



Annual Report

2024/25



**DELTA
HEALTH
ALLIANCE**

HEALTH • EDUCATION • COMMUNITY

Head Start /
Early Head Start /
Childcare Partnership



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This annual report covers Delta Health Alliance's activities in:

- **Sunflower EHS-CCP**
Early Head Start Childcare Partnership in Sunflower County, MS
- **Sunflower HS / EHS**
Head Start / Early Head Start in Sunflower County, MS
- **Leflore & Warren HS / EHS**
Head Start / Early Head Start in Leflore and Warren Counties, MS

These programs are supported by the U.S. Department of Health & Human Services, Administration for Children & Families, Office of Head Start (Grant #04HP000517, #04CH013031, #04CH013030)





Greetings,

Delta Health Alliance is pleased to share with you its 2024-2025 Head Start / Early Head Start Annual Report. This report is prepared in compliance with the Head Start Reauthorization Act of 2017.

Our Head Start / Early Head Start team continues to make a meaningful impact on the lives of the young children and families that we serve through our programs. Families provide the foundation for children's school readiness, and the wraparound support provided through our Head Start / Early Head Start programs not only ensure children are ready to learn but equips parents with the skills and resources to support their child's education. Our evaluation data shows substantial increases in parents who have a high level of skill in nurturing behavior towards their children, strong and constructive discipline, supporting their child's development, and providing safe home environments.

Thanks to the integration of other Delta Health Alliance (DHA) programs such as our Leland Medical Clinic (LMC), we are also able to provide Early and Periodic Screening, Diagnostic, and Testing (EPSDT) services and medical care to the children and families we serve. The percentage of children receiving medical and dental screenings is highest among our students in Sunflower County programs, which is in close proximity to LMC. Through LMC and our mobile medical unit, we provide services to all our Head Start / Early Head Start families, and parents report positive impacts on their child's health.

DHA's efforts to support the whole child and family and our Head Start / Early Head Start curriculum's focus on developmentally appropriate education improves our students' readiness for school. Our Leflore County Head Start / Early Head Start center ranked last in kindergarten readiness out of all head start centers in the state in the year before DHA began operating the program. By the 2023-2024 school year, the Leflore County program performed better than 87 percent of all other Head Start programs in Mississippi. Additionally, across all DHA Head Start / Early Head Start programs, the percentage of children with developmental delays declined by 75 percent between the fall and spring semesters in the 2024-2025 school year.

Each year, I am so proud to review the progress and impact our early childhood education team has on the lives of Mississippi Delta children and families. Their commitment to children and families in the Delta is a testament to the work we do day in and day out to improve our communities. I hope you will take a moment to learn about this impact through our Annual Report.

Sincerely,

Karen Matthews, PhD

President & CEO
Delta Health Alliance





About Delta Health Alliance

Delta Health Alliance (DHA) is an innovative partnership that binds together communities of the Mississippi Delta to improve our residents' quality of life.

Delta Health Alliance (DHA) was established in 2001 as a nonprofit, 501(c)(3) organization with the goal of changing health care and education in the Mississippi Delta by improving access to health services, promoting healthier lifestyles, and expanding educational opportunities.

Delta Health Alliance (DHA)

Delta Health Alliance has been a leader in:

- Supporting and operating community-based clinics that serve as medical homes for patients;
- Implementing new technologies such as electronic health records, health information, exchange networks, and telehealth diagnosis and treatment centers;
- Managing innovative education programs in community settings; and
- Creating robust home visiting programs that address prenatal and early childhood education challenges.

DHA Executive Staff

Dr. Karen Matthews

*Chief Executive Officer
& President*

Marlin Womack

Executive VP of Operations

Leigh-Anne Gant

VP of Early Education

Brooks Ann Gaston

VP of Community Outreach

Rhonda Lewis

VP of Education

Elizabeth McCullers

VP of Sponsored Programs

Hilary Meier

VP of Health

Aparna Nandula

Chief Information Officer

Allison Poindexter

VP of School-Based Education

Rona Strong

VP of Grants & Operations

Melanie Williams

VP of Home Visiting Initiatives

DHA Board Members

Mr. Bill Kennedy, *Chairman*

Hon. Willie Bailey, *Vice Chairman*

Ms. Lisa Percy, *J.D., Secretary*

Mr. David Allen

Dr. Randy Easterling

Mr. Donald Green

Mr. Lamar Liddell

Dr. Joyce McNair

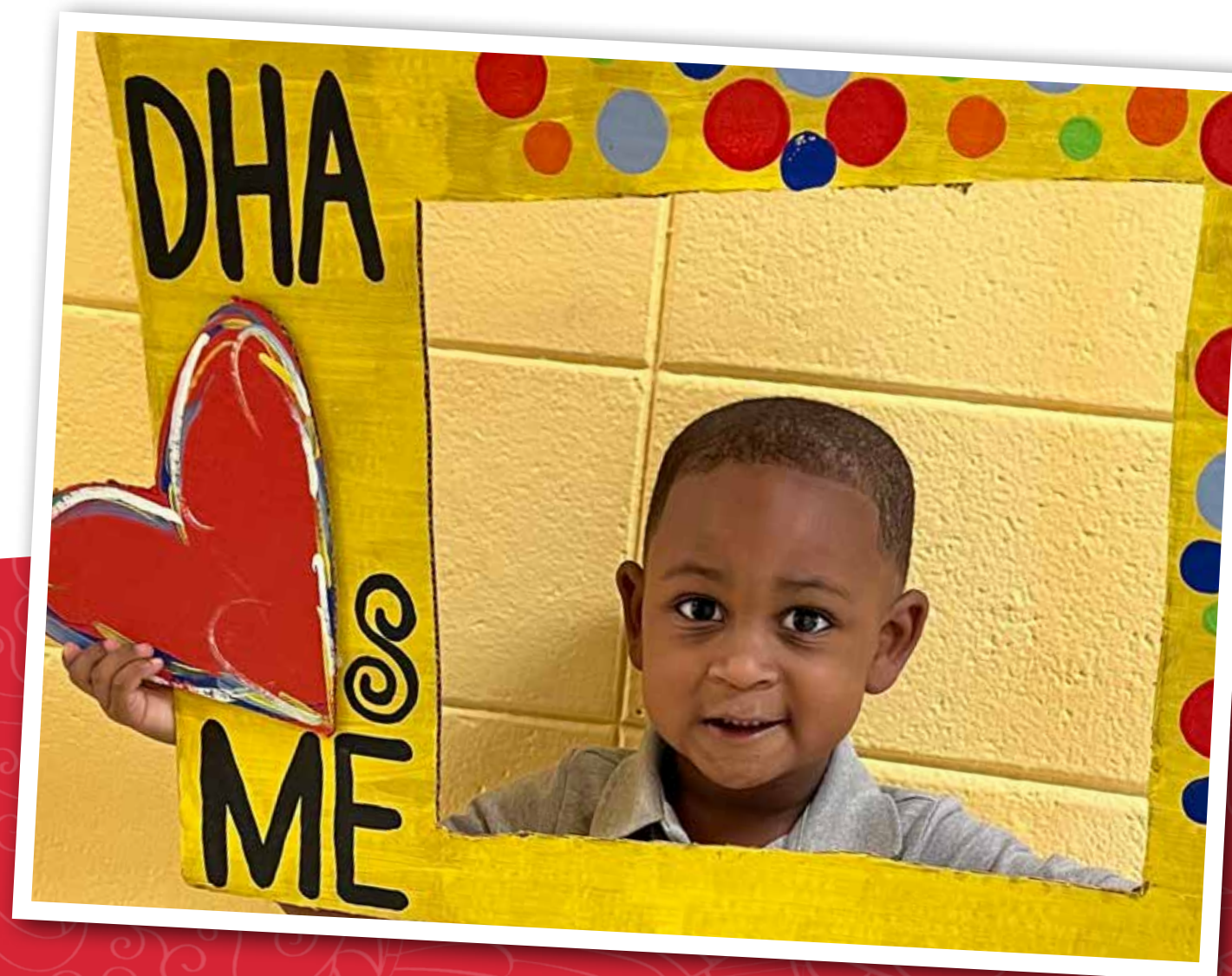
Mr. Joe Nash

Dr. Myrtis Tabb

Two principles guide our work in the Delta:

1. Using data to make decisions; and
2. Building community partners to manage our programs.

- We seek to understand the fundamental causes of poor health and lack of educational opportunities in our region through comprehensive analysis of relevant data and statistics.
- We fund programs that are built on the latest medical, public health, and education research.
- We regularly assess the performance of these programs based on objective measures that are produced and recorded as part of these initiatives, and we make changes based on those outcomes.
- We do our work through community organizations, recognizing that long-lasting change occurs only when it is nurtured and supported by community members.



Delta Health Alliance Child Care Partnership / Head Start / Early Head Start

Our vision is for all children ages birth to five in Sunflower, Leflore, and Warren counties to experience high quality early education opportunities that will prepare them for kindergarten and beyond.

HS / EHS Team

Brianne DeLoach
AVP of Continuous
Quality Improvement

Eugene Davis
Director of Transportation

Marcia Erving
AVP of Outreach

Monica May
AVP of Education

Natonja Robinson
Fiscal Office Manager

Tashiri Wheeler
Director of Disabilities

Verneitha Causey
Director of Nutrition

HS / EHS Policy Council

Community Reps

Leflore County
Demetrice Bedell

Sunflower County
Ruben Woods

Warren County
Carolyn Bingham

Sunflower County EHS-CCP

Imaginarium
Grenell Bound

Little Angels Daycare
Marquita Pitts

Sunflower County HS / EHS

Drew HS
Shevonda Brown

Indianola HS / EHS
Chicarra Christmas

Sunflower HS / EHS
Joycelyn Haley

Leflore / Warren County HS / EHS

Kings HS / EHS
Shawn McDonald

Three Delta Health Alliance HS / EHS grants are covering services at 12 locations.

Sunflower County Early Head Start Childcare Partnership (EHS-CCP)

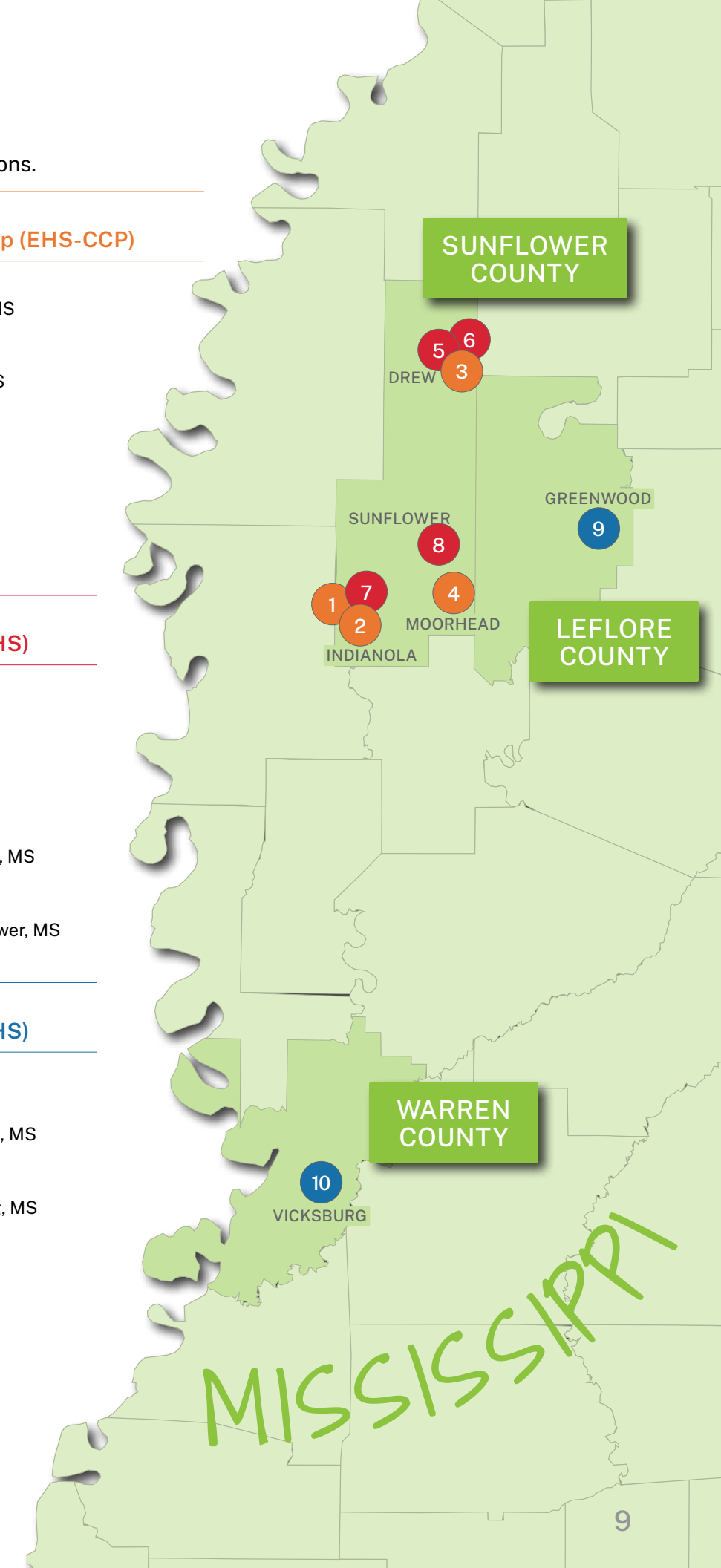
- | | |
|---------------------|---|
| 4
Sites | (1) Buck-A-Roo Childcare Center
805 Hoover Street, Indianola, MS
(662) 445-2503 |
| 130
Slots | (2) Empowerment Kids University
307 Curtis Street, Indianola, MS
(662) 445-2220 |
| | (3) Imaginarium Learning Center
160 East Broadway, Drew, MS
(662) 745-0349 |
| | (4) Little Angels Daycare
1012 Roy Street, Moorhead, MS
(662) 246-5328 |

Sunflower County Head Start / Early Head Start (HS / EHS)

- | | |
|---------------------|--|
| 4
Sites | (5) Drew EHS
181 W. Park Avenue, Drew, MS
(662) 649-6167 |
| 288
Slots | (6) Drew HS
120 S. Church Street, Drew, MS
(662) 482-5008 |
| | (7) Indianola HS / EHS
702 Roosevelt Street, Indianola, MS
(662) 452-5063 |
| | (8) Sunflower HS / EHS
225 E. Claiborne Street, Sunflower, MS
(662) 569-7121 |

Leflore County & Warren County Head Start / Early Head Start (HS / EHS)

- | | |
|---------------------|--|
| 2
Sites | (9) Greenwood HS / EHS
100 E. MLK Jr. Drive, Greenwood, MS
(662) 459-9174 |
| 464
Slots | (10) Vicksburg HS / EHS
200 R.L. Chase Drive, Vicksburg, MS
(601) 262-0954 |





Celebrating 60 Years

In May of 2025, Head Start turned 60. The federal Office of Head Start was established on May 18, 1965, and, since then, the program has supported millions of children and families across the country with early learning services, improved health outcomes, and wraparound family supports. DHA is proud to continue that legacy of service to the families in our communities and to contribute to improved educational, health, and social outcomes for children and families who trust us to care for their kids.

Many of our staff who work in our Head Start and Early Head Start centers know just how powerful these programs are in the lives of children we serve because they too attended Head Start programs when they were young. From attending one of the first Head Start programs in the 1960s to participating in Head Start in the 1990s, these educators' commitment to service is rooted in the impact Head Start had on them as children.



Head Start Alumni
Kyana Robinson
 Position: Early Head Start Teacher, Little Angels
 Year that you exited Head Start as a child: Class of 2005
 Years of service in Head Start: 1
 What does Head Start mean to you?
 It gave me a Head Start in life! I had an opportunity to get ahead and for that I will always be grateful. My Head Start teachers, Ms. Holden and Ms. Fairly still hold a special place with me.



DELTA HEALTH ALLIANCE
 Head Start / Early Head Start

Celebrating 60 Years!




Head Start Alumni
Mi'Shayla Parrish
 Position: Assistant Head Start Teacher, Kings Head Start/ Early Head Start
 Year that you exited Head Start as a child: Class of 2005
 Years of service in Head Start: 4 years
 What does Head Start mean to you?
 Head Start means opportunity to me. Opportunities to shape a family's future, provide early learning experiences for children, and provide a lasting impression on the family's success. Head Start provides a space to create a love for learning.




DELTA HEALTH ALLIANCE
 Head Start / Early Head Start

Celebrating 60 Years!



Head Start Alumni
Kashonda Powell
 Position: Drew Early Head Start, Center Manager
 Year that you exited Head Start as a child: Class of 1980
 Years of service in Head Start: 27 years
 What does Head Start mean to you?
 Head Start gives children the opportunity to build a solid foundation through appropriate developmental activities that will prepare them for elementary school and beyond.



DELTA HEALTH ALLIANCE
 Head Start / Early Head Start

Celebrating 60 Years!




Head Start Alumni
Shaliyah Harris
 Position: Empowering Kids University, Family Service Coordinator
 Year that you exited Head Start as a child: Class of 1998
 Years of service in Head Start: 3 years
 What does Head Start mean to you?
 One word OPPORTUNITY. It's about giving children and families the tools they need to thrive. It's more than just a preschool program; it's a foundation for lifelong success, especially for families facing challenges. For me as a Family Service Coordinator, Head Start means even more. I am an advocate, a resource, and a support system for families navigating early childhood education.




DELTA HEALTH ALLIANCE
 Head Start / Early Head Start

Celebrating 60 Years!



Head Start Alumni
Eugene Davis
 Position: Delta Health Alliance Transportation Manager
 Year that you exited Head Start as a child: Class of 1979
 Years of service in Head Start: 2 years
 What does Head Start mean to you?
 Head Start was my first experience with others outside of my family. It allowed me to gain lifelong friends.

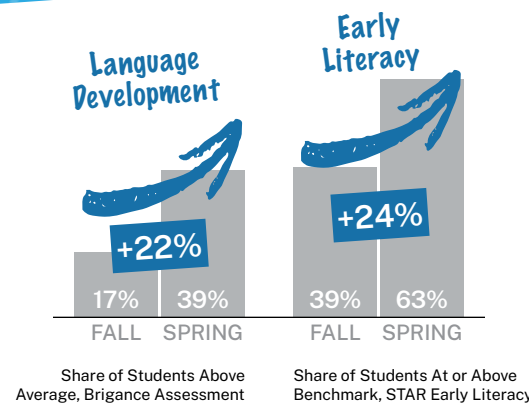


DELTA HEALTH ALLIANCE
 Head Start / Early Head Start

Celebrating 60 Years!

Child Health & Safety

DHA's Head Start and Early Head Start programs play a vital role in promoting the health and safety of young children.



Brigance Developmental Screenings

By providing comprehensive early childhood education, health screenings, nutritious meals, and mental health support, these programs ensure that children enter school ready to learn and thrive. Regular health checkups, dental care, immunizations, and developmental screenings are integrated into the curriculum, allowing for early identification and intervention of potential health concerns.

In addition to physical health, our Head Start and Early Head Start programs emphasize creating safe, nurturing environments both in the classroom and at home. Staff are trained to recognize signs of abuse, neglect, and developmental delays, and work closely with families to build strong, supportive relationships. Through education on nutrition, hygiene, and home safety, these programs equip parents and caregivers with the skills to reinforce healthy habits and safe practices, laying a strong foundation for lifelong well-being.

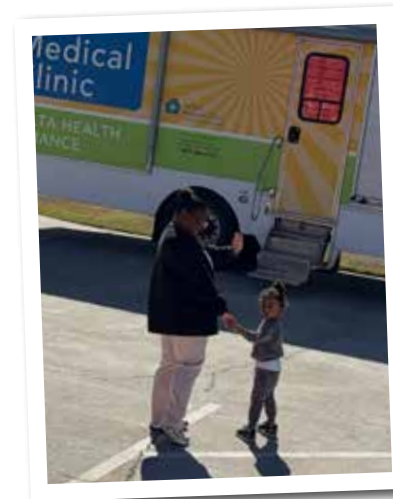
Addressing children's barriers to learning requires identifying and understanding students' developmental level and tailoring education to their individual needs. DHA screens ALL children in our HS / EHS and CCP programs to identify any concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 days of when they start school. This helps ensure all children in our early education programs receive the assistance they need to learn properly and set themselves up for success later in life.

University of Memphis evaluations show that our HS / EHS programs have a considerable positive impact on language development and early literacy as measured by the Brigance Assessment and STAR Early Literacy Assessment. Compared to the fall assessment, the percentage of young learners who are above average in language development more than doubles by the spring semester. In early literacy, nearly 2/3 of students are at or above the benchmark level in early reading by the spring semester.

EPSDT with Leland Medical Clinic

DHA Head Start / Early Head Start helps promote child health in part by connecting families to medical providers at or near Head Start centers. EPSDT (Early and Periodic Screening, Diagnosis, and Treatment) screenings provide comprehensive health care services to children and adolescents under the age of 21 with Medicaid insurance, ensuring health problems are identified and treated and children can access preventative services. By incorporating EPSDT screenings into their services, Head Start ensures that health concerns are detected and treated as early as possible, reducing the risk of long-term developmental delays or medical issues. The program also supports families by helping them navigate the healthcare system, schedule appointments, and follow up on treatment plans. This proactive approach not only promotes better health outcomes for children but also prepares them to succeed in school and beyond.

Among DHA Head Start / Early Head Start students, the percentage receiving medical and dental screenings is highest in our Sunflower County programs. This speaks to the impact other DHA programs like our Leland Medical Clinic have on early childhood education programs. Families are referred to and able to easily access medical and dental services through our Leland-based medical clinic, which reduces the burdens of finding medical care that will accept Medicaid insurance. The Leland Medical Clinic provides services to families who are unable to take their child to another medical provider for EPSDT screenings, and DHA's mobile medical clinic serves children at every Head Start Center that we operate.

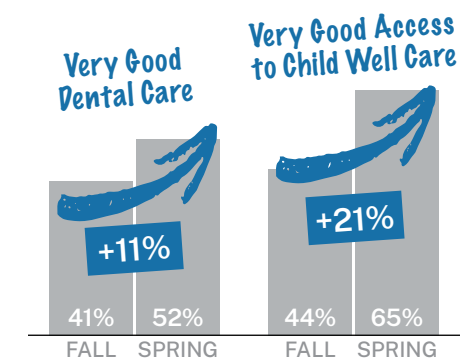


Make a Child Smile

Through our partnerships with the Mississippi State Department of Health, the Make a Child's Smile program provides dental screenings and fluoride varnish to children starting at age 1 who are enrolled in licensed child care programs, including DHA's Head Start / Early Head Start centers. Last year, DHA served 558 enrolled children through Make a Child's Smile. Tooth decay is one of the most common chronic diseases of childhood. By offering these preventive services early, the program helps protect children's oral health, promotes healthy habits, and reduces the risk of cavities and dental issues later in life. Early intervention sets the foundation for a lifetime of healthy smiles.

Parent Reflections on Child Health

DHA Head Start / Early Head Start's impact on children's access to health services is also reflected in parental reports of child health. By the end of the 2024-2025 academic year, just 3 percent of parents reported that they had poor or very poor dental care for their child, down from 9 percent at the beginning of the year. Parents reported similarly strong improvements in access to dental care for their children and child well care, such as EPSDT (Early and Periodic Screening, Diagnostic, and Treatment) services. By the end of the school year, more than half of parents reported they had very good dental care for their children and nearly 2/3 said they had very good access to child well care.



Quality Environments

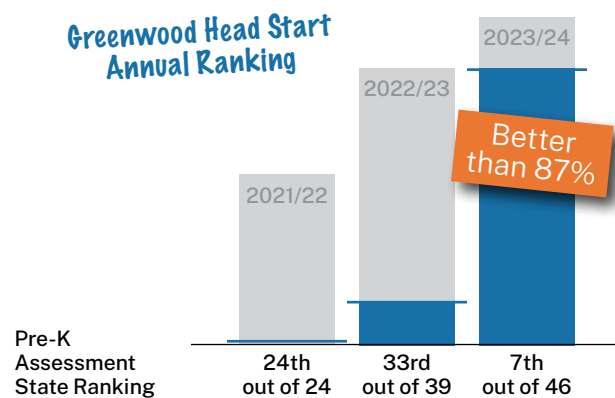
DHA's programs effectively prepare children for kindergarten, setting them up for success later in life.



Kindergarten Readiness

High-quality early childhood education, such as Head Start/ Early Head Start plays an integral role in preparing children for kindergarten in a developmentally appropriate way fostering essential social, emotional, and cognitive skills. DHA programs help children develop critical foundational skills in language, pre-math, and social-emotional learning, setting all children and families up for success in a more structured school environment. All DHA programs not only focus on boosting children's educational development but also play a crucial role in promoting better adulthood outcomes. These include improved health and reduced rates of criminal behavior later in life. The effectiveness of the DHA Head Start/ Early Head Start programs often hinges on continuous education and training for educators. Building responsive relationships between educators and children is vital, as it maximizes developmental gains. Children who begin their educational journey in a high-quality early learning environment will have continued success as they journey through the continuum of learning well into adulthood as a contributing member of society in their local community.

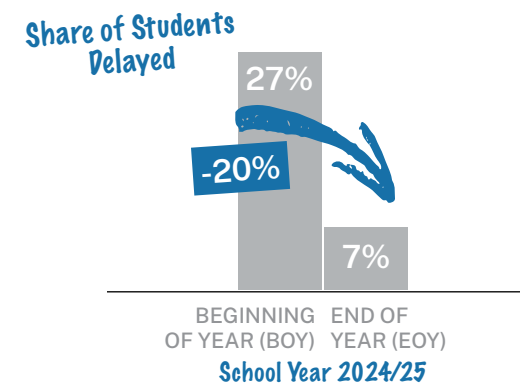
Children enrolled in DHA's Head Start / Early Head Start programs post better scores on kindergarten readiness assessments by the end of the school year, ensuring they are prepared to learn in kindergarten and beyond. This has been especially pronounced in DHA's Head Start / Early Head Start centers in Leflore County. In the 2021-2022 school year, before DHA operated the program, Greenwood Head Start ranked last out of all Head Starts in Mississippi. By the 2023-2024 school year, our Greenwood center ranked 7th out of 46 Head Start centers in the state, or better than 87% of all other programs.



Reducing Developmental Delays

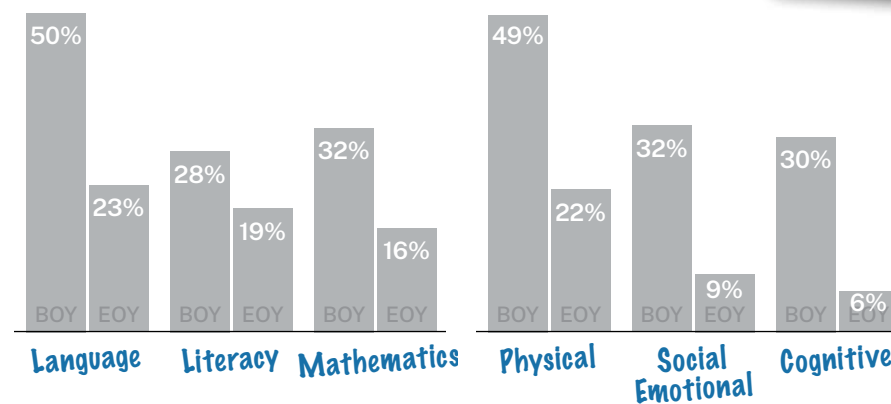
High-quality early childhood programs should prepare students for kindergarten by addressing developmental delays identified when they enter care. Evaluations of DHA's Head Start / Early Head Start programs show that our teams do just that. In the 2024-2025 school year, the percentage of students with developmental delays declined by 75 percent between the fall and spring semesters, dropping from 27 percent to just 7 percent. Students saw improvements across all subject and developmental domains, including in language, literacy, and mathematics and in physical, social-emotional, and cognitive development.

In language and mathematics, the percentage of HS / EHS students with delays declined by half or more. Students with physical, social-emotional, or cognitive developmental delays similarly declined by more than half, with the strongest gains observed among children with social-emotional or cognitive delays. The nurturing nature of our early childhood educators, paired with high-quality curriculums that serve children's individual needs help to ensure our students receive the care and attention that they need.



CLASS

The Classroom Assessment Scoring System (CLASS) supports and assesses quality teacher-child interactions in early childhood education settings. CLASS focuses on teacher-child interactions in three domains: emotional support, classroom organization, and instructional support. This tool helps DHA Head Start / Early Head Start understand and improve the quality of teacher interactions with children, which supports children's social, emotional, and cognitive development. CLASS score data shows that our Head Start / Early Head Start classrooms perform above the required thresholds in all three domains. These scores indicate that our high-quality programs create the types of positive environments that are critical to positive child outcomes and students being prepared for kindergarten and beyond.



Reaching Children & Families

DHA understands that early childhood education is grounded in positive relationships.



Families provide the foundation for school readiness by supporting their children's learning.

DHA Head Start / Early Head Start helps construct this foundation by building relationships with families that support their well-being. Throughout the school year, we provide a variety of activities on a regular basis that forge strong relationships between parents and children and promote learning and development for the whole family.

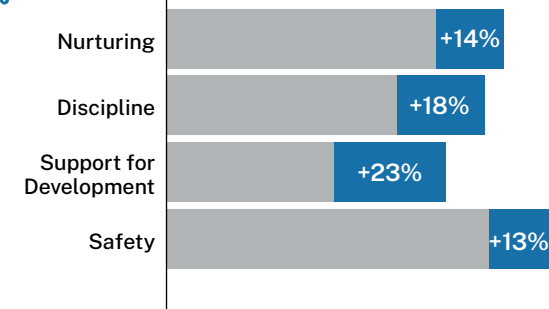
These efforts have contributed to considerable increases in household father involvement in counties with a DHA HS / EHS presence.



Parenting Skills

DHA Head Start / Early Head Start's recognition of the role of families in children's education means we work to equip parents with the skills to support their children's education. Through ongoing education and resource sharing, we help parents be the best that they can be. Our engagement with parents pays off. By the end of the school year, more parents report that they have a high level of skill in nurturing behavior towards their children, strong discipline, supporting the development of their kids, and providing safe environments at home. Across all these domains, more than half of our parents report high skill levels, with the strongest areas being nurturing behavior, discipline, and safe environments.

Parenting Skills



Elevate to Kindergarten

DHA recognizes that transition activities are integral and necessary to help children and families move smoothly from Head Start into the local school system. Each year, DHA collaborates with sites to create and develop a program to celebrate the accomplishments of each child and family at the end of the year. All children had their individual moments recognized by their teachers, administrative staff, and, most importantly, their to celebrate their achievements and next step in life. These moments provide children with the positive encouragement that fosters a drive for achievement and teaches them to celebrate their success.

Investing in Workforce

Only educators who are taking care of themselves can adequately care for children every day.



Training and Professional Development

On-going, job-embedded professional development opportunities with early childhood educators and professionals are essential in building the capacity of the next generation of early childhood professionals, leaders, and influencers. Professional development and training opportunities are provided during pre-service, quarterly in-service, monthly, weekly, and as needed. Pre-service and in-service professional development experiences include required training, as well as needs-based topics aligned to coaching and administrative observations. Job-embedded professional development occurs daily and on-going in and out of the classrooms with all HS/EHS teachers throughout the year. Intentional planning of all professional development experiences is based on teacher and center manager learning needs identified through on-going observations and planned for all staff to stay abreast of the most current trends in early childhood education.

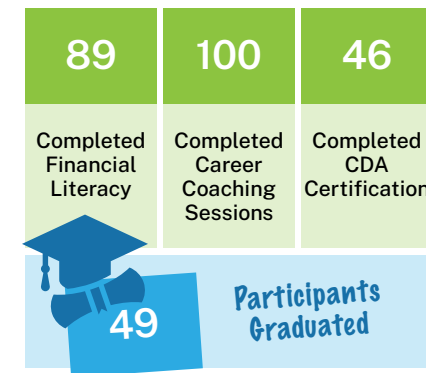
Mental Health and Wellness

DHA Head Start / Early Head Start programs understand the importance of not only taking care of physical health, but also mental health. As a program, we strive to support the mental health needs of our children and families, and this year we focused on our staff as well. Educators who are not taking care of themselves cannot adequately care for children that they teach every day. The Exceptional Needs Department along with members of the Behavioral Health Staff from Leland Medical Clinic provided staff with tools to use to combat stress, at home and in the workplace. They also learned about the mental health services available to them through the Leland Medical Clinic and other providers. We have taken pride in our work with our children, families, and staff and look forward to expanding our efforts in the upcoming year!

WORC - Workforce Opportunity

DHA's WORC (Workforce Opportunity for Rural Communities) program allows HS / EHS employees to further their education. Through WORC-5, early childhood educators can work towards obtaining their Childhood Development Associate (CDA) credential, associates degree in early education, or bachelor degree in early education. Supporting our employees' educational goals invests in our workforce and students as educators gain the skills to better support children's development.

In the 2024-2025 school year, 49 early childhood educators graduated from DHA's WORC program and 46 completed their CDA certification training. This program also provides individualized career coaching to participants, helping connect training to long-term career goals that promote retention in early childhood, which often faces high turnover and can have negative impacts on child development. In the last school year, 100 DHA early childhood educators completed career coaching sessions.



Here Everyday Ready & On-time (HERO Awards)

Children need consistency to promote positive development and build trusted relationships. That includes consistency among their teachers who interact, care for, and teach them day in and day out. Delta Health Alliance Head Start / Early Head Start's Here Everyday Ready & On-time (HERO) Awards program recognizes our early childhood educators who have perfect attendance throughout the school year. Staff who meet attendance requirements are recognized for their service and receive Walmart gift cards and a certificate honoring their commitment. These incredible educators provide the foundation for children to learn and develop and build trusted relationships with their students through consistent, everyday interactions.



Partnerships

Our work is not possible without community support, which is why we work with local organizations.



Transition to Kindergarten

DHA collaborates with multiple local education agencies across Leflore, Sunflower, and Warren counties to provide a *Transition to Kindergarten* experience. All of Delta Health Alliance's enrolled Pre-K 4-year-old children ride the bus to the local school as an on-site experience to visit kindergarten classrooms. During the *Transition to Kindergarten* Field Trip, children engage in: story times, coloring experiences, and classroom explorations, as well as visiting the library, physical education areas, playground, computer labs, large cafeteria areas, and most importantly, children get to meet the kindergarten teachers who they will engage with during the coming year as they enter the school system.

Growing Healthy Minds, Bodies, & Communities

In partnership with the University of Mississippi, DHA Head Start in Sunflower, Leflore, and Warren counties participated in Growing Healthy Minds, Bodies, & Communities program. This evidence-based program supports the well-being of each child by providing high-quality education that incorporates hands-on learning, community engagement, gardening and nutrition, anti-bullying messages, and physical activity.

The partnership provides DHA with curriculum and program activities, while equipping families with take-home ideas, meal kits, and activities to continue their child's learning at home.

ECHO

In the 2024-2025 school year, DHA Head Start / Early Head Start partnered with Mississippi State University's Project ECHO (Extension for Community Healthcare Outcomes) for Families and Early Childhood Professionals to support our communities. Project ECHO is a virtual network for early childhood professionals and families to share and learn knowledge that helps children (ages 0-8) grow and develop successfully. The program equips families and educators with resources and knowledge in childhood development and behavior, while offering a community to share common challenges and learn from others with similar experiences. DHA staff connected with experts to get immediate answers to their questions and engaged with early childhood specialists including social workers, pediatricians, early education experts, child psychologists, medical professionals, and early intervention providers. This supportive network enabled our teams to elevate and enhance their understanding of early childhood development to better serve young children. In total, more than 200 DHA HS / EHS staff participated in Project ECHO convenings.

We are especially proud of our Family Services Coordinators who participated in this program. A total of 22 Family Service Coordinators participated in 7 ECHO sessions aimed at strengthening family engagement skills and expanding their knowledge in key areas critical to family well-being. These interactive learning sessions focused on:

- Effectively communicating with caregivers
- Effectively communicating with younger parents and caregivers
- How trauma experienced by a caregiver impacts a family
- Actively advocating for families and how to teach families to be advocates for themselves
- Mental health issues and addictions
- Domestic violence and the impact on families
- Supporting families experiencing grief and incarceration

These sessions helped equip Family Service Coordinators with practical strategies, deeper empathy, and stronger tools to support the diverse needs of the families they serve.

226 Participants		
51	49	41
Head Start Teachers	Early Head Start Teachers	Teachers/Managers
39	24	22
Teachers/TAs/Coaches	Family Service Coordinators	Teachers

Imagination Library

DHA HS / EHS proudly enrolls children we serve in Dolly Parton's Imagination Library. This remarkable program sends free, high-quality books to children from birth to age five, fostering a love of reading from an early age. By providing a new book each month, the program helps build a home library, promotes early literacy, and encourages families to spend time reading together. Early exposure to books is crucial for cognitive development and language skills, making this program an invaluable resource for families. In 2025, DHA's Imagination Library program enrolled more than 3,700 children, including more than 1,000 in Leflore and Sunflower counties alone.





Early Head Start School Readiness Goals

DOMAINS

GOALS

OUTCOMES



Social & Emotional Development

- Infants and toddlers will:
- * Develop and engage in positive relationships and interactions with adults
 - * Begin to develop personal relationships with peers
 - * Begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation)
 - * Begin to learn and internalize rules, routines, and directions
 - * Begin to demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture

- Children demonstrate appropriate or improved social behavior, emotion regulation, and emotional well-being with:
- * Positive Parent-Child Relationships
 - * Families as Lifelong Educators
 - * Families as Learners
 - * Family Engagement in Transitions



Approaches to Learning

- Infants and toddlers will:
- * Demonstrate interest, curiosity, and eagerness in exploring the world around them
 - * Demonstrate persistence in learning and discovery
 - * Imitate the sounds, facial expression and gestures of another person
 - * Learn and use words to describe what they are thinking and doing
 - * Be supported at their individual level of development, according to their IFSP and/or assessment derived needs

- Children demonstrate appropriate or improved positive approaches towards learning, including improved attention skills with:
- * Positive Parent-Child Relationships
 - * Families as Lifelong Educators
 - * Families as Learners
 - * Family Engagement in Transitions



Language & Literacy

- Infants and Toddlers will:
- * Demonstrate receptive and expressive language skills and communication strategies in their home language/s
 - * Can distinguish the sounds and rhythm of language
 - * Begin to learn and demonstrate how print works
 - * Engage with stories and books
 - * Understand and begin to use oral language for conversation and communication

- Children demonstrate appropriate or improved positive approaches towards learning, including improved attention skills with:
- * Positive Parent-Child Relationships
 - * Families as Lifelong Educators
 - * Families as Learners
 - * Family Engagement in Transitions



Physical Development

- Infants and Toddlers will:
- * Develop control of large muscles for movement, navigation and balance
 - * Develop control of small muscles for manipulation and exploration
 - * Learn and begin to demonstrate healthy and safe habits
 - * Stay current with recommended medical and dental services, promoting optimal health

- Children demonstrate improved physical health and development with:
- * Positive Parent-Child Relationships
 - * Families as Lifelong Educators
 - * Families as Learners



Cognitive & General Knowledge

- Infants and Toddlers will:
- * Learn and begin to use math concepts during daily routines and experiences
 - * Use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen
 - * Begin to develop and demonstrate the ability to remember and connect new and known experiences and information

- Children demonstrate improved general cognitive skills with:
- * Positive Parent-Child Relationships
 - * Families as Lifelong Educators
 - * Families as Learners
 - * Family Engagement in Transitions

Head Start School Readiness Goals



DOMAINS

GOALS

OUTCOMES

DOMAINS	Approaches to Learning	Social & Emotional Development	Language & Communication	Literacy	Mathematics Development	Scientific Reasoning	Perceptual, Motor & Physical Development
GOALS	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate the use of creative and imaginative expression such as music, movement, art and drama * Demonstrate an interest and engagement in large and small group experiences as well as cooperative play with peers * Manage their actions, words, and behavior with increasing independence 	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate positive relationships and interactions with adults and peers * Recognize and regulate emotions, attention, impulse and behavior * Initiate longer and more reciprocal interactions with trusted adults, such as asking questions or talking about ideas 	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate the ability to use language * Demonstrate familiarity with writing implements, conventions and emerging skills to communicate through written representations, symbols and letters 	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate an interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts * Demonstrate knowledge of concepts about print and early decoding (identifying letter-sound relationships) 	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate the use of numbers to describe relationships and solve problems 	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate the ability to observe and collect information and use it to ask questions, predict, explain and draw conclusions 	<p>Children will:</p> <ul style="list-style-type: none"> * Demonstrate the understanding of one's relationship to the family and community, roles in the family and community and respect for diversity * Understand and practice healthy and safe habits * Demonstrate age appropriate control of large muscles for movement, navigation and balance * Demonstrate age appropriate control of small muscles for such purposes as using utensils, self-care, building and exploring
OUTCOMES	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Express emotions in ways that are appropriate to the situation * Demonstrate awareness of classroom rules when asked and an ability to follow these rules most of the time * Appropriately handle materials during activities 	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Interact readily with trusted adults * Engage in pro-social behaviors with adults, such as using respectful language or greetings 	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Use verbal and non-verbal signals appropriately to acknowledge the comments or questions of others * Show ongoing connection to a conversation, group discussion, or presentation * Show an ability to recall multiple step directions * Show understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then 	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Demonstrate appropriate or improved communication, language, and emergent literacy skills 	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Count verbally or sign to at least 20 by ones * Instantly recognize, without counting, small quantities of up to five objects and say or sign the number * Accurately count as many as five objects in a scattered configuration * Understand that each successive number name refers to a quantity that is one larger * Identify and use numbers related to order or position from first to tenth * Associate a number of objects with a written numeral 0-5 * Recognize and, with support, write some numbers up to 10 	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Identify the five senses (smell, touch, sight, sound, taste) and use them to make observations * Use scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure * Categorize by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound 	<p>Children will learn to:</p> <ul style="list-style-type: none"> * Demonstrate balance in large-muscle movement, such as walking on a log without falling or balancing on one leg * Demonstrate strength and stamina that allow for participation in a range of physical activities, such as running around playing tag * Demonstrate awareness of own body and other people's space during interactions * Change directions when moving with little difficulty

The Year By The Numbers

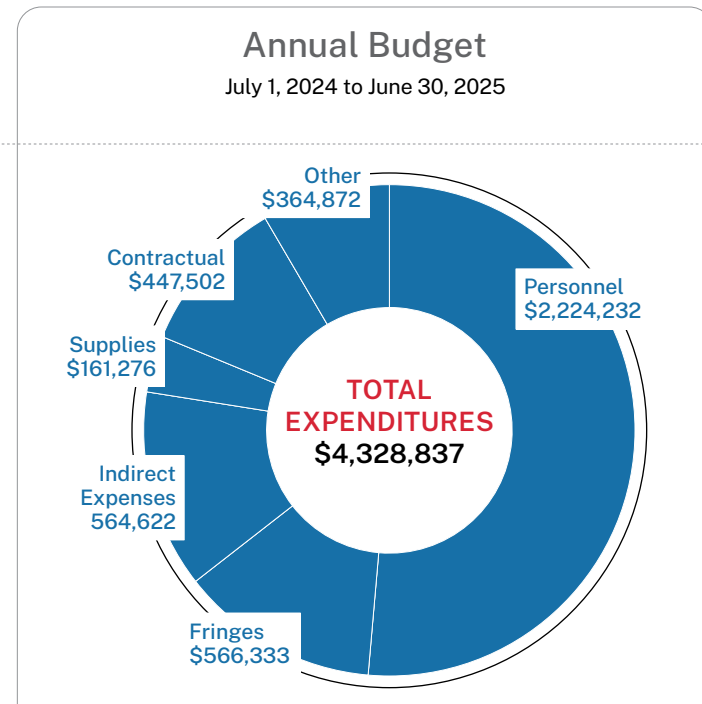
Sunflower County

EHS-CCP

Sites: 4

Slots: 130

Number Served: 153



Enrollment
Total number per month and percent of capacity

Year	Month	Enrollment	Percent of Capacity
2024	AUG	130	100%
	SEP	130	100%
	OCT	130	100%
	NOV	130	100%
2025	DEC	130	100%
	JAN	130	100%
	FEB	130	100%
	MAR	130	100%
	APR	130	100%
	MAY	130	100%
	JUN	130	100%
JUL	130	100%	

130 SEATS

Eligibility
Number of enrollees by primary type of eligibility

Income at/below 100% of federal poverty line	17
Public Assistance such as TANF, SS	3
Status as a foster child or as homeless	5
Supplemental Nutrition Assistance Program (SNAP)	112
Other need	16

	HOME	SCREENING
Medical	100%	92%
Dental	92%	85%

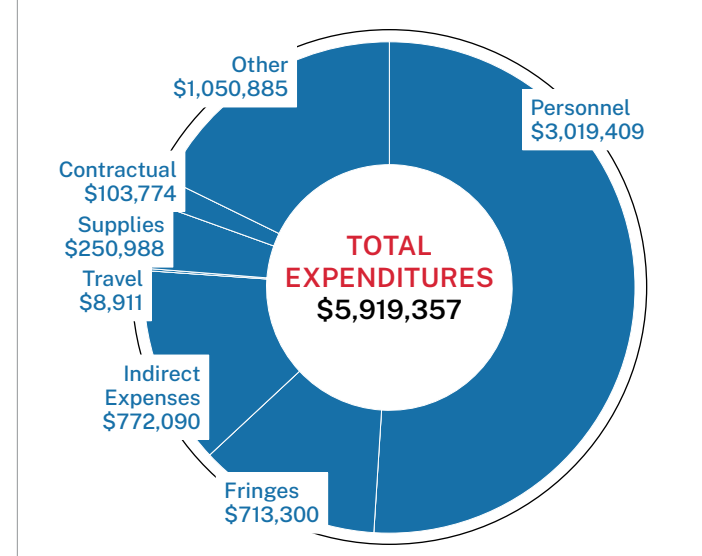
Sunflower County

HS / EHS

Sites: 4

Slots: 288

Number Served: 340



Enrollment
Total number per month and percent of capacity

Year	Month	Enrollment	Percent of Capacity
2024	AUG	288	100%
	SEP	289	100%
	OCT	290	101%
	NOV	288	100%
2025	DEC	288	100%
	JAN	288	100%
	FEB	288	100%
	MAR	288	100%
	APR	288	100%
	MAY	288	100%
	JUN	96	100% *IN JUNE & JULY ONLY EHS OPERATING
JUL	96	100% *IN JUNE & JULY ONLY EHS OPERATING	

288 SEATS

Eligibility
Number of enrollees by primary type of eligibility

Income at/below 100% of federal poverty line	44
Public Assistance such as TANF, SS	27
Status as a foster child or as homeless	10
Supplemental Nutrition Assistance Program (SNAP)	233
Other need	26

	HOME	SCREENING
Medical	100%	67%
Dental	96%	88%

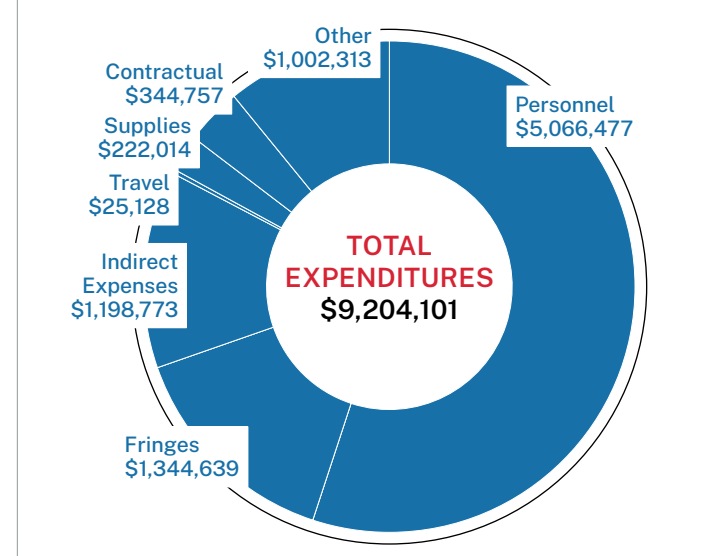
Leflore County & Warren County

HS / EHS

Sites: 2

Slots: 464

Number Served: 545



Enrollment
Total number per month and percent of capacity

Year	Month	Enrollment	Percent of Capacity
2024	AUG	448	97%
	SEP	449	97%
	OCT	451	97%
	NOV	448	97%
2025	DEC	430	93%
	JAN	442	95%
	FEB	441	95%
	MAR	450	97%
	APR	459	99%
	MAY	445	96%
	JUN	149	98% *IN JUNE & JULY ONLY EHS OPERATING
JUL	149	98% *IN JUNE & JULY ONLY EHS OPERATING	

464 SEATS

Eligibility
Number of enrollees by primary type of eligibility

Income at/below 100% of federal poverty line	59
Public Assistance such as TANF, SS	39
Status as a foster child or as homeless	25
Supplemental Nutrition Assistance Program (SNAP)	367
Other need	55

	HOME	SCREENING
Medical	100%	37%
Dental	96%	59%

The financial statements of Delta Health Alliance for the year ending June 30, 2024, were issued by an independent firm. The Board of Directors makes the audit report available to anyone that asks to see the report. It can also be found at the Mississippi Secretary of State office. The results of DHA's most recent financial audit, which can be found on the Mississippi Secretary of State's website, were positive, with no problems identified.



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