

FY-2022 1st quarter report

EDUCATION & TRAINING AREA

Status report of Outcomes/Goals

1. Which outcome/goal(s) does the Division wish to report on?
2. What metric is being used to measure the outcome/goal?
3. What are the accomplishments (i.e. positives, things for which the Division is proud, brags) have occurred over the reporting period that reflect the Division's progress for reaching the outcome/goal? ? *Include initial outcomes—answers the question of what difference did this program make—what new knowledge, changed attitudes, new skills, changed behaviors, altered conditions, changed status—what changes in knowledge, skills, attitudes, and opinions---were achieved during Q2—should be able to match up with scorecard and/or grant evaluation design*
4. What can the community expect to see in the future (i.e. 6 months; next year; 18 months) from the Division related to the outcome/ goal?

Outcome/Goal # 1

Early Childhood Goal: Support Kindergarten readiness through curricula focused on cognitive, social-emotional, and physical domains.

PROGRAMS WORKING ON OUTCOME:

- Child Care
- Head Start
- Early Head Start

MEASUREMENT:

Child Care:

This will be measured by staff observation and by using the Teaching Strategies Gold Child Assessment Portfolio. These tools and methods will help staff understand child interactions, knowledge, and skills to support the child's development and make appropriate referrals for further evaluation. Provide childcare and developed twenty-two (22) children portfolios with teacher observations recorded for each child, weekly lesson plans to meet developmental needs.

Child Care was closed November 21, 2021 – December 31, 2021 due to staff shortages.

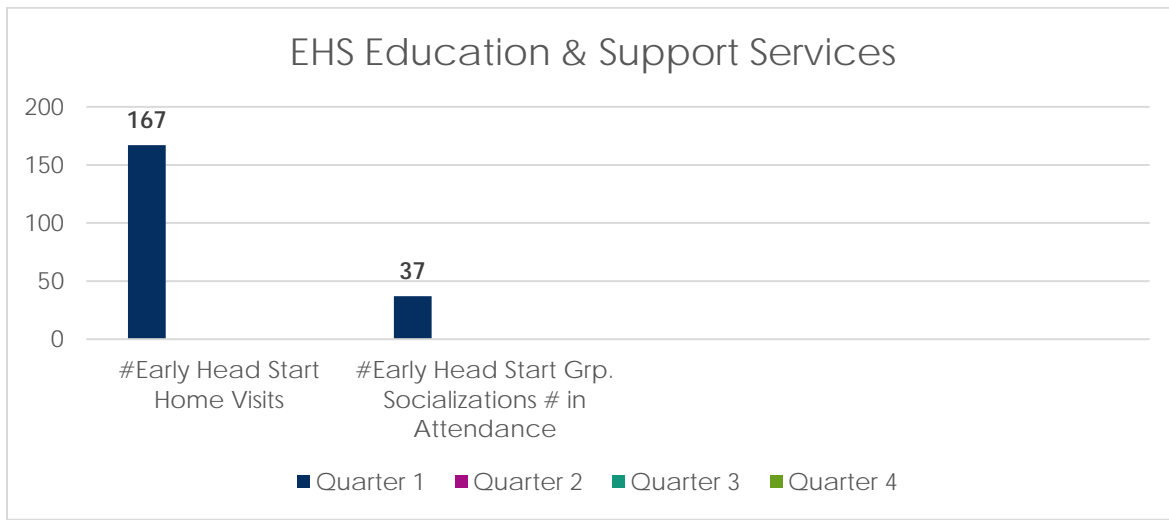
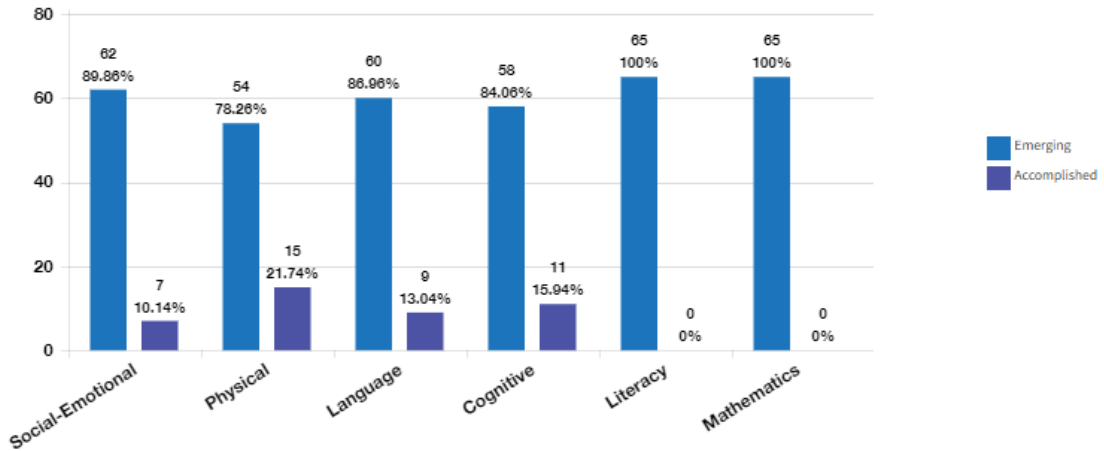
Head Start/Early Head Start (HS/EHS):

All Head Start/Early Head (HS/EHS) children's progress are tracked in an early education teaching database. Classrooms use Teaching Strategies Gold, Childplus and Seesaw

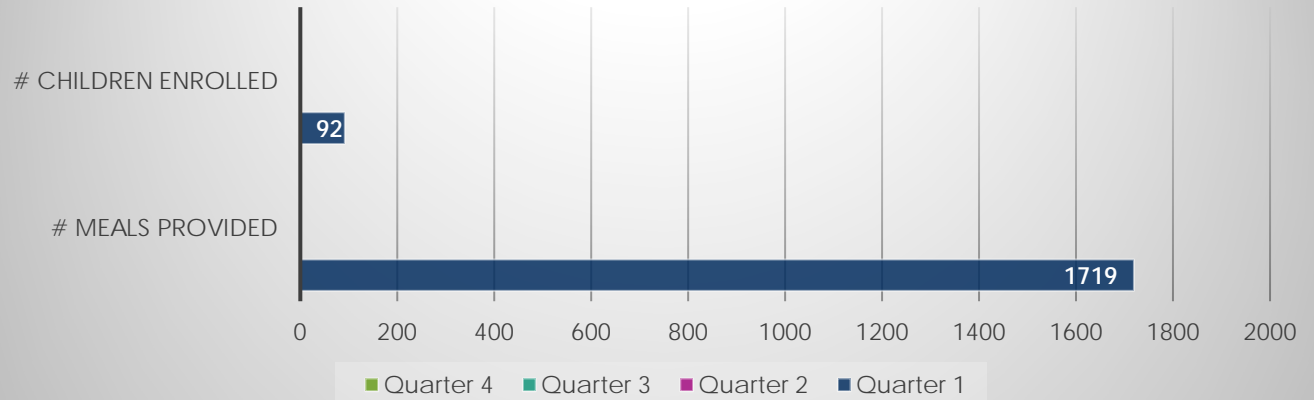
software to track classroom and parental interactions. The below initial scores will be tracked for students to measure progress through the school year.

National Indian DHSA - Oneida HS/EHS

Fall - Kindergarten Readiness



HS/EHS Program Enrollment & Meals Q1



EHS December Family Event



EHS Parent/Child Activities



ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL

Child Care:

Served 22 children during the fourth quarter. 1496 meals/snacks were served to Childcare children.

One (1) child has transitioned during the first quarter. Transitions occur when children are age and developmentally ready for new challenges and with the parent's support. Due to Covid-19 restrictions there are twenty-two (22) active child portfolios. Lesson plans are completed weekly by each classroom, they incorporate opportunities and experiences that children need to developmental expectations.

The children were able to dress-up in their Halloween costumes and Trick-or-Treat.



Head Start/Early Head Start:

With the first quarter of school, we are seeing a pretty typical trend where most students are "emerging" in their knowledge and understanding of the Early Learning Outcomes Framework (ELOF) toward kindergarten readiness. Teachers are engaging students through the Teaching Strategies Gold curriculum, which covers the ELOF. 92 children were served through this quarter in 4 classrooms, 2 at NHC and 2 at 3 Sisters. 167 Home Visits were conducted and 37 EHS children participated in group socializations this quarter.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Child Care:

Portfolios will continue to be updated each month as teachers observe new skills. Teachers will contact parents to report their child/children's progress. Lesson plans are completed weekly by each classroom that incorporate opportunities and experiences that children need to meet developmental expectations. Teachers are scheduled to receive additional training on the use of educational software to track learning progress.

Head Start/Early Head Start:

As the school year progresses, we hope to see a gradual change in the chart with increasing numbers of children moving from "emerging" to "accomplishing" or mastering the school readiness goals. We had hoped to return to five day a week classroom

attendance at the onset of this New Year, but due to the increasing rise of the Omicron Variant of COVID-19, we will be continuing with our A/B cohorts.

HOW HAS THE COVID-19 PANDEMIC IMPACTED THE OUTCOME/GOAL:

Head Start/Early Head Start:

The Pandemic and staffing shortages have required us to decrease our enrollments, offer services through an A/B cohort and to complete regular health screening checks which result in sending students home more often when symptomatic. The A/B cohorts attend on Mon/Tues or Thurs/Fri and every other Wednesday. At least ½ time in classroom is still better than having to go virtual. It allows Teachers the ability to observe and record and individualize lesson plans for students.

Outcome/Goal # 2

Implement Individual Education Plans (IEPs) for children with educational disabilities

PROGRAMS WORKING ON OUTCOME:

- Oneida Early Intervention
- Early Head Start
- Head Start

MEASUREMENT:

Oneida Early Intervention

The Early Intervention program implements Individual Education Program goals and outcomes for children with educational disabilities. The Program also evaluates children who are referred to the program by health care providers and other community childhood programs.

Head Start/Early Head Start (HS/EHS):

Head Start/Early Head Start had 10 children (or 12%) of our students on an IEP or IFSO this past quarter. We continue to strive to be in compliance with the 10% of total enrollments slots being filled by children eligible for services under IDEA.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Oneida Early Intervention

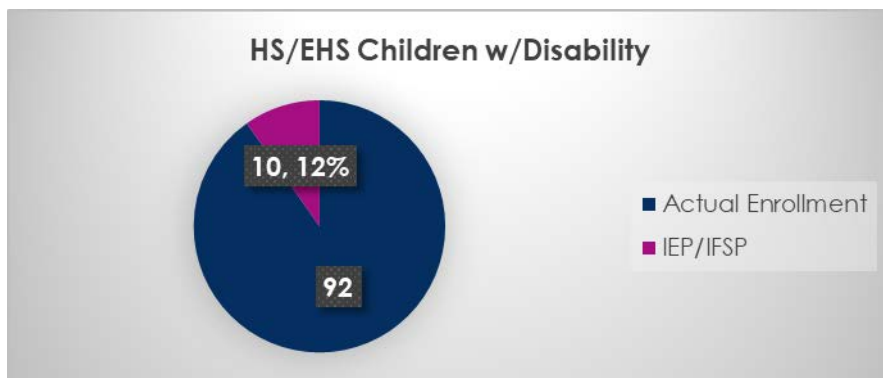
Following Oneida Nation Covid 19 protocols the Early Intervention Program has been providing on-site services for children Birth – age 6 since July 2020. These services include developmental screens, evaluations and therapy services for disabled infants, toddlers, and young children.

Since spring 2021 Early Intervention has adjusted our service delivery model to increase family participation in addition to their child's therapy services. The program has been providing literacy enrichment activities for parents and children to use at home. These activities are simple to use and require little preparation for parents and increases the likelihood that other family members will participate in activities with the children too.

This first quarter of 2022 Early Intervention received 25 referrals from the Oneida Health Center, Oneida Head Start, Early Head Start, FACE, Childcare, and the Immersion Room. Of these 25 referrals, 21 children are currently being evaluated or have received an Individual Education Plan and are now receiving therapy services.

Head Start/Early Head Start (HS/EHS):

HS/EHS continue to work collaboratively with Oneida Early Intervention (OEI) to refer children with suspected disabilities for evaluation. 15 students were referred to OEI this quarter. One did not need services, one is being scheduled for screening, four were sent to local school districts for further evaluation, five are awaiting consent for evaluation and four now have IEP's in place. There are six students from the previous year that have an IEP.



EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Oneida Early Intervention

The Breastfeeding Coalition has become an important part of Early Intervention for recruitment and parenting education and Early Intervention has supported several events and plans to continue these events throughout 2022.

Early Intervention looks forward to creating opportunities for families to participate with their children in early childhood development skills and Oneida language and literacy skills throughout 2022.

Head Start/Early Head Start (HS/EHS):

Oneida Early Intervention will continue to provide speech, occupational and physical therapy services to enrolled HS/EHS students with disabilities or they will refer them out to local school districts if the needs of the child exceed what they can offer. Continued identification and assessment of children suspected of having disabilities will occur. HS/EHS staff will individualize lesson planning for students on an IEP/IFSP.

HOW HAS THE COVID-19 PANDEMIC IMPACTED THE OUTCOME/GOAL:

Oneida Early Intervention

The program has been successful in meeting the demands of in-person therapy services even through the Covid Pandemic.

Head Start/Early Head Start

The Pandemic has made it difficult to obtain consents and conduct assessments and screenings as they require in-person observations of students. These have to be individually scheduled and cannot occur in the classroom setting as would normally take place. Scheduling "virtual" meetings between HS/EHS, OEI and parents/guardians has also been difficult due to the lack of internet accessibility across the service area.

Outcome/Goal # 3

Students eligible for Youth Enrichment Services in elementary, middle, and high school are on tracked to graduate and Higher Education Scholarships are awarded for post-secondary education

PROGRAMS WORKING ON OUTCOME:

- Youth Enrichment Services (YES)
- Higher Education

MEASUREMENT:

Youth Enrichment Services (YES):

YES staff educate, advocate, and provide mentoring services to American Indian students in grades Kindergarten to 12th in a school setting. The number of contacts made with students ensure they are on track to graduate as measured by attendance, grades, and social behaviors.

Y.E.S. Program Month - FY 2022	Unduplicated Count	Contacts	JOM Eligible Students	Non-JOM Eligible Students
October	400	3025	222	178
November	414	3159	265	150
December	392	2744	228	164

Class of 2022 Y.E.S. Graduate Summary by School – Quarter 1

High School	Total Number of YES Eligible Seniors	YES Eligible Seniors On Track to Graduate	Total Number of Non-YES Eligible Seniors	Non-YES Eligible Seniors On Track to Graduate	Seniors with Incomplete YES Paperwork	Seniors with Incomplete YES Paperwork On Track to Graduate
Green Bay Southwest High School (30 Seniors)	17	12* (71%)	12	3** (25%)	1	1 (100%)
Seymour High School (33 Seniors)	21	17 (81%)	11	9 (82%)	1	1 (100%)
West De Pere High School (18 Seniors)	13	12 (92%)	4	4 (100%)	1	1 (100%)
81 Seniors	51	41 (80%)	27	17 (63%)	3	3 (100%)

*Data not available for 4 students.

** Data not available for 8 students. One student not on track to graduate.

MEASUREMENT:

Higher Education awarded 156 Tribal Members who received the Higher Education Scholarship.

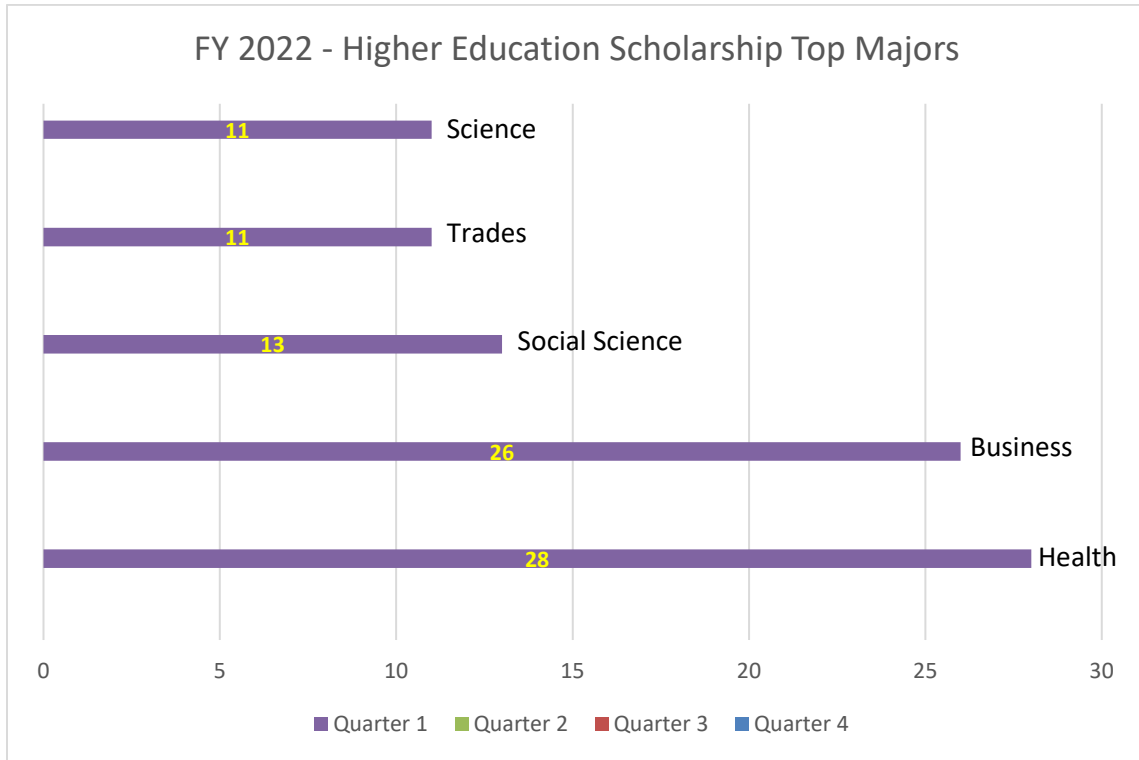
Students Receiving the Higher Education Scholarship are at the following academic levels:

Freshman	64
Sophomore	24
Juniors	18
Seniors	22
Graduate	16
Doctorate	12

Higher Education Scholarships are funding the following degrees:

Certificates	5
Technical Diploma	11
Associate Degrees	32
Bachelor's Degrees	78

Master's Degrees 17
 Doctorate Degree 13



ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Youth Enrichment Services (YES):

For this reporting period 80% of the YES Eligible Seniors are on track to graduate. Many of seniors who are not on track to graduate are working with their school's resource staff or participating in alternative school programming. Seymour elementary and middle school YES Staff have re-started additional support services utilizing the Oneida Social Service Family Services Staff. West De Pere High School Staff continued facilitation of after-school virtual Oneida Language classes once a week soon after the fall semester began. Southwest High School begin facilitating virtual Oneida Language classes in December. Language instructors are provided by the Oneida Language Revitalization Program.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Youth Enrichment Services (YES):

Continue to work with Oneida Nation programs to provide more support to meet the social/emotional needs of the students.

HOW HAS THE COVID-19 PANDEMIC IMPACTED THE OUTCOME/GOAL:

The pandemic has affected students, families, and staff in many ways. Students continue to struggle to with re-adjusting to in-school instruction and new safety protocols, overcoming

anxiety about academic progress and social interactions, family and staff concerns about the ability to find providers to assist with mental health challenges, school staffing shortages/unfamiliar substitute teaching staff. Students who have transitioned from elementary to middle school and middle school to high school are having difficulty adjusting to the new setting and protocols.

Outcome/Goal # 4

Provide culturally sensitive vocational rehabilitation services to Native Americans with disabilities who reside on or near Oneida leading to gainful employment consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice to build individual self-sufficiency.

PROGRAMS WORKING ON OUTCOME:

- Oneida Vocational Rehabilitation (OVR)

MEASUREMENT:

The Oneida Vocational Rehabilitation program implements Individual Plans for Employment goals and outcomes for adults and students with disabilities. The outcome that all disabled young adults will investigate careers and adults with disabilities will be gainfully employed.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Oneida Vocational Rehabilitation is a re-granting awarded October 1, 2021. This grant is in the development stage with the closing of the 1st quarter of 2022. Currently enrollment is 5 adult cases and 2 Transition cases (14–18-year-old students).

The interim manager is currently writing the program manual and developing an Oneida cultural component. All American Indian Vocational Rehabilitation grants are required to have a cultural component that strives for cultural competency and humility. This means acknowledging that there are some common cultural threads among Tribes relating to disability, health and wellness that tend to embrace disability differently and more inclusively than non-Tribal culture.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

During summer 2022 the program expects to hold several Career Exploration experiences for our students in middle and high school. These 1–2-day camps will explore some of the following subjects: animation, vocational hands-on opportunities (woodworking, mechanics, food service, childcare) and job finding skills.

HOW HAS THE COVID-19 PANDEMIC IMPACTED THE OUTCOME/GOAL:

The Covid Pandemic impacted the Oneida Vocational Rehabilitation program because clients and new referrals could not meet in person with the OVR counselor at its office at Oneida Social Services. As of October 1st, the counselor has in-person hours available at the Oneida Community Education Center (CEC) to meet with clients and new referrals

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