2018-19 ANNUAL REPORT

Telamon Georgia Head Start Programs

Early Childhood & Family Support
Colquitt, Lowndes, Tattnall and Toombs Counties
Our mission is to provide educational services that lead to better jobs, better lives, and better communities.

Each child is unique and make our school family GREAT!
WHOM WE HELP
Georgia Migrant & Seasonal Head Start prepares children for success

Georgia Migrant & Seasonal Head Start (GAMSHS) program prepares our communities' most vulnerable young children to succeed in school and in life beyond school. We deliver services to children and families in core areas of early learning, health and family well-being while engaging parents as partners.

GAMSHS serves 365 infants, preschoolers and toddlers.
Migrant & Seasonal Head Start % of Enrollment by Eligibility

- Income Below 100% of Federal Poverty Level: 96.7%
- Over Income: 0%
- Receiving Public Assistance: 0.3%
- Homeless: 2.7%
- Foster Child: 0.3%
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 caregivers.
• Children learn best when they are emotionally and physically safe and 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 their culture, background, language and beliefs.

Success Story

Sindia Avellaneda’s two children were enrolled at the Norman Park Center for the 2019–2020 school year. Her contribution as a parent at the center greatly increased the Migrant & Seasonal Head Start program’s success. She devoted more than 100 hours of in-kind volunteer hours and played a very active role in center events and activities. For example, she participated in the parent committee that planned events, such as the Father-Daughter Dance, Daddy Grill competition and the fall dinner for families. She also participated in parent-teacher conferences, and she helped children develop their skills. Plus, she was the treasurer of the Policy Council.

Behind her quiet demeanor, Sindia has the biggest smile and warmest heart when it comes to working with toddlers. She plans to continue her education by enrolling in an early-childhood program at a local technical college. Based on our experience working alongside her at the center, we believe Sindia will be an asset to any child development program. We expect many great things for her future.
Health is the foundation of school readiness. To help children thrive, GAMSHS ensures that children are up to date on immunizations, physicals and dental exams. A priority for GAMSHS’s Health Services staff is connecting families to services and resources. Our goal is for each family to establish a medical and dental home. This is critical for the health and well-being of each child and family. If a child has health and/or nutrition issues, it reduces his/her ability to learn. GAMSHS strives to ensure that each child is healthy and ready to learn.

Good eating habits begin early. Children receive nutritious meals at all centers. Family-style meals introduce children to new foods and teach nutrition and healthy behaviors.

GAMSHS’s program supports the mental health of children, families and staff every day. Early childhood mental health is the same as social and emotional well-being. Children learn to express and regulate emotions, form trusting relationships and explore—all in the cultural context of family and community. The mental health of children and the adults who care for them is essential for school readiness.
Family Engagement

GAMSHS welcomes all parents to our Head Start centers. We believe parents are a child’s first and most important teachers. Our goal is for parents to become active partners in their children’s education. Engagement is shared between GAMSHS employees and Head Start families to build positive relationships. It is a shared responsibility requiring mutual respect for the roles and strengths we offer.

Parents participate in projects and activities in their child’s classroom, working with teachers, and sharing their gifts. GAMSHS engages parents in their child’s education through Family Nights, parent/child play groups, Parent Committee and Policy Council membership, event planning for child activities, parent education events, parent/teacher conferences, family goal setting, and input into program and curriculum planning.

GAMSHS’s Family Services employees commit to creating and sustaining partnerships that support family well-being. These employees help families prioritize needs and work with them to set goals and overcome challenges.
Preparing for Kindergarten

GAMSHS serves families and children from birth to age 5. GAMSHS believes all children deserve the opportunity to develop the knowledge, skills and abilities they need to succeed and prepare for kindergarten. Our approach to school readiness means children are ready for school, families are ready to support their children’s learning, and schools are ready for children.

GAMSHS has a strong, clear and comprehensive focus on all aspects of healthy child development, including physical, cognitive, and social and emotional development - all essential to children getting ready for school. GAMSHS sets school readiness goals and implements core strategies to help prepare children to succeed when they enter school. These strategies include:

- Using a research-based curriculum that addresses the essential areas of school readiness.
- A focus on using data to improve our program.
- Providing education, training and support to our employees.
- Establishing Individualized Wellness Plans that promote healthy development for every child.
- Ensuring a parent partnership that promotes an understanding of their child’s progress, provides support, and encourages learning and leadership.
- Communicating with local schools and other agencies receiving Head Start children, to exchange information about children and programs and to align services for early learning, health and family participation.
- A kindergarten transition process that begins when the child is in his/her last year of Head Start and involves child, families, employees, the community and local elementary schools.
School Readiness

School readiness means children are prepared for school, families are ready to support their children's learning, and schools are ready for children. GAMSHS views school readiness as children possessing the skills, knowledge and attitudes necessary to succeed in school, 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 & Scientific Reasoning
- Perceptual, Motor and Physical Development

GAMSHS measures children’s progress toward school readiness three times during the school year: at the beginning to determine their developmental level as they begin the program, midway and at the end to chart the progress children made in Head Start. GAMSHS uses the information to individualize teaching strategies for children and improve our approach.

The school readiness outcomes chart identifies progress in each domain for preschool children during the 2019 program year.

PERCENTAGE OF 4-YEAR OLD 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

Financial Audit

Monitoring Review

For the 2018-2019 program year, GAMSHS’s program was not monitored by the Administration for Children and Families.

Financial Audit

Budgetary expenditures further the goals of early childhood education based on Head Start Performance Standards. These spreadsheets compare budgets against expenses for each program type operated.

USDA reimbursements covered all costs of programs’ food and non-food supplies and part of salaries 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. Twenty percent of total program costs must be matched with non-federal share as required by the Office of Head Start. We were unable to meet the 20 percent Non-Federal Share amount. We were granted a waiver for the unmatched funds.

TELAMON GEORGIA HEAD START
FUNDING LANDSCAPE
PROGRAM YEAR 2018-19

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<tr>
<th>Funding Source</th>
<th>Funding Amount</th>
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<tr>
<td>Head Start Grant</td>
<td>$4,779,992</td>
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<tr>
<td>Training and Technical Assistance</td>
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<td><strong>Sub Total</strong></td>
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<tr>
<td>USDA Food Program</td>
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<tr>
<td>In-Kind Contributions</td>
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<td><strong>Sub Total</strong></td>
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<td><strong>TOTAL FUNDING</strong></td>
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BUDGETS & EXPENDITURES

Head Start

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<th>Category</th>
<th>Budget</th>
<th>Expenses</th>
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<td>Salaries</td>
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<td>Fringe</td>
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<td>Travel</td>
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<td>Equipment</td>
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<td>Supplies</td>
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<td>Indirect</td>
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<td>Total</td>
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<td>$4,875,725.00</td>
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THANK YOU

Telamon Georgia Head Start Programs extend a heartfelt “thank you” to all of our funders, volunteers, partner agencies, individuals and businesses that contributed to the education, health and well-being of our children and families during the school year.

Program Funding

The program was sustained by public funding for the program year 2018–2019. Telamon Georgia’s MSHS program is funded by the U.S. Department of Health and Human Services, Administration of Children, Youth and Families, and the Office of Head Start. Amounts are shown for the most recently concluded fiscal year assigned to each program.