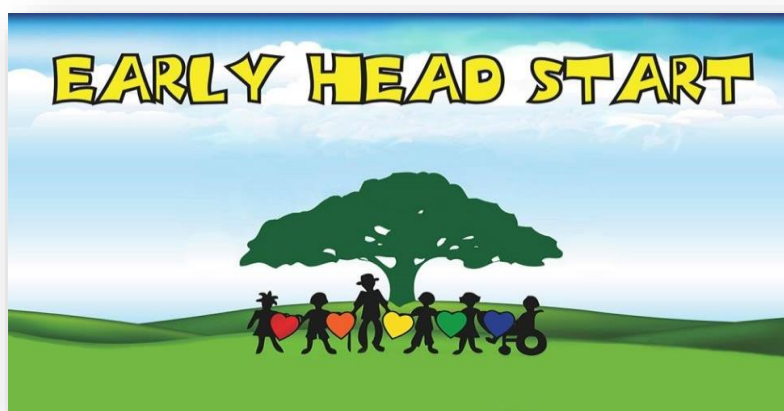# Lutheran Social Services of the Virgin Islands

Early Head Start

Annual Report 2022-2023

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 2022-2023 school year all service continued to normal regular operation in accordance with the Lutheran Social Services of the Virgin Islands Early Head Start grant. All center options slots were filled by October. Center Base program options continued to be the most requested. Most families whose children were enrolled in the Home Base program expressed their preference for Center Base services, when there are open slots in Center Base these families are highly considered for those slots. If there weren't families on the waiting list with a higher Selection Criteria score. The FCPCs has less challenges recruiting Pregnant Women. Than they did in the past. All Pregnant Women slots were filled by September of 2022-2023 school year. Because of the ability to do Vision and Hearing screening in house the percentage of those screening was more than 70% successful. The dental screening continues to be a major challenge to our program because it is out of our control as available providers are limited to our families. Currently the FCPCs continue to work with providers to do more in house screenings in our centers now that the pandemic has ended. Our students continued to received instruction through the Highscope Curriculum, ASQ-SE (Ages and Stages Questionnaire-Social Emotional) screening, ASQ (Ages and States Questionnaire) developmental screening and the COR (Child Observation Record) Assessment. Overall our students met their development requirements and our sub groups of Children with Disability and English Language Learners) showed improvement throughout the year (See COR report).

FORWARD PROGRESS

In preparation of the new building construction. The management and staff purchased and ordered 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 March 2024. In February of 2023 staff was trained in the Child Plus student assessment with implementation soon after.

Program Enrollment

Monthly Enrollment: 2022-2023 School Year from August 2022 through July 2023, EHS was fully enrolled 81% of the school year.

- August 2022:   Center Base program filled, Pregnant Women program had 8 vacancies and Home Base program had 9 vacant slots.
- September 2022: Home Base program had 3 enrollment vacancies
- October 2022:   All program options were filled

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

Month/Year	Enrolled	% of Funded Enrollment
Aug-22	103	85%
Sep-22	117	97%
Oct-22	120	100%
Nov-22	120	100%
Dec-22	120	100%
Jan-23	120	100%
Feb-23	120	100%
Mar-23	120	100%
Apr-23	120	100%
May-23	120	100%
Jun-23	120	100%
Jul-23	120	100%

Eligibility

Figure 1-Type of Eligibility Number of Children= 104
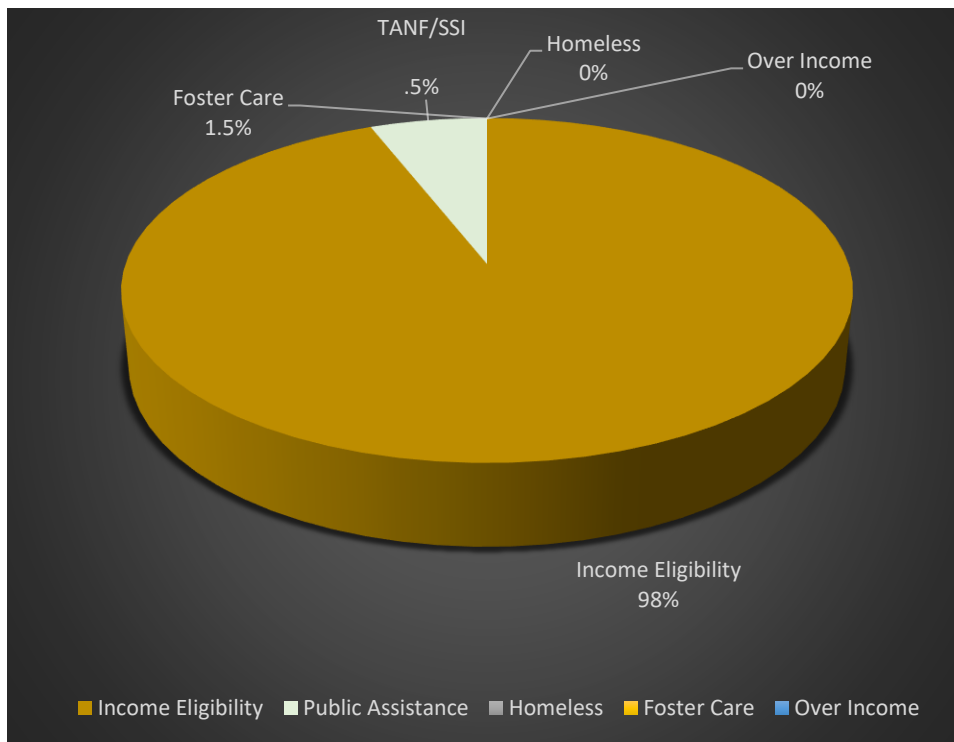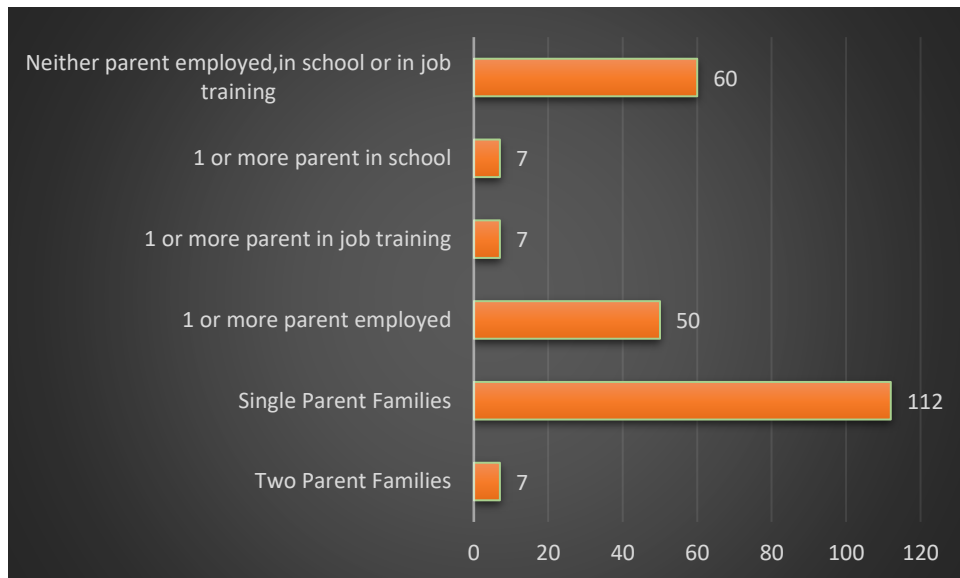
and Pregnant Women=26

Figure 2------Type of Household Number of Families=119
Two-Parent Families: N=7   Single Parent Families N=112
Note: some families have multiple enrollees

Category	Value
Neither parent employed, in school or in job training	60
1 or more parent in school	7
1 or more parent in job training	7
1 or more parent employed	50
Single Parent Families	112
Two Parent Families	7

5-Year Grant Cycle

5-Year Grant-Performance and Progress Summary

Sub Section A: PROGRAM GOALS

Section1. Program Design and Approach to Service Delivery

Sub-Section A: Goals

Program Goals

Goals 1: To improve the COR benchmark score for each of the COR categories.
Goal 2: To assist parents in completing all screening requirements in house and with healthcare providers.
Goal 3: To deliver appropriate learning experiences in preparation for Head Start and beyond.
Goal 4: Maintain an effective Governance and Management structure and an educated and effective work force.
Goal 5: To do more aggressive recruiting in the Housing Development Communities
Goal 6: Deliver appropriate trauma response training and referrals for families and staff in need.
Goal 7: Provide a quality program to serve the needs and school readiness of children ages birth to 3 years old and services to pregnant women.
Goal 8: To create a successful family partnership process with all parents on the relationship-based approach that values different perspectives and honors all types of family progress.

Measurable Objective

Goals 1: To improve the COR benchmark score for each of the COR categories.	1a. Improve each category in the COR Assessment by 10% to include all subgroups 1b. Increase staff professional development in each of the COR areas. 1c. Children score 2 or higher on the COR Assessment before transitioning out of the program

Goal 2: To assist parents in completing all screening requirements in house and with healthcare providers	2a. We expect to maintain a 95% compliance rate with all screenings 2b. Utilize the program's hearing and vision screening equipment to ensure these screenings are completed within the 45 days requirement. 2c. Complete appropriate referrals for children and continue to educate parents on the importance of maintaining up to date physicals, immunizations and screenings.
Goal 3: To deliver appropriate learning experiences in preparation for Head Start and beyond	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 Performance Standards, School Readiness Goals, 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.
Goal 4 **Maintain an effective Governance and Management structure and an educated and effective work force.**	4a. Educate staff to become more aware of program guidelines and job responsibilities and to apply that knowledge in the delivery of their duties. 4b. Work towards 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. Enhance transportation services and facility maintenance.

Goal 5: To do more aggressive recruiting in the Housing Development Communities	5a. To increase program presence at Housing Communities at events/distribution
	5b. To continue working with Housing Communities to do more presentations and recruiting
Goal 6: Deliver appropriate trauma response training and referrals for families and staff in need.	6a. Partner with providers to train and assist students, families and staff who are having or has experienced trauma.
	6b. Newly enrolled families and staff will be trained to identify signs and symptoms of trauma.
Goal 7: Provide a quality program to serve the needs and school readiness of children ages birth to 3 years old and services to pregnant women.	7a. Keep full enrollment 95% of the school year
	7b. Maintain an attendance rate of 85% or higher among students
	7c. Children score 2 or higher on the COR Assessment before transitioning out of the program
Goal 8: To create a successful family partnership process with all parents on the relationship-based approach that values different perspectives and honors all types of family progress.	8a. Begin the family goal process with 85% of parents within six months of the school year.
	8b. Complete Family Needs Assessment with all parents during the first month of enrollment.

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 1 Goals 1: To improve the COR benchmark score for each of the COR categories.	Improve each category in the COR Assessment by 10% to include all subgroups	Improvement in each of the COR Assessment Periods	Implementation of strategies
	Increase staff professional development in each of the COR areas.	To ensure understanding and implementation of training from COR professional development	Staff turnovers
	Children score 2 or higher on the COR Assessment before	Monitoring understanding and	Ensuring that all classroom personnel receive training

	transitioning out of the program	implementations of trainings in the COR areas	

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 2: To assist parents in completing all screening requirements in house and with healthcare providers	We expect to maintain a 95% compliance rate with all screenings

Utilize the program's hearing and vision screening equipment's to ensure these screenings are completed within the 45 days requirement.

Complete appropriate referrals for children and continue to educate parents on the importance for their children and maintain up to date physicals, screenings and immunization records. | Complete Physical Health, Vision, Dental, Hearing, and Developmental screenings for all students within prescribed time frames | Parents commitment to adhere to appointments and accompany their children to providers |

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 3 **To deliver appropriate learning experiences in preparation for Head Start and beyond**	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. Continue to adhere to the Head Start Compliance Standards, School Readiness Goals, and deliver research-based instruction to our students. 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.	Continue to provide all classroom staff with High Scope: COR and Pyramid Model training. We will provide a second assessment to ensure data is accurate. This assessment will provide families with information they can use to extend teaching and learning at home. Continue to provide staff opportunities for improvement through professional development and activities to include coaching and training.	Staff turnover and recruiting new staff Continue training new staff on the COR Advantage to complete with fidelity

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 4 Maintain an effective Governance and Management structure and an educated and effective work force.	Educate staff to become more aware of program guidelines and job responsibilities and to apply that knowledge in the delivery of their duties. Work towards a greater number of teachers meet higher qualifications and demonstrate the use of effective teaching practices in the classroom. Conduct annual Policy Council orientation and training. Annual training of LSSVI Board of Directors to include ERSEA. Enhance transportation services and facility maintenance.	Continue to conduct new hire orientation. Continue and Improve Annual Training and Technical Assistance Plan Continue Professional Development plans for staff. Meet or exceed yearly required professional development training for staff in accordance with the Training and Technical Assistance Plan (TTA) Complete annual training for Board Members and Policy Council Review organization chart annually Bus staff received training and certification	Lack of incentive opportunities for staff who achieve higher qualifications Uncompetitive Pay scale

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 5: To do more aggressive recruiting in the Housing Development Communities	To increase program presence at Housing Communities at events/distribution To continue working with Housing Communities to do more presentations and recruiting	Recruiting families with the greatest need	Staff safety in Housing Communities Available recruiting time Lack of attendance at recruiting events Support from Housing Manager

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 6 Deliver appropriate trauma response training and referrals for families and staff in need.	Partner with providers to train and assist students, families and staff who are having or has experienced trauma. Newly enrolled families and staff will be trained to identify signs and symptoms of trauma.	The program partners with a provider to help students, parents and staff who are experiencing trauma Families and staff who experience trauma will be offered treatment by the provider. Staff will continue to receive training to identify and report trauma.	Stigma towards receiving services.

Program Goals	Measurable Objectives	Progress/Outcome	Challenges

Goal 7: Provide a quality program to serve the needs and school readiness of children ages birth to 3 years old and services to pregnant women	Keep full enrollment 95% of the school year Maintain an attendance rate of 85% among students Children score 2 or higher on the COR Assessment before transitioning out of the program	Implement and follow up child goals as outlined in the IFSPs Follow up with teachers to ensure Individualized lesson plans focuses on meeting goals Continue to partner with service providers to ensure that IFSPs are updated as needed Continue to expand recruitment activities to reach a diverse population Review Selection Criteria form yearly to remain relevant during the selection process	Meet the needs of families whose home language is other than English. Lack of specialized training for teachers for children with disabilities Conduct intensive training for teachers to better serve child(ren) with IFSPs.

Program Goals	Measurable Objectives	Progress/Outcome	Challenges
Goal 8: To create a successful family partnership with all families on the relationship-based approach that values different perspective and honors all types of family progress	Begin the family goal process with 85% of parents within six months of the school year. Complete Family Needs Assessment with all parents during the first month of enrollment.	Ongoing communication and follow up with families Creating goals with families To update goals quarterly by logging	Lack of motivation to follow through with goals due to personal challenges.

		progress in family's files	

Financial Information — Program Operations

Funding:

US Department of Health and Human Services Administration for Children & Families $2,138,420

USVI Department of Education – Special Nutrition Program 73,462

Non-Federal 211,515

TOTAL **$2,423,397**

Expenditures:

Salaries (54%) $1,313,831

Benefits (16%) 394,114

Supplies (9%) 222,580

Other (7%) 175,085

Property & Maintenance (3%) 64,088

Training (2%) 42,184

Non-Federal (9%) 211,515

TOTAL **$2,423,397**

Financial Information – Disaster Assistance

Approved Disaster Assistance Received.................... .... $14,764,965

Expenditures 14,764,965
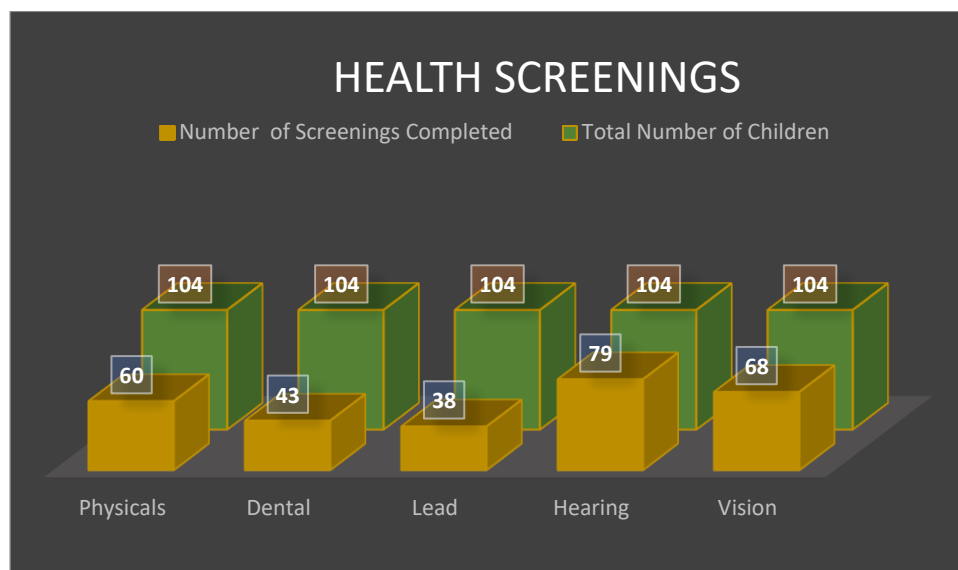
Health Services

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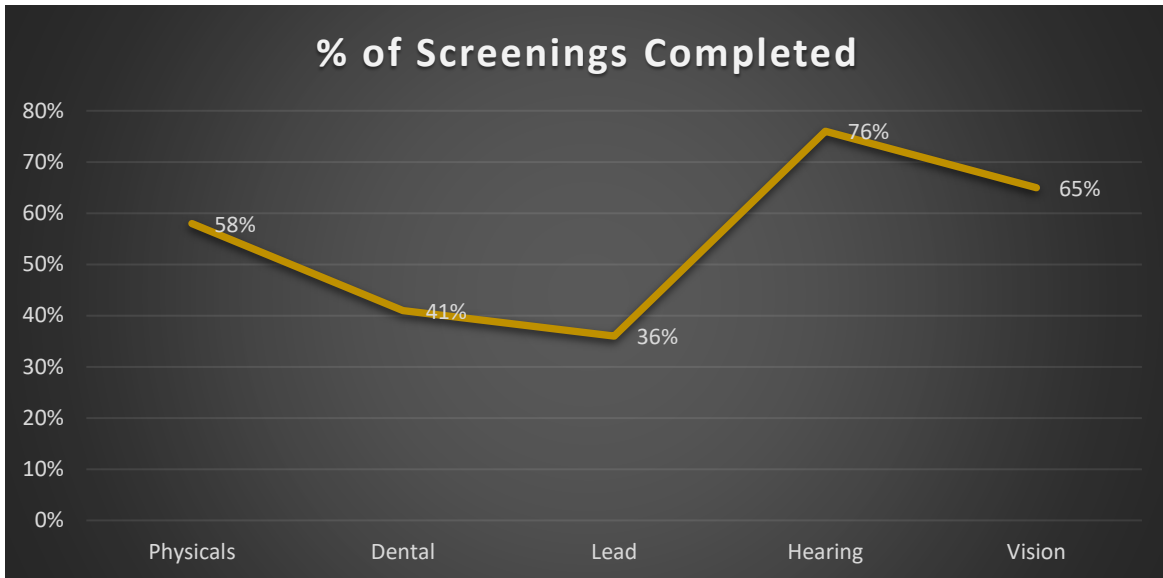
The following factors affected Early Head Start's ability to meet screening compliance deadlines throughout the school year:

- 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

	Physicals	Dental	Lead	Hearing	Vision
Total Number of Children	104	104	104	104	104
Number of Screenings Completed	60	43	38	79	68

% of Screenings Completed

Screening	% Completed
Physicals	58%
Dental	41%
Lead	36%
Hearing	76%
Vision	65%

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:

 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.

 Dad's Bring Your Child to School Day
Fathers/Father figures brought child(ren) to school, took pictures and received a shirt from VI Paternity and Child Support Program. Picture were displayed in the center in an effort to have fathers continue to be involved in their child(ren) education.

# Socialization, Activities and Workshops Parent Involvement Activities

PARENT WORKSHOPS

- ❖ St. Croix Adult Education Virtual Programs
- ❖ Alcohol Abuse Prevention
- ❖ Literacy
- ❖ Maintaining Healthy Relationships
- ❖ Homeownership
- ❖ Handling Challenging Behavior
- ❖ Preventing Childhood Illnesses
- ❖ Preventing Child Abuse and Neglect
- ❖ Stress Management
- ❖ Transition to Head Start
- ❖ Preparing for Natural Disaster
- ❖ Resume Writing
- ❖ CSEFEL Parenting Curriculum: in the six sessions parents learned techniques for addressing social and emotional concerns

SOCIALIZATIONS

- Story Time
- Making Homemade Playdough
- Day in the Park
- Water Play
- Black History Month
- Arts and Crafts
- Bookmobile
- Move It: Exercise
- Meet and Greet
- Thanksgiving
- Wreath Making
- Importance of Saving
- Spring Arts and Craft
- Making Johnny Cake
- Literacy
- Start a Garden
- Story Time & Alphabet Hunt
- Farewell

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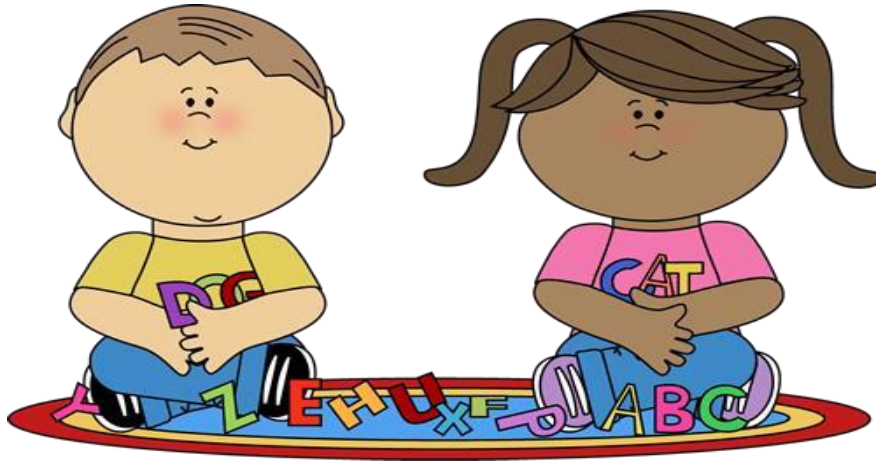
Early Head Start (EHS) continues to ensure that School Readiness is a top priority. The program is committed to setting School Readiness goals that will prepare students eventually for Kindergarten. The following is a summary of steps made within the past year to support school readiness:

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.

**Lutheran Social Services of the Virgin Islands
Early Head Start**

**Analysis of COR Results
2022-2023 School Year**

Overview:

This report 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.

Collection and Analysis of Assessment Information:
The following information depicts the completion rates of individual classrooms and home visiting for each period. Please note, children in the Pregnant Women's Program are not assessed using the COR until the following year, when they are either enrolled in the home visiting or class-based programs.
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.

Classroom	1st period	2nd period	3rd period
Concordia West			

Classroom 1	94%	100%	100%
Classroom 2	100%	100%	100%
Classroom 3	100%	100%	100%
Home Visiting	42%	58%	78%
Concordia East			
East 1	94%	99%	100%
East 2	100%	62%	72%
East 3	100%	100%	100%
West 1	87%	100%	100%
West 2	87%	88%	100%
West 3	87%	100%	100%
Home Visiting	23%	35%	29%

These results indicate that in almost all cases the completion rate increased from one period to the next. In four (4) classrooms, the completion rate reached 100% in the first period. In period two (2), six (6) classrooms reached 100% completion and by period three (3), all but one class achieved 100% completion. The completion rate has improved from last year's data analysis; however, there are still concerns regarding the completion for children enrolled in the home visiting program.

It is recommended that the program consider training focused on strategies to improve the gathering of data during home visits to increase the completion rate, perhaps including 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 4 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 development 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 the school readiness goals 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

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
Domain/Sub-Domain	**School Readiness Goal**	**COR Assessment**
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 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	Gross Motor
Physical Development and Health	Personal Care and Healthy Behavior
Social and Emotional Development	Building Relationships with Other Children
Science and Technology	Tools and Technology
Creative Arts	Movement

Comparing the strengths of the 2022-2023 to the three previous school years (2019-2020, 2020-2021, and 2021-2022), the following domains subdomains were at the top of the list of strengths all four years:
• Personal Care and Healthy Behavior
• Gross Motor Skills

Comparing just 2022-2023 to the prior year (2021-2022), the following subdomains were consistently at the top of the list for strengths:
• Personal Care and Healthy Behavior
• Gross Motor Skills
• Building Relationships with Children
• Tools and Technology

The chart below represents the five (5) lowest scoring subdomains for the third and final collection period (lowest to highest) and are thus considered "opportunities":

Domain	Subdomain
Language, Literacy and Communication	Writing
Language, Literacy and Communication	Phonological Awareness
Social and Emotional Development	Emotions
Language, Literacy and Communication	Reading
Social Studies	Knowledge of Self and Others

Comparing the opportunities, or lower scores, of the 2022-2023 school year to the previous three school years (2019-2020, 2020-2021, and 2021-2022), two of the subdomains were the same. These include: • Emotions
                                        • Reading

Additionally, the following subdomain appeared among the lower scoring area in the previous two school years: 2021-2022 and 2020-2021 school year:
 • Phonological Awareness

 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 2.91 to 1.79.

 The greatest gains in scores from the first to the last period, and therefore indicating growth, were in the following domains:
• Science and Technology: Tools and Technology
 • Development and Health: Gross Motor
• Science and Technology: Natural and Physical World
• Social Studies: History
 • Creative Arts: Movement
 • Math: Data Analysis

 It is noted that "Data Analysis," "Experimenting, Predicting, Drawing Conclusions," and Numbers and Counting" were among the lowest scores in the 2021-2022 school year, yet were not the lowest in this past school year. Additionally, "Data Analysis" was among those with the greatest growth over the school year. This is a positive implication for staff, as they seem to be increasing their attention to and improving their skills in and their attention to these domains. As professional development is planned, it is recommended that consideration be made to emphasize training in strategies to promote and facilitate development of the following areas: Phonological Awareness, Emotions, and Reading – as children have been scoring consistently lower in these areas over the past four (4) years.
U66

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. When individual children do not experience growth, more often it is due to poor attendance as a result of chronic illnesses. It is recommended that the program provide additional support to families regarding how to support their child's learning at home when there are absences to ensure that children are making good developmental progress. As indicated in the graph below, the aggregated scores for the entire program showed growth in all developmental domains.

Totals | Growth

Totals

■ Period 1 ■ Period 2 ■ Period 3

Categories
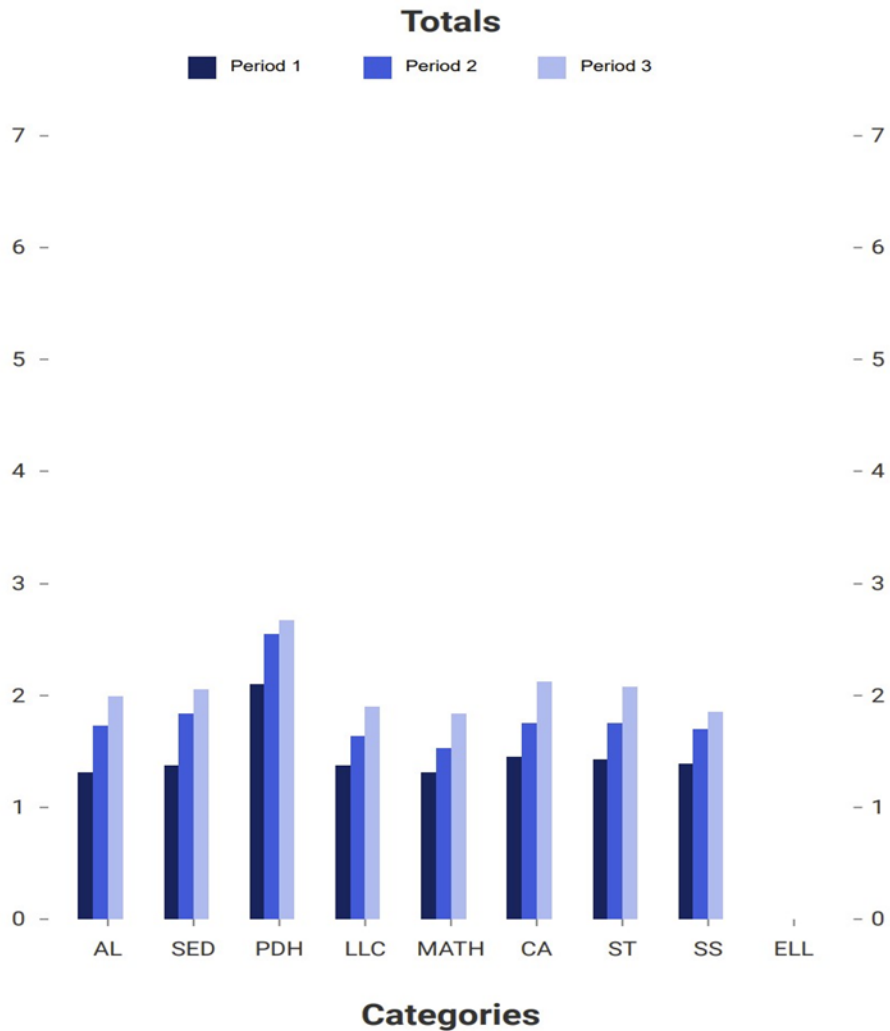
Year: LSSVI-EHS 2022-2023

Progress of Children with Disabilities and/or Developmental Delays

Twenty-six (26) children with disabilities and/or developmental delays were enrolled in the EHS class-based and/or the home visiting program for the 2022-2023 school year – representing 26.5% 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. It should be noted that of the 26 children who were identified as having a disability and/or developmental delay, 20 were

identified as such on the COR: therefore, the graph below represents the progress of only the 20 in the COR. 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

Totals
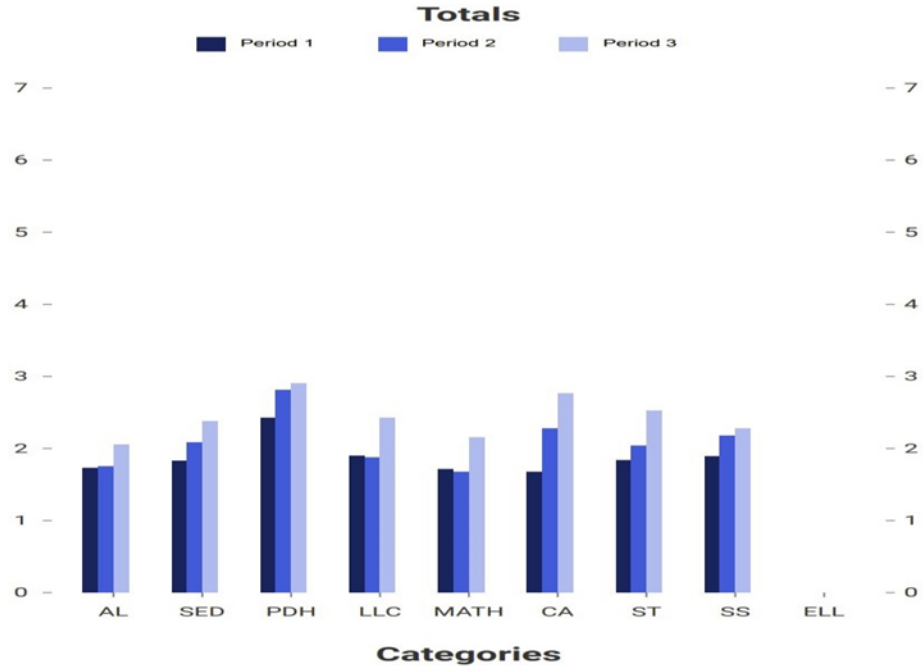
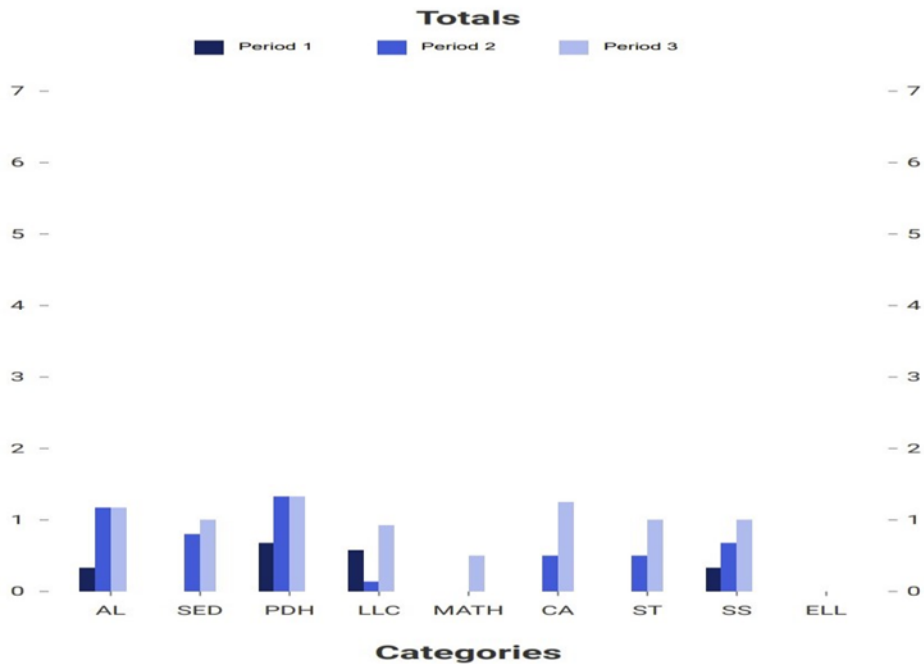Year: *LSSVI-EHS 2022-2023* **IEP/IFSP:** Yes

Often, children are identified during the school year as eligible for services due to a disability and/or developmental delay. It is, therefore, important to be diligent in updating and documenting that information within the COR throughout the school year to obtain an accurate picture of progress for all children within this category. It may be helpful to know how many children who had IFSPs while enrolled in Early Head Start are not in need of continued special education services as they transition out, indicating that they no longer have a developmental delay.

Dual Language Learners (DLL)
Twenty-four (24) children, representing 24% of those enrolled in the EHS class-based and/or the home visiting program in the 2022-2023 school year were DLL as reported by families on their enrollment forms and gathered by the Family Community Partnerships Coordinators. Of those identified on enrollment forms, only ten (10) were indicated as DLL within the COR. Only those indicated on the COR are reflected in the chart below. It is recommended that the program consider Head Start's definition of Dual Language Learner to ensure that children are identified appropriately in the COR; and when demographic information is entered into the COR, that all DLL children be identified as such.

The following chart illustrates the growth and progress for children who are dual language learners. There are no scores reported in the "English Learning" domain of the COR. This domain is specifically designed to document the progress of children who have a home language other than or in addition to English and their acquisition of English – both in listening and understanding English and speaking English. Additionally, it appears as though scores in the Math domain were incomplete for this group of children. All other areas indicated growth from the first collection period to the final collection period.

Totals | Growth

Totals

Year: *LSSVI-EHS 2022-2023* **Home Language:** Arabic, Creole, French, Spanish

Summary of Results for Children Transitioning from EHS in August 2023
The chart below indicates aggregated results of the COR Advantage assessment for children who transitioned out of EHS at the end of the 2022-2023 school year due to age – those children with 2020 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 31st. Results include all children, including class-based, home-based, those with disabilities and/or developmental delays, and those who are dual language learners who are transitioning out of Early Head Start.

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 who are transitioning from the program achieve a 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, 2020 and December 31, 2020.

Totals | Growth
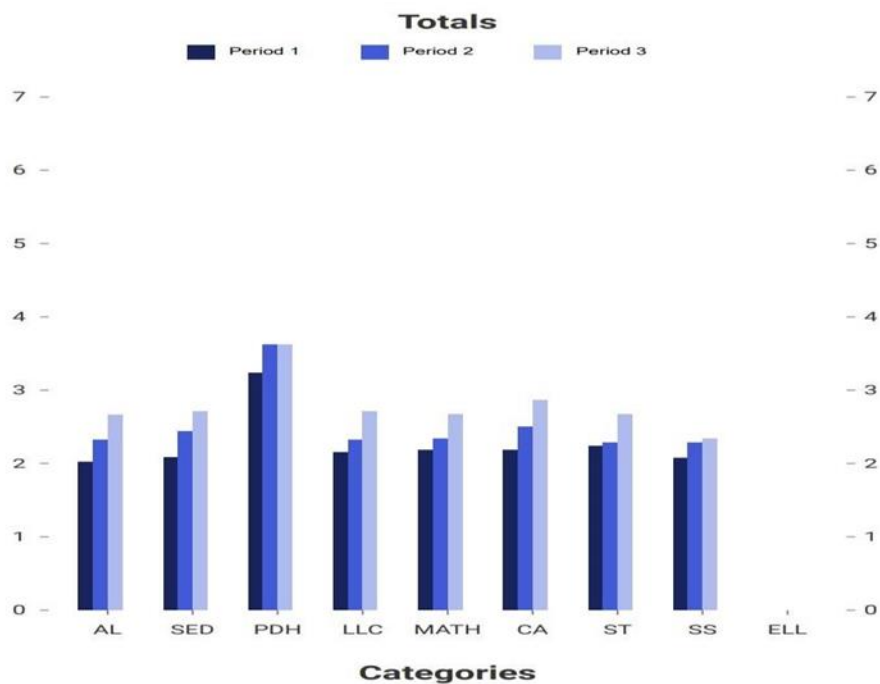
Birthdate: 01-01-2020 - 12-31-2020 Year: *LSSVI-EHS 2022-2023*

In analysis of the graph above, the focus is on the third and last collection period which indicates that according to aggregated results of all children transitioning from the Early Head Start program, scores are above level 2 in all domains.

The chart below provides aggregated scores for individual subdomains. As illustrated, all aggregated domain scores were above level 2, which is an improvement in outcomes from the previous year in which two domains were below level 2.

Subdomain	Aggregated Score for 3rd Period
Approaches to Learning	
Initiative and planning	2.89
Problem solving with materials	3.26
Reflection	3.00
Social and Emotional Development	
Emotions	2.88
Relationships with adults	3.46
Relationships with other children	3.59
Community	3.35
Conflict resolution	3.00
Physical Development and Health	
Gross Motor	4.29
Fine Motor	3.51
Personal care and healthy behavior	3.94
Language, literacy & communication	
Speaking	3.26
Listening and comprehension	3.47
Phonological awareness	2.52
Alphabetic knowledge	3.09
Reading	2.82
Book enjoyment and knowledge	3.61
Writing	2.53
Mathematics	
Number and counting	3.48
Geometry, shapes, spatial awareness	3.50
Measurement	3.03
Patterns	3.06
Data analysis	2.82
Creative Arts	
Art	3.09
Music	2.85

Movement	3.76
Pretend play	3.50
Subdomain	**Aggregated Score for 3rd Period**
Science and technology	
Observing and classifying	3.41
Experimenting, predicting, drawing conclusions	2.97
Natural and physical world	3.03
Tools and technology	3.39
Social Studies	
Knowledge of self and others	2.91
Geography	3.21
History	3.15

Benchmark Report

The Benchmarks Report is designed to identify how students' 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:
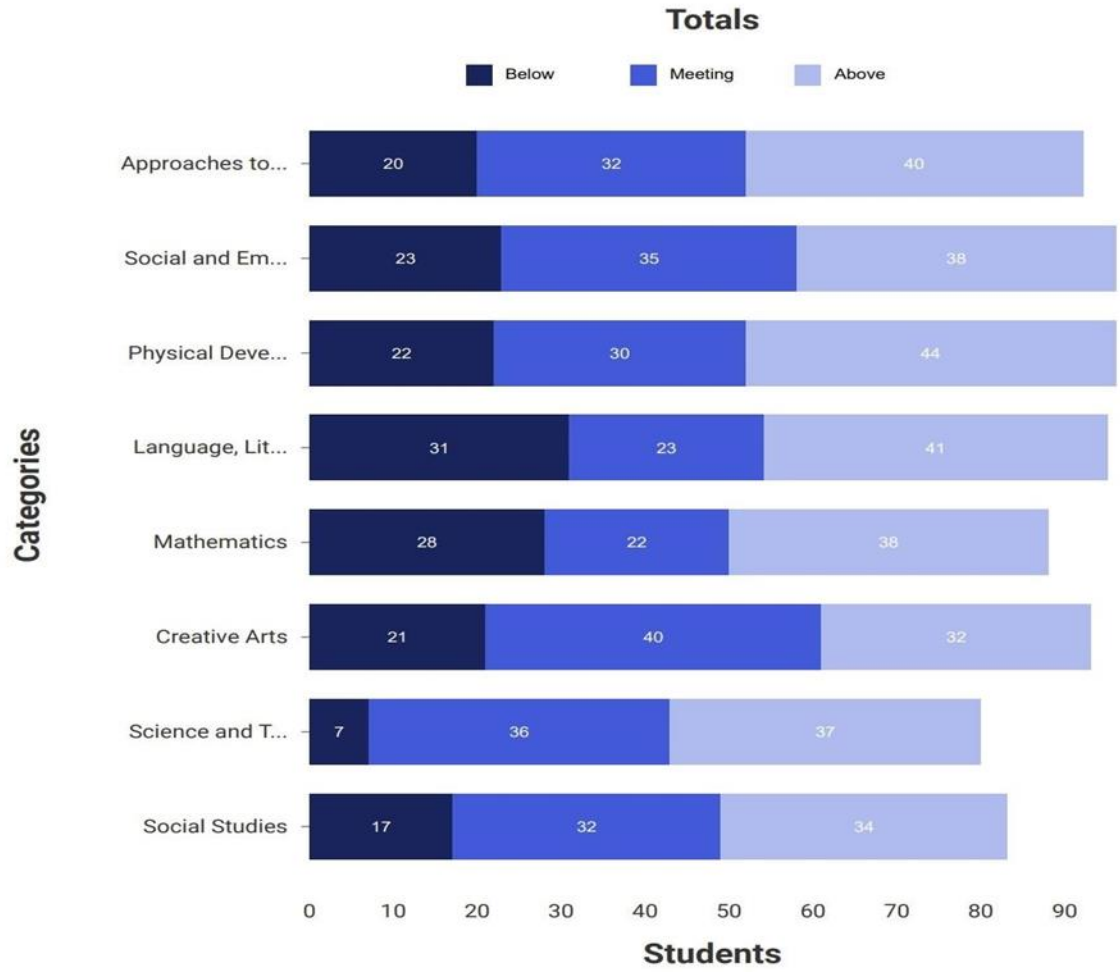• Above = performing above age-level norms (top 25%)
 • Meeting = performing consistent with age-level norms (middle 50%)
• Below = performing below age-level norms (bottom 25%)

This is the third 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. The aggregated scores are inclusive of all children including dual language learners and children with disabilities and/or developmental delays.

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 LSS Early Head Start children, it is recommended that a goal of the program should be to improve the benchmark scores.

Totals | Benchmarks Report

Totals

Legend: ■ Below ■ Meeting ■ Above

Category	Below	Meeting	Above
Approaches to...	20	32	40
Social and Em...	23	35	38
Physical Deve...	22	30	44
Language, Lit...	31	23	41
Mathematics	28	22	38
Creative Arts	21	40	32
Science and T...	7	36	37
Social Studies	17	32	34

Categories (y-axis) / **Students** (x-axis: 0 10 20 30 40 50 60 70 80 90)

Year: *LSSVI-EHS 2022-2023* **Period:** 3

33

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 2022-2023 school year, the only documented usage was regarding Family Announcements of events and activities. There was a total of 48 announcements. The portal calculates the number of families who open the communication. On average, 15 (fifteen) families opened announcements, with the lowest at 2 (two) families and the highest at 25 (twenty-five). There we no daily notes or daily sheets sent through the portal to families. Additionally, there were no comments sent by families.

 The data indicates that both staff and families are not using the family portal to the fullest. The family portal may be an excellent tool for communicating with families in this digital world. It is recommended that families be surveyed to determine the best way they prefer to receive communications. At the same time, it is recommended that the program explore what may be the barriers for using the portal by both staff and families. Perhaps training is needed for both staff and families regarding how to use the portal and the benefits.

 Use of the Data
 Individual children's results and aggregated results by classroom are shared with teachers. This information assists teachers in taking note of individual children's progress and needs and provides information for planning for individual children and 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.

Conclusions
The major take-away from the analysis of the COR results for the 2022-2023 school year is that children enrolled in the LSS Early Head Start make developmental progress!! This is evident in children's scores, as well as in the fact that children who experience many absences do not make the same kind of developmental progress as those who attend on a regular basis. While overall the data highlights the positive benefits of the Early Head Start Program – and there are many – there are recommendations for the program to

consider as it engages in its self-assessment and continuous improvement processes. There are opportunities for growth and professional development highlighted in this report that are summarized below:

• It is acknowledged that it is often more difficult for Home Visitors to collect COR data due to the limited time spent with children. However, it is important for data collection to be complete so that children's progress can be monitored in all subdomains and individual needs can be addressed. Therefore, it is recommended that the program consider training focused on strategies to improve the gathering of data during home visits to increase the completion rate, perhaps including how to set up and stimulate responses in natural play situations.

• Results for the first collection period indicated that only 4 classrooms achieved 100%. Therefore, it is recommended that the program explore the potential barriers/situations that lead to the lack of completion in the first period and what support staff may need.

• As professional development is planned, it is recommended that consideration be made to emphasize training in strategies to promote and facilitate development of the following areas: Phonological Awareness, Emotions, and Reading – as children have been scoring consistently lower in these areas over the past four (4) years.

• In recognition of the fact that children who experience many absences, it is recommended that the program provide additional support to families regarding how they can support their child's learning at home to ensure that children are making good developmental progress.

• It was noted that of the 26 (twenty-six) children who were identified as having a disability and/or developmental delay, only 20 (twenty) were identified as such on the COR. It is, therefore, important to be diligent in updating and documenting information within the COR throughout the school year to obtain an accurate picture of progress for all children with a developmental delay and/or disability.

• It may be helpful to know how many children who had IFSPs while enrolled in Early Head Start are not in need of continued special education services as they transition out, indicating that they no longer have a developmental delay.

• It was noted that of the 24 (twenty-four) children identified as dual language learners on enrollment forms, only ten (10) were indicated as DLL within the COR. There may be some confusion about the Head Start definition of DLL, which may account for the discrepancy. Therefore, it is recommended that the program work with their TTA Consultant to have a clear understanding of the Head Start definition of DLL to ensure that children are identified appropriately in the COR; and when demographic information is entered into the COR, that all DLL children be identified as such.

• There were no scores reported in the "English Learning" domain of the COR for children who were identified as DLL. It is recommended that staff be aware of those children identified as DLL on enrollment forms so that they can support the child's home language, facilitate their learning of English, and score appropriately on the COR.

• Looking at the Benchmark data, remember that this represents aggregated data for all children, including those who are DLL and those with developmental delays and/or disabilities. It is recommended that teachers and home visitors 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 of the Benchmark data 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.

• The family portal may be an excellent tool for communicating with families in this digital world. It is recommended that families be surveyed to determine the best way they would prefer to receive communications. Would families rather get information via text or email or written? At the same time, it is recommended that the program explore what may be the barriers for using the portal by both staff and families. Do families lack access to technology, for example? Perhaps training is needed for both staff and families for how to use the portal and the benefits.

THANK YOU

for checking out our annual report.

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(2)   fax: (202) 690-7442; or

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