

FY-2024 4th 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.

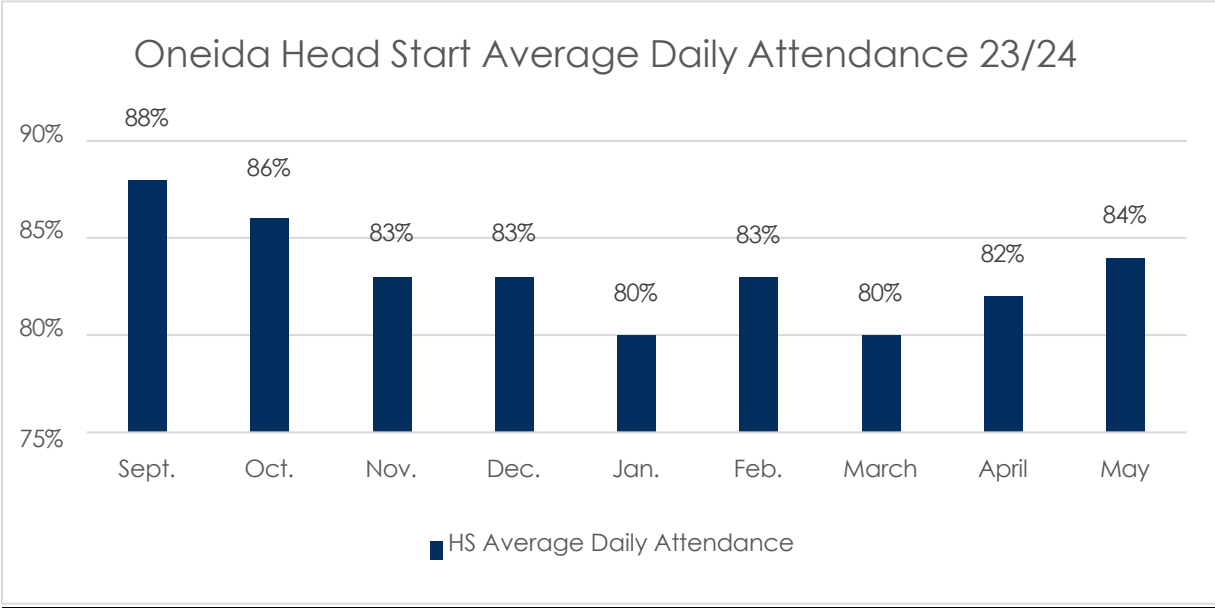
Programs Working on Outcome:

- Child Care
- Head Start/Early Head Start

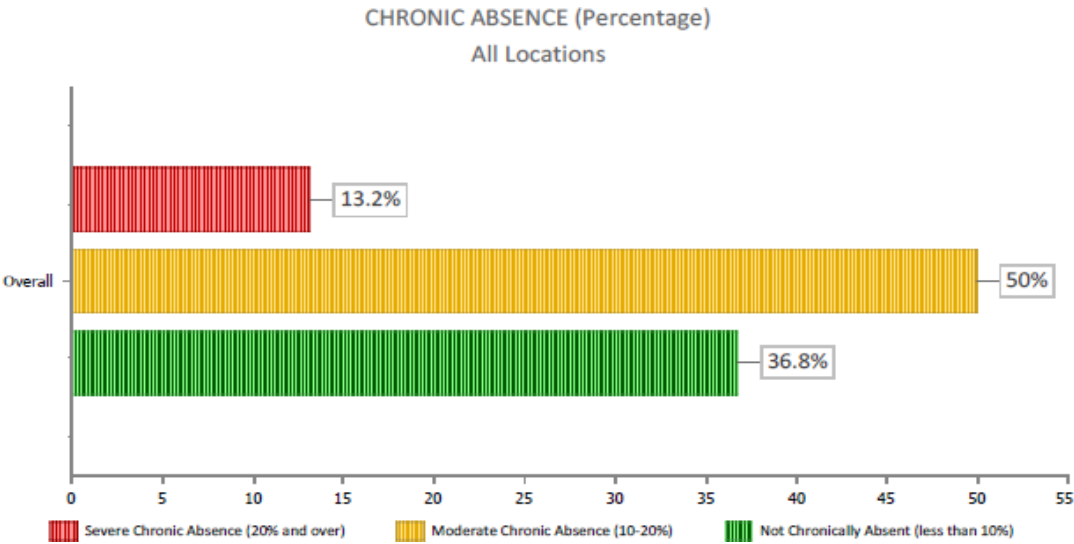
MEASUREMENT:

Head Start/Early Head Start

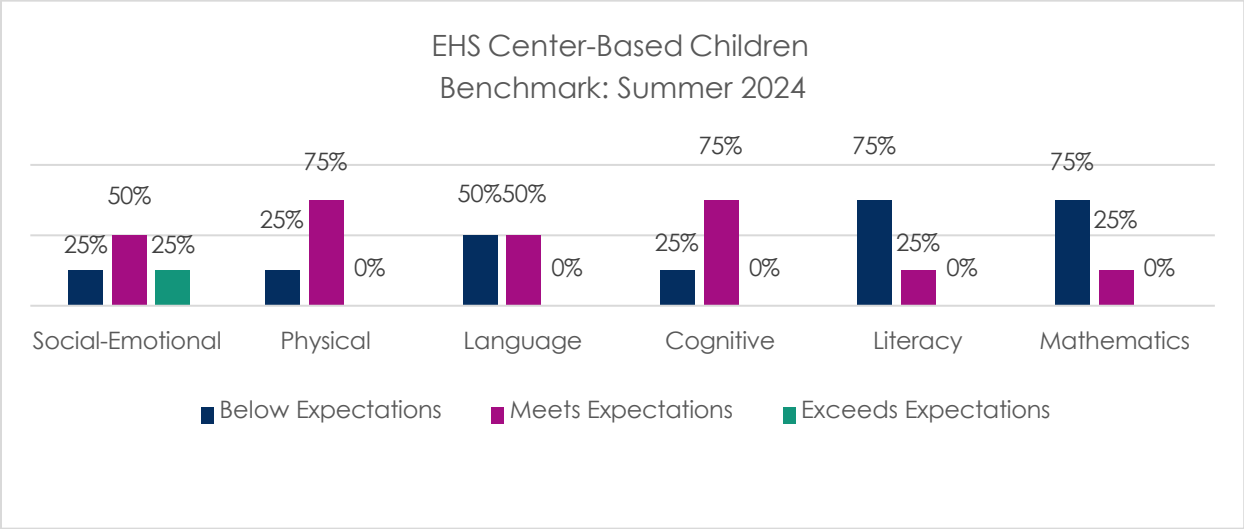
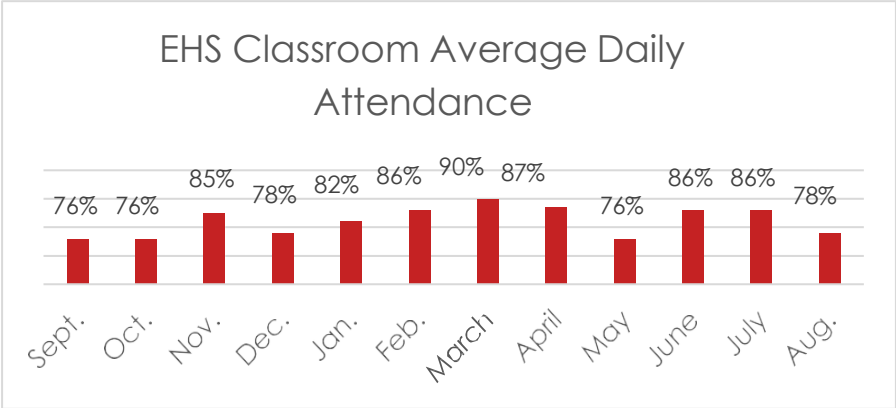
All Head Start/Early Head Start (HS/EHS) children's progress are tracked in an early education teaching database. Classrooms use Teaching Strategies Gold and Child plus software to track classroom and parental interactions. The below scores are being tracked for students to measure progress through the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



Head Start Overall Attendance 2023/2024 Program Year

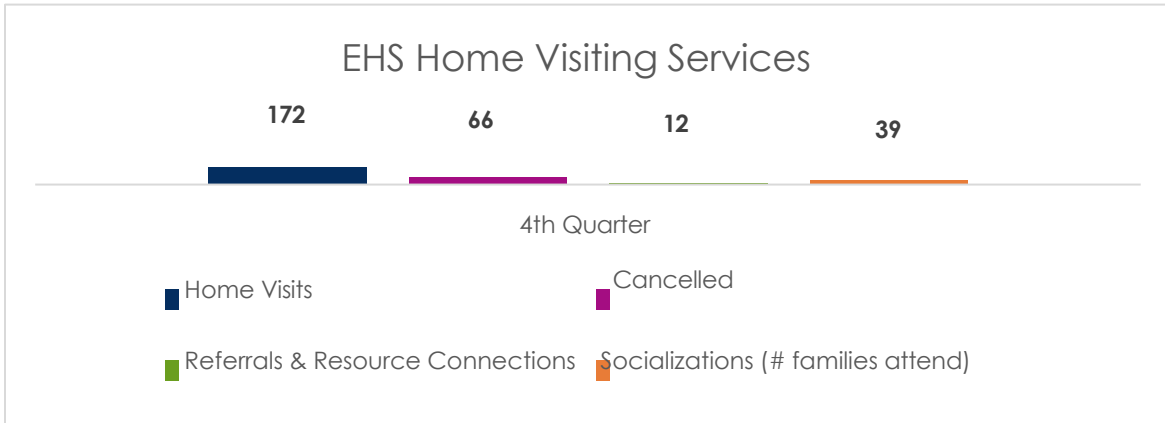


The 4th quarter was summer break for the Head Start (HS) program. From the 2023-2024 school year the highest month of attendance was September with 88% and our lowest attendance was January and March with 80%, and with a yearly average of 83% monthly. Head Start is working towards achieving an average of attendance across the board of 90% for this upcoming school year. The program will be awareness and expressing to families the importance of school participation and attendance.

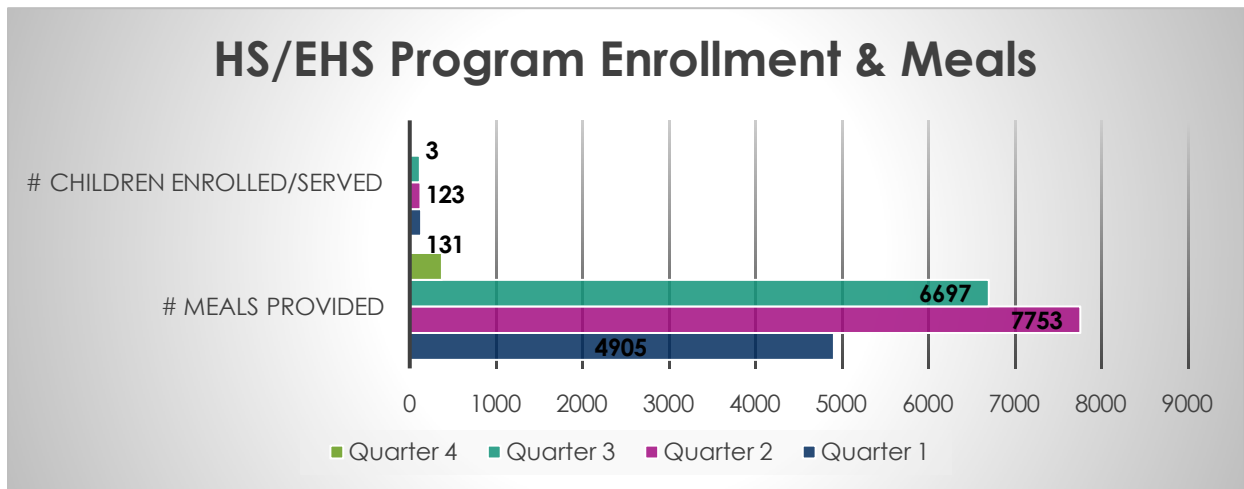


4th quarter scores for Early Head Start benchmark skills have a consistent percentage rate with “Meets Expectations” being above 50% for Social-Emotional, Physical, Language and Cognitive learning domains.

Literacy and Mathematics are the two areas all the students needed to improve in, and the teachers are working with getting those students up to meeting expectations, but it will take time.



Early Head Start (EHS) home visiting program completed 172 home visits during the fourth quarter and provided group socialization experiences with 39 families in attendance, which is an increase of 48% since the third quarter.



In the EHS program, 3 children were served total through the fourth quarter of the 23-24 school year. There were no HS classrooms open during the fourth quarter due to summer break and school was out of session. During the summer, one (1) EHS classroom remained open. At the Three Sisters' location, there were 131 meals served for 3 students.

Childcare

This is 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. In the 4th quarter, the center developed 45 children portfolios based on teacher observations for each child and created weekly lesson plans to meet developmental needs.

Childcare currently has 5 classrooms open with 41 children attending and serves a total of 35 families. Childcare remains short staffed with 2 Teacher positions vacant.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Head Start/Early Head Start

Our goal for the fourth quarter was to exceed the average of 66% of students who "meet expectations" for kindergarten readiness across all domains. We surpassed our goal by reaching 71% of students who met expectations in kindergarten readiness for this quarter. HS continues to improve student attendance rate as there is a trend for slight declines through the school year.

At the end of the school year, HS had more students who were exceeding expectations in all categories of the domains. For the upcoming 2024-2025 school year the goal is to have more students in the "exceeding expectations" category and more classrooms in the 90% average attendance rate.

Childcare

Seven (7) children have transitioned this 4th 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, they incorporate opportunities and experiences that children need to meet developmental expectations.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Head Start/Early Head Start

HS/EHS will work with the Office of Head Start 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. HS is providing professional development for teaching staff to support classroom management which began in October. Student attendance will continue to be monitored as there is a high correlation between meeting expectations in the learning domains and good attendance. When students are doing well in meeting expectations, they are more likely to be ready for kindergarten.

Childcare

Childcare continues to prepare students for successful entrance into kindergarten. Oneida Reads hosted a family night at the center and provided information on the *Right to Read*

film and the importance of kindergarten readiness and early childhood literacy. In the fourth quarter books were provided to families and parents/guardians were encouraged to share time reading to/with their child/children. They are also encouraged to do an art project that correlates to the book. Projects were displayed on the bulletin board at Childcare.

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:

Head Start/Early Head Start

At the end of the 2023-2024 school year, Head Start/Early Head Start had 32 (or 38%) of our students on an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP). To start the new school year, we currently have no students in the IEP evaluation process. We continue to work towards 10% of total enrollments slots being filled by children eligible for service under IDEA.

Early Intervention

90% of preschool children who complete Head Start & FACE make successful IEP transitions to Tribal or Public Special Education programs.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Head Start/Early Head Start

HS/EHS continue to work collaboratively with Oneida Early Intervention to refer children with suspected educational delays/disabilities for evaluation. One (1) student in Early Head Start was referred to OEI in the fourth quarter for further evaluation.

Early Intervention

The children who entered kindergarten this year have had their files sent out to public or tribal school as requested. The children who continue either the FACE or Head Start Program have begun their Speech/Language and Occupational therapies according to their IEP's.

OEI has vacancies for one halftime Speech and one Language therapist, and one Early Childhood Education teacher. Currently recruiting through various educational professional associations like WECAN, CESA 7 and referrals.

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 delays/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 delays or disabilities will occur. HS/EHS staff will individualize lesson planning for students on an IEP/IFSP.

Early Intervention

Keep providing high quality preschool services for our tribal population so that preschool children can make a smooth transition to tribal or public-school special education programs. Early Intervention will start Triple P Parenting in October 2024 and we have been collaborating with the Oneida Library and Health Center for Child Find events. Our program has also been providing books for the Oneida programs and events.

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

Most 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 student in successfully moving to the next grade level.

Higher Education

Students who received the Higher Education Grant for Quarter 4 were at the following academic levels:

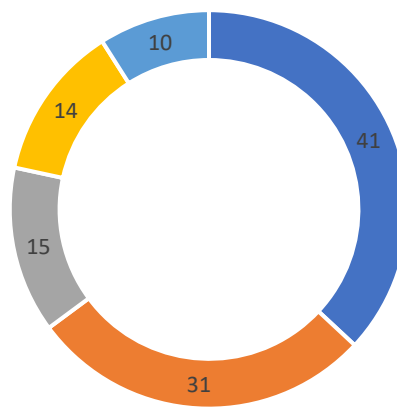
Freshmen 125

Sophomores	95
Juniors	64
Seniors	51
Graduate	52
Doctoral	39

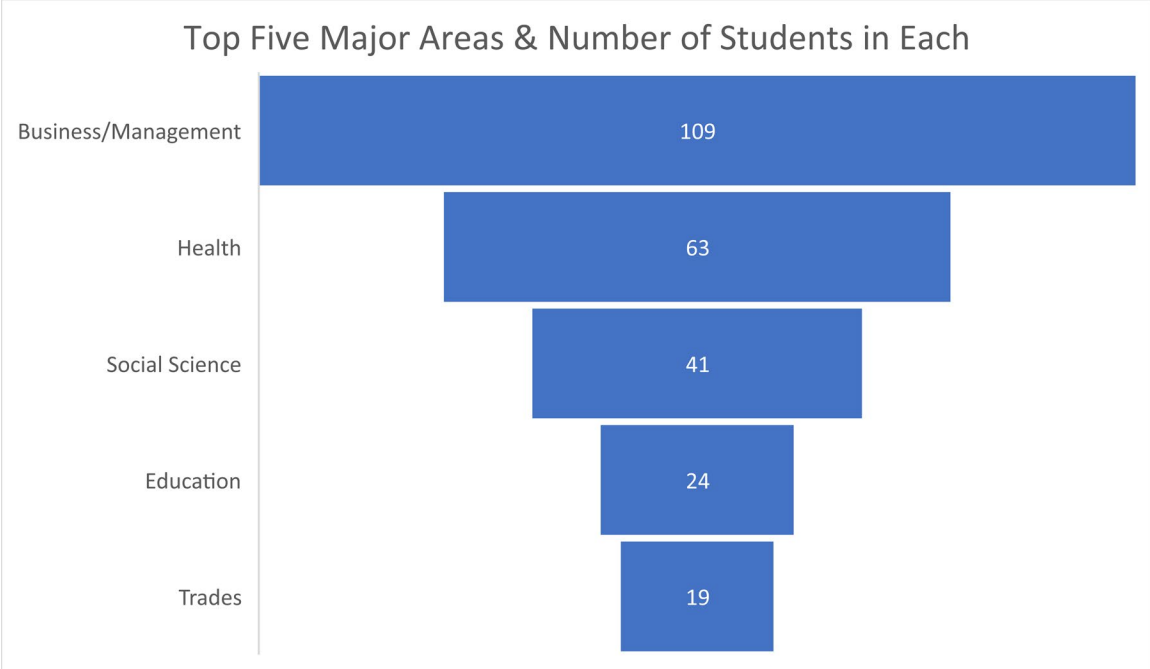
Students were completing the following degrees:

Certificates	6
Technical Diplomas	27
Associate degrees	91
Bachelor's Degrees	212
Master's Degrees	51
Doctoral Degrees	39

Top Five Attended Schools & Number of Students at Each



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



ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

Youth Enrichment Services

Fourth quarter contacts 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
July – Staff Layoff				
August – No School				
September	480	4525	414	66

In addition to collaborating with the school staff to provide student support, Y.E.S. Program staff will continue to collaborate with the Yon^haliyo staff and Oneida Behavioral Health staff to provide groups for YES students at some of the schools. To help students feel a sense of belonging YES staff at Seymour and Southwest High School worked with school staff to acknowledge Orange Shirt Day. Many of the staff at these schools wore orange shirts. YES staff will also be working with school staff and students on Rock Your Mocs and Native Heritage Month activities.

YES student enrollment numbers have changed for the new school year and the enrollment numbers are below. There is an increase in the number of YES eligible students due to the change in Johnson O'Malley eligibility criteria that occurred in spring. The criteria previously required the students to be enrolled or 1/4 blood degree from a federally recognized tribe. The new criteria include enrolled tribal members or descendants of a parent(s) or grandparent(s) who was enrolled, including documentation of enrollment.

YES Program September 2024 - 2025 Student Count		
Schools	YES Eligible Students (Meeting the JOM Eligibility Criteria)	Students with Incomplete Registration Paperwork
Green Bay King Elementary	57	14
Green Bay Lombardi Middle School	81	20
Green Bay Southwest	113	14
Pulaski Hillcrest	26	6
Seymour Rock Ledge Elementary	126	10
Seymour Middle	67	7
Seymour High	97	5
West De Pere Middle	16	1
West De Pere High School	48	5
Total	631	82

Higher Education

A total of 426 Oneida tribal members were funded with the Oneida Higher Education Grant for 4th quarter for the amount of \$2,898,807. One student graduated in quarter four.

Seventeen students were funded for the College Comeback Program during Quarter 4, totaling \$29,137. Six students who previously utilized College Comeback were put back in good standing during quarter four and are now able to apply for the regular Higher Ed Grant.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

Youth Enrichment Services

For the new school year, the Y.E.S Program has hired two elementary school level Y.E.S. Specialists, with two vacancies remaining. The new Specialists are placed at Green Bay's King Elementary School and Pulaski's Hillcrest Elementary. We will continue to work on recruiting Specialists for Green Bay MacArthur Elementary School and Seymour Rock Ledge Primary School. Current Y.E.S. Specialist support continues at the middle and high school levels. August/September staffing changes included the Lombardi Middle School Specialist resigning and the Advocate at Seymour Middle School retiring. Both positions will be posted.

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, all Y.E.S. staff participated in two sessions to learn about "Science of Reading" concepts with the Y.E.S. Specialists starting more specific training in the "Science of Reading" methods, they are now receiving LETRS training.

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.

Application for assistance with school fees were distributed to the YES school families. Those meeting the eligibility requirements will receive assistance with the payment of school fees. To promote student participation in Advanced Placement (AP) classes, the YES Program will also aid with the payment of the AP class test fees. As we get further into the school year, the YES Program will also assist YES Program graduating seniors with graduation fees.

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 the College Comeback Program 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 (OVRs)

MEASUREMENT:

Year 3 Grant Goals

1. Develop individual Plans for Employment (IPE) with 40 VR eligible American Indians with disabilities leading to successful employment outcomes for 15 consumers in year three of the grant.
2. Develop individual Plans for Employment with 8 VR eligible in-school youth and place 4 students in paid community-based work experiences in year three of the grant.
3. Conduct two public awareness events annually.
4. Advertise the OVRs program by writing quarterly articles published in the Kalihwisaks.
5. Success stories will be published quarterly in year two through five.
6. Develop an intake and orientation session for consumers to be conducted on a weekly basis.

ACCOMPLISHMENTS RELATED TO THE OUTCOME/GOAL:

1. 80 IPEs with 20 successful closures.
2. 17 IPEs with students and 6 were employed over the summer.
3. OVRs has completed 4 public awareness events this fiscal year.
4. Advertised OVRs: 4 public awareness events.
5. Three of four, success stories published.
6. Orientation and intake established weekly.

EXPECTATIONS/FUTURE PLANS REGARDING THE OUTCOME/GOAL:

OVRs will continue to meet and exceed grant goals as we transition into Year 4 grant goals. Our next event with Tsyunhehkwa where we will participate with a number of our consumers in the 31st Annual Harvest and Husking Bee.

Contact Info

CONTACT: Jacqueline Smith
TITLE: Area Manager Education & Training
PHONE NUMBER: 920-869-4037
E-MAIL: jsmith@oneidanation.org
MAIN WEBSITE: Enter website address

Photos (optional):



EHS Home Visits