

FY-2023 2nd Quarter Report

EDUCATION & TRAINING AREA

Status report of Outcomes/Goals

1. Which outcome/goal(s) does the Division/Direct Report 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/Direct Report is proud, brags) have occurred over the reporting period that reflect the Division/Direct Report'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, change behaviors, altered conditions, changed status—what changes in knowledge, skills, attitudes, and opinions were achieved during Q1—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/Direct Report 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
- EARLY HEAD START
- HEAD START

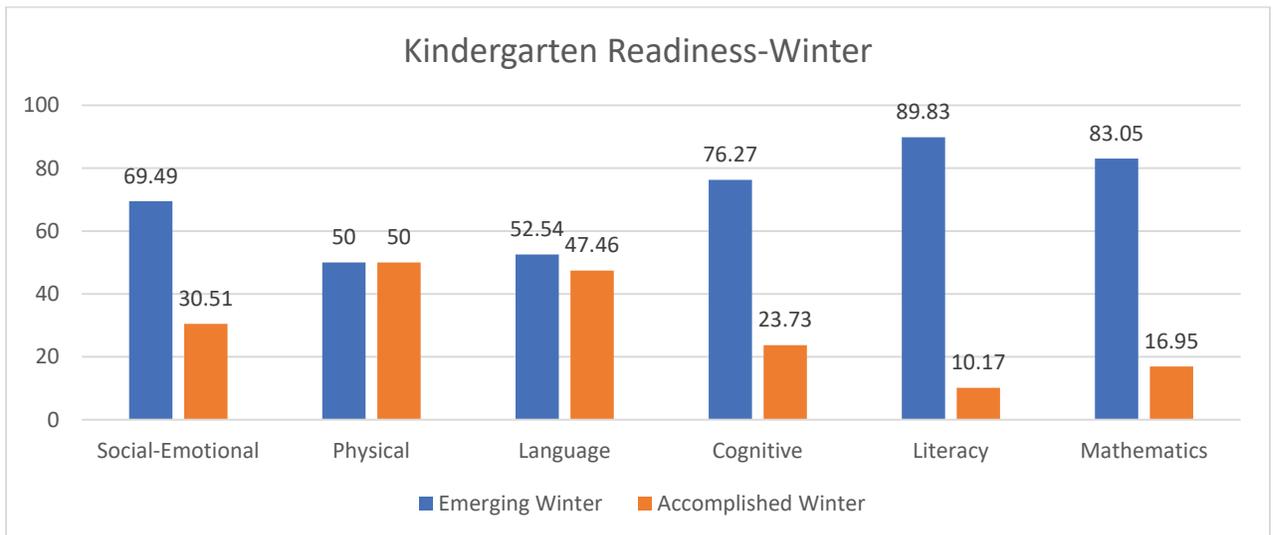
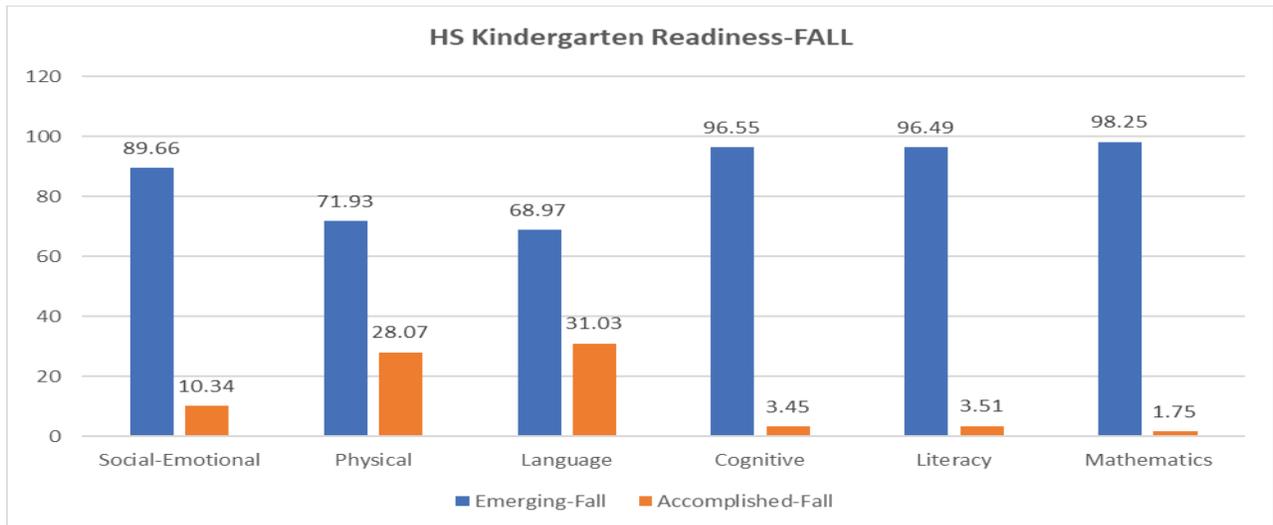
MEASUREMENT:

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) children portfolios with teacher observations recorded for each child and weekly lesson plans to meet developmental needs.

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 to measure students progress through the school year.

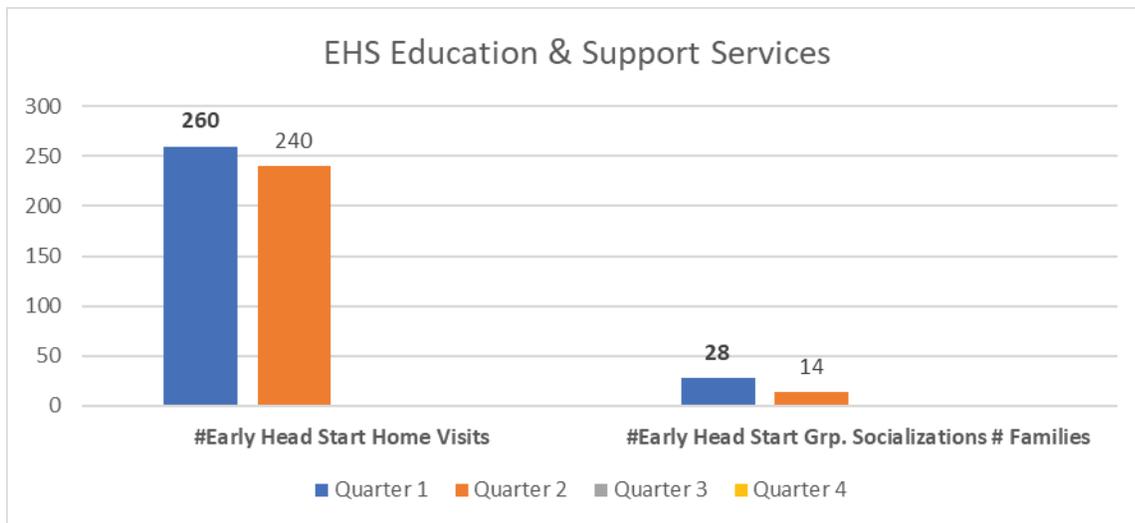


Children's accomplished scores increased in every area from the fall assessment. Each skill area increased by the following percentages:

- +20 % Social-Emotional
- +22% Physical
- +16 Language
- +20% Cognitive
- +7% Literacy
- +15% Mathematics

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 **almost 50% of the students** that have already mastered the language skills needed for kindergarten. Through the school year the teachers will work with the students 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 deliver 240 home visits during the second quarter and provided eight group socialization experiences with fourteen families in attendance.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Child Care:

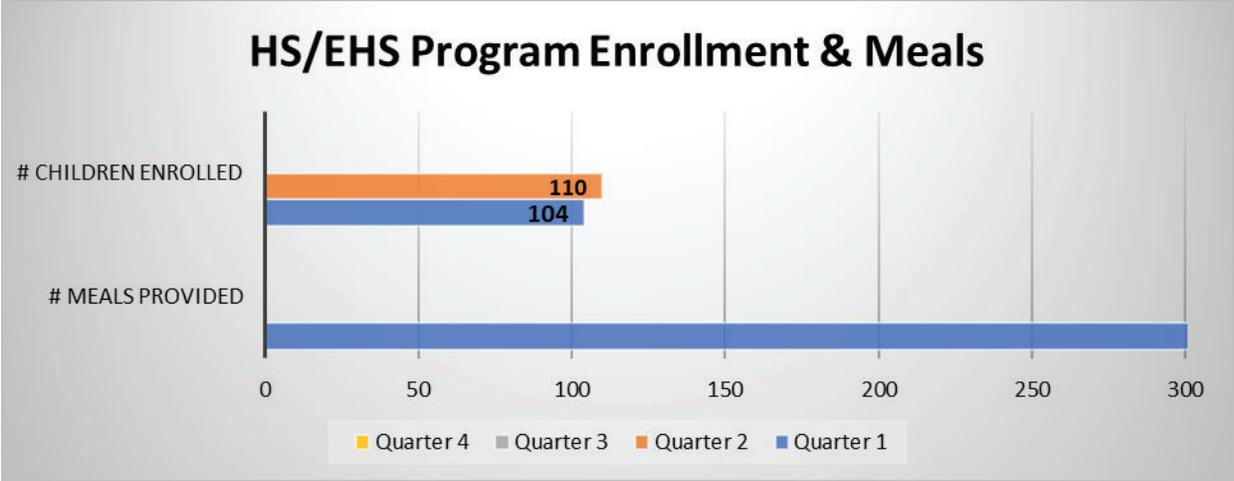
We currently have four classrooms open with thirty-seven (37) children attending. We continue to have teacher recruitment issues.

One (1) child transitioned during the second quarter. Transitions occur when children are age and developmentally ready for new challenges and with the parent's support. Lesson plans are completed weekly by each classroom, they incorporate opportunities and experiences that children need to meet developmental expectations.

Parents Involvement: Parents were invited to make a Valentine with their child/children. Twenty families participated.



Head Start/Early Head Start:



110 children were served through this quarter in 4 HS classrooms, located at 3 Sisters, 1 EHS classroom and through home visiting services. There were 4,931 meals served to HS/EHS children.

Family Events:

March Mom's & Ribbon Skirt Making



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.

We will continue to work with HRD to change a teacher position to a Teacher Trainee position, hopefully this will get more applicants applying. The applicant will have 90 days to get the mandated childcare training and hours to be eligible for a teacher position.

Head Start/Early Head Start:

We have purchased additional math and literacy games and tools that are 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.

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:

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 Start:

Head Start/Early Head Start (HS/EHS) will strive to follow the 10% of total enrollment slots filled by children eligible for services under Individuals with Disabilities Education Act (IDEA).

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Early Intervention:

During second quarter we received twenty-nine (29) referrals from our collaborating agencies which include Oneida Health Center, Head Start, Social Services and Child Care Centers.

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 the cottage for a longer session. Parents have received their quarterly reports and all program children are currently meeting their IEP goals.

Head Start/Early Head Start:

Head Start/Early Head Start had twelve children (20.5%) of our student on an IEP or Individual Family Service Plans (IFSP) for second quarter.

Head Start/Early Head Start continues to work collaboratively with Oneida Early Intervention (OEI) to refer children with suspected disabilities for evaluation. Nine (9) students were referred to OEI this quarter for further evaluation.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Early Intervention:

Parent Education is a component of the Early Intervention Program, and we are developing plans to offer a summer parenting program. The program will offer early evening hours so that working parents are able to attend in-person with their children.

Head Start/Early Head Start:

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 district 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 student on an IEP/IFSP.

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 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 student 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
January	434	3,452	270	164
February	466	3,252	288	178
March	430	3,318	283	147

Higher Education:

Higher Education awarded 461 Tribal members the Higher Education Scholarship. Three (3) applicants received College Comeback funding.

Student receiving the Higher Education Scholarship are at the following academic levels:

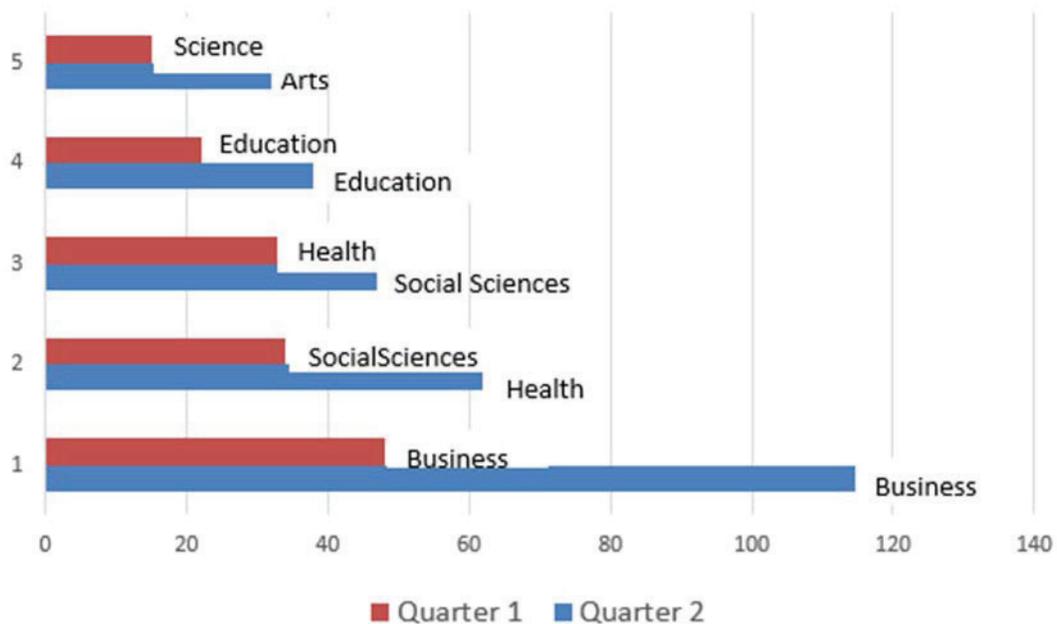
Freshman	148
Sophomore	105
Junior	77
Seniors	66

Graduate	64
Doctorate	22

Higher Education Scholarships are funding the following degrees

Certificates	10
Technical Diploma	29
Associate Degrees	107
Bachelor's Degrees	242
Master's Degrees	66
Doctorate Degree	32

FY 2023 - Higher Education Scholarship Top Majors



ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Youth Enrichment Services:

Seymour Middle and High Schools, Lombardi Middle School and West De Pere High School staff continue to collaborate with the Yon^hal-yo Community Advocacy staff to provide groups to the YES students. The groups focus on promoting healthy lifestyles and independent living skills. The Seymour Middle School Advocate has established groups to

help keep student engaged in Social Studies by providing cultural presentations and/or firsthand activities. The Specialist from West De Pere Middle School taught the Advocates at Seymour Middle School and Rock Ledge Primary/Intermediate Schools, how to make corn husk dolls so they can pass that knowledge on to their students.

Specialists continue academic support. The Southwest Specialist's time is divided between Southwest and Seymour High School as the program continues to try to recruit a full-time Specialist at Seymour. Daytime and after-school tutoring continue at Lombardi, however, there was a decline in participation in after-school tutoring sessions in March as students began participating in additional after-school extra-curricular activities.

The Advocates also provide academic support. Their support occurs during study halls and classroom periods when teachers send the students to the YES rooms for assistance. Math continues to be challenging for many of the students. Seymour High School will be starting an additional Algebra 1 class and several of the YES students will be participating in that class during the new trimester. The classroom size for Algebra 1 will be limited to allow the instructor more time for one on one student assistance. The establishment of the Algebra 1 class was a collaborative effort between the Seymour High School Advocate and the Guidance Counselors.

Eleven (11) YES high school seniors are accepted into post-secondary schools.

Higher Education:

The recently created College Comeback Program gives our Tribal Members another opportunity to use Higher Education as a tool to become self-sufficient. We have awarded three students.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Youth Enrichment Services:

YES staff will continue providing academic and social/emotional support to the students. The high school Advocates will continue to provide as much support to those seniors who may be struggling as graduation approaches. The collaboration with On^hal-yo Community Advocacy staff will continue. The YES Manager will continue working with Cultural Heritage to collaborate on cultural presentations for students.

Higher Education:

As College Comeback becomes more known to our Tribal Members we hope more members will take advantage of the program.

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

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

The Oneida VR Program recently hired a VR Manager. The new Manager has been able to attend many events for recruitment of clients and traveled to obtain VR training. With a full-time employee able to meet with collaborators and clients we anticipate more referrals and enrolled clients.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

We are working closely with the State VR Program to offer a summer employment for enrolled youth. This is an opportunity for your youth to experience many different job experiences outside the Oneida Reservation. Many students with disabilities feel they are limited in their career choices and this program will give them the chance to explore other career opportunities.

Contact Info

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