

Oglala Lakota College



Wounspe Oaye Tokahe – First Level of Education Program

PO Box 490 Piya Wiconi Rd Kyle, SD 57752

2016 – 2017

Annual Self – Assessment

Thomas Shortbull, President

Janice Richards, Director

Oglala Lakota College – Wounspe Oaye Tokahe – First Level of Education

Self-Assessment Report

Introduction:

Program Description:

Oglala Lakota College a tribal college on the Pine Ridge Reservation in Southwestern South Dakota. The college applied for and successfully received the grantee responsibilities of the operation of the Pine Ridge Indian Reservation Head Start and Early Head Start Program in August of 2005.

The service and recruitment areas are identical with the boundaries of the Pine Ridge Reservation, which encompasses about 3,468 sq. miles located on three counties including all of Oglala Lakota County, Bennett County, and part of Jackson County. Centers are located in Martin, Allen, Wanblee, Kyle, Porcupine, Wounded Knee, Manderson, Batesland, Oglala, and Pine Ridge.

Wounspe Oaye Tokahe serves 100 infants, toddlers and expectant mothers at five of our Early Head Start centers and 491 children from 3-5 through the center-based option in all ten communities.

In the spring of 2016, we began a process of rebranding our program to embrace our Lakota Cultural teachings and language. A community elder submitted our new Lakota name which translate to "First Level of Education" as in the Lakota World View teachings are imperative at this very crucial age to set a strong foundation physically, mentally, emotionally, and spiritually.

Last year the team were developed within our Administration managers and coordinator, they in turn recruited college faculty, staff, policy council members, and parents to serve on their committees. We followed the same process this year again, which allowed a greater understanding of what is required by Head Start within all facets of the program. Based on challenges, on-going monitoring, and reviewing summaries of data weekly, monthly and quarterly we prioritized attendance, enrollment, CLASS, and School Readiness for our Self-Assessment and focusing on these four areas.

We developed a systemic approach to analyzing data and have become more and more efficient at making data driven decisions for our program. We also developed five committees as part of shared governance and on-going monitoring. We truly believe on-going monitoring is not only the administrators responsibly but as a program as a whole. These five committees are; Teacher support, data, Lakota Language & Culture, Health & Safety, and Activities & Wellness.



Class/School Readiness

2016-2017

Self-Assessment: Team Report

April 11, 2017

Status Code Legend

● Strengths

● Weakness

● Needs Improvement

Staff Training

- Improved from 7 hours of CLASS/School Readiness related training in 2014-2015 to 20 hours of CLASS/School Readiness training in 2016-2017
- Of 38 staff surveyed, 44% defined CLASS appropriately, 50% said they have received training in CLASS, and 55% of staff believe their job influences CLASS scores.
- Of 38 staff surveyed, 76% defined School Readiness appropriately, 60% recall training related to School Readiness, and 65% believe their job influences School Readiness.
- High Staff turnover influences both School Readiness and CLASS scores.

Teacher/Teacher assistant hires

2014	10
2015	17
2016	14

Classroom Observations

- Positive classroom climate, students were continuously engaged in activities, language and culture were evident throughout observations, students were engaged in helping teachers with many activities, and positive attitudes toward learning were observed
- Classrooms were organized, routines were evident, teachers were responsive to student need
- More meaningful conversation, more open-ended questions to foster critical thinking and problem solving, and more teacher interaction during free play and outdoor learning times are needed

School Readiness Plan

- Addresses School Readiness across the curriculum, student portfolios support assessment results and document family/teacher interaction
- Curriculum and assessments are in place, and utilized consistently, curriculum aligns to state standards and allows for parents/guardians to engage in their child's education
- Assessment Data observed shows student growth in all areas over all areas of School Readiness.
- Data entered into Promis is not being entered accurately and reports related to student growth are not easily generated
- Teachers and Managers reported needs in the following areas: more access to IEP results, aggregated data from assessments, and more time to plan for individualized instruction to improve student outcomes.

- School Readiness Plan does not address assessment, monitoring or revision of goals to meet changing student need.

CLASS Scores

- CLASS scores from in-program assessment are improving training related to improving classroom interactions, setup, and curriculum implementation. all of which relate to CLASS, is repeated consistently over the three year period assessed
- Class Scores from in-program reporting are higher than scores from the CLASS observation done by OHS. Teachers and Managers interviewed reported that OHS observers did not complete the recommended 4 cycles of 20-minute observations for each classroom observed.
- CLASS Observations failed to be conducted over all reporting periods because of a lack of CLASS reliable observers.

Improvements from past Self-assessment:

- Classroom observation showed improvement in transitions, students flow smoothly from one activity to the next.
- Teachers were observed using music as an educational tool
- Sand-and-Water play were not observed during the majority of Classroom observations conducted for the purpose of this self-assessment.

Assessment Team Members

The following people were involved in the gathering and assessment of data for the purposes of Self Assessment in CLASS School Readiness

Jennifer Her Many Horses, Nutrition
Manager, Wounspe Oaye Tokahe

Dorraine Benson, Associate Professor,
Oglala Lakota College

Danette Martinez, Family Service
Coordinator, Wounspe Oaye Tokahe

Thedna Zimiga, Department Chair – Foundational Studies
Oglala Lakota College

Dakota High Hawk, Family Service
Worker, Wounspe Oaye Tokahe

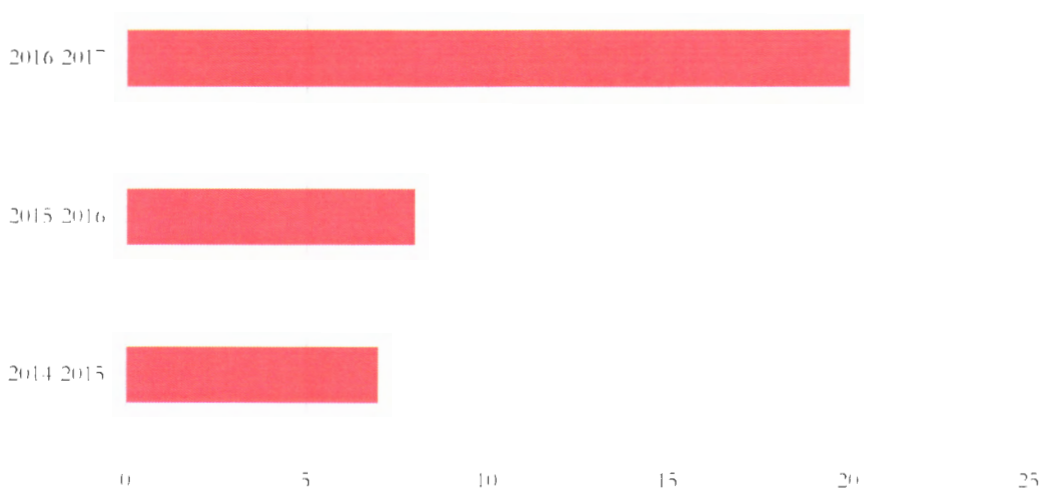
Lorelei Janis, Monitoring Assistant
Wounspe Oaye Tokahe

Daverine Elk, Data Manager
Wounspe Oaye Tokahe

Summary of CLASS/School Readiness

Staff Training is one of the strengths of Wounspe Oaye Tokahe; throughout staff hiring and continued employment in the program, varied and valuable trainings are offered in the areas of CLASS and School Readiness. All staff receives training, and continued education is a tool Wounspe Oaye Tokahe has implemented to provide the best service possible to enrolled children

Training Hours



There are many strengths in the area of staff training, including an increase in staff training hours in the areas of CLASS and School Readiness, staff turnover continues to be a barrier to increased CLASS Scores and improved School Readiness. Promis, the data entry program used by Wounspe Oaye Tokahe, could be a very useful tool in terms of reviewing and assessing program effectiveness, but currently needs modified to better fit our program needs. Staff needs continued training as new employees are hired and the Promis program is adapted to meet program needs.

Teacher and Assistant Hires 2014-2017



The team found, as we reviewed the Self-Assessment Plan Goals, that there are no expected outcomes or assessment tools outlined in the plan. Data is being gathered and assessed, but not connected back to the School Readiness Goals to adapt goals to meet the changing needs of students. Each year during the last three years, students showed marked improvement program-wide in the areas listed in the School Readiness Goals, as evidenced in the annual reports from 2014-2016. Again, the Promis program and staff training must be adapted and improved to be able to provide measurable data to relate to and adapt School Readiness Goals.

Classroom observations conducted as part of the Self-Assessment process showed that classrooms within Wounspe Oaye Tokahe are well organized, follow routines, and offer transitions. Teachers meet student needs, provide a positive learning environment, and engage students in classroom activities as helpers. These observations are in line with increased Class scores seen in our program in the 2014-2015 school year. Teachers and Managers both made remarks about the way that OHS reviewers conducted CLASS observations. Observers in some instances only visited a classroom once, which does not align with the CLASS model outlined in the Classroom Assessment Scoring System Manual.

Class Scores 2014-2016



Teaching and using the Creative Curriculum and supplemental materials with fidelity is key. Monitoring CLASS with the three domain and all the dimensions will show exactly where our children began and ended at the end of the school year.

Program has implemented a process to begin Practice Based Coaching and developed a plan with teachers that is culturally relevant which embraces the teaching of the Medicine Wheel.

Self-Assessment: Team Report

April 11, 2017

Status Code Legend

- Strengths
- Weakness
- Needs Improvement

Attendance

- Stakeholders receive reports on attendance on a regular basis.
- Policies and Procedures ensure monitoring of attendance. In some instances, procedures are not being carried out effectively
- Attendance data is not accurate.
- Attendance is consistently below the 85% attendance required. Wounspe Oaye Tokahe averages 69.5% attendance this school year.

Enrollment

- The program has reduced the size of the initial program application to enroll children faster
- The program continues to actively recruit children through the following channels:
Weekly Radio Show, Facebook page, Health Fairs, Job fairs, community recruitment booths, door-to-door child find, newspaper ads, and recruitment fliers.
- Child-Find data consistently shows there are families and children in the community that are not being served by any early childhood program
- The website for Wounspe Oaye Tokahe is not updated and utilized to its full advantage as a recruitment and enrollment tool.
- Under enrollment has been and continues to be a problem.

Data Entry and Monitoring

- Staff and Administrators use the Promis program as a means to communicate attendance and enrollment information
- Data used to calculate attendance percentages reflects both excused and unexcused absences
- Staff responsible for entering attendance are not entering data for all children every day.
28 of 30 teachers have not entered attendance for 5 or more of the students in their classroom for 10 or more days.
This school year there are 349 students missing between 1 to 72 days of attendance data; 23 students were enrolled in our program but did not attend any days of school.
- Staff struggle entering attendance data when students are not entered in Promis. Timeliness of Student Enrollment data in Promis must improve.

Assessment Team Members

The following people were involved in the gathering and assessment of data for the purposes of Self-Assessment in CLASS/School Readiness

Ted Hamilton, Instructor,
Oglala Lakota College

Dallas Nelson, Site Supervisor
Wounspe Oaye Tokahe

Angela Ware, Health/Mental Health
Coordinator, Wounspe Oaye Tokahe

Kim Big Crow, Policy Council
Wounspe Oaye Tokahe

Cindy Fisher, Assistant Director,
Wounspe Oaye Tokahe

Summary of Attendance and Enrollment

Areas where the program is working well

In the 2016/17 School year, the program reduced the number of pages that a parent has to complete to enroll a child. The parent completes the initial 4-page application with two supporting documents, immunizations and proof of income, then the child may start school. Overall, this allows the student to start quicker than in the past.

The program monitors both enrollment by center and average daily attendance. Each center reports enrollment on a monthly basis and daily attendance is inputted into the PROMIS Database. The Central Office uses the PROMIS Database to share the information to stakeholders. This allows consistent monitoring of enrollment and attendance across the system.

The following table provides an example of the information through the PROMIS system:

Wounspe Oaye Tokahe Head Start/Early Head Start Program								
School Year 2016-2017								
Location:	Max Enrollment:	HS Classroom Enrollment						
		August	September	October	November	December	January	February
Allen HS	17	12	14	15	14	14	14	14
Kyle HS I	20	19	18	19	17	17	19	20
Kyle HS II	20	20	20	17	19	19	19	19
Manderson HS I	20	5	8	11	14	14	16	17
Manderson HS II	20	11	13	13	14	14	16	12
Martin HS I	20	10	13	14	14	14	16	15
Martin HS II	20	10	16	19	19	19	20	17
Oglala HS I	20	10	10	14	14	14	16	15
Oglala HS II	20	15	18	18	19	19	18	20
Pine Ridge HS I	20	9	10	10	10	9	7	7
Pine Ridge HS II	20	8	15	18	17	17	16	15
Pine Ridge HS III	20	8	10	10	10	10	12	12
Pine Ridge HS IV	20	13	16	17	16	16	16	16
Pine Ridge HS V	20	8	13	16	13	13	12	12
Pine Ridge HS VI	20	8	12	16	16	16	14	14
Pine Ridge HS VII	20	16	17	19	19	19	20	19
Pine Ridge HS VIII	20	16	19	20	20	20	19	17
Pine Ridge HS IX	20	16	18	18	18	18	18	16
Porcupine HS I	20	12	12	18	20	20	19	18
Porcupine HS II	20	16	16	16	15	15	16	17
Wakpamni HS	17	5	6	6	4	4	4	4
Wanblee HS I	20	18	19	19	17	17	16	14
Wanblee HS II	20	15	19	19	19	19	15	14
Wounded Knee HS I	17	7	10	9	10	10	12	9
Wounded Knee HS II	20	12	13	13	13	13	14	14
HS Total	491	299	355	384	381	380	384	367

The data above indicates that for some centers, student enrollment is at or near maximum, while at other centers there is a need for additional recruitment. The program has made many efforts to bring the enrollment up. In a like manner, stakeholders receive average daily attendance information. The table below indicates average daily attendance information by center.

2016-2017 School Year								
HS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Allen	91.04	70.99	67.33	71.90	42.31	56.30	64.29	62.08
Kyle I	68.42	79.82	85.06	81.40	60.94	73.37	71.17	79.63
Kyle II	93.07	76.99	81.77	72.57	61.54	70.90	69.50	75.31
Martin I	71.15	84.00	97.17	75.00	60.44	51.53	63.06	68.65
Martin II	80.00	86.08	83.44	78.66	56.09	58.15	77.87	64.71
Oglala I	72.22	79.37	80.35	78.71	38.74	52.41	57.66	66.09
Oglala II	77.78	81.53	78.57	81.17	64.71	64.33	66.67	65.9
Pine Ridge I	69.44	66.67	70.43	77.68	51.28	48.54	47.62	55.19
Pine Ridge II	91.49	79.32	72.45	64.91	59.11	51.98	71.16	72.59
Pine Ridge III	88.64	82.51	74.43	85.00	58.46	67.51	62.05	57.41
Pine Ridge IV	81.16	63.38	76.57	72.38	45.19	57.65	64.19	74.53
Pine Ridge V	92.50	77.31	71.63	67.58	40.24	55.88	59.91	68.38
Pine Ridge VI	84.44	87.36	68.95	62.50	40.00	60.43	57.78	72.41
Pine Ridge VII	63.37	74.71	84.65	79.70	51.01	66.67	70.79	73.23
Pine Ridge VIII	86.90	75.45	79.76	77.50	57.19	67.47	66.67	65.46
Pine Ridge IX	86.02	83.38	77.09	66.27	49.30	53.53	61.67	63.19
Porcupine I	98.31	82.14	67.05	74.02	52.34	62.30	71.85	71.19
Porcupine II	66.67	78.98	78.69	78.10	51.28	66.79	71.49	72.03
Wakpamni	76.19	65.45	88.99	78.46	78.85	64.71	56.67	65.22
Wanblee I	54.22	58.69	57.45	84.68	47.12	69.57	74.87	68.32
Wanblee II	48.91	58.49	61.11	67.44	53.60	68.91	73.33	64.11
WK-Manderson I	73.68	80.40	86.18	84.51	60.56	55.67	58.37	62.21
WK-Manderson II	83.93	82.10	86.25	88.20	59.34	68.33	62.43	74.81
WK-Wounded Knee I	87.50	66.67	64.13	57.86	40.17	66.87	60.74	71.12
WK-Wounded Knee II	63.16	85.71	85.83	85.71	57.05	77.00	65.71	79.93
AVG. ADA	78.01	76.30	77.01	75.68	53.47	62.27	65.10	68.55
EHS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Kyle	88.30	59.04	61.69	68.31	63.45	73.54	69.23	72.13
Manderson	76.47	90.15	91.71	72.77	54.19	67.07	57.92	73.15
Oglala	78.80	78.09	86.00	81.82	74.24	70.65	75.13	73.79
Pine Ridge	89.76	94.29	84.21	87.14	68.95	70.98	80.42	74.04
Porcupine	79.35	78.26	73.31	77.32	63.32	77.94	79.17	76.9
AVG. ADA	82.54	79.97	79.38	77.47	64.83	72.04	72.37	74.00

Areas where the program needs improvement

As seen in the tables above, there are two areas of need for program improvement: enrollment and attendance.

The Wounspe Oaye Tokahe program has significant attendance issues. We are currently averaging at 69.5% ADA, a full 15 percentage points below our goal of 85% attendance. We are addressing this in a three-step process. After the child misses two days, the faculty member attempts to contact the family to make sure the child gets to the center. If a child does not attend after 3 days, the Family Service Worker (FSW) call/contact the parents to find out where the child is. The FSW's work with the parents on strategies to get students into the center. If a child misses four days, a home visit is scheduled by the FSW. This process has been adopted, and the administration has been monitoring it. It was discovered that some Family Service Workers were not notified of the number of days a child has missed to follow this process. There have been instances where children missed more than five days before the FSW was instructed to contact the parent. A recommendation is made to have the Family Service Worker monitor

attendance of the center on a daily basis, by simply logging in the database and ensuring all attendance is entered and sees if any child needs to be contacted by the teacher or the FSW. This will ensure the policy is being followed and no child will be absent for long periods.

An attendance data collection issue, which needs to be clarified, is if excused absences are identified as an absences or present in the PROMIS software. The data seems to indicate that all absences are counted, so the rates reflect both excused and unexcused absences. Given the high number of family related incidents in our communities (wakes, funerals, ceremonies, etc) children may or may not be in attendance for a variety of reasons outside of the control of the Center staff. Input of data into Promis needs to be improved in both timeliness and accuracy.

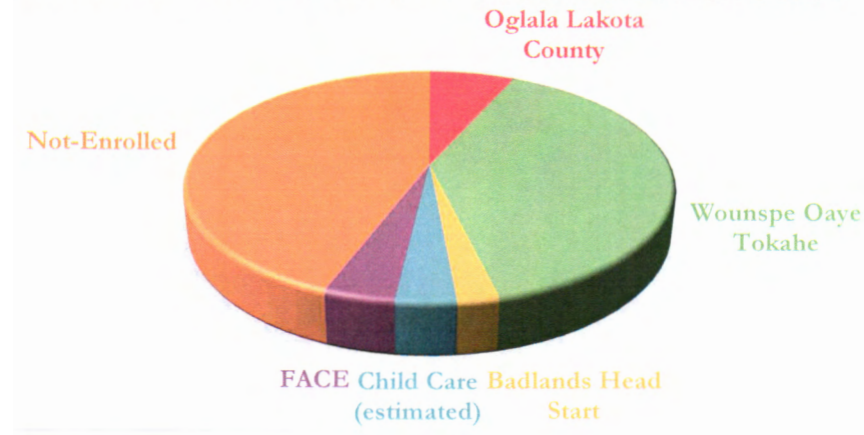
Other data collection issues are: 28 out of 30 teachers are not entering attendance for all children every day. 349 children had one to 72 days of attendance not entered into PROMIS this year. Last year 80 children had 1 to 14 days of attendance not entered into PROMIS. On the same note, teacher s are not entering reasons for child absences. 49% of absences from August 2016 to December 2016 are entered with no reason. During the 2015/16 school year 19% of the child absences had no reason entered. Finally, 23 children were enrolled in our program during 2016, never attended one day of school totaling 600 absences as compared to last year where 1 child had 0% attendance and was enrolled for 10 days. Again, the timeliness and accuracy of entering attendance in the system is greatly needed.

The enrollment form used in the past was 32 pages long. Families now have to complete the first four pages with two supporting documents, the immunizations and proof of income. The FSW completes the other pages with the families once students are accepted into the program. In some centers, families were often still asked to fill out all 32 pages. A survey was given in three different communities and it showed that the participants did not have any problems with the application process. Another survey with three FSW's showed that the time it took the Enrollment Manager to data enter the 32 pages for each child took a significant amount of time. Some children were not data entered until months after actual enrollment.

The recommendations for the enrollment process is to have the Enrollment Manager only data enter the 4 page applications with the 2 supporting documents, then the student will be placed in class or on the waiting list. Then the FSW's would be required to enter the remaining "service" documents into PROMIS.

Enrollment is continuously an issue with our program. In the IHS survey for child file for December 2015, there were 1871 children 0-5 living on the Pine Ridge Reservation. In December 2016 the number was 1447. Badlands Head Start accounts for 35 slots, Oglala County School accounts for 100 slots, Face program accounts for 60, OST child care, cares for 0-18 year olds: ?? , OLC HS/ EHS accounts for 591. There is still a deficit of A LOT of children. Many children on the Pine Ridge Reservation are not being serviced.

WHERE CHILDREN 0-5 ARE ENROLLED



Some of the active recruitment activities being done include: weekly radio show, Facebook page, health fairs, job fairs, community recruitment booths, door-to-door child find, newspaper ads and recruitment fliers in each community. During our reservation wide child find, it was discovered that a majority of our families are young and have a tendency to sleep through the morning. An instructor from OLC had input from previous surveys that learned behaviors from their earlier years could be carried out later in life. If they slept in during formative years, the tendency to sleep in continues. This study was done on the Little Wound and Pine Ridge High School students, where they had an ADA of 70% attendance, which is what Wounspe Oaye Tokahe currently is at.

Recommendations

- Attendance Improvements
 - Develop a service program for families: Improve child attendance but give the parent a reason to get up in the morning. Help the families set goals and help them achieve them. Use the Family Partnership Agreement as a guide to provide better services to our families.
 - Ex. GED, Parenting, Culture, Adult Education, Tribal Enrollment, WIC, Child-Development, Family Workshops,
 - Research correlation between child average daily attendance and parent's level of education
- **Education levels for EHS/HS parents are as follows;**
 - 111 parents have less than a high school education
 - 146 completed a high school education
 - 167 completed an associate's degree
 - 46 completed a bachelor's or advanced degree
- Work with College GED tutors to set up classes at Head Start centers to assist those parents who have less than a HS/GED.
 - Wake up call: utilize School Reach a half hour before morning bus run.
 - Call parents: when a student does not get on the bus. Possible second bus run.
 - Update current attendance procedures for Teachers and FSW's
- Recruitment (for under enrollment)
 - Website – HUB for all recruitment efforts

- Social Media, Blog, Videos,
- Grandma's and Head Start: Getting our elders involved in our newly rebranded cultural program. When elder's promote a program, the community follows.
 - Unci na Gaga (Grandma and Grandpa)
 - Unci Okalakiciye (Grandma Warrior Society)
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The Pine Ridge Head Start/Early Head Start center is the largest center within the entire Wounspe Oaye Tokahe Program. Being the largest center comes with having the largest enrollment, which is 196 children. Pine Ridge Head Start suffers from low-enrollment and a low average-daily-attendance. Part of the Self Assessment was to recognize the issue but then come-up with recommendations that can serve as remedies to the issue. Below are the recommendations:

- Provide a wrap-around service to the families within the program. This means continuing to provide direct services to the children but also providing much needed services to the parents. For example:
 - GED Program - Partnering with the local college center to assist parents in acquiring their GED
 - Assistance in getting important documents which include: Tribal Enrollment, Social Security Card, Birth Certificate, Driver's License and etc.
 - Other recommendation ideas include: Culture/Language classes, Parent classes and Computer classes

Another aspect that can assist in enrollment is our recruitment efforts. Recruitment plays a crucial role in familiarizing the community with what services Wounspe Oaye Tokahe has to offer. In addition, recruitment is a strategic way to inform and recruit - future employees, future children and future volunteers. Below are the recommendations to improve our recruitment efforts.

- Provide direct recruitment effort to the Grandmothers who are the backbone of our nation.
 - Unci Okolakiciyapi - Grandmothers Society - This recommendation is to provide direct information and recruitment material to our grandmothers in our communities.
 - Traditionally, our Lakota societies were a matriarchal society meaning our mothers and grandmothers were the integral part of each community and band.
- Update and professionalize our current website. This recommendation focuses on making the current website the hub of communication between the community and Wounspe Oaye Tokahe. This means tying in our social media efforts, school-messenger, program updates, and other information into our website to centralize and streamline everything to our parents and community members.