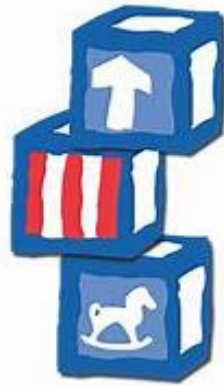
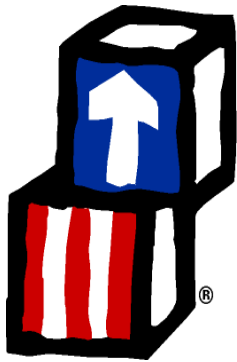


# MISSOURI OZARKS COMMUNITY ACTION, INC

## HEAD START PRESCHOOL



## EARLY HEAD START



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

## 2024-2025 ANNUAL REPORT

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**MISSOURI OZARKS COMMUNITY ACTION, INC.**  
**HEAD START**  
**2024-2025 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 2024-2025

Audit for Fiscal Year 2024-2025

Enrollment August 2024 through July 2025

Parent Involvement

Health/Mental Health

Nutrition

Disabilities

Education/Child Outcomes

## **POINTS OF INTEREST**

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

The program continues its relationship with the Crittenton Children's Center in Kansas City. As we continue on this path of becoming a "Trauma Informed" program, the Crittenton Children's Center in Kansas City organization has become an invaluable resource and partner. Their continued support of onsite and video conferences has kept the concept at that forefront of the programs determination to address trauma informed care for all, children, parents and staff.

The Trauma Smart curriculum and practice is becoming second nature to those who have been with the program for a few years, with that demonstration of frequent use of the strategies and understanding flows down to the newer staff. The newer staff will be scheduled to attend the training, 10 specific modules will be presented in cohorts throughout the program year, all training is tracked to assure that every staff member is trained in all modules.

Weekly reports from the classrooms are sent to the education coordinator for review, the report will identify the strategies used that week and how those strategies were successful or in need of more support.

The program has three Trauma Smart facilitators and eight coaches who can conduct the trainings and give guidance to staff while observing in the centers.

## Trauma Smart's Parent Curriculum – “Smart Connections”

The families under attend the “Smart Connections” parent curriculum with only about 18% of funded enrollment documented this program year. The center’s Family Advocates are the facilitators of the parent classes and do their best to accommodate parent’s schedules. Yet participation is not as high as the program would like. The program examines ways to raise participation, at the center level. Below is the results of this year’s participation by parents.

### Smart Connections

#### Data Summary

##### Program Year: 2024-2025

Family Advocates were to offer 3 sessions of Smart Connections. The sessions offered were Managing the Ups and Downs, Reading the Signs and Creating Comfort. These sessions were offered in the Spring in conjunction with monthly parent meetings. Recorded zoom videos were shared with all Family Advocates which gave an overview on how to facilitate the Smart Connection sessions. Each center has a Smart Connections resource kit that includes copies of the session evaluations, handouts, and any activities needed to support the facilitation of the session. Also, each family advocate is provided with PowerPoint and talking points to assist them during the sessions.

Our goal Smart Connection goal states we will have 10% participation in Smart Connections sessions based on 100% enrollment of each center. 10% parent/caregiver participation of each center is as follows:

Belle -2 Bourbon – 2 Camden - 4 Cuba – 4 Eldon – 4 Gasconade – 2 Iberia – 2

Lebanon (including EHS) –10 Rolla – 5 St James – 2 Tri-County – 2 Waynesville – 8

**Projected Overall Program Participation: 47**

**Overall Program Participation based on evaluations completed by participants: 60 a 27.6% increase**

Some factors to note in the data summary – 3 new family advocates (still on orientation) who have not received Trauma Smart module training. (Belle, Camden, and Rolla)

**FISCAL**

For the Program Year Ended January 31, 2025 Schedule of Revenue and Expenses (Full audit is available upon request to the fiscal office)

**MISSOURI OZARKS COMMUNITY ACTION, INC.**  
**Richland Missouri**  
**Combining Schedule of Activities**  
**For the Year Ended January 31, 2025**

	Head Start & Early Head Start	CACFP	After Hours Child Care
Program #:	300	322	310
Grant Year End:	1/31/2024	9/30/2024	9/30/2024
CFDA #:	93.600	10.558	N/A
Support and Revenues			
Contributions	\$ 5,723,097.00	\$ 344,594.32	\$ -
Grant Revenue - Federal			
Grant Revenue - Other	---		
Local Non-Cash	1,354,628.87		
Local	---		
Interest Income	---		
Program Income	--		97,953.05
Rental Income	---		
Other Income	---		
Allocation Revenues	---		
Total Support and Revenues	<u>7,077,725.87</u>	<u>344,594.32</u>	<u>97,953.05</u>
Expenses			
Personnel	4,191,609.77	-	83,240.57
Personnel Non-Cash Bad Debt	1,234,633.89	-	-
Expense Client Services	-	-	-
Depreciation Expense Interest	-	315,694.58	-
Expense	-	-	-
Indirect Cost	-	-	-
	603,591.81	-	11,986.64
Insurance Expense	44,165.92	-	-
Occupancy	540,705.98	6,644.31	446.00
Occupancy Non-Cash	115,148.32	-	-
Office Expenses	179,710.28	22,255.43	2,214.18
Operating Transfer To (From) Travel	-	-	- 65.66
	77,153.17	-	
Travel Non-Cash	4,846.66	-	-
Vehicle Expenses	86,160.07	-	-
Total Expenses	<u>7,077,725.87</u>	<u>344,594.32</u>	<u>97,953.05</u>
Excess Support and Revenues Over (Under) Expenses	-	-	-
Net Assets, January 31, 2024	-	-	-
Net Assets, January 31, 2025	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

### 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, 2025	\$-

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

The Organization receives contributions of goods and services from various donors, community partners, and volunteers to support program operations, primarily in connection with the Head Start program's non-Federal match requirement. In-kind contributions recognized as revenue and the corresponding expense in the statements of activities totaled \$119,994.98 in 2025 and \$130,608.18 in 2024. These amounts consist primarily of:

□ Donated facilities: Classroom and office space provided by community partners, valued at estimated fair rental rates for comparable properties, based on independent market data.

□ Donated professional services: Specialized volunteer services, such as health screenings, legal consultation, and professional training, valued at the standard hourly rates for such services.

□ Donated goods: educational supplies, food, and other items used in program activities, valued at estimated wholesale cost or fair market value at the date of donation.

The Organization does not record the value of contributed services that do not require specialized skills, such as general volunteer time, in accordance with U.S. generally accepted accounting principles (GAAP). In-kind contributions recognized for the Head Start program are summarized as follows:

	2025	2024
Head Start		
Volunteers – Parents	\$ 1,234,633.89	\$ 927,689.53
Mileage	4,846.66	7,674.48
Space	<u>115,148.32</u>	<u>122,933.70</u>
Total In-Kind	1,354,628.87	1,058,297.71
Non-GAAP	<u>(1,234,633.89)</u>	<u>(927,689.53)</u>
In-Kind per GAAP	<u>\$ 119,994.98</u>	<u>\$ 130,608.18</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, 2025.

## 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.

**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 2024 and ended in July of 2025 the total number of children served through the programs was 537 children.

Total Funded Enrollment 444

Head Start Funded Enrollment 392    Early Head Start Funded Enrollment 52

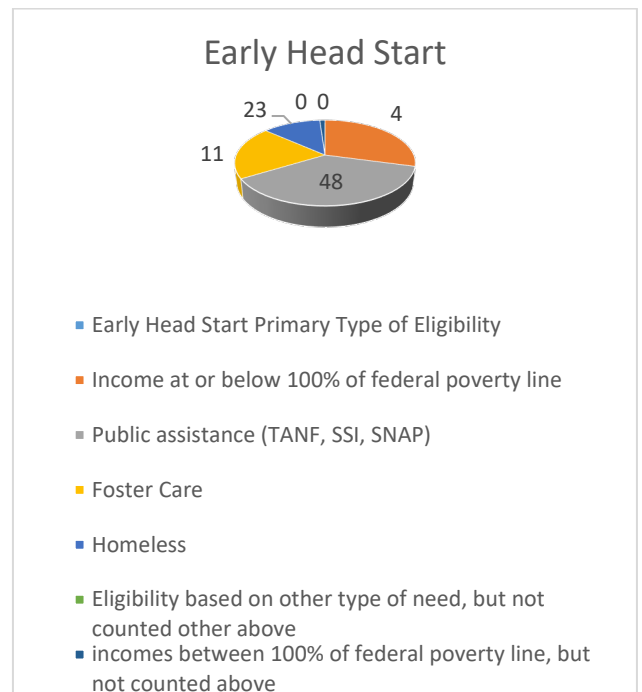
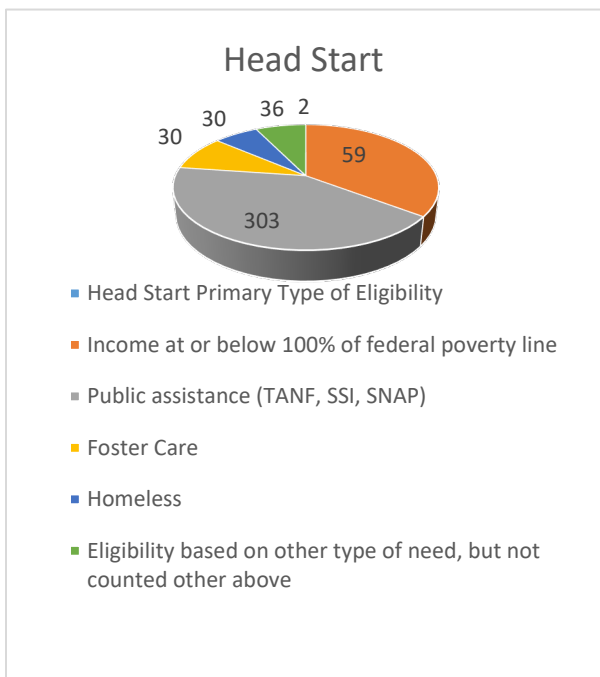
Cumulative Enrollment 460

Cumulative Enrollment 77

Of these:

Type of Eligibility

Type of Eligibility



<sup>1</sup> Reference: Missouri Ozarks Community Action, Inc. Independent Auditors' Report and consolidated Financial Statements for year ended January 31, 2025

## Enrollment

During the program year August of 2024 through July of 2025, the Head Start Preschool program maintained an average enrollment of 95.3%. While Early Head Start maintained a 99%. For both program that is an average enrollment of 95.8% just a bit shy of the mandated 97% to be considered fully enrolled.

---

### Race and Ethnicity

- a. American Indian or Alaska Native (3)
- b. Asian (0)
- c. Black or African American (22) Hispanic/Latino (1)
- d. Native Hawaiian or other Pacific Islander (1)
- e. White–Hispanic or Latino (19) /  
Non-Hispanic or Latino (367)
- f. Biracial/Multi-racial (8) Hispanic/ Latino (34)
- g. Other (1) not disclosed

### Race and Ethnicity

- a. American Indian or Alaska Native (1)
- b. Asian (0)
- c. Black or African American (5)
- d. White- (61)
- f. Biracial/Multi-racial (16) Hispanic/Latino (2)
- 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 is designed with input from the parents. Scheduling of the sessions is done at the convenience of most 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 parents to serve on various committees as well as become involved in local community projects. Parents also serve on local Inter-Agency committees and the Health Services Advisory Committee. The program focuses on parent engagement, which includes father figures within 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 Preschool

Number of fathers/father figures who were engaged in the following activities during this program year	# of father/ father figures
Family assessment	0/0
Family goal setting	20/4
Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	125/21
Head Start program governance, such as participation in the Policy Council or policy committees	3/0
Parenting education workshops	2/0

## 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 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	449	77
Up to Date on age-appropriate preventive and primary health care.	452	45
Number of children with continuous, accessible dental care provided by a dentist	436	77
Prenatal Health-Pregnant women Enrolled in EHS		9

## Mental Health

Throughout the program year, the children are screened in the social emotional section of the Ages and Stages Questionnaire (ASQ) as well as on site observations from the Mental Health professional. The Mental Health Professional had conversations with each classroom teacher and was able to give guidance to the teachers of what she may have seen to assist with the classroom environment. The Mental Health Professional is very accessible to both families and staff if assistance is requested.

## 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 at the orientation. The assessment asks about dietary habits, likes and dislikes, as well as any food allergies. These questions help to ensure that the food served daily is not likely to cause a medical emergency, like a peanut allergy reaction for instance.

Head Start contracts with the State and uses the Child Adults Care Food Program (CACFP). Each year menus are formulated and sent to a nutritionist to ensure they meet the daily nutrition requirement by the CACFP program. As there are up to 48 weeks of service to children, there are two sets of menus created and are rotated throughout the year, with the first eight-week period as warm weather menu, then back-to-back cold weather and then for the spring and summer the warm weather menu is repeated. In 2024-2025 the program continues to use full family style dining, where children serve themselves at the table (where age appropriate i.e. EHS). The total number of meals prepared for this program year was 115,023 for the children in Head Start and Early Head Start.

## **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...*

The program 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 then sent to the local education authority. From there the center staff follow up with both the family and the district, until the final decision is made on whether the child will be receiving an Individual Education Plan or even qualified for their services. Below are the percentages that program closed the year with.

### **Head Start**

16% of cumulative enrollment

### **Early Head Start**

44% 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.

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	87/22%	263/67%	42/11%	60/16%	249/67%	65/17%	52/15%	209/59%	95/27%
Soc/ Emo	76/19%	284/72%	33/8.4%	53/14%	274/73%	46/12%	49/14%	223/67%	75/22%
Physical	104/26%	256/65%	31/7.9%	74/20%	255/69%	39/11%	59/17%	223/64%	64/19%
Language	103/26%	263/67%	26/6.6%	72/20%	242/66%	51/14%	58/17%	216/62%	72/21%
Cognitive	104/36%	226/58%	25/6.4%	95/26%	233/63%	40/11%	79/23%	212/62%	49/14%
Literacy	155/40%	197/50%	40/10%	103/28%	213/57%	57/15%	76/23%	197/58%	64/19%
Math									

**Head Start Overall Analysis:**

Curriculum Fidelity is a concern as only 72% of the daily practices are in place. The fidelity of the pyramid model is a concern, more closely following these practices may help with behaviors and classroom quality. I would have expected the fidelity of the pyramid model to be higher with the speaker/trainer we had at preservice. Some training and coaching will be needed to address these areas. Family engagement outcomes went up in all areas except wellbeing. As far as child outcomes, many children fell within the meeting expectations area, however there were more than expected children remaining in the below expectations category, especially in literacy and math. Going forward, training and coaching will address fidelity and the implementation of the curriculum. This should also address the children's check point levels and ensure that teaching staff utilize the curriculum to meet all children's needs.

(Summary provided by Suzanne Shaw Director of Education/Disabilities)

**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

Fall Analysis	Winter Analysis	Spring Analysis
Looking at classrooms from the basic foundation up. I purposely did not put CLASS scores on the fall aggregated DATA as I want to focus on getting everything else in place and not just go straight to CLASS. Reviewing ECERS scores to ensure that classrooms are set up DAP, and ready for children's learning. Next reviewing Creative Curriculum Fidelity scores, as we want to be incorporating the curriculum with as much fidelity as possible. A	CLASS scores in regard for student perspective and teacher sensitivity will be focused on along with full training in CLASS. We have not done full training in CLASS in a while, since we were focusing on the foundations. Concept development will be a focus area as we work to increase the higher order thinking skills of the children. The children's outcomes	Curriculum Fidelity is a concern as only 72% of the daily practices are in place. The fidelity of the pyramid model is a concern, more closely following these practices may help with behaviors and classroom quality. I would have expected the fidelity of the pyramid model to be higher with the speaker/trainer we had at preservice. Some training and coaching will be needed to address these areas. Family engagement

few classrooms, this will be our focus. Next concern is PBS, the use of PBS materials is a concern. The score for solution cards, class visual schedule, and feelings chart are low. These are the areas that will be addressed during this period.	do demonstrate that many children are increasing skills in all areas, as demonstrated in the number of children in the exceeding range. However, there are a large number of children still in the below expectations range for all areas. This is a concern to be looked into further	outcomes went up in all areas except wellbeing. As far as child outcomes, many children fell within the meeting expectations area, however there were more than expected children remaining in the below expectations category, especially in literacy and math. Going forward, training and coaching will address fidelity and the implementation of the curriculum. This should also address the children's check point levels and ensure that teaching staff utilize the curriculum to meet all children's needs.
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**Early Head Start Child Outcomes**

The Early Head Start program serves children from 6 weeks to age three in both 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**

Early Head Start 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		4/57.14%	3/42.86%		5/62.5%			6/75%	2/25%
Physical		7/100%		1/12.5%	6/75%			6/75%	2/25%
Language	1/14.29%	6/85.71%		2/25%	4/50%	2/25%	2/25%	4/50%	2/25%
Cognitive	1/14.29%	6/85.71%		1/12.5%	5/62%	2/25%		7/78.5%	1/12.5%
Literacy	1/14.29%	6/85.71%		1/12.5%	7/78.5%		1/12.5%	7/78.5%	
Math	2/28.57%	5/71.43%		1/12.5%	7/78.5%		1/12.5%	7/78.5%	

Early Head Start Overall Analysis:  
 Throughout the three assessment periods the children are progressing through the domains. The information gained from observations on this teaching team is positive as they adjust the means of communication to include baby language to encourage communication. The vocabulary is rich throughout the classroom with the teachers and the children. Coaching on documentation and lesson planning were offered to this team in the winter. By the end of the school year all children were either meeting or exceeding expectations.

**Waynesville EHS 1 Fall Classroom Observation - 8/5/2024**

Mental Health Observation  
 Children Present: 6 Teachers: 3  
 The EHS 1 classroom is such a positive environment for the children and staff. Staff are actively always engaged and attuned to the children.

It is clear that children are aware of the routines and expectations of the classroom.  
 Teachers use calm, soft voices when addressing the children.  
 All children are called by their names and treated with warm positive regards by the teachers.

Victoria Britton MA., LPC-S. CCTP  
 Missouri Ozarks Community Action  
 Mental Health Professional  
 Trauma Smart Coach

**Waynesville EHS 1 Spring Classroom Observation - 4/3/2025**

Mental Health Observation  
 Children Present: 6 Teachers: 3  
 MH consultant stated she loved the use of "teacher touch" to redirect a student. Role modeled manners across environments.  
 Helped older students "help" younger ones  
 Loved use of signs  
 Very engaged with the students.

Desiree Malam, LPC  
 Central Ozark Medical Center  
 School Therapist

**Waynesville EHS Classroom #2 18 months to 3**

Early Head Start 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	1/14.29%	6/85.71%		2/25%	6/75%		1/12.5%	7/87.5%	
Soc/ Emo	1/14.29%	6/85.71%		1/12.5%	6/75%	1/12.5%	1/12.5%	7/87.5%	
Physical	2/28%	5/71.43%		2/25%	6/75%		3/37.5%	5/62.5%	
Language	1/14.29%	5/71.43%			8/100%		1/12.5%	7/87.5%	
Cognitive	1/14.29%	6/85.71%		1/25.5%	7/87.5%		2/25%	5/62.5%	1/25.5%
Literacy	3/42.86%	4/57.14%		4/50%	4/50%		4/50%	4/50%	
Math									

Early Head Start Overall Analysis:

This toddler classroom had many children age out and new children come in, the overall assessment is that the children are progressing through the continuum and meeting or exceeding expectations, however with the new children in play the numbers vary at the end of the third assessment period. Teaching staff are engaging and models for the children throughout the day.

## Waynesville EHS 2 Classroom Observation 8/7/2024

Mental Health Observation

Children Present: 7 Teachers: 3

Teaching staff are actively engaged and focused on the children and their individual needs  
The children seem to be aware of routines and expectations of the classroom.

## Waynesville EHS 2 Classroom Observation 4/3/2025

Teachers acknowledge children's feelings throughout the day and help children identify feelings if the child(ren) cannot.

Teachers also teach s/e skills on how to handle conflict .

Teachers are nurturing and respectful of all children and use praise appropriately.

Mental Health Observation

Children Present: 8 Teachers : 2

Loved the use of turning down lights as a cue to transition to the mat.  
Excellent insight into the strengths and growth areas of the students.  
Patience under pressure when two students cried for most of the time and were difficult to console.

Desiree Malam, LPC

Central Ozark Medical Center

Victoria Britton MA., LPC-S. CCTP

Missouri Ozarks Community Action

Mental Health Professional

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

Early Head Start Home Base 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		6/100%		1/12.5%	7/78.5%		3/33.33%	6/66.67%	
Physical		6/100%		3/37.5%	5.62.5%		3/33.33%	6/66.67%	
Language	2/33.33%	4/66.67%		4/50%	4/50%		4/44.44%	5/55.56%	
Cognitive		6/100%		1/12.5%	7/78.5%		2/22.22%	7/77.78%	
Literacy		6/100%		4/50%	4/50%		3/33.33%	6/66.67%	
Math	2/33.33%	4/66.67%		4/50%	4/50%		2/22.22%	7/77.78%	

Early Head Start Overall Analysis:

Home Based children showed progress in meeting the expectations throughout the assessment periods. There are three children in this classroom with special needs, that have ongoing Individual Family Service Plans.

Services to Pregnant women, throughout the assessment period all enrolled pregnant woman received adequate services thought their pregnancy. Curriculum handouts and lessons were given weekly to the individual needs of the family and family goal setting and needs assessment were completed.

## Lebanon EHS Classroom #1 Multi-Age 6 weeks to age 3

Early Head Start 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		8/100%			6/75%	2/25%		6/75%	2/25%
Soc/ Emo		8/100%			6/75%	2/25%		6/75%	2/25%
Physical	1/12.5%	3/37.5%	4/50%		4/50%	4/50%		4/50%	4/50%
Language	1/12.5%	6/75%	1/12.5%		5/62.5%	3/37.5%	1/12.5%	5/62.5%	2/25%
Cognitive	1/12.5%	5/62.5%	2/25%		5/62.5%	3/37.5%		6/75%	2/25%
Literacy		7/87.5%	1/12.5%		8/100%			5/62.5%	3/37.5%
Math		8/100%			7/87.5%	1/12.5%	2/25%	5/62.5%	1/12.5%

### Early Head Start Overall Analysis:

As this is a multi-age classroom with half of the children with developmental delays, these teachers are very attentive. These children are doing quite well by meeting or exceeding the developmental continuum. Teaching staff frequently encourage children to initiate interactions with peers during the free play period of the day. Teaching staff listen and respond with children attempt to communicate.

### Lebanon EHS 1 Classroom Observation 8/6/2024

Mental Health Observation

Children Present: 8 Teachers: 3

No concerns about this classroom.

The teachers are engaged and so are the children.

Some concerns for a child enrolled with (severe disability) The other children seemed to be very aware of where the child was and acted accordingly. Teaching staff were focused on the children and their individual needs.

Victoria Britton MA., LPC-S. CCTP

Missouri Ozarks Community Action

Mental Health Professional

Mental Health Observation

### Lebanon EHS 1 Classroom Observation 4/1/2025

Children present: 7 Teachers: 2 Special needs aid: 1

Consultant's observation found no issues with the classroom. MH consultant observed the classroom from 7:30-9:30. Consultant commented the teachers "work well together as a team". She suggested one referral for a child to their primary care provider in the area of physical development.

Lynnette Hall, LPC

Central Ozark Medical Center

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

Early Head Start 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		8/100%		1/11.11%	6/66.67%	2/22.22%	2/25%	5/62%	1/12.5%
Physical		7/87.5%	1/12.5%	1/11.11%	6/66.67%	2/22.22%	2/25%	6/75%	
Language	1/12.5%	5/62.5%	2/25%	2/22.22%	4/44.44%	3/33.33%	3/37.5%	4/50%	1/12.5%
Cognitive		8/100%		1/11.11%	6/66.67%	2/22.22%	1/12.5%	6/75%	1/12.5%
Literacy		8/100%		1/11.11%	7/77.78%	1/11.11%	1/12.5%	7/87.5%	
Math	2/25%	6/75%		2/22.22%	6/66.67%	1/11.11%	4/50%	4/50%	

### Early Head Start Overall Analysis:

This too is a multi-aged classroom. There were some gains throughout the assessment period, teaching staff were engaged with the children during the observation periods. Teachers encouraged children to maintain interactions with their peers during activities.

One thing that was noted, was the fact that the third assessment period was low on documentation and there was to be an action plan created with the supervisor.

### Lebanon EHS 2 Classroom Observation 8/6/2024

Mental Health Observation

Children Present: 7 Teachers: 3

The expectations set by the teachers for their classroom are met by these children and exceeded.

I observed that the teachers have a great relationship with the children and know the children can do the things they ask. Teachers are focused on the children and their individual needs

No concern for this classroom.

Victoria Britton MA., LPC-S. CCTP

Missouri Ozarks Community Action

Mental Health Professional

### Lebanon EHS 2 Classroom Observation 4/1/2025

Mental Health Observation

Children Present: 6 Teachers: 2

MH consultant observed the classroom from 9:30-11:30 Consultant's observations resulted in no issues with the classroom. Consultant commented that the teachers work well together and the other staff are willing to support the classroom when needed.

She recommended one child for a referral and one child to monitor.

Lynnette Hall LPC

Central Ozark Medical Center

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

Early Head Start Home Base 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	1/14.29%	6/85.71%			7/100%		3/42.86%	4/57.14%	
Physical	3/42.86%	4/57.14%		2/28.57%	5/71.43%		3/42.86%	4/57.14%	
Language	3/42.86%	4/57.14%		1/14.29%	6/85.71%		3/42.86%	4/57.14%	
Cognitive	2/28.57%	5/71.43%			7/100%		1/14.29%	6/85.71%	
Literacy		7/100%			7/100%		2/28.57%	5/71.43%	
Math	1/14.29%	6/85.71%		1/14.29%	6/85.71%		2/28.57%	5/71.43%	

### Early Head Start Overall Analysis:

Home Based Children as the continuum is based on age, the expectations in the winter looked pretty good, with 100% of the children meeting expectations in three categories. Spring showed that 42% of the children were below expectations.

Pregnant woman enrolled received adequate services throughout their pregnancy handouts and lessons were given weekly to meet individual needs of the family and family goals were set and needs assessment were completed.

### Early Head Start Child Outcomes Summary

The children within the Early Head Start program demonstrated progress throughout the assessment period. The EHS staff were observed to be attentive, engaged with the children, and encouraged children to initiate interaction with peers, as well as encouraging back and forth communication with peers and adults. The Home Base children are also progressing along the continuum, as the parent is one of the facilitators in the child's learning guided by the Home Visitor. Services to pregnant woman in the home base program were visited weekly and provided handouts and lessons based on the stage of their pregnancy according to the curriculum "Partners for a Healthy Baby". Family goal setting and needs assessment were completed by all families.

### Early Head Start Home Visit Satisfaction Survey

These surveys are completed each year on the service that is rendered by the Home Visitor, both survey results are posted.

The survey was based on the scale from 1-5: with 5 being strongly agree and 1 being strongly disagree. The survey included 15 statements. Highest possible score is 75 and the lowest is 15. The survey was anonymous and returned in sealed envelopes.

The questions posed to the families:

#### Survey Statements

1. My home visitor is on time and always prepared to visit with me
2. My home visitor is reliable and keeps appointments
3. My home visitor shares knowledge effectively
4. My home visitor is responsive to my family needs and culture
5. I feel that my home visitor accepts me
6. The home visitor encourages me to ask questions
7. I feel a lot of trust in my home visitor
8. My home visitor carefully listens to and answers my questions
9. My home visitor tries to understand how I see things before suggesting a new way to do things

- 10. My home visitor understands me and respects my choices
- 11. My home visitor helps me learn about community resources
- 12. I am satisfied with how the home visitor helps me understand my baby's development and parenting
- 13. I am satisfied with how my home visitor helps me set short and long term goals for me and family
- 14. I am satisfied with how my home visitor helps me make plans for achieving my goals
- 15. My home visitor motivates me to keep me, my baby and my family safe

The results by center:

Waynesville	Lebanon
<b>5 families completed the survey</b>	<b>7 families completed the survey</b>
<b>3 out of 5 families scored 75 100%</b>	<b>7 of 7 families scored 75 100%</b>
<b>1 out of 5 families scored 60 80%</b>	
<b>1 out of 5 families scored 73 97.3%</b>	

In the comment section, it was mentioned that the home visitor was “a great communicator”

### Early Head Start Family Outcomes

**Family Engagement - Achievement** As of [5/20/2025] Print

Program: Early Head Start

Total Enrolled Families:  49 - Current  84 - Cumulative  79 - PIR Cumulative Setting

↑ Gains ↓ Regression ↔ No change

Center/Classroom	Domain	#1	#2	Gain (#1 -> #2)	#3	Gain (#1 -> #3)
Missouri Ozarks Community Action, Inc. Head Start	Family Development - Family Engagement Outcomes	76(96%) 1.1	67(85%) 1.3	↑ 0.2	57(72%) 1.5	↑ 0.4
MOCAHeadStart	Family Development - Family Engagement Outcomes	1.1	1.3	↑ 0.2	1.5	↑ 0.4
Lebanon	Family Development - Family Engagement Outcomes	1.3	1.4	↑ 0.1	1.7	↑ 0.4
Early Head Start 1	Family Development - Family Engagement Outcomes	1.4	1.4	↔ 0.0	1.8	↑ 0.4
Early Head Start 2	Family Development - Family Engagement Outcomes	1.2	1.5	↑ 0.3	1.7	↑ 0.5
Laclede County EHS Home Based	Family Development - Family Engagement Outcomes	1.2	1.4	↑ 0.2	1.5	↑ 0.3
Waynesville	Family Development - Family Engagement Outcomes	1.0	1.1	↑ 0.1	1.3	↑ 0.3
Early Head Start 1	Family Development - Family Engagement Outcomes	1.0	1.2	↑ 0.2	1.4	↑ 0.4
Early Head Start 2	Family Development - Family Engagement Outcomes	0.9	1.1	↑ 0.2	1.4	↑ 0.5
Pulaski County EHS Home Based	Family Development - Family Engagement Outcomes	1.2	1.1	↓ -0.1	1.2	↔ 0.0

FAMILY  
OUTCOMES

- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Family progress checkpoints are obtained three times through the program year. New families are enrolled into Early Head Start throughout the year at different times allowing some families to only have one or two checkpoints;

After reviewing the data, it shows consistent gains throughout the program year. With some areas that stay consistent.

Two outcomes in home based that decreased slightly from checkpoint 1 to checkpoint 2 in Families Engagement with transitions and Families Connections to Peers and Community. Overall both Early Head Start programs had gains or no change in family engagement outcomes.

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

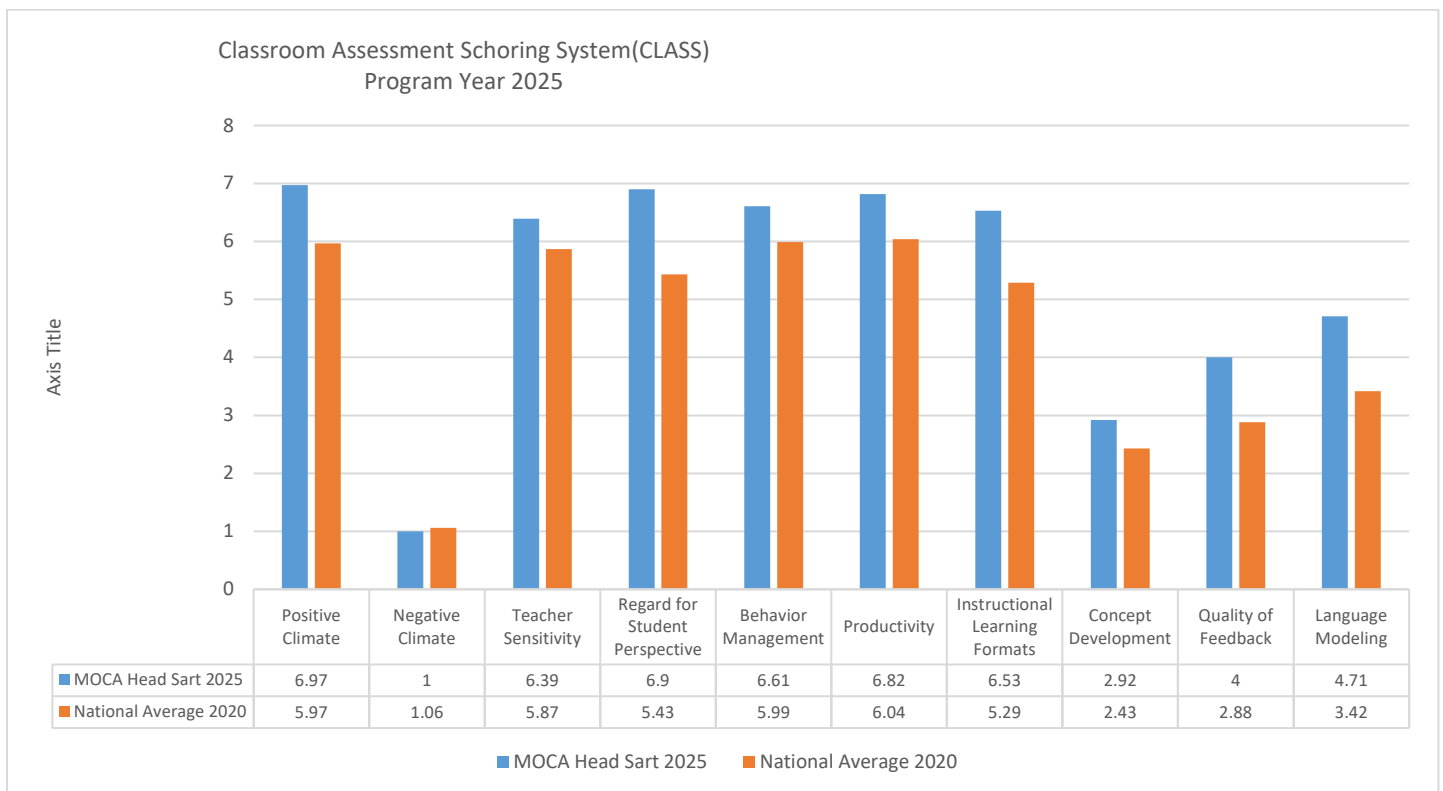
The Classroom Assessment Scoring System tool is used as a monitoring agent for the assessment of classroom interaction and quality. There are three domains with sublevel dimensions:

- **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		

The National numbers depicted are the last ones published on the Head Start.gov website. In every dimension, the MOCA Head Start classrooms exceeded or matched the National Averages from 2020.

## Classroom Assessment Scoring System (CLASS)



## Summary

Missouri Ozarks Community Action, Inc. Head Start/Early Head Start strives to provide quality child and family development services to the eight counties it serves.

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 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 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

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