

GRAND TRAVERSE BAND OF OTTAWA & CHIPPEWA INDIANS

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

Annual Report

June 1, 2017 – May 31, 2018

Brief Background of GTB Head Start & Early Head Start

For over 25 years, the GTB Head Start program continues to offer early childhood education to low income children and later, added Early Head Start programming. 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 Monday through Thursday, with the children receiving nutritious breakfast and lunch. 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 2017-2018, the GTB Head Start/ Early Head Start was able to purchase a new school bus equipped with air conditioning. This advancement has allowed safe and continuous transportation for children. Previously, if the heat index was above 90 degrees transportation would be canceled for the day due to safety risk. During 2017-2018 the GTB Head Start/ Early Head Start was also able to purchase a new vision screener. The previous vision screener was discontinued and was only being serviced through 2020 or when parts were no longer available. The new vision screener is a Welch Allyn spot vision screener. It features a digital interface that is easy to use. It is particularly advantageous when screening younger children because it is almost instantaneous. It takes a digital picture and stores results for each participant. The results are then transferable via USB or wirelessly and saved in PDF format. It also interprets reading which helps the staff that are screening children.

GTB EARLY HEAD START STATISTICS 2017-2018

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 40 families cumulatively including two pregnant women. Of these families served, 36 were income eligible and 4 families were over income. The average monthly attendance for Early Head Start was 40 students. These figures include both Center Base and Home Base.

Early Head Start Services (program year ending May 31, 2018)

- 97% had medical homes
- 97% were up to date on immunizations
- 97% were determined to have received all immunizations possible at the end of the enrollment year
- 2% had immunization exemptions
- 95% had medical insurance
- 84% up to date on EPSDT requirements (preventative & primary health care)

Dental

- 58% had dental homes
- 40% completed a professional dental exam
- 40% received preventative care

Disability

- 24% of enrolled 0-3-year-old children received services from Early-On

Nutrition

- 1,595 Breakfasts Served
- 1,686 Lunches Served
- 1,619 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 teacher has their AA degree in Child Development. This teacher left the program during the year. She was replaced by an EHS teacher with a BS in Early Childhood development. This teacher transferred to HS during the school year and her EHS assistant stepped into the lead teacher role temporarily. This teacher holds her AA in Early childhood development. The classroom bus aide for this room is currently 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. One EHS assistant teacher in this room held her Infant/Toddler CDA and was pursuing her AA in Early Childhood development. She left the program during the year and was replaced by another EHS assistant teacher who is pursuing her AA in Early Childhood Development, she has completed 9 credits. The classroom bus aide in this room is working towards her CDA.

Early Head Start Funding Sources for 2017-2018

<u>Source</u>	<u>Revenues</u>
DHHS – Office of Head Start (OHS)	\$516,255
Required 20% Tribal Match	\$129,064
USDA	<u>\$ 9,696</u>
	\$655,015

Early Head Start Expenditures for 2017-2018

Wages	\$269,861
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Fringe	\$91,107
Training & Technical Assistance	\$12,219
Administrative Costs	\$54,547
Other	\$62,320
Total Expenses	\$490,054

Early Head Start Projected funding for Year 2017-2018

Federal funding levels are expected to maintain at current levels.

GTB HEAD START STATISTICS 2017-2018

Funded Enrollment 2017-2018

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 44 families cumulatively in Head Start with 33 family's income eligible for the program and 11 were over income. Average monthly attendance for Head Start was 75% which is 33 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
- 2% had immunization exemptions
- 100% had medical insurance
- 78% up to date on EPSDT requirements (preventative & primary health care)

Dental

- 91% had dental homes
- 71% completed a professional dental exam
- 71% received preventative care

Disability

- 32% of enrolled 3-5-year-old children had IEP's and received on-site services provided by the TBA/ISD.

Nutrition

- 3,905 Breakfasts Served
- 4,127 Lunches Served
- 3,965 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 resigned January 2018. The Head Start Teacher that replaced her holds her bachelor's degree in early childhood development. The teacher in the second Head Start classroom holds his CDA and will soon be enrolling to pursue his AA in Early Childhood Development. The HS assistant in one classroom has her preschool CDA and is pursuing her AA degree in Early childhood Development. The other HS Assistant Teacher is currently

vacant. The HS teacher assistant that filled the position was working towards his CDA. He no longer is employed at the program. The Classroom/Bus Aide in one room has completed the CDA class and will be observed in the Winter of 2018. The other Classroom/Bus Aide will begin CDA classes in the Fall of 2018.

Head Start Funding Sources for 2017-2018

<u>Source Revenues</u>	<u>Source</u>
DHHS – Office of Head Start (OHS)	\$348,995
Required 20% Tribal Match	\$87,249
USDA	<u>\$21,581</u>
State Funding – GSRP	<u>\$46,690</u>
Total Revenue	\$504,515

Head Start Expenditures for 2017-2018

Wages	\$213,636
Fringe	\$ 68,290
Training & Technical Assistance	\$ 10,015
Administrative Costs	\$ 39,500
Other	\$73,581

Total Expenses **\$405,022**

Head Start Projected funding for Year 2017-2018

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 2016 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, 2016

II. FINANCIAL STATEMENT FINDINGS

A. Internal Control Findings

See Finding 2016-001 that follows.

B. Compliance Findings

No matters were reported.

III. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

A. Internal Control Findings

See Finding 2016-002 that follows.

B. Compliance Findings

No matters were reported.

Grand Traverse Band of Ottawa and Chippewa Indians

Schedule of Findings and Questioned Costs Year Ended September 30, 2016

Item 2016-001: Recording of Capital Assets
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. Capital asset additions totaling \$1,226,973 were not properly identified to be capitalized. 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 and planned corrective actions: The Band implemented new accounting software in fiscal year 2016 which will continue into fiscal year 2017. The Band is working on procedures to properly and timely identify and record capital assets. The new software flags purchase requisitions at the time of entry to select the necessary capital asset information for the asset module.

DRAFT

Independent Auditor's Report

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

Report on the Financial Statements

We have audited the accompanying financial statements of each major fund of the Special Revenue Department of the Grand Traverse Band of Ottawa and Chippewa Indians (the Department) as of and for the year ended September 30, 2016, and the related notes to the financial statements, which collectively comprise the Department's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund of the Department, as of September 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of matter

As discussed in Note 1, the financial statements of the Department, are intended to present the financial position and the changes in financial position of only that portion of each major fund of the Grand Traverse Band of Ottawa and Chippewa Indians that is attributable to the transactions of the Department. They do not purport to, and do not, present fairly the financial position of the Grand Traverse Band of Ottawa and Chippewa Indians as of September 30, 2016, or the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters**Required Supplementary Information**

Management has omitted management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by missing information.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Department's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements, or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated June 30, 2017, 2017, on our consideration of the Department's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Department's internal control over financial reporting and compliance.

RSM US LLP

Duluth, Minnesota
June 30, 2017

HEAD START & EARLY HEAD START INFORMATION 2017-2018

FEDERAL MONITORING

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



ADMINISTRATION FOR **CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Board Chairperson

Mr. Thurlow McClellan

Tribe/Board Chairperson

Grand Traverse Band of Ottawa and Chippewa Indians

2605 North West Bay Shore Drive

Peshawbestown, MI 49682-9275

From: Responsible HHS Official

Ms. Ann Linehan

Acting Director, Office of Head Start

Date *4-2-18*

From December 11-13, 2017, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of the Grand Traverse Band of Ottawa and Chippewa Indians, Head Start and Early Head Start programs. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*. We would like to thank your governing body, policy council, parents, and staff for their engagement in the review process.

Based on the information gathered during this review, your Head Start program was found to need improvement in one or more areas. The report provides you with detailed information in each area where program performance did not meet one or more applicable Head Start Program Performance standards, laws, regulations and policy requirements and the required timeframes for corrective action. The report also provides you with information on Areas of Concern identified in your program, where applicable.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

Ms. Angie Godfrey, Regional Program Manager

Ms. Anna Miller, Policy Council Chairperson

Ms. Mary Pelcher, CEO/Executive Director

✓ Ms. Joyce McClellan, Head Start Director

STRUCTURE OF THE REPORT

This report provides grantees with an overview of program performance based on information collected during the Focus Area Two Monitoring Review. The report contains the following three sections: Overall Performance Summary; Program Infrastructure, Oversight, and Improvement; and Service Delivery. The report also contains a Glossary of Terms, which can be found on page 3 of this report.

Section I: Overall Performance Summary provides a consolidated view of the status of your program's performance across the four components of Program Infrastructure, Oversight and Improvement areas and the three Service Delivery areas. This section includes a Summary of Findings table, where applicable, to indicate any areas of concern, areas of noncompliance or deficiencies identified during the review.

Section II: Program Infrastructure, Oversight, and Improvement provides information on the effectiveness of your program's management systems, practices and infrastructure. This section of the report focuses on four areas of performance, described as follows:

1. *Program Management* includes an assessment of the program's overall management structure, its system of ongoing compliance oversight and continuous improvement, and its system for hiring, supervising, and developing qualified staff.
2. *Program Governance* includes assessment of the governing body and policy council's active involvement in fulfilling their respective roles and responsibilities and effective oversight of the program.
3. *Financial Management* describes outcomes of the assessment of the grantee's internal controls, financial management systems, fiscal capacity, and practices.
4. *Enrollment, Recruitment, Selection, Eligibility, and Attendance (ERSEA)* indicates program performance in tracking and using attendance data to assist families and staff in supporting and managing attendance issues, and in monitoring compliance with eligibility requirements.

Section III: Service Delivery provides information on your program's performance in delivering quality services to children and families within the following three areas:

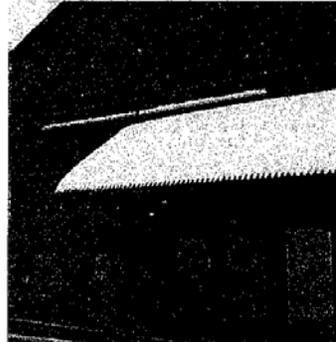
1. *Early Education and Child Development Childhood Program Services* include outcomes of the assessment of your program's teaching practices and learning environments, services for children with disabilities and their families, and, where applicable, the delivery of home-based services.
2. *Health Program Services* focus on the assessment of health, mental health, oral health, and nutritional services for children and families, services provided to enrolled pregnant women (where applicable), and the health and safety of the grantee's environments.
3. *Family and Community Engagement Program Services* describe the assessment outcomes of your program's family engagement and support strategies, including the integration of family engagement into all services to support family well-being and promote school readiness.

Grand Traverse Band of Ottawa and Chippewa Indians / 90CI9906

Glossary of Terms	
Area of Concern	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more area of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Grantee Information

Head Start Enrollment: 35
 Early Head Start Enrollment: 48
 Number of Grants: 1
 Head Start Director: Ms. Joyce McClellan
 Tribe/Board Chairperson: Mr. Thurlow McClellan
 Policy Council Chairperson: Ms. Anna Miller
 Program Specialist: Ms. Cynthia Walker
 Fiscal Specialist: Ms. Takila Newkirk



Benodjenh Center

Section I. Overall Performance Summary

The summary table provides an overview of your program’s performance in each of the seven core areas of performance subsumed within Program Infrastructure, Oversight, and Improvement and the Service Delivery sections of the report. *Performance Status* is interpreted as follows:

- Your program has met all requirements assessed within this performance area.
- X Your program has an area of concern or an area of noncompliance in one or more requirements assessed within this performance area; your program has not met all requirements.
- ⊙ Your program has a deficiency in one or more requirements assessed within this area.

Program Performance: Program Infrastructure, Oversight, and Improvement	
Performance Area	Performance Status
Program Management	X
Program Governance	●
Financial Management	●
ERSEA	●
Program Performance: Service Delivery	
Education and Child Development Program Services	●
Health Program Services	X
Family and Community Engagement Program Services	●

Grand Traverse Band of Ottawa and Chippewa Indians / 90CI9906

Summary of Findings

Applicable Standards	Grant Number(s)	Timeframe	Compliance Level	Service Area
644(a)(2)	90CI9906	120 Days	Area of Noncompliance	Program Management
1302.90(c)(1)(v)	90CI9906	N/A Follow up with Regional Office for support	Area of Concern	Health Program Services

Section II: Program Infrastructure, Oversight, and Improvement

This section of the report provides information on your program’s performance in four areas: (1) Program Management; (2) Program Governance; (3) Financial Management; and (4) ERSEA.

1. Program Management

This section describes your program’s performance in providing management, ongoing monitoring, and continuous improvement to achieve program goals and ensure child safety and the delivery of high-quality program services. This section indicates your program’s performance in each of the following areas: program management structure; ongoing oversight and continuous improvement; and staff hiring, supervision, and development.

Program Management Performance Summary

Performance Area	Performance Status
Program management structure	●
Ongoing oversight and continuous program improvement	X
Staff hiring, supervision, and development	●

Performance Area Summary

Program management structure. The monitoring review found your program maintains a program and human resource management structure that provides effective management of all program areas.

Ongoing oversight and continuous program improvement. The monitoring review found your program has not implemented a system for collecting, using, and sharing data for ongoing monitoring and continuous program improvement.

Area of Noncompliance 644(a)(2)

Timeframe for Correction: 120 Days

Sec. 644(a) (2) Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent.

Grand Traverse Band of Ottawa and Chippewa Indians / 90CI9906

The grantee has not issued an annual report since the 2013-14 program year. As a result, information about annual funding, expenditures, audits, enrollment, the number of children receiving medical and dental exams, information about parent involvement activities, and the program's efforts to prepare children for kindergarten was not made available to the public as required. The grantee can correct this finding by completing an annual report from the most recently concluded fiscal year and continue to issue annual reports going forth timely.

Staff hiring, supervision, and development. The monitoring review found your program has implemented a systematic approach to staff hiring, supervision, training, support, and professional development that supports high-quality service delivery.

2. Program Governance

This section indicates your program's performance in each of the two Program Governance performance areas: governing body and policy council.

Program Governance Performance Summary

Performance Area	Performance Status
Governing body	●
Policy council	●

Performance Area Summary

Governing body. The monitoring review found your program's governing body uses data (e.g., ongoing monitoring, fiscal, school readiness, and other data such as audits, self-assessment, and monthly reports) and leverages its subject matter expertise to participate fully in the program oversight, planning, and monitoring, including annual approval of the operating budget and the safeguarding of funds.

Policy council. The monitoring review found your program's policy council uses data and leverages its knowledge of the community effectively for ongoing monitoring, continuous improvement, and program oversight, including involvement in budget planning, policies for reimbursement, and participation in policy council activities.

3. Financial Management

This section describes your program's performance in each of the seven performance areas listed under the Financial Management performance area.

Financial Management Performance Summary

Performance Area	Performance Status
Internal controls	●
Financial management system	●
Identifying and mitigating risk	●

Grand Traverse Band of Ottawa and Chippewa Indians / 90C19906

Performance Area	Performance Status
Adequacy of budgeted resources	●
Budget management	●
Automated accounting and record keeping system	●
Delegate agency oversight	Not Applicable

Performance Area Summary

Internal controls. The monitoring review found your program has internal controls that provide effective oversight of all fiduciary areas of responsibility to ensure accomplishment of program objectives.

Financial management system. The monitoring review found your program has a financial management system and accounting and reporting practices that support ongoing fiscal operations, provide supporting documentation necessary to facilitate effective audits, enable the grantee to remain in compliance with laws, regulations, grant terms and conditions, and ensure payment of allowable program expenses promptly and within the appropriate budget period.

Identifying and mitigating risk. The monitoring review found your program has a process to identify risks and obtain cost-effective insurance for those identified risks, including a system for ensuring the protection of Federal interest in real property purchased with Federal funds.

Adequacy of budgeted resources. The monitoring review found your program has sufficient staffing and resources to promote continuity of care for all children enrolled, allow for sufficient time needed for staff to participate in training and professional development, allow for provision of the full range of services, and ensure that facilities, equipment, and materials remain safe.

Budget management. The monitoring review found your program has a management system that effectively monitors its budget for personnel, compensation, benefits, shared cost, non-Federal share, and indirect and administrative costs.

Automated accounting and record keeping system. The monitoring review found your program maintains an automated accounting and record keeping system adequate for effective oversight.

Delegate agency oversight. Not Applicable

4. ERSEA

The final performance area in Section I, ERSEA, focuses on your program's performance in eligibility and attendance.

ERSEA Performance Summary

Performance Area	Performance Status
Eligibility	●
Attendance	●

Performance Area Summary

Eligibility. The monitoring review found your program enrolls children who are categorically eligible or who fall within defined income-eligibility requirements based on Head Start requirements.

Attendance. The monitoring review found your program monitors and uses attendance data to support families in promoting individual child attendance and to inform program improvements where monthly attendance rates indicate systematic attendance issues.

Section III. Service Delivery

This section of the report provides the results of the assessment of your program's service delivery, including your program's: (1) Education and Child Development Program Services; (2) Health Program Services; and (3) Family and Community Engagement Program Services.

Each summary table includes information from Section II's Program Management and Financial Management assessment to provide a comprehensive summary of the assessment of your program's service delivery. The summary table includes information on how well your program is providing ongoing oversight and continuous improvement; hiring, supervising, and developing staff; and budgeting adequate resources within the respective education, health, and family and community engagement service areas.

1. Education and Child Development Program Services

This section describes your program's performance in delivering the following services: teaching practices and learning environments, services for children with disabilities, and home-based program services (where applicable).

Education and Child Development Services Performance Summary

Education and Child Development Service Delivery	
Performance Area	Performance Status
Teaching practices and learning environments	●
Services for children with disabilities	●
Home-based services	●
Program Management*	
Program management structure	●
Ongoing oversight and continuous improvement of education and child development services	●
Hiring, supervision, and development of education and child development staff	●
Financial Management*	
Adequacy of resources for education and child development services	●

Grand Traverse Band of Ottawa and Chippewa Indians / 90CI9906

* *Program and Financial Management* data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee *Program Management* and *Financial Management* performance.

Performance Area Summary

Teaching practices and learning environments. The monitoring review found your program uses a developmentally appropriate research-based curriculum that aligns with the Head Start Early Learning Outcomes Framework and has implemented effective teaching practices and well-organized learning environments that promote progress in children's development and growth.

Services for children with disabilities. The monitoring review found your program fully engages children with disabilities in all aspects of the program, engages families of children with disabilities in their children's learning and development, and supports families in becoming advocates for services that meet their children's needs.

Home-based services. The monitoring review found your home-based program provides home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences for their children.



Benadjeh Center Classroom

2. Health Program Services

This section indicates your program's performance in delivering the following Health Program services: addressing health status and health needs; oral health and nutrition services; mental health services; services for pregnant women; and maintaining healthy and safe environments.

Health Program Services Performance Summary

Health Program Service Delivery	
Performance Area	Performance Status
Addressing health status and health needs	●
Oral health and nutrition services	●
Mental health services	●
Services for pregnant women	●
Healthy and safe environments	X
Program Management*	
Program management structure	●
Ongoing oversight and continuous improvement of health program services	●
Hiring, supervising, and developing health program service staff	●

Grand Traverse Band of Ottawa and Chippewa Indians / 90CI9906

Health Program Service Delivery	
Performance Area	Performance Status
Financial Management*	
Adequacy of resources for health program services	●

* Program and Financial Management data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee Program Management and Financial Management performance.

Performance Area Summary

Addressing health status and health needs. The monitoring review found your program effectively collects, tracks, addresses, and shares information regarding each child’s health status and health needs, including health, mental health, oral health, and nutritional needs.

Oral health and nutrition services. The monitoring review found your program has a system for maintaining and monitoring for effective oral health practices and providing nutrition services that meet the nutritional needs of and accommodate the feeding requirements of each child.

Mental health services. The monitoring review found your program effectively utilizes mental health consultation to support staff, including home visitors, in identifying and meeting children’s mental health and social and emotional needs.

Services for pregnant women. The monitoring review found your program provides and monitors for quality services for enrolled pregnant women to facilitate enrolled pregnant women’s access to health care and provide them with information to support prenatal post-partum maternal and infant health and emotional well-being.

Healthy and safe environments. The monitoring review found your program has implemented a process for monitoring and maintaining healthy and safe environments.

The review determined the following:

- Your program has a system of management that ensures that your classrooms, centers and facilities provide healthy and safe environments for all children.
- Your program ensures that all staff, consultants, contractors, and volunteers use positive strategies to support children’s well-being.
- Your program has ensured that no child was released to an unauthorized adult at any time.
- Your program ensures that all individuals employed by the Head Start agency have the required criminal record check prior to becoming employed by the agency.
- X Your program had at least one instance where a child was left alone or unsupervised.

Area of Concern 1302.90(c)(1)(v)

Follow up with Regional Office for support

1302.90 (c) Standards of conduct. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that: (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

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On November 7, 2017, a teacher left a 4-year-old child alone and unsupervised in a classroom. The incident was captured on video and showed that the child was left unattended for 1 minute and 18 seconds. The teacher did not complete a head count during the transition from the classroom to the bus. As a result, the 4-year-old was left unsupervised until the Education Coordinator retrieved the unharmed child from the classroom.

A training agenda dated August 14-18, 2017 showed staff received training on active supervision; however, since the incident, no action had been taken to prevent recurrence of incidents, and an updated policy on child supervision was not available. The parents were notified within 24 hours of the incident; however, it was not reported to the Regional Office or to State or local licensing. The Director acknowledged the incident had not been reported and that she was unaware that it should have been. After an investigation was completed, the teacher involved was subjected to disciplinary action.

3. Family and Community Engagement Program Services

This section indicates your program's performance in the following Family and Community Engagement Services: integrating family engagement into all systems and services; creating responsive program environments; and identifying family needs and making progress toward individual family outcomes.

Family and Community Engagement Services Performance Summary

Family and Community Engagement Service Delivery	
Performance Area	Performance Status
Integrating family engagement into all systems and services	●
Creating responsive program environments	●
Identifying family needs and making progress toward individual family outcomes	●
Program Management*	
Program management structure	●
Ongoing oversight and continuous improvement of family and community engagement services	●
Hiring, supervising, and developing family and community engagement staff	●
Financial Management*	
Adequacy of resources for family and community engagement services	●

* Program and Financial Management data is only presented in this summary table; no narrative text is provided in the sections that follow. See Section II for narrative description of grantee Program Management and Financial Management performance.

Performance Area Summary

Integrating family engagement into all systems and services. The monitoring review found your program integrates family engagement and support strategies into all systems and demonstrates progress in providing quality program services to support family well-being and promote school readiness.

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Creating responsive program environments. The monitoring review found your program creates welcoming, culturally, and linguistically responsive program environments.

Identifying family needs and making progress toward individual family outcomes. The monitoring review found your program collaborates with parents to identify strengths and needs and make progress toward individual family outcomes.

--- End of Report ---

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. First, they receive a detailed explanation at our Parent Orientation in August. Second, they are reviewed at monthly parent meetings. Third, they are reported in the Benodjenh Center's monthly newsletter as well as the Grand Traverse Band's Tribal monthly newspaper. Additionally, they are reviewed at our monthly Policy Council meetings. Classroom staff re-visit our School Readiness Goals with parents before school starts at the first Parent/Teacher Conference and at each formal contact with parents. Teachers 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."

At the time of this report T/TA has been requested to help update school readiness goals and develop parent surveys to ensure parent input. T/TA Education Specialist Nicolle Jones will be providing this T/TA in the Fall of 2018.

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 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 Meetings/Hands–On Experiences (monthly)
- Parent Committee (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 (Conscious Discipline, Cooking/Eating on a Budget/Choosemyplate.gov, What, Why, & How of the Devereaux Early Childhood Assessment, Managing Stress, Fire & Health Safety, Building Self-esteem in Young Children, Developmentally Appropriate Reading & Literacy Activities/Book Give Always, Resiliency in Children, Family Engagement & School Readiness, Month of the Young Child Activities, The Importance of Play, and the Importance of Parent Involvement,)
- Opportunities to Participate/Volunteer in the Classrooms
- Parent/Teacher Conferences & Home Visits (a total of 4 per year)
- Field Trips
- School Carnival Committee
- Parent Input with School Readiness Goals
- School to Home Activities Offered
- Established Graduation Committee (Volunteering)

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 – Angelina Raphael

Recording Officer – Theresa Pelcher

Policy Council Member – Vacant

Policy Council Member – Community Representative – Deb Fox

Policy Council Member – Community Representative – Valerie Maidens

Policy Council Member – Community Representative – Helen Cook

Tribal Council Liaison – Tribal Councilor Kim Vargo

GTB Head Start & Early Head Start Information Disclosure

The 2017-2018 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