



MOCA  
HEAD START/ EARLY HEAD  
START 2021-2022  
ANNUAL REPORT

**Tawana Harper**  
**MOCA**  
**Head Start/Early Head Start**  
**Program Director**

## Table of Contents

Introduction	2
Points of Interest	2-3
Fiscal Summary	4-5
Enrollment	5-6
Parent Involvement	7
Health Services/Mental Health/Nutrition	8-9
Disabilities	9
Education- Child Outcomes and Classroom Assessment Scoring System (CLASS)	9-16
Summary	16
Mission Statement and Leadership	17



**MISSOURI OZARKS COMMUNITY ACTION, INC.**  
**HEAD START**  
**2021-2022 ANNUAL REPORT**

Missouri Ozarks Community Action, Inc. offers a comprehensive array of services to Head Start and Early Head Start children and families from birth to five, and pregnant women. MOCA Head Start program promotes physical, social emotional, nutritional health as well as overall child and family well-being. These services address the unique needs of dual language learners, homeless children and children with disabilities. Staff engage parents in every aspect of the program and link them to community providers and educational institutions that address their needs while promoting long-term self-sufficiency.

This annual report will review certain aspects of the year's program operations:

Points of Interest 2021-2022

Audit for Fiscal Year 2021-2022

Enrollment August 2021 through July 2022

Parent Involvement

Health/Mental Health

Nutrition

Disabilities

Education/Child Outcomes

## **POINTS OF INTEREST**

### **Trauma Informed Program with Trauma Smart/Smart Connections Curriculum**

The program is in the third full year working with the Crittenton Children's Center in Kansas City on becoming a "Trauma Informed" program and must I say this organization has become an invaluable resource and partner.

The Trauma Smart curriculum and practice is gaining momentum in the classroom, with some gaps due to the newer staff not having the initial 10 modules yet. Training for the newer staff is on the docket for the upcoming year in two cohorts as there will be several new staff.

The program lost a Trauma Smart coach, but will be adding two in the upcoming year if training is available.

The parent curriculum is still under attended by the families, the pandemic still has a hold on participation in person. The innovations that were created last year are still in place to help the

Family Advocates in facilitating the Smart Connections workshop for parents. The reviews from those who attended were very positive. It is anticipated that these reviews will spread through the parent groups and attendance will increase.

### COVID-19 IMPACT

The 2021-2022 School year came with similar but different challenges as it relates to COVID. The MOCA Head Start policies and procedures created last year were in still in place, with revisions as needed to meet the community exposure levels. The program continued to have challenges in providing in person services. Some centers had to close temporarily for COVID related issues (low staff due to illness, direct contact exposure and on quarantine).

Head Start enrollment was lower, but the program still maintained an overall enrollment at 91% throughout the 10 months. While the Early Head Start stayed at 100% of funded enrollment the whole program year.

### Summer Recruitment/Community Relations Project continued

The summer was once again able to allow two staff member to work in and around their community for the purpose of strengthening community relations while also promoting the program for recruitment. Funded by the American Rescue Plan, the program was able to use this money to continue this project to remind communities that Head Start is still working with families and children in person as the pandemic seemed to be easing.

### Parent Support

The parents of 2021-2022 continued to be very supportive as the pandemic continued to play havoc with the programs desire to meet the Office of Head Starts directive and what we know is best practices and that is face to face learning with young children. The parents were very understanding with the intermediate center closings, as well as being accommodating to the policy changes like dropping off, and picking up their child, wearing masks as well as limited in center volunteerism. The parents did a great job in supporting the program by working at home with their child on bi-weekly activity logs, the Ready Set Read literacy program, so much so MOCA Head Start was able to meet the non-federal match required. The program is very grateful for having such a supportive group of families.

Thank you!

## FISCAL

For the Program Year Ended January 31, 2022 Schedule of Revenue and Expenses

**MISSOURI OZARKS COMMUNITY ACTION, INC.**  
 Richland, Missouri  
 Combining Schedule of Activities  
 For the Year ended January 31, 2022

	Head Start & Early Head Start	Head Start CARES	Head Start CARES ARP	CACFP	After Hours Child Care
Program #:	300	309/333	307	322	310
Grant Year End:	1/31/2022	1/31/2022	3/31/2023	9/30/2022	9/30/2021
CFDA #:	93.600	93.600	93.600	10.558	N/A
<b>Support and Revenues</b>					
<b>Contributions</b>					
Grant Revenue - Federal	\$ 4,715,829.93	\$ 27,559.99	\$ 264,767.01	\$ 248,748.77	\$ -
Grant Revenue - State	-	-	-	-	-
Grant Revenue - Other	-	-	-	-	-
Local Non-Cash	1,493,133.83	-	-	-	-
Local	-	-	-	-	-
Interest Income	-	-	-	-	-
Program Income	-	-	-	-	-
Rental Income	-	-	-	-	-
Other Income	-	-	-	-	66,254.82
Gain (Loss) on Sale of Assets	-	-	-	-	-
Pool Revenues	-	-	-	-	-
Total Support and Revenues	<u>6,208,963.76</u>	<u>27,559.99</u>	<u>264,767.01</u>	<u>248,748.77</u>	<u>66,254.82</u>
<b>Expenses</b>					
Personnel	3,417,999.43	23,583.96	183,137.20	1,003.40	56,781.69
Personnel Non-Cash	1,343,280.02	-	-	-	-
Bad Debt Expense	-	-	-	-	-
Client Services	-	-	-	223,102.26	-
Depreciation Expense	-	-	-	-	-
Interest Expense	-	-	-	-	-
Indirect Cost	475,101.92	3,278.17	25,456.07	139.47	7,892.65
Insurance Expense	30,106.31	-	-	-	-
Occupancy	529,608.63	-	22,215.00	6,439.09	465.73
Occupancy Non-Cash	148,702.17	-	-	-	-
Office Expenses	136,112.04	697.86	23,346.05	17,702.45	971.65
Office Expenses Non-Cash	-	-	-	-	-
Operating Transfer To (From)	-	-	-	-	-
Travel	57,459.66	-	10,612.69	362.10	143.10
Travel Non-Cash	1,151.64	-	-	-	-
Vehicle Expenses	69,441.94	-	-	-	-
Total Expenses	<u>6,208,963.76</u>	<u>27,559.99</u>	<u>264,767.01</u>	<u>248,748.77</u>	<u>66,254.82</u>
<b>Excess Support and Revenues</b>					
Over (Under) Expenses	-	-	-	-	-
Net Assets, January 31, 2021	-	-	-	-	-
Net Assets, January 31, 2022	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

- 18 -

### Unobligated Balance of Federal Funds

Unobligated Balance of Federal Funds on Financial Status Report \$ -

Adjustments: None \_\_\_\_\_

Balance of Grant Funds Not Received to Carry over to  
 Program Year Ending January 31, 2022 \$-

### **In-Kind Contributions (Non-Federal Share)**

Under the grant agreements, the Organization (grantee) receives a percentage of total estimated project funds from the Federal government. The balance of the project funds is contributed to the Organization from non-Federal sources in the form of “in-kind” contributions of services or goods from the Organization, delegated agencies, the community, or non-Federal governmental organizations. The services and goods donated are valued according to the grant guidelines. Presently, the Head Start program is the only program requiring in-kind match. The Organization only reports under the Head Start grant amounts up to the required match. In-kind revenues and in-kind expenses that are allowable under generally accepted accounting principles (GAAP) have been recognized in the Head Start programs.

#### Head Start Volunteers—07CH011926

Volunteer Parents	\$ 1,342,280.02
Volunteers Professionals	
Mileage	1,151.64
Space	148,702.17
Materials	<u>                    </u>
Total In-Kind	1,48,702.17
Non-GAAP	<u>(1,343,280.02)</u>
In-Kind per GAAP	<u>\$ 149,853.81</u>

### **MOCA Audit –No Findings**

The opinion of the auditor Jarred, Gilmore &Phillips, PA, Certified Public Accountants.

*<sup>1</sup>In our opinion, Missouri Ozarks Community Action, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended January 31, 2022.*

---

### **ENROLLMENT**

*Performance Standard 1302.15 (a) a program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.*

*Performance Standard 1302.15 (b) Continuity of enrollment:*

*(1) A program must make efforts to maintain enrollment of eligible children for the following year.*

---

<sup>1</sup> Reference: Missouri Ozarks Community Action, Inc. Independent Auditors’ Report and consolidated Financial Statements for year ended January 31, 2022

**Funded Enrollment:** The total number of children the grantee has requested to serve in the Federal Granting process.

**Cumulative Enrollment:** The total number of children who has passed through the program through the program year.

The Head Start/Early Head Start program year started in late August 2021 and ended in July of 2022 the total number of children served through the programs was #552 children.

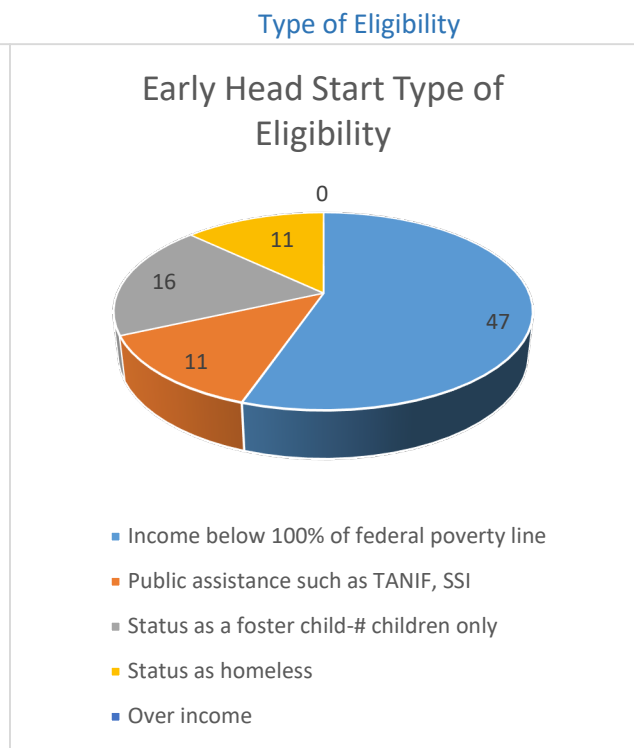
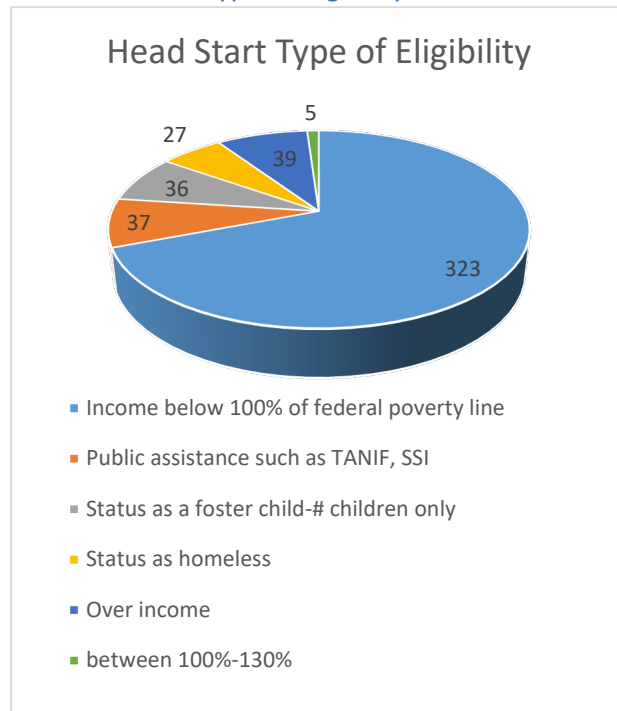
**Total Funded Enrollment 444**

**Head Start Funded Enrollment 392    Early Head Start Funded Enrollment 52**

**Cumulative Enrollment 467**

**Cumulative Enrollment 85**

Of these:      **Type of Eligibility**



**Race and Ethnicity**

- a. American Indian or Alaska Native (3)
- b. Asian (2)
- c. Black or African American (31)
- d. Native Hawaiian or other Pacific Islander (1)
- e. White–Hispanic or Latino (11) / Non-Hispanic or Latino (380)
- f. Biracial/Multi-racial (37)
- g. Other (2) not disclosed

**Race and Ethnicity**

- a. American Indian or Alaska Native (0)
- b. Asian (2)
- c. Black or African American (15)
- d. White- (60)
- e. Hispanic or Latino (1)
- f. Biracial/Multi-racial (7)
- g. Other (0)

## PARENT INVOLVEMENT

### *Performance Standard 1302.34 (b) Engaging parents and family members*

*A program must offer opportunities for parents and family members to be involved in the program's education services...*

### *Performance Standard 1302.50 Family Engagement*

- (a) A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development...*
- (b) Family Engagement Approach. A program must:*
  - (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health and economic stability...*

Family Advocates work in collaboration with families through routine visits to identify family characteristics, assess family strengths and needs, and assist the family in developing effective goals and providing subsequent referrals as appropriate. Parents have the opportunity to participate and socialize in a group setting through workshops and the Center Parent Committee. Each opportunity is offered on a regular basis throughout the year with the minimum of six meetings by the end of the program year. The content of these sessions are designed with input from the parents. Scheduling of the sessions is done at the convenience of the majority of the families and may be held during the day or evening.

Parents are encouraged to be involved with their community by participating in the Center Parent Committee and Policy Council. The program encourages parent to serve on various committees as well as become involved in local community projects. Parent also serve on local Inter-Agency committees and the Health Services Advisory Committee. The program focuses on parent engagement, which includes male figure in the family unit. The program encourages father figures to be involved at all levels.

The following Father Engagement chart denotes the number of recorded male figures who participated in the various activities. The first number is Early Head Start participants and the second is Head Start.

### **Father Engagement- Early Head Start and Head Start**

Number of fathers/father figures who were engaged in the following activities during this program year	# of father/ father figures
Family assessment	1/27
Family goal setting	0/10
Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	26/198
Head Start program governance, such as participation in the Policy Council or policy committees	1/1
Parenting education workshops	0/5



## HEALTH SERVICES

*Performance Standard 1302.41 (a) Collaboration and communication with parents*

*For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children...*

Health service covers various areas, to include:

1. Does the child's have access to ongoing health and dental?
2. Does the child have medical and dental insurance?
3. Are the children participating in annual physical and dental check-ups as required by the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)?

Below are the cumulative numbers for at the end of the program year.

Health and Dental at the End of Enrollment	Head Start	Early Head Start
Children with Health Insurance	411	82
Up to Date on age-appropriate preventive and primary health care.	431	74
Number of children with continuous accessible dental care provided by a dentist	449	76
Prenatal Health-Pregnant women Enrolled in EHS		3

## Mental Health

Throughout the program year children were screened in the social emotional section of the Ages and Stages Questionnaire, (ASQ) as well on site observations from the Mental Health consultant. The Mental Health consultant had conversations with each classroom teacher, if there were concerns or if she needed guidance with respect to her classroom environment. There were ten noted referrals for further assessment.

## Nutrition

*Performance Standard 1302.44(a)(1)(2)(i) Child Nutrition*

*(a)Nutrition service requirements.*

*(1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in 1302.31 (e)(2).*

*(2) Specifically, a program must:*

*(i) Ensure each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one third to one half of the child's daily nutritional needs:*

Part of the orientation process for the parents and the children is to do a nutrition assessment prior to full enrollment. The assessment asks about dietary habits, likes and dislikes, as well as

any food allergies. These questions help to assure that the food served daily are not likely to cause a medical emergency, a peanut allergy for instance.

Head Start contracts with the State in the Child Adults Care Food Program (CACFP). Each year menus are formulated and sent to a nutritionist to assure it meets the daily nutrition requirement by the CACFP program. As there are up to 52 weeks of service to children these two sets of menus are rotated with the first eight-week period is a warm weather menu, then back to back cold weather and then for the spring and summer the warm weather menu is repeated. In 2021-2022 there were 101,305 meals prepared for the children in Head Start and Early Head Start. Per a recommendation by the Office of Head Start typical Family Style dining because of COVID-19 was adapted and plates were prepared for the children similar to cafeteria dining.

### **Disabilities Services**

*Performance Standard 1302.14(b) Children eligible for services under IDEA*

*A program must ensure at least 10% of its total funded enrollment is filled by children eligible for services under IDEA...*

*Performance Standard 1302.13*

*A program must include specific efforts to actively locate and recruit children with disabilities...*

*Performance Standard 1302.33(a) Screening*

*(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills...*

MOCA Head Start actively recruits children with disabilities as well as provides early intervention screens for all children. The screening process takes place within the first 45 days of the child's first seated class. For those children who are suspected of needing further assessment a referral is drafted with the parent and sent on to the local education authority.

#### **Head Start**

13.07% of cumulative enrollment

#### **Early Head Start**

21.11% of cumulative enrollment

### **EDUCATION**

*Performance Standard 1302.30 Purpose*

*All program must provide high-quality early education and child development services, including for children with disabilities that promote children's cognitive, social, and emotional growth for later success in school...*

*Performance Standard 1302.31 (b)(1)(ii)(iv) Teaching and Learning Environment*

*(1) Teaching Practices must:*

*(ii) Focus on promoting growth in the development...*

*(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress...*

The upcoming charts depict the information gained by teaching staff and their daily interactions, observations with the children and how they interacted with the environment the teaching staff presented from the curriculum study units.

### CHILD OUTCOMES ANALYSIS

The limitations of the data include

- The data may not be representative of the same children. Children drop and enter into the program throughout the year
- Data represents what was captured by the teaching staff and entered into the system

Head Start (3-5 years) Child Outcomes-TS Gold Widely Held Expectations									
	Fall Check Points			Winter Check Points			Spring Check Points		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Total									
Soc/ Emo	100/28%	232/65%	26/7%	29/7.67%	285/75.4%	64/16.9%	20/5.88%	226/66.5%	94/27.7%
Physical	65/18%	274/77%	19/5%	28/7.41%	297/78.6%	53/14.02%	13/3.82%	223/65.6%	104/30.6%
Language	114/32%	229/64%	19/5%	49/12.96%	282/74.6%	50/14.7%	21/6.18%	251/73.8%	68/20%
Cognitive	121/34%	217/61%	20/6%	43/11.38%	287/75.9%	48/12.7%	25/7.35%	253/74.4%	62/18.24%
Literacy	166/46%	178/50%	14/4%	81/21.43%	279/73.8%	18/4.76%	43/12.65%	241/70.9%	56/16.47%
Math	172/48%	168/47%	18/5%	89/23.54%	237/62.7%	52/13.76%	38/11.18%	232/68.2%	70/20.59%

#### Head Start Overall Analysis:

Findings- It is hard to trust the data with the past year's staffing and over turn of staff. The Interrater reliability certification report identifies 12 staff that do not have a current TS Gold Reliability Certification. This could affect the outcomes report. Time available for proper documentation has suffered, as staff were completing assignments on a priority basis to maintain quality services for the children and families. Overall child outcomes showed that children did make strides towards school readiness.

The most gains were in Physical development with 30.6% children being in the Exceeding expectations category and only 3.82% being below expectations. This is followed by Social emotional development with 27.7% of children being in the exceeding expectations category and 5.88% in the below expectations category. The least amount of gains was in the Literacy with the least amount of children in the exceeding category at 16.47% and the most in the below expectations. This could be because mask wearing and social distancing limited the sharing of books and other literacy activities. Thus, either it was not happening or results were not being documented/captured.

Pre-service agenda will be focused on re-introducing staff to MOCA Head Start expectations, with covid restrictions loosening up all expectations will be in place and closely monitored.

Fall Analysis	Winter Analysis	Spring Analysis
<p>As of now, Staffing is a major concern. The mask and vaccine mandate has affected our work force. We are actively attempting to fill open positions. Efforts will be directed towards ensuring new staff are trained and classrooms remain open to provide services.</p>	<p>Still working to staff centers. Management staffs' efforts are focused on maintaining quality services. Children have steadily moved from below expectations to meeting expectations and from meeting to above expectations. This demonstrates that children are still receiving quality services in the classrooms. There were a great number of observations entered, this demonstrates that children's outcomes remain a priority.</p>	<p>Staffing remains a top priority. There were some concerns with outcomes in some classrooms, but when evaluating the children's documentation numbers, and the staffing of the classroom, I have concluded that the children's progress was probably not captured. Training will be given at the fall pre-service on the importance of documentation, and how to accurately capture outcomes. Unfortunately, I believe that staffing effected this area greatly. New staff was needed in the classroom quickly, and veteran staff were stretched thin meeting all expectations the best they could. Children were kept safe, given meals, and engaged in activities and environments that helped to prepare them for school. Children, staff, and families' social emotional needs were also a priority this year. This is hard to capture data around these successes.</p>

**Early Head Start Child Outcomes**

The Early Head Start program serves children from 6 weeks to age three in both a home base and center base options. The home based option also serves pregnant woman by providing support and prenatal parent education.

Below are the Widely Held Expectations charts from each of the three classrooms as well as the two Home Based options.

## Waynesville EHS Classroom #1 ages 6 weeks to 2

TSGold Widely Held Expectations									
Objective	Fall Check Point			Winter Check Point			Spring Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Soc/Emotional		8/100%		1/12%	7/88%		0/0%	7/88%	1/12%
Physical	1/13%	7/88%		1/12%	7/88%			6/75%	2/25%
Language		8/100%		1/12%	7/88%			7/88%	1/12%
Cognitive		8/100%			6/75%	2/25%		7/88%	1/12%
Literacy		8/100%		1/12%	7/88%		2/25%	4/50%	2/25%
Math		8/100%		2/25%	6/75%		1/12%	7/88%	0/0%
<b>Analysis -EHS 1 Fall</b>									
TSG Documentation Count : S/E :198 Physical : 181 Language : 189 Cognitive: 204 Literacy : 19 Math : 91									
Low attendance is Sept/Oct. due to illness and covid exposure ; individualized documentation entered in MHS									
S/E obsv. - no concerns ; teachers can add more pictures at eye level									
<b>Analysis - EHS 1 Winter</b>									
TSG Documentation Count : S/E : 76 Physical: 130 Language/Literacy: 111 Cognitive: 136 Math: 53									
Classroom closed for a week in January due to covid; also several classroom closures due to low staff and weather conditions.									
Lead teacher out on maternity leave at the end of November.									
<b>Analysis -EHS 1 Spring</b>									
TSG Documentation Count : S/E: 52 Physical : 104 Language:107 Cognitive: 109 Literacy: 26 Math: 44									
This classroom had children in 5 out of 6 of objectives to exceed the expectations.									
Increase intentional experiences in the areas of mathematics and literacy.									
<b>Analysis -EHS 1 Summer</b>									
TSG Documentation Count :									
Attendance in the month of June was overall below 85%; documentation shows absences due to no transportation.									

## Waynesville EHS Classroom #2 18 months to 3

TSGold Widely Held Expectations									
Objective	Fall Check Point			Winter Check Point			Spring Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Soc/Emotional	3/38%	5/63%		2/25%	6/75%		2/29%	5/71%	
Physical	1/13%	7/88%		2/25%	6/75%		4/57%	3/43%	
Language	4/50%	4/50%		3/37.5 %	5/62.5%		3/43%	5/57%	
Cognitive	2/25%	6/75%		0/0%	8/100%		2/29%	5/71%	
Literacy	5/63%	3/38%		2/25%	6/75%		4/57%	3/43%	
Math	6/75%	2/25%		2/25%	6/75%		2/29%	5/71%	
<b>Analysis EHS 2 Fall</b>									
TSG Documentation Count : S/E - 93 Physical - 95 Language - 90 Cognitive - 89 Literacy - 74 Math 39									
Fall checkpoint indicate 0% of children exceeding in expectations. 75% of the class below expectations in Math.									
<b>Analysis EHS 2 Winter</b>									
TSG Documentation Count: S/E -184 Physical - 167 Language - 205 Cognitive - 191 Literacy - 99 Math - 120									
Lead Teacher transferred to this classroom in January; in progress of I/T CDA with 7 months experience with I/T									
75% of children were meeting the expectations in the areas of S/E,Physical,Literacy, Math and 100% in area of cognitive development									
No children exceeding in any of the expectations. ITERS observation completed ; classroom struggled with conversations with math and with use of musical instruments.									
<b>Analysis EHS 2 Spring</b>									
TSG Documentation Count: S/E - 222 Physical - 243 - Language - 231 Cognitive - 225 Literacy - 80 Math - 132									
7 children included in this checkpoint period									
Pattern is noticed for this classroom. With the exceptional amounts of documentation and 71% of the class in the yellow color band; no children exceeding expectations.									

## Waynesville Home Base Pregnant Women and Children Birth to age 3

Objective	Fall Check Point			Winter Check Point			Spring Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Soc/Emotional	3/30%	6/60%	1/10%	2/22%	6/66%	1/11%	2/22%	7/78%	
Physical	1/10%	8/80%	1/10%	1/11%	7/78%	1/11%	1/11%	7/78%	
Language	4/40%	5/50%	1/10%	2/22%	6/67%	1/11%	2/22%	6/66%	1/11%
Cognitive		9/90%	1/10%	2/22%	6/67%	1/11%	2/22%	7/78%	
Literacy	2/20%	7/70%	1/10%	1/11%	7/78%	1/11%	2/22%	6/66%	1/11%
Math	1/10%	8/80%	1/10%	1/11%	7/78%	1/11%	1/11%	8/89%	
<b>Analysis - Fall</b>									
TSG Documentation : S/E : 25 Physical: 37 Language : 38 Cognitive :33 Literacy : 3 Math : 9									
Partners for a Healthy Baby : These handouts are given weekly to meet individual needs of the family. Family goal setting and needs assessment was completed for all families.									
Children were meeting the expectations in multiple areas of development. Home visitor focused on Language and Math development.									
<b>Analysis - Winter</b>									
TSG Documentation : S/E : 43 Physical: 51 Language:51 Cognitive: 55 Literacy:12 Math: 19									
Pregnant woman enrolled in the program as of 2/22/22									
2 week winter break in December changing possible visits from 48 to 46									
Average of 70% of children were meeting the expectations; Weekly activities were focusing on language development , physical both fine and gross motor.									
<b>Analysis -Spring</b>									
TSG Documentation: S/E :66 Physical :59 Language :71 Cognitive : 70 Literacy: 8 Math : 26									
Documentation and checkpoints shows children meeting expectations and an increase in Social emotional observations.									
4 out of 8 of the children enrolled at the begining of the program year (8/16/21) have an average of 68% of visits completed as of 5/31/2022									

## Lebanon EHS Classroom #1 multi Age 6 weeks to age 3

Objective	Fall Check Point			Winter Check Point			Spring Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Soc/Emotional	1/13%	7/88%		2/25%	6/75%			7/88%	1/13%
Physical		6/75%	2/25%		5/63%	3/37%		5/63%	3/38%
Language	1/13%	7/88%		1/13%	7/88%		4/50%	4/50%	
Cognitive	1/13%	4/50%	3/38%	1/13%	7/88%			5/63%	3/38%
Literacy	1/13%	5/63%	2/25%	1/13%	7/88%			5/63%	3/38%
Math	2/25%	6/75%		2/25%	6/75%			8/100%	
<b>Analysis -Fall</b>									
TSG Documentation Count : S/E : 44 Physical: 41 Language: 39 Cognitive: 48 Literacy: 2 Mathematics: 4									
25% of children exceeding in 3 areas; physical, cognition, and literacy									
S/E obsv. - no concerns									
3 children under 12 months enrolled at the time of the observation.									
<b>Analysis -Winter</b>									
TSG Documentation Count : S/E :40 Physical :46 Language : 51 Cognitive: 35 Literacy :9 Mathematics :15									
Several changes in classroom staff in from Dec to Feb.									
<b>Analysis - Spring</b>									
TSG Documentation Count: S/E :46 Physical :47 Language: 48 Cognitive: 39 Literacy: 0 Mathematics: 15									
No literacy documentation for the spring checkpoint period. Action plan to provide training and coaching on early literacy for next program year.									
<b>Analysis - Summer</b>									



## Lebanon EHS Classroom #2 multi Age 6 weeks to age 3

TSGold Widely Held Expectations									
Objective	Fall Check Point			Winter Check Point			Spring Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Soc/Emotional	2/25%	6/75%		1/13%	7/88%			8/100%	
Physical	1/13%	7/88%		2/25%	6/75%			7/88%	1/13%
Language	2/25%	6/75%		3/38%	5/63%			8/100%	
Cognitive		8/100%			8/100%			8/100%	
Literacy	1/13%	7/88%			8/100%			7/88%	1/13%
Math	2/25%	6/75%		2/25%	6/75%		1/13%	7/88%	
<b>Analysis -Fall</b>									
TSG Documentation Count : S/E :35 Physical : 44 Language : 46 Cognitive : 49 Literacy: 0 Mathematics : 11									
Classroom needs more diverse posters at child eye level and pictures of children in classroom									
Feelings Chart needed along with handwashing posters									
This is the first year of data collection for this classroom. Lebanon EHS opened in June 2021.									
<b>Analysis -Winter</b>									
TSG Documentation Count: S/E:33 Physical: 18 Language: 38 Cognitive : 30 Literacy: 7 Mathematics: 8									
100% of children meeting the expectations with less than 5% of total documentation in the area of Literacy .									
New lead teacher as of 12/15/21									
<b>Analysis - Spring</b>									
TSG Documentation Count: S/E : 28 Physical : 48 Language : 64 Cognitive : 60 Literacy : 21 Mathematics :33									
Increase in documentations in 5 out 6 areas.									

## Lebanon Home Base Pregnant Women and Children Birth to age 3

TSGold Widely Held Expectations									
Objective	Fall Check Point			Winter Check Point			Spring Check Point		
	Below	Meeting	Exceeding	Below	Meeting	Exceeding	Below	Meeting	Exceeding
Soc/Emotional	1/14%	6/86%		0/0%	11/100%			10/100%	
Physical	1/14%	6/86%		0/0%	8/73%	3/27%	1/10%	9/90%	
Language	1/14%	6/86%		3/27%	8/73%	0/0%	5/50%	5/50%	
Cognitive	1/14%	6/86%		1/9%	10/91%	0/0%	2/20%	8/80%	
Literacy	1/14%	6/86%		3/27%	8/73%	0/0%	5/50%	4/40%	1/10%
Math	3/43%	4/57%		3/27%	8/72%		6/60%	4/40%	0/0%
<b>Analysis - Fall</b>									
TSG Documentation : S/E : 36 Physical :84 Language: 77 Cognitive : 74 Literacy: 20 Math: 45									
Partners for a Healthy Baby : These handouts are given weekly to meet individual needs of the family. Family goal setting and needs assessment was completed for all families.									
86 % of children were meeting the expectations in multiple areas of development. Home Visitor focused on language and cognitive development.									
<b>Analysis - Winter</b>									
TSG Documentation : S/E : 35 Physical : 53 Language: 64 Cognitive : 42 Literacy: 16 Math: 15									
27 % were exceeding the expectations in physical development. While all children were meeting the expectations in social/emotional development.									
Home visitor focused on literacy and physical development ( fine motor specific)									
<b>Analysis -Spring</b>									
TSG Documentation: S/E : 36 Physical : 84 Language : 68 Cognitive: 74 Literacy: 20 Math: 45									
6 out 10 children enrolled at the beginning of the program year (8/26/21) have an average of 63% of visits completed									

## Early Head Start Child Outcomes Summary

The children enrolled in the Early Head Start program have demonstrated progression within their age level of expected outcomes. The majority are in the “Meeting Expectation” range with a few at the end of the assessment period (summer) falling in the “Exceeding Expectations” category. There are several children with Individual Family Service Plans (IFSP) within the

Early Head Start who also receive early intervention therapy from Missouri’s First Steps program.

**Classroom Management as assessed by the Classroom Assessment Scoring System (CLASS)**

The Classroom Assessment Scoring System tool is used as a monitoring agent for the assessment of classroom interaction and quality. There are three domains with sublevel dimensions:

- **Emotional Support** captures how teachers help children develop positive relationships, enjoyment in learning, comfort in the classroom, and appropriate levels of independence.
- **Classroom Organization** focuses on how teachers manage the classroom to maximize learning and keep children engaged.
- **Instructional Support** involves how teachers promote children’s thinking and problem solving, use feedback to deepen understanding, and help children develop more complex language skills.

Emotional Support	Classroom Organization	Instructional Support
Positive Climate	Behavior Management	Concept Development
Negative Climate	Productivity	Quality of Feedback
Teacher Sensitivity	Instructional Learning Formats	Language Modeling
Regard for Student Perspectives		

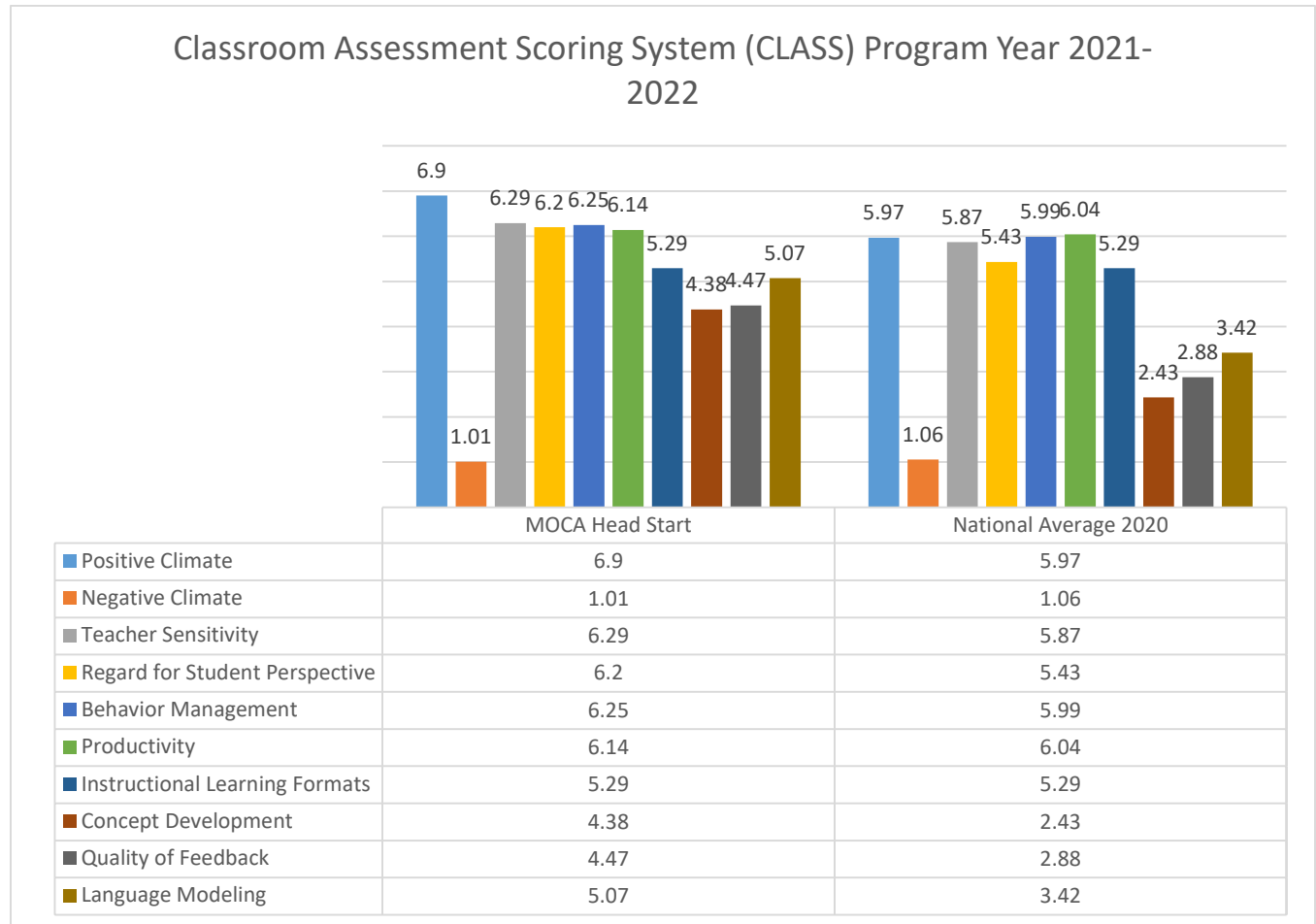
MOCA Head Start ensures that only certified “Reliable CLASS” observers conduct an observation on each classroom team a minimum of twice a year.

MOCA Head Start requires all Area Supervisors, Site Supervisors, Coaches and the Director of Education to maintain this certification.

The chart below depicts the scores for the program year and compares it to the 2020 Classroom Assessment Scoring System (CLASS) National Averages. The averages are from 2020 as the Office of Head Start temporarily suspended CLASS observations due to the National Health Emergency declaration.



In every dimension, the MOCA Head Start classrooms exceeded the national averages.  
**Classroom Assessment Scoring System (CLASS)**



**Summary**

Missouri Ozarks Community Action, Inc. Head Start/Early Head Start continues to provide quality child and family development services to the eight counties it serves and took the challenges of the pandemic one at a time and maintained in person services.

The program works to assist children and parents towards school readiness each day; parents are learning to become their child’s advocate as well as becoming engaged in school and community activities.

The program does its best in providing families with resources to meet their needs and interest to aide them to a path of self-sufficiency.

In each center there are very caring dedicated staff who demonstrate every day their desire to educate and help shape the future leaders in their communities. Each program staff member whether be management or field staff work diligently to assure the program is standing solid, on federal, state or local requirements. Thank you!

**MOCA Head Start Mission Statement**

*“Is to prepare children and develop partnerships with families and communities to enhance the quality of life”*

**Executive Leadership Team**

David Miller, Executive Director

Heather Shortell, Chief Financial Officer

Tawana Harper, Head Start/Early Head Start Program Director

**BOARD OF DIRECTORS**

---

Don Myers	Tara Brace	Jared Gottman	Randy Angst	Charles Sanders
Richard Fennessy	Allen Teal	Joe Cochran	Terry Schwartz	Brian Feller
Jackie Gray	Larry Miskel	Tony Helms	Judy Crawford	Glen Smith
Robert Cummings	Marshall Hagler	Gary Hicks	Pam Nelson	
Victor Stratman	Tiffany Wisdom	Toleda Jett	Dr. Carol Barsby	

**POLICY COUNCIL**

---

**CAMDEN**

Sumerlyn Bankel  
Lori Sylvester  
Courtney Dietrich  
Angela Fuller

**CRAWFORD**

Jeanne Holland  
Joyce Fields\*\*  
Teresa Ball

**GASCONADE**

Amber Helling  
Elizabeth Saunsaucie

**LACLEDE**

Trannie Decou  
Kim Underwood  
Raeleen Durham

**MARIES**

Angela Tyndall

**MILLER**

Melissa Sutton  
Ralf Trusty\*\*  
Haley Adams  
Caroline Compton

**PHELPS**

Sabrina Cisneros  
Laura Brown

**PULASKI**

Shaun McCaster  
Sarah Weigle  
Susan Marshall

Board Liaison: Melissa Sutton

Some of these council members listed were voted into the position but either never attended or resigned during the year.