



WICAP

2022 Annual Impact Report

HELPING PEOPLE, CHANGING LIVES, IMPROVING COMMUNITIES.

WICAP LOCATIONS

Community Action

Centers (CAP)

Adams Co. CAP

110 Moser

Council, ID 83612

208-253-4300

Boise Co. CAP

Gem Co CAP

Emmett, ID 83617

208-365-3116

Canyon Co. CAP

Mobile Center

Caldwell, ID 83606

208-454-0675

Payette Co. CAP

315 S. Main St.

Payette, ID 83661

208-642-4436

Gem Co. CAP

213 E Main St

Emmett, ID 83617

208-365-3116

Valley Co. CAP

Mobile Center

208-382-4577

Washington Co. CAP

30 & 32 W Main St

Weiser, ID 83672

208-549-2066

Head Start HS)

Early Head Start

(EHS)

Canyon Springs

EHS/Child Care

516 North 11th Ave

Caldwell, ID 83605

208-741-2493

Emmett HS/EHS

114 Longview Dr

Emmett, ID 83617

208-365-3743

Owyhee

Elementary HS

2300 Iowa Ave

Nampa, ID 83686

208-468-4616

Lincoln HS

1200 Grant St

Caldwell, ID 83605

208-455-3321

Marble Front HS/EHS

11412 Joplin RD

Caldwell, ID 83605

208-459-7010

Marsing HS

Elementary 205

8th Ave W

Marsing, ID 83639

Happy Day HS/EHS

6123 Graye Lane

Caldwell, ID 83607

208-453-9185

Marsing EHS/CC

120 S 3rd Ave W

Marsing, ID 83639

208-896-6041

Payette HS/EHS/CC

2281 7th Ave N

Payette, ID 83661

208-642-4008

Sacajawea HS

1710 N Illinois Ave

Caldwell, ID 83605

208-455-3333

Snake River

Elementary HS

500 Stampede Dr.

Nampa, ID 83687

208-468-4614

Valley HS/EHS

315 N J Corbett

PO Box 175

Donnelly, ID 83615

208-325-8512

Weiser HS

Pioneer Elementary

624 Pioneer Rd

Weiser, ID 83672

208-414-3131

Wilder HS/EHS

305 Ave A

Wilder, ID 83676

208-482-7223



About our Programs

Western Idaho Community Action Partnership (also known as WICAP) provides services that assist low-income individuals and families, we offer elderly citizen aid, emergency services, family development, health, nutritional, employment, and financial stability resources, early childhood education, childcare, and mental health support for the entire family as well as those who educate them. Every WICAP program is adaptable to meet the unique needs of each individual and community, as well as the social, cultural, and economic circumstances that surround them.

Through our individualized programs, we provide people and communities the opportunity to overcome obstacles and thrive.

Since 1965, WICAP has served Western Idaho to help low-income families in the community improve their lives and the lives of others.

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



Our Mission

*Compassionate People Serving
Communities Through
Individualized Programs
to Provide Opportunities that
Create a Thriving Culture.*



TWENTY-TWENTY-TWO

WICAP Services

Project LAUNCH:

Project LAUNCH is a SAMHSA discretionary grant program designed to promote the wellness of young children ages birth to 8 years of age by addressing the physical, emotional, social, cognitive, and behavioral aspects of their development.

Head Start:

Head Start is a FREE program for qualifying low-income pre-school children ages 3 to 5 that meet the income guideline. Our focus is on Education, Social-emotional, Cognitive, Physical, Language literary skills, and family engagement.

Early Head Start:

Early Head Start is tailored to the unique needs of pregnant women, infants, and toddlers. It begins with information on fetal development and support for services to pregnant women and their families. We promote infant and toddler physical, cognitive, social, and emotional development through safe and developmentally enriching caregiving. This prepares children for continued growth and development as well as eventual success in school and life.

**Acquired additional funding that allowed us to expand to center-based services and childcare facilities.*

Child Care:

WICAP understands the need to support working families. That is why we have added childcare classrooms to many of our facilities



WICAP Services

Community Action:

Family Development and Empowerment is a two-fold approach as individuals and families develop skills necessary to become self-sufficient, their self-confidence increases. They become empowered to take more active roles in their lives, making decisions that directly affect their families and community at large.

Breaking the cycle of poverty takes will power and perseverance. WICAP strives to provide opportunities to assist families through several steps in the process of self-sufficiency.

LIHEAP:

Low Income Home Energy Assistance Program-eligible households may receive assistance with a one-time payment for heat costs during the winter. Energy programs include Crisis, Keep Kids Warm, and Project Share Funds. Materials and information regarding energy conservation are available year-round.

TEFAP:

The Emergency Food Assistance Program -WICAP operates food banks in (5) counties. We partner with Idaho Food Bank, local grocery stores, and Community Food Banks in our area to distribute USDA Commodities and food boxes to support families.

WICAP Services

Senior Services:

Our Homemaker program is designed to provide or assist with selected household tasks helping disabled and aging individuals remain at home.

Housing:

WICAP currently has a low-income apartment complex in Valley County. Idaho has a great shortage of affordable housing, and we understand the need to solve this. We are looking to expand as opportunities come available.

WICAP Youth:

WICAP Youth inspires emerging leaders to be their very best. Our free youth development program focuses on personal assistance, job/school readiness, mental health support, and documentation needs.

helping children soar



PROJECT LAUNCH

Linking -Actions- for -Unmet- Needs- in -Children's -Health

Nationwide, grantees are pioneering new ways to promote young child wellness through Project LAUNCH, a federal initiative funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Project LAUNCH is a program designed to promote the wellness of young children by addressing the physical, emotional, social, cognitive, and behavioral aspects of their development. We are committed to the early identification of developmental and behavioral concerns in children from birth to age eight years old.

In August of 2019, WICAP was awarded a federal SAMHSA Project LAUNCH grant, totaling \$4,000,000 over five years.

Project LAUNCH

The population of focus is children ages birth to 8. The goal is for all children to enter school with the social, emotional, cognitive, and physical skills they need to succeed. Over five years, Project LAUNCH communities increase the quality and availability of evidence-based programs for children and families, improve collaboration among child-serving organizations, and integrate physical and behavioral health services and supports. Lessons learned from community's guide systems changes and policy improvements at the state, territorial and tribal levels, such as implementing universal screening efforts and integrated data systems. Strong partnerships lead to the sustainability and replication of successful practices on a large scale and systems improvements lasting beyond the grant's life.

Project LAUNCH employs Resiliency Advocates who engage in educating caregivers on evidence-based strategies to support improved outcomes for young children and their families. Resiliency Advocates join with families and community partners to identify children's unmet needs, then develop individualized planning that guides families' access to resources as well as providing direct services to families and enhanced home visits.

- Screening and assessment in a variety of child-serving settings
- Family strengthening and parent skills training
- Mental health consultation in early care and education programs
- Enhanced home visiting through increased focus on social and emotional well-being
- Integration of behavioral health into primary care settings. Innovative and effective prevention/promotion practices at the local level serve as models to be sustained and replicated throughout the state, and territory

Head Start & Early Head Start



Early
Education
& School
Readiness



Whole
Family
Guidance
& Support



Health



Nutrition



Mental
Health



Children
w/special
needs &
disabilities

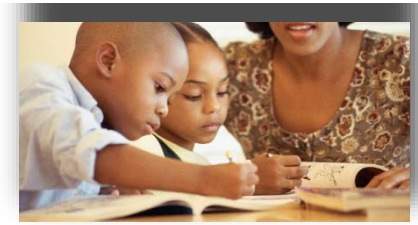


Community
Partnerships

Tomorrow's Leaders

Based on the 2021 Community Assessment, on average, the top strengths indicated were Employment opportunities, Safety and community involvement and the top weaknesses are affordable housing, Mental Health help for children and adults and financial stability. Because of COVID attendance and enrollment were a lot less than from the previous years

- Total Head Start Enrollment (ages 3-5) 334
- Average Daily Attendance Total 72%
- Early Head Start Enrollment (ages 0-3) 248
- Children with Access to Head Start 577



Parent Involvement Activities

- Emergency/Crisis Intervention203
- Housing Assistance.....51
- English as a Second Language.....44
- Mental Health Services.....302
- Adult Education.....104
- Substance Abuse Prevention or Treatment.....518
- Child Abuse and Neglect Services.....64
- Domestic Violence.....92
- Services Health Education.....503
- Assistance to Families of Incarcerated Individual.....58
- Parenting Education.....506

There are 11,145 low-income (below 100% poverty level) children in the WICAP service area, currently with 298 low-income children on the WICAP enrollment waitlist.

Head Start Early Head Start

Healthy and Ready To Learn

When kids are healthy, they are ready to learn. This has an impact on school readiness long before a child enters school. Healthy development continues to support learning throughout childhood and later life. We believe good health starts in the earliest years with the mother's health before becoming pregnant and sets the foundation for a lifetime of well-being.



~538~

Children received
oral exams



~556~

Up to date on all
immunizations

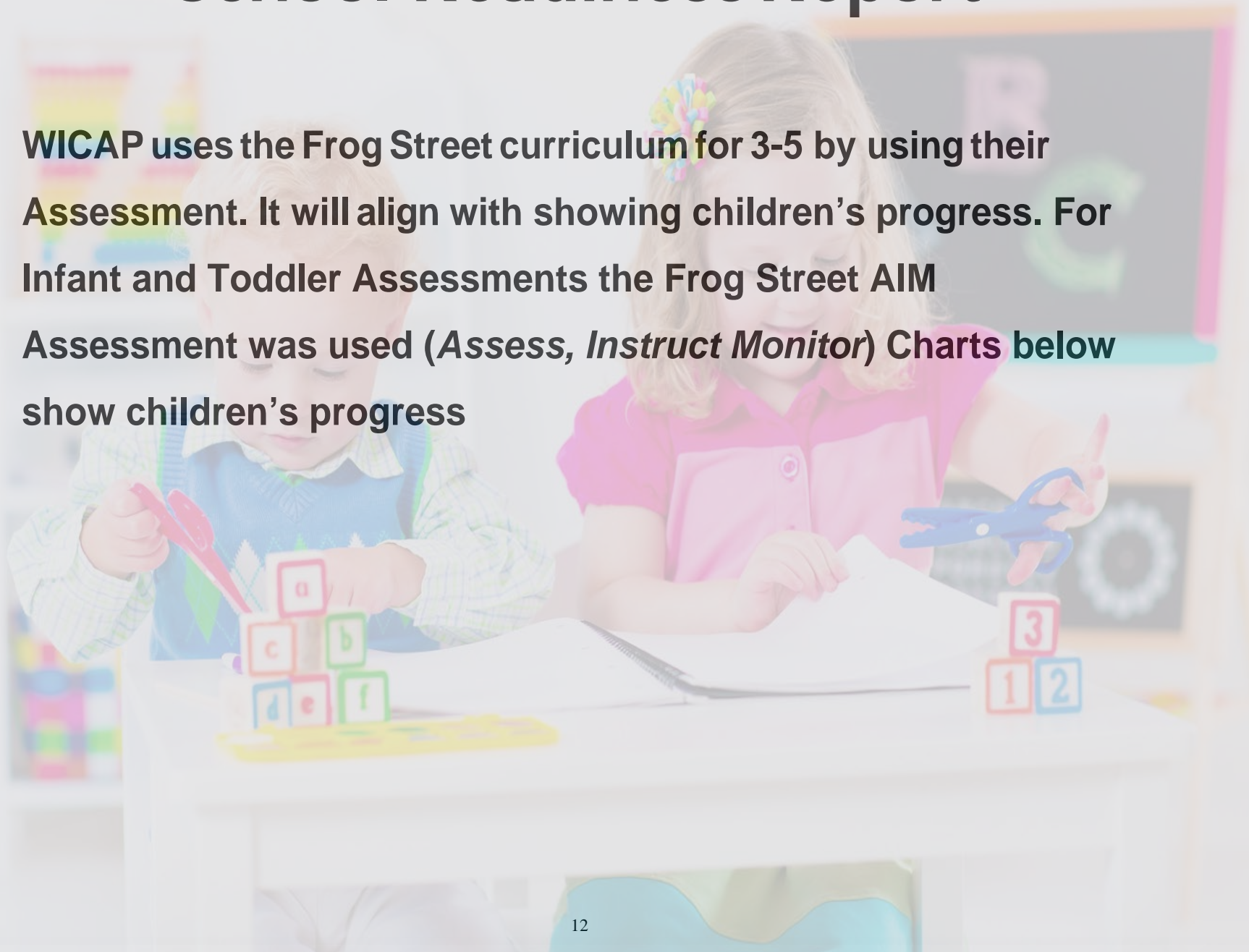


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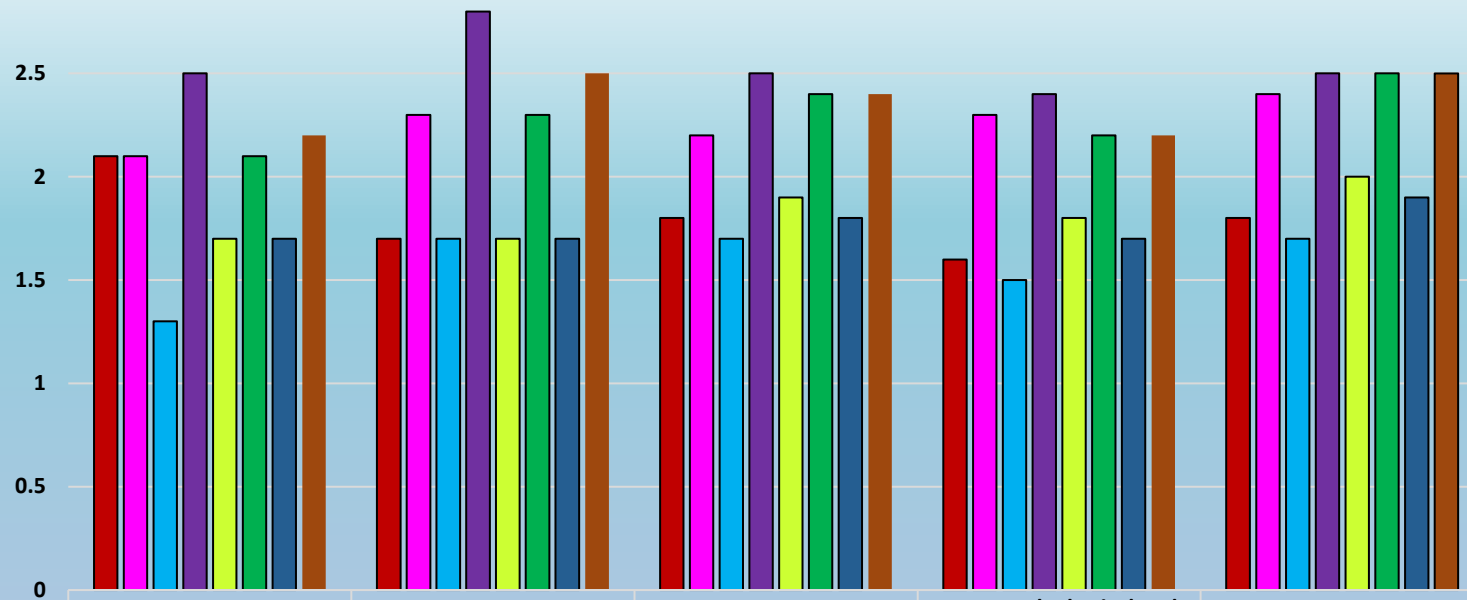
Well Child
Checks

School Readiness Report

WICAP uses the Frog Street curriculum for 3-5 by using their Assessment. It will align with showing children's progress. For Infant and Toddler Assessments the Frog Street AIM Assessment was used (*Assess, Instruct Monitor*) Charts below show children's progress



Infant Assessment Fall 2022- Winter 2023



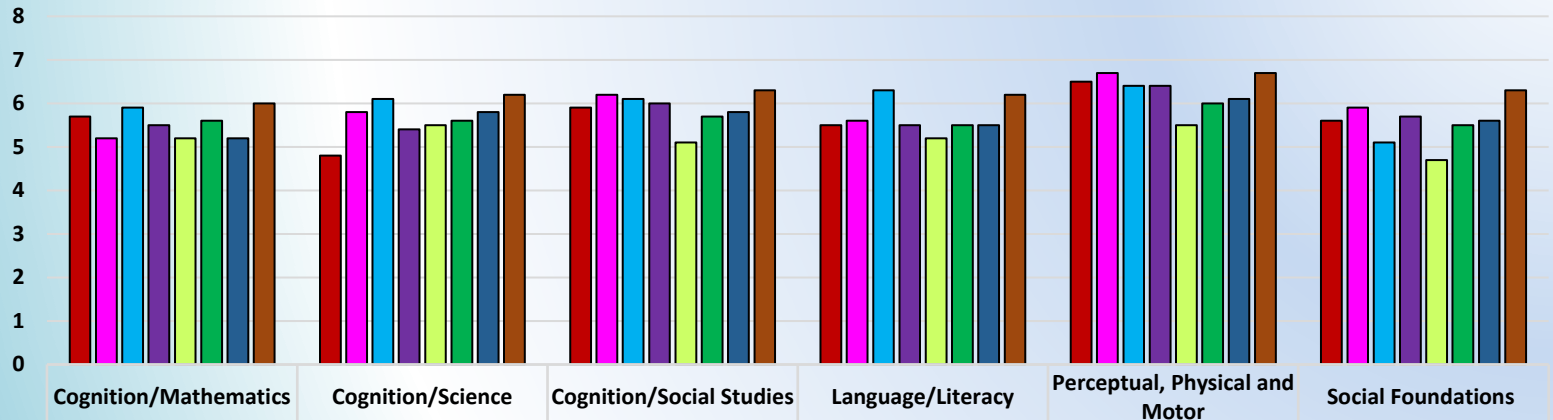
| | Cognition/Mathematics | Cognition/Science | Language/Literacy | Perceptual, Physical and Motor | Social Foundations |
|-----------------------------------------------|-----------------------|-------------------|-------------------|--------------------------------|--------------------|
| Fall 2022 | 2.1 | 1.7 | 1.8 | 1.6 | 1.8 |
| Winter 2023 | 2.1 | 2.3 | 2.2 | 2.3 | 2.4 |
| EHSCB Fall | 1.3 | 1.7 | 1.7 | 1.5 | 1.7 |
| EHSCB Winter | 2.5 | 2.8 | 2.5 | 2.4 | 2.5 |
| EHS HB Fall | 1.7 | 1.7 | 1.9 | 1.8 | 2 |
| EHS HB Winter | 2.1 | 2.3 | 2.4 | 2.2 | 2.5 |
| Children starting at beginning of year- Fall | 1.7 | 1.7 | 1.8 | 1.7 | 1.9 |
| Children starting at beginning of year-Winter | 2.2 | 2.5 | 2.4 | 2.2 | 2.5 |

As we look at the data for infant assessment, we can see there was growth in all areas. In the area of cognition/mathematics, for an infant it is how the infant respond to familiar routines or how they respond to an environmental stimulus. (Such as a loud noise or the shake of a rattle)
 For cognition/science, this is how the infant attends to the stimuli in the environment. (Uses hands, mouth, or tongue to explore textures of objects)
 For language/literacy, this is how the infant responds to caregivers during routine of the day through language. (Cooing, babbling, smiling)
 For perceptual, physical, and motor, this is how the infant responds to bathing, feeding, dressing, and diapering from the caregiver.
 For Social foundations, this is how the infant attends to emotional expressions by the caregiver.

Key: .1-.4 means that children are emerging- learning the skill; .5-.8 means that children are progressing (using the skill more frequently; .9- child has mastered the skill and will move to the next level.



PK-3 Assessment Fall 2022-Winter 2023



| | Cognition/Mathematics | Cognition/Science | Cognition/Social Studies | Language/Literacy | Perceptual, Physical and Motor | Social Foundations |
|--------------------------------------|-----------------------|-------------------|--------------------------|-------------------|--------------------------------|--------------------|
| ■ Fall 2022 | 5.7 | 4.8 | 5.9 | 5.5 | 6.5 | 5.6 |
| ■ Winter 2023 | 5.2 | 5.8 | 6.2 | 5.6 | 6.7 | 5.9 |
| ■ DLL Fall | 5.9 | 6.1 | 6.1 | 6.3 | 6.4 | 5.1 |
| ■ DLL Winter | 5.5 | 5.4 | 6 | 5.5 | 6.4 | 5.7 |
| ■ IEP Fall | 5.2 | 5.5 | 5.1 | 5.2 | 5.5 | 4.7 |
| ■ IEP Winter | 5.6 | 5.6 | 5.7 | 5.5 | 6 | 5.5 |
| ■ Children beginning of year- Fall | 5.2 | 5.8 | 5.8 | 5.5 | 6.1 | 5.6 |
| ■ Children beginning of Year- Winter | 6 | 6.2 | 6.3 | 6.2 | 6.7 | 6.3 |

According to the data, PK-3 children showed growth in several areas but showed some digression in a couple of areas. The group that showed digression was the Dual Language Learners (DLL learners). According to the data, it showed that there were less DLL students in the Winter than in the Fall. Two reasons for this digression could be: 1. Children dropping from the program, or 2. if the classroom had to go virtual due to lack of staff then observations is difficult to obtain and make an accurate assessment.

For the other groups, the children showed growth in all areas of development.

For cognition/mathematics, PK-3 is learning to recite numbers in sequence, able to look at objects and count pointing to each object or hold up fingers showing how many objects, identifying shapes, and able to identify simple patterns/

For cognition/science, PK-3 is learning how to look at items to see if they are the same or different.

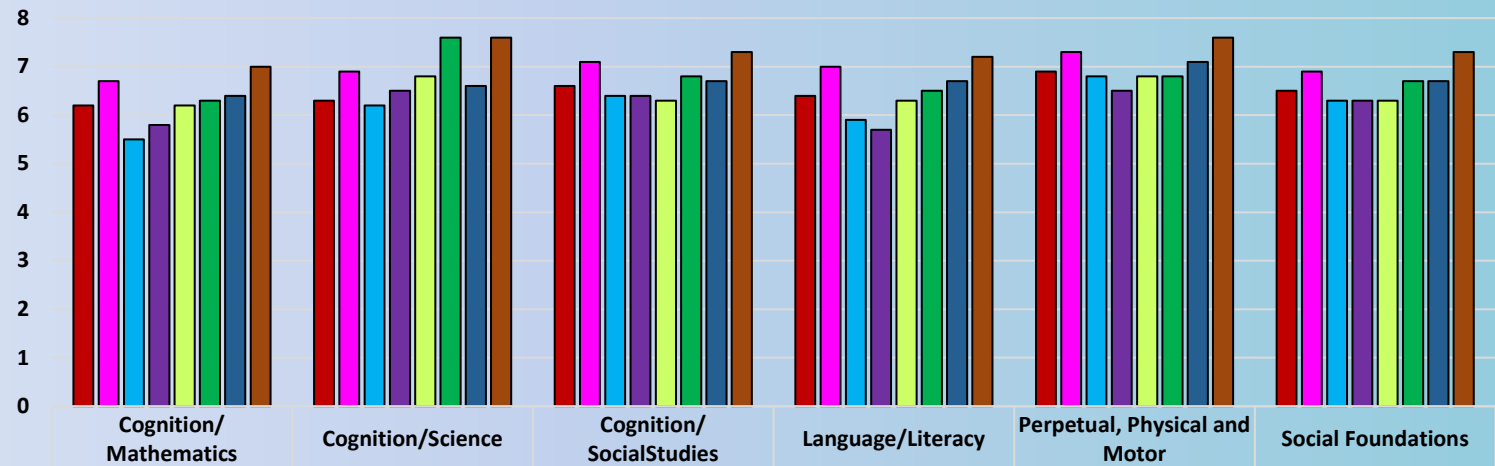
For cognition/social studies, PK-3 is learning how to respond to simple request and follow rule/routines.

For Language/Literacy, PK-3 is learning to engage in singing rhymes, and finger plays, looking at books, listening to stories and responding to simple questions, producing simple sentences and developing vocabulary.

For perceptual, physical and motor, PK-3 is learning how to manipulate tools and objects to enhance coordination of hands, fingers and wrist, and perform personal care task such as brushing teeth, taking off and putting on shoes and jackets and developing gross/fine motor skills. For social foundations, PK-3 is learning how to identify emotions such as happy, mad and sad, learning to take turns and share and self- regulate when there are strong emotions.

Key: .1-.4 means that children are emerging- learning the skill; .5-.8 means that children are progressing (using the skill more frequently); .9- child has mastered the skill and will move to the next level.

PreK4 Assessment Fall 2022-Winter 2023 Outcomes



| | Cognition/ Mathematics | Cognition/Science | Cognition/ SocialStudies | Language/Literacy | Perpetual, Physical and Motor | Social Foundations |
|------------------------------------------|---------------------------|-------------------|-----------------------------|-------------------|----------------------------------|--------------------|
| Fall 2022 | 6.2 | 6.3 | 6.6 | 6.4 | 6.9 | 6.5 |
| Winter 2023 | 6.7 | 6.9 | 7.1 | 7 | 7.3 | 6.9 |
| DLL 2022 | 5.5 | 6.2 | 6.4 | 5.9 | 6.8 | 6.3 |
| DLL Winter | 5.8 | 6.5 | 6.4 | 5.7 | 6.5 | 6.3 |
| IEP Fall | 6.2 | 6.8 | 6.3 | 6.3 | 6.8 | 6.3 |
| IEP Winter | 6.3 | 7.6 | 6.8 | 6.5 | 6.8 | 6.7 |
| Children start beginning of year-Fall | 6.4 | 6.6 | 6.7 | 6.7 | 7.1 | 6.7 |
| Children start beginning of year- Winter | 7 | 7.6 | 7.3 | 7.2 | 7.6 | 7.3 |

According to the data, all the PreK-4 groups showed growth in most of the developmental areas. The Dual Language Learners (DLL) had a slight regression in Language/Literacy from fall to spring. Two reasons for this digression could be: 1. Children dropping from the program, or 2. if the classroom had to go virtual due to lack of staff then observations is difficult to obtain and make an accurate assessment.

For cognition/mathematics, PreK-4 is learning how to recite number 1-50, one-to-one correspondence, instantly identify how many objects are in a grouping, identify 2-dimensional shapes and create patterns of 3 or more elements.

For cognition/science, PreK-4 is learning how to classify and sort groupings of one or more attributes such as small, medium and large.

For cognition/social studies, PreK-4 is learning how to identify basic rules at school and home and why we have rules should be followed.

For Language/literacy, PreK-4 is learning how to increase vocabulary through stories, books, songs and rhymes, express ideas and respond to simple questions, have back and forth conversations with peers and adults, produce sentences that have one or more phrases, recall and make predictions about stories read to them in class, identify parts of a book, identify sounds and identify letters of the alphabet.

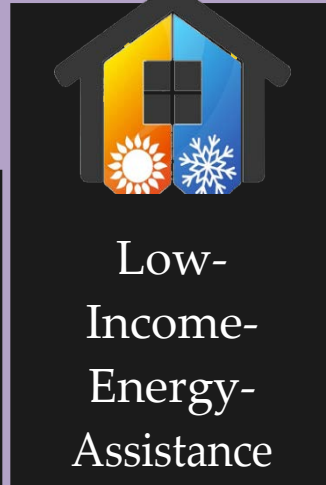
For perceptual, physical and motor, PreK-4 is learning how to demonstrate spatial awareness, manipulate tools/objects to increase fine motor skills, and complete personal care task.

For social foundation, PreK-4 is learning how to express emotions, how to express emotions someone else is feeling, how to self-regulate, engage in more difficult task for longer periods of time, and demonstrates positive social behaviors with peers with some adult reminders.

Key: *.1-.4 means that children are emerging- learning the skill; .5-.8 means that children are progressing (using the skill more frequently); .9- child has mastered the skill and will move to the next level.*

Community Services

Its Role in Community Life



WICAP COMMUNITY COLLABORATIVE

Community Services

Provided support 18,867 individuals

| | |
|-----------------------------------------------------------|--------------|
| Children 17 years and younger | 6,799 |
| Adults 18 to 59 years of age | 8,214 |
| Adults 60+ | 3,854 |
| Percentage of individuals who list a disability condition | 20% |

Emergency Services

WICAP Provided Support to 9,446 Households

| | |
|---------------------------------------|------------|
| Were Disabled | 24% |
| Were 60 Years or older | 26% |
| Had children under the age of 6 years | 12% |

Of those Households, 90% were at or below 150% of the Federal Poverty level

Housing & Client Services

397 • # Households experiencing homelessness obtained safe temporary shelter

66 • #Households obtained safe and affordable housing

54 -Seniors remained in their home with the help of Homemaker Services.

103 -Households are better equipped to maintain housing stability and avoid Eviction through Case Management.

4 -Adults obtained employment through Job Readiness Services.

332 -Adults improved well-being through Income and Asset Building Services.

6 -Individuals obtained a high school diploma or obtained an equivalency certificate or diploma through Education Services.

27 -Individuals who improved skills related to the adult role of parents/caregivers.

Food Assistance:

We believe that everyone deserves a healthy meal. When circumstance leaves little room for groceries, we're here with nutritious food and resources to get families and individuals back on their feet.

WICAP provides food to thirteen (13) emergency food pantries throughout WICAP service areas.



Distributed amount of food boxes -----17,491
Total pounds of food distributed -----1,154,460

Income & Asset Building:

Individuals who achieved and maintained - 3
the capacity to meet basic needs for 90 days

Individuals who engaged in instruction with WICAP demonstrated improved financial well-being - 370



Poverty Simulation

WICAP provides Poverty Simulations to Community Partners, Colleges, Schools, Government organizations, and anyone that will let us teach. During a simulation, participants role-play the lives of low-income families, including single parents, people with disabilities, and senior citizens on Social Security. Each family's task is to provide for food, shelter, and other basic necessities during four 15-minute "weeks." Families interact with community resources.

Although it uses "play" money, fictional scenarios, and time limits, it is not a game. It's a simulation that enables participants to view poverty from different angles and then discuss the potential for change within local communities. It's designed to sensitize those who frequently deal with low-income families and create a broader awareness among policymakers and community leaders.

If you are interested in hosting a poverty simulation, please contact
Mary at 208-365-3116

Valley One-McCall

Valley One is operated and managed by Western Idaho Community Action Partnership (WICAP). Valley One is an apartment complex comprised of eight (8) apartments. The units are based on eligibility under a program of the U.S. Department of Housing and Urban Development (HUD). Tenants must verify their eligibility to lease one of the affordable units, as defined by the HOME Program and the Low-Income Tax Housing Credit Program. Valley One has four (4) two-bedroom units and four (4) three-bedroom units. Two of those units are designed for ADA flexibility; one for mobility and the other for hearing impaired. Valley One is an affordable housing complex - while rental assistance is accepted, the units themselves do not have a sliding fee scale for residents as do some other apartment complexes. All tenants must pass a criminal history background check, eviction records check, and credit must be acceptable.

Valley One is proud to be in one of Idaho's pristine areas, McCall, Idaho. This area is home to some of the best mountains, lakes, hiking, skiing, snowmobiling, fishing, boating, etc. These modest apartments allow our tenants to become members of this community and its recreational opportunities.



Actual 2022

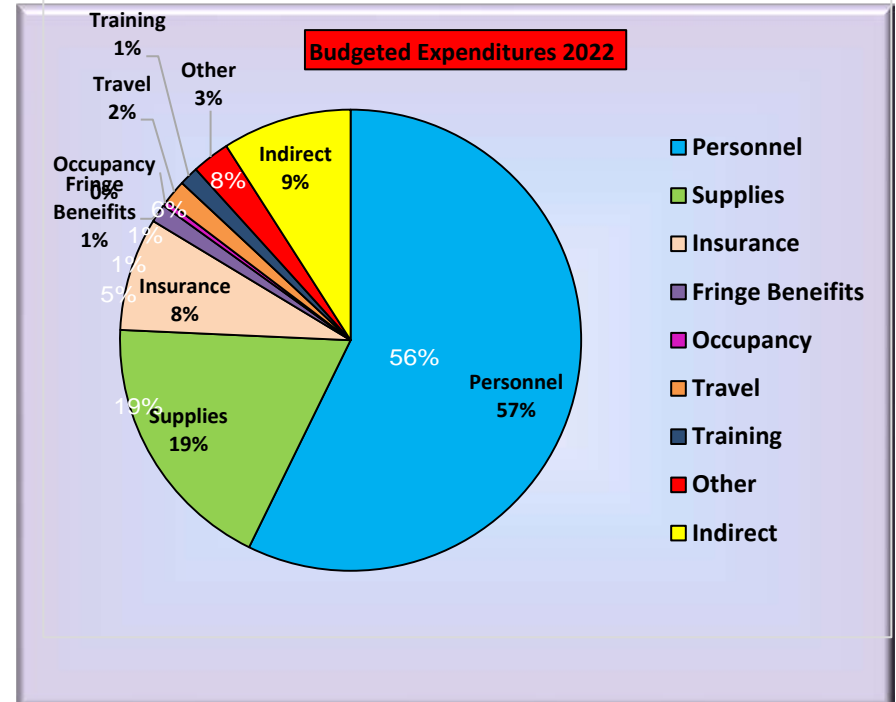
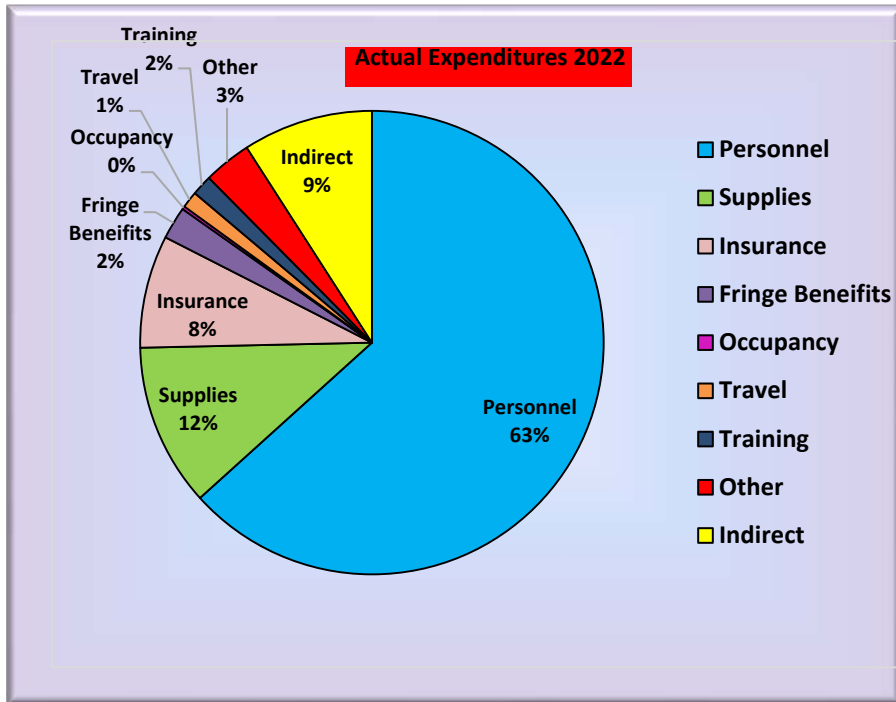
| Revenue | |
|--------------------------|--------------------|
| Head Start Federal Grant | \$7,685,823 |
| USDA Revenue | \$160,160 |
| TANF Grant | \$114,136 |
| Total | \$7,960,136 |

| Expenses | |
|-----------------|--------------------|
| Personnel | \$4,756,827 |
| Fringe Benefits | \$852,308 |
| Supplies | \$590,175 |
| Occupancy | \$170,623 |
| Insurance | \$16,258 |
| Travel | \$87,395 |
| Other | \$250,412 |
| Training | \$107,319 |
| Indirect | \$682,551 |
| Total | \$7,513,868 |

Budget 2022

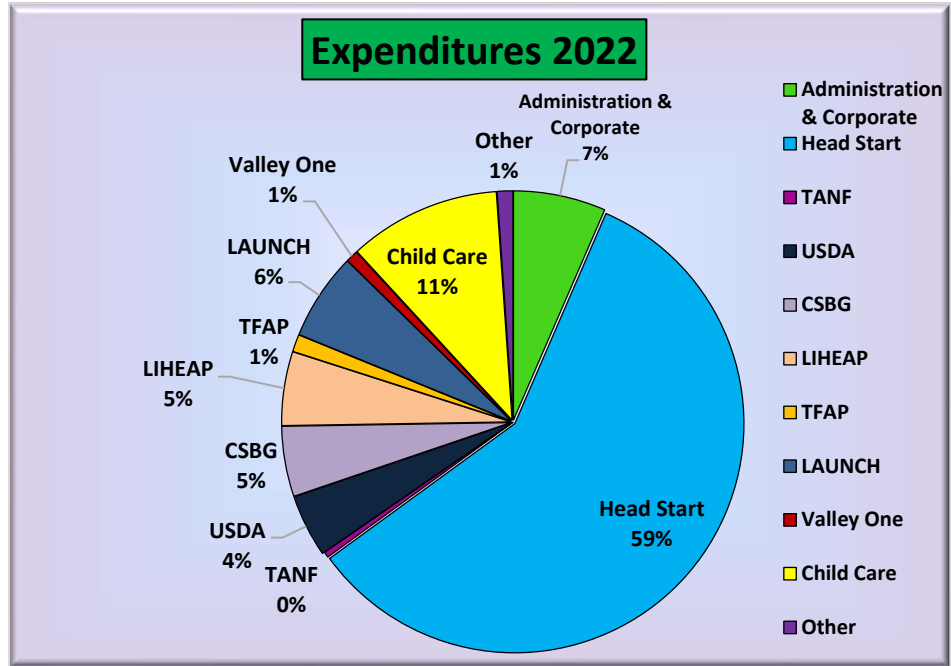
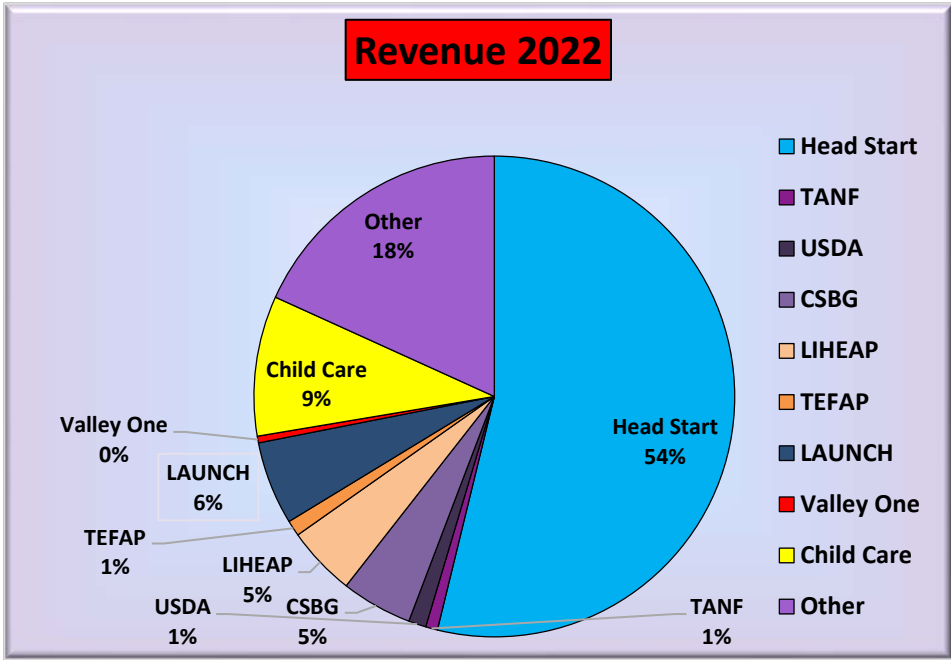
| Revenue | |
|--------------------------|--------------------|
| Head Start Federal Grant | \$7,456,571 |
| USDA Revenue | \$103,805 |
| TANF Grant | \$114,136 |
| Total Income | \$7,674,512 |

| Expenses | |
|-----------------------|--------------------|
| Personnel | \$4,430,120 |
| Fringe Benefits | \$1,428,107 |
| Supplies | \$613,665 |
| Occupancy | \$98,973 |
| Insurance | \$15,562 |
| Travel | \$125,303 |
| Other | \$205,131 |
| Training | \$104,052 |
| Indirect | \$700,974 |
| Total expenses | \$7,737,259 |



| Revenues 2022 | |
|----------------------------|----------------------|
| Administrative & Corporate | |
| Head Start | 7,682,573 |
| TANF | 114,136 |
| USDA | 168,401 |
| CSBG | 682,557 |
| LIHEAP | 665,731 |
| TEFAP | 151,746 |
| Project LAUNCH | 801,054 |
| Valley One | 64,175 |
| Child Care | 1,345,029 |
| Other Programs | 2,601,680 |
| Total Income | \$ 14,277,082 |

| Expenditures 2022 | |
|----------------------------|-------------------|
| Administrative & Corporate | 837,772 |
| Head Start | 7,514,193 |
| TANF | 51,011 |
| USDA | 566,296 |
| CSBG | 636,778 |
| LIHEAP | 669,545 |
| TEFAP | 155,524 |
| Project LAUNCH | 790,269 |
| Valley One | 109,606 |
| Child Care | 1,379,842 |
| Other Programs | 141,641 |
| Total Expenditures | 12,852,477 |



AUDIT REVIEW 2022

Internal Controls over Major Programs:

| | |
|------------------------------------------------------------|---------------|
| Material Weakness(es) identified? | Yes |
| Significant deficiency(ies) identified? | None reported |
| Type of Auditor's issued on compliance for major programs. | Unmodified |

Findings-Financial statement Audit:

As noted in the Audit of 2022, there were no Financial Deficiencies found. There were no findings on the last Federal Review Conducted in 2020.

Program Review: Head Start CFDA#93.600

Review Type Low-Income Home Energy Assistance - CFDA#93.568 TANF Cluster -
CFDA#93.558
CSBG – CFDA # 93.569

Review Date: 9/15/23

Review Findings: The Organization should design and implement internal controls to segregate the duties of recording, reconciliation, and disbursement of assets.

USDA

In accordance with Federal Civil Rights law and U.S. Department of Agriculture (USDA) Civil Rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior credible activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.



Meet Our

Leadership Team.

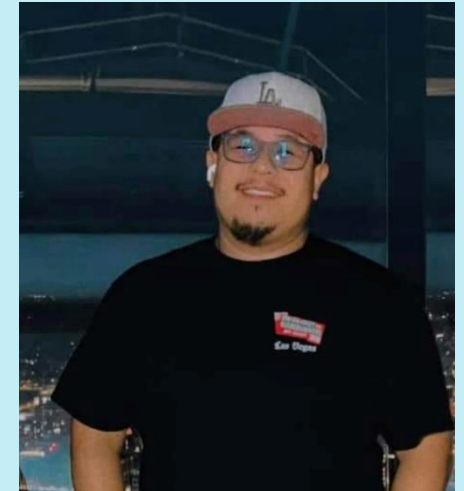
*They are dedicated,
passionate, and
experienced Executives.*



Bev Harvey
Finance



ROY ELIZONDO
HR Director



JONATHAN GONZALEZ
Interim Community
Services Director



CONNIE KREPS
HS /EHS Director
Interim WICAP
Executive Director



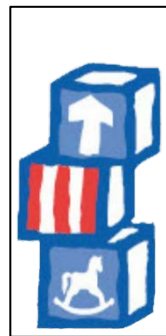
WENDI TYLER
Project
LAUNCH/CHILDCARE
Director



WICAP

COMMUNITY COLLABORATIVE

Together we are WICAP Strong



Contact Us

For questions or more info

WICAP ADMINISTRATION OFFICE:
315 S. MAIN ST. PAYETTE, ID 83661
(208) 642-9086
WWW.WICAP.ORG



COUNTIES SERVED:

COMMUNITY SERVICES:

ADAMS
BOISE
CANYON
PAYETTE
WASHINGTON
GEM

Head Start /Early HS

Canyon
Owyhee
Payette
Washington
Gem
Valley

Project LAUNCH:

Currently has advocates in:
Canyon
Payette
Washington
Owyhee

**Although they do have services that are statewide.*