



**PROGRAM PLANNING COMMITTEE MEETING  
Via Teleconference**

**Date and Time – Monday, September 25, 2023/5:00 pm**

**Via Zoom:** Meeting ID: 845 7235 3564

Passcode: 029073

Call-In Phone Number: 1-305-224-1968

**AGENDA**

**Committee Members:** Gena Spivey (Chairperson); Dr. Donna Mills (Vice Chairperson); RaShondra Croskey,; Melvin Philpot; and, Tracy Maloy

**Staff Liaisons:** Al Miller; Myrna Rodriguez

<b>What</b>	<b>How</b>	<b>Who</b>
<b>1. Call to Order</b> <b>Mission Statement</b> <b>Roll Call</b>	Present	Chairperson
<b>2. Review Y-T-D Grant Reports</b>  <u><b>Child Development/Family Services Division</b></u> - Head Start/Early Statistical Report  <u><b>Community Services/Economic Development Division</b></u> - Community Services/Economic Development Performance/Reimbursements		Chairperson/ Liaisons
<b>3. Approve Proposed Grant Applications:</b>  <u><b>Child Development/Family Services Division</b></u> - None <u><b>Community Services/Economic Development Division</b></u> - Modification One (1) – UMOS Agreement		
<b>4. Review Risk Management Assessment Checklist</b>		
<b>5. Review Community Action Plan</b>		
<b>6. Review Programs' Quarterly Monitoring Reports</b>		
<b>7. ADJOURNMENT</b>	Present	Chairperson

**ALPI Mission Statement**

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

# **The Agricultural and Labor Program, Incorporated**

## **Program Planning Committee**

## **2. Review Y-T-D Grant Reports**

### **Child Development/Family Services Division**

- Head Start/Early Head Start PIR's
- 2023-2024 Policy Council Proposed Community Representatives
  - Policy Council Election Procedures

### **Community Services Economic Development Division**

- CS/ED Performance/Reimbursements

**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	(772) 466 2631 - 11
Head Start or Early Head Start Director Name	Ms. Myrna Rodriguez
Head Start or Early Head Start Director Email	mrodriguez@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
Unique Entity Identifier (UEI)	KSJHJBDQ8ZM9
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**

	<i># of children</i>
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**

	<i># of slots</i>
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	136
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	136

## CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	38
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	356
e. 4 years old	307
f. 5 years and older	0
g. Total cumulative enrollment of children	663

### Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	663

### 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	412
b. Public assistance (TANF, SSI, and SNAP)	197
c. Foster care	3
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	7
	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	44

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.  
 Children were selected in a prioritized manner based on selection criteria.

**Prior enrollment**

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	215
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	83
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	25

	# 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	307

**Attendance**

	# of children
A.22 The total number of children cumulatively enrolled in the center-based or family child care program option	663
a. Of these children, the number of children that were chronically absent	178
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	103

A.23 Comments on children that were chronically absent:  
 Children were out due to illness, outbreak of hand, foot, mouth diseases.

**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	20

**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	0
b. Asian		0	0
c. Black or African American		0	436
d. Native Hawaiian or other Pacific Islander		0	0
e. White		1	89
f. Bi-racial/Multi-racial		6	1
g. Other		128	2
Explain:	Hispanic/Latino and 1 Vietnamese, 1 West Indian.		

	# of children / pregnant women
h. Unspecified ethnicity or race	0

## Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	463
1. Of these, the number of children acquiring/learning another language in addition to English	59
b. Spanish	128
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	69
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	1
l. Other (e.g., American Sign Language)	1
Specify:	West Indian
m. Unspecified (language is not known or parents declined identifying the home language)	0

## Dual language learners

	# of children
A.27 Total number of Dual Language Learners	259

## 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*

PROMIS

## 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	123	16
a. Of these, the number who are current or former Head Start or Early Head Start parents	4	0

### TOTAL VOLUNTEERS

#### Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	557
a. Of these, the number who are current or former Head Start or Early Head Start parents	20

### 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	38	42

	(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	3	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	11	2



	(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	20	1

	(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	4	19
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	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:		
e. None of the qualifications listed in B.3.a through B.3.d	0	20

### 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	24
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	20
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.	20

### 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	0	35
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	11
f. Biracial/Multi-racial	0	0
g. Other	32	2
Explain:	Hispanic and Creole	
	# of non-supervisory education and child development staff	
h. Unspecified ethnicity or race		0

## Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	34
a. Of these, the number who are proficient in more than one language other than English	32

B.15 Language groups in which staff are proficient:	# of non-supervisory education and child development staff
a. Spanish	32
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	2
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 staff declined identifying the language)	0

## STAFF TURNOVER

### All staff turnover

	(1) # of Head Start or 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)	33	4
a. Of these, the number who were replaced	25	4

### 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)	18
a. Of these, the number who were replaced	18
b. Of these, the number who left while classes and home visits were in session	18
c. Of these, the number that were teachers who left the program	8

	# 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	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	1
d. Other (e.g., change in job field, reason not provided)	7

1. Specify:	Reason not provided	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer		7

## 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	580	580
a. Of these, the number enrolled in Medicaid and/or CHIP	548	548
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	32	32
C.2 Number of children with no health insurance	83	83

#### 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	663	663
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	663	663

#### Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of 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	663	663
		# of children
C.8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		84
a. Of these, the number who received medical treatment for their diagnosed chronic health condition		84
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.9 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)	6
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	38
d. Seizures	2
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	4
f. Hearing Problems	0
g. Vision Problems	3
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.10 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)	70
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	351
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	242
d. Obese (BMI at or above 95th percentile for child's age and sex)	0

### Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	652	652
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	11	11

### Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.17 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	430	640

## Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.18 Number of children who received preventive care during the program year	640
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	640
a. Of these, the number of children diagnosed as needing dental treatment during the program year	61
1. Of these, the number of children who have received or are receiving dental treatment	41
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	11
7. Appointment is scheduled for future date	9
8. No transportation	
9. Other	

## Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	38
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	38

## DISABILITIES SERVICES

### IDEA eligibility determination

	# of children
C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	58
a. Of these, the number who received an evaluation to determine IDEA eligibility	58
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	32
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	26
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.	26
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

	# of children
C.23 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	0
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.24 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	32
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	11
2. During this program year	21
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.26 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	31	31
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	1	1
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0



## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.27 Number of all newly enrolled children since last year's PIR was reported	448
C.28 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	423
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	15

C.29 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
Dial (all editions)

### Assessment

C.30 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

### Curriculum

C.31 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum (PreSchool)
Frog Street Pre-K
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
<i>Name/title</i>
Conscious Discipline Parenting Curriculum

### Classroom and home visit observation tools

	Yes (Y) / No (N)
C.32 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.33 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
<i>Name/title</i>
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.34 Total number of families:	557
a. Of these, the number of two-parent families	139
b. Of these, the number of single-parent families	418
C.35 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)	539
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	516
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	23
b. Grandparents	5
c. Relative(s) other than grandparents	10
d. Foster parent(s) not including relatives	3
e. Other	0

### Parent/guardian education

	# of families at enrollment
C.36 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	30
b. An associate degree, vocational school, or some college	43
c. A high school graduate or GED	403
d. Less than high school graduate	81

### Employment, Job Training, and School

	# of families at enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	448
1. Of these families, the number in which one or more parent/guardian is employed	436
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)	2
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)	10
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	109

	<i># of families at end of enrollment</i>
<b>C.38 Total number of families in which:</b>	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	465
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	448
2. Of these families, the number of families that were also counted in C.37.b (as having not been employed, in job training, or in school at enrollment)	17
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	92
1. Of these families, the number of families that were also counted in C.37.a	0
2. Of these families, the number of families that were also counted in C.37.b	0

	<i># of families at enrollment</i>
<b>C.39 Total number of families in which:</b>	
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**

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	2	0
C.41 Total number of families receiving Supplemental Security Income (SSI)	24	24
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	389	416
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	166	166

## Family services

	# of families
C.44 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)	10
b. Housing assistance (e.g., subsidies, utilities, repairs)	123
c. Asset building services (e.g., financial education, debt counseling)	557
d. Mental health services	557
e. Substance misuse prevention	532
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	15
h. Assistance in enrolling into an education or job training program	532
i. Research-based parenting curriculum	557
j. Involvement in discussing their child's screening and assessment results and their child's progress	557
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	283
l. Education on preventive medical and oral health	557
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	557
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.45 Of these, the number of families who were counted in at least one of the services listed above	557

## Father engagement

	# of father/ father figures
C.46 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	162
b. Family goal setting	162
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	162
d. Head Start program governance, such as participation in the Policy Council or policy committees	3
e. Parenting education workshops	162

## Homelessness services

	# of families
C.47 Total number of families experiencing homelessness that were served during the enrollment year	0
	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	0

	# of families
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

### Foster care and child welfare

	# of children
C.50 Total number of enrolled children who were in foster care at any point during the program year	3
C.51 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

## D. GRANT LEVEL QUESTIONS

### INTENSIVE COACHING

	<i># of education and child development staff</i>
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	34
	<i># of coaches</i>
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	34

### FAMILY SERVICES STAFF QUALIFICATIONS

	<i># of family services staff</i>
D.5 Total number of family services staff:	16
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	16
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

	<i># of partners or agencies</i>
D.6 Total number of child care partners in which a formal agreement was in effect	4
D.7 Total number of LEAs in the service area	1
a. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate services for children with disabilities	1
b. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate transition services	1
D.8 Total number of Part C agencies in the service area	1
a. Of these, the total number of Part C agencies in which a formal agreement was in effect to coordinate services for children with disabilities	1

## REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	08/29/2023



# 2022-2023 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	(772) 466 2631 - 11
Head Start or Early Head Start Director Name	Ms. Myrna Rodriguez
Head Start or Early Head Start Director Email	mrodriguez@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
Unique Entity Identifier (UEI)	KSJHJBDQ8ZM9
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

	<i># of children / pregnant women</i>
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

	<i># of slots</i>
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	20
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	10
b. 1 year old	32
c. 2 years old	120
d. 3 years old	0
g. Total cumulative enrollment of children	162

#### Pregnant women (EHS programs)

	# of pregnant women
A.11 Cumulative enrollment of pregnant women	4

#### Total cumulative enrollment

	# of children / pregnant women
A.12 Total cumulative enrollment	166

#### 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	99
b. Public assistance (TANF, SSI, and SNAP)	33
c. Foster care	0
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	4

	# of children / pregnant women
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	30

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.  
 Children were selected in a prioritized manner based on selection criteria.

### Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	38
b. Three or more years	37

### 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	20
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	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did not enter another early childhood program	0

	# of pregnant women
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	1
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

### Attendance

	# of children
A.22 The total number of children cumulatively enrolled in the center-based or family child care program option	162
a. Of these children, the number of children that were chronically absent	44
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	25

A.23 Comments on children that were chronically absent:

## 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 / 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	1
b. Asian	0	0
c. Black or African American	0	94
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	14
f. Bi-racial/Multi-racial	0	3
g. Other	54	0
Explain:	Hispanic, various races.	

	# of children / pregnant women
h. Unspecified ethnicity or race	0

## Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	108
1. Of these, the number of children acquiring/learning another language in addition to English	9
b. Spanish	54
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	4
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)	0
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**Dual language learners**

	# of children
A.27 Total number of Dual Language Learners	67

**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.
<i>Name/title</i>
PROMIS

## 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	56	8
a. Of these, the number who are current or former Head Start or Early Head Start parents	0	0

### TOTAL VOLUNTEERS

#### Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	175
a. Of these, the number who are current or former Head Start or Early Head Start parents	10

### 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	40

	# 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	0

	# 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	8

	# 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	27
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>B.13 Race and Ethnicity</b>			
a. American Indian or Alaska Native		0	0
b. Asian		0	0
c. Black or African American		0	23
d. Native Hawaiian or other Pacific Islander		0	0
e. White		0	7
f. Biracial/Multi-racial		0	0
g. Other		10	0
Explain:	Hispanic		

	# of non-supervisory education and child development staff
h. Unspecified ethnicity or race	0

## Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	10
a. Of these, the number who are proficient in more than one language other than English	0

B.15 Language groups in which staff are proficient:	# of non-supervisory education and child development staff
a. Spanish	9
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	1
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 staff declined identifying the language)	0

## STAFF TURNOVER

### All staff turnover

	(1) # of Head Start or 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)	2	2
a. Of these, the number who were replaced	2	2

### 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)	4
a. Of these, the number who were replaced	4
b. Of these, the number who left while classes and home visits were in session	0
c. Of these, the number that were teachers who left the program	4

	# 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	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	4
1. Specify:                      No reason 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	142	142
a. Of these, the number enrolled in Medicaid and/or CHIP	135	135
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	7	7
C.2 Number of children with no health insurance	20	20

#### 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	4	4
a. Of these, the number enrolled in Medicaid	4	4
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	162	162
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	162	162

#### 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	4	4

## Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of 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	162	162

	# of children
C.8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	7
a. Of these, the number who received medical treatment for their diagnosed chronic health condition	7

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.9 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	7
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	1
f. Hearing Problems	0
g. Vision Problems	0
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.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	159	159
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	3	3

## Medical services – pregnant women (EHS programs)

	# of pregnant women
C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	4
b. Postpartum health care	4
c. A professional oral health assessment, examination, and/or treatment	4
d. Mental health interventions and follow-up	4
e. Education on fetal development	4
f. Education on the benefits of breastfeeding	4
g. Education on the importance of nutrition	4
h. Education on infant care and safe sleep practices	4
i. Education on the risks of alcohol, drugs, and/or smoking	4
j. Facilitating access to substance abuse treatment (i.e., alcohol, drugs, and/or smoking)	4

## Prenatal health – pregnant women (EHS programs)

	# of pregnant women
C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	2
b. 2nd trimester (3-6 months)	2
c. 3rd trimester (6-9 months)	0
C.16 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.17 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	156	156

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

	# of children at end of enrollment
C.20 Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	156

## Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	40
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	41

## DISABILITIES SERVICES

### IDEA eligibility determination

	# of children
C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	3
a. Of these, the number who received an evaluation to determine IDEA eligibility	3
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	3
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.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

	# of children
C.23 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	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

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

	# of children
C.25 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	3
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to this program year	0
2. During this enrollment year	3
b. Of these, the number who have not received early intervention services under IDEA	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.27 Number of all newly enrolled children since last year's PIR was reported	91
C.28 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	91
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	2

C.29 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
ASQ (all editions)

## Assessment

C.30 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

## Curriculum

C.31 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum (Infant & Toddler)
d. For pregnant women services
<i>Name/title</i>
Partners For A Healthy Baby (Florida State University)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
<i>Name/title</i>
Conscious Discipline Parenting Curriculum

## Classroom and home visit observation tools

	Yes (Y) / No (N)
C.32 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.33 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
<i>Name/title</i>
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	<i># of families at enrollment</i>
C.34 Total number of families:	152
a. Of these, the number of two-parent families	33
b. Of these, the number of single-parent families	119
C.35 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)	151
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	149
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	2
b. Grandparents	0
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	0

	# of families at enrollment
e. Other	0

## Parent/guardian education

	# of families at enrollment
C.36 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	3
b. An associate degree, vocational school, or some college	13
c. A high school graduate or GED	109
d. Less than high school graduate	27

## Employment, Job Training, and School

	# of families at enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	134
1. Of these families, the number in which one or more parent/guardian is employed	130
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)	0
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)	4
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	18

	# of families at end of enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	137
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	134
2. Of these families, the number of families that were also counted in C.37.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)	15
1. Of these families, the number of families that were also counted in C.37.a	0
2. Of these families, the number of families that were also counted in C.37.b	0

	# of families at enrollment
C.39 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.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	0	0
C.41 Total number of families receiving Supplemental Security Income (SSI)	12	12
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	112	122
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	26	26

## Family services

	# of families
C.44 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)	4
b. Housing assistance (e.g., subsidies, utilities, repairs)	31
c. Asset building services (e.g., financial education, debt counseling)	152
d. Mental health services	152
e. Substance misuse prevention	146
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	2
h. Assistance in enrolling into an education or job training program	146
i. Research-based parenting curriculum	152
j. Involvement in discussing their child's screening and assessment results and their child's progress	152
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	24
l. Education on preventive medical and oral health	152
m. Education on health and developmental consequences of tobacco product use	4
n. Education on nutrition	152
o. Education on postpartum care (e.g., breastfeeding support)	4
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.45 Of these, the number of families who were counted in at least one of the services listed above	152

## Father engagement

	# of father/ father figures
C.46 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	35
b. Family goal setting	35
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	35
d. Head Start program governance, such as participation in the Policy Council or policy committees	0

	# of father/ father figures
e. Parenting education workshops	35

### Homelessness services

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

	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	0

	# of families
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

### Foster care and child welfare

	# of children
C.50 Total number of enrolled children who were in foster care at any point during the program year	0

C.51 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0
--	---

### REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	08/29/2023

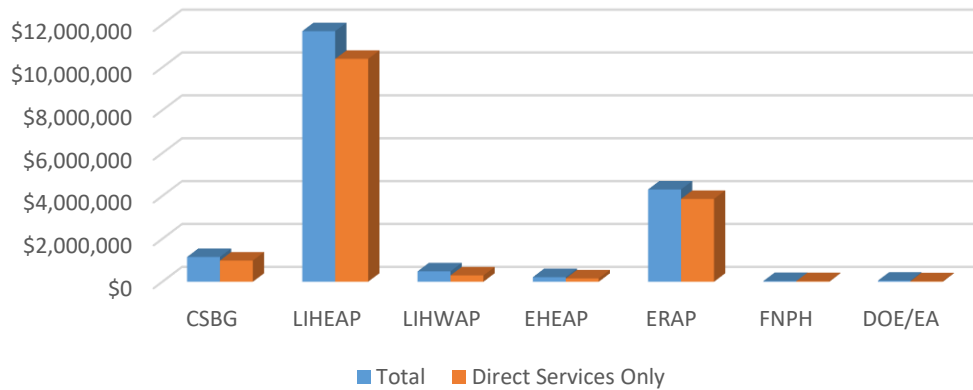


## Community Services and Economic Development

Total Reimbursement vs Direct Services July 2022 th

Program	Total	Direct Services Only
CSBG	\$1,156,204	\$990,021
LIHEAP	\$11,689,750	\$10,396,767
LIHWAP	\$483,799	\$294,606
EHEAP	\$215,008	\$157,354
ERAP	\$4,304,884	\$3,864,896
FNPH	\$35,259	\$30,660
DOE/EA	\$50,000	\$25,087

Total Reimbursements vs. Direct Services  
(July 2022 thru June 2023)

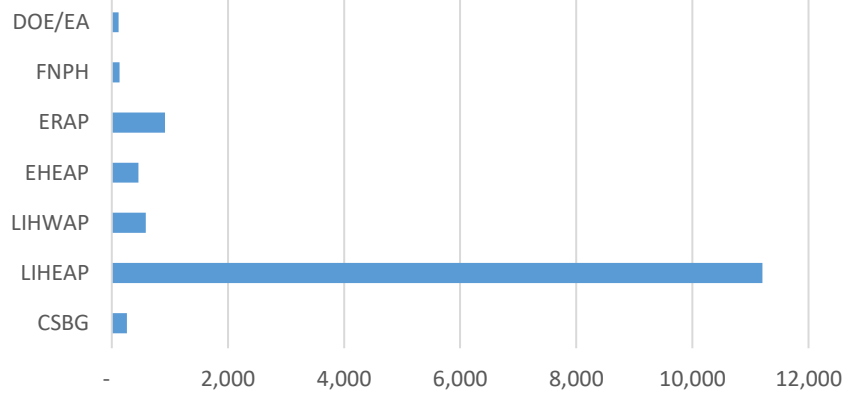


## Community Services and Economic Development

### Client Services Fiscal Year ending June 30, 2023

Program	Units of Service
CSBG	261
LIHEAP	11,206
LIHWAP	583
EHEAP	459
ERAP	917
FNPH	136
DOE/EA	118

Client Services Fiscal Year ending June 30,  
2023 Units of Service

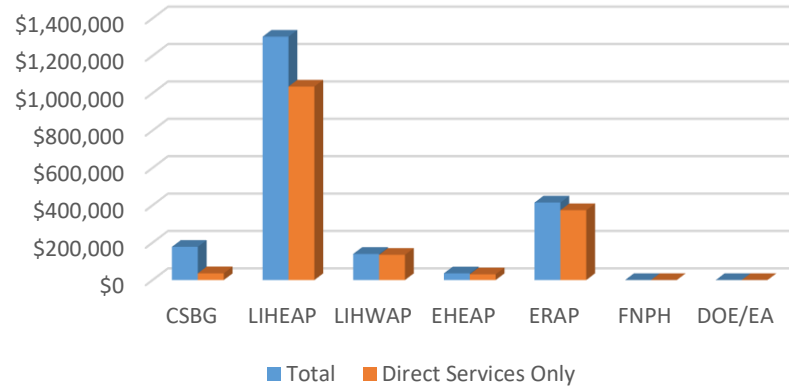


## Community Services and Economic Development

**Total Reimbursement vs Direct Services  
July 2023 thru August 2023**

Program	Total	Direct Services Only
CSBG	\$177,894	\$36,099
LIHEAP	\$1,302,082	\$1,034,964
LIHWAP	\$139,834	\$135,197
EHEAP	\$35,726	\$30,609
ERAP	\$414,548	\$373,531
FNPH	\$0	\$0
DOE/EA	\$0	\$0

**Total Funding vs Direct Services  
July 2023 thru June 2023**

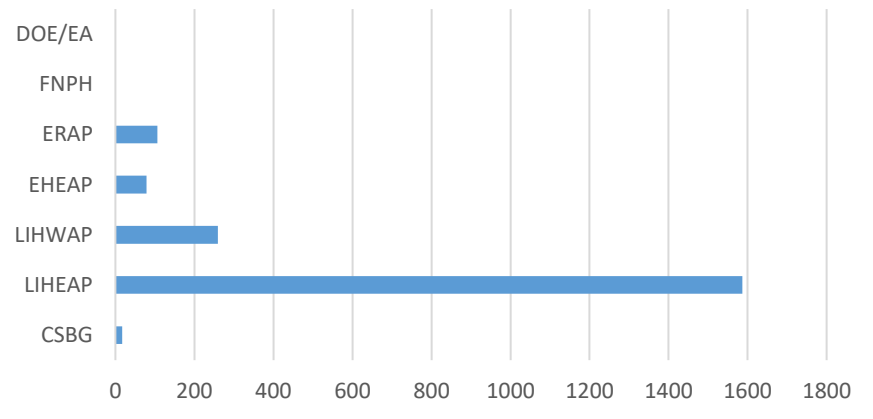


## Community Services and Economic Development

### Client Services FY ending June 30, 2024

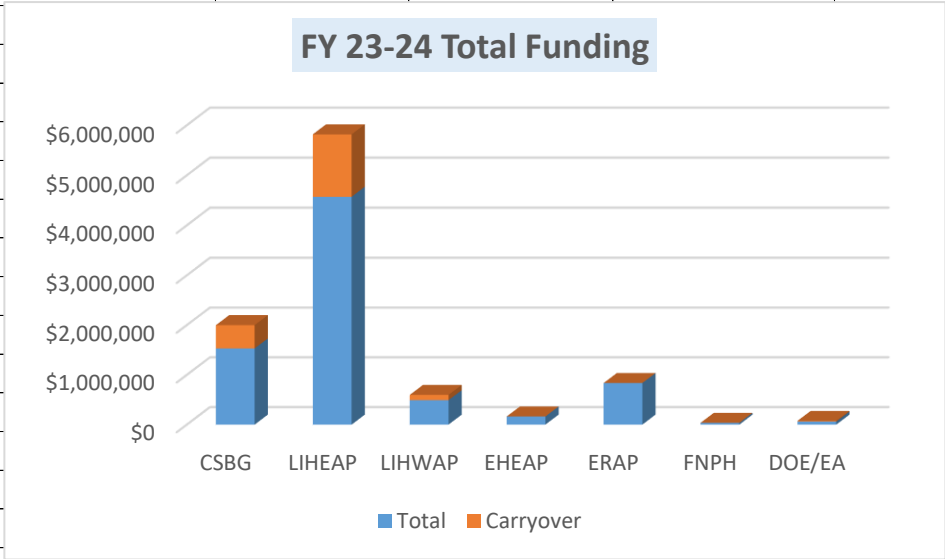
Program	Units of Service
CSBG	17
LIHEAP	1587
LIHWAP	259
EHEAP	79
ERAP	106
FNPH	0
DOE/EA	0

### Client Services July 2023 thru August 2023



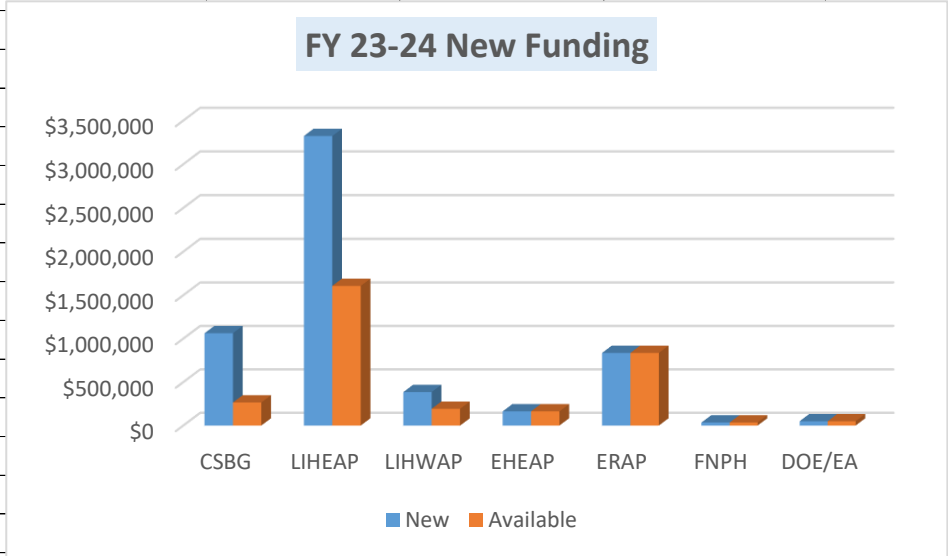
## Community Services and Economic Development

FY 2023-24: Total Funding		
Grant	Total	Carryover
CSBG	\$1,531,219	\$468,152
LIHEAP	\$4,570,209	\$1,247,141
LIHWAP	\$491,358	\$106,064
EHEAP	\$163,577	\$0
ERAP	\$836,212	\$0
FNPH	\$35,259	\$0
DOE/EA	\$62,065	\$12,065



## Community Services and Economic Development

Fiscal Year 2023-2024 New Funding		
Grant	New	Available
CSBG	\$1,063,067	\$265,767
LIHEAP	\$3,323,068	\$1,607,381
LIHWAP	\$385,294	\$192,640
EHEAP	\$163,577	\$163,577
ERAP	\$836,212	\$836,212
FNPH	\$35,259	\$35,259
DOE/EA	\$50,000	\$50,000

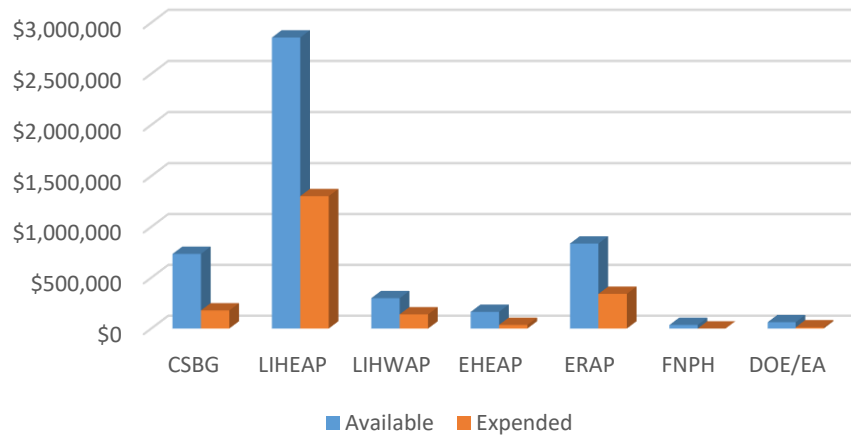


## Community Services and Economic Development

### FY 2023-24: Total Funds vs. Expenditures

Grant	Available	Expended
CSBG	\$733,919	\$177,894
LIHEAP	\$2,854,525	\$1,302,082
LIHWAP	\$298,704	\$139,834
EHEAP	\$163,577	\$35,830
ERAP	\$836,212	\$340,751
FNPH	\$35,259	\$0
DOE/EA	\$62,065	\$12,065

### FY 23-24 Total Funds vs. Expended



**The Agricultural and Labor Program, Incorporated**

**Program Planning Committee**

**3. Approve Proposed Grant Applications**

**Child Development/Family Services Division**

- Grant/Modification Listing

-

**Community Services Economic Development Division**

- Grant/Modification Listing



# Funding

Computer Assisted Tutorial (CAT) Program \$115,000

## PROGRAM PLANNING COMMITTEE

### CS/ED Department Grant/Mod Summaries (Board Meeting Date – September 30, 2023)

#### MODIFICATIONS

##### Sub-Contract Agreement with Coalition of Florida Farmworker Organization (COFFO)/UMOS

- **Ending Date of Contract:** October 2024
- **Explanation:** ALPI is a subcontractor with the Coalition of Florida Farmworker Organizations (COFFO). Under the terms of the agreement, ALPI completes and submits applications, on behalf of eligible farmworkers, for the receipt of an electronic “gift” card from a national provider. ALPI then receives a payment for each approved farmworker, currently \$75 per application. Under the terms of the agreement, ALPI is expected to complete a total of 800 applications for the farmworkers. In a phone conference on September 19<sup>th</sup>, Arturo Lopez, Executive Director of COFFO, advised sub-contractors that overhead expenses are higher than originally estimated by COFFO resulting in a negative cash flow. Accordingly, COFFO is reducing the payment from \$75 to \$60 per application.
- **Impact:** If the modification is approved ALPI’s total payments under this agreement would move from \$60,000 (\$75 per application) to \$48,800 (\$60 per application). APLI is able to “piggyback” with its farmworker grants so there is limited costs associated with the provision of services under this agreement.
- **Action Requested:** Approve

#### GRANT APPLICATIONS

None to report at this time.

**The Agricultural and Labor Program, Incorporated**

**Program Planning Committee**

**4. Review Risk Management  
Assessment Checklist**

**The Agricultural and Labor Program, Incorporated**

**Program Planning Committee**

## **5. Review Community Action Plan**

## Checklists

### **Checklist for Strengthening Controls through fully Engaging Low Income Community Representatives**

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

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

## Program Manager Control Checklist

Program Manager Controls	Implemented Fully	Implemented Partially	Not Implemented
<b>Risk Assessment</b>			
<ul style="list-style-type: none"> <li>You review each new funding agreement related to your program to identify compliance requirements &amp; determine whether adequate control systems are in place to ensure compliance</li> </ul>			
<ul style="list-style-type: none"> <li>You are required to report risks you observe &amp; clear about the process for reporting &amp; investigating your concerns</li> </ul>			
<ul style="list-style-type: none"> <li>You are regularly asked to participate in risk assessment discussions</li> </ul>			
<b>Control Environment</b>			
<ul style="list-style-type: none"> <li>The Board has established an environment which demands honesty and integrity and encourages all staff to report concerns without retaliation</li> </ul>			
<ul style="list-style-type: none"> <li>Management demonstrates the highest standards of honesty &amp; integrity and encourages all staff to report concerns without retaliation</li> </ul>			
<ul style="list-style-type: none"> <li>You seek feedback from staff you supervise to understand their perceptions regarding expectations for honesty and integrity</li> </ul>			
<ul style="list-style-type: none"> <li>Procedures for dealing with concerns about honesty &amp; integrity are clear</li> </ul>			
<ul style="list-style-type: none"> <li>You have confidence that “whistleblowers” will be treated respectfully &amp; will not face retaliation</li> </ul>			
<b>Control Activities</b>			
<ul style="list-style-type: none"> <li>You have meaningful input in the job descriptions and hiring decisions for all positions within your program</li> </ul>			
<ul style="list-style-type: none"> <li>You review &amp; approve the personnel activity reports for all employees you directly supervise</li> </ul>			
<ul style="list-style-type: none"> <li>You utilize consistent procedures to be certain that employees you supervise who function as supervisors are providing meaningful review of personal activity reports for those they supervise</li> </ul>			
<ul style="list-style-type: none"> <li>You are responsible for ensuring that all</li> </ul>			

purchases made through your program are necessary, reasonable, and allowable			
<ul style="list-style-type: none"> <li>You provide input into procurement requirements for goods and services which will be utilized for your program</li> </ul>			
<b>Information Sharing &amp; Communication</b>			
<ul style="list-style-type: none"> <li>You have easy access to current fiscal policies and procedures which are clear and understandable</li> </ul>			
<ul style="list-style-type: none"> <li>You receive regular training regarding changes in fiscal policies and procedures and your responsibilities in regard to maintain fiscal controls</li> </ul>			
<ul style="list-style-type: none"> <li>You have access to information about requirements contained in all funding agreements supporting your program and receive regular training regarding changes or problem areas</li> </ul>			
<ul style="list-style-type: none"> <li>You have adequate time and support to communicate fully with employees you supervise regarding fiscal and program policies and procedures, quality standards, and control expectations</li> </ul>			
<ul style="list-style-type: none"> <li>You provide regular input into the design of training and resource materials to assist staff in understanding and complying with control policies and procedures</li> </ul>			
<b>Monitoring</b>			
<ul style="list-style-type: none"> <li>You systematically review program service data from programs you supervise to ensure that they are complete and accurate</li> </ul>			
<ul style="list-style-type: none"> <li>You review monthly financial data for programs you supervise, comparing actual to budget, and identifying potential errors or omissions</li> </ul>			
<ul style="list-style-type: none"> <li>You fully understand the process to report and resolve program and financial data questions and errors is clear and follow it consistently</li> </ul>			

## Board and Board Committees Controls Checklist

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



<b>5. Check Signer Checklist</b>			
<ul style="list-style-type: none"> <li>Review underlying documentation for all checks to verify proper approvals, consistency in payee and amount and overall reasonableness</li> </ul>			
<ul style="list-style-type: none"> <li>Decline to sign until questions are resolved</li> </ul>			
<ul style="list-style-type: none"> <li>Report repeated errors to Audit Committee</li> </ul>			
<b>6. Audit Committee Responsibilities</b>			
<ul style="list-style-type: none"> <li>Auditor selection</li> </ul>			
<ul style="list-style-type: none"> <li>Establish direct communication with auditor</li> </ul>			
<ul style="list-style-type: none"> <li>Review of audit findings</li> </ul>			
<ul style="list-style-type: none"> <li>Confidential discussion with auditor</li> </ul>			
<ul style="list-style-type: none"> <li>Recommendations to Board and management regarding audit findings</li> </ul>			
<ul style="list-style-type: none"> <li>Evaluate performance of Finance Committee</li> </ul>			
<b>7. Investment Oversight</b>			
<ul style="list-style-type: none"> <li>Policy review and update</li> </ul>			
<ul style="list-style-type: none"> <li>Selection of investment advisors/managers</li> </ul>			
<ul style="list-style-type: none"> <li>Review performance of investment managers</li> </ul>			
<b>8. Board Risk Management Oversight</b>			
<ul style="list-style-type: none"> <li>Review &amp; revised management's risk assessment</li> </ul>			
<ul style="list-style-type: none"> <li>Identify risk appetite/tolerance levels</li> </ul>			
<ul style="list-style-type: none"> <li>Review management's risk mitigation plan</li> </ul>			
<ul style="list-style-type: none"> <li>Obtain periodic independent review of risk assessment &amp; risk mitigation plan</li> </ul>			
<ul style="list-style-type: none"> <li>Review adequacy of insurance coverage</li> </ul>			
<ul style="list-style-type: none"> <li>Advice full Board regarding significant risks which have not been adequately mitigated</li> </ul>			
<b>9. Board Compliance Oversight</b>			
<ul style="list-style-type: none"> <li>Identify Board committee responsible for Compliance Oversight and establish committee charge</li> </ul>			
<ul style="list-style-type: none"> <li>Review compliance findings in independent audit and/or monitoring reports</li> </ul>			
<ul style="list-style-type: none"> <li>Monitor progress in resolving findings and improving compliance</li> </ul>			
<ul style="list-style-type: none"> <li>Review management's structure for achieving compliance</li> </ul>			
<ul style="list-style-type: none"> <li>Discuss management's compliance structure with independent auditor</li> </ul>			

## Control Review Checklist

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

<ul style="list-style-type: none"> <li>Monitoring of actual indirect costs in comparison to budget</li> </ul>			

<b>Control</b>	<b>Control documentation reviewed</b>	<b>Reviewed by</b>	<b>Review date</b>
CFR Requirements			
<ul style="list-style-type: none"> <li>Review of CFRs for each funding source</li> <li>Policies &amp; procedures to assure compliance with CFR requirements varying from OMB Circulars</li> </ul>			
<b>Control Activities</b>			
Written fiscal and operational policies & procedures			
Top management review of financial & program activities			
Management reviews at program or functional level			
Controls over info processing/IT			
Physical controls over vulnerable assets			
Review of performance indicators			
Segregation of duties			
Proper execution of transactions & events			
Accurate & timely recording of events			
Access restrictions & accountability for resources & records			
Appropriate documentation of transactions & internal control			
<b>Information &amp; Communication</b>			
Monthly financial reporting at program and organization level			
Monthly program accomplishment reporting at program & organizational level			
Manager access to operational and financial data as needed for planning and oversight			
Structures, policies, and procedures to encourage open information flow among all levels of the organization			
<b>Monitoring</b>			
Monthly comparison of planned program and financial activity to actual reviewed by program managers, top management, & Board			
System for tracking all audit & monitoring findings and their correction or resolution			

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

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

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**The Agricultural and Labor Program, Incorporated**

**Program Planning Committee**

**6. Review Program Monitoring Reports**

**Child Development/Family Services Division**

- Program's Quarterly Monitoring Reports

-

**Community Services Economic Development Division**

- Nothing to report at this time.

## Program's Quarterly Monitoring Reports

- During the month of July 2023, two Child Care Partners were inspected by the Department of Children and Families, achieving 100% compliance. These partners were, Banner Lake Early Learning Center and Hobe Sound Early Learning Center. Both of these partners serve in the Hobe Sound, FL, service area.
- The ALPI Frostproof Child Development Center was monitored by the Florida Health Child Care on August 16, 2023 achieving 100% compliance in all areas.

# Funding

Computer Assisted Tutorial (CAT) Program \$115,000