

FY-2024 2nd quarter report

EDUCATION AND 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?
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:

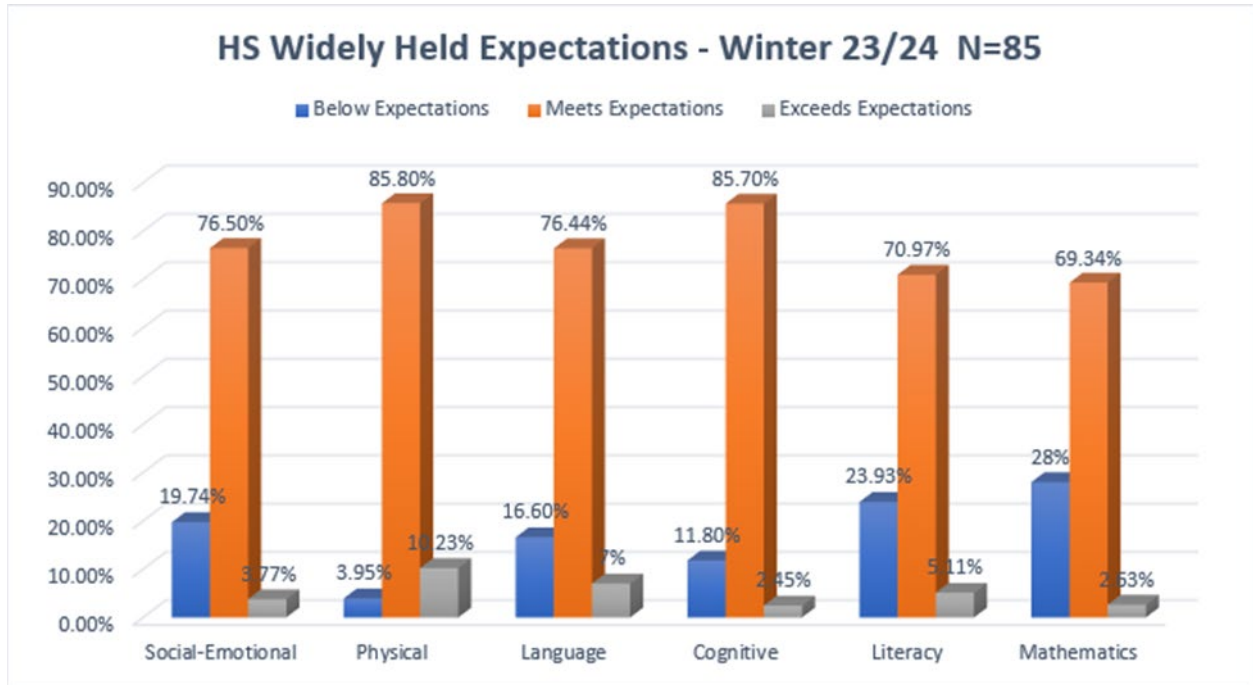
Child Care:

This will be measured by staff observation and by using the Teaching Strategies Gold Child Assessment Portfolios. These tools and methods will help staff understand child interactions, knowledge, and skills to support the child's development and make appropriate referrals for future evaluation. Provide child care and develop 40 children portfolios with teacher observations recorded for each child and weekly lesson plans to meet developmental needs.

We currently have five (5) classrooms open with 40 children attending, serving 35 families. We are currently short staffed with 4 Teacher and 1 Teacher Trainee positions vacant.

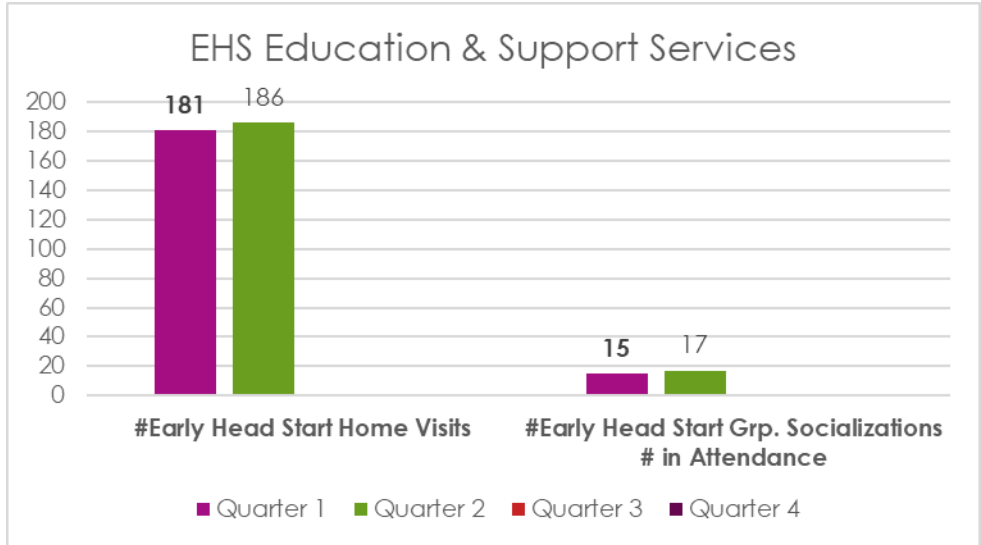
Head Start/Early Head Start:

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 Child plus software to track classroom and parental interactions. The below scores are being tracked for students to measure progress through the school year.

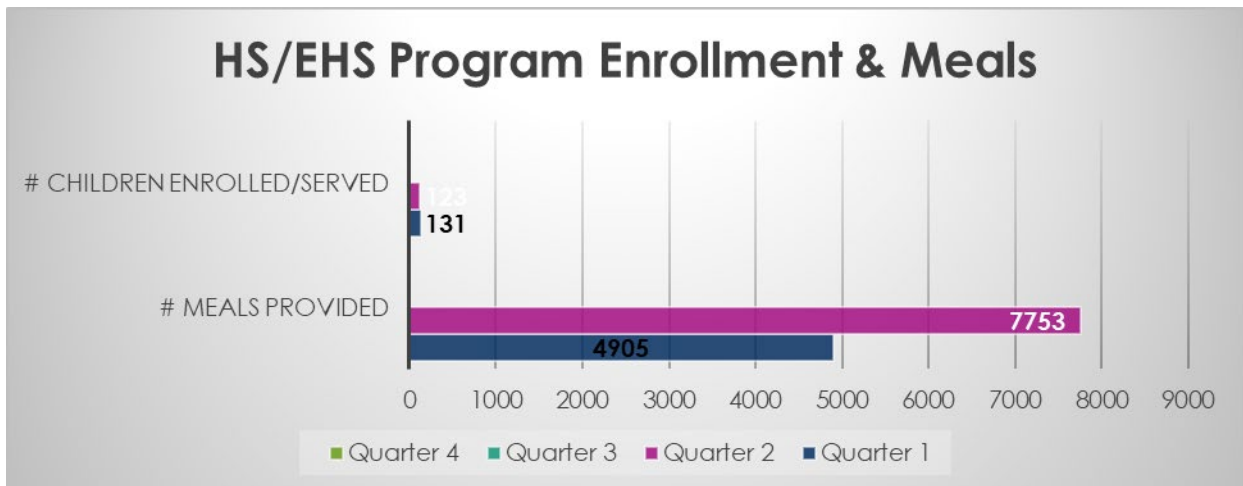


Second quarter scores for Head Start Kindergarten Readiness skills: We see a consistent percentage rate with "Meets Expectations" being about 69% across the board. That is up 17% from last quarter.

Literacy and Mathematics are the two areas all the students needed to improve in, and we found great improvement this quarter. In the first quarter we only found a small percentage of students who exceeded expectations in the physical category, in the second quarter we see a small percentage of students in all the categories that exceeds expectations. By the end of the school year, we are seeking for more students to be in the "Exceeds Expectations" column.



EHS home visiting program delivered 186 home visits during the second quarter and provided group socialization experiences with 17 families in attendance.



123 children were served through the second quarter of the 23-24 school year, in 7 HS classrooms, 1 EHS classroom and through home visiting services. At the Three Sister's Head Start location, there were 3,681 meals served and at the Norbert Hill location there were 4,072 meals served to HS/EHS students.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Child Care:

For 2nd quarter 12 children have transitioned. 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. They incorporate opportunities and experiences that children need to meet developmental expectations.

Head Start/Early Head Start:

Our goal for the second quarter was to exceed an average of 66% of student who “meet expectations for kindergarten readiness across all domains. We surpassed our goal by exceeding 77% of students who met expectations in kindergarten readiness for this quarter.

We have more students who are now exceeding expectations in all categories of the domain and our last quarter's lowest domains of Mathematics and Literacy now have caught up to the other domains. We are seeing great gains in all of the students.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Child Care:

Children are prepared for successful entrance into kindergarten.

Head Start/Early Head Start:

HS/EHS will work with our Education T & TA Specialist to continue training in Literacy, Math, and Cognitive domains. Collaboration with Oneida Behavioral Health will continue for the Social-Emotional domain and Campfire Coaching which began in October for HS staff continues. Attendance will also be monitored as there is a high correlation with meeting expectations and good attendance.

Outcome/Goal # 2

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

Program Working on Outcome:

- Early Intervention
- Head Start/Early Head Start

MEASUREMENT:

Early Intervention

90% of preschoolers who complete Head Start & FACE make successful IEP transitions to Oneida Nation or public-school Special Education Programs.

Head Start/Early Head Start

Head Start/Early Head Start had 28 (or 33%) of our students on an IEP or IFSP in the second quarter of the 23-24 school year. We currently have 4 (or .5%) students in the IEP evaluation process. We continue to strive towards being in compliance with the 10% of total enrollment slots being filled by children eligible for services under IDEA.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Early Intervention

All evaluations are on track for the past quarter and mid-year reports for children on IEPs should a slight increase of cases compared to last year. By the end of 2nd quarter 37 referrals have been received for the 3-5 program, 24 IEP's written. There have been 11 Birth to 3 referrals and 4 IFSP's written for infants and toddlers.

Head Start/Early Head Start

HE/EHS continue to work collaboratively with Oneida Early Intervention (OEI) to refer children with suspected educational delays/disabilities for evaluation. 5 (.6%) students were referred to OEI in the second quarter for further evaluation.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Early Intervention

Keep providing high quality preschool services for our tribal population so that pre-school children can make a smooth transition to tribal or public-school's Special Education programs. Our program has also been providing books for the Oneida Library events and the infants, toddlers and young children receiving services through Early Intervention. Upcoming events include the 3 P Parenting classes for families starting April 12.

Head Start/Early Head Start

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

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 OUTCOMES:

- Youth Enrichment Services
- Higher Education

MEASUREMENT:

Youth Enrichment Services

Y.E.S. Program Quarter 2 – FY 2024	Unduplicated Count	Contacts	JOM Eligible Students	Non-JOM Eligible Students
January	475	6,795	303	172
February	449	7,079	282	167
March (Spring Break)	520	5,152	311	209

Higher Education

Number of clients served based on data from Power 8 and Cognos Analytics data bases.

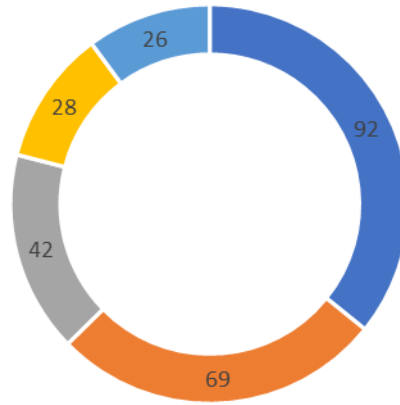
Students receiving the Higher Education Grant for Quarter 2 are at the following academic levels:

Freshmen	123
Sophomores	112
Juniors	80
Seniors	62
Graduate	58
Doctoral	29

Students are completing the following degrees:

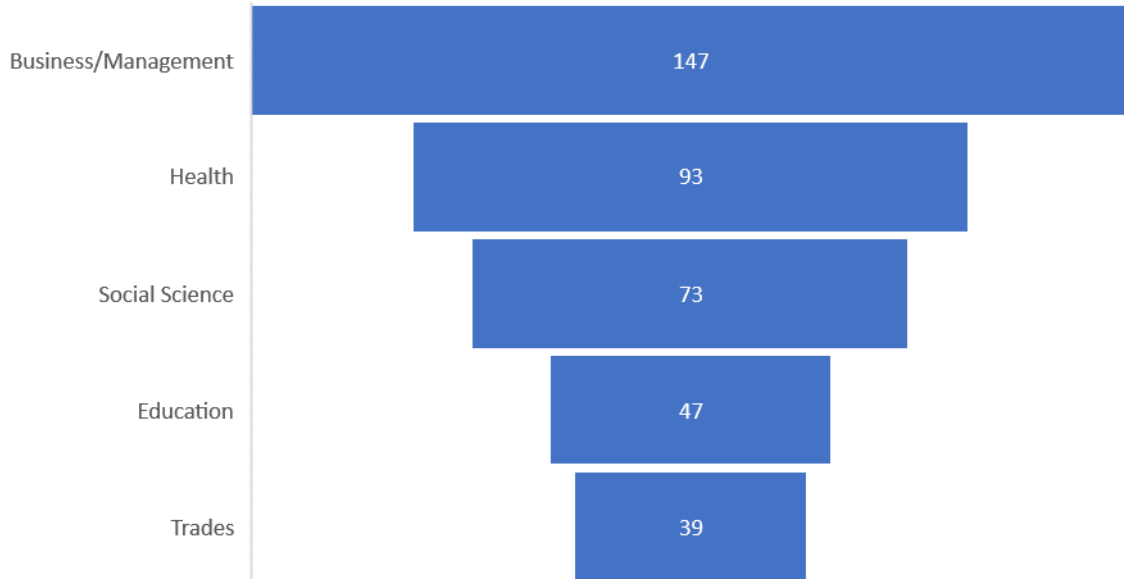
Certificates	8
Technical Diplomas	22
Associate Degrees	120
Bachelor's Degrees	227
Master's Degrees	58
Doctoral Degrees	29

Top Five Attended Schools & Number of Students at Each



■ Northeast WI Technical College
 ■ UW-Green Bay
 ■ UW-Milwaukee
■ College of Menominee Nation
 ■ UW-Madison

Top Five Major Areas & Number of Students in Each



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. The majority of students are on track to graduate or move to the next grade level. The Yon^hali.yo Community Advocates and Oneida Behavioral Health staff are being utilized 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). Y.E.S. staff meet with the school administrators to collaborate on ways to support students academically and socially. The Y.E.S. staff based in the Seymour Community Schools assisted with the majority of the coordination and hosting of about 136 participants at the Seymour Middle School/Y.E.S. Family Culture Event held on February 27 held at the Seymour Middle School. The Education Training Area Manager, Y.E.S. Manager and Education and Training Organizational Development Specialist met with school administrators from Green Bay's MacArthur Elementary School, Pulaski's Hillcrest Elementary Schools and the School District of West De Pere, on the formal collaboration for the Oneida third grade reading initiative.

Higher Education

A total of 464 Oneida Tribal Members were funded with the Oneida Higher Education Grant for Quarter 2. This came to the amount of \$3,240,267.

Sixteen students were funded for the College Comeback Program during Quarter 2, totaling \$30,832. Seven students who utilized College Comeback for Quarter 1 were put back in good standing and eligible to apply for the Higher Education Grant for Quarter 2.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Youth Enrichment Services

Staff will continue to share information and register students who are not Y.E.S. Program participants, meet with school support staff to collaborate on meeting the academic and social needs of the students, recruit four Y.E.S. Specialists to increase academic support for elementary level students, and at the high school level, continue to 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 Service Programs and Behavioral Health will continue to support the social/emotional wellbeing of the students. The Science of Reading Training is being planned for the Y.E.S. staff to support the third grade reading initiative (Oneida Reads), and the Y.E.S. Manager will be included in Oneida Business Committee Member meetings with the local school district administrators to discuss increased collaboration on improving reading proficiency and diversity in curriculum.

Higher Education

The Higher Education Department will continue to program the importance and achievability of higher education by visiting area high schools and offering community events such as college fairs and financial aid workshops.

We hope to continue offering the College Comeback option to help students get back in good standing with the Higher Education Grant and move forward with their educational goals.

Outcome/Goal # 4

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

Program Working on Outcomes:

- Vocational Rehabilitation Services

MEASUREMENT:

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

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

There were two sponsored activities for clients this quarter, Corn Husk Doll Making and NWTC tour/career fair. The following area schools have monthly visits scheduled, Seymour High, Oneida Nation High, Southwest High, West De Pere, Green Bay East High, Pulaski High

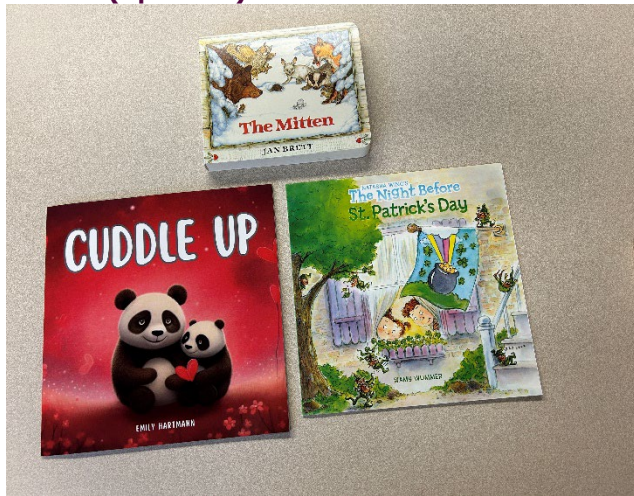
EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

More clients will be successful in obtaining and successfully completing 90 days of employment or a successful semester of college/training. The Manager is working with the Green Bay Chamber of Commerce on job shadowing, training programs for Oneida VR clients.

Contact Info

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Photos (optional):



January, February & March books provided to Child Care families. Families are encouraged to share time reading to/with their child/children.



Early Intervention Triple P Parenting coming in April

Head Start Grandparents Luncheon January 18th

