



Review of Save the Children's State Literacy Grant

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Key Points

- Over the last 13 years, Save the Children, an international nonprofit agency, has been awarded non-recurring direct appropriation grants totaling \$13 million. Proposed in the Governor's budget and approved by the General Assembly in the appropriations act, the grants have held steady at \$1 million each year since 2012-13.
- Program results indicate that Save the Children's in-school and after-school programs, focused mainly on students in kindergarten through grade 3, improve their beginning or grade-level reading skills. At most of the 20 public schools where programs operated in 2017-18, more than 70 percent of the 1,767 students tested showed significant skill gains.
 - The percentage of students with significant gains was higher for students in Save the Children's target group – those starting with below grade-level reading skills who attend programs for about half the days of offered programming. Among this target group, 91 percent of kindergarteners and first graders showed significant gains, while 86 percent of such students in grades 2 and above also showed significant gains.
- The home-visiting program for children birth to age five, which encourages parents to read to their children and supports other activities to improve pre-literacy skills, was offered under the state grant for the first time in 2017-18 and served 292 children through five school sites.
- Participating schools and districts have changed over the years, but the factors considered by Save the Children in partnering with schools have remained the same: poverty, rural location, and student academic achievement. In 2017-18, most of the 20 school sites, in nine districts with Save the Children programs, had larger shares of disadvantaged students than the state overall and were in counties that are poorer or more rural than average.

- Save the Children leverages its annual direct appropriation grants with financial resources from the participating schools and with its private funds and in-kind goods. In 2017-18, the state's \$1 million grant made up approximately 28 percent of Save the Children's \$3.5 million total budget for Tennessee's school literacy programs, with local school districts providing about 10 percent in matching funds, and Save the Children contributing the rest in cash (34 percent) and gifts-in-kind (28 percent).
- Parallels between some of Save the Children's literacy programs and the Department of Education's Read to be Ready programs suggest increased coordination could ensure programs from both agencies continue to complement each other, especially as both programs expand.

Introduction

Save the Children, an international, nonprofit agency, has provided student literacy programs in partnership with selected Tennessee public school districts for the past 13 years. Since 2006-07, Save the Children has been awarded annual grants ranging from \$500,000 to \$2 million by the General Assembly to help fund school-based literacy programs. In its 2018 appropriations act (Public Chapter 1061), the legislature directed the Comptroller of the Treasury to review the Save the Children literacy programs and the state grants funding them and report the findings to the Chairs of the Finance, Ways, and Means Committees of the Senate and the House of Representatives, as well as to the Commissioner of Finance and Administration, by December 1, 2018.¹

Save the Children's Operations and Funding

Tennessee

The Tennessee General Assembly has awarded Save the Children a total of \$13 million in direct appropriation grants for student literacy programs targeted to early elementary grades since fiscal year 2007.² As a nonprofit organization, Save the Children leverages these state funds with financial resources from the participating local school districts and with private funds and in-kind goods to help improve students' reading skills. In Tennessee, for every dollar of state funding, the organization has contributed an additional \$2.16 in cash and other resources, and local districts have matched about \$0.36 per dollar, based on 2017-18 data.³

In Tennessee schools, Save the Children has focused its state funding on programs that support kindergarten readiness and grade 3 reading achievement of children who are at risk or currently reading below grade level. These programs vary at each school site, but may include:

- in-school and/or after-school programs to support and increase literacy skills, focused on students in grades kindergarten through 3,
- a home visiting program to help build parents' skills in supporting their children, from birth to age five, for healthy development and early learning, and
- summer camps designed to help young students prepare for kindergarten or to help students in the early grades boost their literacy skills.

Save the Children uses its private resources at some schools, as well as local matching funds, to fund additional programs:

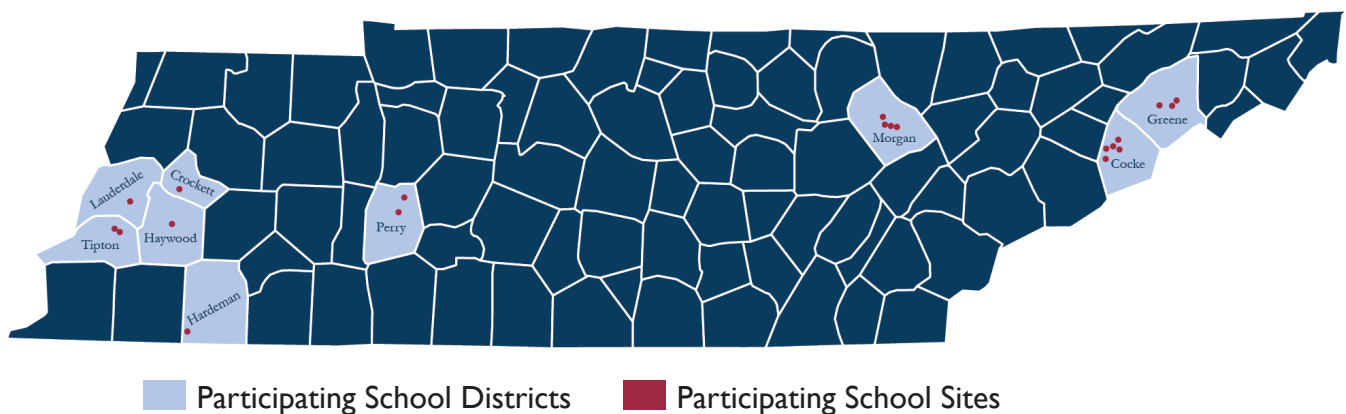
- Healthy Choices – a component in after-school programs that includes healthy snacks and structured physical activity,
- Community Engagement – a program to raise awareness and support of children's literacy in the wider community through a community collaborative team,

- Journey for Hope – a component in some after-school programs that develops healthy coping skills for stress and trauma,
- Sponsorship and Sponsorship Basic Education – these programs coordinate the operations of private donations for individual students to receive services and for community events that support literacy.

Save the Children has received additional state funding through Tennessee’s competitive award of federal grants, such as Race to the Top and 21st Century Community Learning Centers, and through state Lottery for Education Afterschool Programs (LEAPs) grants. As directed in Public Chapter 1061, this review focuses only on Save the Children’s literacy programs funded under the annual state appropriation.

Save the Children’s work in Tennessee began in 1933 to support school children during the Great Depression. Although after-school programs were offered in Tennessee’s and other states’ rural areas for a number of years, Save the Children began a new literacy initiative in 2003-04, providing a combination of in-school, after-school, and summer literacy support programs in partnership with local schools and community organizations in 13 states, including Tennessee.⁴ Tennessee’s funding for these school-based literacy programs began in 2006-07. The original four school sites in 2006-07 expanded to 20 schools in 2017-18, as shown in Appendix A. Save the Children plans to work in 22 schools in 2018-19, adding two additional Greene County schools to its roster.

Exhibit I: 2017-18 School Districts Participating in Save the Children State-funded Programs



Source: Save the Children.

Other States and Worldwide

Save the Children was launched nearly 100 years ago in Great Britain to help children survive in the aftermath of World War I. Americans adopted the idea of a children’s relief fund during the Great Depression of the 1930s, and Save the Children began providing hot school lunches

for poor communities in Appalachia. It continued to expand nationally and internationally to help meet the basic survival, health, and education needs of children and their families impacted by war, natural disaster, and other crises, as well as those living in poverty. Today, with a stated mission “to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives,” Save the Children operates in 120 countries through its international umbrella organization and individual member organizations.⁵

In the United States, Save the Children focuses on improved education opportunities for preschool and elementary grade children in poor, rural areas, as well as providing emergency preparation and relief services where needed.^A Some combination of its early childhood development, school-age literacy, and healthy choices programs are offered in 15 states.^B The school-age literacy initiative, established in 2003-04, provides in-school, afterschool, and summer literacy programs in partnership with local schools and other community organizations. The organization also advocates nationally for high quality early education programs and increased funding for early education supports through its Save the Children Action Network (SCAN).

Save the Children funds its programs through multiple sources. Along with seeking corporate, foundation, and other private donations, it also developed a child sponsorship program, which allow individuals to establish a more personal connection with children they donate to. The organization works in partnership with community organizations, like school districts or other nonprofits, sharing funding and in-kind resources, and uses federal grants, as well as state grants, like those awarded by Tennessee. Other states that have appropriated state dollars for Save the Children programs include West Virginia (\$122,500 in FY 2018), South Carolina (\$375,000 in FY 2019), and Kentucky (\$941,400 in both FY 2017 and 2018).

Participating Local School Districts and Partner Schools

Participating Districts

A total of 16 Tennessee school districts have partnered with Save the Children on early grades literacy programs since the state began appropriating funds. Over the years, some districts have ended their Save the Children programs and others have taken their place. In 2018, nine districts are participating. (See Appendix A for a listing of participating school districts in each year of the state grant.)

The trend has been an increase in the number of school sites partnering with Save the Children,

^A Charity Navigator, an often-used evaluator of charity organizations, rated Save the Children with three out of four stars overall (a score of 88.3 of 100) in its February 2018 rating. Save the Children received four stars for accountability and transparency (score of 97.0) and three stars (score of 83.7) for its financial performance, based on its FY 2016 filings with the Internal Revenue Service.

^B States include Alabama, Arkansas, Arizona, California, Colorado, Kansas, Kentucky, Louisiana, Mississippi, Nebraska, New Mexico, South Carolina, Tennessee, Washington, and West Virginia.

especially in the past four years, at the same time the number of participating districts has declined. Thus in 2007-08, 15 schools across 13 districts participated. In the current 2018-19 school year, 22 schools across nine districts are participating. Six districts – Cocke, Crockett, Hardeman, Morgan, Perry, and Tipton county school districts – have participated in Save the Children programs continuously for the past 12 years. Not all schools in a participating district offer Save the Children programs; some districts may only have one or two schools that offer the programs, while others have broader participation.

How local schools and districts are chosen. Although no staff remain who were present when the Save the Children initiative began, Save the Children staff believe the initial school sites were chosen with the guidance of the Tennessee Department of Education, considering community and academic risk factors such as poverty rates and schools lack of access to other enrichment programs due to their rural settings. The Department of Education today indicates that it is not involved in selecting Save the Children partner districts. If Save the Children is contacted by an interested school, the organization conducts a site assessment, reviewing poverty rates, other programs available, and academic achievement levels to determine if its programs would be effective at the site. Save the Children reports that all schools served are in rural areas and have rates of students receiving free and reduced price meals in the National School Lunch Program (an indicator of low income) that exceed the state average.

A review of limited census data indicate that several of Save the Children’s current nine participating districts are more rural or have higher poverty than the state average.

- Census estimates for counties’ income and poverty rates in 2016 show that four of the participating districts had poverty rates above 30 percent for children ages five through 17 in families (Cocke, Haywood, Lauderdale, and Perry), compared to 21.1 percent for the state overall.⁶
- The same 2016 census estimates show five districts (Cocke, Hardeman, Haywood, Lauderdale, and Perry) had poverty rates above 30 percent for all children under 18, compared to 22.6 percent for the state overall.⁷
- The 2010 census estimates of rural and urban areas show three districts had populations of 80 percent or more living in rural areas (Hardeman, Morgan, and Perry) and all Save the Children districts had rural populations of at least 10 percentage points above the statewide rate of 34 percent.⁸

Although academic achievement is also a factor considered by Save the Children in selecting partner districts, it was not analyzed for this review because district data on kindergarten through grade 3 student achievement is not readily available. State achievement testing does not begin until grade 3.

Looking specifically at the 20 school sites served by Save the Children in 2017-18, all but two

schools had student populations with higher percentages of disadvantaged students than the state average, and some were significantly higher. The Tennessee Department of Education's 2016-17 Report Card shows 34.7 percent of students classified as disadvantaged statewide.⁹ Of the 20 school sites, seven had disadvantaged student populations up to 10 percentage points higher than the state average, four had populations up to 20 points higher, and seven had populations of disadvantaged students of more than 54.7 percent.

Programs Offered

The state has appropriated funds since 2006 for Save the Children to “target literacy improvement, focused on grades 1-3 in underserved schools (schools that serve low income students).”¹⁰ The organization was directed to provide a combination of in-school, after-school, and summer literacy programs to help students improve their reading skills.

School year literacy programs. Save the Children has primarily used state funds for school year literacy programs:

- In-school literacy – Reading software and books are provided for beginning readers in kindergarten and grade 1, and for struggling readers in grade 2 and above, to allow additional time for guided independent reading practice.^c The Accelerated Reader program, which allows students to earn points as they successfully complete short quizzes on books at their reading level, is the key component of this program. Students reading below grade level are given additional support during reading or library time, or program staff may provide one-on-one or small group instruction within the regular classroom setting. Support may focus on phonics, vocabulary, fluency, and comprehension. Schools may use the in-school program as part of their Response to Intervention (RTI) work. The in-school program is typically offered for at least 125 days of the standard 180-day school year.
- After-school literacy – A free after-school program for students in grades kindergarten and above includes an hour-long literacy block for a variety of reading support similar to the in-school program: guided independent reading practice, reading aloud, and other activities or tutoring to address skills like letter recognition and sound-symbol correspondence for beginning readers and vocabulary and fluency building for older readers. The program is open to all students but targeted to those reading below grade level. The after-school program is offered for at least 110 school days.

In 2017-18, all but one of the partner schools with state-funded programs offered in-school programs; 75 percent of them offered after-school programs.¹¹ More students participated in the in-school program (about 1,400) than the after-school program (about 800). About 350

^c Save the Children's school-age literacy programs focus on kindergarten and grade 1 students as beginning readers, and on students in grades 2-6 who may be struggling to read on grade level. Because Save the Children works in elementary schools, the highest grade level served would typically be the highest grade level in the school, whether it is grade 4, 5, or 6. While the directive in budget documents for the state grant funds is to focus on grade 1 through grade 3 students, because Save the Children supplements state-funded programs with other resources, it tries to also help older children who could benefit from its programs.

students (19 percent) participated in both in-school and after-school programs, but they may not all have been regular attenders. Save the Children tries to minimize duplication in these programs in order to reach as many students as possible.

Summer literacy programs. While it focuses its state grant funding on school year programs, Save the Children sometimes uses state funds for its summer literacy camps, which provide free structured and supervised summer activities with daily literacy activities to maintain or enhance reading skills gained during the school year. In 2017-18, three schools offered summer programs that used state funding; student participation totaled 157 students.¹²

Birth to preschool programs. In the 2017-18 school year, Save the Children was given approval to begin using state funds to support the Early Steps for Schools Success home visiting program for children ages birth through five.^D Components of the program include:

- home visits to support parents of children from birth through age three in fostering their children’s development and education,
- a book bag exchange of age-appropriate books for preschool children ages four and five, often through preschool classrooms, and
- parent and child support and education groups held at the local school to foster community connections with other parents and school staff.

A major focus of the program is expanding children’s vocabulary, which research has shown as a key predictor of early success in school. The Early Steps program staff encourages parents of children from birth through age five as their children’s “first teachers,” by supporting habits of reading aloud and building strong vocabularies. A total of 123 children up to age three and 169 children ages three through five participated at five school sites in Cocke, Crockett, Greene, Morgan, and Perry counties.¹³

Other programs. In addition to providing its structured programs, Save the Children budgets some state funds to purchase at least 125 books for school libraries at partner schools, benefitting all students, whether they participate in direct programming or not. In some years, the number of books purchased has been much higher: in 2016-17 each site received at least 275 new titles and some sites received more than 500.¹⁴

Most of the schools participating in the state-funded programs also participate in at least one of Save the Children’s other school-based initiatives that does not receive state funding, such as the Healthy Choices after-school programs, summer camps, or sponsorship programs.

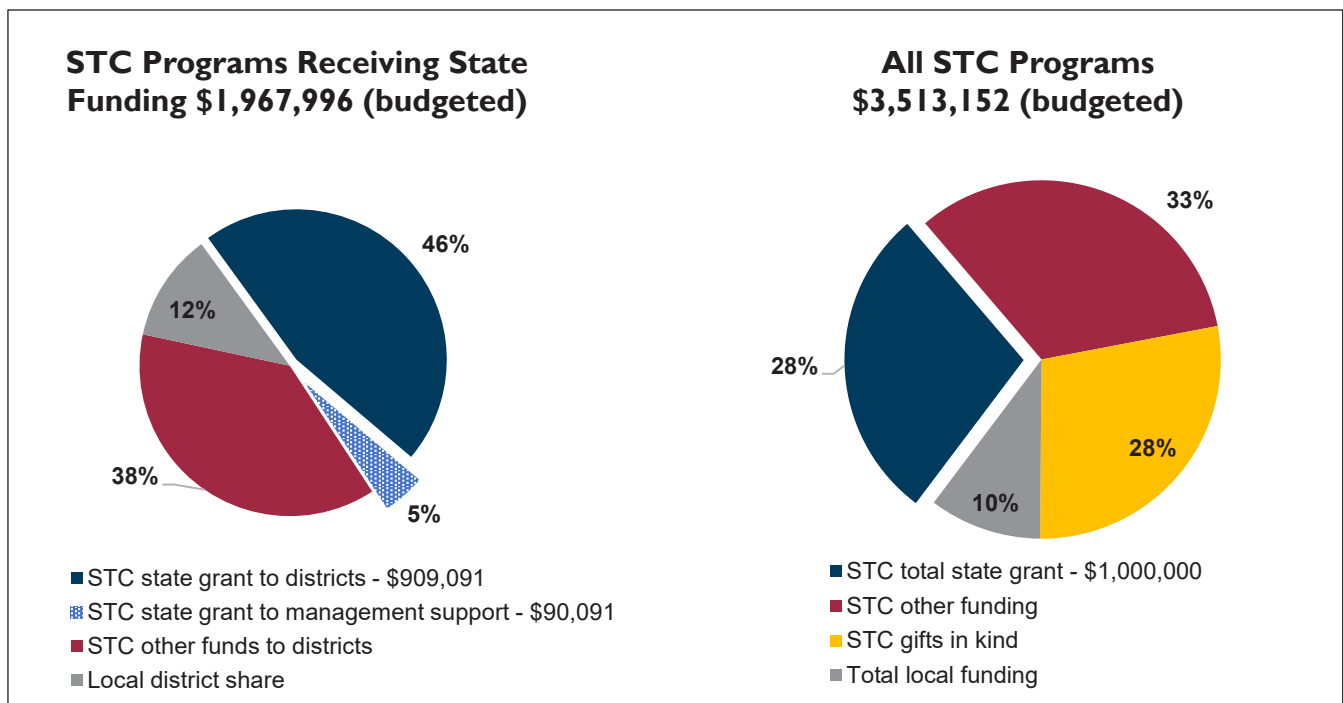
^D It is not clear who provided the approval. Save the Children points to a September 26, 2017, email from the Tennessee Department of Education indicating that the Department of Finance and Administration’s legal section approved expenditure of state direct appropriation grant funds on the Early Steps program. However, the Department of Finance and Administration currently indicates that its general counsel does not have authority to approve changes to direct appropriation grants and has no record of such approval. It is unknown whether some other department official approved the change.

Program staffing and training. Programs are implemented by school staff funded in whole or in part by Save the Children. Typically, a full-time literacy coordinator is hired for each site, as well as literacy tutors. Sites with Early Steps programs may also have a full-time early childhood coordinator. Staff may include certified teachers, non-certified staff, or a mix of both, as well as volunteers. All new staff receive training, and a conference is held for program coordinators. In 2016-17, 69 full- and part-time literacy staff were employed for Save the Children programs at 17 sites, an increase from 60 staff the previous year at 15 sites.¹⁵ Technical assistance from Save the Children program specialists is also made available.

Funding

Save the Children uses the state grant, appropriated annually as nonrecurring funds, to partially fund its literacy programs in Tennessee schools. It matches the state grant with some of its other resources and requires the partner schools to share in the program costs. The two graphs in Exhibit 2 show the proportion of these resources used in the state-funded programs and in all of Save the Children’s work in Tennessee.

Exhibit 2: Fiscal Year 2017-18 Save the Children’s State-funded and Total Programs in Tennessee



Source: Save the Children “Financial Report, Final 2018,” and emails; 2017-18 partner budgets from participating local districts.

State grant. In 2017-18, the Tennessee General Assembly awarded \$1 million to Save the Children as a direct appropriation grant. For administrative purposes, direct appropriation grants flow through an executive branch agency – in this case the Tennessee Department of Education – but are considered grants made directly by the General Assembly to an

organization. Save the Children has received \$1 million in state funds annually for the past 10 years except for a \$500,000 grant in 2011-12. (See Appendix A for each year’s grant funding.) Distribution of the state funds among the participating schools and districts depends on each school’s needs and other funding sources available.

Save the Children expended its 2017-18 state dollars as shown in Exhibit 3.

Exhibit 3: Save the Children, 2017-18 Expenditures of Tennessee State Direct Appropriation Grant

Percent of Funds	Amount of Funds	Purpose of Expenditure
74%	\$739,550	Site costs, such as local school staff, equipment, and supplies
12%	\$117,859	Save the Children personnel, including program specialists who support school sites, through training and technical assistance, and other staff who evaluate the programs and manage grants
5%	\$51,682	Other direct costs, such as local school staff, travel, and schoolwide licenses for Accelerated Reader software and Star tests
9%	\$90,909	Management support, such as payroll processing, human resources, legal, and information services
100%	\$1,000,000	Total

Source: Save the Children, “Financial Report, Final 2018,” and staff interviews.

Although there has been some fluctuation in the distribution of the state grant among the top three expenditure categories shown in Exhibit 3 over the past five years, management support has remained constant at 9 percent. It is budgeted to increase in 2018-19 to 9.5 percent.¹⁶

Local share of funding. Save the Children considers the local school sites it works with to be partners, not simply grantees. As such, the schools are expected to contribute a share of the funds for the programs offered. There is no set funding match level; total program costs and local funding shares vary from site to site depending on the needs of the school, numbers of students participating, and other funding sources available, such as federal grants. In 2017-18, for every dollar of state grant funding, local districts contributed \$0.36, based on budget document data.¹⁷

Districts may use some of their federal funds to cover their cost share, such as the USDA food program, or 21st Century Community Learning Center funding. Elements addressed in a typical cost share agreement include the following:

- Staff: salary costs for full-time literacy coordinators at the school sites, and part-time or full-time tutors, may be covered in full by Save the Children or split with partner schools.

Staff may split time between in-school and after-school programs and may be licensed teachers (certified staff) or instructional aides (classified staff). Bus drivers are included if after-school programs are provided. Staff are district employees paid on a district pay scale. Benefit costs for all staff are frequently split with the schools.

- **Supplies and Equipment:** instruction-related supplies, materials, and equipment, such as books and computers for the Accelerated Reader program may be covered in full by Save the Children or split with partner schools. Schools typically provide access to copiers, laminators, office phone and other equipment, as well as classroom and library space and furnishings.
- **Bus transportation:** mileage and fuel costs of bus transportation for after-school programs are covered by Save the Children or shared with partner schools.
- **Training:** in most cases, staff training costs are covered by Save the Children.
- **Snacks:** costs for snacks in the Healthy Choices component of after school programs are frequently covered by partner schools using their federal USDA funds.

Regardless of funding source, the main cost items for Save the Children programs are staff salaries and benefits. The in-school programs typically have staff costs totaling more than 85 percent of the total program.¹⁸ The after-school programs generally have from 10 to 20 percent of program costs allocated to materials and bus transportation, resulting in somewhat lower staff costs as a percentage of total costs.

Other Save the Children resources. As a private, nonprofit charity, Save the Children raises funds from a variety of private sources, in addition to any public grants it has been awarded. Save the Children uses these additional resources to support both state-funded and non-state-funded programs in Tennessee schools.

In cash resources, budget documents show Save the Children matches every dollar of state funding with another \$1.17 of private resources.¹⁹ When Save the Children's gifts-in-kind resources distributed to Tennessee schools (such as books or shoes) are included, its additional investment climbs to \$2.16 for every dollar of state funding. Save the Children's investment of private resources at each school site varies, depending on schools' needs, other funding available, and donors, including sponsors for specific students or programs.

Save the Children staff report that the state appropriation grant that it receives is a foundation for raising additional private funds. They believe donors are more encouraged to give to programs that have been approved for public funding. Without the state grant, staff expect that Save the Children could continue programs initially but would see a gradual decline in private donations that would curtail services over time.

21st Century Community Learning Centers and LEAPs Grants and how they relate to Save the Children

21st Century Community Learning Centers (21st CCLCs) is a federal funding program under Title IV-B of the Every Student Succeeds Act. The purpose of the program is to offer academic enrichment opportunities outside regular school hours for students and their families, specifically students who attend high poverty and low-performing schools. These formula funds are awarded to state education departments, which in turn make competitive subgrants to local school districts or nonprofit agencies who apply. Tennessee's estimated award in federal fiscal year 2018 totaled \$22.9 million.³³

Programs for elementary students are required to operate a minimum of 12-15 hours per week. Applicants may apply for \$50,000 to \$110,000 per year, and grants are awarded for up to three years.

LEAPs (Lottery for Education Afterschool Programs) is a grant program created from unclaimed Tennessee lottery prize money. After-school programs were first funded in 2005-06. The 2017-18 budget for LEAPs totaled \$13.5 million.³⁴ The state Department of Education awards the competitive grants to public or nonprofit organizations that propose quality after-school programs that meet state criteria:

- Serve students ages five to 18 who are enrolled in elementary or secondary schools and 50 percent of whom also qualify for free and reduced price meals under the National School Lunch Program, or are at risk of educational failure due to other specified factors.
- Reinforce and complement the school's regular academic program.
- Be available a minimum of 15 hours per week, 180 days per year.

The LEAP grants are awarded for three years, and the minimum award is \$50,000.

Save the Children has received both LEAPs and 21st CCLC grants in the past and was awarded a 21st CCLC grant in the 2018 grant award process. As a subgrantee under these programs, Save the Children must align its programming to the applicable federal and state requirements. Save the Children's own after-school programs are required to operate seven hours per week, 110 days per year. Some schools may use 21st CCLC or LEAPs funds as their local share contribution for Save the Children after-school programs.

Students Served and Program Outcomes

School-age Programs, Grades Kindergarten and Above

Students Served

In 2017-8, Save the Children’s state-funded in-school and after-school programs, targeted primarily at students in kindergarten through grade 3, recorded 1,853 participating students at Tennessee’s 20 school sites.²⁰ Of those, 96 percent (1,776) participated in the programs sufficiently to be tested, allowing their reading skills to be monitored and progress tracked.²¹ Of those students tested, about three-fourths (1,350) attended programs at least 55 days, and thus would be more likely to show gains in reading skills than those who attended more sporadically.^E Finally, of the regular attenders, those who started as below grade-level readers are considered the key target group for Save the Children’s programs. In 2017-18, 1,184 students in this key group (67 percent of tested students) participated in programs.

Exhibit 4: Students Served in 2017-18 State-funded Save the Children Programs, (in-school and after-school programs only)

Number of Students	Percent of All Participants	Percent of Tested Participants	Description of Student Category
1,853	100%		Total student participants – attended at least one day
1,776	96%	100%	Tested students – attended sufficiently to take two tests at least 55 days apart, allowing progress to be tracked
1,350	73%	76%	Regular attenders – attended at least 55 days
1,184	64%	67%	Key target group – regular attenders who started at below grade level

Source: Save the Children, “Summary Participation by Site” and performance results data, program year 2017-18.

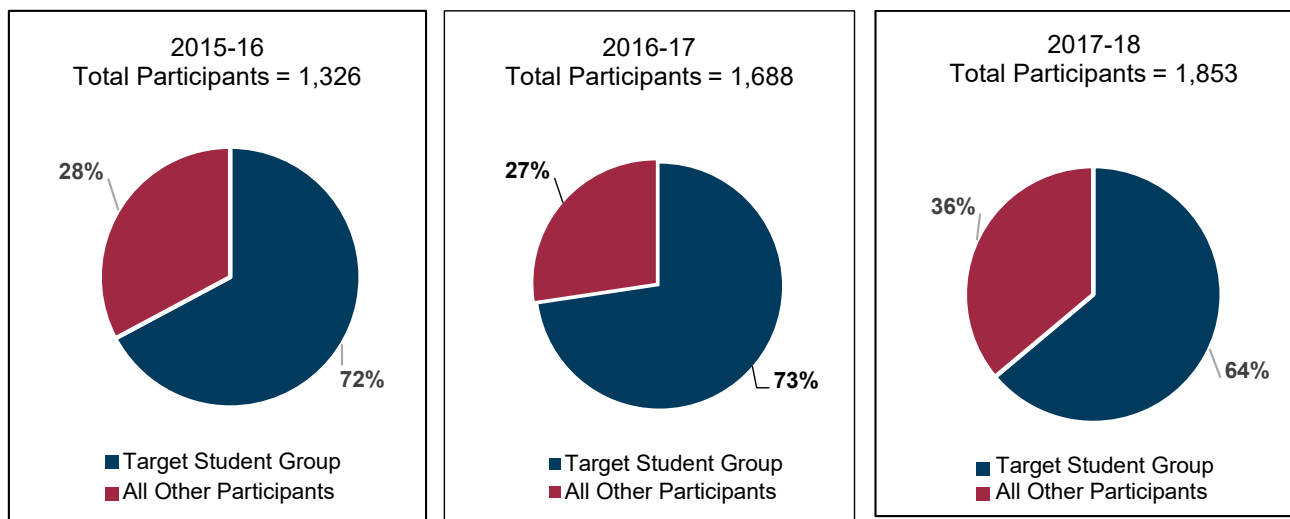
Student participation numbers for Save the Children’s first year of operations with state funding (2006-07) are not available, but within two years, as the number of school sites expanded, the organization was serving 1,461 students in its in-school and after-school programs. Students served grew 18 percent over the next couple of years before dropping in 2011-12 when the state appropriation was decreased by half due to recession cuts. While the number of partner schools has grown from 13 to 20 over the past six years, the number of participating students has fluctuated as some schools ended their Save the Children

^E The in-school program is offered a minimum of 125 days and the after-school program a minimum of 110 days. Thus the 55-day “regular attender” benchmark is 44 percent and 50 percent, respectively, of the minimum program year.)

partnerships and new ones started. Because of the voluntary nature of the programs, new sites may take some time to gain student and parent engagement. Participation has averaged 1,626 students for the school years 2012-13 through 2017-18. (See Appendix A for total numbers of participating students in past years.)

The numbers of key target group students served has fluctuated for the most recent three years for which Save the Children could provide the data. From 2015-16 through 2017-18, target students as a percentage of all participants ranged between 64 and 73 percent.

Exhibit 5: Target Student Group and All Participants in Save the Children State-funded School Year Programs, 2015-2018



Source: Save the Children, performance results data, program years 2015-16, 2016-17, 2017-18.

The original state grant for Save the Children, outlined in the Governor’s 2006 budget proposal, specified that the grant was to “focus on grades 1 through 3.” At some point, Save the Children was approved to focus on grades kindergarten through 3. While its directive was to focus its literacy programs on the early grades, Save the Children does not turn students away who may benefit from its programs. With its goals to address kindergarten readiness and grade 3 reading achievement, Save the Children naturally focuses on the early grades, and its additional funding streams used in conjunction with the state grant allows it to serve children up through grade 6, as needed.

Monitoring Outcomes

Save the Children measures the progress of students in its school year literacy programs (in-school and after-school) using the Star reading test or the Star Early Literacy test. Both are online assessments developed by Renaissance, an education software firm based in Wisconsin, initially known for its development of the Accelerated Reader program. Save the Children covers the schoolwide license fees for the Renaissance reading assessments at participating

schools. A pre-test at the beginning of the year helps identify students who are reading below grade level. Teachers may also help identify students who would benefit from the program. A mid-year test monitors student progress and an end-of-year test measures reading skill gains. During the year, Save the Children's program staff work with classroom teachers and Response to Intervention (RTI) staff to coordinate support for students' academic needs.

Star Reading assessment is a short, usually less than 30 minutes, standardized test to assess students' reading levels and provide quick feedback to teachers. Save the Children uses it to test students in grades 2 and above in both the in-school and after-school literacy program. The Star Early Literacy is a similar assessment, completed in 10 to 15 minutes, that Save the Children uses to test students in kindergarten and grade 1.

Star Reading and Early Literacy assessments are used in numerous states as screeners for various uses, such as Response to Intervention programs and confirming grade 3 reading skills for grade promotion, and as diagnostic or formative assessments. In Tennessee they have been approved by the Tennessee State Board of Education as one of the assessments that can be used for the additional (non-TVAAS) student achievement portion of teachers' evaluations.

Save the Children seeks to monitor the progress of all students participating in the in-school or after-school programs. Test data is tracked through an online system and analyzed by whether students were regular attenders in the program (at least 55 days) and whether they were part of target population for Save the Children's programs – those reading below grade level who were also regular attenders. Save the Children also tracks students progress in its summer camps using different test instruments; because the summer camps are a small portion of the state-funded programming, their performance results data were not collected for this report.

School Year Literacy Results in Grades 2 and Above

Star Reading tests, administered to students in grades 2 and above, produce norm referenced scores, which allow comparisons to other students in the same grade nationally who have taken the same tests. When these scores are expressed in normal curve equivalent NCE scores, which are similar to percentile rankings, they can be used to determine an average score for a group of students or to make comparisons between different achievement tests. Save the Children measures success of both its in-school and after-school literacy programs by the improvement in NCEs scores for students taking the pre- and post-program tests. An increase in NCE scores of two or more points from pre-test to post-test indicates more improvement than expected in one academic year and is considered significant.

In 2017-18, of 929 tested students in grade 2 and above, 78 percent had significant gains, as shown by NCE growth of two or more score points.²² Of the key group of targeted students – those who were starting the program year below grade level in reading and who attended programs at least 55 days – 86 percent showed significant gains. All school sites met a threshold of at least 50 percent of all tested students having significant score gains. All but one

school site showed at least 75 percent of regularly attending students making significant gains.^F Of the 19 schools with data, all showed at least 80 percent of the key target group students achieving significant gains, except one school at 78 percent.

Over time, the percentage of key target group students in grades 2 and above making significant gains in their reading skills has trended higher from initial Save the Children program implementation. While each student cohort may vary, the percentage of target students making significant gains has moved from less than 70 percent in the early years (2008-09 and 2009-10) to between 70 and 80 percent for several years (2010-11 through 2014-15) and above 80 percent for two recent years (2015-16 and 2017-18). (See Appendix A for each year's results.)

School Year Literacy Results in Grades K-1

Students in kindergarten and grade 1 take the Star Early Literacy test, and Save the Children measures students' progress using scaled scores, which reflect both the difficulty of the questions and the number of correct responses, and allow comparisons from one grade to the next as students gain reading skills. An increase of 100 scaled score points from pre-test to post-test is considered a significant gain for kindergarten students and a gain of 120 points is significant for grade 1 students.

Of the 847 tested students in grades K-1 literacy programs in 2017-18, 77 percent had significant gains and 91 percent of the 549 students in the key target group – those attending programs at least 55 days during the year and beginning below grade level – had significant gains.²³ Three of the 20 school sites did not meet a 50 percent threshold for all tested students having significant gains, but all schools met that threshold for students who attended programs regularly (55 days or more).^G Of the 19 schools with data, all showed at least 80 percent of their key target group students achieving significant success.

Separate testing for students in kindergarten and grade 1 did not begin until 2010-11, but since then, the percentage of key target group students in these grades making significant gains in their reading skills has remained relatively stable at above 80 percent, and rose above 90 percent for the first time in 2017-18. Progress results for the kindergarten and grade 1 group of targeted students have consistently outpaced results for the grade 2 and older group. (See Appendix A for each year's results.)

^F One school was new to the program and did not begin implementation until after January 1. It did not have any students who were regular attenders.

^G Two of the three sites were new to the program and did not begin implementation until after January 1.

Early Steps Program

Students Served

State funding for the Early Steps program began in 2017-18. The program served 292 children and their parents at five school sites, each in a different school district.²⁴

Monitoring Outcomes

Children's progress is measured at two points: at age three and at age five once the children have been in the Early Steps program for at least one year. Children are assessed using the Peabody Picture Vocabulary Test, a nationally recognized standardized test used to measure vocabulary skills in children age two-and-a-half years and older. Save the Children defines success when children score at or above the normal range scored by children nationally of the same age. The program also tracks the number of times each child is read to on a monthly basis.

Results

In 2017-18, 123 children ages birth to three and 169 children ages three to five were Early Steps participants. Save the Children reports that the younger children were read to on average about 62 times per month and 26 times per month for the older children.²⁵ Because three of the five school sites were started later in the year, vocabulary skills test data was available for only two schools. The test results for the age three group showed 92 percent of the 50 students tested (41 percent of all participants) scored in the normal range. Test results for the age five group showed 75 percent of the 79 students tested scored in the normal range.

Program Funding per Student

Because the state appropriation grant to Save the Children has stayed the same for most years, the state cost per child served simply fluctuates based on the number of children served. As those numbers increase, the state dollars per child will naturally decrease. In 2017-18, based on the number of school-age students and Early Steps children participating, the state's cost was \$466 dollars per student.²⁶ Total cost per child served is more: including the local district funding share and the additional Save the Children resources, total cost per child served might be estimated at approximately \$909 (\$1.95 million budgeted for 2017-18's state-funded programs directly serving 2,145 school-age and Early Steps children.). Note that this cost-per-child calculation does not factor in resources that benefit other students indirectly, such as new books purchased for or donated in-kind to school libraries, or reading assessments administered to all students in a school under the license fees covered by Save the Children programs.

School site budgets for Save the Children programs show variation in program cost (from all funding sources) per student, even within the same district. The in-school program might

be budgeted at \$419 per child at one site and \$570 at another site, both in the same district. Across the state, the in-school program budget could run \$368 per child at one site and \$1,068 at another, depending on the staffing arrangements and salaries, projected student attendance, and program components included at each school. Typically, the after-school programs are more expensive; budgeted cost per student might range from \$1,089 to \$1,852 for the after-school literacy program components.

Comparison to the Read to be Ready Programs

Tennessee's Read to be Ready Initiative, launched in 2016, consists of several programs targeted to increase the number of students reading on grade level by grade 3. Among the programs under the Read to be Ready umbrella are a teacher coaching network, summer reading camps for students entering grades 1, 2, and 3, and an early learning pilot program based in daycare schools and childcare centers for children ages birth through four.

School-age Summer Camps

Read to be Ready's summer camps are similar to Save the Children's summer camps in that they are both targeted to low-income, early grade elementary students who are reading below grade level. The state Department of Education measures success of the summer programs using a pre-test and post-test of reading accuracy and comprehension, as well as surveys of student motivation and enjoyment of reading.

Districts and schools apply for state funds to operate the camps, which must run a minimum of four hours per day for 16 days. In 2017-18, five Save the Children partner schools received Read to be Ready grants for the 2018 summer camps and had Save the Children funding for summer camp as well (but only one of the five involved Save the Children state funding).²⁷ Save the Children school-age summer camps are more extensive, operating a minimum of six hours per day for 30 days. Some schools may combine state LEAPs, federal 21st CCLC, or Save the Children grants to extend summer camps beyond the Read to be Ready funded period. Schools can also use these other funding sources to meet Save the Children's local cost share requirements.

Asked about overlap in Save the Children and Read to be Ready summer camps, staff with the Department of Education reported that they view Save the Children as partners in providing summer reading opportunities for students. Save the Children staff believe there is room for both summer reading programs because of the wide need for boosting Tennessee students' literacy skills. Save the Children's ability to access its private funding sources in addition to the state appropriation can further expand the pool of resources.

Schools seem to be using the multiple options for offering summer reading programs. This past summer, for example, in addition to the five schools that had funding from both Read to be Ready and Save the Children, four other Save the Children partner schools received Read

to be Ready summer grants that did not have Save the Children summer funding. Within the same school district, one school will implement a Read to be Ready summer grant, while another school will offer a Save the Children summer program. One district that had Read to be Ready grants at two schools in summer 2018 plans to switch to Save the Children summer camps in 2019 because district officials did not believe they had the time or staffing to properly run the camp as required under the Read to be Ready grants, and concluded that Save the Children would fit their resources better.

The Read to be Ready 2018 summer camp funding allocations to districts were approximately \$1,150 per student, which is within the range of several Save the Children summer camp costs budgeted per student. It is not possible, however, to directly compare line items included in each budget, hours and days of operation, and staffing ratios and credentials since most of Save the Children's summer camp programs do not receive state funds.

Early Learning Programs

Similarities also exist between Read to be Ready's Early Literacy Matters pilot program, implemented in 2017-18, and Save the Children's Early Steps program, which first used state funds in 2017-18. The Early Literacy Matters program was implemented in daycare schools and childcare centers across 13 counties to about 7,000 children, age six weeks to four years.²⁸ The goal of the program was to ensure that more children have access to high quality early reading and learning opportunities. Elements of the program included teacher training and coaching and the provision of new books from the Governor's Books from Birth Foundation to each classroom.

Save the Children's Early Steps program, with its focus on children from birth through age five and the book bag exchange in preschool classrooms, is designed to serve a similar age group and has a similar goal: to increase participation of at-risk children in high quality literacy opportunities. Parallels also exist with Save the Children's Community Engagement programs to involve the community beyond schools in literacy efforts.

Conclusions

Overall, Save the Children appears to be helping children in its partner schools improve their reading skills. Most of the 20 school sites served by the programs in 2017-18 had larger shares of disadvantaged students than the state overall and were located in counties that are poorer or more rural than average. The program results, based on nationally recognized screening assessments, indicate that at most school sites, more than 70 percent of students had significant gains. The percentage of students with significant gains were higher for students who attended programs at least 55 days and usually higher for the target group of students starting the year with below grade-level skills.

Increase Coordination

The state's Read to be Ready program administered by Tennessee Department of Education continues to expand. Its summer reading camps grew from participation of 600 students in 2016 to 7,700 in 2018, thanks in part to a three-year, \$30 million grant received in 2017.²⁹ Its Early Literacy Matters pilot completed its first year and is also expected to expand. These efforts by the state parallel much of the work that Save the Children is doing with its state grant and other resources through its in-school, after-school, and summer camp literacy programs and its Early Steps home visiting program. Save the Children's programs are also expanding; the organization is working with 22 school partners in 2018-19, up from 15 in 2015-16. Student participants have increased 40 percent since 2015-16.

Increased coordination between Save the Children and the Department of Education's Read to be Ready programs in local districts could ensure their respective programs complement each other and guard against unproductive duplication of effort. First steps might include:

- Encourage both providers to be more aware of each other's operations. Read to be Ready staff could review the Scope of Work plan and final report submitted to the department by Save the Children each year. Save the Children could learn more about the department's Early Learning Matters program and where this pilot program will be expanding in the future.
- Have both providers review each other's curriculum for training teachers, tutors, and other staff working throughout these programs to ensure they are using research-backed principles and not offering conflicting approaches for increasing literacy skills in young children and early grade students. Read to be Ready provided training, developed as part of its coaching network program, to after-school staff funded through 21st CCLC and LEAPs. As a subgrantee under these programs as well, Save the Children may be aware of the Read to be Ready training, but – as a provider that also trains literacy staff for its programs – a more formal effort to share training strategies could be beneficial.
- Encourage both providers to become familiar with how they each measure and define successful outcomes and consider whether using multiple measures would provide program benefits.

Lack of Oversight

Because the state's funding to Save the Children has been provided by the General Assembly through a direct appropriation grant, there is little oversight or tracking of these funds.

The General Assembly makes numerous direct appropriation grants each year through the appropriations act. In three earlier years reviewed, the number of grants ranged from 35 to 70 and ranged in total dollars from \$8 million to \$20 million.³⁰ Grants are generally made to nonprofit organizations for specific purposes. Neither the state's Central Procurement Office

nor the Department of Finance and Administration has specific procedures for reviewing or tracking these grants because they are not considered contracts.

The grants are disbursed by a state agency – in the case of Save the Children, it is the Department of Education – but it is considered a pass-through grant and the department claims no responsibility for the funds. The pass-through agency records expenses related to the direct appropriations, but there does not appear to be authority for the pass-through agency to withhold funds if there are performance issues or otherwise adjust appropriation amounts based on changes in program operations. The pass-through agency can seek restitution from the grantee nonprofit if the nonprofit fails to fulfill its obligations under the letter of agreement. Neither the Department of Finance and Administration nor the Comptroller’s Office reviews the annual financial reports that are forwarded to them. The Comptroller staff that receive these reports indicate they have no audit authority over the agencies submitting them.

The state’s annual appropriations act has included standard language every year since at least 2006 for these grants:

SECTION 21. Direct Appropriations to Non-Governmental Entities – Provisions.

Notwithstanding any provision of this act to the contrary, a direct appropriation to a non-governmental agency or entity shall not be disbursed until the recipient has filed with the head of the agency through which such disbursement is being made a plan specifying the proposed use of such funds and the benefits anticipated to be derived therefrom.

As a prerequisite to the receipt of such direct appropriation, the recipient shall agree to provide to the agency head, within ninety (90) days of the close of the fiscal year within which such direct appropriation was received, an accounting of the actual expenditure of such funds including a notarized statement that the report is true and correct in all material respects; provided, however, that the head of the agency through which such disbursement is being made may require, in lieu of the accounting as provided above, an audited financial statement of the non-governmental agency or entity. A copy of such accounting or audit, as the case may be, shall be filed with the Office of the Comptroller of the Treasury.³¹

(Emphasis added.)

Save the Children has submitted a “plan specifying the proposed use of such funds” (which it terms its Scope of Work proposal) for several years and has submitted audited financial statements and a one-page summary of expenditures for multiple years. However, there is no requirement for the Department of Education or the Comptroller’s Office to keep such reports on file, although both agencies had a few years of reports available. In earlier years, such as 2010-11, the letter of agreement sent by the department to Save the Children did not include the appropriations act requirements for a work plan proposal or a financial statement, so it can be assumed the organization was then unaware of these requirements. Letters from more recent years, such as 2016-17 and 2017-18, include these requirements and Save the Children has complied.

Save the Children has reported its program plans in its Scope of Work proposals, but it is unclear what authority the department has to request plan changes. The department is not required to review the plans submitted and it is unclear if the department has reviewed them. Similar issues arise with the financial reports submitted at the end of the year to the Departments of Education and Finance and Administration, and the Comptroller's Office. Without a clear oversight responsibility, none of these agencies have a path to raise questions about expenditures of funds appropriated through direct grants.

In its 2011 and 2015 audits of the Department of Finance and Administration, the Comptroller's Division of State Audit included a finding on the issue, stating:

There is not an adequate formal monitoring system for direct appropriations.³²

The audit found that according to pass-through agency staff, the required plans for the use of the funds and year-end reports are reviewed by fiscal or grant staff, but OREA could not confirm this for Save the Children reports and the Department of Education, its pass-through agency. The Division of State Audit's recommendation was that the state pass-through agencies should perform on-site monitoring of grantees to ensure the efficient and effective use of direct appropriations. It also recommended including measurable outcomes connected with the intended purpose of the grants, which in this case, Save the Children does. Finally, Audit suggested that the General Assembly might wish to direct the Department of Finance and Administration, in consultation with pass-through agencies, to develop and implement requirements for on-site monitoring. The department concurred with this recommendation and deferred to the will of the General Assembly.

In the particular case of Save the Children's direct appropriation grant administered through the Department of Education, the General Assembly may wish to direct the department to take a more active role in reviewing Save the Children's activities in Tennessee schools due to the shared goals of programs administered by both agencies. A more active role could include:

- a focused review of planned program activities and past results as a condition of disbursing funds,
- involvement with Save the Children in determining new school sites, or
- changing state funding of Save the Children programs from a direct appropriation grant, with the department as the pass-through agency, to funds appropriated to the Department of Education, which would then award them to Save the Children as a subgrantee. Such an arrangement would add a level of state oversight that does not typically occur with direct appropriation grants.

Endnotes

¹ 110th Tennessee General Assembly, Public Acts, 2018, Chapter No. 1061, Section 23, Item 11, An act to make appropriations, <https://publications.tnsosfiles.com/acts/110/pub/pc1061.pdf> (accessed July 5, 2018).

² State of Tennessee, *The Budget*, multiple years; Tennessee Department of Education, Letter of Agreement: Direct Appropriation grant for Non-Governmental Entities, multiple years.

³ Analysis of each participating district's 2017-18 partner budget with Save the Children; Save the Children, *Tennessee Initiative Proposed Scope of Work, 2017-18*, p. 7; and Save the Children, email, Sept. 28, 2018.

⁴ Save the Children, *Annual Report 2002*, p.22, <https://www.savethechildren.org/content/dam/usa/reports/advocacy/annual-report/sc-2002-annualreport.pdf> (accessed Aug. 15, 2018); Save the Children, *Annual Report 2004*, pp. 6, 20-22, <https://www.savethechildren.org/content/dam/usa/reports/advocacy/annual-report/sc-2004-annualreport.pdf> (accessed Aug. 15, 2018); Save the Children, *U.S. Programs Fact Sheet*, "Investing in Childhood: Tennessee."

⁵ Save the Children website, <https://www.savethechildren.net/about-us/our-vision-mission-and-values> (accessed Sept. 3, 2018).

⁶ U.S. Census Bureau, *Small Area Income and Poverty Estimates Program*, "Ages 5 to 17 in Families in Poverty, 2016 – Selected State – All Counties."

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⁹ Tennessee Department of Education, "State Report Card," <https://www.tn.gov/education/data/report-card.html> (accessed Sept. 5, 2018).

¹⁰ State of Tennessee, *The Budget, Fiscal Year 2006-2007*, p. B-78, <https://www.tn.gov/content/dam/tn/finance/budget/documents/0607Document.pdf> (accessed June 11, 2018) and State of Tennessee, *The Budget, Fiscal Year 2014-2015*, p.B-81, <https://www.tn.gov/content/dam/tn/finance/budget/documents/2015Budget-DocumentVol1.pdf> (accessed June 11, 2018).

¹¹ Save the Children, "Summary Participation by Site, Program Year 2017-18," run May 29, 2018.

¹² Save the Children, email, Oct. 31, 2018.

¹³ Save the Children, "ESSS Results (PY18)," attached to email, Sept. 28, 2018.

¹⁴ Save the Children, *Tennessee Initiative Progress Report, Program Year 2016-17*, p. 4.

¹⁵ Save the Children, *Tennessee Initiative Progress Report, Program Year 2016-17*, pp. 1, 6-7, and *Tennessee Initiative Progress Report, Program Year 2015-16*, pp. 1, 6.

¹⁶ Save the Children, *Tennessee Initiative Proposed Scope of Work, 2018-19*, p. 7.

¹⁷ Analysis of each participating district's 2017-18 partner budget with Save the Children; Save the Children, *Tennessee Initiative Proposed Scope of Work, 2017-18*, p. 7; and Save the Children, email, Sept. 28, 2018.

¹⁸ Analysis of each participating district's 2017-18 partner budget with Save the Children.

¹⁹ Analysis of each participating district's 2017-18 partner budget with Save the Children; Save the Children, *Tennessee Initiative Proposed Scope of Work, 2017-18*, p. 7; and Save the Children, email, Sept. 28, 2018.

²⁰ Save the Children, "Summary Participation by Site, Program Year 2017-18," run May 29, 2018.

²¹ Save the Children, program year 2018 performance results data, attachment to email, June 4, 2018.

²² Save the Children, program year 2018 performance results data, attachment to email, June 4, 2018.

²³ Save the Children, program year 2018 performance results data, attachment to email, June 4, 2018.

²⁴ Save the Children, "ESSS Results (PY18)," attached to email, Sept. 28, 2018.

²⁵ Save the Children, "ESSS Results (PY18)," attached to email, Sept. 28, 2018.

²⁶ Analysis of data from multiple years of Tennessee's state budget data and Save the Children performance results data.

²⁷ Analysis of Save the Children's Tennessee 2017-18 state-funded programs, participating district's 2017-18 Save the Children partner budgets, and Tennessee Department of Education's Read-to-Be-Ready Summer Camp Master List.

²⁸ Tennessee Department of Education, "New Childcare Center Pilot Focused on Reading Shows Positive Changes in Student Learning," Aug.

23, 2018, <https://www.tn.gov/education/news/2018/8/23/new-childcare-center-pilot-focused-on-reading-shows-positive-changes-in-student-learning.html> (accessed Oct. 8, 2018).

²⁹ Tennessee Department of Education, “About the Read to be Ready Summer Grant,” <https://www.tn.gov/readtobeready/read-to-be-ready-summer-grant.html> (accessed Sept. 4, 2018).

³⁰ Tennessee Department of Finance and Administration, “2006-2007 Direct Appropriation Grants,” “2007-2008 Direct Appropriation Grants,” and 2010-2011 Direct Appropriation Grants;” *Tennessee Comptroller of the Treasury, Department of Finance and Administration (and others) Performance Audit Report*, Dec. 2015, p.64, <http://www.comptroller.tn.gov/repository/SA/pa15014.pdf> (accessed Oct. 23, 2018).

³¹ 110th Tennessee General Assembly, Public Acts, 2017, Chapter No. 460, pp.57-58, An act to make appropriations, <https://publications.tnsosfiles.com/acts/110/pub/pc0460.pdf> (accessed Oct. 23, 2018).

³² *Tennessee Comptroller of the Treasury, Department of Finance and Administration (and others) Performance Audit Report*, Dec. 2015, p.5, <http://www.comptroller.tn.gov/repository/SA/pa15014.pdf> (accessed Oct. 23, 2018).

³³ U.S. Department of Education, “Department of Education, Grants to Local Education Agencies, 21st Century Community Learning Centers,” 2018 estimate as of Sept. 6, 2018, <https://www2.ed.gov/about/overview/budget/statetables/19st-byprogram.pdf> (accessed Oct. 15, 2018).

³⁴ State of Tennessee, *The Budget, Fiscal Year 2017-2018*, p. B-99.

APPENDIX A
State-funded In-school and After-school Literacy Programs*

School Year	State Appropriation	School Sites	Number of Districts	All Participants	Tested Students**	Target Group Students with Significant Progress		Districts Participating
						Grade Levels		
						2+	K-1	
2006-07	\$500,000	4	n/a	n/a	n/a	n/a	n/a	n/a
2007-08	\$2,000,000	15	13	996^	n/a	(a)		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Henderson, Lake, Morgan, Perry, Scott, Tipton, Wayne
2008-09	\$1,000,000	14	12	1,461^	n/a	64%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Lake, Morgan, Perry, Scott, Tipton, Wayne
2009-10	\$1,000,000	14	11	1,632^	n/a	69%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Morgan, Perry, Scott, Tipton, Wayne
2010-11	\$1,000,000	13	10	1,723	n/a	79% 84%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Morgan, Perry, Scott, Tipton
2011-12	\$500,000	13	10	1,304	n/a	74% 81%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Morgan, Perry, Scott, Tipton
2012-13	\$1,000,000	13	10	1,440	n/a	74% 88%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Morgan, Perry, Scott, Tipton
2013-14	\$1,000,000	15	10	1,761	n/a	74% 87%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Morgan, Perry, Scott, Tipton
2014-15	\$1,000,000	15	9	1,688	n/a	79% 86%		Bells City, Campbell, Cocke, Crockett, Franklin, Hardeman, Morgan, Perry, Tipton
2015-16	\$1,000,000	15	9	1,326	1,242	85% 86%		Bells City, Cocke, Crockett, Hardeman, Haywood, Lauderdale, Morgan, Perry, Tipton
2016-17	\$1,000,000	17	9	1,688	1,605	76% 83%		Bells City, Cocke, Crockett, Hardeman, Haywood, Lauderdale, Morgan, Perry, Tipton

						Target Group Students with Significant Progress		
School Year	State Appropriation	School Sites	Number of Districts	All Participants	Tested Students**	Grade Levels		Districts Participating
						2+	K-1	
2017-18	\$1,000,000	20	9	1,853	1,776	86%	91%	Cocke, Crockett, Greene, Hardeman, Haywood, Lauderdale, Morgan, Perry, Tipton
2018-19	\$1,000,000	22	9	not yet available	not yet available	not yet available		Cocke, Crockett, Greene, Hardeman, Haywood, Lauderdale, Morgan, Perry, Tipton
<p>* Does not include summer camp programs. Does not include the 292 students served by Early Steps program in 2017-18. Additional schools may participate in Save the Children programs that did not receive state funding, and participating schools may receive additional Save the Children funding for non-state-funded programs.</p>								
<p>** Tested students are those who participated in the in-school or after-school programs and were tested to monitor their progress.</p>								
<p>^ Does not include beginning readers in kindergarten and grade 1, thus actual participation was higher. Data on grade K-1 student performance was not centrally collected in these years.</p>								
<p>(a) Significant gains were made by 50 percent of tested students but no data is available for key target group students.</p>								
<p>Sources: Save the Children performance results data and State of Tennessee's The Budget, for multiple years.</p>								



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