



Missouri Valley Community Action Agency
Child and Family Development Department



2025 Annual Report

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Serving Carroll, Chariton, Johnson, Lafayette, Pettis, Ray, and Saline Counties since 1965

Missouri Valley Community Action Agency's Child and Family Development Department manages three early childhood grants, serving 470 participants (children and families) through center based, and childcare partnerships. These grants include:

Missouri State Early Head Start #C314171005, which supports working eligible families with full-day, full-year care through childcare partnerships (18 children), (16 Children) at Little Steps Childcare Center and (2 children) at Appleseed Childcare Center. Services are also provided at MVCAA's Carrollton Early Learning Center (9 children), (8 children) at Knob Noster Early Learning Center, (4 children Richmond Early Learning Center), and (6 children) at the Salisbury Early learning Center. It also supports four pregnant women. This grant has a total funded enrollment of 45 infants/toddlers and 4 pregnant women, located in Lafayette, Johnson, Ray, Chariton, and Carroll Counties.

Federal Grant # 07CH7083 funds Head Start and Early Head Start services for 391 preschool and 41 infants/toddler. The preschoolers are served at 12 MVCAA center sites and 20 classrooms, with a location in each of the seven counties in our service area. Five of the classes operate 4 hours/day, 4 days/week for a 9-month school year, and fifteen Duration classes offer extended hours, operating 7 hours per day for 9 months. It also includes services to 4 infants and toddlers and support funding for 37 of the State enrolled participants.

Federal Grant # 07HP0006 Early Head Start Expansion/Child Care Partnership, funds services for 34 infants/toddlers and their families. 17 child slots were served through childcare partnerships in Lafayette County and 17 through EHS Expansion slots, at MVCAA's Salisbury (2), Richmond (12) and Carrollton (3) Early Learning Centers in Ray, Chariton, and Carroll Counties.

The full reports of past reviews and the 2024-25 Audit are posted on the agency website, www.mvcaa.net, as well as the following Federal Program Information Reports containing details about program services. These include:

07CH7083

07CH7083 2024-25 Family Reports
07CH7083-2024-25 Enrollment Report
07CH7083-2024-25 Grant PIR Indicator Report

07HP0006

07HP0006-2024-25 Family Reports
07HP0006-2024-25 Enrollment Report
07HP0006-2024-25 Grant PIR Indicator Report

**School Readiness-Child Outcomes
Report for 2024-2025
By Stephanie Brown, Education Manager**

Head Start programs are required to have in place an assessment system and approach to track children's progress and report outcomes of children as they transition to kindergarten. MVCAA used the Teaching Strategies.net during the previous year to track children's progress on 38 goals related to social/emotional, physical, language, and cognitive learning. These results are used in individual child assessment, and the information is also used to assess child progress in the mandated domains, indicators and school readiness skills.

Teaching Strategies GOLD Child Assessment

- MVCAA uses the Teaching Strategies Gold to track child outcomes in domains and indicators mandated by law. The eight domains include *Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning, and Physical Health and Development*. Within the domains there are certain specific *indicators track, including skills like Numbers and Operations, Letter Recognition, Using an Increasingly Complex Vocabulary, and Progress in Speaking and Understanding English* for children who are not native English speakers.
- Teachers complete Individual Child Profiles for all enrolled children three times a year on Teaching Strategies Gold for Head Start children and four times a year for Early Head Start children. Individual classroom reports by age groups are generated and sent to the teachers for use in group planning. Individual child reports are generated and given to the parents during home visits. Program reports are generated and presented to Policy Council, the Board of Directors and the Community.
- With Teaching Strategies Gold Teachers will be able to assess children from ages Birth through Kindergarten. This will enable teachers to have a better understanding of where children are developmentally.
- Program-wide results for 2024-2025 are included in this report. After teachers complete the winter checkpoint in January, mid-year progress data will be available for the current school year.

Use of Child Outcomes Information

Teachers use information that they gather on individual children and overall group reports to help plan areas of learning to focus on in the coming months. At the end of the school year, they receive a report of child progress that they can use in planning for the coming year.

A report on the previous year's outcomes is shared with Policy Council, the Governing Board and included in the program's annual self-assessment, MVCAA Annual Report, to the community on the MVCAA website, and at the end of the school year in late May a report is generated that covers program-wide progress in all domains and indicators. This information can be used to help plan staff training and identify additional learning materials that might need to be purchased.

Head Start teachers assessed 437 preschool children during the 2024-2025 school year; 82 children dropped during the program year and 21 were enrolled 45 days or less. Of the 437 children served 236 were 3-year-olds and 201 were 4-year-olds. There were 163 kindergarten-bound children enrolled in the 2024-2025 school year. Out of 437 possible children, 334 children aged 3-5 were assessed at both the Fall and Spring checkpoints so it is possible to track their progress for the entire year; these children are included in the final Program-wide Progress and Outcomes Report. The summary that is attached covers child progress *overall* and in the *eight domains, and eleven indicators*. It also covers the kindergarten readiness skills.

Head Start Child Outcomes Data

We use these outcomes along with our self-assessment to provide additional teacher training, if indicated and the teachers use them to help plan weekly lessons and group activities. The numbers for the 2024-2025 school year show growth in all areas. The areas in Head Start with significant growth for our three to four-year-old children were Understanding and using language, Follows limits and expectations, Book Knowledge, and Shape Knowledge. Below is a chart showing the changes from the Fall assessment period to Spring Assessment period.

Objective	% Below Expectations at the Fall assessment period	% Meeting/Exceeding Expectations at the Spring Assessment period.
Social & Emotional Development	21.06%	90.53%
Follows Limits & Expectations	21.57%	92.25%
Attends & Engages	19.62%	92.25%
Physical Health & Development	20.75%	90.78%

The areas with significant growth for our four to five-year old children were Understanding and Using Language, Follows limits and expectations, Identifying Letters and Attending and Engaging. Below is a chart showing the changes from the Fall assessment period to Spring Assessment period.

Objective	% Below Expectations at the Fall assessment period	% Meeting/Exceeding Expectations at the Spring Assessment period.
Social & Emotional Development	37.85%	82.06%
Follows Limits & Expectations	33.86%	85.36%
Writes Name	41.68%	84.40%
Attends & Engages	36.98%	85.85%

During the 2024-2025 school year, we continued implementation of our Planned Language Approach into the classrooms utilizing components of the Big Five for All. We had 51 children classified as Dual Language Learners, speaking mainly Spanish or Ukrainian as their primary language. We had 5 bilingual Head Start and 1 bilingual Early Head Start classroom staff, 2 bilingual family advocates, and 1 bilingual senior manager during the 2024-2025 school year. Below is the data that shows the percentage of children below expectations at the fall checkpoint period to the number meeting and/or exceeding expectations at the spring checkpoint period in four of the Big Five for All components: Language/Vocabulary, Book Knowledge, Alphabet & Writing, and Phonological Awareness.

Indicator	3–4-year-old children	4–5-year-old children
Language/Vocabulary	23.69% below- 85.65% m/e expectations	31.05% below-83.65 m/e expectations
Book Knowledge	29.33 % below- 88.22 m/e expectations	18.69% below-91.11% m/e expectations
Alphabet/Writing (Literacy)	26.14% below-84.56% m/e expectations	39.03% below-78.87% m/e expectations
Phonological Awareness	23.21% below-85.91% m/e expectations	49.09% below-72.8% m/e expectations

During the 2024-2025 school year we completed training with staff on School Readiness, Literacy, Science, & Math in the classroom, classroom transitions, sensory integration, Big 5 Classroom Practices, continued Conscious Discipline and Trauma Smart training. We also provided staff with **Sing.Play.Love** training, which is a high-quality learning program incorporating songs and books to teach early learning skills, including social-emotional, language and literacy. In addition to each teacher completing the classroom Early Literacy Progress Survey, assessment data is reviewed by the Education Manager following each assessment period and this data is used to guide training throughout the school year.

Physical Health & Development is an area that we continue to see growth in. We will continue implementing the I am Moving, I am Learning (IMIL) initiative in our classrooms, Family Night activities and information shared with families. During the 2024-2025 school year we completed growth assessments on the enrolled head start children at the start of their enrollment and again at the end of the school year. We had 9 children start the year classified as obese and end in the healthy weight category and 20 children classified as overweight end the year classified as healthy weight; 15 children who were classified as underweight when they started the school year, ended in the healthy weight category.

The areas needing more attention for our three- to four-year-old children are:

- Uses and understands an increasingly complex and varied vocabulary (23.95% below expectations),
- Associates sound with written word (35.91% below expectations)
- Identifies and names letters (28.87% below expectations)
- Identifies numerals (21.83% below expectations)

The areas needing more attention for our four- to five-year-old children are:

- Phonological awareness (27.2% below expectations)
- Associates sound with written word (38.06% below expectations)
- Counts (29.76% below expectations)
- Shapes (30.24% below expectations)

Planned approaches to address areas of need:

- Encourage staff to utilize Sing.Play.Love books/songs in the classrooms to build language skills
- Work with head start staff on importance of shared writing experiences
- Use familiar songs/rhyming posters and have children fill in the missing word or generate rhyming word
- Incorporate more games/activities focusing on the letters in children's names
- Use songs/activities where children can practice counting to 20
- Include children more in numeral identification during Magic Number
- Practice naming and describing basic 2 and 3D shapes.

Early Head Start Outcomes Data

Early Head Start served 125 children during the 2024-2025 school year at MVCAA facilities and partner sites. Of those there were 49 children under the age of 1, 42 one-to-two-year-olds, and 33 two-to-three-year-olds. 32 children were enrolled in their 2nd year and 10 for their 3rd year with the program. Overall children showed progress most areas of development. Below are charts that show areas that showed improvement throughout the year and areas of need.

IMPROVEMENTS:

AGE GROUP	Area of Development	Change from Fall assessment to Summer assessment
0-1	Traveling skills	12% below expectations in the Fall to 0% at Summer assessment
1-2	Physical development	11.11% below expectations in the Fall to 0% at Summer assessment
2-3	Understands an increasingly complex and varied vocabulary	20.69% below expectations in the Fall to 8.11% at Summer assessment
2-3	Fine motor	10.34% below expectations in the Fall to 2.7% at Summer assessment
2-3	Attends & Engages	10% below expectations in the Fall to 2.7% at Summer assessment

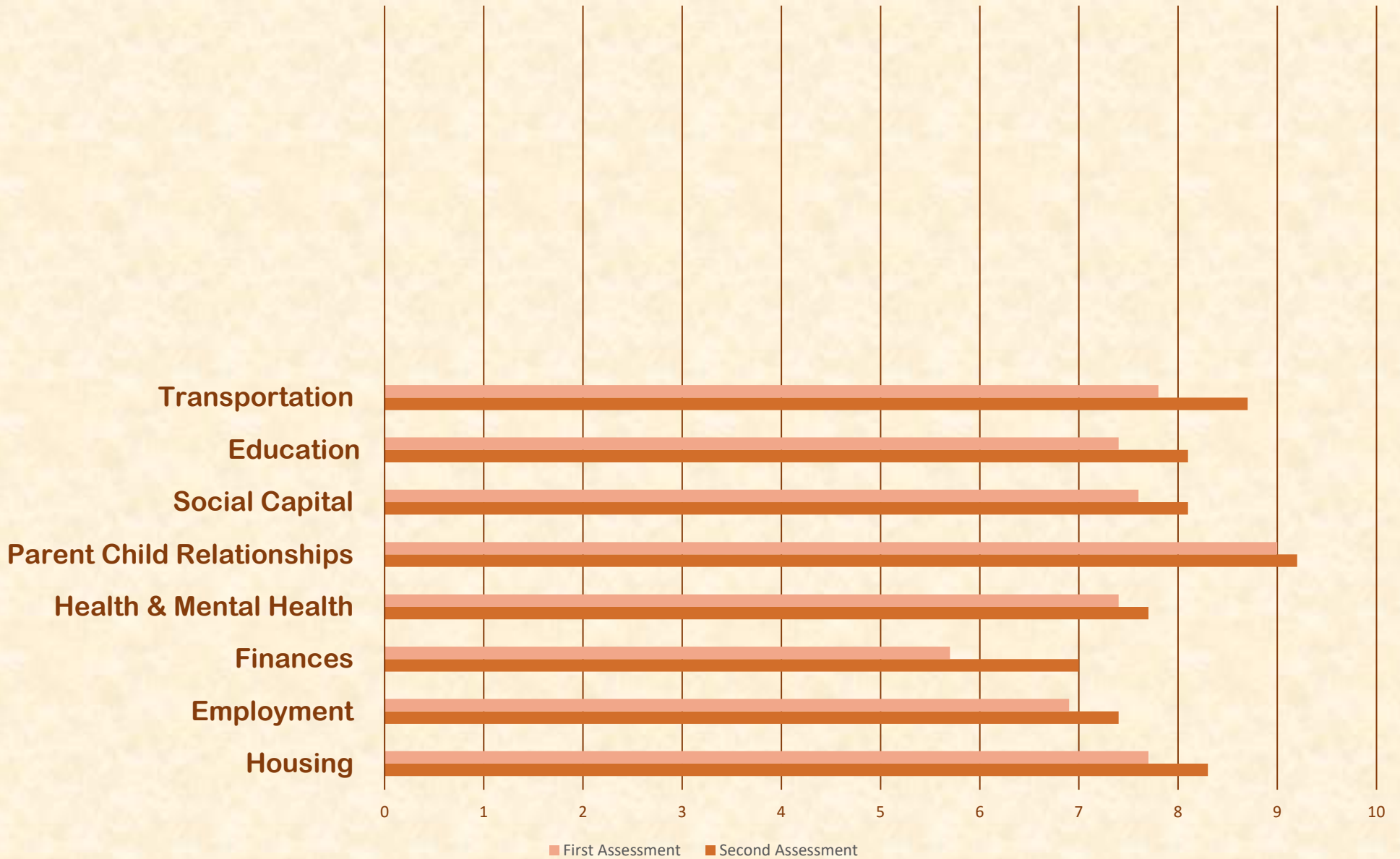
Areas of Need:

AGE GROUP	Area of Development	% below expectations at Summer assessment
0-1	Creative arts	20.83% below expectation
1-2	Using and increasingly complex and varied spoken vocabulary	22.73% below expectations
2-3	Using and increasingly complex and varied spoken vocabulary	21.62% below expectations
2-3	Counts	45.95% below expectations

Planned Training to Address Areas of Need from Child Outcomes Date and Staff Requests:

- Creative arts for infants and toddlers
- Language development
- Counting rhymes and songs
- Encourage staff to utilize Sing.Play.Love books/songs in the classrooms to build language skills

Head Start Family Outcome 2024-2025



How Family Outcomes are Assessed and Supported:

The assessed areas represented in the chart align with the Parent, Family, and Community Engagement (PFCE) and the National Community Action Network Theory of Change model. Together, these frameworks guide how Head Start supports families in building stability, strengthening relationships, and achieving long-term success. Family Advocates use the Wheel of Life assessment with families to evaluate progress in areas such as housing, employment, finances, education, health, transportation, social connections, and family relationships. These areas directly support the PFCE Family Outcomes and align with Community Action strategies focused on employment, education, health, income stability, housing, and community engagement.

Family progress checkpoints are completed twice during the 2024–2025 program year. Because families enroll in Head Start throughout the year, some families may have only one checkpoint during the reporting period. Even with one checkpoint, families can still demonstrate meaningful progress toward their goals. A total of 204 families completed both assessments and are represented in this data. Of those, 154 families (75%) reported an increase on the Wheel of Life assessment. Through strengths-based partnerships, many families achieved greater stability and overall well-being, with some reporting increases of up to 41 points across multiple domains.

After completing the Wheel of Life Assessment, Family Advocates partner with families to identify priority goals that support their stability and long-term success.

Together, they:

- Develop SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound)
- Break larger goals into small, manageable action steps
- Review progress at least monthly
- Adjust goals or action steps as needed
- Provide resources, referrals, and encouragement along the way

This ongoing partnership ensures families receive consistent support, maintain accountability, and celebrate progress as they work toward improved well-being and economic stability.

Alignment of Assessed Family Domains with The National Community Action Network Theory of Change

Assessed Domain	Theory of Change Service Area	Connection to Community Action Goals
Housing	Housing	Stable housing supports safe living environments and long-term family stability.
Employment	Employment	Employment opportunities increase income and help families move toward economic security.
Finances	Income, Infrastructure & Asset Building	Financial literacy, budgeting, and asset building support long-term financial stability.
Health & Mental Health	Health / Social Behavioral Development	Access to healthcare and mental health supports improves family well-being and stability.
Education	Education & Cognitive Development	Education and training help parents build skills that support employment and lifelong learning.
Parent-Child Relationships	Health / Social Behavioral Development	Strong parent-child relationships support healthy child development and family resilience.
Social Capital	Civic Engagement & Community Involvement	Building relationships and community connections strengthens support systems and community participation.
Transportation	Infrastructure & Access to Services	Reliable transportation helps families access employment, education, healthcare, and community resources.

Alignment of Assessed Family Domains with PFCE Family Outcomes

Assessed Domain	PFCE Outcome Connection
Housing	Family Well-Being
Employment	Families as Learners / Family Well-Being
Finances	Family Well-Being
Health & Mental Health	Family Well-Being
Transportation	Family Well-Being / Engagement
Education	Families as Learners
Parent–Child Relationships	Positive Parent–Child Relationships
Social Capital	Family Connections to Peers & Community

MVCAA Early Childhood Program Enrollment Report 2024-25

07CH7083

Head Start funded enrollment was 391. Total number of children served was 437.

Average monthly enrollment

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
52%	89%	90%	90%	90%	92%	91%	91%	93%	91%

Early Head Start - CH funded enrollment is 4. Total number of children served was 5.

Average monthly enrollment

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug
50%	25%	100%	100%	100%	100%	100%	100%	100%	100%	75%	100%

07HP0006

Early Head Start Expansion / Childcare Partnership grant funded enrollment is 34. Total number of children served was 61.

Average monthly enrollment

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
91%	91%	100%	100%	100%	100%	97%	100%	100%	100%	100%	100%

Through the expansion grant 17 slots are served through our Richmond Early Learning Center, Salisbury Early Learning Center, and Carrollton Early Learning Center. The remaining 17 slots are served through childcare partnerships in Lafayette County with Bright Beginnings Academy, Little Steps Learning Center, and Appleseed Daycare LLC.

Early Head Start State Childcare funded enrollment is 45 children and 4 pregnant participants. 37 of the childcare state slots are supported with federal funds. Total number of children served was 76. Total number of pregnant participants served was 12. State contract runs from July 1 to June 30th.

Average monthly enrollment

July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
92%	94%	80%	88%	88%	84%	80%	80%	86%	96%	100%	100%

During the 2024-25 program year staffing vacancies affected enrollment processes.

The percentage of eligible children served in 2024-25 was 25%. Data was figured using Kids Count (datacenter.aecf.org) which showed 2,278 children in poverty, birth to age 5, in counties within our service area. The percentage was determined from the 579 total of children served by MVCAA Early Head Start / Head Start program.

MISSOURI VALLEY COMMUNITY ACTION AGENCY
Marshall, Missouri

Schedule of Findings and Questioned Costs
For the Year Ended August 31, 2025

I. SUMMARY OF AUDITOR'S RESULTS

Financial Statements:

The auditor's report expresses an unmodified opinion on the consolidated financial statements of Missouri Valley Community Action Agency

Internal Control over Financial Reporting:

Material weakness(es) identified?	_____	Yes	_____ <u>X</u> _____	No
Significant deficiency(ies) identified?	_____	Yes	_____ <u>X</u> _____	None Reported
Non compliance or other matters required to be reported under <i>Government Auditing Standards</i>	_____	Yes	_____ <u>X</u> _____	No

Federal Awards:

Internal control over major programs:				
Material weakness(es) identified?	_____	Yes	_____ <u>X</u> _____	No
Significant deficiency(ies) identified?	_____	Yes	_____ <u>X</u> _____	None Reported

The auditor's report on compliance for the major federal award programs for Missouri Valley Community Action Agency expresses an unmodified opinion.

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____	Yes	_____ <u>X</u> _____	No
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Identification of major programs:

U.S DEPARTMENT OF HEALTH AND HUMAN SERVICES

Low-Income Home Energy Assistance Program Assistance Listing #93.569

U.S DEPARTMENT OF ENERGY

Weatherization Assistance for Low-Income Individuals Assistance Listing #81.042

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Housing Voucher Cluster
Section 8 Housing Choice Vouchers Assistance Listing #14.871

The threshold for distinguishing Types A and B programs was \$750,000.00.

Auditee qualified as a low risk auditee?	_____ <u>X</u> _____	Yes	_____	No
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II. FINANCIAL STATEMENT FINDINGS

NONE

III. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

NONE