:

- Scoreboard
- Grandstand seating for 2,500
- Pressbox
- Spectator fencing
- Lighting
- Flag pole

If additional funds become available in the future, the \$1.7 million balance of this request would be used to construct the following:

- Running track
- Concession stand
- Ticket booth
- Perimeter fencing
- Security cameras
- Storage building

For project detail please refer to attached document. This request was developed at the school level, reviewed by District technical staff and endorse by ASD leadership. All requests have been presented to the School Board.

This project may require municipal approval of a site plan amendment. ASD will initiate the site plan amendment process if the project is funded.

Project Timeline:

Please refer to attached document.

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

Anchorage School District

Grant Recipient Contact Information:

Name: Sam Spinella
Title: Principal
Address: 4025 E Northern Lights Blvd
Anchorage, Alaska 99508
Phone Number: (907)742-2100
Email: spinella_samuel@asdk12.org

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

Location **East High School**

Project Title: **Stadium**

Amount of Funding Requested \$3,800,000.00

Total Funding to complete project \$3,800,000.00

Primary House District: 17 **Secondary House District(s):** 16,18,19,20,25,27

Primary Senate District: I **Secondary Senate District(s):** H,J,M,N

Project Description

Principal's Priority 3

Complete the East Anchorage High School Stadium. This would involve adding the necessary infrastructure and equipment to enhance a new turf field that has already been put in place, and enable it to be used for athletic events to be viewed by spectators. Depending on funding, this may include a larger track, seating, scoreboard, paving, lighting, and some fencing. By next year, East High will be the only comprehensive high school in Anchorage without the ability to host it's own events.

Benefits if Project is Funded

Will help meet the growing need for facilities that can host athletic events. Will be a positive addition to the local community, and will help dispel the perception among some that no one cares about schools in lower income areas. East High has more students on the Free and Reduced Lunch program than any high school in the district and is sensitive to apparent discrepancies between our school and schools in which students come from families with higher incomes and means.

Impacts if Project is not Funded

of Students impacted by project 2200

Project Start Year 2014

Project Finish Year 2015

Project has matching funds are available No

Project has prior state funding available No

Project has federal funding available No

Project has had a public review process Yes

Request Contact Information

Principal: Sam Spinella

Address: 4025 E. Northern Lights Blvd., Anchorage, Alaska 99508-3599

Phone: (907) 742-2100

Validated by: Facilities **Validation Date** 1/13/2014

Project Type Infrastructure

The \$3.8m request for the East HS Stadium can be productively funded in two phases. The first phase would cost \$2.1m and would construct the:

- Scoreboard
- Grandstand seating for 2,500
- Pressbox
- Spectator Fencing
- Lighting
- Flag Pole

The second phase, which could be funded later, would cost \$1.7m and would include:

- Running Track
- Concession Stand
- Ticket booth
- Perimeter Fencing
- Security Cameras
- Storage Building

Let me know if you have further questions.

Mike Abbott
Anchorage School District

ALASKA STATE LEGISLATURE

Juneau
State Capitol Bldg.
Juneau, AK 99801-1182



Anchorage
733 W. 4th Avenue
Anchorage, AK 99501

MEMORANDUM

To: Representative Bill Stoltze, Co-Chair House Finance

**From: Representative Lance Pruitt
Representative Andy Josephson
Representative Geran Tarr
Representative Les Gara
Representative Max Gruenberg
Representative Harriet Drummond**

Date: 18 April 2014

Re: Capital Budget Priorities, East High School Stadium

Representative Stoltze,

As members of the Anchorage Caucus, we would like to advocate for one specific project that benefits a large number of Anchorage families.

We all have students attending East High School in our districts so the East High School stadium is an important project. The stadium is also at the top of the high school's priority list. We are requesting \$3.8 million to fund the project entirely or \$2.1 million (an updated TPS report for partial funding is attached) in order to partially fund the project to include a new score board and bleachers.

It is important to note that East High School is the only high school in Anchorage without funding for a stadium facility. It would not only be a welcomed addition to the parents, students, and staff of East High School, but also the many community groups such as the Special Olympics who make use of the school's track. We have attached comments from a petition signed by parents, students, and community members advocating for the facility.

Thank you for your time and attention to this project.

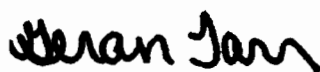
Sincerely,

A handwritten signature in black ink, reading "Lance Pruitt". The signature is fluid and cursive, with the first name "Lance" written in a larger, more prominent script than the last name "Pruitt".

Rep. Lance Pruitt

A handwritten signature in black ink, reading "Andy Josephson". The signature is written in a cursive style, with the first name "Andy" and last name "Josephson" clearly legible.

Rep. Andy Josephson

A handwritten signature in black ink, reading "Geran Tarr". The signature is written in a cursive style, with the first name "Geran" and last name "Tarr" clearly legible.

Rep. Geran Tarr

A handwritten signature in black ink, reading "Les Gara". The signature is written in a cursive style, with the first name "Les" and last name "Gara" clearly legible.

Rep. Les Gara

A handwritten signature in black ink, reading "Max Gruenberg". The signature is written in a cursive style, with the first name "Max" and last name "Gruenberg" clearly legible.

Rep. Max Gruenberg

A handwritten signature in black ink, reading "Harriet Drummond". The signature is written in a cursive style, with the first name "Harriet" and last name "Drummond" clearly legible.

Rep. Harriet Drummond

Benita Washburn ANCHORAGE, AK

I have lived in the East High community for over 20 years. My two sons now attend East High and are very involved in athletics there. I have gotten to know many of the student athletes and know what a great positive influence that sports and community can have on the young men and women. Let's give them something they can be proud of, some place positive and productive to go.

- **Kerby Dort** ANCHORAGE, AK

No one should be left out every school needs the same opportunities as others.

- **Don Powell Jr** ANCHORAGE, AK

As a coach and having a child who used these facilities I see first hand daily the poor condition of our track and stands. We need to complete our complex not only for the students but for the community that uses these items at one of the oldest schools in Anchorage.

- **Ishmael Thompson** ANCHORAGE, AK

My kids play on the football team and be nice to have big games on our own field

- **Faustina Hartley** ANCHORAGE, AK

Every child should have equal access to the same quality of resources within their perspective communities.

- **Patrick Brown** ANCHORAGE, AK

It needs to be completed.

- **Andrew Gold** ANCHORAGE, AK

I'm an athlete at east high, and it'd be nice to see East finally get a nice outdoor center

- **Fa'aana Tosi** ANCHORAGE, AK

I live in the neighborhood, nieces, nephews, alumnis, and families are part of East. Community Center is beneficial for kids to stay active in this neighborhood - numerous studies have proven kids that stay active with positive activities does well in the classroom. The east side of town is in desperate need of a make-over. Although we need better leadership at East High School, I'm confident a facility similar to Clark Jr. High's community center is a great start to the surrounding community and the economy. Adding more jobs and rehabilitation programs the State can extend a hand to. I see this as a great opportunity for partnerships for many sports not just hockey, the marathons, etc. Invest in East High Community Center is great for the city of Anchorage.

- **Bruce Sherry** ANCHORAGE, AK

Alma mater

- **Bryce Christianson** ANCHORAGE, AK

Because it promotes the health of our future community members.

- **Denielle Baldwin** ANCHORAGE, AK

My two children attend East High. My son plays varsity football and my daughter is on the Flag Football team. I know how much it would mean to them to be able to play home games on their own field. To have pride in their school and represent it with fans and families in the bleachers cheering them on!

In addition, I coordinate the 21st CCLC Afterschool Program at Mtn. View Elementary. I am always encouraging our students to do their best and give their best. In return, shouldn't our city give them the best when it comes to sports facilities? Our students have more than their share of "second-hand" materials as they grow up in high poverty communities. A new outdoor community center would send the message that WE believe in THEM and that they do deserve the best, not outdated facilities. When a student from East asks why they don't have the same sports fields and opportunities as

schools in more economically viable communities, how do we answer them? We shouldn't have to. Our actions need to speak louder than our words. I urge you to make this Outdoor Community Center at East High a reality!!

- **Deborah Meder** KANSAS CITY, MO

Outdoor field is used by many community members and groups, not just sports teams. For example, Special Olympics!

Track is in constant use, even though it is in need of repair, by students, athletes and community members and groups.

- **Alpha Hawk** ANCHORAGE, AK

I live in this area and have children that attend the school. Its appalling to see how poor the facilities available to this school and its community are, especially when compared to others schools in the ASD, which have received excessive funding for upgrades. East High School students, and its adjoining community deserve a structurally safe, up to date base where they can safely meet to stay mentally and physically fit. Our turn is long overdue. Dont turn away the funding needed to keep this community and its constituents thriving.

- **Kenneth Chu** ANCHORAGE, AK

East High is an AWESOME school! Go T-Birds!! Kids work hard and play hard!

- **Tami Trotter** ANCHORAGE, AK

This project will service a lot of members of our community and improve the overall quality of life.

- **Melissa Shivers Martin** ANCHORAGE, UNITED STATES

Because my son is currently a student, I live in the neighborhood and this is an untapped resource for everyone in the community!

2014 Legislature

TPS Report 61872v5

Agency: Commerce, Community and Economic Development**Grants to Municipalities (AS 37.05.315)****Grant Recipient: Anchorage****Federal Tax ID: 92-6000078****Project Title:****Project Type: New Construction and Land Acquisition**

Anchorage - Anchorage School District - East High School - Stadium Seating and Scoreboard

Project Sponsor(s):

Representative Gara

Senator Ellis

House District: Anchorage Areawide (11-27)**FY2015 State Funding Request: \$2,100,000**

One-Time Need

Brief Project Description:

Stadium

Funding Plan:

Total Project Cost:	\$2,100,000
Funding Already Secured:	(\$0)
FY2015 State Funding Request:	(\$2,100,000)
Project Deficit:	\$0

Detailed Project Description and Justification:

Funding this request at the \$2.1 level will allow East High to construct the following components of the stadium:

- Scoreboard
- Grandstand seating for 2,500
- Pressbox
- Spectator fencing
- Lighting
- Flag pole

If additional funds become available in the future, the \$1.7 million balance of this request would be used to construct the following:

- Running track
- Concession stand
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- Perimeter fencing
- Security cameras
- Storage building

For project detail please refer to attached document. This request was developed at the school level, reviewed by District technical staff and endorse by ASD leadership. All requests have been presented to the School Board.

This project may require municipal approval of a site plan amendment. ASD will initiate the site plan amendment process if the project is funded.

Project Timeline:

Please refer to attached document.

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

Anchorage School District

Grant Recipient Contact Information:

Name: Sam Spinella
Title: Principal
Address: 4025 E Northern Lights Blvd
Anchorage, Alaska 99508
Phone Number: (907)742-2100
Email: spinella_samuel@asdk12.org

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

Location **East High School**

Project Title: **Stadium**

Amount of Funding Requested **\$3,800,000.00**

Total Funding to complete project **\$3,800,000.00**

Primary House District: **17** **Secondary House District(s):** **16,18,19,20,25,27**

Primary Senate District: **I** **Secondary Senate District(s):** **H,J,M,N**

Project Description

Principal's Priority **3**

Complete the East Anchorage High School Stadium. This would involve adding the necessary infrastructure and equipment to enhance a new turf field that has already been put in place, and enable it to be used for athletic events to be viewed by spectators. Depending on funding, this may include a larger track, seating, scoreboard, paving, lighting, and some fencing. By next year, East High will be the only comprehensive high school in Anchorage without the ability to host it's own events.

Benefits if Project is Funded

Will help meet the growing need for facilities that can host athletic events. Will be a positive addition to the local community, and will help dispel the perception among some that no one cares about schools in lower income areas. East High has more students on the Free and Reduced Lunch program than any high school in the district and is sensitive to apparent discrepancies between our school and schools in which students come from families with higher incomes and means.

Impacts if Project is not Funded

of Students impacted by project **2200**

Project Start Year **2014**

Project Finish Year **2015**

Project has matching funds are available **No**

Project has prior state funding available **No**

Project has federal funding available **No**

Project has had a public review process **Yes**

Request Contact Information

Principal: **Sam Spinella**

Address: **4025 E. Northern Lights Blvd., Anchorage, Alaska 99508-3599**

Phone: **(907) 742-2100**

Validated by: **Facilities** **Validation Date** **1/13/2014**

Project Type **Infrastructure**

The \$3.8m request for the East HS Stadium can be productively funded in two phases. The first phase would cost \$2.1m and would construct the:

- Scoreboard
- Grandstand seating for 2,500
- Pressbox
- Spectator Fencing
- Lighting
- Flag Pole

The second phase, which could be funded later, would cost \$1.7m and would include:

- Running Track
- Concession Stand
- Ticket booth
- Perimeter Fencing
- Security Cameras
- Storage Building

Let me know if you have further questions.

Mike Abbott
Anchorage School District

AMENDMENT #2

Offered in: House Finance
To: HCS CSSB 119(FIN)

By: Rep. Gara

Agency:

Commerce, Community and Economic Development

Project:

Alaska Craftsman Home Program - Hands-on
Energy Efficiency Training for Homeowners and
Professionals

Amount:

\$1,000,000

Funding Source:

GF (1004)

Explanation:

Alaska Craftsman Home Program is requesting \$1,000,000 to purchase and retrofit single-family homes in Anchorage and Fairbanks for the purpose of providing hands-on energy efficiency education and professional training.

Agency: Commerce, Community and Economic Development**Grants to Named Recipients (AS 37.05.316)****Grant Recipient: Alaska Craftsman Home Program****Federal Tax ID: 943100041****Project Title:****Project Type:** Remodel, Reconstruction and Upgrades

DRAFT Alaska Craftsman Home Program - Hands-on Energy Efficiency Training for Homeowners and Professionals

Project Sponsor(s):
Representative Gara**House District:** Statewide (1-40)**FY2015 State Funding Request: \$1,000,000**

Future Funding May Be Requested

Brief Project Description:

Alaska Craftsman Home Program is requesting \$1,000,000 to purchase and retrofit single-family homes in Anchorage and Fairbanks for the purpose of providing hands-on energy efficiency education and professional training.

Funding Plan:

Total Project Cost:	\$1,000,000
Funding Already Secured:	(\$0)
FY2015 State Funding Request:	<u>(\$1,000,000)</u>
Project Deficit:	\$0

*Funding Details:**This is a new project that does not have funding history.***Detailed Project Description and Justification:**

Alaska Craftsman Home Program is well established in the Alaska non-profit community, and has been offering classes in energy efficiency statewide for 25 years. We believe that an educated energy user is the shortest route to increased energy efficiency and reduced energy consumption. In the last 48 months, over 15,000 Alaskans have attended ACHP classes designed to assist homeowners in understanding their homes.

This appropriation would cover the purchase of two single-family homes, and the costs associated with retrofitting them for energy efficiency as part of a comprehensive, hands-on curriculum for homeowners and building professionals. In order to ensure the best use of state resources, ACHP will be working to solicit pledges for materials and labor from community partners. Letters of support from partners will accompany this completed proposal.

ACHP has traditionally offered face-to-face classroom instruction, and this method of delivery has been proven effective over the past 25 years. This budget request addresses the need for hands-on education to enhance the ACHP curriculum.

Project Timeline:

Timeline is not yet established.

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

Alaska Craftsman Home Program

Grant Recipient Contact Information:

Name: Rob Jordan
Title: Executive Director
Address: 3400 Spenard Road Suite 9
Anchorage, Alaska 99503
Phone Number: (907)258-2247
Email: rob@achpalaska.com

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



Alaska State Home Building Association

January 29, 2014

To the Legislature,

I am writing to express my sincere appreciation for the work being done by Alaska Craftsman Home Program (ACHP) across Alaska. ACHP is well known in the building community for providing quality education to homeowners and professionals on a wide variety of energy efficiency topics. ACHP has been a trusted voice in the community for over 25 years and a key component of their mission is to educate homeowners and the building community on the best energy efficiency building practices.

Based on my experience with this organization, and long-standing relationships between ACHP and the homebuilders associations, we offer our support for their funding of statewide energy efficiency education.

Sincerely,

Jeff Twait, President

#3

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE GARA

TO: HCS CSSB 119(FIN), Draft Version "H"

- 1 Page 34, line 15:
- 2 Delete "80,000" in both places
- 3 Insert "500,000" in both places
- 4
- 5 Adjust fund sources and totals accordingly.

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**

DRAFT Big Brothers Big Sisters of Alaska - Mentoring for Educational Success

Project Sponsor(s):
Representative Gara

House District: Statewide (1-40)**FY2015 State Funding Request: \$500,000**

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:	(\$500,000)
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

ANNUAL INITIATIVE EXPENSES	TOTAL	Statewide	Anchorage	Fairbanks	Juneau	Sitka	Haines
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	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	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
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	65,000.00
Total Request	<u>500,000.00</u>

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	40,000	includes portions of statewide positions to include CEO, Program
Total	<u>315,000</u>	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



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 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.



PHILANTHROPEdia

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.

AMENDMENT #4

OFFERED IN THE HOUSE

BY REPRESENTATIVE GUTTENBERG

TO: HCS CSSB 119(FIN), Draft Version "H"

- 1 Page 56, line 24:
- 2 Delete "150,000" in both places
- 3 Insert "350,000" in both places
- 4
- 5 Adjust fund sources and totals accordingly.

AMENDMENT

Offered in: (H) Finance

By: Rep. Guttenberg

To: House CS for CS for SB119 (FIN)

Agency:

Department of Natural Resources

Project:

BAK LAP: Upgrade Forest Research Installations for Wood Biomass Energy, Products, Science Education (HD 1-5)

Amount:

200,000

Funding Source:

General Funds

Explanation:

This amendment takes the program half way to its second-phase funding goal and will help complete this innovative and extremely promising work to responsibly develop Alaska's natural resources.

The kid doing a forest art project in elementary school today may well be the forest entrepreneur that sells you bags of home-grown stove pellets in a few years. And it will have been BAKLAP that made it possible.

The original plan for BAKLAP (Boreal Alaska Learning, Adaptation, Production) established a three-and-a-half year, \$1.7 million program to integrate increased understanding of the boreal forest with an emphasis on practical uses (e.g., home heating from biomass energy, locally grown and processed building materials) with local school districts to inspire Alaska kids to pursue lifelong careers in natural resource management. Through classroom activities, field experiences, and original research, students engage in a STEAM (Science, Technology, Engineering, Art, and Math) approach to learning. Students start in familiar and comfortable situations and quickly progress to stewardship and use of the boreal forest grounded in sound science and appreciation of local needs and economics.

In 2012, the legislature funded the first installment of \$1.0 million to start the program, which has proceeded simultaneously on school and scientific research fronts. The remaining funds sought will complete ground-truthing of the curriculum, demonstrating tangible progress and real-life applications of this integrated approach to scientific management and smart use of Alaska's natural resources. Other industries, such as mining and fishing, are increasingly interested in applying the BAKLAP approach to fostering the next generation of natural resource sector employees and managers.

The remaining portion of the BAKLAP program will complete lesson plans and curriculum elements that can be exported to schools across the state. Building blocks created in this phase will form the basis for further research and pursuit of national-level funding to make the program self-sustaining. For example, the National Science Foundation is interested in using BAKLAP techniques nationwide, and schools in other states are increasingly interested in Alaska's groundbreaking work.

BAKLAP's systematic survey of the boreal forest has begun to fulfill a long-standing request from state resource managers and has greatly increased our understanding of realistic rotational strategies of harvest and regrowth – critical information for addressing biomass heating needs through products such as wood pellets and compressed logs, and creating locally grown, sustainably harvested building materials.