



# **Telamon Corporation**

***50 Years of Empowering Individuals and  
Improving Communities***

## **Georgia Migrant & Seasonal Head Start Program**

**HEAD START ANNUAL REPORT TO THE PUBLIC**

**FY 2014-15**

***We add a heart that beats with commitment to those we choose to serve, and a soul that is the collective effort of thousands of employees and volunteers who have given of themselves.***

### **Telamon Corporation**

Georgia Migrant & Seasonal Head Start  
230 Northside Crossing  
Macon, GA 31210

[www.telamon.org](http://www.telamon.org)

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**To our Stakeholders: We would like to tell you how we make our decisions  
and how we work every day.**



# Telamon Corporation

## Purpose

Empowering Individuals,  
Improving Communities

## Belief

- We believe that **BETTER EDUCATION** leads to **BETTER JOBS**
- **BETTER JOBS** lead to **BETTER LIVES** which create **BETTER COMMUNITIES**
- **BETTER COMMUNITIES** supply **BETTER EDUCATION**
- And the cycle of **CONTINUOUS IMPROVEMENT** from individuals to communities continues

## Core Values

- My **WORD** means something
- I act as an **OWNER** of this corporation
- I embrace **CONTINUOUS IMPROVEMENT**
- I am **OPEN TO LEARNING** from anyone, anywhere
- I communicate with **RESPECT AND TRANSPARENCY**



[www.telamon.org](http://www.telamon.org)

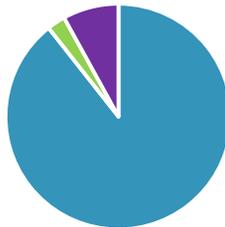
## Funding Sources:

For the most recently concluded Fiscal Year during 2014-15:

**The program was sustained by public funding sources for the program year 2014-15. Amounts are shown for the most recently concluded fiscal year assigned to each program.**

Information	Program Year	Funding Amount
Office of Head Start	Feb. 1, 2014 – Jan. 31, 2015	\$4,715,115.00
USDA Food Reimbursement	Feb. 1, 2014 – Jan. 31, 2015	\$138,032.94
GAMHS In-Kind	Feb. 1, 2014 – Jan. 31, 2015	\$422,122.47

### Funding Sources

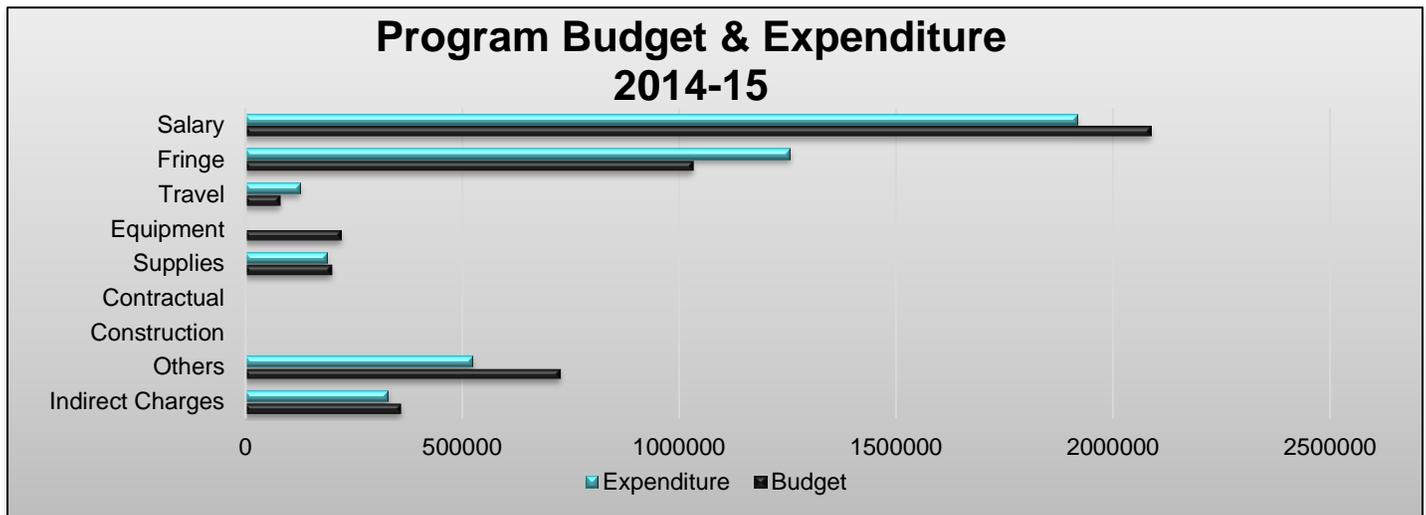


■ Office of Head Start   ■ USDA Reimbursement   ■ In-Kind

## Program Budget and Expenditure for Program Year 2014-15

**Program Year: Feb 1, 2014 - Jan 31, 2015**

Category	Budget	Expense
<b>Salaries</b>	<b>\$2,087,487</b>	<b>\$1,917,454.74</b>
<b>Fringe</b>	<b>\$1,033,070</b>	<b>\$1,254,698.13</b>
<b>Travel</b>	<b>\$82,766</b>	<b>\$125,526.91</b>
<b>Equipment</b>	<b>\$223,240</b>	<b>0</b>
<b>Supplies</b>	<b>\$200,990</b>	<b>\$187,038.12</b>
<b>Contractual</b>	<b>0</b>	<b>0</b>
<b>Construction</b>	<b>0</b>	<b>0</b>
<b>Others</b>	<b>\$727,138</b>	<b>\$522,926.51</b>
<b>Indirect Charges</b>	<b>\$360,424</b>	<b>\$328,447.91</b>
<b>Total</b>	<b>\$4,715,115</b>	<b>\$4,336,092.38</b>



## Financial Notes:

Budgetary expenditures further the goals of early childhood education services provided according to the Head Start Performance Standards. Georgia Seasonal and Migrant Head Start tries to fully expend grant funds. These spreadsheets compare budgets against actual expenses for each program type operated.

USDA reimbursements covered all costs of the programs' food and non-food supplies and a portion of salary for Head Start food service staff. We use Non-Federal Share (in-kind), including donations and volunteer time from our many community partners, professional and non-professional volunteers to supplement program costs. 20% of total program costs must be matched with non-federal share as required by the Office of Head Start.

### Head Start Statistical Report

For Program Year February 1, 2014 to January 31, 2015

The following is a statistical look at services in our Georgia Head Start Program based in Lyons, Glennville, Norman Park, Douglas, Valdosta, and Decatur. All statistics were submitted as part of the Program Information Report to the Office of Head Start at the conclusion of the 2014-15 program year.

	Head Start
Number of Children Served	350
Number of Families Served	231
Average Monthly Enrollment	93.33%
Enrolled children that were up to date on EPSDT	97.143%
Enrolled children that received a dental exam.	100%

## **Parent Engagement and Family Services:**

Head Start parents are encouraged to participate in the classroom, help set educational goals, read and do educational activities at home with their child. Because we believe parents are the child's first teacher, Telamon promotes the extension of curriculum activities into the home. Teachers identify individualized curriculum goals for a child and provide activities the parent can do in the home to help the child progress towards goals. We emphasize the important role of fathers by helping them to understand how vital their participation is, and giving them the knowledge and confidence they need to be involved in their child's development. The outcome is increased self-confidence and self-esteem, which is one cornerstone of effective parenting. In addition to parent engagement in the classroom and in the Fatherhood Initiative, parents are also encouraged to participate in Policy Council. Through Policy Council and Parent Committees, parents help shape the program.

## **Following are the different statistics that shed light on the different aspects of the families in our program and the family services provided:**

### **FAMILY AND COMMUNITY PARTNERSHIPS:**

#### **Number of families**

Total number of families	231
Number of two-parent families	145
Number of single-parent families	86

#### **Employment**

Both parents/guardians are employed	55
One parent/guardian is employed	70
Both parents/guardians are not working (i.e. unemployed, retired, on Federal or other assistance)	20
The parent/guardian is employed – Single parent household	73
The parent/guardian is not working (i.e. unemployed, retired, or disabled) – Single parent household	13

#### **Social Services**

Number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	7
Number of families receiving Supplemental Security Income (SSI)	4
Number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	166
Number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	135

### **Job training/school**

Both parents/guardians are in job training or school	0
One parent/guardian is in job training or school	7
Neither parent/guardian is in job training or school	138
Single parent household - parent/guardian is in job training or school	4
Single parent household - parent/guardian is not in job training or school	82

### **Parent/guardian education**

An advanced degree or baccalaureate degree	2
An associate degree, vocational school, or some college	1
A high school graduate or GED	40
Less than high school graduate	188

### **Head Start Family Services:**

Head Start provides a wide variety of services and assistance for enrolled families. We track services to understand what community resources are needed by families and to report outcomes on a Program Information Report (PIR) to the Office of Head Start each year. A breakdown of the types of services and the number of families assisted during 2014-15:

Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	4
Housing assistance such as subsidies, utilities, repairs, etc.	1
Mental health services	4
English as a Second Language (ESL) training	0
Adult education such as GED programs and college selection	56
Health education	73
Parenting education	108
Relationship/marriage education	51
Number of families that received at least one of the services listed above	119

### **Father involvement:**

The GAMSHS offer activities designed to involve fathers and father figures. Fathers of 37 children participated in these activities in 2014-15.

### **Homelessness services:**

Total number of families experiencing homelessness that were served during the enrollment year	8
Total number of children experiencing homelessness that were served during the enrollment year	16
Total number of families experiencing homelessness that acquired housing during the enrollment year	2

## Preparing Children for Kindergarten

Telamon Corporation – Georgia Migrant & Seasonal Head Start embraces the comprehensive nature of the Head Start program and coordinates with community partners to equip families with all of the necessary resources to prepare their children for school and to move themselves towards self-sufficiency. Services are provided in all of the mandated areas of education, health, mental health, nutrition, and family services.

Telamon's child development philosophy is based on three key elements. We believe that the child's parents are the first and most important teacher of that child, and our curriculum design and daily implementation is only as strong as the meaningful involvement of parents in that process. Young children learn optimally only when their health, nutrition and mental health needs are first met. Therefore, a comprehensive service program for all children must be a baseline against which all program operations are compared. Young children are creative and curious seekers and constructors of knowledge, with tremendous capacity to explore and to make sense of their environment. We believe that each child has unique capacities and developmental trends around which classroom and home environments must be designed. The role of an educational experience is to provide each child with multiple opportunities to exercise those capacities in a safe, nurturing and rewarding atmosphere. We believe this philosophy is a natural extension of GAMSHS mission.

The GAMSHS staff works closely with families during the enrollment process to ensure each family has a medical and dental home and, in as much as is feasible, all required health screenings and immunizations are completed within thirty days of enrollment. The child assessment begins at enrollment with completion of a health and nutrition history questionnaire, medical home status assessment and a review of the child's medical and dental records and/or needs. Upon enrolling in the program, health personnel, parents and staff collect additional health and nutrition information to ensure needs are identified and necessary services are sought.

All screening and exam results are shared with parents and teachers (as necessary), who then work with GAMSHS family services staff to discuss additional treatment and follow-up visits. Teachers and parents work together to conduct the developmental screening. At initial screenings, we expect that children with significant developmental delays will be identified. Parents and teaching team members collaborate to ensure children are referred for additional evaluations or services in a timely manner.

Assessment tools, such as Ages and Stages Questionnaires, provide initial clues as to the strengths and needs of each child, especially when combined with parent input about the activities and talents that the child exhibits at home. To ensure that the needs of individual children are met, individualized activities are planned to foster the development of each child's emerging skills. Lesson plans are completed monthly for children 6 weeks to 24 months of age; and, weekly for children 24 months to 5 years.

Ongoing assessment data is entered into Teaching Strategies - GOLD and is used to plan individualized activities. The information is also used to compile the Parent Report and the Individualized School Readiness Plan for each child. These reports are shared with parents during the initial parent-teacher conference, which occurs after the first checkpoint (45 days of the child's start date).

Individualized Family Service Plans (IFSP) (birth to 3 years old) and Individualized Education Programs (IEP) (3 to 5 years old) are prepared by Babies Can't Wait or the LEA for children who have a diagnosed disability. These plans include specific goals and objectives to help the child develop skills in a specific developmental area. The objectives that are appropriate for implementation in the Head Start classroom are added to the lesson plans and the School Readiness Plan.

The GAMSHS program has established agreements with local oral health providers to provide oral health exams and follow-up on all enrolled migrant and seasonal Head Start children. Dental screenings conducted during Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) exams are recorded and referrals for follow-up exams are made as needed. Preventative measures are also incorporated into daily activities. After each feeding, infant teachers wipe the gums of infants with a soft cloth, older children brush teeth once a day after breakfast or lunch.

Telamon believes that children's mental health is reflected in the ability to develop social competence, positive and useful relationships with other children and family members, and a sense of comfort and confidence in oneself. Supporting that development requires sensitive and planned interactions between each child and the significant adults in her/his life. GAMSHS invests in training that teaches strategies that support positive behavior, and redirect and address negative behavior for both staff and parents. Mental health consultants provide input into this training, based on their individual and group observations. They also provide child, family and staff consultations and make referrals as needed.

Telamon Corporation requires Head Start staff to maintain an ongoing system of case management. Case management meetings are typically held approximately every two weeks or as issues arise. It is expected that every child enrolled in an eight to eleven month program will be reviewed in a team setting. Together the team will create a plan of action and make referrals as needed. Actions/referrals are followed up in subsequent meetings until all actions have been resolved. In addition to the routine case reviews, staff can make referrals to the case management team when concerns are noted (e.g. behavioral issues in the classroom, screening results indicating concerns, family issues affecting multiple areas of service).

**Curriculum and Assessment Tools.** Telamon utilizes *Creative Curriculum® for Infants, Toddlers and Twos, and for Preschool* in the classrooms, It is a comprehensive, research-based curriculum with a clear organizational structure and a particular focus on routines and experiences. The Curriculum is aligned with the Head Start Child Development and Learning Framework; and, the state early learning objectives (GELDS) with our School Readiness goals.

Our key strategies form the basis of our classrooms. 1) Learning Centers: GAMSHS classrooms are arranged into spaces that reflect the variety of developmental stages and experiences. As children progress, additional areas are incorporated into the classroom and outdoor environments such as literacy and language; fine motor and gross motor; cognitive; and, creativity. 2) Flexible Schedules: While some activities have been planned by the teaching teams based on the ongoing assessments of each child's development, time is available in the daily schedule for a child or group of children to build upon an emerging interest. 3) Appropriate and Attractive Materials in Ample Supply: Funds are budgeted for the purchase and maintenance of indoor and outdoor materials to ensure that each child has the opportunity to explore and create. Special emphasis is placed on having sufficient books and other supplies so that children can solve problems in a language-rich environment. 4) Nurturing and Supportive Child-Teacher Interactions: Our experience has taught us that children develop most effectively when they feel loved, appreciated and secure. This requires purposeful and intentional teaching by all the adults in the classroom. Each infant and toddler classroom is staffed with two teachers for a group size of six to eight children. All preschool classrooms are staffed with a teacher and teacher assistant. However, the group size varies. A classroom that has a majority of three-year-olds has a maximum group size of 17; classrooms predominated by four and five-year-olds have a maximum group size of 20. Center Aides are scheduled to assist with breaks and extended hours. Center Aides are scheduled to work consistently within assigned groups, when possible.

Ongoing assessments are critical to individualized planning for children. The tool that we use to assess all children is Teaching Strategies - GOLD. Teaching Strategies – GOLD replaced *E-LAP* and *LAP-3* as the ongoing assessment tool this season. It is an online assessment tool that is compatible with the Creative Curriculum and is based on 38 research-based objectives that include predictors of school success. The objectives are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. Teaching staff use this tool to assess dual-language learners who are three years or older.

Teachers are required to maintain a portfolio for each child, which includes work samples and/or photos and anecdotal notes. Weekly, the Education Specialists or Early Childhood Site Managers review children's files to compare the documentation to lesson plans and the child's ongoing assessment data; the State Education Coordinator monitors children's files at specified times throughout the season. Three times a season, data from the ongoing assessment is compiled and analyzed by the State Education Coordinator and the Education Specialists.

The GAMSHS program utilizes the Classroom Assessment Scoring System (CLASS) to observe staff-child interaction in the preschool classrooms. The Education Specialist, Center Directors and State Education Coordinator are expected to participate in CLASS training and become CLASS-reliable. To ensure fidelity of classroom observations, the Education Specialists, Center Directors/Early Childhood Site Managers and the State Education Coordinator observe teaching staff. CLASS-reliable staff observe, document and code teacher child interactions in all preschool classrooms twice per season,

using the CLASS instrument. Once the independent coding is complete, the two observers compare and discuss their ratings. This information is then shared with applicable classroom staff.

Coaching is used to support teachers' development. The coaching process supports teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching-cycle components are (1) planning goals and action steps, (2) engaging in focused observation, and (3) reflecting on and sharing feedback about teaching practices. The cyclical nature of coaching emphasizes that expectations, understandings, and desired outcomes of coaching are regularly reviewed and updated.

## **Results of Federal Review**

A CLASS review was conducted by the Office of Head Start during 2014-15. Observations were conducted in the preschool classrooms using the Pre-K Classroom Assessment Scoring System (CLASS). The CLASS tool looks at three domains and the dimensions of teacher-child interactions and measures the interactions on a seven point scale. The three domains are emotional support, classroom organization and instructional support.

Emotional support assesses the degree to which teachers establish and promote a positive environment through their 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 way in which teachers implement the curriculum to effectively promote cognitive and language development.

The national and GAMSHS scores for 2014 are as follows:

<b>Domain</b>	<b>National Average Score</b>	<b>GAMSHS Score</b>
Emotional Support	6.10	6.0250
Classroom Organization	5.83	5.6333
Instructional Support	2.90	2.6667

As indicated in the chart above, GAMSHS CLASS scores are below the national average. GAMSHS has implemented strategies such as focused or intentional training activities and increased number of CLASS-reliable staff in an effort to improve the interactions between teachers and children.

## Report of Independent Auditor

Board of Directors  
Telamon Corporation and Subsidiaries  
Raleigh, North Carolina

### Report on the Financial Statements

We have audited the consolidated financial statements of Telamon Corporation and subsidiaries (“the Organization”) which comprise the consolidated statement of financial position as of September 30, 2014, and the related consolidated statements of activities and changes in net assets, cash flows and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

### Management’s Responsibility for the Consolidated Financial Statements

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

### Auditor’s Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization’s preparation and fair presentation of the consolidated financial statements 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 Organization’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of September 30, 2014, 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.

**Other Matters**

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements taken as a whole. The accompanying schedule of expenditures of federal awards, as required by the U.S. Office of Management and Budget Circular A-133, *Audits of State, Local Governments and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the consolidated 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 consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated 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 January 19, 2015, on our consideration of the Organization's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is 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 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 Organization's internal control over financial reporting and compliance.

Handwritten signature in cursive script that reads "Cherry Ruchant LLP".

Raleigh, North Carolina  
January 19, 2015

# Telamon Corporation

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**230 Northside Crossing**  
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