The Agricultural and Labor Program, Inc.
BOARD OF DIRECTORS MANAGEMENT
ANNUAL PLANNING RETREAT
DOUBLETREE DOWNTOWN, ORLANDO
NOVEMBER 22-24, 2019

Friday, November 22, 2019

12:00 p.m.			Senior Management Staff Lunch/Hotel Restaurant
1:30 p.m.	-	5:00 p.m.	Senior Management Staff Meeting - Press Club Meeting Room/1st Floor
5:00 p.m.	-	6:00 p.m.	Bylaws Committee Meeting - Press Club Meeting Room/1st Floor
4:00 p.m.	-	6:00 p.m.	**Hotel Room Registration**
6:00 p.m.	-	7:00 p.m.	**Executive Committee Meeting -** Press Club Meeting Room**/**1st Floor **Participants**: William Holt, Stacy Campbell-Domineck, Sheila Dixon, Patricia Gamble, Josephine Howard, Marjorie Gaskin & Atty Thiele **Staff: Arlene Dobison, CEO; & Dennis Gniewek, Finance Director**
7:15 p.m.	-	8:45 p.m.	**Retreat Introduction -** Sumter/Seminole - 3rd Floor ▸ History of ALPI - COHORT II Training ▸ Strategic Plan- Review of current Vision/Mission Statements & SWOT/SMART Goals **Facilitators:** William Holt, Board Chairperson; and Arlene Dobison, CEO **Participants:** Board, HS/EHS Policy Council, Committee Members, & Management Staff
8:45 p.m.	-	9:00 p.m.	**CEO PERFORMANCE EVALUATION** - Sumter/Seminole - 3rd Floor **Facilitator**: William Holt, Board Chairperson
9:00 p.m.	-	until	**HOSPITALITY** - Orange Meeting Room/2nd Floor

Saturday, November 23, 2019

7:30 a.m.	-	9:00 a.m.	**Breakfast Buffet** -Brevard Meeting Room/3rd Floor
9:00 a.m.	-	12:00 p.m.	**Committees' Work Sessions** **Participants:** Board, HS/EHS Policy Council, Committee Members, & Management Staff Group I - Pinellas Meeting Room/3rd Floor Group II - Seminole Meeting Room/3rd Floor Group III - Sumter Meeting Room/3rd Floor
12:30 p.m.	-	3:30 p.m.	**LUNCH/TAILGATE** (Barker Park)
7:00 p.m.	-	until	**HOSPITALITY** - Orange Meeting Room/2nd Floor

Sunday, November 24, 2019

9:00 a.m.	-	10:00 a.m.	**Committees' "Wrap Up"** **Participants:** Board, HS/EHS Policy Council, Committee Members, & Management Staff Group I - Pinellas Meeting Room/3rd Floor Group II - Seminole Meeting Room/3rd Floor Group III - Sumter Meeting Room/3rd Floor
9:30 a.m.	-		**Continental Breakfast**/Brevard Meeting Room - 3rd Floor
10:00 a.m.	-	12:00 p.m.	**Board of Directors' Meeting/**Delaney Meeting Room - 3rd Floor **Participants:** Board, HS/EHS Policy Council, Committee Members, & Management Staff

The Agricultural and Labor Program, Inc.
Helping People. Changing Lives.
community Action PARTNERSHIP
AMERICA'S POVERTY FIGHTING NETWORK

2019 BOARD OF DIRECTORS MANAGEMENT

Annual Planning Retreat

GROUP I

Vernon McQueen
GROUP FACILITATOR

Katie Clarke
Barbara Grace
Brenda Gray
Kim Johnson
Verna Jones
Chester McNorton
Teira Reed
Tonmiel Rodriguez
Gena Spivey

STAFF LIAISONS
Al Miller
Myrna Rodriguez
Aletta Stroder
Agnes Rodriguez
Twila Smith

CEO: Arlene Dobison
Board Chair: William Holt
Board Atty: Jonathan Thiele

GROUP II

William Holt
GROUP FACILITATOR

Stacy Campbell-Domineck
Patricia Gamble
Marjorie Gaskin
George Grace
Constance Griffin
Josephine Howard
Annette Jones
Yolanda Robinson
Tim Stanley

STAFF LIAISONS
Dennis Gniewek
Yolanda Garrett
Cheryl Burnham
Twila Smith

CEO: Arlene Dobison
Board Atty: Jonathan Thiele

GROUP III

Glenda Jones
GROUP FACILITATOR

Shelia Dixon
Tamarind Hall
N'Kosi Jones
Kim Ross
David Rucker
Terry Wellington
Ruby Willix
Anthony Smith

STAFF LIAISONS
PaHoua Lee-Yang
Alisa Thornton
Caroline Looney
Donita Brunson
Twila Smith

CEO: Arlene Dobison
Board Chair: William Holt
Board Atty: Jonathan Thiele

November 22-24, 2019
Doubletree By Hilton - Downtown • Orlando, FL

BOARD ISSUES PRESENTED
FOR
DISCUSSION/ACTION
GROUP I

(November 22-24, 2019)

Program Performance Outcome Items presented for review/discussion:	
AGENCY SERVICE DELIVERY FOCUS AREA:	**CHILD DEVELOPMENT & FAMILY SUPPORT SERVICES**
PROGRAM SERVICE DELIVERY TYPE:	HEAD START/EARLY HEAD START
FUNDING AGREEMENT/FUNDING RESOURCES:	ACYF/Office of Head Start, USDA/DOH Child Care Food Program, EARLY LEARNING/School Readiness and VPK (Polk and St. Lucie counties), Children Services Council (St. Lucie County)
STRATEGIC GOAL(S) ADDRESSED:	1, 2, 3, 4, 5,
Program Performance Outcome Items presented for review/discussion:	
➢ Head Start/Early Head Start 2019 Self-Assessment Summary ➢ Head Start/Early Head Start Self-Assessment Procedures ➢ 2018-2019 Child Outcomes ➢ Head Start/Early Head Start 2018-2019 Teaching Staff Credentials ➢ Head Start/Early Head Start Service Delivery target areas ➢ 2020 - 2021 Funding Applications (Head Start/Early Head Start, CSC/CAT) ➢ Head Start/Early Head Start 2019 PIR Report ➢ Head Start/Early Head Start 2018-2019 Final Class Observations ➢ External 2018-2019 Monitoring Performance Report ➢ 2018-2019 Strategic Plan Summary Report	

Program Performance Outcome Items presented for review/discussion:	
AGENCY SERVICE DELIVERY FOCUS AREA:	**COMMUNITY SERVICES & ECONOMIC DEVELOPMENT**
PROGRAM SERVICE DELIVERY TYPE:	LIHEAP, CSBG, HUD Housing Counseling, Farmworker Emergency Assistance, Training & Employment, Family Self Sufficiency, EHEAP
FUNDING AGREEMENT/FUNDING RESOURCES:	DEO/ LIHEAP, DEO/CSBG, HUD Housing Counseling, Florida Non-Profit Housing, Florida Housing Finance Corporation, Elderly Affairs
STRATEGIC GOAL(S) ADDRESSED:	1, 2, 3, 4, 5,
Program Performance Outcome Items presented for review/discussion:	
➢ Quarterly FOCAS Reports (July 2017-June 2018) ➢ RISK-ASSESSMENT TOOL FOR PRIVATE CSBG Eligible Entities (CEEs) ➢ CSBG Organizational Standards ➢ External Monitoring Reports (July 2018 – June 2019) ➢ 2019-2020 Funding Applications (DEO/LIHEAP, DEO/CSBG, FL Non- Profit Housing, HUD Housing Counseling, DOE Farmworker Emergency Assistance, and Elderly Affairs/EHEAP) ➢ Review 2013-2020 Continuation of Five Year Strategic Plan	

Program Performance Outcome Items presented for review/discussion:	
AGENCY SERVICE DELIVERY FOCUS AREA:	**ADMINISTRATION & OPERATIONS/QUALITY CONTROL**
PROGRAM SERVICE DELIVERY TYPE:	Governance, Fundraising, Property Management, Monitoring, Reporting, Marketing, In-Kind Match & Contributions, IT & Marketing Services, Budget & Financial Management, Human Resources, Risk Management
FUNDING AGREEMENT/FUNDING RESOURCES:	All applicable Funding Agreements and Agency Resources
STRATEGIC GOAL(S) ADDRESSED:	1, 2, 3, 4, 5,
Program Performance Outcome Items presented for review/discussion:	

CERTIFICATION OF BOARD GOVERNANCE COMPLIANCE

Action Needed: To review Board Governance structure to determine Membership Eligibility, Corporate Bylaws, CSBG and Head Start regulations compliance including but not limited to a review of the following:

- ALPI Board Membership Roster and election procedures
- Self-Assessment TOOL FOR PRIVATE CSBG Eligible Entities (CEEs)
- 2018 Community Needs Assessment

CERTIFICATON OF ADVISORY COUNCIL ELECTION PROCEDURES/RESULTS

Action Needed: To review each Regional Advisory Council Election Procedures/Results to determine Membership Eligibility and Corporate Bylaws compliance including but not limited to a review of the following:

- Regional Advisory Councils' Annual Meeting Reports and Election Process/Outcomes
- 2019/2020 Regional Advisory Councils Membership Rosters
- Plan for recruiting new members to fill vacancies

CERTIFICATION OF HS/EHS POLICY COUNCIL ELECTION PROCEDURES/RESULTS

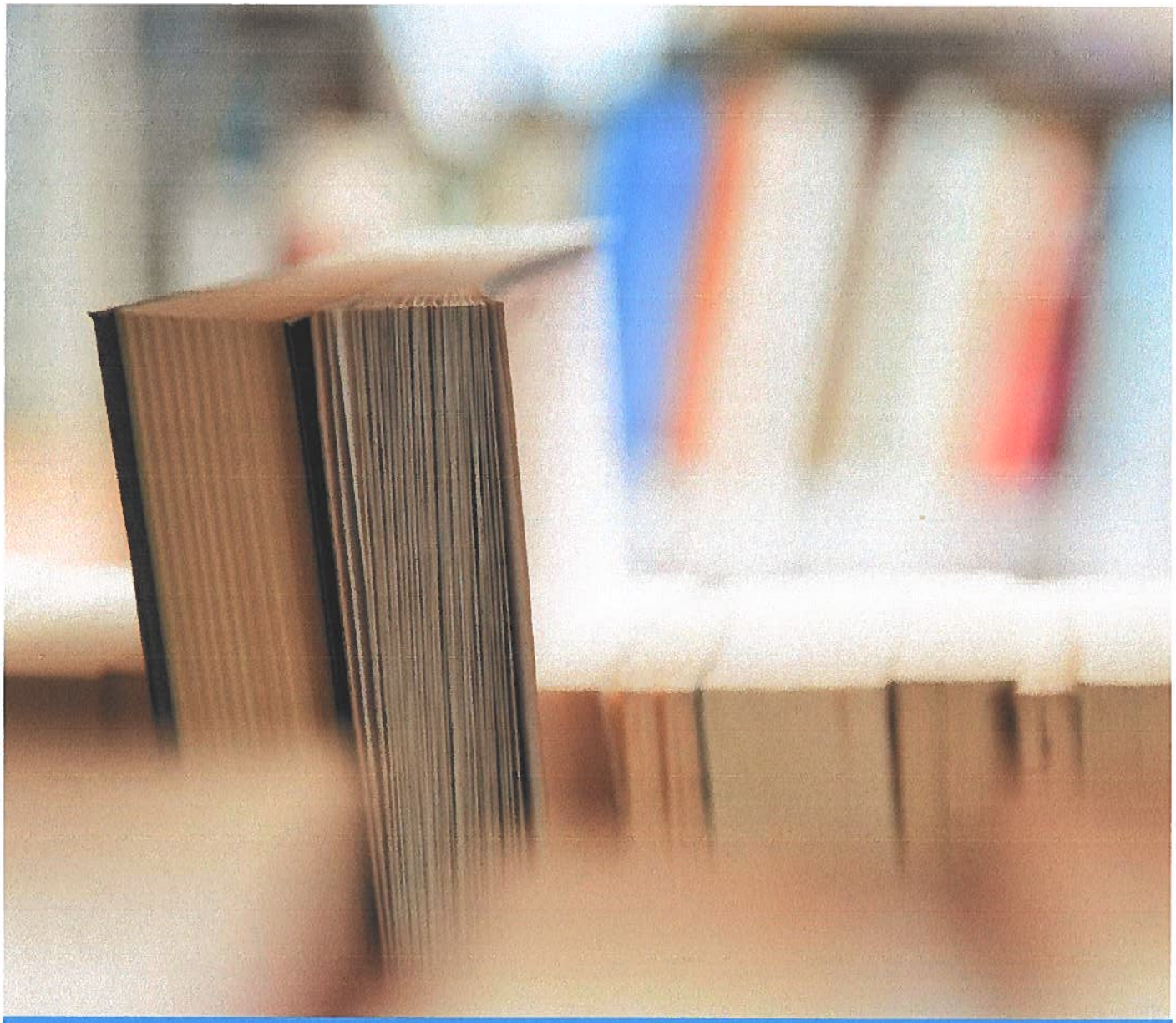
Action Needed: To review the HS/EHS Policy Council Election Procedures/Results to determine Membership Eligibility, Performance Standards, and Bylaws compliance including but not limited to a review of the following:

- Head Start/Early Head Start Policy Council Annual Meeting Report
- 2019/2020 Policy Council Membership Roster

Head Start/Early Head Start

2019

SELF-ASSESSMENT SUMMARY



AGRICULTURAL AND LABOR PROGRAM, INC.

2019 PROGRAM SELF-ASSESSMENT

HEAD START AND EARLY HEAD START

INTRODUCTION

The Agricultural and Labor Program, Inc. (ALPI) conducted a Program Self-Assessment in accordance with the requirements of the Head Start/Early Head Start §1302.102 (b)(2) of the Head Start Performance Standards. The purpose is to evaluate the progress toward accomplishing its goals and objectives, and to the extent of which Head Start/Early Head Start programs are meeting the requirements as prescribed in the Performance Standards and Head Start Act.

As part of the Program Self-Assessment, review and evaluation of the program's goals and objectives, for the Head Start and Early Head Start Program, take place. The program takes in consideration the following regulations and requirements to include: ALPI's Strategic Plan, Head Start Performance Standards, Head Start Reauthorization Act, State and local licensing and school readiness expectations in accordance with the Head Start Early Learning Outcomes Framework and Florida Early Learning and Development.

The goal of the Program's Self-Assessment is to provide ALPI with information to:

- Evaluate the effectiveness of its systems in facilitating compliance with required standards; early in the program year to make changes in accordance with ALPI's Program Operational Policies and Procedures;
- Determine if the rate of progress, made by children, is appropriate for them to be ready for school by the end of the program year based on the agency's School Readiness Plan;
- Identify objectives scheduled for accomplishment during the current program year; and make changes in accordance with ALPI's Program Operational Policies and Procedures;
- Confirm that the program has met "time sensitive" requirements outlined in standards and regulations;
- Allow sufficient time during the current program year for modification to its management and service delivery systems and plans, and the reallocation of resources to ensure that every participant in the program receives maximum benefit.

The process begins in November 2018 and ends in February 2019. The identified team monitors progress toward goal achievement, identifies new issues and compares collected data to monitors systemic issues.

ALPI initiated the mid-year Program Self-Assessment during the Board of Director's Annual Retreat, conducted on November 16-18, 2018. The Board of Director's is presented with 12 months of ongoing monitoring, of documentation collected for review and evaluation. The Board evaluates the results and benchmarks based on program goals and objectives as part of the agency goals, objectives and benchmarks.

Overall, the program's mid-year self-assessment represents a comprehensive review of the ongoing flow of compliance oversight and corrections that are a part of ongoing oversight. This oversight, which ensures effective implementation of the program's performance standards, laws, and regulations throughout the program year. This process allows ALPI to correct quality and compliance issues immediately, work with the Board of Directors and the Policy Council to address issues, and to implement procedures that prevent recurrence of previous quality and compliance issues. In addition, this uncovers deficits and potential weaknesses and assist in problem solving for effective solutions without any interruption of ongoing services.

ALPI's Management Staff facilitated the final phase of the mid-year Program Self-Assessment the week of February 19-21, 2019, for the purpose of, allowing all participants to conduct data tours and exploration visits and finally to report findings and to develop corrective action plans as indicated by those findings.

The methodology used to collect data for the purpose of, determining the program effectiveness of ALPI's Management Systems in facilitating the accomplishment of the program's goals and objectives, and compliance with Head Start/Early Head Start program regulations, state and agency policies through the following:

- Review and analyze student performance i.e., Teaching Strategies GOLD ongoing assessments, Voluntary Pre-K Assessment's results and Child Outcomes Reports
- Review of services rendered to families, as part of the family and community engagement
- Site observations of health and safety practices
- Site observations of child/teacher interactions
- Staff interviews
- Review of eligibility, recruitment, selection, enrollment and attendance policies and procedures

ALPI utilized the Office of Head Start Focus Area Two Protocol, as the tool, to guide the facilitation of the Program Self-Assessment process. The Program Operations Directors provided an orientation of the protocol and techniques to the self-assessment team prior to the implementation of the monitoring activities.

PROGRAM SELF-ASSESSMENT SUMMARY REPORT

PROGRAM GOVERNANCE

The Board of Director's Retreat was conducted on November 16-18, 2019. Members were given a presentation of 12 months of ongoing monitoring for feedback. The Board evaluated the results and benchmarks based upon the agency's goals and objectives. The participants included: Board of Directors, Policy Council, Advisory Councils, Parents and ALPI's Senior Management Staff. The information presented included, but not limited to, the following:

- ALPI's Strategic Plan Outcomes
- Head Start and Early Head Start Program Information Report (PIR)
- 2018 Program Annual Self-Assessment Results and Corrective Action Plans
- Child Outcomes for Head Start/Early Head Start, VPK, and Child Care
- Teaching Staff Professional Plan Status
- Teaching Staff Credentials Status
- Head Start/Early Head Start Program Goals and Objectives
- Head Start/Early Head Start Service Delivery Target Areas Status
- 12 Months of Monitoring Reports to include: Department of Children and Families Licensing Office, Early Learning Coalitions, Fire Marshall Districts, Child Care Food Program, etc.
- Funding Applications for Head Start/Early Head Start Services

No findings were reported.

Service Delivery:

During the month of December 2018 through February 2019, the Management Staff conducted a comprehensive file review to evaluate the program's progress in delivering services to the children and families. The comprehensive review, service delivery, is designed to provide adequate time for a detailed review of services rendered to children and families, and ensure the implementation of the agency/program operational policies and procedures. Based on the results, it was determined and validated those services, to children and families, were on target in accordance with the program's benchmarks, the Performance Standards, and the Head Start Act.

No findings were reported.

PROGRAM STRUCTURE

ALPI operates Head Start and Early Head Start Center-based options based on the community needs assessment data. The program delivers full, services as described in the Performance Standards. The Early Head Start Program operates 1,387.5 hours of planned class operations and the Head Start Program 1,080 hours of planned class operations. Classroom ratios are in accordance with the federal and state teacher/child ratios and group sizes. Based on the onsite observations it was confirmed that both class size and teacher-child ratio met the federal and state licensing requirements.

No findings were reported.

QUALITY EDUCATION AND CHILD DEVELOPMENT SERVICES

According with the data tours and exploration visits, the self-assessment team determined that the program demonstrated that high-quality early education and child development services are being provided to children in accordance with rules and regulations that governs the Head Start and Early Head Start. The tours and explorations revealed the following:

- 1302.31 Effective teaching practices: classroom staff were providing a responsive care that promoted healthy development recognizing the needs of the dual language learners. The materials were in multiple languages; which supports the children home language, and the daily schedule shows rest, meals, physical activities, transitions, etc.
- 1302.31 Curricula: the program utilizes a research-based curriculum, the Creative Curriculum for Preschoolers and the Creative Curriculum for Infants, Toddlers and Twos.
- 1302.33 Assessment for individualization: the program utilizes research-based tools for developmental screening such as DECA, ASQ, Speed DIAL, etc. to identify children with concerns. The program completed the 45/90 days screenings in accordance with the established benchmark.
- 1302.45 Support with challenging behaviors and mental health: the program supports the children's mental health needs by engaging parents, securing consultation services, providing strategies/techniques to teachers to assist in the classroom management, etc. in addition, the program secures monthly on-site mental health consultations for parents and staff.
- 1302.71 Learning environment: the learning environments are well-organized promoting developmentally appropriate space to include daily schedules, lesson plans, indoor and outdoor learning experiences. Children have opportunities for choices, play, exploration, etc.

- 1302.102 School readiness goals: data tours, revealed the program's aggregation of data that consist of gathering from Teaching Strategies GOLD ongoing assessment, VPK assessments, CLASS Observations, and the program's school readiness expectations. Documentation/reports demonstrated that the program continues to lead early childhood with a strong and clear focus on all aspects of healthy development, to include the physical, cognitive, social and emotional development, all of which are essential to getting children ready for school.

  No findings were reported.

QUALTIY HEALTH SERVICES

According with the data tours and exploration visits, the self-assessment team determined that the program demonstrated that high-quality health, oral health, mental health, and nutrition services are being provided to children in accordance with rules and regulations that governs the Head Start and Early Head Start. The tours and explorations revealed the following:

- 1302.41 Collaboration with parents: the program review of information shows the efforts of parent engagement; parents provide in advance authorization for health and developmental in accordance with policies and procedures.
- 1302.42 Child health status and care: according with the program policies and procedures during the enrollment process the child's ongoing source of health care is identified. For those children that do not have a source of ongoing care, the program's family services staff assist parents accessing a source of care.
- 1302.43 Oral health practices: the program classroom daily schedule of activities reflects children brushing their teeth daily with toothpaste with fluoride.
- 1302.44 Child nutrition: the program nutrition services are developmentally appropriate and in accordance with the USDA requirements, providing breakfast, lunch and snack. Serving and transportation of meals complied with the licensing requirements to include meeting the needs of children with special dietary needs.
- 1302.45 Wellness promotion: the program support system for wellness and promotion includes monthly on-site mental health consultations for parent and staff; provide training and techniques to assist staff with children with challenging behaviors, etc.
- 1302.47 Safety practices: in accordance with the program safety practices policies and procedures, the program's physical environment at all sites were welcoming, clean and attractive. However, at two sites, the outdoor equipment and fall zone were not in accordance with the program's safety practices, policies and procedures. The program operational policies and procedures details regular/ongoing monitoring/inspections of play areas.
- 1302.80 Enrolled pregnant women: during the program's enrollment process, the determination of ongoing source of health care is established. In collaborations with

community resources/agencies pregnant women are provided with required trainings, resources, materials, etc. during their pregnancy period.

Noncompliance: 1302.47 (2) (v) Equipment and material – Be kept safe through an ongoing system of preventative maintenance.

1. At the Jumpstart Development Center: a) the outdoor fall zone did not meet the standards safety requirements; and b) broken tricycles were used by children
2. At the Learning Tree Academy: a) children were using broken tricycles and no helmets were being used; b) the playground equipment was not clean; and c) rusty outdoor equipment.

QUALITY FAMILY AND COMMUNITY ENGAGEMENT SERVICES

According with the data tours and exploration visits, the self-assessment team determined that the program demonstrated that high-quality family and community engagement services are being provided to support families and making progress towards their goals in accordance with rules and regulations that governs the Head Start and Early Head Start. The tours and explorations revealed the following:

- 1302.34 Engaging parents and family members: the program demonstrated that families are a part of the child's educational developmental recognizing the parent's role as the first educator. The program conducts home visits and parent/teacher conferences to discuss their child's progress. Monthly, the program distributes parent/child home activities that supports program curriculum and school readiness.
- 1302.50 Family engagement approach: the program demonstrated the integration of parents/families into all service areas supporting families and promoting children learning and development. The program's support system includes linking community resources to address parents/family's needs, providing assistance such on-site mental health, transportation, nutrition consultation services, emergency crisis, etc.
- 1302.51 Parent activities to promote child learning and development: the program as part of the efforts to support and increase school readiness, provide parents with a monthly parent/child home activities packet that supports the parents as the first teacher in their child's life. The program also provides parent trainings that support parenting skills in collaboration with community resources.
- 1302.52 Family partnership services: the program's Family Partnerships Agreement process is designed to work in collaboration with parents to meet their needs/goals by establishing clear roles of responsibility, connecting parents with community resources, following up on steps achieved, and providing continuous support to parents.

- 1302.53 Community partnerships: the program demonstrated community collaborations across all service areas to include meeting the needs of health, nutrition, mental health, education, etc.

No findings were reported.

MONITORING ERSEA: Eligibility, Selection, enrollment, and Attendance

According with the data tours and exploration visits, the self-assessment team determined that the program demonstrated to have a system to ensure compliance with ERSEA requirements in accordance with rules and regulations that governs the Head Start and Early Head Start. The tours and explorations revealed the following:

- 1302.12 Determining, verifying, and documenting eligibility: the program process is as follows: 1) When a child is enrolled in Early Head Start and moves to Head Start, the staff must re-verify the family's income again to determine eligibility; and 2) The program keeps eligibility determination records for each child enrolled in the program that include:
    1. Copies of any documents used to determine eligibility (income)
    2. Statements verifying an in-person or telephone interview
    3. Efforts made to verify eligibility (third-party verification, family consents, etc.)
    4. Statements that identifies what way the family was eligible (income, public assistance, homeless, foster care, etc.)
    5. Records are kept on currently enrolled children and maintained for one year after they have stopped receiving services or are no longer enrolled.
    6. Program Resources and Outcomes Management Information System (PROMIS) is utilized to maintain eligibility, verification, and track children and families. Information includes, but is not limited to the following: name, income, family size, verification, demographic, enrollment, health, screenings and results, family needs assessment, drops, transfers, replacements, attendance, home visits, follow up, services rendered, etc.

- 1302.15 Enrollment: the program has maintained full enrollment the full year according with records and staff interviews. Children are replaced within 30 days.
- 1302.16 Attendance: In accordance with the program's policies and procedures children attendance is tracked daily. Children with absences are monitored and tracked within one hour from the program start time.

Noncompliance: 1302.16 (a)(1)(2) Promoting regular attendance.

> *1. At all centers files were reviewed, it was determined that there was no consistency in attempting to contact parents regarding children absences.*

2019 PROGRAM SELF-ASSESSMENT

CORRECTIVE ACTION PLAN

Noncompliance: 1302.47 (2) (v) Equipment and material – Be kept safe through an ongoing system of preventative maintenance.

1. At the Jumpstart Development Center: a) the outdoor fall zone did not meet the standards safety requirements; and b) broken tricycles were used by children.
2. At the Learning Tree Academy: a) children were using broken tricycles and no helmets were being used; b) the playground equipment was not clean; and c) rusty outdoor equipment.

Desired Outcome: Ensure outdoor play areas, at the contracted sites, are kept in accordance with the safety practices at all times.

Activity	Person Responsible	Anticipated Completion Date	Documentation	Status
1. Remove broken toys/equipment from the playground area.	Contracted Center Staff Service Area Managers	03/06/2019	Monitoring Reports	Completed
2. Replace or repair rusted equipment.	Contracted Center Staff	03/15/2019	Invoice & Monitoring Reports	Completed
3. Add adequate amount of surface to comply with fall zones playground requirements.	Contracted Center Staff	03/15/2019	Monitoring Reports	Pending
4. Review safety practice procedures with the contacted site staff i.e., using of helmets, cleanliness of playground equipment, etc.	Service Area Managers	03/15/2019	Procedures	Pending
5. Provide technical assistance and/or training on policies and procedures to ensure compliance and best practices are carried out at all times.	Contracted Center Staff Service Area Managers	03/25/2019	Agenda & Sign-In Sheets	Pending
6. Monitor and evaluate progress for compliance.	Service Area Managers Directors	03/25/2019-06/30/2019	Monitoring Reports	On-going

Noncompliance: 1302.16 (a)(1)(2) Promoting regular attendance.

1. At all centers files were reviewed, it was determined that there was no consistency in attempting to contact parents regarding children absences.

Desired Outcome: Maintain compliance to ensure children are safe when they do not arrive at school.

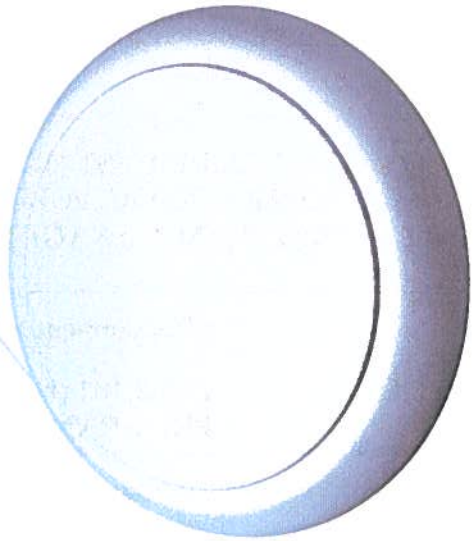
Activity	Person Responsible	Anticipated Completion Date	Documentation	Status
1. Review the policies and procedures and provide a refresher training to staff to ensure compliance is maintained.	Service Area Managers	03/08/2019	Agenda & Sign-In Sheets	Completed
2. Provide technical assistance on reinforcing the policies and procedures to ensure compliance and best practices are carried out at all times.	Service Area Managers CDSM	03/15/2019 – 06/30/2019	Sign-In Sheets	On-going
3. Monitor and evaluate progress for compliance.	CDSM Service Area Managers Directors	03/15/2019 – 06/30/2019	Monitoring Reports/Center Visitation Forms	On-going

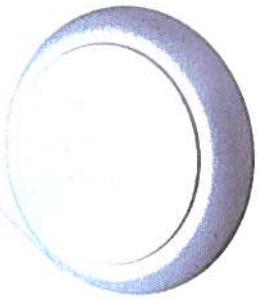
2019 PROGRAM SELF-ASSESSMENT PARTICIPANTS

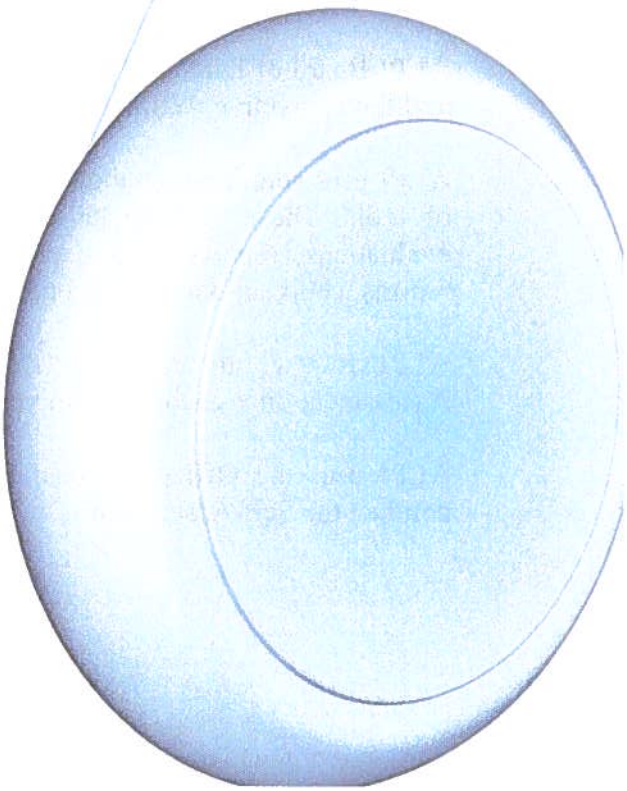
Caroline W. Looney, Deputy Director
Myrna Rodriguez, Program Operations Director
Aletta Stroder, Program Operations Director
Alisa Thornton, Early Childhood Development and Education Services Manager
Cynthia Paull, Early Childhood Education Coordinator
Iris Rivera, Health Services Manager
Toni Jones, Health Services Manager
LaTonya Robinson, Mental Health/Disabilities Specialist
Donita Brunson, Family and Community Partnerships Manager
Jewel Whitehead, Family Support Services Coordinator
Elnora Hall, Early Childhood Education Coordinator
Alicia Sierra, Family Services Worker
Crystal Dames, Child Development Services Manager
Cheryl Filipwicz, Child Development Center Coordinator
William Hopkins, Transportation Coordinator
Tamarind Hill, Policy Council Member
Lakayla Jackson, Policy Council Member
Dr. George Grace, Policy Council Member
Sinia Galvez, Parent
Josephine Howard, Board of Directors Member
Rosa Cendejas, Community Volunteer

Head Start/Early Head Start

SELF ASSESSMENT PROCEDURES







Head Start and Early Head Start

Self-Assessment Procedures

OPERATIONAL PROCEDURES:

1. The Deputy Director and the Program Operations Directors are responsible for submitting the established timeframe to the Policy Council for review, input, and approval by November of the program year. These timeframe will include, but are not limited to, the following:
    - Self-Assessment of Service Delivery –December thru February (Phase I)
    - Self-Assessment – February thru March (Phase II)
    - Self-Assessment Report and Corrective Action Plan – March thru April

2. The Program Operations Directors, under the guidance of the Deputy Director, will revise timeframes in accordance with the Policy Council input.

3. The Program Operations Directors will submit the revised timeframe to the Board of Directors for review and approval through the Deputy Director and Chief Executive Officer within five working days from the revision.

4. Once all the approvals have been obtained, the Program Operations Directors are directly responsible for carrying out these functions, consistent with the general guidance and direction of the Deputy Director and/or Chief Executive Officer.

5. The Self-Assessment process begins at the Board of Directors level during the Board Retreat which is facilitated by the Chief Executive Officer which is a part of the agency "in-house" ongoing governance oversight.

6. The Management staff in December of the program year will continue with the Self-Assessment, which consist on the review of children and families cum files to ensure that services were rendered to the children and parents in accordance with the Head Start Performance Standard.

7. During the month of February thru March, the Program Operations Directors will identify a peer assessment team that will include participation of the following members:
    - Board of Directors & Policy Council
    - Parents and/or legal guardians
    - Community representatives
    - Consultants
    - ALPI Management staff
    - Other staff (teaching, maintenance, transportation and food services) if possible.

8. The Program Operations Directors, under the guidance of the Deputy Director, will develop and implement the following activities:
    - Develop an invitation or notice
    - Develop agenda and identify a location
    - Contact and develop contract for consultant(s)

9. The Program Operations Directors will develop and process all consultant contracts in accordance with ALPI Fiscal Management Policies and Procedures.

14. The consultant(s) will provide training and technical assistance in the process. This process will include training of how to conduct the assessment utilizing the federal monitoring protocol, visits to centers to monitor, review of records and systems; compilation of data and written final reports that will include recommendations and plans for improvement. The activities will include, but are not limited to the following:

    - Utilization of the Office of Head Start Monitoring Protocol
    - Visits to centers
    - Review of files
    - Review of Community Assessment
    - Review of Child Outcomes/School Readiness Reports/Data
    - Review of Program Policies and Procedures including operational plans, Fiscal Policies, Financial Reports, etc.

15. The team leader will receive additional training on their specific area, and be responsible for ensuring that team members understand his or her service area of responsibility. The team will carry out the Self-Assessment of each service area in accordance with the prescribed instrument.

16. The Program Operations Directors and Management Staff will be responsible for making available the necessary documentation for review to the team.

17. The Self-Assessment Phase II process will consist of a minimum of three to five days. The management staff will be responsible for ensuring services such as: babysitting, transportation, etc. are available to the parents and/or legal guardians participating in the process.

18. On the last day of the Self-Assessment, the consultant will facilitate the completion of the final report. In the event that the report is not fully completed at that time, the consultant will work closely with the Deputy Director and the Program Operations Directors, and Management staff to complete the report.

19. The Program Operations Directors will submit the Self-Assessment Report to Board of Directors through the Deputy Director and the Chief Executive Officer in March thru April of the current program year.

20. The Deputy Director and the Program Operations Directors will submit the report to the Policy Council for review and approval in March thru April of the current program year.

21. The Management staff will immediately begin working on correcting the identified problems *(if any) by* developing a Corrective Action Plan to address any identified problems, and/or deficiencies.

22. The Deputy Director and the Program Operations Directors will inquire technical assistance from identified consultants if needed.

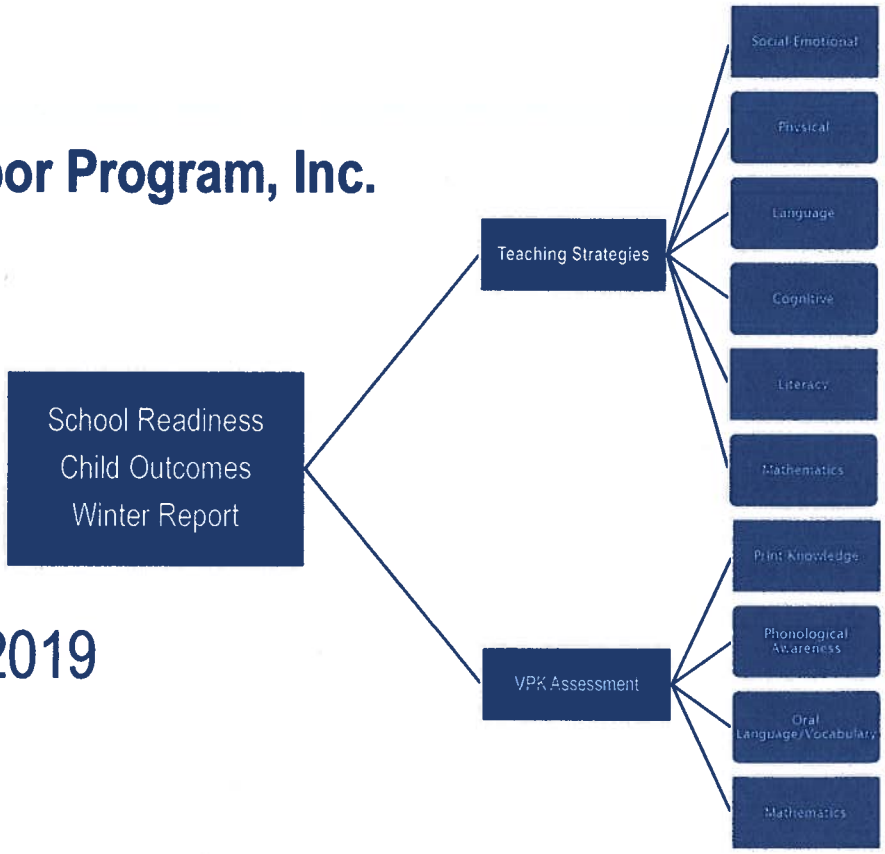
2018-2019

CHILD OUTCOMES

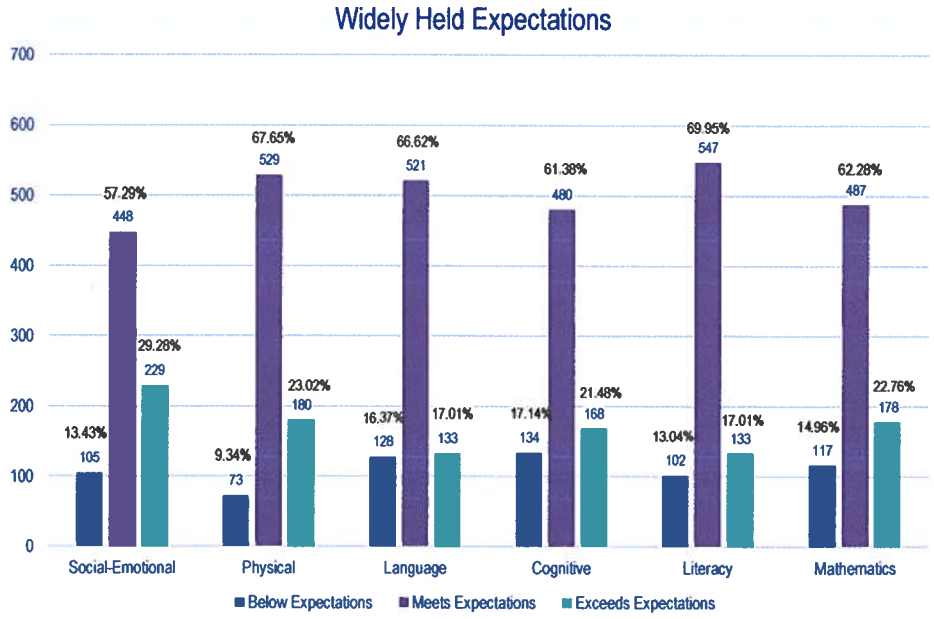
Agricultural and Labor Program, Inc.

Head Start
Early Head Start
Voluntary Pre-Kindergarten

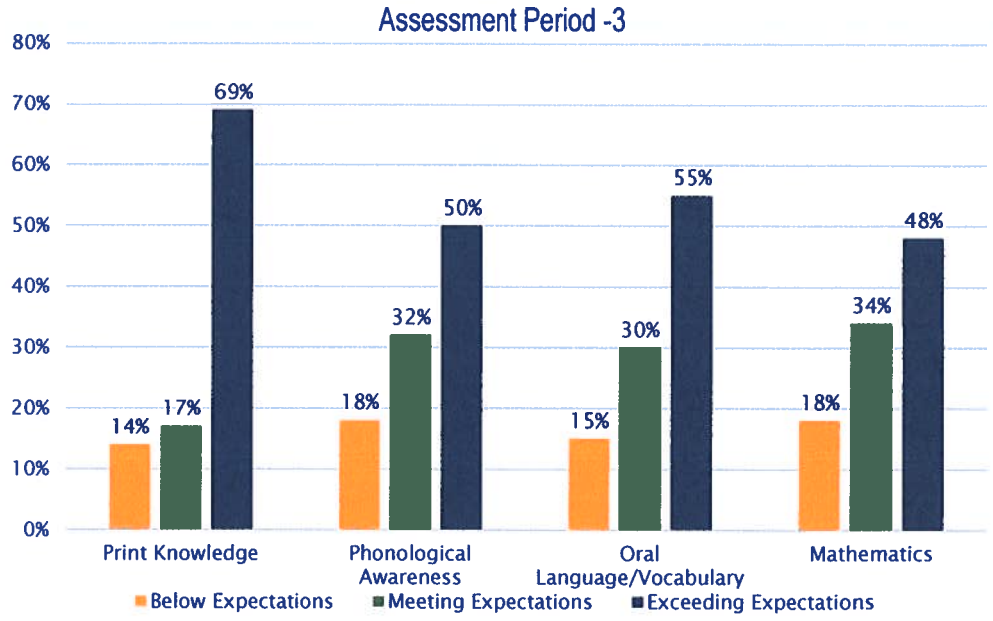
Final Report 2018-2019



Head Start/Early Head Start
Teaching Strategies GOLD
Final Report 2018/2019 Data



Head Start
Voluntary Pre-Kindergarten
Final Report 2018/2019 Data



Improvement Strategies

Based on the analysis of Winter/Mid-Year data, the following improvement strategies will be implemented:

- ❑ The following improvement strategies based on the analysis/aggregation of mid-year data will be implemented:
- ❑ Teaching staff will help twos and older children learn about cooperation by providing ample time, materials, and opportunities for children to engage in play and other cooperative activities with multiple children.
- ❑ Teaching staff will engage children in activities that encourage them to move their fingers individually, e.g. finger plays, pointing at pictures.
- ❑ Teaching staff will allow plenty of time for children to explore materials and complete tasks.
- ❑ Teaching staff will provide children with engaging experiences through pretend play, storytelling, discussions and hands on opportunities to increase their expressive vocabulary.
- ❑ Teaching staff will encourage children to share stories about previous experiences.
- ❑ Teaching staff will plan intentional activities that will encourage children to use their problem solving skills when working with both adults and other children.
- ❑ Teaching staff will model engagement in activities and use of self- talk to help children stay engage and persist with challenging task.
- ❑ Teaching staff will plan specific activities that focus on writing and model writing for children.
- ❑ Teaching staff will practice counting in ways that involve multiple learning styles and representations to include senses as children touch, hear the spoken number, see the numeral, or physically move their bodies.

Head Start/Early Start

2018-2019

Teaching Staff Credentials

The Agricultural and Labor Program, Inc.

Helping People. Changing Lives.

community Action PARTNERSHIP

AMERICA'S POVERTY FIGHTING NETWORK

HEAD START & EARLY HEAD START

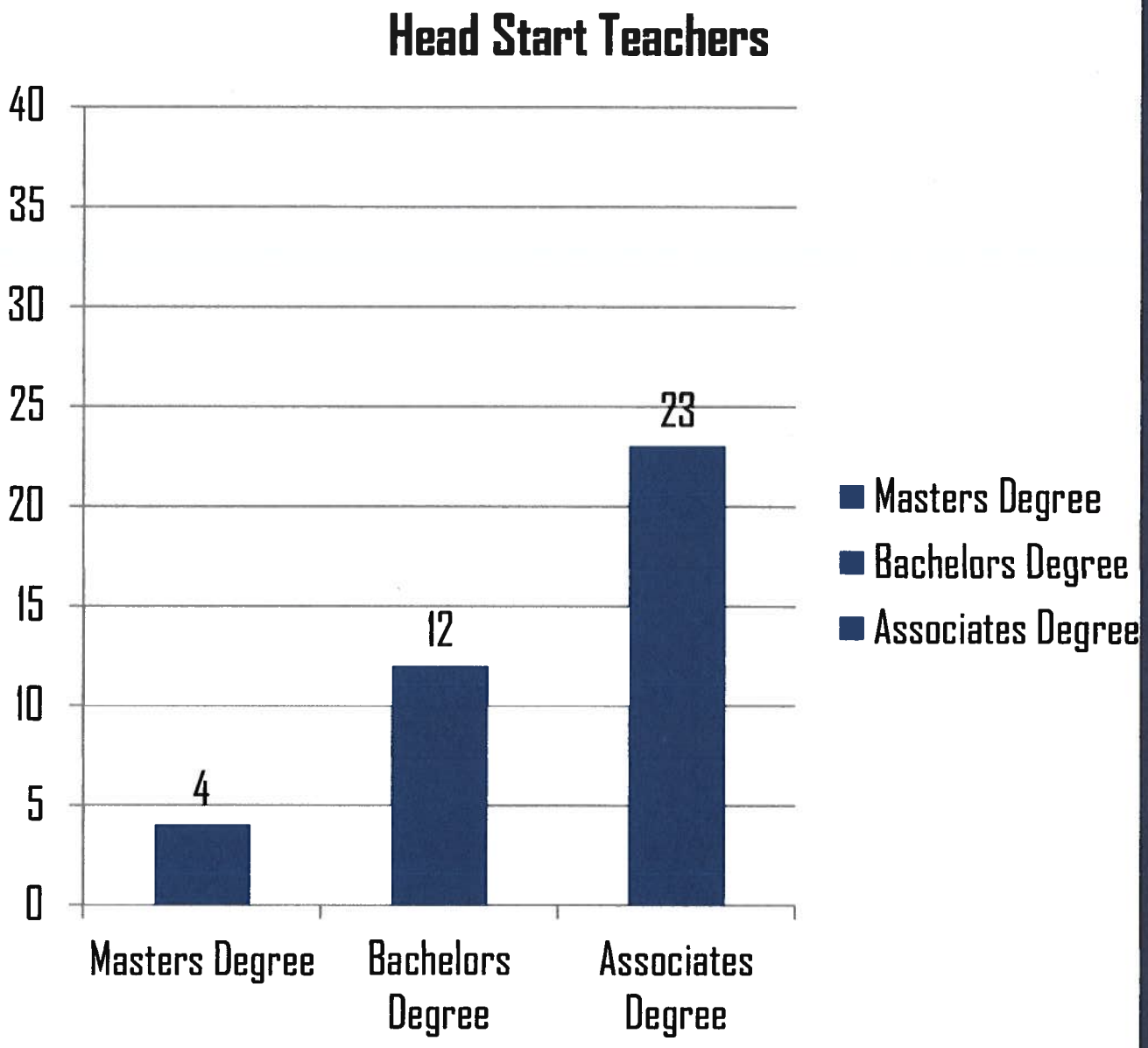
2018-2019

TEACHING STAFF CREDENTIAL STATUS

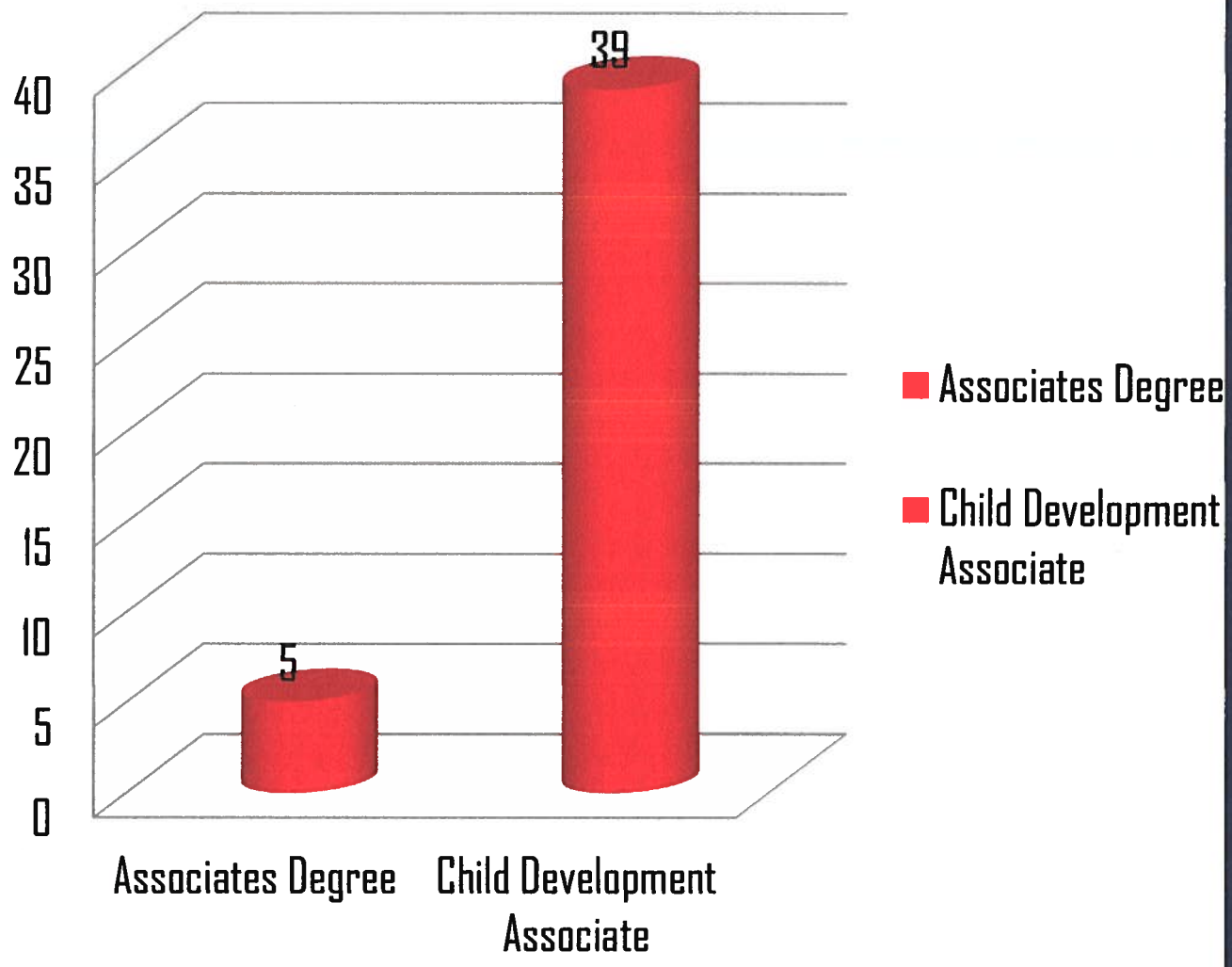
SUMMARY

The Agricultural and Labor Program, Inc., has successfully maintained compliance in accordance with the Head Start Act of December 2007. The following represents the timelines accomplished and maintained:

- Early Head Start: 100% of the Caregivers have a Child Development Associates credential (CDA) or higher. The timeline to accomplish this requirement was September 30, 2010.
- Head Start: 100% of the Teachers have a Associates Degree or higher in Early Childhood Education, Child Development or related field with 18 ECE courses. The timeline to accomplish this requirement was September 30, 2011.
- Head Start: 100% of the Teacher Assistants have a Child Development Associate credential or higher. This timeline to accomplish this requirement was September 30, 2013.
- All classroom staff continue to obtain 15 clock hours or more of professional development per year. The professional development in-service hours are classroom focused in order to have a positive and lasting impact on classroom instruction and staff performance in the classroom.

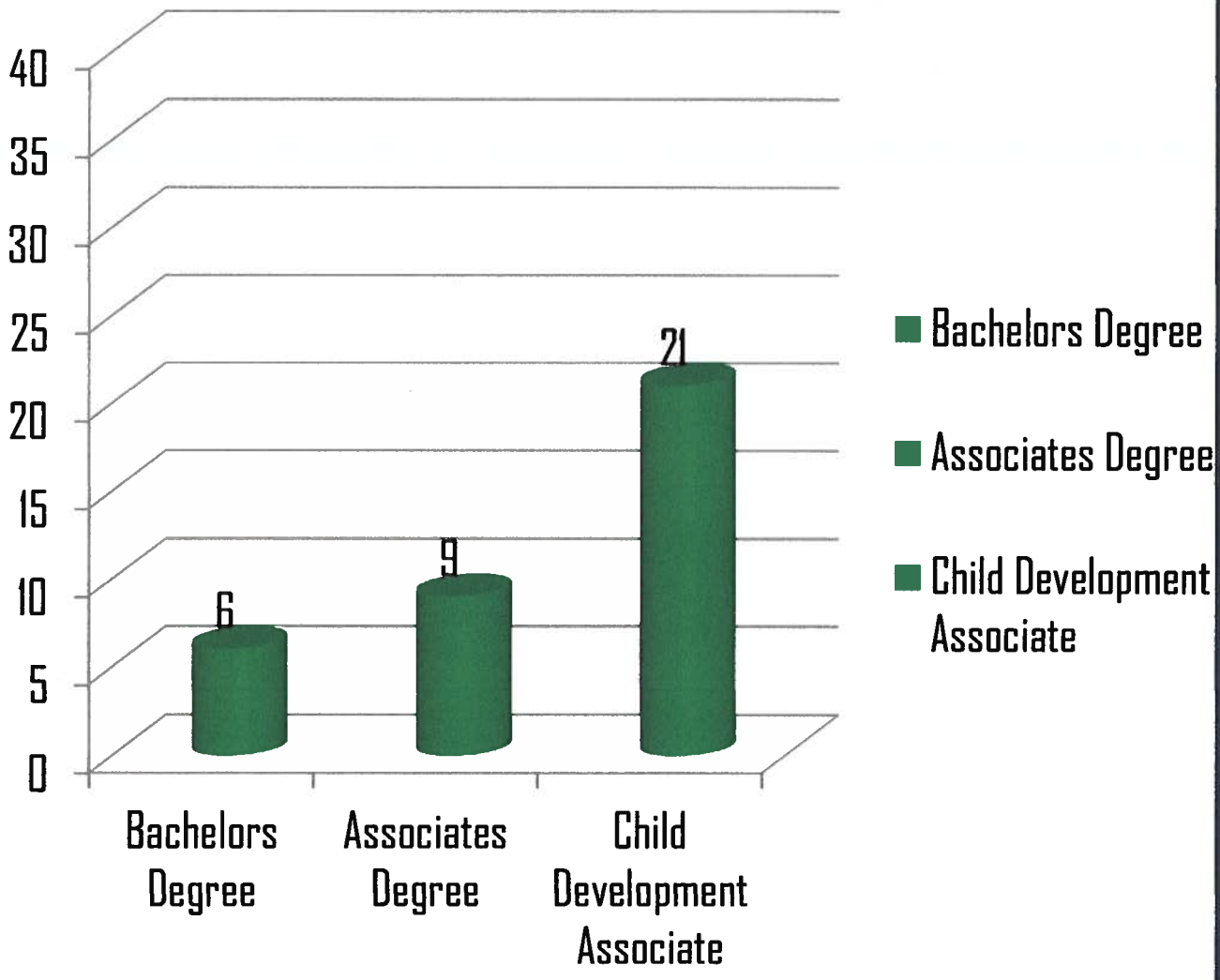

Head Start Teachers
40
35
30
25
20
15
10
5
0
4
12
23
Masters Degree
Bachelors Degree
Associates Degree
Masters Degree
Bachelors Degree
Associates Degree

Head Start Teacher Assistants



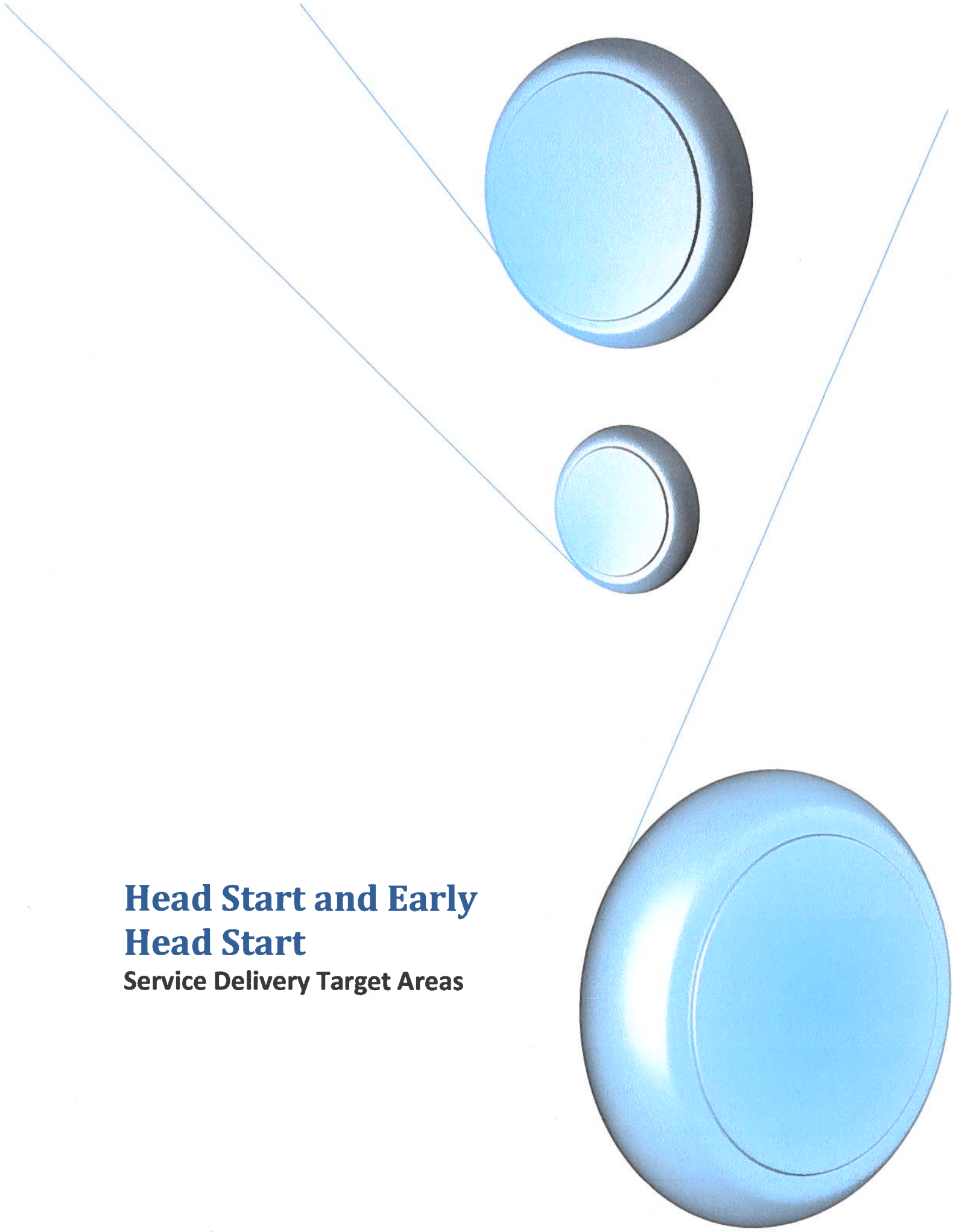
2018-2019 Teaching Staff Credentials

Early Head Start Caregivers



Head Start/Early Head Start

Service Delivery Target Areas



Head Start and Early Head Start

Service Delivery Target Areas

SUB-SECTION B. SERVICE DELIVERY

SERVICE AND RECRUITMENT AREA -

ALPI Head Start/Early Head Start Program targeted areas are those considered to be the highest concentrated poverty areas in St. Lucie and Polk Counties. ALPI's program recruitment meets the needs of the children and the families to include low-income working families. The program continues to serve the areas where the neediest families have been identified, ensuring that the neediest, such as those experiencing homelessness, or who are in foster care benefit from the program. The program continues to maintain funded enrollment of 831 to include pregnant women, infants/toddlers, and preschool children including children with disabilities with a selection criterion that weighs the prioritization of participants including family income, homeless, placement in foster care, child's age, etc.

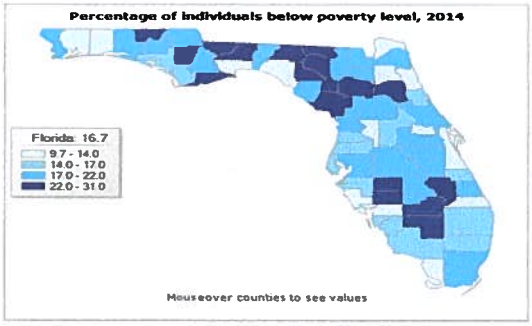
Selection Criteria, the program has revised the Selection Criteria in accordance with the new Performance Standards, which weighs the priority based on the neediest families including family income, homelessness, placement in foster care, child's age, special education need for services or early intervention, etc. The program will continue to provide Head Start services to 691 preschool children and Early Head Start services to 64 infants, toddlers and pregnant women in St. Lucie County and provide Early Head Start services to 76 infants, toddlers and pregnant women in Polk County.

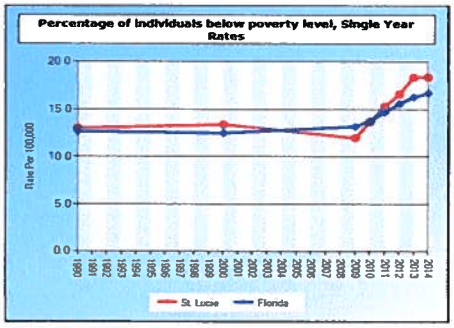
The program will continue to collaborate with community partners to promote and maximize recruitment efforts through the referral support system for children and their families in the targeted areas.

NEEDS OF CHILDREN AND FAMILIES – *No changes since last year's application.*

The program continues to recruit in the areas identified in the initial application. These areas were identified in ALPI's 2014 Community Assessment and Census data as the areas with the highest concentration of poverty where the most vulnerable children and families reside.

St. Lucie County; the following represents the annual community assessment data collected which reflects the areas served in St. Lucie County. According to FloridaCHARTS.com the population of St. Lucie County is estimated to have been 287,366 2014 with 18.4% of the population living below the poverty level and 62.8% of families with a single female head of household and children under age 5 (per U.S. Census Bureau). The primary industries for St. Lucie County are: agriculture (non-citrus), citrus, construction, manufacturing and other service related employment. These industries pay on the lower end of the wage scale because of their seasonal nature. St. Lucie County's poverty exceeds that of the state level at 16.70% and all of the U.S., at 15.40%. Additionally, 32.4% of St. Lucie County families with children under age 5 are living below poverty level, which is higher than the state level of 26.9%. Furthermore, the Florida Department of Children and Families, Office on Homeless, indicates there are an estimated 1,096 homeless families in St. Lucie County. The following charts illustrate poverty levels in St. Lucie County vs. the State of Florida:





FloridaCHARTS.com is provided by the Florida Department of Health, Division of Public Health Statistics & Performance Management

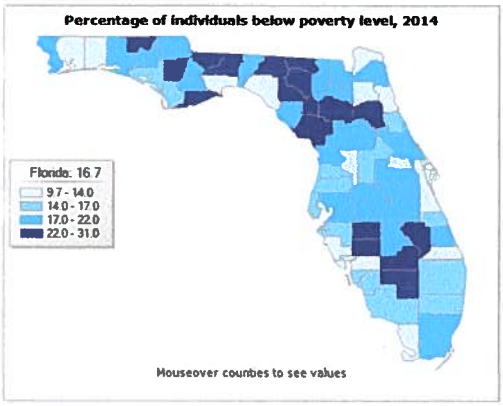
The City of Fort Pierce, one of the two cities currently served in St. Lucie County, contains three of the highest poverty concentrated zip codes included in our proposal; the percentage of population below poverty levels is as follows: 34950: 17,739 or 50.64%; 34947: 10,443 or 50.31%; and, 34946: 6,746 or 24.80%. The total population is estimated to have been 44,484 in 2015, an increase of 6.96% since 2010 Census. According to the US Census Bureau, the city has a total area of 20.8 miles. The estimated makeup of the population is 45.3% White, 40.9% African American, 21.6% Hispanic or Latino, 0.9% Asian, 0.6% Native American, and 0.1% Pacific Islander. Population by age is estimated at; 36.4% under age 25, 25-44 (27.5%), 45-64 (24.1%), and 64-over (15.2%). There were 15,170 households, of which 32.9% had children under the age of 18 residing with them, 37.3% were married couples living together, 19.6% had a female household with no husband present, and 37.9% were non-families. 32.5% of all households were made up of individual families and 11.7% had someone living alone who was 65 years of age or older. The average household size was 2.73 and the average family size was 3.50. According to the Fort Pierce, FL Census Data – City Facts; Fort Pierce, FL poverty is 35.9%, higher than the national average.

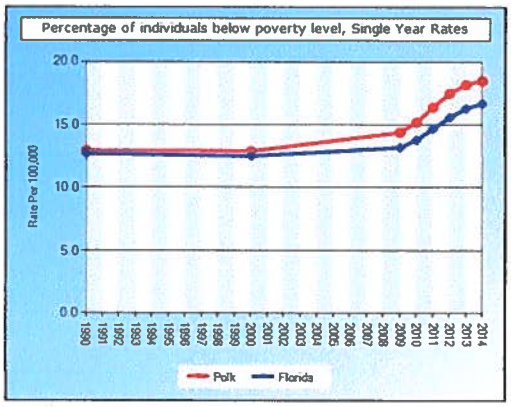
In the City of Port St. Lucie, the total population is estimated to have been 179,413 in 2015, an increase of 8% since 2010 Census. According to the US Census Bureau, the city has a total area of 40.5 miles. The estimated makeup of the population was 61.6% White, 21.6% Hispanic or Latino, 16.3% African American, 18.4% Native American, 2% Asian, and 0.1% Pacific Islander. Population by age is estimated at 32% under age 25, 25-44 (25%), 45-64 (26.7%), and 64-over (15.6%).

St. Lucie County has shown growth of approximately 5% since 2008; and the primary contributing factor is recognized as the estimated 10,160 childbirths. *Townchartsl.com* reveals in its *Fort Pierce Florida Mothers and Babies Charts* that over the last 12 months, the rate of women aged 15 to 50 years old who have given birth is 7.1% percent, the 2nd highest in the area. St. Lucie County has one of the largest percentages of unwed mothers, with 56% of those to giving birth while living below poverty level.

Polk County; the following represents the annual community assessment data collected which reflects the areas served in Polk County According to *Floridacharts.com,* Polk County's poverty rate is higher than the State of Florida at 16.7% and all of the U.S. at 15.4%; with 35% of those Polk County residents residing with children under age four (4). Currently, in the state of Florida 32% of the children ages birth to four live in poverty. Among Polk County families, 536 are identified as being homeless.

Poverty Level in Polk County vs. State of Florida





FloridaCHARTS.com is provided by the Florida Department of Health,

Division of Public Health Statistics & Performance Management

Polk County Ledger (June 26, 2014) and the decennial census of Polk County show that Polk County has grown more rapidly than the entire State of Florida in the first three years of this decade. The county's growth rate is approximately 27.57% since 2000, which is higher than the

average state rate of 21.14% and national rate of 11.61%. Per *Polk County 2015 Community Health Assessment it is* projected that by the year 2030 the county's population will increase an additional 25%, to reach an estimated 772,196 which includes Lake Wales and Frostproof, Florida.

The primary contributing factor for the growth rate in Polk County from 2010-2015 was an estimated 36,736 childbirths. In 2013 alone, there were approximately 7,013 childbirths in Polk County; 12.9% of those births were to females ages 15-19; and 18.8% of those infants had received late or no prenatal care. As Per *Towncharts.com* Florida Mothers and Babies Charts in 2015 women ages in the targeted area 15-50 ranked 3rd in the state for child births, resulting in a 5.8% increase. Experts predict that by 2030 Polk County will experience an 11.6% increase of the population of infants and toddlers, which will result in an additional 11,000 children. Polk County had the 2nd largest percentage of unwed mothers at 57.4% who gave birth while living below the poverty level, second to Hardee County at 78%, according to U.S. Census Bureau demographics released December 2015. Unwed mothers of Polk County make up 43% of those who gave birth while living below the poverty level, with 23% receiving public assistance; of those, 28% had less than a high school diploma and 21% had less than a high school education.

CHOSEN PROGRAM OPTION(S) AND FUNDED ENROLLMENT SLOTS

The program is not proposing any changes in the funded enrollment levels. The program continues to have a wait list supporting the need for both programs. The program will continue to provide a Center-Based standard option in St. Lucie County for the Head Start Program and St. Lucie and Polk Counties for the Early Head Start Program.

In St. Lucie County, the ALPI Head Start Program will continue to operate full day/full year for 180 days per year, six hours per day, and 1,080 annual hours of planned class operations from August 13, 2018 to June 4, 2019. The hours of operations for the ALPI Head Start Program in St.

Lucie County will be from 8:00 a.m. to 2:00 p.m. and extended day from 8:00 a.m. to 5:00 p.m. The ALPI Head Start program operation is aligned with the public school system in order to support partnerships for service delivery.

In St. Lucie and Polk Counties, the ALPI Early Head Start Program will continue to provide full day/full year for approximately 185 days per year, seven and half hours per day and 1,398 annual hours of planned class operations from August 13, 2018 to June 7, 2019. The hours of operations for the Early Head Start Program in both counties will be from 8:00 a.m. to 3:30 p.m. and extended day from 7:00 a.m. to 5:00 p.m.

2020-2021

FUNDING APPLICATIONS

2020-2021 FUNDING APPLICATIONS (Head Start/Early Head Start, and CSC/CAT)

PROGRAM NAME	FUNDING	SOURCE OF FUNDING
Head Start Program	$5,622,549.00	Federal: Department of Health and Human Services *This funding is to serve 691 preschool children and their families in St. Lucie County.*
Early Head Start	$2,196,983.00	Federal: Department of Health and Human Services *This funding is to serve 140 infants, toddlers and pregnant woman in St. Lucie and Polk County.*
CAT St. Lucie County	$114,870.00	Local: Children Services Council of St. Lucie County *This funding is to serve 130 school age students in our after school program design to keep student off the street, increase positive decision-making skills and improve academic performance for the year-round program.*
CAT St. Lucie County	$10,000.00	Local: Children Services Council of St. Lucie County *This funding is to expand summer services to transitioning students in the Port St. Lucie area during the summer months to limit the cumulative average loss of learning that students face during the summer months.*

Submitted For Board of Directors Approval in the November 2019 Meeting

Prepared 11-2019

Head Start/Early Head Start

2019 PIR Reports

2018-2019 HEAD START PROGRAM INFORMATION REPORT

04CH4739-000 Agricultural and Labor Program, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH4739
Program Number	000
Program Type	Head Start
Program Name	Agricultural and Labor Program, Inc.
Program Address	300 Lynchburg Road Lake Alfred FL 33850-2576
Program Phone Number	(863) 956 3491
Program Fax Number	(863) 956 3357
DUNS Number	040210163
Program Email Address	adobison@alpi.org
Head Start Director Name	Mrs. Caroline W Looney
Head Start Director Email	clooney@alpi.org
Agency Web Site Address	http://www.alpi.org
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	*Date*
a. Start Date	08/13/2018
b. End Date	06/04/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	*# of children/ pregnant women*
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	691
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	*# of children*
a. Full-day enrollment	691
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	*# of children*

a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	20
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	20

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	39
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	330
e. 4 years old	449
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	779

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	672
b. Public assistance such as TANF, SSI	53
c. Status as a foster child - # children only	6
d. Status as homeless	7
e. Over income	41

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0

A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.

Specify:

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	255
b. Three or more years	0

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	98
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	11
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	449

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	11

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	547
d. Native Hawaiian or other Pacific Islander	0	0
e. White	5	28
f. Biracial/Multi-racial	37	0
g. Other	161	0
1. Explain: Hispanic/parents of various race		
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	598
b. Spanish	113
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	62
e. Middle Eastern & South Asian Languages	2
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	1
1. Explain: Punjabi	
l. Unspecified	3

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes

	# of children
a. Number of children for whom transportation is provided	192

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	1
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.29 Are any of the buses used by the program leased by the program itself?	Yes

	# of buses leased
a. Number of buses leased	2

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	*Locally designed*	*Web Based*
PROMIS (Program Resources and Outcomes Management Information System, Cleverex)	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	144	2
a. Of these, the number who are current or former Head Start or Early Head Start parents	6	0
b. Of these, the number who left since last year's PIR was reported	13	0
1. Of these, the number who were replaced	5	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	825
a. Of these, the number who are current or former Head Start or Early Head Start parents	691

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	15
b. Health Services Manager	15
c. Family & Community Partnerships Manager	15
d. Disability Services Manager	15

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	39	44

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	4	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	1	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	11	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	23	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	5
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	2

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	39
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	2
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	39
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	39

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	45
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	14
f. Biracial/Multi-racial	0	0
g. Other	24	0
1. Explain: Hispanic		
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	24
a. Of these, the number who are proficient in more than one language other than English	3
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	24
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	3
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	5
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	3
b. Change in job field	1
c. Other	1
1. Comments: Terminated	
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	5

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	13	5
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	1 FPC Supervisor is shared between HS & EHS

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	5	1
c. A related associate degree	2	1
d. A family-development-related credential, certificate, or license	0	1
e. None of the qualifications listed in B.25.a through B.25.d above	6	2
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	6	2

2018-2019 HEAD START PROGRAM INFORMATION REPORT

04CH4739-000 Agricultural and Labor Program, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH4739
Program Number	000
Program Type	Head Start
Program Name	Agricultural and Labor Program, Inc.
Program Address	300 Lynchburg Road Lake Alfred FL 33850-2576
Program Phone Number	(863) 956 3491
Program Fax Number	(863) 956 3357
DUNS Number	040210163
Program Email Address	adobison@alpi.org
Head Start Director Name	Mrs. Caroline W Looney
Head Start Director Email	clooney@alpi.org
Agency Web Site Address	http://www.alpi.org
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	*Date*
a. Start Date	08/13/2018
b. End Date	06/04/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	*# of children/ pregnant women*
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	691
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	*# of children*
a. Full-day enrollment	691
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	*# of children*

a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	20
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	20

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	39
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	330
e. 4 years old	449
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	779

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	672
b. Public assistance such as TANF, SSI	53
c. Status as a foster child - # children only	6
d. Status as homeless	7
e. Over income	41

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0

A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	255
b. Three or more years	0

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	98
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	11
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	449

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	11

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	547
d. Native Hawaiian or other Pacific Islander	0	0
e. White	5	28
f. Biracial/Multi-racial	37	0
g. Other	161	0
1. Explain: Hispanic/parents of various race		
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	598
b. Spanish	113
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	62
e. Middle Eastern & South Asian Languages	2
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	1
1. Explain: Punjabi	
l. Unspecified	3

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes

	# of children
a. Number of children for whom transportation is provided	192

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	1
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.29 Are any of the buses used by the program leased by the program itself?	Yes

	# of buses leased
a. Number of buses leased	2

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	*Locally designed*	*Web Based*
PROMIS (Program Resources and Outcomes Management Information System, Cleverex)	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	144	2
a. Of these, the number who are current or former Head Start or Early Head Start parents	6	0
b. Of these, the number who left since last year's PIR was reported	13	0
1. Of these, the number who were replaced	5	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	825
a. Of these, the number who are current or former Head Start or Early Head Start parents	691

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	15
b. Health Services Manager	15
c. Family & Community Partnerships Manager	15
d. Disability Services Manager	15

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	39	44

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	4	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	1	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	11	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	23	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	5
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	2

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	39
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	2
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	39
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	39

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	45
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	14
f. Biracial/Multi-racial	0	0
g. Other	24	0
1. Explain: Hispanic		
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	24
a. Of these, the number who are proficient in more than one language other than English	3
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	24
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	3
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	5
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	3
b. Change in job field	1
c. Other	1
1. Comments: Terminated	
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	5

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	13	5
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	1 FPC Supervisor is shared between HS & EHS

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	5	1
c. A related associate degree	2	1
d. A family-development-related credential, certificate, or license	0	1
e. None of the qualifications listed in B.25.a through B.25.d above	6	2
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	6	2

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	2

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	758	768
a. Number enrolled in Medicaid and/or CHIP	732	742
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	10	10
c. Number with private health insurance (for example, parent's insurance)	16	16
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	21	11

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	775	779
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 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	769	779

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported	134
1. Of these, the number who have received or are receiving medical treatment	134
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:	

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	99
b. Asthma	57
c. Hearing Difficulties	0
d. Vision Problems	3
e. High Lead Levels	0
f. Diabetes	1

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	24
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	724
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	26
d. Obese (BMI at or above 95th percentile for child's age and sex)	5

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	740	740
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	37	37
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	2	2

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	602	757

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	314
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	757
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	125
1. Of these, the number of children who have received or are receiving treatment	93
b. Specify the primary reason that children who needed dental treatment did not receive it:	Appointment is scheduled for future date

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	12

Mental health services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	6
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	0
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	6
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0
c. Number of children for whom the MH professional provided an individual mental health assessment	6
d. Number of children for whom the MH professional facilitated a referral for mental health services	3

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	3
a. Of these, the number who received mental health services since last year's PIR was reported	3

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	76
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	31
2. During this enrollment year	45
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	66	66
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	4	4
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	524
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	404
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	24
C.30 The instrument(s) used by the program for developmental screening:	
Dial 4	
Other (Please Specify) - Preschool Language Scale 5th Edition	
Other (Please Specify) - Devereux Early Childhood Assessment DECA Behavior	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	*Locally designed*
Teaching Strategies GOLD Online	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	*Locally designed*
Creative Curriculum (PreSchool)	No

b. For family child care services:

c. For home-based services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		# of programs
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	(1) Name/title	*(2) Locally designed*
a. Center-based settings	Classroom Assessment Scoring System	No
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	727
a. Of these, the number of two-parent families	150
b. Of these, the number of single-parent families	577

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	148
b. Grandparents	0
c. Relatives other than grandparents	0
d. Foster parents not including relatives	2
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	536
b. Father (biological, adoptive, stepfather, etc.)	19
c. Grandparent	4
d. Relative other than grandparent	1
e. Foster parent not including relative	5
f. Other	12
1. Specify: Legal guardianship	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	45
b. One parent/guardian is employed	84
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	21

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	269
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	308

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	0

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	15	15
C.42 Total number of families receiving Supplemental Security Income (SSI)	82	82
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	353	353
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	478	478

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	3
b. One parent/guardian is in job training or school	37
c. Neither parent/guardian is in job training or school	110

C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	71
b. The parent/guardian is not in job training or school	506

C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	44
b. Completed high school or was awarded a GED during this program year	19
c. Completed an associate degree during this program year	1
d. Completed a baccalaureate or advanced degree during this program year	2

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	5

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	*# of families at enrollment*
a. An advanced degree or baccalaureate degree	27
b. An associate degree, vocational school, or some college	160
c. A high school graduate or GED	330
d. Less than high school graduate	255

Family services

C.50 Types of family services	*(1) # of families with an expressed interest or identified need during the program year*	*(2) # of families that received the following services during the program year*
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	14	14
b. Housing assistance such as subsidies, utilities, repairs, etc.	47	47
c. Mental health services	22	22
d. English as a Second Language (ESL) training	65	65
e. Adult education such as GED programs and college selection	127	127
f. Job training	52	52
g. Substance abuse prevention	1	1
h. Substance abuse treatment	1	1
i. Child abuse and neglect services	0	0
j. Domestic violence services	0	0
k. Child support assistance	1	1
l. Health education	727	727
m. Assistance to families of incarcerated individuals	3	3
n. Parenting education	727	727
o. Relationship/marriage education	2	2
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	18	18
C.51 Of these, the number of families who were counted in at least one of the services listed above	727	727

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	*# of father/ father figures*
a. Family assessment	28
b. Family goal setting	31
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	63
d. Head Start program governance, such as participation in the Policy Council or policy committees	2
e. Parenting education workshops	12

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	7
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	7
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	7

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	6
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	6

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements with Child Care Partners during program year	1
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1
C.60 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	1
b. To coordinate transition services	1

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	No

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19082945300
Last Update Date	08/29/2019

2018-2019 EARLY HEAD START PROGRAM INFORMATION REPORT

04CH4739-200 Agricultural and Labor Program, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH4739
Program Number	200
Program Type	Early Head Start
Program Name	Agricultural and Labor Program, Inc.
Program Address	300 Lynchburg Road Lake Alfred FL 33850-2576
Program Phone Number	(863) 956 3491
Program Fax Number	(863) 956 3357
DUNS Number	040210163
Program Email Address	admin@alpi.org
Head Start Director Name	Mrs. Caroline W Looney
Head Start Director Email	clooney@alpi.org
Agency Web Site Address	http://www.alpi.org
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	*Date*
a. Start Date	08/13/2018
b. End Date	06/07/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	*# of children/ pregnant women*
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	140
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	*# of children*
a. Full-day enrollment	124
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0

A.4 Center-based program - 4 days per week:	# of children
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment of pregnant women (EHS programs)

	# of pregnant women
A.9 Total number of pregnant women positions in funded enrollment	16

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	20
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	20

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	18
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	35
b. 1 year old	54
c. 2 years old	87
d. 3 years old	2

Pregnant women (EHS programs)

	# of pregnant women
A.14 Cumulative enrollment of pregnant women	17

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	195

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children/ pregnant women
a. Income below 100% of federal poverty line	173
b. Public assistance such as TANF, SSI	17
c. Status as a foster child - # children only	0
d. Status as homeless	4
e. Over income	1

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0

A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.

Specify:

Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	39
b. Three or more years	14

Transition and Turnover

	# of children
A.20 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	47
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	13
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0

	# of pregnant women/children
A.21 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	3
A.22 Number of pregnant women receiving Early Head Start services at the time their infant was born	14
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	7
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	7

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	10

Race and Ethnicity

A.25 Race and Ethnicity	# of children/pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	1
b. Asian	0	1
c. Black or African American	0	117
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	22
f. Biracial/Multi-racial	0	11
g. Other	42	0
1. Explain: Hispanic		
h. Unspecified	0	1
1. Explain: Parent declined to identify their race		

Primary language of family at home

A.26 Primary language of family at home:	# of children pregnant women
a. English	151
b. Spanish	35
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	8
e. Middle Eastern & South Asian Languages	0
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	1

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	*Locally designed*	*Web Based*
PROMIS (Program Resources and Outcomes Management Information System, Cleverex)	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	49	5
a. Of these, the number who are current or former Head Start or Early Head Start parents	9	0
b. Of these, the number who left since last year's PIR was reported	6	0
1. Of these, the number who were replaced	5	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	284
a. Of these, the number who are current or former Head Start or Early Head Start parents	202

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	15
b. Health Services Manager	15
c. Family & Community Partnerships Manager	15
d. Disability Services Manager	15

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

	# of Classroom Teachers
B.8 Total number of infant and toddler child development staff by position	36

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:	
a. An advanced degree in:	
1. Early childhood education with a focus on infant and toddler development	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:	
b. A baccalaureate degree in:	
1. Early childhood education with a focus on infant and toddler development	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	5
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:	
3. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:	
c. An associate degree in:	
1. Early childhood education with a focus on infant and toddler development	9
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	0
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.c.2 above, the number enrolled in:	
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	21
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0
Of the infant and toddler child development staff with the credentials in B.6.d above, the number enrolled in:	
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position:	
e. The number who do not have the qualifications listed in B.8.a through B.8.d	0
Of the infant and toddler child development staff in B.8.e above, the number enrolled in:	
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d.License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	22
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	1
f. Biracial/Multi-racial	0	0
g. Other	13	0
1. Explain: Hispanic		
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	19
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	19
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	3
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	1
b. Change in job field	2
c. Other	0
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	3

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	2	2
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		1

B.24 Comments on staff shared by Head Start and Early Head Start programs:	1 FCP Supervisor is shared between HS & EHS

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	2	2
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	0	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	1	1

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	2

	# of ECD managers/ coordinators
Off the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	178	178
a. Number enrolled in Medicaid and/or CHIP	174	174
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	2	2
c. Number with private health insurance (for example, parent's insurance)	2	2
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	0	0

Health insurance - pregnant women

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	17	17
a. Number enrolled in Medicaid	17	17
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	0	0
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.4 Number of pregnant women with no health insurance	0	0

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	178	178
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 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	178	178

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported	16
1. Of these, the number who have received or are receiving medical treatment	16
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:	

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	9
b. Asthma	14
c. Hearing Difficulties	0
d. Vision Problems	1
e. High Lead Levels	0
f. Diabetes	0

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	178	178
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

Pregnant women - services (EHS programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal health care	13
b. Postpartum health care	13
c. Mental health interventions and follow up	0
d. Substance abuse prevention	13
e. Substance abuse treatment	0
f. Prenatal education on fetal development	13
g. Information on the benefits of breastfeeding	13

Pregnant women - prenatal health (EHS programs)

C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	# of pregnant women
a. 1st trimester (0-3 months)	2
b. 2nd trimester (3-6 months)	11
c. 3rd trimester (6-9 months)	4
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	175	175

Infant and toddler preventive dental services (EHS and Migrant programs)

	# of children at end of enrollment year
C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	178

Pregnant women dental services (EHS programs)

	# of pregnant women
C.21 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	13

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	4

Mental health services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	3
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	0
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	0
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	0

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	0
a. Of these, the number who received mental health services since last year's PIR was reported	0

Infant and toddler Part C early intervention services (EHS and Migrant programs)

	# of children
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	5
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	5
2. During this enrollment year	0
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	133
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	129
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	
Other (Please Specify) - DECA I/T Devereux Early Childhood Assessment Infants/Toddlers	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	*Locally designed*
Teaching Strategies GOLD Online	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	*Locally designed*
Creative Curriculum (Infant & Toddler)	No

b. For family child care services:

c. For home-based services:

d. For pregnant women services:	
Name/title	*Locally designed*
Partners For A Healthy Baby (Florida State University)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		# of programs
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	(1) Name/title	*(2) Locally designed*
a. Center-based settings	Classroom Assessment Scoring System	No
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	171
a. Of these, the number of two-parent families	37
b. Of these, the number of single-parent families	134

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	36
b. Grandparents	1
c. Relatives other than grandparents	0
d. Foster parents not including relatives	0
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	126
b. Father (biological, adoptive, stepfather, etc.)	3
c. Grandparent	3
d. Relative other than grandparent	1
e. Foster parent not including relative	1
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	9
b. One parent/guardian is employed	19
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	9

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	72
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	62

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	1

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3	3
C.42 Total number of families receiving Supplemental Security Income (SSI)	17	17
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	123	123
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	119	119

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	0
b. One parent/guardian is in job training or school	4
c. Neither parent/guardian is in job training or school	33

C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	15
b. The parent/guardian is not in job training or school	119

C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	16
b. Completed high school or was awarded a GED during this program year	2
c. Completed an associate degree during this program year	0
d. Completed a baccalaureate or advanced degree during this program year	0

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	2

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	7
b. An associate degree, vocational school, or some college	24
c. A high school graduate or GED	103
d. Less than high school graduate	37

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	4	4
b. Housing assistance such as subsidies, utilities, repairs, etc.	10	10
c. Mental health services	4	4
d. English as a Second Language (ESL) training	1	1
e. Adult education such as GED programs and college selection	4	4
f. Job training	9	9
g. Substance abuse prevention	5	5
h. Substance abuse treatment	5	5
i. Child abuse and neglect services	0	0
j. Domestic violence services	0	0
k. Child support assistance	0	0
l. Health education	171	171
m. Assistance to families of incarcerated individuals	0	0
n. Parenting education	171	171
o. Relationship/marriage education	0	0
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	0	0
C.51 Of these, the number of families who were counted in at least one of the services listed above	171	171

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	39
b. Family goal setting	32
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	34
d. Head Start program governance, such as participation in the Policy Council or policy committees	3
e. Parenting education workshops	33

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	4
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	4
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	4

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	0
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements with Child Care Partners during program year	1
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1
C.60 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	1
b. To coordinate transition services	1

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	No

REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	08/23/2019

Head Start/Early Head Start

2018-2019

Final Class Observations

The Agricultural and Labor Program, Inc.
Helping People. Changing Lives.

community Action PARTNERSHIP
AMERICA'S POVERTY FIGHTING NETWORK

HEAD START AND EARLY HEAD START

2018-2019

FINAL CLASS OBSERVATIONS SCORES

AT-A-GLANCE RESULTS AND BY CENTER

SUMMARY:

CLASS CONTINUOUS IMPROMENT - TRACKING CLASS PROGRESS: The Classroom Assessment Scoring System (CLASS) is a part of the ALPI Head Start/Early Head Start School Readiness Plan and System for program evaluation/monitoring and professional development. CLASS observation data are collected and aggregated twice-a-year to monitor and support overall program teaching quality. CLASS observation results also provide the basis for feedback, coaching, and goal setting at the classroom/teacher level. CLASS is incorporated into the professional development opportunities for ALPI Head Start/Early Head Start staff. Currently, ALPI has 14 CLASS Certified Reliable Staff and 3 CLASS Certified trainers on staff.

As a tool of continuing improvement, at the center level, the training suites, *Engaging Interactions and Environments In-Service Suites,* provided by the National Center for Quality Teaching and Learning (NCQTL) will be used to provide one-time, targeted professional development for individuals and small groups.

ALPI will take a three-tier approach to CLASS professional development in order to continue improving the scores and will implement strategies that target the needs of individual classrooms. Based on the dimension scores, teaching teams will receive different tiers of support in each dimension. Below identifies the three tiers and corresponding range of scores and areas of improvement:

TIER 1: Universal support for all teachers

- Annual Refresher/Overview of CLASS Training
- Access to resources such as NCQTL In-Service Suites
- Pre observation verbal feedback and written on the CLASS Observation Feedback Form
- CLASS Strategies Cards to post in classroom

TIER 2: Targeted support for continued growth areas

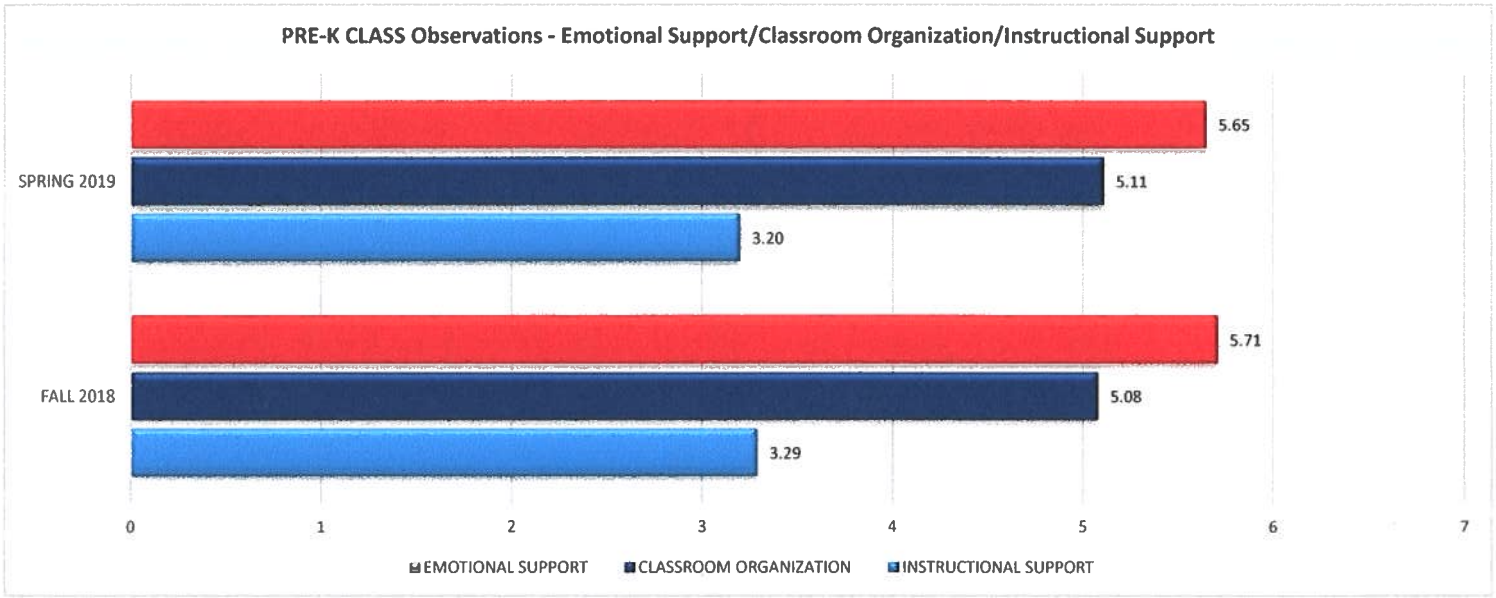
- All level 1 Universal support
- Support to establish specific goals for improvement with on-going coaching and guidance

TIER 3: Targeted support for Focus Areas in Need Improvement

- CLASS Plan of Action Strategies for improvement
- Introduction of CLASS – Online 2 hours course
- MMCI Training

TIER 1 AREAS OF STRENGTH	TIER 2 CONTINUED GROWTH AREAS	TIER 3 FOCUS AREAS	DIMENTIONS
Green areas indicate You are "Good To Go"! Maintain your good work.	Yellow areas indicate that you are moving in the right direction! Continue to learn, practice & grow!	Red areas need improvement. Let's work together to improve these scores!	
1	2	3	
6 – 7	4 – 5.9	1-3.9	Positive Climate
6 – 7	4 – 5.9	1-3.9	Negative Climate
6 – 7	4 – 5.9	1-3.9	Teacher Sensitivity
6 – 7	4 – 5.9	1-3.9	Regard for Student Perspective
6 – 7	4 – 5.9	1-3.9	Behavior Management
6 – 7	4 – 5.9	1-3.9	Productivity
6 – 7	4 – 5.9	1-3.9	Instructional Learning Formats
6 – 7	4 – 5.9	1-3.9	Concept Development
6 – 7	4 – 5.9	1-3.9	Quality of Feedback
6 – 7	4 – 5.9	1-3.9	Language Modeling

HEAD START PRE-K CLASS OBSERVATIONS 2018-2019 PROGRAM YEAR RESULTS



2018 NATIONAL GRANTEE CLASS SCORES VS. ALPI 2018-2019 CLASS SCORES

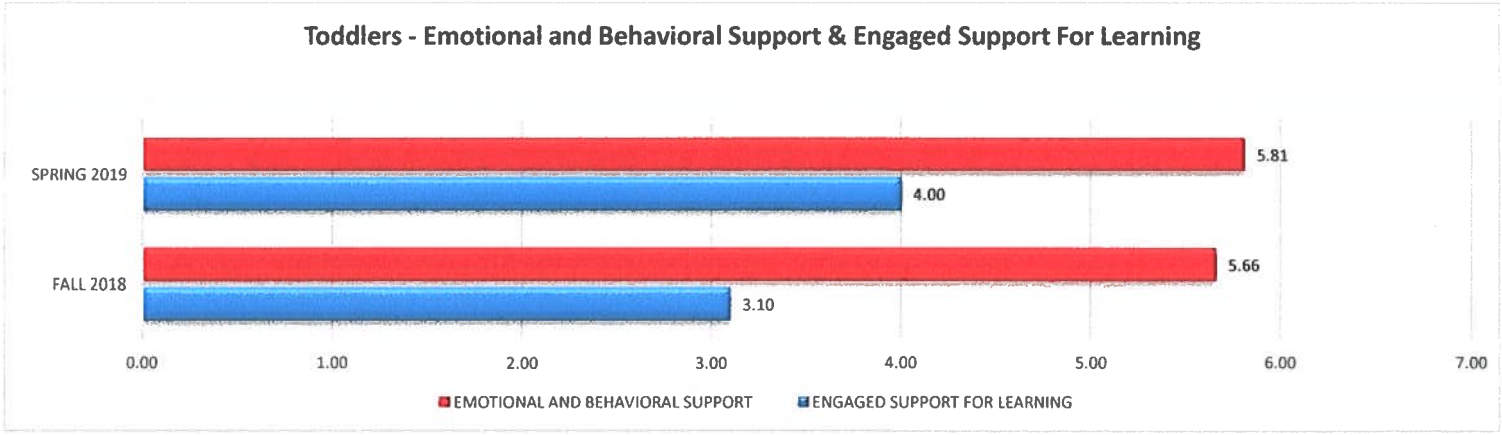
OHS CLASS 2018 National Grantee-Level Scores by Domain:

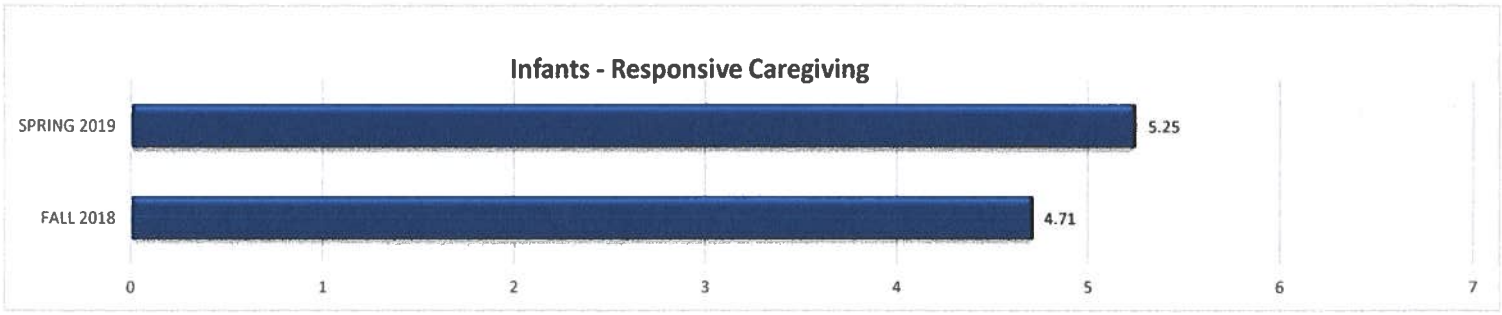
Emotional Support	6.08
Classroom Organization	5.80
Instructional Support	2.96

ALPI 2018-2019 CLASS Scores by Domain:

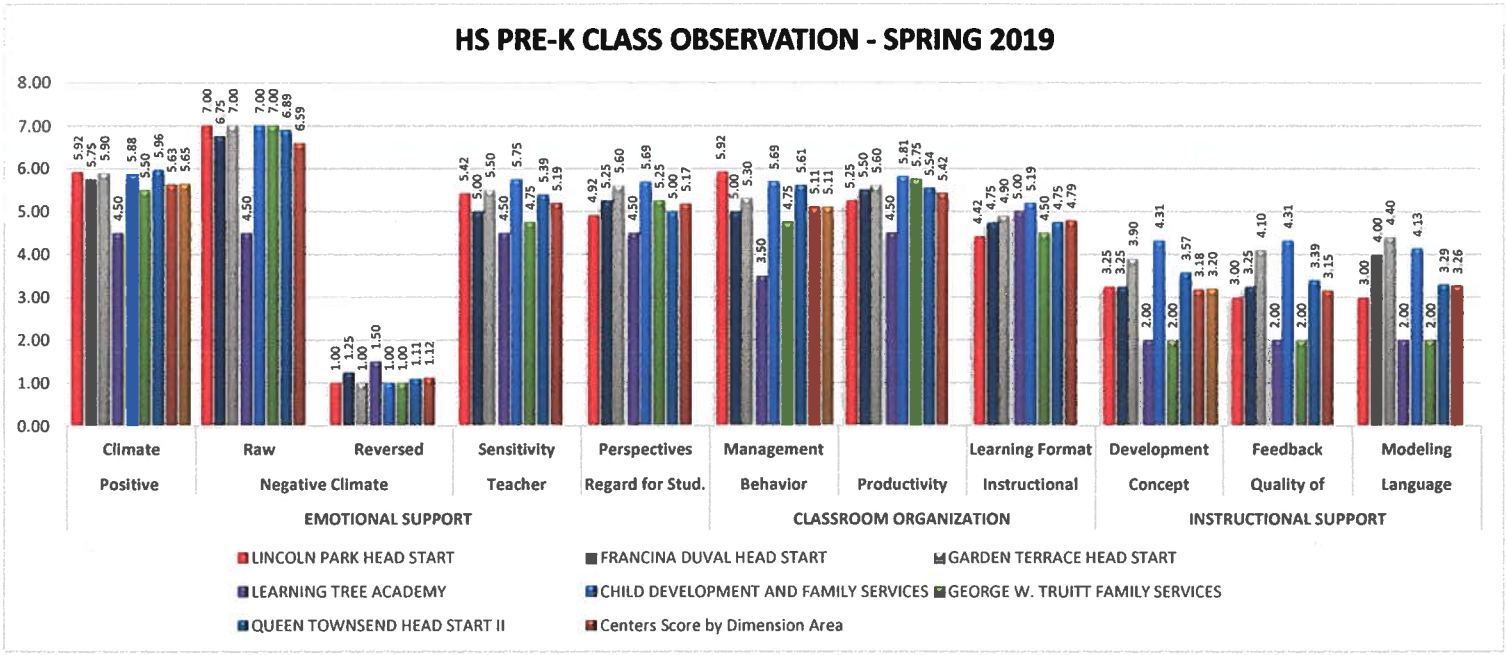
Emotional Support	5.65
Classroom Organization	5.11
Instructional Support	3.29

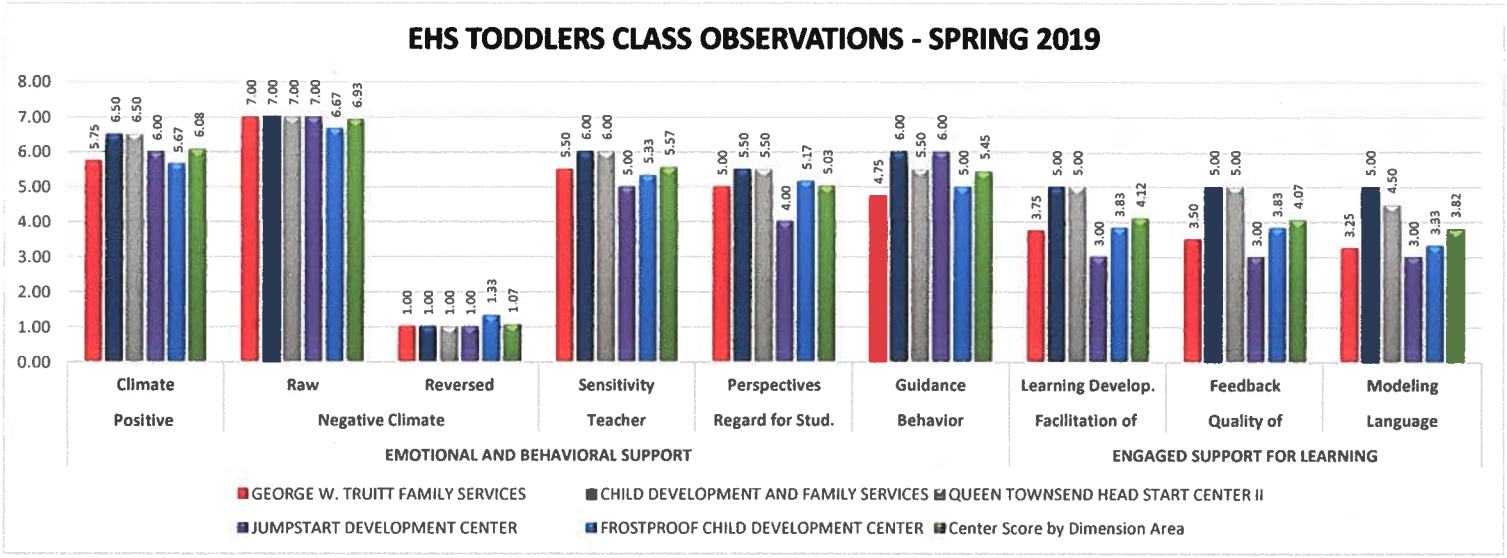
EARLY HEAD START TODDLERS AND INFANTS CLASS OBSERVATION 2018-2019 PROGRAM YEAR RESULTS





**No National CLASS Scores for Early Head Start


HS PRE-K CLASS OBSERVATION - SPRING 2019
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
5.92 5.75 5.90 4.50 5.88 5.50 5.96 5.63 5.65
7.00 6.75 7.00 4.50 7.00 7.00 6.89 6.59
1.00 1.25 1.00 1.50 1.00 1.00 1.11 1.12
5.42 5.00 5.50 4.50 5.75 4.75 5.39 5.19
4.92 5.25 5.60 4.50 5.69 5.25 5.00 5.17
5.92 5.00 5.30 3.50 5.69 4.75 5.61 5.11 5.11
5.25 5.50 5.60 4.50 5.81 5.75 5.54 5.42
4.42 4.75 4.90 5.00 5.19 4.50 4.75 4.79
3.25 3.25 3.90 2.00 4.31 2.00 3.57 3.18 3.20
3.00 3.25 4.10 2.00 4.31 2.00 3.39 3.15
3.00 4.00 4.40 2.00 4.13 2.00 3.29 3.26
Climate
Positive
Raw
Reversed
Negative Climate
Sensitivity
Teacher
Perspectives
Regard for Stud.
Management
Behavior
Productivity
Learning Format
Instructional
Development
Concept
Feedback
Quality of
Modeling
Language
EMOTIONAL SUPPORT
CLASSROOM ORGANIZATION
INSTRUCTIONAL SUPPORT
LINCOLN PARK HEAD START
FRANCINA DUVAL HEAD START
GARDEN TERRACE HEAD START
LEARNING TREE ACADEMY
CHILD DEVELOPMENT AND FAMILY SERVICES
GEORGE W. TRUITT FAMILY SERVICES
QUEEN TOWNSEND HEAD START II
Centers Score by Dimension Area


EHS TODDLERS CLASS OBSERVATIONS - SPRING 2019
8.00
7.00
6.00
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4.00
3.00
2.00
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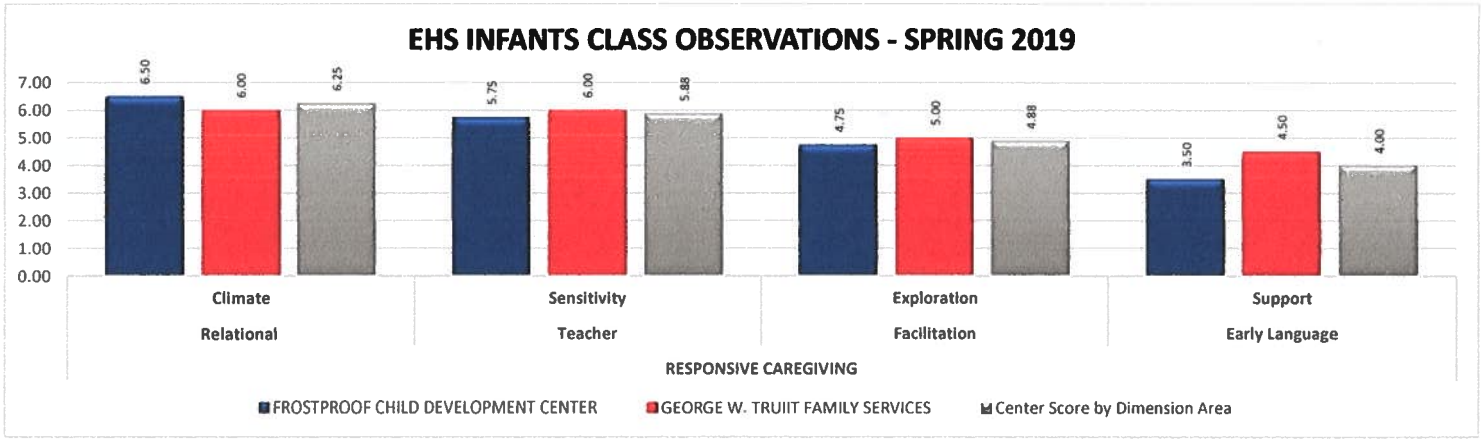
5.75 6.50 6.50 6.00 5.67 6.08
7.00 7.00 7.00 7.00 6.67 6.93
1.00 1.00 1.00 1.00 1.33 1.07
5.50 6.00 6.00 5.00 5.33 5.57
5.00 5.50 5.50 4.00 5.17 5.03
4.75 6.00 5.50 6.00 5.00 5.45
3.75 5.00 5.00 3.00 3.83 4.12
3.50 5.00 5.00 3.00 3.83 4.07
3.25 5.00 4.50 3.00 3.33 3.82
Climate
Positive
Raw
Negative Climate
Reversed
Sensitivity
Teacher
Perspectives
Regard for Stud.
Guidance
Behavior
Learning Develop.
Facilitation of
Feedback
Quality of
Modeling
Language
EMOTIONAL AND BEHAVIORAL SUPPORT
ENGAGED SUPPORT FOR LEARNING
GEORGE W. TRUITT FAMILY SERVICES
CHILD DEVELOPMENT AND FAMILY SERVICES
QUEEN TOWNSEND HEAD START CENTER II
JUMPSTART DEVELOPMENT CENTER
FROSTPROOF CHILD DEVELOPMENT CENTER
Center Score by Dimension Area


EHS INFANTS CLASS OBSERVATIONS - SPRING 2019
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6.50
6.00
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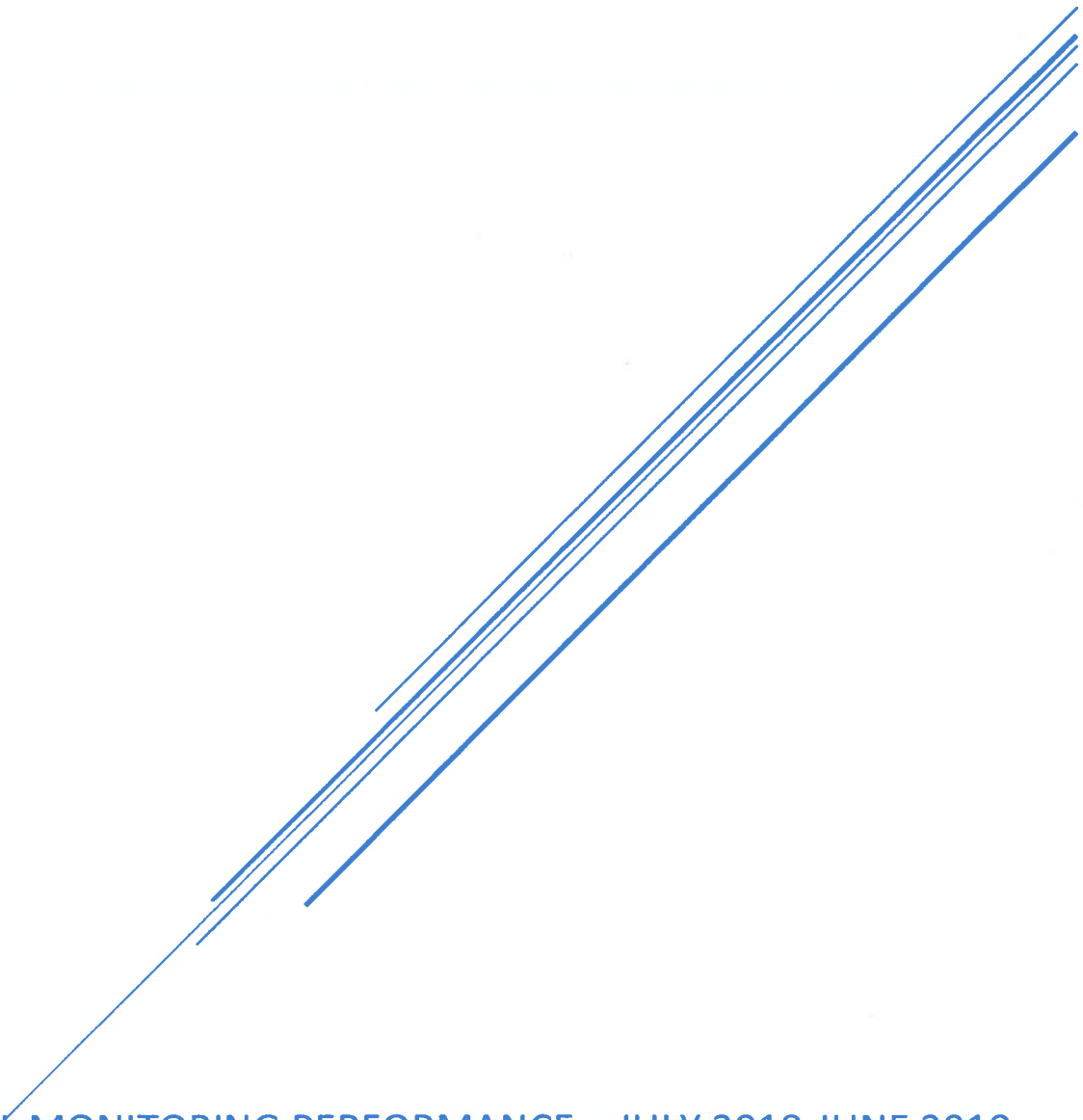
Climate
Relational
Sensitivity
Teacher
Exploration
Facilitation
Support
Early Language
RESPONSIVE CAREGIVING
FROSTPROOF CHILD DEVELOPMENT CENTER
GEORGE W. TRUIIT FAMILY SERVICES
Center Score by Dimension Area

2018-2019

External Monitoring Performance Reports

CHILDREN AND FAMILIES SERVICES DIVISION



EXTERNAL MONITORING PERFORMANCE – JULY 2018-JUNE 2019

CHILD DEVELOPMENT AND FAMILY SERVICES DIVISION

SUMMARY OF 2018-2019 MONITORING ACTIVITIES

EXTERNAL MONITORING: The division's external monitoring is conducted by several state and local agencies to include the following: Florida Department of Children and Families, Child Care Food Program, Early Learning Coalitions, Fire Marshall Districts, Department of Health, Children Services Council of St. Lucie County, etc. All monitoring/inspections conducted during the 2018-2019 school year resulted in 100% compliance at every level of the areas observed and monitored.

1) *Florida Department of Children and Families:* The Department of Children and Families and Office of Child Care Regulations are statutorily responsible for the administration of child care licensing and training throughout Florida. The purpose of this program is to ensure that children are well cared for in a safe, healthy, positive and educational environment by trained, qualified child care staff. ALPI Head Start and Early Head Start Programs are required to adhere and to maintain compliance with the Child Care Standards/Regulations in accordance to the state requirements. During the 2018-2019 school year, the seven directly operated centers were monitored and/or inspected by the Department of Children and Families at least three-times at each service location. All monitoring's and/or inspections resulted in 100% compliance. No further follow up was needed.

2) *Child Care Food Program (USDA):* The Child Care Food Program is administered by the Bureau of Child Care Food Programs. This program provides nutritious meals and snacks to children through public-private partnerships with organizations committed to caring for children. The program is funded by the U.S. Department of Agriculture, Food and Nutrition Service. Annually, ALPI renews the Child Care Food Program Contract to provide free meals (breakfast, lunch and snacks) to the children enrolled in the Head Start and Early Head Start programs. The Child Care Food Program monitored at least two of the Head Start and Early Head Start locations during the July 1, 2018- June 30, 2019 school year. The

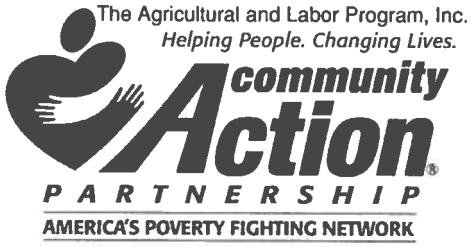
centers had at least two non-compliances; of which a corrective action plan was submitted and items were corrected. No further follow-up was needed.

3) *Early Learning Coalition:* The Early Learning Coalition of St. Lucie and Polk Counties is the agency that administers the state funding for School Readiness (SR) and Voluntary Pre-Kindergarten (VPK) Services. Both counties were monitored for services rendered to children receiving subsidized child care services (SR) and children receiving Voluntary Pre-Kindergarten (VPK) services for contract compliance. The monitoring's in both counties resulted in 100% compliance. The Early Learning Coalitions monitored the different centers at least twice per year.

4) *Fire Marshall Districts:* The Fire Marshall's office is the agency that conducts annual fire inspections required by the Department of Children and Families under the license renewal process. Annually, each Head Start and Early Head Start locations are inspected in St. Lucie and Polk Counties. All inspections resulted in 100% compliance. Inspections were submitted to the Department of Children and Families as part of the license renewal process.

5) *Children Services Council of St. Lucie County*: The Children Services Council of St. Lucie County works towards improving the quality of life for all children in the community. Providing funding to a large number of social and human services agencies. The ALPI Computer Assisted Tutorial (CAT) Program received funding in the areas of keeping kids off the street; during the 2018-2019 program year, CAT served 154 students and their families. This program was monitored on a monthly basis; and it was found in 100% compliance in accordance with the funder's expectations.

2018-2019 Strategic Plan Summary Report



The Agricultural and Labor Program, Incorporated

Continuation of Five-Year Strategic Plan

CUMULATIVE PERFORMANCE SUMMARY REPORT

(July 1, 2013 through June 30, 2019)

Approved by Board – XX/XX/XX

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EXECUTIVE SUMMARY

In 2013, the ALPI Board of Directors revised its Strategic Plan for the period of July 1, 2013 through June 30, 2018. The Board uses the Strategic Plan to: (1.) provide a "road map" for the future direction of ALPI and (2.) to assist in the development of strategies to accomplish the identified Goals. Each Goal is comprised of a series of Objectives and those Objectives are measured through comparison of actual performance against predetermined Benchmarks. Annually, ALPI staff report on the attainment of each of the identified Benchmarks.

The current Strategic Plan originally ran through June 30, 2018 with ALPI continuing to utilize the Strategic Plan as a "road map" while a new plan is developed. The Board of Directors, along with appropriate staff, are currently working on a new Five-Year Strategic plan for the period of July 2019 through June 2024.

The following report summarizes those reports for the entire five-year period of the Strategic Plan. This report is intended to provide a summation of the attainment of benchmarks by ALPI thereby allowing the Board of Directors to better measure ALPI's overall success in attainment of the various Goals.

Sincerely,

Arlene Dobison
Chief Executive Officer
November, 2018

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

GOAL 1 – Create Additional Educational Experiences and Opportunities for Staff

OBJECTIVE: Develop a better educated and more highly skilled workforce.
BENCHMARK: Every employee will participant in and maintain a professional development plan as provided for in ALPI's Policies and Procedures.
PERFORMANCE:

- Annually, 100% of all employees update his/her professional development plan as a requirement of their annual evaluations.
- On an ongoing basis, 100% of newly hired employees complete a Professional Development Plan at the time of his/her hiring and then updates annually at the time of his/her evaluation

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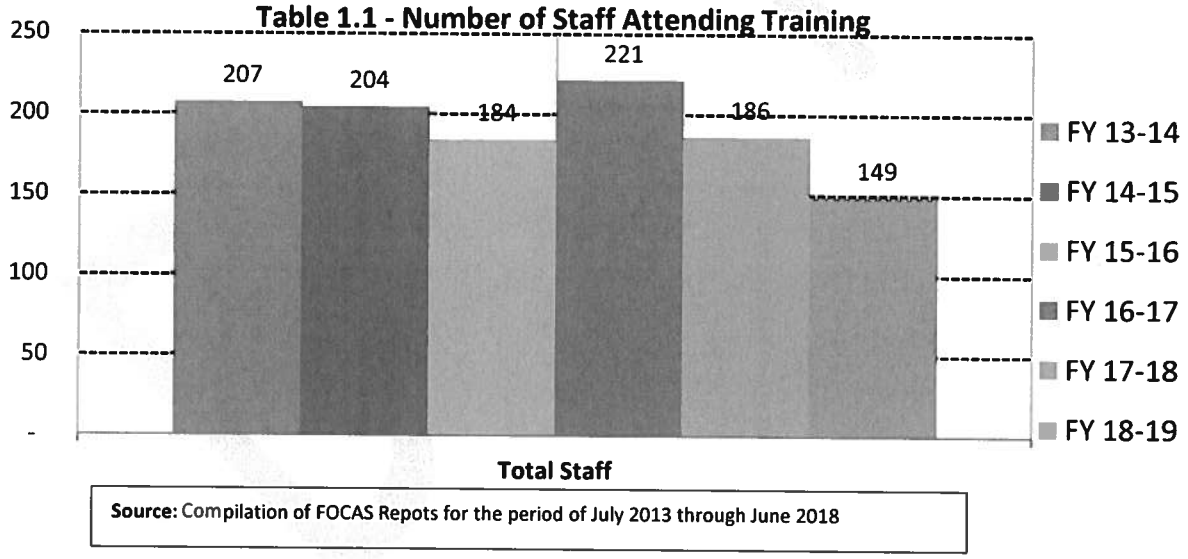
OBJECTIVE: Provide more professional development opportunities.
BENCHMARK: Professional development opportunities will be provided annually for a minimum of 50% of the total staff.
PERFORMANCE:

- Training opportunities are continuously provided during the year through in-house training and attendance at state, regional, and national conferences.
- Between FY 13-14 and FY 18-19 more than 50% of all ALPI employees received training.



Source: Compilation of FOCAS Repots for the period of July 2013 through June 2018

- ALPI employees received a minimum of ten (10) hours of training during the Board of Director's Annual Meeting in January 2019. Additionally, each Division provides training through staff training days; annual conferences; and/or, staff meetings

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OBJECTIVE: Provide professional development activities for staff
BENCHMARK: At least one professional development activity will be provided for all staff annually.
PERFORMANCE:

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

- Annually, ALPI offers all employees a minimum of one (1) professional development opportunity through the Annual Board Meeting/Conference in January of each year.
- Additionally, employees attend various conferences throughout the year, including, but not limited to:
  - Community Action Partnership (CAP)
  - Community Action Partnership – Law (CAPLaw)
  - Florida Association for Community Action (FACA)
  - Florida Head Start Association
  - Grant Management System (GMS)
  - National Community Action Foundation (NCAF)
  - Southeastern Association of Community Action Agencies (SEACAA)
  - Southeastern Training Association (SETA)
  - Region IV Head Start Association
- Joint Management staff are provided training at least once each year during Joint Management Meetings.
- Agency Divisions and Departments offer employees professional development opportunities through monthly and/or quarterly staff meetings.
- Head Start/Early Head Start employees are provided pre-service training at the beginning and during the school year.

OBJECTIVE: Make available additional educational opportunities
BENCHMARK: All staff will have the opportunity to apply for assistance to enhance or improve his/her education.
PERFORMANCE:

- Throughout the year, ALPI coordinates with local School Boards, Community Colleges, and other non-profits to provide no-cost training opportunities for its staff members.
- During the year, staff apply for scholarships and other types of prepaid or low cost training opportunities that enhance or improve his/her education.

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

GOAL 2 – Devise a Plan of Upward Mobility within the Agency

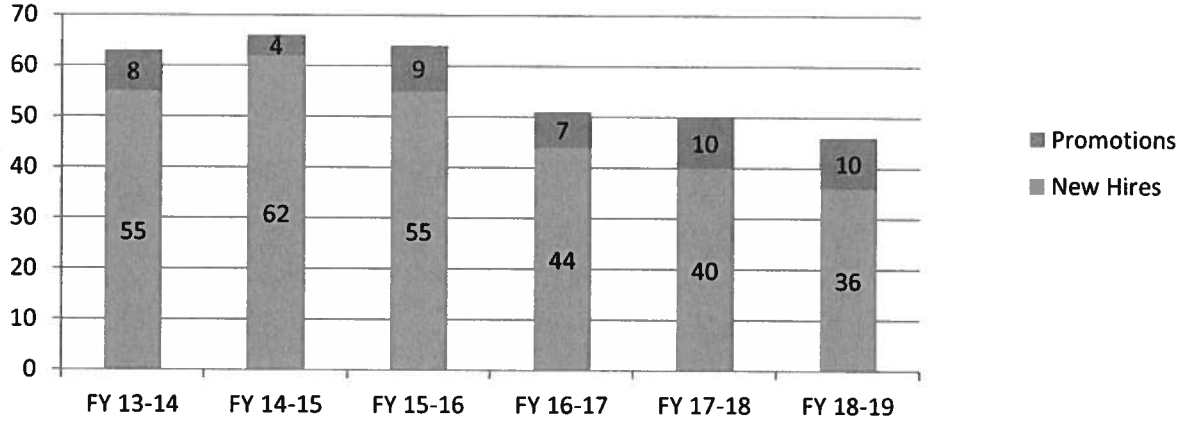
OBJECTIVE: Provide individual opportunities for creativity
BENCHMARK: Intra-Departmental project participation will be available in conjunction with at least one Agency-wide activity per year.
PERFORMANCE:

- ALPI offers an Annual Staff Appreciation Awards Luncheon for its staff at which all staff are encouraged to volunteer in the planning and/or coordination of the Banquet.
- Agency staff are actively involved in planning and coordinating of the staff training offered at the Board of Directors' Annual meeting in January of each year.

OBJECTIVE: Allow opportunities for advancement within the Agency.
BENCHMARK: Advancement opportunities for employees with demonstrated competency will occur as provided for in ALPI's Policies and Procedures.
PERFORMANCE:

- ALPI's Personnel Policies and Procedures provide for initial advertising within the organization as openings occur.
- As can be seen from the following table, between July 2013 and June 2019:
  - An average of forty-nine (49) positions were hired annually
  - An average of eight (8) employees received promotions.

Table 2.1 - New Hires and Promotions



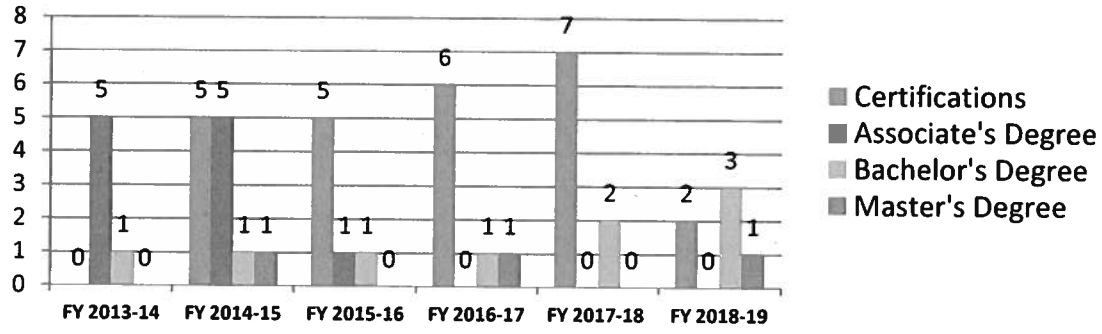
Source: ALPI Human Resources Personnel Records

OBJECTIVE: Create an incentive package connected with higher credentials
BENCHMARK: Policies and Procedures will be revised, as needed, to reward employees who complete a planned program of professional development related to job assignment.
PERFORMANCE:

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

- As can be seen below, between FY 2013-14 and FY 2018-19, a total of forty-eight (48) employees received higher credentials.

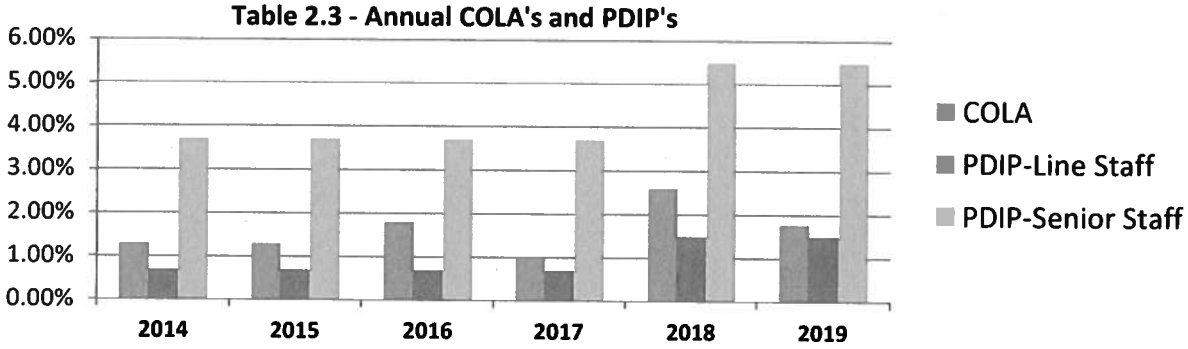
Table 2.2 - Employees Receiving Higher Credentials



Source: ALPI Human Resources Personnel Records

- ALPI has provided annual Cost-of-Living salary increases ranging from 1.0% to 2.6% and one-time PDIP payments for line staff and senior management, completing a PDIP plan, ranging from .70% to 2.6% and 3.7% to 5.5%, respectively. The following table provides a year by year summary for COLA's and PDIP's.

Table 2.3 - Annual COLA's and PDIP's



AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

GOAL 3 – Partner with Other Entities for More Efficient Service Delivery

OBJECTIVE: Explore membership in community service organizations and aggressively seek fundraising opportunities with banks, vendors, etc.
BENCHMARK: Each member of the Senior Management team will maintain active membership in at least one community service organization, attend meetings regularly, and use available opportunities to market Agency's programs and seek support for same.
PERFORMANCE:

- All members of the Senior Management Team are actively involved as Board members or agency representatives with one or more of the following organizations:
  - ALPI Board of Directors' Committees
  - ALP Housing Development Corporation
  - ALPI Regional Advisory Councils
  - CareerSource Polk (formerly PolkWorks)
  - Center for Business Excellence
  - Collier Area Transportation Consortium
  - Florida Association for Community Action (FACA)
  - Florida Head Start Association (FHSA)
  - Girls Inc. of Winter Haven
  - Head Start/Early Policy Council
  - National Community Action Partnership (NCAP)

BENCHMARK: All other employees will be encouraged to participate in community services or activities.
PERFORMANCE:

- ALPI' other staff are actively involved with various other agencies, including, but not limited to:
  - Area Agencies on Aging
  - Early Learning Coalitions of Polk and St. Lucie Counties
  - Farmworker Career Development Program Advisory Board
  - United Ways of St. Lucie and Central Florida
  - Attendance at local government meetings.

OBJECTIVE: Partner on collaborative projects with other entities.
BENCHMARK: ALPI will identify, whenever possible, organizations annually with which to partner to advance a project that increases and/or improves ALPI's available services.
PERFORMANCE:

- Between 2013 and 2019, ALPI partnered with more than 340 different organizations including, but not limited to:
  - ALP Housing Development Corporation
  - Area Agency on Aging
  - Bank of America

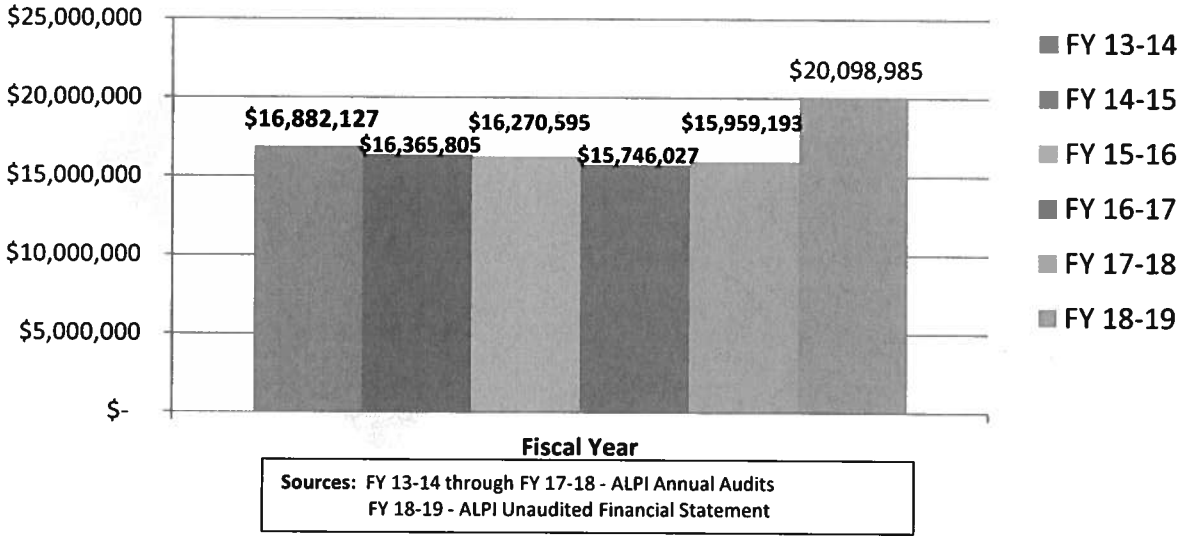
AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

- Big Brothers/Big Sisters of Highlands County
- Center for Independent Living of Florida
- Children's Services Council of St. Lucie County
- Coalition of Florida Farmworkers Organizations (COFFO)
- Early Learning Coalitions of Polk and St. Lucie Counties
- Florida Non-Profit Housing (FNPH)
- Goodwill Industries of Southwest Florida
- Heartland Coalition for the Homeless
- Lakeview Park Homeowners Association
- Macedonia Baptist Church of Naples
- Salvation Army
- School Boards of Polk and St. Lucie Counties
- Wells Fargo Bank
- Women's Resource Center of Winter Haven

OBJECTIVE: Increase the funding base.
BENCHMARK: ALPI's budget will increase by 10% in five (5) years, if funding becomes available.
PERFORMANCE:

- Applications for continuing grants and alternative funding (i.e.: Head Start (HS), Early Head Start (EHS), Low Income Home Energy Assistance Program (LIHEAP), Community Services Block Grant (CSBG); etc.) have been submitted in a timely fashion during the performance period.

Table 3.1 - Total Funding - All Sources

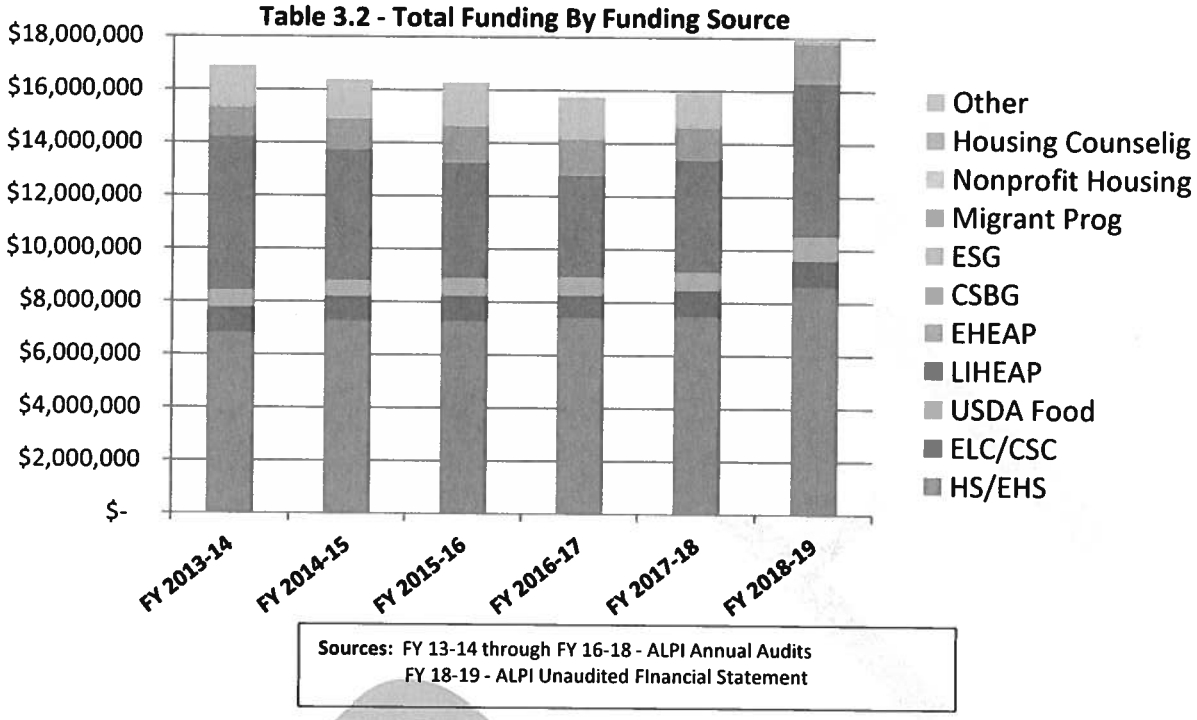


Sources: FY 13-14 through FY 17-18 - ALPI Annual Audits
FY 18-19 - ALPI Unaudited Financial Statement

- The above table shows that, between July 1, 2018 and June 30, 2019, anticipated funding has increased by almost 25% to a new high of $20,098,985 per preliminary budget data for the period ending June 30, 2019.

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

➢ Table 3.2, below, shows the amount of change (increase/decrease) of ALPI's major funding sources between FY 2013-14 and FY 2018-2019:



Following is a summary by Increase/Decrease of major funding sources during the reporting period:

Increased Funding:

- CSBG: $1,075,598 (2013-14) to estimated $1,202,831) = 11.8% increase
- HS/EHS: $6,819,468 (2013-14) to estimated $8,617,971 (2018-19) = 26.4% increase
- HUD Housing Counseling:$8,021 (2013-14) to estimated $17,908 (2018-19) = 123.3% increase
- USDA Food: $652,062 (2013-14) to estimated $930,755 (2018-19) = 42.7% increase.

Decreased Funding:

- Adult Migrant Program: $79,662 (2013-14) to estimated $50,000 (2018-19) = 37.2% decrease
- Florida Non-profit Housing: $45,233 (2013-14) to estimated $29,700 (2018-19) = 34.3% Decrease
- LIHEAP: $5,800,192 (2013-14) to estimated $5,758,507 (2018-19) = <1% decrease

➢ During this same period, three (3) new funding sources were added with a subsequent increase in funding for the new sources as shown below:

- Senior Connection – Emergency Home Energy Assistance Program (EHEAP): added in 2014-15 with initial funding of $28,505. In 2018-19 funding was $178,184 for a 525.1% increase.
- Highlands Coalition for the Homeless – ESG: added in 2016-17 with initial funding of $25,879. In 2018-19 funding was $63,668 for a 146.0% increase.

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

OBJECTIVE: Take advantage of a favorable political climate – work with those more inclined to support human service organizations.
BENCHMARK: ALPI will be marketed with a minimum of two (2) events each year designed to promote its programs and seek additional support.
PERFORMANCE:

- The ALPI Board of Directors, as well as staff, are active in state, regional, and national associations through attendance at various conferences. From FY 2013-14 through FY 2017-18, conferences have included, but were not limited to:
  - Community Action Partnership (CAP) Annual Conferences and Annual Management Conferences.
  - Florida Association of Community Action Agencies (FACA) Annual conferences and Annual Legislative Day
  - Florida Head Start Association (FHSA) Annual Conferences and periodic training conferences.
  - Region IV Head Start Association (IVHSA) Annual Conferences and periodic training conferences.
- Each year, ALPI obtains proclamations from local governments declaring May as Community Action Month.
- For its Annual Board meeting in January of each year, ALPI solicits, and obtains, congratulator letters from governments and elected officials. ALPI also invites the participation of local community and political leaders at its Annual Meeting.
- Periodically throughout the year the ALPI LIHEAP Department conduct local "energy fairs" in areas of the state with high poverty levels and/or service demands.
- Throughout the year the ALPI Head Start/Early Head Start programs conducts local event, such as health fairs, with local health agencies and other children program providers.

OBJECTIVE: Secure funding from diverse and/or non-traditional sources.
BENCHMARK: ALPI will seek funding from non-public entities for a total of 5 new sources by 2018.
PERFORMANCE:

- Between FY 2013-14 and FY 2017-19, ALPI applied for grants and/or funding from the following non-public entities:
  - Voluntary donations from Board members.
  - Highlands Coalition for the Homeless – HUD Emergency Solutions Grant subcontract to assist homeless families in Glades, Hendry, Highlands, and Okeechobee Counties as well as Permanent Supportive Housing subcontract for Highlands, Hendry, and Okeechobee Counties.
  - E-Rate – Rebate of telephone payments.
  - Well Fargo bank – Donation of a home in Lakeview home and a repair grant to prepare the home for selling to a low-income family.
  - Florida Association for Community Action (FACA) – Chase and Western Union mortgage settlement funds as a supplement to the CSBG Program.
  - Florida Housing Finance Corporation – Housing Counseling funding for resolving foreclosures.
  - Head Start Program received funding through an estate bequeath.

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

OBJECTIVE: Apply for grants in a timely manner when money is available.
BENCHMARK: ALPI will apply for a minimum of one (1) new grant annually.
PERFORMANCE:

- During the performance period, ALPI applied for the following new grants:

Approved:

- FY 2013-14: Children's Services Council of St. Lucie County – Computer Assisted Tutorial program expansion funding.
- FY 2014-15: Senior Connection Center – Emergency (Elderly) Home Energy Assistance Grant.
- FY 2015-16: Highlands Coalition for the Homeless – Subcontract under the HUD Emergency Solutions Grant.
- FY 2016-17: US Department of Health and Human Services – Early Head Start Program for Polk and St. Lucie Counties.
- FY 2017-18: Wells Fargo Bank – Donation of foreclosed home and $10,000 to prepare the property for selling to a low income family.
- FY 2018-19: Western Union Settlement Grant through Florida Association for Community Action (FACA).
- FY 2018-19: DOE Hurricane Relief Grant.
- FY2018-19: Florida Non-profit Housing Hurricane Relief Grant.

Not Approved:

- FY 2015-16: West Florida Area Agency on Aging – Designation as Lead Agency under the Community Care for the Elderly Program (CCE).

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

GOAL 4 – Target New Areas for Expansion

OBJECTIVE: Expand programmatic thrusts
BENCHMARK: New programs will be offered based on interest/need as identified in the Community Needs Assessment when funding is available.
PERFORMANCE:

- Through ATEC, ALPI has developed a Certified Nursing Assistant test preparation program for the local community.
- ALPI worked with the Children's Services Council of St. Lucie County (CSC) to expand the Computer Assisted Tutorial program into a year-round program.
- Through ALPI's Head Start and CSBG programs, as well as the Polk County School Board, ALPI is able to offer a Summer Feeding Program in the Frostproof area of Polk County.

OBJECTIVE: Expand the service base, increase funding, and seek funding from foundations.
BENCHMARK: ALPI will offer new program(s) throughout the state where none exist, based on fund availability.
PERFORMANCE:

- Between FY 2013-14 and FY 2017-18, ALPI implemented programs in unserved or underserved areas as listed below including the Fiscal Year the program was first implemented:
  - FY 2013-14: ATEC: Began offering Certified Nursing Assistance preparation classes at its location in Deland.
  - FY 2014-15: Emergency (Elderly) Home Energy Assistance Program (EHEAP for eligible clients aged 60 and above in Polk County through a subcontract with the Senior Connection Center (Area Agency on Aging).
  - FY 2015-16: HUD Emergency Solutions Program to assist homeless families in Glades, Hendry, Highlands, and Okeechobee Counties under a subcontract with the Highlands Coalition for the Homeless.
  - FY 2016-17: Computer Assisted Tutorial (CAT) Program, through the Children's Services Council (CSC) of St. Lucie County, expanded to include a summer component.
  - FY 2017-18: Low Income Home Energy Assistance Program was expanded by the addition of new subcontractors in Collier, Martin, and St. Lucie Counties.
  - FY 2018-19: Permanent Supportive Housing for Highlands, Hendry and Okeechobee Counties.
  - FY 2018-19: Western Union Settlement Grant through Florida Association for Community Aciton (FACA).

OBJECTIVE: Consult with human service agencies in crisis in Florida when the opportunity presents itself.
BENCHMARK: When possible, ALPI will review and propose programs in areas where none are available due to abandonment by an agency or discontinuation of services by organizations.
PERFORMANCE:

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FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

- From FY 2013-14 through FY 2017-19, several opportunities, consistent with this Objective, were identified. These included, but were not limited to, the following:
  - Summer Feeding Program, Frostproof area: The Polk County School Board offers a summer feeding program during July and August of each year. ALPI coordinates its operation with CSBG and Head/Early Head Start to provide the program at the Lakeview Park Community Center.
  - Emergency (Elderly) Home Energy Assistance Program, Polk County: In FY 2014-15 ALPI entered into a subcontract with the Senior Connection Center to take over this program for the elderly in Polk County.
  - Computer Assisted Tutorial (CAT) Program, Ft. Pierce: Identifying the need for a year-round mentoring program, in FY 2016-17, ALPI applied for additional funding from the Children's Services Council (CSC) to expand the CAT Program by adding a summer component.
  - HUD Emergency Solutions Grant (ESG, Glades, Hendry, Highlands, and Okeechobee Counties: In FY 2016-17 ALPI entered into a subcontract agreement with the Highlands Coalition for the Homeless to provide case management for ESG clients.
  - HUD Permanent Supportive Housing Grant through subcontract agreement with Highlands Coalition for the HOeless to provide case management for PSH clients in Glades, Hendry, Highlands, and Okeechobee Counties:

OBJECTIVE: Increase the client base
BENCHMARK: Services to families will increase commensurate with the availability of funds. When necessary a "waiting list" of clients seeking assistance will be maintained by ALPI.
PERFORMANCE:

- ALPI continues to expand its various programs to increase the involvement of children and their families. During the reporting period, ALPI expanded its Head Start and Early Start Program funding in St. Lucie and Polk Counties.
- A waiting list is maintained for admission into the Head Start/Early Head Start programs as well as the CSBG Family Self-Sufficiency Program.
- Under the CSBG Program, ALPI operates a Family Self-Sufficiency Program (FSSP). Interested clients are required to participate in an Orientation Program. After participating, if space is available, the clients are assigned a Case Manager otherwise they are placed on a waiting list.

OBJECTIVE: Continue to upgrade new technology.
BENCHMARK: ALPI will revise and update, when appropriate, its technology plan, as needed.
PERFORMANCE:

- On an ongoing basis, ALPI upgrades current service system and software as well as hardware to maintain a strong technology plan throughout the year.
- <u>FY 2016-17:</u> CM Technologies upgraded its system, CM Tools, to a more advanced system known as CM 20/20. The system provided a means for reporting the new performance standards for the Community Action network.
- <u>FY 2017-18:</u> ALPI began conversion from CM 20/20 into Shah Systems for an enhancement to its Community Action data collecting and reporting capabilities. Implementation commenced in December 2018 and continued through April 2019.

- FY 2017-18: ALPI began implementing a change to its technology plans. In addition to the use of "smart" terminals, wherever possible, and centralization of Information Technology (IT) support functions (i.e.: printers, scanners, etc.), systems will be acquired through lease/purchase agreements to allow for future changes and/or upgrades with minimal effort and costs.

AGENCYWIDE STRATEGIC PLAN
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GOAL 5 – Enhance Program Development and Service Delivery to Children and their Families

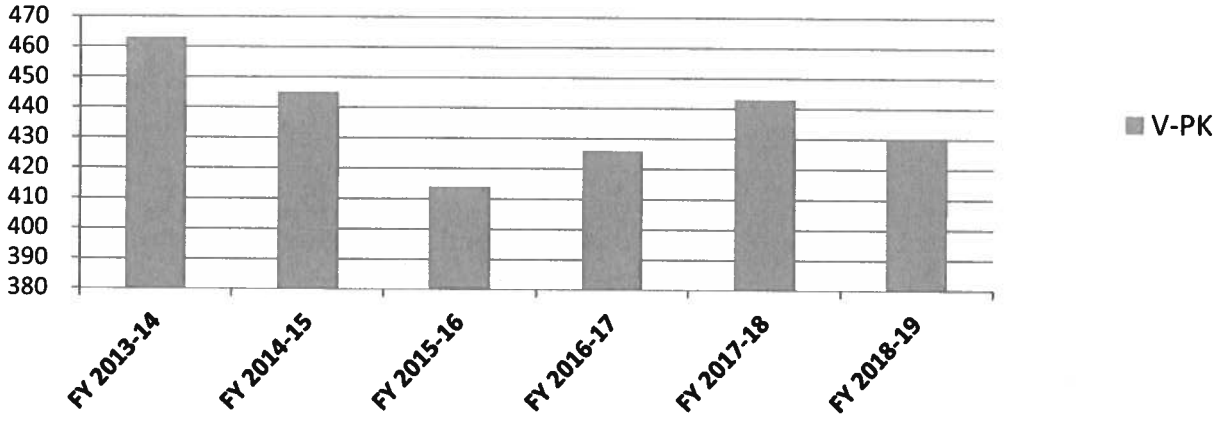
OBJECTIVE: Create opportunities for academic success for children
BENCHMARK: Student performance will be evaluated a minimum of twice per year to develop individual training plans for each student, as appropriate.
PERFORMANCE:

- ALPI continues to utilize the CLASS to evaluate its students' and teachers' performance periodically throughout the school year.
- ALPI's CSBG Family Self Sufficiency Program performs quarterly evaluations of its participants to measure progress towards a goal of self-sufficiency or self-reliance and reduced need for assistance.

OBJECTIVE: Offer or expand a Voluntary Pre-K Program for the summer months
BENCHMARK: Voluntary Pre-K Programs, during the summer months, will be offered when funds become available.
PERFORMANCE:

- Due to a small base, ALPI has not been able to obtain funding for a summer V-PK program; however, it has introduced the Innovative Discovery and Exploration Academy (IDEA) to stimulat learning through "hands-on-activities".
- Through its Head Start program, ALPI provides access to a V-PK program to assist children in kindergarten success. The table below shows the enrollments into V-PK, by Fiscal Year.

Table 5.1 - V-PK Attendance



Source: Monthly Statistics Reports for August of each year.

OBJECTIVE: Create more assistance for parents.
BENCHMARK: At least one new program for parents will be made available annually based on funding availability.
PERFORMANCE:

AGENCYWIDE STRATEGIC PLAN
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(July 1, 2013 through June 30, 2019)

- ALPI expanded its service delivery in order to provide more assistance to parents. Such expansions included, but was not limited to, the following:
  - FY 2013-14:
    * Head Start continued its Family Literacy Program in St. Lucie County and Frostproof.
    * CSBG Program continued its Family Self-Sufficiency Program in Polk; Highlands; Hendry; and Glades Counties.
  - FY 2014-15:
    * Head Start developed the Parent Academy of St. Lucie County.
    * Pregnant mothers were included in Early Head Start services at the George W. Truitt Family Services Center.
  - FY 2015-16:
    * Head Start developed a Parent Training Institute in partnership with the Parent Academy of St. Lucie County.
  - FY 2016-17:
    * Head Start expanded its Computer Assisted Tutorial (CAT) program into the summer months.
    * Head Start coordinated and facilitated its involvement in the "Help Me Grow" agency.
    * Head start coordinated and facilitated its involvement in the "Grow Up Great" initiative sponsored by PNC Bank.
    * Head Start developed a new partnership with SafeSpace of St. Lucie County.
    * LIHEAP expanded its "energy fairs" to local communities and actively identified families in need of energy assistance at ALPI's Head Start and Child Development Centers.
    * CSBG Program began active recruitment of families at the Frostproof CDC>
  - FY 2017-18:
    * CSBG began providing case management to homeless families in Highlands, Hendry, Glades, and Okeechobee Counties through a subcontract with the Highlands Coalition for the Homeless.

OBJECTIVE: Include leadership development for parents as early as the child's enrollment into preschool.

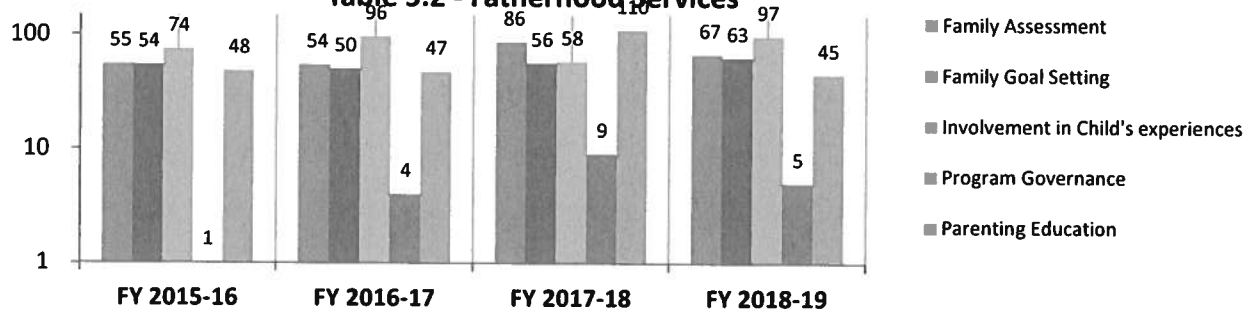
BENCHMARK: The fatherhood program, or a similar program, if offered, will provide a minimum on one (1) new opportunity annually.

PERFORMANCE:

- During FY 2013-14 and FY 2014-15, the PIR did not report specific fatherhood activities; however, it did report that 223 and 155, respectively, fathers were involved in development activities with their families, children, and the Head Start program.

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

Table 5.2 - Fatherhood Services



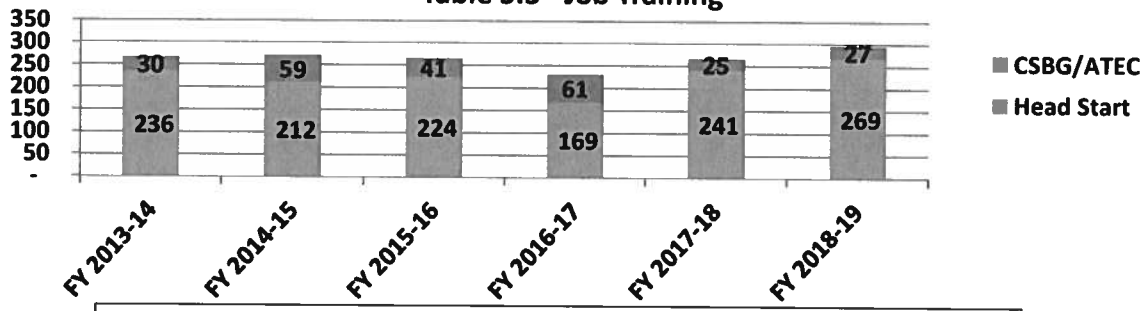
Source: ALPI FY 2014-15 through FY 2018-19 Program Information Report (PIR)

- As can be seen in the table from the previous page, from FY 2015-16 through FY 2017-18, the Nurturing Fatherhood program further continued to develop fatherhood skills through several activities.

OBJECTIVE: Focus on academic and skill development training for children and clients.
BENCHMARK: Each client, child or parent seeking assistance will receive an informal evaluation to determine suitability for enrollment into a job-training program for an increase in enrollments of, a minimum, 10% into job training/placement programs.
PERFORMANCE:

- Through its CSBG Program and ATEC, ALPI has continued to offer job training opportunities for income eligible persons as well as the community.
- ATEC has offered a CNA Test preparation program and continues offering a Home Health Aide diploma program in Deland
- Developed the Parent-Child Engagement to Promote School Readiness Folder (PCEPSR) program in St. Lucie County.
- The following table shows the total number of persons training for employment/jobs between Head Start and CSBG/ATEC.

Table 5.3 - Job Training



Source: Compilation of FOCAS Reports from FY 2013-14 through FY 2018-19 and HS PIR report of "Parents Employed"

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2019)

OBJECTIVE: Assist clients in becoming upwardly mobile, especially in the job market.
BENCHMARK: ALPI will partner with other organizations to provide employability skills training to clients for an increase in participation through 2018.
PERFORMANCE:

- ALPI staff works closely with CareerSource Polk to assist in providing employability skills training to eligible clients.
- ALPI's Job Placement Specialist continues working with clients to assist them in preparing for employment through resume preparation, mock interviews, job search skills, etc.
- Continued licensing and operating ATEC in Deland for the provision of HHA and CNA Prep classes to the local community.

OBJECTIVE: Create new training and/or educational programs based on market trends and the needs of the community.
BENCHMARK: Based on the results of the Community Needs Assessment, a total of two new programs will be developed by 2018.
PERFORMANCE:

- FY 2016-17: Emergency Services Grant through a subcontract with the Highlands Coalition for the Homeless to provide Case Management to homeless individuals and families in Highlands, Hendry, Glades, and Okeechobee Counties.
- FY's 2013-2018: Certified Nursing Assistant test preparation training provided to students at the Deland office of ATEC.

RA

Quarterly FOCAS Report

FFY 2019 CSBG QUARTERLY FOCAS REPORT (as of 10/18/19)

Agency: The Agricultural and Labor Program, Incorporated (ALPI)

Agreement #: 17SB-0D-07-63-08-101

Contact: Al Miller, Deputy Director

Phone: (863) 956-3491, Ext. 212

Email: amiller@ALPI.ORG

	Module 2: Expenditures and Allocations	Expected Allocations	Actual Year-to-Date Progress	Actual Year-to-Date Progress (%)	1st Quarter Progress Achieved this Quarter	2nd Quarter Progress Achieved this Quarter	3rd Quarter Progress Achieved this Quarter	4th Quarter Progress Achieved this Quarter
A2k	Total CSBG Expenditures	$ 1,202,831.00	$ 1,075,997.00	89.46%	$ 759,082.00	$ 314,114.00	$ 4,923.00	$ (2,122.00)
C3n	Total: Non-CSBG Federal Resources Allocated	$ 11,740,257.00	$ 12,497,569.00	106.45%	$ 6,428,056.00	$ 3,148,750.00	$ 2,429,053.00	$ 491,710.00
C4p	Total: State Resources Allocated	$ 1,861,754.00	$ 957,621.00	51.44%	$ 427,159.00	$ 296,767.00	$ 177,005.00	$ 56,690.00
C5e	Total: Local Resources Allocated	$ -	$ 105,389.00		$ 47,475.00	$ (13,983.00)	$ 36,067.00	$ 35,830.00
C6g	Total: Private Sector Resources Allocated	$ 2,169,550.00	$ 887,305.00	40.90%	$ 101,558.00	$ 706,591.00	$ 121,212.00	$ (42,056.00)
C7	**Total Non-CSBG Resources Allocated: (Federal, State, Local & Private)**	$ 15,771,561.00	$ 14,447,884.00	91.61%	$ 7,004,248.00	$ 4,138,125.00	$ 2,763,337.00	$ 542,174.00
C8	**Total Resources in CSBG Eligible Entity (including CSBG)**	$ 16,974,392.00	$ 15,523,881.00	91.45%	$ 7,763,330.00	$ 4,452,239.00	$ 2,768,260.00	$ 540,052.00

	Number of Clients Served	Expected to be Achieved	Actual Year-to-Date Progress	Actual Year-to-Date Progress (%)	1st Quarter Progress Achieved this Quarter	2nd Quarter Progress Achieved this Quarter	3rd Quarter Progress Achieved this Quarter	4th Quarter Progress Achieved this Quarter
A	Total Number of Individuals Served	37,000	24318	65.72%	10908	5266	3285	4859
B	Total Number of Households Served	12,000	8754	72.95%	4104	1622	1217	1811

	Module 2, Section B: CSBG Eligible Entity Capacity Building	Expected to be Achieved	Actual Year-to-Date Progress	Actual Year-to-Date Progress (%)	1st Quarter Progress Achieved this Quarter	2nd Quarter Progress Achieved this Quarter	3rd Quarter Progress Achieved this Quarter	4th Quarter Progress Achieved this Quarter
B2	**Hours of Agency Capacity Building (e.g. training, planning, assessment):**	Hours	Hours	Progress (%)	Hours	Hours	Hours	Hours
B2a	Hours of Board Members in capacity building activities	250	734	293.60%	295	165	54	220
B2b	Hours of Agency Staff in capacity building activities	2,500	3751	150.04%	886	2090	302	473
B3	**Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):**	Hours	Hours	Progress (%)	Hours	Hours	Hours	Hours
B3a	Total number of volunteer hours donated to the agency	8,100	5362	66.20%	3270	612	880	600
B3a 1	Of the above, the total number of volunteer hours donated by individuals with low-incomes	7,800	4522	57.97%	3072	413	746	291
B4	**The number of staff who hold certifications that increase agency capacity to achieve family and community outcomes, as measured by one or more of the following:**	Number	Number	Progress (%)	Number	Number	Number	Number
B4a	Number of Nationally Certified ROMA Trainers	2	2	100.00%	2	0	0	0
B4b	Number of Nationally Certified ROMA Implementers	-						
B4c	Number of Certified Community Action Professionals (CCAP)	1	2	200.00%	2	0	0	0
B4d	Number of Staff with a child development certification	5	5	100.00%			4	1
B4e	Number of Staff with a family development certification	-						
B4f	Number of Pathways Reviewers	1	1	100.00%	1	0	0	0
B4g	Number of Staff with Home Energy Professional Certifications	-						
B4g 1	Number of Energy Auditors	-						
B4g 2	Number of Retrofit Installer Technicians	-						
B4g 3	Number of Crew Leaders	-						
B4g 4	Number of Quality Control Inspectors (QCI)	-						
B4h	Number of LEED Risk Certified assessors	-						
B4i	Number of Building Performance Institute (BPI) certified professionals	-						
B4j	Number of Classroom Assessment Scoring System (CLASS) certified professionals	-						
B4k	Number of Certified Housing Quality Standards (HQS) Inspectors	-						

B4l	Number of American Institute of Certified Planners (AICP)	-						
B4m	*Other (Please specify):	-						
	*Other (Please specify):							
B5	**Number of organizations, both public and private, that the CSBG Eligible Entity actively works with to expand resources and opportunities in order to achieve family and community outcomes:**	Number	Number	Progress (%)	Number	Number	Number	Number
B5a	Non-Profit	18	19	105.56%	19	0	0	0
B5b	Faith Based	12	14	116.67%	14	0	0	0
B5c	Local Government	12	14	116.67%	14	0	0	0
B5d	State Government	13	12	92.31%	12	0	0	0
B5e	Federal Government	2	2	100.00%	2	0	0	0
B5f	For-Profit Business or Corporation	250	263	105.20%	263	0	0	0
B5g	Consortiums/Collaborations	1	4	400.00%	4	0	0	0
B5h	School Districts	2	2	100.00%	2	0	0	0
B5i	Institutions of Post-Secondary Education/Training	4	4	100.00%	4	0	0	0
B5j	Financial/Banking Institutions	4	4	100.00%	4	0	0	0
B5k	Health Service Organizations	9	11	122.22%	11	0	0	0
B5l	Statewide Associations or Collaborations	2	2	100.00%	2	0	0	0

Module 4, Section A: Individual and Family National Performance Indicators (FNPIs) *Goal 1: Individuals and Families with low incomes are stable and achieve economic security.*		Expected to be Achieved	Actual Year-to-Date Progress	Actual Year-to-Date Progress (%)	1st Quarter Progress Achieved this Quarter	2nd Quarter Progress Achieved this Quarter	3rd Quarter Progress Achieved this Quarter	4th Quarter Progress Achieved this Quarter
Employment Indicators								
FNPI 1	**Employment**	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 1a	The number of unemployed youth who obtained employment to gain skills or income.	2	5	250.00%	0	0	3	2
FNPI 1b	The number of unemployed adults who obtained employment (up to a living wage).	73	86	117.81%	18	19	23	26
FNPI 1c	The number of unemployed adults who obtained and maintained employment for at least 90 days (up to a living wage).	65	33	50.77%	21	0	4	8
FNPI 1d	The number of unemployed adults who obtained and maintained employment for at least 180 days (up to a living wage).	45	18	40.00%				18
FNPI 1e	The number of unemployed adults who obtained employment (with a living wage or higher).	0						
FNPI 1f	The number of unemployed adults who obtained and maintained employment for at least 90 days (with a living wage or higher).	0	1					1
FNPI 1g	The number of unemployed adults who obtained and maintained employment for at least 180 days (with a living wage or higher).	0	1					1
FNPI 1	**Employment**	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 1h	The number of employed participants in a career-advancement related program who entered or transitioned into a position that provided increased income and/or benefits.	17	11	64.71%	1	0	0	10
FNPI 1h 1	Of the above, the number of employed participants who increased income from employment through wage or salary amount increase.	10	11	110.00%	1	0	0	10
FNPI 1h 2	Of the above, the number of employed participants who increased income from employment through hours worked increase.	0	3					3
FNPI 1h 3	Of the above, the number of employed participants who increased benefits related to employment.	0						0
FNPI 1z	**Other Employment Outcome Indicator**	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 1z 1	The number of individuals or households	0						

Education and Cognitive Development Indicators								
FNPI 2	**Education and Cognitive Development**	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 2a	The number of children (0 to 5) who demonstrated improved emergent literacy skills.	831	449	54.03%	463	0	17	-31
FNPI 2b	The number of children (0 to 5) who demonstrated skills for school readiness.	831	449	54.03%	463	0	17	-31
FNPI 2c	The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	941	1161	123.38%	1071	0	124	-34
FNPI 2c 1	Early Childhood Education (ages 0-5)	831	1015	122.14%	959	0	124	-68
FNPI 2c 2	1st grade-8th grade	110	146	132.73%	112	0	0	34
FNPI 2c 3	9th grade-12th grade	0						0
FNPI 2d	The number of children and youth who are achieving at basic grade level (academic, social, and other school success skills). (auto total)	641	595	92.82%	1075	-106	124	-498
FNPI 2d 1	Early Childhood Education (ages 0-5)	531	449	84.56%	959	-68	124	-566
FNPI 2d 2	1st grade-8th grade	110	146	132.73%	116	-38	0	68
FNPI 2d 3	9th grade-12th grade	0						
FNPI 2e	The number of parents/caregivers who improved their home environments.	550	898	163.27%	418	311	234	-65
FNPI 2f	The number of adults who demonstrated improved basic education.	120	131	109.17%	9	3	82	37

FNPI 2g	The number of individuals who obtained a high school diploma and/or obtained an equivalency certificate or diploma.	135	21	15.56%				21
FNPI 2h	The number of individuals who obtained a recognized credential, certificate, or degree relating to the achievement of educational or vocational skills.	45	29	64.44%	2	1	2	24
FNPI 2i	The number of individuals who obtained an Associate's degree.	2	1	50.00%			0	1
FNPI 2j	The number of individuals who obtained a Bachelor's degree.	2	2	100.00%			0	2
FNPI 2z	Other Education and Cognitive Development Outcome Indicator	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 2z 1	The number of individuals or households	0	55				17	38

Income and Asset Building Indicators

FNPI 3	Income and Asset Building Indicators	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 3a	The number of individuals who achieved and maintained capacity to meet basic needs for 90 days.	25			0	0	0	0
FNPI 3b	The number of individuals who achieved and maintained capacity to meet basic needs for 180 days.	22	1	4.55%	0	0	0	1
FNPI 3c	The number of individuals who opened a savings account or IDA.	0						
FNPI 3d	The number of individuals who increased their savings.	0						
FNPI 3e	The number of individuals who used their savings to purchase an asset.	0						
FNPI 3e 1	Of the above, the number of individuals who purchased a home.	0						
FNPI 3f	The number of individuals who improved their credit scores.	0						
FNPI 3g	The number of individuals who increased their net worth.	0						
FNPI 3h	The number of individuals engaged with the Community Action Agency who report improved financial well-being.	50						0
FNPI 3z	Other Income and Asset Building Outcome Indicator	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 3z 1	The number of individuals or households							

Housing Indicators

FNPI 4	Housing	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 4a	The number of households experiencing homelessness who obtained safe temporary shelter.	15	108	720.00%	31	19	31	27
FNPI 4b	The number of households who obtained safe and affordable housing.	160	97	60.63%	20	43	30	4
FNPI 4c	The number of households who maintained safe and affordable housing for 90 days.	80	1	1.25%				1
FNPI 4d	The number of households who maintained safe and affordable housing for 180 days.	55						
FNPI 4e	The number of households who avoided eviction.	30	107	356.67%		49	54	4
FNPI 4f	The number of households who avoided foreclosure.	8	14	175.00%	3	0	6	5
FNPI 4g	The number of households who experienced improved health and safety due to improvements within their home (e.g. reduction or elimination of lead, radon, carbon dioxide and/or fire hazards or electrical issues, etc).	0						
FNPI 4h	The number of households with improved energy efficiency and/or energy burden reduction in their homes.	0						
FNPI 4z	Other Housing Outcome Indicator	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 4z 1	The number of individuals or households	0	3					3

Health and Social/Behavioral Development Indicators

FNPI 5	Health and Social/Behavioral Development	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 5a	The number of individuals who demonstrated increased nutrition skills (e.g. cooking, shopping, and growing food).	0						
FNPI 5b	The number of individuals who demonstrated improved physical health and well-being.	0						
FNPI 5c	The number of individuals who demonstrated improved mental and behavioral health and well-being.	0						
FNPI 5d	The number of individuals who improved skills related to the adult role of parents/ caregivers.	650	974	149.85%	501	354	210	-91
FNPI 5e	The number of parents/caregivers who demonstrated increased sensitivity and responsiveness in their interactions with their children.	650	974	149.85%	501	354	210	-91
FNPI 5f	The number of seniors (65+) who maintained an independent living situation.	40	21	52.50%	7	8	29	-23
FNPI 5g	The number of individuals with disabilities who maintained an independent living situation.	100	8	8.00%	3	5	94	-94
FNPI 5h	The number of individuals with chronic illness who maintained an independent living situation.	0						
FNPI 5i	The number of individuals with no recidivating event for six months.	0			0	0	0	0
FNPI 5i 1	Youth (ages 14-17)	0						
FNPI 5i 2	Adults (ages 18+)	0						
FNPI 5z	Other Health and Social/Behavioral Development Outcome Indicator	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 5z 1	The number of individuals or households							

Civic Engagement and Community Involvement Indicators

FNPI 6	Civic Engagement and Community Involvement Indicators	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 6a	The number of Community Action program participants who increased skills, knowledge, and abilities to enable them to work with Community Action to improve conditions in the community.	0	80		71	9	0	0
FNPI 6a 1	Of the above, the number of Community Action program participants who improved their leadership skills.	0	80		71	9	0	0

FNPI 6a 2	Of the above, the number of Community Action program participants who **improved their social networks**.	0	80		71	9	0	0
FNPI 6a 3	Of the above, the number of Community Action program participants who gained other skills, knowledge and abilities to **enhance their ability to engage**.	0	80		71	9	0	0
FNPI 6z	Other Civic Engagement and Community Involvement Outcome Indicator	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 6z 1	The number of individuals or households	0						

Outcomes Across Multiple Domains								
FNPI 7	Outcomes Across Multiple Domains	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 7a	The number of individuals who achieved one or more outcomes as identified by the National Performance Indicators in various domains.	220	29	13.18%	4	11	7	7
FNPI 7z	Other Outcome Indicator	Target #	Number	Progress (%)	Number	Number	Number	Number
FNPI 7z 1	The number of individuals or households	0						

The following section is for data collection and does not include expected numbers

Module 4, Section B: Individual and Family Services *Goal 1: Individuals and Families with low incomes are stable and achieve economic security.*		Actual Year-to-Date Progress	1st Quarter Achieved this Quarter	2nd Quarter Achieved this Quarter	3rd Quarter Achieved this Quarter	4th Quarter Achieved this Quarter
Employment Services - Unduplicated Number of Individuals Served						
SRV 1	**Skills Training and Opportunities for Experience**	Number	Number	Number	Number	Number
SRV 1a	Vocational Training	89	9	3	2	75
SRV 1b	On-the-Job and other Work Experience	3	1	0	0	2
SRV 1c	Youth Summer Work Placements	5			2	3
SRV 1d	Apprenticeship/Internship					
SRV 1e	Self-Employment Skills Training					
SRV 1f	Job Readiness Training	5			0	5
SRV 1	**Career Counseling**	Number	Number	Number	Number	Number
SRV 1g	Workshops	3			2	1
SRV 1h	Coaching	3			0	3
SRV 1	**Job Search**	Number	Number	Number	Number	Number
SRV 1i	Coaching					
SRV 1j	Resume Development	1			1	0
SRV 1k	Interview Skills Training					
SRV 1l	Job Referrals	1			1	0
SRV 1m	Job Placements	6	2	2	1	1
SRV 1n	Pre-employment physicals, background checks, etc.	6	3	0	1	2
SRV 1	**Post Employment Supports**	Number	Number	Number	Number	Number
SRV 1o	Coaching					
SRV 1p	Interactions with employers					
SRV 1	**Employment Supplies**	Number	Number	Number	Number	Number
SRV 1q	Employment Supplies	6			2	4

Education and Cognitive Development Services - Unduplicated Number of Individuals Served						
SRV 2	**Child/Young Adult Education Programs**	Number	Number	Number	Number	Number
SRV 2a	Early Head Start	195	81	61	-34	87
SRV 2b	Head Start	779	822	-181	266	-128
SRV 2c	Other Early-Childhood (0-5 yr. old) Education	31	463	-66	83	-449
SRV 2d	K-12 Education					
SRV 2e	K-12 Support Services					
SRV 2f	Financial Literacy Education					
SRV 2g	Literacy/English Language Education	65				65
SRV 2h	College-Readiness Preparation/Support					
SRV 2i	Other Post Secondary Preparation					
SRV 2j	Other Post Secondary Support	59	13	46	0	0
SRV 2	**School Supplies**	Number	Number	Number	Number	Number
SRV 2k	School Supplies	12				12
SRV 2	**Extra-curricular Programs**	Number	Number	Number	Number	Number
SRV 2l	Before and After School Activities	192	34	6	57	95
SRV 2m	Summer Youth Recreational Activities	60			30	30
SRV 2n	Summer Education Programs	60			30	30
SRV 2o	Behavior Improvement Programs (attitude, self-esteem, Dress-for-Success, etc.)	635			635	0
SRV 2p	Mentoring	186	136	-18	0	68

SRV 2q	Leadership Training					
SRV 2	**Adult Education Programs**	Number	Number	Number	Number	Number
SRV 2r	Adult Literacy Classes					
SRV 2s	English Language Classes	66			2	64
SRV 2t	Basic Education Classes	131				131
SRV 2u	High School Equivalency Classes	131			1	130
SRV 2v	Leadership Training					0
SRV 2w	Parenting Supports (may be a part of the early childhood programs identified above)				2	-2
SRV 2x	Applied Technology Classes					
SRV 2y	Post-Secondary Education Preparation	12	7	0	3	2
SRV 2z	Financial Literacy Education	12	3	0	6	3
SRV 2	**Post-Secondary Education Supports**	Number	Number	Number	Number	Number
SRV 2aa	College applications, text books, computers, etc.	80	8	0	10	62
SRV 2	**Financial Aid Assistance**	Number	Number	Number	Number	Number
SRV 2bb	Scholarships		9	1	-3	-7
SRV 2	**Home Visits**	Number	Number	Number	Number	Number
SRV 2cc	Home Visits	696	2	75	619	0

	Income and Asset Building Services - Unduplicated Number of Individuals Served					
SRV 3	**Training and Counseling Services**	Number	Number	Number	Number	Number
SRV 3a	Financial Capability Skills Training					
SRV 3b	Financial Coaching/Counseling					
SRV 3c	Financial Management Programs (including budgeting, credit management, credit repair, credit counseling, etc.)	3	3	0	0	0
SRV 3d	First-time Homebuyer Counseling					
SRV 3e	Foreclosure Prevention Counseling	14			9	5
SRV 3f	Small Business Start-Up and Development Counseling Sessions/Classes					
SRV 3	**Benefit Coordination and Advocacy**	Number	Number	Number	Number	Number
SRV 3g	Child Support Payments	1		13	28	-40
SRV 3h	Health Insurance	31		1005	147	-1121
SRV 3i	Social Security/SSI Payments			2208	228	-2436
SRV 3j	Veteran's Benefits			0	2	-2
SRV 3k	TANF Benefits			119	47	-166
SRV 3l	SNAP Benefits	14		1789	715	-2490
SRV 3	**Asset Building**	Number	Number	Number	Number	Number
SRV 3m	Saving Accounts/IDAs and other asset building accounts					
SRV 3n	Other financial products (IRA accounts, MyRA, other retirement accounts, etc.)					
SRV 3o	VITA, EITC, or Other Tax Preparation programs					
SRV 3	**Loans And Grants**	Number	Number	Number	Number	Number
SRV 3p	Micro-loans					
SRV 3q	Business incubator/business development loans					

	Housing Services - Unduplicated Number of Individuals Served					
SRV 4	**Housing Payment Assistance**	Number	Number	Number	Number	Number
SRV 4a	Financial Capability Skill Training					
SRV 4b	Financial Coaching/Counseling					
SRV 4c	Rent Payments (includes Emergency Rent Payments)	123	3	10	76	34
SRV 4d	Deposit Payments	1				1
SRV 4e	Mortgage Payments (includes Emergency Mortgage Payments)	5				5
SRV 4	**Eviction Prevention Services**	Number	Number	Number	Number	Number
SRV 4f	Eviction Counseling	11	3	0	6	2
SRV 4g	Landlord/Tenant Mediations					
SRV 4h	Landlord/Tenant Rights Education					
SRV 4	**Utility Payment Assistance**	Number	Number	Number	Number	Number
SRV 4i	Utility Payments (LIHEAP-includes Emergency Utility Payments)	4608	1509	771	727	1601
SRV 4j	Utility Deposits	5				5
SRV 4k	Utility Arrears Payments	21				21
SRV 4l	Level Billing Assistance					
SRV 4	**Housing Placement/Rapid Re-housing**	Number	Number	Number	Number	Number
SRV 4m	Temporary Housing Placement (includes Emergency Shelters)	108	31	19	30	28
SRV 4n	Transitional Housing Placements					
SRV 4o	Permanent Housing Placements	52	15	30	3	4
SRV 4p	Rental Counseling					
SRV 4	**Housing Maintenance & Improvements**	Number	Number	Number	Number	Number
SRV 4q	Home Repairs (e.g. structural, appliance, heating systems. etc.) (Including Emergency Home Repairs)					
SRV 4	**Weatherization Services**	Number	Number	Number	Number	Number

SRV 4r	Independent-living Home Improvements (e.g. ramps, tub and shower grab bars, handicap accessible modifications, etc.)					
SRV 4s	Healthy Homes Services (e.g. reduction or elimination of lead, radon, carbon dioxide and/or fire hazards or electrical issues, etc.)					
SRV 4t	Energy Efficiency Improvements (e.g. insulation, air sealing, furnace repair, etc.)					

Health and Social/Behavioral Development - Unduplicated Number of Individuals Served						
SRV 5	**Health Services, Screening and Assessments**	Number	Number	Number	Number	Number
SRV 5a	Immunizations	958	849	-34	297	-154
SRV 5b	Physicals	962	849	-199	367	-55
SRV 5c	Developmental Delay Screening	1746	395	528	409	414
SRV 5d	Vision Screening	928	859	-692	702	59
SRV 5e	Prescription Payments					
SRV 5f	Doctor Visit Payments					
SRV 5g	Maternal/Child Health	16				16
SRV 5h	Nursing Care Sessions					
SRV 5i	In-Home Affordable Seniors/Disabled Care Sessions (Nursing, Chores, Personal Care Services)					
SRV 5j	Health Insurance Options Counseling					
SRV 5	**Reproductive Health Services**	Number	Number	Number	Number	Number
SRV 5k	Coaching Sessions					
SRV 5l	Family Planning Classes		2	1	0	-3
SRV 5m	Contraceptives					
SRV 5n	STI/HIV Prevention Counseling Sessions					
SRV 5o	STI/HIV Screenings					
SRV 5	**Wellness Education**	Number	Number	Number	Number	Number
SRV 5p	Wellness Classes (stress reduction, medication management, mindfulness, etc.)					
SRV 5q	Exercise/Fitness					
SRV 5	**Mental/Behavioral Health**	Number	Number	Number	Number	Number
SRV 5r	Detoxification Sessions					
SRV 5s	Substance Abuse Screenings					
SRV 5t	Substance Abuse Counseling					
SRV 5u	Mental Health Assessments	6	3	3	4	-4
SRV 5v	Mental Health Counseling	32	10	-4	1	25
SRV 5w	Crisis Response/Call-In Responses					
SRV 5x	Domestic Violence Programs					
SRV 5	**Support Groups**	Number	Number	Number	Number	Number
SRV 5y	Substance Abuse Support Group Meetings					
SRV 5z	Domestic Violence Support Group Meetings					
SRV 5aa	Mental Health Support Group Meeting					
SRV 5	**Dental Services, Screenings and Exams**	Number	Number	Number	Number	Number
SRV 5bb	Adult Dental Screening/Exams	16				16
SRV 5cc	Adult Dental Services (including Emergency Dental Procedures)					
SRV 5dd	Child Dental Screenings/Exams	757	837	-22	125	-183
SRV 5ee	Child Dental Services (including Emergency Dental Procedures)	935	837	-22	125	-5
SRV 5	**Nutrition and Food/Meals**	Number	Number	Number	Number	Number
SRV 5ff	Skills Classes (Gardening, Cooking, Nutrition)					
SRV 5gg	Community Gardening Activities					
SRV 5hh	Incentives (e.g. gift card for food preparation, rewards for participation, etc.)					
SRV 5ii	Prepared Meals					
SRV 5jj	Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	81	12	19	46	4
SRV 5	**Family Skills Development**	Number	Number	Number	Number	Number
SRV 5kk	Family Mentoring Sessions					
SRV 5ll	Life Skills Coaching Sessions					
SRV 5mm	Parenting Classes	898	207	-77	625	143
SRV 5	**Emergency Hygiene Assistance**	Number	Number	Number	Number	Number
SRV 5nn	Kits/boxes	24	5	19	0	0
SRV 5oo	Hygiene Facility Utilizations (e.g. showers, toilets, sinks)					

Civic Engagement and Community Involvement - Unduplicated Number of Individuals Served						
SRV 6	**Civic Engagement and Community Involvement Services**	Number	Number	Number	Number	Number
SRV 6a	Voter Education and Access					
SRV 6b	Leadership Training					
SRV 6c	Tri-partite Board Membership	22	20	0	1	1
SRV 6d	Citizenship Classes					
SRV 6e	Getting Ahead Classes					
SRV 6f	Volunteer Training					

Services Supporting Multiple Domains - Unduplicated Number of Individuals Served						
SRV 7	**Case Management**	Number	Number	Number	Number	Number
SRV 7a	Case Management	159	138	-30	-6	57
SRV 7	**Eligibility Determinations**	Number	Number	Number	Number	Number
SRV 7b	Eligibility Determinations	8679	90	0	-7	8596
SRV 7	**Referrals**	Number	Number	Number	Number	Number
SRV 7c	Referrals	2				2
SRV 7	**Transportation Services**	Number	Number	Number	Number	Number
SRV 7d	Transportation Services (e.g. bus passes, bus transport, support for auto purchase or repair; including emergency services)	575	99	13	190	273
SRV 7	**Childcare**	Number	Number	Number	Number	Number
SRV 7e	Child Care subsidies	11				11
SRV 7f	Child Care payments	6		3	0	3
SRV 7	**Eldercare**	Number	Number	Number	Number	Number
SRV 7g	Day Centers					
SRV 7	**Identification Documents**	Number	Number	Number	Number	Number
SRV 7h	Birth Certificate	2				2
SRV 7i	Social Security Card					
SRV 7j	Driver's License					
SRV 7	**Re-Entry Services**	Number	Number	Number	Number	Number
SRV 7k	Criminal Record Expungements					
SRV 7	**Immigration Support Services**	Number	Number	Number	Number	Number
SRV 7l	Immigration Support Services (relocation, food, clothing)					
SRV 7	**Legal Assistance (includes emergency legal assistance)**	Number	Number	Number	Number	Number
SRV 7m	Legal Assistance					0
SRV 7	**Emergency Clothing Assistance**	Number	Number	Number	Number	Number
SRV 7n	Emergency Clothing Assistance					
SRV 7	**Mediation/Customer Advocacy Interventions (debt forgiveness, negotiations or issues with landlords, coordinating with other services or government)**	Number	Number	Number	Number	Number
SRV 7o	Mediation/Customer Advocacy Interventions					

RISK-ASSESSMENT TOOL FOR PRIVATE CSBG Eligible Entities (CEEs)

Checklists

Checklist for Strengthening Controls through fully Engaging Low Income Community Representatives

Representatives of low income communities on CAA Boards can make significant contributions toward strengthening internal controls. Their relationships with low income individuals and families and knowledge of community perception and needs are essential for effective controls in a Community Action Agency. If you are a low income community representative, you can use this checklist to identify areas in which you may be able to make a greater contribution to your CAA's internal controls.

How is your CAA benefiting from your experience and understanding of the low income community it serves?	Views are sought & used	Opportunity for Improvement
Low Income Community Representatives are encouraged to:		
• Share community perceptions about the integrity, honesty, and effectiveness of CAA services with management and Board committee conducting risk assessment.	☑	☐
• Share your perception of community needs, including relative importance and urgency of various need areas as part of the CAA's needs assessment process.	☑	☐
• Share your perceptions regarding the match between the programs and services the CAA offers and community needs as part of the strategic planning process.	☑	☐
• Share your perception regarding the effectiveness of the CAA's communication strategies in building broad awareness of the programs and services available to low income individuals and families as part of the *strategic planning and evaluation processes.*	☑	☐
• Share your understanding of other community resources, including changes in their availability, that may impact the demand for the CAA's services through the strategic planning process	☑	☐
• Observe program activities and provide feedback about the treatment of participants and quality of services as part of Board evaluation of programs.	☑	☐
• Participate actively in the Board's discussion of the annual budget to understand the proposed use of resources and express your views about priorities for the use of unrestricted funds.	☑	☐
• Other areas in which your knowledge of the community is essential to effective operation of the CAA?	☑	☐
• Fully understand the role of the Board as a whole and the specific responsibilities of low income community representatives required under the terms of funding agreements, including the tri-partite Board requirements contained in the CSBG Act.	☑	☐
• Fully understand the financial condition of the CAA, including understanding its monthly financial reports	☑	☐
• Share your perceptions about the effectiveness of board practices, including the processes used at board and committee meetings, as part of the Board's annual self –evaluation.	☑	☐
• Raise questions and offer observations based on your experience during Board discussions.	☑	☐
• Share your observations regarding strategies that would support full participation by all low income representatives including meeting times, locations, the availability of child care, transportation, or other needed assistance, interpretation services, and other factors which could increase participation by low income representatives.	☑	☐

Program Manager Control Checklist

Program Manager Controls	Implemented Fully	Implemented Partially	Not Implemented
Risk Assessment			
• You review each new funding agreement related to your program to identify compliance requirements & determine whether adequate control systems are in place to ensure compliance	☑	☐	☐
• You are required to report risks you observe & clear about the process for reporting & investigating your concerns	☑	☐	☐
• You are regularly asked to participate in risk assessment discussions	☑	☐	☐
Control Environment			
• The Board has established an environment which demands honesty and integrity and encourages all staff to report concerns without retaliation	☑	☐	☐
• Management demonstrates the highest standards of honesty & integrity and encourages all staff to report concerns without retaliation	☑	☐	☐
• You seek feedback from staff you supervise to understand their perceptions regarding expectations for honesty and integrity	☑	☐	☐
• Procedures for dealing with concerns about honesty & integrity are clear	☑	☐	☐
• You have confidence that "whistleblowers" will be treated respectfully & will not face retaliation	☑	☐	☐
Control Activities			
• You have meaningful input in the job descriptions and hiring decisions for all positions within your program	☑	☐	☐
• You review & approve the personnel activity reports for all employees you directly supervise	☑	☐	☐
• You utilize consistent procedures to be certain that employees you supervise who function as supervisors are providing meaningful review of personal activity reports for those they supervise	☑	☐	☐
• You are responsible for ensuring that all			

purchases made through your program are necessary, reasonable, and allowable	☑	☐	☐
• You provide input into procurement requirements for goods and services which will be utilized for your program	☑	☐	☐
Information Sharing & Communication			
• You have easy access to current fiscal policies and procedures which are clear and understandable	☑	☐	☐
• You receive regular training regarding changes in fiscal policies and procedures and your responsibilities in regard to maintain fiscal controls	☑	☐	☐
• You have access to information about requirements contained in all funding agreements supporting your program and receive regular training regarding changes or problem areas	☐	☑	☐
• You have adequate time and support to communicate fully with employees you supervise regarding fiscal and program policies and procedures, quality standards, and control expectations	☐	☑	☐
• You provide regular input into the design of training and resource materials to assist staff in understanding and complying with control policies and procedures	☐	☑	☐
Monitoring			
• You systematically review program service data from programs you supervise to ensure that they are complete and accurate	☑	☐	☐
• You review monthly financial data for programs you supervise, comparing actual to budget, and identifying potential errors or omissions	☑	☐	☐
• You fully understand the process to report and resolve program and financial data questions and errors is clear and follow it consistently	☑	☐	☐

Board and Board Committees Controls Checklist

Board and Board Committees Controls Checklist	Document Reviewed	Reviewer	Date
1. Board Policies			
• Conflict of Interest	☐		
• CEO Evaluation and Compensation Setting	☐		
• Audit Policy	☐		
• Investment Policy	☐		
• Risk Management Policy	☐		
• Tri-Partite Board Composition	☐		
• Board Role in Needs Assessment & Planning	☐		
2. Implementation of Board Policies			
• Conflict of Interest Procedures	☐		
• CEO Evaluation	☐		
• CEO Compensation Review & Setting	☐		
• Procedure for Auditor selection & audit review	☐		
• Investment performance review	☐		
• Risk management review	☐		
• Board composition review	☐		
• Board participation in needs assessment & strategic planning	☐		
3. Full Board Financial Oversight			
• Establish Finance & Audit Committees	☐		
• Review performance of Finance & Audit Committees	☐		
• Annual budget approval	☐		
• Monthly financial statement review	☐		
• Review of annual independent audit	☐		
4. Finance Committee Checklist			
• Review draft annual budget for consistency with board policy and strategies	☐		
• Recommend annual budget for board approval	☐		
• Review monthly financial statements including Statement of Financial Position, Statement of Activities, and Statement of Cash Flows	☐		
• Review management recommendations for addressing financial challenges and make recommendations to full board	☐		
• Review cash management policies	☐		
• Evaluate use of lines of credit and management proposals for borrowing – forward recommendations for full board approval for borrowing	☐		

5. Check Signer Checklist			
• Review underlying documentation for all checks to verify proper approvals, consistency in payee and amount and overall reasonableness	☐		
• Decline to sign until questions are resolved	☐		
• Report repeated errors to Audit Committee	☐		
6. Audit Committee Responsibilities			
• Auditor selection	☐		
• Establish direct communication with auditor	☐		
• Review of audit findings	☐		
• Confidential discussion with auditor	☐		
• Recommendations to Board and management regarding audit findings	☐		
• Evaluate performance of Finance Committee	☐		
7. Investment Oversight			
• Policy review and update	☐		
• Selection of investment advisors/managers	☐		
• Review performance of investment managers	☐		
8. Board Risk Management Oversight			
• Review & revised management's risk assessment	☐		
• Identify risk appetite/tolerance levels	☐		
• Review management's risk mitigation plan	☐		
• Obtain periodic independent review of risk assessment & risk mitigation plan	☐		
• Review adequacy of insurance coverage	☐		
• Advice full Board regarding significant risks which have not been adequately mitigated	☐		
9. Board Compliance Oversight			
• Identify Board committee responsible for Compliance Oversight and establish committee charge	☐		
• Review compliance findings in independent audit and/or monitoring reports	☐		
• Monitor progress in resolving findings and improving compliance	☐		
• Review management's structure for achieving compliance	☐		
• Discuss management's compliance structure with independent auditor	☐		

Control Review Checklist

Control	Control documentation reviewed	Reviewed by	Review date
Control Environment			
Conflict of Interest P&P			
Whistleblower Policy			
Code of Ethics/Integrity policy			
Board evaluation of CEO			
Board review of compensation & management capacity			
Board review of monthly financial statements			
Board audit committee/auditor discussions			
Board review of resolution of audit & monitoring findings			
Board review of programmatic accomplishments			
Other			
General Risk Assessment			
External risk review including funding environment, community perception, changing demand/need for services			
Review and update of internal risk identification			
Exposure analysis- ranking of risks by significance of potential losses and likelihood of occurrence			
Contract Compliance Risk Assessment:			
OMB A-110 requirements			
• Allowable activities			
• Allowable cost			
• Cash management			
• Davis Bacon act			
• Eligibility			
• Equip/Real Property management			
• Matching/level of effort			
• Period of availability of fed funds			
• Procurement, suspension & debarment			
• Program income			
• Real property acquisition			
• Reporting			
• Sub recipient monitoring			
• Special tests & provisions			
OMB A-122 requirements			
• Current approved federal indirect cost rate			

• Monitoring of actual indirect costs in comparison to budget			

Control	Control documentation reviewed	Reviewed by	Review date
CFR Requirements			
• Review of CFRs for each funding source			
• Policies & procedures to assure compliance with CFR requirements varying from OMB Circulars			
Control Activities			
Written fiscal and operational policies & procedures			
Top management review of financial & program activities			
Management reviews at program or functional level			
Controls over info processing/IT			
Physical controls over vulnerable assets			
Review of performance indicators			
Segregation of duties			
Proper execution of transactions & events			
Accurate & timely recording of events			
Access restrictions & accountability for resources & records			
Appropriate documentation of transactions & internal control			
Information & Communication			
Monthly financial reporting at program and organization level			
Monthly program accomplishment reporting at program & organizational level			
Manager access to operational and financial data as needed for planning and oversight			
Structures, policies, and procedures to encourage open information flow among all levels of the organization			
Monitoring			
Monthly comparison of planned program and financial activity to actual reviewed by program managers, top management, & Board			
System for tracking all audit & monitoring findings and their correction or resolution			

Responsibility for achieving correction or resolution of all findings clearly assigned			
Authority to resolve/correct findings clearly assigned			

Control	Control documentation reviewed	Reviewed by	Review date
Monitoring – continued			
Progress resolving/correcting findings monitored regularly by CEO & Board			
Reconciliations to verify financial & program data reports routinely completed and reviewed by managers			

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CSBG Organizational Standards

CSBG Organizational Standard	Connections to Head Start Act and/or Head Start Program Performance Standard	Reference to Head Start Program Performance Standards (45 C.F.R. Chapter XIII) and/or the Head Start Act (42 U.S.C. 9801 *et. seq.*)	Additional Notes
Category One: Consumer Input and Involvement			
1.1 Private: The organization demonstrates low-income individuals' participation in its activities. **1.1 Public:** The department demonstrates low-income individuals' participation in its activities.	**Similar Head Start requirement applies.** Head Start grantees can demonstrate low-income individuals' participation in: (1) the Policy Council (which must be composed of parents of current/former Head Start children or members of the community served); (2) Parent Committees (which must be composed exclusively of parents of current Head Start children); (3) the Health Services Advisory Committee (which must include Head Start parents); and (4) parent and family engagement activities (Head Start programs must ensure that parents and family members have opportunities to participate in the program as employees or volunteers).	- 45 C.F.R. 1301.3 Policy council and policy committee - 45 C.F.R. 1301.4 Parent committees - 45 C.F.R. 1302.34(b)(5) Parent and family engagement in education and child development services--Engaging parents and family members - 45 C.F.R. 1302.40(b) Purpose - 45 C.F.R. 1302.50(b) Family engagement	
1.2 Private: The organization analyzes information collected directly from low-income individuals as part of the community assessment. **1.2 Public:** The department analyzes information collected directly from low-income individuals as part of the community assessment.	**Similar Head Start requirement applies.** Head Start grantees must collect the following information from low-income individuals: (1) information gathered as part of the community needs assessment, including the number and demographics of eligible children in the service area and the education, health, nutrition and social service needs of eligible children; and (2) family strengths and needs related to the family engagement outcomes described in the *Head Start Parent Family and Community Engagement Framework* .	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources - 45 C.F.R. 1302.52(b) Family partnership services	
1.3 Private: The organization has a systematic approach for collecting, analyzing, and reporting customer satisfaction data to the governing board. **1.3 Public:** The department has a systematic approach for collecting, analyzing, and reporting customer satisfaction data to the tripartite board/advisory body, which may be met through broader local government processes.	**Similar Head Start requirement applies.** The governing board of a Head Start grantee must use ongoing monitoring results, data on school readiness goals (which must be aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five)* , and data the program collects as part of the continuous improvement process mandated by 1302.102(c) to conduct the board's responsibilities (1301.2(b)(2)). A Head Start program must then prepare and submit status reports, based on the data collected, to the governing board and Policy Council on at least a semi-annual basis.	- 45 C.F.R. 1301.2(b)(2) Governing body--Duties and responsibilities - 45 C.F.R. 1302.102(c) Achieving program goals--Using data for continuous improvement - 45 C.F.R. 1302.102(d) Achieving program goals--Reporting	45 C.F.R. 1302.102(c) requires Head Start programs to implement a process for using data to identify program strengths and needs, develop plans that address program needs, and continually evaluate compliance with the Performance Standards and progress towards meeting program goals established by the governing body and Policy Council. The governing body must use data collected under this section to fulfill its responsibilities. 1302.102(d) then requires Head Start programs to submit status reports on the program, based on the data collected, to the governing body and Policy Council on at least a semi-annual basis
Category Two: Community Engagement			
2.1 Private: The organization has documented or demonstrated partnerships across the community, for specifically identified purposes; partnerships include other anti-poverty organizations in the area. **2.1 Public:** The department has documented or demonstrated partnerships across the community, for specifically identified purposes; partnerships include other anti-poverty organizations in the area.	**Similar Head Start requirement applies.** Head Start grantees must establish ongoing collaborations and partnerships with community organizations to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources. A list of potential community partner organizations is included in 1302.53(a)(2), and the list includes other anti-poverty and family support organizations.	- 45 C.F.R. 1302.53 Community partnerships and coordination with other early childhood and education programs	

2.2 Private: The organization utilizes information gathered from key sectors of the community in assessing needs and resources, during the community assessment process or other times. These sectors would include at minimum: community-based organizations, faith-based organizations, private sector, public sector, and educational institutions. **2.2 Public:** The department utilizes information gathered from key sectors of the community in assessing needs and resources, during the community assessment process or other times. These sectors would include at minimum: community-based organizations, faith-based organizations, private sector, public sector, and educational institutions.	**Similar Head Start requirement applies**. Head Start grantees must gather information about other community resources during the community assessment conducted once every five years. These resources include: (1) other child development, child care centers, and family child care programs that serve eligible children; (2) resources that are available in the community to address the needs of eligible children and their families; and (3) the availability of publicly-funded pre-kindergarten programs.	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources	
2.3 Private: The organization communicates its activities and its results to the community. **2.3 Public:** The department communicates its activities and its results to the community.	**Similar Head Start requirement applies**. Head Start grantees are required to publish and disseminate an annual report to the public about the Head Start program that contains a summary of the program's most recent community assessment, as well as the information mandated by section 644(a)(2) the Head Start Act (42 U.S.C. section 9839(a)(2)). See Additional Notes for a list of items that the annual report must cover.	- 45 C.F.R. 1302.102(d)(2) Achieving program goals--Reporting	45 C.F.R. 1302.102(d)(2) is based on a requirement in the Head Start Act (42 U.S.C. section 9839(a)(2)) that each Head Start program annually publish a report containing the following information: (A) the total amount of public and private funds received and the amount from each source; (B) an explanation of budgetary expenditures and proposed budget for the fiscal year; (C) the total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served; (D) the results of the most recent review by the HHS and the financial audit; (E) the percentage of enrolled children that received medical and dental exams; (F) information about parent involvement activities; (G) the agency's efforts to prepare children for kindergarten; and (H) any other information required by HHS.
2.4 Private: The organization documents the number of volunteers and hours mobilized in support of its activities. **2.4 Public:** The department documents the number of volunteers and hours mobilized in support of its activities.	**Similar Head Start requirement applies**. Head Start grantees are required to use volunteers in various ways and are required to keep detailed records of volunteer time for purposes of meeting match requirements. CAA should seek information from the Head Start program regarding its use and documentation of volunteer time.	- 45 C.F.R. 1302.31(b)(2)(iii) Teaching and the learning environment--Effective teaching practices - 45 C.F.R. 1302.34(b)(5) Parent and family engagement in education and child development services--Engaging parents and family members - 45 C.F.R. 1302.40(b) Purpose - 45 C.F.R. 1302.50(b)(4) Family engagement--Family engagement approach - 45 C.F.R. 1303.4 Federal financial assistance, non-federal match, and waiver requirements	
Category Three: Community Assessment			
3.1 Private: The organization conducted a community assessment and issued a report within the past 3 years. **3.1 Public:** The department conducted or was engaged in a community assessment and issued a report within the past 3 years, if no other report exists."	**Similar Head Start requirement applies**. Head Start grantees are required to conduct a community assessment at least once during each 5-year grant period, and must annually review and update the community assessment to reflect any significant changes.	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources	CAAs should consider coordinating and perhaps combining the CSBG and Head Start needs assessments to avoid duplication of efforts.

3.2 Private: As part of the community assessment, the organization collects and includes current data specific to poverty and its prevalence related to gender, age, and race/ethnicity for their service area(s). **3.2 Public:** As part of the community assessment, the department collects and includes current data specific to poverty and its prevalence related to gender, age, and race/ethnicity for their service area(s).	**Similar Head Start requirement applies**. The Head Start community assessment also requires collecting data addressing poverty, including: (1) the number of income-eligible children and expectant mothers, including their geographic location, race, ethnicity, and languages they speak (including the number of children experiencing homelessness, in foster care, and with disabilities; and (2) the education, health, nutrition and social service needs of income-eligible children, including the prevalent social or economic factors that impact their well-being.	- 45 C.F.R. 1302.11(b)(1)(i)-(ii) Determining community strengths, needs, and resources	
3.3 Private: The organization collects and analyzes both qualitative and quantitative data on its geographic service area(s) in the community assessment. **3.3 Public:** The department collects and analyzes both qualitative and quantitative data on its geographic service area(s) in the community assessment.	**Similar Head Start requirement applies**. While the Head Start Performance Standards do not contain an explicit requirement to collect and analyze both qualitative and quantitative data, the Head Start community assessment is required to capture information about the community's strengths, needs, and resources. Some of the data that must be described in the community assessment is clearly quantitative (e.g., the number of income-eligible children, including their geographic location, race, ethnicity, and languages they speak). Other aspects of the community assessment would likely rely on qualitative reports, such as identifying the education, health, nutrition, and social service needs of eligible children, as well as describing the typical work, school, and training schedules of parents with eligible children--these reports require gathering information about the families in the program service area through methods such as interviews, focus groups, community forums, and analysis of non-quantitative reports.	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources	
3.4 Private: The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed. **3.4 Public:** The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed.	**Similar Head Start requirement applies**. Certain data required to be reported in the Head Start community assessment must also address the underlying causes and conditions of poverty. For example, the Head Start community assessment requires discussing the prevalent social or economic factors that impact the well-being of eligible children, as well as the broader needs and strengths of the community served.	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources	
3.5 Private: The tripartite board formally accepts the completed community assessment. **3.5 Public:** The tripartite board/advisory body formally accepts the completed community assessment.	**Related but different Head Start requirement applies**. The governing body of a Head Start grantee is not required to take a formal vote to accept the Head Start community assessment. However, the Head Start Act requires the governing body and Policy Council to be informed about the communitywide strategic planning and needs assessment of the Head Start program, including any applicable updates.	- 42 U.S.C. 9837(d)(2) Powers and Functions of Head Start Agencies--Program Governance Administration - 45 C.F.R. 1301.2(b)(1) Governing body	If the CAA conducts a joint CSBG and Head Start community needs assessment, the board and Head Start Policy Council should consider jointly reviewing the completed assessment to discuss implications for the agency as a whole and to provide an opportunity for the two bodies to work together.
Category Four: Organizational Leadership			

4.1 Private: The tripartite board has reviewed the organization's mission statement within the past 5 years and assured that: (1) The mission addresses poverty; and (2) The organization's programs and services are in alignment with the mission. **4.1 Public:** The tripartite board/advisory body has reviewed the department's mission statement within the past 5 years and assured that: (1) The mission addresses poverty; and (2) The CSBG programs and services are in alignment with the mission.	**No comparable Head Start requirement applies**. The governing body of a Head Start grantee is not required to review the program's mission on a regular basis. However, the Head Start Act and the Head Start Performance Standards both require Head Start grantees to establish goals and measurable objectives for the provision of health, educational, nutritional, and social services that further the program's mission and promote school readiness. Further, the Head Start Act requires the governing body to fully participate in the development, planning, and evaluation of the Head Start program, which could include reviewing the program's mission statement on a regular basis to ensure the program aligns with the mission.	- 42 U.S.C. 9837(c)(1)(E) Powers and Functions of Head Start Agencies--Program Governance--Governing Body - 42 U.S.C. 9837(f)(9) Powers and Functions of Head Start Agencies--Quality Standards, Curricula, and Assessment - 45 C.F.R. 1301.2(b)(1) Governing body - 45 C.F.R. 1302.102 Achieving program goals	
4.2 Private: The organization's Community Action plan is outcome-based, anti-poverty focused, and ties directly to the community assessment. **4.2 Public:** The department's Community Action plan is outcome-based, anti-poverty focused, and ties directly to the community assessment.	**Similar Head Start requirement applies**. The governing body and Policy Council of Head Start grantees must establish goals and measurable objectives that ensure that the programs are and remain responsive to community needs identified in their community assessment.	- 45 C.F.R. 1302.102(a)(1) Achieving program goals--Establishing program goals - 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources	
4.3 Private: The organization's Community Action plan and strategic plan document the continuous use of the full Results Oriented Management and Accountability (ROMA) cycle or comparable system (assessment, planning, implementation, achievement of results, and evaluation). In addition, the organization documents having used the services of a ROMA-certified trainer (or equivalent) to assist in implementation. **4.3 Public:** The department's Community Action plan and strategic plan document the continuous use of the full Results Oriented Management and Accountability (ROMA) cycle or comparable system (assessment, planning, implementation, achievement of results, and evaluation). In addition, the department documents having used the services of a ROMA-certified trainer (or equivalent) to assist in implementation.	**Similar Head Start requirement applies**. Head Start grantees are also required to provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services. However, no particular process (such as the ROMA cycle) is prescribed for Head Start programs.	- 45 C.F.R. 1302, Subpart J (1302.100 - 1302.103) Program Management and Quality Improvement	
4.4 Private: The tripartite board receives an annual update on the success of specific strategies included in the Community Action plan. **4.4 Public:** The tripartite board/advisory body receives an annual update on the success of specific strategies included in the Community Action plan.	**Similar Head Start requirement applies**. The governing body and Policy Council of a Head Start grantee are required to remain informed about any applicable updates to the communitywide strategic planning and needs assessment of the Head Start program. However, the Head Start rules do not prescribe a particular timeframe from receiving those updates.	- 45 C.F.R. 1301.2(b)(1) Governing body - 42 U.S.C. sections 9837(c)(1)(E)(ii) and (c)(1)(E)(iv)(IV) Powers and Functions of Head Start Agencies--Program Governance--Governing Body - 42 U.S.C. 9837(d)(2)(G) Powers and Functions of Head Start Agencies--Program Governance Administration	

4.5 Private: The organization has a written succession plan in place for the CEO/executive director, approved by the governing board, which contains procedures for covering an emergency/unplanned, short-term absence of 3 months or less, as well as outlines the process for filling a permanent vacancy. **4.5 Public:** The department adheres to its local government's policies and procedures around interim appointments and processes for filling a permanent vacancy.	**No comparable Head Start requirement applies**. Note, however, that the governing body of a Head Start grantee is required to approve personnel policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director (as well as other key management staff). These policies may include developing a succession plan in the event of emergency/unplanned or planned vacancies in these positions.	- 42 U.S.C. 9837(c)(1)(E)(iv)(IX) Powers and Functions of Head Start Agencies--Program Governance--Governing Body	
4.6 Private: An organization-wide, comprehensive risk assessment has been completed within the past 2 years and reported to the governing board. **4.6 Public:** The department complies with its local government's risk assessment policies and procedures.	**Related but different Head Start requirement applies**. While Head Start grantees are not required to conduct a program-specific risk assessment and report the results to their governing bodies, they are required to implement a process for using data to identify and address program needs, including identifying risks and informing strategies for continuous improvement in all program service areas. Head Start programs are also required to have an ongoing process to identify risks and to have insurance in place that covers those risks.	- 45 C.F.R. 1302.102(c)(2)(i) Achieving program goals--Using data for continuous improvement - 45 C.F.R. 1303.12 Insurance and bonding	
Category Five: Board Governance			
5.1 Private: The tripartite board is structured in compliance with the CSBG Act. **5.2 Public:** The department's tripartite board/advisory body is structured in compliance with the CSBG Act.	**Related but different Head Start requirement applies**. Head Start grantees must comply with the governing body and Policy Council composition requirements in the Head Start Act. Specifically, the Head Start Act requires that: (a) at least one governing body member have a background and expertise in fiscal management or accounting; (b) at least one governing body member have a background and expertise in early childhood education and development; (c) at least one governing body member be a licensed attorney familiar with issues that come before the governing body; and (d) additional members reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs, and such additional members be selected for their expertise in education, business administration, or community affairs. The Head Start and CSBG requirements may, in some cases, overlap. For example, a parent of a current or former Head Start child who also serves on the grantee's Policy Council could be selected by the Policy Council to serve as a low-income sector director. The CAA can also select private sector directors who have expertise in early childhood education, law, business administration, or community affairs, or it could ask its public officials to designate representatives who have such expertise to meet the Head Start governing body composition requirements.	- 45 C.F.R. 1301.2(b)(1) Governing body - 42 U.S.C. 9837(c)(1)(B) Powers and Functions of Head Start Agencies--Program Governance--Governing Body	

5.2 Private: The tripartite board has written procedures that document a democratic selection process for low-income board members adequate to assure that they are representative of the low-income community. **5.2 Public:** The department's tripartite board/advisory body either has: (1) Written procedures that document a democratic selection process for low-income board members adequate to assure that they are representative of the low-income community, or (2) Another mechanism specified by the State to assure decision-making and participation by low-income individuals in the development, planning, implementation, and evaluation of programs.	**No comparable Head Start requirement applies.**	n/a	
5.3 Private: The organization's bylaws have been reviewed by an attorney within the past 5 years. **5.3 Public:** Not applicable	**No comparable Head Start requirement applies.**	n/a	
5.4 Private: The organization documents that each tripartite board member has received a copy of the bylaws within the past 2 years. **5.4 Public:** The department documents that each tripartite board/advisory body member has received a copy of the governing documents, within the past 2 years.	**No comparable Head Start requirement applies.**	n/a	
5.5 Private: The organization's tripartite board meets in accordance with the frequency and quorum requirements and fills board vacancies as set out in its bylaws. **5.5 Public:** The department's tripartite board/advisory body meets in accordance with the frequency and quorum requirements and fills board vacancies as set out in its governing documents.	**No comparable Head Start requirement applies.**	n/a	

5.6 Private: Each tripartite board member has signed a conflict of interest policy within the past 2 years. **5.6 Public:** Each tripartite board/advisory body member has signed a conflict of interest policy, or comparable local government document, within the past 2 years.	**Related but different Head Start requirement applies**. While Head Start grantees are not required to demonstrate that each governing body member has signed a conflict of interest policy, there are strict Head Start conflict of interest rules that apply to governing body members. The conflict of interest policy signed by members of the tripartite board of a CAA that also has a Head Start program must incorporate the Head Start conflict of interest rules.	- 45 C.F.R. 1301.2(b)(1) Governing body - 42 U.S.C. 9837(c)(1)(C) Powers and Functions of Head Start Agencies--Program Governance--Governing Body	The Head Start Act, 42 U.S.C. 9837(c)(1)(C), prohibits the following conflicts of interests involving members of the governing body: (a) members may not have a financial conflict of interest with the Head Start agency (including any delegate agency); (b) members may not receive compensation for serving on the governing body or for providing services to the Head Start agency; (c) members may not be employed, nor may members of their immediate family be employed, by the Head Start agency (including any delegate agency); and (iv) the governing body must operate as an entity independent of staff employed by the Head Start agency. Also, the governing body must establish, adopt, and periodically update written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving any conflict of interest, including any appearance of a conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency (42 U.S.C. 9837(c)(1)(E)(iv)(X)).
5.7 Private: The organization has a process to provide a structured orientation for tripartite board members within 6 months of being seated. **5.7 Public:** The department has a process to provide a structured orientation for tripartite board/advisory body members within 6 months of being seated.	**Related but different Head Start requirement applies**. While Head Start grantees are not required to provide a structured orientation to its governing body members within a specific time frame of election to the governing body, the Head Start Performance Standards require that Head Start grantees provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the Policy Council. Grantees must ensure that such training enables members to understand the information they receive to be able to effectively oversee and participate in the Head Start grantee's programs. Thus, CAAs with Head Start programs should include Head Start training topics, including eligibility determination training, in its structured orientation for its tripartite board members.	- 42 U.S.C. 9837(d)(3) Powers and Functions of Head Start Agencies--Program Governance Administration--Training and Technical Assistance - 45 C.F.R. 1301.5 Training - 45 C.F.R. 1302.12(m) Determining, verifying, and documenting eligibility--Training on eligibility	
5.8 Private: Tripartite board members have been provided with training on their duties and responsibilities within the past 2 years. **5.8 Public:** Tripartite board/advisory body members have been provided with training on their duties and responsibilities within the past 2 years.	**Similar Head Start requirement applies**. The Head Start Act requires Head Start grantees to provide appropriate training and technical assistance to the members of the governing body and the Policy Council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency. The Head Start Performance Standards, 45 C.F.R. 1301.5, further require that such training cover the Head Start Program Performance Standards, and for all governing body, Policy Council, and staff who determine eligibility for the Head Start program, the training must also include the rules regarding eligibility determination. Thus, any training provided to tripartite board members should be sure to include training on the Head Start Performance Standards and the eligibility determination rules in 45 C.F.R. 1302.12.	- 42 U.S.C. 9837(d)(3) Powers and Functions of Head Start Agencies--Program Governance Administration--Training and Technical Assistance - 45 C.F.R. 1301.5 Training - 45 C.F.R. 1302.12(m) Determining, verifying, and documenting eligibility--Training on eligibility	

5.9 Private: The tripartite board receives programmatic reports at each regular board meeting. **5.9 Public:** The department's tripartite board/advisory body receives programmatic reports at each regular board/advisory meeting.	**Similar Head Start requirement applies**. The Head Start Act requires that monthly program information summaries be made available to the governing body and Policy Council. Other reports that must be provided to the governing body and Policy Council include: (1) monthly financial statements, including credit card expenditures; (2) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency; (3) monthly reports of meals and snacks provided through programs of the U.S. Department of Agriculture; (4) the financial audit; (5) the annual self-assessment, including any findings related to such assessment; (6) the communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates; (7) communication and guidance from the Office of Head Start; and (8) the program information reports.	- 42 U.S.C. sections 9837(c)(1)(E)(ii) and (c)(1)(E)(iv)(IV) Powers and Functions of Head Start Agencies--Program Governance--Governing Body - 42 U.S.C. 9837(d)(2) Powers and Functions of Head Start Agencies--Program Governance Administration - 45 C.F.R. 1301.2(b)(1) Governing body	
Category Six: Strategic Planning			
6.1 Private: The organization has an agency-wide strategic plan in place that has been approved by the governing board within the past 5 years. **6.1 Public:** The department has a strategic plan, or comparable planning document, in place that has been reviewed and accepted by the tripartite board/advisory body within the past 5 years. If the department does not have a plan, the tripartite board/advisory body will develop the plan.	**Similar Head Start requirement applies**. Head Start grantees are required to conduct a community-wide strategic planning and needs assessment at least once during each five-year grant period. Grantees must also establish strategic long-term goals for ensuring programs are and remain responsive to community needs identified in the strategic planning and needs assessment.	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources - 45 C.F.R. 1302.102(a) Achieving program goals	
6.2 Private: The approved strategic plan addresses reduction of poverty, revitalization of low-income communities, and/or empowerment of people with low incomes to become more self-sufficient. **6.2 Public:** The approved strategic plan, or comparable planning document, addresses reduction of poverty, revitalization of low-income communities, and/or empowerment of people with low incomes to become more self-sufficient.	**Related but different Head Start requirement applies**. The Head Start strategic planning and needs assessment and program goals must address identified community needs that meet the intent of the Head Start Act (educational, health, nutritional, and family and community engagement).	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources - 45 C.F.R. 1302.102(a) Achieving program goals	
6.3 Private: The approved strategic plan contains family, agency, and/or community goals. **6.3 Public:** The approved strategic plan, or comparable planning document, contains family, agency, and/or community goals.	**Similar Head Start requirement applies**. Head Start grantees must establish strategic long-term goals for the program. These goals must address the provision of educational, health, nutritional, and family and community engagement program services to further promote the school readiness of enrolled children.	- 45 C.F.R. 1302.11(b) Determining community strengths, needs, and resources - 45 C.F.R. 1302.102(a) Achieving program goals	

6.4 Private: Customer satisfaction data and customer input, collected as part of the community assessment, is included in the strategic planning process. **6.4 Public:** Customer satisfaction data and customer input, collected as part of the community assessment, is included in the strategic planning process, or comparable planning process.	**Related but different Head Start requirement applies**. Head Start grantees are not specifically required to collect customer satisfaction data or customer input. However, Head Start grantees are required to conduct ongoing assessments of program goals by using program data and professional development and parent and family engagement data. Grantees are also required to implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and evaluate compliance with Head Start requirements and established program goals.	- 45 C.F.R. 1302.102(b) Achieving program goals - Monitoring program performance - 45 C.F.R. 1302.102(c) Achieving program goals - Using data for continuous improvement	
6.5 Private: The tripartite board has received an update(s) on progress meeting the goals of the strategic plan (or, for public CAAs, the comparable planning document) within the past 12 months. **6.5 Public:** The tripartite board/advisory body has received an update(s) on progress meeting the goals of the strategic plan/comparable planning document within the past 12 months.	**Similar Head Start requirement applies**. Head Start grantees must conduct an annual self-assessment to evaluate the program's progress towards meeting established goals, which include strategic long-term goals based on the needs identified in the community assessment. Grantees are required to communicate and collaborate with the governing body and Policy Council (among others) when conducting the annual self-assessment.	- 45 C.F.R. 1302.102(b)(2) Achieving program goals - Monitoring program performance	
Category Seven: Human Resource Management			
7.1 Private: The organization has written personnel policies that have been reviewed by an attorney and approved by the governing board within the past 5 years. **7.1 Public:** Not applicable	**Similar Head Start requirement applies**. While Head Start grantees are not required to have an attorney review the program's personnel policies, the Head Start Performance Standards require grantees to establish written personnel policies and procedures that are approved by the governing body and Policy Council (or Policy Committee). The Head Start Act also requires the governing body to review and approve all major policies of the agency, including personnel policies regarding the hiring, evaluation, termination, and compensation of program employees, including the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency. Note that, unlike CSBG Organizational Standard 7.1, the Head Start requirements do not specify a time frame for how frequently the board must review and approve these personnel policies.	- 42 U.S.C. sections 9837(c)(1)(E)(iv)(V) and (c)(1)(E)(iv)(IX) Powers and Functions of Head Start Agencies--Program Governance--Governing Body - 45 C.F.R. 1302.90 Personnel policies - 45 C.F.R. 1301.2(b)(1) Governing body	
7.2 Private: The organization makes available the employee handbook (or personnel policies in cases without a handbook) to all staff and notifies staff of any changes. **7.2 Public:** The department follows local governmental policies in making available the employee handbook (or personnel policies in cases without a handbook) to all staff and in notifying staff of any changes.	**Similar Head Start requirement applies**. The Head Start Performance Standards require grantees to establish written personnel policies and procedures that are approved by the governing body and Policy Council (or Policy Committee) and to make such policies available to all staff.	- 45 C.F.R. 1302.90(a) Personnel policies	

7.3 Private: The organization has written job descriptions for all positions, which have been updated within the past 5 years. **7.3 Public:** The department has written job descriptions for all positions. Updates may be outside of the purview of the department.	**Related but different Head Start requirement applies**. While Head Start grantees are not required to have written job descriptions for each position, the Head Start Act and Performance Standards do include staff qualifications and competency requirements that should be incorporated into written job descriptions.	- 42 U.S.C. 9840A(h)-(l) Early Head Start Programs - 42 U.S.C. 9843a Staff Qualifications and Development - 45 C.F.R. 1302.91 Staff qualifications and competency requirements	
7.4 Private: The governing board conducts a performance appraisal of the CEO/executive director within each calendar year. **7.4 Public:** The department follows local government procedures for performance appraisal of the department head.	**Related but different Head Start requirement applies**. While the governing body of a Head Start grantee is not explicitly required to conduct a performance evaluation of the Executive Director, the Head Start Act does require the governing body to review and approve personnel policies regarding the evaluation of agency employees, including the Executive Director.	- 42 U.S.C. 9837(c)(1)(E)(iv)(5)(cc) Powers and Functions of Head Start Agencies--Program Governance--Governing Body - 45 C.F.R. 1301.2(b)(1) Governing body - 45 C.F.R. 1302.90 Personnel policies	
7.5 Private: The governing board reviews and approves CEO/executive director compensation within every calendar year. **7.5 Public:** The compensation of the department head is made available according to local government procedure.	**Related but different Head Start requirement applies**. While the governing body of a Head Start grantee is not explicitly required to review and approve the Executive Director's compensation, the Head Start Act does require the governing body to review and approve personnel policies regarding the compensation of agency employees, including the Executive Director.	- 42 U.S.C. 9837(c)(1)(E)(iv)(5)(cc) Powers and Functions of Head Start Agencies--Program Governance--Governing Body - 42 U.S.C. 9848(b) Comparability of Wages--Limitation - 45 C.F.R. 1302.90 Personnel policies - 45 C.F.R. 1301.2(b)(1) Governing body	Note that the Head Start Act prohibits the use of federal funds to pay any part of the compensation of an individual employed by a Head Start agency, if such compensation, including non-federal funds, exceeds Level II of the Executive Schedule under 5 U.S.C. section 5313 (in 2018: $189,600)
7.6 Private: The organization has a policy in place for regular written evaluation of employees by their supervisors. **7.6 Public:** The department follows local governmental policies for regular written evaluation of employees by their supervisors.	**Similar Head Start requirement applies**. The governing body of a Head Start grantee is required to review and approve the program's personnel policies, which must include policies regarding the evaluation of agency employees. The Head Start Performance Standards also explicitly require each driver of a vehicle that transports enrolled children to receive an annual evaluation, including on-board observation of road performance.	- 45 C.F.R. 1302.90 Personnel policies - 45 C.F.R. 1303.72(d)(3) Vehicle operation--Driver training	The prior version of the Head Start Performance Standards, 45 C.F.R. 1304.52(j), required grantees to conduct annual performance reviews of each Early Head Start and Head Start staff member and use the results of those reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies. The new Head Start Performance Standards, however, removed the requirement to conduct annual performance reviews. In the Preamble to the Final Rule, the Office of Head Start stated: "Comment: Some commenters opposed our decision to omit a previous standard for staff performance appraisals because they stated these appraisals are an important way to identify professional development needs and to provide data to develop a training and technical assistance plan. Response: We do not believe we need specific requirements for the process by which programs assess staff. Instead, we focused this section on requiring programs to implement a system to ensure all staff members receive the supportive training and development they need to provide high-quality services. Programs that value staff performance appraisals may continue to use this method as part of their system. We did not revise this provision." 81 F.R. 61355.

7.7 Private: The organization has a whistleblower policy that has been approved by the governing board. **7.7 Public:** The department provides a copy of any existing local government whistleblower policy to members of the tripartite board/advisory body at the time of orientation.	**Related but different Head Start requirement applies**. While Head Start grantees are not explicitly required to have a whistleblower policy, they are required to adopt certain policies that could include whistleblower complaints. Specifically, the Head Start Act requires the governing body of a Head Start grantee to adopt formal procedures for disclosing, addressing, and resolving complaints, including investigations. Head Start grantees are also required to have internal procedures in place for staff to report cases of suspected abuse and neglect (Head Start Information Memorandum ACF-IM-HS-15-04). A CAA with a Head Start program should ensure its whistleblower policy includes procedures for disclosing, addressing, and resolving complaints and investigations regarding all programs, including the Head Start program.	- 42 U.S.C. 9837(c)(1)(E)(iv)(X)(bb) Powers and Functions of Head Start Agencies--Program Governance--Governing Body	
7.8 Private: All staff participate in a new employee orientation within 60 days of hire. **7.8 Public:** The department follows local governmental policies for new employee orientation.	**Similar Head Start requirement applies**. All Head Start staff (both those with regular child contact and those with no regular responsibility for or contact with children) must have initial orientation training within three months of hire. The orientation, which programs must also provide to new consultants and volunteers in addition to new staff, must focus on, at a minimum, the goals and underlying philosophy of the Head Start program and on the ways they are implemented.	- 45 C.F.R. 1302.47(b)(4) Safety practices - 45 C.F.R. 1302.92(a) Training and professional development	
7.9 Private: The organization conducts or makes available staff development/training (including ROMA) on an ongoing basis. **7.9 Public:** The department conducts or makes available staff development/training (including ROMA training) on an ongoing basis.	**Similar Head Start requirement applies**. Head Start grantees must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities. Additional requirements of the training system are described in 1302.92(b).	- 45 C.F.R. 1302.92(b) Training and professional development	
Category Eight: Financial Operations and Oversight			
8.1 Private: The organization's annual audit (or audited financial statements) is completed by a Certified Public Accountant on time in accordance with Title 2 of the Code of Federal Regulations, Uniform Administrative Requirements, Cost Principles, and Audit Requirement (if applicable) and/or State audit threshold requirements. **8.1 Public:** The department's annual audit is completed through the local governmental process in accordance with Title 2 of the Code of Federal Regulations, Uniform Administrative Requirements, Cost Principles, and Audit Requirement (if applicable) and/or State audit threshold requirements. This may be included in the municipal entity's full audit.	**Similar Head Start requirement applies**. Head Start grantees are required to conduct an annual audit of the Head Start program in accordance with the Single Audit Act, 31 U.S.C. Chapter 75, and the U.S. Department of Health and Human Services' codification of the Uniform Guidance, 45 C.F.R. Part 75. The Single Audit Act requires that the annual audit be conducted by an independent auditor, who is a public accountant who meets the independence standards included in generally accepted government auditing standards (31 U.S.C. sections 7502(c) and 7501(a)(8)).	- 42 U.S.C. 9842(c) Records and Audits - 45 C.F.R. 1303.3 Other Requirements	

8.2 Private: All findings from the prior year's annual audit have been assessed by the organization and addressed where the governing board has deemed it appropriate. **8.2 Public:** The department follows local government procedures in addressing any audit findings related to CSBG funding.	**Similar Head Start requirement applies.** The Head Start Act requires the governing body of a Head Start grantee to monitor the agency's actions to correct any audit findings and to take other action necessary to comply with applicable laws governing financial statement and accounting practices. The Single Audit Act, 31 U.S.C. 7502(i), which the Head Start Act applies to Head Start grantees, also requires audited entities to submit a corrective action plan to eliminate any audit findings, material noncompliance with individual program compliance requirements, or reportable conditions in the entity's internal controls.	- 42 U.S.C. 9837(c)(1)(E)(iv)(VII)(dd) Powers and Functions of Head Start Agencies--Program Governance--Governing Body--Responsibilities - 42 U.S.C. 9842 Records and Audits	
8.3 Private: The organization's auditor presents the audit to the governing board. **8.3 Public:** The department's tripartite board/advisory body is notified of the availability of the local government audit.	**Similar Head Start requirement applies.** The Head Start Act requires the Head Start grantee's independent financial auditors, who are selected by the governing body, report all critical accounting policies and practices to the governing body. The Head Start Act also requires that the governing body and Policy Council have access to information regarding the financial audit of the program.	- 42 U.S.C. 9837(c)(1)(E)(iv)(VII)(cc) Powers and Functions of Head Start Agencies--Program Governance--Governing Body--Responsibilities - 42 U.S.C. 9837(d)(2)(E) Powers and Functions of Head Start Agencies--Program Governance Administration	
8.4 Private: The governing board formally receives and accepts the audit. **8.4 Public:** The department's tripartite board/advisory body is notified of any findings related to CSBG funding.	**Similar Head Start requirement applies.** The Head Start Act requires that all Head Start grantees conduct a Single Audit and that the governing body reviews and approves the annual financial audit.	- 42 U.S.C. 9837(c)(1)(E)(iv)(V)(aa) Powers and Functions of Head Start Agencies--Program Governance--Governing Body--Responsibilities - 42 U.S.C. 9842 Records and Audits	
8.5 Private: The organization has solicited bids for its audit within the past 5 years. **8.5 Public:** Not applicable	**Related but different Head Start requirement applies.** The Head Start Act requires that the Head Start grantee's governing body select the independent financial auditor (except when a financial auditor is assigned by the state under state or local law). However, there are no requirements around how or how often a Head Start grantee solicits bids for its auditor.	- 42 U.S.C. 9837(c)(1)(E)(iv)(VII)(cc) Powers and Functions of Head Start Agencies--Program Governance--Governing Body--Responsibilities - 42 U.S.C. 9842 Records and Audits	
8.6 Private: The IRS Form 990 is completed annually and made available to the governing board for review. **8.6 Public:** Not applicable	**No comparable Head Start requirement applies.**	n/a	
8.7 Private: The governing board receives financial reports at each regular meeting that include the following: (1) Organization-wide report on revenue and expenditures that compares budget to actual, categorized by program; and (2) Balance sheet/statement of financial position. **8.7 Public:** The tripartite board/advisory body receives financial reports at each regular meeting, for those program(s) the body advises, as allowed by local government procedure.	**Similar Head Start requirement applies.** The Head Start Act requires Head Start grantees to ensure that accurate and regular information about agency operations is shared with the governing body and Policy Council, including monthly financial statements and credit card expenditures.	- 42 U.S.C. 9837(d)(2) Powers and Functions of Head Start Agencies--Program Governance Administration--Conduct of Responsibilities - 45 C.F.R. 1301.2(b)(1) Governing body	

8.8 Private: All required filings and payments related to payroll withholdings are completed on time. **8.8 Public:** Not applicable	**No comparable Head Start requirement applies.**	n/a	
8.9 Private: The governing board annually approves an organization-wide budget. **8.9 Public:** The tripartite board/advisory body has input as allowed by local governmental procedure into the CSBG budget process.	**Similar Head Start requirement applies**. The Head Start Act requires that the governing body of a Head Start grantee annually approve the operating budget of the agency.	- 42 U.S.C. 9837(c)(1)(E)(iv)(VII)(bb) Powers and Functions of Head Start Agencies--Program Governance--Governing Body--Responsibilities - 45 C.F.R. 1301.2(b)(1) Governing body	
8.10 Private: The fiscal policies have been reviewed by staff within the past 2 years, updated as necessary, with changes approved by the governing board. **8.10 Public:** Not applicable	**Related but different Head Start requirement applies**. While the Head Start Act requires the governing body of a Head Start grantee to approve financial management, accounting, and reporting policies, there is no explicit requirement that staff review the policies during a prescribed time frame.	- 42 U.S.C. 9837(c)(1)(E)(iv)(VII) Powers and Functions of Head Start Agencies--Program Governance--Governing Body--Responsibilities - 45 C.F.R. 1301.2(b)(1) Governing body	
8.11 Private: A written procurement policy is in place and has been reviewed by the governing board within the past 5 years. **8.11 Public:** Not applicable	**Similar Head Start requirement applies**. The Head Start Performance Standards incorporate by reference the U.S. Department of Health and Human Services' codification of the Uniform Guidance, 45 C.F.R. Part 75, which require grantees to adopt written procurement policies. The Head Start Performance Standards also explicitly require grantees to comply with their own procurement procedures.	- 45 C.F.R. 1303.3 Other Requirements - 45 C.F.R. 1303.55(a) Procurement procedures	
8.12 Private: The organization documents how it allocates shared costs through an indirect cost rate or through a written cost allocation plan. **8.12 Public:** Not applicable	**No comparable Head Start requirement applies.**	n/a	
8.13 Private: The organization has a written policy in place for record retention and destruction. **8.13 Public:** The department follows local governmental policies for document retention and destruction.	**Related but different Head Start requirement applies**. The Head Start Performance Standards impose specific record retention requirements in connection with child records (1303.24) and facilities funded by Head Start funds (1303.54), as well as incorporate by reference the U.S. Department of Health and Human Services' codification of the Uniform Guidance, 45 C.F.R. Part 75, which contain record retention requirements for grantees. However, there is no explicit requirement that Head Start grantees have a written policy in place for record retention and destruction.	- 45 C.F.R. 1303.24 Maintaining records - 45 C.F.R. 1303.54 Record retention - 45 C.F.R. 1303.3 Other requirements	
Category Nine: Data and Analysis			

9.1 Private: The organization has a system or systems in place to track and report client demographics and services customers receive. **9.1 Public:** The department has a system or systems in place to track and report client demographics and services customers receive.	**Related but different Head Start requirement applies**. The Head Start Performance Standards require Head Start grantees to conduct an annual community assessment that must include data on the demographics and service needs of eligible children in their service area, as well as other resources available in the community to address those needs. The Head Start Act also requires Head Start grantees to make an annual report available to the public that summarizes the most recent community assessment and discloses certain information, including the total number of children and families served, the average monthly enrollment, and the percentage of eligible children served. However, there is no Head Start requirement to report on the services that children and families receive.	- 42 U.S.C. 9839(a)(2) Administrative Requirements and Standards - 45 C.F.R. 1302.11 Determining community strengths, needs, and resources - 45 C.F.R. 1302.102(d)(2) Achieving program goals--Reporting	
9.2 Private: The organization has a system or systems in place to track family, agency, and/or community outcomes. **9.2 Public:** The department has a system or systems in place to track family, agency, and/or community outcomes.	**Similar Head Start requirement applies**. The Head Start Performance Standards require Head Start grantees to use various sources of data, including data on the program, child assessment, and parent and family engagement to evaluate the grantee's progress towards meeting program goals established under 1303.102(a). Head Start grantees are also required to implement a process for using data to identify program strengths and needs and to develop and implement plans that address program needs.	- 45 C.F.R. 1302.102(c) Achieving program goals--Using data for continuous improvement	
9.3 Private: The organization has presented to the tripartite board for review or action, at least within the past 12 months, an analysis of the agency's outcomes and any operational or strategic program adjustments and improvements identified as necessary. **9.3 Public:** The department has presented to the tripartite board/advisory body for review or action, at least within the past 12 months, an analysis of the agency's outcomes and any operational or strategic program adjustments and improvements identified as necessary.	**Similar Head Start requirement applies**. The Head Start Performance Standards require Head Start grantees to submit status reports, determined by ongoing oversight data, to the governing body and Policy Council at least semi-annually. The types of data grantees are required to collect in order to monitor program performance and conduct ongoing assessment of program goals are specified in 1302.102.	- 45 C.F.R. 1302.102(d)(1)(i) Achieving program goals--Reporting	
9.4 Private: The organization submits its annual CSBG Information Survey data report and it reflects client demographics and organization-wide outcomes. **9.4 Public:** The department submits its annual CSBG Information Survey data report and it reflects client demographics and CSBG-funded outcomes.	**No comparable Head Start requirement applies**.	n/a	

External Monitoring Reports
(July 2018 – June 2019)

State Board of Education

FLORIDA DEPA
EDUCA

Richard Corcoran
Commissioner of

Marva Johnson,
Chair
Andy Tuck, *Vice*

Arlene Dobison,
Executive Director
The Agricultural & Labor Program Inc.
300 Lynchburg Road
Lake Alfred, FL 33850

Ms. Dobison:

On February 28, 2019, representatives of Career and Adult Education office conducted the PY 2018-19 monitoring of your Emergency Assistance (EA) Farmworkers Career Development Program at Agricultural & Labor Program Inc. (ALPI) office. We appreciate the effort and cooperation that was extended by your agency.

There were no findings or concerns. As a result, no further action is required at this time.

Should you have any questions or need further assistance, please feel free to contact me or Shirley Caban-Tellez at 813-224-1920, or via electronic mail at shirley.caban-tellez@fldoe.org.

Thank you for your continued commitment to Florida's farm workers and their families.

Sincerely,

James Haugli

James Haugli
Director, Farmworker Career Development Program

cc: Gloria Spradley-Brown
Al Miller
Cheryl Burnham
Dennis Gniewek
Yaritza Diaz
Julie Furlong
Shirley Caban-Tellez

2019-2020

FUNDING APPLICATIONS

ALPI Board of Directors Annual Retreat

2019-2020 Grant/Contract Summaries (11/14/19)

FUNDED GRANTS/CONTRACTS

Grant Title: Low Income Home Energy Assistance Program (LIHEAP)
Funding Agency: Florida Department of Economic Opportunity (DEO)
Grant Periods and Final Funding:
April 1, 2018 through September 30, 2019 @ $3,971,408
October 1, 2018 through March 31, 2020 @ $6,227,080
Summary: ALPI has been the LIHEAP provider for more than twenty (20) years. Under LIHEAP, ALPI provides Home and Crisis Energy assistance to low-income families in the following counties: Collier; Glades; Hendry; Highlands; Martin; Polk; and, St. Lucie. Services are provided directly through ALPI Staff as well as through sub-contractors.

Grant Title: Community Services Block Grant (CSBG)
Funding Agency: Florida Department of Economic Opportunity (DEO)
Grant Periods and Final Funding:
April 1, 2019 through September 30, 2020 @ $1,202,831
Summary: ALPI is the CSBG provider for Polk; Highlands; Glades, and Hendry Counties. CSBG provides assistance to families through its Family Self-Sufficiency Program (FSSP) as well as some emergency assistance.

Grant Title: Florida Non-Profit Housing (FNPH)
Funding Agency: Florida Non-Profit Housing Corporation
Grant Periods and Final Funding:
July 1, 2019 through June 30, 2020 @ $29,700
Summary: ALPI has been the recipient of a grant from FNPH for more than 10 years. The purpose of the funding is to provide emergency assistance to farmworkers in coordination with ALPI's Farmworker grant from the Florida Department of Education.

Grant Title: HUD Housing Counseling
Funding Agency: US Department of Housing and Urban Development
Grant Periods and Final Funding:
October 1, 2017 through September 30, 2019 @ $17,708
October 1, 2018 through March 31, 2020 @12,472
Summary: Through this grant, ALPI provides comprehensive Housing Counseling to homeowners in Polk County.

Grant Title: Adult Migrant and Seasonal Farmworker Program
Funding Agency: Florida Department of Education
Grant Periods and Final Funding:
July 1, 2018 through June 30, 2019 @ $50,000

ALPI Board of Directors Annual Retreat

2019-2020 Grant/Contract Summaries (11/14/19)

July 1, 2019 through June 30, 2020 @ $50,000

Summary: ALPI has been the recipient of a grant from DOE for more than 20 years. The purpose of the funding is to provide emergency assistance to farmworkers in coordination with ALPI's Farmworker grant from Florida Non-Profit Housing.

Grant Title: Emergency Home Energy Assistance Program (EHEAP)
Funding Agency: Senior Connection Center, Inc.
Grant Periods and Final Funding:
October 1, 2018 through September 30, 2019 @ $178,184
October 1, 2019 through September 30, 2020 @ $128,033
Summary: Through this grant, ALPI provides emergency home energy assistance, in Polk County, to elderly in order to allow them to remain in their homes.

Grant Title: Emergency Solutions Grant
Funding Agency: Homeless Coalition of Highlands County.
Grant Periods and Final Funding:
July 1, 2018 through June 30, 2019 @ $63,686
July 1, 2019 through June 30, 2019 @ $57,031
Summary: Subrecipient of the Homeless Coalition for the provision of case management to eligible homeless families in Highlands, Glades, Hendry, Desoto, Hardee and Okeechobee Counties.

Grant Title: Permanent Supportive Housing
Funding Agency: Homeless Coalition of Highlands County
Grant Periods and Final Funding:
July 1, 2019 through June 30, 2020 @ $36,409
Summary: As subrecipient of the Homeless Coalition, ALPI provides case management to families in need of permanent housing. Staff costs are paid through the grant to ALPI and the actual costs of services are paid directly to the vendor by the Homeless Coalition.

PROPOSED OR SUBMITTED GRANTS/CONTRACTS

Grant Title: Weatherization Assistance Program (WAP)
Funding Agency: Florida Department of Economic Opportunity
Grant Period and Potential Funding:
December 30, 2019 through December 30, 2020 @ $202,651
Summary: Provision of WAP services to Indian River, Okeechobee, St. Lucie, and Martin Counties. All but 5% of the funding is project related. Total service level is 28 units.

ALPI Board of Directors Annual Retreat

2019-2020 Grant/Contract Summaries (11/14/19)

Contract Title: ALPI Technical Education Center (ATEC)
Funding Agency: Florida Commission for Independent Education
Contract Period and Costs:
March 31, 2020 through March 31, 2021 with $2,050 application fee
Summary: Annual Continuing Licensing for Home Health Aide training ATEC in Deland with potential funding (enrollments) of $5,000 to $10,000 at $505 per enrolled student.

Contract Title: HUD Residents' Opportunity & Self-Sufficiency Program – Service Coordinator Grant
Funding Agency: US Department of Housing and Urban Development (HUD)
Contract Period and Costs:
February 3, 2020 through February 2, 2023 @ $220,358 over three years ($73,453 per yr)
Summary: Provision of management and coordination of the ROSS program at the Avon Park Housing Authority. Most of funding is to fund the Services Coordinator position.

2010-2020

Continuation of Five Year Strategic Plan

The Agricultural and Labor Program, Incorporated

Continuation of Five-Year Strategic Plan

(July 1, 2013 through June 30, 2020)

Approved by Board – XX/XX/XX

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AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2020)

GOAL 1 – Create Additional Educational Experiences and Opportunities for Staff

OBJECTIVE: Develop a better educated and more highly skilled workforce.
BENCHMARK: Every employee will participant in and maintain a professional development plan as provided for in ALPI's Policies and Procedures.
PERFORMANCE:
- TBD

OBJECTIVE: Provide more professional development opportunities.
BENCHMARK: Professional development opportunities will be provided annually for a minimum of 50% of the total staff.
PERFORMANCE:
- TBD

OBJECTIVE: Provide professional development activities for staff
BENCHMARK: At least one professional development activity will be provided for all staff annually.
PERFORMANCE:
- TBD

OBJECTIVE: Make available additional educational opportunities
BENCHMARK: All staff will have the opportunity to apply for assistance to enhance or improve his/her education.
- TBD

GOAL 2 – Devise a Plan of Upward Mobility within the Agency

OBJECTIVE: Provide individual opportunities for creativity
BENCHMARK: Intra-Departmental project participation will be available in conjunction with at least one Agency-wide activity per year.
PERFORMANCE:
- TBD

OBJECTIVE: Allow opportunities for advancement within the Agency.
BENCHMARK: Advancement opportunities for employees with demonstrated competency will occur as provided for in ALPI's Policies and Procedures.
PERFORMANCE:
- TBD

OBJECTIVE: Create an incentive package connected with higher credentials
BENCHMARK: Policies and Procedures will be revised, as needed, to reward employees who complete a planned program of professional development related to job assignment.

[redacted]

GOAL 3 – Partner with Other Entities for More Efficient Service Delivery

OBJECTIVE: Explore membership in community service organizations and aggressively seek fundraising opportunities with banks, vendors, etc.
BENCHMARK: Each member of the Senior Management team will maintain active membership in at least one community service organization, attend meetings regularly, and use available opportunities to market Agency's programs and seek support for same.
PERFORMANCE:
- TBD

BENCHMARK: All other employees will be encouraged to participate in community services or activities.
PERFORMANCE:
- TBD

OBJECTIVE: Partner on collaborative projects with other entities.
BENCHMARK: ALPI will identify, whenever possible, organizations annually with which to partner to advance a project that increases and/or improves ALPI's available services.
PERFORMANCE:
- TBD

OBJECTIVE: Increase the funding base.
BENCHMARK: ALPI's budget will increase by 10% in five (5) years, if funding becomes available.
PERFORMANCE:
- TBD

OBJECTIVE: Take advantage of a favorable political climate – work with those more inclined to support human service organizations.
BENCHMARK: ALPI will be marketed with a minimum of two (2) events each year designed to promote its programs and seek additional support.
PERFORMANCE:
- TBD

OBJECTIVE: Secure funding from diverse and/or non-traditional sources.
BENCHMARK: ALPI will seek funding from non-public entities for a total of 5 new sources by 2018.
PERFORMANCE:

- TBD

OBJECTIVE: Apply for grants in a timely manner when money is available.
BENCHMARK: ALPI will apply for a minimum of one (1) new grant annually.
PERFORMANCE:
- TBD

GOAL 4 – Target New Areas for Expansion

OBJECTIVE: Expand programmatic thrusts
BENCHMARK: New programs will be offered based on interest/need as identified in the Community Needs Assessment when funding is available.
PERFORMANCE:
- TBD

OBJECTIVE: Expand the service base, increase funding, and seek funding from foundations.
BENCHMARK: ALPI will offer new program(s) throughout the state where none exist, based on fund availability.
PERFORMANCE:
- TBD

OBJECTIVE: Consult with human service agencies in crisis in Florida when the opportunity presents itself.
BENCHMARK: When possible, ALPI will review and propose programs in areas where none are available due to abandonment by an agency or discontinuation of services by organizations.
PERFORMANCE:
- TBD

OBJECTIVE: Increase the client base
BENCHMARK: Services to families will increase commensurate with the availability of funds. When necessary a "waiting list" of clients seeking assistance will be maintained by ALPI.
PERFORMANCE:
- TBD

OBJECTIVE: Continue to upgrade new technology.
BENCHMARK: ALPI will revise and update, when appropriate, its technology plan, as needed.
PERFORMANCE:
- TBD

GOAL 5 – Enhance Program Development and Service Delivery to Children and their Families

OBJECTIVE: Create opportunities for academic success for children
BENCHMARK: Student performance will be evaluated a minimum of twice per year to develop individual training plans for each student, as appropriate.

AGENCYWIDE STRATEGIC PLAN
FIVE-YEAR PERFORMANCE SUMMARY
(July 1, 2013 through June 30, 2020)

PERFORMANCE:
- TBD

OBJECTIVE: Offer or expand a Voluntary Pre-K Program for the summer months
BENCHMARK: Voluntary Pre-K Programs, during the summer months, will be offered when funds become available.
PERFORMANCE:
- TBD

OBJECTIVE: Create more assistance for parents.
BENCHMARK: At least one new program for parents will be made available annually based on funding availability.
PERFORMANCE:
- TBD

OBJECTIVE: Include leadership development for parents as early as the child's enrollment into preschool.
BENCHMARK: The fatherhood program, or a similar program, if offered, will provide a minimum on one (1) new opportunity annually.
PERFORMANCE:
- TBD

OBJECTIVE: Focus on academic and skill development training for children and clients.
BENCHMARK: Each client, child or parent seeking assistance will receive an informal evaluation to determine suitability for enrollment into a job-training program for an increase in enrollments of, a minimum, 10% into job training/placement programs.
PERFORMANCE:
- TBD

OBJECTIVE: Assist clients in becoming upwardly mobile, especially in the job market.
BENCHMARK: ALPI will partner with other organizations to provide employability skills training to clients for an increase in participation through 2020.
PERFORMANCE:
- TBD

OBJECTIVE: Create new training and/or educational programs based on market trends and the needs of the community.
BENCHMARK: Based on the results of the Community Needs Assessment, a total of two new programs will be developed by 2020.
PERFORMANCE:
- TBD

2018

Community Needs Assessment Report

The Agricultural & Labor Program, Inc.

Community Assessment Survey

11/13/2018
Florida Survey Research Center – University of Florida
Tracy L. Johns, Ph.D.

FSRC
Florida Survey Research Center

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Introduction

This project was developed to assist the Agricultural and Labor Program, Inc. (ALPI) in better understanding the service needs and demographic characteristics of low-income children and families in the ALPI service area which includes Polk, Highlands, St. Lucie, Indian River, Okeechobee, Martin, Volusia, Hillsborough (Plant City, Wimauma), Palm Beach (Belle Glade, South Bay), Hendry, Glades, Collier, Orange, Seminole, and Hardee Counties. To this end, two surveys were completed – one with ALPI service recipients and one with community organizations that serve this population.

The service recipient survey was designed to assess the need for and use of various social services for children and adults in the ALPI service area. The survey instrument included a variety of questions about the need for, use of, and level of satisfaction with, services for children and services for adults; child care services; social services; and, demographic characteristics of respondents. The specific categories of questions are as follows:

- Services for Adults (Need, Use, Satisfaction);
- Social Services (Use, Satisfaction);
- Child Care Services (Need, Use);
- Services for Children under Age Five (Need, Use, Satisfaction);
- Health Care for Children;
- Disabilities of Children in Household;
- Demographics:
  - Transportation
  - Housing
  - Household Structure
  - Household Income
  - Race/Ethnicity
  - Employment Status
  - Education
  - Number of Adults and Children in Household
  - Zip Code.

The community organization survey instrument included a variety of questions about organizations and agencies in the area, including services provided and perceived barriers to low-income families receiving assistance in the community. The specific question categories are as follows:

- Basic contact information for the organization/agency
- Types of services the organization/agency provides
- Perceived barriers to low-income families receiving assistance in the community
- Perceived changes in service availability for low-income families in the community
- Perceived changes in service needs in the community
- Perceived need for child care services in the community
  - Current child care providers
  - Barriers to securing child care services
- Additional comments on needs of low-income families in the community

The results of these surveys provide ALPI with a substantial amount of information about the service needs and demographic characteristics of low-income families in the ALPI service, as well as area service providers in the ALPI service area.

Format of the Report

This report is divided into several sections that correspond to the key questions that were asked in the surveys. Results are first presented for the client survey, then for the community organization survey.

The report attempts to enhance the understanding of the survey results by first providing an executive summary. This summary permits a brief review of the results. More detailed information can be obtained from a close reading of the tables and figures in the sections that follow. Each section presents the results of the survey as well as detailed analysis of these results.

Survey Procedure and Methodology

Client Survey

The survey of low-income families in the ALPI service area was conducted jointly by the Florida Survey Research Center (FSRC) and ALPI. The universe of the study is low-income families with children in the Florida counties who are served by ALPI, which includes Polk, Highlands, St. Lucie, Indian River, Okeechobee, Martin, Volusia, Hillsborough (Plant City, Wimauma), Palm Beach (Belle Glade, South Bay), Hendry, Glades, Collier, Orange, Seminole, and Hardee Counties. While there are several different approaches to conducting survey research, such as mail, telephone, and in-person interviews, mail surveys do have advantages in some cases. Since low-income families are less likely to have regular telephone service, and are more likely to be transitory, distribution/mail surveys can be an effective means of reaching these groups.

The FSRC developed the survey instrument, and constructed the survey packets that were distributed to potential respondents by ALPI. The instrument was designed as a four-page booklet, a design proven to promote higher response rates. The survey packets contained a cover letter on FSRC letterhead explaining the purpose of the survey and the survey process, a survey booklet, and a postage-paid return envelope. To best reach all groups of interest, packets were prepared in English, Spanish, and Creole.

The FSRC provided ALPI with 3,000 survey packets which they distributed in the ALPI service area. The 200 completed surveys were logged-in, data reduced, and analyzed using the SPSS statistical analysis package.

In order to ensure that the survey data most accurately represent the true population of ALPI clients, responses were weighted to reflect actual population demographics. The true population's educational attainment was calculated and the sample responses were mathematically adjusted to properly reflect this characteristic. This computation adjusts sample responses to more closely mirror the true population of interest.

Executive Summary

Adult Services

More than two in five (45.3%) respondents reported household need for "Emergency Assistance for Rent, Utilities, Housing, Food, etc." and similar number (43.6%) of respondents said they had used "Emergency Assistance for Rent, Utilities, Housing, and Food." About one in three (34.4%) respondents said they need "Home-ownership Programs" while fewer than one in ten (8.1%) said that they have used this service.

About one in four respondents indicated that they need: "Financial/Credit Counseling Services" (24.5%) with about one in ten (9.3%) having used such programs; "Adult Health-care Insurance" (24.3%) with about one in eight (11.7%) respondents having used such programs; or, "Employment/Job Placement Services" (23.9%) with about one in six (16.9%) having used these types of programs. Approximately one in five (21.2%) respondents reported a need for "Job Training" while about one in six (17.1%) said they had used it.

About 15 percent of respondents reported a need for: "High school degree/GED Programs" (16.0%), with about one in eight (13.9%) having used these programs; "Public Transportation" (14.9%), with one in four respondents (24.3%) having used it; "Continuing/Post High School Education" (14.7%), with one in ten (9.9%) having used such services; or, "Legal Services" (14.1%), with fewer than one in ten (7.4%) having used these services.

One in eight (12.4%) respondents reported a need for "Parenting Training" and about one in ten (11.0%) said they had used these services. One in ten (10.4%) respondents indicated a need for "Literacy/Reading Programs" with only about four percent (4.2%) having used such programs.

The largest unmet need for adult services is "Home-Ownership Programs." About one in four (26.3%) respondents had unmet needs for "Home-Ownership Programs." About one in six (15.2%) respondents had an unmet need for "Financial/Credit Counseling." About one in eight (12.6%) respondents showed an unmet need for "Adult Health Insurance." About one in ten (7.0%) respondents had unmet needs for "Employment/Job Placement Services."

The respondents were generally satisfied with the adult services that they received. More than nine in ten respondents were either "Very Satisfied" or "Somewhat Satisfied" with each of the adult services they utilized. "Literacy/Reading Programs" (100.0%), "Parenting Training" (91.7%) and "Emergency Assistance for Rent, Utilities, Food, etc." (81.4%) had the highest reported levels of satisfaction with services received. "Public Transportation" (9.1%), "Homeownership Programs: (9.1%), and "Legal Services" (9.1%) had the highest percentages of users who reported they were "Not Satisfied" with services received.

Social Services

Seven in ten (70.8%) respondents used services provided by "Access Florida." Three in five (60.1%) respondents used services provided by the "Agricultural and Labor Program (ALPI)," and a similar number (57.4%) used services provided by the "Department of Children and Families." About half (51.9%) of the respondents used services provided by the "Health Department/Walk-in Clinics."

About one in five respondents used the services of "Workforce Development" (20.5%) or the "Salvation Army" (18.6%). One in eight respondents said they used services provided by "Catholic Charities" (12.5%), and about one in ten used the services of the "United Way" (8.1%) or the "Community Services Department" (7.7%).

Again, the respondents are generally satisfied with the services they received from a variety of agencies that provide social services. More than nine in ten respondents are either "Very Satisfied" or "Somewhat Satisfied" with services they received from each of the organizations noted.

The highest level of satisfaction is with the "Agricultural and Labor Program (ALPI)" – more than four in five (87.7%) respondents who received services from ALPI were "Very Satisfied" with those services. Similarly, more than four in five respondents who used the services of "Catholic Charities" (85.7%) and the "United Way" (84.6%) were "Very Satisfied" with the services they received, and nearly as many (80.0%) respondents who received services at the "Community Services Department" were "Very Satisfied."

About three in four respondents who received services from "Workforce Development" (76.5%) or the "Salvation Army" (75.0%) were "Very Satisfied," and nearly the same percentage were "Very Satisfied" with services they received from the "Access Florida" (72.4%), the "Department of Children and Families" (71.7%), or the "Health Department/Walk-in Clinics" (65.9%).

The highest level of dissatisfaction was with services provided by the "Department of Children and Families"; still, fewer than one in ten (4.3%) respondents who used services provided by DCF reported that they were "Not at All Satisfied" with the services they received.

Children's Services

About one in four (23.9%) respondents who have children under the age of five reported that they need child care "In the morning, before 7:30 AM" but just one in five (19.0%) said they currently use this type of care. About one in five (19.1%) respondents with children under the age of five said they need child care "In the afternoon, after 5:30 PM," while fewer than one in ten (9.2%) currently use it. About one in six (15.9%) respondents with young children reported a need for child care "12 Months of the Year," while one in ten (10.0%) currently use this service.

One in ten respondents with young children indicated a need for child care on either "Weekends" (10.1%), though few (1.1%) use these services. Similarly, just under one in ten respondents with children under age five reported a need for "Holiday" (7.3%) or "Over-night" (7.3%) child care and almost none currently use this type of service.

The largest unmet needs for child care services are for child care "In the afternoon, after 5:30 PM" and on "Weekends." About one in ten respondents with children under the age of five has unmet needs for child care at these times. Fewer than one in ten respondents with young children have an unmet need for child care "In the morning, before 7:30 AM" (4.9%); "12 Months of the year" (5.9%); "Over-night" (6.2%); or, on "Holidays" (6.2%).

Nearly three in five (56.5%) respondents with children under age five reported needed "Pre-Kindergarten Programs" for their children with more than four in five (85.3%) saying they had used such services. About two in five (42.1%) respondents with young children indicated a need for "Dental Services" for their children under age five and three in five (62.1%) had used such services. About two in

five (38.3%) respondents with children under age five reported needing "Child Care" for their children with about half (50.8%) saying they had used such services.

About two in five (37.1%) respondents with children under age five indicated a need for the services of the "Women, Infant, and Children (WIC) Program" for their children and about three in four (74.8%) said they had ever used these services. One in four or fewer respondents with children under the age of five reported needing the following services for their children: "Vision Services" (24.9%); "Speech Therapy" (22.4%); "Nutritional Services" (17.1%); or, "Mental Health Services" (15.3%).

All of the respondents who needed services for their children under the age of five actually received those services.

There is a very high level of satisfaction with services for children under the age of five. More than nine of ten respondents who used these services for their children were either "Very Satisfied" or "Somewhat Satisfied" with them. The highest levels of satisfaction were for "Pre-Kindergarten Programs" (91.2%), "Dental Services" (90.3%), and "Mental Health Services" (90.0%) – at least nine in ten respondents who used these programs were "Very Satisfied." Respondents were least satisfied with "Child Care" they used for their children – about five percent of respondents who used these services was "Not at All Satisfied" with them.

Three in four (74.8%) respondents whose children currently have health insurance indicated that they had health insurance for their children from Medicaid/Medipass. About one in eight (12.6%) of these respondents had "Private Insurance" for their children. One in ten (9.1%) of these respondents use "Healthy Kids" as a source of health insurance for their children, and a similar number (8.4%) of respondents with insurance for their children obtained health insurance from "Children's Medical Services."

About one in eight (12.3%) respondents with children under age five report having children in their households who have ever been diagnosed with either a physical or mental disability. The most frequently cited disabilities that respondents' children had been diagnosed with were ADHD / ADD (n=6), various types of speech-related disabilities (n=3), asthma (n=2), Sickle Cell disease (n=2), OCD (n=2), and autism (n=2). The most frequently cited services that respondents' children had received were speech therapy (n=5), various types of hematology (n=3), and occupational therapy (n=2). Two of the respondents noted children in their households received care at Nemours Children's Hospital.

Demographics

Nearly nine in ten (87.6%) respondents said they most often rely on their "Own car" for transportation, while about one in ten (10.3%) said they rely on "Friends or Family members." Three (1.5%) respondents indicated they most often rely on "Public Transportation," and one respondent said he or she relies on a "Taxi."

More than two in five (44.6%) respondents said they live in an apartment or house that they rent without subsidies. About one in three (35.4%) respondents said they live in a house that they own. One in eight (12.3%) respondents indicated living in an apartment or house that they rent with subsidies (such as Section 8 vouchers). Fewer than one in ten respondents said they live in manufactured housing/mobile homes (0.5%) or a condominium/townhouse (1.0%).

More than two in five (44.6%) of the respondents live in a "Single mother household." Nearly two in five (37.3%) respondents said they live in a "Mother and father household." Fewer than one in ten respondents said they live in a household with a grandparent or other family member as head of household (6.2%), a "Single father household" (0.5%), or "Foster-parent" household (0.5%).

About one in six (15.6%) respondents reported a total household income before taxes below $5,000, and a similar number (14.1%) reported a household income between $5,000 and $10,000. One in ten (10.4%) respondents cited a household income between $10,001 and $15,000. About one in five (22.9%) respondents indicated a household income between $15,001 and $20,000.

Fewer than one in ten respondents reported a household income: between $20,001 and $25,000 (9.4%); between $25,001 and $30,000 (6.8%); or, between $30,001 and $35,000 (3.6%). One in ten respondents (10.9%) said their income was more than $35,000.

About two in three (68.0%) respondents said they are "African American/Black." About one in ten (7.2%) respondents said they are "White/Caucasian," and about one in five (18.6%) respondents indicated they are "Latino/Hispanic." Fewer than one in ten respondents indicated they are "Biracial/Multiracial" (3.1%) or "Asian" (0.5%).

Nearly half (48.2%) of the respondents are "Employed full-time," while one in five (20.0%) are "Employed part-time." About one in six (16.4%) respondents said they are "Not employed." Fewer than one in ten respondents indicated that they are either "Disabled" (6.7%) or "Retired" (5.6%).

Two in five (40.0%) respondents indicated they have a high school diploma or GED certificate, and about one in eight (13.7%) said they had some high school education but had not graduated from high school. One in six (16.3%) respondents said they had some college, and one in five (20.5%) said they have a college degree.

Fewer than one in ten (6.9%) respondents said they live alone. About one in six (15.3%) respondents indicated they live in households that have two people. About one in five (21.7%) respondents live in households that have three people and a similar number (20.6%) live in four-person households. About one in six (17.5%) respondents live in five-person households. About one in five (18.0%) respondents live in households with six or more people.

One in four (24.7%) respondents indicated that no children, age five or younger, live in their household. About one in three (35.3%) respondents said that one child, age five or younger, lives in their household. About one in four (26.3%) respondents indicated that two children, age five or younger, live in their households. Fewer than one in ten respondents said three (7.4%), four (4.7%), or five (1.6%) children, age five or younger live in their households.

Respondents with children age five and younger (n=143) provided ages for a total of 212 children. Of these children, about one in five (22.7%) were one-year old or younger, and about one in six (16.0%) were two-years-old. About one in five (21.2%) of these children were three-years-old, and nearly one in three (30.2%) were four-years-old. One in ten (9.9%) were five-years-old.

Respondents were given the option to complete the survey in Spanish. Of the 200 completions, 10 were completed in Spanish.

Results: Client Survey

Adult Services

The survey first asked respondents a series of questions about 12 services for adults. The services included in this section are as follows:

- Emergency assistance for rent, utilities, food, housing, etc.;
- Public transportation;
- Job training;
- Parenting training;
- Home-ownership programs;
- Literacy/Reading programs;
- High school degree/GED programs;
- Continuing/Post high school education programs;
- Adult health-care insurance;
- Employment/placement services;
- Legal services;
- Financial/Credit counseling.

Use of Adult Services

The survey asked respondents if any adults in their households ***need*** the service or program, if they have actually ***used*** the service or program, and, if they have used the service, their ***level of satisfaction*** with the service. Table 1 presents the percentage of adult respondents who need and/or use each service.

Table 1: Need and Use of Adult Services

Service	Need	Use
Emergency Assistance for Rent, Utilities, Housing, Food, etc.	45.3%	43.6%
Home-ownership Programs	34.4%	8.1%
Financial/Credit Counseling	24.5%	9.3%
Adult Health-care Insurance	24.3%	11.7%
Employment/Job Placement Services	23.9%	16.9%
Job Training	21.2%	17.1%
High school degree/GED Programs	16.0%	13.9%
Public Transportation	14.9%	24.3%
Continuing/Post High School Education	14.7%	9.9%
Legal Services	14.1%	7.4%
Parenting Training	12.4%	11.0%
Literacy/Reading Programs	10.4%	4.2%

More than two in five (45.3%) respondents reported household need for "Emergency Assistance for Rent, Utilities, Housing, Food, etc." and similar number (43.6%) of respondents said they had used "Emergency Assistance for Rent, Utilities, Housing, and Food." About one in three (34.4%) respondents said they need "Home-ownership Programs" while fewer than one in ten (8.1%) said that they have used this service.

About one in four respondents indicated that they need: "Financial/Credit Counseling Services" (24.5%) with about one in ten (9.3%) having used such programs; "Adult Health-care Insurance" (24.3%) with about one in eight (11.7%) respondents having used such programs; or, "Employment/Job Placement Services" (23.9%) with about one in six (16.9%) having used these types of programs. Approximately one in five (21.2%) respondents reported a need for "Job Training" while about one in six (17.1%) said they had used it.

About 15 percent of respondents reported a need for: "High school degree/GED Programs" (16.0%), with about one in eight (13.9%) having used these programs; "Public Transportation" (14.9%), with one in four respondents (24.3%) having used it; "Continuing/Post High School Education" (14.7%), with one in ten (9.9%) having used such services; or, "Legal Services" (14.1%), with fewer than one in ten (7.4%) having used these services.

One in eight (12.4%) respondents reported a need for "Parenting Training" and about one in ten (11.0%) said they had used these services. One in ten (10.4%) respondents indicated a need for "Literacy/Reading Programs" with only about four percent (4.2%) having used such programs.

Unmet Need for Adult Services

The next analysis in this series on adult services is designed to provide a rough estimate of the unmet need for services. The unmet need for adult services is calculated by subtracting the percentage of respondents who have used a service from the percentage who indicate that they need a service. We caution that this is only a rough estimate of unmet need, but it does provide an indication of the categories of services in which additional services could be provided. The results of the analysis of unmet need are presented in Table 2.

Table 2: Estimated Unmet Need for Adult Services

Service	Unmet Need
Home-ownership Programs	26.3%
Financial/Credit Counseling	15.2%
Adult Health Insurance	12.6%
Employment/Job Placement Services	7.0%
Legal Services	6.7%
Literacy/Reading Programs	6.2%
Continuing/Post High School Education	4.8%
Job Training	4.1%
High school degree/GED Programs	2.1%
Emergency Assistance for Rent, Utilities, Housing, Food, etc.	1.7%
Parenting Training	1.4%
Public Transportation	N/A

The largest unmet need for adult services is "Home-Ownership Programs." About one in four (26.3%) respondents had unmet needs for "Home-Ownership Programs." About one in six (15.2%) respondents had an unmet need for "Financial/Credit Counseling." About one in eight (12.6%) respondents showed an unmet need for "Adult Health Insurance." About one in ten (7.0%) respondents had unmet needs for "Employment/Job Placement Services."

Fewer than one in ten respondents had unmet needs for "Legal Services" (6.7%); "Literacy/Reading Programs" (6.2%); "Continuing/ Post High School Education" (4.8%); "Job Training" (4.1%); "High school degree/GED Programs" (2.1%); "Emergency Assistance for Rent, Utilities, Housing, Food, etc." (1.7%); or, "Parenting Training" (1.4%).

Level of Satisfaction with Adult Services

The last part of this series on adult services asked respondents who have actually used the services to indicate their level of satisfaction with the services. The possible responses to this question are "Very Satisfied," "Somewhat Satisfied," and "Not Satisfied." The responses to this question are presented in Table 3.

Table 3: Level of Satisfaction with Adult Services

Service	Very Satisfied	Somewhat Satisfied	Not Satisfied
Literacy/Reading Programs	100.0%	0.0%	0.0%
Parenting Training	91.7%	8.3%	0.0%
Emergency Assistance for Rent, Utilities, Food, etc.	81.4%	15.7%	2.9%
High School Degree/GED Programs	75.0%	18.8%	6.3%
Adult Health Insurance	75.0%	25.0%	0.0%
Continuing/Post High School Education	66.7%	25.0%	8.3%
Public Transportation	66.7%	24.2%	9.1%
Employment/Job Placement Services	65.2%	26.1%	8.7%
Financial/Credit Counseling	64.3%	28.6%	7.1%
Home-Ownership Programs	63.6%	27.3%	9.1%
Job Training	56.5%	39.1%	4.3%
Legal Services	54.5%	36.4%	9.1%

The respondents were generally satisfied with the adult services that they received. More than nine in ten respondents were either "Very Satisfied" or "Somewhat Satisfied" with each of the adult services they utilized.

"Literacy/Reading Programs" (100.0%), "Parenting Training" (91.7%) and "Emergency Assistance for Rent, Utilities, Food, etc." (81.4%) had the highest reported levels of satisfaction with services received.

"Public Transportation" (9.1%), "Homeownership Programs: (9.1%), and "Legal Services" (9.1%) had the highest percentages of users who reported they were "Not Satisfied" with services received.

Social Services

The survey next asked respondents about a variety of agencies that make social services available to those in need. For each agency, the respondent was asked to indicate if he/she uses the services provided by the agency and, if used, the level of satisfaction with the services provided by the agency. The agencies included in this question are as follows:

- Agricultural and Labor Program (ALPI);
- Salvation Army;
- United Way;
- Catholic Charities;
- Department of Children and Families;
- Health Department/Walk-in Clinics;
- Workforce Development;
- Community Services Department;
- Access Florida;
- Other.

Use of Social Services

Table 4 presents the percentage of respondents who indicate that they have used the services provided by the various organizations listed in the survey.

Table 4: Use of Social Services

Services	Used
Access Florida	70.8%
Agricultural and Labor Program (ALPI)	60.1%
Department of Children and Families	57.4%
Health Department/Walk-in Clinics	51.9%
Workforce Development	20.5%
Salvation Army	18.6%
Catholic Charities	12.5%
United Way	8.1%
Community Services Department	7.7%
Other (described below)	3.0%

Seven in ten (70.8%) respondents used services provided by "Access Florida." Three in five (60.1%) respondents used services provided by the "Agricultural and Labor Program (ALPI)," and a similar number (57.4%) used services provided by the "Department of Children and Families." About half (51.9%) of the respondents used services provided by the "Health Department/Walk-in Clinics."

About one in five respondents used the services of "Workforce Development" (20.5%) or the "Salvation Army" (18.6%). One in eight respondents said they used services provided by "Catholic Charities" (12.5%), and about one in ten used the services of the "United Way" (8.1%) or the "Community Services Department" (7.7%).

In addition, three respondents indicated "Other" social services they use. The one respondent who described these services said "Food stamps during Hurricane Irma."

Satisfaction with Services Provided by Organizations

Next, respondents who have used the services provided by these organizations were asked to indicate their satisfaction with these services. The possible responses to this question are "Very Satisfied," "Somewhat Satisfied," or "Not at All Satisfied" with the services provided by the organization. The responses to the satisfaction question are provided in Table 5.

Table 5: Level of Satisfaction with Social Services

Services	Very Satisfied	Somewhat Satisfied	Not Satisfied
Agricultural and Labor Program (ALPI)	87.7%	11.3%	0.9%
Catholic Charities	85.7%	14.3%	0.0%
United Way	84.6%	15.4%	0.0%
Community Services Department	80.0%	20.0%	0.0%
Workforce Development	76.5%	20.6%	2.9%
Salvation Army	75.0%	21.9%	3.1%
Access Florida	72.4%	24.1%	3.4%
Department of Children and Families	71.7%	23.9%	4.3%
Health Department/Walk-in Clinics	65.9%	32.9%	1.2%

Again, the respondents are generally satisfied with the services they received from a variety of agencies that provide social services. More than nine in ten respondents are either "Very Satisfied" or "Somewhat Satisfied" with services they received from each of the organizations noted.

The highest level of satisfaction is with the "Agricultural and Labor Program (ALPI)" – more than four in five (87.7%) respondents who received services from ALPI were "Very Satisfied" with those services. Similarly, more than four in five respondents who used the services of "Catholic Charities" (85.7%) and the "United Way" (84.6%) were "Very Satisfied" with the services they received, and nearly as many (80.0%) respondents who received services at the "Community Services Department" were "Very Satisfied."

About three in four respondents who received services from "Workforce Development" (76.5%) or the "Salvation Army" (75.0%) were "Very Satisfied," and nearly the same percentage were "Very Satisfied" with services they received from the "Access Florida" (72.4%), the "Department of Children and Families" (71.7%), or the "Health Department/Walk-in Clinics" (65.9%).

The highest level of dissatisfaction was with services provided by the "Department of Children and Families"; still, fewer than one in ten (4.3%) respondents who used services provided by DCF reported that they were "Not at All Satisfied" with the services they received.

Children's Services

The next series of questions in the survey asked respondents a number of questions about children under the age of five who reside in their households and the various services that these children might need. The following sections provide detailed information about these children and their need for and use of various services.

Child Care Services

The survey asked respondents about their need for child care services. The child care services included in this question are as follows:

- In the morning, before 7:30 a.m.;
- In the afternoon, after 5:30 p.m.;
- Over-night child care;
- Weekend child care;
- Holiday child care;
- 12 months of the year care.

This question first asked respondents if the child care service is needed and then if they currently use this type of child care. Table 6 presents the results of the percentage of respondents who need and/or use various child care services. (Note: Level of satisfaction with child care services was not asked.)

Table 6: Need and Use of Child Care Services

Services	Need	Use
In the morning, before 7:30 AM	23.9%	19.0%
In the afternoon, after 5:30 PM	19.1%	9.2%
12 months of the year	15.9%	10.0%
Weekends	10.1%	1.1%
Holidays	7.3%	1.1%
Over-night	7.3%	1.1%

About one in four (23.9%) respondents who have children under the age of five reported that they need child care "In the morning, before 7:30 AM" but just one in five (19.0%) said they currently use this type of care. About one in five (19.1%) respondents with children under the age of five said they need child care "In the afternoon, after 5:30 PM," while fewer than one in ten (9.2%) currently use it. About one in six (15.9%) respondents with young children reported a need for child care "12 Months of the Year," while one in ten (10.0%) currently use this service.

One in ten respondents with young children indicated a need for child care on either "Weekends" (10.1%), though few (1.1%) use these services. Similarly, just under one in ten respondents with children under age five reported a need for "Holiday" (7.3%) or "Over-night" (7.3%) child care and almost none currently use this type of service.

Unmet Need for Child Care Services

The last analysis of this series on child care services is designed to provide an estimate of the unmet need for services. The unmet need for child care services is calculated by subtracting the percentage of respondents who currently use a service from the percentage who indicate that they need the service. It is important to note that this is only an approximate estimate of unmet need, but does provide some indication of the child care services that might be used if made available. The results of the analysis of unmet need are presented in Table 7.

Table 7: Unmet Need for Child Care Services

Services	Unmet Need
In the afternoon, after 5:30 PM	9.9%
Weekends	9.0%
Holidays	6.2%
Over-night	6.2%
12 Months of the year	5.9%
In the morning, before 7:30 AM	4.9%

The largest unmet needs for child care services are for child care "In the afternoon, after 5:30 PM" and on "Weekends." About one in ten respondents with children under the age of five has unmet needs for child care at these times.

Fewer than one in ten respondents with young children have an unmet need for child care "In the morning, before 7:30 AM" (4.9%); "12 Months of the year" (5.9%); "Over-night" (6.2%); or, on "Holidays" (6.2%).

Use of Services for Children under Age Five

The survey next asked respondents a series of questions about services for children under the age of five. The specific services that the survey asked about are as follows:

- Pre-Kindergarten Programs;
- Dental Services;
- Mental Health Services;
- Vision Services;
- Nutritional Services;
- Speech Therapy;
- Women, Infants and Children (WIC) Program;
- Child care.

The survey first asked respondents if they need each of the services, then, if they have ever used the service, and, if they have used the service, the level of satisfaction with the service. Table 8 presents the responses regarding the need and use of services for children under age five.

Table 8: Need and Use of Children's Services

Services	Need	Ever Used
Pre-Kindergarten Programs	56.5%	85.3%
Dental Services	42.1%	62.1%
Child Care	38.3%	50.8%
Women, Infant and Children (WIC) Program	37.1%	74.8%
Vision Services	24.9%	34.6%
Speech Therapy	22.4%	32.7%
Nutritional Services	17.1%	25.7%
Mental Health Services	15.3%	22.3%

Nearly three in five (56.5%) respondents with children under age five reported needed "Pre-Kindergarten Programs" for their children with more than four in five (85.3%) saying they had used such services. About two in five (42.1%) respondents with young children indicated a need for "Dental Services" for their children under age five and three in five (62.1%) had used such services. About two in five (38.3%) respondents with children under age five reported needing "Child Care" for their children with about half (50.8%) saying they had used such services.

About two in five (37.1%) respondents with children under age five indicated a need for the services of the "Women, Infant, and Children (WIC) Program" for their children and about three in four (74.8%) said they had ever used these services.

One in four or fewer respondents with children under the age of five reported needing the following services for their children: "Vision Services" (24.9%); "Speech Therapy" (22.4%); "Nutritional Services" (17.1%); or, "Mental Health Services" (15.3%).

Unmet Needs for Services for Children under Age Five

All of the respondents who needed services for their children under the age of five actually received those services.

Satisfaction with Services for Children under Age Five

Table 9 presents the results on level of satisfaction with services for children under the age of five. The results in this table are calculated only for those respondents who indicate that they have used the service.

Table 9: Level of Satisfaction with Children's Services

Services	Very Satisfied	Somewhat Satisfied	Not Satisfied
Pre-Kindergarten Programs	91.2%	7.9%	0.9%
Dental Services	90.3%	8.1%	1.6%
Mental Health Services	90.0%	5.0%	5.0%
Women, Infant and Children (WIC) Program	87.2%	12.8%	0.0%
Nutritional Services	87.0%	13.0%	0.0%
Speech Therapy	84.4%	15.6%	0.0%
Child Care	84.2%	8.8%	5.3%
Vision Services	79.3%	17.2%	3.4%

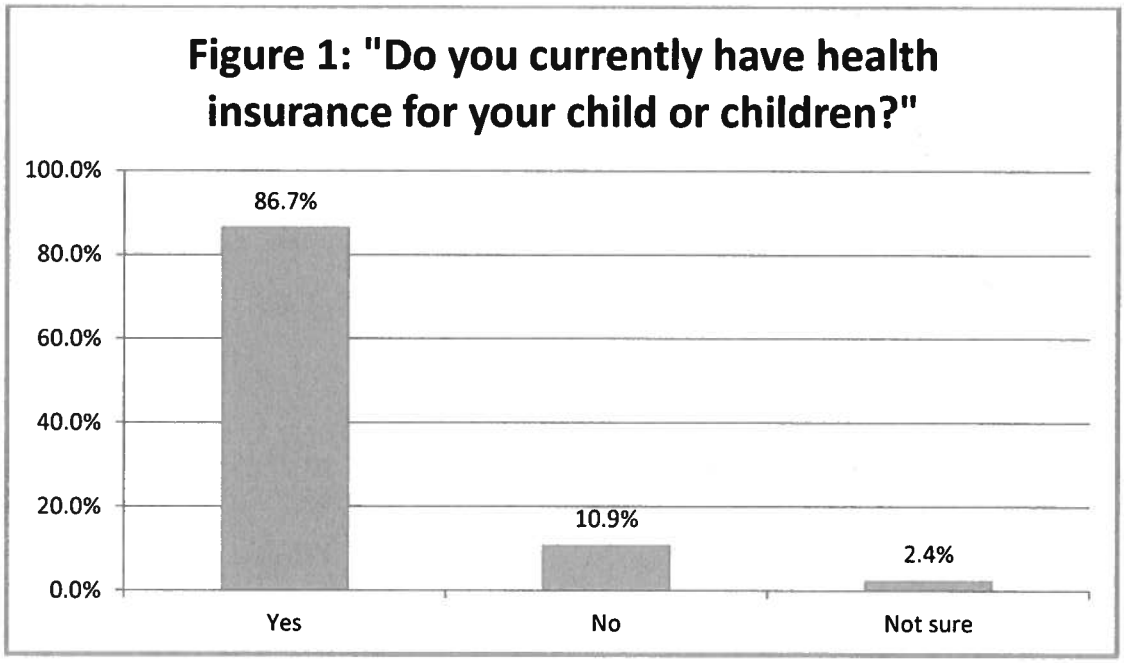
There is a very high level of satisfaction with services for children under the age of five. More than nine of ten respondents who used these services for their children were either "Very Satisfied" or "Somewhat Satisfied" with them.

The highest levels of satisfaction were for "Pre-Kindergarten Programs" (91.2%), "Dental Services" (90.3%), and "Mental Health Services" (90.0%) – at least nine in ten respondents who used these programs were "Very Satisfied."

Respondents were least satisfied with "Child Care" they used for their children – about five percent of respondents who used these services was "Not at All Satisfied" with them.

Health Care Insurance for Children

The survey next asked respondents if they currently have health insurance for their children. The percentage of respondents indicating that they have health insurance for their children is presented in Figure 1.



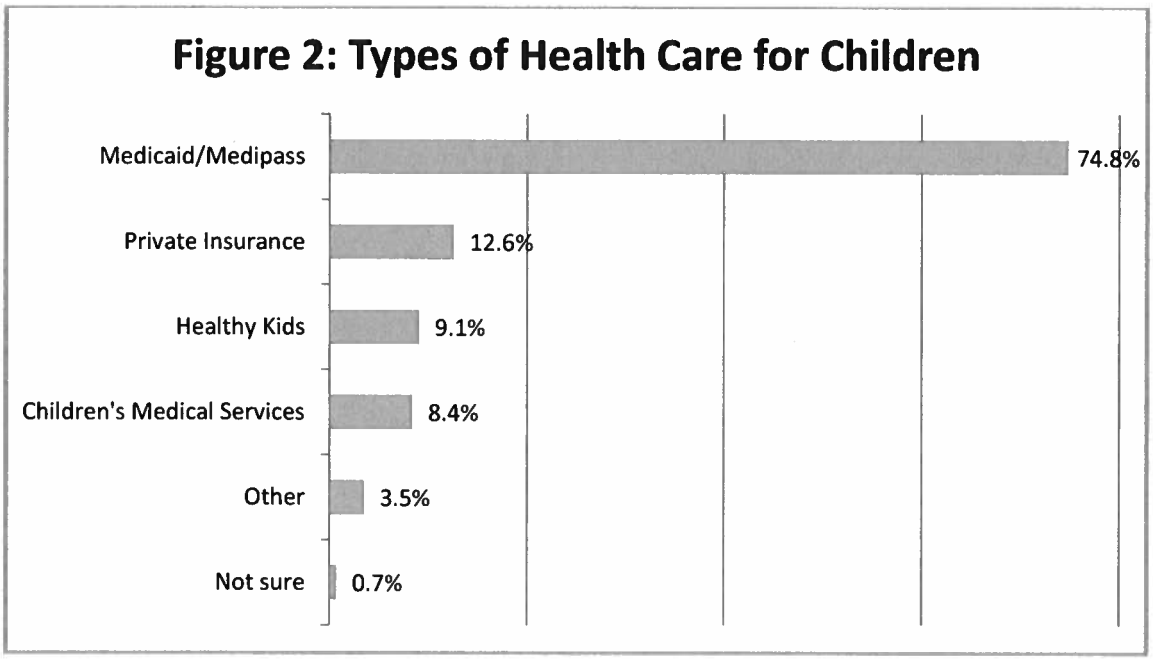
Nearly nine in ten (86.7%) respondents currently have health care insurance for their children. About one in ten (10.9%) respondents do not currently have health care insurance for their children.

Types of Health Insurance

The survey next asked those respondents who reported that they have health insurance for their children to indicate the type(s) of health insurance that they have. The types of health insurance provided as responses are as follows:

- Children's Medical Services;
- Private Insurance;
- Healthy Kids;
- Medicaid/Medipass;
- Other.

As respondents were allowed to choose more than one type of insurance, the total percentage could add up to more than 100 percent. The responses to this question are summarized in Figure 2.

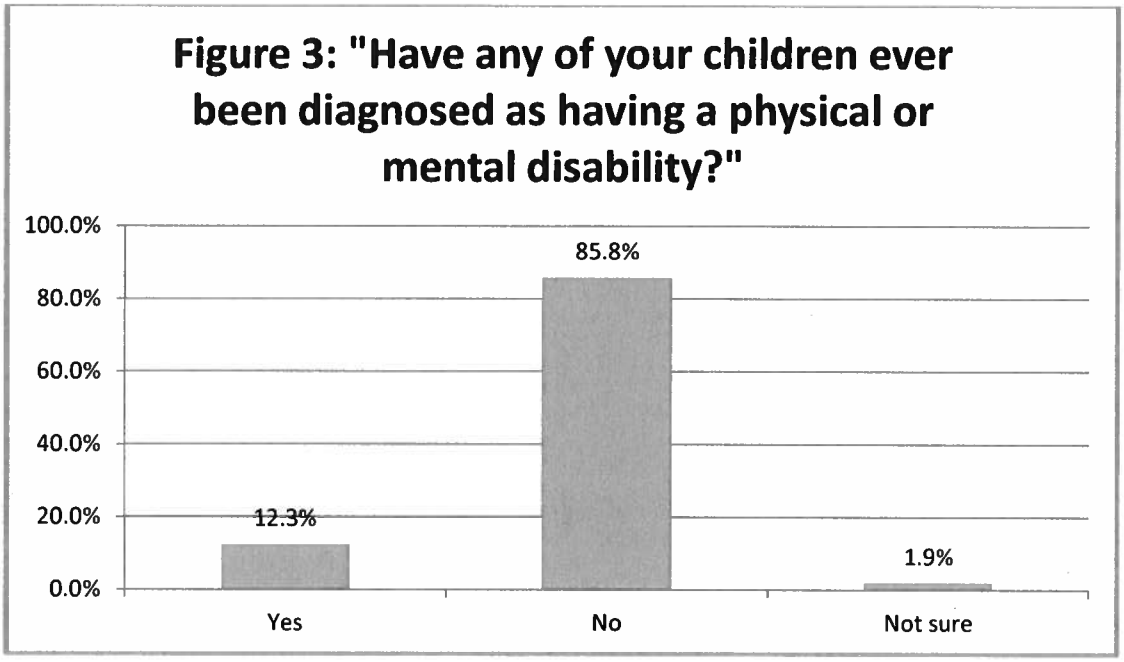


Three in four (74.8%) respondents whose children currently have health insurance indicated that they had health insurance for their children from Medicaid/Medipass. About one in eight (12.6%) of these respondents had "Private Insurance" for their children. One in ten (9.1%) of these respondents use "Healthy Kids" as a source of health insurance for their children, and a similar number (8.4%) of respondents with insurance for their children obtained health insurance from "Children's Medical Services."

In addition, five (3.5%) of these respondents indicated "Other" type of insurance they have for their children. The four who wrote in descriptions listed: "Kids Care," "Sunshine Health," "Employer BCBS," and "Florida Medicaid/Prestige."

Diagnosis of Disability for Children in Household

The next question in this series asked respondents to indicate if any of the children in their households have ever been diagnosed with either a physical or mental disability. The responses to this question are presented in Figure 3.



About one in eight (12.3%) respondents with children under age five report having children in their households who have ever been diagnosed with either a physical or mental disability.

Types of Disabilities

Respondents who indicated that a child in their household had been diagnosed with either a physical or mental disability were asked to list the specific type of disability. A list of the types of disabilities noted by the respondents is provided below. Respondents could note more than one disability.

Table 10: Types of Disabilities Noted

Response	Frequency
ADHD / ADD	6
Speech / Speech Delay / Speech Apraxia	3
Chronic Asthma	3
Sickle Cell Disease	2
OCD	2
Autism	2
Legally blind	1
Select Mutism	1
Heart condition (Marfan's syndrome – heart murmur)	1
Mental disability	1
Mood disorder	1
Tourette's Syndrome	1
Anxiety	1
Seizures	1
Torticolis	1
Cerebral hemorrhage & small frontal lobe hemorrhage	1
GERD	1
Right-side weakness due to stroke	1
Allergies	1

The most frequently cited disabilities that respondents' children had been diagnosed with were ADHD / ADD (n=6), various types of speech-related disabilities (n=3), asthma (n=2), Sickle Cell disease (n=2), OCD (n=2), and autism (n=2).

Services Related to Disabilities

Respondents who indicated that a child in their household had been diagnosed with either a physical or mental disability were asked to list the specific types of services they have received related to these physical or mental disabilities. A list of the types of services noted by the respondents is provided below. Respondents could note more than one service.

Table 11: Types of Services Noted

Response	Frequency
Speech Therapy	5
Hematology	3
Occupational Therapy	2
Nemours	2
Therapy in school, home counselors, CMS	1
SSI	1
School, on job training	1
Neurology services, RSV injections for 2 yrs, pulmonology services	1
Medical	1
Bloodwork /Brain scans / Physical Therapy	1
Echoes every year, takes medicine every day	1
Doctors and many mental health services hospital	1

The most frequently cited services that respondents' children had received were speech therapy (n=5), various types of hematology (n=3), and occupational therapy (n=2). Two of the respondents noted children in their households received care at Nemours Children's Hospital.

Demographics

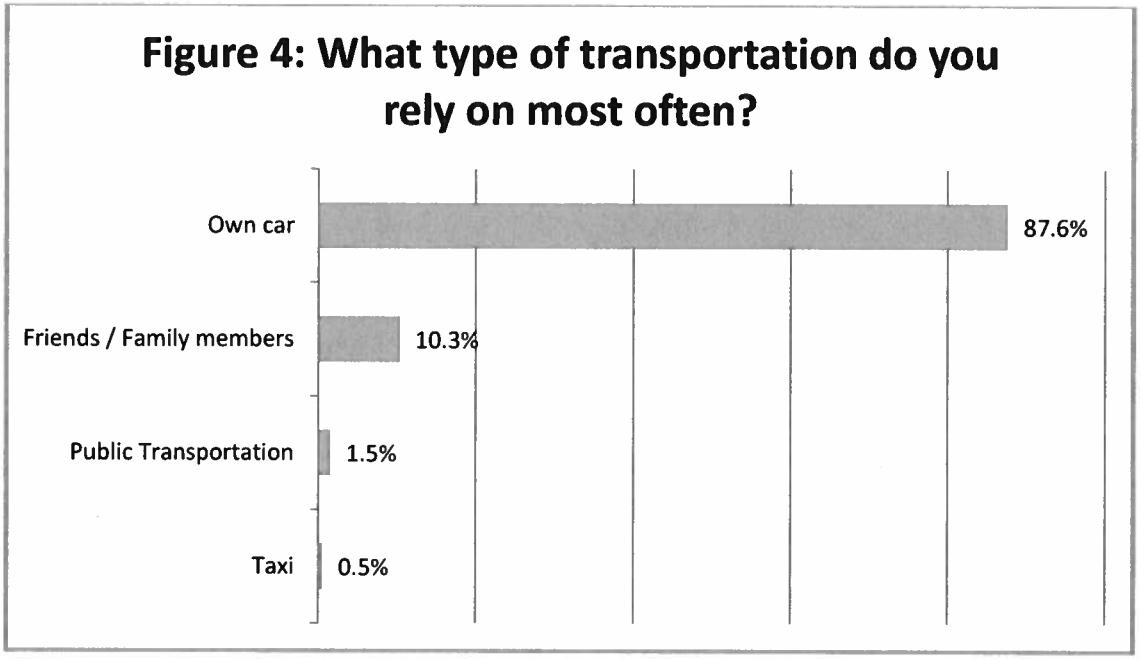
The last series of questions in the survey asked respondents to provide information on the background of their households. The questions in this section sought to obtain information on the types of transportation the respondents rely on most often, the types of housing they live in, the structure of their households, their households' total income before taxes, their employment status, their levels of education, and related information. A summary of this household background information is presented in the following section.

Transportation Services

The first question in this section asked respondents to indicate the type of transportation that they rely on most often. The possible options for this question are as follows:

- Own car;
- Friends or family members;
- Taxi;
- Public transportation;
- Other.

The responses to this question are presented in Figure 4.



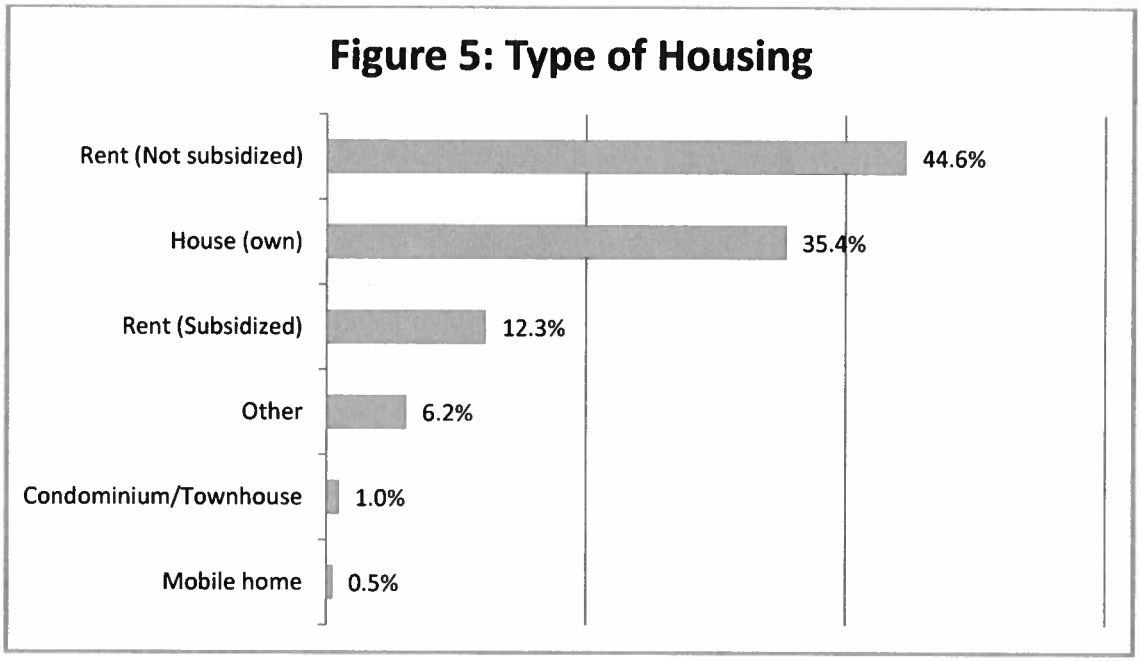
Nearly nine in ten (87.6%) respondents said they most often rely on their "Own car" for transportation, while about one in ten (10.3%) said they rely on "Friends or Family members." Three (1.5%) respondents indicated they most often rely on "Public Transportation," and one respondent said he or she relies on a "Taxi."

Type of Housing

The next question in the section on household characteristics asked each respondent to indicate the type of housing in which he or she resides. The possible responses to this question are as follows:

- House (own);
- Condominium/Townhouse;
- Rent Apartment/House (not subsidized);
- Manufactured Housing (Mobile Home);
- Rent Apartment/House (Section 8, subsidized);
- Other.

The responses to this question are presented in Figure 5.



More than two in five (44.6%) respondents said they live in an apartment or house that they rent without subsidies. About one in three (35.4%) respondents said they live in a house that they own. One in eight (12.3%) respondents indicated living in an apartment or house that they rent with subsidies (such as Section 8 vouchers). Fewer than one in ten respondents said they live in manufactured housing/mobile homes (0.5%) or a condominium/townhouse (1.0%).

In addition, six percent of respondents provided "Other" responses, which appear below.

- Homeless
- 1976 Dodge minivan
- Live with sister (n=2)
- Parents
- Casa de familiars (family home)

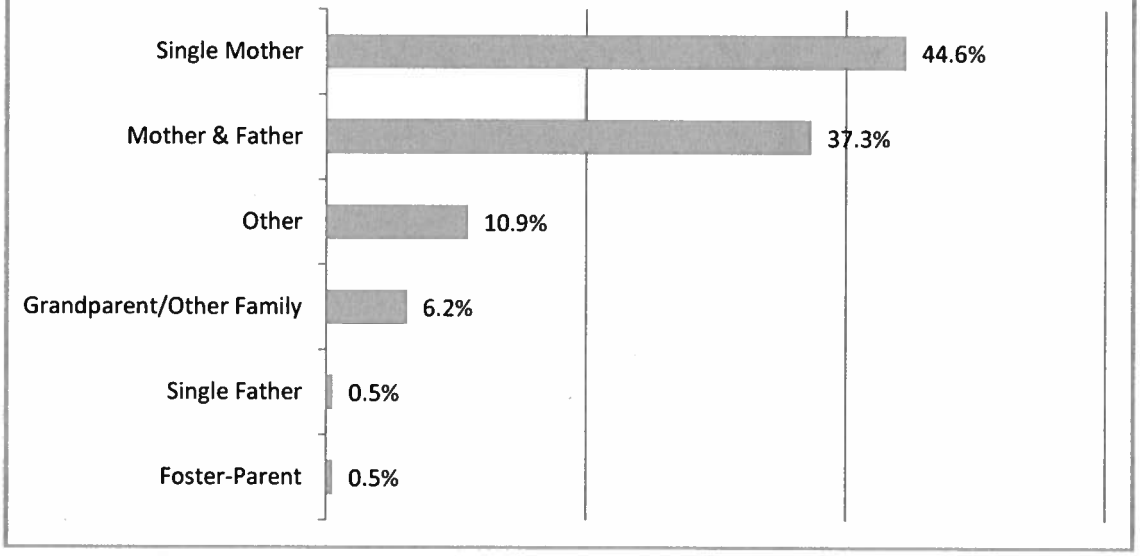
Household Structure

The next question in this section asked the survey respondents to identify the types of households in which they live. The possible responses to this question included the following:

- Single mother household;
- Single father household;
- Mother and father household;
- Foster-parent household;
- Grandparent/other family household;
- Other type of household.

The results of this question are presented in Figure 6.

Figure 6: Type of Household Structure



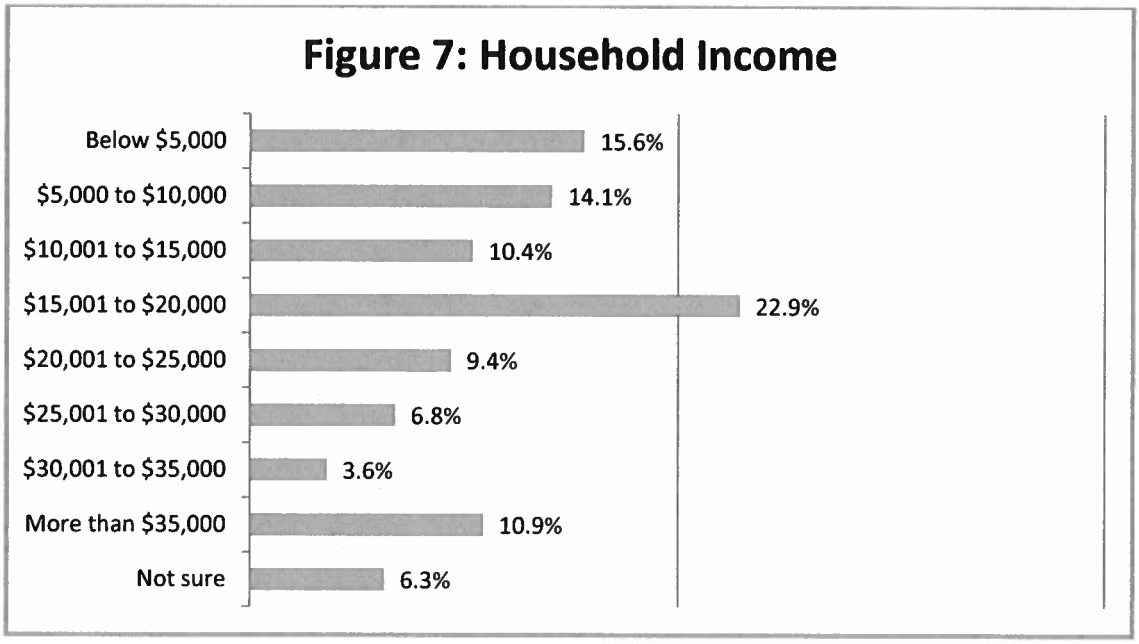
More than two in five (44.6%) of the respondents live in a "Single mother household." Nearly two in five (37.3%) respondents said they live in a "Mother and father household." Fewer than one in ten respondents said they live in a household with a grandparent or other family member as head of household (6.2%), a "Single father household" (0.5%), or "Foster-parent" household (0.5%). In addition, one in ten (10.9%) respondents noted "Other" types of households. These responses appear below.

"Other" Types of Households

Response	Frequency
Single person household (single, single – no children, divorced male, widow)	7
Couple, no children (married or cohabitating)	3
Married but separated	2
Mother and partner ("2 moms")	1
Extended family (adult with nephew)	1
Homeless	1

Household Income

The survey also asked respondents to indicate their households' total income before taxes for the previous year. The possible responses to this question are income categories with the first category being "Below $5,000." The other response categories range from $5,000 to $35,000, in increments of $5,000. The final, and highest, category is "Above $35,000." The results of this question are provided in Figure 7.

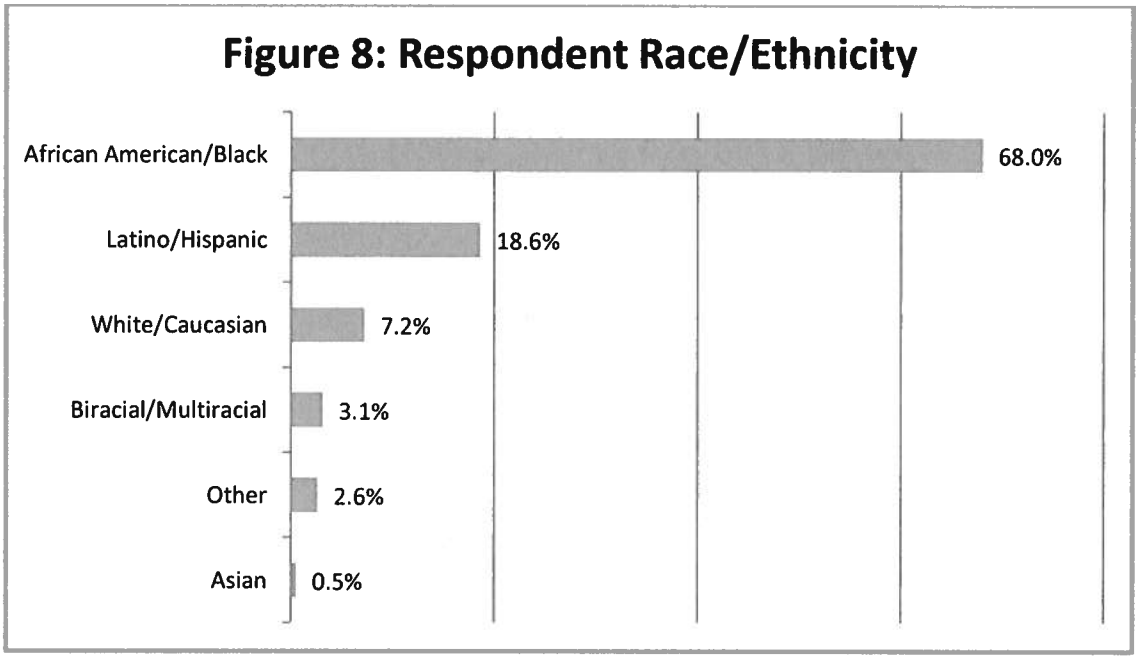


About one in six (15.6%) respondents reported a total household income before taxes below $5,000, and a similar number (14.1%) reported a household income between $5,000 and $10,000. One in ten (10.4%) respondents cited a household income between $10,001 and $15,000. About one in five (22.9%) respondents indicated a household income between $15,001 and $20,000.

Fewer than one in ten respondents reported a household income: between $20,001 and $25,000 (9.4%); between $25,001 and $30,000 (6.8%); or, between $30,001 and $35,000 (3.6%). One in ten respondents (10.9%) said their income was more than $35,000.

Respondent Race/Ethnicity

The survey also asked each respondent to indicate his or her race or ethnicity. The responses to this question are presented in Figure 8.



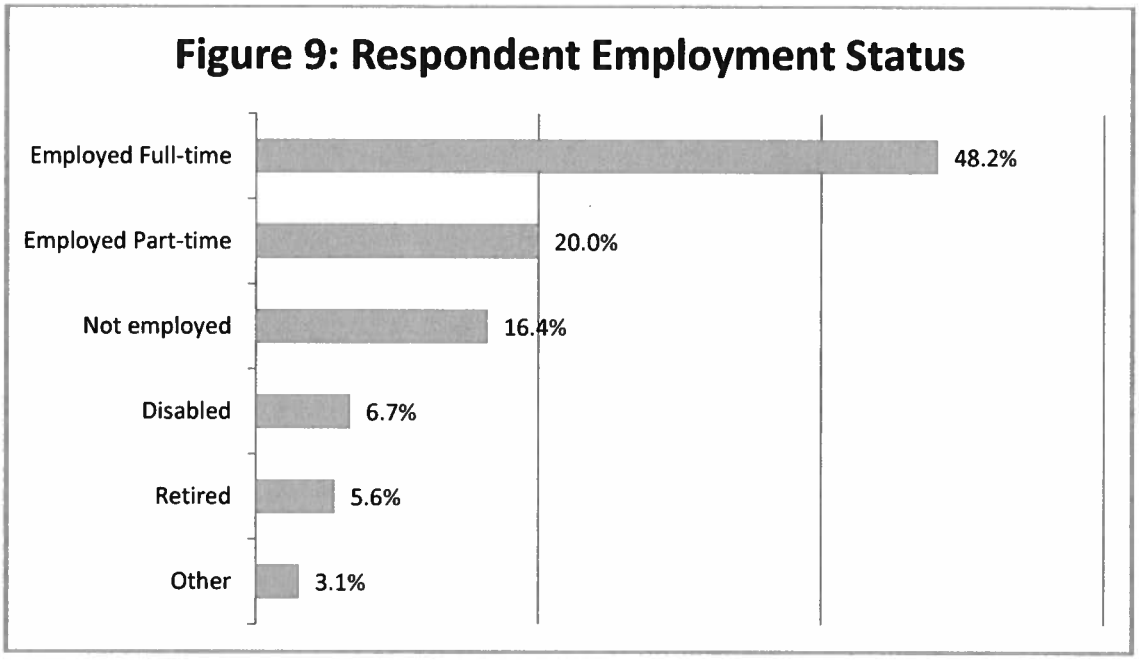
About two in three (68.0%) respondents said they are "African American/Black." About one in ten (7.2%) respondents said they are "White/Caucasian," and about one in five (18.6%) respondents indicated they are "Latino/Hispanic." Fewer than one in ten respondents indicated they are "Biracial/Multiracial" (3.1%) or "Asian" (0.5%). In addition, five respondents indicated an "Other" racial/ethnic group but did not specify this race/ethnicity.

Employment Status

The next question in the survey asked each respondent to indicate his or her employment status. The possible responses to this question are as follows:

- Employed full-time;
- Disabled;
- Not employed;
- Employed part-time;
- Retired;
- Other.

The results of this question are presented in Figure 9.



Nearly half (48.2%) of the respondents are "Employed full-time," while one in five (20.0%) are "Employed part-time." About one in six (16.4%) respondents said they are "Not employed." Fewer than one in ten respondents indicated that they are either "Disabled" (6.7%) or "Retired" (5.6%).

In addition, six (3.1%) respondents indicated "Other" employment situations: two said they are students, one said he or she is a "homemaker," and one said he or she is laid-off for a month (two did not respond).

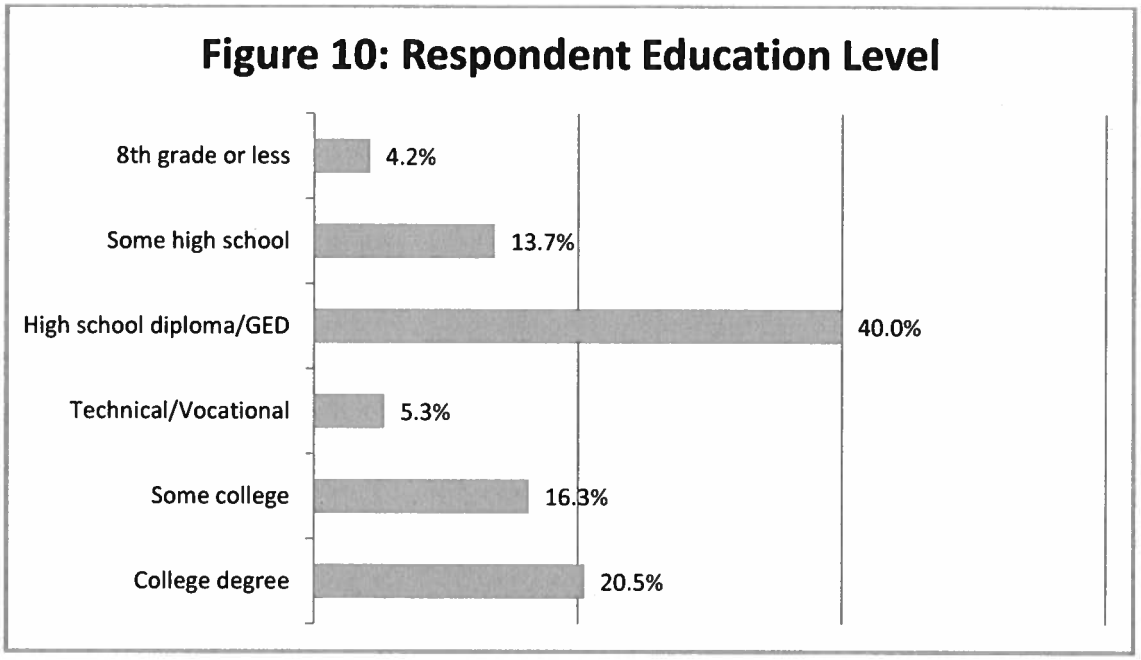
Education Level

The next question in the survey asked each respondent to indicate the highest level of education of the adult head(s) of the household. The possible responses to this question are as follows:

- 8th grade or less;
- Some High School;
- High School Graduate;
- Technical/Vocational;
- Some College;
- College Degree.

The results of this question are presented in Figure 10.

Figure 10: Respondent Education Level



Two in five (40.0%) respondents indicated they have a high school diploma or GED certificate, and about one in eight (13.7%) said they had some high school education but had not graduated from high school. One in six (16.3%) respondents said they had some college, and one in five (20.5%) said they have a college degree.

Number of People in Household

This question asked the respondents to indicate the total number of people in their households. The results for this question are shown in Table 12.

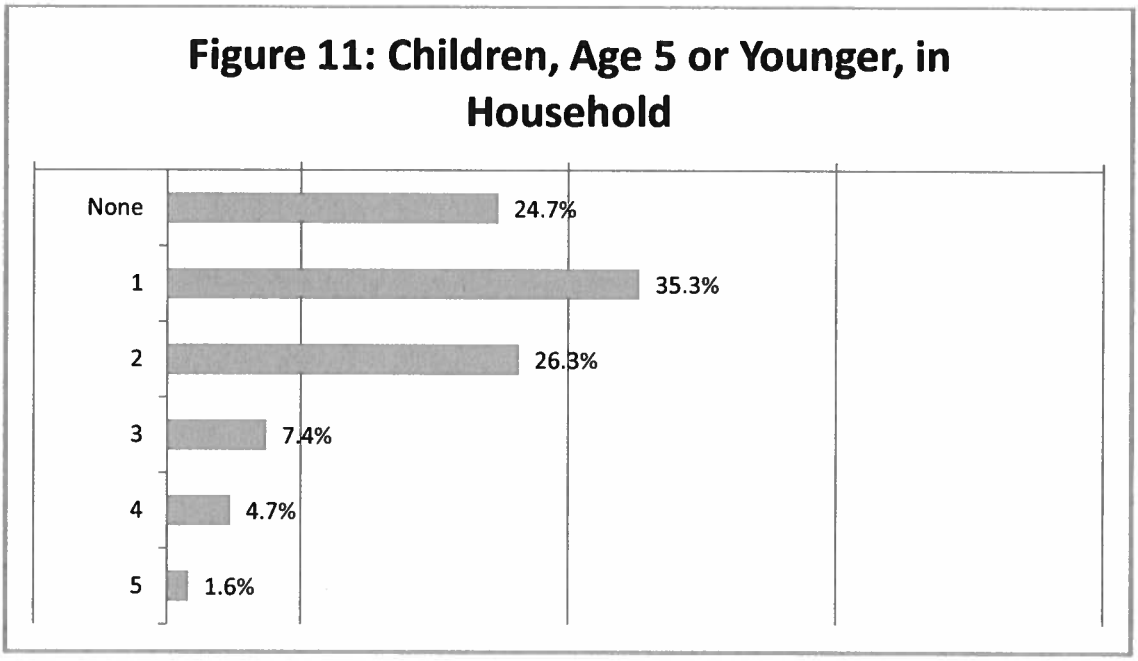
Table 12: Total Number of People in Household

Number of People in Household	% Respondents (N=189)
1	6.9%
2	15.3%
3	21.7%
4	20.6%
5	17.5%
6	10.1%
7	6.3%
8	1.6%

Fewer than one in ten (6.9%) respondents said they live alone. About one in six (15.3%) respondents indicated they live in households that have two people. About one in five (21.7%) respondents live in households that have three people and a similar number (20.6%) live in four-person households. About one in six (17.5%) respondents live in five-person households. About one in five (18.0%) respondents live in households with six or more people.

Number of Children, Age 5 or Younger, in Household

The first part of this question asked respondents to indicate the number of children in their households that are age five or younger. The number of children in the respondent-households is presented in Figure 11.



One in four (24.7%) respondents indicated that no children, age five or younger, live in their household. About one in three (35.3%) respondents said that one child, age five or younger, lives in their household. About one in four (26.3%) respondents indicated that two children, age five or younger, live in their households. Fewer than one in ten respondents said three (7.4%), four (4.7%), or five (1.6%) children, age five or younger live in their households.

Children by Age

The second component of this question asked respondents with children, age five or younger, in their households to indicate the ages of each child. The distribution of children by age is presented in Table 13.

Table 13: Children by Age

Age of Children in Household	Total Number	% (n=212)
Less than 1	19	9.0%
1	29	13.7%
2	34	16.0%
3	45	21.2%
4	64	30.2%
5	21	9.9%

Respondents with children age five and younger (n=143) provided ages for a total of 212 children. Of these children, about one in five (22.7%) were one-year old or younger, and about one in six (16.0%) were two-years-old. About one in five (21.2%) of these children were three-years-old, and nearly one in three (30.2%) were four-years-old. One in ten (9.9%) were five-years-old.

Language

Respondents were given the option to complete the survey in Spanish. Of the 200 completions, 10 were completed in Spanish.

Zip Code

The final question in the survey asked respondents to provide their zip codes. Respondent zip codes appear in Table 14.

Table 14: Respondent Zip Code

	Frequency	% (N=194)
32726	1	0.5
32771	2	1
32808	1	0.5
33805	5	2.6
33809	1	0.5
33812	2	1
33813	1	0.5
33815	1	0.5
33830	2	1
33836	1	0.5
33837	1	0.5
33838	1	0.5
33841	1	0.5
33843	8	4.1
33853	6	3.1
33860	1	0.5
33870	1	0.5
33880	2	1
33881	7	3.6
33884	1	0.5
33898	2	1
34746	1	0.5
34945	3	1.5
34946	10	5.2
34947	26	13.4
34948	1	0.5
34950	31	16
34951	3	1.5
34952	4	2.1
34953	15	7.7
34979	2	1
34981	7	3.6
34982	29	14.9
34983	10	5.2
34984	3	1.5
34986	1	0.5

2019-2020

Board Membership Roster

&

Election Procedures

THE AGRICULTURAL AND LABOR PROGRAM, INC.
2019-2020
BOARD OF DIRECTORS
MEMBERSHIP ROSTER
(January – January)

Sector: Public

Name/Current Position on Board Representation Designation/County Employer/Position	Mailing Address (no P.O. Boxes) E-Mail Address	Telephone # Home: Office: Cell:	Date when originally seated on board	Date when seated for current term	Total # of years served on board	Expiration Date of current term
Josephine Howard, Member City of Haines City Citizen Designee /Polk County Polk County School Board/Retired Principal **HS/EHS Area of Expertise: Early Childhood Services**	2711 Orchid Drive Haines City, FL 33844 Jolizhow13@yahoo.com	H: (863) 422-0875 O: N/A C: (863) 221-2644	January 1988	January 2019	31	January 2021
Sheila Dixon, Secretary Commissioner Kerry S. Wiggins, Sr. – City of Sanford Citizen Designee/Seminole County Adult Education Coordinator/Retired	3651 Ronda Drive Deltona, FL 32738 dixons@ret.seminolestate.edu	H: N/A O: N/A C: (407) 314-1067	November 2017	January 2018	1	January 2020
Kim Johnson, Member Mayor Linda Hudson - City of Ft. Pierce Citizen Designee/St. Lucie County Self Employed/Motivational Speaker	4888 Kings Hwy Fort Pierce, FL 34951 Kimjohnson.slc@gmail.com	H: N/A O: N/A C: (321) 662-6536	February 2016	January 2019	3	January 2021
Marjorie Gaskin, Member Commissioner Rufus Alexander - City of Ft. Pierce Citizen Designee/St. Lucie County City of Ft. Pierce/Retired IT Director **HS/EHS Area of Expertise: Fiscal Management Services**	1511 N. 21 Street Ft. Pierce, FL 34950 mbgaskin2@gmail.com	H: (772) 464-0243 O: N/A C: (772) 475-3194	January 1982	January 2019	37	January 2021
Councilwoman Brenda Gray, Member City of Avon Park Highlands County Heartland Coalition for the Homeless/Executive Director	P.O. Box 985 Avon Park, FL 33826 brenda880@yahoo.com	H: (863) 452-1933 O: (863) 453-8901 C: N/A	January 2011	January 2018	8	January 2020
Kimberly Ross, Member Commissioner Emma Byrd –Hendry BoCC Citizen Designee /Hendry County Hanley Center Foundation/Social Worker	P.O. Box 1214 Clewiston, FL 33440 kim.ross863@gmail.com	H: N/A O: N/A C: (863)233-6500	June 2015	January 2019	4	January 2021
Commissioner Timothy Stanley, Member Glades County BoCC Glades County Southwest Water Management/Retired	1114 Oak Street Okeechobee, FL 34974 tstanley@myglades.com	H: (863) 763-4383 O: (863) 532-9891 C: N/A	June 2019	June 2019	<1	January 2021

Sector: Private

Name/Current Position on Board Representation Designation/County Employer/Position	Mailing Address (no P.O. Boxes) E-Mail Address	Telephone Home: Office: Cell:	Date when originally seated on board	Date when seated for current term	Total # of years served on board	Expiration Date of current term
Patricia Gamble, Treasurer CGWT Outreach Resource Center Polk County Dept of Revenue/Tax Specialist I Retired	1020 Anderson Avenue Lakeland, FL 33805 gambpt@aol.com	H: (863) 284-9044 O: N/A C: (863) 838-5111	January 2001	January 2019	18	January 2021
Vernon McQueen, Member Duke Energy Florida Seminole County Duke Energy/Program Manager	804 E. 14th Street Sanford, FL 32771 vmcqueen@hotmail.com	H: (407) 321-6950 O: (407) 942-9661 C: (321) 262-6564	January 1999	January 2019	20	January 2021
Katie Clarke, Member Lakeview Park Homeowner Association Polk County Sprint /Retired Customer Service	37 Banneker Lane Frostproof, FL 33843 N/A	H: (863) 635-4928 O: N/A C: (863) 605-1330	January 2004	January 2018	15	January 2020
Glenda Jones, Member Winter Haven Neighborhood Service Center Polk County Winter Haven Hospital/Executive Director	608 Avenue S, NE Winter Haven, FL 33881 nsc1glenda@netscape.net	H: (863) 294-5860 O: (863) 294-5860 C: N/A	January 2012	January 2018	7	January 2020
Stacy Campbell-Domineck, Vice Chairperson CareerSource Polk Polk County CareerSource Polk/Chief Executive Officer	600 N. Broadway, Suite B Bartow, FL 33830 stacy.campbelldomineck@careersourcepolk.com	H: (863) 899-6597 O: (863) 508-1600 C: N/A	February 2016	January 2019	3	January 2021
Tonmiel Rodriguez, Member Tonmiel Rodriguez Law Firm, PA Polk County Attorney **HS/EHS Area of Expertise: Legal/Attorney**	160 E. Summerlin Street, #207 Bartow, FL 33830 tonmiel@trlawpa.com	H: N/A O: 863/774-4556 C: 863/602-9984	November 2018	January 2018	<1	January 2020
Chester McNorton, Member ATEC Volusia County Training Initiative, Inc./Workshop Facilitator	644 Magnolia Avenue Daytona Beach, FL 32114 chesterbmcnorton@yahoo.com	H: N/A O: (386) 740-3242 C: (386) 341-7586	January 2007	January 2019	12	January 2021

Sector: Low Income

Name/Current Position on Board Representation Designation/County Employer/Position	Mailing Address (no P.O. Boxes) E-Mail Address	Telephone #=s Home: Office: Cell:	Date when originally seated on board	Date when seated for current term	Total # of years served on board	Expiration Date of current term
William Holt – Board Chairperson Eastern Region Advisory Council Indian River County Helseth Financial/Retired Mortgage Banker	4129 57th Avenue Vero Beach, FL 32967 1946holt@gmail.com	H: (772) 562-8377 O: N/A C: (772) 538-4280	January 1990	January 2019	29	January 2021
Barbara Grace, Member Southern Region Advisory Council Highlands County Dade Co. School Board/Retired Educator	905 Entrance Rd. Avon Park, FL 33825 akagrace@bellsouth.net	H: (863) 452-4627 O: N/A C: (305) 562-4425	January 2018	January 2018	1	January 2020
Annette Jones, Member Southern Region Advisory Council Glades County DEO/Employment Security Representative	2940 N. Buckingham Road Avon Park, FL 33825 annettejon@gmail.com	H: N/A O: (863) 773-3435 C: (863) 443-0269	September 2017	January 2018	2	January 2020
David Rucker, Member Northern Region Advisory Council Orange County Orange Co. Public Schools/Retired	4557 Frisco Circle Orlando, FL 32808 Freedman7@bellsouth.net	H: (407) 299-7672 O: (407) 247-8876 C: N/A	June 2019	June 2019	<1	January 2021
Ruby Willix, Member Central Region Advisory Council Polk County State of Florida/Retired Clerical Supervisor	2876 Dudley Drive Bartow, FL 33830 rubywillix@comcast.net	H: (863) 537-6677 O: N/A C: (863) 207-1822	January 2008	January 2018	11	January 2020
N'Kosi Jones, Member Southern Region Advisory Council Hardee County Synergy Recycling/Truck Driver	4829 Sally Boulevard Bowling Green, FL 33834 jones_nkosi@yahoo.com	H: N/A O: N/A C: (850)207-2808	November 2018	January 2019	<1	January 2021
Yolanda Robinson, Member Head Start/Early Head Start Policy Council Saint Lucie County **HS/EHS Area of Expertise: Head Start Parent**	1655 N. 29th Street, #403 Fort Pierce, FL 34947 yolanda_wright216@yahoo.com	H: N/A O: N/A C: 772/924-8978	October 2018	February 2019	<1	September 2019

Date of Last Revision **August 2019**

THE AGRICULTURAL AND LABOR PROGRAM, INC.
ELECTION PROCEDURES
FOR
BOARD OF DIRECTORS' OFFICERS

The election of the following officers will be governed by the Articles of Incorporation Charter and Bylaws of The Agricultural and Labor Program, Inc., **Articles IV, VII, and IX.**

Chairperson
Vice Chairperson
Secretary
Treasurer

Voting and Eligibility Criteria

1. An appointed non-board member will call the roll to validate the number of board members present and to determine the maximum number of votes to be expected after all votes are tallied for each office.

2. All board members present and accounted for will be eligible to vote for one (1) nominee in each officer category.

3. All votes will be by personal ballot and collected and tallied by a non-board member after each vote for each officer category.

4. Officers must win by a majority (50% plus) vote. If no candidate receives a majority vote upon the first ballot, the two (2) candidates with the highest number of votes shall have a run-off second ballot. If there is a tie following the first vote, making it impossible to determine two (2) candidates for a run-off, the Nominating Committee Chairperson shall have the authority to implement such voting procedures in order to produce two (2) candidates for a run-off and otherwise facilitate the intent of this provision in requiring election outcomes by majority vote.

5. Nothing stated herein shall be construed to preclude anyone from serving on any committee created by the Board.

6. No employee of the Agency may serve on the Board of Directors. Former employees must be out of serve at least three (3) years before becoming eligible to serve on the Board of Directors.

Nomination Procedures

1. Nominations for each officer's position will be made from a slate presented by the Nominating Committee Chairperson and/or from the floor and recorded on a ballot sheet maintained by a non-board member.

2. Each nominee for Chairperson will be given up to three (3) minutes to give a brief statement of his/her behalf. Nominees for other positions shall be given one (1) minute each for his/her statement to the Board.

Recruitment Plan for New Members

The Agricultural and Labor Program, Inc
Helping People. Changing Lives.
Community Action
PARTNERSHIP
AMERICA'S POVERTY FIGHTING NETWORK

CORPORATON APPLICATION/RECRUITMENT PROCESS

1. The Membership Campaign period will be May – September. Applications received on or before September 15th will be eligible for membership on the Council's Corporate Membership Roster. This list is used to validate membership during the Council's election process. Applications received after September 15th will be eligible the following year.

    - Each Council will receive a copy of the Corporate Membership Roster for their region by October 1st for the purpose of recruiting new members.

2. In May each Council will receive twenty-five (25) applications for membership recruitment.

3. Applications will be accepted year round.

4. A corporate application will become a part of the initial assessment for all services provided by ALPI including those providing contracted services.

5. All applications are to be sent to the Board's Membership Committee Staff Liaison for processing.

6. Each applicant will receive a membership card, welcome letter, and ALPI's published literature.

7. A quarterly report will be made to the Board by the Membership Committee regarding the level of each Council's corporate membership.

    - Membership Campaign Letter
    - (25) Corporate Applications

2019/2020

Regional Advisory Councils

Annual Meeting Reports & Election Process/Outcomes

&

Membership Rosters

Central Regional Advisory Council
2018-2019
Annual Report

Mission: To propose, implement, and advocate developmental and human service delivery programs for the socially and economically disadvantaged, children and families, and farmworkers.

Report:
Throughout the year Central Regional Advisory Council, members have been very active and always participating within their communities.

Central Regional Advisory Council Officers:
Chairperson: Glenda Jones
Vice Chairperson: Dorothy Spencer
Secretary: Josephine Howard
Treasurer: Patricia Gamble

Sub-Committees:
Special Event Chair: Johnnie McNair
Scholarship Chair: Patricia Salary
Community Relation Chair: Linda Bailey
Board Representative: Ruby Willix
Benevolent Fund Chair: Elizabeth Scaife

This year, CRAC was able to send a member to the Florida Association for Community Action conference in Tampa, FL. Member came back reporting how great the conference was and the conference was members' first time attending the conference. Member stated that she learned a lot and received lots of training about Community Action and what kind of programs community action agencies offers to their communities.

Other members of CRAC also participated in the Head Start/Early Head Start Region IV conferences and other Community Action Partnership Conferences, regional and national. With members participating/attending conferences and trainings helps members see what ALPI does in their communities to helping people, changing lives.

CRAC has sub-committees and with having sub-committees, it helps the council look at each area more specifically.

- Special Event Committee was able to secure a venue and theme for CRAC's annual meeting this year. Annual meeting venue was at the Adult Senior Center in Winter Haven, FL and theme, "ALPI Continues to Empower, Inspire, and Engage Children and Families." Committee planned for 75 people to attend annual meeting this year. Committee selected an excellent Guest Speaker, Mr. Clifton Lewis from Bartow, FL. The annual meeting was a great success.
- Scholarship Committee was able to raise enough money to award two (2) scholarships recipients this year. One from Winter Haven and one from Lakeland.
- Community Relation Committee are still working on building relationship with the community and hoping to build a good rapport with their communities.
- Benevolent Committee was able to collect a total of $275.00 from each member throughout the year. There were two (2) deaths and the committee gave out a total of $50.00 leaving them a total of $225.00 left.

Council presented three (3) nominees for the Community Service Award. Council voted on "Destiknee's Place in Lakeland, FL for the agency Community Service Award.

Council received LIHEAP t-shirts, if needed they can volunteer their time to assistance LIHEAP with their energy fair. Five (5) council members were able to assists LIHEAP with their energy fair in Winter Haven, FL in August 2019.

Central Regional Advisory Council had a great year and will continue to work hard as a council to provide full supports to the agency.

CENTRAL REGION ADVISORY COUNCIL
MEMBERSHIP ROSTER
2019-2020

Glenda Jones, Chairperson
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Wk: 863/294-5860
nsc1glenda@netscape.net
Term: 2018-2021

Dorothy Spencer
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Lakeland, FL 33815
Hm: 863/688-1906
jerihaynes@aol.com
Term: 2018-2021

Josephine Howard, Secretary
2711 Orchid Drive
Haines City, FL 33844
Hm: 863/422-0875
Cell: 863/221-2644
jolizhow13@yahoo.com
Term: 2019-2022

Patricia Gamble, Treasurer
P.O. Box 90942
Lakeland, FL 33805
Hm: 863-284-9044
Cell: 863/838-5111
gambpt@aol.com
Term: 2019-2022

VACANT
Term: 2018-2021

Jennie Calhoun
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Term: 2019-2022

Beulah Jones
3111 Woodhill Road
Winter Haven, FL 33881
Term: 2019-2022

Earnestine Davis (Mail)
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Winter Haven, FL 33881
Hm: 863/268-6011
Term: 2019-2022

Clora Dubose (Mail)
315 Avenue P, N.E.
Winter Haven, FL 33881
Hm: 863/294-4630
Term: 2017-2020

Dawnetta Haynes-Wearing
713 Reflections Drive
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Term: 2017-2020

Annie Larkins
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Winter Haven, FL 33885
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Term: 2017- 2020

Johnnie McNair, Vice Chair
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Term: 2017 - 2020

Doris Parker
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dorisp9235@gmail.com
Term: 2018-2021

Jacqueline Rentz
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Lakeland, FL 33801
Hm: 863/665-3131
Term: 2018-2021

Marian Owens
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Term: 2018-2021

Elizabeth Scaife (Mail)
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Term: 2017 - 2020

Margaree B. Simon
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Term: 2018-2021

Ruby Willix(Call)**
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Term: 2018-2021

Patricia Salary
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Term: 2017-2020

Mary Shepherd
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Term: 2017-2020

Dartha Shular
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Term: 2019-2022

Vermell Brown
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Term: 2019-2022

VACANT
Term: 2019-2022

Linda Bailey (Text)
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bmunchnstuff@aol.com
Term: 2017-2020

**** 1/2018-1/2020 Board Rep.**
Eff. 10/2018

COUNCIL/COMMITTEE MEETING REPORT FORM

INSTRUCTIONS: Complete and submit to the Board Secretary after reporting to the full Board.

Eastern Region Advisory
COUNCIL/COMMITTEE

October 19, 2019
DATE

Members Present/Absent: Attach Meeting Attendance Roster

Type of Report

___X___ Reporting/Updating

_____ Recommending Board Actions

_____ Recommending Policy Changes

Brief Statement of Committee's Issue/Area Reporting:

The Eastern Region Advisory Council hosted its Annual Membership and Arie Lou Perkins Scholarship luncheon on October 20, 2019 at Chester A. Moore Elementary School, Fort Pierce, Florida. The theme: "Molding and Encouraging our Children of Today for a Better Tomorrow". Master of Ceremony was Mr. Clarence Brown, council member. The keynote speaker was Mr. James Sullivan, Pastor, Spiritual Leader, Author, and retired Public School Administrator.

Three separate groups from the Head Start Centers participated on the program. Many parents, grandparents, staff, and citizens were there to support the children and the program.

Three Arie Lou Perkins Scholarships in the amount of $750.00 each were awarded to Maria Chavez-Sanchez (a former Head Start child) with a weighted GPA of 4.75, Jose Enriquez with a weighted GPA of 5.3384, and Taylor Siringo with a weighted GPA of 5.006.

Donita Brunson, Staff Liaison, presented each Advisory Council Member with a plaque for their untiring services to ALPI.

Election of Council members for (3) year term

Donita Brunson, Staff Liaison, facilitated the election process. The returning Council members on the ballot are: Mr. William Holt, Mr. Clarence Brown, Ms. Frances Cooper, Ms. Debra Williams, Ms. Tiffany Wilder, and Ms. Beverly Richardson. Marjorie Gaskin made a motion from the floor to also elect corporate member, Ms. Victoria Frazier. All named members were elected by all corporate members.

Mr. James Sullivan installed the 2019 – 2020 Advisory Council Members.

Closing comments were made by our CEO, Ms. Arlene Dobison and ALPI Board Chair, William Holt.

Election of Officers for 2019 -2020

The election of officers was conducted by Donita Brunson. A motion was made by Angela Jules for the officers to remain with William Holt – Chair, Constance Griffin – Vice Chair, Marjorie Gaskin – Secretary, Gena Spivey – Treasurer, and Bobbie Byrd – Parliamentarian. It was seconded by Frances Cooper and approved. Frances Cooper motioned that Mr. William Holt remain as the Advisory Council representative to the ALPI Board of Directors. The motion was seconded by Gena Spivey and approved.

EASTERN REGION ADVISORY COUNCIL
MEMBERSHIP ROSTER
2019-2020

Revised 10/20/19

****William Holt,** Chairperson
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Term: 2019-2022

Constance Griffin, Vice Chairperson
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Term: 2017-2020

Gena Spivey, Treasurer
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Term: 2018-2021

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Term 2019-2022

Debra Williams
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Term 2019-2022

Katherine Sims
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Term: 2018-2021

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Term 2018-2021

Margaret Porter
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Term: 2018-2021

Bobby Byrd, Parliamentarian
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Term: 2017-2020

Clarence Brown
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Term: 2019-2022

Tiffany Wilder
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Term: 2019-2022

Beverly Richardson
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Term: 2019-2022

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Term: 2018-2021

Mercadez Estime-Connelly
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Work: 772-462-7644
Mortishab.mba@gmail.com
Term: 2019-2022

Victoria Frazier
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Fort Pierce, Fl 34951
Term: 2019-2022

SOUTHERN REGIONAL ADVISORY COUNCIL
2018-2019
Annual Report

The '2018' year started with the Advisory Council's Annual Membership Meeting held in Frostproof on October 15, 2018. The Advisory Council also participated in the following Agency sponsored activities:

- Annual Board of Directors Planning Retreat held in Orlando on November 16-18, 2018.
- Annual Board of Directors Corporate Meeting and Luncheon held in Orlando on January 26, 2019.
- The Council recognized Dr. George Grace as the recipient for the '2019' Community Service Award presented at the Annual Board of Directors Corporate Meeting and Luncheon held on January 26, 2019.
- Shared Governance Orientation held in Winter Haven on February 23, 2019.
- Annual Family Picnic held in Fort Pierce, FL on June 15, 2019.
- The Bi-monthly Southern Region Advisory Council Meetings held in March, May and August, 2019.
- Council Members were identified to serve on the following committees: Membership, Nominating, Scholarship Benevolent and Special Events.
- The Bi-monthly Board of Directors Meetings held in April, June and September, 2019.

Services provided in the Council's service areas of: Frostproof, Avon Park, Sebring, Lake Placid, Lake Wales, Fort Meade, Wauchula, Clewiston, LaBelle, Moore Haven, Naples and Immokalee were as follows:

- Low Income Home Energy Assistance Program *(LIHEAP)* served (3166) low income families, direct assistance payments were $945,725.08. In '2018' and 2019, *Four (4) ENERGY FAIR EVENTS* were held in the Southern Region Advisory Council's services areas, which were: Clewiston, Lake Wales, Frostpoof and Sebring with support from the Southern Region Advisory Council.
- Elderly Home Energy Assistance Program (EHEAP), in Polk County served (250) seniors, direct assistance payments were $54,008.00.
- Community Service Block Grant *(CSBG)* served (298) low income families, direct payments were $118,413.65.
- The Farmworker Career Development Program (FCDP) Emergency Assistance provided services to (192) farmworker families in the areas of home energy and/or rental assistance. Direct assistance payments were $16,408.
- Emergency Solution Grant (ESG) served (461) families with Case Management Services. Frostproof Child Development Center provided Early Head Start service to (56) children and their families. Frostproof CDC also worked collaboratively with other agencies such as The Early Learning Coalition to provide parents with other early learning experiences to ensure that the children in our community are ready to enter Kindergarten. We are serving (20) Voluntary Pre-K (VPK) and (11) School Readiness children.
- Jumpstart Development Center (Lake Wales), contract provider under ALPI served (20) children and families.
- The "Summer Food Service Program" was held at the Lakeview Park Community Center in Frostproof, where (1,560) meals (breakfast and lunch) were served daily to children ages 5-12 from June 10, 2019 through July 30, 2019.
- Summer Work Experience coordinated with the CSBG Program for (2) youths to assist with the "Summer Food Service Program."
- The Southern Region Advisory Council is proud to announce the '2019' Seigler, Sims and Wade scholarship recipients are: Miss Kyra Wilson of Bowling Green, FL and Mr. Jon Ford Basquin of Clewiston, FL. Miss Wilson and Mr. Basquin will receive $500.00.

The Southern Region Advisory Council held its' Annual Meeting on Monday, October 21, 2019 at the Lakeview Park Community Center in Frostproof, FL. The program was well attended by corporate, staff and community members. Ms. Arlene Dobison, Chief Executive Officer gave 'greetings'.

The election process was introduced by staff liaison, Cheryl Burnham. Corporate members were validated via the Corporate Membership Roster.

Al Miller, Deputy Director, Community Services/Economic Development Division facilitated the '2019-2020' election process for the SRAC. Six (6) seats were filled for *2019-2022*. The officers are as follows: Barbara Grace, Chairperson, Kimberly Ross, Vice-Chairperson, Annie Robinson, Secretary and Noemi Cruz, Treasurer. The Southern Region Advisory Council Board of Directors Representatives for *'2020-2022'* are: Annette Jones and Annie Robinson. Al Miller did the honors of installing the *2019-2020* Southern Region Advisory Council Members.

The Southern Region Advisory Council would like to go on record as gratefully thanking all those who have partnered with ALPI, supported our efforts and became a part of our family.

Respectfully Submitted,
Barbara Grace, Chairperson
The Southern Region Advisory Council

The Agricultural and Labor Program, Inc.
2020 Southern Region Advisory Membership Roster

Barbara Grace, Chairperson
905 Entrance Road
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Term: 2019-2022

Kimberly R. Ross, Vice-Chair
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Clewiston, FL 33440
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Term: 2015-2018

****Annie Robinson, Secretary**
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Term: 2018-2021

Noemi Cruz, Treasurer
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Frostproof, FL 33843
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Term: 2018-2021

John Ash
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(863) 285-8569 Home
Term: 2018-2021

Katie Clarke
37 Banneker Lane
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(863) 605-1330 Cell
Term: 2017-2020

Ruth A. Gay
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Frostproof, FL 33843
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Term: 2018-2021

Rosa Hampton
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Term: 2019-2022

****Annette Jones**
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Term: 2017-2020

N'Kosi Jones
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Bernice Lopez
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Term: 2018-2021

Emma Malcolm
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Term: 2019-2022

Tracy Maloy
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Term: 2017-2020

Ty'Ree Matthews
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Term: 2019-2022

Terry Wellington
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Term: 2019-2022

Yvette Wingate
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239-634-3244 Cell
E-Mail: yreese62@gmail.com
Term: 2019-2022

VACANT
Term: 2018 – 2021
Term: 2018 – 2021
Term: 2018 – 2021

VACANT
Term: 2017 – 2020
Term: 2017 – 2020
Term: 2017—2020

VACANT
Term: 2019 – 2022
Term: 2019 –2022

***** 2020-2022 Board Representative***

ALPI NORTHERN REGIONAL/ATEC ADVISORY COUNCIL
2019 Annual Report

Accomplishments for 2018-2019

(1) The Advisory Council participated/hosted (in) the following Agency sponsored activities:
- Hosted the Annual Meeting held in Mount Dora, FL on October 13, 2018;
- Participated at the Annual Planning Retreat held in Orlando, FL on November 16-18, 2018;
- Participated at Annual Corporate Meeting and Luncheon held in Orlando, FL on January 26, 2019
- Participated at Shared Governance Orientation held in Orlando, FL on February 23, 2019;
- Participated at the Annual Family Picnic held in Fort Pierce, FL on June 15, 2019; and
- Participated at the Bi-monthly Board of Directors' Meetings (April, June, & September 2019).

(2) Recognized Vivian Carla Miller Mitchell of Eustis, FL as the recipient for the 2019 Community Service Award during the ALPI Annual Corporate Meeting and Luncheon held in Orlando, FL;

(3) Council Members participated in the 2019 Voters' Registration activities;

(4) Selected members (via ALPI) to represent the NR/ATEC at two (2) affiliate agencies conferences/meetings: Florida Association for Community Action Agencies in Tampa, FL and the Florence Villa CDC Annual Meeting in Winter Haven, FL.

2019/2020 COMMITTEES' CHAIRPERSONS

The following chairpersons were selected: Sheila Dixon, Marva Hawkins Scholarship (Scholarship Committee); and Evelyn Seabrook (Special Events)

2019 ANNUAL MEETING

The Annual Meeting was held on Saturday, October 12, 2019 which included a program and business Meeting. The Keynote Speaker was Ms. Cecilia Canady, Voter Services Director in Lake County. The theme was "*Focusing on New Changes Within A Powerful Community*. The meeting was attended by corporate, staff and community members. Each 2018/2019 Council Member was presented with a "Volunteer Service" plaque and a heartfelt "thank you" for their untiring support and service to the ALPI Organization during the program year.

2019 ELECTION OF COUNCIL MEMBERSHIP

Al Miller, C&ES Deputy Director opened the election process by validating the corporate membership eligibility to vote using the Corporate Membership Roster, as well as, reviewing the 2019 Regional Advisory Council Election Procedures. The following seats were declared vacant: eight (8) three-year terms (2019-2022); three (3) two-year terms (2018-2021); and five (5) one-year terms (2017-2020.

Through the Nominating Committee, two (2) said names were presented for the three-year terms (2019-2022). Chester McNorton moved to accept the Nomination Committee's slate/recommendations; David Rucker seconded. Motion carried. No nominations were made for the remaining vacant seats. The installation of the 2019-2020 CRAC Membership and election validation results were as follows:

2019-2022	2018-2021	2017-2020
Charles Harris, Jr.	Donald Tillman	Sheila Dixon
Joseph Washington	Constance Anderson	Annette Brown
VACANT	David Rucker	VACANT
VACANT	Nereida Jackson	VACANT
VACANT	Chester McNorton	VACANT
VACANT	Maureen Lewis	VACANT
VACANT	VACANT	VACANT
VACANT	VACANT	VACANT

ELECTION OF OFFICERS

Annette Brown moved to accept the Nomination Slate as presented; Donald Tillman seconded. Motion carried.

Donald Tillman, Chairperson
Chester McNorton, Vice Chairperson
Constance Anderson, Secretary
Sheila Dixon, Assistant Secretary
Evelyn Seabrook, Treasurer
Nereida Jackson, Parliamentarian

NORTHERN REGION/ATEC ADVISORY COUNCIL
2019-2020 MEMBERSHIP ROSTER

DONALD TILLMAN, CHAIRPERSON
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donaldtillman@ymail.com
Term: 2018-2021

CONSTANCE ANDERSON, SECRETARY
2480 Crawford Drive
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Term: 2019-2022

***Board Rep/(2019-2021)**
****Special Events Chair**
*****Scholarship Chair**

(October 2019)

Head Start/Early Head Start

Policy Council

Annual Meeting Report & Membership Roster

The Agricultural and Labor Program, Inc.

Helping People. Changing Lives.

community Action PARTNERSHIP

AMERICA'S POVERTY FIGHTING NETWORK

HEAD START & EARLY HEAD START

2018-2019 POLICY COUNCIL ANNUAL REPORT

Head Start/Early Head Start Policy Council Annual Report

Summary

During the 2018-2019 program year; the Parent Committees and Policy Council were established during the month of September and October 2018 at all the directly operated and contracted centers. The Parent Committees consisted of parents of children enrolled in the Head Start and Early Head Start Program. The Policy Council membership consisted of fourteen (14) parents whose children were enrolled in the program and five (5) were Community Representatives.

The newly elected Policy Council was provided with the Annual Program Governance Orientation/Training on October 1-3, 2018. Mable Jones, The Jones Connection, Atlanta, GA., facilitated the Orientation/Training. The orientation/training included all the elements of the functionally of the Policy Council according to the Head Start Program Performance Standards. The 2018-2019 Policy Council Governance Orientation/Training topics included the following:

- Agency/Program
  - Mission Statements
  - Agency/program history
  - Agency/program services
- Head Start Program Performance Standards
  - Program Governance
  - Board of Directors Structure, Composition and Selection
  - Board of Directors Responsibilities
  - Policy Council Structure, Composition and Selection
  - Policy Council Responsibilities
  - Conflict of Interest
  - Policy Council Major Time Lines
  - Policy Council Committees Responsibilities
  - Parent Committees
- Other Important Information
  - Code of Business Conduct Pledge Statement
  - Florida Sunshine Law

- Performance Standards Subpart A – Eligibility, Recruitment, Selection, Enrollment, and Attendance:
    - § 1302.12 Determining, Verifying, and Documenting Eligibility
- Head Start Approaches to School Readiness
- Parent, Family and Community Engagement Framework
- 2018-2019 Planning Calendar to include Major Timelines
- Election of Officers

The 2018-2019 Policy Council Officers were: Tamarind L. Hill, Chairperson; Nikaya L. Woods, Vice-Chairperson; Yolanda Robinson, Secretary and Daniella Jackson, Treasurer. Mrs. Robinson was also elected to be the Board of Directors Representative.

Tamarind L. Hill, Policy Council Chairperson along with other members participated in at least three joint events with the Board of Directors. These joint events included the following:

- Annual Board of Director's Retreat in November 2018
- Annual Region IV Parent Conference in December 2018
- Annual Corporate Board of Director's Meeting in January 2019
- Annual Board of Director's Orientation in February 2019

During the 2018-2019 program year, the Policy Council conducted several tasks and monthly meetings. The Policy Council in their decision-making role; was able to approve the following:

- Agency Personnel Policies and Procedures
- Agency Financial Management Policies and Procedures
- Internal Dispute Resolution and Community Compliant Policies and Procedures
- Program Annual Self-Assessment and Improvement Plan
- Funding Grant Applications
- Human Resources Actions
- Financial Reports
- Program Progress Reports
- School Readiness/Child Outcomes Reports

The Policy Council conducted a total of nine (9) business scheduled meetings; participated in a three-day Program Governance Orientation/Training and participated in a joint decision-making with the Board of Directors. The first Policy Council meeting was held on October 3,

2018 and the last meeting was held on September 11, 2019, of which was facilitated by the Policy Council Executive Committee to review and approve items that needed approval.

Overall, the Policy Council conducted nine (9) meetings and successfully executed their purpose as described by the Head Start Program Performance Standards 45 CFR Charter XIII Part 1301 and Head Start Act.

The replacing Policy Council for the 2019-2020 program year, was elected in September 2019 during the establishments of the Parent Committees. The newly elected Policy Council members were seated during the Annual Policy Council Program Governance Orientation/Training held on October 1-3, 2019, of which was facilitated by Jennifer Reed, JFK Consultant, South Carolina. The orientation/training topics and materials included, but were not limited to the following:

- There were several topics that were covered to include but not limited to:
    - Head Start Performance Standards Program Governance
    - Policy Council Structure
    - Parent Committees
    - Policy Council Responsibilities
    - Election of the Policy Council Officers i.e., Chairperson, Vice-Chairperson, Secretary, Treasure, and Board Representative
    - Parent Committees
- Performance Standards Subpart A 1302.12 – Eligibility, Recruitment, Selection, Enrollment, and Attendance

During the Program Governance Orientation/Training the elected Policy Council Officers for the 2019-2020 program year are:

- Yolanda Robinson, Chairperson
- Tamarind L. Hill, Vice-Chairperson
- Teaira Reed, Secretary
- Anthony Smith, Treasurer

The newly elected Policy Council's first meeting was held on October 3, 2019 to review and approve items that needed approval.

Agricultural and Labor Program, Inc.
2019-2020 Head Start/Early Head Start Policy Council Roster

REPRESENTATIVES			
Peter Negron Jr. 2256 S.W. Franklin Street Port St. Lucie, FL 34983 (772)302-7982 **Child Development & Family Services**	**Anthony Smith** 1007 Avenue F Fort Pierce, FL 34950 (772)216-5379 **TREASURER** **George W. Truitt Family Services**	**Teaira Reed** 903 N. 23rd Street Fort Pierce, FL 34950 (772)971-2419 **SECRETARY** **Garden Terrace Head Start**	**Vernea Jones** 1104 Apple Street Fort Pierce, FL 34950 (347)784-1020 **Francina Duval Head Start**
Danielle Ryan 5784 N.W. Belwood Circle Port St. Lucie, FL 34986 (772)359-8335 **Child Development & Family Services**	**Yolanda Robinson** 1655 N. 29th Street, #403 Fort Pierce, FL 34947 (772)924-8978 **CHAIRPERSON** **PC BOARD REPRESENTATIVE** **George W. Truitt Family Services**	**Tomeka Lowery-Warren** 5612 Fort Pierce Blvd. Lakewood Park, FL 34951 (772)925-4698 **Garden Terrace Head Start**	**Arelys Montes** 4506 Whispering Pine Lane Fort Pierce, FL 34982 (772)332-4219 **Learning Tree Academy**
Kayla Taveras 345 E. Weatherbee Road Lot 152 Fort Pierce, FL 34982 (772)985-2827 **Lincoln Park Head Start**	**Joseph Young** 111 N. 39th Street Fort Pierce, FL 34947 (772)324-1717 **Queen Townsend HS Center II**	**Barbara Jean Aponte** 209 S. Scenic Highway Frostproof, FL 33843 (216)278-4840 **Frostproof Child Development**	**Donna Gibson** Families of the Treasure Coast 1702 N. 15th Street Fort Pierce, FL 34950 (772)302-3147 **Community Representative**
Nikyta L. Woods 907 S. 27th Street 4-205 Fort Pierce, FL 34947 (772)212-3884 **Lincoln Park Head Start**	**Sharon Zachery** 2507 Avenue S Fort Pierce, FL 34950 (786)873-5791 **Queen Townsend HS Center II**	**Tamarind L. Hill** P.O. Box 932 Frostproof, FL 33843 (863) 589-8226 & (863) 212-9358 **VICE-CHAIRPERSON** **Community Representative**	
Josephine Howard 2711 Orchid Drive Haines City, FL 33844 (863)422-0875 & (863)221-2644 **BOARD REPRESENTATIVE** **Community Representative**	**Linda Halpin** Department of Children and Families District 19 - Licensing Supervisor 337 N. US Highway 1, Benton Bldg. Fort Pierce, FL 34950 (772)467-4184 **Community Representative**	**Dr. George Grace** Retired Executive from Bellsouth 905 Entrance Road Avon Park, FL 33825 (305)936-6435 **Community Representative**	
ALTERNATES			
Shacora Harris 501 S.E. Essex Drive Port St. Lucie, FL 34984 (772)249-4609 & (305)923-9741 **Child Development & Family Services**	**Miriam De La Cruz** 2625 S. 26th Street Fort Pierce, FL 34981 (772)708-9605 **Francina Duval Head Start**	**Chasity Bennett** 248 Lilac Terrace Lot 51 Fort Pierce, FL 34946 (772)940-2614 **Garden Terrace Head Start**	**Llena Hills** 3515 Sloan Road Fort Pierce, FL 34947 (772)828-5337 & (772)370-3339 **George W. Truitt Family Services**
Amaryllis Rosario 4474 S.W. Attlee Street Port St. Lucie, FL 34953 (407)373-8197 **Child Development & Family Services**	**Sheryolanda Smith** 1122 Hemlock Circle Fort Pierce, FL 34947 (863)724-9344 **Learning Tree Academy**	**Shawonda Buckner** 3010 Avenue D Fort Pierce, FL 34950 (772)713-4444 & (772)672-2144 **Garden Terrace Head Start**	**Cristal Sanchez** 3265 US Highway 1 Lot 22 Fort Pierce, FL 34982 (772)708-7638 **George W. Truitt Family Services**
Cobie Tai 3304 S. 7th Street Apt. C Fort Pierce, FL 34982 (772)227-0160 **Lincoln Park Head Start**	**Kavir Alvarado** 1616 Indiana Avenue Fort Pierce, FL 34950 (772)672-2514 **Queen Townsend HS Center II**	**Britni Danielle Wilkerson** 121 Wild Flower Drive Lake Wales, FL 33859 (863)232-6761 **Frostproof Child Development**	
Arndrea Joseph 1230 Avenue B Fort Pierce, FL 34950 (772)882-0282 **Lincoln Park Head Start**	**Correy Barron** 1702 Mayflower Avenue Fort Pierce, FL 34950 (772)985-0939 **Queen Townsend HS Center II**	**Khendra B. Daniels** 504 S. 4th Street 3G Lake Wales, FL 33853 (863)241-8391 **Jumpstart Development Center**	