



Oahe Child Development Center, Inc. Annual Report

September 1, 2025 - August 31, 2026

2307 E. Capitol Ave, Pierre, SD 57501

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Vision Statement

Caring communities that maximize the potential of all children and families.

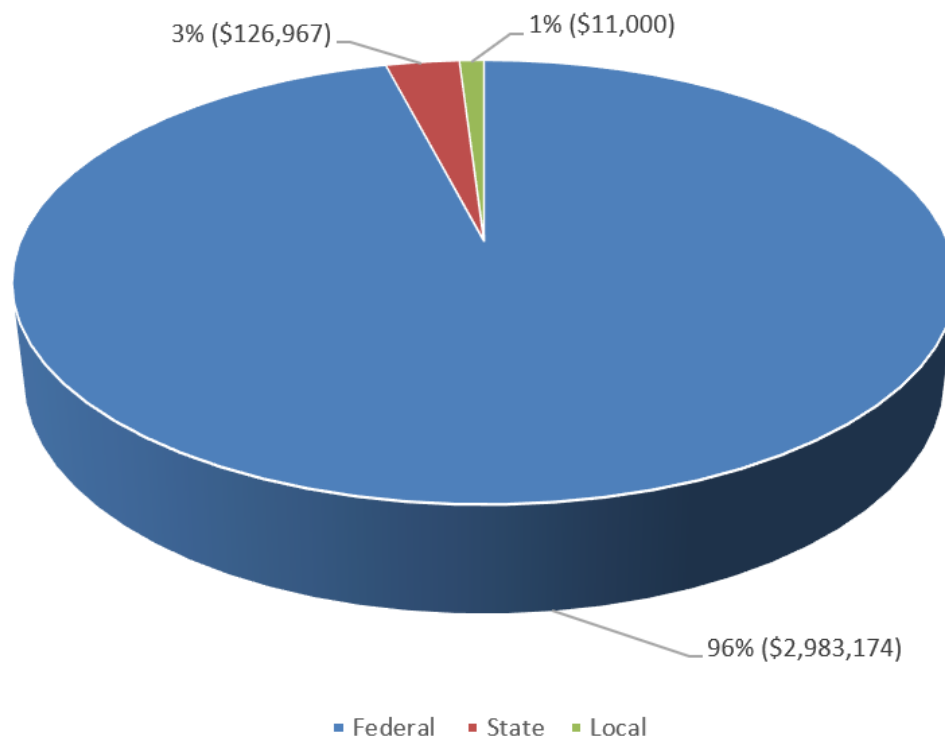
Mission Statement

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

Oahe Child Development Center, Inc.

During the 2025-2026 program year, Oahe Child Development Center (OCDC) served 140 Head Start children from 124 families and 54 Early Head Start pregnant mothers, infants, and toddlers from 57 families. The monthly average enrollment was 94% 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, Jones, and Stanley County. OCDC served approximately 94% of the eligible population.

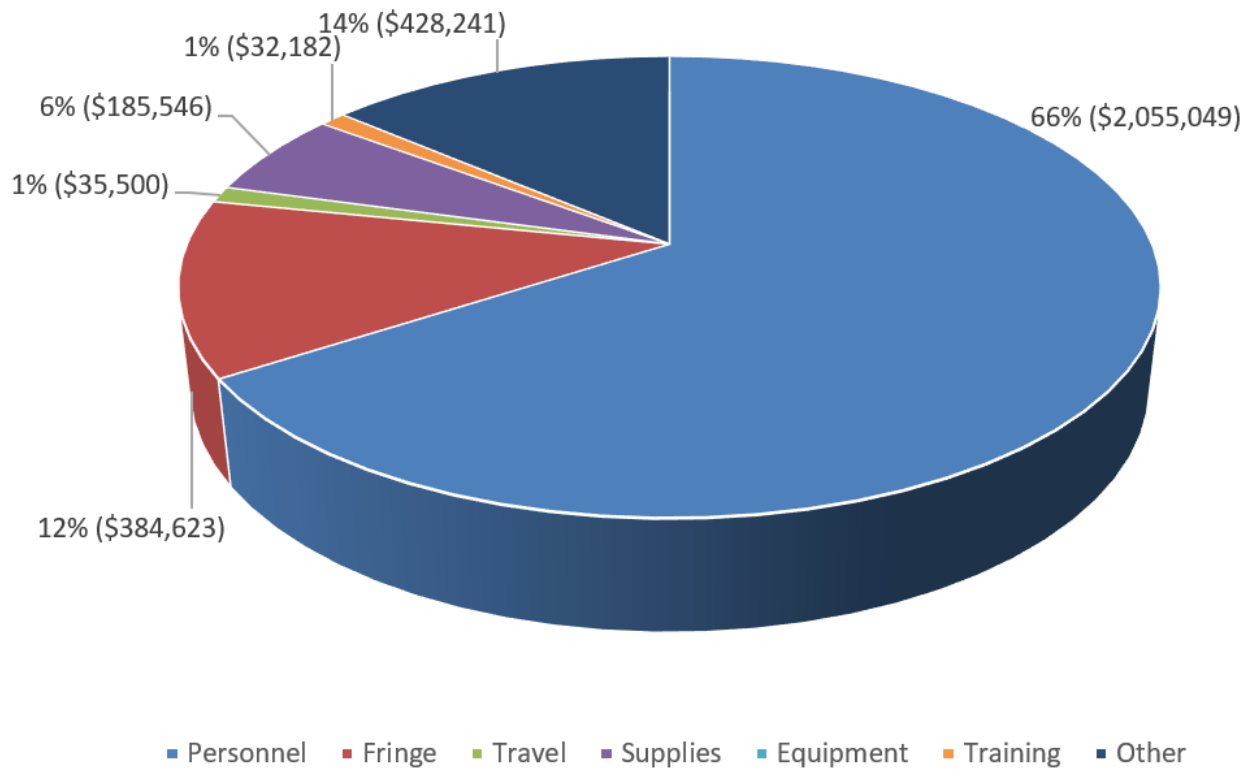
2025 – 2026 Funding: \$3,121,141



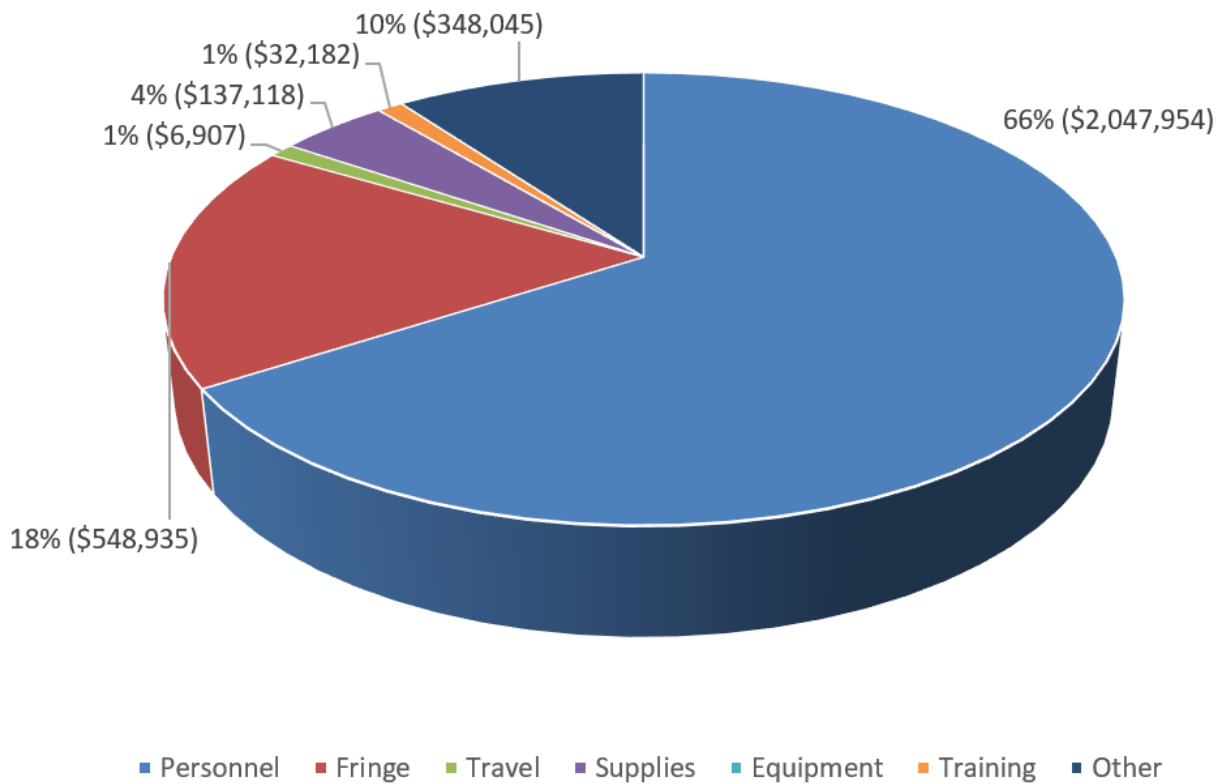
Financial Information

- Federal funding primarily comes from the Head Start Basic Grant, Head Start Training Grant, Early Head Start Basic Grant, Early Head Start Training Grant.
- State funding comes from USDA Food Program Reimbursements (CANS).
- Local funding comes from United Way.

2025 – 2026 Budget: \$3,121,141



2025 – 2026 Expenditures: \$3,121,141



Most Recent Audit and Review

The results from the most recent Federal Monitoring Review (October 2023), showed no areas of noncompliance. The most recent financial audit (May 2026) 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 2025-2026 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.	91%	67%
The percentage of enrolled children that completed a professional oral examination during the program year.	94%	69%

Parent Engagement

OCDC believes that parents are a child's first and most important teacher 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 and Mental Health Services Advisory Committee, interview committees, Curriculum Committee, parenting classes, Policy Council, and Parent Committees. Some specific parent engagement activities during the 2025-2026 program year included: Scavenger hunt involving live farm animals, Fall Festival Family Fun night – being engaged with your child(ren), Ice Cream Socials, Measure and Muffins with Father/Father Figure, Nutrition focused Family Fun Night, Kite Day, Family Fun night: healthy cooking, and Bingo nights to name a few.

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 221 goals for themselves during our 2025-2026 program year and completed 221 of them for a 100% completion rate. Early Head Start families set 85 goals and completed 71 of them for an 83.5% 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 2025-26 program year, OCDC had 309 people volunteer services or items to our program, and 178 of those were current or former Head Start or Early Head Start parents.

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,

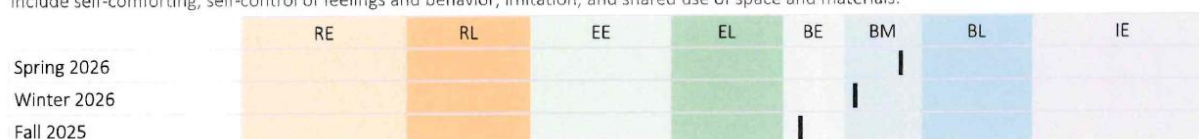
with expectations progressing as children get older. The goals are aligned with South Dakota Early Learning Standards, Head Start Framework, and expectations of local schools. Creative Curriculum and Parents As Teachers are the curriculum used and progress towards school readiness goals is measured three 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 black vertical line indicates the program-wide median score. The charts below illustrate the progress of children for during the 2025–2026 program year.

2025-2026 Child Development Summary by Domain:

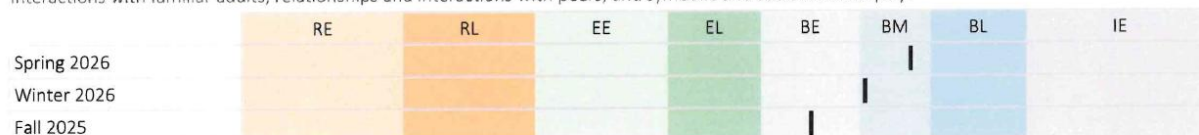
Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



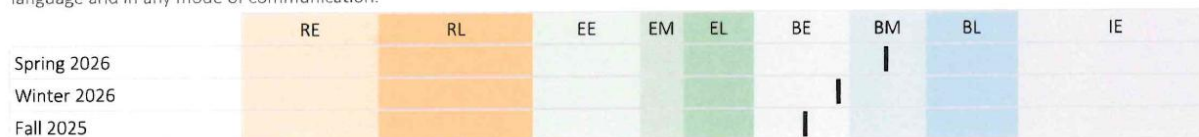
Social and Emotional Development (SED)

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.



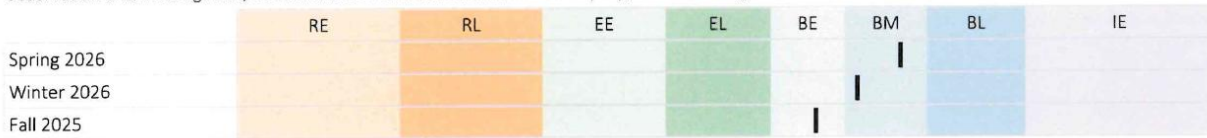
Language and Literacy Development (LLD)

The LLD 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.



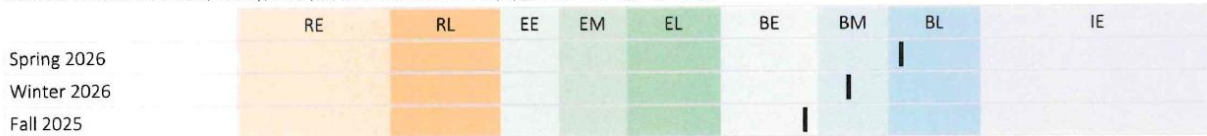
Cognition, Including Math and Science (COG)

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.



Physical Development–Health (PD-HLTH)

The Physical Development knowledge or skill areas in this domain include perceptualmotor 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).



The vertical line represents the median score for the group. RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

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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 CLASS Review, which occurred in January 2025.

Domain	Dimension	2025 OCDC CLASS Scores
Emotional Support	Positive Climate	6.17
	Negative Climate (Smaller number is better)	1.1
	Teacher Sensitivity	5.67
	Regard for Student Perspectives	5.58
	Average of Dimension	5.806
Classroom Organization	Behavior Management	5.75
	Productivity	5.87
	Instructional Learning Formats	5.35
	Average of Dimension	5.656
Instructional Support	Concept Development	4.34
	Quality of Feedback	4.6
	Language Modeling	4.65
	Average of Dimension	4.53

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 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 Statistics from our 2025-26 Program Year

Percent of parents that:

stated staff kept them informed of program information, activities, socials or parent meetings.	98%
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.	100%
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%
increased knowledge about nutrition and healthy eating habits.	100%
increased knowledge of mental wellness activities and strategies	99%
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.	94%
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.	99%
stated the overall quality of services that OCDC provided to their families as above average and excellent.	98%

The following are a few comments from the parents of our enrolled children during the 2025-2026 program year:

- This program has provided my child with the foundational skills, stability, and essential social-emotional skills along with a secure environment. This program has allowed and has also made our family a better functioning unit.
- This program has provided more structure at home for us as a family. Being able to help in the classrooms too has helped show me skills to use with my own children at home that I would have never thought of. Not only have my children grown and learned many skills from this program but so have I as a parent. We, as a family, will forever be grateful for this program in so many ways.
- The summer before Head Start, my daughter struggled with her emotions at daycare. When she started Head Start, that changed. She has matured as all the teachers have done amazingly with her on teaching her how to communicate and regulate emotions. Head Start has been able to give me peace of mind now and I no longer worry if my daughter is struggling. Her teacher is amazing and never gives up on her. The way my daughter bonded with everyone has made this the best experience.
- Before enrolling our child we had concerns that he would not learn to speak until he was much older and since joining his class, his vocabulary has grown so much and his social skills have blossomed.

- Head Start is a program that has helped us with my daughter's education, it has helped our daughter learn to share with the children and to share with the teachers. She always returns home very happy and that makes us happy as parents. We are grateful for how they are teaching our daughter school development, even though my daughter has a hard time communicating, we are grateful to the teachers as they are making an effort to be able to understand our daughter.
- Everyone has been extremely friendly and helpful. I feel confident that my children are safe and well cared for. Every staff member we encounter knows my children's names and addresses them in a caring manner. They have also been very accommodating and communicative regarding my children being dye free. I know that if there is an issue, I will be informed even if it is a minor and any concerns I may have, are listened to, heard, and addressed. The staff are Amazing! A+++++

Strengths Noted from OCDC's Community Assessment

Strengths noted in the communities served include Head Start, Pierre Area Referral, Feeding South Dakota, Discovery Center, YMCA, local churches, and schools. Collaborative teamwork among community agencies and residents, working together to support one another especially in times of need, is an added strength within the communities served by OCDC.

Summary of Key Findings from OCDC's Community Assessment

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

- Staff recruitment and retention are crucial to providing quality services.
- Severe chronic absences impact child outcomes.
- Obesity is still a concern throughout South Dakota.

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

