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

These are the people who make our school family GREAT!
WHOM WE HELP
Telamon Michigan Head Start Programs prepare our communities’ children to succeed in school and in life beyond school.

As advocates for farmworker families in Michigan, 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 27 years, the program grew from providing Migrant Head Start at nine locations to offering Migrant and Early Head Start at 15 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 supports.

MMHS’s Early Head Start program also offers support to ensure pregnant women receive services for health, mental health, oral health, parenting education and more.

2018-2019 CHILDREN & FAMILIES SERVED

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants-Toddlers- Pregnant Women</td>
<td>916</td>
</tr>
<tr>
<td>Center-based</td>
<td>878</td>
</tr>
<tr>
<td>Pregnant Women</td>
<td>38</td>
</tr>
<tr>
<td>Preschoolers</td>
<td>400</td>
</tr>
<tr>
<td>Families</td>
<td>687</td>
</tr>
<tr>
<td>Volunteers</td>
<td>714</td>
</tr>
</tbody>
</table>
Head Start % of Enrollment by Eligibility

- Income Below 100% of Federal Poverty Level: 74%
- Over Income: 0%
- Foster Child: 0%
- Homeless: 0%
- Receiving Public Assistance: 0%

Early Head Start % of Enrollment by Eligibility

- Income Below 100% of Federal Poverty Level: 77%
- Over Income: 0%
- Foster Child: 0%
- Homeless: 0%
- Receiving Public Assistance: 0%
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 focus on how children learn and grow.
• Every child has strengths rooted in their culture, background, language and beliefs.

Success Story

Juan Carlos Velazquez credits Adrian MMHS with guiding his transformation from a “shy, clueless” father into a national officer for a Head Start parent organization. “As a young dad, I was clueless,” he said. “I didn’t have a good home life, so I really didn’t know much about raising children. I reached out to my wife and others who told me about services for migrant Head Start and low-income families. That networking led me to the Adrian MMHS.”

Juan Carlos and his wife enrolled their children in Adrian, Mich., Migrant Head Start. He went to a parent meeting that was sparsely attended. The agenda included an election. “None of the other parents wanted to run for the Parent Committee president position and they asked me and elected me to the president position,” he said.

“I was very shy and did not knew what I was getting into,” said Juan Carlos, 27, a native of Pachuca Hidalgo, Mexico, who has been in the United States for about 13 years.

Adrian teachers sent educational information home with the children that taught Juan Carlos activities “involving me with my children to dance with music and moving. These types of activities I have never completed before learning from the program.”

“I didn’t realize the importance of early childhood education until I learned from Adrian MMHS … how to care for my children,” he said.
This year, Telamon Michigan surpassed its initial enrollment goal for pregnant women, serving 38 women. These pregnant moms received regular home visits and participated in the Becoming a Mom/Comenzando bien curriculum from the March of Dimes Foundation. This curriculum was designed for use with pregnant women in a supportive group setting. It included nine sessions, in English or Spanish, on prenatal care, nutrition, stress, what to avoid during pregnancy, labor and birth, postpartum care and newborn care. The health specialist team also worked with families and providers to ensure that all children received preventive, dental, hearing, vision, mental health, developmental and specialty services. An outstanding 99.8 percent of children became current on immunizations.

In 2020, Juan Carlos attended the NMSHSA Conference in San Diego, Calif., where he was elected national secretary by the association’s Parent Affiliate group.

“These conferences, workshops and classes provided me knowledge that helped me be involved in the life of my children and family,” he said. “I have learned how to deal with stress, financial freedom, reading to children and having activities at home with the family.” Juan Carlos participated in immigration workshops “to protect myself and (my) family. During these conferences, I have learned how to advocate for my children.”

The goal this year for Juan Carlos: “Get my GED.”

Juan Carlos’ education as a parent representative expanded when he attended his first Policy Council meeting representing Adrian in Lansing, Mich., where he learned to conduct meetings using Robert’s Rules of Order.

“It was a great experience,” he said, adding that his election to treasurer of the Parent Committee “motivated me to advocate for my center, my children and family.” Telamon “continued to provide me with the opportunities to develop my knowledge,” sending Juan Carlos to the NMSHSA annual conference in Costa Mesa, Calif., in 2018 and the NHSA Parent & Family Engagement Conference in Anaheim, Calif., in 2019.

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We believe parents are the first and most important teachers of their children.

Telamon Michigan's team partners with all parents to provide opportunities to grow and learn, participate in their child's learning, and become leaders in their communities. At the beginning of the season, family service teams asked 635 families for their top three topics of parent education. With this feedback, Telamon Michigan specialists and community partners provided parent training on child behavior to 256 families, child development to 189 families, and language literacy to 181 families during the season.

Our program also provided evidence-based curriculum, Abriendo Puertas/Opening Doors, to guide parents as their child's most important teacher. The sessions promote school readiness, family well-being and advocacy by addressing best practices in brain development, key aspects of early childhood development (cognitive, language, physical and social/emotional), early literacy, bilingualism, early math, positive use of technology, attendance, civic engagement, parent leadership, goal setting and family success planning. Throughout the season, five centers and 51 parents attended the Abriendo Puertas/Opening Door sessions. Participation in these sessions increased by 29 percent from the previous program year with 6 percent more fathers attending.

Telamon Michigan teams 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. Some parents have time to volunteer in their child's classroom, helping with projects and activities. Other parents use our Parent Child In-home Activities. The number of families receiving additional support to meet school readiness goals was 522.

Parents have become community leaders through their active participation in the Parent Committee and at the state level in the Policy Council. Nationally, parents attended the National Migrant & Seasonal Head Start Association (NMSHSA) Parent Conference in Corpus Christi, Texas, in October 2019 and the NMSHSA Annual Conference in San Diego, Calif., in March 2020. They voiced the needs of their community, families and children and were voting members as parent affiliates. This year, Telamon Michigan parent Juan Carlos Velázquez was voted secretary of the parent affiliate on the NMSHSA board of directors.
Preparing for Kindergarten

Telamon Michigan prepares children and families to succeed in public school and life by using researched based curricula and assessments so each child progresses in language, literacy, math, science and physical development. We support at-home learning and healthy habits with parent-child reading, regular bedtimes and positive parenting. In 2019, the program transitioned 67 children to local kindergarten programs. We connected families with schools in their districts, provided them with kindergarten information and brought in public school administrators to address the skills their children needed to succeed in kindergarten. We provided each child with a backpack full of supplies for kindergarten. We taught children transportation and pedestrian safety. Our goal is to provide parents with the knowledge and skills to become lifelong educational advocates for their children.
School Readiness

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: at the beginning, midway and at the end. Telamon-TRC uses the information to individualize teaching strategies for children and improve our approach.

The school readiness outcomes chart identifies progress in each domain for children who went on to kindergarten in fall 2019.

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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.
Financial Audit

Monitoring Review

No monitoring review was conducted during this period.

Financial Audit

The most recent audit for Telamon Corp. and its subsidiaries was for the year ended 2019. The independent firm Cherry Bekaert CPAs and Advisors conducted the audit. The firm audited the consolidated financial statements of Telamon Corp. and subsidiaries, which make up the consolidated statement of financial position as of September 30, 2019, and the related consolidated statements of activities and changes in net assets, cash flow and functional expenses for the year then ended, and the related notes to the consolidated financial statements. Telamon Corp. received an unqualified audit opinion, with no federal award findings or questioned costs.
### BUDGETS & EXPENDITURES

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<tr>
<th>Budget Category</th>
<th>Head Start</th>
<th>Early Head Start</th>
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<td><strong>Budget</strong></td>
<td><strong>Expenses</strong></td>
<td><strong>Budget</strong></td>
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<td>Salaries</td>
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<td>Fringe</td>
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**THANK YOU**

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