



2017 ANNUAL REPORT

**COMMUNITY ACTION PARTNERSHIP OF NORTHEAST MISSOURI
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www.CAPNEMO.org



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The PROMISE of Community Action

COMMUNITY ACTION CHANGES PEOPLE’S LIVES, EMBODIES THE SPIRIT OF HOPE, IMPROVES COMMUNITIES AND MAKES AMERICA A BETTER PLACE TO LIVE. WE CARE ABOUT THE ENTIRE COMMUNITY AND WE ARE DEDICATED TO HELPING PEOPLE HELP THEMSELVES AND EACH OTHER.

Funding Sources



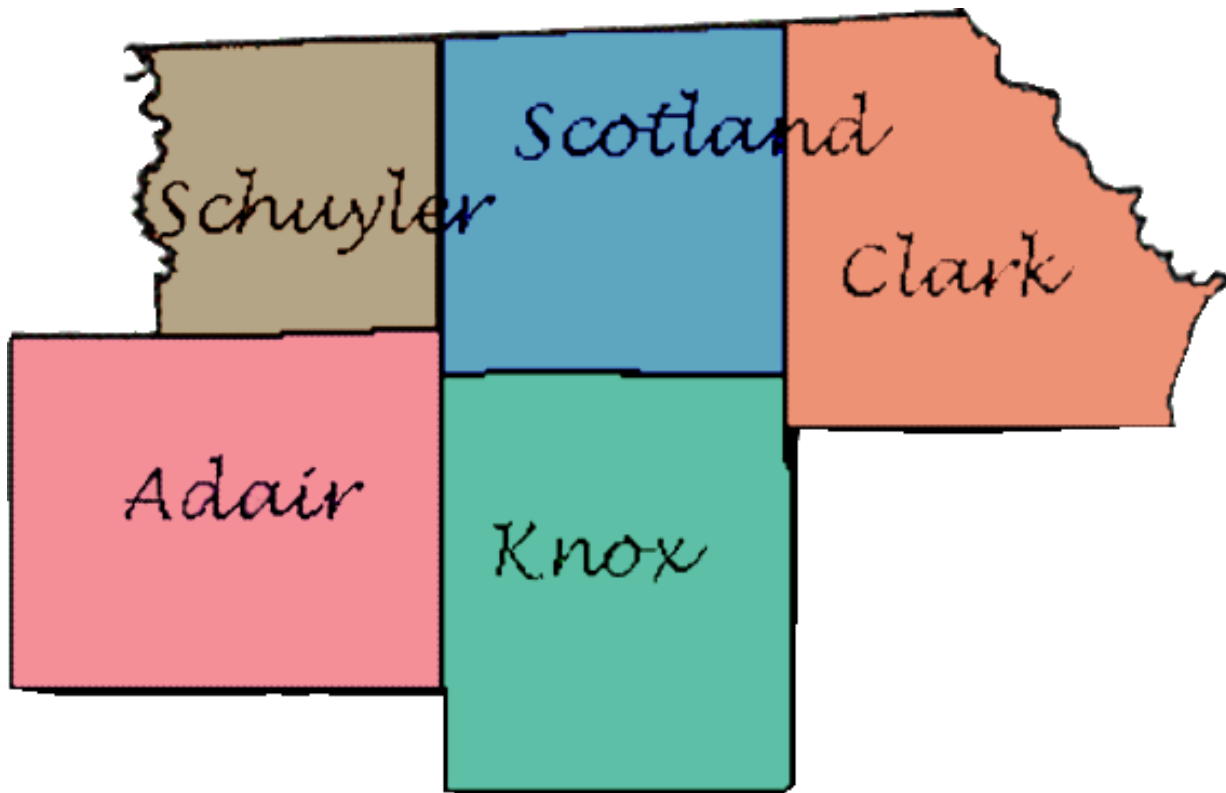
Mission/Vision

OUR MISSION

TO ASSIST AND EMPOWER INDIVIDUALS, FAMILIES AND COMMUNITIES TO ACHIEVE THEIR GREATEST POTENTIAL.

OUR VISION

A BETTER WAY OF LIFE!



This project/program is funded 100% or \$150.00 with federal funds received from the U.S. Department of Health and Human Services (HHS) provided by the Missouri Department of Social Services, Family Support Division; U.S. Division of Energy (DOE) provided by the Missouri Department of Economic Development; Child Care Development Funds provided by Missouri Department of Social Services, Early Childhood Section of Children's Division; and Office of Head Start.

To Our Stakeholders

Dear Stakeholders:

With support of the staff, Board of Directors and Policy Council members, I am pleased to share this 2017 Annual Report with you.

Supporting the efforts of the 95 employees with dedication, imagination and creativity, 15 members of the Board of Directors and 14 members of the Head Start Policy Council, CAPNEMO has continued to provide services worth more than \$5 million dollars to 1,015 households with the majority being single person and single parent households with employment as the primary source of income.

These households were assisted with services such as: Weatherization, Head Start, Low-Income Heating Assistance Program, Community Services Block Grant projects and rental assistance. These programs work to assist families with removing obstacles that prevent them from becoming self-sufficient. This evidence has proven that the typical customer served by the agency has transitioned over the last several years to become today's working class.

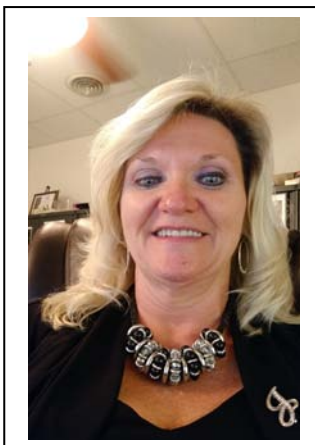
Our annual report highlights the positive changes that were made during the past year within our local communities and in the lives of our residents. Read more about a few in our Success Stories section. We plan to continue providing quality needed services and projects to ensure that the needs are addressed and met to improve our local communities.

The Promise: Community Action changes people's lives, embodies the spirit of hope, improves communities and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.

The Community Action Promise is a true reflection of our agency and the programs we offer, striving to improve our communities and encouraging people to help each other. One family, one community at a time, we can make a difference and make America a better place to live.

Thank you for your continued support. We are looking forward to the future.

Jeanie Smallwood, CCAP



**JEANIE SMALLWOOD
EXECUTIVE DIRECTOR**



**JAMES ROBERTSON
BOARD PRESIDENT**

CAPNEMO Board and Policy Council

COMMUNITY ACTION PARTNERSHIP OF NORTHEAST MISSOURI'S BOARD OF DIRECTORS IS RESPONSIBLE FOR THE OVERALL DIRECTION, OVERSIGHT AND DEVELOPMENT OF POLICIES OF THE AGENCY; SELECTING, EVALUATING AND DISMISSING THE AGENCY EXECUTIVE DIRECTOR; APPROVING ALL AGENCY CONTRACTS AND BUDGETS; ASSESSING COMMUNITY AND AGENCY NEEDS AS WELL AS EVALUATING AGENCY PROGRAMS.

DONNIE WAYBILL PUBLIC SECTOR ADAIR COUNTY	TERRY EWALT SECRETARY LOW-INCOME SECTOR KNOX COUNTY	MICHELLE HESS LOW-INCOME SECTOR CLARK COUNTY	JULIE CLAPP LOW-INCOME SECTOR ADAIR COUNTY
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TRACI LAWRENCE LOW-INCOME SECTOR ADAIR COUNTY	JAMES ROBERTSON PRESIDENT PRIVATE SECTOR KNOX COUNTY	CORTNEY MCCORMICK PRIVATE SECTOR SCHUYLER COUNTY	PATTY AHLAND PRIVATE SECTOR SCOTLAND COUNTY
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MARY PLAYLE 2 ND VICE PRESIDENT PRIVATE SECTOR ADAIR COUNTY	RON BREWER TREASURER PRIVATE SECTOR CLARK COUNTY	DEBBIE SNEDIGAR PRIVATE SECTOR SCHUYLER COUNTY	DANETTE CLATT PUBLIC SECTOR SCOTLAND COUNTY
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MIKE FOX PUBLIC SECTOR KNOX COUNTY	HENRY DIENST PUBLIC SECTOR CLARK COUNTY	JEFF LINDQUIST PUBLIC SECTOR SCHUYLER COUNTY
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HEAD START POLICY COUNCIL MEMBERS HAVE BROAD AUTHORITY AND REVIEW OVER BOTH THE POLICY GOALS AND THE DAY-TO-DAY OPERATIONS OF HEAD START CENTERS, INCLUDING THE ESTABLISHMENT OF ENROLLMENT CRITERIA, THE HIRING AND TERMINATING OF STAFF AND BUDGETING.

JENNA WILLIAMS PARENT REPRESENTATIVE ADAIR COUNTY	JAMI LIVINGSTON PARENT REPRESENTATIVE ADAIR COUNTY	ASHLEY WHILES PARENT REPRESENTATIVE KNOX COUNTY
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OLIVIA TRUJILLO PARENT REPRESENTATIVE KNOX COUNTY	AMY ACKMAN COMMUNITY REPRESENTATIVE KNOX COUNTY	HAILEE WASHBURN PARENT REPRESENTATIVE CLARK COUNTY
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SARAH LAMB PARENT REPRESENTATIVE CLARK COUNTY	ED NYE COMMUNITY REPRESENTATIVE CLARK COUNTY	CHESTINA DALTON COMMUNITY REPRESENTATIVE CLARK COUNTY
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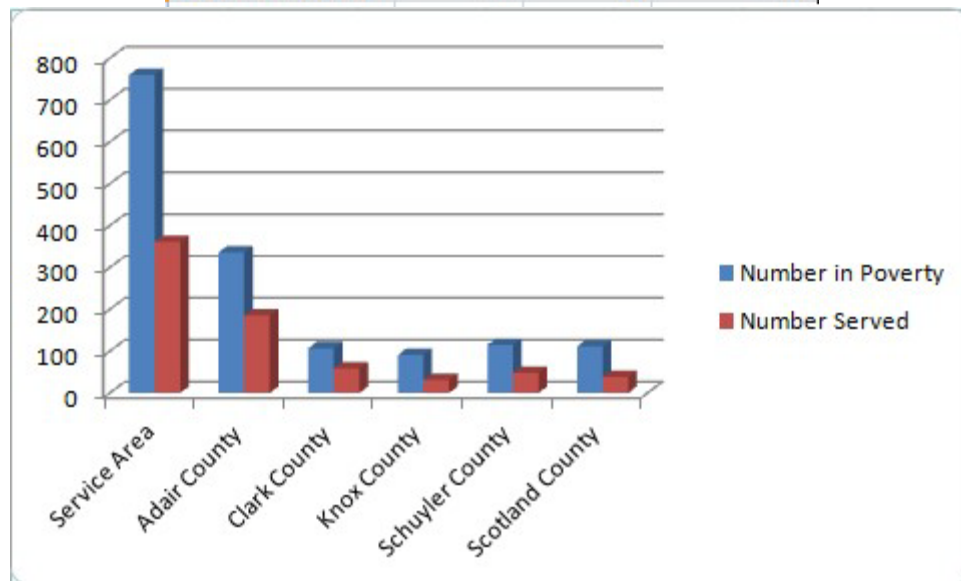
CORTNEY MCCORMICK PARENT REPRESENTATIVE SCHUYLER COUNTY	SARAH EPPLE PARENT REPRESENTATIVE SCHUYLER COUNTY	HERB TREECE COMMUNITY REPRESENTATIVE SCHUYLER COUNTY
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CALEB WIGGINS PARENT REPRESENTATIVE SCOTLAND COUNTY	LAUREN BRINKLEY PARENT REPRESENTATIVE SCOTLAND COUNTY	LAURIE JACK COMMUNITY REPRESENTATIVE SCOTLAND COUNTY
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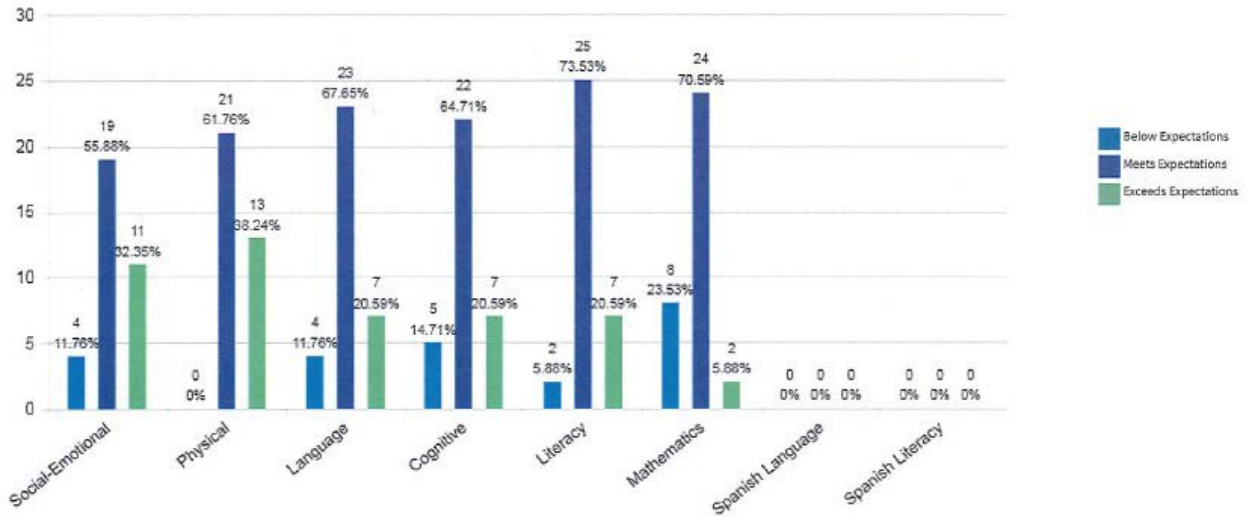
Agency Outcomes

- **58** HOMES WERE WEATHERIZED THROUGH THE WEATHERIZATION PROGRAM
- **264** EARLY CHILDHOOD OPPORTUNITIES WERE PRESERVED BY THE HEAD START PROGRAM
- **329** CHILDREN RECEIVED IMMUNIZATIONS, DENTAL AND MEDICAL SCREENINGS – **93%** OF EARLY HEAD START CHILDREN RECEIVED A DENTAL EXAM WHILE **99%** OF THEM RECEIVED A MEDICAL EXAM. HEAD START CHILDREN HAD **96%** RECEIVING A DENTAL EXAM WHILE **98%** RECEIVED A MEDICAL EXAM.
- **361** CHILDREN PARTICIPATED IN PRE-SCHOOL ACTIVITIES TO DEVELOP SCHOOL READINESS SKILLS WITH AN AVERAGE MONTHLY ENROLLMENT OF **100%**.

	Number in Poverty	Number Served	Percentage Served
Service Area	760	361	45%
Adair County	336	185	55%
Clark County	107	59	55%
Knox County	91	31	34%
Schuyler County	115	48	42%
Scotland County	111	38	34%



- **85** CHILDREN WHO ENTERED KINDERGARTEN WERE DEVELOPMENTALLY READY



CAPNEMO HEAD START IMPLEMENTS CREATIVE CURRICULUM, CHOOSY KIDS (PHYSICAL AND NUTRITIONAL HEALTH), STEP 2 (SOCIAL-EMOTIONAL CURRICULUM) AND CONSCIOUS DISCIPLINE IN OUR PRESCHOOL CLASSROOMS.

- **30,000** VOLUNTEER HOURS WERE CONTRIBUTED TO THE AGENCY WITH 27,000 HOURS CONTRIBUTED BY LOW-INCOME INDIVIDUALS

- **384** SENIOR CITIZEN INDIVIDUALS RECEIVED ASSISTANCE WITH THEIR HEATING BILL
- **476** DISABLED INDIVIDUALS WERE ASSISTED WITH THEIR HEATING BILL
- **2,044** INDIVIDUALS RECEIVED ASSISTANCE WITH THEIR HEATING/COOLING BILLS



- **47** FAMILIES OBTAINED SAFE AND AFFORDABLE HOUSING

- **17** FAMILIES RECEIVED FOOD ASSISTANCE

- **1,267** POUNDS OF FOOD GROWN AT THE COMMUNITY GARDEN



Success Stories

Xander's Story

Every year it is always great to have success stories to share with others. I feel like we have had an amazing success story this year with one of our mothers. Sky is a very young single mother of her son, Xander, who is in our early program at Jamison. When Sky first came to us she was working a minimum wage job and on the verge of eviction due to un-affordable housing and a car that was not reliable.

This school year started out with bumps along the way but to no avail Sky has come out on top. Because of her vehicle needing repairs, Sky was not able to make it to work and was subsequently let go. She found herself without a job and needing a place to stay. We gave her resources for housing and a few good job leads. We also referred her to a tire shop in town that was willing to work with her on getting her car fixed. Sky was determined that she was going to make this work and that she was going to change the outcome. The day we sent her to get her car fixed the gentleman there at the shop decided, after meeting Sky and her son that all repairs were "on the house" and she would owe nothing. He in return simply asked that she take his generosity and use it for the good. With that Sky was determined to make things work. Within the same week Sky found an apartment for herself and her son. It was safe and affordable for the both of them. She also found a great job that paid above minimum wage. Through all of this Sky struggles with an anxiety disorder and was ashamed to let anyone know.



She finally confided in us regarding her struggles and we were able to give her resources for any help that she may need.

Today I am happy to report that Sky has a wonderful apartment for both her son and herself. She is working full time and thriving at her job. Her employer even has great things to say about her character, kindness and dedication. Her car is reliable

and she is able to get to and from work safely thanks to the tire shop in Kirksville. She met with her doctor about her anxiety and they were able to help get her back on track and learn how to manage her disorder. Sky is now even looking into taking classes through MACC. She is looking into one class at a time right now as she does not want to overdo it at the moment. Along with the success of Sky, we have seen such a change in her son, Xander. He used to come in tired and upset. He cried at random times for what seemed no reason. Teachers tried to console him and make him know he is loved. But Xander seemed distant from the teachers. Now Xander comes in with smiles and ready for the day. He engages with other students and has made such progress developmentally. He greets his teachers with hugs and high fives. The

love we see between mother and son is very humbling. She thanks us constantly for helping her see her worth and for helping her believe in herself to make a better way for not only herself but for her son also.

Braydon's Story

In August, 2016, I was asked to transition to a different center temporarily to help establish a more effective Early Head Start classroom within our agency. After a lot of thought and consideration, I agreed. I could not have imagined the journey that was about to begin.

My class consisted of four boys. One was almost two years old, another just shy of one year, the third was 8 months old and Braydon was 14 months old. I had all intentions of returning to my former post, until the first day of school. As each day passed, I fell more in love with these boys. I also recognized the incredible needs they had; some more than others.

From that first day, Braydon presented me with the most challenging behaviors. He comes from a single parent family. Mom is young with three children under the age of four and another on the way. Braydon was extremely behind physically when school started that year. The only gross motor activity that he had mastered was crawling. He could not stand up straight, even with adult support. The muscles in his lower back were not strong enough to support his torso, head and neck. So while we worked on his behaviors and language, we also worked on physical development.

I started out “walking” him to and from the diaper changing table. He would hold my fingers and I would support him while he took steps and gradually became strong enough to stand up straight. Slowly he began pulling up to toy shelves and tables, then cruising around those items. He started walking and then running. He was the first child in my classroom to pedal a tricycle this year.

With two siblings and one on the way, one-on-one attention for Braydon was hard to come by. This was evident by his behaviors in the classroom. He was constantly doing something for attention. It didn’t matter if it was attention gained by positive or negative behavior. The most troubling things were climbing on tables and aggressiveness toward his classmates.

Compounding Braydon’s behavior challenges was his lack of communication. When I started in this classroom, he had no vocabulary. He would not/could not make the sounds he should have mastered as an infant. He had no knowledge of sign language.

Braydon’s main form of communication was to grunt, cry, scream or a combination of the three. For nine months, we had standoffs at the lunch table because I wanted, needed, him to sign “more” or “please” to indicate that he wanted more food. I listened to him become more and more frustrated as I grew more frustrated because he could not formulate the words he wanted and I don’t understand grunts.

I had approached his mom to ask for permission to have him evaluated by the mental health consultant...twice. The consultant told me that it was his lack of communication skills that was causing the behavioral issues he was having. As his vocabulary increased, his challenging behaviors decreased.

Throughout that first year, we worked tirelessly to help Braydon communicate in a number of ways. At times, I didn't know if he even heard what I was saying. After he failed his hearing screen, I persuaded mom to take him to an ear, nose and throat doctor. The ENT found nothing wrong with him so we continued working on language development in the classroom. During that first school year, Braydon improved from grunts and cries to signing please, thank you and more to using simple one word phrases. On the last day of school, Braydon sang broken bits and pieces of Twinkle, Twinkle Little Star.

After a three month summer, school started again. We saw that he had regressed some in his language skills over the summer. Eventually he started using his signs and words again. His vocabulary continues to increase each day. He is using two to four word phrases and identifying objects that we use on a daily basis. I only have to ask him once to properly ask for more food at meal times. He says, "More, please" and "Thank you". Braydon turns three this July. He is not where he needs to be with language but he has come a long way. I truly hope I can help him reach his full potential before he ages out of my classroom.

Braydon's behaviors have improved a lot. But there are still a lot of aggressive behaviors that we are working on. My concerns increased because the oldest boy in the class was getting ready to age out and we were due to have a six-week old baby join us. Fortunately, I had about six weeks to work with all of my students on the changing classroom dynamic. I had no idea what I was going to do to prepare them.

We had begun implementing "Baby Doll Circle Time" curriculum from Conscious Discipline this year. I used this curriculum and some plans of my own to help prepare the boys for the newest addition to our school family.

After weeks of impromptu Baby Doll Circle Time activities and a serious lesson plan on welcoming our new baby, he finally arrived. He was right at 6 weeks old when he started in our room. I assigned my teacher aide as "baby guard". I gave each child a few minutes to sit and me or the aid and explore the baby in a very controlled environment.

Braydon showed great curiosity and care when meeting the baby. He has not shown any aggressive behaviors toward the baby. He likes to touch the baby and has to be redirected to the baby's arm or leg instead of his head, but he is gentle. If Braydon gets to school before the baby, he will point to the crib and asking in a concerned tone, "Baby?"

Braydon is a caring, smart, loveable little boy. He has moved mountains in the last year and a half. The outside world may only see a child with behaviors, but the outside world doesn't know him like I do. Last week he failed preschool screening. I am not surprised. I know he is not where he should be developmentally. But he is making progress. I have found for this child from day on and I will fight for him until he is no longer my student, and probably well beyond that.



Alice's Story

The Jamison Street Community Garden in Adair County provides support, supplies, and land for plots or raised beds to community gardeners. Specifically to aid low-income individuals and families, elderly and persons with disabilities as well as others who may not have the resources to garden on their own. It is the belief of the Community Action Partnership of Northeast Missouri that the opportunity to garden helps people to stretch their food dollars and improve their nutritional intake. Community gardens also improve the overall quality of life in neighborhoods by encouraging self-sufficiency and a sense of community among the participants.

Alice is an 80-year-old Adair County resident who has been involved with the Jamison Street Community Garden for several years. She first visited our agency for assistance with an emergency situation. As a recent widow and with only a sixth-grade education, Alice's only source of income was her monthly Social Security benefit. After visiting with her during the intake process, CAPNEMO staff determined that in addition to emergency support, Alice could benefit from healthy activities to promote a continued sense of purpose. With a lifelong love of nature and the outdoors, she was delighted with the opportunity to garden in a safe, controlled environment with supplies and support.

"I enjoyed the people I met. Each time I went to my plot I'd walk down the long row between to look at everyone's plots and how their plants were doing. I think this was a good year for our garden and I was very pleased. I picked 90 pounds of fresh vegetables and spent 14 hours total in the garden," Alice stated.



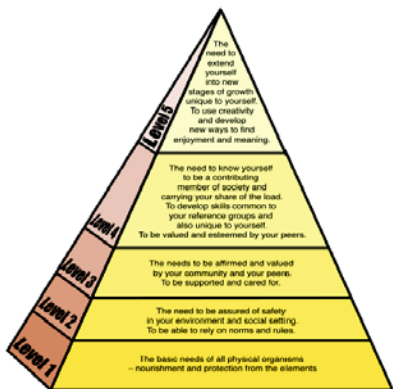
The support and resources provided by CAPNEMO allowed Alice a renewed sense of purpose and ownership while simultaneously aiding in providing her with nutritious food. "To me it was a pleasure and not work," she said. "I can't believe how many pounds of vegetables I got from so little time spent... I cannot thank the Community Action enough."

Anna's Story

The Steps to Success project engages young women ages 14 - 17 and community members in a collaborative effort to understand and advocate on behalf of youth in Adair, Clark, Knox, Schuyler, and Scotland counties. Through completion of this 12-week session, participants gain a stronger sense of self-worth and become empowered to seek answers and push for personal and community betterment. Volunteering within the school and community promotes a sense of ownership which leads to youth taking an active role in civic engagement. In addition, through these opportunities, community members are mobilized to support the needs of area youth which will ultimately develop connections between participants and community leaders.

Anna, a senior at Scotland County High School, completed Steps to Success in the spring of 2016. She was referred by her school counselor, who saw an opportunity for Anna to connect with prominent community leaders and increase her self-confidence. When she was initially put in touch with the Community Action Partnership of Northeast Missouri, Anna was living with her grandmother and grandfather. Prior to living with grandparents she had jumped from house to house due to a series of unstable living conditions. Both CAPNEMO and the school counselor saw Steps to Success as an opportunity for Anna to connect with mentors who could model a path of leadership and security.

"Through Steps to Success, I gained knowledge about building and attaining goals," Anna stated. "Besides the information relayed in each of our gatherings, I completed the program with a laptop and was well fed [during sessions]... I am soon to be a sophomore at Graceland University, as a first year student. I am an accounting major and am looking to graduate in 2019, which would be a year early - like I did in high school. I recommend doing whatever is necessary in order to participate in Steps to Success, as it will make a difference."

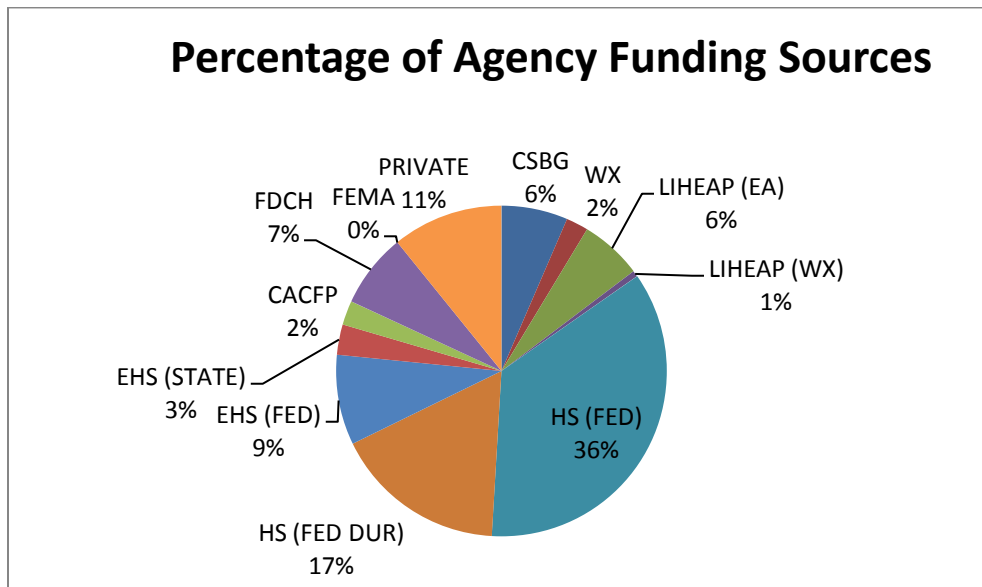


Christina, the counselor at Scotland County High School, said the following: "I am a huge supporter of the Steps to Success program due to the major influence and impact it had on all 8 girls who remained in the program from day one until the very end. Throughout the duration of the program, I saw all of the girls become more comfortable with each other and build social relationships and friendships that did not exist prior to the start. Along with the social aspects, I saw the girls actually spend quality time networking with community members, planning for their futures, and proving

to themselves and their families that they could not only finish something they started - this is something that meant way more to many of them than anyone could have predicted... Before starting the program, one of the girls' fathers told her that she would likely not finish and seriously doubted her ability for anything she started; it was clearly a father/daughter situation that was rocky and in distress. At the end of the graduation ceremony, the father apologized to the daughter they hugged, and sat together talking softly until everyone went home. Even I broke down during the ceremony, encouraging the girls to finish their speeches despite their tears in order to - once again - prove that they could do anything they put their mind to... The unforgettable lessons learned from this program are referred to regularly and are truly something that will forever stick with all of us."

2017 Fiscal Report

Funding Source	2017	2016
Community Services Block Grant (CSBG)	345,115.00	374,320.00
Weatherization (WX)	115,480.00	100,014.67
LiHEAP (Energy Assistance)	322,238.00	310,711.00
LiHEAP (Weatherization)	31,000.00	86,301.00
Head Start (Federal)	1,898,100.00	1,709,960.62
Head Start (Federal Duration Funds)	895,438.51	-
Early Head Start (Federal)	469,739.00	337,690.44
Early Head Start (State)	157,697.88	147,629.94
Child and Adult Food Care Program (CACFP)	126,000.00	138,404.47
Family Day Care Homes (FDCH)	386,881.00	369,679.94
Federal Emergency Management Agency (FEMA)	-	36,710.80
Private Sector Resources	576,682.00	396,737.12
Total (Federal, State, Local and Private)	5,324,371.39	4,008,160.00



2017 Audit is unavailable at the time of printing this report. Expenses include salaries and benefits for employees of each program, rent, utilities, insurance, supplies, materials, meals, and other required items to operate quality programs. 2016 Audit showed “no findings”.

2018 Agency Wide Proposed Budget

Income	Amount
Program Income	\$ 4,836,745.76
Housing Income	\$ 95,760.00
Indirect Cost Income	\$ 363,103.00
In-kind Contribution Income	\$ 186,481.00
Total Budget	\$ 5,482,089.76

Expenses	Amount
Personnel	\$ 1,758,893.61
Fringe	\$ 772,847.23
Travel	\$ 89,644.94
Equipment	\$
Supplies	\$ 222,177.74
Contractual	\$ 514,431.00
Facilities/Construction	\$
Other Expenses	\$ 865,853.16
Indirect Cost	\$ 354,319.21
In-kind Contributions	\$ 186,481.00
Direct Client Costs	\$ 638,819.91
Sub-Total	\$ 4,537,614.64
Net Profit or (Loss)	\$ 39,310.98
Total Budgeted Expenses	\$ 5,442,778.78

CAPNEMO Offices

Central Office
215 N. Elson
Kirksville, MO 63501
660.665.9855

Jamison Street Head Start
1011 S. Jamison
Kirksville, MO 63501
660.665.7301

Schuyler County Head Start
302 State Hwy M
Glenwood, MO 63541
660.457.3603

Kahoka Head Start
157 E. Commercial
Kahoka, MO 63445
660.727.2622

Kirksville Part-Day Head Start
915 W. Locust
Kirksville, MO 63501
660.665.6284

Edina Head Start
401 N. First Street
Edina, MO 63537
660.397.3428

Memphis Head Start
238 N. Johnson
Memphis, MO 63555
660.465.2514

Wayland Head Start
505 Welsh
Wayland, MO 63472
660.754.6288



CAPNEMO Partner Sites

Adair County R-1
600 Rombauer Ave.
Novinger, MO 63559
660.488.6411

Bright Beginnings
1123 N. Osteopathy, Ste. A
Kirksville, MO 63501
660.665.2504

Early Childhood Learning Center
1405 S. Cottage Grove
Kirksville, MO 63501
660.626.1412

Lapsley Laughter & Learning
RR 1
Luray, MO 63453
660.866.2280

CAPNEMO is a private, non-profit 501©(3) charitable organization.

CAPNEMO serves as an advocate for the 10,000 individuals who live in poverty in our five-county service area. We are committed to fighting the misunderstandings and myths surrounding the reasons people live and remain in poverty. CAPNEMO offers community education around these issues.

If you would like to learn more, please contact your local CAPNEMO office or visit our website at www.capnemo.org

