

FY-2024 3rd 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:

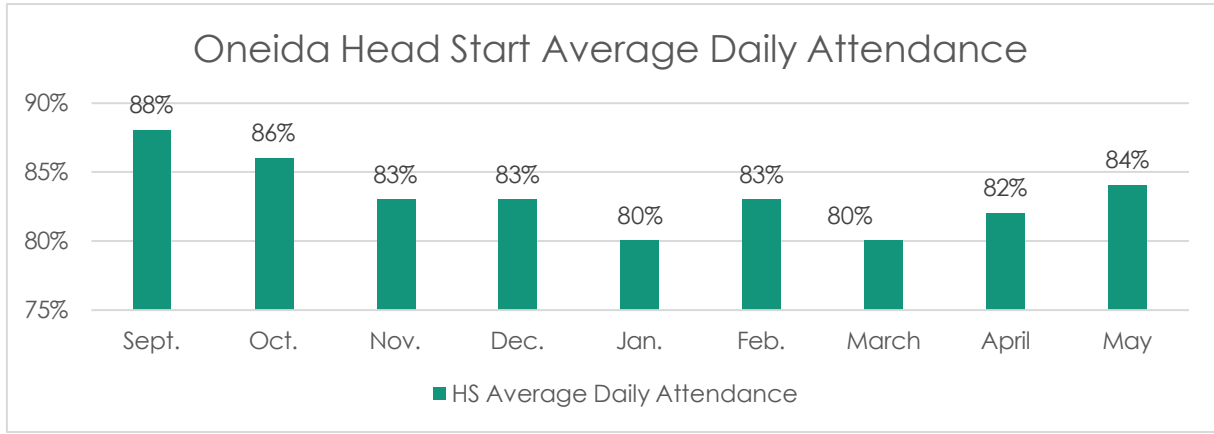
Child Care:

This will be measured by staff observation and by using the Teaching Strategies Gold Child Assessment 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 future evaluation. Provide child care and developed 45 children portfolios with teacher observations recorded for each child, and weekly lesson plans to meet developmental needs.

We currently have 5 classrooms open with 45 children attending. Serving a total of 38 families. We are currently short staffed. We are short 2 teacher positions.

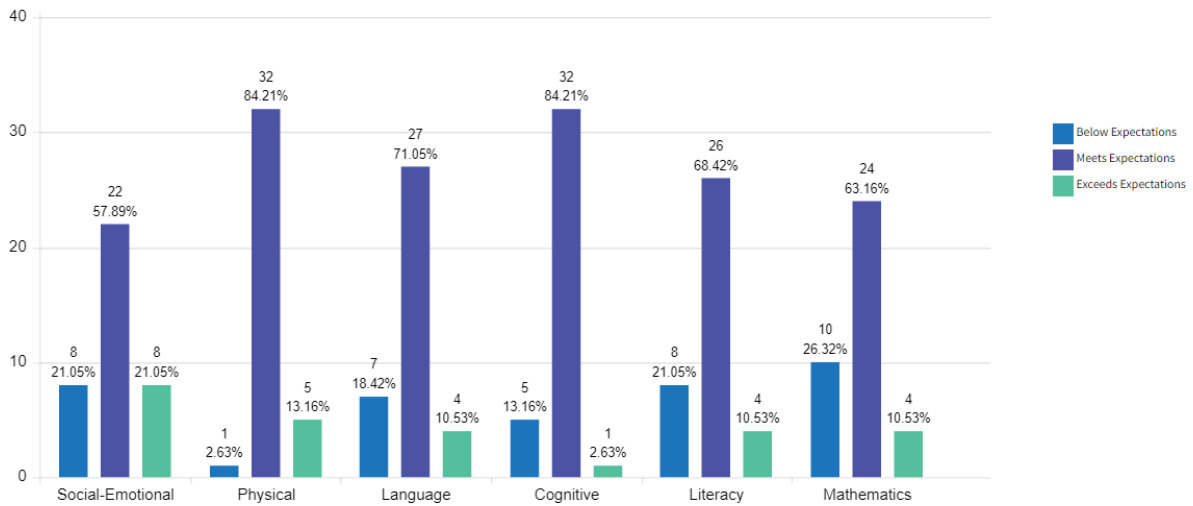
Head Start/Early Head Start:

All Head Start/Early Head Start 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 tracking for students to measure progress through the school year.



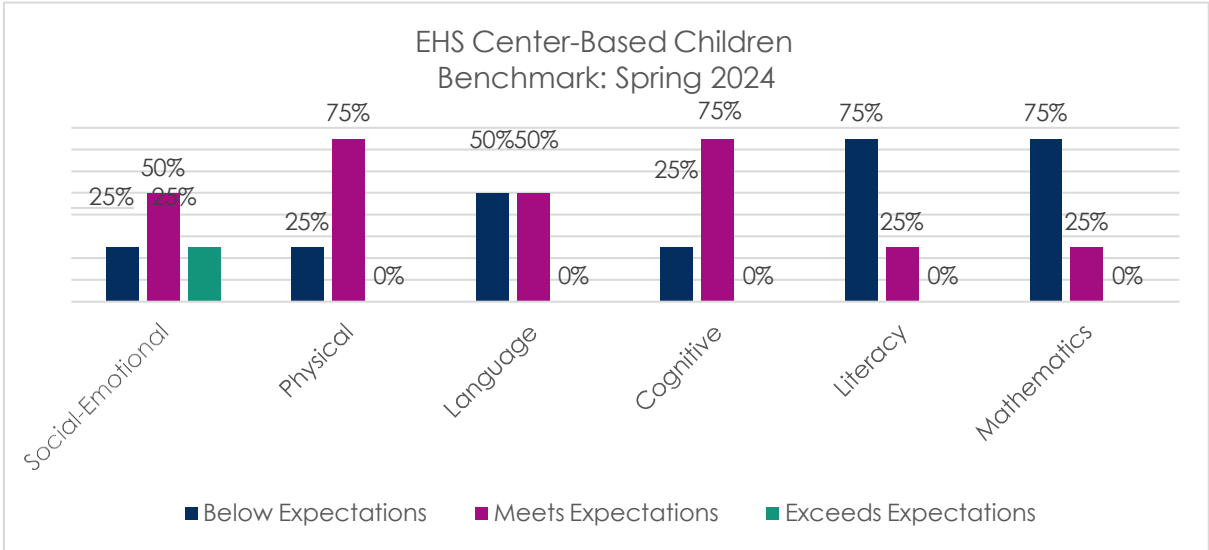
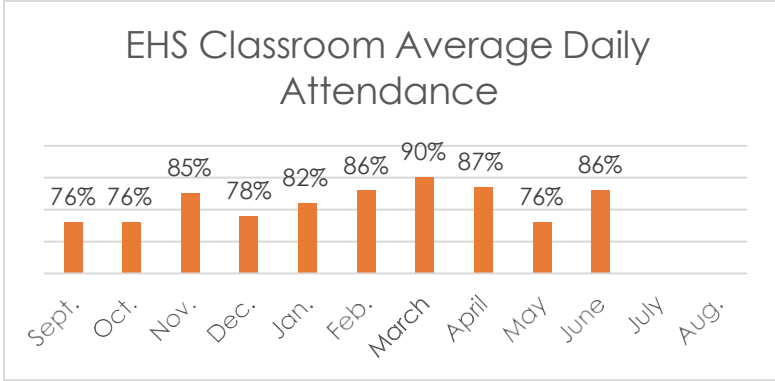
National Indian DHSA - Oneida HS/EHS

Spring 2023/2024 - Widely Held Expectations

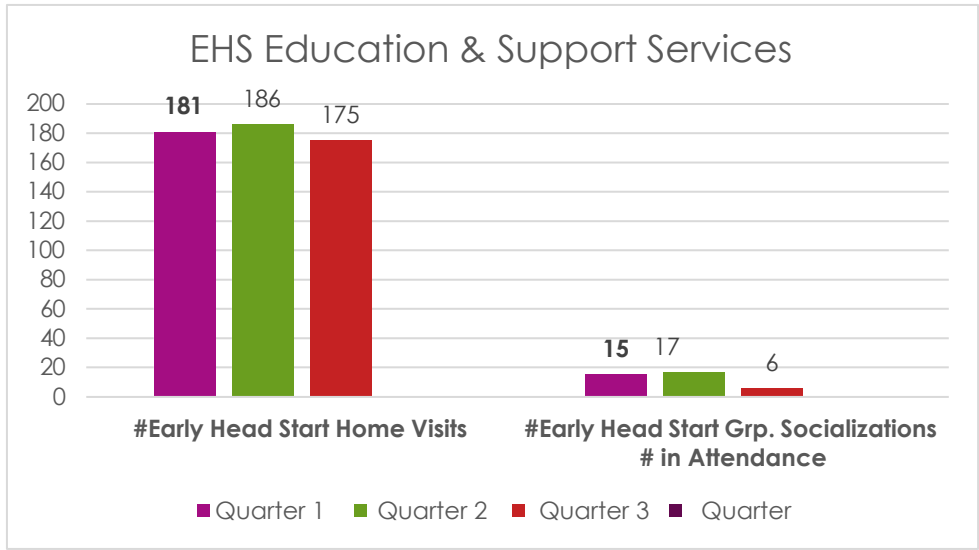


Third quarter scores for Head Start kindergarten readiness skills: we see a much needed raise percentage rate with "Exceeds Expectations" being above 11.41% on average; which is up from last quarter, which was 5.1% on average.

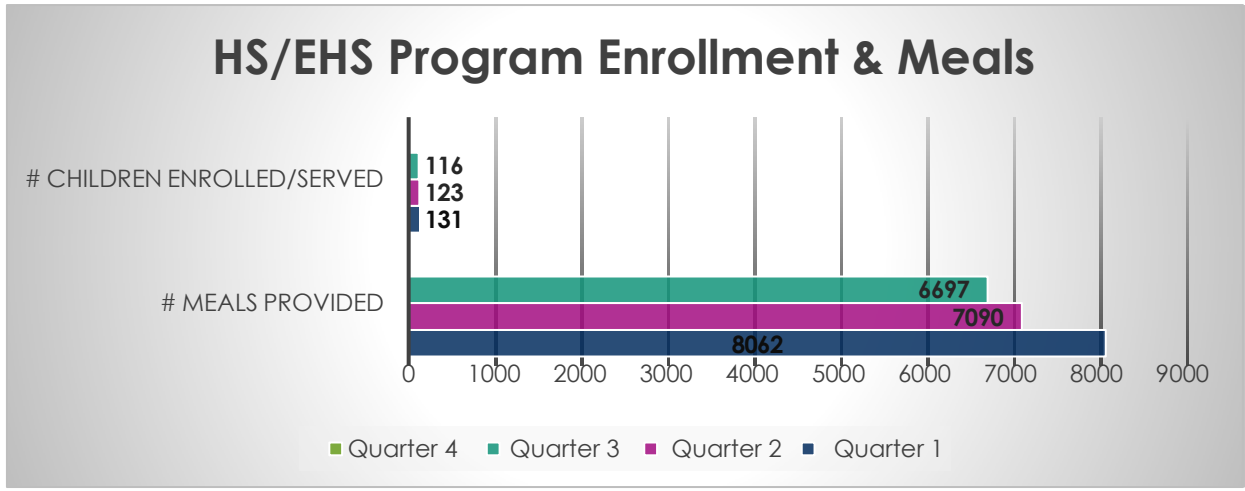
Literacy and mathematics are the two areas all the student needed to improve in, and we found again in the third quarter, great improvement in these areas. In the first quarter we only found a small percentage of students who exceeded expectations in the physical category, in the second quarter we saw a small percentage of students in all the categories that exceeds expectations. By the end of the school year, we see a higher percentage of all students who either Meet Expectations or Exceeds Expectations in all of the categories.



Third quarter scores for Early Head Start: In Early Head Start, the student are considered infants and toddlers. With these students we are seeking more advances in the Social-Emotional, Physical and Cognitive categories. We see that all of the students at least meet the expectations in these categories, which is very rewarding for our students and families.



EHS home visiting program delivered 175 home visits during the third quarter and provided 6 different group socialization experiences with 42 families in attendance.



116 children were served through the third quarter of the 23-24 school year, in 7 HS classrooms, 1 EHS classroom and through home visiting services. At the three sisters' location, there were 3,726 meals served and at the Norbert Hill location there were 3,271 meals served to HS/EHS students.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Child Care:

Three (3) children have transitioned during the 3rd quarter. Transitions occur when children are age and developmentally ready for new challenges and with parent's support. Lesson

plan are complete 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 third quarter was to exceed an average of 66% of students who “meet expectations” for kindergarten readiness across all domains. We surpassed our goal by exceeding 71% of student on average who met expectations in kindergarten readiness for this quarter. We were also seeking to “exceed expectations” by 10% on average and we surpassed 11% on average.

We have more students who are now exceeding expectations in all categories of the domain to finish up the school year and graduate many students up to kindergarten.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Child Care:

Children are prepared for successful entrance into kindergarten.

Head Start/Early Head Start:

Head Start/Early Head Start 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.

Programs Working on Outcome:

- Early Intervention
- Head Start/Early Head Start

MEASUREMENT:

Early Intervention:

90% of preschool children who complete Head Start and FACE make successful IPE transitions to tribal or public special education programs.

Head Start/Early Head Start:

Head Start/Early Head Start had 32 (38%) of our students on an IEP Or IFSP in the 3rd quarter of the 23-24 school year. We currently have no students in the EIP 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 end of the school year 2023-24. End of year reports for children on IPEs have been sent out. By the end of the school year 63 referrals have been received for the 3-5 programs. There have been 46 Birth to 3 referrals for infants and toddlers.

Head Start/Early Head Start:

Head Start/Early Head Start continue to work collaboratively with Oneida Early Intervention (OEI) to refer children with suspected educational delays/disabilities for evaluation. 4(.5%) students were referred to OEI in the third 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 special education school programs. Our program has also been providing books for the Oneida programs and events 500 books were donated to the Oneida Health Center, Oneida Transit and Oneida Police Departments. Books are also given out to the infants, toddlers and young children receiving services through Early Intervention.

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 needs of the child exceed what they can offer. Continued identifications and assessment of children suspected of having delays or disabilities will occur. HS/EHS staff will individualize lesson planning for students on and IEP/IFSP.

Outcome/Goal # 3

Student 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:

Youth Enrichment Services:

The majority of activities for the Y.E.S. staff include providing academic and social/emotional student support toward the goal of 100% of the Y.E.S. student graduating from high school; or assisting students in successfully moving to the next grade level.

Higher Education:

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

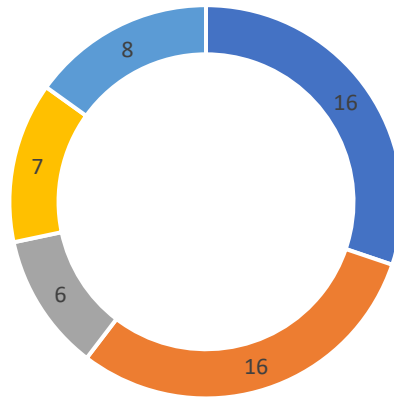
Students receiving the Higher Education Grant for Quarter 3 are at the following academic levels:

Freshmen	50
Sophomores	30
Juniors	23
Seniors	12
Graduate	38
Doctoral	26

Students are completing the following degrees:

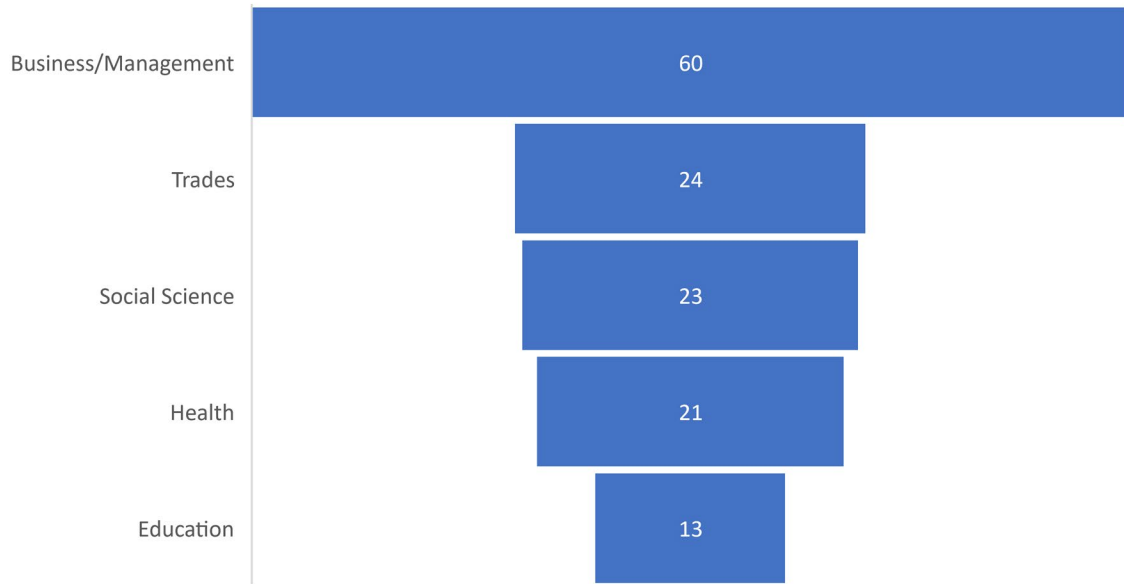
Certificates	5
Technical Diplomas	6
Associate Degrees	36
Bachelor's Degrees	68
Master's Degrees	38
Doctoral Degrees	26

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:

Third quarter contact indicating student support toward the goal of graduation and/or forward movement were:

Monthly Contacts

Y.E.S. Program Month - FY 2024	Unduplicated Count	Contacts	JOM Eligible Students	Non-JOM Eligible Students
April	487	7,309	298	189
May	524	7,648	377	147
June	357	1,676	275	82

In addition to collaborating with the school staff to provide student support, Y.E.S. Program staff collaborated with the Yon^haliyo Staff and Oneida Behavioral Health staff to provide groups for Y.E.S. students at some of the Y.E.S. schools. To provide seniors/high school students with an understanding about post-secondary opportunities and their trust funds, staff arranged for meetings with Oneida Higher Education staff and the Trust and Enrollment staff.

Y.E.S staff hosted transition meeting for students who will be moving from elementary to middle school and from middle school to high school. The meetings are held to introduce the incoming students to Y.E.S. staff before they arrive at the new schools in September and to provide incoming students with a tour of their new schools.

In collaboration with the University of Wisconsin – Green Bay, Y.E.S. students were given the opportunity to register for dual credit classes at no charge. The Y.E.S. Advocates at the high school level met with the University staff to discuss the details of how to register for current class offerings and to discuss ideas for more class offerings in the future.

This year, 98% of the Y.E.S. students graduated. Graduation details, by schools are below:

Cohort of 2024 Y.E.S. Graduate Summary by School									
High School	Total Number of YES Eligible Seniors	YES Eligible Seniors Who Graduated	Total Number of Non-YES Eligible Seniors	Total Number of Non-YES Eligible Seniors Who Graduated	Seniors with Incomplete YES Paperwork	Seniors with Incomplete YES Paperwork Who Graduated	Total Number of Seniors	Total Number of Graduates	Percentage of Graduates by School
Green Bay Southwest High School	11	11	2	2	1	1	14	14	100%
Seymour High School	16	15	2	2	1	1	19	18	95%
West De Pere High School	14	14	1	1	1	1	16	16	100%

Totals	41	40	5	5	3	3	49	48	
Percentages		98%		100%		100%		98%	

Higher Education:

A total of 179 Oneida Tribal Members were funded with the Oneida Higher Education Grant for 3rd quarter. This came to the amount of \$770,948.

Ten students were funded for the College Comeback Program during 3rd quarter, totaling \$14,694. Seven students who utilized College Comeback for 2nd quarter were put back in good standing and eligible to apply for the Higher Education Grant for 3rd quarter.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Youth Enrichment Services:

For the new school year, the Y.E.S. Program is in the process of hiring four elementary school level Y.E.S. Specialists. Elementary school Specialists are an addition to the Y.E.S. Program staff and will be placed at Green Bay's King Elementary School, MacArthur Elementary School, Pulaski's Hillcrest Elementary, and Seymour's Rock Ledge Primary/Intermediate School. Current Y.E.S. Specialist support is at the middle and high school levels. The new elementary school level specialist positions will be supporting the Oneida Reads initiative, with the long-term goal of assisting Oneida students to be 100% proficient in reading at their grade level. To assist the staff in supporting the Oneida Reads initiative, Y.E.S. staff will be trained in the "Science of Reading" concepts with the Y.E.S. Specialists receiving training in the "Science of Reading" methods.

Y.E.S. staff will resume their student support and school staff collaboration when the new school year begins. They will be monitoring attendance, grades, and social emotional well-being. Additionally, at the high school level, they will be looking for opportunities for student to explore post-secondary/career opportunities.

Higher Education:

The Higher Education Department will continue to promote 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 this additional 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 services to Native Americans 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 building individual self-sufficiency.

Program Working on Outcome:

- Vocational Rehabilitation Services

MEASUREMENT:

Number of scheduled appointments with clients will increase. Barriers will be identified, and treatment plans will increase in collaboration with Behavioral Health.

Increase numbers of post-employment services. Provide training beyond entry level job description.

Increase the staff's knowledge and capacity as it relates to case management practices to increase project compliance with rules and regulations governing American Indian Vocational Rehabilitation Services (AIVRS) Projects.

Through outreach and collaboration with other Oneida programs, our department will be incorporated into the community and tribal members will feel more at ease applying for services or interacting with staff members.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Faster intake process to Behavioral Health, increase longevity of employment outcomes, OVRs Project will be evaluated, deficiencies noted and corrected, more tribal and local community members will help spread the message of our services.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Continue to partner with Oneida and State programs to broaden OVRs awareness. Continue to education OVRs staff in their roles. Host CANAR 2025.

Contact Info

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Photos (optional):



April, May and June books provided to Oneida Child Care families. Families are encouraged to share time reading to/with their child/children.

Oneida Human Services Department donated 45 Mickey and Minnie Mouse tents to the center to give out to families.



Mother's Day Family Event: Families planted and watered seeds that they took home to tend to and watch the plants grow. This activity promotes fine and gross motor skills, several different academic skills, along with strengthening the family's ties to nature and food.