



Oahe Child Development Center, Inc. Annual Report

September 1, 2021 - August 31, 2022

2307 E. Capitol Ave, Pierre, SD 57501

605-224-6603 www.oahechild.com

Vision Statement

Caring communities that maximize the potential of all children and families

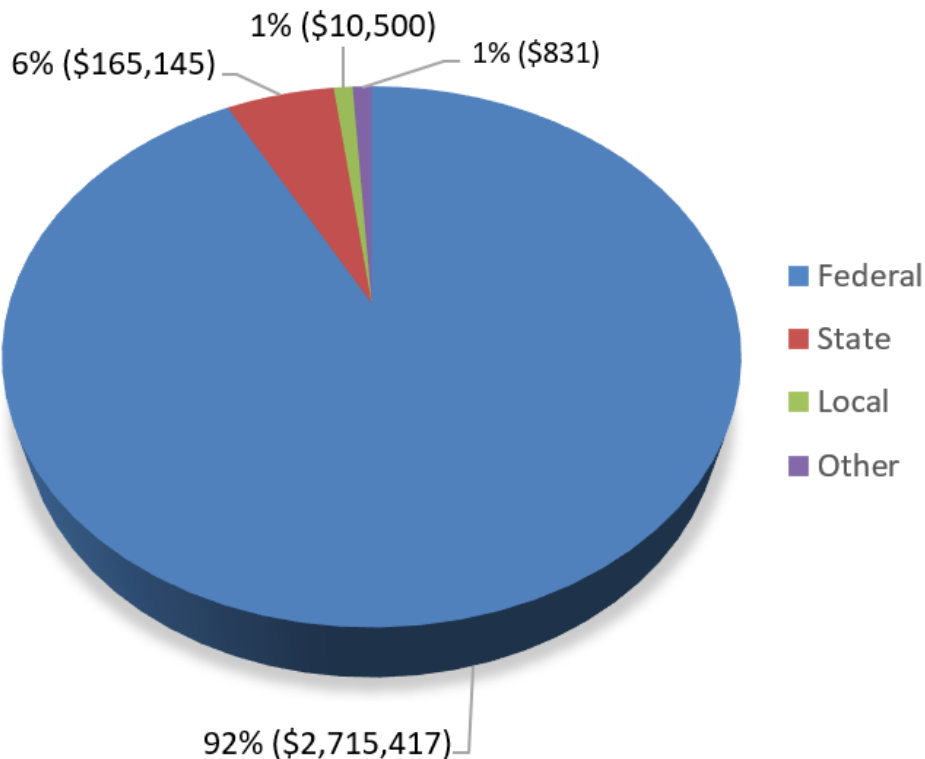
Mission Statement

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

Oahe Child Development Center, Inc.

During the 2021-22 program year, Oahe Child Development Center (OCDC) served 164 Head Start children from 142 families and 58 Early Head Start pregnant mothers, infants, and toddlers from 54 families. The monthly average enrollment was 100% of funded enrollment. Head Start center-based services were provided through centers located in Hughes and Jones County. Early Head Start home-based services were provided in Hughes, Hyde, Jones, Stanley, and Sully County. OCDC served approximately 86% of the eligible population.

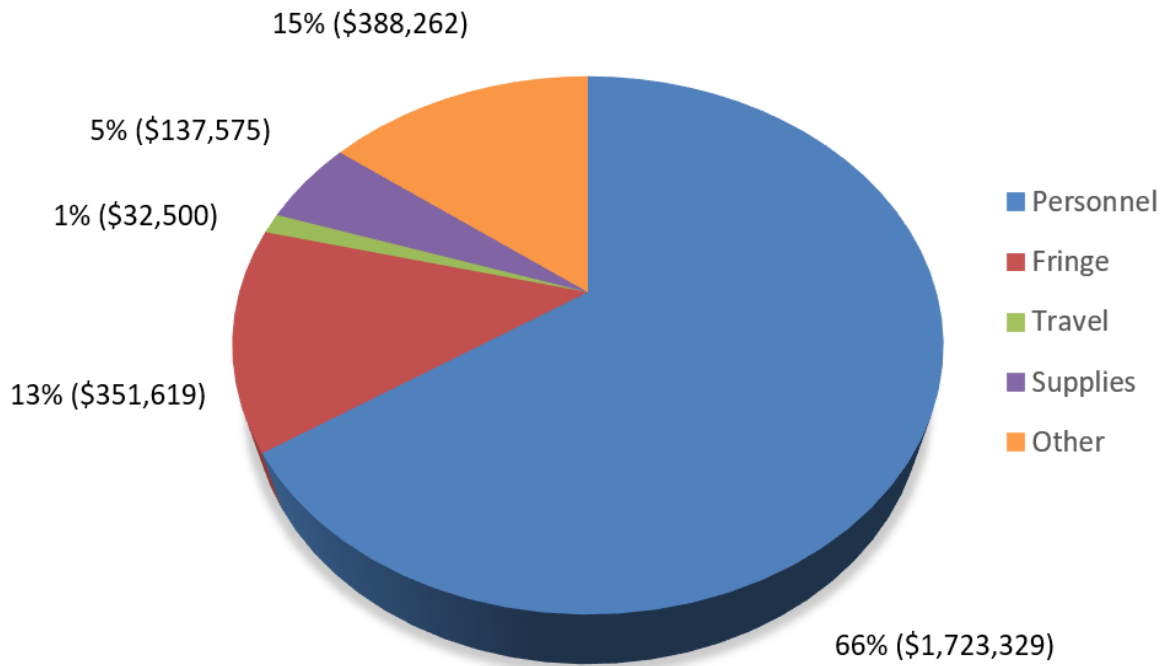
2021 – 2022 Funding: \$2,891,893



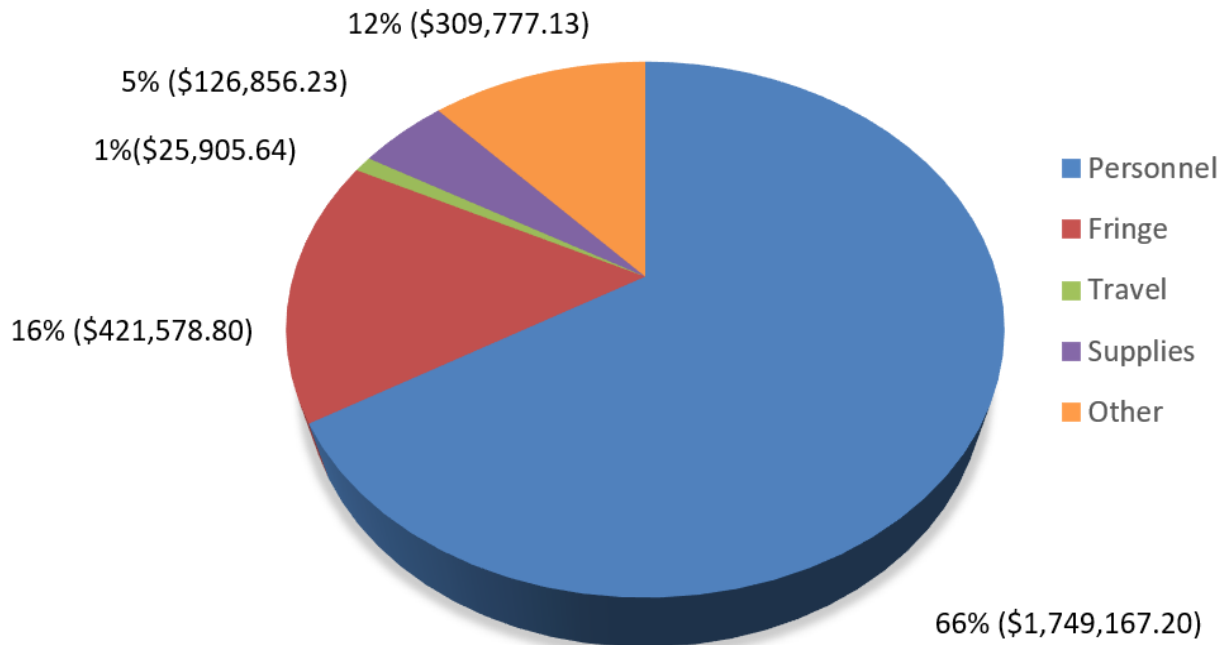
Financial Information

- Federal funding primarily comes from the Head Start Basic Grant, Head Start Training Grant, Early Head Start Basic Grant, Early Head Start Training Grant, and Cares Act Funding.
- State funding comes from USDA Food Program Reimbursements and Cares Act Funding.
- Local funding comes from United Way.

2021 – 2022 Budget



2021 – 2022 Expenditures



Most Recent Audit and Review

The results from the most recent Federal Monitoring Review (December 2020), showed no areas of noncompliance. The most recent financial audit (July 2022) 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 end of the 2021-2022 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.	87%	53%
The percentage of Head Start children who completed professional dental exams since last year's Program Information Report. (HS)	89%	N/A
The percentage of Early Head Start children that are up-to-date according to the state's EPSDT schedule regarding dental exams. (EHS)	N/A	98%

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.

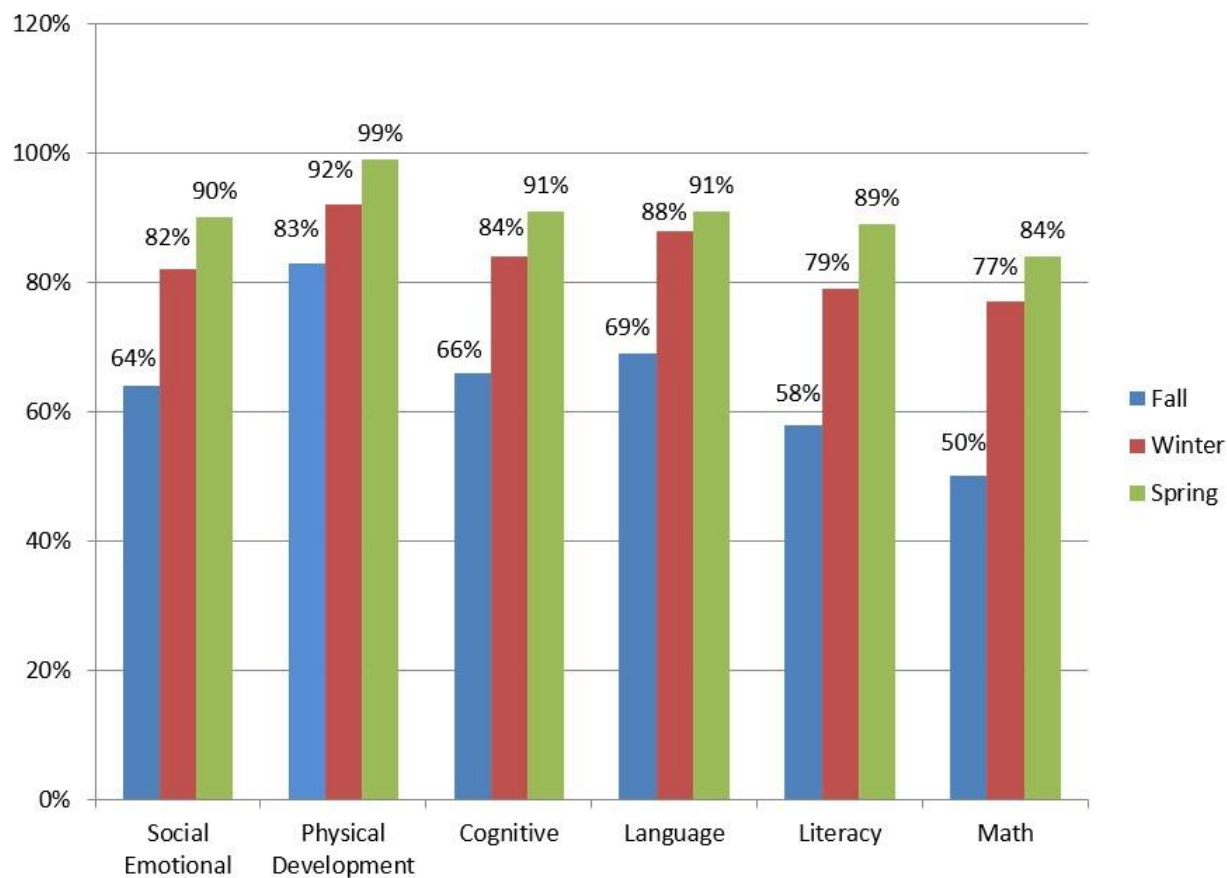
OCDC School Readiness Goal Scores 2021-2022

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.	86%	91%	97%
Develop skills to manipulate and explore.	88%	93%	98%
Develop healthy habits and safe practices.	87%	91%	95%
Regulate own emotions and behaviors.	80%	91%	98%
Establish positive relationships and interactions.	73%	88%	92%
Demonstrate a positive self-concept and self-confidence.	74%	82%	88%
Begin to learn and use rules, routines and directions.	84%	93%	93%
Develop persistence/attentiveness, curiosity/initiative, and flexibility/creativity.	82%	92%	96%
Demonstrate receptive and expressive language.	84%	91%	95%
Engage, respond to, and understand stories and books.	75%	87%	93%

Demonstrate alphabet knowledge and phonological awareness.	65%	78%	87%
Demonstrate the concepts of print.	71%	82%	88%
Demonstrate early writing skills.	69%	81%	85%
Begin to develop inquiry, reasoning, and problem-solving skills.	72%	86%	92%
Begin to learn/use simple mathematic skills.	65%	79%	87%

The following chart shows the percentage of enrolled children that met or exceeded age level expectations across all learning domains during the 2021-22 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 CLASS Review, which occurred in April 2018.

Domain	Dimension	2018 National CLASS Scores Average	2018 OCDC CLASS Scores
Emotional	Positive Climate	6.04	6.00

Support	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 included: 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, parenting classes, Policy Council, and Parent Committees. Some specific parent engagement activities during the 2021-2022 program year included: Discovery Center STEM Activities Night, Hoop Dancing at the YMCA with the library and WIC booths available, and Farm Day.

Staff build relationships with parents and encourage them to set and achieve goals for themselves and their child(ren). The Head Start Parent, Family and Community Engagement Framework is utilized as a tool when working with families to set goals. OCDC's Head Start families set 95 goals for themselves during our 2021-2022 program year and completed 76 of them for an 80% completion rate. Early Head Start families set 80 goals and completed 54 of them for a 68% 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 2021-22 program year, OCDC had 369 people volunteer services or items to our program, and 216 of those were current or former Head Start or Early Head Start parents.

Parent Statistics from our 2021-22 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.	99%
gained knowledge regarding their child's health care needs.	99%
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	94%
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.	99%
stated their family developed or maintained healthy eating habits	98%
stated their family developed or maintained an active lifestyle	97%
stated our program gave them an opportunity to advance their career and other life goals.	95%
stated they were more aware of the agencies in the community that provide services to their family	99%
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.	96%
felt that OCDC staff helped them make progress towards their family goals	99%
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.	96%

The following are a few comments from the parents of our enrolled children during the 2021-2022 program year:

- It has been great to have my child in Head Start. These early years seem so critical to a child's learning and the kids are like little sponges. It has been wonderful for my child to be in a program that tries to maximize a child's potential and teach them all they can in this crucial time of development. My little one loves to go to school and learn at Head Start. Honestly, I was a bit nervous for her to start the school year because change and new routines can be hard for her, but she didn't miss a beat starting Head Start and has enjoyed school there from the beginning. Thank you for this wonderful program.
- My child asks if I'm happy or sad. I've been shown programs that help my family. I've gotten COVID tests for my children. The school helped get my kids Christmas toys. They've given my kids jackets when they needed them. The program has helped my family to move from an apartment to a 3 bed/2 bath trailer.
- Head Start has helped my children learn skills they wouldn't be able to learn that great otherwise. Many preschools cost too much for a one person income household and this school has been a life saver. The staff are amazing and help in any way they can.

- We, as first-time parents, were unsure how to move our son's education forward. The interaction between my son and his teacher helps us when it's just us. Not only does the class help teach my son new techniques, it also helps us see new ways to help my son's education.

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.
- There is a steady decline in population in all of the counties OCDC serves except for Hughes and Stanley Counties. There is also a decline of income eligible participants in each of the counties served by OCDC programs.

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.

