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## Introduction

The purpose of Promise Neighborhoods is to significantly improve the academic and developmental outcomes of children and youth living in the most distressed communities in the United States. According to the 2016 Distressed Communities Index, published by the Economic Innovation Group, 40% of Mississippi’s population lives in a distressed community. To compound that, only 9% of the population lives in prosperous communities, making Mississippi the state with the highest percentage of its population living in a distressed community (40%) and the lowest percentage in a prosperous community (9%), both the highest and lowest in the nation.<sup>1</sup>

The proposed Promise Neighborhood, Scott County, Mississippi (MS), with Forest, Mississippi as the county seat, is a proud, close-knit community that has been plagued by an ongoing cycle of poverty. Hutchinson Encyclopedia defines a cycle of poverty as a set of factors or events by which poverty, once started, is likely to continue unless there is outside intervention. Scott County, MS’s cycle of poverty is caused by generational poverty, which cycles through family generations. Scott County, MS’s cycle of poverty is promulgated by low educational attainment and social barriers caused by enduring institutional inequalities in Mississippi based on race and socioeconomic status.

Having been trained and certified through Harlem’s Children Zone, SR1 will serve as the anchor institution for the proposed SR1 Promise Neighborhood (SR1PN), helping to build the collective capacity of partner institutions to serve and develop the historically underserved children and families in Scott County. SR1, an award-winning and community-trusted 501(c)(3) organization, has committed itself to deep community engagement. The proposed SR1PN is an

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[https://www.waterboards.ca.gov/waterrights/water\\_issues/programs/bay\\_delta/california\\_waterfix/exhibits/docs/Res to the Delta/RTD\\_211.pdf](https://www.waterboards.ca.gov/waterrights/water_issues/programs/bay_delta/california_waterfix/exhibits/docs/Res to the Delta/RTD_211.pdf)

expanding coalition of the most prominent stakeholders that have organized to offer a coordinated continuum of services from cradle-to-career for the residents and students of Scott County.

SR1 submits this application under **ABSOLUTE PRIORITY 2** with locale codes of 32, 42, and 43 (town distant, rural distant, rural remote) for a Promise Neighborhood Grant to further expand increasing postsecondary enrollment and success through a holistic and proven model of teaching a continuum of solutions which will increase postsecondary and career access. SR1 requests that the US Department of Education also consider this proposal for **COMPETITIVE PREFERENCE PRIORITY 1, 2 & 3** and the **INVITATIONAL PRIORITY** of increasing both the number and percent of students who complete the FAFSA which are addressed in the selection criteria.

#### (A) Need for the Project

##### (1) The magnitude or severity of the problems to be addressed by the proposed.

Scott County, MS, is known to have low educational attainment in early childhood, K-12, and at the postsecondary level (MDE, 2021). The Forest Municipal School District in Scott County has consistently been labeled as the district with the highest K-12 English Language Learners' population in the state of Mississippi at over 40% compared to the Mississippi state rate of only 4% (MDE, 2021).

What is not documented in the aforementioned data are the children of the 680 undocumented/illegal immigrants who were rounded up in August 2019 as part of a multi-agency raid from the United States Department of Justice (DOJ) and United States Immigration and Customs Enforcement (ICE).<sup>2</sup> From a TIME article published two days after the raid said, "That

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<sup>2</sup> <https://www.justice.gov/usao-sdms/pr/largest-single-state-worksite-enforcement-action-nation-s-history-conducted-ice-and-doj>

the agency [Mississippi Department of Public Safety (MDPS)] has not been contacted at any point before or after the raids by the federal agencies involved that left potentially hundreds of children displaced on Wednesday after school. ‘We didn’t have any idea, because no one knew the numbers at that point, how many families or children might be affected and what we might be called upon to do... we still don’t know the numbers,’ she [Lee Anne Brandon, director of communications at Mississippi Department of Public Safety of MDCPS] says. ‘We have not been officially asked to provide any services or be involved in any way’.”<sup>3</sup>

As of August 7, 2021, over 330 detainees were deported.<sup>4</sup> The affected children are not able to be tracked or documented, noting that they are “doubling up,” having been forced to stay with neighbors or relatives who are also likely undocumented.

**Poverty.** With a poverty level of 18.3% and a per capita income of \$21,357, Scott County, MS has a high concentration of individuals of low income and a high rate of poverty. 30% of the children in Scott County live in poverty, which is one point higher than the state of MS (29%). Both the America’s Health Rankings of the United Health Foundation (that “builds on the long-standing mission of the United Health Foundation’s work to help draw attention to the cornerstones of public health and better understand the health of various populations”)<sup>5</sup> and the *2021 Risk and Reach Report: Opportunities for Children, Youth, and Communities* by the Children’s Foundation of Mississippi cited (from the Kids Count Data Center, a project of the Annie E. Casey Foundation) that, “The 2019 rate of children (birth-age 17) who live in poverty in Mississippi was 28%, the highest rate of all the states in the nation [2020].”<sup>67</sup> The purpose of the Risk and Reach Report is

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<sup>3</sup> <https://time.com/5648886/mississippi-ice-raid-immigrants/>

<sup>4</sup> <https://www.clarionledger.com/story/opinion/2021/08/07/two-years-after-mississippi-ice-raid-promises-opinion-cliff-johnson/5519485001/>

<sup>5</sup> <https://www.americashealthrankings.org/about/methodology/our-mission>

<sup>6</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>7</sup> <https://www.americashealthrankings.org/explore/health-of-women-and-children/measure/ChildPoverty/state/MS>

to provide information at the granular, county-level about potential risks affecting the well-being of Mississippi’s children and families. In addition, the report reviews the reach of resources that contribute to strong starts for children in different areas of our state.”<sup>8</sup>

*Academic Need*

<b>Table A1: Scott County Education</b>				
	<b>Bachelor’s Degree</b>	<b>Some College/ Associates Degree</b>	<b>High School Grad</b>	<b>Less than High School Completion</b>
<b>Scott County**</b>	18.9%	27.4%	31.1%	22.6%
<b>Forest**</b>	5.3%	29.1%	41.8%	23.9%
<b>Mississippi*</b>	22.8%	85.3%	88.5%	14.7%
<b>United States*</b>	32.9%	88.5%	85.3%	10.2%

Source: \*US Census Bureau, 2020,  
 \*\*<https://nces.ed.gov/Programs/Edge/ACSDashboard/2803900>

The bar graph below shows the Scott County, Forest (county seat of Scott County), and Mississippi ACT benchmark results compared to the nation’s results. In every category, the proposed Promise Neighborhood area falls short, some by as much as half. “The ACT College Readiness



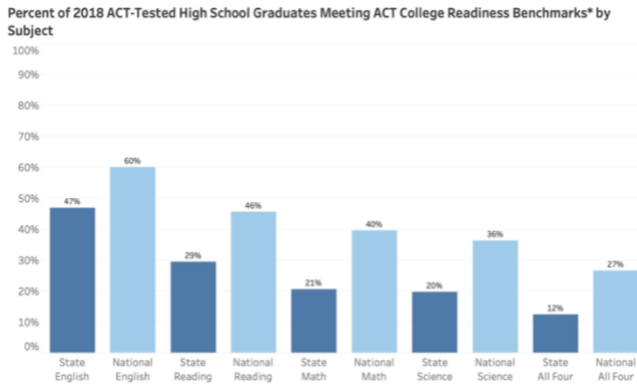


Figure 1 Mississippi ACT Scores

Benchmarks are scored on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

Benchmark attainment corresponds with students meeting or exceeding 18 in English, 22 in Reading, 22 in Math, and 23 in science.”<sup>9</sup>

Table A2: Target High School Cumulative GPA and ACT Scores		
Area	Average GPA	Average ACT
Morton HS	2.0	16.3
FMSD	2.0	16.7
SCSD	2.75	16.6
Mississippi	3.42	17.7
US	3.23	18.1

Source: Mississippi Department of Education, 2021; Scott County School District (SCSD), 2022; Forest Municipal School District (FMSD)

Several of the subsequent indicators were evaluated by the Children’s Foundation of Mississippi. Scores in each category were assigned from 1-4, with a score of 1 having the lowest

<sup>9</sup> <https://www.act.org/content/dam/act/unsecured/documents/cccr2018/Mississippi-CCCR-2018.pdf>

associated risk and a score of 4 having the highest associated risk. “Accompanying this information is a ‘risk level’ that was calculated for each county. The level of risk for each county is in relation to the other counties for any given indicator (i.e. foster care). A county may have one of four risk categories, which is derived from standardized z-scores ( $z = x - \mu / \sigma$ ). Each z-score shows the distance, in standard deviations, a county is from the overall mean. The risk categories were determined based on the following criteria:

- Low risk [1]: z-score of less than -1: (more than 1 standard deviation below the mean)
- Low to moderate risk [2]: z-score of -1 or more and less than 0 (less than 1 standard deviation below the mean)
- Moderate to high risk [3]: z-score of 0 to less than 1 (less than 1 standard deviation above the mean)
- High risk [4]: z-score of 1 or higher (more than 1 standard deviation above the mean)”<sup>10</sup>

**MAAP ELA Assessment.** Children’s Foundation of Mississippi conducted research of the 2018-2019 school year. In that time, 48.3% of MS third graders scored at a proficient level in language arts on the MS standardized test. 21% of the MS counties are considered high risk. Scott County had 38.8% of students test at proficient or above with a risk score of 3 (moderate to high) and Forest had 34.1% of students test at proficient or above with a risk score of 3 moderate to high).<sup>11</sup> **Public High School Graduation.** The high school graduation rate for the 2020-2021 school year was 87.7% for MS<sup>12</sup>, which is lower than the national average of 96%. SCSD and FMDS are below the state average at 81.3% and 80.9%, respectively.<sup>13</sup>

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<sup>10</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>11</sup> MS Children’s Foundation

<sup>12</sup> <https://msrc.mdek12.org/pdf/ESSAStateReportCardPdf?EntityID=0000-000&SchoolYear=2020>

<sup>13</sup> MS Children’s Foundation

**College Enrollment.** College enrollment across the state of Mississippi has been in a downward trend since 2017, while Scott County saw a steady decline with a brief spike in 2020 to 287 students. The brief spike can be attributed to the COVID-19 Pandemic, where high school seniors did not have to pass state examinations to graduate. In 2021, 278 youth of Scott County enrolled in post-secondary public college. This data represents the location of on-campus students by county for residents of Mississippi for the fall semester and include both undergraduate and graduate levels.

**Public College Enrollment:<sup>14</sup>**

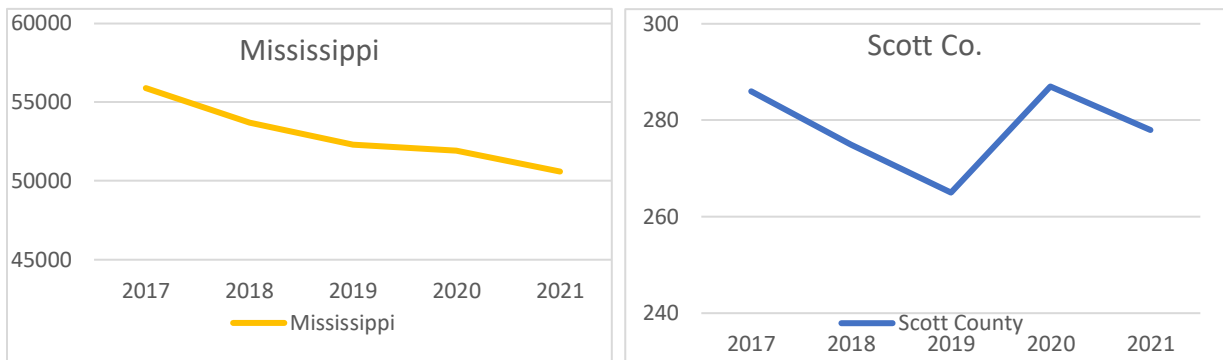


Figure 2 College Enrollment

**Adverse Childhood Experiences.** Ranking 42<sup>nd</sup> out of the 50 states for ACE, 18.3% of children in Mississippi have had adverse childhood experiences, compared to New Jersey which is ranked #1 at 10.2%. Mississippi children have a higher percentage of adverse experiences in every category when compared to the United States, with one exception. 8.3% of Mississippi children have had adverse mental health experiences, compared to 8.5% of all children in the United States.

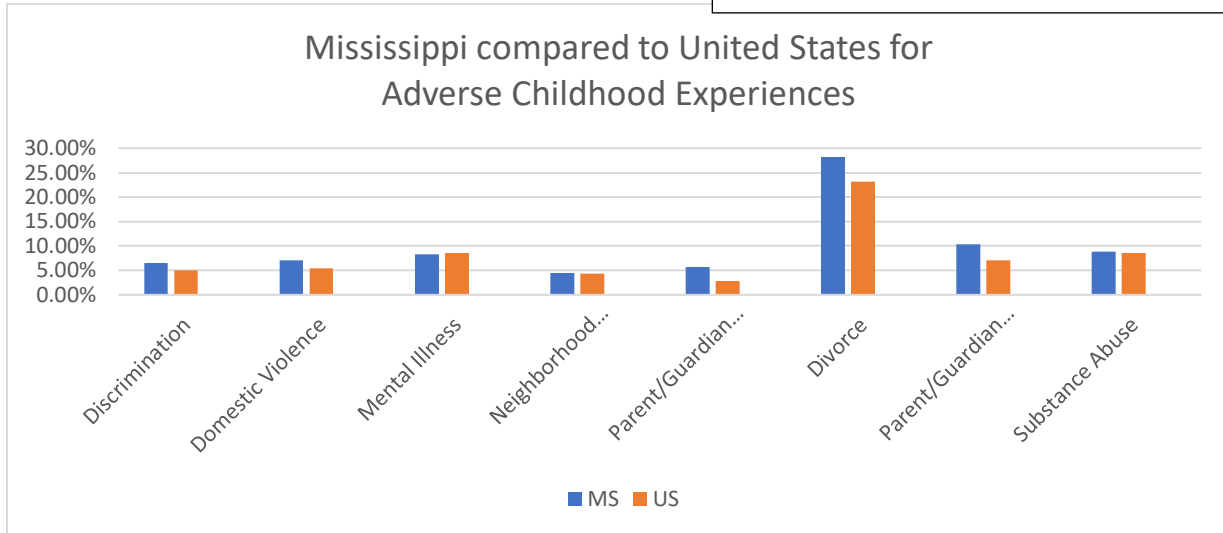
The State findings for Mississippi in 2021 show that the strengths of Mississippi are a low prevalence of excessive drinking and a low percentage of severe housing problems. The challenges are a high premature death rate, a high percentage of households with food insecurity,

<sup>14</sup> [http://www.mississippi.edu/research/IDP\\_CntyEnr.asp](http://www.mississippi.edu/research/IDP_CntyEnr.asp)



and a high prevalence of cigarette smoking. The noted highlight is that drug deaths increased by 27% from 2018 to 2019 (10.6 to 13.5 deaths per 100,000).

Figure 3: National Survey of Children's Health; US Department of Health & Human Services; Maternal & Child Health Bureau, 2019-202

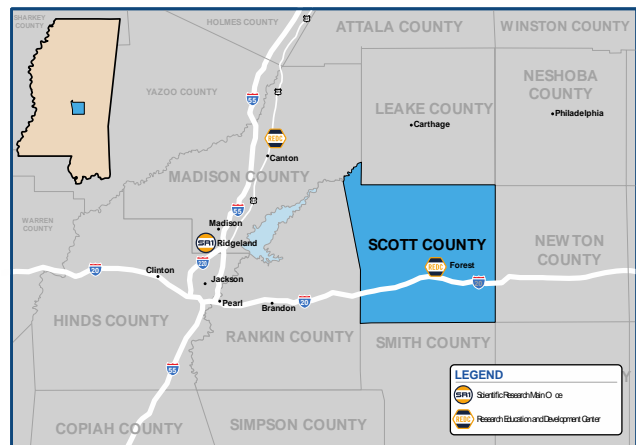


**Description of the Geographically Defined Area.**

The target geographic area for the SRIPN is in Scott County, Mississippi consisting of

**Scott County School District (SCSD)** census tract 204 and **Forest Municipal School District (FMSD)**, census tract 205. Statistics and information provided for Scott County make up the entirety of the target area. They are both RLIS eligible with locale codes 32, 41, 42, and 43 (SCSD codes: 32, 41, 43 and FMSD codes: 32, 41).

**SR1 Promise Neighborhood County**



The SRIPN will serve census tract 204, which includes the target schools of Morton High School (grades 9<sup>th</sup>-12<sup>th</sup>), Bettye Mae Jack Middle School (grades 5<sup>th</sup>-8<sup>th</sup>) (designated Additional Targeted Support and Improvement School by MDE) and Morton Elementary School (grades K-4<sup>th</sup>) and census tract 205 which includes the targeted schools of



Forest High School (grades 9<sup>th</sup>-12<sup>th</sup>, Hawkins Middle School (grades 5<sup>th</sup>-8<sup>th</sup>) (designated Additional Targeted Support and Improvement School by MDE) and Forest Elementary School (grades K-4<sup>th</sup>). In addition, both SCSD and FMSD meet LEA low-income criteria of the Primary and Secondary education office.

Area	Enrollment by Ethnicity			Enrollment by Gender		Total Number of Students Enrolled
	African American	White	Hispanic	Female	Male	
Morton High School	32%	37%	24%	47%	53%	457
Forest High School	49%	11%	36%	47%	53%	433
Bettye Mae Jack Middle	28%	33%	31%	46%	54%	526
Hawkins Middle School	42%	9%	41%	49%	51%	528
Morton Elementary	29%	33%	33%	48%	52%	645
Forest Elementary	42%	9%	44%	44%	56%	693

Source: Mississippi Department of Education, 2021

**Economically Disadvantaged.** As recorded by the primary and secondary education office, the SCSD has 28.44% of children who come from families with income below the poverty line. 30.41% of children from families in FMSD come from families with income below the poverty line. Both the target area of Scott County and the state of Mississippi have a significantly higher level of poverty when compared to the United States. The median household income of the target area is almost \$7,000 lower than in Mississippi and just over half of the US median income.

Table A3: Income & Poverty in 2020			
Region	Median Household Income	Per Capita Income	% of Persons in Poverty
Scott County	\$39,971	\$21,357	18.3%
Mississippi	\$46,511	\$25,444	18.7%
US	\$64,944	\$35,384	11.4%

Source: US Census Bureau (2020)

Scott County’s per capita income is \$21,357, and 99% of target school students are eligible to receive free/reduced lunch. “Students living in poverty often have fewer resources at home to complete homework, study, or engage in activities that help equip them for success during the school day.”<sup>15</sup>

**Unemployment Rate.** The unemployment rate for Mississippi was 5.6% and 4.7% in Scott County. While Scott County is lower than the state average, this still exceeds the United States average of 3.9% for the same year.<sup>16</sup> 11.5% of children under 6 years old do not have a parent in the labor force. This is lower than the state percent of 15.5% of children under 6 who do not have a parent in the labor force.<sup>17</sup> To give these percentages some perspective, 8% of children across the United States under age 6 do not have a parent in the labor force for the same time period (2016-2020).<sup>18</sup> **SNAP Benefits.** While 18.6% of the Mississippi population are eligible for SNAP

<sup>15</sup> <https://www.nassp.org/poverty-and-its-impact-on-students-education/>

<sup>16</sup> <https://datacenter.kidscount.org>

<sup>17</sup> <https://datacenter.kidscount.org>

benefits, 20.4% of Scott County residents are eligible.<sup>19</sup> *Mother's Education*. Maternal education has been shown as a key predictor of children's well-being. Mothers with higher levels of education are more likely to have access to additional resources on the wellness grid. Outside resources include economic security, stable housing, and effective mental health services.<sup>20</sup> The education levels of mothers are directly linked to the problem-solving skills of their children and how they learn to think.<sup>21</sup> In 2018, the Mississippi State Department of Health reported that 12.6% of Mississippi's mothers do not have their high school diploma. The county with the highest percentage of mothers without a high school diploma is Scott County at 32.2%. To plainly state the fact, almost a third of all Scott County mothers did not graduate from high school, creating a risk score of 4 out of 4 (high risk).

Research conducted by Nobel Prize winning economist Dr. James Heckman in 2012 through his philosophy of study, *the Economics of Human Potential*, proved that providing a comprehensive, high-quality, birth-to-five early childhood programs for families who have the least access to resources can yield a 13% return on investment per child per year through better education, economic, health, and social outcomes.<sup>22</sup> The Mississippi average on kindergarten readiness assessment scores for fall 2019 was 502 (students did not test in 2020 and 2021 due to COVID-19). Research shows that 85% of students who receive a 530 are projected to be reading proficiently by the end of third grade. The average score of Scott County kindergarten readiness is 429 and Forest's kindergarten readiness is 420, awarding a risk score of 4 out of 4 (high risk) for all kindergarten students in Scott County.

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<sup>20</sup> Jackson MI, Kiernan K, McLanahan S. Maternal Education, Changing Family Circumstances, and Children's Skill Development in the United States and UK. *Ann Am Acad Pol Soc Sci.* 2017;674(1):59-84. doi:10.1177/0002716217729471

<sup>21</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>22</sup> <https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/>

## Family and Community:

**Female Run Households:** Over a third of the households are female householders with no male present (38%). Over a third (35.9%) of homes in Scott County are ‘mother-only households,’ compared to MS, at 32.4%.<sup>23</sup> Both MS and Scott County have a higher percentage of ‘mother-only households’ when compared to the United States at 25%.<sup>24</sup> **Youth court report:** Children’s Foundation of Mississippi reported that “In 2018, the rate of juvenile justice referrals was 28.8 per 1,000 of Mississippi’s children.” Scott County is in line with the state average, at 23.2 per 1,000 Scott County children who receive justice referrals. In Mississippi, children between 10-17 are tried in juvenile court.<sup>25</sup> It would be inaccurate to compare this rate to the nation or surrounding states as the juvenile laws, ages, and regulations vary greatly state-by-state.

**Child abuse and Neglect:** During 2020, Mississippi had 8,136 unique children who experienced maltreatment in the state. This is a rate of 113 per 10,000 children (0 to 17). Scott County is slightly above the state rate at 114.2 per 10,000 and has a risk score of 3 (moderate to high).<sup>26</sup>

**Foster Care:** Children enter foster care when they have experienced maltreatment in their current home. These children are at risk of significant health challenges and are often undiagnosed and untreated before they enter the system. In 2019, 4,451 of Mississippi’s children were in foster care. That is 54 of every 10,000 children. Scott County exceeds the state average with 71 children in foster care per every 10,000. The risk score for Scott County for foster care is 3 (moderate to high risk).<sup>27</sup>

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<sup>23</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>24</sup> <https://datacenter.kidscount.org/data/tables/105-child-population-by-household-type?loc=1&loct=1#detailed/1/any/false/37,871,870,573,869,36,868,867,133,38/4290,4291,4292/427,428>

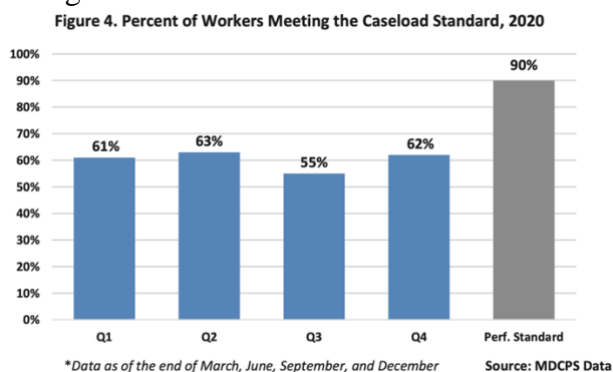
<sup>25</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>26</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>27</sup> “

In the second monitoring report for Olivia Y et al. v. Reeves, et al., *Progress of the Mississippi Department of Child Protection Services*, issued on June 24, 2021, the department met only 32 of the 123 targets in 2020. Said another way, the department failed to meet 75 criteria. When compared to data from 2019, the department only met 39 of 126 commitments, failing to meet 54 areas and failing to provide sufficient data for 32.

One area the department failed to succeed is higher-than-allowable worker caseloads. As the chart shows, the department is supposed to ensure 90% of caseworkers have a caseload that meets standards to allow adequate care and oversight. “In 2019 and 2020, this figure ranged from 48% to 68%.”<sup>28</sup>



**Homelessness:** “As of January 2020, Mississippi had an estimated 1,107 experiencing homelessness on any given day, as reported by Continuums of Care to the U.S. Department of Housing and Urban Development (HUD).<sup>29</sup>

Public school data reported to the U.S. Department of Education during the 2018-2019 school year shows that an estimated 7,003 public school students experienced homelessness over the course of the year. Of that total, 129 students were unsheltered, 249 were in shelters, 263 were in hotels/motels, and 6,362 were doubled up.<sup>30</sup> [“doubled up” is a term that means two or more families are residing in a single-family abode.] EdFacts reports increasing numbers and statistics for the 2020-2021 school year. Of the 7,635, (92.8%) live in “doubled up” situations. This is up

<sup>28</sup> <https://s3.documentcloud.org/documents/22087033/0918-06-25-2021-progress-of-the-mississippi-department-of-child-protection-services-monitoring-report-for-olivia-y.pdf>

<sup>29</sup> <https://www.usich.gov/homelessness-statistics/ms>

<sup>30</sup> <https://www.usich.gov/homelessness-statistics/ms>

2.8 points from two years prior.<sup>31</sup> Data published for Scott County K-12 students indicated 40% of students/families are doubling up and 10% are living in motels. (MDE, 2022)

## Health Related

**Teenage pregnancy.** In 2020, the CDC ranked Mississippi as Number 1 in teenage pregnancy with 27.9 births per 1,000 girls aged 15-19. In comparison, Massachusetts reported the fewest teen births at 6.1 per 1,000. The target area, Scott County, MS was ranked fourth out of the 82 Mississippi counties for teen pregnancy aged 15-19 and sixth for pregnancy in girls aged 10-14.<sup>3233</sup>To put this into context, the proposed target area is the fourth highest-ranked county in the highest-ranked state for teen pregnancy.

In a recent case study researching the correlation between dropout rates and teen pregnancy published by Stratford, “Teen pregnancy compromises young girls’ development opportunities. Drop[ping] out of school hinders their formal education, resulting in employment and productive disadvantages while making them vulnerable to poverty, violence, crime, and social exclusion. Teen pregnancy and early motherhood represent a cost of opportunity for women, given the lack of adequate conditions, poor understanding, and inadequate approach to the problem, resulting in the interruption of formal education or definite dropout by adolescent girls.”<sup>34</sup>

**Teen Birth Rate:**<sup>35</sup> A study by the Children’s Foundation of Mississippi found that nationwide, the birth rates of teenage mothers tend to happen at higher rates in counties with high unemployment, low-income levels, and low levels of formalized education. Having greater access to resources can help shape the quality of life within a community. This includes high-quality

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<sup>31</sup> <https://profiles.nche.seiservices.com/StateProfile.aspx?StateID=31>

<sup>32</sup> <https://teenhealthms.org/county-stats/scott/>

<sup>33</sup> <https://www.cdc.gov/nchs/pressroom/sosmap/teen-births/teenbirths.htm>

<sup>34</sup> Masterson, A. M., Neild, W. P., & Freedman, H. (2021). Relationship between Early Pregnancy and School Dropout among Adolescent Girls in Arkansas, USA. *Journal of Education*, 4(7), 10-19.  
<https://doi.org/https://doi.org/10.53819/810181025020>

<sup>35</sup> <sup>35</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

places to learn, work, and play. In 2018, the state of Mississippi reported pregnancy in 27.8 per 1,000 female teenagers between ages 15-17. High-risk counties had a rate of 52.4 to 125 per 1,000, and Scott County’s rate is 56.2 per 1,000 with a risk score of 4.

Fertility rate refers to the number of live births to mothers in a specific age group per 1,000 females. In 2019, the teen fertility for MS was 29.1, compared to Scott County, which is more than double that rate at 60.7.<sup>36</sup> Even sadder is when compared to the nationwide rate of 16.7.<sup>37</sup>

**Childhood obesity:** Nationwide, Mississippi ranks #2 for obese children ages 2-19 with 22.3% having a BMI exceeding 30 (obesity diagnoses), Kentucky ranks #1 with 23.8% obese children 2-19. Nationwide, 19.3% of children ages 2-19 are obese.<sup>38</sup>

Physical activity is low in MS. For high school students, 75.5% of students had low P.E. participation. This data is based on students who missed one or more days of PE classes during the previous week. 23.4% of MS high school students were active at least sixty minutes in each of the previous seven days before the survey. Mississippi children also have a highly sedentary lifestyle. 42.7% of children responded that they spend three or more hours a day on the computer and 27.6% spent three or more hours watching television.<sup>39</sup>

Table A4: Mississippi Children, Grades 9-12 Physical Activity		
	2019	2009
Low PE Participation	75.5%	73.9%
Physical Activity	23.4%	23.0%
3+ hour computer usage	42.7%	22.3%
3+ hour TV watching	27.6%	44.9%

<sup>36</sup> <https://childrensfoundationms.org/wp-content/uploads/2021/03/CFM-Risk-Reach-Report-3.21-1.pdf>

<sup>37</sup> <https://www.cdc.gov/teenpregnancy/about/index.htm>

<sup>38</sup> <https://stateofchildhoodobesity.org/monitor/>

<sup>39</sup> <https://stateofchildhoodobesity.org/high-school-physical-activity/>



It is not accurate to compare computer usage from 2009 to 2019 as computers have become much more prevalent in the last ten years and much more of a requirement for the world. By combining computer usage with television watching, a clearer picture emerges. The combined 2009 percent is 67.2%, with a 33.6% average. The combined 2019 percent is 70.3% with a 35.2% average. This shows a continued upward trend in sedentary life choices.<sup>40</sup>

**Targeted school districts:**

Scott County School District (SCSD) is a rural distant school district with 3,785 students and 269.94 FTE. The ratio of students to teachers, grades K-12 is 14:2. Forest Municipal School District (FMSD) is a distant town school district with 1,610 students and 104.4 FTE. The ratio of students to teachers grade K-12 is 15.86:1.<sup>41</sup>

*Accountability Grade:* The Mississippi Statewide Accountability System assigns each school district a single letter grade, “A” through “F.” For the past five years, SCSD and FMSD have both maintained a “C” accountability grade for their school districts.<sup>42</sup>

Chronic absenteeism is a relatively new statistic to track students and their path to success. When a student misses more than 10% of required school days, or 10 days, they are considered “chronically absent.” The chronic absenteeism rate for SCSD is 18.8% for 2020-2021 and 26.8% for Forest Municipal School District (FMSD). This is up from 16% and 12%, respectively, in 2018-2019.<sup>43</sup> (Data was not effectively attainable for 2020-2021 due to the COVID-19 Pandemic.)

Immediately Following the DOJ and ICE raids in 2019 (August 11, 2019), “At the schools in Scott County... many children still have not come back. Chaos ensued as the raids unfolded on 7 August because ICE did not inform the school districts affected nor [sic] local Child Protective

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<sup>40</sup> <https://stateofchildhoodobesity.org/monitor/>

<sup>41</sup> [https://nces.ed.gov/ccd/districtsearch/district\\_detail.asp?ID2=2801470](https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=2801470)

<sup>42</sup> <https://msrc.mdek12.org/map?SchoolYear=2018&EntityID=6200-000>

<sup>43</sup> <https://msrc.mdek12.org/pdf/ESSADistrictReportCardPdf?EntityID=6200-000&SchoolYear=2018>

Services until after the raids had happened. With hundreds of parents in ICE custody, schools and daycares struggled to find relatives to care for children in the meantime. The next day, on Thursday, over 500 students in the Scott County School District and Forest Municipal School District were out, McGee said.”<sup>44</sup>

**Academic achievement:** For the 2020-2021 school year, SCSD and FMSD assessments are sweeping, with all percentages below the state averages in every category. SCSD scored 29%, and FMSD scored 24% on math proficiency for the statewide assessment, compared to 36% for the state. In English, SCSD scored 28%, and FMSD scored 19.5% proficiency, compared to 35% for the state. A separate measure is college and career readiness. This is the percentage of high school students who met the ACT benchmarks, scoring an 18 for English, a 22 for reading, and a 22 for math. Based on this, 27.5% of SCSD students and 22.7% of FMSD are ready for college or a career, compared to 34.3% of MS students.

Table A5: Academic Achievement, 2020-2021			
	SCSD	FMSD	Mississippi
<b>Math Proficient</b>	29%	24%	36%
<b>English Proficient</b>	28%	19.5%	35%
<b>College/Career Readiness</b>	27.5	22.7	34.3

**Post-Secondary Enrollment:** 57.5% of students in SCSD and 68.2% of FMSD enrolled in post-secondary education. This is down from 2018-2019, when 64.1% and 73.1%, respectively, of students, enrolled in post-secondary education.

<sup>44</sup> <https://www.theguardian.com/us-news/2019/aug/11/ice-raids-latino-community-mississippi-fear>

**(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including—**

(i) The nature and magnitude of those gaps and weaknesses

(ii) A pipeline of solutions addressing the identified gaps and weaknesses, including solutions targeted to early childhood, K-12, family and community supports, and college and career

SR1 will use funds from Promise Neighborhood to incorporate the proposed educational continuum of services with a supporting foundation, The C.O.O.L.<sup>TM</sup> Education Model's supporting foundation of community-building programs. The 12 key sectors of the community have been identified as beneficial: (1) youth; (2) parents/guardians;(3) schools; (4) business; (5) media; (6) youth serving organizations; (7) law enforcement; (8) religious/fraternal organizations; (9) civic/volunteer; (10) healthcare professionals; (11) government agencies; (12) other agencies.

The 12 sectors meet quarterly to promote and provide services that promote healthy, safe program delivery for youth, their families, and the community. SR1's established community relationships and partnerships, which will assist in integrating a complete continuum of solutions that will be scaled overtime. The non-profit has serviced the target SR1PN for more than seven years, and is well known and highly respected throughout the community for its culturally competent projects. In March 2016, SR1 received the Hugh Peck Award, which is given to an entity that provides innovative services in education to low-income students that improves the students' educational outcomes. SR1 and partners possess the cultural competency to work hand-in-hand with the diverse populations represented in the SR1PN.

Working closely with partners of SR1, a baseline of data for Scott County has been established. A comparative gap analysis examined findings of a comprehensive needs assessment and segmentation analysis, the compilation of assets and existing neighborhood-based programs,

services, and activities, and a review of practices currently in place in the target SR1PN. This analytic process identified gaps and weaknesses in services, infrastructure, and opportunities, which partners used to develop plans to address the gaps along the various parts of the pipeline and create the plan for development to ensure SR1PN success. During the project, interventions will be delivered, these problem areas will be assessed, data will be gathered, and cradle-to-career continuum of services will be established for sustainability for the community.

### **Problem Area 1 : School Readiness:**

Mississippi laws require compulsory attendance for all Mississippi students beginning with 1<sup>st</sup> grade, but not compulsory Pre-K or kindergarten attendance, which makes readiness for classroom success achievement a major obstacle for these students. Mississippi is the only state in the South that does not fully fund Pre-K programs and just one of 11 in the country. Based on results of the 2019 kindergarten readiness standardized assessment (students did not test in 2020 and 2021 due to COVID-19), the average score of Scott County kindergarten readiness is 429 and Forest’s kindergarten readiness is 420, awarding a risk score of 4 out of 4 (high risk) for all kindergarten students in Scott County. A score of 530 projects reading proficiently by the end of third grade. A serious gap was indicated in early childhood education services in the SR1PN, with less than 30 percent of the 2112 students ages 0-4 enrolled in school (ACS, 2019). This gap in services – **lack of adequate number of early education slots for young SR1PN children** - adversely affects the birth-to-school entry continuum.

### **Problem Area 2: Children at risk of educational failure**

All SR1PN target schools receive Title 1 funding due to the high number of low-income students, all FMSD schools receive Title III Part A funding due to the high number of English Language Learners, and two is identified by MDE for Targeted Support and Innovation due to continued low

performing status (Hawkins Middle School and Bettye Mae Jack Middle School). The target schools are not meeting our students' educational needs. Additionally, with approximately 70-80% of students in the SR1PN scoring below proficient on English and Math exams, an infrastructure weakness- **low performing schools**-is even more evident. There is little capacity or ability for SCSD and FMSD to deliver a comprehensive turnaround without external support, especially with high student-to-counselor ratios within the SR1PN target schools: 796:1 (Forest Elementary School), 552:1 (Hawkins Middle School), 399:1 (Forest High School), 696:1 (Morton Elementary School), 577:1 (Bettye Mae Jack Middle School), and 449:1 (Morton High School). **An innovative curriculum that engages students from low-income backgrounds is needed.** Needs assessment identified common gaps and weaknesses in K-12 educational support services at the target schools, including a need for academic tutoring/mentoring, intensive counseling and support services, leadership development, and extended learning time to improve academic achievement.

**Problem Area 3: Parents do not have the skills or resources to help their children succeed in school and prepare for college.**

One of targeted schools' most difficult tasks continues to be developing institutions responsive to the needs of rural children. Sixty-three percent of students in the SR1PN surveyed report that they long to obtain a four-year college degree; however, there are few schools, family, and community support systems to facilitate completion of post-secondary or technical education, or to develop career-specific skills. Furthermore, with the nearest four year and two-year public colleges to Scott County being 40+ and 25+ miles away respectively, SR1PN students are not exposed to the college environment. Additionally, residents of the SR1PN have a low rate of college education. Therefore, families in the SR1PN are more likely to be substantially less educated without supports to promote College Access and Success. Often by the time Scott County

children reach high school, the decision to go to college or to drop out of high school is already made—either by them or by their parents who do not realize education is a viable option. Interventions must address the problems faced by these parents: lack of transportation, childcare, under-education, and alienation from the school system.

#### **Problem Area 4: Community Well-Being**

Though most children in the SR1PN are covered by insurance, parents/guardians and other family members struggle to maintain health insurance due to Mississippi Medicaid requirements that all clients reapply in person every year, which was identified as a significant challenge for families. To further complicate access to health outcomes, the proposed SR1PN target areas are “Designated Healthcare Professional Shortage Areas” (HRSA, 2021).

Students’ mental and physical health largely determines their academic success. Research shows that chronic illness, physical inactivity, substance use, and other health-related behaviors and factors are consistently linked to academic failure. They also often affect students’ school attendance, grades, test scores and ability to focus in class. Mississippi ranks #2 for obese children ages 2-19 with 22.3% having a BMI exceeding 30 (obesity diagnoses). As a direct result of the obesity epidemic, health care professionals are seeing a significant rise in chronic illness in children. This growing epidemic has important consequences on health and the economy. Obesity increases the risk of chronic diseases, including heart disease and stroke, high blood pressure, diabetes, certain cancers, osteoarthritis, and gallbladder disease and gallstones. Currently, Mississippi ranks 1<sup>st</sup> in the nation for obesity, 3<sup>rd</sup> in obesity-related cardiovascular cases and 3<sup>rd</sup> in obesity-related hypertension cases (MSDH, 2020).

### **(B) Quality of Project Services**

#### **(1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants**

SR1 and partners are equal opportunity service providers and do not discriminate among project participants based on race, religion, color, national origin, gender, sexual orientation, age, disability, or any other protected category. The SR1PN partners and staff will be required to be equal opportunity service providers and participate in specific trainings to ensure equal access and treatment for project participants such as, but not limited to, Cultural Competency; Recruitment and Retention Strategies for Underrepresented and Vulnerable Populations; Working with Children in Poverty; Adverse Traumatic Experiences; Serving Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth; Immigrant Youth and Families; Homeless Youth: McKinney-Vento Act; Americans with Disabilities Act and Understanding Students' 504 Plans and IEPs.

All eligible project participants will receive equal access and treatment related to SR1PN service delivery. Strategies that will ensure equal access and treatment for all eligible participants include but are not limited to: (1) Hiring staff with similar backgrounds to the traditionally underserved project participants; (2) Participating in the above mentioned trainings; (3) Developing and disseminating bilingual (English and Spanish) PN materials; (4) Providing access to bilingual staff (English and Spanish); (5) Developing and implementing structurally, educationally, culturally, linguistically, and age-appropriate evidence-based services based on the latest research for diverse underserved populations; (6) Designating staff members as the point of contact for homeless families and unaccompanied youth; (7) Providing services during times that consider time constraints of project participants; (8) Providing transportation to access services and return home; (9) Displaying an understanding and respect for project participants' culture and/or adverse traumatic experiences; and (10) Working with project participants to identify barriers and develop strategies to remove identified challenges.

## **(2) Likelihood the services provided will lead to improvement in the achievement of students**

Creating strong, high-quality neighborhood schools capable of addressing decades of unequal access to education for all SR1PN students is at the core of the SR1PN service delivery model. With the support of the Scott County community, SR1PN partners will break down the many barriers that hold the community back and facilitate the changes in systems needed to undertake major transformation of the SR1PN's lowest-performing schools so that they can achieve the same impressive outcomes as more affluent schools statewide. The SR1PN-funded intensive academic supports will advance the existing district-wide and school-based education reforms by addressing barriers to success at every level and across multiple domains (e.g., mental health, physical health), addressing unmet needs (e.g., after-school and summer academic support), and ensuring seamless transitions and strong matriculation from one school level to the next.

With Promise Neighborhoods funding, SR1PN partners will build the capacity of target schools to substantially improve student learning while simultaneously addressing the family and neighborhood context in which the schools operate. To support the attainment of these dramatic improvements in academic and social achievement, the SR1PN partnership will establish a cohesive and consistent approach that places the schools as neighborhood hubs for community, family, and social supports. For example, to promote healthy weight and development in children and increase access to healthy food options, target school families can participate in *Healthy Lifestyles* (see Solution 1-9 in project design). Additionally, community partner, Davis-Green Farms in Forest, MS has committed to providing free fresh leafy green vegetables and fruits from their farm to the SR1PN for distribution to families and for healthy snacks for students.

School-based SR1PN-funded social workers, PN Intake Coordinators (one bilingual), SR1PN partners, and school staff will ensure students and families receive coordinated support



services and that are culturally competent and effective communication occurs at all levels (among partners, school-home, and school-community). Examples of mental health and family stability solutions available across the continuum include Positive Behavioral Intervention and Support (Solution 2-4 in project design) and Treatment Alternatives for Children at Risk (Solution 2-5 in project design).

At the start of the pipeline, a team of school-based literacy specialists will provide instructional and in-classroom support for early learning teachers in Head Start, pre-kindergarten classrooms, and early childhood teachers (grades K-1) at Forest Elementary and Morton Elementary. The literacy specialists will align the implementation and articulation of two key solutions across these early learning and early childhood classrooms to ensure the seamless transition of young children to elementary school: *Reach Out and Read*, (Solution 1-7) and *Healthy Lifestyles* (Solution 1-9), a nutrition education and physical education program.

The SR1PN *successful students and schools' strategy* will provide intensive academic supports to build on Forest Elementary School and Morton Elementary School, and support ongoing reforms at Hawkins Middle School and Bettye Mae Middle School. Together, these target schools currently enroll more than 50 percent of the school-age children (grades K-12) and youth in the Promise neighborhood. Each has demonstrated a commitment to the SR1PN vision to substantially improve the educational outcomes of children and youth, putting into practice the four foundational pillars (described in Quality of Project Design) critical to strengthening the social, communal, and familial infrastructures and to sharing and adopting effective practices. As part of the SCSD and FMSD network of schools dedicated to preparing students in underserved communities for success in college and in life, SR1PN aims to instill in its students the desire and ability to succeed in college. To accomplish this vision, SR1PN strives to ensure three

characteristics are evident in all of their classrooms: content knowledge, lesson purpose and anticipation, and a college-ready bar for students. The SR1PN continuum will offer comprehensive extended learning time programs (Solution 2-1 and Solution 2-2 in project design) at all target schools through a partnership with SR1. The target schools use a Common Core-aligned curriculum to teach both literacy and math to all students, including those with special needs.

The SR1PN will help support each of the target schools in implementing the following eight turnaround principles in their schools in order to effectively change the culture and pursue student success in all areas: (1) Providing strong leadership to deliver effective instruction and coaching; (2) Ensuring that teachers are effective and able to improve instruction; (3) Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; (4) Strengthening schools' instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with MDE academic content standards; (5) Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data; (6) Establishing a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement, such as students' social, emotional, and health needs; (7) Provide ongoing mechanisms for family and community engagement; and (8) Ensure that the school receives ongoing, intensive technical assistance and related support.

To address ELL needs, students will be provided with 30 minutes of small group instruction daily in English as a second language (ESL). Students will learn the listening, speaking, reading, and writing skills they need to be successful in the English-speaking classroom. SR1PN will also provide a bilingual teacher to deliver additional out-of-school time support for ELL students and parents. Other special services at target schools will include speech therapy, a child study team,

peer mediation, school-based parent center and parent coaches, and guidance and counseling.

Forest High School is the only high school in the district and the feeder school into which the Hawkins Middle School graduates matriculate and Morton High School is the only high school into which Betty Mae Jack Middle School matriculates. SR1PN partners will work collaboratively with SCSD and FMSD leadership and teachers as they continue to implement principles and other educational reforms that promote student retention, college readiness, secondary graduates, and post-secondary enrollment. SR1 PN will work with schools to use student data to inform instruction and implement strategies to recruit and retain high-quality staff. All of the school improvement efforts align with Mississippi Department of Education academic standards, and align vertically from one grade to the next to ensure continuous and consistent services throughout a student's high school experience.

### **(3) Extent to services provided involve the collaboration of appropriate partners**

The SR1PN is an established collaborative of aligned cross-sector partners formed in 2017 to transform Scott County's most distressed neighborhoods and schools. SR1 collaborates with public and private partners to decrease disparities among citizens, with special emphasis on underrepresented minorities. From its earliest days, SR1 has had the strong support of local educational agencies and post-secondary institutions that share the vision and goal of creating college opportunities for underserved students. Partners from throughout the nation and Mississippi have added their support to break the multi-generational poverty cycle. SR1PN will continually work to expand the ever-widening and unique relationships while leveraging current and new partnerships. New partnerships will be leveraged through outreach and existing

networks for the benefit of all participants of the services provided. SR1PN current and new partners will have the following responsibilities:

1. ***Ensure all children and families have the potential to be successful.*** SR1PN partners will be intentional in providing comprehensive services to families in a holistic way.

2. ***Provide solutions that are family-focused, culturally competent, trauma-informed, and community-based.*** SR1PN partners will create localized opportunities for families living in the entire target area to receive services and access resources that promote overall family well-being.

3. ***Selected efforts will be data-informed, evidence-based, or evidence-informed practice.*** SR1PN partners will serve the target population through programs and interventions based on moderate to strong evidence whenever possible.

4. ***Engaging collaboration is necessary.*** SR1PN partners recognize the benefit of working collaboratively and intertwining resources to build a seamless continuum of services through which families can transition easily and successfully.

5. ***Create a culture of promise.*** SR1PN partners commit to collaboratively provide opportunities for children and families and contribute to building a culture of opportunity and attainment for all.

6. ***Provide priority for SR1PN children.*** SR1PN partners will give priority to supporting families in the target neighborhoods when possible.

Current SR1 Partners	
Colleges/Universities	
Entity	Provides
Millsaps College	<ul style="list-style-type: none"> <li>- meeting space for K-12 students' college preparatory learning and social skills, parent/guardian meetings to learn strategies and tools to improve students' college access and success</li> <li>- professors and college students to serve as mentors and tutors to engage students in hands on STEM learning (i.e. chemistry labs, dissection, research)</li> </ul>
Mississippi State University	<ul style="list-style-type: none"> <li>- professors and students to serve as mentors, STEM exposure</li> <li>- customized college tours for students to explore college majors and career exploration</li> <li>- shadowing of college students and professors</li> <li>- independent external evaluator</li> </ul>
University of Mississippi	<ul style="list-style-type: none"> <li>- professors and students to serve as mentors and STEM competitions for students to explore college majors and career exploration.</li> </ul>
University of Southern Mississippi	<ul style="list-style-type: none"> <li>- professors and students to serve as mentors and marine science weekend field trip explorations for weekend students to explore college majors and career exploration</li> <li>- Students stay in dorms and participate in 2 days of marine science learning on the Gulf of Mexico.</li> </ul>

<b>East Central Community College</b>	- professors and students to serve as mentors and tutors
<b>Belhaven University</b>	- students serve as mentors and tutors
<b>Agencies</b>	
<b>Mississippi Museum of Natural Science</b>	- professional mentors, research opportunities, job shadowing, hands on STEM learning activities and career exploration.
<b>Mississippi State Department of Health</b>	- access to health programming for students and families
<b>Mississippi Department of Education</b>	- access to college preparatory resources for students and parents and funding
<b>Mississippi Department of Health and Human Services</b>	- funding for college and career preparatory services
<b>Mississippi Department of Wildlife and Fisheries</b>	- funding for college and career preparatory services
<b>Community Organizations/Businesses</b>	
<b>Davis Green Farms</b>	- access to free fresh vegetables
<b>Community Bank</b>	- funding for college and career preparatory services - financial literacy services for families and students - professional mentorship
<b>CSpire</b>	- funding for college and career preparatory services -professional mentorship
<b>AT&amp;T</b>	- funding for college and career preparatory services - professional mentorship

<b>Enterprise Foundation</b>	- funding for college and career preparatory services - professional mentorship
<b>Shell Gas Foundation</b>	- funding for college and career preparatory services - professional mentorship
<b>Dollar General Foundation</b>	- funding for college and career preparatory services
<b>Entergy Foundation</b>	- funding for college and career preparatory services - professional mentorship
<b>Symbiosis, LLC</b>	- funding for college and career preparatory services - professional mentorship

**(C.) Quality of Project Design**

**(1) Applicant describes a plan to create a complete pipeline of services, without time and resource gaps, that is designed to prepare all children in the neighborhood to attain a high-quality education and successfully transition to college and a career.**

In conjunction with lessons learned from Harlem Children’s Zone, SR1 works hand in hand with fellow community leaders for the overarching goal to break the perpetual cycle of



intergenerational poverty. This is accomplished through comprehensive, on-the-ground programming, working to create and sustain opportunities for

children and their families to not just survive -- but thrive -- in school, work, and life.

The SR1PN service delivery model is an organized cradle-to-career continuum of solutions for

families with young children (birth to age 4) and school-age children (ages 5-18) and young adults (ages 19-24) that will foster kindergarten readiness, increased high school graduation, college and job success, and promotion of healthy, safe practices for children and families. With strong schools at the center, multiple partners will strategically align their work across this all-encompassing continuum to deliver precise research-informed and evidence-based solutions (see Appendix G). Three key features distinguish the design of the SR1PN: (1) Our evidence-based, student-centered Community Oriented Opportunities for Learning (C.O.O.L.<sup>TM</sup>) Education Model was designed to build a continuum-of-solutions from cradle-to-career and has 10 years of third-party independent evaluations that show its effectiveness in the target SR1PN. (2.) SR1 has an established community relationship; the non-profit has serviced the target SR1PN for over seven years and is well known and highly respected throughout the community for its culturally competent projects. (3.) SR1PN provides outreach, training, capacity-building assistance, and technical assistance to community members, parents, students, school faculty and staff, public health and social support professionals to support academic success, secondary graduation rates and postsecondary enrollment.

At the start of the pipeline, a team of specially trained Early Learning Specialists will recruit and screen prenatal and pregnant moms and families with young children for solutions, such as Active Parenting, Nurse Family Partnership, Healthy Start, Healthy Families, Parents as Teachers, Reach out and Read, Healthy Lifestyles, and Head Start, assist with program enrollment, and coordinate early learning and other continuum family support services. Early Learning Specialists will use door-to-door canvassing and other proven neighborhood-based outreach strategies to build family and community trust and increase community awareness of and engagement in the SR1PN model. The second point of entry will occur at the target SR1PN schools focused on the K-12 and college and career segments of the continuum. SR1PN College Access and Success Manager, Academic



Solutions Manager, and Social Services Managers (see Management Plan section) will work closely with the grant-funded licensed clinical school social workers and target schools' staff to lead the child/family assessment and enrollment processes. Specifically, multi-disciplinary, school-based teams will use a data-informed process to identify children in need of intensive services, assess family strengths and needs, and refer families to the most appropriate set of SR1PN services. The SR1 Think Center will serve as the SR1PN third point of entry focused on community enrollment and supports, including primarily children and families who live in the target neighborhoods but do not attend one of the target schools. Staff will receive special training on the SR1PN continuum and its solutions and will provide both intake and referral services. Moreover, the SR1PN service delivery framework includes four pillars that will ensure these interventions occur in ways that meet the multi-dimensional and complex needs of Scott County's children and families:

**Pillar 1 – Improving early learning development and outcomes:** Only programs that have been defined by extensive research and best practices will be implemented in SR1's Promise Neighborhood's Early Childhood Education Program (SR1PN ECEP) to ensure all students are ready to learn. SR1PN ECEP will include an early intensive language and literacy instructional component in a language-rich environment that focuses on both expressive and receptive vocabulary, literacy, and numeracy, which are vital to early childhood learning. **Special needs and services:** Early intervention solutions will be provided for infants and toddlers from birth to three years old that have developmental delays or disabilities and are in need of special support for their families. SR1PN will work with preschool providers (Head Start, SCSD, and FMSD) to assess children between the ages of three to five suspected of having a disability. SR1PN partners

will work with private providers, districts/Head Start and families to collaborate with the districts to provide comprehensive services to support young children with disabilities.

**Pillar 2 – Intensive educational supports:** The SR1PN continuum includes an evidence-based suite of intensive solutions that will address the varying level of academic needs of all students and support their educational transitions along the K-12 pipeline and beyond. These include:

**Extended learning time:** SR1 currently provides extended learning time in Scott County, including a school day that ends at 5 pm and an extended school year that includes a four-week intensive summer enrichment camp. With PN funding, all of the SR1PN target schools will offer an enhanced extended learning solution (e.g., after-school, summer, and/or Saturdays). This solution will provide high quality intensive academic support, educational enrichment, and college and career preparation opportunities. **Transitional supports:** The SR1PN will offer a college promise solution designed to provide critical support for students as they transition from elementary to middle school, middle school to high school, and from high school to college. One hundred percent of high school seniors served by SR1 have successfully graduated on time and over 90% have transitioned from high school to college without remediation. SR1 has accomplished the remarkable 100 percent secondary graduation rate and high postsecondary enrollment through the service and support of community members and partners (e.g. retired professionals, college students and professors, community volunteers) who serve as Instructional Facilitators and Mentors for K-12 students. Instructional Facilitators and Mentors will be trained to implement services that promote College Access and Success through SR1’s evidence-based C.O.O.L.™ Education Model.

**The uniqueness of SR1’s C.O.O.L.™ Education Model is that it is the first and only of its kind in the state of Mississippi.** The model provides low-income, first-generation college

attendees and at-risk minority students with increased motivation for College Access and Success through innovative academic activities, social skills development, technology, and counseling support. These supports will match SR1PN students with coaches/mentors that will assist with the transition, including instructional strategies to meet students' individual needs and learning styles; school year and summer recess mentoring and tutoring opportunities; school and community collaboration; development of life and 21<sup>st</sup> Century career skills (i.e. critical thinking, communications, collaboration, creativity); core subjects and state standardized assessment mentoring and tutoring; STEM (Science, Technology, Engineering, and Mathematics) mentoring and tutoring; college entrance exam preparation; FAFSA completion, access and exposure to college campuses and postsecondary mentors, health programs and college admission requirements.

**K-12 STEM Development:** The frequency of professions in Science, Technology, Engineering, and Mathematics (STEM) is exponentially increasing; however, the supply of professionals qualified to excel in such professions is inconsistent and deficient. SR1PN will use applied learning pedagogies to expose its young minds to the multifaceted world of STEM and 21st Century skills. The SR1PN trains its Instructional Facilitators and Mentors to design and facilitate age-appropriate lessons in subject areas that are often perceived as threatening and intimidating to low-income and minority students in the SR1PN.

**Intensive reading/literacy support:** The SR1PN service delivery model includes intensive reading and literacy focused interventions across the continuum, beginning with Reach out and Read, which will serve children in the early learning segment through grade 3. Literacy Specialists will work at the target schools to provide on-site training and in-classroom support focused on substantially increasing reading levels. SR1PN's intent is to increase the proficiency of all students

in reading and math by the end of their 3<sup>rd</sup> grade year (benchmark year) of school and continue to scaffold and sustain learning through college and career, by providing a minimum of three hours of in-school and non-school hour low teacher-to-student ratio in face-to-face tutoring and mentoring sessions.

**Pillar 3 – Wraparound family and community support:** All students can succeed academically, but those impacted by trauma benefit from intensive wraparound supports in order to reach the levels they are capable of achieving. SR1PN will provide comprehensive services that address social development, family needs, health, and social services, always with opportunities for parental involvement. SR1PN funded licensed social workers will have a critical role in the SR1PN service delivery model to remove barriers to learning by providing holistic, culturally-competent, trauma-informed therapeutic services and case management so that all children can successfully access their education and grow to their highest potential. Clinical social workers will address the mental health, wellness, and academic need of students at the target schools. Schools will use a data-driven approach to identifying students for case management as part of the districts’ early warning system (EWS), a composite indicator of student absences, suspensions, and course grades.

Licensed clinical social workers will lead case management teams for neighborhood students enrolled in and not enrolled in the target schools, supporting the use of trauma-informed approaches, and serve as the school-based linkage to continuum social and health services. Following an initial home visit or school visit (parents/guardians’ preference) and assessment, SR1PN clinical social workers will work with students and families to develop strengths-based individualized service plans (ISPs) inclusive of goals, action steps, and wraparound support services. Following ISP development, SR1PN clinical social workers will conduct weekly check-ins, provide intensive in-school mental health counseling for students, and track solutions provided

for each student and family with the school.

**Pillar 4 – K-12 Ongoing progress monitoring:** It is vital that students of the SR1PN receive continuous support not only during their grade school years, but also as they matriculate. From the time of enrollment, SR1PN will progressively monitor and evaluate grades, attendance, and behavior of its students. SR1PN’s ongoing process monitoring will involve five steps: (1) specification of the performance goals to be measured; (2) description and specification of the indicators that will inform the Academic Solutions Manager and the College Access and Success Director (see Management Plan) that the goals have been met; (3) identification of which performances are critical to goal attainment; (4) observance of indicators to gauge level of goal achievement; and (5) analysis of whether each indicator objective is associated with the others. Data will be collected and analyzed to ensure the services are achieving the goals. In cases where goals are not met, SR1PN will intervene and devise student-specific action plans to make necessary modifications.

#### *SR1PN Service Delivery Model*

The SR1PN service delivery model consists of partners providing 21 different solutions to students, parents/guardians, families, and community members within the high-need Scott County, MS area. The SR1PN continuum is designed to be holistic, seamless, and reflective of the varying levels and intensity of needs of children and their families at different junctures along the pipeline. SR1PN partners will deliver a full continuum of solutions using a strengths-based approach and taking into consideration the circumstances of students and their families.

#### **Documentation that proposed solutions are evidence-based**

Partners designed the school readiness and successful student and school strategies to include the solutions they believed would significantly improve the educational outcomes and the

healthy development and well-being of children and youth across the target area. As described below, these strategies include 27 solutions selected based on the best available evidence and research (Appendix G provides additional information for the solutions with moderate and strong evidence of effectiveness).

### **Strategy 1: School Readiness**

**Solution 1-1 Active Parenting** is a national model with *moderate evidence* of impact based on numerous quasi-experimental and correlational studies across multiple states that examined impact of the parenting curriculum on supporting positive outcomes for youth. A review of 13 experimental studies reported improvements in a range of outcomes areas across the studies, including positive parenting and responsiveness, effective discipline strategies, safety of home environment, and reduction in child abuse and neglect (Sanders, Markie-Dadds, Tully, & Bor, 2000; Gross, Fogg, Webster-Stratton, Garvey, Julion, & Grady, 2003; Olds, et al., 2004).

**Solution 1-2 Nurse Family Partnership (NFP)** is a home visitation program with *strong evidence* for first-time pregnant women with positive benefits on the health and well-being of mothers and their babies (Carabin, Cowan, Beebe, Skaggs, Thompson, & Agbangla, 2005). Research shows that compared with non-participants, children whose mother participated showed gains in early learning in the language areas, executive functioning, and behavioral adaptation (Olds et al., 2004).

**Solution 1-3 Healthy Start** has used multiple RCT and quasi-experimental studies that have examined Healthy Start programs across the country, providing *strong evidence* of the model's impact on child and parent outcomes (Giffin, Curry, & Sullivan, 1998; Stabile & Graham, 2000; O'Campo, Xue, Wang, Caughy, 1997). Results of the studies in Florida and Baltimore, for example, showed that participants in the treatment groups had more positive birth outcomes, including fewer incidences of low birth weight and low Apgar scores and fewer preterm births

than the control group(Stabile & Graham, 2000; O'Campo, Xue, Wang, Caughy, 1997).

**Solution 1-4 Healthy Families America (HFA)** has *strong evidence* of impact on promoting maternal and child health, family economic self-sufficiency, school readiness, and other essential outcomes. At least 12 RCT studies have demonstrated benefits of HFA participation in six domains: family economic self-sufficiency, maternal and newborn health, child injury/maltreatment prevention, school readiness, reduction in crime or domestic violence, and linkages and referrals (Anisfeld et al, 2004; LeCroy & Krysik, 2011; Mitchell-Hetzheld, et al., 2005; Landsverk, et al, 2002; and Lee, et al. 2009).

**Solution 1-5 Parents as Teachers** is supported by *strong evidence*. Parents as Teachers is a national program that delivers parent education through home visitation and group meetings to connect parents with knowledge and resources for preparing their young children to enter school ready to learn. Researchers across the country have conducted more than 12 outcome studies, including several that have used RCT designs, to show statistically significant effects of the program on a variety of outcomes, including school readiness and health and wellness (Wagner et.al., 2002; Drotar, et.al., 2009; Haire-Joshu et.al., 2008).

**Solution 1-6 Head Start** offers *strong evidence* of the positive impacts of a child's participation in programs on cognitive and socio-emotional learning. Several studies have used RCT designs to examine the impact of these programs on student and family outcomes (Gelber & Isen, 2012). The studies show participants scoring higher on tests of vocabulary and oral comprehension than non-participants. Favorable impacts were also found for specific subgroups of high-need children, including children with special needs and children from high-risk households (Puma et al., 2010).

**Solution 1-7 Reach Out and Read (ROR)**, is an evidence- based literacy model in which trained providers use a children's book as a tool, encourage parents to read to their children, and give

children new books to take home after visits. A large body of research provides *strong evidence* of effectiveness for ROR, including increases in parents reading to their children and increases in children understanding and speaking compared to their non-served peers (High, LaGasse, Becker, Ahlgren, & Gardner, 2000; Mendelsohn et al., 2001).

**Solution 1-8 SR1 C.O.O.L.™ Education** follows the model that provides classroom support for individualized, one-on-one instruction. Several rigorous evaluations have tested the impact of the Reading Corps model (Markovitz et.al. 2014; Markovitz et al, 2015). These studies, which used either RCT or quasi-experimental designs, provide *strong evidence* of the impact of the model, including statistically significant and sizeable positive effects on the reading abilities of 4 and 5-year-old and K-1st grade participants compared to the control group.

**Solution 1-9 Healthy Lifestyles** focuses on four strategic areas: ensuring access to affordable and fresh foods, increasing physical activity in a safe environment, supporting healthy lifestyles through nutrition education, and raising community partnerships to advance positive social change.

## **Strategy 2: Successful Students and Schools**

*Competitive Preference Priority 3—Evidence-Based Activities to Support Academic Achievement: Solution 2-1 Small Group Tutorial. Strong evidence* supports the effectiveness of small group tutorial to support student performance. This research found that small groups provide a more effective and efficient method of instruction and also more compatible with the developmental levels and motivation of students. Small group tutorial allows students to work at their own pace and encourages instructionally relevant dialogue between classmates on learning tasks. (Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. 2009)



**Solution 2-2 Summer Enrichment Camp.** *Strong evidence* has established the contribution of summer reading to reduce the reading achievement gap present between children from more and less economically-advantaged families. Likewise, summer reading activity, or the lack of it, has been linked to learning loss (Beckett, M., Goetz, W., & Dowling, M. 2009).

**Solution 2-3 School-Based Health Centers** stems from the research-based CDC Coordinated School Health Program (CSHP) model of which key model components are evidence-based. A number of quasi-experimental studies found a positive relationship between the availability and/or actual use of an SBHC with at least one academic indicator, and provided *moderate evidence* for the proposed program (Webber, Carpiniello, Oruwariye, Lo, Burton, & Appel, 2003). Comprehensive integrated nutrition services in schools will improve the nutritional status, health, and academic performance of students and SBHCs are filling a health care gap for over two million children. (ADA, SNA, & SNE, 2010).

**Solution 2-4 Positive Behavioral Intervention and Support.** There is *strong evidence* analyzing the impact of school-wide Positive Behavioral Intervention and Support (PBIS) on a variety of student and school-level outcomes (Horner, Sugai, & Lewis, 2015). For example, a 2009 RCT study of PBIS in elementary schools (Horner, Sugai, Smolkowski, Todd, Nakasato, & Esperanza, 2009) found PBIS improved perceptions of school safety and was associated with improved reading scores for 3rd grade students. Another RCT study found that PBIS implementation was related to reductions in discipline referrals and suspensions from school among elementary school children and improved 5th grade academic performance (Bradshaw, Mitchell, & Leaf, 2010; Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press); Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (in press).

**Solution 2-5 Treatment Alternatives for Children at Risk (TAFCAR)** program provides in-home intensive education, counseling, and support services to prevent the abuse and neglect of children and case management for families to gain stability. *Strong evidence* research on interventions aimed at reducing abuse and neglect has shown that parental education can change parenting attitudes among participants; making them more nurturing after the intervention (Cohen et al, 2001).

**Solution 2-6 K-12 Test Prep.** Attendance, grades, test scores, and behavior during the middle grades all predict students' performance in high school and their odds of graduating. *Strong evidence* presented by Hamilton, Halverson, et.al (2009) found effectiveness in use of assessment data to design need-specific intervention and preparation mechanisms.

**Solution 2-7 K-12 Ongoing Academic Monitoring.** Low-income and minority students stand to improve the most from proactive intervention to counteract remediation, given their disproportionate representation in remedial courses. Students who participate in early assessment programs are six percent less likely to require remediation in English and four percent less likely to require remediation in math (Executive Office of the President, 2014). (*Strong evidence*)

**Solution 2-8 K-12 STEM.** A review by Hinojosa, Rapaport, Jaciw, LiCalsi, & Zacamy (2016) found courses taken in high school and interest or confidence in STEM to be strong predictors of postsecondary STEM success for students of all racial/ethnic subgroups. On the other hand, racial/ethnic minority students were less likely than white students to take the highest level of math and science courses, and despite similar levels of STEM interest, racial/ethnic minority students were less likely to achieve postsecondary STEM success. Positive attitudes and interest in STEM, starting as early as middle school, were significant predictors of pursuing a STEM major across races/ethnicities and genders (**strong evidence**).

*Competitive Preference Priority 2—Increasing Postsecondary Education, Access, Affordability, Completion, and Post-Enrollment Success* is met through solutions 2-9; 2-10; 2-11; 2-12 & 3-1. These solutions support increasing the number and proportion of underserved students who enroll in and complete post-secondary education programs and the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives.

**Solution 2-9 College/Career Readiness Counseling.** *Strong evidence* by Tierney, Bailey et.al supports SR1PN’s practice of adequate school counseling and its role in informed college and career decision making. One study by Ross, Kena, Rathbun, Kewal-Ramini, Zhang, Kristapovich, and Manning (2012) found that offering students two to three hours of counseling support by no later than the summer after high school increases on-time enrollment rates by 5 percentage points. (Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F., 2009).

**Solution 2-10 College Access and Success.** *Strong evidence* supports the importance of programs that provide services designed to help students perform better in school and stay in school, such as intensive instruction, attendance monitoring and follow-up, small school settings, counseling and mentoring, links with social service providers, and instruction in life skills and conflict resolution are conducive to positive academic outcomes (Dynarski, Gleason, Rangarajan, & Wood, 1998).

When provided with information about and exposure to college, these students were more likely to express less uncertainty and more subsequent interest in obtaining a postsecondary degree, showing improvement in areas such as seeking out additional information about next steps for college enrollment and how to access financial aid (Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F., 2009).

**Solution 2-11 K-12 Mentoring.** SR1PN's K-12 mentoring program models that of the US Department of Education GEAR UP early college awareness and preparation program that serves low-income, minority, and first-generation college students. *Moderate evidence* presents the impact of mentoring programs on promoting college and career readiness and supporting persistence in secondary and postsecondary education. Numerous studies with quasi-experimental designs have used statistically matched comparison groups to show higher achievement and college enrollment of GEAR UP participants compared to nonparticipants. (Bausmith & France, 2012; American College Testing, 2007; Alderete & Coneway, 2007; Tillery, 2013).

**Solution 2-12 SR1PN Dual Enrollment at East Central Community College** Rigorous studies have shown *strong evidence* that dual enrollment programs support college credit accumulation and degree attainment for minority students, first-generation students, and low-income students (Berger, A., Garet, M., Hoshen, G., Knudson, J., and Turk-Bicakci, L, 2014).

### **Strategy 3: College and Career Readiness**

**Solution 3-1 SR1PN Summer Bridge** will be offered to graduating seniors, and implemented the summer before postsecondary enrollment and delivered over the course of five weeks in June and July. The program will include an academic component and a social component. The academic component includes short courses in calculus, chemistry, computer science, and English composition. This coursework will be credit-bearing and equivalent to the content of freshman-level courses. Participants will be graded on their coursework. The program will also include peer educators/mentors. The social component of the program involves integrating families by having family support sessions and awards luncheons that include family members (Murphy, T.E., Gaughan, M., Hume, R., and Moore, S.G., Jr., 2010) A previous study showed *strong evidence* on significant positive effects on the college graduation rates of minority students that participated.

**Solution 3-2 SR1PN Corps Plus** stems from effective mentoring practices and workforce development strategies for youth and young adults. Findings of a meta-analysis of mentoring studies, some of which used experimental and/or quasi-experimental designs, support the *strong evidence* of mentoring for improving youth outcomes across behavioral, social, emotional, and academic domains (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011) (DuBois, Holloway, Valentine, & Cooper, 2002).

**Solution 3-3 Pathways to Success** will enable SR1PN residents to participate in programs—such as Job Corps that help put dropouts back on a path to further education and labor market success (Bloom, Thompson, & Ivry, 2010). Studies demonstrated *strong evidence* that participants are more likely to earn their GEDs or other credentials than randomly assigned non-participants (Schochet, Burghardt, & McConnell, 2008; Millensky, Bloom, Muller-Ravett, & Broadus, 2011).

#### **Strategy 4: Community and Family Supports**

**Solution 4-1 SR1PN uses *Too Good for Drugs*<sup>TM</sup>** to promote elementary, middle, and high school students' life skills, character values, resistance skills to negative peer influence, and resistance to the use of drugs. Two studies (Bacon, 2000; Bacon, 2003) are randomized controlled trials that met WWC **moderate evidence** standards. The *Too Good for Drugs*<sup>TM</sup> intervention was found to be effective regardless of gender, ethnicity, or socio-economic status (Bacon, 2003). Results indicated that students who participated in the intervention had significantly higher substance abuse protective factors such as emotional competency skills, social and resistance skills, goal setting and decision making, and perceptions of the harmful effects of drug use.

**Solution 4-2 Evidence-Based Teenage Pregnancy Prevention.** The SR1PN will utilize the evidence-based teenage pregnancy prevention curriculum, *Becoming a Responsible Teen: An HIV Risk-Reduction Program for Adolescents (BART)* (*strong evidence*). SR1 staff are certified

trainers, and will train and evaluate school staff, health professionals, and community members in the implementation of the curriculum for sustainability. According to the Administration for Children and Families and Department of Health and Human Services, in their “Review of Comprehensive Sex Education Curricula”, the BART curriculum was determined to be factually and medically accurate. **BART was developed and evaluated in the state of Mississippi, and data has shown that it is effective with both African American adolescents and Latino adolescents among culturally diverse backgrounds** (i.e. urban, suburban, and rural). At the 12-month follow up period adolescents using the BART curriculum showed a decrease in the number of sex partners, engaged in less unprotected vaginal intercourse or stopped having sex, and were significantly better communicators in post-intervention role plays in comparison to the students in the control group.

*Competitive Preference Priority 1: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change*

**Solution 4-3 *Too Good for Violence*** **The SR1PN will not exist by itself; it will be systematically combined with other local community services that holistically help the target population employ a systemic approach to establish and enhance community violence prevention and intervention strategies.** The SR1PN will accomplish Competitive Priority 1 through the facilitation of *Too Good for Violence (TGFV)* in the target schools and through community based and faith based partnering organizations. TGFV meets What Works Clearinghouse *moderate evidence* standards and SR1 has experience implementing the intervention. *TGFV* promotes character values, social-emotional skills, and healthy beliefs of K-12 students. All lessons are scripted and engage students through role-playing and cooperative learning games, small group activities, and classroom discussions. Students will be encouraged to apply these skills to different

contexts. *Too Good for Violence* also includes optional parental and community involvement elements.

**Invitational Priority—Increasing the Number or Percent of Students Who Complete the Free Application for Federal Student Aid (FAFSA).**

Current FAFSA completion numbers in the target area indicate a need for FAFSA assistance. The US Department of Education’s data reported only 111 (33%) of senior students in the target area completed the FAFSA in 2021. SR1PN staff will work in group sessions and individual sessions with students, parents/guardians, and schools to ensure FAFSA completion occurs by mid-February each year. February was selected as the target date as most Mississippi state sponsored scholarships for low-income students have an application deadline of April 30<sup>th</sup> each year. Group workshops will begin in the fall semester of the preceding year of application submission to familiarize students and families with the documents needed to complete the FAFSA, process to set up an account and complete the FAFSA, and common errors or questions encountered when completing the FAFSA. Individual FAFSA and group FAFSA preparation sessions will begin in January of each year. SR1PN partners will connect families with free tax preparation service providers in January to assist with meeting the February FAFSA completion deadline. SR1 and partners have over 10 years of experience assisting with FAFSA completion services and will increase the number of students completing the FAFSA by ensuring at least 85% of graduating seniors complete the FAFSA.

**(2) The extent to which the project will significantly increase the proportion of students in the neighborhood that are served by the complete continuum of high-quality services**

Using the Promise Neighborhoods Institute tool, A Developmental Pathway for Achieving Promise Neighborhoods Results, SR1PN partners developed a thoughtful and strategic plan to implement and scale the SR1PN continuum of solutions during each year of implementation (and beyond). The proposed continuum will serve and/or provide access to increasing percentages of children from the target neighborhoods who attend the six target schools, as well as children from SR1PN neighborhoods who do not attend the target schools.

Continuum Segment	Total Population	Students in Target	Non-Target	Year 3 (≥50% Total Population)	Year 5 Scale (≥65% Total)
<b>Birth-4</b>	**2477	0	0	1009	1311
<b>Grades K-4</b>	2112	1338	774	1056	1373
<b>Grades 5-8</b>	2551	1054	1497	749	1658
<b>Grades 9-12</b>	1942	890	1052	971	1262
<b>Ages 18-24</b>	1772	–	–	886	1152
<b>Parents/Guardians</b>	16472	–	–	8236	10707
**American Community Survey 2020; MDE 2021					

SR1PN partners based the plan to scale over time on the intended target population. This model will be sustained in the SR1PN’s delivery of the continuum of services by serving over 17,400 students, families and community members in Scott County over the five-year project.

**(D) Quality of the Management Plan**  
**(1) The adequacy of the management plan including clearly defined responsibilities, timelines, and milestones**

SR1 will serve as the fiscal lead for the project. It has dedicated over seven years of holistic services in Scott County with documented success. The staff are natives or residents of either Scott County





or one of the immediate surrounding counties. This gives the management of SR1 the ability to understand the rich, complex, and unique cultures of this impoverished area. Throughout the community, as noted in the attached letters of support, SR1 is well-known for its culturally competent projects that provide outreach, training, capacity-building support, and technical assistance. SR1's organizational capacity has consistently demonstrated its proven ability to administer and manage large, complex grants and programs. SR1 has an extensive track record in leading and facilitating multi-partner community-focused reform efforts. As a multi-service, non-profit organization, SR1 has established administrative and organizational capacity that includes human resources, finance, public relations, development/sustainability, and information technology departments that support, build, manage, and sustain the organization's community-based initiatives.

### **Governance Structure**

As the SR1PN backbone organization, SR1 will serve as the fiscal agent for the Promise Neighborhoods implementation grant, house and manage SR1PN staff (described in the next section), develop a shared infrastructure, and ensure the long-term sustainability of the SR1PN service delivery model. Specifically, as the SR1PN anchor agency, SR1 will be responsible for:

- Integration of academic and social solutions in the target schools and in the community;
- Facilitation of the SR1PN Leadership Advisory Council;
- Co-facilitation of the SR1PN Data Governance Board;
- Implementation of collaborative processes and communication protocols;
- Resource development functions for partners and collaborative efforts; and
- Leadership of data management and evaluation

The SR1PN Leadership Advisory Council leads the governance structure and includes

committed leaders who will continue to drive the SR1PN vision and communicate the work to partners and communities. The SR1PN Leadership Advisory Council includes representation from key cross-sector stakeholders, parents/guardians, students, and resident leaders, including Community Oriented Opportunities for Learning Coalition, Millsaps College, East Central Community College, Holmes Community College, Symbiosis, Creative Minds, LLC, and SR1. The SR1PN Leadership Advisory Council will convene regularly to discuss issues related to infrastructure, partner accountability, policy change, resident engagement, communication and messaging, fundraising, and sustainability.

To achieve the stated project goals and objectives for the proposed SR1PN in a cost-effective and timely manner, SR1 will utilize a proven management structure adapted from the Harlem Children’s Zone training. This will ensure that the proposed SR1PN will deliver a continued high-quality technical performance by the proposed personnel and deliverables that achieve the expectations of the U.S. Department of Education.



Figure 3: Management by

A Management by Objectives (MBO) plan facilitates the designation of specific tasks to each staff member and partner, timelines for completion, and performance evaluation and allows SR1, in conjunction with their partners to define strategies and activities necessary to integrate tasks, deal with issues, and enhance overall control of service delivery. “The ‘Management by Objective’ (MBO) approach, in the sense that it requires all managers to set specific objectives to be achieved in the future and encourages them to continually ask what more can be done, is offered as a partial answer to this question of organizational vitality and creativity.”<sup>45</sup>

<sup>45</sup> <https://home.snu.edu/~jsmith/library/body/v20.pdf>

*Financial principles.* SR1 provides quality accounting and financial information, training, and advice based upon Generally Accepted Accounting Principles (GAAP), Financial Accounting Standards Board (FASB), and Governmental Accounting Standards Board, pronouncements, and applicable OMB circular A-122. The accounting department utilizes computerized systems to track financial and programmatic data. SR1's financial management system provides the necessary financial information to accurately forecast and manage project staffing, planning, an implementation. These procedures include a descriptive chart of accounts, prompt and accurate recording of revenues and expenses, safeguarding and verification of assets, two signatures on all checks, control over expenditures, and separation of duties to the best extent possible. Monitoring of SR1's fiscal management is delegated to its finance administrator with oversight from its governing body. SR1 uses the accrual method of accounting and ensures the segregation of restricted funds. SR1's policies and procedures require all personnel with fiscal responsibilities to partake in the current bookkeeping system training provided by SR1. Systems are in place to prevent/detect fraud or other abuse of the system. One such system includes control, operation, and review of the system by more than one person. SR1's accounting records are kept current and balanced monthly. Statement receipts and disbursements are reconciled to the general ledger monthly.

### ***Key SRIPN Staff***

**Gregory Tamu Green, MBA, Program Director** is the Founder and President/CEO of SR1. Mr. Green has overseen projects of similar scope and size for underrepresented students for the past 20 years. He oversaw the development of a multimillion-dollar educational database for Mississippi and designed and served as Project Director of a \$6.9 million innovative STEM project

that focused on underrepresented minorities and students for the Mississippi Department of Education. He will provide the day-to-day management of the SR1PN service delivery model, compliance with grant funds, lead the convening of SR1PN partners, engage SR1 staff in support of SR1PN, oversee resident, partner and community engagement, working with and manage SR1PN program staff and contractors to accomplish all objectives, and ensure the initiative's sustainability. **This position relates to all objectives. Dorlisa Hutton, MPH, MS,** will serve as the **Chief Operations Officer** and will be primarily responsible for defining the processes and implementation of the infrastructure/systems needed to support the continuum of solutions of the SR1PN, supporting relationships with SR1PN residents and partners to sustain an environment that maintains these relationships and reviewing and approving preparation and finalization of monthly and annual financial reporting materials and metrics for SR1PN. Ms. Hutton has over 10 years of experience managing the administrative and financial functions of multi-million-dollar projects that focus on eliminating health and education disparities at the community level. Ms. Hutton has experience organizing and maintaining cross-sector partners to improve continuum of services for low-income populations. **This position relates to all objectives. Shirley Nichols, PhD.,** will serve as the **SR1PN Principal**. She has over 30 years of experience serving as a teacher, administrator, and educational advisor to low-performing school administrators, faculty, staff, students, parents, and community members. Dr. Nichols has successfully worked with local educational agencies and communities similar in size, demographics, cultural, and other key characteristics as the proposed SR1PN. She has helped schools improve their accountability ratings by at least two ratings. **This position relates to all objectives. Sophia Griffin, MBA,** will serve as the Financial Administrator and will be responsible for cost accounting and tracking of grant income and expenses; ensuring that disbursements are documented and in compliance with

generally accepted accounting principles; generating accurate monthly statements; and ensuring an annual audit is completed in a timely manner. **This position relates to all objectives.** (Key Staff Resumes see Appendix B).

The full-time **SR1PN Director of Research and Evaluation** will oversee all data collection, tracking, and analysis efforts and ensure that the design and implementation of the SR1PN continuum of solutions and service delivery practices reflect the best available evidence to generate positive outcomes for children and families. In addition to serving on the SR1PN evaluation team, the role of the Director of Research and Evaluation will include: Working closely with the Creative Minds, LLC to co-chair the SR1PN Data Governance Team; Developing partner data confidentiality and sharing agreements; Overseeing compliance with partner data commitments; Providing training for program staff and others who will enter data into SR1PN LDS; Continuously assessing needs of the target neighborhoods, including segmentation analyses; Reviewing indicators of success and adjusting annual targets as needed; and Maintaining the SR1PN Promise Scorecard, including reporting out to partners and the community.

### **SR1PN Service Delivery Team**

A full-time **Director of Resource Development and Sustainability** will ensure the sustainability of the SR1PN initiative by continually working to secure cash and in-kind donations from a wide range of sources. Reporting to the SR1PN Program Director, the Director of Resource Development and Sustainability will develop and maintain a multi-year sustainability plan to ensure the SR1PN continuum continues beyond the five-year federal grant. This will include working closely with existing match partners and funders to track and receipt commitments; diversifying revenue streams by soliciting donations from various sources, including individuals,

foundations, and corporations; collaborating with the Communications Manager (see below) to acquire government and foundation grants, donor recognition efforts, and outcomes reporting.

A full-time **Communications Manager** will be responsible for ensuring all residents, schools, partners, and other key stakeholders stay abreast of all SR1PN activities and outcomes. The Communications Manager will be responsible for developing, implementing, monitoring, and evaluating a system-wide communications plan that uses both traditional and social media outlets on behalf of the SR1PN initiative. The Communications Manager will also oversee public relations, social media, branding, and customer service related to the SR1PN effort. This will include creating, editing, distributing, and maintaining print, audio, visual, and multi-media digital communications materials; generating SR1PN-related content for the SR1 website; developing annual progress reports; and promoting and protecting the brand and reputation of the SR1PN service delivery model. A full-time **Academic Solutions Manager** will oversee the implementation of the SR1PN footprint and coordinate all K-8 academic programs, services, and activities; ensure seamless transitions of services across the pipeline; and identify and address programming gaps. The Academic Solutions Manager will also work closely with the Social Service Solutions Manager (see below) to ensure full integration of academic and social supports for target children and families and convene regular meetings with SR1PN academic partners and residents to use data to assess educational outcomes, solicit feedback, and support continuous quality improvement. In addition, the Academic Solutions Manager will co-manage the school-based clinical social workers and supervise four SR1PN-funded **Early Learning Specialists** that will support the literacy curriculum implementation and provide in-classroom support in Head Start and kindergarten through third grade classrooms at Forest and Morton Elementary Schools.

A full-time **Social Service Solutions Manager** will oversee and coordinate all family and community programs, services, and activities within the SR1PN continuum of solutions. Working closely with the other SR1PN managers, the Social Solutions Services Manager will ensure integration of social supports across the continuum. This individual will also coordinate all family support referrals and linkages, including regular meetings of partners that deliver these solutions, and use data to identify gaps in services, inform quality improvement, and provide updates to the community on SR1PN progress related to family and community support. In addition, the Social Services Manager will co-manage the school-based social workers and oversee the work of two full-time Promise Neighborhood Intake Coordinators (see below).

Two full-time **Promise Neighborhood Intake Coordinators** (one bilingual) will serve as centralized SR1PN navigators and liaisons for the continuum. The PN Intake Coordinators will be the principal resources for solution partners, school staff, and families, including enrolling new families, helping address specific needs, connecting students with appropriate resources, and advising on continuum solutions. To support the SR1PN culture-based approach, one of the two PN Intake Coordinators will be bilingual in English and Spanish, ensuring that true meanings of family communication and information are not lost in translation, since family members can emotionally process more easily in their first language. Working closely with the SR1PN Academic and Social Services Manager, the PN Intake Coordinator will ensure students and families receive the support and resources they need for children to stay on track at school.

Dedicated to the high school and transitions to college/technical career pathways segments of the SR1PN continuum, the full-time **College Access and Success Director** will manage the high school solutions designed to promote dual enrollment, college entry and completion, and oversee the College and Career Readiness strategy. The College Access and Success Director will

ensure integration and coordination services across high school and college/career readiness continuum. Additionally, this individual will work with local higher education partners to build relationships and support for our SR1PN youth and families. This work will include creating supportive transitions, identifying barriers to success, and helping youth overcome identified barriers (such as financial aid, college admission exams, etc.). The primary role of the full-time **Community Organizer** will be to design and implement strategies for engaging community residents in meaningful conversations around data, services, and community needs to guide continuous improvement and implementation processes. The Community Organizer will also be responsible for engaging increasing numbers of SR1PN families and community members in Promise Neighborhood events and activities. The **SR1PN Program Assistant** will support the work of the SR1PN initiative and will report directly to the SR1PN Project Director. The Program Assistant will have a critical role in communication on behalf of the SR1PN Leadership Advisory Council and partners by supporting transparent communication across partnerships, and with neighborhood residents and community members by sharing summaries of monthly meetings, discussions, and decisions, and by creating and distributing quarterly initiative newsletters.

### **Timelines and Milestones**

From day one of the conferring of the Notice of Award, SR1 will have in place a clear, detailed process with a timeline for conducting the SR1PN proposed activities inclusive of major milestones. SR1, SR1PN staff, contractors, and partners in collaboration with the United States Department of Education will ensure compliance in fulfilling the milestones as indicated below.



Quarter, Year	Year 1 Major Milestones
<b>Quarter 1,</b>  <b>Year 1</b>	<p>(1) Background check, hire and train SR1PN staff; (2) Meet with partners; (3) Convene with SR1PN Leadership Advisory Council bi-monthly for first year and quarterly for years 2-5; (4) Develop and Revise policy and procedures (ongoing years 2-5); (5) Submit IRB application; (6) Develop project management service delivery timeline (ongoing years 2-5); (7) Develop comprehensive communication strategy (ongoing years 2-5); (8) Develop marketing campaign (ongoing years 2-5); (9) Interview SR1PN leadership partners to understand the SR1PN service delivery model and continuum of solutions (ongoing years 2-5); (10) Create a data map of potential datasets; (11) Develop timeline for data acquisition and integration; (12) Scope legal parameters of data needs and data use cases; (13) Create privacy, security, and ethical use policies compliant with legal and ethical regulations at the federal, state, and local level; (14) Negotiate/execute MOUs and data sharing agreements; (15) Finalize data collection tools; (16) Provide data collection, analysis, and reporting training; (17) Establish relationship with national evaluator (ongoing years 2-5)</p>
<b>Quarter 2,</b>  <b>Year 1</b>	<p>(1) Enroll students and families in SR1PN services (ongoing for years 2-5); (2) Begin service delivery (ongoing years 2-5); (3) Collect data for Academic Records for GRPA Indicators 2.1, 2.2, 3.1, 3.2, 4, and 8; (4) Identify additional SR1PN partners (ongoing years 2-5); (5) Submit Federal Financial Report</p>

<b>Quarter 3,</b>  <b>Year 1</b>	<b>(1)</b> Enhance secure database that will hold new data sets; <b>(2)</b> Clean and standardize new data sets for integration into database; <b>(3)</b> Conduct a probabilistic match to identify common individuals across data sets; <b>(4)</b> Collect data for Kindergarten Assessments for GRPA Indicator 1; <b>(5)</b> Collect data for National Student Clearinghouse GRPA Indicators 5.1 and 5.2; <b>(6)</b> Submit Federal Financial Report
<b>Quarter 4,</b>  <b>Year 1</b>	<b>(1)</b> Map relevant variables across data sets; <b>(2)</b> Develop training, documentation, and data dictionary on use of the revised performance tracking database; <b>(3)</b> Implement monthly data reporting reminders and data quality assessments with SR1PN service delivery partners; <b>(4)</b> Produce a monthly Promise Scorecard to track progress toward program activities (ongoing years 2-5); <b>(5)</b> Collect data for School Climate Survey GRPA Indicators 6, 7, and 10; <b>(6)</b> Collect data for Neighborhood Survey GRPA Indicators 9.1 and 9.2; <b>(7)</b> Submit Federal Financial Report; <b>(8)</b> Begin planning for annual forum to update residents on PN service delivery progress and evaluation (years 2-5).

**(2) The experience, lessons learned, and proposal to build the capacity of the applicant's management team and project director in collecting, analyzing and using data for decision making, learning, continuous improvement, and accountability, including a LDS**

*Experiences of SR1:* Founded in 2005 and incorporated in 2007, SR1 has been under the direction of Tamu Green since the beginning. Since that time, over 700 students have graduated from various SR1 programs. With basic tracking through one-on-one contacts, social media, and follow-ups

over the past 15 years, 90% of participating students have gone to college/graduated or entered the workforce. In this time, SR1 has seen both a myriad of changes in the society and found ways to overcome them. The key administration consists of three people and have a combined 50+ years of experience with serving children in need. Staff will participate in all Promise Neighborhood related capacity building trainings and will work with the external evaluator to develop and pilot test data collection instruments and ensure data is collected, analyzed, and used for decision making, learning, continuous improvement, and accountability.

***Lessons Learned:*** Often, the greatest lessons learned are also the hardest. SR1 firmly believes in using lessons learned and continuing education for administration, volunteers, and community members at large. Through bi-weekly meetings with SR1PN staff, partners, and community members, problems are discussed, and modifications implemented. Below are

***#1: Navigating both the grant program and the broader approach:*** SR1 has learned that grants are tools and opportunities to provide specific programs and services and they further catalyze community change. Proposed SR1PN partners have learned lessons from working together to develop a theory of action (SR1PN Logic Model) and a research-based theory of change informed by the collective impact framework, best practices identified by nationally recognized place-based initiatives (e.g., Harlem Children’s Zone), as well as lessons learned from experiences with cross-sector collaboration. The SR1PN theory of change consists of four key principles with the SR1PN continuum of solutions that will drive the intended outcomes at the child, family, community, and systems levels to catalyze community change. These include: (1). A shared community vision, including a cross-section Advisory Leadership Council inclusive of parents/guardians and students; (2) Evidence-based decision-making that includes annual outcomes and targets; assessment of baseline conditions; ongoing data collection across the proposed SR1PN pipeline;

with accessible and shared data; (3) Collaborative action, including engaging all members of the proposed SRIPN communities in using data to focus on SRIPN outcomes with ensuring a community and resident voice; (4) Investment and sustainability of the SRIPN infrastructure development, allocation and alignment of resources, and broadening partners to support the continuum of solutions to increase the community investment and sustainability.

*#2: Engaging partners in understanding the data, uncovering root causes, and designing solutions;* SR1 has learned it is important to look at both the data and the “story” behind it to see the true picture and design appropriate solutions. This has naturally led in the past to the development of communities of practices across various sectors of the community to discuss and understand what solutions are working and what needs to be improved. Through the process of sharing qualitative and quantitative data, with information ranging from life experiences to demographic data, these two pieces will dovetail seamlessly to tell a larger story of the data harvested. From these communities of practice, opportunities will be developed both personally and professionally to improve the planning and sustainability of the continuum of solutions from cradle to career.

*#3: Measuring and managing performance at both the population and program-level*

Past efforts have taught SR1 that in order to create and maintain a systematic population change among youth, parents/guardians, and communities, it is necessary to understand and use the programmatic data to guide and drive decision making to achieve population level change.

*#4 Strengthening and deepening relationships with schools and districts*

SRIPN partnerships with schools and districts are critical to obtaining student data and developing solutions that can reach children and families at scale. Since 2013, SR1 has maintained a strong partnership with the target schools while understanding each has its own unique culture.

This partnership works directly with school administration and faculty to provide trained tutors during the day, after school, and during summer recess to assist low-income and underserved students to obtain academic and social skills proficiency. Additionally, SR1 provides Scott County parents/guardians and families sessions to improve families' capacity to improve academic support, economic stability, drop-out prevention, career exploration, and provide College Access and Success. Parents/Guardians provide signed consent for the district to release student data to SR1 to remain in compliance with Family Educational Rights and Privacy Act.

*Longitudinal Data System.* Creative Minds, LLC, will serve as the SR1PN lead partner for data management and longitudinal data system (LDS) development. Creative Minds, LLC and SR1 are at the forefront of the national movement to integrate administrative data for improving service quality and analyzing multisector service utilization patterns. With support from U.S. Next, a database designer and data center, SR1 launched a multi-sector, integrated longitudinal data system known as SR1 Longitudinal Data System (LDS) that will track student data from pre-K through college and then workforce across the state and will be a momentous strategic component of the Promise Neighborhood initiative. The LDS will be in compliance with all privacy, security, and ethical use policies and ethical regulations at the federal, state, and local levels. Through this project, SR1 is already building partnerships across multiple service domains and integrating data from education and other systems. Because the purposes of the SR1 LDS will align perfectly with the SR1PN effort, including neighborhood-level needs assessment, program evaluation, multi-sector collaboration to improve the health and well-being of Scott County residents, and contribution to the knowledge base on the value of integrated datasets in addressing large-scale social change, the system is a natural starting point for the SR1PN data system.

At the start of Year 1, Creative Minds, LLC, will work with the SR1PN Director of Research and Evaluation to launch a Data Governance Board representative of partner agencies, target schools, and community residents. The SR1PN Data Governance Board will inform and guide the expansion of the SR1 LDS to serve as a unit-record case management and data tracking system that would provide SR1 (backbone agency) and partners with access to real-time data to support both reporting and continuous improvement. Creative Minds, LLC, and the SR1PN Director of Research and Evaluation will co-facilitate bi-monthly meetings of the Data Governance Board throughout Year 1 and quarterly during Years 2-5 to oversee policies and procedures related to data use, data integrity, data security, and future goals for the SR1 LDS. The Data Governance Board will facilitate data sharing agreements, support the use of results-based accountability (as described earlier), and develop well-defined protocols for data collection and management so that operational outputs, outcomes, and performance indicators (as defined in the SR1PN logic model) are collected routinely to allow for ongoing data management, processing, and analysis.

Supported by the work of the Data Governance Board, Creative Minds, LLC, and the Director of Research and Evaluation, SR1PN will undertake a comprehensive and systematic approach to building out SR1 LDS to meet the needs of the SR1PN partnership, including:

- Tracking individual-level, school-level, and neighborhood-level data;
- Facilitating ongoing data collection and analysis for SR1PN partners to drive decision making, continuous learning, quality improvement, and sustainability; and
- Sharing results of the SR1PN partnership with the community.

As detailed below, the LDS development plan includes building out the legal data infrastructure required to expand SR1 LDS, upgrading the system's technological data

infrastructure, developing the SR1PN data collection framework and processes, and creating a web-based tool for sharing SR1PN results with the community.

## Work Area and Key Milestones

### **Build out legal data infrastructure to expand and maintain the integrated data system**

- **(1)** Create a data map of potential datasets **(Quarter 1, Year 1)**; **(2)** Develop timeline for data acquisition and integration **(Quarter 1, Year 1)**; **(3)** Scope legal parameters of data needs and data use cases **(Quarter 1, Year 1)**; **(4)** Create privacy, security, and ethical use policies compliant with legal and ethical regulations at the federal, state, and local levels **(Quarter 1, Year 1)**; **(5)** Negotiate/execute MOUs and data sharing agreements **(Quarter 1, Year 1)**; **(6)** Initiate conversations with SR1PN partners for Phase 1 data sets **(Quarter 1, Year 1)**; **(7)** **Initiate partnerships for Phase 2 data sets in Year 2 and for Phase 3 data sets (Years 3-5)**

### **Build out technological data infrastructure**

- (1)** Enhance secure database that will hold new data sets **(Quarters 2-4, Year 1)**; **(2)** Determine data specifications in partnership with IT partner staff **(Quarter 2, Year 1)**; **(3)** Clean and standardize new data sets for integration into database **(Quarter 2, Year 1)**; **(4)** Conduct a probabilistic match to identify common individuals across data sets **(Quarter 2, Year 1)**; **(5)** Develop methodology to identify family units in and across data sets **(Quarter 3, Year 1)**; **(6)** Geocode address-level data to allow for geospatial (GIS) analysis **(Quarter 3, Year 1)**; **(7)** Map relevant variables across data sets **(Quarter 3, Year 1)**; **(8)** Develop a data dictionary to codify integration and analysis processes **(Quarter 4, Year 1)**

### **Develop framework to collect required PN performance measure/outcome data**

(1) Work with SR1PN evaluation team to finalize data collection plan and quality assurance processes (**Quarter 2, Year 1**); (2) Develop system to capture data (**Quarters 2-4, Year 1**); (3) Develop data system and analytic training curriculum and capacity building plan for SR1PN partners (**Quarters 3-4, Year 1**); (4) Begin partner- and school-based visits and capacity building workshops (**Quarter 4, Years 1-2**); (5) Administer and manage data capture platform to document program outcomes (**Years 2-5**); (6) Implement assessments to ensure data quality and completeness (**Years 2-5**); (7) Continue site-visits and workshops for building data, analytics, and reporting capacity of staff in partner organizations (**Years 2-5**)

### **Modify Promise Score Card performance tracking and reporting tool to interface with SR1 LDS**

(1) Interview SR1PN leadership partners to understand the SR1PN service delivery model and continuum of solutions (**Quarter 1, Year 1**); (2) Design and develop a web-based data capture platform for programmatic partners to document ongoing program activities in real-time (**Quarters 2-3, Year 1**); (3) Develop training, documentation, and data dictionary on use of the revised performance tracking database (**Quarter 4, Year 1**) and conduct partner training and modify over time (**Quarter 4, Year 1, Years 2-5**) as needed; (4) Launch the enhanced performance tracking platform (**Quarter 4, Year 1**); (5) Implement monthly data reporting reminders and data quality assessments with SR1PN service delivery partners (**Years 2-5**); (6) Analyze and aggregate data on a semi-annual basis (**Years 2-5**); (7) Produce a monthly Promise Scorecard to track progress toward program activities (**Years 2-5**)

### **Develop and facilitate the review and use of data by community stakeholders**

(1) Develop a template for a high-quality slide deck with data visualizations (**Year 2**); (2) Develop a dashboard that captures PN metrics in a way that is comparable over time (**Year 2**);



**(3) Work with the SR1PN evaluation team to develop/implement plan for actionable use of summary reports and data visualizations, and PN scorecard data (Year 2); (4) Support partner staff with data, analytics, and reporting as needed (Years 3-5 and beyond)**

In addition, the SR1PN evaluation team will present formative evaluation findings, including data on the annual SR1PN performance measure targets, by PN results area at the Leadership Advisory Council meetings, so that partners can use data to inform the overall management of the initiative (e.g., making mid-course corrections when needed). This will include development of quarterly reports summarizing key data findings for use beginning in Year 2.

#### **(E) Adequacy of Resources**

**(1) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

SR1's Promise Neighborhood program will coordinate services to Scott County, MS students and families to ensure the schools and all community organizations are working together to achieve the end goal—for all Scott County, MS students to succeed in school, graduate on time, enroll in college, and earn a degree. SR1PN will provide direct services to **17,400** Scott County, MS youth and their families with an annual federal investment average of less than \$275 per child. Our budget cost is reasonable based on the severe gaps in services identified in the needs section and the 27 strong evidence-based continuum of solutions detailed in the service delivery plan. Additionally the costs are adequate to implement the planned services and activities, and costs are reasonable in relation to the number served, the high quality of year round services described, and the results and benefits to be derived from the Promise Neighborhood model. The proposed budget is judicious and cost-effective, clearly connecting the identified health, social, and academic

challenges in the SR1PN to the continuum-of-solutions in order to serve students, families and residents. Discussions with our target school districts, administrators, faculty and staff indicated that they are unable to afford the health, social, and academic building opportunities for economically-disadvantaged students provided through the proposed program. The beauty of this particular community engagement and capacity-building project is that the investment is specifically targeted toward sustainability. We have included a five-year total project budget that details all project expenses, categorizing expenses as federal or match. Each line item is reasonable in relation to the objectives and scope for the program, has been carefully calculated (using OMB A-122 Circular and SR1's costing principles, procedures, guidelines, restrictions and limitations) and is connected to a specific objective. It is the intent of SR1 and the SR1PN to allocate matching funds and secure additional matching funds from additional sources to support and sustain programmatic endeavors.

Statistics from the Adult and Family Education Report state that if one half of the non-graduates ( $400/2 = 200$ ) from the Classes of 2015-2019 in Scott County the had graduated with their high school class, they would earn collectively 1 million more in an average year compared to their likely earning without a high school diploma. Mississippi college graduates earn \$12,000 more a year than high school graduates (National Center for Higher Education Management Systems; "Closing the Attainment Gap Between the U.S. and Most Educated Countries, and the Contributions to be Made by the States, 2010). Moving only 2,085 students from high school graduate to college graduate status will contribute to the region's economic growth of \$5,004,000; that surpasses the proposed project budget of \$5,000,000.

**(2) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant.**

## **Multi-Year Financial Plan**

SR1's principal goal under our holistic continuum-of-services model was developed to ensure that our programs reach the people whose participation is most critical to achieving the intended impact. SR1's business plan goal in 2014 was to achieve a compound growth rate of 36.2 percent over 10 years from 2015-2025. However, from 2015-2020, SR1 has maintained a compound growth rate of 39.6 percent. If SR1 continues to reach our growth rate, this will represent a \$9,000,000 increase compared to if we simply maintained the status quo of funding, programs, and level of service. An increase in revenue would achieve educational economies of scale, due to the value of the dollar and the low population density (63.7 percent Mississippi compared to 89.5 percent United States) of Mississippi. A \$9,000,000 increase would decrease the cost per participant from over \$8,000 per participant to \$846.15; an annual compound growth rate **savings** of 31.5 percent. Currently, about 95 percent of SR1 funding comes from government agencies. SR1 will establish a development department of three personnel to diversify our funding to foundations, corporations, and individual donors. Based on supported data, SR1 and partners will market and pursue funding strategies to maintain a stable mix of private, public, and additional revenue opportunities.

**Financial Sustainability.** SR1 operates several programs funded by a variety of community sources. The applicant proposes with this funding to fully maximize funds for existing projects throughout the community. It is the intent of SR1 and partners to secure funds from other sources to support programmatic endeavors. No true community-based organization or program ever has solid funds; the funds applied for are appreciated and viewed as temporary. The SR1PN Project, upon completion and if funded, will seek funds locally via the city or county. There are no agencies funded by the city or county to conduct coordination of the continuum-of-solutions, and it is hoped

that awareness develops among city council and county Supervisors. Obtaining involvement from city and county government officials so that they understand and support the SR1PN will be a key part of project initiation, as will obtaining additional resources beyond the support of this application. State dollars may serve as another source. It is hoped that the SR1PN expands the knowledge base of policymakers within the state to support these efforts beyond the five years of this cooperative agreement with the federal government. In addition, SR1's general fund can assist in sustaining the SR1PN beyond the grant period for approximately two years.

**Human Resource Sustainability.** By training SR1 staff, partners, and community members as Promise Neighborhood Instructional Facilitators, SR1PN will have the sustainability to continue implementing the continuum of solutions beyond the funding period. Additionally, SR1 and all entities (schools, partners, and contractors) will continue to collaborate and provide holistic K-12 students with a continuum of services beyond the project period.

### **(3) The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds**

The comprehensive needs assessment and strategic planning accomplished through the Promise Neighborhoods planning grant included a community asset study that identified opportunities for leveraging and integrating existing, high-quality programming and services – supported by both private and public investments – as well as existing neighborhood-based assets as part of the SR1PN continuum of solutions of solutions and overall service delivery model, as shown below and detailed in Appendix F.

*Assets, Programs, and Funding Sources that Support the SR1PN Continuum of Solutions, by Strategy*

Existing Assets and Programs	Existing Funding Sources
<p><b>Early Learning (Birth-5)</b></p> <ul style="list-style-type: none"> <li>• Head Start at Friends of Children Head Start Center in Canton</li> <li>• Preschool, and pre- kindergarten (Forest Community Head Start; Midway Center)</li> </ul>	<ul style="list-style-type: none"> <li>• MS Department of Health and Human Services</li> <li>• City of Forest</li> <li>• Scott County</li> <li>• Local businesses</li> </ul>
<p><b>Successful Students and Schools (K-12)</b></p> <ul style="list-style-type: none"> <li>• Extended Learning Time</li> <li>• Summer Enrichment</li> <li>• K-12 Mentoring</li> <li>• Small group tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• SR1</li> </ul>
<p><b>College and Career Readiness</b></p> <ul style="list-style-type: none"> <li>• K-12 Test Prep</li> <li>• College/Career Readiness Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• SR1</li> </ul>
<p><b>Family and Community Supports</b></p> <ul style="list-style-type: none"> <li>• Temporary Assistance for Needy Families (TANF)</li> </ul>	<ul style="list-style-type: none"> <li>• MS Department of Health and Human Services</li> </ul>

