

2025-2026 ANNUAL REPORT



MICHIGAN MIGRANT EARLY HEAD START MIGRANT/SEASONAL HEAD START

The Telamon|TRC Head Start program's annual report is shared with the public to promote transparency and accountability. Electronic copies are posted on the organization's website and the program's internal SharePoint site, and programs may print copies to distribute to staff, community partners, and parents. The report is also presented at Policy Council and Governing Board meetings. This approach ensures that families, stakeholders, and the broader community are informed about the program's performance, financials, and overall impact.

Leading with Heart



Our Team

Our Mission

Telamon | TRC disrupts the cycle of poverty by empowering families to overcome barriers to success.



Our Commitment to Safety

We believe every child has the right to be safe.

- We commit to protecting the safety of all children enrolled in our program.
- We will not tolerate the mistreatment or abuse of any child in our program.
- We commit to speaking up if we believe anyone is violating our code of ethics, standards of conduct, Telamon | TRC policies, the law or has questions or concern about a child's safety and well-being.

Whom We Help

Telamon Michigan Migrant and Seasonal Head Start (MMSHS) programs serve agricultural working families, both seasonal and migrant, by providing wraparound, multi-generational early childhood educational services to this population of families.

	Total # of	Children Served	Families Served	Parent Volunteers
Head Start	Center-based	299	242	225
Early Head Start	Pregnant Women	33	99	74
	Center-based	77		

		Total Enrollment as % of Funded Enrollment	% of Eligible Served	% Served Above 100% of Federal Poverty Guideline
Head Start	Center-based	95%	100%	42%
Early Head Start	Pregnant Women	110%	100%	45%
	Center-based	94%	100%	26%



Enrollment By Eligibility



HEAD START % of Enrollment by Eligibility

Income Below 100% of FPL	30.4%
Homeless	11.7%
Receiving Public Assistance	15.4%

EARLY HEAD START % of Enrollment by Eligibility

Income Below 100% of FPL	35.4%
Homeless	14.5%
Receiving Public Assistance	17.2%

What We Believe

GUIDING PRINCIPLES

- **Each child is unique** and can succeed.
- **Learning occurs** within the context of relationships.
- **Parents 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

When Clara and her son, Byron, arrived in the United States from Mexico, she carried both hope and heartbreak. Byron has severe cognitive delays, and in their hometown, resources are limited. Clara believed that in the U.S., he would finally receive the care and education he needed to thrive. The reality, however, was more difficult than she imagined.

Byron faced many barriers with his arrival in a new community. Programs turned them away, unsure how to serve a child with such significant needs. Each rejection deepened Clara's worry; she feared her son would be left behind without the opportunity to learn, grow, or be accepted.

Everything changed when Ana found Telamon. For the first time, she encountered a team willing to look beyond limitations and focus on possibility. Telamon welcomed Byron with compassion and did everything within their capacity to support his development. For Clara, it was a moment of relief she had not felt in years; someone finally saw her child's worth.

Clara also found strength through Telamon's Abriendo Puertas (Opening Doors) parent program.

She fully engaged in the experience, building confidence, learning new skills, and connecting with other families. By the time she graduated, Clara had transformed from a worried and isolated parent into a confident advocate for her son.

"My son struggled with significant mental health challenges and wasn't always easy to support, but Telamon stood by us when no one else did. I'm so thankful for his teacher, the Education team, the caring Health Specialist, and the dedicated Family Services staff. Because of them, he received an autism diagnosis and dental care and is finally getting the support he truly needs. Despite the obstacles we faced, their compassion and help changed our lives. I will be forever grateful."

Today, Byron is in a supportive learning environment where he continues to make progress, and Clara stands strong beside him, equipped with knowledge and hope. Their journey is far from over, but their future is brighter than ever, a future filled with opportunity and the belief that every child deserves a chance to succeed.



How We Make A Difference

Telamon Michigan Migrant & Seasonal Head Start, ensures that children have access to necessary health services to support school readiness. Services include, but are not limited to, dental exams and screenings, well-child/physical exams, hearing and vision screenings, mental health services, services for pregnant women, and nutritious meals. These services are made possible through local partnerships, collaborations with healthcare providers and clinics, and connections with social service organizations.

During the 2025–2026 program year, the program provided breakfast, lunch, and an afternoon snack to all enrolled children in attendance at the center. Meals are reimbursed through the Child and Adult Care Food Program (CACFP), and children with dietary restrictions were provided with alternative meal options to meet their individual needs. The program also prioritized strengthening its local food system by partnering with local dairy and egg distributors and encouraging centers to purchase reputable, locally sourced produce whenever possible. Menu improvements focused on increasing nutrition density of menu options included replacing pancake syrup with pure maple syrup, margarine

with butter, and vegetable oil with olive oil when feasible. Menus were redesigned to incorporate a wider variety of nutritious foods such as hummus, smoothies, and vegetable-rich dishes like ratatouille, further enhancing children's exposure to healthy options.

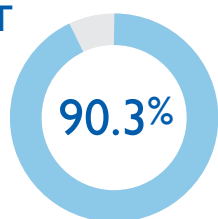
To further promote healthy eating and hands-on learning, raised garden beds were installed at each center with the help of parent volunteers. Children actively participated in planting, growing, harvesting, and taste-testing a variety of fruits and vegetables. Classrooms incorporated the gardens into the preschool curriculum, supporting experiential learning and reinforcing healthy habits. Michigan State University (MSU) Extension nutrition professionals supported these garden efforts throughout much of the season, providing guidance and education until their SNAP program funding ended later in the program season.

Memorandums of Understanding, committees, and community partnership agreements are in place to ensure coordinated and ongoing health services for children and their families. To promote health, wellness, and model healthy behaviors, the Health Coordinator and Specialists provide continuous health and nutrition education during parent orientation, parent meetings, Health Services Advisory Committee meetings, and individualized parent trainings. These opportunities allow families to connect with community partners and access needed services.

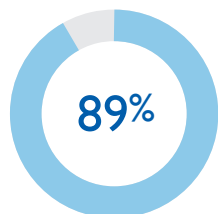
Children and families enrolled in Telamon Michigan Migrant & Seasonal Head Start face many barriers to accessing quality healthcare, including personal, environmental, and economic challenges. The program supports families by assisting with scheduling appointments, providing transportation, and hosting dental and health events. These efforts help ensure that children receive proper oral and overall healthcare services.

MIGRANT HEAD START

% of Children Received Medical Exam

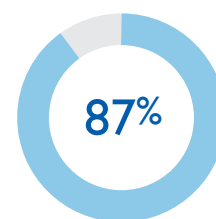


% of Children Received Dental Exam

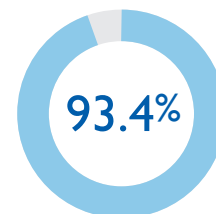


EARLY HEAD START

% of Children Received Medical Exam



% of Children Received Dental Exam



Parent Engagement

ASPIRE:

Aspire is a survey tool that helps parents self-assess their well-being by answering a series of questions designed to help them analyze areas of strength and need. The questions focus on many domains of life, such as work, housing, health, community, parenting, financial wellbeing, and more. At the end of the survey, the family receives a life map that helps them set priority goals that they want to work on with the support of the Telamon team and community partners.

The survey is conducted on a tablet/computer so Telamon staff can quickly analyze the results with the family. During the survey, each question is displayed on a separate page with three images and descriptions connected to a red, yellow, and green scale. Parents choose which answer (red, yellow, or green) reflects their current situation on that question. Since some of the questions are personal, they may skip any questions they do not wish to answer, and they are reassured that their answers are confidential.

After taking the survey, Telamon Family Services staff support the family in identifying the areas that are most important to them and begin

working on a plan to address their priorities. With the Life Map, they will be able to see their successes, achievements and the areas they want to improve, tracking progress along the way. An important part of this process is to connect families to resources to address any challenges they have identified.

Abriendo Puertas / Opening Doors:

Abriendo Puertas / Opening Doors is the nation's first evidence-based comprehensive training program developed by and for Latino parents with children ages 0-5. The mission of Abriendo Puertas/Opening Doors is to support parents as leaders of their families and as their child's first and most influential teacher in a home that is their child's first school. Abriendo Puertas/Opening Doors uses a two-generation approach that builds parent leadership skills and knowledge to promote family wellbeing and positive outcomes for children. Abriendo Puertas/Opening Doors believes that parents, as leaders of their families, can be powerful agents of change in the lives of their children as well as their community.

The curriculum is designed with parent input and uses the "popular education" approach to engage parents. Each of the ten curriculum sessions is grounded in

continued



Parent Engagement

continued

“dicho,” a word that means the passing down of wisdom through generations using culturally relevant practices, teaching, and activities.

The curriculum, available in both Spanish and English, promotes 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, numeracy, bilingualism, health, attendance, civic engagement, parent leadership, goal setting, and planning for family success.

The Abriendo Puertas/Opening Door curriculum is designed to be completed in a specific order, delivered in 1-2 hour sessions; however, many participants find benefit in repeating some sessions, and are invited to do so if they choose to.

Parent Committee and Policy Council:

Parent Committee: It is a group of parents who participate in parent meetings and represent the interests of parents at the center. To be part of the Parents committee, you need to have a child enrolled in the center.

Policy Council: The Policy Council is a group of parents and members of the MMHS and EHS community who help lead and make decisions about the program. Members of the Policy Council are elected by the parents of children enrolled in the program. Parents usually join the Policy Council after serving on a parent committee, building on that introduction to shared program governance.

The policy council has been instrumental in ongoing adjustments to the operational calendar. With their support and collaboration the service year has been increased by an average of 4.5 weeks per center over the past two years, a response to the changing agricultural work year and needs of farm working communities.

Some Policy Council functions include but are not limited to:

- Approval program policies and procedures.
- Participate in and approve changes in program staff.
- Approves new government grant applications (Grants).
- Actively participates in program decision-making.
- Participate in five (5) meetings, three (3) during the season and two (2) off-season. The location of the meeting will be determined by the Policy Council members.

Other parent engagement activities include:

- Volunteering in and out of the classroom.
- Attending special events such as Health Fairs, Job Fairs or Open Days.
- Maintaining contact with the child's teacher.
- Do weekly homework assignments sent home with their child. (Ready Rosie)

Preparing for Kindergarten

Our Telamon | TRC Michigan Head Start Program

continues to demonstrate strong, intentional work in preparing children for Kindergarten across all developmental domains. The data reflects consistent growth from baseline to end-of-year outcomes, highlighting the effectiveness of comprehensive, data-driven practices implemented throughout the program year.

Across all six domains—Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics—children showed meaningful progress, with the percentage of children meeting or exceeding widely held expectations increasing in every area.

Social Emotional Development improved from 70% at baseline to 85% by the end of the year. This growth reflects the program's emphasis on nurturing relationships, emotional regulation, and self-confidence. Through intentional strategies such as social-emotional curricula, classroom problem-solving, and consistent routines, children developed critical skills needed for peer interaction and classroom engagement.

In the Physical Development domain, outcomes increased from 75% to 91%, demonstrating a strong focus on both gross and fine motor skill development. Daily opportunities for movement, structured outdoor play, and hands-on learning experiences supported children in building coordination, independence, and self-care skills essential for Kindergarten readiness.

Language Development also showed steady growth, rising from 72% to 82%. Classrooms incorporated rich language environments, including meaningful conversations, open-ended questioning, and intentional vocabulary instruction. These strategies supported children in expressing their needs, engaging in discussions, and building foundational communication skills.

The Cognitive Development domain showed one of the strongest gains, increasing from 73% to 91%. Through inquiry-based learning, problem-solving activities, and guided exploration, children developed critical thinking skills and the ability to engage actively in learning tasks.

In Literacy, progress was evident from 69% to 75%. While growth was slightly more modest compared to other domains, the increase reflects ongoing, targeted efforts such as read-alouds, phonological awareness activities, print-rich environments, and individualized support to strengthen early literacy skills.

The most significant gain was seen in Mathematics, increasing from 59% at baseline to 82% at the end of the year. This substantial improvement highlights the program's intentional focus on integrating math into daily routines, including counting, patterning, measurement, and problem-solving activities embedded in play and instruction.



School Readiness

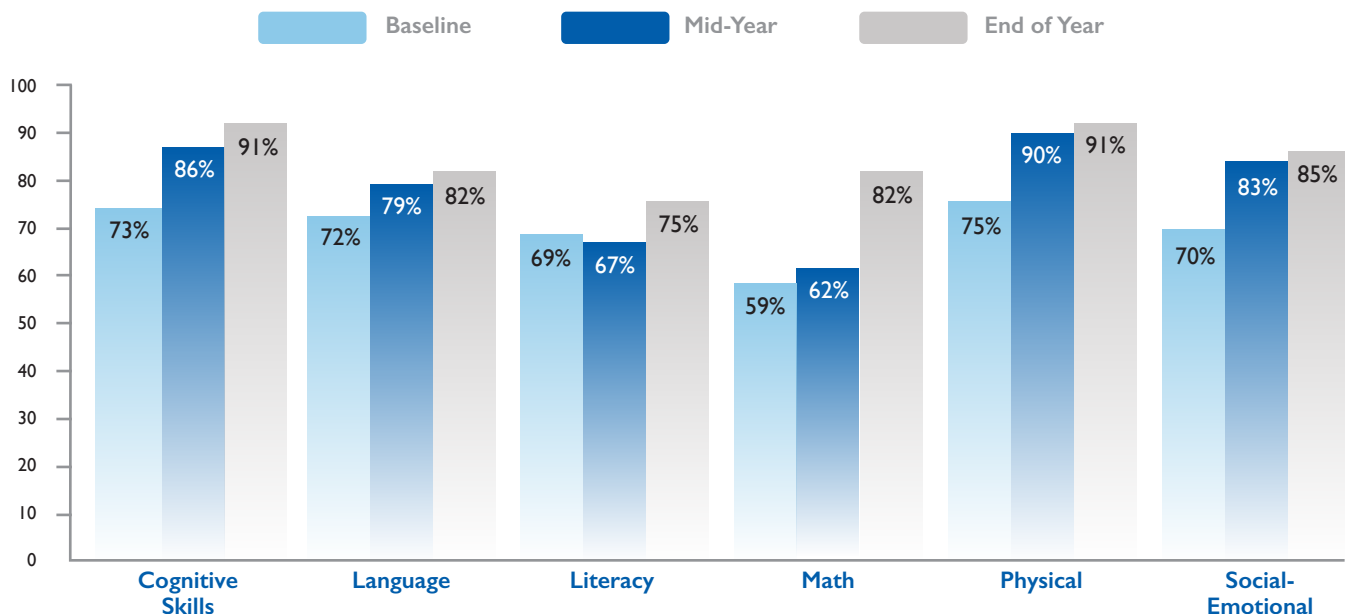
Our School Readiness Plan is updated annually to include targeted goals for our lowest areas of growth from our child outcomes assessments and includes a coordinated approach of all content areas to define their roles in school readiness. In the 2025-26 season, we supported 32 children from our Preschool classrooms in the transition to kindergarten. Families were supported with the transition process including support with registering their child for school, knowing and understanding what skills and development make their child truly ready for school, and every transitioning child received a kindergarten backpack filled with school supplies and a Head Start Diploma for successfully ending their Head Start journey to continue their learning in the public school setting.

These outcomes are the result of a coordinated, program-wide approach that includes:

- **Intentional Teaching Practices:** Staff use ongoing assessment data to plan responsive instruction aligned with school readiness goals.
- **Ongoing Assessment and Data Use:** Checkpoint data is consistently analyzed to identify trends, adjust instruction, and provide targeted support.
- **Embedded Learning Opportunities:** Skills across all domains are integrated into daily routines, play, and structured activities.
- **Professional Development and Coaching:** Teachers receive continuous support to strengthen instructional strategies and align practices with best practices and the Head Start Early Learning Outcomes Framework.
- **Family Engagement:** Families are engaged as partners in their children's learning through communication, resources, and opportunities to support development at home.
- **Inclusive Practices:** Individualization ensures all children, including those with disabilities, receive the supports needed to build skills and make progress.

Overall, the data demonstrates that children in the program are making strong progress toward Kindergarten readiness. The consistent upward trend across all developmental domains reflects a high-quality early learning environment supported by intentional teaching, data-driven decision-making, and a commitment to continuous improvement. These efforts ensure that children leave our program with the foundational skills, confidence, and readiness needed for a successful transition to Kindergarten.

TELAMON MICHIGAN HEAD START PROGRAM: % 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

Monitoring Review

Telamon | TRC Michigan did not have a Monitoring Review FY 2025-2026.

Financial Audit

Annually, Telamon|TRC engages an independent, external audit firm to conduct a comprehensive review (Single Audit) of the nonprofit's financial statements and compliance with federal award requirements. The resulting Single Audit report is submitted to the Department of Health and Human Services and the Federal Audit Clearinghouse after review by the Governing Board. Telamon received a clean opinion on both the Financial Statements and Uniform Guidance pieces of the 2025 Audit. The 2025 audit included one finding

related the financial statements and included fixed assets, leases, and revenues. Telamon staff had discovered during the year that figures from several years ago were incorrect and fixed those items. In order to have a proper comparison with the 2024 figures the auditors had to restate the amounts related to these three areas and included this as a finding in their report. The single audit found that Telamon|TRC employs systems, procedures, and processes that comply with the Office of Management and Budget Uniform Guidance 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and audit Requirements for Federal Awards.

Telamon Michigan Migrant Early Head Start & Migrant/Seasonal Head Start Funding Landscape: Program Year 2025–2026

The total amount of public and private funds received and the amount from each source.

Funding Source	Funding Amount
OHS	\$16,919,474
Non-Federal Share	\$898,530
Combined OHS & Non-Federal Share	\$17,818,004
CACFP:	\$201,803
TOTAL FUNDING	\$18,019,807

Budgets & Expenditures: Program Year 2025–2026

	Budget	Expenditures
Personnel:	\$7,561,516	\$6,502,147
Fringe:	\$3,856,372	\$3,314,273
Travel:	\$84,637	\$43,800
Equipment:	\$710,280	\$791,223
Supplies:	\$431,706	\$447,362
Contractual:	\$0	\$0
Construction:	\$0	\$0
Other Costs:	\$2,548,355	\$2,789,888
Indirect:	\$1,726,608	\$1,557,693
TOTAL	\$16,919,474	\$15,446,387

Note* Actual expenses reflect Sage Intacct data for the period April 1, 2025 through March 31, 2026.



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The opinions, findings, conclusions, and recommendations expressed are those of the author(s) and do not necessarily reflect the views of the Administration for Children and Families and the Head Start or CSBG Program, the Department of Labor, the Department of Veteran Affairs or the Department of Housing and Urban Development.