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July 27, 2020

MDHS Procurement Services
RFP No. 20200101 TANF 2021 Services
200 South Lamar Street
Jackson, Mississippi 39201

RE: RFP No. 20200101 TANF 2021 Services

Dear Mr. Anderson:

Save the Children has worked in Mississippi for over 80 years, bringing state investment and significant private dollars to create real and lasting change for children in need. Our work encompasses a continuum of development and learning services for young children and their families in targeted rural, economically-distressed communities. Our pioneering programs give children a healthy start, the opportunity to learn and protection from harm. We partner with 15 high-poverty schools, employing 160 people across eight Mississippi counties and serving 7,529 children and parents. Over the past five years, Save the Children has employed an average of 1,330 employees across the United States and celebrated our centennial year in 2019.

Save the Children has achieved strong academic outcomes for Mississippi children participating in our School-Age Education Program which we have operated in the state for nearly 17 years. Last year, nearly four in five children who started the year reading below grade level improved significantly. This improvement was equivalent to 6 additional months of school. Our early childhood development program Early Steps to Schools Success, which has operated in the state nearly 13 years, empowered parents as their child's first and most important teacher. Families reported reading to their child on a regular basis and 91% of 3 year-olds who have been enrolled in Early Steps for at least 1 year had a vocabulary acquisition at or above the normal range.

We will continue to improve outcomes for children and families in partnership with the Mississippi Department of Human Services under funding for Temporary Assistance for Needy Families Services for Afterschool Program Activities and the Parenthood Initiative. Save the Children will not require corporate expansion to deliver TANF services.

List of Partner Organizations

- Amite County School District
- Coahoma County School District
- Jefferson Davis County School District
- Marion County School District
- North Bolivar Consolidated School District
- Quitman County School District
- East Tallahatchie School District
- West Tallahatchie School District
- Wilkinson County School District




Place of Performance of the Proposed Subgrant

- Amite County
- Bolivar County
- Coahoma County
- Jefferson Davis County
- Marion County
- Quitman County
- Tallahatchie County
- Wilkinson County

Organization: Save the Children Federation, Inc.
DUNS number: [REDACTED]
Address: 501 Kings Highway East, Suite 400, Fairfield, CT 06825
Contact Person: Yolanda Minor
Phone Number: (601) 334-7122
Fax Number: N/A
Email: yminor@savechildren.org

Thank you for your consideration.

Sincerely,

DocuSigned by:

C61F17DEA749439...

Betsy Zorio
Vice President
U.S. Programs and Advocacy
8/4/2020

3) Proposal

2.3 Service Area Description

(Section 2.3.1.) Save the Children Federation, Inc. (SCUS) proposes to partner with high-poverty schools communities to provide services for children and families in rural areas of Mississippi in the following counties: Amite, Bolivar, Coahoma, Jefferson Davis, Marion, Quitman, Tallahatchie and Wilkinson. In addition to the risk factors described below, many of the counties have experienced an increase in the number of juvenile justice referrals over the past three years. In Tallahatchie County in 2016, there were 46 referrals, and in 2019 there were 70.ⁱ The number of referrals represent 4% of the total population in the county between the ages of 9 and 17 years old. Number of referrals by county include: Amite–29; Bolivar–223; Coahoma–146; Jefferson Davis–5; Marion–74; Quitman–11; Tallahatchie–70; and, Wilkinson–60. Of the geographic area included, Marion County has seen the largest number of children in foster care, the number grew by more than seven times from 2014 to 2016 to 315 and is among the highest in the state.ⁱⁱ

(Section 2.3.2.) Description of Participants. The communities proposed are some of the highest need counties in Mississippi, where persistent poverty creates barriers to education and employment for families, as detailed in the table below on page 2. To ensure program services are delivered to truly needy children, partner schools and locations were selected based on the student population’s eligibility for the federal free and reduced school meals program. Of 14 schools for the proposed scope of work, 11 have 100% eligibility rates. 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. We primarily target kindergarten to third grade (Tier 2) students in order to ensure students are meeting reading and math standards by third grade.

Location	Population living below the poverty level ⁱⁱⁱ	Children (under 18) in poverty ^{iv}	Free/reduced-price meal rate ^{vvi}	Accountability Rating ^{vii}	Drop out Rate ^{viii}	School Suspensions ^{ix}	Teen Pregnancy Rate ^x	Reports of Child Abuse and Neglect ^{xi}	Unemployment June 2020 ^{xii}
Mississippi, statewide	19.8%	28.2%	75%						9.7%
Amite County	22.2%	32.9%	100%				29.3%	90	9.4%
<i>Amite County School District</i>		31.2%		F	15%	28.4%			
Amite Elementary School			100%	F					
Bolivar County	29.4%	38.9%	94%				47.5%	210	9.8%
<i>North Bolivar Consolidated School District</i>		42.8%		F	7.9%	19.9%			
I.T. Montgomery Elementary School			100%	C					
Coahoma County	35.9%	50.3%	100%				59.9%	203	14.1%
<i>Coahoma County School District</i>		43.6%		F	14.9%	8.4%			
Friars Point Elementary School			100%	D					
Lyon Elementary School			100%	D					

Jonestown Elementary School			100%	F					
Jefferson Davis County	26%	37.6%	100%				39.9%	48	11.5%
<i>Jefferson Davis County School District</i>		37.2%		C	3.1%	21.3%			
G.W. Carver Elementary School			100%	C					
J.E. Johnson Elementary School			100%	C					
Marion County	27.2%	35.7%	81%				30.7%	369	8.3%
<i>Marion County School District</i>		33.9%		B	10.7%	19.2%			
East Marion Elementary School			93%	C					
West Marion Elementary School			74%	C					
Quitman County	37.6%	55%	100%				36.9%	52	12.6%
<i>Quitman County School District</i>		50.8%		C	10.1%	15.5%			
Quitman Elementary School			100%	A					



Tallahatchie									
County	33.4%	40.5%	96%				68.8%	76	8.5%
<i>East Tallahatchie School District</i>		41%		F	9.5%	25.3%			
Charleston Elementary School			100%	F					
<i>West Tallahatchie School District</i>		35.8%		F	8.9%	24%			
RH Bearden Elementary School			99%	D					
Wilkinson									
County	30.3%	38.7%	100%				64.9%	43	14.1%
<i>Wilkinson County School District</i>		37.2%		F	13.7%	8.3%			
Finch Elementary School			100%	D					
Wilkinson County Elementary School			100%	F					

(Section 2.3.2.) For our parent-child focused program, Early Steps to School Success, we target parents and caregivers in high poverty communities most in need of early childhood development skill building through referrals from the school district, Child Protective Services or through word of mouth referral in the community. Participation in all programs is voluntary and provided at no cost to the

(Section 2.3.2.) families. In order to ensure voluntary participation, all program staff receive training on appropriate recruitment and program promotion. SCUS estimates that 1,500 children and caregivers will receive TANF services, as represented by county in the table to the below.

(Section 2.3.3.) Partnership Information. In order to address needs of the high poverty families in this region, SCUS will provide high quality after-school and summer education programs and a parent-child early education program, targeting

County	Number of Participants Served
Amite	50
Bolivar	75
Coahoma	444
Jefferson Davis	298
Marion	160
Quitman	115
Tallahatchie	195
Wilkinson	160

services to families and children from birth through third grade. To implement these programs that further the goals and purposes of the TANF program, our Lower-Tier partners will include local education agencies (school districts), local elementary schools and surrounding community. This school partnership strategy improves efficiency and effectiveness, which leads to greater buy-in and engagement from schools and the community.

(Section 2.3.3.a-e) Lower-Tier Partner 1: **Amite County School District**, P.O. Box 378, Liberty, MS 39645. Primary Point of Contact: Superintendent Don Cuevas, 601-657-4361 (phone number), dcuevas@amite.k12.ms.us (email), 601-657-4291 (fax). SCUS will provide summer programming in Amite Elementary School (AES), located in the Mississippi Delta region in Amite County through TANF funding. The district works collaboratively with SCUS to deliver services to children struggling with reading and math achievement. The school will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$54,652.

(Section 2.3.3.a-e) Lower-Tier Partner 2: **North Bolivar Consolidated School District**, 204 N. Edwards Avenue, Mound Bayou, MS 38762. Primary Point of Contact: Superintendent Maurice Smith, 662-339-3781 (phone number), msmith@nbcasd.k12.ms.us (email), 662-741-

2726 (fax). SCUS will provide parent-child development programming through I.T.

Montgomery Elementary School (ITM), located in the Mississippi Delta region in Bolivar County through TANF funding. The district works collaboratively with SCUS to deliver home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The school will house program staff and oversee day-to-day operations of the program. Proportionate cost is estimated at \$44,444.

(Section 2.3.3.a-e) **Lower-Tier Partner 3: Coahoma County School District**, 1555 Lee Drive, P.O. Box 820, Clarksdale, MS, 38614. Primary Point of Contact: Interim Superintendent Dr. Ilean Richards 662-624-5512 (phone number), irichards@coahoma.k12.ms.us (email), 662-624-5512 (fax). SCUS will provide afterschool, summer and parent-child development programming in Lyon Elementary School (LES) and Jonestown Elementary School (JES) and summer and parent-child development programming in Friars Point Elementary School (FPES), located in the Mississippi Delta region in Coahoma County through TANF funding. The district works collaboratively with SCUS to deliver services to children struggling with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The schools will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$367,974.

(Section 2.3.3.a-e) **Lower-Tier Partner 4: Jefferson Davis County School District**, 1025 Third Street, Prentiss, MS 39474. Primary Point of Contact: Superintendent Dexter E. Jordan, 601-792-4267 (phone number), djordan@jdcasd.com (email) 601-792-2251 (fax). SCUS will provide afterschool and parent-child development programming in two schools in Jefferson



(Section 2.3.3.a-e) Davis County, J.E. Johnson Elementary School (JEJES) and G.W. Carver Elementary School (GWCES), located in southern Mississippi. The district works collaboratively with SCUS to deliver services to children struggling with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The elementary schools will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$205,217.

(Section 2.3.3.a-e) **Lower-Tier Partner 5: Marion County School District**, 1010 Highway 13 N, Columbia, MS 39429. Primary Point of Contact: Superintendent Wendy Bracey, 601-736-7193 (phone number), wbracy@marionk12.org (email), 601-736-6274 (fax). SCUS will provide afterschool and parent-child development programming in East Marion Elementary School (EMES) and West Marion Elementary School (WMES), located in the Mississippi Delta region in Coahoma County through TANF funding. The district works collaboratively with SCUS to deliver services to children struggling with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The schools will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$88,888.

(Section 2.3.3.a-e) **Lower-Tier Partner 6: Quitman County School District**, P.O. Drawer E, Marks, MS 38646. Primary Point of Contact: Superintendent Dr. Evelyn W. Jossell, 662-326-5451 (phone number), evelynjossell@qcsd.k12.ms.us (email), 662-326-3694 (fax). SCUS will provide summer and parent-child development programming in Quitman County Elementary School (QCES), located in the Mississippi Delta region in Coahoma County through TANF funding. The district works collaboratively with SCUS to deliver services to children struggling

(Section 2.3.3.a-e) with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The school will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$85,626.

(Section 2.3.3.a-e) **Lower-Tier Partner 7: East Tallahatchie School District**, 411 East Chestnut Street, Charleston, MS 38921. Primary Point of Contact: Superintendent Dr. Darron L. Edwards, 662-647-5524 (phone number), dedwards@etsdk12.org (email), 662-647-3720 (fax). SCUS will provide afterschool and parent-child development programming in Charleston Elementary School (CES), located in the Mississippi Delta region in Tallahatchie County through TANF funding. The district works collaboratively with SCUS to deliver services to children struggling with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The school will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$99,992.

(Section 2.3.3.a-e) **Lower-Tier Partner 8: West Tallahatchie School District**, 5470 Friendship West Road, Sumner, MS, 38957. Primary Point of Contact: Superintendent Dr. Sherry Ellington, 662-375-9291 (phone number), sellington@wtsd.k12.ms.us (email), 662-375-9294 (fax). SCUS will provide parent-child development programming in R.H. Bearden Elementary School (RHBES), located in the Mississippi Delta region in Coahoma County through TANF funding. The district works collaboratively with SCUS to deliver home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness. The school will house and oversee day-to-day operations of the program. Proportionate cost is estimated at \$44,444.

(Section 2.3.3.a-e) **Lower-Tier Partner 9: Wilkinson County School District**, P.O. Box 785, Woodville, MS 39669. Primary Point of Contact: Superintendent Chavis L. Bradford, 601-888-3582 (phone number), cbradford@wilkinson.k12.ms.us (email), 601-888-3133 (fax). SCUS will provide summer and parent-child development programming in Finch Elementary School (FES) and Wilkinson Elementary School (WES), located in the Mississippi Delta region in Wilkinson County through TANF funding. The district works collaboratively with SCUS to delivery services to children struggling with reading and math achievement. The schools will house and oversee day-to-day operations of the programs. Proportionate cost is estimated at \$115,828.

2.4 Scope of Services, A. Afterschool Program Activities

(Section 2.4.A.) Education is one of the most viable pathways out of poverty. Strong literacy skills, specifically reading on grade level, is one of the strongest indicators of academic and later life success. Strong literacy achievement is shown to lower teen pregnancy rates.^{xiii} Our after-school and summer program (see Service Plan, below on page 24) targets struggling readers with additional support to ensure they are reading on level, while also providing math, enrichment, health and nutrition programming.

(Section 2.4.A.) Our afterschool and summer 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 parent unable to secure care for their child while they work may be forced 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. SCUS’s programs thus provide a vital service to parents, particularly those who receive or have received TANF, in maintaining full-time employment.

(Section 2.4.A.) SCUS prepares a population who may potentially be eligible for TANF for economic and career advancement. We hire paraprofessionals from within the rural communities in which we work and provide intensive, ongoing on-the-job training and technical assistance to implement the afterschool program. 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 SCUS to create a talented workforce in rural communities that is equipped to support children’s development and education.

(Section 2.4.A.1.a.) **Truancy:** SCUS seeks to address the problem of youth disengaging from school in the elementary grades, particularly in isolated rural areas with high family risk factors. Poor school performance, truancy, and departure from school at a young age have long been connected to juvenile delinquency.^{xiv} For example, two well-documented studies, the Cambridge Study on Delinquent Development and the Pittsburgh Youth Study, have found that low school achievement predicts adolescent delinquency.^{xv} According to the most recent data from the U.S. Bureau of Justice, 56% of federal inmates, 67% of inmates in state prisons, and 69% of inmates in local jails did not complete high school.

(Section 2.4.A.1.a.) Third grade reading proficiency is a significant predictor of whether youth are able to graduate on time. For children living in poverty *and* not reading proficiently in third grade, the proportion of those who do not finish school climbs to 26%.^{xvi} Research has also found verbal and reading deficits are linked to victimization, drug use, aggression, and delinquent behavior when students who fall behind in reading become labeled as failures.^{xvii}

(Section 2.4.A.1.a.) SCUS delivers these services to achieve the key early milestones of a healthy birth, positive development, and school readiness, ultimately resulting in greater reading success

(Section 2.4.A.1.a.) by third grade. 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.^{xviii} In the eight Mississippi counties where SCUS works, nearly a quarter to a third of the adult population over

(Section 2.4.A.1.a.) the age of 25 does not have a high school diploma or equivalent, according to U.S. Census data.

(Section 2.4.A.1.b.) **Literacy:** SCUS provides year-round literacy support through afterschool and summer programming. Our Emergent Reader Literacy Block (students in K-1) supports beginning reading skills and our Developing Reader Literacy Block (students in 2-6) aims to accelerate reading growth. Last year, 72% of regularly participating students showed significant improvement in reading.

(Section 2.4.A.1.c.) **Academic Tutoring Services and Remedial Education Activities:** The afterschool and SummerBoost program model components are built low teacher to student ratios to maximum additional learning time for students who are below grade level in reading and math. Staff coordinate with school day teachers to determine areas of need for participating students where needed.

(Section 2.4.A.1.d.) **Career Exploration Assessment and Activities:** Afterschool program activities include opportunities for students to learn about local career options from speakers in fields they are interested in. For example, as part of a needs assessment process for a state-funded afterschool program, Save the Children distributes a survey to understand academic and enrichment areas that students are interested in and asks what they want to be when they grow up. Site coordinators and local staff aim to bring in speakers in those career areas to encourage students to learn more about their field.

(Section 2.4.A.1.e.) Leadership and Personal Development: SCUS emphasizes students gaining leadership skills through the SummerBoost afterschool program enrichment components. Students will participate in team building activities to build pro social behaviors through games like the human knot to promote character development and build sportsmanship, trust and cooperation skills. Service learning projects, which will be chosen by students, will help to promote project-based, engaged learning.

(Section 2.4.A.1.f.) Work Based Learning Activities: Participating elementary students in the afterschool and SummerBoost program are able to use the reading and writing skills they are learning in the academic component of the program in practical applications related to future workplace scenarios. For example, writing clubs promote essential skills for future success in the work place.

(Section 2.4.A.2.a.) Teen Pregnancy Prevention: SCUS 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.^{xix xx xxi} 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.^{xxii}

(Section 2.4.A.2.b.) **Drug and Violence Prevention Programs:** Many of our programs collaborate with their local law enforcement agencies for guest readers and drug prevention workshops. With TANF funding we will adapt program elements from our national network for drug and violence prevention in 8-county service area. For example, SCUS Kentucky and South Carolina programs partner on Book Bags for Cops where state troopers carry a book bin in their cruisers. When they interact with youth, they have high quality books ready to give out to deescalate situations, as well as information about our programs.

(Section 2.4.A.3.a.) **Improving Attendance, Engagement and Academic Performance for At-Risk Youth:** All program components provide opportunities for students to build non-cognitive skills to improve classroom participation and conduct. Participation in afterschool will increase school-day attendance and improves classroom engagement.^{xxiii}

(Section 2.4.A.3.b.) **Collaboration with Partners to Provide Food:** Our partner school districts receive reimbursement from the U.S. Department of Agriculture's National School Lunch Program to provide balanced afterschool snacks and summer meals for participating students.

(Section 2.4.A.3.c.) **Transportation:** Ensuring accessibility for participating children and families as well as the safety of participating students is a priority for SCUS and all Lower-Tier partner school districts. Districts will provide busses for all students participating in afterschool and summer programs.

(Section 2.4.A.3.d.) **Literacy and Academic Development:** Our one-hour Literacy Block helps **students in grades second through sixth** become more proficient in reading. Our 60-minute literacy block will support beginning reading skills for K-6 students who are having difficulty learning to read. Activities were developed from research-based early reader curricula and

closely align with the state academic standards. This block is described in detail in the Service Plan section on page 24.

(Section (Section 2.4.A.3.e.) **Drug and Violence Prevention:** As mentioned on page 13 above, SCUS has previously worked with local law enforcement through workshops on drug and violence prevention for elementary school children. We will work with school district partners to secure these workshops.

(Section (Section 2.4.A.3.e.) **Pregnancy Prevention:** As mentioned on page 13 above, SCUS's focus is to keep students engaged in school and afterschool programs have been proven to increase attendance during the regular school day.^{xxiv} Studies have shown that youth who do not spend time in extracurricular activities are more likely (37%) to become teen parents compared to those students enrolled in afterschool programs.^{xxv} Our program build positive role model relationships from students and teachers/tutors and promote social and soft skill building in addition to the academic achievement focus to improve overall student behavior.

(Section 2.4.A.3.e.) **Health and Wellness:** The program utilizes the research-validated Healthy Choices (based on CATCH Kids Club Healthy Habits and Nutrition Curriculum) to teach children healthy lifestyle behaviors through physical activity and nutrition education. Children will participate in moderate-to-vigorous physical activity and weekly nutrition lessons.

(Section 2.4.A.3.f.) **Homework and Tutoring Services:** Homework help will be offered to students at the end of the program day. Program staff and tutors will be assigned to work with the same group of students so students' individual learning styles can be identified and used to support their understanding of their homework assignments.

(Section 2.4.A.3.g.) **Soft Skills Development:** We will offer a wide variety of enrichment activities that meet the student needs. These include book/writing clubs, service learning; and

team building components described in further detail in our Service Plan below on page 24.

(Section 2.4.A.3.h.) **Work Based Learning:** Students participate in writing clubs that promote writing and reading comprehension skills that are essential to future success in the work place.

Our afterschool coordinators work with schools to have enrichment components developed based on interest of students and make and take activities that students and families can participate in together.

(Section 2.4.A.3.k.) **Career Exploration:** Our afterschool and summer programming offers flexible enrichment components that provide opportunities for students to learn about career paths through presentations from community members.

(Section 2.4.A.3.l.) **STEAM Placement:** To support math achievement, we will offer a daily 30-minute math rotation during the afterschool program using Hand2Minds curriculum to provide students with hands-on learning opportunities for mastering basic skills that serve as a foundation for math success. See more detail in the Service Plan on page 24.

B. Parenthood Initiative

(Section 2.4.B) SCUS's Early Steps to School Success (Early Steps) Program, an early childhood development home visiting program, will educate, encourage and assist parents in becoming knowledgeable and assuming responsibility for the needs of their children. The program improves overall well-being of children and families by empowering parents as their children's first teacher and working with the parent to develop goals related to their child's development. The Early Steps model supports language, literacy, and social and emotional development in young children from birth to age five and equips parents with the skills and knowledge they need to successfully support their children's growth. The curriculum was developed in 2006 in

(Section 2.4.B) partnership with ZERO TO THREE to improve the literacy and language, social-emotional, motor, and cognitive skills of participating children.

(Section 2.4.B.1.a.) **Preserve the Family Unit:** The Early Steps program works with parents and caregivers to determine both needs of parents and needs of children through referrals to other services in the community. Various screening assessments are completed upon enrollment to determine the needs of the family. Staff may assess the following indicators: child development, parent-child interactions, caregiver mental health and depression, family economic circumstances and stability, including housing stability, relationships, social support and intimate partner violence, medical and dental health and access, substance use/abuse, prevention and treatment and assessments to measure children's progress in the program.

(Section 2.4.B.1.a.) After screenings/assessments are completed, early childhood coordinators review the information and share the results, including recommendations for accessing appropriate resources with families. Some typical resources include dental care, financial assistance, food banks, housing, libraries, WIC, drug rehab services, mental health professionals, transportation voucher assistance, adult education/GED, employment, health and mental health services. For families who cannot access services in person, the home visitor will attempt to connect families to teleservices or other virtual services.

(Section 2.4.B.1.b.) **Reunite Parent with Child:** Early childhood coordinators use a strengths-based approach with families, and has been effective in recruiting and retaining the hardest to reach families. For example, Early Steps is helping to preserve families and building skills in a parent who have previously had children removed from her home. The program is offering support and skill building to implement positive parenting techniques and access to resources and referrals in the community.

(Section 2.4.B.2.a.) **Parental Roles & Responsibilities:** Early childhood coordinators use the PICCOLO, a strengths-based measure used to rate parenting interactions that predict children's early development. It is both a valid and reliable tool for assessing positive parenting behaviors that promote attachment security and communication and a practice for guiding practitioners in individualizing interventions with families.^{xxvi} Research has shown that the use of the PICCOLO in parenting support programs has resulted in improved parenting practices associated with social and emotional skill development and resilience in young children.^{xxvii}

(Section 2.4.B.2.a.) The PICCOLO uses the innovative practice of recording parent-child interactions to highlight positive parenting behaviors in the domains of affection, responsiveness, teaching, and encouragement and to provide culturally sensitive feedback to build these skills. When the parent-child relationship is positive, infants and toddlers develop a sense of security, explore with confidence, and learn to communicate their needs, which are the foundations of social-emotional, cognitive, and language development. Using the PICCOLO will help practitioners promote SEL skills like self-motivation, communication, and relationship building that are vital to academic success and employability. The proposed program enhancements, particularly the focus on SEL, will further enable us to prepare young children for later academic and career success and ensure the future prosperity

(Section 2.4.B.2.b.) **Awareness & Protection:** As mentioned above in the preserving the family unit section on page 16, early childhood coordinators assess risk factors for parents and families including child abuse or neglect, domestic violence, alcohol and substance abuse, mental health needs and special needs for participating parents and caregivers. Staff are trained and prepared to administer screenings and assessments in the Edinburgh Postnatal Depression Scale (EPDS) and Patient Health Questionnaire (PHQ-9) that measure caregiver mental health and depression and

(Section 2.4.B.2.b.) through the protective factors survey which assess intimate parent violence, substance use or abuse. Based on the assessment and staff observations, parents and caregivers are referred to mental health services, emergency services, where needed, and additional follow-up to support the needs of the parent and the well-being of the children.

(Section 2.4.B.2.c.) **Healthy Families:** Early childhood coordinators build their and families' awareness of the resources available locally, and ensure that they can connect families with resources in the community to support their health and well-being. After screenings/assessments are completed, early childhood coordinators review the information and share the results, including recommendations for accessing appropriate resources with families. Some typical resources include dental care, financial assistance, food banks, housing, libraries, WIC, drug rehab services, mental health professionals, transportation voucher assistance, adult education/GED, employment, health and mental health services. For families who cannot access services in person, the home visitor will attempt to connect families to teleservices or other virtual services.

(Section 2.4.B.2.c.) Based on developmental screening, children could be referred to Part C Early Intervention Program. Transition, planned with parents/caregivers, support children to be prepared for successful entry into center-based preschool and kindergarten. Children are also referred to childcare, preschool, Head Start or Early Head Start, as needed. Referrals for families, caregivers, and children are tracked. Early childhood coordinators check in with families to ensure that the family contacted the agency or support service. If there are language or literacy barriers, early childhood coordinators assist the parent in completing paperwork or speaking to the agency. During home visits and/or check-in calls, early childhood coordinators use open-ended questions to assess the appropriateness of the referral and whether it meets the family's

(Section 2.4.B.2.c.) needs. They ensure that families are being treated fairly and understand their rights. If the family has paperwork or other tasks that need to be completed to maintain eligibility, early childhood coordinators help families plan and complete the necessary steps. Early childhood coordinators continue to check in until the issue is resolved. If a child has an Individual Family Service Plan (IFSP), the home visitor helps the parent use the IFSP goals to plan activities between and during home visits.

(Section 2.5.) **Program Reports, Evaluations and Outcomes.** Ongoing monitoring and evaluation of all program services is carried out by both SCUS and our partner schools, and integrated into a web-based monitoring and evaluation system. SCUS 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.

(Section 2.5.) SCUS collects both formative and summative assessment data, using Accelerated Reader (AR) and STAR assessments, to measure outcomes for 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. 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. See additional information in our Evaluation Plan on in Attachment M below.

(Section 2.5.1.) **Performance Measures to Ensure High-Quality Education:** In 2018, SCUS published results from a randomized control trial of our in-school literacy program at nine sites in Mississippi on whether the program produces greater test score gains for students reading

(Section 2.5.1.) below grade level than participation in school's language arts curriculum alone.

Results show that our program produces statistically significant literacy and reading comprehension STAR Early Literacy assessment test score gains for K-3rd grade students in Mississippi who began the school year reading below grade level.

(Section 2.5.1.) Our goal is to ensure children in kindergarten through third grade are performing at grade level in reading and math. Towards that goal, we set the following outcomes:

- 1) 65% of participating children will show significant reading progress.
- 2) Children will read, on average, 65 Accelerated Reader books per year.
- 3) SCUS Program Specialists will provide an average of 30 hours of training and technical assistance to each site (school partner) each year.
- 4) 72% of all participating children will demonstrate significant progress (gain 2 NCEs or more) on the STAR Math assessment.
- 5) 72% of regularly participating children (55 days or more) will demonstrate significant progress (gain 2 NCEs or more) on the STAR Math assessment.
- 6) 85% of surveyed families will report feeling confident in their ability to support their child's education at home.

(Section 2.5.1.) **Performance Measures to Ensure High-Quality Parenthood Activities:** Early Steps suggests, based on substantial research evidence, that the home environment and relationships surrounding very young children will affect their development. If children have nurturing and stimulating environments, they can maximize their enormous potential for learning. In stressful or neglectful environments, their development will be hampered. In the communities Early Steps serves, poverty and isolation are meta-environmental factors that put young families at risk. Early Steps attempts to mitigate those risks by teaching and supporting

(Section 2.5.1.) parents to create home environments conducive to optimum development. The theory of change simply stated is as follows:

- Making use of resources including curricula, training, reflective supervision & support, and program and partner staff and infrastructure;
- Early Steps programming will produce positive outcomes for the children;
- By building capacity in the communities, schools and early childhood staff that will allow them, in turn, to provide appropriate services and supports to young children and their families; and
- By teaching, mentoring and supporting parents to create a language and literacy rich environment for their children.

(Section 2.5.2.) **Evidence-based Research:** See attached table of research for SCUS program components in Attachment M.

(Section 2.5.) **Ability to Collect and provide MDHS with Data Elements Necessary to**

Measure Program Effectiveness: SCUS has collected and provided MDHS with data since our TANF collaboration began in 2016. We will work with MDHS to prepare and submit demographic and outcome reports as required under the Subgrant Agreement to measure program effectiveness. Data collected will include: Service ID Codes, County Codes; beneficiary information such as full name, date of birth, and last four digits of social security numbers; service data such as date services began and ended, service category, service sub-category, service hours per week, service ID and service status. We will work with MDHS to accurately provide these data sets on a timeline outlined in the Subgrant Agreement.

(Section 2.6. and 4.1.7) **Service Delivery Contingency Plan, Afterschool Program Activities:**

SCUS and Lower-Tier Partners are prepared to pivot and adapt our afterschool and summer

(Section 2.6. and 4.1.7) programming based on the conditions and operating status for the 2020-2021 school year. As an existing MDHS grantee for TANF Afterschool Program Activities, we have developed distance learning materials and virtual instruction methods to reach the students and families enrolled in our afterschool and summer program in partnership with our local school district partners (Lower-Tier Partners). Our existing programs have adjusted to distance learning and offered parents a *Learning at Home* series to promote continued reading and literacy growth among students. We have also developed guidance for site coordinators on preparing take-home literacy kits that offer books and free online resources. We will be flexible to offer virtual instruction and implement adaptations due to social distancing measures as required by the State. Partner schools districts have developed plans for the fall, some using a hybrid in-person and at-home learning model based on parent preference and health risks. To that end, SCUS expects to offer in-person activities part of the week (based on district and CDC guidelines) and virtual instruction with take-home activities for the other part of the week based on the schedule of enrolled students.

(Section 2.6. and 4.1.7) Adaptions of the SCUS program model include:

- Whole group setting based on social distancing guidance
- Program start dates will need to be flexible based on district assessment procedures
- (Section 2.6. and 4.1.7) SEL Testing dates may vary
- Testing station needs to be set up and sanitized after testing each child
- Each child will require their own materials
- Reading together and module time will not be able to be as interactive and modifications will occur during reading together and games. Games will be done from smart board and students will have their own game pieces and materials.

- Plans will be developed on a day-to-day basis and will move between in-person and virtual instruction methods. Traditional rotations will occur by week.
- Training will be conducted virtually using SCUS online training modules and through ZOOM meetings.

(Section 2.6. and 4.1.7) **Service Delivery Contingency Plan, Parenthood Initiative:** The Early Steps program has also already made adaptations based on barriers to in-home activities due to the COVID-19 pandemic. Home visits have transitioned to virtual visits with a frequency based on family needs. Early childhood coordinators are conducting weekly phone calls, video calls, and other touch points. Across SCUS Early Steps sites, our programs have increased enrollment due to COVID-19 response efforts using virtual recruitment and enrollment strategies. Families receive Families receive weekly activity calendars focused on engagement with their child. Staff have increasingly used social media during this time to connect with families through virtual read alouds, parent-child groups, activity demonstrations, and information sharing. See attached Early Steps Phased Approach document in Attachment M for full program plan for COVID-19.

Section 4.1.5 **Service Plan, Afterschool Program Activities:** An overview of services is provided in the chart below. See full details on service plan in Attachment M.

<p>Emergent Reader Literacy Block 60 minutes/day Monday-Thursday 30 weeks</p> <p>60 minutes/day Monday-Thursday 6 weeks, Summer</p>	<p><u>(Section 4.1.6)</u> This 60-minute block will support beginning reading skills for K-1 students who are having difficulty learning to read.</p> <ul style="list-style-type: none"> • Extended Read-Alouds • Reading Together Activities • Emergent Reader Modules
<p>Developing Reader Literacy Block 60 minutes/day Monday-Thursday 30 weeks</p>	<p><u>(Section 4.1.6)</u> This 60-minute block is specifically designed to accelerate reading growth for struggling readers in grades 2-5 based on</p>

<p><u>Section 4.1.5</u></p> <p><i>60 minutes/day</i> <i>Monday-Thursday</i> <i>6 weeks, Summer</i></p>	<p>broad research-based instructional practices. To meet these criteria, program elements were designed to be engaging, interesting and motivating.</p> <ul style="list-style-type: none"> • Read-Alouds • Fluency-building activities • Guided independent reading practice (GIRP) • Tutorials (in lieu of GIRP or read-aloud/fluency)
<p>Math</p> <p><i>30 minutes/day</i> <i>Monday-Thursday</i> <i>30 weeks</i></p> <p><i>60 minutes/day</i> <i>Monday-Thursday</i> <i>6 weeks, Summer</i></p>	<p><u>(Section 4.1.6)</u> To support math achievement, we will offer a daily 30-minute math rotation during the afterschool program using Scholastic’s Hands-On Standards curriculum to provide students with hands-on <u>(Section 4.1.6)</u> learning opportunities for mastering basic skills that serve as a foundation for math success.</p> <ul style="list-style-type: none"> • Hands-On Learning Activities • Math Games • Math Routines • Fact Fluency Activities
<p>Homework Help</p> <p><i>25 minutes/day</i> <i>Monday-Thursday</i> <i>30 weeks</i></p>	<p><u>(Section 4.1.6)</u> Homework help will be offered to students at the end of the program day. Support is provided for those students who need help in understanding directions and getting started successfully.</p>
<p>Healthy Choices</p> <p><i>30 minutes/day</i> <i>Monday-Thursday</i> <i>30 weeks</i></p> <p><i>30 minutes/day</i> <i>Monday-Thursday</i> <i>6 weeks, Summer</i></p>	<p><u>(Section 4.1.6)</u> The program utilizes the research-validated Healthy Choices (based on CATCH Kids Club Healthy Habits and Nutrition Curriculum) to teach children healthy lifestyle behaviors through physical activity and nutrition education. Children participate in moderate-to-vigorous physical activity.</p>
<p>Soft Skills Development, Career Exploration Assessment and Activities, and Leadership and</p>	<p><u>(Sections 4.1.6, 2.4.A.1.d. and 2.4.A.1.e.)</u> We will offer a wide variety of enrichment activities that meet the student needs to promote science, technology, engineering, art and math (STEAM) skills for our students.</p>

<p><u>Section 4.1.5</u> Personal Development</p>	<ul style="list-style-type: none"> • Book/Writing Clubs • Leadership Development • Entrepreneur Days • Art/Design and Music • Service Learning Project (summer)
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Section 4.1.5 **Service Plan, Parenthood Initiative (Early Steps):** A summary of services is provided below, see full details on service plan in Attachment M. The program supports language, literacy, and social and emotional development in young children and equips parents with the skills and knowledge they need to successfully support their children’s growth. Early Steps begins pre-birth, so early childhood coordinators coach women on healthy pregnancy practices to reduce the chance of birth outcomes that put the child at developmental risk. Staff support parents and caregivers with information, strategies, and activities to promote their children’s school readiness skills and early learning, help to monitor developmental progress, cultivate relationships with schools, and connect families to community resources that meet identified needs and support successful transition. Home visiting services are provided to participating families twice per month.

(Section 4.1.6) **Evaluation Plan:** SCUS collects both formative and summative assessment data, using Accelerated Reader (AR) and STAR assessments, to measure outcomes for afterschool, and summer literacy programming. For services under the Parenthood Initiative (Early Steps), staff track the following indicators: parent-child interaction, early language and literacy activities, and developmental screening. Full details on program evaluation are included in Attachment M.

ⁱ Mississippi Department of Human Services, Division of Youth Services, 2019 Annual Report.

ⁱⁱ Mississippi Department of Human Services, Annual Report, 2016

ⁱⁱⁱ U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE). County Level Summary, 2019.

^{iv} U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE). Estimates for Mississippi School Districts. Ages 5 to 17 in Poverty, 2018.

^v Robert Wood Johnson’s County Health Rankings & Roadmaps report, 2020.

- ^{vi} U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey", 2018-19 v.1a; "Public Elementary/Secondary School Universe Survey Geographic Data (EDGE)", 2018-19 v.1a.
- ^{vii} Mississippi Department of Education, 2018-2019.
- ^{viii} Mississippi Department of Education, Public Reporting – Accountability, 2019.
- ^{ix} Mississippi Department of Education, 2015.
- ^x Mississippi State Department of Health. Public Health Statistics. 2018 Summary Statistics by County. Rate is number of pregnancies per 1,000 teen women ages 15-19.
- ^{xi} Mississippi Department of Human Services, Annual Report, 2016.
- ^{xii} U.S. Bureau of Labor Statistics, Local Area Unemployment Statistics by County, June 2020.
- ^{xiii} 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.
- ^{xiv} Bachman, Green and Wiratanen, 1971; Elliott, 1978; Elliott and Voss, 1974; Farrington, 1986; Hagan and McCarthy, 1997; Hawkins, Herrenkohl, Farrington, Brewer, Catalano, and Harachi, 1998; Huisinga and Jakob-Chien, 1998; Kelly and Balch, 1971; Maguin and Loeber, 1996; Mensch and Kandel, 1988; Polk, 1975; Rhodes and Reiss, 1969; Simons, Whitbeck, Conger and Conger, 1991; Thornberry, Moore and Christenson, 1984
- ^{xv} Maguin and Loeber, 1996
- ^{xvi} The Annie E. Casey Foundation, 2012
- ^{xvii} Kingery, Pruitt, Heuberger and Brizzolara, 1996
- ^{xviii} 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>.
- ^{xix} 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.
- ^{xx} Manlove, J. (1998). *The Influence of High School Dropout and School Disengagement on the Risk of School-Age Pregnancy*. Journal of Research on Adolescence.
- ^{xxi} 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.
- ^{xxii} 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>.
- ^{xxiii} Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. *American Journal of Community Psychology*. 45:294-309.
- ^{xxiv} Vile, J.D., Arcaira, E. & Reisner, E.R. Progress toward high school graduation: Citizen Schools' youth outcomes in Boston. Washington, D.C.: Policy Studies Associates, Inc., 2009.
- ^{xxv} Westat, Inc., "Adolescent Time Use, Risky Behavior and Outcomes: An Analysis of National Data," September 1995: The AfterSchool Corporation, "After-School Programs: An Analysis of Need, Current Research, and Public Opinion," 1999.
- ^{xxvi} Larson, Tracy & Bagnato, Stephen & Miglioretti, Maura & Barone-Martin, Carol & McNeal, Robin. (2017). Healthy Infants: Fostering Responsive Caregiving via Tiered Mentoring for High-Risk Teen Mothers and Infants. *Perspectives on Early Childhood Psychology and Education* 2471-1527. 2. 85-113.
- ^{xxvii} Sandstrom, H., Gearing, M., Peters, H. E., Heller, C., Healy, O., & Pratt, E. (2015). Approaches to father engagement and fathers' experiences in home visiting programs. OPRE report no. 2015-103. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services.

4) Personnel

(Section 4.1.1) Save the Children Federation, Inc. (SCUS), with headquarter location based in Fairfield, Connecticut, has served the people of Mississippi for over **80 years**. Furthermore, SCUS has a long history of successfully providing programs by implementing evidence-based processes and delivery models. The proposed programming will take place in the following Mississippi counties: Amite, Bolivar, Coahoma, Jefferson Davis, Marion, Quitman, Tallahatchie and Wilkinson.

(Section 4.1.1) SCUS 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, SCUS focuses on children growing up in communities of persistent rural poverty in 9 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 SCUS's expert trainers.

(Section 4.1.1) SCUS 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) (Section 4.1.1) Increase awareness of the importance of parenting skills, involvement of fathers, and youth development.

(Section 4.1.1) SCUS's programs have produced significant positive results for children. During the 2018-19 program year, SCUS partnered with school districts to implement literacy programming in 124 schools, serving more than 12,335 children in 8 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 5.8 months of school.

(Section 4.1.1) **SCUS will not require corporate expansion** to deliver TANF services.

(Section 4.1.2) **Age of respondent's business and average number of employees:** Over the past five (5) years, SCUS employed an average of 1,330 employees across the United States. The organization is currently celebrating our centennial year.

(Section 4.1.2) SCUS 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 have a Master's degree or equivalent and considerable management and leadership experience, to 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.

(Section 4.3.4) Save the Children Program Specialists will oversee afterschool and summer programming and the parenthood initiative (Early Steps) in partnership with Lower-Tier Partners (local school districts), as outlined in subcontractor statements and letters of collaboration. Save the Children is responsible for staff retention with the districts are responsible for hiring staff. Save the Children Program Specialists report to the Mississippi Deputy Director who will assist in overseeing TANF grant management to meet objectives. See resumes in **Attachment L** for an organizational chart and resumes for all key staff.

5) References and Project Experience

(Sections 2.3.3, a-e., 4.3.5 and Attachment C, Required Respondent Certifications, J.) **Letters of collaboration and Subcontractor Statements** from Lower-Tier Partners are included in **Attachment I**.

(Section 4.1.5) **References for Three Contracts or Projects:** See **Attachment E**, for references.

6) Cost Data

1. Total Estimated Cost

Service Area By County: Amite, Bolivar, Coahoma, Jefferson Davis, Marion, Quitman, Tallahatchie and Wilkinson counties.		
Total Estimated Number of Participants Served: 1,497		
MDHS Subgrant Services	Subgrant Term	Total Estimated Cost
TANF 2021 Services Afterschool Summer Early Steps	Oct. 1, 2020 – Sept. 30, 2021	\$1,426,390.00

2. Budget Narrative *(Section 4.1.8)*
Save the Children School Age Program Proposal Budget Narrative
I. School Age and Early Steps for School Success Salaries Budget Activity

<p>Save the Children Administration Salaries</p>	<p><i>Deputy State Director</i> – This position provides oversight and support for the two Save the Children School Age Specialists assigned to this project. Based on the number of Save the Children partner sites, and time associated with program start up, approximately 10% of the Deputy State Director’s salary is allocated to this grant. Full-time position, 10% of time at \$80,000 per year</p>	<p>\$8,000</p>
<p>Save the Children School-Age Program Salaries</p>	<p><i>School Age Specialists</i> – These two positions provide direct support and monitoring to the project sites for the Afterschool and Summer programs. They provide training to school staff and monitor the program for goal completion. Based on the number of sites and anticipated start up requirements, 50% of the two school age program specialists’ time is allocated to the grant. Two full-time positions, 50% of time at \$60,000 per year</p>	<p>\$60,000</p>
<p>Save the Children Early Steps for School Success (ESSS) Program Salaries</p>	<p><i>Early Steps Program Specialists</i> – These two positions provide direct support and monitoring to the project sites. They provide training to school staff and monitor the program for goal completion. Based on the number of sites and anticipated start up requirements, 50% of the two school age program specialists’ time is allocated to the grant. Two full-time positions, 50% of time at \$60,000 per year</p>	<p>\$60,000</p>
	<p><i>Total Salaries</i></p>	<p><i>\$128,000</i></p>

II. Fringe Budget Activity

Fringe Benefits - Administration	The Save the Children fringe rate is 27.98%	
	<i>FICA – 6.90% of gross salaries</i>	\$552
	<i>Health Insurance – 14.07% of gross salaries</i>	\$1,126
	<i>Retirement – 6.41% of gross salaries</i>	\$513
	<i>Life Insurance/Accident – 0.6% of gross salaries</i>	\$48

(Section 4.1.8)

II. Fringe Budget Activity (continued)

	Total Administration Fringe Benefits	\$2,239
Fringe Benefits - Program	<i>FICA – 6.90% of gross salaries</i>	\$8280
	<i>Health Insurance – 14.07% of gross salaries</i>	\$16,884
	<i>Retirement – 6.41% of gross salaries</i>	\$7,692
	<i>Life Insurance/Accident – 0.6% of gross salaries</i>	\$720
	Total Program Fringe Benefits	\$33576
	Total Fringe Benefits	\$35,814
Salary/Fringe Total		\$163,814

III. Afterschool and Summer Sub-grant Budget Activity

Sub-grant Services – Jefferson Davis County
 Jefferson Davis School District:
 JE Johnson Elementary and GW Carver Elementary

JE Johnson Elementary Afterschool Program

Salaries	<i>JE Johnson Afterschool Program Coordinator – One classified staff at \$18.00 per hour for four hours per day for 125 program days.</i>	\$9,000
	<i>JE Johnson Afterschool Tutors – Two classified staff at \$14 per hour for four hours per day for 125 program days.</i>	\$14,000
	<i>JE Johnson Healthy Choices Coordinator – One classified staff at \$14 per hour for 3.5 hours per day for 125 program days.</i>	\$6,125
	<i>JE Johnson Bus Drivers – Two classified staff at \$14 per hour for 2 hours per day for 125 program days.</i>	\$7,000
	JE Johnson Elementary Afterschool Salaries	\$36,125

	Total	
Fringe Benefits	The Jefferson Davis School District Fringe Rate is 25%	\$9,031
	<i>FICA/Medicare – 7.65%</i>	
<i>(Section 4.1.8)</i>		
III. Afterschool and Summer Sub-grant Budget Activity (continued)		
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
Travel	<i>JE Johnson Transportation Mileage – Two buses at \$1.25 per mile for 50 miles per day for 125 days.</i>	\$15,625
	JE Johnson Afterschool Program Total	\$60,781

GW Carver Elementary School Afterschool Program

Salaries	<i>GW Carver Afterschool Program Coordinator – One classified staff at \$18.00 per hour for four hours per day for 125 program days.</i>	\$9,000
	<i>GW Carver Afterschool RAvFL Tutor – One classified staff at \$14 per hour for 3.5 hours per day for 125 program days.</i>	\$6,125
	<i>GW Carver Afterschool Emergent Reader Tutor – One classified staff at \$15 per hour for 3.5 hours per day for 125 program days.</i>	\$6,563
	<i>GW Carver Healthy Choices Coordinator – One classified staff at \$14 per hour for 4 hours per day for 125 program days.</i>	\$7,000
	<i>GW Carver Bus Drivers – Two classified staff at \$14 per hour for 2 hours per day for 125 program days.</i>	\$7,000
	GW Carver Afterschool Salaries Subtotal	\$35,688

Fringe Benefits	The Jefferson Davis School District Fringe Rate is 25%	\$8,922
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
Travel	<i>GW Carver Transportation Mileage – Two buses at \$1.25 per mile for 35 miles per day for 125 days</i>	\$10,938
	GW Carver Afterschool Program Total	\$55,548

(Section 4.1.8)

III. Afterschool and Summer Sub-grant Budget Activity (continued)

Subcontract Total	Jefferson Davis School District Afterschool Subcontract Total	\$116,329
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Sub-grant Services – Coahoma County School District	Coahoma County School District: Lyon Elementary, Jonestown Elementary and Friars Point Elementary
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Lyon Elementary School Afterschool Program

Salaries	<i>Lyon Afterschool Program Coordinator – One classified staff at \$18.00 per hour for four hours per day for 125 program days.</i>	\$9,000
	<i>Lyon Afterschool RAvFL Tutor – One classified staff at \$14 per hour for 3.5 hours per day for 125 program days.</i>	\$6,125
	<i>Lyon Afterschool Emergent Reader Tutor – One classified staff at \$15 per hour for 3.5 hours per day for 125 program days.</i>	\$6,563
	<i>Lyon Healthy Choices Coordinator – One classified staff at \$14 per hour for 4 hours per day for 125 program days.</i>	\$7,000
	<i>Lyon Bus Drivers – Two classified staff at \$14 per hour for 2 hours per day for 125 program days.</i>	\$7,000
	Lyon Elementary Afterschool Salaries Total	\$35,688

Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$8,922
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
Travel	<i>Lyon Transportation Mileage – Two buses at \$1.25 per mile for 35 miles per day for 125 days</i>	\$10,938
	Lyon Afterschool Program Total	\$55,548

(Section 4.1.8)

III. Afterschool and Summer Sub-grant Budget Activity (continued)

Jonestown Elementary School Afterschool Program

Salaries	<i>Jonestown Afterschool Program Coordinator – One classified staff at \$18.00 per hour for four hours per day for 125 program days.</i>	\$9,000
	<i>Jonestown Afterschool RAvFL Tutor – One classified staff at \$14 per hour for 3.5 hours per day for 125 program days.</i>	\$6,125
	<i>Jonestown Afterschool Emergent Reader Tutor – One classified staff at \$15 per hour for 3.5 hours per day for 125 program days.</i>	\$6,563
	<i>Jonestown Healthy Choices Coordinator – One classified staff at \$14 per hour for 4 hours per day for 125 program days.</i>	\$7,000
	<i>Jonestown Bus Drivers – Two classified staff at \$14 per hour for 2 hours per day for 125 program days.</i>	\$7,000
	Jonestown Elementary Afterschool Salaries Total	\$35,688
Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$8,922
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	



Travel	<i>Jonestown Transportation Mileage</i> – Two buses at \$1.25 per mile for 35 miles per day for 125 days	\$10,938
	Jonestown Afterschool Program Total	\$55,548

Salaries	<u>Friars Point Elementary School SummerBoost Program</u>	
	<i>Lead Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Program Tutors</i> – Two classified staff at \$14 per	\$5,880

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

hour at 7 hours per day for 30 program days.

<i>Healthy Choices Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
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<i>Site Coordinator</i> – One classified staff at \$15 per hour at 5 hours per day for 30 program days.	\$2,250
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<i>Bus Drivers</i> – Three drivers at \$14 per hour for 3 hours per day for 30 program days.	\$3,780
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Salaries Subtotal **\$18,210**

Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$4,553
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FICA/Medicare – 7.65%

Retirement – 17%

Workers Comp – 0.35%

Travel	<i>Transportation Mileage</i> - Two buses at 1.25 per mile for 100 average miles per day for 30 program days.	\$7,500
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Supplies	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students	\$3,096
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<i>Daily Program Materials and Supplies</i> includes Hand2Mind “STEM in Action” kits. Kits are \$299 plus S&H, 1 kit per 30 students. 2 kits for 50 students	\$690
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	<i>Daily Program Materials and Supplies</i> includes LEGO Education “We Do” and “Simple Machines” Classroom Packs. “We Do” kit is \$190, for children aged 7-11, 1 kit per 3 students, Estimate 30 children aged 7-11 in program, 10 kits required, \$1900 plus S&H. “Simple Machines” Classroom Pack is \$160, for children K-1, 1 kit per 25 students, estimate 20 children K-1 in program, 1 kit required, \$160 plus S&H	\$2,266
	<i>Healthy Habits and Nutrition Materials</i> Activity Kits. Kit is \$95 plus S&H and one can be used for	\$105
	<u>(Section 4.1.8)</u>	
	III. Afterschool and Summer Sub-grant Budget Activity (continued)	
	an unlimited number of students.	\$3,762
	<i>Family Literacy and Graduation materials</i> includes backpacks at \$68.40 for 50, School Supplies Backpack at \$3,420 plus S&H Kits and other materials needed	\$1,000
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	
	SummerBoost Program Supplies Subtotal	\$10,919
	Friars Point Elementary SummerBoost Program Total	\$41,182
Salaries	<u>Lyon Elementary School SummerBoost Program</u>	
	<i>Lead Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Program Tutors</i> – Two classified staff at \$14 per hour at 7 hours per day for 30 program days.	\$5,880
	<i>Healthy Choices Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Site Coordinator</i> – One classified staff at \$15 per hour at 5 hours per day for 30 program days.	\$2,250
	<i>Bus Drivers</i> – Three drivers at \$14 per hour for 3 hours per day for 30 program days.	\$3,780

	Salaries Subtotal	\$18,210
Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$4,553
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
Travel	<i>Transportation Mileage</i> - Two buses at 1.25 per mile for 100 average miles per day for 30 program days.	\$7,500

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

Supplies	<i>Daily Program Materials and Supplies</i> - includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students	\$3,096
	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “STEM in Action” kits. Kits are \$299 plus S&H, 1 kit per 30 students. 2 kits for 50 students	\$690
	<i>Daily Program Materials and Supplies</i> includes LEGO Education “We Do” and “Simple Machines” Classroom Packs. “We Do” kit is \$190, for children aged 7-11, 1 kit per 3 students, Estimate 30 children aged 7-11 in program, 10 kits required, \$1900 plus S&H. “Simple Machines” Classroom Pack is \$160, for children K-1, 1 kit per 25 students, estimate 20 children K-1 in program, 1 kit required, \$160 plus S&H	\$2,266
	<i>Healthy Habits and Nutrition Materials Activity Kits.</i> Kit is \$95 plus S&H and one can be used for an unlimited number of students.	\$105
	<i>Family Literacy and Graduation materials</i> includes backpacks at \$68.40 for 50, School Supplies Backpack at \$3,420 plus S&H Kits and other materials needed	\$3,762
	Paper, Writing Utensils, Printer Ink, and other	\$1,000

classroom supplies

SummerBoost Program Supplies Subtotal **\$10,919**

Lyon Elementary SummerBoost Program Total **\$41,182**

Salaries

Jonestown Elementary School SummerBoost Program

Lead Tutor – One classified staff at \$15 per hour at 7 hours per day for 30 program days. \$3,150

Program Tutors – Two classified staff at \$14 per hour at 7 hours per day for 30 program days. \$5,880

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

Healthy Choices Tutor – One classified staff at \$15 per hour at 7 hours per day for 30 program days. \$3,150

Site Coordinator – One classified staff at \$15 per hour at 5 hours per day for 30 program days. \$2,250

Bus Drivers – Three drivers at \$14 per hour for 3 hours per day for 30 program days. \$3,780

Salaries Subtotal **\$18,210**

Fringe Benefits

The Coahoma County School District Fringe Rate is 25% \$4,553

FICA/Medicare – 7.65%

Retirement – 17%

Workers Comp – 0.35%

Travel

Transportation Mileage - Two buses at 1.25 per mile for 100 average miles per day for 30 program days. \$7,500

Supplies

Daily Program Materials and Supplies includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students \$3,096

Daily Program Materials and Supplies includes Hand2Mind “STEM in Action” kits. Kits are \$299 plus S&H, 1 kit per 30 students. 2 kits for 50 students \$690

Daily Program Materials and Supplies includes



	LEGO Education “We Do” and “Simple Machines” Classroom Packs. “We Do” kit is \$190, for children aged 7-11, 1 kit per 3 students, Estimate 30 children aged 7-11 in program, 10 kits required, \$1900 plus S&H. “Simple Machines” Classroom Pack is \$160, for children K-1, 1 kit per 25 students, estimate 20 children K-1 in program, 1 kit required, \$160 plus S&H	\$2,266
	<i>Healthy Habits and Nutrition Materials</i> Activity Kits. Kit is \$95 plus S&H and one can be used for an unlimited number of students.	\$105
	<i>Family Literacy and Graduation materials</i>	\$3,762
	<u>(Section 4.1.8)</u>	
	III. Afterschool and Summer Sub-grant Budget Activity (continued)	
	includes backpacks at \$68.40 for 50, School Supplies Backpack at \$3,420 plus S&H Kits and other materials needed	\$1,000
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	
	SummerBoost Program Supplies Subtotal	10,919
	Jonestown Elementary SummerBoost Program Total	\$41,182
Subcontract Total	Coahoma County School District Afterschool Subcontract Total	\$234,642
Sub-grant Services – Coahoma County School District	East Tallahatchie School District: Charleston Elementary School	
Salaries	<u>Charleston Elementary School Afterschool Program</u>	
	<i>Charleston Afterschool Program Coordinator</i> – One classified staff at \$18.00 per hour for four hours per day for 125 program days.	\$9,000



Charleston Afterschool RAvFL Tutor – One classified staff at \$14 per hour for 3.5 hours per day for 125 program days. \$6,125

Charleston Afterschool Emergent Reader Tutor – One classified staff at \$15 per hour for 3.5 hours per day for 125 program days. \$6,563

Charleston Healthy Choices Coordinator – One classified staff at \$14 per hour for 4 hours per day for 125 program days. \$7,000

Charleston Bus Drivers – Two classified staff at \$14 per hour for 2 hours per day for 125 program days. \$7,000

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

	Charleston Elementary Afterschool Salaries Total	\$35,688
Fringe Benefits	The East Tallahatchie School District Fringe Rate is 25%	\$8,922
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
Travel	<i>Charleston Transportation Mileage</i> – Two buses at \$1.25 per mile for 35 miles per day for 125 days	\$10,938
	Charleston Afterschool Program Total	\$55,548
Subcontract Total	East Tallahatchie School District Afterschool Subcontract Total	\$55,548
Sub-grant Services – Coahoma County School District	Quitman County School District: Quitman Elementary School	

Salaries	<u>Quitman Elementary School SummerBoost Program</u>	
	<i>Lead Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Program Tutors</i> – Two classified staff at \$14 per hour at 7 hours per day for 30 program days.	\$5,880
	<i>Healthy Choices Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Site Coordinator</i> – One classified staff at \$15 per hour at 5 hours per day for 30 program days.	\$2,250
	<i>Bus Drivers</i> – Three drivers at \$14 per hour for 3 hours per day for 30 program days.	\$3,780
	Salaries Subtotal	\$18,210
Fringe Benefits	The Quitman County School District Fringe Rate is 25%	\$4,553

FICA/Medicare – 7.65%

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
Travel	<i>Transportation Mileage</i> - Two buses at 1.25 per mile for 100 average miles per day for 30 program days.	\$7,500
Supplies	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students	\$3,096
	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “STEM in Action” kits. Kits are \$299 plus S&H, 1 kit per 30 students. 2 kits for 50 students	\$690
	<i>Daily Program Materials and Supplies</i> includes LEGO Education “We Do” and “Simple Machines” Classroom Packs. “We Do” kit is \$190, for children aged 7-11, 1 kit per 3 students, Estimate 30 children aged 7-11 in program, 10 kits required, \$1900 plus S&H. “Simple Machines” Classroom Pack is \$160,	\$2,266



for children K-1, 1 kit per 25 students, estimate 20 children K-1 in program, 1 kit required, \$160 plus S&H

Healthy Habits and Nutrition Materials Activity Kits. Kit is \$95 plus S&H and one can be used for an unlimited number of students. \$105

Family Literacy and Graduation materials includes backpacks at \$68.40 for 50, School Supplies Backpack at \$3,420 plus S&H Kits and other materials needed \$3,762

Paper, Writing Utensils, Printer Ink, and other classroom supplies \$1,000

SummerBoost Program Supplies Subtotal **\$10,919**

Quitman Elementary SummerBoost Program **\$41,182**

Total

Subcontract **Quitman County School District SummerBoost** **\$41,182**
Total **Program Subcontract Total**

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

Sub-grant Amite County School District – Amite Elementary
 Services – School
 Amite County
 School District

Amite Elementary School SummerBoost Program

	<i>Lead Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Program Tutors</i> – Two classified staff at \$14 per hour at 7 hours per day for 30 program days.	\$5,880
	<i>Healthy Choices Tutor</i> – One classified staff at \$15 per hour at 7 hours per day for 30 program days.	\$3,150
	<i>Site Coordinator</i> – One classified staff at \$15 per hour at 5 hours per day for 30 program days.	\$2,250
	<i>Bus Drivers</i> – Three drivers at \$14 per hour for 3 hours per day for 30 program days.	\$3,780
	Salaries Subtotal	\$18,210
Fringe Benefits	The Amite County School District Fringe Rate is 25%	\$4,553
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
Travel	<i>Transportation Mileage</i> - Two buses at 1.25 per mile for 100 average miles per day for 30 program days.	\$7,500
Supplies	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students	\$3,096
	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “STEM in Action” kits. Kits are \$299 plus S&H, 1 kit per 30 students. 2 kits for 50 students	\$690
	<i>Daily Program Materials and Supplies</i> includes	\$2,266

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

LEGO Education “We Do” and “Simple Machines” Classroom Packs. “We Do” kit is \$190, for children aged 7-11, 1 kit per 3 students, Estimate 30 children aged 7-11 in program, 10 kits required, \$1900 plus S&H. “Simple Machines” Classroom Pack is \$160, for children K-1, 1 kit per 25 students, estimate 20

children K-1 in program, 1 kit required, \$160 plus S&H

Healthy Habits and Nutrition Materials Activity Kits. Kit is \$95 plus S&H and one can be used for an unlimited number of students. \$105

Family Literacy and Graduation materials includes backpacks at \$68.40 for 50, School Supplies Backpack at \$3,420 plus S&H Kits and other materials needed \$3,762

Paper, Writing Utensils, Printer Ink, and other classroom supplies \$1,000

SummerBoost Program Supplies Subtotal **\$10,919**
Amite Elementary SummerBoost Program Total **\$41,182**

Amite Elementary KinderBoost Program
 Salaries *Certified Staff Training* – Two certified staff at \$25 per hour for 8 hours per day for 5 prep/training days. \$2,000

Program Certified Staff – Two certified staff at \$25 per hour for 5 hours per day for 10 days. \$2,500

Workshop Facilitator – One certified trainer at \$25 per hour for 8 hours for one day. \$200

Bus Drivers – Two drivers at \$14 per hour for three hours per day for 10 days. \$840

KinderBoost Program Salaries Subtotal **\$5,540**
 Fringe Benefits The Amite County School District Fringe Rate is 25% \$1,385

FICA/Medicare – 7.65%
Retirement – 17%
Workers Comp – 0.35%

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

Travel *Transportation Mileage* – Two buses at \$1.25 per mile for 100 average miles per day for 10 program days. \$2,500

Supplies *Daily Program Materials and Supplies* includes Hand2Mind “Do the Math” kits. Kits are \$1,200



\$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students \$920

Kindergarten Readiness Workshop for Families Materials includes Phonemic Awareness Magnetic Activity Kits, Numbers and Counting Tins and materials. Kits are \$27.89 each per family. Estimate 30 families

In-School Field Trip materials includes Book Bags and other materials at \$182 plus S&H. \$200

Family Literacy and Graduation materials includes backpacks at \$171 for 50, School Supplies Backpack at \$1397 plus S&H Kits and other materials needed \$1725

KinderBoost Supplies Subtotal **\$4,045**

Amite Elementary KinderBoost Program Total **\$13,470**

Subcontract Total	Amite County School District Summer Subcontract Total	\$54,652
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Subcontracted Services – Wilkinson County School District	Wilkinson County School District: Finch Elementary School and Wilkinson Elementary School	
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III. Afterschool and Summer Sub-grant Budget Activity (continued)

Salaries	Finch Elementary School KinderBoost Program	
	<i>Certified Staff Training</i> – Two certified staff at \$25 per hour for 8 hours per day for 5 prep/training days.	\$2,000
	<i>Program Certified Staff</i> – Two certified staff at \$25 per hour for 5 hours per day for 10 days.	\$2,500
	<i>Workshop Facilitator</i> – One certified trainer at \$25 per hour for 8 hours for one day.	\$200
	<i>Bus Drivers</i> – Two drivers at \$14 per hour for three hours per day for 10 days.	\$840
	Finch Elementary KinderBoost Salary Subtotal	\$5,540
Fringe Benefits	The Wilkinson County School District Fringe rate is 25%	\$1,385
	<i>FICA/Medicare</i> - 7.65%	
	<i>Retirement</i> - 17%	
	<i>Workers Comp</i> - 0.35%	
Travel	<i>Transportation Mileage</i> – Two buses at \$1.25 per mile for 100 average miles per day for 10 program days.	\$2,500
Supplies	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students	\$1,200
	<i>Kindergarten Readiness Workshop for Families Materials</i> includes Phonemic Awareness Magnetic Activity Kits, Numbers and Counting Tins and materials. Kits are \$27.89 each per family. Estimate 30 families	\$920
	<i>In-School Field Trip materials</i> includes Book Bags and other materials at \$182 plus S&H.	\$200
	<i>Family Literacy and Graduation materials</i> includes backpacks at \$171 for 50, School Supplies Backpack at \$1397 plus S&H Kits and other materials needed	\$1,725

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III. Afterschool and Summer Sub-grant Budget Activity (continued)

	KinderBoost Supplies Subtotal	\$4,045
	<i>Finch Elementary KinderBoost Program Total</i>	<i>\$13,470</i>
Salaries	Wilkinson Elementary KinderBoost Program	
	<i>Certified Staff Training</i> – Two certified staff at \$25 per hour for 8 hours per day for 5 prep/training days.	\$2,000
	<i>Program Certified Staff</i> – Two certified staff at \$25 per hour for 5 hours per day for 10 days.	\$2,500
	<i>Workshop Facilitator</i> – One certified trainer at \$25 per hour for 8 hours for one day.	\$200
	<i>Bus Drivers</i> – Two drivers at \$14 per hour for three hours per day for 10 days.	\$840
	KinderBoost Program Salaries Subtotal	\$5,540
Fringe Benefits	The Wilkinson County School District Fringe Rate is 25%	\$1,385
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
Travel	<i>Transportation Mileage</i> – Two buses at \$1.25 per mile for 100 average miles per day for 10 program days.	\$2,500
Supplies	<i>Daily Program Materials and Supplies</i> includes Hand2Mind “Do the Math” kits. Kits are \$700.00 plus S&H, 1 kit per 12 students. 4 kits for 50 students	\$1,200
	<i>Kindergarten Readiness Workshop for Families Materials</i> includes Phonemic Awareness Magnetic Activity Kits, Numbers and Counting Tins and materials. Kits are \$27.89 each per family. Estimate 30 families	\$920
	<i>In-School Field Trip materials</i> includes Book Bags and other materials at \$182 plus S&H.	\$200

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III. Afterschool and Summer Sub-grant Budget Activity (continued)



<i>Family Literacy and Graduation materials</i>	\$1725
includes backpacks at \$171 for 50, School Supplies Backpack at \$1397 plus S&H Kits and other materials needed	
<i>KinderBoost Supplies Subtotal</i>	\$4,045
<i>Wilkinson Elementary KinderBoost Program Total</i>	\$13,470
Subcontract Total	
Wilkinson County School District Summer Subcontract Total	\$26,940

IV. Commodities Budget Activity

Commodities	<u>Afterschool Materials</u>	
	Accelerated Reader Licenses for 5 sites at \$4000 per site	\$20,000
	Accelerated Reader Books - Accelerated reader book sets. Books average \$15-20 each, hardback and labeled with reading level. Provides \$330 for each grade level (K – 5) at 5 sites for Accelerated Reader reading books.	\$9,900
	<u>SummerBoost Start-up Materials</u>	
	Healthy Habits manual at \$95 each x 7 sites	\$665
	<i>Total Commodities</i>	\$30,565
	Total Afterschool and Summer Budget Activity	\$559,858

V. Early Steps for School Success Sub-grant Budget Activity

Sub-grant Services – North Bolivar Consolidated School District	North Bolivar Consolidated School District: I.T. Montgomery Elementary School	
	<u>I.T. Montgomery Elementary ESSS Program</u>	
Salaries	<i>I.T. Montgomery ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
<u>(Section 4.1.8)</u>		

V. Early Steps for School Success Sub-grant Budget Activity

Fringe Benefits	The North Bolivar Consolidated School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
	<i>I.T. Montgomery Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>I.T. Montgomery Elementary School ESSS Program Total</i>	<i>\$44,444</i>
Subcontract Total	North Bolivar Consolidated School District ESSS Subcontract Total	\$44,444
Sub-grant Services –	Coahoma County School District: Friars Point Elementary, Lyon Elementary and	

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

Coahoma
County School
District

Jonestown Elementary

Lyon Elementary School ESSS Program

Salaries	<i>Lyon ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
	<i>Lyon Elementary ESSS Salaries and Fringe Total</i>	\$30,000
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	\$3,410
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1,834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	\$9,534
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One	\$1,500

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V. Early Steps for School Success Sub-grant Budget Activity

	set per site	
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>Lyon Elementary School ESSS Program Total</i>	<i>\$44,444</i>
<u>Friars Point Elementary ESSS Program</u>		
Salaries	<i>Friars Point ESSS Program Coordinator – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.</i>	\$24,000
Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
	<i>Friars Point Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>Friars Point Elementary School ESSS Program Total</i>	<i>\$44,444</i>

Jonestown Elementary ESSS Program

Salaries	<i>Jonestown Elementary ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The Coahoma County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
	<i>Jonestown Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other	\$1,000

classroom supplies

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

	<i>ESSS Program Supplies Subtotal</i>	\$9,534
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	\$1,500
	<i>Jonestown Elementary School ESSS Program Total</i>	\$44,444
Subcontract Total	Coahoma County School District ESSS Subcontract Total	\$133,332
Sub-grant Services – Jefferson Davis School District	Jefferson Davis School District – JE Johnson Elementary School and GW Carver Elementary School	
	<u>JE Johnson Elementary ESSS Program</u>	
Salaries	<i>JE Johnson Elementary ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The Jefferson Davis School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
	<i>JE Johnson Elementary ESSS Salaries and Fringe Total</i>	\$30,000
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	\$3,410
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by	\$5,300

Program Coordinators

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>JE Johnson Elementary School ESSS Program Total</i>	<i>\$44,444</i>

GW Carver Elementary ESSS Program

Salaries	<i>GW Carver Elementary ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The Jefferson Davis School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
	<i>GW Carver Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1,834
	Raising a Reader books – used during parent/child	\$5,300

group meetings. Used during home visits by Program Coordinators

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>GW Carver Elementary School ESSS Program Total</i>	<i>\$44,444</i>
Subcontract Total	Jefferson Davis School District ESSS Subcontract Total	\$88,888
Sub-grant Services – West Tallahatchie School District	West Tallahatchie School District – RH Bearden Elementary School	
	<u>RH Bearden Elementary ESSS Program</u>	
Salaries	<i>RH Bearden ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The West Tallahatchie School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
	<i>RH Bearden Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and	\$348



families, 200 miles x \$0.58 x 3 trainings
ESSS Travel Subtotal **\$3,410**

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

Supplies Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H **\$1,834**

Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators **\$5,300**

Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400 **\$1,400**

Paper, Writing Utensils, Printer Ink, and other classroom supplies **\$1,000**

ESSS Program Supplies Subtotal **\$9,534**

Technology Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site **\$1,500**

ESSS Equipment Subtotal **\$1,500**

RH Bearden Elementary School ESSS Program Total **\$44,444**

Subcontract Total **West Tallahatchie School District ESSS Subcontract Total** **\$44,444**

Sub-grant Services – East Tallahatchie School District Salaries **East Tallahatchie School District – Charleston Elementary School**
Charleston Elementary ESSS Program **\$24,000**

Fringe Benefits **Charleston ESSS Program Coordinator – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.**
The East Tallahatchie School District Fringe Rate is 25% **\$6,000**

FICA/Medicare – 7.65%

Retirement – 17%

Workers Comp – 0.35%

Charleston Elementary ESSS Salaries and Fringe Total **\$30,000**

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1,834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>Charleston Elementary School ESSS Program Total</i>	<i>\$44,444</i>
Subcontract Total	East Tallahatchie School District ESSS Subcontract Total	\$44,444
Sub-grant Services – Wilkinson County School District	Wilkinson County School District – Finch Elementary School and Wilkinson Elementary School	
	<u>Finch Elementary ESSS Program</u>	

Salaries	<i>Finch ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200	\$24,000
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(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

program days.

Fringe Benefits	The Wilkinson County School District Fringe Rate is 25%	\$6,000
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FICA/Medicare – 7.65%

Retirement – 17%

Workers Comp – 0.35%

<i>Finch Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
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Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
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Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
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<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
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Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1834
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Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
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Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
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Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
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<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>
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Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
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<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
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Finch Elementary School ESSS Program Total **\$44,444**

(Section 4.1.8)

V. Early Steps for School Success Sub-grant Budget Activity

Wilkinson Elementary ESSS Program

Salaries	<i>Wilkinson ESSS Program Coordinator – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.</i>	\$24,000
Fringe Benefits	The Wilkinson County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
	<i>Wilkinson Elementary ESSS Salaries and Fringe Total</i>	\$30,000
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	\$3,410
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1,834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	\$9,534

Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
 (Section 4.1.8)		
V. Early Steps for School Success Sub-grant Budget Activity		
	Wilkinson Elementary School ESSS Program Total	\$44,444
Subcontract Total	Wilkinson County School District ESSS Subcontract Total	\$88,888
Sub-grant Services – Marion County School District	Marion County School District – East Marion Elementary School and West Marion Elementary School	
	<u>East Marion Elementary ESSS Program</u>	
Salaries	<i>East Marion Elementary ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The Marion County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	
	<i>East Marion Elementary ESSS Salaries and Fringe Total</i>	<i>\$30,000</i>
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	<i>\$3,410</i>
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1,834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300

	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
<i>(Section 4.1.8)</i>		
V. Early Steps for School Success Sub-grant Budget Activity		
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	
	<i>ESSS Program Supplies Subtotal</i>	\$9,534
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	\$1,500
	East Marion Elementary School ESSS Program Total	\$44,444
 <u>West Marion Elementary ESSS Program</u>		
Salaries	<i>West Marion Elementary ESSS Program Coordinator</i> – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.	\$24,000
Fringe Benefits	The Marion County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare</i> – 7.65%	
	<i>Retirement</i> – 17%	
	<i>Workers Comp</i> – 0.35%	
	<i>West Marion Elementary ESSS Salaries and Fringe Total</i>	\$30,000
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
	<i>ESSS Travel Subtotal</i>	\$3,410
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1,067 for materials; \$600 for early math toy kits – \$1,667 per site plus S&H	\$1,834

	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by	\$1,400
	<i>(Section 4.1.8)</i>	
	V. Early Steps for School Success Sub-grant Budget Activity	
	Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	<i>\$9,534</i>
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	<i>\$1,500</i>
	<i>West Marion Elementary School ESSS Program Total</i>	<i>\$44,444</i>
Subcontract Total	Marion County School District ESSS Subcontract Total	\$88,888
Sub-grant Services – Quitman County School District	Quitman County School District: Quitman Elementary School	
	<u>Quitman Elementary ESSS Program</u>	
Salaries	<i>Quitman Elementary ESSS Program Coordinator – One classified staff at \$15.00 per hour for 8 hours per day for 200 program days.</i>	\$24,000
Fringe Benefits	The Quitman County School District Fringe Rate is 25%	\$6,000
	<i>FICA/Medicare – 7.65%</i>	
	<i>Retirement – 17%</i>	
	<i>Workers Comp – 0.35%</i>	

	<i>Quitman Elementary ESSS Salaries and Fringe Total</i>	\$30,000
Travel	Home Visit and Program Coordinator Travel – 44 home visit trips per month x 12 months, 10 miles each trip, \$0.58 per mile	\$3,062
	Travel for 3 cluster trainings for parents and families, 200 miles x \$0.58 x 3 trainings	\$348
<i>(Section 4.1.8)</i>		
V. Early Steps for School Success Sub-grant Budget Activity		
	<i>ESSS Travel Subtotal</i>	\$3,410
Supplies	Early Math Materials – Curriculum materials from Zero to Three - \$1067 for materials; \$600 for early math toy kits – \$1667 per site plus S&H	\$1,834
	Raising a Reader books – used during parent/child group meetings. Used during home visits by Program Coordinators	\$5,300
	Early Childhood Room Materials – used by Program Coordinator to create a safe environment for parent/child group sessions and events – Purchases include Rugs, shelves, child-sized furniture, etc. - \$1,400	\$1,400
	Paper, Writing Utensils, Printer Ink, and other classroom supplies	\$1,000
	<i>ESSS Program Supplies Subtotal</i>	\$9,534
Technology	Equipment purchase for use by Program Coordinator – Computer, Printer, Software – One set per site	\$1,500
	<i>ESSS Equipment Subtotal</i>	\$1,500
	<i>Quitman Elementary School ESSS Program Total</i>	\$44,444
Subcontract Total	Quitman County School District ESSS Subcontract Total	\$44,444
	Total Early Steps for School Success Budget	\$577,772

VI. Program Staff Travel



Travel	Afterschool and Summer Program Coordinator travel – Travel for Save the Children Program Specialists – Site monitoring and training 4 visits per year per site x 5 Afterschool sites x 100 mi x 0.58.	\$1,160
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Travel	1 visit per year x 7 Summer sites x 100 mi x 0.58 ESSS Program Coordinator travel - Travel for Save the Children Program Specialists – Site monitoring	\$406 \$3,016
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(Section 4.1.8)

VI. Program Staff Travel

and training. 4 visits per year per site x 13 sites x 100 mi x 0.58	
Program Staff Travel Budget Total	\$4,582

Subtotal for Entire Grant	\$1,306,027
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VII. Indirect

Indirect Costs	Save the Children accepts the MS DHS approved de minimis rate of 10%. The indirect rate will be calculated against all expenses charged to the grant and will be used to cover Save the Children administrative costs.	
	Indirect Costs (10% of total grant, less Administrative Costs; \$130,602 minus \$10,239)	\$120,363

Grand Total for the Entire Grant	\$1,426,390
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3. Cost Estimation Worksheet
**MISSISSIPPI DEPARTMENT OF HUMAN
SERVICES COST ESTIMATION
WORKSHEET**

1. Applicant Agency Save the Children Federation, Inc.				
2. Subgrant Number		3. Grant ID	4. Beginning	5. Ending
TBD		TBD	10/01/2020	09/30/2021
6. Activity Afterschool, Summer, Early Steps to School Success Programming				
7. For MDHS Use Only	8. Budget Category	9. Budget		
		Federal	Description	Total
	I. School Age and Early Steps for School Success Salaries	\$ 8,000.00	Administrative Salary for Deputy Director	\$ 8,000.00
	I. School Age and Early Steps for School Success Salaries	\$ 60,000.00	Salaries for Two School-Age Program Specialists	\$ 60,000.00
	I. School Age and Early Steps for School Success Salaries	\$ 60,000.00	Salaries for Two Early Steps to School Success Program Specialists	\$ 60,000.00
	II. Fringe Benefits	\$ 2,239.00	Administrative Fringe based on the Save the Children rate of 27.98%	\$ 2,239.00

	II. Fringe Benefits	\$ 33,576.00	Program Specialist Fringe based on the Save the Children rate of 27.98%	\$ 33,576.00
	III. SL&G - Afterschool	\$ 282,973.00	Costs associated with sub-grant agreements for Afterschool programming with Coahoma County School District, Jefferson Davis School District, and East Tallahatchie School District	\$ 282,973.00
	III. SL&G - SummerBoost	\$ 205,910.00	Costs associated with sub-grant agreements for Summer programming with Coahoma County School District, Amite County School District and East Tallahatchie School District	\$ 205,910.00
	III. SL&G - KinderBoost	\$ 40,410.00	Costs associated with sub-grant agreements for Summer programming with Amite County School District and Wilkinson County School District	\$ 40,410.00
	IV. Commodities - Afterschool	\$ 29,900.00	Costs associated with materials purchased by Save the Children to support Afterschool programming and Accelerated reader licenses for the 5 Afterschool programming sites	\$ 29,900.00
	IV. Commodities - SummerBoost	\$ 665.00	Costs associated with materials purchased by Save the Children to support SummerBoost programming start-up costs and program monitoring for the 5 SummerBoost programming sites	\$ 665.00
	V. SL&G – Early Steps	\$ 577,772.00	Costs associated with sub-grant agreements for Early Steps for School Success programming with North Bolivar Consolidated School District, Coahoma County School District, Jefferson Davis School District, Marion County School District, Quitman County School District,	\$ 577,772

			West Tallahatchie School District, East Tallahatchie School District, and Wilkinson County School District	
	VI. Travel – Afterschool and Summer	\$ 1,566.00	Costs associated with Save the Children Program Specialist travel for site monitoring and training	\$ 1,566.00
	VI. Travel – Early Steps	\$ 3,016.00	Costs associated with Save the Children Program Specialist travel for site monitoring and training	\$ 3,016.00
	VII. Indirect Costs	\$ 120,363.00	Indirect Costs - 10% of total grant, less administration costs	\$ 120,363.00
	TOTAL			\$ 1,426,390.00

ATTACHMENT C
Current Funding Statement
 MDHS RFP No. 20200101 TANF 2021 Services
TANF RFP Sections 4.1.8 and 4.3(6)

MDHS TANF 2021 RFP Respondent Save the Children Federation, Inc. does hereby present this
(Name of Respondent Organization)
 Attachment C – Current Funding Statement to disclose funding received or anticipated from other
 sources during the term of a potential MDHS Subgrant Agreement (Oct. 1, 2020 through Sept. 30,
 2021) to provide TANF related services.

Funding Source	Type	Project Period End Date	Award Amount	If non-federal award, are these funds matched to a grant or other federal funding?
Child Sponsorship	Private contributions	Ongoing	\$273,281.61	No
Private Contributions	Private contributions	Ongoing	\$142,000	No
Hearst Family Foundation	Grant	2023	\$11,637.60	No
State of Mississippi	Grant	2020	\$12,178.96	No
Comic Relief Foundation	Grant	2021	\$22,619.96	No

Current Funding Statement Certification

By signing below, I hereby certify that the above provided Current Funding Statement information
 for Save the Children Federation, Inc. is complete and accurate and reflects funding
(Name of Respondent Organization)
 received or anticipated from other sources during the dates reflected in the above paragraph of this
 Attachment C – Current Funding Statement.

DocuSigned by:


 authorized Official

8/5/2020

 Date



SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Independent Auditors' Reports as Required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Government Auditing Standards* and Related Information

December 31, 2018

(With Independent Auditors' Report Thereon)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

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KPMG LLP
345 Park Avenue
New York, NY 10154-0102

Independent Auditors' Report

The Board of Trustees
Save the Children Federation, Inc.:

We have audited the accompanying consolidated financial statements of Save the Children Federation, Inc. and related entities (the Organization), which comprise the consolidated statement of financial position as of December 31, 2018, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of Save the Children Federation, Inc. and its related entities as of December 31, 2018, and the changes in their net assets and their cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.



I-2

Emphasis of Matter

As discussed in Note 2(q) to the consolidated financial statements, in 2018 Save the Children Federation, Inc. adopted new accounting guidance, Accounting Standards Update 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited the Save the Children Federation Inc.'s 2017 consolidated financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated May 22, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended December 31, 2017 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived before the adjustments to adopt ASU 2016-14. As part of our audit of the 2018 consolidated financial statements, we also audited the adjustments described in note 2(q) that were applied to adopt ASU 2016-14 retrospectively in the 2017 consolidated financial statements. In our opinion, such adjustments are appropriate and have been properly applied.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying schedule of computation of indirect cost rates for the year ended December 31, 2018 is presented for purposes of additional analysis, as required by U.S. Agency for International Development and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the computation of indirect cost rates is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated May 20, 2019 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

KPMG LLP

May 20, 2019, except as to our report on the supplementary computation of indirect cost rates, for which the date is July 29, 2019

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Financial Position

December 31, 2018

(with comparative financial information as of December 31, 2017)

(In thousands)

Assets	2018	2017
Cash and cash equivalents (note 15)	\$ 40,809	76,641
Grants and contracts receivable (note 15)	52,551	53,109
Contributions receivable, net (note 7)	9,432	12,453
Inventory	1,057	988
Due from Save the Children International, net (notes 2(f) and 6)	34,832	15,908
Prepaid expenses and other assets	8,566	9,983
Investments (notes 3 and 4)	131,771	142,471
Assets of pooled income fund and charitable gift annuities (note 4)	3,061	3,564
Property, plant and equipment, net (note 8)	10,549	9,887
Beneficial interests in perpetual trusts held by third parties (note 4)	12,940	13,288
Total assets	<u>\$ 305,568</u>	<u>338,292</u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued liabilities	\$ 28,751	30,017
Deferred revenue (note 15)	50,802	60,843
Severance benefits for foreign national employees	166	323
Postretirement benefits other than pensions (note 11)	4,397	4,588
Total liabilities	<u>84,116</u>	<u>95,771</u>
Commitments and contingencies (notes 9, 10, 11, 13, 14, and 15)		
Net assets:		
Without donor restrictions:		
Undesignated	6,863	13,828
Board-designated operating reserve (note 2c)	1,111	—
Board-designated endowment (note 6)	93,137	97,603
Investment in property, plant and equipment	10,549	9,887
Total net assets without donor restrictions	<u>111,660</u>	<u>121,318</u>
With donor restrictions:		
Purpose restricted (notes 6 and 12)	63,859	75,169
Donor-restricted endowment corpus (notes 6 and 12)	32,993	32,746
Beneficial interests in perpetual trusts held by third parties (note 4)	12,940	13,288
Total net assets with donor restrictions	<u>109,792</u>	<u>121,203</u>
Total net assets	<u>221,452</u>	<u>242,521</u>
Total liabilities and net assets	<u>\$ 305,568</u>	<u>338,292</u>

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Activities

Year ended December 31, 2018

(with summarized comparative financial information for the year ended December 31, 2017)

(In thousands)

	2018			2017
	Without donor restrictions	With donor restrictions	Total	Total
Operating revenue:				
Contributions and private grants (note 2 (c))	\$ 229,639	94,990	324,629	343,086
U.S. government grants and contracts (note 15)	344,550	—	344,550	322,434
Sponsorships	—	74,528	74,528	69,768
Commodities and ocean freight (notes 2 (d), 5 and 15)	118,098	—	118,098	55,371
Fee for service contracts	2,133	—	2,133	4,804
Bequests	8,335	895	9,230	7,285
Net investment return appropriated for operations (notes 3 and 15)	4,992	1,146	6,138	6,137
Other	1,439	—	1,439	702
	709,186	171,559	880,745	809,587
Net assets released from restrictions	180,075	(180,075)	—	—
Total operating revenue	889,261	(8,516)	880,745	809,587
Operating expenses:				
Program services:				
Program activities (note 16)	159,759	—	159,759	136,672
Program activities-Save the Children International (note 16)	557,351	—	557,351	474,106
Program development and public policy support	57,081	—	57,081	53,191
Total program services	774,191	—	774,191	663,969
Supporting services:				
Management and general	27,279	—	27,279	24,515
Management and general-Save the Children International	16,610	—	16,610	13,886
Fund-raising	70,070	—	70,070	69,283
Total supporting services	113,959	—	113,959	107,684
Total operating expenses	888,150	—	888,150	771,653
(Deficiency) excess of operating revenue over expenses before net transfers	1,111	(8,516)	(7,405)	37,934
Net transfers from operating revenue:	(1,111)	—	(1,111)	(2,175)
(Deficiency) excess of operating revenue over expenses	—	(8,516)	(8,516)	35,759
Nonoperating activities:				
Net investment return (less than) appropriated for operations (note 3)	(10,139)	(2,900)	(13,039)	11,428
Foreign currency exchange (loss) gain	(405)	—	(405)	943
Endowment contributions	10	351	361	180
Transfer of bequest, net (note 2(c))	1,111	—	1,111	2,175
Contributions and changes in value of split-interest agreements	(233)	(348)	(581)	8,153
Total nonoperating activities	(9,656)	(2,897)	(12,553)	22,879
(Decrease) increase in net assets	(9,656)	(11,413)	(21,069)	58,638
Net assets at beginning of year	121,316	121,205	242,521	183,883
Net assets at end of year	\$ 111,660	109,792	221,452	242,521

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES
 Consolidated Statement of Functional Expenses
 Year ended December 31, 2018
 (with summarized comparative financial information for the year ended December 31, 2017)
 (In thousands)

	Program services			Supporting services			2018 Total	2017 Total
	Program activities (note 16)	Program development and public policy support	Total program services	Management and general	Fund-raising	Total supporting services		
Salaries	\$ 46,542	20,352	66,894	14,030	18,794	32,824	99,718	96,020
Employee fringe benefits (notes 10 and 11)	12,901	5,288	18,189	3,553	4,839	8,392	26,581	26,706
Total salaries and related expenses	59,443	25,640	85,083	17,583	23,633	41,216	126,299	122,726
Grants to and charges from Save the Children								
International	557,351	—	557,351	16,610	—	16,610	573,961	487,992
Grants to other agencies	69,392	271	69,663	345	928	1,273	70,936	48,031
Supplies, materials, etc.	10,571	264	10,835	1,335	1,124	2,459	13,294	12,952
Travel	6,460	2,806	9,266	879	1,212	2,091	11,357	11,121
Professional fees	7,195	5,021	12,216	4,112	16,965	21,077	33,293	26,679
Advertising (note 2(d))	—	19,373	19,373	6	12,285	12,291	31,664	32,644
Occupancy (note 13)	4,193	2,564	6,757	1,060	952	2,012	8,769	8,558
Printing	231	12	243	93	4,901	4,994	5,237	4,622
Telecommunications	481	347	828	264	1,802	2,066	2,894	2,641
Postage and shipping	478	184	662	37	2,951	2,988	3,650	2,999
Depreciation and amortization	658	64	722	977	654	1,631	2,353	2,588
Other	657	535	1,192	588	2,663	3,251	4,443	8,100
Total expenses	\$ 717,110	57,081	774,191	43,889	70,070	113,959	888,150	771,653

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Cash Flows

Year ended December 31, 2018

(with comparative financial information for the year ended December 31, 2017)

(In thousands)

	<u>2018</u>	<u>2017</u>
Cash flows from operating activities:		
(Decrease) increase in net assets	\$ (21,069)	58,638
Adjustments to reconcile (decrease) increase in net assets to net cash (used in) provided by operating activities:		
Depreciation and amortization	2,353	2,588
Loss on disposal of building and equipment	12	—
Change in gifts-in-kind and other inventory	(69)	400
Net depreciation (appreciation) in fair value of investments	7,947	(14,597)
Contributions restricted for long-term investment	(351)	(174)
Contributions and changes in value of split-interest agreements	348	(8,153)
Changes in operating assets and liabilities:		
Grants and contracts receivable	558	(2,397)
Contributions receivable	3,021	(1,722)
Due from Save the Children International, net	(20,097)	(7,531)
Prepaid expenses and other assets	1,417	(4,083)
Accounts payable and accrued liabilities	(1,266)	868
Deferred revenue	(10,041)	9,780
Severance benefits for foreign national employees	(157)	61
Postretirement benefits other than pensions	(191)	70
Net cash (used in) provided by operating activities	<u>(37,585)</u>	<u>33,748</u>
Cash flows from investing activities:		
Purchases of property, plant and equipment	(3,027)	(3,268)
Purchases of investments	(41,388)	(49,338)
Proceeds from sale of investments	44,141	51,556
Loan repayment from Save the Children International	1,173	861
Net cash provided by (used in) investing activities	<u>899</u>	<u>(189)</u>
Cash flows from financing activities:		
Contributions restricted for long-term investment	351	174
Contributions (distribution) of split interest agreements, net	503	(537)
Net cash provided by (used in) financing activities	<u>854</u>	<u>(363)</u>
Net (decrease) increase in cash and cash equivalents	<u>(35,832)</u>	<u>33,196</u>
Cash and cash equivalents at beginning of year	<u>76,641</u>	<u>43,445</u>
Cash and cash equivalents at end of year	<u>\$ 40,809</u>	<u>76,641</u>
Supplemental cash flow information:		
Donated goods and services	\$ 41,800	39,599
Commodities	118,098	55,371

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

(1) Organization and Purpose

Save the Children Federation, Inc. (SCUS) was established in 1932 and operates as a voluntary, nonsectarian, nonprofit organization in the United States of America and throughout the world providing services for children and community self-help assistance.

SCUS is a member of Save the Children Association (SCA), a Swiss membership organization. SCA currently has 30 independent, autonomous, nonprofit, private voluntary membership organizations that bear the name Save the Children or a related designation (the Members). SCA created Save the Children International (SCI), a United Kingdom based charitable entity, of which SCA is the sole member, and therefore, SCI is a wholly owned subsidiary of SCA.

In 2011, SCUS, in concert with the 29 other independent Members, entered into a series of agreements to create a single global program delivery platform through SCI. Under these agreements, SCUS works with other Members through the SCI platform to deliver nondomestic programs to benefit children. SCUS continues to design programs, coordinate with donors, and provide technical assistance to ensure program quality, monitoring, and reporting. The costs of implementing programs through the SCI structure are covered by program funds raised by SCUS (and other Members) and the allocation of administrative expenses among the Members.

In addition to the program delivery platform and cost-sharing, SCUS and other Members agreed to transfer certain in-country program assets to SCI to facilitate the delivery of programs overseas. SCUS started to transition country offices in 2011. As of December 31, 2018, one country office had not yet transitioned to SCI. SCUS is continuing to work towards transitioning this office to SCI and currently is operating under a pre-transition agreement.

SCUS Head Start Programs, Inc. (Head Start) began operations in 2012 as a voluntary, nonsectarian, nonprofit organization in the United States of America delivering early childhood development programming. SCUS is the sole member of Head Start, and accordingly, Head Start is a consolidated related entity.

Save the Children Action Network, Inc. (SCAN) was established in March 2014 as a nonprofit organization organized and operated exclusively for purposes related to the social welfare of children. SCUS is the sole member of SCAN, and accordingly, SCAN is a consolidated related entity.

(2) Summary of Significant Accounting Policies

(a) Basis of Accounting

The consolidated financial statements include the accounts of SCUS, Head Start, and SCAN (collectively, the Organization) and have been prepared using the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP). All significant intercompany account balances and transactions have been eliminated in consolidation.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

Net assets are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the Organization's net assets and changes therein are classified and reported as follows:

- Without donor restrictions – net assets that are not subject to donor-imposed restrictions or the donor-imposed restrictions have expired. As reflected in the accompanying consolidated financial statements and discussed below, the Organization's Board of Trustees has designated a portion of these net assets as an operating reserve for bequests received in excess of \$4,500 (note 2(c)) and board-designated endowment.
- With donor restrictions – net assets that are subject to donor-imposed restrictions. These include net assets that are subject to time or purpose restrictions and donor restricted endowments. Assets with time or purpose restrictions are satisfied either by the passage of time or by actions of the Organization. Donor restricted endowments must be maintained permanently by the Organization and only the income may be used as specified by the donor. Donor restricted endowments consist primarily of the historical dollar value of contributions to donor-restricted endowment funds.

Revenue is reported as increases in net assets without donor restrictions unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. If an expense is incurred for a purpose for which net assets with donor restrictions are available, a donor-imposed restriction is fulfilled to the extent of the expense incurred. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported as release from restrictions in the consolidated statement of activities. Gains and losses on investments are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by donors or by law.

(b) Grants and Contracts

The Organization receives funding under grants and contracts from the government of the United States of America, United Nations agencies, and other public and private grantors, for direct and indirect program costs and to provide certain whole or partial sub-grants to other agencies. This funding is subject to contractual restrictions, which must be met through incurring qualifying expenses for particular programs.

Revenue from grants and contracts is recognized only when funds are utilized by the Organization to carry out the activity stipulated in the grant or contract agreement. Grants and contracts receivable represent amounts due from funding organizations for reimbursable expenses incurred. Cash received under grants and contracts in advance of incurring the related expenses is reported as deferred revenue.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

(c) Contributions

Contributions, which include unconditional promises to give, are recognized as revenue at fair value when received or pledged. Fair value is estimated giving consideration to anticipated future cash receipts (after allowance is made for uncollectible contributions) and discounting anticipated future cash receipts at a risk-adjusted rate for the duration of the donor's payment plan. Amortization of the discount is recorded as additional contribution revenue. An allowance for uncollectible contributions is estimated based upon prior year collection history and analysis of past-due amounts. Bequest income is recorded when the will has gone through probate, is declared legally valid, and the interests that the Organization has in a decedent's estate are reasonably estimated and assured to be received.

The Board of Trustees has established a threshold that any unrestricted bequest income recorded in operating activities in excess of \$4,500 will first make up any revenue shortfall in operating, and the remainder will be transferred to operating reserve board-designated in non-operating activities. The amounts transferred to board-designated fund shall address key strategic purposes as determined by the management team. In 2018 and 2017, respectively, of the excess bequest of \$3,385 and \$2,175, the organization has utilized \$2,724 and \$0 for operations and \$1,111 and \$2,175 as transfers to the board-designated operating reserve.

Contributions received with donor-imposed conditions are recognized as revenue when the conditions have been substantially met. Amounts received in advance of satisfying the donor-imposed conditions are reported as deferred revenue until the conditions are met.

(d) Donated Services, Commodities, and Gifts-in-Kind

Donated services are reported as contributions and expenses in amounts equal to their estimated fair value on the date of receipt.

A substantial number of individuals have volunteered significant amounts of their time to program and supporting functions; however, these services do not meet the criteria for recognition in accordance with U.S. generally accepted accounting principles and, therefore, are not recorded in the accompanying consolidated financial statements.

Approximately \$23,000 and \$26,000, respectively, of in-kind media and broadcast time in the form of public service announcements was received during the years ended December 31, 2018 and 2017. A third party is engaged to assist in arriving at the estimated fair value of such public service announcements using billing rates normally charged to other customers under similar circumstances.

Gifts-in-kind (GIK) are reported as contributions at their estimated fair value on the date of receipt and reported as expense when utilized. GIK are valued based upon estimates of fair market or wholesale values that would be received for selling the goods in their principal market considering their condition and utility for use at the time the goods are contributed by the donor. Donated GIK are not sold and goods are only distributed for program use.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

Pharmaceutical GIK contributions are valued using a hierarchy of pricing inputs that approximates wholesale prices overseas where the GIK are distributed. The International Drug Price Indicator is the primary source for the exit market value. Approximately \$230 and \$620 respectively, of in-kind pharmaceuticals were received during the years ended December 31, 2018 and 2017.

Non-pharmaceutical GIK contributions received have been valued at their estimated wholesale value, or, in the absence of a wholesale value, using "like-kind" methodology that references U.S. wholesale pricing data for similar products. Approximately \$18,400 and \$12,700 respectively, of non-pharmaceutical in-kind gifts were received during the years ended December 31, 2018 and 2017.

Donated commodities are reported at fair value and recognized as revenue and expense when the commodities are distributed for program purposes and received by the recipients.

Food commodities supplied to the Organization through U.S. government programs managed by U.S. Agency for International Development (USAID) or U.S. Department of Agriculture (USDA) are valued according to commercial prices paid as stated on the purchase order and ocean bill of lading. USAID/USDA food commodities are procured by the Farm Service Agency, the procurement arm of USDA that purchases all food commodities on behalf of international nongovernmental organizations (NGOs) and the World Food Program (WFP), on the U.S. commercial market using funds granted to the Organization.

Other WFP contracts procure commodities through the conduct of its own competitive tender solicitations in various countries around the world. The value of those commodities is the amount WFP pays to its commercial vendors. The freight portion of the WFP commodity value is the amount WFP pays to carriers who are contracted through the solicitation of competitive offers.

(e) Split-Interest Agreements

Split-interest agreements consist of charitable gift annuities, charitable remainder unitrusts, charitable lead annuity trusts, pooled income funds, and perpetual trusts. Such split-interest agreements provide for payments to the donors or their beneficiaries based upon either the income earned on related investments or the specified annuity amounts. Assets held under these arrangements are reported at fair value in the accompanying consolidated statement of financial position. Contribution revenue is recognized at the date of the trust or the annuity contract are established, and liabilities are recorded for the present value of the estimated future payments expected to be made to the donors and/or other beneficiaries. The liabilities are adjusted annually for changes in the life expectancy of the donor or beneficiary, amortization of the discount, and other changes in the estimate of future payments and recognized as a non-operating activity. The liability related to split-interest agreements is included in accounts payable and accrued liabilities in the accompanying consolidated statement of financial position.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

(f) Functional Expenses

The Organization allocates expenses on a functional basis among its various programs and supporting services. Expenses that can be identified with a specific program or supporting service are reported accordingly. Other expenses that are common to several functions are allocated by various statistical bases which attribute the cost to functional categories. Statistical bases utilized include square footage occupied by business units and estimated time and effort supporting other functions.

The organization conducts activities related to fundraising that have elements of other functions, such as program services (advocacy), for which expenses are allocated (joint costs). For 2018, the total expense included in the allocation is \$19,294 and \$22,926 for 2018 and 2017, respectively. Of the totals, \$10,014 and \$9,929 is allocated to program services and \$9,280 and \$12,997 are allocated to supporting services, in 2018 and 2017, respectively. These costs include GIK for media and broadcast time, salaries for staff dependent on the nature of work, and campaigns which are reviewed for intent of messaging and nature of support.

Other represents the aggregate of various other program service costs (community labor expense and cash transfer programs) and items not individually classified in the accompanying consolidated statement of functional expenses due to their varying nature and amount from year to year (includes items such as event expense, reference materials, bad debt and membership fees).

Program activities include costs of the Organization associated with the delivery of programs relating to emergencies, education, health and nutrition, hunger, livelihoods, HIV/AIDS, child protection, and child rights governance. Program activities – SCI includes these activities implemented through SCI. Program development and public policy support relate to the development and technical support of programs and the advocacy efforts in support of the children. Management and general – SCI represents the Organization's payment of SCI's management and general expense.

Due from SCI, net includes the amounts advanced for program operations and working capital to achieve programmatic objectives.

(g) Measure of Operations

The Organization includes in its measure of operations all revenues and expenses that are integral to its program services and supporting services. The measure of operations for the years ended December 31, 2018 and 2017 includes investment return appropriated for operations and excludes investment returns in excess of or less than the amount appropriated for operations, transfers to board-designated, bequests in excess of \$4,500 after any operating shortfall, increases or decreases in donor-restricted endowment funds, foreign currency exchange gains/losses, endowment contributions and changes in value of split-interest agreements, and other nonrecurring transactions.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

(h) Foreign Currency Translation

Assets and liabilities denominated in foreign currencies are translated into U.S. dollars, the reporting currency at exchange rates in effect at the consolidated statement of financial position date, and revenue and expenses are translated at rates which approximate those in effect on transaction dates. Net transaction and translation gains and losses are included as foreign currency exchange gain or loss in the accompanying consolidated statement of activities.

(i) Cash and Cash Equivalents

The Organization considers all highly liquid debt instruments purchased with original maturities of three months or less, other than those held as part of the investment portfolio, to be cash equivalents.

(j) Investments

Investments with readily determinable fair values are reported at fair value based upon quoted market prices or published net asset values for alternative investments with characteristics similar to a mutual fund. Other alternative investments (nontraditional, not readily marketable vehicles) such as certain hedge funds, private equity, alternative hedged strategies and real assets are reported at net asset value, as a practical expedient for estimated fair value, as provided by the investment managers of the respective funds. These values are reviewed and evaluated by the Organization's management for reasonableness. The reported values may differ from the values that would have been reported had a ready market for these investments existed. All other investments are stated at fair value based upon quoted market prices in active markets.

Purchases and sales of securities are recorded on a trade-date basis. Realized gains and losses are determined on the basis of average cost of securities sold and are reflected in the consolidated statement of activities. Dividend income is recorded on the ex-dividend date, and interest income is recorded on an accrual basis.

(k) Fair Value Measurements

Fair value is defined as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. U.S. GAAP requires the Organization to disclose the fair value of each of its assets and liabilities based on the level of observable inputs. The three levels of the fair value hierarchy are as follows:

- Level 1 inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that a reporting entity has the ability to access at the measurement date or published net asset value for alternative investments with characteristics similar to a mutual fund.
- Level 2 inputs are inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.
- Level 3 inputs are unobservable inputs for the asset or liability.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

The level in the fair value hierarchy within which a fair value measurement falls, in its entirety, is based on the lowest level input that is significant to the fair value measurement.

(l) Property, Plant and Equipment

Property, plant and equipment are stated at cost if purchased or fair value on date of contribution. Depreciation and amortization are computed on a straight-line basis over the estimated useful lives of the respective assets. Capitalizable costs incurred in connection with ongoing capital projects are recorded as systems and construction in progress. These costs will be reclassified into categories and depreciated once placed in service.

The estimated useful lives by asset class are as follows:

	<u>Years</u>
Buildings	25–50
Buildings improvements	10
Vehicles	5
Furniture and office equipment	5
Software and computer equipment	3–5

(m) Tax Status

The Internal Revenue Service has ruled that, pursuant to Section 501(c)(3) of the Internal Revenue Code (the Code), SCUS and Head Start are exempt from federal income taxes and are publicly supported organizations, as defined in Section 509(a)(1) of the Code. Effective March 11, 2014, the Internal Revenue Service determined that SCAN is exempt from federal income tax under Section 501(c)(4) of the Code. As not-for-profit organizations, SCUS, Head Start, and SCAN are also exempt from state and local income taxes.

The Organization follows the guidance of Accounting Standards Codification 740, *Income Taxes*, related to uncertainties in income taxes, which prescribes a threshold of more likely than not for recognition and derecognition of tax positions taken or expected to be taken in a tax return. The Organization believes it has taken no significant uncertain tax positions.

(n) Use of Estimates

The preparation of consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates made in the preparation of the consolidated financial statements include fair value of alternative investments, net realizable value of contributions receivable, fair value of GIK and commodities, and functional expense allocations. Actual results could differ from those estimates.

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(o) Inventory

Inventory consists of program materials and emergency response supplies not used as of December 31st. Inventory is recorded at cost on purchase, while contributed inventory is recorded at fair value. Inventory is deducted and expensed when used and distributed.

(p) Presentation of Certain Prior Year Information

The consolidated statements of activities and functional expenses include certain prior year summarized consolidated financial information for comparative purposes only such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the Organization's consolidated financial statements for the year ended December 31, 2017 from which the summarized information was derived.

(q) New Accounting Pronouncements

During 2018, the Organization adopted Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit Entities* (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 reduces the number of net assets from three to two: net assets without donor restrictions, previously reported as unrestricted net assets, and net assets with donor restrictions, previously reported as temporarily restricted net assets and permanently restricted net assets. Additionally, a main provision of this guidance includes recognition of underwater endowment funds as a reduction in net assets with donor restrictions. The guidance also expands the quantitative and qualitative disclosures regarding liquidity and availability of resources and requires expenses to be reported by both their natural and functional classification in one location. The Organization applied the changes retrospectively.

	ASU 2016-14 classifications		
	Without donor restrictions	With donor restrictions	Total
Reclassifications as of December 31, 2016:			
Endowment net assets at December 31, 2016	\$ 89,108	35,280	124,388
Reclassification of underwater endowments to implement ASU 2016-14	434	(434)	—
Endowment net assets at December 31, 2016, as adjusted (note 6)	<u>\$ 89,542</u>	<u>34,846</u>	<u>124,388</u>
Reclassifications as of December 31, 2017:			
Investment return, net	\$ 12,885	4,070	16,955
Reclassification of underwater endowments to implement ASU 2016-14	(697)	697	—
Investment return, net as adjusted (note 6)	<u>\$ 12,188</u>	<u>4,767</u>	<u>16,955</u>

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	ASU 2016-14 classifications		
	Without donor restrictions	With donor restrictions	Total
Spending rate	\$ (4,769)	(1,185)	(5,954)
Reclassification of underwater endowments to implement ASU 2016-14	265	(265)	—
Spending rate as adjusted (note 6)	\$ (4,504)	(1,450)	(5,954)

The FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers* (Topic 606) – This ASU clarifies the principles for recognizing revenue and creates a common revenue standard for U.S. GAAP and International Financial Reporting Standards. This ASU is effective for the year ending December 31, 2019.

The FASB issued ASU No. 2016-02, *Leases* (Topic 842) – This guidance is designed to increase transparency and comparability among organizations by recognizing lease assets and lease liabilities on the statement of financial position and disclosing key information about leasing agreements. This ASU is effective for the year ending December 31, 2020.

The FASB issued ASU No. 2018-08, *Not-for-Profit Entities* (Topic 958): *Clarifying the Scope of the Accounting Guidance for Contributions Received and Contributions Made* – This ASU is intended to clarify and improve the scope and accounting guidance for contributions received and contributions made. The ASU is effective for the year ending December 31, 2019.

(r) Reclassifications

Reclassifications were made to certain 2017 amounts to conform to the current year presentation.

(3) Investments

Investments consisted of the following at December 31, 2018 and 2017:

	Fair value	
	2018	2017
Cash equivalents	\$ 8,909	10,280
Fixed income	18,071	16,940
Public equity	60,022	85,462
Private equity	634	37
Alternative hedged strategies	26,945	29,537
Real assets	17,190	215
	\$ 131,771	142,471

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The Organization is obligated under certain limited partnership investment fund agreements to advance additional funding periodically up to specified levels. Unfunded commitments as of December 31, 2018 were not material.

Information pertaining to investment strategies is as follows:

- Cash equivalents provide short term liquidity and serve as a funding source for distributions and rebalancing.
- The fixed income category comprises strategies that invest principally in debt instruments issued by governments or companies or through the securitization of certain types of collateral. Fixed income provides stability and protection in deflationary environments.
- The public equity category comprises investment strategies that invest principally in publicly traded equity securities. These strategies are generally designed with reference to a benchmark that itself comprises equity securities that are traded on a recognized exchange. Public equities may include hedge funds whose investment objectives are benchmarked to equity markets.
- The private equity category comprises investment strategies that invest principally in privately issued equity-related securities. This category includes strategies that participate in venture capital, leveraged buyouts and control-oriented distressed situations.
- The alternative hedged strategies category comprises strategies that seek to generate return streams that are not highly correlated to broad capital markets and that rely less on the general direction of capital markets to produce positive returns. These strategies may take a variety of forms including long or short positions in the public equity or credit markets that seek to capitalize on perceived mispricing or on the anticipated outcome of an "event," such as a merger or bankruptcy proceeding. Alternative hedged strategies are employed to offer market comparable returns with lower expected volatility.
- Real assets comprise strategies that invest in securities relating to real estate. This strategy provides the portfolio with a diversified hedge against inflation as well as a yield component. As of December 31, 2017, the real assets strategy consisted of a real estate investment trust. As of December 31, 2018, the real assets strategy consisted of the same real estate investment trust as prior year plus a new investment in a real asset non-lending common trust fund. Investments within this new strategy include commodities, global natural resource stocks, global infrastructure stocks, U.S. real estate investment trusts, and treasury inflation protected securities.

The above asset categories are managed to create a portfolio effect to balance risk and return to meet investment objectives.

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(4) Fair Value Measurements

The following table presents investments by strategy and fair value as of December 31, 2018:

	Assets at fair value as of December 31, 2018				
	Measured at NAV	Level 1	Level 2	Level 3	Total
Long-term investment strategies:					
Cash equivalents	\$ —	8,909	—	—	8,909
Fixed income:					
Domestic mutual funds	—	7,472	—	—	7,472
Common collective trust fund	10,599	—	—	—	10,599
Equity:					
Domestic	—	5,004	—	—	5,004
Hedge funds	55,018	—	—	—	55,018
Private equity	634	—	—	—	634
Alternative hedged strategies	26,945	—	—	—	26,945
Real assets:					
Real estate investment trust	279	—	—	—	279
Mutual funds	—	16,911	—	—	16,911
Total investments	\$ 93,475	38,296	—	—	131,771
Assets of Pooled Income Funds (PIF) and Charitable Gift Annuities (CGA):					
Cash equivalents	\$ —	59	—	—	59
Fixed income	561	98	227	—	886
Public equity	1,842	274	—	—	2,116
Total assets of PIF and CGA	\$ 2,403	431	227	—	3,061
Beneficial interests in perpetual trusts held by third parties	\$ —	—	—	12,940	12,940

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	Assets at fair value as of December 31, 2017				
	Measured at NAV	Level 1	Level 2	Level 3	Total
Long-term investment strategies:					
Cash equivalents	\$ —	10,280	—	—	10,280
Fixed income:					
Domestic mutual funds	—	2,766	—	—	2,766
Common collective trust fund	9,740	—	—	—	9,740
Domestic government securities	—	4,433	1	—	4,434
Equity:					
Domestic	—	8,224	—	—	8,224
Global	—	6,020	—	—	6,020
Common collective trust fund	—	—	—	—	—
Hedge funds	71,218	—	—	—	71,218
Private equity	37	—	—	—	37
Alternative hedged strategies	29,537	—	—	—	29,537
Real assets:					
Real estate investment trust	215	—	—	—	215
Total investments	\$ 110,747	31,723	1	—	142,471
Assets of Pooled Income Funds (PIF) and Charitable Gift Annuities (CGA):					
Cash equivalents	\$ —	39	—	—	39
Fixed income	555	132	168	—	855
Public equity	2,267	403	—	—	2,670
Total assets of PIF and CGA	\$ 2,822	574	168	—	3,564
Beneficial interests in perpetual trusts held by third parties	\$ —	—	—	13,288	13,288

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The following table includes a rollforward for the years ended December 31, 2018 and 2017 for financial instruments classified within Level 3.

	Perpetual trusts
Balance, December 31, 2016	\$ 5,135
Distributions	—
Contributions	—
Fees	—
Net appreciation	<u>8,153</u>
Balance, December 31, 2017	13,288
Distributions	—
Contributions	—
Fees	—
Net depreciation	<u>(348)</u>
Balance, December 31, 2018	<u>\$ 12,940</u>

Investments measured at net asset value contain various monthly, quarterly, and annual redemption restrictions with required written notice ranging from 1 to 90 days. In addition, certain of these investments are restricted by lockup periods. As of December 31, 2018, the following table summarizes the composition of such investments by the various redemption and lockup provisions:

Redemption period	Days notice for redemption	Amount
Monthly:		
Fixed income – common collective trust fund and public equity – hedge funds	5–30	\$ 21,502
Quarterly:		
Equity – hedge funds	30–60	27,590
Annually:		
Alternative hedged strategies	30–90	13,329
Lockup (a):		
Equity-hedge funds	Not applicable	16,525
Alternative hedged strategies	Not applicable	13,616
Private equity	Not applicable	634
Real estate investment trust	Not applicable	279
Pooled income funds and gift annuity	Not applicable	<u>2,403</u>
Total		<u>\$ 95,878</u>

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(a) The amounts subject to redemption lockups at December 31, 2018 that are set to expire are as follows:

<u>Fiscal year</u>	<u>Amount</u>
2019:	
Private equity	\$ 634
Real estate investment trust	279
Alternative hedged strategies	5,894
2020:	
Alternative hedged strategies	13,616
2022:	
Equity - hedge funds	10,631
2024 and beyond:	
Assets of PIF and CGA	<u>2,403</u>
Total	<u>\$ 33,457</u>

(5) Commodities and Ocean Freight

During the years ended December 31, 2018 and 2017, the Organization was granted and distributed certain agricultural commodities under famine relief and food aid contracts with the U.S. government, WFP, United Nations High Commissioner for Refugees (UNHCR) and Catholic Relief Services (CRS) (from USAID and the government of Ethiopia). The Organization also received and distributed medical commodities under agreements with The Global Fund. The commodities, and related ocean freight where applicable, are detailed below:

	<u>Commodity type</u>	<u>2018</u>	<u>2017</u>
World Food Programme	Agricultural	\$ 102,000	34,342
The Global Fund	Pharmaceutical	8,887	11,050
Catholic Relief Services from USAID	Agricultural	5,318	8,404
United States Department of Agriculture	Agricultural	1,801	1,271
United Nations High Commissioner for Refugees	Agricultural	92	—
Catholic Relief Services from government of Ethiopia	Agricultural	<u>—</u>	<u>304</u>
		<u>\$ 118,098</u>	<u>55,371</u>

(6) Endowments

The Organization's endowment consists of 92 individual funds established for a variety of purposes and includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by U.S. GAAP, net assets associated with endowment funds, including funds

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designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Interpretation of Relevant Law

The Organization is subject to the State of Connecticut's version of the Uniform Prudent Management of Institutional Funds Act (CUPMIFA). Based on the interpretation of CUPMIFA by the Board of Trustees of the Organization, applicable accounting guidance, and absent explicit donor stipulations to the contrary, the Organization classifies net assets of a perpetual nature with donor restrictions as (a) the original value of gifts donated to the donor restricted endowment, (b) the original value of subsequent gifts to the donor restricted endowment, and (c) accumulations to the donor restricted endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not held in perpetuity is classified as net assets with donor restrictions until those amounts are appropriated for expenditure by the Board of Trustees of the Organization in a manner consistent with the standard of prudence prescribed by CUPMIFA. In accordance with CUPMIFA, the Organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund
- The purposes of the Organization and the donor-restricted endowment fund
- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of the Organization
- The investment policies of the Organization
- Funds with deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the original dollar value of the endowment fund or the level specifically required to be retained by the donor. The Organization considers prudence in maintaining an endowment fund in perpetuity. So while spending may occur from an endowment fund whose fair value is below its historic value, the organization has determined that its policies will continue the perpetual nature of the endowment over time. Deficiencies of this nature, which are reported in net assets with donor restrictions, were \$678 and \$2 as of December 31, 2018 and 2017, respectively. These funds had an original gift value of \$14,130 and \$228 and a fair value of \$13,452 and \$226 as of December 31, 2018 and 2017, respectively. These deficiencies resulted from unfavorable market fluctuations.

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(b) Return Objectives and Risk Parameters

The Organization has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Organization must hold in perpetuity or for donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce a real return, net of inflation and investment management costs of at least 4.5% over the long term while shouldering an acceptable level of risk and maintaining adequate liquidity. Actual returns in any given year may vary from this amount.

(c) Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Organization relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Organization targets a diversified asset allocation that places a greater emphasis on equity-based and alternative investments to achieve its long-term objective within prudent risk constraints.

(d) Spending Policy and How the Investment Objectives Relate to Spending Policy

The policy governing the investment of the Organization's endowment is twofold: to provide a reasonable and prudent level of currently expendable income in accordance with the spending policy set by the Finance and Administration Committee of the Organization's Board of Trustees at 4.5% (in 2018 and 2017) of the average of the endowment's total market value for the 12 quarters ending June 30 of the previous year in which distribution is planned; and to support the Organization and its mission over the long term by ensuring that the future growth of the endowment is sufficient to offset normal inflation plus reasonable spending, thereby preserving the constant dollar value and purchasing power of the endowment for the benefit of future generations of children in need.

The Finance and Administration Committee, after consideration of the factors provided in CUPMIFA, approved a policy which states that, absent donor-imposed directions, it is prudent given the current market climate to apply the current spending policy to below historic value funds until such funds hit the threshold of 50% of historic value.

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At December 31, 2018 and 2017, endowment net assets, excluding beneficial interests in perpetual trusts held by third parties, consist of the following:

	2018		
	Without donor restrictions	With donor restrictions	Total
Donor-restricted funds	\$ —	34,986	34,986
Board-designated funds	93,137	—	93,137
Total endowments	<u>\$ 93,137</u>	<u>34,986</u>	<u>128,123</u>
	2017		
	Without donor restrictions	With donor restrictions	Total
Donor-restricted funds	\$ —	38,343	38,343
Board-designated funds	97,603	—	97,603
Total endowments	<u>\$ 97,603</u>	<u>38,343</u>	<u>135,946</u>

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Changes in endowment net assets for the years ended December 31, 2018 and 2017 consisted of the following:

	<u>Without donor restrictions</u>	<u>With donor restrictions</u>	<u>Total</u>
Endowment net assets, December 31, 2016	\$ 89,542	34,846	124,388
Investment return, net	12,188	4,767	16,955
Contributions	—	180	180
Member growth loan repayment	861	—	861
Transfer to/from board designated funds	(484)	—	(484)
Spending rate	<u>(4,504)</u>	<u>(1,450)</u>	<u>(5,954)</u>
Endowment net assets, December 31, 2017	<u>97,603</u>	<u>38,343</u>	<u>135,946</u>
Investment return, net	(5,491)	(2,160)	(7,651)
Contributions	10	351	361
Member loan repayment	1,173	—	1,173
Transfer to/from board designated funds	4,098	—	4,098
Spending rate	<u>(4,256)</u>	<u>(1,548)</u>	<u>(5,804)</u>
Endowment net assets, December 31, 2018	<u>\$ 93,137</u>	<u>34,986</u>	<u>128,123</u>

On August 1, 2014, the Organization entered into a three-year loan agreement with SCI to help fund the Member Growth Fund, a fund established by SCI to help smaller Members with their growth strategies. The Organization agreed to loan up to \$6,000 to be disbursed in 2014 and 2015. These loans bear interest at 4% per annum. As of December 31, 2018 and December 31, 2017, loan principal of \$399 and \$1,572, respectively, is outstanding and included in amounts due from Save the Children International, net in the accompanying consolidated statement of financial position. Board-designated endowment funds were used to fund the loan disbursements to SCI. Any repayment of such loans, including interest, was transferred back to the endowment. Principal loan repayments during 2018 and 2017 totaled \$1,173 and \$861, respectively.

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(7) Contributions Receivable, Net

Contributions receivable consisted of the following as of December 31, 2018 and 2017:

	<u>2018</u>	<u>2017</u>
Pledges receivable:		
Due within one year	\$ 4,977	7,306
Due within two to five years	4,038	4,715
	<u>9,015</u>	<u>12,021</u>
Less discount to present value (average rate of 0.12% to 2.54%)	<u>(90)</u>	<u>(82)</u>
Pledges receivable, net	8,925	11,939
Charitable remainder unitrusts receivable	<u>507</u>	<u>514</u>
Total contributions receivable, net	<u>\$ 9,432</u>	<u>12,453</u>

At December 31, 2018 and 2017, amounts receivable from two donors represents approximately 33% and 44% respectively, of the net contributions receivable.

(8) Property, Plant and Equipment, Net

Property, plant and equipment consisted of the following as of December 31, 2018 and 2017:

	<u>2018</u>	<u>2017</u>
Land	\$ 2	2
Buildings and improvements	539	539
Software and computer equipment	20,177	15,066
Vehicles	716	716
Furniture and office equipment	<u>145</u>	<u>209</u>
	21,579	16,532
Accumulated depreciation and amortization	(14,379)	(12,080)
Systems and construction in progress	<u>3,349</u>	<u>5,435</u>
Total property, plant and equipment, net	<u>\$ 10,549</u>	<u>9,887</u>

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(9) Lines of Credit

The Organization maintains two \$15,000 revolving lines of credit, totaling \$30,000. These lines of credit expire July 31, 2019 and September 10, 2019, respectively. Borrowings under these lines of credit bear interest at the 1 month LIBOR plus 0.70%. As of December 31, 2018 and 2017, there were no borrowings outstanding under such agreements nor any borrowings during fiscal year 2018 or 2017.

(10) Employee Benefits

The Organization maintains two defined contribution plans covering all eligible employees. The plans require the Organization to contribute 4% of each eligible employee's compensation and match 100% of the first 4% contributed by each eligible employee. During the years ended December 31, 2018 and 2017, total pension expense under the defined contribution plans was \$5,689 and \$5,652, respectively.

The Organization has a self-insured group health benefit plans, including comprehensive medical, dental and prescription drug coverage. For 2018, the individual stop loss limit is \$125 per person and the aggregate maximum is \$14,733 in claims.

(11) Postretirement Benefits Other than Pensions

In addition to providing pension benefits, the Organization provides healthcare benefits for certain retired employees. To be eligible for these benefits, employees must complete at least 10 years of service and have reached age 55. Dental, life, and accidental death and dismemberment benefits for participants who retired before October 1, 1995 are also provided. The expected cost of providing postretirement benefits to employees and their beneficiaries and covered dependents, if applicable, is accrued during the years that the employees render service. The following tables set forth amounts relating to postretirement benefits other than pensions recognized as of and for the years ended December 31, 2018 and 2017:

	<u>2018</u>	<u>2017</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 4,588	4,518
Service cost	267	227
Interest cost	150	161
Plan participant contributions	188	188
Actuarial loss	(488)	(96)
Benefits paid	<u>(308)</u>	<u>(410)</u>
Benefit obligation at end of year	<u>4,397</u>	<u>4,588</u>

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	<u>2018</u>	<u>2017</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	\$ —	—
SCUS contribution	120	222
Plan participant contributions	188	188
Benefits paid	<u>(308)</u>	<u>(410)</u>
Fair value of plan assets at end of year	<u>—</u>	<u>—</u>
Postretirement benefits other than pensions liability	<u>\$ 4,397</u>	<u>4,588</u>
Components of net periodic benefit cost:		
Service cost	\$ 267	227
Interest cost	150	161
Amortization of prior service cost	—	—
Amortization of net loss	<u>—</u>	<u>—</u>
Net periodic benefit cost	<u>\$ 417</u>	<u>388</u>
Assumption used for benefit obligation as of December 31, 2018 and 2017:		
Discount rate	4.02 %	3.37 %
Assumptions used for benefit cost for the years ended December 31, 2018 and 2017:		
Discount rate	3.37 %	3.70 %
The components of postretirement benefit cost other than net periodic benefit cost for the years ended December 31, 2018 and 2017, reported in fringe benefit expenses:		
Net actuarial gain (loss)	\$ <u>(488)</u>	<u>(96)</u>
Total	<u>\$ (488)</u>	<u>(96)</u>
Amounts not yet recognized as a component of net periodic benefit cost as of December 31, 2018 and 2017:		
Net actuarial gain	\$ <u>(752)</u>	<u>(264)</u>
Total	<u>\$ (752)</u>	<u>(264)</u>

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The following future benefit payments, which reflect expected future service, as appropriate, are expected to be paid as follows:

<u>Years</u>	<u>Amount</u>
2019	\$ 277
2020	296
2021	290
2022	296
2023	308
2024-2028	1,676

The benefit obligation takes into account several assumptions, including the incidence and magnitude of medical claims by age, medical trend, employee turnover, and mortality. The mortality assumption includes projections of improved longevity in the future. The medical trend assumption has limited impact on the benefit obligation because of the organization capping its cost portion at January 1, 2001 levels. Effective January 1, 2002, retirees began paying for cost increases in excess of the January 1, 2001 levels.

The Organization has not identified any provisions of the Patient Protection and Affordable Care Act and the Health Care and Education Reconciliation Act that would be expected to have a significant impact on the measured obligation at December 31, 2018 and 2017.

(12) Net Assets with donor restrictions

Net assets with donor restrictions are available for the following purposes for the years ended December 31, 2018 and 2017, inclusive of appreciation on endowment corpus of \$1,993 and \$5,597, respectively.

	<u>2018</u>	<u>2017</u>
Asia programs	\$ 1,875	2,398
Middle East/Eurasia programs	930	2,138
Africa programs	922	1,500
Latin America/Caribbean programs	253	1,980
U.S. programs	24,660	27,799
International programs including match	2,110	2,309
Sector/thematic programs (emergency, education, health, etc.)	19,479	20,104
GIK programs	1,006	1,323
Other	12,624	15,618
Beneficial interest in perpetual trusts	12,940	13,288
Endowment corpus	32,993	32,746
	<u>\$ 109,792</u>	<u>121,203</u>

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

(13) Lease Commitments

The following is a schedule of the minimum future lease commitments for operating leases having initial or remaining non-cancelable lease terms greater than one year as of December 31, 2018:

<u>Years</u>	<u>Amount</u>
2019	\$ 4,717
2020	4,545
2021	4,568
2022	4,609
2023	4,637
Thereafter	<u>33,182</u>
	<u>\$ 56,258</u>

Rent expense, included in occupancy on the consolidated statement of functional expenses, amounted to \$5,857 and \$5,800 for the years ended December 31, 2018 and 2017, respectively.

(14) Commitments and Contingencies

The Organization is involved in various legal proceedings and claims arising in the normal course of business. Management does not expect the ultimate resolution of these actions to have a material adverse effect on the Organization's financial position, changes in net assets, or cash flows.

The Organization receives funding from government agencies for various activities, which are subject to audit. Although such audits may result in disallowance of certain expenditures, which would be absorbed by the Organization, in management's opinion, the ultimate outcome of such audits would not have a significant effect on the financial position, changes in net assets, or cash flows of the Organization.

Government of Bolivia versus Save the Children (Bolivia)

SCUS is a cooperating sponsor with USAID in connection with USAID's Food for Peace (USAID/FFP) commodity distribution and monetization program in Bolivia. Due to a long unresolved disagreement between the Government of Bolivia and the Government of the United States and in contravention of bilateral agreements between the two governments, the Government of Bolivia began asserting claims in December 2008 of past due taxes on shipments imported by SCUS and other NGOs working with the USAID/FFP program. As of December 31, 2018, approximately 60 separate claims related to shipments between 2002 and 2009, with a value of approximately \$16,000 are pending before Bolivian courts. SCUS has filed objections and is defending each claim. Additionally, SCUS maintains no material assets in country. As of December 31, 2018, no amounts have been accrued relating to this matter due to the uncertainty of the outcome.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
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(Amounts in thousands)

(15) Significant Funders and Concentrations of Credit Risk

Revenue from U.S. government grants and contracts, including U.S. government commodities and ocean freight, represented 40.0% and 41.1% of total operating revenue for 2018 and 2017, respectively. During the years ended December 31, 2018 and 2017, 83.6% and 86.1%, respectively, of such U.S. government revenue were received from USAID through direct and pass-through awards. At December 31, 2018 and 2017, 61.4% and 68.0% of grants and contracts receivable and 3.9% and 2.3%, respectively, of deferred revenue received under grants and contracts were related to USAID. The operations of the Organization's programs at present levels are dependent upon continued funding from USAID.

Financial instruments that potentially subject the Organization to concentrations of credit risk consist principally of foreign cash and cash equivalents. At December 31, 2018 and 2017, 5.7% and 3.8%, respectively, of cash and cash equivalents (including liquid investments) were deposited in banks in foreign locations. In addition, at December 31, 2018 and 2017, 78.1% and 70.7%, respectively, of the Organization's cash and cash equivalents were held by a single institution, for which \$250 was insured by the Federal Deposit Insurance Corporation.

(16) Program Activities

A summary of program activities (without Program Development and Public Policy Support) by sector and type for the years ended December 31, 2018 and 2017 is as follows:

	2018							Total	FY 2017
	Emergencies	Education	Health & nutrition	Child poverty/livelihoods	HIV/AIDS	Child protection	Child rights governance		
Salaries	\$ 7,289	23,506	9,780	3,712	863	1,378	14	46,542	45,860
Employee fringe benefits	1,739	6,361	2,848	1,160	309	480	4	12,901	13,126
Total salaries and related expenses	9,028	29,867	12,628	4,872	1,172	1,858	18	59,443	58,986
Grants and charges from SCI	18,886	93,287	325,218	52,554	45,099	21,891	436	557,351	474,106
Grants to other agencies	23,810	29,466	5,926	7,957	64	2,038	131	69,392	45,832
Supplies, material, etc.	2,747	6,683	749	143	51	197	1	10,571	10,435
Travel	1,403	2,262	1,776	600	180	232	7	6,460	6,665
Professional fees	1,262	2,970	1,916	699	141	204	3	7,195	5,031
Occupancy	690	3,170	170	89	10	63	1	4,193	3,703
Printing	59	96	46	21	2	6	1	231	429
Telecommunications	95	305	43	18	2	18	—	481	551
Postage and shipping	144	118	60	8	1	147	—	478	472
Depreciation and amortization	162	312	97	60	7	20	—	658	808
Other	68	477	83	29	—	—	—	657	3,760
Total expenses	\$ 58,334	169,013	348,712	67,050	46,729	26,674	598	717,110	610,778

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

(17) Liquidity and Availability

The Organization regularly monitors liquidity required to meet its operating needs and other financial commitments, while also striving to maximize the investment of its available funds. The Organization maintains a financial resources policy that outlines acceptable investment vehicles for working capital, which includes reserves to be spent in the short-term on current activities, donor restricted funds meant to be spent down over a relatively short period of time to fund programs, and operating cash, which includes gifts without donor restrictions and with restriction or funds for operating needs. Per the policy, the Organization invests available cash needed for its general expenditures, liabilities, and other obligations in short-term investments, specifically interest bearing checking accounts, money market funds, and money market mutual funds.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Organization considers all expenditures related to its ongoing activities of providing services for children and community self-help assistance in the U.S. and throughout the world, as well as the conduct of activities to support those service operations to be general expenditures. In addition to the financial assets available to meet general expenditures over the next 12 months, the Organization operates with a balanced budget and anticipates collecting sufficient funds to cover general expenditures not covered by donor-restricted resources.

(Continued)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2018

(With summarized comparative financial information as of and
for the year ended December 31, 2017)

(Amounts in thousands)

Financial assets for general expenditures available within one year from December 31, 2018 are as follows:

	<u>2018</u>
Cash and cash equivalents	\$ 40,809
Grants and contracts receivable	52,551
Contributions receivable, net	9,432
Due from Save the Children International, net	34,832
Assets of pooled income fund and charitable gift annuities	3,061
Investments	<u>131,771</u>
Total financial assets	272,456
Add endowment spending rate	5,653
Less amounts unavailable for general expenditures within one year:	
Endowment funds restricted by donors of a perpetual nature	(32,993)
Unencumbered liquid assets required for line of credit	(35,000)
Contributions due beyond one year	(4,455)
Active PIF and CGA not yet terminated	(2,351)
Board-designated endowment	(93,137)
Board-designated operating reserve	<u>(1,111)</u>
Total financial assets available for general expenditure within one year	109,062
Other resources available:	
Lines of credit	<u>30,000</u>
Total financial assets and other resources available for general expenditure within one year	<u>\$ 139,062</u>

In addition to the financial assets and other resources available for general expenditure within one year, the Organization has board-designated endowment net assets without donor restrictions of \$93,137 that, while the Organization does not intend to spend these for purposes other than those identified, the amounts could be made available for current operations, with Board approval, if necessary. Furthermore, an operating reserve of \$1,111 was established by action of the Board and is funded from any annual budgeted or unbudgeted surpluses. Board approval is required to access funds from the operating reserve.

(18) Subsequent Events

In connection with the preparation of the consolidated financial statements, the Organization evaluated subsequent events from December 31, 2018 through May 20, 2019, which was the date the consolidated financial statements were available for issuance, and concluded that no additional disclosures are required.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES
 Schedule of Expenditures of Federal Awards
 Year Ended December 31, 2018

Federal/pass-through grantor/program or cluster title	Federal CFDA Number	Pass-through entity identifying number	Amounts passed through to subrecipients	Total federal expenditures
Corporation for National and Community Service; Foster Grandparent Program Direct Programs	94.011		\$ —	629,503
Total Corporation for National and Community Service			—	629,503
Delta Regional Authority; Delta Regional Authority	90.201		—	(160)
Total Delta Regional Authority			—	(160)
U.S. Agency for International Development (USAID); USAID Foreign Assistance for Programs Overseas Direct Programs	99.001		181,997,147	224,723,579
USAID Foreign Assistance for Programs Overseas Pass-through Programs From:				
Abt Associates-Nepal Strengthening Systems for Better Health	99.001	48977	155,270	231,472
Abt Associates-Zimbabwe Assistance Program in Malaria (ZAPIM)	99.001	45817	157,435	232,928
CORE Inc.-HQ Addressing Gaps in the Evidence for Health and Nutrition	99.001	CORE-110-40-2018	—	1,974
AGEXPORT-Guatemala Cultivando el Futuro	99.001	Not Specified	31,104	37,532
American Red Cross-Vietnam Building Resilience to Natural Hazards in Central Vietnam	99.001	Not Specified	201,104	242,386
CARE-Mozambique COSACA Drought Response	99.001	600/16	—	(5,737)
CARE-Mozambique COSACA Drought Response	99.001	AID-OFDA-G-16-00264	208,847	281,487
Catholic Relief Services (CRS)-Malawi DFAP CDF	99.001	MW.15.SUBAGR.8281.000P0248.01.00	1,676,169	2,148,416
Catholic Relief Services (CRS)-South Sudan RFSP 202e	99.001	SS.17.SUBAGR.8448.P1383-000.01.00	993,903	1,194,782
Catholic Relief Services (CRS)-South Sudan RFSP Non-Cash Commodity Food & Freight	99.001	SS.17.SUBAGR.8448.P1383-000.01.00	1,333,633	1,333,633
Centro de Aprendizagem e Capacitação da Sociedade-Mozambique Basic Education	99.001	SUB/CEC-AID 658-A-14-00011	87,057	106,634
Creative Associates International (CAI)-Guatemala Communities Building Peace Together (CBPT)	99.001	ON38500-SCF	57,096	72,852
Family Health International (FHI)-South Africa SPIRES	99.001	3569-023-8011-SAVE-01	—	(1,009)
Georgetown University Institute for Reproductive Health-HQ FACT Project	99.001	RX4270-808-STCF	24,538	42,799
Georgetown University Institute for Reproductive Health-Nepal FACT Project	99.001	410937_GR410980-SAVEAWD-4270806	412,666	618,042
Georgetown University Institute for Reproductive Health-HQ Passages	99.001	GR411224 GR410977-SAVEAWD-7771726	152,476	293,716
International Medical Corps (IMC)-HQ Global Nutrition Technical Surge Capacity-2015	99.001	AID-OFDA-G-15-00208/1	51,367	58,613
International Medical Corps (IMC)-HQ Global Nutrition Technical Surge Capacity-2018	99.001	103552.100.50	45,343	51,598
International Rescue Committee (IRC)-Ethiopia WASH Nutrition	99.001	Not Specified	377,552	455,592
JHPREGO-HQ Guinea Health Service Delivery	99.001	16-SBA-079	—	81,343
JHPREGO-Pakistan MNCH Services Project Sindh (MCHIP AA)	99.001	13-SBA-053	—	56,359
JHPREGO-HQ Expanding Maternal Neo Natal Services (EMAS)	99.001	12-SBA-004	—	2,085
JHPREGO-Bangladesh Maloni HSS AA MCHIP	99.001	14-SBA-005	6,843,566	8,360,782
JHPREGO-Kenya Aya County and National Support Program	99.001	18-SBA-056	2,072,553	2,648,442
JHPREGO-Zimbabwe MCHIP Associate Award - Global	99.001	14-SBA-020	—	(2,043)
JHPREGO-HQ Maternal & Child Survivor Program (MCSP) CORE	99.001	14-SBA-035	9,074,832	14,953,327
JHPREGO-Malawi Support to Service Delivery Excellence	99.001	12-SBA-007	—	(594)
John Snow Inc. (JSI)-HQ Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING)	99.001	JSI-11-00031-3	625,152	1,144,624
John Snow Inc. (JSI)-HQ Better Care Network PEPFAR	99.001	APC-GM-0073	—	(178)
John Snow Inc. (JSI)-Sierra Leone Supporting Comprehensive Programme for Ebola Survivors	99.001	APC-GM-0102	160,271	209,714
John Snow Inc. (JSI)-Sierra Leone Strengthening Health Services as Part of the Post-Ebola Transition	99.001	APC-GM-0089	—	(322)

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Schedule of Expenditures of Federal Awards
Year Ended December 31, 2018

Federal pass-through grantor/program or cluster title	Federal CFDA Number	Pass-through entity identifying number	Amounts passed through to subrecipients	Total Federal expenditures
Johns Hopkins University (JHU)-Bangladesh Social and Behavior Change Communication (SBCC)	98.001	20084-51350	\$ 307,892	368,785
Johns Hopkins University (JHU)-HQ Breakthrough Action	98.001	Not Specified	388,972	976,586
Mercy Corps International (MCI)-Uganda USAID FFP Karamejo DFAP FY17	98.001	SAVE APOLCOU 331335001	899,779	1,314,733
Miyamoto International, INC.-Ecuador Community Mobilization - Earthquake DRR	98.001	Not Specified	52,931	85,150
PACT-Myanmar USAID Advancing Community Empowerment	98.001	095-008739	318,597	424,894
PATH-HO Diagnosis & Case Management Malawi	98.001	AID-1700-05890-PRE	—	(1,320)
Humanity & Inclusion-Peiu Inclusive Disaster Risk Management in Natural Disaster Prone Areas	98.001	Not Specified	91,741	114,486
Prevention & Inclusion-Preventive Measures (PIS)-Pigu Lima Yare DRR	98.001	43PFA06R00228	30,300	38,073
Prevention & Inclusion-Preventive Measures (PIS)-Seychelles DRR	98.001	41PFA06R0017	144,725	182,805
Prevention & Inclusion-Preventive Measures (PIS)-Seychelles DRR	98.001	LCA-4-3002013559-51578L	720	(10,049)
Research Triangle International (RTI)-Ethiopia READ TA Project	98.001	898-14-0532	—	3,719
Research Triangle International (RTI)-HO Control and Elimination Program for NTD Project	98.001	Not Specified	105,473	147,095
FHI Development 360-Senegal USAID Equitable Access to Education	98.001	CORE-110-20-2018	—	272
CORE Inc-HQ 2018 OFDA Health and Nutrition	98.001	AID-OAA-A-17-00026-SAVE-ETHIOPIA	174,379	236,686
World Vision-Ethiopia NGO Polio Eradication Project	98.001	AID-OFDA-G-15-00133-SYC	151,434	194,324
World Vision-Indonesia Strengthening Government's Ability towards Disaster Preparedness (SIGAP)	98.001	AID-OAA-A-17-00026-SAVE-NIGERIA	459,443	572,039
World Vision-Nigeria NGO Polio Eradication Project	98.001	—	—	—
Subtotal USAID Foreign Assistance for Programs Overseas Pass-through Programs			27,868,040	39,377,987
Total USAID Foreign Assistance for Programs Overseas			208,855,187	264,101,956
Cooperative Development Program (CDP) Direct Programs	98.002	—	3,092,197	3,597,265
Institutional Capacity Building (ICB) Direct Programs	98.005	—	177,118	326,057
Food for Peace Development Assistance Program (DAP) Direct Programs:				
Food for Peace Development Assistance Program Direct Programs-Cash	98.007	—	13,050,412	16,981,029
Total Food for Peace Development Assistance Program (DAP) Direct Programs			13,050,412	16,981,029
Food for Peace Development Assistance Program (DAP) Pass-through Programs From:				
ACDI/VOCA-Burkina Faso MYAP 2021	98.007	AID-FFR-A-11-00005	576,511	791,710
ACDI/VOCA-Burkina Faso DFSA F12018	98.007	J2021	7,093	16,391
CARE-Malawi DFAP	98.007	AID-FFR-A-15-00013	631,907	834,255
Catholic Relief Services (CRS)-South Sudan MYAP IMPROVE 2026	98.007	Not Specified	3,881	5,594
Catholic Relief Services (CRS)-Ethiopia CRS-JEOP11 2026	98.007	ET-12.SUBAGR 8097 P-2659643.01.15	1,204,637	1,381,623
Catholic Relief Services (CRS)-Ethiopia CRS-JEOP11 Non-Cash Commodity Food & Freight	98.007	ET-12.SUBAGR 8097 P-2659643.01.15	2,876,178	2,876,179
Catholic Relief Services (CRS)-Malawi DPA II 2026	98.007	MW-15.SUBAGR 8281 000P0238 01.00	112,624	136,487
Catholic Relief Services (CRS)-Malawi DPA II 2026	98.007	MW-15.SUBAGR 8281 000P0238 01.00	76,889	76,885
Catholic Relief Services (CRS)-Malawi DPA II 2026	98.007	MW-15.SUBAGR 8287 000P0238 01.00	76,889	76,885
Catholic Relief Services (CRS)-Malawi DPA II 2026	98.007	MW-15.SUBAGR 8287 000P0238 01.00	1,107,561	1,107,561
Subtotal Food for Peace Development Assistance Program (DAP) Pass-through Programs			6,597,589	7,194,390
Total Food for Peace Development Assistance Program (DAP)			19,647,511	23,175,409

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES
 Schedule of Expenditures of Federal Awards
 Year Ended December 31, 2018

Federal/pass-through grantor/program or cluster title	Federal CFDA Number	Pass-through entity identifying number	Amounts passed through to subrecipients	Total federal expenditures
Food for Peace Emergency Program (EP) Direct Programs	98.008		\$ —	2,187
Total Foreign Food Aid Donation Cluster			<u>19,647,511</u>	<u>23,177,576</u>
98 UNKNOWN Contracts-Food by prescription and Ethiopia HEA Project Direct Programs	98 UNKNOWN		959,497	1,306,637
98 UNKNOWN Contracts-Zambia Sustainable Health Outcomes through Strengthened Systems (SHOTS), Quality Reading Project (QRP), BASA Philippines, Mali Selective Integrated Reading Activity (SIRA), USAID Advancing Nutrition, USAID Technical Assistance to Cambodia EGR, Burkina Faso Food Aid Quality Review Pass-through Programs From:				
Abt Associates-Zambia Sustainable Health Outcomes through Strengthened Systems (SHOTS)	98 UNKNOWN	45938	320,263	477,855
American Institutes for Research-Central Asia Quality Reading Project	98 UNKNOWN	D3452000002	(10,175)	(12,696)
Education Development Center-Philippines BASA	98 UNKNOWN	00003035	6,905	13,340
Education Development Center-Mali Selective Integrated Reading Activity (SIRA)	98 UNKNOWN	EDC project #12000, subcontract # 00003425	421,731	524,535
John Snow Inc. (JSI)-HQ CORE Advancing Nutrition	98 UNKNOWN	SCF-UAN-1	—	128,994
Research Triangle Institute International (RTI)-Cambodia USAID Technical Assistance	98 UNKNOWN	27-330-0214448-65036L	37,148	51,853
Tufts University-Burkina Faso Food Aid Quality Review (3)	98 UNKNOWN	Not Specified	—	1,103
Subtotal 98 UNKNOWN Contracts Pass-through Programs			<u>775,873</u>	<u>1,184,772</u>
Total 98 UNKNOWN Contracts			<u>1,735,370</u>	<u>2,491,409</u>
Total Agency for International Development			<u>234,507,393</u>	<u>293,683,873</u>
U.S. Department of Agriculture:				
Child and Adult Care Food Program Pass-through Programs From:				
State of North Dakota Department of Public Instruction-USPA CACFP	10.558	53316	—	7,325
State of North Dakota Department of Public Instruction-USPA CACFP	10.558	Not Specified	—	30,844
State of Arkansas Department of Human Services-USPA East Ark CACFP	10.558	Not Specified	—	34,526
State of Arkansas Department of Human Services-USPA West Ark CACFP	10.558	Not Specified	—	150,671
State of Arkansas Department of Human Services-USPA CACFP	10.558	Q32	—	345,366
State of Louisiana Department of Education-USPA CACFP	10.558	2013-028	—	55,934
State of Louisiana Department of Education-USPA CACFP	10.558	2013-072129919	—	329,707
Total Child and Adult Care Food Program			<u>—</u>	<u>654,372</u>
Food for Education Direct Programs				
Food for Education Direct Programs-Cash	10.608		5,037,307	7,357,024
Food for Education Direct Programs-Non-Cash Commodity Food & Freight	10.608		1,601,466	1,801,486
Total Food for Education Direct Programs			<u>6,638,773</u>	<u>9,158,490</u>
Food for Education Pass-through Programs From:				
Catholic Relief Services (CRS)-Laos Learning and Engaging All in Primary School (LEAPS) 2	10.608	FFE-439-2016/009-00	800,878	998,509
Mercy Corps International (MCI)-Bishkek (Kyrgyzstan) Improved Literacy of School Age Children	10.608	SAVE-FFE-33127S001	399,802	510,123

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES
 Schedule of Expenditures of Federal Awards
 Year Ended December 31, 2018

Federal/pass-through grantor/program or cluster title	Federal CFDA Number	Pass-through entity identifying number	Amounts passed through to subrecipients	Total federal expenditures
World Vision-Mozambique USDA Food for Education (FFE)	10.608	FFE-696-2016011-00-SAVE	\$ 793,496	997,264
Subtotal Food for Education Pass-through Programs			1,994,176	2,475,696
Total Food for Education			8,622,946	11,634,366
Total U.S. Department of Agriculture			8,622,946	12,988,756
U.S. Department of Education:				
Fund for the Improvement of Education Pass-through Programs From:				
Berea College-USPA Promise Neighborhood KY 2017 (Year 16)	84.215	P0023569	358,951	548,689
Berea College-USPA Promise Neighborhood 17-18	84.215	Not Specified	386,207	628,627
Total Fund for the Improvement of Education			745,158	1,377,316
Twenty-First Century Community Learning Centers Pass-through Programs From:				
State of Mississippi Department of Education-USPA 21st CCLC	84.287	CL19-9050	61,603	88,149
State of Kentucky Department of Education-USPA 21st CCLC	84.287	PRJAWARD# S287C1750017	100,297	141,849
State of Kentucky Department of Education-USPA 21st CCLC	84.287	Not Specified	77,616	90,750
State of South Carolina Department of Education-USPA 21st CCLC	84.287	163010008918	35,594	13,555
State of Tennessee Department of Education-USPA 21st CCLC	84.287	33109-02518	34,523	36,523
State of Tennessee Department of Education-USPA 21st CCLC	84.287	33109-02518	3,688	6,188
State of Texas Department of Education-USPA 21st CCLC	84.287	166650297110044	188,019	368,784
State of West Virginia Department of Education-USPA 21st CCLC	84.287	GRTAWMD04021800001482	—	21,009
Total Twenty-First Century Community Learning Centers			734,940	1,100,523
Race to the Top – Entry Learning Challenge Pass-through Programs From:				
Rapides Parish School Board-USPA Preschool Expansion	84.412	Not Specified	—	50,691
Performance Partnership Pilots for Disconnected Youth Pass-through Programs From:				
Berea College-USPA KY Promise Zone FFS 17-18	84.420	Not Specified	24,331	30,000
Total U.S. Department of Education			1,504,429	2,559,010
U.S. Department of Health and Human Services:				
Complex Humanitarian Emergency and War-Related Injury Public Health Activities Direct Programs	59.268		131,937	213,010
Temporary Assistance for Needy Families Direct Programs	59.359		132,732	286,866
Child Welfare Services Block Grant Pass-through Programs From:				
State of Alaska Department of Human Services-USPA Childcare Daw Block Head Start	59.675	Not Specified	—	184,359
Head Start Direct Programs	59.600		—	22,337,234
Total U.S. Department of Health and Human Services			264,669	23,023,569

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Schedule of Expenditures of Federal Awards

Year Ended December 31, 2018

Federal/pass-through grantor/program or cluster title	Federal CFDA Number	Pass-through entity identifying number	Amounts passed through to subrecipients	Total federal expenditures
U.S. Department of State:				
Investing in People in The Middle East and North Africa Direct Programs	19.021		\$ 2,293	2,605
The U.S. President's Emergency Plan for AIDS Relief Programs Pass-through Programs From:				
John Snow Inc. (JSI)-Malawi Providing a Bridge to Employment (DREAMS)	19.029	37188-1080	1,363,326	1,688,738
International Programs to Support Democracy, Human Rights and Labor Direct Programs	19.345		67,234	81,222
Overseas Refugee Assistance Programs for Africa Direct Programs	19.517		6,102,721	7,558,043
Overseas Refugee Assistance Programs for Western Hemisphere Direct Programs	19.518		232,922	283,500
Overseas Refugee Assistance Program for Near East and South Direct Programs	19.519		6,998,821	8,505,010
Overseas Refugee Assistance Programs for Europe Direct Programs	19.520		258,234	298,266
Overseas Refugee Assistance Programs for Strategic Global Priorities Pass-through Programs From:				
Women's Commission for Refugee Women and Children-Southern Africa Global Innovation	19.522	S-PRMCO-16-CA-1285	560	657
General Department of State Assistance Direct Programs	19.700		—	(2)
Office of Global Women's Issues Direct Programs	19.801		428,804	505,527
Total U.S. Department of State			<u>15,454,915</u>	<u>18,923,566</u>
Total Expenditures of Federal Awards			<u>\$ 260,554,265</u>	<u>351,408,119</u>

See accompanying independent auditor's report.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Schedule of Expenditures of Federal Awards

Year ended December 31, 2018

(1) Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity (including indirect cost recovery amounts) of Save the Children Federation, Inc. and related entities (the Organization), and is prepared on the accrual basis of accounting. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Program income is recorded in the Schedule when expended. Negative amounts listed on the Schedule represent adjustments to amounts included on prior years' Schedules. Catalog of Federal Domestic Assistance (CFDA) numbers are provided when available.

(2) Valuation of Nonmonetary Assistance

Agricultural and other commodities are recorded at an ascribed amount representing the fair value determined by the Commodity Credit Corporation (as an agency of the U.S. government). Donated ocean freight is recorded based on the carrier's bill of lading. The value of nonmonetary assistance received for the year ended December 31, 2018 was approximately \$7.1 million.

(3) Indirect Cost Rate

The Organization has elected not to use the 10% de minimus indirect cost rate allowed under the Uniform Guidance. In connection with its ongoing relationship with United States Agency for International Development and the regulatory provision for its negotiated indirect cost rate agreement, the Organization has been involved in finalizing provisional rates each year. As of December 31, 2018, the Organization has finalized rates through fiscal year 2017, and has been given new provisional rates for fiscal year 2018 and onward until amended. Provisional rates provided by the government are charged to the grants and adjusted in the period after the final rate is determined.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Schedule of Computation of Indirect Cost Rate

Year ended December 31, 2018

	Direct cost pool					Total indirect expenses
	Total	Direct grants	Subgrants	Private direct program	Private fund-raising	
Total expenses per the statement of activities	\$ 888,149,700					
Less unallowable expenses	(179,451,886)					
Allowable expenses	<u>708,697,814</u>					
Allowable expenses allocated to cost groups	708,697,814	313,916,701	127,863,727	132,598,962	39,386,644	94,931,780
Adjustments for match, flow-through expense elimination, field office services reclassified to fund-raising	<u>(5,845,823)</u>	1,132,819	—	<u>(6,257,386)</u>	—	<u>(721,256)</u>
Modified total direct costs	702,851,991	315,049,520	127,863,727	126,341,576	39,386,644	94,210,524
Distribution of indirect expenses to direct cost groups*	—	<u>67,245,597</u>	<u>6,902,323</u>	<u>14,055,156</u>	<u>6,007,448</u>	<u>(94,210,524)</u>
Total costs	<u>\$ 702,851,991</u>	<u>382,295,117</u>	<u>134,766,050</u>	<u>140,396,732</u>	<u>45,394,092</u>	<u>—</u>
Indirect cost rate for direct grants and subgrants are as follows:						
Indirect	\$ 67,245,597	21.34 %	6,902,323	5.40 %		
Direct grants/subgrants	315,049,520		127,863,727			

* Indirect costs are allocated using the multiple allocation base method provided for in Title 2 U.S. Code of Federal Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

See accompanying independent auditors' report.



KPMG LLP
345 Park Avenue
New York, NY 10154-0102

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**Independent Auditors' Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

The Board of Trustees
Save the Children Federation, Inc.:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the consolidated financial statements of Save the Children Federation, Inc. and related entities (the Organization), which comprise the consolidated statement of financial position as of December 31, 2018, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated May 20, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of consolidated financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.



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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads 'KPMG LLP'.

May 20, 2019



KPMG LLP
345 Park Avenue
New York, NY 10154-0102

II-3

**Independent Auditors' Report on Compliance for Each Major Federal Program,
Report on Internal Control over Compliance, and Report on Schedule of
Expenditures of Federal Awards Required by the Uniform Guidance**

The Board of Trustees
Save the Children Federation, Inc.:

Report on Compliance for Each Major Federal Program

We have audited Save the Children Federation, Inc. and related entities' (the Organization's) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended December 31, 2018. The Organization's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended December 31, 2018.

Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on

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SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Schedule of Findings and Questioned Costs

December 31, 2018

(1) Summary of Auditor's Results

- (a) Type of report issued on whether the consolidated financial statements were prepared in accordance with generally accepted accounting principles: **Unmodified**
- (b) Internal control deficiencies over financial reporting disclosed by the audit of the consolidated financial statements:
- Material weaknesses: **No**
 - Significant deficiencies: **None reported**
- (c) Noncompliance which is material to the consolidated financial statements: **No**
- (d) Internal control deficiencies over each major program disclosed by the audit:
- Material weaknesses: **No**
 - Significant deficiencies: **None reported**
- (e) Type of report issued on compliance for each major program: **Unmodified**
- (f) Audit findings that are required to be reported in accordance with 2 CFR 200.516(a): **No**
- (g) Major programs:

<u>CFDA number</u>	<u>Funder</u>	<u>Program title</u>	<u>Amount</u>
98.001	U.S. AID	Foreign Assistance for Programs Overseas	\$ 264,101,566
98.002	U.S. AID	Cooperative Development Program	3,587,265
98.007 and 98.008	U.S. AID	Foreign Food Aid Donation Cluster	23,177,576
10.608	U.S. Department of Agriculture	Food for Education	11,634,386
19.517	U.S. Department of State	Overseas Refugee Programs for Africa	7,558,043

- (h) Dollar threshold used to distinguish between Type A and Type B programs: **\$3,000,000**
- (i) Auditee qualified as a low-risk auditee: **Yes**
- (2) Findings Relating to the Consolidated Financial Statements Reported in Accordance with Government Auditing Standards**
- None
- (3) Findings and Questioned Costs Relating to Federal Awards**
- None



II-4

compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the consolidated financial statements of Save the Children Federation, Inc. and related entities as of and for the year ended December 31, 2018 and have issued our report thereon dated May 20, 2019, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

KPMG LLP

July 29, 2019

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

(k) Fair Value Measurements

Fair value is defined as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. U.S. GAAP require the Organization to disclose the fair value of each of its assets and liabilities based on the level of observable inputs. The three levels of the fair value hierarchy are as follows:

- Level 1 inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that a reporting entity has the ability to access at the measurement date or published net asset value for alternative investments with characteristics similar to a mutual fund.
- Level 2 inputs are inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.
- Level 3 inputs are unobservable inputs for the asset or liability.

The level in the fair value hierarchy within which a fair value measurement falls, in its entirety, is based on the lowest level input that is significant to the fair value measurement.

(l) Property, Plant and Equipment

Property, plant and equipment are stated at cost if purchased, or fair value on date of contribution. Depreciation and amortization are computed on a straight-line basis over the estimated useful lives of the respective assets. Capitalizable costs incurred in connection with ongoing capital projects are recorded as systems and construction in progress. These costs will be reclassified into categories and depreciated once placed in service.

The estimated useful lives by asset class are as follows:

	<u>Years</u>
Buildings	25–50
Buildings improvements	10
Vehicles	5
Furniture and office equipment	5
Software and computer equipment	3–5

(m) Tax Status

The Internal Revenue Service has ruled that, pursuant to Section 501(c)(3) of the Internal Revenue Code (the Code), SCUS and Head Start are exempt from federal income taxes and are publicly supported organizations, as defined in Section 509(a)(1) of the Code. Effective March 11, 2014, the Internal Revenue Service determined that SCAN is exempt from federal income tax under Section 501(c)(4) of the Code. As not-for-profit organizations, SCUS, Head Start, and SCAN are also exempt from state and local income taxes.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

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(with summarized comparative financial information as of and
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(Amounts in thousands)

The Organization follows the guidance of Accounting Standards Codification (ASC) 740, *Income Taxes* (ASC 740), related to uncertainties in income taxes, which prescribes a threshold of more likely than not for recognition and derecognition of tax positions taken or expected to be taken in a tax return. The Organization believes it has taken no significant uncertain tax positions.

(n) Use of Estimates

The preparation of consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates made in the preparation of the consolidated financial statements include fair value of alternative investments, net realizable value of contributions receivable, fair value of GIK and commodities, and functional expense allocations. Actual results could differ from those estimates.

(o) Inventory

Inventory consists of program materials and emergency response supplies not used as of December 31st. Inventory is recorded at cost on purchase, while contributed inventory is recorded at fair value. Inventory is deducted and expensed when used and distributed.

(p) New Authoritative Accounting Pronouncement

The Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*, which among other things, changes how not-for-profit entities report net asset classes, expenses and liquidity in their financial statements. The significant requirements of the new ASU include the reduction of the number of net asset classes from three to two: with donor restrictions and without donor restrictions; the presentation of expenses by their function and their natural classification in one location; quantitative and qualitative information about the management of liquid resources and availability of financial assets to meet cash needs within one year of the statement of financial position; and retaining the option to present operating cash flows in the statement of cash flows using either the direct or indirect method. ASU 2016-14 is effective for annual periods in fiscal years beginning after December 15, 2017 and is to be applied retrospectively in the year of adoption. The Organization plans to adopt ASU 2016-14 for the year ended December 31, 2018.

(q) Presentation of Certain Prior Year Information

The consolidated statements of activities and functional expenses include certain prior year summarized consolidated financial information for comparative purposes only such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the Organization's consolidated financial statements for the year ended December 31, 2016 from which the summarized information was derived.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

(3) Investments

Investments consisted of the following at December 31, 2017 and 2016:

	Fair value	
	2017	2016
Cash equivalents	\$ 10,280	4,705
Fixed income	16,940	16,061
Public equity	85,462	80,989
Private equity	37	240
Alternative hedged strategies	29,537	27,768
Real assets	215	329
	<u>\$ 142,471</u>	<u>130,092</u>

The Organization is obligated under certain limited partnership investment fund agreements to advance additional funding periodically up to specified levels. Unfunded commitments as of December 31, 2017 were not material.

Information pertaining to investment strategies follows:

- Cash equivalents provide short term liquidity and serve as a funding source for distributions and rebalancing.
- The fixed income category comprises strategies that invest principally in debt instruments issued by governments or companies, or through the securitization of certain types of collateral. Fixed income provides stability and protection in deflationary environments.
- The public equity category comprises investment strategies that invest principally in publicly traded equity securities. These strategies are generally designed with reference to a benchmark that itself comprises equity securities that are traded on a recognized exchange. Public equities may include hedge funds whose investment objectives are benchmarked to equity markets.
- The private equity category comprises investment strategies that invest principally in privately issued equity-related securities. This category includes strategies that participate in venture capital, leveraged buyouts and control-oriented distressed situations.
- The alternative hedged strategies category comprises strategies that seek to generate return streams that are not highly correlated to broad capital markets and that rely less on the general direction of capital markets to produce positive returns. These strategies may take a variety of forms including long or short positions in the public equity or credit markets that seek to capitalize on perceived mispricing or on the anticipated outcome of an "event," such as a merger or bankruptcy proceeding. Alternative hedged strategies are employed to offer market comparable returns with lower expected volatility.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

- Real assets comprise strategies that invest in securities relating to real estate. This strategy provides the portfolio with a diversified hedge against inflation as well as a yield component. As of December 31, 2017 and 2016, the real assets strategy consisted of a real estate investment trust.

The above asset categories are managed to create a portfolio effect to balance risk and return to meet investment objectives.

The following summarizes total investment return and its classification in the accompanying consolidated statement of activities for the years ended December 31, 2017 and 2016:

	2017		
	Unrestricted	Temporarily restricted	Total
Dividends and interest, net of investment management fees of \$1,091	\$ 2,311	657	2,968
Net appreciation in fair value of investments	11,184	3,413	14,597
Total return	13,495	4,070	17,565
Appropriated for operations	(5,071)	(1,066)	(6,137)
Nonoperating investment return less amount appropriated for operations	\$ 8,424	3,004	11,428
	2016		
	Unrestricted	Temporarily restricted	Total
Dividends and interest, net of investment management fees of \$870	\$ 1,123	234	1,357
Net appreciation in fair value of investments	8,296	1,637	9,933
Total return	9,419	1,871	11,290
Appropriated for operations	(5,287)	(995)	(6,282)
Nonoperating investment return less amount appropriated for operations	\$ 4,132	876	5,008

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

(4) Fair Value Measurements

The following table presents investments by strategy and fair value as of December 31:

	Assets at fair value as of December 31, 2017				
	Measured at NAV	Level 1	Level 2	Level 3	Total
Long-term investment strategies:					
Cash equivalents	\$ —	10,280	—	—	10,280
Fixed income:					
Domestic mutual funds	—	2,766	—	—	2,766
Common collective trust fund	9,740	—	—	—	9,740
Domestic government securities	—	4,433	1	—	4,434
Equity:					
Domestic	—	8,224	—	—	8,224
Global	—	6,020	—	—	6,020
Common collective trust fund	—	—	—	—	—
Hedge funds	71,218	—	—	—	71,218
Private equity	37	—	—	—	37
Alternative hedged strategies	29,537	—	—	—	29,537
Real assets:					
Real estate investment trust	215	—	—	—	215
Total investments	\$ 110,747	31,723	1	—	142,471
Assets of Pooled Income Funds (PIF) and Charitable Gift Annuities (CGA):					
Cash equivalents	\$ —	39	—	—	39
Fixed income	555	132	168	—	855
Public equity	2,267	403	—	—	2,670
Total assets of PIF and CGA	\$ 2,822	574	168	—	3,564
Beneficial interests in perpetual trusts held by third parties	\$ —	—	—	13,288	13,288

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

	Assets at fair value as of December 31, 2016				
	Measured at NAV	Level 1	Level 2	Level 3	Total
Long-term investment strategies:					
Cash equivalents	\$ —	4,705	—	—	4,705
Fixed income:					
Domestic mutual funds	—	2,734	—	—	2,734
Common collective trust fund	9,017	—	—	—	9,017
Domestic government securities	—	4,307	3	—	4,310
Equity:					
Domestic	—	9,647	—	—	9,647
Global	—	5,567	—	—	5,567
Common collective trust fund	—	4,561	—	—	4,561
Hedge funds	61,214	—	—	—	61,214
Private equity	240	—	—	—	240
Alternative hedged strategies	27,768	—	—	—	27,768
Real assets:					
Real estate investment trust	329	—	—	—	329
Total investments	\$ 98,568	31,521	3	—	130,092
Assets of Pooled Income Funds (PIF) and Charitable Gift Annuities (CGA):					
Cash equivalents	\$ —	41	—	—	41
Fixed income	561	135	203	—	899
Public equity	1,774	313	—	—	2,087
Total assets of PIF and CGA	\$ 2,335	489	203	—	3,027
Beneficial interests in perpetual trusts held by third parties	\$ —	—	—	5,135	5,135

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

The following table includes a roll forward for the years ended December 31, 2017 and 2016 for financial instruments classified within Level 3.

	Perpetual trusts
Balance, December 31, 2015	\$ 5,002
Distributions	—
Contributions	—
Fees	—
Net appreciation	133
Balance, December 31, 2016	5,135
Distributions	—
Contributions	—
Fees	—
Net appreciation	8,153
Balance, December 31, 2017	<u>\$ 13,288</u>

Investment measured at net asset value contain various monthly, quarterly, and annual redemption restrictions with required written notice ranging from 1 to 90 days. In addition, certain of these investments are restricted by lockup periods. As of December 31, 2017, the following table summarizes the composition of such investments by the various redemption and lockup provisions:

<u>Redemption period</u>	<u>Days notice for redemption</u>	<u>Amount</u>
Monthly:		
Fixed income – common collective trust fund and public equity – hedge funds	5–30	\$ 29,369
Quarterly:		
Public equity – hedge funds	30–60	34,565
Annually:		
Alternative hedged strategies	30-90	29,537
Lockup (a):		
Private equity-hedge funds	Not applicable	10,897
Alternative hedged strategies	Not applicable	6,127
Private equity	Not applicable	37
Real estate investment trust	Not applicable	215
Pooled income funds	Not applicable	2,822
Total		<u>\$ 113,569</u>

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

(a) The amounts subject to redemption lockups at December 31, 2017 that are set to expire are as follows:

<u>Fiscal year</u>	<u>Amount</u>
2018:	
Private equity	\$ 37
Real estate investment trust	215
2019:	
Alternative hedged strategies	6,127
2022:	
Private equity - hedge funds	10,897
2023 and beyond:	
Assets of PIF	<u>2,822</u>
Total	<u>\$ 20,098</u>

(5) Commodities and Ocean Freight

During the years ended December 31, 2017 and 2016, the Organization was granted and distributed certain agricultural commodities under famine relief contracts with the, U.S. government. These commodities and related ocean freight services, amounted to \$9,675 and \$37,137 for the years ended December 31, 2017 and 2016, respectively. The Organization also received and distributed food aid commodities under agreements with WFP. These commodities and related ocean freight, amounted to \$34,342 and \$30,840 for the years ended December 31, 2017 and 2016, respectively. The Organization also received and distributed medical commodities under an agreements with The Global Fund, which amounted to \$11,050 and \$9,444 for the years ended December 31, 2017 and 2016, respectively. The organization received and distributed food aid commodities under an agreement with Catholic Relief Services (from the government of Ethiopia) for \$304 and \$418 for the years ended December 31, 2017 and 2016, respectively.

(6) Endowments

The Organization's endowment consists of 92 individual funds established for a variety of purposes and includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by U.S. generally accepted accounting principles, net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Interpretation of Relevant Law

The Organization is subject to the State of Connecticut's version of the Uniform Prudent Management of Institutional Funds Act (CUPMIFA). Based on the interpretation of CUPMIFA by the Board of Trustees of the Organization, applicable accounting guidance, and absent explicit donor stipulations to the contrary, the Organization classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Board of Trustees of the Organization in a manner consistent with the standard of prudence prescribed by CUPMIFA. In accordance with CUPMIFA, the Organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund
- The purposes of the Organization and the donor-restricted endowment fund
- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of the Organization
- The investment policies of the Organization
- Funds with deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or CUPMIFA requires the Organization to retain as a fund of perpetual duration. Deficiencies of this nature, which are reported in unrestricted net assets were \$2 and \$434 as of December 31, 2017 and 2016, respectively. These deficiencies resulted from unfavorable market fluctuations and continued appropriation for certain programs that was deemed prudent by the Board of Trustees.

(b) Return Objectives and Risk Parameters

The Organization has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the Organization must hold in perpetuity or for donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce a real return, net of inflation and investment management costs, of at least 4.5% over the long term while shouldering an acceptable level of risk and maintaining adequate liquidity. Actual returns in any given year may vary from this amount.

(c) Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Organization relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Organization targets a diversified asset allocation that places

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a greater emphasis on equity-based and alternative investments to achieve its long-term objective within prudent risk constraints.

(d) Spending Policy and How the Investment Objectives Relate to Spending Policy

The policy governing the investment of the Organization's endowment is twofold: to provide a reasonable and prudent level of currently expendable income in accordance with the spending policy set by the Finance and Administration Committee of the Organization's Board of Trustees at 4.5% (in 2017 and 2016) of the average of the endowment's total market value for the 12 quarters ending June 30 of the previous year in which distribution is planned; and to support the Organization and its mission over the long term by ensuring that the future growth of the endowment is sufficient to offset normal inflation plus reasonable spending, thereby preserving the constant dollar value and purchasing power of the endowment for the benefit of future generations of children in need.

The Finance and Administration Committee, after consideration of the factors provided in CUPMIFA, approved a policy which states that, absent donor-imposed directions, it is prudent given the current market climate to apply the current spending policy to below historic value funds until such funds hit the threshold of 50% of historic value.

At December 31, 2017 and 2016, endowment net assets, excluding beneficial interests in perpetual trusts held by third parties, consist of the following:

		2017			
		Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted funds	\$	(2)	5,597	32,748	38,343
Board-designated funds		97,603	—	—	97,603
Total endowments	\$	97,601	5,597	32,748	135,946

		2016			
		Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted funds	\$	(434)	2,706	32,574	34,846
Board-designated funds		89,542	—	—	89,542
Total endowments	\$	89,108	2,706	32,574	124,388

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Changes in endowment net assets for the years ended December 31, 2017 and 2016 consisted of the following:

	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>Permanently restricted</u>	<u>Total</u>
Endowment net assets, December 31, 2015	\$ 92,777	1,907	28,739	123,423
Investment return:				
Investment income	861	234	—	1,095
Net appreciation (realized and unrealized)	<u>8,117</u>	<u>1,637</u>	<u>—</u>	<u>9,754</u>
Total investment gain, net	8,978	1,871	—	10,849
Contributions	(8)	18	167	177
Transfer to/from board designated funds	(1,736)	—	3,668	1,932
Spending rate	(4,998)	(1,090)	—	(6,088)
Additional appropriation for expenditure	<u>(5,905)</u>	<u>—</u>	<u>—</u>	<u>(5,905)</u>
Endowment net assets, December 31, 2016	89,108	2,706	32,574	124,388
Investment return:				
Investment income	2,141	657	—	2,798
Net appreciation (realized and unrealized)	<u>10,744</u>	<u>3,413</u>	<u>—</u>	<u>14,157</u>
Total investment gain, net	12,885	4,070	—	16,955
Contributions	—	6	174	180
Transfer to/from board designated funds	377	—	—	377
Spending rate	<u>(4,769)</u>	<u>(1,185)</u>	<u>—</u>	<u>(5,954)</u>
Endowment net assets, December 31, 2017	<u>\$ 97,601</u>	<u>5,597</u>	<u>32,748</u>	<u>135,946</u>

On August 1, 2014, the Organization entered into a three-year loan agreement with SCI to help fund the Member Growth Fund, a fund established by SCI to help smaller Members with their growth strategies. The Organization agreed to loan up to \$6,000 to be disbursed in 2014 and 2015. These loans bear interest at 4% per annum. As of December 31, 2017 and 2016, loan principal of \$1,572 and

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\$2,433, respectively is outstanding and included in amounts due from Save the Children International, net, in the accompanying consolidated statement of financial position. Board designated endowment funds were used to fund the loan disbursements to SCI. Any repayment of such loans including interest was transferred back to the endowment.

(7) Contributions Receivable, Net

Contributions receivable consisted of the following as of December 31, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Pledges receivable:		
Due within one year	\$ 7,306	5,082
Due within two to five years	4,715	4,983
Due beyond five years	—	200
	<u>12,021</u>	<u>10,265</u>
Less discount to present value (average rate of .12% to 1.70%)	<u>(82)</u>	<u>(67)</u>
Pledges receivable, net	11,939	10,198
Charitable remainder unitrusts receivable	514	521
Bequests receivable	<u>—</u>	<u>12</u>
Total contributions receivable, net	<u>\$ 12,453</u>	<u>10,731</u>

At December 31, 2017, amounts receivable from two donors represents approximately 44% of the net contributions receivable.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

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(8) Property, Plant and Equipment, Net

Property, plant and equipment consisted of the following as of December 31, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Land	\$ 2	2
Buildings and improvements	539	539
Software and computer equipment	15,066	14,396
Vehicles	716	716
Furniture and office equipment	209	209
	<u>16,532</u>	<u>15,862</u>
Accumulated depreciation and amortization	(12,080)	(9,492)
Systems and construction in progress	5,435	2,837
Total property, plant and equipment, net	<u>\$ 9,887</u>	<u>9,207</u>

(9) Lines of Credit

During 2016, the Organization had two \$15,000 revolving lines of credit. During 2017, the Organization maintained the same \$30,000 lines of credit as established in 2016. These lines of credit expire July 31, 2018 and July 10, 2018 respectively. Borrowings under these lines of credit bear interest at the 1 month LIBOR plus 0.70%. As of December 31, 2017 and 2016, there were no borrowings outstanding under such agreements nor any borrowings during fiscal year 2017.

(10) Employee Benefits

The Organization maintains two defined contribution plans covering all eligible employees. The plans require the Organization to contribute 4% of each eligible employee's compensation and match 100% of the first 4% contributed by each eligible employee. During the years ended December 31, 2017 and 2016, total pension expense under the defined contribution plans was \$5,652 and \$5,071, respectively.

The Organization has a self-insured group health benefit plans, including comprehensive medical, dental and prescription drug coverage. For 2017, the individual stop loss limit is \$100 per person and the aggregate maximum is \$13,031 in claims.

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(11) Postretirement Benefits Other than Pensions

In addition to providing pension benefits, the Organization provides healthcare benefits for certain retired employees. To be eligible for these benefits, employees must complete at least 10 years of service and have reached age 55. Dental, life, and accidental death and dismemberment benefits for participants who retired before October 1, 1995 are also provided. The expected cost of providing postretirement benefits to employees and their beneficiaries and covered dependents, if applicable, is accrued during the years that the employees render service. The following tables set forth amounts relating to postretirement benefits other than pensions recognized as of and for the years ended December 31, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Change in benefit obligation:		
Benefit obligation at beginning of year	\$ 4,518	4,404
Service cost	227	210
Interest cost	161	162
Plan participant contributions	188	189
Actuarial gain (loss)	(96)	221
Benefits paid	<u>(410)</u>	<u>(668)</u>
Benefit obligation at end of year	<u>4,588</u>	<u>4,518</u>
Change in plan assets:		
Fair value of plan assets at beginning of year	—	—
SCUS contribution	222	479
Plan participant contributions	188	189
Benefits paid	<u>(410)</u>	<u>(668)</u>
Fair value of plan assets at end of year	<u>—</u>	<u>—</u>
Postretirement benefits other than pensions liability	<u>\$ 4,588</u>	<u>4,518</u>
Components of net periodic benefit cost:		
Service cost	\$ 227	210
Interest cost	161	162
Amortization of prior service cost	—	—
Amortization of net (gain) loss	<u>—</u>	<u>—</u>
Net periodic benefit cost	<u>\$ 388</u>	<u>372</u>

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Assumption used for benefit obligation as of
December 31, 2017 and 2016:

Discount rate	3.37 %	3.70 %
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Assumptions used for benefit cost for the years ended
December 31, 2017 and 2016:

Discount rate	3.70 %	3.81 %
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The components of postretirement benefit cost other than net
periodic benefit cost for the years ended December 31, 2017
and 2016, reported in fringe benefit expenses:

Net actuarial gain (loss)	\$ <u>(96)</u>	<u>221</u>
Total	\$ <u>(96)</u>	<u>221</u>

Amounts not yet recognized as a component of net periodic
benefit cost as of December 31, 2017 and 2016:

Net actuarial gain	\$ <u>(264)</u>	<u>(169)</u>
Total	\$ <u>(264)</u>	<u>(169)</u>

The following future benefit payments, which reflect expected future service, as appropriate, are expected
to be paid as follows:

<u>Years</u>	<u>Amount</u>
2018	\$ 275
2019	277
2020	296
2021	290
2022	296
2023–2027	1,630

The benefit obligation takes into account several assumptions, including the incidence and magnitude of medical claims by age, medical trend, employee turnover, and mortality. The mortality assumption includes projections of improved longevity in the future. The medical trend assumption has limited impact on the benefit obligation because of the organization capping its cost portion at January 1, 2001 levels. Effective January 1, 2002, retirees began paying for cost increases in excess of the January 1, 2001 levels.

The Organization has not identified any provisions of the Patient Protection and Affordable Care Act and the Health Care and Education Reconciliation Act that would be expected to have a significant impact on the measured obligation at December 31, 2017 and 2016.

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(12) Temporarily Restricted and Permanently Restricted Net AssetsTemporarily restricted net assets are available for the following purposes for the years ended
December 31, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Asia programs	\$ 2,398	2,635
Middle East/Eurasia programs	2,138	1,460
Africa programs	1,500	1,465
Latin America/Caribbean programs	1,980	1,491
U.S. programs	27,801	4,036
International programs including match	2,309	2,663
Sector/thematic programs (Emergency, Education, Health, etc.)	20,104	14,857
GIK programs	1,323	1,367
Other	15,616	11,349
	<u>\$ 75,169</u>	<u>41,323</u>

Permanently restricted net assets at December 31, 2017 and 2016 included \$32,748 and \$32,574 of permanent endowment funds and \$13,288 and \$5,135 of beneficial interests in perpetual trusts held by third parties, respectively. The income is expendable primarily to support donor-specified purposes such as emergency relief.

(13) Lease Commitments

The following is a schedule of the minimum future lease commitments for operating leases having initial or remaining noncancelable lease terms greater than one year as of December 31, 2017:

	<u>Amount</u>
Year:	
2018	\$ 4,520
2019	4,520
2020	4,585
2021	4,563
2022	4,590
Thereafter	<u>37,822</u>
	<u>\$ 60,600</u>

Rent expense, included in occupancy on the consolidated statement of functional expenses, amounted to \$5,800 and \$5,395 for the years ended December 31, 2017 and 2016, respectively.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

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(Amounts in thousands)

(14) Commitments and Contingencies

The Organization is involved in various legal proceedings and claims arising in the normal course of business. Management does not expect the ultimate resolution of these actions to have a material adverse effect on the Organization's financial position, changes in net assets, or cash flows.

The Organization receives funding from governmental agencies for various activities, which are subject to audit. Although such audits may result in disallowance of certain expenditures, which would be absorbed by the Organization, in management's opinion, the ultimate outcome of such audits would not have a significant effect on the financial position, changes in net assets, or cash flows of the Organization.

Government of Bolivia v. Save the Children (Bolivia)

SCUS is a cooperating sponsor with the United States Agency for International Development (USAID) in connection with USAID's Food for Peace (USAID/FFP) commodity distribution and monetization program in Bolivia. Due to a long unresolved disagreement between the Government of Bolivia and the Government of the United States and in contravention of bilateral agreements between the two governments, the Government of Bolivia began asserting claims in December 2008 of past due taxes on shipments imported by SCUS and other NGOs working with the USAID/FFP program. As of December 31, 2017, 64 separate claims related to shipments between 2002 and 2009, with a value of approximately US \$16,000 are pending before Bolivian courts. SCUS has filed objections and is defending each claim. As of December 31, 2017 no amounts have been accrued relating to this matter due to the uncertainty of the outcome.

(15) Significant Funders and Concentrations of Credit Risk

Revenue from U.S. government grants and contracts, including U.S. government commodities and ocean freight, represented 41.1% and 44.1% of total operating revenue for 2017 and 2016, respectively. During the years ended December 31, 2017 and 2016, 86.1% and 84.7%, respectively, of such U.S. government revenue were received from USAID through direct and pass-through awards. At December 31, 2017 and 2016, 68% and 62.7% of grants and contracts receivable and 2.3% and 2.3%, respectively, of deferred revenue received under grants and contracts were related to USAID. The operations of the Organization's programs at present levels are dependent upon continued funding from USAID.

Financial instruments that potentially subject the Organization to concentrations of credit risk consist principally of foreign cash and cash equivalents. At December 31, 2017 and 2016, 3.8% and 10.2%, respectively, of cash and cash equivalents (including liquid investments) were deposited in banks in foreign locations. In addition, at December 31, 2017 and 2016, 70.7% and 43.8%, respectively, of the Organization's cash and cash equivalents were held by a single institution, for which \$250 was insured by the Federal Deposit Insurance Corporation.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

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(16) Program Activities

A summary of program activities (without Program Development and Public Policy Support) by sector and type for the years ended December 31, 2017 and 2016 is as follows:

	2017								FY 2016
	Emergencies	Education	Health & Nutrition	Child Poverty/ Livelihoods	HIV/AIDS	Child Protection	Child rights Governance	Total	
Salaries	\$ 4,046	22,439	11,919	4,527	1,036	1,728	165	45,860	45,167
Employee fringe benefits	1,037	6,231	3,441	1,329	432	611	45	13,126	12,714
Total salaries and related expenses	5,083	28,670	15,360	5,856	1,468	2,339	210	58,986	57,881
Grants to and charges from SCI	46,550	84,869	200,219	49,187	67,263	25,234	784	474,106	433,848
Grants to other agencies	16,278	13,023	6,273	8,102	95	1,727	334	45,832	45,488
Supplies, material, etc.	2,906	5,713	1,315	229	156	111	5	10,435	9,935
Travel	1,617	1,927	1,960	733	225	188	15	6,665	5,786
Professional fees	764	1,974	1,538	415	196	138	6	5,031	6,252
Other project costs	15	380	145	27	—	—	—	567	893
Occupancy	435	2,812	242	129	19	61	5	3,703	3,664
Printing	75	158	103	71	6	15	1	429	245
Telecommunications	68	344	70	41	7	20	1	551	591
Postage and shipping	324	49	64	10	1	24	—	472	257
Depreciation	168	335	165	95	13	28	4	808	753
Other	633	1,330	695	372	27	122	14	3,193	271
Total expenses	\$ 74,916	141,584	228,149	65,267	69,476	30,007	1,379	610,778	565,864

(17) Subsequent Events

In connection with the preparation of the consolidated financial statements, the Organization evaluated subsequent events from December 31, 2017 through May 22, 2018, which was the date the consolidated financial statements were available for issuance, and concluded that no additional disclosures are required.



SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(With Independent Auditors' Report Thereon)



KPMG LLP
345 Park Avenue
New York, NY 10154-0102

Independent Auditors' Report

The Board of Trustees
Save the Children Federation, Inc.:

We have audited the accompanying consolidated financial statements of Save the Children Federation, Inc. and related entities, which comprise the consolidated statement of financial position as of December 31, 2017, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Save the Children Federation, Inc. and its related entities as of December 31, 2017, and the changes in their net assets and their cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

KPMG LLP is a Delaware limited liability partnership and the U.S. member firm of the KPMG network of independent member firms affiliated with KPMG International Cooperative ("KPMG International"), a Swiss entity.

**Report on Summarized Comparative Information**

We have previously audited Save the Children Federation Inc.'s 2016 consolidated financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated May 15, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended December 31, 2016 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

KPMG LLP

May 22, 2018

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Financial Position

December 31, 2017

(with comparative financial information as of December 31, 2016)

(In thousands)

Assets	2017	2016
Cash and cash equivalents (note 15)	\$ 76,641	43,445
Grants and contracts receivable (note 15)	53,109	50,712
Contributions receivable, net (note 7)	12,453	10,731
Inventory	988	1,388
Due from Save the Children International, net (note 6)	15,908	9,238
Prepaid expenses and other assets	9,983	5,900
Investments (notes 3 and 4)	142,471	130,092
Assets of pooled income fund and charitable gift annuities (note 4)	3,564	3,027
Property, plant and equipment, net (note 8)	9,887	9,207
Beneficial interests in perpetual trusts held by third parties (note 4)	13,288	5,135
Total assets	<u>\$ 338,292</u>	<u>268,875</u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued liabilities	\$ 30,017	29,149
Deferred revenue (note 15)	60,843	51,063
Severance benefits for foreign national employees	323	262
Postretirement benefits other than pensions (note 11)	4,588	4,518
Total liabilities	<u>95,771</u>	<u>84,992</u>
Commitments and contingencies (notes 9, 10, 11, 13, 14, and 15)		
Net assets:		
Unrestricted:		
Undesignated	13,826	6,102
Board designated-endowment (note 6)	97,603	89,542
Investment in property, plant and equipment	9,887	9,207
Total unrestricted net assets	<u>121,316</u>	<u>104,851</u>
Temporarily restricted (notes 6 and 12)	75,169	41,323
Permanently restricted (notes 6 and 12)	46,036	37,709
Total net assets	<u>242,521</u>	<u>183,883</u>
Total liabilities and net assets	<u>\$ 338,292</u>	<u>268,875</u>

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Activities

Year ended December 31, 2017

(with summarized comparative financial information for the year ended December 31, 2016)

(In thousands)

	2017			Total	2016 Total
	Unrestricted	Temporarily restricted	Permanently restricted		
Operating revenue:					
Contributions and private grants (note 2 (d))	\$ 232,235	110,851	—	343,086	265,081
U.S. government grants and contracts (note 15)	322,434	—	—	322,434	269,967
Sponsorships	—	69,768	—	69,768	62,338
Commodities and ocean freight (notes 5 and 15)	55,371	—	—	55,371	77,839
Fee for service contracts	4,804	—	—	4,804	9,692
Bequests	4,500	610	—	5,110	4,351
Investment return appropriated for operations (notes 3 and 15)	5,071	1,066	—	6,137	6,282
Other	702	—	—	702	792
	<u>625,117</u>	<u>182,295</u>	<u>—</u>	<u>807,412</u>	<u>696,342</u>
Net assets released from restrictions	151,459	(151,459)	—	—	—
Total operating revenue	<u>776,576</u>	<u>30,836</u>	<u>—</u>	<u>807,412</u>	<u>696,342</u>
Operating expenses:					
Program services:					
Program activities (note 16)	136,672	—	—	136,672	132,016
Program activities-Save the Children International (note 16)	474,106	—	—	474,106	433,848
Program development and public policy support	53,191	—	—	53,191	38,189
Total program services	<u>663,969</u>	<u>—</u>	<u>—</u>	<u>663,969</u>	<u>604,053</u>
Supporting services:					
Management and general	24,515	—	—	24,515	22,934
Management and general-Save the Children International	13,886	—	—	13,886	13,321
Fund-raising	69,283	—	—	69,283	58,409
Total supporting services	<u>107,684</u>	<u>—</u>	<u>—</u>	<u>107,684</u>	<u>94,664</u>
Total operating expenses	<u>771,653</u>	<u>—</u>	<u>—</u>	<u>771,653</u>	<u>698,717</u>
Excess (deficiency) of operating revenue over expenses	<u>4,923</u>	<u>30,836</u>	<u>—</u>	<u>35,759</u>	<u>(2,375)</u>
Nonoperating activities:					
Investment return in excess of appropriated for operations (note 3)	8,424	3,004	—	11,428	5,008
Foreign currency exchange gain(loss)	943	—	—	943	(673)
Endowment contributions	—	6	174	180	177
Bequests (note 2(c))	2,175	—	—	2,175	—
Contributions and changes in value of split-interest agreements	—	—	8,153	8,153	133
Total nonoperating activities	<u>11,542</u>	<u>3,010</u>	<u>8,327</u>	<u>22,879</u>	<u>4,645</u>
Increase in net assets	<u>16,465</u>	<u>33,846</u>	<u>8,327</u>	<u>58,638</u>	<u>2,270</u>
Net assets at beginning of year	<u>104,851</u>	<u>41,323</u>	<u>37,709</u>	<u>183,883</u>	<u>181,613</u>
Net assets at end of year	<u>\$ 121,316</u>	<u>75,169</u>	<u>46,036</u>	<u>242,521</u>	<u>183,883</u>

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Functional Expenses

Year ended December 31, 2017

(with summarized comparative financial information for the year ended December 31, 2016)

(In thousands)

	Program services			Supporting services			2017 Total	2016 Total
	Program activities (note 16)	Program development and public policy support	Total program services	Management and general	Fund-raising	Total supporting services		
Salaries	\$ 45,860	19,559	65,419	13,393	17,208	30,601	96,020	90,830
Employee fringe benefits (notes 10 and 11)	13,126	5,387	18,513	3,589	4,604	8,193	26,706	25,168
Total salaries and related expenses	58,986	24,946	83,932	16,982	21,812	38,794	122,726	115,998
Grants to and charges from Save the Children								
International	474,106	—	474,106	13,886	—	13,886	487,992	447,169
Grants to other agencies	45,832	53	45,885	(49)	2,195	2,146	48,031	47,689
Supplies, materials, etc.	10,435	266	10,701	1,197	1,054	2,251	12,952	12,370
Travel	6,665	2,367	9,032	887	1,202	2,089	11,121	10,014
Professional fees	5,031	3,550	8,581	2,334	15,764	18,098	26,679	24,248
Other project costs	567	7	574	—	—	—	574	893
Advertising (note 2(d))	—	17,918	17,918	1	14,725	14,726	32,644	16,187
Occupancy (note 13)	3,703	2,773	6,476	1,023	1,059	2,082	8,558	7,989
Printing	429	16	445	87	4,090	4,177	4,622	4,092
Telecommunications	551	158	709	274	1,658	1,932	2,641	2,422
Postage and shipping	472	69	541	30	2,428	2,458	2,999	2,602
Depreciation and amortization	808	66	874	1,026	688	1,714	2,588	2,608
Other	3,193	1,002	4,195	723	2,608	3,331	7,526	4,436
Total expenses	\$ 610,778	53,191	663,969	38,401	69,283	107,684	771,653	698,717

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Consolidated Statement of Cash Flows

Year ended December 31, 2017

(with comparative financial information for the year ended December 31, 2016)

(In thousands)

	<u>2017</u>	<u>2016</u>
Cash flows from operating activities:		
Increase in net assets	\$ 58,638	2,270
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	2,588	2,608
Loss on disposal of building and equipment	—	419
Change in gifts-in-kind and other inventory	400	(513)
Net appreciation in fair value of investments	(14,597)	(9,933)
Contributions restricted for long-term investment	(174)	(167)
Contributions and changes in value of split-interest agreements	(8,153)	(133)
Changes in operating assets and liabilities:		
Grants and contracts receivable	(2,397)	5,243
Contributions receivable	(1,722)	1,363
Commodities inventory	—	838
Due from Save the Children International, net	(7,531)	16,143
Prepaid expenses and other assets	(4,083)	5,649
Accounts payable and accrued liabilities	868	840
Deferred revenue	9,780	783
Severance benefits for foreign national employees	61	(555)
Postretirement benefits other than pensions	70	114
Net cash provided by operating activities	<u>33,748</u>	<u>24,969</u>
Cash flows from investing activities:		
Purchases of property, plant and equipment	(3,268)	(3,786)
Purchases of investments	(49,338)	(80,986)
Proceeds from sale of investments	51,556	87,995
Loan repayment from Save the Children International	861	1,809
Net cash (used in) provided by investing activities	<u>(189)</u>	<u>5,032</u>
Cash flows from financing activities:		
Repayment of short-term debt	—	(15,000)
Contributions restricted for long-term investment	174	167
Distribution of split interest agreements, net	(537)	(8)
Net cash used in by financing activities	<u>(363)</u>	<u>(14,841)</u>
Net increase in cash and cash equivalents	33,196	15,160
Cash and cash equivalents at beginning of year	<u>43,445</u>	<u>28,285</u>
Cash and cash equivalents at end of year	\$ <u><u>76,641</u></u>	\$ <u><u>43,445</u></u>
Supplemental cash flow information:		
Donated goods and services	\$ 39,599	25,019
Commodities	55,371	77,313

See accompanying notes to consolidated financial statements.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

(1) Organization and Purpose

Save the Children Federation, Inc. (SCUS) was established in 1932 and operates as a voluntary, nonsectarian, nonprofit organization in the United States of America and throughout the world providing services for children and community self-help assistance.

SCUS is a member of Save the Children Association (SCA), a Swiss membership organization. SCA currently has 30 independent, autonomous, nonprofit, private voluntary membership organizations that bear the name Save the Children or a related designation (the Members). SCA created Save the Children International (SCI), a United Kingdom based charitable entity, of which SCA is the sole member, and therefore, SCI is a wholly owned subsidiary of SCA.

In 2011, SCUS, in concert with the 29 other independent Members, entered into a series of agreements to create a single global program delivery platform through SCI. Under these agreements, SCUS works with other Members through the SCI platform to deliver nondomestic programs to benefit children. SCUS continues to design programs, coordinate with donors, and provide technical assistance to ensure program quality, monitoring, and reporting. The costs of implementing programs through the SCI structure are covered by program funds raised by SCUS (and other Members) and the allocation of administrative expenses among the Members.

In addition to the program delivery platform and cost-sharing, SCUS and other Members agreed to transfer certain in-country program assets to SCI to facilitate the delivery of programs overseas. SCUS started to transition country offices in 2011. As of December 31, 2017, one country office had not yet transitioned to SCI. SCUS is working to transition this office to SCI.

SCUS Head Start Programs, Inc. (Head Start) began operations in 2012 as a voluntary, nonsectarian, nonprofit organization in the United States of America delivering early childhood development programming. SCUS is the sole member of Head Start, and accordingly, Head Start is a consolidated related entity.

Save the Children Action Network, Inc. (SCAN) was established in March 2014 as a nonprofit organization organized and operated exclusively for purposes related to the social welfare of children. SCUS is the sole member of SCAN, and accordingly, SCAN is a consolidated related entity.

(2) Summary of Significant Accounting Policies

(a) Basis of Accounting

The consolidated financial statements include the accounts of SCUS, Head Start, and SCAN (collectively, the Organization) and have been prepared using the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP). All significant intercompany account balances and transactions have been eliminated in consolidation.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

Net assets are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the Organization's net assets and changes therein are classified and reported as follows:

- Unrestricted net assets – net assets that are not subject to donor-imposed restrictions or the donor-imposed restrictions have expired. As reflected in the accompanying consolidated financial statements and discussed below, the Organization's Board of Trustees has designated a portion of the unrestricted net assets for specific purposes.
- Temporarily restricted net assets – net assets that are subject to donor-imposed restrictions that permit the Organization to use or expend the assets as specified. The restrictions are satisfied either by the passage of time or by actions of the Organization.
- Permanently restricted net assets – net assets that are subject to donor-imposed restrictions that they be maintained permanently by the Organization and only the income be used as specified by the donor. Permanently restricted net assets consist primarily of the historical dollar value of contributions to donor-restricted endowment funds.

Revenues are reported as increases in unrestricted net assets unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. If an expense is incurred for a purpose for which temporarily restricted net assets are available, a donor-imposed restriction is fulfilled to the extent of the expense incurred. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported as release from restrictions in the consolidated statement of activities. Gains and losses on investments are reported as increases or decreases in unrestricted net assets unless their use is restricted by donors or by law.

(b) Grants and Contracts

The Organization receives funding under grants and contracts from the government of the United States of America, United Nations agencies, and other grantors, for direct and indirect program costs and to provide certain whole or partial subgrants to other agencies. This funding is subject to contractual restrictions, which must be met through incurring qualifying expenses for particular programs.

Revenue from grants and contracts is recognized only when funds are utilized by the Organization to carry out the activity stipulated in the grant or contract agreement. Grants and contracts receivable represent amounts due from funding organizations for reimbursable expenses incurred. Cash received under grants and contracts in advance of incurring the related expenses is reported as deferred revenue.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

(c) Contributions

Contributions which include unconditional promises to give are recognized as revenue at fair value when received or pledged. Fair value is estimated giving consideration to anticipated future cash receipts (after allowance is made for uncollectible contributions) and discounting anticipated future cash receipts at a risk-adjusted rate for the duration of the donor's payment plan. Amortization of the discount is recorded as additional contribution revenue. An allowance for uncollectible contributions is estimated based upon prior year collection history and analysis of past-due amounts. Bequest income is recorded when the will has gone through probate, is declared legally valid, and the interests that the Organization has in a decedent's estate are reasonably estimated and assured to be received.

The Board of Trustees has capped bequest income recorded in operating activities at \$4,500. Additional unrestricted bequests in excess of the cap shall be used to make up any revenue shortfall, and any amounts not so needed shall be placed in a board-designated fund that shall address key strategic purposes as determined by the management team.

Contributions received with donor-imposed conditions are recognized as revenue when the conditions have been substantially met. Amounts received in advance of satisfying the donor-imposed conditions are reported as deferred revenue until the conditions are met.

(d) Donated Services, Commodities, and Gifts-in-Kind (GIK)

Donated services are reported as contributions and expenses in amounts equal to their estimated fair value on the date of receipt.

A substantial number of individuals have volunteered significant amounts of their time to program and supporting functions; however, these services do not meet the criteria for recognition in accordance with U.S. generally accepted accounting principles and, therefore, are not recorded in the accompanying consolidated financial statements.

Approximately \$26,245 and \$11,574, respectively, of in-kind media and broadcast time in the form of public service announcements was received during the years ended December 31, 2017 and 2016. A third party is engaged to assist in arriving at the estimated fair value of such public service announcements, using billing rates normally charged to other customers under similar circumstances.

GIK are reported as contributions at their estimated fair value on the date of receipt and reported as expense when utilized. GIK are valued based upon an estimate of the wholesale values that would be received for selling the goods in their principal market considering their condition and utility for use at the time the goods are contributed by the donor. Donated GIK are not sold and goods are only distributed for program use.

Pharmaceutical GIK contributions are valued using a hierarchy of pricing inputs that approximates wholesale prices overseas where the GIK are distributed. The International Drug Price Indicator (IDPI) is the primary source for the exit market value.

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

Non-pharmaceutical GIK contributions received have been valued at their estimated wholesale value, or, in the absence of a wholesale value, using "like-kind" methodology that references U.S. wholesale pricing data for similar products.

Donated commodities are reported at fair value and recognized as revenue and expense when the commodities are distributed for program purposes and received by the recipients.

Food commodities supplied to the Organization through U.S. government programs managed by U.S. Agency for International Development (USAID) or U.S. Department of Agriculture (USDA) are valued according to commercial prices paid as stated on the purchase order and ocean bill of lading. USAID/USDA food commodities are procured by the Farm Service Agency (FSA), the procurement arm of USDA that purchases all food commodities on behalf of international nongovernmental organizations (NGOs) and the World Food Program (WFP), on the U.S. commercial market using funds granted to the Organization.

Other WFP contracts procure commodities through the conduct of its own competitive tender solicitations in various countries around the world. The value of those commodities is the amount WFP pays to its commercial vendors. The freight portion of the WFP commodity value is the amount WFP pays to carriers who are contracted through the solicitation of competitive offers.

(e) Split-Interest Agreements

Split-interest agreements consist of charitable gift annuities, charitable remainder unitrusts, charitable lead annuity trusts, pooled income funds, and perpetual trusts. Such split-interest agreements provide for payments to the donors or their beneficiaries based upon either the income earned on related investments or the specified annuity amounts. Assets held under these arrangements are reported at fair value in the accompanying consolidated statement of financial position. Contribution revenue is recognized at the date of the trust or the annuity contract is established after recording liabilities for the present value of the estimated future payments expected to be made to the donors and/or other beneficiaries. The liabilities are adjusted annually for changes in the life expectancy of the donor or beneficiary, amortization of the discount, and other changes in the estimate of future payments and recognized as a nonoperating activity. The liability related to split – interest agreements is included in accounts payable and accrued liabilities in the accompanying consolidated statement of financial position.

(f) Functional Expenses

The Organization allocates expenses on a functional basis among its various programs and supporting services. Expenses that can be identified with a specific program or supporting service are reported accordingly. Other expenses that are common to several functions are allocated by various statistical bases (for example, rent expense is allocated based on square footage by department, then further allocated to a specific program or supporting service). Other project costs represent the aggregate of various other program service costs (including programmatic training costs and community labor expense for cash programs. The other category includes items not individually classified in the accompanying consolidated statement of functional expenses due to their varying nature and amount from year to year (includes event expense, reference materials, and membership fees).

SAVE THE CHILDREN FEDERATION, INC. AND RELATED ENTITIES

Notes to Consolidated Financial Statements

December 31, 2017

(with summarized comparative financial information as of and
for the year ended December 31, 2016)

(Amounts in thousands)

Program activities include costs of the Organization associated with the delivery of programs relating to emergencies, education, health and nutrition, hunger, livelihoods, HIV/AIDS, child protection, and child rights governance. Program activities – SCI include these activities implemented through SCI. Program development and public policy support relate to the development and technical support of programs and the advocacy efforts in support of the children. Management and general – SCI represents the Organization's payment of SCI's management and general expense.

(g) Measure of Operations

The Organization includes in its measure of operations all revenues and expenses that are integral to its program services and supporting services. The measure of operations for the years ended December 31, 2017 and 2016 includes investment return appropriated for operations and excludes investment returns in excess of or less than the amount appropriated for operations, transfers to board designated, bequests in excess of \$4,500, increases or decreases in permanently restricted net assets, foreign currency exchange gains/losses, endowment contributions and changes in value of split-interest agreements, and other nonrecurring transactions.

(h) Foreign Currency Translation

Assets and liabilities denominated in foreign currencies are translated into U.S. dollars, the reporting currency, at exchange rates in effect at the consolidated statement of financial position date, and revenue and expenses are translated at rates which approximate those in effect on transaction dates. Net transaction and translation gains and losses are included as foreign currency exchange gain or loss in the accompanying consolidated statement of activities.

(i) Cash and Cash Equivalents

The Organization considers all highly liquid debt instruments purchased with original maturities of three months or less, other than those held as part of the investment portfolio, to be cash equivalents.

(j) Investments

Investments with readily determinable fair values are reported at fair value based upon quoted market prices or published net asset values for alternative investments with characteristics similar to a mutual fund. Other alternative investments (nontraditional, not readily marketable vehicles) such as certain hedge funds, private equity, alternative hedged strategies and real assets are reported at net asset value, as a practical expedient for estimated fair value, as provided by the investment managers of the respective funds. These values are reviewed and evaluated by the Organization's management for reasonableness. The reported values may differ from the values that would have been reported had a ready market for these investments existed. All other investments are stated at fair value based upon quoted market prices in active markets.

Purchases and sales of securities are recorded on a trade-date basis. Realized gains and losses are determined on the basis of average cost of securities sold and are reflected in the consolidated statement of activities. Dividend income is recorded on the ex-dividend date, and interest income is recorded on an accrual basis.

**ATTACHMENT B
PROPOSAL EXCEPTION SUMMARY FORM**

List and clearly explain any exceptions, for all RFP Sections and Attachments, in the table below. Indicate “N/A”, if there are no exceptions.

Failure to indicate any exception will be interpreted as the respondent’s intent to comply fully with the requirements as written. Conditional or qualified proposals, unless specifically allowed, shall be subject to rejection in whole or in part.

RFP Reference	Proposal Reference	Brief Explanation of Exception	MDHS Acceptance (sign here only if accepted)
Reference specific outline point to which exception is	Page, section, items in respondent’s proposal where exception is explained	Short description of exception being made	
1. Attachment A, Subgrant Terms and Provisions, Section XIX. A. Monthly Reporting	N/A	Request to submit monthly reports of costs incurred and corresponding evidence of budget compliance 20 calendar days after the close of the month instead of 10 calendar days to align with Save the Children’s account schedule. Our schedule closes on the 14 th of each month. This change will allow the agency to provide more accurate financial information to MDHS.	
2			
3			
4			
5			
6			
7			

DocuSigned by:

 C61F17DEA749439... uthorized Official
 (No stamped signature)

8/4/2020
 Date

ATTACHMENT C REQUIRED RESPONDENT CERTIFICATIONS

Respondent Save the Children Federation, Inc. hereby provides the following and any necessary additional documentation herewith as a required element of its proposal in response to MDHS TANF 2021 RFP No. 20200101. This Attachment C is hereby incorporated and made a part of respondent's proposal. Respondent hereby attests and certifies the truthfulness of the facts affirmed herein and understands that continued compliance with these requirements are conditions precedent to the award or continuation of the related Subgrant Agreement:

A. Respondent Association/Examination of Records

Respondent shall disclose whether there is a reasonable expectation that it is or would be associated with any parent, affiliate, or subsidiary organization in order to provide any service to comply with the performance requirements under the resulting subgrant of the RFP. This disclosure is required whether the association is a formal or informal arrangement. If an association may exist, the respondent will also be required to submit with the proposal written authorization from the parent, affiliate or subsidiary organization granting the right to MDHS to examine directly, pertinent books, documents, papers, and records involving such transactions that are related to the resulting subgrant.

If, at any time after a proposal is submitted and a subgrant has been awarded, such an association arises, as described in the paragraph above, the respondents will be required to obtain a similar certification and authorization from the parent, affiliate, or subsidiary organization within ten (10) working days after forming the relationship. Failure to submit such certification and authorization will constitute grounds for termination of the subgrant at the option of the State.

Select Appropriate Action with an "X"	
	Parent, Affiliate, or subsidiary organization association exists. Documentation attached as "Parent, Affiliate or Sub. Org Approval to Examine Records"
X	Not Applicable

B. Conflict of Interest

Respondent shall disclose any contractual relationship or other contract with any State personnel, contractor or subcontractor involved in the development of the RFP. Any real or potential conflicts of interest may, at the sole discretion of MDHS, be grounds for rejection of the respondent's proposal or termination of any contract awarded. All proposals shall include the following:

- 1) List those individuals who were involved with the preparation of the proposal.
N/A

- 2) List all respondent personnel currently under contract with the State who participated, either directly or indirectly, in any activities related to the preparation

of the respondent's proposal, and identify in detail the nature and extent of such activities. N/A

- 3) Respondent certifies the respondent’s personnel have not had any contact with any MDHS personnel involved in the development of the RFP, or, if such contact has occurred, respondent shall describe in the space provided below, the nature and extent of such contact and the personnel involved.
- _____
- _____

C. Legal Entity

Respondent shall furnish MDHS with certified copies of its Articles of Incorporation, Bylaws, Resolutions, and any other documentation that evidence both the authority of the signatory to execute a binding contract on behalf of the respondent, and documentation that would prove that the organization offering the proposal is a legal entity.

Select Appropriate Action with an “X”	
<input checked="" type="checkbox"/>	Documentation attached as “Legal Entity Documentation”
<input type="checkbox"/>	Not Applicable, please explain. _____ _____

D. Subcontractor Work

Respondent shall identify all proposed subcontractors and indicate the exact amount of work to be performed by the respondent and each subcontractor and further certifies that the respondent and each subcontractor will not duplicate services.

Select Appropriate Action with an “X”	
<input checked="" type="checkbox"/>	Documentation attached as “Subcontractor Work”
<input type="checkbox"/>	Not Applicable, please explain. _____ _____

E. Inducement

Respondent hereby certifies that it has not made or will not make any attempt to induce any other person or firm to submit or not to submit a proposal.

F. Provision of Services

Respondent hereby certifies and agrees to having sole and complete responsibility for the completion of all services provided under the contract, except for those items specifically defined as State responsibilities.

G. Independent Price Determination

Respondent certifies that, in connection with this procurement, the prices proposed have been arrived at independently, without consultation, communication, or

agreement, for the purpose of restriction of competition, as to any other party or with any competitor; and that unless otherwise required by law, the prices quoted have not knowingly been disclosed by the respondent prior to award, either directly or indirectly, to any other respondent /contractor or competitor.

H. Certification of Proposed Costs/Proposal Validity

Respondent certifies that costs quoted in the proposal will remain in effect through the term of the subgrant and that the respondent's proposal will be valid for ninety (90) days after the proposal opening date.

I. Employment Discrimination

Respondent certifies that it will not discriminate in their employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or mental or physical disability. If the respondent is a religious organization, the prohibition as to religious discrimination shall be deleted from the respondent's discrimination statement/certification.

Select Appropriate Action with an "X"	
	Religious Organization
X	Not Applicable

J. Subcontractor Statement

Respondent agrees to provide MDHS with a statement from each subcontractor, signed by an individual authorized to legally bind the subcontractor, stating the general scope of the work to be performed by the subcontractor, the subcontractor's willingness to perform the work indicated, and that the subcontractor does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. If the subcontractor is a religious organization, the prohibition as to religious discrimination shall be deleted from the subcontractor's discrimination statement/certification.

Select Appropriate Action with an "X"	
X	Documentation attached as "Subcontractor Statement(s)"
	Not Applicable

K. Use of Federal Funds

Respondent hereby certifies and assures that federal funds will not be expended for sectarian instruction, worship, prayer or proselytization purposes and that no federal funds or State funds will be used to influence any government official. This statement shall ensure that expenses incurred for TANF services provided for another funding source/grant will not be charged to this grant and that individuals receiving TANF services under another funding source/grant will not be included in the count for the number of participants served in this grant.

L. Availability of Respondent Records

Respondent hereby certifies that all records of the respondent, which may subsequently be subject to audit and evaluation by MDHS, will be located in the State of Mississippi.

M. Authority to Bind

Respondent hereby certifies that each person signing this proposal is the person in the Respondent's organization responsible for, or authorized to make, decisions regarding prices quoted and that no person has participated and will not participate in any action contrary to those requirements stated above.

N. Provision of TANF Services

Respondent hereby certifies and agrees to provide all TANF services at the level necessary to accomplish the goals and intent of the project.

DocuSigned by:

Betsy Gorio

8/4/2020

Authorized Official/ Title

Date

(No stamped signature)

Save the Children Federation, Inc.
Name of Organization

EXHIBIT C

STANDARD ASSURANCES AND CERTIFICATIONS

OVERVIEW

Each subgrantee and any lower-tier sub-recipient must assure compliance with the regulations, policies, guidelines, and requirements imposed by the Federal grantor agency, any applicable state statutes and MDHS. There may be additional assurances required by certain Federal awarding agencies. Therefore, all subgrantees are responsible for knowing the specific requirements of their awards.

CERTIFICATIONS

Each subgrantee must certify in writing that it will comply with the following regulations:

1. Lobbying: Shall provide certification regarding lobbying to comply with Section 319, PL 101- 121 (31 USC 1352);
2. Suspension and debarment: Shall provide the required certification regarding their exclusion status and that of their principals prior to the award in accordance with Executive Orders 12549 and 12689 Debarment and Suspension;
3. Drug-Free Workplace: Shall provide certification to comply with the Drug-Free Workplace Act of 1988;
4. Unresolved Monitoring and Audit Findings; and
5. Fidelity Bond Coverage.

STANDARD ASSURANCE

The Subgrantee assures that they:

1. Has the legal authority to apply for and receive the subgrant; that a resolution, motion, or similar action has been duly adopted or passed as an official act of the subgrantee's governing body, authorizing the subgrant, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the Subgrantee to act in connection with the subgrant and to provide such additional information as may be required;
2. Shall give MDHS, the State Auditor's Office, the Federal grantor agency, the Comptroller General, or any other appropriate authorized State or Federal representatives, access to and the right to examine and copy all records, books, papers, documents, or any items related to the subgrant for as long as these records are required to be retained;
3. Shall establish and maintain both fiscal and program controls and accounting procedures in accordance with Generally Accepted Accounting Principles and Federal grantor agency and MDHS directives and will keep and maintain such books and records for audit by MDHS, by the Federal grantor agency, by the State Auditor, or by the authorized representatives; and will maintain either electronic or paper files of all such records, books, papers, documents, or items for a period of at least three (3) years from the date of submission of the final 'Claim Support Form' (MDHS-BA-CS-002). If any litigation, claim, audit, or action has begun before the expiration of the three (3) year period, subgrantee will retain all such items until the completion of the action and resolution of all issues involved or until the end of the regular three (3) year period, whichever is later,

- Wetlands pursuant to EO 11988; (i) evaluation of flood hazards in flood plains in accordance with EO 11988; and (j) assurance of project consistency with the approved State Management Program developed under the Coastal Zone Management Act of 1972;
19. Shall comply with the Wild and Scenic Rivers Act of 1968 related to protecting components or potential components of the national wild and scenic rivers system;
 20. Shall comply with Laboratory Animal Act of 1966 pertaining to the care, handling, and treatment of warm blooded animals held for research, development and related activities supported by this subgrant;
 21. Shall comply with Public Law (PL) 93-348 regarding the protection of human subjects involved in research, development and related activities supported by this subgrant;
 22. Shall comply with Federal regulations regarding criteria for cost sharing or matching contributions;
 23. Shall assure all funds received shall be used only to supplement services and activities that promote the purpose for which the grant is awarded and not supplant, unless specifically authorized by the program regulations and MDHS;
 24. Shall comply with all applicable requirements of all other Federal and State laws, Executive Orders, regulations, and policies governing the program(s) for which these monies are provided and with the terms and conditions of the subgrant, including but not limited to all documentation/information required by MDHS for federal reporting purposes.
 25. Shall comply with The Privacy Act of 1974 (5 U.S.C. 552a) related to gathering and disclosing of information and documentation maintained on individuals;
 26. Shall comply with all requirements of the Federal Funding Accountability and Transparency Act (FFATA). This includes providing the grantor a Data Universal Number (DUNS) and other information such as executive compensation data when required so the grantor can meet the reporting requirements of FFATA;
 27. Shall comply with the Program for Enhancement of Contractor Employee Whistleblower Protections (48 CFR 3.908-3, 48 CFR 52.203-17 and 41 U.S.C. 4712). Specifically, the subgrantee/lower-tier sub-recipient shall provide written notification to all employees of employee whistleblower rights and protections under 41 U.S.C. 4712, as described in 48 CFR 3.908 of the Federal Acquisition Regulation. Subgrantees shall also include in each agreement with lower-tier sub-recipients the required whistleblower provisions, as mandated in 48 CFR 52.203-17;
 28. Shall provide the required certification regarding lobbying to comply with Section 319, PL 101-121 (31 U.S.C. 1352);
 29. Shall provide the required certification regarding their exclusion status and that of their principals prior to the award in accordance with Executive Orders' 12549 and 12689 Debarment and Suspension;
 30. Shall provide certification to comply with the Drug-Free Workplace Act of 1988. Subgrantees are responsible for ensuring that they will require any lower-tier sub-recipients to comply with the above listed regulations, assurances, and any other applicable requirements of all other Federal and State laws, Executive Orders, regulations,

and policies governing the program(s) for which these monies are provided and with the terms and conditions of the original Subgrant, including but not limited to all documentation/information required by MDHS for federal reporting purposes.

SUBGRANTEE NAME AND ANY OTHER NAMES UNDER WHICH THE SUBGRANTEE HAS DONE BUSINESS: Save the Children Federation, Inc.

SUBGRANTEE ADDRESS AND ANY OTHER ADDRESSES THE SUBGRANTEE HAS USED: 501 Kings Highway East, Suite 400, Fairfield, CT 06825

TYPED NAME AND TITLE OF THE SUBGRANTEE'S AUTHORIZED REPRESENTATIVE: Betsy Zorio, Vice President, U.S. Programs and Advocacy

DocuSigned by:

C61F17DEA749439...
SIGNATURE OF SUBGRANTEE'S AUTHORIZED REPRESENTATIVE
8/4/2020
DATE

Board Member's Notification of Liability Form
Revised April 19, 2016

EXHIBIT D

FOR NON STATE AGENCIES ONLY

**Mississippi Department of Human Services
Board Member's Notification of Liability**

MDHS assumes no liability for actions of the Subgrantee or its employees, agents or representatives under this Subgrant. Subgrantee agrees to indemnify, defend, save and hold harmless MDHS from and against all claims, demands, liabilities, suits, damages and costs of every kind and nature whatsoever, including court costs and attorney's fees, arising out of or caused by Subgrantee and/or its agents, employees, contractors, or subcontractors, in the performance of this Subgrant.

The Subgrantee acting through its Board of Directors assumes liability in the event the Subgrantee misuses funds or fails to perform according to the provisions of the Subgrant. The Subgrantee shall notify each Board member, in writing, within 15 days of receiving the executed Subgrant of this requirement, and the Subgrantee shall sign a statement of this effect prior to receiving funds under this subgrant.

I acknowledge and agree to notify all members of the Board of Directors, if applicable, in writing of the assumption by Save the Children Federation, Inc. of liability in the event that Save the Children Federation, Inc. misuses funds or fails to perform according to the provisions of the Subgrant. Further, I will keep a copy of said notification letter as a permanent part of the Subgrant file.

Signature of Entity's Director _____

Name: Betsy Zorio, Vice President, U.S. Programs and Advocacy

Organization: Save the Children Federation, Inc.

Date: _____

DocuSigned by:
Witness: Kathleen McLaughlin
EAAA72AAC28C445...
Date: 8/8/2020

_____ is a state agency; therefore, this form does not apply.

Signature of Authorized Official
(No stamped signature)

Date

EXHIBIT F
MDHS DEBARMENT VERIFICATION FORM

Please Print/Type Clearly in Blue Ink

Subgrantee's/Contractor's Name	Save the Children Federation, Inc.
Authorized Official's Name	Betsy Zorio
DUNS Number	██████████
Address	501 Kings Highway East, Suite 400, Fairfield, CT 06825
Phone Number	202-794-1829
Are you currently registered with www.sam.gov (Respond Yes or No)	Yes
Registration Status (Type Active or Inactive)	Active
Active Exclusions (Type Yes or No)	No

Federal Debarment Certification:

By signing below, I hereby certify that Save the Children Federation, Inc. is not on the list
(Subgrantee's Name/Contractor's Name)
for federal debarment on www.sam.gov –System for Award Management.

State of Mississippi Debarment Certification:

By signing below, I hereby certify that Save the Children Federation, Inc. is not on the list
(Subgrantee's Name/Contractor's Name)
for debarment for doing business within the State of Mississippi or with any Mississippi State Agencies.

Partnership Debarment Certification:

By signing below, I hereby certify that all entities who are in partnership through this contract with MDHS (subcontractors, subrecipients, et al.) are not on the federal debarment list on www.sam.gov – System for Award Management (SAM) or the State of Mississippi debarment list. 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.

DocuSigned by:

Betsy Zorio

C61F17DEA749439... authorized Official

(No stamped signature)

8/4/2020

Date

**EXHIBIT G
STATE OF MISSISSIPPI
MINORITY VENDOR SELF CERTIFICATION FORM**

Please complete the following information on this form and return immediately to the Mississippi Department of Finance and Administration, Attention: Vendor File Maintenance, P.O. Box 1060, Jackson, Mississippi 39215. Forms may also be faxed to (601) 359-5525.

Name of Business: Save the Children Federation, Inc.

Address: 501 Kings Hwy E, Ste 400 Post Office Box: _____

City: Fairfield State: CT Zip: 06825

Telephone: (203) 221-4000 Tax I.D.: [REDACTED]

SAAS Vendor #s (if known): _____

MINORITY STATUS

As used in this provision, means a business concern that (1) is at least 51% minority-owned by one or more individuals, or minority business enterprises that are both socially and economically disadvantaged and (2) have its management and daily business controlled by one or more such individuals as ascribed under the Minority Business Enterprise Act 57-69 and the Small Business Act 15 USCS, Section 637 (a). See back of form for more information. Should you require additional information regarding your Minority Status, or need assistance in completing this form please call the Mississippi Development Authority, Minority Business Enterprise Division at 601-359-3448.

Applicable Not Applicable

IF MINORITY STATUS IS APPLICABLE, PLEASE CHECK APPROPRIATE CODE BELOW:

Minority Business Enterprise

- A (Asian Indian)
- B (Asian Pacific)
- C (Black American)
- D (Hispanic American)
- E (Native American)

Women Business Enterprise

- M (Asian Indian)
- N (Asian Pacific)
- O (Black American)
- P (Hispanic American)
- Q (Native American)
- R (Other) Non Ethnic Women

The undersigned certifies under the penalties (administrative suspension and/or ineligibility for participation) set forth in the Minority Business Enterprise Act 57-69, and the Small Business Act 15 USCS, Section 637 (a), that the company classification and selected information above is true and correct. The undersigned will advise of any change in such classification at once.

Business: Save the Children Federation, Inc. Certified by Betsy Zorio

Date: 8/4/2020 Title: VP, USPA Name Printed: Betsy Zorio

DocuSigned by:
Betsy Zorio
C61F17DEA749439...

Issue Date March 31, 2002

Exhibit I. Subcontractor Work

Save the Children Federation, Inc. proposes to partner with Amite County School District, North Bolivar Consolidated School District, Coahoma County School District, Jefferson Davis County School District, Marion County School District, Quitman County School District, East Tallahatchie School District, West Tallahatchie School District and Wilkinson County School District (collectively referred to as “the School Districts”) to deliver afterschool program activities and parenthood initiative activities.

- 1) Role and Responsibilities of Save the Children Federation, Inc.
 - Act as fiscal agent and be responsible for managing the grant program including financial and programmatic reporting.
 - Share responsibility for continuous program improvement, including setting annual program goals, evaluating program activities and reviewing prior year outcomes.
 - Continuously develop and modify a strong scientifically based afterschool/summer program model and early childhood development model that meets the needs of children and parents.
 - Provide necessary training for program staff in-person and/or in a distance-training format and additional opportunities for professional development.
 - Provide support and resource materials to ensure best practices.
 - A Save the Children Program Specialist will serve as the main liaison to districts and will provide technical assistance and management assistance to ensure effective coordination, implementation, and monitoring of programs.
 - Provide the online SCORE System, instructions about how to use it, and technical assistance as needed.
 - Work to retain staff.
 - Monitor attendance data reports.
 - Subgrant funds to districts.

- 2) Role and Responsibilities of the School Districts
 - Recruit and refer children and families for the afterschool/summer program and for the early childhood development program.
 - Operate and house the program.
 - Administer pre and post-tests.
 - Hire and provide onsite supervision of the program’s tutors, teachers and home visitors.
 - Responsible for onsite data collection; track goals and objectives for program.
 - Track expenditures and ensure they comply with program requirements.
 - Coordinate the implementation of curriculum, instruction, and assessment programs and monitor instructional delivery.
 - Monitor student attendance of the program by collecting attendance rosters and overseeing attendance database and tracking number of days in attendance per student (for afterschool activities); track home visits and oversee database to track indicators per parent/family (early childhood development program).

Section 4.3.8

8) Acceptance of Conditions, Respondent Statements and Other Required Forms
RFP Attachment C, Required Respondent Certifications
Section D. Subcontractor Work

- Support MDHS by gathering student/parent data, helping compose, distribute and collect surveys and completing other activities necessary for project evaluation and reporting purposes.

Save the Children Federation, Inc. will ensure services are not duplicated.

DocuSigned by:

 C61F17DEA749439...
 Signature

8/4/2020
 Date

Vice President, U.S. Programs and Advocacy
 Title

Save the Children Federation, Inc.
 Organization

ATTACHMENT E REFERENCES

REFERENCE 1

Name of Company: West Tallahatchie School District
 Dates of Service: Ongoing, beginning 2008
 Contact Person: Dr. Sherry Ellington
 Address: 5470 Friendship West Road
 City/State/Zip: Sumner, MS, 38957
 Telephone Number: 662-375-9291
 Cell Number: _____
 E-mail: sellington@wtsd.k12.ms.us
 Alternative Contact Person (optional): Telephone Number: _____
 Cell Number: _____
 E-mail: _____
 Summary of Project/Contract: The district works collaboratively with Save the Children to deliver services to children struggling with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness.

REFERENCE 2

Name of Company: East Tallahatchie School District
 Dates of Service: Ongoing, beginning 2018
 Contact Person: Superintendent Dr. Darron L. Edwards
 Address: 411 East Chestnut Street
 City/State/Zip: Charleston, MS 38921
 Telephone Number: 662-647-5524
 Cell Number: _____
 E-mail: dedwards@etsdk12.org
 Alternative Contact Person (optional): Telephone Number: _____
 Cell Number: _____
 E-mail: _____
 Summary of Project/Contract: The district works collaboratively with Save the Children to deliver services to children struggling with reading and math achievement and to provide home visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness

REFERENCE 1

Name of Company: Quitman County School District
 Dates of Service: Ongoing, beginning 2004
 Contact Person: Superintendent Dr. Evelyn W. Jossell
 Address: P.O. Drawer E, Marks
 City/State/Zip: MS 38646
 Telephone Number: 662-326-5451
 Cell Number: _____
 E-mail: evelynjossell@qcsd.k12.ms.us
 Alternative Contact Person (optional): Telephone Number: _____
 Cell Number: _____
 E-mail: _____
 Summary of Project/Contract: The district works collaboratively with Save the Children to deliver services to children struggling with reading and math achievement and to provide home

visiting and early childhood development services to parents and children from birth to age five to build parent-child connections and improve kindergarten readiness.

RFP No. 20200101 TANF 2021 Services

AFTERSCHOOL PROGRAM ACTIVITIES			
Adams		Leflore	
Alcorn		Lincoln	
Amite	X	Lowndes	
Attala		Madison	
Benton		Marion	
Bolivar		Marshall	
Calhoun		Monroe	
Carroll		Montgomery	
Chickasaw		Neshoba	
Choctaw		Newton	
Claiborne		Noxubee	
Clarke		Oktibbeha	
Clay		Panola	
Coahoma	X	Pearl River	
Copiah		Perry	
Covington		Pike	
DeSoto		Pontotoc	
Forrest		Prentiss	
Franklin		Quitman	X
George		Rankin	
Greene		Scott	
Grenada		Sharkey	
Hancock		Simpson	
Harrison		Smith	
Hinds		Stone	
Holmes		Sunflower	
Humphreys		Tallahatchie	X
Issaquena		Tate	
Itawamba		Tippah	
Jackson		Tishomingo	
Jasper		Tunica	
Jefferson		Union	
Jeff. Davis	X	Walthall	
Jones		Warren	
Kemper		Washington	
Lafayette		Wayne	
Lamar		Webster	
Lauderdale		Wilkinson	X
Lawrence		Winston	
Leake		Yalobusha	
Lee		Yazoo	

WORKFORCE TRAINING & EDUCATION PROGRAMS			
Adams		Leflore	
Alcorn		Lincoln	
Amite		Lowndes	
Attala		Madison	
Benton		Marion	
Bolivar		Marshall	
Calhoun		Monroe	
Carroll		Montgomery	
Chickasaw		Neshoba	
Choctaw		Newton	
Claiborne		Noxubee	
Clarke		Oktibbeha	
Clay		Panola	
Coahoma		Pearl River	
Copiah		Perry	
Covington		Pike	
DeSoto		Pontotoc	
Forrest		Prentiss	
Franklin		Quitman	
George		Rankin	
Greene		Scott	
Grenada		Sharkey	
Hancock		Simpson	
Harrison		Smith	
Hinds		Stone	
Holmes		Sunflower	
Humphreys		Tallahatchie	
Issaquena		Tate	
Itawamba		Tippah	
Jackson		Tishomingo	
Jasper		Tunica	
Jefferson		Union	
Jeff. Davis		Walthall	
Jones		Warren	
Kemper		Washington	
Lafayette		Wayne	
Lamar		Webster	
Lauderdale		Wilkinson	
Lawrence		Winston	
Leake		Yalobusha	
Lee		Yazoo	

PARENTHOOD INITIATIVE			
Adams		Leflore	
Alcorn		Lincoln	
Amite		Lowndes	
Attala		Madison	
Benton		Marion	X
Bolivar	X	Marshall	
Calhoun		Monroe	
Carroll		Montgomery	
Chickasaw		Neshoba	
Choctaw		Newton	
Claiborne		Noxubee	
Clarke		Oktibbeha	
Clay		Panola	
Coahoma	X	Pearl River	
Copiah		Perry	
Covington		Pike	
DeSoto		Pontotoc	
Forrest		Prentiss	
Franklin		Quitman	X
George		Rankin	
Greene		Scott	
Grenada		Sharkey	
Hancock		Simpson	
Harrison		Smith	
Hinds		Stone	
Holmes		Sunflower	
Humphreys		Tallahatchie	X
Issaquena		Tate	
Itawamba		Tippah	
Jackson		Tishomingo	
Jasper		Tunica	
Jefferson		Union	
Jeff. Davis	X	Walthall	
Jones		Warren	
Kemper		Washington	
Lafayette		Wayne	
Lamar		Webster	
Lauderdale		Wilkinson	X
Lawrence		Winston	
Leake		Yalobusha	
Lee		Yazoo	



Amendment #1
Request for Proposals (RFP) No. 20200101 TANF
Temporary Assistance for Needy Families

Amendments to the RFP are as follows:

1. Reference to Section 2.4(C)(1)(c)(iv) in Section 4.3) 3 is Section 2.4(C)(1)(c)(iii).
2. Section 2.3, Service Area Description, of the RFP is revised to:

2.3 Service Area Description

MDHS is seeking a partnership or partnerships to provide TANF 2021 services throughout the entire State of Mississippi. Respondents must describe the service area within the State of Mississippi where TANF 2021 services will be provided. The service area description should include the following information:

1. *List of Mississippi counties where service will be provided;*
2. *Description and Number of participants served in each county; and*
3. *Lower-Tier Partnership Information* (as applicable).*

Respondents may propose to provide services statewide or for a geographical area of the state that includes a specific number of counties. Respondents must complete the attached Service Area Summary Chart as an additional appendix to the proposal response for this Section (See Attachment G). This additional appendix will NOT be counted towards the proposal limitation of not more than twenty-five (25) pages.

**Respondents may partner with other organizations to serve a geographical region encompassing specific counties. However, only one (1) respondent shall submit a proposal for the geographical area(s) served and that respondent shall serve as the Lead Agency. The Lead Agency's proposal shall include a single, total cost for services that reflects all geographical regions served through its lower-tier partnerships.*

The Lead Agency shall be responsible for retaining and managing all qualified staff, securing signed written agreements with other entities to provide coverage in the selected geographical area, assuring program compliance, spending oversight of funds by sub-recipients or contractors, monitoring the programs and services, and shall be responsible for ensuring that any sub-recipient (lower-tier partnership) fulfills its obligations. The Lead Agency will serve as the single point of contact for all program issues.

Attached and included as part of Section 4.3(5) to the Lead Agency's proposal, respondents shall include a Letter of Collaboration from each lower-tier partner organization that is signed by a duly authorized Partner representative. Each Letter of Collaboration shall include the following lower-tier partnership information:

- a) *Lower-Tier Partner's legal name and physical address;*



RFP 20200101 TANF, Amendment #1

- b) *Lower-Tier Partner's primary point of contact along with contact information (phone number, email);*
- c) *Lower-Tier Partner's geographic service area by county or counties;*
- d) *Lower-Tier Partner's role in providing programmatic services in designated geographic area; and*
- e) *Lower-Tier Partner's proportionate cost.*

MDHS accepts no responsibility for any expenses incurred by the Respondent Lead Agency in the development of lower-tier partnerships. Such expenses shall be borne exclusively by the Respondent Lead Agency and any potential lower-tier partner. Lead Agencies shall not enter into lower-tier agreements with partner organizations unless and until provided written authorization from MDHS. Any and all Lead Agency lower-tier partners will be subject to and required to comply with the requirements specified in the most current version of the MDHS Subgrant/Agreement Manual. MDHS written approval of Lead Agency's lower-tier partners will become effective upon full execution of the respective Subgrant Agreement between MDHS and the Lead Agency.

NOTE: *Letters of Collaboration will NOT be counted towards the proposal limitation of not more than twenty-five (25) pages.*

- 3. Section 2.4 (C)(2)(c)ii) Legal assistance with credit recovery, is deleted from this Section in the RFP.
- 4. Please see attached Questions and Answers.

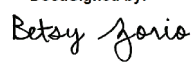
Please acknowledge receipt of Amendment #1 by returning it, along with your proposal package, by August 11, 2020, at 2:00 PM, CT. This acknowledgement should be enclosed in your proposal package. **Failure to submit this acknowledgement may result in rejection of the proposal package.**

Save the Children Federation, Inc.

Name of Company

Betsy Zorio, Vice President, USPA

Authorized Official's Typed Name/Title

DocuSigned by:

C61F17DEA749439...

Signature of Authorized Official
(No stamped signature)

8/4/2020

Date

Should an amendment to the RFP be issued, it will be posted on the MDHS website (www.mdhs.ms.gov) in a manner that all respondents will be able to view. Further, respondents must acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal package, by identifying the amendment number and date in the space provided for this purpose on this form, or by letter. The acknowledgment must be received by MDHS by the time and at the place specified for receipt of proposals. It is the respondent's sole responsibility to monitor the website for amendments to the RFP.



**Amendment #2
Request for Proposals (RFP) No. 20200101 TANF
Temporary Assistance for Needy Families**

Amendment to the RFP is as follows:

The “NOTE” in Section 1.1, Proposal Acceptance Period, has been amended:

Note: MDHS will NOT accept proposals submitted via either electronic mail or facsimile. Whether a Respondent submits for one service category, two service categories, or all three service categories, only one proposal package shall be submitted. If a Respondent is submitting for more than one category, the Respondent should NOT submit a separate proposal package per service category.

Please acknowledge receipt of Amendment #2 by returning it, along with your proposal package, by August 11, 2020, at 2:00 PM, CT. This acknowledgement should be enclosed in your proposal package. **Failure to submit this acknowledgement may result in rejection of the proposal package.**

Save the Children Federation, Inc.
Name of Company

Betsy Zorio, Vice President, USPA
Authorized Official's Typed Name/Title

DocuSigned by:
Betsy Zorio
C81F17DEA749439...
Signature of Authorized Official
(No stamped signature)

8/4/2020
Date

Should an amendment to the RFP be issued, it will be posted on the MDHS website (www.mdhs.ms.gov) in a manner that all respondents will be able to view. Further, respondents must acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal package, by identifying the amendment number and date in the space provided for this purpose on this form, or by letter. The acknowledgment must be received by MDHS by the time and at the place specified for receipt of proposals. It is the respondent's sole responsibility to monitor the website for amendments to the RFP.



Amite County School District

<http://www.amite.k12.ms.us>

P.O. Box 378

Liberty, MS 39645

Phone: 601-657-4361

Fax: 601-657-4291

Don Cuevas

Superintendent of Education

July 24, 2020

State of Mississippi
Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of Amite County School District in **Amite County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 14 YEARS to provide literacy program services and early childhood development services to build skills for parents at Amite County Elementary School, where 100% of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$60,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,

Don Cuevas
Superintendent
Amite County School District
533 Maggie St. Liberty, Ms. 39645
601-657-4361

"Educating Today's Youth for Tomorrow's Opportunities"



Amite County School District

<http://www.amite.k12.ms.us>

P.O. Box 378
Liberty, MS 39645
Phone: 601-657-4361
Fax: 601-657-4291

Don Cuevas

Superintendent of Education

RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for afterschool program services and parenting initiative, Amite County School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*
The Amite County School District intends to provide summer education programs for elementary age students focusing on literacy and other appropriate subjects during the 2020-2021 school year at Amite County Schools.

2. *Willingness to perform the work indicated:*
The Amite County School District is willing to provide this programming.

3. *Non-discrimination:*
The Amite County School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.

Don Cuevas
Superintendent
Amite County School District

Date



COAHOMA COUNTY SCHOOL DISTRICT

Committed to Caring...Dedicated to Excellence

Dr. Ilean Richards, Interim Superintendent

1555 Lee Drive
P. O. Box 820
Clarksdale, MS 38614

Email: irichards@coahoma.k12.ms.us
Phone: 662-624-5448
Fax: 662-624-5512

July 26, 2020

State of Mississippi, Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of Coahoma County School District in **Coahoma County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 12 YEARS to provide afterschool program services and early childhood development services to build skills for parents at Friars Point Elementary, Lyon Elementary and Jonestown Elementary schools, where 100%, 100%, and 100%, respectively, of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$345,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,

Ilean Richards, Superintendent
Coahoma County School District

RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, Coahoma County School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*

The Coahoma County School District intends to provide afterschool program and summer education services and an early child education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children at Friars Point Elementary, Lyon Elementary and Jonestown Elementary schools.

2. *Willingness to perform the work indicated:*

The Coahoma County School District is willing to provide this programming.

3. *Non-discrimination:*

The Coahoma County School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.

DocuSigned by:
Dr. Ilean Richards
2C7D9678A2D6406...

7/30/2020

Dr. Ilean Richards
Superintendent
Coahoma County School District

Date



Dexter E. Jordan
Superintendent of Education

Board of Education
 Terri Stamps, District 1
 Bobby L. Wilson, District 2
 Nadine Thompson, District 3
 Shonda Burre, District 4
 Von Norwood, District 5

July 24, 2020

State of Mississippi
 Department of Human Services
 Robert G. Anderson, Executive Director
 200 South Lamar Street
 Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children’s application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of Jefferson Davis County School District in **Jefferson Davis County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 11 YEARS to provide afterschool program services and early childhood development services to build skills for parents at JE Johnson Elementary and GW Carver Elementary schools, where 100%, and 100%, respectively, of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$185,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,

Dexter E. Jordan
 Superintendent of Education
 Jefferson Davis County Schools
 1025 Third Street, Prentiss, MS 39474
 PHONE: 601-792-4267
 EMAIL: djordan@jdcsd.org

P.O. Box 1197 1025 Third Street Prentiss, Mississippi 39474 601-792-4267
www.jdcsd.com

Dexter E. Jordan
Superintendent of Education



Board of Education
 Terri Stamps, District 1
 Bobby L. Wilson, District 2
 Nadine Thompson, District 3
 Shonda Burre, District 4
 Von Norwood, District 5


RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, Jefferson Davis County School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*
 The Jefferson Davis County School District intends to provide afterschool program services and an early child education program at JE Johnson Elementary and GW Carver Elementary schools for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*
 The Jefferson Davis County School District is willing to provide this programming.

3. *Non-discrimination:*
 The Jefferson Davis County School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.


7-27-20

 Dexter Jordan Date
 Superintendent
 Jefferson Davis County School District



July 23, 2020

State of Mississippi
Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of Marion County School District in **Marion County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 14 years to provide afterschool program services and early childhood development services to build skills for parents at East Marion Elementary and West Marion Elementary schools, where 96%, and 100%, respectively, of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$85,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,



Wendy Bracey

Superintendent of Education

Marion County School District

1010 Hwy 13 N

Columbia, Ms 39429

601.736.7193

wbracey@marionk12.org



RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, Marion County School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*

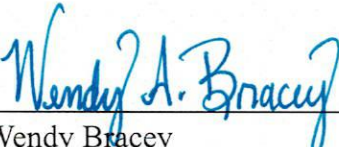
The Marion County School District intends to provide an early child education program at East Marion Elementary and West Marion Elementary schools for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*

The Marion County School District is willing to provide this programming.

3. *Non-discrimination:*

The Marion County School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.



 Wendy Bracey
 Superintendent
 Marion County School District

7-27-2020

 Date

North Bolivar Consolidated School District

204 N. Edwards Avenue
Mound Bayou, Mississippi 38762

Phone: (662) 339-3781

www.nbcasd.k12.ms.us

Maurice Smith, Superintendent

Billy J. Hall, II
Technology

Adera Thornton
Special Education Director

Kenyatta McClain
Business Manager

Gared Watkins
Federal Programs

Ellen Griffin
Child Nutrition Director

Barbara Rogers
CTE Coordinator

Jorgell Jones
Curriculum

Bobbie Moore
Curriculum/Testing Coordinator

Billy J. Hall
Technology/MSIS/Fixed Asset

Xandra Brooks-Keys
Curriculum

July 27, 2020

State of Mississippi
Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

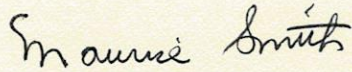
I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of North Bolivar Consolidated Schools in **Bolivar County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 16 YEARS to provide afterschool program services and early childhood development services to build skills for parents at I.T. Montgomery Elementary School, where 100% of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

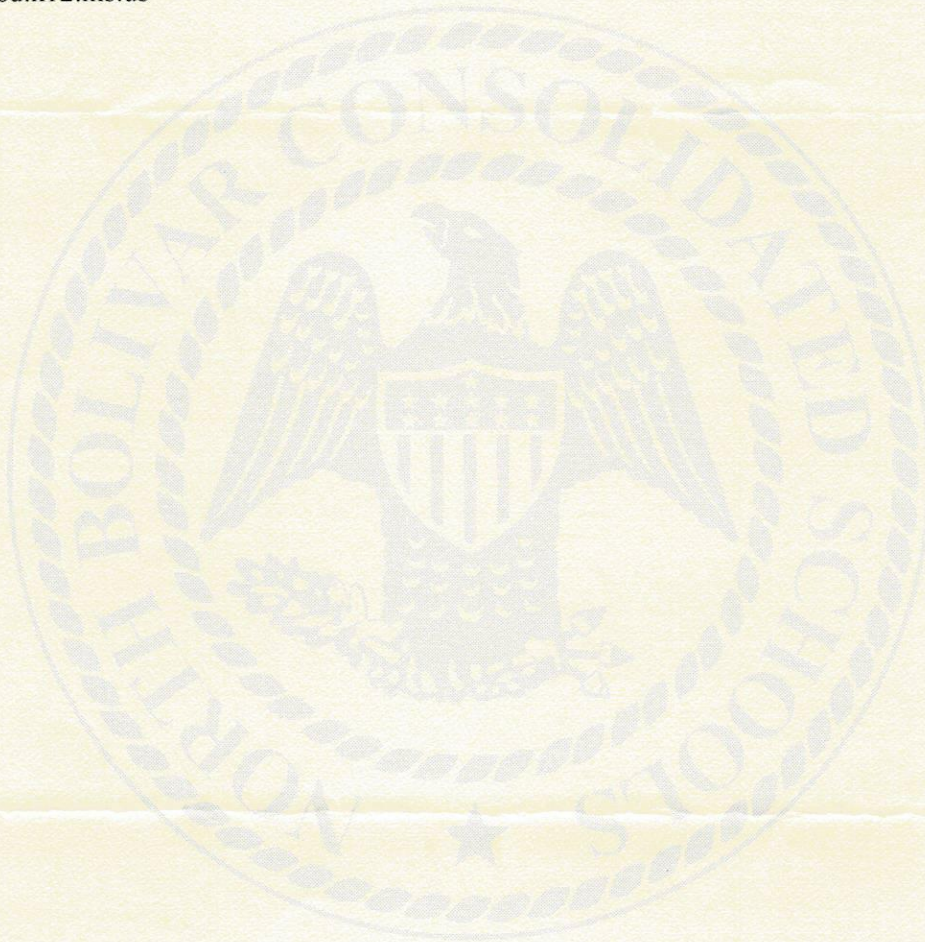
We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data

collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$45,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,



Maurice Smith
Superintendent
North Bolivar Consolidated School District
204 North Edwards Avenue
Mound Bayou, Mississippi 38762
msmith@nbcasd.k12.ms.us



North Bolivar Consolidated School District
204 N. Edwards Avenue
Mound Bayou, Mississippi 38762
Phone: (662) 339-3781
www.nbcasd.k12.ms.us
Maurice Smith, Superintendent

Billy J. Hall, II
Technology

Adera Thornton
Special Education Director

Kenyatta McClain
Business Manager

Gared Watkins
Federal Programs

Ellen Griffin
Child Nutrition Director

Barbara Rogers
CTE Coordinator

Jorgell Jones
Curriculum

Bobbie Moore
Curriculum/Testing Coordinator

Billy J. Hall
Technology/MSIS/Fixed Asset

Xandra Brooks-Keys
Curriculum

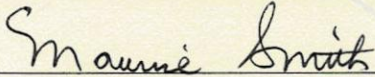
RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, North Bolivar Consolidated Schools agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*
The North Bolivar Consolidated Schools intends to provide an early child education program at I.T. Montgomery Elementary School for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*
The North Bolivar Consolidated Schools is willing to provide this programming.

3. *Non-discrimination:*
The North Bolivar Consolidated Schools is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.


Maurice Smith
Superintendent
North Bolivar Consolidated Schools

7/28/2020
Date



Dr. Evelyn W. Jossell • Superintendent of Education

Quitman County Central Office: Pauline Jones, Executive Assistant • Marilyn Autman, Accounts Payable
• Miron Thompson, Business Manager • Sharan Farmer, Payroll/Insurance

P. O. Drawer E • Marks, MS 38646 • 662-326-5451 • Fax: 662-326-3694 • qcschools.com

July 23, 2020

State of Mississippi
Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

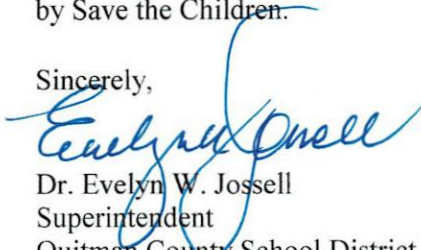
I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of Quitman County School District in **Quitman County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 1 year to provide early childhood development services to build skills for parents at Quitman Elementary School, where 100% of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi the early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

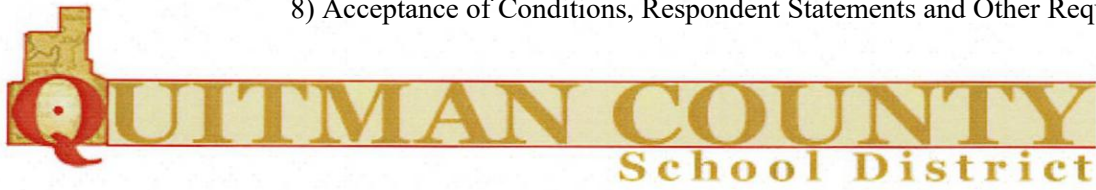
We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for

TANF services is estimated at \$90,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,



Dr. Evelyn W. Jossell
Superintendent
Quitman County School District
P.O. Drawer E., Marks, MS 38646
PHONE: (662) 326-5451
EMAIL: evelynjossell@qcsd.k12.ms.us



Dr. Evelyn W. Jossell • Superintendent of Education

Quitman County Central Office: Pauline Jones, Executive Assistant • Marilyn Autman, Accounts Payable
 • Miron Thompson, Business Manager • Sharan Farmer, Payroll/Insurance

P. O. Drawer E • Marks, MS 38646 • 662-326-5451 • Fax: 662-326-3694 • qcschools.com

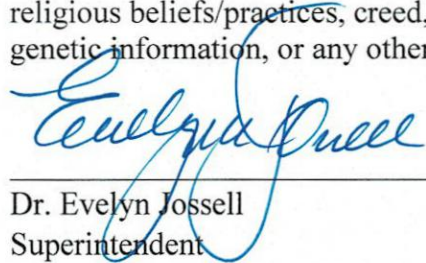

RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, Quitman County School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*
 The Quitman County School District intends to provide an early child education program and summer education program at Quitman Elementary School for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*
 The Quitman County School District is willing to provide this programming.

3. *Non-discrimination:*
 The Quitman County School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.

Dr. Evelyn Jossell Date
 Superintendent
 Quitman County School District



East Tallahatchie School District

Dr. Darron L. Edwards, Superintendent
 411 East Chestnut Street
 Charleston, MS 38921



662-647-5524 phone • 662-647-3720 fax

July 27, 2020

State of Mississippi
 Department of Human Services
 Robert G. Anderson, Executive Director
 200 South Lamar Street
 Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of East Tallahatchie School District in **Tallahatchie County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 2 YEARS to provide afterschool program services and early childhood development services to build skills for parents at Charleston Elementary School, where 94% of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$75,000, but total may be adjusted based on the finalized budget submitted by Save the Children.



East Tallahatchie School District

Dr. Darron L. Edwards, Superintendent
 411 East Chestnut Street
 Charleston, MS 38921



662-647-5524 phone • 662-647-3720 fax

July 27, 2020

State of Mississippi
 Department of Human Services
 Robert G. Anderson, Executive Director
 200 South Lamar Street
 Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)


Dear Mr. Anderson:

I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of East Tallahatchie School District in **Tallahatchie County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 2 YEARS to provide afterschool program services and early childhood development services to build skills for parents at Charleston Elementary School, where 94% of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$75,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,

DocuSigned by:

F3CA6514C931414...

Dr. Darron Edwards
Superintendent
East Tallahatchie School District
411 E. Chestnut Street
Charleston, MS 38921
662-647-5524
dedwards@etsdk12.org

RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for afterschool program services and parenting initiative, East Tallahatchie School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*

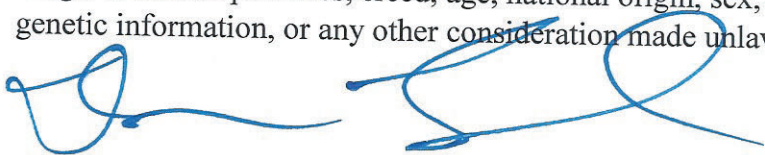
The East Tallahatchie School District intends to provide an afterschool education program for elementary age students focusing on literacy and other appropriate subjects during the 2020-2021 school year at Charleston Elementary. The district also intends to provide an early child education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*

The East Tallahatchie School District is willing to provide this programming.

3. *Non-discrimination:*

The East Tallahatchie School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.



Dr. Darron Edwards
Superintendent
East Tallahatchie School District

7-27-20

Date

WEST TALLAHATCHIE SCHOOL DISTRICT

DR. SHERRY ELLINGTON
Superintendent

Phone: 662.375.9291

Fax: 662.375.9294

"WE CAN, WE CAN, TAKE MY HAND"

July 28, 2020

State of Mississippi
Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children's application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of West Tallahatchie School District in **Tallahatchie County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 12 YEARS to provide afterschool program services and early childhood development services to build skills for parents at R.H. Bearden Elementary School, where 99% of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, 72% of regular participants of the Save the Children afterschool program showed significant reading growth. The early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost to be awarded under the TANF services sub award is estimated at \$40,000, but the total may be adjusted based on the finalized budget submitted by Save the Children.

WEST TALLAHATCHIE SCHOOL DISTRICT

DR. SHERRY ELLINGTON
Superintendent

Phone: 662.375.9291
Fax: 662.375.9294

"WE CAN, WE CAN, TAKE MY HAND"



RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, West Tallahatchie School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*

The West Tallahatchie School District intends to provide the early child education program Early Steps to School Success at R.H. Bearden Elementary School for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*

The West Tallahatchie School District is willing to provide this programming.

3. *Non-discrimination:*

The West Tallahatchie School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.

Dr. Sherry Thomas Ellington
Interim Superintendent
West Tallahatchie School District

7/28/2020
Date

Wilkinson County Department of Education

Mr. Chavis Bradford, Superintendent

Post Office Box 785 * Woodville, MS 39669

Tel (601) 888-3582 or (601) 888-6085 Fax (601)888-3133

cbradford@wilkinson.k12.ms.us

www.wilkinson.k12.ms.us



July 27, 2020
State of Mississippi
Department of Human Services
Robert G. Anderson, Executive Director
200 South Lamar Street
Jackson, MS 39201

Re: Letter of Collaboration (*RFP Section 2.3*)

Dear Mr. Anderson:

I am writing in support of Save the Children’s application for afterschool program activities through the Temporary Assistance for Needy Families (TANF) grant program (RFP No. 20200101 TANF 2021 SERVICES). As Superintendent of Wilkinson County School District in **Wilkinson County**, I would highly recommend Save the Children as a grantee to provide age-appropriate out-of-school-time educational and enrichment programming for children and youth attending high-poverty schools as well as a training and education program for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

We have partnered with Save the Children for 1 YEAR to provide early childhood development services to build skills for parents at Finch Elementary and Wilkinson Elementary schools, where 100% and 100%, respectively, of students are eligible to receive free or reduced-priced lunch. Our partnership with Save the Children has been a great benefit to our learning community, and we have worked closely together to achieve impressive results for children and youth. Last school year in Mississippi, the early child development program, Early Steps, strengthened parent-child connections for 195 primary caregivers last year. Additionally, Save the Children child development experts have strengthened the technical skills and knowledge of program and school professionals in our learning community, provided access to research-based curricula and materials, and provided ongoing support for effective program management and administration.

We work closely with Save the Children to provide programmatic services to our community in a true partnership. The district hires and supervises program staff who oversee day to day operations and administration of the programs; the district implements Save the Children program models and receives training and technical assistance from their technical experts; programs are housed in our district and operated by district employees; and, we work together to address continuous improvement, data collection and evaluation efforts to meet program and funder requirements. Our proportionate cost for TANF services is estimated at \$105,000, but total may be adjusted based on the finalized budget submitted by Save the Children.

Sincerely,

Chavis L. Bradford
Superintendent of Education
Wilkinson County School District
488 Main Street
Woodville, MS 39669
PHONE: (601)888-3582

RFP Attachment C, Section J. Subcontractor Statements

As a subcontractor listed in Save the Children’s application under RFP No. 20200101 TANF 2021 SERVICES to support programming for the parenting initiative, Wilkinson County School District agrees to the statements listed below.

1. *General scope of the work to be performed by the subcontractor:*

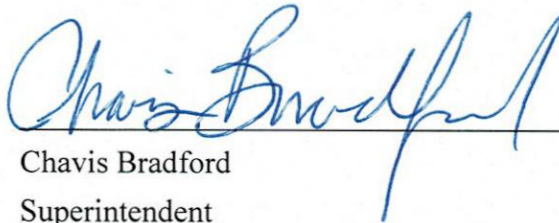
The Wilkinson County School District intends to provide an early child education program and summer kindergarten readiness program at Finch Elementary and Wilkinson Elementary schools for parents to become knowledgeable and assume responsibility for the developmental needs of their children.

2. *Willingness to perform the work indicated:*

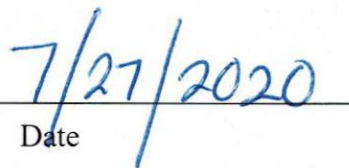
The Wilkinson County School District is willing to provide this programming.

3. *Non-discrimination:*

The Wilkinson County School District is responsible for hiring staff associated with this program. The school district does not discriminate in its employment practices with regard to race, color, religious beliefs/practices, creed, age, national origin, sex, or physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws.



Chavis Bradford
Superintendent
Wilkinson County School District


Date

SECOND AMENDED AND RESTATED BYLAWS
OF
SAVE THE CHILDREN FEDERATION, INC.
(A Connecticut Nonstock Corporation)

Adopted February 17, 2005

ARTICLE I
GENERAL

These Bylaws are intended to supplement and implement applicable provisions of law and of the Certificate of Incorporation (the "Certificate of Incorporation") of Save the Children Federation, Inc. (the "Corporation") with respect to the regulation of the affairs of the Corporation.

ARTICLE II
TRUSTEES

SECTION 1. Number, Election and Term of Office. All corporate powers shall be exercised by or under the authority of, and the activities property and affairs of the Corporation managed by or under the direction of, a board of directors to be known as the Board of Trustees. Unless otherwise provided, the term "Trustee" or "Trustees" as used in these Bylaws shall include ex-officio Trustees.

The Board of Trustees shall consist of not less than three (3) and not more than thirty-five (35) Trustees, exclusive of ex-officio Trustees. Trustees shall be elected by the members at the annual meeting of the members for one year terms to succeed those whose terms have expired. A trustee shall serve until the expiration of his or her term or until the qualification of his or her successor, if any.

The number of offices of Trustees on the Board of Trustees (such offices hereinafter referred to as "Trusteeships" and such number of offices hereinafter referred to as the "number of Trusteeships"), excluding, in each case, offices of ex-officio Trustees, shall be the number, within the minimum and maximum number of Trusteeships set forth in this Article II, Section 1, fixed by resolution of the Board of Trustees or, in the absence of such a resolution, shall be the aggregate of the number of Trustees elected at each of the previous three Annual Meetings of the Corporation at which Trustees were elected and additions to such number, if any, resulting from increases in the number of Trusteeships made during such period in accordance with this Article II, Section 1

SECTION 2. Chair of the Board of Trustees. The Trustees shall annually elect a Chair of the Board who shall create the agenda for and preside at regular or special

meetings of the Board of Trustees and Executive Committee. A person may serve as Chair of the Board of Trustees only for so long as such person remains a Trustee. A person who has served six consecutive full annual terms as Chair of the Board of Trustees shall not be eligible for reelection to such office until he or she has ceased to hold such office for at least two consecutive years. The Chair shall serve as an ex-officio member of all Board Committees.

SECTION 3 Vice Chair(s) of the Board of Trustees. The Board may also annually elect up to three Vice Chair(s) who shall have such power and perform such duties as the Chair of the Board of Trustees or the Board of Trustees may from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the Chair of the Board of Trustees, or in the case of his or her absence or inability to act, the Vice Chair of the Board of Trustees (and if there are more than one such Vice Chair, the Vice Chair so chosen to act by the Chair of the Board of Trustees, if the Chair's absence or inability to act was foreseen, or by the President, if the Chair's absence or inability to act was not foreseen) shall perform the duties of the Chair of the Board of Trustees and, when so acting, shall have the powers of, and be subject to all the restrictions upon, the Chair of the Board of Trustees.

SECTION 4. Limitation on Consecutive Terms. A Trustee, other than an ex-officio Trustee, who has served six consecutive full annual terms on the Board of Trustees shall not be eligible for election to the Board of Trustees until he or she has ceased to be a Trustee for at least one year. When the Chair of the Board of Trustees relinquishes his or her position as Chair, such Trustee shall also relinquish his or her Trusteeship if he or she has served six consecutive full annual terms on the Board of Trustees, including time served on the Board of Trustees while occupying the office of Chair of the Board of Trustees; provided, however, that he or she may continue to serve on the Board of Trustees as an ex-officio Trustee of the Corporation following the relinquishment of his or her office as Chair of the Board of Trustees for one full calendar year and until the next succeeding Annual Meeting thereafter. For purposes of this section, service as a Trustee for less than one year shall not be considered a full term.

SECTION 5. Removal. A Trustee may be removed from office, either with or without cause, at any time, by vote of not less than two-thirds of the Trustees entitled to vote.

SECTION 6. Resignation. Any Trustee of the Corporation may resign from the Corporation by submitting to the Chair of the Board of Trustees or the Secretary of the Corporation a written letter of resignation. All resignations shall, unless a contrary indication is contained therein, become effective upon and from the date of delivery thereof.

SECTION 7. Vacancies. Newly created Trusteeships resulting from an increase in the number of Trusteeships made in accordance with Article II, Section 1, and vacancies occurring in the Board for any reason, may be filled for the unexpired term by the Board of Trustees or, if the Trustees remaining in office constitute fewer than a

quorum of the Board of Trustees, by the affirmative vote of a majority of all the Trustees remaining in office.

SECTION 8. Compensation. Excluding the President, who serves as a voting ex officio member, the members of the Board of Trustees shall serve without salary or other compensation except reimbursement of reasonable out of pocket expenses incurred in connection with services provided to or for the benefit of the Corporation.

ARTICLE III MEETINGS OF TRUSTEES

SECTION 1. Place of Meeting. Meetings of the Board of Trustees may be held at such time and place, either within or without the State of Connecticut, as the Chair of the Board of Trustees may designate in the notice of meeting.

SECTION 2. Annual Meeting. The Chair of the Board of Trustees shall designate a date each year for the Annual Meeting of the Corporation. At the Annual Meeting, the Board of Trustees shall elect Trustees to the Class of Trustees whose term expires at such meeting. The Trustees shall also annually elect, at the Annual Meeting, the Chair, the Vice Chair(s) and the officers of the Corporation. The Trustees shall also transact such other business as shall properly come before them.

SECTION 3. Regular Meetings. All other regular meetings of the Board of Trustees may be held at such date, time and place as the Board of Trustees may determine. In addition to the Annual Meeting and unless and until otherwise changed by a resolution of the Board of Trustees, the Board of Trustees shall hold no fewer than two (2) regular meetings per year.

SECTION 4. Special Meetings. Special meetings of the Board of Trustees may be held at any time and place upon call of the Chair of the Board of Trustees or upon call of any three (3) or more Trustees.

SECTION 5. Notice. Appropriate written or oral notice of each meeting of the Board of Trustees shall be given to each Trustee at least fourteen (14) days prior to any Annual Meeting or regular meeting and at least two (2) days prior to any special meeting; provided, however, that notice of the Annual Meeting shall be in writing. Any Trustee may waive notice of any meeting in writing or by attendance at or participation in the meeting unless the Trustee, at the beginning of the meeting or promptly upon his or her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting. Each notice of a meeting of the Board of Trustees shall state the place, day, and hour of the meeting and shall include such other information, if any, required to be included therein pursuant to the Connecticut Revised Nonstock Corporation Act, the Certificate of Incorporation or these Bylaws. Each notice of a special meeting of the Board of Trustees shall state generally the nature of the business to be transacted and the Board shall be authorized to take action only as to such matters stated in the notice of special meeting.

SECTION 6. Quorum. The greater of (i) one-third of the total of the number of Trusteeships and ex-officio Trustees at the time or (ii) three Trustees shall constitute a quorum; provided, however, that at least three current members of the Executive Committee are among those present. Except as otherwise provided by law or these Bylaws, the act of a majority of the Trustees present at any meeting at which a quorum is present at the time of the act shall be the act of the Board of Trustees.

SECTION 7. Trustee Participation in Meeting by Telephone. A Trustee may participate in a special or regular meeting of the Board of Trustees or Executive Committee or any other Committee of the Board by means of a conference telephone or similar communications equipment enabling all Trustees participating in the meeting to hear one another, and participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.

SECTION 8. Trustees' Action Without Meeting. If all of the Trustees severally or collectively consent in writing to any action taken or to be taken by the Corporation, such action shall be as valid as though it had been authorized at a meeting of the Board of Trustees. The Secretary of the Corporation shall file such consent or consents with the minutes of the meetings of the Board of Trustees.

ARTICLE IV COMMITTEES

SECTION 1. Creation and Powers of Committees. Three or more Trustees shall be designated annually by the Board of Trustees to constitute, respectively, an Executive Committee (subject to the provisions of Article IV, section 3), a Nominations Committee (subject to the provisions of Article IV, section 4), a Finance and Administration Committee and an Audit Committee, as well as any other Committees which the Board of Trustees deems necessary. The creation of a Committee, the appointment of Trustees to it and the designation of a Chair and Vice Chair if desired shall be approved by a majority of all the Trustees in office when the action is taken.

To the extent specified by these Bylaws or by resolution of the Board of Trustees, each Committee may exercise the authority of the Board, except that a Committee may not (i) remove or elect any Chair, Vice Chair or other officer, (ii) approve the Corporation's budget, (iii) fill vacancies on the Board of Trustees or on any of its Committees, (iv) amend the Certificate of Incorporation, (v) adopt, amend or repeal these Bylaws, (vi) approve a plan of merger, approve a sale, lease, exchange or other disposition of all, or substantially all, of the property of the Corporation, other than in the usual and regular course of affairs of the Corporation, or approve a proposal to dissolve the Corporation, or (vii) exercise any other authority prohibited by law. Committees shall keep full records of their proceedings and shall report the same to the Board of Trustees.

SECTION 2. Committee Action. Except as otherwise provided in these Bylaws with respect to particular committees, meetings of committees of the Board of Trustees may be called by the respective chair thereof or by any two members of the committee on at least three (3) days written or oral notice. At all meetings of the committee, the greater of (i) one-third of the total number of committee members or (ii) three committee members shall constitute a quorum for the transaction of business; provided, however, that at least two current members of the Executive Committee are among those present. Except as otherwise provided by law or these Bylaws, the act of a majority of the committee members present at any meeting at which a quorum is present at the time of the act shall be the act of the committee. The provisions of Article III Section 5, 7 and 8 of these Bylaws relating to waiver of notice, participation by telephone and action by consent without a meeting shall apply to committees.

SECTION 3. Executive Committee. The Chair of the Board of Trustees, the Vice Chair(s) of the Board of Trustees, the Chair of the Audit Committee, the Chair of the Finance and Administration Committee, the Chair of the Nominations Committee, and additional Trustees, if any, chosen by the Board of Trustees, shall be designated as members of the Executive Committee; provided that there shall be no more than eleven (11) members of the Executive Committee, excluding any ex-officio members.

Meetings of the Executive Committee may be held at any time and place upon call by the Chair of the Board of Trustees or by three (3) or more members of the Executive Committee. The Executive Committee may act on behalf of the Corporation when the Board of Trustees is not in session; provided, however, that the Executive Committee shall not be authorized to (i) remove or elect any Chair, Vice Chair or other officer, (ii) approve the Corporation's budget, (iii) fill vacancies on the Board of Trustees or on any of its Committees, (iv) amend the Certificate of Incorporation, (v) adopt, amend or repeal these Bylaws, (vi) approve a plan of merger, approve a sale, lease, exchange or other disposition of all, or substantially all, of the property of the Corporation, other than in the usual and regular course of affairs of the Corporation, or approve a proposal to dissolve the Corporation, or (vii) exercise any other authority prohibited by law

SECTION 4. Nominations Committee. The Chair of the Board of Trustees shall be designated as a member, and a Vice Chair of the Board of Trustees shall be designated as an alternate member, of the Nominations Committee, and the remaining members shall be chosen by the Board of Trustees in accordance with Article IV, Section 1

The Nominations Committee shall meet at such times as it shall determine and shall nominate the Trustees, the Chair and Vice Chair(s) and officers to be elected at each Annual Meeting as well as any candidates to fill vacancies on the Board of Trustees. The Nominations Committee shall notify the Secretary in writing, at least twenty-one (21) days before the Annual Meeting, of the names of the candidates to be presented and the Secretary shall include a copy thereof with the notice of the Annual Meeting.

The Nominations Committee shall disqualify candidates from election to the Board of Trustees who are current employees of the corporation, other than the President and/or who are the immediate relations of current members of the Board of Trustees, including the President

SECTION 5 Audit Committee The members of the Audit Committee shall be chosen by the Board of Trustees in accordance with Article IV, Section 1, except that no member of the Audit Committee may be a member of the Corporation's staff (including the President). Members of the Finance and Administration Committee may serve on the Audit Committee, provided, however, that the Chair of the Audit Committee may not be a member of the Finance and Administration Committee and members of the Finance and Administration Committee shall constitute less than one-half of the membership of the Audit Committee. The Board of Trustees shall endeavor, to the greatest extent possible, to ensure that at least one member of the Audit Committee has sufficient financial expertise to understand, analyze and reasonably assess the financial statements of the Corporation and the competency of any auditing firm engaged by the Corporation.

The Audit Committee shall have general responsibility for advising the Board of Trustees on matters relating to the review and approval of the Corporation's financial statements and federal tax returns; the effectiveness of the Corporation's internal financial control and risk management systems; the effectiveness of the Corporation's internal audit function; the effectiveness of the Corporation's process for monitoring compliance with laws and regulations affecting financial reporting and the Corporation's Code of Ethics and Business Conduct; and such other duties as these Bylaws and the Board of Trustees may from time to time prescribe.

The Audit Committee shall recommend to the Board for its approval certified public accountants in accordance with Article VIII, Section 3 to serve as the Corporation's independent auditor. The Audit Committee shall approve the independent auditor's compensation; shall confer with the independent auditors to satisfy its members that the financial affairs of the Corporation are in order; shall review and determine whether to accept the audit; shall assure that any non-audit services performed by the independent auditor conform with applicable standards for auditor independence; and shall assess the performance of any services the independent auditor provides.

The Audit Committee shall meet at least three times during each year and at such additional special meetings as may be called by its Chair

SECTION 6. Finance and Administration Committee The Finance and Administration Committee shall have general responsibility for advising the Board of Trustees on, and approving policies related to, the financial and administrative operations of the Corporation ensuring that the Corporation is operated in a financially and administratively prudent manner.

The Finance and Administration Committee shall review annual budgets for the Corporation and any revisions thereto, and shall recommend such budgets or revisions to

the Board of Trustees for approval; shall annually review and approve the compensation, including benefits, of the officers of the Corporation to assure that it is just and reasonable; shall review and approve the compensation, including benefits, of the President/CEO and the Treasurer/Chief Financial Officer whenever their term of employment is renewed or extended or their compensation is modified, except when modification of their compensation extends to substantially all employees of the Corporation

The Finance and Administration Committee shall recommend, implement, modify or amend the Corporation's investment policies, guidelines and procedures as appropriate from time to time, including but not limited to the authority to establish, and delegate any or all of such authority to, an Investment Committee that may comprise members of the Board and independent experts in the field of investments, and to the Corporation's officers

The Finance and Administration Committee shall meet at least three times during each year and at such additional special meetings as may be called by its Chair.

SECTION 7. Term of Committee Membership. In consultation with the Nominating Committee, the Board of Trustees shall appoint Committee members, Committee Chairs and Vice Chairs. Such individuals shall serve one year terms and may be reelected as long as they remain Trustees.

ARTICLE V OFFICERS

SECTION 1. Officers. The Board of Trustees shall annually elect officers of the Corporation, who shall include the following: a President and Chief Executive Officer, an Executive Vice President and Chief Operating Officer, a Secretary, a Treasurer and Vice President for Finance and Administration who shall also be the Chief Financial Officer, and a General Counsel. Subject to the approval of the Board at the Annual Meeting, the President may designate other officer positions who shall serve such functions delegated to them by the President. Any two (2) or more of said offices may be held by the same person, except that the offices of President and Secretary and the offices of President and Vice President may not be held by the same person. In the event of the President's absence, the President (or, in the case of his inability to act, the Chair) may designate the Executive Vice President or any other officer to perform the duties of the President. When so acting, such officer shall have the powers of, and be subject to all the restrictions upon, the President.

SECTION 2. President. The President shall be the Chief Executive Officer and shall have general charge and direction of the business of the Corporation, shall represent the Corporation before the general public and to the International Save the Children Alliance, shall implement the policies of the Corporation established from time to time by the Board of Trustees, shall have power to sign and execute all agreements in the name of the Corporation, to sign checks, drafts, notes and orders for the payment of money, to

grant powers of attorney, and to appoint and discharge agents and employees, and shall perform such other duties as are properly required of him or her by the Board of Trustees. The President may delegate these powers and authorities to officers and employees of the Corporation in any manner consistent with these Bylaws. The President (together with the Corporation's Chief Financial Officer) shall review the Corporation's federal tax return to ensure that it is accurate, complete and filed on a timely basis; and shall certify the appropriateness of the Corporation's financial statements and that they fairly and accurately present the financial condition and operations of the Corporation. The President shall be a voting ex-officio member of the Board of Trustees as well as all Board Committees, other than the Audit Committee

SECTION 3. Executive Vice President. The Executive Vice President shall be the Chief Operating Officer and shall perform the functions of the President at his or her request or in the event of his or her death, disability or prolonged absence and shall have such general duties as the President shall specify. The Executive Vice President shall have the power to sign and execute all agreements in the name of the Corporation, to sign checks, drafts, notes and orders for the payment of money, to grant powers of attorney, and to appoint and discharge agents and employees; the responsibility, together with the President, for ensuring that the Corporation's business plans, strategies, programs and projects are aligned and implemented across all segments of the organization in accordance with the mission and values established by the Board of Trustees, President and officers; the responsibility for providing operational leadership for the day to day management of the Corporation. The Executive Vice President shall attend all meetings of the Board Committees and shall be an ex officio member of all internal committees

SECTION 4. Secretary. Except as otherwise specified herein, the Secretary shall keep the minutes of the meetings of the Board of Trustees and of the Board Committees and shall give notice of all such meetings as required by these Bylaws. The Secretary shall have custody of such minutes, the seal of the Corporation and the records of the Corporation, except to the extent some other person is authorized to have custody and possession thereof by a resolution of the Board of Trustees. The Secretary shall be authorized to authenticate the records of the Corporation. When the Board of Trustees or the Executive Committee meets in executive session, the Chair of the Board of Trustees may delegate temporarily to another person the responsibilities of the Secretary. The Secretary shall perform such other duties as may be from time to time specified by the Chair. There may be one or more Assistant Secretaries appointed by the Corporation on nomination by the President to assist the Secretary. Any Assistant Secretary shall have the power to affix and attest the corporate seal of the Corporation, to authenticate the records of the Corporation, to attest the execution of documents on behalf of the Corporation, and shall perform other duties as may be assigned by the Secretary or the Board of Trustees; and in the absence or disability of the Secretary, the Assistant Secretary may be designated by the Chair to exercise the powers of the Secretary.

SECTION 5. Treasurer. The Treasurer shall be the Vice President of Finance and Administration and Chief Financial Officer of the Corporation. The Treasurer shall have the power to sign and execute all agreements in the name of the Corporation, to sign

checks, drafts, notes and orders for the payment of money, and to appoint and discharge agents and employees; shall have the care and custody of the general funds, securities, properties and assets of the Corporation; shall deposit funds and securities in her or his care in such bank or banks, trust companies or depositories as he or she shall designate; shall invest, disburse and dispose of the same; shall maintain accurate books of accounts, recording therein the accounts of all monies, funds, securities, properties and assets in her or his custody, showing at all times the amount of all the property belonging to the Corporation wherever located, and showing the amount of disbursements made in the disposition of property. The Treasurer shall provide such books and records when required by the Board of Trustees or any of its Committees and shall periodically render to the President of the Corporation and the Board of Trustees, whenever they may require it, an account of all transactions as Treasurer and of the financial condition of the Corporation.

The Treasurer shall manage the internal audit function and shall cause internal audits to be performed, and shall cause an annual audit to be performed by the independent auditor recommended by the Audit Committee and approved by the Board of Trustees. The Treasurer (together with the Corporation's President) shall review the Corporation's federal tax return to ensure that it is accurate, complete and filed on a timely basis, and shall certify the appropriateness of the Corporation's financial statements and that they fairly and accurately present the financial condition and operations of the Corporation. The Treasurer shall attend and cause minutes to be prepared of the meetings of the Audit and Finance and Administration Committees, and any Investment Committee established by the Finance and Administration Committee.

SECTION 6. General Counsel. Subject to the authority of the President and the Board of Trustees, the General Counsel shall have chief responsibility for conduct of all of the legal affairs of the Corporation and shall be authorized to retain or approve the retention of counsel on behalf of the Corporation. The General Counsel shall have the authority, as delegated by the President, to settle, compromise and adjust any claims made by or against the Corporation or any controversies in which the Corporation has an interest, and to carry out the terms and provisions of such settlements, compromises, or adjustments; the authority to execute agreements and releases in connection with the Corporation's interest in estates; the responsibility for management of the Corporation's compliance program; and shall perform such other duties as the President or the Board of Trustees shall specify from time to time in connection with legal and related matters affecting the Corporation. The General Counsel shall attend the meetings of the Audit and Finance and Administration Committees. There may be one or more Deputy or Associate General Counsels appointed by the Corporation on nomination by the President to assist the General Counsel.

SECTION 7. Removal. Any officer may be removed by the Board of Trustees at any time with or without cause. The President shall have the authority to remove any officer prior to the end of his or her term; provided, however, that the President shall first present the reasons for such action to the Chair of the Board and, where appropriate, the Chair of any relevant Committee.

ARTICLE VI
TRUSTEE AND OFFICER
STANDARDS OF CONDUCT

Trustees and officers with discretionary authority shall discharge their duties in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner he or she reasonably believes to be in the best interest of the Corporation. In discharging their duties, Trustees and officers are entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by one or more officers or employees of the Corporation whom the Trustee or officer reasonably believes to be reliable and competent in the matters presented; or legal counsel, public accountants or other persons as to matters the Trustee or officer reasonably believes are within the person's professional or expert competence. Trustees may rely on information, opinions, reports or statements, including financial statements and other financial data, prepared or presented by a committee of the Board of Trustees of which he or she is not a member if the Trustee reasonably believes the committee merits confidence.

ARTICLE VII
INDEMNIFICATION

The Corporation shall provide indemnity to its Trustees, officers, employees and agents as provided in its Certificate of Incorporation.

ARTICLE VIII
FINANCES

SECTION 1. Fiscal Year. The fiscal year of the Corporation shall commence October 1 of each calendar year and shall close September 30 of the following calendar year.

SECTION 2. Annual Budget. The Board of Trustees shall approve the annual budget of the Corporation.

SECTION 3. Use of Certified Public Accountants. A financial statement shall be prepared by a certified public accounting firm in accordance with Generally Accepted Accounting Principles and shall, among other things, contain the annual balance sheet of assets and liabilities and an annual operating statement showing receipts and disbursements.

ARTICLE IX
CONFLICTS OF INTEREST

SECTION 1. Definition of Conflicts of Interest. A conflict of interest will be deemed to exist whenever an individual is in the position to approve or influence Corporation policies or actions that involve (or could ultimately harm or benefit

financially) the following: (a) the individual, (b) a person related to the individual (spouse and spouse's parents and siblings; children, grandchildren, siblings, parents, and their spouses; a person having the same home as the individual; a trust or estate of which the individual is a substantial beneficiary; or a trust, estate, incompetent person or minor for which the individual acts in a fiduciary capacity); or (c) any organization in which the individual or a related person is a director, trustee, officer, member, general partner, employee or more than 10% shareholder.

SECTION 2. Disclosure of Conflicts of Interest. A Trustee or officer shall disclose any conflict of interest: (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the conflict that comes before the Board of Trustees or any committee; (b) prior to entering into any transaction involving the conflict; (c) as soon as possible after the Trustee or officer learns of the conflict; and (d) on an annual conflict of interest disclosure form. The Secretary of the Corporation shall distribute annually to all Trustees and officers, a form soliciting the disclosure of all conflicts of interest, including specific information concerning the terms of any transaction with the Corporation and whether the process for approval set forth in Section 3 of this Article VIII was used.

SECTION 3 Approval of Transactions Involving Conflicts of Interest. A Trustee or officer who has or learns about a conflict of interest should disclose promptly to the Secretary of the Corporation the material facts surrounding the conflict of interest. All efforts should be made to disclose any such conflict of interest before any transaction is finalized. If practicable, at the time of the discussion and decision concerning the authorization of such transaction, the interested Trustee or officer should not be present. If present, the interested Trustee or officer should not participate in the discussion or approval of the transaction.

Following receipt of information concerning such a transaction, the Trustees shall consider the material facts concerning the proposed transaction including the process by which the decision was made to recommend entering into the transaction on the terms proposed. The Trustees shall determine using reasonable business judgment whether the proposed transaction has terms that are fair and reasonable and consistent with the Corporation's best interests, and shall set forth the basis for their decision in the minutes of the meeting, including the material facts surrounding the conflict of interest and whether or not the interested Trustee or officer was present during the discussion and approval process.

SECTION 4. Validity of Transactions. No transaction involving a conflict of interest with a Trustee or officer shall be either void or voidable for this reason alone or by reason alone that such Trustee or officer are present at the meeting of the Board of Trustees, or of a committee thereof, which authorizes such transaction, or that his or their votes are counted for such purpose, if the material facts as to such Trustee's or officer's interest in such transaction has been disclosed in good faith or is known to the Trustees, and the Trustees authorize such transaction by a vote sufficient for such purpose without counting the vote or votes of such interested Trustee or officer.

ARTICLE X
CORPORATE SEAL

The corporate seal of the Corporation shall be circular in form with the name of the Corporation and the words "Connecticut" and "Seal" thereon.

ARTICLE XI
AMENDMENTS

These Bylaws may be altered, amended, added to or repealed by the affirmative vote of at least two-thirds of the Trustees present at any meeting at which a quorum is present. Any notice of a meeting of the Board of Trustees at which these Bylaws are proposed to be altered, amended, added to or repealed shall include notice of such proposed action and shall have been served personally upon, or mailed to the last known address of, each Trustee of the Corporation at least seven (7) days prior to the date of said meeting.

ARTICLE XII
REFERENCE TO CONNECTICUT GENERAL STATUTES

Reference in these Bylaws to a provision of the Connecticut General Statutes or any provision of law set forth in such Statutes is to such provision of the General Statutes of Connecticut, Revision of 1958, as amended, or the corresponding provision(s) of any subsequent Connecticut law. Reference in these Bylaws to a provision of the Connecticut Revised Nonstock Corporation Act is to such provision of the Connecticut Revised Nonstock Corporation Act, as amended, or the corresponding provision(s) of any subsequent Connecticut law.

Revised March 30, 2005

AMENDED [DocX971] AND RESTATED
CERTIFICATE OF INCORPORATION
OF
SAVE THE CHILDREN FEDERATION, INC
(A Connecticut Nonstock Corporation)

FIRST: The name of the corporation is Save the Children Federation, Inc. (the "Corporation").

SECOND: The nature of the activities to be conducted and the purpose to be promoted or carried out by the Corporation is to work within the United States and throughout the world to make lasting, positive differences in the lives of disadvantaged children, their families, and their communities, to engage in charitable, scientific, literary, or educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code and to engage in any lawful act or activity for which a corporation may be formed under the Connecticut Revised Nonstock Corporation Act except for any express limitations contained herein.

THIRD: The Corporation shall have all powers granted by law, all powers that are or may hereafter be conferred by the laws of the State of Connecticut upon corporations without capital stock, and all legal powers necessary or convenient to effect any or all of the purposes stated in this Certificate of Incorporation, whether or not such powers are set forth herein; provided, however, that no such powers and privileges may be exercised, nor shall any activities be conducted, by the Corporation, if the same are inconsistent with the Corporation's nonprofit purposes or are not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code; and provided that no substantial part of the Corporation's activities shall consist of carrying on propaganda, or otherwise attempting, to influence legislation, and that the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

FOURTH: The Corporation shall be nonprofit. It shall not have or issue shares of stock or make distributions. No part of the income or net earnings of the Corporation is distributable to, or shall inure to the benefit of any Trustee or officer of the Corporation, or to any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation), and no Trustee or officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon its dissolution.

FIFTH: The Corporation shall have no members.

SIXTH: The duration of the Corporation shall be perpetual.

SEVENTH: Notwithstanding anything herein to the contrary, if at any time the Corporation is or shall become a private foundation within the meaning of Section 509(a) of the Internal Revenue Code, then the Corporation will be subject to the following for so long as it shall remain a private foundation:

1. The Corporation shall make distributions for each taxable year at such times and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code.
2. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code.

3. The Corporation shall not retain any excess business holdings as defined in Section 4943 (c) of the Internal Revenue Code.
4. The Corporation shall not make any investments in such manner as to jeopardize the carrying out of its exempt purposes and to subject it to tax under Section 4944 of the Internal Revenue Code.
5. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

EIGHTH: All corporate powers shall be exercised by or under the authority of, and the activities, property and affairs of the Corporation managed by or under the direction of, a self-perpetuating board of directors known as the Board of Trustees. To the extent not otherwise provided in this Certificate of Incorporation, the Bylaws shall prescribe the number, terms of office, qualifications (if any) and manner of election or appointment of Trustees, and such provisions may be amended from time to time in such lawful manner as the Bylaws shall prescribe. Unless otherwise provided, the term "Trustee" or "Trustees" as used in this Certificate of Incorporation shall include ex-officio Trustees.

The Trustees of the Corporation, other than ex-officio Trustees, shall be classified, as to their term of office, into three classes, as nearly equal in number as possible, designated, respectively, "Class I," "Class II," and "Class III," so that the term of office of one class of Trustees shall expire each year. At each Annual Meeting of the Corporation, successors to the class of Trustees whose terms of office expire at such Annual Meeting shall be elected to hold office for the term of three years and until their successors shall be elected and shall qualify. If the number of Trusteeships (as defined in the Bylaws) is changed by the Board of Trustees, any increase or decrease shall be apportioned among the classes of Trustees so as to maintain the number of Trusteeships in each class of Trustees as nearly equal as possible.

The person occupying the position of President of the Corporation shall, while he or she occupies such position, be an ex-officio Trustee of the Corporation and shall be counted in determining a quorum and have the power to vote. An immediate past Chair of the Board of Trustees who would otherwise be required to relinquish his or her Trusteeship as described in Article II, Section 4 of the Bylaws may continue to serve on the Board of Trustees as an ex-officio Trustee of the Corporation for one full calendar year and until the next succeeding Annual Meeting thereafter. Any immediate past Chair who so serves as an ex-officio Trustee shall be counted in determining a quorum and have the power to vote.

NINTH: (a) No person who is or was a Trustee of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a Trustee in an amount that exceeds the compensation, if any, received by the Trustee for serving the Corporation during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Trustee, (b) enable the Trustee or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Trustee to the Corporation under circumstances in which the Trustee was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Trustee's duty to the Corporation. Any lawful repeal or modification of this Article or the adoption of any provision inconsistent herewith by the Board of Trustees of the Corporation shall not, with respect to a person who is or was a Trustee, adversely affect any limitation of liability, right or protection of such person existing at or prior to the effective date of such repeal, modification or adoption of a provision inconsistent herewith.

(b) The limitation of liability of any person who is or was a Trustee provided for in this Article shall not be exclusive of any other limitation or elimination of liability contained in, or which may be provided to any person under, Connecticut law as in effect on the effective date of this Certificate of Incorporation and as thereafter amended.

TENTH: In the event of dissolution of the Corporation or the winding up of its affairs, subject to any restrictions on use or transfer that may exist, the assets of the Corporation remaining after all liabilities and obligations have been satisfied or provided for shall be paid over, transferred or conveyed, in accordance with a plan for distribution of assets adopted by the Board of Trustees, to one or more organizations that meet the following conditions:

- 1 The organization shall be organized and operated either (a) exclusively for the purposes set out in Article SECOND above, or (b) exclusively for purposes determined by the Board of Trustees to be similar to or supportive of those set out in Article SECOND above; and
- 2 The organization shall either be: (a) an organization exempt from federal income taxation under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code, or (b) the Federal or a State government or political subdivision thereof, such assets to be used for a public purpose.

Any such assets not so distributed shall be disposed of by the Superior Court of the district in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said court shall determine, that are exempt from federal taxation under Section 501(a) of the Internal Revenue Code as organizations described in Section 501(c)(3) of the Internal Revenue Code, or to the Federal or a State government or political subdivision thereof for a public purpose.

ELEVENTH: This Certificate of Incorporation may be amended by a resolution adopted by not less than two-thirds of the Board of Trustees present at a meeting at which a quorum is present, provided that the Certificate of Incorporation shall not be amended to permit the Corporation to engage in any activity that would be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code or as an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

TWELFTH: The Corporation shall provide its Trustees with the full amount of indemnification that the Corporation is permitted to provide pursuant to the Connecticut Revised Nonstock Corporation Act. In furtherance of the foregoing, the Corporation shall indemnify its Trustees against liability to any person for any action taken, or any failure to take any action, as a Trustee, except liability that (a) involved a knowing and culpable violation of law by the Trustee, (b) enabled the Trustee or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) showed a lack of good faith and a conscious disregard for the duty of the Trustee to the Corporation under circumstances in which the Trustee was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constituted a sustained and unexcused pattern of inattention that amounted to an abdication of the Trustee's duty to the Corporation.

The Corporation shall indemnify and advance expenses to each officer, employee or agent of the Corporation who is not a Trustee to the same extent as the Corporation is permitted to provide the same to a Trustee, and may indemnify and advance expenses to such persons to the extent permitted by Section 33-1122 of the Connecticut Revised Nonstock Corporation Act.

Notwithstanding any provision hereof to the contrary, the Corporation shall not indemnify any

Trustee, officer, employee or agent against any penalty excise taxes assessed against such person under Section 4958 of the Internal Revenue Code

THIRTEENTH: Reference in this Certificate of Incorporation to a provision of the Internal Revenue Code is to such provision of the Internal Revenue Code of 1986, as amended, or the corresponding provision(s) of any subsequent federal income tax law. Reference in this Certificate of Incorporation to a provision of the Connecticut General Statutes or any provision of Connecticut law set forth in such Statutes is to such provision of the General Statutes of Connecticut, Revision of 1958, as amended, or the corresponding provision(s) of any subsequent Connecticut law. Reference in this Certificate of Incorporation to a provision of the Connecticut Revised Nonstock Corporation Act is to such provision of the Connecticut Revised Nonstock Corporation Act, as amended, or the corresponding provision(s) of any subsequent Connecticut law.

AMENDED AND RESTATED
BYLAWS
OF
SAVE THE CHILDREN FEDERATION, INC
(A Connecticut Nonstock Corporation)
ARTICLE I
GENERAL

These Bylaws are intended to supplement and implement applicable provisions of law and of the Certificate of Incorporation (the "Certificate of Incorporation") of Save the Children Federation, Inc. (the "Corporation") with respect to the regulation of the affairs of the Corporation.

ARTICLE II
TRUSTEES

SECTION 1. Number, Election and Term of Office All corporate powers shall be exercised by or under the authority of, and the activities property and affairs of the Corporation managed by or under the direction of, a board of directors to be known as the Board of Trustees. Unless otherwise provided, the term "Trustee" or "Trustees" as used in these Bylaws shall include ex-officio Trustees.

The Board of Trustees shall consist of not less than three (3) but no more than thirty-five (35) Trustees, exclusive of ex-officio Trustees. As provided in the Certificate of Incorporation, the Trustees of the Corporation, other than ex-officio Trustees, shall be classified, as to their term of office, into three classes, as nearly equal in number as possible, designated, respectively, "Class I," "Class II," and "Class III" (each referred to herein as a "Class of Trustees" and collectively, "Classes of Trustees") so that the term of office of one Class of Trustees shall expire each year. At each Annual Meeting of the Corporation, successors to the Class of Trustees whose terms of office expire at such Annual Meeting shall be elected to hold office for the term of three years and until their successors shall be elected and shall qualify. If the number of Trusteeships (as hereinafter defined) is changed by the Board of Trustees, any increase or decrease shall be apportioned among the Classes of Trustees so as to maintain the number of Trusteeships in each Class of Trustees as nearly equal as possible.

The number of offices of Trustees on the Board of Trustees and in each Class of Trustees (such offices hereinafter referred to as "Trusteeships" and such number of offices hereinafter referred to as the "number of Trusteeships"), excluding, in each case, offices of ex-officio Trustees, shall be the number, within the minimum and maximum number of Trusteeships set forth in this Article II, Section 1, fixed by resolution of the Board of Trustees or, in the absence of such a resolution, shall be the aggregate of the number of Trustees elected to each of the three Classes of Trustees at each of the previous three Annual Meetings of the Corporation at which Trustees were elected and additions to such number, if any, resulting from increases in the number of Trusteeships made during such period in accordance with this Article II, Section 1.

SECTION 2. Chair of the Board of Trustees. The Trustees shall annually elect a Chair of the Board who shall create the agenda for and preside at regular or special meetings of the Board of Trustees and Executive Committee. A person may serve as Chair of the Board of Trustees only for so long as such person remains a Trustee. A person who has served six consecutive full annual terms as Chair of the Board of Trustees shall not be eligible for reelection to such office until he or she has ceased to hold such office for at least two consecutive years. The Chair shall serve as an ex-officio member of all Board Committees.

SECTION 3. Vice Chair(s) of the Board of Trustees. The Board may also elect up to three Vice Chair(s) who shall have such power and perform such duties as the Chair of the Board of Trustees or the Board of Trustees may from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws. At the request of the Chair of the Board of Trustees, or in the case of his or her absence or inability to act, the Vice Chair of the Board of Trustees (and if there are more than one such Vice Chair, the Vice Chair so chosen to act by the Chair of the Board of Trustees, if the Chair's absence or inability to act was foreseen, or by the President, if the Chair's absence or inability to act was not foreseen) shall perform the duties of the Chair of the Board of Trustees and, when so acting, shall have the powers of, and be subject to all the restrictions upon, the Chair of the Board of Trustees.

SECTION 4. Limitation on Consecutive Terms. A Trustee, other than an ex-officio Trustee, who has served two consecutive full terms on the Board of Trustees shall not be eligible for election to the Board of Trustees until he or she has ceased to be a Trustee for at least one year. When the Chair of the Board of Trustees relinquishes his or her position as Chair, such Trustee shall also relinquish his or her Trusteeship if he or she has served two consecutive full terms on the Board of Trustees, including time served on the Board of Trustees while occupying the office of Chair of the Board of Trustees; provided, however, that he or she may continue to serve on the Board of Trustees as an ex-officio Trustee of the Corporation following the relinquishment of his or her office as Chair of the Board of Trustees for one full calendar year and until the next succeeding Annual Meeting thereafter. For purposes of this section, a term that is less than three years shall not be considered a full term.

SECTION 5. Removal. A Trustee may be removed from office, either with or without cause, at any time, by vote of not less than two-thirds of the Trustees entitled to vote.

SECTION 6. Resignation. Any Trustee of the Corporation may resign from the Corporation by submitting to the Chair of the Board of Trustees or the Secretary of the Corporation a written letter of resignation. All resignations shall, unless a contrary indication is contained therein, become effective upon and from the date of delivery thereof.

SECTION 7. Vacancies. Newly created Trusteeships resulting from an increase in the number of Trusteeships made in accordance with Article II, Section 1, and vacancies occurring in the Board for any reason, shall be filled for the unexpired term by the Board of Trustees or, if the Trustees remaining in office constitute fewer than a quorum of the Board of Trustees, by the affirmative vote of a majority of all the Trustees remaining in office.

ARTICLE III MEETINGS OF TRUSTEES

SECTION 1. Place of Meeting. Meetings of the Board of Trustees may be held at such time and place, either within or without the State of Connecticut, as the Chair of the Board of Trustees may designate in the notice of meeting.

SECTION 2. Annual Meeting. The Chair of the Board of Trustees shall designate a date each year for the Annual Meeting of the Corporation. At the Annual Meeting, the Board of Trustees shall elect Trustees to the Class of Trustees whose term expires at such meeting. The Trustees shall also annually elect, at the Annual Meeting, the Chair, the Vice Chair(s) and the officers of the Corporation. The Trustees shall also transact such other business as shall properly come before them.

SECTION 3. Regular Meetings. All other regular meetings of the Board of Trustees may be held at such date, time and place as the Board of Trustees may determine.

SECTION 4. Special Meetings. Special meetings of the Board of Trustees may be held at any time and place upon call of the Chair of the Board of Trustees or upon call of any three (3) or more Trustees.

SECTION 5. Notice. Appropriate written or oral notice of each meeting of the Board of Trustees shall be given to each Trustee at least fourteen (14) days prior to any Annual Meeting or regular meeting and at least two (2) days prior to any special meeting; provided, however, that notice of the Annual Meeting shall be in writing. Any Trustee may waive notice of any meeting in writing or by attendance at or participation in the meeting unless the Trustee, at the beginning of the meeting or promptly upon his or her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting. Each notice of a meeting of the Board of Trustees shall state the place, day, and hour of the meeting and shall include such other information, if any, required to be included therein pursuant to the Connecticut Revised Nonstock Corporation Act, the Certificate of Incorporation or these Bylaws. Each notice of a special meeting of the Board of Trustees shall state generally the nature of the business to be transacted and the Board shall be authorized to take action only as to such matters stated in the notice of special meeting.

SECTION 6. Quorum. The greater of (i) one-third of the total of the number of Trusteeships and ex-officio Trustees at the time or (ii) three Trustees shall constitute a quorum; provided, however, that at least three current members of the Executive Committee are among those present. Except as otherwise provided by law or these Bylaws, the act of a majority of the Trustees present at any meeting at which a quorum is present at the time of the act shall be the act of the Board of Trustees.

SECTION 7. Trustee Participation in Meeting by Telephone. A Trustee may participate in a special or regular meeting of the Board of Trustees or Executive Committee or any other Committee of the Board by means of a conference telephone or similar communications equipment enabling all Trustees participating in the meeting to hear one another, and participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.

SECTION 8. Trustees' Action Without Meeting. If all of the Trustees severally or collectively consent in writing to any action taken or to be taken by the Corporation, such action shall be as valid as though it had been authorized at a meeting of the Board of Trustees. The Secretary of the Corporation shall file such consent or consents with the minutes of the meetings of the Board of Trustees.

ARTICLE IV COMMITTEES

Section 1. Creation and Powers of Committees. Three or more Trustees shall be designated by the Board of Trustees to constitute, respectively, an Executive Committee (subject to the provisions of Article IV, section 2), a Nominations Committee, a Finance Committee and an Audit Committee, as well as any other Committees which the Board of Trustees deems necessary. The creation of a Committee and the appointment of Trustees to it shall be approved by a majority of all the Trustees in office when the action is taken. To the extent specified by the Board of Trustees, each Committee may exercise the authority of the Board, except that a Committee may not (i) fill vacancies on the Board of Trustees or on any of its Committees, (ii) amend the Certificate of Incorporation, (iii) adopt, amend or repeal these Bylaws, (iv) approve a plan of merger, approve a sale, lease, exchange or other disposition of all, or substantially all, of the property of the Corporation, other than in the usual and regular course of affairs of the Corporation, or approve a proposal to dissolve the Corporation, or (v) exercise any other authority prohibited by law. Committees shall keep full records of their proceedings and shall report the same to the Board of Trustees.

Section 2 Executive Committee. The Chair of the Board of Trustees, the Vice Chair(s) of the Board of Trustees, the Chair of the Audit Committee, the Chair of the Finance Committee, the Chair of the Nominations Committee, and additional Trustees, if any, chosen by the Board of Trustees, shall be designated as members of the Executive Committee; provided that there shall be no more than eleven (11) members of the Executive Committee, excluding any ex-officio members

Meetings of the Executive Committee may be held at any time and place upon call by the Chair of the Board of Trustees or by three (3) or more members of the Executive Committee. The Executive Committee may act on behalf of the Corporation when the Board of Trustees is not in session; provided, however, that the Executive Committee shall not be authorized to (i) remove or elect any Chair, Vice Chair or other officer, (ii) approve the Corporation's budget, (iii) fill vacancies on the Board of Trustees or on any of its Committees, (iv) amend the Certificate of Incorporation, (v) adopt, amend or repeal these Bylaws, (vi) approve a plan of merger, approve a sale, lease, exchange or other disposition of all, or substantially all, of the property of the Corporation, other than in the usual and regular course of affairs of the Corporation, or approve a proposal to dissolve the Corporation, or (vii) exercise any other authority prohibited by law.

Section 3 Nominations Committee. The Chair of the Board of Trustees shall be designated as a member, and a Vice Chair of the Board of Trustees shall be designated as an alternate member, of the Nominations Committee, and the remaining members shall be chosen by the Board of Trustees in accordance with Article IV, Section 1

The Nominations Committee shall meet at such times as it shall determine and shall nominate the Trustees, the Chair and Vice Chair(s) and officers to be elected at each Annual Meeting as well as any candidates to fill vacancies on the Board of Trustees. The Nominations Committee shall notify the Secretary in writing, at least twenty-one (21) days before the Annual Meeting, of the names of the candidates to be presented and the Secretary shall include a copy thereof with the notice of the Annual Meeting

Section 4. Audit Committee. The Audit Committee shall recommend to the Board the selection of certified public accountants in accordance with Article VII, Section 3, and shall have such power and perform such duties as the Board of Trustees may from time to time prescribe and shall perform such other duties as may be prescribed by these Bylaws.

Section 5. Finance Committee. The Finance Committee shall exercise general oversight over the finances of the corporation, ensuring that the corporation is operated in a financially prudent manner.

Section 6. Term of Committee Membership. In consultation with the Nominating Committee, the Board of Trustees shall appoint Committee members, Committee Chairs and Vice Chairs. Such individuals shall serve one year terms and may be reelected as long as they remain Trustees.

ARTICLE V OFFICERS

SECTION 1. President. The President shall be the Chief Executive Officer and shall have general charge and direction of the business of the Corporation, shall represent the Corporation before the general public and shall perform such other duties as are properly required of him or her by the Board of Trustees. The President shall be an ex-officio member of the Board of Trustees as well as all Board Committees, other than the Audit Committee

SECTION 2. Secretary. The Secretary shall keep the minutes of the meetings of the Board of

Trustees and of the Board Committees and shall give notice of all such meetings as required by these Bylaws. The Secretary shall have custody of such minutes, the seal of the Corporation and the records of the Corporation, except to the extent some other person is authorized to have custody and possession thereof by a resolution of the Board of Trustees. The Secretary shall be authorized to authenticate the records of the Corporation. When the Board of Trustees or the Executive Committee meets in executive session, the Chair of the Board of Trustees may delegate temporarily to another person the responsibilities of the Secretary. The Secretary shall perform such other duties as may be from time to time specified by the Chair.

SECTION 3. Treasurer. The Treasurer shall have the care and custody of the general funds, securities, properties and assets of the Corporation; shall deposit funds and securities in her or his care in such bank or banks, trust companies or depositories as he or she shall designate; shall invest, disburse and dispose of the same; shall maintain accurate books of accounts, recording therein the accounts of all monies, funds, securities, properties and assets in her or his custody, showing at all times the amount of all the property belonging to the Corporation wherever located, and showing the amount of disbursements made in the disposition of property. The Treasurer shall provide such books and records when required by the Board of Trustees or any of its Committees.

SECTION 4. Other Officers. Subject to the approval of the Board at the Annual Meeting, the President may designate other officer positions, including an Executive Vice President, other Vice Presidents and a General Counsel, who shall serve such functions delegated to them by the President. In the event of the President's absence, the President (or, in the case of his inability to act, the Chair) may designate the Executive Vice President or any other officer to perform the duties of the President. When so acting, such officer shall have the powers of, and be subject to all the restrictions upon, the President.

SECTION 5. Removal. Any officer may be removed by the Board of Trustees at any time with or without cause. The President shall have the authority to remove any officer prior to the end of his or her term; provided, however, that the President shall first present the reasons for such action to the Chair of the Board and, where appropriate, the Chair of any relevant Committee.

ARTICLE VI INDEMNIFICATION

The Corporation shall provide indemnity to its Trustees, officers, employees and agents as provided in its Certificate of Incorporation.

ARTICLE VII FINANCES

SECTION 1. Fiscal Year. The fiscal year of the Corporation shall commence October 1 of each calendar year and shall close September 30 of the following calendar year.

SECTION 2. Annual Budget. The Board of Trustees shall approve the annual budget of the Corporation.

SECTION 3. Use of Certified Public Accountants. A financial statement shall be prepared by a certified public accounting firm in accordance with Generally Accepted Accounting Principles and shall, among other things, contain the annual balance sheet of assets and liabilities and an annual operating statement showing receipts and disbursements.

ARTICLE VIII

CORPORATE SEAL

The corporate seal of the Corporation shall be circular in form with the name of the Corporation and the words "Connecticut" and "Seal" thereon.

ARTICLE IX
AMENDMENTS

These Bylaws may be altered, amended, added to or repealed by the affirmative vote of at least two-thirds of the Trustees present at any meeting at which a quorum is present. Any notice of a meeting of the Board of Trustees at which these Bylaws are proposed to be altered, amended, added to or repealed shall include notice of such proposed action and shall have been served personally upon, or mailed to the last known address of, each Trustee of the Corporation at least seven (7) days prior to the date of said meeting.

ARTICLE X
REFERENCE TO CONNECTICUT GENERAL STATUTES

Reference in these Bylaws to a provision of the Connecticut General Statutes or any provision of law set forth in such Statutes is to such provision of the General Statutes of Connecticut, Revision of 1958, as amended, or the corresponding provision(s) of any subsequent Connecticut law. Reference in these Bylaws to a provision of the Connecticut Revised Nonstock Corporation Act is to such provision of the Connecticut Revised Nonstock Corporation Act, as amended, or the corresponding provision(s) of any subsequent Connecticut law.

I, the Secretary of The State of Connecticut, and keeper of the seal thereof,
DO HEREBY CERTIFY, that the certificate of incorporation of

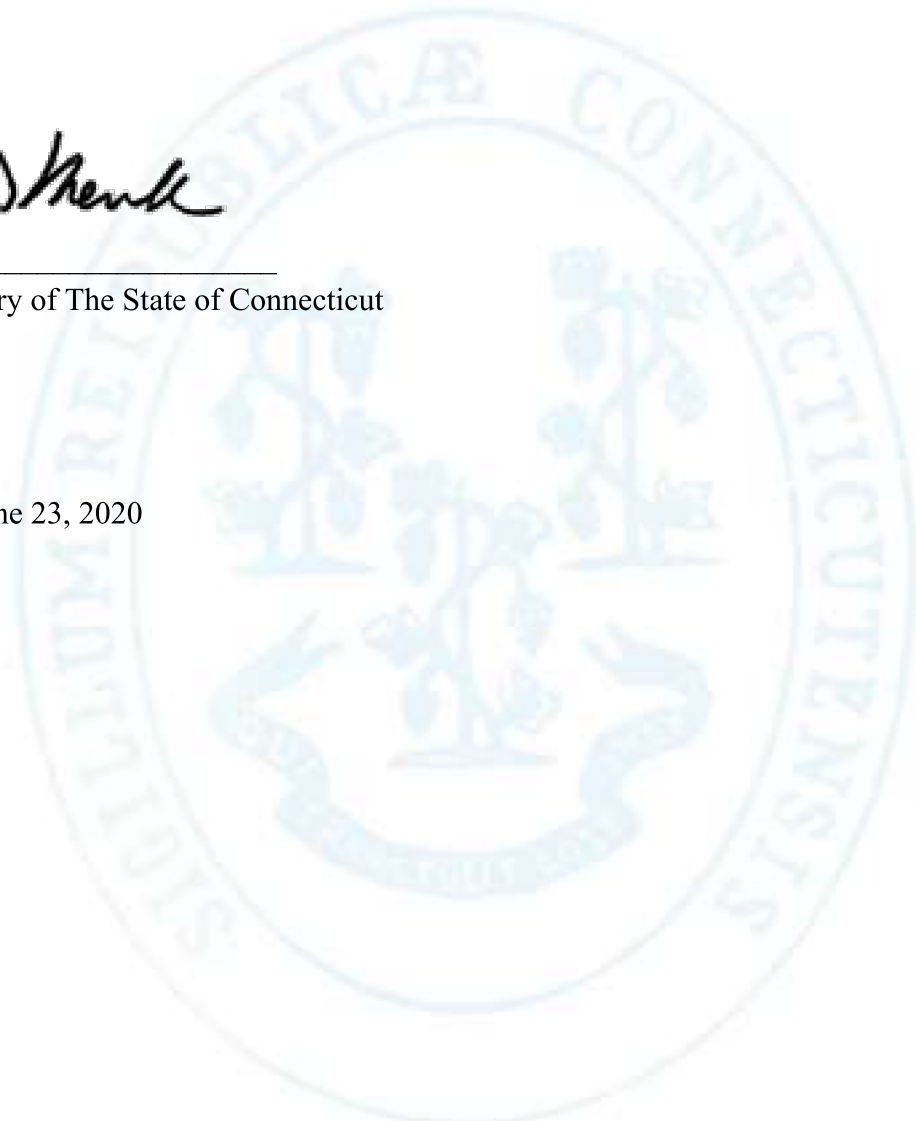
SAVE THE CHILDREN FEDERATION, INC.

a domestic NONSTOCK corporation, was filed in this office on August 15, 1962, a certificate of
dissolution has not been filed, the corporation has filed all annual reports, and so far as indicated by the
records of this office such corporation is in existence.



Secretary of The State of Connecticut

Date Issued: June 23, 2020



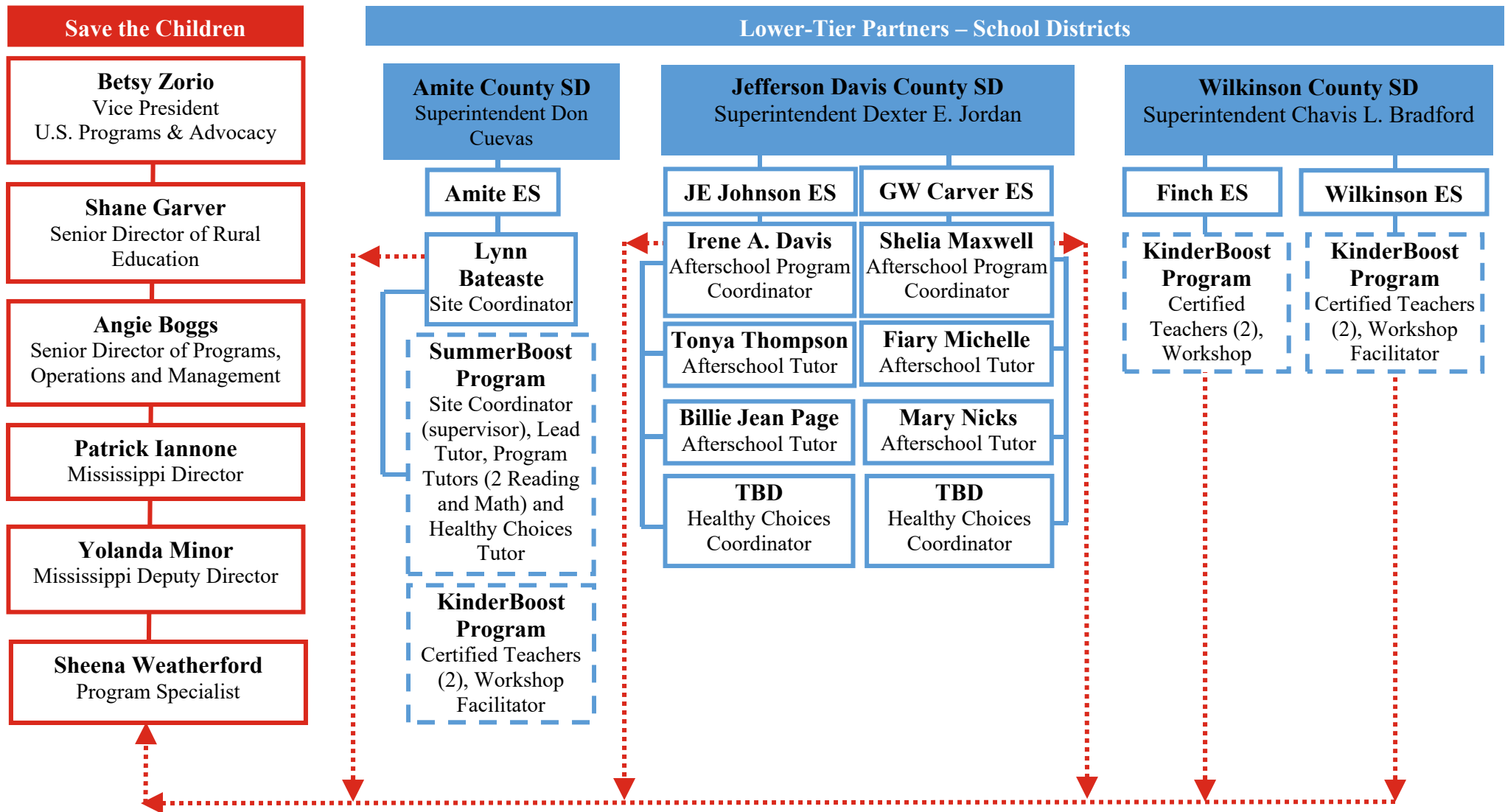
Business ID: [REDACTED]

Express

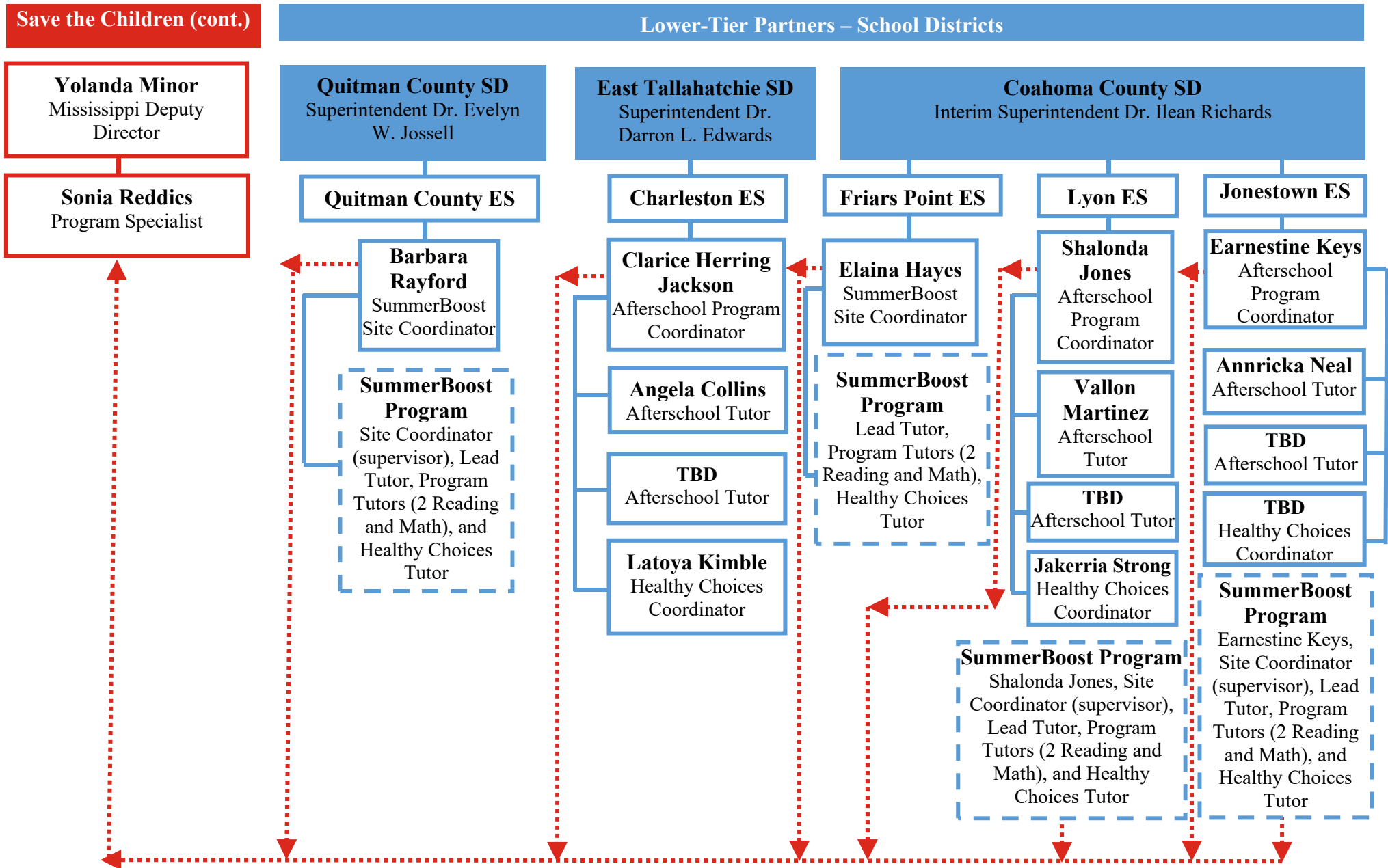
Certificate Number: [REDACTED]

Note: To verify this certificate, visit the web site <http://www.concord.sots.ct.gov>

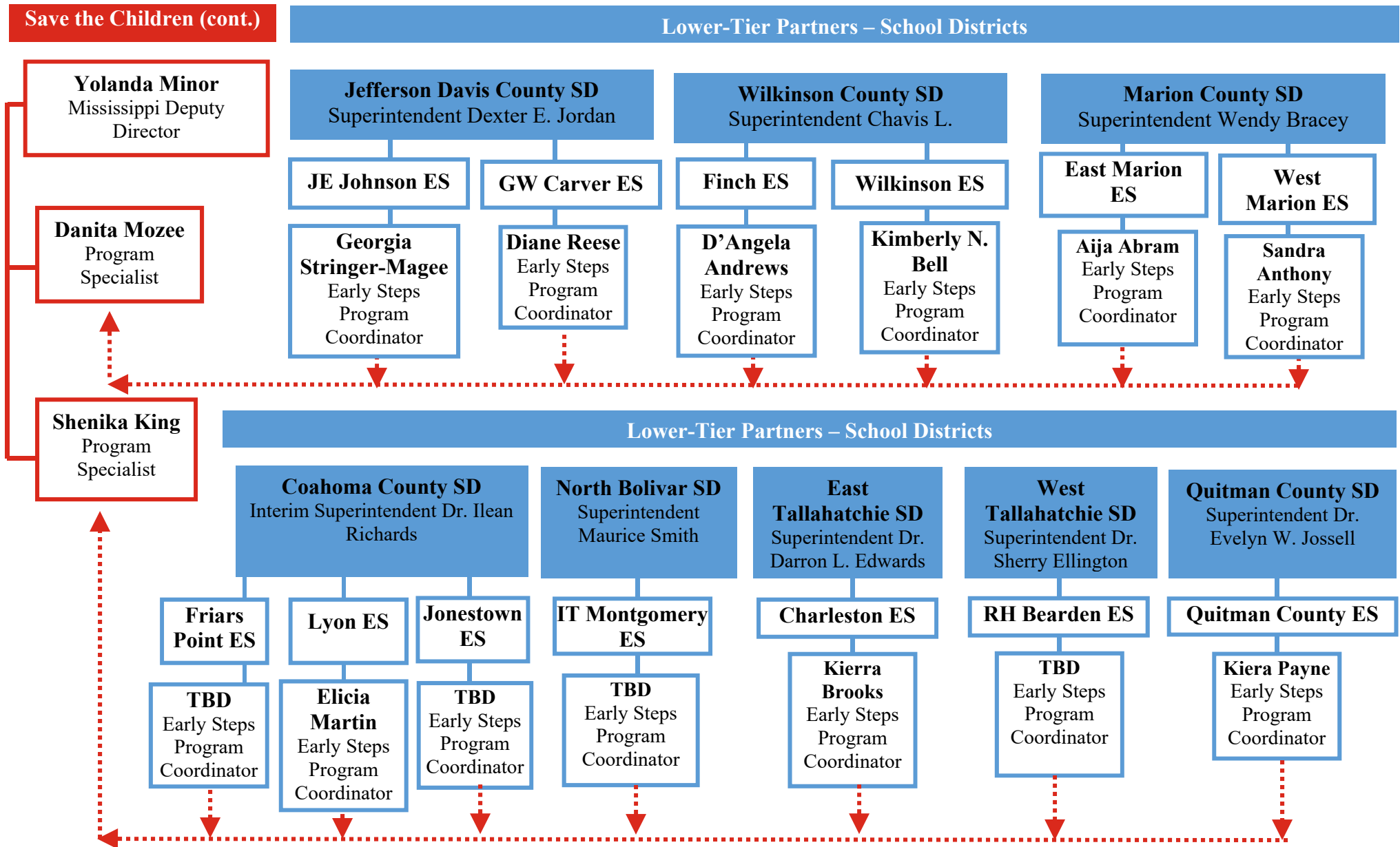
Save the Children Mississippi Organizational Chart – School Age Programs



Save the Children Mississippi Organizational Chart – School Age Programs (Continued)



Save the Children Mississippi Organizational Chart – Early Steps Program



VITA

Patrick V. Iannone

Address:

██████████ ████████████████████
████████████████████

Telephone:

E-Mail: piannone@savechildren.org

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Education

Syracuse University, Syracuse, NY

Major: English Education
Degree: ABD

West Virginia University, Morgantown, WV

Major: English Education
Degree: M. A.
Date: 1994

West Virginia University, Morgantown, WV

Major: Journalism
Degree: B. S.
Date: 1988

Professional Experience

State Program Director

Save the Children Federation, Nashville, TN

2015 – Present

- Lead team of nine to support early childhood and school-age educational programs at 45 partner sites in AR, MS, TN, & TX.
- Serve as state lead, coordinating with national team to implement state media strategy, grants management, state budget, resource development, and advocacy.

Deputy Program Director

Save the Children Federation, Nashville, TN

2012 – 2015

- Led team of seven to support 25 partner schools/sites, building and maintaining relationships with school districts across the states of Mississippi and Tennessee.
- Assisted with agency efforts to implement state media strategy, grants management, state budget, resource development, and advocacy.

Associate Director of Partnership Management

Save the Children Federation, Berea, KY

2009 – 2012

- Led team of twelve Program Specialists and coordinated with literacy and early childhood regional support teams to ensure effective partner implementation of early childhood and school-age educational programs at 45 sites located in KY, East TN, and WV.
- Assisted Regional Director with efforts to implement state media strategy, grants management, state budget, resource development, and advocacy.

Program Specialist

Save the Children Federation, Berea, KY

2006 – 2009

- Trained and provided technical assistance to program coordinators at 13 different schools located in Knott, Clay, Menifee, and McCreary Counties in E. KY.
- Evaluated literacy and NuPA program implementation in K-8 in-school, after school, and summer school-age educational programs.

Part-Time Faculty

Eastern Kentucky University
2007 – 2011

- Taught on-line and classroom-based courses in content area illiteracy instruction.
- Designed and delivered course components using Blackboard on-line teaching platform

Assistant Professor of Education

Marshall University, Huntington, WV
2000 – 2006

- Taught graduate and undergraduate courses in content area instruction, literacy acquisition, developmental reading, educational research, and literacy and technology.
- Advised graduate students on program requirements.
- Supervised student teachers.
- Designed, developed, and delivered on-line versions of graduate courses in content area instruction, literacy acquisition, developmental reading, educational research, and literacy and technology using Web CT.
- Trained adjunct faculty to deliver program courses on-line using Web CT

Instructor

State University of New York at Oswego, Oswego, NY
1999-2000

- Taught graduate and undergraduate courses in content area instruction, and coordinated field experience for the undergraduate section of the course.
- Taught graduate seminar in educational research.
- Supervised student teachers.
- Advised graduate students

Certifications

Provisional Teaching Certificate, English 5 – 12, State of West Virginia

Publications

O'Byrne, B., Bowling, N., Iannone, P. V., and Caron, T. (2002). Mapping the boundaries of literacy and literacy education in cyberspace: Four preliminary markers. In D. Willis, J. Price, and M. Davis (Eds.), Information Technology and Teacher Education Annual (pp. 1929-1933). Norfolk, VA, AACE.

Iannone, P. V. (1999). Using the World Wide Web for classroom research: Helping your students gather accurate, reliable information. The Central New York Reading Council Newsletter, Spring, 3.

Iannone, P. V. (1998). Writing and the World Wide Web: Purposeful literacy activities for K-12 students. The Reading Teacher, 51, 438-443.

Iannone, P. V. (1997). Book Review of Possible Lives by Mike Rose, NY: Houghton Mifflin, 1995, 454 pp. Composition Forum, 8, 29-31.

Iannone, P. V. (1995). Book Review of Compact-Disc interactive: A designer's overview. Phillips International, Inc. (Ed.), Netherlands: Kluwer Technische, 1988, 235 pp. Computers in Human Behavior, 11, 675-76.

Participation in National Conferences

O'Byrne, B., Bowling, N., Iannone, P. V., and Caron, T. (March, 2002). Mapping the boundaries of literacy and literacy education in cyberspace: Four preliminary markers. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education, Nashville, Tennessee.

Iannone, P.V. & Bourcy, L. P. (December, 2000). Literacy research and the Internet: Understanding qualitative data collection in cyberspace. Paper presented at the annual meeting of the National Reading Conference, Phoenix, AZ.

Iannone, P. V. (November, 2000). Virtual ties: Constructing literacy communities with the Internet. Paper presented at the fall meeting of the National Council of Teachers of English, Milwaukee, WI

Iannone, P. V. (March, 2000). Using Internet learning communities for content area literacy: Understanding teachers perceptions and practices. Paper presented at the spring meeting of the National Council of Teachers of English, New York, New York.

Iannone, P. V. (November, 1999). Literacy instruction in the new millennium: Reshaping traditional forms of literacy instruction using the Internet. Paper presented at the fall meeting of the National Council of Teachers of English, Denver, Colorado.

Iannone, P. V. (April, 1999). From the "war room" to the classroom: Understanding the perceptions and practices of a literacy teacher in an urban high

school service-learning program. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Iannone, P. V. (March, 1999). New teaching frontiers: Creating literacy communities using the Internet. Paper presented at the spring meeting of the National Council of Teachers of English, Cincinnati, Ohio.

Professional Organizations

- American Educational Research Association
- International Reading Association
- National Council of Teachers of English
- National Reading Conference

Service

Professional

Member of Reading Online Editorial Board 2000 - 2003

Chair for Ramon Veal Seminar on Literacy Research, National Council of Teachers of English, Spring Meeting 2000

Co-Chair for Ramon Veal Seminar on Literacy Research, National Council of Teachers of English, Spring Meetings 1998 - 1999.

Guest Reviewer of Manuscripts for Reading Research Quarterly, 1997 - 1999

Workshops

Iannone, P. V. (2004). Content area instruction with the Internet. Summersville, WV (Clay County Schools).

Mrs. Yolanda Minor



schoolsuccess@bellsouth.net

Objective **To provide exemplary services in an outstanding organization committed to bettering the lives of underserved children, families and their communities utilizing the skills I have attained through my formal education and professional experiences.**

Profile

- 7 years' experience as a professional manager.
- Presently ESSS program specialist for Save the Children Corp providing support to eight coordinators and school districts, and four Vroom ambassadors.
- Goal-oriented individual with strong leadership abilities.
- Organized, highly motivated, and detail-directed problem solver.
- Proven ability to work in unison with staff, volunteers, and board of directors.

Education **Associates of Arts., Business Administration**, Southwest Mississippi Community College, **B.S., Business Administration**, Alcorn State University (Cum Laude). **Master's Degrees, Early Childhood Development and Reading with an emphasis in Elementary Education**, Grand Canyon University, (GPA 3.7).

Relevant Experience & Accomplishments

Program Coordination

- Successfully established Community Awareness projects while working with AmeriCorps.
- Supervised a team of six individuals as Team Leader with AmeriCorps.
- One on one tutoring with K-4 grades.
- Administered the Roots Reading, IDELA Test as well as the PPVT Vocabulary Tests.
- Develop and execute monthly group activities for children 0-5 and parents.
- Provide meaningful home visits to children ages 0-3.
- Counsels parents on related goals and objectives of the Early Steps Program.
- Provides Book Bag rotation with clients.
- Successfully refine and implement new projects.
- Managed a small business (Pete's Italian Beef) for 7 years.
- Participated in Development Boost Program (How to utilize talents/strengths with the influencer training).
- Trained in Journey of Hope, emotional wellbeing of young children
- Proficient in Reflective Coaching Practices.
- Trained in Shelter from the Storm.
- Computer Literate in Excel, PowerPoint and Word.

Employment**ESSS Program Specialist, Save the Children USP***2012-Present*

- providing training, technical assistance, and management support to eight coordinators, and four ambassadors.
- On-site and distance support monthly.
- Provide support to ensure efficient programming.
- Program implementation, monitoring and evaluation, including budgeting
- Executing program start-up.

Early Childhood Coordinator, Gloster Elementary*2007-2012*

- Provided early childhood services for children age's birth-5 and their parents.
- Organize parent / child group activities.
- Planning and Implementing appropriate home visiting for young children and families.
- Building relationships with families.

Teaching Assistant, Gloster Elementary*2005-2007*

- Assisted 2nd grade teacher with reading and interventions.

AmericaReads Tutor, Gloster Elementary*2003-2005*

- Organized Community Awareness Projects such as Make a Difference Day, National Youth Service Day and Read Across America Day.
- Developed and Coordinated meetings with team members and Site Supervisors.
- Developed charity events for families.
- Tutored one on one and in small groups.

**Community
Involvement**

Mt. Zion CME Youth Department, Director
Shekinah Praise Team, Sponsor
Wilkinson County Nursing Home Family Committee, President
Christian Board of Education, President

**Honors &
Awards**

Team Leader of the Year for America Reads Mississippi
National & Global Youth Service Awards

References available upon request

Sheena Hamilton Weatherford


sweatherford@savechildren.org

Areas of Expertise: Literacy (Reading Development and Comprehension), Data Analysis, Organizational Skills

Education: **William Carey University, 2009- 2012**

M.Ed., English

- GPA 4.0

University of Southern Mississippi, 2004-2008

BS, Elementary Education with Endorsements in English and Reading

- Dean's List 2003-2007
- President's List 2007-2008
- Completed substantial amounts of time in the classroom through practicum and student teaching
- Received Student Leadership Award for Education Department
- GPA 3.9

Millsaps College, 2003-2004

- Completed one year of prerequisites
- GPA 3.5

Columbia High School, 1999-2003

- Graduated 3 of 121
- GPA 4.0

Work Experiences: **Program Specialist- Literacy and Nutrition, 2012-Present**

Save the Children US Programs, Columbia, MS

- Provide training, coaching, technical assistance, and support for program coordinators implementing Save the Children's literacy and nutrition programs
- Work with administrators and *Save the Children* Literacy staff to see optimal success for students success
- Monitor student progress and success while participating in various programs
- Create budgets depending on the needs of each program

Reading Support Teacher, 2011-2012

Marion County School District, Columbia, MS

- Provide training, coaching, and support for classroom teachers implementing the Classroom Literacy Collaboration project through *Save the Children*
- Work with administrators and *Save the Children* Literacy staff to see optimal success for this program
- Monitor student progress and success while participating in the CLC program

Teacher, 6th grade, 2008-2011

Marion County School District, Columbia, MS

- Taught the curriculum required by the Mississippi Department of Education

- Served on the TST committee for two consecutive years

Administrative Secretary, 2005-2011

T.L. Wallace Construction, Columbia, MS

- I effectively handled paperwork, filing, answering the telephone, and basic secretarial skills. I assisted the president of the company with scheduling and related paperwork. While at this company, I learned excellent time management and leadership skills.

Educational Experiences:

- Participant of the Summer Math Institute hosted by USM; Received Certification to Teach 7th and 8th Grade Math

Summary of Qualifications:

- I have years of experience working with students, excellent computer skills, leadership abilities, and great communication skills.

References:

- **Patrick Iannone, State Director of Programs**

[Redacted contact information]

- **Wendy Bracey, Superintendent**

[Redacted contact information]

- **Lynn Bateaste, Program Coordinator**

[Redacted contact information]

- **Sonia Reddics, Program Specialist**

[Redacted contact information]

Sonia R. Reddics



OBJECTIVE: To obtain a position as a Program Specialist

EDUCATION

Master of Professional Accountancy, Delta State University, Cleveland, Mississippi
Date of Graduation: December 8, 2007

Bachelor of Science in Accounting, Mississippi Valley State University, Itta Bena, Mississippi, Date of graduation: May 8, 2004

MAJOR COURSES

Financial Accounting	Intermediate Accounting II	Income Tax I
Managerial Accounting	Business Finance	Auditing Theory
Intermediate Accounting I	Business Management	Advanced Accounting
Corporate Taxation	Cost Accounting	Fraud Examination
Governmental Accounting	Advance Auditing	Accounting Systems
Financial Accounting Theory	Tax Research	Adv. Accounting Systems

COMPUTER LITERACY

QuickBooks Pro 2014, Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Internet Explorer, Outlook

EXPERIENCE

2008-Present Save the Children Federation, Memphis, TN and Duncan, MS

Program Specialist, Visit each assigned site on an as needed basis, provide professional development and support to all partner staff related to effectively implementing the afterschool, in-school, and Summer Boost and Kinder Boost programs with particular attention to the components of the literacy program: read-aloud-vocabulary-fluency, afterschool math-Hands on Standards and guided independent reading practice.

Monitor the appropriate implementation of the two components of the Physical Activity Program: CATCH physical activity curriculum and nutrition according to Save the Children's established standards; provide training and technical assistance and build partner capacity by working directly with

site-based staff to ensure high-quality program design, implementation, monitoring and evaluation. Assist with planning and logistics for corporate donor visits.

Coordinate the annual partner planning and budget process with assigned partners, review partner requests for funds, quarterly financial reports and budget revision requests, communicate with governmental agencies regarding grant guidelines and budget approvals and amendments. Provide narratives for grant applications, secure documentations and signatures for grant applications. Observe and monitor partner progress and performance to ensure effective and timely implementation of program objectives and grant specifics.

2004-2008 Bonanza Buying Center, Duncan, Mississippi

Accelerated Reader Coordinator, carried out daily operations of After-school and in-school reading program, coordinated reading activities for students, monitored student's reading growth, created intervention plans for student success, tracked students reading progress, administered STAR reading assessment to students, tracked daily attendance for program participants, attended and scheduled periodic trainings.

1998-2000 North Bolivar Parent Center, Shelby, Mississippi

Computer Trainer, carried out daily operations of training youth and community persons on basic computer operations and skills including but now limited to keyboarding skills and how to navigate Microsoft Word, Excel and Power Point.

CAREER PROFILE

Highly organized and detailed oriented
 Possess strong analytical and problem solving skills
 Very responsible and a quick-learner
 Excellent written and verbal communication skills
 Resourceful in the completion of projects, effective at multi-tasking
 Co-writer/contributor to five federal after school grants; awarded all grants
 Knowledge of and experience working with school districts and other education organizations

AFFILIATIONS

Parents for Public Schools, Mississippi
 Delta Mu Delta National Honor Society
 Alpha Kappa Alpha Sorority, Incorporated

HONORS/AWARDS

Recipient of William Benoit Scholarship Award-Delta State University
Member of Alpha Kappa Alpha Sorority, Inc.
President Scholar
Distinguished Scholar
National Dean's list
Who's Who Among Students in American Universities and Colleges
Outstanding Accountant Student in Department
Mississippi Society of Certified Public Accountants Outstanding Student in Accounting

REFERENCES

Available upon request

Danita Mozee

Dedicated and highly motivated educator, committed to the academic and personal development of students and children. Proven ability to build a positive learning environment and drive student engagement to enhance learning and development. Skilled in the management of programs, processes, and plans and offers the ability to establish individualized education plans; offers key achievements within the educational sector.

- *Behavior Management & Control*
- *Supervision and Safety Programs*
- *Test Planning and Administration*
- *Individualized Education Plans (IEPs)*
- *Parent and Teacher Communications*
- *Lesson Planning, Execution & Control*
- *Childhood Education & Support*
- *Activity & Event Planning Skills*
- *Skilled in the use of PC Programs*

PROFESSIONAL EXPERIENCE

Early Learning Advocate 2016 to Present
 Midtown Partners, Inc. Jackson, Mississippi

Provides a home and site based literacy program to families living in the Midtown Community and surrounding neighborhoods. With infants, toddlers, preschool age, 0-5, and their family to provide enrichment activities to improve reading, math and technology skills for both children and their parents. Provide parents with resources needed to help move the family towards economic self-sufficiency. Additionally, collaborate with local early childhood initiatives and other Midtown Partners programs to ensure families have access to the support and skill building needed to promote learning and lifelong success.

- Conduct extensive outreach to identify, recruit and enroll families with young children for program participation
- Maintain a caseload of 10 children and their families.
- Plan, provide, and implement language and math enrichment activities that are age appropriate, hands-on and that encourage parent/child interactions and talk.
- Conduct monthly or bi-monthly home visits with each family to provide and demonstrate language and literacy enrichment activities for child/children and caregiver.
- Host monthly parent meetings to address school readiness, early intervention, literacy, health, nutrition, etc. to promote child and family well-being.
- Develop and offer family playgroups to parents, grandparents, and other relatives on needed basis to provide developmentally appropriate activities and information to support optimum child development.
- Assist parents in linking to needed support services and resources for themselves and their children as needed to help resolve crisis and facilitate access to community resources.
- Perform developmental screenings for children birth to three.
- Coordinate the community Excel by 5 efforts and maintain the Midtown Family Resource Center.
- Organize, plan, and implement educational field trips to promote parent/child bonding and celebrate accomplishments at least once per year.
- Collaborate with community partners to host community events to highlights early childhood education issues and promote school readiness.
- Work collaboratively with community stakeholders including child care centers, Head Start, and other agencies in efforts to improve the early education system and promote school readiness.
- Attend all required program and agency meetings and functions.
- Prepare all required reports and documentation and center data into software system.

Center Administrator 2014 to 2016
 Hinds County Head Start Jackson, Mississippi

Managed the day-to-day operations of the Head Start Center. By providing supervision to all center based staff. While ensuring adherence to all applicable licensing and performance standards/regulations, staffing patterns/ratios of classroom teachers to children, and compliance with all reporting requirements.

- Overall operation of center including: Supervision, evaluation of teaching staff to ensure compliance with all relevant standards and regulations, including orientation and training, oversight of their work; performance evaluations; making recommendations on hiring, firing, and promotion; initiating and participating in disciplinary actions regarding

Educational Assessment Coordinator

2012 to 2014

Mississippi State University

Starkville, Mississippi

Conduct comprehensive classroom evaluations throughout the state of Mississippi to analyze teacher performance and ensure optimal learning environments for students. Analyze and report evaluation data and ensure consistent compliance with standards. Acts as a speaker at workshops and conferences.

- Participated in training programs to gain continued proficiency in the use of the Early Childhood Environment Rating Scales – Revised and Infant Toddler Environment Rating Scale – Revised; maintained a reliability status of 85+% on the ECERS-R and ITERS-R scales on a quarterly basis

Nutritionist Advisor

2010 to 2012

Mississippi State University

Starkville, Mississippi

Created and executed effective plans of actions and conducted pre and post assessments of students and the facility operations; established healthy meal plans and implemented food safety practices. Planned, coordinated, and led workshops to target healthier meals planning and physical activities participation.

- Instrumental in reducing food budgets by 10+% through increased bulk purchasing and price evaluations; supported the creation of a new business plan for the food purchases and budgeting

Human Resource Teacher

2009 to 2010

Hinds County Head Start

Jackson, Mississippi

Managed the human resource and instructional operations of the head start facility; performed home visits to evaluate environments, conducted parent-teacher conferences, and led daily assessments of children. Evaluated the instructional and support environment of the learning centers and prepared reports for management teams. Updated and maintained confidential student files and promoted healthier eating habits. Initiated and led tutoring sessions to enhance the comprehension of the children.

Childcare Coordinator – Intern

2007 to 2008

YMCA – Pre-School

New Orleans, Louisiana

Executed childcare, after care, and special events operations for the pre-school; established professional relationships with parents and staff, implemented effective lesson plans, and coordinated educational and entertaining activities for children. Planned, coordinated, and hosted fundraisers, PTA meetings, and afternoon news sessions; promoted and participated in events and directed new fundraising initiatives.

Childcare Coordinator – Intern

2006 to 2007

Bear Academy – After-School Care

Chicago, Illinois

Generated effective recommendations for childcare programs and coordinated educational initiatives for the classroom environment. Established contacts throughout the community and promoted care programs for children; prepared and submitted weekly reports for management and managed projects.

Pre-Teen Counselor / Pre-K Teacher

2005 to 2009

Metropolitan YMCAs of Mississippi

Jackson, Mississippi

Developed curriculum and instructional material and executed effective lesson plans to enhance skills, knowledge, and comprehension. Implemented programs to enhance the nutrition of toddlers and managed special events projects/PTA nutrition; created events calendars and monthly meals plans. Provided social, emotional, and educational support to youth and analyzed the counseling requirements.

EDUCATION AND CREDENTIALS

Ed.D. Candidate, Early Childhood Education

Jackson State University (2020)

Core Area: Child Development

Master of Science degree in Early Childhood Education

Jackson State University (2013)

Relevant Coursework: History and Philosophy of Education, Elementary Statistics, Curriculum Methods, Problems and Issues in Social Studies, Methods of Educational Research, and Elementary Education Materials

Bachelor of Science degree in Childcare and Family Education

Jackson State University (2010)

Dean's List – Kid Kollege – Jackson State Harris-Campbell Reading Center – Jackson Big Brother & Sisters Club

Mississippi MECA Conference Participant (2010 - 11)

YMCA Volunteer Member and Participant (2007 - 10)

Member of the Southern Early Childhood Association

Member of the Mississippi Early Childhood Assoc.

Member, Phi Delta Kappa International Organization

Member, Alpha Kappa Alpha Sorority, Incorporated

Shenika King

Successful early childhood coordinator seeking job opportunity as an Early Childhood Program Specialist in Mississippi or Arkansas.

EXPERIENCE

2009-Present	<p>Early Childhood Coordinator, <i>Save the Children</i></p> <p>Developed and expanded local community by increasing the preparedness of children ready to attend head start.</p> <p>Responsibilities include providing bi-weekly home visits for children 0 to 3 years old, screening children for developmental delays, referring families to different community agencies, hosting monthly parent/child group meetings, conducting PPVT screenings for children ages 3 to 5, helping parents understand their child's development, recruiting the youngest and neediest families within community and participating in weekly webinar trainings related to early childhood development, established strong relationships with community partners.</p> <p>Analyze monthly data reports to ensure all monthly goals are met in the areas of number of home visits completed, number of times parents are reading to their children, number of parent/child group meetings held, turnover rate of families remaining in the program for 3 consecutive years, number of referrals made for early intervention.</p> <p>POSITION ACHIEVEMENTS:</p> <ul style="list-style-type: none"> • Featured on American Graduate Day 2015 with Jane Pauley • Advocacy summit in Washington, DC 2013. Met with lawmakers to discuss the importance of early childhood education in my community. • Successfully hosted numerous VIP visits who were private donors for Save the Children. • Expertise in presenting at local school board meetings and city council meetings. • Implemented the home visiting curriculum for prenatal moms and children 0-5 during home visits. • Successfully hosted parent/child group meetings for prenatal moms and children 0-5. • Partnered with program specialist to host cluster calls, webinars, and cluster trainings. • Served as mentor for new coordinators. • Serve as a member of the Bolivar County Community Action Network • Graduate of Parent for Public School Parent Academy.
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2006-2009

In School and Afterschool Literacy Tutor, Save the Children

-Implemented the Emergent Reader Module and Accelerated Reader Module for students K-3rd grade.

-Assisted students with reading and comprehension skills.

-Provided games aligned with the emergent reader curriculum for students in K-1st grade.

-Monitored students progress and developed strategies to ensure that all students reached their highest reading range.

-Assisted students with choosing books of interest to them.

EDUCATION

A. A. Degree, Coahoma Community College, Clarksdale, MS

REFERENCES

Available upon request.

Angela Collins



Education

Coahoma Community College

AA: Early Childhood

Clarksdale, MS

Mississippi Valley State

BA: Elementary Education

Itta Bena, MS

Work History

Parent liaison

08/1987-current

East Tallahatchie School Dist

- Instructed parents in school process, academic programs and available resources
- Planned, promoted, and managed parent workshops on assisting children in attaining academic success
- Collaborated with community program leaders and advocates to make resources accessible to those in need
- Organized parent volunteers to support school activities and program needs
- Documented parental involvement and submitted reports with details
- Facilitated positive and production communication between educators and families

Skills

- Volunteer program assistance
- Microsoft office
- Test proctoring
- Student-centered learning
- Classroom discipline

ABOUT ME

I am a professional and aspiring educator with goals of becoming a Pre K-2 teacher. I also have goals of owning my own daycare one day.

CONTACT

Columbia, MS



EDUCATION



DECEMBER 2018 AAS OF ADMINISTRATIVE OFFICE TECHNOLOGY, COPIAH-LINCOLN COMMUNITY COLLEGE

NOVEMBER 2012 COSMETOLOGY CERTIFICATE, ACADEMY OF HAIR DESIGN

MAY 2010 HIGH SCHOOL DIPLOMA, EAST MARION HIGH SCHOOL

AIJA ABRAM

PROFESSIONAL & ASPIRING EDUCATOR

OBJECTIVE

Caring, compassionate and dedicated individual with the knowledge to be placed in the educational position in which I am able to best utilize my skills, abilities, and experience and to develop professionally.

EXPERIENCE

NOVEMBER 2019 – PRESENT

- EARLY CHILDHOOD COORDINATOR, EAST MARION ELEMENTARY

Working for Save the Children organization, frequent home visiting, virtual home visiting, providing educational skills to children 5 years and under, reviewing different learning material, organizing parent/child group meetings on a monthly basis, conduct screenings, develop and schedule program activities such as toddler play groups, transition to school activities and other programmatic activities.

OCTOBER 2019 – NOVEMBER 2019

- FLOATER/TEACHER ASSISTANT, CREATIVE KIDS LEARNING CENTER

Working in the classroom setting, under the supervision of the lead teacher. Helping to reinforce lessons presented by teachers by reviewing material with students one-on-one or in small groups; enforce school and class rules to help teach students proper behavior and to help teachers with recordkeeping, such as tracking attendance and calculating grades.

OCTOBER 2014 – OCTOBER 2019

- NICU SUPPORT TECH/ACT/MT, FORREST GENERAL HOSPITAL

Responsibilities for this position were performed under the direct supervision of a registered nurse. These duties include interpreting the appropriate information needed to identify

8) Acceptance of Conditions, Respondent Statements and Other Required Forms needs and providing technical care. Additional duties include collecting, documenting, and relaying appropriate data to the supervising nurse.

MARCH 2014 – JUNE 2014

- HOMECARE ASSISTANT, SOUTHERN TOUCH HOMEMAKER & COMFORT AGENCY

In a private home setting, responsibilities included assisting elderly, disabled, mentally ill, and terminally ill patients with daily tasks such as personal grooming and meal preparation in addition to providing light, general housekeeping.

OCTOBER 2013 – APRIL 2014

- CUSTOMER SERVICE REPRESENTATIVE, GENERAL DYNAMICS INFORMATION TECHNOLOGY

Responsibilities included responding to numerous phone inquiries regarding health insurance in a call center setting and responding to customer inquiries within set time parameters using phone and email platforms. Other duties included completing daily electronic call logs and maintaining up-to-date knowledge of regulations and policies as they apply to the healthcare programs provided.

Volunteered with and under the direction of Mary Foxworth, an employee of PRVO. Going on home visits to help and encourage families to gain independence and improve parenting skills. Also helping them to provide learning opportunities that can enhance their child's growth and development.

In addition to volunteering with Mary Foxworth, I also volunteered under the supervision of Chamika Guy-Bridges by working and assisting in her classroom. She is a teacher employed by PRVO Hub Headstart. Teaching, enforcing, and guiding students and getting them prepared for kindergarten.

SKILLS

Good organizational skills

Flexibility

Creativity

Communication skills

Interpersonal skills

Proficient in Microsoft Office Suite

Conflict resolution

Friendliness and approachability

Preparation skills

Classroom setting experience

REFERENCES

- *Available upon request*

VALLON MARTINEZ



Objective:

I am an assistant teacher who has played a supportive role for many of today's teachers and students. Some of my job responsibilities include supervising children, providing academic guidance, motivating students, grading assignments, and managing tasks. I've gained success as a teachers assistant because I am a smart individual with knowledge of a variety of subjects. I also possess a lot of patience and a desire to help students succeed in school.

Education:

11/2011

ASSOCIATES DEGREE, KAPLAN UNIVERSITY

Subject- Science in Medical Assisting

08/2009

ASSOCIATES DEGREE, KAPLAN UNIVERSITY

Subject- Science in Medical Assisting

Experience:

2015– PRESENT

TEACHERS ASSISTANT, LYON ELEMENTARY SCHOOL

- Help create innovative lessons.
- Collaborate with teacher to monitor the development of children.
- Work with children in classroom to promote learning and development.

2012– 2014

SPED AND PRE-K TEACHER ASSISTANT, LYON ELEMENTARY SCHOOL

- Physically assisting students with daily tasks such as eating, restroom, and riding the bus.

- Assisted teachers with writing specific lesson plans that best fit the student needs
- Provided direct support to special education teacher as well as the students

Skills:

- Ability to work with children, parents, and teachers
- Ability to work as part of team
- Supporting teachers and managing classroom behavior
- Supervising group activities and contributing to observations
- Working one on one with students in small group
- Helping teachers to plan learning activities and complete records

Awards & Acknowledgements:

Lyon Elementary Above and Beyond Award (every year for 6 years)

Co-Cheer Sponsor for Lyon Elementary School Cheerleaders

Co-Chair Coronation Committee at Lyon Elementary School

D'Angela Andrews [REDACTED]

Objective: To seek a challenging position within a growing organization. Diversified in many areas, where I am able to apply my ability and add value to any team.

Skills:

Keen interpersonal and organizational skills. Skilled in Customer Service, experienced in mental health and behavioral modification, coordinating, typing, listening, and communication skills. Skilled in seeking resources for individuals or families in need, advanced in working with adults, children, their families and those with disabilities to help them become stable and productive citizens. Have been well trained in crisis intervention prevention, CPR and first aid. Possess exceptional leadership, oral/written communications, analytical and problem solving skills. Proficient in all Windows programs. Organized and meticulous to detail. Thrive in both independent and collaborative work environments. Quick learner and provide a team player attitude.

Work Experience:

Wilkinson County School District, Save The Children (February 2020-present)
Woodville, MS

Early Steps Coordinator

- Recruit pregnant families and children ages birth to five into program.
- Develop and schedule the program activities, including home visiting, parent/child groups, toddler play groups, transition to school activities, and other programmatic activities.
- Conduct child screens and make referrals to community providers for follow-up assessments as needed.
- Coordinate with STC staff, program partners, local schools and other community agencies in implementing Early Steps.

Bruce Professional Counseling Services, LLC (September 2015-present)
Baton Rouge, LA

Mental Health Professional(Part time)

- Develop an individualized service plan based on their needs and their mental health treatment plan.
- Make frequent home and school visits to monitor the individual behavior and progress.
- Link the individuals and their families to available resources to meet their needs.

Catholic Charities (September 2016-May 2018)

Disaster Case Manager

- Provide **services for disaster**-caused unmet needs, develop a goal-oriented plan that outlines the steps necessary for clients to achieve recovery, organization and coordination of information on available resources that match the **disaster**-caused unmet needs, the monitoring of progress toward reaching the recovery plan goals, and when necessary.

Adolescent Opportunities Program (October 2014-June 2016))
Woodville, MS

Program Manager/Case Manager

- Conduct intake interview with each family.
- Develop an individualized service plan based on mental health treatment plan.
- Conduct and document home, school, and community visits to facilitate A.O.P. participant progress etc.
- Oversee the operation of the program in the county and report progress any problems that may have occurred to the director.
- Supervisor of the Program Specialist

Community Learning Center (August 2012 – October 2014)
Gloster, MS.

Supervisor / Teacher

- Supervise and assist students with ACE curriculum, plan and organize daily activities.

Stage Department Store (January 2013 – November 2014)
Zachary, LA

Part Time Sales Associate

D'Angela Andrews

- Work Customer Service, make sales, assist managers closing out end of the day sales, assists customers etc.

Tots R Us Daycare and Learning Center (November 2011- August 2012)
Woodville, MS.

Assistant Director

- Assisted with managing child care center, planned and organized activities, and inventory, taught basic skills to toddlers, potty trained and informed parents of behavior, progress and achievements of their child.

Capital Area Human Services District (July 2009 to March 2010)
Baton Rouge, LA.

Community Service Specialist for Developmental Disabilities

- Intake Worker- Complete intake application request with consumer, family or case manager.
- Gather information needed to make determination.
- Participated in weekly Entry Review Team (ERT) meetings to review and discuss cases that presented a challenge in making eligibility decisions. Also notified consumer/family of eligibility decisions: linked to community recourses etc.

AJFC Community Action Agency Inc. (March 2007 to July 2009)
Centreville, MS.

Head Start Family Resource Worker

- Recruit, register children for head start, manage files, identifying those with special needs, make appropriate referrals and assist in coordinating recourses, schedule screening, follow-ups and monitor attendance etc.

Puddle Jumpers Daycare and Learning Center (August 2006 to March 2007)
Zachary, LA

Teacher

- Plan and teach daily lessons and activities from curriculum guide.

Southwest MS Mental Health Complex (April 2001 to March 2006)
Woodville, MS.

Case manager

- Assess the child and their families' needs and determining the resources required to address those needs so that they become productive citizens. Assisting families in times of crisis and monitoring the child's progress in the home, school and community. Worked closely with the therapist and doctor to develop a treatment plan and managing files.

Education:

Southern University
Baton Rouge, LA.

M. Ed. Degree in Administration and Supervision

B.S. Degree in Psychology (1996-2000)

Wilkinson County High School
Woodville, MS.

High School Diploma (1996)

Volunteer Work:

Capital Area Aging on Aging-Board of Directors

- Assist with supervising the activities of the agency.
- Making important decisions that will ensure and maintain the daily operations of the agency.
- Assist with controlling the agency's overall situations, strategies, policies and to monitor the exercise of any delegated authority.

Community Emergency Response Team (CERT)/Emergency Management /Homeland Security

D'Angela Andrews [REDACTED]

- Assisting the community in times of emergencies and crisis. Supervised and serve as a liaison with the Incident Command System where I also take part in the planning and preparing process. Assist with conducting trainings for school crisis / emergencies with the local schools and their staff, and attend trainings and workshops conducted by MS Office of Homeland, MS Emergency Management Agency, MS Department of Health etc.

Organizations:

- **Delta Sigma Theta Sorority Inc.** Alpha Tau Chapter in Baton Rouge, LA
- **Order of the Eastern Star**, Fort Adams Chapter in Woodville, MS

Diane Reese

Work Experience

January 2020- Current Save the Children (G.W. Carver Elementary) Bassfield, Ms.

Early Steps Coordinator

- Helps parents in understanding how their child learns and grows
- Support parents in helping their child develop language and literacy skills
- Provide early childhood education for expecting families
- Assist with early language, social, emotional development
- Provide school based parent/child group activities
- Visit the home of home 2 times per month to assist parent in a plan and play
- Provide book exchange with in home (0-3 and school age 3-5)

September-2015-May-2018 Collins Headstart Center Collins, Ms.

Center Director

- Supervise Staff
 - Timekeeper for
Employees
 - Keep Accurate count of
Children Daily
 - Keep Updated 121
Forms on Students and
Staff
 - Teacher 20 Children
 - Check and Implement
Lesson Plans
 - Provide safe
environment for
children and family
-

Diane Reese

September 2009- May 15,

Five County Child Development

Collins, Ms.

Teacher

- Create and implement lesson plans
- Care for children ages 3-5 years of age
- Provide children with a safe and fun filled environment
- Help Children with social, physical, emotional, and cognitive skills
- Provide routine and daily activities

September 1990-September2009

Five County Child Development

Bassfield,Ms.

Teacher Assistant

- To assist teacher with implementing a daily lesson plan
- To assist in caring for children ages 3-5 years of age
- To assist with providing children with a safe and fun filled environment

May 1997-June 2000

Horace Small Sewing Factory

Bassfield,Ms.

Machine Operator

- Set Sleeves on Military Shirts
 - Set Collars on Shirts
 - Inspector
-

Diane Reese

Education

May 2013

**Master of Science
in Education Early
Childhood
Education**

Jackson, Ms.

May 20,2007

Bachelor of Science

(Jackson State
University, Jackson,
Ms)

May 2003

**Associate Applied
Science (High
Honors)**

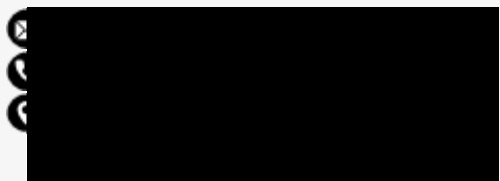
(Wesson,Ms)

P.O. Box 241 Bassfield, Ms. 39421-601-441-7399-dreese@jcdsd.org.

Diane Reese

References

- Dr. Herd Graves [REDACTED] [REDACTED]
- Debra Williams [REDACTED] [REDACTED]
- Barbara Magee [REDACTED] [REDACTED]
- Lee Price [REDACTED] [REDACTED]



EDUCATION

DELTA STATE UNIVERSITY

*Cleveland, MS
Bachelor of Science Child Development (May 2018)*

COAHOMA COUNTY HIGH SCHOOL

*Clarksdale, MS
High School Diploma (May 2009)*

COAHOMA COMMUNITY COLLEGE

Clarksdale, MS

ADDITIONAL SKILLS

Proficient in Microsoft Office, Internet Explorer, and great with children.

WORK EXPERIENCE

SAVE THE CHILDREN IN-SCHOOL PROGRAM COORDINATOR

Coahoma County School District, Clarksdale, MS / Aug 2018 - Present

- Provide private instruction to individual or small groups of students to improve academic performance, improve occupational skills, or prepare for academic or occupational tests.
- Communicate students' progress to students, parents or teachers in written progress reports, in person, by phone, or by email.
- Collaborate with students, parents, teachers, school administrators, or counselors to determine student needs, develop tutoring plans, or assess student progress.

VOLUNTEER

Aaron E. Henry Community Health Center, Clarksdale, MS / Jun 2013 - Aug 2013

- Operated telephone switchboard to answer, screen, or forward calls, providing information, or taking messages.
- Filed and maintain documents.

VOLUNTEER

YMCA of Middle Tennessee , Nashville, TN / May 2012 - Jul 2012

- Greeted persons entering establishment, determine nature and purpose of visit, and direct or escort them to specific destinations.
- Listened and resolved complaints from customers or the public.
- Provided information about establishment.
- Operated telephone switchboard to answer, or forward calls, providing information, or taking messages.

WORKSTUDY STUDENT

George H. Oliver Elementary, Clarksdale, MS / Sep 2009 - May 2011

- Supervised students in classrooms, halls, cafeterias, and school yard.
- Distributed teaching materials.
- Tutored and assisted children to help them master assignments and to reinforce learning concepts presented by teachers.

ELICIA L. MARTIN

OBJECTIVE

To obtain a career position that will benefit from my leadership, organizational, and communication skills.

EDUCATION

Mississippi Valley State University
Bachelor of Science in Sociology

Itta Bena, MS
May 2010

RELEVANT COURSEWORK

Introduction to Sociology
 Criminology
 Deviant Behavior
 Introduction to Social Behavior
 Research Methods
 Drug Use, Abuse, and Control

Ethics and Career Seminar in Sociology
 Administration and Management in Criminal
 Justice

Coahoma Community College
Associate of Arts Degree in General Education

Clarksdale, MS
May 2007

EXPERIENCE

COAHOMA COUNTY SCHOOL
 SCHOOL SECRETARY

CLARKSDALE, MS
 JULY 21, 2015 – DEC. 20, 2018

Southern Bancorp Bank
 Customer Service Representative

Clarksdale, MS
 May 2012 – Oct. 2013

- Recognize customers' needs with suggestions appropriate to the Bank's services
- Follow established policies and procedures
- Open new accounts
- Open, close, and renew CD's
- Answer telephone in a professional and prompt manner

**Clarksdale Municipal School District
Clarksdale, MS**

Substitute Teacher

January 2014 – May 2015

- Manage classrooms
- Follow the Teacher's lesson plans
- Complete daily paperwork
- Check class attendance

**Leflore County Juvenile Detention Center
Greenwood, MS**

Internship
2010

January 2009 – May

- Interact with students who were placed at Detention Center
- Answer phones and assist with questions/ concerns
- Help Students with assignments and teach life skills.
-

Sonic

Carhop and fountain worker

Tunica , MS

August 2004–March 2005

- Deliver the customer's order take money and give change.
- Cleaned dishes and maintained cleanliness of the kitchen and lobby area.

Mississippi Delta Council

Filing Clerk

Clarksdale, MS

January 2004-April 2005

- Answered phone and assisted customer who came into the office
- Filing papers in alphabetical order
- Maintain the cleanliness of the office

COMPUTER SKILLS

Microsoft Word, Excel, Access, PowerPoint, Publisher, Word Perfect, Internet Explorer and Outlook Express

AFFILIATIONS

GHOPE M.B. Church

TEAM Friars Point Community Club
Friars Point Mayoral Health Council
Coahoma Agricultural High School Booster Club

References

Andrea Williams [REDACTED]
[REDACTED]

Brent Hampton [REDACTED]
[REDACTED]

Dr. M.C. Martin [REDACTED]
[REDACTED]

Crystal Gooden [REDACTED]
[REDACTED]

Georgia Stringer-Magee

Work Experience

August 2017- Current

Save the Children (J E Johnson Elementary) Prentiss, Ms

Early Steps Coordinator

- Helps parents in understanding how their child learns and grows
- Support parents in helping their child develop language and literacy skills
- Provide early childhood education for expecting families
- Assist with early language, social, emotional development
- Provide school based parent/child group activities
- Visit the home of home 2 times per month to assist parent in a plan and play
- Provide book exchange with in home (0-3 and school age 3-5)

September 2017 – May 2019

Magee Head Start Center

Magee, MS

Head Teacher

- Supervise Staff
 - Timekeeper for Employees
 - Keep Accurate count of Children Daily
 - Keep Updated 121 Forms on Students and Staff
 - Teacher 20 Children
 - Check and Implement Lesson Plans
 - Provide safe environment for children and family
-

Georgia Stringer-Magee

September 2014-2017

Collins Head Start Center

Collins MS

Supervisor Designee

- Duties of supervisor in their absent
 - Check Implemented Lesson Plans
 - Supervise Staff
 - Provide safe environment for children and family
-

September 2012 – 2017

Five County Child Development

Prentiss MS

Teacher

- Create and implement lesson plans
 - Care for children ages 3-5 years of age
 - Provide children with a safe and fun filled environment
 - Help Children with social, physical, emotional, and cognitive skills
 - Provide routine and daily activities
-

September 2007-September 2012

Five County Child Development

Prentiss, MS

Teacher Assistant

- To assist teacher with implementing a daily lesson plan
 - To assist in caring for children ages 3-5 years of age
 - To assist with providing children with a safe and fun filled environment
-

May 2006-August 2007

Jones County Junior College

Ellisville MS

Teacher

- Create and implement lesson plans
 - Care for children ages 3-5 years of age
 - Provide children with a safe and fun filled
 - Assist student teachers with daily routines and activities for children ages 3-5
-

June 2000- May 2004

Sunbeam and Oster

Hattiesburg , MS

Assembly Worker

- Manufactured Plastic Container
- Assist with training new employees
- Inspect for defective products

[REDACTED]

Georgia Stringer-Magee

Education

January 2008-
December 2011

Jackson State University

Jackson MS

Bachelors of Science

- Graduated with honors with a GPA of 3.8

September 2004- May 2006

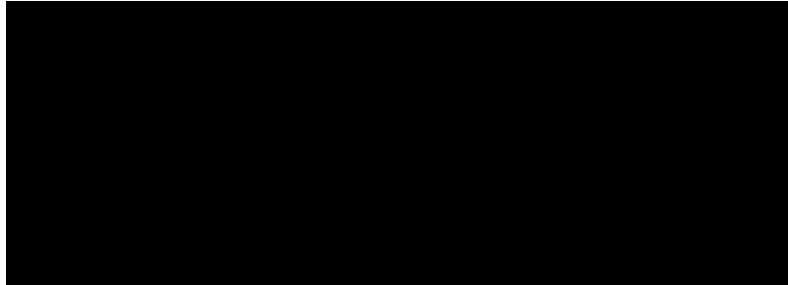
Jones County Junior College

Ellisville MS


Associate in Applied Science

References

- Herdie Booth
- Kimberly Brown
- Ernest Miller
- Lee Price



Clarice Herring



I am confident that my skills are well-aligned with the role and that I would be an excellent fit for your organization.

In my recently capacity as an Administrative Assistant for Precise Pro Tax Service. I was able to significantly expand my computer skills and office skills particularly. The skill to direct incoming and outgoing phone calls, making appointments, taking payments and more customer service representative.

My enthusiasm and commitment to excellence have served me well. I have extensive experience with Homemaker and Companionship, having had the chance to significantly develop my Professional Aide Care as a PCA.

I have learned and accomplished a great deal in my 12 years of Management at work I had good sales, maintain a good department and good customer service which led me to be a candidate for the Assistant Manager Trainee Program.

Authorized to work in the US for any employer

Work Experience

Asst Teacher

Tallahatchie School District - Charleston, MS
Assistant to teacher
Teach children

PCA Personal Care Assistant

Full Potential Senior Solution - Batesville, MS
April 2017 to November 2018
Transportation Driver, Companionship
Serve the clients, Asst with activities

Administrative Assistant

Precise Pro Tax Service - Batesville, MS
February 2016 to April 2018
Assist maintaining reports
Greeting Clients
Routing incoming and outgoing calls
Data Entry ,Filing, Copying, Faxing, Emailed

PCA Personal Care Assistant

Angels Adult Care - Courtland, MS

March 2016 to April 2017

Homemaking, Companionship

Dept. Manager Tire Lube Express

Walmart - Oxford, MS

June 2002 to April 2015

Resolved customers complaints
Plan and prepare work schedules
Order and receive merchandise
Provides customers service by greetings
Assisting customers
Assign employees specific duties
Keep records of purchasing sales, Cashier

Leadperson

Air kontrol - Batesville, MS

May 1994 to January 2001

Lead person
Machine operator
Sewer, Welder, Packer

Education

High school or equivalent

South Panola High School - Batesville, MS

August 1991 to May 1994

Skills

Customer Service Skills, Office Administration, Problem Resolution, Team Building, Leadership Training, Microsoft Word, Retail Management (10+ years), Data Entry (3 years), Cashier (10+ years), Machine Operator (7 years), Receptionist (2 years), Stocking (10+ years), Receiving (10+ years), CSR

Certifications/Licenses

PCA Certificate

Direct Course Certificate

CPR

Driver's License

Work Keys

Bronze and Silver Work Key Assessment

IRENE A. DAVIS



To obtain an aspiring and challenging job that will allow me to apply the knowledge and skills I have acquired and learned. To impact and empower anyone I encounter with knowledge, support, and compassion.

EXPERIENCE

JULY 1, 2018- PRESENT

**PROGRAM COORDINATOR SAVE THE CHILDREN
RAVFL, GIRP, EMERGENT READER, HEALTHY CHOICE.**

As a coordinator I supervise three staff members we work together to run an effective program. My duties are to post information into the system for all the students that are in the program for in-school and after school: Look check data to see if everything matches, Check Star Early Literacy Test. Keep track of students AR Test, and make sure they are on task. At end of the month, I send in report for AR, Emergent Reader. I work very close with my teaching staff to get and give feedback on student progress.

AUGUST 2016 TO JUNE 30, 2018

JOB TITLE, INTERVENTIONIST J.E. JOHNSON ELEMENTARY

Working with students one on one in small group setting, helping students who struggle in Reading, Writing, and Math through group activities. Evaluate Students' Academic progress throughout the year.

JOB TITLE- 1st Grade Teacher January 2016-May 2016, J.E Johnson Elementary

Developed Lesson Plans, taught Reading and Writing skills, Math, Science, and Social Studies. Completed SAM-Up Keep, Conducted Parent Conferences, Demonstrated student success through academic growth on assessments.

JOB TITLE- Head Teacher/Center Director, Five County Child Development Program Prentiss, Ms.

2009-2015

Developing Lesson Plans for all students, Home Visits, Parent/Teacher Conference, Documented Meal Counts, Attendance, IEP and Referrals, Collected and Analyzed Various Screening Reports, Keeping Playground Clean and Established Classroom Safety.

EDUCATION

AUGUST 2005-2007

MASTER OF SCIENCE IN EDUCATION OF EARLY CHILDHOOD EDUCATION,

Jackson State University

AUGUST 2002-2004-

BACHELOR OF SCIENCE CHILD CARE AND FAMILY EDUCATION, JACKSON STATE UNIVERSITY

August 2000-2002

Early childhood Degree

University of Southern Miss, Hattiesburg, MS

August 1987-1990

Associates of Art Degree, Prentiss Normal Industrial Institute, Prentiss, MS

SKILLS

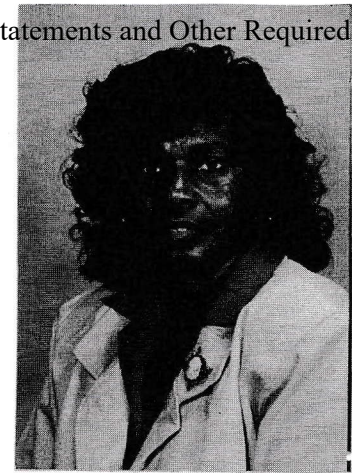
Typing, Filing, electronic calculator, copier machine, facsimile machine, window 10, Non-Emergency Transportation (NET) Software

ACTIVITIES

Who's Who Among students in American Universities & Colleges, Band Booster, Sunday School Teacher, Choir Director, 2019 Best Site Based on Monthly Scores in School with 90% to 100%.

Leadership- Certified Class observer for Pre-K -Observation Testing & conduct classroom observation as a reliable **CLASS** Observer (**Teachstone**)

- **Reference** Available upon Request

Billie Jean Page

Objective Work to increase the reading and comprehension of an assigned group of students with provided curricula. Foster student learning through application of reading aloud, spelling, writing and listening activities. Tasked with engaging students in creative and fun projects to stimulate love of reading and learning.

Education **Masters of Art, Elementary Education: Reading & School Management**
William Carey College, Hattiesburg, MS

May 1990

Bachelor of Art, Elementary Education
Delta State University, Cleveland, MS

May 1976

Bachelor of Science, Social Studies: Minor in Sociology
Alcorn State University, Lorman, MS

May 1973

Experience Experienced educator with over 35 years of teaching children of all ages and learning abilities. Proficient in the ability to motivate and engage students. Self-motivated with strong planning, organizational and leadership skills as well as a Reader Coach.

Save the Children, JE Johnson Elementary School, Prentiss, MS

October 2018- present

Tutor for Gate Testing

JE Johnson Elementary School, Prentiss, MS

March 2017 – May 2017

Prepared students for testing by designing individualized learning plans for students with testing anxiety and difficulty. Helped to improve overall testing scores of students by reviewing test-taking practices, techniques, subjects and strategies.

Kindergarten - 6th Grade Teacher

Jefferson Davis County School System

JE Johnson Elementary School, Prentiss, MS

August 1980 – May 2010 (Retired)

Designed and taught lessons in math, science, social studies, and reading curricula in assigned grade. Developed learning centers, instructional materials, and tests/quizzes for each subject area. Created and implemented detailed lesson plans and activities to increase student learning to ensure students mastered state objectives and benchmarks. Managed a classroom of 20 – 25 students to foster an inclusive environment of varying learning levels. Met or exceeded requirements of teacher duties and deadlines, including testing goals and averages, student academic performance and classroom management.

High School Math Teacher

Jefferson Davis County School System

Prentiss High School, Prentiss, MS

August 1979 – May 1980

Responsible for teaching 8th and 9th grade math classes. Presented content information and examples from text. Prepared students to independently solve math problems through group learning activities, tests/quizzes and application. Developed lessons for student application to daily activities and to successfully pass math exit exams/assessments.

High School Social Studies Teacher

Bolivar Public School System, Cleveland, MS

September 1978 – May 1979

Taught 11th grade U.S. History and 12th grade American Government. Prepared and delivered cohesive lectures to actively engage students in group discussions. Assigned reading and writing assignments and graded with corrections, if needed. Created innovative and stimulating class projects that explored social issues. Collaborated with other teachers to implement an integrated social studies program.

Parochial Teacher

St. Mary's Catholic School, Mount Bayou, MS

September 1977 – May 1978

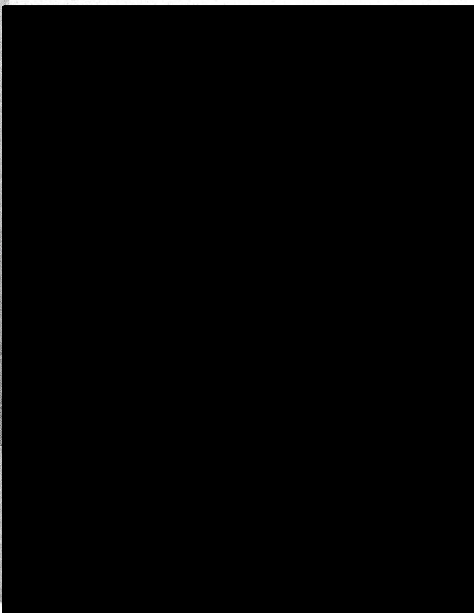
Assigned as Reading and Math Teacher. Developed class management skills and curricula execution plans to facilitate student learning. Engaged students in creative and fun projects to develop reading and math skills.

**References Upon Request*



**Ricky
Drummonds**

Healthy Choices: **Save The Children**



Skills

Computer Science.

Introduction and objective. Replace this sentence with your job objective or introduce yourself and what you are about.

Experience

September 9, 2019- Present

Healthy Choices

Healthy Choices

Save the Children

June 1, 2018- January 10, 2019

MG Dysee

Laborer, Bridge Building

MG Dysee

January 2, 2018- May 30 2018

Computer service repair

Self Employed

Bills or Thrills

Education

January 8, 2011 - May 28 2011

Austin Texas

Radio and Television Broadcast

Be able to correctly set up lighting and cameras for shoots, movies, commercials, and videos. (interviews, music, documentary).

Incomplete

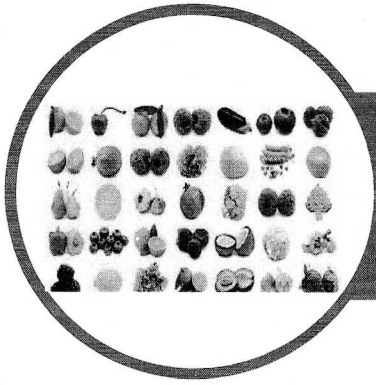
Austin Community College

Austin Texas

Activities

I've learned some Arabic phrases, Spanish phrases, Russian, and VERY LITTLE Norwegian. This year I plan to either go back and finish the RTVB course or learn a new language.

I like being active, so the Job I have currently suited my active needs. Exercise mainly. I use to volunteer with the Boys and Girls Club in Tupelo MS. So, working with kids is nothing new.



RICKY DRUMMONDS

SAVE THE CHILDREN HEALTHY CHOICES |
SAVETHECHILDREN.ORG

OBJECTIVE

To get started, click placeholder text and start typing. Be brief: one or two sentences.

Double-click the table cells in the footer to add your contact info (or delete the columns you don't want).

SKILLS

I am very good at learning new things rather quickly. I don't mind criticism and having an open mind to others and their ideas.

EXPERIENCE

HEALTHY CHOICE • SAVE THE CHILDREN • SEPTEMBER 9, 2019 – PRESENT

I am to teach children the right foods to eat from breakfast to dinner, how much is a good portion and a select list of healthy foods to help them grow physically and mentally. Better choices for a better body and mind set.

BRIDGE BUILDER • MG DYSEE • JUNE 1, 2018 – JANUARY 10, 2019

I worked with 4 other people to stabilize or replace used and build new bridges throughout the state of Mississippi. Running heavy equipment and operating in both small crawl spaces and large open areas. Lifting heavy pillars or replacing pillars cut to size, pouring concrete and transporting equipment from one job site to another.

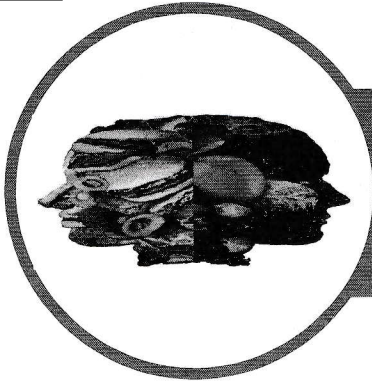
EDUCATION

RTVB • JANUARY 2011 • AUSTIN COMMUNITY COLLEGE

Didn't finish course. Got activated for Mississippi National Guard for deployment alert.

VOLUNTEER EXPERIENCE OR LEADERSHIP

I did volunteer work at a Boys and Girls Club. Working with children on their homework and improving their grades. By one



RICKY DRUMMONDS

semester I've had a few children pull their grades up 5-10pts by working with the students either in groups or individual.

Was a Sargent in the military where I was responsible for the well being and training of about 35-60 soldiers at a time. I had to ensure they were able to pass a APFT test and ensure they knew their responsibility. Convoy commander and responsible for transporting convoys and equipment from camp Shelby, MS to other parts of the state where it was needed.

TONYA THOMPSON



Objective

It is my goal to be an effective, strong, and positive part of a child life and this program. I believe that my life skills along with my educational background, will help me to be successful at both.

EXPERIENCE

AUGUST 2018 - PRESENT

EMERGENT READER, SAVE THE CHILDREN

The duties of my job are to help kindergartners and first graders with the begin stage of reading, also to try and help them to develop a love for reading.

MAY 2001 - PRESENT

HOSTESS, PREP COOK, BACK -UP AND GRILL COOK. CRACKER BARREL OLD COUNTRY STORE

My job as a hostess to place people in a comfortable eating space, as a cook my job is to be fore sure that the food is tasteful and goes out in a timely manner.

EDUCATION

AUG 1989-MAY 1993

WEST TALLAHATCHIE HIGH SCHOOL

NORHTEAST C.C. BOONEVILLE, MS. STUDEIES (STUDIES)

ELEMENTARY EDUCATION

University of Mississippi, Oxford, MS (studies)

Social Work

SKILLS

- Self-starter
- Work well with other
- Willing to learn
- Knowledge of Window 10
- The ability to work

ACTIVITIES

I have been a member of the following organizations and clubs; I remain a member of some. Who's Who among America High School Students, Future Farmers of America, Future Home Maker of America, Who's Who among America College Students, Teacher and Social Worker of Tomorrow, Animal Welfare Institute (care for abused animals), and BELL (Building Educational Leaders for Life).

Kimberly N. Bell

OBJECTIVE	Seeking a position with a school system that requires responsibilities including teaching, leading, mentoring, training and counseling today's youth to become tomorrow's leaders. My objective also entails the ability to become a successful administrator in a school system through training and experience.			
PROFILE	Goal-directed, result-oriented professional with a strong foundation in early childhood development. Strong computer skills. Persuasive and adaptive. Self-motivated with high energy and focus. Keen insight into the needs and views of others - able to listen and identify issues or problem areas and form innovative solutions. Professional, personable, and articulate in presentation.			
KEY SKILLS	<p>Professional and Technical</p> <ul style="list-style-type: none"> ◆ Team player ◆ Highly motivated ◆ Good orator ◆ Great rapport with children ◆ Performs well under pressure ◆ Well-disciplined 			
HONORS	<p>Graduated (Undergrad) 05/2004 Graduated (Graduate School) 06/2015</p>			
SKILLS	Skill Name	Skill Level	Last Used	Experience
	MS Word	Intermediate	Currently Used	7 years
	Sam 6i	Beginner	Not Currently Used	3 years
	MS Excel/Access	Beginner	Currently Used	2 years
	MS Power Point	Expert	Currently Used	7 years
	Corel Office Suite	Expert	Currently Used	6 years
	Banner Web	Beginner	Not Currently Used	1 year
	Photo Explosion	Beginner	Currently Used	--
EXPERIENCE	<p>Early Steps Coordinator/ECC January 2020 - Present Wilkinson County Elementary, Woodville, MS Supervisor's Name: Chavis Bradford; Phone: [REDACTED]</p> <ul style="list-style-type: none"> ◆ Recruiting pregnant families and children ages birth to five into the Early Steps to School Success Program ◆ Develop and Schedule program activities 			

	♦ Provide regular home visits to families and organize regular parent/child groups
--	--

	<ul style="list-style-type: none"> ◆ Coordinate with STC staff, program partners, local schools and community agencies in implementing Early Steps ◆ Participate in training, monthly audio calls, and STC sponsored technical assistance <p>Paraprofessional August 2008 – January 2020 Finch Elementary School, Pre-Kindergarten and Kindergarten Teacher, Centreville, MS Supervisor's Name: Sharon Robinson; [REDACTED]</p> <ul style="list-style-type: none"> ◆ Cornerstone of education; prepare students for skills that will be utilized throughout their educational journey. ◆ Responsible for students ranging 4 - 5 years in age. ◆ Introduce students to all subject areas (reading, writing, expanded vocabular, creative arts, science, and social studies) ◆ Promote social interaction, work on fine and gross motor skills. ◆ Required to provide daily lesson plan. ◆ Assess/track students' progress. <p>Paraprofessional August 2006 - June 2008 Finch Elementary School, Kindergarten Assistant, Centreville, MS Supervisor's Name: Willie McCray; Phone: [REDACTED]</p> <ul style="list-style-type: none"> ◆ Reinforce lessons presented by teacher by reviewing material with students one-on-one or in small groups ◆ Enforce school and class rules to help teach students proper behavior ◆ Help teacher with record-keeping, such as tracking attendance and calculating grades ◆ Help teacher prepare for lessons by getting materials ready ◆ Supervise students in class, between classes, during lunch and recess, and on field trips, <p>Shift Manager October 2005 - October 2006 McDonalds Vidalia, LA Natchez, MS Supervisor's Name: Cassandra Knight/Glenda Mazique; Phone: [REDACTED]</p> <ul style="list-style-type: none"> ◆ Supervisor crew shift of 15. ◆ Create work schedule and detail to make sure positions are properly covered to put out food product. ◆ Do inventory of entire store stock. ◆ In possession of store safe and profits during shift. ◆ Calculate and deposit shift profits; bank deposits.
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EDUCATION	Alcorn State University Bachelor of Science- Accounting 07/1999-05/2004 Kaplan University (Online) Masters of Arts in Teaching- 11/2013-06/2015
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REFERENCES	Stefani Pegram ██████████ Subrina Tolliver ██████████ Kimberly Matthews ██████████
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EDUCATION

KIERA PAYNE

Clarksdale High School

[2011 - 2014]

- 3.7 GPA
- Honors graduate
- High school diploma

Concorde Career College

[08/12/2016 - 10/21/2018]

- 4.0 GPA
- Honors graduate
- Certification in Polysomnography

WORK EXPERIENCE

Urgent and Primary Care of Clarksdale [Front Desk and Billing Clerk]

[03/2018-01/2019]

Responsible for checking patients in and out, verifying patient's information, verifying insurance, submit billing claims, and checking fax.

Helena Regional Medical Center [Polysomnography Technician]

[05/2018-02/2019]

Responsible for educating patients on sleep apnea and procedures, preparing equipment for the sleep diagnostic exam, recording activities and analyzing results.

Beauty & Company [Assistant Store Manager]

[08/2017-05/2018]

Responsible for hiring and training sales associates, monitoring inventory and ordering merchandise. Responsible for communicating with customers and elevating their needs. Creating weekly work schedules for employees. Also, opening/closing store and making bank deposits.

Quitman County Hospital [ER Admission Clerk/Hospital Ward Clerk]

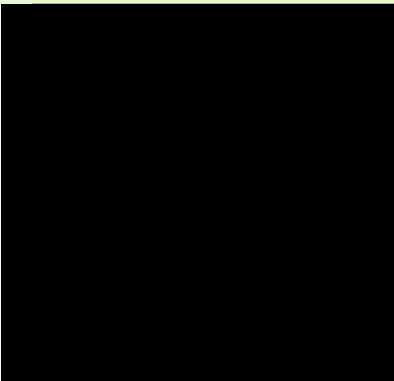
[02/2015-10/2017]

Responsible for greeting patients, starting check-in process such as creating patient's profile or updating information, verifying identification, insurance, and any medical records, scanning documents, and discharging patient home or to hospital floor.

OBJECTIVE

A highly accomplished, talented, and professional health care administrator with three years' worth of experience in healthcare. As an experienced organized medical professional who impeccably handles clerical and administrative tasks, I am looking for an opportunity to secure the position in a professional healthcare setting to utilize my exceptional interpersonal skills, work-flow prioritization and computer skills. Due to my three years of experience, I specialize in maintaining patient files in accordance with state and federal requirements.

CONTACT



SKILLS AND EXPERIENCE

- BLS/CPR Certified
- ACLS Certified

- **Excellent clerical and administrative skills**
- **Familiar with medical terminology**
- **Excellent oral and written communication skills**
- **Greet transfer and hold calls**
- **Admit patients to rooms**
- **Entering medicines into the computer**
- **Able to create and update charts for patients**
- **Fax documents**



KIERRA BROOKS

OBJECTIVE Ambitious, self-motivated individual with proven leadership skills seeking to apply my educational knowledge, abilities, and experience as Save the Children Program Coordinator with the East Tallahatchie School District.

SKILLS & ABILITIES

- Goal oriented
- Team Player
- Communicate effectively
- Time Management
- Decision Making
- Ability to work under pressure
- Dependable and accepts responsibility
- Computer Skills: Microsoft Word, PowerPoint and Excel

EXPERIENCE

TALLAHATCHIE COUNTY CORRECTIONAL FACILITY ACADEMIC/VOCATION INSTRUCTOR

-UNITED STATES MARSHALS SERVICE CONTRACTOR-ADMINISTRATIVE CLERK

August 2016 – Present

- Created and sustained a positive learning environment.
- Provides daily lesson plans, activity setup, hands on learning material, and cooperative group approaches.
- Teaches the importance of learning basic life skills.
- Help students prepare for independent living when returning to the general population.
- Maintain updated systems for filing, inventory, mailing, and databases.
- Compile and maintain records of office activities and business transactions.
- Obtain information to respond to requests by reviewing files, documents, and records.

ALLY THERAPY

SPECIAL INSTRUCTOR

May 2017 – March 2018

- Provided individual services to children within their homes.
- Monitored children for signs of physical, cognitive, behavioral, and communication delays.
- Supported children in achieving set goals, using encouragement, and problem-solving techniques.
- Tracked progress toward goal accomplishment and reported findings every month.

EDUCATION	UNIVERSITY OF SOUTHERN MISSISSIPPI Bachelor of Science in Psychology	HATTIESBURG MISSISSIPPI May 2016
	HINDS COMMUNITY COLLEGE Associate in Arts in Psychology	RAYMOND MISSISSIPPI May 2014

CERTIFICATIONS Adult CPR/AED, Pediatric CPR and First Aid

REFERENCES Available upon request

Latoya Kimble



Education

High School Diploma

Charleston High School 2001

AA Degree

Coahoma Community College

General Studies/Elementary Ed

Work History

Assistant Teacher

East Tallahatchie School

- Help instruct lessons for kindergarteners
- Helps maintain an organized and safe learning Environment
- Work with children in small groups
- Completes other duties as assigned

August 2012-current

Machine Operator

Whirlpool Oxford

- Works machinery to assemble parts

June 2004- August 2011

Line Technician

Windsor Foods

- Works in a production line to efficiently create products
- Works as a team member

October 2011-April 2012

Skills

- Computer skills
- Communication skills
- National Honor Society
- Student Council
- Spanish Club

BARBARA RAYFORD

Program Coordinator

EDUCATION

Quitman County High School May 1984-May 1987

Northwest Community College 1987-1989
Coahoma Community College GPA 3.8

WORK EXPERIENCE

Thermos -Assembly Line
Batesville, MS 1991-1992

Quitman County School District-Assistant Teacher
August 1992-2001

Quitman County Development Organization-Media Arts
1999-2003

Media arts training at Appalshop in Whitesburg, Kentucky
Save the Children-AmeriCorp 2003-2005
Program Coordinator 2006

Quitman County School District-Program Coordinator Present

SKILLS

- Trained to make documentaries to address local issues within the community
 - Produced media pieces with youth
 - Engage citizens within the community
 - Provided media services to local schools and churches
-

CONTACT



Sandra Anthony

Education

MASTERS IN ENGLISH | ON-GOING | WILLIAM CAREY UNIVERSITY

BACHELORS | MAY 19, 2018 | WILLIAM CAREY UNIVERSITY

- . Concentrations: English and Biology
- . Recipient of Academic Scholarship
- . Alpha Chi National College Honor Society
- . Sigma Tau Delta Honor Society
- . Graduated Cum Laude

ASSOCIATES | 2015 | PEARL RIVER COMMUNITY COLLEGE

- . Major: General Studies
- . Phi Theta Kappa Honor Society

DIPLOMA | 1989 | WEST MARION HIGH SCHOOL

Experience

COMMUNITY AND KINDERGARTEN READINESS AMBASSADOR | MARION COUNTY SCHOOL DISTRICT | 09/2017 TO PRESENT

- . Work with Save the Children to promote early literacy for ages 0-5 years
- . Use ELM (early language and math) activities as mandated by the state of Mississippi
- . Host weekly parent child groups teaching parents strategies and techniques to help teach their children in a home/community environment
- . Work alongside other employees to promote an initiative called VROOM started by the Bezo Family Foundation which promotes Early Steps to School Success
- . Host monthly community collaborative meetings with businesses, community leaders, administrators, and public officials gaining their support in parent child and community involvement

TEACHER'S ASSISTANT | MARION COUNTY SCHOOL DISTRICT | 08/2003 TO 09/2015

Kindergarten

- . Promoted good behavior by using positive reinforcement method
- . Promoted language development skills through reading and writing
- . Promoted mathematical development skills using hands – on materials and worksheets
- . Assisted the lead teacher with classroom activities
- . Assisted with testing: STAR, MKAS2, Standardized Achievement, and Classroom Curriculum

- . Tutored K-3 students in language arts and mathematics

Grades four through six

- . Worked with Special Services
- . Assisted teachers with differentiating instruction to meet student's needs
- . Promoted mathematical, language arts, writing, science, and history curriculum
- . Tutored for state subject area testing and classroom curriculum
- . Assisted in an office environment
- . Computer experience
- . Worked professionally alongside administrators and office personnel
- . Maintained a great work ethic with fellow employees and parents

Grades seven through twelve

- . Assistant for special needs student
- . Assisted with all curriculum; Algebra, Geometry, Physical Science, Biology, English, Reading, MS History, and U S History
- . Tutored for subject area testing: State Algebra, Biology, English, and U S History (100% success rate)
- . Worked in an office environment working alongside administrators, office personnel, and parents
- . Maintained confidentiality of all students and employees on and off campus

SECRETARY | MARION COUNTY TIMBER INC | 1990 TO 2003

- . All secretarial responsibilities

References

Vicki Boone
Principal, West Marion Primary



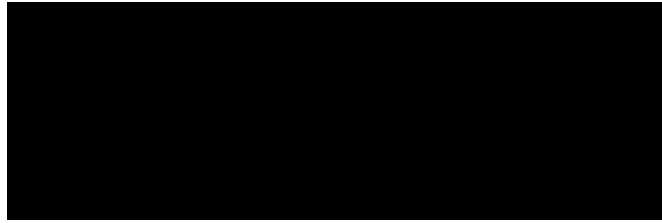
Reverend Terry Montgomery
Christian Family Worship Center



Dr. Tom Richardson
Chair, Department of Language and Letters, William Carey University



Startavian Victory



OBJECTIVE: To secure a quality position with an organization that will allow me to utilize and enhance my intellectual development as well as my organizational, leadership and interpersonal skills with opportunities for future advancements.

Employment History

Early Childhood Coordinator-Coahoma County School District 01/2020 - Present

- Answer telephones and respond to inquiries from clients and participants
- Create, compile and export databases containing all information for each event
- Create budgets for events and allocate funds accordingly
- Take reservations for booths and speaking engagements
- Process end-of-day reports
- Develop and maintain public relations including coordinated registration, funding, and enrollment of students.
- Provide in service training to early childhood staff related to resources, standards, curriculum, teaching strategies, initiatives, classroom management, following IEP, IFSP implementation, ESYP, and required documentation.

Computer Lab Technician/ Teacher Assistant- Coahoma County School District 8/2014-01/2020

- Responsibilities of computer lab technicians include the operation of the computers and the network, supervision of lab equipment and facilities, keeping records of equipment and lab
- The skills needed to be a computer lab technician include knowledge of computer systems and the ability to instruct students, lab technician assistants and faculty.

Biomedical Engineer-Fresenius Medical Care in Helena, AR 04/17/09 to 01/22/14

- *Repair electronic or hydraulic machines used in the medical field.*
- *Calibrates medical machinery.*
- *Developed new theories to test, prove and modify known theories of life systems.*
- *Helped in preparation of new equipment that came in.*
- *Planned and conducted research concerning behavioral, biological, psychological and other life systems.*
- *Studied engineering aspects of bio-behavioral systems of humans.*
- *Utilized knowledge of electrical, mechanical, chemical and other engineering principles.*
- *Applied knowledge of human anatomy and physiology.*
- *Purchased parts equipment, maintaining effective inventory control.*
- *Obtained data to measure and control life processes.*

- Utilized knowledge of computer, graphics and other related technologies.
- Designed and developed instruments such as artificial organs, cardiac pacemakers and ultrasonic imaging devices.
- Demonstrated effective presentation skills.
- Designed instruments capable of assisting medical personnel in observing, repairing and treating physical ailments or deformities.
- Used knowledge of materials compatible with body tissues and energy exchanges within the body.
- Applied knowledge of instrumentation capable of measuring and controlling body functions.
- Specialized in design and development of biomedical equipment used by medical facilities.

Dealer- Sheraton Casino

Robinsonville, MS 38664

10/6/07 to 04/17/09

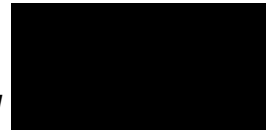
- Operate live table games in casinos and other legal gambling facilities.
- Passed card or other gaming play items to player. This was normally done from a standing or seated position behind the table.

Academic History

- Diploma- 2001 Coahoma Agricultural High School Clarksdale, MS
- Computer Electronic Engineering Technology- 2003 ITT Technical Institute Memphis , TN

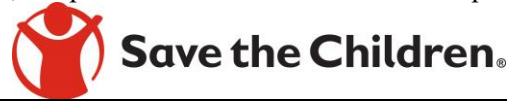
References

- **Herman Goldberry** **General Manager**
- **Terrance Holmes** **Business Owner**
- **Gerald Johnson** **Asst. Principal North Panola Jr. High School**




Additional Information: Service and Evaluation Plans (detailed)
(Section 4.1.5) Programming Description

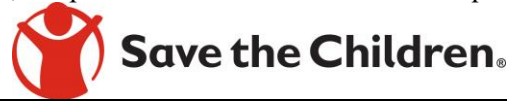
<p><i>(Section 4.1.5)</i></p> <p>Emergent Reader Literacy Block</p>	<p>This 60-minute block will support beginning reading skills for K-1 students who are having difficulty learning to read.</p> <ul style="list-style-type: none"> • <u>Extended Read-Alouds</u>: Literacy tutors will spend 30 minutes each day reading aloud to children to enhance their understanding of emergent reading skills, while modeling fluent reading behavior. Read-alouds will be paired with vocabulary and hands-on activities related to the concepts in the book to further promote skills development. • <u>Reading Together Activities</u>: Reading together is based on the concept of lap reading at home translated to the school setting. Tutors will read aloud from enlarged text visible to all children and then will help children build up to chorally reading the text together over several days. Tutors will help students recognize letters, phonemic patterns, punctuation, and beginning sight words. • <u>Emergent Reader Modules</u>: In small groups, students will participate in word games, songs, and other activities to master foundational skills through modules on phonemic awareness, letter recognition, sound-symbol correspondence, and beginning word recognition. Students will work through the modules to eventually transition to independent reading.
<p><i>(Section 4.1.5)</i></p>	<p>This 60-minute block is specifically designed to accelerate reading growth for struggling readers in grades 2-5 based on broad research-based instructional</p>



<p><i>(Section</i></p> <p><i>4.1.5)</i></p> <p>Developing</p> <p>Reader</p> <p>Literacy</p> <p>Block</p>	<p>practices. To meet these criteria, program elements were designed to be engaging, interesting and motivating.</p> <ul style="list-style-type: none"> • <u>Read-Alouds</u>: Literacy tutors select books that will engage children and develop a specific plan, which turns an authentic text into a powerful teaching tool. A read-aloud planning template helps tutors identify unfamiliar vocabulary, target specific comprehension strategies and activate children’s prior knowledge. • <u>Fluency-building activities</u>: Literacy tutors model fluent reading, provide feedback, and give opportunities for students to perform mastered texts. New vocabulary is built, comprehension increases, high-frequency words become more automatic, and children become more fluent readers. • <u>Guided independent reading practice (GIRP)</u>: Regular opportunities to read independently provide children with increased motivation, background knowledge about important concepts, vocabulary growth, and fluency. Children participate in daily guided independent reading practice using Accelerated Reader (AR) to guide practice and track progress. Literacy tutors support children to select appropriate books, decode difficult words, discuss confusing text, and develop comprehension. Students take a book-specific AR quiz on a computer and progress through designated reading difficult levels. • <u>Tutorials (in lieu of GIRP or read-aloud/fluency)</u>: Tutorials are offered to groups of children who are struggling with specific reading skills.
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<p><u>(Section</u> <u>4.1.5)</u></p>	<p>Children are identified for tutorials based on AR data, teacher referral, or notice of skill deficiencies. Literacy tutors work with children to build skills such as phonics, sight word knowledge, vocabulary, and comprehension. Each tutorial is comprised of short mini-lessons and hands-on, fun activities targeted at specific skills.</p>
<p><u>(Section</u> <u>4.1.5)</u></p> <p>Math</p>	<p>To support math achievement, we will offer a daily 30-minute math rotation during the afterschool program using Hand2Minds curriculum to provide students with hands-on learning opportunities for mastering basic skills that serve as a foundation for math success.</p> <ul style="list-style-type: none"> • <u>Hands-On Learning Activities</u>: Tutors will provide students with physical/visual tools and coordinate engaging, interactive activities that help them develop a conceptual understanding of math. • <u>Math Games</u>: Students will play games (e.g., math puzzles) that help them develop fluency in math computation and apply math skills. • <u>Math Routines</u>: Students will engage in structured activities that focus on developing and supporting number sense to help children become proficient with a range of math concepts and practices. • <u>Fact Fluency Activities</u>: Tutors will engage students in activities that promote quick recall to foster their fluency.
<p><u>(Section</u> <u>4.1.5)</u></p> <p>Homework Help</p>	<p>Homework help will be offered to students at the end of the program day. Support is provided for those students who need help in understanding directions and getting started successfully. Program staff and tutors will be assigned to work with the same group of students so students' individual</p>



<p><u>(Section 4.1.5)</u></p>	<p>learning styles can be identified and used to support their understanding of their homework assignments.</p>
<p><u>(Section 4.1.5)</u></p> <p>Healthy Choices</p>	<p>The program utilizes the research-validated Healthy Choices (based on CATCH Kids Club Healthy Habits and Nutrition Curriculum) to teach children healthy lifestyle behaviors through physical activity and nutrition education.</p> <p>Children participate in moderate-to-vigorous physical activity. Each 30-minute Healthy Choices physical activity rotation consists of warm-up and cool-down activities, and one to three non-elimination games that ensure that all children are active. Children will participate in weekly nutrition lessons during Healthy Choices. A nutrition theme is identified for each month and ties together each nutrition education activity for a comprehensive, streamlined approach to engage children in activities around a specific nutrition topic.</p>
<p>Soft Skills Development</p> <p><u>(Section 4.1.5)</u></p>	<p>We will offer a wide variety of enrichment activities that meet the student needs to promote science, technology, engineering, art and math (STEAM) skills for our students.</p> <ul style="list-style-type: none"> • <u>Book/Writing Clubs</u>: Student-led book discussions foster enthusiasm for reading and will be moderated by a community volunteer (or high school student). A writing club will improve ELA skills and provide a creative outlet for expression. • <u>Leadership Development</u>: Student empowerment and leadership skill development.



<p><u>(Section 4.1.5)</u></p>	<ul style="list-style-type: none"> • <u>Entrepreneur Days</u>: Visits form local entrepreneurs and business owners to encourage children to think about their future. • <u>Art/Design and Music</u>: Schools do not have art classes; we hope to incorporate community volunteers to lead these activities. • <u>Service Learning Project (summer)</u>: Students will work together to identify a neighborhood problem, develop an action plan and implement a project to make a difference in their community.
<p><u>(Section 4.1.5)</u> Enrichment Activities</p>	<ul style="list-style-type: none"> • Incorporate three strategies for high-quality enrichment programs as noted in Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Programs (Harvard Family Research Project, 2004): 1) providing youth extra opportunities, 2) linking academics to an engaging project, and 3) engaging youth with fun and relaxing times.

(Section 4.1.5) KinderBoost Overview: To help children make a successful transition into kindergarten, a two-week, ten-day readiness program was designed to provide children and families opportunities to become familiar with the new school environment, meet school staff, make new friends and engage in early learning activities. Activities mirror the activities that children would experience in kindergarten and promote school attendance with parents and students being comfortable in the environment – participating students are more likely to attend the first day of school. Research shows that students who attend the first day of school have lower rates of chronic absenteeism compared to their peers.

(Section 4.1.5) Early Steps to School Success Detailed Plan: Save the Children has successfully implemented Early Steps since 2006 with 89 percent of participating three-year-olds



(Section 4.1.5) achieving normal vocabulary acquisition after participating in the program for at least one year. The program supports language, literacy, and social and emotional development in young children and equips parents with the skills and knowledge they need to successfully support their children's growth. Early Steps begins pre-birth, so home visitors (ECCs) can coach women on healthy pregnancy practices to reduce the chance of birth outcomes that put the child at developmental risk. ECCs support parents and caregivers with information, strategies, and activities to promote their children's school readiness skills and early learning, help to monitor developmental progress, cultivate relationships with schools, and connect families to community resources that meet identified needs and support successful transition. Home visiting services are provided to participating families twice per month.

(Section 4.1.5) Curriculum: The curriculum was developed in 2006 in partnership with ZERO TO THREE to improve the literacy and language, social-emotional, motor, and cognitive skills of participating children. It is linguistically and culturally responsive with dual language materials and multilingual and multicultural staff.

The curriculum improves skills in four areas.

1. **Social–Emotional Skills:** Children form healthy, loving, cooperative relationships with others; can appropriately express and cope with their feelings (self-control); and believe in themselves and their abilities (self-confidence).
2. **Literacy and Language Skills:** Children can communicate verbally using spoken words and nonverbally through actions, gestures, and facial expressions. Literacy skills mean that children enjoy and appreciate the written word, understand the sequence of a story (beginning, middle, and end), and eventually recognize letters and words.



3. (Section 4.1.5) Physical (or Motor) Skills: Children have the muscle strength, coordination, balance, and overall physical ability to explore their world. For children with special needs, physical skills may develop differently; regardless, children remain able to explore and learn in their way and at their own pace.
4. Thinking (or Cognitive) Skills: Children learn about ideas and concepts (like the notion of today vs. tomorrow), use logic and reasoning, are able to problem-solve, and can apply information they have learned through past experience to new situations.

(Section 4.1.5) There are two components of Early Steps—Pre-birth to Three Home Visiting and Three to Five Kindergarten Readiness—that provide early childhood education services to 50 children and their parents and caregivers per site. Early Steps services also include a Book Bag Exchange, Parent-Child Groups, Transition Support, Community Collaboration, and Staff Training and Support as detailed below that reach additional community members.

(Section 4.1.5) Activities: Twenty children will be enrolled in the Pre-Birth to Three Home Visiting Component per site, receiving two monthly home visits, on average and participating in the Book Bag Exchange. Children transitioning from the home visiting component must be given priority for enrollment in the Three to Five Kindergarten Readiness Component. It includes a Book Bag Exchange in partnership with local Pre-K or Head Start centers for 30 three to five-year olds and weekly, community-wide Parent-Child Groups that focus on kindergarten readiness and early literacy. Books are culturally and linguistically appropriate, for instance books for Native American communities have reflective themes and illustrations. The Book Bag Exchange includes a weekly ‘read aloud’ to promote regular parent-child practices. The program will also work to build home libraries for families in selected communities.



(Section 4.1.5) Parent-Child Groups and Vroom: The ECC establishes partnerships with community programs, schools and other agencies to promote awareness and build local resource connections to support the program and families. As part of the Parent-Child Groups, read-alouds will take place in preschool settings and the ECC will engage children using dialogic reading methods. As communities become more aware of the importance of early education for building a solid foundation for success in school and in life, we will focus on the importance of ensuring that high-quality preschool opportunities are available to all three and four year-olds. ECCs actively engage parents in transition activities that connect children to the preschool or kindergarten they will attend and prepare children and parents for successful transition at three and again at five years old to center and school-based programs.

(Section 4.1.5) Early Steps has had a sustained impact on child and family development for participating families. Families gain skills and knowledge to support their children's education and make valuable home-school connections to their child's center or school-based programming when transitioning out of the Early Steps program.

(Section 4.1.5) PICCOLO Activities: The PICCOLO training will focus on using video within this local context for observing parent-child interactions and giving feedback to increase caregivers' knowledge of parenting and child development and to nurture the development of strong parent-child relationships. Practitioners will:

- Learn to conduct the assessment, which involves reviewing a video of a caregiver interacting with their child and scoring behaviors listed on the PICCOLO protocol. Videos are an important component of the PICCOLO, since two or more observers can review the same interaction and ensure the reliability of the assessment;

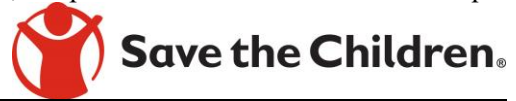


- *(Section 4.1.5)* Understand which parenting behaviors support children’s early development and which strategies can effectively facilitate those behaviors;
- Debrief the PICCOLO results with parents/caregivers using each family’s video to support a strengths-based, practical, culturally-sensitive approach; and
- Incorporate regular, ongoing feedback that calls out and celebrates the positive parenting behaviors observed during home visits.

(Section 4.1.5) Each ECC will use the PICCOLO with a caseload of 20 children ages 0-3 and their families during regularly scheduled home visits, administering the assessment formally twice a year. Based on the assessment results, ECCs will help caregivers use their own skills and resources to observe, support, and adapt to their child’s development. Program Specialists will help ECCs apply the PICCOLO principles and practices, using reflective coaching and a parallel process to show the ECCs they supervise how to use the video clips to talk with families and provide feedback.

(Section (Section 2.5.2.) **Evidence Based Research**

Evidence-Based Practices	
Program Component	Scientifically-Based Research
<p><i>(Section 2.5.2.)</i></p> <p>Literacy Block Activities</p>	<ul style="list-style-type: none"> • In a study of classes using AR vs. non-AR classes, students in classes using AR (with an emphasis on selecting books of interest within their reading range and being encouraged to maintain an average of 85% correct on AR quizzes) made more significant gains than those in the non-AR classes (Samuels & Wu, 2003).



<p><i>(Section 2.5.2.)</i></p>	<ul style="list-style-type: none"> • Reading aloud is widely accepted as a means of developing vocabulary in young children (Biemiller & Boote, 2006). • Struggling readers need a vocabulary that consists of a high percentage of both high-frequency words and words with consistent and decodable patterns (Hiebert & Fisher, 2002; Hiebert, 2003).
<p><i>(Section 2.5.2.)</i></p> <p>Math Block Activities</p>	<ul style="list-style-type: none"> • Students who participate in structured academic instruction in mathematics programs beyond the regular school day experience academic gains (National Center for Education Evaluation and Regional Assistance, 2009). • Mathematics interventions should provide students with opportunities to work with visual representations (National Center for Education Evaluation and Regional Assistance, 2009).
<p><i>(Section 2.5.2.)</i></p> <p><i>(Section 2.5.2.)</i></p> <p>Early Steps to School Success</p>	<ul style="list-style-type: none"> • A quasi-experimental evaluation of the Early Steps program along with a propensity matching and a community effects study have been completed on the Early Steps model. The series of studies documented (1) positive effects for Early Steps on child, parenting and family well-being when children were 3; (2) a confirmation of prior findings of positive effects using propensity matching across sites; and (3) positive effects for Early Steps and Head Start/SBPK in a study of all school entrant's expressive language in the study communities when children were school age.

(Section 4.1.6) **School Age Program Evaluation:** We will use both formative and summative assessments to enable program staff to monitor individual student progress and vary their



(Section 4.1.6) approaches to help meet individual needs. The STAR Math and Early Literacy/Reading assessments, which serve as the program's summative assessments, are administered at the beginning of the school year by classroom teachers to help identify the students who are most in need of intervention. Program staff will thus be able to use the STAR assessment results to determine the strengths and skill deficiencies of each program participant and develop a learning plan with specific goals tailored to these areas, aligning to the reading and math goals students have during the school day. During the recruitment and enrollment process, the Site Coordinators will work with teachers to assess students' individual needs and learning gaps using the assessment results and modify services when needed. For example, the Federal Programs Director, who will serve on our Advisory Council, will collaborate with the district's Students with Exceptionalities office to provide accommodations like a one-on-one aide to assist students with special education status during activities.

(Section 4.1.6) The Site Coordinators will also use the STAR assessment results to place students of similar skill levels in rotational groups. This grouping will allow tutors to develop lesson plans, gear instruction, and select activities that target specific skills (e.g., accuracy) and sub-skills (e.g., directionality of text) that address the particular needs of the group. For example, tutors will tailor questions for the book talks during read-alouds and extended read-alouds to focus on key ELA standards for that grade or skill level (e.g., tutors may center a discussion on the features of a sentence for students reading at a first-grade level). Staff will re-administer the assessments to program participants in the middle of the year to monitor individual progress to recalibrate groups and adjust interventions.



(Section 4.1.6) Program staff will use Accelerated Reader (AR) quizzes and math unit pre- and post-tests as formative assessments to evaluate students' learning progress on an ongoing basis. Students will take an AR quiz after every book read, and the Site Coordinators will analyze the AR quiz data for percent correct on quizzes (goal is 90%) on a daily basis using the AR Diagnostic Report to monitor student performance and their progress toward meeting the goal of reading on grade level. Students dropping below the 90% correct average on AR tests will be provided with more intense guidance on book selection, more focused book talks, and more specific instruction on literacy-deficient skills. Unit tests will serve as the formative assessment to identify each student's mastery of specific math skills and monitor their continued progress between tests. We will conduct grade-level math units (e.g., number and operations) in sequence to build on prior knowledge of math concepts and assess what skills a student has mastered through in-unit tests. As students master different units, they will progress onto the next unit. For all academic activities, tutors will communicate observations with individual students, especially those who are struggling or those ready for a challenge, on an ongoing basis to modify teaching and learning activities to promote student achievement.

(Section 4.1.6) While our approach emphasizes individualizing services to meet the needs of each student, we will have developed and will implement policies and procedures to ensure equitable access and participation, particularly in terms of physical space, recruitment and enrollment, and program services. The School-Age Program Specialist will train the Site Coordinators and all program staff to work with students of all abilities and adapt programming or materials to meet the needs of those with special needs. For example, the Healthy Choices curriculum for physical activity is specifically designed to accommodate and embrace children of all abilities so that they all participate in needed physical activity. Healthy Choices Coordinators,



(Section 4.1.6) however, will be able to select or adjust an activity to enable students with special needs to work with materials matched to their abilities. During Literacy Blocks, modifications may include buddy reading, shared guided reading, and other strategies. Moreover, the assessments used in our program are suitable for use with students of all abilities, including those with special needs. The STAR assessments, for example, are computer-adaptive, and the difficulty of the tests adjust automatically to reflect the skill level of the student. All program activities will be offered on a school campus, which is in compliance with ADA, state, and federal safety and accessibility requirements.

(Section 4.1.6) **Early Steps to School Success Evaluation:** Home visitors speak regularly with parents and caregivers to understand and observe what is working for them. The rapport between the home visitor and the caregiver and between the home visitor and the child allows families to open up about their needs and challenges. Home visitors will administer family partnership surveys annually to collect feedback from parents and caregivers on services provided. Site supervisors will conduct quality checks with all families semi-annually to assess satisfaction and consistency of home visits. Sites serving monolingual families will identify a bilingual staff member to conduct the quality checks.

(Section 4.1.6) We hold an annual partner planning process that covers finances, participant enrollment, program performance and outcomes, partner staff leadership, program compliance, and community presence, among others. Save the Children will meet with school and program leadership to address low-performing partnerships. To ensure high quality programming and (Section 4.1.6) guide continuous improvement, a Program Quality Assessment is conducted with each program every two years.



(Section 4.1.6) Save the Children's Online Reporting and Evaluation system (SCORE) is managed by the Technology, Monitoring and Evaluation Department nationally. They offer technical expertise and on-demand support for issues and questions related to the system. Review of data to ensure accuracy occurs at multiple levels. The Senior Early Childhood Program Specialist reviews the Monthly Data Report for each site monthly and works with the site to correct any data concerns prior to the next site visit with the home visitor. The system can create 16 family/child level and summary reports for the program.

(Section 4.1.6) Home visitors track the following indicators: parent-child interaction, early language and literacy activities, and developmental screening and will work to track all eight required HVSA performance measures including: breastfeeding, depression screening, well child visit, child maltreatment and intimate partner violence screening.

(Section 4.1.6) If concerns arise regarding fidelity of data entries, they are brought to the attention of both the home visitor and the site supervisor immediately. The site supervisor will conduct quality check-in calls with all enrolled families and will administer family satisfaction surveys annually. We analyze responses, look for themes and address the strengths and concerns and will offer additional training and work with the school district on an employee improvement plan, if necessary. The Program Specialist will complete the Early Childhood Specialist Observation Checklist during a routine site visit with the home visitor every six months to provide constructive feedback on both strengths and concerns. The checklist serves as a tool for best practices in the Early Steps program.

(Section 4.1.6) An early childhood team will conduct a Program Quality Assessment (PQA) every two years. Through observation, interview and review of documents the quality of the program implementation and compliance with the partnership agreement is reviewed. The Data



(Section 4.1.6) Manager reviews site data prior to PQA and provides a report that outlines progress in meeting program standards, analyzes trends in data, and highlights any data issues that need attention.

(Section 4.1.6) Home visitors inputs site data weekly with all data entered by the 5th of the month following when data was collected. The Early Steps data manager aggregates data for each site into the Early Steps Monthly Data Report and sends it to program specialists, senior early childhood specialists, the associate early childhood specialist and deputy directors by the 20th of the month. Program Specialists share each site's individual Monthly Data Report with the respective home visitor and site supervisor for review. Program specialists discuss the Monthly Data Report and the Summary of Services Due with the home visitor and Site Supervisor during a site visit. A Quality Assurance Plan is developed to address areas that do not meet program standards.

(Section 4.1.6) **PICCOLO Evaluation:** Our approach to service delivery is community-driven, which promotes sustainability by building the capacity of local communities. The trainings in the PICCOLO will transfer technical knowledge and skills to local program staff that will remain in the communities, ensuring sustainability by building local capacity. We will also continue implementing lessons learned in our early childhood and community engagement programs, which are funded by other sources, beyond the grant period.

(Section 4.1.6) Our impact evaluation plan is grounded in a results-based accountability framework. For this project, we will employ a pre-test/post-test design to assess the PICCOLO's impact on parenting behaviors. In the fall, ECCs will take a 15-minute video of caregivers

(Section 4.1.6) engaging in an interactive activity with their children, which they will watch to assess whether caregivers are engaging in a list of research-based positive parenting behaviors.



(Section 4.1.6) ECCs will discuss the assessment results with caregivers to set goals

collaboratively for the year. ECCs will administer the assessment again in the spring.

Comparison of pre- and post-test scores will allow us to assess changes in parenting behaviors at the individual and program (aggregate) level.

(Section 4.1.6) Annually, data is aggregated nationally, by state and by program to measure progress and outcomes related to indicators and guide excellence in programming. The results are shared both internally and externally.



SUPPLEMENTAL
LITERACY PROGRAMS
CATCH CHILDREN UP



Save the Children®

Supplemental Literacy Programs Catch Children Up: Effective Strategies to Reduce Achievement Gap Faced by Students in Rural America, A Randomized Controlled Trial Study

Nicole Smith, M.A., Senior Specialist Monitoring and Evaluation, U.S. Programs and Advocacy, Save the Children
Patrick V. Iannone, MS Ed., State Director, U.S. Programs and Advocacy, Save the Children
Julie Meredith, Ph.D., Senior Research Associate, Policy Studies Associates
Anita I. Drever, Ph.D. Director of Monitoring and Evaluation, U.S. Programs and Advocacy, Save the Children

ABSTRACT

Children who are not reading on grade level by the end of third grade are at greater risk of dropping out of high school than their peers who have reached this essential milestone. Children who are living in poverty *and* not reading on grade level by the end of third are at even greater risk. Children in rural America¹ are especially likely to be both poor and below grade level.

Save the Children offers in-school literacy programming to elementary school students in kindergarten through third grade living in high-poverty, rural communities in order to help them overcome these obstacles and acquire the literacy skills that will position them for lifelong success. The purpose of this study was to determine, through the implementation of a rigorous, randomized controlled trial study design at nine program sites in Mississippi, whether Save the Children's daily, in-school literacy programming produces greater test score gains for students reading below grade level than participation in schools' language arts curriculum alone.

The study results indicate Save the Children's programming produces statistically significant literacy and reading comprehension test score gains for K-3rd grade students in Mississippi who began the school year reading below grade level. The results indicate that in-school literacy programming featuring Read-Alouds and Guided Independent Reading Practice in daily, half-hour one-on-one and small group tutoring sessions may help children living in low-income communities in rural America acquire the literacy skills they need to succeed throughout their education careers and beyond.

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December 2018**

¹ We classify counties as rural if they are not part of Metropolitan Statistical Areas. The United States Office of Management and Budget (OMB) considers a county to be part of a Metropolitan Statistical Area if the county contains an urban core with a population of a least 50,000, or is adjacent to a county with a core of that size and has close social and economic ties with that core. For more information, see <https://www.census.gov/programs-surveys/metro-micro/about.html>.

INTRODUCTION

If a child is not reading on grade level by the end of third grade, that child is four times more likely to leave high school² without a diploma than a child who has achieved this milestone. A child not reading on grade level by the end of third grade who has also lived for a year or more in poverty is at even greater risk for not completing high school.³ Children's early literacy skills are the foundation for their learning in all subject areas, not just language arts. Early deficits can affect lifelong success.

Children living in rural parts of the United States are especially likely to face the double jeopardy of growing up in poverty and not having had the opportunity to develop their basic literacy skills in elementary school. 23.5% of children living outside metropolitan areas in the United States were living in poverty in 2016. By contrast, 18.8% of children in metropolitan areas were living in poverty in 2016, the most recent year for which Census data were available at the time of the writing of this report.⁴ In 2015, 69.5% of children living in small towns had 4th grade reading scores that were below proficient as compared to 60.4% of fourth graders living in suburban communities.⁵

Save the Children provides multifaceted support to vulnerable children ages 0 to 8 and their families living in rural parts of the United States that will help give those children a more equitable opportunity to acquire the literacy, numeracy and socio-emotional skills by the end of third grade that will position them for lifelong success. Save the Children supports rural children ages 0 to 5 and their families with home visits, book bag exchanges and kindergarten readiness playgroups as tactics to accelerate rural children's early learning. Once children are old enough to attend school, Save the Children provides kindergarten transition supports to children and families; summer and out-of-school-time enrichment-focused programming to counter the "summer slide" in the academic skills of low-income children, and in-school literacy supports to children who are not yet reading on grade level. This report summarizes the findings of a rigorous, randomized control trial study that examined the effectiveness of the in-school literacy supports in Save the Children's suite of 0-8 programming.

The randomized controlled trial was conducted in nine elementary schools in seven rural school districts implementing Save the Children's in-school literacy programming in Mississippi⁶. Students reading below grade level were randomly assigned to treatment and control groups at the beginning of the school year. The study's authors were able to compare the test scores of students who participated in 90 or more days of supplemental, in-school literacy programming focused on reading practice through Read-Alouds and Guided Independent Reading Practice with the test scores of similar students at the same schools who did not participate in the programming. The analysis results confirmed that the students who participated in the programming had significantly higher early literacy and reading comprehension test scores than the students who did not participate in the programming. These results indicate that in-school programs targeted at students reading below grade level that focus on Read-Alouds and Guided Independent Reading Practice help reduce the achievement gap between students in non-metropolitan and metropolitan areas of the United States.

² Statistic was calculated using data on high school graduation by age 19.

³ Donald J. Hernandez, *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. (Baltimore, Maryland: The Annie E. Casey Foundation. 2011).

⁴ Save the Children. *U.S. Complement to the End of Childhood Report 2018: Growing Up Rural in America*. (Fairfield, Connecticut: 2018). Page 4.

⁵ National Center for Education Statistics. "Rural Education in America." Accessed December 21, 2018. <https://nces.ed.gov/surveys/ruraled/tables/b.2.a.-1r.asp>.

⁶ In one of the nine Mississippi schools, Save the Children also provided afterschool programming and some children from both the treatment and the control groups were enrolled.

PROGRAM OVERVIEW

Schools in low-income rural communities often lack supports for struggling readers. Small rural districts are less likely to have curriculum specialists to help teachers incorporate state-of-the-art pedagogical practices.⁷ They are also less likely to be able to offer supplemental education services to help children who need additional support in the classroom.⁸ Save the Children's in-school literacy programming for kindergarten through third graders therefore fills an important gap by providing supplemental literacy supports to students who would likely not otherwise receive them. During the 2016–2017 school year, Save the Children provided in-school and afterschool programming supports to over 9,000 students in high poverty, rural regions of 10 U.S. states.

Within Save the Children's in-school literacy programs, there are two major programmatic approaches: one that tutors use with kindergarten and first graders, and another that tutors use with second and third graders. Save the Children's **Emergent Reader** programming for kindergarten and first graders focuses on beginning reading skills. Children practice daily reading easy texts aloud and participate in hands-on active learning in small groups to support increased growth in phonemic awareness, letter recognition, sound-symbol correspondence and beginning sight words. Tutors monitor students' reading performance through individual module assessments targeting these skills. Tutors administer the module assessments weekly to gauge skill mastery and to inform students' subsequent placement in the different modules over time.

Save the Children's **Developing Reader** programming for second and third graders also incorporates Guided Independent Reading Practice with books aligned to students' interests and skill levels. Tutors monitor children's progress by having them regularly complete Renaissance Accelerated Reader online book quizzes, which help tutors support students in selecting developmentally appropriate books as skill levels improve. Programming may also include small-group tutoring sessions that focus on phonics, sight words, and vocabulary development.

Both the Emergent and Developing Reader approaches are five days per week, 30 minutes per day. Children are pulled out of their regular classes (but not literacy classes) to attend the program in groups of 5-10. See Appendix A for more detailed descriptions of Save the Children's Emergent and Developing Reader programs.

METHODS

Sample Characteristics

The study was conducted in a subset of the schools with Save the Children in-school literacy programming: nine elementary schools in seven rural Mississippi school districts. The nine schools in the study sample comprised all the locations where Save the Children was implementing in-school programming within the state of Mississippi during the 2016–2017 school year. At each of the schools in the study sample, more than 90% of the students enrolled were participating in the Free and Reduced Price Meals program, and Save the Children programming had been implemented at each of the sites for a minimum of seven years. At one of the sites, Save the Children was also implementing an after school program that students in both the treatment and control groups attended and therefore should not have influenced the results of this study. Save the Children's regional and national offices closely monitor program quality at all its program sites through site visits and oversight of student assessment data, providing additional guidance when sites do not achieve quality benchmarks.

⁷ Michel McNeil, "Rural Areas Perceive Policy Tilt," *Education Week*, August 28, 2009, 1 and 22.

⁸ Leslie M. Anderson and Katrina G. Laguarda. "Case Studies of Supplemental Services Under the No Child Left Behind Act: Findings from 2003-04." (Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation and Policy Development. 2005).

Study Design

The authors employed a clustered, randomized controlled trial study design to collect the data that would allow them to test whether in-school literacy program participation improved children’s literacy and reading comprehension test scores. The randomized controlled trial design is the gold standard for collecting data to test the effectiveness of education interventions as it enables researchers to mitigate selection bias as well as any possible differences between the treatment and control groups on unmeasured factors. Weaker studies—where, for example, the performance of students whose families signed them up for a program are compared to the performance of students whose families did not—are subject to selection bias. If at the conclusion of the program, the test scores of the students who participated in the program are higher than the test scores of the student that did not, researchers have no convincing basis for determining whether these differences were due to program effects, or were due to the fact that families who are already more deeply engaged in supporting their students’ success are also more likely to enroll their children in additional programming. By assigning children at random to treatment and control groups, that weakness is eliminated: no one can argue that whatever influenced a child’s enrollment might also influence their likelihood of success in the program.

To determine eligibility for both the in-school literacy program and the study, all kindergarten and first grade students in the study sample completed Renaissance’s STAR Early Literacy diagnostic assessment (SEL) and all second and third graders took Renaissance’s online STAR Reading assessment. Students receiving test scores below the cutoff points⁹ for assignment to Tier 2 and Tier 3 reading supports based on the Federal Response to Intervention (RTI) guidelines, but who had not received Individual Education Plans, were eligible for participation in both the program and the study. Because the number of children who were reading below grade level greatly exceeded staff capacity, not all children who needed literacy support could participate in the in-school literacy program. Random assignment of eligible students to intervention and control groups therefore met both programmatic and evaluation needs.

The study population of students was drawn from all of the grades at each school participating in the supplemental literacy program. Approximately 110 students at each of the nine schools (1,000 students total) were assigned in equal proportions to the treatment and control groups. Roughly the same number of students were selected for the study from each grade participating in the program at each school. (See Appendix B for a more detailed description of the random assignment process.) Students were included in the final analysis if they completed the pre- and post-tests within the appropriate timeframe, attended 90 or more days, and had student records that included information on their gender.

Within each school, the Save the Children literacy program takes place outside of the children’s regular classroom, which means children not participating in the program cannot overhear or benefit from it unintentionally. Children attending the program leave their classroom at a time when the school’s regular curriculum is not addressing literacy. Therefore, children in the program receive the same literacy education provided by the school as children not in the program, and the Save the Children literacy program is truly supplemental to the school curriculum. Differences in pre-test scores between the program participants and the comparison control group were not statistically significant and indicate the treatment and control groups were comparable (See Table 1).

⁹ The cutoff point for second and third graders was a normal curve equivalent score of 50 or lower. The cutoff point for kindergarten and first graders was a scaled score of 674 or lower.

Table 1: Mean Pre-Test Scores for the Treatment and Control Groups by Grade Level Groupings

	Save the Children program participants	Comparison group non-participants
Kindergarten–1st grade	N=285	N=262
Average pre-test SEL scaled score (standard deviation)*	527.4 (94.9)	526.5 (90.4)
2nd–3rd grade	N=155	N=160
Average pre-test STAR scaled score (standard deviation)*	183.9 (83.6)	177.5 (77.5)

* Includes pre-test scores only for children who also completed post-tests

Outcome Measurement

The nine Mississippi schools participating in the study administered school-wide early literacy and reading comprehension testing at the start of the school year. Students in kindergarten and first grade completed Renaissance’s STAR Early Literacy diagnostic assessment (SEL). The twenty-minute online adaptive diagnostic assessment measures students’ vocabulary, phonics, language and numeracy skills and their understanding of literacy concepts such as words and letters. Students who completed the assessment received a scaled score that ranged from 300-900. Renaissance computes scaled scores based on the number of correct responses and the difficulty of the items. The same scaled score range is used for all test takers, which enables consistent comparison and analysis across grade levels.

Students in second and third grade completed Renaissance’s online STAR Reading assessment, which measures students’ skills in a variety of literacy domains. Students who completed the assessment received scaled scores between 0 and 1400, as well as normed scores in percentiles and Normal Curve Equivalents (NCEs). The SEL and STAR Reading post-test assessments were administered at least 90 days after the pre-test.

Statistical Analysis

The central research question posed for this evaluation is whether kindergarten through third graders reading below grade level who participate in Save the Children’s in-school literacy programming achieve greater literacy gains than their counterparts who do not participate in the programming. The authors used hierarchical linear modeling (HLM) to measure whether students randomly selected to receive the in-school literacy supports achieved greater gains in their literacy and reading comprehension test scores (See Appendix C for detailed model descriptions). This statistical approach nests students in schools, and analytical approach to account for: the sampling and assignment strategy which selected participant and comparison students from the same school population; and the common experiences shared by students in the same school that could influence their test score gains, regardless of program participation.

Using HLM also allowed the authors to control for additional factors at the individual-level that could impact individual students’ achievement (e.g., prior test scores, grade) and at the school-level such as average school wide STAR or SEL test scores. For example, differences in average school-wide test scores could be indicative of factors within the school that impact all children, both participants in the Save the Children program and non-participating students. At the individual-level, children’s prior test performance and grade could impact the magnitude of their SEL or STAR gains, again independent of their participation in Save the Children programming.

RESULTS

The authors found positive, statistically significant results for the effect of children’s participation in Save the Children’s in-school literacy programs. Both the kindergarten–1st grade model, which measured the program’s influence on early literacy, and the second–third grade model, which measured the program’s influence on reading comprehension, yielded statistically significant differences in the treatment and control groups’ post-test results. Kindergarten and first-graders in Save the Children programming gained, on average, 20 more points on the SEL post-test compared with students who did not receive services ($\gamma_{20}=20.174$, $se=6.528$, $p\leq 0.01$). Second- and third-grade participants in Save the Children programming also made greater gains in comparison to second- and third-grade non-participants—gaining, on average, 17 more points on the STAR test between pre- and post-assessments ($\gamma_{20}=17.081$, $se=8.507$, $p\leq 0.05$) than their non-participating peers (see Table 2). (See Appendix C for the full results of HLM models and more information about the model building process).

Table 2: Average Pre- and Post-Test Score Change for the Treatment vs. Control Groups by Grade Level

Grade Level	Save the Children program participants	
	Coefficient	Standard error
Kindergarten–1st grade		
Average SEL pre-test and post-test score change for Save the Children participants compared with non-participants	20.2***	6.5
2nd–3rd grade		
Average SEL pre-test and post-test score change for Save the Children participants compared with non-participants	17.1*	8.5

Statistical significance: * $p\leq 0.05$; ** $p\leq 0.01$; *** $p\leq 0.001$

Other findings of interest included a statistically significant effect of grade in the kindergarten–first grade models, which suggested the program may have produced stronger results for first grade students than for kindergarten students. In order to more closely examine the grade level differences, the authors ran additional analyses which indicate that while there was a positive effect of participation in Save the Children programming for children in both kindergarten and first grade, the effect was greater – and only statistically significant for – children in first grade (See Appendix C for further discussion). There was, however, no statistically significant difference in the pre-test and post-test score change for second graders as compared to third graders. Gender was also not significant in the second to third grade model.

IMPLICATIONS

This study provides strong evidence for the effectiveness of Save the Children’s in-school literacy intervention. By randomly assigning students to treatment groups that participated in the daily in-school literacy programming and control groups that did not, the authors were able to ensure that the only difference between the two groups was their participation in the program. And as a result, differences in the outcome could be more confidently attributed to students’ participation rather than other unmeasured factors. In addition, the study was conducted in one of the more challenging public education contexts in the United States: Mississippi was ranked 44th in the nation in 2017 for its

fourth grade reading scores.¹⁰ The intervention's success there suggests that in-school literacy programming featuring Read-Alouds and Guided Independent Reading Practice in daily, half-hour one-on-one and small group tutoring sessions may help close achievement gaps in other states with large rural populations.

Save the Children's In-School Literacy Program is, however, only one of a suite of programs Save the Children offers children and their families in some of the most marginalized rural communities in the United States. Future research will examine the degree to which the full suite of programming – including in-school literacy programming for K-3rd grade children – influences 3rd grade reading scores. Save the Children hypothesizes that by offering year-round learning supports to children from birth to age eight, they are less likely to fall behind early in their educational careers, positioning them to succeed over the course of their entire school careers and beyond.

¹⁰ "The Nation's Report Card," National Assessment of Educational Progress (NAEP), accessed December 21, 2018. <https://www.nationsreportcard.gov/>.

APPENDICES

APPENDIX A: Save the Children's Emergent and Developing Reader Programs

Save the Children offers a variety of literacy activities through its in-school literacy program:

- For children in Kindergarten and first grade who are reading below grade level, literacy activities that target beginning reading skills are available. Emergent Reader literacy activities include extended read-aloud with developmentally appropriate follow-up activities; reading together time where easy text is practiced orally by students daily; and hands-on active learning to support increased growth in phonemic awareness, letter recognition, sound-symbol correspondence and beginning sight words.
- For students in grades 2-3 reading below grade level, these activities include Guided Independent Reading Practice, which is supported by Read Alouds with related fluency-building activities. Technology is used to maximize children's learning through monitoring progress with regular Renaissance Accelerated reader book quizzes. Small-group tutoring sessions – targeting phonics, sight words, and vocabulary development – may also be incorporated to support children's reading skill development.

Study participants in grades K-1 received Emergent Reader literacy activities daily for 30-minutes. Daily activities included a Read Aloud with fluency building and vocabulary learning experiences incorporating grade-level books and materials. In addition, study participants in grades K-1 utilized hands-on literacy activities that promote active learning in small groups. Activities targeted specific reading skills such as phonemic awareness, letter recognition, sound-symbol correspondence, and beginning sight words.

For students in grades K-1, reading performance was monitored through individual module assessments that target phonemic awareness, letter recognition, sound-symbol correspondence, and beginning sight words. Module assessments were administered weekly to determine skill mastery, and subsequent student placement in different modules over time.

Study participants in the second and third grades received literacy activities that featured Read Alouds with related fluency building and vocabulary activities one week a month on successive days for 30 minutes a day in small groups of 5-10. Read Alouds were implemented using the following procedures:

1. The teacher introduced the book in an enthusiastic way to the students.
 - The teacher mentioned the title, author and, perhaps, the illustrator.
 - The teacher provided student-friendly definitions for vocabulary words that needed to be discussed before reading.
2. The teacher read the book aloud to the students.
 - The teacher read with expression at an appropriate speed, varying the pace to pause for emphasis and to allow time for students to think about what's happening or what might come next.
 - The teacher paused at planned stopping points to highlight key vocabulary terms.
3. After reading, the teacher spent a short amount of time discussing the book.
 - The teacher asked open-ended questions that required more than a yes or no response, or initiated a high-level discussion related to the book.

4. In addition, related vocabulary and fluency-building activities were incorporated to support Read Alouds.
- Fluency-building primarily consisted of choral reading, while vocabulary learning games were used to highlight key terms from Read Aloud texts.

Study participants in grades 2-3 also received daily experiences in Guided Independent Reading Practice for 3 weeks a month on successive days for 30 minutes a day in small groups of 5-10. Guided Independent Reading Practice was implemented using the following procedures:

1. Students self-selected an appropriate book.
 - Based on the results of a beginning-of-program STAR assessment, each student's reading range was identified. This range of book levels was explained to the student, and they were shown how to select books of interest that have been labelled within their range.
2. Students read the book.
 - The teacher guided students as they read, suggesting word-level and discourse-level strategies as needed (i.e., to make sure students were able to decode challenging words and comprehend what was read).
3. Teacher checked for comprehension.
 - The teacher asked the students to summarize the text or asked him/her to describe what was happening in each picture.
4. Students took a Renaissance Accelerated Reader (AR) quiz.
 - Students took the quiz in a timely fashion (no more than one day after completing their book). Students were instructed to read each question and all response choices carefully before selecting their answers. Immediate feedback was provided on student performance through the AR reading software program.

For students in grades 2-3, reading performance was monitored on a daily basis using Renaissance's Accelerated Reader (AR) software program. When using AR, children choose books they want to read. To help them select successfully, every book has an assigned book level, interest level and point value. Book level indicates the readability of the text, while interest level relates to content. Point values are assigned to books based on the book's length. The intent is for children to read books that are appropriate to their reading level and interest.

APPENDIX B: Random Assignment Procedure

The study's authors processed the randomized selection and assignment. Those implementing the literacy program in the schools provided the pretest reports but were not involved in the selection or assignment. Once all inclusion and exclusion criteria were applied to the sampling frame, individual child results were split into groups by grade within each school. Each child was assigned a unique sequential identification number and a random integer set generator was used to create lists of random number sets in the schools' grades ranges. As described above in the Study Design section, equal numbers of children were selected from each school. However, as each school offered programming to different grade ranges (most served K-3, but some served K-2 or K-1), the number of children selected from each grade varied by the grades served at their school. For schools serving K-3, the first 16 random numbers and the corresponding child identification numbers were assigned to the intervention group receiving the literacy program. The subsequent 16 random numbers and the corresponding child identification numbers were assigned to the control group. The same process was used for schools serving fewer grades, specifically study groups with 22 children were generated for schools serving K-2 and 33 children per study group for schools serving K-1. If schools were able to provide programming to more children than were assigned to the intervention group, children who were reading below grade level at the beginning of the year but who were not selected for either the control or intervention group may have participated in the program but were not included in this study.

APPENDIX C: Hierarchical Linear Modeling (HLM) Descriptions & Results

Kindergarten & First Grade Model: Emergent Reader

Descriptive Statistics

Table C-1: Characteristics of Participant and Non-Participant Groups

	Participants in Save the Children program (N=285)	Non-participant comparison students (N=262)
Grade		
Percent of children enrolled in Kindergarten (N=309)	28.0%	28.5%
Percent of children enrolled in 1 st grade (N=238)	24.1	19.4
Average pre-test SEL scaled score (standard deviation)	527.4 (94.9)	526.5 (90.4)

Model Building

To build the models for analysis, we first reviewed the information available for the participant and non-participant groups. Data for race and gender were not available for a large proportion (83 percent) of the non-participant comparison students. Therefore, we opted not to include these variables in our models, because doing so would have excluded most of our comparison group. We did, however, have the grade in which children were enrolled for both participants and non-participants, and opted to include this covariate.

Next, we added a level-2 covariate, the school mean of pre-test STAR Early Literacy (SEL) scaled score, to the model as a predictor of the level-1 intercept and, in a second model, as a predictor the level-1 intercept of pre-test SEL scale score. We tested these models against one another and against the model with no level-2 covariates. These tests suggested that the model using school mean as a predictor of the level-1 intercept was the best fitting model.

Finally, we tested models that fixed or allowed the level-2 slopes to randomly vary. Using a likelihood ratio test of model deviance statistics, we determined that a model that allowed level-2 slopes to vary fit better than a model with fixed level-2 slopes, and the best fitting model fixed the level-2 slope predicting treatment group while allowing the slopes of grade and pre-test SEL scale score to vary. The final model appears below:

Level 1:

$$\text{SEL scaled score (post-test)} = \beta_0 + \beta_1 [\text{Grade}] + \beta_2 [\text{Treatment}] + \beta_3 (\text{SEL scaled score [pre-test]}) + r$$

Level 2:

$$\beta_0 = \gamma_{00} + \gamma_{01} [\text{Site mean pre-test SEL scaled score}] + \mu_1$$

$$\beta_1 = \gamma_{10} + \mu_1$$

$$\beta_2 = 20$$

$$\beta_3 = 30 + \mu_3$$

Assumptions Checking

To check the assumptions of the multilevel model, we first examined the level-1 and level-2 residuals. These tests indicated that the model met the assumptions of normal distribution of level-1 variance, though there did appear to be some deviation from multivariate normality at level-2. The lack of multivariate normality is, perhaps, not surprising given the relatively few covariates in the model; deviation from normality may, for example, indicate that there are additional factors influencing the results that were not included as covariates in the model. Further, we have nine level-2 schools, and with additional schools, the distribution could more closely approximate normal. Typically, we would report the results using robust standard errors to account for this slight deviation from multivariate normality; in this case, however, we do not for two reasons. First, robust standard errors are appropriate only for datasets with a moderate to large number of level-2 units, and with nine level-2 units these data do not meet that criterion. Second, comparing the results between the normal and robust standard errors, the differences appear to be primarily in the effect of prior achievement, not a focal variable of this analysis.

Finally, we checked for homogeneity of level-1 variance and found that the model met this assumption.

Results

We find significant positive results for the effect of children's participation in Save the Children's literacy intervention, with an average increase in the SEL scale score for participating kindergarten and first-grade children of 20 more points between pre-test and post-test compared with non-participants ($\gamma_{20}=20.174$, $se=6.528$, $p\leq 0.01$, see Table C-2).

An examination of the raw differences in the SEL scale scores between pre-test and post-test SEL scale scores by grade suggests that there may have been a greater increase in SEL scale scores across both participant and non-participant groups for children in kindergarten (non-participants: 208 points v. participants: 219 points) and a smaller overall increase in SEL scale scores in first grade, but a greater difference between children in the non-participant and participant groups (non-participants: 114 points v. participants: 149 points, see Table C-3).

Table C-2. Results of the Analysis of SEL Scale Scores, All Grades

Fixed effects	Coeff. (se)			
For intercept, β_0				
Intercept, γ_{00}	723.592 (14.756)***			
Site-mean pre-test SEL scaled score, γ_{01}	-1.226 (0.958)			
For GRADE slope, β_1				
Intercept, γ_{10}	-54.859 (20.706)*			
For TREATMENT GROUP slope, β_2				
Intercept, γ_{20}	20.174 (6.528)**			
For PRE-TEST SEL SCALE SCORE slope, β_3				
Intercept, γ_{30}	0.742 (0.085)***			
Random effects	Variance component	sd	df	χ
Intercept, τ_{00}	1582.603***	39.782	7	59.490
Grade slope, τ_{10}	3075.325***	55.456	8	33.953
Pre-test SEL scaled score slope, τ_{30}	0.209***	0.044	8	21.598

* $p\leq 0.05$; ** $p\leq 0.01$; *** $p\leq 0.001$

Table C-3. Comparison of Mean SEL Scaled Scores, By Grade

	Non-participants			Participants		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
Kindergarten	480.5 (74.9)	688.4 (111.1)	207.9	468.0 (81.7)	687.5 (96.7)	218.5
Grade 1	594.2 (65.0)	708.1 (83.3)	113.9	595.1 (56.5)	744.0 (78.9)	148.9

To more closely examine the differences at each grade, we ran additional analyses which indicate that while there was a positive effect of participation in Save the Children programming for children in both kindergarten and first grade, the effect was greater and significant for children in first grade. For kindergarten, participation in the literacy intervention was associated with an SEL scale score increase of approximately 9 more points than non-participating kindergarteners ($\gamma_{10}=8.983$, $se=9.237$, $p=0.334$, see Table C-4). The impact for first graders was an increase of nearly 36 more in SEL scale score between the pre- and post-assessment than their non-participating peers, and the effect of participation was significant ($\gamma_{10}=35.664$, $se=9.143$, $p\leq 0.001$, see Table C-5).

Table C-4. Results of the Analysis of SEL Scaled Scores, Kindergarten

Fixed effects	Coeff. (se)			
For intercept, β_0				
Intercept, γ_{00}	690.953 (15.518)***			
Site-mean pre-test SEL scale score, γ_{01}	-0.439 (1.854)			
For TREATMENT GROUP slope, β_1				
Intercept, γ_{10}	8.983 (9.237)			
For PRE-TEST SEL SCALE SCORE slope, β_2				
Intercept, γ_{20}	0.81 (0.098)***			
Random effects	Variance component	sd	df	χ
Intercept, τ_{00}	1722.087***	41.498	7	68.145
Pre-test SEL scale score slope, τ_{20}	0.221*	0.049	8	18.300

* $p\leq 0.05$; ** $p\leq 0.01$; *** $p\leq 0.001$

Table C-5. Results of the Analysis of SEL Scaled Scores, First Grade

Fixed effects	Coeff. (se)			
For intercept, β_0				
Intercept, γ_{00}	709.799 (9.030)***			
Site-mean pre-test SEL scale score, γ_{01}	0.243 (1.013)			
For TREATMENT GROUP slope, β_1				
Intercept, γ_{10}	35.664 (9.143)***			
For PRE-TEST SEL SCALE SCORE slope, β_2				
Intercept, γ_{20}	0.666 (0.075)***			
Random effects	Variance component	sd	df	χ
Intercept, τ_{00}	288.481**	16.985	7	18.400

* $p\leq 0.05$; ** $p\leq 0.01$; *** $p\leq 0.001$

Second & Third Grade Model: Developing Reader

Descriptive Statistics

Table C-6. Characteristics of Participant and Non-Participant Groups

	Participants in Save the Children program (N=155)	Non-participant comparison students (N=160)
Grade		
Percent of children enrolled in 2 nd grade (N=144)	18.4%	27.3%
Percent of children enrolled in 3 rd grade (N=171)	32.4	21.9
Gender	(N=151)	(N=152)
Male (N=156)	50.6%	49.4%
Female (N=147)	49.0	51.0
Average pre-test STAR scaled score (standard deviation)	183.9 (83.6)	177.5 (77.5)

Model Building

We first reviewed the information available about the students comprising to participant and non-participant groups to identify potential covariates for the analysis. Grade level was available for all participants and non-participants, and we opted to include this covariate in our model. Gender was available for almost all students (94.2 percent) and testing during model development showed it decreased model deviance. Data for children's race/ethnicity were not available for a substantial portion of the population (approximately 37 percent). Although missing race/ethnicity data were distributed equally across the participant and non-participant groups, we opted not to include race in our models, because doing so would have excluded approximately one-third of both participants and non-participants. No other variables describing the characteristics of participating students were available for the analysis.

Next, we added a level-2 covariate, the school mean of pre-test STAR Reading scaled scores, to the model as a predictor of the level-1 intercept and, in a second model, as a predictor the level-1 intercept of pre-test STAR scaled scores. We tested these models against one another and against the model with no level-2 covariates. These tests suggested that the model using school mean pre-test STAR scaled scores as a predictor of the level-1 intercept was the best fitting model.

Finally, we tested models that fixed or allowed the level-2 slopes to randomly vary. Using a likelihood ratio test of model deviance statistics, we determined that a model with fixed level-2 slopes yielded the best fitting model. The final model appears below:

Level 1:

SEL scaled score (post-test) = $\beta_0 + \beta_1$ [Grade] + β_2 [Treatment] + β_3 (Gender) + β_4 (Pre-test STAR scaled score) + r

Level 2:

$$\beta_0 = \gamma_{00} + \gamma_{01} \text{ [Site mean pre-test STAR scaled score]}$$

$$\beta_1 = \gamma_{10}$$

$$\beta_2 = \gamma_{20}$$

$$\beta_3 = \gamma_{30}$$

$$\beta_4 = \gamma_{40}$$

Assumptions Checking

To check the assumptions of the multilevel model, we first examined the level-1 and level-2 residuals. These tests indicated that the model met the assumptions of normal distribution of level-1 variance, though there did appear to be some deviation from multivariate normality at level-2. The lack of multivariate normality is, perhaps, not surprising given the relatively few covariates in the model; deviation from normality may, for example, indicate that there are additional factors influencing the results that were not include as covariates in the model. Further, we have only seven level-2 schools, and, with additional schools, the distribution could more closely approximate normal. Typically, we would report the results using robust standard errors to account for this slight deviation from multivariate normality; in this case, however, we do not. Robust standard errors are appropriate only for datasets with a moderate to large number of level-2 units, and with seven level-2 units these data do not meet that criterion.

Finally, we checked for homogeneity of level-1 variance and found that the model met this assumption.

Results

We find significant positive results for the effect of children's participation in Save the Children's literacy intervention, with participating children gaining an average of 17 more scale score points on the STAR between pre-test and post-test compared with non-participating students ($\gamma_{20}=17.081$, $se=8.507$, $p \leq 0.05$, see Table C-7).

The negative effect of grade, which was significant in our analyses of changes in performance on the SEL assessment for children in kindergarten and first grade, is not significant for the second and third graders included in these analyses (see Table C-8 for a comparison of pre- and post-test scores by grade). Additional analyses suggest that there may be a slightly larger effect of participation in the literacy program for children in third grade, though these effects are not significant, possibly due to the relatively small number of children and schools available for these individual grade analyses.

Table C-7. Results of the Analysis of STAR Reading Scaled Scores

Fixed effects	Coeff. (se)			
For intercept, β_0				
Intercept, γ_{00}	324.968	(29.036)	***	
Site (School?)-mean pre-test STAR scaled score, γ_{01}	0.322	(0.423)		
For GRADE slope, β_1				
Intercept, γ_{10}	-19.592	(11.148)		
For TREATMENT GROUP slope, β_2				
Intercept, γ_{20}	17.081	(8.507)	*	
For GENDER slope, β_3				
Intercept, γ_{30}	1.33	(8.373)		
For PRE-TEST STAR SCALED SCORE slope, β_4				
Intercept, γ_{40}	1.045	(0.067)	***	
Random effects	Variance component	sd	df	χ
Intercept, τ_{00}	351.546	18.750	5	19.890

* $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$ **Table C-8. Comparison of Mean STAR Reading Scaled Scores, by Grade**

	Non-participants			Participants		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
Grade 2	138.5 (50.8)	241.7 (101.8)	103.2	131.3 (51.1)	243.4 (101.8)	111.7
Grade 3	226.1 (77.9)	313.8 (105.0)	88.7	245.0 (71.7)	357.3 (92.8)	112.3

ESSS to School Success™ Phased Approach to Implementation COVID Response

Phase 1

- Implementation guide outlines procedures for virtual and remote visiting.
- The Early Steps to School Success program standards require 2 in-person visits per month of approximately 60 minutes per visit. The use of virtual visits as a delivery mode of in-person visits will serve as a vehicle to support the continuity of existing services to families. The frequency of virtual visits may increase and duration decrease based on family needs
- All home visits are provided through weekly phone calls, video calls, internet (applications online), or direct messaging. Virtual check-ins include: (1) Listening -- Check-in on well-being of family, parent successes and challenges, and needs for resources, etc. (2) Sharing/Thinking Together – Offer parent education topic(s), anticipatory guidance, emphasis on routines. (3) Share resources and ideas for interactions to support child's development. (4) Summarize and plan together for next contact.
- Parent/Child group offerings are available virtually via web conferencing applications online. Early Childhood Coordinators or ambassadors supporting food distributions may participate in dropping off educational materials following school district protocols for safety.
- During this phase, no book bag exchange takes place. Alternative literacy and activity strategies are provided.
- Database system tracks virtual and remote support.
- ECCs and Ambassadors received training on Self-Care Techniques and providing Psychological First Aid to families.
- Our programs have increased enrollment due to COVID-19 response efforts. ECCs utilize virtual recruitment and enrollment strategies.
- Families receive weekly activity calendars focused on engagement with their child.
- ECCs and Ambassadors have increasingly used social media during this time to connect with families through virtual read alouds, parent-child groups, activity demonstrations, and information sharing.

Phase 2

- The safety of home visitors and the families they serve is our priority in this phase.
- Early Childhood Coordinators and Ambassadors are required to follow school district, state, and CDC guidelines at all times regarding safety.
- Follow decision tree to determine when to begin home visiting with a family.
- CDC health guidelines will determine necessary safety procedures needed upon entering and leaving a family's home.
- Families' comfort level with returning to home visiting will be a high priority in this phase.
- Prior to resuming home visits, home visitors share updated practices and expectations with the family.
- In compliance with Early Steps standards, each family will receive a minimum of two contacts of per month. When safety considerations are met, one of these contacts can be an in-person home visit. The other home visit can be completed remotely/virtually.
- Follow recommendations for Phase 2 group meetings (all parent/child groups and group meetings). Smaller group sizes based on CDC and state guidelines may take place. Outdoor groups can replace groups that take place in classrooms. Food is not be provided during the group. All group meetings will follow CDC health and safety guidelines for group activities including but not limited to use of PPE, sanitizing procedures, hand washing, and distancing.
- During this phase, no book bag exchange takes place. Alternative strategies for engaging families with literacy and materials gives children and caregivers opportunities to interact with each other and high quality materials.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

<https://www.childcare.gov/covid-19>

Phase 3

- Typical program resumes when all social distancing restrictions when safety restrictions are no longer in place. All school district, state, and CDC guidelines continue to be followed.
- Families still have the option of choosing virtual/remote visits based on their comfort level and health considerations.
- Book bag exchange resumes. Cleaning and sanitizing materials occurs according to CDC recommendations.
- See new protocol for recommendations for parent child groups and all group meetings.

Note: If at any time social distancing restrictions resume, Phase 1 or Phase 2 will be implemented based on the public health situation.