

McLEAN INSTITUTE

DR. ALBERT NYLANDER
ADVISORY BOARD MEETING

April 22,
2016



THE UNIVERSITY *of*
MISSISSIPPI

McLEAN INSTITUTE FOR PUBLIC SERVICE
AND COMMUNITY ENGAGEMENT

AGENDA

- **Welcome and Introductions**
- **Student Perspectives**
- **McLean Institute Mission and Vision**
- **Recent Successes**
- **Strategic Directions**
- **Questions from Advisory Board**
- **Adjournment at 4:30 p.m.**

MEET OUR STUDENTS

- **Janae Owens—MA in Exercise Science, Natchez, MS**
- **Ryan Snow—BA in Economics & Public Policy Leadership, Summerville, SC**
- **Mike Davis—BA in Business Management Information Systems, Kilmichael, MS**
- **Karson Nelson—BA in Public Policy Leadership, Madison, MS**
- **Austin Powell—BA in Public Policy Leadership, Corinth, MS**

MISSION & VISION

Mission

The McLean Institute for Public Service and Community Engagement advances transformative service throughout the University and fights poverty through education in Mississippi.

Vision

The McLean Institute for Public Service and Community Engagement will be recognized for expanding community engagement throughout the University of Mississippi and for its success in addressing poverty in Mississippi through mutually beneficial partnerships.

STRATEGIC GOALS

- **Goal 1: TRANSFORMATION THROUGH SERVICE:** Institutionalize the culture of community engagement at the University of Mississippi.
- **Goal 2: FIGHTING POVERTY THROUGH EDUCATION:** Alleviate poverty in Mississippi through academically-focused partnerships.



Recipients and finalists for the 2016 Algernon Sydney Sullivan Award, the university's highest recognition in honor of selfless service.

WHY THESE PARTICULAR GOALS?

- A culture of engagement leads to student success on campus and beyond
- Educational attainment is key to fighting poverty
- Expanding access to economic and social opportunity will **combat generational poverty**



Students for a Green Campus plant seeds in a greenhouse they built to support a community garden in Jonestown, MS. Youth in Jonestown have been invited to sell their produce at the Clarksdale Farmers' Market.

WHAT MAKES US UNIQUE

- **Linking community engagement and poverty alleviation**
- **Cost-effective utilization of scalable, replicable program models that can be adapted to the unique attributes of each community**
- **Emphasis on poverty and quality of life in Mississippi**



Horizons will serve grades 1-5 in summer 2016, and includes students from both public school districts in Oxford/Lafayette County.



**Catalyzing
Entrepreneurship &
Economic
Development (CEED)**



Horizons

**Advance
Transformative
Service**



**Fight
Poverty
through
Education**



**Student Engagement
Fellows**



**L-O-U Child Savings
Program**



McLean Mentors

CATALYZING ENTREPRENEURSHIP & ECONOMIC DEVELOPMENT (CEED)



CEED INVESTMENT IN STUDENTS & FACULTY

- CEED works with UM students and faculty to build **actionable partnerships** with Mississippi communities.
- These partnerships will **increase entrepreneurship and promote economic development** in rural MS.
- Since 2014, the McLean Institute has invested \$606,000 in undergraduate scholarships and graduate fellowships, and \$23,519 in faculty research.

“The McLean Institute serves its students with the same passion with which it serves the community. The opportunity to consistently discuss my ideas with some of the best faculty at the university has been invaluable to my education.”

– Camille Walker, Public Policy Leadership, Cohort 1

CEED RESEARCH PRODUCTION

- **Cohort 1 Undergraduate and Master's Thesis Topics:**
 - The Entrepreneurship Center at the Mississippi Development Authority: An Assessment of the State's Small Business Engine
 - Mississippi Delta Revitalization Through Tourism: An Assessment of the Role Community-Campus Partnerships Play
 - How Does Place Affect Access to "What Works"? Knowledge Usage in Urban and Rural NGO Intervention Design
 - The Prancing J-Settes
- **Faculty Research Projects:**
 - Mississippi Health Houses: Health Equity and Social Justice in a Community Development Model
 - Sensitivity Analysis on the Relationships between Quality of Life and Quality of Environment in the Mississippi Delta Region

CEED PARTNERSHIPS

- **Health care:** Partner with **North Mississippi Medical Center** in Tupelo and the **Tallahatchie General Hospital** in Charleston to address rural primary care and pharmaceutical health education programs.
 - **Quitman County Hospital** contacted the McLean Institute for guidance on community engagement strategy.
- **Workforce development:** Conducted research with **Tri-County Workforce Alliance** in Coahoma County to offer recommendations on workforce development and strategies to boost employment.



CEED BUSINESS AND PROGRAM DEVELOPMENT

- CEED student Michael Davis created a start up business called **Impster**, a social polling app. Apple awarded a contract to Impster in January 2016.
- Cohort 1 and 2 students partnered with Catholic Charities in Vardaman, MS to create **smART**, a 4 summer art and wellness program that served 30 students in grades K-6.



NEWTON HIGH SCHOOL GRISHAM FELLOWS

Ole Miss Changes Lives

McLean Entrepreneurial Leadership Program

The purpose of the McLean Entrepreneurial Leadership Program is to foster dialogue about how Mississippi can utilize resources through the University of Mississippi to address some of the state's most pressing needs. Outcomes of the program are designed to help stimulate business in local communities, improve educational systems, and strengthen the conversation between the university and community members.

Please note: The McLean Entrepreneurial Leadership Program is for Mississippi residents only.

Summer Program

In this first summer, the goal of the program will be to introduce an initial cohort of students from around the state (30-40) to the entrepreneurial spirit of community development. To do this, the group of students will interact with community leaders throughout Oxford and Lafayette County, while also being exposed to readings and lectures from professors, community leaders, and students. The goal in this first year is to stimulate an entrepreneurial interest that can be utilized to solve community and state problems through community engagement.

Structure

The summer institute will focus on four main areas:

Entrepreneurship

Small businesses constitute 99.7 percent of U.S. employer firms and produce 64 percent of new private sector jobs. Mississippi lags behind comparative states in job creation, and the economy is hampered by a host of issues. Using the experience of business leaders in the community and the expertise of the University's faculty, groups of students will study, discuss, and feasibly plan socially beneficial businesses.

Environmental Sustainability

As the future stewards of the state and planet's resources, the next generation must understand the consequences of the choices that consumers make every day. By meeting with local nonprofits attempting to reduce waste, reading and interacting with literature on the subject, and discussing potential solutions, students will not only better understand their environmental impacts, but they will also be better prepared to address those issues. Surrounding the Oxford community are a number of smaller farms that are pioneering sustainable farming methods, and students would have the opportunity to interact with them.

Health and Wellness

More than a third of Mississippi's residents are medically obese, ranking the state amongst the country's worst. Therefore, it is an imperative that the next generation of state leaders understand the ramifications of the issue. Likewise, they must be exposed to entities, like Good Food for Oxford Schools, that are attempting to educate and assist students in making healthy food decisions.

Data & Demographics

We now live in a world rich in data. From Census Tract data to American Community Survey information, today's decision makers have unprecedented access to a treasure trove of information. However, so many students are leaving high schools with little knowledge of how to access and utilize this data. By exposing students to the resources available to them, and then structuring a project that forces them to use this new information, a session of this summer program will help prepare students to make informed decisions.

As of now, the tentative weekly plan for the event will focus on classroom discussion, reading, and lecture regarding each respective topic coupled with field visit to some member of the Oxford-Lafayette county community. By exposing students to ideas, and then demonstrating how pioneers are creating solutions in the field, the goal is to allow students to see problem-solving in action.

Entrepreneurial Project

With entrepreneurship as the central focus of the week, students will be required to complete a week long project with the goal of having students generate a simple feasible business plan. This project will be worked on in conjunction with faculty and community members with the intention of allowing students to actively practice the skills that they acquired throughout the week.

**NOW
ACCEPTING
APPLICATIONS!**

**May 29 –
June 3, 2016**

HORIZONS AT THE UNIVERSITY OF MISSISSIPPI



HORIZONS MAKES A DIFFERENCE FOR THE STATE OF MISSISSIPPI

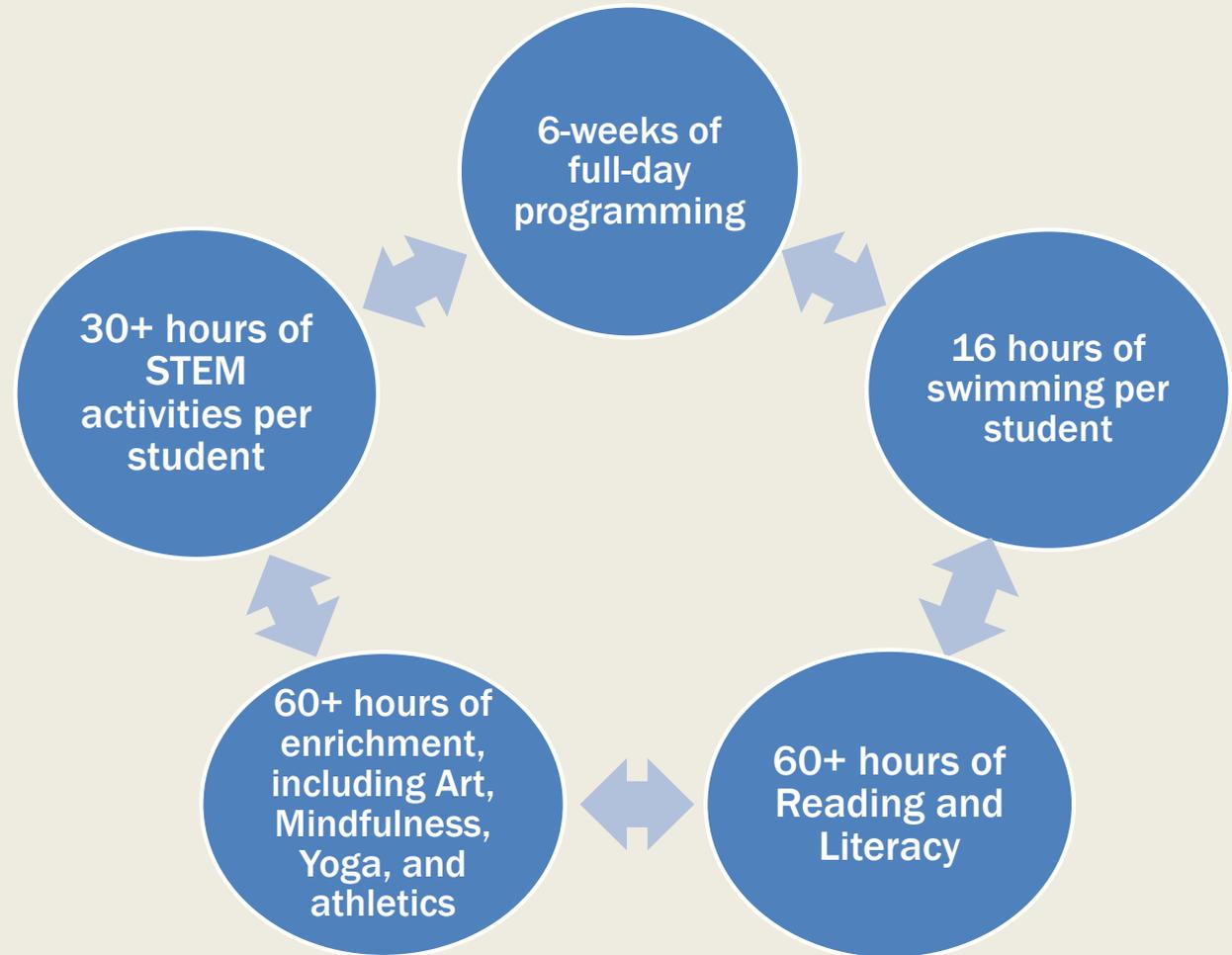
- The average high school drop-out will cost taxpayers over \$292,000 in lower tax revenues
- Summer Learning Loss directly contributes to lower graduation rates
- Low-income students lose ground every summer, lagging almost 3 years behind peers by 5th grade

Horizons has given my child a sense of **independence** and improved his **self-confidence**.

- Horizons Parent 2014

HORIZONS OFFERS AN EDUCATIONAL ENRICHMENT DESIGN

Horizons eliminates summer learning loss for underserved students, positively impacting student perceptions of school and learning.



HORIZONS 2015-2016

- **63 Rising 1st – Rising 4th grade students**
- **97% Daily attendance rate**
- **99% Student return rate**
- **Academics:**
 - On average, students left Horizons at or above their pre-program reading level.
 - On average, students improved in the core competencies for each grade.
 - Rising 4th graders experienced an average skill growth of **1.2 months** in reading, and **2.9 months** in math.



Digital literacy is a growing emphasis in Horizons. In 2015, each class worked with iPads and computers on projects and educational games. The Rising 4th grade class used computers for photo editing.

HORIZONS 2015-2016

- **100%** of students increased comfort in the water, **93%** increased their swimming skills
- **100%** parent satisfaction
- Parents saw growth in **academic skills, confidence, friendships, motivation to learn and try new things, and swim skills.**
- Student surveys highlighted experiences with **swimming, mindfulness, yoga, art, math, writing, listening, and building friendships.**



Horizons students swim daily, teaching them a life-saving skill and contributing to their self-confidence and willingness to tackle challenges.

HORIZONS 2015-2016

- **School Year and Family Engagement** are key components to a lasting relationship
- July Family Open House showcasing summer work with **51 families** attending
- August Art Crawl Photography Exhibit
- Fall Physics Day on campus with **18 1st and 2nd grade students**
- **Horizons Oxford Christmas Parade float with 32 students** participating
- Spring Saturday Art at the UM Museum with **31 students** attending



Horizons hosts periodic school year activities for students and parents to maintain strong relationships over time.

HORIZONS 2015-2016

- ***Nine paid teaching staff*** including four Lead Teachers, four Assistant Teachers, and one Reading Specialist.
- ***Three AmeriCorps VISTA Summer Associates*** assisted with operations, classroom activities, and administrative support.
- ***Fifteen UM volunteers*** contributed over **1,000** hours of support to teachers and students throughout the summer.
- ***One Graduate Assistant*** from the Sociology and Anthropology Department.



Horizons emphasizes social-emotional development, helping students develop the skills needed to build healthy relationships with their peers and Horizons staff.

HORIZONS 2015-2016

“He learned to try new things and be less shy.”

“Horizons helped my son to improve his attitude and to behave better in a classroom setting – it helped him in math and improved his participation in group activities.”

“She has been even more motivated to go to school and further her education – now she sees college as a definite possibility and something she has to do to better herself. She has no limits.”



STUDENT ENGAGEMENT FELLOWS



STUDENT ENGAGEMENT FELLOWS

- 6 Student Engagement Fellows receive a \$2,000 scholarship and \$500 project budget
- Study best practices for developing transformational community partnerships
- Partner with two nonprofit organizations in Jonestown, MS
- 2015-2016 workshops included nutrition, composting/recycling, health and wellness promotion, ACT prep, financial literacy/resume building, and building self-esteem and public speaking skills.



Students from Delta Sigma Theta lead an ACT preparation workshop.

STUDENT ENGAGEMENT FELLOWS

- 2015-2016 activities engaged 38 UM students and 43 Jonestown residents

“The Student Engagement Fellows Program not only broadened by perspective towards helping others, but also taught me service learning. I never thought that in my attempt to help my community, I’d be learning so much myself.”

– 2015-2016 Student Engagement Fellow

“I really love this class because it helps me think about my career.”

– Jonestown student

LOU SAVES



FIGHTING POVERTY THROUGH EDUCATION

■ Community Need

- **27.8%** of individuals under **100% FPL** (Mississippi Kids Count, 2016)
- **45%** of families experience **liquid asset poverty**, where they lack savings to survive at the poverty level for 3 months (CFED, 2016)
- **9%** of households are **unbanked** and **19%** are **underbanked** (CFED, 2016)

■ Proposed Solutions

- **Financial education** is important for financially vulnerable families to build assets (Urban Institute, 2005); Mississippi has no personal finance requirement in public schools
- **Incentives** to grow dedicated savings accounts to pursue **higher education**

Location of Lafayette County, Mississippi



Source: Oxford-Lafayette County Economic Development Foundation, 2016.

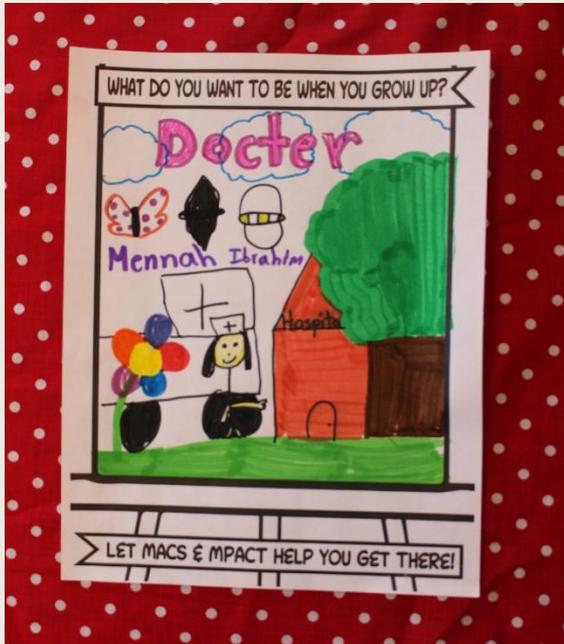
LOU SAVES PROGRAM GOALS

- LOU Saves seeks to promote financial stability by **increasing rates of financial literacy** and encouraging **active rates of saving for higher education**.
- Long term, LOU Saves intends to **boost college completion rates**, based on research that **low-income students with savings of at least \$500 are 4 times more likely to graduate (CFED, 2016)**.



A family makes a deposit at the First Bank Day in June 2015.

CHILD SAVERS' ASPIRATIONS



Child savers

- 30 1st through 6th graders in Oxford and Lafayette County school districts
- Attend summer learning and enrichment programs at Horizons at the University of Mississippi or the Gordon

Incentives

- Seed deposit (minimum of \$50)
- Incentives for attendance at Financial Fun Day for Families
- Fundraising to match up to \$100 per child per year

BUILDING ASSETS & FINANCIAL STABILITY

- **Child savers are actively saving for higher education:** As of December 31, 2015, 15 child savers from the pilot cohort had deposited \$1,409 – an average of \$93/child, with a participation rate of 53%.
- **Child savers develop age-appropriate personal finance skills:**
 - 100% of children agree or strongly agree that it is important to make good choices about how to spend money.
 - 89% of children agree or strongly agree that they understand the difference between “wants” and “needs” when it is time to spend money.
 - 89% of children agree or strongly agree that saving money is important for future goals.
- **Parents and caregivers of child savers work to improve their own financial stability:** participants scored an average of 85% on money management and 76% in understanding credit on testing instruments developed by NeighborWorks America.

\$1,409

saved from
June-December
2015

\$93

average savings
per child

53%

participation
rate

IMPACT ON UM STUDENTS

“The financial education project was the **first opportunity** I had to interact with members of the community who are not connected to the University. The experience gave me a **new perspective** on the area. Now that I have been exposed to problems that are facing this community, I will pursue other **opportunities to better the community** that I am now a part of.”

--Service-Learning Student

“I was regularly **exposed to financial activities** as a child. I was **shocked** that others are not exposed to financial information. I had never considered the relationship between **financial education and poverty.**”

--Service-Learning Student

McLEAN MENTORS



McLEAN MENTORS 2015-2016

- **40 UM student volunteers** each semester committed to tutor K-6 youth for **6 weeks**
- **1,440 service hours** completed
- **100%** agree or strongly agree that McLean Mentors was a **personally enriching experience**
- **90%** agree or strongly agree that the program increased their **understanding of the challenges** that community based organizations face in meeting unaddressed needs in Mississippi
- **97%** agree or strongly agree that the program increased the likelihood that they will **pursue opportunities to serve their community**



McLEAN MENTORS 2015-2016

“It's such a great opportunity that we have to help **impact their lives** at a young age, in hopes that they'll **stay focused on school** and move on to **great things.**”

“Being from Madison, MS and living in Oxford, MS gives a very **different perception of Mississippi** than rural MS. People travel all over, including myself, to do service work, but there is **more than enough service** to be done here in our own state. “

“I learned that service is **transformative for everyone** involved, especially the volunteers. UM students are in a great position to **address the great need outside of Oxford**, and everyone at the University must **work to promote more opportunities** like McLean Mentors. We must **share our resources**, including knowledge, with surrounding communities.”

FY 16 MCLEAN INSTITUTE TOTAL BUDGETED REVENUE BY SOURCE

Source	\$ Amount	% Amount
University	\$275,000	29.0%
Philanthropic	\$160,000	17.0%
Grants (CEED)	\$502,000	53.0%
<u>Grants (Horizons)</u>	<u>\$50,000</u>	<u>1.0%</u>
Total	\$987,000	100%

MCLEAN INSTITUTE 3-YEAR BUDGET PROJECTIONS BY PROGRAM (IN THOUSANDS)

	FY 2016	FY 2017	FY 2018
McLean Director & Staff	\$354	\$364	\$375
CEED	\$502	\$502	\$300
Horizons	\$104	\$142	\$164
McLean Mentors	\$15	\$17	\$18
LOU Saves	\$19	\$29	\$34
Community & Student Engagement	\$28	\$65	\$95
Statewide Initiative	-	\$30	\$40
New Positions	-	\$55	\$110
<u>Operations*</u>	<u>\$20</u>	<u>\$20</u>	<u>\$25</u>
Total	\$1.04	\$1.22	\$1.16

*(contractual services, commodities, communications, miscellaneous charges, printing, rents, supplies and materials, travel)

ROLES AND RESPONSIBILITIES OF THE ADVISORY BOARD

- **Support the McLean Institute's Mission, Vision, and Goals;**
- **Offer insight on strategic issues relating to the success of the McLean Institute;**
- **Support fundraising strategies;**
- **Make a personal and/or organizational pledge at the highest level of ability, demonstrating leadership for others to follow;**
- **Facilitate community relationships and partnerships through championing the McLean Institute and its work;**
- **Assist with recruitment of new board members, as needed;**
- **Serve on committee and task forces and occasionally take on special assignments as needed; and**
- **Attend semiannual board meetings, 3:00 – 4:30 pm, during the academic year at UM (October and March)**

QUESTIONS

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