
Planning Committee Meeting

@PEACE, Inc., 217 S. Salina St., 2nd Flr.
(zoom option is available)
Wednesday, June 11, 2025

MEMBERS PRESENT: Shirley Copes, Paula Freedman, Steve Hodgens, Mitayah Donerlson
MEMBERS EXCUSED: Tysha Martin
MEMBERS ABSENT: None
STAFF PRESENT: Carolyn Brown, Todd Goehle, Darlene Prickel, Katie Taylor

CALL TO ORDER:

The June 11, 2025 Planning Committee meeting was called to order at 4:50 PM by Shirley Copes. It was noted for the record that a quorum was present.

APPROVAL OF PREVIOUS MINUTES

Paula Freedman made a motion to approve the May 2025 minutes, seconded by Steve Hodgens. The motion carried.

Mitayah Donerlson abstained from approving last month's meeting minutes, as she was not present during that meeting.

PRESENTATION:

Head Start/Early Head Start – Teaching Strategies Gold (TSG) Child Outcomes Assessment Data

Early Childhood Learning Specialist Darlene Prickel and Child Development Coach Katie Taylor presented the most recent TSG Gold Child Outcomes Assessment Data that was tabulated in the Winter, 2024-2025

- Winter TSG aggregates indicate children are meeting/exceeding across domains between 60-79%
- Children with Individualized Education Plan (IEP)/Individualized Family Service Plan (IFSP) aggregate is between 50-75% in meeting/exceeding
- Multi-Language Learner (MLL) children are at 57-76% in meeting/exceeding
- Focus on Physical Domain for all ages, with 2 trainings and classroom resources increased child outcomes by 50%.
- All TSG domains increased from Fall to Winter with a highlight of 26% in Physical and 25% in Literacy. This indicates that child exposure to engaging materials and instruction and teacher training increased baseline data.
- Spring Classroom Assessment Scoring System (CLASS) scores increased from the Fall Observations, with a highlight of classrooms receiving intensive coaching and technical assistance from all ECLS/Coordinators increased Emotional Support and Classroom Observation score by .9, almost a full data point.

A motion to approve the Teaching Strategies Gold (TSG) Child Outcomes Assessment Data was made by Steve Hodgens; it was seconded by Mitayah Donerlson, and the motion passed.

PRESENTATION:

Community Engagement

VP of Operations and Strategy Todd Goehle provided an overview of AmeriCorps Seniors Foster Grandparent Program data. Reports included the results of the most recent Foster Grandparent participant survey and the SCSD's review of the Foster Grandparent program (which included survey results from those teachers who host Foster Grandparents in their classrooms).

A motion to approve the Community Engagement Reports was made by Steve Hodgens; it was seconded by Mitayah Donerlson, and the motion passed.

CURRENT GRANT SUMMARY REPORT:

Executive Director Carolyn Brown and VP of Operations and Strategy Todd Goehle spoke about recent awarded grants from National Grid and Syracuse City CDBG.

OLD BUSINESS:

Carolyn Brown reported that Champions of Diversity Celebration was a success. We added new donors and increased revenue.

NEW BUSINESS:

The June Annual Board Meeting will be held on Monday, June 23rd at 4:45PM at the Energy and Housing Dept., 717 Erie Blvd. West.

ADJOURNMENT

The meeting was adjourned at 5:45 PM.

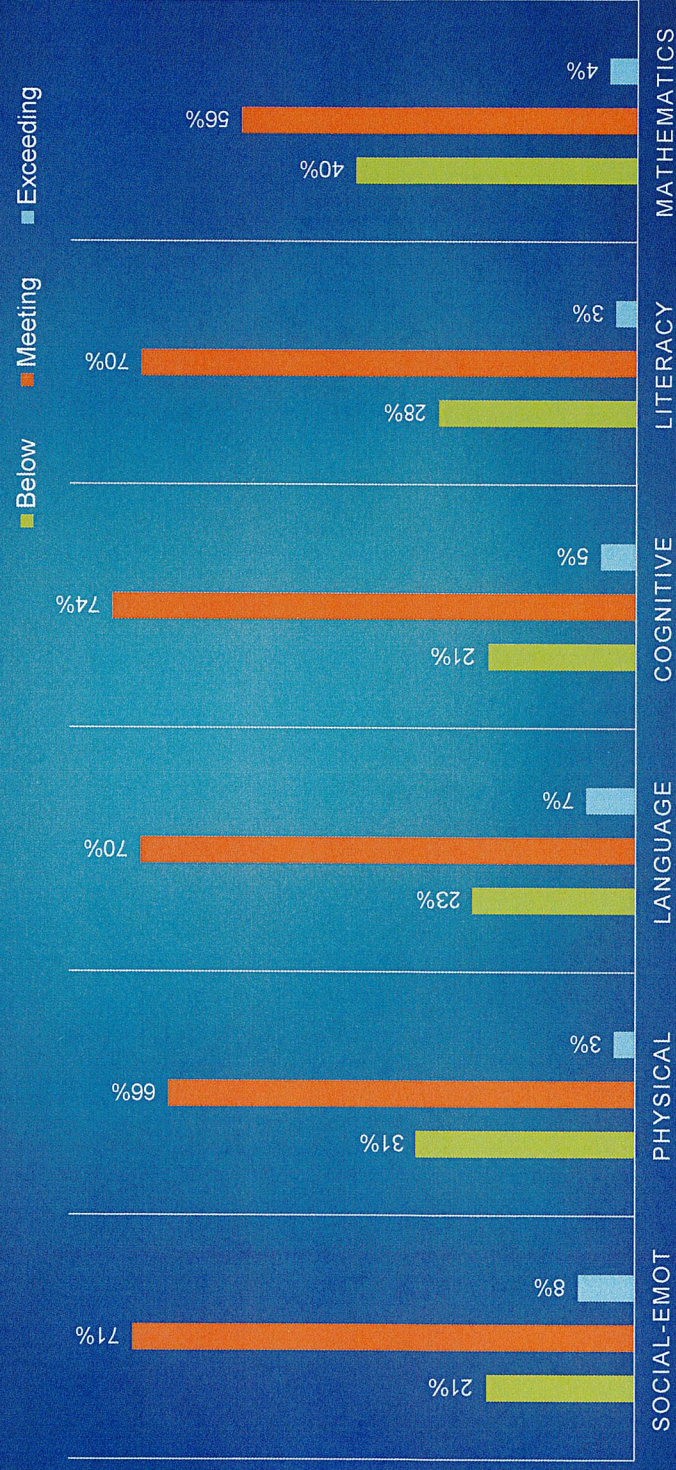
TSG Gold

Winter 2024-2025

CHILD OUTCOMES ASSESSMENT DATA

Winter 2024/2025 Widely Held Expectations Program Aggregates

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Children with an IEP or IFSP Winter 2025 Assessment

3

	Below		Meeting		Exceeding	
	Count	%	Count	%	Count	%
Table 1: Social-Emotional by Organization						
	11	24%	32	71%	2	4%
Table 2: Physical by Organization						
	Count	%	Count	%	Count	%
	20	43%	26	52%	1	2%
Table 3: Language by Organization						
	Count	%	Count	%	Count	%
	13	28%	32	49%	1	2%
Table 5: Cognitive by Organization						
	Count	%	Count	%	Count	%
	14	30%	30	65%	2	4%
Table 6: Literacy by Organization						
	Count	%	Count	%	Count	%
	10	22%	33	73%	2	4%
Table 8: Mathematics by Organization						
	Count	%	Count	%	Count	%
	18	40%	24	54%	3	7%

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Refresher of Action Steps Taken After Fall 2024 GOLD Results to Address Physical Domain Scores

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- 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
- 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

Impact of Action Steps by Comparison of Fall 2024 to Winter 25 Physical Domain Aggregate Data Results

- Decrease of 26% in the number of children's physical skills assessed to be in the "below expectations for age/grade" range for Winter 2025
- Increase of 24% in the number of children's physical skills assessed to be in the "meeting expectations for age/grade" range for Winter 2025
- Increase of 2% in the number of children's physical skills assessed to be in the "exceeding expectations for age/grade" range for Winter 2025

Classroom Assessment Scoring System (CLASS)

Spring 2025

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	5.41	6.93	5.27	6.42
Mean	6.77	6.51	3.41	6.76	3.68	4.62
Median	6.75	6.66	3.22	6.78	3.40	4.40
Average (Bottom 3)	6.33	5.50	1.60	6.58	2.28	2.61

- 36 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)

Highlights of CLASS Fall 2024 to Spring 2025 Data

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The data indicated that classrooms that were PBC Coached, Team Coached, and/or received Technical Assistance from the Behavior Specialist and/or the Disabilities Coordinator had Emotional Support (.9), and Classroom Organization (.9) scores increase by nearly a full data point.

Highlights of Winter 2024-2025 Child Outcomes Data

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1. Across all six major learning domains* there was an increase from Fall to Winter in the percentage of children whose skills/knowledge scored in the meeting expectations range for their age/class and a decrease in the number of children scoring below age/classroom expectations.
2. Two of the learning domains which saw the largest increase in the meeting expectations range from Fall to Winter are physical which showed a 26% increase and literacy which saw a 25% increase.

*Social-emotional, physical, language, cognition, literacy, and math

Teaching Strategies GOLD · Snapshot Report

Profile of Children

Out of 555 possible children, **536** children have enough *GOLD* data in **Winter 2024/2025** to be included in this report.

The **536** children included in this report are in **47** classes in **15** sites and have the following demographics:

Gender:	Data Not Captured: 1% Male: 45% Female: 54%
Race:	American Indian or Alaska Native: 1% Bhutanese: 0% Other Asian: 1% Black or African American: 30% Other Pacific Islander: 0% White: 14% No Response: 43%
Ethnicity:	Hispanic or Latino: 3% Puerto Rican: 1% Peruvian: 0% Unknown Hispanic: 2% Not Hispanic or Latino: 51% No Response: 43%
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% Family Child Care: 0% Head Start: 77%

	Medicaid: 0% Pre-K: 8%
Age or Class/Grade:	Birth to 1 year (Red): 4% 1 to 2 years (Orange): 4% 2 to 3 years (Yellow): 11% Preschool 3 class/grade (Green): 36% Pre-K 4 class/grade (Blue): 46%
Primary Language:	English: 86% Spanish: 2% Chinese (all dialects): 0% French: 0% Arabic: 0% Unknown: 8% African: 0% Burmese: 0% Nepali: 0% Swahili: 0% Other: 2%

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

The Center for the Promotion of Organization									
Organization Name	Count	Below	Meets	Exceeds	Count	Below	Meets	Exceeds	Count
PEACE Inc. Head Start/EHS	105	21%	31.8	370	72%	42.4	37	7%	57.2

Table 2: Physical by Organization

Organization Name	Count	Below	Meets	Exceeds					
PEACE Inc. Head Start/EHS	153	29%	21.7	352	68%	27.5	14	3%	31.6

Table 3: Language by Organization

Organization Name	Count	Mean	Median	Mean	Median	Mean	Median
PEACE Inc. Head Start/EHS	118	23%	29.5	360	70%	40.4	39
							8%
							53.4

Table 4: Spanish Language by Organization

Organization Name	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
PEACE Inc. Head Start/EHS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			

Table 5: Cognitive by Organization

Organization Name	Count	21%	33.2	382	74%	42.3	25	5%	53.2
PEACE Inc. Head Start/EHS	111	21%	33.2	382	74%	42.3	25	5%	53.2

Table 6: Literacy by Organization

Organisation Name	Below		Meeting		Exceeding	
	Count	%	Count	%	Count	%
PEACE Inc. Head Start/EHS	142	28%	23	69%	37.2	3%
						49.4

Table 7: Spanish Literacy by Organization

Organization Name	Count	Mean	Stdev	Mean	Stdev	Mean	Stdev
PEACE Inc. Head Start/EHS		1	100%	30			

Table 8: Mathematics by Organization

[illegible]

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:	Winter 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:	2/20/2025

Teaching Strategies GOLD · Snapshot Report MLL

Profile of Children

Out of **83** possible children, **76** children have enough **GOLD** data in **Winter 2024/2025** to be included in this report.

The **76** children included in this report are in **23** classes in **10** sites and have the following demographics:

Gender:	Data Not Captured: 5% Male: 47% Female: 47%
Race:	Bhutanese: 1% Other Asian: 4% Black or African American: 8% Other Pacific Islander: 1% White: 1% No Response: 71%
Ethnicity:	Hispanic or Latino: 8% Puerto Rican: 3% Unknown Hispanic: 1% Not Hispanic or Latino: 29% No Response: 59%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 100% Children With IEP: 0%
Funding Source(s):	Head Start: 91% Pre-K: 9%
Age or Class/Grade:	Birth to 1 year (Red): 1% 1 to 2 years (Orange): 1% 2 to 3 years (Yellow): 5% Preschool 3 class/grade (Green): 34% Pre-K 4 class/grade (Blue): 58%
Primary Language:	Spanish: 13%

Chinese (all dialects): 3%
French: 3%
Arabic: 3%
Unknown: 55%
African: 1%
Burmese: 1%
Nepali: 3%
Swahili: 3%
Other: 16%

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
PEACE Inc. Head Start/EHS	17 23%	36.7 57 76%	45.1 1 1%
71			

Table 2: Physical by Organization

Organization Name	Below	Meeting	Exceeding
PEACE Inc. Head Start/EHS	23 32%	24.7 49 67%	28.1 1 1%
37			

Table 3: Language by Organization

Organization Name	Below	Meeting	Exceeding
PEACE Inc. Head Start/EHS	27 36%	32.3 46 61%	41.3 2 3%
51			

Table 4: Spanish Language by Organization

Organization Name	Below	Meeting	Exceeding
PEACE Inc. Head Start/EHS	1 100%	28	

Table 5: Cognitive by Organization

Organization Name	Below	Meeting	Exceeding

	Count	Mean	Count	Mean	Count	Mean			
PEACE Inc. Head Start/EHS	21	28%	36.4	51	68%	45	3	4%	55.3

Table 6: Literacy by Organization

Organization Name		Count		Mean		Count		Mean	
PEACE Inc. Head Start/EHS		19	25%	25.6	54	72%	40.2	2	3%

Table 7: Spanish Literacy by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS			1	100%	30	

Table 8: Mathematics by Organization

Organization Name	Below			Meets			Exceeds		
	Count	Mean	%	Count	Mean	%	Count	Mean	%
PEACE Inc. Head Start/EHS	32	43%	24.2	40	54%	29.1	2	3%	59

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:	Winter 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
Patols
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:	2/20/2025

Teaching Strategies GOLD · Snapshot Report IEP or IFSP

Profile of Children

Out of 46 possible children, **44** children have enough **GOLD** data in **Winter 2024/2025** to be included in this report.

The **44** children included in this report are in **24** classes in **10** sites and have the following demographics:

Gender:	Male: 50% Female: 50%
Race:	Other Asian: 5% Black or African American: 18% White: 16% No Response: 50%
Ethnicity:	Hispanic or Latino: 2% Puerto Rican: 2% Unknown Hispanic: 5% Not Hispanic or Latino: 45% No Response: 45%
IFSP/IEP Status:	Children Without IFSP: 77% Children With IFSP: 23% Children Without IEP: 20% Children With IEP: 80%
Funding Source(s):	Child Care: 5% Head Start: 82% Medicaid: 2% Pre-K: 2%
Age or Class/Grade:	1 to 2 years (Orange): 2% 2 to 3 years (Yellow): 7% Preschool 3 class/grade (Green): 23% Pre-K 4 class/grade (Blue): 68%
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 Organization

Organization Name	Count	Below	Meets	Exceeds	Mean	Median	Mode	Range	Standard Deviation
PEACE Inc. Head Start/EHS	10	24%	33.9	29	71%	48.3	2	5%	58

Table 2: Physical by Organization

Organization Name	Count	Below	Meets	Exceeds	Mean	Median	Mode	Range	Standard Deviation
PEACE Inc. Head Start/EHS	19	43%	23.8	24	55%	29.3	1	2%	34

Table 3: Language by Organization

Organization Name	Count	Below	Meets	Exceeds	Mean	Median	Mode	Range	Standard Deviation
PEACE Inc. Head Start/EHS	11	26%	29.4	30	71%	44.9	1	2%	55

Table 4: Spanish Language by Organization
(0 Children)

Table 5: Cognitive by Organization

Organization Name	Count	Below	Meets	Exceeds	Mean	Median	Mode	Range	Standard Deviation
PEACE Inc. Head Start/EHS	13	31%	33.1	28	67%	48.3	1	2%	57

Table 6: Literacy by Organization

Organization Name	Count	Below	Meets	Exceeds	Mean	Median	Mode	Range	Standard Deviation
PEACE Inc. Head Start/EHS	10	24%	20.5	30	73%	45.3	1	2%	65

Table 7: Spanish Literacy by Organization
(0 Children)

Table 8: Mathematics by Organization

Organization	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
PEACE Inc. Head Start/EHS	17	41%	24.9	22	54%	34.2	2	5%	38.5	

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:	Winter 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, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts
Generated On:	2/20/2025