STATE OF MISSISSIPPI

OFFICE OF THE STATE AUDITOR
SHAD WHITE
STATE AUDITOR
December 31, 2019

Honorable Phil Bryant
Governor
P. O. Box 139
Jackson, Mississippi 39205

Governor Bryant,

On February 28, 2019, you asked the Office of the State Auditor to conduct a survey of the many child-related programs in Mississippi. We were eager to see how public dollars are spent on children in Mississippi and whether those dollars are driving good outcomes for our children, so we accepted your request and formed a partnership with researchers from Mississippi State University, the University of Mississippi, and Delta State University to study the question. Your staff believed what we ultimately confirmed: that billions are spent in Mississippi on programs for children across dozens of government offices. In some cases, there is little coordination between those offices and a strong likelihood that there is duplication, waste, and inefficiency in our child-related spending.

The key contribution of this survey is that now Mississippi will have as comprehensive a list of programs for children and the dollars spent on them as our state has ever had. This was not true before we conducted this survey. In fact, when we launched the study, we realized Mississippi did not even have a list of contact information for all the child-related programs in the state. We developed that contact list, surveyed the program directors, conducted follow-up interviews, and now have a clearer view of how taxpayer money is spent on children in Mississippi.

Please find the enclosed report, along with a disc containing the data underlying the report, for your review. My hope is that this data and report will serve as a springboard for future action benefitting Mississippi's children. We must first understand the ecosystem of child-related programs before we can improve it, and this survey gives us a map of that ecosystem. My recommendation is that the state continue to review the effectiveness of each of these programs we have now identified. More specifically, the government offices administering each of these child-related programs should develop metrics to determine whether their programs are generating the desired outcomes. If these programs begin gathering more data about their effectiveness, the state can identify any waste and redirect money to the programs that work best.

I know you agree that there is no issue more important to the future of our state than the effectiveness of our interventions for Mississippi's children. They are, as you have noted, our "most precious resource." Thank you for calling on the Auditor's office to research this matter. I am thankful for your leadership on this critical issue. If I can be of further assistance, please do not hesitate to contact me or my office.

Yours in service,

Shad White
State Auditor

Enclosures

CC: Dr. Andrea S. Mayfield, Executive Director
    Mississippi Community College Board

MISSISSIPPI

2019 YEAR OF THE CHILD:
An Inventory of Programs
December 2019

A Project in Conjunction with:

THE UNIVERSITY of
MISSISSIPPI
Social Science Research Lab

STENNIS
INSTITUTE
OF **GOVERNMENT**
MISSISSIPPI STATE
UNIVERSITY.

Center for Interdisciplinary
Geospatial Information Technologies
DELTA STATE
UNIVERSITY
Join in. Stand out.

SHAD WHITE
State Auditor

Project Team

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Executive Summary

The state of Mississippi spends billions of public dollars each year for the benefit of children. The money is spread across a variety of government offices and is largely uncoordinated, meaning there is often little communication between these offices and no overarching statewide strategy to improve children's lives.

A study requested by Governor Phil Bryant and conducted over the course of 2019 by the Office of State Auditor Shad White found that 126 Mississippi government offices reported spending $4,476,843,280 on 865 programs for the benefit of children in fiscal year 2018. Those government offices included state agencies, boards, commissions, schools, universities, and community colleges, among others. The study was sponsored by a grant from the Mississippi Community and Junior College Board and was designed to determine the amount of federal and state funds being spent on programs for children birth through 18. With a 94% response rate, only 8 agencies did not respond.

Programs were divided into three categories: health, safety, and education. Overall, respondents reported 190 Health, 36 Safety, and 515 Education programs, as well as 124 programs covering all three areas. These programs included everything from direct education programs, to mental and physical health screening, to wildlife resource programs, and many others in between. Programs tended to cluster around universities, hospitals, and urban areas. There were also 34 respondents that reported having no direct or indirect programs related to children aged birth through 18.

Many of Mississippi's child-related programs operate statewide. Perhaps the biggest statewide source of funding for children is the Mississippi Adequate Education Program (MAEP), though 158 other programs are reported as functioning statewide as well.

Not surprisingly, the largest reported source, whether statewide or regional, of funding for children was the MAEP ($2,223,797,760), which made up more than 49.67% of the all reported spending for children. Other education programs made up a large majority of all funds spent ($813,194,371). Programs reported as "health" spent $1,118,917,700 over the last year, and those reporting as "safety" only spent $48,129,501 over the last year. Programs reporting all three spent approximately $272,803,948

Aside from the lack of reported coordination among the many child-related programs, Mississippi appears to suffer from a lack of data about how effective some programs are or whether there is geographic overlap among the programs. Many of the programs do not collect data on how much money is expended by county or where children are coming from, making it difficult to determine where waste or duplication exists. Few programs appear to have meaningful evaluation data to assess outcomes, which would make determining the best program among overlapping ones difficult at best. Based on survey responses and follow-up, most programs appear to limit their data collected simply to the numbers of children who participate. Only a few, such as some of the Mississippi Extension Service programs, collect the type of outcome measures that ensure their programs are beneficial.

Health programs (those related to eating healthy, physical fitness, and mental health) had the second largest number of programs and the second largest expenditures after education programs. The Mississippi Department of Health maintains many of these programs, and they include services like early intervention programs for infants and high school STD education.

Compared to education and health, far fewer safety programs for children were identified in the survey results. The safety programs reported tend to primarily fall into the categories of fire safety and outdoor and recreational safety. The Mississippi Department of Wildlife, Fisheries, and Parks has the largest number of outdoor safety programs across the state. The State Insurance Department sponsors many fire safety education programs for children throughout the State in an attempt to lower fire deaths.

The study also identified some gaps in programming. For instance, there are a few anti-bullying programs, but they do not appear to be highly funded. There appeared to be no mention of Internet safety programs, and Internet safety is a growing area of need among children and youth, especially in light of increased human trafficking, financial and identity theft, and cyberbullying.

Going forward, policymakers should appoint an agency or body (perhaps the State Early Childhood Advisory Council) to develop a comprehensive plan for the betterment of Mississippi's children. Program directors should coordinate around this

policy mission. Directors should also identify metrics that would determine whether each program is driving toward desired outcomes. Those metrics and additional data should be used to identify areas of waste, overlap, duplication, and inefficiency. To do this, organizations will need to gather data that shows how well participants learned, where participants came from, how much is spent by participant county of origin, and other data that would allow for meaningful comparisons to other, similar programs.

This study was conducted with the assistance of three university research units, each tasked with different parts of the project. The University of Mississippi's Social Science Research Lab sent out the survey and collected the data. Mississippi State University's John C. Stennis Institute of Government was responsible for analyzing the data and conducting follow-up interviews. Delta State University's Center for Interdisciplinary Geospatial Information Technology used survey response data to tell the story of where programs are serving children.
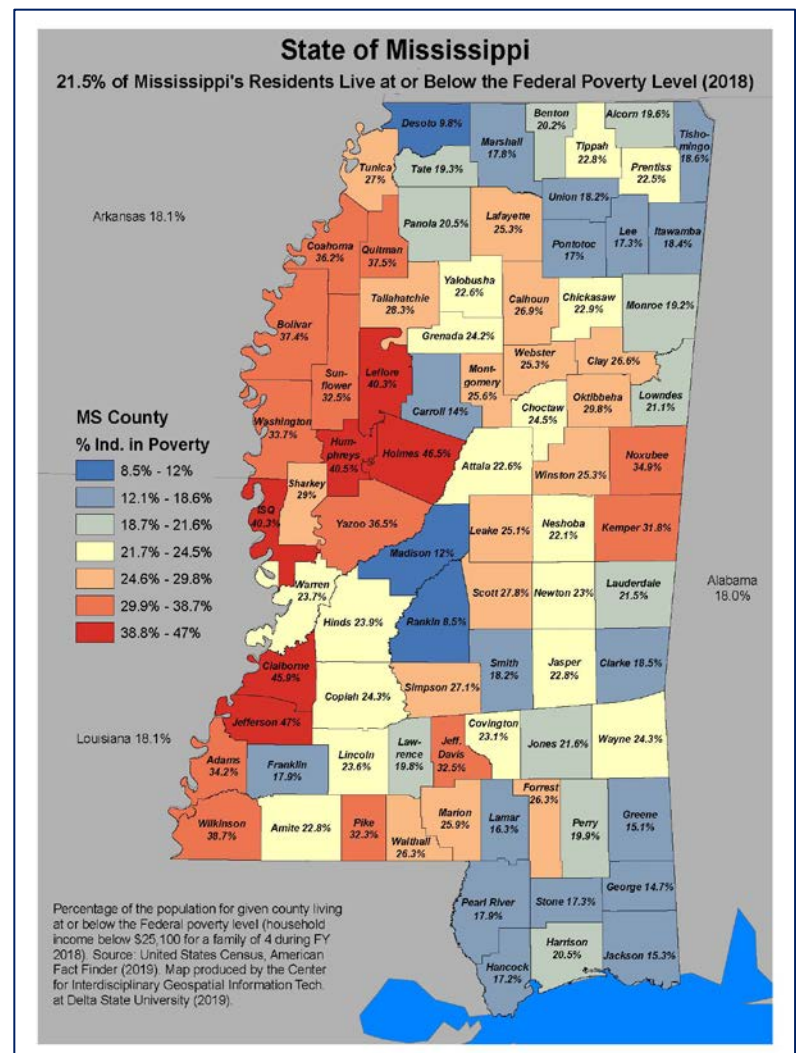
Overview of Year of the Child Project

The overall goal of the Year of the Child review was to identify state and federally funded programs impacting children (birth through 18) in the areas of health, safety, and education by creating a comprehensive program inventory. The Office of the State Auditor contracted with three university research centers through a grant from the Mississippi Community and Junior College Board to conduct research and provide a final report. The University of Mississippi was tasked with collecting and cleaning data from a survey instrument. The Stennis Institute then took this data, analyzed it, and compiled an overview report. The Stennis Institute was also tasked with conducting follow-up interviews to identify gaps in the collected survey data. This report is being supplemented with a story board, created by Delta State University.

All information collected in the survey was self-reported and only verified to the extent that follow-up information was provided. Because individual survey respondents may not have had complete or accurate information on hand when responding, the data may not be sufficient to identify all overlap or duplication for every program or area. The survey did not include local government, private sector, or non-profit programs. However, this project can serve as a starting point to better understand the variety of programs in Mississippi provided to children from birth through 18 in health, safety, and education using state and federal funds.

This report is intended to provide an overview of the state of Mississippi, the youth and household economic well-being by county, and an inventory of youth-based programs, but makes no individual assumptions about the data or lack of effectiveness or efficiency in any program. Several helpful appendices at the end of the report provide:
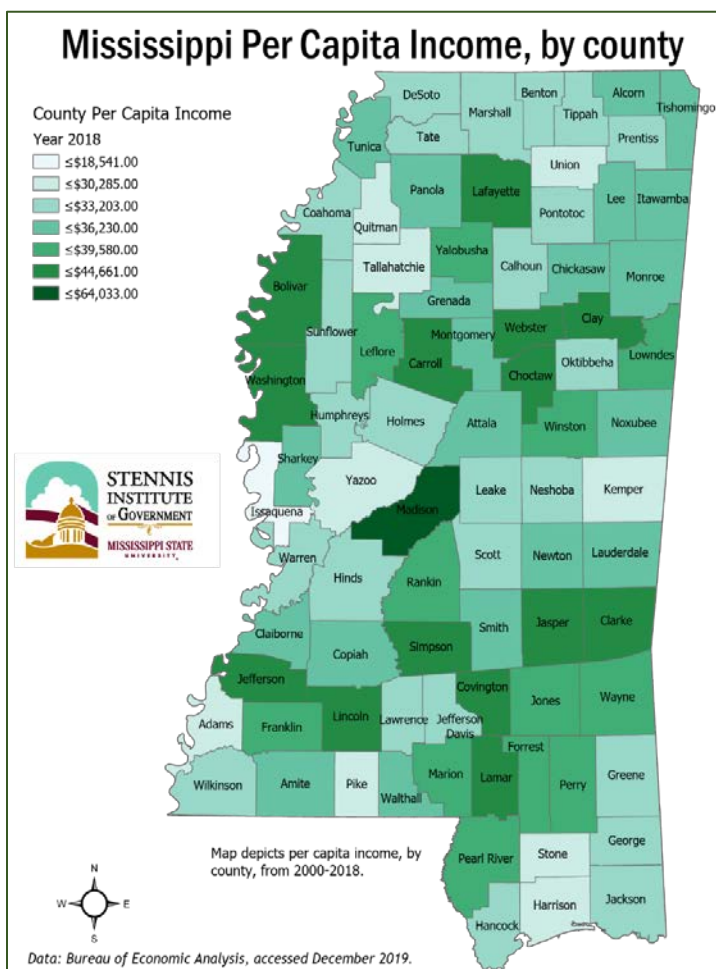
- A copy of the survey and
- A list of all organizations surveyed, whether a response was received or not, and the number and types of programs they reported

Mississippi Quality of Life Overview

Policy discussions of types and locations of programs for effectiveness often focus on poverty, per capita income, and other economic indicators. Mississippi has a wealth of opportunities for children showcased by the efforts of state institutions in outreach towards its youth.

From birth through 18, Mississippi offers many programs for children, regardless of socio-economic status. However, there are some programs created just for those who may not have the economic means to compete otherwise. With a current population of 2.987 million, 705,000 of whom are children under 18, approximately 21.5% of all Mississippians live in poverty. These individuals are often eligible for assistance from local, state, and federal sources, often in the forms of health, safety, and education programs.

The following economic indicator maps are intended to provide an overview of the economic well-being of the people across Mississippi and are a precursor to the meaningful review of programs serving children in Mississippi.

Mississippi Per Capita Income, by county

County Per Capita Income
Year 2018

- ≤ $18,541.00
- ≤ $30,285.00
- ≤ $33,203.00
- ≤ $36,230.00
- ≤ $39,580.00
- ≤ $44,661.00
- ≤ $64,033.00

Map depicts per capita income, by county, from 2000-2018.

Data: Bureau of Economic Analysis, accessed December 2019.

Per Capita income, like household income, is a general indicator of the financial health of citizens. When broken down by county, Mississippi's per capita income varies tremendously. The map (left) shows the range of per capita income at the county level.

Madison County has the highest per capita income of any county in the state, estimated at $64,033.00. The lowest is in Issaquena County and is estimated at $18,541. With a population of only 1,308 people, 11% of whom are children aged 18 or under, Issaquena is the only county in the state that has seen a decreased per capita income over time. It is an outlier in many of the comparisons in this report, especially since its higher poverty rate does not translate into more services, generally.
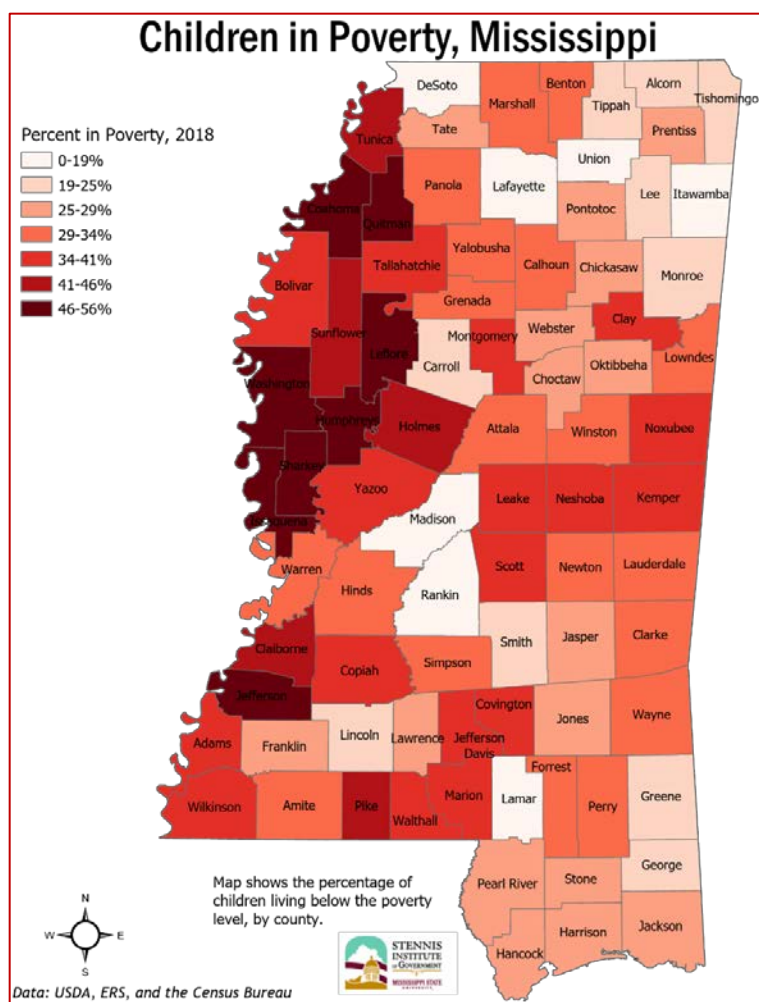
These variances reinforce the tremendous income diversity across the state, and, when compared to reported program availability, it also reinforces the need to know what public services are necessary in underserved areas throughout the state to best help the population.

Mississippi Youth

With billions of taxpayers dollars being spent on hundreds of programs in the areas of health, safety, and education, it is imperative to understand the landscape in which the youth of Mississippi are raised and educated. The Census Bureau estimates the number children birth through 18 as approximately 23.6% of the population, or roughly 705,000 individuals. Of those, just over 200,000, or 28%, live in poverty. [1]

To address real or perceived shortcomings in programs and education outreach, institutions often provide programmatic opportunities for disadvantaged youth across the state to have access to the same types of services as those not facing the same level of economic hardship.

The map (right) is provided to show the prevalence of poverty in youth, allowing decision makers to visualize the areas of the state where more children are living under poverty conditions, and to eventually align some of the programmatic activity with the areas of greatest need.

[1] https://www.census.gov/quickfacts/MS

Children in Poverty, Mississippi

Percent in Poverty, 2018

- 0-19%
- 19-25%
- 25-29%
- 29-34%
- 34-41%
- 41-46%
- 46-56%

Map shows the percentage of children living below the poverty level, by county.

Data: USDA, ERS, and the Census Bureau

Program Inventory Overview

Compiling an inventory is the first component of any effort to evaluate the performance of multiple, similar programs. It is critically important that citizens, stakeholders, and decision-makers know what types of programs exist, the institutions that provide them, and to what extent they are funded before any assessing a program's success or effectiveness.

Often, state funded programs are undertaken to combat poverty in underserved areas, particularly in areas of youth education and outreach. Inventory results from this project show that a number of the programs in the state focus on underserved counties, with many programs providing statewide coverage, yet there appears to be little or no interagency coordination for many programs. Future efforts can further identify programs available to those in Mississippi and funded with local, private, or non-profit money, to gain a better understanding of the overlaps and gaps of activity.

For the inventory presented here, the John C. Stennis Institute:

- Compiled a list of institutions providing children's education, health, and safety programs in the state and a subsequent list of each institution's programs;
- Identified reported funding differences across the three major program focus areas;
- Identified program mission subcategories with significant representation within responses for each of the three major focus areas; and
- Attempted to spotlight unique programs that provided detailed reports during survey follow-up.

The information the Stennis Institute reviewed consisted of survey responses and a number of program reports provided during survey follow-up activities.

About the Survey

A total of 126 government offices provided program information through responses in the survey, indicating they collectively provide 865 distinct programs to the children of the state.

Programs are considered distinct from one another if they are offered by different institutions or are provided by the same institution yet serve different areas of the state and have different funding amounts listed, even if they possess the same program name and description. The survey instrument requested that institutions self-categorize their programs in relation to the three major program focus areas considered– education, health, and safety.
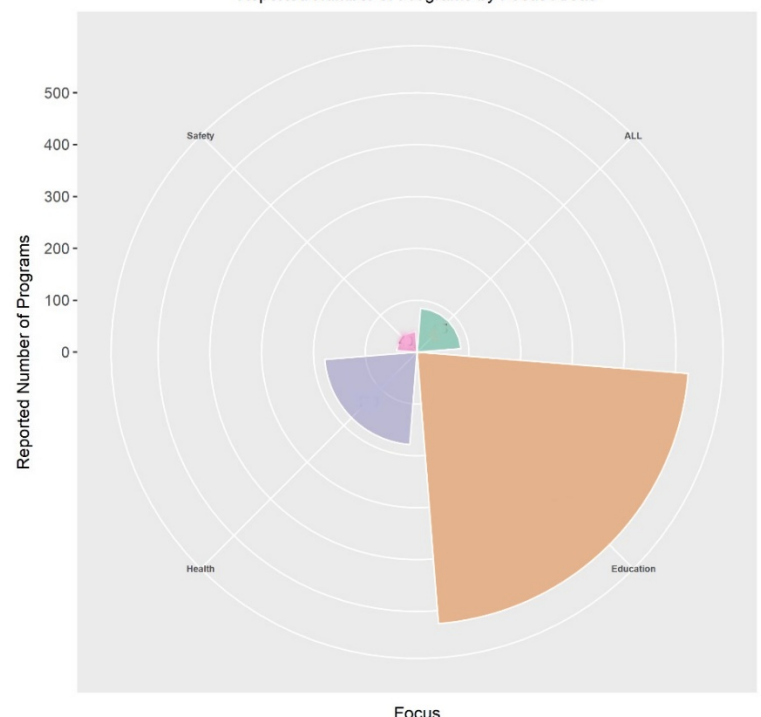
Of the responses:
- 34 respondents reported that they had no direct or indirect programs related to children birth through 18
- 124 programs focused on all three areas, health, safety, and education;
- 515 programs focused on education;
- 190 programs focused on health; and
- 36 focused on safety.

In the following figures, the currency-labeled axis at the top left corresponds to the spending amount for each ring in the radar visualization. The center of the graph represents zero, and the farther a cone extends from the center, the higher the associated value. In the following sections, each program focus area is explored in more detail, focusing on thematic mission subcategories.

Figure 1 (right) shows education is the most represented area from survey responses provided and safety is the least represented program focus area.

Figure 1:
Reported Number of Programs by Focus Areas

Education programs make up the majority of survey responses, with post-secondary education institutions appearing as the top program providers. In fact, Mississippi State University (MSU), with the inclusion of the Mississippi Extension Service, and the University of Mississippi appear to be the top two program providers. Both MSU and the University of Mississippi offer twice as many programs as the Mississippi Department of Education (MDE). State agencies are also prominently featured amidst the top ranks in distinct number of programs.

Figure 2 (below) shows a sample of the institutions that provide more than five programs in at least one focus area. Some institutions may not be listed because they may have multiple sub-unit facilities, such as the Mississippi Department of Mental Health. For a complete listing of the numbers and types of programs reported in survey responses, please see Appendix C. Notably, this says nothing about the quality or relative reach of the listed programs.

Figure 2:
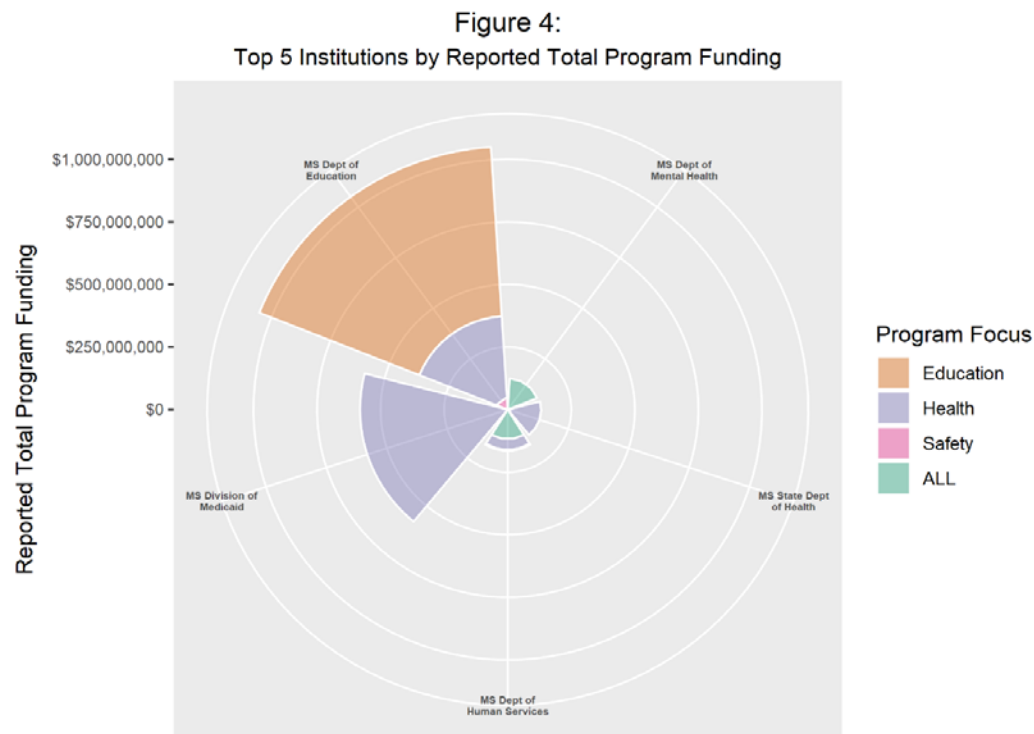Agencies Reportedly Providing More than 5 Programs by Program Focus Areas
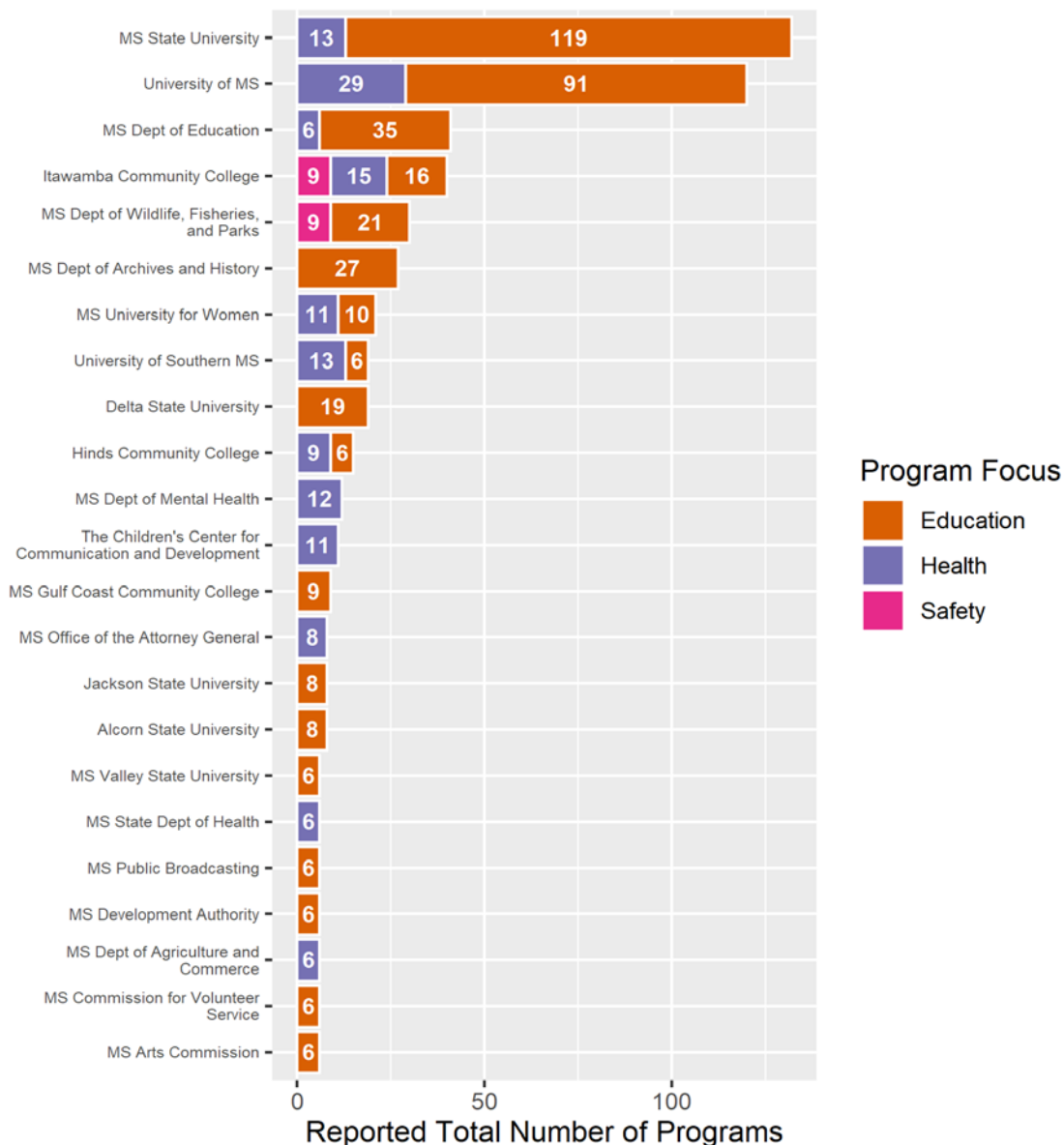
Respondents were asked to report the estimated expenditures for their last full fiscal year. Funding amounts and expenditures included all reported funding sources, unless the respondent provided other details. Figure 3 below shows total reported funding by program focus area. The Mississippi Adequate Education Program (MAEP) is given special illustration within the education program focus area because of its significantly large expenditure size relative to all other reported program amounts. The MAEP's over $2.3 billion dollar allocation is approximately double the reported funding total for all of children's health programs reported by the survey, even when including the more than $423 million allocated to children's Medicaid and the SCHIP[2] program. Safety program spending is dwarfed by the other two categories by a considerable margin.
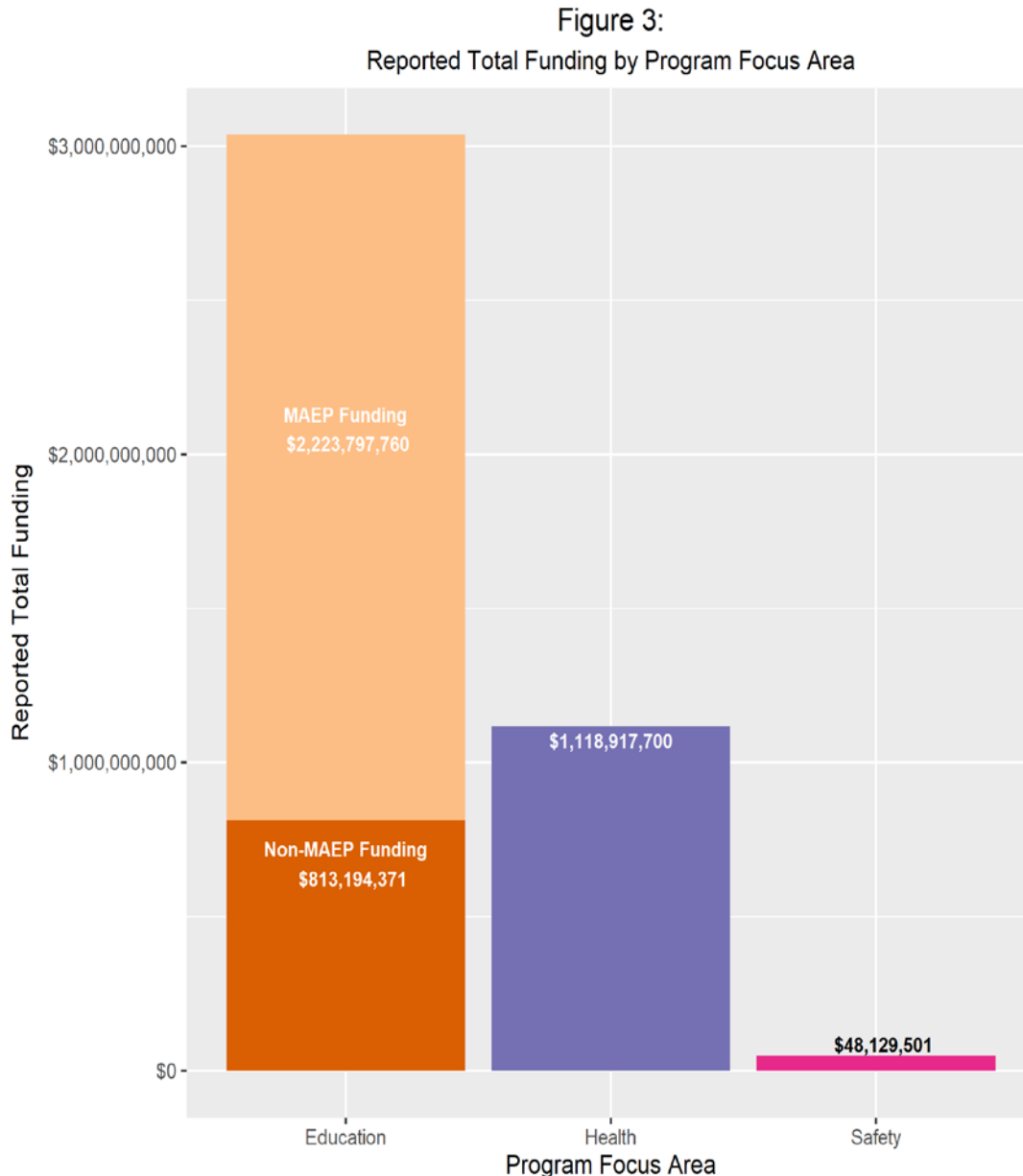
Figure 3:
Reported Total Funding by Program Focus Area

Figure 4 (below) shows the top 5 institutions in terms of total program spending, excluding the MAEP. State agencies make up the five largest program spending areas in the state. The Mississippi Department of Education reportedly has the largest expenditures, even when MAEP is excluded, at over $1 billion. The Mississippi Division of Medicaid is second with nearly $525 million in reported spending that impacts children. The next three top institutions report considerably lower levels of program spending.

Figure 4:
Top 5 Institutions by Reported Total Program Funding

*Note: MAEP funding not included in MDE education funding here.

## *Statewide Program Spending and Program Numbers*

A significant number of programs reported that they provide service to all counties in the state. The figure below shows the total number of statewide programs and funding broken out by the three major program focus areas – education, health, and safety. Note, this doesn't include programs that were reported as focusing on "ALL" of the major focus areas nor does it include programs with no program focus specified.

Programs Reported as Statewide		
Focus	**Number**	**Funding**
Education	92	$2,936,744,556
Health	33	$1,059,990,592
Safety	16	$47,285,188
"ALL"	18	$139,744,226
Total	**159**	**$4,183,764,562**

Total Non-Statewide Programs Present in Counties According to Survey Responses

Total Non-Statewide
Programs Present
- 0
- 1-5
- 6-13
- 14-25
- 26-46
- 47-81
- 175
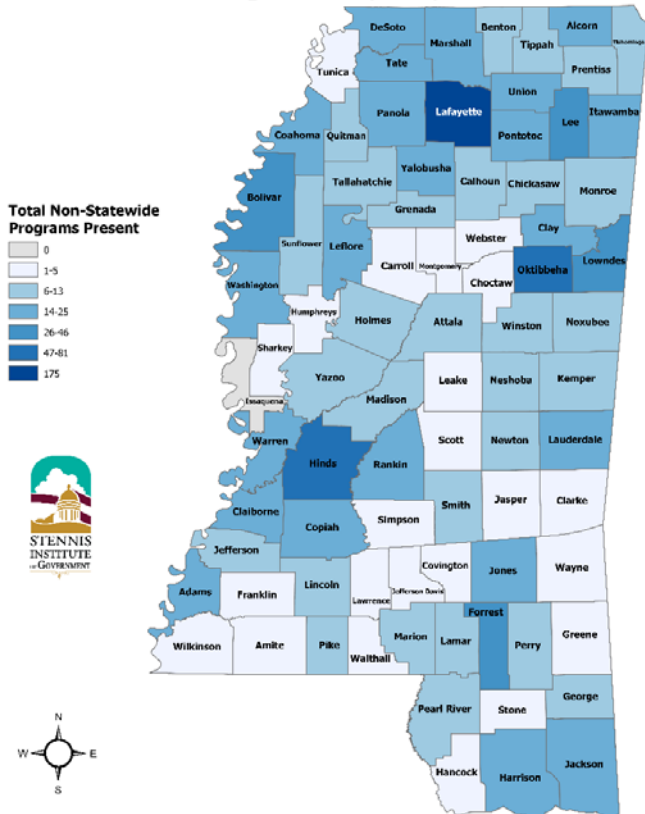
In addition to respondents that reported their programs impact children in all counties of Mississippi, there are numerous programs that are in one or more, but not all, counties. The first map (left) shows the total of all programs in all categories reported as being in one or more county, but not statewide. The darker blue represents the number of programs reported for all organizations in all three areas—education, health, and safety.
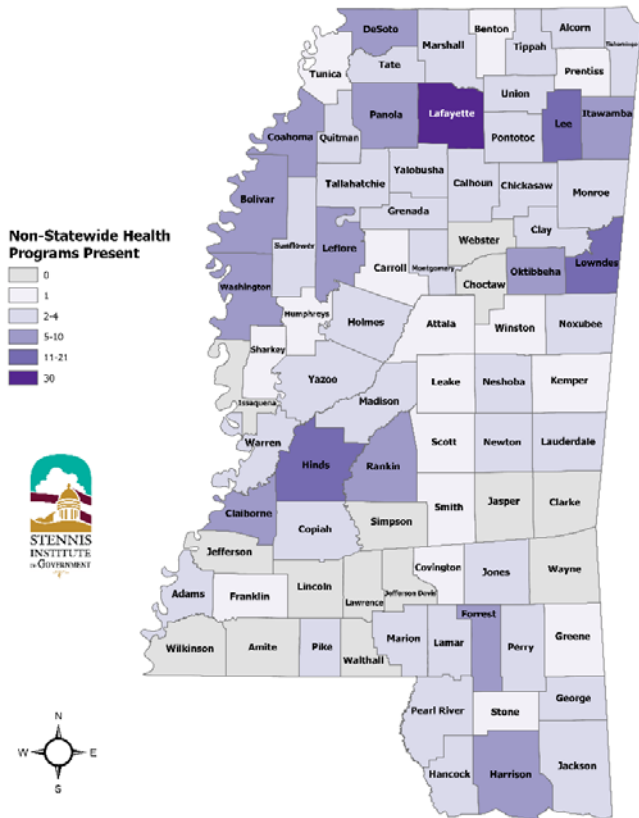
The second map (right) shows education programs that were reported as being in one or more county, but which did not have statewide coverage.

Non-Statewide **Education** Programs Present in Counties According to Survey Responses

Non-Statewide Education
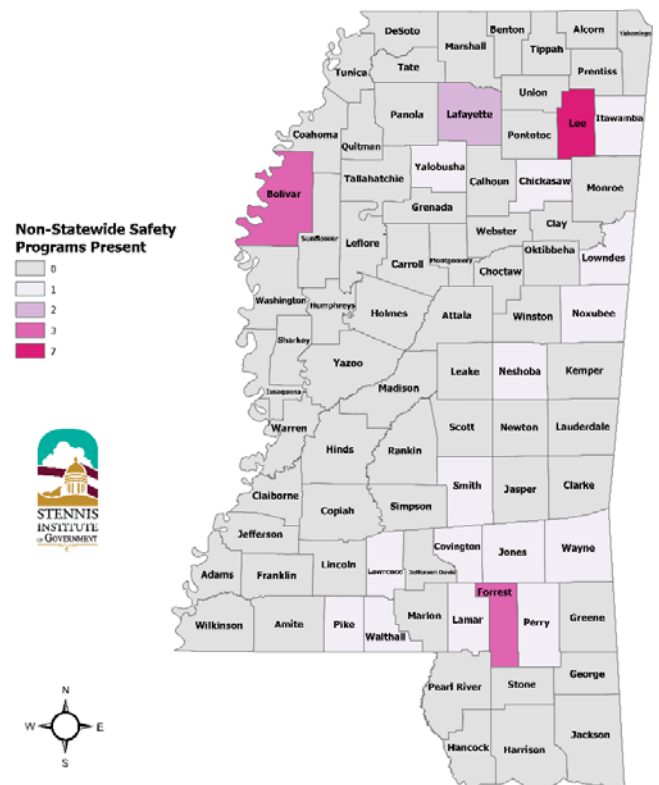Programs Present
- 0
- 1-7
- 8-15
- 16-22
- 23-58
- 136
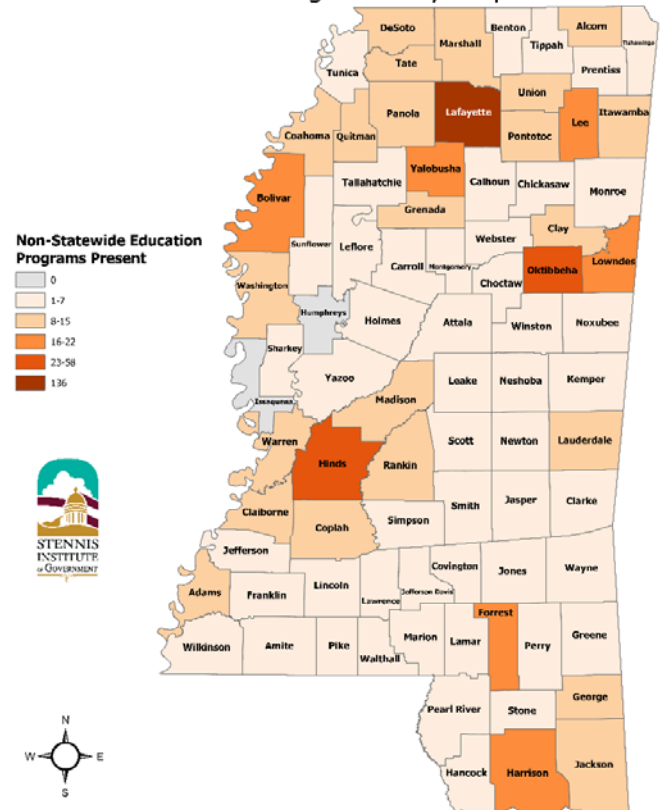
Non-Statewide **Health** Programs Present in Counties According to Survey Responses

The third map (left) shows health programs that were reported as being in one or more county, but which did not have statewide coverage.
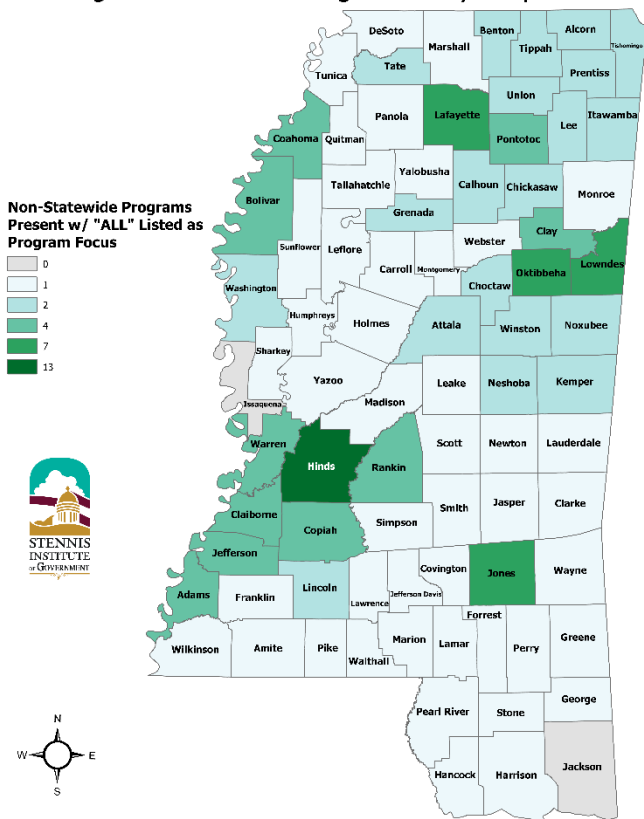
The fourth map (right) shows the safety programs that are not statewide.

Non-Statewide **Safety** Programs Present in Counties According to Survey Responses

Non-Statewide Programs Present w/ **"ALL"** Listed as Program Focus According to Survey Responses


The final map (left) in this series shows where organizations had programs that they believed fit in all of the three categories, and where programs exist in one or more counties, but not statewide. Some of these programs might include foster care or similar programs, health care programs that also provide education classes, or summer programs that teach life skills as well as providing academic opportunities.

Targeted Programs Overview

Targeted programs are those that indicated on the survey that they only serve a single county. Counties that are colored in gray are those who reportedly possess no targeted programs according to the survey responses. The darker the shade of green that a county is colored, the larger the number of programs that reportedly target that single county. Red cones are present in counties where targeted programs are present, and the larger a red cone, the larger the targeted spending in that county.

The map to the right shows total targeted programs and expenditures by county in all categories. No regional pattern appears from the data when examining all targeted programs, neither in terms of program numbers nor expenditures. Lowndes County appears to have a relatively small number of programs, yet it appears to have some of the largest expenditures. This may be a result of it being the home of the Mississippi School for Math and Science and the Mississippi University for Women, both of which have numerous programs for. On the other hand, Lafayette
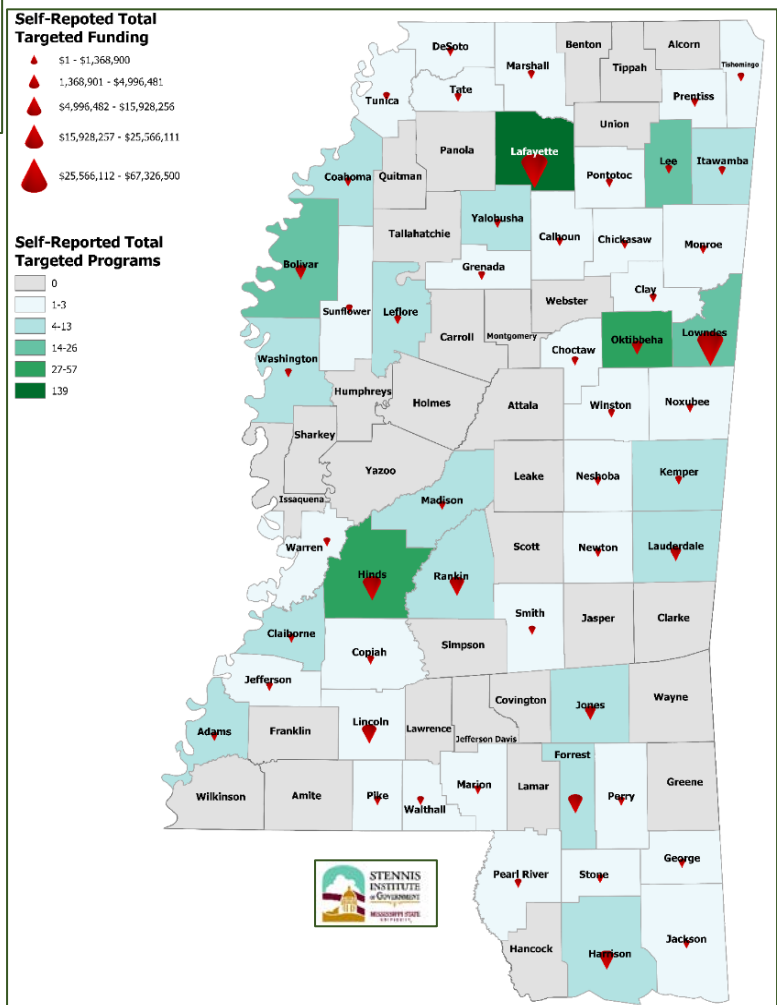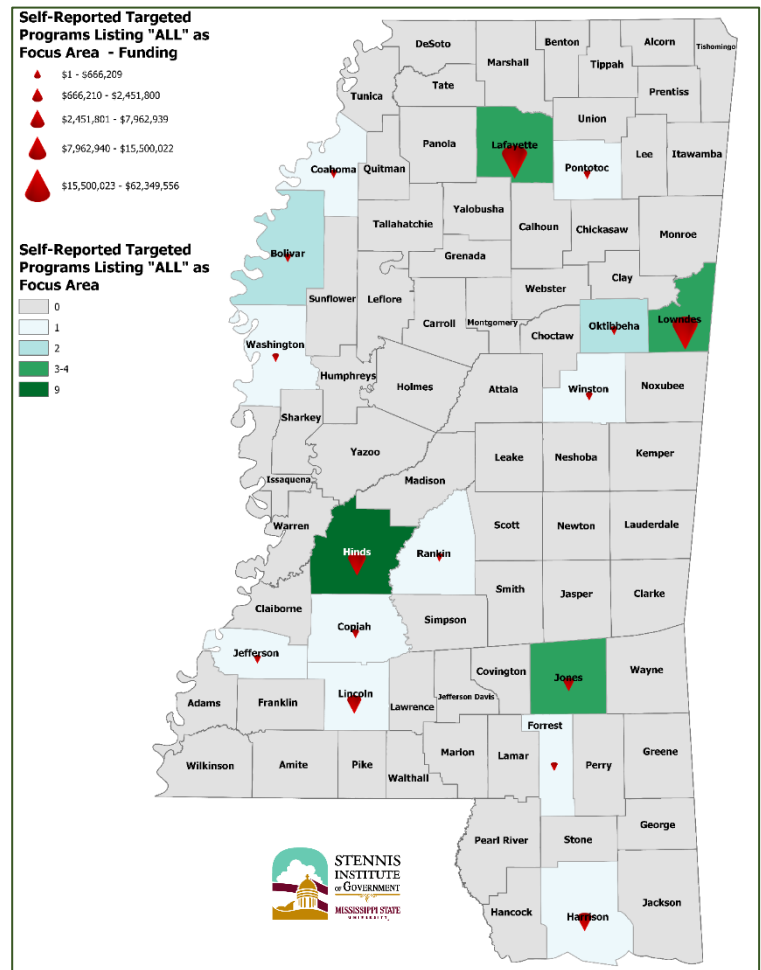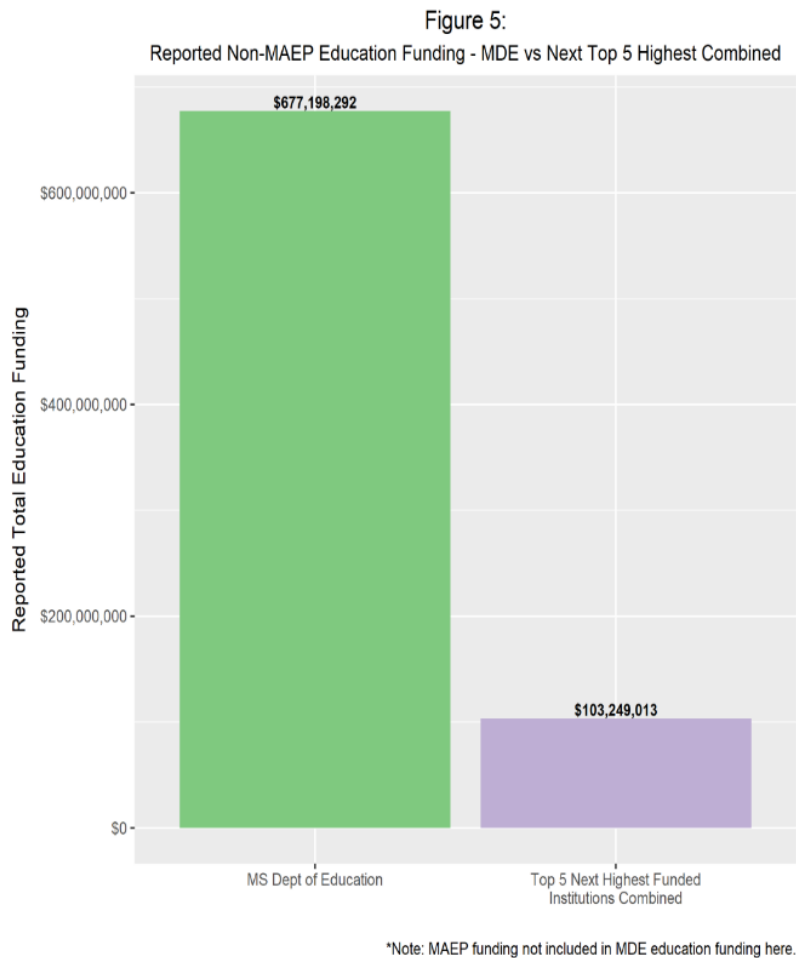
County has the largest number of single-county programs, yet its targeted spending appears no greater than spending for programs in Lowndes County, which has fewer programs.

A number of respondents listed individual program focus areas as "ALL," meaning that they felt their program touched on education, health, and safety. Efforts were made to re-categorize programs squarely into one of the three categories, but there was often insufficient information in survey responses to adequately re-categorize most programs with a focus area of "ALL."

The map to the right shows institutions' self-reported targeted programs and spending by county for respondents that listed their program focus as "ALL." Hinds County shows the largest number of targeted programs that listed "ALL" as their focus area. Despite this, Hinds County's targeted program spending that listed "ALL" as their focus area is apparently lower than both Lafayette and Lowndes County. No regional pattern is readily apparent for this category based on the data provided. However, many of the important mental health programs found in and around Hinds County may have listed all three health, safety, and education as their focus.

Figure 5:
Reported Non-MAEP Education Funding - MDE vs Next Top 5 Highest Combined

*Note: MAEP funding not included in MDE education funding here.

Education Programming

Figure 5 (left) also shows the magnitude of education spending in Mississippi. Education has the greatest spending in programs provided to children throughout the state, though amounts vary drastically between institutions and programs. MDE is the highest funded institution in the education category by a considerable margin.

Education is a relatively broad program focus area that can encompass more than just pre-k-12 grade academics. In addition to the basic pre-K-12 programs in school districts and early learning academies of the Community and Junior College system, there are five main education subcategories identified in the survey responses:

1. Science, Technology, Engineering, and Mathematics (STEM) related programs;
2. Post-secondary preparatory programs;
3. Writing and literacy programs;
4. Agriculture and wildlife education programs; and
5. Humanities programs.

The table below illustrates the number of programs associated with each identified subcategory and the total subcategory funding.

Subcategory Name	Total Subcategory Expenditures	Number of Programs in Subcategory
Agriculture and wildlife education programs	$9,934,232	34
Humanities programs	$56,457,470	63
Post-secondary preparatory programs	$108,665,009	43
STEM programs	$66,894,068	104
Writing and literacy programs	$32,601,209	38

Figure 6:
STEM Program Funding: MDE Compared to
Next 5 Highest Funded Institutions Combined

Because MDE's mission of the State Department of Education is to educate children through high-school, it is no surprise that they far exceed funding and spending relative to all other children's education program providers in the state. Therefore, MDE is excluded from the remainder of this section because it overshadows all other institutions across nearly all of these subcategories.
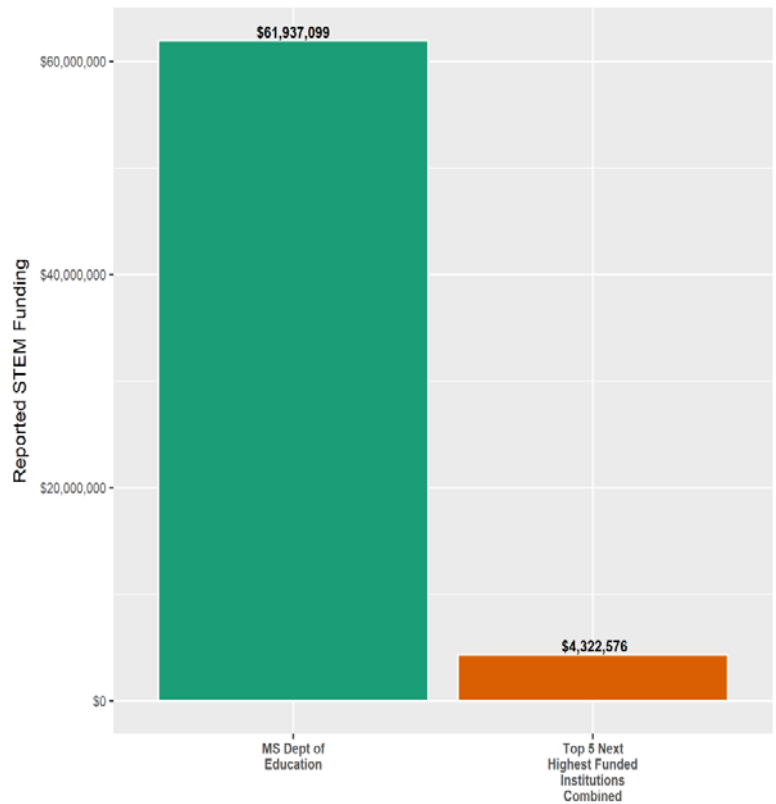
Figure 7:
Top 5 Non-MDE Instituions
by Reported STEM Program Funding
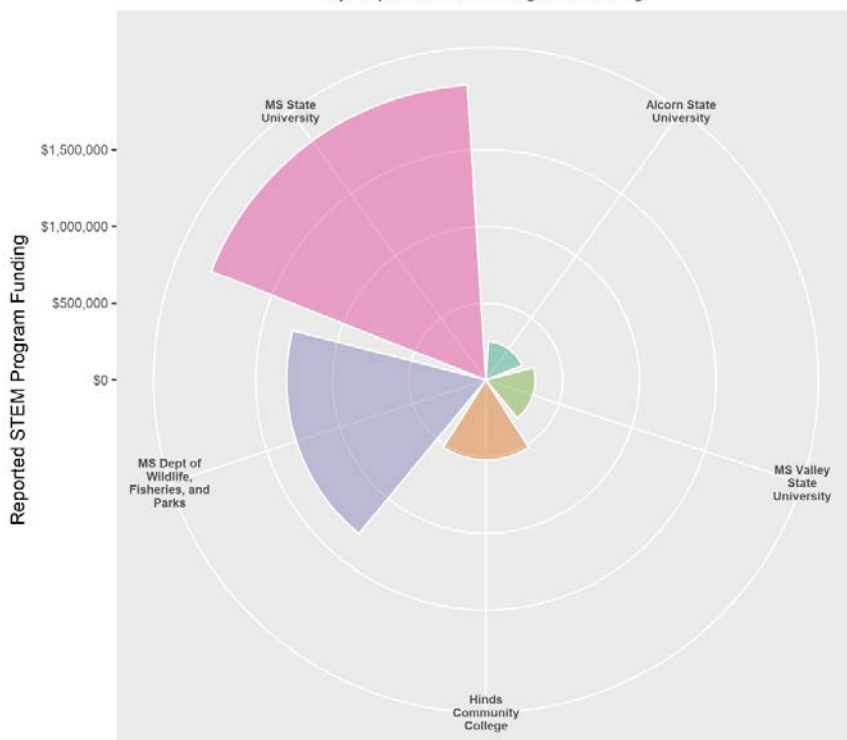
There are a variety of STEM programs for children in Mississippi. Examples of STEM programs include computer programming camps, engineering or architecture programs, science camps, and mathematics competitions. Figure 6 (above) shows the stark funding contrast between MDE and the next top five STEM program providers.

Figure 7 (left) shows the top funded non-MDE STEM-related program providers. Notably, four of the five are post-secondary educational institutions, but the Mississippi Department of Wildlife, Fisheries, and Parks is the only listed state agency to be a major STEM provider outside of MDE.

Figure 8:
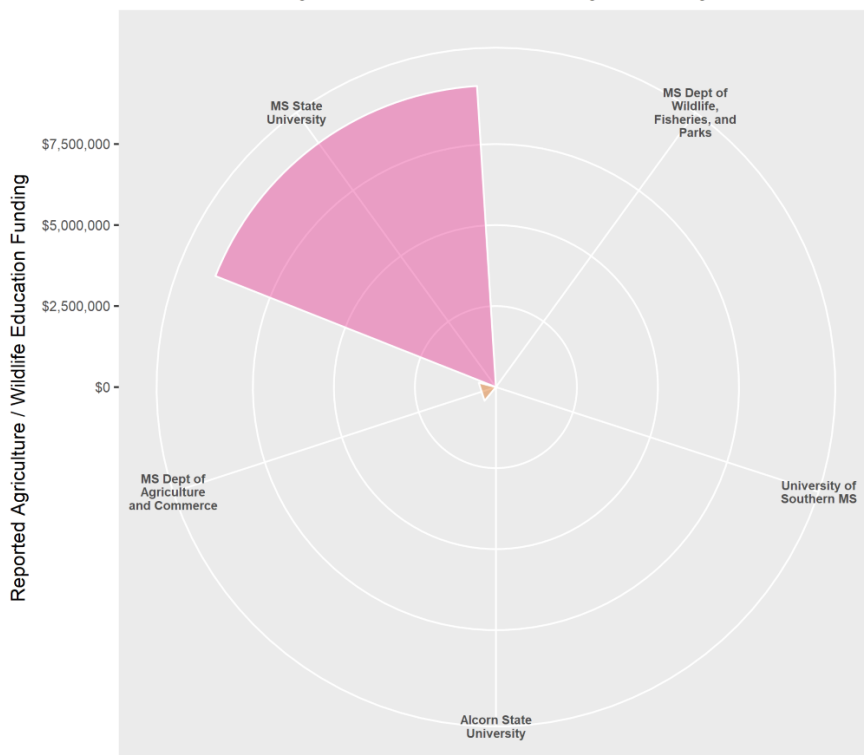Top 5 Non-MDE Institutions by
Post-Secondary Preparatory Program Funding

Post-secondary preparatory programs are those that focus primarily on assisting children in acquiring necessary skills for continuing their education after high school. Notably, this includes programs preparing children for university attendance, community college attendance, or vocational program attendance. Examples include programs that prepare children for specific university degree paths, programs preparing high school children for the independence that comes with entering a college setting, and programs offering preparatory workshops for standardized tests like the ACT and SAT. Figure 8 (left) shows the top non-MDE program providers along the post-secondary preparatory subcategory.

Agriculture and wildlife programs focus primarily on teaching children about nature, agriculture, and the outdoors. Program missions in this category range from promoting agriculture literacy, to learning techniques for hunting, fishing, and animal husbandry, to teaching children about wildlife behaviors. Examples of these programs include: 4-H livestock quality assurance programs, horticulture and landscaping summer camps for high school students, and youth forestry education. Figure 9 (right) shows the top non-MDE program providers inside the agriculture and wildlife education subcategory. Mississippi State University includes the Mississippi Extension Service which has numerous programs for children throughout the state.

Figure 9:
Top 5 Non-MDE Institutions by
Agriculture / Wildlife Education Program Funding

Figure 10:
Top 5 Non-MDE Institutions by
Writing / Literacy Program Funding
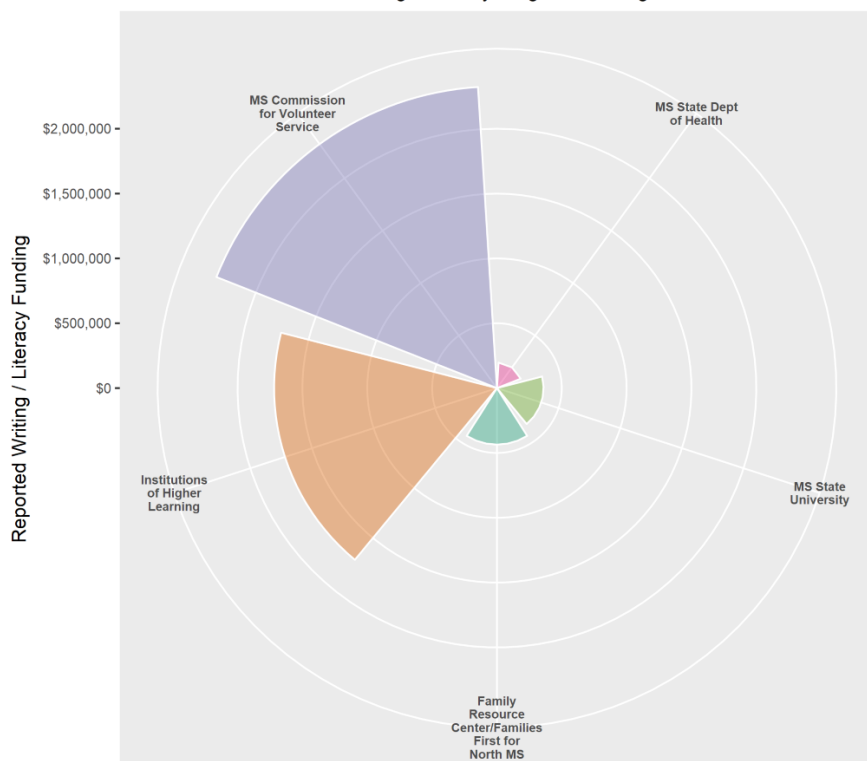
Writing and literacy programs focus primarily on assisting children in developing fundamental skills in analytical and critical thinking about written communication and storytelling. This ranges from programs that provide supplemental instruction outside the traditional classroom to those that provide instructional workshops in creative writing. Examples include mentorship and tutoring programs with an emphasis on reading, reading clubs and library reading series, and programs that offer reduced-price children's books for sale. Figure 10 (left) shows the top funded non-MDE program providers along the post-secondary preparatory subcategory.
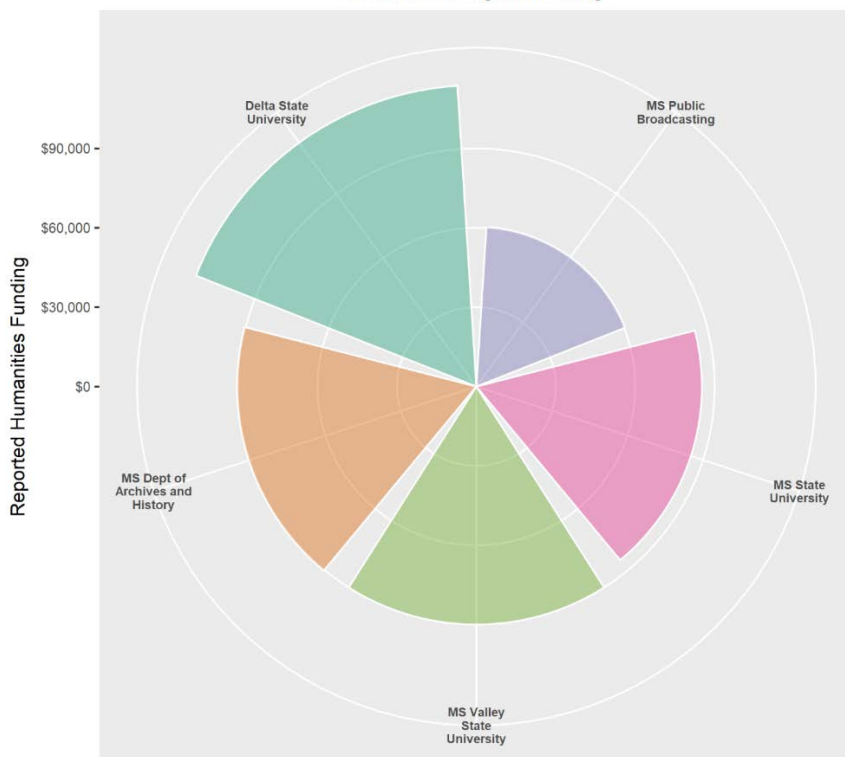
Figure 11:
Top 5 Non-MDE Institutions by
Humanities Program Funding

Humanities programs focus primarily on teaching children about: foreign languages and cultures, literature, civics and society, and art. This ranges from art lessons for children to intensive Chinese instruction for high school seniors. Examples of these programs include hands-on family programming on Mississippi history, theater camps offering classes in stage and film, and programs promoting the importance of voting as an adult for K-12 students. Figure 11 (right) shows the top funded non-MDE program providers along the humanities subcategory.
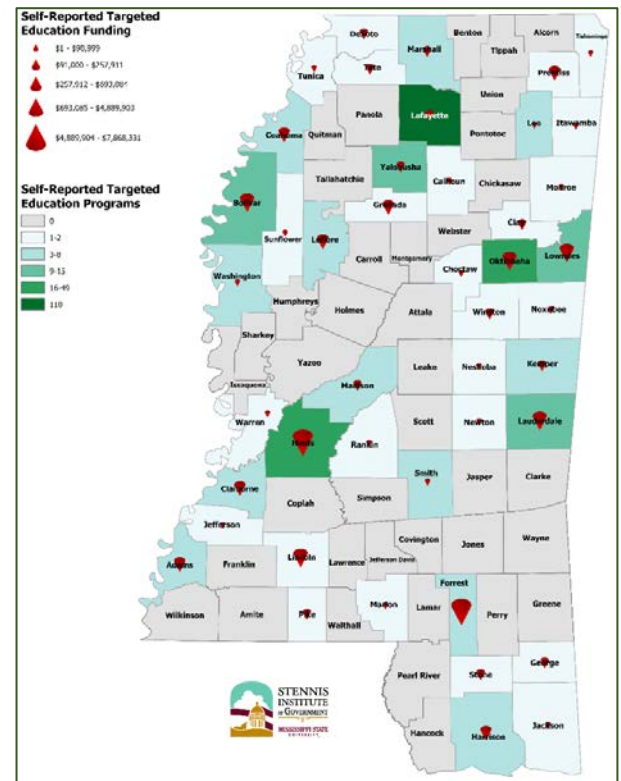
Targeted Education Programs

The map to the right shows targeted education programs and funding by county. Although they may have programs that are part of the "statewide" categories, or they may also be represented in program areas that are multi-county, but not statewide, gray-colored counties possess no targeted education programs in the survey responses.

For green-shaded counties, the darker the shade of green, the more education programs targeting that county. In counties with targeted education programs, a red cone varies in size to show the amount of spending associated with those programs. The larger the cone, the higher the amount of targeted funding.

Education Program Spotlight #1

The Mobile Planetarium Program (MPP) administered by the Center for Mathematics and Science Education (CMSE) at the University of Mississippi is another notable education program. MPP is spotlighted for their inclusion of supporting documents in their annual report. This includes invoices, impact metrics, and detailed lists of when and where program activities occurred.

Mobile Planetarium Program

School/Organization	District	City	County	Date	Hours	Students
RebelQuest	Community	Oxford, MS	Lafayette	July 10, 2018	3	59
YMCA Camp (Regents School of Oxford)	Community	Oxford, MS	Lafayette	July 11, 2018	4	92
North Oxford Daycare	Community	Oxford, MS	Lafayette	July 26, 2018	2	55
Mooreville Middle School	Lee County School District	Mooreville, MS	Lee	September 14, 2018	7	141
Falkner Elementary School	North Tippah School District	Falkner, MS	Tippah	October 12, 2018	6	288
Pearl Upper Elementary School	Pearl Public School District	Pearl, MS	Rankin	October 25, 2018	8.5	354
Blue Mountain Elementary School	South Tippah School District	Blue Mountain, MS	Tippah	November 2, 2018	6	184
FIRST Lego League	Community	Oxford, MS	Lafayette	November 10, 2018	4	178
Itawamba Community College	Community	Tupelo, MS	Lee	November 15, 2018	3	131
Byhalia Elementary School	Marshall County	Byhalia, MS	Marshall	November 16, 2018	6.5	231
Girl Scouts (Landers Center)	Community	Southaven, MS	DeSoto	January 26, 2019	4	269
LaGrange-Moscow Elementary School	Tennese	Moscow, TN		February 1, 2019	6	172
Saltillo Elementary School	Lee County School District	Saltillo, MS	Lee	March 8, 2019	6	255
East Union Attendance Center	Union County School District	Blue Springs, MS	Union	March 21, 2019	6	258
Overpark Elementary School	DeSoto County School District	Olive Branch, MS	DeSoto	March 28, 2019	2	139
Hernando Middle School	DeSoto County School District	Hernando, MS	DeSoto	March 29, 2019	7.5	280
Grenada Upper Elementary School	Grenada School District	Grenada, MS	Grenada	April 4 & 5, 2019	14	572
Itawamba Community College (Fulton)	Community	Fulton, MS	Itawamba	April 16, 2019	3	56
Lawhorn Elementary School	Tupelo Public School Distrcit	Tupelo, MS	Lee	April 18, 2019	6	115
Horn Lake Middle School	DeSoto County School District	Horn Lake, MS	DeSoto	April 25 & 26, 2019	15	495
Clara School	Wayne County Schools	Waynesboro, MS	Wayne	May 3, 2019	6.5	310
Elizabeth Jones Public Library	Community	Grenada, MS	Grenada	June 10, 2019	4	130
Lincoln County Public Library	Community	Brookhaven, MS	Lincoln	June 12 & 13, 2019	10	485
NASA Astro Camp (NGenius Learning)	Community	Brandon, MS	Rankin	June 24, 2019	3	60
				Total	143	5309

CMSE's report also includes useful information such as accomplishments, challenges and long-term goals. Another addition in the report is a "FY 2020 Plan of Action" where they incorporate long-term goals, as well as possible solutions to challenges previously expressed in the report. CMSE describes the Mobile Planetarium Program as "a unique experience that allows students to visualize Earth's place in the universe using projected simulations and discussions tailored to grade-specific science learning goals." They achieve this effect using modified projectors/screens and state of the art astronomy software to display images of the solar system one could not find elsewhere, especially in rural communities. This report spotlight should provide agencies and institutions with an idea of a "best practices" approach in reporting programmatic activities to the public.

Education Program Spotlight #2

Mississippi Bug Blues (MBB), first established in 2012, an education and outreach program provided by the Mississippi Entomological Museum at Mississippi State University, is one of Mississippi's leaders in invasive species awareness education and also focuses on the roles insects play in biodiversity and conservation. The program's mission is "To educate the state of Mississippi in innovative and exciting ways, challenging its citizens to view their surrounding world and the wonders it holds with more curiosity, care, and consideration."[1] To achieve this mission, MBB hosted 29 events, with many lasting three or more days, reaching almost 41,000 students from June 2018-June 2019.

This program provides in-depth reporting that includes examples of instructional materials and personalized delivery strategy. Activities include collaborations with other programs, school districts, and universities. Mississippi Bug Blues tailors their services to address the needs of individuals they are collaborating with. An example of this, listed in their Accomplishment Report, states they were "able to partner with the YES! Program to develop 3 unique day camp experiences that encouraged hands-on learning for over 50 4th-6th grade students. For example, during Adventures in Flight, students learned about insect wing movements and trial tested their own custom-made fliers."

MBB also creates the curriculum with the age of recipients in mind. This results in lesson plans and activities suitable for all ages.

As one other example, MBB was invited to host a booth at the "Imagine the Possibilities Career Expo." The Expo showed 8th graders in North Mississippi all the different career paths available to them. MBB created unique material tailored to encourage children to seek careers in the field of entomology. MBB stated that their Expo experience "inspired [us] to begin to explore new curriculum implementations to not only foster an interest in science and entomology early on with our current elementary school student target audiences, but to show the rich career benefits entomology has to offer to high school students seeking careers in science."

MBB is also making strides in incorporating social media into the program outreach. They have accounts on Facebook, Instagram, and Twitter. MBB is also exploring how to best incorporate educational and live streamed video onto their platforms.

MISSISSIPPI BUG BLUES CURRICULUM
3RD GRADE

DURATION: 45 minutes
STUDENTS WILL:
- Be able to identify the basic anatomy of an insect
- Learn the difference between invasive, native, and alien insects
- Recognize the importance of insects and the roles that insects play in the balance of an ecosystem

INSECTS OF FOCUS:
- Emerald Ash Borer
- Madgascar Hissing Cockroach
- Imported Fire Ant
- Tawny Crazy Ant

MISSISSIPPI BUG BLUES CURRICULUM
5TH GRADE

DURATION: 150 minutes (Including all Bug Blues activities and stations)
STUDENTS WILL:
- Review anatomy of the insect in a greater depth than in previous lessons
- Learn about 6 different scientific orders of insects and their key characteristics
- Be able to recognize the effect of invasive insect species on other species that are endangered and learn the importance of studying insects in general

INSECTS OF FOCUS:
- Emerald Ash Borer
- Asian Praying Mantis
- New World Screwworm Fly
- Xerces Blue Butterfly
- Mitchell's Satyr Butterfly

Health Programs

As shown earlier in Figure 3, health programs are reportedly the second largest expenditure area for children's programs throughout the state. Health, again, is a broad focus area that can be broken down into a variety of program missions. Two subcategories that capture many, but not all of the health programs for children are programs for:

1. Healthy eating, and
2. Recreation and exercise

Table 2 below illustrates the number of programs associated with each identified subcategory and the total subcategory funding.

Table 2:

Subcategory Name	Total Subcategory Funding	Number of Programs in Subcategory
Healthy eating programs	$399,470,776	44
Recreation and exercise programs	$743,902	17

Healthy eating programs focus on assisting children in understanding the nutritional values of the foods they eat and the benefits associated with healthy habits. Examples of this type of program include culinary lessons for children that focus on the preparation of healthy meals, monetary assistance with food purchases for families with children, such as TANF, and nutritional education initiatives that strive to reach children primarily through puppetry and music. Similar to the education focus area, MDE and the Mississippi State Department of Health overshadow other program providers in terms of funding in the healthy eating subcategory. Funding appears to be less concentrated by institution within the recreation and exercise subcategory.

Figure 12 below shows the top five institutions by reported recreation and exercise program funding amounts.

Figure 12:
Top 5 Agencies by
Recreation and Exercise Program Spending
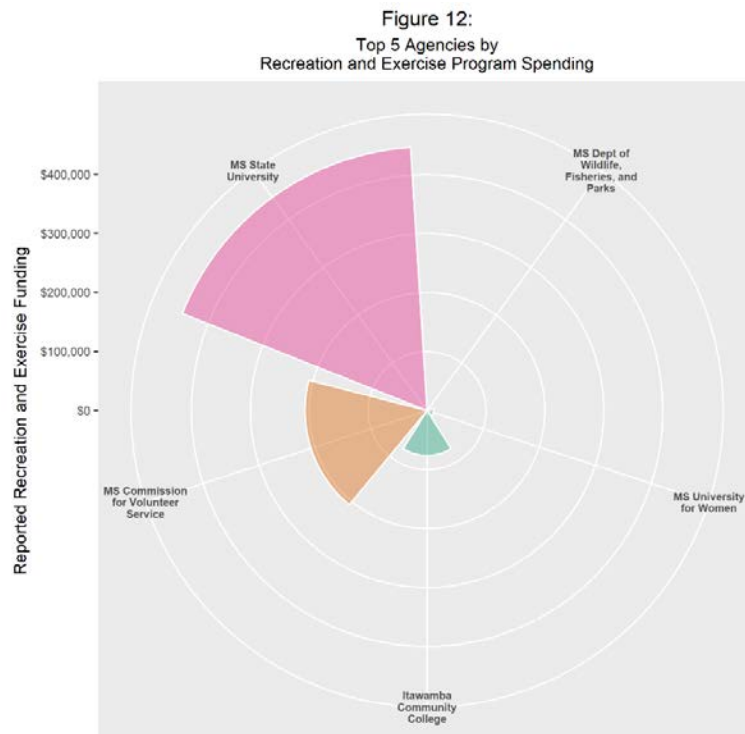
Recreation and exercise programs are those that focus on facilitating activities for children that promote physical exertion and outdoor or indoor play. Examples of this type of program are athletic youth summer camps, children's sports fishing programs, archery, after school exercise programs, etc. There are not as many of these physical health related programs across the state as there are other medical or nutrition related health programs. Additionally, many of these programs are not government subsidized as much as medical or nutrition related health programs. Unless scholarships or sponsorships are available, these programs tend to be self-funded, meaning the participant must pay all or a portion of the cost.

Targeted Health Programs

The map (right) shows targeted health programs and funding by county. Gray-colored counties possess no targeted health programs in the survey responses. For green-shaded counties, the darker the shade of green, the more health programs targeting that county. Where targeted health programs are present, a red cone is present whose size indicates the amount of funding reportedly associated with those programs. The larger the cone, the higher the amount of targeted funding.
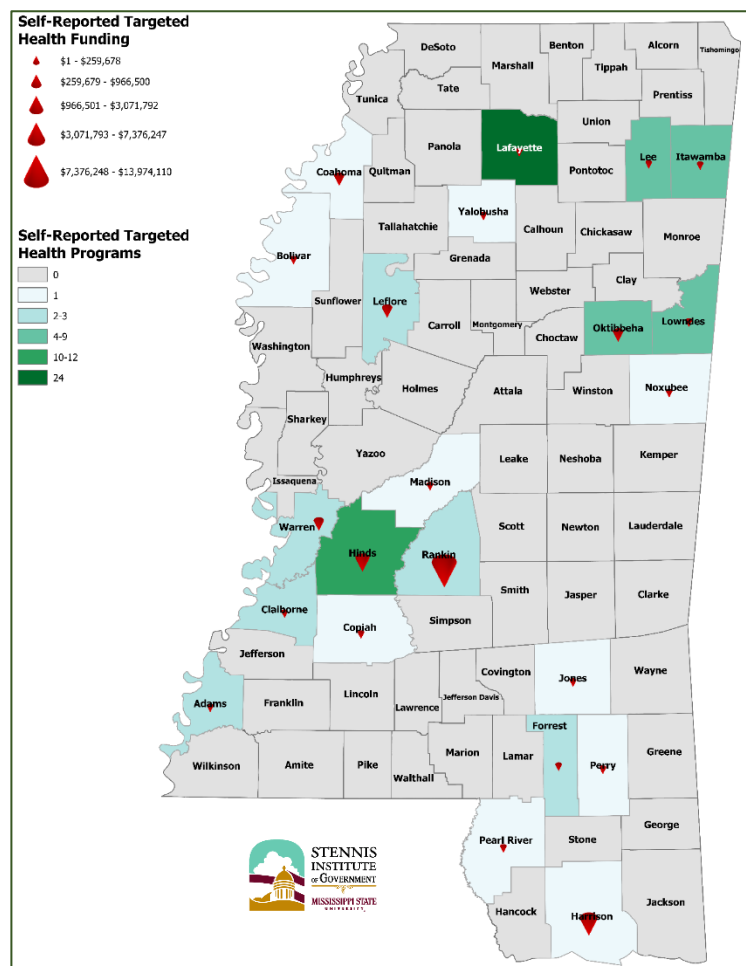
Health Program Spotlight

The Mississippi Department of Health's Newborn Screening Program provides an exemplary reporting template. This program is spotlighted for its wealth of detail provided during survey follow-up. According to their programmatic report, "The primary goal of the Newborn Screening Program is to screen every infant born in the state and refer infants with abnormal results to appropriate centers for medical evaluation, confirmatory testing, and initiation of medical and/or nutritional treatment if indicated." The program screens for genetic disorders, diseases, and other abnormalities that may threaten the life or health of newborns. The flow chart (right), from MDOH's programmatic report, illustrates a clear service plan for Mississippi's newborns. The number of children reached is also noteworthy. Out of all children born in Mississippi in 2016, 97.1% were able to be tested.
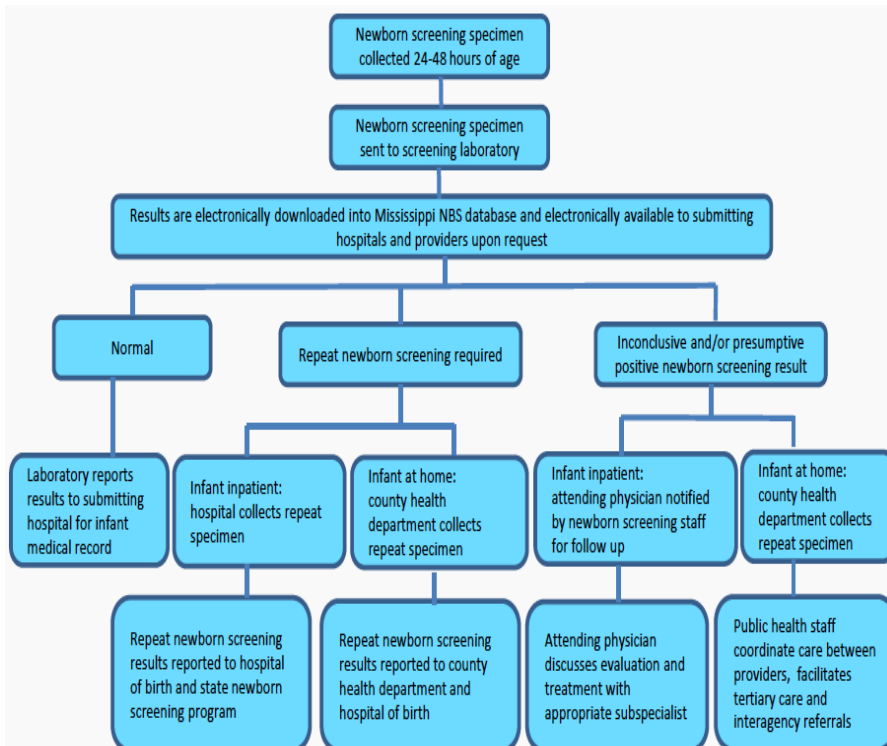
	2011	2012	2013	2014	2015	2016
Mississippi Occurrence Births	38,939	37,787	37,648	37,956	37,618	37,141
Number of Newborns Screened	37,979	36,759	36.607	36,961	36,495	36,061
Percentage of Newborns Screened	97.5%	97.3%	97.2%	97.4%	97.0%	97.1%

This screening provides valuable information to both decision makers and stakeholders. The information gained from the Newborn Screening Program is also available to the public and is easy to understand. An example of the results of their testing is shown in the graphic to the right:

Newborns with Confirmed Genetic Disorders/Diseases by Public Health District, 2011-2016

The map displays the number of infants with confirmed disorders/diseases over a six-year period (2011-2016) according to their residence within the public health districts.

Between 2011–2016, approximately 601* newborns were identified with genetic disorders/diseases. Districts V and III had the most confirmed number of genetic disorders/diseases. The population concentration in district V compared to other districts may contribute to the increased number of confirmed disorders/diseases. It is also the location of the state's only tertiary center were the majority of children are referred for evaluation and treatment. District III has an overall lower population, however, it has the largest percentage of African Americans, who are at greater risk of Hemoglobinopathy disorders (HGBD), the largest group of disorders in the state.

Safety Programs

According to the respondents, child safety programs are the least represented program focus by a significant margin, both in the number of programs offered and by reported funding levels. Safety can encompass many program missions, but there are two subcategories that stand out within the survey responses:

1. Outdoor recreational safety programs
2. Anti-violence programs.

Table 3 below illustrates the number of programs associated with each identified subcategory and the total subcategory funding.

Table 3:

Subcategory Name	Total Subcategory Funding	Number of Programs in Subcategory
Anti-violence programs	$13,015,134	12
Outdoor recreational safety programs	$674,579	11

Outdoor recreational safety programs range from archery and shooting classes with an instructional safety component to boating and lifeguarding services and trainings. The Mississippi Department of Wildlife, Fisheries, and Parks spends the most for outdoor recreational safety programs for Mississippi children. Of all other institutions responding to the survey request, only The Mississippi Extension Service (through Mississippi State University) and Delta State University appear to provide any significant number of outdoor recreational safety programs.

Anti-violence programs range from programs offering a set of educational anti-bullying presentations to programs hosting web applications that aid child victims of violence in locating local and national resources that can assist them. Figure 13 below shows the institutions with the top three reported funding amounts for children's anti-violence programs.

Figure 13:
Top 3 Agencies by
Anti-Violence Program Funding
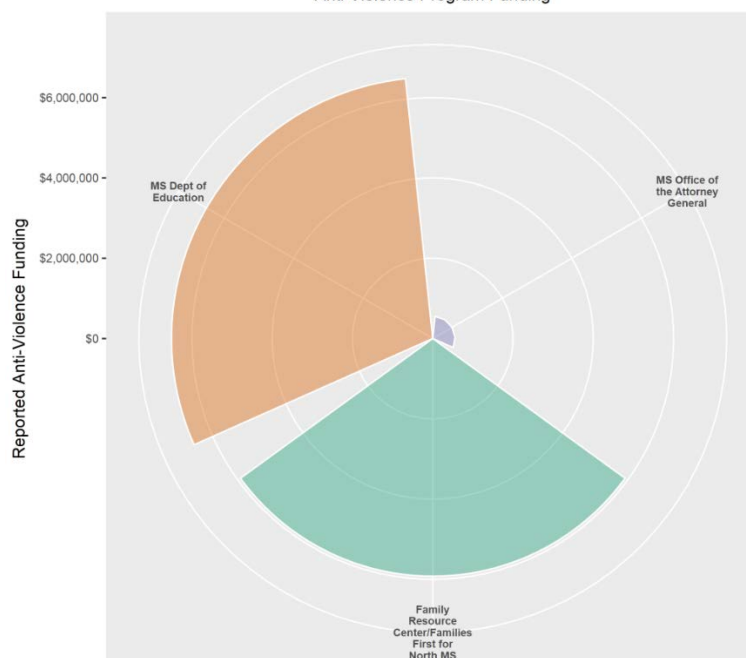
Targeted Safety Programs

The map to the right shows targeted safety programs and funding by county. Gray-colored counties possess no targeted safety programs in the survey responses. For green-shaded counties, the darker the shade of green, the more safety programs targeting that county. Where targeted safety programs are present, a red cone is present whose size indicates the amount of funding reportedly associated with those programs. The larger the cone, the higher the amount of targeted funding.
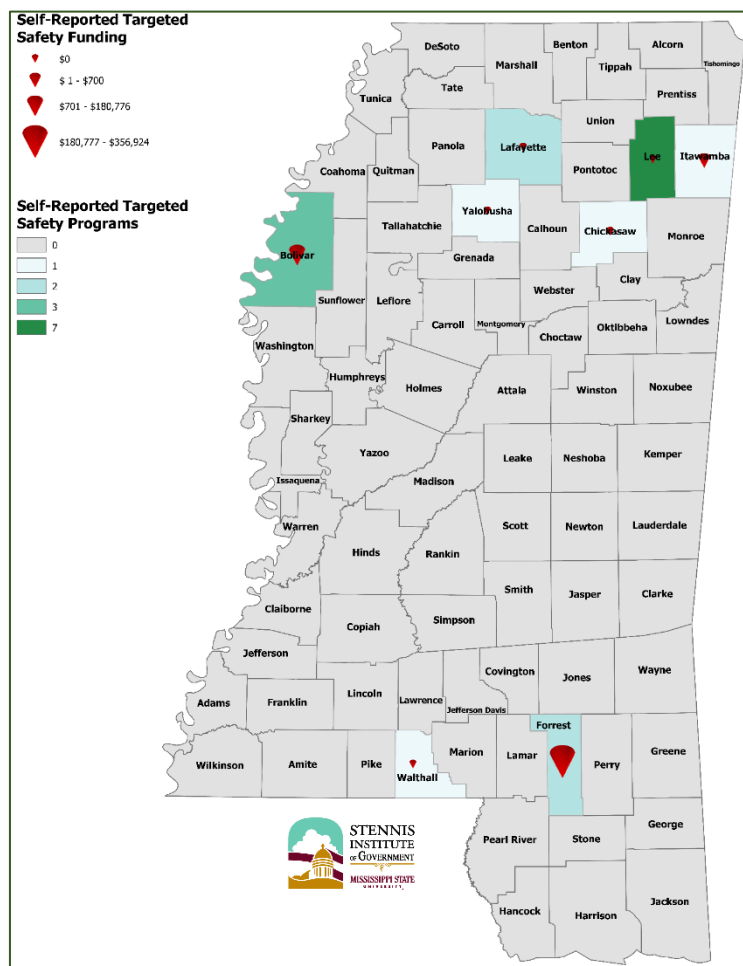
Safety Program Spotlight #1: 4-H SAFETY Programs

Safe **A**rchery & **F**irearms **E**ducation & **T**raining for **Y**outh

The Extension Service and 4-H have a long-running safety program to teach youth safety when participating in shooting sports. Through participation in firearm safety training and shooting sports activities, young men and women are given the opportunity to learn responsibility, sportsmanship, self-discipline, and other qualities critical to the development of productive citizens.

4-H Shooting Sports is a national program with 428,020 young people taking part, making it one of the largest shooting education programs in the United States. Here in Mississippi, 4-H SAFETY involves thousands of kids and continues to grow annually. An established core of over 700 adult volunteer instructors and 4-H agents provide training and leadership for this program throughout the state.

Another important nationally tested and established safety program that 4-H, through the Mississippi Extension Service, provides for children is ATV safety. Here in Mississippi, many children learn to ride ATVs at an early age, so a program like this that has successfully trained thousands of children nationwide is key to keeping children safe outdoors.

Safety Program Spotlight #2: Fire Safety Education

The Mississippi Department of Insurance has a number of well-developed programs that are designed to teach children between the ages of 2 and 18 safety concepts to avoid fire injuries or death. They also have a statewide network of fire and life safety educators called the Mississippi Association of Public Fire Safety Educators.

The Department of Insurance's website (https://www.mid.ms.gov/sfm/fire-safety-education.aspx) has a number of programs that can be used by schools, daycares, families, libraries, churches, and others. Many of these programs are nationally developed and free to use. This means that fewer Mississippi tax dollars are spent to develop programs that already exist. Just a few examples of the resources available include:

- Buzzly Fire Safety - A fire safety program to teach preschool and elementary age children basic fire safety survival skills. This program provides fire safety products and materials nationwide to fire departments for distribution to daycare centers, preschools, elementary schools, fire stations, and public libraries.
- Learn Not to Burn Preschool Program - NFPA's fire safety program for children ages 4-5.
- Remembering When - A fire and fall prevention program for older adults. Also available in Spanish and components translated in 18 other languages. Free copies available from the Fire Marshal's Office.
- Risk Watch - NFPA's comprehensive curriculum to teach how to recognize and avoid unintentional injuries. The Natural Disasters curriculum helps prevent injuries that can result from disasters and to initiate a level of comfort for children in any disaster. Includes a Kids Only page and information to the Safe Community Program. The Unintentional Injuries curriculum teaches children how to recognize and avoid unintentional injuries. Free copies of the Unintentional Injuries curriculum available from the Fire Marshal's Office.
- Fire Safety & Education for College Students - Fire safety is important, regardless of whether students live on-campus, in Greek Housing, or off-campus. This guide outlines risk factors, and examines school and student responsibilities for fire safety.

On-Line and "Digital" Safety: The Programs That Were Not Reported

One gap revealed by survey responses is that there is no state level effort to provide online safety education programs to children. While there are many digital training programs, coding camps, and online entrepreneurship programs, not even MDE programs listed any that focus online safety education. With the advancements in technology and access to the internet the implementation of youth digital safety programs is a growing importance for children today.

To implement Internet Safety education programs in Mississippi, decision makers should consider lessons learned from successful ISE programs in other states. Key features that research suggests make successful ISE programs are privacy, cyberbullying, research-based content and outcome evaluation. There are three training areas common to ISE programs: privacy curriculum, cyberbullying, and research-based content. The general message of privacy curriculum is "do not share your name, password, or any personal information with anyone on the internet." Cyberbullying curriculum is built around children being taught to not only recognize cyberbullying but how best to respond or get help from adults, and research based content prevents over exaggeration and misrepresentation of the dangers that children may face while online. Ultimately, internet safety education programs for children of all ages should be more prevalent. Policy leaders should be aware of the lack of these type programs and consider ways to grow them.

Conclusion

This project attempted to create an inventory of the almost $4.5 billion in programs provided to children in Mississippi. The key contribution of this survey is that now Mississippi will have as comprehensive a list of programs for children and the dollars spent on them as the state has ever had. This was not true before the survey was conducted. In fact, at the onset of this study, the state did not even have a central list of contact information for all the child-related program directors in Mississippi.

The almost $4.5 billion spent on Mississippi children is spread across more than 850 programs. Many programs are performing valuable functions and are collecting data on whether they are effective. Some of these programs are highlighted in the "spotlight" sections throughout this report. But many more programs do not measure their effectiveness, nor do they collect basic data beyond the number of children in the program. Further, while many of the responses indicated that they worked collaboratively with others, researchers found little evidence of coordinated efforts between programs or agencies.

A lack of understanding of all the programs offered to children in Mississippi, coupled with a lack of data on program effectiveness, has made it difficult, if not impossible, in the past to assess the extent of waste, duplication, and ineffectiveness among the many programs. This inventory should serve as a starting point for identifying programmatic overlap and inefficiency.

Program directors should also look to other successful programs listed in this survey and develop metrics to measure program effectiveness, so that strong programs may be better funded and weak programs shuttered over time. To do this, organizations will need to gather data that show how well participants learned, where participants came from, how much is spent by participant county of origin, and other data that would allow for meaningful comparisons to other, similar programs. Measuring real outcomes should be a core priority for each program.

Moreover, program directors should use the data in this survey to identify and collaborate with other programs trying to achieve similar goals as their program. Better coordination will mean taxpayer dollars are more effective for Mississippi's children.

Finally, this survey should serve as an entry point to a conversation about best program practices. Policymakers should appoint an agency or body (perhaps the State Early Childhood Advisory Council) to develop a comprehensive plan for the betterment of Mississippi's children and best practices for the programs serving those children. Program directors should coordinate around this policy mission and those practices.

All data referenced in this report was self-reported and does not represent a complete list of programs in the State of Mississippi. This report should be viewed as a guide to determine what programs are underway in Mississippi in the areas of education, health, and safety programs for minors, birth through 18. For a complete copy of the data amassed during this survey, please contact of the Office of the State Auditor (1-800-321-1275).

Appendix A:

**Report on Data Collection Efforts for this Project from
The Social Science Research Lab
at the University of Mississippi**

Report on Data Collection Efforts for the Year of the Child Project

Social Science Research Lab
University of Mississippi

Survey Methodology and Implementation

The Mississippi Office of the State Auditor (OSA) provided the SSRL with a version of the survey instrument and contact list. The survey instrument was created as an Adobe form and we determined given the expedited time frame of the project to slightly modify the original instrument and send it out as an Adobe form. The Adobe software allows for direct submission of a completed form. However, in pilot testing of the survey implementation and from discussions with the OSA regarding issues they faced in their initial work, it was clear that the direct submission of the survey through the Adobe software was problematic. Therefore, we had survey respondents fill out the form and email it directly back to us.

We launched the survey on September 30, 2019 by directly emailing each of the contacts on the initial list provided to us by the OSA. In that email, we provided instructions for completing the survey (Appendix 1), and attached a letter about the project (Appendix 2) and the survey for completion (Appendix 3). We asked for a return date of the completed survey by October 11, 2019.

In October and November, in collaboration with the OSA and Joseph Sclafani at the Office of the Governor, we worked on increasing the response rate by sending out follow up requests for survey completions to contacts that did not respond to the initial email or submit their completed form by October 11th.

In October and November, we also spent a considerable amount of time answering a wide range of questions regarding the survey. These questions ranged from agencies and individuals seeking clarification on the survey instrument, how to complete it, how to provide information related to programs in their agency or organization, and whether certain types of programs should be included in their survey. We also worked with organizations seeking additional time to provide their information. Most notably, these requests came from universities and community colleges who had to compile program information from many disparate entities across their campuses. We tracked responses as they came in and provided updates to the OSA to help us in reaching out to those who had not responded in efforts to get maximum participation in the survey.

Response Rate

Over the course of the data collection, we sent the survey to over 300 individual email addresses across 126 organizations[3] throughout the state.[4] We focus on responses by organization rather than individual as many larger organizations coordinated responses across their units to return one large response set while others who received the initial email forwarded the request to others within their organization which meant we received responses from individuals not originally listed on our contact list. These 126 organizations included State Agencies, Boards, and Commissions; Public Universities; Community and Junior Colleges; and Planning and Development Districts.

The final data set includes responses from 118 of the 126 organizations or a **94% organizational response rate**.

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[3] We use the term organization to broadly capture the various entities that received the survey.
[4] A preliminary report indicated the survey went to 155 organizations. However, upon compiling the final list of responses, we determined that 29 of those organizations were part of a larger entity that provided us with a response. We count each organization once in the response rate figures. Therefore, responses from multiple units within an organization count as one organizational response.

Creation of Project Dataset

Upon receiving completed surveys, we worked on assembling a data set for the analysis to be conducted by our partners on the project at Mississippi State, Delta State, and the OSA. To do this, we took each individual completed Adobe form and produced a .csv file. While the Adobe software allows for a single merge of Adobe forms into one .csv file, we were unable to do this as many agencies did not save the form properly or printed and filled out the form by hand or scanned and emailed a copy back to us, which necessitated us entering the data by hand. Once we had converted each response into a .csv file, we created a merged data set of all responses. In this process, we coded the inputted responses in various ways to make the data useable. We completed various spot checks of the data to make sure the coding process was reproducing the information listed in the PDF responses. We then exported the data set to various file formats and shared the responses and data set with other members involved in the project. In addition to creating the data set of responses, we also created detailed codebooks.

After creating the initial data set, we checked the data code for any errors and reformatted the data to be more beneficial to other partners working on the project. This included merging our initial datasets into one and reformatting some of the initial variable coding and formats. We also responded to various questions regarding the data collection and datasets from project partners throughout the month.

Future Recommendations

For future iterations of this project, we suggest several ways to improve the data collection. First, assuming an appropriate time window and funding resources, we recommend a two-stage data collection approach. The first stage would involve contacting respondents from this collection effort along with any other agencies or organizations that may have projects in the areas of interest to have them respond to a short survey that asks if they have programs in the areas of interest and, if so, who is the appropriate contact person. The survey could also ask if they know of or work with any other agencies or organizations that have programs in the areas of interest. This type of snowball sampling approach could expand the respondent pool to include programs that may have been overlooked initially. This short survey could be conducted through a combination of email and brief phone conversations.

The second stage would then involve taking the respondents that answered that they do have programs in the areas of interest and contact them directly to conduct a data gathering interview. This interview process would involve sending them the information to be collected and scheduling a time to meet either in-person or over the phone to provide the necessary information. Given proper time and resources, this method would improve the accuracy and details of the data collected and should alleviate some of the missing data concerns that emerged in this round of data collection. In a situation without the resources to conduct individual interviews, we recommend adjusting the survey instrument to allow for greater ease of providing the information and more detailed options for providing the information.

This approach would be more labor and time intensive on the front-end before launching the survey. We suggest moving the survey instrument to an on-line survey software program, such as Qualtrics. With this approach, the survey flow would direct each respondent to different questions and answer options based on their previous answers in the survey. This would take a great deal of time to properly program and would need various pilot respondents to determine that the survey works in the necessary manner. The downside to this type of survey, similar to the initial data collection form, would be that it requires some computer literacy or knowledge on the part of the respondent and could not easily capture any programs or agencies that do not neatly fit into the areas of interest or regular funding mechanisms.

Project   Contributors

Jonathan Winburn:
Jonathan Winburn is the director of the Social Science Research Lab (SSRL) and associate professor of political science at the University of Mississippi.

Conor Dowling:
Conor Dowling is associate professor of political science and research associate in the SSRL at the University of Mississippi.

Austin Cutler:
Austin Cutler is a PhD student in political science and graduate assistant for the SSRL at the University of Mississippi

Appendix A1: Email Text Sent to Respondents

Subject: Year of the Child: Audit of Assets
Attachments: Year of the Child Response Form.pdf; Year of the Child Letter.pdf

Hello. My name is Jonathan Winburn and I am the Director of the Social Science Research Lab at the University of Mississippi. We are working with Sam Atkinson at the Office of the State Auditor on an Audit of Assets related to programs involving children. Attached to this email, you will find a formal letter regarding this request and a brief form to complete.

To complete this form:
1. Open the form attachment and download/save to your computer
2. Open the form document and complete
2. Save the completed form as a PDF
3. Email completed PDF to jwinburn@olemiss.edu

Here are a couple of notes to make filling out the form easier:
1. If your agency has no programs involving children, please complete the Contact Information and answer Questions 1A and 1B.
2. If your agency has any programs involving children, please answer the 5 questions on page 1 and then provide the requested program information on page 2.
3. On page 2, when using the dropdown boxes, if you need to manually input the information, you can type all information directly into the boxes. You may type as much information as needed directly into the box.

Thanks for your time!

****
Jonathan Winburn
Associate Professor and Graduate Program Coordinator
Department of Political Science
Director, Social Science Research Lab
PO Box 1848
University of Mississippi
University, MS 38677
Phone: 662-915-7190
****

Appendix B:

Survey Letter and Instrument

The Mississippi Office of the State Auditor (OSA), under its authority in §7-7-211 and at the request of the Office of the Governor, is conducting an assessment and inventory audit of all programs/councils/task forces/committees, etc. that directly impact children from birth to age 18 in the areas of Health, Safety, and Education as part of the "Year of the Child" project.

In partnership with the University of Mississippi's Social Science Research Laboratory (SSRL), Sam Atkinson at OSA is asking you to complete a two-page response form of less than ten questions that needs to be returned by October 11, 2019. **Once completed, you can simply save the document and email it to jwinburn@olemiss.edu**. If you need the latest version of Adobe Acrobat Reader, you may download it at http://www.adobe.com/go/reader.

We may or may not have other contacts at your agency, but we are requesting that you provide this electronic form to anyone/all who would best be able to complete it. That may be someone who works with budgets, grants, various program directors, etc. It is fine for them to submit multiple copies of the form, or for you to have your staff compile all of their responses and submit a single electronic copy.

Accuracy is important and will help us avoid burdensome in-person interviews and multiple follow-ups with your organization. We will be comparing results to financial records, budget requests, federal grant schedules, etc. and appreciate your efforts to provide us the information we need.

If you have any specific people you would prefer the form be sent to, or if you have any questions, please contact Jonathan Winburn at jwinburn@olemiss.edu. If you would like to speak to someone in the OSA regarding this request, you may contact Sam Atkinson, via e-mail (sam.atkinson@osa.ms.gov) or phone (601-576-2655).

Samantha Atkinson
Director, Special Projects and Audit Response Teams
Mississippi Office of the State Auditor
PO Box 956
Jackson, MS 39205
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Fax: 601.576.2720
Toll Free: 800.321.1275

"Year of the Child" Audit of Assets and Distribution

At the request of Governor Phil Bryant, and under the authority of §7-7-211, the Office of the State Auditor is conducting an asset inventory of State, Local, and Federal programs and funds used in health, safety, and education programs for children birth to eighteen years.

<u>INSTRUCTIONS.</u> To prevent the necessity for in-person interviews and follow-up calls, complete and submit this form electronically no later than close of business on October 11, 2019, with complete information. **Once complete, please save the document and email as an attachment to jwinburn@olemiss.edu.**

If your agency has no programs at the state, local, or non-profit level for health, safety, or education of children, birth to eighteen, simply complete the red-bordered required information and Question 1. Multiple responses from agencies will be accepted if they are not duplicates. If you receive this and are not the appropriate person to complete this form, forward it to those individuals within your agency who can provide OSA with accurate information. Please direct all questions or concerns to Jonathan Winburn, Director of the Social Science Research Lab at the University of Mississippi at jwinburn@olemiss.edu. This form works correctly with Adobe Acrobat Reader DC, which can be downloaded for free at: http://www.adobe.com/go/reader.

Respondent Contact Information

Agency: [ ]   Department/Division: [ ]

Name: [ ]   Title: [ ]

E-mail: [ ]   Phone: [ ]

==ALL questions are related to programs impacting the safety, health, or education of children, birth to eighteen years.==

1. Does your agency have programs/councils/task forces/committees, etc. related to children?
   A. Direct: Programs within your agency   ◯ YES ◯ NO

   B. Indirect: Grants or other awards to other government or non-government organizations, etc.   ◯ YES ◯ NO

   If you answered "NO" to <u>both</u> A & B, stop, save the document, and email to jwinburn@olemiss.edu.

2. Are these programs related to (check all that apply):   ☐ Health   ☐ Safety   ☐ Education
   (we will ask for additional information on Page 2)

3. Funding:
   A. How are these programs funded (check all that apply): ☐ Federal   ☐ State   ☐ Other_____

   B. Estimated amount your agency spent on all of these programs in FY2019?   _____

4. Reporting:
   A. Do any of these programs require any reports on outcomes (quarterly, annually, etc.)?   ◯ YES ◯ NO

   B. If these programs are indirect to the agency (sub grant, pass-through, etc.), does the agency require reporting?
   ◯ YES ◯ NO

5. Coordination:
   A. Does your agency coordinate its programs with other, similar programs in government or non-government organizations?   ◯ YES   ◯ NO

   B. Do you have geographical location information for program recipients?   ◯ YES   ◯ NO

Please provide the requested information on the next page, then save the document, and email to jwinburn@olemiss.edu.

Mandatory Response Form Due No Later than COB October 11, 2019

Agency Name:		Primary Contact		E-Mail:					PH:	
Program Name & Brief Description	Name of Primary Program Contact @ Agency	Program Focus: (Health, Safety, Education)	Federally or State Mandated?	If Mandated, Enter Statute or Regulation	Funding Source(s): (Federal, State, Local)	Total Expenditures Last Full Fiscal Year	County Where Program Activities Occurred	Cities/Towns Where Program Activities Occurred	Recipient Age Range	Reports Available?
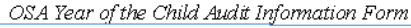
Mandatory Response Form Due No Later than COB October 11, 2019

Appendix C:

Organization List and Type of Program Count

	Indicates that No response was received from organization
	Indicates response received, but no direct or indirect children's programs provided on the survey response
	Indicates that response was received and listed one or more programs related to children birth through 18

Organization	Response Received?	Direct or Indirect Child Programs?	Total Number of Programs Reported	Education	Health	Safety	All
Alcorn State University	Yes	Yes	14	6	4	3	1
Assure FAA Center of Excellence for USA (MSU)	Yes	No					
Central Mississippi Planning and Development District (PDD)	Yes	No					
Central Mississippi Residential Center	Yes	No					
Child Death Review Panel	Yes	No					
Coahoma Community College	Yes	Yes	2	2			
Commission on Judicial Performance	Yes	No					
Copiah-Lincoln Community College	Yes	Yes	3	1			2
Delta State University	Yes	Yes	26	20	3		3
Department of the Military--ARNG Youth Challenge Academy	Yes	Yes	1	1			
East Central Community College	Yes	Yes	2	1			1
East Central Planning and Development District (PDD)	Yes	No					
East Mississippi Community College	Yes	Yes	4	3			1
East Mississippi State Hospital (DMH)	Yes	No					
Ellisville State Schools (DMH)	Yes	Yes	4		1		3
Family Resource Center/Families First for North Mississippi	Yes	Yes	3	1			2
Golden Triangle Planning and Development District (PDD)	Yes	No					
Healthy Teens for a Better Mississippi	Yes	Yes	1		1		
Hinds Community College	Yes	Yes	19	6	2		11
Holmes Community College	Yes	No					
Institutions of Higher Learning (IHL)	Yes	Yes	1	1			
Itawamba Community College	Yes	Yes	41	17	18	5	1
Jackson State University	Yes	Yes	12	6	2		4
Jones County Junior College	Yes	Yes					1
Meridian Community College	Yes	Yes	3	3			
Mississippi Arts Commission	Yes	Yes	6	6			
Mississippi Athletic Commission	No						

Organization	Response Received?	Direct or Indirect Child Programs?	Total Number of Programs Reported	Education	Health	Safety	All
Mississippi Autism Board	Yes	No					
Mississippi Blues Commission	No						
Mississippi Charter School Authorization Board	Yes	Yes	6	6			
Mississippi Child Care Advisory Council	Yes	No					
Mississippi Coalition for Citizens With Disabilities	No						
Mississippi Commission for Volunteer Service	Yes	Yes	9	5	4		
Mississippi Commission on Status of Women	Yes	No					
Mississippi Community and Junior College Board	Yes	Yes	2				2
Mississippi Council of the Blind	Yes	Yes	1	1			
Mississippi Delta Community College	Yes	No					
Mississippi Department of Agriculture & Commerce	Yes	Yes	7		7		
Mississippi Department of Archives & History	Yes	Yes	27	27			
Mississippi Department of Child Protection Services	Yes	Yes	3				3
Mississippi Department of Corrections	Yes	No					
Mississippi Department of Education	Yes	Yes	42	30	4	4	4
Mississippi Department of Environmental Quality	Yes	No					
Mississippi Department of Health	Yes	Yes	12		8	2	2
Mississippi Department of Human Services	Yes	Yes	9	2	4		3
Mississippi Department of Marine Resources	Yes	Yes	5	4		1	
Mississippi Department of Mental Health	Yes	Yes	14		12		2
Mississippi Department of Public Safety Planning	Yes	No					
Mississippi Department of Rehabilitation Services	Yes	Yes	7	2	5		
Mississippi Department of Revenue	Yes	No					
Mississippi Department of Transportation	Yes	Yes	4	1		1	1
Mississippi Department of Wildlife Fisheries and Parks	Yes	Yes	36	21	4	8	3
Mississippi Development Authority	Yes	Yes	4	4			
Mississippi Division of Medicaid	Yes	Yes	2		2		
Mississippi Emergency Management Agency	Yes	Yes	2			2	
Mississippi Forestry Commission	Yes	No					
Mississippi Gulf Coast Community College	Yes	Yes	11	11			
Mississippi Industries For The Blind	Yes	No					

Organization	Response Received?	Direct or Indirect Child Programs?	Total Number of Programs Reported	Education	Health	Safety	All
Mississippi Institutions of Higher Learning	Yes	Yes	5	5			
Mississippi Insurance Department (MID)	Yes	Yes	2		1	1	
Mississippi Interagency Council on Homelessness	Yes	No					
Mississippi Juvenile Justice Advisory Council	No						
Mississippi Library Commission	Yes	Yes	1	1			
Mississippi National Guard-Family Programs	Yes	Yes	1				1
Mississippi Office of the Attorney General	Yes	Yes	23				23
Mississippi Office of the Secretary of State	Yes	Yes	1	1			
Mississippi Office of The State Treasurer	Yes	Yes	3	3			
Mississippi Public Broadcasting (ETV)	Yes	Yes	9	6	2		1
Mississippi Public Service Commission Central District	Yes	Yes	1	1			
Mississippi Public Service Commission Northern District	Yes	No					
Mississippi Public Service Commission Southern District	Yes	No					
Mississippi Public Utilities Staff	Yes	No					
Mississippi School for Math and Science	Yes	Yes	1	1			
Mississippi School for the Blind	No						
Mississippi School of the Arts (MDE)	Yes	Yes	1	1			
Mississippi Soil and Water Conservation Commission	Yes	Yes	2	2			
Mississippi Speaker of the House	No						
Mississippi State Board of Licensed Professional Counselors	Yes	No					
Mississippi State Board of Social Workers and Marriage & Family Therapists	Yes	No					
Mississippi State Fair Commission	Yes	No					
Mississippi State Fire Academy	No						
Mississippi State Hospital Oak Circle Center	Yes	Yes	1		1		
Mississippi State Hospital Specialized Treatment Facility	Yes	Yes	1				1
Mississippi State University	Yes	Yes	115	97	8	1	9
Mississippi Supreme Court	Yes	Yes	6				6
Mississippi University for Women	Yes	Yes	26	10	11		5
Mississippi Valley State University	Yes	Yes	9	7	1		1

Organization	Response Received?	Direct or Indirect Child Programs?	Total Number of Programs Reported	Education	Health	Safety	All
Mississippi Veterans Affair Board	Yes	No					
Mississippi Wireless Communication Commission	Yes	No					
MS State Cooperative Extension Service	Yes	Yes	36	23	5	7	1
North Central Planning and Development District (PDD)	Yes	No					
North Delta Planning and Development District (PDD)	Yes	Yes	1		1		
North Mississippi Regional Center (DMH)	Yes	Yes	2				2
North Mississippi State Hospital	Yes	Yes	1				1
Northeast Mississippi Community College	Yes	Yes	4	4			
Northeast Mississippi Planning and Development District (PDD)	Yes	No					
Northwest Mississippi Community College	Yes	Yes	2	2			
Pearl River Community College	No						
Pearl River Valley Water Supply District	Yes	No					
South Delta Planning and Development District (PDD)	Yes	Yes	1	1			
South Mississippi Regional Center (ESS)	Yes	Yes	1		1		
South Mississippi State Hospital (EMSH)	Yes	No					
Southern Mississippi Planning and Development District (PDD)	Yes	Yes	1	1			
Southwest Mississippi Community College	Yes	Yes	2	2			
Southwest Mississippi Planning and Development District (PDD)	Yes	No					
State Early Childhood Advisory Council (Governor's Office)	Yes	Yes	3	1	1		1
State Early Childhood Education and Care Advisory Council (SECAC)	Yes	Yes	3	1	1		1
Teen Health Mississippi	Yes	Yes	1		1		
Three Rivers Planning and Development District (PDD)	Yes	No					
University of Mississippi	Yes	Yes	184	150	14	1	19
University of Mississippi Medical Center	Yes	Yes	37	2	35		
University of Southern Mississippi	Yes	Yes	33	5	26		2
Total Programs Reported			**865**	**515**	**190**	**36**	**124**

Mississippi Office of the State Auditor

Shad White, State Auditor

Patrick Dendy, Deputy State Auditor

Contact Information

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