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The Agricultural and Labor Program, Inc.
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America's Poverty Fighting Network

Board of Directors Management Annual Planning Retreat

Doubletree Downtown, Orlando, FL
November 19 - 21, 2021

Agenda

Friday, November 12, 2021
via email

CEO Performance Evaluation: 2020 - 2021
Facilitator: William Holt, Chairman

Friday, November 19, 2021

Time	Location	
12:00 p.m. - 1:30 p.m.	Restaurant	**Senior Management Staff Lunch/Hotel Restaurant**
1:30 p.m. - 5:00 p.m.	Summerlin	**Senior Management Staff Meeting**
4:00 p.m. - 6:00 p.m.		**Hotel Room Registration**
6:00 p.m. - 7:00 p.m.	Summerlin	**Executive Committee Meeting** **Participants:** William Holt, Stacy Campbell-Domineck, Yolanda Robinson, N'Kosi Jones, Josephine Howard, Marjorie Gaskin **Staff:** Arlene Dobison, CEO and Dennis Gniewek, Finance Director **Legal Counsel:** Jonathan Thiele, Esq.
7:15 p.m. - 7:45 p.m.	Manatee	**Strategic Plan Overview** **Facilitators:** Myers and Wilson **Participants:** Board, HS/EHS Policy Council, Committee Members and Management Staff
8:00 p.m. - 8:30 p.m.	Manatee	**Retreat Introduction** COVID-19 and It's Impact On the ALPI **Facilitators:** William Holt, Board Chairperson and Arlene Dobison, CEO **Participants:** Board, HS/EHS Policy Council, Committee Members and Management Staff
8:30 p.m. - 10:30 p.m.	Manatee	**Dinner Buffet**

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Saturday, November 20, 2021

Time	Location	
7:30 a.m. - 9:00 a.m.	Manatee	**Breakfast Buffet**
9:00 a.m. - 12:00 p.m.		**Committees' Work Sessions and Wrap Up** **Participants:** Board, HS/EHS Policy Council, Committee Members and Management Staff
	Brevard	Group I
	Sumter	Group II
	Seminole	Group III
1:30 p.m. - 5:00 p.m.	Pool Terrace	**Tailgate with Lunch Buffet**

Sunday, November 21, 2021

9:00 a.m. - 10:00 a.m.	Manatee	**Breakfast Buffet**
10:00 a.m. - 12:00 p.m.	Anderson/ Delaney	**Board of Directors' Meeting** **Participants:** Board, HS/EHS Policy Council, Committee Members and Management Staff

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Board of Directors & Management
2021 Annual Planning Retreat

Group I
Yolanda Robinson
(Group Facilitator)

Kim Johnson
Emily Hunter (Virtual)
Chester McNorton
Valerie Bienaime
Fabienne Cemervil
Joanne Saintelus
Adevion Mathis
Melvin Philpot

Staff Liaisons
Al Miller
Myrna Rodriguez
Crystal Dames
Maria Guerrero

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

Group II
William Holt (Virtual)
(Group Facilitator)

Josephine Howard
Stacy Campbell-Domineck
N'Kosi Jones
Ramon Olivo
Tonmiel Rodriguez (Virtual)
Marjorie Gaskin
Rashondra Croskey (Virtual)
Kierra Guy

Staff Liaisons
Dennis Gniewek
Yolanda Garrett
David Caldas

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

Group III
Ruby Willix (Virtual)
(Group Facilitator)

Annie Robinson
Katie Clarke
Gena Spivey
Annette Jones
David Rucker (Virtual)
Stacy Campbell-Domineck

Staff Liaisons
Alisa Thornton
Pa Houa Lee Yang
Cheryl Burnham

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

November 19-21, 2021

Doubletree by Hilton | Downtown | Orlando, FL

BOARD ISSUES PRESENTED FOR DISCUSSION/ACTION
GROUP I

(November 19-21, 2021)

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:

a. 2021 Head Start/Early Head Start Self-Assessment Summary
b. 2021 Head Start/Early Head Start Self-Assessment Procedures
c. 2020-2021 Child Outcomes
d. 2020-2021 Head Start/Early Head Start Teaching Staff Credentials
e. 2021 Head Start/Early Head Start Service Delivery target areas
f. 2021- 2022 Funding Applications (Head Start/Early Head Start, CSC/CAT)
g. Head Start/Early Head Start 2021 PIR Report (waived due to COVID-19)
h. 2020-2021 Head Start/Early Head Start Final Class Observations
i. 2020-2021 External Monitoring Performance Report
j. 2014-2021 Five Year Strategic Plan Summary Report
k. COVID-19 Impacts and Process Change

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:

a. Quarterly FOCAS Reports (July 2019-June 2020)
b. RISK-ASSESSMENT TOOL FOR PRIVATE CSBG Eligible Entities (CEEs)
c. CSBG Organizational Standards
d. External Monitoring Reports (July 2020 - June 2021)
e. 2021-2022 Funding Applications (DEO/LIHEAP, DEO/CSBG, HUD Housing Counseling, Florida Non-Profit Housing and Elderly Affairs/EHEAP)
f. Five Year Strategic Plan Summary Report (SEE CHILD DEVELOPMENT & FAMILY SUPPORT SERVICES)
g. 2021-2025 Strategic Plan
h. COVID-19 Impacts and Process Changes

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

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:

a. ALPI Board Membership Roster and election procedures
b. Risk Assessment TOOL FOR PRIVATE CSBG Eligible Entities (CEEs)/see COMMUNITY SERVICES & ECONOMIC DEVELOPMENT
c. Quarterly FOCAS Reports (July-June 2019) - see COMMUNITY SERVICES & ECONOMIC DEVELOPMENT

CERTIFICATION OF ADVISORY COUNCIL ELECTION PROCEDURES/RESULTS

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:

a. Regional Advisory Councils' Annual Meeting Reports and Election Process/Outcomes
b. 2021/2022 Regional Advisory Councils Membership Rosters

CERTIFICATION OF HS/EHS POLICY COUNCIL ELECTION PROCEDURES/RESULTS

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:

a. Head Start/Early Head Start Policy Council Annual Meeting Report
b. 2021/2022 Policy Council Membership Roster

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FOCUS AREA:

CHILD DEVELOPMENT & FAMILY SUPPORT SERVICES

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2021 Head Start - Early Head Start Self-Assessment Summary

The Agricultural and Labor Program, Inc.

2021 Self-Assessment Report

HEAD START/EARLY HEAD START

Self-Assessment Report

I. Introduction

a. Briefly describe your program

The Agricultural and Labor Program, Inc. (ALPI), provides a high-quality comprehensive early childhood education Head Start and Early Head Start Program designed to be responsive to the needs of the children and families in Martin, St. Lucie, and Polk County, Florida. The Program serves children birth to 5 years, as well as pregnant women, with emphasis on the transition from Early Head Start to Head Start, and from Head Start to public school. The program operates center-based services across counties, serving 947 eligible children including, preschool children, infants, toddlers, and pregnant women, to include children with disabilities. The Program designed service areas include, Stuart, Jensen Beach, Hobe Sound, Port Salerno, and Indiantown, Martin County, Florida; Port St. Lucie and Fort Pierce, St. Lucie County, Florida; and Frostproof, Lake Wales, and other near surrounding areas in Polk County, Florida. The Program provides the following services by county: Martin – 100 HS and 32 EHS; St. Lucie – 659 HS and 80 EHS; and Polk – 76 EHS.

ALPI maintains collaborations with community partners, and early childhood education providers to maximize resources and to prepare children and families with the transition to public education, as well as to provide health, mental health, disabilities, and other services to meet the needs of the enrolled children and families.

ALPI has developed and implemented a School Readiness Plan that is in alignment with the federal and state school readiness expectations, and utilizes the Creative Curriculums of which are research-based curriculums used to deliver the education services. The program uses Teaching Strategies GOLD, to conduct ongoing assessments of the children learning gains. The Program gathers and analyzes school readiness data three times per year; from various resources to include Teaching Strategies, VPK Assessments, CLASS observations, and other relevant information to measure progress made towards meeting the program goals and objectives, as well as the federal and state school readiness expectations.

ALPI uses Classroom Assessment Scoring System as the observation instrument that assess the quality of teacher-child interactions with preschoolers, toddlers, and infants.

b. Provide a context for your Self-Assessment process

As part of the Annual Program Self-Assessment, the program reviews and evaluates the program goals and objectives for the Head Start and Early Head Start Program. 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. This process allows management to engage in a comprehensive program review and planning to establish and maintain the progress of ongoing monitoring and continuous quality improvement for achieving the program goals and objectives that ensure the delivery of effective, and high-quality program services. The Annual Program Self-Assessment provides ALPI with the following:

- The effectiveness of its systems in facilitating compliance with required standards; throughout the program year to make changes in accordance with ALPI's Program Operational Policies and Procedures;
- To determine if the rate of progress being made is adequate for children to achieve the agency's School Readiness Plan by the end of the program year;
- Identify objectives scheduled for accomplishments 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 the Head Start Program Performance Standards and regulations;
- Allow sufficient time during the program year for modification from the management team, and service delivery systems, if needed reallocation of resources to ensure that every participant in the program receives the maximum benefit.

II. Methodology

a. Describe the design of your Self-Assessment and identify the members

ALPI annually conducts a Self-Assessment that is designed to review, analyze, and measure progress in achieving the goals and objectives, and identifies "Systematic" issues that need to be addressed from a systematic process to eliminate any difficulties in achieving the intended goal and or objectives.

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 Program Performance Standards, State and agency requirements is as follow:

- Review of governing body participation/involvement practices
- Review of evidence of ongoing reporting practices of the governing body to include Policy Council
- Review of financial practices according to funding requirements
- Review of Human Resources practices
- Review and analysis of student performance annual results, i.e., Teaching Strategies GOLD Ongoing Assessments, Voluntary Pre-K Assessments, and STAR Assessments.
- Review of services provided to children and 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 policies.

b. Provide the Self-Assessment time frame

ALPI's Management Staff conducts monitoring activities on an ongoing basis to evaluate and measure the progress towards meeting the goals and objectives; and to make the necessary adjustments to address any timing issues. This process allows the team to practice continuous improvement on an ongoing basis. The program annually conducts a Self-Assessment that is designed to review, analyze, and measure the effectiveness of the systematic practice used for progress in achieving the program goals and objectives, the annual self-assessment is scheduled at least two-months prior to the submittal of the grant funding application. For the 2021 year, the self-assessment was conducted the week of **July 19-22, 2021**.

ALPI used the information from the National Center on Program Management and Fiscal Operations Orientation for the Self-Assessment process to train the team members. This training was designed to give a brief 30-minute overview of Head Start, the program, the self-assessment process, and what the self-assessment team members can expect as they embark on their work. Training was conducted prior to embarking into the process (July 19, 2021).

c. **List the data collection tools used**

The program data collection tools used to evaluate and measure the effectiveness of the implementation and carrying out of the agency's Management Systems oversight of the delivery of the Head Start and Early Head Start program goals and objectives, included the following:

- Head Start Program Performance Standards
- Focus Area 2 Monitoring Protocol
- Program Operational Policies and Procedures
- ALPI's Personnel Policies and Procedures
- ALPI's Fiscal Management Policies and Procedures
- MyHeadstart comprehensive service delivery reports
- MyHeadstart enrollment and attendance reports
- MyHeadstart waitlist reports
- MyHeadstart eligibility reports
- Grants Management System (GMS) Financial Reports, Program Progress Reports, etc.

d. List any additional information used during the Self-Assessment (965 characters)

The agency utilized the National Center on Program Management and Fiscal Operations Self-Assessment tools.

III. Key Insights

a. Describe the strengths of the program

- ALPI Board of Directors
- Head Start/Early Head Start Policy Council
- ALPI Community Partnerships
- Staff longevity commitment to the organization, children and the families
- ALPI's comprehensive service delivery process
- Oversight knowledge and expertise

b. **Describe systemic issues**

Through the Self-Assessment exploration and discovery process, the team was able to determine that there was a weakness in the communication system that aligns professional development as well as the mentor/coaching portion of the service delivery process for staff.

During the staff interviews, staff were inconsistent with their responses on the day-to-day practices, and staff were unable to articulate normal standard practices, etc.

c. **Discuss the progress of the program in meeting its goals and objectives**

- The data tours demonstrated the impact that COVID-19 had in the service delivery practices in meeting the program goals and objective, including the following:
    - School Readiness - children learning gains
    - Family Partnership Agreement progress – engaging and collaborating with families – service delivery

IV. Recommendations

a. Recommend areas for program improvement

Based on the results of the Annual Program Self-Assessment, the recommendations are as follows:

- Increase the training/professional development activities for all staff
- Provide refresher training to staff on best practices in a small group/cluster setting on the policies and procedures
- Increase the mentoring/coaching practices to provide support to staff
- Promote trauma informed care practices for all staff

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2021 Head Start - Early Head Start Self-Assessment Procedures

ALPI HEAD START/EARLY HEAD START
OPERATIONAL POLICIES AND PROCEDURES
PART J – PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

SUBJECT	**Program Management and Quality System Improvement**
45 CFR SECTION:	1302.102 (b)(2) Self-Assessment
PERFORMANCE OBJECTIVE:	To establish and maintain a management process of going monitoring and continuous improvement for achieving program goals that insures child safety and the delivery of high-quality services.

Policy:

ALPI has established and implemented procedures to ensure that at least once each program year, a self-assessment is conducted to assess the effectiveness, progress in meeting program goals and objectives in implementing federal regulations.

ALPI has established and implemented procedures for the ongoing monitoring of the Head Start/Early Head Start fiscal and programmatic operations, as well as those of each of the contracted service providers to ensure that these operations are effectively implementing the federal regulations.

ALPI has established and implemented procedures to provide ongoing feedback to the contracted service providers of any deficiencies of their operations identified in the monitoring review including assistance in developing corrective action plans and timetables for addressing identified problems.

ALPI Board of Directors and Policy Council approve or disapprove the Self-Assessment Report and the Corrective Action Plans and timetables for addressing identified problems.

ALPI uses additional methods for evaluating continuous program progress by utilizing a variety of tools. These tools include, but are not limited to the following: employee performance evaluations, reports from consultants and advisory committees, staff meetings, monitoring reports, child/family outcomes reports, community assessment reports, etc.

ALPI review and assess established procedures and timelines for conducting the Self-Assessment once each program year.

ALPI uses the Office of Head Start Monitoring Protocols and other recommended tools to conduct the Self-Assessment.

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/March (Phase II)
    - Self-Assessment Report and Corrective Action Plan – March/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 file 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/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 Policies and Procedures.

10. The Management Staff is responsible for recruiting participants as early as possible. Recruiting responsibilities consists as follows:

    - Board/Policy Council Members – Deputy and Program Operations Directors
    - Community–Managers
    - Parents and/or legal guardians – Child Development Services Managers

11. Once the participants have been identified, staff will submit names, and addresses of each participant to the Program Operations Directors thru the Office Supervisor.

12. The Program Operations Directors will send an invitation and information about the process to all participants at a minimum of three weeks prior to the Self-Assessment.

13. If at all possible, the Program Operations Director will assign a Board of Directors or a Policy Council member to serve as a leader of each team. The team will consist of the following Performance Standards Service areas if possible:

    - Education and Child Development
        a. School Readiness
        b. CLASS
    - Health Program Services
        c. Delivery of Services
        d. Safety Practices
    - Family and Community Engagement Program Services/ERSEA
        a. Review of children files
        b. Eligibility
        c. Parent, Family and Community Engagement
    - Program Management & Quality Improvement
        a. Management Systems i.e., Planning, Communication, etc.
        b. Staffing and Training
        c. Transportation
    - Fiscal Management

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 is 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
    - 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/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/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.

23. The Corrective Action Plan will be presented in March/April to the Policy Council with recommendations for approval or disapproval.

24. The Managers, Coordinators, and Specialists will report to the Program Operations Director progress achieved in correcting and/or meeting the addressed deficiencies, and problems of the Self-Assessment. This progress will be reported through monthly reports, meetings, status reports, etc.

25. The Deputy Director and the Program Operations Directors will report to the Policy Council the progress achieved in meeting recommendations of previous Self-Assessment as appropriate.

26. The Self -Assessment data will be used by the Management Staff to develop, review, and revise program goals and objectives for the grant application narrative.

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2020-2021

Child Outcomes

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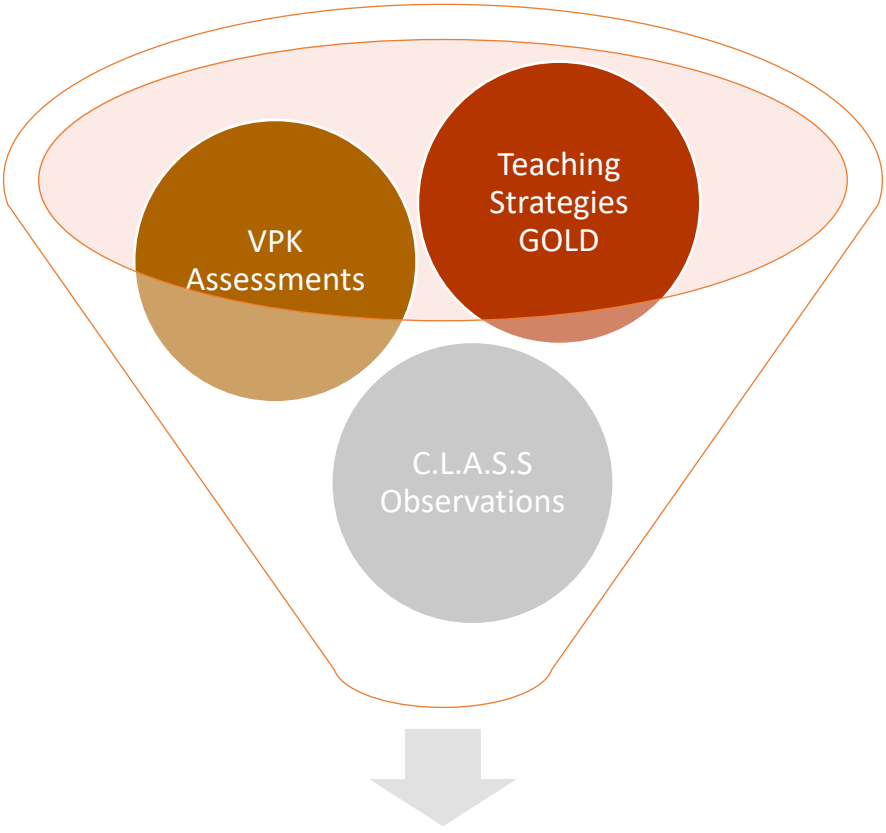
HEAD START/EARLY HEAD START

2020-2021 School Readiness/Child Outcomes



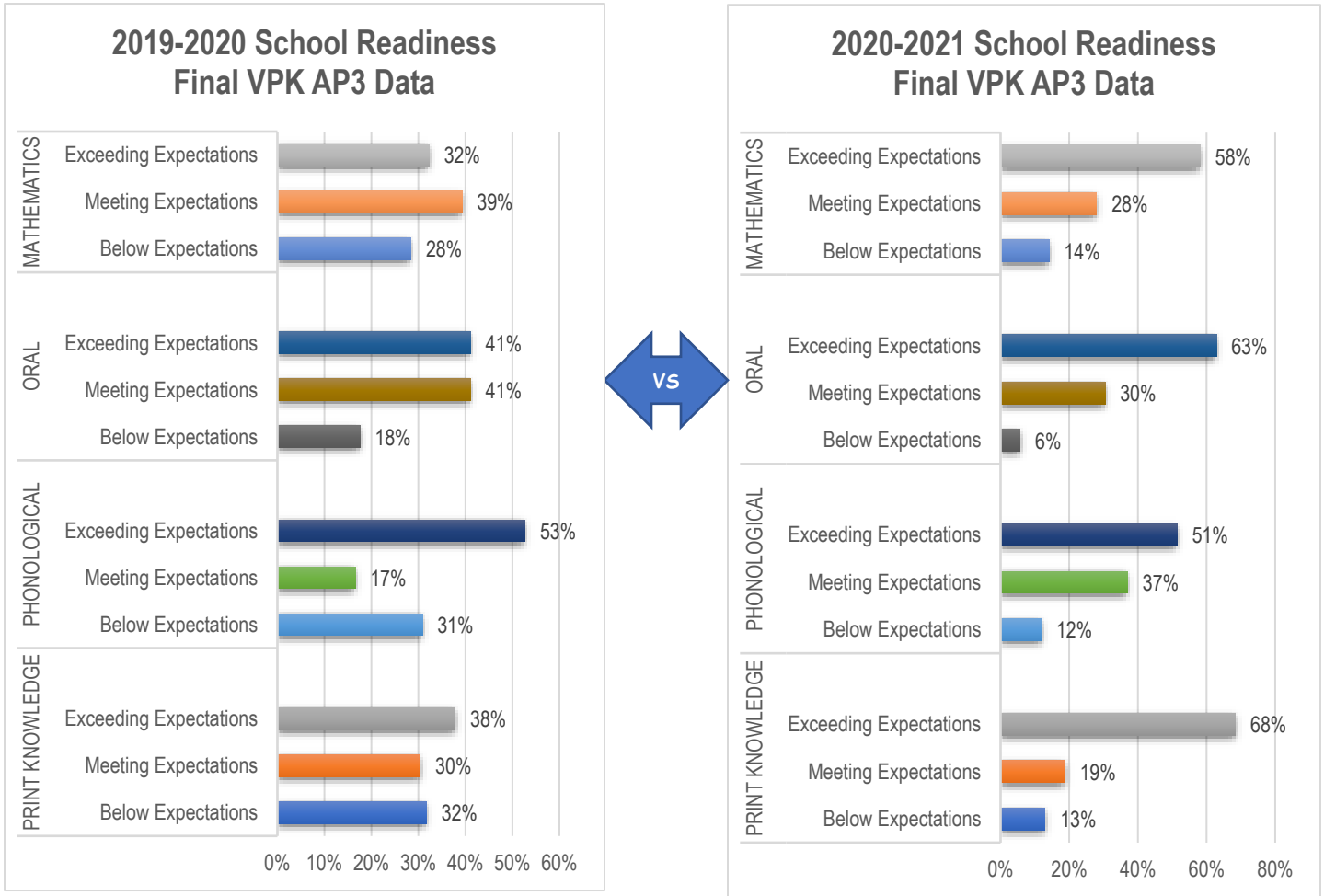
= School Readiness/Child Outcomes

School Readiness/Child Outcomes

The Agricultural and Labor Program, Inc., (ALPI) Head Start/Early Head Start Program, aggregates and analyzes child assessments from various tools used during the program operating period to evaluate and measure the program's progress towards meeting the school readiness goals and objectives established in the Head Start and Early Head Start Baseline Funding Grant Application.

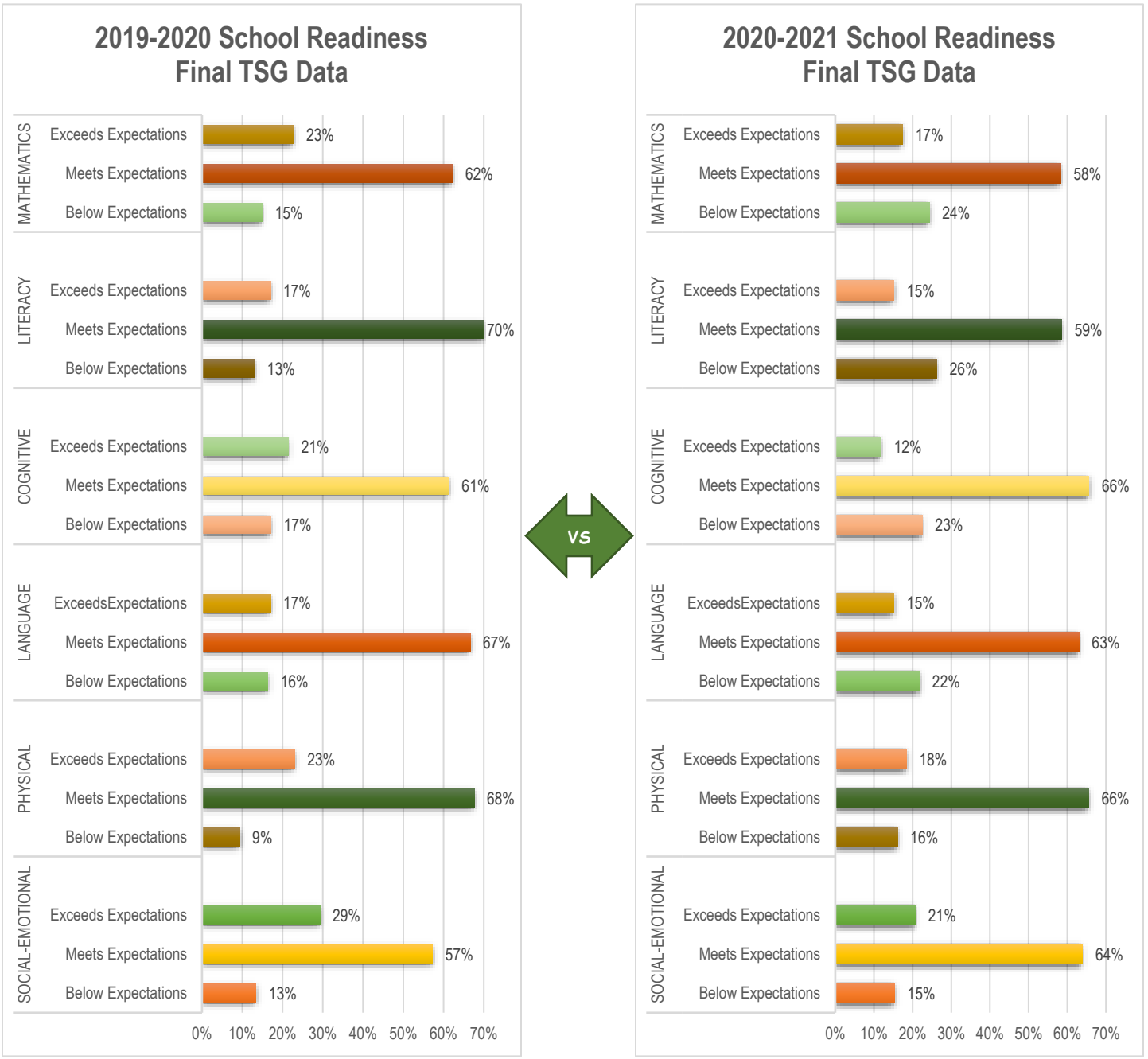
ALPI has compared school readiness data from the last two years to track and monitor the impact of COVID-19 Pandemic, and the progress towards moving forward with full and in-person learning. Recognizing similarities, growth, stability, patterns, and trends will assist in developing new strategies to meet 100% of the established goals and objectives. The School Readiness/Child Outcomes are based on a combination of data collected from various tools. The data below represents program progress towards achieving goal 1.

The aggregated data below represents the VPK Assessment Period 3 results comparison between the last two challenging years. The data demonstrates that the largest percentage of children are meeting or exceeding expectation in the 2020-2021 school year.



The Agricultural and Labor Program, Inc., Head Start and Early Head Start Programs as its online child assessment system, utilizes the Teaching Strategies GOLD. Teaching Strategies is an ongoing observational system for assessing children from birth through kindergarten.

The aggregated data below represents the Teaching Strategies GOLD ***(TSG)*** Spring School Readiness results comparison between the last two challenging years. The data demonstrates that the largest percentage of children are meeting or exceeding expectation in the 2020-2021 school year.



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2020-2021 Head Start - Early Head Start Teaching Staff Credentials

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HEAD START & EARLY HEAD START

2020-2021

TEACHING STAFF CREDENTIAL STATUS

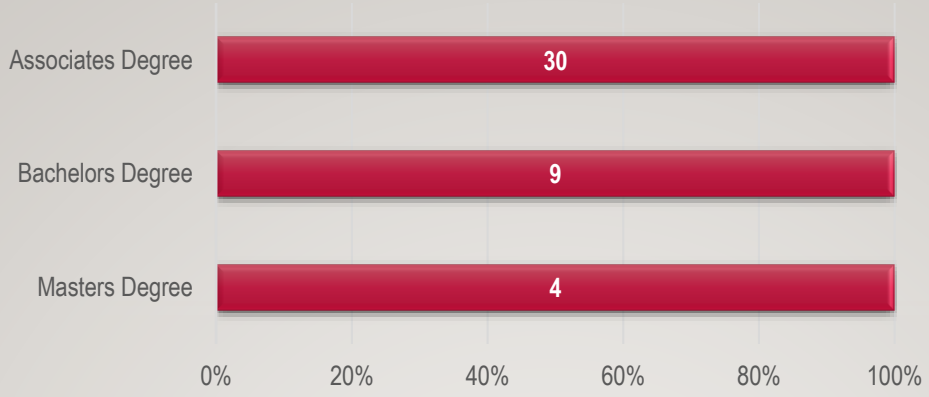
SUMMARY

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:

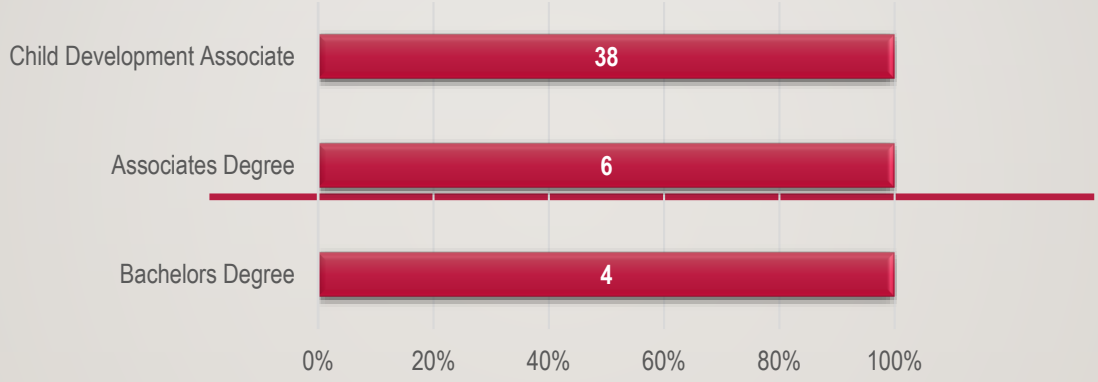
- Early Head Start: 100% of the Caregivers have a Child Development Associates credential (CDA) or higher since September 2010.
- Head Start: 100% of the Teachers have a Associates Degree or higher in Early Childhood Education, Child Development or related field with 18 ECE courses since September 30, 2011.
- Head Start: 100% of the Teacher Assistants have a Child Development Associate credential or higher since 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.

2020-2021 Teaching Staff Credentials

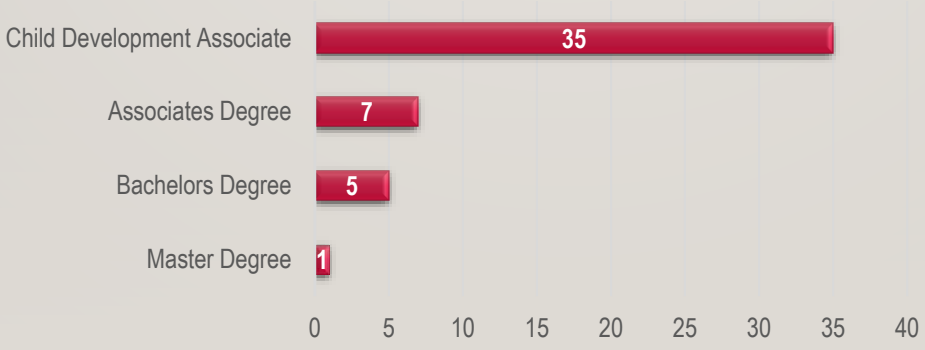
Head Start Teachers



Head Start Teacher Assistants



Early Head Start Caregivers



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2021 Head Start - Early Head Start Service Delivery Target Areas

Five-Year Project Period – Head Start and Early Head Start
FY 2021-2022 Period Non-Comparative Consolidated Application Narrative Year 3

SERVICE DELIVERY TARGET AREAS

1. Service and Recruitment Area

a. Identify the service and recruitment area for proposed program operations: ALPI's Head Start/Early Head Start Program targeted areas, are those considered to be the highest concentrated poverty areas in Martin, St. Lucie and Polk Counties. The program recruitment meets the needs of the children and the families to include low-income working families in accordance with the community assessment and other pertinent community data in the three counties. The program will continue 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. ALPI will provide Head Start and Early Head Start Services to 947 children and their families in Martin, St. Lucie, and Polk Counties. In Martin, 117 preschool children will receive Head Start services, and 32 infants/toddlers will receive Early Head Start services. In St. Lucie, 642 children will receive Head Start services, and 80 infants/toddlers/pregnant women will receive Early Head Start services. In Polk, 76 infants/toddlers and pregnant women will receive Early Head Start services.

ALPI will continue to operate the Head Start and Early Head Start Program in the highest poverty concentrated communities in the three counties as the designated service areas including, Stuart, Port Salerno, Jensen Beach, Hobe Sound, and Indiantown, Martin County; Fort Pierce, and Port St. Lucie, St. Lucie County; and; Frostproof, Lake Wales, and near surrounding communities, in Polk County.

In Martin County, Florida, The ALPI is in the second year of its Head Start and Early Head Start Program operations. In 2020, ALPI was awarded funding to provide services to 132 preschool children, infants, and toddlers in five cities/towns in the county.

In St. Lucie County, Florida, ALPI has operated the Head Start Program since 1968 and the Early Head Start Program since 2000, located in the southeastern section; we have provided services in Fort Pierce and Port St. Lucie to the most vulnerable children and their families. In the Cities of Port St. Lucie and Fort Pierce, these two cities serve four (4) of its highest poverty concentrated zip codes.

In Polk County, Florida, ALPI is currently providing Early Head Start services since 2010 in the areas of Frostproof and Lake Wales, Florida. Although, ALPI operates in those two cities/towns, the services are extended to other near surrounding areas within Polk County.

ALPI's Head Start and Early Head Start Program, annually updates the Selection Criteria in accordance with the new Federal Poverty Guidelines, and weighs the priority based on the neediest families including family income, homelessness, placement in foster care, child's age, special education needs for services and early intervention. 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.

b. Provide evidence to demonstrate that the proposed area is the area of greatest need: In **Martin County**, Florida, according to the most recent Martin County, Florida demographics data available from the US Census Bureau released in the American Community Survey in December of 2020, the population in 2019 was estimated at 159,065; with an overall poverty level of 8.6%. Martin County population has increased by 8.7%. 4.1**%** were under the age of 5, 3.9% were between the ages of 5-9**,** 16.2% were under the age of 18, and 31.5% were under the age of 65 and over. The breakdown by race and ethnicity was, White at 88.1%, Black or African American at 5.7%, Asian at 1.4%, two or more races at 4.2%, and Hispanic or Latino at 13.6%.

https://www.towncharts.com/Florida/Demographics/Polk-County-FL-Demographics-data.html

In **St. Lucie County**, Florida, according to the most recent St. Lucie County, Florida demographics data available from the US Census Bureau released in the American Community Survey in December of 2020, the population in 2019 was estimated at 312,947; with an overall poverty level of 105%. St. Lucie County population has increased by 12.7%. 5.0% were under the age of 5, 19.5% were under the age of 18, and 24.7% were under the age of 65 and over. Breakdown by race and ethnicity was, White at 73.6%, Black or African American at 20.2%, Asian at 2%, two or more races at 4.3%, and Hispanic or Latino at 19%.

In **Polk County**, Florida, according to the most recent Polk County, Florida demographics data available from the US Census Bureau released in the American Community Survey in December of 2020, the population in 2019 was estimated at 686,218; with an overall poverty level of 14%. Polk County population has increased by 14%. Polk County's population is around 18.4% age 14 or younger, while almost 50% of the population falls between ages 25-64. According to the 2020 Polk County Community Health Assessment, 5.4% is under the age of 5, 11.1% between ages of 5-14, 11.8% between ages of 15-24. Breakdown by race and ethnicity was, White at 77.1%, Black or African American at 15.3%, Native at 0.4%, Other race at 5.5%, and Hispanic or Latino at 22.5%.

2. <u>Needs of children and families (see 1302.11)</u>

a. The estimated number of eligible children under five years of age and pregnant women by geographic location, race, ethnicity, and spoken language, including experiencing homeless, in foster care, dual language learners and with disabilities:

In **Martin County**, Florida, according to the most recent Martin County, Florida demographics data available from the US Census Bureau released in the American Community Survey in December of 2020, the population in 2019 was estimated at 159,065; which increased by 8.7%. 4.1% were under the age of 5, 3.9% were between the ages of 5-9. The breakdown

by race and ethnicity was, White at 88.1%, Black or African American at 5.7%, Asian at 1.4%, two or more races at 4.2%, and Hispanic or Latino at 13.6%. *https://www.towncharts.com/Florida/Demographics/Polk-County-FL-Demographics-data.html*

According to the Martin County, Florida 2020 Community Health Assessment, the population 5 years and over, the language spoken is 94.3% speak English very well, and 5.7% speak English less than very well. Additionally, 13% of the population spoke a language other than English at home, which is lower than the State, nearly 10% of the population speak Spanish at home, and almost 48% reported speaking English less than very well.

Mother and baby births that occurred over the past 12 months, the rate was 5.5%, of which mothers between the ages of 15-19 at 3.2%, between the ages of 20-24 at 18.8%, between the ages of 25-29 at 26%, and between the ages of 30-34 at 31.1%. Birth by teenager was at 3%. Unwed mothers at the rate of 34% of all births in the county. Unwed mother birth by poverty level, unwed births below poverty level of 62.9%, unwed birth 100-199% of poverty level of 18.3%, and unwed birth 200% or more of poverty level of 18.7%.

According to the Martin County, Florida, 2020 Community Health Assessment, the homeless population in Martin County in 2018 there were 209 adults, and 102 children; and in 2019 there were 219 adults, and 86 children.

Children under the age of 5, with disabilities was 6,439, of which was only less than 1% (53 children) were reported with a diagnosed disability, and between the ages of 5-17, 939 were 0.6% reported with a diagnosed disability.

The following, represents demographics by town/cities of Martin County.

In *Port Salerno*, Florida, according to TownCharts.com, the most recent demographics data available from the Census Bureau released in December 2020 indicated that the City of Port

Salerno has an estimated population of 11,486. The Port Salerno population has increased by 13% from 2010 to 2019. Port Salerno ethnicity makeup, Black or African American at 9.2%, Hispanic or Latino population at 6.9%, White at 81.8%, Asian at 1%, and Native at 1.1%. Families with two-parent households at 77%, Male as a head alone at 5.7%, and Female head alone at 17%. The childbirth is at 1.5%, of which are from females between the ages of 25-29 at 80%, and ages of 30-34 at 20%. Of the childbirths, 20% are Unwed Births, of which Hispanic unwed birth rate is at 100%. Unwed birth-below poverty is at 100%.

In *Hobe Sound*, Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Hobe Sound has an estimated population of 14,003. Hobe Sound ethnicity make up is at 86.4% White, 8.6% Black or African American, 1.5% Asian, and 2.5% Other race. Hispanic or Latino population is at 6.5%. Families with two-parent households at 77.1%, Male as a head alone at 6.8%, and Female head alone at 16.1%. The childbirth is at 2.5%, of which are from females between the ages of 30-34 at 21.1%, and between the ages of 35-39 at 78.9%. The data also showed that in the last 12 months, childbirth at 21% were unwed birth, of which were 100% below poverty.

In *Indiantown*, Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Indiantown has an estimated population of 7,053. Indiantown ethnicity make up is at 48.7% White, 20.7% Black or African American, 6.1% Native, and 24.4% Other race. Hispanic or Latino population is at 62.4%. Families with two-parent households at 46.2%, Male as a head alone at 12.8%, and Female head alone at 40.9%. The childbirth is at 11.9%, of which are from females between the ages of 15-19 at 4.9%, between the ages of 20-24 at 56.4%, between the

ages of 25-29 at 24%, between the ages of 30-34 at 15.1%. The data also showed that in the last 12 months, childbirth at 51% were unwed birth, of which were 91.3% below poverty, and unwed birth 100-199% of poverty level 8.7%.

In *Stuart*, Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Stuart has an estimated population of 16,161. Stuart ethnicity make up is at 81.4% White, 12.2% Black or African American, 1.9% Asian, and 4.5% Other race. Hispanic or Latino population is at 14.3%. Families with two-parent households at 74.1%, Male as a head alone at 6.5%, and Female head alone at 19.3%. The childbirth is at 10.9%, of which are from females between the ages of 20-24 at 24.1%, between the ages of 25-29 at 13.5%, between the ages of 30-34 at 23.4%, and between 35-39 at 39%. The data also showed that in the last 12 months, childbirth at 28% were unwed birth, of which were 42.6% below poverty, and unwed birth 100-199% of poverty level 11.2%, and over 200% or more of poverty level at 42.5%.

In *Jensen Beach*, Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Jensen Beach has an estimated population of 13,479. Jensen Beach ethnicity make up is at 94.1% White, 3.5% Black or African American, 0.6% Asian, and 1.4% Other race. Hispanic or Latino population is at 7.6%. Families with two-parent households at 82%, Male as a head alone at 2.4%, and Female head alone at 15.7%. The childbirth is at 5.2%, of which are from females between the ages of 25-29 at 36.4%, and between the ages of 30-34 at 63.6%. The data also showed that in the last 12 months, childbirth at 100% were unwed birth, of which were 100% below poverty.

In **St. Lucie County**, Florida, according to the most recent St. Lucie County, Florida demographics data available from the US Census Bureau released in the American Community Survey in December of 2020, the population in 2019 was estimated at 312,947; which increased by 12.7%. 5.0% were under the age of 5, 19.5% were under the age of 18. Breakdown by race and ethnicity was, White at 73.6%, Black or African American at 20.2%, Asian at 2%, two or more races at 4.3%, and Hispanic or Latino at 19%.

According to the St. Lucie County, Florida 2020-2025 Community Health Assessment, the language spoken at home, in 2018 was at 23.1% spoke a language other than English at home. This percentage included 15.0% Spanish, other Indo-European language 6.8%, and Asian and Pacific Islander languages 0.7%. The geographic areas where the highest percentages of households speak a language other than English at home included, Fort Pierce South at 51.3%, Fort Pierce City at 27.6%, Port St. Lucie City at 25.7%, and River Park at 19.7%.

Mother and baby births that occurred over the past 12 months, the rate was 5.2%, of which mothers between the ages of 15-19 at 3.1%, between the ages of 20-24 at 11.9%, between the ages of 25-29 at 29.5%, and between the ages of 30-34 at 19.6%. Birth by teenager was at 6%. Unwed mothers at the rate of 47% of all births in the county. Unwed mother birth by poverty level, unwed births below poverty level of 42.8%, unwed birth 100-199% of poverty level of 14.6%, and unwed birth 200% or more of poverty level of 42.7%. *https://www.towncharts.com/Florida/Demographics/Polk-County-FL-Demographics-data.html*

Children under the age of 5, enrolled in the early childhood setting/program ages 3-5, receiving services inside the classroom in 2019-2020 was at 37%, and those receiving services outside of the classroom was 22%. Children or a child diagnosed with a disability had an IEP and services were rendered by the Local Educational Agency (LEA). *Source: County LEA Report*

According to the Treasure Coast Homeless Services Council, Inc. in January 22, 2020, there were 1,379 homeless individuals, of which 1,021 were adults and 358 children. The following, represents demographics by town/cities of St. Lucie County.

In *Fort Pierce,* Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Fort Pierce has an estimated population of 45,329. Fort Pierce ethnicity makeup was 41.4% African American, 53.1% White, 3.9% Other race, 0.7% Native. Hispanic or Latino population is at 22.8%. Families with two-parent households at 55%, Male as a head alone at 11.2%, and Female head alone at 33.7%. The childbirth is at 6.3%, of which are from females between the ages of 20-25 at 20.6%, between the ages of 25-29 at 39.9%, between the ages of 30-34 at13.2%, between the ages of 35-39 at 8%, and between the ages of 40-44 at 8.3%. The data also showed that in the last 12 months, childbirth at 69% were unwed birth, of which were 55.9% below poverty, 100-199 of poverty level at 3.4%, and 200% or more of poverty level at 40.7%.

In *Port St. Lucie*, Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Port St. Lucie has an estimated population of 189,396. Port St. Lucie ethnicity makeup was 18.3% African American, 73.5% White, 2.5% Asian, 0.5% Native, and 5.1% Other race. Hispanic or Latino population is at 20.6%. Families with two-parent households at 76.1%, Male as a head alone at 6.7%, and Female head alone at 17.3%. The childbirth is at 4.7%, of which are from females between the ages of 15-19 at 1.1%, between the ages of 20-25 at 5.1%, between the ages of 25-29 at 29%, between the ages of 30-34 at 22.3%, between the ages of 35-39 at 31.3%, and between the ages of 40-44 at 6%. The data also showed that in the last 12

months, childbirth at 41% were unwed birth, of which were 38.8% below poverty, 100-199 of poverty level at 7.7%, and 200% or more of poverty level at 53.5%.

In **Polk County**, Florida, according to the most recent Polk County, Florida demographics data available from the US Census Bureau released in the American Community Survey in December of 2020, the population in 2019 was estimated at 686,218; which increased by 14%. Polk County's population is around 18.4% age 14 or younger. According to the 2020 Polk County Community Health Assessment, 5.4% is under the age of 5, 11.1% between ages of 5-14, 11.8% between ages of 15-24. Breakdown by race and ethnicity was, White at 77.1%, Black or African American at 15.3%, Native at 0.4%, Other race at 5.5%, and Hispanic or Latino at 22.5%.

Over 7% of the residents in Polk County speak English "less than very well", which information suggests a need for information and resources to be available in other languages. The language spoken at home is at 79.4% English only, other than English 20.6%, and speak English less than very well at 7.7%. *Source: 2020 Polk County Community Health Assessment*

Mother and baby births that occurred over the past 12 months, the rate was 5.2%, of which mothers between the ages of 15-19 at 4%, between the ages of 20-24 at 22.5%, between the ages of 25-29 at 30.7%, and between the ages of 30-34 at 23.7%. Birth by teenager was at 4%. Unwed mothers at the rate of 47% of all births in the county. Unwed mother birth by poverty level, unwed births below poverty level of 43.4%, unwed birth 100-199% of poverty level of 28.1%, and unwed birth 200% or more of poverty level of 28.5%. *https://www.towncharts.com/Florida/Demographics/Polk-County-FL-Demographics-data.html*

Children under the age of 5, enrolled in the early childhood setting/program ages 3-5, receiving services inside the classroom in 2019-2020 was at 36%, and those receiving services

outside of the classroom was less 1%. Children or a child diagnosed with a disability had an IEP and services were rendered by the Local Educational Agency (LEA). *Source: County LEA Report*

According to the Florida's Council of Homeless 2019 Annual Report, in Polk County there were 563 homeless individuals, of which 16.9 were children under the age of 18. The following, represents demographics by town/cities of Polk County.

In *Frostproof*, Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Frostproof has an estimated population of 3,191. The Frostproof ethnicity makeup was 1.9% African American, 91.4% White, 0.6% Asian, and 6.1% Other race. Hispanic or Latino population is at 22.2%. Families with two-parent households at 76.9%, Male as a head alone at 10.5%, and Female head alone at 12.6%. The childbirth is at 0.9%, of which are from females between the ages of 25-29 at 100%. The data also showed that in the last 12 months, childbirth at 100% were unwed birth, of which were 100% below poverty.

In *Lake Wales* Florida, according to the TownCharts.com the most recent demographics data available from the Census Bureau released in December 2020, indicates that the City of Lake Wales, has an estimated population of 16,035. The Lake Wales ethnicity makeup was 26% African American, 68.7% White, 0.6% Asian, and 4.8% Other race. Hispanic or Latino population is at 18.8%. Families with two-parent households at 68.7%, Male as a head alone at 4.9%, and Female head alone at 26.4%. The childbirth is at 0.9%, of which are from females between the ages of 30-34 at 72.7%, and between the ages of 40-44 at 27.3%. The data also showed that in the last 12 months, childbirth at 100% were unwed birth, of which were 52.6% below poverty, 100-199% of poverty level of 21.1%, and 200% or more of poverty level of 26.3%.

Helping People. Changing Lives.

The Agricultural and Labor Program, Inc.

community Action PARTNERSHIP

America's Poverty Fighting Network

2021 - 2022 Funding Applications (Head Start-Early Head Start, CSC/CAT)

THE AGRICULTURAL AND LABOR PROGRAM, INC.

2021-2022

Head Start
Early Head Start
CAT

Projected Funding

THE AGRICULTURAL AND LABOR PROGRAM, INC.

2021-2022 PROJECTED FUNDING FOR HEAD START AND EARLY HEAD START

Head Start/Early Head Start - Budget Period 12/01/2021 thru 11/30/2022	**$9,816,095**

Funding to serve 759 Head Start slots and 188 Early Head Start slots in Martin, St. Lucie, and Polk Counties, Florida,

Head Start/Early Head Start Disaster Recovery Relief Revised Funding Request	**$4,893,633**

ALPI submitted a revised Disaster Relief Funding Application to purchase and install a permanent modular structure(s) to house the ALPI Administrative Office and ALPI Queen Townsend Head Start Center II to the vacant land donated by the Fort Pierce Housing Authority.

Head Start/Early Head Start American Recovery Plan Funding	**$1,418,104**

The ARP funding is designed provide summer programming, to reach eligible children and families who did not enroll last year due to the COVID-19 Pandemic, and to engage families to a full program year.

ALPI Computer Assisted Tutorial Program (CAT)	**$114,595.00**

This funding is to serve 90 school-age students to provide homework and tutorial assistance to improve their academic path for the 2022-2023 school year.

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America's Poverty Fighting Network

Head Start - Early Head Start 2021 PIR Report (waived due to COVID-19)

2020-2021 HEAD START PROGRAM INFORMATION REPORT
04CH011151-000 Agricultural and Labor Program, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH011151
Program Number	000
Program Type	Head Start
Program Name	Agricultural and Labor Program, Inc.
Program Address	300 Lynchburg Road
Program City, State, Zip Code (5+4)	Lake Alfred, FL, 33850-2576
Program Phone Number	(863) 956 3491 - 206
Head Start or Early Head Start Director Name	Ms. Arlene Dobison
Head Start or Early Head Start Director Email	adobison@alpi.org
Agency Email	adobison@alpi.org
Agency Web Site Address	http://www.alpi.org
Name and Title of Approving Official	Mr. William Holt, Board of Directors Chairperson
DUNS Number	040210163
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	759
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	759
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	759
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	759
a. Of these, the total number of slots at a child care partner	120
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	120

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	43
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	237
e. 4 years old	382
f. 5 years and older	0
g. Total cumulative enrollment of children	619

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	619

Primary type of eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	495
b. Public assistance such as TANF and SSI	48
c. Foster care	2
d. Homeless	1
e. Eligibility based on other type of need, but not counted in A.13.a through d	0

	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	73

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.
All eligible children on the waitlist were selected first.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	281
b. Three or more years	0

Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	51
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	22

	# of preschool children
A.17 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	369

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	15

Ethnicity and race

	# of children	
	(1) Hispanic or Latino origin	*(2) Non-Hispanic or Non-Latino origin*
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	3
b. Asian	0	2
c. Black or African American	397	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	33
f. Bi-racial/Multi-racial	26	0
g. Other	149	0
Explain: Hispanic		
h. Unspecified	0	9
Explain: Creole/Not Specified		

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	439
1. Of these, the number of children acquiring/learning another language in addition to English	66
b. Spanish	106
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	61
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	13

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	246

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	0

RECORD KEEPING

Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.
Name/title
Other (Please Specify)

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or 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	146	14
a. Of these, the number who are current or former Head Start or Early Head Start parents	5	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	525
a. Of these, the number who are current or former Head Start or Early Head Start parents	500

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) # of classroom teachers	(2) # of assistant teachers
B.3 Total number of preschool education and child development staff by position	43	48

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
a. An advanced degree in:		
1. Early childhood education 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 education and child development staff by position, the number with the following:		
b. A baccalaureate degree in one of the following:		
1. Early childhood education 2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or 3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam	9	4

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education 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	30	6

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	38
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	5

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	0

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	30
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	4

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	0
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	0

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0

	# of home visitors
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	52	0
d. Native Hawaiian or other Pacific Islander	0	18
e. White	0	0
f. Biracial/Multi-racial	0	0
g. Other	21	0
Explain: Hispanic		
h. Unspecified	0	0

Language

	# of non-supervisory education and child development staff
B.14 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	24

	# of non-supervisory education and child development staff
B.15 Language groups in which staff are proficient:	
a. Spanish	21
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 and 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 and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

STAFF TURNOVER

All staff turnover

	(1) # of Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	9	3
a. Of these, the number who were replaced	4	3

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	9
a. Of these, the number who were replaced	5
b. Of these, the number who left while classes and home visits were in session	5

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	1
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	3
c. Involuntary separation	1
d. Other (e.g. change in job field, reason not provided)	0

B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	502	502
a. Of these, the number enrolled in Medicaid and/or CHIP	407	407
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	95	95
C.2 Number of children with no health insurance	117	117

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	619	619
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	221	221

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	619	619

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	75
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	75
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	0
2. No health insurance	0
3. Parents did not keep/make appointment	0
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	*# of children*
a. Autism spectrum disorder (ASD)	4
b. Attention deficit hyperactivity disorder (ADHD)	2
c. Asthma	47
d. Seizures	5
e. Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	12
f. Hearing Problems	0
g. Vision Problems	5
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

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

	# of children at enrollment
C.9 Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	13
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	566
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	37
d. Obese (BMI at or above 95th percentile for child's age and sex)	3

Immunization services - children

	(1) # of children at enrollment	*(2) # of children at end of enrollment*
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	612	612
C.11 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.12 Number of children who meet their state's guidelines for an exemption from immunizations	7	7

Accessible dental care – children

	(1) # of children at enrollment	*(2) # of children at end of enrollment*
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	344	514

Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	66
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	518
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	62
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	40
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	
2. No dental care available in local area	
3. Medicaid not accepted by dentist	
4. Dentists in the area do not treat 3 – 5 year old children	
5. Parents did not keep/make appointment	
6. Children left the program before their appointment date	22
7. Appointment is scheduled for future date	
8. No transportation	
9. Other	

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	43
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	0

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	16
a. Of these, the number who received an evaluation to determine IDEA eligibility	14
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	13
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	1
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	12
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	2

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	2
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

Preschool disabilities services (HS and Migrant programs)

	# of children
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	54
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	35
2. During this enrollment year	19
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.25 Diagnosed primary disability:		
a. Health impairment (i.e. meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	47	47
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	7	7
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	399
C.27 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	365
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	21

C.28 The instrument(s) used by the program for developmental screening
Name/title
Dial (all editions)

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
Name/title
Teaching Strategies GOLD Online

Curriculum

C.30 Curriculum used by the program:
a. For center-based services
Name/title
Creative Curriculum (PreSchool)
Frog Street Pre-K
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)
Name/title
Other (Please Specify)
Conscious Discipline Parenting Education Curriculum

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.32 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
Name/title
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	573
a. Of these, the number of two-parent families	120
b. Of these, the number of single-parent families	453
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	556
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	415
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	21
b. Grandparents	6
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	2
e. Other	8
1. Specify:	Not specified

Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	32
b. An associate degree, vocational school, or some college	184
c. A high school graduate or GED	277
d. Less than high school graduate	80

Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	384
1. Of these families, the number in which one or more parent/guardian is employed	340
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	1
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	43
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	189

	# of families at end of enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	336
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	48
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	189
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	189
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	0

	# of families at enrollment
C.38 Total number of families in which:	
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

	# of families at enrollment	# of families at end of enrollment
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	28	28
C.40 Total number of families receiving Supplemental Security Income (SSI)	74	74
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	395	395
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	387	387

Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	533
b. Housing assistance (e.g. subsidies, utilities, repairs)	386
c. Asset building services (e.g. financial education, debt counseling)	14
d. Mental health services	573
e. Substance misuse prevention	1
f. Substance misuse treatment	1
g. English as a Second Language (ESL) training	26
h. Assistance in enrolling into an education or job training program	7
i. Research-based parenting curriculum	573
j. Involvement in discussing their child's screening and assessment results and their child's progress	573
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	250
l. Education on preventive medical and oral health	573
m. Education on health and developmental consequences of tobacco product use	573
n. Education on nutrition	573
o. Education on postpartum care (e.g. breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	1
C.44 Of these, the number of families who were counted in at least one of the services listed above	573

Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	51
b. Family goal setting	51
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	51
d. Head Start program governance, such as participation in the Policy Council or policy committees	5
e. Parenting education workshops	51

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	0

	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	0

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	2
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	2

D. GRANT LEVEL QUESTIONS

INTENSIVE COACHING

	# of education and child development staff
D.1 The number of education and child development staff (i.e. teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	25

	# of coaches
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	2

FAMILY SERVICES STAFF QUALIFICATIONS

	# of family services staff
D.5 Total number of family services staff:	14
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	14
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

FORMAL AGREEMENTS FOR COLLABORATION

	# of formal agreements
D.6 Total number of formal agreements with child care partners	1
D.7 Total number of LEAs in the service area	1
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	1
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	21083150796
Last Update Date	08/31/2021

2020-2021 EARLY HEAD START PROGRAM INFORMATION REPORT
04CH011151-200 Agricultural and Labor Program, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH011151
Program Number	200
Program Type	Early Head Start
Program Name	Agricultural and Labor Program, Inc.
Program Address	300 Lynchburg Road
Program City, State, Zip Code (5+4)	Lake Alfred, FL, 33850-2576
Program Phone Number	(863) 956 3491 - 215
Head Start or Early Head Start Director Name	Mrs. Caroline W Looney
Head Start or Early Head Start Director Email	clooney@alpi.org
Agency Email	admin@alpi.org
Agency Web Site Address	http://www.alpi.org
Name and Title of Approving Official	Mr. William Holt, Board of Directors Chairperson
DUNS Number	040210163
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children / pregnant women
A.1 Funded Enrollment:	188
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	188
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	188
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

	# of pregnant women slots
A.6 Pregnant women slots	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	188
a. Of these, the total number of slots at a child care partner	52
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	52

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	24
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	17
b. 1 year old	85
c. 2 years old	105
d. 3 years old	0
g. Total cumulative enrollment of children	207

Pregnant women (EHS programs)

	# of pregnant women
A.11 Cumulative enrollment of pregnant women	3

Total cumulative enrollment

	# of children / pregnant women
A.12 Total cumulative enrollment	210

Primary type of eligibility

	# of children / pregnant women
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	164
b. Public assistance such as TANF and SSI	28
c. Foster care	1
d. Homeless	1
e. Eligibility based on other type of need, but not counted in A.13.a through d	0

	# of children / pregnant women
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	16

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.
Make up the 10%

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	31
b. Three or more years	10

Transition and turnover

	# of children
A.18 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	38
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	6
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	9
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	9
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
A.19 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	0
A.20 Number of pregnant women receiving Early Head Start services at the time their infant was born	3
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	3
b. Of the pregnant women enrolled when their infant was born, the number whose infant was not subsequently enrolled in the program	0

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

Ethnicity and race

of children / pregnant women

		(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity			
a. American Indian or Alaska Native		0	0
b. Asian		0	1
c. Black or African American		127	0
d. Native Hawaiian or other Pacific Islander		0	0
e. White		3	44
f. Bi-racial/Multi-racial		3	2
g. Other		28	0
Explain:	Hispanic		
h. Unspecified		0	2
Explain:	Creole		

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	172
1. Of these, the number of children acquiring/learning another language in addition to English	31
b. Spanish	27
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	6
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	4

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	69

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	0

RECORD KEEPING

Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.
Name/title
Other (Please Specify)

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or 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	63	13
a. Of these, the number who are current or former Head Start or Early Head Start parents	3	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	75
a. Of these, the number who are current or former Head Start or Early Head Start parents	60

EDUCATION AND CHILD DEVELOPMENT STAFF

Infant and toddler classroom teachers (EHS and Migrant programs)

	# of classroom teachers
B.6 Total number of infant and toddler classroom teachers	48

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
a. An advanced degree in:	
1. Early childhood education with a focus on infant and toddler development or 2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	1

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
b. A baccalaureate degree in:	
1. Early childhood education with a focus on infant and toddler development or 2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	5

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
c. An associate degree in:	
1. Early childhood education with a focus on infant and toddler development or 2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	7

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	35
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
e. None of the qualifications listed in B.6.a through B.6.d	0

	# of classroom teachers
B.7 Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	0
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	0

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	*(2) Non-Hispanic or Non-Latino origin*
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	26	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	8	0
f. Biracial/Multi-racial	0	0
g. Other	14	0
Explain: Hispanic		
h. Unspecified	0	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	14
a. Of these, the number who are proficient in more than one language other than English	14

	# of non-supervisory education and child development staff
B.15 Language groups in which staff are proficient:	
a. Spanish	14
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 and 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 and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

STAFF TURNOVER

All staff turnover

	(1) # of Early Head Start staff	*(2) # of contracted staff*
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	6	0
a. Of these, the number who were replaced	6	0

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	6
a. Of these, the number who were replaced	6
b. Of these, the number who left while classes and home visits were in session	6

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	2
1. Of these, the number that moved to state pre-k or other early childhood program	2
b. Retirement or relocation	0
c. Involuntary separation	2
d. Other (e.g. change in job field, reason not provided)	2
1. Specify: Relocation/reason not provided	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	175	175
a. Of these, the number enrolled in Medicaid and/or CHIP	159	159
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	16	16
C.2 Number of children with no health insurance	32	32

Health insurance - pregnant women (EHS programs)

	(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	3	3
a. Of these, the number enrolled in Medicaid	3	3
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	0	0
C.4 Number of pregnant women with no health insurance	0	0

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	199	199
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	21	21

Accessible health care - pregnant women (EHS Programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.6 Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	3	3

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	199	199

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	19
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	19
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	0
2. No health insurance	0
3. Parents did not keep/make appointment	0
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	0
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	12
d. Seizures	5
e. Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0
f. Hearing Problems	0
g. Vision Problems	4
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	203	203
C.11 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.12 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

Medical services – pregnant women (EHS programs)

	# of pregnant women
C.13 Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	3
b. Postpartum health care	3
c. A professional oral health assessment, examination, and/or treatment	0
d. Mental health interventions and follow-up	0
e. Education on fetal development	3
f. Education on the benefits of breastfeeding	3
g. Education on the importance of nutrition	3
h. Education on infant care and safe sleep practices	3
i. Education on the risks of alcohol, drugs, and/or smoking	3
j. Facilitating access to substance abuse treatment (i.e. alcohol, drugs, and/or smoking)	0

Prenatal health – pregnant women (EHS programs)

	# of pregnant women
C.14 Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	3
c. 3rd trimester (6-9 months)	0
C.15 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	22	145

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

	# of children at end of enrollment
C.19 Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	148

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	48
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	0

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	7
a. Of these, the number who received an evaluation to determine IDEA eligibility	5
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	5
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	2
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	2

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	1
c. Evaluation is pending and not yet completed by responsible agency	1
d. Other	0

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

	# of children
C.24 Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the IDEA	7
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to this program year	2
2. During this enrollment year	5
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	197
C.27 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	194
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	7

C.28 The instrument(s) used by the program for developmental screening
Name/title
ASQ (all editions)

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
Name/title
Teaching Strategies GOLD Online

Curriculum

C.30 Curriculum used by the program:
a. For center-based services
Name/title
Creative Curriculum (Infant & Toddler)
d. For pregnant women services
Name/title
Partners For A Healthy Baby (Florida State University)
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)
Name/title
Other (Please Specify)
Conscious Discipline Parenting Education Curriculum

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.32 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
Name/title
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	192
a. Of these, the number of two-parent families	38
b. Of these, the number of single-parent families	154
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	179
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	148
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	6
b. Grandparents	2
c. Relative(s) other than grandparents	0

	# of families at enrollment
d. Foster parent(s) not including relatives	1
e. Other	10
1. Specify: Legal guardian	

Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	6
b. An associate degree, vocational school, or some college	29
c. A high school graduate or GED	120
d. Less than high school graduate	37

Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	112
1. Of these families, the number in which one or more parent/guardian is employed	91
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	12
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	9
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	80

	# of families at end of enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	115
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	112
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	3
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	77
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	3

	# of families at enrollment
C.38 Total number of families in which:	
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

	# of families at enrollment	# of families at end of enrollment
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	9	9
C.40 Total number of families receiving Supplemental Security Income (SSI)	23	23
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	160	160
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	148	159

Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	85
b. Housing assistance (e.g. subsidies, utilities, repairs)	163
c. Asset building services (e.g. financial education, debt counseling)	21
d. Mental health services	192
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	23
i. Research-based parenting curriculum	192
j. Involvement in discussing their child's screening and assessment results and their child's progress	192
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	43
l. Education on preventive medical and oral health	192
m. Education on health and developmental consequences of tobacco product use	192
n. Education on nutrition	192
o. Education on postpartum care (e.g. breastfeeding support)	3
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	192

Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	16
b. Family goal setting	6
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	16
d. Head Start program governance, such as participation in the Policy Council or policy committees	0

	# of father/ father figures
e. Parenting education workshops	16

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	1

	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	1

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	1

Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	1
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	08/31/2021

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2020 - 2021 Head Start - Early Head Start Final Class Observations

Helping People. Changing Lives.

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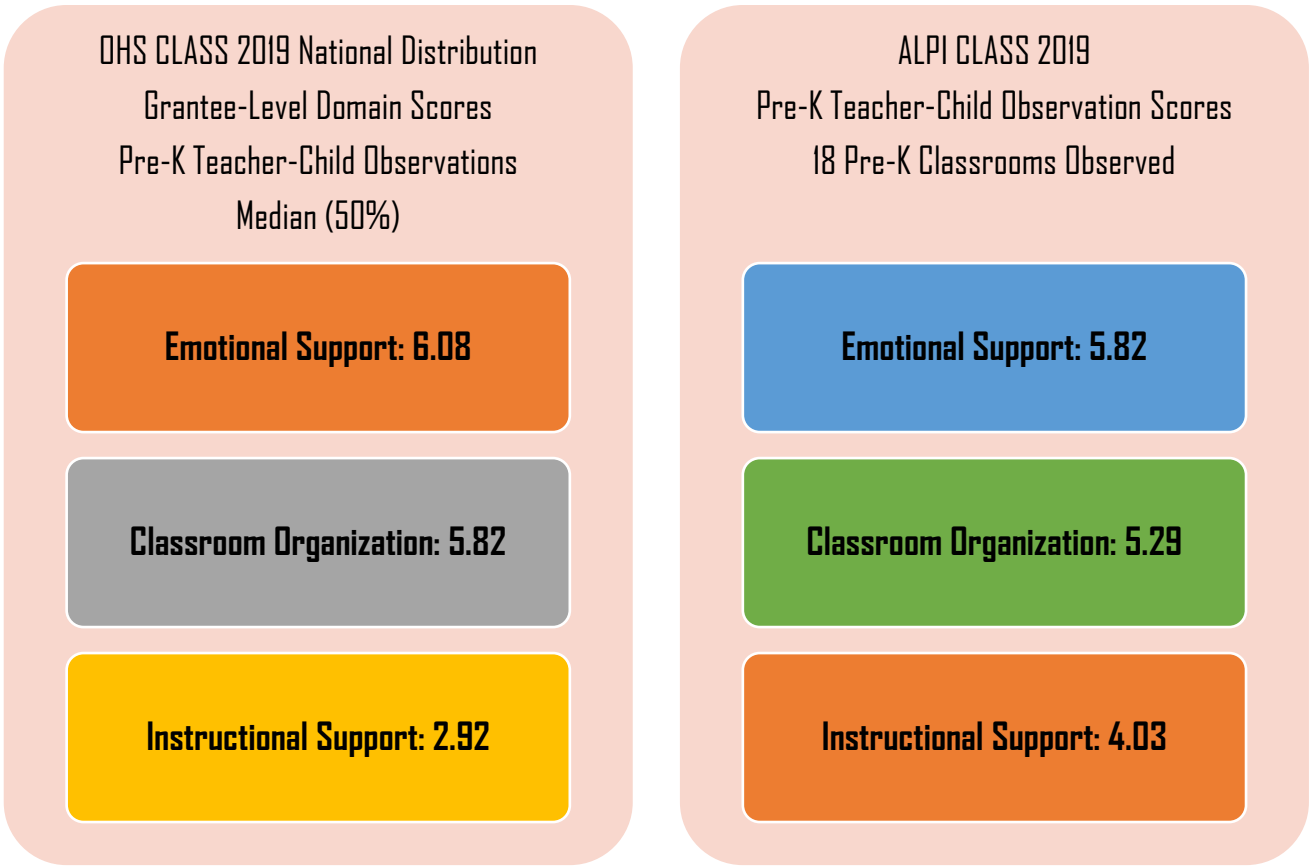
HEAD START

& EARLY HEAD START

CLASS Observations Status Report

CLASS Scoring System Scores

The Agricultural and Labor Program, Inc., Head Start and Early Head Start Programs, uses data from the classroom interactions utilizing the C.L.A.S.S. Scoring System tool, to measure teacher-child interactions, and to allow quality improvement of multiple domains in accordance with the child's age. In the fall of 2019, 18 (50%) of the pre-k classrooms were observed, the scores revealed that we are improving in the area of instructional support; however, in the areas of emotional support, and classroom organization ALPI Pre-K Teacher-Child scores are below the national grantee level median. The graph below represents a comparison of the scores of the 2019 CLASS Scores:



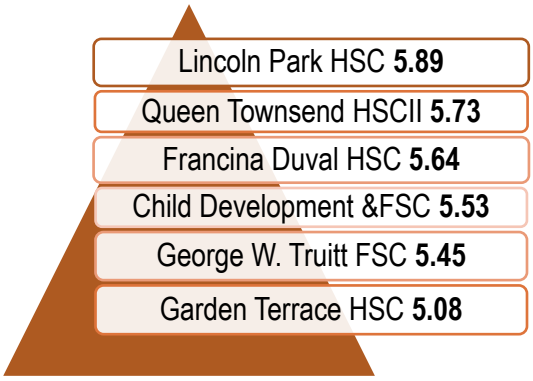
As part of ALPI's continuous improvement in all aspects of the comprehensive early education, ALPI measures the responsiveness of care in the Early Head Start classrooms; although, as of today, the OHS does not use the CLASS Scoring System tool to measure responsiveness, the State School Readiness Program does; therefore, we use the same tool for our Early Head Start classrooms. The graphs below represent the fall of 2019 scores for Toddlers and Infants CLASS Scores:

Toddlers CLASS 2019 Scores

- Emotional and Behavioral Support **5.69**
- Engaged Suppoert for Learning **3.71**

Infants CLASS 2019 Scores

- Resnposive Caregiving **3.71**



As part of ALPI's efforts to provide extended day services to low income families, ALPI provides school readiness services for eligible families. Participating families must seek eligibility through the State prior to beginning services. It is expected that school readiness services further assist in preparing children to be ready for school. For those reasons, the State has implemented CLASS Scoring System tool, across child care providers as part of their eligibility in providing the school readiness services. The graph below represents the composite scores of the 50% of Head Start/Early Head Start classrooms observed by the Early Learning Coalition of St. Lucie County in April 2021.

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2020 - 2021 External Monitoring Performance Report

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HEAD START

AND

EARLY HEAD START

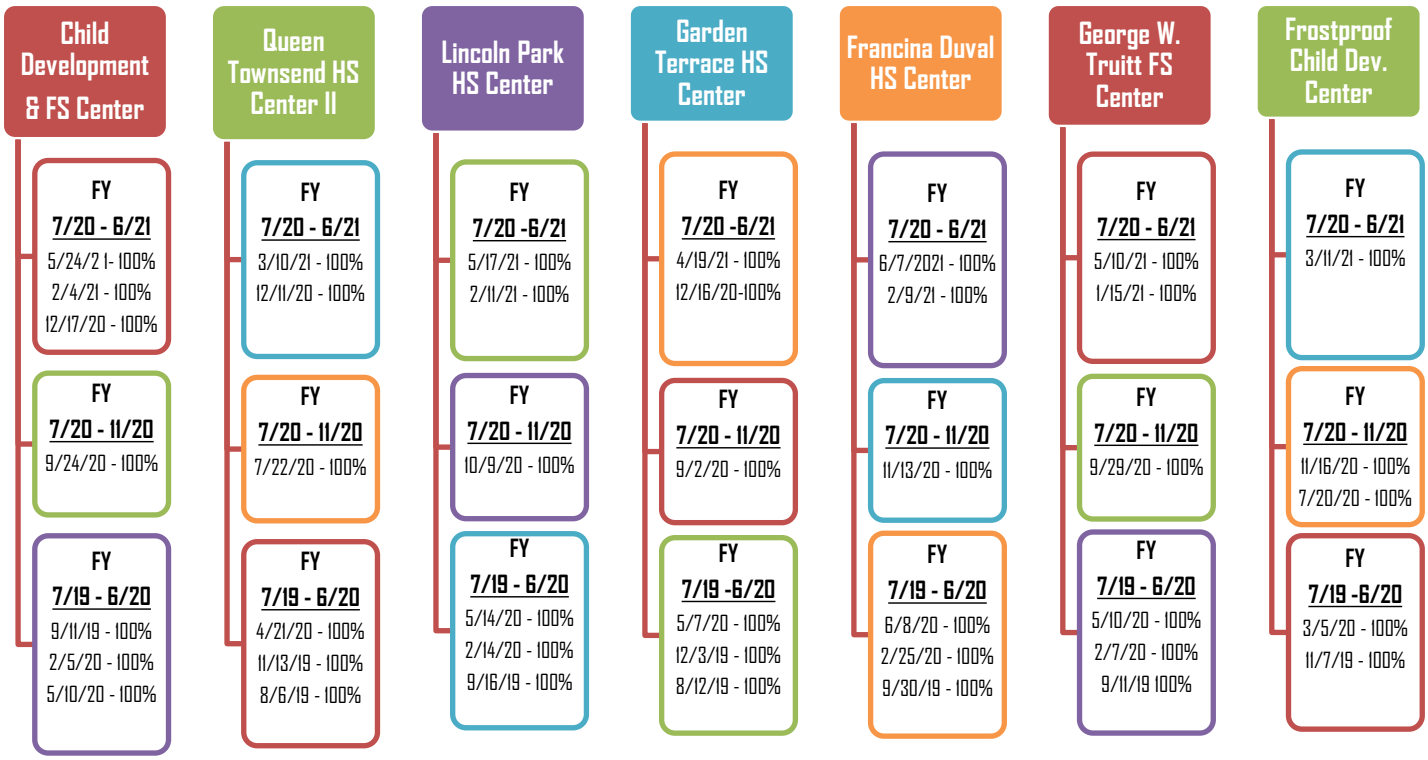
EXTERNAL MONITORING SUMMARY

SUMMARY OF 2020-2021 MONITORING ACTIVITIES

EXTERNAL MONITORING: The division's external monitoring was conducted by several federal, state and local agencies to include the following: Department of Health and Human Services Office of Head Start, 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 2020-2021 school year resulted in 100% compliance at every level of the areas observed and monitored.

1) *OHS Regional Office:* The OHS Regional Office Program Specialist conducted monthly conference calls to monitor program progress towards meeting the goals and objectives in all the service areas according to the Head Start Program Performance Standards and grant funding application. The monthly conference calls provided opportunities for technical assistance, validating compliance in progress toward achieving established goals, etc.

2) *Florida Department of Children and Families (DCF):* The Department of Children and Families and the Office of Child Care Regulations are statutorily responsible for the administration of child care licensing and training throughout Florida. During the 2020-2021 school year, the seven directly operated centers were monitored and/or inspected by the DCF at least three-times at each service location. The graph below represents the inspections by center:



3) *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, The 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, 2020 - June 30, 2021 school year.

4) *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.

5) *Fire Marshall Districts:* The Fire Marshall's office is the agency that conducts the annual fire inspections required by the Department of Children and Families under the license renewal process. Annually, all 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.

6) *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 area of keeping kids off the street. During the 2020-2021 program year, the program served 29 students and their families.

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2021-2025 Strategic Plan

STRATEGIC PLAN

FY 2020-2024

Goal 1: Broaden Partnerships with Human Service Entities

National Goals:

- *#3 - People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:

- *#3 - Strengthen Community Partnerships*

Objective 1.1: Provide job placement services for adults.

Strategies:

- Work with community partners to provide mentorship, apprenticeship, or on the job training.
- Expand job training and educational opportunities.

Outcomes:

- Clients receive certification in high demand occupations.
- Clients become employed by obtaining full-time positions.

Objective 1.2: Supplement food supply for low income families.

Strategies:

- Develop partnerships with local food bank agencies in each service area.

Outcomes:

- Children and Families nutrition is improved. (Family)

Goal 2: Increase Service and Funding Capacity

National Goals:
- *#1 - Individuals and families with low incomes are stable and achieve economic security.*
- *#2 - Communities where people with low incomes live are healthy and offer economic opportunity.*

Strategic Priorities:
- *#1 – Develop Opportunities for Unrestricted Funds*

Objective 2.1: Create additional service opportunities

Strategies:
- Explore the feasibility of a charter school.
- Identify health care assistance and transportation.
- Become a contractor with local agencies to provide insurance enrollments to families.

Outcomes:
- Establish a charter school. (Community)
- Clients obtain transportation for medication and doctor's appointments. (Community)
- Establish an on-site health insurance certified agency within each service area. (Agency)

Objective 2.2: Create additional funding opportunities

Strategies:
- Explore the feasibility of a low-income designated credit union.
- Explore the feasibility of a foundation.
- Explore the feasibility of a thrift store.

Outcomes:
- Establish a low-income designated credit union. (Agency)
- Establish a foundation. (Agency)
- Establish a thrift store. (Agency)

The following provides additional details when exploring a charter school, a credit union, a foundation, and a thrift store for Goal 2.

Strategies 2.1.1:

- Appoint a committee to explore the feasibility of a **charter school**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee with a minimum of seven members, and additional ad-hoc committees as needed.
- Committee or ad-hoc committees will gather the following information:
    - Recommendations for potential board members.
    - Demographics for the charter school.
    - Program curriculum for the charter school.
    - Financial and marketing plan.
    - Potential school sites.
- Appointed committee or ad-hoc committee will report/present the findings to the Chief Executive Officer within six months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a charter school.

Strategies 2.2.1:

- Explore the feasibility of a low-income designated **credit union**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee with a minimum of seven. Individuals do not all need financial experience, but a financial background will help in establishing the credit union.
- Committee will determine the need and target customer base by:
    - Determining the common bond for membership. Credit unions are limited in the type of customers they can seek. A common bond is required for a charter and can be based on location, place of employment or industry, religious community or other associations.
    - Surveying potential credit union members. Establish if there is enough interest in the common bond group to establish a credit union. Learn the financial needs of the membership and use that as a guide for establishing the credit union.
- Appointed committee will report/present the committee findings to the Chief Executive Officer within two months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a credit union.

Strategies 2.2.2:

- Explore the feasibility of a **foundation**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee of at least five members with no more than seven members.
- Committee will gather the following information:
    - Identify areas of interest based upon the community needs assessment and determine the specific cause or geographic regions to focus on.
    - Create a proposed foundation name to potentially incorporate.
    - Prepare document for Articles of Incorporation for approval.
    - Recommend board members and name them in the Articles of Incorporation. A minimum of at least three members are required to serve on the board of directors.
    - Document the required filing fees for incorporation.
    - Create By-Laws for approval.
    - Establish a Conflict of Interest Policy for approval.
    - Establish Funding Guidelines for approval – funding guidelines can include selection of grantees, application process, grant ranges, and timeframe to accept proposals.
- Appointed committee will report/present findings to Chief Executive Officer within two months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a foundation.

Strategies 2.2.3:

- Explore the feasibility of a **thrift store**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee of at least five members with no more than seven members.
- Committee will gather the following information:
  - Determine the required documents, including business licenses, insurance policies, and tax account status forms.
  - Choose an existing retail location to rent, lease or have donated.
  - Sketch a basic floor plan and decide what type of merchandise you are going to sell in each area.
  - Determine the inventory to sell.
  - Determine the number of people needed to staff your thrift store.
  - Create marketing and branding materials for the grand opening of the thrift store.
- Appointed committee will report/present findings to Chief Executive Officer within two months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a foundation.

Goal 3: Enhance Brand Identity and Marketing

National Goals:

- *#3 – People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:

- *#4 – Increase Brand Awareness*

Objective 3.1: Strengthen communications to promote the organization's brand.

Strategies:

- Enhance communications and marketing plan to strengthen presence within communities served.
- Publish additional videos that showcase programs and services to strengthen presence in communities served.
- Strengthen social media presence (Facebook, Instagram, and Twitter) to increase number of followings.
- Ensure branding and marketing collateral is assessable to employees and regional advisory councils.

Outcomes:

- Increase community and awareness of services the organization provides. (Agency)

Objective 3.2: Strengthen community outreach and education regarding range of services.

Strategies:

- Communicate regularly to staff about programs and services offered and any adjustments to those programs and services.
- Ensure marketing collateral utilized by regional advisory councils promotes The ALPI's brand.
- Host an annual open house for the communities served to learn about The ALPI's programs and services.

Outcomes:

- Staff can adequately communicate program and appropriate services to assist families. (Community)
- Low-income families are aware of The ALPI's services and can communicate to other families. (Family)

Goal 4: Connect Community Resources to Enhance Family Services

National Goals:
- *#3 – People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:
- *#2 – Improve Child and Adult Services Programs*

Objective 4.1: Promote STEM education for children and adults.

Strategies:
- Train staff to achieve proper skills to become STEM certified.
- Establish STEM workshops to encourage long-term mindset for STEM careers.

Outcomes:
- Staff obtain STEM Certification. (Agency)
- Children and adults improve their problem solving, critical thinking, and discovery skills leading to STEM educational opportunities and careers (Community)

Objective 4.2: Enhance childcare and adult services identified in community assessment survey.

Strategies:
- Extend service hours to accommodate working families.
- Provide workshops to equip families with financial and budgeting tools for home ownership opportunities.

Outcomes:
- Increase number of children receiving after hours and weekend childcare services.

Goal 5: Scale Operations for Future Growth

National Goals:
- *#3 – People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:
- *#4 – Increase Brand Awareness*

Objective 5.1: Invest in training staff on technology usage.

Strategies:
- Develop training plan for new hires on security policies, computer setup, and navigating within various software and platforms being utilized.
- Facilitate semi-annually trainings for staff on proper email, computer and internet usage.

Outcomes:
- Staff knowledge on the usage of technology is improved and effectiveness increased. (Agency)

Objective 5.2: Create action plans for staff's professional development.

Strategies:
- Identify staff's professional development needs.
- Create training programs or identify training courses to address staff's professional development needs.
- Evaluate and assess through annual reviews.

Outcomes:
- Increase staff resources and trainings to perform their job. (Agency)
- Staff receive certifications that allow professional growth. (Agency)

Objective 5.3: Streamline processes and procedures.

Strategies:
- Train staff on shared drive usage and revamp security access of file folders.
- Create an intranet site to connect staff to work-relevant information including other staff members, company culture, values, policies and procedures, and department information.

Outcomes:

- Reduce paper consumption of staff. (Agency)
- Create an intranet as a communication bridge between the agency and staff. (Agency)

When understanding the impacts of programs or initiatives, progress and success must be evaluated and monitored. To track performance and accountability, The ALPI can utilize an agency-wide scorecard located in **Appendix D**. By utilizing the scorecard, the focus will be on outcomes related to the strategic plan and agency initiatives.

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COVID-19 Impacts and Process Change

COVID-19 Pandemic
Impacts and Processes Continues

The ALPI Head Start/Early Head Start Program continues to be impacted by the pandemic on the day-to-day operations service delivery and processes. The following is a description as to how the pandemic has impacted and how as a program, we continue to face challenges in meeting the funders requirements.

COVID-19 Pandemic:

As ALPI prepares for full in-person services, reinforcement of the established health and safety precautions measures has and continues to be essential and the most important part of our efforts to move forward with the operations of the Head Start/Early Head Start program.

The support from funders such as the Office of Head Start and Office of Early Learning has been unmeasured. The CARES funding helped us to excel in our facilities safety practices, work with staff to ensure that services were delivered to children and families, upgrade classroom technology, and much more. ALPI's leadership has and continues to be committed to the health and safety of everyone.

The impact of the COVID-19 Pandemic continues in 2020-2021, and it has affected our staffing, enrollment, attendance, delivery of the 45/90 days screening, meeting the 10% of disabilities children, etc.

However, the Office of Head Start recognized the programs hardship, and instituted funding flexibilities, where the program can demonstrate the hardship and the efforts to meet the timelines and benchmarks of the service delivery.

COVID-19 Pandemic Efforts Continue:

ALPI staff, continues to adhere to the practices that were put in place in accordance with the CDC and ALPI's Health and Safety protocols and practices. The pandemic has been a major adaptation for all; however, we have learned so much more, we have demonstrated resilience through the pandemic and have been able to fulfill the needs of those we serve. As of June 30, 2021, the Head Start/Early Head Start Program served a total of 829 (87%) children and their families.

COVID-19 Pandemic
Impacts and Processes Continues

In ALPI's efforts to ensure that children retain the learning gains, ALPI instituted a summer enrichment program, where 130 children transitioning to kindergarten participated.

ALPI's CEO continues to move us forward to full in-person services and meeting 100% of the program requirements for the 2021-2022 fiscal year.

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FOCUS AREA:

COMMUNITY SERVICES AND ECONOMIC DEVELOPMENT

Helping People. Changing Lives.

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America's Poverty Fighting Network

Quarterly FOCAS Reports (July 2020 - June 2021)

Department of Economic Opportunity
LIHEAP Annual Household Report--Federal Fiscal Year 2021
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FOR DEO USE ONLY:	
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Approved:	

Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Agencywide**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**1,975**	1,231	359	243	142		551	538	535	1,335	266	269
Summer Home Energy	**40**	20	11	6	3		21	18	9	32	6	3
Summer Home Energy (CARES Act)	**0**											0
Winter Crisis	**3,074**	1,647	639	498	290		957	728	699	1,994	387	312
Winter Crisis (CARES Act)	**2,797**	1,698	454	393	252		556	643	772	1,667	396	376
Summer Crisis	**5,349**	3,072	966	773	538		1,598	1,393	1,220	3,536	660	560
Summer Crisis (CARES Act)	**0**											0
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**10,438**	**5,970**	**1,975**	**1,520**	**973**	**0**	**3,127**	**2,677**	**2,463**	**6,897**	**1,319**	**1,144**
Any type of CARES assistance *(Unduplicated)*	**2,797**	**1,698**	**454**	**393**	**252**	**0**	**556**	**643**	**772**	**1,667**	**396**	**376**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**481**	272	92	65	52	0	131	82	103	271	50	76
Other Types of Assistance (CARES Act)	**385**	218	76	49	42	0	94	88	64	210	44	64
Bill Pay Only	**9,957**	**5,698**	**1,883**	**1,455**	**921**	**0**	**2,996**	**2,595**	**2,360**	**6,626**	**1,269**	**1,068**
Bill Pay Only (CARES Act)	**2,412**	**1,480**	**378**	**344**	**210**	**0**	**462**	**555**	**708**	**1,457**	**352**	**312**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**1,987**	1,238	363	243	143	0	
Summer Home Energy	**40**	20	11	6	3	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**3,074**	1,647	639	498	290	0	
Winter Crisis (CARES Act)	**2,813**	1,706	457	394	256	0	
Summer Crisis	**5,369**	3,087	970	773	539	0	
Summer Crisis (CARES act)	**0**						
Summer Crisis (ARP)	**0**						
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

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Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**St. Lucie**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**588**	352	95	64	77		132	141	275	704	76	199
Summer Home Energy	**7**	2	2		3			1	7	22	1	6
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**1,467**	719	325	265	158		534	389	274	1,000	154	120
Winter Crisis (CARES Act)	**1,053**	669	166	138	80		175	192	252	623	165	87
Summer Crisis	**1,425**	745	196	145	339		281	243	669	2,193	181	488
Summer Crisis (CARES Act)	**8**	2	2	1	3		1		1	12	1	
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**3,487**	**1,818**	**618**	**474**	**577**	**0**	**947**	**774**	**1,226**	**3,919**	**412**	**813**
Any type of CARES assistance *(Unduplicated)*	**1,061**	**671**	**168**	**139**	**83**	**0**	**176**	**192**	**253**	**635**	**166**	**87**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**3,487**	**1,818**	**618**	**474**	**577**	**0**	**947**	**774**	**1,226**	**3,919**	**412**	**813**
Bill Pay Only (CARES Act)	**1,061**	**671**	**168**	**139**	**83**	**0**	**176**	**192**	**253**	**635**	**166**	**87**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**589**	352	95	65	77	0	
Summer Home Energy	**7**	2	2	0	3	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**1,469**	721	325	265	158	0	
Winter Crisis (CARES Act)	**1,055**	669	167	138	81	0	
Summer Crisis	**1,434**	753	197	145	339	0	
Summer Crisis (CARES act)	**8**	2	2	1	3	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

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Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Polk**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**1,031**	643	180	131	77		295	299	275	704	146	129
Summer Home Energy	**24**	8	9	4	3		14	14	7	22	5	2
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**1,465**	719	325	263	158		534	389	274	1,000	154	120
Winter Crisis (CARES Act)	**1,005**	608	168	149	80		216	286	252	623	138	114
Summer Crisis	**3,223**	1,766	623	495	339		1,032	918	669	2,193	385	284
Summer Crisis (CARES Act)	**20**	12	2	3	3		5	9	1	12	0	1
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**5,743**	**3,136**	**1,137**	**893**	**577**	**0**	**1,875**	**1,620**	**1,225**	**3,919**	**690**	**535**
Any type of CARES assistance *(Unduplicated)*	**1,025**	**620**	**170**	**152**	**83**	**0**	**221**	**295**	**253**	**635**	**138**	**115**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**5,743**	**3,136**	**1,137**	**893**	**577**	**0**	**1,875**	**1,620**	**1,225**	**3,919**	**690**	**535**
Bill Pay Only (CARES Act)	**1,025**	**620**	**170**	**152**	**83**	**0**	**221**	**295**	**253**	**635**	**138**	**115**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**1,035**	646	181	131	77	0	
Summer Home Energy	**24**	8	9	4	3	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**1,477**	726	329	264	158	0	
Winter Crisis (CARES Act)	**1,013**	614	168	149	82	0	
Summer Crisis	**3,223**	1,766	623	495	339	0	
Summer Crisis (CARES act)	**20**	12	2	3	3	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

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Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Martin**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**115**	60	25	18	12		46	28	24	83	10	14
Summer Home Energy	**13**	9	2	2			7	3		8	0	
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**189**	89	46	39	15		76	34	38	117	20	18
Winter Crisis (CARES Act)	**189**	98	41	35	15		58	43	46	119	22	24
Summer Crisis	**237**	131	45	40	21		86	60	36	145	16	20
Summer Crisis (CARES Act)	**1**	1							1	1	1	
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**554**	**289**	**118**	**99**	**48**	**0**	**215**	**125**	**98**	**353**	**46**	**52**
Any type of CARES assistance *(Unduplicated)*	**190**	**99**	**41**	**35**	**15**	**0**	**58**	**43**	**47**	**120**	**23**	**24**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**554**	**289**	**118**	**99**	**48**	**0**	**215**	**125**	**98**	**353**	**46**	**52**
Bill Pay Only (CARES Act)	**190**	**99**	**41**	**35**	**15**	**0**	**58**	**43**	**47**	**120**	**23**	**24**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**115**	60	25	18	12	0	
Summer Home Energy	**15**	10	3	2	0	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**189**	89	46	39	15	0	
Winter Crisis (CARES Act)	**193**	101	42	35	15	0	
Summer Crisis	**237**	131	45	40	21	0	
Summer Crisis (CARES act)	**1**	1	0	0	0	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

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Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Highlands**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**138**	83	32	15	8	0	36	38	45	98	21	24
Summer Home Energy	**1**	1	0	0	0	0	0	0	0	0	0	0
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**168**	111	32	19	6		29	40	51	99	29	22
Winter Crisis (CARES Act)	**243**	164	28	31	20		36	70	70	147	37	33
Summer Crisis	**378**	238	56	48	36		84	81	82	206	47	35
Summer Crisis (CARES Act)	**2**		1		1		1			1		
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**685**	**433**	**120**	**82**	**50**	**0**	**149**	**159**	**178**	**403**	**97**	**81**
Any type of CARES assistance *(Unduplicated)*	**245**	**164**	**29**	**31**	**21**	**0**	**37**	**70**	**70**	**148**	**37**	**33**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**685**	**433**	**120**	**82**	**50**	**0**	**149**	**159**	**178**	**403**	**97**	**81**
Bill Pay Only (CARES Act)	**245**	**164**	**29**	**31**	**21**	**0**	**37**	**70**	**70**	**148**	**37**	**33**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**138**	83	32	15	8	0	
Summer Home Energy	**1**	1	0	0	0	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**168**	111	32	19	6	0	
Winter Crisis (CARES Act)	**248**	164	33	31	20	0	
Summer Crisis	**378**	238	56	48	36	0	
Summer Crisis (CARES act)	**2**	0	1	0	1	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

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Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Hendry**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**63**	43	9	5	6		19	10	16	39	8	8
Summer Home Energy	**0**											
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**152**	89	23	18	22		44	37	36	99	25	11
Winter Crisis (CARES Act)	**80**	49	14	10	7		21	15	18	47	0	18
Summer Crisis	**200**	124	19	31	26		76	64	38	143	18	20
Summer Crisis (CARES Act)	**0**											
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**415**	**256**	**51**	**54**	**54**	**0**	**139**	**111**	**90**	**281**	**51**	**39**
Any type of CARES assistance *(Unduplicated)*	**80**	**49**	**14**	**10**	**7**	**0**	**21**	**15**	**18**	**47**	**0**	**18**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**415**	**256**	**51**	**54**	**54**	**0**	**139**	**111**	**90**	**281**	**51**	**39**
Bill Pay Only (CARES Act)	**80**	**49**	**14**	**10**	**7**	**0**	**21**	**15**	**18**	**47**	**0**	**18**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**63**	43	9	5	6	0	
Summer Home Energy	**0**	0	0	0	0	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**153**	89	23	18	23	0	
Winter Crisis (CARES Act)	**80**	49	14	10	7	0	
Summer Crisis	**200**	124	19	31	26	0	
Summer Crisis (CARES act)	**0**	0	0	0	0	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

Department of Economic Opportunity
LIHEAP Annual Household Report--Federal Fiscal Year 2021
For the Period October 1, 2020 through September 30, 2021

FOR DEO USE ONLY:	
Date Received:	
Date Reviewed:	
Approved:	

Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Glades**	**Date:**	**11/4/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**8**	3	1	2	2	0	2	0	3	5	0	3
Summer Home Energy	**0**											
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**9**	1	4	3	1		8	0	0	8	0	0
Winter Crisis (CARES Act)	**9**	3	2	3	1		4	3	1	5	0	1
Summer Crisis	**20**	9	7	2	2		10	10	0	14	0	1
Summer Crisis (CARES Act)	**0**											
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**37**	**13**	**12**	**7**	**5**	**0**	**20**	**10**	**3**	**27**	**0**	**4**
Any type of CARES assistance *(Unduplicated)*	**9**	**3**	**2**	**3**	**1**	**0**	**4**	**3**	**1**	**5**	**0**	**1**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**37**	**13**	**12**	**7**	**5**	**0**	**20**	**10**	**3**	**27**	**0**	**4**
Bill Pay Only (CARES Act)	**9**	**3**	**2**	**3**	**1**	**0**	**4**	**3**	**1**	**5**	**0**	**1**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**8**	3	1	2	2	0	
Summer Home Energy	**0**	0	0	0	0	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**9**	1	4	3	1	0	
Winter Crisis (CARES Act)	**9**	3	2	3	1	0	
Summer Crisis	**20**	9	7	2	2	0	
Summer Crisis (CARES act)	**0**	0	0	0	0	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

Department of Economic Opportunity
LIHEAP Annual Household Report--Federal Fiscal Year 2021
For the Period October 1, 2020 through September 30, 2021

FOR DEO USE ONLY:	
Date Received:	
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Approved:	

Agency:	**The Agricultural & Labor Program, Inc.**	**Contact Person:**	**Al Miller, Deputy Director**	**Phone:**	**(863)956-3491**
County:	**Collier**	**Date:**	**11/5/2021**	**Email:**	Amiller@alpi.org

SECTION 1. LIHEAP ASSISTED HOUSEHOLDS

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Assisted Households by Poverty Level					At least one member who is:				At least one child who is:	
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	60 years or older	Disabled	Age 5 years or younger	Elderly, Disabled, or Young Child	Age 2 years and younger	Age 3 - 5 years
Winter Home Energy	**76**	47	17	8	4	0	21	22	16	48	5	11
Summer Home Energy	**0**											
Summer Home Energy (CARES Act)	**0**											
Winter Crisis	**101**	58	17	16	10	0	34	9	25	61	8	17
Winter Crisis (CARES Act)	**194**	107	35	27	25	0	46	34	45	106	24	21
Summer Crisis	**0**											
Summer Crisis (CARES Act)	**0**											
Summer Crisis (ARP)	**0**											
Any type of LIHEAP assistance *(Unduplicated)*	**177**	**105**	**34**	**24**	**14**	**0**	**55**	**31**	**41**	**109**	**13**	**28**
Any type of CARES assistance *(Unduplicated)*	**194**	**107**	**35**	**27**	**25**	**0**	**46**	**34**	**45**	**106**	**24**	**21**
Any type of ARP assistance *(Unduplicated)*	**0**											
Weatherization (LEA & LEW)	**0**											
Other Types of Assistance	**0**											
Other Types of Assistance (CARES Act)	**0**											
Bill Pay Only	**177**	**105**	**34**	**24**	**14**	**0**	**55**	**31**	**41**	**109**	**13**	**28**
Bill Pay Only (CARES Act)	**194**	**107**	**35**	**27**	**25**	**0**	**46**	**34**	**45**	**106**	**24**	**21**

SECTION 2. LIHEAP APPLICANT HOUSEHOLDS (regardless of whether households were assisted)

Type of Assistance	Number of Assisted Households *(Unduplicated)*	Applicant Households by Poverty Level					
		Under 75%	75%-100%	101%-125%	126%-150%	Over 150%	Income data unavailable
Winter Home Energy	**76**	47	17	8	4	0	
Summer Home Energy	**0**	0	0	0	0	0	
Summer Home Energy (CARES Act)	**0**	0	0	0	0	0	
Winter Crisis	**101**	58	17	16	10	0	
Winter Crisis (CARES Act)	**195**	108	35	27	25	0	
Summer Crisis	**0**	0	0	0	0	0	
Summer Crisis (CARES act)	**1**	0	0	1	0	0	
Summer Crisis (ARP)	**0**	0	0	0	0	0	
Weatherization (LEA & LEW)	**0**						
Other Types of Assistance	**0**						
Other Types of Assistance (CARES Act)	**0**						

Community Action Plan Performance

(July 1, 2020 through June 30, 2021)

MODULE 2, Section A: CSBG Expenditures by CSBG Eligible Entity	Plan	Actual	%
A.2 - CSBG Expenditures	$ 1,034,735	$ 2,345,765	226.70%
A.3 - Estimated Administration	$ 153,911	$ 377,639	245.36%

MODULE 2, Section B: CSBG Eligible Entity Capacity Building	Plan	Actual	%
B2 - Hours of Agency Capacity Building			
Board capacity activities (includes Advisory Councils)	500	875	175.00%
Agency Staff Capacity Building/Training Hours	3,500	6851	195.74%
B.3 - Volunteer Hours of Agency Capacity Building	4,700	$ 5,800	123.40%
Of these hours, # that was low income	4,135	$ 5,400	130.59%
B.4 - Number of staff who hold certifications			
Nationally Certified ROMA Trainers	2	2	100.00%
Nationally Certified ROMA Implementers	0	1	
Certified Community Actions Professionsal (CCAP)	3	3	100.00%
Family Development Certification	60	73	121.67%
B.5 - Number of Organizations that entity works with	351	352	100.28%

MODULE 2, Section C: Allocated Resources	Plan	Actual	%
C.2 - CSBG allocated	$ 1,034,735	$ 2,345,765	226.70%
C.3 - Federal Resources	$ 15,118,495	$ 24,040,962	159.02%
C.4 - State Resourcesd	$ 1,714,776	$ 1,887,749	110.09%
C.5 - Local Resources	$ -	$ 628,319	
C.6 - Private Resources	$ -	$ 13,247	
C.7 - Non-CSBG Resources	$ 16,833,271	$ 26,570,277	157.84%
C.8 - Total Resources	$ 17,868,006	$ 28,916,042	161.83%

MODULE 3 - This is longterm projects which we did not include in the CAP.	Plan	Actual	%

Community Action Plan Performance

(July 1, 2020 through June 30, 2021)

MODULE 4, Section A: Individual and Family National Performance Indicators

FNPI 1 - Employment	Plan	Actual	%
FNPI 1a - Unemployed Youth obtaining employment	2	1	50.00%
FNPI 1b - Unemployed Adult obtaining employment (C.37)	75	101	134.67%
FNPI 1c - Unemployed adults maintaining employment for 90 days	35	1	2.86%
FNPI 1d - Unemployed adults maintaining employment for 180 days	24	0	0.00%
FNPI 1e - Unemployed adults obtaining employment at living wage or better	0	1	
FNPI 1h - Entered employment with increase in pay or fringes	12	2	16.67%

FNPI 2 - Education and Cognitive Development	Plan	Actual	%
FNPI 2a - Children (0-5) demonstrated improved literacy skills (A.17)	450	369	82.00%
FNPI 2b - Children (0-5) demonstrated Skills for School Readiness (A.17)	450	369	82.00%
FNPI 2c - Children and youth with improved approaches to learning (A.1)	1110	947	85.32%
FNPI 2d -Children and youth achieving basic grade level (A.17)	585	369	63.08%
FNPI 2e - Parents/caregivers with improved home environments (C.43i)	900	765	85.00%
FNPI 2f - Adults with improved basic education	130	2	1.54%
FNPI 2g - Individuals obtaining High School diploma or equivalency	20	1	5.00%
FNPI 2h - Individusls obaining recognized credentials	35	12	34.29%
FNPI 2i - Individuals obtining Associate Degree	1	0	0.00%
FNPI 2j - Individuals obtsianing Bachelor's Degree	2	0	0.00%

FNPI 3 - Income and Asset Building Indicators

None planned

FNPI 4 - Housing Indicators (Household members calculated at 3.14 member per Household)	Plan	Actual	%
FNPI 4a - Household members obtaining temporary shelter	105	176	167.62%
FNPI 4b - Household members obtaining safe and affordable housing	95	10	10.53%
FNPI 4c - Household members maintain safe and affordable housing for 90 days	10	31	310.00%
FNPI 4d - Household members maintain safe and affordable housing for 180 days	5	0	0.00%
FNPI 4e - Household members avoiding eviction	150	472	314.67%
FNPI 4f - Households member avoiding foreclosure	20	223	1115.00%

Community Action Plan Performance

(July 1, 2020 through June 30, 2021)

FNPH 4z - Household members obtaining Utility Payments	300	659	219.67%
FNPH 4z.1 - Households receiving Home Energy assistance (LIHEAP H/E Only)	6026	3307	54.88%
FNPH 4z.1 - Households obtaining crisis electric assistance (LIHEAP/CARES Only)	10722	10986	102.46%
FNPI 5 - Health and Social/Behavioral Development Indicators	Plan	Actual	%
FNPI 5d - Individuals with improved skills in adult role of parent/caregivers (C.43i)	900	765	85.00%
FNPI 5e - Individuals demonstrating increased sensitivity/responsiveness (C.43i)	900	765	85.00%
FNPI 5f - Seniors maintaining independent living situation	21	1	4.76%
FNPI 5g - Individuals with disabilities maintaining independent living situation	15	1	6.67%
FNPI 6 - Civic Engagement and Community Involvement Indicators			
None planned			
FNPI 7 - Outcomes Across Multiple Domains	Plan	Actual	%
FNPI 7a - Individuals achieving one or more outcomes in NPI's.	20	688	3440.00%

CS/ED Division - Services Detail by Type of Service (07/1/20 thru 06/30/21))		
Type of Service	**#**	**Expenditures**
CSBG Cares 30 days Rental Assistance	14	$ 19,125.17
CSBG Cares 60 days Rental Assistance	6	$ 12,000.00
CSBG Cares 90 days Rental Assistance	3	$ 1,390.00
CSBG Cares Act - Electric Assistance	40	$ 19,570.38
CSBG Cares Act - Food Card Assistance	15	$ 1,150.00
CSBG Cares Act - Gas Assistance	-	$ -
CSBG Cares Act - Mortgage Assistance	34	$ 57,254.16
CSBG Cares Act - Rental Assistance	206	$ 267,151.60
CSBG Cares Act - Water Assistance	74	$ 20,185.44
DOE - Electric	5	$ 1,494.43
DOE - Food	75	$ 5,550.00
DOE - Gas	202	$ 15,000.00
DOE - Rent	13	$ 3,955.57
EHEAP CR	824	$ 184,226.53
FNPH - E.A. ELECTRIC	67	$ 13,433.44
FNPH - E.A. RENTAL	61	$ 14,771.14
FNPH - E.A. WATER	7	$ 1,215.60
FPUA CRISIS	142	$ 40,367.86
ESG - Homeless Prevention	156	$ 105,014.54
LIHEAP- CARES Act / Weather Assist	5,376	$ 3,235,081.56
LIHEAP CARES Act Ext II / Weather Assist	2,251	$ 693,182.63
LIHEAP-CARES Act-Ext / Weather Assist	3,215	$ 1,147,895.30
LIHEAP-CRISIS SUMMER	-	$ -
LIHEAP-CRISIS WINTER	144	$ 64,329.73
LIHEAP-HOME ENERGY	3,307	$ 1,269,175.00
SRV 1a-Vocational Training	10	$ 17,837.32
SRV 1b-On-the-Job and other Work Experience	2	$ 125.00
SRV 1c-Youth Summer Work Placements	-	$ -
SRV 1g- Workshops	2	$ 685.00
SRV 1g-h-Career Counseling (SRV 1g-h)	1	$ -
SRV 1j-Resume Development	1	$ 125.00
SRV 1k-Interview Skills Training	1	$ 125.00
SRV 1m-Job Placements	2	$ -
SRV 1n-Pre-employment physicals background checks etc.	4	$ 360.00
SRV 1o-p- Post Employment Supports (SRV 1o-p)	-	$ -
SRV 1q-Employment Supplies	1	$ 56.94
SRV 1qq-Employment Uniforms	1	$ 347.79
SRV 2aa-College applications text books computers etc.	9	$ 2,019.42
SRV 2aa-Post-Secondary Education Preparation(SRV 2aa)	12	$ 7,928.83
SRV 2dd-Tuition	23	$ 35,289.92
SRV 2kk- School Uniforms	3	$ 530.02
SRV 2k-School Supplies	4	$ 331.33
SRV 2l-Before and After School Mentoring Program	10	$ 430.00
SRV 2r-z-Adult Education Programs (SRV 2r-z)	-	$ -

CS/ED Division - Services Detail by Type of Service (07/1/20 thru 06/30/21))			
Type of Service	**#**	**Expenditures**	
SRV 2y-Post-Secondary Education Support	1	$	225.00
SRV 4c-Rent Payments (includes Emergency Rent Payments)	29	$	16,992.65
SRV 4d-Deposit Payments	-	$	-
SRV 4e-Mortgage Payments (includes Emergency Mortgage Payments)	10	$	9,228.70
SRV 4f-h-Eviction Prevention Services (SRV 4f-h)	18	$	17,201.22
SRV 4ii-I Emergency fuel or utility payments	20	$	5,632.68
SRV 4i-l-Utility Payment Assistance (SRV 4i-l)	13	$	3,180.37
SRV 4k-Utility Arrears Payments	33	$	8,542.16
SRV 4m-Temporary Housing Placement (includes Emergency Shelters)	11	$	25,350.72
SRV 4r-Independent-living Home Improvements (e.g. ramps tub and shower grab bars handicap accessible modifications etc.)	2	$	9,600.00
SRV 4rr- Independent Living for Individuals with Disabilities	3	$	1,545.16
SRV 4rr-t-Independent Living for Senior Citizens	1	$	-
SRV 5b- Physicals	2	$	425.00
SRV 5ff-jj-Nutrition and Food/Meals (SRV 5ff-jj)	2	$	400.00
SRV 7a-Case Management	119	$	-
SRV 7d-Transportation Services (emergency bus passes auto repair tires gas cards)	15	$	1,354.97
SRV 7f-Child Care payments	2	$	456.00
SRV 7n-Emergency Clothing Assistance	1	$	100.00
U/W COVID-19 CARES ACT ELECTRIC ASSISTANCE	122	$	109,787.04
U/W COVID-19 CARES ACT FOOD ASSISTANCE	2	$	500.00
U/W COVID-19 CARES ACT GAS ASSISTANCE	4	$	2,209.07
U/W COVID-19 CARES ACT MORTGAGE ASSISTANCE	66	$	96,256.02
U/W COVID-19 CARES ACT RENTAL ASSISTANCE	157	$	225,192.75
U/W COVID-19 CARES ACT WATER ASSISTANCE	38	$	15,073.45
Western Union Settlement Grant	7	$	8,928.90
TOTAL	**17,002**	**$**	**7,816,943.48**

FY 20 **Module 2, Section C: Allocated Resources per CSBG Eligible Entity - Data Entry Form**

Name of CSBG Eligble Entity:	**The Agricultural and Labor Program, Inc.**		
State Name:	**Florida**	**DUNS:**	**040210163**

C.1. CSBG Eligible Entity Reporting Period	***"X"***
C.1a. July 1 - June 30	☐
C.1b. October 1 - September 30	☑
C.1c. January 1 - December 31	☐

C.2. Amount of FY 2020 CSBG allocated to reporting entity	**C.2**	$ 1,185,827

C.3. Federal Resources Allocated (Other than CSBG)					
C.3a. Weatherization (DOE) (*include oil overcharge $$*)				C.3a.	$ -
C.3b. Health and Human Services (HHS)					
C.3b.1.	LIHEAP - Fuel Assistance *(include oil overcharge $$)*			C.3b.1.	$ 10,673,050
C.3b.2.	LIHEAP - Weatherization *(include oil overcharge $$)*			C.3b.2.	$ -
C.3b.3.	Head Start			C.3b.3.	$ 6,750,071
C.3b.4.	Early Head Start			C.3b.4.	$ 2,266,988
C.3b.5.	Older Americans Act			C.3b.5.	
C.3b.6.	Social Services Block Grant (SSBG)			C.3b.6.	
C.3b.7.	Medicare/Medicaid			C.3b.7.	
C.3b.8.	Assets for Independence (AFI)			C.3b.8.	
C.3b.9.	Temporary Assistance for Needy Families (TANF)			C.3b.9.	
C.3b.10.	Child Care Development Block Grant (CCDBG)			C.3b.10.	
C.3b.11.	Community Economic Development (CED)			C.3b.11.	
C.3b.12.	**Other HHS Resource Description**				
C.3b.12.i.	EHEAP	CFDA #:	93.658	C.3b.12.i.	$ 129,065
C.3b.12.ii.		CFDA #:		C.3b.12.ii.	
C.3b.12.iii.		CFDA #:		C.3b.12.iii.	
C.3b.12.iv.		CFDA #:		C.3b.12.iv.	
C.3b.13. Total Other HHS Resources (autocalculated)				C.3b.13.	**$ 129,065**
C.3c. Department of Agriculture (USDA)					
C.3c.1.	Special Supplemental Nutrition for Women, Infants, and Children (WIC)			C.3c.1.	
C.3c.2.	All USDA Non-Food programs (e.g. rural development)			C.3c.2.	
C.3c.3.	All other USDA Food programs			C.3c.3.	
C.3d. Department of Housing and Urban Development (HUD)					
C.3d.1.	Community Development Block Grant (CDBG) - Federal, State, and Local			C.3d.1.	
C.3d.2.	Section 8			C.3d.2.	
C.3d.3.	Section 202			C.3d.3.	
C.3d.4.	Home Tenant-Based Rental Assistance (HOME TBRA)			C.3d.4.	
C.3d.5.	HOPE for Homeowners Program (H4H)			C.3d.5.	
C.3d.6.	Emergency Solutions Grant (ESG)			C.3d.6.	$ 57,784
C.3d.7.	Continuum of Care (CoC)			C.3d.7.	
C.3d.8.	All other HUD programs, including homeless programs			C.3d.8.	$ 46,241
C.3e. Department of Labor (DOL)					
C.3e.1.	Workforce Innovation and Opportunity Act (WIOA) *previously WIA			C.3e.1.	$ 112,093
C.3e.2.	Other DOL Employment and Training programs			C.3e.2.	
C.3e.3.	All other DOL programs			C.3e.3.	
C.3f. Corporation for National and Community Service (CNCS) programs				C.3f.	
C.3g. Federal Emergency Management Agency (FEMA)				C.3g.	
C.3h. Department of Transportation				C.3h.	
C.3i. Department of Education				C.3i.	
C.3j. Department of Justice				C.3j.	
C.3k. Department of Treasury				C.3k.	
C.3l. Other Federal Resources					
C.3l.i.		CFDA #:		C.3l.i.	
C.3l.ii.		CFDA #:		C.3l.ii.	
C.3l.iii.		CFDA #:		C.3l.iii.	
C.3l.iv.		CFDA #:		C.3l.iv.	
C.3m. Total Other Federal Resources (autocalculated)				C.3m.	**$ -**
C.3n. Total: Non-CSBG Federal Resources Allocated (autocalculated)				C.3n.	**$ 20,035,291**

C.4. State Resources Allocated

C.4a.	State appropriated funds used for same purpose as Federal CSBG funds	C.4a.		
C.4b.	State Housing and Homeless programs (*include housing tax credits*)	C.4b.		
C.4c.	State Nutrition programs	C.4c.	$	735,086
C.4d.	State Early Childhood Programs (*e.g. Head Start, Day Care*)	C.4d.	$	1,130,457
C.4e.	State Energy programs	C.4e.		
C.4f.	State Health programs	C.4f.		
C.4g.	State Youth Development programs	C.4g.		
C.4h.	State Employment and Training programs	C.4h.		
C.4i.	State Senior programs	C.4i.		
C.4j.	State Transportation programs	C.4j.		
C.4k.	State Education programs	C.4k.		
C.4l.	State Community, Rural and Economic Development programs	C.4l.		
C.4m.	State Family Development programs	C.4m.		
C.4n.	**Other State Resources**			
C.4n.i.	FACA/Western Union	C.4n.i.	$	24,809
C.4n.ii.	United Way of Central Florida	C.4n.ii.	$	443,047
C.4n.iii.		C.4n.iii.		
C.4n.iv.		C.4n.iv.		
	C.4o. Total Other State Resources (autocalculated)	C.4o.	**$**	**467,857**
C.4p.	Total: State Resources Allocated (autocalculated)	C.4p.	**$**	**2,333,399**
C.4q.	*If any of these resources were also reported under Item C.3n. (Federal Resources), please estimate the amount.*	C.4q.		

C.5. Local Resources Allocated

C.5a.	Amount of unrestricted funds appropriated by local government	C.5a.		
C.5b.	Amount of restricted funds appropriated by local government	C.5b.		
C.5c.	Value of Contract Services	C.5c.		
C.5d.	Value of in-kind goods/services received from local government	C.5d.		
C.5e.	Total: Local Resources Allocated (autocalculated)	C.5e.	**$**	**-**
C.5f.	*If any of these resources were also reported under Item C.3n. or C.4p. (Federal or State Resources), please estimate the amount.*	C.5f.		

C.6. Private Sector Resources Allocated

C.6a.	Funds from foundations, corporations, United Way, other nonprofits	C.6a.	$	139,535
C.6b.	Other donated funds	C.6b.	$	63,419
C.6c.	Value of other donated items, food, clothing, furniture, etc.	C.6c.		
C.6d.	Value of in-kind services received from businesses	C.6d.	$	1,759,841
C.6e.	Payments by clients for services	C.6e.	$	25,250
C.6f.	Payments by private entities for goods or services for low income clients or communities	C.6f.	$	50,000
C.6g.	Total: Private Sector Resources Allocated (autocalculated)	C.6g.	**$**	**2,038,045**
C.6h.	*If any of these resources were also reported under Item C.3n., C.4p. or C.5e. (Federal, State or Local Resources), please estimate the amount.*	C.6h.		

C.7. Total Non-CSBG Resources Allocated: (Federal, State, Local & Private)*	C.7.	**$**	**24,406,736**
C.8. Total Resources in CSBG Eligible Entity (including CSBG)*	C.8.	**$**	**25,592,563**

Note : * All totals are autocalculated

Name of CSBG Eligible Entity Reporting:	The Agricultural and Labor Program, Inc.		
State:	Florida	DUNS:	040210163

Indicators:	FY 2019	FY 2020	% Change	Change from FY19 - FY20	FY 2019	FY 2020	% Change	Change from FY19 - FY20
Employment (FNPI 1)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
FNPI 1a The number of unemployed **youth** who obtained employment to gain skills or income.	3	2	-50%	-1	3	1	-200%	-2
FNPI 1b The number of unemployed **adults** who obtained employment **(up to a living wage)**.	80	12	-567%	-68	80	12	-567%	-68
FNPI 1c The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(up to a living wage)**.	31	4	-675%	-27	31	4	-675%	-27
FNPI 1d The number of unemployed **adults** who obtained and maintained employment for at least 180 days	24	1	-2300%	-23	24	1	-2300%	-23
FNPI 1e The number of unemployed **adults** who obtained employment **(with a living wage or higher)**.		3	100%	3		3	100%	3
FNPI 1f The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(with a living wage or higher)**.	5	3	-67%	-2	5	1	-400%	-4
FNPI 1g The number of unemployed **adults** who obtained and maintained employment for at least 180 days **(with a living wage or higher)**.	4	2	-100%	-2	4	2	-100%	-2
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.		5	100%	5		3	100%	3
FNPI 1h.1 Of the above, the number of employed participants who Increased income from employment through **wage or salary amount increase.**	11	5	-120%	-6	11	3	-267%	-8
FNPI 1h.2 Of the above, the number of employed participants who increased income from employment through **hours worked increase**.	11	1	-1000%	-10	11	1	-1000%	-10
FNPI 1h.3 Of the above, the number of employed participants who **increased benefits** related to employment.	3				3			

Indicators:	FY 2019	FY 2020	% Change	Change from FY19 - FY20	FY 2019	FY 2020	% Change	Change from FY19 - FY20
Education and Cognitive Development (FNPI 2)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
FNPI 2a The number of **children** (0 to 5) who demonstrated improved emergent literacy skills.	449	392	-15%	-57	449	392	-15%	-57
FNPI 2b The number of **children** (0 to 5) who demonstrated skills for school readiness.	449	392	-15%	-57	449	392	-15%	-57
FNPI 2c The number of **children** and **youth** who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	1130	1077	-5%	-53	1110	1059	-5%	-51
FNPI 2c.1 Early Childhood Education (ages 0-5)	976	990	1%	14	974	990	2%	16
FNPI 2c.2 1st grade-8th grade	154	87	-77%	-67	136	69	-97%	-67
FNPI 2c.3 9th grade-12th grade								
FNPI 2d The number of **children** and **youth** who are achieving at basic grade level (academic, social, and other school success skills). (auto total)	603	179	-237%	-424	585	179	-227%	-406
FNPI 2d.1 Early Childhood Education (ages 0-5)	449	119	-277%	-330	449	119	-277%	-330
FNPI 2d.2 1st grade-8th grade	154	60	-157%	-94	136	60	-127%	-76
FNPI 2d.3 9th grade-12th grade								
FNPI 2e The number of **parents/caregivers** who improved their home environments.	898	938	4%	40	898	938	4%	40
FNPI 2f The number of **adults** who demonstrated improved basic education.	131	2	-6450%	-129	131	1	-13000%	-130
FNPI 2g The number of **individuals** who obtained a high school diploma and/or obtained an equivalency certificate or diploma.	21	1	-2000%	-20	21	1	-2000%	-20
FNPI 2h The number of **individuals** who obtained a recognized credential, certificate, or degree relating to the achievement of educational or vocational skills.	38	18	-111%	-20	36	12	-200%	-24
FNPI 2i The number of **individuals** who obtained an Associate's degree.	1				1			
FNPI 2j The number of **individuals** who obtained a Bachelor's degree.	2				2	0		-2

Indicators:	FY 2019	FY 2020	% Change	Change from FY19 - FY20	FY 2019	FY 2020	% Change	Change from FY19 - FY20
Income and Asset Building (FNPI 3)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
FNPI 3a The number of individuals who achieved and maintained capacity to meet basic needs for **90 days**.								
FNPI 3b The number of individuals who achieved and maintained capacity to meet basic needs for **180 days.**								
FNPI 3c The number of individuals who opened a **savings account or IDA**.								
FNPI 3d The number of individuals who **increased their savings**.								
FNPI 3e The number of individuals who used their savings to **purchase an asset**.								
FNPI 3f The number of individuals who purchased a home.								
FNPI 3g The number of individuals who **improved their credit scores**.								
FNPI 3h The number of individuals who **increased their net worth**.								
FNPI 3i The number of individuals engaged with the Community Action Agency who report **improved financial well-being**.								

Indicators:	FY 2019	FY 2020	% Change	Change from FY19 - FY20	FY 2019	FY 2020	% Change	Change from FY19 - FY20
Housing (FNPI 4)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
FNPI 4a The number of households experiencing homelessness who obtained **safe temporary shelter**.	131	100	-31%	-31	108	100	-8%	-8
FNPI 4b The number of households who obtained **safe and affordable housing**.	97	39	-149%	-58	97	37	-162%	-60
FNPI 4c The number of households who maintained safe and affordable housing for **90 days**.	1	182	18100%	181	1	180	17900%	179
FNPI 4d The number of households who maintained safe and affordable housing for **180 days**.		179	100%	179		179	100%	179
FNPI 4e The number of households who **avoided eviction**.	158	908	475%	750	158	430	172%	272
FNPI 4f The number of households who **avoided foreclosure**.	18	157	772%	139	18	84	367%	66
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		0
FNPI 4h The number of households with **improved energy efficiency and/or energy burden reduction** in their homes.						0		0

Indicators:	FY 2019	FY 2020	% Change	Change from FY19 - FY20	FY 2019	FY 2020	% Change	Change from FY19 - FY20
Health and Social/Behavioral Development (FNPI 5)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
FNPI 5a The number of individuals who demonstrated **increased nutrition skills** (e.g. cooking, shopping, and growing food).								
FNPI 5b The number of individuals who demonstrated **improved physical health** and well-being.		1	100%	1		1	100%	1
FNPI 5c The number of individuals who demonstrated **improved mental and behavioral health and well-being**.								

FNPI 5d The number of individuals who **improved skills** related to the adult role of parents/ caregivers.	898	934	4%	36	898	934	4%	36
FNPI 5e The number of parents/caregivers who **demonstrated increased sensitivity and responsiveness** in their interactions with their children.	898	934	4%	36	898	934	4%	36
FNPI 5f The number of **seniors (65+)** who maintained an independent living situation.	21	4	-425%	-17	21	4	-425%	-17
FNPI 5g The number of **individuals with disabilities** who maintained an independent living situation.	14	8	-75%	-6	14	7	-100%	-7
FNPI 5h The number of **individuals with chronic illness** who maintained an independent living situation.								
FNPI 5i The number of individuals with **no recidivating event** for six months.		0		0		0		0
FNPI 5i.1 Youth (ages 14-17)								
FNPI 5i.2 Adults (ages 18+)								

Indicators:	**FY 2019**	**FY 2020**	**% Change**	**Change from FY19 - FY20**	**FY 2019**	**FY 2020**	**% Change**	**Change from FY19 - FY20**
Civic Engagement and Community Involvement Indicators (FNPI 6)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
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.		80	100%	80		80	100%	80
FNPI 6a.1 Of the above, the number of Community Action program participants who improved their leadership skills.		80	100%	80		80	100%	80
FNPI 6a.2 Of the above, the number of Community Action program participants who improved their social networks.		80	100%	80		80	100%	80
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.		80	100%	80		80	100%	80

Indicators:	**FY 2019**	**FY 2020**	**% Change**	**Change from FY19 - FY20**	**FY 2019**	**FY 2020**	**% Change**	**Change from FY19 - FY20**
Outcomes Across One or More Domains (FNPI 7)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**I.) Number of Participants Served** in program(s) (#)	**I.) Number of Individuals Served** in program(s) (#)	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**	**III.) Actual Results (#)**
FNPI 7a The number of individuals who achieved one or more outcomes in the identified National Performance Indicators in one or more domains.	17	11337	66588%	11320	17	11337	66588%	11320

Risk-Assessment Tool for Private CSBG Eligible Entities (CEE's)

Risk Assessment Executive Summary

Risk Management Basics

This segment of the executive summary contains recommendations related to Risk Management Basics, including the assignment of responsibility for risk management, risk oversight, and risk committees.

- Consider forming a risk committee to ensure a diverse array of perspectives in agency risk management. See the full report for tips to increase the effectiveness ofyour risk committee, or reach out to NRMC for Risk Help on this topic.

Governance Risk

This segment of your executive summary contains priority recommendations to strengthen your board.

- See the full report for suggestions to increase the engagement and dialogue during Finance Committee presentations.

Facilities and Building Security

This section of your executive summary contains priority recommendations based on your answers to the questions in the Facilities and Building Security Module.

- Review your evacuation plans to ensure that they are comprehensive; a list of elements that should be included in a thorough plan can be found in your full report for this module.
- Consider the value of requiring ID badges for all visitors. Explore affordable options and possible barriers to implementation. Solicit input from staff prior to implementing a new badge policy.
- We recommend that your agency adopt a standard maintenance schedule or keep a repair log. For additional information, see the report for this module.

Human Resources and Employment Practices

This section of your executive summary notes priority recommendations based on your answers to the questions in the Human Resources and Employment Practices module.

- You indicated that your agency has not identified who is a 'disqualified person' under IRS regulations. We recommend that you learn more about this topic, determine whether your organization is required to comply with these regulations, and take steps to ensure compliance. See the full report for resources on this topic.

Financial Reporting and Internal Controls

- See your full report for suggestions to improve financial reporting. Remember to also review Category 8 (Financial Operations and Oversight) of the COE Developed CSBG Organizational Standards to make sure that your team fully understands these expectations for community action agencies. As indicated in the narrative introduction, "The fiscal bottom line of Community Action is not isolated from the mission, it is a joint consideration."

Contracts

This section of your executive summary features priority recommendations related to contracts and your nonprofit's contracting processes.

- Incorporated entities answer for their debts and liabilities. When your agency is asked to indemnify another, you are being asked to agree in advance of an incident to pay for the debts or liability of another party. As a general rule, an organization *receiving* a service should *not agree* to indemnify (or name as an additional insured) the organization *providing* a service.

Client and Participant Safety

This section of your executive summary contains priority recommendations based on your answers to the questions in the Client and Participant Safety module.

- We recommend that you update your organization's policies to include specific instructions about appropriate and inappropriate hugging. For example, hugs should never be offered or given to meet the caregiver's needs, and hugs should only be from the side, over the shoulders, and never from the front.

- We recommend that staff at your agency be required to sign confidentiality agreements that reinforces your commitment to safeguarding the privacy of service recipients. Also consider providing periodic training that includes examples of what constiutes private, or personal information.

Transportation

This section of your executive summary contains priority recommendations based on your answers to the questions in the Transportation module.

You indicated that your organization provides or sponsors transportation services or owns (or leases) vehicles. The following transportation issues were identified as concerns during the assessment. Look to the full report for details.

- Your organization may be directly or vicariously liable when volunteers or employees operate a vehicle on behalf of your organization. The conditions for each situation and the proper procedures are addressed in the full report.

- Rented, hired or borrowed vehicles can create some of the same exposures as vehicles that are owned by your organization. Be sure that you have policies governing the use of these vehicles and familiarize yourself with the insurance coverage guidelines in your operating area (state, region).

- Creating a transportation risk management statement will provide an initial step toward richer risk management of transportation in your organization. The statement serves as a guide in creating other important items like policies or training programs.

- If operating a vehicle is a major aspect of employee duties, consider adding a supplement to your regular application requesting relevant information related to driving. Otherwise, you may consider requesting pertinent information as a part of your regular application.

- Driver training is the best opportunity to verfiy the abilities of the people who will operate vehicles. In addition, it is the best way to communicate policies, procedures and expectations about transportation to a captive audience. We recommend instituting a driver training program as soon as possible.

- Pre- and post-use vehicle inspections help document vehicle conditions and assist with mainteance of your fleet. Consider creating an inspection procedure and documentation process to track.

- We recommend that your agency consider adopting an approval process for hiring, renting or borrowing vehicles. An approval process enables your organization to maintain control over its transportation exposures. The process does not have to create a bureaucracy or impose undue burdens on personnel. However, your staff should have some guidance on your policy for renting, hiring and borrowing vehicles. An effective policy can include the following:

Technology and Privacy Risk Management

This section of your executive summary contains priority recommendations based on your answers to the questions in the Technology and Privacy Risk Management module.

- We recommend that you adopt a Bring Your Own Device Policy that clarifies what agency information may and must never be accessed on personal devices, including whether employees may access Personally Identifiable Information (PII) on their personal devices.
- It is common practice to require users to change login practice on a regular basis. We recommend that you develop a policy as soon as possible that provides guidelines about the strength of passwords and the frequency of changes.
- We recommend that you consider developing a data classification policy. A template policy is available in *My Risk Management Policies*.
- We recommend that you being offering training to all staff on how to avoid phishing scams and frauds, and that after completing your training that you begin to conduct exercises no less than annually to test employee vulnerability to social engineering frauds.
- You indicated that your agency does not have a data breach plan in place. We recommend that you address this gap as soon as possible. See the full report for this module for information on key components in a plan, as well as hyperlinks to NYS and other state breach notification laws.
- See the report for this module for information on cyber liability insurance.

Special Events

This section of your executive summary contains priority recommendations based on your answers to the questions in the Special Events module.

- Hosting special events may require risk management efforts not normally associated with the normal operations of your organization. Be sure to consider the various components of the event and risks associated with these components. Doing so will help the event be successful and have a positive impact for your organization.
- Documentation is an important part of risk management in all phases of activity. We recommend you begin documenting risk management activities as soon as possible.
- Designate one person as 'safety officer' for your special event in order to provide risk management oversight.
- An absence of personnel devoted to security (and other emergency situations) at your event creates a liability for your organization. You should implement appropriate staffing internally or contract the appropriate vendor to provide security.
- Waivers may not be necessary for every special event activity, but you should consider using waivers for your events as a part of the overall documentation strategy.
- Vehicle operating and insurance concerns need to be addressed if you are transporting event participants yourself or by contracting an outside service.
- Verify that the documentation and procedures used for accident reporting is consistent with the requirements of your organization and those of any insurance providers for the event itself.

Crisis Management and Business Continuity Planning

This section of your executive summary contains priority recommendations based on your answers to questions in the Crisis Management and Business Continuity Planning module.

Volunteer Risk Management

This section of your executive summary offers priority recommendations based on your answers to the questions in the Volunteer Risk Management module.

- Consider adding volunteer position descriptions to your volunteer risk management toolbox. Additional information is provided in your full report.
- Consider developing a volunteer handbook as a way to share important policies with your volunteers.
- You indicated that you encourage volunteers to raise concerns but that you do not have a formal process for them to follow. It may be confusing or discouraging to a volunteer who has a complaint but does not know how to resolve it. We suggest establishing a formal process for volunteers to voice concerns with your organization.

Fundraising and Resource Development

This section of your executive summary contains priority recommendations based on your answers to the questions in the Fundraising and Resource Development module.

- You indicated that you do not have a system for tracking requirements and expectations for funding received from foundations or similar organizations. Given that many grants have specific terms and conditions related to the funding, you should ensure that you are being accountable to them. See the full report for advice on this issue.

- Planning for the possibility that an individual donor will walk away from your nonprofit is sound risk management. See the report for insight on the reasons some donors walk away, and four tips for reducing the likelihood and potential impact of losing a major individual donor.

- You indicated that your nonprofit doesn't have a process for managing the risk of unhappy or disgruntled donors. See the full report for tips on reducing the risk of unhappy donors, and also resources on turning a grumpy donor into a grateful one.

- You indicated that your nonprofit does not have practices in place to manage the risk of non-compliance with the CAN-SPAM Act. See the full report for additional information on this federal law, including resource links.

- Nonprofits that have minimal experience with government contracts may be caught off guard and unprepared for some of the risks associated with such funding, including inadequate funding for infrastructure, late payment/reimbursement, and complex reporting requirements. Thoughtfully consider the range of risks and 'what ifs' before you seek any government contract.

- You indicated that your nonprofit has not adopted goals with respect to the diversification of funding sources. Perhaps your agency has a single, highly reliable source of funding. Or your revenue streams have been judged adequately diverse. See the full report for a few risk tips related to the goal of diversifying funding sources.

- Assign responsibility for tracking funder restrictions to an individual or team at the agency. Ensure that donor restrictions are carefully reviewed and evaluated before proposals are finalized and grant agreements executed. Establish a calendar system to log critical reporting deadlines.

End of Report - 9/20/2021 10:32:32 AM

Helping People. Changing Lives.

The Agricultural and Labor Program, Inc.

community Action PARTNERSHIP

America's Poverty Fighting Network

CSBG Organizational Standards

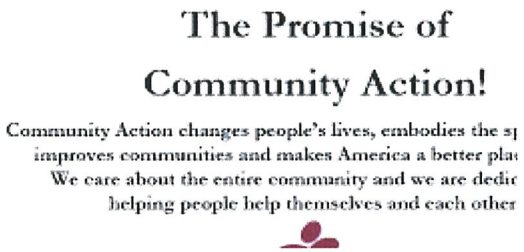
Al Miller

From: PaHoua Lee-Yang
Sent: Monday, November 8, 2021 11:16 AM
To: Al Miller
Subject: FW: [EXTERNAL] - Uploaded additional docs for Standard 8.7

FYI

Pa Houa Lee-Yang

Pa Houa Lee-Yang, *CCAP, NCRT, CCAMP*
CSBG Economic Services Director



From: Hernandez, Frankie <Frankie.Hernandez@deo.myflorida.com>
Sent: Wednesday, February 17, 2021 12:12 PM
To: PaHoua Lee-Yang <PYang@alpi.org>
Subject: RE: [EXTERNAL] - Uploaded additional docs for Standard 8.7

CAUTION: This email originated from outside of the agency. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thanks, I reviewed and approve them. I will send a follow up email stating that ALPI met their 2021 Org Standards.

Respectfully,

Frankie Hernandez

Community Program Manager / CSBG

Florida Department of Economic Opportunity
Bureau of Economic Self-Sufficiency
Division of Community Development
O: 850.717.8458
F: 850.488.2488
Frankie.Hernandez@deo.myflorida.com
www.floridajobs.com

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From: PaHoua Lee-Yang <PYang@alpi.org>
Sent: Wednesday, February 17, 2021 12:08 PM
To: Hernandez, Frankie <Frankie.Hernandez@deo.myflorida.com>
Subject: [EXTERNAL] - Uploaded additional docs for Standard 8.7
Importance: High

Frankie,
Per our conversation and your request, the additional documents for Standard 8.7 is uploaded. June Board Meeting Minutes. Let me know if you need anything else.

Thank you,

Pa Houa Lee-Yang

Pa Houa Lee-Yang, *CCAP, NCRT, CCAMP*
CSBG Economic Services Director

COMMUNITY SERVICES BLOCK GRANT
ORGANIZATIONAL STANDARDS ASSESSMENT FORM (Nonprofit)
FFY 2021

PART I - AGENCY INFORMATION

AGENCY:	**Agricultural and Labor Program, Inc.**
DATE:	**1/20/2021**

PART II - OS CHECKLIST

Standard Number	Standard	Met	Not Met	1st Year/ Repeat	Corrective Action Taken	Cure Date	T&TA
MAXIMUM FEASIBLE PARTICIPATION – Category 1: Consumer Input and Involvement							
1.1	The organization demonstrates low-income individuals' participation in its activities.	X					Please make sure all board member expiry dates are current. One low-income member expiry date is September 2020.
1.2	The organization analyzes information collected directly from low-income individuals as part of the community assessment.		X		Upload Community Needs Assessment uploaded with Standard 3.1.		
1.3	The organization has a systematic approach for collecting, analyzing, and reporting customer satisfaction data to the governing board.	X					
MAXIMUM FEASIBLE PARTICIPATION – Category 2: Community Engagement							
2.1	The organization has documented or demonstrated partnerships across the community, for specifically identified purposes; partnerships include other anti-poverty organizations in the area.	X					
2.2	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.	X					
2.3	The organization communicates its activities and its results to the community.	X					
2.4	The organization documents the number of volunteers and hours mobilized in support of its activities.	X					

CSBG Organizational Standards
Field Guide Assessment Form

Standard Number	Standard	Met	Not Met	1st Year/ Repeat	Corrective Action Taken	Cure Date	T&TA
MAXIMUM FEASIBLE PARTICIPATION – Category 3: Community Assessment							
3.1	The organization conducted a community assessment and issued a report within the past 3 years.	X					
3.2	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).	X					
3.3	The organization collects and analyzes both qualitative and quantitative data on its geographic service area(s) in the community assessment.	X					
3.4	The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed.	X					
3.5	The governing board formally accepts the completed community assessment.	X					
VISION AND DIRECTION – Category 4: Organizational Leadership							
4.1	The governing 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.	X					
4.2	The organization's Community Action plan is outcome-based, anti-poverty focused, and ties directly to the community assessment.	X					
4.3	The organization's Community Action plan and strategic plan document the continuous use of the full ROMA cycle. In addition, the organization documents having used the services of a ROMA-certified trainer (or equivalent) to assist in implementation.	X					
4.4	The governing board receives an annual update on the success of specific strategies included in the Community Action plan.		X		If possible or available, upload the draft meeting minutes or the final version of the minutes.		
4.5	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.	X					

CSBG Organizational Standards
Field Guide Assessment Form

Standard Number	Standard	Met	Not Met	1st Year/ Repeat	Corrective Action Taken	Cure Date	T&TA
4.6	An organization-wide, comprehensive risk assessment has been completed within the past 2 years and reported to the governing board.	X			Confirm that the Risk Assessment Tool is completed. It appears to be incomplete.		
VISION AND DIRECTION – Category 5: Board Governance							
5.1	The organization's governing board is structured in compliance with the CSBG Act: 1. At least one third democratically-selected representatives of the low income community; 2. With one-third local elected officials (or their representatives); and 3. The remaining membership from major groups and interests in the community.	X					
5.2	The organization's governing 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.	X					
5.3	The organization's bylaws have been reviewed by an attorney within the past 5 years.	X					
5.4	The organization documents that each governing board member has received a copy of the bylaws within the past 2 years.		X		Upload the sign-in sheet uploaded with Standard 5.8.		
5.5	The organization's governing board meets in accordance with the frequency and quorum requirements and fills board vacancies as set out in its bylaws.	X					
5.6	Each governing board member has signed a conflict of interest policy within the past 2 years.	X					
5.7	The organization has a process to provide a structured orientation for governing board members within 6 months of being seated.	X					
5.8	Governing board members have been provided with training on their duties and responsibilities within the past 2 years.	X					
5.9	The organization's governing board receives programmatic reports at each regular board meeting.		X		Upload minutes for all regularly held board meetings within the past 12 months and the correlating materials/packets/agendas.		

CSBG Organizational Standards
Field Guide Assessment Form

Standard Number	Standard	Met	Not Met	1st Year/ Repeat	Corrective Action Taken	Cure Date	T&TA
VISION AND DIRECTION – Category 6: Strategic Planning							
6.1	The organization has an agency- wide strategic plan in place that has been approved by the governing board within the past 5 years.	X					
6.2	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.	X					
6.3	The approved strategic plan contains family, agency, and/or community goals.	X					
6.4	Customer satisfaction data and customer input, collected as part of the community assessment, is included in the strategic planning process.	X					
6.5	The governing board has received an update(s) on progress meeting the goals of the strategic plan within the past 12 months.	X					
OPERATIONS AND ACCOUNTABILITY – Category 7: Human Resource Management							
7.1	The organization has written personnel policies that have been reviewed by an attorney and approved by the governing board within the past 5 years.		X		Upload a copy of the Personnel Policies and Procedures (complete document including all policies).		
7.2	The organization makes available the employee handbook (or personnel policies in cases without a handbook) to all staff and notifies staff of any changes.	X					Please include a revision date to the Employee Handbook.
7.3	The organization has written job descriptions for all positions, which have been updated within the past 5 years.	X					
7.4	The governing board conducts a performance appraisal of the CEO/ executive director within each calendar year.	X					
7.5	The governing board reviews and approves CEO/executive director compensation within every calendar year.	X					
7.6	The organization has a policy in place for regular written evaluation of employees by their supervisors.	X					

CSBG Organizational Standards
Field Guide Assessment Form

Standard Number	Standard	Met	Not Met	1st Year/ Repeat	Corrective Action Taken	Cure Date	T&TA
7.7	The organization has a whistleblower policy that has been approved by the governing board.	X					
7.8	All staff participate in a new employee orientation within 60 days of hire.		X		Upload the new employee orientation policy/process.		
7.9	The organization conducts or makes available staff development/ training (including ROMA) on an ongoing basis.		X		Upload the correlating Training Materials.		
OPERATIONS AND ACCOUNTABILITY – Category 8: Financial Operations and Oversight							
8.1	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.	X					
8.2	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.	X					
8.3	The organization's auditor presents the audit to the governing board.	X					
8.4	The governing board formally receives and accepts the audit.	X					Please provide final minutes once approved.
8.5	The organization has solicited bids for its audit within the past 5 years.	X					
8.6	The IRS Form 990 is completed annually and made available to the governing board for review.	X					
8.7	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.		X		Upload the June 2020 Meeting Minutes/packet/agenda/financial reports. It appears Sept. 2020 was uploaded 2x.		
8.8	All required filings and payments related to payroll withholdings are completed on time.	X					
8.9	The governing board annually approves an organization-wide budget.	X					
8.10	The fiscal policies have been reviewed by staff within the past 2 years, updated as necessary, with changes approved by the governing board.	X					
8.11	A written procurement policy is in place and has been reviewed by the governing board within the past 5 years.	X					

CSBG Organizational Standards
Field Guide Assessment Form

Standard Number	Standard	Met	Not Met	1st Year/ Repeat	Corrective Action Taken	Cure Date	T&TA
8.12	The organization documents how it allocates shared costs through an indirect cost rate or through a written cost allocation plan.	X					
8.13	The organization has a written policy in place for record retention and destruction.	X					
OPERATIONS AND ACCOUNTABILITY – Category 9: Data and Analysis							
9.1	The organization has a system or systems in place to track and report client demographics and services customers receive.	X					
9.2	The organization has a system or systems in place to track family, agency, and/or community outcomes.	X					
9.3	The organization has presented to the governing 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.	X					
9.4	The organization submits its CSBG Annual Report and it reflects client demographics and organization-wide outcomes.	X					

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External Monitoring Reports (July 2020 - June 2021)

2021 Board Retreat

Group I – Monitoring Report Summaries

Florida Department of Education

- Grant Reviewed: FCDP Emergency Assistance
- Total Funding: $50,000
- Program Period of Monitoring: July 1, 2020 through September 30, 2021
- Results:
  - Best Practices Noted: Spent more than minimum for Emergency Assistance
  - No Fiscal Findings
  - No Fiscal Concerns

Senior Connections Center, Inc.

- Grant(s) Reviewed: Emergency Home Energy Assistance Program (EHEAP) and EHEAP Cares Act Funding
- Total Funding:
  - EHEAP = $159,271
  - EHEAP-CARES = $98,425
- Program Period of Monitoring: July 1, 2020 through September 30, 2022
- Results: No findings or recommendations.

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2021 - 2022 Funding Applications

(DEO/LIHEAP, DEO/CSBG, HUD Housing Counseling, Florida Non-Profit Housing, and Elderly Affairs/EHEAP)

GROUP I

(Board Retreat – November 27, 2021)

2021-2022 Funding Applications

CHILD DEVELOPMENT & FAMILY SUPPORT SERVICES

Head Start/Early Head Start Grant Application – Year 3

- Purpose of Grant: Provision of Head Start and Early Head Start Services to 759 Head Start children and 188 Early Head Start Children
- Amount: $9,816,095
- Grant Period: July 1, 2021 through June 30, 2022

Disaster Recovery Relief Revised Grant Application

- Purpose of Grant: Purchase of two modular structures to relocate to Queen Townsend Head Start Center II and ALPI Administrative Office to vacant land offered by the Fort Pierce Housing Authority.
- Amount: $4,862,426
- Grant Period: July 1, 2021 through June 30, 2022

Children's Services Council of St. Lucie County: CAT 2021-22 Annual RFP

- Purpose of Grant: After school and summer enrichment program designed to keep children off the streets, increase positive decision making skills and improve academic performance.
- Amount: $114,870.00
- Grant Period: October 1, 2021 through September 30, 2022

Head Start Care Act Carry-over Funds

- Purpose of Grant: Transfer unexpended funds for use in current program
- Amount: $469,852
- Grant Period: July 1, 2021 through June 30, 2022

Head Start Care Act COLA Adjustment

- Purpose of Grant: Modify grant to allow for payment of Cost-of-Living (COLA) adjustments to eligible staff.
- Amount: $116,678
- Grant Period: July 1, 2021 through June 30, 2022

VIQI Project

- Purpose of Grant: Participation in a research project titled "Variations in Implementation of Quality Interventions".
- Amount: No funding.
- Contract Period: April 11, 2021 through December 31, 2022.

GROUP I

(Board Retreat – November 27, 2021)

2021-2022 Funding Applications

COMMUNITY SERVICES & ECONOMIC DEVELOPMENT

Polk County Emergency Rental Assistance Program (ERAP)

- Purpose of Grant: Provide rental, utility, and internet assistance to Polk County residents impacted by COVID pandemic.
- Amount: $3,000,000
- Grant Period: October 1, 2021 through August 31, 2022

HUD Housing Counseling

- Purpose of Grant: Provide HUD Approved housing counseling to Polk County residents.
- Amount: TBD
- Grant Period: October 1 2020 through March 31, 2022 (tentative)

DOE – Adult Migrant Program Application

- Purpose of Grant: Provide Emergency Assistance to farmworkers around the State.
- Amount: $50,000
- Grant Period: July 1, 2021 through September 30, 2022.

Florida Non-Profit Housing

- Purpose of Grant: Provide Emergency housing and utility Assistance to farmworkers around the State.
- Amount: $35,259
- Grant Period: July 1, 2021 through September 30, 2022.

Senior Connection Center, Incorporated – EHEAP Amendment

- Purpose of Grant: Provision of Emergency Home Energy Assistance for the Elderly.
- Amount: Increase funding from $139,422 to $159,943
- Grant Period: April 1, 2021 through September 30, 2022.

Designation as CSBG Eligible Entity for Collier County

- Purpose of Grant: Certify ALPI as eligible entity for purpose of receiving CSBG funds for Collier County.
- Amount: Estimated funding - $185,000
- Grant Period: October 1, 2021 through September 30, 2022.

Low Income Home Energy Assistance Program - American Rescue Plan (LIHEAP-ARP)

- Purpose of Grant: Continue to provide energy assistance to eligible clients still adversely impacted the COVID-19.
- Amount: $2,860,108

GROUP I

(Board Retreat – November 27, 2021)

2021-2022 Funding Applications

- Grant Period: March 1, 2021 through September 30, 2022

Low Income Home Water Assistance Program (LIHWAP)

- Purpose of Grant: Provide water assistance to eligible clients still adversely impacted the COVID-19.
- Amount: TBD
- Grant Period: TBD

Low Income Home Energy Assistance Program (LIHEAP)

- Purpose of Grant: Provide electric assistance to eligible clients
- Amount: $6,960,228
- Grant Period: October 1, 2020 through September 30, 2022.

Community Services Block Grant – CARES Grant (carryover)

- Purpose of Grant: Provision of Emergency Rental and Utility assistance to eligible clients impacted by COVID-19.
- Amount: $621,018
- Grant Period: March 17, 2020 through September 30, 2022.

Community Services Block Grant (carryover)

- Purpose of Grant: Carryover of Emergency Rental and Utility assistance as well as Family Self-Sufficiency to eligible clients.
- Amount: $490,618
- Grant Period: October 1, 2020 through September 30, 2022.

Community Services Block Grant (carryover)

- Purpose of Grant: Provision of Emergency Rental and Utility assistance as well as Family Self-Sufficiency to eligible clients.
- Amount: $1,010,160
- Grant Period: October 1, 2020 through September 30, 2022.

Senior Connection Center, Incorporated – EHEAP Grant

- Purpose of Grant: Provision of Emergency Home Energy Assistance for the Elderly.
- Amount: $118,957
- Grant Period: April 1, 2021 through September 30, 2022.

GROUP I

(Board Retreat – November 27, 2021)

2021-2022 Funding Applications

Senior Connection Center, Incorporated – EHEAP Amendment 001

- Purpose of Grant: Provision of Emergency Home Energy Assistance for the Elderly.
- Amount: Increase funding from $118,957 to $139,422
- Grant Period: April 1, 2021 through September 30, 2022.

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5 Year Strategic Plan Summary Report (See Child Development and Family Support Services)

CD/ED Division - Strategic Plan Summary (2020-2021)		
Strategic Plan Goals	**Fiscal Year 2020-2021 07/01/20 thru 06/30/21**	
Goal 1: Broaden Partnerships with Human Service Entities	#	Amount
Obj 1.1: Provide job placement services for adults.	19	$2,399.70
Obj 1.2: Supplement food supply for low income families.	94	$7,600.00
Goal 2: Increase Service and Funding Capacity	#	Amount
Obj 2.1: Create additional service opportunities	-	$0.00
Obj 2.2: Create additional funding opportunities	-	$0.00
Goal 3: Enhance Brand Identity and Marketing	#	Amount
Obj 3.1: Strengthen communications to promote the organization's brand.	-	$0.00
Obj 3.2: Strengthen community outreach and education regarding range of services.		
- Case Management	120	$0.00
- Energy Fairs	1,087	
Goal 4: Connect Community Resources to Enhance Family Services	#	Amount
Obj 4.1: Promote STEM education for children and adults.	72	$64,591.84
Obj 4.2: Enhance childcare and adult services identified in community assessment survey.	16,853	$7,847,330.04
Goal 5: Scale Operations for Future Growth	#	Amount
OBJ 5.1: Invest in training staff on technology usage.	-	$0.00
Obj 5.2: Create action plans for staff's professional development.	-	$0.00
Obj 5.3: Streamline processes and procedures.	-	$0.00

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2021 - 2025 Strategic Plan

STRATEGIC PLAN

FY 2020-2024

Goal 1: Broaden Partnerships with Human Service Entities

National Goals:

- *#3 - People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:

- *#3 - Strengthen Community Partnerships*

Objective 1.1: Provide job placement services for adults.

Strategies:

- Work with community partners to provide mentorship, apprenticeship, or on the job training.
- Expand job training and educational opportunities.

Outcomes:

- Clients receive certification in high demand occupations.
- Clients become employed by obtaining full-time positions.

Objective 1.2: Supplement food supply for low income families.

Strategies:

- Develop partnerships with local food bank agencies in each service area.

Outcomes:

- Children and Families nutrition is improved. (Family)

Goal 2: Increase Service and Funding Capacity

National Goals:
- *#1 - Individuals and families with low incomes are stable and achieve economic security.*
- *#2 - Communities where people with low incomes live are healthy and offer economic opportunity.*

Strategic Priorities:
- *#1 – Develop Opportunities for Unrestricted Funds*

Objective 2.1: Create additional service opportunities

Strategies:
- Explore the feasibility of a charter school.
- Identify health care assistance and transportation.
- Become a contractor with local agencies to provide insurance enrollments to families.

Outcomes:
- Establish a charter school. (Community)
- Clients obtain transportation for medication and doctor's appointments. (Community)
- Establish an on-site health insurance certified agency within each service area. (Agency)

Objective 2.2: Create additional funding opportunities

Strategies:
- Explore the feasibility of a low-income designated credit union.
- Explore the feasibility of a foundation.
- Explore the feasibility of a thrift store.

Outcomes:
- Establish a low-income designated credit union. (Agency)
- Establish a foundation. (Agency)
- Establish a thrift store. (Agency)

The following provides additional details when exploring a charter school, a credit union, a foundation, and a thrift store for Goal 2.

Strategies 2.1.1:

- Appoint a committee to explore the feasibility of a **charter school**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee with a minimum of seven members, and additional ad-hoc committees as needed.
- Committee or ad-hoc committees will gather the following information:
    - Recommendations for potential board members.
    - Demographics for the charter school.
    - Program curriculum for the charter school.
    - Financial and marketing plan.
    - Potential school sites.
- Appointed committee or ad-hoc committee will report/present the findings to the Chief Executive Officer within six months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a charter school.

Strategies 2.2.1:

- Explore the feasibility of a low-income designated **credit union**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee with a minimum of seven. Individuals do not all need financial experience, but a financial background will help in establishing the credit union.
- Committee will determine the need and target customer base by:
    - Determining the common bond for membership. Credit unions are limited in the type of customers they can seek. A common bond is required for a charter and can be based on location, place of employment or industry, religious community or other associations.
    - Surveying potential credit union members. Establish if there is enough interest in the common bond group to establish a credit union. Learn the financial needs of the membership and use that as a guide for establishing the credit union.
- Appointed committee will report/present the committee findings to the Chief Executive Officer within two months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a credit union.

Strategies 2.2.2:

- Explore the feasibility of a **foundation**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee of at least five members with no more than seven members.
- Committee will gather the following information:
    - Identify areas of interest based upon the community needs assessment and determine the specific cause or geographic regions to focus on.
    - Create a proposed foundation name to potentially incorporate.
    - Prepare document for Articles of Incorporation for approval.
    - Recommend board members and name them in the Articles of Incorporation. A minimum of at least three members are required to serve on the board of directors.
    - Document the required filing fees for incorporation.
    - Create By-Laws for approval.
    - Establish a Conflict of Interest Policy for approval.
    - Establish Funding Guidelines for approval – funding guidelines can include selection of grantees, application process, grant ranges, and timeframe to accept proposals.
- Appointed committee will report/present findings to Chief Executive Officer within two months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a foundation.

Strategies 2.2.3:

- Explore the feasibility of a **thrift store**.

Action Plans:

- The Board and Chief Executive Officer will appoint a committee of at least five members with no more than seven members.
- Committee will gather the following information:
  - Determine the required documents, including business licenses, insurance policies, and tax account status forms.
  - Choose an existing retail location to rent, lease or have donated.
  - Sketch a basic floor plan and decide what type of merchandise you are going to sell in each area.
  - Determine the inventory to sell.
  - Determine the number of people needed to staff your thrift store.
  - Create marketing and branding materials for the grand opening of the thrift store.
- Appointed committee will report/present findings to Chief Executive Officer within two months of being appointed.
- Chief Executive Officer will present the option to the Board of Directors for approval to move forward with establishing a foundation.

Goal 3: Enhance Brand Identity and Marketing

National Goals:

- *#3 – People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:

- *#4 – Increase Brand Awareness*

Objective 3.1: Strengthen communications to promote the organization's brand.

Strategies:

- Enhance communications and marketing plan to strengthen presence within communities served.
- Publish additional videos that showcase programs and services to strengthen presence in communities served.
- Strengthen social media presence (Facebook, Instagram, and Twitter) to increase number of followings.
- Ensure branding and marketing collateral is assessable to employees and regional advisory councils.

Outcomes:

- Increase community and awareness of services the organization provides. (Agency)

Objective 3.2: Strengthen community outreach and education regarding range of services.

Strategies:

- Communicate regularly to staff about programs and services offered and any adjustments to those programs and services.
- Ensure marketing collateral utilized by regional advisory councils promotes The ALPI's brand.
- Host an annual open house for the communities served to learn about The ALPI's programs and services.

Outcomes:

- Staff can adequately communicate program and appropriate services to assist families. (Community)
- Low-income families are aware of The ALPI's services and can communicate to other families. (Family)

Goal 4: Connect Community Resources to Enhance Family Services

National Goals:
- *#3 – People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:
- *#2 – Improve Child and Adult Services Programs*

Objective 4.1: Promote STEM education for children and adults.

Strategies:
- Train staff to achieve proper skills to become STEM certified.
- Establish STEM workshops to encourage long-term mindset for STEM careers.

Outcomes:
- Staff obtain STEM Certification. (Agency)
- Children and adults improve their problem solving, critical thinking, and discovery skills leading to STEM educational opportunities and careers (Community)

Objective 4.2: Enhance childcare and adult services identified in community assessment survey.

Strategies:
- Extend service hours to accommodate working families.
- Provide workshops to equip families with financial and budgeting tools for home ownership opportunities.

Outcomes:
- Increase number of children receiving after hours and weekend childcare services.

Goal 5: Scale Operations for Future Growth

National Goals:
- *#3 – People with low incomes are engaged and active in building opportunities in communities.*

Strategic Priorities:
- *#4 – Increase Brand Awareness*

Objective 5.1: Invest in training staff on technology usage.

Strategies:
- Develop training plan for new hires on security policies, computer setup, and navigating within various software and platforms being utilized.
- Facilitate semi-annually trainings for staff on proper email, computer and internet usage.

Outcomes:
- Staff knowledge on the usage of technology is improved and effectiveness increased. (Agency)

Objective 5.2: Create action plans for staff's professional development.

Strategies:
- Identify staff's professional development needs.
- Create training programs or identify training courses to address staff's professional development needs.
- Evaluate and assess through annual reviews.

Outcomes:
- Increase staff resources and trainings to perform their job. (Agency)
- Staff receive certifications that allow professional growth. (Agency)

Objective 5.3: Streamline processes and procedures.

Strategies:
- Train staff on shared drive usage and revamp security access of file folders.
- Create an intranet site to connect staff to work-relevant information including other staff members, company culture, values, policies and procedures, and department information.

Outcomes:

- Reduce paper consumption of staff. (Agency)
- Create an intranet as a communication bridge between the agency and staff. (Agency)

When understanding the impacts of programs or initiatives, progress and success must be evaluated and monitored. To track performance and accountability, The ALPI can utilize an agency-wide scorecard located in **Appendix D**. By utilizing the scorecard, the focus will be on outcomes related to the strategic plan and agency initiatives.

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COVID-19 Impacts and Process Changes

COVID-19
Impacts and Process Changes

INTRODUCTION:

The introduction of COVID-19 into the day-to-day operations of the Agricultural and Labor Program (ALPI) and its various programs has had a major impact on service delivery and process. This was especially true in the service delivery model that has been used by ALPI for years. Following is a description as to how the pandemic has impacted ALPI and required it to change the various ways they continued to provide services delivered.

COVID-19 IMPACT:

First, and foremost, ALPI has historically been a direct contact service delivery system. Essentially we met with most clients to assist with enrollment and determination of eligibility. Several years ago a phone scheduling service was introduced to schedule the necessary meeting with potential clients. With the intrusion of COVID-19, this way of service delivery was directly impacted. During the initial months of the pandemic, staff were unable to meet face-to-face with clients.

Secondly, ALPI to cancel all "Energy Fairs" indefinitely. In an "Energy Fair", ALPI would reserve a location through one of its many partnerships and on a prearranged day, after advertising its schedule, ALPI staff would set up a temporary processing center at the locations, allowing ALPI to directly meet with clients, help them complete the application process, and, in many instances, approve them for services. This process was the means by which ALPI could focus its services.

For an extended period of time, ALPI staff had to work from home. Although the application process is automated, once again, staff lost that personal contact they had utilized for so long. Considering the fact that ALPI staff were not accustomed to working at home, the usual process was disrupted. ALPI had to rely on electronic transfer of files and documentation.

A longer range impact was the fact that utility companies put disconnects and landlords put eviction/foreclosures "on hold". This impact did provide a level of relief to the clients; however, its direct and full force impact is yet to be felt by ALPI and its clients. With the re-initiation of disconnects and evictions/foreclosures, many clients are finding themselves with a very high electric bill or several months of rent and little or no monies to make payment. This is creating a period of panic among many clients who were already stressed out.

COVID-19
Impacts and Process Changes

One of the advantages of the pandemic was the fact that DEO eased the necessity of certain documentation and signatures. This has allowed for faster processing times by staff but has also set the stage for potential fraud or abuse because the documentation is often not required in determining eligibility. Although, it does not appear to be a major impact at this time, it will be closely monitored in the immediate future.

COVID-19 PROCESS:

As alluded to in the previous section, the Division has had to revisit its' service delivery model due to the impacts of COVID-19. ALPI staff, although not accustomed to doing so, have had to quickly learn how to productively work from home. Shortly after the governor's Emergency Proclamation in March, ALPI staff was transitioned from a centralized service delivery process to a process requiring most employees to work from home over several months. Such adjustments have required the configuration of computer equipment as well as the provision of laptops for all employees involved in client services.

Additionally, ALPI was placed in the position of paperless, or near paperless, work. Staff have not been able to interact one-on-one with clients in meeting their needs thereby requiring staff to become more computer and e-mail "literate". This has been a major adaptation for some of the staff members.

The biggest change to process was the introduction of "on-line" applications as well as the electronic processing of documentation and payment processing. Once it became obvious that staff would not be able to meet with clients on a face-to-face basis, ALPI activated the on-line application process that had been purchased as part of the upgrade of its case management services from CM 20/20 to Shah. This change to an on-line application is not the sole process utilized by staff to address the needs of its clients. ALPI has started sending more paper applications to clients. Since the change in the emergency proclamation of the Governor, ALPI also allows clients to apply for services through the scheduling of office appointments with ALPI's CDS system.

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FOCUS AREA:

ADMINISTRATION AND OPERATIONS / QUALITY CONTROL

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CERTIFICATION OF BOARD GOVERNANCE COMPLIANCE

THE AGRICULTURAL AND LABOR PROGRAM, INC.
2021-2022
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) Email 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 2021	33	January 2023
VACANT						
Kim Johnson, Member Mayor Linda Hudson - City of Ft. Pierce Citizen Designee/St. Lucie County Self Employed/Motivational Speaker	4888 Kings Hwy Ft. Pierce, FL 34951 Kimjohnson.slc@gmail.com	H: N/A O: N/A C: (321) 662-6536	February 2016	January 2021	5	January 2023
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 2021	39	January 2023
VACANT						
Emily Hunter, Member Commissioner Emma Byrd - Hendry BoCC Citizen Designee/Hendry County Communications & Legislative Coordinator	237 Frasier Ave LaBelle, FL 33935 emily.hunter@hendryfla.net	H: 863-673-3395 O: 863-675-5304 C: N/A	January 2021	January 2021	< 1	January 2023
Rashondra Croskey Commissioner Timothy Stanley: Glades County Citizen Designee/Glades County	Rashondra Croskey 1111 Cactus Ave. NW Moore Haven, FL 33471 mysunshine75@icloud.com	H: N/A O: N/A C: (863) 254-3225	January 2021	January 2021	< 1	January 2023

Sector: Private

Name/Current Position on Board Representation Designation/County Employer/Position	**Mailing Address (no P.O. Boxes) Email 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**
Melvin Philpot Duke Energy Florida Seminole County Duke Energy/Program Manager	3698 Soaring LN, Sandford, FL 32773 Melvin.Philpot@duke-energy.com	H: (407) 304-6561 O: (407) 942-9332 C: (407) 496-3173	January 2019	January 2021	< 1	January 2023
Chester McNorton, Member ATEC Volusia County Training Initiative, Inc./Workshop Facilitator	644 Magnolia Avenue Daytona, FL 32114 chesterbmcnorton@yahoo.com	H: N/A O: (386) 740-3242 C: (386) 341-7586	January 2007	January 2021	14	January 2023
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	Jan-21	17	January 2022
VACANT						
Stacy Campbell-Domineck, Vice Chairperson CareerSource Polk Polk County	600 N. Broadway, Suite B Bartow, FL 33830 stacy.campbell-domineck@careersourcepolk.com	H: (863) 899-6597 O: (863) 508-1600 C: N/A	February 2016	January 2021	5	January 2023
Tonmiel Rodriguez, Member Tonmiel Rodriguez Law Firm, PA Polk County	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 2021	3	January 2023
Gena L. Spivey Greater New Bethel Baptist Church Eastern Region Advsory Council St. Lucie County Retired	2310 S. E. Shelter Drive Port St. Lucie, FL 34952 genaspivey@att.net	H: N/A O: N/A C: (772) 360-8840	April 2021	April 2021	<1	April 2023

Sector: Low Income

Name/Current Position on Board Representation Designation/County Employer/Position	Mailing Address (no P.O. Boxes) Email 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
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 2021	31	January 2023
Annie Robinson Southern Region Advisory Council Polk County East Coast Migrant HS/Retired Educator	748 Hunt Drive Lake Wales, FL 33853 annrobinson1226@yahoo.com	H: (863) 676-4008 O: (863) 285-8210 C: (863) 412-1889	January 2020	January 2020	1	January 2022
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 2020	3	January 2022
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	January 2021	2	January 2023
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 2020	12	January 2022
N'Kosi Jones, Member Southern Region Advisory Council Hendry 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 2021	3	January 2023
Ramon Olivo, Member Head Start/Early Head Start Policy Council St. Lucie County HS/EHS Area of Expertise: Head Start Parent	2905 Avenue D Fort Pierce, FL 34947 shymusicbaby.sp@gmail.com	H: N/A O: N/A C: (772) 634-1465	October 2021	October 2021	0	October 2022

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
Assistant 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.

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America's Poverty Fighting Network

Risk Assessment TOOL FOR PRIVATE CSBG Eligible Entities (CEEs) see COMMUNITY SERVICES and ECONOMIC DEVELOPMENT

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Quarterly FOCAS Reports (July 2020 - June 2021) - see COMMUNITY SERVICES & ECONOMIC DEVELOPMENT

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CERTIFICATION OF ADVISORY COUNCIL ELECTION PROCEDURES/ RESULTS

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America's Poverty Fighting Network

REGIONAL ADVISORY COUNCILS ANNUAL MEETING REPORTS and ELECTION PROCESS/ OUTCOMES

EASTERN REGION ADVISORY COMMITTEE

2021 ANNUAL REPORT

During the year, the Eastern Region Advisory Council submitted tasks and timelines for the approval of the ALPI Board of Directors and worked from those timelines to ensure the success of the program, community and the families being served.

Events for 2021 as follows:

January 23, 2021 – The ALPI Annual Corporate Meeting was held via teleconference (Zoom). Many of the Eastern Region Advisory members were present during the annual event.

February 26-27, 2021 – The Eastern Region along with the Northern, Central and Southern Regions received orientation training on Shared Governance and Strategic Planning with consultants Myers and Myers.

March 15, 2021 – The Eastern Region Council had a meeting via teleconference (Zoom). The minutes from the previous meeting was reviewed and approved. Information was shared with the Council on teleconferencing prior to the meeting and expectations during the meeting for those first users. The Board approved timelines were shared of upcoming events. The items discussed during the meeting were fundraising activities, annual meeting and scholarships. The Council discussed the Annual meeting and assigned Bobby Byrd as the chairperson for that meeting. Submitted for Board approval for the fundraising activities to include the scholarships.

May 17, 2021 – The Eastern Region Council met via teleconference (zoom). The minutes were presented and approved. The Treasurer report was made and approved. Discussed the fees that will be due from each member.

August 16, 2021 – The Eastern Region Council met via teleconference (zoom). The minutes were presented and approved as well as the treasury report was made and approved. The Council made a motion to give two recipients the Arie Lou Perkins scholarship in the amount of $1000 each. Each member will be responsible for paying $50 and then pay $30 towards the scholarship fund. The scholarship committee will meet to select the recipients. The Council also selected the community recipient award will be Pastor Vernon Shazier with River of Life Church. The Board report was given by Mr. Holt.

SOUTHERN REGIONAL ADVISORY COUNCIL

Annual Report

'2020-2021'

The '2020' year started with the Advisory Council's Annual Membership Meeting held *Virtual* on October 18, 2021. The Advisory Council also participated in the following Agency sponsored activities:

- Annual Board of Directors Planning Retreat held *Virtual* on November 21, 2020.
- Annual Board of Directors Corporate Meeting and Luncheon held in Lakeland at the RFP Funding Center *Virtual* on January 23, 2021.
- The Council recognized *Michelle Threatt* as the recipient for the '2021' Community Service Award presented at the Annual Board of Directors Corporate Meeting and Luncheon *Virtual* on January 23, 2021.
- Shared Governance Orientation held *Virtual* on February 27, 2021.
- The Bi-monthly Southern Region Advisory Council Meetings held in March, May and August, 2021 *Virtua*l.
- 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, 2021 *Virtual.*

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*), LIHEAP CARES ACT and LIHEAP CARES Extension II served (6,372) low income families, direct assistance payments were $2,780,564.
- Elderly Home Energy Assistance Program (EHEAP), in Polk County served (634) seniors, direct assistance payments were $129,207.
- Community Service Block Grant *(CSBG*) and United Way funding served (1,271) low income families, direct payments were $853,397.38
- The Farmworker Career Development Program (FCDP) and Florida Non-Profit Housing (FNPH) Emergency Assistance programs provided services to (427) farmworker families in the areas of home energy, rental assistance, car gas and food vouchers. Direct assistance payments were $54,500.

- Frostproof Child Development Center Early Head Start Program is currently serving (39) children and their families. The Early Learning Coalition of Polk continues to assist our families by being a bridge for working parents by assisting with before and after care fees.
- Jumpstart Development Center (Lake Wales),is a contract provider under ALPI umbrella, and it currently has (15) children enrolled.
- The "Summer Feeding Program" was held at the Lakeview Park Community Center in Frostproof and ran from June 9, 2021 – July 28,2021. This is a much needed program in the community and served 2030 meals to the local youth ages 1 – 18.

The Southern Region Advisory Council held its Annual Meeting via ZOOM on Saturday, October 23, 2021. The program was attended by corporate and staff 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 *2021-2022* election process for the SRAC. Six (6) seats were filled for the *2021-2024* and one seat was filled for 2020-2023. The officers are as follows: Kimberly Ross, Chairperson, Yvette Wingate, Vice-Chairperson, Annie Robinson, Secretary and Noemi Cruz, Treasurer.
Al Miller did the honors of installing the '*2021-2022*' Southern Region Advisory Council Members.
The Southern Region Advisory Council welcomed two (2) new members who eagerly filled the vacant seats.

Eboni Lamy received the *Seigler, Sims and Wade* scholarship. Ms. Lamy is a student at Florida State University majoring in Chemical Engineering.
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,
Kimberly Ross, Vice- Chairperson
The Southern Region Advisory Council

Central Region Advisory Council
2020-2021 Annual Report

MISSION To collaborate with community partners and deliver human service programs that empower the economically disadvantaged and others to be self-sufficient.

REPORT Since the pandemic, all CRAC meetings were via zoom.

CENTRAL REGION ADVISORY COUNCIL MEMBERS

Chairperson: Glenda Jones
Vice Chairperson: Johnnie McNair
Secretary: Josephine Howard
Treasurer: Margaree Simon

SUB-COMMITTEES

Special Events Committee Chair: Johnnie McNair
Scholarship Committee Chair: Patricia Salary
Government Affairs Committee Chair: Josephine Howard
Membership Committee Chair: Annie Larkins
Nominating Committee Chair: Jacqueline Rentz
Community Relations Committee Chair: Linda Bailey
Board Representative: Ruby Willix
Benevolent Fund Committee Chair: Clora Dubose

In spite of the COVID-19 Pandemic, CRAC members have been very active in participating in virtual meetings. The council was able to select two (2) scholarship recipients. CRAC members continue to share resources and provide relevant information to their communities.

Sub-Committee Reports:

A . Scholarship Committee

Reviewed recipients and selected two (2) to receive the Arabell Wiggins Scholarship awards this year. Recipients this year are:

- *Samia Driver – Florida State University*
- *Makayla McDonald – Florida State University.*

B. ***Special Events Committee***

Due to the pandemic, the annual meeting was held virtually, via Zoom, Saturday, October 2, 2021, at 1:00 p.m.

C. ***Nominating Committee***

The committee filled the vacant Treasurer position with Ms. Margaree Simon.

D. ***Membership Committee***

The committee ensured compliance with attendance, detailed in policies and procedures.

E. ***Government Affairs Committee***

The committee discussed the following this year:

- *Virtual Learning*
- *COVID-19*
- *Continued active involvement with NCAF COVID Liability Protections*
- *NHSA & NAEYC*
- *Final NAEYC/NHSA Contract*
- *5 ways state policymakers can step up support for Head Start*
- *Fact Sheet (Racial Equity)*
- *Pre-K Virtual Learning Curriculum Continuum*

F. The Board Representative continues to share pertinent board meeting information with the council.

Central Region Advisory Council members will not let the pandemic STOP them from informing families, friends, neighbors, and their communities of resources, such as, where to get COVID tests or where to go for vaccines. CRAC continues to be an active and well-established council. The council will continue to overcome the pandemic and other obstacles that may interfere with their communities.

Regional Advisory Council 2021 Election Procedures

To ensure the Agricultural and Labor Program Compliance with all applicable laws and funding regulations, all existing Regional Advisory Councils are hereby requested to abide by the following bylaws articles and procedures regarding the eligibility, term of office and election of 2021 Regional Council Members and officers.

Purpose

In accordance with the Bylaws of The Agricultural and Labor Program, Incorporated Article II Section 1 *The specific purpose for which this Corporation is formed is to assist agricultural workers, disadvantaged, disenfranchised persons and other interested members of the community and their family members in cooperatively meeting their needs for better health, education, social services, home life, economic opportunities and human relations. In furtherance of this purpose, the Corporation shall have all powers conferred by Chapter 617 of the Florida Statutes, including but not limited to the following powers: …to create an Advisory Council in each of the four regions currently in operation, Southern, Eastern, Central and Northern, and to continue same in any new region that may be created for the purpose of aid and counsel to the Board of Directors…,* all existing Regional Advisory Councils are to adhere to the Bylaws of The Agricultural and Labor Program, Incorporated following Article, Sections and Procedure Clarifications regarding the eligibility, term of office and election of Council Members and Officers.

DEFINITION OF REGIONS

Central Region Target Areas

- **North Osceola County**
- **Hillsborough County**

  (Dover, Ruskin, Wimauma, Plant City)
- **North Polk County**
  (Lakeland, Bartow, Lake Alfred, Auburndale, Winter Haven, Haines City, Mulberry, Polk City, Davenport, Bradley, Waverly, Poinciana, Wahneta, Eagle Lake, Gordonville, Eloise, Gordon Heights)
- **Hardee County**
  (Wauchula, Bowling Green, Zolfo Springs)

Northern Region Target Areas

- **Brevard County**
- **Seminole County** (Sanford)
- **Volusia County** (Deland, Pierson)
- **Lake County** (Leesburg)
- **Putnam County** (Crescent City)
- **Pasco County** (Dade City)
- **Orange County**
  (Apopka, Orlando, Winter Park, Zellwood)

Southern Region Target Areas

- **Highlands County**
  (Avon Park, Sebring, Lake Placid)
- **Southern Polk County**
  (Lake Wales, Ft. Meade, Frostproof)
- **Southern Osceola County**
- **Hendry County**
  (Labelle, Clewiston)
- **Glades County**
  (Moore Haven)
- **Collier County**
  (Immokalee & Naples)

Eastern Region Target Areas

- **Okeechobee County**
  (Okeechobee)
- **St. Lucie County**
  (Ft. Pierce, Port St. Lucie)
- **Palm Beach County**
  (Belle Glade, South Bay, Pahokee)
- **Martin County**
- (Indiantown, Hobe Sound, Stuart, Port Salerno. JensenBeach)
- **Dade County**
  (Florida City)
- **Indian River County**
  (Vero Beach, Gifford, Fellsmere, Wabasso)

ARTICLE X - REGIONAL ADVISORY COUNCIL

Section 1 The Corporation membership shall be divided into four (4) regions: Southern, Eastern, Central, and Northern, with each region having a Regional Advisory Council. The regions shall be designated by the Board of Directors.

Section 2 Regional Advisory Councils shall serve in an advisory capacity to the Board of Directors.

Section 3 The Regional Advisory Council shall have a membership of not less than nine (9) nor more than twenty-four (24).

PROCEDURE CLARIFICATION

All corporate members of a said region must have declared eligibility including residency via the corporate membership process to be eligible to serve on a said advisory council.

Section 4 No employee of the agency may serve on any Regional Advisory Council. Former employees must be out of service for at least one (1) year before becoming eligible to serve on any Regional Advisory Council.

Section 5 No member of a Council Member's immediate family shall serve as a Council Member of the same Regional Advisory Council during the same time as that Council Member. Immediate family is defined as follows: Husband, Wife, Mother, Daughter, Son, Father, Father-in-Law, Mother-in Law, Sister, Sister-in-Law, Brother, Brother-in-Law, Grandmother, Grandfather, Aunt, Uncle, Niece, and Nephew.

Section 6 Regional Advisory Council membership shall be for three (3) year periods. There shall be an annual meeting of the Corporate membership in each of the four (4) previously identified regions. Said meeting will be held each year before the end of November. Those in attendance and who are entitled to vote shall elect Regional Advisory Council members. At each annual Regional Advisory Council meeting eight (8) persons shall be elected for three year terms. It is the intent of this provision to continue to provide for staggered three year terms with a total of twenty-four members for each Regional Advisory Council.

PROCEDURE CLARIFICATION

- *All eligible Council Members present may submit their name in nomination via the Nomination Committee or may be nominated from the floor to fill any vacant slot at the time of the election.*

- *A vacancy slot thereafter in any Council Membership and/or Council officer's slot may be filled by election by a majority of the council members present at a duly held council meeting. The elected officer and/or member shall serve for the remainder of the term of the office and/or membership slot she/he replaces.*

Once sworn-in as Regional Advisory Council members, they shall immediately elect their officers and their representatives to the Board of Directors. All members elected to the Board of Directors shall be representatives of the low-income communities of said region. Regional Advisory Council officers may be elected as a low-income community representative if appropriate.

PROCEDURE CLARIFICATION

All Advisory Council Members seeking consideration to represent the council on the Board must have been a council member for not less than two years.

Section 7 If requested by the Board of Directors, the Regional Advisory Council shall recommend elected officials and local business/other representatives for consideration for appointment to the voting membership of the Board. The Board of Directors shall have the sole responsibility for making appointments of elected officials and local business/other representatives,

Section 8 All other designated subsidiaries and affiliates of ALPI shall fully comply with and adhere to these Bylaws as well as all applicable Policies and Procedures.

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2021 - 2022 REGIONAL ADVISORY COUNCILS MEMBERSHIP ROSTERS

EASTERN REGION ADVISORY COUNCIL
MEMBERSHIP ROSTER
2021-2022

Revised 10/07/21

****William Holt,** Chairperson
4129 57th Avenue
Vero Beach, FL 32967
Home: 772-562-8377
Cell: 772-538-4280
1946holt@gmail.com
Term: 2019-2022

Constance Griffin, Vice Chairperson
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Term: 2020-2023

Gena Spivey, Treasurer
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Term: 2018-2021

Marjorie Gaskin, Secretary
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Term: 2018-2021

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Term 2019-2022

Debra Williams
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Term 2019-2022

Victoria Frazier
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Term: 2019-2022

Angela Jules
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Term 2018-2021

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Term: 2020-2023

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Term: 2019-2022

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Term: 2019-2022

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Term: 2019-2022

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Term: 2018-2021

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The Agricultural and Labor Program, Inc.
2022 Southern Region Advisory Membership Roster

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****Annie Robinson, Secretary**
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Term: 2021-2024

Noemi Cruz, Treasurer
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Term: 2021-2024

Katie Clarke
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Term: 2020-2023

Ruth A. Gay
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Term: 2021-2024

****Annette Jones**
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Term: 2020-2023

****N'Kosi Jones**
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Term: 2020-2023

Bernice Lopez
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Term: 2021-2024

Emma Malcolm
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Term: 2019-2022

Tracy Maloy
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Term: 2020-2023

Ty'Ree Matthews
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Term: 2019-2022

Yvette Wingate
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Term: 2019-2022

Marie Daniels
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Sebring, FL 33871
Term: 2021-2024

Bobbie P. Smith
1418 Penny Avenue
Sebring, FL 33870
Term: 2020-2023

VACANT
Term: 2020 -- 2023
Term: 2020 – 2023
Term: 2020 -- 2023
Term: 2020-2023
Term: 2020-2023
VACANT
Term: 2019 – 2022
Term: 2019 – 2022
Term: 2019-2022
Term: 2019-2022
Term: 2019-2022

***** 2020-2022 Board Representatives***
***** 2021-2023 Board Representative***
(Hendry County)

CENTRAL REGION ADVISORY COUNCIL
MEMBERSHIP ROSTER
2021-2022

Glenda Jones, Chairperson (Mail)
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Term: 2021-2024

Dorothy Spencer
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Term: 2021-2024

Josephine Howard
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Cell: 863/221-2644
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Term: 2019-2022

Margaree B. Simon, Treasurer
1030 West Tee Circle
Bartow, Florida 33830
Term: 2021-2024

VACANT
Term: 2021-2024

Jennie Calhoun
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Term: 2019-2022

Beulah Jones (Mail)
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Term: 2019-2022

Earnestine Davis (Mail)
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Term: 2019-2022

Clora Dubose (Mail)
315 Avenue P, N.E.
Winter Haven, FL 33881
Hm: 863/294-4630
Term: 2020-2023

VACANT
Term: 2020-2023

Annie Larkins, Secretary
P.O. Box 4044
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annielarkins44@verizon.net
Term: 2020- 2023

Johnnie McNair, Vice Chair
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Doris Parker - Resigned
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Term:

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Term: 2021-2024

Marian Owens (Mail)
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Term: 2021-2024

VACANT
Term: 2021-2024

Ruby Willix(Call)**
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**** 1/2021-1/2022 Board Rep.**

Eff. 10/2020

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CERTIFICATION OF HS/EHS POLICY COUNCIL ELECTION PROCEDURES/ RESULTS

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Head Start - Early Head Start Policy Council Annual Meeting Report

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HEAD START & EARLY HEAD START

2020-2021

POLICY COUNCIL

ANNUAL REPORT

Head Start/Early Head Start Policy Council Annual Report

Summary

During the 2020-2021 program year; the Parent Committees and Policy Council were established during the month of October 2020 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 thirteen (13) parents whose children were enrolled in the program and five (5) were Community Representatives.

The newly elected Policy Council members participated in the Annual Policy Council Orientation/Training Part I that was held on November 18, 2020, of which was conducted via Zoom and facilitated by Myrna Rodriguez. The zoom orientation/training topics and materials included, but were not limited to the following:

- Policy Council Reference Book
- Tips of questions and answers about Policy Council
- Policy Council Responsibilities
- About Us, the ALPI Organization
- Policy Council Structure & Composition
- Conflict of Interest (HSPPS)
- Responsibilities
- 2020-2021 Planning Calendar to include Major Timelines

The orientation/training Part II, was held on November 23, 2020, of which was also conducted via Zoom. The orientation/training Part II consisted of training on Parliamentary Procedures and Election of Officers.

The 2020-2021 Policy Council Officers were: Yolanda Robinson, Chairperson; Barbara Aponte, Chairperson; and Cristella Gonzales, Secretary. Mrs. Robinson was also selected to be the Board of Directors Representative.

The ALPI's 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 2020
- Annual Corporate Board of Director's Meeting in January 2021
- Annual Board of Director's Orientation in February 2021

During the 2020-2021 program year, the Policy Council conducted several tasks and monthly meetings. The Policy Council in their decision-making role; were able to approve the following:

- Impasse 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 seven (7) business scheduled meetings; participated in a two-day Orientation/Training and participated in a joint decision-making meeting with the Board of Directors. The first Policy Council meeting was held on December 2020, and the last meeting was held on August 2021, of which was facilitated by the Policy Council Executive Committee to review and approve items that needed approval.

The new Policy Council for the 2021-2022 program year, has participated in the annual orientation/training held on October 6-7, 2021.

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2021 - 2022 Policy Council Membership Roster

Agricultural and Labor Program, Inc.
2021-2022 Head Start/Early Head Start Policy Council Roster

REPRESENTATIVES				
Valerie Bienaime 457 S.W. Prater Avenue Port St. Lucie, FL 34953 (954) 864-8410 vbienaime57@gmail.com **Child Development & Family Services**	Ciara May 516 S. 5th Street #3 Fort Pierce, FL 34982 (772) 475-4664 Ciaramay1234@yahoo.com **Francina Duval Head Start**	Joanne Saintelus 208 Petals Road Apt. Q Fort Pierce, FL 34947 (786) 719-2703 Keila075@gmail.com **George W. Truitt Family Services**	Kierra Guy Hill 1413 G Terrace Fort Pierce, FL 34947 (772)528-4598 / (314) 494-0425 Ladykierra2001@gmail.com **SECRETARY** **Queen Townsend HS Center II**	Yolanda Robinson 1655 N. 29th Street, #403 Fort Pierce, FL 34947 (772) 924-8978 yolanda_wright216@yahoo.com **CHAIRPERSON** **Community Representative**
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ALTERNATES						
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