



Mid-West NM Community Action Program



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2023

Agency Report

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The Mid-West New Mexico Community Action Program is a Grantee Agency celebrating its 54th year of successfully operating quality Head Start programs, EHS Programs and Community Services Block Grant Programs in the five counties of Socorro, Valencia, Cibola, and McKinley, and Catron.

2022-2023 continued to be a challenging year for Mid-West New Mexico Community Action Program. With our comprehensive services we were able to continue to accomplish our goals of making a difference in the lives of families and children within our service area during this period. Although our enrollment was below normal times, we were able to get back to somewhat typical times. Like most agencies and businesses, we have struggled to find employees, but we have been able to maintain some stability and able to preserve our most qualified staff members. Through the ongoing efforts of our Grantee Board of Directors, Policy Council, community members and our dedicated staff, we have truly brought the Head Start model to life in which every child has the ability to reach their full potential. With collaboration and stellar leadership provided by the board, our programs will continuously assist families and children in accessing high quality early educational programs in their earliest and most vulnerable years. We continue to expand our Early Head Start initiative as well. This year we were able to improve our Head Start and Early Head Start facilities and make the school environment a safer and better place for our children and families. We look forward to continuing providing these services for years to come.

Also, each day we make a positive difference in the lives of families through our Community Services Block Grant program by providing food distribution, much needed utility assistance, rental assistance and other emergency assistance. We have served approximately 30% more families in this program over these last three years.

Mid-West believes that every child, regardless of their circumstances has the ability to reach their full capabilities. We are, and always have been in this together, and it is our privilege to continue to bring the Head Start model to life to our communities. The progress we made is truly inspiring, and we are so proud of our staff for the tireless work they have done.

Bill J. Silva
Chief Executive Officer

Molly Sanchez, Head Start
Early Head Start Director

Board Chairman
Rick Garcia

Vice-Chairperson
Danny Rael

Treasurer
Andy Gomez

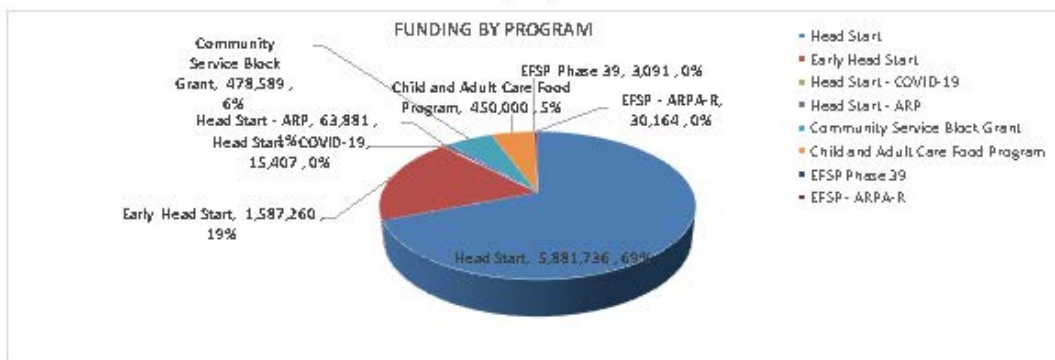
Secretary
Paula Peralta

NEW MEXICO MID-WEST NEW MEXICO COMMUNITY ACTION PROGRAMS

HEAD START ANNUAL REPORT

SUMMARY OF FUNDING FOR THE PERIOD SEPTEMBER 1, 2022 THROUGH AUGUST 31, 2023

SUPPORT AND REVENUES	AWARD AMOUNT	% of TOTAL
Head Start	5,881,736	69%
Early Head Start	1,587,260	19%
Head Start - COVID-19	15,407	0%
Head Start - ARP	63,881	1%
Community Service Block Grant	478,589	6%
Child and Adult Care Food Program	450,000	5%
EFSP Phase 39	3,091	0%
EFSP - ARPA-R	30,164	0%
	8,510,128	100%



HEAD START - 2022 - 2023

BUDGET CATEGORY

Personnel
Fringe Benefits
Equipment/Capital Expenditures
Supplies
Construction
Other Direct Services

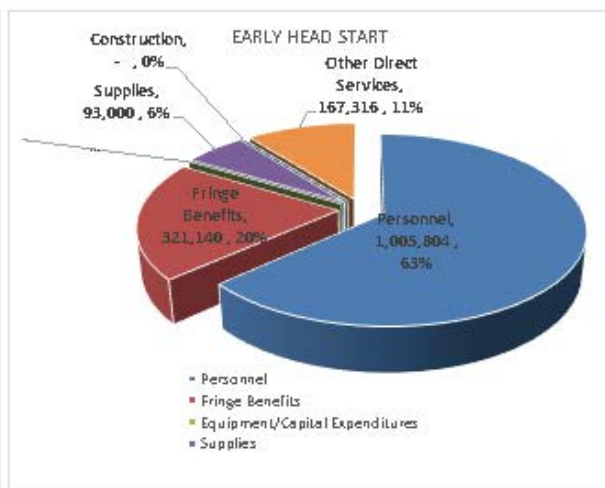
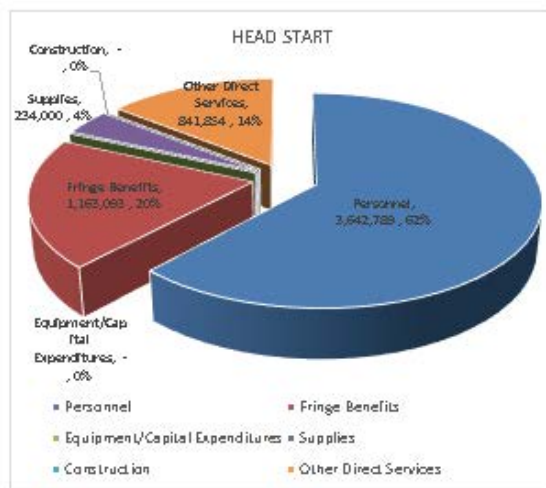
FEDERAL FUNDS

% OF TOTAL

3,642,789	62%
1,163,093	20%
-	0%
234,000	4%
-	0%
841,854	14%
5,881,736	100%

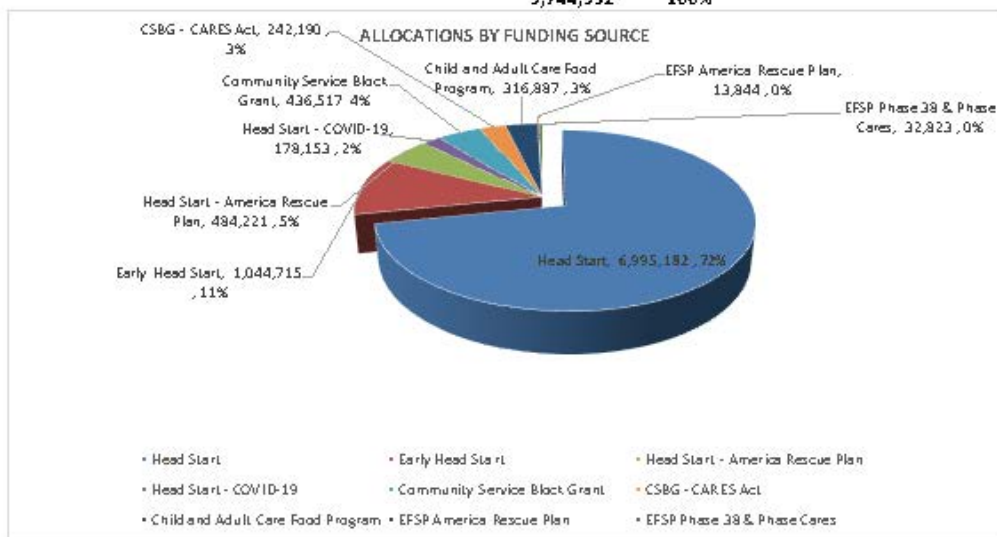
EARLY HEAD START - 2022 - 2023

1,005,804	63%
321,140	20%
-	0%
93,000	6%
-	0%
167,316	11%
1,587,260	100%



**NEW MEXICO MID-WEST NEW MEXICO COMMUNITY ACTION PROGRAMS
HEAD START ANNUAL REPORT
SUMMARY OF EXPENDITURES FOR THE PERIOD SEPTEMBER 1, 2021 THROUGH AUGUST 31, 2022**

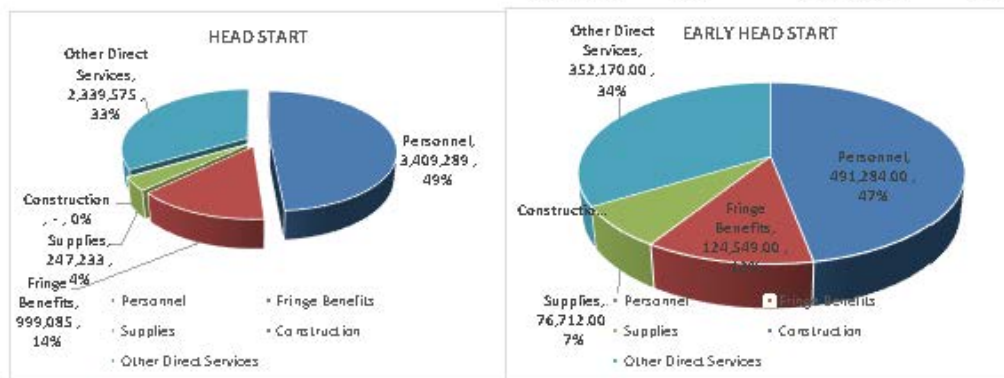
SUPPORT AND REVENUES	AWARD AMOUNT	% of TOTAL
Head Start	6,995,182	72%
Early Head Start	1,044,715	11%
Head Start - America Rescue Plan	484,221	5%
Head Start - COVID-19	178,153	2%
Community Service Block Grant	436,517	4%
CSBG - CARES Act	242,190	2%
Child and Adult Care Food Program	316,887	3.3%
EFSP America Rescue Plan	13,844	0.1%
EFSP Phase 38 & Phase Cares	32,823	0.3%
	9,744,532	100%

**HEAD START - 2021 - 2022**

BUDGET CATEGORY	FEDERAL FUNDS	% OF TOTAL
Personnel	3,409,289	49%
Fringe Benefits	999,085	14%
Supplies	247,233	4%
Construction	-	0.00%
Other Direct Services	2,339,575	33%
	6,995,182	100%

EARLY HEAD- 2021 - 2022

	% OF TOTAL
Personnel	47%
Fringe Benefits	12%
Supplies	7%
Construction	0%
Other Direct Services	34%
	100%



Primary type of eligibility Head Start

	<i># of children</i>
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	317
b. Public assistance such as TANF and SSI	8
c. Foster care	8
d. Homeless	3
e. Eligibility based on other type of need, but not counted in A.13.a through d	38
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	87

Number of families Head Start

	<i># of families at enrollment</i>
C.33 Total number of families:	425
a. Of these, the number of two-parent families	231
b. Of these, the number of single-parent families	194
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	392
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	187
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	10
b. Grandparents	18
c. Relative(s) other than grandparents	6
d. Foster parent(s) not including relatives	9
e. Other	0

Family services Head Start

	<i># of families</i>
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	13
b. Housing assistance (e.g., subsidies, utilities, repairs)	13
c. Asset building services (e.g., financial education, debt counseling)	92
d. Mental health services	12
e. Substance misuse prevention	0
f. Substance misuse treatment	1
g. English as a Second Language (ESL) training	9
h. Assistance in enrolling into an education or job training program	39
i. Research-based parenting curriculum	380
j. Involvement in discussing their child's screening and assessment results and their child's progress	375
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	174
l. Education on preventive medical and oral health	224
m. Education on health and developmental consequences of tobacco product use	2
n. Education on nutrition	379
o. Education on postpartum care (e.g., breastfeeding support)	3
p. Education on relationship/marriage	1
q. Assistance to families of incarcerated individuals	1
C.44 Of these, the number of families who were counted in at least one of the services listed above	385



Primary type of eligibility Early Head Start

	# of children / pregnant women
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	35
b. Public assistance such as TANF and SSI	0
c. Foster care	1
d. Homeless	2
e. Eligibility based on other type of need, but not counted in A.13.a through d	2
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	15

Number of families Early Head Start

	# of families at enrollment
C.33 Total number of families:	55
a. Of these, the number of two-parent families	33
b. Of these, the number of single-parent families	22
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	51
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	22
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	2
b. Grandparents	1
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	2
e. Other	0

Family services Early Head Start

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	3
b. Housing assistance (e.g., subsidies, utilities, repairs)	1
c. Asset building services (e.g., financial education, debt counseling)	6
d. Mental health services	0
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	3
i. Research-based parenting curriculum	49
j. Involvement in discussing their child's screening and assessment results and their child's progress	36
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	23
l. Education on preventive medical and oral health	22
m. Education on health and developmental consequences of tobacco product use	1
n. Education on nutrition	46
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	49

Health insurance – children Head Start

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	458	456
a. Of these, the number enrolled in Medicaid and/or CHIP	436	434
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	22	22
C.2 Number of children with no health insurance	3	5

Health insurance – children Early Head Start

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	52	47
a. Of these, the number enrolled in Medicaid and/or CHIP	51	46
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	1	1
C.2 Number of children with no health insurance	3	8

Medical services – children Head Start

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	53	336

Medical services – children Early Head Start

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	1	43

COUNTY NAME	CATRON	CIBOLA	McKINLEY	SOCORRO	VALENCIA	San Miguel	TOTAL COUNTED	ALL COUNTED
CSBG								
TOTAL INDIVIDUALS SERVED	36	647	239	1,044	1,231	5	3,202	
TOTAL FAMILIES SERVED	28	317	84	607	603	2	1,641	
HEAD START								
CHILDREN SERVED							461	
TOTAL FAMILIES SERVED							425	
NUMBER OF CLASSROOMS	-	7	10	3	10		30	
EARLY HEAD START								
CHILDREN SERVED							55	
TOTAL FAMILIES SERVED							55	
NUMBER OF CLASSROOMS	-	1	1	1	2		5	

CSBG, HEADSTART & EARLY HEADSTART SERVICES BY COUNTY

	CATRON	CIBOLA	McKINLEY	SOCORRO	VALENCIA	SAN MIGUEL
Employment Initiatives		X	X	X	X	
Education Initiatives		X	X	X	X	
Income Management		X	X	X	X	
Housing Initiatives	X	X	X	X	X	X
Emergency Services	X	X	X	X	X	X
Nutrition	X	X	X	X	X	
Self Sufficiency	X	X	X	X	X	
Health		X	X	X	X	
Linkages	X	X	X	X	X	

Over 475,478 pounds of food was distributed to eligible families.

This represents over 19,019 food boxes distributed to over 1,312 families

Over 588 individuals obtained direct payment assistance with utility bills include rural resident reliant on wood, propane and pellets.

Over 235 individuals were assisted with rent, mortgage, temporary shelter, weatherization or other housing needs.

CSBG funds were used to leverage other community resources to meet the needs of the low income, elderly and disabled.

This was accomplished by establishing both formal and non-formal agreements with over 224 community partners.

FEDERAL PROGRAM REVIEW For the Period Ending August 31, 2022

Mid-West New Mexico Community Action Head Start Program continues to operate under a non-competitive five-year grant award. Federal Program reviews are now being conducted under a new Aligned Monitoring System. The Administration for Children and Families (ACF) conducted an on-site Focus Area 2 review on June 6, 2022 through June 10, 2022. The Focus Area 2 review is an opportunity for recipients to demonstrate their effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families. There were no deficiencies or material weakness found during the Focus Area 2 review. Mid-West New Mexico Community Action Program was found compliant with all program requirements, applicable (HSPPS), laws, regulation and policy requirements.

STATE OF NEW MEXICO CACFP REVIEW For the Period Ending August 31, 2022

The Children, Youth and Families Department, Family Nutrition Bureau did not conduct a formal review of the Child and Adult Care Food Program during the reporting period due to travel restrictions associated with the COVID-19 Pandemic. We anticipate a formal on-site review will be conducted sometime during 2023. In the meantime, Mid-West New Mexico CAP continues to administer a high quality and efficient program

FINANCIAL AND COMPLIANCE AUDIT For the Period Ending August 31, 2022

There were no deficiencies or material weakness found during the annual audit. The Independent Auditor's opinion on Major Federal Programs noted that Mid-West New Mexico Community Action Agency complied in all material respects, with the types of compliance requirements implemented by its funding sources. Additionally, the auditors found the financial statements fairly represented the financial position of MWNMCAP as of August 31, 2022 and 2021.

CSBG MANAGEMENT REVIEW

Representatives from the Human Services Department (HSD) Community Services Block Grant (CSBG) State Office conducted a desk review of the Agency's compliance in adhering to CSBG Organizational Standards. There no deficiencies noted and Mid-West NM CAP was found to be compliant with the standards. A formal on-site review is not scheduled until Calendar Year 2024.

OHS Monitoring Review & Financial Audit

"I feel welcome. They allow me to bring in my ideas" – *Grants HS Parent, SY 2022-2023-*

Shout Outs!
From EHS and HS Parents of Mid-West NM CAP!

"I made goals with my child's teacher at the beginning of the year during our Home Visit. They have followed up to see if my child has completed his goal or is still working on it" – *Socorro HS Parent, SY 2022-2023-*

"The Program helped me apply for Social Security for my child; got all the papers. They're helping me with a plan for next year right now" – *Adelino EHS Parent, Sy 2022-2023-*

"THE PROGRAM MADE US FEEL MORE COMFORTABLE AND HELPED US RAISED OUR SECOND CHILD"

The Foundation of Family Engagement: Family Services advance and nurture family engagement in the EHS/HS program by building relationships with families that support family well-being, strong parent-child relationships and ongoing learning and development.

In partnership with the families the Family Partnership Agreements were created to support their hopes, dreams and aspirations. The Individualized Family Partnership Agreement is family driven and is designed to help families become self-sufficient and advocates for their families and child's education. The staff have partnered with families to make progress toward one or more of the seven family outcomes listed in the PFCE Framework (*Family Well-Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, Family as Advocates and Leaders*).

{Picture: PFCE Framework}

Each Early Head Start & Head Start centers provided monthly Family Engagement Activities, Parent Curriculum Development, and Family Night activities; with a range of resources for family trainings, career planning, economic mobility, curriculum instruction, and parenting opportunities. Through these engagement opportunities the program staff together helped children learn concepts, develop language, and other skills; including exploring feelings.

Parent, Family, and Community Engagement

Framework

Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	Successful in school and life



School Readiness Goals

Early Head Start

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Midwest NMCAP Early Head Start School Readiness goals have been determined by analysis of child outcome data including Teaching Strategies GOLD checkpoint data from school year 2021/2022 and 2022/2023. Per our Program School Readiness Goals, when utilizing the Teaching Strategies GOLD assessment tool, if data indicate that more than 20% of all children fall below "Widely Held Expectations" within the five core domains (Social and Emotional Development, Approaches to Learning, Language, Cognition, and Perceptual, Motor and Physical Development), a focused school readiness goal is developed. The MidWest NMCAP Early Head Start School Readiness Plan was developed to give an overview of developmental and learning focus areas for quality teaching and to provide family engagement goals to support preschool readiness.

This School Readiness Plan covers four goal areas: Program goals, Power Goals, School Readiness Goals, and Family Engagement Goals.

Program School Readiness Goal: All children will make progress across all Teaching Strategies Gold areas of development and learning, with at least 80% at or above widely held expectations.

MidWest NMCAP Early Head Start has adopted four Power Goals. Power goals are identified as the primary focus for all of MidWest NMCAP's Early Head Start teachers based on school readiness data. Power goals are "big picture" goals, or broad goals, that help teachers evaluate instructional alignment to school readiness.

Power Goals:

1. We use our bodies to explore and learn

We are learning to control our large and small muscles to move from place to place, play games, and interact with people and objects. We understand when our play is safe or not safe.

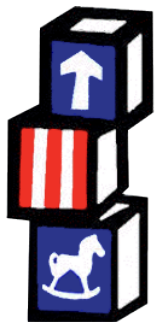
2. We are learning about our world We are curious about the world around us. We remember routines and experiences. When something is difficult for us - we keep trying and get help if we need it.

3. We are learning to be good friends

We are learning to form relationships with adults that we trust and make friends with other children. We are learning to share, cooperate and express our wants and needs appropriately.

4. We are learning to communicate using verbal and non verbal language

We listen to, respond, and learn from



School Readiness Goals

Head Start

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Midwest NMCAP Head Start School Readiness goals have been determined by data analysis of child outcomes as indicated by Teaching Strategies GOLD checkpoint data from school year 2021/2022 and 2022/2023. Per our Program School Readiness Goals, when utilizing the Teaching Strategies GOLD assessment tool, if data indicate that more than 20% of all children fall below "Widely Held Expectations" within the five core domains (Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition, and Perceptual, Motor and Physical Development), a focused school readiness goal is developed.

The MidWest NMCAP Head Start School Readiness Plan was developed to give an overview of developmental and learning focus areas for quality teaching and to provide family engagement goals to support kindergarten readiness.

This School Readiness Plan covers four goal areas: Program goals, Power Goals, School Readiness Goals, and Family Engagement Goals. Program School Readiness Goal: All children will make progress across all Teaching Strategies Gold areas of development and learning, with at least 80% at or above widely held expectations.

MidWest NMCAP Head Start has adopted four Power Goals. Power goals are identified as the primary focus for all of MidWest NMCAP's Head Start teachers based on school readiness data. Power goals are "big picture" goals, or broad goals, that help teachers evaluate instructional alignment to school readiness.

Power Goals:

1. We are learning to love learning

We are curious about the world around us and use movement and exploration to learn about the world. When something is difficult for us - we keep trying and get help if we need it.

2. We are becoming mathematical thinkers

We can count in order and explain the number of objects that are in the group. We can identify the numeral for a given value. We can measure and compare objects to describe their attributes such as more or less, and bigger or smaller.

3. We are learning to be good friends

We talk about our feelings and try to understand the feelings of others. We use our words to solve conflicts and to tell others what we want or need.

4. We are becoming readers and writers

We understand that words are made up of smaller sounds and are able to identify rhyming and similar sounds in words. We use writing and drawing to explain our ideas and can write our names.

