

# 2025-2026 ANNUAL REPORT



## INDIANA TRANSITION RESOURCES CORPORATION HEAD START PROGRAMS

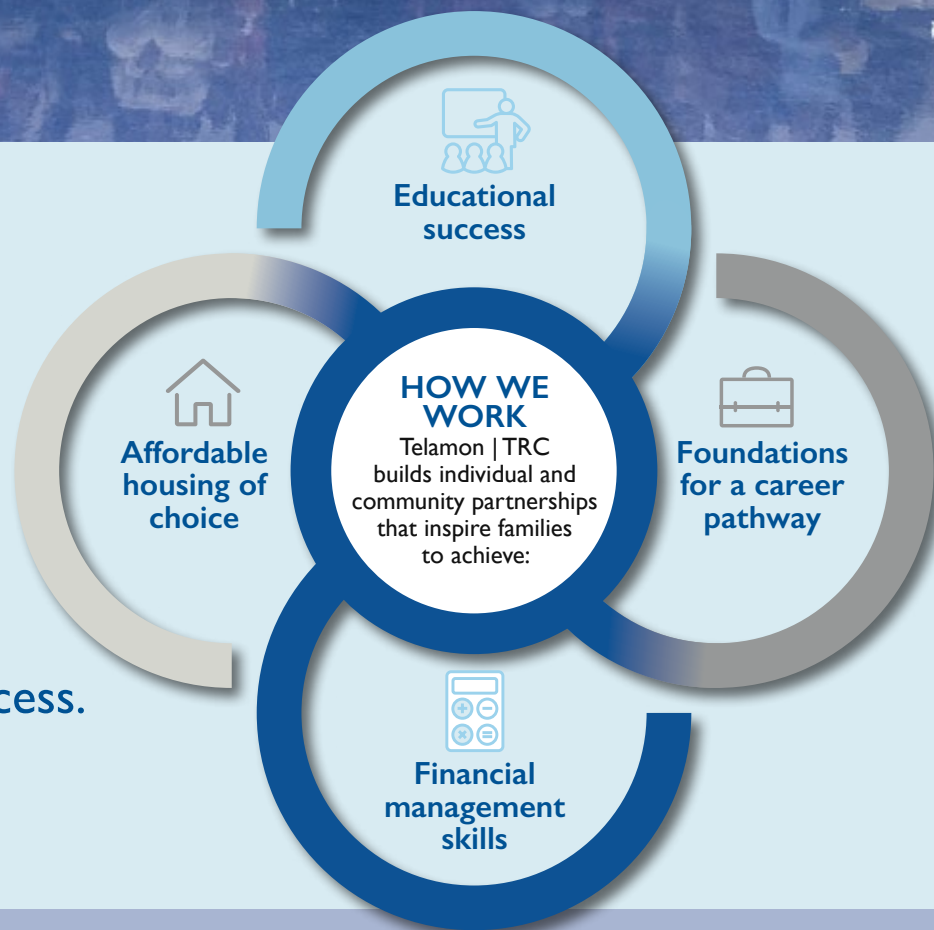
The Telamon|TRC Head Start program's annual report is shared with the public to promote transparency and accountability. Electronic copies are posted on the organization's website and the program's internal SharePoint site, and programs may print copies to distribute to staff, community partners, and 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|TRC IN Head Start** is dedicated to preparing our communities' most vulnerable children for success in school and throughout their lives. Through comprehensive early childhood education and family support services, we promote school readiness by focusing on three key areas: early learning, health, and family well-being, while actively engaging parents as essential partners in their children's development.

TRC IN operates both Head Start Preschool and Early Head Start programs, which

include both Home Based and Center Based program options. Head Start primarily serves preschool-aged children, ages 3 and 4, providing high-quality early learning experiences that foster cognitive, social, and emotional growth. Early head Start supports infants, toddlers, and pregnant women through services designed to promote healthy development and strengthen family outcomes during the critical early years.

Serving families throughout Madison and Delaware Counties, TRC IN is funded to provide services to 238 children through Head Start Preschool and 154 infants, toddlers, and pregnant women through Early Head Start. Through these programs, TRC continues its commitment to empowering children, supporting families, and building stronger communities.

|                         | Total # of     | Children Served | Families Served | Parent Volunteers |
|-------------------------|----------------|-----------------|-----------------|-------------------|
| <b>Head Start</b>       | Center-based   | 242             | 212             | 173               |
| <b>Early Head Start</b> | Home-based     | 61              | 215             | 184               |
|                         | Pregnant Women | 20              |                 |                   |
|                         | Center-based   | 177             |                 |                   |

|                         |                             | Avg. Monthly Enrollment as % of Funded Enrollment | % of Eligible Served | % Served Above 100% of Federal Poverty Guideline |
|-------------------------|-----------------------------|---------------------------------------------------|----------------------|--------------------------------------------------|
| <b>Head Start</b>       | Center-based                | 80%                                               | 95%                  | 5%                                               |
| <b>Early Head Start</b> | Home-based & Pregnant Women | 98%                                               | 94%                  | 6%                                               |

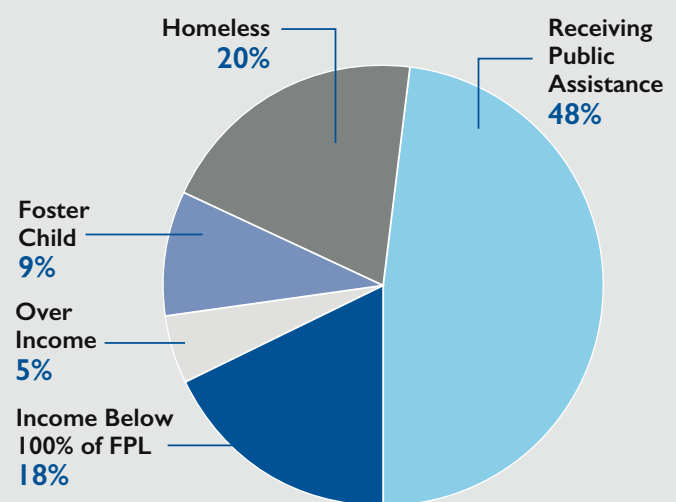
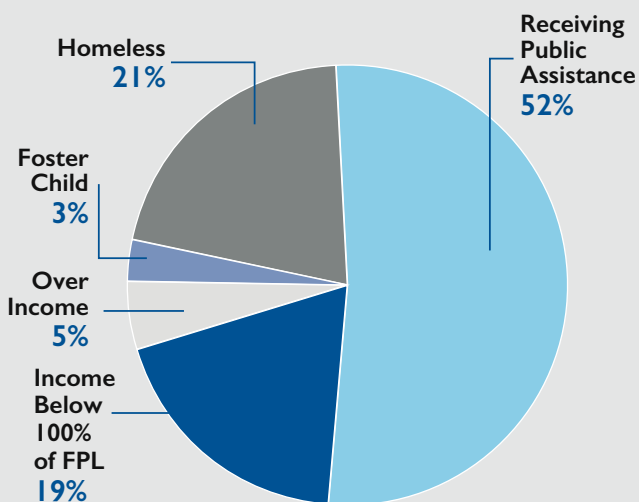
# Enrollment By Eligibility



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

## IG's Journey to a Healthy Start

When IG began Head Start, everyday routines were difficult. Her mother explained that IG was a very selective eater who often refused meals. In the classroom, teachers saw that she seemed uncomfortable and had trouble joining activities. Some mornings, she arrived crying. During circle time, she rarely participated and repeatedly told her teachers that her gums hurt. When staff noticed her frequently touching her mouth, they realized that her behavior was not simply reluctance, IG was trying to cope with persistent pain.

A visit from Dental Safari provided an important first step. Because IG's family did not have dental insurance, she had never received a comprehensive dental screening. The screening revealed extensive concerns, and her family faced a frightening question: How could they relieve their child's pain when treatment would cost more than they could afford?

TRC staff responded quickly, connecting the family with a local dental office for a full evaluation. The dentist found multiple cavities that had reached the nerve and required fillings and extractions. The estimated cost was several thousand dollars. Meanwhile, IG's condition worsened. Her face became swollen and hot to the touch. She cried often, missed many days of school, and could not fully learn or play because of the constant discomfort.

*"Seeing IG smile, eat, and enjoy school again has been such a relief. She is healthy, confident, and ready for kindergarten."*

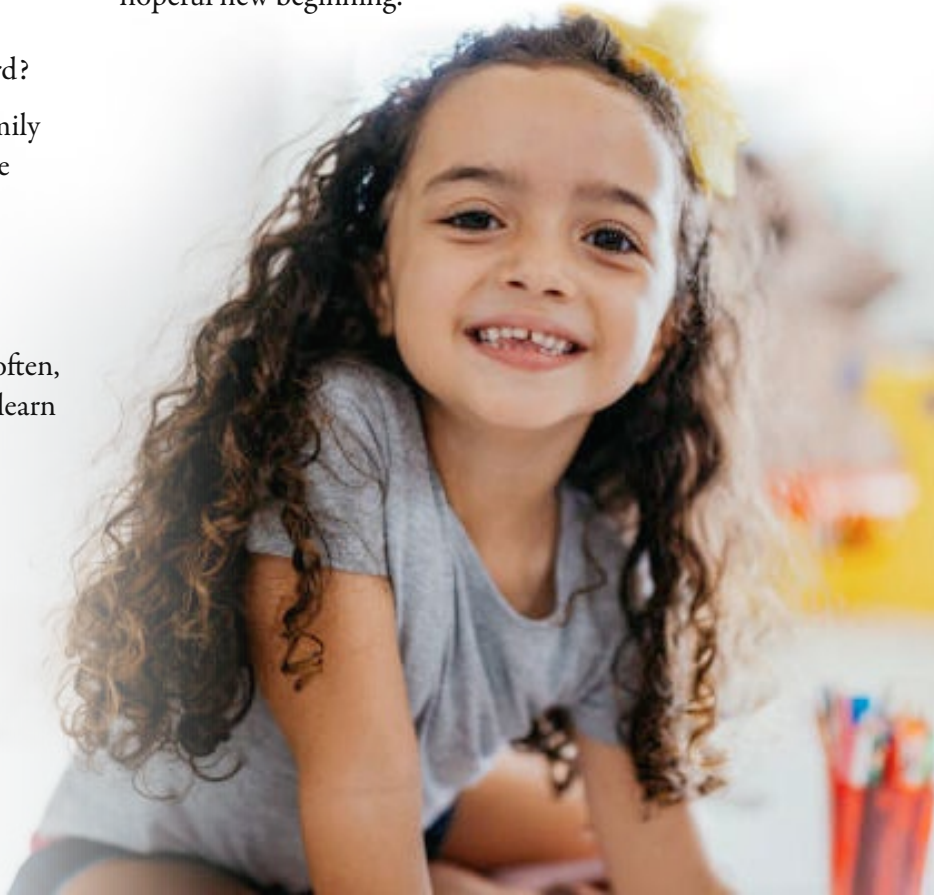
*— IG's mother*

With kindergarten approaching, timely care was essential. Without treatment, the pain could continue to affect IG's health, attendance, learning, and readiness for this important next step.

Through persistent advocacy, coordinated support, and strong community partnerships, IG received every treatment she needed. The change was profound. Free from dental pain, she could once again focus on being a child, and on preparing for kindergarten.

At school and at home, IG began to thrive. She developed a healthier, more varied appetite and started enjoying the fruits and vegetables served at meals. She joined circle time and small-group activities, gained confidence, and made meaningful academic progress. Staff saw a brighter, more engaged child who smiled more often and could fully enjoy her Head Start experience. Her mother observed the same encouraging changes at home.

IG's journey shows what becomes possible when a family is heard, a child's needs are recognized, and a community works together to remove barriers to care. She entered kindergarten healthy, pain-free, confident, and ready to learn. For IG and her family, access to dental treatment did more than restore her health, it opened the door to a hopeful new beginning.



# How We Make A Difference

At TRC, the health, safety, and well-being of every child remain our highest priorities. Our dedicated health specialists work closely with families to ensure children receive the care, support, and resources they need to thrive. Through education, individualized assistance, and community referrals, we help families connect with medical and dental providers, ensuring children stay current with preventative healthcare and receive timely treatment when needed.

During the 2025-2026 program year, TRC strengthened its partnership with Dental Safari to expand access to dental care for children who otherwise may not have received regular services. Through these efforts, several children were identified as needing extensive dental treatment. Thanks to the collaborative efforts of local healthcare partners, the TRC Health team, and agency leadership many of these children received the care they needed before beginning Kindergarten, setting them on a path toward improved health and school readiness.

Throughout the year, TRC welcomed community partners who provided a variety of on-site health services, including:

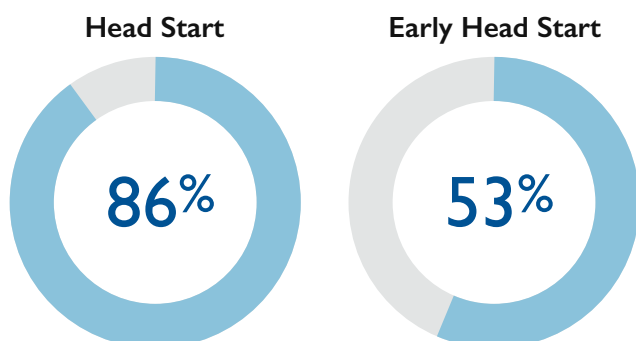
- Lead screenings
- Vision screenings
- Hearing screenings
- Dental screenings

To promote lifelong healthy habits, TRC partnered with Meridian Health Services to deliver engaging, age-appropriate oral health education for preschool children. Through interactive lessons, children learned the importance of brushing their teeth, visiting the dentist regularly, and making food choices that support healthy smiles.

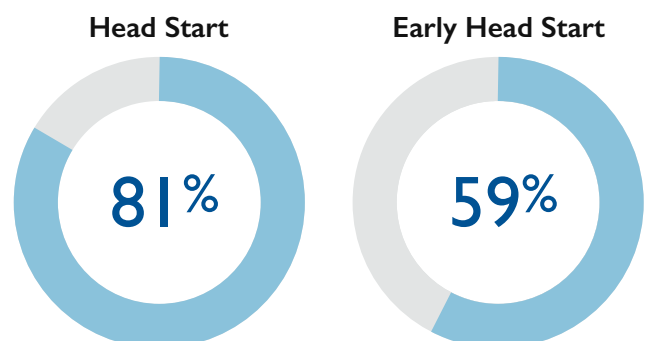
TRC also recognizes that healthy nutrition plays a critical role in a child's growth, development, and learning. Teachers and families work together to create developmentally appropriate meals that reflect both nutritional best practices and family traditions. Family-style dining remains a cornerstone of our program, empowering children to make healthy food choices, practice mealtime behaviors, and develop meaningful social connections with their peers.

By combining comprehensive health services, preventative care, nutrition education, and strong community partnerships, TRC continues to create opportunities for children and families to thrive. Together, we are building a strong foundation for health, wellness, and school readiness that helps every child reach their fullest potential.

## % of Children Received Medical Exam



## % of Children Received Dental Exam



# Parent Engagement

TRC welcomes all parents to our Head Start Preschool and Early Head Start Centers, recognizing that parents are the first and most influential teachers in their children's lives. We encourage parents to actively engage in their child's education, viewing family involvement as a collaborative process built on mutual respect and shared responsibility. This partnership between TRC staff and head Start families fosters positive relationships that support each child's learning and development.

We believe that family engagement should be a dynamic, ongoing process that reflects the unique goals and aspirations of each family. Families play a central role in their child's educational journey, and we work closely with them to help achieve their personal and family goals. At the heart of our efforts is the well-being of children, inspiring strong, goal-oriented partnerships between parents and staff. Together, we focus on nurturing children's learning, healthy development, and overall well-being.

TRC is committed to forming authentic partnerships with families, taking time to understand the cultures, values, and experiences they bring to their children's education. Our goal is to ensure that all families feel supported and empowered with the resources and guidance they need to thrive.

In the 2025-2026 program year, we continued to engage families through initiatives like the Conscious Discipline Parent Education Curriculum, offered during Parent Committee Meetings. This curriculum

gave caregivers valuable tools to create healthier, happier home environments by enhancing connections, improving self-regulation, and promoting positive behavior management at home. This shared learning experience helped strengthen the connection between families and the program, reinforcing the school-to-home partnership.

TRC's Family Services staff were dedicated to responding to the diverse needs of the families we serve by providing education on a variety of important topics. These included domestic violence, child abuse and neglect, substance abuse, child and adult mental health, healthy relationships, nutritious means, dental care, kindergarten transitions, and adult education/job training opportunities. In addition, staff assist families with car seat safety, energy assistance, health insurance, FAFSA completion, food pantries, simple first aide, budgeting, housing, and financial services.

Through these efforts, TRC continues to foster a supportive environment where all families can access the resources they need and build strong, lasting connections that benefit both children and parents.



# Preparing for Kindergarten

**TRC Head Start serves families and children from birth to five years of age.** We believe that all children deserve the opportunity to develop the knowledge, skills, and abilities they need to be successful and ready for kindergarten.

At TRC, school readiness means that children are prepared for school; families are equipped to support their children's learning, and schools are ready to welcome and support every child.

TRC maintains a strong, clear, and comprehensive focus on all areas of healthy child development, including physical, cognitive, social, and emotional growth. These essential areas provide the foundation children need to succeed in school and beyond.

To support school readiness, TRC establishes measurable goals and implements key strategies designed to help children achieve success as they transition into kindergarten. These strategies include:

1. Using a research-based curriculum that addresses all essential domains of school readiness.
2. Focusing on data-driven decision-making to support continuous quality improvement.
3. Providing extensive professional development opportunities and ongoing support for employees.
4. Implementing trauma-informed practices when working with children, families, and staff.
5. Promoting strong parent partnerships that help families understand their child's progress, provide support, and encourage learning and leadership.
6. Collaborating with community childcare partners to expand Early Head Start enrollment opportunities and improve the quality of early childhood care throughout the community.
7. Maintaining ongoing communication with local schools and community agencies to share information, align services, and support children's learning, health, and family engagement.
8. Implementing an intentional kindergarten transition process during each child's final year of Head Start that actively involves children, families, staff, community partners, and local elementary schools.

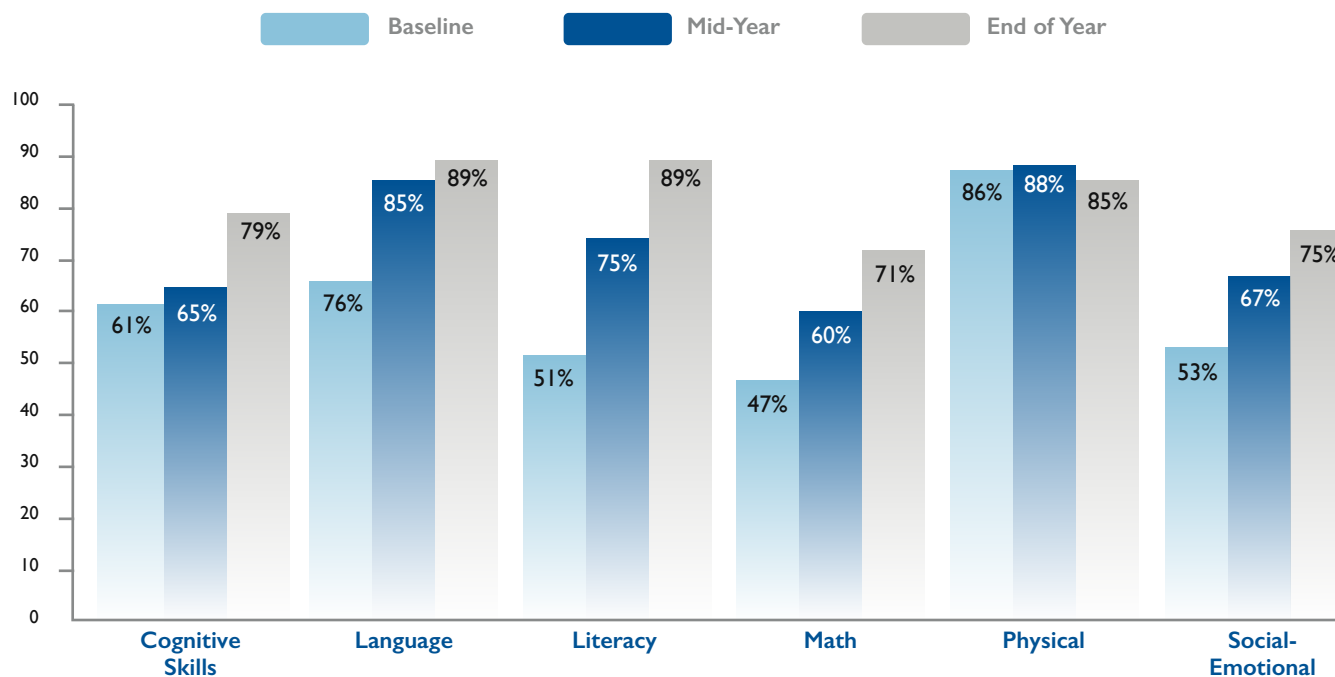


# School Readiness

**At TRC**, preparing children for kindergarten is a collaborative effort between teachers and families. Each year, our educators partner with parents to assess every child's development in six central domains: cognitive skills, language, literacy, math, physical development, and social-emotional growth. Children's progress is measured three times annually, at the start, midpoint, and end of the school year, allowing us to tailor teaching strategies and continuously improve our approach. 2025–2026

**Outcomes:** By the end of the program year, 79% of 4-year-old children met or exceeded widely held expectations in cognitive skills, 89% in language, and 89% in literacy. These results reflect the effectiveness of our evidence-based curriculum and commitment to individualized instruction. Family engagement played a vital role, with parents actively involved in progress reviews and transition planning. One parent shared “The regular assessments and support from TRC helped my child feel confident and excited about starting kindergarten.” Through ongoing innovation and partnership, TRC continues to empower children and families, laying the groundwork for lifelong learning and success.

## 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 and Results

During the program year, Telamon|TRC IN participated in the Office of Head Start's Focus Area 1 (FA1) Monitoring Review process and subsequent corrective action follow-up review. The review examined program management systems, governance, and compliance with the Head Start Program Performance Standards to ensure the delivery of high-quality services to children and families. Based on the follow-up review conducted during the week of June 16, 2026, the Administration of Children and Families (ACF) determined that Telamon successfully corrected the identified finding.

The successful closure of this finding reflects Telamon|TRC's commitment to maintaining safe and healthy learning environments, ensuring safety and well-being of children, and continuously strengthening program systems. The review process further demonstrated the organization's dedication to accountability, compliance, and continuous quality improvement in accordance with Head Start Program

Standards. Telamon remains committed to regularly evaluating its practices, implementing proactive safeguards, and maintaining the highest standards of service for children, families, and communities.

## 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 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.

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# How We Fund Our Program

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## Telamon | TRC Head Start Funding Landscape: Program Year 2025–2026

| Funding Source                    | Funding Amount     | Funding Source        | Funding Amount      |
|-----------------------------------|--------------------|-----------------------|---------------------|
| Head Start                        | \$5,421,281        | USDA Food Program     | \$264,148           |
| Early Head Start                  | \$3,875,387        | In-Kind Contributions | \$541,870           |
| Training and Technical Assistance | \$73,864           | <b>Sub Total</b>      | <b>\$806,018</b>    |
| <b>Sub Total</b>                  | <b>\$9,370,532</b> | <b>TOTAL FUNDING</b>  | <b>\$10,176,550</b> |

## Budgets & Expenditures: Program Year 2025–2026

| Budget Category  | Regional & Early Head Start |                    | Early Head Start |                  | Child Care Partnerships |                    |
|------------------|-----------------------------|--------------------|------------------|------------------|-------------------------|--------------------|
|                  | Budget                      | Expenses           | Budget           | Expenses         | Budget                  | Expenses           |
| Salaries         | \$3,193,110                 | \$2,964,153        | \$446,339        | \$430,561        | \$579,342               | \$615,382          |
| Fringe           | \$1,621,031                 | \$1,508,272        | \$222,324        | \$212,172        | \$295,465               | \$313,339          |
| Travel           | \$38,698                    | \$41,424           | \$7,615          | \$3,429          | \$18,503                | \$17,116           |
| Supplies         | \$104,631                   | \$128,502          | \$20,438         | \$19,721         | \$64,046                | \$61,099           |
| Contractual      | \$ -                        | \$ -               | \$ -             | \$ -             | \$770,256               | \$798,993          |
| Other            | \$693,246                   | \$1,128,530        | \$151,818        | \$186,637        | \$277,066               | \$185,213          |
| <b>Sub Total</b> | <b>\$5,650,716</b>          | <b>\$5,770,881</b> | <b>\$848,534</b> | <b>\$852,520</b> | <b>\$2,004,678</b>      | <b>\$1,991,142</b> |
| Indirect         | \$671,481                   | \$681,369          | \$92,043         | \$92,649         | \$151,562               | \$158,846          |
| <b>TOTAL</b>     | <b>\$6,322,197</b>          | <b>\$6,452,250</b> | <b>\$940,577</b> | <b>\$945,169</b> | <b>\$2,156,240</b>      | <b>\$2,149,985</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.