



Idaho Head Start Data Book

...With A List Of Early Childhood Partners
And Inspirational Stories About Head Start
Parents And Staff...



18th Edition
2013

IDAHO HEAD START ASSOCIATION



- 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 (also Washington)
- 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. College of Southern Idaho Head Start/Early 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**
935 Lincoln Road, Idaho Falls, ID 83401
- 13. Bear River Head Start**
95 West 100 South, Suite 200, Logan, UT 84321 (also Idaho)

TABLE OF CONTENTS

	<u>Page</u>
Program Locations and Contact Information	2-3
Introduction	5
Background.....	5-6
Funding.....	6
Eligibility.....	6-7
Unmet Needs in Idaho.....	7
HS/EHS Philosophy and Family Approach.....	7-8
How Services Are Provided.....	8-9
Early Head Start Prenatal Services.....	9-10
Child Development and Education.....	10
Health and Nutrition.....	10-11
Family Development, Support and Self-Sufficiency.....	12
Parent Involvement.....	12
Assuring Quality.....	13
Staff Development.....	13
Did You Know That.....	14
The Truth About Head Start.....	14-16
Idaho Head Start Early Childhood Partners.....	17-18
Idaho Head Start Stories.....	19-20
Individual Program Data.....	21-33
Statewide Summary	34
Sources and Acknowledgement.....	35
Idaho Head Start Association.....	Back Cover





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 Idaho. It also addresses some misperceptions of HS/EHS with a new section dedicated to, "The Truth About Head Start". 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 on page 3 and again on pages 21 through 33.

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,¹ 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 up until very recently, 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, nonprofits, colleges, school districts or Migrant & Seasonal or Tribal Programs. This federal to local model allows more funding to go directly to Program services.² 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 TANF (Temporary Assistance for Needy Families) federal block grant to provide services to nearly 200 additional children and families across Idaho.

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 would be on the lists of those 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 federal 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 to 25,000 of Idaho's children and families may be missing out on a HEAD START toward school success due to a lack of funding.

HS/EHS PHILOSOPHY AND FAMILY 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 keys to the relationship.³ 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.⁴ 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, through its Policy Council, a decision making body that must include at least 51% Head Start 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 to implement individualized developmental plans for children with special needs.



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

HEALTH AND NUTRITION

HS/EHS emphasizes 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, tooth brushing and the inclusion of healthy physical activity.



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. This is all aimed at building family capacity for the challenges they will inevitably encounter.

The Program may offer parent support groups or educational classes on topics like 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 backgrounds. 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 with Programs relying on parents, students, retired persons, professionals and other community volunteers, to enhance the Program operations and quality. Parents also tend to stay involved in their children's later education.



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 annual financial audits.

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.

DID YOU KNOW THAT.....

.....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 **better graduation rates**.⁷

.....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. EHS Parents were also **more likely to read to their children** daily and at bedtime.⁸



.....**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**.⁹

.....The average Head Start classroom teacher salary, with a Baccalaureate Degree, was only **\$23,617.23 per year**.¹¹

THE TRUTH ABOUT HEAD START

Head Start Programs in Idaho: employ about 1,300 staff each year, roughly 30% of who are current or former Head Start parents; bring \$35,000,000 to \$40,000,000 in new money into Idaho's economy each year; receive no State Funding; and have federal funding to serve only about 20% to 25% of the Idahoans who are in need of, and would qualify for, Head Start services

“A Head Start program is an **integral part of a community's economic environment**. It provides jobs and purchases goods and services. Head Start programs...[employ a large percentage of]...minority-group members and many were previously unemployed. Head Start involves parents in education and training that **enhance their employability**...”(1)

“Society receives nearly **\$9 in benefits for every \$1 invested** in these Head Start children. These benefits include increased earnings, employment, and family stability, and decreased welfare dependency, crime costs, grade repetition, and special education.”(5)

“Properly trained HS **parents can decrease Medicaid costs** by \$198 per family.”(6)

“...children who attend Head Start **earn significantly more** than their siblings who did not attend preschool and also more than those who attended other preschools...”(2)

“...many Head Start parents attribute **improved employment and educational status** and elevated personal aspirations to Head Start involvement.”(1)

“...parents who actively participate in the program have high levels of psychological well-being, **improving their economic and social status**, and have children with high levels of developmental achievement.”(3)

“Head Start benefits its children and society-at-large by **reducing crime** and its costs to crime victims.”(4)

“...[Those] with an older **sibling** who attended Head Start are considerably **less likely to have been charged with a crime** and this effect reinforces the benefits associated with the...[older sibling's]...participation in Head Start.”(2)

“Results show that former Head Start children **performed at grade level** on achievement tests in reading, math, and language use in grades 3-5. In addition, former Head Start children were **more likely to be enrolled in "gifted and talented" programs** than their non-Head Start peers. Finally, former Head Start children were less likely to be enrolled in special education classes than the district-wide average enrollment rates.”(3)

“Head Start children were **more likely to be promoted to the next grade and less likely to be assigned to special education** classes.”(3)

“...those who attended Head Start are nearly 30% **more likely to have completed high school** than their siblings.”(2)

“...Head Starters are **more likely to attend college**.”(2)

“Programs **provide a range of health services** to children needing them. Head Start children are considerably more likely than non-Head Start children to receive medical and dental examinations; speech, language and developmental assessments; nutritional evaluations; and biochemical, vision and hearing screenings.”(1)

“Head Start participation appears to produce a **meaningful improvement in general physical health**. Children in the program have a lower incidence of pediatric problems than non-Head Start children and a level of health comparable to more advantaged children.”(1)

“Head Start has a **meaningful impact on children's motor coordination and development**. The largest gains have been observed among children with physical handicaps and those suffering from developmental delays.”(1)

“Findings of the Head Start Evaluation, Synthesis and Utilization Project suggest that the **Head Start program has enjoyed considerable success**. The program has immediate positive effects on cognitive and socio/emotional development; persistent effects on

preparing children to succeed in school; significant influence on improving children's physical health, motor coordination and development, and nutrition; positive effects on parents; and strong influences on community institutions to meet the needs of low-income families and their children.”(1)

“**Studies are virtually unanimous** in this conclusion. Regardless of study design or the particular cognitive measure used, children show significant immediate gains as a result of Head Start participation.”(1)

“At the end of the Head Start year, program **participants score higher** in all three areas [self esteem, achievement motivation and social behavior] than comparison groups of non-Head Start children. The greatest difference is in social behavior.”(1)

“Head Start **“fade-out” is largely a myth**. This widespread misunderstanding about Head Start results from failure to consider the full-range of cognitive and academic outcomes and from flawed research methods that generate faulty conclusions.”(7)

“Head Start is **not a one year inoculation** against future years of substandard educational environments.”(8)

“The point here is that these especially **poor children**, even with the early benefits of Head Start, **move out of the program into some of our nation's worst schools**. Thus, it is not surprising that such an early boost is undermined.”(9)

[Emphasis added]

(1) Ruth Hubbel McKey, Ph.D. Larry Condelli, Ph.D. Harriet Ganson, M.S. Barbara J. Barrett, M.A. Catherine McConkey and MargReport of the Head Start Evaluation, Synthesis and Utilization Project. CSR, Incorporated Washington, D.C. aret C. Plantz, Ph.D. *The Impact of Head Start on Children, Families, and Communities: Final* June, 1985. DHHS Publication No. (OHDS) 85-31193. p7

(2) Janet Currie, Eliana Garces, and Duncan Thomas “Longer Term Effects of Head Start” - <http://www.rand.org/> - Labor and population - publications - working papers - 2000 - DRU-2439 - <http://www.rand.org/labor/DRU/DRU2439.pdf> -Working Paper Series 00-02. p1

(3) Sharon M. McGroder. (Office of the Assistant Secretary of Planning and Evaluation – U.S. Department of Health and Human Services). *Head Start: What Do We Know About What Works?* (March 29,1990) <http://aspe.hhs.gov> – Early Childhood and School Readiness – Head Start – What Do We Know About What Works? <http://aspe.hhs.gov/daltcp/reports/headstar.htm>

(4) Fight Crime: Invest In Kids. (2004). Quality Pre-Kindergarten: Key to Crime Prevention and School Success. Available at <http://www.fightcrime.org/> on July 23, 2004, p. 1.

(5) Meier, J. (2003, June 20). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California.

(6) UCLA Johnson & Johnson Health Care Institute for Head Start. (2004, April 14). UCLA Study Shows Medicaid Costs Can Shrink Significantly When Head Start Parents Are Trained to Handle Kids' Common Ailments.

(7) W. Steven Barnett, PhD (Director of the National Institute for Early Education Research, Professor of Education Economics and Public Policy, Rutgers—The State University of New Jersey). *Head Start: Research Shows the Way (2003)*

, D. (2000) “School Quality and the Longer-Term Effects of Head Start.” *The Journal of Human Resources*, 35:755-74

(9) Valerie E. Lee; Susanna Loeb “Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out” *Educational Evaluation and Policy Analysis*, Vol. 17, No. 1. (Spring, 1995), pp. 62-82. <http://links.jstor.org/sici?sici=0162-3737%28199521%2917%3A1%3C62%3AWDHSAE%3E2.0.CO%3B2-8> p62 (4/26/10)

HEAD START'S EARLY CHILDHOOD PARTNERS

The **Early Childhood Coordinating Council (EC3)** www.earlychildhood.dhw.idaho.gov serves as an advisory group for: the Infant Toddler Program, the Early Childhood Comprehensive Systems Grant, the Home Visiting Grant, the AmeriCorps Vista projects and Head Start. Membership on the Council is determined by state and federal laws and has professional and geographical diversity. Parents of young children assume leadership roles by chairing the Council and its working committees. Contact Lorraine Clayton, Director, at 208-334-5699 or claytonl@dhw.idaho.gov

The **Head Start Collaboration Office (HSSCO)** serves as the link between State Government and the 13 federally funded Head Start and Early Head Start Programs in Idaho. The Head Start State Collaboration Office plays many roles in the development and enhancement of state-level efforts to build early childhood systems through linkages, coordination, and integration of policies and services. Contact Carolyn F. Kiefer, Director, at 208-334-2410 or kieferc@dhw.idaho.gov

The **Idaho Association for the Education of Young Children (Idaho AEYC)** IdahoAEYC.org is a non-profit organization dedicated to promoting quality child care and education for all children, from birth to age eight. As a membership organization, it provides professional development opportunities and resources to child care providers, advocates for quality child care, and works to increase public awareness of the importance and benefits of early child care and education. Idaho AEYC is the state affiliate of the National Association for the Education of Young Children. Contact Beth Oppenheimer, Executive Director, at 208-345-1090 or boppenheimer@idahoaeyc.org

The **Idaho Child Care Program (ICCP)** is operated by the Department of Health and Welfare's Division of Welfare. It provides subsidies to assist low-income families with child care expenses so they can maintain employment. It also provides funding for State of Idaho child care licensing services programs to improve child care quality and insure the health and safety of children while in child care settings. Contact Ericka Medalen, Program Manager (State Child Care Administrator), at 208-334-5641 or medalene@dhw.idaho.gov

The mission of the **Idaho Children's Trust Fund/Prevent Child Abuse Idaho** www.idahochildrenstrustfund.org is strengthening families to prevent child abuse and neglect before it ever occurs. It provides funding, training and technical assistance and convenes people from throughout the state to share and learn best practices for reducing abuse and neglect of children. It believes that Idaho's future prosperity depends on the well being of its children. Contact Roger Sherman, Executive Director, at 208-386-9317 or shermanr@dhw.idaho.gov

The **Idaho Infant Toddler Program (ITP)** coordinates the state's early intervention system that provides statewide services to the families of eligible infants and toddlers from birth to thirty-six months who have developmental delays or disabilities. The program provides multi-disciplinary evaluations and services to address concerns about the child's development and to support the family in successfully nurturing the child's growth and development. Services are provided in natural learning environments, such as the home or child care setting. The program serves about 3,500 children and families per year. Contact Christy Cronheim, Program Manager, at 208-334-5590 or cronheic@dhw.idaho.gov

The **Idaho Voices for Children (IVC)** www.idhovoices.org is a statewide non-profit organization that raises awareness, educates and unites our communities to resolve problems facing Idaho's children in the areas of health, education, safety and family economic security. Its vision is to create an environment where all of Idaho's children have the opportunity to achieve their full potential. Contact LeAnn Simmons, Executive Director, at 208-336-8993 or lsimmons@idahovoices.org

The **Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program** www.homevisiting.dhw.idaho.gov is a newly established program which will support evidence-based home visiting programs in target communities within the context of early childhood systems. The MIECHV program will serve pregnant women, infants, young children and their families in their homes, to promote positive health outcomes, increase school readiness, and build positive parenting skills. MIECHV will support Early Head Start Home-Based, Parents as Teachers, and Nurse-Family Partnership in Twin Falls and Jerome, Kootenai and Shoshone Counties. Contact Deborah Drain, State Lead for MIECHV Program at 208-334-0658 or draind@dhw.idaho.gov

The **Idaho State Department of Education (IDE), Division of Special Education** <http://itcnew.idahotc.com/early-childhood.aspx> assists local educational agencies/school districts implement high quality early childhood programs for students with disabilities ages 3-5. Its mission is to have timely transitions for students who are served in the Infant Toddler Program and qualify for special education preschool, as well as to provide technical assistance to address the key components of early childhood outcome measurements in the least restrictive environment to meet the child's needs. Contact Shannon Dunstan, Early Childhood and Interagency Coordinator, at 208-332-6908 or sdunstan@sde.idaho.gov

The **Treasure Valley Family YMCA (YMCATV)** www.ymcatvidaho.org provides early childhood educational programs to children 6 weeks through preschool. It has 13 different programs in the Treasure Valley. In 2011 it is expecting to serve over 675 children between the ages of 6 weeks and 5 years old. It offers financial assistance to families so that no one is turned away due to the inability to pay. Contact Teresa Wood-Adams, Executive Director of the Child Development Branch at 208-344-5502 or teresa.wood-adams@ymcatvidaho.org

IDAHO HEAD START STORIES

This dedicated mother of four has spent much of her time learning about the significant genetic disorder that two of her children share, as well as managing their care. She is also the caregiver for her husband, a wounded combat veteran dealing with a traumatic brain injury, physical pain and the many mental health issues that resulted from his service. As a consequence of these medical and emotional trials, including her own not insignificant medical needs, she often has to function as a single mother when dealing with most family situations. She has developed a strong resiliency, as well as an appreciation for education as the best way to better her family's lives. She is extensively involved in her children's local Head Start Program, serving on Policy Council, the Family Service Advisory Committee, as well as the Boards of the Idaho Head Start Association and the Regional Head Start Association. On top of everything else this mom has on her plate, she is in her senior year of college pursuing a Bachelor's Degree in Psychology with a minor in chemical addictions treatment on her way to a Master's Degree in Social Work. She will receive support in pursuing these goals as a State, Regional and National Head Start Scholarship Award Winner. Her connection with Head Start has been so strong and supportive, that she has just secured a fulltime position with her local program as an Early Head Start Family Home Visitor.

A mother with 3 children, one that has been diagnosed with severe mental illness, joined a parenting program provided by her local Early Head Start (EHS) Program, because she "didn't feel like she ever knew what her kids needed". During the 6 months it took her to complete the 8 week course (because of having to deal with emergencies and crisis along the way) the family was homeless, unemployed, and isolated. At the end of the 6 months the family had housing, dad was working, mom was building relationships through the EHS playgroups, the parenting program was completed and mom was overcome with emotion to know that all her children really ever need is her. She learned that time is the one thing she can give her children that doesn't cost a thing.

Another parent shared that EHS staff provided a consistent, supportive and safe place to talk about and enjoy her children, share struggles, learn to recognize her own strengths and move ahead with her life as she dealt with multiple challenges. Some of these included: recovery from alcohol abuse, friends who were part of an unhealthy lifestyle, helping one child get to know his father, who had been incarcerated before the child's birth, and establishing a new blended family. Staff is amazed at the changes she has made for herself and her children! She is pleased to have grown stronger in many ways, to be making better choices, to be working part-time and going to school, to be learning new skills as a parent, building community connections and helping others learn about Early Head Start.

When we first started in the Head Start Program, I was amazed at all the support and help we got from the staff. My daughter has struggled with behavior problems for a

couple of years. Her Head Start teachers and our family advocate were able to get me set up with counseling and play therapy for her. They also helped me learn to understand her better. The mental health provider came to the center and observed her at school. She also met with me to help me establish and implement a behavior plan that we could use at home. They are amazing people who genuinely care for children. My advocate, also recently helped me with a domestic situation, offering support and connecting me with resources that provide assistance in the community. Her caring and that support allowed me to move out of a bad situation into a safe place. When I had to move to a new place, I had nothing. My advocate helped me meet many of my basic needs. After only a week, I moved from violence into safety. My children and I are now safe and secure.

This family was new to the area and new to Idaho. Along with their Head Start child, the family has twin girls, who both struggle with speech concerns. Dad, was not working consistently and mom worked only part time. Grandpa came to live with the family a few months after they moved here, making money even tighter. Dad is handy with wood and began building customized bunk beds to make money. Still struggling, the family wondered if they would ever get a break. Dad had not finished high school and struggled finding a stable job. Though Head Start staff directed him to a program to get his GED, he didn't have the self-confidence to even begin this process. After establishing a rapport with the family, their child's Head Start teacher, who was also a GED tutor, was able to convince dad to at least try attending the night time sessions. He did, and much to his surprise, he discovered that he was ready to complete the GED test. Dad received his GED before the end of the school year and walked the graduation line with the local college. With his newly obtained confidence and GED, Dad applied for a job at Home Depot. To his surprise he was offered a position. Having his GED was a great asset to him at this point. He has moved up in the store very quickly and is managing his own department. Mom found a full time job and now the family is self-sufficient. All three girls are now in Head Start. The twins are in speech therapy thanks to an advocate suggestion and Grandpa is playing his part to help shuttle the three girls around so mom and dad can work.

Over the years, my husband and I have watched our grandchildren and great-grandchildren become successful in their academic learning due to Head Start. Each child who has attended Head Start received special attention, encouragement, and a desire to learn. They were taught to take responsibility for their actions, to accept children from different cultures, and to treat each other with respect. Our first grandchild to enter Head Start is today a junior in high school and on track to graduate on time. Our granddaughter attended Head Start for 2 years and is currently enrolled at a charter school in 8th grade and is getting A's and B's in all of her classes. Another granddaughter, who is enrolled in the same charter school, in second grade, is currently reading at a 4th grade level and reads every night for 100 minutes. We also have a great-grandson who is currently enrolled in Head Start and one more great-grandson who will enroll in Head Start within the next school year. Head Start has been a blessing in the lives of our grandchildren and great-grandchildren, with each child more advanced in their learning when they enrolled in public school than they would otherwise have been without Head Start.



Bear River Head Start

Central Office: 95 West 100 South, Ste 200, Logan, Utah 84321 / 435 755-6719 / dtorbenson@brheadstart.org

Centers: Malad(1), Paris(1), Preston(1) & Soda Springs(1)

Home-Based Programs: Bear Lake, Caribou, Franklin, Onieda & South Bannock

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

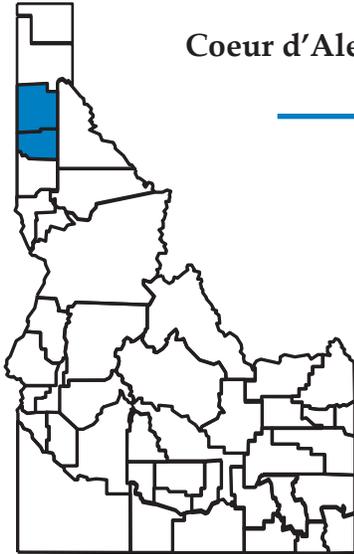
Program Statistics (HS + EHS) 2012-2013

12 classes operated
8 of the 21 staff are current or past Head Start parents
290 volunteers are Head Start parents; 7 are from the community
\$238,197 of in-kind contributions were received
33 one parent families; 125 two parent families
158 families receiving social services
5 of the 5 homeless families acquired housing
46 children with identifiable disabilities
160 children medically screened; 6 diagnosed; 6 received care
160 children up to date on all immunizations
6 children under 1; 7 1s; 21 2s; 46 3s; 80 4+; 0 pregnant mom

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Bannock	89	12	77 (87%)	10	0	0
Bear Lake	77	34	43 (56%)	29	0	0
Caribou	36	25	11 (31%)	25	8	8
Franklin	318	55	263 (83%)	51	0	0
Oneida	59	17	42 (71%)	16	9	9
Totals	579	143	436 (75%)	131	17	17

*Includes 30 Early Head Start (EHS) Slots & EHS Actual Enrollment of 33.



Coeur d'Alene Tribal Early Childhood Learning Center

Central Office: 350 Anne Antelope Ave., Plummer, ID 83851 / 208 686-6507 / sdaniels@cdatribe-nsn.gov

Centers: Plummer (1)

Home-Based Programs: Plummer (Prenatal only)

Counties: Coeur d' Alene Reservation (Benewah & Kootenai)

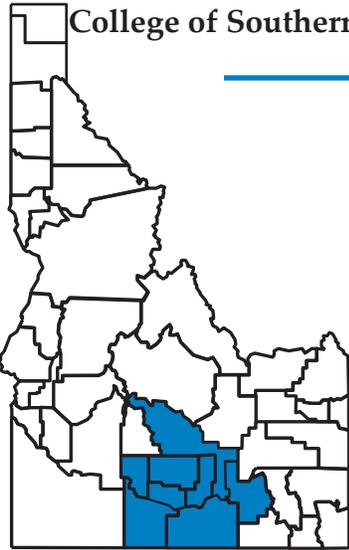
Program Statistics (HS + EHS) 2012-2013

8 classes operated
3 of the 30 staff are current or past Head Start parents
94 volunteers are Head Start parents; 25 are from the community
 \$273,819 of in-kind contributions were received
33 one parent families; 46 two parent families
43 families receiving social services
0 of the 1 homeless families acquired housing
16 children with identifiable disabilities
92 children medically screened; 6 diagnosed: 6 received care
90 children up to date on all immunizations
13 children under 1; 19 1s; 22 2s; 23 3s; 20 4+; 0 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Reservation	262	92	170 (65%)	75	5	5
Totals	262	92	170 (65%)	75	5	5

*Includes 40 Early Head Start (EHS) Slots & EHS Actual Enrollment of 51.



College of Southern Idaho Head Start/Early Head Start

Central Office: 998 Washington St. N., Twin Falls, ID 83301 /
208 736-0741 / mancole.fedder@headstart.csi.edu

Centers: American Falls(1), Buhl(1), Burley(1), Hagerman(1), Hailey(1), Hansen(1), Jerome(1), Rupert(1), Shoshone(1), Twin Falls(1), Wendell(1)

Home-Based Programs: Early Head Start: Jerome, Twin Falls, Rupert

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

Program Statistics (HS + EHS) 2012-2013

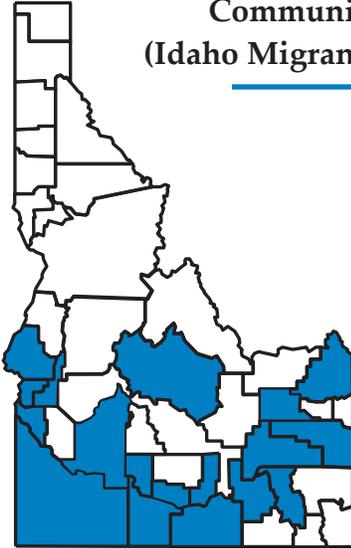
34 classes operated
74 of the 133 staff are current or past Head Start parents
839 volunteers are Head Start parents; 389 are from the community
\$1,923,057 of in-kind contributions were received
290 one parent families; 454 two parent families
740 families receiving social services
12 of the 14 homeless families acquired housing
88 children with identifiable disabilities
718 children medically screened; 91 diagnosed; 85 received care
725 children up to date on all immunizations
25 children under 1; 45 1s; 35 2s; 103 3s; 548 4+; 18 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserviced	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Blaine	255	35	220 (86%)	34	0	0
Cassia	498	116	382 (77%)	102	7	7
Gooding	303	52	251 (83%)	46	3	4
Jerome	369	108	261 (71%)	97	6	7
Lincoln	97	37	60 (62%)	33	1	1
Minidoka	385	105	280 (73%)	83	7	8
Power	120	36	84 (70%)	34	0	0
Twin Falls	1,349	254	1,095 (81%)	217	3	4
Totals	3,376	743	2,633 (78%)	646	27	31

***Includes 80 Early Head Start (EHS) Slots & EHS Actual Enrollment of 115.**

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



Central Office: 317 Happy Day Blvd., Ste 280,
Caldwell, ID 83607 / 208 454-1652 /rlugo@ccimail.org

Centers: Aberdeen(1), Burley(1), Caldwell(2), Hammett(1), Idaho Falls(2), Mt. Home(1), Roberts(1), Twin Falls(1) & Weiser(1)

Home-Based Programs: N/A

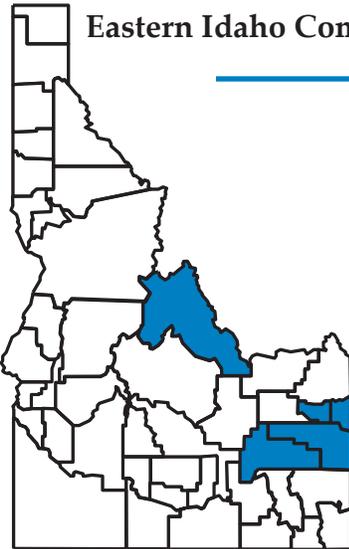
Counties: Bannock, Bingham, Bonneville, Canyon, Cassia, Custer, Elmore, Fremont, Gem, Gooding, Jefferson, Jerome, Minidoka, Owyhee, Payette, Power, Twin Falls & Washington

Program Statistics (HS + EHS) 2012-2013

94 classes operated
75 of the 428 staff are current or past Head Start parents
428 volunteers are Head Start parents; 118 are from the community
\$466,745 of in-kind contributions were received
364 one parent families; 520 two parent families
291 families receiving social services
0 of the 20 homeless families acquired housing
55 children with identifiable disabilities
352 children medically screened; 79 diagnosed; 61 received care
456 children up to date on all immunizations
80 children under 1; 107 1s; 142 2s; 180 3s; 305 4+

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Bonneville, Bingham, Jefferson, Fremont, Custer	266	209	57 (21%)	203	0	0
Canyon, Gem	231	216	15 (7%)	196	15	17
Cassia, Minidoka, Twin Falls, Jerome Gooding	227	161	66 (29%)	186	0	0
Elmore, Owyhee	109	97	12 (11%)	94	0	0
Power, Bannock	69	62	7 (10%)	65	0	0
Washington, Payette	75	52	23 (31%)	53	0	0
Totals	977	797	180 (18%)	797	15	17



Eastern Idaho Community Action Partnership

Central Office: 935 Lincoln Road, Idaho Falls, ID 83401 / 208 522-5391 / lchadwick@eicap.org

Centers: Blackfoot(1), Driggs(1), Idaho Falls(2), Rexburg(1) & Salmon(1)

Home-Based Programs: N/A

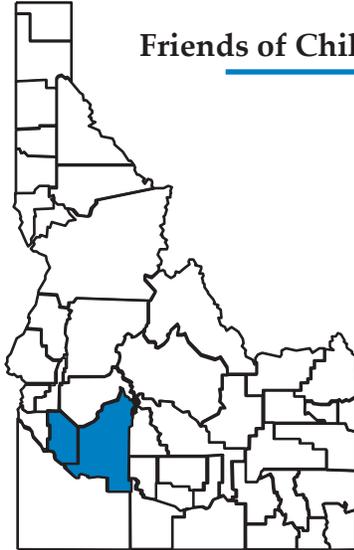
Counties: Bingham, Bonneville, Lemhi, Madison & Teton

Program Statistics (HS + EHS) 2012-2013

14 classes operated
17 of the 66 staff are current or past Head Start parents
358 volunteers are Head Start parents; 162 are from the community
\$529,341 of in-kind contributions were received
97 one parent families; 153 two parent families
237 families receiving social services
8 of the 8 homeless families acquired housing
41 children with identifiable disabilities
265 children medically screened; 22 diagnosed; 22 received care
265 children up to date on all immunizations
0 children under 1; 0 1s; 0 2s; 96 3s; 183 4+

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Bingham	1,066	42	1,024 (96%)	34	0	0
Bonneville	1,535	135	1,400 (91%)	119	17	21
Lemhi	73	21	52 (71%)	17	0	0
Madison	1,165	32	1,133 (97%)	29	7	10
Teton	63	18	45 (71%)	18	0	0
Totals	3,902	248	3,654 (94%)	217	24	31



Friends of Children and Families, Inc.

Central Office: 4709 W. Camas St.,
Boise, ID 83705 / 208 344-9187 /
kkohler@focaf.org

Centers : Boise(3), Garden City(1),
Glenns Ferry(1), Kuna(1), Meridian(1)
& Mountain Home(1)

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

Counties: Ada & Elmore

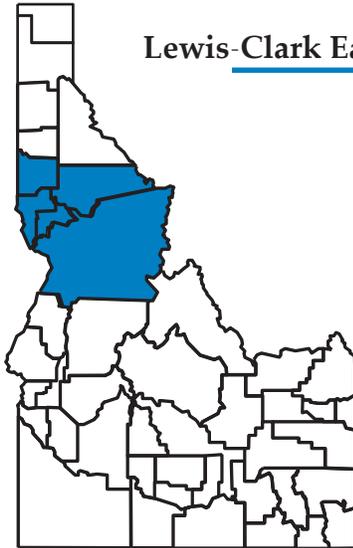
Program Statistics (HS + EHS) 2012-2013

- 25 classes operated
- 28 of the 137 staff are current or past Head Start parents
- 437 volunteers are Head Start parents; 29 are from the community
- \$1,122,767 of in-kind contributions were received
- 206 one parent families; 301 two parent families
- 595 families receiving social services
- 23 of the 51 homeless families acquired housing
- 63 children with identifiable disabilities
- 480 children medically screened; 65 diagnosed; 62 received care
- 472 children up to date on all immunizations
- 33 children under 1; 27 1s; 40 2s; 30 3s; 487 4+; 17 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Ada	3,858	521	3,337 (86%)	404	14	16
Elmore	411	81	330 (80%)	88	13	16
Totals	4,269	602	3,667 (86%)	492	27	32

*Includes 64 Early Head Start (EHS) Slots & EHS Actual Enrollment of 111.



Lewis-Clark Early Childhood Program

Central Offices: 1816 18th Ave., Lewiston, ID
83501 / 208 743-6573 /
DORLAN@lcecp.org

Centers: Craigmont(1), Grangeville(1), Kamiah
(1), Lewiston(7), Moscow(3), Orofino(2), Parkway
(1) & Pierce/Weippe(1) (ID); Chestnut (3), Fair St
(2) & Parkway(1) (Washington)

Home-Based Programs: Nez Perce (ID); Asotin
(Washington)

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

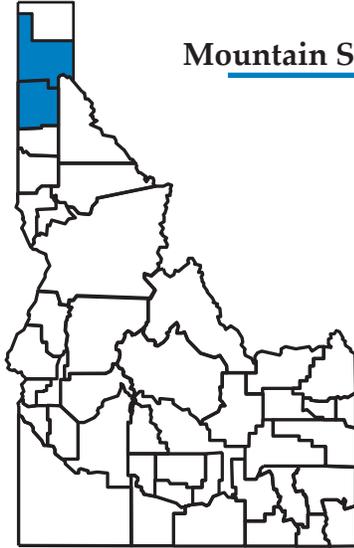
Program Statistics (HS + EHS) 2012-2013

23 classes operated
55 of the 158 staff are current or past Head Start parents
1363 volunteers are Head Start parents; 634 are from the community
\$939,876 of in-kind contributions were received
204 one parent families; 248 two parent families
364 families receiving social services
12 of the 49 homeless families acquired housing
99 children with identifiable disabilities
441 children medically screened; 1 diagnosed: 1 received care
441 children up to date on all immunizations
38 children under 1; 36 1s; 40 2s; 163 3s; 228 4+; 9 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Clearwater	98	61	37 (38%)	42	2	2
Idaho	235	19	216 (92%)	36	0	0
Latah	557	68	489 (88%)	54	0	0
Lewis	49	48	1 (2%)	29	5	5
Nez Perce	574	151	423 (74%)	121	0	0
Asotin (WA)	443	160	283 (64%)	120	0	0
Totals	1,956	507	1,449(74%)	402	7	7

*Includes 78 Early Head Start (EHS) Slots & EHS Actual Enrollment of 108.



Mountain States Early Head Start

Central Office: 411 N. 15th, Ste 200, Coeur d'Alene, ID 83814 / 208 765-6955 /
kcarter@msehs.org

Centers: Four buildings used for EHS Services, though no "center-based" services offered

Home-Based Programs: Coeur d'Alene(1), Kellogg(1), Rathdrum(1), Sandpoint(1)

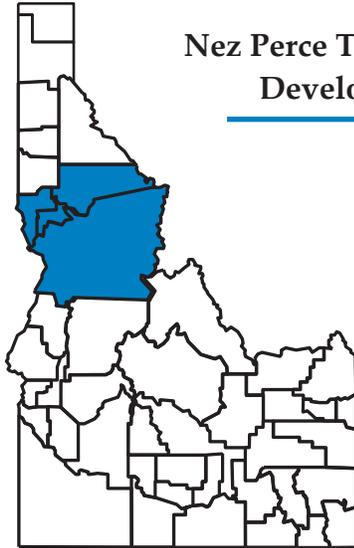
Counties: Bonner, Kootenai and Shoshone

Program Statistics (HS + EHS) 2012-2013

- 0 classes operated (360 parent-child socialization groups provided)
- 3 of the 37 staff are current or past Head Start parents
- 197 volunteers are Head Start parents; 38 are from the community
- \$427,975 of in-kind contributions were received
- 95 one parent families; 118 two parent families
- 212 families receiving social services
- 17 of the 35 homeless families acquired housing
- 58 children with identifiable disabilities
- 203 children medically screened; 5 diagnosed: 5 received care
- 230 children up to date on all immunizations
- 108 children under 1; 69 1s; 63 2s; 14 3s; 0 4+ ; 39 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Bonner	284	99	185 (65%)	53	0	0
Kootenai	1,231	165	1,066 (87%)	100	6	11
Shoshone	177	18	159 (90%)	11	0	0
Totals	1,692	282	1,410 (83%)	164	6	11



Nez Perce Tribe Early Childhood Development Program

Central Office: 117 Lolo St., Lapwai, ID
83540 / 208 843-7330 /
jennyo@nezperce.org

Centers: Kamiah(1) & Lapwai(1)

Home-Based Programs: Kamiah &
Lapwai

Counties: Idaho, Lewis & Nez Perce

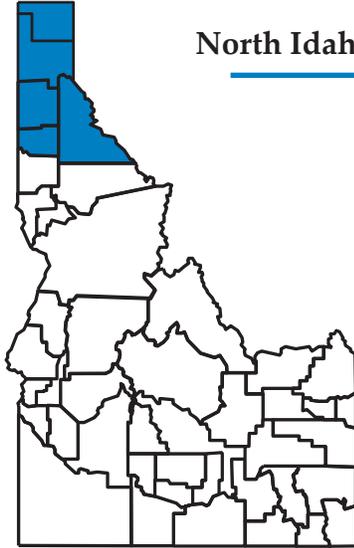
Program Statistics (HS + EHS) 2012-2013

15 classes operated
40 of the 48 staff are current or past Head Start parents
35 volunteers are Head Start parents; 25 are from the community
\$451,939 of in-kind contributions were received
80 one parent families; 114 two parent families
84 families receiving social services
4 of the 5 homeless families acquired housing
33 children with identifiable disabilities
196 children medically screened; 26 diagnosed; 23 received care
118 children up to date on all immunizations
20 children under 1; 22 1s; 37 2s; 53 3s; 66 4+; 6 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Nez Perce Reservation	469	183	286 (61%)	156	17	21
Totals	469	183	286 (61%)	156	17	21

***Includes 75 Early Head Start (EHS) Slots & EHS Actual Enrollment of 86.**



North Idaho College Head Start

Central Office: 411 North 15th St., Ste 103,
Coeur d’Alene, ID 83814/ 208 666-6755 /
Director@nicheadstart.org

Centers: Bonners Ferry(1), Coeur d’ Alene(2),
Post Falls(1), Rathdrum(1), Sandpoint(1),
Shoshone(1) & St. Maries(1)

Home-Based Programs: N/A

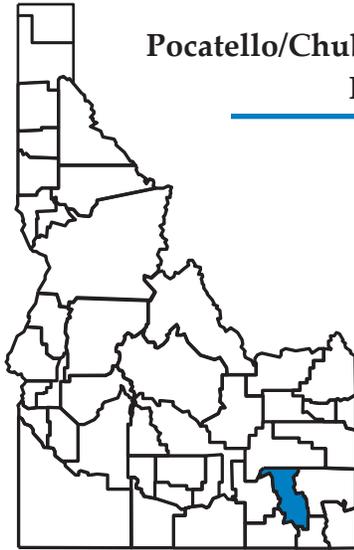
Counties: Benewah, Bonner, Boundary,
Kootenai & Shoshone

Program Statistics (HS + EHS) 2012-2013

18 classes operated
18 of the 79 staff are current or past Head Start parents
331 volunteers are Head Start parents; 454 are from the community
\$602,714 of in-kind contributions were received
180 one parent families; 155 two parent families
329 families receiving social services
22 of the 57 homeless families acquired housing
59 children with identifiable disabilities
319 children medically screened; 4 diagnosed: 4 received care
328 children up to date on all immunizations
0 children under 1; 0 1s; 0 2s; 97 3s; 262 4+

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Benewah	126	19	107 (85%)	17	0	0
Bonner	214	70	144 (67%)	57	0	0
Boundary	93	36	57 (61%)	34	0	0
Kootenai	606	187	419 (69%)	152	14	19
Shoshone	177	28	149 (84%)	20	0	0
Totals	1,216	340	876 (72%)	280	14	19



**Pocatello/Chubbuck School District 25
Head Start**

Central Office: 330 Oakwood Dr.,
Pocatello, ID 83204 / 208 233-6606 /
youngsh@sd25.us

Centers: Pocatello(1); Chubbuck (1)

Home-Based Programs: N/A

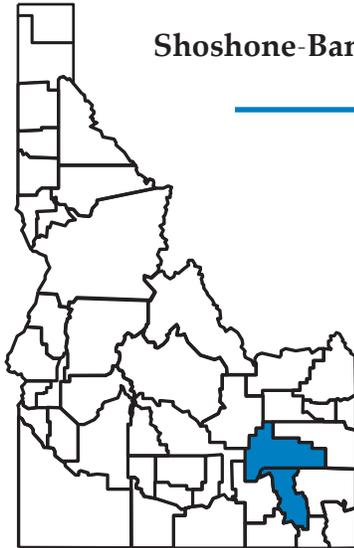
Counties: Bannock

Program Statistics (HS + EHS) 2012-2013

10 classes operated
7 of the 37 staff are current or past Head Start parents
300 volunteers are Head Start parents; 426 are from the community
\$417,655 of in-kind contributions were received
116 one parent families; 78 two parent families
190 families receiving social services
8 of the 9 homeless families acquired housing
30 children with identifiable disabilities
193 children medically screened; 6 diagnosed: 4 received care
195 children up to date on all immunizations
0 children under 1; 0 1s; 0 2s; 57 3s; 152 4+

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF funded Slots	TANF Actual Enroll.
Bannock	478	190	288 (60%)	169	17	19
Totals	478	190	288 (60%)	169	17	19



Shoshone-Bannock Tribes Head Start

Central Office: Shoshone-Bannock Tribes Early Childhood Development Center, P. O. Box 306, Fort Hall, ID 83203 / 208 239-4500 / wabrhamson@sbtribes.com

Centers: Fort Hall Indian Reservation(1)

Home-Based Programs: N/A

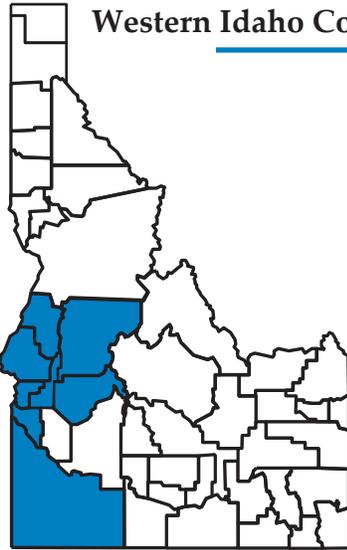
Counties: Bannock, Bingham, Power & Snake River (on Fort Hall Reservation)

Program Statistics (HS + EHS) 2012-2013

4 classes operated
12 of the 21 staff are current or past Head Start parents
83 volunteers are Head Start parents; 71 are from the community
\$133,449 of in-kind contributions were received
51 one parent families; 32 two parent families
55 families receiving social services
2 of the 2 homeless families acquired housing
13 children with identifiable disabilities
87 children medically screened; 2 diagnosed: 2 received care
86 children up to date on all immunizations
0 children under 1; 0 1s; 0 2s; 25 3s; 62 4+

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Fort Hall Reservation	82	74	8 (10%)	65	10	13
Totals	82	74	8 (10%)	65	10	13



Western Idaho Community Action Partnership

Central Office: 315 Main St., Payette, ID
83661 / 208 642-9086 /
gauthierm@wicap.org

Centers: Caldwell(3), Emmett(1), Horseshoe Bend (1), Marsing(1), Nampa(1), Payette(1), Weiser(1) & Wilder(1)

Home-based: Caldwell, Council, Donnelly, Horseshoe Bend, Nampa, Payette

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

Program Statistics (HS + EHS) 2012-2013

34 classes operated
68 of the 158 staff are current or past Head Start parents
1,465 volunteers are Head Start parents; 479 are from the community
\$1,262,556 of in-kind contributions were received
328 one parent families; 393 two parent families
721 families receiving social services
52 of the 229 homeless families acquired housing
79 children with identifiable disabilities
706 children medically screened; 43 diagnosed; 43 received care
758 children up to date on all immunizations
79 children under 1; 53 1s; 67 2s; 222 3s; 385 4+; 33 pregnant moms

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

County	Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
Adams	38	12	26 (68%)	10	0	0
Boise	14	12	2 (14%)	10	0	0
Canyon	4,437	491	3,946 (89%)	365	9	12
Gem	265	70	195 (74%)	53	1	1
Owyhee	311	23	288 (93%)	17	1	1
Payette	488	145	343 (70%)	120	1	4
Valley	175	25	150 (86%)	20	0	0
Washington	91	42	49 (54%)	35	1	1
Totals	5,819	820	4,999 (86%)	630	13	19

*Includes 114 Early Head Start (EHS) Slots & EHS Actual Enrollment of 211.

2012-2013 PROGRAM YEAR

STATEWIDE SUMMARY

Eligibility, Service and Unmet Service Needs, Program Year 2012-2013*

Low-income Eligible	Actual Enrollment	Low-income Unserved	Federally Funded Slots	TANF Funded Slots	TANF Actual Enroll.
25,077	5,021	20,056 (80%)	4,224	199	242

*Includes 645 Early Head Start (EHS) Slots & EHS Actual Enrollment of 997.

Statewide Program Statistics (HS + EHS) 2012-2013

291 classes operated (or parent/child socialization groups provided)

408 of the 1,353 staff are current or past Head Start parents

6,220 volunteers are Head Start parents; 2,857 are from the community

\$8,790,090 of in-kind contributions were received

2,077 one parent families; 2,737 two parent families

4,019 families receiving social services

165 of the 488 homeless families acquired housing

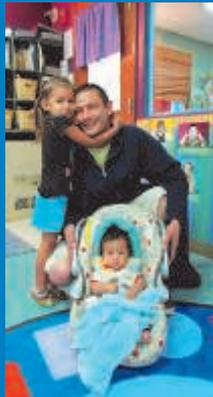
680 children with identifiable disabilities

4,212 children medically screened; 356 diagnosed; 324 received care

4,324 children up to date on all immunizations

402 children under 1; 385 1s; 467 2s; 1,109 3s; 2,778 4+; 132 pregnant moms

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.



SOURCES

1. Children’s Defense Fund (2005). “Idaho Early Childhood Development Facts,” Early Childhood Development Division.
2. Elizabeth Stief (1966). “Head Start in the States: Strengthening Collaborative Relationships,” Educational Policy Studies Division, National Governors Association.
3. Tim Nolan (1991). “What really makes Head Start Work? You May Be Surprised!” New Berlin: Nolan Communications.
4. Katie Hamm (2006). “More than Meets the Eye: Head Start Programs, Participants, Families, and Staff in 2005,” Center for Law and Social Policy Brief, Head Start Series, Brief No. 8.
5. Early Head Start Research and Evaluation Project (1996–2005), Administration for Children and Families, U.S. Department of Health and Human Services (HHS). Available at: www.acf.hhs.gov/programs/opre/ehsehs_resrch/index.html.
6. J. Meier. (2003). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California.
7. Early Head Start Research and Evaluation Project (1996–2005), Administration for Children and Families, HHS. Available at: www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/index.html.
8. Mathematica Policy Research, Inc., Princeton, NJ. Under Contract DHHS-105-95-1936 (2001). “Building Their Futures: How Early Head Start Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income Families,” Volume I: Technical Report.
9. Geoffrey Black and Chris Loucks, Economics Department, Boise State University (2006). “Early Childhood Education as Economic Development.” Prepared for the Senate and House of Representatives, State of Idaho Early Childhood Legislative Task Force.
10. Idaho Head Start 2012—2013 Program Data.
11. Individual program and congregate statistics were developed from the Program Information Report (PIR) Survey Summary Report—State Level data for the 2012—2013 program year, and the 2005-2009 averages from the American Community Survey, United States Census Bureau, 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.

THE IDAHO HEAD START ASSOCIATION

The Idaho Head Start Association (IHSA) is an organization of Head Start and Early Head Start (HS/EHS) Programs in Idaho. The Executive Director assists the Programs as they work to help legislators, both here and in Washington, D.C., as well as 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 Idaho's HS/EHS Programs and partners with other early childhood initiatives and groups both locally and nationally. 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 also annually recognizes the fine work of these parents, staff and community partners for outstanding achievements and contributions to the HS/EHS community.



Investing in Idaho's Future



Copies of the Data Book are available from:
Idaho Head Start Association, 2417 Bank Drive, Suite B-1, Boise, Idaho 83705
(208) 345-1182 (phone)
(208) 345-1163 (fax)
sburton@idahoheadstartassoc.net

**Our Mission Is to Advocate For The Children And Families Of Idaho
By Promoting and Strengthening Early Care And Learning**