

FY-2024 1st quarter report

EDUCATION & TRAINING AREA

Outcome/Goal # 1

Support Kindergarten readiness through curricula focused on cognitive, social-emotional, and physical domains

PROGRAMS WORKING ON OUTCOME:

- CHILD CARE
- HEAD START/EARLY HEAD START

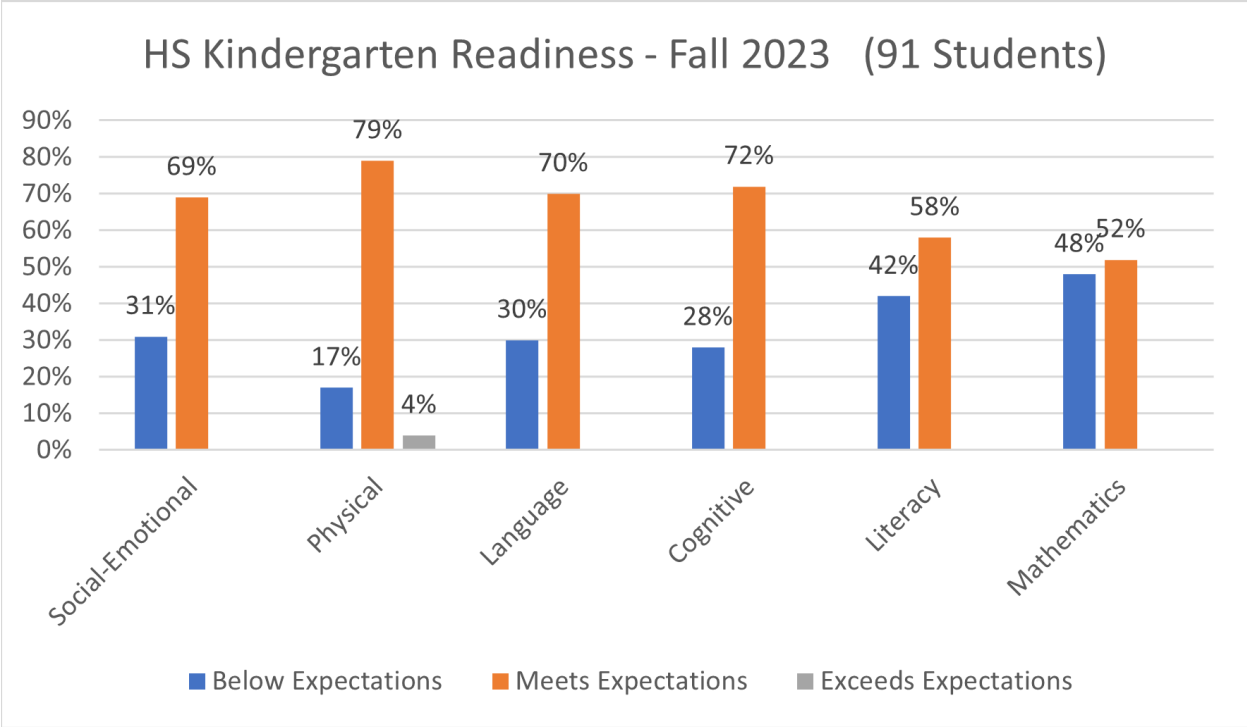
MEASUREMENT:

Child Care

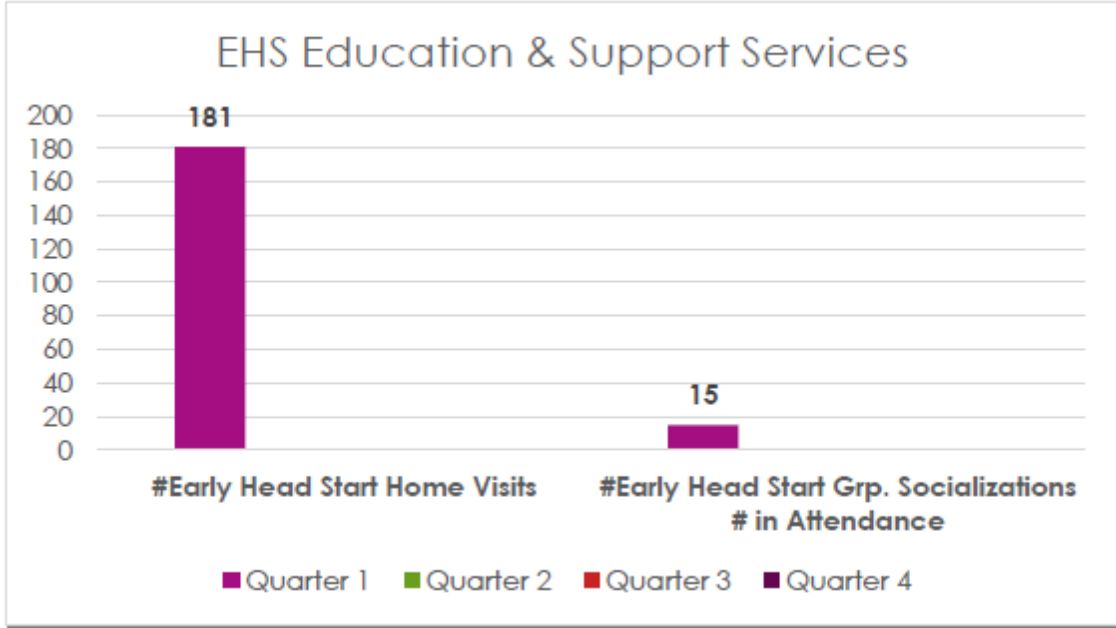
Child Care measures students' progress through staff observation and by using the Teaching Strategies Gold Child Assessment Portfolio. These tools and methods will help staff understand child interactions, knowledge, and skills to support to support the child's development and make appropriate referrals for future evaluation. Provide childcare and forty children's portfolios with teacher observations recorded for each child, and weekly lesson plans to meet developmental needs.

Head Start/Early Head Start

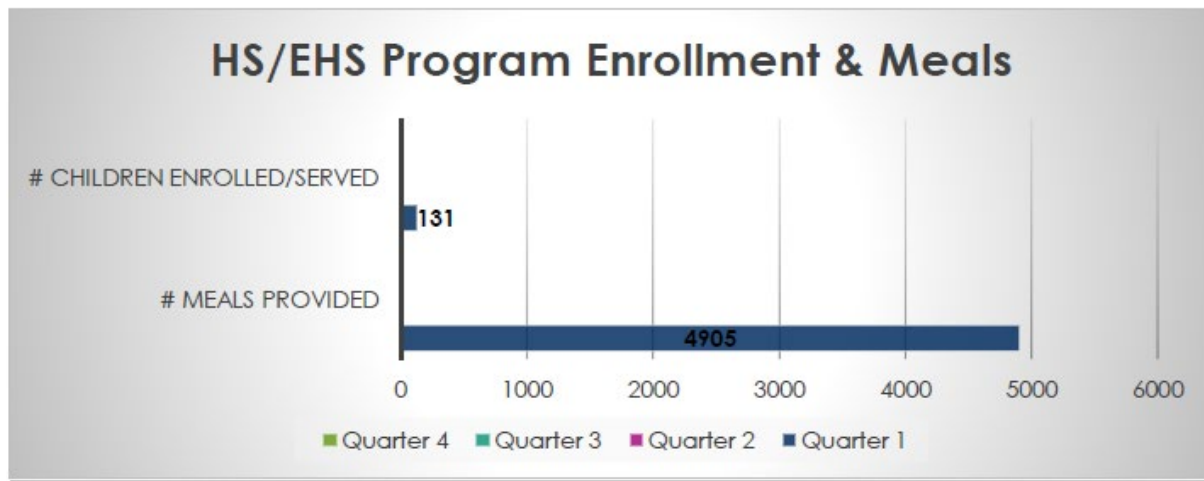
All Head Start/Early Head Start (HS/EHS) children's progress tracking is in an early education teaching database. Classrooms use Teaching Strategies Gold and Childplus software to track classroom and parental interactions. Student's scores are monitored and tracked throughout the school year.



First quarter scores for Head Start kindergarten readiness skills. We see a well balanced “meets expectations” across the graph, with both physical and cognitive skills being the closes to “exceeds expectations.” Literacy and mathematics are the two areas teaching staff continue to monitor and assess students’ progress. There is a small percentage of students who exceed expectations in physical skills.



EHS Home Visiting Program delivered 181 home visits during the first quarter and provided group socialization experiences with fifteen families in attendance.



131 children were served in the first quarter in four Head Start classrooms, one EHS classroom, and home visiting services. There were 4,905 meals served to HS/EHS students.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Child Care

Served forty-six children during the 1st quarter.

Three (3) children have transitioned during the 1st quarter. Transitions occur when children are age and developmentally ready for new challenges and with parent's support. Lesson plans are completed weekly by each classroom that incorporate opportunities and experiences that children need to meet developmental expectations.

Head Start/Early Head Start

An average of 67% of students meet expectations for kindergarten readiness across all domains. Focus is on increasing scores in literacy and math as an average of 55% of students meet expectations and 45% are below expectations. A goal for second quarter is to increase math and literacy scores by 10%.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Child Care:

Children are prepared for successful entrance into kindergarten.

Head Start/Early Head Start

HS/EHS continues to work with the Office of Head Start Technical and Training Assistance Specialist to promote learning in literacy, math, and cognitive domains. Collaboration with Oneida Behavioral Health continues in the Social-Emotional domain and teaching staff

coaching which began at the start of the school year will continue. Student attendance is monitored due to the high correlation with learning and regular school attendance.

Outcome/Goal # 2

Implement Individual Education Plans (IEP's) for children with educational disabilities.

PROGRAMS WORKING ON OUTCOME:

- EARLY INTERVENTION
- HEAD START/EARLY HEAD START

MEASUREMENT:

Early Intervention:

Ninety percent of preschoolers who complete Head Start & FACE make successful IEP transitions to Oneida Nation or Public-School Special Education Programs.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Early Intervention

All evaluations are on track for the past quarter and quarterly reports for children on IEPs are sent out in January. By the end of the 1st quarter twenty-six referrals were received for the 3-5-year-old program, with 19 IEPs written. There have been 14 Birth to Three referrals and eight individual family service plans (IFSP) written for infants and toddlers.

Head Start/Early Head Start

Head Start/Early Head Start had 14 (8%) of students on an IEP or IFSP this first quarter. There are 21 (12%) of students in the IEP evaluation process. Head Start continues to follow the 10% of total student enrollments of children eligible for services under the Individuals with Disabilities in Education Act (IDEA).

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Early Intervention

Keep providing high quality preschool therapy and educational services for the tribal population to ensure pre-school children can make a smooth transition to elementary school special education programs.

Head Start/Early Head Start

Oneida Early Intervention provides speech, occupational and physical therapy services, or referrals to enrolled HS/EHS students with delays and/or disabilities. Continued identification

and assessment of children suspected of having delays or disabilities occurred in the first quarter.

Outcome/Goal # 3

Students eligible for Youth Enrichment Services (Y.E.S.) in elementary, middle, and high school are on track to graduate and Higher Education Scholarship are awarded for post-secondary education

PROGRAMS WORKING ON OUTCOME:

- YOUTH ENRICHMENT SERVICES
- HIGHER EDUCATION

MEASUREMENT:

Y.E.S. Program Quarter 1 – FY 2024	Unduplicated Count	Contacts	JOM Eligible Students	Non-JOM Eligible Students
October	430	7487	266	164
November	484	7657	280	204
December	507	5844	303	204

Higher Education:

Higher Education awarded 192 tribal members thru the Higher Education Scholarship.

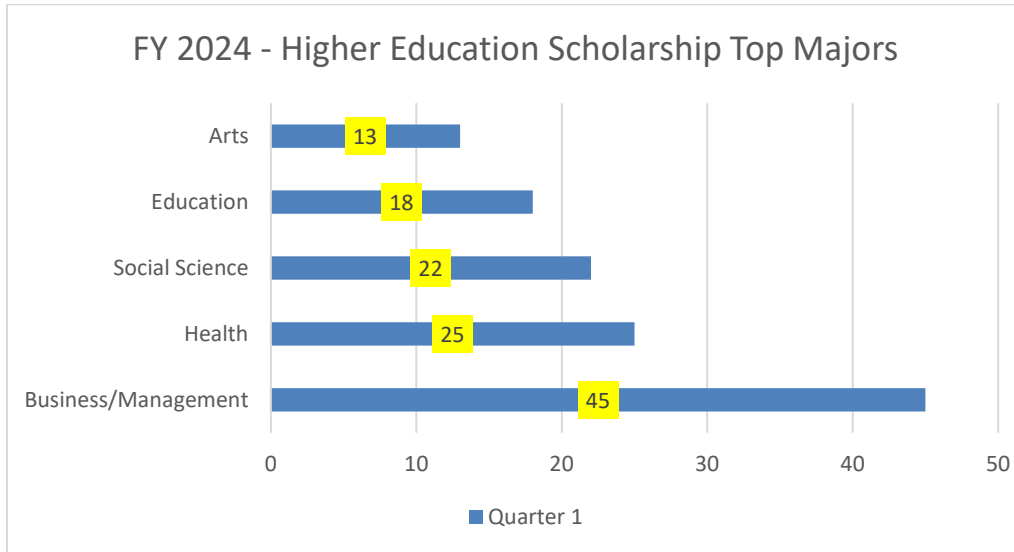
Students Receiving the Higher Education Scholarship are at the following academic levels:

Freshman	42
Sophomore	45
Juniors	31
Seniors	43
Graduate	33
Doctorate	12

Higher Education Scholarships are funding the following degrees.

Certificates	4
Technical Diploma	7
Associate Degrees	35
Bachelor's Degrees	102

Master's Degrees 32
 Doctorate Degree 12



ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Youth Enrichment Services

Y.E.S. Advocates continue to monitor grades, attendance, and behavior for 507 of the native students attending program service schools, Green Bay's King Elementary, Lombardi Middle and Southwest High Schools, Seymour's Elementary, Middle and High Schools and West De Pere's Middle and High School. The Y.E.S. Specialists continue to support students with their academics. Most students are on track to graduate or move to the next grade level. The Yon^hali.yo Community Advocates and Oneida Behavioral Health staff to assist with providing additional social/emotional support to students. Y.E.S. high school staff continue to collaborate with the liaison staff supporting the students who participate in the University of Wisconsin Madison Information Technology Academy (ITA). To assist with the coordination of various activities during Native Heritage Month. Some activities included participating in Rock Your Mocs Day, an Advocate reading Native authored books to all students at the elementary school level and continuing to share Native American resources with the school staff.

Higher Education

Total of 192 Oneida members funded with Oneida Higher Education Scholarships. College Come Back Program funded fifteen students during 1st quarter.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Youth Enrichment Services

Staff will continue to share information and register students into the Y.E.S. Program, meet with school support staff to collaborate on meeting the academic and social needs of the

students. Recruit Y.E.S. Specialists to increase academic support for elementary level students. At the high school level, work with University of Wisconsin Green Bay Dual Credit staff to streamline/provide more opportunities for native students to participate in dual credit classes. Collaboration with Oneida Social Services Programs and Behavioral Health will continue to support the social/emotional wellbeing of the students.

Higher Education

Continue to inform prospective students about the college comeback program and the Higher Education Scholarship.

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.

Measurement:

Provide meaningful opportunities to enable the client to secure and retain employment that supports self-sufficiency.

Accomplishments related to the Outcome/Goal:

The VR Services Program was successful in hiring an experienced counselor. For the first quarter the program has fourteen adults in various stages of eligibility; seven (7) new high school students; and received five referrals.

Expectations/Future Regarding the Outcome/Goal:

The program will continue to hire additional staff to serve our disabled community members. More clients will be successful in obtaining and successfully completing 90 days of employment or a successful semester of college/training.

Contact Info

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Photos (optional):



Child Care Parent Involvement: In December, each family received the book "The Mitten" and did an art project with their child for the Parent Board.



Head Start Halloween School Event



Head Start/Early Head Start Cultural Family Event – Ribbon Skirt making with Rose Track