

# 2024 PARTICIPANT SURVEY RESULTS

|                                                            | # of responses | Yes Definitely | Yes Somewhat | No Not really | Not Sure |
|------------------------------------------------------------|----------------|----------------|--------------|---------------|----------|
| I feel FGP has had a positive impact on my life            | 63             | 55 87%         | 8 13%        |               |          |
| I feel more self-sufficient and able to stay independent   | 64             | 53 83%         | 10 16%       | 1 1%          |          |
| I feel that I make a positive difference in a child's life | 65             | 54 83%         | 11 17%       |               |          |
| I feel more like part of my community                      | 63             | 48 76%         | 12 19%       | 3 5%          |          |
| I feel I have more purpose in my life                      | 64             | 49 77%         | 13 21%       | 1 1%          | 1 1%     |
| I feel happier and more satisfied with my life             | 62             | 50 81%         | 11 18%       | 1 1%          |          |
| My mental & emotional health has improved                  | 64             | 43 67%         | 16 25%       | 5 8%          |          |
| My physical health has improved                            | 63             | 33 52%         | 24 38%       | 6 10%         |          |
| My social network has increased                            | 63             | 41 65%         | 16 25%       | 6 10%         |          |
| My financial well-being has improved                       | 63             | 39 62%         | 21 33%       | 3 5%          |          |

## 2024 Comments from Foster Grandparents

My classroom and teacher make a big impact on my life – it gets me involved in the lives of the children that I come in contact with and I have long term relationships with many of the children's lives that I had in First grade and now in high school.

It has been a profound and enlightening experienced of my later years in life. Very refreshing. Fun. Love the teachers and kids. FGP is run by 2 amazing people – this is why the program runs so efficiently. They are wonderful and extremely patient women I have ever met. Extremely knowledgeable, kind, patient. I cannot say enough good things about the.

I love working with children: Reading to them. Doing the new math with them and doing activities with them.

I feel strongly about FGP because I feel the necessity as a FG volunteer – helping the children of the future

It truly has been a blessing being a FG. I love working and being around the children. At the end of the day they make me feel appreciated. I've met some wonderful people through FGP. I feel Jen and Beth are doing a wonderful job. Hats off to them!

Thank you for allowing me to participate in this program.

In-Services are so informative and very helpful to me. I am always learning which is important to me.

Keep on doing the amazing job that you are doing with all of our children.

FGP and the children we serve are like my family. I need them.

I truly love this journey my life has taken me to. Our children are our future. I love our little people. They are teaching me a lot.

I enjoy being a FGP. I have reason each day to get up. I hurt a lot in the mornings. I feel better when I meet the students.

FGP adds structure to my day. I know I have to wake up at 5:30 am, be at the bus stop by 8:00 am, and be in bed by 9:00 pm

I am thankful for FGP. It has helped in proving myself when it comes to dealing with other people. I'm thankful for Jenn who helped me to improve as a person.

Program has helped since the loss of my granddaughter. I am grateful for the Program.

Thank God for all staff in PEACE for making me proud of what I am doing. Keep up the good work.

Head Start – great place to work – changed my life for the better.

FGP has given me a reason to get up and going. I love the kids and they give me such joy. I have a purpose in my life now.

It has been a profound and enlightening experienced of my later years in life. Very refreshing. Fun. Love the teachers and kids. FGP is run by 2 amazing people – this is why the program runs so efficiently. They are wonderful and extremely patient women I have ever met. Extremely knowledgeable, kind, patient. I cannot say enough good things about FGP.

January 28, 2025



Department Accountable for Contract:  
Office of Teaching, Learning and Growth

## PEACE, Inc.

Vendor Contact: Beth O'Hara, Director of PEACE, Inc. Foster Grandparent Program  
SCSD Contact: Each Principal oversees the program for their school

### Goal of Contracts:

"AmeriCorps Seniors Foster Grandparent Program provides senior citizens the opportunity to share their time and talents mentoring at-risk children in our community," (copied from PEACE, Inc. website).

"As volunteers, Foster Grandparent spend 20 hours each week at local elementary schools, daycare centers, Head Start sites, and children's programs. Serving as positive role models, Foster Grandparent give one-to-one attention, encouragement and support to children needing assistance in overcoming social, emotional and academic obstacles...By providing a stable, loving presence in a young person's life, Foster Grandparent are building bridges between the younger and older generations.

In improving the lives of the children they serve, Foster Grandparent are profoundly improving their own lives. While remaining active and making valuable contributions to their communities, Foster Grandparent experience improved health, welfare and quality of life."

Beth O'Hara said, "We have not had a contract with the District since COVID. Our contract was suspended in March 2020 with the on-set of the pandemic. We received annual funding from SCSD from 2015 - 2020; these funds supplemented our federal grant. We were told the District needed to funnel the money to other areas impacted by the pandemic. We do have a Memorandum of Understanding with SCSD which covers our current partnership with the District."

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### Background of Contract:

Beth O'Hara from PEACE, Inc. provided the following background information about the Foster Grandparent Program operating in SCSD schools.

"PEACE, Inc. operates the Foster Grandparent Program with a non-competitive grant from AmeriCorps, a federal agency. Our federal funding allows us to serve 70 low-income senior citizens who are trained and placed as volunteers not only in SCSD classrooms but Head Start. For their commitment, the foster grandparents receive a non-taxable hourly stipend and transportation reimbursement. Approximately 65% of our budget goes to volunteers' stipend and transportation. All of our volunteers are fingerprinted and cleared through the NYS Teach system prior to placement in a school.

AmeriCorps, our federal funder, requires our volunteers to provide individualized assistance, either one-on-one or in small groups, and perform duties based on the needs of selected children. While the foster grandparent will interact with all students, they must be assigned to work with 3 to 5 students for individualized support and guidance. These students may be struggling academically or socially; have learning, behavioral, or developmental diagnoses; or other special circumstances. For PEACE, Inc. to be in compliance with our federal grant, we must document the foster grandparent's classroom assignments. We have developed a Volunteer Assignment Plan form that indicates the student's needs, the activities you want the foster grandparent to perform, and the desired results of those activities. (Sample Volunteer Assignment Plan is attached).

We are also required to report the impacts made by Foster Grandparents, including a few basic outcomes the assigned children have experienced. The feedback on how children benefit from the support of Foster Grandparents is very important as it demonstrates the important role our Program plays in our community while justifying the proper use of federal funds. At the end of the school year, we distribute a one-page Rubric to teachers; it includes a few questions about the students identified earlier in the school year receiving foster grandparent support. The aggregated data is reported in our federal workplan."



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### Responsibilities Completed:

Placements of Grandparents are in Kindergarten, First and Second grades. There is 1 foster grandfather in 3<sup>rd</sup> grade in the 2024-2025 school year. The table below shows the number of Foster Grandparents (FG) in each school for the years listed.

| School            | # of FG in 2022-2023 | # of FG in 2023-2024 | # of FG in 2024-2025 |
|-------------------|----------------------|----------------------|----------------------|
| Franklin          | 4                    | 0                    | 0                    |
| LeMoyne           | 2                    | 0                    | 0                    |
| Delaware          | 0                    | 0                    | 2                    |
| HW Smith          | 1                    | 3                    | 2                    |
| Porter            | 2                    | 4                    | 2                    |
| Roberts           | 2                    | 4                    | 2                    |
| Webster           | 2                    | 3                    | 2                    |
| Dr. Weeks         | 7                    | 3                    | 3                    |
| Salem Hyde        | 0                    | 3                    | 3                    |
| Bellevue          | 1                    | 3                    | 4                    |
| Meachem           | 4                    | 4                    | 4                    |
| Seymour           | 5                    | 5                    | 4                    |
| Ed Smith          | 6                    | 6                    | 5                    |
| McKinley Brighton | 5                    | 4                    | 5                    |
| Van Duyn          | 8                    | 8                    | 7                    |
| Huntington        | 6                    | 7                    | 8                    |
| Total             | 55                   | 57                   | 53                   |

The table below shows number of students served in the past two years. The ratio of Foster Grandparents to students served is approximately 1:3.

| Measurable Outcomes                  | 2022-2023 | 2023-2024 |
|--------------------------------------|-----------|-----------|
| Goal: Number of individual students  | 165       | 160       |
| Actual Number of individual students | 152       | 180       |

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The next table summarizes the results from a survey of teachers who hosted Foster Grandparents in their classroom. As shown, teachers reported that most students exhibited improvements due in part to the time they spent with Foster Grandparents. More charts and open-ended responses are provided at the end of this report to show the impact reported by teachers.

| <b>Survey Results from Teachers:</b> Percent of students exhibiting improved... (due in part to involvement of a foster grandparent) | <b>2022-2023</b><br><b>100 Replies</b> | <b>2023-2024</b><br><b>138 Replies</b> |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|
| Social-emotional skills                                                                                                              | 76%                                    | 81%                                    |
| Classroom behavior                                                                                                                   | 65%                                    | 80%                                    |
| Academic engagement                                                                                                                  | 75%                                    | 83%                                    |
| Academic performance                                                                                                                 | 76%                                    | 79%                                    |

### SCSD Satisfaction with Partnership:

The Contract Evaluation Team was able to get four statements from principals with Foster Grandparents in their buildings.

We love our foster grandparents at McKinley-Brighton! They are an integral part of our school community and would love to continue with the program.

Melissa Tooley, Principal  
of McKinley-Brighton  
Elementary

The staff and students at HW Smith value the foster grandparents we have in the building. Thank you for your efforts to support them. We look forward to continuing this program and expanding it in the future if possible.

Teri Haley, Principal at HW Smith

Great program. The grandparents care and do a lot for our kids. Total worth whatever the District is paying for it. Please don't take this away from us.

Dan Killenbec, Principal of Huntington PK-8 School

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The Foster Grandparent Program at Delaware Primary is thriving and making a positive impact on the classes they serve and our school community as a whole. Both of the grandparents have adjusted well to their classes, and it's heartwarming to see them interact with the students in such a kind and caring manner.

Currently, students in other classes are beginning to connect with the grandparents in a delightful way. This program is contributing to a shift in the culture of each grade level they support, promoting better student discipline and academic growth, among other benefits.

We are incredibly grateful for our foster grandparents, as they bring joy and warmth to the faces of both our students and staff every day.

Thank you for allowing Delaware Primary to be one of the schools participating in the Foster Grandparent Program, we are honored.

Thanks so much,

Moshiena Faircloth, Principal of Delaware Primary School

### Recommendations:

The Contract Evaluation Team in SCSD's Office of Information and Technology recommends the District appoint a central person for PEACE, Inc. to correspond with about the program and the schools that host it. If ever a problem arose or if more opportunities for seniors were available, having a centralized contact person would expedite conversations. SCSD does have a Director of Community Partnerships in the Office of Family and Community Engagement, but he was not able to help with this evaluation.

### Conclusion:

The purpose partnering with PEACE Inc. is to provide the Foster Grandparent Program in SCSD schools. The Program provides senior citizens an opportunity to work directly with students who have been identified as needed support in academics or social-emotional skills. The Foster Grandparents provide trusting relationships, encouragement and role modeling for 160-180 students in 15 schools. Four principals provided very positive feedback about the program and the teacher survey shows that students are improving academically and social-emotionally due in part to the Foster Grandparent Program. The Contract Evaluation Team recommends SCSD appoint a central contact person for PEACE, Inc. to communicate with to ensure any potential problems or opportunities are addressed in a timely manner.

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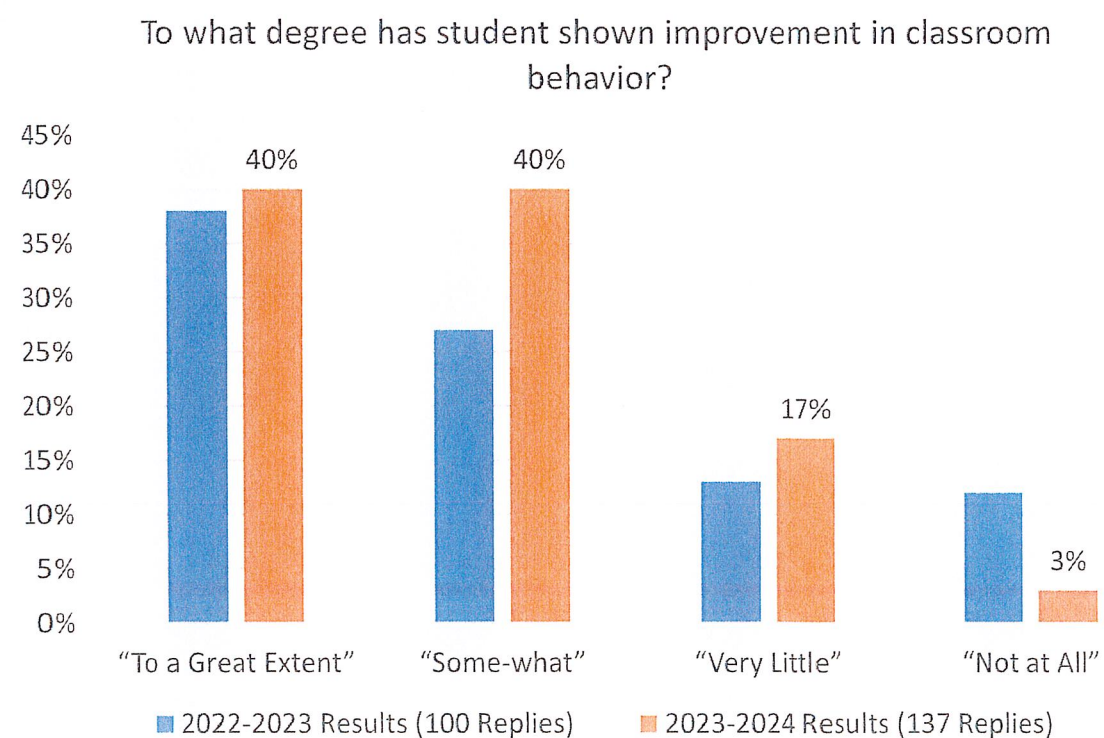
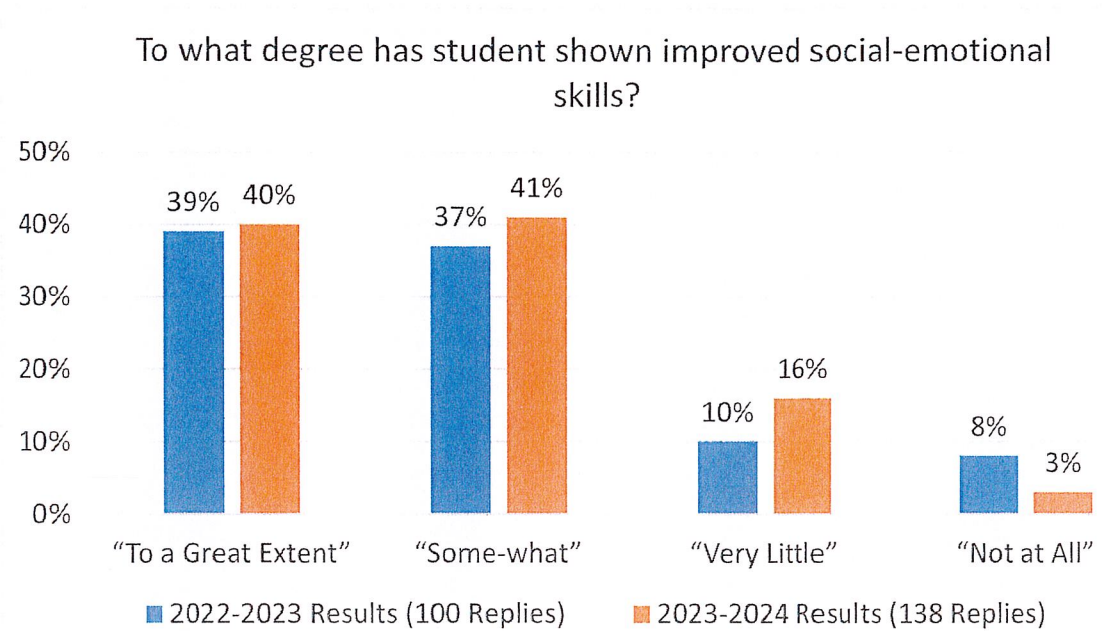
### Previous Contract Evaluations:

The Contract Evaluation Team completed an evaluation of the PEACE, Inc. contract for the Foster Grandparent Program in January 2021. This evaluation is available upon request and in the "Contract Evaluations" OneDrive folder shared with District leadership.

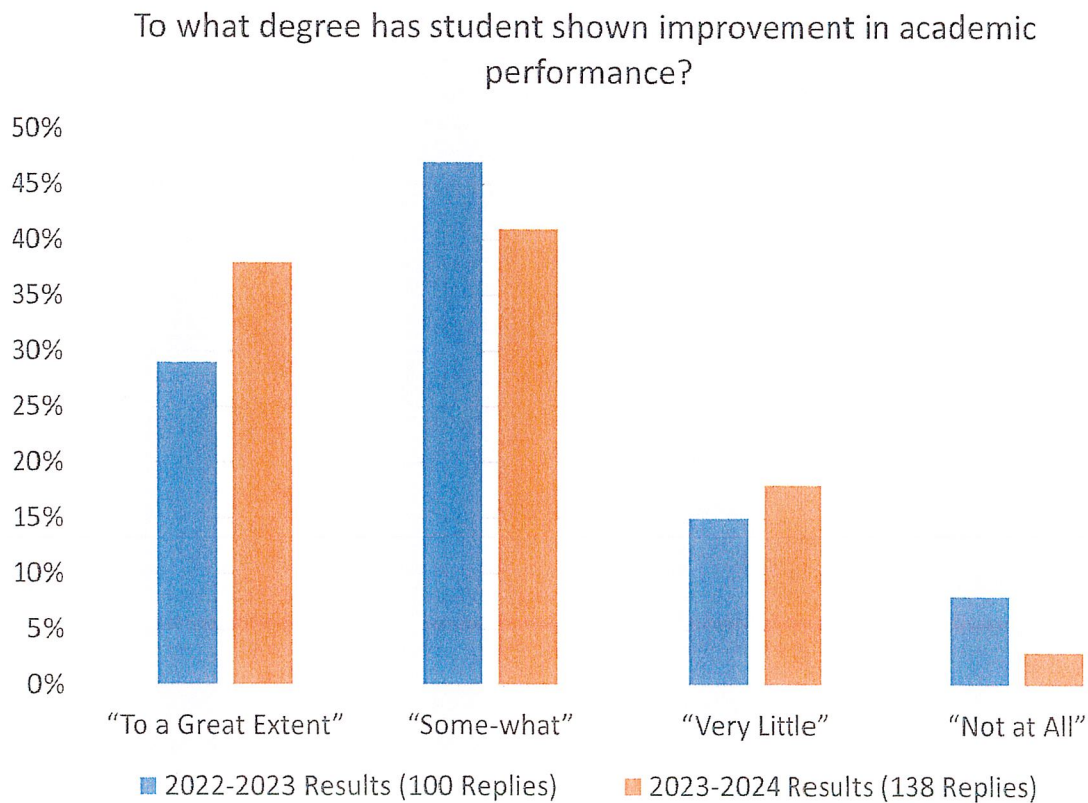
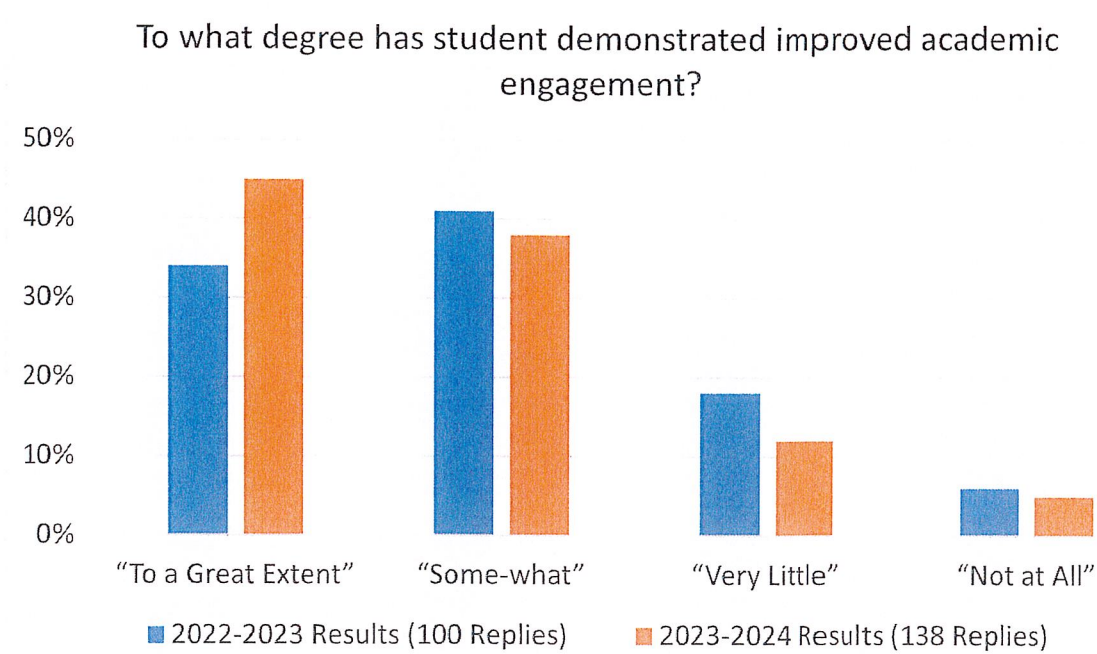
### Contract Evaluation Team:

This report was prepared by Renee Boyer, Project Manager, and was reviewed by Bria Seals, Data Analyst, and Mary Margaret Burns, Project Coordinator.

Charts Comparing Survey Results from 22-23 to 23-24



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## 2023 FOSTER GRANDPARENT IMPACT SURVEYS

### *Comments from Teachers*

Helped the child improve attitude about school and themselves. She taught them to calm themselves down when they feel overwhelmed.

Children showed growth on Math Test Scores and met benchmarks.

Grandpa helps the students calm down.

Children were more focused and willing to work when Grandma was with them.

The students accomplish a lot when they are working with Grandma. She has a calm spirit.

Lack of growth not related to work with Grandma, child had multiple extraneous issues affecting her success.

Grandpa is very engaged and interacts with all the students, not just the two target children.

Students focused on reading and math skills. Grandma's attention helped them progress.

Grandma has been an asset to the classroom. Students grew academically, socially, and emotionally.

Grandma has positively impacted all the students. Target students thank Grandma daily. She is always there to give encouragement and feedback. All have grown in reading and math.

Grandma has really helped establish rules and procedures for the students that work with her.

Students working with Grandma were completely engaged and most times finished the assignment.

Grandma has been a great help in the classroom. She guides and helps them a great deal.

Child has grown tremendously in his ability to complete reading related tasks. Child has grown in ability to remain engaged. Child has learned all his letters. Grandma is amazing!

Grandma has been a great addition for our students; they are excited to see her every morning.

Grandma has helped so many children over the years. It's been a true pleasure.

Children have shown great improvement in being able to express themselves and to calm down with Grandma's help.

Child has grown in adult relationships and another child has minimized temper tantrums. Child has grown and talks a lot more.

Grandma is the best! The heart and soul of my classroom for all these years. I'm so grateful!

Children were more respectful and tactful during conversation.

Students built reading fluency. Students learned to tie shoes and help each other.

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It was great to have Grandma work with the target students. Both made tremendous growth in all areas. She is truly a part of our classroom family.

Improved reading skill and math fluency.

Grandma has supported students both academically and behaviorally.

Grandma is a huge asset to the class. The children love her and look for her on days she is not there. Grandma has helped me learn things because I'm still kind of new to teaching.

The students and staff adore Grandma. She is a positive presence in our classroom. She is helpful to the students and they love working with her.

Grandma is nurturing with the kids and they are open with her. She brings out the best in them because they are comfortable with her.

Student has met math goals and is still making improvements.

Students loved working with Grandma. She is very kind and patient with them.

Our class was very difficult this year, most of the children had significant needs. Absenteeism and lack of parental support had a negative effect on progress.

Grandpa has become an important part of these scholar's lives. They all welcome him and love to sit with him.

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## 2024 FOSTER GRANDPARENT IMPACT SURVEY

### Comments from SCSD teachers

On the days grandma C was present, J. displayed better coping skills and desire to attempt difficult work than on days that she was not present. They have a special bond and he responded well to her

Grandma R engages with all students. These 3 students in particular benefited from her support and help throughout the year. She is an asset to my classroom and we are lucky to have her.

Students that work with Grandma N. have improved their social and academic skills greatly, Students' confidence levels have increased, including their ability to participate and work on skills independently. Grandma continues to support learnings, including ENL students with little English knowledge. She is a wonder to work with and I look forward to continuing to work with Grandma and the FGP!

Students were always excited to see Grandma C. Their social emotional skills grew the most. A lot of my kids are leaving still struggling for various reasons outside of Grandma C. and myself. But emotionally they have grown and to me that is always the first step, and she did great!

Confidence and joy has been instilled with all of our students because of Grandma V.

Grandma R is an integral part of our classroom community. One of our student's behaviors have shown significant improvements in part because of Grandma.

I believe working with Grandma helped an ENL students feel more comfortable speaking in class as well as interacting socially.

We have had staffing shortages this school year and Grandma is always willing to stop up and support the classroom. She has developed strong relationships with multiple children including the special ed students.

Grandma J is such as asset to the classroom. She makes the students feel confident and help them in academic areas. She provides the social emotional aspects into the classroom environment.

Grandma J has been wonderful being involved with all students. She is helpful and kind. It was been a pleasure working with her.

Grandma was great to have in our room. She always helped out kiddos who needed extra help. The kids and I love her!

After working with Grandma B, M has shown growth in her ability to voice her needs and wants appropriately.

Student's achievement is attributed to Grandma's loving care, her abilities to understand this student's needs and he depends and asks for Grandma.

Along with these 3 students in the rubric, the entire class has benefited from having Grandma B in our classroom. Many students like going to her for help with work, to read to, or just for a hug. She has been an amazing addition to our classroom. I have seen many students improve in their work and academics as well as classroom behavior.

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N makes wonderful connection with the students.

A has a really strong relationship with Grandma. She helps calm him down.

Grandma D brings students meaning to their learning - she has worked very hard with an ELL students who spoke no English and because of her efforts is making progress with his speaking, alphabet, and numbers. My students absolutely love her!

Grandma was very helpful keeping students on task and helping with their work

One of the things that Grandma J has been working on with the students is their penmanship. She is also helping the students gain practice and with being able to write their names correctly and neatly. Additional, she gives the students the one on one attention that they need. She is extremely helpful when students become emotional in class. The students have been writing much neater since she arrived to help out and they have been more respectful towards each other. Overall J has been an absolute pleasure to have in our classroom. She always want to help every task in anyway that she can. She goes to specials with the students to help those teachers as well.

A and W have worked consistently this year with Grandma P and have both made good progress. They have not reached grade level but their engagement and their skills levels have both improved

Z has gained 4 points in skills and 4 in math. She is raising her hand before shouting out

G has gained 7 points in skills and is able to reset.

Grandpa P has worked very hard with each student. K has gained 5 points in skills and 10 points in math

Grandma S is a loved member of our class community. All of our students look forward to seeing her each day and to sharing their accomplishments with her. She is always willing to go above and beyond to help them all.

When Grandma F would work with these students, she would help them learn ways to help calm their bodies, what to do when they get frustrated, she would help them understand that when they needed something that they need to use their words. Academically their writing has improved, she showed them rhymes to form letters and numbers (I didn't even know them) Her level of patience when working with them was always calm, which helped them remain calm when learning frustrating material or new material that was challenging. Grandma was such an asset this year and the bonds she formed are throughout the whole class.

Grandma Pat has helped C. every morning with his ELA and Math morning work which has not only given him the confidence to complete his work on his own but also has significantly improved his reading and math scores.

Grandpa has been a joy to work with. The students have enjoyed his guidance, dedication and sweet manners. He has been an asset in the classroom.

She has built a very loving relationship with the students. They miss her when she is out. She taught them how to be respectful. She makes them enjoy learning.

Student has significantly improved classroom engagement.

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Student has significantly decreased classroom breaks outside of the classroom

Student came to Salem Hyde 1st grade as a new student to schooling. Grandma has embraced her and has helped her to engage to become social, make conversation and learn some letters and numbers 1-10. Grandma's patience and high expectations has attributed to our student success.

Grandma E is always supporting multiple students in the classroom and helps to keep them on task and complete work. All students work forward to their time/turn to work at Grandma's table.

Grandma worked very well 1:1 with students. She was very pleasant to work with this year.

Both boys grew socially and became more confident with sharing their learning and working in groups. Grandma D did a great job building relationships with students as well as teachers (supporting) targeted ELA and Math skills - ex identify letters/sounds, numbers/counts.

Both students grandma works with had hard 1st grade experiences. Although this year was not perfect it was an improvement from last year.

One of the students now comes in excited to read! Another student has built trust and the ability to speak emotions. The third student with the use of a chart and talking through parts of the day has grown academically and behavioral

All three students have improved in their reading levels.

S is very close to being on end of Kindergarten grade level for reading.

L was able to have a smoother transition back into the classroom after being gone for 2 months. He returned and struggled completing his work. He now takes pride in his work and is happy with his teachers and peers.

Grandma Lena has helped MJ speak English, develop vocabulary and gain confidence in her abilities. She has helped Cody to be confident in his ability to explain answers and communicate issues. She has helped Olivia gain confidence in making friends. In addition, she has helped 7 students every day - she helps these students gain letter recognition, number recognition, and counting to 100. She is constantly correcting students in class. She is always behind the scenes making everything go smoothly

Grandpa James does a fantastic job showing initiative. He is my second set of eyes in here.

Grandma is really good with the kids in every aspect.

Grandma FM is great at helping all the students. She has been someone they can talk to but she also holds them accountable.

Students are encouraged to complete work neatly so grandma can put a sticker on it and check it. Students receive one/one attention to support social emotional needs. Students receive one/one support with academic skills (letters/numbers)

One of the students has improved in his behavior since working with grandma 1:1. He has learned a lot more and is more focused in class during whole group.

# 2024-2025 Volunteer Assignment Plan

## Foster Grandparent Program



FGP Office Use

Approval ☐ Yes ☐ No

FGP Staff Initials \_\_\_\_\_

\* The child's full name is not required, but the Foster Grandparent and site staff must be able to identify the child.

A. Child's First Name/Initial\* \_\_\_\_\_  
Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Exceptional/Special Needs (select all that apply to best describe the child the FG is assigned):

- ☐ academic deficits (literacy, math skills) ☐ learning disability/attention deficits ☐ developmental disability/delay
- ☐ social or emotional challenges ☐ abuse/neglect or trauma ☐ communication barriers/ELL
- ☐ academic work habits/daily living skills ☐ motor delays (circle) – fine or gross ☐ Other (please specify): \_\_\_\_\_

Foster Grandparent \_\_\_\_\_

Teacher/Site \_\_\_\_\_

### B. Activities

| Activities the FG will work on:              | Daily | 2-3x/wk. |
|----------------------------------------------|-------|----------|
| <b>Ex. Age appropriate play/recreation</b>   |       | <b>x</b> |
| Provide positive encouragement/redirection   |       |          |
| Comfort/nurture; lessen stress & frustration |       |          |
| Help with schoolwork/lesson activities       |       |          |
| Read to child; practice writing skills       |       |          |
| Practice numeric and math skills             |       |          |
| Coach/model social skills & behaviors        |       |          |
| Age appropriate play/recreation              |       |          |
| Motor skill development (fine or gross)      |       |          |
| Other (please list):                         |       |          |
| Other (please list):                         |       |          |

I certify that I am qualified to attest to the needs described above or have verified those needs with other professionals in the organization.

Staff/Teacher Signature \_\_\_\_\_

I accept this Assignment Plan, Foster Grandparent Signature \_\_\_\_\_

Date \_\_\_\_\_

### C. Anticipated Outcomes

| Expected Outcomes/Degree of Improvement                                             | Some improvement | Moderate improvement | Significant improvement |
|-------------------------------------------------------------------------------------|------------------|----------------------|-------------------------|
| <b>Ex. Academic – problem solving, comprehension, metacognition/thinking skills</b> |                  | <b>x</b>             |                         |
| Social – friendship, fairness, cooperation, teamwork, etc.                          |                  |                      |                         |
| Emotional – self-esteem, coping, confidence, patience, etc.                         |                  |                      |                         |
| Academic –problem solving, comprehension, metacognition/thinking skills, etc.       |                  |                      |                         |
| Language/Communication – speech, reading, spelling, writing, ELL skills, etc        |                  |                      |                         |
| Math/Numeracy – counting, ordering, arithmetic, shapes, measurement, etc.           |                  |                      |                         |
| Fine Motor – cutting, tracing, coloring, buttoning, tying                           |                  |                      |                         |
| Gross Motor – crawling, walking, balance, play skills                               |                  |                      |                         |

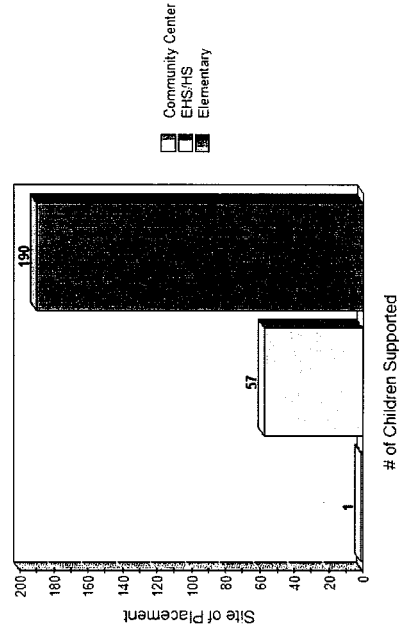
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# Foster Grandparent's Impact and Skills

- Child Assignment Plan Data
- Observation & Teacher Assessment Results

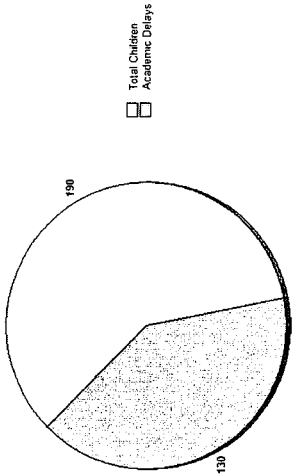
The following  
PowerPoint slides  
report data from  
FP's Volunteer  
Assignment Plans  
in 2023-2024.

Total Children Supported by Foster Grandparents



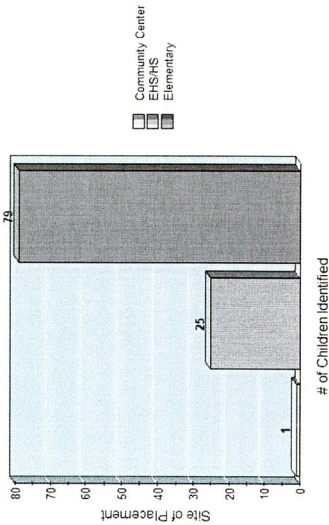
Total = 245+ Children served

Academic Deficits per Total Assigned Children - Elem.

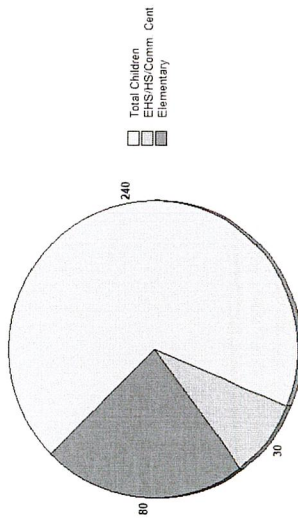


Academic Deficits per Total Assigned Children-EHS/HS, CC

Children With Identified Disabilities (LD, ADD/ADHD, MD)



Children Reported with Social/Emotional Deficits

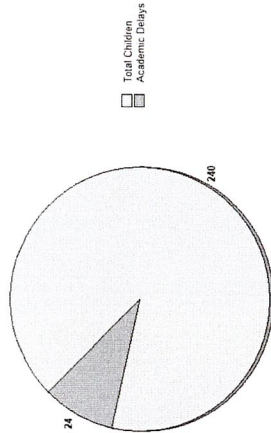


# Assignment Plan Data

Languages Served:

- Spanish
- Sudanese
- Arabic
- Kurdish
- Laotian

Communication Challenges or ELL

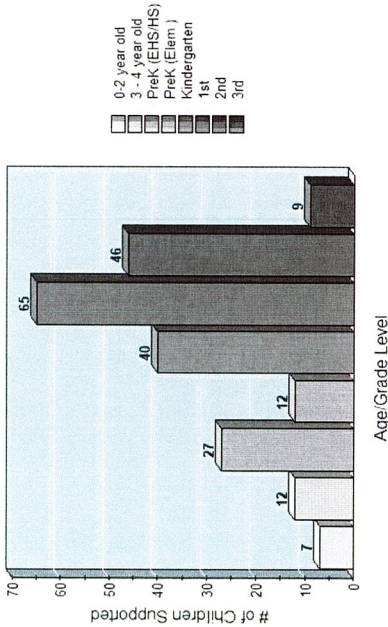


- 64% of children served received targeted literacy support.
- 54% of children served received targeted math and numeracy support.
- 36% of children served received coaching and strategy development for academic or daily living skills.
- 46% of children are identified with moderate to severe social emotional skill deficits. An additional 15% of children are described by teachers as requiring social emotional coaching.

# Observations

Total Number of FGs: 74  
Average Observation Score: 97

Age/Grade Level Served (per 70/74 Assignment Plans)



Average Observation Score by Site

|           |     |                   |      |
|-----------|-----|-------------------|------|
| Genesee   | 96  | Bellevue          | 92   |
| James St. | 92  | Dr. Weeks         | 97   |
| Liverpool | 95  | Ed Smith          | {99} |
| Merrick   | 100 | Huntington        | 99   |
| Summer    | 97  | HW Smith          | 92   |
|           |     |                   |      |
|           |     | McKinley Brighton | 100  |
|           |     | Meachem           | 97   |
|           |     | Porter            | 99   |
|           |     | Roberts           | {99} |
|           |     | Salem Hyde        | 99   |
|           |     | Seymour           | {97} |
|           |     | Van Duyn          | 99   |
|           |     | Webster           | 99   |

| Area Assessed by Teacher  |  | Score |
|---------------------------|--|-------|
| Performance & Attitude    |  | 88%   |
| Interaction with Staff    |  | 90%   |
| Interaction with Children |  | 87%   |

0 – 50% = Below Expectations

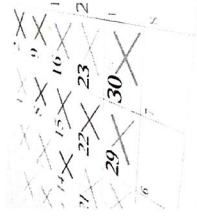
50% = Meets Expectations

75% = Exceeds Expectations

100% = Mastery of Skill

## Comments from Teacher Assessments \*

- 1) More consistent attendance; informing teachers about absences.
- 2) Understanding and responding appropriately to the developmental level of children
- 3) Staying calm, patient and positive during change and amid challenges.
- 4) Staying constructive and cheerful about feedback and direction; accepting feedback.
- 5) Encouraging independence and perseverance; not providing or writing answers on assignments.
- 6) Do not wear perfume or cologne in excess.



## Teacher Assessments

### Improvements Needed \*

January 28, 2025

Quotes from School Staff about Foster Grandparents

|                                                                                                                                                                  |                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| My students love having Grandma in the classroom. She is so much help and we are lucky to have her!                                                              | Grandpa's loving, positive attitude is a blessing to have in the classroom.                                                                           |
| She is a wonderful Abuela and helps with everything. She loves the kids.                                                                                         | Grandma is amazing with my students. She changed the entire atmosphere of my classroom.                                                               |
| Grandma is great with the children and staff. She is very engaged with the children at all times. We love her!                                                   | Grandma is a great asset to our classroom. She works well with all students and engages all activities with a positive and enthusiastic attitude.     |
| Grandma has brought so much JOY to our classroom!                                                                                                                | Grandma is an incredible asset to our classroom. She's kind, courteous, respectful, and supportive of the staff and students.                         |
| Grandpa is a wonderful addition! He is helpful, cheerful, and consistent. His warmth toward the children is heart-warming.                                       | Grandma is a vital part of our classroom community. She has formed a strong relationship with the students. She is always proactive and will to help. |
| Grandma has great patience with the students. She helps them feel successful.                                                                                    | Grandma is a gem! – the heart and soul of our class. I am forever grateful!                                                                           |
| Grandma has a positive attitude and remains happy throughout the day. She engages well with children, helping them to make safe choices. Her presence is valued. | Grandma is always excited to be (here) and gives my students the love and attention they so desperately need. I am extremely thankful!                |
| Our scholars look forward to seeing Grandpa every day.                                                                                                           | Grandma is kind, caring, and helpful.                                                                                                                 |
| Grandma has made not only an impact on the students, but myself as well.                                                                                         | I'm so glad to have Grandpa in class!                                                                                                                 |

| Funding Source                      | Project                         | Program                | Submission Date                 | Request Amount                  | Status            | Award Date | Award Amount | Lead Writer/ Submitter     |
|-------------------------------------|---------------------------------|------------------------|---------------------------------|---------------------------------|-------------------|------------|--------------|----------------------------|
| Onondaga County Office of the Aging | Facility Improvement Eastwood   | Facilities             | Pending (deadline 5/19/25)      | \$12,000                        | Submitted         |            | \$12,000     | Maribel Arce               |
| KeyBank Foundation                  | Free Tax Prep                   | Free Tax Prep          | 5/7/2025                        | \$18,000                        | Submitted         |            |              | Maribel Arce & Todd Goehle |
| Onondaga County - AEI               | Early Childhood Career Pathways | Family Services        | N/A                             | N/A                             | Awarded           | 4/18/24    | \$84,878     | Todd Goehle                |
| 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               |
| Jim and Juli Boehm Foundation       | HOLA Summer Camp                | Family Services        | 10/15/2025                      | \$5,000                         | Postponed to Fall |            |              | Maribel Arce               |
| Food Bank CNY - HPNAP               | Food Pantries                   | Family Services        | Deadline: 6/13/25               |                                 | In Process        |            |              | Stephanie Bingham          |
| Arby's Foundation                   | BBBS                            | BBBS                   | 5/1/25                          | \$25,000                        | Submitted         |            | \$25,000     | Maribel Arce               |
| National Grid                       | Homes & Health                  | DEHS & Family Services | 3/26/25                         | \$50,000                        | Submitted         | 4/1/25     | \$50,000     | Todd Goehle                |

| Funding Source                            | Project                            | Program              | Submission Date | Request Amount | Status                        | Award Date | Award Amount | Lead Writer/ Submitter |
|-------------------------------------------|------------------------------------|----------------------|-----------------|----------------|-------------------------------|------------|--------------|------------------------|
| Connect Kids to Parks - OPRHP             | Let Me Be Great                    | Family Services      | 3/20/25         | TBD            | Submitted                     | 3/28/24    | \$3,034      | Andrea Bernard         |
| Lockheed Martin Employees' Federated Fund | BBBS                               | BBBS                 | 03/15/25        | \$10,000       | Submitted                     |            |              | Todd Goehle            |
| Renew Americas NonProfits                 | ESFRC Renovation                   | Facilities           | 3/15/25         | \$200,000      | Discontinued (do not qualify) |            |              | Maribel Arce           |
| Connect Kids to Parks - OPRHP             | Let Me Be Great                    | Family Services      | 3/1/25          | TBD            | Submitted                     | 4/28/25    | \$12,440     | Andrea Bernard         |
| DOT Foods 2025                            | Champions of Diversity Sponsorship | Community Engagement | 3/1/25          | \$2,500        | Awarded                       | 4/23/25    | \$2,500.00   | Todd Goehle            |
| Literacy Coalition of CNY                 | Foster Grandparent Program         | FGP                  | 2/14/25         | \$3,000        | Awarded                       | 3/1/25     | \$3,000      | Maribel Arce           |
| City of Syracuse NBD CDBG2 PY51           | Let Me Be Great                    | Family Services      | 2/6/25          | \$32,929       | Submitted                     |            |              | Maribel Arce           |
| Key Bank Foundation                       | Super Saturday                     | Free Tax Prep        | 02/04/25        | \$3,000        | Awarded                       | 2/21/2025  | \$3,000      | Todd Goehle            |

| Funding Source                             | Project                                  | Program              | Submission Date | Request Amount | Status                       | Award Date | Award Amount | Lead Writer/ Submitter                |
|--------------------------------------------|------------------------------------------|----------------------|-----------------|----------------|------------------------------|------------|--------------|---------------------------------------|
| Snow Foundation Memorial Trust             | Facilities                               | Facilities           | 1/31/2025       | \$20,000       | LOI Approved Grant Submitted |            |              | Maribel Arce & Todd Goehle            |
| Dicks Sporting Goods                       | Canal Day                                | BBBS                 | 1/27/25         | \$1,500        | Declined                     |            |              | Maribel Arce                          |
| Micron Technology - Green Chips Act        | ESFRC Renovation                         | Facilities           | 01/27/25        | \$200,000      | Declined                     |            |              | Maribel Arce                          |
| Micron Technology - Green Chips Act        | Early Childhood Career Pathways          | Family Services      | 1/15/25         | \$200,000      | Submitted                    |            |              | Todd Goehle                           |
| ACLS Digital Justice                       | Southside Connections                    | Family Services      | 12/4/24         | \$2,000        | Submitted                    |            |              | Brice Nordquist - Syracuse University |
| City of Syracuse NBD CDBG PY51             | Overcoming Barriers to Weatherization    | DEHS                 | 10/25/24        | \$159,971      | Submitted                    |            |              | Maribel Arce                          |
| Dorothy and Marshall M. Reisman Foundation | Free Tax Prep                            | Free Tax Prep        | 10/25/24        | \$25,000       | Awarded                      | 12/4/25    | \$25,000     | Maribel Arce & Todd Goehle            |
| 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             |
| Onondaga County DCFS - YDPS                | BBBS Onondaga County Mentorship Programs | BBBS                 | 10/9/24         | \$15,000       | Awarded                      | 9/14/24    | \$15,000     | Maribel Arce                          |
| FOCUS Greater Syracuse                     | Whole Family Summit                      | Community Engagement | 9/29/24         | \$12,825       | Awarded                      | 9/30/24    | \$12,825     | Todd Goehle & Maribel Arce            |

| Funding Source                                                                    | Project                                                                 | Program                | Submission Date | Request Amount                                        | Status   | Award Date | Award Amount    | Lead Writer/ Submitter     |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------|-----------------|-------------------------------------------------------|----------|------------|-----------------|----------------------------|
| Syracuse City School District                                                     | Alternative Learning Site                                               | Family Services, ESFRC | 9/9/24          | 2024: \$124,923<br>2025: \$128,082<br>2026: \$131,336 | Awarded  | 10/3/23    | 2024: \$100,000 | Lucy Totino & Maribel Arce |
| Oswego County Youth Bureau                                                        | BBBS Oswego County/Central Square School-Based                          | BBBS                   | 9/6/24          | \$5,000                                               | Awarded  | 10/20/24   | \$5,000         | Maribel Arce               |
| Huntington Family Centers partnership for NYS - Office of Mental Health Reduction | Mental Health Training                                                  | Family Services        | 8/30/24         | In Kind \$4100                                        | Declined |            |                 | Amy Durkin & Maribel Arce  |
| 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                |
| Jim and Juli Boeheim Foundation                                                   | HOLA Summer Camp                                                        | Family Services        | 5/3/24          | \$5,000                                               | Awarded  | 7/1/24     | \$5,000         | Maribel Arce               |

| Funding Source                                             | Project                         | Program         | Submission Date | Request Amount          | Status   | Award Date | Award Amount            | Lead Writer/ Submitter     |
|------------------------------------------------------------|---------------------------------|-----------------|-----------------|-------------------------|----------|------------|-------------------------|----------------------------|
| 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 |
| Central New York Community Foundation                      | Early Childhood Career Pathways | Family Services | 3/8/24          | \$55,000                | Awarded  | 7/8/24     | \$55,000                | Maribel Arce               |
| Gifford Foundation                                         | Fatherhood Initiative           | Family Services | 2/26/24         | \$10,000                | Awarded  | 4/12/24    | \$9,079                 | Maribel Arce               |
| 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                |
| Snow Foundation                                            | Free Tax Prep                   | FTP             | 2/1/24          | \$10,000                | Awarded  | 6/15/24    | \$10,000                | Maribel Arce               |
| 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                |
| 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                |

| Funding Source                                           | Project                                            | Program                | Submission Date | Request Amount | Status   | Award Date | Award Amount | Lead Writer/ Submitter      |
|----------------------------------------------------------|----------------------------------------------------|------------------------|-----------------|----------------|----------|------------|--------------|-----------------------------|
| DASNY - NICIP                                            | WSFRC Capital Improvement                          | Maintenance            | 12/15/23        | \$434,000      | Approved | 7/8/24     | \$410,000    | Maribel Arce & Jerry Barker |
| OPWDD                                                    | Project Connections                                | ESFRC                  | 9/8/23          | \$448,871      | Awarded  | 9/8/23     | \$448,871    | Mary Beth Welch, Nancy Turo |
| United Way of Central New York 2025                      | BBBS                                               | BBBS                   | 8/11/23         | \$11,000       | Awarded  | 12/31/24   | \$11,000     | Maribel Arce                |
| United Way of Central New York 2025                      | Free Tax Prep                                      | Free Tax Prep          | 8/11/23         | \$110,800      | Awarded  | 12/31/24   | \$101,800    | Maribel Arce                |
| JP Morgan Chase Bank                                     | Free Tax Prep                                      | Free Tax Prep          | 8/8/23          | \$7,500        | Awarded  | 11/14/23   | \$7,500      | Todd Goehle                 |
| State Senator Mannion DASNY-CREST                        | Vehicle Replacements for Nutrition and Maintenance | Nutrition, Maintenance | 7/21/23         | \$250,000      | Awarded  | 11/26/24   | \$249,675    | Todd Goehle & Maribel Arce  |
| State Assemblyman William B. Magniarelli - OCFS TM 11426 | Free Tax Prep                                      | Free Tax Prep          | 5/18/23         | \$25,000       | Awarded  | 4/24/24    | \$25,000     | Todd Goehle & Maribel Arce  |

| Funding Source                                             | Project                                                                         | Program                                    | Submission Date | Request Amount                                      | Status               | Award Date | Award Amount | Lead Writer/ Submitter                               |
|------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|-----------------|-----------------------------------------------------|----------------------|------------|--------------|------------------------------------------------------|
| National Grid                                              | ESFRC Senior Program                                                            | Family Services                            | 9/20/22         | \$5,000                                             | Awarded              | 10/24/22   | \$5,000      | Lucy Totino                                          |
| US Department of Justice, Office of Violence Against Women | Engaging Men and Boys as Allies in the Prevention of Violence Against Women and | Vera House / Family Services Collaboration | 4/12/22         | \$120,003 for PEACE, Inc. (\$350,000 total request) | Awarded              | 9/23/22    | \$130,426.54 | Vera House - Amanda Eyearn, George Kilpatrick, Loren |
| Onondaga County - Save the Rain                            | Southside Family Resource Center                                                | Facilities                                 | 12/14/21        | \$82,676                                            | Awarded              | 10/2/23    | \$50,800     | Jerry Barker                                         |
| Assemblyman William Magnarelli                             | FGP- stipends and training                                                      | FGP                                        |                 | \$40,000                                            | Tentatively Approved |            |              | Todd Goehle                                          |
| Central New York Community Foundation                      | ESFRC Health Fair                                                               | Family Services                            |                 | \$500                                               | Awarded              | 5/8/24     | \$500        | Maribel Arce                                         |
| ECC Senator Rachel May                                     | Facility Improvement Eastwood                                                   | Facilities                                 |                 | \$150,000                                           |                      | 8/11/23    | \$150,000    | Todd Goehle                                          |

