



2024-2025

Head Start/Early Head Start

ANNUAL REPORT



VISION

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

HEAD START/EARLY HEAD START MISSION

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

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

OUR SPONSORS



FOR MORE INFORMATION, VISIT WWW.4CFLOIDA.ORG

LETTER FROM LEADERSHIP

As we reflect on another year of meaningful progress for children and families across Orange, Osceola, and Seminole Counties, our dedicated teams remained steadfast in advancing 4C's mission: to be a community leader in providing high-quality services that improve the lives of children and families.

Guided by the shared governance of our Board of Directors and Head Start Policy Council, we continue to build a program rooted in collaboration, accountability, and measurable community impact.

This year, we served more than 1,000 children and families, the majority of whom live at or below the federal poverty level. Our work reached families experiencing homelessness and foster care, ensuring that every child—regardless of circumstance—had access to safe, inclusive, and nurturing learning environments.

Nearly every enrolled child maintained continuous access to health insurance and medical care, and more than 124,000 nutritious meals were served across our directly operated sites.

Our commitment to education and inclusion continued to strengthen. With the full implementation of Connect4Learning and Frog Street curricula, we achieved measurable gains in school readiness and sustained Cognia Accreditation, affirming our dedication to quality and continuous improvement. Teachers benefited from enhanced professional development, and our classrooms reflected higher CLASS scores in Emotional Support and Classroom Organization.

Family partnership remained central to our mission. We deepened engagement through ongoing parent meetings, leadership opportunities, and collaboration with community programs such as OTTER and Foster Grandparents. These partnerships not only enrich our classrooms but also strengthen families' confidence as their child's first and most important teacher.

Operationally, our teams advanced quality assurance, fiscal accountability, and facility improvements—implementing stronger digital collaboration tools, expanding training systems, and refining data-driven decision-making. Together, these efforts position 4C to meet evolving community needs with both compassion and rigor.

Looking ahead, we remain focused on expanding family engagement, sustaining full enrollment, and elevating instructional quality. Our vision is unchanged: that every child we serve will be healthy, ready to learn, and positioned for lifelong success.

With gratitude for our families, staff, partners, and funders—thank you for your continued trust and support.



Cindy Metz
Head Start / Early Head Start Director



Patricia Frank, MBA, CPA
President and Chief Executive Officer



PROGRAM HIGHLIGHTS

INCOME AND FAMILY SUPPORT

87 percent of enrolled families lived at or below the federal poverty level, and **1,084 families** received public assistance to meet essential needs.

FOSTER CARE AND HOMELESSNESS

Six enrolled children were in foster care, and **134 families** experienced homelessness during the program year.

HEALTH AND NUTRITION

Nearly **99 percent of children** maintained continuous health coverage, and **more than 124,000** nutritious meals reinforced lifelong healthy habits.

DISABILITY AND INCLUSION

113 children received disability services, surpassing the federal 10 percent requirement. An additional **115** were monitored for developmental concerns, and **27 families** received targeted mental health and inclusion support.

FAMILY AND COMMUNITY ENGAGEMENT

Fifteen percent of families identified specific needs at enrollment and were connected with housing, education, and parenting resources—underscoring our belief that parents and caregivers are a child's first and most important teachers.

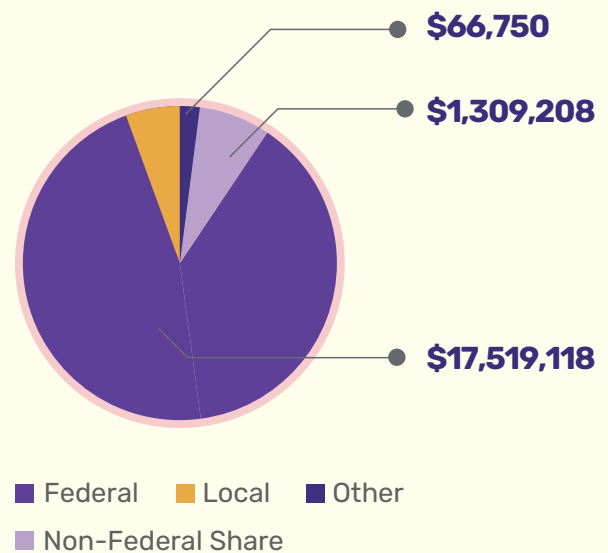


REVENUE & EXPENSES

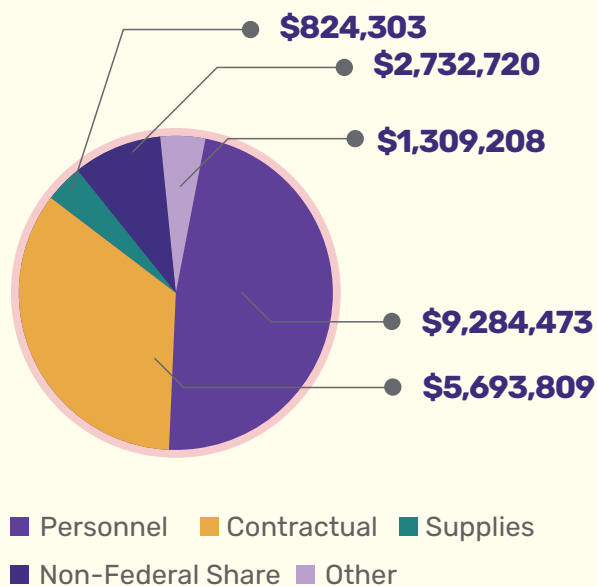
During the 2024–2025 program year, 4C’s Head Start and Early Head Start programs maintained strong fiscal health and compliance across all funding streams. Total program revenue reached \$17.5 million, primarily supported by federal grant funding, supplemented by local and non-federal share contributions.

4C’s financial audit meets the GAAP and Uniform Guidance requirements of its federal grant sources, including Head Start. 4C is considered a low-risk auditee and received an unmodified (Clean) opinion on the consolidated financial statements of 4C, Inc for the year ended 12/31/2024. This outcome is a direct reflection of strong internal controls. It signifies that the company’s internal systems—such as those for handling cash, accruing employee time, and ensuring transactions are recorded in the proper period—are designed and operating effectively. This assurance is crucial for building trust with Federal, State and Local funders.

2024 - 2025 REVENUE



2024 - 2025 EXPENDITURES



RESULTS OF FOCUS AREA 1 (FA1)

The program also successfully completed the Head Start Focus Area 1 (FA1) monitoring review, demonstrating strong performance across all service areas.

Reviewers commended 4C's comprehensive systems and effective practices supporting children and families.

The only noted area for improvement involved the timeliness of documenting health information in ChildPlus, which has since been addressed through enhanced staff training and data entry procedures.



ENROLLMENT & ELIGIBILITY

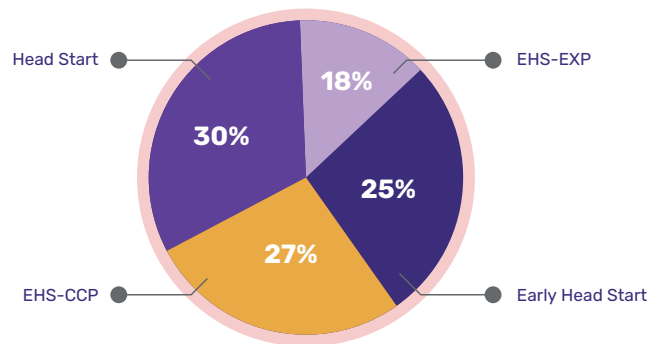
During the 2024–2025 program year, 4C’s Head Start, Early Head Start, and partnership programs served a cumulative enrollment of 1,084 children and expectant families across Central Florida. Enrollment remained strong across all program models, with the majority of families qualifying through public assistance or federal poverty guidelines, demonstrating continued success in reaching those most in need.

Children represented a diverse range of ages, ethnicities, and languages, with English and Spanish as the most common home languages. Notably, more than 10 percent of enrolled children had an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), exceeding federal inclusion requirements and underscoring the program’s commitment to equitable access for all children and families.

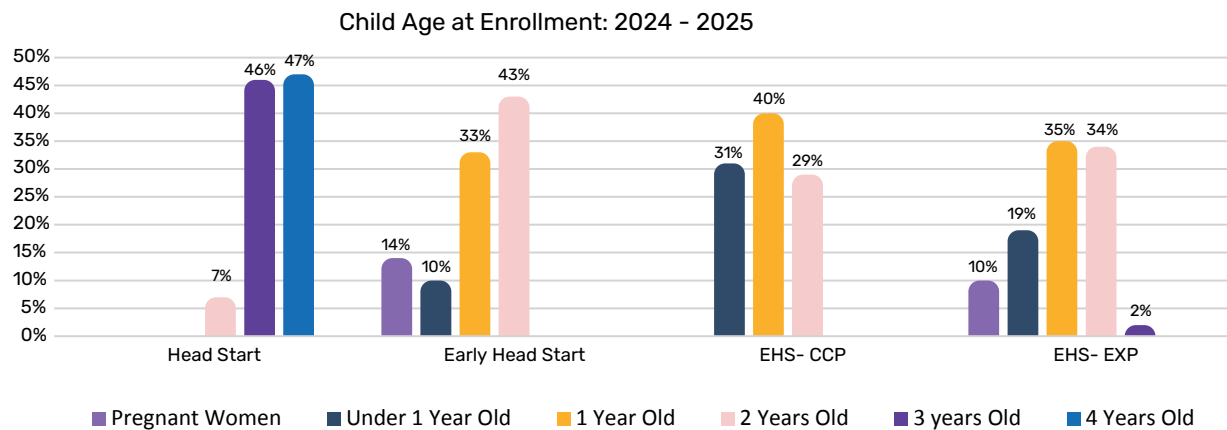


ENROLLMENT AND ELIGIBILITY STATISTICS

Cumulative Enrollment: 1,085



Enrollment by Age

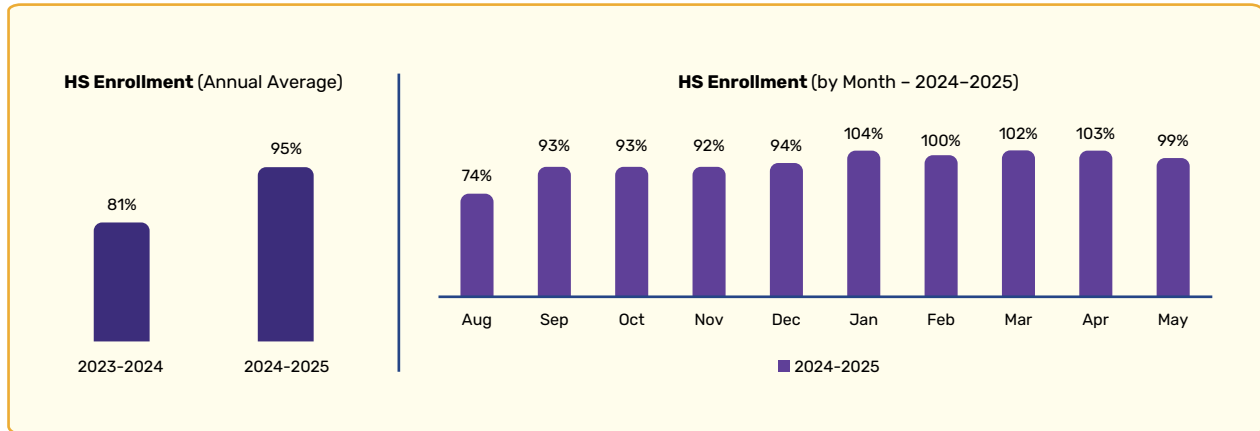


ENROLLMENT

2024–2025 Program Year

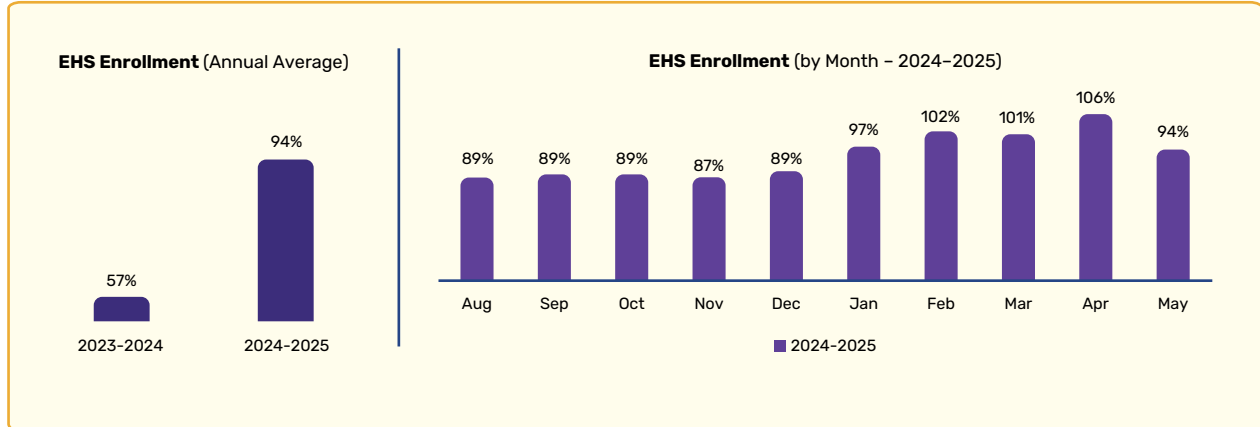
Note: Head Start requires all programs to meet a minimum of 97 percent enrollment each month.

HEAD START



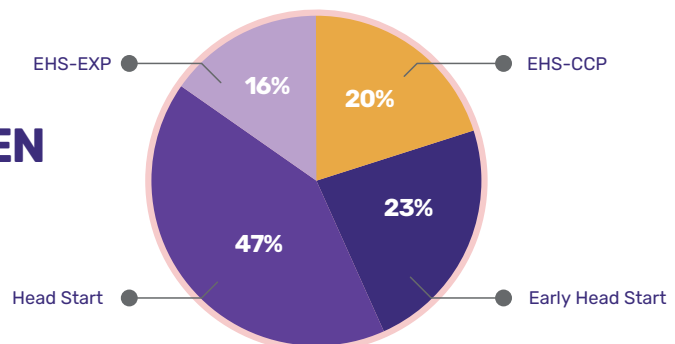
Head Start Preschool enrollment ranged from **73 percent to 86 percent during the 2023–2024** program year and **74 percent to 104 percent during the 2024–2025** program year with a significant increase from August–September 2024.

EARLY HEAD START



Early Head Start enrollment ranged from **50 percent to 63 percent during the 2023–2024** program year and **87 percent to 106 percent during the 2024–2025** program year.

ENROLLMENT OF CHILDREN WITH AN IFSP OR IEP

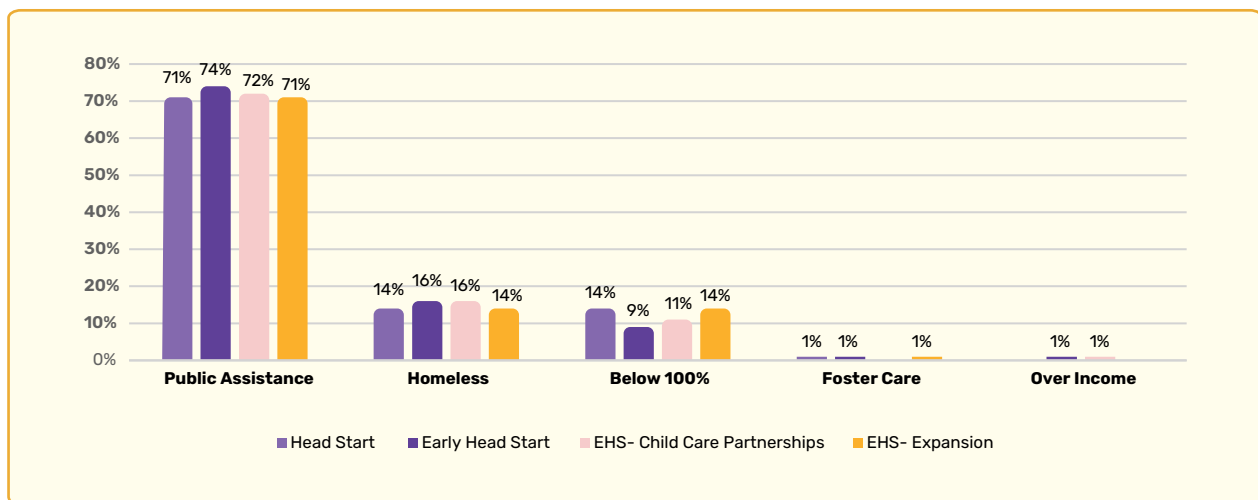




FAMILY INCOME ELIGIBILITY

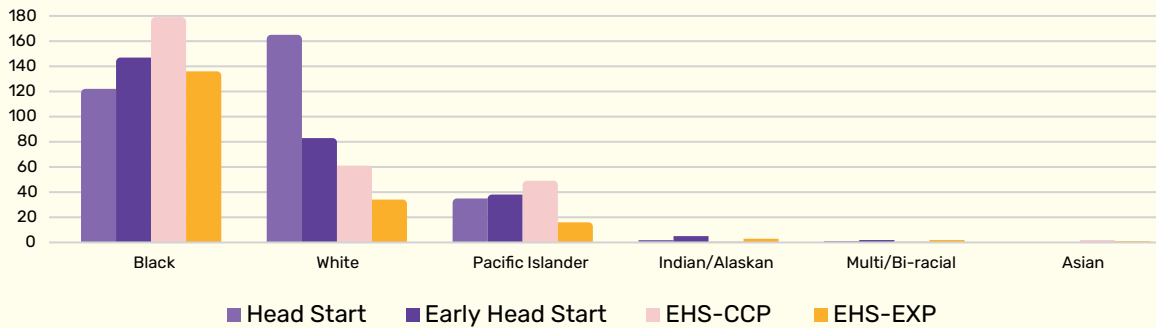
The charts below illustrate the income eligibility breakdown for families enrolled in the 4C Head Start programs across all service models. Most enrolled families qualify through Public Assistance or meet the federal poverty guidelines, demonstrating the program's continued success in reaching children and families most in need of comprehensive early education services.

FAMILY ELIGIBILITY 2024 - 2025



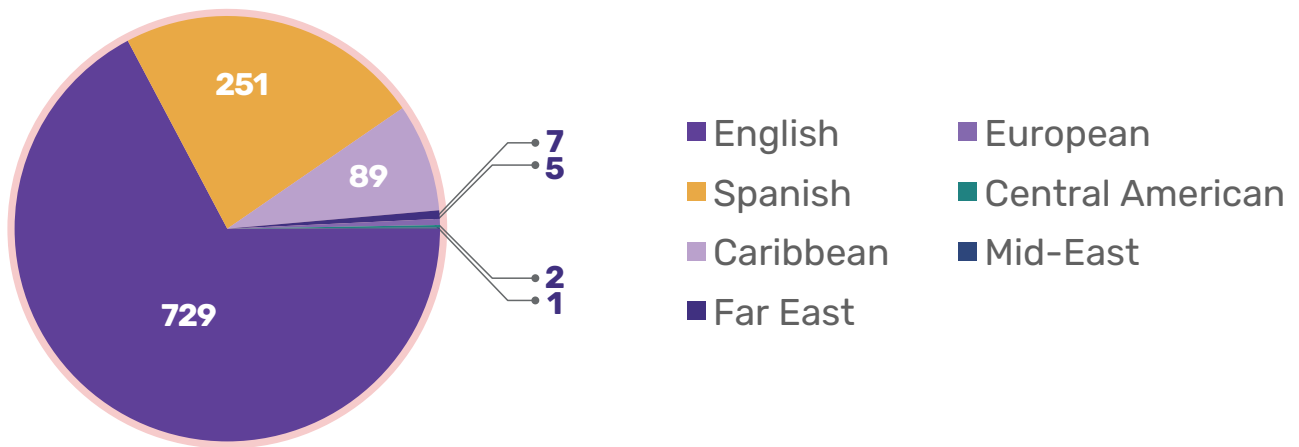
FAMILY DEMOGRAPHICS

PARTICIPANT ETHNICITY 2024 - 2025

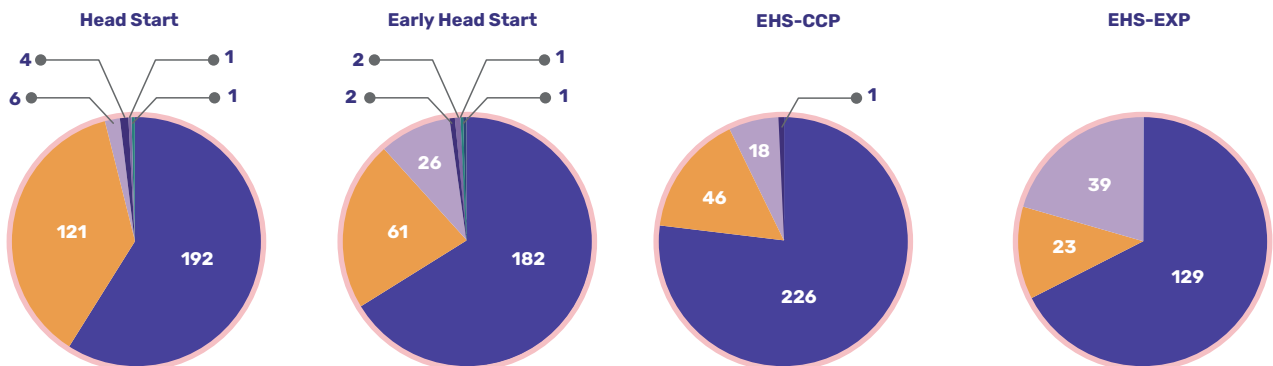


PARTICIPANT LANGUAGES:

All Programs 2024 - 2025



By Program 2024-2025





COMPREHENSIVE SERVICES

The 4C Head Start and Early Head Start programs provide comprehensive health, nutrition, and wellness services designed to ensure every child enters school healthy, safe, and ready to learn. Following state and federal guidelines, all enrolled children receive required screenings in oral health, lead, hearing, vision, and blood pressure. Nearly all children maintained continuous access to health insurance, a medical home, and a dental home throughout the program year, reflecting strong collaboration with local providers and families.

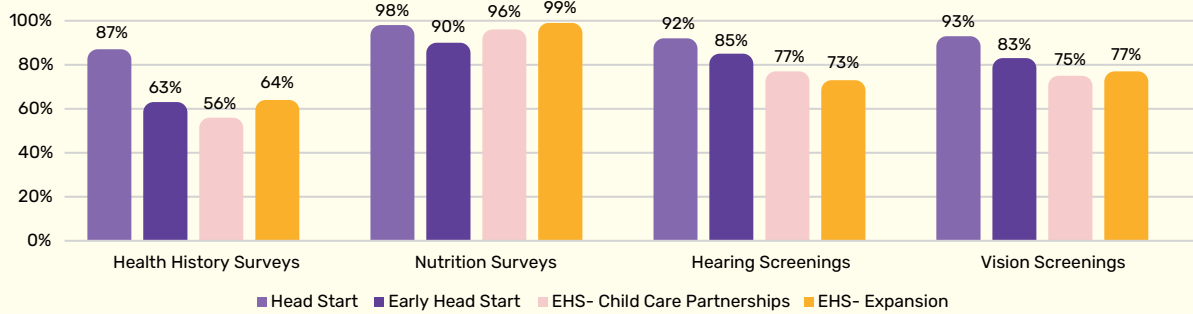
Nutrition remained a cornerstone of the program's approach to child well-being. Through partnerships with the Child Care Food Program and Second Harvest Food Bank, more than 124,000 balanced meals and snacks were provided across directly operated sites. Menus emphasized whole grains, fruits, vegetables, and lean proteins, while accommodating allergies, intolerances, and cultural preferences. Nutrition Specialists and Certified Lactation Counselors supported families through breastfeeding education, formula access, and individualized meal planning—all reinforcing healthy habits that extend beyond the classroom.

The program's commitment to early identification and inclusion ensured that all children received appropriate developmental and disability services. During 2024–2025, 113 children received services through an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), surpassing the federal requirement that at least 10 percent of enrolled children be identified with disabilities. Families, teachers, and community partners worked together to implement targeted strategies that support each child's individual growth and success.

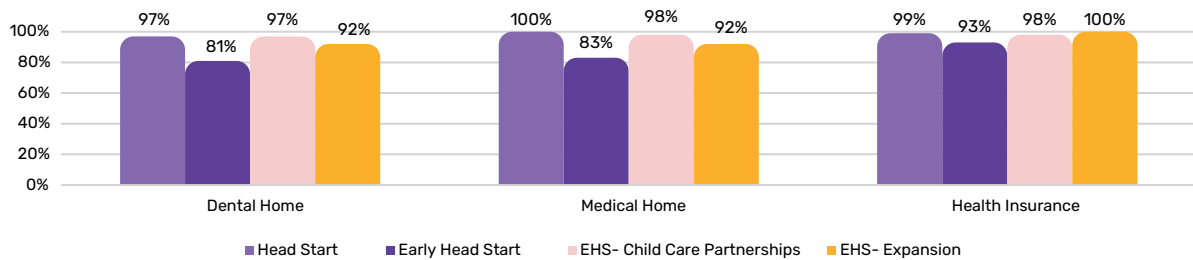
Mental health services remained integral to supporting the social and emotional development of children and families. All children received developmental and behavioral screenings within 45 days of enrollment, with follow-up observations and referrals provided as needed. Families were offered consultation and support through Inclusion Specialists, and pregnant women enrolled in the program received both prenatal and postpartum mental health screenings. These efforts reinforced 4C's trauma-informed approach and its ongoing commitment to whole-family well-being.

Through these integrated services, 4C continues to promote a holistic model of care that links health, nutrition, inclusion, and emotional wellness—ensuring that every child has the foundation needed for lifelong success.

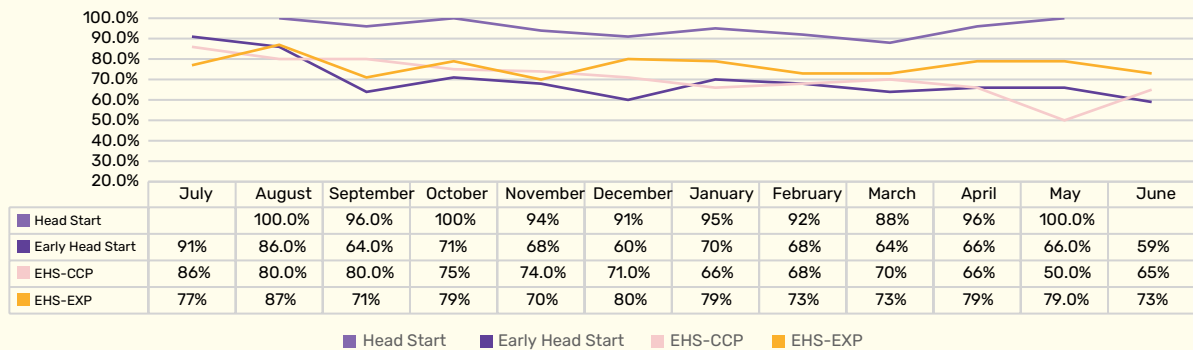
45-Day Requirements for Health Services: 2024-2025



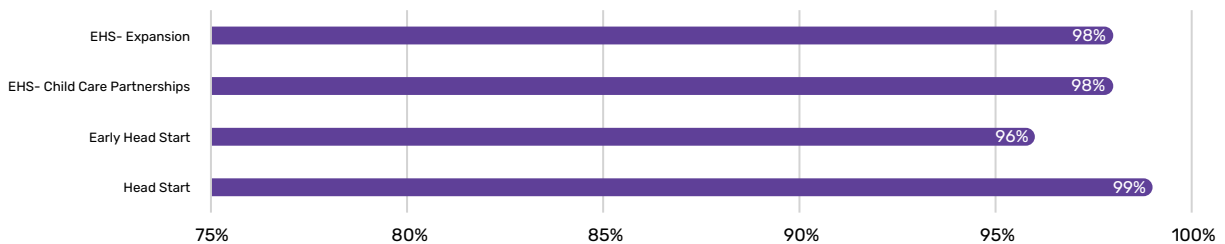
Health Insurance, Medical Home & Dental Home Health Services: 2024-2025



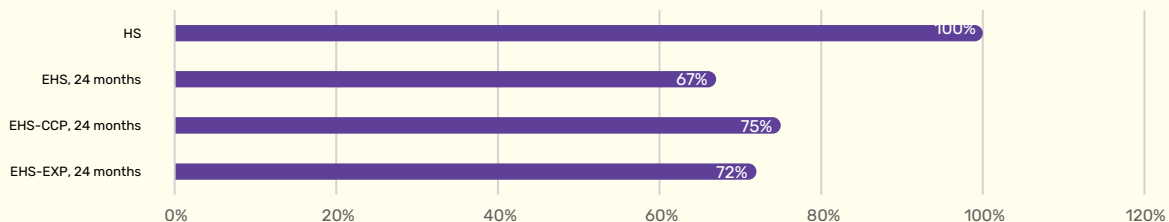
Physical Exams and Well Child Checks: 2024-2025



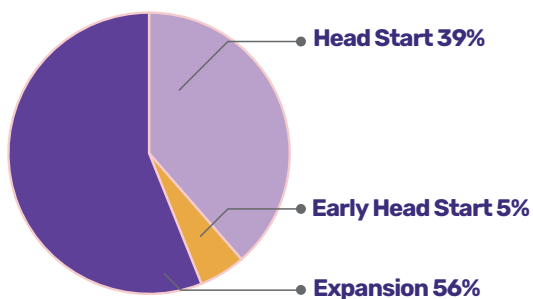
Immunizations: 2024 - 2025



Oral Exams 2024 - 2025



Meals Provided and Consumed



Head Start	Early Head Start	Expansion
47,503	6,560	69,018

These numbers reflect directly operated sites only. Head Start, Early Head Start, and CCP/EHS contracted sites provide their own meals to the children.

Health & Nutrition Services

The 4C Head Start, Early Head Start, and Early Head Start–Child Care Partnership (HS/EHS/CCP) program remains committed to ensuring that every child receives comprehensive health care in accordance with state and federal guidelines. Services include oral, lead, hearing, vision, and blood pressure screenings—key components in supporting each child’s healthy development and school readiness.

With the slot reduction that took place at the beginning of the 2024–2025 program year, the program restructured its service areas by combining the Health and Nutrition teams under a single leader. Combining the Health and Nutrition teams enhances collaboration and efficiency by aligning two closely related service areas under unified leadership. This integration promotes a more holistic approach to child well-being, streamlines communication, and strengthens the program’s ability to meet Head Start health and nutrition standards.

Physicals

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.





Growth Assessments *(Head Start Preschool Students Only)*

OVERVIEW

Following the USDA Child and Adult Care Food Program (CACFP) meal pattern guidelines ensures balanced, nutrient-rich meals supporting optimal growth and development.

KEY NUTRITION FOCUS

- Whole grains
- Lean proteins
- Fruits & vegetables
- Low-fat dairy

HEALTHY OUTCOMES

- Healthy decrease in BMI – 88
- Moved to healthy weight category – 24

DISABILITY SERVICES

- Individualized Support
- Some children enter with IFSP or IEP
- Others are identified after enrollment through ongoing screenings and observations

IMPACT

Structured, evidence-based nutrition and meal planning help children build lifelong healthy habits and achieve better physical well-being

EARLY IDENTIFICATION

Prompt referrals made to local Part B or Part C agencies for evaluation and support

INCLUSION

- Applies to all program types
 - Head Start
 - Early Head Start (EHS)
 - Early Head Start – Child Care
 - Partnership (EHS-CCP)
 - Early Head Start – Expansion
- Families and specialists partner to create targeted strategies that promote growth inclusion and success for every child.
- Key components of our approach include:
 - Collaborative Recruitment and Referrals – Recruitment and referrals are strengthened

through partnerships with local Part B and Part C IDEA agencies.

- Timely Evaluation: Children identified with developmental concerns are referred to Early Intervention (Part C) or Local Education Agency (Part B) partners for comprehensive evaluation and support services
- Coordinated Services: Therapy services and classroom experiences are aligned to address each child's individualized goals and developmental needs.
- Meeting Federal Requirements: All four program grants met or exceeded the federal requirement to serve at least 10% of enrolled children with a diagnosed disability.

MENTAL HEALTH SERVICES



Supporting children’s social and emotional well-being is central to 4C’s mission. All enrolled children receive developmental and behavioral screenings within 45 days of enrollment, with follow-up observation and family consultation as needed. Inclusion Specialists and contracted professionals provide guidance, classroom strategies, and referrals for additional services when concerns arise. Pregnant women also receive prenatal and postpartum mental-health screenings. Through trauma-informed practices and family partnerships, 4C helps children build confidence, resilience, and the skills needed for lifelong learning success.

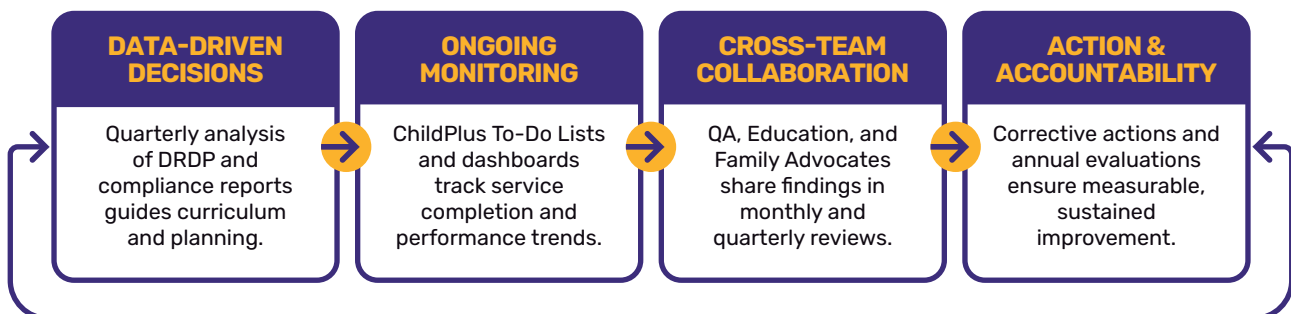
- **34 children and families** received targeted mental-health supports
- **One expectant mother** received postpartum mental-health intervention
- **100 percent of children** screened using the Ages & Stages Questionnaire within 45 days
- **Comprehensive inclusion support** through classroom observations + family consultation
- **Trauma-informed care** embedded in every classroom

These comprehensive efforts demonstrate our commitment to promoting mental wellness for all children and families.

2024 - 25 Services Provided	Head Start	Early Head Start	CCP	Expansion	Total
Children and Families who received Mental Health supports	21 (6%)	14 (7%)	5 (2%)	0	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

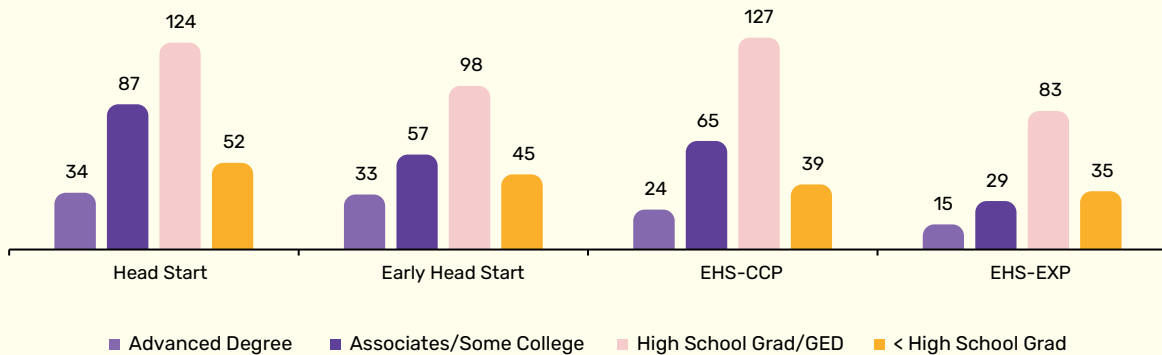
Quality and accountability are woven into every aspect of 4C’s Head Start operations. Through ongoing monitoring, data analysis, and cross-departmental collaboration, teams ensure compliance with federal, state, and local standards. ChildPlus dashboards, director reports, and site reviews guide decisions that improve curriculum, health, and family services. Regular quality-assurance reviews and annual evaluations drive continuous improvement—ensuring that every child and family receives the highest level of service and support.



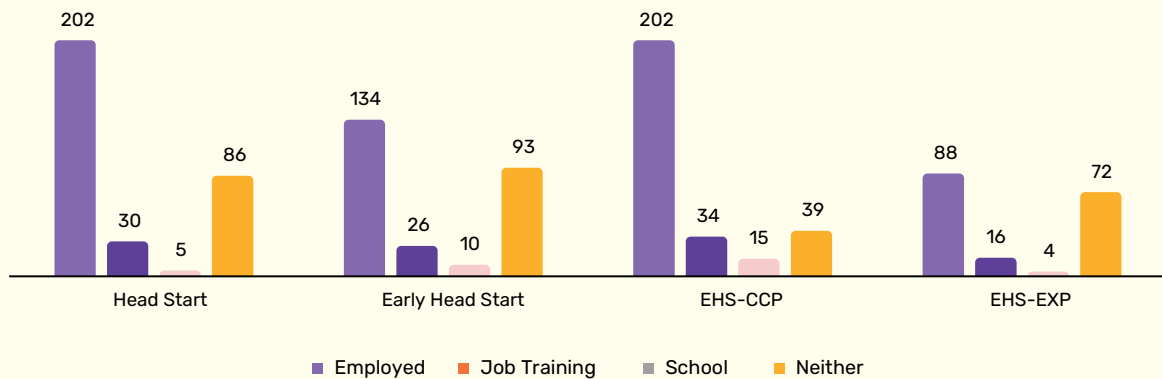
FAMILY AND COMMUNITY ENGAGEMENT

PARENT EDUCATION AND EMPLOYMENT STATUS

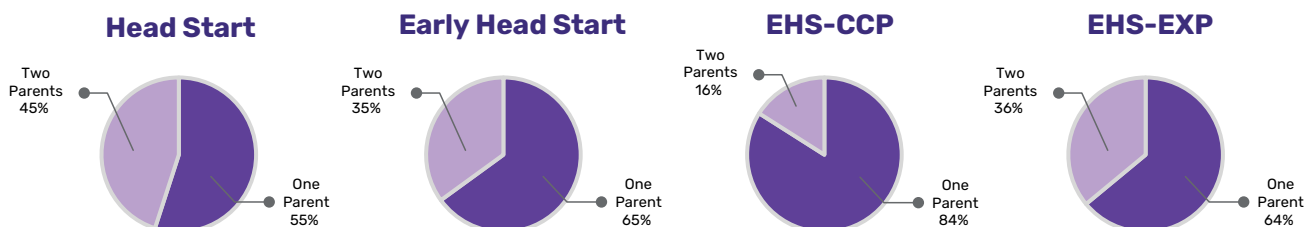
Parent Education



Parent Employment, Training, and School

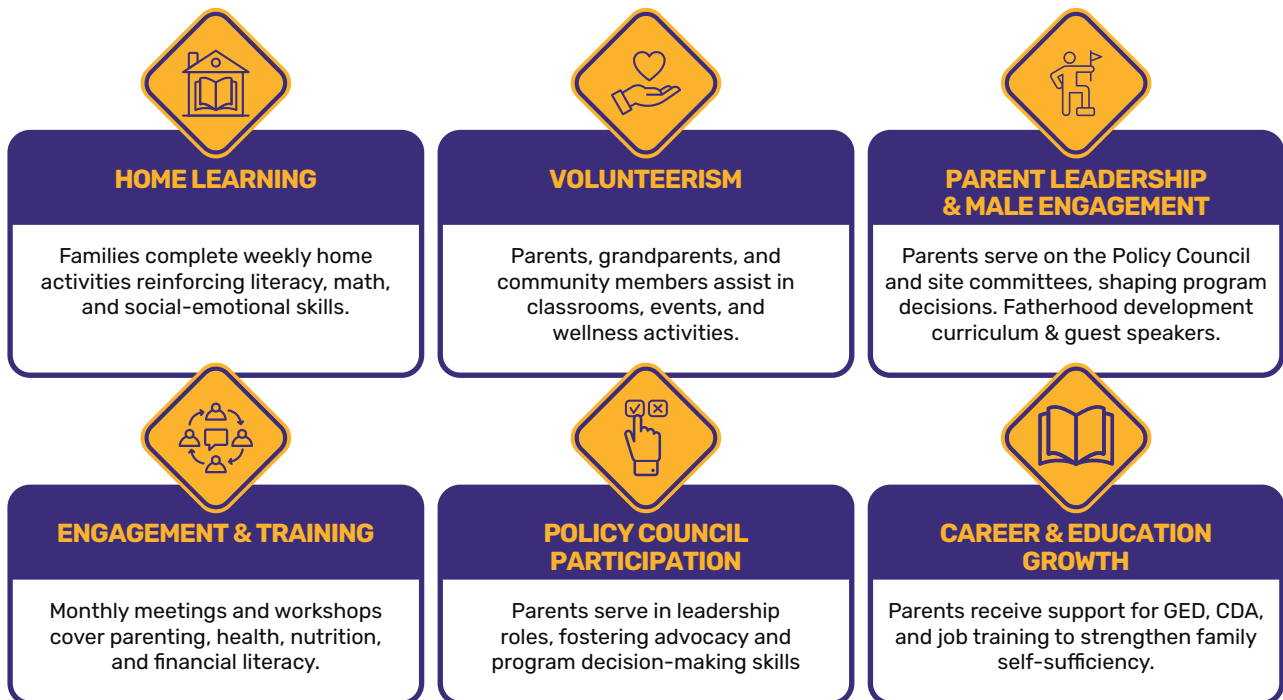


Family Dynamics: Two Parent vs. Single Parent Homes of Enrolled Children



PARENT INVOLVEMENT & FAMILY LEADERSHIP

Parents and caregivers are at the heart of 4C Head Start. Families are deeply involved in shaping their child's learning—both at home and in the classroom—through leadership roles, volunteerism, and ongoing training. From family learning projects to Policy Council participation, parents gain the tools, confidence, and support to be active partners in their child's education. Through collaboration, career development, and community engagement, 4C continues to strengthen families and nurture the next generation of leaders.



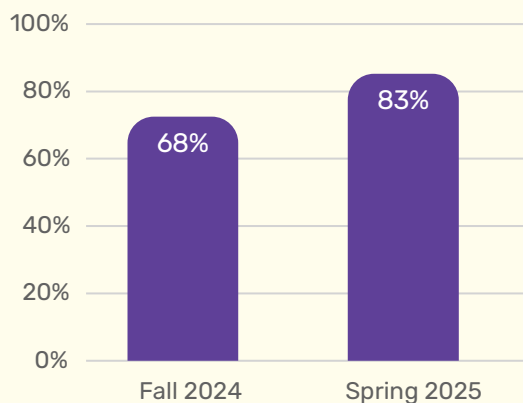
EDUCATIONAL AND SCHOOL READINESS

The 4C Head Start and Early Head Start programs deliver high-quality, research-based early learning experiences that prepare children for school and life success. Using the Connect4Learning (C4L) curriculum for preschool and Frog Street for infants and toddlers, teachers foster growth across all developmental domains—language, literacy, math, social-emotional, and cognitive.

Comprehensive child assessments and data from the Desired Results Developmental Profile (DRDP) inform instruction and guide individualized goals. Continuous coaching and professional development help teachers create inclusive, culturally responsive classrooms that celebrate diversity and family participation.

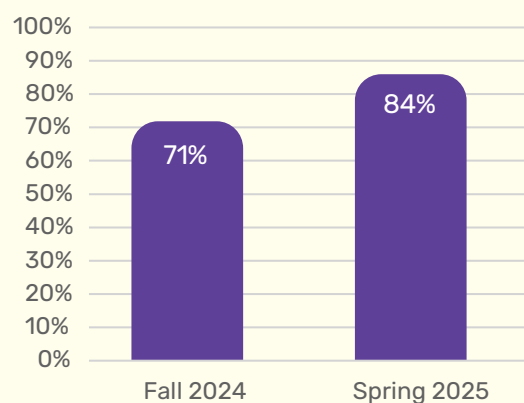
In 2024–2025, program data showed steady learning gains across all domains, with significant growth in social-emotional development, literacy, and mathematics—reflecting the strength of our curriculum, training, and classroom engagement strategies.

Head Start Widely Held Expectations



During Fall 2024, 68 percent of children met widely held expectations across all educational domains: social-emotional, physical, language, cognitive, literacy, and mathematics. By Spring 2025, this increased to 83 percent, representing a 15 percent growth.

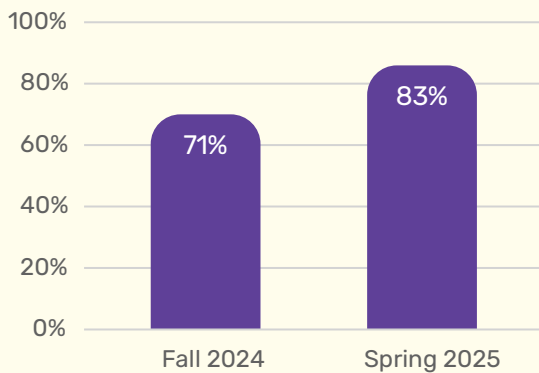
CCP Widely Held Expectation



During Fall of 2024, 71 percent of children were meeting widely held expectations in all educational domains: social-emotional, physical, language, cognitive, literacy, and mathematics. By the end of Spring 2025, 84 percent of children were meeting these expectations across all domains. This indicates a 12 percent growth in progress.

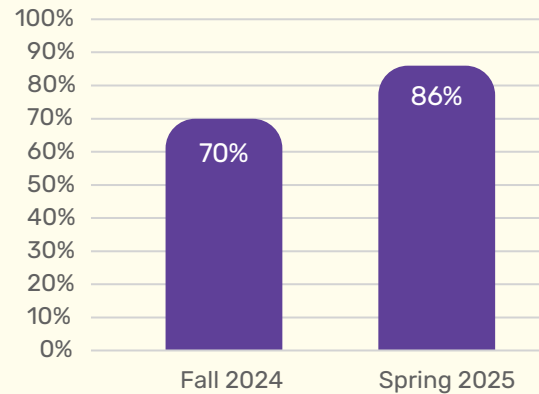


Early Head Start



During Fall of 2024, 71 percent of children were meeting widely held expectations in all educational domains: social-emotional, physical, language, cognitive, literacy, and mathematics. By the end of spring 2025, 83 percent of children were meeting these expectations across all domains. This indicates a 12 percent increase.

Expansion



During Fall of 2024, 70 percent of children were meeting widely held expectations in all educational domains: social-emotional, physical, language, cognitive, literacy, and mathematics. By the end of spring 2025, 86 percent of children were meeting expectations in these areas. This reflects a 16 percent improvement.

+15%

Approaches to Learning

(focus, persistence, self-regulation)

+13–16%

Improvement in Language & Literacy

(vocabulary, story recall, early writing)

+14–15%

Gains in Cognition & Mathematics

(problem solving, number sense)

+15%

Increase in Scientific Reasoning

(curiosity, exploration)

+14–15%

Improvement in Motor & Physical Development

(coordination, self-care)



Data Interpretation Notes

Why Some Domains Have a Range (e.g., +13–16%)

– A range is used when growth varies across subdomains within the same focus area. For example, within Social & Emotional Development, peer relationships may have increased by 13%, while confidence indicators grew by 16%.

Why Some Domains Have a Set Percentage (e.g., +15%)

– A single percentage is used when progress across indicators is consistent or when the domain measures a unified skill area (such as curiosity and engagement in Scientific Reasoning).

In summary, ranges reflect diverse growth rates across related skills, while single percentages indicate steady and uniform progress.

CLASS OBSERVATION RESULTS

CLASS observations assess the quality of teacher–child interactions across three domains: Emotional Support, Classroom Organization, and Instructional Support. During 2024–2025, both 4C Direct and Partner-operated programs performed within or above national averages, reflecting nurturing relationships, well-managed classrooms, and effective teaching strategies. Results show continued strength in Emotional Support and Classroom Organization, with targeted efforts underway to further enhance Instructional Support.

DOMAIN		4C DIRECT	4C PARTNERSHIPS	NATIONAL AVERAGE
Emotional Support	Above national average across both program types, reflecting warm, responsive teacher–child interactions.	5.95	6.83	6.0
Classroom Organization	Consistently strong, showing effective classroom management and smooth daily routines.	5.50	5.90	5.8
Instructional Support	Meets or exceeds national benchmarks, with continued focus on strengthening higher-order thinking and concept development.	3.09	3.02	3.0

During the 2024–2025 program year, the 4C directly operated Head Start programs achieved the following cumulative CLASS domain scores:



These results demonstrate that the program continues to provide high-quality teacher–child interactions that foster positive social–emotional climates and well-managed learning environments.

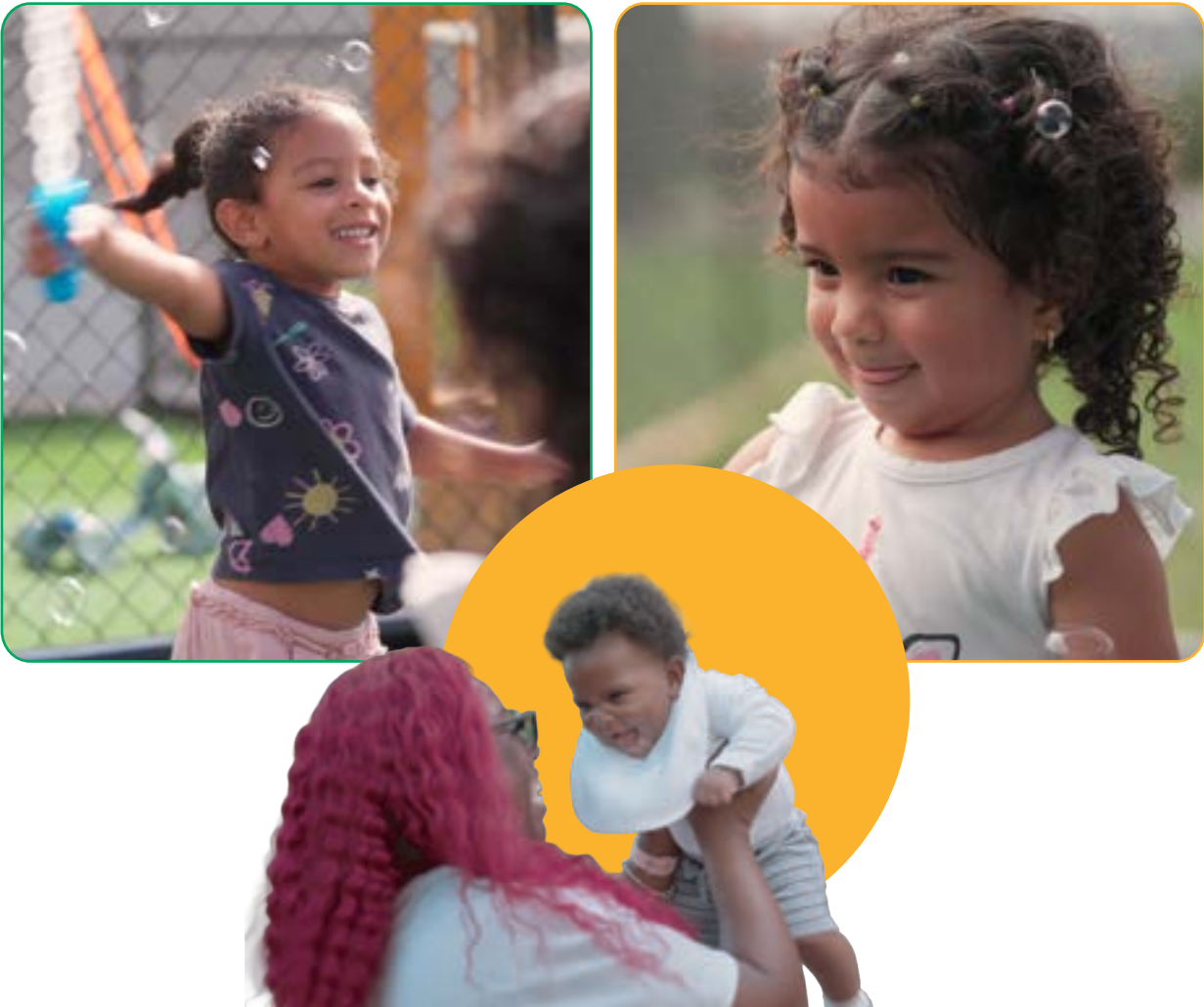
When compared to the most recent national CLASS averages reported by the Office of Head Start (Emotional Support ≈ 6.0, Classroom Organization ≈ 5.8, Instructional Support ≈ 3.0), the program’s scores fall within the national range across all domains. Emotional and Organizational Support domains remain above the OHS quality thresholds (4.0 and 3.0 respectively), and Instructional Support exceeds the OHS minimum threshold of 2.3.

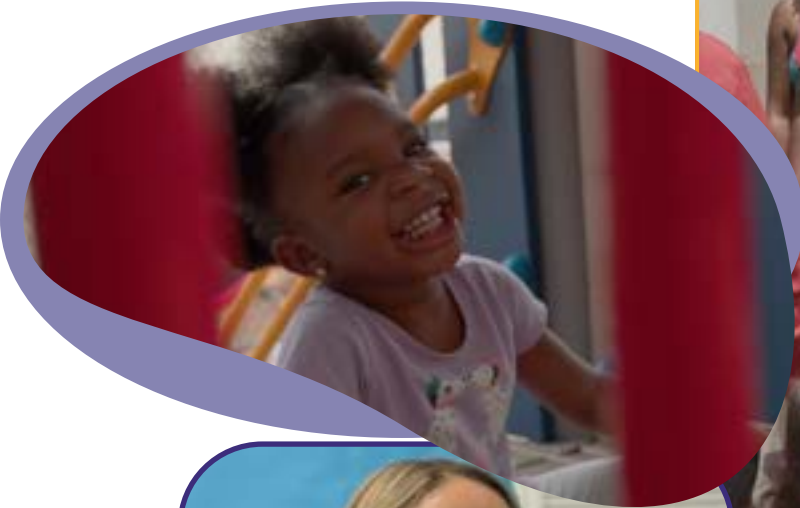
4C Head Start Partnerships program achieved the following cumulative CLASS domain scores:



These scores reflect strong, positive teacher–child interactions and a highly supportive learning environment.

When compared with the most recent national CLASS averages reported by the Office of Head Start (Emotional Support ≈ 6.0, Classroom Organization ≈ 5.8, Instructional Support ≈ 3.0), the program’s results exceed national averages across all domains. Emotional Support is notably strong, demonstrating that teachers consistently build warm, responsive, and respectful relationships with children. Classroom Organization remains above the national mean, reflecting effective classroom management and smooth daily routines. Instructional Support meets the national average and exceeds the OHS minimum threshold of 2.3, indicating continued growth in the quality of instructional interactions.





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. We are proud advocates of our Head Start model in which every child, regardless of circumstances at birth, can reach their full potential! Our programs provided 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.

BOARD MEMBERS



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Care Services



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Brain Mechanics Corp



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Michael Bosillo
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- Yanna Colston
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Contact Information



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www.4cFlorida.org