



DEPARTMENT OF EDUCATION

JULY 2021 – JUNE 2022



Wąąkšik Ho'į Pij Hirušją Kij

Nehomah R. Thundercloud
Executive Director

TABLE OF CONTENTS

<i>Executive Summary</i> _____	3
<i>I. Accomplishments</i> _____	4
<i>II. Problems and Corrective Actions</i> _____	13
<i>III. Goals and Strategies</i> _____	14
<i>IV. Alternative Funding Sources and Partnership</i> _____	18
<i>V. Appendices</i> _____	20

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Executive Summary

The Department of Education is focused on bringing cohesion to the work of its divisions and unity of purpose in the Department to increase overall educational engagement of Ho-Chunk students and parents, which we believe, in time, will lead to increases in educational attainment and achievement of Ho-Chunk students.

Through all of our funding struggles, our efforts will continue to center on providing student and parent support at all educational levels and assisting students and parents as they engage with educational institutions and processes utilizing the Department's programs and services.

The Department is also working with other Departments within the Nation to meet the Nations' goals in other areas, including financial literacy education to fulfill the revised Per Capita Distribution Ordinance for our graduating seniors poised to claim their trust funds; disability services of funding, technical assistance, and support (working with the Department of Social Services and Department of Health); and assisting in the development of teaching strategies and skills to increase proficiency of learners of the Ho-Chunk language (in partnership with the Department of Heritage Preservation's Language Division). Many of these are long-term goals requiring long-term strategies.

Our Annual Report will provide an account of the important work done this past fiscal year. The four sections are Accomplishments; Problems and Corrective Actions; Goals and Strategies; and finally, Alternative Funding and Partnerships. The sections include: Education Administration, Disabilities Services, Hoocak Ee Cooni Learning Center, Head Start, School-Community Relations, Indigenous Arts and Sciences, and Higher Education.

Nącge Pijga naga Wąkaja Hųųjga

Nehomah R. Thundercloud, Executive Director
Ho-Chunk Nation Department of Education

I. Accomplishments

EDUCATION ADMINISTRATION

The Administration staff were responsible for many projects to provide the Nation with increased capacity to provide services, funding, and programming to Ho-Chunk students, parents, and communities.

- Enrollment Office requested reviews of 29 high school diplomas for adherence to the Per Capita Distribution Ordinance.
- Worked with the Black River Falls School District on its Culturally Relevant Curriculum and Teaching initiative; including continued professional development opportunities of Ho-Chunk history, kinship, and communities for first year teachers and school board members
- Participate in monthly Equity Meetings with three school districts: Nekoosa, Wisconsin Rapids, and Port Edwards

Wąąkšik Ho'j Pij Hirušjå Kij

This program is available through an award from the US Department of Education as a Demonstration Grant for Indian Children. The HCN Department of Education has given the program a Ho-Chunk name - Wąąkšik Ho'j Pij Hirušjå Kij - which translates to "Preparing Oneself for a Good Life."

Besides the Human Skills training, the college & career readiness planning, the program also contains financial fitness training, cultural tradition & language education, as well as opportunities to job-shadow for older students. The program is slated to run for five (5) years.




- LANGUAGE & CULTURAL PRESERVATION
- SOCIAL, EMOTIONAL & FINANCIAL FITNESS
- CAREER EXPLORATION & GUIDANCE
- PROSPER
- FLOURISH
- THRIVE

The SAFE Steps was founded in 2014 and has worked with thousands of high school students and their families to better prepare them for a future where Human Skills mastery is essential in a changing world.



Wą̀kšik Ho'j Pjį Hirušjį Kjį PREPARING ONESELF FOR A GOOD LIFE

An exciting new program for Ho-Chunk youth (K-12), parents, and guardians

-  Career exploration and guidance
-  Social, emotional, and financial fitness
-  Preserve and maintain the Ho-Chunk culture, language, and way of life



Kiik'ac PROSPER. FLOURISH. THRIVE.



 **Free Laptops!**
(supplies are limited)

Reserve a spot today to be eligible to receive a FREE computer, tablet, or like device for each student who signs up.

Scan to sign up!



Financial Fitness Group



OFFICE OF
Elementary & Secondary Education

Contact us to sign up or request more information about the career and college readiness preparation program.

Ryan John Crain, Sr.
Demonstration Grant Administrator, Education

715-284-4915 ext: 11142
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www.Ho-Chunk.link/GoodLife



COURSES OFFERED

1. Life Skills-164 students
2. Bringing Hoocak Home- 187 students
3. Traditions 101- 118students
4. Events- 86 students
5. Educational Technology and Supplies- 78 students
6. Career Exploration- 96 students
7. Guidance counselor- 188 students

Additional programming being added

1. Art Club
2. Book Club



www.hcngoodlife.com

EDUCATIONAL DISABILITIES

The Ho-Chunk Nation (HCN) Educational Disabilities Division has an outreach program to promote parental involvement, support family advocacy, and improve transition processes for HCN members with disabilities.

Parent Participation

Decreased caseload numbers reflect Covid impact seen similarly in public school trends. In response, the division partnered with several agencies to address equity and disengagement (see grants and equity partnerships). A family navigator dedicated to strengthening current parent participant relationships was hired and funded through these collaborations. Family events while currently on hold, are also funded through these collaborative partners, and are expected to resume this summer.

Academic Achievement

The division submit data requests to the Division of Public Instruction DPI and several districts serving HCN students to track Covid impact.

Goals and Strategies

The Ho-Chunk Nation (HCN) Educational Disabilities Division implements an outreach program to promote parental involvement, support family advocacy, and improve transition processes for HCN members with disabilities. Families seeking division support this year: 62 students and/or their families; this a decrease over last year due to COVID.

Programmatic goals remain the same: supporting families in the special education process, partnering with agencies to provide learning opportunities, and providing resources/guidance during the transition from school-based services to adulthood.

Demographics

63 total IEP cases: District 1 – 25
District 2 – 29
District 3 – 7
District 4 – 2

Open Cases per Month: 5-17

Mass Contacts: 80

BIE Tech Outreach: 30

Case Type:	Annual IEP support	Intensive IEP support for critical cases
	Higher Education	504 eligibility
	Transition referrals	HYF accommodations
	Consults (parents HCN programs)	IEP initial eligibility
	Disability Code	PREK12 & BIE TECH

HOCAK EE COONI WAZIPERES HOCIRA

Hoocak Ee Cooni Waziperes Hocira is an Early Childhood facility that teaches the Hoocak language to infants to 5 year old children. The facility closed on March 23, 2020 due to the Covid Pandemic, and it has been an abandon facility for the past two years.

A grant was written and funds were awarded to reopen Hoocak Ee Cooni. In March, the Administrator was recalled to begin the process of reopening and relicensing Hoocak Ee Cooni. Before the Early Childhood facility closed in March of 2020 there was issues with the water and septic. They will both will be fixed in the summer months before the facility reopens. The expected opening date is September 2022.

HEAD START

MISSION STATEMENT

The Ho-Chunk Nation Head Start Program embraces each family's individuality and nurtures each child to grow intellectually, physically, socially, emotionally, culturally, and spiritually.

ACCOMPLISHMENTS DURING THE 2021-2022 FISCAL YEAR TOWARD HEAD START GOALS AND OBJECTIVES

1. We have successfully completed the federal continuation grant for 2022/2023, and we have been awarded the funding. We continue implementation of the changes that have come as a part of the grant training received, and as such annually train Staff, Policy Council, and the Governing body on the ERSEA requirements, Head Start Finance and Program Governance.
2. We have successfully completed the Federal COLA/QI grant application and await the notice of award. The 22/23 State Grant is completed, and submitted, to the DPI.
3. Prior to the start of the 2021/2022 school year, the Twenty first Annual Family Orientation to the Head Start Program was offered to all of the new and returning families. This was done differently due to COVID based on parent comfort level (in person one family at a time, outside meetings socially distanced, virtual, etc.) Opportunities were offered for those who attended to understand; the Head Start Standards, what to expect during the year, become familiar with the policies and procedures of Head Start, receive the calendar for the year, understand the Policy Council and its' functions, and have an opportunity to meet the staff. Once again, despite COVID, it was a huge success with 100% of the families participating.
4. The Head Start Program provided training and technical assistance for the Policy Council, as to their role within Head Start Program. The Policy Council made up of Parents and Community Members; assisted in decision making for policy and procedure making, budgeting, grant writing, enrollment, hiring, program self-assessment, and general problem solving for the Program. Training and technical assistance was additionally offered to the Ho-Chunk Nation Legislature as the Governing Body.
5. It is our plan to continue to train as many for as little as we can for the upcoming year, as was the case this year. We offered several very relevant trainings: Teaching Strategies Gold, CPR and First Aide, Safety, Sanitation, Bus Monitor, Transportation, further review of State and Federal standards as changes occurred, WSPEI training on the referral process for children with special needs, math, science and literacy training, fiscal accountability, and the ins and outs of writing behavioral intervention plans. We additionally worked on teambuilding and the systems approach to the Head Start Program. We continue with implementation of the Practice Based Coaching model of professional development for our teachers, and will be establishing new goals for the kick off of the 2022/2023 school year, as guided by our outcomes. This was a bit more challenging to fully implement with the additional demands of the year and the pandemic.

6. Full implementation of the Head Start School Readiness goals to meet Federal and State standards continues to be accomplished.
7. We continue to implement the Social Emotional Foundations of Early Learning approach as we work with children experiencing significant behavioral challenges. We will be receiving additional training from the Office of Head Start during the 22/23 school year.
8. To date, in all of our service areas, we have been fortunate to have a group of volunteers come into the centers and read to the children one time per month. What is extra special about their visits is that each of the children is given a copy of the book along with a worksheet to involve the family in this literacy project. The children then receive nine (9) new books every year. This project will continue at least through next year. We look forward to another successful year with this project.
9. We continually enhance our Literacy Project by further planning and implementation of the Lending Libraries in each Center. These Libraries will be open for check out every Thursday, so the children will experience the “library” process. They will be stocked with age appropriate books, games and family literacy projects.
10. An emergency action plan continues to be updated and utilized in order to universalize the handling of all potential hazards to include intruders. An additional procedure was added to this document that provides the staff a procedure for addressing violence in the form of abusive language, threats, intimidation, harassment, etc.

We continue to spread the word of the vaccine availability and are providing factual information to those that are hesitant to get the vaccine.

In short, every precaution and recommendation will be taken seriously and followed to the letter to prevent the spread of COVID 19, and to ensure the safety of the children, families and staff.

Other items of interest that are in progress:

- All centers will be deep cleaned during the upcoming summer months, regularly disinfected and annual maintenance will be completed.
- The playground projects will be completed over the summer of 2022!!!
- All busses will be state inspected, cleaned and regularly disinfected.
- We are in “full on preparation” mode for the start of the new year...making sure we have screening and orientation materials prepared and organized, scheduling well child checks and dental examinations, making sure all required documents are properly filed, preparing for the 2-day pre-service training for staff, planning bus routing, and of course preparing our educational goals for the year, and making sure our classrooms are stocked with consumable supplies for the year!!!!!! (these are the tip of the iceberg, but key components to a successful school year)
- Of course this time of year marks “reporting time” for our funding sources, so we will be busy getting those completed and submitted.

- Our federal grant began on April 1, 2022, and of course we are already working on the Federal grant for the 2023/2024 school year, due in Washington D.C. by December 31, 2022.
- We will be applying for the CACFP grant, as soon as the notification of application arrives.
- The transition to Teaching Strategies Gold continues to be very beneficial in our work with children. We are in the process of customizing further staff training to best meet any gaps in knowledge that our teachers are currently experiencing.

SCHOOL-COMMUNITY RELATIONS

School – Community Relations provides liaison and advocacy services, support to families, schools, and communities, as well as programming and funding opportunities.

Pre K-12 Grant Program is serviced by one Grant Specialist, Tracee Hall. Tracee was permanently laid off on July 1, 2020, but returned to work full-time in September 2021. Due to funding constraints, the PreK-12 Grant Program reduced the number of available grants from 32 to 14, and max funding per student was \$2000.00. These included: award blankets, driver’s education fees, extracurricular activity equipment, extracurricular activity participation fees, high school graduation expenses, home schooling support, musical instrument rental/lease, public school fees, school supplies K-5, school supplies 6-12, tuition fees (preschool), tuition fees (private/parochial school), and tutoring fees. With funding remain in May, we opened up the PreK-12 Grant Program to cover an additional 15 grants (camps, out of state travel, musical instrument purchase, etc.) We went through our previously denied requests and provided assistance if possible.

School Community Relations Specialists are dedicated to outreach in the JOM areas. In addition to assisting Johnson O’Malley parent IECs, SCR staff work with local school districts, parents, communities, and participate in building positive working partnerships between them all. Due to the COVID-19 pandemic, all meetings and presentations were held via a virtual meeting platform. John Dick, SCR Specialist worked with nine of the 11 JOM IECs throughout the 2021-22 school year, and Bethany Redbird worked with two of the JOM IECs.

The Ho-Chunk Nation Education Department was awarded additional BIA grant funding to assist with the reimbursement of internet expenses for 2021-22. Funding was allocated for up to \$100.00 per month for internet reimbursement per household. This funding began in October 2021, and will run through September 30, 2022. All enrolled Ho-Chunk students and registered JOM students were eligible to apply for this program. There was funding remaining from the previous year (2020-21), so we continued to encourage parents/guardians to apply for internet assistance going back as far as September 2020.

Johnson O'Malley IECs (Indian Education Committees) continued to meet according to their by-laws to assist students in each of their areas. All of the JOM IEC's have concentrated their funding on reimbursements detailed in each annual JOM Expenditure List, as well as provided cultural activities, incentives and reimbursement support for the students in each area. Most IECs met virtually due to the COVID-19 pandemic to ensure all students were provided needed services, with a few beginning to meet in-person in late March 2022.

Events and Projects in IECs

Baraboo: Reimbursement requests; graduating seniors' gifts; incentives.

Black River Falls: November Flag Raising; Registration Event/Back to School Bash; mini pow wows at the BRF schools; graduating seniors' gifts.

Dane County: Registration Event; All City American Native/American Indian Graduation Event (virtual), End of the year picnic.

Pittsville/Nekoosa/Port Edwards: Registration Event; senior graduate gifts; incentives.

Osseo-Fairchild: Incentives

Stevens Point: Incentives

Tomah: Registration Event; fundraising events; Easter event; senior banquet.

WI Rapids: Working with Title VI; attendance incentives; end of the year bash.

Outreach by the SCR staff is constant. We have an SCR Specialist and SCR Director assisting 11 areas we serve. They are constantly working with the parents to strengthen IECs and community resources. At the request of parents, they have also made contact with school administrators in Black River Falls, Eau Claire, La Crosse, Madison, Nekoosa, Onalaska, Port Edwards, Tomah, Wausau, Wittenberg, Wisconsin Rapids, and Wisconsin Dells. Opportunities to maximize resources multiply when the JOM and Title VI programs work together for student achievement. SCR specialists, as well as the Director, have been involved in on-going monthly equity meetings with the school districts of Nekoosa, Port Edwards and Wisconsin Rapids. The SCR Director was invited to speak on behalf of the Division and its services and resources to the Black River Falls new teachers, as well as the new teachers in Wisconsin Rapids in early April. SCR provided professional development to the Waunakee School District, and connected with other districts we have not met with in the past to provide an overview of our programs and services. We will continue to reach out to districts in which we have Ho-Chunk students to create connections and relationships going forward to best serve the needs of our students and families.

Database The SCR Division has been collaborating with the IT Department since April 2020 to create a robust and comprehensive SCR database to meet the needs of our staff and our families.

Indigenous Arts & Sciences (IAS) is a collaborative partnership with UW-Madison that the Nation has been a part of since 2015. Currently, the Nation is receiving two grants for IAS that focuses on research projects and the annual educator and youth Institutes.

Research projects:

- Tribally-Driven Participatory Research project, funded through the Spencer Foundation, is nearing completion with project findings summarized and presented in a final report to the HCN Legislature in the near future.
- National Science Foundation research project: the Community Curriculum Writing Team Member Agreement is finalized and provided to members of the writing team to develop culturally relevant lesson plans that will be used in local school districts. Currently, four tribal members have committed to participate. The curriculum will be presented to the Educator Institute participants in August 2022.

Due to the Covid-19 pandemic, for the second year, the 2021 IAS Institutes were held virtually and in an Inter-tribal format along with Bad River, Red Cliff, and Lac du Flambeau bands of Lake Superior Chippewa. The virtual format allowed for greater participation of educators and youth from several geographical locations. The continuing education sessions during the 2021 – 2022 school year was presented in the Lifelong Learning Community format, six sessions focused on Indigenous stewardship projects such as food sovereignty, Ho-Chunk storytelling, and Indigenous fire stewardship, to name a few.

The IAS Institutes for 2022 will be held in person in Black River Falls, WI. Recruitment is on-going and program staff are looking forward to returning to outdoor classroom instruction through strengthened collaborative partnerships.

2022 IAS Institutes

- ***Goja Howaite Hi*** (Going on Continuously) recruitment is on-going with IAS program orientation with youth participants and their families scheduled for June 18, 2022 in the Black River Falls area. *Goja Howaite Hi* will be held July 11 – 15, 2022 and is in its 8th year of programming geared toward Ho-Chunk youth. The overarching goal of IAS is to encourage Ho-Chunk youth to actively pursue environmental science careers.
- **7th Annual IAS Educator Institute** (August 1 – 5, 2022); 25 teachers have signed up. The focus of this year's Institute is the development of culturally engaged lesson plans that the teachers will use in their classroom next school year. Accordingly, the format for Lifelong Learning Community continuing education sessions throughout the school year is being planned.

The 2022 fiscal year yielded many opportunities for the Education Department in general and the Higher Education Division in particular. I am pleased to report that we have continued to serve our students and were able to secure financial resources in order to continue providing scholarships to our students throughout the academic year thanks to external sources and NPD allocation from the Legislature.

Accomplishments

The biggest accomplishment for the Higher Education Division was the fact that we provided scholarships to over 155 enrolled Ho-Chunk members. Approximately 69% of our student population is age 18-34, whereas 31% of our student population is older than 35 years old. Students who are older than 25 are commonly referred to as “non-traditional-aged students”, but it is still interesting to note that our student population has remained on the younger side.

I must acknowledge and thank the Higher Education team of College Advisors and the Financial Aid Officer for all of their hard work, dedication, and flexibility during the pandemic. They have rolled with the punches and delivered a quality product in the face of much uncertainty. Without them, all of the successes of this past year would not have been possible!

II. Problems and Corrective Actions

HEAD START

CHALLENGES AND CORRECTIVE ACTIONS

1. Finding qualified staff is a continuing issue, as the requirements are stringent and the compensation is not competitive, as compared to School Districts.
2. Transportation continues to be an issue as Drivers, and substitutes are hard to find, and the current “lack of busses” situation. We are so appreciative that we are able to use busses leased from GSA by the Education Department, as this address the high cost of purchase, maintenance, and fuel and allows us to continue transportation services.
3. We continue to battle vandalism, however I am happy to report, that with the upgrades in security systems we are noticing a significant decline in the incidents thereof. Because we need to ensure that we are providing safe, fun and educational environments for all of the children, we continue to reach out to our neighborhoods for support in conquering this ongoing battle, and seem to be having success in this quest for neighborhood support.
4. The world of Head Start is always changing!! All change can be challenging, however, that is not to say that it isn’t worthwhile! With that, we have completed progress

toward compliance (by the established compliance dates) with the new Head Start Program Performance Standards ~ Final Rule.

There is current work toward the reauthorization of the Head Start Act, which will again bring about change, but we are up to the task!!

HIGHER EDUCATION

Problems and Corrective Actions

Due to COVID-19, we reduced the number of support programs that we have offered in the past, including the College Access Program, most of the Special Requests Program, and eliminated the Post-Secondary Student Loan program. **However, we will be reinstating those programs in FY 2023 in their entirety, including the Graduation Achievement Award.**

Student enrollment and persistence continues to be a challenge, but we have seen an increased interest in summer applications and fall 2022 applications, as well. We anticipate more students using the program in the coming year now that the pandemic seems to be better handled and students' lives are not as chaotic as they were in the height of the pandemic.

III. Goals and Strategies

HEAD START

Long Range Goals, Objectives, and Program Impacts

GOAL: The Ho-Chunk Head Start Program will steadily, over the five-year grant period, increase the level of parent involvement in their child's education, and educational opportunities and events for parent development, as measured by numbers in attendance at each opportunity, each event, and attendance at parent/teacher conferences, IEP meetings, and volunteer hours.

OBJECTIVE: To effectively tailor events and trainings based upon family goals, to schedule parent/teacher conferences based upon parent availability, enhance parent opportunities to be involved in goal setting for their children, and to increase opportunities for parents to volunteer with activities in the Head Start Centers.

PROGRAM IMPACT/ACTION PLAN:

1. Establish a Center specific spreadsheet of events, trainings, parent/teacher conference, and volunteer hours, in which parent attendance will be tracked, to establish whether attendance/participation is increased over the course of the five-year grant period.
2. Share the results bi-annually with all staff to determine the effectiveness of our efforts.
3. If results are not meeting our expectations of increasing parent involvement, evaluate the barriers that may be impeding parents' ability to be involved.
4. Revise the plans based upon the data and barriers.

GOAL: The Ho-Chunk Head Start Program will determine overall child health status, and assist families in establishing a medical and dental home.

OBJECTIVE: In collaboration with the parents and community medical and dental resources, the Ho-Chunk Head Start Program will assist the family in identifying and accessing a "MEDICAL AND DENTAL HOME" and work with the community partners to ensure that health needs are being met. Over the five years the Head Start program will work to ensure that 100% of the enrolled children have obtained the medical and dental examinations required.

PROGRAM IMPACT/ACTION PLAN:

1. Determine whether or not each child has an ongoing source of continuous, accessible health care. If a child does not have a source of ongoing health care, the Ho-Chunk Nation (HCN) Head Start will assist the parents in accessing a source of care.
2. Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes medical, dental and mental health, which will incorporate the latest immunization recommendations issued by the Centers of Disease Control and Prevention, as well as additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems:
 - a. For children who are not up-to-date on an age-appropriate schedule of well child care, the HCN Head Start will assist parents in making the necessary arrangements to bring the child up to date
 - b. For children who are up-to-date on an age-appropriate schedule of well childcare, the HCN Head Start will ensure that they continue to follow the recommended schedule of well childcare
 - c. The HCN Head Start will follow the procedures in place to track the provision of health care services
3. The HCN Head Start will obtain or arrange further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional for each child with an observable, known or suspected health or developmental problem.

GOAL: The Opioid crisis in our area is reaching epidemic proportions, and is affecting parents, children and extended family. In order to begin to address this epidemic the Ho-Chunk Head Start Program will establish a program for parents to educate them on the realities of drug use, and work with the Ho-Chunk Health Department to provide accurate educational material. The Ho-Chunk Head Start Program will additionally establish developmentally appropriate prevention learning objectives for children.

OBJECTIVE: To increase awareness of the dangers and health impacts of drug use, and make children and families aware of healthy alternatives to drug use.

PROGRAM IMPACT/ACTION PLAN:

1. Track the type of educational opportunities for parents by center.
2. Track the number of educational opportunities for parents by center.
3. Track the number and type of healthy alternatives provided for families by the Ho-Chunk Head Start Program.
4. Review with staff biannually at all Staff In-Service Training.

GOAL: During the course of the five year grant period, the Ho-Chunk Head Start program will not meet any of the seven conditions, as required by the Head Start Act.

OBJECTIVE: To maintain compliance with all standards to prevent re-compete status.

PROGRAM IMPACT/ACTION PLAN:

1. The Ho-Chunk Head Start Program will maintain the highest level of health and safety standards.
2. The Ho-Chunk Head Start Program will establish goals for improving the school readiness of all children.
3. The Ho-Chunk Head Start Program will maintain all state licensing requirements, with no jeopardy of forfeitures.
4. The Ho-Chunk Head Start Program will maintain the highest level of nutritional programming, to prevent audit findings from the CACFP reimbursement grant.
5. The Ho-Chunk Head Start Program will not have any deficiencies noted in any federal monitoring event.
6. The Ho-Chunk Head Start Program will show continuous progression toward excellence, as identified by the Classroom Assessment Scoring System.
7. The Ho-Chunk Head Start Program will have no scores on the Classroom Assessment Scoring System that place us in the lowest 10% of scores in the nation.

8. The Ho-Chunk Head Start Program will maintain full fiscal compliance as noted by annual internal audits, Federal audits, and CACFP audits, as to prevent suspension or debarment of any grant.

GOAL: Advocate with the Office of Head Start and Region XI, during the reauthorization of the Head Start Act process, to serve Native American children as Categorically Eligible.

OBJECTIVE: To implement change in the Head Start Act at the time of its' reauthorization, to include Native American Students as Categorically Eligible for the Head Start Program.

PROGRAM IMPACT/ACTION PLAN:

1. Establish a group of interested representatives.
2. Establish a meeting schedule.
3. As Head Start Staff are not allowed to lobby, the Head Start Director will facilitate and provide current information to assist the team in guiding the discussion regarding changes they would like to see.

Additionally, the following goals will continue to be implemented:

- The Head Start staff will continue use of a new assessment system, Teaching Strategies Gold, and we will continue to address any gaps in knowledge in the use thereof.
- Together with the Health Services Advisory Committee, we are seeking out an appropriate curriculum and training materials on the realities of drug use, and choosing healthy lifestyles, for our families.
- We will continue working very hard to get our fathers and other significant male role models involved as we have learned some significant statistics about the importance of their involvement in their child's education and later life success. Of course we will continue what we are doing, as we have awesome father involvement already. We also have awesome mother and significant female role model involvement, and are hoping that we are able to maintain and improve on that as well, in the upcoming year.
- Communication between staff continues to increase via continuous improvement in the quality of the in-service training's during the year. The content is based on the new, more detailed, monthly ongoing monitoring reports. Requiring attendance at these trainings, requiring accountability for the information shared, making staff a part of

problem solving, and making them a part of planning and decision making, has made this a stronger program. As such this strategy will continue in the upcoming year.

- We will continue to focus our professional development efforts on teacher effectiveness in the classroom.
- We will be working with environmental services to brainstorm further unmet safety needs of our children and families, and work to provide additional services.

HIGHER EDUCATION

Goals and Strategies for FY 2023

We will create a computer program for postsecondary students in FY 2023 using federal funds. We will also provide additional support for students with documented disabilities who are pursuing life skill programs at postsecondary institutions because those programs are more expensive than standard tuition.

IV. Alternative Funding Sources and Partnership

HEAD START

Federal Grant * Federal One-Time Funds (COVID Related) * State Grant
State One-Time Additional Funds Supplement * CACFP funding * Ride Safe Grant
Dental Prevention Grant * Eco Friendly Child Care Centers Grant
Department of Public Instruction (DPI) – Preschool Development Grant * DPI – 4K

PARTNERSHIPS

- All School Districts in each service area
- Area Birth to 3 Programs
- All County/Health and Human Services Agencies in each service area
- Ho-Chunk Nation Health Department
- Community Health Nurses and Community Health Representatives
- HCN Department of Environmental Health
- HCN Department of Labor
- Wisconsin Book Worms Literacy Project
- Dental Health Project
- Ho-Chunk Nation Nutritionist
- Ho-Chunk Nation Dietician
- Gundersen Eye Clinic

- 4K
- HCN Maintenance Department
- HCN Labor Department
- UW-Extension Programs
- Edgewood College Nurses
- My First Book
- CESA (Cooperative Educational Services Agency of Wisconsin)
- Dental Training Center

HIGHER EDUCATION

Alternative funding sources and partnerships

The Higher Education Division continues to receive grant funding from the Bureau of Indian Affairs that is designated to assist need-based students that attend four-year institutions. Our Financial Aid Administrator works with students' financial aid offices to ensure that students receive the maximum amount of financial aid.

We will create a computer program to use federal dollars to purchase laptops and related accessories for eligible Ho-Chunk college students beginning fall 2022.

FY 2023 Budget

We submitted a budget request to the Ho-Chunk Nation Legislature in the amount of \$1,745,203.00 including wages, current/reinstated programs, and scholarships. We did not have any significant questions during our hearing, and we are hopeful that the Legislature will approve all funds in their final bill.

Statement of Appreciation

Like last year, I feel that I must thank the Higher Education team of College Advisors and the Financial Aid Administrator for all of their hard work, dedication, and flexibility during the pandemic. They have consistently gone above and beyond for our students. They are indispensable!

Ho-Chunk Nation Disabilities Division

Program components derived from needs assessment and interviews of HCN Parents/
former students

CASE TYPES:

1. critical
2. annual
- 3) eligibility
- 4) consults



HEAD START DIVISION
Annual Report Statistical Information 2021-2022

CENTER LOCATIONS

Ahuco (Tomah) Center Neenk Chunk Gra (WI Dells) Center
Ho Chunk Gra (Mission) Center Wipamen Ker Da (Wittenberg) Center
Puzaki Pei Cinak (Sandpillow) Center Chahk Ha Chee (Nekoosa) Center

HEAD START STAFF

34 Full-Time Staff
8 Quarter-Time Staff

DATES OF OPERATION

August 30, 2021 thru June 2, 2022

PROGRAM CAPACITY

110 Federal
10 State
120 TOTAL

CHILDREN SERVED 2021/2022 SCHOOL YEAR: 108

No more than 120 children served at one time

57 Ho-Chunk Children
6 Eastern European Child
39 Caucasian Children
5 Hispanic Children
1 African American Children

SPECIAL NEEDS

12 students identified
10 Speech and Language
1 Significant Developmental Delay
1 Autism

ELIGIBILITY CRITERIA

60 Income Eligible Students Served
47 below 100% of the poverty line
5 SSI or TANF recipients
8 Foster Children
0 Homeless families
48 Over Income Students Served

SERVICE

149 Days of Instruction
100% participation in Parent Orientation and Child Screening Days
2 Home Visits per Family (Predominantly Virtual)
3 Parent/Teacher Conferences (Predominantly Virtual)
12 Policy Council Meetings
9 Local Parent Committee Meetings per Center (Predominantly Virtual meetings)
3 Health Services Advisory Committee Meeting (next meeting is October 1, 2021)
Governance Training Provided to Policy Council, and offered to Legislature, Legislative Liaison,
and Chief Compliance Officer Office of the President
ERSEA training provided to Staff, Policy Council, and Offered to Legislature, Legislative Liaison,
and Chief Compliance Officer Office of the President
Parent Training Requests
Literacy Events (Prior to March 31)
Field Trip experiences (Virtual tours, outdoor locations, to accommodate safety
recommendations during the Pandemic)
Festivals (completed in a multitude of ways to maintain social distancing, masking, etc.)
Many individual services on the request of families including but not limited to homelessness
services, job skills training, resume writing assistance, budgeting, tax preparation assistance and
budget friendly, healthy meal preparation

HEALTH INFORMATION

Of the 108

108 Students with Immunizations
96 are complete and up to date
12 are in progress to that end
43 Students with completed Dental Examinations (Low numbers reflects that Dental Care was
on an emergency basis only during the Pandemic)
11 of these Students required follow up care/all receiving or completed
108 Families granted permission for Dental Preventive Care
Unfortunately, due to the COVID Pandemic the fluoride treatments and initial dental screenings
were not available this year.
59 Students with completed Physical Examinations (Lower numbers are a result of the COVID
Pandemic and limited availability of well-child appointments)

OBJECTIVES FOR DEVELOPMENT AND LEARNING

SOCIAL-EMOTIONAL

1. Regulates own emotions and behaviors
 - a. *Manages feelings*
 - b. *Follows limits and expectations*
 - c. *Takes care of own needs appropriately*
2. Establishes and sustains positive relationships
 - a. *Forms relationships with adults*
 - b. *Responds to emotional cues*
 - c. *Interacts with peers*
 - d. *Makes friends*
3. Participates cooperatively and constructively in group situations
 - a. *Balances needs and rights of self and others*
 - b. *Solves social problems*

PHYSICAL

1. Demonstrates traveling skills
2. Demonstrates balancing skills
3. Demonstrates gross-motor manipulative skills
4. Demonstrates fine-motor strength and coordination
 - a. *Uses fingers and hands*
 - b. *Uses writing and drawing tools*

LANGUAGE

1. Listens to and understands the increasingly complex language
 - a. *Comprehends language*
 - b. *Follows directions*
2. Uses language to express thoughts and needs
 - a. *Uses an expanding expressive vocabulary*
 - b. *Speaks clearly*
 - c. *Uses conventional grammar*
 - d. *Tells about another time or place*
3. Uses appropriate conversational and other communication skills
 - a. *Engages in conversations*
 - b. *Uses social rules of language*

COGNITIVE

1. Demonstrates positive approach to learning
 - a. *Attends and engages*
 - b. *Persists*
 - c. *Solves problems*
 - d. *Shows curiosity and motivation*
 - e. *Shows flexibility and inventiveness in thinking*

2. Remembers and connects experiences
 - a. *Recognizes and recalls*
 - b. *Makes connections*
3. Uses classification skills
4. Uses symbols and images to represent something not present
 - a. *Thinks symbolically*
 - b. *Engages in sociodramatic play*

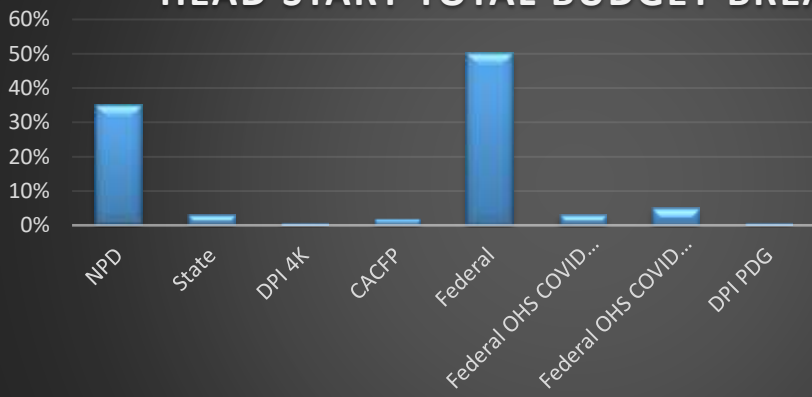
LITERACY

1. Demonstrates phonological awareness
 - a. *Notices and discriminates rhyme*
 - b. *Notices and discriminates alliteration*
 - c. *Notices and discriminates smaller and smaller units of sound*
2. Demonstrates knowledge of the alphabet
 - a. *Identifies and names letters*
 - b. *Uses letter-sound knowledge*
3. Demonstrates knowledge of print and its uses
 - a. *Uses and appreciates books*
 - b. *Uses print concepts*
4. Comprehends and responds to books and other texts
 - a. *Interacts during read-alouds and book conversations*
 - b. *Uses emergent reading skills*
 - c. *Retells stories*
5. Demonstrates emergent writing skills
 - a. *Writes name*
 - b. *Writes to convey meaning*

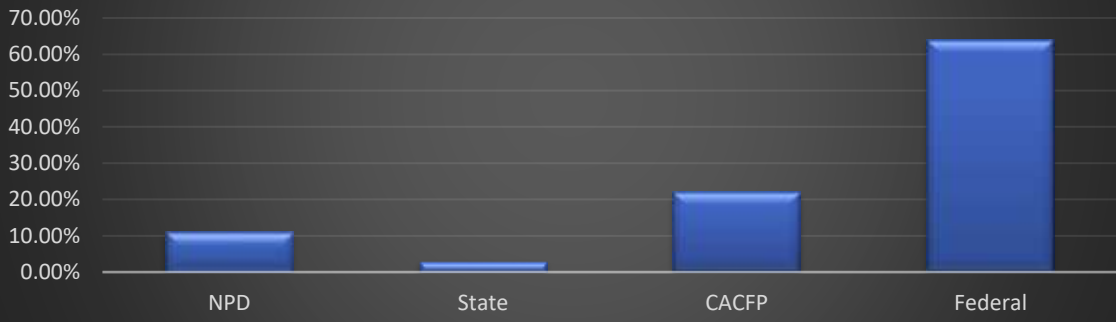
MATHEMATICS

1. Uses number concepts and operations
 - a. *Counts*
 - b. *Quantifies*
 - c. *Connects numerals with their quantities*
2. Explores and describes spatial relationships and shapes
 - a. *Understands spatial relationships*
 - b. *Understands shapes*
 - c. *Compares and measures*
 - d. *Demonstrates knowledge of patterns*

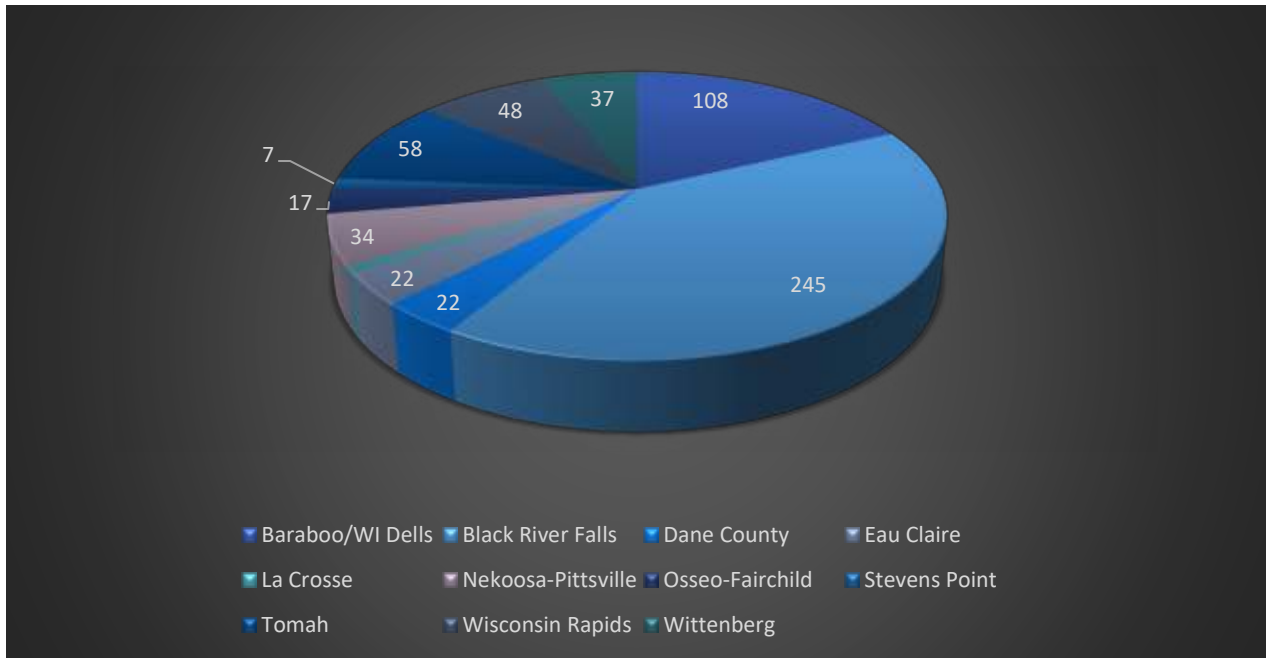
HEAD START TOTAL BUDGET BREAKDOWN



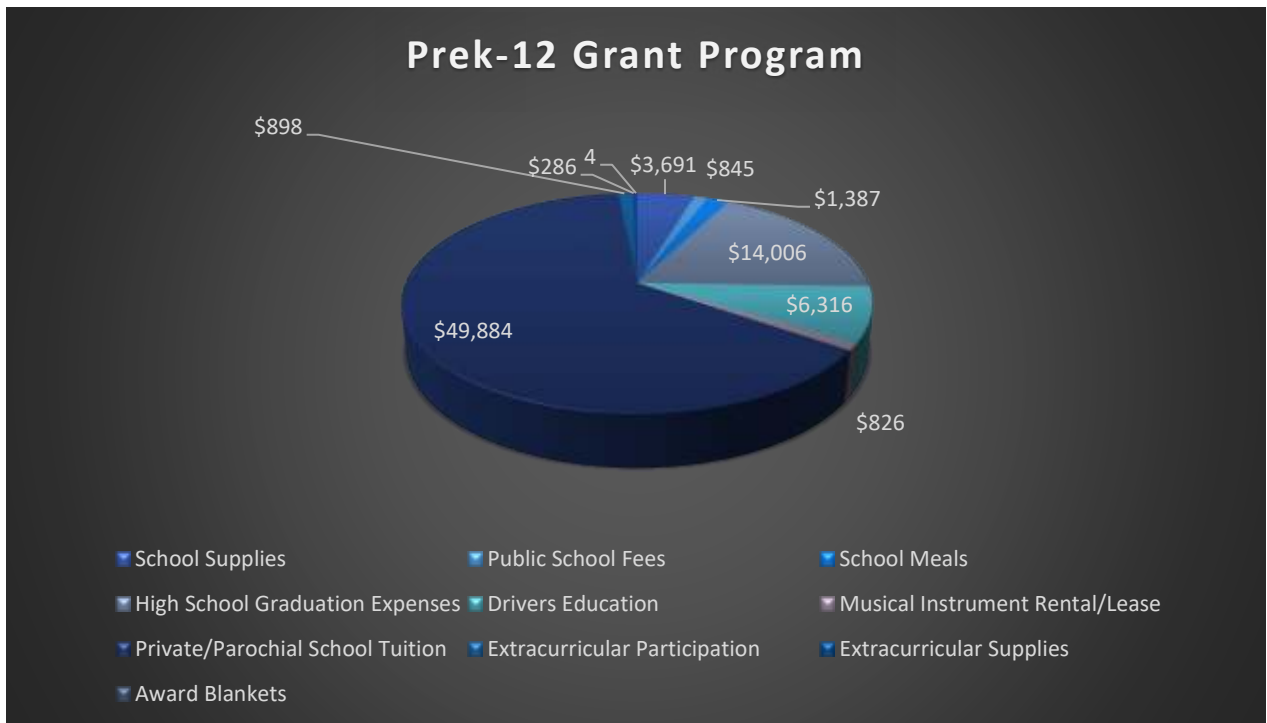
HEAD START BUDGET BREAKDOWN MINUS PAYROLL/FRINGE



Johnson O'Malley Registered Students:



PreK-12 Grants Utilized:



Statistical Data

The following is a brief overview of relevant statistics from our student population for FY 2021.

1. Degree Type
 - a. Certificate/Diploma/Associate's Degree: 56 (33%)
 - b. Bachelor's Degree: 83 (48%)
 - c. Master's Degree: 24 (14%)
 - d. J.D./Doctorate: 9 (5%)
2. Gender
 - a. Male: 54 (31%)
 - b. Female: 118 (69%)
3. Age
 - a. 18-24: 68 (40%)
 - b. 25-34: 57 (33%)
 - c. 35-50: 36 (21%)
 - d. 51+: 11 (6%)
4. School Type
 - a. Public: 140 (81%)
 - b. Private: 27 (16%)
 - c. Tribal: 5 (3%)
5. Residence
 - a. Wisconsin: 116 (67%)
 - b. Minnesota: 12 (7%)
 - c. Other: 44 (26%)