



Oahe Child Development Center, Inc. Annual Report

September 1, 2019 - August 31, 2020

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Vision Statement

Caring communities that maximize the potential of all children and families

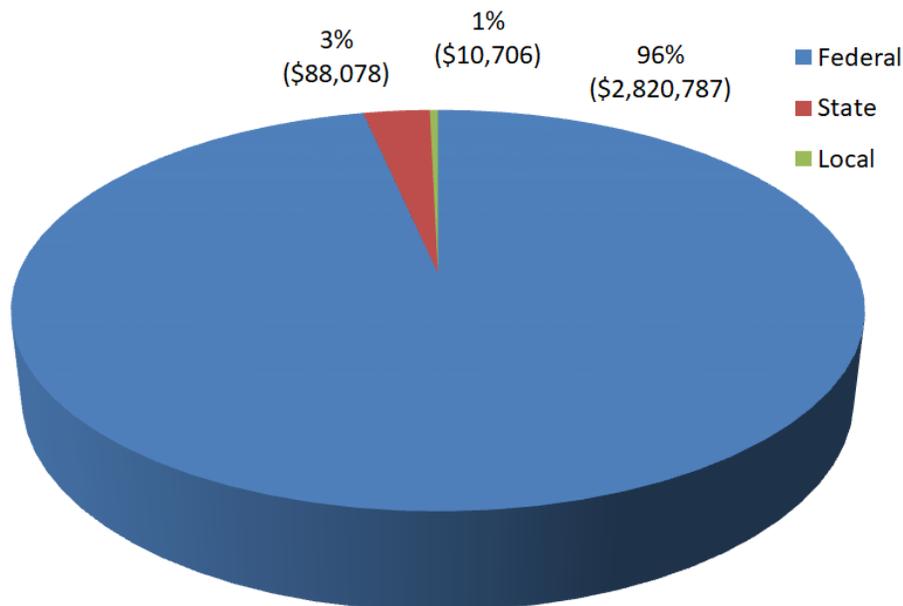
Mission Statement

Empowering individuals, strengthening families, and building communities for school and life success

Oahe Child Development Center, Inc.

During the 2019-20 program year, Oahe Child Development Center (OCDC) served 148 Head Start children from 132 families and 57 Early Head Start pregnant mothers, infants, and toddlers from 55 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 77% of the eligible population.

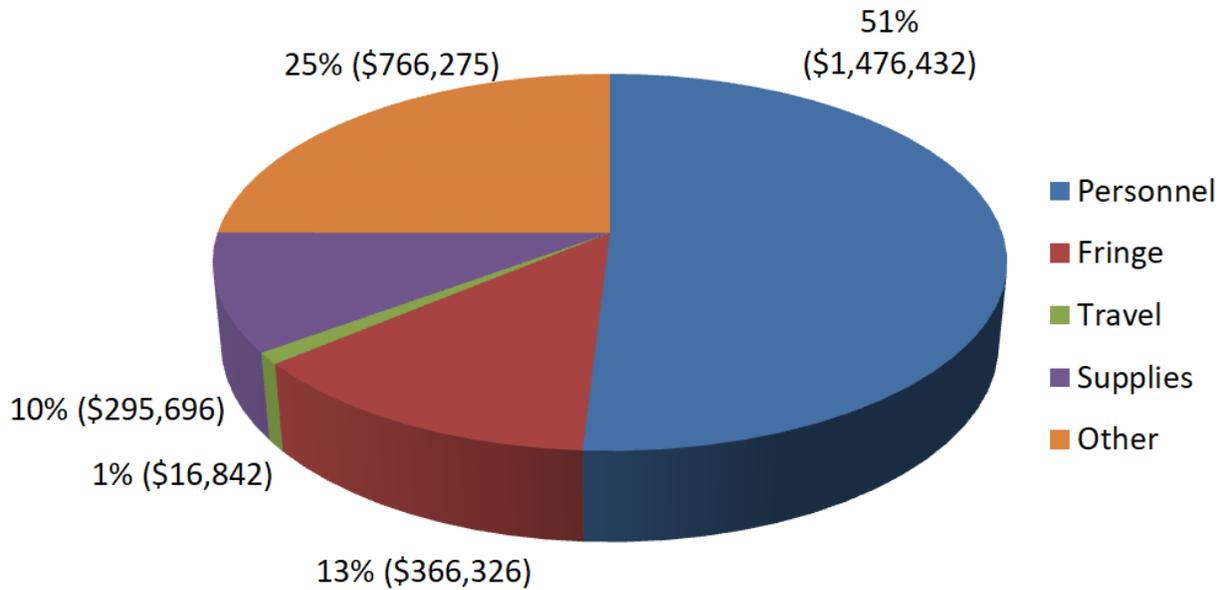
2019-2020 Funding: \$2,921,571



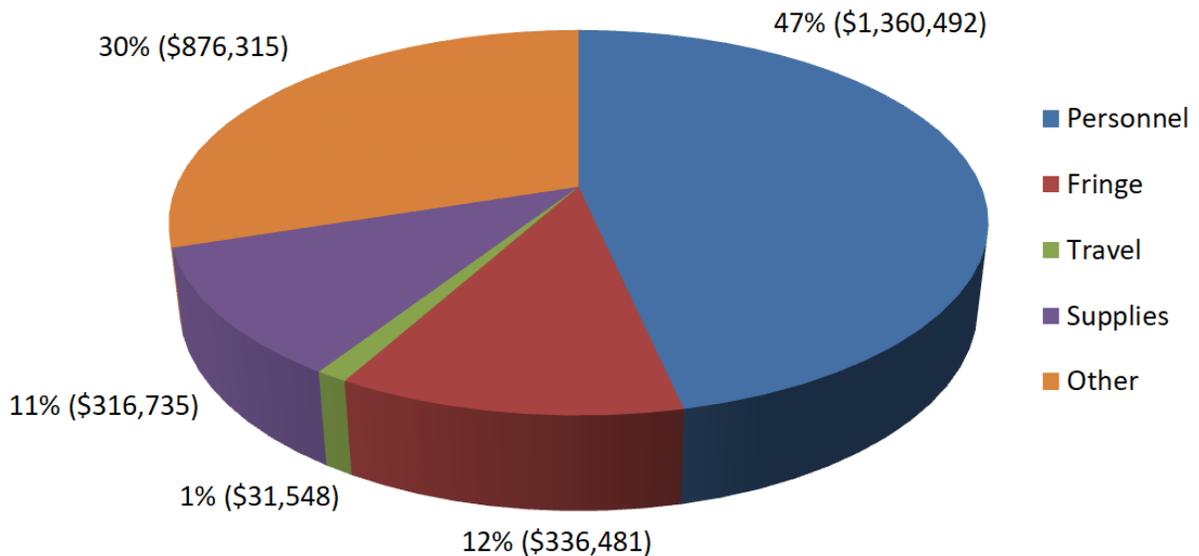
Financial Information

- 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 and SD Community Foundation.

2019 – 2020 Budget



2019 – 2020 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 2020) 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 2019-2020 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 regarding medical exams.	72%	40%
The percentage of Head Start children who completed professional dental exams since last year's Program Information Report. (HS)	80%	N/A
The percentage of Early Head Start children that are up-to-date on preventive and primary oral health care according to the state's EPSDT schedule regarding dental exams. (EHS)	N/A	40%

School Readiness

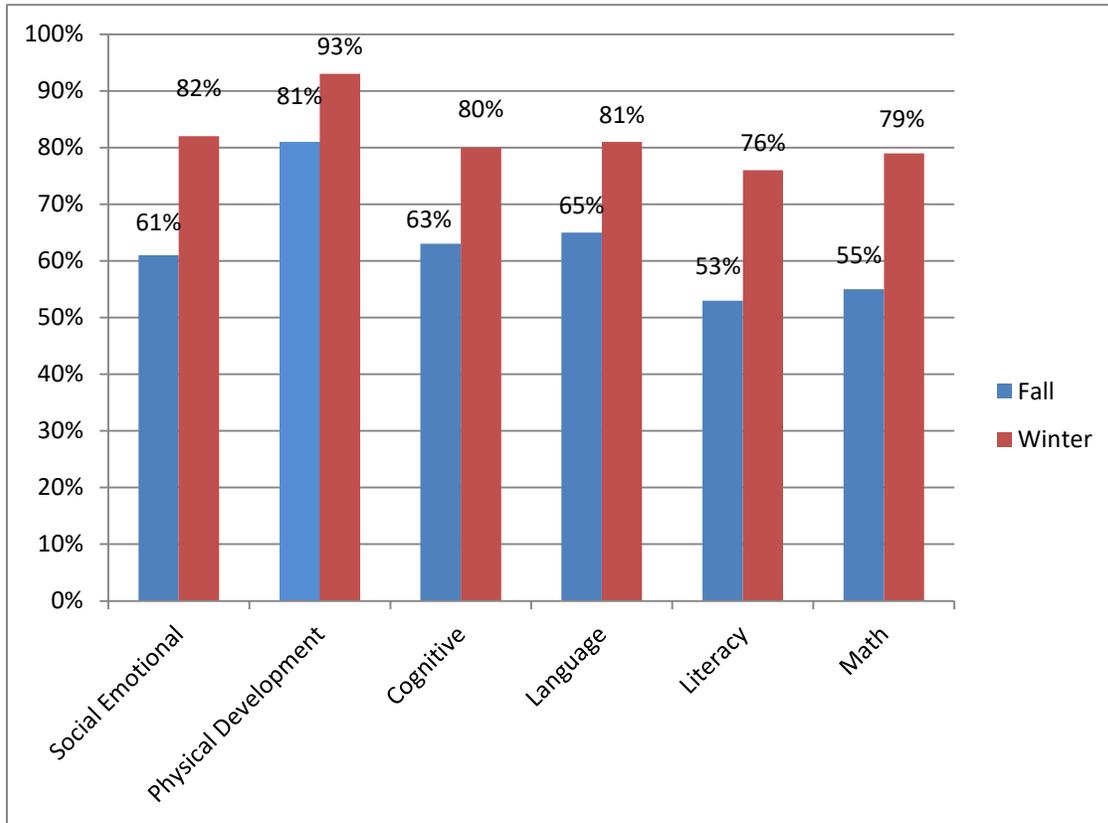
The focus of school readiness is making sure that children are ready for school, families are ready to support their children's learning and schools are ready for children. OCDC partners with families to set school readiness goals which emphasize five domains of learning: (1) Physical Development (2) 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. Creative Curriculum and Parents As Teachers are the curriculum used and progress towards school readiness goals is measured three times per year using data from Teaching Strategies GOLD Assessment.

OCDC School Readiness Goal Scores 2019-2020

Percentage of Children Meeting or Exceeding Age Level Expectations

	Fall	Winter	Spring
Develop/use perceptual information to guide motions/interactions such as traveling, navigation, and balance.	84%	95%	N/A
Develop skills to manipulate and explore.	83%	94%	N/A
Develop healthy habits and safe practices.	80%	92%	N/A
Regulate own emotions and behaviors.	74%	83%	N/A
Establish positive relationships and interactions.	69%	88%	N/A
Demonstrate a positive self-concept and self-confidence.	63%	81%	N/A
Begin to learn and use rules, routines and directions.	78%	91%	N/A
Develop persistence/attentiveness, curiosity/initiative, and flexibility/creativity.	78%	91%	N/A
Demonstrate receptive and expressive language.	75%	89%	N/A
Engage, respond to, and understand stories and books.	66%	86%	N/A
Demonstrate alphabet knowledge and phonological awareness.	61%	73%	N/A
Demonstrate the concepts of print.	58%	75%	N/A
Demonstrate early writing skills.	61%	79%	N/A
Begin to develop inquiry, reasoning, and problem-solving skills.	64%	84%	N/A
Begin to learn/use simple mathematic skills.	64%	81%	N/A

The following chart shows the percentage of enrolled children that met or exceeded age level expectations across all learning domains during the 2019-20 program year, as assessed by Teaching Strategies GOLD assessment.



OCDC Program CLASS Scores

Classroom Assessment Scoring System (CLASS) 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. The following are scores from our most recent Federal Review, which occurred in April 2018.

Domain	Dimension	2018 National CLASS Scores Average	2018 OCDC CLASS Scores
Emotional Support	Positive Climate	6.04	6.00
	Negative Climate (Smaller number is better)	1.06	1.00
	Teacher Sensitivity	5.90	6.25
	Regard for Student Perspectives	5.44	6.38
	Average of Dimension	6.08	6.4063
Classroom Organization	Behavior Management	5.99	6.50
	Productivity	6.10	6.75
	Instructional Learning Formats	5.29	6.19
	Average of Dimension	5.80	6.4792

Instructional Support	Concept Development	2.44	2.25
	Quality of Feedback	2.98	3.63
	Language Modeling	3.46	3.75
	Average of Dimension	2.96	3.2083

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, toilet training, new siblings, new baby packets, 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. Some specific parent engagement activities during the 2019-2020 program year included: Yoga for Stress Relief, Making Valentines for Elderly, French Toast for Fathers Breakfast, School Readiness Skills Night, and Phil Baker Musical Activity Night.

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 199 goals for themselves during our 2019-2020 program year and completed 124 of them for a 62% completion rate. Early Head Start families set 63 goals and completed 60 of them for a 95% 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 2019-20 program year, OCDC had 401 people volunteer services or items to our program, and 207 of those were current or former Head Start or Early Head Start parents.

Parent Statistics from our 2019-20 Program Year

Percent of parents that:

stated staff kept them informed of program information, activities, socials or parent meetings.	99%
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.	100%
stated they strengthened their ability to help their child build social and emotional skills	100%
stated they strengthened their ability to help their child build math skills	95%
stated they gained knowledge and strategies that helped them with their child with his/her literacy and language skills.	98%
stated they had become more involved with their child’s education.	98%
stated their family developed or maintained healthy eating habits	98%

stated their family developed or maintained an active lifestyle	96%
stated our program gave them an opportunity to advance their career and other life goals.	89%
stated they became more engaged in their child's classroom and/or lesson planning.	98%
stated they were more aware of the agencies in the community that provide services to their family	97%
were aware that OCDC was able to help their family obtain mental health counseling when needed.	99%
felt their self-confidence and leadership skills improved by being involved with our program.	97%
felt that OCDC staff helped them make progress towards their family goals	98%
had experiences in our program that supported their self-sufficiency, parenting skills, or their family's independence.	98%
stated the overall quality of services that OCDC provided to their families as above average and excellent.	92%

The following are a few comments from the parents of our enrolled children during the 2019-2020 program year:

- Head Start is a great program and I love that my child is involved with it.
- I appreciate how much the staff are involved with the children & parents to help with preparing for that next level of education.
- The staff 100% do their part to help with things that are needed for the well-being of the child and family.
- It was a huge blessing starting out with my son who had a "developmental delay" as they worked with him. It helped him keep learning and they gave us many words of encouragement and ideas to continue his progress. My daughters were always excited to go to pre-school. It helps prepare them for kindergarten and having to leave mom for part of a day so kindergarten's longer day is not so difficult to adjust to.
- My son was developmentally behind. It is his first year of Head Start and he has improved well. I love his teacher and her efforts to help my son!
- Oahe Child Head Start has prepared my child with skills to achieve the school readiness skills needed for kindergarten and has given him such an amazing opportunity to grow.
- I have seen change in my child. She has matured, she is learning, and she has a friendship circle. My daughter expresses herself more, understands herself a bit better, and seems more confident as an individual. She also has the interest to continue learning outside of school.
- Because of the Head Start/Early Head Start program, my older children were able to get the extra help they needed for their learning disabilities. I like that the staff knew my children needed help and acted on it by referring us to the right agencies.

- My son is truly difficult to care for. He's quite aggressive and has a hard time listening and following instructions. He has been kicked out of all daycare and preschool programs he's attended. When we started at OCDC, I didn't expect our experience to be any different; however, the staff and teachers never gave up on him. They cared for him through every little misstep and encouraged him to be better. His teacher gave us tools to help him at home and constantly communicated with me. The staff all made me feel like I wasn't alone. OCDC was truly the best part of our lives and we hate to have to leave.

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.

Note: Data this year was impacted due to COVID related shut downs.

