Lutheran Social Services of the Virgin Islands
Early Head Start

Annual Report 2020-2021

Program Overview

Lutheran Social Services of the Virgin Islands (LSSVI) is a multi-service non-profit organization that began as the Queen Louise Home for Children (QLH), which has been in continuous operation since 1904. On the QLH campus there are three programs that serve as a safe haven for children. The programs include Cottages A/B for children who have been abandoned, abused or neglected, Sister Emma Cottage for children with special needs and the Early Head Start program. In September 2003, LSSVI opened the only Early Head Start (EHS-Concordia West) in the Virgin Islands. At the end of 2009, LSSVI/EHS was awarded an expansion grant (Concordia East) which began services in July of 2010.

The LSSVI/EHS programs serve a total of 120 children, families and pregnant women. There are 72 children enrolled in the Center-Based Program, 24 children enrolled in the Home-Based Program and 24 individuals in the Pregnant Women Program. The EHS program is funded for a total enrollment of 120 and services the entire island of St. Croix.

Mission:
To partner with parents to promote the development of the total child providing for their approaches to learning, social and emotional, cognitive, language, and physical needs while assisting parents to learn the skills needed to support their child's growth and development with special emphasis on school readiness. Early Head Start aims to accomplish this by adhering to the following guiding principles:

- Each child is unique and can succeed in the context of supportive relationships and environments.
- Families are the children's first and most important caregivers, teachers, and advocates and are empowered within EHS and the community.
- Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued.
- Areas of development, including approaches to learning, social and emotional, cognitive, language, and physical, are important and are integrated recognizing that children learn many concepts and skills at the same time.
- Teaching must be intentional and focused on how children learn and grow by providing developmentally appropriate opportunities for exploration and meaningful play.
- Every child and family have diverse strengths rooted in culture, background, language, and beliefs.
- Fostering relationships with the larger community ensures that families and staff are respected and served by a network of community agencies in partnership with one another.
- Developing a continuum of care, education, and services allows for stable, uninterrupted support to families and children during and after their EHS experience.

When school open on August 2020, Early Head Start continued virtual instruction for all children and pregnant woman due to the COVID pandemic until November 9, 2020. On November 9, 2020, the Early Head Start program, following the strictest COVID-19 protocol and professional medical guidline (CDC), opened our centers to the two to three years old age group only. The Ages and Stages Questionaire (ASQ) screening data indicated that children developmental milestones were not being met therefore, we began face to face instruction for our students to be prepared for Head Start. Parents who were uncomfortable sending their children back to the classroom were given the option to continue virtual instruction. During the time of face to face instruction, all the children stayed safe and no one was infected with the virus. Because we were able to keep the children safe, on May 24, 2021, we returned the one to two year old age group to the classroom for face to face instruction. Virtual instruction continued for birth to one year old agr group, Pregnant Women, and Home-Base participants. During the time of face to face instruction observations and data indicated that our children showed improvement in their development.

FORWARD PROGRESS

On September 18, 2021, the LSSVI Board of Directors and Policy Council voted and approved the COVID-19 Vaccine Mandate for all EHS employees. On October 4, 2021, EHS will reopen with fully vaccinated staff. The birth to one age group returned to the classroom on October 4, 2021. One to two year old age group returned to the classroom on October 6, 2021. On October 11, 2021, the two to three

year old age group returned to the class room. As a result, all our center base students were back to face to face instruction. Home-Base children and Pregnant Woman continued with virtual instruction and met in a safe area once a week with their Home-Base visitors for face to face instruction and meetings.

Program Enrollment

Monthly Enrollment: 2020-2021 School Year from September 2020 through August 2021, EHS was fully enrolled 98% of the school year.

- September 2020: Six Pregnant Women slots were filled, and six remained vacant
- October 2020: Eight Pregnant Women slots were filled, and four remained vacant
- November 2020: Pregnant Women slots filled, and One Home-Base withdrew
- December 2020: Two Home-Base vacancies one in November not fillied and in December another parent withdrew their child
- January 2021: One Pregnant Women discharged and two Home-Base remain vacant
- February 2021: One of the two December slot was filled and one remain vacant
- March 2021: One Home-Base remain vacant and the program continues to recruiting for the vacant slot
- April 2021: One Home-Base remain vacant and the program continues to recruite
- May 2021: Two additional families withdrew from Home-Base and One slot in May became vacant

The average monthly enrollment for the EHS programs was as follows:

Month/Year	Enrolled	% of Funded Enrollment
Sep-20	114	94%
Oct-20	116	96%
Nov-20	119	99%
Dec-20	118	97%
Jan-21	117	97%
Feb-21	119	99%
Mar-21	119	99%
Apr-21	119	99%
May-21	117	97%
Jun-21	120	100%
Jul-21	120	100%
Aug-21	120	100%

The cumulative enrolles for the 2020-2021 school year was 125.

Eligibility

Figure 1-------Type of Eligibility Number or Children=101

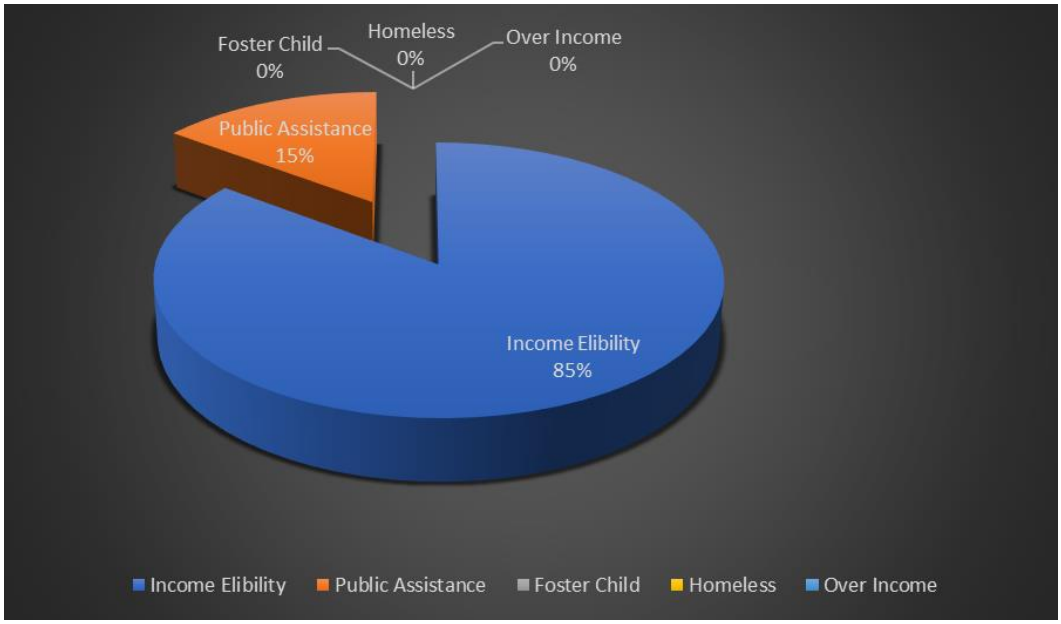
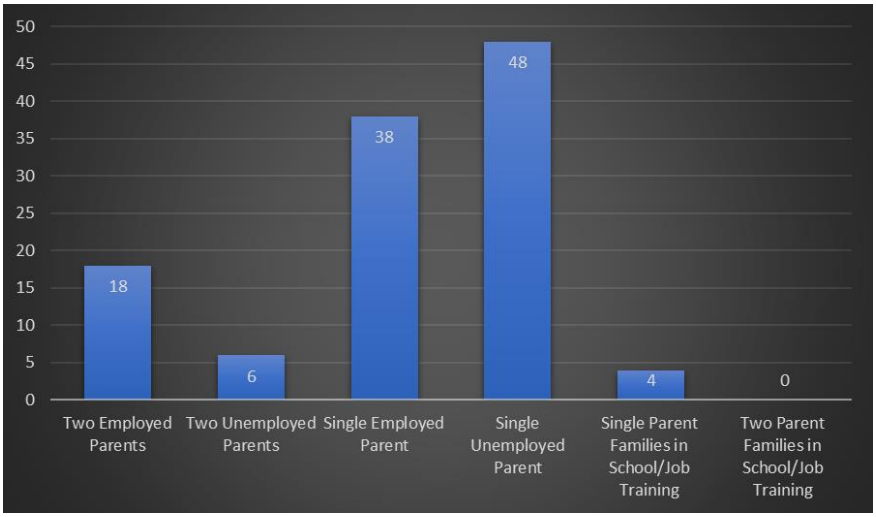


Figure 2------Type of Household Number of Families=105
Two-Parent Families: N=24 Single Parent Families N=81



5-Year Grant Cycle

5-Year Grant-Performance and Progress Summary

Sub Section A: PROGRAM GOALS

Goal #1: Provide a quality program to serve the needs 0-3 children in St. Croix.

Objective	Strategy Update/Progress
1a. Keep enrollment at 120 through accurate data management, monitoring of community needs, and maintenance of waiting lists 1b. Achieve an attendance rate of at least 85% through accurate data management, parent communication, and adequate transportation	1a. The program maintained enrollment by recruiting through limited one on one outreach, radio, newspapers, and other media. EHS Managers and Home Visitors received training on utilizing Child Plus data management system for a week in March 2020. The program rolled out and utilized Child Plus for the 2020-2021 school year. 1b. Early Head Start was awarded a grant to hire a Registered Nurse to address families' health and wellness and high absenteeism rate due to students' illnesses. The nurse's starting date was delayed until the end of the school year due to the COVID-19 pandemic.

Goal #2: To assist parents in completing all screening requirements

Objective	Strategy Update/Progress
2a. We expect to maintain a 100% compliance rate with all screenings 2b. Complete appropriate referrals for children and continue to educate parents on the importance of creating a health plan for their children and maintain up to date medical/immunization records.	2a.The ASQ developmental screenings were over 98% completed. See dental, vision, and hearing screening results on pages 11 to 14 of this report. The program Health Service Coordinator tracked and ensured all screening requirements were scheduled and completed. 2b. Family and Community Partnership Coordinators trained parents who enrolled in the Positive Solutions-Parenting Curriculum on creating a daily schedule and managing their child's temperament.

	2c. Referrals were made to the Infant and Toddlers program for students with suspected developmental delays. Students who did not pass their hearing screenings were referred to the Charles Harwood Clinic for further testing. 2d. The program currently partners with USDA to ensure all meals served meet recommended nutritional guidelines. As a result of the COVID-19 pandemic, the program initiated weekly food distributions to center-based students with periodic food distribution to home-base and pregnant women families. 2e. The program actively recruited pregnant women through social media, newspaper, referrals, and radio advertisements to achieve the goal of services to 24 women.

Goal #3: To deliver appropriate learning experiences in preparation for Head Start

Objective	Strategy Update/Progress
3a. We expect that our 2 to 3-year-old population who transition to Head Start and other pre-schools will leave the program exceeding the COR benchmark of 2.5. 3b. Continue to adhere to the Head Start Compliance Standards and deliver research-based instruction to our students. 3c. Continue building a working relationship with the Head Start Program, to provide a smooth and effective transition with children enrolling into the Head Start Program from EHS	3a. Early Head Start continued to train and retrain staff on the High Scope Curriculum. During the 2020-2021 school year, EHS held five days of training on High Scope to ensure implementation of the curriculum with fidelity. All teaching staff and leadership attended and received training. After training, it was observed that individual teachers needed reinforcement. The teachers needing additional support completed virtual professional development on Early Learning Childhood Knowledge Center (ELCKC) and on My Peers. 3b. EHS continues to implement its Professional Development Plan. Professional Development and training days are scheduled on the school's calendar throughout the year with special focus on High Scope, data collection and analysis, mental health, and parent engagement. 3c. Throughout the year, cultural awareness was demonstrated by a culturally diverse menu. Culture is

	promoted through programs, nutrition, language, posters, classroom decorations, and music. 3d. Family and Community Partnership Coordinators continued to communicate with Head Start to assist students and parents in preparation for the transition from Early Head Start to Head Start. Field trips to the Head Start centers were arranged and scheduled; visits were postponed due to COVID-19.

Goal #4: Maintain an effective Governance and Management structure and an educated and effective work force.

Objective	Strategy Update/Progress
4a. We expect staff to be more aware of program guidelines and job responsibilities and to apply that knowledge in the performance of their duties. 4b. We expect to have a greater number of teachers meet higher qualifications and demonstrate the use of effective teaching practices in the classroom. 4c. Conduct annual Policy Council orientation and training. 4d. Annual training of LSSVI Board of Directors to include ERSEA. 4e. Continue to enhance transportation services and facility maintenance.	4a. Family and Community Partnership Coordinators (FCPC) routinely posted at the centers and sent to parents employment opportunities. FCPC continuously looks for community partners that can cross-train parents. 4b. Family and Community Partnership Coordinators continuously engaged parents in making goals for their families. These goals are updated when met and are reviewed annually. 4c. Although the program had an increase in father participation, the growth was not satisfactory; therefore, the program is considering requesting training and support from our Training and Technical Assistant to improve in this area.

Goal #5: Deliver appropriate trauma training and treatment to families and staff in need.

Objective	Strategy Update/Progress
5a. The program partners with a provider to help students, parents and staff who are experiencing trauma from the three recent disasters. 5b. Staff and parents will be trained to identify signs and symptoms of trauma.5a. Conduct Annual Policy Council Orientation in August of each year	5a. The Policy Council received on conducting council meetings, by-laws, and making and passing motions. 5b. One joint LSSVI Board and EHS Council training meeting is scheduled annually, typically before the end of the calendar year. Council members are encouraged to attend and be active participants. 5c. Human Resources with EHS Director carefully screen candidate qualifications to ensure minimum requirements are met. EHS Director tracks all required certifications to ensure renewals occur before expiration. 5d. Monthly monitoring of grant funds by budgeted categories occurred. Major expenditures are reviewed and approved by policy council approval. 5e. Program continues to collect data, refining processes used for data collection to ensure adequate information is used and considered when making programmatic and significant financial decisions. 5f. Program procured a grant to purchase two new school buses. The buses were received in Apri 2021. The program utilized savings from the regular operating grant for program facility improvement.

Financial Information — Program Operations

Funding:

US Department of Health and Human Services	
Administration for Children & Families	$1,799,872
USVI Department of Education – Special Nutrition Program	$40,488
Non-Federal	$129,568
TOTAL	$1,969,928

Expenditures:

Salaries *(58%)*	$1,147,146
Benefits *(16%)*	$321,622
Supplies *(6%)*	$125,130
Other *(7%)*	$129,130
Property & Maintenance *(4%)*	$79,622
Training *(2%)*	$37,490
Non Federal *(7%)*	$129,568
TOTAL	$1,969,928

FINANCIAL INFORMATION – DISASTER ASSISTANCE

As of September 30, 2020, two Disaster Assistance grants were approved;
Grants are for a two-year period

Approved Disaster Assistance	$2,111,786

Health Services

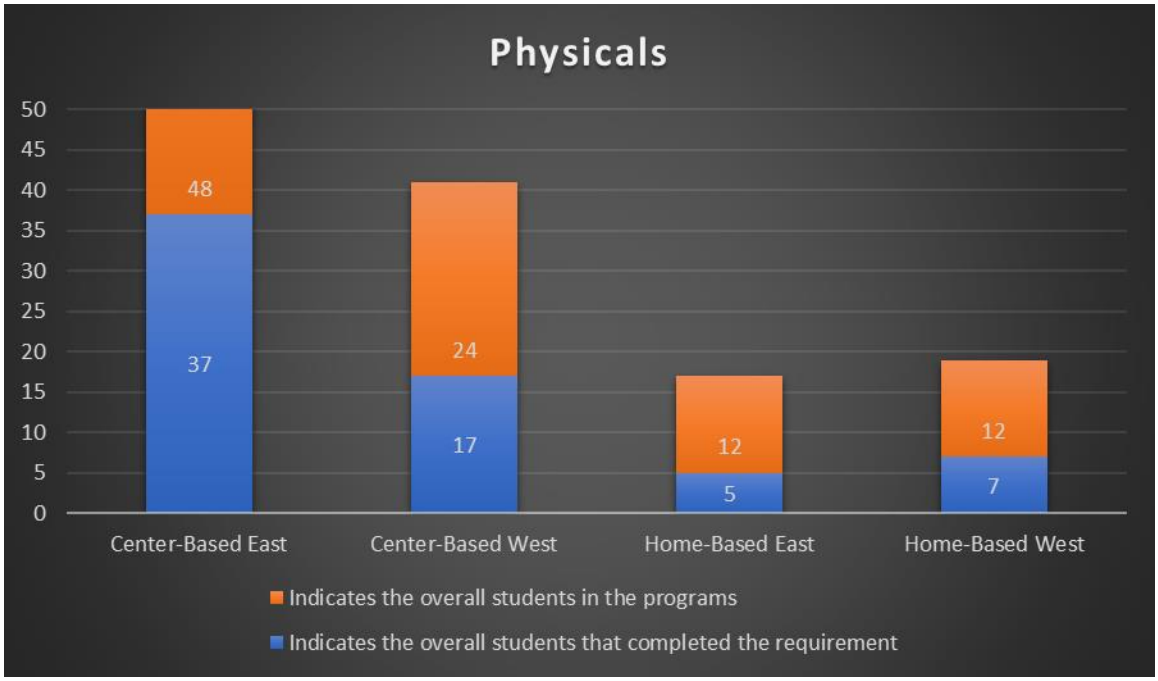
Early Head Start remains committed to meeting the health screening requirements in an effort to ensure the wellness of our students. While our territory continues in the rebuilding stage, Early Head Start is hopeful that additional health providers and services will be available.

The following factors affected Early Head Start's ability to meet screening compliance deadlines throughout the school year:

- Most health service providers were closed due to the COVID-19 pandemic
- Parents fear of having children around adults during the COVID-19 pandemic
- Appointments were limited due to the pandemic

The following factors will improve screenings going forward:

- Health Service Coordinator continued dialog with health service providers
- Screening instruments for vision and hearing were ordered but delivery was delayed Instruments will be aviliable for the following school year
- Vision and hearing screening will be provided inhouse by the program Health Service Coordinator and selected staff
- More health providers and insurance for low income parents are more availiable on island


Physicals
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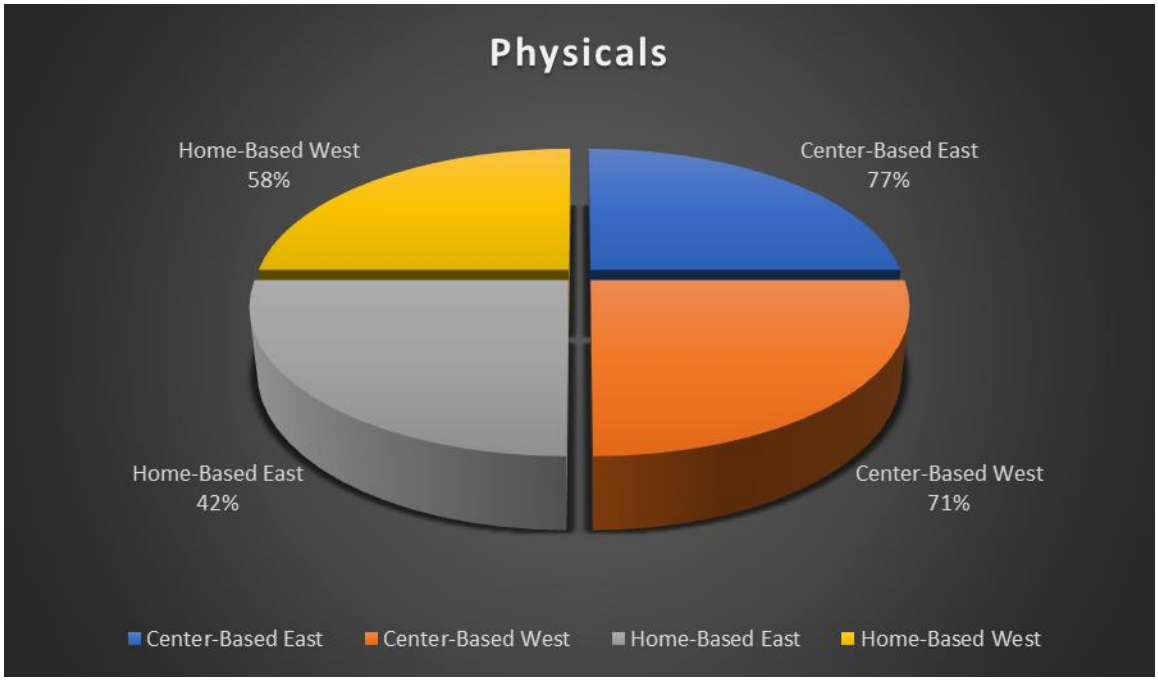
7
Center-Based East
Center-Based West
Home-Based East
Home-Based West
Indicates the overall students in the programs
Indicates the overall students that completed the requirement


Physicals
Home-Based West
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Center-Based East
77%
Home-Based East
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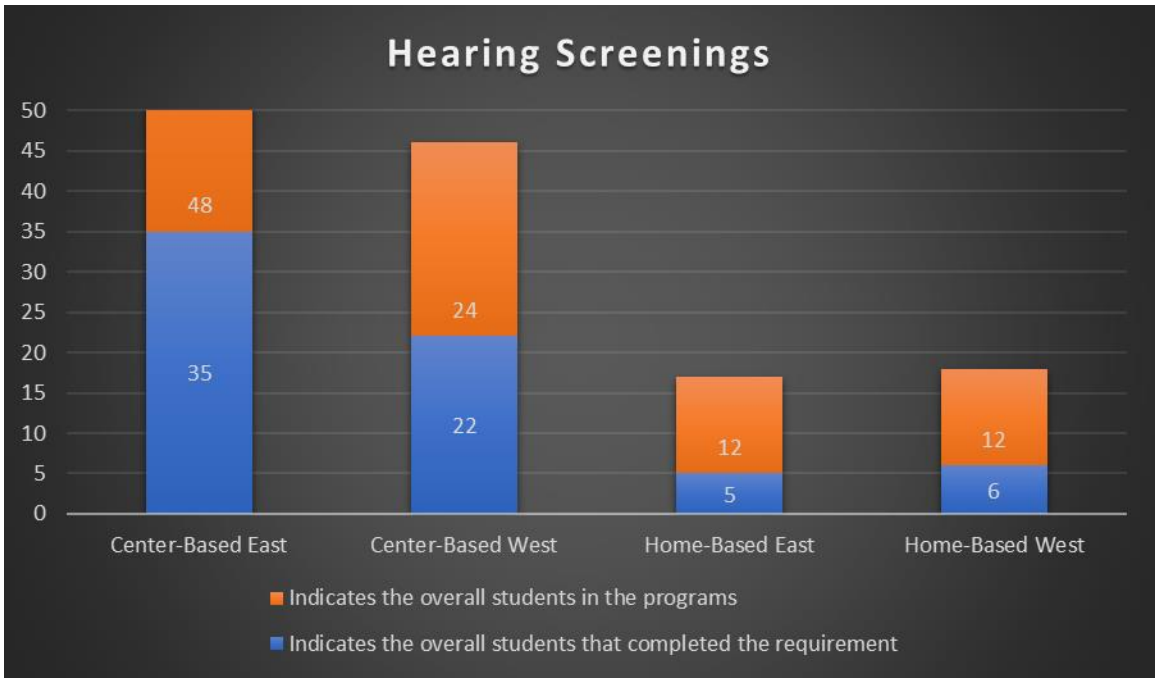
Center-Based West
71%
Center-Based East
Center-Based West
Home-Based East
Home-Based West


Hearing Screenings
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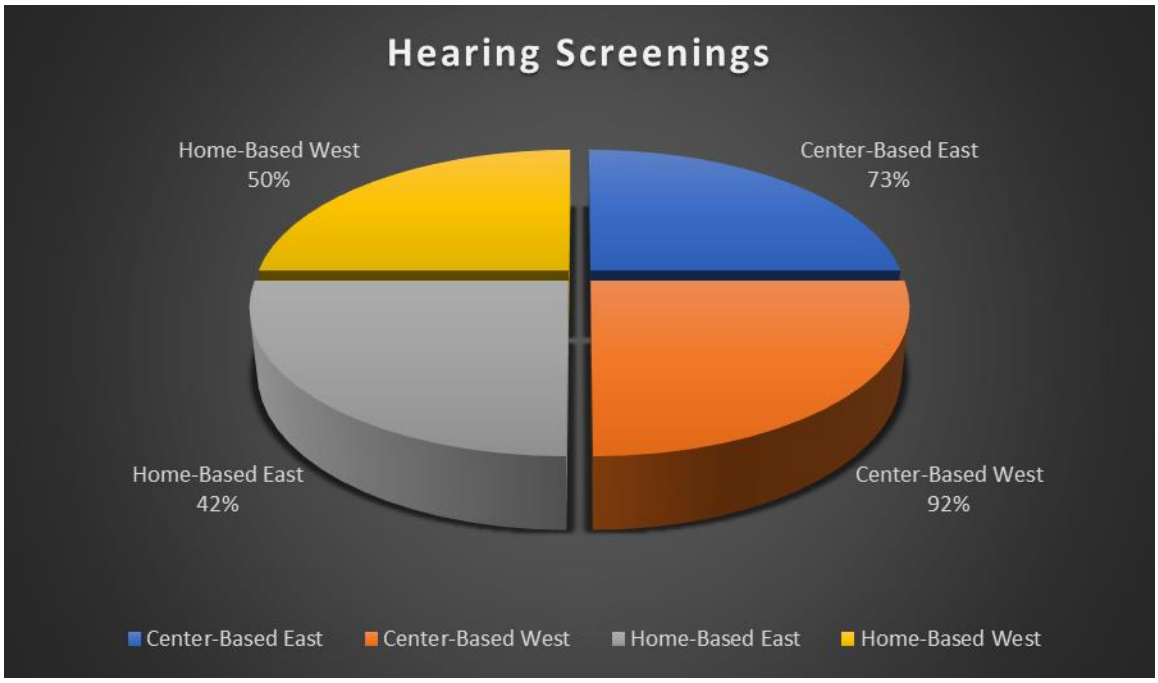
Center-Based West
Home-Based East
Home-Based West
Indicates the overall students in the programs
Indicates the overall students that completed the requirement


Hearing Screenings
Home-Based West
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Center-Based East
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Home-Based East
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Center-Based West
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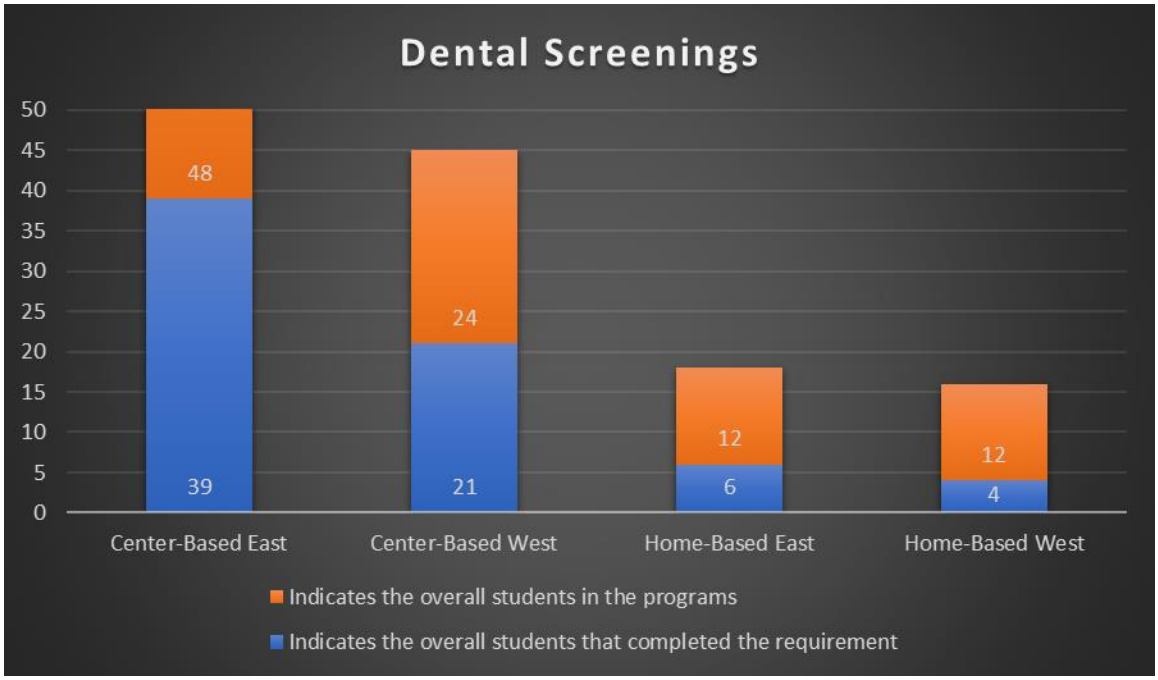
Center-Based East
Center-Based West
Home-Based East
Home-Based West


Dental Screenings
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Center-Based East
Center-Based West
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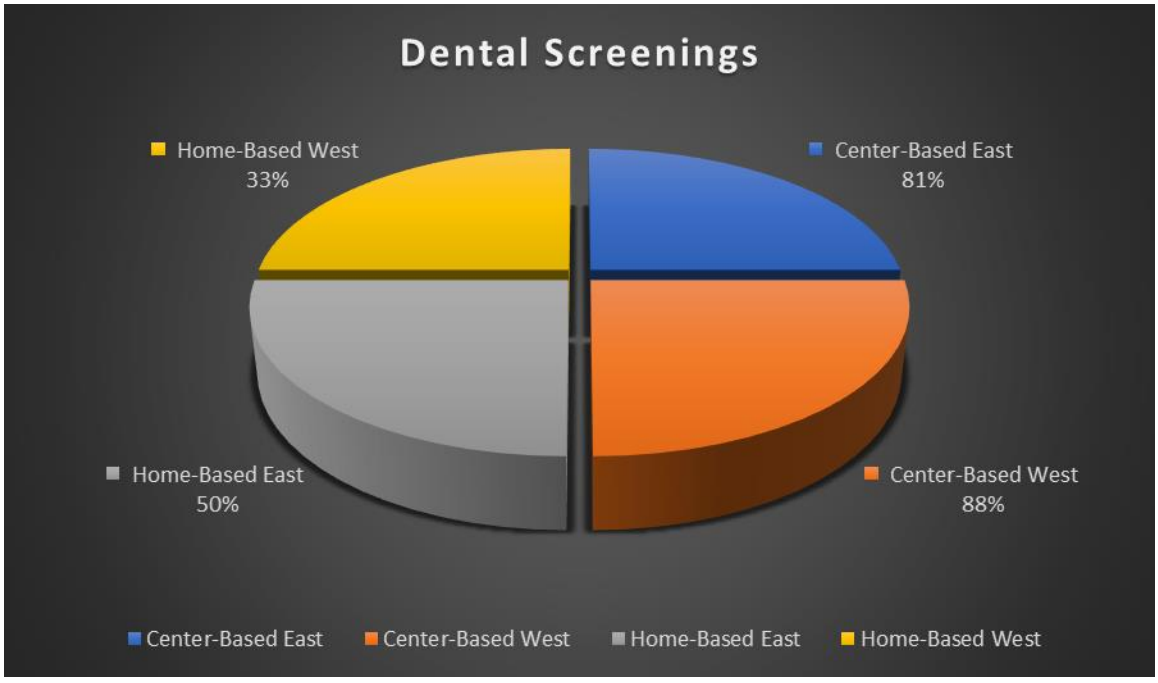
Home-Based West
Indicates the overall students in the programs
Indicates the overall students that completed the requirement


Dental Screenings
Home-Based West
33%
Center-Based East
81%
Home-Based East
50%
Center-Based West
88%
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Center-Based West
Home-Based East
Home-Based West

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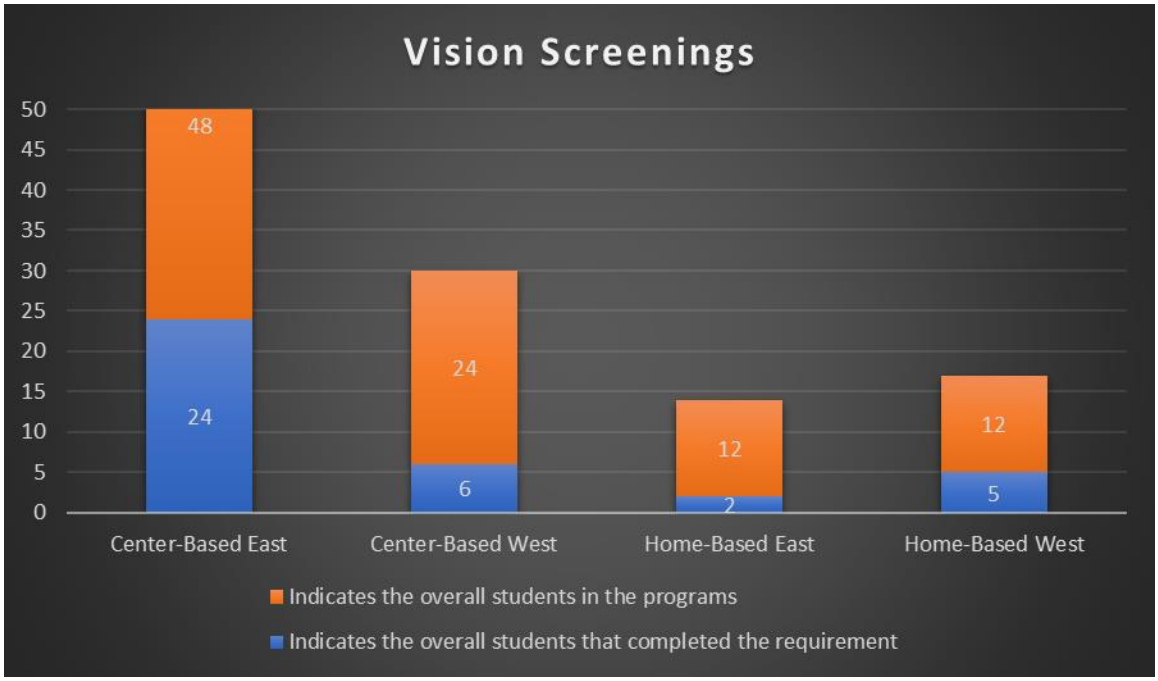
Vision Screenings
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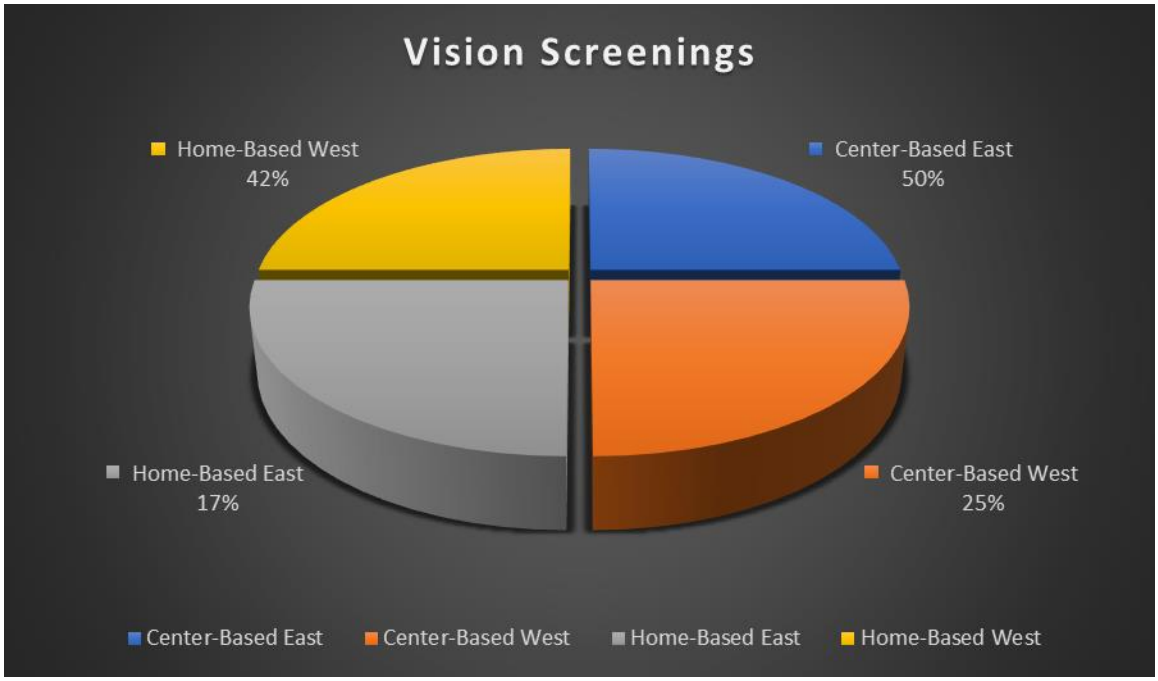
Home-Based West
Indicates the overall students in the programs
Indicates the overall students that completed the requirement


Vision Screenings
Home-Based West
42%
Center-Based East
50%
Home-Based East
17%
Center-Based West
25%
Center-Based East
Center-Based West
Home-Based East
Home-Based West

Parent Engagement Activities

EHS recognizes and reinforces that parents are their children's first and most influential teachers. Parents are encouraged to be as involved as possible in the program and partner with the teachers to maximize their children's success and that of the EHS Program. The following are examples of activities, events, and workshops in which parents were encouraged to participate in to support the developmental transformation of their children. All Parent Engagement activities were conducted virtually as the COVID-19 pandemic limited inperson services.

- ◊ **Parent Volunteers**: Due to the COVID -19 pandemic and school transitioning to virtual learning, parents were not allowed to volunteer in the centers, with the exception of students selection meeting. Parents were able to participate and volunteer on the policy council and parent committee virtually.
- ◊ **Parent Orientation**: Parents were encouraged to attend and learn about EHS policies and services offered.
- ◊ **Parent/Teacher Conference**: Parents were encouraged to take advantage of this one-on-one opportunity to meet with the teachers and review the progress of their child's development.
- ◊ **Policy Council**: Parents were encouraged to join and become part of the governing body.
- ◊ **Parent Committee Meetings**: Parent committee was established. One meeting occurred, subsequent meetings were cancelled due to low turnout.
- ◊ **Parent Meetings**: Parents were encouraged to attend these meetings to keep up to date on program updates, events and announcements.
- ◊ **Home Visits**: Due to the COVID-19 pandemic, the program was not able to complete home visits, but was still able to establish mutual partnerships by encouraging participation in Teacher/Parent conferences and virtual visits in an effort to discuss the child's strengths, any concerns and set goals.
- ◊ **Socializations**: Parents were encouraged to attend informational and educational sessions and engaged in a variety of fun activities while socializing with other EHS parents virtually through ZOOM. Snack bags were often
- ◊ delivered with socialization activities.

FATHERHOOD INITIATIVES

- **Workshop Topic:**
  Father's Well Being-Discussion on "Life Challenges and Working towards Change". The presenter reviewed the laws on child abuse and neglect and opened the discussion on the violence that one of the fathers was experiencing in his neighborhood.
- **Training:**
  EHS Director enrolled staff in the National Fatherhood Initiative: Fatherhood Engagement Program with the use of training funds. This online training gave staff the necessary tools to engage fathers in their child's education.

Parent Involvement Activities
Socialization, Activities and Workshops

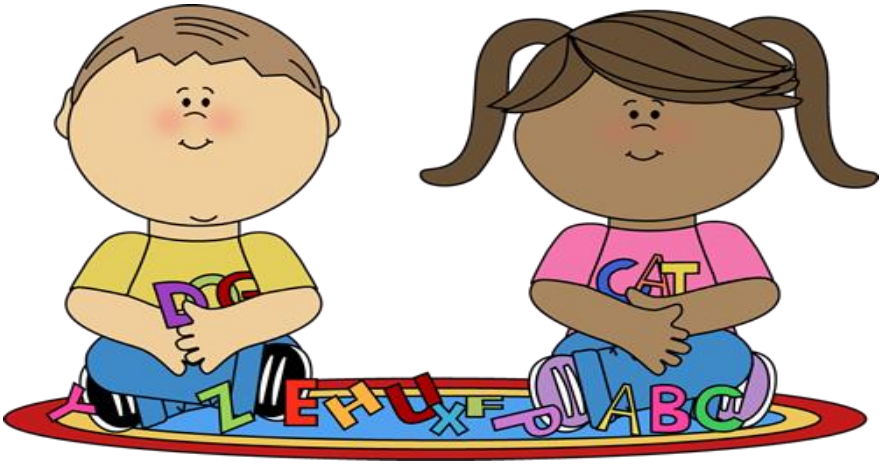
SOCIALIZATION

- Starting a Garden
- Building Self-Esteem
- Exploring Seasonal Shapes and Colors
- Keeping Children Safe
- Nutritious Eating
- Messy Play Boost Brain Power
- Get Creative! (Making a Musical Instrument)
- Story Time
- Virtual Puppet Show
- Cleaning and Decluttering Tips
- Farewell
- DIY Picture Frame
- Interactive Thanksgiving Activities
- Prenatal and Postnatal Health
- What is Shaken Baby Syndrome
- Me Time -DIY Face Mask
- How to Massage your Baby
- Making a Baby Book
- This is Your Year -Inspirational Calendar
- Saving Strategies -Making a Piggy Bank

PARENT WORKSHOP

- Learning Activities at Home to Support Brain Development
- Homeownership and Budgeting
- Healthy Eating
- Poison Prevention
- Oral Health for Children
- VITEMA- Disaster Preparedness
- Preventing Child Abuse and Neglect
- Car Seat Safety
- Preventing Childhood Illnesses
- How to get that Job
- Budgeting to Achieve your Goals

School Readiness



Early Head Start (EHS) continues to ensure that School Readiness is a top priority. The program is committed to setting School Readiness goals that will prepare students eventually for Kindergarten. The following is a summary of steps made within the past year to support school readiness:

EHS Approach to School Readiness

School Readiness Mission:
To prepare infants and toddlers developmentally – including in the domains of approaches to learning, social and emotional, cognitive, language, and physical development – for preschool and/or Head Start, working with parents to observe and plan developmentally-appropriate activities to ensure that children successfully meet the EHS School Readiness Goals.

COR Summary of Results

Overview: 2020-2021 Childhood Observation Record (Assessment)
This summary is based on the aggregation of data collected by classroom teachers and home visitors using the HighScope Child Observation Record (COR) Advantage, an assessment tool designed for children ages birth to six (6) years and aligned with the HighScope curriculum. The COR Advantage assesses children's development in the following nine (9) domains:

- Approaches to Learning (AL)
- Social and Emotional Development (SED)
- Physical Development and Health (PHD)
- Language, Literacy, and Communication (LLC)
- Mathematics (MATH)
- Creative Arts (CA)
- Science and Technology (ST)
- Social Studies (SS)

- English Language Learning (ELL) (for Dual Language Learners)

Within each domain are several subdomains. Scores range from 0-7 and are inclusive of children ages birth through kindergarten. Please note that a score of zero (0) does not mean a lack of skill, but instead represents skills and behaviors for the youngest infants. Scores are not equated with ages but indicate developmental progressions within each domain. Generally, expectations for children's achievement/scores are anticipated to be within the following guidelines. Note, that there is an overlap of scores from age to age, recognizing that there is normal variability in children's development.

- Infants and toddlers: 0-3
- Preschool: 2-5
- Kindergarten: 4-7

Teachers collect information through observations of children's behavior and activities throughout the child's enrollment in Early Head Start. Through the online system, the COR assists teachers in the analysis of this information as it relates to children's growth and development. They use this information to plan for individual children and groups of children as they facilitate children's achievement of developmental milestones and EHS School Readiness Goals.

Introduction:

The collection of data for this school year presented unique challenges due to the distancing restrictions of COVID-19. Children in the 2 to 3-year-old group attended school part of the year, however, their experiences were not typical. The breadth of the HighScope curriculum was not fully implemented as children were isolated from one another in their play, the classroom environment was not set up to promote the key developmental indicators as described in the curriculum, and families were not permitted into the center to promote family engagement. Children in the birth to 1-year-old groups, 1 to 2-year-old groups, and home visiting were served remotely. These limitations made it difficult to assess children through observations within their natural play environment and engagement with people and materials. In spite of these challenges, teachers did their best to complete the COR assessments with fidelity.

Collection of Assessment Information:

As stated above, there were many challenges in the collection of data due to the unusual teaching circumstances. In the Class-Based program, there was a steady increase in the completion rate from one period to the next with the final collection at 95-96%. The Home Visiting program in the west may need additional support particularly in strategies to collect observations during remote learning for the entry of data. Please note, children in the Pregnant Women's Program are not assessed until they are 6 months of age and therefore would not necessarily be considered incomplete in the earlier periods, depending on their birth date. It would be expected that some children within the Pregnant Women Program would have reached the 6-months during their enrollment and would, therefore, need to be assessed.

The following chart shows the completion rates by center and program in the 2020-2021.

Center Name	1st period	2nd period	3rd p-eriod
Concordia West Classrooms	87.7%	91.3%	95.7%
Home Visiting West	4%	6%	8%
Concordia East Classrooms	73.5%	87.5%	96%
Home Visiting East	84%	95%	92%
PWP-East	0	0	0
PWP -West	0	0	0

The following information depicts the completion rates of individual classrooms. When reviewing the data, one would need to consider attendance records, as well as when children entered the program to obtain a full view of the issues related to gathering data. When data is not completed on an individual child at both the beginning and the end of the year, growth cannot be determined. These results indicate that in most cases the completion rate increased from one period to the next.

Classroom	1st period	2nd period	3rd period
Concordia West			
Classroom 1	87 %	87 %	100%
Classroom 2	100 %	100 %	100%
Classroom 3	76 %	87 %	87%
Concordia East			
East 1	85 %	68 %	90%
East 2	45%	71%	100%
East 3	72 %	100 %	100%
West 1	99 %	100 %	99%
West 2	85 %	98 %	87%
West 3	55 %	88 %	100%

Early Head Start School Readiness Goals

The Head Start Act requires that programs analyze progress of children toward meeting the School Readiness Goals as outlined by the program. The following chart delineates the School Readiness Goals and the assessment criteria that the program uses to measure the progress toward achieving these. As the reader of this report reviews the analysis of the COR Advantage data, it is important to keep these in mind. While aggregated results indicate that progress has been made in all domains, there is much work to be done to further ensure that children reach the benchmarks expected for their ages and that professional development supports teachers in their acquisition of the knowledge, skills, and expertise needed to assist children in achieving optimal development in all these areas.

Domain/Sub-Domain	School Readiness Goal	COR Assessment
Approaches to Learning:	Children will demonstrate increasing ability to: • manage feelings, emotions, actions, and behavior with the support of familiar adults • focus, maintain attention, and engage and persist in activities	• Emotions • Building relationships with adults • Conflict resolution • Initiative and planning • Problem solving with materials
Social and Emotional Development:	Children will demonstrate increasing ability to: • interact, play, and engage in positive interactions with other children, as they express, manage, and interpret emotions and express care and concern for others	• Building relationships with other children • Conflict Resolution • Emotions
Language, Communication, and Literacy:	Children will demonstrate increasing ability to: • communicate their needs and engage in interactions and conversations with others, as they understand and use a greater variety of words. • repeat, retell, relate to, and talk about songs, books, stories, and rhymes and gain meaning from them	• Speaking • Listening and comprehension • Building relationships with adults • Building relationships with other children

Domain/Sub-Domain	School Readiness Goal	COR Assessment
Cognition:	Children will demonstrate increasing ability to: • actively explore people and objects to understand and communicate about their characteristics, how they work, about cause and effect, and about their similarities and differences.	• Problem solving with materials • Experimenting, predicting, and drawing conclusions • Observing and classifying • Natural and physical world • Tools and Technology • Initiative and planning
Cognition:	Children will demonstrate increasing ability to: • develop a sense and understanding of number and quantity, identify shapes, understand spatial relationships, categorize objects, and recognize simple patterns.	• Number and counting • Measurement • Geometry: Shapes and spatial awareness • Problem solving with materials • Data analysis • Patterns • Observing and classifying
Perceptual Motor and Physical Development:	Children will demonstrate increasing ability to: • use sensory and perceptual information to understand and act on objects, experiences, and interactions within the environment.	• Experimenting, predicting, and drawing conclusions • Geography

Strengths and Opportunities for Total Program:
All children for which there are scores are included in the aggregation of scores. Please note, there will always be some subdomains with the highest scores and some subdomains with the lowest scores. Delineating these is not intended to be punitive or a reflection of teachers' capabilities, but instructive in helping the program to determine professional development needs and in helping teachers plan additional meaningful experiences and improve their intentional teaching practices, particularly in the curriculum areas designated as "opportunities." Remember, there will always be subdomains in the "opportunities" area.

The COR is divided into eight (8) domains and 34 subdomains (with exclusion of the English Language Learning domain which will be analyzed individually later in the report). Even though there was growth in all domains and subdomains, children scored on average higher in some subdomains than others.

The chart below represents the five (5) highest scoring subdomains for the third collection period (highest to lowest).

Domain	Subdomain
Physical Development and Health	Personal Care and Healthy Behavior
Physical Development and Health	Gross Motor Skills
Social and Emotional Development	Community
Physical Development and Health	Fine Motor Skills
Approaches to Learning	Reflection

Comparing the strengths of the 2020-2021 to the two previous school years (2019-2020 and 2018-19), all the same subdomains were at the top of the list of strengths, with the exception of Approaches to Learning-Reflection.

The chart below represents the eight (8) lowest scoring subdomains for the third and final collection period (lowest to highest) and are thus considered "opportunities":

Domain	Subdomain
Mathematics	Data Analysis
Language, Literacy and Communication	Phonological Awareness
Language, Literacy and Communication	Reading
Social and Emotional Development	Emotions
Science and Technology	Natural and Physical World
Social Studies	Knowledge of Self and Others
Science and Technology	Observing and Classifying

Comparing the opportunities, or lower scores, of the 2020-2021 school year to the previous two school years (2019-2020 and 2018-19), many of the subdomains were the same indicating a potential need for professional development. These include:

- Emotions
- Reading
- Data analysis
- Knowledge of self and others

Additionally, the following subdomain was the same for both the 2020-2021 school year and the 2019-2020 school year:

- Observing and classifying

The following subdomains were no longer in the lowest scoring area:

- Number and counting
- Alphabetic knowledge

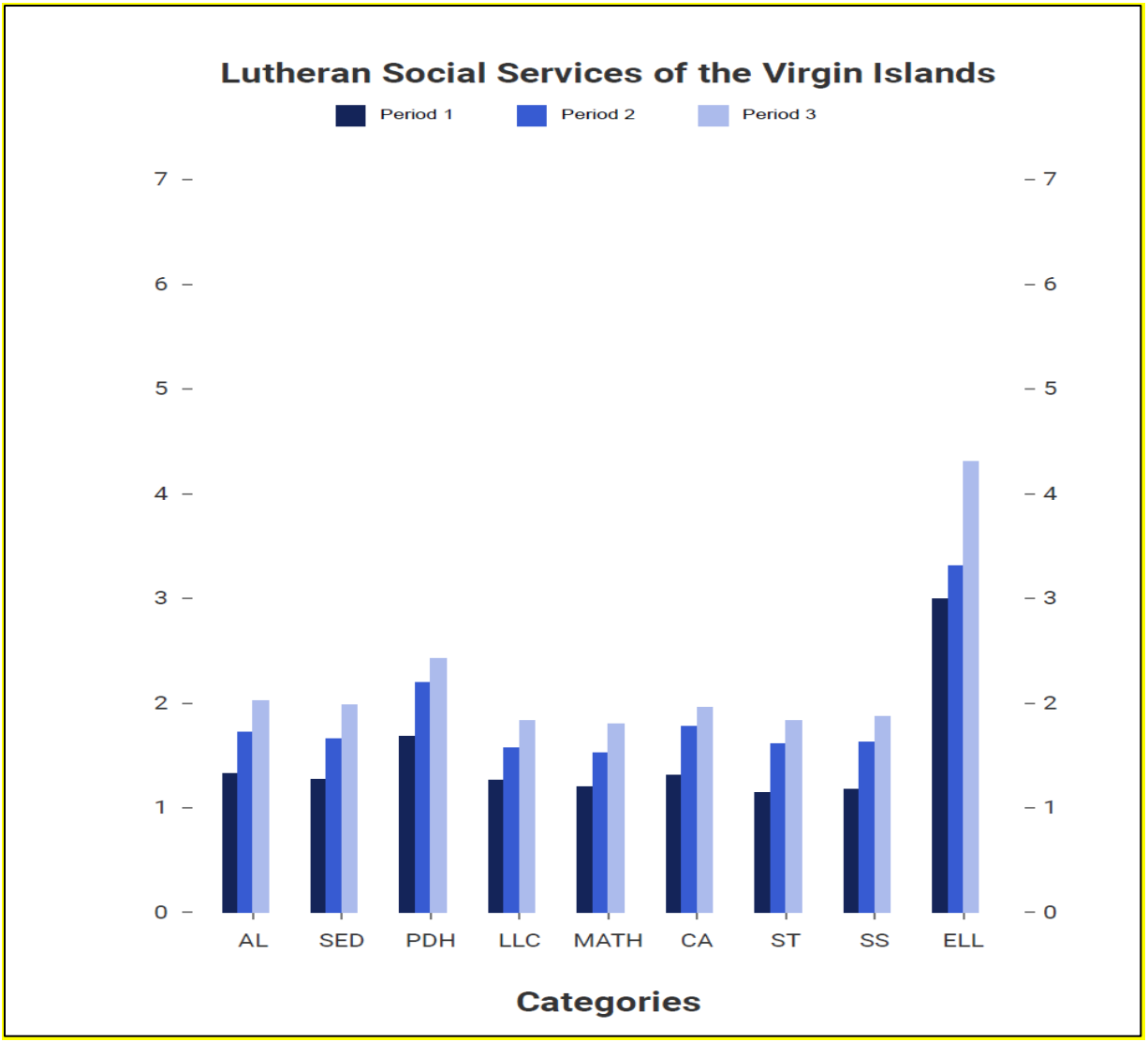
Analyzing Data and Growth:

There are some cautions to consider in reviewing and analyzing the data. For example, there may be a 5-month-old and a 12-month-old in the same classroom, which means that expectations will be very different, and scores will reflect these differences. Therefore, analysis must be based on realistic expectations depending on the child's age. There may be varied expectations for children with disabilities or developmental delays or children who are dual language learners. Our goal is for each child to demonstrate progress in all domains.

In most cases, when reviewing the scores for children within classrooms, those who have the lowest scores tend to be the youngest or those identified with disabilities and/or developmental delays – which is to be expected. Scores of younger children and children with disabilities and/or developmental delays may impact classroom average scores. Therefore, aggregated analysis by classroom is not evaluated here. Caution should also be taken when comparing classrooms, even those of the same age group, because the ages often vary within each and among classrooms. One class may have a greater number of younger children and another more older children, yet within the same age group; and some may have more children with developmental delays or dual language learners. Therefore, average scores for classrooms are not considered or compared.

Instead, what is important is that each child experiences progress in all domains and subdomains. The following charts depict the overall average growth for all children enrolled for whom there were scores for both periods.

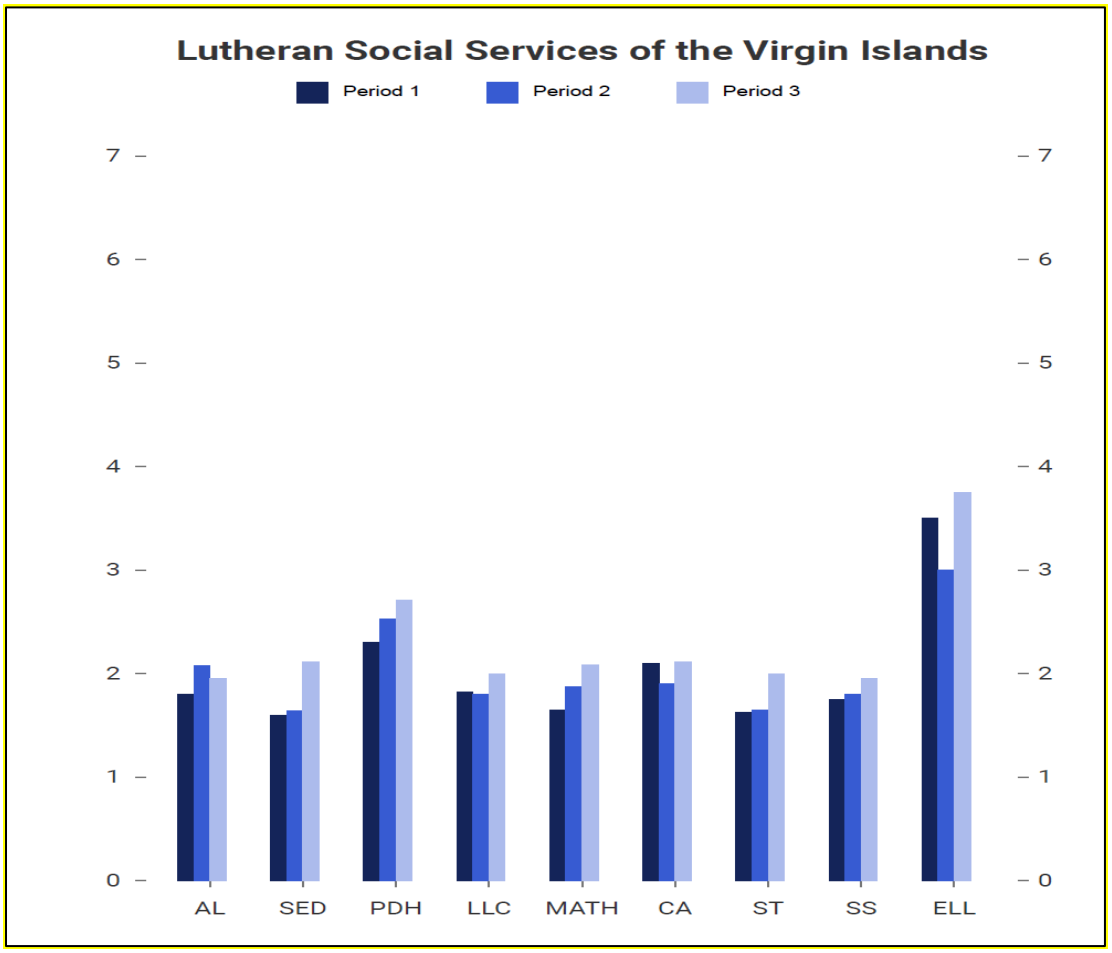
The following graph shows the growth of all children within the program across the three collection periods. As indicated in the graph, the aggregated scores for the entire program showed growth in all developmental domains.



Progress of Children with Disabilities and/or Developmental Delays

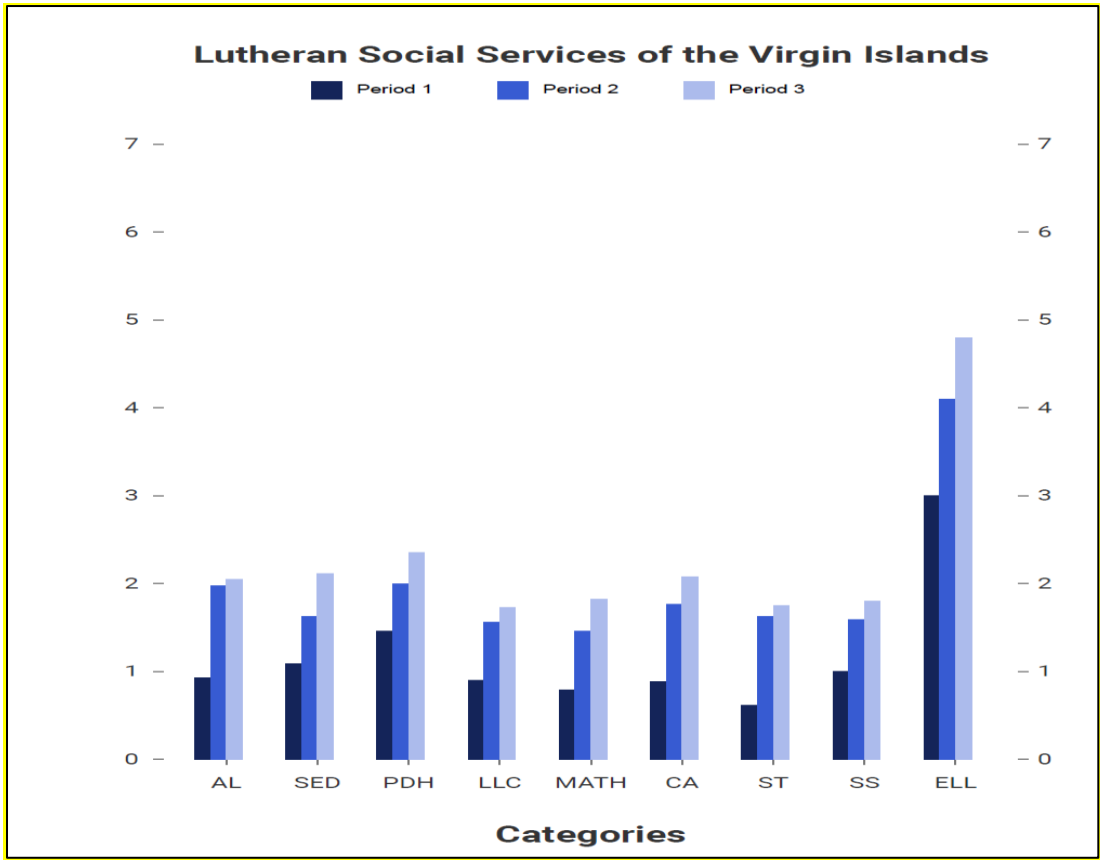
Seven (7) children with disabilities and/or developmental delays were enrolled in the EHS Class-based and/or the home visiting program for the 2020-2021 school year – representing 7.3% of children. Children with disabilities and/or developmental delays are those with an Individualized Family Service Plan (IFSP) and receive services from the Department of Health Infants and Toddlers program until their third birthday or with an Individualized Education Plan (IEP) and receive services from the Department of Education Preschool Services program once they have turned three years.

The following chart illustrates the growth and progress for children with disabilities and/or developmental delays. As indicated in the graph, the aggregated scores for those children with an IFSP or an IEP showed growth in all developmental domains.



Dual Language Learners
Twelve (12) children, representing 8% of those enrolled in the EHS class-based and/or the home visiting program in the 2020-2021 school year were Dual Language Learners (DLL) as reported by families on their enrollment forms and gathered by the Family Community Partnerships Coordinators.

The following chart illustrates the growth and progress of children who are DLL. As indicated in the graph, the aggregated scores for those children who are DLL showed growth in all developmental domains, with significant gains in their abilities to understand and communicate in English.



Summary of Results for Children Transitioning from EHS in August 2019
The chart below indicates aggregated results of the COR Advantage assessment for children who transitioned out of EHS at the end of the 2020-2021 school year due to age – those children with 2018 birthdays. Children transition between 2.8 and 3.7 years in synchronization with the Virgin Islands Head Start and Department of Education Kindergarten entry requirements, which have cut-off dates of December 31st. Results include all children, including class-based, home-based, those with disabilities and/or developmental delays, and those who are dual language learners. There were a total of 36 children who transitioned.

As stated above, scores are not equated with ages but represent developmental levels within each domain and subdomain. Generally, expectations for children's achievement/scores are within the following guidelines. Note, that there is an overlap of scores from age to age, recognizing that there is normal variability in children's development.

- Infants and toddlers: 0-3

- Preschool: 2-5
- Kindergarten: 4-7

With this in mind, it is the hope and intention of EHS that children transitioning from the program score at or above 2 in all domains and subdomains.

The following graph illustrates the percent of children who scored at each level who transitioned from the EHS program due to their date of birth, between January 1, 2018 and December 31, 2018.

Category	Scores/Level							
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Approaches to Learning								
Initiative and planning	-	9%	20%	51%	17%	3%	-	-
Problem solving with materials	-	6%	29%	46%	11%	9%	-	-
Reflection	-	-	37%	43%	17%	3%	-	-
Social and Emotional Development								
Emotions	-	17%	34%	29%	14%	6%	-	-
Relationships with adults	-	3%	31%	37%	23%	3%	3%	-
Relationships with other children	-	3%	31%	37%	26%	3%	-	-
Community	-	3%	14%	46%	31%	6%	-	-
Conflict resolution	-	3%	49%	37%	6%	6%	-	-
Physical Development and Health								
Gross Motor	-	-	14%	37%	34%	9%	6%	-
Fine Motor	-	-	17%	54%	29%	-	-	-
Personal care and healthy behavior	-	-	3%	43%	46%	3%	6%	-
Language, literacy & communication								
Speaking	-	3%	46%	29%	6%	17%	-	-
Listening and comprehension	-	6%	37%	40%	14%	3%	-	-
Phonological awareness	-	6%	63%	31%	-	-	-	-
Alphabetic knowledge	-	6%	51%	31%	11%	-	-	-
Reading	-	3%	54%	43%	-	-	-	-
Book enjoyment and knowledge	-	3%	43%	32%	14%	6%	3%	-
Writing	-	-	57%	43%	-	-	-	-
Mathematics								
Number and counting	-	6%	23%	60%	9%	3%	-	-
Geometry, shapes, spatial awareness	-	6%	31%	57%	6%	-	-	-
Measurement	-	3%	44%	32%	21%	-	-	-
Patterns	-	6%	50%	18%	26%	-	-	-
Data analysis	-	12%	65%	21%	3%	-	-	-
Creative Arts								
Art	-	3%	57%	17%	23%	-	-	-
Music	-	6%	31%	29%	6%	26%	3%	-
Movement	-	-	37%	34%	26%	3%	-	-
Pretend play	-	3%	32%	47%	18%	-	-	-
Science and technology								
Observing and classifying	-	3%	22%	59%	16%	-	-	-

Category	Scores/Level							
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Experimenting, predicting, drawing conclusions	-	6%	36%	39%	15%	-	-	3%
Natural and physical world	-	12%	53%	21%	9%	6%	-	-
Tools and technology	-	-	29%	59%	12%	-	-	-
Social Studies								
Knowledge of self and others	-	6%	48%	30%	12%	3%	-	-
Geography	-	3%	48%	36%	-	12%	-	-
History	-	6%	55%	12%	27%	-	-	-
English Language Learning								
Listening to & understanding English	-	-	17%	33%	-	17%	-	33%
Speaking English	-	-	-	40%	20%	-	20%	20%

While the majority of scores were in the range of level 2 and above, it should be noted that there were some areas that may indicate a need for teacher training to assist children in future groups to boost their scores. These in particular include:

- Emotions
- Data analysis
- Natural and physical world

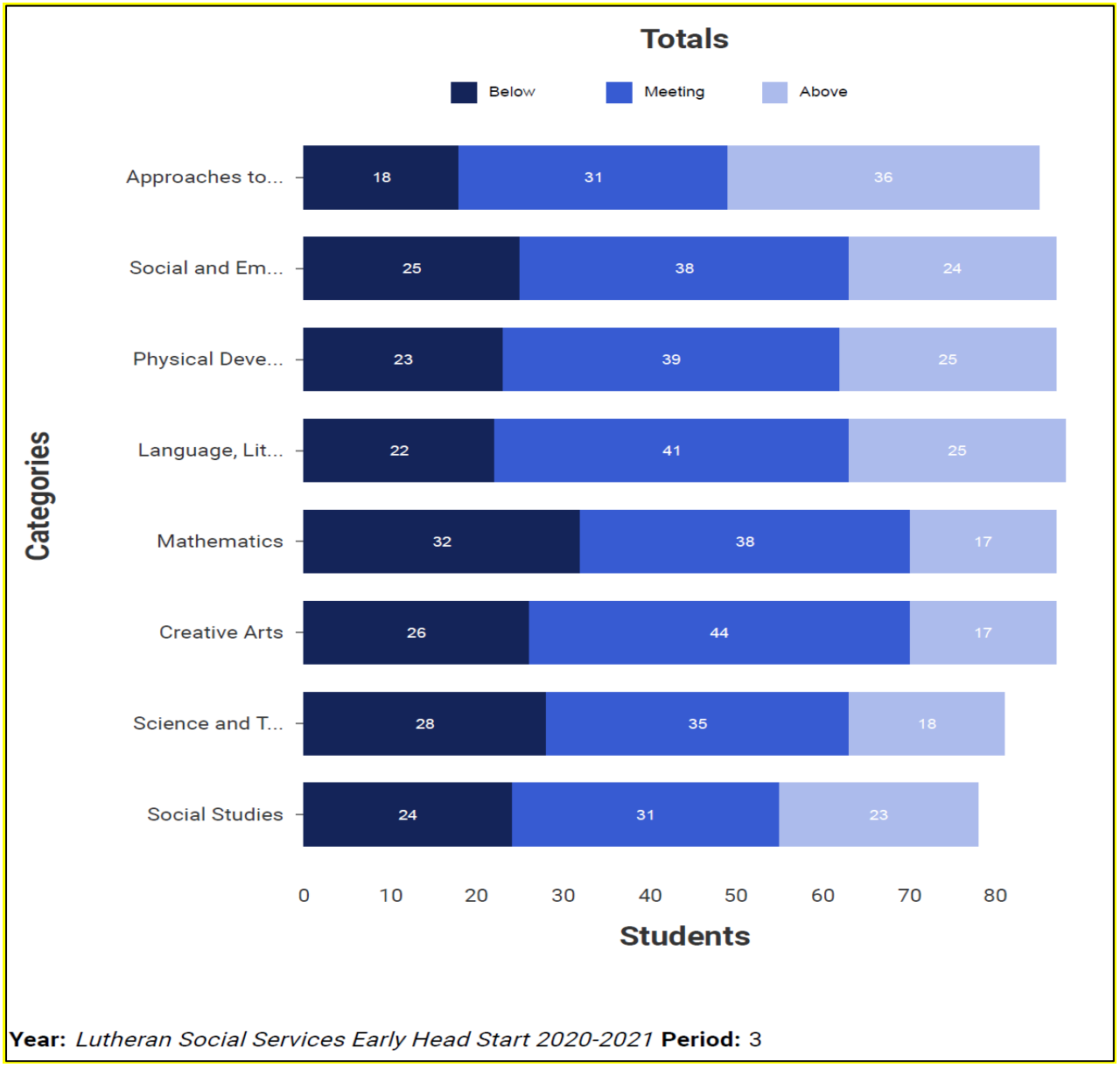
Emotions and data analysis are also among those in the "opportunities" – or lowest scoring range as indicated in that section.

Benchmark Report

The Benchmarks Report is designed to identify how student performance compares to national averages for each of the COR Advantage categories. The Benchmark Report reflects student performance compared to peers within the same 3-month age window. The report is grouped into Above, Meeting, and Below, which reflect the following groups relative to the national averages:

- Above = performing above age-level norms (top 25%)
- Meeting = performing consistent with age-level norms (middle 50%)
- Below = performing below age-level norms (bottom 25%)

This is the first year that data analysis has looked at Benchmarks. It can be very instructive moving forward. The graph below depicts the number of children enrolled in EHS and how they compared to the national average of children same age at the end of the school year, the third collection period. While this benchmark graph is an aggregation of the total program, teachers should look at the benchmarks achieved in each subdomain at each period for each child to provide guidance for individualization. The goal should always be focused on working towards every child reaching optimal development in all areas.



Communication with Families through the COR Advantage Portal

The COR Advantage family portal provides opportunities for staff and families to communicate about the progress of children and other issues and events of EHS. During the 2020-2021 school year, staff sent:

- 190 Messages to families
- 239 Daily notes
- 5 Moments
- 1 Storyboard

The data indicating how many messages were opened by families or which families opened messages was not available. There were no Family Comments received.

Considering the number of staff and the number of children enrolled, it is noted that the parent portal could be used more by staff as a means to communicate with families. At the same time, it is recommended that the

program explore families' usage, comfort with the technology, access to technology, and potential training needs.

Conclusion:
School year 2020-2021 is the fifth year that the COR Advantage has been implemented. Staff has become more diligent and thorough in ensuring that scores are recorded for children in all subdomains. New staff has been mentored by more experienced staff to increase the likelihood that assessment data is more accurate. As all have become more familiar with utilizing the assessment tool, it is anticipated that there is greater accuracy.

The challenges of the school year during the pandemic have more than likely impacted opportunities to observe children in a natural setting due to both virtual learning and distanced spacing within classrooms, posing unnatural learning environments for infants and toddlers. In turn, this then has most likely impacted children's score levels.

Individual children's results and aggregated results by classroom are shared with teachers. This information assists teachers in making note of individual children's progress and needs and provides information for planning for the group. At the same time, this information assists teachers in noting their own strengths in implementing curricula focused on the different subdomains and in identifying individualized professional development needs. Informed by the analysis of COR results, it is the goal of the program to support teachers in their professional development through consultations, workshops, and training materials designed to help them improve their abilities to meet the needs of the children in their care.

As mentioned above, there are opportunities for professional development that have been identified based on the subdomains that have had lower aggregated scores in the past two school years, as well as score levels for children leaving the program and children scoring below benchmark levels.

Regarding family engagement, it is recommended that both staff and families receive training and encouragement to implement the Parent Portal to better understand it uses and benefits – and ultimately use it more fully.

Coming Soon

Two brand new state of the art Early Head Start!

THANK YOU

for checking out our annual report.

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