



Oahe Child Development Center, Inc. Annual Report

September 1, 2017- August 31, 2018

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Vision Statement

Oahe Child Development Center recognizes and celebrates the family through its direct and consistent involvement with parent and child. We strongly believe parents are the primary educators of their child(ren) and staff support the belief that we are all learning together. The program focuses on developing self-esteem for the family, including physical, social, emotional, and intellectual development for both children and parents.

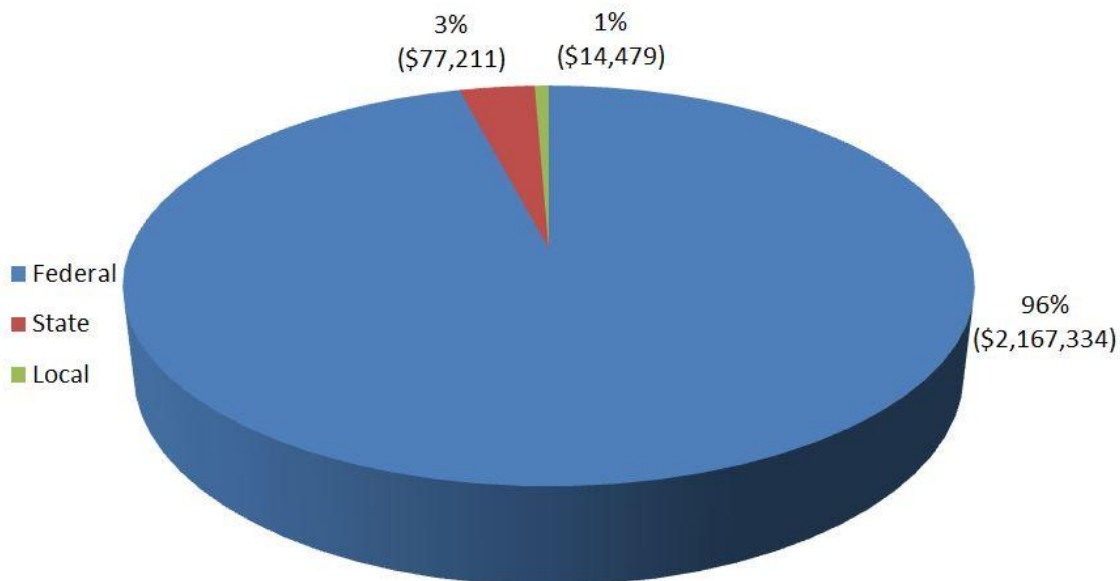
Mission Statement

Leading Children and Families into the Future

Oahe Child Development Center, Inc.

During the 2017-18 program year, Oahe Child Development Center (OCDC) served 154 Head Start children from 147 families and 57 Early Head Start pregnant mothers, infants, and toddlers from 54 families. The monthly average enrollment was 100% of funded enrollment. Head Start centers were located in Hughes and Jones County. Head Start home based services were provided in Hyde, Hughes, Stanley and Sully Counties. Early Head Start home based services were provided in Hughes, Hyde, Jones, Stanley, and Sully County. OCDC served approximately 80% of the eligible population.

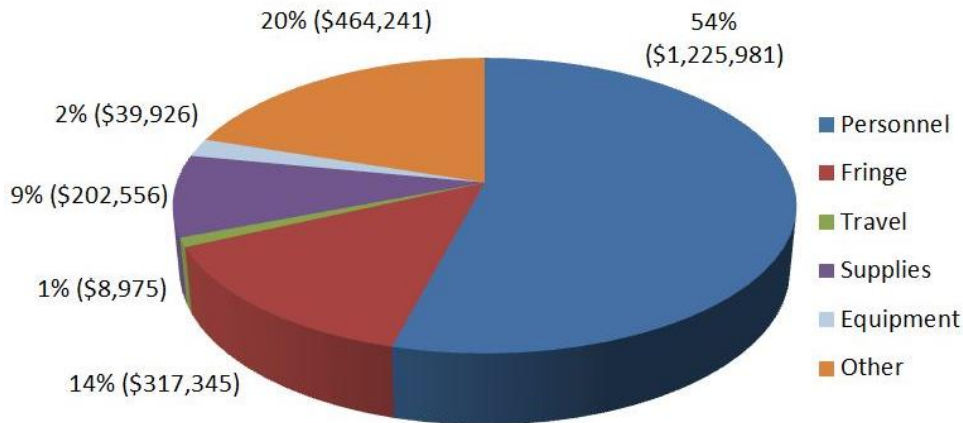
2017-2018 Funding: \$2,259,024



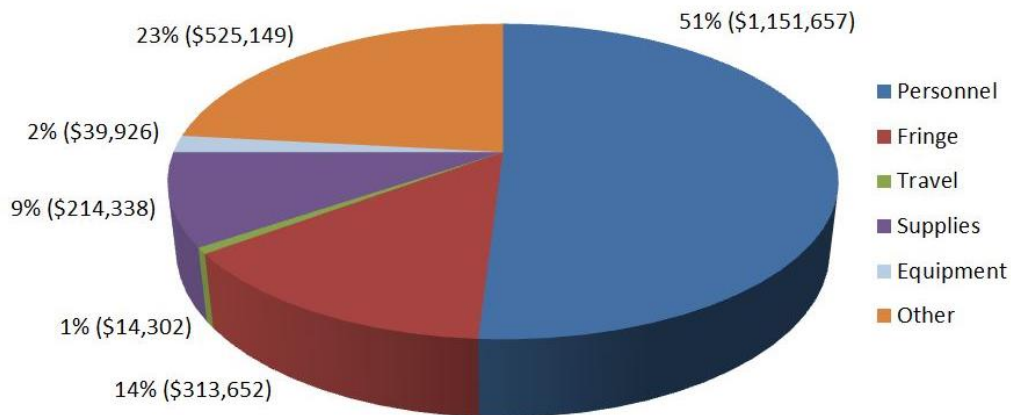
Financial Information

- Federal funding primarily comes from the Head Start Basic Grant, Head Start Training Grant, Early Head Start Basic Grant, and Early Head Start Training Grant.
- State funding comes from USDA Food Program Reimbursements.
- Local funding comes from United Way, SD Community Foundation and Harvest of the Month.

2017 – 2018 Budget



2017 – 2018 Expenditures



Most Recent Audit and Review

The results from the most recent Federal Monitoring Review (April 2018), showed no areas of noncompliance. The most recent financial audit (May 2018) had no findings as well.

Medical / Dental Information

Oahe Child Development Center works with parents and the community to continue to educate regarding the importance of preventative care. The following chart shows information regarding the 2017-2018 program year:

	Head Start	Early Head Start
The percentage that are up-to-date on a schedule of age-appropriate preventive and primary health care.	89%	89%
The percentage of Head Start children who have completed a professional dental examination since last year's Program Information Report. (HS)	92%	N/A
The percentage of Early Head Start children who are up-to-date on preventive and primary oral health care according to the state's EPSDT schedule. (EHS)	N/A	94%

School Readiness

The focus of school readiness is making sure that children are ready for school, families are ready to support their children's learning and schools are ready for children. OCDC partners with families to set school readiness goals which emphasize five domains of learning: (1) Perceptual, Motor, and Physical Development (2) Social and Emotional Development, (3) Approaches Toward Learning, (4) Language and Literacy Development, and (5) Cognition. School readiness goals apply to infants, toddlers, and preschool-aged children, with expectations progressing as children get older. The goals are aligned with South Dakota Early Learning Standards, Head Start Framework, and expectations of local schools.

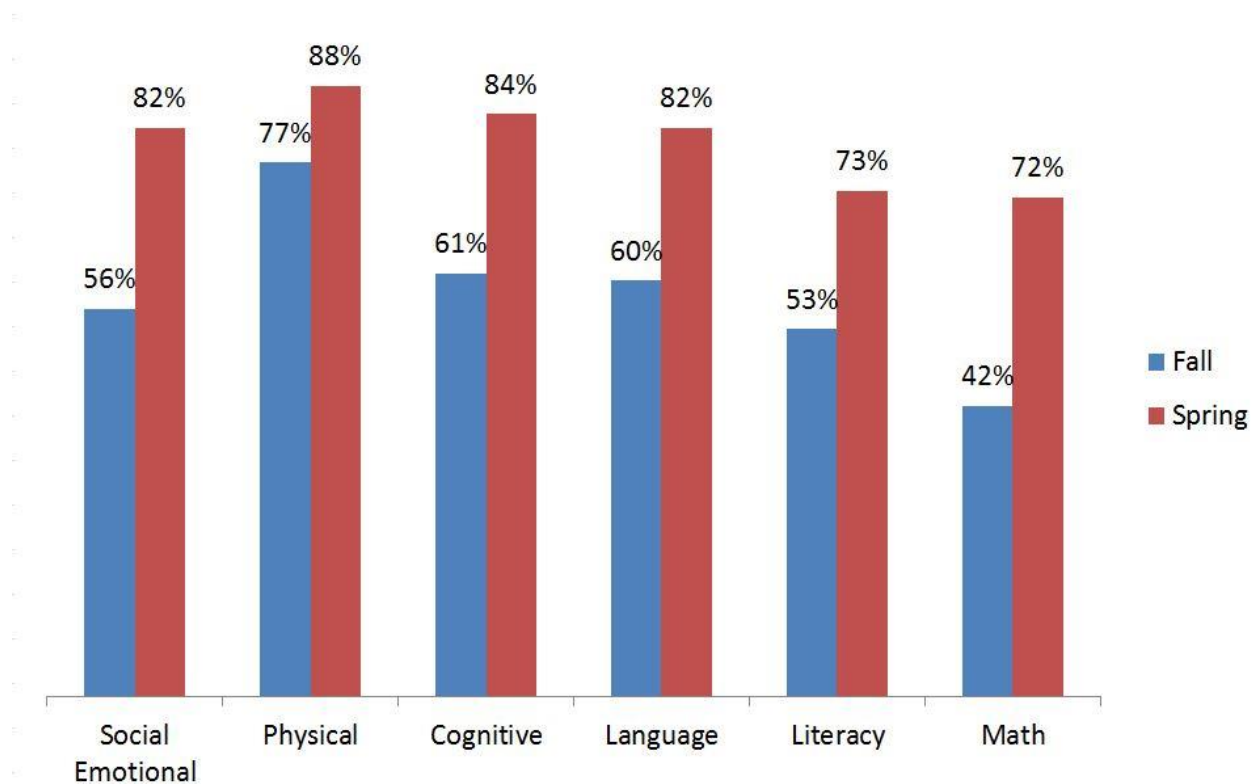
The main curriculum used is Creative Curriculum and progress towards school readiness goals is measured three times per year using data from Teaching Strategies GOLD Assessment. The following chart shows the percentage of enrolled children that met or exceeded age level expectations on each of the school readiness goals during the fall, winter, and spring assessments.

OCDC School Readiness Goal Scores 2017-2018

	Fall	Winter	Spring
Develop/use perceptual information to guide motions/interactions such as traveling, navigation, and balance.	79%	85%	88%
Develop skills to manipulate and explore.	80%	91%	90%
Develop healthy habits and safe practices.	75%	79%	86%
Regulate own emotions and behaviors.	65%	76%	84%
Establish positive relationships and interactions.	70%	83%	87%
Demonstrate a positive self-concept and self-confidence.	58%	68%	78%
Begin to learn and use rules, routines and directions.	74%	80%	83%
Develop persistence/attentiveness, curiosity/initiative, and flexibility/creativity.	80%	90%	89%
Demonstrate receptive and expressive language.	77%	85%	87%
Engage, respond to, and understand stories and books.	75%	81%	84%
Demonstrate alphabet knowledge and phonological awareness.	65%	69%	77%
Demonstrate the concepts of print.	72%	80%	82%
Demonstrate early writing skills.	60%	68%	78%
Begin to develop inquiry, reasoning, and problem-solving skills.	67%	82%	86%
Begin to learn/use simple mathematic skills.	57%	71%	80%

The following chart shows the percentage of enrolled children that met or exceeded age level expectations across all learning domains during the 2017-18 program year.

OCDC Aggregated Child Assessment Scores
Percentage the meets or exceeds age-level expectations
From Teaching Strategies Gold
2017-2018 Program Year



OCDC 2017-2018 Program CLASS Scores

CLASS (Classroom Assessment Scoring System) is used to monitor classroom quality. The classrooms are scored on a scale of 1-7 with 7 being the best, except for the negative climate in which a score of 1 is the best.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.4063	Classroom Organization	6.4792	Instructional Support	3.2083

DIMENSIONS					
Positive Climate	6.00	Behavior Management	6.50	Concept Development	2.25
Negative Climate*	1.00	Productivity	6.75	Quality of Feedback	3.63
Teacher Sensitivity	6.25	Instructional Learning Formats	6.19	Language Modeling	3.75
Regard for Student Perspectives	6.38				

Transition activities and information are provided to ensure the smooth movement of children and families from Head Start into a public education setting, from Early Head Start to Head Start, as well as through other life changes. This is accomplished through the use of informational materials, parent socials, visits to the public school or Head Start, transition meetings with local education agencies, transfer of records, and ongoing education about the transition process. Examples of transition activities include: educational material sent to families about sippy cups, pacifiers, potty training, new siblings, new baby packets for parents, meetings with kindergarten teachers, and transition plans for each child. Transition packets and information are given to families for summer activities and information about the child's next placement.

Parent Engagement

OCDC believes that parents are a child's first and most important educator and sends home weekly educational home activities for the parents to complete with their child(ren). Parents are asked about their child's strengths, needs, and interests. This parent engagement helps to promote positive child outcomes. Parents are encouraged to be engaged throughout the learning process as well as asked to be engaged in a variety of activities, committees, and volunteering opportunities in the program, some of which include Health Services Advisory Council, interview committees, Policy Council, and Parent Committees. Staff build relationships with parents and encourage them to set and achieve goals for themselves and their child(ren). OCDC's Head Start families set 81 goals for themselves during our 2017-2018 program year and completed 67 of them for a 83% completion rate. Early Head Start families set 28 goals and completed 22 of them for a 79% completion rate. Parents are encouraged to attend parent events that focus on health and safety, mental health, nutrition, transition, family and community services, and education topics. During the 2017-18 program year, OCDC had 472 people volunteer services to our program, and 231 of those were current or former Head Start or Early Head Start parents.

Parent Statistics from our 2017-18 Program Year

Percent of parents that:

stated staff kept them informed of program information, activities, socials or parent meetings.	100%
felt program staff listened to their concerns and provided appropriate information, resources, and referrals to meet their family's needs.	100%
gained knowledge regarding their child's health care needs.	99%
stated they gained knowledge from our program about strategies that helped them with their child's behavior	99%
stated they gained knowledge and strategies that helped them with their child with his/her literacy and language skills.	100%
stated they had become more involved with their child's education.	100%
Made at least one healthy change in their diet this year as a result of being in our program.	98%
stated our program gave them an opportunity to advance their career and other life goals.	95%
were involved in their child's classroom and/or lesson planning.	98%
stated that our program increased their awareness of the availability of mental health resources in the community.	96%
stated they have been kept informed of Policy Council activities.	94%
felt their self-confidence and leadership skills improved by being involved with our program.	99%

had experiences in our program that supported their self-sufficiency, parenting skills, or their family's independence.	97%
stated the overall quality of services that OCDC provided to their families as above average and excellent	98%
rated OCDC's reputation in the community as excellent or above average.	94%

The following are a few comments from the parents of our enrolled children:

- My son talks about school and both his teachers all the time. He loves being at OCDC and I love that he is getting the experience.
- The teachers are amazing. I've never met a preschool staff that is so hands-on helpful. They really care about their families.
- Head Start is a great place for kids to learn academics as well as life skills.
- OCDC does a great job of showcasing our heritage and culture to the youth and community so they are aware of the rich and deep history of the communities in South Dakota.
- One of my favorite things about the program is watching my child find his strengths and his excitement of learning.
- I have enjoyed that since being at OCDC, my child has started listening and sharing better. I like that he is more independent.
- The staff truly care about my children and my family's well-being.
- My son is more outgoing with other children. He has developed his speech skills which were right on the edge of needing therapy. He also has shown marked development in his motor skills.
- Head Start and Early Head Start have been instrumental in my child's development and has encouraged us to do more educational activities with our children at home.
- The program and teachers have done an excellent job teaching my sons the basic fundamentals of early education as well as building a bond with my sons teaching them respect and trust.
- OCDC helped my daughter learn independence and confidence, as well as helped us learn where she needs to be developmentally. We have become more involved as a family.
- Thank you for preparing my girls for moving on to kindergarten. It's an amazing experience for kids and parents as well.

- As a result of being in the program, we are more confident about our parenting choices. We are also able to have more quality family time.
- The program has helped us confidently prepare for kindergarten and built good relationships between us as a family and with those in the community.
- Head Start helped with my children a lot. When my daughter was diagnosed with cancer they helped both my children and family with ways to cope. They were helpful in teaching my son that mom and dad are gone for a little bit, but will be back.

Summary of Key Findings from the Community Assessment

Key findings from the overall community assessment that provide vital information for program planning include:

- Children need to continue to grow in the areas of math and social skills.
- South Dakota childhood obesity is still a concern.
- Alcohol/other drug abuse are concerns in the community; however, individuals surveyed did not feel it was a concern for their family, only for other families in the community.
- Bullying and other social emotional skills are a concern in the community.

Strengths noted in the community assessment were:

- Head Start and Early Head Start and preschool services
- Faith/spiritual support systems
- School systems
- Collaborative Helping Communities

OCDC used the information obtained from the community assessment in conjunction with other program data to guide program services and set program goals and objectives.



A United Way partner agency