

**Severity of Problem**

The Mississippi Delta is among one the poorest and most disadvantaged areas in the U.S. with a long history of lack of access to appropriate services, poor health outcomes, and intergenerational poverty. Delta Health Alliance (DHA) - a 501(c)3 organization located in the Delta – is a 20-member partnership of regional universities, faith-based organizations, health centers, hospitals, professional associations, schools, and our region’s economic development agency, founded in 2001 to support community-based initiatives that target critical health and wellness issues faced by our communities, serving 18 very rural Mississippi counties in the northwest quadrant of our state. The communities of our isolated service area share similar characteristics that impact the health of their residents: they have high levels of poverty, high unemployment, low educational attainment and have relatively high percentages of African Americans, making them particularly vulnerable to the disproportionate economic and health burdens that accompany our nation’s existing racial and ethnic health disparities.

The **Indianola Promise Community (IPC)** project focuses on low-income families in Indianola, MS which is located in Sunflower County, ranked 19<sup>th</sup> nation-wide in a listing of rural counties with the highest poverty.<sup>1</sup> Four of every five (79.4%) Indianola residents are black as compared to 37.3 percent for Mississippi, and 13.1 percent for the U.S. More than a third (36.2%) of Indianola residents lives below the poverty level as compared to 21.2 percent for Mississippi, and 13.8 percent for the U.S. This pervasive poverty is reflected by Indianola's per capita income, which is sixty percent of Mississippi's average (\$12,539 vs. \$19,977) and alarmingly less than half the average U.S. rate income (\$12,539 vs. \$27,334). Unemployment in

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<sup>1</sup> “Poverty Rate Jumps in Rural America” *Main Street Economics*, Nov 23, 2009.  
<http://www.dailyonder.com/poverty-rate-jumps-rural-america/2009/11/23/2466> Accessed 6/2/10.

the county (14.0%) is almost double the U.S. rate (8.2%). The problem of high unemployment was exacerbated by the August 2011 closing of the Delta Pride plant, a catfish processing company in Indianola and major employer in the region. The percentage of adults who are high school graduates in Indianola (77.8%) are significantly lower than the U.S. percentage (85.0%). According to the Mississippi Department of Education Student Assessment Information, the average composite score on the 2011 ACT college readiness exam for Indianola students was 15.7, compared to the US average of 21.2. It is worthy to note that in 2011 the average ACT of students accepted at Ole Miss was 20 and University of Southern Mississippi was 19, putting Mississippi's own public colleges out of reach for the majority of Indianola students.

**Table 1: Demographics of Targeted Service Area Compared to State & National Figures**

	2010 US Census Population	Percent Black / African American	Percent non-Hispanic Caucasian	Population under 5 years age	Percent Individuals Below Poverty	Children Under 18 Below Poverty Level	Per Capita Income, in U.S. dollars	Unemployment Rate May 2012	Adults High School Graduates	2010-2011 Avg ACT Composite Score
Indianola city	10,683	79.4%	18.5%	8.8%	36.2%	42.7%	\$12,539	n/a	77.8%	15.7
Sunflower county	29,450	72.4%	25.6%	7.1%	33.3%	44.2%	\$11,993	14.0%	69.8%	18.9
Mississippi	2.98M	37.3%	57.7%	7.0%	21.2%	30.2%	\$19,977	8.7%	79.6%	18.4
U.S.	311M	13.1%	63.4%	6.5%	13.8%	18.6%	\$27,334	8.2%	85.0%	21.1

Source: U.S. Census Bureau, 2010, <http://factfinder.census.gov>, U.S. Department of Labor Unemployment Statistics <http://www.bls.gov/lau/>

*Selection Process for Indianola:* Key stakeholders from the Delta had an opportunity to conduct a site visit to the Harlem Children's Zone program on November 9<sup>th</sup> and 10<sup>th</sup> in 2009, observing first-hand how the program works and its impact on residents of Harlem. Upon returning from this site visit, a regional joint-agency team conducted a detailed review of Delta communities to identify a location for potential replication of the HCZ model. The committee identified rural

communities that disproportionately struggled with a lack of access to adequate services, had high poverty, poor health, low levels of academic achievement, and were typical of small rural towns in the Delta. Each potential location had its current services identified and compared to known needs, and school districts were contacted to gauge interest. From this service analysis and with the assistance of Mathematica Policy Research, Inc., the Selection Committee met, discussed options, then recommended that this program be based in Indianola, MS.

DHA was awarded a FY 2010 Promise Neighborhood Planning Grant under Absolute Priority Area 2 (Rural). Following a year of comprehensive planning with community leaders, elected officials, school personnel, local residents, and adolescents, DHA applied in 2011 for a Promise Neighborhood Implementation Grant but was not selected for the one rural award made that year. Undaunted, DHA and our partners have forged ahead with implementation of the Indianola Promise Community as limited funds allow, focusing on early childhood programs to build the first segments of our pipeline design. Significant progress has been made in building those early services, but additional funding must be obtained in order to complete this pipeline and nurture the gains that are being made in early childhood development.

**Needs Assessment & Segmentation Analysis Findings:** In the fall of 2010, DHA commissioned the Southern Research Group in Jackson, MS to conduct a comprehensive, 138 page socio-economic needs assessment and segmentation analysis of Indianola. This included:

- *Survey of Indianola Residents:* A multi-stage cluster sampling technique of **395 face-to-face interviews** with Indianola households was used to select residents for face-to-face interviews. Topics addressed included: demographics of household members; prenatal care; children's education; access to healthcare and healthy habits; school safety; discipline; teenage pregnancy and problems facing youth; and perceptions of community.

- *Key Informant Interviews:* In-depth interviews were conducted with **27 key stakeholders**.

Interviews addressed available resources for families, successes, challenges, and recommendations for improvement. Participants had expertise in Indianola/ Sunflower County in health, education, social welfare, religious organizations, local business, and government.

- *Secondary Sources:* Data from several state and national data collection centers were collected and analyzed. Data were accessed from the Mississippi State Department of Education, the U.S. Census Bureau, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Survey of Children’s Health, Annie E. Casey Foundation Kids Count, Mathematica Policy Research and the Mississippi Department of Health.
- *Indianola Public School District:* Demographics, test data and enrollment were included.

**Table 2. Indianola Public School District Demographics, 2011** (MS Dept Ed)

<i>Enrollment by Grade</i>		<i>School District Demographics</i>		
			<i>Number</i>	<i>Percent</i>
Kindergarten	193			
Grade 1	173	Female	1,092	48%
Grade 2	142	Male	1,168	52%
Grade 3	161			
Grade 4	156	Asian	9	0%
Grade 5	193	Black	2,179	96%
Grade 6	150	Hispanic	24	1%
Grade 7	131	Native American	0	0%
Grade 8	164	White	48	2%
Grade 9	166	Multi-Racial	0	0%
Grade 10	210			
Grade 11	184	Below poverty	1,965	87%
Grade 12	203	Free school lunch	2,028	89.7%
Pre-K Special Education	10	Reduced school lunch	97	4.3%
Elementary Special Ed	13			
Secondary Special Ed	11	High School Graduation Rate		66.2%
Total Enrollment	2,260			

The Needs Assessment & Segmentation Analysis identified a number of serious challenges faced by families in Indianola, serving as barriers to academic, economic and social success.

- **Poverty.** A substantial proportion (42.7%) of Indianola children under 18 live below the poverty level. This compares to 30.2 percent for Mississippi and 18.6 percent for the nation as a whole. As with the rest of the nation, poverty and household /family composition are closely related. Among Indianola married couple families with related children under 18 years old, 17.9 percent fall below the poverty level. Among single parent families led by a female with children under 18 years old, over half (55.5 %) fall below the poverty level (U.S. Census). Among IPSD students, 87 percent live below the poverty level.
- **Single parent homes.** The majority (65.2%) of Sunflower County children under 18 years old live in a single parent household as compared to 48 percent for Mississippi and 34 percent for the U.S. (Annie E. Casey Foundation, 2010 Kids Count). An alarming 79.1 percent of the 2009 births in Sunflower County were to single mothers (MSDH, 2009 Vital Statistics) as compared to 40.6 percent in the U.S. Nine out of every ten African American / Black children born in 2008 in Sunflower County were born to a single mother. (MSDH)
- The average (2004-2008) **infant mortality rate** for Sunflower County was 13.4 deaths per 1,000 live births as compared to 10.3 deaths per 1,000 live births for **Mississippi**. Survey findings show 15 percent of respondents aged 25 or younger had a **low birth weight** baby while 11 percent of respondents aged 25 or older had a low birth weight baby.
- **Being born to a teenage mother** is an additional challenge for a number of Indianola children. In 2009, the teen pregnancy rate for women 15-19 years old in Sunflower County was 104.8 pregnancies per 1,000 women (MSDH, 2009 Vital Statistics). This was higher than the state rate of 73.2 pregnancies per 1,000. In 2009, over a fourth (26.0%) of the births to Sunflower residents were to teen mothers as compared to 16.5 percent for Mississippi.
- **Being a teenage mother** is also a significant challenge for the young mother in terms of the

amount of education she will attain and the type of employment she will be able to secure. In the U.S., only 38 percent of teen mothers obtain a high school diploma, and they are 50 percent more likely to have to repeat a grade.<sup>2</sup>

Poverty, single parent households, teen mothers, and low birth weight all present challenges to the physical, social, emotional, and intellectual development of children as they move through early childhood into the public education system and onto advanced training and careers. Many Indianola children do not experience sufficient developmental and learning opportunities that will prepare them for kindergarten. Therefore, many children start behind and fall further behind national standards as they progress through the educational system.

- The **Head Start, Day Care/Learning Centers, and informal childcare arrangements** in Indianola create disparate levels of preparedness for children. Currently there are a total of 18 facilities in Indianola with capacities to care for 1,019 children, yet only 282 of these slots are in Head Start programs. Inconsistencies throughout the system, as noted by survey respondents, places undue stress on kindergarten teachers and better position some children to succeed in kindergarten than others. For every one slot available at a Head Start or Early Head Start program, there are 2.18 children in Indianola who are eligible to attend. Survey respondents also noted that children at the upper elementary school (3-6) are unprepared for independent learning and test-taking. School records indicate that black males, in particular, begin to fall behind in terms of age-appropriate grade levels after failing the third grade.
- **Indianola Public School District (IPSD)** <http://www.indianolaschools.org/>  
IPSD is comprised of four schools plus one career training centers located within the high school and one school for high school students expelled from the regular school system. The Indianola

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<sup>2</sup> Perper, K., Peterson, K., & Manlove, J., *Diploma Attachment Among Teen Mothers*, 2010. Child Trends, Fact Sheet: Washington, DC.

School District (NCES LEA ID: 2802070) has an average daily attendance of 2,287 students, meets low-income poverty requirements, and is RLIS eligible. The schools include:

- Lockard Elementary School, Grades K-2 Principal: Jeffrey Blackmon
- Carver Elementary School, Grades 3-6. Principal: William Murphy.
- Robert L. Merritt Junior High School, Grades 7-9. Principal: Glenda Shedd.
- Gentry High School, Grades 10-12. Principal: Gary Watkins.
- Indianola Career and Technical Center, Grades 10-12. Director: Dr. Valerie Simpson
- Indianola Academic Achievement Academy, Grades 10-12. Director: Earl Liddell

IPSD is currently under State Conservatorship due to a historical failure to meet the state's minimum standards of academic performance. According to *The Children First Annual Report* (MS Department of Education), the 2010 State Accountability for IPSD is “At Risk of Failing”. The 2010-2011 Accreditation Status is “Probation” with one school classified as “Academic Watch”, two schools classified as “At Risk of Failing”, and one school classified as “Failing”. Approximately 75 - 80 percent of 3rd-5th graders and 6th - 8th graders consistently score below proficient in math and reading on the Mississippi Core Curriculum test. In 2011, 47 percent of high school students scored below proficient in Algebra I, 74 percent below proficient in English II; and 67 percent below proficient in History. Gentry High School has a significantly low **high school graduation rate**. Indianola students graduate from high school significantly less (66.2%) that the state (71.4%) and national averages (84.6%) (Source: Annie E. Casey Foundation. 2010 *Kids Count*).

- There is a dearth of **after-school, academic, and extracurricular opportunities**.

Respondents described the system as fragmented and in need of better oversight and

coordination. Our coalition initiated a new afterschool program last year for grades K-6, however no academically oriented programs currently exist for older children.

- **Juvenile offenders** are at increased risk of dropping out of school. According to the 2008 MS Youth Court Report, there were a total of 210 youth court referrals for various delinquent offenses committed by Sunflower County youth. The majority of juvenile crimes by males in 2008 were committed by African-Americans at 112 referrals versus 10 referrals for all others.
- Focus groups indicated a significant lack of **parental initiative** to become involved in their children's school and recreational activities. Historically parents do not attend PTA meetings, children's sporting events, or academic programs in significant numbers. A new Families and Schools program to involve parents was launched last fall with high participant satisfaction, but can only train 25-30 parents a year under our current limitation of resources.
- The survey of Indianola households indicated that children in Indianola have far fewer **computers** accessible at home and among those who do have computers, fewer of them have **internet access**. Survey respondents indicated that 89.0 percent do not have broadband internet access at home and 91.5 percent do not have access at a nearby relative's home. Almost 96 percent of those with no internet access at home are African American.
- According the Health Resources and Services Administration (HRSA), Sunflower County is located in a **Health Professional Shortage Area (HPSA)** and **Medically Underserved Area/Population (MUA/P)**. The needs assessment identified a shortage of mental health professionals and physicians; however there is no shortage of dentists.
- **Sexually Transmitted Diseases (STDs)**. According to the MS Department of Health for 2009, rates per 100,000 population in Sunflower County were: Chlamydia rate of 1,426.8 compared to the state rate of 802.8; Gonorrhea rate of 345.3 compared to the state rate of

246.41; HIV rate of 872.8 cases, considerably higher than the state rate of 313.5; and the Syphilis rate of 13 cases compared to a state rate of 8 cases per 100,000.

- **Obesity** is a growing health problem among adults and children in Indianola, mirroring trends seen nationwide. Mississippi has the highest rate of adult obesity in the United States at 34.0 percent. Sunflower County has one of the highest adult obesity rates with 38.6 percent of adults classified as obese in 2008. Mississippi also has the highest rates of childhood obesity in the nation – 44.4 percent of Mississippi children (age 10-17) were classified as either overweight or obese in 2007 as compared to 31.6 percent for the U.S. Among Mississippi families living below poverty, 54.8 percent of adolescents are obese.<sup>3</sup>

Segmentation Analysis: A segmentation analysis was conducted by grouping and analyzing data from the Needs Assessment to determine which segments of the population have the highest needs. From that analysis it was determined that the populations most in need included children of teen mothers, children living in female headed households, children living below the poverty level, children with no/limited access to learning based pre-kindergarten activities, children who are not kindergarten ready, IPSD students who test below proficient on State assessments, IPSC students with poor attendance, teenagers having children of their own, school drop-outs, and others identified as having difficulties in moving through the pipeline and into the labor force.

Note: In March, April and May 2012, DHA and our partners conducted an updated Needs Assessment to re-examine these findings, gauge changes in the community and adjust project plans accordingly. Measurable gains had been made in the areas of early childhood development and maternal health, although sufficient time had not passed to see evidence of an impact on kindergarten readiness and rates at which elementary students advance through grades. A March

<sup>3</sup> National Initiative for Children's Healthcare Quality, Data Resource Center for Child & Adolescent Health "Mississippi State Fact Sheet". <http://nschdata.org/Viewdocument.aspx?item=546> Accessed 8/17/11.

22<sup>nd</sup> meeting of community representatives, partners, school and city officials and the local NAACP chapter reinforced previous findings with an emphasis on teacher training, better coordination between schools and parents, incentives for students who are doing well and opportunities for them to excel, and more training for meaningful careers for young adults. Drug use and boredom among older children continue to create barriers to progress.

The Needs Assessment and Segmentation Analysis also identified a number of **positive factors** in Indianola representing areas of less need for residents. Generally speaking, most children are relatively healthy. In general, chronic diseases are not prevalent among children in Indianola with the exception of asthma. A large majority (90%) of Indianola children are covered by health insurance, and the doctor's office is reported as the primary place of care for most Indianola children. Most Indianola children (68.1%) had been to the dentist in the past 6 months, and there is no shortage of dentists in the service area. Safety at home and school do not appear to be a major problem among children in Indianola as indicated by parental reports, and most Indianola parents report that their children feel safe at school. Sexual harassment and gangs are not reported as a significant problem by parents, and ninety-one percent of children reported being in school. Additionally, programs initiated last year with matching funds are having a significant positive impact. For example only 11.3% of births to African American maternal home visit participants in Sunflower County were premature, compared to a state-wide rate of 21.9% and new mothers initiating breastfeeding is up 45% among participants. 99 preschoolers are receiving literacy education and 20 parents of public school children have been trained as parent leaders for their classrooms. After school tutoring was provided to 360 K-6 students last year with an average annual increase in reading of 2.0 levels among participants. And in a demonstration of community spirit, a new public playground in the Southpark neighborhood was

constructed through the efforts of over 400 volunteers and donated material from local businesses, becoming an outdoor center for residents of all ages to come together.

### Description of Geographic Area

Our coalition targets the rural town of Indianola, MS as our Promise Neighborhood. Indianola is located in northwest Mississippi in the heart of the Delta in Sunflower County approximately 98 miles north of the capital city of Jackson, MS and 137 miles south of Memphis, TN. Indianola has a proud southern culture, is the birthplace of blues icon B.B. King, and relies upon local farm-raised catfish as its primary industry. While our targeted community is rich in cultural heritage, the majority of residents are trapped in a generational feed-back loop of high poverty, low educational attainment, high unemployment, minimal prospects for advanced careers, high rates of chronic disease, early mortality, and poor economic strength of the community.

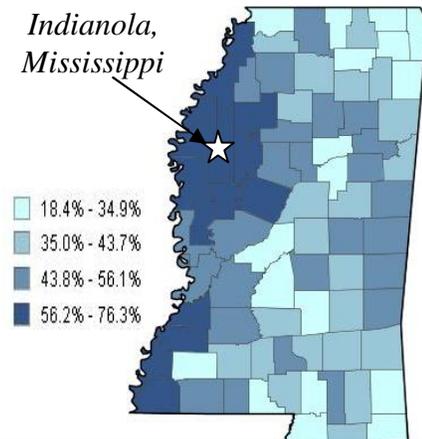


Figure 1. Percent of Children Living in Single-Parent Family (2005-2009)  
Source: MS Kids Count Project

**\*\*Absolute Priority #2 Rural:** This initiative targets the Indianola Public School District (IPSD), eligible under the Rural & Low Income School Program (NCES LEA ID: 2802070), and will include **all** public schools currently within the district. IPSD is currently under Conservatorship due to a historical failure to meet the state's minimum standards of academic performance. The silver lining to this is that the conservatorship's primary purpose is to improve existing services, curricula and policies, making the school district very open to new ideas and initiatives. In our site visit to the Harlem Children's Zone, the Planning Committee noted that HCZ's biggest initial barrier was working with the school district and overcoming an entrenched mind-set. In

Indianola, we have found that our school district is one of our most passionate, willing and active partners, embracing the opportunity to work collaboratively on new solutions.

Despite its rurality, Indianola is the largest municipality in Sunflower County containing over one-third of the county's population, and many residents from surrounding communities come to Indianola to shop or to attend school. It is the consensus of partnering agencies that Indianola could serve as a powerful model for other rural communities, both in the Delta and nationwide. Other rural communities will be able to build upon lessons learned and replicate similar systems utilizing the Promise Neighborhoods community-based approach.

## **SECTION B: Project Design**

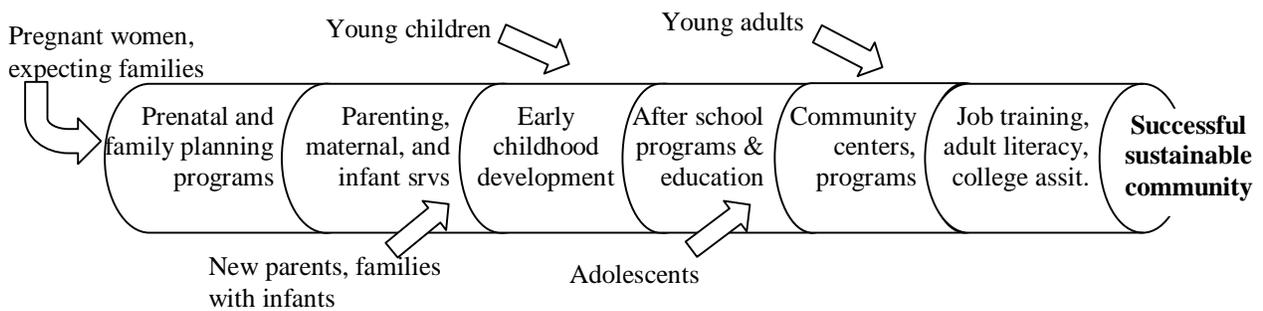
Since 2009, members of the IPC consortium have worked collaboratively to:

1. conduct, review and annually update the needs assessment and segmentation analysis;
2. develop a plan for a pipeline of cradle to college and career programs based on needs;
3. identify existing programs that align with that pipeline, including successful smaller neighborhood programs that could be "scaled up" to serve the community at large;
4. solicit ideas for new programs to meet ongoing gaps for area agencies and groups;
5. design a comprehensive evaluation plan and methodology for data collection;
6. make sustainability a key part of initial stages to facilitate continuation of programs that work;
7. foster family and community support, including development of volunteer networks; and
8. develop an efficient and effective methodology for guiding participants along the pipeline.

IPC's pipeline of programs was designed with input from all members of the community, including service providers, educators, community and faith-based leaders, elders, parents, and students. Groups like IPSD's new Student Advisory Committee of Junior High and High School students were particularly valuable in providing insight and recommendations from the students' perspectives.

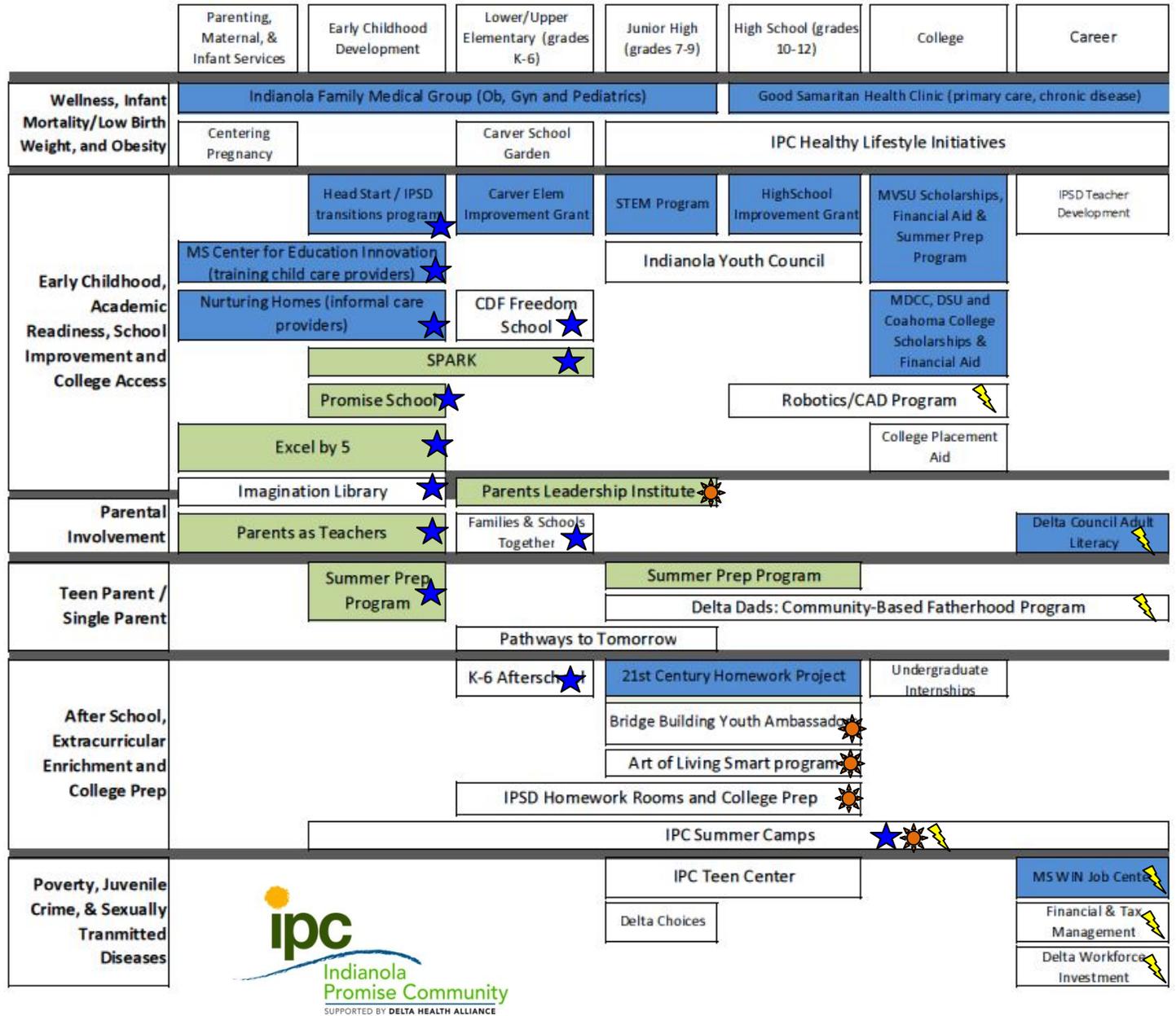
**Creation of a Complete Continuum of Solutions** - The design of IPC is based around a plan to create a comprehensive continuum of solutions from cradle to college and career that utilizes strengthened community resources and integrated family supports. This pipeline was designed in direct response to needs identified by the Needs Assessment for the populations identified by the Segmentation Analysis. Our ultimate goal is to enroll all Indianola low-income families.

**Figure 2. Indianola Promise Community Concept for Pipeline**



There are three main components to the IPC pipeline: 1) new and scaled up school-based initiatives developed to compliment the school districts' reform strategy, 2) new and scaled up community-based initiatives, and 3) successful integration with existing programs. Table 3 on the following pages provides detail regarding the strategy for how the IPC pipeline integrates school based programs with IPSD's strategic plan. Initiatives that focus on pregnant women, children ages 0-5, teens and young adults after high school, and broader community-based programs are listed in Table 4. Programs that overlap are either grouped according to which audience they primarily target or are divided to show how the different program components focus on different demographics and needs. All initiatives include steps to ensure accessibility to children with disabilities through special educational materials, instructors trained in education for the disabled, and coordination with other services for the disabled. Transportation to afterschool programs is provided by the schools, maternal and literacy programs are offered in the home of participants, and other early childhood programs are offered at the day cares, strategically reducing the impact of transportation as a barrier to most services.

**Figure 3. Indianola Promise Community Pipeline of Programs**



Competitive and Additional Priorities

- Local Early Learning Network
- Arts and Humanities
- Adult Education & Training

**KEY**

-  Existing Program
-  Programs with funding support from match
-  New or Scaled Up Promise Neighborhood program

### *Strategy for Improving Schools in Neighborhood*

If the IPC program can be thought of as a solid home for the future of Indianola's children, then the Indianola Public School District is the foundation upon which that home is built. The IPC pipeline of programs isn't simply integrated with IPSD, since 2009 we have utilized our schools as the keystone to which other programs must relate, sitting at the center of a person's life as they move from infant to adulthood. IPSD is under state conservatorship. Dr. Earl Watkins, State Conservator, has been very actively involved in developing IPC strategies aligned with the schools.

To rectify the abysmal student outcomes reported in Section A, IPSD spent the 2010-2012 years examining all facets of its operations including leadership, board policies, curricula, organization, extracurricular activities, disability services and professional development. IPSD is taking a two-prong approach to improving the performance of schools and student outcomes. The first approach looks inward with an ambitious school reform plan that includes specific activities to improve curricula, increase parental involvement, build teacher capacity, and engage students in becoming involved. IPSD's school reform plan includes:

- 1) Rigorous school curricula review and improvement to ensure instructional consistency, overseen by the Conservatorship, funded through three different school improvement grants and Title 1 support received by the district.
- 2) Utilizing regular formative assessment data to identify teachers and students most in need of assistance, and provide professional development to improve teaching skills.
- 3) Revise pacing guides (e.g. timelines of materials to be covered) to Common Core State Standards, aligned to performance criteria set by the state department of education.
- 4) Provide K-3 one-on-one and small group tutoring to increase literacy levels.

- 5) Creating Individualized Instruction Programs (IIP's) for all K-2 students to ensure consistency of services as students move between grade levels.
- 6) Increase capacity, subject matter coverage and grade ranges offered for college readiness and ACT preparedness programs in all schools K-12.
- 7) Ongoing support for a Student Advisory Committee formed by IPSD that will meet quarterly to discuss student concerns and IPC programs with the superintendent.
- 8) Host monthly Parent Advisory meetings with the school leadership team.
- 9) Convene a town-hall meeting style event quarterly to solicit community input and coordinate resources across programs.
- 10) Rigorous school curricula review and improvement to ensure instructional consistency, overseen by the Conservatorship.
- 11) Development of new programs, all of which are fully accessible to and equally effective for individuals with disabilities, including utilization of IPSD special transportation for afterschool activities, educational materials available for the blind and low-vision, etc. , and
- 12) Use of Positive Behavioral Interventions & Supports (PBIS), established by the Office of Special Education Programs, US Department of Education, to give Indianola schools technical assistance for identifying, adapting, and sustaining effective disciplinary practices. The PBIS method creates positive school environments utilizing a three-tiered approach to make problem behavior less effective, efficient, and relevant, and desired behavior more desirable from the students' perspective.

The second approach of the school improvement plan links the school and its students to community-based programs, such as early childhood learning programs, afterschool programs,

and GED courses, outlined in Table 3 on the following page. Existing programs, including ones implemented during the last two planning years, are in Table 5 in a subsequent section.

**Table 3. IPC Program Descriptions - New/Scaled Up School & Neighborhood Programs that Impact School Children**

	<i><b>Program</b></i>	<i><b>Age Group</b></i>	<i><b>Description</b></i>
<b>Wellness</b>	Carver Elementary School Garden Lead Agency: DHA	Ages 8 - 12.  Projected participation: 660/year	<u>Fruit and vegetable garden</u> at Carver Elementary to introduce concepts of agricultural sciences and sustainable gardening, and to promote children's involvement in making smarter food choices. The science classes will each maintain their own raised beds in the garden, with the students responsible for planning plantings, how gardens will be irrigated and maintained, and how to consume the finished produce. Classes typically compete for best yields, tastiest produce and best original recipe with in-class celebrations at harvest time.
	Pathways to Tomorrow Lead Agency: DHA	Ages 5 - 12.  Projected participation: 150/year	A <u>school-based teen pregnancy prevention</u> program that targets children at a very young age helping them develop a roadmap for their life and understanding the consequences of poor decisions. The program will have several components including Character Counts educational programs for grades K-3, the Winning the Future mentoring program for grades 4-6, and scaling up of 4-H programs on-site after school for grades 7-9.
<b>Teen Pregnancy Prevention</b>	Delta Dads Lead Agency: DHA	Ages 15 - 18.  Projected participation: 30 fathers at Gentry High School and Merritt Jr. High School	While teen pregnancy prevention is IPC's primary goal, many teens and young adults will still have to cope with unplanned children. Delta Dads at Gentry is an <u>afterschool and summer program to promote and support responsible fatherhood</u> among young men through activities to foster effective and involved parenting, encourage economic stability, and promote healthy relationships. One of Delta Dad's two core groups will be formed by young men still in school. These group sessions are taught by other fathers in the community and begin with establishing trust. Young men learn in group sessions and through one-on-one counseling how to set both personal and family goals, how to accept responsibility not only as a father but also for themselves, time management, money management, effective discipline and practical strategies for how to spend time with their children.

Teacher Development	Call me MISTER Lead Partner: IPSD in partnership with Jackson State University which will develop the Call Me MISTER scholarship program.	Ages 18 – 20. Projected participation: 10/year.	Dr. Earl Watkins will establish a feeder program for a Teacher Academy for young men graduating from Gentry High School. The Call Me MISTER Program ( <i>acronym for Mentors Instructing Students toward Effective Role Models</i> ), recommended by the Kellogg Foundation, is a national <u>teacher leadership recruitment and support program</u> . Participants are selected from under-served, socio-economically disadvantaged, and educationally at-risk communities. The title is a reference to Sidney Poitier’s character Mister Tibbs demand for respect, reflecting the program’s goal to increase the pool of available school teachers from more diverse backgrounds. The initiative offers Education scholarships in exchange for teaching commitments in public schools.
	Professional Development for Teachers Lead Partner: IPSD	Ages 22 – up. Projected participation: 120/year.	Teachers at one of the six education centers in Indianola will receive the opportunity to participate in <u>continuing education, training and professional development</u> , in compliment to the District’s formal strategic plan, on improved teaching methodologies, new curricula, new common core standards, and strategies for pacing of educational materials.
After School	IPSD grades K-12 Afterschool Mentoring and Homework Help Lead Partner: IPSD	Ages 5 - 18.  Projected participation: 584/year	Conservator, Dr. Earl Watkins, will oversee the expansion of an IPSD <u>K-12 After School program</u> initiated last fall with matching funds, utilizing existing personnel and extending the school day to 5pm three days per week. The district will provide transportation services and facilities (in-kind). The district currently uses MAP (Measures of Academic Progress) to assist the children. They will use the MAP data as baseline data and administer the test periodically to determine growth.
After School / Summer	IPC Summer Camps Lead Partners: to be identified via competitive RFP	Ages: 5 - 18.  Projected Participation: 1,500/year.	The IPC <u>summer camp program for K-12</u> seeks to engage local agencies in providing education and healthy lifestyles activities to students. Specific camp topics are chosen through a competitive Request for Proposals process, in which local organizations, faith-based groups, civic groups, etc. can propose summer program concepts for review. Winning proposals must demonstrate feasibility of plans, cost effectiveness, anticipated measurable impact on participants, related experience and overall likelihood of success. In 2010-2011, and 2011-2012, DHA was able to offer eight summer camp programs as part of our planning process. The Implementation grant will allow this program to continue, providing assistance with business plans for sustainability. Summer programs for school ages will focus on year-round learning.

	Freedom Schools Lead Partner: Children's Defense Fund	Ages 5 - 8.  Projected participation: 200/year	Freedom Schools provides <u>summer and after-school enrichment</u> through a curriculum providing high quality academic enrichment, parent and family involvement, civic engagement and social action, intergenerational leadership development, and nutrition education. In partnership with local organizations, the CDF Freedom Schools summer and afterschool programs boosts student motivation to read, improves positive attitudes toward learning, and connects families to community resources.
Arts & Humanities cont. (CPP#6)	IPC Neighborhood Homework Rooms  Lead Partner: Sunflower County Ministerial Alliance	Ages 5 - 18.  Projected participation: 240/year	The Neighborhood Homework Rooms program is designed to enhance <u>education of the arts, history, literature, linguistics and other humanities through afterschool and weekend tutoring</u> in partnership with area churches. The Homework Rooms create safe study/learning zones for youth that do not have access to computers/internet or who need help with school assignments and projects. Note: This project is designed as a counter balance to IPSD's afterschool homework programs, which focus on English and Math. Operated in partnership with the Retired Teachers' Association and Indianola's faith-based organizations with centers staffed by volunteers.
	The Art of Living Smart program  Lead Partner: B.B. King Museum	Ages 9 - 16.  Projected participation: 365/year	A Jr. High and High School program involving: 1) <u>Afterschool at the Museum</u> for 65 students each afternoon for 28 weeks, 2) a one-week <u>Spring Break Arts camp</u> for 150 students, and 3) an eight-week, half-day <u>Summer Arts camp</u> for another 150 students. Programs will provide local youth with year-round exposure to art, music, dance and culinary arts in addition to academic assistance, 30 minutes of physical activity each day, nutrition, other activities to enhance physical, mental and emotional well-being.
	BB's Bridge Building Ambassadors Youth Leadership Program  Lead Partner: B.B. King Museum	Ages 14-18.  Projected participation: 25/year	An <u>arts and music Saturday workshop program</u> for 9th - 12th grade students enabling them to discover their own leadership abilities by exploring local history, studying our rich cultural heritage and participating in a variety of leadership development opportunities. Students will learn the history of the Delta, the importance of the Civil Rights struggle, and be exposed to other museums participating in the national <i>Bringing the Lessons Home</i> program. Students design and host weekend musical and cultural activities open to the public, and participate in a Youth Leadership Summit.
rop Out	IPC Teen Center  Lead Partner: Boys and Girls Club	Ages 12 - 18.  Projected participation:	The Boys and Girls Club will operate a <u>public Community Teen Center</u> at the Bethune Community Center in Indianola. The teen center will operate after school six days a week and include summer programs, geared toward students at significant risk for

		150/year	dropping out of school and disciplinary problems. Services include a peer risk mitigation, substance abuse prevention, team sports, and crime prevention.
	Delta Choices Lead Partner: Delta Council	Ages 12 - 14. Projected participation: 100/year	A comprehensive <u>risky behavior prevention program</u> for 7th and 8th graders that includes nutrition education, integrating exercise into play, tobacco control, STD prevention and substance abuse prevention. Provided in partnership between Delta Council and the Sunflower County Sheriff's Department.
<b>Parental Involvement</b>	Supporting Parents to Assure Ready Kids (SPARK) Lead Partner: Children's Defense Fund	Ages 3 - 8  Projected participation: 165/year	SPARK is an effort modeled after similar programs by the Children's Defense Fund/Southern Regional Office (CDF/SRO) focused on improving <u>children's' acclimation to early grades</u> (kindergarten to third grade), focusing on children with communication deficiencies (speech, vocabulary, etc). Project staff provide <u>afterschool sessions with children in grades K-3</u> and train parents in how to address specific deficiencies in their children's cognitive development.
	Families & Schools Together (FAST) Lead Partner: to be identified via competitive RFP	Ages 5 - 8  Projected participation: 160/year	The FAST program was designed to improve the behavioral and academic outcomes of special education early elementary school children. FAST uses family therapy principles to encourage <u>positive familial bonds and improved parent involvement</u> . Parents meet with teachers to develop customized learning plans, establish incentives for academic improvements, and create a system for structured family play. Previous studies of the FAST program showed improvement in children's attention span, conduct and anxiety, and reduced aggressive and withdrawn behaviors.
	Parents Leadership Institute Lead Partner: Parents for Public Schools of Jackson	Ages 5 - 18  Projected participation: 100/year	Parents for Public Schools of Jackson (PPSJ) was approached in 2010 to create a network of parents in Indianola who have the knowledge, skills, and motivation to work with teachers and administrators to change district and school policies and be more engaged in <u>arts and humanities</u> in the schools. In the spring as a part of a pilot demonstration, the Parents' Leadership Institute conducted 12 Art Engagement Workshops to bring parents and children together to design, build and install an art piece for the entire community, as well as to create individual works of "family" art in the form of baskets. An Art Show was held on May 17th to showcase results and unveil the community piece - a large mural with images and symbols of Indianola, to be installed at Carver Elementary this fall. The Leadership Institute also holds Family Reading and Math nights at the elementary schools. The Parents Leadership Institute

			will continue similar activities over the next five years, working to evolve into PTA-styled programs that can be sustained through parent volunteers.
<b>College / Career Prep Programs</b>	College and ACT Preparatory Program Lead Partner: Indianola Public School District	Ages: 9-18	An afterschool academic mentorship program overseen by Conservator, Dr. Earl Watkins, , utilizing contractual personnel and extending the school day to 5pm three days per week. The district will provide transportation services and facilities (in-kind). The district currently uses MAP (Measures of Academic Progress) to assist the children and will specifically offer preparatory programs and practice to assist students in preparing for ACT exams. Academic planning and coordination of volunteer opportunities will also be offered to strengthen IPSD senior's college applications.
	Robotics & CAD Design Lead agency: VA Tech in partnership with MVSU and MSU	Ages: 16-18 plus college seniors.  Projected participation: 30/year	A partnership between Virginia Tech, MVSU's Computer Science and Industrial Technical Programs, MSU's School of Engineering, and Gentry High School to create a parallel course for college and high school seniors relating to computer aided drafting and design (CAD) and robotics. Students take the course together, which is offered simultaneously at two levels, providing complete instructions on mastering robotic design and CAD systems for mechanical drawing and engineering plans. Up to 30 high-school students can enroll each year, achieving a level of familiarity and literacy in engineering while earning college credit. College students work with the high-school students and learn mentoring and leadership skills, improve self-efficacy with technical subjects and gain experience facilitating STEM learning in others.
	College Placement / Financial Aid Assistance Lead Agency: DHA	Ages: 17-18 plus college students. Participation: 100/year.	In the fall and spring, IPC staff will offer workshops and one-on-one sessions with 12th grade students to assist in selecting college opportunities, identifying scholarship programs, filling out financial aid packages, and completing standardized testing requirements. These services will be continued into college to increase the likelihood that students remain in school and do not have to drop out for financial or social reasons.

**Table 4. IPC Programs - New/Scaled Up Early Learning, Family & Community Support, Career Readiness**

	<b><i>Program</i></b>	<b><i>Age Group</i></b>	<b><i>Description</i></b>
<b>Health</b>	IPC Healthy Lifestyle Initiatives	Ages 12 - 24.  Projected	A program to improve the <u>health of teenagers and young adults</u> , designed after the MAP-IT: A Guide To Using Healthy People 2020 in Your Community program. The first will be led

	Lead Partner: Abundant Living & Agencies Identified via competitive RFP	participation: 500/year	by Ella Garner, RN of Abundant Living, a regional non-profit assisting health ministries. Additional programs will be identified through competitive RFP. Initiatives involve: <ol style="list-style-type: none"> <li>1. Asthma control and patient education regarding prevention of asthma attacks and long-term control of asthmatic symptoms, provided by Dr. Galen Marshall at UMMC who is overseeing asthma outreach at Good Samaritan clinic in Indianola.</li> <li>2. Health Literacy and Education: Classes, Support Groups, Health Fairs, Family Planning Services, and School curriculums (integrating a healthy schools initiatives).</li> <li>3. Fitness/Recreation/Sports Activities including sponsoring of races, walks, runs, physical activities, games, different physical sports and competitions.</li> <li>4. Nutrition including cooking classes for adults and children, food demonstrations in churches, supermarkets, schools, etc., gardening cooperatives, and expos.</li> <li>5. Mental Health services including domestic violence prevention, screening for learning disabilities, formation of support groups, and CEU's for clinicians.</li> <li>6. Safety programs including seat belt demonstrations, fire and bicycle safety.</li> </ol>
<b>Pregnancy</b>	Centering Pregnancy Lead Agency: DHA	Pregnant women, all ages.  Projected participation: 40/year	A 10-week <u>prenatal care program</u> delivered in a group setting which targets adolescents and young women less than 25 weeks pregnant. The program begins when women are in their second trimester of pregnancy and is based on three primary components: assessment, education, and support. For two hours each week, women begin each session with a health assessment. Education sessions follow, led by trained practitioners. An evaluation found a reduction in preterm births, and lower levels of inadequate prenatal care; and increases in breastfeeding initiation, prenatal knowledge, readiness for labor and delivery, and satisfaction with prenatal care. Note: Participants will move directly to the Sisterhood program for IPSD students (described with School Programs) or Parents as Teacher for non-students after childbirth.
<b>Parenting and</b>	Parents as Teachers Maternal Home Visitation Program Lead Agency: DHA	Ages 0 - 5.  Projected participation: 150 families	The Parents as Teachers (PAT) program has a powerful yet practical mission — to stimulate the birth and growth of low-cost, <u>parent-to-parent interventions that improve health and child development for low-income families</u> . Utilizing women recruited from the local community and trained as health outreach workers, PAT staff visit pregnant women and families with young children up to five years of age in their home to promote healthy living and self-sufficiency. Leading by example, they listen to

			parents' concerns, educate them about nutrition, health and children's development, model positive parenting practices, and provide assistance linking to social services.
	Delta Dads Lead Agency: DHA	Ages 17 - 24.  Projected participation: 20 fathers outside IPSD system	While teen pregnancy prevention is one of IPC's primary goals, many teens and young adults will still have to cope with unplanned children. Delta Dads in the community is a <u>weekend and summer program to promote and support responsible fatherhood</u> among young adults through activities to foster effective and involved parenting, encourage economic stability, and promote healthy relationships. One of Delta Dad's two core groups will be young adults outside of the IPSD system. These group sessions are taught by other fathers in the community and begin with establishing trust. Young men learn how to set both personal and family goals, how to accept responsibility not only as a father but also for themselves, time management, money management, effective discipline and practical strategies for how to spend time with their children.
Local Early Learning	Excel by 5 Lead Partner: MS Center for Educational Innovation	Ages 0 - 5.  Projected participation: 20 providers	A <u>community certification process</u> for early education providers. Excel by 5 assists childcare providers in creating programs and policies, emphasizing the important role parents play in teaching their children. The program sets forth thirteen requirements involving parent training, community participation, child care and health to help communities focus on supporting young children and their families. Training includes how to be equally effective in accommodating children with physical or learning disabilities. Excel by 5 is overseen by a local site committee and has successfully served six other Mississippi communities since 2005.
Local Early Learning Network	Imagination Library Lead Agency: DHA	Ages 0 - 4  Projected participation: 860	An <u>early childhood literacy and family bonding program</u> currently operated by DHA which fosters reading at home with families through home book deliveries and reading programs at daycares and Head Start Centers to establish literacy in pre-K populations. Shared reading of picture books between adults and young children in the home is an important contributor to school readiness and literacy achievement. This program can be scaled up to serve 75% of all children in Indianola (covering all low-income families).
Local Early Learning Network	Supporting Parents to Assure Ready Kids (SPARK)	Ages 3 - 5  Projected participation:	SPARK is an effort modeled after similar programs by the Children's Defense Fund/Southern Regional Office (CDF/SRO) focused on improving <u>children's' transition between pre-school programs and early grades</u> (kindergarten to third grade), focusing on children with communication deficiencies (speech, vocabulary, etc) and mild to

	Children's Defense Fund/Southern Regional Office	165/year	moderate learning disabilities. Project staff provide one-on-one in-home tutorials for 3-5 year olds to foster school readiness. All of these activities are overseen by a local advisory committee of key leaders in the public, private and nonprofit sectors.
	Promise Schools Lead Partner: MSU Early Childhood Institute	Ages 4 - 5.  Projected participation: 100	MSU's Early Childhood Institute will scale up a demonstration / pilot of this program conducted during our planning year to include all neighborhoods of Indianola over the next five years and beyond. The Promise School is an <u>intensive summer education program to help at-risk children achieve readiness for kindergarten</u> . Existing Head Start programs provide services to less than half of eligible children due to limited resources, and the Promise Schools help fill that gap. By employing and offering supplemental training to Head Start teachers, the Promise School program also improves the quality of instruction in those programs and offers professional development opportunities.
Adult Education and Training / College Assistance	IPC Summer Programs  Lead Partners: to be identified via competitive RFP	Ages: 16 - 24.  Projected Participation: 1,500/year.	The IPC <u>young adult summer program</u> seeks to engage local community-based agencies in providing education and healthy lifestyles activities to young adults in Indianola. Specific camp topics are chosen through a competitive Request for Proposals process, in which local organizations, faith-based groups, civic groups, etc. can propose summer program concepts for review. Winning proposals must demonstrate feasibility, impact, effectiveness, and experience of lead agency. The young adults summer programs will be geared more toward community-building, developing new skills, and exercise.
	Indianola Mayor's Youth Council  Lead Agency: DHA	Ages 12 - 18.  Projected participation: 70/year	IPC will partner with Jay Pearson and T.J. Harvey of the Mississippi School of Protocol and Etiquette to create a Mayor's Youth Council within Indianola's city government. The program involves lessons on practical ways to succeed in life through a <u>six-week course</u> held once a week. The course will contain lessons ranging from <u>eating etiquette, business and career etiquette, networking with peers, and how to become involved in local politics</u> .
	Undergraduate Internships  Lead agency: DHA	Ages: 18-24.  Projected Participation: 12/year	IPC will provide up to <u>12 working internships</u> for college students from Indianola enrolled full-time in MDCC, MVSU, DSU, Northwest, Holmes or Coahoma College. The Internships will be conducted in partnership with area businesses, environmental groups, non profits and other agencies, to give students practical experience with a variety of career fields, designed to enhance their current field of study. Internships will involve 20 hours/week for 30 weeks during the school year, at [REDACTED]/hour.

Delta Workforce Investment Lead agency: Sunflower Humphreys Counties Progress	Ages: 18-24. Projected Participation: 100/year	A program involving three services: 1) Senior Select - a year round program of life skills classes and participation in work experience activities including resume and job search assistance, labor market research, etc.; 2) Summer Youth - job skills training for teens; and 3) Out of School Providers - 28 hours/week classes of work readiness training and GED preparation for young adults.
Financial Management & Tax Preparation Classes Lead agency: DHA	Ages : 18-24. Projected Participation: 120/year	The Quitman County Economic Development agency offers a program on <u>financial literacy and tax preparation</u> for young adults that has been successful in helping families manage their finances. As there are no financial management classes open to the public in Sunflower county, we will utilize Quitman's curriculum to replicate financial management training for Indianola residents. Two regular workshops will be offered each year, with an additional course in tax preparation available each spring.

**Existing Neighborhood Assets and Programs** - After identifying our community's needs, the planning committee first looked to what already existed in our service area, what was working and what wasn't, what might be working in a small neighborhood which could be scaled up to the town as a whole, and then from that what was still left to do. By starting with existing neighborhood programs already in place, we could support what was already working, leverage funding from existing networks, and utilize the talents and skills of local residents already striving to improve their neighborhoods. Existing assets and programs which will coordinate with and support IPC's continuum of services include:

**Table 5. Indianola Promise Community Program Descriptions - Existing Neighborhood Assets and School Programs**

	<b>Program</b>	<b>Age Group</b>	<b>Description</b>
<b>Health &amp;</b>	Indianola Family Medical Group	Infant - adult	Ob/Gyn, Maternal health care, Pediatrics and primary care services. Located at 122 E Baker St, Indianola. Open Mon - Friday, 8am - 5pm. Electronic health records (EHR) provided by DHA are networked with other healthcare providers in the region for continuity of care.

	Health Dept Clinic	Infant - adult	Family planning, WIC, Pap smears, STD/HIV treatment, screening, immunizations, etc. Located at 412 Highway 49 S. Indianola, Mon - Friday, 9am - 5pm, served by DHA EHRs.
	Good Samaritan Health Clinic	Ages 12 - adults	On July 8th, 2011, DHA opened a new healthcare clinic in Indianola, as an outreach center of the Good Samaritan non-profit health clinic network. This non-profit health clinic is designed for the working poor and offers services on a low-cost sliding fee schedule scaled to family income. The clinic provides primary care, asthma care, screenings, and chronic disease care. Open Mon - Thursday 9 am -6 pm, Friday 9 am - 12pm. DHA also maintains and supports their EHR system.
<b>Early Childhood Development</b>	Head Start / Early Health Start	Ages 3-5	A school readiness program coordinated locally by Sunflower Humphreys Counties Progress, Inc. for children from low-income families. There are 282 slots annually for the 615 Indianola children who are eligible for the program. While the Head Start program improves readiness, the IPC assessment found that the kinetic learning environment and lack of disciplinary measures at Head Start fail to adequately prepare children for structured kindergarten.
	IPSD Transitions to Kindergarten	Ages 4-5	During the IPC planning year, IPSD initiated plans with the Mississippi Head Start Association to improve children's ability to successful transition into the kindergarten setting. They have designed a "Transition Day" where Head Start students get to come to Lockard Elementary during the summer to meet their new teachers and see the classroom. IPSD teachers also go to Head Start center to register students for kindergarten. The program is in its 1st year.
<b>School Improvement</b>	Carver Elementary Improvement Grant	Ages 8 - 12	A three-year School Improvement Grant was awarded in July 2011 to IPSD Carver Elementary School (grades 3-6). This project involves on-site professional development, development of benchmark assessments, updated curricula, an increase of 45 minutes of daily instructional time, and improved opportunities for career promotion tied to student achievement data.
	Gentry High Improvement Grant	Ages 15 - 18	A three-year School Improvement Grant was awarded to IPSD in April 2011 for Gentry High School (grades 10-12). The project involves professional development for teachers, customization of student-directed lesson plans, literacy programs, and leadership training.
	21st Century High School Afterschool Program	Ages 12 - 18	IPSD was also awarded a five year grant called the 21st Century Project for 7-12 graders. Starting this fall, the program will offer afterschool homework help for students in Merritt Junior High and Gentry High School. The program focuses on English, Math, and Language Arts for 9 hours per week. The goal is to build skills to help students become proficient on the Mississippi Curriculum Test (MCT) and Core Subject Exams.

	STEM Program	Ages 12 - 16	Merritt Junior High School (grades 7-9) started a Science, Technology, Engineering and Mathematics (STEM) program during IPC's planning period to engage students in advanced learning opportunities and encourage challenging careers. Funding support comes from a State Department Initiative and is overseen by Dr. Valerie Simpson. Last year there were 189 children enrolled in technologies and science classes, which will be continued.
College Prep	College Scholarships, Financial Aid and College Prep Summer Programs	Ages 16 - 24	Six colleges serve our region: Delta State University, Mississippi Valley State University, Mississippi Delta Community College, Northwest Community College, Coahoma Community College and Holmes Community College. All six offer financial aid assistance and needs based scholarships to in-state residents, although demand typically far exceeds available resources. MVSU also offers a nine-week summer development program for recent high school graduates who do not meet all criteria for admission. Students take course work in reading, composition and mathematics. Upon successful completion, students are eligible to enroll in freshman courses.
Workforce Development	Indianola WIN Job Center	Ages 16 - 24	Mississippi's Workforce Investment Network oversees a series of workforce training programs and job placement assistance. Training programs are available at the Capps Center for Workforce Development in Indianola and at MDCC's campus in Moorhead (10 miles to the east), offering <u>43 different job training programs, workshops and certifications</u> . WIA funding support fully covers tuition, books, occupational fees, supplies, and tools. The Indianola WIN Job Center also helps create or update resumes, conduct job searches and prepare for job interviews. The average training-related employment rate for graduates is 68%. IPC case managers will follow up with participants to assist in navigating these services.
	Delta Council's Adult Literacy Program	Ages 18 - 24	With ongoing support from the Delta Regional Authority and partnerships with area businesses, Delta Council offers a ten-week adult literacy program in Indianola, operating on the philosophy that a literate workforce is a more employable and successful workforce. Historically the average participant has gained 2 - 4 levels in reading comprehension after 10 sessions.
	Small Business Loans	Adults	Delta Electric Power Company provides zero interest, small business loans of up to [REDACTED] for up to 10 years available to minority-owned small business owners. The Mississippi Development Authority also operates various loan programs including minority business micro loans and capital access programs of up to [REDACTED] per borrower. The South Delta Planning and Development District also operates revolving programs which provides loan assistance for small business.

**Implementation Plan** Please see *Section C. Goals for Improvement* for detail regarding goals for projected impacts on individuals. Goals relating to implementations and systems are provided below:

**Goal I.** Implement new projects overseen by IPC Coordinators. Initiatives will be implemented in phases with multiple programs starting at the same time, possible through coordination with multiple agencies and the scaling up of existing programs. Phase 1 initiatives programs will begin in Months 1 - 3, Phase 2 initiatives will roll out in Months 4 - 6.

Objective I.A. Implement parental, infant and early childhood development in the following phases: Phase 1) Parents as Teachers, Imagination Library, Excel by Five, SPARK; and Phase 2) Centering Pregnancy, Promise School.

Objective I.B. Implement elementary school programs in the following phases: Phase 1) Parents Leadership Institute, Pathways to Tomorrow, and IPSD K-12 After School Homework Program; and Phase 2) Carver Elementary School Garden and CDF Freedom School

Objective I.C. Implement Jr. High and High School programs in the following phases: Phase 1) Sisterhood Program, Delta Dads, Delta Choices, Bridge Building and Art of Living Smart; and Phase 2) Indianola Youth Council, IPC Homework Rooms, and IPC Teen Center.

Objective I.D. Implement college and career programs in the following phases: Phase 1) College Placement Aid and Financial & Tax Management; Phase 2) Undergraduate Internships and Robotics and CAD Design.

**Goal II.** Actively involve members of the community and key stakeholders in the implementation of programs and their ongoing operations.

Objective II.A. Prepare, publish, and solicit proposals from local agencies and non-profits, civic groups, area churches and faith-based organizations for four different categories of programs to complete the IPC pipeline of programs, including 1) IPC Summer Camps (4-8 camps each

year, [REDACTED] each), 2) Families and Schools Together program (anticipated one award for [REDACTED], 3) IPC Homework Rooms (anticipated four awards of [REDACTED] each), and 4) the Healthy Lifestyle Initiatives (anticipated two awards of [REDACTED] each). Requests for proposals will be issued on each topic with clear instructions and published review criteria, to solicit new ideas from agencies with expertise serving Indianola or Sunflower County. Proposals will be reviewed and scored with external assistance and winning applicants will receive significant technical support in the implementation of their project plans and recruitment of participants. Oversight of the RFP process will be provided by Roshunda Sample, IPC Project Manager.

Objective II.B. Include a minimum of three activities to specifically involve the community or targeted population in the development and promotion of each IPC initiative.

Objective II.C. Provide progress reports to each meeting of the IPC Advisory Committee, informing them of implementation activities and soliciting their assistance as needed.

**Goal III.** Integrate long-term strategic planning and sustainability plans into all IPC programs from the beginning of their implementation process.

Objective III.A. Develop realistic sustainability/business plans for each DHA-led initiative, demonstrating five year plans to foster community and external support to continue operations in partnership with MS Center for Non-Profits and Professional Associates.

Objective III.B. Assist all IPC partners with the development of their own five-year strategic plans for each initiative, integrating these plans with the implementation of each project.

Conduct resource audit of all IPSD classrooms and assist in the development of strategic plans to address future merger with Sunflower County School District.

**Goal IV.** Integrate data collection and evaluation plans into all IPC initiatives from the beginning of their implementation process, maintain the participant management system, ensure compliance with the

Family Educational Rights and Privacy Act (FERPA), interface with Mississippi's longitudinal tracking system and conduct annual outcome assessments for continual quality improvement in partnership with the University of Chicago at Illinois, serving as our independent research team.

Objective IV.A. Review and provide technical guidance on each initiative's plan for outcome measures to capture the impact of programs on their target populations.

Objective IV.B. Provide technical assistance to each initiative to ensure proper collection of baseline data and establishment of realistic and effective data collection plans.

Objective IV.C. Maintain participant management database - Social Solutions, continue enrollment of individuals enrolling in programs. Conduct annual FERPA compliance reviews.

Objective IV.D. Integrate with Mississippi's longitudinal tracking system through the National Strategic Planning and Analysis Research Center (nSPARC), as detailed in Section D.

## **SECTION C: Project Services**

### **Determination of Solutions**

The Southern Research Group's Needs Assessment and Segmentation Analysis, coupled with data and follow-up interviews with parents, teachers and administrators of the Indianola Public School District, became the basis for the development of new programs designed to establish and maintain a pipeline of programs for Indianola. The areas of need identified included: poverty, single family homes, lack of parental involvement, teen pregnancy, maternal and infant health, inadequate early childhood development and school readiness, poor academic performance, low rates of high school graduation, juvenile crime, and health, wellness and obesity concerns. *Section A - Need for Project* provides an in depth discussion of the indicators for each concern. To manage the coordination of projects, six primary categories were then developed, with each project designed to address one or more identified needs.

Detail regarding how each initiative aligns with these six categories can be seen on Figure 3 on page 14. The IPC planning committee took an in-depth look at coverage within each age group for each area of need to ensure that an adequate percentage of the population would be able to access programs. Each initiative is required to have a minimum of three outcome measures that specifically relate to the identified need(s) being addressed, uniformity of which will be coordinated through our evaluation team and the IPC project coordinator for their area.

The needs identified in our community are what led to our pipeline design that includes 1) a coordinated early learning network, and 2) multiple programs to support arts and humanities.

**\*\*Competitive Preference Priority #4 – Comprehensive Local Early Learning Network**

Recognizing the vital role that early childhood development and adequate school preparedness plays in the potential future of our residents, IPC has made the development of a comprehensive local early learning network the first priority for implementation. Matching funds from the W.C. Kellogg Foundation were specifically designated for the development of the IPC Early Learning Collaborative, to allow the IPC team to implement those components of the pipeline first, which began June 1, 2011. All Early Learning programs are fully accessible to individuals with disabilities. Jobyna Hazzard, M.Ed., a state certified early childhood educator with "Highly Qualified Status", will serve as the Early Learning Network coordinator, drawing upon her experience in managing, administering and coordinating high-quality early learning programs and services. She will meet weekly with IPSD representatives for status updates and to coordinate the implementation and operation of new programs with existing services for school aged children. Goals for the Local Early Learning Network are detailed in *Section C*.

Plans for development of the Early Childhood Learning Network examined the number of children served by each initiative, then mapped those services out across all children by age

group in need of services. There are an estimated 458 children ages 3 - 4 based on census projections. Each child will have the ability to enroll in at least one formal instructional program and 189 children in Head Start that need supplemental services (e.g. children with disabilities or speech impediments) can also take advantage of SPARK or other programs to augment their Kindergarten preparedness. Additionally, the Imagination Library literacy program will cover 75% of all children and the Summer Camps are projected to serve 60% of each age group.

**Table 6. Distribution of Local Early Childhood Learning Network programs by age**

<i>Age Groupings</i>	<i>Ages 3 - 4</i>	<i>Ages 5 - 11</i>
<i># Children per Group</i>	<b>458</b>	<b>1168</b>
<b>Programs Providing Direct Services</b>		
Head Start	282*	
SPARK	165	80
Parents as Teachers	100	
Promise School	100	
IPSD Afterschool for K-6		312
CDF Freedom School		200
Families and Schools Together		160
Carver Elementary Improvement		508
<b># Slots for Early Childhood Programs</b>	<b>647</b>	<b>1260</b>
Imagination Library	344	
IPC Summer Camp	275	700

*\*Note: 189 children will be eligible for dual program enrollment to augment Head Start*

**\*\*Competitive Preference Priority #6 – Arts and Humanities**

Four separate initiatives of the IPC pipeline specifically include a focus on Arts and Humanities, with additional programs possible with the development of community-led summer camps and new school curricula. These programs include the *Parents Leadership Institute's* (100 children ages 5-18) child-parent art workshops, *IPC Neighborhood Homework Rooms* (240 students ages 5-18) offering after school access to the internet for homework and project assistance in arts and

the humanities, and the B.B. King Museum's *Art of Living Smart program* (365 youth ages 9-16) and *Bridge Building Ambassadors Youth Leadership program* (25 teens ages 14-18), both of which explore our cultural relationship with music, provide exposure to museums nationwide and create opportunities to become involved in local art programs. Total funding is [REDACTED]

**Navigation of the Continuum of IPC Solutions** – Guiding of individuals through the IPC pipeline will be the responsibility of Case Managers who will be assigned individuals as they enter a program and will follow that participant for as long as they live or work in Sunflower county, facilitating their transfer from one program to the next and placing them in programs that meet their needs. Case Managers will work with the schools to support students' IPPs and engage all participants or their families in the development of customized goals, developing long-term plans that identify specific steps necessary to achieve each person's objectives.

**Evidence for Solutions** - The framework for IPC is derived primarily from the Harlem Children's Zone and their model for a pipeline of coordinated programs that work to guide children from one developmental stage to the next, helping to break generational cycles of poverty and poor health.<sup>4</sup> IPC is also modeled after a U.S. Department of Education longitudinal study of 71 high-poverty schools, which found that student's achievements improved when teachers participated in professional development associated with school reform, when teachers were especially active in outreach to parents, and when instruction involved less basic skill practice and more student-initiated or complex assignments.<sup>5</sup>

Just as the overarching framework for the IPC program is based upon strong evidence for systems that work, the individual initiatives that make up components of our pipeline also are

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<sup>4</sup> Harlem Children's Zone. <http://www.hcz.org/> Accessed 8/12/2011.

<sup>5</sup> Turnbull, B. "Longitudinal Evaluation of School Change and Performance in Title I Schools" U.S. Department of Education, March 2001. <http://www.policystudies.com/studies/?id=17> Accessed 8/12/2011.

modeled after evidence-based programs that have been tested in similar communities. Additional detail regarding the efficacy of some of the more significant models is provided here:

Baby College (HCZ): Operated as a weekend workshop for both pregnant moms and parents with young children ages 0-3, this program has proven effective in fostering brain development, discipline, safety, health, and nutrition. IPC utilizes this model for the both the Centering Pregnancy (prenatal) and Parents as Teachers (prenatal – age 5) programs.

The Parents as Teachers Program: operated in 14 counties in Mississippi and being considered as a model for a state-wide program by the Governor’s office, this mother-to-mother home visiting program mentors pregnant women in their homes and neighborhoods. Evaluation on DHA maternal home visitation programs has found that participants observe the following outcomes: 90% begin prenatal care in the first trimester compared to 75% statewide, 81% receive adequate prenatal care compared to 69% statewide, 7.7% give birth to a low birth weight infant compared to 14.3% statewide, and 98.5% secure health insurance, compared to 81.6% nationwide.

B.B. King Museum's Bridge Building Ambassadors: This program is modeled on and associated with the Bringing the Lessons Home program begun in 1994 at the US Holocaust Memorial and Museum in Washington, DC. The program staff of the Holocaust Museum and the Birmingham Institute recruited the B.B. King Museum to become a part of this program, utilizing the rich cultural art and music heritage of the Delta to foster leadership and inspire creativity.

Supporting Partnerships to Assure Ready Kids in Mississippi (SPARK): a national initiative of the W. K. Kellogg Foundation to prepare children for school. Over the previous five years, SPARK programs in Mississippi have provided 7,200 home visits, 200 early childhood educators trained, 5,000 development hours, 1,200 parents involved, and 2,500 children served.<sup>6</sup>

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<sup>6</sup> W.K. Kellogg Foundation. "SPARK: Supporting Partnerships to Assure Ready Kids"  
<http://www.wkkf.org/knowledge-center/resources/2009/03/Supporting-Partnerships-To-Assure-Ready-Kids.aspx>

Children's Defense Fund (CDF) Freedom Schools: CDF Freedom Schools provide summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. CDF began in 1973 and currently serves over 9,000 children in 79 cities. Evaluations have shown increased reading gains for 60 percent of children attending, with 30 percent fewer children experiencing summer reading loss.<sup>7</sup>

**Goals for Improvement** - The goals of IPC were designed to quantitatively capture progress toward our overarching vision for Indianola - to create a stable community with academic and economic opportunities for residents through a coordinated continuum of programs from cradle to college and career. These ten goals will measure our progress toward that end each year over the five year project period. These annual goals include:

***I. Ensure kindergarten readiness and increase academic performance by increasing the capacity and quality of early childhood programs, and improving coordination and consistency among all initiatives within the Comprehensive Local Early Learning Network.***

We expect to see an impact of IPC activities on early childhood development as measured by the Phonological Awareness Literacy Screening (PALS) test and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures conducted at the beginning, mid-year, and at the end of each school year. Based on projected enrollment of 190 children each year, projected annual outcomes of additional children entering kindergarten ready to succeed for an increase of Y1: 19 (30%), Y2: 28 (40%), Y3: 38 (50%), Y4: 47 (60%), and Y5: 47 (75%).

***II. Improve the % of IPSD students who score as proficient in core academic subjects.***

Currently an average of 20.5% of IPSD students in grades 3rd through 8th score as proficient in Language Arts, and 30.5% score proficient in Math on the Mississippi Core Curriculum

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<sup>7</sup> Children's Defense Fund. Bi-Annual Progress Report. <http://www.childrensdefense.org/child-research-data-publications/data/2008-2009-bi-annual-report.pdf>. p. 19 Accessed 8/27/2011.

tests. High school proficiency for the three subjects tested averages 37.3%. Based on a projected enrollment of 950 children grades 3-8 we expect the following increase in children achieving proficient scores: Year 1: 95 (10%); Year2: 114 (12%); Year 3: 143 (15%); Year 4: 190 (20%); Year 5: 360 (40%). For the High School with 590 adolescents expected in grades 10-12, we expect the following increase in adolescents achieving proficient rankings: Year 1: 59 (10%); Y2: 71 (12%); Y3: 89 (15%); Y4: 178 (30%), Y5: 295 (50%).

***III. Increase the rate of students successfully transitioning from junior high to high school.***

Annual goals are to realize increases in the number and percent of students that enter high school with the skills needed to succeed, as measured by MAP (Measures of Academic Progress) test scores for rising 10th graders. With an estimated 200 students enrolling in 10th grade each year, IPC's goals are to see an increase in passing of 20 students (10%) in Year 1, increasing by 10 students (+10%) each year up to a 100 student increase (50%) in Year 5.

***IV. Increase the rate of high school graduation.***

The rate of graduation from high school for the IPSD system is currently 66.2%. The high school graduation rate will take time to impact due to the number of variables involved and external influences. Our annual goal for this indicator is to realize a 10% (20 students) impact in Years 1 and 2, a 20% impact (40 students) in Year 3, and 30% impact (60 students) in Year 4 and a 50% impact (100 students) in Year 5 in Gentry High School graduation rates.

***V. Increase the rate of high school graduates who obtain a postsecondary degree/certification.***

This goal captures IPC's effect on having individuals realizing academic and economic opportunities after high school through higher education and vocational training/credentialing. This rate will take time to build as rising students move through the improved IPSD system, and time is taken to complete advanced degrees (which can be four years or

more in length). Annual goals relate to the number of additional individuals who obtain job certification or degrees and are expected to be 10% in Years One and Two, an increase of 40 individuals (20%) with certifications/degrees in Year Three, 70 additional individuals (35%) in Year Four and 100 (50%) in Year Five.

***VI. Improve the health and well-being of students ages 5-18.***

Progress toward this goal will be assessed through a variety of measures including number and percent of patients with uncontrolled asthma, self-reported overall health, and days of missed school. Taking all measures into account, we expect the following increases in children and adolescents reported to be at fair or better health as captured by our annual oversampling of BRFSS data among 2,200 individuals in this age group: Year 1: 110 (5%); Year 2: 330 (10%); Year 3: 660 (20%); Year 4: 880 (30%); Year 5: 1,100 (40%).

***VII. Increase the percentage of students who feel safe at school and in their community.***

The indicators for this goal include incidence of school violence, self-reported feelings of safety, and days of school missed due to safety concerns. Programs within the schools and from the community at large will drive improvements in these measures, with the following annual goals for increases in individuals reporting feeling safe and corresponding decreases in students receiving disciplinary referrals: Year 1: 220 (10%); Year 2: 440 (20%); Year 3: 660 (30%); Year 4: 880 (40%); Year 5: 1,100 (50%).

***VIII. Decrease the rate at which students enter or leave the school system mid-year.***

This goal relates to the number of students that enter or leave the school system mid-year, which is driven in part by the mobility of the entire family. As economic opportunities increase and businesses stabilize over time, we expect to see a modest decrease in student mobility, with the following goals: Y1: < 5%; Y2: 10%; Y3: 15%; Y4: 20%; Y5: 25%.

***IX. Improve family involvement and community support for children learning in IPC schools.***

This goal is measured by family support for children's reading, involvement in school programs and developmental activities, and encouraging pursuit of college or advanced certifications. A wide variety of IPC programs foster family involvement at all ages and are expected to realize the following increases in family and community support: Year 1: 220 (10%); Year 2: 550 (25%); Year 3: 880 (40%); Year 4: 1,210 (55%); Year 5: 1,650 (75%).

***X. Increase students access to 21st century learning tools including computers, multi-media, and programs that encourage STEM careers.***

The indicators for this goal include students who have school and home access to broadband internet and computers, and students who participate in extra-curricular programs relating to science, technology, mathematics or engineering. Programs within the schools and from the community at large will drive improvements in these measures, with the following annual goals for increases in access to computers and STEM programs projected: Year 1: 220 (10%); Year 2: 550 (25%); Year 3: 880 (40%); Year 4: 1,210 (55%); Year 5: 1,650 (75%).

**SECTION D: Management Plan**

Governance over all DHA programs is provided by our Board of Directors, consisting of Representative Willie Bailey, J.D. (Chair of Mississippi House of Representatives Judiciary Committee), Mr. Bill Kennedy (economic development), Dr. Cass Pennington - resident of Indianola and retired principal, Lisa Percy – community volunteer, and Bruce Brumfield – retired farmer (Community Representatives). The Board meets a minimum of once per quarter to manage DHA business affairs, oversee progress, and chart future development. The Board is also responsible for development of strategic plans, approval of the operating budget, oversight to ensure proper financial controls are in place, and establishment of community linkages.

**Collaboration with Indianola and Its Residents, Schools, Government Leaders and Others**

Fostering collaboration with residents, coordinating with government agencies and the school system, and aligning efforts with other agencies in the region, as well as identifying new needs as they arise, are the responsibility of the IPC Advisory Committee. The IPC Advisory Committee has evolved from a group of 8 key stakeholders in the earliest planning stages of 2009 to 21 members in 2012, representing a wide range of representatives from the community, school system and local businesses. Representatives include local business leaders, parents, school personnel, Indianola's Mayor, IPSD's Conservator, an attorney, bank president, former teachers, faith-based organizations, and leader of an economic development organization. The IPC Advisory Committee meets quarterly and was specifically designed to be representative of the geographic area to be served and to actively engage Indianola residents in decision-making and development of new programs. Ninety percent of the Board is comprised of residents of Indianola, 32 percent have children or grandchildren enrolled in the Indianola Public School District, 63 percent reside in the geographic area and are representative of the racial composition of Indianola and/or are low-income, and 18 percent are public officials serving this community.

**Table 5. Members of the IPC Advisory Committee**

Dr. Cassie Pennington, Retired IPSD Superintendent, Co-Chair	
Tom Gresham, CEO Gresham Petroleum, Double Quick, Co-Chair	
Dr. Earl Watkins, IPSD Conservator	
Steve Rosenthal, Mayor of Indianola	Leanne Silverblatt, Retired Teacher
Jimmy Clayton, VP Planters Bank	Carver Randle, Attorney Randle & Associates
Woods Eastland, CEO Staplecoton	Earlean Collier, Retired Teacher
Cindy Baird, President Community Bank	Gwendolyn Triplett, Retired Teacher
Mildred Chance, Retired Teacher	David Allen, CEO Delta Pride Catfish
Maggie Barnes, Retired Teacher	Monica Hope, Finance Director at SHCP, Inc.
Rev. Edward Thomas, Local Minister	Wallace Hope, Computer Tech Community Bank
Tanya Robinson, Southgate Resident/US Postal Worker	
Shelby Hale, RL Merritt Junior High School Academic Counselor	
Dr. Katherine Patterson, Family Physician at Indianola Family Medical Clinic	
Bettye Farmer, MVSU Faculty Member/Director of MVSU Writing Project	

In addition to the work of the Advisory Committee, IPC staff members Deborah Moore and Roshunda Sample have been very active working to maintain direct relationships with Mayor Steve Rosenthal, Police Chief Tommy Moffett, Head Start teachers and administrators, and community leaders. Furthermore, many of Indianola's social programs are operated by a CAP agency (community action partnership) which has been involved with the planning process. IPC is in a remarkable position of not having to overcome resistance as local officials, business leaders, school administrators and others are fully on board. The IPC vision was not conceived of externally and pushed upon them; rather, these people were all involved in the development of the vision for the Indianola Promise Community and have a stake in seeing it succeed. DHA has been successfully implementing and maintaining programs from multiple public and private funding sources in Indianola since 2006, giving our organization the credibility and expertise needed to manage this continuum of solutions across different agencies and groups.

Coordination with the schools will be further enhanced through a weekly meeting between IPSD representatives and Deborah Moore - Assistant VP Programs, Roshunda Sample - Project Manager, and the four School Program Coordinators of IPC. Weekly status reports are shared and reviewed to determine collaborative solutions to any delays or problems that may arise. Coordination with the residential neighborhoods is also facilitated by a monthly meeting with Street Captains, a program initiated during our planning year in the pilot neighborhood of Southgate (~200 homes) involving nine residents, one from each block in that neighborhood. The Street Captains work as a team to discuss needs in the immediate vicinity, and to represent the community as a whole at town hall sessions and meetings with local officials. They also organize Neighborhood Watch groups and coordinate social events in their neighborhood. This system will be scaled up to cover the remaining six low-income neighborhoods in Indianola.

## Collection, Analysis, and Use of Data for Decision Making

Figure 4 on the following page outlines how DHA is working with Social Solutions and the National Strategic Planning and Analysis Research Center (nSPARC) to develop an integrated database for the purpose of tracking participants, managing their transition from one program to the next, tracking longitudinal outcomes, and meeting federal data requirements. These efforts were initiated during the planning stage and will be complete this fall. Social Solutions is currently building a data warehouse, inputting existing and baseline data, mapping potential programs, creating a data model that tracks the same measures and type of information on the same subjects at multiple points in time, and collecting missing data elements. Social Solutions also will build a reporting interface that can be used by stakeholders, data entry and management personnel, ensuring that ongoing data are collected at multiple points over time. Lastly, Social Solutions will provide all training to end users. DHA will provide information for all programs as well as intake forms or applications associated with the programs. We will also be responsible for providing technical advisors to individual programs. DHA has partnered with nSPARC and Social Solutions to receive micro-level data that can be linked to and serve to expand Mississippi's Longitudinal Data System, drawing student-level data from multiple sources. nSPARC will then generate summary reports at the aggregate level so that the data can be used to identify which initiatives are having the best impacts on Indianola's identified needs.

**Figure 4. Indianola Promise Community Data Flow**



Data will be collected from each IPC initiative and analyzed, the findings from which will be utilized to assist DHA management and the IPC Advisory Committee in decision making, accountability of each program, and continuous quality improvement. Each quarter progress reports will be generated to hold all initiatives accountable to their implementation plans, projected enrollments, and preliminary outcomes. Initiatives that are failing to thrive will be reviewed with technical assistance provided by DHA specialists and improved coordination with the community through collaborative relations and the IPC community developer. Mid-course corrections will be encouraged to fine tune programs to overcome barriers, evolve activities as needs change, and integrate with other new programs that may arise in the community.

All members of the IPC team have already received training and been successfully tested on the Health Insurance Portability and Accountability Act (HIPAA) privacy and security laws and regulations. We will continue to abide by all privacy laws and requirements as we have done since 2001, ensuring that paper records remain at the IPC headquarters in Indianola in locked cabinets when not in use, that electronic information is encrypted, that computer systems are secure with the latest anti-virus software and firewall systems, that emails do not contain any information specific to individuals, and that all reports and publications are stripped of participant identifiers. Trust is a valued commodity at IPC, essential to the success of our community-based initiatives, and will not be jeopardized by our staff, volunteers, or partners.

DHA has an arrangement with the Mississippi Department of Health to oversample Delta residents for the Behavioral Risk Factor Surveillance System (BRFSS). Findings from that annual study will be utilized to augment the baseline data already collected and serve as an additional point of comparison for evaluation. Specific indicators of interest are provided in Tables 6 and 7 on the following pages.

**Table 6 - Education Goals, Indicators, and Baseline Data**

<b><i>Project Goal</i></b>	<b><i>Education Indicator</i></b>	<b><i>Baseline Data</i></b>
I. Increase the # and % of Indianola children who enter kindergarten ready to succeed in school.	# and % of children, from birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.	Parent survey responders report that 90% of the children have health insurance. A majority of children, 79.1%, visited a doctor’s office when needing healthcare and 82.7% visited dentist’s office when needing dental care.
	# and % of three-year-olds and children in kindergarten who demonstrate school year age-appropriate functioning across multiple domains of early learning as determined using appropriate early learning measures.	To be accessed via pre-/post- comparisons of the Phonological Awareness Literacy Screening, a Pre-K alphabet and sound recognition assessment, and the Dynamic Indicators of Basic Early Literacy Skills assessment conducted by IPSD at the beginning, middle and end of each year.
	# & % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.	In 2010-2011, 61.9% (n=1,019) of eligible Indianola children were enrolled in a preschool of nursery school program.
II. Improve the % of IPSD students who score as proficient in core academic subjects.	# & % of students at or above grade level according to State mathematics, reading & language arts assessments in at least the grades required by the ESEA.	Core Curriculum, Proficient or Above, 2010-2011 <u>INDIANOLA MS</u> 3rd - 8th grade Lang. Arts 20.5% 52.8% 3rd - 8th grade Math 30.5% 60.5% High school average 37.3% 59.8%
	# & % of children who participate in high-quality learning activities outside of traditional school hours.	Baseline data on # and % of children who participate in learning activities outside of traditional school hours to be assessed.
III. Increase the rate of students successfully transition from Junior High school grades to High School.	Attendance rate of students in 6th, 7th, 8th, and 9th grade	2010-2011 <u>INDIANOLA</u> <u>MISSISSIPPI</u> 6th grade 95.6% 95.7% 7th grade 95.4% 95.5% 8th grade 95% 95.3% 9th grade 94.9% 94.5%
	Readiness of rising 10th graders to succeed in high school material.	Baseline data on # and % of IPSD rising 10th graders ready for HS to be assessed.

IV. Increase the rate of high school graduation.	High school graduation rate, as measured as percent of 9th grade class who earned high school diplomas in four years.	2010-2011 HS Graduation Rate	<u>INDIANOLA</u>	<u>MS</u>	<u>US</u>
			66.2%	73.5%	84.6%
V. Increase the rate of high school graduates who obtain a postsecondary degree, certification, or credential.	# & % of IPC students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.	2005-2009 survey Bachelor's degree	<u>INDIANOLA</u>	<u>MS</u>	<u>US</u>
			18.5%	19.1%	27.5%
		Baseline data on # and % of IPSD graduates with vocational certificates/credentials to be assessed.			

**Table 7 - Family & Community Support Goals, Indicators, and Baseline Data**

<b><i>Project Goal</i></b>	<b><i>Family/Community Support Indicator</i></b>	<b><i>Baseline Data</i></b>
VI. Improve the health and well-being of students ages 5-18.	# & % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.	Just under 80% of children participated in physical activities often. Approximately 61% of children participated in a physical activity that increased their heart rate for at least 60 minutes a total of seven days in the past week. Respondents indicated that most of the children, just under 35%, watched television for two hours on an average school day. The respondents also indicated that most of the children, 46.04%, did not spend any time on an average school day playing video or computer games. During an average week at school, 48% of the children attended physical education classes a total of five days.
	# & % of children who consume five or more servings of fruits and vegetables daily.	Most children surveyed in the assessment had the following items one to three times in the past week: fruit juice (24.8%), fruit (34.7%), potatoes (53.1%) and other vegetables (41.8%). Half of the children did not eat any green salad during this time and 71.4% did not eat any carrots. Specific # & % children who consume five or more servings of fruits and vegetables daily will be assessed.
	# & % of children diagnosed with uncontrolled chronic illness or disease.	Of the 150 children reported on in the survey sample, 16% had asthma, while 0.7% had high blood pressure, 0.7% had sickle cell anemia, and 12% were diagnosed with some other chronic disease. None had been diagnosed with diabetes.

	# & % of children who receive recommended immunizations.	Only 79.6% of Sunflower county children have complete immunizations at 2 years of age.
VII. Increase the percentage of students who feel safe at school and in their community.	# & % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.	60.4% of survey responders reported that their child had never indicated they had been bullied on school property and 94.3% reported their child had never been electronically bullied (n=106).  6.6% of students have stayed home from school because they did not feel safe at or traveling to and from school and 1% of children had not been threatened or injured with a weapon in the past year on school property.
	# & % of students who are suspended or receive discipline referrals during the year.	Only 50.5% of the respondents indicated their child had not been witness to a fight at school in the past year. 78% of children had never been suspended from school because of disruptive behavior for any length of time.
VIII. Decrease the rate at which students enter or leave the school system mid-year.	Student mobility rate as measured by (# new students during the course of the year plus # withdrawals during the year) / total enrollment at beginning of year	Baseline data to be assessed through IPSD records and reassessed annually to capture impact of programs on student mobility rate.
	# and % of Indianola residents who lived in the same house as one year ago.	The 2005-2009 American Community Survey indicates that 86.2% of Indianola residents lived in the same house as one year ago. This compares to 83.7% for Mississippi and 83.8% for the U.S.
IX. Improve family involvement and community members support for children learning in IPC schools.	For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week.	37.4% of Indianola children aged 0-5 have a family member(s) read stories to them every day. This is below the percentage for the U.S. (47.8%).
	For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school.	Baseline data to be assessed through parent surveys and reassessed annually to capture impact of programs on childhood reading outside of the school setting.

<b><i>Project Goal</i></b>	<b><i>Support Indicator</i></b>	<b><i>Baseline Data</i></b>
IX. Improve family involvement and community members support for children learning in IPC schools. <i>continued</i>	For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career.	Baseline data on # and % of students in grades 9-12 who discuss importance of college or career with family members to be assessed and reassessed annually.
	The # and % of parents or guardians who assume leadership roles, volunteer for school events or participate in PTA.	Baseline data to be assessed through IPSD records, parent and teacher surveys, and reassessed annually to capture impact of programs on parents and guardians involvement in leadership roles.
X. Increase students access to 21st century learning tools including computers, multi-media, and programs that encourage STEM careers.	# & % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device.	The majority of Indianola children do not have access to a computer with Internet access outside of their schools. Some 89.2% of children do not have access to Internet at home and 91.54% do not have access at a nearby relative's home. However, the children with access to a computer in their classrooms and computer labs at school are 72.72% and 74.77%, respectively.
	# & % of students who participate in extra-curricular programs relating to science, technology, mathematics or engineering.	Baseline data on # and % of students who participate in extra-curricular programs relating to science, technology, mathematics or engineering to be assessed.

***Creation of Partnerships and Alignment of Vision***

*Please see Appendix C: Memorandum of Understanding for detail regarding each partner's visions, theories of change, and theories of action to improving the lives of Indianola residents.*

The hurdles to effecting change in the Mississippi Delta are three fold: 1) a rigid silo approach to addressing problems; 2) a strong resistance to and distrust of outsiders; and 3) the tendency to use a top down approach. The Indianola Promise Community is doing something that hasn't been done before in the Delta to overcome those hurdles. DHA's theory of change is to get as many people in a room as you realistically can and have them speak together on equal terms to identify the problems, identify the cause of the problems, and identify solutions to those causes - targeting the root of the problem, not the problem itself. In this way, all people of the

community have a stake in the process. In the Delta, process is as important as substantive outcomes. By getting all of these groups working together, we have been able to jointly develop a common vision for Indianola, created and thereby owned by all parties. The community and partnering agencies together developed IPC's approach, responsibilities have been parceled out, and everyone is held accountable. This approach is new to the Delta and while at the surface it appears to be aimed at "creating partnerships", its real aim is to overcome the hurdles mentioned above and effect change on the actual roots of the problems faced by our residents.

To understand the powerful and real-world impact of creating partnerships in Indianola, we can look at an example from one of our earliest activities with local residents. At one of the earliest meetings of the Southgate Neighborhood Association which DHA helped to organize, IPC staff, arranged for the Mayor and Police Chief to come to a meeting and introduce themselves to the members. Afterward they gave their business cards to the association president and said to call anytime they could help with something. A few days later some teenagers were riding motor bikes on the neighborhood park, tearing it up and making a lot of noise. The association president got the card out of her purse, called the Chief's cell phone, and within a few minutes the police showed up and dealt with the teenagers. The association president, who had never before interacted with local government leaders or taken the initiative to get help with a problem, learned what it meant to be empowered and work with local officials to resolve an issue and make her neighborhood better. IPC is built through this type of "from the ground up" organizing, bringing people onboard to the project, integrating their goals into the goals of the promise community, and making them an active part of the solution.

The Southgate Neighborhood Association is itself an innovation for the Delta. While affluent suburbs may be familiar with the idea of a neighborhood association, nothing like this

had been done before for a rural, impoverished, 79% African-American community in our region. The IPC planning team trained residents how to operate an association, how to recruit participants for meetings, and how to use their combined voices as muscle to effect change in their neighborhood. The process of forming a Neighborhood Association not only got residents involved and feeling empowered, it also demonstrated to the families that DHA and our partners truly wanted their input and participation in the IPC process.

The IPC leadership team is 80% African American and with the exception of Dr. Matthews, all live either in Indianola or within 40 miles of it. There are currently 18 partners of IPC collaborative that have worked together since 2009, bringing different constituencies, different resources, and different perspectives to the Indianola solution. These members include:

- |                                       |  |                 |
|---------------------------------------|--|-----------------|
| Indianola Public School District      | MSU, Early Childhood Institute                 |                 |
| City of Indianola                     | MSU, School of Engineering                     |                 |
| South County Ministerial Alliance     | Virginia Tech                                  | Delta Council   |
| Sunflower County Sheriff's Office     | B.B. King Museum                               | Abundant Living |
| Delta State University                | Mississippi School of Protocol and Etiquette   |                 |
| Mississippi Valley State University   | Mississippi Center for Educational Innovations |                 |
| Parents for Public Schools of Jackson | Sunflower Humphreys Counties Progress Inc.     |                 |

The University of Chicago at Illinois also joins this alliance for the purpose of conducting an independent, external review. Under the leadership of Dr. Anthony LaSasso, Director, a team of researchers will assist IPC in the implementation and support of program evaluation plans. They will review progress and outcomes, make annual recommendations for continuous quality improvement, prepare progress reports demonstrating the impact and effectiveness of individual initiatives and provide final outcome reports on the impact of all IPC initiatives.

### **Integration of Funding**

In addition to IPC's integration with the current infrastructure and services in Indianola, as outlined on page 25 "Existing Programs", DHA will also work to integrate other new or external funding efforts with the IPC pipeline, to meet ongoing and newly developed needs.

Delta Health Alliance was established as a regional partnership to improve the health and well-being of the Mississippi Delta, a region of 18 rural counties encapsulating 10,653 square miles and serving over 560,000 people. DHA has the expertise to manage a comprehensive initiative of this nature, having just completed work on the Office of Rural Health Policy's Delta Health Initiative grant program, which provided over [REDACTED] each year for five years to create infrastructures and support over 50 separate programs over the years that targeted health disparities in our region, many of which developed sustainable operations, including the new non-profit Good Samaritan health clinic in Indianola, providing approximately 1,250 patient encounters each quarter with co-payments made on a sliding scale starting at \$5 per visit. Indianola sits in the heart of our service region and since being selected as our Promise Neighborhood location, partners have made an effort to include Indianola as a service location whenever a) new services are proposed with funds from both private and public sectors, b) the need for those services exists in Indianola, and c) the logistics of including Indianola are feasible.

The KaBOOM! playground build is just one example of how IPC integrates not only funding but also resources, volunteers, and local businesses to come together to effect change in our community. One of the earliest accomplishments of our planning occurred on August 7, 2010, when over 400 people of varied backgrounds, ethnicities and social economic status gathered to erect a park in the Southgate neighborhood. Within six hours a newly constructed playground and shaded picnic tables stood adjacent to the community center. Support for the

effort came from volunteer time, the City of Indianola, Sunflower County Baptist Women's Auxiliary, HRSA's Office of Rural Health, and KaBoom! a national non-profit agency. DHA continues to strive to identify new, sustainable streams of funding, including:

- *Meaningful Connections:* An electronic health records (EHR) proposal to the Rural Health Information Technology Network Program. This effort brings EHRs that meet the new standards for "meaningful use" incentive payments to clinics both in and around Indianola (e.g. Good Samaritan, Indianola Family Practice), and to the North Sunflower County Hospital in Indianola. (Notification of Award received 9/1/2011, award # H9CRH22858.)
- *Delta Health Literacy Initiative:* A proposal submitted to USDA's Rural Utilities Service to facilitate health literacy through the introduction of reading materials in the homes of families with children, relating to health and wellness issues. The purpose is to help individuals play a more active role in their own health management, understanding of health information, and disease management advice. Indianola is one of 44 proposed locations for this initiative.
- *Delta Care Transitions Program:* This proposal to the Center for Medicare and Medicaid Service is designed to facilitate the discharge of patients from North Sunflower Hospital who are released with a diagnosis of Congestive Heart Failure, Acute Myocardial Infarction, Chronic Obstructive Pulmonary Disease or Pneumonia. If funded, patients will be assigned to a Community Health Worker who will teach discharged patients the skills they need to become more involved in their own care and disease control. The goal is to reduce hospital readmissions. Indianola generates a significant portion of North Sunflower Hospital's admissions.

*Appendix C:*

**MEMORANDUM OF UNDERSTANDING (MOU)**

between **Delta Health Alliance, Inc. (DHA)** and  
the **Indianola Public School District (IPSD)**, the **City of Indianola, Children's Defense Fund  
Southern Region**, the **Sunflower County Ministerial Alliance, Delta Council, Sunflower  
County Sheriff's Office, Abundant Living Community Organization, Mississippi State  
University (MSU), MS Center for Educational Innovation (MSCEI), Mississippi School of  
Protocol and Etiquette, South Sunflower County Hospital (SSCH)**, the **Delta Workforce  
Investment Center**, the **B.B. King Museum & Delta Interpretive Center**, and the **Retired  
Education Personnel of Sunflower County (REPSC)**.

This MEMORANDUM OF UNDERSTANDING is hereby made and entered into by and between the Delta Health Alliance, Inc., a 501(c)3 headquartered in Stoneville, MS, hereinafter referred to as DHA, and all partners listed above, hereinafter referred to collectively as the Promise Neighborhood Partners (PNPs) for the purpose of implementing a collaborative project entitled the **Indianola Promise Community (IPC)** project in Indianola, Mississippi.

The purpose of this collaborative MOU is to establish a framework of cooperation between DHA and the PNPs to improve the educational, developmental and economic outcomes of children in Indianola, MS, by building a continuum of academic programs and family and community supports, from the cradle through college and career, with strong schools at the center. To achieve this objective, it is agreed that DHA and the PNPs will work together to continue the development, implementation and sustainability of programs to support activities that comply with the U.S. Department of Education's Promise Neighborhoods initiative, to implement a full-scale Promise Neighborhood Program in Indianola, MS.

**Governance Structure** - IPC will be governed by the *Indianola Promise Community Advisory Committee* consisting of twenty-one members comprised of residents of Indianola and parents of IPSD children, along with community leaders and public officials, who will be tasked with providing the direction for the program as a whole and to ensure progress continues to be made. Residents of Indianola will have an active role in the organization's decision-making not only through representation on this steering committee but also through community based focus groups, town hall meetings, surveys and open forums. The Advisory Committee will be co-chaired by Dr. Cassie Pennington, retired superintendent, and Sunflower County businessman, Tom Gresham. Meetings will be governed according to Robert's Rules of Order.

**Delta Health Alliance** - *Vision:* DHA's guiding purpose is work in collaboration with local groups to transform rural communities of the Mississippi Delta in ways that foster the health and well-being of the men, women, and children who make the Delta their home. *Theory of Change:* DHA's theory of change hinges upon a comprehensive, coordinated, and sustained effort to build strong schools and family and community support services necessary to break the cycle of intergenerational poverty in Indianola, MS. DHA seeks to improve the educational, economic and health outcomes of children and families in Indianola by partnering and utilizing skilled staff, local input, federal, state, and private funding, best practices, and a receptive school district and community. These changes will be incremental over time, but each sustainable change will serve to strengthen the foundation for additional changes that can lead to significant, long-term improvements in the lives of residents of Indianola. Ultimately, we envision creating a promising neighborhood that provides early childhood, elementary, primary, secondary and post-secondary educational support; prenatal, primary healthcare, and family planning services; and family and community support services to transform an entire community. *Theory of Action/ Proposed*

**Activities:** DHA's strategy involves a comprehensive array of services for families of Indianola, MS, operated in coordination with local and regional agencies, non-profits, community leaders and parents. DHA and our PNPs will implement a network of services, designed to establish a pipeline of programs that was developed in collaboration with the schools, parenting groups, researchers and even children from the community. Families with infants, children, adolescents and young adults will be guided through this pipeline by IPC case managers who will ensure continuity of services as the individuals' needs evolve over time. Activities will be coordinated from DHA's IPC Headquarters providing 3,300 sq feet of office space and two meeting/training rooms located in downtown Indianola on 135 Front Street, situated between the business district to the north and residential neighborhoods to the south. Successful pilot programs conducted during the planning phase will be scaled up to the community at large, and new initiatives will be implemented to address unmet needs.

**Indianola Public School District - Vision:** All students will experience success by graduating college-ready by 2015. **Theory of Change:** IPSD believes that by focusing the energies of our schools, community, and parents on successfully educating all students, they will become productive citizens in a global society. We believe that our passion, compassion, and commitment to a pursuit of excellence in teaching and learning, building upon early positive outcomes and intermediary gains, will make the difference in the lives of our students and in the community. **Theory of Action/ Proposed Activities:** IPSD, currently in State Conservatorship, is committed to improving outcomes at our schools. As such, each school will participate as requested with teaching professional development, coordination with pre-K programs to foster school readiness, creation of and recruitment for afterschool programs, curricula improvement, extracurricular programs, college prep workshops and counseling, and data collection. IPSD will

work with our parents to help them become more engaged in their children's education, continue support for the Student Advisory Committee and work with other partners to implement planned tutoring programs and other school activities. ***Financial & Programmatic Commitment:*** IPSD will continue to work with members of the DHA and other project partners as needed, and will match the Promise Neighborhood proposal with three School Improvement Grants totaling [REDACTED] in 2011-2012, [REDACTED] in 2012-2013, and [REDACTED] in 2013-2014.

**City of Indianola - Vision/Theory of Change:** Our mission is to enhance the business and social environments and contribute to the overall economic well-being and quality of life for everyone in Indianola. There are twenty civic clubs active in Indianola, representative of the pride the citizens of Indianola have in their community. Indianola boasts twenty-five churches, representing eleven denominations. Indianola's Theory of Change relies upon the participation of these various organizations, which will help ensure representation of its residents in solutions developed by this planning process. ***Theory of Action/ Proposed Activities:*** The City has worked with the DHA to draft pipeline plans and lend staffing support for early efforts relating to the establishment of a neighborhood association and the coordination of volunteers, including the building of a community playground in the Southgate neighborhood. ***Financial & Programmatic Commitment:*** The City of Indianola will commit up to [REDACTED] each year to the IPC project, in staff time, personnel and related expenses for the city. The City will also bear the cost of maintaining the public park & playground built during the planning phase.

**Children's Defense Fund Southern Regional Office - Vision:** To ensure that every child has a healthy, fair, safe, and moral head start in life and successful passage to adulthood with the help of caring families and communities. ***Theory of Change:*** CDF-SRO's approach to change is to serve as the leading child advocate to ensure equality by enacting laws, policies, and programs,

that impact the lives of children, their families, and communities. CDF champions programs that lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education and a moral and spiritual foundation. ***Theory of Action/Proposed Activities:*** The CDF-SRO will oversee the SPARK program for early childhood development and the CDF Freedom Schools® program to provide after school tutoring and homework assistance to young children. ***Financial & Programmatic Commitment:*** CDF-SRO will provide assistance with all programmatic activities relating to early childhood development and will dedicate staff to ensure the success of both the SPARK and Freedom Schools initiatives.

**Sunflower County Ministerial Alliance** - ***Vision/Theory of Change:*** The Sunflower County Ministerial Alliance is an association of churches with headquarters in Indianola who coordinates faith-based activities and programs across the county. Their theory of change is that churches can play an effective role in helping their members achieve not only spiritual well-being, but physical and mental well-being at the same time. ***Theory of Action/Proposed Activities:*** The alliance will work in partnership with member churches to establish after school tutoring and homework assistance programs in eight neighborhoods throughout Indianola, with services focusing on arts, humanities, languages and other topics not covered by existing programs. Volunteers will provide tutoring and be available as mentors for the students.

**Delta Council** - ***Vision/Theory of Change:*** Delta Council is an area economic development organization dedicated to providing a medium through which agricultural, business and professionals can work together to solve common problems in the Delta. ***Theory of Action/Proposed Activities:*** Delta Council had provided a substance abuse prevention, nutrition and student wellness program in Indianola since 2008, in cooperation with the Sunflower County Sheriff's Office. The program had begun to make significant improvements when funding for

the program was eliminated in the most recent budget passed by Congress. The IPC pipeline will bring this program back to Merritt Junior High School and continue progress on reducing risky behaviors among students and reducing student incidents requiring disciplinary action.

**Sunflower County Sheriff's Office** - *Vision/Theory of Change:* The Sunflower County Sheriff's Office is committed to reducing crime and improving safety by becoming involved with at-risk teens before they become entangled in poor decisions and criminal activities. *Theory of Action/Proposed Activities:* The Sunflower County Sheriff's Office will operate programs from the IPC Teen Center targeting at-risk youth and students of the Academic Achievement Academy, for students who have failed out of the traditional school program.

**Abundant Living Community Organization** - *Vision/Theory of Change:* Led by Ella Garner Jackson, RN, CHN, Abundant Living seeks to utilize a faith-based health and wellness program as an effective tool in educating minority communities about health promotion and disease prevention. *Theory of Action/Proposed Activities:* Abundant Living will lead the first of the IPC Healthy Lifestyles Initiatives with the delivery of health education programs, health fairs, school clinics, fitness and recreation activities, nutrition classes, safety programs and behavioral health services, focused on children and families.

**Mississippi State University (MSU) Early Childhood Institute** - *Vision:* MSU's Early Childhood Institute seeks to promote high quality early childhood development and learning through research-based practices and policy recommendations in Mississippi. *Theory of Change:* MSU believes that effective, sustainable change at the community-level is best achieved through collaborations with state and local agencies, individual child care facilities and family groups to improve the quality and accessibility of learning opportunities for young children, which in turn is believed to lead to long-term improvements in the well-being of the

Delta's residents. When residents can make informed decisions, they are empowered to take a more active role in their own economic, social and cultural well-being. ***Theory of Action/***

***Proposed Activities:*** MSU's strategy to achieve its mission involves many components geared toward the health and stability of pregnant mothers, new parents, infants and children ages 5 and younger. MSU will oversee the Sisterhood Program to encourage and support pregnant teens and teen mothers so that they may stay in school, Mothers and Infants Health Outreach Workers (MIHOW) which provides home visitation to new mothers to facilitate early childhood development and maternal health, and the Promise School to improve school readiness amongst at-risk preschoolers. ***Financial & Programmatic Commitment:*** MSU's commitment is reflected in the matching available for all three initiatives, with support provided by Kellogg. MSU staff will oversee all programmatic components and coordinate services through IPC program staff.

**Mississippi Center for Education Innovation - Vision:** The MSCEI was founded in 2007 with two broad objectives: 1) to raise the profile, priority and quality of education for MS children from infancy to young adulthood and 2) to see, nurture and develop education innovation in the Delta. ***Theory of Change:*** The Center has identified five keys to make these objectives a reality: 1) child development and early learning; 2) improving teacher quality and student achievement; 3) leadership and school achievement; 4) community, family and school engagement; and 5) building public will to improve support for public education. ***Theory of Action/ Proposed Activities:*** To carry out these objectives, MSCEI will oversee the Excel by 5 program, a community certification process for early education providers. The program sets forth thirteen requirements involving parent training, community participation, child care and health to help communities focus on supporting young children and their families. ***Financial & Programmatic Commitment:*** The Center is committed to IPC's success given the strong synergy between the

Center's purpose and the Promise Neighborhood model. Programmatically, the Center will oversee operations of the Excel by 5 initiative, and financially will contribute in-kind support of staff time and expense to its implementation at an expected value of [REDACTED] per year.

**Mississippi School of Protocol and Etiquette (MSOPE) - Vision/Theory of Change:** MSOPE

believes that learning business etiquette and protocol skills are essential for successfully participating in today's global economy. Through these skills, youth can learn how to become active players in local policies, government, and business negotiations. *Theory of Action/*

*Proposed Activities:* MSOPE will oversee the development of an Indianola Youth Council with participants enrolled in a six-week course program to learn how to be effective in business and government, joining the Mayor's Youth Leadership Core after completion.

**South Sunflower County Hospital (SSCH) - Vision/Theory of Change:** SSCH is committed to

improving the physical and mental health of its patients and residents of Sunflower county.

*Theory of Action:* SSCH is a 69 bed, acute care public hospital which will continue to provide healthcare care services to residents of Indianola and the surrounding area. They will participate in coordination of healthcare programs including care transitions for discharged patients from Indianola, and will support all aspects of the IPC Healthy Lifestyles initiative. *Financial &*

*Programmatic Commitment:* SSCH owns the property on which both DHA's IPC Headquarters and the Good Samaritan Health Clinic are located, and will continue to make those spaces available at very low rates (currently [REDACTED] year) for a minimum of years, with the option to continue. The fair market value for the IPC headquarters is calculated to be [REDACTED] year.

**Retired Education Personnel of Sunflower County - Vision/Theory of Change:** The REPSC's

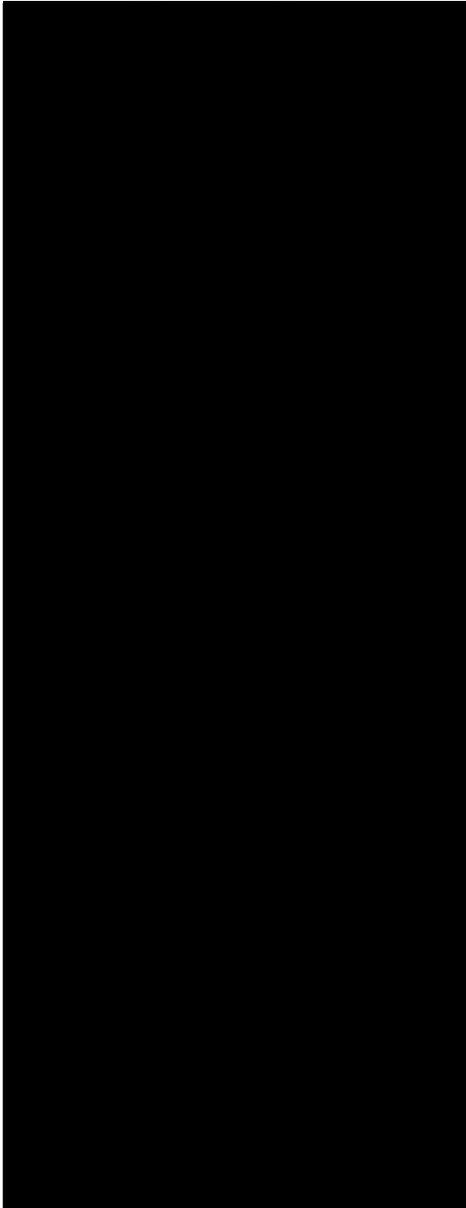
approach to change is similar to that employed by the school district – namely that systematic change and individual change are closely linked. To make changes in the individual, systems

must be developed and maintained to support those changes, just as system changes must involve the individuals participating in those plans. ***Theory of Action/Proposed Activities:*** The REPSC will work with the DHA and the other partners of this initiative to provide afterschool tutoring, homework assistance, and programs at the IPC Teen Center and IPC Homework Rooms through volunteer time of our members. ***Financial & Programmatic Commitment:*** The REPSC will dedicate up to [REDACTED] in volunteer time in the establishment of after-school tutoring programs and assistance with fostering parent-teacher relations.

**B.B. King Museum & Delta Interpretive Center** - ***Vision:*** To inspire hope, creativity, and greatness. ***Theory of Change:*** The B.B. King Museum seeks to effect change by empowering, uniting and healing people through music, art and education, sharing with the world the rich cultural heritage of the Mississippi Delta. ***Theory of Action/Proposed Activities:*** Two initiatives will be implemented as part of the IPC pipeline: 1) BB's Bridge Building Ambassadors - a teen leadership development program; and 2) the Art of Living Smart afterschool, spring break and summer camp arts and humanities program for adolescents ages 9 - 16.

**Delta Workforce Investment Area (DWIA) - Youth Services** - ***Vision/Theory of Change:*** DWIA strives to offer outstanding youth programs, believing that educational opportunities linked to academic and occupational learning can be invaluable in helping young adults succeed in life. ***Theory of Action/Proposed Activities:*** DWIA will provide three programs for Indianola residents ages 16-24: Senior Select (student education, leadership, citizenship training), Summer Youth (connecting teens to on the job training programs), and Out of School Providers (28 hour a week classes on work readiness skills and GED preparation).

IN WITNESS WHEREOF, the undersigned, being duly authorized by their respective agencies, have signed this MOU as affirmation of the commitment of each organization to the implementation and sustainability of the Indianola Promise Community program, if approved by the funding agency. Each organization intends to utilize reasonable efforts to implement this partnership and accepts this potential long-term commitment as part of their own strategic plans.



<u>8/26/2011</u>	Karen Fox, CEO, Delta Health Alliance
<u>8/29/11</u>	King David Rush, Superintendent, IPSD
<u>8/29/11</u>	Steve Rosenthal, Mayor, City of Indianola
<u>9/2/11</u>	Oleta Garrett Fitzgerald, Southern Regional Director Children's Defense Fund
<u>8/29/11</u>	Rev. Phillip McGee, Sunflower County Ministerial Alliance
<u>8/29/11</u>	Frank Howell, Director, Economic and Community Development Delta Council
<u>8/29/2011</u>	Sheriff James Haywood, Sunflower County Sheriff's Office
<u>9/2/11</u>	Ella Garner Jackson, RN, CHN, Abundant Living Community Organization
<u>8/30/2011</u>	<del>Richard Swann, Director of Sponsored Program,</del> MSU Robyn Remotigue, Assistant Director
<u>9/1/11</u>	Rhea Williams-Bishop, Interim Director, MSCEI
<u>8/30/2011</u>	Jay Pearson, Mississippi School of Protocol & Etiquette
<u>8/29/11</u>	H.J. Blessitt, Administrator, SSCH
<u>8/29/11</u>	Louise Bradford, Delta Workforce Investment Center-Sunflower Humphreys County Progress Inc.
<u>8/29/11</u>	Ann Jennings Shackelford, Development Director, B.B. King Museum
<u>8/29/11</u>	Charles R. Scott, President, Retired Education Personnel of Sunflower County

***Appendix F: Evidence, timing of implementation, partner participation, costs and source of funds, #/% of children served per solution, penetration rate and growth plans.***

List of Abbreviations for Partnering Agencies:

- DHA: Delta Health Alliance
- IPSD: Indianola Public School District
- tbd: Programs in which the lead agency is To Be Determined via a competitive Request for Proposal process

Notes:

The exact number of children currently in the service at each age bracket under the age of 5 is unknown. For the purpose of this document, we estimated an equal number of children at all age groups 0, 1, 2, 3, and 4 that make up the 940 children under the age of 5 reported in the 2010 U.S. Census, or 188 children per age.

Note on how the Segmentation Analysis was used to select which individuals would be served:

A segmentation analysis was conducted by grouping and analyzing data from the Needs Assessment to determine which segments of the population have the highest needs. From that analysis it was determined that the populations most in need included children of teen mothers, children living in female headed households, children living below the poverty level, children with no/limited access to learning based pre-kindergarten activities, children who are not kindergarten ready, IPSD students who test below proficient on State assessments, IPSC students with poor attendance, teenagers having children of their own, school drop-outs, and others identified as having difficulties in moving through the pipeline and into the labor force. As a result of this analysis and after mapping of existing programs, new services were developed in the areas of Maternal/Infant Care, Health and Wellness Programs, Early Learning Networks, During School and After School Enrichment Programs, Parental Involvement programs, services for Teen Parents, and programs that target the issues of poverty, juvenile crime and risky behaviors. Detail regarding all of these programs is provided below. Cost per person includes each program's share of administrative expenses, program management and associated indirect costs.

*Table F.1. - New and Scaled Up Programs that will be Integrated into the IPC Continuum*

Program/Service <b>Carver Elementary School Garden</b> <span style="float: right;">(CPP#4)</span>	
Lead agency: Carver Elementary and local PTA	Implementation: April 2013
Targeted Needs Indicators X. Lack of parental involvement XIV. Obesity	Outcome Measures: Changes in students' perception of fresh produce, increased consumption of fresh vegetables, knowledge of sustainable farming techniques and healthy cooking.
Description Fruit and vegetable garden at Carver Elementary to introduce concepts of agricultural sciences and sustainable gardening, and to promote children's involvement in making smarter food choices. The science classes will each maintain their own raised beds in the garden with parent leaders assisting as volunteers. <u>Students</u> will be responsible for planning plantings, how gardens will be irrigated and maintained, tending the gardens, and how to consume or market the finished produce. Classes will compete for best yields, tastiest produce, best original recipe and best marketing of produce in the community with in-class celebrations at harvest time.	
Evidence CA Department of Education's <i>Garden in Every School</i> Initiative and findings from the Natl. Environmental Education Foundation on health benefits of green spaces and school gardens.	
Costs and Sources of Funds: Promise Neighborhood Grant Cost: ████████ per year Estimated Number of Children Served by Age or Grade: Grade 3-161; Grade 4-156; Grade 5-193; Grade 6-150 Percent of Children Served: 100% at Carver Elementary Growth Plans: Multiple raised bed gardens will be established each spring with activities planned for all students in all grades at Carver Elementary. Programs will grow to accommodate growth in enrollment at Carver each year.	

Program/Service <b>Pathways to Tomorrow</b>	
Lead agency: DHA	Implementation: January 2013
Targeted Needs Indicators II. Single Parent Homes III. Infant Mortality IV. Teenage Motherhood XII. High rates of STDs	Outcome Measures: Teen pregnancy rate, drop-out rate due to pregnancy, teen birth rate, STD incidence among teens, infant mortality rate, grades of participants over time.

<p><b>Description</b></p> <p>A school-based teen pregnancy prevention program that targets children at a very young age helping them develop a roadmap for their life and understanding the consequences of poor decisions. The program will have several components including Character Counts educational programs for grades K-3, the Winning the Future mentoring program for grades 4-6, and scaling up of 4-H programs on-site after school for grades 7-9.</p>
<p><b>Evidence</b></p> <p>Modeled after the Carrera Adolescent Pregnancy Prevention Program showing a 40% reduction rate in teen pregnancies and births. <a href="http://toptierevidence.org/wordpress/?page_id=172">http://toptierevidence.org/wordpress/?page_id=172</a></p>
<p><b>Costs and Sources of Funds: Promise Neighborhood Grant</b></p> <p>Cost: ██████████ per year</p> <p>Estimated Number of Children Served by Age or Grade: Ages 5 – 12: 160 children evenly distributed among age groups</p> <p>Percent of Children Served: 21.2% of females in those age groups.</p> <p>Growth Plans: Enrollment will increase 10%-20% each year as curricula are developed and resources from previous years can be shared and re-utilized.</p>

<p><b>Program/Service</b></p> <p><b>Delta Dads</b></p>	
<p>Lead agency: DHA</p>	<p>Implementation: January 2013</p>
<p>Targeted Needs Indicators</p> <ul style="list-style-type: none"> <li>II. Single Parent Homes</li> <li>III. Infant Mortality</li> <li>IV. Teenage Motherhood</li> <li>XII. High rates of STDs</li> </ul>	<p>Outcome Measures:</p> <p>Drop-out rate due to child birth, single parent rate, STD incidence among teens, infant mortality rate, grades of participants over time.</p>
<p><b>Description</b></p> <p>While teen pregnancy prevention is one of IPC's primary goals, many teens and young adults will still have to cope with unplanned children. Delta Dads at Gentry is an <u>afterschool and summer program to promote and support responsible fatherhood</u> among young men through activities to foster effective and involved parenting, encourage economic stability, and promote healthy relationships. One of Delta Dad's two core groups will be formed by young men still in school. These group sessions are taught by other fathers in the community and begin with establishing trust. Young men learn in group sessions and through one-on-one counseling how to set both personal and family goals, how to accept responsibility not only as a father but also for themselves, time management, money management, effective discipline and practical strategies for how to spend time with their children.</p>	
<p><b>Evidence</b></p> <p>Modeled after the successful 24/7 Dads<sup>TM</sup> and National Fatherhood Initiative <a href="http://www.fatherhood.org/">http://www.fatherhood.org/</a></p>	

Costs and Sources of Funds: Promise Neighborhood Grant

Cost: [REDACTED] per year

Estimated Number of Teens Served by Age or Grade: Ages 15-18: 60; Ages 19+: 60

Percent of Children Served: 32% of males in those age groups

Growth Plans: Enrollment will increase 20% each year as curricula are developed and resources from previous years can be shared and re-utilized.

Program/Service <b>Call Me MISTER feeder program</b>	
Lead agency: IPSD with Jackson State University	Implementation: January 2013
Targeted Needs Indicators I. Poverty VII. Public school deficiencies	Outcome Measures: % of participants pursuing careers in public education, acceptance rate for MISTER program, ACT scores
Description Dr. Earl Watkins will establish a feeder program for a Teacher Academy for young men graduating from Gentry High School, recommended by the Kellogg Foundation. <i>The Call Me MISTER Program (acronym for Mentors Instructing Students toward Effective Role Models) is a national <u>teacher leadership</u> recruitment and support program.</i> Participants are selected from under-served, socio-economically disadvantaged, and educationally at-risk communities. The title is a reference to Sidney Poitier's character Mister Tibbs demand for respect, reflecting the program's goal to increase the pool of available school teachers from more diverse backgrounds. The initiative offers Education scholarships in exchange for teaching commitments in public schools.	
Evidence Call Me MISTER program was created by Clemson University in South Carolina and has since been replicated successfully nationwide. The program also has received widespread recognition for its success in creating strong black role models in education from former U.S. Secretary of Education Rod Paige and has been featured in such national media outlets as <i>USA Today</i> , <i>TIME Magazine</i> and National Public Radio's "All Things Considered."	
Costs and Sources of Funds: Promise Neighborhood Grant Cost: [REDACTED] per year Estimated Number of Teens Served by Age or Grade: Ages 18 – 20. 10/year. Growth Plans: Enrollment is not expected to increase because this is a feeder program for the Call Me MISTER teacher academy, to prepare applicants and provide tuition / supplies assistance. Enrollment of the academy is limited, which limits growth potential for this effort.	

Program/Service <b>Professional Development for Teachers</b>	
Lead agency: IPSD	Implementation: April 2013
Targeted Needs Indicator VII. Public school deficiencies	Outcome Measures: Pre-/post- testing of continuing educational material, changes over time in annual formal teaching assessments, teacher satisfaction and turn-over rates
Description Teachers at one of the six education centers in Indianola will receive the opportunity to participate in <u>continuing education, training and professional development</u> , in compliment to the District's formal strategic plan, on improved teaching methodologies, new curricula, new common core standards, and strategies for pacing of educational materials.	
Evidence Teaching continuing education necessary to transition to core competencies required by the state.	
Costs and Sources of Funds: Promise Neighborhood Grant Cost: ████████ per year Estimated Number of Educators Served by Age or Grade: Ages 22 – up. 120/year. Growth Plans: Enrollment will increase by 15% each year as new teachers join the district and new educational opportunities develop in different areas of study.	

Program/Service <b>Afterschool Mentoring and Homework Help</b>	
Lead agency: IPSD	Implementation: April 2013
Targeted Needs Indicator VII. Public school deficiencies VIII. Lack of after school opportunities IX. Juvenile crime rates XI. Internet access outside of class time	Outcome Measures: Student grades, advancement rates between grades, standardized test scores, annual teen crime statistics, student satisfaction
Description Conservator, Dr. Earl Watkins, and Superintendent, Dr. David Rush will oversee the expansion of an <u>IPSD K-12 After School program</u> initiated last fall with matching funds, utilizing existing personnel and extending the school day to 5pm three days per week. The district will provide transportation services and facilities (in-kind). The district currently uses MAP (Measures of Academic Progress) to assist the children. They will use the MAP data as baseline data and administer the test periodically to determine growth.	

Evidence Book Buddies: a school-based tutoring program <a href="http://www.childtrends.org/Lifecourse/programs/bookbuddies.htm">http://www.childtrends.org/Lifecourse/programs/bookbuddies.htm</a>
Costs and Sources of Funds: Promise Neighborhood Grant Cost: [REDACTED] per year Estimated Number of Children Served by Age or Grade: Ages 5-18, 1,500 per year evenly distributed. 49% of ages 5-12. Growth Plans: Enrollment will increase by 10% each year as programs are able to utilized existing resources and educational materials for after school instruction with a focus on exposure to STEM subjects.

Program/Service <b>IPC Summer Camp Program</b> <span style="float: right;"><i>(CPP#4 &amp; 6)</i></span>	
Lead agency: DHA and partners to be identified via RFP	Implementation: May 2013
Targeted Needs Indicator Varied depending on proposals	Outcome Measures: Varied depending on community-based proposals accepted for implementation
Description The IPC <u>summer camp program for K-12</u> seeks to engage local agencies in providing education and healthy lifestyles activities to students. Specific camp topics are chosen through a competitive Request for Proposals process, in which local organizations, faith-based groups, civic groups, etc. can propose summer program concepts for review. Applicants are encouraged to include early childhood development or arts and humanities education in their activities. Winning proposals must demonstrate feasibility of plans, cost effectiveness, anticipated measurable impact on participants, related experience and overall likelihood of success. In 2010-2011, DHA was able to offer eight summer camp programs as part of our planning process. The Implementation grant will allow this program to continue, providing assistance with business plans for sustainability. Summer programs for school ages will focus on year-round learning.	
Evidence Assorted models depending on proposed solutions and target audience.	
Costs and Sources of Funds: Promise Neighborhood Grant Cost: [REDACTED] in year one, costs vary each year depending on # of awards. Estimated Number of Children Served by Age or Grade: Summer camp participants ages 3 – 24 = 1,500 Growth Plans: Enrollment will fluctuate each year as different community-developed programs are designed, implemented, and expanded.	

Program/Service <b>Freedom Schools</b> <span style="float: right;">(CPP#4)</span>	
Lead agency: Sunflower County Freedom Project	Implementation: May 2013
Targeted Needs Indicator Varied depending on proposals	Outcome Measures: Varied depending on community-based proposals accepted for implementation
Description Freedom Schools provides <u>summer and after-school enrichment</u> through a curriculum providing high quality academic enrichment, parent and family involvement, civic engagement and social action, intergenerational leadership development, and nutrition education. In partnership with local organizations, the CDF Freedom Schools summer and afterschool programs boosts student motivation to read, improves positive attitudes toward learning, and connects families to community resources.	
Evidence The <i>Children's Defense Fund Freedom Schools</i> . Findings from a North Carolina study showed the Basic Reading Inventory (BRI) of students participating increased greatly. <a href="http://www.childrensdefense.org/child-research-data-publications/data/charlotte-fsp-evaluation-report.pdf">http://www.childrensdefense.org/child-research-data-publications/data/charlotte-fsp-evaluation-report.pdf</a>	
Costs and Sources of Funds: Kellogg Foundation and Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: ages 5-8, 200/year. 38.9% of children. Growth Plans: Anticipated growth of 10% each year as resources and availability permits.	

Program/Service <b>IPC Neighborhood Homework Rooms</b> <span style="float: right;">(CPP#6)</span>	
Lead agency: Sunflower County Ministerial Alliance	Implementation: January 2013
Targeted Needs Indicator VII. Public school deficiencies VIII. Lack of after school opportunities IX. Juvenile crime rates XI. Internet access outside of class time	Outcome Measures: Student grades, advancement rates between grades, standardized test scores, annual teen crime statistics, student satisfaction
Description The Neighborhood Homework Rooms program is designed to enhance <u>education of the arts, history, literature, linguistics and other humanities through afterschool and weekend tutoring</u> in partnership with area churches. The Homework Rooms create safe study/learning zones for youth that do not have access to computers/internet or who need help with school assignments and projects. Note: This project is designed as a counter balance to IPSD's	

afterschool homework programs, which focus on English and Math. Operated in partnership with the Retired Teachers' Association and Indianola's faith-based organizations with centers staffed by volunteers.
Evidence Paramore Kidz Zone Homework Rooms <a href="http://page15.org">http://page15.org</a> and HCZ's A Cut Above program <a href="http://www.hcz.org/programs/middle-school">http://www.hcz.org/programs/middle-school</a>
Costs and Sources of Funds: Promise Neighborhood program Cost: [REDACTED] annual. Estimated Number of Children Served by Age or Grade: Ages 5 - 18: 240, 10.6% of children in those age groups. Growth Plans: Anticipated growth of 5% each year as resources and availability permits.

Program/Service <b>Art of Living Smart Program</b> <span style="float: right;">(CPP#6)</span>	
Lead agency: B.B. King Museum	Implementation: January 2013
Targeted Needs Indicator VII. Public school deficiencies VIII. Lack of after school opportunities IX. Juvenile crime rates XI. Internet access outside of class time	Outcome Measures: Student grades, advancement rates between grades, standardized test scores, annual teen crime statistics, student satisfaction
Description A Jr. High and High School program involving: 1) <u>Afterschool at the Museum</u> for 65 students each afternoon for 28 weeks, 2) a one-week <u>Spring Break Arts camp</u> for 150 students, and 3) an eight-week, half-day <u>Summer Arts camp</u> for another 150 students. Programs will provide local youth with year-round exposure to art, music, dance and culinary arts in addition to academic assistance, 30 minutes of physical activity each day, nutrition, other activities to enhance physical, mental and emotional well-being.	
Evidence <i>Bringing the Lessons Home</i> program begun in 1994 at the US Holocaust Museum in Washington, DC.	
Costs and Sources of Funds: Promise Neighborhood program Cost: [REDACTED] annual. Estimated Number of Children Served by Age or Grade: Ages 9 – 16: 365, representing 34% Growth Plans: Anticipated growth of 5% each year as resources and availability permits.	

Program/Service <b>BB's Bridge Building Ambassadors Youth Leadership Program</b>	
Lead agency: B.B. King Museum	Implementation: January 2013
Targeted Needs Indicator I. Poverty VII. Public school deficiencies VIII. Lack of after school opportunities IX. Juvenile crime rates XI. Internet access outside of class time	Outcome Measures: Student grades, advancement rates between grades, standardized test scores, annual teen crime statistics, student satisfaction
Description An <u>arts and music Saturday workshop program</u> for 9th - 12th grade students enabling them to discover their own leadership abilities by exploring local history, studying our rich cultural heritage and participating in a variety of leadership development opportunities. Students will learn the history of the Delta, the importance of the Civil Rights struggle, and be exposed to other museums participating in the national <i>Bringing the Lessons Home</i> program. Students design and host weekend musical and cultural activities open to the public, and participate in a Youth Leadership Summit.	
Evidence Modelled after the Memphis-based <i>Building Bridges</i> program, which serves over 15,000 youth.	
Costs and Sources of Funds: Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Ages 14-18: 25, 3.3% of students in that age group. Growth Plans: Anticipated growth of 10% each year as resources and availability permits.	

Program/Service <b>IPC Teen Center</b>	
Lead agency: Boys and Girls Club	Implementation: April 2013
Targeted Needs Indicator I. Poverty VII. Public school deficiencies VIII. Lack of after school opportunities IX. Juvenile crime rates XI. Internet access outside of class time	Outcome Measures: Student grades, advancement rates between grades, standardized test scores, annual teen crime statistics, student satisfaction
Description The Boys and Girls Club will operate a <u>public Community Teen Center</u> at the Bethune Community Center in Indianola. The teen center will operate after school six days a week and include summer programs, geared toward students at significant risk for dropping out of school and disciplinary problems. Services include a peer risk mitigation, substance abuse prevention,	

team sports, and crime prevention.
Evidence Modeled after the HCZ's Community Center, <a href="http://www.childtrends.org/Lifecourse/programs/TeenOutreachProgram.htm">http://www.childtrends.org/Lifecourse/programs/TeenOutreachProgram.htm</a>
Costs and Sources of Funds: Promise Neighborhood program Cost: [REDACTED] annual. Estimated Number of Children Served by Age or Grade: Ages 12-18: 150 per year, 14% of students in that age group. Growth Plans: Anticipated growth of 20% each year as resources and availability permits.

Program/Service <b>Delta Choices</b>	
Lead agency: Delta Council & Sunflower County Sheriff's Department	Implementation: January 2013
Targeted Needs Indicator VII. Public school deficiencies IX. Juvenile crime rates XII. High rates of STDs among teens	Outcome Measures: Annual teen crime statistics, STD incidence among teens, self-reported use of tobacco, drugs and alcohol and risky behaviors.
Description A comprehensive <u>risky behavior prevention program</u> for 7th and 8th graders that includes nutrition education, integrating exercise into play, tobacco control, STD prevention and substance abuse prevention. Provided in partnership between Delta Council and the Sunflower County Sheriff's Department.	
Evidence Modeled after the Drug Abuse Resistance Education (D.A.R.E.®) & Take Charge programs, with addl. nutrition and wellness education and training. Delta Council has 5 years of experience	
Costs and Sources of Funds: Promise Neighborhood program Cost: [REDACTED] annual. Estimated Number of Children Served by Age or Grade: Ages 12-14: 100 per year, 21.5% of students in that age group. Growth Plans: Anticipated growth of 10% each year as resources and availability permits.	

Program/Service <b>Supporting Parents to Assure Ready Kids (SPARK)</b> <span style="float: right;">(CPP#4)</span>	
Lead agency: Children's Defense Fund	Implementation: July 2013
Targeted Needs Indicator VI. Early Childhood Development and Kindergarten Readiness X. Parental Involvement	Outcome Measures: Kindergarten readiness assessments, advancement rates for children transitioning from K-3 <sup>rd</sup> grade, student grades.
Description SPARK is an effort modeled after similar programs by the Children's Defense Fund/Southern Regional Office (CDF/SRO) focused on improving <u>children's' acclimation to early grades</u> (kindergarten to third grade), focusing on children with communication deficiencies (speech, vocabulary, etc). Project staff provide <u>afterschool sessions with children in grades K-3</u> and train parents in how to address specific deficiencies in their children's cognitive development.	
Evidence SPARK is a national initiative of the W. K. Kellogg Foundation <a href="http://www.wkkf.org/spark">www.wkkf.org/spark</a> . And for MS: <a href="http://cdf.childrensdefense.org/site/DocServer/SRO_SPARK.pdf?docID=6964">http://cdf.childrensdefense.org/site/DocServer/SRO_SPARK.pdf?docID=6964</a>	
Costs and Sources of Funds: W.K. Kellogg Foundation and Promise Neighborhood program Cost: ████████ annual. Estimated Number of Children Served by Age or Grade: Ages 3-8: 165 per year, 27.5% of children ages 3-8. Growth Plans: Anticipated growth of 5% each year as resources and availability permits.	

Program/Service <b>Families &amp; Schools Together (FAST)</b>	
Lead agency: Agency tbd via competitive RFP	Implementation: July 2013
Targeted Needs Indicator VI. Early Childhood Development and Kindergarten Readiness X. Parental Involvement	Outcome Measures: Kindergarten readiness assessments, advancement rates for children transitioning from K-3 <sup>rd</sup> grade, disciplinary problems, student grades.
Description The FAST program was designed to improve the behavioral and academic outcomes of <u>special education</u> early elementary school children. FAST uses family therapy principles to encourage <u>positive familial bonds and improved parent involvement</u> . Parents meet with teachers to develop customized learning plans, establish incentives for academic improvements, and create a system for structured family play. Previous studies of the FAST program showed improvement in children's attention span, conduct and anxiety, and reduced aggressive and	

withdrawn behaviors.
Evidence FAST™ has been recognized by SAMHSA/NREPP as an exemplary model program for prevention of juvenile substance abuse. <a href="http://familiesandschools.org/programs/">http://familiesandschools.org/programs/</a>
Costs and Sources of Funds: W.K. Kellogg Foundation and Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Ages 5-8: 160 per year, 31.1% of children ages 5-8. Growth Plans: Anticipated growth of 5% each year as resources and availability permits.

Program/Service <b>Parents Leadership Institute</b> <span style="float: right;">(CPP#6)</span>	
Lead agency: Parents for Public Schools of Jackson	Implementation: July 2013
Targeted Needs Indicator VI. Early Childhood Development and Kindergarten Readiness VIII. Lack of after school opportunities IX. Juvenile crime rates X. Parental Involvement	Outcome Measures: Formal assessments, advancement rates, disciplinary problems, student grades, juvenile crime rates over time, changes in parental involvement over time.
Description Parents for Public Schools of Jackson (PPSJ) was approached in 2010 to create a network of parents in Indianola who have the knowledge, skills, and motivation to work with teachers and administrators to change district and school policies and be more engaged in <u>arts and humanities</u> in the schools. In the spring as a part of a pilot demonstration, the Parents' Leadership Institute conducted 12 Art Engagement Workshops to bring parents and children together to design, build and install an art piece for the entire community, as well as to create individual works of "family" art in the form of baskets. An Art Show was held on May 17th to showcase results and unveil the community piece - a large mural with images and symbols of Indianola, to be installed at Carver Elementary this fall. The Leadership Institute also holds Family Reading and Math nights at the elementary schools. The Parents Leadership Institute will continue similar activities over the next five years, working to evolve into PTA-styled programs that can be sustained through parent volunteers.	
Evidence Modelled after the Prichard Committee for Academic Excellence Commonwealth Institute for Parent Involvement in Kentucky. <a href="http://www.ppsjackson.org/pli.html">http://www.ppsjackson.org/pli.html</a>	
Costs and Sources of Funds: W.K. Kellogg Foundation and Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Ages 5-18: 100 per year, 4.4% of children ages 5-18. Growth Plans: Anticipated growth of 5% each year as resources and availability permits.	

Program/Service <b>College and ACT Preparatory Program</b>	
Lead agency: IPSD	Implementation: July 2013
Targeted Needs Indicator VII. Public school deficiencies VIII. Lack of after school opportunities	Outcome Measures: Formal assessments, advancement rates, student grades, ACT test scores, college application and acceptance rates.
Description An afterschool academic mentorship program overseen by Conservator, Dr. Earl Watkins, and Superintendent, Dr. David Rush, utilizing contractual personnel and extending the school day to 5pm three days per week. The district will provide transportation services and facilities (in-kind). The district currently uses MAP (Measures of Academic Progress) to assist the children and will specifically offer preparatory programs and practice to assist students in preparing for ACT exams. Academic planning and coordination of volunteer opportunities will also be offered to strengthen IPSD senior's college applications.	
Evidence Standard college prep and ACT testing preparedness program, designed to improve academic planning, encourage volunteerism to strengthen college applications, and prepare for the ACT testing program.	
Costs and Sources of Funds: Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Ages 9-18: 200 per year. Growth Plans: Anticipated growth of 10% each year as resources and availability permits.	

Program/Service <b>Robotics &amp; CAD Design</b>	
Lead agency: MVSU, MSU and VA Tech	Implementation: July 2013
Targeted Needs Indicator VII. Public school deficiencies VIII. Lack of after school opportunities	Outcome Measures: Formal assessments, students expressing interest in STEM careers
Description A partnership between Virginia Tech, MVSU's Computer Science and Industrial Technical Programs, MSU's School of Engineering, and Gentry High School to create a parallel course for college and high school seniors relating to computer aided drafting and design (CAD) and robotics. Students take the course together, which is offered simultaneously at two levels, providing complete instructions on mastering robotic design and CAD systems for mechanical drawing and engineering plans. Up to 30 high-school students can enroll each year, achieving a level of familiarity and literacy in	

engineering while earning college credit. College students work with the high-school students and learn mentoring and leadership skills, improve self-efficacy with technical subjects and gain experience facilitating STEM learning in others.
Evidence VA Tech's FIRST Robotics program developed in 2001 Dr. Brand <a href="http://www.stem.vt.edu/k-12programs.html">http://www.stem.vt.edu/k-12programs.html</a>
Costs and Sources of Funds: Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Ages 16-18: 30 per year. 14.8% of high school seniors (ages 17-18) and 10% of college seniors Growth Plans: Anticipated growth of 5% each year as resources and availability permits.

Program/Service <b>College Placement / Financial Aid Assistance</b>	
Lead agency: DHA	Implementation: March 2013
Targeted Needs Indicator I. Poverty VII. Public school deficiencies	Outcome Measures: # and rate of seniors applying for and being accepted to college, # and rate of applicants that receive financial aid
Description In the fall and spring, IPC staff will offer workshops and one-on-one sessions with 12th grade students to assist in selecting college opportunities, identifying scholarship programs, filling out financial aid packages, and completing standardized testing requirements. These services will be continued into college to increase the likelihood that students remain in school and do not have to drop out for financial or social reasons.	
Evidence HCZ's College Success Office <a href="http://www.hcz.org/images/stories/pdfs/ali_college_success_office.pdf">http://www.hcz.org/images/stories/pdfs/ali_college_success_office.pdf</a> and Completion by Design Gates Foundation program <a href="http://www.completionbydesign.org">http:// www.completionbydesign.org</a>	
Costs and Sources of Funds: Promise Neighborhood program Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Ages 17-18 plus college students: 100. 24.6% of young adults ages 17-19 Growth Plans: Anticipated growth of 5% each year as resources and availability permits.	

**F.2. IPC Programs - New/Scaled Up Early Learning, Family & Community Support, Career Readiness**

<p>Program/Service</p> <p><b>IPC Healthy Lifestyle Initiatives</b></p>	
<p>Lead agency: Abundant Living and agencies via RFP</p>	<p>Implementation: March 2013</p>
<p>Targeted Needs Indicator</p> <p>XIII. Health Professional Shortage Area</p> <p>XIV. Obesity</p>	<p>Outcome Measures:</p> <p>#HP2020 measures relating to asthma, ED utilization, health literacy, self-reported activity and risky behaviors, nutrition education, access to mental health services</p>
<p>Description</p> <p>A program to improve the <u>health of teenagers and young adults</u>, designed after the MAP-IT: A Guide To Using Healthy People 2020 in Your Community program. The first will be led by Ella Garner, RN of Abundant Living, a regional non-profit assisting health ministries. Additional programs will be identified through competitive RFP. Initiatives involve:</p> <ol style="list-style-type: none"> <li>1. Asthma control and patient education regarding prevention of asthma attacks and long-term control of asthmatic symptoms, provided by Dr. Galen Marshall at UMMC who is overseeing asthma outreach at Good Samaritan clinic in Indianola.</li> <li>2. Health Literacy and Education: Classes, Support Groups, Health Fairs, Family Planning Services, and School curriculums (integrating a healthy schools initiatives).</li> <li>3. Fitness/Recreation/Sports Activities including sponsoring of races, walks, runs, physical activities, games, different physical sports and competitions.</li> <li>4. Nutrition including cooking classes for adults and children, food demonstrations in churches, supermarkets, schools, etc., gardening cooperatives, and expos.</li> <li>5. Mental Health services including domestic violence prevention, screening for learning disabilities, formation of support groups, and CEU's for clinicians.</li> </ol> <p>Safety programs including seat belt demonstrations, fire and bicycle safety.</p>	
<p>Evidence</p> <p>Based off Leading Health Indicators of Healthy People 2020 MAP-IT: A Guide To Using Healthy People 2020 in Your Community</p>	
<p>Costs and Sources of Funds: W.K. Kellogg</p> <p>Cost: ████████ annual.</p> <p>Estimated Number of Children Served by Age or Grade: Ages 12-14: 500 participants 11.7% of individuals</p> <p>Growth Plans: Anticipated growth of 5% each year as resources and availability permits.</p>	

Program/Service <b>Centering Pregnancy</b>	
Lead agency: DHA	Implementation: April 2013
Targeted Needs Indicator <ul style="list-style-type: none"> <li>II. Single parent homes</li> <li>III. Infant mortality</li> <li>IV. Teenage motherhood</li> <li>V. Being a teen mother</li> <li>XIII. Health Professional Shortage area</li> </ul>	Outcome Measures: Infant mortality, premature birth rates, low birth weights, recommended prenatal care, breastfeeding initiation, maternal satisfaction.
Description A 10-week <u>prenatal care program</u> delivered in a group setting which targets adolescents and young women less than 25 weeks pregnant. The program begins when women are in their second trimester of pregnancy and is based on three primary components: assessment, education, and support. For two hours each week, women begin each session with a health assessment. Education sessions follow, led by trained practitioners. An evaluation found a reduction in preterm births, and lower levels of inadequate prenatal care; and increases in breastfeeding initiation, prenatal knowledge, readiness for labor and delivery, and satisfaction with prenatal care. Note: Participants will move directly to the Sisterhood program for IPSD students (described with School Programs) or Parents as Teacher for non-students after childbirth.	
Evidence Modeled after Harlem Children’s Zone’s Baby College <a href="https://www.centeringhealthcare.org/index.php">https://www.centeringhealthcare.org/index.php</a>	
Costs and Sources of Funds: Promise Neighborhood Grant Cost: ██████ annual. Estimated Number of Children Served by Age or Grade: Pregnant women, all ages. 40 participants per year. Growth Plans: Anticipated growth of 15% each year as resources and availability permits.	

Program/Service <b>Parents as Teachers Maternal Home Visitation Program</b> <span style="float: right;"><i>(CPP#4)</i></span>	
Lead agency: DHA	Implementation: January 2013
Targeted Needs Indicator <ul style="list-style-type: none"> <li>II. Single parent homes</li> <li>III. Infant mortality</li> <li>IV. Teenage motherhood</li> <li>V. Being a teen mother</li> <li>XIII. Health Professional Shortage area</li> </ul>	Outcome Measures: Infant mortality, premature birth rates, low birth weights, recommended prenatal care, breastfeeding initiation, maternal satisfaction.

<p><b>Description</b></p> <p>The Parents as Teachers (PAT) program has a powerful yet practical mission — to stimulate the birth and growth of low-cost, <u>parent-to-parent interventions that improve health and child development for low-income families</u>. Utilizing women recruited from the local community and trained as health outreach workers, PAT staff visit pregnant women and families with young children up to three years of age in their home to promote healthy living and self-sufficiency. Leading by example, they listen to parents' concerns, educate them about nutrition, health and children's development, model positive parenting practices, and provide patient navigation assistance to link families to appropriate medical and social services.</p>
<p><b>Evidence</b></p> <p>Parents as Teachers is an approved home visiting model meeting the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program (MIECHV) and considered a promising approach for the Tribal Home Visiting Grantees <a href="http://www.parentsasteachers.org/">http://www.parentsasteachers.org/</a></p>
<p><b>Costs and Sources of Funds: Promise Neighborhood Grant</b></p> <p>Cost: ██████ annual.</p> <p>Estimated Number of Children Served by Age or Grade: Children ages 0-5 and pregnant women. 150 families per year.</p> <p>Growth Plans: Anticipated growth of 15% each year as resources and availability permits.</p>

<p><b>Program/Service</b></p> <p><b>Excel by 5</b> <span style="float: right;">(CPP#4)</span></p>	
<p>Lead agency: MS Center for Education Innovation</p>	<p>Implementation: January 2013</p>
<p>Targeted Needs Indicator</p> <p style="padding-left: 40px;">VI. Early Childhood Development and Kindergarten preparedness</p>	<p>Outcome Measures:</p> <p>Kindergarten preparedness, employee satisfaction.</p>
<p><b>Description</b></p> <p>A <u>community certification process</u> for early education providers (ages 0 - 5) that will be overseen by the MS Center for Education Innovation. Excel by 5 assists childcare providers in creating programs and policies, emphasizing the important role parents play in teaching their children. The program sets forth thirteen requirements involving parent training, community participation, child care and health to help communities focus on supporting young children and their families. Training includes how to be equally effective in accommodating children with physical or learning disabilities. Excel by 5 is overseen by a local site committee and has successfully served six other Mississippi communities since 2005.</p>	
<p><b>Evidence</b></p> <p>Originated in MS in 2004, Excel by 5 is currently offering community based childcare certification in 28 other MS communities. <a href="http://excelby5.com/index.php">http://excelby5.com/index.php</a></p>	
<p><b>Costs and Sources of Funds: W.K. Kellogg Foundation</b></p> <p>Cost: ██████ annual.</p>	

Estimated Number of Children Served by Age or Grade: Care givers of children ages 0-5. 20 providers and day care directors per year.  
 Growth Plans: No growth anticipated for this initiative unless new childcare provider facilities open in the service area.

Program/Service <b>Imagination Library</b> <span style="float: right;">(CPP#4)</span>	
Lead agency: DHA	Implementation: January 2013
Targeted Needs Indicator VI. Early Childhood Development and Kindergarten preparedness	Outcome Measures: Kindergarten preparedness, literacy levels, early childhood development milestones.
Description An <u>early childhood literacy and family bonding program</u> currently operated by DHA which fosters reading at home with families through home book deliveries and reading programs at daycares and Head Start Centers to establish literacy in pre-K populations. Shared reading of picture books between adults and young children in the home is an important contributor to school readiness and literacy achievement. This program can be scaled up to serve 75% of all children in Indianola (covering all low-income families).	
Evidence Dollywood Foundation Imagination Library program <a href="http://imaginationlibrary.com/">http://imaginationlibrary.com/</a>	
Costs and Sources of Funds: Promise Neighborhood Cost: ████████ annual. Estimated Number of Children Served by Age or Grade: Children ages 0-4, 860 participants each year with 75% penetration among this age group. Growth Plans: No growth anticipated as the project will cover all possible students interested.	

Program/Service <b>Promise Schools</b> <span style="float: right;">(CPP#4)</span>	
Lead agency: MSU Early Childhood Institute	Implementation: January 2013
Targeted Needs Indicator VI. Early Childhood Development and Kindergarten preparedness	Outcome Measures: Kindergarten preparedness, literacy levels, early childhood development milestones.
Description MSU's Early Childhood Institute will scale up a demonstration / pilot of this program conducted during our planning year to include all neighborhoods of Indianola over the next five years and beyond. The Promise School is an <u>intensive summer education program to help at-risk children achieve readiness for kindergarten</u> . Existing Head Start programs provide services to less than half of eligible children due to limited resources, and the Promise Schools help fill that gap. By	

employing and offering supplemental training to Head Start teachers, the Promise School program also improves the quality of instruction in those programs and offers professional development opportunities.
Evidence Modeled in part after HCZ's Harlem Gems program. Piloted in Sunflower and Washington counties with significant success. <a href="http://www.mde.k12.ms.us/RTT/EA3.pdf">www.mde.k12.ms.us/RTT/EA3.pdf</a>
Costs and Sources of Funds: W.K. Kellogg Foundation Cost: [REDACTED] annual. Estimated Number of Children Served by Age or Grade: Children ages 4-5, 100 participants each year with 25% penetration among this age group. Growth Plans: No growth anticipated due to resource constraints.

Program/Service <b>Indianola Mayor's Youth Council</b>	
Lead agency: MS School of Protocol and Etiquette	Implementation: June 2013
Targeted Needs Indicator I. Poverty VIII. Lack of after school opportunities IX. High juvenile crime rate	Outcome Measures: Activity measures, pre-/post-knowledge test, participant surveys regarding perceptions and confidence.
Description IPC will partner with Jay Pearson and T.J. Harvey of the Mississippi School of Protocol and Etiquette to create a Mayor's Youth Council within Indianola's city government. The program involves lessons on practical ways to succeed in life through a <u>six-week course</u> held once a week. The course will contain lessons ranging from <u>eating etiquette, business and career etiquette, networking with peers, and how to become involved in local politics.</u>	
Evidence Business Etiquette for Success teen programs <a href="http://www.msope.com/">http://www.msope.com/</a>	
Costs and Sources of Funds: Promise Neighborhood Cost: [REDACTED] annual. Estimated Number of Children Served by Age or Grade: Ages 16-18 with 70 participants each year. 11.6% of teens ages 16-18 Growth Plans: No growth anticipated due to resource constraints.	

Program/Service <b>Undergraduate Internships</b>	
Lead agency: DHA	Implementation: January 2013
Targeted Needs Indicator I. Poverty VIII. Lack of after school opportunities	Outcome Measures: Activity measures, pre-/post-knowledge test, participant surveys
Description IPC will provide up to <u>12 working internships</u> for college students from <u>Indianola</u> enrolled full-time in MDCC, MVSU, DSU, Northwest, Holmes or Coahoma College. The Internships will be conducted in partnership with area businesses, environmental groups, non profits and other agencies, to give students practical experience with a variety of career fields, designed to enhance their current field of study. Internships will involve 20 hours/week for 30 weeks during the school year, at [REDACTED] hour.	
Evidence Standard undergraduate internship opportunity for low-income college students.	
Costs and Sources of Funds: Promise Neighborhood Cost: Year One: [REDACTED] Estimated Number of Children Served by Age or Grade: Ages 18-24, 6-12 participants a year. Growth Plans: Growth will fluctuate depending on resources available each budget cycle.	

Program/Service <b>Delta Workforce Investment</b>	
Lead agency: South Delta Planning & Dev District	Implementation: January 2013
Targeted Needs Indicator I. Poverty VIII. Lack of after school opportunities	Outcome Measures: Activity measures, pre-/post-knowledge test, participant surveys, employment rate, GED pass rate
Description A program involving three services: 1) Senior Select - a year round program of life skills classes and participation in work experience activities including resume and job search assistance, labor market research, etc.; 2) Summer Youth - job skills training for teens; and 3) Out of School Providers - 28 hours/week classes of work readiness training and GED preparation for young adults.	
Evidence Program of the Dept of Labor Workforce Investment Act	
Costs and Sources of Funds: W.K. Kellogg Cost: Year One: [REDACTED] per year for three years. Estimated Number of Children Served by Age or Grade: Ages 18-24, 100 participants a year, 5% of individuals in this age group each year. Growth Plans: No growth anticipated due to resource constraints.	

Program/Service <b>Financial Management &amp; Tax Preparation Classes</b>	
Lead agency: DHA	Implementation: March 2013
Targeted Needs Indicator I. Poverty	Outcome Measures: Activity measures, pre-/post-knowledge test, participant surveys, employment rate, GED pass rate
Description The Quitman County Economic Development agency offers a program on <u>financial literacy and tax preparation</u> for young adults that has been successful in helping families manage their finances. As there are <b>no</b> financial management classes open to the public in Sunflower county, we will utilize Quitman's curriculum to replicate financial management training for Indianola residents. Two regular workshops will be offered each year, with an additional course in tax preparation available each spring	
Evidence Modeled after HCZ's Single Stop program <a href="http://www.hcz.org/programs/family-community-a-health">http://www.hcz.org/programs/family-community-a-health</a>	
Costs and Sources of Funds: Promise Neighborhood Grant Cost: Year One: [REDACTED] per year for three years. Estimated Number of Children Served by Age or Grade: Ages 18-24, 120 participants a year, 8.6% of individuals in this age group each year. Growth Plans: No growth anticipated due to resource constraints.	

*Table F.3. - Existing Programs that will be Integrated into the IPC Continuum of Solutions*

<b>Name of Program</b>	<b>Summary of evidence / model replicated</b>	<b>Implementation Timetable</b>	<b>Lead Agency / Partners</b>	<b>Cost per Child</b>	<b># of children by age</b>	<b>% of children in same age group</b>	<b>Source of Funds</b>
Indianola Family Medical Group	Standard primary care clinic <a href="http://www.indianolafamilymedical.com/index.htm">http://www.indianolafamilymedical.com/index.htm</a>	Existing program	S. Sunflower County Hospital	n/a	n/a	n/a	Medicare/ Medicaid Private Insurance
Health Dept Clinic	Standard public health department clinic <a href="http://msdh.ms.gov/msdhsite/_static/19,869,166.html#Sunflower">http://msdh.ms.gov/msdhsite/_static/19,869,166.html#Sunflower</a>	Existing program	MS Dept of Health	n/a	n/a	n/a	State of Mississippi
Good Samaritan Health Clinic of SSCH	Patient-Centered Medical Home model <a href="http://www.pcpcc.net/content/joint-principles-patient-centered-medical-home">http://www.pcpcc.net/content/joint-principles-patient-centered-medical-home</a>	Existing program	DHA S. Sunflower County Hospital	n/a	n/a	n/a	Sliding scale patient fees, volunteer time, donated supplies, CMS

Head Start / Early Health Start	National Head Start program <a href="http://www.acf.hhs.gov/programs/opre/project/projectIndex.jsp#hs">http://www.acf.hhs.gov/programs/opre/project/projectIndex.jsp#hs</a>	Existing program	Sunflower Humphries Progress Inc.	█	Age 3: 30 Age 4-5: 252	Age 3: 13% Age 4-5: 55%	U.S. DHHS Administration for Children and Families
IPSD Transitions to Kindergarten Program	Children's Trust Fund Kindergarten Visits <a href="http://www.onetoughjob.org/tips/preschoolers/kindergarten-readiness">http://www.onetoughjob.org/tips/preschoolers/kindergarten-readiness</a>	Existing program	IPSD Sunflower Humphries Progress Inc.	No addl cost	Age 4-5: In Year 1 will serve , scaling up to 252 in Year 5.	Age 4-5: 55%	IPSD staff
Carver Elementary Improvement Grant	U.S. Dept of Education School Improvement Grant program	Existing program	IPSD - Carver Elementary	█	Grade 3-161 Grade 4-156 Grade 5-193 Grade 6-150	100% - open to all students	Mississippi Dept of Education grant
Gentry High Improvement Grant	U.S. Dept of Education School Improvement Grant program	Existing program	IPSD - Gentry High	█	Grade 10-210 Grade 11-184 Grade 12-203	100% - open to all students	Mississippi Dept of Education grant
21st Century Jr. High/High Afterschool Program	U.S. Dept of Education School Improvement Grant program	Existing program	IPSD - Merritt Middle & Gentry High	█	Grade 7-131 Grade 8-164 Grade 9-166 Grade 10-210 Grade 11-184 Grade 12-203	100% - open to all students	Mississippi Dept of Education grant
College Scholarships, Financial Aid and College Prep Summer Programs	Standard financial aid and college scholarship programs.	Existing programs	MVSU, DSU, Coahoma, Holmes and Northwest Community Colleges	█ year	n/a	n/a	Endowments from MVSU, DSU, Coahoma, Holmes and Northwest Community Colleges
Indianola WIN Job Center	WIN Job Center <a href="http://www.mdes.ms.go">http://www.mdes.ms.go</a>	Existing program	Mississippi Department	█ student	n/a	n/a	MDES – Mississippi

	v/Home/WinClaimCenter/SunflowerCountyIndianaWINJobCenter.html		of Employment Security				Dept of Employment Security
Delta Council's Adult Literacy Program	Delta Council Adult Literacy program, running successfully for eight years in region <a href="http://dra.gov/newsroom/press-releases/enewsdetail.aspx?mid=14939">http://dra.gov/newsroom/press-releases/enewsdetail.aspx?mid=14939</a>	Existing program	Delta Council	██████████	n/a	n/a	Delta Regional Authority
Small Business Loans	Standard small business loan programs to support micro loans, minority business owners, and small business ventures.	Existing programs	Delta Electric Power, MS Development Authority, South Delta Planning and Development District, etc.	varies	n/a	n/a	Delta Electric Power, MS Development Authority, South Delta Planning and Development District, etc.