

REVISED March 20, 2018

**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
ADMINISTRATIVE REVIEW MEMORANDUM  
SUBGRANTS ONLY**

**TO:** Director, Division of Budgets and Accounting  
Director, Division of Program Integrity  
Office of Attorney General  
Executive Attorney  
Deputy Administrator of Administration

**FROM:** Carla Conyers, Subgrant Unit Supervisor

<sup>DS</sup>  
U

**DATE:** April 6, 2018

**RE: REVIEW OF THE ATTACHED DOCUMENT**

Requesting Division: Division of Field Operations

Description of the attached document: **This modification is between the Division of Field Operations at MDHS and Save the Children. The period of performance is from July 1, 2017 thru September 30, 2018 with the funding source TANF 2017.**

**Please review the attached and return with appropriate comments or concurrences to: Richard Slaughter at [richard.slaughter@mdhs.ms.gov](mailto:richard.slaughter@mdhs.ms.gov)/601-359-4675.**

DocuSigned by:  
Nick Bridge  
Subgrant & Claims Unit

Date: 4/11/2018

DocuSigned by:  
Bridgette Bell  
Director, Budgets and Accounting

Date: 4/11/2018

DocuSigned by:  
Frederick Ward  
Director, Program Integrity

Date: 4/11/2018

See Attached: <sup>DS</sup>  
RD 

DocuSigned by:  
Sherry Johnson  
Executive Attorney

Date: 4/11/2018

DocuSigned by:  
Azande Williams  
Office of the Attorney General

Date: 4/17/2018

See Attached: 

DocuSigned by:  
Chip Butler  
Deputy Administrator for Administration

Date: 4/17/2018



**STATE OF MISSISSIPPI**  
**Phil Bryant, Governor**  
**DEPARTMENT OF HUMAN SERVICES**  
**John Davis**  
**Executive Director**

February 16, 2018

Ms. Natalie Vega O'Neil  
Signatory Officer  
Save the Children  
501 Kinds Highway East, Suite 400  
Fairfield, CT 06825

Dear Ms. O'Neil:

Due to recent budget concerns, the Mississippi Department of Human Services (MDHS) is re-evaluating subgrant awards. Please let this letter serve as notification of MDHS' intent to reduce the amount of your TANF subgrant award for agreement number(s) 6011864 & 6011865 by \$93,750.00. Due to this unforeseen reduction, the new award amount for this agreement is \$531,250.00.

Please submit a modified budget narrative reflecting the new award amount by the close of business, Friday, February 23, 2018. The modified budget narrative should be submitted as a Microsoft Excel Spreadsheet. The amount allocated for each line item in the modified budget should not exceed the amount spent to date through the subgrant. For example, if the Travel line item is budgeted for \$1,000.00, and \$700.00 has been charged, this line item cannot be reduced to \$500.00.

Please submit your spreadsheet and direct any questions to Nick Bridge at [nick.bridge@mdhs.ms.gov](mailto:nick.bridge@mdhs.ms.gov).

Thank you for being our partner. MDHS appreciates your cooperation with this matter as we work together to promote self-sufficiency and personal responsibility for all Mississippians.

Sincerely,

A handwritten signature in black ink, appearing to read "John Davis".

John Davis  
Executive Director

**STATE OF MISSISSIPPI**  
**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES**  
**SUBGRANT MODIFICATION SIGNATURE SHEET**  
 P. O. BOX 352  
 JACKSON, MISSISSIPPI 39205-0352

MDHS DIVISION: Field Operator

<b>1. SUBGRANTEE'S NAME, ADDRESS &amp; PHONE NUMBER:</b>  <u>Save the Children</u> <u>501 Kinds Highway East, Suite 400</u> <u>Fairfield, CT 06825</u>  <b>CONTACT PERSON: Bethany Benton</b>  <b>DUNS:</b> <span style="background-color: black; color: black;">XXXXXXXXXX</span>  <b>E-MAIL:</b> <a href="mailto:bbenton@savechildren.org">bbenton@savechildren.org</a>  <b>PHONE:</b> <u>503-312-6138</u>	<b>2. EFFECTIVE DATE:</b> August 1, 2018 <b>3. AGREEMENT NUMBER(S):</b> 6011864 & 6011865 <b>4. MODIFICATION # :</b> #1 <b>FUNDING SOURCE and YEAR:</b> TANF 17 <b>5. BEGINNING AND ENDING DATES:</b> July 1, 2017 through September 30, 2018 <b>6. SUBGRANT PAYMENT METHOD:</b> <input checked="" type="checkbox"/> CURRENT NEEDS/CASH ADVANCE <input type="checkbox"/> COST REIMBURSEMENT <input type="checkbox"/> OTHER <b>7. PAGE: 1 OF 4</b>
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**8. AS A RESULT OF THIS MODIFICATION, FUNDS OBLIGATED ARE CHANGED AS FOLLOWS:**

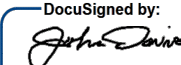
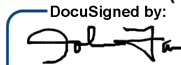
	<u>FROM</u>	<u>TO</u>		<u>FROM</u>	<u>TO</u>
FEDERAL	\$ 625,000.00	\$ 531,000.00	ADMINISTRATION	\$ 568,182.00	\$ 482,727.00
STATE	\$ -	\$ -	SERVICES	\$ 56,818.00	\$ 48,273.00
OTHER	\$ -	\$ -	OTHER	\$ -	\$ -
<b>TOTAL</b>	<b>\$ 625,000.00</b>	<b>\$ 531,000.00</b>	<b>TOTAL</b>	<b>\$ 625,000.00</b>	<b>\$ 531,000.00</b>

**9. THE ABOVE SUBGRANT IS HEREBY MODIFIED AS FOLLOWS:**

<u>Activity</u>	<u>Original</u>	<u>DIFFERENCE (+/-)</u>
<u>Line Item</u> from	<u>Line Item</u> to	
Decrease Services \$164,707.00	Salaries \$ 139,935.00	24,772.00
Decrease Services \$46,316.00	Fringe \$ 39,350.00	6,966.00
Decrease Services \$317,399.00	SL&G \$ 274,662.00	42,737.00
Decrease Services \$25,882.00	Travel \$ 16,989.00	8,893.00
Decrease Services \$8,873.00	Commodities \$ 7,539.00	1,334.00
Decrease Services \$5,005.00	Contractual \$ 4,252.00	753.00
Admin \$56,818.00	Indirect \$ 48,273.00	8,545.00

**REASON(S) FOR MODIFICATION [If additional space is needed, please attach typed page (s)] :**  
 Revised Allocation

**\*\*IF ADDITIONAL FUNDS ARE REQUESTED ATTACH A COPY OF THE ORIGINAL BUDGET**

<b>10. APPROVED FOR MDHS:</b> DocuSigned by:  BY: <u>John Farden</u> DATE: <u>8/4/2018</u> John Farden 1C743532B2E5485...  <u>Executive Director/Designee</u> TITLE	<b>11. APPROVED FOR (SUBGRANTEE):</b> DocuSigned by:  BY: <u>John Farden</u> DATE: _____ John Farden 1C743532B2E5485...  <u>Signatory Officer Mr. John Farden</u> TITLE
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Mississippi  
 Form MDHS-CSSS-1007  
 Revised 10/31/2016

**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
 COST SUMMARY SUPPORT SHEET**

Page 3 of Pages 4

<b>1. Applicant Agency</b> Save the Children						
<b>2. Agreement Number</b> 6011864 & 6011865		<b>3. Grant ID</b> TANF 17		<b>4. Beginning</b> July 1, 2017		<b>5. Ending</b> September 30, 2018
<b>6. Activity</b> Administration						
7. Budget Category	8. Budget					
	Federal	State	Local	Program	In-Kind	Total
Indirect Cost	\$ 48,273.00					\$ 48,273.00
<b>TOTAL</b>	<b>\$ 48,273.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 48,273.00</b>

Mississippi  
 Form MDHS-CSSS-1007  
 Revised 10/31/2016

**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
 COST SUMMARY SUPPORT SHEET**

Page 4 of Pages 4

<b>1. Applicant Agency</b> Save the Children						
<b>2. Agreement Number</b> 6011864 & 6011865		<b>3. Grant ID</b> Tanf 17		<b>4. Beginning</b> July 1, 2017		<b>5. Ending</b> September 30, 2018
<b>6. Activity</b> Support Services						
7. Budget Category	8. Budget					
	Federal	State	Local	Program	In-Kind	Total
Salaries	\$ 139,935.00					\$ 139,935.00
Fringe Benefits	\$ 39,350.00					\$ 39,350.00
SL&G	\$ 274,662.00					\$ 274,662.00
Travel	\$ 16,989.00					\$ 16,989.00
Commodities	\$ 7,539.00					\$ 7,539.00
Contractual Services	\$ 4,252.00					\$ 4,252.00
<b>TOTAL</b>	<b>\$ 482,727.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 482,727.00</b>



## **SAVE THE CHILDREN SCOPE OF SERVICES**

### **STATEMENT OF UNDERSTANDING**

Save the Children Federation, Inc. has served the people of Mississippi for over **80 years**. Furthermore, Save the Children has a long history of successfully providing programs by implementing evidence-based processes and delivery models.

Save the Children is the leading independent nonprofit organization creating real and lasting change for children in need in the United States and around the world. Within the United States, Save the Children focuses on children growing up in communities of persistent rural poverty in 16 states. Our pioneering programs give children a healthy start, the opportunity to learn and protection from harm. Our work in Mississippi began in 1933 and now encompasses early childhood education, school-age literacy support, physical activity and nutrition education, emergency preparedness, and family engagement. Program services are designed to be carried out effectively by locally-hired paraprofessionals, with intensive support from Save the Children's expert trainers.

Save the Children has carefully developed activities to address the identified needs and align with the following objectives of the Temporary Assistance for Needy Families (TANF) program:

- 1) Encourage students to perform more successfully academically;
- 2) Encourage participant youth to plan future goals, promote self-esteem and self-worth;
- 3) Strengthen attitudes and expectations towards family, community and citizenship
- 4) Improve the welfare of children/families by increasing the number of active, involved fathers;
- 5) Support parents in raising successful, healthy children;
- 6) Provide families and their children with life skills trainings and workshops; and
- 7) Increase awareness of the importance of parenting skills, involvement of fathers, and youth development.

### **PRIORITIES FOR SAVE THE CHILDREN IN THE SELECTED TARGET AREA:**

In order to effectively combat the detrimental circumstances described on the following pages, Save the Children proposes to provide services in rural Mississippi (service area outlined under "Geographic Overview Number of Participants to be Served" section). We will provide high-quality program services addressing the following TANF program areas:

- Positive Youth Development Programs;
- Family Life Skills (includes Parenting Education, Family Development, Cooperative Parenting, Life Skills, Job Readiness and Financial Literacy Education; and
- Fatherhood and Father Involvement.

Priorities will include the following:

- Promote the well-being of children and families in Mississippi;

## SAVE THE CHILDREN SCOPE OF SERVICES

- Connect families to resources;
- Advocate strong parenting skills; and
- Equip families and children with the skills needed to more adequately solve problems, make good choices, and increase access to services.

### NEEDS ASSESSMENT and SCOPE OF WORK TO BE PERFORMED

Save the Children will use funds from the Mississippi Department of Human Services to provide early childhood education and school-age literacy services that align with and further the goals and purposes of the TANF program. These services, which are described below, focus on promoting reading proficiency by the end of third grade:

Early Steps to School Success (ESSS) is a cost-effective, replicable early childhood education initiative built on public-private partnerships with local schools and states. ESSS delivers high-quality early childhood development services to children from birth to 5 and their families through the following key components:

- 1) Home visits, through which Early Childhood Coordinators provide parents with age-appropriate activities for their children, help monitor developmental progress, and promote parent-child interaction;
- 2) Parent education and support that help caregivers develop the skills and strategies that promote child development;
- 3) A book exchange program, which supplies families with children's books to promote early literacy; and
- 4) "Transition to school" activities that help children and families connect with teachers prior to entering school and promote school readiness.

The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support their children's growth; and to develop strong home-school connections.

Once children have entered school, Save the Children provides year-round literacy support through in-school, afterschool and summer programming. We provide:

- 1) In-school tutoring in phonics, sight word recognition, comprehension, and vocabulary enhancement to promote literacy growth among struggling readers.
- 2) The Emergent Reader Literacy Block, the centerpiece of our afterschool and summer literacy program for K-1 students, to support beginning reading skills. The block includes listening to books read aloud, reading together activities, and emergent reader modules that provide active learning opportunities for mastering basic skills.
- 3) The Developing Reader Literacy Block, the centerpiece of our afterschool and summer literacy program for students in grades 2-6, to accelerate reading growth. The block includes read-alouds, vocabulary- and fluency-building activities, guided independent reading practice, and tutorials, which are offered to groups of children who are struggling with specific reading skills.

Nationally, based on a longitudinal comparative analysis of program data collected between 2006 and 2015, children who participated in both ESSS and school-age literacy programs had the highest growth in reading proficiency compared to those who participated in one or neither

## SAVE THE CHILDREN SCOPE OF SERVICES

program. Save the Children delivers these services to achieve the key early milestones of a healthy birth, positive development, and school readiness, ultimately resulting in greater reading success by third grade. Third grade marks the transition from “learning to read” to “reading to learn” and is a pivotal point in development at which literacy becomes the basis for academic success. Students who do not read proficiently by the end of third grade are **four times less likely** to graduate from high school than those who are proficient readers.<sup>1</sup> In the seven Mississippi counties where Save the Children works, nearly a quarter to a third of the adult population over the age of 25 does not have a high school diploma or equivalent, according to recent U.S. Census data.

Lower educational attainment is associated with greater reliance on public assistance and various negative outcomes. U.S. Census Bureau data show that over a third of individuals who did not graduate from high school received public assistance (including TANF) in 2012 and nearly half of those who ever received benefits between 2009 and 2012 were long-term participants. In comparison, only 21.6% of high school graduates received public assistance and 39.3% were long-term recipients. Specific alignment with the three TANF goals are detailed below:

### Alignment with TANF Goals

*TANF Purpose 1: Assisting needy families so that children can be cared for in their own homes.*

ESSS is a Home Visiting program that builds on research by modeling its activities and approaches to center on the family as a primary influence on early language, literacy, and future school success. It not only recognizes the essential role families have directly in preparing their child for school, but through community collaboration and strong school connections, it also reinforces parents as important advocates in raising awareness for community-wide efforts that support school readiness. These core beliefs pertaining to working with families and nurturing early language, literacy and future success are embedded throughout the program model. This multi-generational approach brings the program into homes and builds parents’ capacities to preparing their children for later success.

*TANF Purpose 2: Reducing the dependency of needy parents by promoting job preparation, work, and marriage.*

Our afterschool and summer literacy programs provide free, quality childcare options for working parents. Many of the parents and caregivers we serve often lack the personal resources to pay for quality childcare, the lack of which can inhibit their ability to find and retain employment. A well-meaning, concerned parent unable to balance both work commitments and care for their child may choose to either quit or scale back their employment. Doing so directly frustrates a primary goal of the TANF program – retention of current and past recipients of public assistance in the labor force. Save the Children’s programs thus provide a vital service to parents, particularly those who receive or have received TANF, in maintaining full-time employment.

As an additional benefit, Save the Children prepares a population who may potentially be eligible for TANF for economic and career advancement. We hire paraprofessionals from within

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<sup>1</sup> Annie E. Casey Foundation. (2012). *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Retrieved from <http://www.aecf.org/resources/double-jeopardy>.

## SAVE THE CHILDREN SCOPE OF SERVICES

the rural communities in which we work and provide intensive, ongoing on-the-job training and technical assistance to implement both ESSS and the literacy programs. The training and technical assistance supports low-skilled workers in gaining technical skills, knowledge, and practical work experience, while ensuring the quality of educational services, positive outcomes for children, and the success of the programs themselves. This approach enables Save the Children to create a talented workforce in rural communities that is equipped to support children's development and education.

### *TANF Purpose 3: Preventing out-of-wedlock pregnancies.*

Save the Children implements a comprehensive approach to literacy development that significantly increases children's reading levels to ensure reading proficiency by the end of third grade. As mentioned, whether a child reads proficiently by the end of third grade is a powerful indicator of future academic and life success. Young adults without high school diplomas are more likely to be incarcerated, more likely to have an out-of-wedlock pregnancy, and make less than half of those that have graduated and gone on to obtain a bachelor's or higher degree.<sup>2 3 4</sup> Specifically, the connection between literacy proficiency at an early age and out-of-wedlock births is clear. While teen pregnancy often causes students to drop out, being engaged in school can reduce instances of teen pregnancy. Teens who stay in school and are academically involved are less likely to get pregnant than their peers who aren't as engaged.<sup>5</sup>

A recent study released in October 2012, *Pre-Teen Reading Ability: A Potential Predictor of Teen Pregnancy*, is the first study of its kind to examine the link between literacy among US pre-teens and subsequent teen child-bearing.<sup>6</sup> Researchers at the Perelman School of Medicine at the University of Pennsylvania and the University of Pennsylvania School of Nursing linked seventh-grade reading among 12,339 girls (average age 11.9 years) enrolled in Philadelphia Public Schools to subsequent live birth records between 1996-2002.

Based on test scores gathered from the school system, researchers were able to connect literacy with teen pregnancy risk; specifically:

- Girls with a less-than-average reading skill were 2.5 times more likely to have a child in their teen years compared with those with average reading skill.
- More than 20% of young girls who rated poorly on literacy tests conceived as teens.
- About 3% of those teens conceived more than once during teen years.
- More than 10% of young girls with average scores conceived as teens.
- Only 5% of young girls with good scores conceived as teens.

<sup>2</sup> Planty, M., et al. (2009). *The Condition of Education 2009* (NCES 2009-081). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, p. 41.

<sup>3</sup> Manlove, J. (1998). *The Influence of High School Dropout and School Disengagement on the Risk of School-Age Pregnancy*. Journal of Research on Adolescence.

<sup>4</sup> Sum, A., Khatiwada, I., McLaughlin, J., & Palma, S. (2009). *The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers*. Northeastern University: Center for Labor Market Studies.

<sup>5</sup> Marshall, O. (2011). *The Drop-Out Crisis and Teen Pregnancy*. Washington, DC: Progressive Policy Institute. Retrieved June 6, 2017, from <http://www.progressivepolicy.org/2011/06/the-drop-out-crisis-and-teen-pregnancy>.

<sup>6</sup> Bennett, I. M., Frasso, R., Gross, K., & Bellamy, S. (2012). *Pre-Teen Reading Ability: A Potential Predictor of Teen Pregnancy*. 2012. Philadelphia, PA: University of Pennsylvania Center for Clinical Epidemiology and Biostatistics.

## SAVE THE CHILDREN SCOPE OF SERVICES

### SERVICE APPROACH AND PROPOSED WORK PLAN

#### Geographic Overview and Number of Participants to be Served

Save the Children partners with nine rural schools in seven economically-distressed Mississippi counties to serve over 3,500 children directly and over 4,000 adults directly and indirectly.

Located throughout Mississippi, the partner schools are:

- \*Amite County Elementary, Amite County;
- \*I.T. Montgomery Elementary, Bolivar County;
- Brooks Elementary, Bolivar County;
- Friars Point Elementary, Coahoma County;
- G.W. Carver Elementary, Jefferson Davis County;
- \*East Marion Elementary, Marion County;
- \*West Marion Primary, Marion County;
- Quitman County Elementary, Quitman County; and
- R.H. Bearden Elementary, Tallahatchie County.

*\* Includes early childhood programming*

Save the Children will first work with each partner to implement our full continuum service model of pregnancy through elementary school aged programs. As funding allows, we will look to grow the service area to additional high-need schools in economically-distressed Mississippi counties.

#### Target Population

To ensure program services are delivered to truly needy children, partner schools are selected based on the student population's eligibility for the federal free and reduced school meals program. We partner with schools in which at minimum 70% of children are eligible, though all nine Mississippi schools identified above have eligibility rates of over 90%. By focusing on rural schools with high free and reduced school meals eligibility, we can be certain that our programs are serving a vulnerable, TANF-eligible population.

Participation in all programs is voluntary. In order to ensure voluntary participation, all program staff receive training on appropriate recruitment and program promotion.

#### Goals and Objectives

Save the Children will accomplish its overarching goals and the abovementioned TANF objectives through carefully developed process and outcome measures for each program:

For ESSS:

- 1) Parents will read to their children ages 0-3, on average, 15 times per month during the school year.



**SAVE THE CHILDREN SCOPE OF SERVICES**

- 2) Parents will read to their children ages 3-5, on average, 10 times per month during the school year.
- 3) 65% of 3-year-olds who have been enrolled in the program for at least one year will achieve vocabulary acquisition at or above the normal range.
- 4) 60% of 5-year-olds who have been enrolled in the program for at least one year will achieve vocabulary acquisition at or above the normal range.
- 5) Save the Children Program Specialists will provide an average of 25 hours of training and technical assistance to each site (school partner) each year.

For the school-age literacy programs:

- 1) 65% of participating children will show significant reading progress, as defined by a gain of 2.0 National Curve Equivalencies (NCEs) or more on the STAR assessment, a tool developed by Renaissance Learning to measure students' grade-level progress.
- 2) Children will read, on average, 65 Accelerated Reader books per year.
- 3) Save the Children Program Specialists will provide an average of 30 hours of training and technical assistance to each site (school partner) each year.

**Proposed Timeline of Deliverables (July 1, 2017 – June 30, 2018)**

<u>Tasks</u>	<u>Quantity</u>	<u>Responsible Party</u>	<u>Due Date</u>
Open program staff positions filled	TBD	Site Supervisors	7/31/17
New school-year trainings for program staff completed	3 program trainings	Save the Children	8/15/17
School-age reading pre-assessments completed	Approximately 3500 children (9 sites/schools)	Program Staff	8/25/17
Pre-school children enrolled in Early Steps Book Bag Exchange	Approximately 500 children	Program Staff	8/25/17
Children identified and selected for school-age programs	Approximately 1000 children (9 sites/schools)	Program Staff	8/31/17
School-age programs begin	9 sites/schools	Program Staff	9/5/17
Stakeholder Meetings completed	9 sites/schools	Save the Children	9/15/17
School-age reading mid-year benchmark assessments completed	Approximately 1000 children (9 sites/schools)	Program Staff	1/31/18
Partner Planning completed	9 sites/schools	Save the Children	4/30/18
Early Steps PPVT assessments administered	Approximately 50 children (ages 3 and 5)	Program Staff	5/15/18
School-age reading post-assessments completed	Approximately 1000 children (9 sites/schools)	Program Staff	5/15/18

**SAVE THE CHILDREN SCOPE OF SERVICES****Proposed Timeline of Deliverables (July 1, 2018 – September 30, 2018)**

<b><u>Tasks</u></b>	<b><u>Quantity</u></b>	<b><u>Responsible Party</u></b>	<b><u>Due Date</u></b>
Open program staff positions filled	TBD	Site Supervisors	7/31/18
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School-age programs begin	9 sites/schools	Program Staff	9/5/18
Stakeholder Meetings completed	9 sites/schools	Save the Children	9/15/18

**TRAINING AND DEVELOPMENT**

Strong professional development is a hallmark of Save the Children's programming. ESSS program staff receive extensive training, technical assistance, and ongoing support from the Save the Children Early Childhood Program Specialist to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support their children's growth; and to develop strong home-school connections. The professional development framework for ESSS includes an initial, intensive 3-day orientation; three to four group trainings per year; monthly distance learning opportunities, such as webinars, audio conference calls and electronic "live meetings" with peers across the country; and regional trainings. These trainings cover a wide range of topics, including community relationship-building, curricula, language and pre-literacy development, and a framework for observing, assessing and tracking children's development. Save the Children coordinates ongoing mentoring and coaching opportunities to complement trainings, including weekly check-in telephone calls and at minimum once a month site visits from the Program Specialist. During the 2015-2016 program year, ESSS program staff in Mississippi received an average of 80.3 hours of training and technical assistance.

Staff implementing the in-school, afterschool and summer literacy programming receive a minimum of 20 hours of training and technical assistance from Program Specialists specializing in education and school-based programs. All staff receive an introduction to the program model and curricula and are trained in behavior management, first aid and CPR, and data collection, monitoring and evaluation. The remainder of the trainings are specific to the position and the age

## **SAVE THE CHILDREN SCOPE OF SERVICES**

group with which they work. For example, in-school literacy tutors, who provide tutorials to children struggling with specific reading skills, receive training in phonics, sight word recognition, comprehension, and vocabulary enhancement. Afterschool and summer literacy tutors implementing the Literacy Block, the centerpiece of our out-of-school-time curriculum, for K-1 students receive training in emergent reader skills, such as phonemic awareness and beginning sight words, whereas tutors implementing the Literacy Block for students in grades 2-6 receive training in vocabulary- and fluency-building activities and guided independent reading practice. Trainings are provided in a variety of formats and are grouped in phases to allow tutors to begin implementation after the first phase and then gain a deeper understanding of the introduced concepts during subsequent phases. The initial phases of training are accompanied by regular onsite technical assistance, with ongoing technical assistance provided as needed afterwards. As an added benefit to the school, trainings are open to other school personnel (such as regular school-day teachers and administrators) and program volunteers when practical. During the 2015-2016 program year, school-based literacy program staff received an average of 71.3 hours of training and technical assistance.

### **Statement on Cultural Competence and Diversity**

Save the Children seeks staff members that are committed to their community, represent a variety of cultural backgrounds, and are capable of communicating in cross-cultural situations. Discrimination is not tolerated, and employees will conduct services in a manner that recognizes values, affirms, and respects the worth of the individual and protects and preserves the dignity of each person.

### **Domestic Violence and Child Maltreatment**

Save the Children is committed to conducting its programs and operations in a manner that is safe for the children it serves and protects the children with whom staff are in contact. Save the Children staff are explicitly prohibited from engaging in any activity that may result in any kind of child abuse or maltreatment. In addition, it is Save the Children's policy to create and proactively maintain an environment that aims to prevent and deter any actions and omissions, whether deliberate or inadvertent, that place children at the risk of any kind of child abuse. Staff are expected to conduct themselves in a manner consistent with this commitment and obligation. Any violations of this policy will be treated as a serious issue and will result in disciplinary action being taken, including termination and any other available legal remedy.

All Save the Children staff are expected to complete an initial training the agency's Child Safeguarding Policy within the first three months of employment and must take refresher trainings every two years. Head Start employees and other staff who are directly implementing programs are also required to take any state required Mandatory Reporter training. Other trainings may be required dependent on job specific responsibilities. All agreements with partners (such as schools) include the Child Safeguarding Policy requirements and a provision in which the partner agrees to comply with this policy.

## **SAVE THE CHILDREN SCOPE OF SERVICES**

### **LOCATIONS**

As listed in the “Geographic Overview and Number of Participants to be Served” section, Save the Children currently works in Amite, Bolivar, Coahoma, Jefferson Davis, Marion, Quitman, and Tallahatchie Counties through nine partner schools. ESSS activities such as parent-child group meetings are hosted at these schools (in order to build school-home connections), but services are primarily carried out in the homes of participants (for home visiting services). All school-aged literacy programming, including afterschool and summer programming, is offered onsite at the partner schools.

### **COLLABORATIONS and MAINTAINING PARTICIPATION**

Save the Children collaborates with schools, non-profit organizations, state agencies, and businesses across the state. Our primary partnerships are with the school districts and schools listed above, as we work very closely together to implement these programs. A few of our other key partnerships include the MS Department of Education, Excel-by-5, MS After School Network, Tallahatchie Early Learning Alliance, Chevron, CNCS, Community Foundation of Northern Mississippi, Quitman County Development Organization, Bonanza Buying Center, MSU, Department of Human Services (Emergency Preparedness projects), and the Barksdale Reading Institute.

Save the Children’s relationships with schools and the school staff play a key role in participant recruitment and retention. Site Supervisors work with the Principal and teachers to identify low-performing students in reading and work with program staff to recruit and register students who could benefit from the program. Program staff will then follow up with school personnel and families to further educate them about the program to recruit youth to participate.

Each component of the program will help students build and acquire knowledge in interactive ways. We will achieve this by through our daily use of fun and engaging activities and use of technology, such as Accelerated Reader quizzes taken on computers. The program will also have a strong focus on student choice from guided independent reading practice where students choose books that really interest them. Early identification of students at-risk for chronic absenteeism is key to our retention efforts. If a student is attending school regularly, but is absent from our program for three consecutive days, the program staff will call the student’s home to discuss. If unresolved, a meeting with school teachers and /or the principal to discuss the situation will take place.

### **EVALUATION**

Ongoing monitoring and evaluation of all program services is carried out by both Save the Children and our partner schools, and integrated into a web-based monitoring and evaluation system. Save the Children conducts an annual independent external evaluation of its programs at the end of each program year to validate the data. The data is used to measure both children’s individual growth and the program as a whole, particularly for continuous quality improvement.

## SAVE THE CHILDREN SCOPE OF SERVICES

This involves regular consultations at the school between our national and local program staff and teachers and school administrators.

For ESSS, success is defined as when low-income children enter kindergarten with the same skills and knowledge as their middle-income peers, ready to succeed. In order to measure success against this goal, each year participating 3- and 5-year-olds who have been in the program for 12 months or more are given the Peabody Picture Vocabulary Test (PPVT). The PPVT is a widely-used, standardized tool to measure pre-literacy skills, a strong predictor of future school success. Typically, low-income children and children who have multiple risk factors, such as poverty, single or teen parenting, unemployment, low education, inadequate transportation, smoking, depression, home language other than English, a crisis-driven lifestyle or frequent moves, score well below the national mean (100) on the PPVT. Last year, 88% of 3-year-olds and 83% of 5-year-olds in ESSS in Mississippi had vocabulary acquisition scores at or above the normal range—demonstrating that our program is achieving significant improvement over conventional expectations of early childhood interventions provided to children facing such barriers to success. ESSS also tracks enrollment, attendance, individual assessments, community contacts, staff development, and success in achieving program goals over time.

Save the Children collects both formative and summative assessment data, using Accelerated Reader (AR) and STAR assessments, to measure outcomes for the in-school, afterschool, and summer literacy programming. Student performance on AR tests, which students take after every book read, serves as a formative assessment to monitor students' comprehension, vocabulary, and progress toward meeting the goal of reading on grade level. Program staff use the AR Diagnostic Report to monitor student performance on a daily basis and make adjustments to interventions as needed. For example, students dropping below the 90% correct average on AR tests will be provided more intense guidance on book selection, more focused book talks, and more specific instruction on literacy deficient skills. During the 2015-16 school year, Mississippi students in the literacy programs read an average of 74 books during the school year.

The STAR assessments – STAR Early Literacy for students in kindergarten and first grade, and STAR Reading for students in grades 2-6 – will serve as the summative assessment. The STAR assessments are administered three times during the year: at the beginning, middle, and end of school year. The test at the beginning of the year (fall) is administered to all students at the partner school to identify those reading below grade level who would be the target group for the program. This data point also serves as baseline for comparison purposes. The mid-year STAR test data is administered to program participants to compare against the baseline data to assess individual student growth and adjust the level of intervention, if needed, for the remainder of the school year. The year-end STAR test, which again is administered only to program participants, is compared against baseline and mid-year data to assess individual student growth during the full school year, as well as to measure overall program effectiveness. During the 2015-16 school year, 63% of regular participants gained 2.0 NCEs on the STAR assessment, showing significant reading improvement.

## SAVE THE CHILDREN SCOPE OF SERVICES

### EXPERIENCE, QUALIFICATIONS, AND RÉSUMÉS

#### Organization Profile

Save the Children began its work in the United States in Kentucky in 1932, responding to the needs of families during the Great Depression. Today in the United States, Save the Children concentrates on early childhood, school-age literacy, child-focused emergency preparedness, psychosocial, and physical activity and nutrition programming, reaching over 300,000 children directly in areas of persistent rural poverty.

Save the Children's early childhood and literacy programs have produced significant positive results for children. During the 2015-16 program year, ESSS served 7,400 children across 110 program sites in 14 states. Evaluation of the program showed that 87% of 3-year-olds and 86% of 5-year-olds scored at or above the normal range for vocabulary acquisition. During the 2015-16 school year, Save the Children partnered with school districts to implement literacy programming in 104 schools, serving more than 10,859 children in 10 states. An independent evaluation showed that the literacy programming doubled the percentage of children reading at grade level nationally. The evaluation also showed that children participating in the program achieved reading growth equivalent to attending an additional 5.2 months of school.

Save the Children has been able to achieve these results through the dedicated work of its highly qualified staff. In Mississippi, the staffing plan includes:

- A State Director and Deputy State Director, who provide statewide program oversight;
- Master's degree level Program Specialists based in Mississippi, who provide direct support, training, monitoring, evaluation, and technical assistance to the programs; and
- Direct program staff, who are hired and supervised by each school district, to implement the programs. This structure ensures alignment with the existing management structure (including qualifications) in the school district, while also adding jobs and local capacity to the community.

#### SUSTAINABILITY

Save the Children's sustainability plan focuses on building private resources and local support, increasing public funding, and integrating the program to become a permanent part of a school's operations. Programs are supported by Save the Children's finance and resource development departments, which are committed to developing a long-term funding plan to diversify funding sources and ensure the program's sustainability. This includes conducting forecasts and reforecasting when one funding stream ends, developing annual fundraising goals, and pursuing a combination of individual donors, state appropriations, and new grants and partnerships. Save the Children has a strong track record of raising foundation, corporate, and individual funds, bringing significant private funds into Mississippi. This year alone, Save the Children invested over \$653,000 in private funds in our core Mississippi programs.

Beyond sustainable funding, Save the Children builds the capacity of local communities to implement and sustain programming. Staff development and in-kind support provided by Save

### **SAVE THE CHILDREN SCOPE OF SERVICES**

the Children will: 1) Transfer knowledge and skills to school staff, enabling them to continue to provide struggling students with high-quality programming; 2) Foster ownership of the programs within the school; 3) Provide technology, internet access, software, and books that will continue to be used beyond the period of the grant; and 4) Help the school and community build capacity to target local funding sources.

**I. Personnel Budget Activity**

Salaries	<p><i>State Director</i> - Responsible for state oversight of all programs, managing the educational program and budget described in scope of services. Full-time position, 27% of time at \$95,245.70 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>State Deputy Director</i> -- Responsible for Program management, ongoing site monitoring, and grant compliance. Full-time position, 30% of time at \$80,000 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Senior Specialist, ESSS</i> -- Responsible for early childhood program development, training, planning, and technical assistance. Full-time position, 11% of time at \$67,213.26 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Data Coordinator, ESSS</i> -- Responsible for daily data monitoring, regular reporting and annual evaluation. Full-time position, 2% of time at \$48,619.70 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Senior Specialist, NEHT</i> -- Responsible for school aged program development, training, planning, and technical assistance. Full-time position, 12% of time at \$67,815.56 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Associate Director, Health</i> -- Responsible for health and nutrition program development, training, planning, and technical assistance. Full-time position, 4% of time at \$75,465.66 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Finance Manager</i> -- Responsible for budget management, purchasing and finance reporting. Full-time position, 11% of time at \$54,080.72 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Program Specialist, ESSS</i> -- Responsible for early childhood program training, planning, technical assistance, program monitoring and assistance; direct liaison with school. Full-time position, 34% of time at \$54,375.39 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Program Specialist, School Based (Weatherford)</i> -- Responsible for school aged program training, planning, technical assistance, program monitoring and assistance; direct liaison with school. Full-time position, 25% of time at \$54,184.60 for 12 months with a 3% increase in salary for an additional 3 months</p> <p><i>Program Specialist, School Based (Reddicks)</i> -- Responsible for school aged program training, planning, technical assistance, program monitoring and assistance; direct liaison with school. Full-time position, 41% of time at \$58,150.64 for 12 months with a 3% increase in salary for an additional 3 months</p>	<p>\$27,386</p> <p>\$25,641</p> <p>\$7,899</p> <p>\$1,039</p> <p>\$8,694</p> <p>\$3,225</p> <p>\$6,356</p> <p>\$19,751</p> <p>\$14,472</p> <p>\$25,472</p>
<b>Total Personnel Salaries</b>		<b>\$139,935</b>



Fringe Benefits 28.12% of all salaries	\$39,350
<b>Total Personnel Fringe Benefits</b>	<b>\$39,350</b>
<b>II. Sub-Award Budget Activity</b>	
Amite Elementary to run In-school Literacy program and Early Steps program – (\$4,083.80/month x 15 months)	\$53,009
East Marion Elementary to run in-school Literacy program – (\$808.53/month x 15 months)	\$10,495
Friars Point Elementary to run in-school Literacy program – (\$552.20/month x 15 months)	\$7,168
G.W. Carver Elementary to run in-school Literacy program – (\$748.33/month x 15 months)	\$9,714
Quitman Elementary to run in-school Literacy program – (\$574.93/month x 15 months)	\$7,463
West Marion Primary to run in-school Literacy program - (\$561.87/month x 15 months)	\$7,293
IT Montgomery to run After School, Summer, and KinderBoost – (\$7,175.93/months x 15 months)	\$93,146
RH Bearden to run After School and Early Steps – (\$6,654.20/month x 15 months)	\$86,374
<b>Total Sub-Awards</b>	<b>\$274,662</b>
<b>III. Travel</b>	
<i>School Based Travel</i> - School-age Program Specialist travel for technical assistance support/site visits. (\$330/month x 15 months)	\$3,249
<i>ESSS Travel</i> – Early childhood Program Specialists travel for technical assistance support/site visits. (\$445/month x 15 months)	\$4,382
<i>After School STC Travel</i> – School-age Program Specialist site travel and Monitoring. (\$150/month x 15 months)	\$1,477
<i>Other Travel (State Director/Deputy Director)</i> – Program training and other miscellaneous travel. (\$800.47/month x 15 months)	\$7,882
<b>Total Travel</b>	<b>\$16,989</b>
<b>IV. Supplies &amp; Materials</b>	
Early Steps STC Supplies & Materials – Raising a Reader books, curriculum materials, P.S internet/phone, P.S. materials and supplies, Program Specialist development (\$216.53/month x 15 months)	\$2,760
Summer STC Supplies & Materials – Miscellaneous materials (\$125/month x 15 months)	\$1,593
After School STC Supplies & Materials – Literacy materials, healthy choices materials, and accelerated reader licenses (\$250/month x 15 months)	\$3,186
<b>Total Supplies &amp; Materials</b>	<b>\$7,539</b>

**V. Evaluation**

ESSS Evaluation – Program evaluation – (\$208.67 x 15 months)	\$2,659
After School Evaluation – Program evaluation (\$125/month x 15 months)	\$1,593
<b>Total Evaluation</b>	<b>\$4,252</b>

**VI. Indirect Costs**

Amount represents 10% of total direct funds

<b>Total Indirect Costs</b>	<b>\$48,273</b>
<b>Grand Total for Entire Award</b>	<b>\$531,000</b>

EXHIBIT F

Federal Debarment Verification Form  
Revised April 5, 2016

MISSISSIPPI DEPARTMENT OF HUMAN SERVICES

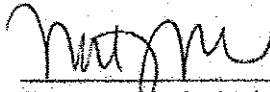
FEDERAL DEBARMENT VERIFICATION FORM

*Please Print/Type Clearly in Blue Ink*

Subgrantee's/Contractor's Name	Save the Children Federation, Inc.
Authorized Official's Name	Natalie Vega O'Neil
DUNS Number	[REDACTED]
Address	501 Kings Hwy E Ste 400, Fairfield CT 06825
Phone Number	203-221-4000
Are you currently registered with <u>www.sam.gov</u> (Respond Yes or No)	yes
Registration Status (Type Active or Inactive)	active
Active Exclusions (Type Yes or No)	no

I hereby certify that Save the Children Federation is not on the list for federal debarment on  
Subgrantee's Name/Contractor's Name

www.sam.gov - System for Award Management.



Signature of Authorized Official

6/20/17

Date

EXHIBIT G


Partnership Debarment Verification Form  
Revised April 5, 2016

MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
PARTNERSHIP DEBARMENT VERIFICATION FORM

*Please Print/Type Clearly in Blue Ink*

Subgrantee's/Contractor's Name	Save the Children Federation, Inc.
Authorized Official's Name	Natalie Vega O'Neil
DUNS Number	[REDACTED]
Address	501 Kings Hwy E, Ste. 400, Fairfield CT 06825
Phone Number	203-231-4000

I hereby certify that all entities who are in partnership with MDHS (subcontractors, subrecipients, et al.) are not on the federal debarment list on [www.sam.gov](http://www.sam.gov) - System for Award Management. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to MDHS.

  
\_\_\_\_\_  
Signature of Authorized Official

04/26/17  
\_\_\_\_\_  
Date

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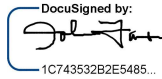
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 JFarden@savechildren.org  
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**Required hardware and software**

Operating Systems:	Windows2000? or WindowsXP?
Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	<ul style="list-style-type: none"> <li>•Allow per session cookies</li> <li>•Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection</li> </ul>

\*\* These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

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- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify Carahsoft Technology Corp.-Partner as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Carahsoft Technology Corp.-Partner during the course of my relationship with you.



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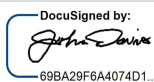
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Completed	Security Checked	8/4/2018 6:45:26 PM
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**How to contact Carahsoft Technology Corp.-Partner:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: mark.allen@mdhs.ms.gov

**To advise Carahsoft Technology Corp.-Partner of your new e-mail address**

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at mark.allen@mdhs.ms.gov and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

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To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to mark.allen@mdhs.ms.gov and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

**To withdraw your consent with Carahsoft Technology Corp.-Partner**

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to mark.allen@mdhs.ms.gov and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

**Required hardware and software**

Operating Systems:	Windows2000? or WindowsXP?
Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	<ul style="list-style-type: none"> <li>•Allow per session cookies</li> <li>•Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection</li> </ul>

\*\* These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

**Acknowledging your access and consent to receive materials electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

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- Until or unless I notify Carahsoft Technology Corp.-Partner as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Carahsoft Technology Corp.-Partner during the course of my relationship with you.