

SMALL MIRACLES



INSTITUTE OF COMMUNITY SERVICES, INC.
2024-2025 Annual Report - 13 Counties



Making Small Miracles a Great Success!!!

OUR VISION

ICS will be globally recognized by strengthening comprehensive services for children and families.

OUR MISSION

ICS enriches and strengthens children, families and communities for future success.

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BACK COVER

From the Office of Public Relations

FROM THE EXECUTIVE DIRECTOR



Greetings,

I am honored and excited to welcome you again to review the results of ICS annual report regarding the gains and successes our children obtained during the 2024-2025 program year. ICS is an early childhood program that provides comprehensive services for children from birth to age five. Our program is devoted exclusively to exploring, documenting, and showcasing the wonderful growth spans the children are exhibiting during their time at the centers.

Our teachers are extraordinary because they are resilient when it comes to ensuring that the children are obtaining the necessary skills by honoring the past, reflecting on the present, and shaping the future of our children and families. I just want to say they deserve our utmost admiration for doing a superb job in educating the children in each class. I know our staff are doing exceedingly well because at ICS we pledge to work together with the families, the community partners, and our colleagues. This is why we are unique.

ICS has encountered difficult times during this year, but we will not throw in the towel. We will continue to serve our children and families to the best of our abilities. We do not just want to survive but we want to thrive for the future.

So, let's look at the results our agency has accomplished this year and let us all cheer and applaud everyone for the great results that are printed. We are making everyone take a look at what we are doing-Making Small Miracles a Great Success! ICS, we have one voice, and that is to ensure all of our Head Start children succeed.

ICS, we are changing lives and making a difference!

A handwritten signature in black ink that reads "Eloise McClinton". The signature is fluid and cursive, written in a professional style.

Eloise McClinton
Executive Director



FROM THE BOARD CHAIR

We have been given the opportunity to be a part of the lives of children and families in fourteen of Mississippi's eighty-two counties. This is an awesome responsibility, and a challenge we must prepare for each year. Accepting the fact that our children and families now have choices means we must acquire new skills, be willing to adapt to new strategies, and continue to recruit and retain employees who are willing and able to accept the responsibility of providing children with a head start. We must all keep in mind that we hold the future of children in our hands and believe that we can make a difference every day.

We will always have challenges. However, as the group of individuals that make up the Institute of Community Services, board, council, and employees, we can, and we must face these challenges and either rise to the occasion or go by way of the dinosaur. Let us choose to keep rising.

Howard Hollins
Board Chairman



FROM THE BOARD VICE CHAIR

With children, families and communities at its core, (ICS) the Institute of Community Services, Project Head Start is diligently working to make great successes as it strives for excellence. The staff, stakeholders, community partners, Policy Council and Board are dedicated to the mission and vision of this great program.

ICS realizes that during turbulent economies and the many challenges facing the Head Start Program, we must not forget our goal – Making Small Miracles a great success! Our dedicated staff and stakeholders work tirelessly, engaging in innovative strategies and ideas to keep hope alive for ICS. ICS, we encourage you to continue this awesome journey of helping to make children, families and communities successful now and into the future.

Juanita Jones
Vice Chair



FROM THE POLICY COUNCIL CHAIR

I am truly grateful for the trust you have placed in me as the Chair of Policy Council. I am committed to leading our Council with dedication, integrity, and a steadfast focus on our shared goals. I extend my heartfelt gratitude to the Policy Council, Board, and Staff of ICS Head Start. Your dedication and enthusiasm continue inspire me.

As we move forward, I want to continue to emphasize the critical role that parents play in our Policy Council. I encourage all parents to actively engage with us by sharing insights, and collaborating to shape policies that reflect the collective wisdom of our community. Thank you for your dedication and support.

Sherise Jones-Sims
Policy Council Chair

EARLY HEAD START REPORT

For The 2024-2025 School Year



FROM THE EARLY HEAD START DIRECTOR

ICS EHS Program provides high quality, early, continuous child development and family support services to low-income families. We provide educational and developmentally appropriate activities and instruction for children ages birth to 3 years and pregnant women in DeSoto, Grenada, Lafayette, Lowndes, Marshall, Noxubee, Panola, Tallahatchie and Tate counties. ICS Early Head Start serves infants and toddlers and pregnant women for a total of **267** children and families being served.

Our services are child and family focused and has the overall goal of increasing the School Readiness of young children. All of our services are center based and comprehensive. Children attend our program five (5) days a week in a safe, nurturing learning environment. Activities and routines address approaches to learning, social and emotional development, language and literacy, cognition, and perceptual motor and physical development domains. Learning experiences are within the context of children cultures and community.

Early Head Start is committed to protecting and strengthening the bond between parents and children.

We support parents as the primary educator of their child. We provide continuity of care in our program which helps children build strong relationships that are critical for their social and intellectual development. We support parents' efforts to fulfill their parental role and be an advocate for their child. We provide resources and training that will help parent's support their child's development and move them toward self-sufficiency and life preparedness.

It is our goal to provide a positive impact in the communities that we serve by working and partnering with those in the community who share common goal of strengthening families. We work continuously to fortify established relationships and build new relationships to enhance services to infants, toddlers and families.

Karen Pegues,
Early Head Start Director

School Readiness

In development of our School Readiness goals the School Readiness Committee reviewed and used the following documents:

- The Head Start Early Learning Outcomes Framework
- NAEYC Standards
- Early Learning Guidelines IT for Mississippi
- Learning Accomplishment Profile (Birth to Kindergarten))
- The Creative Curriculum for Infants, Toddlers and Two's

Our efforts to prepare children begin with access to proper prenatal care and training for expectant mothers to focus on healthy birth outcomes. Once children are enrolled, well baby checkups are maintained and developmental, social emotional, vision, and hearing screenings are administered within forty-five (45) days.

Children are assessed at least three (3) times yearly using online LAP-BK assessment. Child Development Support Plans and teacher-child interactions are individualized to enhance child's development and to meet School Readiness Goals. Transition begins for children within six (6) months of their 3rd birthday.

ICS Early Head Start program continues to make measurable progress in supporting the holistic development of infants and toddlers. Through intentional teaching, family partnerships, and data-driven practices, we remain committed to preparing children for lifelong learning and success.

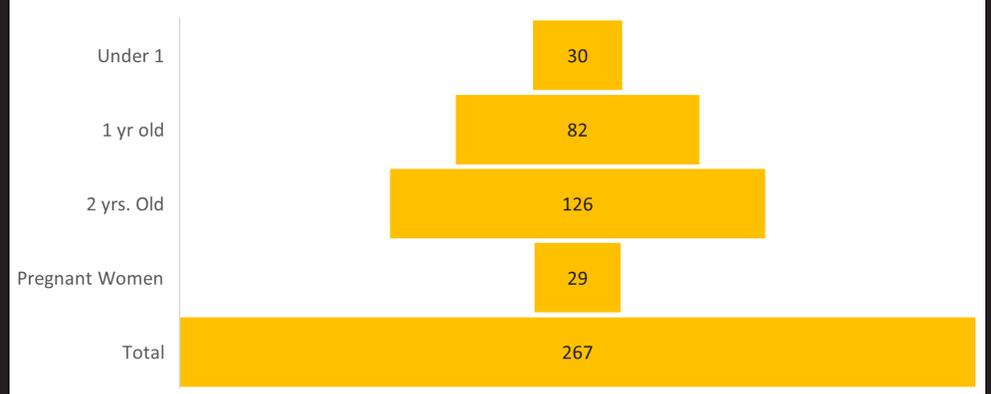
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Early Head Start enrolled 267 participants during the 2024-25 school year.

- 70% - income eligible
- 26% - on public assistance
- 1% - considered as homeless
- 1% - in Foster Care, and
- 2% - over income based on other needs.

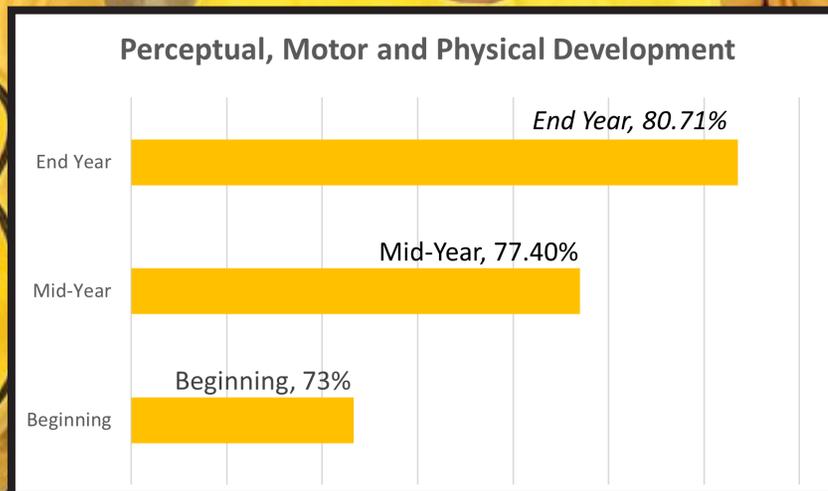
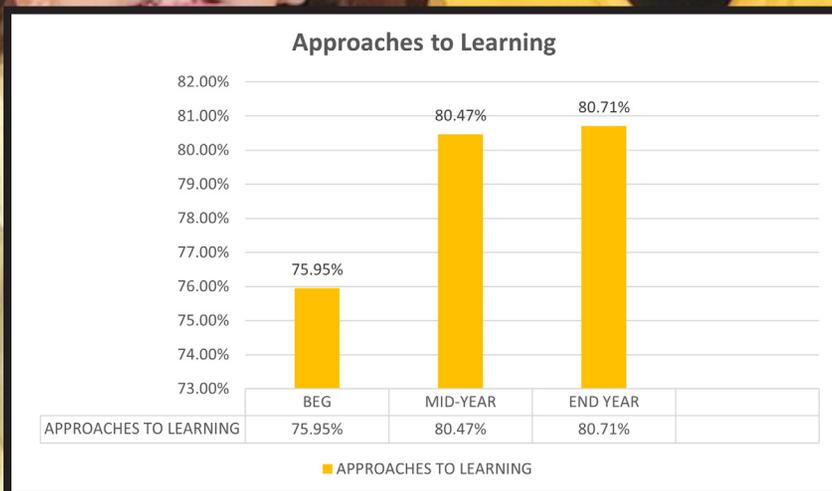
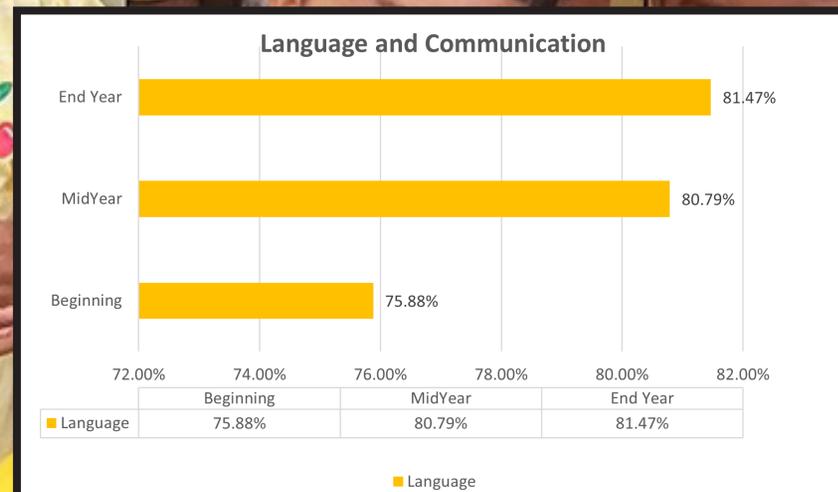
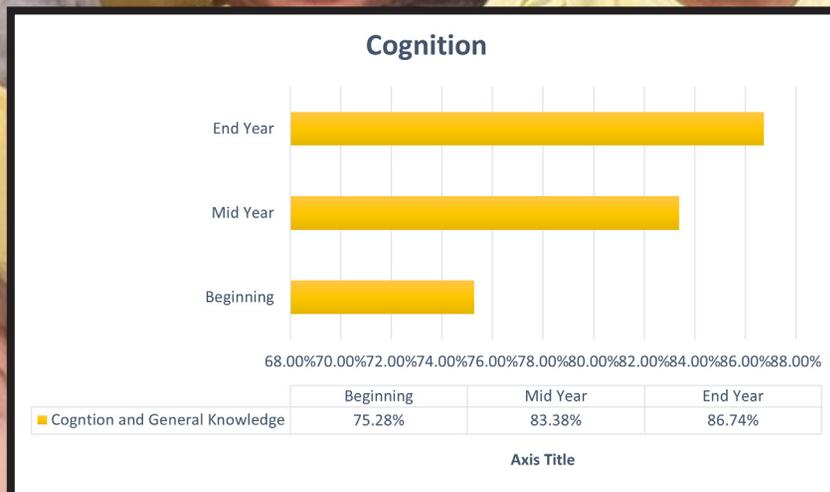
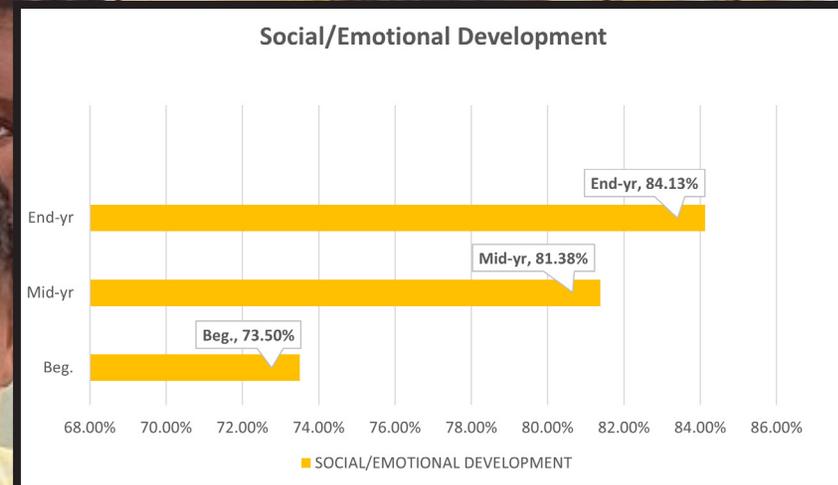


Total Enrollment 2024-25



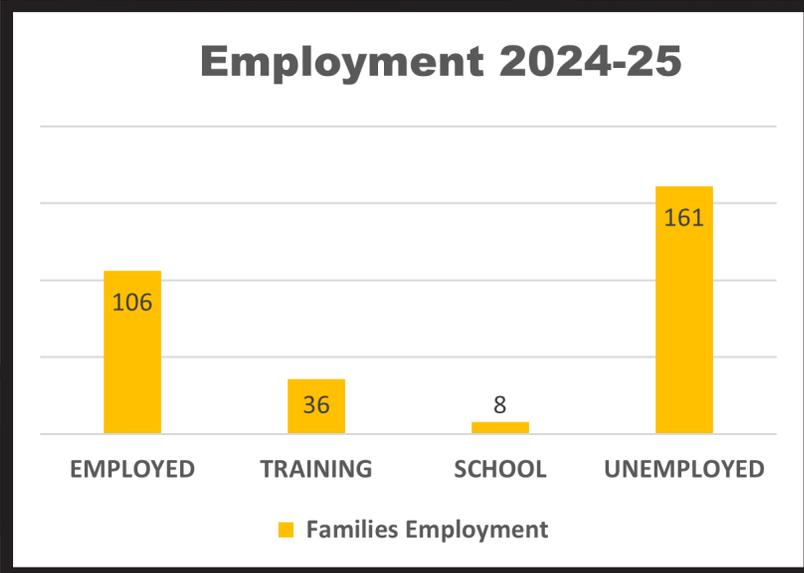
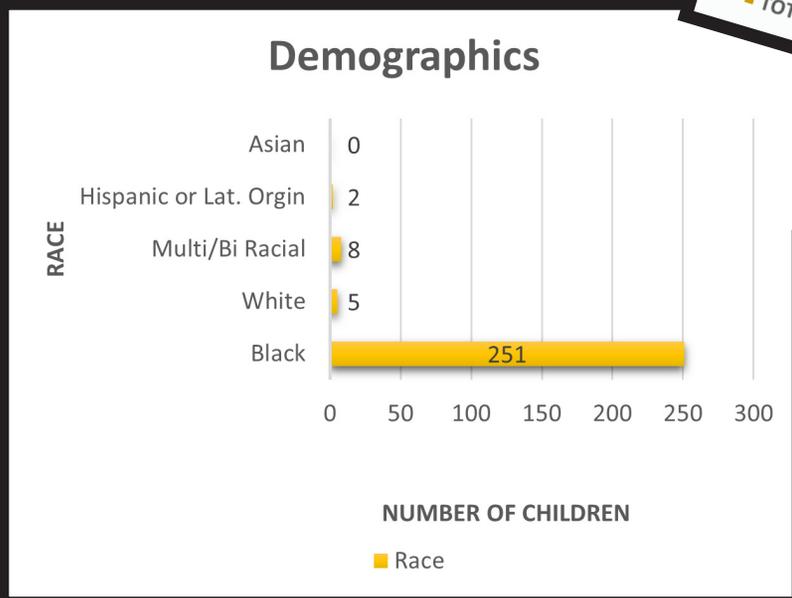
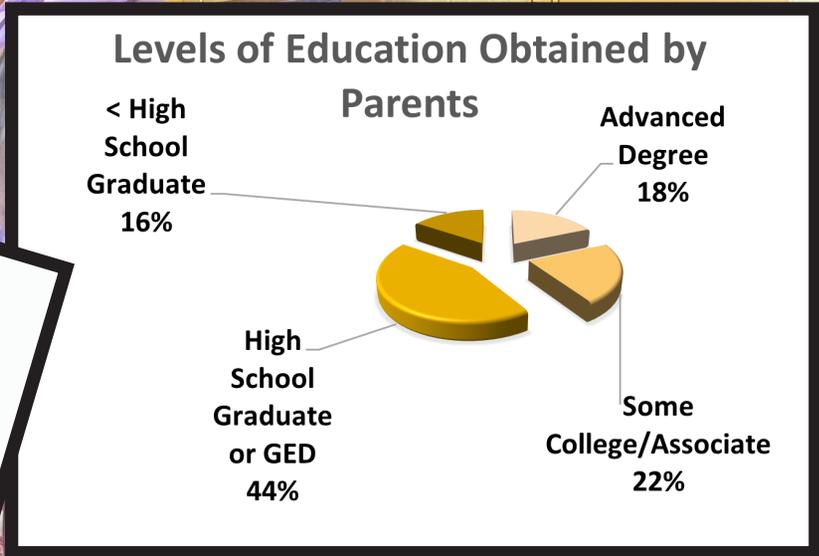
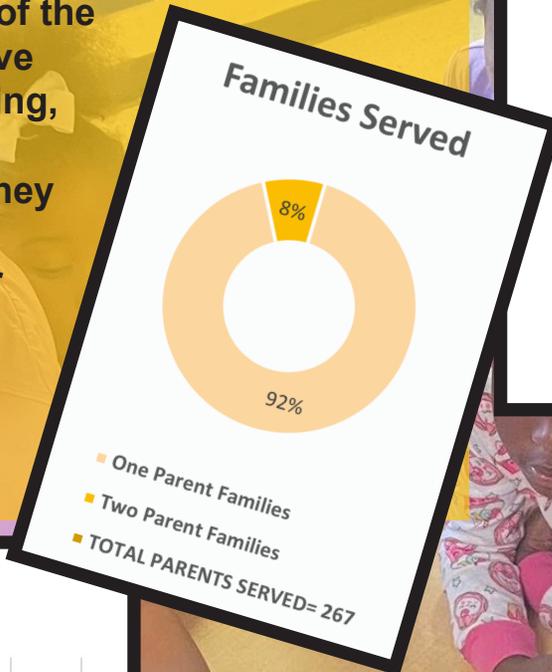
Early Head Start LAP-BK Developmental Assessment Progress

These five (5) charts reflect the range of scores for children enrolled in ICS-EHS based on the School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs. Graphs and numbers represented by the graphs are based on the highest score, the lowest score, and the average score for all Early Head Start children in the program with assessment results during that checkpoint.



Our Early Head Start Families

The follow charts are a breakdown of the composition of the families we serve in EHS, their employment, job training, and educational levels. Our goal in EHS is to meet our parents where they are and assist them with achieving goals for both themselves and their families. Among these participants 97% of the participants' primary language was English and 3% Spanish.



CHILD DEVELOPMENT REPORT

For The 2024-2025 School Year

FROM THE DIRECTOR OF CHILD DEVELOPMENT

With support from our families and community partners, ICS Head Start pre-school provides comprehensive services for the whole child and their families. We know that each child is unique and will succeed at their own rate of readiness. Families are the children's first, and most important caregivers and advocates. Our families are respected and supported as the primary influence in their child's early learning. As quality early childhood educators, we acknowledge our students and individuals whose development is as unique as their personalities. We understand the importance of creating inclusive environments that support the various learning needs of each child. As a result, teachers provide individualized instruction and modify their teaching methods and lesson plans to suit the learning style of children. This ensures that all children can thrive and reach their full potential.

The curriculums used in our Head Start Pre-school classrooms are Our World of Learning, Learn Every Day, and Mississippi Beginnings Pre-K. All curriculums are research based and are aligned with Mississippi State Early Learning Outcomes Framework.

Our ICS program has two very special partnerships that help children understand the importance of eating healthily and growing some of their food. **Farm to Table** is a program that connects early childhood settings with local food systems. They develop school gardens, visit local farms and foster relationships with their community and the natural world. They also build a foundation for lifelong healthy eating habits.

Growing Healthy Minds, Bodies, and Communities is an innovative, standards-based curriculum designed to promote whole child wellness through education, family, and community engagement and integration of yoga/mindfulness, gardening/nutrition, social emotional learning, and physical activity.

It is important to provide children with stimulating environments and experiences to enhance their abilities during their preschool years. One main benefit of early education is the support it offers to prepare children for kindergarten. We teach children to reason by integrating problem solving tasks, which help to develop critical thinking skills. Our teachers are encouraged to explore within the classroom, outdoors and the community environment, which fosters curiosity and a sense of wonder; it also allows children to exercise creativity and develop an imagination. We do integrate some age-appropriate technology that enhances learning and technical literacy, which is a practical skill in this digital age.

Linda Harris-Beard
Director of Child Development

7.



ICS School Readiness Goals

LANGUAGE DEVELOPMENT

- LD1:** Children will develop and use increasingly complex and varied vocabulary.
- LD2:** Children will use different grammatical structures or rules for using language.
- LD3:** Children who are dual language learners will demonstrate competency in their home language while acquiring beginning and increasingly proficiency in English.

LITERACY KNOWLEDGE & SKILLS

- LK1:** Children will develop an awareness that language can be broken down into pieces of sound, words, beginning and ending sounds of words and syllables.
- LK2:** Children will associate letter names with correct sound.
- LK3:** Children will demonstrate print concepts and early decoding.

PHYSICAL DEVELOPMENT & HEALTH

- PD1:** Children will demonstrate control of large muscles for movement, navigation, and balance.
- PD2:** Children will control small muscles for such purposes as using utensils, selfcare, building, drawing, writing, and exploring.
- PD3:** Children will demonstrate positive health, safety, and nutritional practices in the daily routine of the classroom.

SOCIAL & EMOTIONAL DEVELOPMENT

- SE1:** Children will demonstrate positive social emotional skills including social relationships.
- SE2:** Children will recognize and regulate emotions, attention, impulses, and behavior.

COGNITION & GENERAL KNOWLEDGE

- GK1:** Children will use a range of math strategies, such as counting, matching, problem solving, sorting to compare quantity in sets of objects and describe the comparisons with terms such as more, less, greater than, fewer or equal to.
- GK2:** Children will engage in exploring their environment through observations, manipulation, asking questions, making predictions, and developing generalizations and hypotheses.
- GK3:** Children will find multiple solutions to questions, tasks, problems, and challenges in the natural and physical world.

APPROACHES TO LEARNING

- AL1:** Children will demonstrate an interest in varied topics and activities, desire to learn creativeness and independence of learning.
- AL2:** Children will begin and finish activities with persistence, cooperation, and attention.
- AL3:** Children will demonstrate interest and engage in large and small group experiences.

We are engaged in collaborative partnerships with other ELCs and organizations that provide services to our children and their families. These combined efforts provide opportunities that each of us alone could not provide.

INSTITUTE OF COMMUNITY SERVICES, INC. Thirteen Counties

Alignment of ICS School Readiness Goals with Head Start Early Learning Outcomes Framework (HSELOF) & Achievement Utilizing the Learning Accomplishment Profile-3 (LAP-BK)

DOMAIN	LAP-BK Beginning Average Proficiency	LAP-BK End Average Proficiency
Gross Motor	88.00	95.00
Fine Motor/Prewriting	70.00	82.00
Self Help	80.00	88.00
Cognitive	68.00	80.00
Language	64.00	76.00
Social and Emotional	81.00	91.00

ELC COLLABORATIVES/# CLASSROOMS

2025-2026

COLUMBUS (*Coleman Center*) (2)

GRENADA (*Grenada Center*) (5)

HOLLY SPRINGS:

Marjean Taylor Myatt Center (3)

Holly Springs Primary (1)

LAFAYETTE (*Mary Cathey Center*) (1)

NOXUBEE (*Noxubee Center*) (2)

SENATOBIA (*Clen Moore Center*) (2)

SOUTH PANOLA (*Batesville Center*) (2)

STARKVILLE (*Oktibbeha Center*) (3)

WEST POINT:

Clay County HS (4)

East Side Elementary (4)

West Clay Elementary (1)

TELA:

Eva Covington Center (2)

West Tallahatchie Center (2)

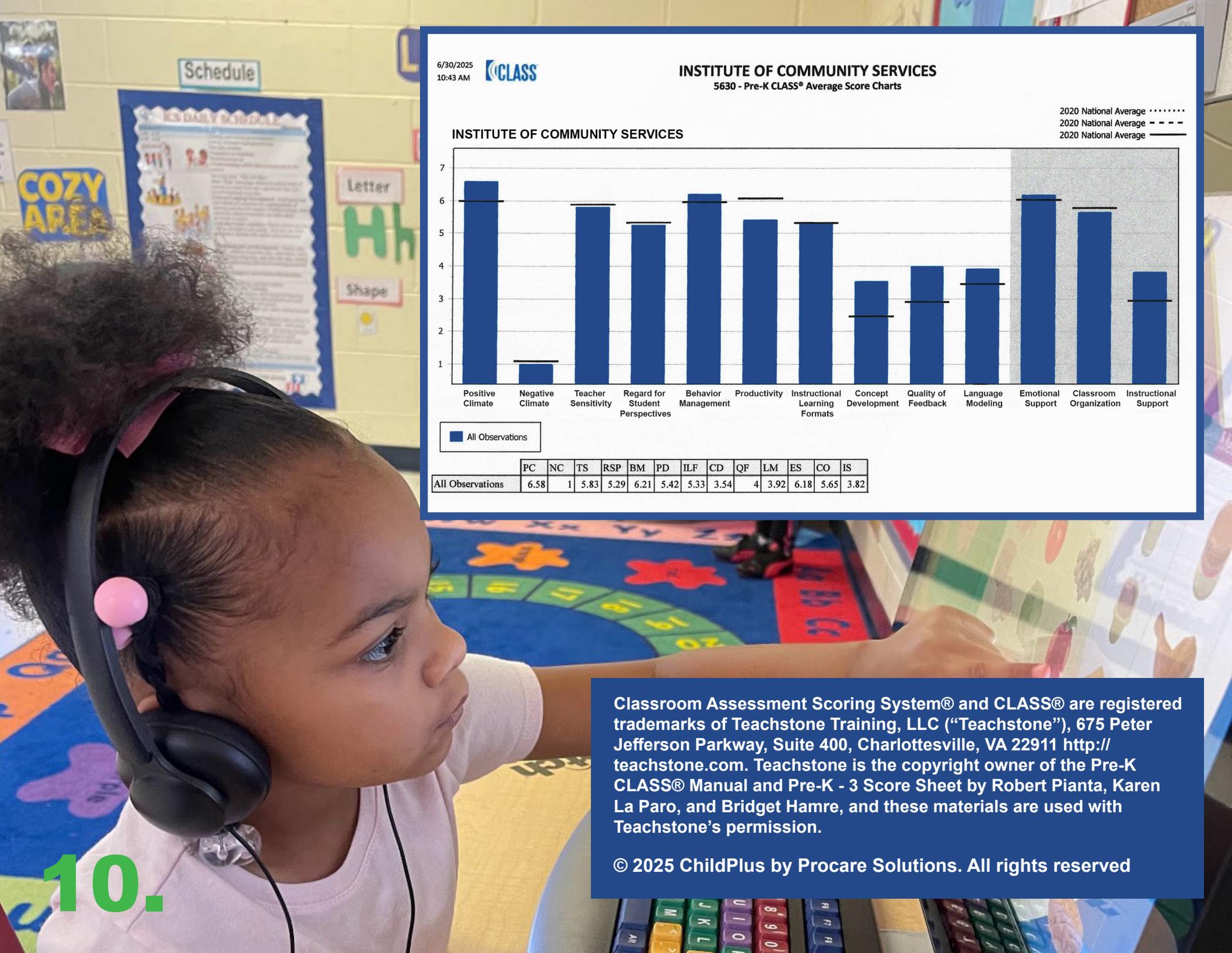
BLENDED SITES

TALLAHATCHIE:

Charleston Elementary (2)

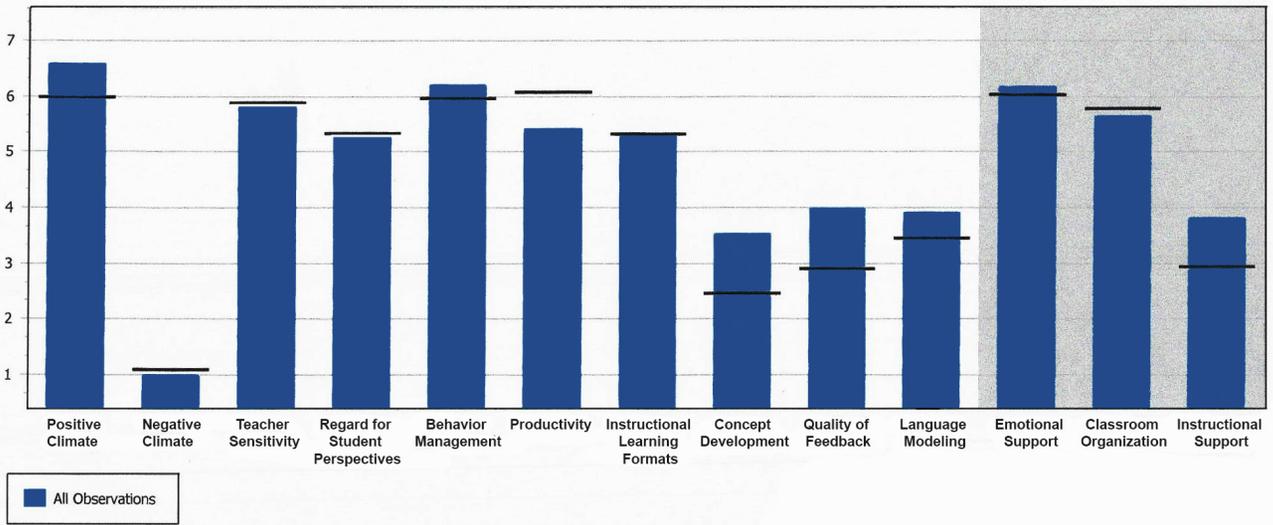
DAY CARE CENTER:

Kids World (1)



INSTITUTE OF COMMUNITY SERVICES

2020 National Average
2020 National Average - - - -
2020 National Average _____



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.58	1	5.83	5.29	6.21	5.42	5.33	3.54	4	3.92	6.18	5.65	3.82

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FAMILY SERVICES & ERSEA REPORT

For The 2024-2025 School Year



LANGUAGE

English: 2827
Spanish: 84
Middle Eastern & South Asian Languages: 18
East Asian Languages: 2
Native North American/Alaska Native Language: 1
African Languages: 1
American Sign Language: 1

RACE BREAK-DOWN

Black/African American: 2529
White: 203
Biracial/Multi-racial: 100
Asian: 9
Native Hawaiian or other Pacific Islander: 2
Other Category (Yemen/Middle East, Hispanic): 91

Total Funded Enrollment: 2,780
Total Number of Children Served: 2,934
Total Number of Families Served: 2,782
Year's Total Wait-List Numbers: 632
Age Eligible Wait-List Children Not Served: 12%
Average Monthly Enrollment (ADA)
as Percentage of Enrollment: 83.14%

COMMUNITY ASSESSMENT DATA

Age Eligible Children Served: 100%
Percentage of Income Eligible Pre-School Children: 90%
Percentage of the Number Age Eligible Children
in the Target Area Served in the School Year: N/A

A background photograph of a classroom. A woman in a blue jacket stands near a bulletin board with a tree drawing. In the foreground, a woman in a grey jacket sits at a table with two young girls, one holding a baby. Another girl is seated at a table to the left. A blue chair with 'Railen' written on it is visible.

EMPLOYMENT

One parent family: 1500
Two parent families: 458

HOUSEHOLDS

Single Parent Families: 2324
Two Parent Families: 458
TANF Families: 4
SSI Families: 108
Income Above the poverty guideline: 10
Income Below the poverty guideline: 90
Families receive WIC: 768
Families receive SNAP: 712

SOCIAL SERVICE

There is a need for more doctors and dentists in some areas

HEALTH SERVICES

96% of children received medical examinations
98% of children received dental examinations

SIGNIFICANT FACTS & DATA

Children experiencing homelessness: 7
Children in Foster Care: 16
Children with disabilities including types of disabilities and relevant services and resources provided by community agencies: 224

ETHNICITY BREAK-DOWN

Hispanic or Latino: 90
Non-Hispanic/
Non-Latino: 2844

NUTRITION REPORT

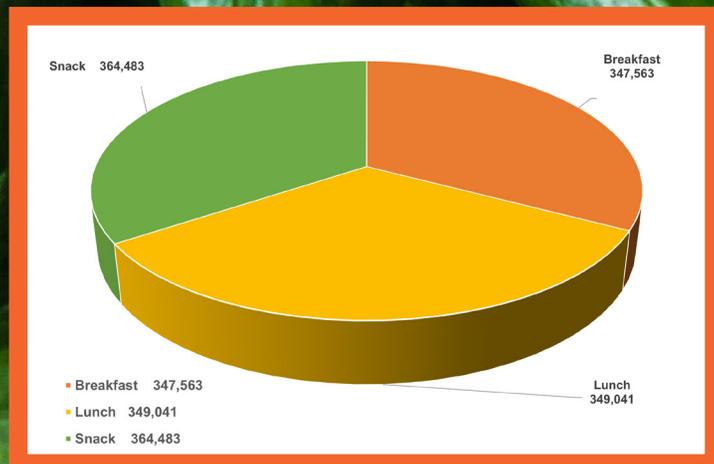
For The 2024-2025 School Year

The ICS Head Start Nutrition Department plays a vital role in supporting the health and well-being of children and families in our program. During the 2024–2025 school year, our team worked diligently to ensure that every child received nutritious meals and snacks that meet CACFP standards, while also providing education and resources to families to encourage healthy eating habits at home.

The charts below show the meal reimbursements for the 2024–2025 school year. Our department successfully managed these funds, which reflect the meals and snacks served across all centers. These reimbursements were used to provide high-quality, nutrient-dense foods for children and to ensure compliance with federal nutrition standards.

Child and Adult Care Food Program Meal Reimbursements

Month	BREAKFAST	LUNCH	SNACK
OCTOBER 2024	43,939	44,573	45,872
NOVEMBER 2024	30,847	31,071	33,925
DECEMBER 2024	29,816	30,050	31,874
JANUARY 2025	34,696	34,131	38,303
FEBRUARY 2025	35,628	36,181	39,400
MARCH 2025	31,449	31,890	31,511
APRIL 2025	40,837	41,658	45,006
MAY 2025	17,529	17,305	21,656
JUNE 2025	13	13	13
JULY 2025	1,151	1,164	1,247
AUGUST 2025	38,681	38,475	36,190
SEPTEMBER 2025	42,977	42,530	39,486
TOTAL	347,563	349,041	364,483



PARENT ENGAGEMENT REPORT

For The 2024-2025 School Year

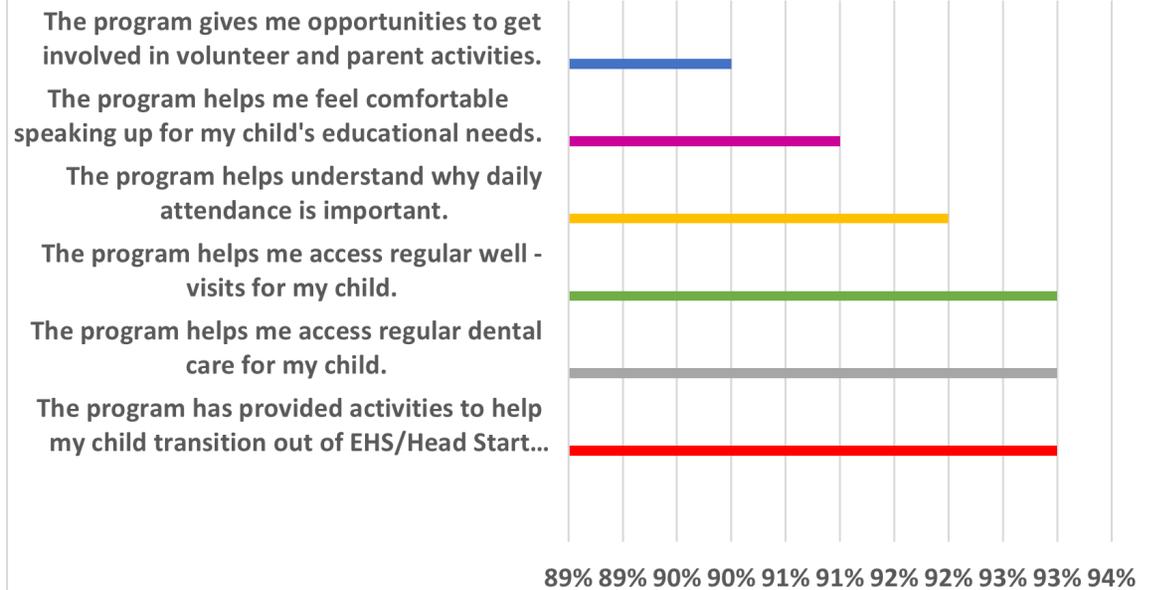
ICS Head Start Preschool and Early Head Start programs place a strong emphasis on parent, family, and community engagement. The involvement of parents, in our endeavors, is critical to the child's growth and development. Parent Engagement main focus is getting parents, families, and the community involved. The hearts of our staff, parents, and communities is where it all begins. Parents play a big part in their children's life as their main teachers and supporters. Building strong positive relationships between staff and parents allows staff to better assist and support parents as they navigate the challenges of parenthood. To help our families get the resources they need to achieve their full potential, our team collaborates closely with community partners. ICS offers a parent learning curriculum and a fatherhood program. Training is provided to parents through each program service area and parents are encouraged to volunteer at their child's center. Parents may serve as members of the Policy Council and Board of Directors, having a voice in all policy decisions. The staff, parents, and communities have shown remarkable resilience and achieved positive results in spite of a variety of life challenges and various obstacles. Parents are making amazing progress, achieving their goals and pursuing their dreams for themselves and their children's future.

Parent Gauge (Family Outcomes)

Parent Gauge is a family engagement assessment tool that is designed to measure the parent's experience and the impact of our Head Start Preschool and Early Head Start program. This assessment tool is implemented twice a year. It allows us to identify areas of strengths and improvement.

Parent Gauge - Agency Post Interview

Very Much/Mostly 2024 -2025



A man with a beard and dreadlocks, wearing a blue t-shirt with a logo, is kneeling on a white-covered table. He is holding a paintbrush and looking down at a pink rectangular object on the table. A young girl with curly hair is sitting on the floor next to him, also holding a paintbrush and looking at the same object. There are various art supplies on the table, including a green plate with a red object and a pink container. In the background, there is a green plastic chair and a white folding chair.

FATHERHOOD/MALE INVOLVEMENT

100%

of fathers or father figures actively engaged in workshops and activities specifically designed for male parents.

RESEARCH-BASED PARENT CURRICULUM

52%

The 13 Counties surpassed (by 2%) the anticipated outcome goal of 50% for parent participation in the Systematic Training Effective Parenting (STEP) research-based parenting curriculum.

15.

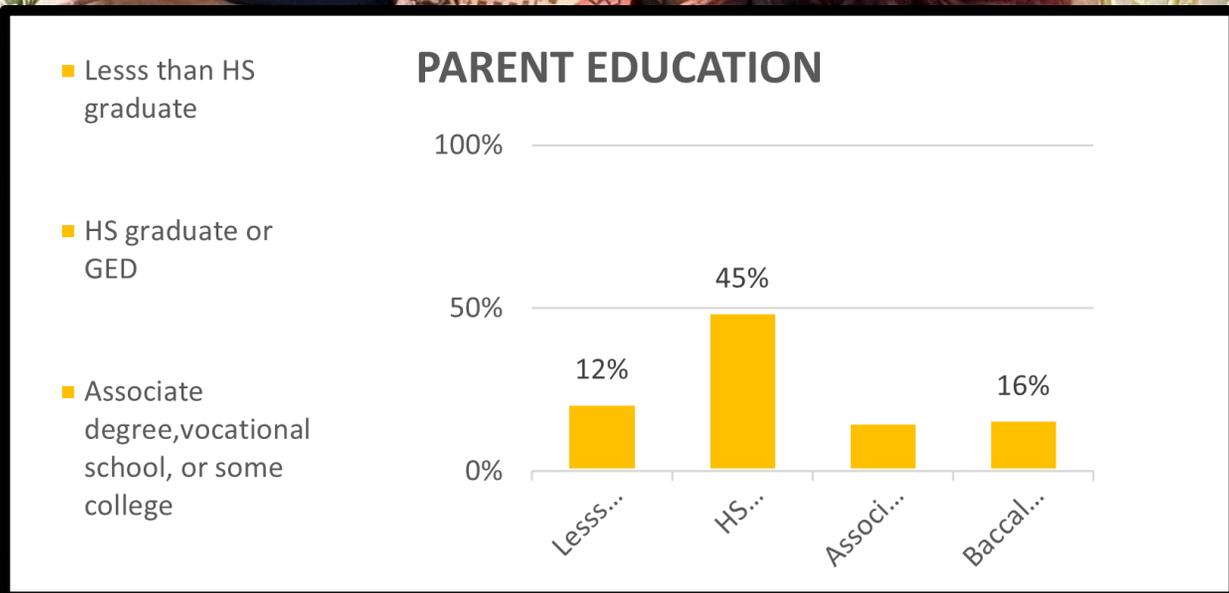
OUR HEAD START PARENTS

FAMILY TYPE



16.

PARENTS' LEVEL OF EDUCATION





2024/2025 YEAR END OUTCOME DATA

SHOWING EFFORTS TO ENGAGE & PARTNER WITH PARENTS/FAMILIES

ASSET BUILDING / FINANCIAL LITERACY	32%
EMERGENCY/CRISIS SERVICES	4%
ESL CLASSES	1%
INCARCERATED FAMILY MEMBERS	0%
JOB TRAINING/AID TO ENROLL IN PARENT EDUCATION PROGRAM	9%
RELATIONSHIP/MARRIAGE SESSIONS	3%

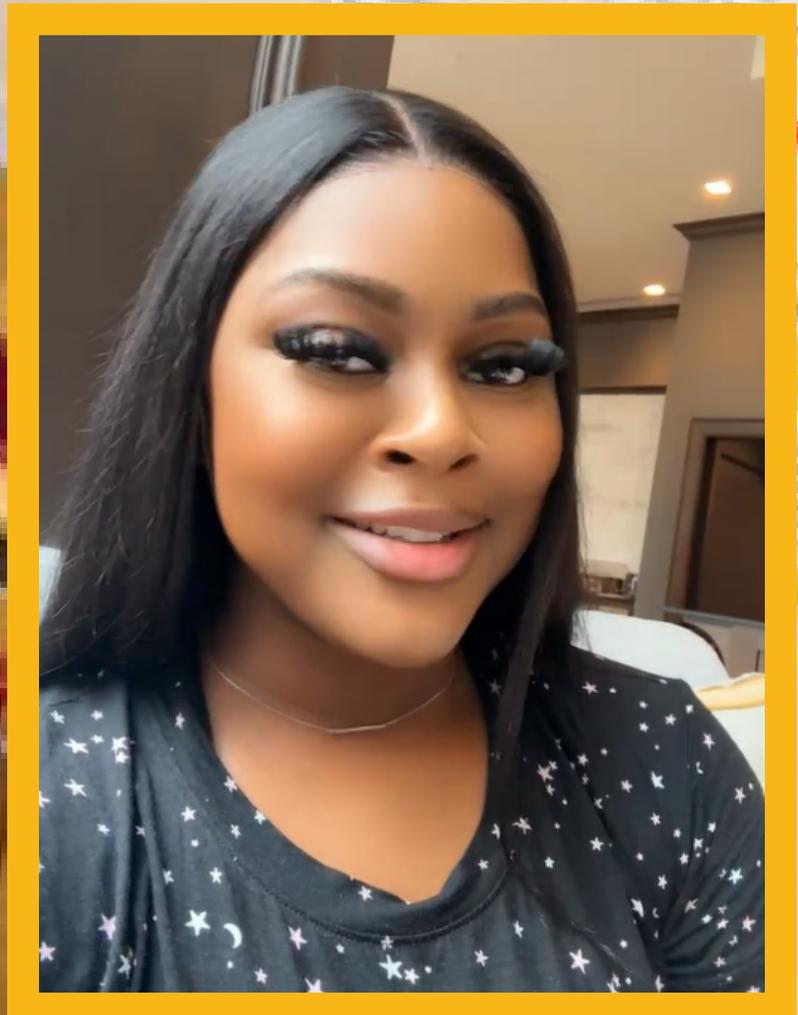
HEAD START SUCCESS STORIES



Here is a wonderful testimonial from one of our students here at the Erma Rogers Head Start Center. Amiyah Brown first enrolled in August of 2024 and continues her education with us today.

“Since Amiyah’s enrollment in Erma Rogers Head Start, I have observed substantial and measurable growth in her developmental progress. She now demonstrates enhanced engagement and has blossomed into a visibly enthusiastic and capable child. I am very pleased with Amiyah’s growth. The impact of the Erma Rogers Head Start program on Amiyah’s educational trajectory has been remarkable. I have seen tremendous positive growth, and she has developed into a highly capable little girl. Thanks so much to all of you and thanks for all that you do at the Erma Rogers Head Start Center.”

---Allie Milam, mother of Amiyah L. Brown



Hello, my name is Annalisa Hurd, but I go by Anna Hurd. I am a product of Grenada Head Start. I graduated from the Grenada High School with high honors and as a Hall of Fame recipient. I also received the James Hughes Community Award, and I was also a Hall of Fame recipient in middle school. So, I got Hall of Fame for both Grenada Middle School and Grenada High School.

I got my undergraduate degree at the University of Southern Mississippi where I graduated with high honors, and my degree is in Bachelor of Science in Psychology with a minor in Criminal Justice. Following that, I went on to the University of Mississippi, where I am now, getting my Master of Social Work. I actually graduate in May of 2026. And I wouldn't have been able to do any of that without the leaders and the teachers at the Grenada Head Start. They instilled in me so much and I'm so grateful and I do believe that children will continue to benefit from the Grenada Head Start if you all continue to fund and keep the program.



AUDIT STATEMENT & BUDGET

For The 2024-2025 School Year



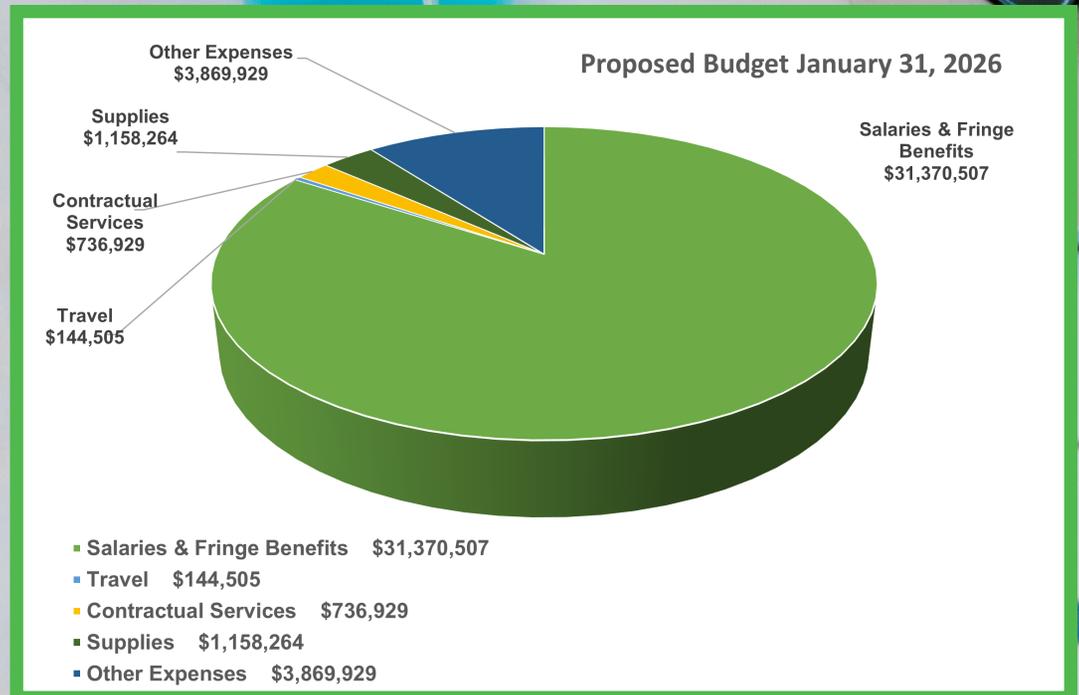
AUDIT

The Institute of Community Services, Inc. financial statement was prepared by ICS Fiscal staff and audited by an independent accounting firm. The financial statement present fairly in all material respects the financial positions of the Institute of Community Services, Inc. as of January 31, 2025.

The annual audit was conducted in accordance with General Accepted Accounting Principles (GAAP) and as required by Title 2 U.S. Code of Federal Regulations Part 200.

The statement of financial positions, activities, functional expenses, and cash flows are all an integral part of these financial statements.

Frances Reola Young
Chief Financial Officer



Salaries	22,581,704
Employee benefits and payroll taxes	9,683,972
Total Salaries and Related Expenses	32,265,676
Travel	129,167
Property and Equipment	410,097
Supplies	622,564
Medical and Dental Services	54,922
Contractual Services	789,597
Training	89,546
Insurance	542,356
Occupancy	1,034,809
Transportation	363,200
Repairs and Maintenance	531,085
Lease Expense	162,904
Utilities	608,020
Telephone	194,896
Food	189,984
Other Expenses	153,107
Interest	2,483
Value of Other In-Kind Services	638,923
Total Expenses before Depreciation	38,783,336
Depreciation	0
Total Expenses	38,783,336

**Institute of Community
Services, Inc.
Head Start Program
January 31, 2025 Expenses**

From the Office of Public Relations

To our Stakeholders,

We thank you for the support that you give to the Institute of Institute of Community Services, Inc. (ICS Project Head Start). This Public Report is one of the ways that we can share information with our stakeholders. We appreciate each and every one of you.

Our motto of “Making Small Miracles a Great Success” is not just words that sounds good, but true in every sense. At the Institute of Community Services, Inc. (ICS), we believe in the children that walk through our halls during the year. Our staff is ready to share their training with the students. We also believe in our parents and support them in any way we can.

We want you to walk through the doors and see that these young people are ready to move; and years from now you will hear them say, “Yes, I went to Head Start, I got my start at the Institute of Community Services, Inc. (ICS) Project Head Start.” Thank you for being who you are.

Fannie L. Lampley
Director of Public Relations
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