

2024-2025 ANNUAL REPORT



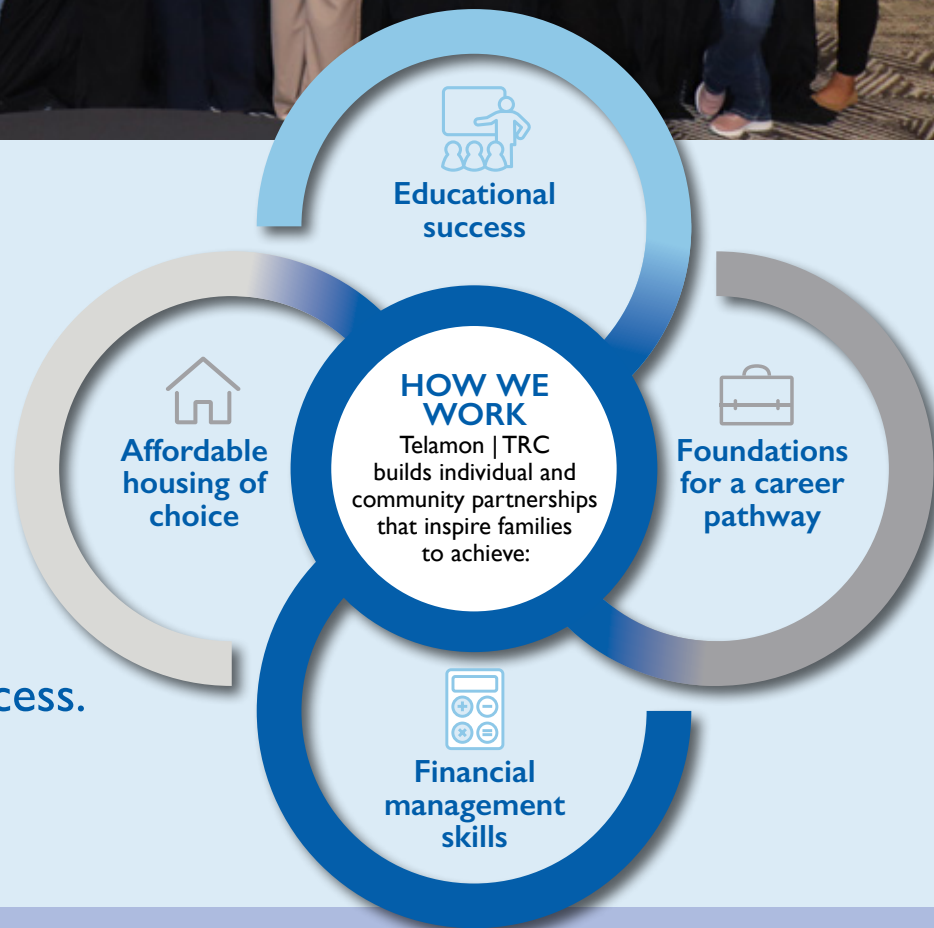
MICHIGAN MIGRANT EARLY HEAD START (Michigan Agricultural Head Start)

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.

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 families working in agriculture, 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	301	250	241
Early Head Start	Pregnant Women	19	101	23
	Center-based	100		

		Avg. Monthly Enrollment as % of Funded Enrollment	% of Eligible Served	% Served Below 100% of Federal Poverty Guideline
Head Start	Center-based	36	100%	34%
Early Head Start	Pregnant Women	2	100%	38%
	Center-based	8	100%	44%

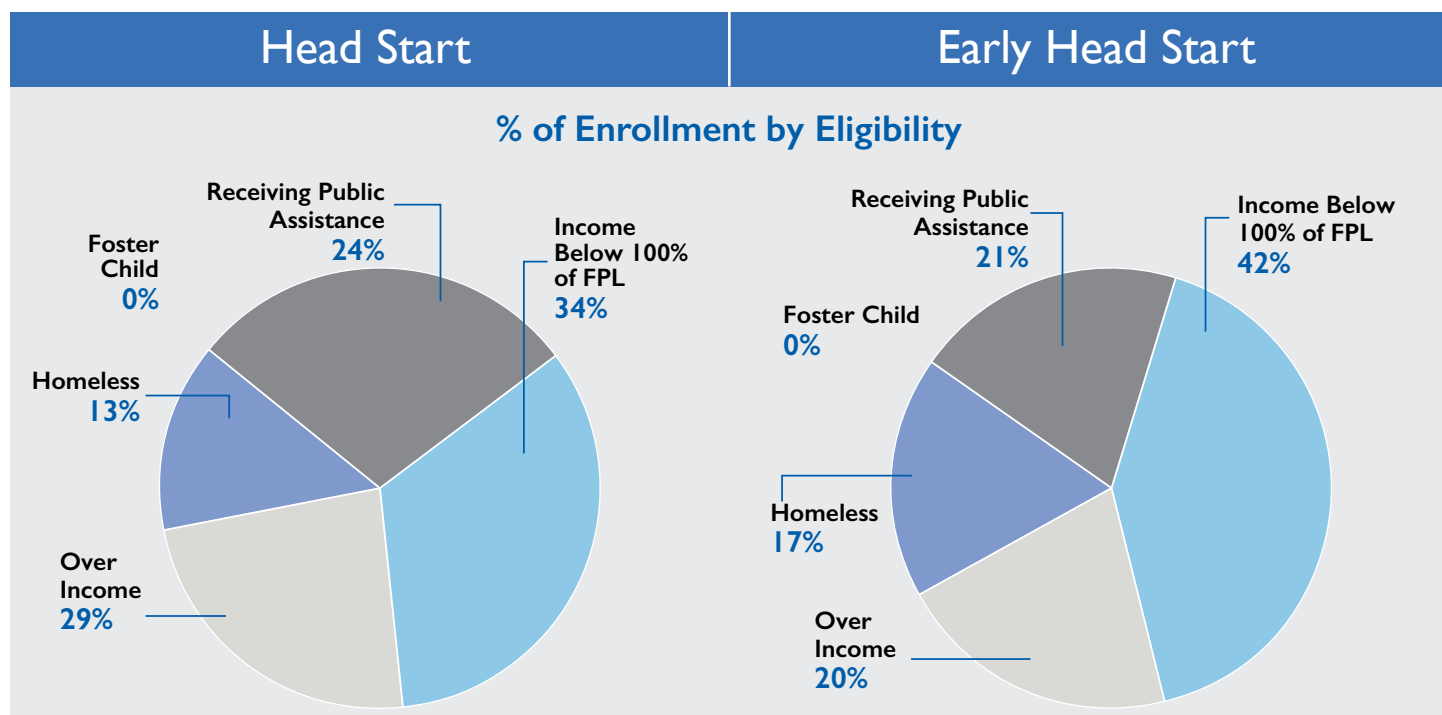


Enrollment By Eligibility

Telamon Michigan advocates for transition practices focused on creating connections for families and educators, strengthening alignment between settings, and the sharing of information between public schools and our programs. We strive to bridge environments and establish collaborative partnerships among community settings, families, and schools. We have collaborative MOU agreements with the schools in the communities we serve to successfully partner for smooth transitions and information sharing. Transition activities include visiting a kindergarten classroom or holding an orientation meeting for prekindergarten parents for the purpose of creating connections among preschool families and kindergarten. Families transitioning to public schools are assisted with completion of enrollment documentation at their request. All children transitioning to kindergarten receive a transition backpack filled with school supplies. Our PreK teachers also develop an understanding of the

kindergarten curriculum, expectations, routines, and activities to better prepare our kindergarten age children.

Our center transition teams collaborate to provide the necessary support families need in making connections with the public schools. Information shared before transition consists of information about the early education environment as well as the individual needs and current developmental skill level of children transitioning to kindergarten. We understand each child and family has unique needs to consider in the transition process and our transition activities work to show families their involvement is valued and how their child's social and learning needs are being met. In the 2024-25 season, we supported 34 children from our preschool classrooms in the transition to kindergarten. We served 401 children, 18 pregnant women, and 351 families. The Early Head Start average monthly enrollment (as a percentage of funded enrollment) is 79.8% and Migrant & Seasonal Head Start is 37.2%. The percentage of eligible children served is 100% for Migrant & Seasonal Head Start and 100% for Early Head Start.



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

From the Fields to the Future: Yeimi's Journey with Telamon — Michigan Head Start

For as long as she can remember, Yeimi's life has been tied to the fields. As a mother of four in a family of six, the cycles of planting and harvesting weren't just seasonal, they were a way of life. Her children grew up surrounded by rows of crops, learning firsthand how food travels from the soil to the table.

"Working in the field is hard," Yeimi says, "but it's also a blessing. It teaches you to value effort."

When her family moved to Michigan, Yeimi didn't know that programs like Telamon Head Start existed, programs that could support her children from the earliest years. She first heard about it through friends who also worked in the fields. Then, one day, Telamon staff visited their community to talk about childcare and early learning.

"At first, I thought it was just care for the children," she recalls. "But it's so much more. Telamon teaches them, too. That was a big surprise for us."

Before joining the program, life was difficult. Without childcare, Yeimi often had to stay home, missing the opportunity to work. She and her husband faced challenges with paperwork, unfamiliar procedures, and long waiting lists. Sometimes they were called for an opening only to have already moved to another state for work. When

her family was finally accepted into Telamon Head Start, Yeimi was nervous about whether they qualified. But she quickly realized that the program was designed to help families just like hers.

From that moment, everything began to change. Her children not only gained a safe and nurturing place to spend their days, but they also thrived, learning colors, numbers, and how to share with others. They found joy in school, felt loved by their teachers, and became part of a community. Yeimi, too, began a journey of growth. She joined the Policy Council, a partnership of parents participating in program governance with program staff. She also participated in the Abriendo Puertas program, and attended training courses on nutrition, child safety, and community resources. She even earned her GED, a milestone that has inspired

her to continue her education and learn English.

"My main goal now is to master the language," she says. "I want to help my children and keep growing as a person."

She remembers the warmth of the staff, especially teacher Lupe Blanco, and the way Telamon celebrated the diversity of its families, with cultural dress,

photos that reflect the children's backgrounds, and an open embrace of every culture.

"Telamon Head Start not only prepared my children for school," Yeimi says, "it prepared me to be a better mom. We learned together. We grew together."

Today, Yeimi looks toward the future with hope and determination. To other families, she offers this advice: "Don't be discouraged. Take advantage of this opportunity. Tomorrow the laws may change, and this help may not be available. Send your children, you're not just preparing them for school, you're preparing them for life."

Thanks to Telamon Head Start, Yeimi's family didn't just find support, they found a path forward, built on strength, education, and community.



How We Make A Difference

Telamon MMSHS programs ensure that children have access to necessary health services to support school readiness. Services include, but are not limited to, dental exams/screenings, Well Child/physical exams, hearing and vision screenings, mental health services, pregnant women services, and nutritious meals. These services are provided through local partnerships, collaborations with providers and clinics, and social services organizations.

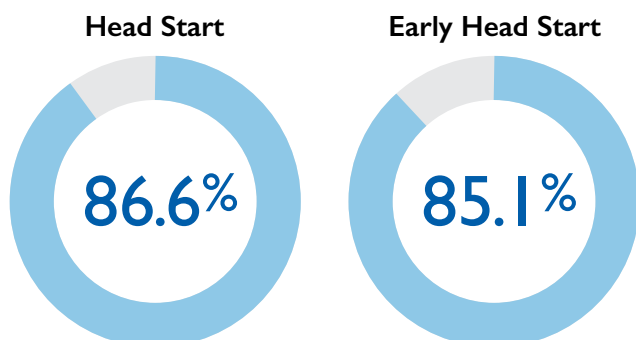
During the 2024–2025 program year, Telamon MMSHS programs provided breakfast, lunch, and an afternoon snack to all enrolled children present at the center. Meals provided are reimbursed through the Child and Adult Care Food Program (CACFP). Children with dietary restrictions were provided with alternate meal options to meet their dietary needs.

Memorandums of Understanding, committees, and community partnership agreements are in place to ensure that entities collaborate

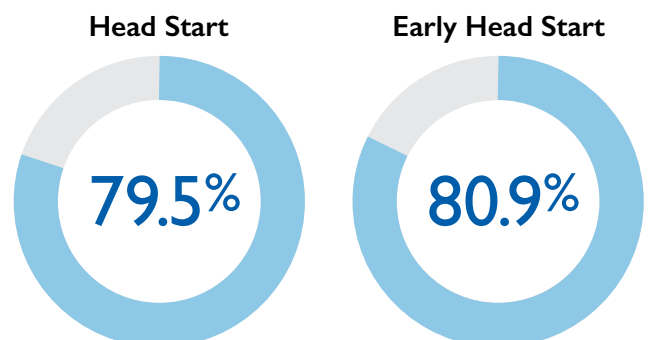
to provide ongoing coordinated health services for children and their families. To promote health, wellness, and model healthy behaviors, Telamon MMSHS programs provide continuous health and nutrition education during parent orientation, parent meetings, Health and Mental Health Services Advisory Committee meetings, and individualized parent trainings. During these meetings, families have the opportunity to connect with community partners and their services.

Children and families in Telamon MMSHS programs face many barriers to receiving quality healthcare, some of these being personal, environmental, and economic challenges. Our program was able to assist families in scheduling appointments, providing transportation to appointments, and hold dental and health events. These events ensure that children in Telamon MMSHS programs receiving proper oral care during this time.

% of Children Received Medical Exam



% of Children Received Dental Exam



Parent Engagement

At Telamon–Michigan Head Start, we recognize that parents are their child’s first and most important teacher. We are committed to engaging families in meaningful ways that build their leadership skills, strengthen their confidence, and create opportunities for them to actively shape their children’s educational journey and their community. Through structured programs, leadership roles, and everyday activities, we work hand-in-hand with parents to ensure children and families thrive.

ASPIRE: Mapping the Path to Family Success

One of the key tools we use to support parents in setting and achieving their goals is ASPIRE, an interactive survey designed to help parents self-assess their overall well-being. This process takes about 45 minutes and is completed on a tablet or computer. Parents answer approximately 55 questions that cover a variety of important areas in their lives, including employment, housing, health, education, community connections, and more.

Each question appears on its own page and includes three visual images with descriptions linked to a red, yellow, and green rating scale. Parents select the color that best reflects their current situation in that area. Since the survey includes some personal questions, participants may skip any question they do not wish to answer. All responses are kept confidential, allowing parents to be open and honest without concern.

At the conclusion of the survey, parents receive a personalized Life Map, a visual representation of their strengths, successes, and areas they wish to improve. This Life Map becomes the foundation for goal setting. Our staff then works collaboratively with parents to focus on the areas most important to them, identify potential challenges, and connect them with the right resources or solutions. This process ensures parents have both a clear picture of their current circumstances and an actionable plan for achieving their vision for their family’s future.

Abriendo Puertas / Opening Doors: Strengthening Families Through Leadership and Learning

For our Latino families, as well as other interested parents, Telamon–Michigan Head Start offers **Abriendo Puertas / Opening Doors—the nation’s first evidence-based, comprehensive training program** created by and for Latino parents with children ages 0–5. This program is built on the belief that parents are the leaders of their families and that the home is the child’s first school.

Abriendo Puertas / Opening Doors uses a two-generation approach, which builds parent leadership skills while promoting strong family well-being and positive outcomes for children. The curriculum is designed with parent input and follows a “popular education” approach—meaning it engages parents in active participation, dialogue, and shared learning.

The program consists of 10 sessions, each grounded in a traditional saying (“dicho”) that reflects cultural wisdom. These sessions, available in both Spanish and English, address important topics such as:

- Best practices in brain development
- Early childhood development, including cognitive, language, physical, and social/emotional growth
- Early literacy and numeracy skills
- The value of bilingualism
- Health and attendance
- Civic engagement and advocacy
- Parent leadership
- Goal setting and planning for family success

continued



Parent Graduates of Telamon–Michigan Head Start Abriendo Puertas / Opening Doors Training Program

Parent Engagement

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Sessions are designed to last between one and two hours and are completed in chronological order. Parents are encouraged to repeat sessions if they wish to reinforce their learning. By blending culturally familiar activities with practical information, the program empowers parents to be confident advocates for their children's education and well-being while also strengthening their connection to the community.

Parent Leadership Opportunities: Committees and Councils

Parent engagement at Telamon-Michigan Head Start extends beyond workshops and surveys; it also includes opportunities to take on formal leadership roles that influence the direction of our programs.

- Parent Committees are made up of parents who meet regularly to share ideas, provide feedback, and represent the interests of families at their children's center. Membership is open to all parents of enrolled children.
- Policy Council is a governing body made up of elected parents and members of the community. Policy Council members help guide major program decisions, review and approve new government grant applications, participate in staff hiring decisions, and ensure that policies reflect the needs of families.

Both Parent Committees and Policy Council have officer positions:

- President – Leads the meetings and provides direction for the committee or council.
- Vice President – Assumes the President's responsibilities when the President is unavailable.
- Treasurer – Oversees finances when funds are available.
- Secretary – Records minutes of each meeting, with assistance from center staff.

Policy Council members commit to attending five meetings per year, three during the program season and two during the off-season. Meeting locations are determined by the Council members. These leadership opportunities allow parents to have a direct voice in shaping Head Start policies and practices.

Everyday Engagement and Special Activities

Parent engagement is also fostered through ongoing, everyday involvement in their child's education and school community. Parents participate in a variety of ways, including:

- Volunteering both inside and outside the classroom.
- Attending special events such as Health Fairs, Job Fairs, and Open Houses.
- Maintaining regular contact with their child's teacher to discuss progress and needs.
- Supporting at-home learning through activities such as the weekly ReadyRosie assignments sent home with their child.

These consistent connections help strengthen the bond between home and school, extend learning beyond the classroom, and ensure that parents remain actively involved in their child's growth and development.

At Telamon-Michigan Head Start, parent engagement is not a single activity, it is an ongoing, collaborative process. Through tools like ASPIRE, culturally responsive programs like Abriendo Puertas / Opening Doors, leadership roles in Parent Committees and Policy Council, and regular participation in school activities, we create pathways for parents to lead, learn, and make lasting changes for their families and communities.



Preparing for Kindergarten

At Telamon–Michigan Head Start, we know that the move from preschool to kindergarten is a major milestone for children and families. A smooth, well-planned transition helps ensure children enter school feeling confident, prepared, and excited to learn. That is why we prioritize transition practices that build strong connections between families, educators, and schools. Our approach focuses on strengthening alignment between early childhood settings and public schools, sharing important information, and fostering collaborative partnerships that support every child's successful start in kindergarten.

To make these transitions seamless, we have established formal Memorandums of Understanding (MOUs) with public schools in the communities we serve. These agreements outline how we will work together to share information, align practices, and prepare children for the expectations of kindergarten. They also ensure that our communication with schools is consistent, intentional, and focused on supporting families.

Our center transition teams work closely with families and school staff to coordinate activities that help children become familiar with the kindergarten environment. These activities may include:

- Visiting a kindergarten classroom, allowing children to see where they will learn, meet new teachers, and experience the routines of their future school day.
- Hosting orientation meetings for pre-kindergarten parents to introduce them to kindergarten expectations, school procedures, and the ways they can support their child at home.
- Providing enrollment assistance to families, helping them complete registration documents when requested.

As part of our commitment to preparing children for this important step, every child transitioning to kindergarten receives a transition backpack filled with essential school supplies. These backpacks give

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Preschoolers learn about the frog life cycle, and exploring their habitats.



Preparing for Kindergarten

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children a tangible start to their school journey and ensure they have the basic materials needed for a successful first day. Our PreK teachers also take intentional steps to familiarize themselves with the kindergarten curriculum, expectations, routines, and activities used in the public schools we partner with. This understanding helps teachers integrate readiness skills into their daily classroom routines, so children are better prepared for the transition ahead. A critical part of the transition process is information sharing. Before a child moves on to kindergarten, our transition teams provide the receiving school with important details about:

- The child's early education environment and learning experiences.
- Their current developmental skill level.
- Any individual needs or support that will help the child succeed in their new classroom.

We know that each child and family is unique, with their own strengths, challenges, and priorities.

Our transition process is designed to reflect those differences, ensuring that the receiving school understands how to best meet the child's academic, social, and emotional needs from the very first day. We believe that families play a central role in a child's successful transition to kindergarten. That is why we work to involve parents every step of the way, showing them that their input matters and that their child's needs are at the heart of every decision. Transition activities are designed not only to prepare the child for kindergarten, but also to build parent confidence, foster strong relationships with new educators, and demonstrate how families can continue to be active partners in their child's education.

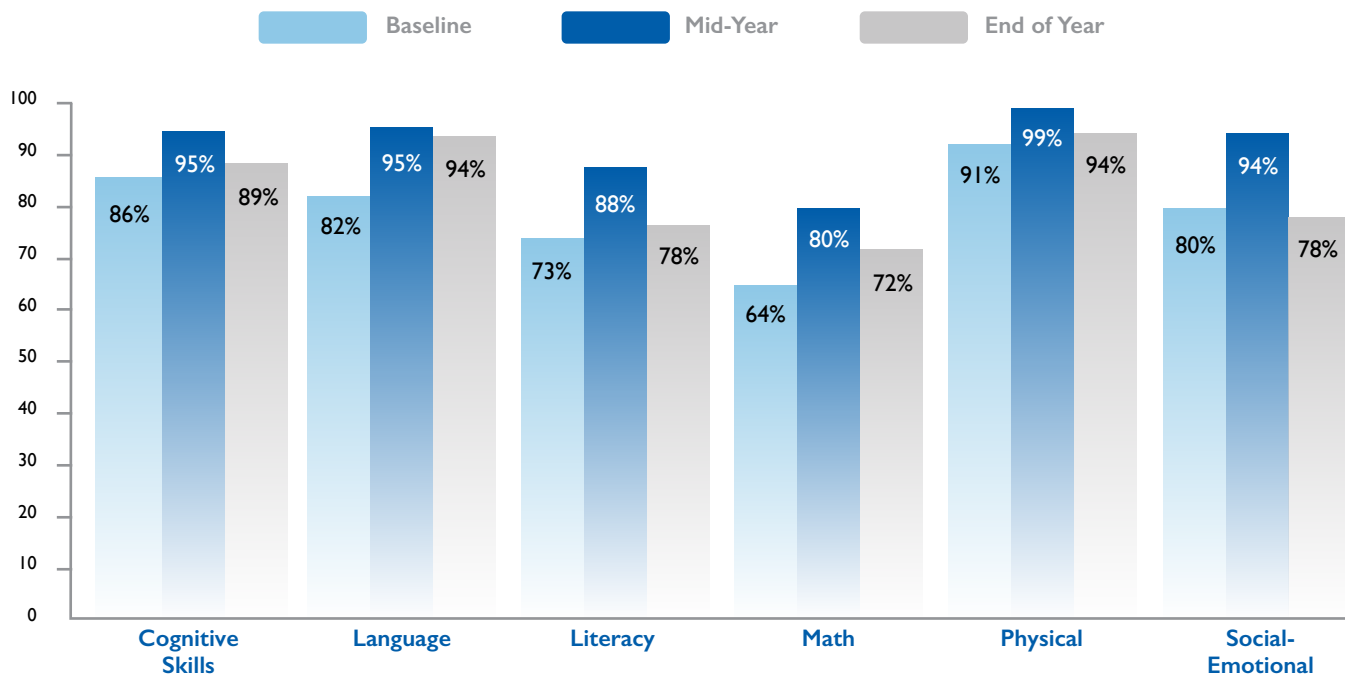
Through intentional planning, strong school partnerships, and a family-centered approach, Telamon-Michigan Head Start helps ensure that every child makes the leap into kindergarten ready to learn, ready to grow, and ready to succeed.



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 2024–25 season, we supported 34 children from our Preschool classrooms in the transition to kindergarten.

**MIGRANT & SEASONAL HEAD START PROGRAM:
% of 4-Year-Old Children Meeting or Exceeding Widely Held Expectations**



*When reviewing our school readiness data, it is important to note that the reported numbers may show a seasonal decline from winter to spring, not because children are losing skills, but because many kindergarten-bound children transition out of the program before the final assessment. Additionally, grouping all four-year-olds together can create discrepancies, as not all are entering kindergarten that year.

*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

Michigan did not have a Monitoring Review for FY 24-25, however, the program was placed on a Full Enrollment Initiative in May of 2024 by the Office of Head Start in an effort to build enrollment levels. A reduction of funded enrollment was approved and will be effective 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. The 2024 audit included no findings. 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 and Seasonal Head Start Funding Landscape: Program Year 2024-2025

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	\$1,065,647
Combined OHS & Non-Federal Share	\$17,985,121
CACFP:	\$169,827
TOTAL FUNDING	\$18,154,948

Budgets & Expenditures: Program Year 2024-2025

	Budget	Expenditures
Personnel:	\$7,325,246	\$5,923,994
Fringe:	\$3,758,148	\$3,017,149
Travel:	\$128,585	\$63,755
Equipment:	\$614,933	\$664,578
Supplies:	\$436,901	\$422,379
Contractual:	\$150,337	\$137,870
Construction:	\$0	\$0
Other Costs:	\$3,149,282	\$2,969,505
Indirect:	\$1,356,042	\$1,248,374
TOTAL	\$16,919,474	\$14,448,101



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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.