



Oahe Child Development Center, Inc. Annual Report

September 1, 2022 - August 31, 2023

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

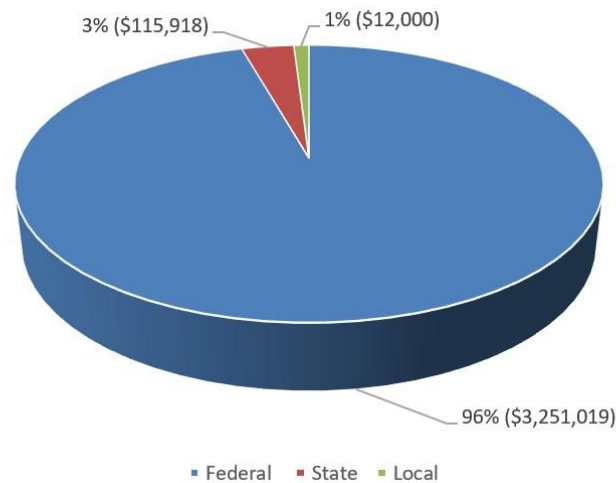
Mission Statement

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

Oahe Child Development Center, Inc.

During the 2022-2023 program year, Oahe Child Development Center (OCDC) served 152 Head Start children from 134 families and 51 Early Head Start pregnant mothers, infants, and toddlers from 47 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 80% of the eligible population.

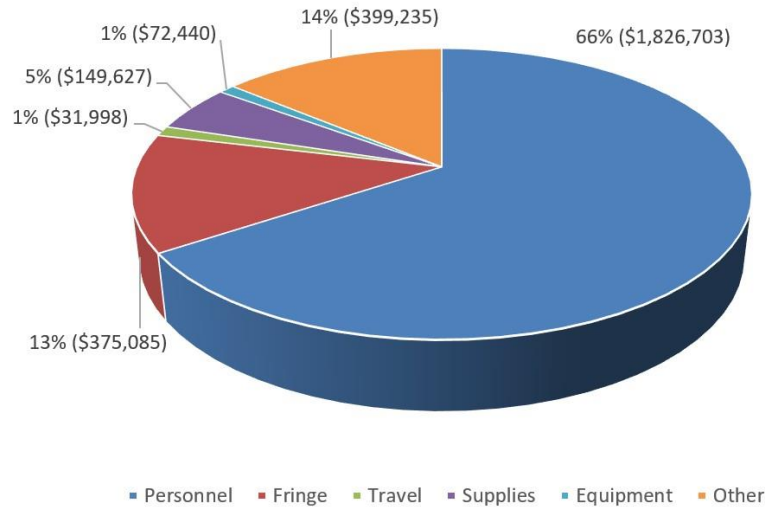
2022 – 2023 Funding: \$3,378,937



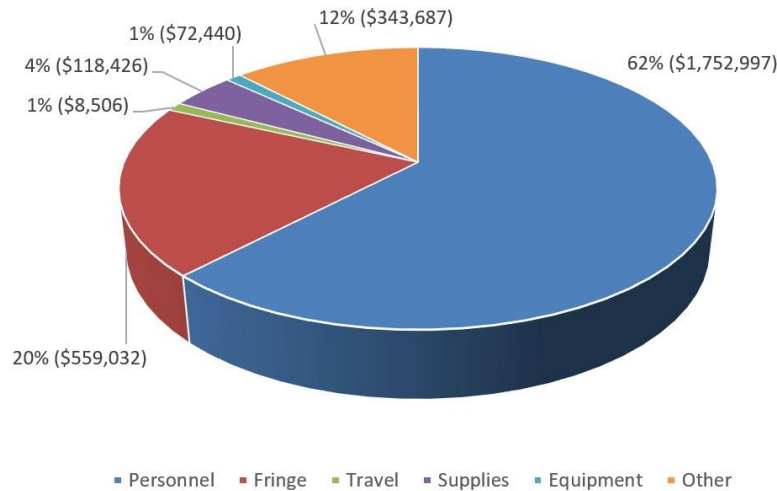
Financial Information

- 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.

2022 – 2023 Budget



2022 – 2023 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 (May 2023) 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 2022-2023 program year:

	Head Start	Early Head Start
The percentage that are up-to-date on a schedule of age-appropriate preventative and primary health care regarding medical exams.	88%	67%
The percentage of Head Start children who completed professional dental exams since last year's Program Information Report. (HS)	87%	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	75%

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) Approaches Toward Learning, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Cognition, Including Math and Science, and (5) Physical Development. 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 the Desired Results Developmental Profile (DRDP) Assessment. DRDP has the following developmental levels: Responding Earlier (RE), Responding Later (RL), Exploring Earlier (EE), Exploring Middle (EM), Exploring Later (EL), Building Earlier (BE), Building Middle (BM), Building Later (BL), and Integrating Earlier (IE). Note: Not all measures have the Exploring Middle (EM) developmental level as a rating option. The developmental progression ranges from earlier development on the left to later development on the right. The charts below show the percentage of children that scored in each developmental level at each of the three assessment periods of the 2022-2023 program year. The black vertical line represents the median score for our program, which includes both Early Head Start and Head Start children.

2022-2023 Child Development Summary by Domain:

Approaches to Learning-Self-Regulation

The approaches to learning skills include attention maintenance, engagement, persistence, curiosity and initiative. The self-regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	0%	2%	10%	N/A	9%	14%	23%	30%	11%
Winter	1%	6%	10%	N/A	21%	15%	28%	17%	2%
Fall	1%	7%	23%	N/A	29%	16%	15%	8%	1%

Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	0%	2%	10%	N/A	8%	17%	28%	23%	13%
Winter	1%	5%	8%	N/A	16%	25%	31%	10%	3%
Fall	1%	6%	15%	N/A	19%	30%	18%	9%	1%

Language and Literacy Development

This domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	0%	2%	5%	6%	9%	19%	25%	25%	9%
Winter	1%	4%	4%	6%	14%	24%	34%	8%	4%
Fall	1%	6%	8%	11%	11%	28%	25%	9%	1%

Cognition, Including Math and Science

The math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	3%	8%	N/A	11%	13%	28%	24%	13%
Winter	1%	5%	6%	N/A	20%	22%	33%	10%	3%
Fall	1%	6%	17%	N/A	17%	27%	23%	8%	1%

Physical Development-Health

The physical development knowledge or skill areas in this domain include perceptual motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	0%	1%	1%	5%	7%	14%	18%	36%	16%
Winter	1%	3%	3%	4%	17%	16%	26%	25%	6%
Fall	1%	4%	3%	7%	16%	22%	28%	16%	4%

2022-2023 Child Development Summary by School Readiness Goal:

Children will develop and use perceptual information to guide motions and interactions such as traveling, navigation, and balance.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	2%	4%	3%	8%	14%	22%	30%	16%
Winter	2%	2%	5%	3%	16%	21%	19%	21%	8%
Fall	1%	2%	9%	7%	15%	18%	24%	18%	5%

Children will develop skills to manipulate and explore.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	1%	6%	3%	8%	16%	23%	29%	13%
Winter	2%	4%	5%	1%	16%	25%	23%	15%	8%
Fall	2%	4%	7%	5%	17%	29%	21%	9%	8%

Children will develop healthy habits and safe practices.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	2%	1%	8%	N/A	8%	11%	17%	27%	25%
Winter	2%	6%	6%	N/A	17%	12%	19%	22%	17%
Fall	2%	6%	15%	N/A	17%	17%	22%	15%	8%

Children will begin to regulate their own emotions and behaviors.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	2%	3%	9%	N/A	13%	20%	25%	21%	7%
Winter	2%	7%	12%	N/A	26%	20%	17%	13%	2%
Fall	1%	5%	11%	N/A	34%	28%	10%	8%	1%

Children will develop and establish positive relationships and interactions with adults and peers.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	2%	3%	7%	N/A	9%	17%	27%	22%	12%
Winter	2%	5%	9%	N/A	17%	22%	27%	12%	4%
Fall	3%	6%	14%	N/A	21%	27%	17%	9%	2%

Children will demonstrate a positive self-concept and self-confidence in play and everyday tasks.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	N/A	N/A	1%	1%	7%	17%	38%	27%	11%
Winter	N/A	N/A	1%	2%	18%	25%	29%	21%	4%
Fall	N/A	N/A	6%	8%	20%	30%	26%	11%	1%

Children will begin to learn and use rules, routines and directions.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	2%	2%	9%	N/A	11%	16%	25%	24%	11%
Winter	2%	6%	10%	N/A	21%	19%	21%	17%	4%
Fall	1%	3%	14%	N/A	22%	24%	27%	10%	2%

Children will begin to develop persistence and attentiveness, curiosity and initiative, flexibility, and express creativity.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	2%	4%	N/A	8%	13%	28%	28%	16%
Winter	1%	3%	6%	N/A	15%	22%	29%	19%	3%
Fall	1%	4%	14%	N/A	23%	29%	17%	11%	1%

Children will demonstrate receptive and expressive language for conversation and communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	2%	7%	5%	10%	15%	23%	25%	12%
Winter	2%	5%	5%	4%	14%	16%	30%	17%	6%

Fall	2%	7%	8%	10%	11%	21%	23%	13%	6%
------	----	----	----	-----	-----	-----	-----	-----	----

Children will engage, respond to, and understand stories and books.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	1%	2%	1%	9%	22%	27%	27%	9%
Winter	1%	2%	3%	3%	18%	30%	30%	7%	4%
Fall	1%	2%	6%	10%	20%	33%	22%	5%	1%

Children will demonstrate an alphabet knowledge and phonological awareness through play and interactions.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	N/A	N/A	N/A	3%	8%	23%	28%	23%	15%
Winter	N/A	N/A	N/A	6%	11%	38%	26%	13%	5%
Fall	N/A	N/A	N/A	16%	20%	40%	16%	7%	1%

Children will demonstrate the concepts of print.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	1%	4%	1%	8%	25%	24%	29%	8%
Winter	1%	3%	4%	2%	15%	30%	33%	8%	3%
Fall	1%	3%	9%	7%	17%	33%	26%	4%	2%

Children will demonstrate early writing skills.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	1%	2%	3%	7%	15%	19%	39%	16%
Winter	1%	1%	3%	2%	15%	15%	25%	30%	8%
Fall	1%	2%	3%	6%	19%	24%	23%	14%	9%

Children will begin to develop inquiry, reasoning and problem-solving skills for remembering and connecting experiences.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	2%	2%	8%	N/A	12%	20%	26%	24%	5%
Winter	2%	5%	7%	N/A	21%	31%	18%	12%	2%
Fall	2%	5%	11%	N/A	27%	30%	19%	4%	1%

Children will begin to learn and use simple mathematic skills in everyday routines and experiences.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring	1%	1%	3%	N/A	7%	13%	25%	31%	19%
Winter	1%	2%	4%	N/A	14%	21%	29%	20%	8%
Fall	1%	2%	11%	N/A	17%	26%	20%	16%	5%

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 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 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 2022-2023 program year included: Healthy Kids Day, Healthy Movement Night, and a Fam Fest where families participated in early learning activities with their child.

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 112 goals for themselves during our 2022-2023 program year and completed 90 of them for an 80% completion rate. Early Head Start families set 70 goals and completed 63 of them for a 92% 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 2022-23 program year, OCDC had 329 people volunteer services or items to our program, and 187 of those were current or former Head Start or Early Head Start parents.

Parent Statistics from our 2022-23 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.	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	98%
stated they gained knowledge and strategies that helped them with their child with his/her literacy and language skills.	99%
stated they had become more involved with their child’s education.	98%
stated their family developed or maintained healthy eating habits	96%
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.	92%
stated they were more aware of the agencies in the community that provide services to their family	98%
were aware that OCDC was able to help their family obtain mental health counseling when needed.	100%
felt their self-confidence and leadership skills improved by being involved with our program.	95%
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.	100%
stated the overall quality of services that OCDC provided to their families as above average and excellent.	97%

The following are a few comments from the parents of our enrolled children during the 2022-2023 program year:

- I know all of my kids have been well educated and well-loved while in the school’s care. My oldest still talks about her experience at Head Start and she is now in 1st grade. When we see teachers out in public, they still show the same love and care as they did in the classroom. Thank you to the staff who go above and beyond for our kids.
- My daughter has matured so much within the last couple of months of being in school. She has learned how to self soothe, use her words and write her name. She loves to come home and show me what she has learned from the day! You guys have made learning fun for her.

- I have had all three of the kids involved in Head Start. The growth each have had since the beginning has been tremendous. The oldest one was attached to my hip constantly and Head Start really helped him with his social skills. I have always enjoyed being involved with their education. I feel that Head Start has had nothing but a positive impact on my family and I am very grateful for this program.
- The entire staff from OCDC is amazing! From encouraging words to full blown support, they show you true compassion and love on a daily basis. In my opinion, it's scary leaving your child with someone outside the home, but Head Start staff continuously prove they are more than equipped to handle the children safety while learning lots and also having fun. Not only the teacher and aides, but the entire staff is incredibly helpful. The staff are always there to help without judgement. No matter the situation, the staff always offer the best advice and try to find resources to assist us in our journey. We are forever thankful for Head Start!

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.
- 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.

A United Way partner agency

