



Community Coordinated Care for Children, Inc.(4C)



2023-2024

Head Start/Early Head Start
Annual Report

This Report is Approved by both Policy
Council and the 4C Board of Directors
before being published on the 4C Website

4CFlorida.Org

MISSION

"4C's mission is to be a community leader in providing high quality services that improve the lives of children and families."

For more information, visit 4CFlorida.org.

THE HEAD START/EARLY HEAD START VISION

We strive to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health/mental health, nutritional, social, and other services to expectant mothers, children and families.

PROGRAM VALUES

1. *Knowledge of and belief in inclusive, developmentally appropriate learning environments that recognize and honor the unique strengths and needs of all children and families.*
2. *Respect for our employees, children, families, and community; and*
3. *Partnerships and bonds with families and the community*





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EXECUTIVE SUMMARY

It is our pleasure to share our Annual Report for the 2023/2024 Program Year, highlighting our accomplishments in providing the Head Start and Early Head Start Programs in three counties in Central Florida.

Over the last year, our well-qualified teams have stayed true to the 4C mission, “To be a community leader in providing high quality services that improve the lives of children and families”. Our dedicated staff continue to meet the unique needs of our employees, children, families, and the Central Florida community at large. With the 4C Board of Directors at the helm of shared Governance with the Head Start Policy Council, both play major roles in the development and implementation of our programs. With over 1,189 families with six different ethnicities represented within our four programs, a great deal of effort goes into assuring a diverse staff is in place to guarantee inclusion. Our educational, parent engagement and comprehensive services are reviewed annually and are updated to encompass all ethnic groups. Specifically:

- 86% of our participants had incomes at or below one-hundred percent (100%) of the federal poverty level, with 720 of those families receiving some sort of public assistance;
- 8 of our enrolled children were involved in the foster care system and 75 families were deemed homeless;
- Health insurance is a necessity for children and their families and 97% of our enrolled children were adequately covered with insurance while the same percentage had continuous accessible health care;
- Good nutritional services are aligned with excellent healthcare. Over 118,288 nutritious meals and snacks were served family style to all children enrolled at directly operated locations;
- 637 children were identified with concerns but were not eligible for special services. Disability services were warranted and services provided to 104 enrolled children. The program fell below the required ten percent (10%), of children with disabilities despite the program’s diligent efforts to recruit and enroll children with known or suspected disabilities. Waivers were issued for this shortfall and aggressive measures were put into place to secure the necessary services from the part B and C providers;
- Mental health services are aligned with the disability section and are referred to as inclusion services. Inclusion services were provided to 35 families throughout the program year;
- Parent and community engagement is key to the success of the children, families and the program and 15.7% of the enrolled families identified a specific need during their enrollment. The program makes a concerted effort to address all concerns during the program year and referrals for families continued to range from assistance with resolving homelessness to building parenting skills. Our Head Start program is built on the foundation that parents and caregivers are their child’s first, and most important teacher. Parent participation and involvement is at the core of each child’s learning and development.

Because of the needs of the population, trauma-informed care continues to be a priority. Focusing on trauma-informed care has proven to stimulate children's school readiness and promote the self-sufficiency of families, helping to reduce the negative impact of Covid on our children, family and staff members.

Cindy Metz

Head Start/Early Head Start Director

Patricia Frank

President and Chief Executive Officer

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 pinterest.com/4cflorida/

 flickr.com/photos/4cflorida/albums

PROGRAM GOVERNANCE

Through the ongoing efforts of our Board of Directors, Executive and Leadership Teams, our dedicated staff, Policy Council and community members, we serve the youngest and most at-risk children and families and are proud advocates of our Head Start model in which every child, regardless of circumstances at birth, has the ability to reach their full potential! Our Federal Head Start and Early Head Start, as well as State funded programs, provide the framework that enables us to prepare children to be school ready and achieve lifelong success. We are committed to investing in the future of our communities' youngest children.

The governance of all Head Start Programs is shared by the 4C Board of Directors and the Policy Council. The shared responsibility for policy oversight is related to program design and implementation, as well as the quality of services for Head Start children and families. The Policy Council is comprised of 90% parents of currently enrolled children, and 6.7% Community Partners, with the 4C Board of Directors Liaison making up 3.3%.

The Policy Council's regularly scheduled meetings are on the second Wednesday of each month at 6:00 PM. All parents are welcome to attend, but only elected representatives are given the opportunity to vote on presented issues. Meetings are held virtually as this has been requested by our Policy Council members.

POLICY COUNCIL MEMBERS AND COMMUNITY REPRESENTATIVES

Nicole Aponte
**Policy Council
Chair**

Karla D. Panther
Treasurer

Wanda Lopez
**Children's Home
Society:**

Ulysses Robinson
Vice Chair

Stephanie Smith
Secretary

Site Representatives

Amari Day, Jacquelyn Arias, Melissa

Innocent, Emily Rosa, LaToya Caldwell,

Krystal Vargas, Viveca Vickers, Ana

Medina, Rosario Argueta, Stephanie Shatter,

Lorraine Harris, Mario Vazquez Ana Llaudy

The 4C Board meets bi-monthly and its membership meets the requirements of the Head Start Performance Standards. The Policy Council (PC) Chair is a voting member of the 4C Board and may vote on matters that do not create a conflict of interest. The PC Chair is the Board's representative on the Policy Council and is involved in all matters related to program operations. The Board also works with a child care consultant responsible for reviewing in depth policies and procedures as well as engaging in Board discussion on the efficacy of Head Start/Early Head Start matters, including program design. Annually, the Board receives governance and ERSEA trainings.

OUR BOARD



Chair

Jason Kimmel

Morgan & Morgan, P.A.



Vice Chair

Brandon W. Banks, Esq.

Walsh Banks, PLLC



Treasurer

Michael Rosillo

PricewaterhouseCoopers LLP (PwC)



Secretary

Allison Gallagher

Attorney at Akerman LLP

Board Members

Brian Coatoam, RBC Wealth Management

Casey Eldemire, The Morgan Law Group

P.A.

Catherine Franco, Head Start/Early Head Start Parent

Robert Gerencser, Pepsico

Matthew Jantomaso, Brain Mechanics Corp.

**Joseph Macau, Health Care Services of Florida &
Florida Cardiology**

Tom McGaffic, Level 3 Benefit Advisors

Jennifer Porter-Smith, Nap Ford Community School,

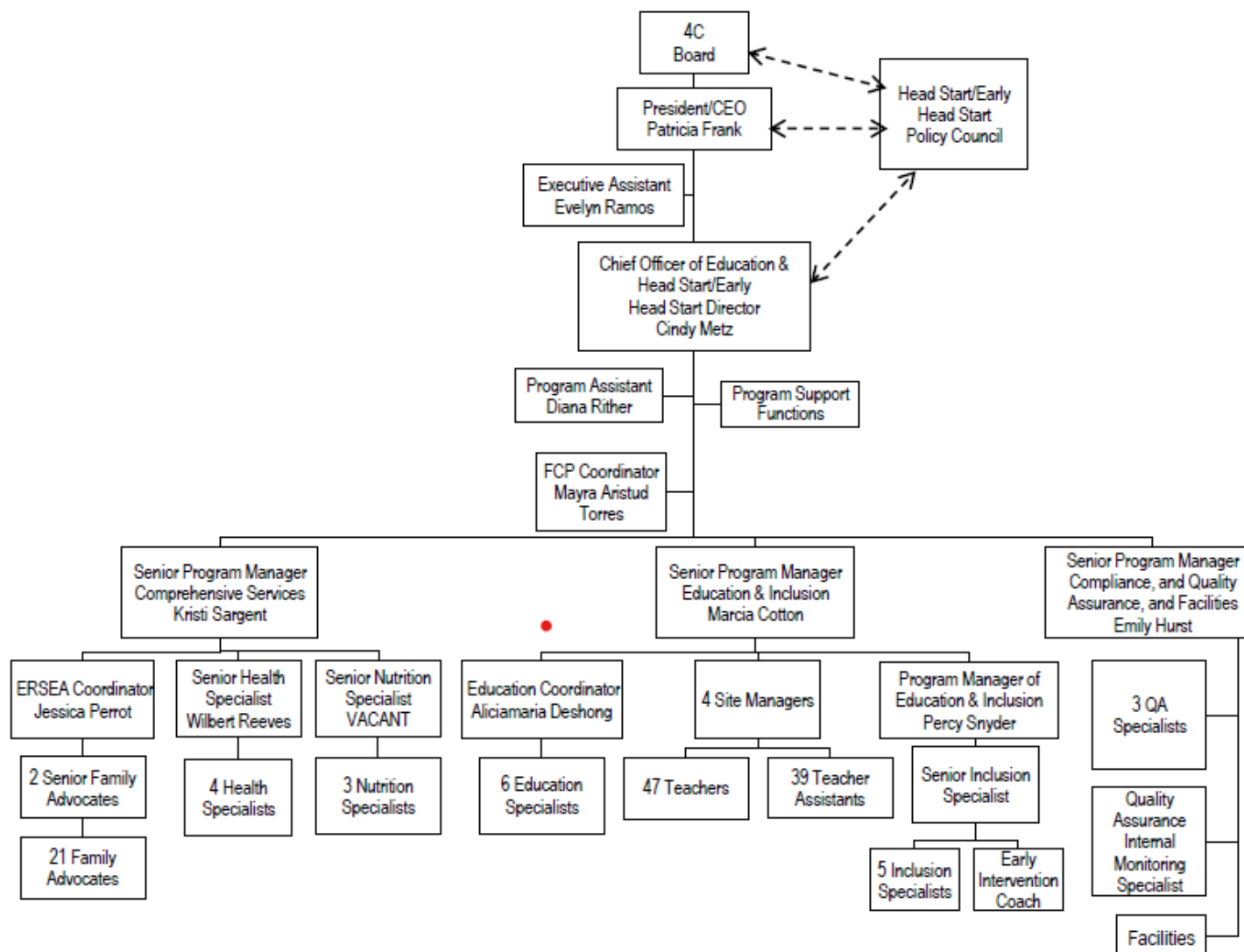
Vikram Saini, Florida Accountable Care Services

Alejandro (Alex) Sorondo, HNTB Corporation

Tyra L. Witsell, Witsell & Associates, Business Consultant



Community Coordinated Care for Children, Inc.
Agency Organizational Chart
Head Start /Early Head Start /EHS-CCP/EHS-EXP



SITE LOCATIONS

ORANGE COUNTY

EARLY HEAD START (EHS) AGENCY

Ferguson
644 Ferguson Dr., Suite 100
Orlando, FL 32805

EHS SUB-CONTRACTED SITES

First Steps Kids Academy
2876 Alafaya Trail
Orlando, FL 32828

Orlando Day Nursery
626 Lake Dot Cir.
Orlando, FL 32801

Hartage FCC
4862 Indialantic Dr.
Orlando, FL 32808

EHS CCP SUB-CONTRACTED SITES

Apopka Child Academy
170 E. Magnolia St.
Apopka, FL 32703

Golden Bear Academy
421 S. Goldenrod Rd.
Orlando, FL 32822

Hands-On Academy
3850 Winter Rose Dr.
Orlando, FL 32808

Kids Village Pine Hills
627 N. Pine Hills Rd.
Orlando, FL 32808

First Steps Kids Academy
2876 S. Alafaya Trail
Orlando, FL 32828

Orlando STEAM Academy
5554 Clarcona Ocoee Rd.
Orlando, FL 32810

EHS EXPANSION SITES

Ferguson
644 Ferguson Dr., Suite
100 Orlando, FL 32805

OSCEOLA COUNTY

EHS AGENCY

Palm Plaza
2232 East Irlo Bronson Hwy.
Kissimmee, FL 34744

HEAD START (HS) AGENCY

Palm Plaza
2232 East Irlo Bronson Hwy.
Kissimmee, FL 34744

HS SUB-CONTRACTED SITES

Dreaming Big
3301 W. Oak St.
Kissimmee, FL 34741

EHS SUB-CONTRACTED SITES

Little Angels Family Child Care
1609 Eola Ct.
Kissimmee, FL 34741

Naomi Helligar Family Child Care
2361 North Smith St.
Kissimmee, FL 34744

SITE LOCATIONS

SEMINOLE COUNTY

HS AGENCY

Altamonte
525 Pine View St.
Altamonte Springs, FL 32701

Lawton
188 S. Lake Jessup
Ave.
Oviedo, FL 32765

Midway
2255 Rightway Ave.
Sanford, FL 32771

HS SUB-CONTRACTED SITES

Coqui Academy
709 Celery Ave.
Sanford, FL 32771

Lake Mary Bilingual
3590 N. Hwy. 17-92, Suite 108
Lake Mary, FL 32746

EHS SUB-CONTRACTED SITES

Little Acorns Child
Care
630 Riverview Ave.
Sanford, FL 32771

EHS CCP SUB-CONTRACTED SITES

Coqui Academy
709 Celery Ave.
Sanford, FL 32771

Coqui San Marcos
301 San Marcos Ave
Sanford, FL 32771

Kid's Castle Childcare
2536 South Elm Ave.
Sanford, FL 32773

Rising Kids Academy
1455 South 17-92
Longwood, FL 32750

Teddy Bear
174 Jay Dr.
Altamonte Springs, FL 32714

Reenie Johnson Family Day Care
Home
885 E. 20th St.
Sanford, FL 32771

REVENUE AND EXPENSE STATEMENT

Annual Report FY 23/24

2023-2024

Revenues Operating Funding

T&TA

Supplemental

VPK Funding

OCCC

Osceola

City of Kissimmee

United Way

Other/Misc.

In-Kind

TOTAL

HS	EHS	Combined	CCP	EXP
\$ 4,801,643	\$ 4,366,377	\$ 9,168,020	\$ 4,841,037	\$ 2,826,142
50,024	81,631	131,655	96,327	60,311
-	-	-	-	-
87,059	-	87,059	-	-
-	200,488	200,488	114,913	214,825
113,000	20,000	133,000	-	-
7,518	-	7,518	-	-
8,000	-	8,000	-	-
9,000	-	9,000	9,000	-
299,340	190,646	489,986	174,894	370,292
\$ 5,375,584	\$ 4,859,142	\$ 10,234,726	\$ 5,236,171	\$ 3,471,570

2023-2024 Program Expenditures

Expenses T&TA

Remaining Balance

TOTAL

4,631,868	3,968,032	8,599,900	4,386,657	3,394,474
49,368	67,291	116,659	96,190	36,553
694,348	823,819	1,518,167	753,324	40,543
\$ 5,375,584	\$ 4,859,142	\$ 10,234,726	\$ 5,236,171	\$ 3,471,570

Budgeted Revenues FY 24-25

2024-2025

Revenues Operating Funding

T&TA

Supplemental

VPK Funding

OCCC

Osceola

City of Kissimmee

United Way

Other/Misc.

In-Kind

TOTAL

HS	EHS	Combined	CCP	EXP
\$ 4,735,369	\$ 4,648,099	\$ 9,383,468	\$ 4,954,801	\$ 2,892,556
50,024	81,631	131,655	96,327	60,311
-	-	-	-	-
38,698	-	38,698		-
-	200,000	200,000	200,000	200,000
113,000	20,000	133,000	-	-
10,732	-	10,732	-	-
-	-		-	-
-	-		-	-
4,469	4,386	8,855	122,722	114,608
\$ 4,952,292	\$ 4,954,116	\$ 9,906,408	\$ 5,373,850	\$ 3,267,475

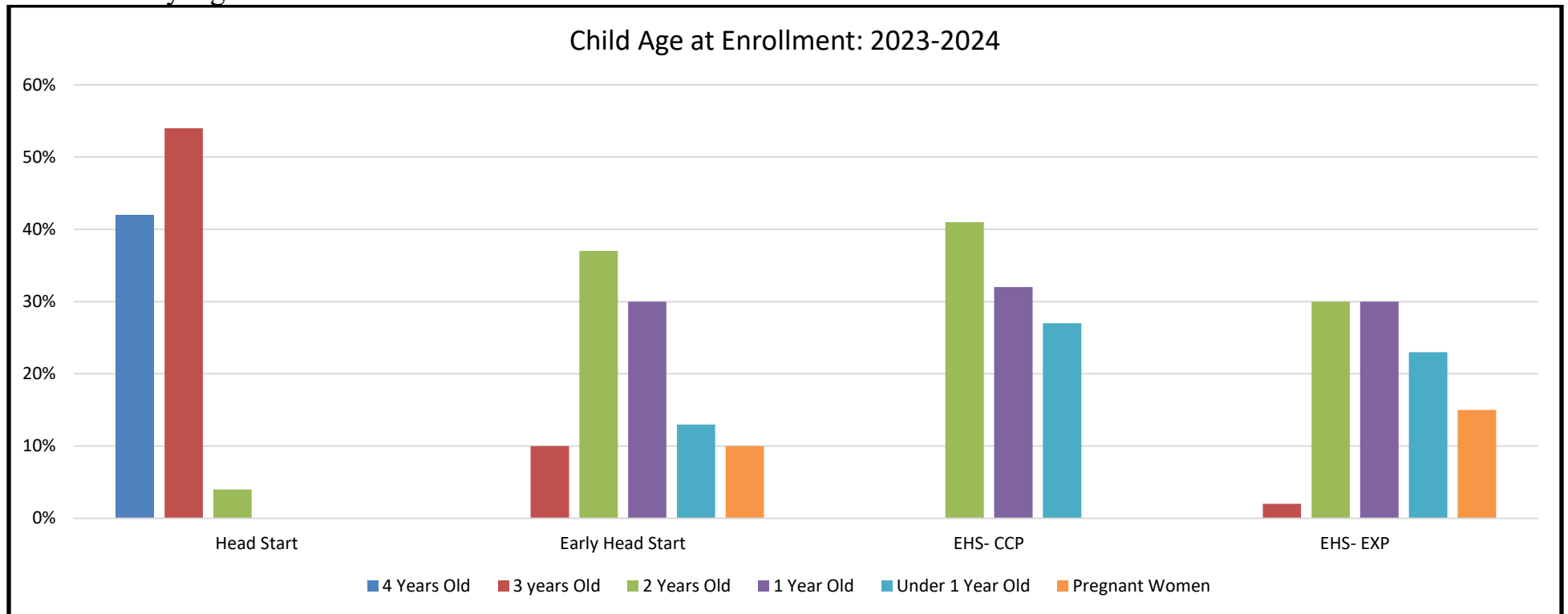
ENROLLMENT AND ELIGIBILITY STATISTICS

Enrollment

Cumulative Enrollment

Head Start	Early Head Start	EHS- CCP	EHS- EXP
405	268	236	191

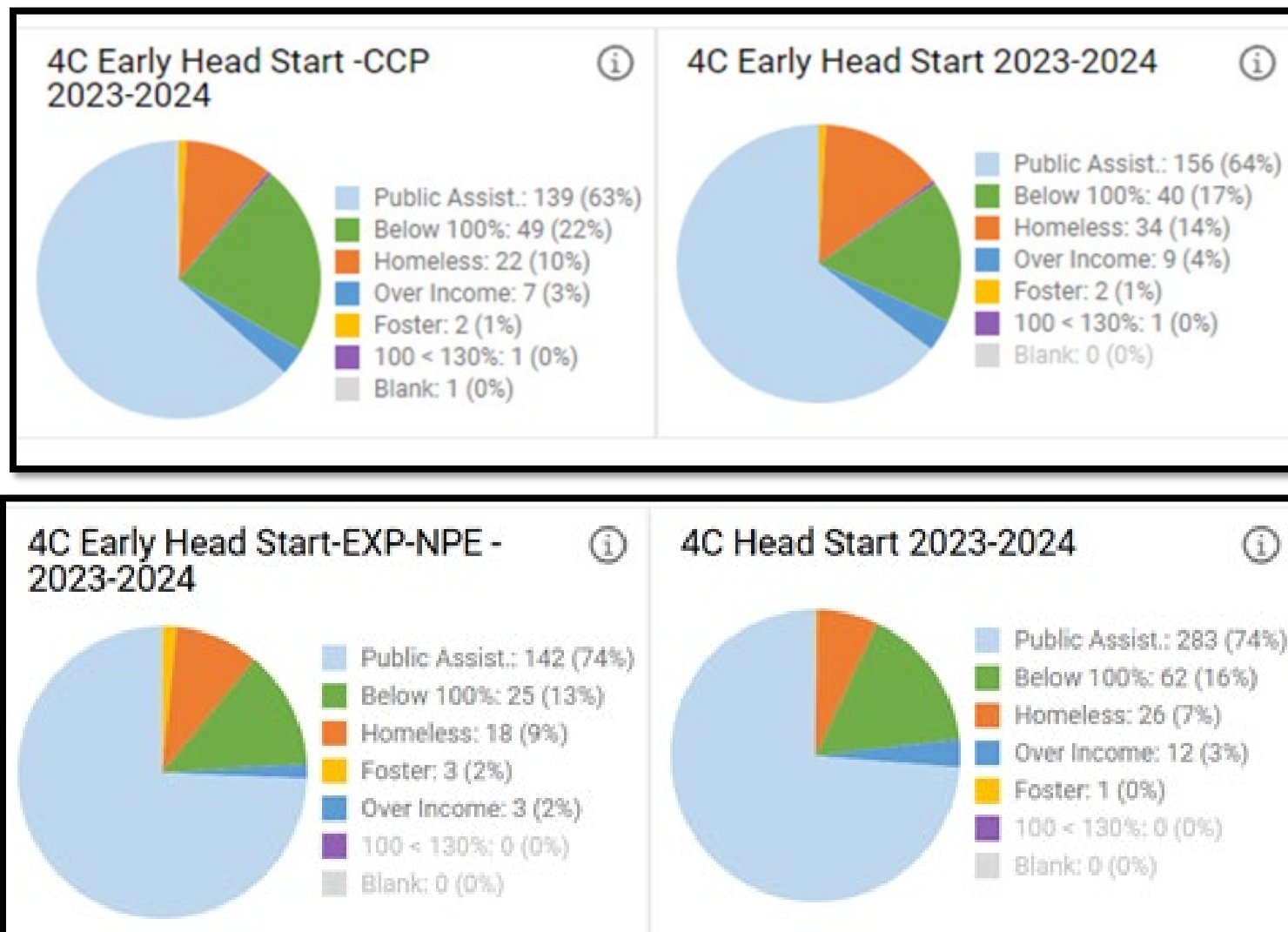
Enrollment by Age



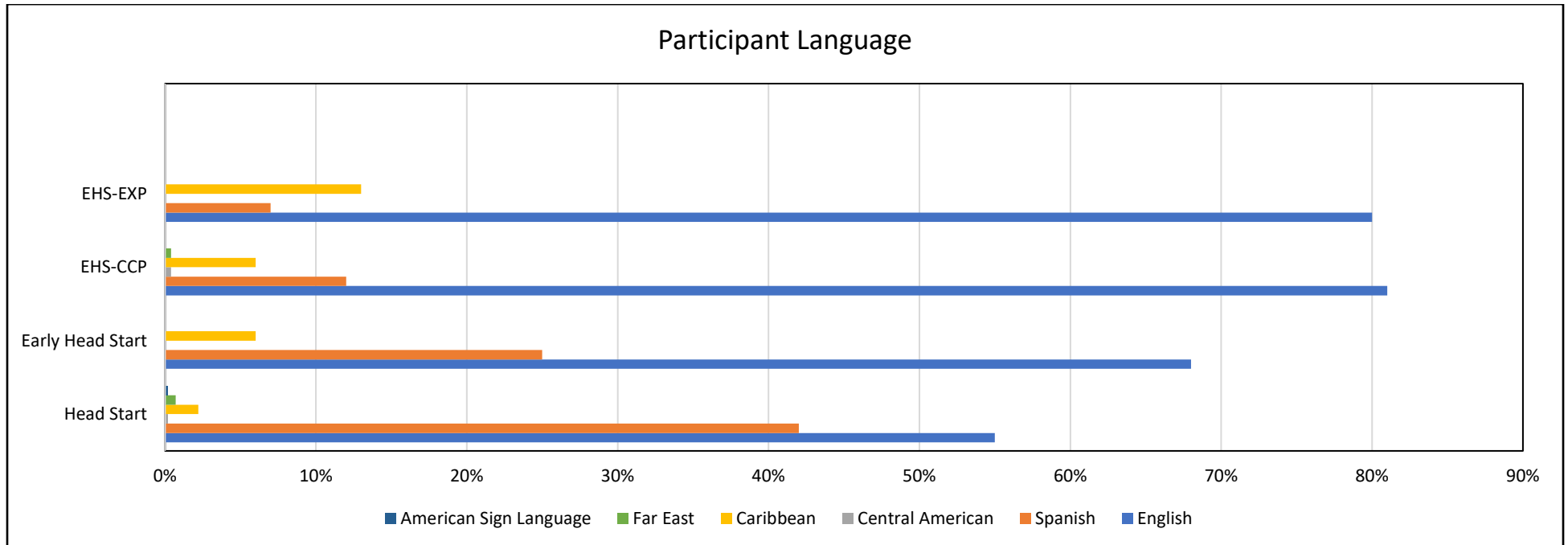
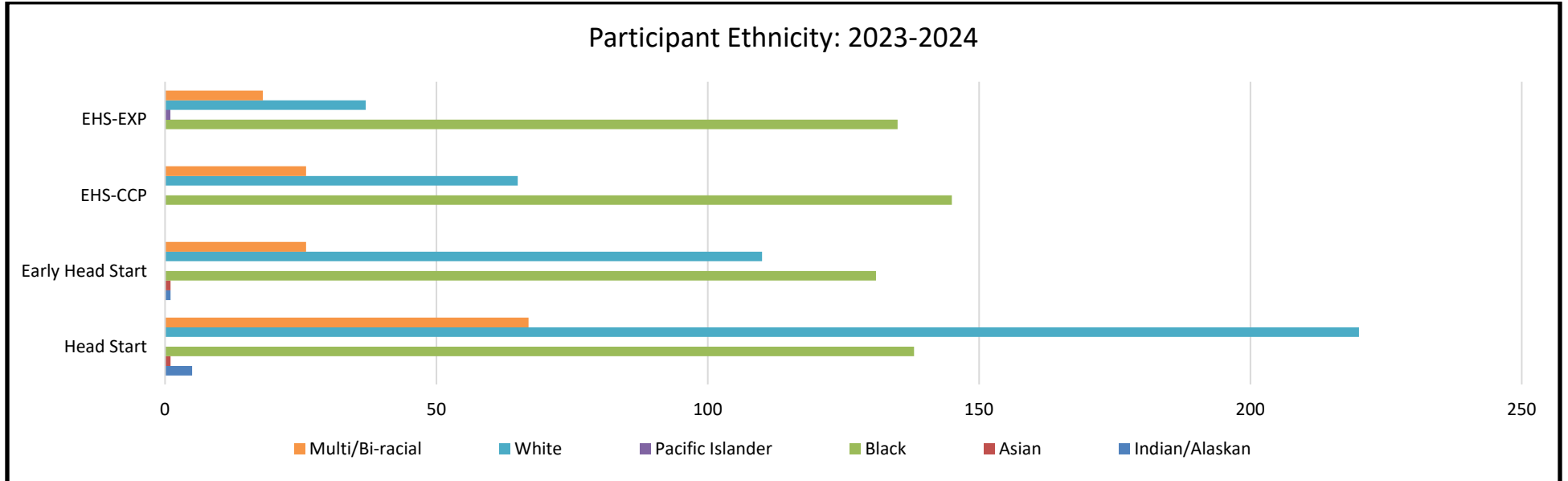
Enrollment of Children with an IFSP or IEP

Head Start	Early Head Start	EHS- CCP	EHS- EXP
30	25	23	15

Participant Eligibility



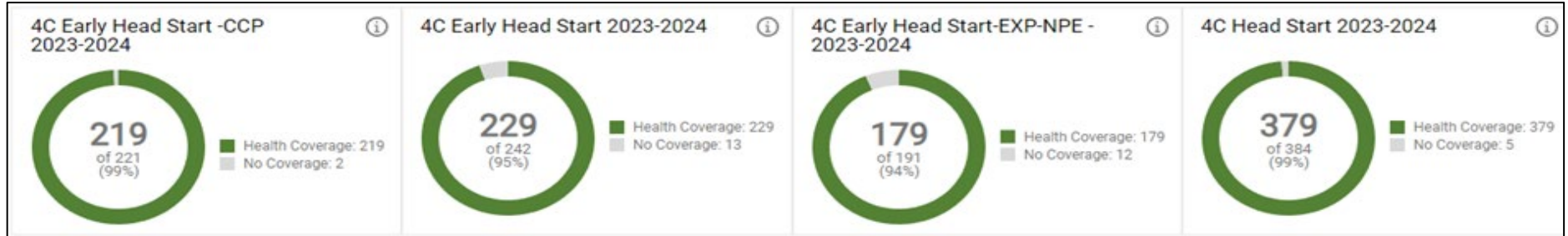
Family Demographics



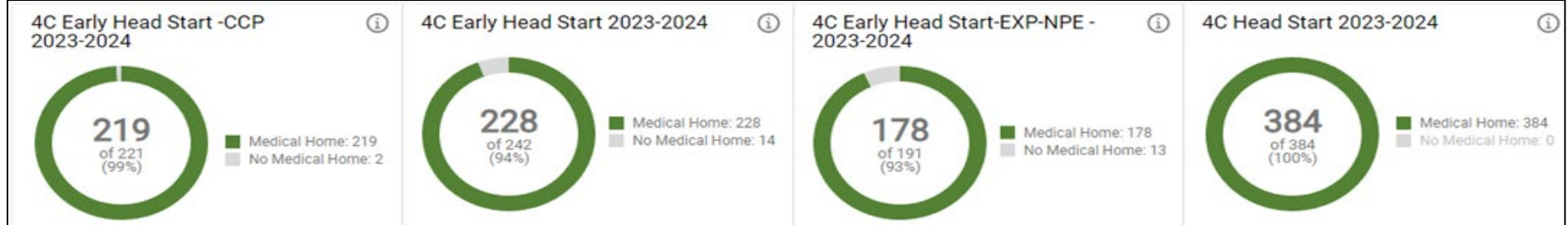
COMPREHENSIVE SERVICES

Health Services

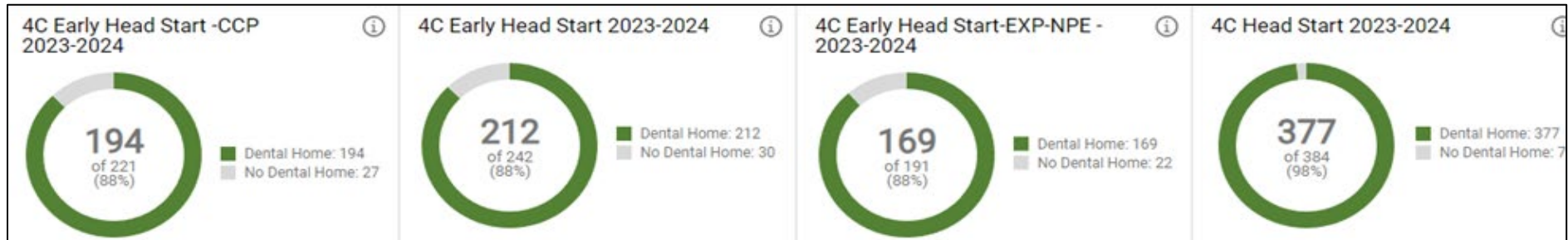
Health Insurance



Medical Home

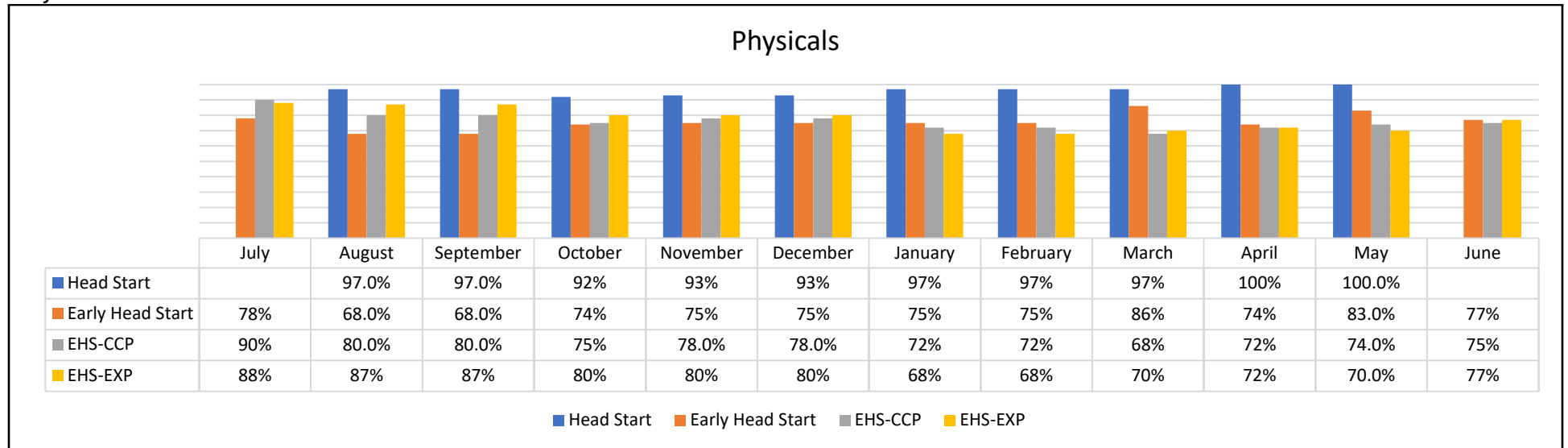


Dental Home

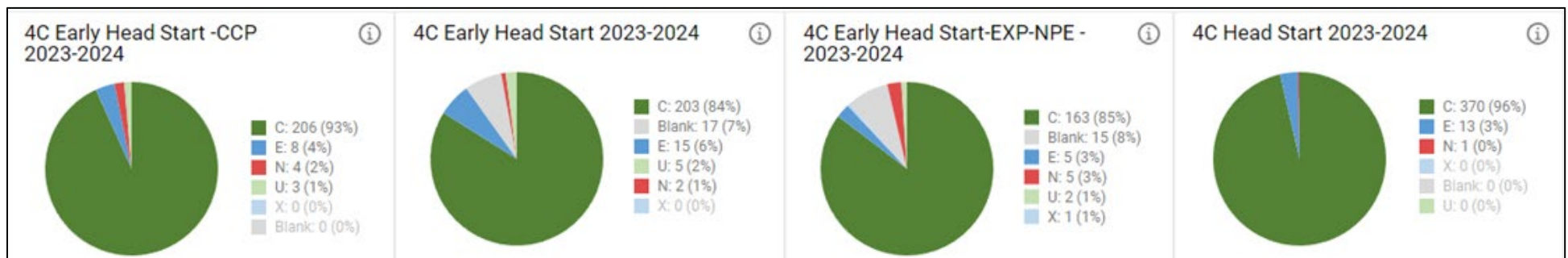


The 4C HS/EHS/CCP program monitors all children’s health status using the State of Florida’s Early Periodic Screening and Diagnostic Tool (EPSDT). Prior to entering the classroom, all children are required to have a current physical and be up-to-date with immunizations or have the appropriate exemption paperwork on file.

Physicals



Immunizations



C- Complete; E- Exempt;
 U- Up-to-date all possible;
 X- Not Entered; N- Not up-
 to-date/Past Due

The 4C HS/EHS/CCP program is committed to ensuring children receive comprehensive health care, including oral, lead, hearing, vision, and blood pressure screenings, in accordance with state guidelines.

While most children in the Early Head Start program receive oral exams from their pediatricians during physical appointments, many do not visit a dentist at the first sign of a tooth eruption, as recommended by Florida's Periodicity Schedule. Similarly, some Head Start children face challenges accessing regular dental care. To address this, 4C HS/EHS has partnered with Liberty Dental to provide onsite dental exams at no cost to families or the program. Through this collaboration, all enrolled Head Start children have received dental exams, with follow-up exams scheduled every six months to ensure consistent oral health care. The Health Team continues to encourage families to visit the dentist regularly.

Additionally, 4C HS/EHS has established a partnership with a local nurse to offer lead screenings for children struggling to obtain them from their medical providers. This initiative has significantly increased the number of lead screenings for Early Head Start children and provided screenings for children aged 3 to 5 entering Head Start. This partnership ensures early identification of lead exposure, which is crucial for child health and development.

Recognizing the importance of hearing, vision, and blood pressure screenings, the program also invested in updated equipment, including hearing and vision screening tools and automatic blood pressure cuffs for each Health Specialist. These specialists are trained to use the equipment and provide these essential services during program hours, ensuring high-quality care aligned with the EPSDT standards.

The Health Team also prioritizes parent education. Health Specialists guide families through the state's EPSDT requirements, send reminders when screenings are due, and emphasize the importance of adhering to the Periodicity Schedule. In 2023-2024, the team developed an educational video explaining EPSDT requirements, which is shared with families to promote the importance of well-child visits and ongoing care.

Nutrition Services

At 4C HS/EHS, we recognize that proper nutrition is vital to fostering a healthy lifestyle. Throughout this program year, we provided breakfast, lunch, and afternoon snacks to children at our directly operated sites in partnership with Second Harvest Food Bank. Our nutrition program strictly follows USDA meal pattern requirements, focusing on whole grains, fresh fruits, vegetables, proteins, and dairy products. Our goal is not only to meet but exceed the nutritional and dietary needs of every child.

We offer diverse cycle menus that are free from choking hazards and crafted based on feedback from teaching teams and children's preferences. Understanding that teachers interact with the children daily, we value their input to ensure our menus feature healthy options that children enjoy.

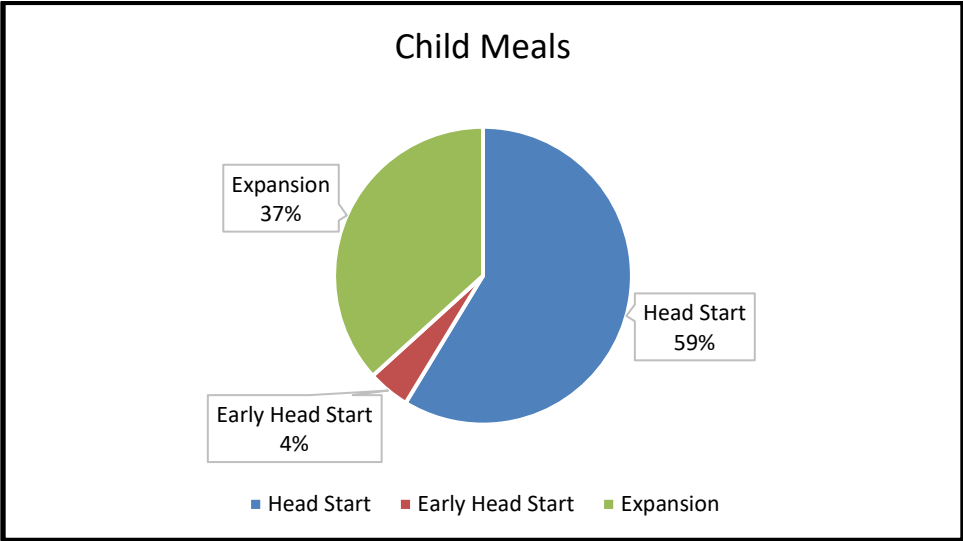
In addition to developing well-balanced menus, our Nutrition Specialists are trained to accommodate children with food allergies, religious

preferences, and intolerances. Special dietary needs are communicated to centers well before the child begins attending to ensure their safety. For children with specific dietary requirements, meetings are often held between the family, site staff, and specialists to ensure all parties are aligned in providing the best care.

For families who choose to breastfeed, we are proud to have two Certified Lactation Counselors on staff to offer support as needed. All of our sites provide breastfeeding-friendly environments. For infants who are formula-fed, we ensure consistency by providing the same formula used at home. Solid foods are introduced in the classroom only after families have safely introduced them at home, following the Infant Solids Feeding Form.

Additionally, we maintain a close partnership with the Child Care Food Program, with our sponsor conveniently located onsite. This allows our Nutrition Specialists to receive ongoing training and quickly address any questions or concerns raised by our centers, ensuring the highest standard of care for the children we serve.

Meals Provided and Consumed



Head Start	69,430
Early Head Start	5,410
Expansion	43,448

Please note that these numbers reflect directly operated sites only. Head Start, Early Head Start, and CCP/EHS contracted sites are not reflected in the counts because they provide their own meals to the children.

DISABILITY SERVICES

Some children enter the program with on IFSP or IEP already in place. For Other children, the program identifies concerns with a child's development while they are in the program. These children are referred to the local Part B or Part C agency for further evaluation.

Children in the 4C Head Start, Early Head Start (EHS), EHS-CCP, and EHS- Expansion programs have concerns identified in the following developmental domains: communication, physical, social-emotional and reasoning skills. After identifying a child development concern or delay, the program works to implement strategies to assist the child's growth and learning.

2023-24 Number of Children Enrolled with an IFSP or IEP	Head Start	Early Head Start	CCP	Expansion	Total
Children identified as Children with Disabilities IEP = Individualized Education Plan IFSP= Individualized Family Service Plan	46 IEPs	21 IFSPs 9 IEPs	9 IFSPs 2 IEPs	15 IFSPs 2 IEPs	104
Children with identified concerns (private services, not eligible for special services, undetermined)	275	143	121	98	637
Collaboration with new and existing community agencies and providers through MOUs					6 agencies

- Recruitment and referrals occur through collaborations with Part B, Part C IDEA partners.
- The program refers children identified with developmental concerns to Part C, Early Intervention or to Local Education Agency partners for further evaluation.
- Therapy services and classroom experiences are coordinated to meet individual children's needs.
- Children with identified disabilities and/or delays receive services in mainstream, inclusive classrooms.

MENTAL HEALTH SERVICES

At 4C HS/EHS, we are committed to supporting children who exhibit delays or challenges in social-emotional development or behavior. The goal of our Mental Health services team is to create and maintain a positive learning environment that fosters each child's development of self-esteem, secure relationships, emotional regulation, and the initiative to explore and learn. Throughout the year, agency staff and contracted professionals have received training to help identify children with mental health needs and implement strategies that promote positive social-emotional growth.

Child Screenings: Every child in the program receives an Ages and Stages Questionnaire (ASQ) screening within the first 45 days of enrollment. This process incorporates valuable input from parents. If concerns arise from the screening, our Inclusion Specialists often conduct in-person classroom observations to assess whether additional services or interventions may benefit the child.

Family Support: Parents can meet with an Inclusion Specialist if they have mental health concerns for any family member. Referrals to community providers and resources are available for concerns that require further support. Additionally, if the program becomes aware of a family experiencing a traumatic event, the Inclusion Specialist reaches out to offer extra support and resources during difficult times.

Support for Pregnant Women: Expectant mothers enrolled in the program receive support for both their physical and mental well-being. All mothers who give birth while in the program are screened for postpartum depression to ensure they receive the care and support they need during this critical time.

These efforts reflect our dedication to promoting mental health and well-being for both children and families in our program.

2023-24 Services Provided	Head Start	Early Head Start	CCP	Expansion	Total
Children and Families who received Mental Health supports	22 (5%)	6 (3%)	5 (2%)	1 (.61%)	34 (3%)
Pregnant women who received services for postpartum Mental Health intervention	N/A	1 (4%)	N/A	0	1 (2%)

ONGOING MONITORING AND CONTINUOUS QUALITY IMPROVEMENT

The 4C HS/EHS/CCP program is dedicated to maintaining compliance and driving continuous quality improvement through its Quality Assurance (QA) Team. This team ensures that the program adheres to national, state, and local regulations by utilizing monitoring and assessment tools within ChildPlus. Program data is regularly analyzed to identify trends, support communication across program areas, guide departmental and program planning, and enhance overall program performance.

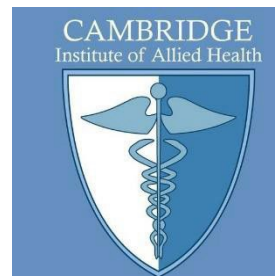
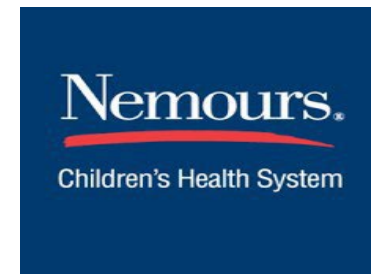
The program has integrated ongoing monitoring at multiple levels. By using ChildPlus To-Do Lists, Dashboards, and reports, Management, Specialists, and Family Advocates are able to track and monitor their respective areas. Additionally, the program prepares a monthly Director's Report to share key data with the Management team and Policy Council, highlighting strengths, areas for improvement, program trends, and updates on program goals. The Education team also reviews the Desired Results Developmental Profile (DRDP) data quarterly to ensure child outcomes are recorded and assessments are completed. This data drives decisions about curriculum, lesson planning, individual child goals, and the program's overall school readiness objectives.

In addition to program data monitoring, each service area and the QA Team conduct quarterly reviews of program sites and classrooms. Service areas provide monitoring results to the sites and implement follow-up actions to ensure corrections are made as needed. The QA Team also performs annual reviews, including playground audits, child and teacher file audits, contract monitoring, and the Office of Head Start Annual Screener reviews.

These comprehensive monitoring practices generate valuable data that informs strategic planning, goal evaluations, revisions, and the identification of training and professional development needs. By leveraging this data, the program continually strives for excellence and improvement in all areas.



WORKING WITH OUR SPONSORS



WORKING WITH OUR SPONSORS



School District of
OSCEOLA COUNTY
FLORIDA



Osceola County
Florida
"Honoring the past shaping the future."

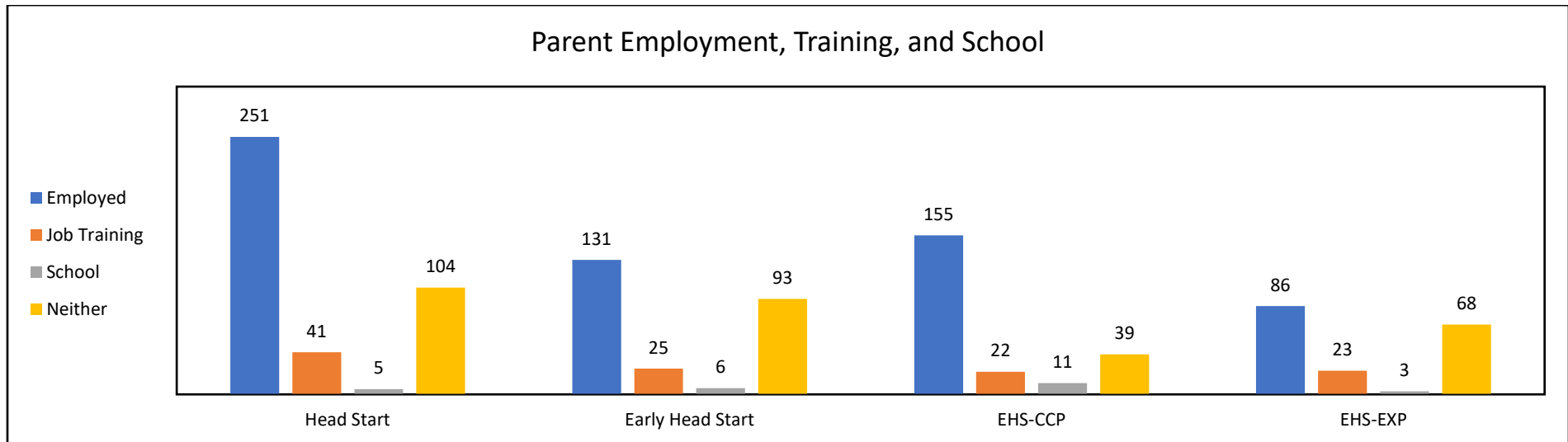
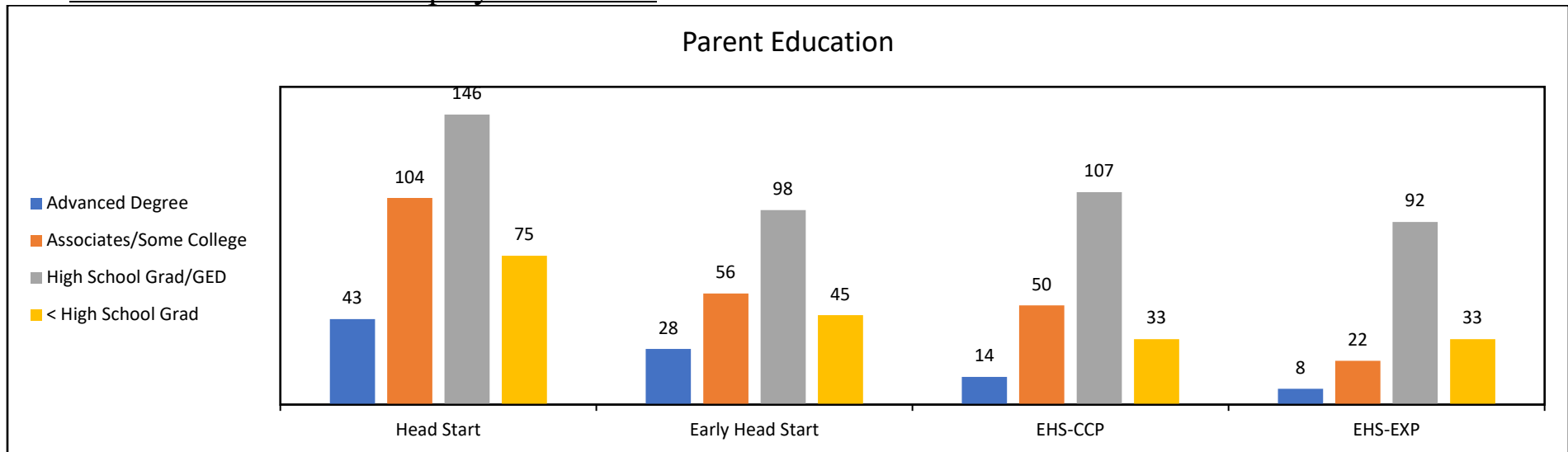


United States Department of Agriculture
Food and Nutrition Service

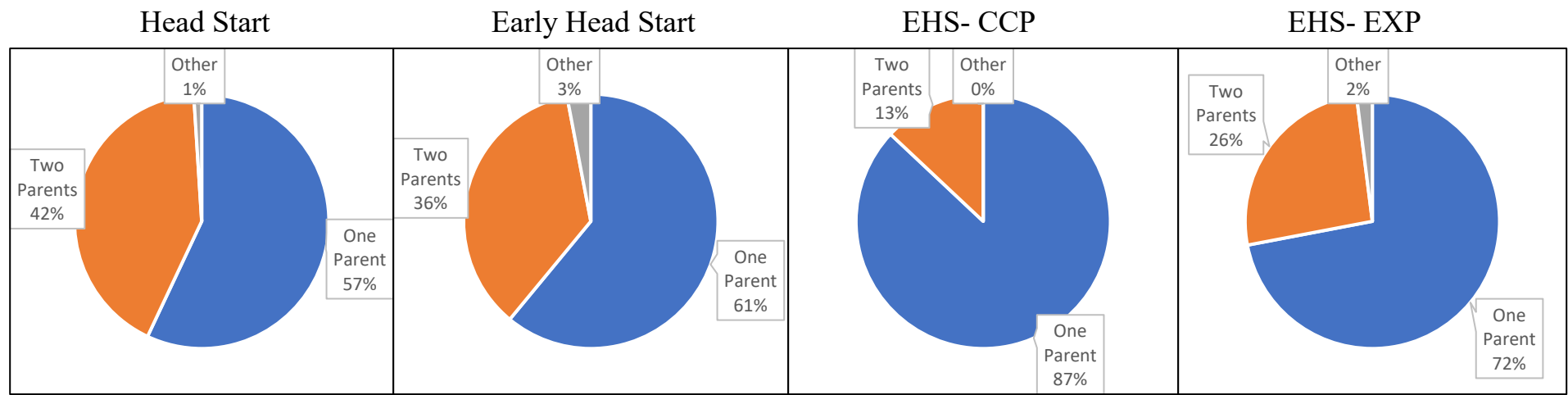


FAMILY AND COMMUNITY ENGAGEMENT

Parent Education and Employment Status



Family Dynamics: Two Parent vs. Single Parent Homes of Enrolled Children



EDUCATION AND DEVELOPMENTAL SERVICES

In our ongoing commitment to providing high-quality early childhood education, we have undertaken a significant transition in our educational services for both our Head Start (HS) and Early Head Start (EHS) programs. This transition involves moving from the Creative Curriculum to two new and tailored curricula: "Connect 4 Learning" for HS and "Frog Street" for EHS. The primary motivation behind this change is to enhance child engagement and bolster the Classroom Assessment Scoring System (CLASS) practices for teacher-child interactions.

We recognize that fostering active and meaningful engagement is essential for effective early childhood education. Connect 4 Learning for Head Start and Frog Street for Early Head Start are specifically designed to captivate children's interest, encourage exploration, and promote a love for learning. These curricula feature innovative, research-based, age-appropriate content and teaching strategies that make the learning experience more engaging and enjoyable for young minds.

The Classroom Assessment Scoring System (CLASS) is a crucial framework for assessing and improving teacher-child interactions. Both Connect 4 Learning and Frog Street align seamlessly with CLASS practices. They provide educators with the tools and resources needed to create nurturing, responsive, and stimulating classroom environments, which are fundamental to fostering children's social and academic development. We are committed to supporting our teaching staff in effectively implementing these new curricula. To ensure a seamless transition, we have invested in comprehensive teacher training and ongoing professional development opportunities. This investment in our educators is key to delivering the best possible educational experience to our children.

Our decision to transition to Connect 4 Learning and Frog Street is rooted in our commitment to continuous improvement. We are dedicated to monitoring the impact of these curricula on child outcomes and teacher practices, regularly seeking feedback from educators, families, and stakeholders, and making necessary adjustments to optimize the learning experience.

In the 2022-2023 program year, our program outcomes were influenced by our utilization of the Creative Curriculum and its accompanying assessment framework, Teaching Strategies Gold. In our ongoing pursuit of excellence and the quest for more precise data, we have made the strategic decision to transition to the Desired Results Developmental Profile (DRDP) assessment system.

Head Start

During Fall of 2022, 48% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. By the end of Spring 2023, 75% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. This shows a progression of 27% growth.

Child Care Partnerships (CCP)

During Fall of 2022, 78% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. By the end of Spring 2023, 85% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. This shows a progression of 7% growth.

Early Head Start

During Fall of 2022, 59% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. By the end of Spring 2023, 62% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. This shows a progression of 3% growth.

Expansion

During Fall of 2022, 72% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. By the end of Spring 2023, 74% of children were meeting widely held expectations in all educational domains: social emotional, physical, language, cognitive, literacy, and mathematics. This shows a progression of 2% growth.

The 4C HS/EHS program focuses on building trusting relationships, being sensitive to family cultural preferences, and bridging cultural gaps for both children and adults. Our learning environments are rich with cultural diversity and inviting atmospheres, where families are encouraged to share their experiences, heritage, and cultural background through implementation of books, print, clothing, food, and classroom activities. Posters, pictures, and classroom materials are labeled in the home language to be portrayed respectfully in the classroom. We provide many opportunities for our families to volunteer through classroom activities, family engagement, sharing stories, or assisting in the classroom.

Teachers individualize instruction based on children's individual needs, while assisting in building English language skills. We ensure on-going collaboration between families to help in each child's development by using curriculum, observation, assessment, and parent input to meet developmental goals and expectations. We are able to support proficiency in both children's home languages and English with the help of families and by having staff who are bilingual in different languages.

OUR ACCOMPLISHMENTS

Health and Nutrition

- The program has partnered with Liberty Dental and a local nurse to support children with receiving dental exams and lead tests.
- Our communication and relationship with Second Harvest Food Bank has given us the opportunity to consistently and effectively modify our meal delivery counts based on actual enrollment. This modification has allowed our program to reduce food waste and more accurately budget for the program's nutritional needs.
- The Nutrition team took a deep dive into our Emergency Food Policy and found that we had opportunities to save the program money in this area as well. The program modified this policy to reduce the full, 5-component shelf-stable meals kept on site to a variety of USDA compliant snacks that will hold the children over until the meal delivery arrives. The relationship with our caterer (Second Harvest Food Bank) has improved, allowing us to keep fewer emergency meals on site. Deliveries are made accurately and timely, and monthly meetings are held with the caterer to foster this relationship further.
- The Nutrition team took the Certified Lactation Counselor course and three (3) Nutrition Specialists received Lactation Counselor Certifications through the Academy of Lactation Policy and Practice. This credential enables us to provide extraordinary education to our breastfeeding families while encouraging them to come on site and feed their infants directly. In addition, this credential gives the Nutrition team the opportunity to educate the teaching staff as well.

ERSEA and Family Engagement

- The program has enhanced its use of ChildPlus to provide families with the opportunity to upload the required documents for eligibility and enrollment from the comfort of their home.
- The ERSEA team streamlined the enrollment process to allow families to receive services more quickly.
- The program has implemented the use of the Learning Genie app to communicate with families. Learning Genie allows teachers and Family Advocates to invite families to classroom activities, parent meetings, Policy Council meetings, and more. This app also provides the program with a place to document all of these events and track attendance for them.
- Staff and families have been trained on the use of Learning Genie for gathering in-kind. Teachers provide families with their weekly home connection activities in addition to the virtual books and activities that parents have access to through the app. Families complete activities with their children and document them in Learning Genie. The implementation of this app has supported the program's efforts to go paperless and has also increased the amount of in-kind collected from families.

Education and Inclusion

- The program has been highly focused on child outcomes data this year, particularly VPK outcomes in the Head Start program. We implemented a new curriculum in a small number of VPK classrooms and compared the outcomes of the classes with the

current curriculum to that of the classrooms with the new curricula. This data supported the program's decision to change curricula for the 2023-2024 program year.

- The Education team has completed training on the new curriculums for the 2023-2024 program year and trained teachers and at pre-service.
- The program has transitioned from Teaching Strategies to the DRDP child assessment tool. Education Specialists continue to support the implementation of this tool.

Ongoing Monitoring and Quality Assurance

- The Quality Assurance (QA) team added a QA Internal Monitoring Specialist position to the team. This position has additional data analysis, playground, and facility tasks. By adding this position, the team has increased its support to various departments within the program.
- The QA team streamlined the child file auditing process by separating the in-person and ChildPlus sections of the monitoring tool. This has significantly reduced the amount of time between the audit and the time a site is notified of corrections needed.
- The program added a DCF Violation report tool in Child Plus to efficiently document and monitor violations at both agency and subcontracted sites. The DCF monitoring takes place weekly and data is used to identify trends so that the QA team can provide further training and guidance to sites as needed.
- The program hosted a hybrid Pre-service Training for the 2022-23 school year which received excellent reviews from participants. Providing pre-service in a hybrid format was the program's first step in the transition back to in-person training after the COVID pandemic. In November, the program hosted a fully in-person In-Service Training which was also a success.
- A new process was developed for testing all sites for lead in building paint and water to ensure the safety of all children enrolled in the 4C HS/EHS programs. This process includes testing procedures for use prior to opening a new facility or classroom, and annual testing procedures to ensure ongoing child safety from lead.
- The QA and Facilities teams collaborated to update playgrounds at multiple sites. Playground updates included new fencing, shade structures, new surfacing and surfacing maintenance, and new playground equipment for those sites in need.

OPPORTUNITIES FOR GROWTH

- Working toward all programs becoming fully enrolled: HS/EHS/CCP
- Increase parent involvement in all programs Example: policy council (meeting quorum) and parent committee meetings. These opportunities increase family engagement for the families and children we serve
- Increase attendance for all children in the program
- Increase disability numbers for all programs
- Develop strategies for acquiring more In-kind or Non-Federal Share
- Develop strategies to have more presence in the communities that we serve.
- Continue to grow as a company with a culture that promotes collaboration, communication and leadership.



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