

# FY-2022 3rd 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?

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### 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.

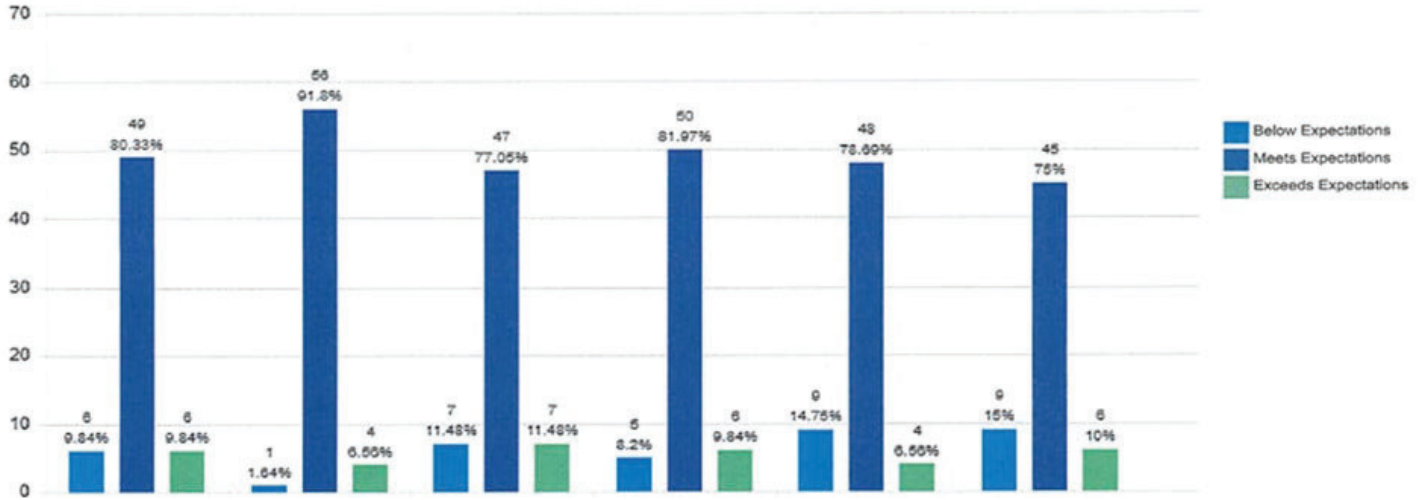
We currently have 5 classrooms open with 32 children attending. We continue to have teacher recruitment issues.

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

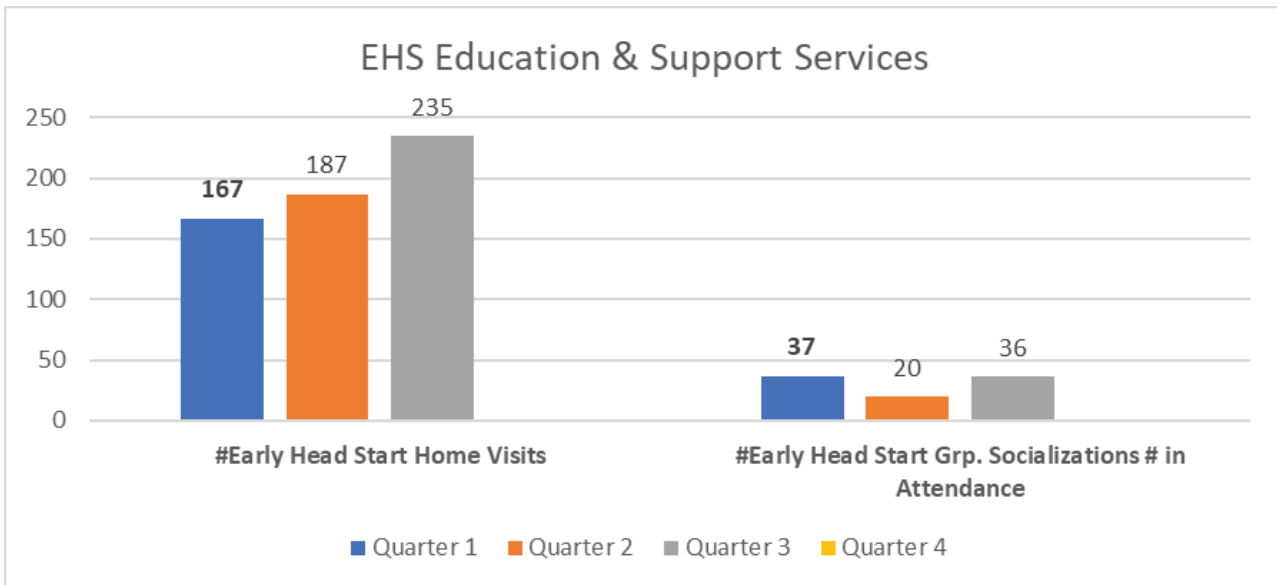
All Head Start/Early Head (HS/EHS) children's progress are tracked in an early education teaching database. Classrooms use Teaching Strategies Gold, Childplus and Seesaw software to track classroom and parental interactions. The below scores are being tracked for students to measure progress through the school year.

### National Indian DHSA - Oneida HS/EHS

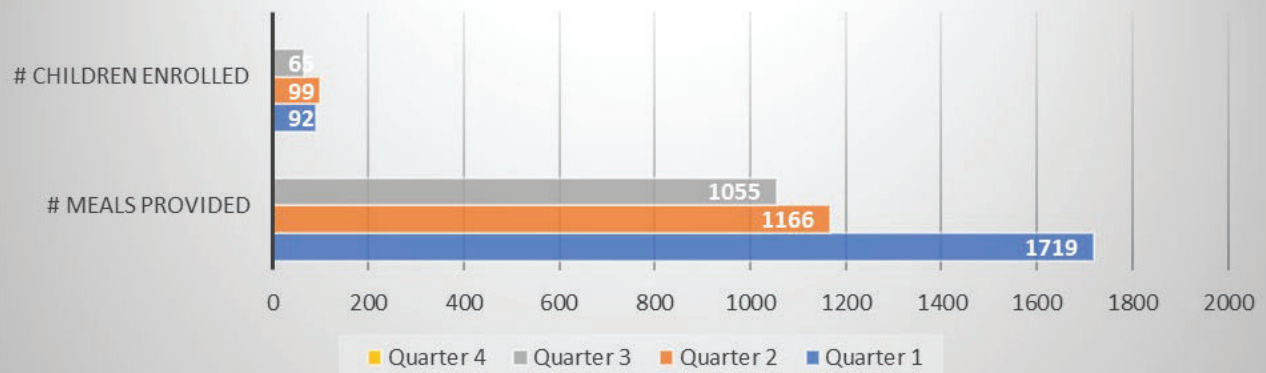
Spring 2021/2022 - Widely Held Expectations



Third quarter scores are trending upward for “meeting expectations” and trending upward for “exceeding expectations.”. This is the type of trend we expect as the school year comes to a close. Scores for meeting expectations are as follows; Social-Emotional – 80.33%, Physical – 91.8%, Language – 77.05%, Cognitive – 81.97%, Literacy – 78.69% and Mathematics – 75%. We will be evaluating what improvements can be made to make better strides in the Literacy and Mathematics scores for the next school year as the “below expectations” were 14.75% and 15% respectively.



## HS/EHS Program Enrollment & Meals



65 children were served through this quarter in 4 HS classrooms, 2 at NHC and 2 at 3 Sisters and 1 EHS classroom. 235 Home Visits were conducted and 36 EHS children and their parents participated in group socializations this quarter.

### Early Head Start June Family Event at the New Zoo in June



## Head Start/Early Head Start May Family Event



### ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL

#### **Child Care:**

Served 32 children during the third quarter. 3702 meals/snacks were served to Childcare children.

One (1) child has transitioned during the third 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.

Children in the Jo-Ge-Oh Room practice Yoga each morning as a part of their daily routine.

We would like to introduce a new staff member Anancia Burgos to the Soaring Eagles classroom.



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 (HS/EHS):**

We will be looking for additional curriculum supplements to help improve literacy and mathematics skills and weave them into our Teaching Strategies Gold lesson plans and provide learning kits/packet options for families to use at home.

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.

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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. These services include developmental screens, evaluations and therapy services for disabled infants, toddlers, and young children.

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

Head Start/Early Head Start had 21 children (or 21%) of our students on an IEP or IFSP this past quarter. This is an increase of 4 children from the second 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:**

During 3rd quarter of 2022 we have received 19 referrals from our collaborating agencies which include Oneida Health Center, Head Start Programs, Social Service Programs and Childcare Centers. Of these 19 referrals, 13 were B-3 Infants and Toddlers. The remaining children have received evaluations or in the process of being screened.

All therapy services are in-person either at the Early Intervention Cottage or at the child's preschool center. Each child receives services twice each week at their preschool centers, or once a week at the cottage for a longer session. We are currently on summer break June – August, resuming services after Labor Day.

We are encouraging all families who apply for Head Start programming in Fall 2022 call us and request a developmental screen for their child. Our number is 920-490-3880.

**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. Students continued to be referred to OEI this quarter. 21 now have IEP's in place. Of those one has a non-categorical development delay and 20 have speech and/or language impairment.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

**Oneida Early Intervention:**

Early Intervention would like to return to in-person parent education trainings covering childhood disabilities. These sessions ended with Covid restrictions, but we expect to offer these sessions Fall 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. 2 children's families have opted to receive services through the local school district. 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. However, parent education has only been provided through education packets and we look forward to Lunch & Learn programming in the future.

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

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.

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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 12<sup>th</sup> 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.

**JOM Eligibility and Contact Data**

<b>Y.E.S. Program Month - FY 2022</b>	<b>Unduplicated Count</b>	<b>Contacts</b>	<b>JOM Eligible Students</b>
April	357	2393	258
May	441	2629	316
June	200	543	171

**Class of 2022 Y.E.S. Graduate Summary by School – Quarter 3**

	<b>Total Number of YES Eligible Seniors</b>	<b>YES Eligible Seniors On Track to Graduate</b>	<b>Total Number of Non-YES Eligible Seniors</b>	<b>Non-YES Eligible Seniors On Track to Graduate</b>	<b>Seniors with Incomplete YES Paperwork</b>	<b>Seniors with Incomplete YES Paperwork On Track to Graduate</b>
High School						
Green Bay Southwest High School (28 Seniors)	16	12 *	12	3**	0	0
Seymour High School (32 Seniors)	20	20	12	8	0	0
West De Pere High School (17 Seniors)	13	12	4	4	0	0
<b>77 Seniors</b>	<b>49</b>	<b>44</b>	<b>28</b>	<b>15</b>	<b>0</b>	<b>0</b>

\*Data not available for 4 students.

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



**Oneida Higher Education:**

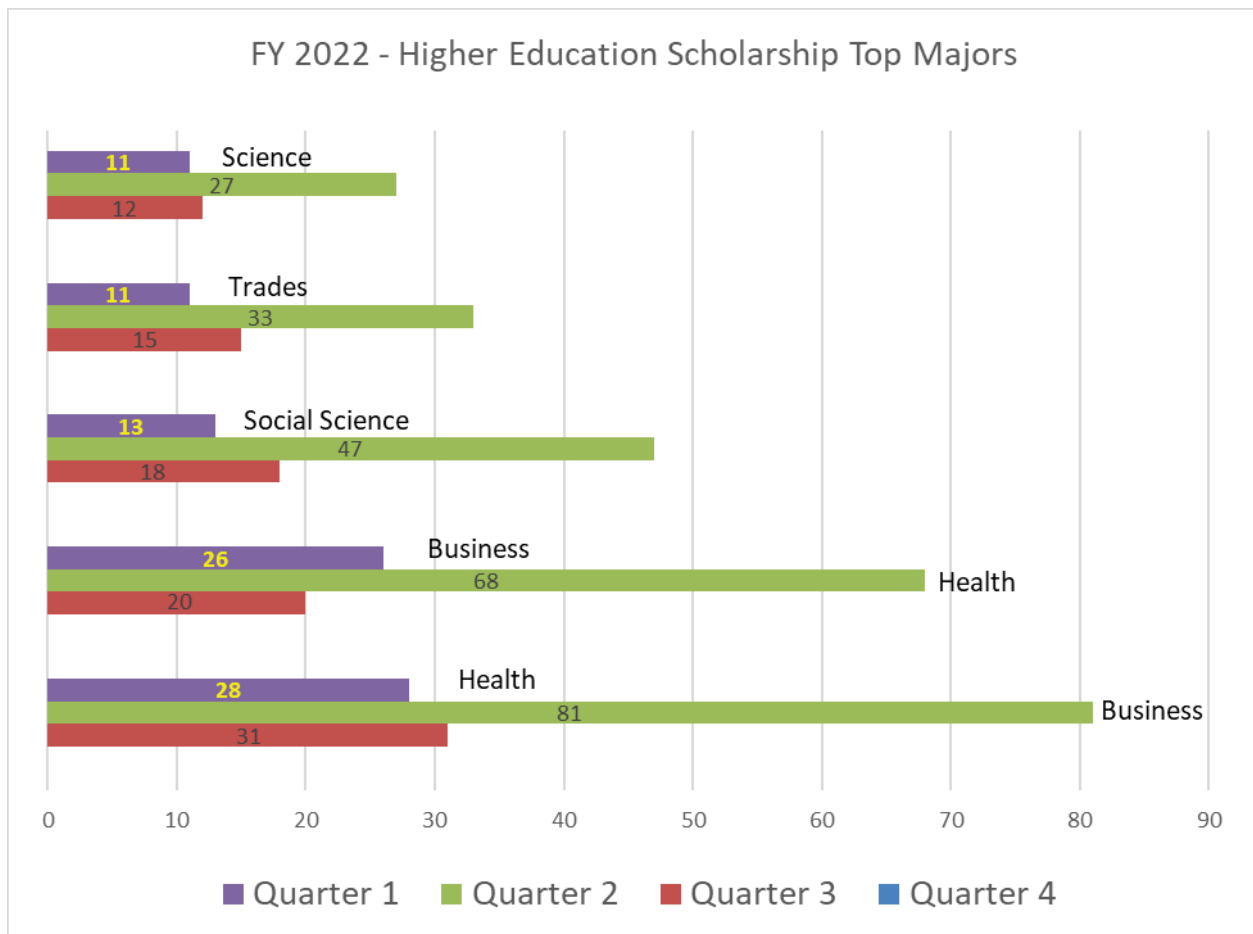
Higher Education awarded 130 Tribal Members who received the Higher Education Scholarship.

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

Freshman	43
Sophomore	23
Juniors	19
Seniors	8
Graduate	20
Doctorate	17

Higher Education Scholarships are funding the following degrees:

Certificates	5
Technical Diploma	8
Associate Degrees	18
Bachelor's Degrees	60
Master's Degrees	21
Doctorate Degree	16
Juris Doctorate	1
Medical Degree	1



ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

**Youth Enrichment Services (YES):**

For this reporting period 89% of the YES Eligible Seniors were on track to graduate.

**Oneida Higher Education:**

With minimal staff and managing the new Student Relief Fund program, Higher Education has been able to keep up to manage work load. A new program is in development, bringing back Oneida Tribal Higher Education Students who've previously been suspended from the Oneida Higher Education Scholarship, referred to as "College Come Back."

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.

**Oneida Higher Education:**

Higher Education Department is hoping students using current Student Relief Funds will increase usage of future Oneida Higher Education Scholarship. Plans are in the making to create a permanent program to aid tribal members who've been previously suspended from the Oneida Higher Education Scholarship.

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

**Youth Enrichment Services (YES):**

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.

**Oneida Higher Education:**

Through federal dollars allotted to Oneida, specifically recent ARPA Funds, our total client/students using funds offered through our department has increased. How? We have tribal members taking advantage of ARPA – Student Relief Funds, to either get back in good standing with Oneida Higher Education Scholarship or for equal or lesser degrees.

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## 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)**

Vocational Rehabilitation has moved to Ridgeview Plaza, Suite 6. The move was made so clients with disabilities had easier access to services. Currently the program is recruiting for a Vocational Rehabilitation Manager. The program is recruiting clients ages 14 and above for job exploration education, job training and retention. The Oneida Vocational Rehabilitation collaborates with several agencies and the state to offer work opportunities to Oneida and other Federally recognized Tribal members. Our number is 920-490-3880 if you would like to meet with us or receive more information

### 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:

Moving the program to a more easily accessible office for clients with physical limitations

### EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

The program is actively recruiting students 14 years and older for pre-employment job skills exploration. In partnership with other State programs, we hope to offer opportunities to school age disabled students.

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

The job market has changed since COVID for both employers and employees. The Oneida VR program would like to make sure clients can use their skills and abilities to find the best career options to meet their needs.

### **Contact Info**

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