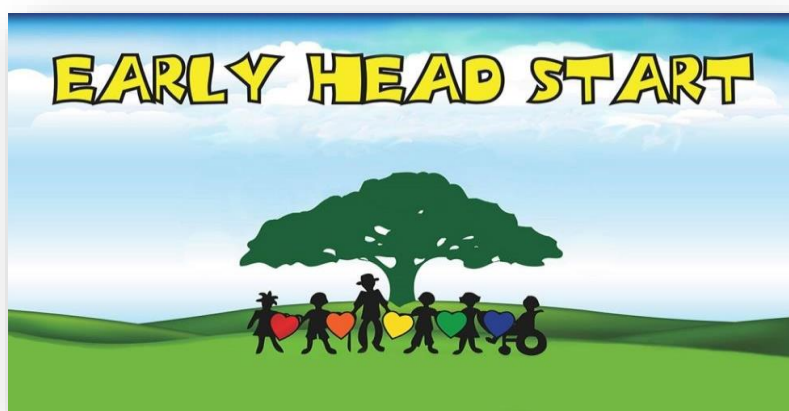


# Lutheran Social Services of the Virgin Islands

## *Early Head Start*

### Annual Report 2021-2022



## 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.

During the beginning of the 2021-2022, school year all services resume to regular operation in accordance with the grant. All center base slots were filled. However, the program had challenges filling the remaining slots in Home base and Pregnant Women. Most parents who were enrolled in the Home Base program expressed their preference for center base and were hesitant to enroll at the start of the program year. As a result, the FCPC Coordinators contacted the parents and encourage them on the importance of beginning their child's school readiness at an early age. Thereafter the Home base enrollment increased and the pregnant women program was filled by November 2021.

In the beginning of the school year 85% of the hearing screenings were completed for the center base and home base students. The vision screening was completed later in the school year due to the arrival of the device. The delay of the arrival of the device was due to COVID-19 supply and demand.

Throughout the school year students received instructions through the High Scope Curriculum (a major focus was on outside play because students were indoors due to the pandemic), developmental and social emotional screenings (ASQ-Ages and Stages Questioner) and COR Assessment. Our screening and assessment showed that our children learning loss was reduced throughout the school year.

During the 2021-2022 the program has hired a second bus driver for the west center.

## FORWARD PROGRESS

In preparation of the new building construction. The management and staff are required to purchase and order all classroom, office equipment, indoor and outdoor playground. The program through Lutheran Social Services of the VI also secured storage on island for delivered items. The tentative construction completion date for the new Early Head Start center is October 2023. In February of 2023 our staff will be trained in the Child Plus student assessment with implementation soon after.

# Program Enrollment

**Monthly Enrollment: 2021-2022 School Year** from September 2021 through July 2022, EHS was fully enrolled 96 % of the school year.

- September 2021: Six Pregnant Women slots were filled, and six remained vacant also 4 Home base slots were vacant
- October 2021: Eight Pregnant Women slots were filled, and four remained vacant also 2 Home base slots remained vacant
- November 2021: All program areas were filled

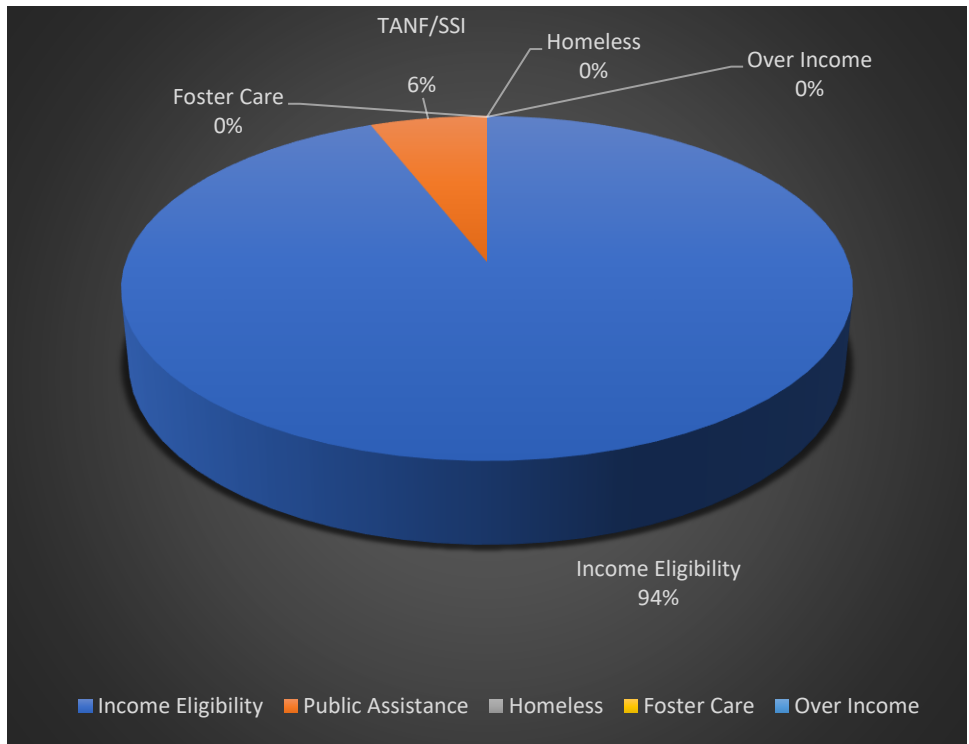
The average monthly enrollment for the EHS programs was as follows:

<u>Month/Year</u>	<u>Enrolled</u>	<u>% of Funded Enrollment</u>
Sep-21	110	90%
Oct-21	114	94%
Nov-21	120	100%
Dec-21	120	100%
Jan-22	120	100%
Feb-22	120	100%
Mar-22	120	100%
Apr-22	120	100%
May-22	120	100%
Jun-22	120	100%
Jul-22	120	100%
Aug-22	120	100%

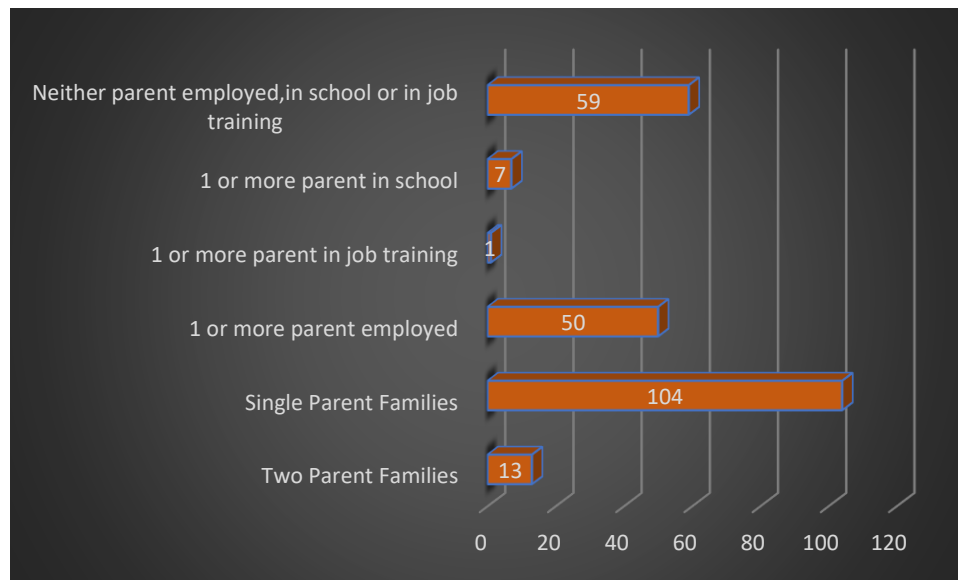
The cumulative enrollment for the 2021-2022 school year was 140.

# Eligibility

**Figure 1-Type of Eligibility Number of Children= 108  
and Pregnant Women=32**



**Figure 2-----Type of Household Number of Families=117**  
Two-Parent Families: N=13 Single Parent Families N=104  
Note: some families have multiple enrollees





# 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
<p>1a. Keep enrollment at 120 through accurate data management, monitoring of community needs, and maintenance of waiting lists</p>	<p>1a. The program maintained enrollment by recruiting through limited one on one outreach, radio, newspapers, and other media.</p> <p>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.</p>
<p>1b. Achieve an attendance rate of at least 85% through accurate data management, parent communication, and adequate transportation</p>	<p>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.</p>

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

Objective	Strategy Update/Progress



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

Objective	Strategy Update/Progress
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<p>3a. We expect that our 2 to 3-yearold population who transition to Head Start and other pre-schools will leave the program exceeding the COR benchmark of 2.5.</p> <p>3b. Continue to adhere to the Head Start Compliance Standards and deliver research-based instruction to our students.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>3c. Throughout the year, cultural awareness was demonstrated by a culturally diverse menu. Culture is</p>
	<p>promoted through programs, nutrition, language, posters, classroom decorations, and music.</p> <p>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</p>

	<p>Head Start centers were arranged and scheduled; visits were postponed due to COVID-19.</p>
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**Goal #4:** Maintain an effective Governance and Management structure and an educated and effective work force.

Objective	Strategy Update/Progress
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<p>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.</p> <p>4b. We expect to have a greater number of teachers meet higher qualifications and demonstrate the use of effective teaching practices in the classroom.</p> <p>4c. Conduct annual Policy Council orientation and training.</p> <p>4d. Annual training of LSSVI Board of Directors to include ERSEA.</p> <p>4e. Continue to enhance transportation services and facility maintenance.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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**Goal #5:** Deliver appropriate trauma training and treatment to families and staff in need.

Objective	Strategy Update/Progress
<p>5a. The program partners with a provider to help students, parents and staff who are experiencing trauma from the three recent disasters.</p> <p>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</p>	<p>5a. The Policy Council received on conducting council meetings, by-laws, and making and passing motions.</p> <p>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.</p> <p>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.</p> <p>5d. Monthly monitoring of grant funds by budgeted categories occurred. Major expenditures are reviewed and approved by policy council approval.</p> <p>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.</p> <p>5f. Program procured a grant to purchase two new school buses. The buses were received in April 2021. The program utilized savings from the regular operating grant for program facility improvement.</p>

## Financial Information — Program Operations

### Funding:

US Department of Health and Human Services Administration for Children & Families .....	\$2,101,957
USVI Department of Education – Special Nutrition Program .....	\$54,917
Non-Federal .....	<u>\$150,900</u>
<b>TOTAL .....</b>	<b><u>\$2,307,774</u></b>

### Expenditures:

Salaries (56%) .....	\$1,288,138
Benefits (16%) .....	\$376,418
Supplies (7%) .....	\$154,358
Other (7%) .....	\$166,560
Property & Maintenance (5%) .....	\$108,759
Training (3%) .....	\$62,641
Non-Federal (6%) .....	<u>\$150,900</u>
<b><u>TOTAL .....</u></b>	<b><u>\$2,307,774</u></b>

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## Financial Information – Disaster Assistance

As of September 30, 2022, five Disaster Assistance grants were approved; grants are for a two-year period.

Approved Disaster Assistance .....	\$26,906,149
Expenditures .....	\$ 3,130,815

## Health Services

Early Head Start remains committed to meeting the health screening requirements in an effort to ensure the wellness of our students. Since the pandemic ended parents have more options when their children are referred for screenings that are not provided by the center. Presently the program provides hearing and vision screening.

As a result of the program’s in-house screening (vision and hearing) the data will show a higher percentage of screening over the last two program years.

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

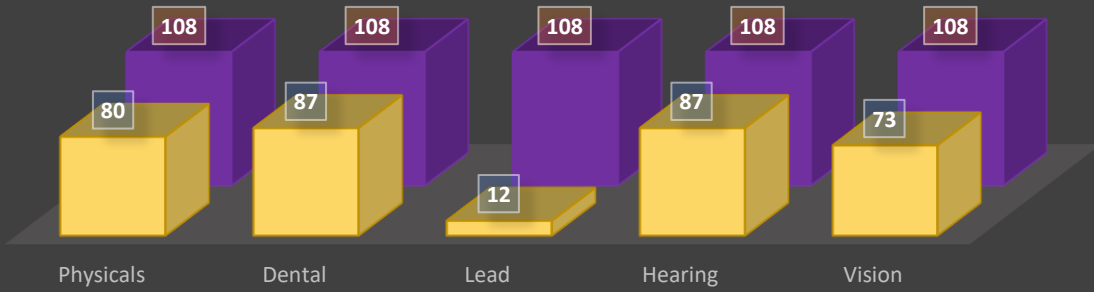
- Parents not cooperating and attending when the service provider sets a date for their child’s screening

The following factors will improve screenings going forward:

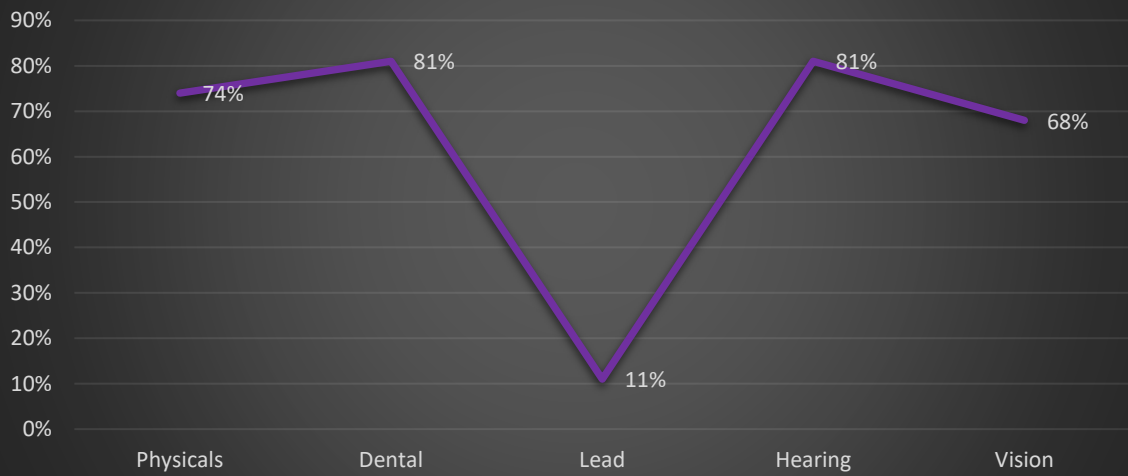
- Health Service Coordinator continued dialog with health service providers
- Parents cooperation in ensuring their child attendance to screenings
- Vision and hearing screening will be provided inhouse by the program Health Service Coordinator and selected staff
- More health providers and insurance for low income parents available on island

# HEALTH SCREENINGS

■ Number of Screenings Completed   ■ Total Number of Children



# Screenings Completed





# Parent Engagement

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:

- **Parent Volunteers:** Due to the COVID -19 pandemic, parents were not allowed to volunteer in the centers. 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. Parents met virtually and planned and executed center activities.
- **Parent Meetings:** Parents were encouraged to attend these meetings to keep up to date on program updates, events and announcements.
- **Home Visits:** Home visits were conducted in person and this motivated mutual partnership.
- **Socializations:** Parents were encouraged to attend informational and educational sessions and engaged in a variety of fun activities while socializing with other EHS parents.





## **FATHERHOOD INITIATIVES**

### **Workshop Topic:**

- **Trauma Training**  
Dads in attendance learned about the different types of training available and how to deal with trauma.
- **Importance of Being a Part of your Child's Life**  
Fathers participated in a discussion around how they are involved in their children lives and techniques to enhance involvement.
- **Fathers and Technology**  
Fathers learned about safety procedures to install on devices to protect their children while on the internet.



## Socialization, Activities and Workshops Parent Involvement Activities

### PARENT WORKSHOPS

- ❖ St. Croix Adult Education Virtual Programs
- ❖ Skills for Today- Job Training Programs
- ❖ Preventing Childhood Illnesses
- ❖ Fire Prevention
- ❖ Preventing Child Abuse and Neglect
- ❖ Continuing Education- University of the Virgin Islands
- ❖ Stress Management
- ❖ Transition to Head Start
- ❖ VIYA Lifeline Program
- ❖ Infant Nutrition
- ❖ Trauma Training -three (3) sessions
- ❖ Disaster Preparedness
- ❖ Preparing for the Workplace- Dept. of Labor

### SOCIALIZATIONS

- Welcome
- DIY “Homemade Sand”
- Saving your Pennies
- Health is Wealth
- Turkey Craft
- Art Therapy
- Hand Wreath
- Budgeting
- Marbled Heart- Art and Craft
- Black History Month
- Emotional, Physical, Mental Self-Care
- Johnny Cakes with Joy
- All Things Grow with Love
- Joys of Parenthood
- Literacy
- Let’s Talk
- Funday

# 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.

## **Summary of COR Results 2021-2022 School Year**

### **Overview:**

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 the group as they facilitate children's achievement of developmental milestones and EHS School Readiness Goals.

### **Introduction:**

This school year, children finally were able to resume coming into the center for classes after a long break due to COVID-19 restrictions. Parents were still not permitted into the centers and classrooms as a precaution. Teachers continued to wear masks throughout the day as required by the Head Start program. Teachers were able to implement the breadth of the HighScope curriculum once again.

### **Collection and Analysis of Assessment Information:**

The following information depicts the completion rates of individual classrooms for each period. 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 may happen that some children within the Pregnant Women Program would have reached 6-months of age during their enrollment and would, therefore, need to be assessed. This year, there were no scores for the children enrolled in the pregnant women program.

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.

<b>Classroom</b>	<b>1<sup>st</sup> period</b>	<b>2<sup>nd</sup> period</b>	<b>3<sup>rd</sup> period</b>
Concordia West			
Classroom 1	54%	77%	100%
Classroom 2	100%	100%	100%
Classroom 3	100%	100%	100%
Home Visiting	20%	30%	79%
Concordia East			
East 1	87%	100%	100%
East 2	87%	100%	100%
East 3	55%	87%	91%
West 1	68%	100%	100%
West 2	52%	100%	100%
West 3	68%	100%	100%
Home Visiting	73%	100%	37%

These results indicate that in most cases the completion rate increased from one period to the next. In most cases, the completion rate reached 100% by the last period. It is recommended that the program consider strategies to improve the gathering of data during home visits to increase the completion rate, perhaps providing training on how to set up and stimulate responses in natural play situations. It is also recommended that the program explore the potential barriers/situations that lead to the lack of completion in the first period, as only 2 classrooms achieved 100%. When data is not completed on an individual child at both the beginning and the end of the year, growth cannot be determined. It is critical for teachers to obtain baseline data on each child’s level of achievement in order to plan appropriate activities and interactions that facilitate and scaffold developmental growth for each child.

### 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
<b>Approaches to Learning:</b>	Children will demonstrate increasing ability to: <ul style="list-style-type: none"> <li>• manage feelings, emotions, actions, and behavior with the support of familiar adults</li> <li>• focus, maintain attention, and engage and persist in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Building relationships with adults</li> <li>• Conflict resolution</li> <li>• Initiative and planning</li> <li>• Problem solving with materials</li> </ul>
<b>Social and Emotional Development:</b>	Children will demonstrate increasing ability to: <ul style="list-style-type: none"> <li>• interact, play, and engage in positive interactions with other children, as they express, manage, and interpret emotions and express care and concern for others</li> </ul>	<ul style="list-style-type: none"> <li>• Building relationships with other children</li> <li>• Conflict Resolution</li> <li>• Emotions</li> </ul>
<b>Language, Communication, and Literacy:</b>	Children will demonstrate increasing ability to: <ul style="list-style-type: none"> <li>• communicate their needs and engage in interactions and conversations with others, as they understand and use a greater variety of words.</li> <li>• repeat, retell, relate to, and talk about songs, books, stories, and rhymes and gain meaning from them</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening and comprehension</li> <li>• Building relationships with adults</li> <li>• Building relationships with other children</li> </ul>
<b>Cognition:</b>	Children will demonstrate increasing ability to:	<ul style="list-style-type: none"> <li>• Problem solving with materials</li> </ul>

Domain/Sub-Domain	School Readiness Goal	COR Assessment
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting, predicting, and drawing conclusions</li> <li>Observing and classifying</li> <li>Natural and physical world</li> <li>Tools and Technology</li> <li>Initiative and planning</li> </ul>
<b>Cognition:</b>	<p>Children will demonstrate increasing ability to:</p> <ul style="list-style-type: none"> <li>develop a sense and understanding of number and quantity, identify shapes, understand spatial relationships, categorize objects, and recognize simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Number and counting</li> <li>Measurement</li> <li>Geometry: Shapes and spatial awareness</li> <li>Problem solving with materials</li> <li>Data analysis</li> <li>Patterns</li> <li>Observing and classifying</li> </ul>
<b>Perceptual Motor and Physical Development:</b>	<p>Children will demonstrate increasing ability to:</p> <ul style="list-style-type: none"> <li>use sensory and perceptual information to understand and act on objects, experiences, and interactions within the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting, predicting, and drawing conclusions</li> <li>Geography</li> </ul>

**Strengths and Opportunities for the 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	Building Relationships with Other Children
Social and Emotional Development	Community
Science and Technology	Tools and Technology

Comparing the strengths of the 2021-2022 to the two previous school years (2019-2020 and 2020-2021), all the following domains subdomains were at the top of the list of strengths all three years:

- Personal Care and Healthy Behavior
- Gross Motor Skills
- Community

The chart below represents the six (6) lowest scoring subdomains for the third and final collection period (lowest to highest) and are thus considered “opportunities”:

Domain	Subdomain
Language, Literacy and Communication	Reading
Language, Literacy and Communication	Phonological Awareness
Social and Emotional Development	Emotions
Science and Technology	Experimenting, predicting, Drawing Conclusions
Mathematics	Data Analysis
Mathematics	Number and Counting

Comparing the opportunities, or lower scores, of the 2021-2022 school year to the previous two school years (2019-2020 and 2020-2021), many of the subdomains were the same. These include:



- Emotions
- Reading
- Data analysis

Additionally, the following subdomain appeared among the lower scoring area in both the 2021-2022 school year and the 2020-2021 school year:

- Phonological Awareness

The following subdomain appeared in among the lower scoring area in both the 2021-2022 school year and the 2019-2020 school year:

- Number and counting

Results indicate the potential need for professional development, as the same areas are persistently among the lower scores. Remember, there will always be lower scores as there has to be some subdomains at the bottom; however, the goal is for all subdomains to rise to the highest level possible with all areas hovering at the top level. The range of scores from highest to lowest is 2.77 to 1.45. The greatest gains in scores from the first to the last period, and therefore growth, were in the following domains:

- Personal Care and Healthy Behavior
- Gross Motor
- Community
- Building Relationships with Adults
- Alphabetic Knowledge

It is noted that “Alphabetic Knowledge” was among the lowest scores in the 2019-2020 school year, yet was not in the 2021-2022 school year. This is a positive implication for staff, as they seem to be increasing their attention to and improving their skills in this domain.

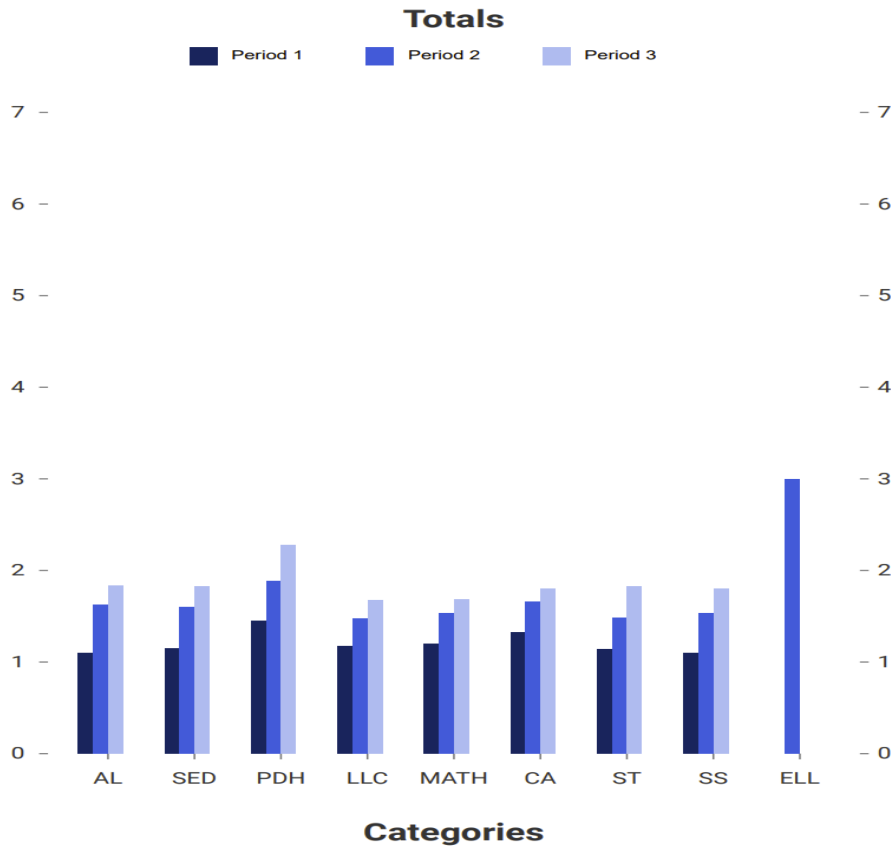
### **Analyzing Data and Growth:**

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 graph shows the growth of all children within the program across the three collection periods. Only children for whom scores were obtained for both the first and last period are included in the analysis. As indicated in the graph, the aggregated scores for the entire program showed growth in all developmental domains.

**Totals | Growth**



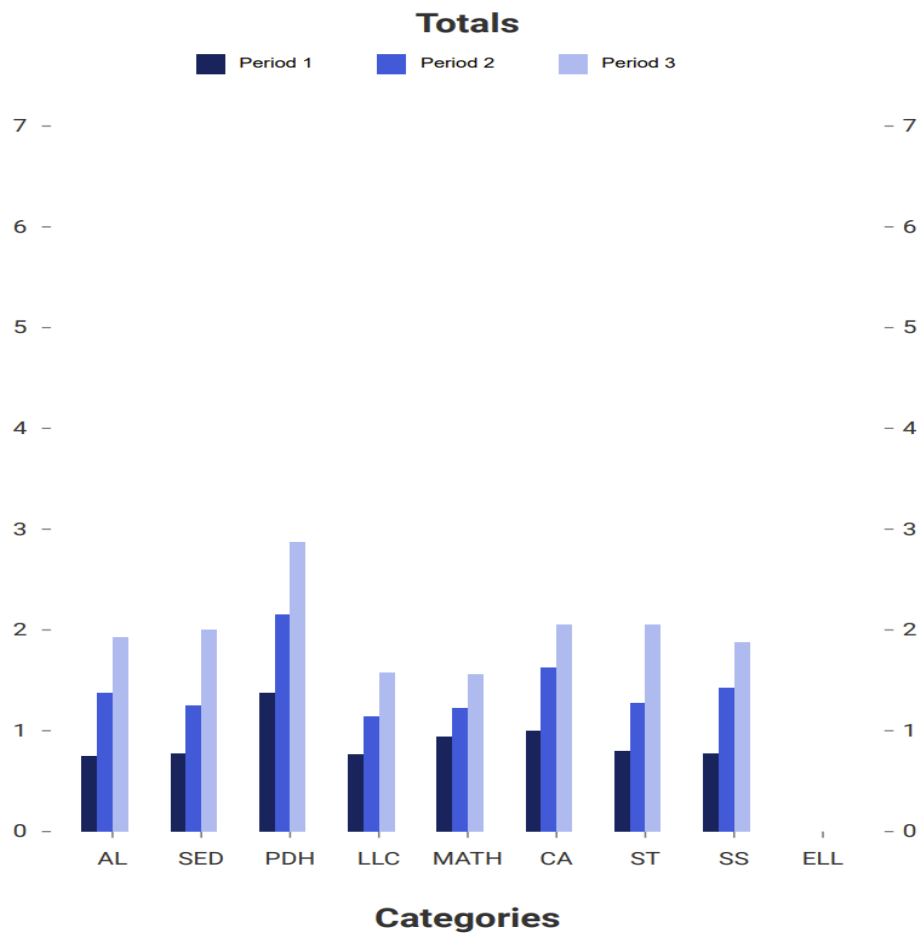
Year: LSSVI-EHS 2021-2022

**Progress of Children with Disabilities and/or Developmental Delays**

Twenty (20) children with disabilities and/or developmental delays were enrolled in the EHS Class-based and/or the home visiting program for the 2021-2022 school year – representing 15.4% of children enrolled. 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.

**Totals | Growth**



**Year:** LSSVI-EHS 2021-2022 IEP/IFSP: Yes

**Dual Language Learners**

Nineteen (19) children, representing 14.6% of those enrolled in the EHS class-based and/or the home visiting program in the 2021-2022 school year were Dual Language Learners (DLL) as reported by families on their enrollment forms and gathered by the Family Community Partnerships Coordinators. All attended the east center.

While a graph was not available on the online system, 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. In this case the score is not the essential element, as there was no indication of the age of the children who are DLL. What is critical is that children demonstrate growth in all domains. Administration and teaching staff should review deeper to look at each child to ensure that he/she is progressing according to expectations for his/her age.

Domain	Period 1	Period 2	Period 3
Approaches to Learning	1.16	1.17	1.63
Social and Emotional Development	1.06	1.22	1.75
Physical Health and Development	1.50	2.11	2.46
Language, Literacy and Communication	.84	1.06	1.46
Mathematics	.85	1.17	1.53
Creative Arts	1.45	1.10	1.78
Science and Technology	1.00	1.15	1.48
Social Studies	.82	1.14	1.45
English Language Learning	3.33	3.42	3.81

**Summary of Results for Children Transitioning from EHS in August 2022**

The chart below indicates aggregated results of the COR Advantage assessment for children who transitioned out of EHS at the end of the 2021-2022 school year due to age – those children with 2019 birthdays. Children transition between 2.8 and 3.7 years in synchronization with the Virgin Islands Head Start Program and Department of Education Kindergarten entry requirements, which have cut-off dates of December 31<sup>st</sup>. Results include all children, including class-based, home-based, those with disabilities and/or developmental delays, and those who are dual language learners.

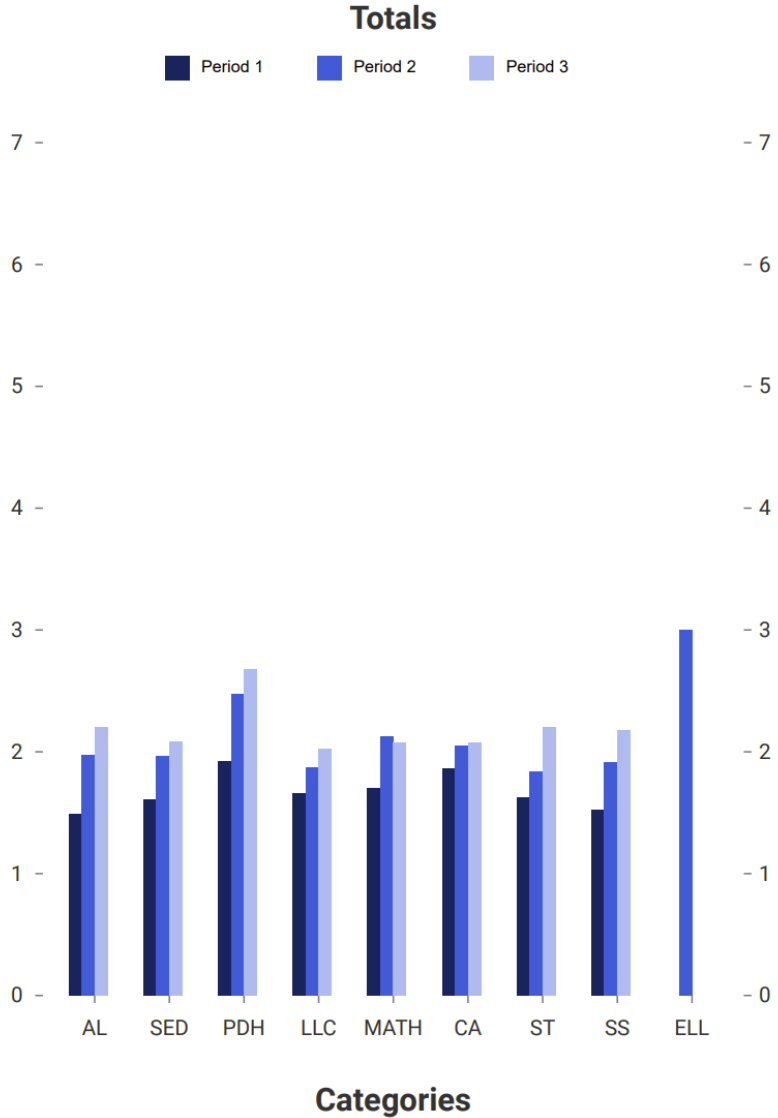
As stated above, scores are not equated with ages but represent developmental levels within each domain and subdomain. Generally, expectations for children’s achievement/scores are expected within the following guidelines. Note, that there is an overlap of scores from age to age, recognizing that there 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 aggregated domain scores for children who scored at each level who transitioned from the EHS program due to their date of birth, between January 1, 2019 and December 31, 2019.

**Totals | Growth**



**Birthdate:** 01-01-2019 - 12-31-2019 **Year:** LSSVI-EHS 2021-2022

As shown in the graph, aggregated scores for domains are at or above the 2 level scores for children who transitioned out of the EHS program due to their third birthday for the final period. The chart below provides aggregated scores for individual subdomains

<b>Subdomain</b>	<b>Aggregated Score for 3<sup>rd</sup> Period</b>
<b>Approaches to Learning</b>	
Initiative and planning	2.47
Problem solving with materials	2.30
Reflection	2.43
<b>Social and Emotional Development</b>	
Emotions	2.03
Relationships with adults	2.34
Relationships with other children	2.62
Community	2.89
Conflict resolution	2.33
<b>Physical Development and Health</b>	
Gross Motor	3.26
Fine Motor	2.67
Personal care and healthy behavior	3.74
<b>Language, literacy &amp; communication</b>	
Speaking	2.55
Listening and comprehension	2.26
Phonological awareness	1.97
Alphabetic knowledge	2.54
Reading	1.97
Book enjoyment and knowledge	2.39
Writing	2.31
<b>Mathematics</b>	
Number and counting	2.34
Geometry, shapes, spatial awareness	2.91
Measurement	2.23
Patterns	2.33
Data analysis	2.09
<b>Creative Arts</b>	
Art	2.18
Music	2.41
Movement	2.86
Pretend play	2.43
<b>Science and technology</b>	
Observing and classifying	2.45
Experimenting, predicting, drawing conclusions	2.09

Subdomain	Aggregated Score for 3 <sup>rd</sup> Period
Natural and physical world	2.29
Tools and technology	2.89
<b>Social Studies</b>	
Knowledge of self and others	2.29
Geography	2.46
History	2.26

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

- Reading
- Phonological awareness

The following had borderline scores, also indicating another needs for professional development:

- Emotions
- Data Analysis

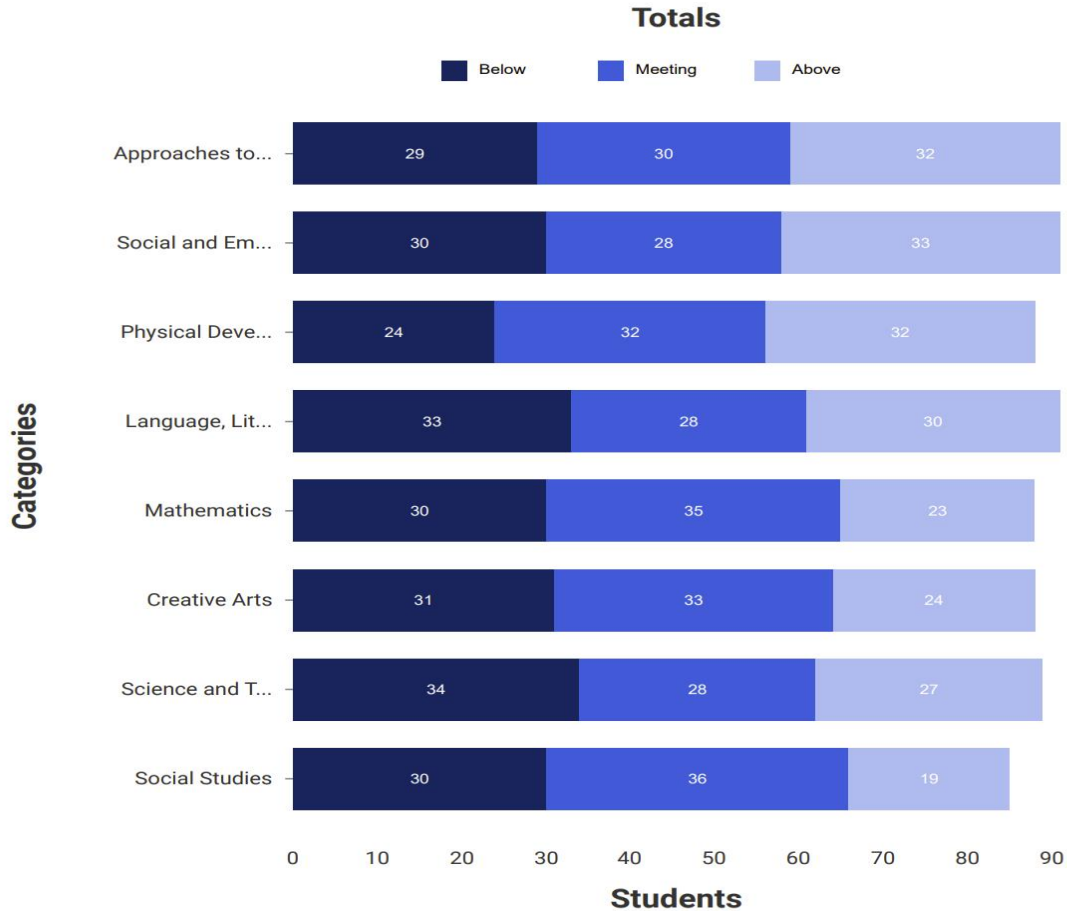
### Benchmark Report

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 second 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 evaluated using the COR who are the 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. The results can also be instructive in guiding professional development to enable teachers to acquire the knowledge and skills to facilitate children's learning in each domain, as well as guiding plans for parent education. Even though not all children in the comparative study are within the same demographic as the Early Head Start children, it is recommended that a goal of the program should be to improve the benchmark scores.

**Totals | Benchmarks Report**



Year: LSSVI-EHS 2021-2022 Period: 3

**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 the following communications were made through the family portal:

- Staff sent very few daily sheets through the portal (12) with only 7 opened by parents.
- 104 messages were sent to families. Most were opened by 20-35 families with one message opened by 63 families.
- There were no comments from families entered.
- There were no storyboards

The data indicates that both staff and families are not using the family portal to the fullest. The family portal is an excellent tool for communicating with families in this digital world. It is recommended that administration explore what may be the barriers to determine the reason for the lack of use and to find out whether training and/or lack of access to technology may be the challenge or another potential issue.



## **Conclusion**

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 reflective and on-going supervision, consultations, workshops, and training materials designed to help each teacher to improve their abilities to meet the needs of the children in their care.

It is recommended that the Early Head Start administration carefully review the findings within this COR report to engage in a continuous improvement process to identify program strengths and opportunities for growth and professional development.



# THANK YOU

for checking out our annual report.

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