

# FY-2023 1<sup>st</sup> Quarter Report

## EDUCATION & TRAINING AREA

### Status report of Outcomes/Goals

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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
- EARLY HEAD START
- HEAD START

#### **MEASUREMENT:**

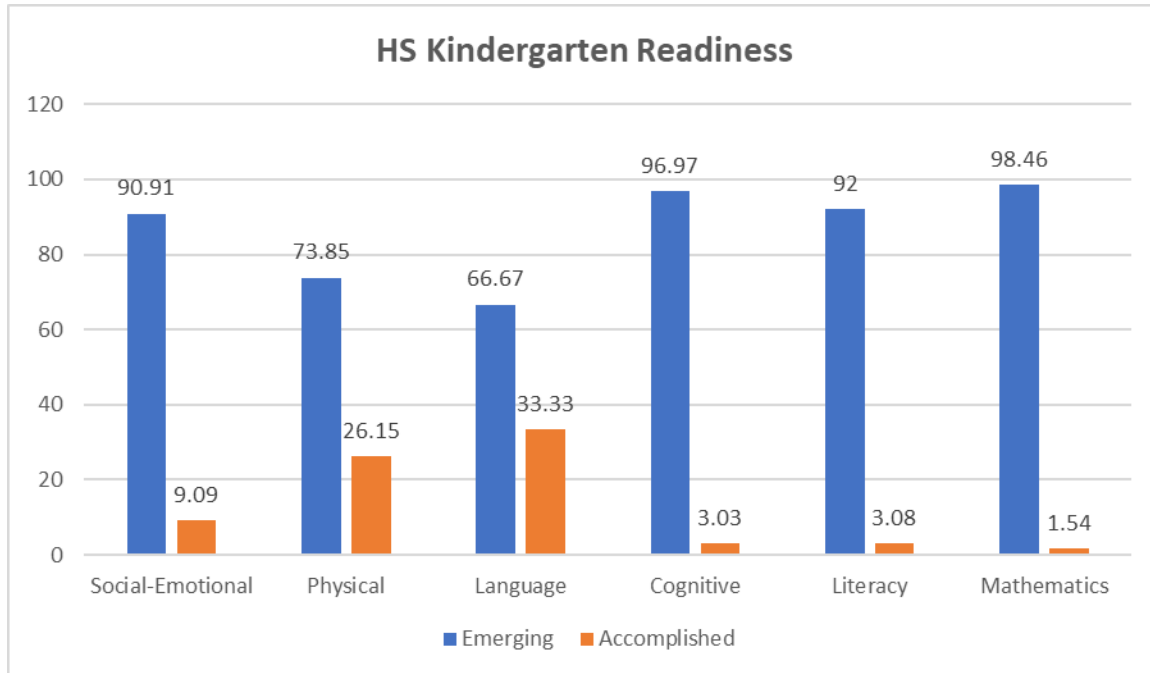
Child Care:

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. Provided childcare and developed thirty-seven (37) child portfolios with teacher observations recorded for each child, weekly lesson plans to meet developmental needs.

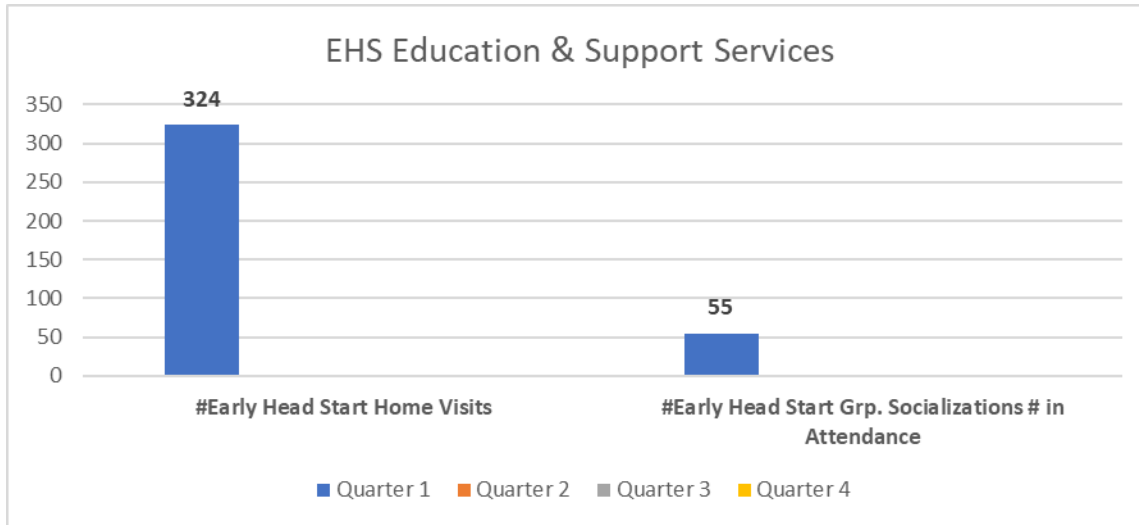
We currently have 4 classrooms open with 45 children attending. We continue to have teacher recruitment issues.

## Head Start/Early Head Start:

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



First quarter scores for "emerging" and "accomplished" Kindergarten Readiness skills. For accomplished are as follows; Social-Emotional – 9.09%, Physical – 26.15%, Language – 33.33%, Cognitive – 3.03%, Literacy – 3.08% and Mathematics – 1.54%. The scores at the onset of the school year always reflect that the children are emerging or developing their knowledge skills and abilities in each of the kindergarten readiness skills. This school year we have several students that have already mastered the language skills needed for kindergarten. Through the school year the teachers will work with the student in one on one and group settings to help them learn the basics for kindergarten readiness. It is the goal to see all students "accomplished" scores improve by the end of the school year.



EHS home visiting program delivered 324 home visits during the first quarter and provided 8 group socialization experiences with 55 participants in attendance.

**ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:**

Child Care:

Served 45 children during the 1<sup>st</sup> quarter. 4027 meals/snacks were served to childcare children.

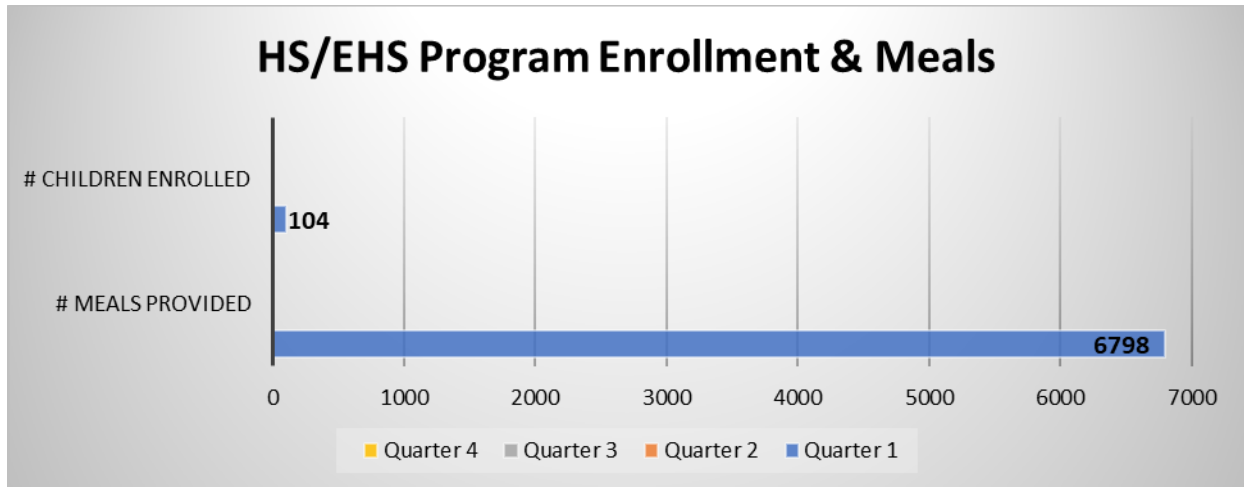
Four (4) children have transitioned during the 1<sup>st</sup> quarter. Transitions occur when children are age and developmentally ready for new challenges and with the parent’s support. Due to Covid-19 restrictions there are thirty-seven (37) active child portfolios. Lesson plans are completed weekly by each classroom, they incorporate opportunities and experiences that children need to meet developmental expectations.

We have enrolled 3 new children to the program in the month of December. We are now at max enrollment due to staff shortages.

The toddler children enjoy playing with the sensory bags.



Head Start/Early Head Start:



104 children were served through this quarter in 4 HS classrooms, located at 3 Sisters and 1 EHS classroom. 6,798 meals were served to children.

Family Events:

October-2022-Berryland Pumpkin Patch



## November-Green Bay Children's Museum



### **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:

We have purchased additional math and literacy games and tools that are being sent home with the children each month for continued learning in the home setting. Parents have offered positive comments on the tools improving proficiency for students.

### **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 and to complete regular health screening checks which result in sending students home more often when symptomatic. We chose not to have smaller classrooms (A/B cohorts) this year and to have students attend five days a week. We have however, continued masking when students are present and when COVID community levels are high. This has proven to be a good strategy in minimizing the spread of not only COVID but RSV, colds, and flu. Students are spending more time in the classroom and we are optimistic that this will improve our outcomes for school readiness.

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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:**

Head Start/Early Head Start:

Head Start/Early Head Start had 12 children (20.5%) of our students on an Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) this past quarter. We continue to strive to be in compliance with the 10% of total enrollment slots being filled by children eligible for services under the Individuals with Disabilities Education Act (IDEA) federal law.

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.

### **ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:**

Head Start/Early Head Start:

HS/EHS continue to work collaboratively with Oneida Early Intervention (OEI) to refer children with suspected disabilities for evaluation. 9 students were referred to OEI this quarter for further evaluation.

Early Intervention:

During the 1<sup>st</sup> quarter we received 34 referrals from our collaborating agencies which include Oneida Health Center, Head Start Programs, Social Service Programs and Child Care Centers. Of the 34 referrals, 9 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 Early Intervention or at the child's preschool center. Each child receives services twice each week at their preschool centers, or once a week at Early Intervention for a longer session.

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

Head Start/Early Head Start:

Oneida Early Intervention will continue to provide speech, occupational and physical therapy service 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.

Early Intervention:

Early Intervention has returned to in-person parent education trainings covering childhood disabilities. These sessions began in December and will continue until May 2023.

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

Head Start/Early Head Start:

Children who were isolated during COVID are now presenting with more speech/language and articulation delays. The healthcare backlogs created during the pandemic have also resulted in delays for children with developmental disabilities.

Early Intervention:

The program has been successful in meeting the demands of in-person therapy service even through the COVID pandemic. However, we are struggling with onsite parent education programs.

**Outcome/Goal # 3**

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

**PROGRAMS WORKING ON OUTCOME:**

- YOUTH ENRICHMENT SERVICES
- 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.

Y.E.S. Program Month - FY 2023	Unduplicated Count		Contacts	JOM* Eligible Students	Non-JOM Eligible Students
October	525		2839	278	247
November	459		3350	270	189

December	359		2120	232	127
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\*JOM=Johnson-O'Malley (JOM) Act through Bureau of Indian Education (BIE)

Higher Education:

Higher Education awarded 156 tribal members the Higher Education Scholarship.

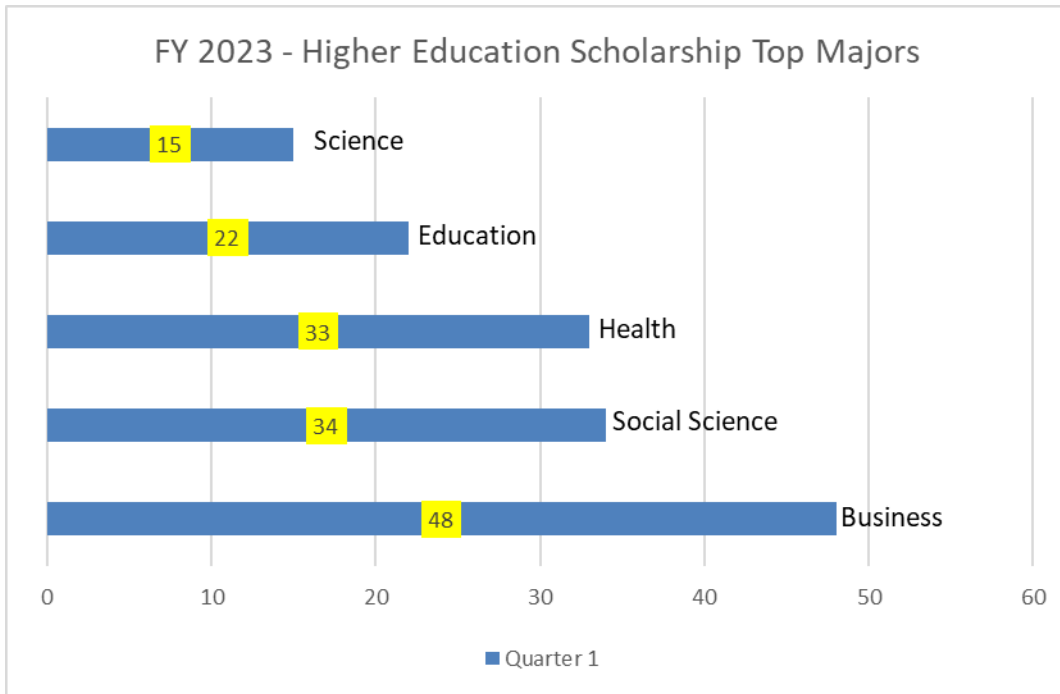
Students Receiving the Higher Education Scholarship are at the following academic levels:

Freshman	61
Sophomore	49
Juniors	33
Seniors	43
Graduate	41
Doctorate	16

Higher Education Scholarships are funding the following degrees

Certificates	8
Technical Diploma	8
Associate Degrees	39
Bachelor's Degrees	129
Master's Degrees	41
Doctorate Degree	18





**ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:**

Youth Enrichment Services (YES):

Seymour and Lombardi staff are working with Oneida Social Service Family Services staff to continue to provide services for students at the school site. YES Specialist(teacher) services resumed at West De Pere Middle School with the hiring of a new Specialist. The West De Pere Middle School Specialist also provides tutoring to the West De Pere High School students on a regular basis. YES staff assisted several of the YES school staff in arranging for participation in this fall's Husking/Harvest activities. YES staff also coordinated/assisted their schools in participating in Rock Your Mocs and other Native American Heritage month activities.

Higher Education:

Total of 243 Tribal members funded with Oneida Higher Education Scholarship.

**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. Work with Oneida Language Revitalization and the Cultural Heritage staff to provide cultural programming for the YES students.

Higher Education:

With newly being developed College Comeback Program, we hope to have more tribal members taking advantage of Higher Education Scholarship in near future.

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

Youth Enrichment Services (YES):

Students continue to struggle with re-adjusting to in-school instruction, 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. Many elementary level students who began school during the pandemic struggle with reading and math. YES Specialist vacancies continue to affect the program's ability to provide tutoring services at Seymour High School and Seymour Middle School. We were able to hire a Specialist for West De Pere Middle School. The Specialist at West De Pere Middle School also assists with tutoring at West De Pere High School.

Higher Education:

Oneida Higher Education Scholarship was used less in past two years, as Covid issues affected existing and potential college students. As colleges are opening and the Higher Education Scholarship is back to GTC mandate amounts It is expected OHES annual student numbers will increase.

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**Outcome/Goal # 4**

Provide culturally sensitive vocational rehabilitation services to Native Americans with disabilities who reside on or near the Oneida reservation 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

**MEASUREMENT:**

The program is seeking clients ages 14 and above for job exploration education, job training and retention. The program collaborates with several agencies and the State to offer work opportunities to Oneida and other federally recognized tribal members.

**ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:**

The program currently has 12 transitional students and 5 adult clients. We currently have 2 clients on Individual Plans for Employment (IPE) and 5 in the IPE process.

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

The program will continue to actively recruit 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.

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