

Planning Committee Meeting
@PEACE, Inc., 217 S. Salina St., 2nd Flr.
(zoom option is available)
Wednesday, January 8, 2025

MEMBERS PRESENT: Shirley Copes (Chair), Paula Freedman, Steve Hodgens
Alicia Colon, Tysha Martin

MEMBERS EXCUSED: None

MEMBERS ABSENT: None

STAFF PRESENT: Carolyn D. Brown, Todd Goehle

CALL TO ORDER:

The January 8, 2025 Planning Committee meeting was called to order at 4:47 PM by the Committee Chair Shirley Copes. It was noted for the record that a quorum was present.

New Board Members, Alicia Colon and Tysha Martin, attended the Planning Committee meeting as part of their ongoing New Board Members Orientation.

Introductions of all participants in the meeting.

APPROVAL OF PREVIOUS MINUTES

Steve Hodgens made a motion to approve the December 2024 minutes, seconded by Shirley Copes. The motion carried.

PRESENTATION:

Head Start/Early Head Start: Fall 2024/25 Teaching Strategies GOLD child outcomes assessment data

Holly Hastings, the Child Development and Health Services (CDHS) Manager, presented the Fall 2024/25 Teaching Strategies GOLD child outcomes assessment data to the Planning Board. Program aggregate data shows the following percentages of children in the meeting or exceeding ranges for the six main learning domains: Social Emotional, 62%; Physical, 43%; Language, 59%; Cognitive, 60%; Literacy, 48%; and Mathematics, 48%. It is

anticipated with continued exposure to classroom and home-based learning activities, the percentages in the meeting or exceeding ranges will increase and those in the below level will decrease over the course of the school year.

Data was also reported on for the group of children who have been professionally evaluated/ designated with a disability and who subsequently qualify for special services. The Fall results show that the percentages of children in this group whose skills/knowledge were assessed in the meeting or exceeding ranges were slightly lower than those for the program aggregate group as a whole. The results for the group of children who are multi-language learners (MLL) were also lower in the meeting or exceeding ranges than those of the program aggregate. However, it must be taken into consideration when interpreting these results that learning to communicate in more than one language may be a complex process. The children are constantly navigating between two languages and cultures while learning the rules of both. Even though the GOLD child outcomes assessment system is observation based, language is a major contributor in conveying understanding. It is anticipated, as the children continue their growth in learning two languages, that the Winter GOLD checkpoint data will show a higher percentage in the meeting and/or exceeding ranges. There are many advantages in knowing two languages. The program encourages the continued learning of both the home language and English. Skills/knowledge data for both groups of children will be checked in the Winter GOLD to ensure we are seeing growth in learning.

The CDHS Manager also reviewed the comparative data between Fall 2023 and Fall 2024. Particular attention was highlighted on the difference in the data for the physical domain between the two years. 17% more children were in the below range for Fall 2024 than Fall 2023. The CDHS manager reviewed the action plan put in place to address this finding including: steps to enhance education staff's efficacy in using the child assessment tool to fidelity; intentional teaching strategies for the physical domain; and understanding of the impact of gross motor skills versus fine motor skills on data results.

The Child Development and Health Services Manager also reviewed the results from the Classroom Assessment Scoring System (CLASS) observations for Fall 2024. The CLASS measures the quality of teacher child interactions in three major teaching practices areas: social emotional; classroom organization; and instructional support. Forty-two classrooms were observed, including classrooms at our collaboration sites. Mean scores are higher in all three domains as compared to the Federal CLASS conducted last January 2023. As an internal control, a Spring 2025 interrater reliability check among our in-house CLASS certified staff will be completed to ensure fidelity to the tool. In addition, before our Spring CLASS is conducted, a workshop on "Understanding CLASS and What it Measures" will be offered to our collaborations. This workshop will be specifically targeted to new staff who may not be knowledgeable about the CLASS and how it used by our program for professional development purposes.

Steve Hodgins requested an executive summary or general statement regarding the report.

After the presentation and discussion, ***a motion was made by Steve Hodgins to approve the Fall 2024/25 Teaching Strategies GOLD child outcomes assessment data Report; it was seconded by Paula Freedman, and the motion passed.***

CURRENT GRANT SUMMARY REPORT:

Todd Goehle provided an overview of the grants summary (see the attached grant summary report).

OLD BUSINESS:

Executive Director Carolyn Brown reported on the plans for the upcoming Board Retreat. Further, she explained that the plans for Champions of Diversity Dinner Celebration were underway, and invited members to suggest honorees.

Ms. Brown then reported that the Head Start site in Baldwinsville is expected to open in January 2025.

NEW BUSINESS: None

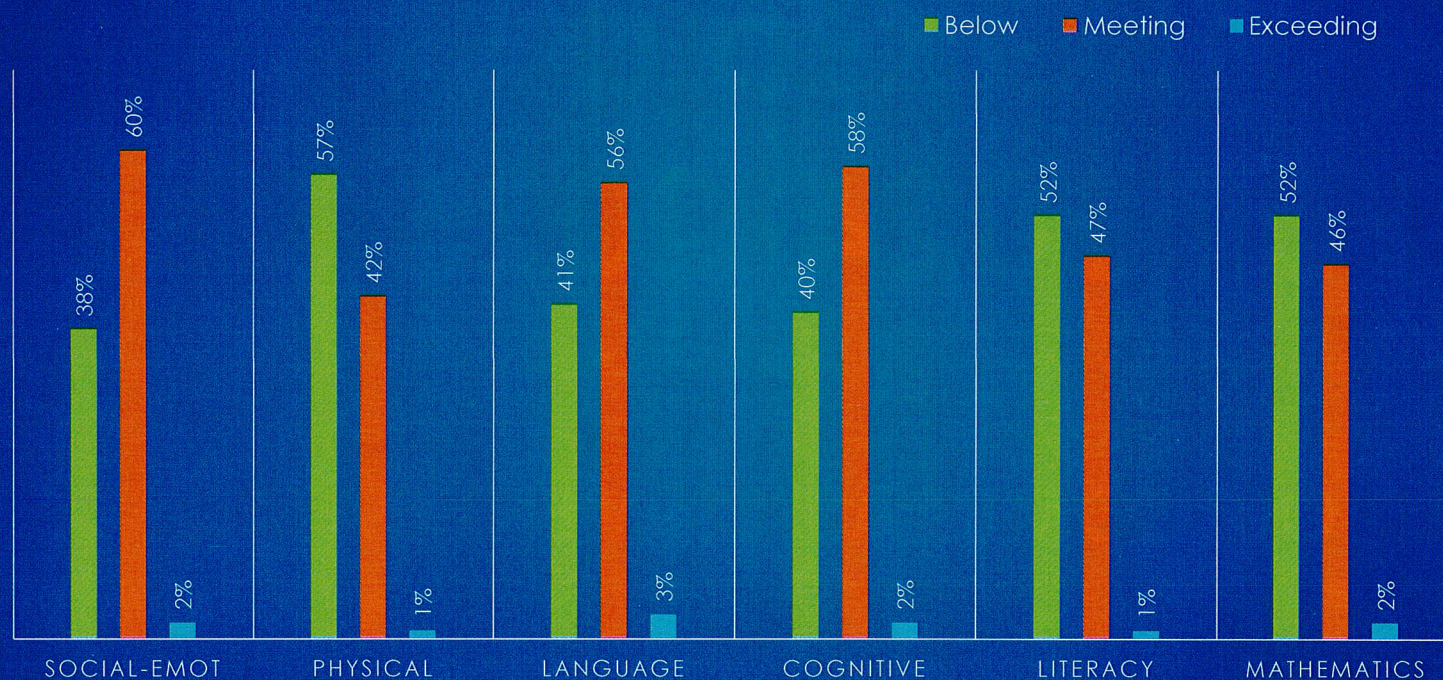
ADJOURNMENT

The meeting was adjourned at 5:35 PM.

TSG Gold Fall 2024-2025

CHILD OUTCOMES ASSESSMENT DATA

Fall 2024/2025 Widely Held Expectations Program Aggregates



Children with an IEP or IFSP Fall 2024 Assessment

	Below			Meeting			Exceeding		
Table 1: Social-Emotional by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	28	58%	34.7	20	42%	43.2			
Table 2: Physical by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	25	56%	23.4	19	42%	28	1	2%	13
Table 3: Language by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	24	51%	31.3	23	49%	43.5			
Table 5: Cognitive by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	22	47%	33	25	53%	45.4			
Table 6: Literacy by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	25	54%	22.8	21	46%	41.2			
Table 8: Mathematics by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	30	64%	21.7	16	34%	29.3	1	2%	37

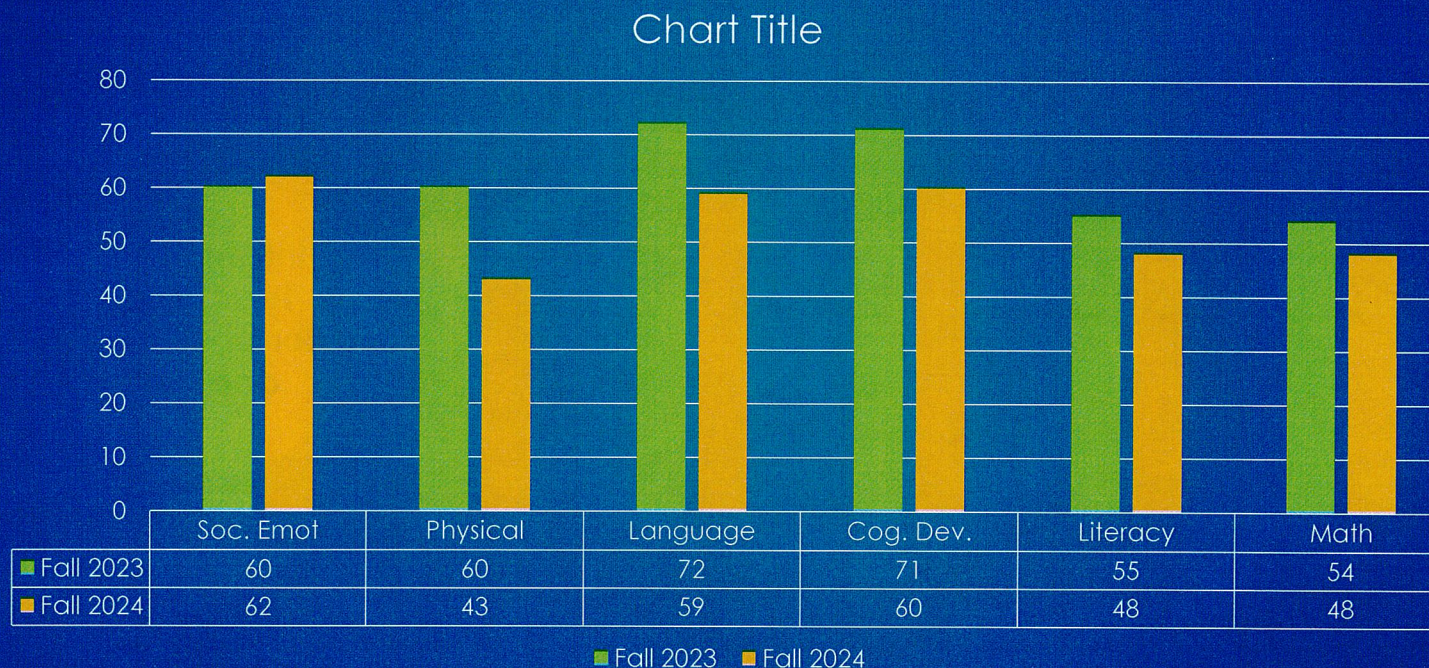
Children who are Multi-language Learners Fall 2024

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	Below			Meeting			Exceeding		
Table 1: Social-Emotional by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	31	53%	34	27	47%	39.7			
Table 2: Physical by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	38	68%	21.9	18	32%	27.3			
Table 3: Language by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	33	58%	29.9	24	42%	40.7			
Table 5: Cognitive by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	28	49%	35.3	29	51%	41.4			
Table 6: Literacy by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	36	64%	20.7	20	36%	38.2			
Table 8: Mathematics by Organization	Count	%	Mean	Count	%	Mean	Count	%	Mean
	40	70%	19.6	17	30%	25.4			

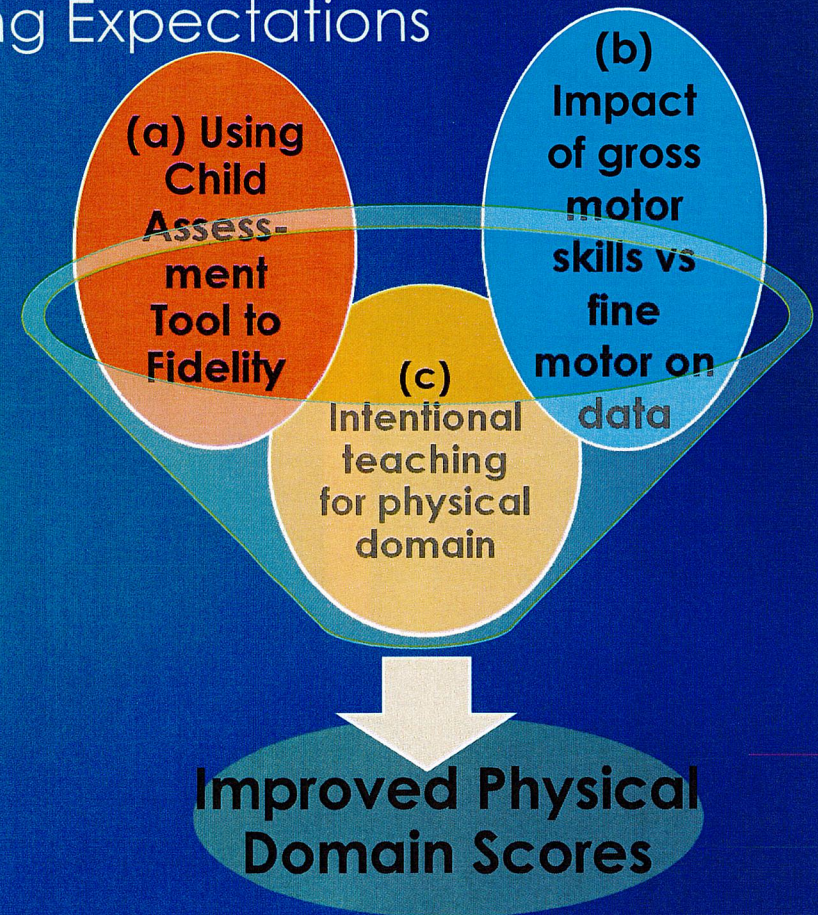
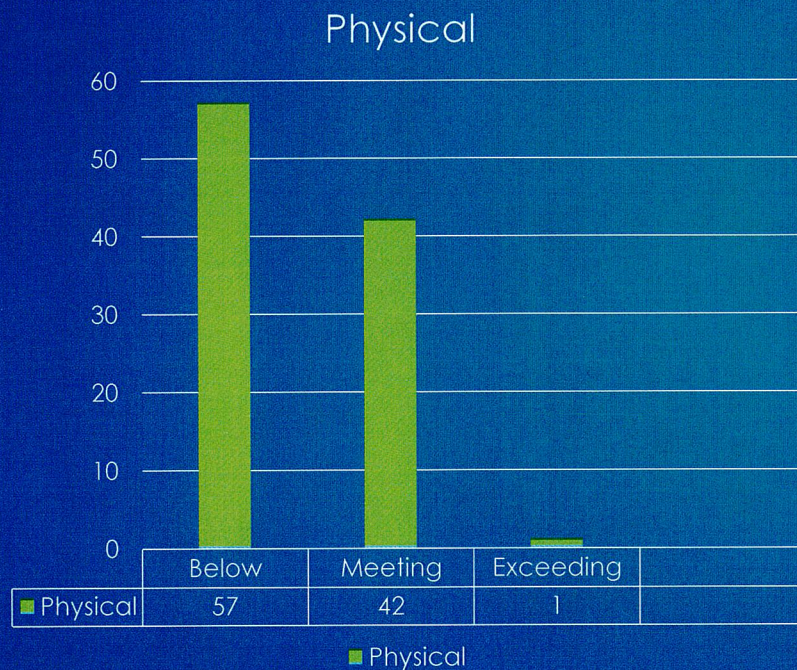
Fall 2023 versus Fall 2024 Meeting/Exceeding

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Physical Domain Analysis

Percent Below, Meeting or Exceeding Expectations



Action Steps to Address Physical Domain Findings

(a) Using Child Skills Assessment Tool to Fidelity

- Laminated posters of Physical Objectives 4,5, and 6 will be made and posted in site gyms (demonstrating traveling skills; balancing skills & gross motor manipulative skills)
- Early childhood specialists will attend January site staff meetings to explain poster use; discuss how to obtain needed observations by planning a daily physical activity/transition

Action Steps to Address Physical Domain Findings

(b) Impact of gross motor skills vs fine motor on data

- Generally gross motor skills develop before fine motor skills
- GOLD child outcomes data assessment system does not provide a separate aggregate score for gross and fine motor skills
- At the beginning of the year it would be expected that fine motor skills are not as developed as gross motor and hence negatively impact the aggregate physical domain result

Action Steps to Address Physical Domain Findings

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(c) Intentional teaching for physical domain objectives
(Increasing Awareness of the Physical Domain Objectives)

- Teachers will print On the Spot (recording tool which collects information quickly) and bring to gym daily
- Teachers will make a ring of Physical Mighty Minutes (quick, playful, and engaging activities provided by Creative Curriculum) to use daily
- Plan for *I am Moving I am Learning* Workshop

Classroom Assessment Scoring System (CLASS) Fall 2024

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Statistics	HS Score Emotional Support	HS Score Classroom Organization	HS Score Instructional Support	EHS Score Emotional and Behavioral Support	EHS Score Engaged Support for Learning	EHS Score Responsive Caregiving
Average (Top 3)	7.00	7.00	4.83	6.80	5.27	6.31
Mean	6.40	5.96	2.88	6.04	3.68	6.00
Median	6.75	6.25	2.88	6.25	3.40	5.80
Average (Bottom 3)	4.97	3.73	1.41	5.14	2.28	5.63

- 42 classrooms observed
- Mean scores are higher in all HS domains as compared to the 1/23 Federal CLASS conducted by video (Federal HS does not CLASS EHS classrooms)
- Analysis of results supports: (a) Spring 2025 interrater reliability check among our in-house CLASS certified staff and (b) offering an "Understanding CLASS and What it Measures" workshop to our Collaborations

***Teaching Strategies GOLD* Snapshot Report**

Overview

The Data in this Report

This report presents the assessment data gathered for 554 children in PEACE Inc. Head Start/EHS for the Fall 2024/2025 checkpoint period. Teachers at PEACE Inc. Head Start/EHS used 103 objectives in GOLD® to report the children's skill levels for the selected criteria. The data in this report includes Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social

GOLD®

GOLD® measures the knowledge, skills, and abilities that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition.

Thirty-six of the 38 objectives are organized into nine areas of development and learning. The first four are major areas of child development: social-emotional, physical, language, and cognitive.

The content learning that is usually identified in early learning standards is organized into the following five areas: literacy, mathematics, science and technology, social studies, and the arts.

The objectives in a tenth area, English language acquisition, help teachers follow a child's progress in acquiring receptive and expressive skills in English.

How Teachers Collect Data Included in this Report

Teachers using GOLD® follow a systematic process to collect the data needed for reports. An important part of the process is evaluating each child's knowledge, skills, and abilities. Teachers thoughtfully consider what children know and can do with regard to 38 research-based objectives for development and learning. Many of these objectives include dimensions that guide and develop a teacher's thinking about the different aspects of an

To assess a child's skill level for a particular objective or dimension, the teacher reviews its progression to determine which indicator, or milestone, best describes the child's current knowledge, skills, and abilities. This decision is based on observations of the child as he or she participates in

The data in this report includes only finalized checkpoint levels.

Profile of Children

Out of **554** possible children, **538** children have enough *GOLD* data in **Fall 2024/2025** to be included in this report.

The **538** children included in this report are in **53** classes in **15** sites and have the following demographics:

Gender:	Data Not Captured: 0% Male: 46% Female: 54%
Race:	American Indian or Alaska Native: 0% Bhutanese: 0% Pakastani: 0% Other Asian: 1% Black or African American: 31% Native Hawaiian or Other Pacific Islander: 0% Other Pacific Islander: 0% White: 15% No Response: 41%
Ethnicity:	Hispanic or Latino: 4% Mexican: 0% Puerto Rican: 1% Bolivian: 0% Peruvian: 0% Unknown Hispanic: 2% Not Hispanic or Latino: 53% No Response: 40%
IFSP/IEP Status:	Children Without IFSP: 98% Children With IFSP: 2%

	Children Without IEP: 93% Children With IEP: 7%
Funding Source(s):	Child Care: 2% Head Start: 77% Medicaid: 0% Pre-K: 7% Private: 1%
Age or Class/Grade:	Birth to 1 year (Red): 4% 1 to 2 years (Orange): 5% 2 to 3 years (Yellow): 12% Preschool 3 class/grade (Green): 35% Pre-K 4 class/grade (Blue): 44%
Primary Language:	English: 89% Spanish: 2% Chinese (all dialects): 0% French: 0% Arabic: 1% Unknown: 6% African: 0% Burmese: 0% French Creole: 0% Nepali: 0% Swahili: 0% 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 Colored Band

Colored Bands	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	16-Apr				20	100%	9.5			
1 to 2 years (Orange)	14 - 30	2	8%	12	23	92%	21.3			
2 to 3 years (Yellow)	24 - 39	17	27%	20	45	71%	29.4	1	2%	44
Preschool 3 class/grade (Green)	34 - 50	54	30%	28.3	121	66%	40.3	7	4%	53
Pre-K 4 class/grade (Blue)	46 - 61	127	54%	36.6	106	45%	49.7	1	0%	64

Table 2: Physical by Colored Band

Colored Bands	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	12-Apr	10	48%	2.1	10	48%	5.1	1	5%	13
1 to 2 years (Orange)	19-Dec	7	32%	8.3	14	64%	14.2	1	5%	20
2 to 3 years (Yellow)	18 - 26	34	63%	14.9	20	37%	20.6			
Preschool 3 class/grade (Green)	23 - 32	70	41%	20	100	58%	26	2	1%	35
Pre-K 4 class/grade (Blue)	29 - 39	168	72%	24.1	66	28%	31.6			

Table 3: Language by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	15-Mar	1	5%	1	19	90%	7.8	1	5%	17
1 to 2 years (Orange)	14 - 29	4	15%	9.3	23	85%	20.5			
2 to 3 years (Yellow)	25 - 39	21	37%	16.4	35	61%	29.2	1	2%	41
Preschool 3 class/grade (Green)	34 - 49	59	34%	25.9	106	60%	41.1	11	6%	52.2
Pre-K 4 class/grade (Blue)	43 - 58	126	54%	34.9	105	45%	47.5	2	1%	60

Table 4: Spanish Language by Colored Band[illegible]

Pre-K 4 class/grade (Blue)	43 - 58	1	100%	26						
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Table 5: Cognitive by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	13-Feb	1	5%	1	18	86%	6.7	2	10%	18.5
1 to 2 years (Orange)	27-Sep				28	100%	18.3			
2 to 3 years (Yellow)	23 - 39	18	31%	16.8	40	69%	28.6			
Preschool 3 class/grade (Green)	36 - 52	47	27%	30.7	118	69%	40.9	6	4%	57.2
Pre-K 4 class/grade (Blue)	46 - 66	140	60%	37.9	91	39%	50.7	1	0%	68

Table 6: Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				20	91%	0.9	2	9%	6
1 to 2 years (Orange)	13-Feb				26	96%	7	1	4%	19
2 to 3 years (Yellow)	28-Dec	23	41%	8	33	59%	16.5			
Preschool 3 class/grade (Green)	26 - 52	96	58%	19	69	42%	32	1	1%	55
Pre-K 4 class/grade (Blue)	40 - 81	144	62%	25.6	89	38%	48.6			

Table 7: Spanish Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)										
1 to 2 years (Orange)										
2 to 3 years (Yellow)										
Preschool 3 class/grade (Green)										
Pre-K 4 class/grade (Blue)	40 - 81	1	100%	19						

Table 8: Mathematics by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				20	91%	0.1	2	9%	3
1 to 2 years (Orange)	12-Feb	6	23%	0.7	18	69%	7.7	2	8%	13
2 to 3 years (Yellow)	24-Oct	15	28%	5	39	72%	13.9			

Preschool 3 class/grade (Green)	20 - 36	75	43%	14.7	93	53%	25.6	7	4%	38.4
Pre-K 4 class/grade (Blue)	35 - 53	168	72%	24.1	65	28%	37.9			

Appendices

Appendix A: Completion Rate

Each development and learning area includes related objectives. Reports for developmental areas, or other categories are based on data for one or more objectives and dimensions. For each checkpoint period, the teacher identifies the level that best describes a child's knowledge, skill or behavior for each objective or dimension. A teacher may omit a particular objective or dimension for a child by oversight, or a teacher might mark an objective as "Not Observed." Note that the area of physical development is always divided into gross-motor and fine-motor development and never combined.

The completion rate table shows the number and percentage of objectives and dimensions in each development and learning area that were completed for the group of children included in this report. Administrators can use this chart for quality control purposes.

	Number of Objectives	Potential Responses	Responses Recorded	% of Total Responses
Social-Emotional	3	4986	4702	94%
Physical	4	6094	2504	41%
Language	3	4432	4097	92%
Spanish Language	3	4432	8	0%
Cognitive	4	5540	5072	92%
Literacy	5	8864	8028	91%
Spanish Literacy	5	8864	16	0%
Mathematics	4	6648	6084	92%
Science and Technology	5	2770	0	0%
Social Studies	4	2216	0	0%
The Arts	4	2216	0	0%

Appendix B: 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:	Fall 2024/2025
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
Generated On:	11/13/2024

***Teaching Strategies GOLD* · Snapshot Report**

Profile of Children

Out of **48** possible children, **48** children have enough *GOLD* data in **Fall 2024/2025** to be included in this report.

The **48** children included in this report are in **27** classes in **12** sites and have the following demographics:

Gender:	Male: 48% Female: 52%
Race:	Pakastani: 2% Other Asian: 4% Black or African American: 21% White: 17% No Response: 46%
Ethnicity:	Hispanic or Latino: 2% Puerto Rican: 2% Unknown Hispanic: 4% Not Hispanic or Latino: 46% No Response: 46%
IFSP/IEP Status:	Children Without IFSP: 73% Children With IFSP: 27% Children Without IEP: 25% Children With IEP: 75%
Funding Source(s):	Child Care: 4% Head Start: 85% Pre-K: 2%
Age or Class/Grade:	Birth to 1 year (Red): 2% 2 to 3 years (Yellow): 10% Preschool 3 class/grade (Green): 19% Pre-K 4 class/grade (Blue): 69%
Primary Language:	English: 100%

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 Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	16-Apr				1	100%	9			
2 to 3 years (Yellow)	24 - 39	3	60%	16.7	2	40%	27			
Preschool 3 class/grade (Green)	34 - 50	4	44%	29	5	56%	42.4			
Pre-K 4 class/grade (Blue)	46 - 61	21	64%	38.3	12	36%	49.1			

Table 2: Physical by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	12-Apr							1	100%	13
2 to 3 years (Yellow)	18 - 26	2	50%	11.5	2	50%	21			
Preschool 3 class/grade (Green)	23 - 32	2	29%	19.5	5	71%	25.6			
Pre-K 4 class/grade (Blue)	29 - 39	21	64%	25	12	36%	30.2			

Table 3: Language by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	15-Mar				1	100%	6			
2 to 3 years (Yellow)	25 - 39	4	100%	13.8						
Preschool 3 class/grade (Green)	34 - 49	2	22%	17.5	7	78%	42			
Pre-K 4 class/grade (Blue)	43 - 58	18	55%	36.7	15	45%	46.7			

Table 4: Cognitive by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	13-Feb				1	100%	6			
2 to 3 years (Yellow)	23 - 39	3	75%	16.7	1	25%	30			
Preschool 3 class/grade (Green)	36 - 52	2	22%	30	7	78%	42			
Pre-K 4 class/grade (Blue)	46 - 66	17	52%	36.3	16	48%	50.4			

Table 5: Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				1	100%	1			
2 to 3 years (Yellow)	28-Dec	3	75%	6.3	1	25%	18			
Preschool 3 class/grade (Green)	26 - 52	3	38%	14.3	5	63%	36.2			
Pre-K 4 class/grade (Blue)	40 - 81	19	58%	26.7	14	42%	47.6			

Table 6: Mathematics by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				1	100%	1			
2 to 3 years (Yellow)	24-Oct	3	75%	3.7	1	25%	10			
Preschool 3 class/grade (Green)	20 - 36	3	33%	14.3	5	56%	25.2	1	11%	37
Pre-K 4 class/grade (Blue)	35 - 53	24	73%	24.9	9	27%	36.8			

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:	Fall 2024/2025
Gender:	Data Not Captured Male Female Non-Binary Prefer not to Say
Primary Language:	All
Race:	All
Ethnicity:	All
Funding Source(s):	All
Has IFSP or IEP:	Yes
Show Results For:	Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts
Generated On:	11/14/2024

Teaching Strategies GOLD · Snapshot Report

Profile of Children

Out of 65 possible children, 60 children have enough *GOLD* data in **Fall 2024/2025** to be included in this report.

The 60 children included in this report are in 26 classes in 10 sites and have the following demographics:

Gender:	Data Not Captured: 3% Male: 50% Female: 47%
Race:	Bhutanese: 2% Other Asian: 5% Black or African American: 5% Other Pacific Islander: 2% White: 3% No Response: 77%
Ethnicity:	Hispanic or Latino: 12% Puerto Rican: 3% Bolivian: 2% Unknown Hispanic: 2% Not Hispanic or Latino: 22% No Response: 60%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 100% Children With IEP: 0%
Funding Source(s):	Head Start: 92% Pre-K: 5%
Age or Class/Grade:	Birth to 1 year (Red): 3% 1 to 2 years (Orange): 2%

	2 to 3 years (Yellow): 5% Preschool 3 class/grade (Green): 40% Pre-K 4 class/grade (Blue): 50%
Primary Language:	Spanish: 20% Chinese (all dialects): 2% French: 3% Arabic: 5% Unknown: 53% African: 2% Burmese: 2% French Creole: 2% Nepali: 2% Swahili: 2% Other: 8%

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 Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	16-Apr				2	100%	6.5			
1 to 2 years (Orange)	14 - 30				1	100%	16			
2 to 3 years (Yellow)	24 - 39				2	100%	26.5			
Preschool 3 class/grade (Green)	34 - 50	12	50%	30.5	12	50%	38.4			
Pre-K 4 class/grade (Blue)	46 - 61	21	70%	36.6	9	30%	50.8			

Table 2: Physical by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	12-Apr	2	100%	2.5						

1 to 2 years (Orange)	19-Dec	1	100%	10						
2 to 3 years (Yellow)	18 - 26	1	100%	16						
Preschool 3 class/grade (Green)	23 - 32	14	58%	19.4	10	42%	25.2			
Pre-K 4 class/grade (Blue)	29 - 39	22	76%	25.4	7	24%	31.1			

Table 3: Language by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	15-Mar				2	100%	6.5			
1 to 2 years (Orange)	14 - 29				1	100%	17			
2 to 3 years (Yellow)	25 - 39	1	33%	23	2	67%	27			
Preschool 3 class/grade (Green)	34 - 49	16	73%	26.4	6	27%	41.7			
Pre-K 4 class/grade (Blue)	43 - 58	16	55%	33.7	13	45%	47.5			

Table 4: Cognitive by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	13-Feb				2	100%	4.5			
1 to 2 years (Orange)	27-Sep				1	100%	14			
2 to 3 years (Yellow)	23 - 39				3	100%	27			
Preschool 3 class/grade (Green)	36 - 52	12	55%	31.6	10	45%	40.2			
Pre-K 4 class/grade (Blue)	46 - 66	17	59%	38.2	12	41%	51.4			

Table 5: Literacy by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean
Birth to 1 year (Red)	0 - 2				2	100%	0			
1 to 2 years (Orange)	13-Feb				1	100%	9			
2 to 3 years (Yellow)	28-Dec	2	67%	7	1	33%	16			
Preschool 3 class/grade (Green)	26 - 52	16	73%	21.4	6	27%	30.8			
Pre-K 4 class/grade (Blue)	40 - 81	19	66%	21.8	10	34%	54			

Table 6: Mathematics by Colored Band

Colored Band	Expectation	Below			Meeting			Exceeding		
		Count	%	Mean	Count	%	Mean	Count	%	Mean

Birth to 1 year (Red)	0 - 2				2	100%	0			
1 to 2 years (Orange)	12-Feb				1	100%	9			
2 to 3 years (Yellow)	24-Oct	1	33%	4	2	67%	12.5			
Preschool 3 class/grade (Green)	20 - 36	16	70%	14.2	7	30%	26			
Pre-K 4 class/grade (Blue)	35 - 53	24	83%	24.1	5	17%	41			

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:	Fall 2024/2025
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, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts
Generated On:	11/14/2024

PEACE, Inc. Recent Grant Applications 1/2/2025

Funding Source	Project	Program	Submission Date	Request Amount	Status	Award Date	Award Amount	Lead Writer/ Submitter	GY Start	GY End
KeyBank Foundation	Free Tax Prep	Free Tax Prep	Pending	\$20,000	In preparation			Maribel Arce & Todd Goehle		
Haylor Freyer & Coon	Donation 30 Lap Tops	Agencywide	N/A	\$60,000	In progress			Todd Goehle & Douglas Thomas		
Onondaga County - AEI	Early Childhood Career Pathways	Family Services	N/A	N/A	Awarded	4/18/24	\$84,878	Todd Goehle	6/1/24	5/31/25
Renew Americas NonProfits	TBD	Maintenance	In preparation	\$200,000	In preparation			Maribel Arce		
Green CHIPS	ESFRC Capital Improvements	Maintenance	In preparation	TBD.	In preparation			Maribel Arce		
Micron Technology - Green Chips Act	Early Childhood Career Pathways	Family Services	In Preparation	\$200,000					4/1/25	3/31/26
Mother Cabrini Health Foundation	Family Reentry Program	Family Services	4/19/24 LOI, Full grant 6/27/24	75000 per year, \$150,000 total	Awarded	9/25/24	\$150,000	Maribel Arce	10/1/24	9/30/25
ACLS Digital Justice	Southside Connections	Family Services	12/4/24	\$2,000	Submitted			Brice Nordquist - Syracuse University		
Reisman Foundation	Free Tax Prep	FTP	10/25/24	\$25,000	Submitted			Maribel Arce & Todd Goehle	11/1/24	10/31/25
City of Syracuse NBD CDBG PY51	Overcoming Barriers to Weatherization	DEHS	10/25/24	\$159,971	Submitted			Maribel Arce		
Berkshire Hathaway Bank Foundation	Free Tax Prep	Free Tax Prep	10/15/24	\$5,000	Awarded	11/4/24	\$3,000	Maribel Arce, Todd Goehle	11/1/24	10/31/25
Onondaga County DCFS - YDPS	BBBS Onondaga County Mentorship Programs	BBBS	10/9/24	\$15,000	Awarded	9/14/23	\$15,000	Maribel Arce	10/1/24	9/30/25

PEACE, Inc. Recent Grant Applications 1/2/2025

Funding Source	Project	Program	Submission Date	Request Amount	Status	Award Date	Award Amount	Lead Writer/ Submitter	GY Start	GY End
Syracuse City School District	Alternative Learning Site	Family Services, ESFRC	9/9/24	2024: \$124,923 2025: \$128,082 2026: \$131,336	Awarded	10/3/23	2024: \$100,000	Lucy Totino	9/1/24	8/31/25
Oswego County Youth Bureau	BBBS Oswego County/Central Square School-Based	BBBS	9/6/24	\$5,000	Awarded			Maribel Arce	1/1/25	9/30/25
Connect Kids / NYS Parks, Recreation & Historic Preservation	Girls Circle -ESFRC Swimming Program	Family Services	8/21/24	\$8,528	Submitted			Andrea Bernard	10/5/24	12/28/24
Kresge Foundation	Meeting the Moment in Syracuse: BOOSTing Socioeconomic Mobility for All	Agencywide	7/8/24	\$100,000	Awarded	9/3/2024	\$100,000	Todd Goehle	7/1/24	6/30/25
Syracuse-Onondaga Food Systems Alliance (SOFSA)	Food Rescue Equipment Award - Southside Family Resource Center	Family Services	5/28/24	\$1,000	Awarded	6/24/24	\$1,000	Denise VanderPool	7/1/24	7/31/25
Arby's Foundation/Inspire Brands	BBBS	BBBS	5/3/24	\$18,000	Awarded	6/4/24	\$18,000	Maribel Arce	6/17/24	12/31/24
Onondaga County Department of Adult and Long Term Services	EISIP	Senior Supports	3/27/24	\$164,000	Awarded		\$164,000	Maribel Arce & Beth O'Hara	4/1/24	3/31/27

PEACE, Inc. Recent Grant Applications 1/2/2025

Funding Source	Project	Program	Submission Date	Request Amount	Status	Award Date	Award Amount	Lead Writer/ Submitter	GY Start	GY End
Central New York Community Foundation	Early Childhood Career Pathways	Family Services	3/8/24	\$55,000	Awarded	7/8/24	\$55,000	Maribel Arce	7/1/2024	6/30/2025
Gifford Foundation	Fatherhood Initiative	Family Services	2/26/24	\$10,000	Awarded	4/12/24	\$9,079	Maribel Arce	4/12/24	N/A
Assemblymember. Pamela J. Hunter. - OCFS TM12133	Free Tax Prep	Free Tax Prep	2/1/24	\$25,000	Awarded	7/31/24	\$25,000	Todd Goehle	10/1/2025	9/30/2026
State Assemblyman William B. Magnarelli - OCFS TM 12132	Tech Upgrades	IT/AgencyWide	2/1/24	\$25,000	Awarded	7/31/24	\$25,000	Todd Goehle	10/1/2024	9/30/2025
Snow Foundation	Free Tax Prep	FTP	2/1/24	\$10,000	Awarded	6/15/24	\$10,000	Maribel Arce	7/1/24	6/1/25

PEACE, Inc. Recent Grant Applications 1/2/2025

Funding Source	Project	Program	Submission Date	Request Amount	Status	Award Date	Award Amount	Lead Writer/ Submitter	GY Start	GY End
Micron Technology	Early Childhood Career Pathways	Family Services	1/2/24	\$1,000,000 for 5 years	Approved	1/1/24	\$1,000,000 for 5 years	Todd Goehle	4/1/24	3/31/25
DASNY - NICIP	WSFRC Capital Improvement	Maintenance	12/15/23	\$434,000	Approved	7/8/24	\$410,000	Maribel Arce & Jerry Barker	1/13/25	12/1/26
American Heart Association	ESFRC Know Diabetes by Heart	Family Services	11/23/23	NA	Awarded	12/6/22	\$16,650.00	Brittany Taylor (AHA)	1/27/23	12/31/24

PEACE, Inc. Recent Grant Applications 1/2/2025

Funding Source	Project	Program	Submission Date	Request Amount	Status	Award Date	Award Amount	Lead Writer/ Submitter	GY Start	GY End
Allyn Foundation	Free Tax Prep	Free Tax Prep	10/30/23	\$50,000	Awarded	11/29/23	\$25,000	Todd Goehle	1/1/24	12/31/24
OPWDD	Project Connections	ESFRC	9/8/23	\$448,871	Awarded	9/8/23	\$448,871	Mary Beth Welch, Nancy Turo	1/1/24	12/31/24
United Way of Central New York 2024	Free Tax Prep	Free Tax Prep	8/11/23	\$110,000	Awarded	11/30/23	\$101,800	Lucy Totino	1/1/24	12/31/24
United Way of Central New York 2025	Free Tax Prep	Free Tax Prep	8/11/23	\$110,000	Awarded	11/30/23	\$101,800	Lucy Totino	1/1/25	12/31/25
State Senator Mannion DASNY-CREST	Vehicle Replacements for Nutrition and Maintenance	Nutrition, Maintenance	7/21/23	\$250,000	Tentatively Approved			Todd Goehle		
Mother Cabrini Health Foundation	Food Pharmacies Partnership with St. Joseph Health	Family Services	5/26/23	\$60,000	Awarded	11/28/23	\$60,000	Eric Stone of St. Joseph Health	1/1/24	12/31/24
State Assemblyman William B. Magnarelli - OCFS TM 11426	Free Tax Prep	Free Tax Prep	5/18/23	\$25,000	Awarded	4/24/24	\$25,000	Todd Goehle & Maribel Arce	10/1/24	9/30/25
US Department of Justice, Office of Violence Against Women	Engaging Men and Boys as Allies in the Prevention of Violence Against Women and Girls	Vera House / Family Services Collaboration	4/12/22	\$120,003 for PEACE, Inc. (\$350000 total request)	Awarded	9/23/22	\$130,426.54	Vera House - Amanda Eyeam, George Kilpatrick, Loren Cunningham. PEACE, Inc. - Lucy Totino	10/1/22	9/30/25

