

**FAMILY GUIDANCE CENTER  
OF ALABAMA, INC.**



**HEAD START / EARLY HEAD START  
ANNUAL REPORT 2022-2023**

# TABLE OF CONTENTS

Who We Are _____	3
Governing Bodies _____	4
Program Overview _____	5
Enrollment _____	6
Family Demographics _____	7
Community Partnerships _____	8
Health and Well-Being _____	9
Parent and Family Involvement _____	11
Transitions _____	12
School Readiness Outcomes _____	13
Classroom Assessment System (CLASS) Scores _____	15
Audits, Monitoring & Assessments _____	16

# WHO WE ARE

## Family Guidance Center (FGC)

Family Guidance Center of Alabama (FGC) is a non-profit social service agency that has been meeting the needs of Alabama families for over 60 years. We have a myriad of programs focused on every aspect of the family and we provide services in all 67 counties in Alabama.

## Head Start / Early Head Start Program

In 2019, FGC was awarded its first Head Start grant, serving Autauga, Chilton, Elmore and Shelby counties. We currently provide quality early childhood education and family support services in the Alabama cities of Calera, Columbiana, Clanton, Jemison, Prattville, Millbrook, Wetumpka and Tallassee.



## Mission

Family Guidance Center Head Start/Early Head Start is dedicated to strengthening families through partnering with families, organizations and communities and through the provision of an accessible comprehensive system of coordinated programs and services designed to enable people of all ages in Alabama to envision and achieve their goals.

## Core Values





























- ❖ Supportive Learning Environment
- ❖ Many Cultures
- ❖ Empowerment of Families
- ❖ Comprehensive Vision of Health
- ❖ Individual's Development
- ❖ Treated as an Individual
- ❖ Relationships with the larger community
- ❖ Continuum of Care

*Supporting children's growth through positive learning environments.*

# GOVERNING BODIES

## FGC Board of Directors

FGC's Board of Directors is made up of 30 individuals that reflects the community it represents. The Board of Directors is instrumental to program operations as it is legally responsible for administering and overseeing the agency/programs including safeguarding federal funds, adoption of governance practices, and ensuring compliance with federal, state and local laws and regulations.

 Anthony Davis	 Hunter Beck	 Laura Hicks
 Ce Anderson	 John David Lambert	 Libby Bryan
 Charles "Chase" Hardy Jr.	 Jon Chancey	 Mark Snead
 Donna Beisel	 Josie Hardy	 Melissa Neely
 Dr. Brooke Burks	 Joy Blondheim	 Ray Bly
 Dr. Gilbert Duenas	 Judge Adrian Johnson	 Roger Teel
 Dr. Kemeche Green	 Kathleen Griswell	 Ryan Donaldson
 Dr. Shelly Bowden	 Katie Beth McCarthy	 Sandra Lewis, P.C.
 Dr. Susan Dubose	 Kelly McGhee	
 Hannah Spann	 Latonda Paymon	

## HS/EHS Policy Council

The Policy Council is made up of Head Start and Early Head Start parents and community members who lead and make decisions about the program. The Policy Council is made up of 10 parent representatives (P) and 9 community representatives (CR) elected by classroom families. An alternate parent (A) is elected to sit in if a representative is unavailable or unable.

 Amelia Davis (P)	 Jana Zuelzke (CR)	 Rebbie Taylor-Jones (CR)
 Angela Cardwell (CR)	 Kenneth Dukes (CR)	 Sherricka Friendly (P)
 Carla Rodriguez (P)	 Kim Hollon (CR)	 Teresa Moulton (CR)
 Carol Dean (P)	 Lakeevia Smith (A)	 Veronica Ayla (P)
 Chrissy Boshell (CR)	 Maria Patino (P)	 Yameshia Bowie (A)
 Gwendolyn Wheeler (P)	 Meagan Woodfin (P)	 Zina Cartwell (CR)
 Jacklyn Baker-Christian (P)	 Merrill Carroll (CR)	
 Jackwaneisha Colbert (P)	 Porcha Ford (A)	

# PROGRAM OVERVIEW

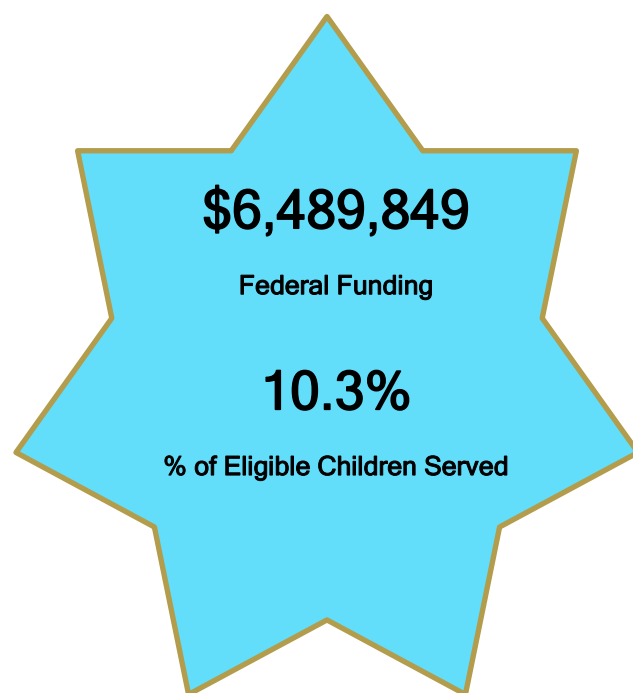
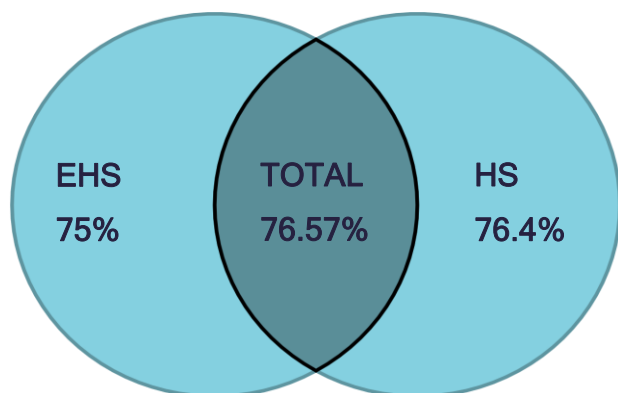
Our Head Start/Early Head Start Program promotes the school readiness of infants, toddlers, and preschool-aged children from low-income families. The program also engages parents and/or other key family members in positive relationships, with a focus on family well-being. Parents/Guardians also participate in leadership roles, including having a say in program operations.

Our program is available at no cost to children ages birth to five from low-income families. Families and children experiencing homelessness, and children in the foster care system are also eligible. Additionally, services are available to children with disabilities and other special needs.

FGC's program is a combination of Early Head Start (EHS) funding, which also serves pregnant women, infants, toddlers and their families, and Head Start (HS) funding, which serves preschool aged children (ages 3-5) and their families. The program furnishes a learning environment that supports children's growth in literacy, language, math and science, as well as social and emotional development.

## Average Monthly Enrollment

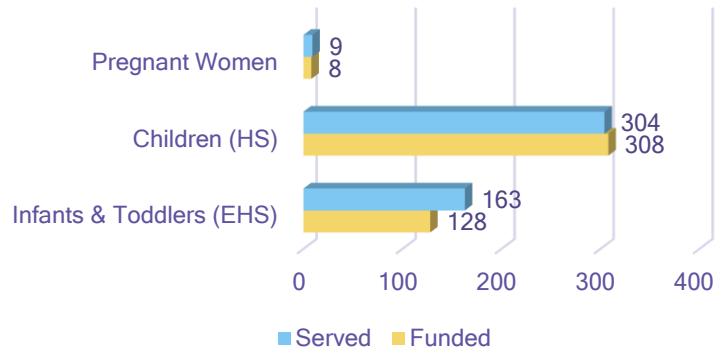
August 2022 - July 2023



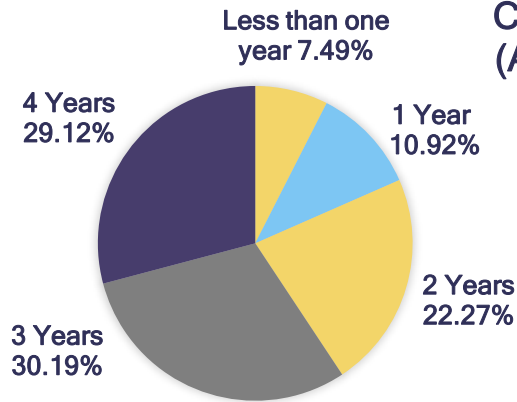
# ENROLLMENT



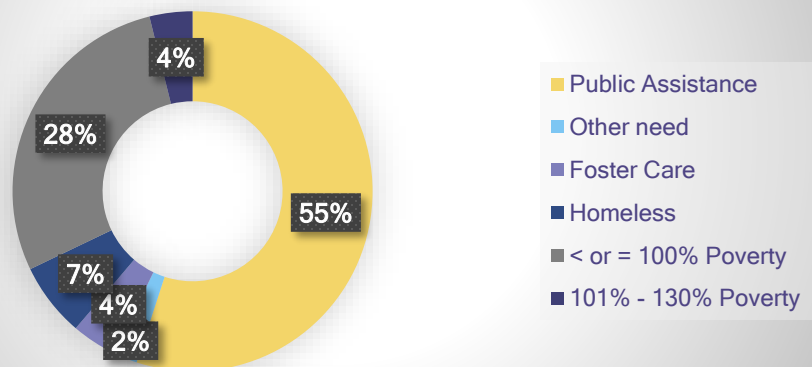
## 2022-2023 Enrollment



## CHILDREN SERVED BY AGE (AT TIME OF ENROLLMENT)



## Primary Eligibility (at time of enrollment)



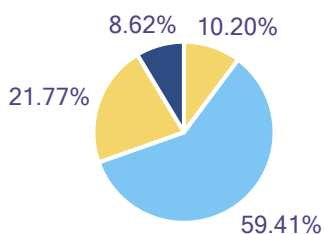
# FAMILY DEMOGRAPHICS



Families Served	441
Two Parent/Guardian	18.59%
Single Parent/Guardian	81.41%
English- Primary Language at Home	82.54%



## Educational Attainment

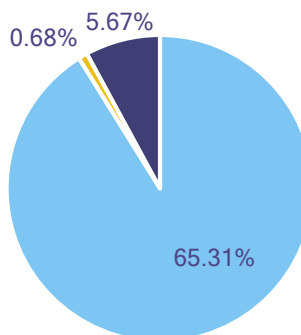


- Less than high school diploma
- High school diploma or GED
- Associates, vocational, some college
- Bachelor or advanced degree



## Employment, Job Training & School (at least one parent/guardian)

71.66%



- 288 Employed
- 3 Job Training
- 25 In School



# COMMUNITY PARTNERSHIPS



FACILITY	AGENCY	TYPE OF PARTNERSHIP
Calera	Thrive Together	Family Education and Resources
Columbiana	Shelby County School District	Instructional Space
EM Henry	Clanton Middle School	Catering Plan
Jemison	Butterfly Bridge	Child Advocacy Center
JR Foster	Alabama Extension	Educational Outreach
Prattville	Autauga County LEA	Referring Agency
Robinson Springs	Elmore County School District	Instructional Space
Tallassee	God's Congregation Holiness Church	Instructional Space
ALL LOCATIONS	Gift of Life	Maternal Care
	Southeast Alabama	AHEC
	Central Alabama Wellness	Mental Health Services
	Alabama Parent Education Center	Professional Development
	Family Guidance Center - Parenting Matters	Fatherhood Program





# HEALTH AND WELL-BEING



## Overview

All children receive health and development screenings, time for physical activity, nutritious meals, oral health and mental health support. Health services include hearing and vision screenings, monitoring of height and weight, and ensuring all children are up to date on their well-child health and oral health schedule. For children identified with a disability, the program coordinates in-class strategies and referrals to Early Childhood Intervention (ECI) or the local education agency (LEA) to ensure children and their families receive appropriate and timely services to help meet their child's developmental needs. If mental health services are needed, a mental health professional is available to help staff and families by providing assessments, consultations, and information on effective behavioral strategies for implementation in the classroom and at home. To help meet the nutritional needs of the children, the program provides dietitian approved nutritious meals and snacks.



## Health Management

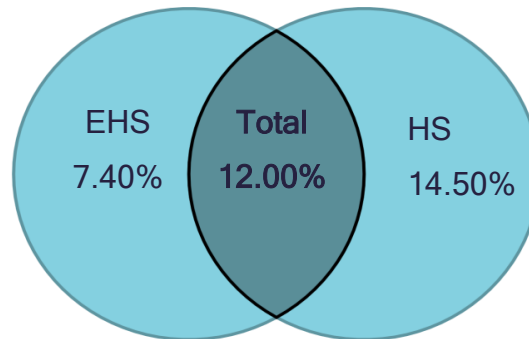
	EHS	HS	Total
<b>Healthcare</b>			
Health Insurance	100%	100%	100%
An ongoing source of continuous, accessible health care	100%	100%	100%
Up-to-date age-appropriate preventative and primary health care	34%	73%	60%
<b>Dental</b>			
Continuous, accessible dental care provided by a dentist	100%	100%	100%
Up-to-date age-appropriate preventative/primary oral care or received preventative treatment	87%	100%	95%
<b>Immunizations</b>			
Up-to-date age-appropriate immunizations	98%	99%	98%
<b>At the end of program participation, pregnant women with...</b>			
Health Insurance	6%	0%	2%
An ongoing source of continuous, accessible health care	6%	0%	2%
Prenatal care during their pregnancy	0%	0%	0%
Education on breast feeding, nutrition, fetal development, risks of alcohol/drugs/smoking	0%	0%	0%

## Disabilities

Identifying young children with unique developmental needs, ensuring children receive appropriate and timely services and helping families navigate eligibility guidelines is essential to the program. The Office of Head Start requires 10% of the total funded enrollment must be children with special needs.

The Brigance Early Childhood Screening is used for developmental screening of all children enrolled who does not have a current IFSP. The Brigance Screening is an interactive assessment, conducted individually with each child, measures progress in areas physical development, language, academic/cognitive, self-help and social-emotional. The Brigance Screening is completed for each child within 45 days of program entry.

During this school year, 12% of the children served were diagnosed with a disability.



## Mental Health

The Ages and Stages Questionnaire-Social Emotional (ASQ-SE) is completed via parent interview to collect developmental, behavioral, social and emotional skills information about each HS/EHS child. The ASQ-SE is completed within 45 days of each child's program entry.

During this school year, the program served 15 children who had a mental health diagnosis.

## Nutrition

Nutrition is important to a child's health, growth, and development. Nutrition services include nutrition assessments, nutritious meals approved by a dietician with modifications for children with special dietary needs, and education to empower parents to help them make healthy choices for themselves and their children.

# 134,229



Breakfasts,  
lunches, and  
snacks served

# PARENT AND FAMILY INVOLVEMENT



## Engaging Families in School Readiness

As parents are the first and most important teacher for their child, the program supports and strengthens parent-child relationships and strives to engage families in their child's learning and development. Parents and family members are encouraged to volunteer in the classroom and attend program community engagement activities. This year, parents spent 3,683 hours reading to their children at home.



Hours Parents Spent Reading to  
Children at Home









Hours Parents Spent Completing  
At Home Educational Activities

## Parent Education

To help educate and empower parents, Parent Meetings are held every month at each center. These meetings are typically an hour long and are open to all parents and family members. During the 2022-2023 school year, 182 families, representing 32% of our family base, participated in orientation and/or parent meetings. Some of the topics covered include:



-  Attendance
-  Immunizations
-  Dress Code
-  Healthy Meals
-  School Readiness PEER Cards
-  Physicals/Dental



# TRANSITIONS



Transition activities are in place to help children and their families change between environments in the early childhood years such as going from home to the EHS/HS classroom, a toddler to a preschool classroom, or preschooler to kindergarten. Parents and staff work together throughout the transition process.

All transitioning children (both EHS to HS and HS to Kindergarten) receive a transition backpack, which is filled with age-appropriate educational activities and resources, as well as a school-year completion certificate.



Number of Children Transitioned  
from Early to Traditional HS



Number of Children Transitioned  
from HS to Kindergarten



# SCHOOL READINESS OUTCOMES

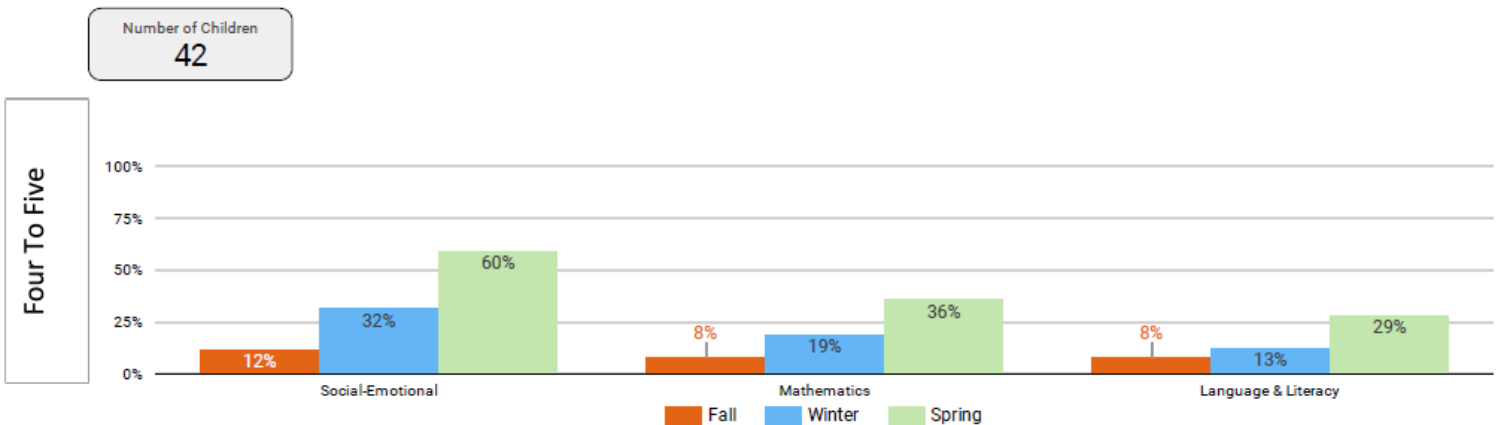
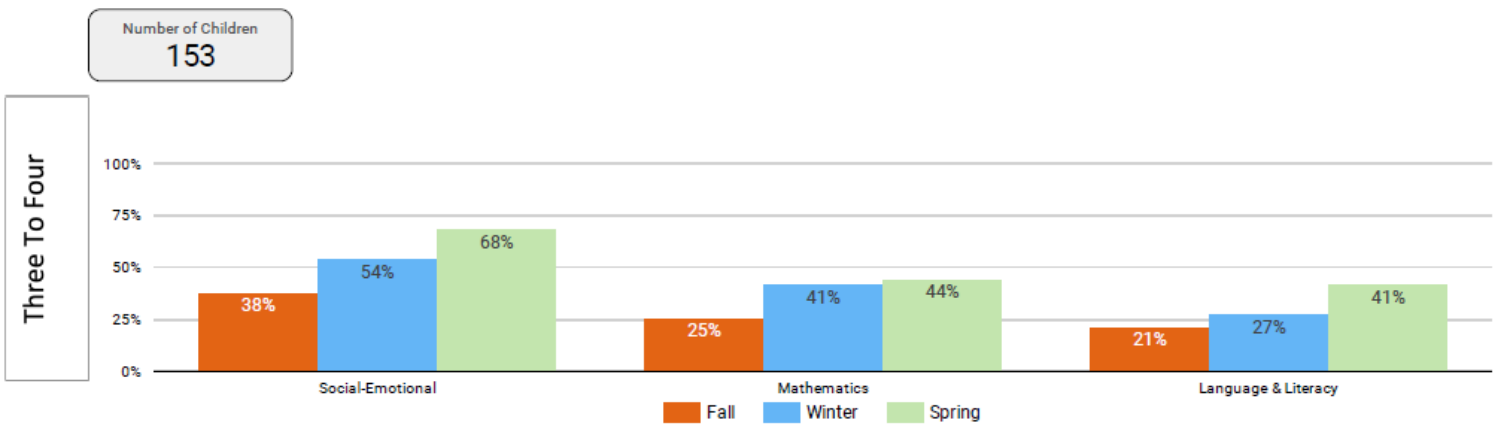


Children’s school readiness is fostered through learning experiences that help children grow intellectually, socially, and emotionally. FGC has shown progress in promoting school readiness through the implementation of research-based curricula and best practices. All students were assessed using Teaching Strategies GOLD, an online-based tool that allows for the ongoing tracking of a child’s developmental progress while enabling teachers to meet a child’s individual needs. The tool is based on age, with goals for 0-36 months (EHS) and 37-72 months (HS). These assessments are completed three times per year, in the fall, winter and spring.

## Percentage of Children On-Target By Age

The percentage of children who scored on-target (meeting expectations) for every objective with a domain based on TSG expectations.

### Head Start



## Early Head Start



# CLASSROOM ASSESSMENT SYSTEM (CLASS) SCORES



Teacher effectiveness is one of the most important factors impacting the quality of early education programs. The program uses the Classroom Assessment Scoring System (CLASS) tool to help ensure the highest quality of care in preschool classrooms to promote development, school readiness, and positive child outcomes.

CLASS is an observation instrument that assesses interactions on a seven-point scale (seven being the highest) between children and teachers in three broad domains: Emotional Support, Classroom Organization, and Instructional Support. Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through everyday interactions. Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time and attention in the classroom. Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development. These assessments are completed twice a year, mid-fall and mid-spring.



# AUDITS, MONITORING & ASSESSMENTS



## Federal Program Monitoring

From February 28 to March 22, 2022, the Administration of Children and Families' (ACF) / Office of Head Start (OHS) conducted a Focus Area One (FA1) monitoring review. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand the agency's progress towards program goals. The program met 80% of the compliance measures. The only area with corrective action was in regards to EHS teacher qualifications. 9 of our 26 EHS teachers did not meet the minimum qualification requirements. All 9 teachers, hired between summer and fall of 2021, had professional development plans, were enrolled in Child Development Associate (CDA) courses, and were expected to receive their CDA in the next 12 months. The Early Head Start coach provided guidance to the teachers and monitored progress towards completion.

## Self-Assessment

The annual self-assessment is a tool used to monitor progress toward program goals, compliance with Head Start regulations, and effectiveness in promoting school readiness. The data gives the program a chance to identify and make appropriate course corrections. The self-assessment team included program leadership and our external compliance partnering agency. The last self-assessment was completed on February 12, 2022.

## Results of the Most Recent Financial Audit

The annual financial audit takes place each fall. The final results are approved by the Board of Directors every January. The Independent Auditor's report is attached, which indicates that our financial statements present fairly, in all material aspects, the financial position of FGC.



ALDRIDGE BORDEN  COMPANY  
EST. 1918

Mayer W. Aldridge, CPA (1883–1970)  
John R. Borden, CPA (1916–1994)

SHAREHOLDERS

William L. Cox, CPA, CVA  
Rhonda L. Sibley, CPA, AEP®  
Jeffrey T. Windham, CPA, ABV, CFF, CVA  
B. David Chandler, CPA, CVA  
Scott E. Grier, CPA, CVA

Jason A. Westbrook, CPA, CVA  
Corey R. Savole, CPA  
Caterina Ardon Mazingo, CPA, PFS  
Jessica L. Hudson, CPA

PRINCIPALS

Ashley Conner Lough, CPA  
Amanda B. Hines, CPA  
D. Joseph Mills, CPA  
Melissa W. Hill, CPA

### Independent Auditor's Report

Board of Directors  
Family Guidance Center of Alabama, Inc.  
Montgomery, Alabama

#### Opinion

We have audited the accompanying financial statements of the Family Guidance Center of Alabama, Inc. which comprise the statement of financial position as of September 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Family Guidance Center of Alabama, Inc. as of September 30, 2022 and 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Family Guidance Center of Alabama, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

ALDRIDGE, BORDEN & COMPANY, P.C.  
Certified Public Accountants  
74 Commerce Street, 36104  
Post Office Box 33, 36101-0033  
Montgomery, Alabama

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In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Family Guidance Center of Alabama, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

#### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Family Guidance Center of Alabama, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Family Guidance Center of Alabama, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

### Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 27, 2023, on our consideration of Family Guidance Center of Alabama, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Family Guidance Center of Alabama, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Family Guidance Center of Alabama, Inc.'s internal control over financial reporting and compliance.

*Albridge, Borden and Company, P.C.*

Montgomery, Alabama  
February 27, 2023

## Program Budget & Expenses

Expenditures and revenue were from our 2022-2023 Budget and were incurred in support of our program's goals and objectives. Figures are based on the Head Start program year from 08/01/22 to 07/31/23 as reported through Family Guidance Center's fiscal year ending 09/30/23.

### Revenue Sources

U.S. Department of Health & Human Services (HHS)	\$8,036,795
Alabama Department of Early Childhood Education, Office of School Readiness	\$ 169,928
Alabama State Department of Education, Child and Adult Care Food Program	\$ 333,051

### Expenditures Breakdown

Salaries	\$4,562,039
Fringe Benefits	\$ 847,449
Travel	\$ 120,040
Materials	\$ 836,403
Space Costs	\$ 471,584
Administration	\$ 366,645
Contracted	\$ 724,348
Other	\$ 319,212

We have completed our annual audit for the 2022-2023 fiscal year and our Audit firm, Aldridge Borden and Company, reported that Family Guidance Center complied in all material respects with the types of compliance requirements that could have a direct and material effect on each of its major federal programs.