

Institute of Community Services, Inc. Making Success!!
Mississippi 2023-2024 Annual Report
Serving 14 Counties in Northern Mississippi
Miracles a Great Success!!



Thirteen Counties



Our Vision

By 2025 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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From the Office of Public Relations



From Our Executive Director



Greetings,

“The Best Way to Predict the Future is to create It” says Peter Drucker. This is exactly what ICS is trying to do! Create a future for our young children to succeed in life.

Every year, ICS gives out our report card on how well our children are progressing in their academic achievement. Again, I can say they are doing very well! ICS is doing an excellent job in insuring our children are excelling in meeting the educational mandates set by Office of Head Start, the state of Mississippi regulations, meeting licensure health and safety regulations and our social and emotional requirements. ICS could never achieve these standards without having professional staff on board, community leaders and parents being engaged with

us. I just want to commend everyone for pulling together to get the job done.

Now, we are facing another challenging situation, where mandates have been placed upon the agency, but no funding is available to make the changes. ICS must look again at making difficult decisions to ensure we meet the mandates set forth for our head start program. We must always feel hopeful. Hopeful that no matter what, Head Start will be strong and productive. ICS must embrace the change! Making Small Miracles a Great Success is the heartbeat of the employees at ICS.

So, I am asking all partners, parents, and staff to continue to work with our children and families to achieve our greatest potential.

On behalf of our board and council, I am asking everyone to review our results and tell us how we are doing!

Sincerely,

A handwritten signature in black ink that reads "Eloise McClinton". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Eloise McClinton
Executive Director

From Our Board Chair

It is an awesome responsibility to be given the opportunity to be a part of the lives of children and their families in fourteen of Mississippi's eighty-two counties. We do not take this responsibility lightly. Each year is met with new challenges, and each year we commit and prepare to successfully meet them.

In the next few years, we are facing even greater challenges as the landscape of education from preschool through college is possibly facing the greatest shifts in recent history. Considering these potential changes, we must prepare our children and their families to navigate these new waters as they strive to achieve the educational outcomes they desire.

We will continue to recruit and retain employees who are willing and able to accept the responsibility of providing children with a head start. This includes a willingness to continue to learn and adjust as new methodologies, new technologies, and new laws dictate changes in how they do their jobs. We must believe that we can continue to make a difference every day in the lives of the

children whose futures we hold in our hands.

We will always have challenges, and as the group of individuals that make up the Institute of Community Services, board, council, and employees, we can, and we must continue to Make Small Miracles a Great Success.

Regards,

Howard Hollins
Board Chairman

2.





From Our Board Vice Chair

As the Vice-Chair for ICS Headstart, I am elated to showcase the highlights of the Headstart program. This program teaches skills that are vital to a child's readiness for school. It also actively engages in child and academic progress and development which helps to set them up for success later. Not only do we serve those children under our guide, but we also support and assist those parents/guardians and other family members who are an integral part of a child's life and educational journey. Here at Headstart, we provide services that work hand in hand to enhance a child academically as well as their personal life. We advocate for those seeking the best educational option for their child who may be under-resourced. We also promote a positive

and nurturing environment that is conducive to every child's learning and to the support of our staff. As we thrive daily, we continue to positively impact the lives of those families that we serve in our communities. Lastly, I would like to acknowledge those within the

Headstart program for their unwavering commitment to serving in their capacities, helping to achieve success, and seizing every moment to help every child reach his or her full potential. It is their cohesiveness, dedication, and strength that helps this program achieve and maintain the highest standard for early childhood education. Thank You.

Vice-Chair,
Juanita Jones

From Our Policy Council Chair

I am truly honored to continue serving as the Chair of the Policy Council for ICS Head Start. This role marks an important chapter in my mission to support and uplift the children and families in our community.

As we move forward, I encourage all parents to join us, share their ideas, and help shape our community. Together, we can create a brighter future for our children and make a lasting impact on their lives. Thank you for your continued support and commitment.

Warm regards,
Sherise Jones-Sims
Chair, Policy Council



EARLY HEAD START REPORT 2023-2024



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 Benton, Clay, DeSoto, Grenada, Lafayette, Lowndes, Marshall, Noxubee, Panola, Tallahatchie, Tate and Tunica counties. ICS Early Head Start received an expansion grant for 96 additional slots to serve infants and toddlers, for a total of 320 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

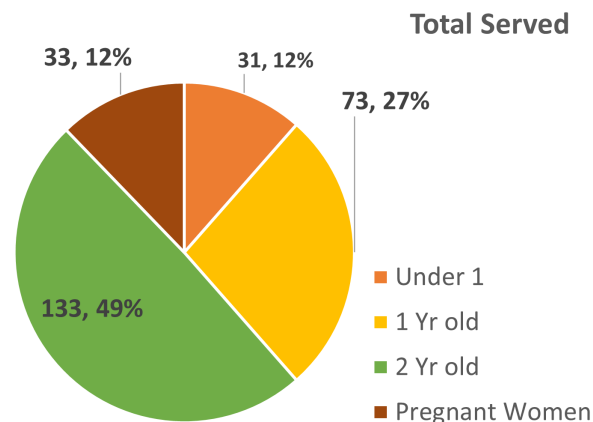
program five (5) days a week in a safe, nurturing learning environment. Activities and routines address approaches to learning, social and emotional development, language and literacy, cognition, and perceptual motor and physical development domains. Learning experiences are within the context of children 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.

4.

Karen Manning Pegues, M. Ed.
Early Head Start Director



Total Served and Ages at Enrollment

Early Head Start enrolled 270 participants during the 2023-24 school year 87% were income eligible and 12% were public assistance. Among these participants 97% of the participants' primary language was English and 1% Spanish.

Funded Enrollment: 224 children and 28 pregnant women = 252 Total

231 Income Eligible (354)
6 Over Income
32 Received Public Assistance
1 Foster Child
1 Homeless

School Readiness



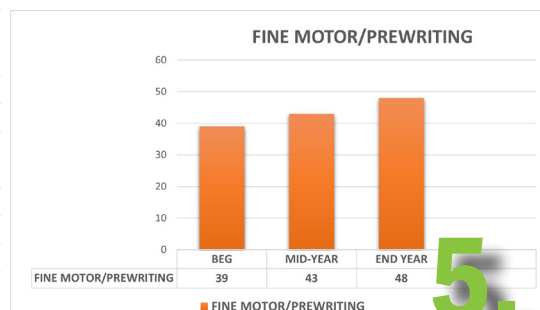
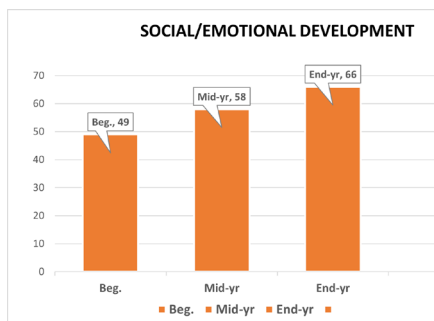
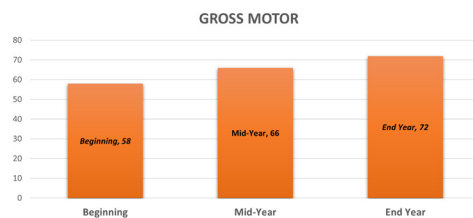
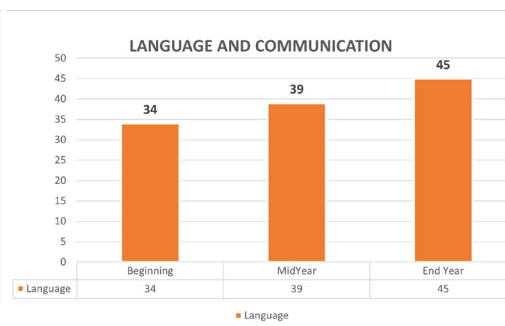
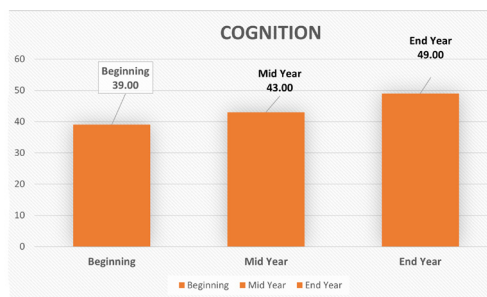
In development of our School Readiness goals the School Readiness Committee reviewed and used the following documents:

- The Head Start Early Learning Outcomes Framework
- NAEYC Standards
- Early Learning Guidelines IT for Mississippi
- Early Learning Accomplishment Profile (E-LAP Ongoing Assessment)
- The Creative Curriculum

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. 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.

Early Head Start LAP-3 Developmental Assessment Progress

The following five (5) graphs reflects 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

HOUSEHOLDS

Single Parent Household - 90%

Two-Parent Household - 10%

RACE/ETHNICITY

Black / African American - 60%

White - 27%

Multi-Biracial - 0%

Hispanic or Latin Origin - 13%

Asian - 0%

EMPLOYMENT

Employed - 234

In Training - 22

School - 7

Unemployed - 51

PARENT'S LEVEL OF EDUCATION

< High School Diploma - 10%

High School Diploma - 52%

Some College / Associate - 22%

Advance Degree - 16%



CHILD DEVELOPMENT REPORT 2023-2024



Through respectful partnerships with families, ICS locations implement evidence based approaches to engage families who meet federal requirements. Children receive warm, nurturing, and positive interactions, support for basic mental, dental, physical health, and developmentally appropriate School Readiness education. The multi-disciplinary approach is based on leading edge research and science about brain development. The Head Start Preschool works in partnership with families to support the success of each child. Parent/teacher conferences are held twice yearly, along with home visits; development and learning reports are shared. Parents are their child's first educators and participate in a variety of activities to support their child's development and to build strong parent-child relationships.

The curriculums used in our classroom are: Our world of Learning, OWL, Learn Every Day by Kaplan, and Mississippi Beginnings Pre-K. Curriculums are research based and are aligned with state Early Learning Standards and HSELOF. Activities are planned

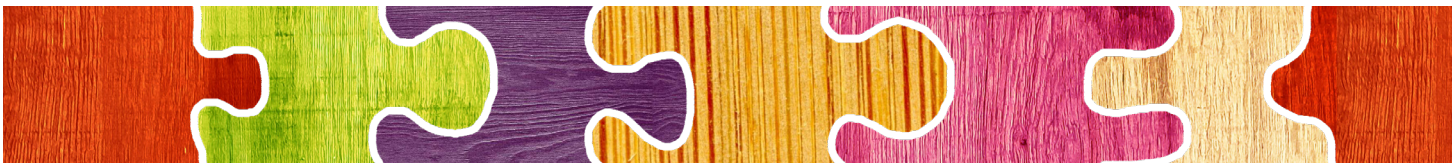
according to each child's developmental needs and interests. In addition to School Readiness goals, teachers and parents develop individualized goals and activities for each child. Integration of the various cultures, traditions and values is critical to the growth and development of our children.

Our program uses practice base coaching, a cyclical approach to supporting effective teaching practices that lead to positive outcomes for children. Practice Base Coaching components include focused observations, reflections and feedback About teaching practices, actions and goal setting and planning. We serve children with previously identified disabilities and typical developing children.

The teaching staff conduct on-going observations and assessment of children. Assessment data is aggregated and child outcomes are analyzed and shared with appropriate staff and parents for planning and professional development. Data is analyzed after each assessment. Assessment data provides staff and families with a clear and comprehensive picture of each child's development, growth over time, development, resources and support they need to thrive.

We work consistently to meet our goals and benchmarks for CLASS and kindergarten readiness. Our program is driven by the belief that all children deserve the opportunity to reach their full potential and succeed in life.

Linda Harris-Beard
Director of Child Development



ICS School Readiness Goals

ELC COLLABORATIVES/# CLASSROOMS		
ELC - 9	CENTERS - 10	CLASSROOMS - 26
COLUMBUS MUNICIPAL - Coleman Center (2)		
GRENADA - Grenada Center (5)		
HOLLY SPRINGS - Marjean T. Myatt Center (3)		
OXFORD-LAFAYETTE - Mary Cathey Center (2)		
NOXUBEE - Noxubee Center (2)		
SENATOBIA - Glen Moore Center (2)		
SOUTH PANOLA - Batesville Center (2)		
STARKVILLE - Oktibbeha Center (4)		
TELA - Eva Covington Center (2) West Tallahatchie Center (2)		
DISTRICTS - 7	BLENDED SITES - 17	CLASSROOMS - 30
CHILD CARE CENTER:		
Kids World (1)		
COLUMBUS MUNICIPAL SCHOOL DISTRICT:		
Fairview (1)		
Franklin (1)		
Joe Cook (1)		
Sale (1)		
Stokes Beard (1)		
HOLLY SPRINGS:		
Holly Springs Primary (1)		
LOWNDES COUNTY:		
Caledonia (1)		
New Hope (3)		
West Lowndes (1)		
SOUTH PANOLA:		
Batesville Elementary (9)		
Pope Elementary (1)		
TALLAHATCHIE COUNTY:		
Charleston Elementary (2)		
TUNICA COUNTY:		
Dundee Elementary (1)		
Robinsonville Elementary (1)		
Tunica Elementary (1)		
WEST POINT:		
East Side Elementary (3)		

We are involved in collaborative relationships with other ELCs and organizations that provide similar services to young children and their families. Our combined efforts provide opportunities that each of us alone could not provide.

8.

LANGUAGE & COMMUNICATION

LC1: Children will develop and use increasingly complex and varied vocabulary.
 LC2: Children will use different grammatical structures or rules for using language.
 LC3: Children who are dual language learners will demonstrate competency in their home language while acquiring beginning and increasingly proficiency in English.

LITERACY

LIT1: Children will develop an awareness that language can be broken down into pieces of sound, words, beginning and ending sounds of words and syllables.
 LIT2: Children will associate letter names with correct sound.
 LIT3: Children will demonstrate print concepts and early decoding.

MATHEMATICS

MATH 1: 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
 MATH 2: Children will describe the comparisons with terms such as more, less, greater than, fewer, or equal to

SCIENTIFIC REASONING

SCI 1: Children will engage in exploring their environments through observation, manipulation, asking questions, making predictions, and developing generalizations and hypotheses
 SCI 2: Children will find multiple solutions to questions, tasks, problems, and challenges in the natural and physical world

PERCEPTUAL, MOTOR & PHYSICAL DEVELOPMENT

PMP1: Children will demonstrate control of large muscles for movement, navigation, and balance.
 PMP2: Children will control small muscles for such purposes as using utensils, self-care, building, drawing, writing and exploring.
 PMP3: 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.

APPROACHES TO LEARNING

P-ATL: Children will demonstrate an interest in varied topics and activities, desire to learn creativeness and independence in learning.

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

INSTITUTE OF COMMUNITY SERVICES, INC. Thirteen Counties

DOMAIN	LAP-BK Beginning Average Proficiency	LAP-BK End Average Proficiency
Language and Communication	42.84	63.77
Literacy	37.65	59.45
Mathematics Development	42.94	65.39
Scientific Reasoning	37.64	55.17
Perceptual, Motor, and Physical Development	49.84	70.50
Social and Emotional Development	43.93	58.31
Approaches to Learning	40.07	56.88

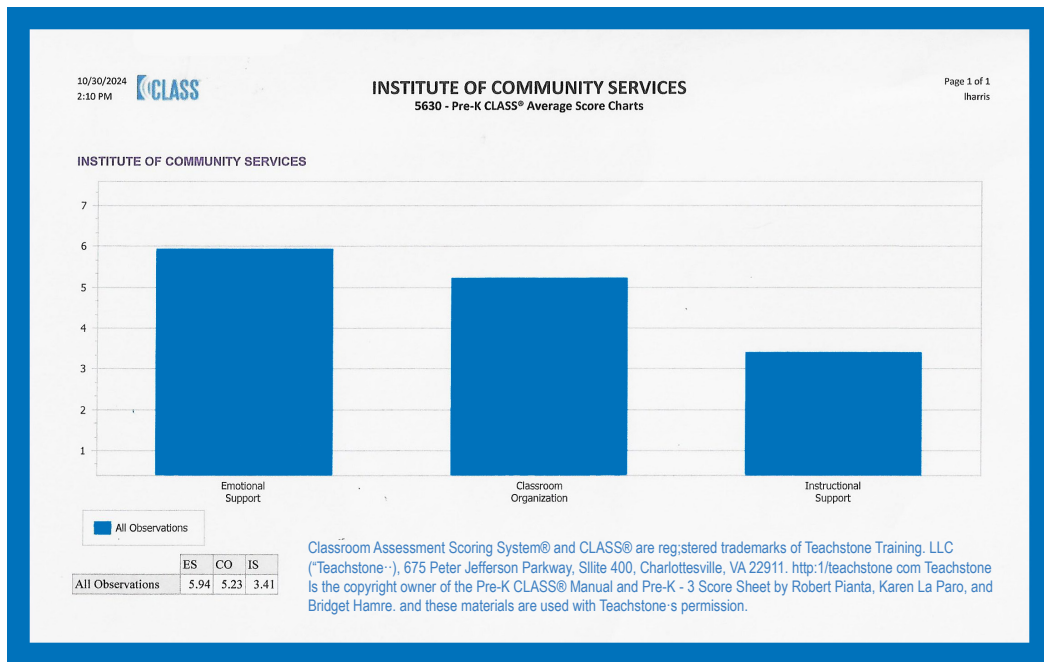
Transitions

Transition activities are in place to help children and their families change between environments in the early childhood years such as going from home to the Early Head Start and Head Start classrooms, a toddler to a preschool classroom, or preschooler to kindergarten. Parents and staff from Early Head Start and Head Start, Early Childhood Intervention, local school districts and other childcare settings work together throughout the transition process.

Overall, 1,259 children will transition from our Head Start Program into kindergarten.

9.

CLASS Pre-K® Domains and Dimensions



The Classroom Assessment Scoring System (CLASS®) assesses the quality of teacher-child interactions in center-based preschool classrooms. The instrument uses three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support (ES), Classroom Organization (CO), and Instructional Support (IS).

10.

Emotional Support (ES)

- Positive
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

Classroom Organization (CO)

- Behavior Management
- Productivity
- Instructional Learning Formats

Instructional Support (IS)

- Concept Development
- Quality of Feedback
- Language Modeling

FAMILY SERVICES & ERSEA REPORT 2023-2024



Total Funded Enrollment 2,780

Total Number of Children Served 2,945

Total Number of Families Served 2,760

Year's Total Wait-List Numbers 1126

Age Eligible Wait-List Children Not Served 23%

Average Monthly Enrollment (ADA) as Percentage of Enrollment 81.95%

COMMUNITY ASSESSMENT DATA

Age Eligible Children Served 100%

Percentage of Income Eligible Preschool Children 90%

Our Head Start Families

4 Children experiencing homelessness

18 Children in Foster Care

276 Children with disabilities including types of disabilities and relevant services and resources provided by community agencies.

There is a need for more Doctors and Dentist in some areas.

One parent family 73%

Two parent families 27%

Single Parent Families 73%

Two Parent Families 27%

TANF Families 9%

SSI Families 4%

Income Above the poverty guideline 10%

Income Below the poverty guideline 90%

Families receive WIC 35%

Families receive SNAP 12%

Black/African American 86%

White 8%

Biracial/Multi-racial 3%

Asian 0%

American Indian/Alaska Native 0%

Other Category (Yemen/Middle East, Hispanic) 3%

English 96%

Spanish 3%

Mid-Eastern/South Asian European & Vietnamese 1%

Hispanic or Latino = 3%

Non-Hispanic/Non-Latino = 97%

11.

HEALTH & NUTRITION REPORT 2023-2024

PHYSICAL EXAMS

Of the 2,945 children enrolled: 96% received Medical Examinations

During the year, 2,835 Physical Exams were completed, 110 with concerns, 197 were diagnosed with chronic health conditions.

CHRONIC HEALTH CONDITIONS

Less than 7% of the children who had chronic health condition and showed a need for medical treatment. There were 2 % of children with respiratory distress during the school year. 11 children had high Leads, which were 3.5 or higher, these children were referred to Mississippi State Department of Health (MSDH).

Chronic Health Conditions 2023-2024

- Autism Spectrum Disorder - 14 children
- Asthma - 56 children (> 37 in 2022-2023)
- Seizures - 13 children
- Life – Threatening Allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis) - 1 child
- Hearing Problems - 2 children
- Vision Problems - 59 children
- High Lead Levels - 11 children
- Diabetes - 0 children

DENTAL EXAMS

Of the 2,945 children enrolled: 97% received Dental Examinations. 2,854 Dental Exams were completed, 239 failures and 183 received dental treatment.

8% of the children needed dental treatment and of these 6% received dental treatment. 2% of treatment was not received due to parents not keeping/ making appointment, child left program before their appointment date, and appointments scheduled for future dates. Parents were encouraged to follow up when possible during the summer.

HEALTH INSURANCE

97% of children had Health Insurance at enrollment. 98% of the ICS Children had Health Insurance at the end of enrollment. The numbers increased slightly after staff worked with parents.

87% of the children had Medicaid/CHIP at the beginning of the school year, and at the end of enrollment 87%.

10% of children had private health insurance at enrollment. 11% of the children had private health insurance at the end of enrollment. A slight increase by 1%.

IMMUNIZATIONS

99.7% of the children were up-to-date on immunization and .03% were exempt.

27% of the children were without health insurance at enrollment, 20% at the end of enrollment, after staff worked with parents.

100% of the children/families had Medical Homes when staff began working with them (at enrollment and end of enrollment).

MENTAL HEALTH (WELLNESS) SERVICE

The Institute of Community Services, Inc. partners with six therapists to ensure our children, families and staff are supported. The mental health of children and the adults that care for them is essential for school readiness. Mental health consultants observe the classrooms monthly and individualize observations based on referrals from staff and parental consent. The consultants can also help staff and families access mental health interventions in the community, such as direct counseling, if needed.

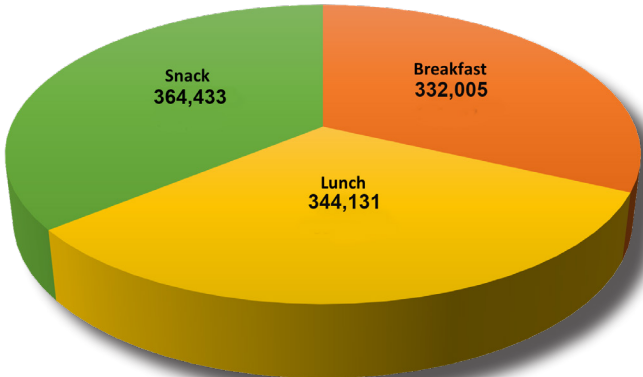
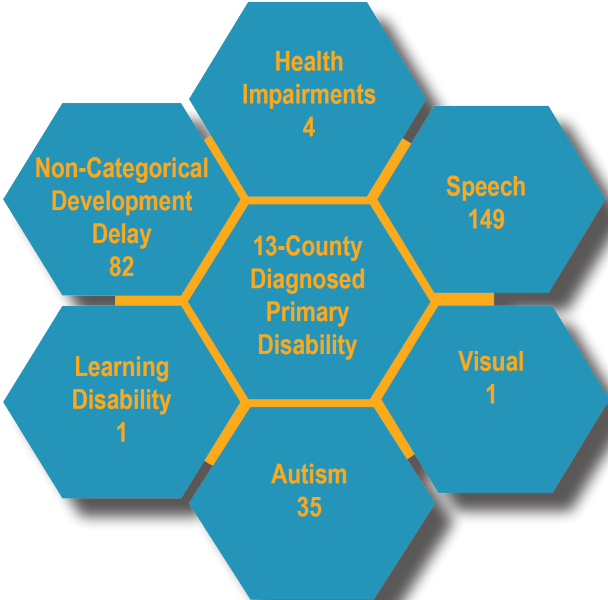
PARTNERING AGENCIES

- Communicare of Mississippi
- Mississippi Behavior Services
- Behavioral Consultants
- Community Counseling Services
- Angela Adams
- Life-core Health Group

13-COUNTY DISABILITY DATA REPORT 2023-2024

The Institute of Community Services, Inc. includes children with disabilities who participated in all program activities in an inclusive environment to support their positive outcomes. Identifying young children with unique developmental needs, ensuring children receive appropriate and timely services and helping families navigate eligibility guidelines is essential. The Office of Head Start requires 10% of the total funded enrollment must be children with special needs.

Overall, we received a total of 278 for our Head Start Preschool Program (Benton County and 13 County), which comes out to be .0996 or 10%.



NUTRITION

Total Meals Served -
2023-2024

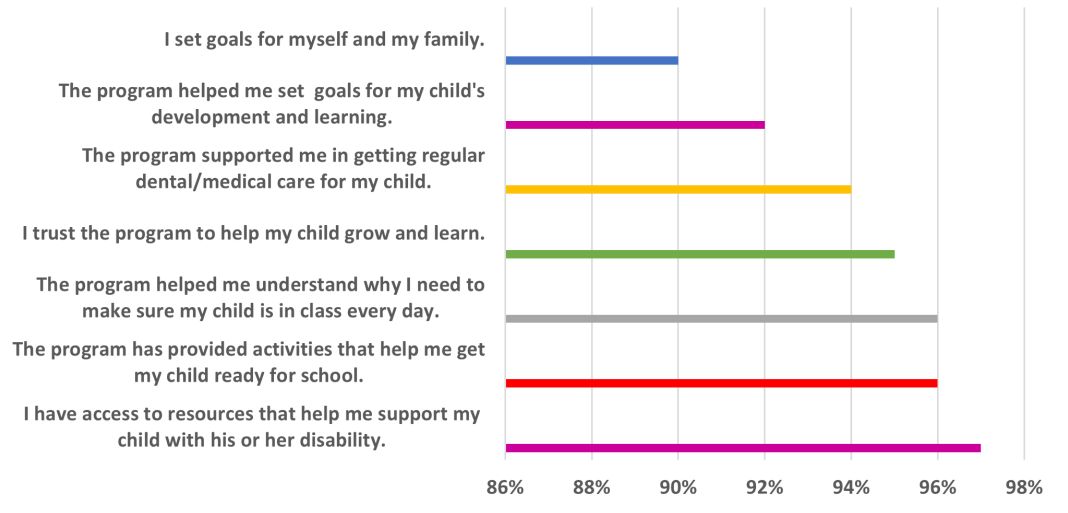
13.

PARENT ENGAGEMENT REPORT 2023-2024

Parent, Family and Community Engagement is the Heart of our Head Start and Early Head Start programs. It all starts in the Hearts of our staff, parents and communities. Parents have a vital role to play as the primary educators and supporters in a child's life. Establishing strong relationships between staff and parents is crucial in providing support and empowerment to parents on their parenting journey. Our team works closely with community partners to help families access the resources they need to reach their full potential. Despite encountering various obstacles and life challenges, the staff, parents, and communities have demonstrated exceptional strength and accomplished successful outcomes. Parents are making impressive progress, reaching their goals and working towards their aspirations for themselves and their child's future.

PARENT GAUGE (FAMILY OUTCOMES)

Parent Gauge - Agency Post Interview
Very Much/Mostly 2023 -2024



Fatherhood / Male Involvement



100% of fathers or father figures actively engaged in workshops and activities specifically designed for male parents.

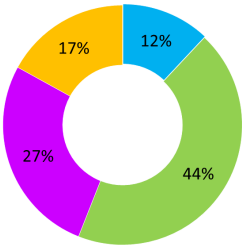
Research Based Parent Curriculum

64% of parents participated in the Systematic Training Effective Parenting curriculum.



Parent Education

- Less than HS graduate
- HS graduate or GED
- Associate degree, vocational school, or some college
- Baccalaureate or advanced degree



Parent Engagement Related Service Data 2023-2024

YEAR END OUTCOME DATA SHOWING EFFORTS TO ENGAGE & PARTNER WITH PARENTS/FAMILIES

ASSET BUILDING / FINANCIAL LITERACY 42%

EMERGENCY/CRISIS SERVICES 3%

ESL CLASSES 2%

JOB TRAINING/AID TO ENROLL IN PARENT EDUCATION PROGRAM 10%

RELATIONSHIP/MARRIAGE SESSIONS 8%

Households



2281 Single-Parent Families



480 Two-Parent Families

ERMA ROGERS HEAD START SUCCESS STORY



The ICS, Inc. Project Head Start has been around for many years in our community and produced many successful stories. Mrs. Phyllis Jones is just one of those stories. Back when ICS was first incorporated, operating in the basements of churches, Mrs. Phyllis Jones was just a little tyke learning under Mrs. Zela Hayes. It was in that first classroom that Mrs. Jones developed her passion for learning that continues to this day. She went on to obtain her degree in Early Childhood Education and came back to pursue a career in teaching for the very program that taught her so much.

Mrs. Jones has taught many children over the years, including brothers Cedric Snow and Roy Vaughn. Here are a couple of testimonies from them both.

Cedric Snow —“Head Start has helped make me into the Father that I am today. With many thanks to my former teacher, Mrs. Jones, I learned so much that I can now teach my children. Head Start introduced me to my ABC’s, numbers, colors and shapes, etc. I am truly thankful for that “Head Start”. Once out of high school, I was accepted into

Northwest, but I decided to go directly into the workforce. I now have the knowledge and skills to operate pallet jacks, several machines, and count inventory. I am currently employed with Wesco Distribution, and I am looking into colleges where I can further my education”.

Roy Vaughn —“Head Start helped me to develop my skills at an early age. Head Start truly owns up to their name by giving children what they deserve.... A HEAD START! I am really thankful for my former teacher, Mrs. Jones, as I know I was not the easiest student. Still, she managed to teach me many things that I can pass on to my own nieces and nephews. Upon the completion of high school, I briefly attended Arkansas Baptist. There I had the pleasure of joining the football team. Later, I transferred to Mississippi State University, where I studied airplane engineering. I am currently investing in my own entrepreneurial ventures. My passion for animals has inspired me to begin my own journey as an animal breeder”.

This year, Mrs. Jones has the pleasure of teaching Harmony Snow, daughter of Cedric and niece of Roy. At ICS, Inc. Erma Rogers Head Start, we are continuing the tradition of “Making Small Miracles A Great Success”.



2023-2024 AUDIT STATEMENT & BUDGET



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, 2024.

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

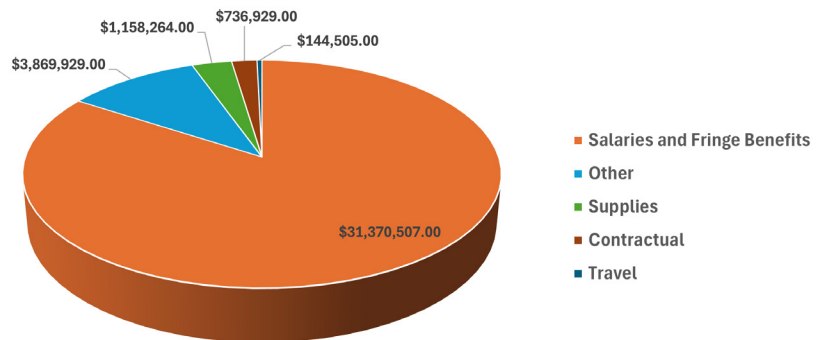
Head Start Program

ICS, Inc. 13 Counties

January 31, 2024 Expenses

Salaries	23,562,570
Employee benefits and payroll taxes	9,619,419
Total Salaries and Related Expenses	33,181,989
Travel	157,052
Property and Equipment	141,885
Supplies	1,317,762
Medical and Dental Services	47,768
Contractual Services	821,965
Training	121,198
Insurance	489,080
Occupancy	1,608,353
Transportation	439,732
Repairs and Maintenance	576,887
Equipment Rental	5,659
Utilities	529,837
Telephone	214,110
Food	22,287
Other Expenses	269,383
Value of Other In-Kind Services	550,652
Total Expenses before Depreciation	40,495,599
Depreciation	32,180
Total Expenses	40,527,779

Proposed Budget January 31, 2025



Total Grant Award \$37,280,134



From the Office of Public Relations

To our many Head Start friends,

We take pleasure in putting this Public Report together so that you, our public and friends, see what we do. As you turn the pages or scroll through this report on our website, we hope that you can get a feel of what is happening here at ICS. We hope this report demonstrates our commitment to learning and modeling positive behavior to the students in our classrooms.

The agency is operating on excellence and accountability. We believe that whatever we do, we must do it with pride. It is the commitment of a dedicated staff that enables us to say "We Make Small Miracles A Great Success." Knowing what is expected of us in our individual roles, working together as a team, and being committed to serving our children and their families is what ICS is all about. Working together makes it happen.

Office of Public Relations
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