

The Order Of The Fishermen Ministry Head Start

ANNUAL REPORT



TOFMHS is a cornerstone of Detroit with a rich history of advocating for change, peace and prosperity with excellence and love!



A LETTER FROM THE EXECUTIVE DIRECTOR

From the Desk of the Director:

Welcome to The Order of the Fishermen Ministry Head Start (TOFMHS) EHS- CCP 2022-2023 program year. We are excited you chose to begin your child's educational journey with us and look forward to partnering with you.

We believe that parents are the first and most important educators of their children. Therefore, Parent Involvement is one of the most important core values of our EHS-CCP Program! We invite you to become an integral part of your child's education. We encourage you to attend parent meetings and help make decisions about Early Head Start in the Policy Council.

The TOFMHS EHS-CCP program will provide comprehensive care, child development, along with professional development for staff. To ensure quality services are received by children from birth to age three, and their families. Our program is child-focused and has the overall goal of increasing the school readiness for our young children. We believe in partnering with you to ensure that all needs of your child(ren), as well as all members of your family, are met.

The Order of the Fishermen Ministry Head Start program strives for excellence and is committed to providing high quality care and services in a warm, loving, professional, and safe environment for your child(ren).

Thank you!

**Tameka Dwyer
Executive Director
The Order of the Fishermen Ministry Head Start**

ABOUT



The Order of the Fishermen Ministry Head Start



OUR HISTORY

The Order of the Fishermen Ministry Head Start is a first cohort grantee of the Early Head Start Child Care Partnership Initiative launched in 2015 by President Obama. TOFMHS has continued to grow its services because of that initial funding. Our broad approach to supporting children by supporting families

OUR APPROACH

is a proven and effective means to address overarching issues of endemic poverty, which are the root cause of the educational failure of America's poorest children.

OUR MISSION

To provide quality, efficient, and effective services to pre-school age children and their families in a holistic, innovative learning environment.

OUR PATH

The Order of the Fishermen Ministry Head Start exists today because of the recognition that Detroit families, to be self-sufficient, need access to quality, safe, and affordable childcare so parents can go to work with confidence that their children are in good hands. TOFMHS provides a safety net for our most vulnerable families.

WHAT WE BELIEVE

We practice what we believe. Our work begins with promoting the safety, health, happiness, and education of all children. By nature of our cause, our work extends to parents and family, childcare providers, and the systems that support child development.

OUR VISION

The vision of TOFM Head Start is to help children and families through excellence and love. We do this by promoting education, self-awareness, self-sufficiency, financial literacy, and exposure to local and global opportunities in a compassionate, safe, clean, professional environment that motivates and inspires while preparing them for life.

INTRODUCTION

Early Head Start are federally funded programs that promote the school-readiness of young children from low-income families through local programs.

Head Start programs support the mental, social, and emotional development of children from age three to five. In addition to education services, Head Start programs provide children and their families with health, nutrition, and other services. Head Start promotes the highest standards of quality in the delivery of evidence-based, comprehensive, early care and education services to low-income children and families.

Early Head Start programs provide access to real educational opportunities for expectant families and children up to three years old. Enrolling children into center-based programming enhances their opportunities to develop relationships with other children and families. Resources for parents and families (including prenatal support), and a seamless transition from Early Head Start to Head Start programs and services.



GENERAL INFORMATION

AGENCY/GRANTEE:

The Order of the Fishermen Ministry Head Start

ADDRESS:

10047 Grand River Avenue Detroit, MI 48204

TELEPHONE: 313-933-0300

Tameka Dwyer

Executive Director

Email: Tameka.Dwyer@tofmhs.org

Agency Website: www.tofmhs.org

OUR PARTNERS

GRANTEE EARLY HEADSTART PARTNERSHIP SITE LOCATIONS

- ✓ CRIBS 2 COLLEGE
- ✓ PATHWAYS OF PROMISE
- ✓ COTS
- ✓ TODDLER TIME CHILD CARE
- ✓ NESTCARE
- ✓ ANGEL LAND
- ✓ CREATIVE ACADEMICS

The Order of the Fishermen Ministry Head Start and Early Head Start locations utilize evidence-based approaches for serving low-income children and families in a respectful, understanding partnership with them. Children receive care and education that promotes their development across many areas.

From specific support to meet mental, dental, and physical health needs to a developmentally- appropriate school readiness approach children benefit from warm, nurturing, and effective interactions that are based on the leading edge of research and science about brain development.

Families participate in a wide variety of family support and strengthening activities. Through parent education and leadership, family developmental activities support each family's specific goals, and more. TOFMHS services are responsive to each child's and family's specific background and needs.

FAMILIES SERVED:

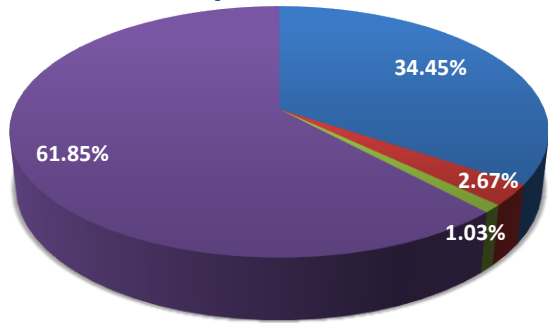
213

CHILDREN SERVED:

247

TOFMHS in NUMBERS

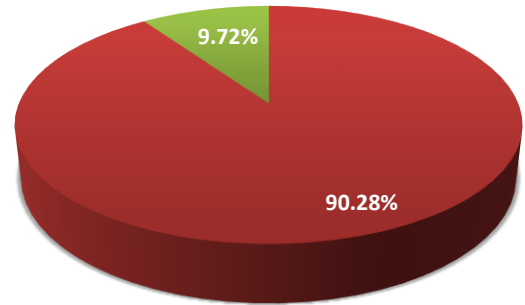
Eligibility of All Service Area Zip Codes



■ income below 100% ■ TANF ■ Foster care ■ income below 200%

From the community needs assessment and it shows how children qualify for the program over all the service areas. 61.85% of children in the program for the 2021-2022 year qualified due to being 200% below the poverty line. The EHS program does enroll children that are considered over income, however, EHS staff are not able to exceed the 10% for enrollment.

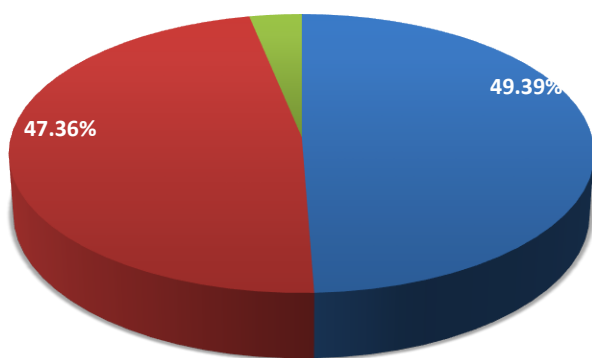
Health Insurance



■ No Health Insurance ■ Medicaid ■ Private

During the 2021-2022 program year all children had some form of Health Insurance.

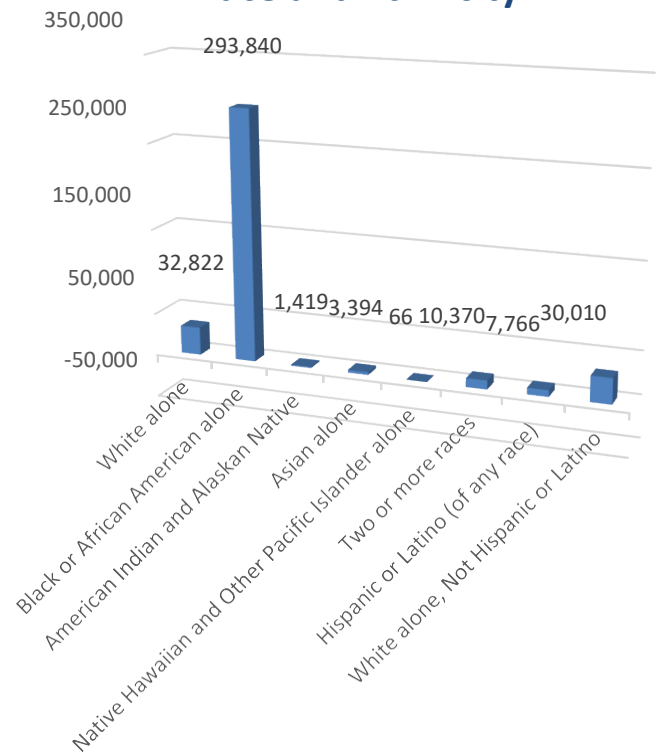
Immunization Results at the end of Enrollment



■ Up-To-Date
 ■ Not Receives all Immunizations
 ■ Number of Exempt children that met State Guidelines

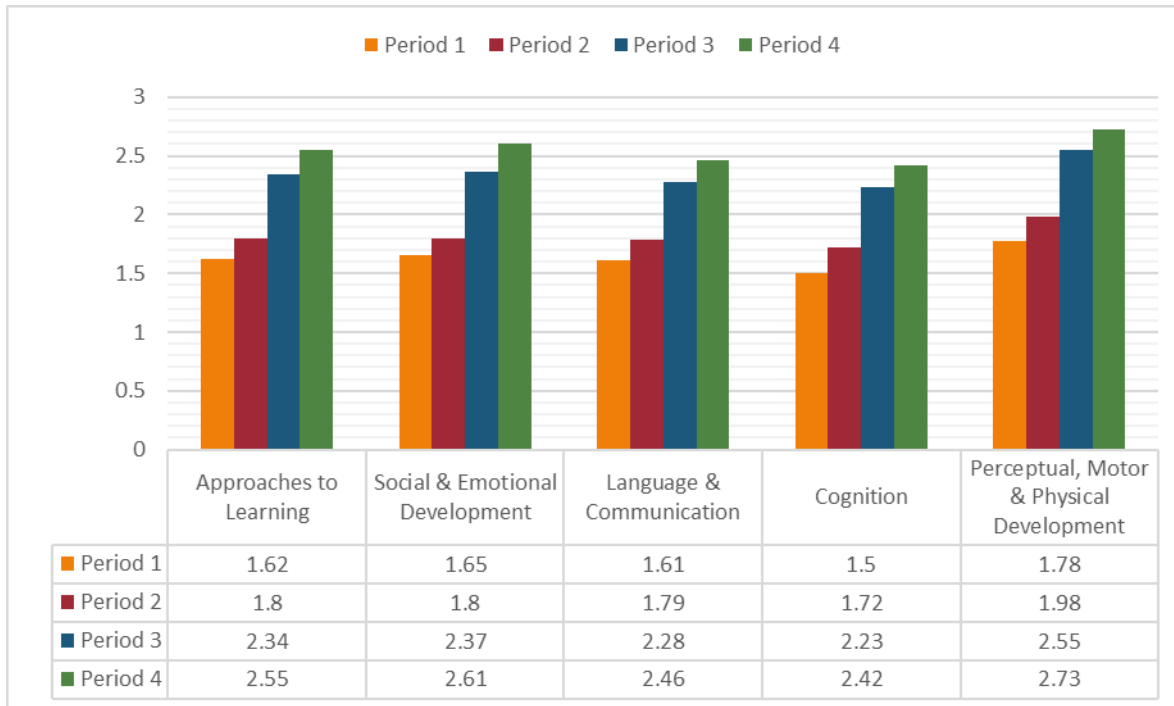
At the end of the 2021-2022 program year, just below 50% of enrolled children have up-to-date immunizations.

Race and Ethnicity



From the community needs assessment, we see that the families in the service area are predominantly African American. TOFMHS goal is to reach these families and provide services based off their needs, while supporting cultural aspects to give families a holistic approach.

All Age Groups



The chart above depicts the average scores of all the children in all the Central Domains during all 4 Assessment Periods of the 2021-22 program year.

Total number of students: Period 1;**131**/Period 2;**112**/Period 3;**123**/Period 4;**108**

Total number of children with IFSPs: Period 1-**3**, Period 2-**4**, Period 3-**4**, Period 4-**3**

Percentage of completed assessments: Period 1- **81%**, Period 2- **85%**, Period 3-**94%**, Period 4-**83%**

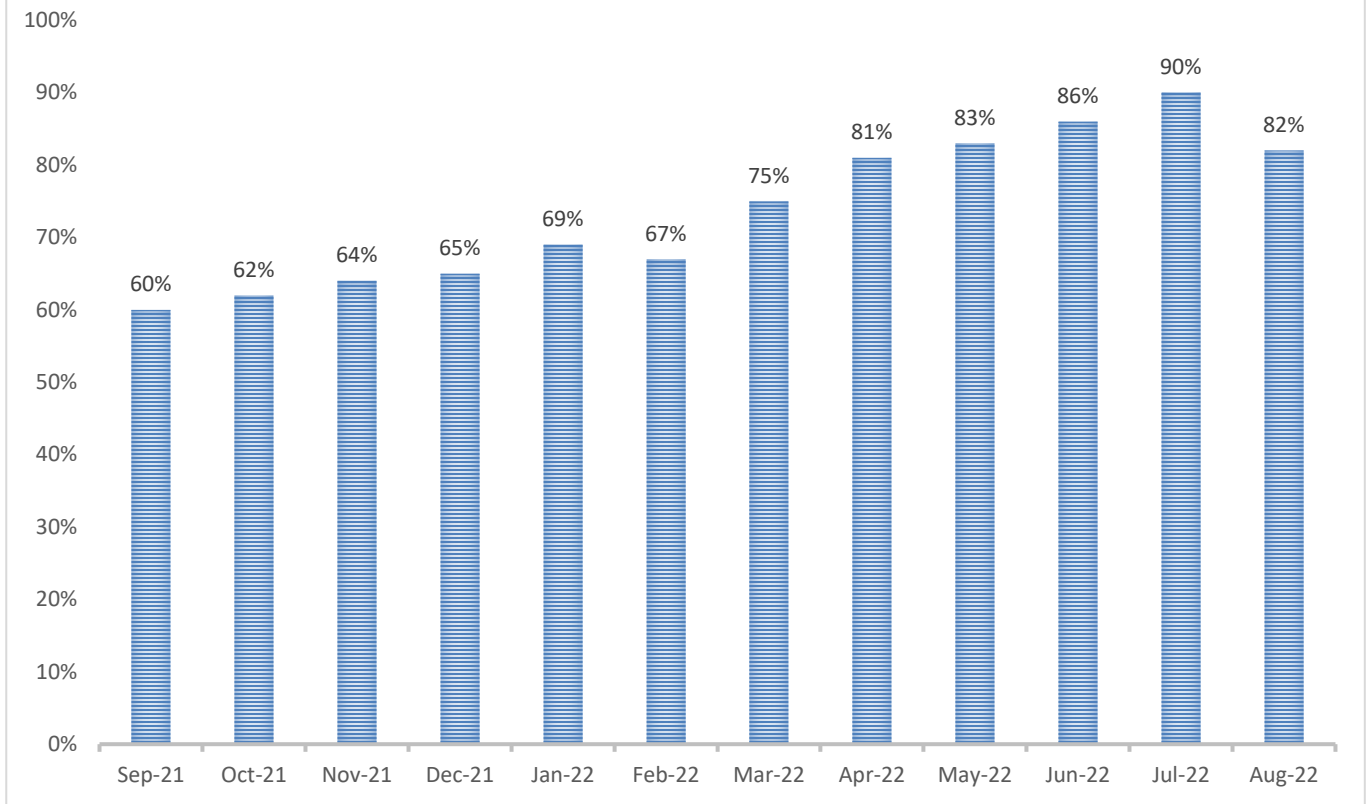
Central Domain Items with the highest scores: **Perceptual, Motor, & Physical Development** (2.73 average score)

Central Domain Items with the lowest scores: Cognition (2.42 average score)

Summary

Most notable with the data is the number of children with completed assessments. With the current health crisis, enrollment was significantly lower for Assessment Periods 1 & 2. Many students during Period 2 were chronically absent which impacted our overall total percentages. In Period 3 attendance improved, which allowed the percentage of completed assessments to increase. During Period 4 again, attendance as well as teacher turnover greatly impacted the number of completed assessments, along with the ability to get the new teachers efficiently trained on the COR Advantage in a timely manner. The data reveals during Period 4, of the completed assessments the average infant has scored above a level 0, the average young toddler has scored well over a level 1, and finally the average older toddler is scoring at a level 3 or above in each of the 5 central domains which is also above the expected score of level 2. At least 75% of all age groups reached the program's school readiness goals.

AVERAGE MONTHLY ENROLLMENT



Average percentage for the 2021-2022 Program year: 74%

Children with Dental Home

95%

Up to Date Dental

23%

At TOFMHS-CCP staff support children and families to ensure children are healthy and ready to learn. Infants and Toddlers can have oral health issue, TOFMHS supports families with mobile dentist visits for any children that may miss dental appointments. The above numbers show 95% of our children have a dental home while 23% are up to date with dental services which is an area for improvement that TOFMHS staff are working diligently on.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	05HP000378
Program Number	200
Program Type	Early Head Start
Program Name	The Order of the Fishermen Ministry Head Start Program, Inc.
Program Address	10025 Grand River
Program City, State, Zip Code (5+4)	Detroit, MI, 48204-2039
Program Phone Number	(313) 307 7815 - 220
Head Start or Early Head Start Director Name	Ms. Tameka Dwyer
Head Start or Early Head Start Director Email	Tameka.Dwyer@tofmhs.org
Agency Email	info@tofmhs.org
Agency Web Site Address	10047 Grand River Ave.
Name and Title of Approving Official	Ms. Janice Hill, Board Chairperson
DUNS Number	969821029
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

1. Funded Enrollment	
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA that captures the greatest part of the program year	210
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

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	210
1. Of these, the number available for the full-working-day and full-calendar-year	210
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 full working day	0
3. Home-based option	0
4. Family childcare option	0
5. Locally designed option	0
6. Pregnant women slots	0

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option (A.2.a + A.2.b + A.5)	0
a. Of these, the total number of slots at a childcare partner	210
8. Total funded enrollment at childcare partners (includes center-based, locally designed, and family childcare program options) (A.4 + A.7.a)	210

Classes in Center-based

9. Total number of center-based classes operated	27
a. Of these, the number of double session classes	0

Children by Age

10. Children by Age:				
a. Under 1 year	80	d. 3 years old		0
b. 1 year old	94	e. 4 years old		0
c. 2 years old	73	f. 5 years and older		0
g. Total cumulative enrollment of children (A.10.a + A.10.b + A.10.c + A.10.d + A.10.e + A.10.f)				247

Cumulative enrollment of pregnant women

11. Cumulative enrollment of pregnant women	0
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Total cumulative enrollment

12. Total cumulative enrollment (A.10.g + A.11)	247
13. Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	145
b. Receipt of public assistance such as TANF and SSI	118
c. Foster care	5
d. Homeless	44
e. Eligibility based on other type of need, but not counted in A.13.a through d	17
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	18
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	

Prior enrollment

15. Enrolled in Head Start or Early Head Start for:	
a. The second year	34
b. Three or more years	20

Transition and Turnover (HS Programs)

16. Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	0
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	0
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	0

Transition and Turnover (EHS Programs)

18. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	69
a. Of the infants and toddlers who left the program above, the number of children who were enrolled less than 45 days	9
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	26
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	19
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	7
19. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
20. Number of pregnant women receiving Early Head Start services at the time their infant was born	0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program (A.20 - A.20.a)	0

Transition and Turnover (Migrant Programs)

21. Total number of children who left the program any time after classes or home visits began and did not re-enroll	0
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	0
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e., left the program to attend kindergarten	0

Attendance

22. The total number of children cumulatively enrolled in the center-based or family childcare program option	247
a. Of these children, the number of children that were chronically absent	228
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	2
23. Comments on children that were chronically absent:	

Child Care Subsidy

24. The number of enrolled children for whom the program and/or its partners received a childcare subsidy during the program year	48
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Race and Ethnicity

25. Race and Ethnicity	(1) Hispanic/Latino	(2) Non-Hispanic
a. American Indian or Alaskan Native	0	0
b. Asian	0	0
c. Black or African American	2	236
d. Native Hawaiian or Pacific Islander	0	0
e. White	0	2
f. Biracial/Multi-racial	2	5
g. Other	0	0
h. Unspecified	0	0
25.g.1 Comments:		
25.h.1 Comments:		

Primary Language of the Family at Home

26. Primary language of family at home:		
a. English		247
1. Of these, the number of children acquiring/learning another language in addition to English		3
b. Spanish	0	h. Pacific Island Languages
c. Native Central American	0	i. European/Slavic Languages
d. Caribbean Languages	0	j. African Languages
e. Middle Eastern & South Asian	0	k. American Sign Language
f. East Asian Languages	0	l. Other
g. Native North American/Alaskan	0	m. Unspecified
26.l.1 Comments:		

Dual Language Learners

27. Total number of Dual Language Learners (A.26.a.1 + A.26.b through A.26.m)	3
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B. PROGRAM STAFF & QUALIFICATIONS

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	49	39
a. Of these, the number who are current or former Head Start or Early Head Start parents	6	9

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	110
a. Of these, the number who are current or former Head Start or Early Head Start parents	110

Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

6. Total number of infant and toddler classroom teachers	51
a. An advanced degree in: early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	1
b. A baccalaureate degree in: early childhood education with a focus on infant and toddler development or 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	5
c. An associate degree in: early childhood education with a focus on infant and toddler development or 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	5
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	17
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	15
e. None of the qualifications listed in B.6.a through B.6.d	23
7. Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d (B.6.e)	23
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.	16

Home Visitors and Family Child Care Provider Staff Qualifications

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

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9. Total number of family childcare providers	0
a. Of these, the number of family childcare 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 childcare providers that do not meet one of the qualifications described in B.9.a	0
1. Of the family childcare 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
10. Total number of child development specialists that support family childcare 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

Classroom teacher salary by level of education

11. Classroom teacher salary by level of education:	
a. Advanced degree in early childhood education or related degree	0
b. Baccalaureate degree in early childhood education or related degree	39000
c. Associate degree in early childhood education or related degree	34560
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family childcare or home-based certification, credential, or licensure that meets or exceeds CDA requirements	26880
e. Classroom teachers that do not have the qualifications listed in B.12.a - B.12.d	24960

Child development staff - average salary

12. Average salary:	Avg. Annual Salary	Avg. Hourly Rate
a. Classroom teachers	26688	15
b. Assistant teachers	0	0
c. Home-based visitors	0	0
d. Family childcare providers	0	0

Child development staff - race

13. Race and Ethnicity:	(1) Hispanic/Latino	(2) Non-Hispanic
a. American Indian or Alaskan Native	0	0
b. Asian	0	0
c. Black or African American	0	49
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	2
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0
13.g.1 Comments:		
13.h.1 Comments:		

Child development staff - language

14. The number who are proficient in a language(s) other than English	2
a. Of these, the number who are proficient in more than one language other than English	0
15. Language groups in which staff are proficient:	
a. Spanish	1
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & 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 & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0

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i. African Languages (e.g., Swahili, Wolof)	1
j. American Sign Language	0
k. Other	0
15.k.1 Comments:	
l. Unspecified (language is not known or staff declined identifying the language)	0

All Staff Turnover

	Staff	Contract Staff
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)	8	4
a. Of these, the number who were replaced	1	1

Education and Child Development Staff Turnover

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)	26
a. Of these, the number who were replaced	14
b. Of these, the number who left while classes and home visits were in session	23
c. Of these, the number that were teachers who left the program	26
18. Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	19
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	4
d. Other (e.g., change in job field, reason not provided)	3
1. Specify: Change in job field	
19. Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	3

C. CHILD AND 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	247	247
a. Of these, the number enrolled in Medicaid and/or CHIP	223	223
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	24	24
C.2 Number of children with no health insurance	0	0

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	0	0
a. Of these, the number enrolled in Medicaid	0	0
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	239	246
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	0	0

Health insurance - 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	0	0

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up to date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	77	46

	# of children
a. Of these, the number who received medical treatment for their diagnosed chronic health condition	20
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	5
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	14
2. No health insurance	0
3. Parents did not keep/make appointment	1
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0

	# of children
C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	
a. Autism Spectrum Disorder (ASD)	0
b. Attention Deficit Hyperactivity Disorder (ADHD)	0
c. Asthma	2
d. Seizures	1
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	14

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up to date on all immunizations appropriate for their age	115	122
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	124	117
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	8	8

Medical services – pregnant women (EHS programs)

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

Prenatal health – pregnant women (EHS programs)

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

Accessible dental care – children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment</i>
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	226	235

Preschool dental services (HS and Migrant programs)

	<i># of children at end of enrollment</i>
C.17 Number of children who received preventive care during the program year	0
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	0
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	0
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	0
b. Specify the primary reason that children who needed dental treatment did not receive it:	<i># of children at end of enrollment</i>
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5-year-old children	0
5. Parents did not keep/make appointment	0

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6. Children left the program before their appointment date	0
7. Appointment is scheduled for future date	0
8. No transportation	0
9. Other	0

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

	<i># of children at end of enrollment</i>
C.19 Number of all children who are up to date according to the dental periodicity schedule in the relevant state's EPSDT schedule	57

Mental health consultation

	<i># of children at end of enrollment</i>
C.20 Total number of classroom teachers, home visitors, and family childcare providers	51
a. Indicate the number of classroom teachers, home visitors, and family childcare providers who received assistance from a mental health consultant through observation and consultation	27

DISABILITIES SERVICES

IDEA eligibility determination

	<i># of children at end of enrollment</i>
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	19
a. Of these, the number who received an evaluation to determine IDEA eligibility	12
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	1
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	11
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.	11
	<i># of children</i>
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	7
	<i># of children</i>
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	2
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	5

Preschool disabilities services (HS and Migrant programs)

	<i># of children</i>
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	

a. Of these, the number who were determined eligible to receive special education and related services:	<i># of children</i>
1. Prior to this program year	0
2. During this enrollment year	0
b. Of these, the number who have not received special education and related services	0

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

C.24 Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the IDEA	<i># of children</i>
	6
a. Of these, the number who were determined eligible to receive early intervention services:	<i># of children</i>
1. Prior to this program year	5
2. During this enrollment year	1
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

C.26 Number of all newly enrolled children since last year's PIR was reported	<i># of children</i>
	151
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	54
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has disability	0

C.28 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
Other (Please Specify)
Other (Please Specify)

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Child Observation Record (COR) High Scope

Curriculum

C.30 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
High Scope (Infant & Toddler)

Classroom and home visit observation tools

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

FAMILY AND COMMUNITY PARTNERSHIPS**Number of families**

	<i># of families at enrollment</i>
C.33 Total number of families:	213
a. Of these, the number of two-parent families	24
b. Of these, the number of single-parent families	189
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	206
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	182
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	3
b. Grandparents	2
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	4
e. Other	0

Parent/guardian education

	<i># of families at enrollment</i>
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	26
b. An associate degree, vocational school, or some college	20
c. A high school graduate or GED	136
d. Less than high school graduate	31

Employment, Job Training, and School

	<i># of families at enrollment</i>
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	137
1. Of these families, the number in which one or more parent/guardian is employed	131
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)	51
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)	7
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	76
	<i># of families at end of enrollment</i>
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	149
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	126
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	23
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	64

The Order of the Fishermen Ministry Head Start

1. Of these families, the number of families that were also counted in C.36.a	11
2. Of these families, the number of families that were also counted in C.36.b	53
	# of families at enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	3

Federal or other assistance

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	14	11
C.40 Total number of families receiving Supplemental Security Income (SSI)	9	7
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	149	149
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	143	143

Family services

	<i># of families</i>
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	193
b. Housing assistance (e.g., subsidies, utilities, repairs)	31
c. Asset building services (e.g., financial education, debt counseling)	0
d. Mental health services	15
e. Substance misuse prevention	2
f. Substance misuse treatment	2
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	7
i. Research-based parenting curriculum	93
j. Involvement in discussing their child's screening and assessment results and their child's progress	153
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	145
l. Education on preventive medical and oral health	127
m. Education on health and developmental consequences of tobacco product use	3
n. Education on nutrition	146
o. Education on postpartum care (e.g., breastfeeding support)	2
p. Education on relationship/marriage	1
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	211

Father engagement

	<i># of father/ father figures</i>
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	54
b. Family goal setting	55
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	49
d. Head Start program governance, such as participation in the Policy Council or policy committees	2
e. Parenting education workshops	19

Homelessness services

	<i># of families</i>
C.46 Total number of families experiencing homelessness that were served during the enrollment year	40

	<i># of children</i>
C.47 Total number of children experiencing homelessness that were served during the enrollment year	48

	<i># of families</i>
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	22

Foster care and child welfare

	<i># of children</i>
C.49 Total number of enrolled children who were in foster care at any point during the program year	5
C.50 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

Staff by type

	<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, FFC providers) that received intensive coaching	36
	<i># of coaches</i>
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	4

FAMILY SERVICES STAFF QUALIFICATIONS

	<i># of family services staff</i>
D.5 Total number of family services staff:	5
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	5
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 formal agreements</i>
D.6 Total number of formal agreements with childcare partners	8
D.7 Total number of LEAs in the service area	1
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	1
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	1

REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	09/23/2022



Next Steps & Action

The Education team will ensure that all new teachers understand how to use the different COR reports to add to the intentionality of their daily planned activities, to scaffold and support students' progress towards reaching individual and school readiness goals. The Education Manager will continue to assist Site Leaders with analyzing COR data reports to be able to support teachers more intentionally. Site Leaders and Mentor Coaches will continue to review lesson plans weekly to ensure intentional planning is taking place. The Education team will monitor that multiple COR notes are being taken for each child on the specific COR content items that align with the programs school readiness goals. The goal for the education team for new year is to implement a new plan to ensure Site Leaders and Teachers are not losing site of school readiness goals and how they align with the COR Advantage.



Curriculum and Program Model

HighScope remains the primary curriculum for our center-based early learning programs.

The program model, as articulated in our initial application, is firmly rooted in a two-generation approach that supports, celebrates, and empowers families. Program staff work in partnership with families to support the success of each child. Family-teacher conferences are held three times a year, during which the COR Reports are shared with families and/or caregivers. Teachers and families focus these discussions on each student's strengths. If a transition is to occur during the next year, the final conference focuses on planning for a smooth transition.



TOFMHS programs conduct male involvement activities, which afford our father/father-figures the opportunity to learn the impact they have on their child's development, as well as learn father-friendly activities they can do at home with their children to support their development.

Family and

Community Engagement

PROGRAM IMPACT:

- Of the families served in our Early Learning programs, 99 percent were provided support services, and/or were connected with community resources that further empowered families in meeting their needs and goals identified by our program staff.
- Families primarily received support in the areas of: Emergency Crisis, Health and Wellness, and Child Development.

STATEMENT OF FINANCIAL POSITION

THE ORDER OF THE FISHERMEN MINISTRY
 HEAD START PROGRAM, INC.
 YEAR END 8/30/2022

I. PUBLIC AND PRIVATE FUNDS RECEIVED

PUBLIC FUNDS

US DEPARTMENT OF HEALTH AND HUMAN SERVICES

· EARLY HEAD START - CHILD CARE PARTNERSHIP GRANT	\$ 3,815,195.00
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US DEPARTMENT OF AGRICULTURE

· CHILD AND ADULT CARE FOOD PROGRAM	0
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PRIVATE FUNDS

CORPORATIONS, FOUNDATIONS, AND INDIVIDUALS

0

IN KIND \$	\$111,161
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TOTAL \$	\$3,926,356.00
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II. BUDGET AND EXPENDITURES

	BUDGET	BUDGETARY EXPENDITURES
PERSONNEL	\$1,557,667.00	\$ 1,195,991.00
FRINGE	\$336,424.00	\$225,025
TRAVEL	\$18,426.00	\$13,690.00
SUPPLIES	\$36,825.00	\$37,149.00
CONTRACTUAL	\$2,095,309.00	\$2,222,060
OTHER COSTS	\$191,246.00	\$420,184
TOTAL	\$2,833,897	\$4,114,099



FAMILY AND COMMUNITY ENGAGEMENT

COMMUNITY PARTNERSHIPS - HIGHER HOPES AND GLEANERS

The Order of the Fishermen Ministry Head Start Program, Inc. (TOFMHS) is pleased to offer a Letter of Support for Apple Marketing Company/Higher Hopes in their quest to expand their food pantry distribution with more food and sites which supports low income needy children and families.

TOFMHS has worked with Higher Hopes for the past six (6) years, by acting as a distribution site for Early Head Start, Head Start and GSRP children and families who need assistance with food.

As we continue this relationship, our agency has had to call upon Higher Hopes to support families who have experienced extreme hardship and needed extra support with food to feed their families. During these emergency situations, we have been blessed to have Higher Hopes as a partner and know that those families were and continue to be grateful.

The joy of seeing our parents and children interacting with the staff and volunteers through Higher Hopes increases our faith in humanity as the kindness shown to everyone who participates is PRICELESS.



