

# Idaho Head Start Data Book

*“Investing in Idaho’s Future”*

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**Thirteenth Edition**  
**2008**

# Idaho Head Start Programs



- 1. North Idaho College Head Start**  
411 North 15th Street, Suite 103, Coeur d' Alene, ID 83814
- 2. Mountain States Early Head Start**  
411 North 15th Street, Suite 200, Coeur d'Alene, ID 83814
- 3. Coeur d'Alene Tribe Early Childhood Learning Center**  
P.O. Box 408, Plummer, ID 83851
- 4. Lewis-Clark Early Childhood Program**  
1816 18th Avenue, Lewiston, ID 83501
- 5. Nez Perce Tribe Early Childhood Development Program**  
P.O. Box 365, Lapwai, ID 83540
- 6. Western Idaho Community Action Partnership Head Start**  
315 South Main Street, Payette, ID 83661
- 7. Community Council of Idaho (Migrant and Seasonal H. S.)**  
317 Happy Day Boulevard, Suite 180, Caldwell, ID 83607
- 8. Friends of Children and Families, Inc.**  
4709 West Camas Street, Boise, ID 83705
- 9. South Central Head Start**  
998 North Washington Street, Twin Falls, ID 83303
- 10. Pocatello/Chubbuck School District 25 Head Start**  
330 Oakwood Drive, Pocatello, ID 83204
- 11. Shoshone-Bannock Tribes Head Start**  
P.O. Box 306, Fort Hall, ID 83203
- 12. Eastern Idaho Community Action Partnership Head Start**  
357 Constitution Way, Idaho Falls, ID 83402
- 13. Bear River Head Start**  
95 West 100 South, Suite 200, Logan, UT 84321

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## Introduction

Through this Data Book, Idaho's 13 Head Start and Early Head Start (HS/EHS) Programs are pleased to share their information, success stories and data with you, concerning Head Start children, families and Programs from communities all across our state. We offer it as a quick reference for policy makers, child advocates, and the community at large. It describes the services, Program locations, statistical descriptions and family and child outcomes achieved through local Head Start Programs serving children from birth to five years. In addition to reading about Head Start, we invite you to visit a Program in your area to learn more about what we do. Contact information is included in this booklet.

## Background

Head Start began in 1965 as part of President Johnson's War on Poverty and is the most successful, longest-running, national, school readiness program in the United States. It provides comprehensive education, health, nutrition and parent involvement services to low-income 3 to 5 year old children and their families. Over the years the program has been enthusiastically received by educators, child development specialists, community leaders and parents across the nation and has had continued support from both houses of Congress. As one of the most researched and evaluated

early childhood programs in America,<sup>1</sup> HS/EHS is backed by strong evidence suggesting that early intervention through high quality programs can enhance a child's physical, social, emotional and cognitive development.

In 1994 a portion of Head Start funds was set aside to begin to provide services to pregnant women, infants and toddlers up to age three. The importance of a healthy pregnancy, parents who are prepared to assume their new role, secure parent-child attachment and ongoing child development, health and social service support, were all recognized as critical for our youngest children and their families. While EHS reaches only a very small percentage of those children eligible for its services, it has been found to have a high impact on those it does touch, because it begins early and involves parents and children over several years. Many Head Start Programs, in fact, are increasingly eager to expand to provide EHS services, but for the last several years no additional federal funding has been available to begin new EHS Programs.

### Funding

Federal funding for Idaho's HS/EHS Programs comes directly from the U.S. Department of Health and Human Services, Office of Head Start, to local grantees. They may be community agencies, non-profits, colleges, school districts or Migrant & Seasonal or Tribal Programs. This federal-to-local model allows more funding to go directly to Program services.<sup>2</sup> Each Program must match federal funds received with 20% from local in-kind goods, services, volunteer time or non-federal funds. In 1999, the Idaho State Legislature designated funds from the Welfare Reform Act's Temporary Assistance for Needy Families federal block grant (TANF) to provide services to nearly 200 additional children and families throughout the state.

## Eligibility

As a rule, families must have an income at or below the federal poverty level to qualify for HS/EHS services. At least 10% of the Program's enrollment must be made up of children with disabilities. In addition, up to 10% of the slots may be over-income and are often used for children with disabilities. Those with the highest needs are enrolled first and other eligible children are placed on a wait list for future openings. Idaho's Programs have nearly as many children on their wait lists as are being served.

Families of all types enroll their children in HS/EHS Programs: single mothers and fathers, two parent families, blended families, teen parents, grandparents raising grandchildren and foster parents. Fathers and mothers, or other primary caregivers, are encouraged to participate in home visits and all other available Program activities. In addition to parents, extended families often volunteer or attend HS/EHS activities.



## Unmet Needs in Idaho

Many states provide state funding to pay for services designed to match federal HS/EHS Program services so that additional children and families can benefit from quality early childhood education experiences and family support. In Idaho, even with the federal Head Start funds and supplemental TANF classroom funding, less than 5% of the eligible pregnant women, infants and toddlers and only about 20% of the eligible 3-5 year olds are enrolled. As many as 20,000 of Idaho's children may be missing out on a HEAD START toward school success.

## HS/EHS Philosophy and Approach

HS/EHS are relationship based, child development Programs that develop trusting and meaningful partnerships with the families enrolled. Positive attitudes of HS/EHS staff, a focus on the child, staying close to the family and persistence are the key to the relationship.<sup>3</sup> The Program has been a pioneer in the movement to address the needs of the whole child including the development of cognitive, social/emotional, motor, language, and perceptual skills, as well as health, which includes nutrition, mental, dental and physical health, a healthy home environment and parent involvement.<sup>4</sup> Because the child is part of a family and gains long term benefits from a strong family unit, addressing the family's educational, vocational and material needs, by building on the strengths found within the family, helps ensure the success of the child as well. HS/EHS believes that parents are the primary educators of their children, and that successful child development programs must involve and empower parents in order to have a lasting impact on the lives of children. This philosophy is reflected in Head Start's governance structure which includes a Policy Council, with decision making authority, made up of a minimum of 51% parents.

Forming community partnerships and building community capacity is also important to HS/EHS. This allows services to be delivered effectively, making the best use of scarce resources.

## How Services Are Provided

Programs use information from many sources when deciding which service model options to offer, the location of centers and other activities that will support and interest families. The Policy Council and the Board work with staff to design services

that meet the local community needs and allocate funds in the most effective manner. Regulations require one of the following options for delivery of HS/EHS services.

- **Center Based Services** typically have children coming to class three to four half-days per week. In some cases it may include full day sessions, 5 days per week. Families also receive home visits and teacher conferences several times per year so parents can share observations, learn how to implement the classroom activities at home and discuss family concerns. During class, a family-style breakfast and lunch is provided which has been planned and prepared according to USDA Child and Adult Care Food Program Meal Guidelines.
- 
- **Combination Model Services** include opportunities for children to interact with other children in a classroom setting, usually twice each week for a half day. As with the Center Based model, meals and snacks are provided to children during class time to provide important nutrition, offer new food experiences and build self help and social skills. Families enrolled in the Combination Model option receive two home visits per month.
  - **Home Based Services**, while often available for Head Start age children, work especially well for children 0-3 enrolled in Early Head Start. Visits are done weekly in the family's home, the most natural and comfortable environment for a very young child. Besides these home visits, socializations are offered in this model. This is a time when a group of parents and children can come together in a classroom setting to play,

observe and learn more about child development. Parents and children attend socializations together, which allows children to become familiar with a new environment, new playmates and adults while the parent is close by. Interaction between parents also builds important social networks among adults.

All enrolled families are invited to parent meetings, classes and groups at the center, and are given information about community activities and resources that may be of interest. Transportation may or may not be available to bring children to HS/EHS centers depending on the Program and available funds.



### EHS Prenatal Services

Being pregnant and preparing for the birth of a new baby is a very exciting time but there are also many questions and concerns for new parents. Information and support from a caring EHS home visitor can make a difference. Expectant mothers can enroll in EHS at any time during their pregnancy and after the baby is born the child and family will continue in the Program. A home visit with the EHS Health Specialist is provided within two weeks of the baby's birth, to make sure things are going well for the new mother and baby and answer any questions she might have.

Topics for discussion during prenatal home visits include fetal development, childbirth, newborn care, breastfeeding, adjusting to parenthood, nutrition during pregnancy and during breastfeeding, postpartum depression, and healthy lifestyle choices.

## Child Development/Education

Play is a child's work and toys, places and things to explore and people to play with are the tools of the trade. Class sessions include music and movement activities, books and literacy, science and math exploration, make-believe play, art, outdoor experiences, and interactions with other children. Activities are planned for both their developmental merits and cultural significance to the children and families. Classrooms and outdoor play areas are designed to be safe and provide a learning environment with varied experiences to stimulate intellectual, physical and social growth. Parents are encouraged to visit and/or volunteer in the classroom and are always made to feel welcome.



HS/EHS has a long-standing commitment to serving children with special needs. Early intervention services are provided in the classroom or the home, as part of the daily routine. Staff believe in inclusion in all HS/EHS activities and work closely with the Idaho Infant Toddler Program and local school districts in implementing individualized developmental plans for children with special needs.



EHS staff helps families plan for the transition at age three to Head Start or other early childhood program just as Head Start assists families and children in making a smooth transition into the public school system.

## Health and Nutrition

HS/EHS emphasize the importance of prevention and early identification of health problems. Each child receives vision, hearing and lead screening, as well as hemoglobin, physical and dental exams while in the Program, usually from their medical or dental provider. HS/EHS staff help families understand the importance of a medical home ( a consistent place where resources for medical care, patient history, medical records and insurance information are readily available), regular well child exams, immunizations and knowing how to prepare for a visit to the doctor or dentist. In class and at home, children and families are encouraged to follow good personal habits such as hand washing and tooth brushing.

HS/EHS's nutritional program is based on research showing that a well nourished child is better able to learn and stay healthy. According to the National PTA, "Adequate nutrition improves school attendance, learning, behavior and productivity. Hungry children cannot learn."

Staff assist families in maintaining mental wellness through recognition of possible concerns in both adults and children, as well as learning how to find and use mental health services. They also suggest ways to reduce stress or change practices that may contribute to problems. EHS Programs help mothers understand, identify and seek treatment for post-partum depression and other mental health issues that can interfere with secure parent-child attachment. Secure attachment lays the foundation for healthy social/emotional development which is a predictor of later success in school.

To support positive development in the social, emotional and behavioral areas for children, HS/EHS teachers strive to provide

a consistent atmosphere of caring, acceptance and understanding. If concerns exist, staff work closely with families to help them improve their situations. Mental health professionals are available to advise staff and parents.

### Family Development, Support and Self-Sufficiency

HS/EHS Programs emphasize work with parents of enrolled children to strengthen the entire family. At home visits, staff spend time discussing individual and family strengths and needs and then help parents set goals and develop a plan to meet those goals. The goal might be to obtain additional education, find a home, get a job or learn to communicate better with a spouse and children. HS/EHS staff provide information or referrals and work with families to identify skills and resources that enhance family functioning. Staff provide a supportive role as the family secures follow-up services, solves problems and gains self-sufficiency.

The Program may offer parent support groups or educational classes on topics such as parenting, CPR/First Aid, cooking, literacy, money management, smoking cessation and other topics of interest to parents.



### Parent Involvement

Although parent involvement isn't required, parents are encouraged to share their special talents, skills and cultural back-

grounds. Parents participate as classroom volunteers, Policy Council decision makers, and as advisors on curriculum and program planning. Parents also make decisions about their own children and implement activities at home to support classroom learning. Volunteerism is an essential part of HS/EHS and Programs rely not only on parents but students, retired persons, professionals and other community volunteers, to enhance the Program operations and quality.



### Assuring Quality

All HS/EHS Programs are required to follow laws, regulations and standards to ensure quality services and sound management practices. The HS/EHS Performance Standards are organized into three broad areas: Early Childhood Development and Health Services, Family and Community Partnerships and Program Design and Management. These requirements guide program services and help Programs develop systems to support their implementation. Programs are also subject to fiscal standards that relate to government entities or non-profit organizations, human resource laws, and other applicable state, federal or tribal laws or regulations.

Once every three years, a team of trained reviewers visit each Program to do an in-depth Federal Program Review. The purpose of this process is to ensure that Programs provide high quality, comprehensive services to the children and families they serve, have good management systems in place and are using funds correctly. Areas of non-compliance must be corrected within 120 days with the correction verified by federal staff.

HS/EHS Programs are committed to continually improving services for children and families and responding to changing community needs. Each year Programs do a Self Assessment to see how they are doing and a Community Assessment to determine strengths and needs of the community. In addition, throughout the year, Programs use evaluation tools, surveys and tracking methods to provide feedback to staff about how services are provided and suggestions for improvement. HS/EHS grantee agencies also undergo an annual financial audit.

### Staff Development

HS/EHS provides a staff development program which includes in-service training, assistance with college classes, and reflective consultation about their work. Staff have individualized professional development plans to track and enhance their progress.

### The Idaho Head Start Association

The Idaho Head Start Association (IHSA) is a group which includes Head Start and Early Head Start programs in Idaho. The Executive Director and Program representatives work to help legislators, agency staff and the general public understand more about the work that HS/EHS Programs do for children ages 0 to 5 and their families in Idaho. The Executive Director also serves on various state committees as a voice for HS/EHS Programs in the state and partners with other early childhood initiatives and groups. The Association conducts an annual meeting to provide a place for the Programs' parents, staff, Directors and friends of HS/EHS to share ideas and learn new skills. The Association annually recognizes the fine work of these parents, staff and community partners for outstanding achievements and contributions to the HS/EHS community.

## Success Stories

A Program Director received a phone call from a couple planning their wedding. It turns out the two had met while both attended Head Start in 1986, at one of the centers this Program ran. At that time, when the couple were each three, the little girl said to the little boy, "some day I am going to marry you." They were calling to arrange to *get married at that same center where they had originally met.*

This year one of our Programs used a new process for conducting the elections of Parent Council Representatives and Parent Committee Officers. They modeled their process after the one used for our national general elections. They used ballots, had polling booths and called the person's name once they had voted. What they discovered was that *parents felt so comfortable having gone through this experience, that they were confident enough to vote, some for the first time, in the real election.* Some staff also voted for the first time, due to the example this process set for them.

Ten years ago a single mother of two enrolled one of her children in a Head Start Program. While enrolled, her family advocate encouraged her to apply for a position within the Program. She did and was hired as a Health Field Advisor. She has continued to advance her career within the Program and *she is presently the Program's Health Coordinator. Her Head Start child is now a sophomore honor student in high school.*

This past season, one of the Migrant and Seasonal Head Start centers in rural Idaho was recognized by the local *elementary school principal.* He had *taken the time to write a letter praising this local Head Start Program for working so well with the school district* to ensure that the students would be successful

## Success Stories (con't)

in their local elementary school. He indicated that *these Head Start children were well prepared to learn in his elementary school environment* and specifically recognized the Head Start classroom teacher for her work with the elementary school to help the students prepare for kindergarten.

A father went through a *bitter divorce and lost custody* of his children. He still wanted to spend as much time as he could with them so he volunteered at the *Head Start Program* they attended, often helping out in the classroom. This *strengthened the bond between him and his children*, and he really felt good about helping out the teacher and the other children. This also helped him to understand how important education is in the lives of children and how much children need their parents to be involved in their schooling. It *motivated him to go back to school and get his GED*. Now he can be of more help to his children as they get older and their school work gets harder.

*This father's life as a child was very hard. From the age of 11 he seemed destined for failure. By age 14 he was in a foster home. The next year he started using drugs. He then went to live with his father, who beat him. He was expelled from school at 16 and was living on the streets. From ages 18–23, he had trouble staying out of jail. Then he met a girl who made him choose between her and the drugs. They were married, but he couldn't hold a job. He finally realized how he was hurting his family and tried to turn things around. He held onto his job and even got promoted. His oldest child was enrolled in Head Start and his wife signed him up for a parenting class taught at the Head Start center. He wasn't interested, but his wife got him to go to the first one. He was so enthused, that during the one class he was going to have to miss, he called in and participated via a speaker. He worked on getting*

## Success Stories (con't)

his GED and is doing so well at his job that he now makes too much money to qualify for Head Start. He is *now enrolled at Idaho State University with the goal of becoming a high school teacher.*

This story is about the *first child in an Early Head Start Program to receive a cochlear implant.* After failing a newborn hearing screening, it was discovered that she was profoundly deaf. She received hearing aids at 5 1/2 months, is now 2 1/2 years old and working with several therapists to be successful in her new experience of hearing sounds. *Her mom has become a wonderful advocate for her child and is also working to start a support group for parents of children with disabilities in her area.* Both mom and dad plan to attend a conference on the east coast related to their child's disability and want to bring the information back to their community to educate doctors, therapists and other public health professionals. They have worked hard to obtain financial support to attend this conference with scholarships and funding from several agencies.

An Early Head Start Family Consultant, worked closely with the sheriff's staff in doing *nearly two dozen home visits with an incarcerated pregnant woman convicted of a drug offense.* Because of their work and the mother's effort, she was *released from her sentence early,* continues her visits with the Family Consultant and has remained *clean and sober for seven months.* The baby is due soon. The *father is equally committed to living a sober lifestyle for their baby and participates fully in the Early Head Start Program.*

## General Facts and Data

- Children are 56% less likely to need special education if they are provided early education.<sup>5</sup>
- Society receives nearly \$9 in benefits for every \$1 invested in HS/EHS children.<sup>6</sup>
- Studies have found the HS/EHS children experience increased achievement test scores, as well as favorable long-term effects on the need for grade repetition and graduation rates.<sup>7</sup>
- When interacting with their 2 year olds, EHS mothers were found to be more supportive, more sensitive, less detached and more likely to stimulate cognitive and language development during play than the control parents, based on the observations of researchers in semi-structured parent-child interactions. EHS Parents were also more likely to read to their children daily and at bedtime.<sup>8</sup>
- Early education benefits children, but also translates into benefits for the community and economy through increased earnings, greater school system efficiencies, reductions in crime and lower reliance on public welfare.<sup>9</sup>

### During the 2007-2008 Program Year in Idaho:

- 1,365 people were employed by our 13 HS/EHS Programs, 431 (32%) were former or current HS/EHS parents.<sup>10</sup>
- 4,757 children were enrolled in federally funded HS/EHS.<sup>11</sup>
- 565 children with special needs were served.<sup>11</sup>
- 195 HS/EHS families were served with Temporary Assistance for Needy Families (TANF) funds.<sup>11</sup>
- 158 HS/EHS families received Temporary Assistance for Idaho Families (TAFI) cash assistance.<sup>11</sup>
- 756 HS/EHS families participated in Adult Education, such as GED programs, college selection, etc.<sup>11</sup>

## General Facts and Data (con't)

- 1,041 HS/EHS families utilized mental health services.<sup>11</sup>
- 4,090 children received age-appropriate preventative and primary health care, including all recommended tests and physical examinations.<sup>11</sup>
- 3,401 children received professional dental examinations.<sup>11</sup>
- 41 pregnant women received professional dental examinations partly to reduce the risk of premature births.<sup>11</sup>
- 3,827 children (at enrollment) were determined by a health care professional to be up-to-date on all immunizations appropriate to their age. The number rose to 3,999 by the end of the enrollment year.<sup>11</sup>
- Mental health professionals consulted with HS/EHS Staff concerning the behavior and/or mental health of 603 enrolled children. These professionals consulted with the HS/EHS parents of 193 HS/EHS children concerning these same issues.<sup>11</sup>
- Mental health professionals spent an average of 21.44 hours per month on site.<sup>11</sup>
- 240 children had individual mental health assessments, with 89 being referred for mental health services.<sup>11</sup>
- 9,283 individuals volunteered services to HS/EHS Programs. 5,686 of them were either former or current HS/EHS parents.<sup>11</sup>
- 3,346 families participated in parenting education services.<sup>11</sup>
- 3,391 families participated in health education services, including prenatal education.<sup>11</sup>
- 3,702 families participated in a family goal setting process resulting in family partnership agreements.<sup>11</sup>

## Bear River Head Start



**Central Office:** Logan, Utah

**Phone:** (435) 755-6719

**Centers:** Preston, Malad & Soda Springs

**Home-Based Programs:** Bear Lake, Caribou, Franklin & So. Bannock (2)

**Counties:** Bear Lake, Caribou, Franklin, Oneida & South Bannock

### Program Statistics 2007-2008

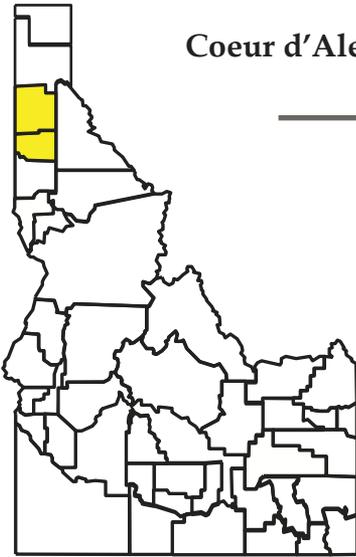
	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	29	4	33
Staff who are current or past parents:	9	0	9
Classrooms:	4	1	5
Children with special needs:	10	0	10
Families receiving TAFI:	0	0	0
Families receiving social services:	101	17	118
Children medically screened:	101	17	118
Children w/ up-to-date immunizations:	101	17	118
Children receiving mental health services:	53	6	59
Parent volunteers:	167	26	193

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Bannock	26	20	0	6	21
Bear Lake	15	10	0	5	13
Caribou	45	21	8	16	38
Franklin	64	40	0	24	41
Oneida	25	11	9	5	21
Totals	175	102	17	56	134

## Coeur d'Alene Tribal Early Childhood Learning Center

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**Central Office:** Plummer, Idaho

**Phone:** (208) 686-6507

**Centers:** Plummer

**Home-Based Programs:** Plummer  
(Prenatal only)

**Counties:** Couer d' Alene Reserva-  
tion (Benewah & Kootenai)

### Program Statistics 2007-2008

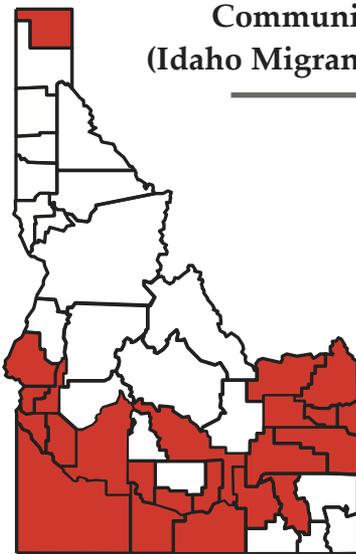
	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	35	6	41
Staff who are current or past parents:	17	4	21
Classrooms:	7	3	10
Children with special needs:	4	0	4
Families receiving TAFI:	7	0	7
Families receiving social services:	4	0	4
Children medically screened:	90	5	95
Children w/ up-to-date immunizations:	90	5	95
Children receiving mental health services:	0	0	0
Parent volunteers:	180	51	231

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Coeur 'd Alene Reservation	208	96	5	107	104
Totals	208	96	5	107	104

\*These figures include 60 Early Head Start children.

# Community Council of Idaho (Idaho Migrant & Seasonal Head Start)



**Central Office:** Caldwell, Idaho

**Phone:** (208) 454-1652

**Centers:** Aberdeen, Blackfoot, Bonners Ferry, Burley, Caldwell (2), Hammett, Idaho Falls (2), Mt Home, Nampa, Roberts, Twin Falls, & Weiser

**Home-Based Programs:** N/A

**Counties:** Ada, Bannock, Bingham, Blaine, Bonner, Bonneville, Boundary, Canyon, Cassia, Clark, Elmore, Fremont, Gem, Gooding, Jefferson, Jerome, Madison, Minidoka, Owyhee, Payette, Power, Teton, Twin Falls & Washington

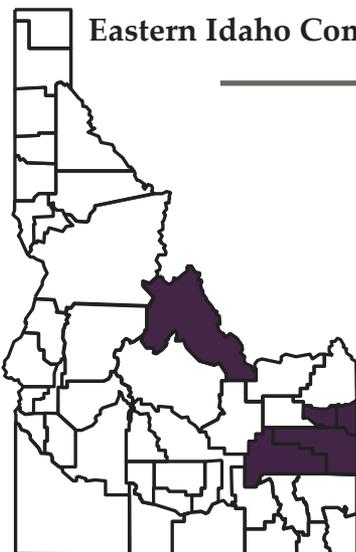
### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	422	7	429
Staff who are current or past parents:	111	0	111
Classrooms:	103	1	104
Children with special needs:	49	0	49
Families receiving TAFI:	0	0	0
Families receiving social services:	531	6	537
Children medically screened:	696	12	708
Children w/ up-to-date immunizations:	646	15	661
Children receiving mental health services:	22	0	22
Parent volunteers:	594	8	602

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Bonneville/Boundary	22	22	0	0	11
Canyon/Owyhee	210	163	17	30	183
Gem/Payette/Washington	76	53	0	23	53
Gooding/Twin Falls/Jerome	132	95	0	37	98
Elmore	117	98	0	19	107
Madison/Power/Jefferson/Bonneville	190	170	0	20	156
Minidoka	82	53	0	29	72
Bingham	82	82	0	0	66
Teton/Freemont	91	61	0	30	68
<b>Totals</b>	<b>1,002</b>	<b>797</b>	<b>17</b>	<b>188</b>	<b>814</b>

\*The migrant population varies by season, location and crop, which makes counting this population a challenge.



## Eastern Idaho Community Action Partnership

**Central Office:** Idaho Falls, Idaho

**Phone:** (208) 522-5391

**Centers:** Blackfoot, Driggs, Idaho Falls  
East, Idaho Falls West, Rexburg &  
Salmon

**Home-Based Programs:** N/A

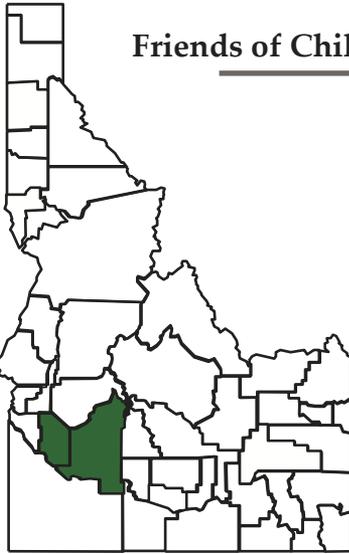
**Counties:** Bingham, Bonneville, Lemhi,  
Madison & Teton

### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	53	7	60
Staff who are current or past parents:	12	5	17
Classrooms:	12.6	1.4	14
Children with special needs:	41	2	43
Families receiving TAFI:	4	0	4
Families receiving social services:	112	4	116
Children medically screened:	216	19	235
Children w/ up-to-date immunizations:	216	19	235
Children receiving mental health services:	27	1	28
Parent volunteers:	84	20	104

### **Eligibility, Service and Unmet Service Needs, Program Year 2007-2008**

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserviced	Actual Enrollment
Bingham	310	34	0	276	42
Bonneville	480	119	17	344	161
Lemhi	45	17	0	28	20
Madison	335	29	7	299	43
Teton	64	18	0	46	26
Totals	1,234	217	24	993	292



## Friends of Children and Families, Inc.

**Central Office:** Boise, Idaho

**Phone:** (208) 344-9187

**Centers:** Boise, Garden City, Glens Ferry, Meridian & Mountain Home

**Home-Based Programs:** Boise, Eagle, Garden City, Kuna & Meridian

**Counties:** Ada & Elmore

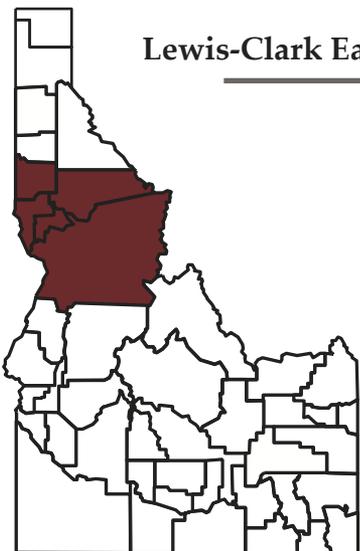
### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	119	8	127
Staff who are current or past parents:	41	2	43
Classrooms:	21	2	23
Children with special needs:	60	3	63
Families receiving TAFI:	43	3	46
Families receiving social services:	494	39	533
Children medically screened:	472	37	509
Children w/ up-to-date immunizations:	502	39	541
Children receiving mental health services:	20	2	22
Parent volunteers:	453	35	488

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Ada	2,420	380	13	2,027	497
Elmore	497	58	13	426	72
Totals	2,917	438	26	2,453	569

\*These figures include 72 Early Head Start children.



## Lewis-Clark Early Childhood Program

**Central Offices:** Lewiston, Idaho

**Phone:** (208) 743-6573

**Centers:** Craigmont, Grangeville, Kamiah, Lewiston, Moscow, Orofino, Pierce & Riggins & Weippe; Clarkston (Washington)

**Home-Based Programs:** N/A

**Counties:** Clearwater, Idaho, Latah, Lewis & Nez Perce; Asotin (Washington)

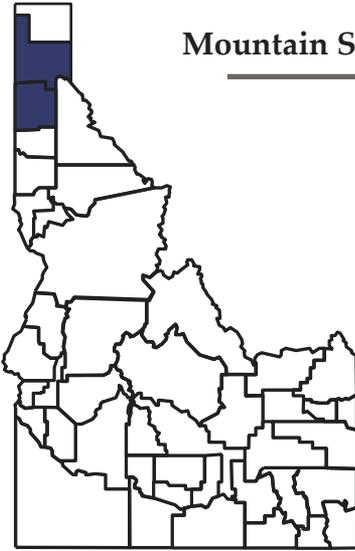
### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	105	1	106
Staff who are current or past parents:	25	1	26
Classrooms:	18	.5	18.5
Children with special needs:	63	2	65
Families receiving TAFI:	34	2	36
Families receiving social services:	322	8	330
Children medically screened:	320	8	328
Children w/ up-to-date immunizations:	359	7	366
Children receiving mental health services:	14	0	14
Parent volunteers:	1,558	0	1,558

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Clearwater	107	42	2	63	48
Idaho	222	36	3	183	41
Latah	296	54	2	240	80
Lewis	54	29	1	24	37
Nez Perce	524	121	0	403	143
Asotin (WA)	471	92	0	379	124
Totals	1,674	374	8	1,292	473

\*These figures include 50 Early Head Start children. **NOTE:** LCECP serves Idaho and Washington children.



## Mountain States Early Head Start

**Central Office:** Coeur d'Alene, Idaho

**Phone:** (208) 765-6955

**Centers:** Coeur d'Alene & Sandpoint

**Home-Based Programs:** Coeur d'Alene & Sandpoint

**Counties:** Bonner & Kootenai

### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	28	0	28
Staff who are current or past parents:	4	0	4
Classrooms:	2	0	2
Children with special needs:	43	0	43
Families receiving TAFI:	3	1	4
Families receiving social services:	134	6	140
Children medically screened:	140	6	146
Children w/ up-to-date immunizations:	139	6	145
Children receiving mental health services:	4	0	4
Parent volunteers:	198	0	198

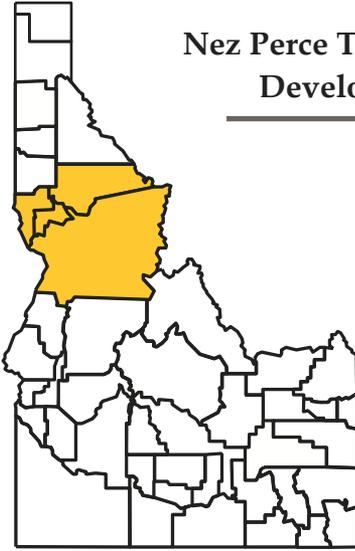
### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Bonner	1,238	48	0	1,190	72
Kootenai	4,970	65	6	4,899	117
Totals	6,208	113	6	6,089	189

\*These figures include pregnant women and Early Head Start children (0 to 3 yrs) only.

## Nez Perce Tribe Early Childhood Development Program

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**Central Office:** Lapwai, Idaho

**Phone:** (208) 843-7330

**Centers:** Kamiah & Lapwai

**Home-Based Programs:** N/A

**Counties:** Clearwater, Idaho, Lewis & Nez Perce

### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	45	3	48
Staff who are current or past parents:	31	2	33
Classrooms:	7	1	8
Children with special needs:	10	3	13
Families receiving TAFI:	11	1	12
Families receiving social services:	99	17	116
Children medically screened:	109	17	126
Children w/ up-to-date immunizations:	72	17	89
Children receiving mental health services:	3	0	3
Parent volunteers:	35	10	45

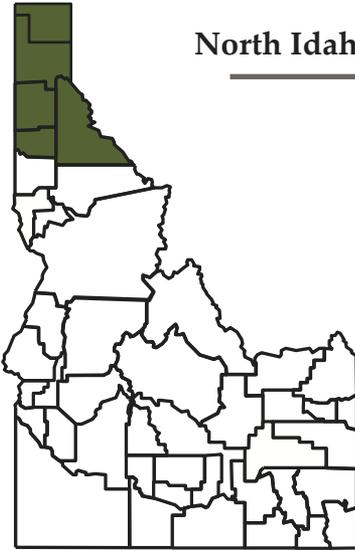
### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unservd	Actual Enrollment
Nez Perce Reservation	264	178	17	69	226
Totals	264	178	17	69	226

\*These figures include 75 Early Head Start children.

## North Idaho College Head Start

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**Central Office:** Coeur d'Alene, Idaho

**Phone:** (208) 666-6755

**Centers:** Bonners Ferry, Coeur d'Alene, Kellogg, Post Falls, Rathdrum, Sandpoint & St. Maries

**Home-Based Programs:** N/A

**Counties:** Benewah, Bonner, Boundary, Kootenai & Shoshone

### Program Statistics 2007-2008

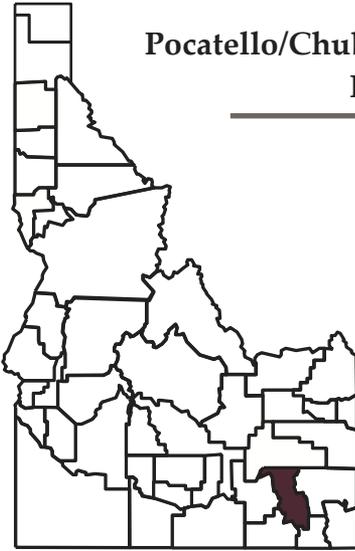
	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	61	0	61
Staff who are current or past parents:	12	0	12
Classrooms:	15	0	15
Children with special needs:	40	4	44
Families receiving TAFI:	0	2	2
Families receiving social services:	309	17	326
Children medically screened:	309	17	326
Children w/ up-to-date immunizations:	303	17	320
Children receiving mental health services:	19	0	19
Parent volunteers:	493	23	516

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Benewah	54	20	0	34	23
Bonner	211	56	0	155	64
Boundary	70	20	0	50	22
Kootenai	546	164	14	368	202
Shoshone	92	20	0	72	30
<b>Totals</b>	<b>973</b>	<b>280</b>	<b>14</b>	<b>679</b>	<b>341</b>

## Pocatello/Chubbuck School District 25 Head Start

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**Central Office:** Pocatello, Idaho

**Phone:** (208) 233-6606

**Centers:** Pocatello & Chubbuck

**Home-Based Programs:** N/A

**Counties:** Bannock

### Program Statistics 2007-2008

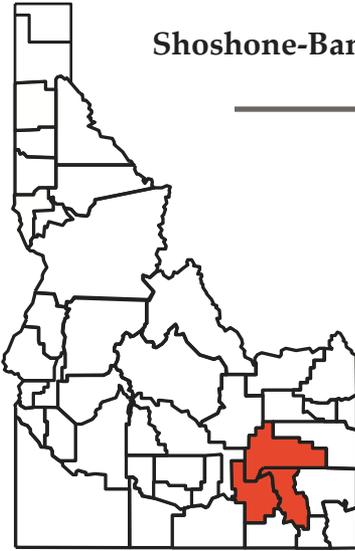
	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	38.5	2.5	41
Staff who are current or past parents:	9	1	10
Classrooms:	10	1	11
Children with special needs:	46	4	50
Families receiving TAFI:	12	3	15
Families receiving social services:	187	18	205
Children medically screened:	182	18	200
Children w/ up-to-date immunizations:	190	18	208
Children receiving mental health services:	13	2	15
Parent volunteers:	267	29	296

### **Eligibility, Service and Unmet Service Needs, Program Year 2007-2008**

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Ban-nock	359	195	18	146	213
Totals	359	195	18	146	213

## Shoshone-Bannock Tribes Head Start

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**Central Office:** Shoshone-Bannock Tribes Early Childhood Development Center, Fort Hall, Idaho

**Phone:** (208) 239-4500

**Centers:** Fort Hall Indian Reservation

**Home-Based Programs:** N/A

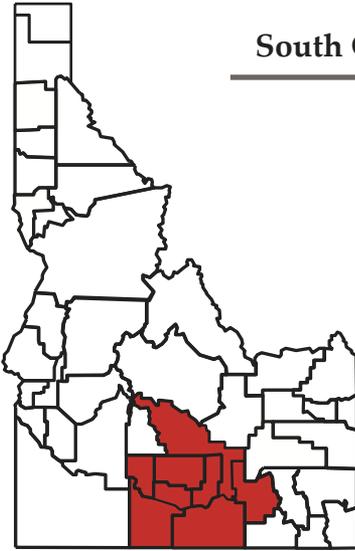
**Counties:** Bannock, Bingham & Power

### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	16	3	19
Staff who are current or past parents:	12	1	13
Classrooms:	4	1	5
Children with special needs:	3	1	4
Families receiving TAFI:	0	0	0
Families receiving social services:	58	10	68
Children medically screened:	58	8	66
Children w/ up-to-date immunizations:	65	10	75
Children receiving mental health services:	0	0	0
Parent volunteers:	65	10	75

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Bannock	23	19	4	0	23
Bingham	50	44	6	0	50
Power	2	2	0	0	2
Totals	75	65	10	0	75



## South Central Head Start

**Central Office:** Twin Falls, Idaho

**Phone:** (208) 736-0741

**Centers:** American Falls, Buhl, Burley, Hailey, Hagerman, Hansen, Jerome, Rupert, Shoshone, Twin Falls & Wendell

**Home-Based Programs:** N/A

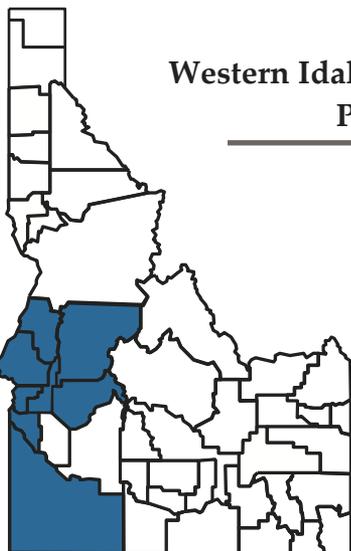
**Counties:** Blaine, Cassia, Gooding, Jerome, Lincoln, Minidoka, Power & Twin Falls

### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	132	4	136
Staff who are current or past parents:	60	3	63
Classrooms:	34	4	38
Children with special needs:	102	3	105
Families receiving TAFI:	10	7	17
Families receiving social services:	602	24	626
Children medically screened:	602	24	626
Children w/ up-to-date immunizations:	618	24	642
Children receiving mental health services:	124	3	127
Parent volunteers:	843	32	875

### Eligibility, Service and Unmet Service Needs, Program Year 2007-2008

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
Blaine	262	33	0	229	39
Cassia	485	102	7	376	122
Gooding	282	52	0	230	59
Jerome	533	76	0	457	92
Lincoln	116	14	4	98	22
Minidoka	501	70	0	431	79
Power	189	35	0	154	40
Twin Falls	1,565	167	11	1,387	195
<b>Totals</b>	<b>3,933</b>	<b>549</b>	<b>22</b>	<b>3,362</b>	<b>648</b>



## Western Idaho Community Action Partnership

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**Central Office:** Payette, Idaho

**Phone:** (208) 642-9086

**Centers:** Caldwell, Emmett, Payette, Marsing, Nampa, Weiser & Wilder

**Home-based:** Council, Donnelly & Horseshoe Bend

**Counties:** Adams, Boise, Canyon, Gem, Owyhee, Payette, Valley & Washington

### Program Statistics 2007-2008

	<u>Regular</u>	<u>TANF</u>	<u>Total</u>
Staff:	144	5	149
Staff who are current or past parents:	68	0	68
Classrooms:	31	0	31
Children with special needs:	70	2	72
Families receiving TAFI:	6	9	15
Families receiving social services:	556	11	567
Children medically screened:	556	11	567
Children w/ up-to-date immunizations:	553	11	564
Children receiving mental health services:	157	8	165
Parent volunteers:	1,233	13	1,246

### **Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\***

County	Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserviced	Actual Enrollment
Adams	31	10	0	21	14
Boise	46	10	0	36	7
Canyon	2,888	291	9	2,588	380
Gem	152	54	0	98	68
Owyhee	206	36	0	170	38
Payette	266	109	2	155	122
Valley	42	10	0	32	11
Washington	148	36	0	112	39
Totals	3,779	556	11	3,212	679

\*These figures include 58 Early Head Start children.

# IDAHO HEAD START

## 2007-2008 PROGRAM YEAR

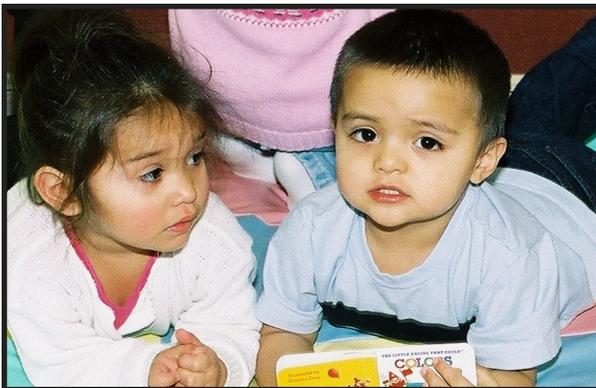
### STATEWIDE TOTALS

#### IDAHO Eligibility, Service and Unmet Service Needs, Program Year 2007-2008\*

Low-income Eligible	Federally Funded	TANF Funded	Low-income Unserved	Actual Enrollment
22,801	3,960	195	18,646	4,757

\*These figures include 434 Early Head Start children and pregnant mothers.

**Note:** Obtaining data on low-income children is challenging at best. The figures in this book represent our best efforts at tracking accurately a highly mobile population, spread across 13 Programs in Idaho, with differing statistical, fiscal and school calendar years.



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10. Idaho Head Start 2007–2008 Program Data.
11. Individual program and congregate statistics were developed from the Program Information Report (PIR) Cross Region State Level Summary data for the 2007 - 2008 program year, as well as information from Idaho's 13 Programs.

## Acknowledgements

The Idaho Head Start Association (IHSA) would like to thank all Idaho Head Start/Early Head Start (HS/EHS) Programs for their assistance with the individual program data, success stories, photographs and narrative that fill these pages.

Copies of the Data Book are available from:  
**Idaho Head Start Association**  
2417 Bank Drive, Suite B-1, Boise ID 83705  
(208) 345-1182 — phone  
(208) 345-1163 — fax

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