Early Childhood Programs

2022
ANNUAL REPORT

MICA
Mid-Iowa Community Action

Our community

MICA helps people who are experiencing poverty meet their needs, build on their strengths, and achieve their goals.

According to the U.S. Census American Community Survey, nearly one in six children under the age of five in MICA's five-county core service area live in poverty. Research has shown that these children are more likely to start their education at a development level behind that of their peers - a gap that tends to grow throughout a child's education.

MICA offers Head Start (HS), for children 3-5 years old, and Early Head Start (EHS), for pregnant people and children 0-3 years old. These programs combine age-appropriate learning, social interaction, health screenings, nutrition education, strong family engagement and support services to provide children with a rich learning environment.

More detailed information about the communities we serve can be found in the agency's community assessment, available online at www.micaonline.org/reports.

Learn more about our communities through our Community Needs Assessment!

Our Impact

At MICA, we measure our impact in the number of lives we change.

In 2022, MICA's Early Childhood Programs were funded to serve, at most, 284 children (208 in HS and 76 in EHS). Not only did hundreds of children receive a quality early childhood education, but their adult family members also received information and support, creating a strong and stable family environment.

Several HS classrooms operated on a program year with a summer break. Therefore, it is normal for HS enrollment to fall below capacity during the summer months. However, there have been several other recruitment challenges including declining eligible populations that resulted in enrollment being under capacity this year. Recruitment efforts are ongoing.
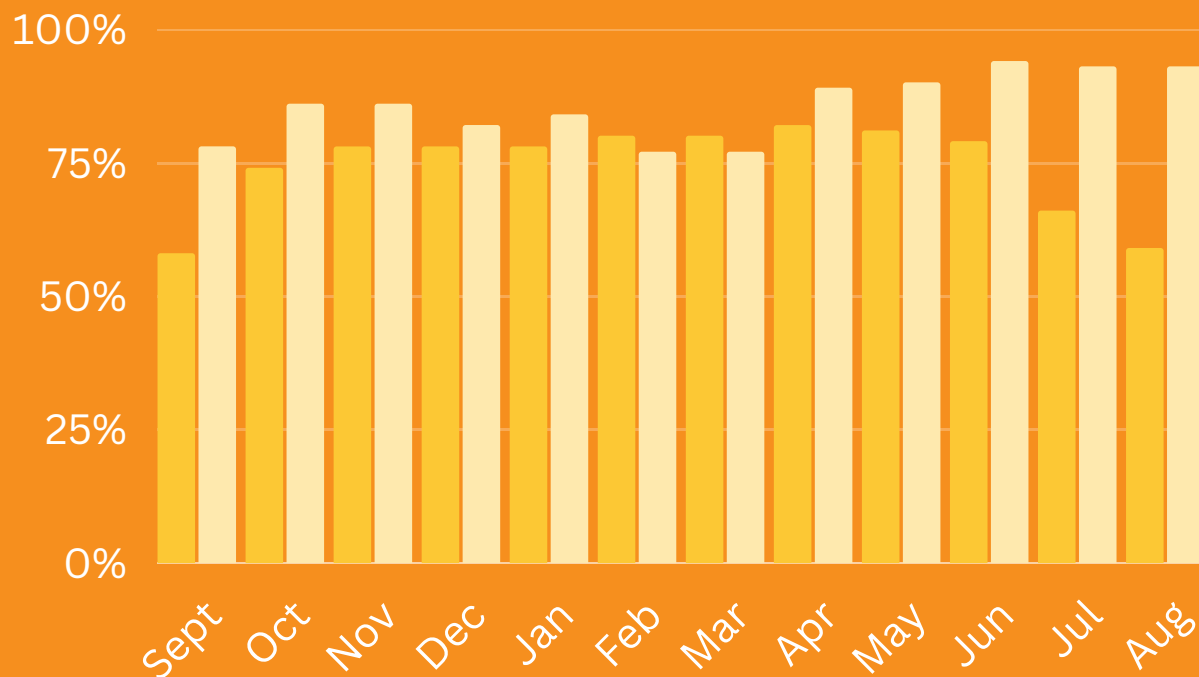
A Strong Start

MICA's Early Childhood Programs provide the groundwork for a child's lifelong educational success. Its immediate impact can be seen in preparing children for entry into kindergarten.

Assessment

HS and EHS children are assessed three to four times per program year. The number of assessments is determined based on the total months of programming. The programs assess children using the Teaching Strategies GOLD child assessment system.

Learning and Development

HS and EHS are designed to support children in a variety of domains.

Children's learning and development are assessed in language and literacy, physical health and development, social and emotional development, approaches to learning and cognition, and general knowledge.
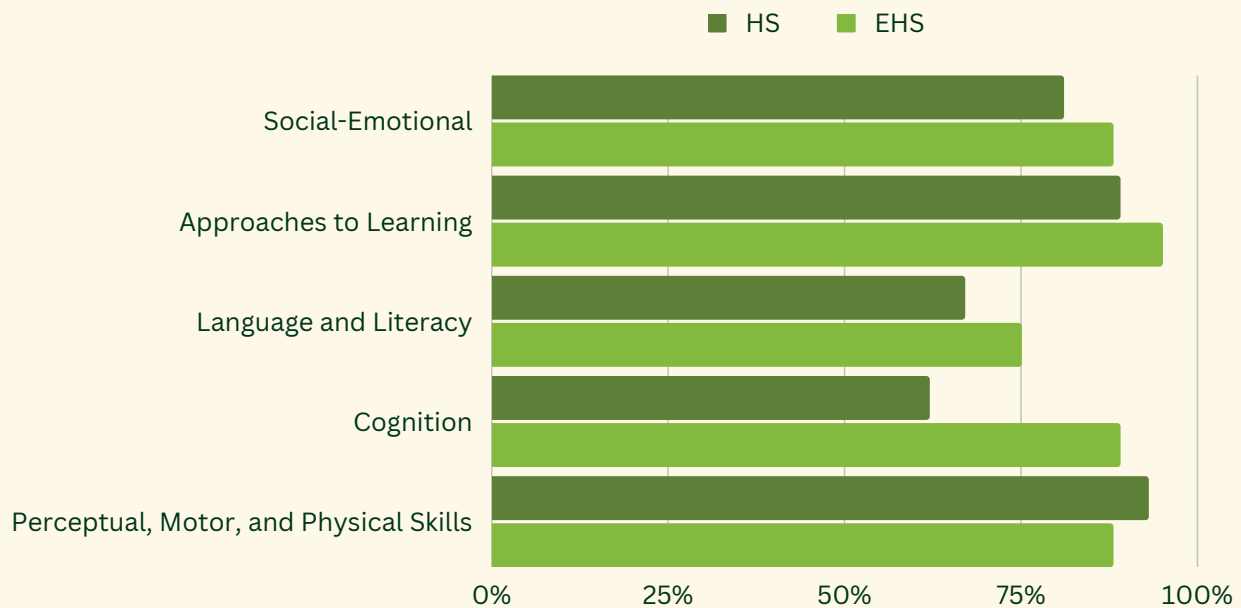
Health and Wellbeing

The program also recognizes the role of health, dental, and mental health care in the development of healthy children.
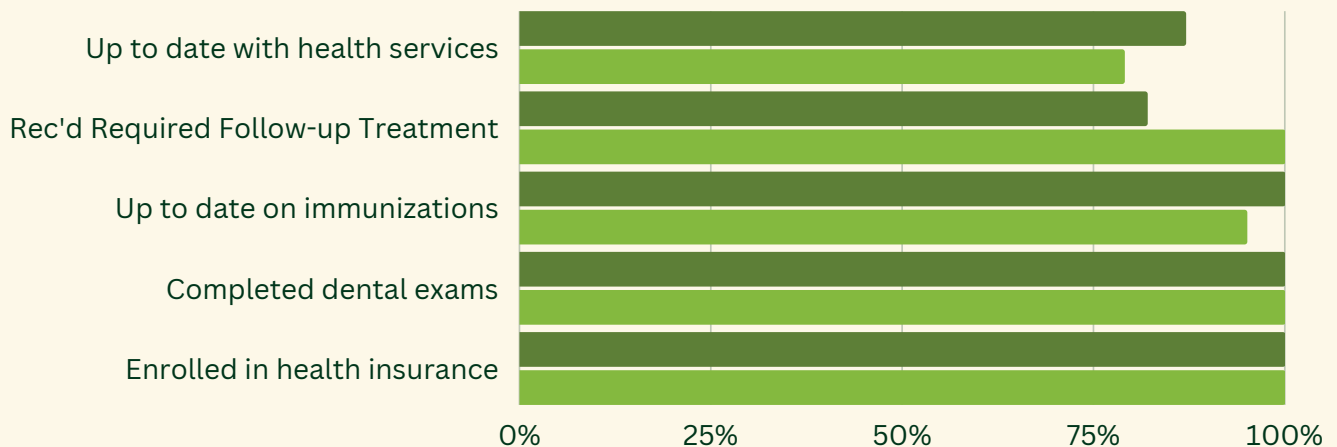
All children receive regular screenings and support is provided to families to ensure that children complete needed exams and have access to continuous sources of medical and dental care.

Assessment Goals

The chart below shows the percentage of children in both EHS and HS who were meeting Teaching Strategies GOLD age expectations for year-end 2021.

Legend: ■ HS ■ EHS

Chart: Percentage of children meeting age expectations (by category, HS and EHS)

- Social-Emotional
- Approaches to Learning
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Skills

X-axis: 0%, 25%, 50%, 75%, 100%

Health and Wellbeing

Chart: Health and Wellbeing (by category, HS and EHS)

- Up to date with health services
- Rec'd Required Follow-up Treatment
- Up to date on immunizations
- Completed dental exams
- Enrolled in health insurance

X-axis: 0%, 25%, 50%, 75%, 100%

Family Engagement

A child's family members are their most important teachers. They participate in home visits and conferences, set educational goals, read to their child, and engage in educational activities with their child at home.

MICA gives family members many opportunities to be involved in their child's education. Their involvement in regularly scheduled meetings like the Policy Council and Parent Committees help shape the direction of the program and give them a meaningful role in the decision-making process. We also provide support and family engagement on a variety of topics. The list below reflects some of the topics we discussed during the 2021-2022 program year:

Family Engagement Topics:

Oral Health
Health
Personal Hygiene
COVID Education
COVID Safety
Going outdoors during COVID
Obesity Prevention
Diabetes Prevention
Healthy Choices
Eating Healthy on a Budget
Nutrition - Food Budgeting
Nutrition - Healthy Meals/Snacks
Nutrition - Physical Fitness
Mental Health
Spending time with child
Keeping child safe online
Parenting
Routine/Schedules during COVID
Screen Time
Self-Care
Conscious Discipline
Stress Management

Safety - First Aid/Fire Safety
Safety - Bus/Pedestrian Safety Attendance
Kindergarten Readiness
Preparing Families for Transition
Summer Learning
Advocacy, Opening Doors
Car Seat Safety
Attendance
Healthy Relationships
Financial Education and Budgeting

Early Head Start 2022 Annual Expense Report
Fiscal Year: December 2021 - November 2022

Salaries & Wages	$813,240.09
Fringe Benefits	$251,896.35
Indirect Costs	$212,495.54
In Area Mileage Cars	$16,385.44
Van Fuel	$198.50
Licensing & Fingerprinting Fees	$333.75
Classroom/Disability/ITDS Supplies	$10,766.19
Cleaning Supplies	$2,674.41
Kitchen Supplies	$3,903.86
Medical/Dental Supplies	$900.24
Socialization Supplies	$500.92
Copies/Printing	$4,436.26
Postage	$30.63
Equity Contract	$1,524.27
Mental Health	$1,320.50
ChildPlus	$1,842.76
Translation Services	$3,287.15
Other Contracts/Services	$286.00
Insurance	$6,146.15
Telephone	$23,173.30
Advertising	$3,456.10
Van/Building/Equipment Maintenance	$10,305.86
Space	$71,243.58
Classroom/Computer Equipment	$8,681.60
Training Costs	$31,417.00
Employee Physicals/TB Screenings/Vaccinations	$1,298.00
Parent Meetings/Activities	$1,841.81
Child Meals	$7,331.82
Adult Meals	$12,601.79
Policy Council	$1,179.81
Program Assessment/Accreditation Fees	$325.00
Total Expenses	$1,505,024.68

Head Start 2022 Annual Expense Report
Fiscal Year: December 2021 - November 2022

Salaries & Wages	$1,124,719.82
Fringe Benefits	$348,133.13
Indirect Costs	$293,834.15
In Area Mileage Cars	$9,800.74
Van Fuel	$75.49
Licensing & Fingerprinting Fees	$468.75
Classroom Supplies	$78,061.08
Cleaning Supplies	$2,983.43
Kitchen Supplies	$7,964.75
Medical/Dental Supplies	$906.88
Copies/Printing	$12,595.82
Postage	$246.34
Equity Contract	$1,953.93
Health Contracts	$2,091.24
Mental Health	$5,490.72
ChildPlus	$5,043.31
Translation Services	$3,468.65
Other Contracts/Services	$2,287.00
Insurance	$10,103.94
Telephone	$45,118.93
Advertising	$7,604.66
Van/Building/Equipment Maintenance	$14,507.65
Space	$164,925.73
Classroom/Computer Equipment	$20,905.74
Training Costs	$27,553.00
Employee Physicals/TB Screenings/Vaccinations	$2,082.50
Parent Meetings/Activities	$2,632.96
Child Meals	$6,542.45
Adult Meals	$20,148.46
Policy Council	$1,250.07
Program Assessment/Accreditation Fees	$1,425.00
Total Expenses	$2,224,926.32

Public and Private Funds Received:
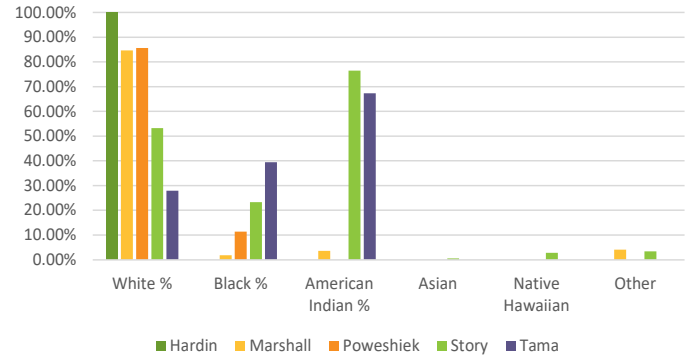
Marshalltown School District	$ 25,569.58	July 1, 2021 - June 30, 2022
CACFP	$ 185,351.10	October 1, 2021 - September 30, 2022
IRVECA Early Childhood Iowa Wrap Around	$ 51,132.00	July 1, 2021 - June 30, 2022
Wrap Around Child Care Grants	$ 137,800.00	July 1, 2021 - June 30, 2022
Shared Visions Child Development Preschool	$ 262,453.00	July 1, 2021 - June 30, 2022

MICA's EHS and HS fiscal year runs December 1 through November 30.
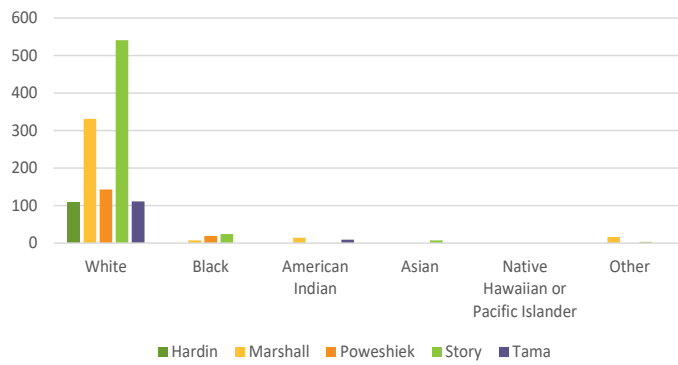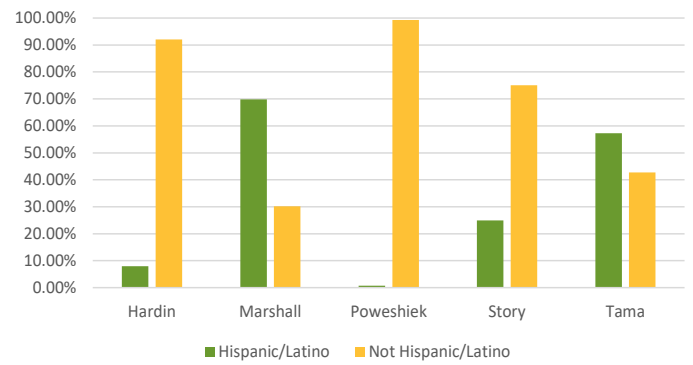
Children 0-4 in Poverty

Legend: County Percent — State Percent ● County Number
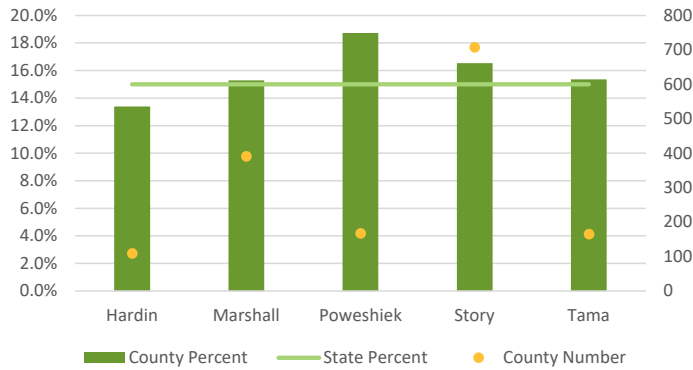
Children 0-4 in Poverty Expressed as a % by Race

Legend: Hardin, Marshall, Poweshiek, Story, Tama

Number of Children 0-4 in Poverty by Race

Legend: Hardin, Marshall, Poweshiek, Story, Tama

% of Children 0-4 in Poverty by Ethnicity

Legend: Hispanic/Latino, Not Hispanic/Latino

Women in poverty who gave birth within the last 12 months
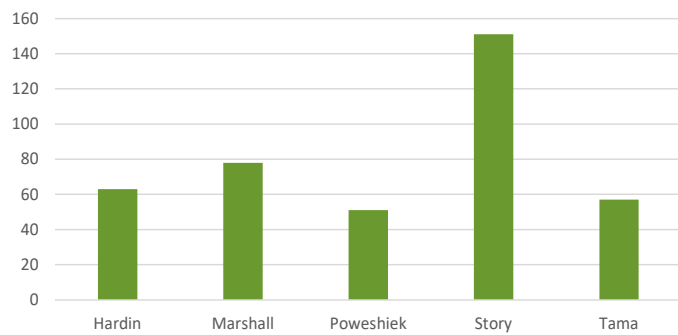
Number of Children in Foster Care

Legend: Hardin, Marshall, Poweshiek, Story, Tama
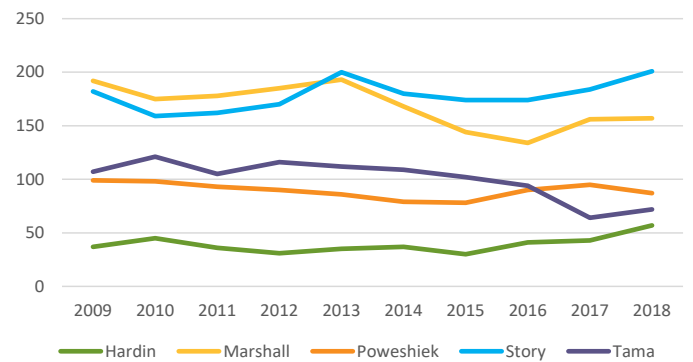
# Detailed information on disability in MICA's service area

Services for Children with Disabilities

MICA collaborates with two local Area Education Agencies (AEA), Heartland AEA and AEA 267, and with local school districts in serving children with disabilities. AEA agencies are the local providers of both Part B and Part C (Early ACCESS) Individuals with Disabilities Education Act (IDEA) services. These agencies provide support services for children with special needs and conduct developmental evaluations on children for determination of need for special education services. AEA and Early ACCESS work with parents and other providers, including Early Head Start and Head Start staff, to develop Individualized Family Service Plans (IFSP) or Individualized Education Programs (IEP) for services to address developmental delays or disabilities. AEA and Early ACCESS deliver a range of services for parents and children from birth until they are enrolled in school. These services include Early Intervention services that support parents of children ages birth to three in providing appropriate learning experiences for their children. The agencies also provide direct services for children to obtain specific skills. Direct services include: speech and language, physical therapy, occupational therapy and service coordination. IDEA Part B special education instructional programming is provided by local school districts when children ages three years and older need the learning experiences provided in an early childhood special education classroom environment.

Children ages 0-5 - Disability including Hearing and Vision
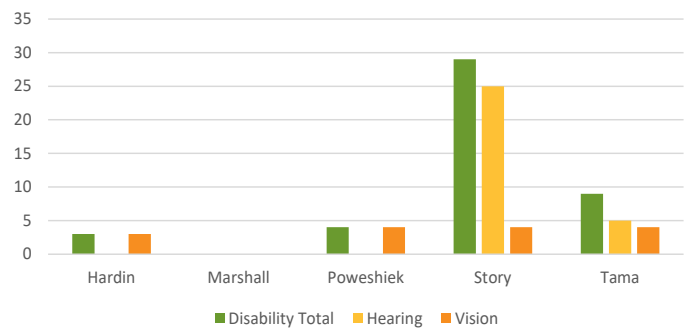
Children ages 5-17 - Disability including Hearing and Vision

March 24, 2023

Mid-Iowa Community Action, Inc.

Re: Grant No. 07CH011276

Dear Head Start Grantee:
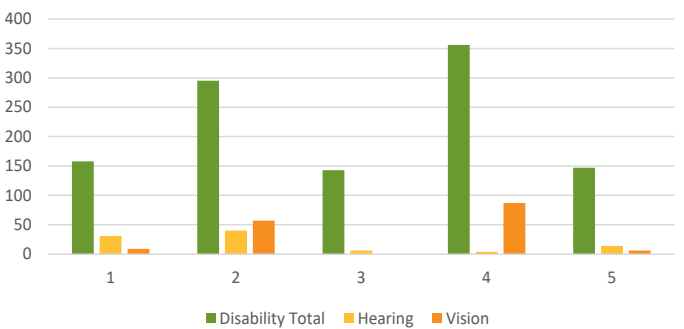
The Administration for Children and Families (ACF), Office of Head Start (OHS) recently conducted a monitoring review of your program. The attached report contains information about your agency's performance and compliance with the requirements of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

If the report has findings the corrective action period will begin 72 hours from the time this email was sent.

Sincerely,

OHS Monitoring Team

Results from CLASS® Video Pilot Observations

To: Board Chairperson

Ms. Lisa Heddens, Board Chairperson
Mid-Iowa Community Action, Inc.
1001 S 18th Ave
Marshalltown, IA 50158-3662

From: Responsible HHS Official

Date: 03/23/2023
Tala Hooban
Deputy Director, Office of Head Start

On behalf of Mr. Khari M. Garvin
Director, Office of Head Start

Thank you for your support during the recent Office of Head Start CLASS® Video Pilot review conducted from **01/18/2023** to **03/04/2023** of your Head Start program. Grant **07CH011276**. The CLASS® Video Pilot provided an opportunity for our monitoring team to ascertain the feasibility, efficiency, and quality of classroom observations obtained through video recordings in comparison to those obtained during in-person visits. Scores from observations conducted during the 2022-23 program year for this CLASS® Video Pilot will not be used for Designation Renewal System (DRS) purposes.

Observations were conducted in preschool center-based classrooms using the Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

The Head Start Program Performance Standards (HSPPS) include Quality and Competitive thresholds for each CLASS® domain(s). *While scores from observations conducted during the 2022-23 program year for this CLASS® Video Pilot will not be used for DRS purposes, we offer the following information for your program's reference:*

DOMAIN	SCORE	Quality Threshold	Competitive Threshold
Emotional Support*	5.6563	6	5
Classroom Organization	5.2917	6	5
Instructional Support	2.5694	3	2.3**

*To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

**The competitive threshold for Instructional Support is 2.3 for CLASS® reviews conducted through July 31, 2025 and then raises to 2.5 for CLASS® reviews conducted on and after August 1, 2025.

DIMENSION	SCORE
Positive Climate	5.33
Negative Climate	1.08
Teacher Sensitivity	5.71
Regard for Student Perspectives	4.67
Behavior Management	5.46
Productivity	5.67
Instructional Learning Formats	4.75
Concept Development	1.92
Quality of Feedback	2.38
Language Modeling	3.42

If your grant's scores from this CLASS® review would have fallen below the *quality or competitive threshold* for one or more CLASS® domains, the Office of Head Start offers the following training and technical assistance (TTA) resources as a first step to support your program's efforts on quality improvement related to teacher-child interactions in these areas: https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-quality-improvement. In addition, you have the option of working with your Regional Office to explore further TTA opportunities that support improvement of classroom learning environments and teacher-child interactions in areas that could most benefit your program.

For more information on CLASS® domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/learn-more-about-class.

If you have any questions, please contact your Regional Office.

cc: *Mr. Clarence Small*, Regional Program Manager

Ms. Joann Steen, Policy Council Chairperson

Ms. Clarissa Thompson, CEO/Executive Director

Ms. Carrie Sodders, Head Start Director

About CLASS®

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions[†], the scoring principles are as follows:

> ### Low range score
> *1-The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.*
> *2-The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.*
>
> ### Middle range score
> *3-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.*
> *4-The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.*
> *5-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.*
>
> ### High range score
> *6-The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.*
> *7-The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.*
>
> [†]Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS® observations can be used for a variety of purposes, including professional development, program improvement, policy, goal setting and monitoring. The Office of Head Start began using the CLASS® for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS® in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS® reviewers, and additional support for the CLASS® reviewer pool. For each preschool class selected in the sample, trained and certified CLASS® Teachstone Specialists conduct two 20-minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.