
Planning Committee Minutes
Wednesday, October 11, 2023
via zoom/telephone/in person

MEMBERS PRESENT: Shirley Copes (Chair), Steve Hodgens, Paula Freedman
MEMBERS EXCUSED: None
MEMBERS ABSENT: Tonia Thornton
STAFF PRESENT: Carolyn D. Brown, Todd Goehle, Rebecca Heberle, Holly Hastings

CALL TO ORDER:

The October 11, 2023 Planning Committee meeting was called to order at 4:45 PM by Steve Hodgens. It was noted for the record that a quorum was present.

APPROVAL OF PREVIOUS MINUTES (June 2023)

Paula Freedman made a motion to approve the September 2023 minutes, seconded by Steve Hodgens, and the motion passed unanimously.

PRESENTATION (Head Start/Early Head Start)

Highlights of Spring 2023 GOLD Data and Presentation of School Readiness Goals to the Planning Board on October 11, 2023

Holly Hastings, the Head Start & Early Head Start Child Development and Health Services (CDHS) Manager presented the Spring 2023 Teaching Strategies GOLD child assessment data. Program aggregate data (inclusive of all age ranges, 566 children) indicate the majority of children's skills and knowledge were assessed to be in the meeting and exceeding expectations ranges across six major learning domains for the Spring 2023 checkpoint. The percentages in each of the domains are as follows: Social-emotional 88%; Physical 85%; Language 89%; Cognitive 90%; Literacy 82% and Mathematics 82%. The comparison between Winter 2022 and Spring 2023 checkpoint data results indicated that the percentage of children whose skills/knowledge was assessed to be in the meeting/ exceeding ranges increased in all six major domains.

The Child Development & Health Services Manager also shared the results of the Spring Growth reports with the Planning Board. Growth reports provide valuable data on children's progress in gaining skills/knowledge over the course of a full school year. All children's knowledge, skills, and abilities may not meet widely held expectations for their age range (GOLD color band) by the end of the school year, but all children should make progress toward their next developmental milestone. GOLD Growth Reports were generated for (4) age groups as well as for two additional specific groups, multi- language learners (MLL) and children with a diagnosed disability. The aggregate data indicate that the majority of children's progress in gaining developmentally appropriate skills and knowledge between the Fall 2022 and Spring 2023 GOLD checkpoints was in the meeting or above expectations growth ranges. This was also reflected in the aggregate data for children with an IEP or IFSP as well as, the aggregate data for children who are multi-language learners.

The Child Development and Health Services Manager also presented to the Planning Board the school readiness goals for 2023-2024 school year. Selection of the goals was based on GOLD

child outcomes data results as well as, data from classroom observations; staff feedback; the Deveraux Early Childhood Assessment (DECA); and our initiative for trauma informed practices. A brief summary of each goal follows.

Our first School Readiness Goal (SRG) examines cultural, diversity, inclusion, and equity responsiveness in effective teaching practices for honoring the diverse perspectives and needs of our children and families. In previous school readiness goals, we learned about meeting the needs of Multi-language Language Learners. We then applied those theories to strategies of individualizing for all learners regardless of social emotional, language, or cognitive development. Last year we expanded once again on this goal to focus on the importance of a cultural, diversity, inclusion, and equity driven approach to creating respectful learning environments with anti-bias teaching practices. In this new program school year, the importance of representation in the classroom is an additional focus in our current goal. Having materials that, “look like me” such as dolls, posters, dramatic play dress ups, play food, books, etc., is social emotionally responsive to the child’s sense of self. Our agency is currently conducting internal CLASS observations in our classrooms using the new Classroom Assessment Scoring System, 2nd Edition, which has updated the tool to have an anti-bias approach to evaluating teacher child interactions. This tool will aid in measurement and assessment of our progress in meeting this goal.

School Readiness Goal number two, Child Development Milestones Birth to Three, is a direct request from EHS Teaching staff and Home-based visitors. With the variety of ages, and how quickly development happens from birth to three, staff asked for more information on developmental milestones and how they line up with our Teaching Strategies Gold (TSG) Observation and Assessment tool. Language and social delays have been predicted by early childhood professionals for babies born during the COVID shutdown. These babies are now enrolling into the EHS program. By providing professional development on birth to three milestones we are hoping to be proactive, and best equipped to service our youngest children. Measurement of this goal will be accomplished by analyzing GOLD data, review of lesson plans, and classroom observations.

Our third SRG is in the Social Emotional Domain of the Head Start Early Learning Outcomes Framework (ELOF). Due to the traumatic events that many of our families experience we assessed it is beneficial to keep our Social/Emotional goal from 2022-2023. This goal supports secure attachments and relationship building. Specifically, it will assist children in developing expectations of consistent, positive interactions through secure relationships with adults using a trauma informed approach. The goal’s objective is that children will develop skills necessary to foster secure attachments with adults; build peer relationships; regulate emotions and behaviors; develop an understanding of how to think through problems and learn to use basic problem-solving skills to resolve conflicts with peers. Staff will model and assist children in practicing skills to increase protective factors (attachment/relationships, self-regulation, and initiative). They will develop a school family and respond to children’s emotional needs through positive language and appropriate activities utilizing Conscious Discipline® (CD), and other available Social Emotional Learning (SEL) resources. Staff will also have access to our Child Behavior Specialist and Mental Health Consultant for technical assistance to ensure appropriate strategies are used for all children. Parents and staff will work together to increase children’s social emotional development, by discussing and implementing CD; sharing and discussing with parents DECA Strengths for

Living and Learning plus TSG developmental levels; and identifying appropriate developmental goals. We have enhanced our capabilities to offer ongoing CD training to staff by investing in online access to virtual CD workshops. Staff may access these trainings independently at their convenience. We will continue to measure and assess using the GOLD child outcomes assessment tool.

Our fourth SRG is under the domain of Cognition/Mathematics Development. We designed a survey based on GOLD developmental math objectives in which teachers reflected on their own current strengths and identified their needs to be successful in improving child math outcomes. The survey results indicated our teaching staff would benefit from additional training in the cycle of teaching and learning for math including planning, implementation, observing, and assessing math skills for emergent learners. Using Teaching Strategies Gold and the Teaching and Learning Cycle, staff will help children improve math skills by planning for all children with individualization; providing developmentally appropriate activities to explore spatial relationships, attributes of shapes, and measurement using manipulatives and mathematical vocabulary while observing children with a skilled eye to assess the child's math strengths and needs. Our goal is to present teaching staff with a comprehensive training opportunity that incorporates the Teaching Strategies Gold program of observation and assessment and how to use what the program offers for planning, implementing, observing, and assessing children's math skills and knowledge development. Parents and staff will work together to increase children's mathematical skills by discussing GOLD developmental levels at parent teacher conferences and identify appropriate goals that parents may work on at home with their child. For measurement and assessment, we will assess children's skills and knowledge three times per year using the GOLD assessment tool. The expected outcomes are that 80% of children will meet or exceed age expectations for knowledge and skills in the age-appropriate GOLD color bands.

The fifth School Readiness Goal is in Literacy Development; children will develop an appreciation of books and engagement while being read to aloud. Children's development of emergent skills in concepts of print, comprehension and emergent reading is enhanced through an increase of language modeling, reading books aloud, and planned intentional activities for children. Our GOLD data indicated 85% to 91% of four-year-old preschoolers met or exceeded last year's goal in language modeling. Awareness of concepts of print and the ability to apply and demonstrate an understanding of how print is used and the rules that govern how print works is the next logical step in literacy development. Parents and staff will work together to increase children's literacy development by discussing their child's GOLD developmental levels and identify the next milestone to be achieved. We will assess children's skills and knowledge levels three times per year using the GOLD assessment tool. The first assessment will include baseline data for these objectives. Sequential assessments will allow us to see progress over time in meeting the objectives under this goal. Outcome data will guide staff training opportunities.

Shirley Copes made a motion to approve the new school readiness goals for the school readiness goals, and Spring GOLD child outcomes data for Head Start/Early Head Start, Paula Freedman seconded, and the motion passed unanimously.

HS Policy and Flow Chart

Head Start Director Rebekkah Heberle presented on the new HS policy PDM 147, which was created after the FA2 review results showed, hiring and staff clearances as an area of concern. We realized that we didn't have the policy and procedure documented and we needed to adjust the order that some hires were happening, to ensure that new staff were not hired prior to us receiving their clearance documentation. This policy clearly explains the regulation and the adjusted step by step process. A flow chart of this process was also presented.

GRANT SUMMARY REPORT:

VP of Operations and Strategy Todd Goehle discussed the current grants summary report.

OLD BUSINESS:

Executive Director Carolyn Brown discussed the Request for Information for a consultant to prepare a Facilities Assessment.

NEW BUSINESS: None.

OTHER: None.

ADJOURNMENT

The meeting adjourned at 5:25 PM.

PDM 147

HS/ EHS PROGRAM HIRING PROCESS

**Regulatory Reference: Performance Standard: (Part 1302 and 1302 Subpart I 1302.90/92/93)
New York State Department of Social Services Day Care Regulations Part 418; 418.9 (b)
OCFS Reg.**

POLICY:

It is the policy of PEACE, Inc. to hire and promote the best qualified candidate measured against the requirements of the job, and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, creed, color, gender, religion, age, national origin, disability, veteran status, marital status or any other protected status.

All Head Start components shall adhere to the following procedures when hiring new employees / consultants in accordance with the New York State Department of Social Services Day Care Regulations Part 418 and Head Start Program Performance Standards (45-CFR 1304) and with the Agency's personnel policies.

Applicants must have all paperwork complete, including all clearances prior to being hired at PEACE, Inc.

PROCEDURE:

When a job opening occurs, the job description is reviewed by the component coordinator to ensure that the job description is accurate of the functions in the job. Updates to any job descriptions are completed by the HR department and made prior to posting. Newly created jobs must have prior approval by the Head Start Policy Council, and Fiscal department.

The component coordinator will complete a job requisition form and send it to Human Resources. All requisitions must be approved by the Head Start Director, Fiscal, and the Executive Director, before the hiring process begins.

IN-HOUSE AND EXTERNAL POSTING

Once the job requisition is approved, the job is posted in-house for a period of 5 working days. An advertisement may be placed in the local newspaper after 5 business days, however there may be instances where newspaper ads are placed simultaneously with internal postings in order to expedite the hiring process.

After 5 business days, copies of the job posting will be sent to public agencies as well as other designated organizations in the community and the New York State Department of Labor. Postings are also placed on the Agency's website.

SELECTION

The HR Recruiter screens and reviews all applications and resumes to match with the necessary job requirements. Duplicates of applications and resumes that meet the minimum requirements of the job posted will be forwarded to the hiring manager.

The hiring manager will select members for the hiring team to do interviews. A representative from the Head Start Policy Council is encouraged to participate in the interview process. A final candidate will be selected who is determined to be the best fit for the position based on background, experience, and skill.

A recommendation to hire the PEACE Inc. Director and Head Start /Early Head Start Director must be presented to Policy Council for final approval before an offer of employment is extended to the candidate. The Regional Office must approve hires of Executive Director, Head Start Director and CFO.

All candidates approved for hiring are required to have the following prior to hire:

- A completed PEACE, Inc. employment application.
- Three written references – one from a former employer. References must be received and verified.
- A copy of transcripts, degrees, and certifications.
- Components of a comprehensive background check:
 - A state and FBI criminal history with a fingerprint check
 - A sex offender registry check
 - A child abuse and neglect state registry check
 - These background checks will then be completed at least every five years.
- A completed physical, and biennially thereafter. *All nutrition staff and Head Start Bus Drivers are required to have an annual physical.*
- A Mantoux Tuberculin Test.

OCFS Fingerprints

To get processed for fingerprints with OCFS, prospective applicants must have a valid government issued ID:

- Acceptable forms are: Valid New York State Driver's License, unexpired; Unexpired NYS non-driver's license ID; unexpired Passport.
- The names on the documents must match exactly the name given. For example, if a person got married and is using his/her married name, the documents provided must be in the married name.
- If a person will be driving for the Agency and don't have a valid license, they will need to go to DMV and get a NYS license, before they can be approved to drive for the agency. (This applies to all programs).

PROCESS / MONITORING:

1. Once the hiring team has decided on a candidate and the head start director/ associate director has signed off, the HR recruiter will call the applicant and make the offer, pending all clearances and required documents. The HR recruiter will tell the candidate that the HR assistant will contact them today or tomorrow. The HR recruiter will then create an email with the candidate's name in the subject line to the HS supervisor, HS associate director, HS director, child development and health services manager, family and community manager, classroom specialist, program assistant, recruiter, HS coordinator, senior database administrator, Health coordinator, HR assistant, HR director, HR benefits manager and the HR DEI coordinator.

2. Within one business day, the HR assistant will contact the applicant via phone and if no answer, leave a message and send an email. The HR assistant will schedule the candidate for new hire paperwork as soon as the applicant is available. She will ask them to bring 2 forms of ID, a recent physical, beneficiaries and info on their addresses for the past 28 years, so they are prepared.
3. The HR assistant will create and US mail an offer letter, pending the completion of all requirements, including the salary, hours, work location, meeting date and time and other details.
4. The HR assistant will meet with the candidate. They complete paperwork including tax forms, Criminal Background Check packet, and schedule fingerprints and physical if needed.
5. The same day as the meeting, the HR assistant will add the person to the shared hiring tracking form. The shared hiring tracking form on google sheets.
6. The HR assistant will immediately meet with the associate director and submit online to OCFS FAMS system the SCR, SEL and the CBC packet for the clearance process. This process includes the state criminal history with fingerprints, sex offender registry check and FBI fingerprints, as well as the child abuse and neglect state registry check.
7. The associate director will receive a POP email with the results of the clearance and print a copy for the HR file. As long as they are cleared to work in childcare, we move ahead with the hire.
8. The HR assistant will update the shared tracking form to note the clearance is okay and that we have the written documentation of it. The HR assistant will add their planned start date.
9. The HR assistant will call the applicant to let them know we have all required paperwork including the clearance letter. The HR assistant will tell them the date they can start, and that they will begin their day at the main office to do orientation.
10. HR assistant will go back to the initial email thread with the applicant's name in the subject line and reply to all, letting us all know that the person is cleared to start and what the date of orientation will be. If there are any changes to the plan the HR assistant will update the tracking form and resend the email thread to all.
11. The DEI coordinator and the benefits coordinator will conduct orientation with the new hire.

Forms:

Application

State Register Clearance Form (SRC)

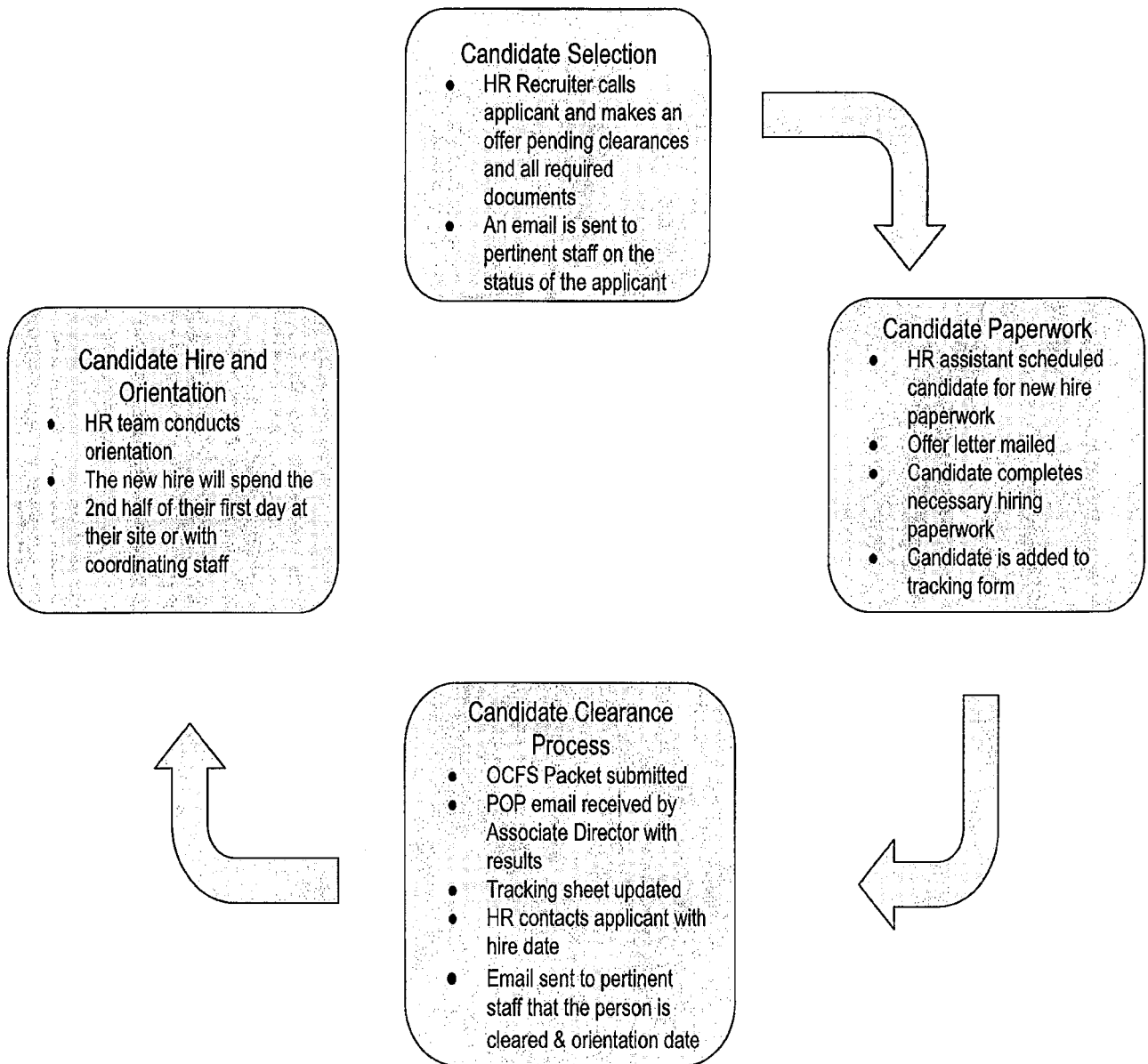
Criminal Background Clearance Packet (CBC)

Staff Exclusion List Form (SEL)

Shared Tracking Sheet

PEACE Inc. Hiring Process Flowchart

02CH011394



School Readiness Goals 2023/2024

- 1. Cultural, Diversity, Inclusion, and Equity driven approach to support staff, families, and children to insure the full and effective participation in the program.**

Staff will create respectful, inclusive, environments to reflect the children's culture in their classrooms, honor the diverse perspectives of families and the needs of the children and families they serve to insure effective participation in the program. (HSPS 1302.30, 1302.31).

- Children will benefit from program services that ensure the effective participation of all children with focus on Individualizing for children's culture, language, cognitive, motor, and social emotional needs.
- Staff will promote school readiness for all children and engagement of their families.
- Parents and staff will collaborate to promote the development of a positive classroom culture and individual approaches to learning for all children and their families.
- The program will assist staff to increase their understanding of Cultural, Diverse, Inclusion, and Equitable teaching environments through training and technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Fidelity Tool Checklist's, Classroom Assessment Scoring System (CLASS), 2nd Edition.

- 2. Child Development Milestones Birth to Three**

Staff will gain a deeper understanding of Child Developmental milestones as they connect to Teaching Strategies Assessment Tool, using the Head Start Early Outcomes Framework (HSELOF) as a tool to foster a deeper understanding of timing and sequence of child development and learning birth to three, and additional resources (HSPS 1302.92(5)).

PEACE, Inc. Head Start / Early Head Start Program

- Children will benefit from highly trained staff in Child Development to ensure participation of various development levels.
- Staff will create a developmentally appropriate environment with activities, materials, and routines that increase developing skills in all children.
- Parents and staff will work together to share their child's development at Parent Teacher Conferences using Teaching Strategies levels and develop appropriate goals.
- Program will assist staff to increase their understanding of Developmental Milestones, birth to three, through training and technical assistance opportunities.
- Measurement: Teaching Strategies Gold, lesson plans, observation

3. Social Emotional Development Goal IT- SE 1, 2, 3; P-SE 3, 4, 5

Child develops expectations of consistent, positive interactions through secure relationship with adults using a Trauma Informed Approach and use basic problem solving skills to resolve conflicts with other children. (TSG obj. 2a, b, c, 3b)

- Children will develop skills necessary to foster secure attachments with adults, build peer relationships, regulate own emotions and behaviors, and develop an understanding of how to think through problems and apply strategies for solving them.
- Staff will assist children to practice skills to increase Protective Factors and support social emotional functioning in a classroom or home setting, through creating a School Family and responding to children's emotional needs through providing positive language and appropriate activities utilizing Conscious Discipline, and other available resources.
- Parents and staff will work together to increase children's social emotional development by discussing Conscious Discipline and sharing DECA Strengths for Living and Learning and Teaching Strategies Gold developmental levels, and develop appropriate goals.
- The program will assist staff in their understanding of building a social emotional foundation using an agency-wide approach with Conscious Discipline to build resilient early childhood settings. The Mental Health Consultant, and Child Behavior/Trauma Specialist are available for intervention strategies and training and technical assistance
- Measurement and assessment: Teaching Strategies Gold, DECA Strengths for Living and Learning, CLASS Tool, Conscious Discipline implementation check list and observation notes.

PEACE, Inc. Head Start / Early Head Start Program

4. Mathematics Development Goal P-MATH 8 – 10

Children will explore and describe spatial relationships, attributes of shapes, and measurement using manipulatives and mathematical vocabulary. (TSG obj. 21a, b, 22).

- Children will develop emerging mathematical and cognitive skills in geometry, spatial sense, and measurement.
- Staff will assist children in increasing their math development through developmentally appropriate activities and language communication using math vocabulary.
- Parents and staff will work together to increase children's emergent math skills by discussing their child's Teaching Strategies Gold developmental levels and develop appropriate goals at Parent Teacher Conferences and the use of School to Home Activities.
- The program will assist staff to increase their knowledge and understanding of planning, implementing, observing, and evaluating children's emergent mathematical skills through coaching, Creative Curriculum and Teaching Strategies training, and technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, Pre and Post Training Survey of Teaching Strategies Gold Assessment Skills.

5. Literacy Development Goal IT-LC10, 11, 12; P-LIT 1, 2, 4, 5

Children will develop a positive attitude towards books and an enjoyment of reading when being read to by adults. As an appreciation for books and reading develop, children begin to show awareness of concepts of print, comprehension and emergent reading skills. (TSG obj. 17a, b, 18a, b, c).

PEACE, Inc. Head Start / Early Head Start Program

- Children will develop a positive attitude towards books and reading to guide emergent reading skills and demonstrate an understanding of how print is used and the rules that govern how print works.
- Staff will assist children in increasing literacy skills by providing numerous read aloud opportunities throughout the program day including, large group, small group, and individual settings; and provide developmentally appropriate materials and activities such as, flannel boards, puppets and a variety of text and books available.
- Parents and staff will work together to increase children's literacy skills by discussing Teaching Strategies Gold developmental levels and develop appropriate goals. As well as, parent engagement activities such as The Same Book and School to Homes.
- Program will assist staff to increase their understanding of building children's literacy knowledge, interest, and skills through training and/or technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

Teaching Strategies GOLD®
Snapshot Report

Profile of Children

Out of 566 possible children, 553 children have enough GOLD data in Spring 2022/2023 to be included in this report.

The 553 children included in this report are in 53 classes in 16 sites and have the following demographics:

Gender:

- Male: 46%
- Female: 54%
- American Indian or Alaska Native: 1%

Race:

- Bhutanese: 0%
- Cambodian: 0%
- Chinese: 0%
- Vietnamese: 0%
- Other Asian: 1%
- Black or African American: 26%
- Native Hawaiian or Other Pacific Islander: 0%

Hawaiian: 0%

White: 19%

No Response: 40%

Hispanic or Latino: 2%

Mexican: 0%

Puerto Rican: 2%

Peruvian: 0%

Unknown Hispanic: 1%

Not Hispanic or Latino: 54%

No Response: 41%

Children Without IFSP: 96%

Children With IFSP: 4%

IFSP/IEP Status:

Funding Source(s):

Children Without IEP:	85%
Children With IEP:	15%
Child Care:	4%
Family Child Care:	0%
Head Start:	67%
Medicaid:	1%
Other:	0%
Pre-K:	14%
Private:	1%
TANF:	0%
Birth to 1 year (Red):	3%
1 to 2 years (Orange):	6%
2 to 3 years (Yellow):	11%
Preschool 3 class/grade (Green):	43%
Pre-K 4 class/grade (Blue):	37%
English:	87%
Spanish:	1%
Chinese (all dialects):	0%
French:	0%
Russian:	0%
Polish:	0%
Arabic:	1%
Unknown:	3%
Burmese:	0%
Nepali:	0%
Somali:	0%
Swahili:	1%
Other:	4%

Age or Class/Grade:

Primary Language:

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Organization

Organization Name	Below			Meeting			Exceeding			
	Count	%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		66	12%	34	356	65%	43.5	126	23%	56.9

Table 2: Physical by Organization

Organization Name	Below			Meeting			Exceeding			
	Count	%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		79	15%	19.9	415	77%	28.3	45	8%	34.2

Table 3: Language by Organization

Organization Name	Below			Meeting			Exceeding			
	Count	%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		60	11%	24.6	387	71%	43.3	95	18%	54

Table 4: Spanish Language by Organization
(0 Children)

Table 5: Cognitive by Organization

Organization Name	Below			Meeting			Exceeding			
	Count	%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		52	10%	32.4	405	75%	45.1	83	15%	57.4

Table 6: Literacy by Organization

Organization Name	Below			Meeting			Exceeding			
	Count	%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		93	17%	23.8	372	69%	41.2	72	13%	60

Table 7: Spanish Literacy by Organization
(0 Children)

Table 8: Mathematics by Organization

Organization Name	Count	Below		Meeting		Exceeding	
		%	Mean	Count	%	Count	Mean
PEACE Inc. Head Start/EHS	98	18%	20.8	361	67%	79	41.6

Appendix

Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period: Spring 2022/2023

Gender: Data Not Captured

Male

Female

Non-Binary

Prefer not to Say

Primary Language: All

Race: All

Ethnicity: All

Funding Source(s): All

Show Results For: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts

Growth Report Fall 2022/2023 to Spring 2022/2023

English as Second Language

Areas of Development: All Areas

Compare to: Widely Held Expectations

Checkpoint Periods : Fall 2022/2023, Spring 022/2023

Checkpoint Types: Finalized Checkpoint ratings

Children to Compare: Only Children with Ratings in All Checkpoint Periods

Report Level: Organization

Age or Class/Grade at Checkpoint Period: 1 to 2 years (Orange)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	5	1	20%	4	80%
Physical	3	0	0%	3	100%
Language	4	2	50%	2	50%
Cognitive	4	1	25%	3	75%
Literacy	3	1	33%	2	67%
Mathematics	3	0	0%	3	100%

Age or Class/Grade at Checkpoint Period: 2 to 3 years (Yellow)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	5	1	20%	4	80%
Physical	5	1	20%	4	80%
Language	5	1	20%	4	80%
Cognitive	5	1	20%	4	80%
Literacy	5	2	40%	3	60%
Mathematics	5	1	20%	4	80%

Age or Class/Grade at Checkpoint Period: Preschool 3 class/grade (Green)

Area of Development	Number of Children	Growth Summary			
		Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-					
Emotional	21	3	14%	18	86%
Physical	21	2	10%	19	90%
Language	21	4	19%	17	81%
Cognitive	21	7	33%	14	67%
Literacy	21	2	10%	19	90%
Mathematics	21	3	14%	18	86%

Age or Class/Grade at Checkpoint Period: Pre-K 4 class/grade (Blue)

Area of Development	Number of Children	Growth Summary			
		Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-					
Emotional	25	5	20%	20	80%
Physical	24	1	4%	23	96%
Language	25	6	24%	19	76%
Cognitive	24	10	42%	14	58%
Literacy	24	1	4%	23	96%
Mathematics	24	4	17%	20	83%

Growth Report Fall 2022/2023 to Spring 2022/2023

Children with IFSP or IEP

Areas of Development: All Areas

Compare to: Widely Held Expectations

Checkpoint Periods : Fall 2022/2023, Spring 022/2023

Checkpoint Types: Finalized Checkpoint ratings

Children to Compare: Only Children with Ratings in All Checkpoint Periods

Report Level: Organization

Age or Class/Grade at Checkpoint Period: 1 to 2 years (Orange)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	4	0	0%	4	100%
Physical	4	0	0%	4	100%
Language	5	0	0%	5	100%
Cognitive	5	0	0%	5	100%
Literacy	4	0	0%	4	100%
Mathematics	4	1	25%	3	75%

Age or Class/Grade at Checkpoint Period: 2 to 3 years (Yellow)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	8	1	13%	7	87%
Physical	8	1	13%	7	87%
Language	9	1	11%	8	89%
Cognitive	8	1	13%	7	87%
Literacy	7	1	14%	6	86%
Mathematics	7	1	14%	6	86%

Age or Class/Grade at Checkpoint Period: Preschool 3 class/grade (Green)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	33	11	33%	22	67%
Physical	34	9	26%	25	74%
Language	35	6	17%	29	83%
Cognitive	34	11	32%	23	68%
Literacy	34	8	24%	26	76%
Mathematics	33	8	24%	25	76%

Age or Class/Grade at Checkpoint Period: Pre-K 4 class/grade (Blue)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	36	13	36%	23	64%
Physical	35	5	14%	30	86%
Language	36	14	39%	22	61%
Cognitive	35	12	34%	23	66%
Literacy	35	5	14%	30	86%
Mathematics	35	5	14%	30	86%

Growth Report Fall2022/2023 to Spring 2022/2023

Areas of Development: All Areas

Compare to: Widely Held Expectations

Checkpoint Periods : Fall 2022/2023, Spring 2022/2023

Checkpoint Types: Finalized Checkpoint ratings

Children to Compare: Only Children with Ratings in All Checkpoint Periods

Report Level: Organization

Age or Class/Grade at Checkpoint Period: Birth-1 year (Red)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	15	2	13%	13	87%
Physical	14	0	0%	14	100%
Language	14	1	7%	13	93%
Cognitive	12	0	0%	12	100%
Literacy	13	3	23%	10	77%
Mathematics	13	4	31%	9	69%

Age or Class/Grade at Checkpoint Period: 1 to 2 years (Orange)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	38	7	18%	31	82%
Physical	37	2	5%	35	95%
Language	38	12	32%	26	68%
Cognitive	38	7	18%	31	82%
Literacy	37	4	11%	33	89%
Mathematics	37	3	8%	34	92%

Age or Class/Grade at Checkpoint Period: 2 to 3 years (Yellow)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	35	6	17%	29	83%
Physical	35	6	17%	29	83%
Language	36	6	17%	30	83%
Cognitive	35	8	23%	27	77%
Literacy	33	7	21%	26	79%
Mathematics	34	5	15%	29	85%

Age or Class/Grade at Checkpoint Period: Preschool 3 class/grade (Green)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	188	55	29%	133	71%
Physical	191	46	24%	145	76%
Language	190	45	24%	145	76%
Cognitive	181	52	29%	129	71%
Literacy	177	37	21%	140	79%
Mathematics	179	32	18%	147	82%

Age or Class/Grade at Checkpoint Period: Pre-K 4 class/grade (Blue)

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above Growth Range	Percentage of Children Meeting or Above Growth Range
Social-Emotional	167	44	26%	123	74%
Physical	165	14	8%	151	92%
Language	167	46	28%	121	72%
Cognitive	164	45	27%	119	73%
Literacy	163	22	13%	141	87%
Mathematics	165	25	15%	140	85%

Teaching Strategies GOLD Snapshot Report

Profile of Children

Out of **74** possible children, **70** children have enough *GOLD* data in **Spring 2022/2023** to be included in this report.

The **70** children included in this report are in **28** classes in **13** sites and have the following demographics:

Gender:	Male: 39%
	Female: 61%
Race:	Bhutanese: 1%
	Chinese: 3%
	Other Asian: 6%
	Black or African American: 27%
	White: 10%
	No Response: 33%
Ethnicity:	Hispanic or Latino: 4%
	Puerto Rican: 3%
	Not Hispanic or Latino: 71%
	No Response: 21%
IFSP/IEP Status:	Children Without IFSP: 99%
	Children With IFSP: 1%
	Children Without IEP: 96%
	Children With IEP: 4%
Funding Source(s):	Child Care: 3%
	Head Start: 54%
	Pre-K: 33%
Age or Class/Grade:	1 to 2 years (Orange): 4%
	2 to 3 years (Yellow): 9%
	Preschool 3 class/grade (Green): 39%
	Pre-K 4 class/grade (Blue): 49%
Primary Language:	Spanish: 10%
	Chinese (all dialects): 3%
	French: 1%
	Russian: 1%
	Polish: 3%
	Arabic: 11%
	Unknown: 20%
	Burmese: 3%
	Nepali: 3%
	Somali: 1%
	Swahili: 10%
	Other: 33%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Organization

Organization Name	Count	Below			Meeting			Exceeding		
		%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		14	20%	35.6	34	49%	46.6	22	31%	59.1

Table 2: Physical by Organization

Organization Name	Count	Below			Meeting			Exceeding		
		%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		9	13%	23.7	52	76%	30	7	10%	35.1

Table 3: Language by Organization

Organization Name	Count	Below			Meeting			Exceeding		
		%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		10	14%	27.4	46	67%	44.8	13	19%	53.2

Table 4: Spanish Language by Organization
(0 Children)

Table 5: Cognitive by Organization

Organization Name	Count	Below			Meeting			Exceeding		
		%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		12	18%	38.9	38	56%	48.2	18	26%	57.6

Table 6: Literacy by Organization

Organization Name	Count	Below			Meeting			Exceeding		
		%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		17	25%	27	37	54%	45.2	14	21%	65.1

Table 7: Spanish Literacy by Organization
(0 Children)

Table 8: Mathematics by Organization

Organization Name	Count	Below			Meeting			Exceeding		
		%	Mean	Count	%	Mean	Count	%	Mean	
PEACE Inc. Head Start/EHS		17	25%	24.9	33	49%	34.3	18	26%	40.7

Appendix
Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period: Spring 2022/2023
Gender: Data Not Captured

	Male
	Female
	Non-Binary
	Prefer not to Say
Primary Language:	Spanish
	Chinese (all dialects)
	French
	German
	Tagalog
	Vietnamese
	Italian
	Russian
	Polish
	Arabic
	Unknown
	African
	Afrikaans
	Albanian
	Aleut-Eskimo Languages
	American Indian
	American Sign Language (ASL)
	Amharic
	Apache
	Armenian
	Bantu
	Bengali
	Bisayan
	Bulgarian
	Burmese
	Cajun
	Chamorro
	Cherokee
	Croatian
	Cushite
	Czech
	Danish
	Dutch
	Finnish
	Formosan
	French Creole
	Greek
	Gujarathi
	Hawaiian
	Hebrew

Hindi
Hocano
Hopi
Hungarian
India N.E.C.
Indonesian
Irish Gaelic
Jamaican Creole
Japanese
Kannada
Kickapoo
Korean
Kru, Ibo, Yoruba
Kurdish
Laotian
Lettish
Lithuanian
Macedonian
Malay
Malayalam
Mande
Marathi
Mon-Khmer, Cambodian
Navajo
Nepali
Norwegian
Pakistan N.E.C.
Punjabi
Pashto
Patois
Pennsylvania Dutch
Persian
Pima
Polish
Portuguese
Romanian
Russian
Samoan
Serbian
Serbocroatian
Sinhalese
Slovak
Somali
South/Central America Indian

Swahili

Swedish

Syriac

Tamil

Telugu

Thai

Tongan

Turkish

Ukrainian

Urdu

Yiddish

Other

Race:

All

Ethnicity:

All

Funding Source(s):

All

Show Results For:

Social-Emotional, Physical, Language, Spanish Language, Cognitive,
Literacy, Spanish Literacy, Mathematics, Science and Technology,
Social Studies, The Arts

Generated On:

7/25/2023

Teaching Strategies GOLD® Snapshot Report

Profile of Children

Out of **103** possible children, **103** children have enough *GOLD* data in **Spring 2022/2023** to be included in this report.

The **103** children included in this report are in **38** classes in **14** sites and have the following demographics:

Gender:	Male: 62% Female: 38%
Race:	American Indian or Alaska Native: 1% Black or African American: 19% Native Hawaiian or Other Pacific Islander: 1% White: 16% No Response: 50%
Ethnicity:	Hispanic or Latino: 3% Puerto Rican: 1% Unknown Hispanic: 1% Not Hispanic or Latino: 42% No Response: 53%
IFSP/IEP Status:	Children Without IFSP: 78% Children With IFSP: 22% Children Without IEP: 17% Children With IEP: 83%
Funding Source(s):	Child Care: 3% Head Start: 77% Other: 1% Pre-K: 14%
Age or Class/Grade:	1 to 2 years (Orange): 4% 2 to 3 years (Yellow): 12% Preschool 3 class/grade (Green): 47% Pre-K 4 class/grade (Blue): 38%
Primary Language:	English: 96% Polish: 1% Arabic: 1% Unknown: 1% Other: 1%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Organization

Organization Name	Count	Below	Meeting			Exceeding		
			%	Mean	Count	%	Mean	Count
PEACE Inc. Head Start/EHS			22	22%	33.5	64	63%	44.7

Table 2: Physical by Organization

Organization Name	Count	Below	Meeting			Exceeding		
			%	Mean	Count	%	Mean	Count
PEACE Inc. Head Start/EHS			26	26%	21	69	69%	28.5

Table 3: Language by Organization

Organization Name	Count	Below	Meeting			Exceeding		
			%	Mean	Count	%	Mean	Count
PEACE Inc. Head Start/EHS			26	25%	27.2	67	65%	44.2

Table 4: Spanish Language by Organization
(0 Children)

Table 5: Cognitive by Organization

Organization Name	Count	Below	Meeting			Exceeding		
			%	Mean	Count	%	Mean	Count
PEACE Inc. Head Start/EHS			18	18%	31.4	75	74%	46.2

Table 6: Literacy by Organization

Organization Name	Count	Below	Meeting			Exceeding		
			%	Mean	Count	%	Mean	Count
PEACE Inc. Head Start/EHS			25	25%	21.3	68	67%	42.2

Table 7: Spanish Literacy by Organization
(0 Children)

Table 8: Mathematics by Organization

Organization Name	Count	Below	Meeting			Exceeding		
			%	Mean	Count	%	Mean	Count
PEACE Inc. Head Start/EHS			29	28%	18.8	67	66%	30.2

Appendix

Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period:	Spring 2022/2023
Gender:	Data Not Captured
	Male
	Female
	Non-Binary
	Prefer not to Say
Primary Language:	All
Race:	All

Ethnicity:

Funding Source(s):

Has IFSP or IEP:

Show Results For:

Generated On:

All

All

Yes

Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts

7/25/2023

PEACE, Inc. Recent Grant Applications 9/28/2023

<u>Funding Source</u>	<u>Project</u>	<u>Program</u>	<u>Submission Date</u>	<u>Request Amount</u>	<u>Status</u>	<u>Award Date</u>	<u>Award Amount</u>
OPWDD	Project Connections	ESFRC	9/8/2023	\$448,871	Awarded	9/8/2023	\$448,871
Oswego County Youth Bureau	BBBS Oswego County/Central Square School-Based	BBBS	9/1/2023	\$5,000	Awarded		
KeyBank Foundation	Free Tax Prep	Free Tax Prep	8/13/2003	\$20,000	Pending		
Syracuse City School District	Alternative Learning Site	Family Services, ESFRC	8/11/2023	2024: \$124,923 2025: \$128,082 2026: \$131,336	Pending		
United Way of Central New York	Free Tax Prep	Free Tax Prep	8/11/2023	\$110,000	Pending		
United Way of Central New York	BBBS Onondaga County Mentorship Programs	BBBS	8/11/2023	\$16,051	Pending		
JP Morgan Chase Bank	Free Tax Prep	Free Tax Prep Program	8/8/2023	\$7,500	Pending		
Mother Cabrini Health Foundation	Family Reentry Program	Family Services	7/26/2023	\$75,000	Pending		

PEACE, Inc. Recent Grant Applications 9/28/2023

State Senator Mannion	Vehicle Replacements for Nutrition and Maintenance	Nutrition, Maintenance	7/21/2023	\$250,000	Pending	
Dot Foods	Family Resource Centers	Family Services	June/July 2023	NA - FRCs requested product types	Awarded	\$6,000 to be distributed to 3 FRC centers
Food Bank CNY	Family Resource Centers	Family Services	5/24 - 5/25/2023	\$51,080 total	Awarded	\$32,325
The Dorothy and Marshall M. Reisman Foundation	Free Tax Preparation	Free Tax Preparation	6/12/2023	\$25,000	Awarded	\$25,000
Jim and Juli Boehm Foundation	Westside Summer Youth Program; CW/FRC and CEFRC youth camperships	Family Services Summer Youth Programming	5/31/2023	\$10,000	Awarded	\$5,000
NYS ConnectALL	NYS ConnectALL surveys with CNYDIC	CNYDIC / Family Services	5/31/2023	NA	Awarded	\$3,000
Mother Cabrini Health Foundation - LOI	Family Reentry Program LOI	Family Services	5/26/2023	\$93,619	Invited to submit a full application	Invited to apply for \$75,000
Mother Cabrini Health Foundation	Food Pharmacies Partnership with St. Joes Heath	Family Services	5/26/2023	\$60,000	Pending	
Onondaga County Department of Adult and Long Term Services	Eastwood Brick and Mortor	Eastwood Community Center	5/19/2023	\$100,000	Awarded	7/10/2023

PEACE, Inc. Recent Grant Applications 9/28/2023

Reisman Foundation LOI	Free Tax Prep	Free Tax Prep	5/19/2023	\$25,000	Invited to Submit a Formal Application	5/24/2023	NA
State Assemblyman William B. Magnarelli	Free Tax Prep	Free Tax Prep	5/18/2023	\$25,000	Invited to submit a proposal		
Connect Kids	Connect Kids Field Trip Grant for ESFRC	ESFRC	5/1/2023	NA	Pending		
Inspire Brands / Arby's Foundation	Big Brothers Big Sisters Canal Day, Holiday Party, and MM salaries	Big Brothers Big Sisters	4/20/2023	\$12,400	Awarded	5/10/2023	\$12,400
Central New York Community Foundation	Increasing Child Lead Testing in Syracuse - Participatory Budgeting Process with Peacemakers	Lead Justice for Syracuse Families	4/8/2023	\$150,000 requested by Peacemakers (the lead), \$18,000 included for PEACE, Inc.	Denied		NA
Central New York Community Foundation	Free Tax Prep	Free Tax Prep	4/7/2023	\$50,000	Awarded	6/21/2023	\$50,000
BNY Mellon	BBBS All Mentorship Programs 2023 - re-application	BBBS	2/22/2023	\$20,000	Awarded	3/30/2023	\$15,000
Change Machine	Free Tax Preparation and Financial Coaching	Free Tax Preparation	2/8/2023	\$75,000	Denied		
John Ben Snow Foundation - LOI	Big Brothers Big Sisters - School based City of Syracuse & Matrydale	BBBS	2/2/2023	\$10,000	Denied		