

GRAND TRAVERSE BAND OF OTTAWA & CHIPPEWA INDIANS

Benodjenh Center Early Head Start, Head Start/ GSRP and Child Care

Annual Report

June 1, 2018 – May 31, 2019

Brief Background of GTB Head Start & Early Head Start

For over 28 years, the GTB Head Start program continues to offer early childhood education to low income children and later, added Early Head Start programming which has been running for 18 years. The Benodjenh Center was constructed and completed late in 2001 with three sources of funding, the Grand Traverse Band of Ottawa and Chippewa Indians, Head Start and HUD. The GTB Head Start/Early Head Start grant year is June 1 – May 31 of each year. Head Start/Early Head Start offers full year/full day programming with the school year operating from September through July of each year. Hours of operations are from 8:30-3:30(Head Start continues to exceed required hours by HSPS) Monday through Thursday for Head Start and 8:30-4:30 (to meet HSPS duration requirements) for Early Head Start, with the children receiving nutritious breakfast, lunch and snack. The Benodjenh Center Child Care is available to families that are working or in school and need care before 8:30 and after 3:30 daily. Child Care is also available all day on Friday. The Benodjenh Center Child Care is open 7:30-5:30 daily, Monday through Friday and cares for children between the ages of 3 – 12 years old. Care for infants/toddlers are for those enrolled in the Center Based program only. Child Care is also offered every other Friday for the EHS Center Based families if needed.

During the 2018-2019 school year, the GTB Head Start/ Early Head Start/ GSRP was able to purchase a new security system. This update includes all new cameras (19), two large monitors in two offices, and two interfaces with the ability to view, speak and allow visitors to enter the building. Early Head Start was also able to purchase a new canopy to cover and provide shade for the infants and toddlers on the EHS playground. Our program also purchased a new milk cooler and food warming/proofing unit to replace outdated equipment.

GTB EARLY HEAD START STATISTICS 2018-2019

Funded Enrollment

Currently the program is funded for 48 Early Head Start children and pregnant women. The program provides Center Based services for 16 infants/toddlers and 32 Home Based families and pregnant women.

Families Served

The Early Head Start program served 34 families cumulatively including two pregnant women. Of these families served, 26 were income eligible and 8 families were over income. The average monthly attendance for Early Head Start Center Base was 11 students. These figures include both Center Base and Home Base.

Early Head Start Services (program year ending May 31, 2019)

- 95% had medical homes
- 100% were up to date on immunizations
- 100% were determined to have received all immunizations possible at the end of the enrollment year
- 0% had immunization exemptions
- 95% had medical insurance
- 71% up to date on EPSDT requirements (preventative & primary health care)

Dental

- 71% had dental homes
- 53% completed a professional dental exam
- 53% received preventative care

Disability

- 18% of enrolled 0-3-year-old children received services from Early-On

Nutrition

- 977 Breakfasts Served
- 1,003 Lunches Served
- 968 Snacks Served

Early Head Start Staff

- Benodjenh Center Supervisor
- Health/Disability Coordinator
- EHS Education & Family Services Coordinator
- Office Manager
- 2 EHS Teachers
- 2 EHS Assistant Teachers
- 2 EHS Classroom/Bus Aides (part time positions)
- 2 EHS Home Visitors

- Benodjenh Center Cook
- 1 Maintenance/Bus Driver

Early Head Start Staffing Changes & Staff Qualifications

One EHS Lead teacher has their AA degree in Child Development. The assistant teacher holds her AA in Early childhood development. The classroom bus aide for this room has completed a CDA class and is working towards her Infant/ Toddler CDA. The other EHS teacher has her AA degree in General Studies. She has completed 24 credits and continues to work towards her bachelor’s in early childhood development. The EHS assistant teacher in this room is pursuing her AA in Early Childhood Development, she has completed 9 credits. During the school year she has been filling in the Lead Teacher position in a HS room. The classroom bus aide in this room is working towards her CDA and has completed the CDA class.

Early Head Start Funding Sources for 2018-2019

<u>Source</u>	<u>Revenues</u>
DHHS – Office of Head Start (OHS)	\$475,231
Required 20% Tribal Match	\$118,809
USDA	<u>\$ 8,765</u>
	\$602,805

Early Head Start Expenditures for 2018-2019

Wages	\$281,283
Fringe	\$94,038
Training & Technical Assistance	\$12,219
Administrative Costs	\$41,969
Other	\$173,363
Total Expenses	\$602,805

Early Head Start Projected funding for Year 2018-2019

Federal funding levels are expected to maintain at current levels.

GTB HEAD START STATISTICS 2018-2019

Funded Enrollment 2018-2019

Currently the program is funded for 35 Head Start age children age 3-5. The Head Start program has two classrooms, one of which has 17 students consisting of a majority of three-year old's. The second classroom maintains an enrollment of 18 students consisting of a majority of four-year-old students.

Families Served

The program served 36 families cumulatively in Head Start with 26 family's income eligible for the program and 10 were over income. Average monthly attendance for Head Start was 63% which is 25 students.

HEAD START SERVICES (program year ending May 31, 2018)

- 100% had medical homes
- 100% were up to date on immunizations
- 100% were determined to have received all immunizations possible at the end of the enrollment year
- 0% had immunization exemptions
- 100% had medical insurance
- 75% up to date on EPSDT requirements (preventative & primary health care)

Dental

- 100% had dental homes
- 70% completed a professional dental exam
- 70% received preventative care

Disability

- 33% of enrolled 3-5-year-old children had IEP's and received on-site services provided by the TBA/ISD.

Nutrition

- 2,278 Breakfasts Served
- 2,340 Lunches Served
- 2,259 Snacks Served

Head Start Staff

- Benodjenh Center Supervisor
- Health/Disability Coordinator
- HS Education & Family Services Coordinator
- Office Manager
- 2 HS Teachers
- 2 HS Assistant Teachers
- 2 HS Classroom/Bus Aides (part time positions)
- Benodjenh Center Cook
- 1 Bus Driver (part time position)

Head Start Staffing Changes & Staff Qualifications

The Head Start Program meets the national requirements for Teacher Certification, as 50% of teaching staff has a Bachelor's degree in Early Childhood Education. One Head Start Lead Teacher has her bachelor's degree in Early Childhood Development. The teacher in the second Head Start classroom is a substitute working on her associate degree in Early Childhood. This position is currently vacant and posted. The HS assistant in one classroom has his preschool CDA. The other HS Assistant Teacher is currently enrolled in a CDA class to be completed summer 2019 she is also taking Early Childhood courses through Bay Mills Community College. The Classroom/Bus Aide in one room has completed the CDA class and then left the program. The other Classroom/Bus Aide position is vacant after a staff person left the program. Both obtained full time employment.

Head Start Funding Sources for 2018-2019

<u>Source Revenues</u>	<u>Source</u>
DHHS – Office of Head Start (OHS)	\$361,287
Required 20% Tribal Match	\$88,096

USDA	<u>\$20,440</u>
State Funding – GSRP	<u>\$55,970</u>
Total Revenue	\$525,793

Head Start Expenditures for 2018-2019

Wages	\$208,996
Fringe	\$ 68,059
Training & Technical Assistance	\$ 7,599
Administrative Costs	\$ 56,499
Other	\$138,482
State Funding – GSRP	<u>\$31,721</u>

Total Expenses	\$511,356
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Head Start Projected funding for Year 2018-2019

Federal funding levels are expected to maintain at current levels. The program continues a partnership with Traverse Bay Area Intermediate School District (TBA/ISD) and will receive funding for classroom staff to operate one Great Start Readiness Program (GSRP) classroom. This classroom will serve 17 four-year children preparing them for their next educational step, kindergarten. GSRP is a per child allocation awarded to the local district based on a formula determined by the Michigan legislature. The funds received from this partnership will allow the program to add additional federal funds to other areas of the Head Start budget.

Audit Report

Below are excerpts from the 2018 GTB Audit which includes the audit findings followed by the Independent Auditor’s Report:

Grand Traverse Band of Ottawa and Chippewa Indians

**Schedule of Findings and Questioned Costs
Year Ended September 30, 2018**

I. SUMMARY OF INDEPENDENT AUDITOR'S RESULTS

A. Financial Statements

1. Type of report issued on whether the financial statements audited were prepared in accordance with accounting principles generally accepted in the United States of America: Unmodified

2. Internal control over financial reporting:
 - Material weakness(es) identified? Yes No
 - Significant deficiency(ies) identified? Yes None reported

3. Noncompliance material to financial statements noted? Yes No

B. Federal Awards

1. Internal control over major programs:
 - Material weakness(es) identified? Yes No
 - Significant deficiency(ies) identified? Yes None reported

2. Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)? Yes No

3. Identification of major programs:

CFDA Number	Name of Federal Program or Cluster
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15.022	Tribal Self-Governance
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Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as a low-risk auditee? Yes No

II. FINANCIAL STATEMENT FINDINGS

No matters to report.

III. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters to report.

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED SEPTEMBER 30, 2018**

Identifying Number: 2017-001

Audit Finding:

Criteria: Recording of Capital Assets

Condition: At the present time, the capital asset subsidiary ledger is not reconciled to the general ledger on a regular basis (i.e., monthly, quarterly). The lack of reconciling on a regular basis has led to inaccurate reporting of capital asset cost and depreciation amounts in the monthly financial statements.

Context: The reconciliation of capital assets has caused a delay in providing the Band with audited financial statements in a timely manner.

Cause: The Band did not complete its reconciliation of capital assets until nine months subsequent to year-end.

Effect: Reconciling capital assets only at year-end could cause the Band's monthly financial statements to reflect inaccurate capital asset balances and heightens the risk for errors to occur. This issue has also caused significant delays in the completion of the Band's year-end financial statements and audit.

Recommendation: We suggest that the capital asset subsidiary ledger be reconciled to the general ledger on a monthly or quarterly basis, which would provide timely accounting of capital assets and should increase accuracy.

Views of responsible officials (auditee response): The Band concurs with this finding. See accompanying corrective action plan.

Corrective Action Taken:

Corrective action has been taken.

(Continued)

Identifying Number: 2017-002

Audit Finding:

Criteria: Self-Insurance Claims Incurred But Not Reported

Condition: The Band did not complete its reconciliation of claims incurred but not reported at year-end. The lack of reconciling subsequent to year-end has led to inaccurate reporting of the Band's accrued liabilities.

Context: Self-insurance claims incurred but not reported liability was adjusted \$200,000 to properly reflect liability for claims incurred in fiscal year 2017 and paid subsequent to year-end.

Cause: The Band did not complete its reconciliation of claims incurred but not reported at year-end.

Effect: There were significant claims that were incurred prior to year-end that were not accrued for.

Recommendation: We suggest that the Band obtain the claims lag report subsequent to year-end to assist in estimating self-insurance liability.

Views of responsible officials (auditee response): The Band concurs with this finding. See accompanying corrective action plan.

Corrective Action Taken:

Corrective action has been taken.



Christina Loucks, Interim Chief Financial Officer

**Report on Internal Control Over Financial Reporting and
on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With Government Auditing Standards**

Independent Auditor's Report

To the Tribal Council
Grand Traverse Band of Ottawa and Chippewa Indians

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of the Grand Traverse Band of Ottawa and Chippewa Indians as of and for the year ended September 30, 2018, and the related notes to the financial statements, which collectively comprise the Grand Traverse Band of Ottawa and Chippewa Indians' basic financial statements, and have issued our report thereon dated June 26, 2019. Our report includes a reference to other auditors who audited the financial statements of Grand Traverse Band, LLC, as described in our report on the Grand Traverse Band of Ottawa and Chippewa Indians' financial statements. The financial statements of Grand Traverse Band Economic Development Corporation and Grand Traverse Band, LLC were not audited in accordance with *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Grand Traverse Band of Ottawa and Chippewa Indians' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Grand Traverse Band of Ottawa and Chippewa Indians' internal control. Accordingly, we do not express an opinion on the effectiveness of the Grand Traverse Band of Ottawa and Chippewa Indians' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Grand Traverse Band of Ottawa and Chippewa Indians' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

RSM US LLP

Duluth, Minnesota
June 26, 2019

**Report on Compliance for Each Major Federal Program
and Report on Internal Control Over Compliance
Required by the Uniform Guidance**

Independent Auditor's Report

To the Tribal Council
Grand Traverse Band of Ottawa and Chippewa Indians

Report on Compliance for Each Major Federal Program

We have audited the Grand Traverse Band of Ottawa and Chippewa Indians' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Grand Traverse Band of Ottawa and Chippewa Indians' major federal programs for the year ended September 30, 2018. The Grand Traverse Band of Ottawa and Chippewa Indians' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Grand Traverse Band of Ottawa and Chippewa Indians' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Grand Traverse Band of Ottawa and Chippewa Indians' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Grand Traverse Band of Ottawa and Chippewa Indians' compliance.

Opinion on Each Major Federal Program

In our opinion, the Grand Traverse Band of Ottawa and Chippewa Indians complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended September 30, 2018.

Report on Internal Control Over Compliance

Management of the Grand Traverse Band of Ottawa and Chippewa Indians is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Grand Traverse Band of Ottawa and Chippewa Indians' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Grand Traverse Band of Ottawa and Chippewa Indians' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

RSM US LLP

Duluth, Minnesota
June 26, 2019

HEAD START & EARLY HEAD START INFORMATION 2018-2019

FEDERAL MONITORING

The program's last Federal Review took place in December 2017.

CURRICULUM

The GTB Head Start and Early Head Start programs utilize The Creative Curriculum for all children enrolled in the center based programs. The Creative Curriculum is a comprehensive,

developmentally appropriate, research-based resource that aids our teachers to be effective and intentional while supporting active learning and promoting children's progress in all developmental areas.

The Benodjenh Center's EHS Home Based program uses the Parents as Teachers Curriculum. It is used to help Home Visitor's accomplish goals as well as being able to respond to individual family needs. The mission of the Parents as Teachers Curriculum is to promote the optimal early development, learning and health of children by supporting and engaging their parents and caregivers.

The Parents as Teachers is designed for both the Home Visitor's and families to understand. The topics relate to infant mental health, health and safety, early childhood care and education, typical and atypical child development, self-esteem, and the ability to help empower families. The curriculum uses evidence-based best practices beginning in infancy as well as up-to-date information concerning factors that influence positive outcomes.

The seven principles for providing Home Based family services include:

1. Individualizing services
2. Responding to the family as a system
3. Establishing a collaborative relationship between the Home Visitor and the family
4. Remaining flexible
5. Promoting coping and problem-solving skills
6. Facilitating learning of new skills and knowledge to future situations
7. Assessing progress and modifying services as needed.

SCHOOL READINESS GOALS

Each year, the GTB HS/EHS/GSRP programs develop school readiness goals in cooperation with parents to ensure that students achieve their maximum potential. The Benodjenh Center EHS/HS/GSRP Programs use the Early Learning Outcomes Framework (ELOF) established by the Office of Head Start to create our own School Readiness Goals. The Creative Curriculum along with Teaching Strategies GOLD are used as a basis to plan and implement developmentally appropriate practices for students. Initially (at the first Parent/Teacher Conference), the Ages and Stages Questionnaires (ASQ-3) & Early Screening Inventory Revised (ESI-R) are used with parents to assess/screen children and set up individual goals.

The classroom staff (Lead Teacher/Assistant Teacher/Classroom/Bus Aide) are responsible for planning and implementing lessons (weekly), individualizing for every child (daily), writing/entering individual child observations (daily), and finalizing checkpoints (December,

March, and July). Teachers also share individual child progress with parents (at each parent/family contact) using the Teaching Strategies GOLD program.

The EHS/HS Education & Family Services Coordinators are responsible for monitoring lesson plans, conducting classroom observations, and aggregating/analyzing data in the Teaching Strategies GOLD Program. This data is used as a basis for providing staff with professional development opportunities. Additionally, this information allows for intentional planning and individualizing by teachers for every child.

The EHS/HS Education & Family Services coordinators are responsible for reporting the progress of the children in our program towards achieving School Readiness Goals. Parents are informed about School Readiness several times throughout the year. Initially, the parents are informed about School Readiness Goals at our Parent Orientation in August. We have established a goal to ensure they are reviewed triennially at parent meetings, reported in the Benodjenh Center's monthly newsletter, the Grand Traverse Band's Tribal monthly newspaper, Policy Council meetings. Classroom staff re-visit our School Readiness Goals with parents before school starts at the first Parent/Teacher Conference and at the final Parent/ Teacher Conference. The school readiness goals were not changed for 2018-2019. The management team is in the process of revising school readiness goals. Teachers will give a letter to parents explaining our specific goals and they are asked to give their input about what they think is important to make their child "school ready."

Nicolle Jones was on site 10/3/18-10/4/18 & 4/23/18-4/24/18 and provided T/TA surrounding school readiness goals, PFCE service area, and introduced culture of safety concepts. Management is now working to revise school readiness goals, update policies and forms concerning the PFCE service area and draft policies surrounding culture of safety and active supervision.

SERVICES PROVIDED

Head Start/Early Head Start programs are required to provide comprehensive early childhood education services to children from birth through 5 years of age, focusing on the individual learning styles of children while incorporating creative arts, literacy, language development, math, science, physical health & development, and social/emotional development. Examples may include:

- Nutritious meals
- Transportation
- Health Screenings which include developmental, social/emotional development, height, weight, vision, and hearing
- Anishanaabemowin classes

- Field trips
- Speech, OT and/or PT services, special education teacher consult, social work for eligible students on-site
- Early-On services for eligible infants/toddlers
- Parent/Teacher Conferences & Home Visits
- Guests in the classroom
- Physical/Gross motor opportunities
- Nutrition experiences with R.D.

FAMILY INVOLVEMENT ACTIVITIES INCLUDING PARENT TRAININGS

- Monthly Family Dinners/Parent Committee Meetings/Hands–On Experiences (monthly)
- Policy Council (monthly)
- EHS Home Based Socializations (2 times per month)
- Family Partnerships/Goal Setting
- Distribute Flyers for Local Early Childhood Dev. Events
- Parent Trainings (Childhood Stress, Cooking/Eating on a Budget/Choosemyplate.gov, Budgeting for my family, Kindergarten Readiness, Cultural activity (Shawl Making), Managing Toxic Stress, Building Self-esteem in Young Children, Developmentally Appropriate Reading & Literacy Activities/Book Give Always, Resiliency in Children, Policy Council elections, Preventing Illness, Fatherhood panel, Fatherhood sledding event)
- Opportunities to Participate/Volunteer in the Classrooms
- Parent/Teacher Conferences & Home Visits (a total of 4 per year)
- Field Trips
- Parent Input with School Readiness Goals
- School to Home Activities Offered
- Volunteers for end of year activities

Policy Council and Governing Body (Tribal Council) Membership

The GTB Head Start/Early Head Start programs have an active Policy Council that works in conjunction with the GTB Tribal Council to ensure a high quality early childhood program for all enrolled children. Below is the list of members for each perspective group:

TRIBAL COUNCIL

Tribal Council Chairman – Thurlow “Sam” McClellan

Tribal Council Vice-Chair – Kim Vargo
Tribal Council Treasurer – Jane Rohl
Tribal Council Councilor – David Arroyo
Tribal Councilor – Mark Wilson
Tribal Councilor – Brain Napont
Tribal Council Secretary– Tina Frankenberger

Policy Council

Chairperson – Anna Miller
Vice-Chair – Carolan Sonderegger
Recording Officer – Theresa Pelcher
Policy Council Member – Anna Heiselman
Policy Council Member – Community Representative – Deb Fox
Policy Council Member – Community Representative – Angelina Raphael
Policy Council Member – Community Representative – Helen Cook
Tribal Council Liaison – Tribal Councilor Kim Vargo

GTB Head Start & Early Head Start Information Disclosure

The 2018-2019 GTB Early Head Start/Head Start annual report will be made available for public viewing and can be accessed through the following link:

<http://www.gtbindians.org/benodjenh.asp>

This report will also be distributed to all GTB Satellite offices and available upon request.

Submitted by:

Joyce McClellan
Benodjenh Center Supervisor