

**2020**  
**2021**

**Annual Report**



**Telamon Michigan Migrant  
and Early Head Start**

Our mission is to provide educational services that lead to better jobs, better lives and better communities.



## HEAD START

Center-based

**358**

**283**

**255**

## EARLY HEAD START

Center-based

**73**

**67**

**53**

Total # of Children Served

Total # of Families Served

Total # of Parent Volunteers

# Whom we help

As advocates for Michigan farmworker families, we provide exceptional learning environments to promote school readiness and connect families with resources in their communities.

Since 1992, Telamon Corporation has offered Head Start early childhood education to migrant and seasonal farmworker families in Michigan. In 29 years, the program grew from providing Migrant Head Start at nine locations to offering Migrant and Early Head Start at 13 locations throughout Michigan. The program provides children (and their families) with an environment that helps them grow mentally, socially, emotionally and physically.

In addition to early childhood education, Michigan Migrant Head Start (MMHS) offers children preventive health and oral health care; mental health services; disabilities screenings, assessment and services; nutritious meals and nutrition education; family goal-setting; and community referrals for health care, food, clothing, emergency services and other social support.

MMHS's Early Head Start program works to ensure pregnant women receive services for health, mental health, parenting education and more.

## HEAD START

### Center-based

72%

72%

28%

## EARLY HEAD START

### Center-based

82.2%

82.2%

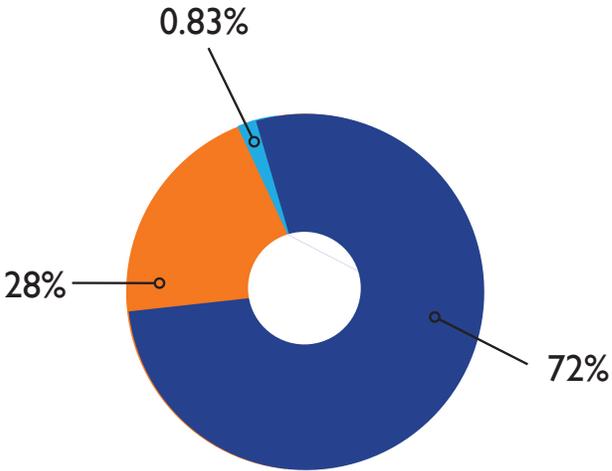
17.8%

Avg. Monthly Enrollment  
of Funded Enrollment

Eligible Served

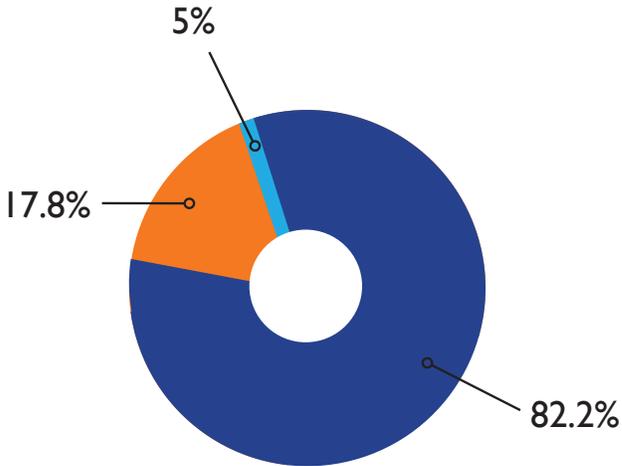
Served above 100% of  
Federal Poverty Guideline

# Enrollment by eligibility



## Head Start

- Income Below 100% of Federal Poverty Level
- Over Income
- Receiving Public Assistance



## Early Head Start

- Income Below 100% of Federal Poverty Level
- Over Income
- Receiving Public Assistance

# What we believe

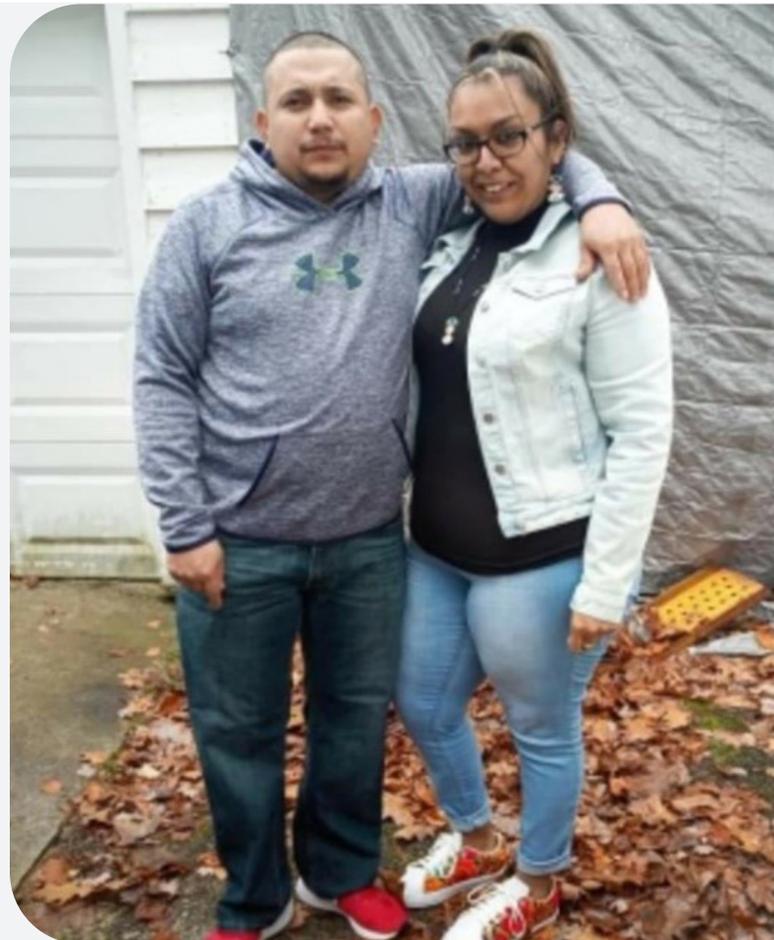
## GUIDING PRINCIPLES

- Each child is unique and can succeed.
- Learning occurs within the context of relationships.
- Families are children's first and most important teachers.
- Children learn best when they are emotionally and physically secure.
- Children learn many concepts and skills at the same time.
- Teaching must be intentional and focused on how children learn and grow.
- Every child has strengths rooted in his/her culture, background, language and beliefs.

## Success story

Ofelia Arellano is a longtime Telamon parent and employee. Ofelia started working for us in 2007 after graduating from high school, which included enrollment in an ECE program at a technical center. Although she knew about Telamon because her mom babysat migrant children who attended our centers, she learned about employment with our organization at a job fair right before graduation.

A few days after graduation, Ofelia had an interview and was offered a job as a center aide. In 2009, she obtained her infant/toddler and preschool CDAs and was promoted to toddler teacher. With her co-workers' support and a desire to set an



example for her children, she went on to receive her associates and bachelor's degrees in early childhood education. Ofelia recently was promoted to disability/education specialist at our New Era center.

Ofelia and her husband, Manuel, have four children: Dayanara, Maraih, Cristiano and Zarelea. Three of her children have attended MMHS, and she credits that for their success in school. Zarelea, her youngest, is enrolled at our New Era site. It quickly became apparent after Zarelea was born that she had little movement in her legs. Doctors worried she would need surgery and might never walk. Ofelia says Zarelea's teachers worked

with her daily to improve muscle strength and movement. One day, Ofelia was called to her daughter's classroom. When she looked through the observation window, she saw Zarelea walking. "I cried, the teachers cried, it was just amazing," Ofelia said.

Ofelia's passion to our mission as a parent and employee is apparent. During the transition to virtual services in 2020, she supported her fellow teachers in many ways. Although it was hard not having in-person services for families, she calls 2020 the "cherry on top" because MMHS met many needs of the families, such as food and supplies. We are proud to have Ofelia on our team.



# How we make a difference

Because of the pandemic, our centers were closed and unable to serve children breakfast, lunch and a snack. Instead, they supported families by providing weekly essential care packages that included food, formula, PPE, educational materials, diapers and wipes. Staff worked with food-insecure families, connecting them with community resources, such as food pantries.

We offered services as early as possible to our children and their families. MMHS and Michigan Early Head Start (MEHS) ensured that children had access to health services. MMHS and MEHS worked closely with local dentists to ensure dental screenings, exams and treatments are accessible. Because of the pandemic, we faced challenges gaining access to medical and dental services. We partnered with a nutrition coordinator who works with our families and children to meet their nutritional and special dietary needs and approve menus. The coordinator participates in case management and Health Services Advisory Committee meetings. Families learned about MMHS and MEHS health and nutrition services.

## PARENT ENGAGEMENT

We believe parents are the first and most important teachers of their children. Telamon Michigan's team partners with parents to provide opportunities to grow and learn in their areas of interest, participate in their child's learning, and become community leaders.

### % of Children Received Medical Exam



### % of Children Received Dental Exam



At the start of the season, family service teams surveyed 350 families on their top three areas of interest for parent education. With this feedback, centers provided parent training on child behavior and child development to 92 families, language literacy to 85 families, and immigration and legal rights to 84 families

during the season. The online training were led by Telamon Michigan specialists and community partners.

In the past, our program provided a parent curriculum, Abriendo Puertas/Opening Doors, to support parents as their child's most important teacher. Unfortunately, during 2020-2021 because of COVID-19, we were unable to provide this curriculum to our families. We plan to provide the virtual edition of Abriendo Puertas/Opening Doors during the 2021-2022 season.

Telamon Michigan teams continually engage parents in their child's education through our Parent Committee and Policy Council membership, event planning for child activities, parent/teacher conferences, and family goal-setting. Despite the COVID 19 impact on families and the Telamon Head Start Program, parents of 409 children

participated in Virtual Academy activities through the 2020-2021 season.

Parents have become leaders in their communities through their active participation in Parent Committees and at the state level in Policy Council. The Policy Council held 12 meetings through the 2020-2021 season. Policy Council representatives from 13 centers participated in virtual meetings with an 86 percent average turnout in the 2020-2021 year.

Three parents attended in-person the National Head Start Association Parent & Family Engagement Conference in San Diego, Calif. As leaders, they voiced the needs of their community, families and children and were voting members as parent affiliates. During the 2020-2021 year, Telamon Michigan parent Juan Carlos Velázquez was secretary of the parent affiliate on the NMSHSA board of directors.

## PREPARING FOR KINDERGARTEN

Telamon Michigan creates connections for families and educators and establishes partnerships among communities, families and schools. We strive to meet kindergarten expectations through transition activities and the curriculum in our PreK. Transition activities include visiting a kindergarten classroom and/or holding an orientation meeting for prekindergarten parents. These activities make children and families feel more comfortable with the transition by creating connections among preschool families and kindergarten staff. Our PreK teachers learn

the kindergarten curriculum, expectations, routines and activities, which helps them prepare children to enter kindergarten.

Our center transition teams provide the necessary support families need to make connections with public schools. Before the kindergarten transition, families receive information that outlines a quality early education environment and why it's important. Each child and family has unique needs in the transition. We value the input and involvement of each family.

## SCHOOL READINESS

Children are assessed in five broad areas of early learning, referred to as central domains.

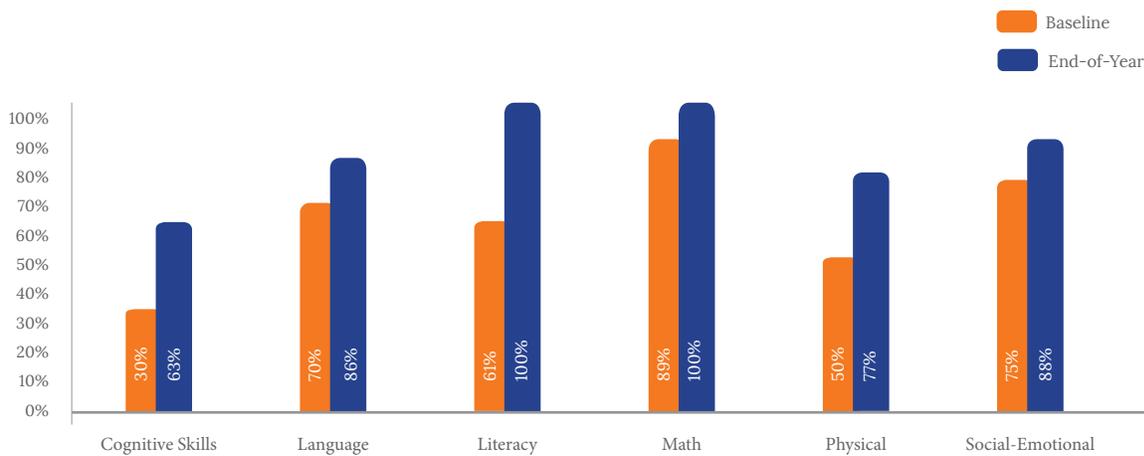
School readiness means children are prepared for school, families are prepared to support their children’s learning, and schools are ready for children. Telamon-TRC views school readiness as children possessing the skills, knowledge and attitudes necessary for success in school and for later learning and life. Children are assessed in five broad areas of early learning, referred to as central domains. The domains are:

- Approaches to learning
- Social and emotional development
- Language and literacy
- Cognition – mathematics and scientific reasoning
- Perceptual, motor and physical development

Telamon-TRC measures children’s progress towards school readiness three times during the school year: the beginning, middle and end. Telamon-TRC uses the information to individualize teaching for children and to improve our approach. For the 2020 season, because of the pandemic and operating virtual service only, Telamon MI had two checkpoints to measure progress.

The school readiness outcomes chart identifies progress in each domain for children who went on to kindergarten in fall 2020.

### Children meeting or exceeding widely held expectations\*



\*The term widely held expectations describes the range of knowledge, skills and abilities that children of a particular age typically demonstrate from the beginning to the end of a program year. These widely held expectations are based on the latest research in early childhood education, are demonstrated in the progressions for GOLD\* Objectives for Development and Learning 1–23 and are used to help determine if a child’s (or group of children’s) knowledge, skills and abilities are below, meeting or exceeding their age’s expected range of knowledge, skills and abilities.

# How we fund our program

## MONITORING REVIEW

From Oct. 18, 2019, through Feb. 27, 2020, the Administration for Children and Families (ACF) conducted a monitoring review of the Telamon Corporation Head Start and Early Head Start programs. Based on the information gathered during our review, the determination was made that Telamon Corporation Head Start and Early Head Start programs had four deficiencies in its Head Start and Early Head Start programs in management and safety practices.

In 2020, Telamon responded to the deficiency report from the Office of Head Start with a plan for immediate correction.

Telamon worked diligently to correct flaws in program design and management and safety. Telamon-TRC has strengthened our management from the local level through our corporate office to prevent future deficiencies.

From Dec. 8, 2020, to Dec. 14, 2020, ACF conducted a follow-up review of Telamon Corporation Head Start and Early Head Start programs to determine if previously identified areas had been corrected. Based on the information from this review, the Office of Head Start said the flaws had been corrected.

## FINANCIAL AUDIT

We have audited the consolidated financial statements of Telamon Corporation and subsidiaries (the “Organization”) which comprise the consolidated statement of financial position as of Sept. 30, 2019, 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.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of Sept. 30, 2019, 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.

Cherry Bekaert LLP

## Telamon TN Early Head Start Funding Program Year 2020

Funding Source	Funding Amount
Head Start	\$9,896,359
Early Head Start	\$1,054,243
Training and Technical Assistance	\$151,286
<b>Sub Total</b>	<b>\$11,101,888</b>
USDA Food Program	\$0.00
In-Kind Contributions	\$557,646
<b>Sub Total</b>	<b>\$557,646</b>
<b>TOTAL FUNDING</b>	<b>\$11,659,534</b>

## Budgets &amp; Expenditures

Budget Category	Head Start		Early Head Start	
	Budget	Expenses	Budget	Expenses
<b>Salaries</b>	\$4,308,775	\$3,494,330	\$381,036	\$291,998
<b>Fringe</b>	\$2,196,289	\$1,777,477	\$194,328	\$148,919
<b>Travel</b>	\$76,431	\$7,744	\$2,049	\$1,139
<b>Equipment</b>	\$0	\$0	\$0	\$0
<b>Supplies</b>	\$771,998	\$784,747	\$115,354	\$13,919
<b>Contractual</b>	\$121,881	\$66,667	\$94,764	\$96,075
<b>Other</b>	\$1,729,829	\$1,148,358	\$209,940	\$44,911
<b>Sub Total</b>	\$9,205,203	\$7,279,323	\$997,471	\$596,961
<b>Indirect</b>	\$826,143	\$669,520	\$73,071	\$55,996
<b>Total</b>	<b>\$10,031,346</b>	<b>\$7,948,843</b>	<b>\$1,070,542</b>	<b>\$652,957</b>



**Telamon**  
MICHIGAN

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