

# 2024–2025 ANNUAL REPORT



## TELAMON TENNESSEE HEAD START PROGRAMS

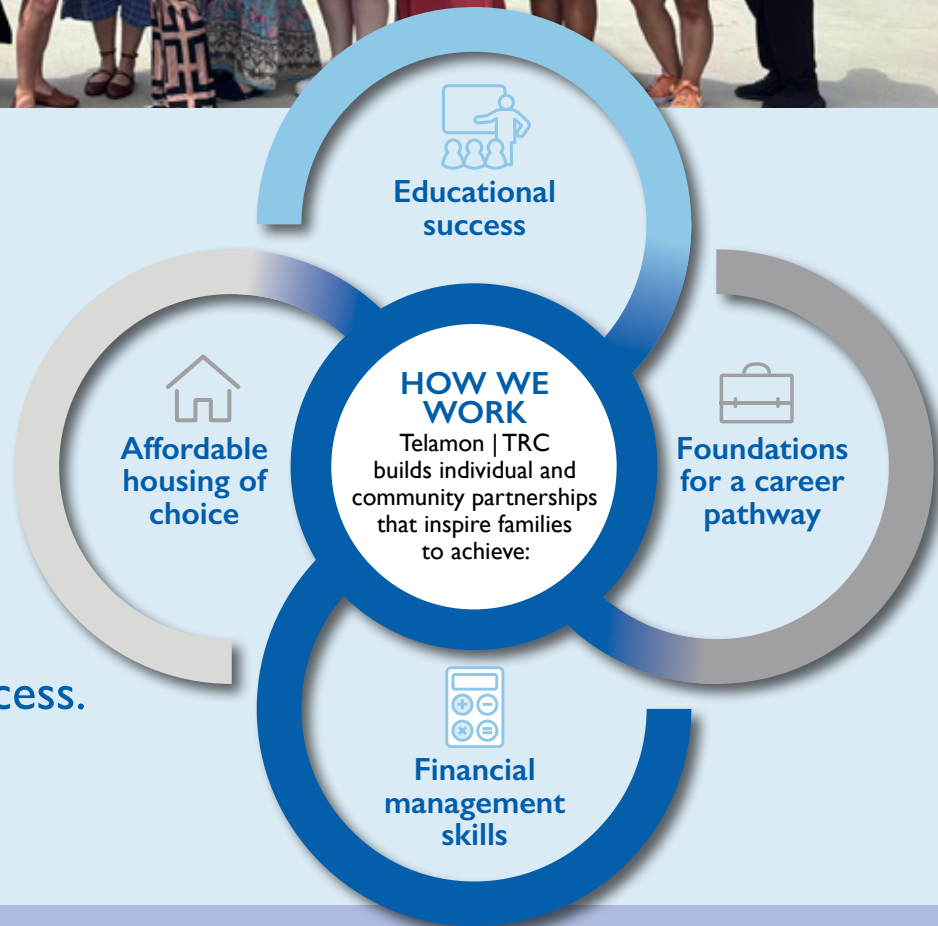
The Telamon|TRC Head Start program's annual report is shared with the public to promote transparency and accountability. Electronic copies are posted on the organization's website and the program's internal SharePoint site, and programs may print copies to distribute to staff, community partners, and 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 TN's Migrant and Seasonal Head Start (MSHS)** program serves children 6 weeks to 5 years of age. To qualify for services, families must demonstrate that income from agricultural work comprises the majority of at least one parent's annual income. This program serves both migrant families, who move from state to state each year following crop cycles up and down the Eastern Region of the US, as well as seasonal families, who live in TN year-round and

work in agriculture during the months that such work is locally available. Migrant families are prioritized for enrollment. During Program Year 2024-2025, Telamon was funded to serve 194 **MSHS** children at 3 centers across the eastern part of the state.

Telamon TN's Early Head Start (**EHS**) program serves children 6 weeks to 3 years of age. Children experiencing poverty or homelessness, children living in foster care, and families who receive federal benefits such as TANF (Families First), SNAP, and SSI are prioritized for enrollment. We also serve a significant number of children with disabilities. For the 2024-25 School Year, we operated 2 **EHS** centers and were funded to serve 56 children.

|                                        | Total # of   | Children Served | Families Served | Parent Volunteers |
|----------------------------------------|--------------|-----------------|-----------------|-------------------|
| <b>Migrant and Seasonal Head Start</b> | Center-based | 81              | 66              | 89                |
| <b>Early Head Start</b>                | Center-based | 91              | 78              | 89                |

|                                        |              | Avg. Monthly Enrollment as % of Funded Enrollment | % of Eligible Served | % Served Above 100% of Federal Poverty Guideline |
|----------------------------------------|--------------|---------------------------------------------------|----------------------|--------------------------------------------------|
| <b>Migrant and Seasonal Head Start</b> | Center-based | 29%                                               | 76%                  | 15%                                              |
| <b>Early Head Start</b>                | Center-based | 98%                                               | 8%                   | 1%                                               |



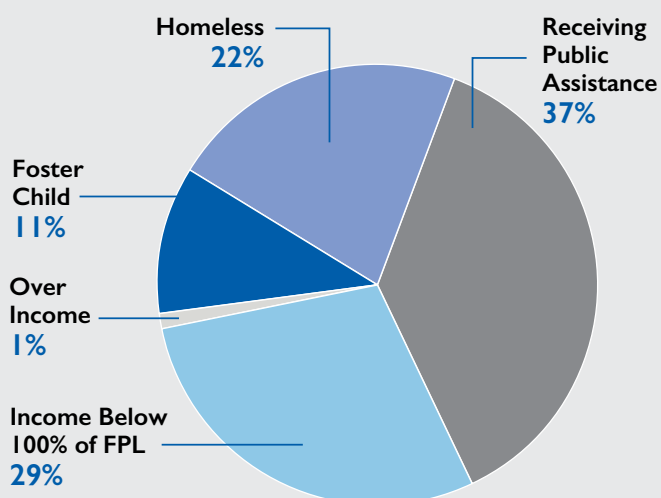
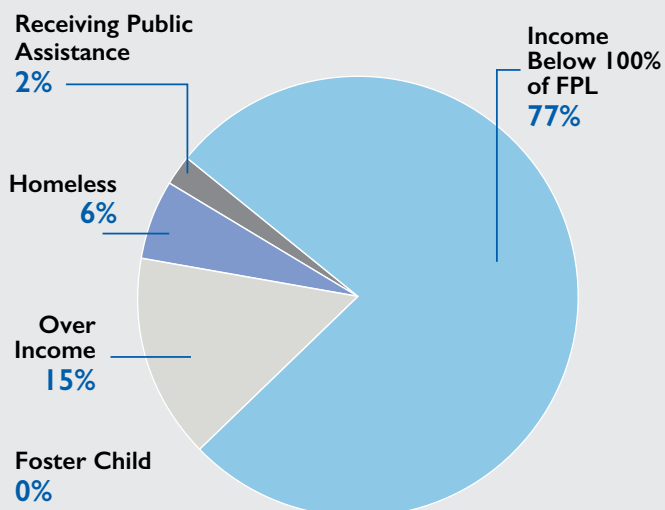
# Enrollment By Eligibility



## Migrant and Seasonal Head Start

## Early Head Start

### % of Enrollment by Eligibility



# 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

**Ms. G moved from Guatemala to the US in 2023** looking for a safer community and a better situation in which to raise her daughter, Ashley. They initially moved to Indiana, but Ms. G soon found work in agriculture in Tennessee. As a single mother in a new country, her social connections and resources were limited, but she heard about Telamon Migrant and Seasonal Head Start from a coworker. Ashley was soon enrolled and began to attend school for the first time at age 4. She made friends with her classmates and loved her teachers.

Meanwhile, Ashley had no medical or dental home and was experiencing pain in her mouth. Telamon staff helped her get established with a local doctor and dentist so that she would have consistent care. Ashley also needed dental work, which Telamon helped with.

After two years of preschool with Telamon, Ashley was ready to transition to kindergarten. The last school readiness evaluation teachers completed with her prior to this transition showed that Ashley was meeting or exceeding expectations for her age in all areas of English Language Development and 14 of 15 areas in English Literacy. For a dual language learner with Spanish as her primary home language, this is a positive indicator of school readiness. Telamon provided her with a backpack full of school supplies, and, in the fall of 2025, she started the next phase of her educational career. Ms. G reports that Ashley is thriving in her new environment and says Telamon deserves a lot of credit for the success her daughter is having now. “It’s a school where they take very good care of the children. They give them a lot of affection and help them with everything they need. I am very grateful.” When she arrived in Tennessee, Ms. G didn’t know where to go for help, but Telamon helped to ease that transition for her family and opened a lot of doors in the process.



# How We Make A Difference

**Telamon TN believes health is the foundation of school readiness.** To ensure the health of enrolled children, we work to connect each family with a medical and dental home and to support families in keeping their children up to date on well child checks, screenings, and vaccinations. Our Health and Family Service Specialists partner with parents to make referrals and ensure timely follow-up for failed screenings and any medical concerns. For children who are uninsured, Telamon acts as the payer of last resort, ensuring that all enrolled children receive the dental and medical care they need.

Telamon TN also believes nutrition is an essential part of early development and participates in the Child and Adult Care Food Program. This allows us to support healthy eating habits among enrolled children by offering free breakfast, lunch, and snack (MSHS only). Nutritionally balanced meals featuring whole grains and fresh fruits and vegetables are served daily in a family-style setting. All meals are low in fat, sugar, and salt. Telamon

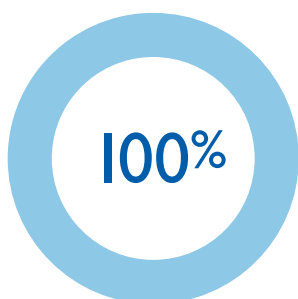
TN accommodates all children with special dietary needs or allergies by providing customized menus.

During Program Year 2024-2025, Telamon TN provided onsite hearing, vision, dental exams at all centers. Transportation to health appointments was also provided for children enrolled in the MSHS program. We continue to build relationships with community partners that allow us to provide these screenings on site. Telamon TN has formed a strong partnership with the Tennessee Regional Dental office. They send a dentist to Telamon centers to provide dental exams in the first 30 (MSHS) or 90 days (EHS).

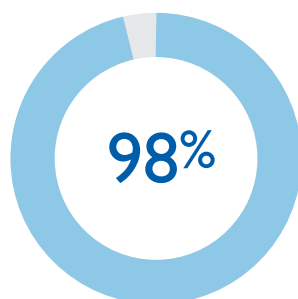
To promote overall child wellness, Telamon TN implements the I Am Moving, I Am Learning (IMIL) curriculum across classrooms, parent meetings, and staff health education initiatives. This comprehensive approach has contributed to a significant improvement in children's health outcomes, with the rate of children classified as overweight or obese in Pre-K programs decreasing by 11%, down to 36% from the previous program year.

## % of Children Received Medical Exam

Migrant and Seasonal Head Start

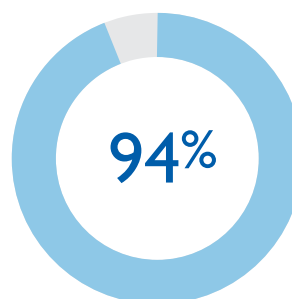


Early Head Start

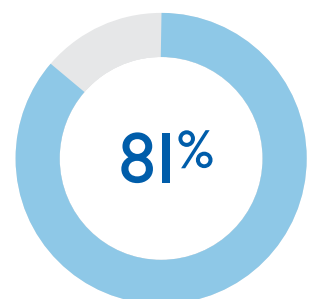


## % of Children Received Dental Exam

Migrant and Seasonal Head Start



Early Head Start



# Parent Engagement

**Telamon TN engages parents** as their children's first and most important teacher. This begins before children are even enrolled—as we gather information from parents about each child's health and development—and continues after enrollment as we invite parents to participate in a Family Partnership Process that meets each family where they are and uses a strengths-based approach to support them in setting and achieving their goals. Telamon uses the Aspire Family Strengths Assessment tool in its work with parents. This is a technology-based, self-assessment survey that seeks to activate the

potential of families and communities to lift themselves out of poverty. Additionally, each parent is offered the opportunity to participate in an evidence-based parenting curriculum (Abriendo Puertas/Opening Doors for MSHS and Conscious Discipline for EHS), and a wide range of training, services, and support is offered to support family wellbeing and positive outcomes. Each center also hosts at least 2 Watch D.O.G.S. events each school year. This is a fatherhood initiative that invites fathers and father figures to support the program, and their child's educational experience, by volunteering at the center.





# Preparing for Kindergarten

**During the 2024-2025 program year,** children attending Telamon TN Early Head Start demonstrated growth in all areas of development between the initial assessment, which occurs in the fall, and the final assessment, which occurs in summer, aside from the area of physical development. This area experienced a slight decrease between Winter and Spring. The lack of progress in physical development could be weather and the inability to go outdoors as frequently in the cold winter and early spring months. Physical development activities and opportunities are provided in the indoor area but are not as interactive, or as challenging, as playgrounds and their equipment. Cognitive skills were the highest scoring area with 95% of all children meeting the widely held expectations in the final checkpoint. Strategies for increasing physical activities during the winter months have been shared with staff and parents to support physical development both in the home and school environments. Both Social/Emotional (S/E) and Language development were also high scoring areas with 91% of children meeting the widely held expectation in S/E development and 93% meeting in Language development. All areas of development increased between the Fall to Winter and Winter to Spring checkpoint season aside from the previously referenced Physical development decline. Language was the developmental area that indicates the highest increase of ability over the three checkpoint seasons starting at 69% within their age-appropriate color band and ending at 93% meeting expectation. Knowing many of our students have language delays and live in language deprived households, we strive as a program to provide a language rich environment and expose children to language and literacy concepts in all learning opportunities.

During the 2024-2025 season, Telamon TN MSHS experienced a large number of transitions and challenges in the Pre-School classrooms at each of our sites. The Summer City and Unicoi sites were not able to open their Pre-School classrooms at any point during the season. The Bybee center opened one Pre-School classroom and prioritized the enrollment of children who are identified as Migrant families; children who would be transitioning to kindergarten; and children who had an identified delay and an IEP. There was also consistent turnover in the classroom's Teacher Assistant position, which likely influenced consistency and structure and the outcomes of the students. Baseline data indicates that 50% or more of the children were meeting the widely held expectation in all areas other than Literacy and Math. At the Winter checkpoint, very close to 50% of all children were meeting the widely held expectations in all areas of development. The final checkpoint in the Spring indicated that all areas decreased in achievement. This is due to all age-appropriate children transitioning to kindergarten, and several to Pre-K at the Local Education Agency and are no longer being served by our program or included in the data.



# 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:

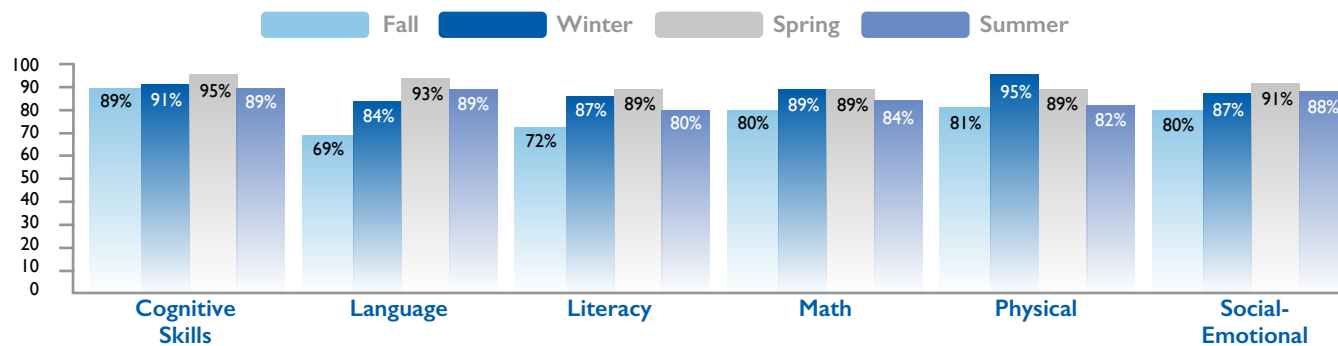
- Approaches to learning
- Social and emotional development

- Language and literacy
- Cognition – mathematics and scientific reasoning
- Perceptual, motor and physical development

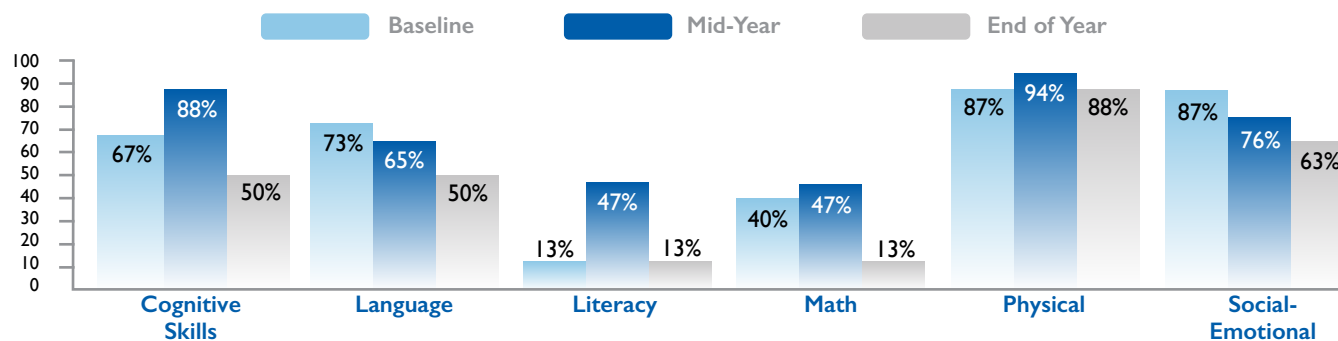
Telamon-TRC measures children's progress towards school readiness three times during the school year: at the beginning to determine the developmental level of children as they begin the program, midway to determine progress, and at the end to determine how much progress children made while receiving Head Start and Early Head Start services. Telamon-TRC uses the information to individualize teaching strategies for children and to make improvements in our approach.

The school readiness outcomes charts below identify progress in each domain for all children in the EHS program and for 4-year-olds in the MSHS program.

## Early Head Start Program: % of Children Meeting or Exceeding Widely Held Expectations



## Migrant & Seasonal 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

During the 2024 -2025 season or program year, all classrooms were monitored two times using the Classroom Assessment Scoring System (CLASS)

tool. All teachers received feedback based on monitoring results to support their professional growth with individual coaching being available based on interest or need. Both the MSHS and EHS programs have recently begun new 5-year grant cycles and are expected undergo additional federal monitoring in 2026.

## Financial Audit

The most recent financial audit was completed by RSM US LLP on 4/29/25. This was a clean audit. All concerns identified in the previous year's audit were resolved.

### Telamon | TRC Head Start Funding Landscape: Program Year 2024–2025

| Funding Source                    | Funding Amount     |
|-----------------------------------|--------------------|
| Migrant and Seasonal Head Start   | \$6,601,100        |
| Early Head Start                  | \$1,707,134        |
| Training and Technical Assistance | \$80,439           |
| <b>Sub Total</b>                  | <b>\$8,388,673</b> |
| USDA Food Program                 | \$100,969          |
| In-Kind Contributions             | \$388,303          |
| <b>Sub Total</b>                  | <b>\$489,272</b>   |

| Funding Source                         | Funding Amount     |
|----------------------------------------|--------------------|
| <b>State of Tennessee</b>              |                    |
| Child Care Improvement Staff Retention | \$106,000          |
| <b>East Tennessee Foundation</b>       |                    |
| Neighbor to Neighbor Fund              | \$50,000           |
| Arts Fund for East Tennessee           | \$4,422            |
| <b>Sub Total</b>                       | <b>\$61,922</b>    |
| <b>TOTAL FUNDING</b>                   | <b>\$9,045,867</b> |

### Budgets & Expenditures: Program Year 2024–2025

| Budget Category  | Migrant and Seasonal Head Start |                    | Early Head Start   |                    |
|------------------|---------------------------------|--------------------|--------------------|--------------------|
|                  | Budget                          | Expenses           | Budget             | Expenses           |
| Salaries         | \$1,868,406                     | \$1,626,781        | \$867,936          | \$795,390          |
| Fringe           | \$952,886                       | \$864,271          | \$442,648          | \$423,820          |
| Travel           | \$24,660                        | \$38,967           | \$14,603           | \$8,463            |
| Equipment        | \$594,792                       | \$59,245           | \$19,674           | \$0                |
| Supplies         | \$111,286                       | \$89,897           | \$59,557           | \$56,098           |
| Contractual      | \$0                             | \$3,945            | \$0                | \$0                |
| Construction     | \$1,873,583                     | \$2,025,423        | \$0                | \$0                |
| Other            | \$878,551                       | \$735,574          | \$176,002          | \$173,838          |
| <b>Sub Total</b> | <b>\$6,304,164</b>              | <b>\$5,444,103</b> | <b>\$1,580,420</b> | <b>\$1,457,610</b> |
| Indirect         | \$344,198                       | \$340,572          | \$159,891          | \$156,492          |
| <b>TOTAL</b>     | <b>\$6,648,362</b>              | <b>\$5,784,675</b> | <b>\$1,740,311</b> | <b>\$1,614,102</b> |



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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.