
Planning Committee Meeting

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

Wednesday, November 12, 2025

MEMBERS PRESENT: Paula Freedman, Steve Hodgens, Tysha Martin

MEMBERS EXCUSED: None

MEMBERS ABSENT: Shirley Copes

STAFF PRESENT: Carolyn Brown, Rebecca Frank, Katie Taylor

CALL TO ORDER:

The November 12, 2025 Planning Committee meeting was called to order at 4:45 PM by Steve Hodgens. It was noted for the record that a quorum was present.

APPROVAL OF PREVIOUS MINUTES

Tysha Martin made a motion to approve the September 2025 minutes, seconded by Paula Freedman. The motion carried.

PRESENTATION:

Head Start - Child Development Outcomes (TSG gold) (Katie Taylor)

During the board meeting, Katie Taylor presented the **Child Outcome Assessment Data for Spring 2024–2025**. She highlighted that, based on the **Fall 2024** data, the **Physical Development domain** showed potential for improvement. She then outlined the **action steps** implemented to address these findings and support improvement in this area and reported a 50% increase in physical growth.

Additionally, she shared the **positive growth in the Math Objective**, noting the increase from **Fall 2024 to Spring 2025**. Finally, Katie reviewed the **updated School Readiness Goals** for the upcoming year, which encompass all **five Head Start domains** to ensure comprehensive child development and continued program improvement.

Tysha Martin moved to approve the Child Development Outcomes and School Readiness Goals. Paula Freedman seconded. The motion carried.

PRESENTATION:

Head Start - Program Information Report (PIR)

The Head Start Director Rebecca Frank presented on the 2025 Program Information Report for Head Start and Early Head Start. Ms. Frank walked the Committee through the snapshot reports and explained the full PIR reports. She highlighted the cumulative enrollment, staff

turnover, dental data and disabilities numbers. She compared the highlighted data to 2024 and 2022.

Paula Freedman moved to approve the Program Information Report (PIR) report. Tysha Martin seconded. The motion carried.

CURRENT GRANT SUMMARY REPORT:

Executive Director Carolyn Brown discussed the grants report (attached).

OLD BUSINESS:

Carolyn Brown reported that according to reports on the Government shutdown, the Federal employees who oversee the Community Services Block Grant (CSBG) will be reinstated, which is a positive indication for future funding.

NEW BUSINESS:

Carolyn Brown also reported that PEACE, Inc. enjoyed visits from Congressman John Mannion and NYS Senator Rachel May.

ADJOURNMENT

The meeting was adjourned at 5:26 PM.

PRESENTATION: HS/EHS
- Child Development Outcomes (TSG Gold)

Teaching Strategies GOLD® Snapshot Report Aggregate

Profile of Children

Out of 636 possible children, 623 children have enough GOLD data in Spring 2024/2025 to be included in this report.

The 623 children included in this report are in 60 classes in 17 sites and have the following demographics:

Gender:	Data Not Captured: 1% Male: 49% Female: 50%
Race:	American Indian or Alaska Native: 0% Asian Indian: 0% Bhutanese: 0% Korean: 0% Palestani: 0% Vietnamese: 0% Other Asian: 1% Black or African American: 29% Other Pacific Islander: 0% White: 17% No Response: 4%
Ethnicity:	Hispanic or Latino: 8% Mexican: 0% Puerto Rican: 1% Bolivian: 0% Peruvian: 0% Unknown Hispanic: 1% Not Hispanic or Latino: 53% No Response: 40%
IFSP/IEP Status:	Children Without IFSP: 98%

Funding Source(s):	Children With IFSP: 2% Children Without IEP: 94% Children With IEP: 6% Child Care: 3% Family Child Care: 0% Head Start: 74% Other: 0% Pre-K: 7% Private: 3%
Age or Class/Grade:	Birth to 1 year (Red): 1% 1 to 2 years (Orange): 6% 2 to 3 years (Yellow): 14% Preschool 3 class/grade (Green): 34% Pre-K 4 class/grade (Blue): 44%
Primary Language:	English: 85% Spanish: 2% Chinese (all dialects): 0% French: 0% Arabic: 0% Unknown: 9% African: 0% Burmese: 0% Korean: 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

Organization Name	Count	Below	Mean	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	110	18%	32.1	383	62%	44.5	122	20%	56.1

Table 2: Physical by Organization

Organization Name	Count	Below	Mean	Count	Mean	Count	Mean		
PEACE Inc. Head Start/EHS	129	21%	19	445	73%	28.9	36	6%	35.1

Table 3: Language by Organization

Organization Name	Below		Mean		Above				
	Count	%	Count	%	Count	%			
PEACE Inc. Head Start/EHS	138	22%	276	402	65%	43	80	13%	53.1

Table 4: Spanish Language by Organization

Organization Name	Count	Below	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS				1	100%	42	

Table 5: Cognitive by Organization

Table 3: Organisms by Organization									
Organization Name	300W		300W		300W		300W		Total
	Count	Mean	Count	Mean	Count	Mean	Count	Mean	
PEACE Inc. Head Start/EHS	71	11%	33.9	485	78%	44.8	65	10%	58.8

Table 6: Literacy by Organization

Organization Name	Count	Below	Mean	Count	Mean	Count	Mean		
PEACE Inc. Head Start/EHS	106	18%	23.1	465	77%	41.7	33	5%	45.7

Table 7: Spanish Literacy by Organization

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

Table 8: Mathematics by Organization

Organization Name	Count	Below	Mean	Count	Mean	Count	Mean
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COUNT		COUNT		COUNT		COUNT	
PEACE Inc. Head Start/EHS		142	24%	400	65%	60	10%
							43.8

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:	Spring 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:	9/22/2025

PEACE, Inc. Head Start / Early Head Start Program

Early Head Start, Infant and Toddler, School Readiness Goals 2025/2026

1. Approaches to Learning: ELOF Goals: IT-ATL 4 & 6; TSG Goals: Obj. 11a, b, c, d, e

Staff will focus on how children learn the skills and behaviors used to engage in learning; to guide teaching practices that support emotional, behavioral, and cognitive self-regulation in children; to support children's development in initiative, curiosity, and creativity (HSPS 1302.31, 1302.32).

- Children will demonstrate a growing persistence and engagement by interacting with adults and toys attempting challenging tasks, and staying focused until achieving a goal.
- Children will demonstrate initiative by independently exploring their environment, engaging in new experiences with trusted adults, and beginning activities without prompting.
- Staff will assist children in developing their approaches to learning by supporting children's skills in emotional, behavioral, and cognitive self-regulation to help children acquire new knowledge, learn new skills, and set and achieve goals.
- Parents and staff will collaborate to promote the development of a positive classroom culture, provide individualization for all children, and share Conscious Discipline Strategies and e-DECA Single Rating Report and Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff to increase their understanding of the skills and behaviors that children need to learn with training and technical assistance opportunities.
- Measurement and assessment: DECA Screening and Assessments, Teaching Strategies Gold, Observation.

PEACE, Inc. Head Start / Early Head Start Program

2. Social Emotional Development ELOF Goal IT- SE 1, 2, 3; TSG Goals Obj. 2a, 3b

Children develop expectations of consistent, positive interactions through secure relationships with adults using a Trauma Informed Approach and use basic problem-solving skills to resolve conflicts with other children (HSPS 1302.45).

- Children will develop skills necessary to foster secure attachments with adults, build peer relationships, regulate their own emotions and behaviors, and seek out adults for assistance to resolve conflicts with peers.
- Staff will assist children to practice skills to increase Protective Factors and support social emotional functioning in a classroom or home setting, through creating a School Family and responding to children's emotional needs through providing positive language and appropriate activities utilizing Conscious Discipline, and other available resources.
- Parents and staff will work together to increase children's social emotional development by discussing Conscious Discipline and sharing the e-DECA Single Rating Report and Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff in their understanding of building a social emotional foundation using an agency-wide approach with Conscious Discipline to build resilient early childhood settings. The Mental Health Consultant, and Child Behavior/Trauma Specialist are available for intervention strategies and training and technical assistance

PEACE, Inc. Head Start / Early Head Start Program

- Measurement and assessment: Teaching Strategies Gold, e-DECA 2.0; CLASS Tool, and observation notes.

3. Cognitive Development (Math & Science) ELOF Goal IT-C 9 & 10; TSG Goals Obj. 13, 14a

Children will explore and/or describe spatial relationships, attributes of shapes, classification, and mathematical vocabulary (HSPS 1302.31, 1302.32)

- Children will begin to engage with puzzles that feature interlocking pieces, as well as toys and activities involving colors and shapes.
- Children will develop an understanding of basic physical concepts, such as how size and weight affect an object's movement when lifted and manipulated.
- Children will sort toys or other objects by color, shape, or size, order some objects by size and identify characteristics of people.
- Staff will assist children in increasing their cognitive and mathematical development through developmentally appropriate activities and verbal and non-verbal language communication that strengthen and support emergent skills.
- Parents and staff will work together to increase children's emergent cognitive and math skills by discussing their child's Teaching Strategies Gold developmental levels and develop appropriate goals

PEACE, Inc. Head Start / Early Head Start Program

- The program will assist staff to increase their knowledge and understanding of planning, implementing, observing, and evaluating children's emergent cognitive and mathematical skills through Creative Curriculum and Teaching Strategies training, and technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

4. Communication, Language & Literacy Development ELOF Goal IT-LC-1 & 3; TSG Goals Obj. 8a, 9a, b

Children will develop emerging abilities in listening and understanding (receptive language) and the use of language (expressive language). (HSPS 1302.31, 1302.32).

- Children will develop emerging abilities in receptive and expressive language, verbal and non-verbal communication.
- Children will show understanding of some words and phrases used in conversation and will show comprehension of simple sentences.
- Children will use combinations of words or signs and use simple sentences in a variety of situations, including needs and wants.

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- Staff will assist children in increasing communication and language skills by providing engaging opportunities through developmentally appropriate materials and activities such as reading books, oral stories, finger plays, poems, songs, with auditory and visual strategies.
- Parents and staff will work together to increase children's communication and language skills by discussing Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff to increase their understanding of building children's communication and language skills through training and/or technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

5. Perceptual, Motor, and Physical Development ELOF Goal IT-PMP 4, 6, 7, 8; TSG Goals Obj. 5a, b, c, 7a

Through developmentally appropriate activities, appropriate instruction, and safe materials and equipment, children will improve spatial/body awareness, demonstrate enhanced balancing skills, and increase fine motor hand and finger strength (HSPS 1302.31, 1302.32).

- Children will demonstrate emergent and practiced balancing skills, such as, tummy time, sitting, cruising, walking, etc.

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- Children will demonstrate developing hand-eye coordination by effectively manipulating objects and materials. Use hands with increasing efficiency for a variety of tasks, adjust grasp with ease when using new tools or materials, and consistently use a pincer grasp and hand tools appropriately in different activities.
- Staff will provide developmentally appropriate opportunities for children to practice gross motor balancing skills by engaging in tummy time with young children, modifying the environment for safe practice, encouraging older children and scaffolding their gross motor skills.
Staff will provide a wide variety of developmentally appropriate and engaging fine motor activities that appeal to children of varied ages and abilities. These will support fine motor strengthening for hand grasping, pincer-grasping, and eye-hand coordination.
- Parents and staff will work together to increase gross and fine motor skills by discussing Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff to increase their knowledge of gross and fine motor development in children through training and/or technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

Teaching Strategies GOLD: Snapshot Report Children with IEP or IFSP

Profile of Children

Out of 50 possible children, 50 children have enough GOLD data in Spring 2024/2025 to be included in this report.

The 50 children included in this report are in 23 classes in 13 sites and have the following demographics:

Gender:	Male: 58% Female: 42%
Race:	Pakistani: 2% Other Asian: 4% Black or African American: 18% White: 12% No Response: 48%
Ethnicity:	Hispanic or Latino: 2% Puerto Rican: 2% Unknown Hispanic: 6% Not Hispanic or Latino: 46% No Response: 44%
IFSP/IEP Status:	Children Without IFSP: 78% Children With IFSP: 22% Children Without IEP: 20% Children With IEP: 80%
Funding Source(s):	Child Care: 4% Head Start: 80% Pre-K: 2% 1 to 2 years (Orange): 2% 2 to 3 years (Yellow): 10% Preschool 3 class/grade (Green): 24% Pre-K 4 class/grade (Blue): 64%
Age or Class/Grade:	

Primary Language:	English: 98% Unknown: 2%
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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	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	12	24%	33.9	30	60%	47.1	8	16%	60.8	

Table 2: Physical by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	10	21%	24	36	75%	30.4	2	4%	37	

Table 3: Language by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	13	26%	27.4	34	68%	47	3	6%	58.7	

**Table 4: Spanish Language by Organization
(0 Children)**

Table 5: Cognitive by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	6	12%	32.3	40	80%	48.2	4	8%	63.8	

Table 6: Literacy by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
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PEACE Inc. Head Start/EHS		7	14%	24.3	40	82%	48.7	2	4%	77.5
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Table 7: Spanish Literacy by Organization
(0 Children)

Table 8: Mathematics by Organization

Organization Name	County	Mean				Count				Percent			
PEACE Inc. Head Start/EHS		14	29%	23.6	30	63%	37.2	4	8%	49.3			

Appendix

Report Criteria

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Checkpoint Period:	Spring 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:	9/15/2025

Teaching Strategies GOLD Snapshot Report MLL

Profile of Children

Out of 94 possible children, 93 children have enough GOLD data in Spring 2024/2025 to be included in this report.

The 93 children included in this report are in 11 sites and have the following demographics:

Gender:	Data Not Captured: 6% Male: 48% Female: 45%
Race:	Bhutanese: 1% Korean: 1% Other Asian: 3% Black or African American: 6% Other Pacific Islander: 1% White: 4% No Response: 71%
Ethnicity:	Hispanic or Latino: 9% Puerto Rican: 3% Bolivian: 1% Unknown Hispanic: 1% Not Hispanic or Latino: 25% No Response: 61%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 99% Children With IEP: 1%
Funding Source(s):	Head Start: 99% Pre-K: 13% Private: 1%

Organization Name	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	26	28%	32.7	60	65%	46.1
						58.1

Table 4: Spanish Language by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	1	100%	42			

Table 5: Cognitive by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	10	11%	39.2	78	84%	51.2
						52

Table 6: Literacy by Organization

Organization Name	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	10	11%	26.4	78	84%	50
						56.6

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	Count	Mean	Count	Mean	Count	Mean
PEACE Inc. Head Start/EHS	25	27%	23.4	57	61%	36.9
						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:	Spring 2024/2025
Gender:	Data Not Captured
	Male
	Female
	Non-Binary

Primary Language:	Prefer not to Say
	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

Race:	Other
Ethnicity:	All
Funding Source(s):	All
Show Results For:	All
Generated On:	Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts 9/15/2025

Head Start, Preschool/Pre-K, School Readiness Goals 2025/2026

1. Approaches to Learning: ELOF Goals: P-ATL 7 & 10: TSG Goals: Obj. 11a, b, c, d, e

Staff will focus on how children learn the skills and behaviors used to engage in learning; to guide teaching practices that support emotional, behavioral, and cognitive self-regulation in children; to support children's development in initiative, curiosity, and creativity (HSPS 1302.31, 1302.32).

- Children will learn through navigating learning opportunities that are challenging, take time to accomplish, are engaging, and draw upon a child's natural curiosity, persistence, and creativity to gather information and solve problems.
- Staff will assist children in developing their approaches to learning by supporting children's skills in emotional, behavioral, and cognitive self-regulation to help children acquire new knowledge, learn new skills, and set and achieve goals.
- Parents and staff will collaborate to promote the development of a positive classroom culture, provide individualization for all children, and share Conscious Discipline Strategies and e-DECA Single Rating Report and Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff to increase their understanding of the skills and behaviors that children need to learn with training and technical assistance opportunities.
- Measurement and assessment: DECA Screening and Assessments, Teaching Strategies Gold, Observation.

PEACE, Inc. Head Start / Early Head Start Program

2. Social Emotional Development ELOF Goals P-SE 3, 4, 5: TSG Goals Obj. 2a, 3b

Children develop expectations of consistent, positive interactions through secure relationships with adults using a Trauma Informed Approach and use basic problem-solving skills to resolve conflicts with other children (HSPS 1302.45).

- Children will develop skills necessary to foster secure attachments with adults, build peer relationships, regulate their own emotions and behaviors, and develop an understanding of how to think through problems and apply strategies for solving them.
- Staff will assist children to practice skills to increase Protective Factors and support social emotional functioning in a classroom or home setting, through creating a School Family and responding to children's emotional needs through providing positive language and appropriate activities utilizing Conscious Discipline, and other available resources.
- Parents and staff will work together to increase children's social emotional development by discussing Conscious Discipline and sharing the e-DECA Single Rating Report and Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff in their understanding of building a social emotional foundation using an agency-wide approach with Conscious Discipline to build resilient early childhood settings. The Mental Health Consultant, and Child Behavior/Trauma Specialist are available for intervention strategies and training and technical assistance
- Measurement and assessment: Teaching Strategies Gold, e-DECA 2.0, CLASS Tool, and observation notes.

PEACE, Inc. Head Start / Early Head Start Program

3. Cognitive Development (Math & Science) ELOF Goal P-MATH-9 & 10: TSG Goals Obj. 21a, b.

Children will explore and describe spatial relationships, attributes of shapes, classification, and mathematical vocabulary (HSPS 1302.31, 1302.32)

- Children will develop and strengthen emerging mathematical and cognitive skills in classification, geometry and spatial awareness.
- Staff will assist children in increasing their cognitive and mathematical development through developmentally appropriate activities and language communication that strengthen and support emergent skills.
- Parents and staff will work together to increase children's emergent cognitive and math skills by discussing their child's Teaching Strategies Gold developmental levels and develop appropriate goals
- The program will assist staff to increase their knowledge and understanding of planning, implementing, observing, and evaluating children's emergent cognitive and mathematical skills through Creative Curriculum and Teaching Strategies training, and technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

PEACE, Inc. Head Start / Early Head Start Program

4. Communication, Language & Literacy Development ELOF Goals P-LIT 1 & 2: TSG Goals Obj. 15a, b

Children will develop emerging foundational literacy skills in phonological awareness (HSPS 1302.31, 1302.32).

- Children will develop emerging phonological awareness skills such as alliteration and rhyming.
- Staff will assist children in increasing literacy skills by providing engaging opportunities through developmentally appropriate materials and activities such as reading books, oral stories, finger plays, poems, songs, with auditory and visual strategies.
- Parents and staff will work together to increase children's language and literacy skills by discussing Teaching Strategies Gold developmental levels and develop appropriate goals.
- The program will assist staff to increase their understanding of building children's communication, language, and literacy knowledge, interest, and skills through training and/or technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

PEACE, Inc. Head Start / Early Head Start Program

5. Perceptual, Motor, and Physical Development ELOF Goals P-PMP 1, 3: TSG Goals Obj. 5a, b, c, 7a

Through developmentally appropriate activities, appropriate instruction, and safe materials and equipment, children will improve spatial/body awareness, demonstrate enhanced balancing skills, and increase fine motor hand and finger strength (HSPS 1302.31, 1302.32).

- Children will demonstrate emergent and practiced balancing skills, such as, sitting, squatting, walking, jumping, etc. Children will demonstrate fine-motor strength and coordination skills.
- Staff will provide developmentally appropriate opportunities for children to practice gross motor balancing skills in a safe environment and encourage and scaffold children's gross motor skills to mastery.
Staff will provide a wide variety of developmentally appropriate and engaging fine motor activities that appeal to children of varied ages and abilities. These will support fine motor strengthening for hand grasping, pincer-grasping, and eye-hand coordination.
- Parents and staff will work together to increase gross and fine motor skills by discussing Teaching Strategies Gold developmental levels and develop appropriate goals.

PEACE, Inc. Head Start / Early Head Start Program

- The program will assist staff to increase their knowledge of gross and fine motor development in children through training and/or technical assistance opportunities.
- Measurement and assessment: Teaching Strategies Gold, lesson plans, observation.

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.

Checkpoint Period: Spring 2024/2025

Table 1: Social-Emotional

Table 1: Social-Emotional														
Objectives / Dimensions	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Birth to 1 year		2 25%		6 75%									
	1 to 2 years				15 41.67%	12 22.22%	8 22.22%	33.33%	2.78%	1				
	2 to 3 years				7	57	13	85.52%	10.34%	1	1.15%			
	Preschool 3 class/grade		2	0.83%	2	8.05%	11	54	60	55	7	11	2	
	Pre-K 4 class/grade	3	1.09%	6	2.17%	6	0.93%	5.12%	25.12%	27.91%	30.70%	3.26%	5.12%	0.93%
								</						

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Preschool 3 class/grade	1	3	9	30	68	20	55	6	4				
	0.46%	1.39%	4.17%	13.89%	40.74%	9.28%	25.46%	2.79%	1.85%				
Pre-K 4 class/grade	7	2	3	24	67	62	60	7	14				
	2.54%	0.72%	1.09%	8.70%	24.28%	22.46%	32.61%	2.54%	5.07%				
Birth to 1 year	5	2											
	71.43%	28.57%											
1 to 2 years	10	12	6	2	4								
	29.41%	35.29%	17.65%	5.88%	11.76%								
2 to 3 years		2	19	22	35	2	1						
		2.47%	23.46%	27.16%	43.21%	2.47%	1.23%						
Preschool 3 class/grade		3	5	15	70	45	65	6	4				
		2.33%	5	6.98%	32.56%	20.93%	30.70%	2.79%	1.86%				
Pre-K 4 class/grade	1	7	7	7	78	83	78	12	10				
	0.36%	2.54%	2.54%	2.54%	26.26%	30.07%	28.26%	4.35%	3.62%				

3b. Solves social problems

Table 2: Physical

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
Birth to 1 year	1	2	3												
	12.50%	25%	37.50%												
1 to 2 years				1	6	21	8								
				2.78%	16.67%	55.33%	22.22%								
2 to 3 years						11	45	31							
						12.64%	51.72%	35.63%							
Preschool 3 class/grade						2	60	142	12						
						0.93%	27.78%	65.74%	5.56%						
Pre-K 4 class/grade	1				3	28	237	6							
	0.36%				1.09%	10.18%	86.18%	2.18%							
Birth to 1 year	8				5	1									
	100%				57.1%	14.29%	2.86%								
1 to 2 years	11	10	6		23	35	5	1	10						
	31.43%	28.57%	17.14%		9.20%	40.23%	5.75%	1.15%	11.49%						
2 to 3 years			5		13	25	60	27	60						
			5.75%		6.05%	11.63%	41.86%	12.56%	27.91%						
Preschool 3 class/grade						12	15	55	120	4					
						4.36%	5.45%	20.36%	43.64%	1.45%					
Pre-K 4 class/grade	1														
	0.36%														
Birth to 1 year	8														
	100%														
1 to 2 years	11	4	1												
	31.43%	11.11%	2.78%												
2 to 3 years	23	39	13												
	36.11%	55.56%	19.33%												

4c. Gallops and skips

Preschool 3 class/grade	1	1	23	33	110	17	25		
	0.47%	0.47%	10.70%	17.57%	51.16%	7.91%	11.63%		
Pre-K 4 class/grade	1	2	7	26	139	51	48	1	
	0.36%	0.73%	2.55%	9.45%	50.55%	18.55%	17.45%	0.38%	
Birth to 1 year	8								
	100%								
1 to 2 years	15	9	1						
	44.12%	26.47%	5.88%	2.94%					
2 to 3 years	33	9	9						
	38.82%	37.65%	10.59%	10.59%					
Preschool 3 class/grade	2	15	72	47	57	10	11		
	0.93%	7.44%	33.48%	21.86%	26.51%	4.65%	5.12%		
Pre-K 4 class/grade	1	2	12	45	67	24	2		
	0.36%	0.73%	4.36%	16.73%	30.73%	8.73%	7.64%	0.73%	
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	11	9	1		1				
	32.35%	25.47%	2.94%		2.94%				
2 to 3 years	2	25	6	3	5		2		
	2.44%	30.48%	41.48%	7.32%	3.66%	6.10%	2.44%		
Preschool 3 class/grade	1	3	11	53	63	56	11		
	0.47%	1.40%	5.14%	27.10%	26.17%	5.14%	5.14%		
Pre-K 4 class/grade	1	2	13	27	58	117	28	2	
	0.36%	0.73%	4.73%	9.82%	21.06%	42.55%	10.18%	9.82%	0.73%
Birth to 1 year	5	2	1						
	62.50%	25%	12.50%						
1 to 2 years	9	13	9	4	1				
	25%	35.19%	25%	11.11%	2.78%				
2 to 3 years		2	37	25	23				
		2.30%	42.53%	28.74%	28.44%				
Preschool 3 class/grade			4	40	100	48	22	1	
			1.66%	18.50%	46.51%	22.33%	10.23%	0.47%	
Pre-K 4 class/grade	1	5	19	24	83	59	70	6	4
	0.36%	1.81%	6.88%	8.70%	31.66%	21.38%	25.36%	2.17%	1.45%
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16%	16.60%	12.79%	50%	3.49%	11.63%	2.33%		
Preschool 3 class/grade									
Pre-K 4 class/grade									
Birth to 1 year	7	1							
	87.50%	12.50%							
1 to 2 years	3	15	2	4	1				
	65.7%	45.21%	5.71%	11.43%	2.86%				
2 to 3 years	1	16	11	43	3	10	2		
	1.16								

Preschool 3 class/grade	1	0.46%	2	0.92%	7	14	43	118	29	3
	1	1			4	20	47	125	64	17
Pre-K 4 class/grade	0.36%	0.36%			1.43%	7.17%	16.85%	44.60%	22.84%	6.09%
Birth to 1 year	6	2								
	75%	25%								
1 to 2 years	10	15	6	3	1					
	28.57%	42.86%	17.14%	8.57%	2.86%					
2 to 3 years		9	17	24	31	4	1	1		
		10.34%	19.54%	27.59%	35.63%	4.60%	1.15%	1.15%		
Preschool 3 class/grade	1	3	8	23	47	30	67	17	19	
	0.47%	1.40%	3.72%	10.70%	21.85%	13.95%	31.15%	7.91%	8.84%	
Pre-K 4 class/grade	1	2	8	2	38	27	123	46	32	
	0.36%	0.72%	2.87%	0.72%	13.69%	8.66%	44.05%	15.49%	11.47%	
Birth to 1 year	8									
	100%									
1 to 2 years	23	5	6							
	57.65%	12.50%	17.55%							
2 to 3 years	2	18	28	26	10	1				
	2.38%	22.82%	30.95%	30.95%	11.90%	1.19%				
Preschool 3 class/grade	7	4	10	27	57	42	62	6	6	
	3.26%	1.86%	4.85%	12.56%	28.51%	19.55%	28.84%	2.79%		
Pre-K 4 class/grade	3	4	9	14	53	57	78	42	17	2
	1.08%	1.43%	3.23%	5.02%	19%	15.05%	27.86%	15.05%	6.09%	0.72%
Birth to 1 year	5	2	1							
	62.50%	25%	12.50%							
1 to 2 years	2	9	19	1	5					
	5.56%	25%	52.78%	2.78%	13.89%					
2 to 3 years		1	9	12	33	20	10	2		
		1.15%	10.34%	13.79%	37.83%	22.89%	11.49%	2.30%		
Preschool 3 class/grade	1	4	4	4	9	47	93	24	22	4
	0.48%	1.84%	1.84%	1.84%	4.15%	21.66%	45.16%	11.06%	10.14%	1.84%
Pre-K 4 class/grade	3	4	6	1	20	17	82	38	10	
	1.08%	1.43%	2.15%	0.36%	7.17%	6.09%	35.13%	29.59%	13.62%	3.58%
Birth to 1 year	4	3								
	57.14%	42.86%								
1 to 2 years	1	22	6	3	4					
	2.78%	61.11%	18.57%	8.33%	11.11%					
2 to 3 years		1	11	16	45	9	5			
		1.15%	12.64%	18.39%	51.72%	10.34%	5.75%			
Preschool 4 class/grade	1	1	3	8	85	39	83	8	4	3

9c. Uses conventional grammar

9d. Tells about another time or place

10a. Engages in conversations

10b. Uses social rules of language

	Preschool 3 class/grade	Pre-K 4 class/grade
S9c. Usa la gramática convencional	Birth to 1 year 1 to 2 years 2 to 3 years Preschool 3 class/grade Pre-K 4 class/grade	1 100% 1 100%
S9d. Habla acerca de otro momento o lugar	Birth to 1 year 1 to 2 years 2 to 3 years Preschool 3 class/grade Pre-K 4 class/grade	1 100% 1 100%
S10a. Participa en conversaciones	Birth to 1 year 1 to 2 years 2 to 3 years Preschool 3 class/grade Pre-K 4 class/grade	1 100% 1 100%
S10b. Sigue las reglas sociales del lenguaje	Birth to 1 year 1 to 2 years 2 to 3 years Preschool 3 class/grade Pre-K 4 class/grade	1 100% 1 100%

Table 5: Cognitive

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11a. Attends and engages	Birth to 1 year	2	25%	4	2	25%											
	1 to 2 years			20	25.71%	17.14%	6										
	2 to 3 years			2	2.30%	31	50	2	2								
	Preschool 3 class/grade			5	8	53	62	80	9								
	Pre-K 4 class/grade	1	0.36%	2	7	23	64	134	36	5	1						
11b. Persists	Birth to 1 year	3	50%	2	33.33%	1											
	1 to 2 years			2	5.71%	21	50%	7	5								
	2 to 3 years					4	4.60%	20	58	7							
	Preschool 3 class/grade			1	0.46%	2	0.92%	14	96	89	28	7	2				
	Pre-K 4 class/grade	1	0.36%			4	1.46%	20	37	105	87	7	15				
11c. Solves problems	Birth to 1 year	3	50%	2	33.33%	1											
	1 to 2 years			2	5.71%	20	50%	7	5								
	2 to 3 years			1	1.15%	11	12.64%	32	38	4	1						
	Preschool 3 class/grade					3	0.46%	38.78%	43.08%	4.60%	1.15%						
	Pre-K 4 class/grade	1	0.36%			3	1.09%	6.51%	27.91%	29.77%	30.23%	2.79%	1.40%				
11d. Shows curiosity and motivation	Birth to 1 year	2	28.57%	3	42.86%	2	1.09%	0.36%	17.03%	28.59%	45.74%	5.07%	0.36%				
	1 to 2 years			7	20%	12	34.29%	18	55	11							
	2 to 3 years					5	5.75%	18.35%	63.22%	12.64%							

Preschool 3 class/grade	1	0.46%	62	49	34	1	6	3
Pre-K 4 class/grade	1	0.36%	28.70%	22.59%	43.52%	0.46%	2.78%	1.39%
			4	27	48	16	13	7
			1.45%	9.78%	19.67%	56.16%	4.71%	2.54%
Birth to 1 year	8							
1 to 2 years	11		5					
2 to 3 years	7		14.71%					
Preschool 3 class/grade	34		22.98%	28.74%	1.45%			
Pre-K 4 class/grade	5		19	100	57	27	7	1
			8.89%	46.30%	28.39%	12.50%	3.24%	0.46%
			5	10	67	75	99	13
			2.31%					2
			5					
			1.81%					
Birth to 1 year	2		1					
1 to 2 years	10		5					
2 to 3 years	27		31.03%	29.89%	3.45%			
Preschool 3 class/grade	4		6	104	61	33	5	2
Pre-K 4 class/grade	1		2.79%	48.37%	28.37%	15.35%	2.33%	0.93%
			5	8	43	68	15	5
			1.81%					
			2.90%	15.58%	24.64%	46.01%	5.43%	1.81%
Birth to 1 year	2		5					
1 to 2 years	10		18					
2 to 3 years	28		52.94%					
Preschool 3 class/grade	15		28.89%	49.43%	2.30%			
Pre-K 4 class/grade	5		3.24%	38.89%	27.78%	23.15%	2.31%	1.85%
			1	15	27	56	123	24
			0.36%					
			5.43%	9.78%	20.29%	44.57%	37.65%	8.70%
Birth to 1 year	8							
1 to 2 years	9		6					
2 to 3 years	39		19					
			22.05%	10.47%	1.16%			
			18					

14a. Thinks symbolically		14b. Engages in sociodramatic play	
Age or Class/Grade	Not Yet	1	2
Birth to 1 year	7	100%	100%
1 to 2 years	17	51.52%	16.67%
2 to 3 years	1	8	9.30%
Preschool 3 class/grade	1	8	47.87%
Pre-K 4 class/grade	1	8	3.70%
	0.36%	0.36%	0.36%
Birth to 1 year	5	83.33%	16.67%
1 to 2 years	4	12.12%	16.67%
2 to 3 years	1	1.15%	2.30%
Preschool 3 class/grade	1	0.46%	2.30%
Pre-K 4 class/grade	1	0.36%	0.36%
	0.36%	0.36%	0.36%
Birth to 1 year	7	100%	100%
1 to 2 years	17	51.52%	16.67%
2 to 3 years	1	8	9.30%
Preschool 3 class/grade	1	8	47.87%
Pre-K 4 class/grade	1	8	3.70%
	0.36%	0.36%	0.36%
Birth to 1 year	5	83.33%	16.67%
1 to 2 years	4	12.12%	16.67%
2 to 3 years	1	1.15%	2.30%
Preschool 3 class/grade	1	0.46%	2.30%
Pre-K 4 class/grade	1	0.36%	0.36%
	0.36%	0.36%	0.36%

Table 6: Literacy

Objectives / Dimensions		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
15a. Notices and discriminates rhyme	Birth to 1 year	7 100%																		
	1 to 2 years	13 39.39%	7 21.21%	10 30.30%	3 9.09%															
	2 to 3 years	1 1.16%	11 12.79%		18 54.54%	12 36.36%														
	Preschool 3 class/grade	1 0.49%	4 1.95%		68 33.17%	31 15.12%	5 2.44%	6 2.93%	1 0.49%											
	Pre-K 4 class/grade	9 3.26%	8 2.92%		34 12.41%	28 10.22%	2 0.73%	24 8.76%	4 1.46%											
	Birth to 1 year	7 100%																		
	1 to 2 years	26 97.69%	2 6.06%	5 15.15%																
	2 to 3 years	10 11.76%	37 43.53%	2 2.35%																
15b. Notices and discriminates alliteration																				

Birth to 1 year	43.41%	24.88%	21.95%	7.32%	1.95%	0.49%
1 to 2 years	56	64	75	32	31	8
2 to 3 years	20.44%	23.36%	27.37%	11.68%	11.31%	2.92%
Preschool 3 class/grade						0.39%

Birth to 1 year	1	6	1			
1 to 2 years	12.50%	75%	12.50%	6	2	
2 to 3 years	2.86%	5.71%	58.57%	17.14%	5.71%	
Preschool 3 class/grade	3	2	19	21	39	6
Pre-K 4 class/grade	1.41%	2.30%	21.84%	24.14%	44.83%	8.90%
	2		6	45	58	39
	0.73%		2.82%	21.60%	45.01%	18.31%
			4	17	97	58
			1.45%	6.18%	35.27%	20.38%
						9.86%
						1.45%
						0.39%

17a. Uses and appreciates books and other texts

17b. Uses print concepts

Birth to 1 year	8					
1 to 2 years	100%		1			
2 to 3 years	26	18	2.86%	7	1	
Preschool 3 class/grade	27	39	13	8.05%	1.15%	
Pre-K 4 class/grade	31.03%	44.83%	14.84%	65	24	2
	3.45%	13.30%	37.93%	32.03%	11.82%	0.99%
	6	16	41	65	105	35
	2.19%	5.84%	14.99%	24.05%	38.42%	10.55%
						3.95%

Birth to 1 year	8					
1 to 2 years	100%		2			
2 to 3 years	25	18	5.71%	3	6	
Preschool 3 class/grade	9	32	37	3.45%	6.90%	
Pre-K 4 class/grade	10.34%	36.78%	42.53%	42	76	17
	3.74%	2.34%	28.91%	19.63%	35.51%	7.94%
	8	5	32	42	98	46
	6	16	11.68%	15.33%	35.77%	16.75%
	2.19%	5.84%				12.04%
						0.36%

18a. Interacts during reading experiences, book conversations, and text reflections

Birth to 1 year	7					
1 to 2 years	100%		1			
2 to 3 years	19	15	2.86%	2	6	
Preschool 3 class/grade	4	34	46.51%	2.93%	6.88%	
	4.65%	39.53%	75	67	37	5
	7	17	34.60%	31.75%	17.54%	2.37%
	3.32%	8.06%				1.42%
						0.95%

18b. Uses emergent reading skills

Pre-K 4 class/grade	3	14	40	62	83	38	20	2	2
	1.09%	5.11%	14.60%	22.63%	33.94%	13.87%	7.30%	0.73%	0.73%
Birth to 1 year	8								
	100%								
1 to 2 years	35								
	100%								
2 to 3 years	30	32	17						
	37.97%	40.51%	21.52%						
Preschool 3 class/grade	15	10	114	37	29	5	2	1	
	7.04%	4.69%	53.52%	17.37%	13.62%	2.35%	0.94%	0.47%	
Pre-K 4 class/grade	10	21	75	55	74	22	15		
	3.65%	7.66%	27.15%	20.44%	27.01%	8.03%	5.47%		
Birth to 1 year	8								
	100%								
1 to 2 years	35								
	100%								
2 to 3 years	78	9							
	89.66%	10.34%							
Preschool 3 class/grade	174	20	8						
	86.11%	9.90%	3.96%						
Pre-K 4 class/grade	182	67	12	1					
	70.59%	24.63%	4.41%	0.37%					
Birth to 1 year	8								
	100%								
1 to 2 years	35								
	100%								
2 to 3 years	81	6							
	93.10%	6.90%							
Preschool 3 class/grade	185	14	2	1					
	91.58%	6.93%	0.99%	0.50%					
Pre-K 4 class/grade	202	61	8	1	1				
	73.69%	22.34%	2.93%	0.37%	0.37%				
Birth to 1 year	5	2							
	71.43%	28.57%							
1 to 2 years	12	7	15						
	35.29%	20.59%	44.12%						
2 to 3 years	15	10	22	22	15	1	1	1	
	17.44%	11.63%	25.68%	25.59%	17.44%	1.16%	1.16%		
Preschool 3 class/grade			9	5	60	25	47	8	2
			4.46%	2.48%	25.70%	12.36%	23.27%	3.96%	0.99%
Pre-K 4 class/grade	1		4	3	19	17	25	16	52

18c. Retells stories and recounts details from informational texts

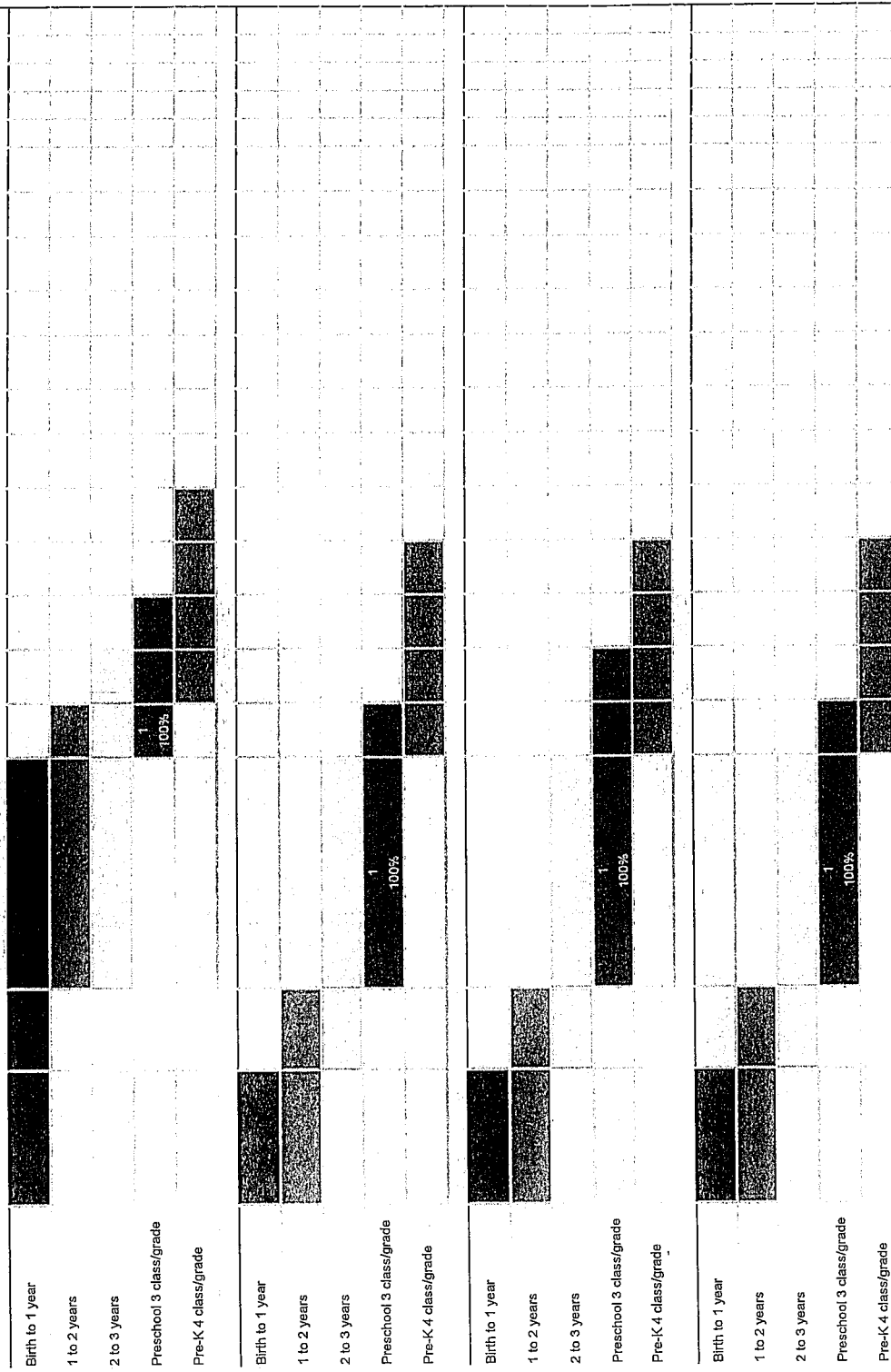
18d. Uses context clues to read and comprehend texts

18e. Reads fluently

19a. Writes name

[illegible]

FIGURE 1



Task	Birth to 1 year	1 to 2 years	2 to 3 years	Preschool 3 class/grade	Pre-K 4 class/grade
S18c. Relata de nuevo cuentos o detalles de un texto de no ficción	100%	100%	100%	100%	100%
S18d. Usa claves de contexto para leer y comprender textos	100%	100%	100%	100%	100%
S18e. Lee con fluidez	100%	100%	100%	100%	100%
S19a. Escribe su nombre	100%	100%	100%	100%	100%

[illegible]

26: Demonstrates knowledge of the physical properties of objects and materials	Birth to 1 year	7 87.50%	1 12.50%	
	1 to 2 years	26 72.22%	10 27.78%	
	2 to 3 years	4 4.71%	63 81.18%	12 14.12%
	Preschool 3 class/grade	7 3.26%	114 53.02%	84 43.72%
	Pre-K/4 class/grade	5 1.81%	147 53.28%	124 41.93%
27: Demonstrates knowledge of Earth's environment	Birth to 1 year	5 62.50%	3 37.50%	
	1 to 2 years	28 72.22%	10 27.78%	
	2 to 3 years	10 12.05%	50 60.24%	23 27.71%
	Preschool 3 class/grade	5 2.84%	119 65.61%	90 42.06%
	Pre-K/4 class/grade	6 2.17%	146 52.00%	124 44.83%
28: Uses tools and other technology to perform tasks	Birth to 1 year	8 100%		
	1 to 2 years	20 72.22%	10 27.78%	
	2 to 3 years	15 18.07%	45 54.22%	23 27.71%
	Preschool 3 class/grade	21 9.81%	95 44.39%	98 45.79%
	Pre-K/4 class/grade	1 0.36%	121 43.64%	154 53.80%
Table 10: Social Studies				
Objectives / Dimensions	Age or Class/Grade	No Evidence Yet	Emerging	Meets Program Expectations
29: Demonstrates knowledge about self	Birth to 1 year	4 57.14%	3 42.86%	
	1 to 2 years	16 45.71%	19 54.29%	
	2 to 3 years	4 4.60%	51 59.62%	32 36.78%
	Preschool 3 class/grade	2 0.93%	106 49.30%	107 49.77%
	Pre-K/4 class/grade	1 0.36%	113 40.94%	162 58.70%

30: Shows basic understanding of people and how they live	Birth to 1 year	82.50%	3	37.50%	
	1 to 2 years	74.29%	26	25.71%	
	2 to 3 years	16.09%	14	83.91%	22
	Preschool 3 class/grade	16.09%	15	83.91%	94
	Pre-K 4 class/grade	2.36%	10	97.64%	123
		3.62%	10	96.38%	44.57%
31: Explores change related to familiar people or places	Birth to 1 year	100%	7		
	1 to 2 years	85.71%	23	14.29%	15
	2 to 3 years	8.52%	8	91.48%	1788
	Preschool 3 class/grade	18.57%	18	81.43%	92
	Pre-K 4 class/grade	9.52%	9	90.48%	43.81%
		3.26%	9	96.74%	42.75%
32: Demonstrates simple geographic knowledge	Birth to 1 year	100%	7		
	1 to 2 years	71.43%	25	28.57%	15
	2 to 3 years	27.00%	23	73.00%	17.65%
	Preschool 3 class/grade	17.00%	17	83.00%	91
	Pre-K 4 class/grade	5.00%	5	95.00%	42.92%
		3.27%	5	96.73%	46.18%
Table 11: The Arts					
Objectives / Dimensions		No Evidence Yet	Emerging	Meets Program Expectations	
33: Explores the visual arts	Birth to 1 year	4	4		
	1 to 2 years	15	18		2.94%
	2 to 3 years	24.12%	51		38
	Preschool 3 class/grade	10	92		41.35%
		4.85%	42.79%		113
		31	109		164

[illegible]

PRESENTATION: HS/EHS

- Program Information Report (PIR)



Office of Head Start - Head Start Services Snapshot

PEOPLES EQUAL ACTION COMMUNITY & EFFORT (2024-2025)

This Head Start Services Snapshot summarizes key data on demographics and services for preschool-age children served by this grantee. The data in this Snapshot is a subset of the grantee's annual Program Information Report (PIR) submission to the Office of Head Start. The full set of PIR questions and information to access the whole PIR report can be found at <http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir>. Grantees that run both Head Start and Early Head Start programs report on each program separately.

General Information

Grantee Name: PEOPLES EQUAL ACTION COMMUNITY & EFFORT

Grantee Address: 217 South Salina Street, Suite 200
Syracuse, NY 13202-1503

Grantee Website Address: <http://www.peace-caa.org>

Grantee Phone: (315) 470-3300 - 703

Funded Enrollment

Number of enrollment slots the program is funded to serve.

	# of funded enrollment slots	% of funded enrollment slots
Total Funded Enrollment	746	100.0%

Funded Enrollment by Program Option

	# of funded enrollment slots	% of funded enrollment slots
Center-based	724	97.1%
Home-based	22	2.9%
Family Child Care	0	0%
Locally Designed	0	0%

Detail - Center-based Funded Enrollment

	# of center-based funded enrollment slots	% of center-based funded enrollment slots
Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	724	100.0%
Of these, the number that are available for the full-working-day and full-calendar-year	32	
Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0	0%
Of these, the number that are available for 3.5 hours per day for 128 days	0	
Of these, the number that are available for a full working day	0	

Total Cumulative Enrollment

Actual number of children and pregnant women served by the program throughout the entire program year, inclusive of enrollees who left during the program year and the enrollees who filled those empty places. Due to turnover, more children and families may receive Head Start services cumulatively throughout the program year (all of whom are reported in the PIR) than indicated by the funded enrollment numbers.

	# of participants	% of participants
Total Cumulative Enrollment	756	100.0%

Participants by Age

	# of participants	% of participants
1 Year Old	0	0%
2 Years Old	0	0%
3 Years Old	379	50.1%
4 Years Old	377	49.9%
5 Years Old	0	0%

Homelessness Services

	# of children	% of children
Total number of children experiencing homelessness that were served during the enrollment year	23	3.0%

Foster Care

	# of children	% of children
Total number of enrolled children who were in foster care at any point in the program year	42	5.6%

Prior Enrollment of Children

Children who were enrolled previously in Early Head Start, Head Start, or some combination for at least half of the time that classes or home visits were in session.

	# of children	% of children
The second year	184	24.3%
Three or more years	1	0.1%

Ethnicity And Race

	# of Hispanic or Latino Origin participants	% of Hispanic or Latino Origin participants	# of Non-Hispanic or Non-Latino Origin participants	% of Non-Hispanic or Non-Latino Origin participants
American Indian or Alaska Native	0	0%	13	1.7%
Asian	0	0%	48	6.3%
Black or African American	20	2.6%	352	46.6%
Native Hawaiian or Pacific Islander	1	0.1%	0	0%
White	57	7.5%	135	17.9%
Biracial or Multi-Racial	41	5.4%	89	11.8%
Other	0	0%	0	0%

	# of children / pregnant women	% of children / pregnant women
Unspecified ethnicity and race	0	0%

Primary Language of Family at Home

	# of children	% of children
English	609	80.6%
Of these, the number of children acquiring/learning another language in addition to English	16	
Spanish	30	4.0%
Central American, South American, or Mexican Languages	0	0%
Caribbean Languages	4	0.5%
Middle Eastern or South Asian Languages	64	8.5%
East Asian Languages	2	0.3%
Native North American or Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European or Slavic Languages	9	1.2%
African Languages	38	5.0%
American Sign Language	0	0%
Other Languages	0	0%
Unspecified Languages	0	0%

Health Services

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment)	# at Beginning of Enrollment Year	% at Beginning of Enrollment Year	# at End of Enrollment Year	% at End of Enrollment Year
Children with health insurance	752	99.5%	753	99.6%
Children with accessible health care	748	98.9%	752	99.5%
Children with up-to-date immunizations or all possible immunizations to date, or exempt	750	99.2%	743	98.3%
Children with accessible dental care	520	68.8%	579	76.6%

Disabilities Services

	# of children	% of children
Children with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services	183	24.2%

Family Services

	# of families	% of families
Total Number of Families	713	100.0%
Families Who Received at Least One Family Service	707	99.2%

Specific Services

	# of families	% of families
Emergency or Crisis Intervention	60	8.4%
Housing Assistance	12	1.7%
Asset Building Services	31	4.3%
Mental Health Services	90	12.6%
Substance Misuse Prevention	0	0%
Substance Misuse Treatment	0	0%
English as a Second Language (ESL) Training	4	0.6%
Assistance in enrolling into an education or job training program	30	4.2%
Research-based parenting curriculum	223	31.3%
Involvement in discussing their child's screening and assessment results and their child's progress	445	62.4%
Supporting transitions between programs	676	94.8%
Education on preventive medical and oral health	643	90.2%
Education on health and developmental consequences of tobacco product use	18	2.5%
Education on nutrition	186	26.1%
Education on postpartum care	8	1.1%
Education on relationship/marriage	64	9.0%
Assistance to families of incarcerated individuals	1	0.1%



Office of Head Start - Early Head Start Services Snapshot

PEOPLES EQUAL ACTION COMMUNITY & EFFORT (2024-2025)

This Early Head Start Services Snapshot summarizes key data on demographics and services for infants, toddlers, and pregnant women (if applicable) served by this grantee. The data in this Snapshot is a subset of the grantee's annual Program Information Report (PIR) submission to the Office of Head Start. The full set of PIR questions and information to access the whole PIR report can be found at <http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir>. Grantees that run both Head Start and Early Head Start programs report on each program separately.

General Information

Grantee Name: PEOPLES EQUAL ACTION COMMUNITY & EFFORT

Grantee Address: 217 South Salina Street, Suite 200
Syracuse, NY 13202-1503

Grantee Website Address: <http://www.peace-caa.org>

Grantee Phone: (315) 470-3300 - 703

Funded Enrollment

Number of enrollment slots the program is funded to serve.

	# of funded enrollment slots	% of funded enrollment slots
Total Funded Enrollment	172	100.0%

Funded Enrollment by Program Option

	# of funded enrollment slots	% of funded enrollment slots
Center-based	85	49.4%
Home-based	87	50.6%
Family Child Care	0	0%
Locally Designed	0	0%
Total Funded Pregnant Women	0	0%

Detail - Center-based Funded Enrollment

	# of center-based funded enrollment slots	% of center-based funded enrollment slots
Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	85	100.0%
Of these, the number that are available for the full-working-day and full-calendar-year	21	
Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0	0%
Of these, the number that are available for 3.5 hours per day for 128 days	0	
Of these, the number that are available for a full working day	0	

Total Cumulative Enrollment

Actual number of children and pregnant women served by the program throughout the entire program year, inclusive of enrollees who left during the program year and the enrollees who filled those empty places. Due to turnover, more children and families may receive Head Start services cumulatively throughout the program year (all of whom are reported in the PIR) than indicated by the funded enrollment numbers.

	# of participants	% of participants
Total Cumulative Enrollment	208	100.0%
Children Total Cumulative Enrollment	198	95.2%
Pregnant Women Total Cumulative Enrollment	10	4.8%

Participants by Age

	# of participants	% of participants
Under 1 Year Old	42	20.2%
1 Year Old	60	28.8%
2 Years Old	93	44.7%
3 Years Old	3	1.4%
Pregnant Women	10	4.8%

Homelessness Services

	# of children	% of children
Total number of children experiencing homelessness that were served during the enrollment year	14	7.1%

Foster Care

	# of children	% of children
Total number of enrolled children who were in foster care at any point in the program year	16	8.1%

Prior Enrollment of Children

Children who were enrolled previously in Early Head Start, for at least half of the time that classes or home visits were in session.

	# of children	% of children
The second year	51	25.8%
Three or more years	13	6.6%

Ethnicity And Race

	# of Hispanic or Latino Origin participants	% of Hispanic or Latino Origin participants	# of Non-Hispanic or Non-Latino Origin participants	% of Non-Hispanic or Non-Latino Origin participants
American Indian or Alaska Native	0	0%	2	1.0%
Asian	0	0%	9	4.3%
Black or African American	3	1.4%	116	55.8%
Native Hawaiian or Pacific Islander	0	0%	0	0%
White	13	6.2%	30	14.4%
Biracial or Multi-Racial	13	6.2%	22	10.6%
Other	0	0%	0	0%

	# of children / pregnant women	% of children / pregnant women
Unspecified ethnicity and race	0	0%

Primary Language of Family at Home

	# of children	% of children
English	186	89.4%
Of these, the number of children acquiring/learning another language in addition to English	2	
Spanish	4	1.9%
Central American, South American, or Mexican Languages	0	0%
Caribbean Languages	2	1.0%
Middle Eastern or South Asian Languages	8	3.8%
East Asian Languages	1	0.5%
Native North American or Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European or Slavic Languages	4	1.9%
African Languages	3	1.4%
American Sign Language	0	0%
Other Languages	0	0%
Unspecified Languages	0	0%

Health Services

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment)	# at Beginning of Enrollment Year	% at Beginning of Enrollment Year	# at End of Enrollment Year	% at End of Enrollment Year
Children with health insurance	197	99.5%	198	100.0%
Children with accessible health care	198	100.0%	198	100.0%
Children with up-to-date immunizations or all possible immunizations to date, or exempt	198	100.0%	197	99.5%
Children with accessible dental care	82	41.4%	121	61.1%

Disabilities Services

	# of children	% of children
Children with an Individualized Family Service Plan (IFSP), indicating they were determined eligible to receive early intervention services	30	15.2%

Family Services

	# of families	% of families
Total Number of Families	179	100.0%

	# of families	% of families
Families Who Received at Least One Family Service	170	95.0%

Specific Services

	# of families	% of families
Emergency or Crisis Intervention	31	17.3%
Housing Assistance	8	4.5%
Asset Building Services	17	9.5%
Mental Health Services	45	25.1%
Substance Misuse Prevention	1	0.6%
Substance Misuse Treatment	0	0%
English as a Second Language (ESL) Training	5	2.8%
Assistance in enrolling into an education or job training program	4	2.2%
Research-based parenting curriculum	65	36.3%
Involvement in discussing their child's screening and assessment results and their child's progress	96	53.6%
Supporting transitions between programs	154	86.0%
Education on preventive medical and oral health	141	78.8%
Education on health and developmental consequences of tobacco product use	7	3.9%
Education on nutrition	31	17.3%
Education on postpartum care	11	6.1%
Education on relationship/marriage	15	8.4%
Assistance to families of incarcerated individuals	0	0%



2024-2025 EARLY HEAD START PROGRAM INFORMATION REPORT

02CH013040-200 People's Equal Action and Community Effort, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	02CH013040
Program Number	200
Program Type	Early Head Start
Program Name	People's Equal Action and Community Effort, Inc.
Program Address	217 South Salina Street, Suite 200
Program City, State, Zip Code (5+4)	Syracuse, NY, 13202-1503
Program Phone Number	(315) 470 3300 - 703
Head Start or Early Head Start Director Name	Ms. Rebecca Frank
Head Start or Early Head Start Director Email	rfrank@peace-caa.org
Agency Email	rheberle@peace-caa.org
Agency Web Site Address	http://www.peace-caa.org
Name and Title of Approving Official	Hon. James Cecile, President, Board of Directors
Unique Entity Identifier (UEI)	SMRAKMWJLL59
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children / pregnant women
A.1 Funded Enrollment:	172
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	172
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	85
1. Of these, the number that are available for the full-working-day	0
2. Of these, the number that are available for the full-calendar-year	64
3. Of these, the number that are available for the full-working-day and full-calendar-year	21
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	87
A.4 Family child care option	0
A.5 Locally designed option	0

	# of pregnant women slots
A.6 Pregnant women slots	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	85
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	13
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children
A.10 Children by age:	
a. Under 1 year	42
b. 1 year old	60
c. 2 years old	93
d. 3 years old	3
g. Total cumulative enrollment of children	198

Pregnant women (EHS programs)

	# of pregnant women
A.11 Cumulative enrollment of pregnant women	10

Total cumulative enrollment

	# of children / pregnant women
A.12 Total cumulative enrollment	208

Primary type of documentation used for determining eligibility

	# of children / pregnant women
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	35
b. Public assistance*	134
1. TANF documentation	17
2. SSI documentation	6
3. SNAP documentation	105
c. Foster care	14
d. Homeless	14

e. Eligibility based on other type of need, but not counted in A.13.a through d	# of children / pregnant women 8
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	# of children / pregnant women 3
A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all children in their area that would be eligible under A.13.a to A.13.d are being served. These children were next on the ranked waiting list in the geographical area they attend, also this category is used to bring in children with disabilities.	

Prior enrollment

A.15 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	51
b. Three or more years	13

Transition and turnover

A.18 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	# of children 76
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	14
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	42
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	27
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	12
3. Of the infants and toddlers who aged out of Early Head Start, the number who did not enter another early childhood program	3
A.19 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	# of pregnant women 1
A.20 Number of pregnant women receiving Early Head Start services at the time their infant was born	6
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	5
b. Of the pregnant women enrolled when their infant was born, the number whose infant was not subsequently enrolled in the program	1

Attendance

A.22 The total number of children cumulatively enrolled in the center-based or family child care program option	# of children 138
a. Of these children, the number of children that were chronically absent	96
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	57

A.23 Comments on children that were chronically absent:
Regular childhood illness and COVID contributed to high numbers of chronically absent children.

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

Ethnicity and race

	# of children / pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	2
b. Asian	0	9
c. Black or African American	3	116
d. Native Hawaiian or other Pacific Islander	0	0
e. White	13	30
f. Bi-racial/Multi-racial	13	22
g. Other	0	0
h. Unspecified ethnicity or race		
		# of children / pregnant women
		0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	186
1. Of these, the number of children acquiring/learning another language in addition to English	2
b. Spanish	4
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	2
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	8
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	4
j. African Languages (e.g., Swahili, Wolof)	3
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0

m. Unspecified (language is not known or parents declined identifying the home language)	0
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Dual language learners

A.27 Total number of Dual Language Learners	# of children 24
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Transportation

A.28 Number of children for whom transportation is provided to and from classes	# of children 0
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RECORD KEEPING

Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.
Name/title
GoEngage

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	112	22
a. Of these, the number who are current or former Head Start or Early Head Start parents	32	1

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	264
a. Of these, the number who are current or former Head Start or Early Head Start parents	215

EDUCATION AND CHILD DEVELOPMENT STAFF

Infant and toddler classroom teachers (EHS and Migrant programs)

	# of classroom teachers
B.6 Total number of infant and toddler classroom teachers	26

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
a. An advanced degree in:	
1. Early childhood education with a focus on infant and toddler development or	
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	1

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
b. A baccalaureate degree in:	
1. Early childhood education with a focus on infant and toddler development or	
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	3

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
c. An associate degree in:	
1. Early childhood education with a focus on infant and toddler development or	
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	10

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	12
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	12

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
e. None of the qualifications listed in B.6.a through B.6.d	0

	# of classroom teachers
B.7 Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	0
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	0

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	10
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	10
1. Of these, the number of home visitors that hold a baccalaureate or advanced degree	8
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
1. Of these, the number of family child care providers that hold a baccalaureate or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0

	# of child development specialists
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	8
d. Native Hawaiian or other Pacific Islander	1	0
e. White	1	25
f. Biracial/Multi-racial	0	1
g. Other	0	0

	# of non-supervisory education and child development staff
h. Unspecified ethnicity or race	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	2
a. Of these, the number who are proficient in more than one language other than English	1

	# of non-supervisory education and child development staff
B.15 Language groups in which staff are proficient:	
a. Spanish	1
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	1
i. African Languages (e.g., Swahili, Wolof)	1
j. American Sign Language	1
k. Other	0

I. Unspecified (language is not known or staff declined identifying the language)	0
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STAFF TURNOVER

All staff turnover

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	25	2
a. Of these, the number who were replaced	24	1

Education and child development staff turnover

	# of staff
B.17 The number of classroom teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	8
a. Of these, the number who were replaced	7
b. Of these, the number who left while classes and home visits were in session	6
c. Of these, the number that were classroom teachers who left the program	4

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	8
1. Specify: not provided	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	4

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	197	198
a. Of these, the number enrolled in Medicaid and/or CHIP	195	195
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	2	3
C.2 Number of children with no health insurance	1	0

Health insurance - pregnant women (EHS programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	10	10
a. Of these, the number enrolled in Medicaid	10	10
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	0	0
C.4 Number of pregnant women with no health insurance	0	0

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	198	198
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	13	14

Accessible health care - pregnant women (EHS Programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.6 Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	7	7

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	198	119
C.8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		# of children 60
a. Of these, the number who received medical treatment for their diagnosed chronic health condition		57
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:		# of children
1. No medical treatment needed		3
2. No health insurance		0
3. Parents did not keep/make appointment		0
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		0
C.9 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:		# of children
a. Autism spectrum disorder (ASD)		2
b. Attention deficit hyperactivity disorder (ADHD)		0
c. Asthma		11
d. Seizures		0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)		2
f. Hearing Problems		3
g. Vision Problems		4
h. Blood lead level test with elevated lead levels >5 g/dL		2
i. Diabetes		0

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	197	192
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	4
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

Medical and wellbeing services – pregnant women (EHS programs)

	# of pregnant women
C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	5
b. Postpartum health care	7
c. Scheduled a newborn visit within two weeks after the infant's birth	5
d. A professional oral health assessment, examination, and/or treatment	0
e. Mental health interventions and follow up	4
f. Education on fetal development	9
g. Education on the benefits of breastfeeding	8
h. Education on the importance of nutrition	10
i. Education on infant care and safe sleep practices	9
j. Education on the risks of alcohol, drugs, and/or smoking	7
k. Facilitating access to substance abuse treatment (i.e., alcohol, drugs, and/or smoking)	0

Prenatal health – pregnant women (EHS programs)

	# of pregnant women
C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	1
b. 2nd trimester (3-6 months)	5
c. 3rd trimester (6-9 months)	4
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	5

Newborn visit - pregnant women(EHS programs)

	# of pregnant women
C.17 Indicate the number of pregnant women that received a newborn visit	
a. Within two weeks after the infant's birth	10
b. Between two to six weeks after the infant's birth	0
c. After six weeks following the infant's birth	0

ORAL HEALTH

Accessible dental care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.18 Number of children with continuous, accessible oral care provided by an oral health care professional which includes access to oral health preventive care and oral treatment	82	121

	# of children
C.19 Number of children who received oral health preventive care during the program year	63
C.20 Number of all children who have completed a professional oral examination during the program year	72
a. Of these, the number of children diagnosed as needing oral treatment during the program year	4
1. Of these, the number of children who received oral treatment during the program year	0
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover oral treatment	0
2. No oral care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3- to 5-year-old children	0
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	2
7. Children left the program before their appointment date	0
8. Appointment is scheduled for future date	2
9. No transportation	0
10. Other	0

Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	36
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	7

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	8
a. Of these, the number who received an evaluation to determine IDEA eligibility	2
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	2
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	6

	# of children
C.23 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	2
c. Evaluation is pending and not yet completed by responsible agency	3
d. Other	0

Infant and toddler Part C early intervention services (EHS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the IDEA	30
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to this program year	24
2. During this enrollment year	6
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.27 Number of all newly enrolled children since last year's PIR was reported	106
C.28 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	68
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	5
C.29 The instrument(s) used by the program for developmental screening	
ASQ (all editions)	

General Comments

The children that missed their screening within 45 days weren't present enough to be screened before they left the program or dropped before the screening deadline.

Assessment

C.30 Approach or tool(s) used by the program to support ongoing child assessment
Teaching Strategies GOLD Online

Curriculum

C.31 Curriculum used by the program:
a. For center-based services
Creative Curriculum (Infant & Toddler)
c. For home-based services
Parents as Teachers
d. For pregnant women services
Born To Learn (Parents As Teachers)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
Conscious Discipline Parenting Curriculum

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.32 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
C.33 If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	
Name/title	
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)	
The Early Childhood or Infant/Toddler Environment Rating Scale-Revised (ECERS-R or ITERS-R)	
b. Home-based settings	
Name/title	
HOVRS-Adapted and Extended (HOVRS-A+)	

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.34 Total number of families:	179
a. Of these, the number of two-parent families	48
b. Of these, the number of single-parent families	131
C.35 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	171
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	122
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	3
b. Grandparents	4
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	3
e. Other	0

Parent/guardian education

	# of families at enrollment
C.36 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	20
b. An associate degree, vocational school, or some college	51
c. A high school graduate or GED	78
d. Less than high school graduate	29

Employment, Job Training, and School

	# of families at enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	129
1. Of these families, the number in which one or more parent/guardian is employed	115
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	2
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	21
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	49

	# of families at end of enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	134
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	124
2. Of these families, the number of families that were also counted in C.37.b (as having not been employed, in job training, or in school at enrollment)	10
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	44
1. Of these families, the number of families that were also counted in C.37.a	5
2. Of these families, the number of families that were also counted in C.37.b	39

	# of families at enrollment
C.39 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	0

Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	27	31
C.41 Total number of families receiving Supplemental Security Income (SSI)	22	23
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	148	148
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	121	108

Family services

	# of families
C.44 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	31
b. Housing assistance (e.g., subsidies, utilities, repairs)	8
c. Asset building services (e.g., financial education, debt counseling)	17
d. Mental health services	45
e. Substance misuse prevention	1
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	5
h. Assistance in enrolling into an education or job training program	4
i. Research-based parenting curriculum	65
j. Involvement in discussing their child's screening and assessment results and their child's progress	96
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	154
l. Education on preventive medical and oral health	141
m. Education on health and developmental consequences of tobacco product use	7
n. Education on nutrition	31
o. Education on postpartum care (e.g., breastfeeding support)	11
p. Education on relationship/marriage	15
q. Assistance to families of incarcerated individuals	0
C.45 Of these, the number of families who were counted in at least one of the services listed above	170

Father engagement

	# of father/ father figures
C.46 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	0
b. Family goal setting	10
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	47
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	0

Homelessness services

	# of families
C.47 Total number of families experiencing homelessness that were served during the enrollment year	12
	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	14

	# of families
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	2

Foster care and child welfare

	# of children
C.50 Total number of enrolled children who were in foster care at any point during the program year	16
C.51 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	36

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	25082766756
Last Update Date	08/27/2025



2024-2025 HEAD START PROGRAM INFORMATION REPORT

02CH013040-000 People's Equal Action and Community Effort, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	02CH013040
Program Number	000
Program Type	Head Start
Program Name	People's Equal Action and Community Effort, Inc.
Program Address	217 South Salina Street, Suite 200
Program City, State, Zip Code (5+4)	Syracuse, NY, 13202-1503
Program Phone Number	(315) 470 3300 - 703
Head Start or Early Head Start Director Name	Ms. Rebecca Frank
Head Start or Early Head Start Director Email	rfrank@peace-caa.org
Agency Email	rfrank@peace-caa.org
Agency Web Site Address	http://www.peace-caa.org
Name and Title of Approving Official	Hon. James Cecile, President, Board of Directors
Unique Entity Identifier (UEI)	SMRAKMWJLL59
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	746
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	746
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	724
1. Of these, the number that are available for the full-working-day	42
2. Of these, the number that are available for the full-calendar-year	32
3. Of these, the number that are available for the full-working-day and full-calendar-year	32
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	22
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	724
a. Of these, the total number of slots at a child care partner	86
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	86

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	49
a. Of these, the number of double session classes	4

CUMULATIVE ENROLLMENT

Children by age

	# of children
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	379
e. 4 years old	377
f. 5 years and older	0
g. Total cumulative enrollment of children	756

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	756

Primary type of documentation used for determining eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	126
b. Public assistance*	477
1. TANF documentation	53
2. SSI documentation	9
3. SNAP documentation	415
c. Foster care	34
d. Homeless	14
e. Eligibility based on other type of need, but not counted in A.13.a through d	69
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	36

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all children in their area that would be eligible under A.13.a to A.13.d are being served.	
These children were next on the ranked waiting list for their geographical area, also some of these children were children with disabilities	

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	184
b. Three or more years	1

Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	123
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	41
	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	327

Attendance

	# of children
A.22 The total number of children cumulatively enrolled in the center-based or family child care program option	738
a. Of these children, the number of children that were chronically absent	486
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	419
A.23 Comments on children that were chronically absent:	
Covid and other childhood illnesses kept children out longer and a very cold and snowy winter.	

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

Ethnicity and race

# of children	
(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin

A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	13
b. Asian	0	48
c. Black or African American	20	352
d. Native Hawaiian or other Pacific Islander	1	0
e. White	57	135
f. Bi-racial/Multi-racial	41	89
g. Other	0	0

	# of children / pregnant women
h. Unspecified ethnicity or race	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	609
1. Of these, the number of children acquiring/learning another language in addition to English	16
b. Spanish	30
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	4
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	64
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	2
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	9
j. African Languages (e.g., Swahili, Wolof)	38
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	163

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	54

RECORD KEEPING

Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.

Name/title

MyHeadStart

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	211	47
a. Of these, the number who are current or former Head Start or Early Head Start parents	56	8

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	1,269
a. Of these, the number who are current or former Head Start or Early Head Start parents	974

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) # of classroom teachers	(2) # of assistant teachers
B.3 Total number of preschool education and child development staff by position	47	47

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
a. An advanced degree in:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children or	20	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
b. A baccalaureate degree in one of the following:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or		
3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam	12	5

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education		
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	11	22

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	4	16
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	1	5

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	4

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	15
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	10

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	4
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	1

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	6
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	6
1. Of these, the number of home visitors that hold a baccalaureate or advanced degree	3
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
1. Of these, the number of family child care providers that hold a baccalaureate or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	2
b. Asian	0	4
c. Black or African American	0	24
d. Native Hawaiian or other Pacific Islander	0	0
e. White	3	60
f. Biracial/Multi-racial	1	6
g. Other	0	0

	# of non-supervisory education and child development staff
h. Unspecified ethnicity or race	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	16
a. Of these, the number who are proficient in more than one language other than English	3
B.15 Language groups in which staff are proficient:	# of non-supervisory education and child development staff
a. Spanish	2
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	1
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	5
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	1
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	2
i. African Languages (e.g., Swahili, Wolof)	5
j. American Sign Language	3
k. Other	0
l. Unspecified (language is not known or staff declined identifying the language)	0

STAFF TURNOVER

All staff turnover

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	40	3
a. Of these, the number who were replaced	27	3

Education and child development staff turnover

	# of staff
B.17 The number of classroom teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	18

	# of staff
a. Of these, the number who were replaced	7
b. Of these, the number who left while classes and home visits were in session	7
c. Of these, the number that were classroom teachers who left the program	7

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	4
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	1
c. Involuntary separation	3
d. Other (e.g., change in job field, reason not provided)	10
1. Specify: childcare, job abandonment, return to school, reason not provided	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	2

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	752	753
a. Of these, the number enrolled in Medicaid and/or CHIP	715	715
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	37	38
C.2 Number of children with no health insurance	4	3

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	748	752
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	105	106

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	754	585
C.8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		# of children 257
a. Of these, the number who received medical treatment for their diagnosed chronic health condition		249
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:		# of children
1. No medical treatment needed		6
2. No health insurance		0
3. Parents did not keep/make appointment		0
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		1

1. Specify:	being evaluated
-------------	-----------------

C.9 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	11
b. Attention deficit hyperactivity disorder (ADHD)	2
c. Asthma	61
d. Seizures	5
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	31
f. Hearing Problems	11
g. Vision Problems	34
h. Blood lead level test with elevated lead levels >5 g/dL	19
i. Diabetes	1

Body Mass Index (BMI) – children (HS and Migrant programs)

	# of children at enrollment
C.10 Number of children who are in the following weight categories according to the 2022 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	96
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	195
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	308
d. Obese (BMI at or above 95th percentile for child's age and sex)	157

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	735	734
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	13	7
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	2	2

ORAL HEALTH

Accessible dental care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.18 Number of children with continuous, accessible oral care provided by an oral health care professional which includes access to oral health preventive care and oral treatment	520	579

	# of children
C.19 Number of children who received oral health preventive care during the program year	376
C.20 Number of all children who have completed a professional oral examination during the program year	387
a. Of these, the number of children diagnosed as needing oral treatment during the program year	100
1. Of these, the number of children who received oral treatment during the program year	23
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover oral treatment	0
2. No oral care available in local area	0
3. Medicaid not accepted by dentist	2
4. Dentists in the area do not treat 3- to 5-year-old children	2
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	34
7. Children left the program before their appointment date	3
8. Appointment is scheduled for future date	31
9. No transportation	0
10. Other	0

Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	53
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	13

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	51
a. Of these, the number who received an evaluation to determine IDEA eligibility	41
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	41
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0

	# of children
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	10

	# of children
C.23 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	5
d. Other	5
1. Specify:	Dropped from program, moved out of state, paperwork not completed by parent

Preschool disabilities services (HS and Migrant programs)

	# of children
C.24 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	183
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	108
2. During this program year	75
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.26 Diagnosed primary disability:		
a. Health impairment (i.e., meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	0	0
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	5	5
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	178	17
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.27 Number of all newly enrolled children since last year's PIR was reported	533
C.28 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	435
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	53

C.29 The instrument(s) used by the program for developmental screening
Name/title
ASQ (all editions)
DECA

Assessment

C.30 Approach or tool(s) used by the program to support ongoing child assessment
Name/title
Teaching Strategies GOLD Online

Curriculum

C.31 Curriculum used by the program:
a. For center-based services
Name/title
Creative Curriculum (PreSchool)
CKLA
c. For home-based services
Name/title
Born to Learn (Parents As Teachers)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
Name/title
Conscious Discipline Parenting Curriculum

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.32 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
C.33 If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	
Name/title	
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)	
b. Home-based settings	
Name/title	
Home Visiting Rating-Scales (HOVRS)	

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.34 Total number of families:	713
a. Of these, the number of two-parent families	266
b. Of these, the number of single-parent families	447
C.35 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	687
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	410
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	21
b. Grandparents	13
c. Relative(s) other than grandparents	7
d. Foster parent(s) not including relatives	6
e. Other	0

Parent/guardian education

	# of families at enrollment
C.36 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	60
b. An associate degree, vocational school, or some college	210
c. A high school graduate or GED	325
d. Less than high school graduate	117

Employment, Job Training, and School

	# of families at enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	539
1. Of these families, the number in which one or more parent/guardian is employed	510
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	8
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	48
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	173

	# of families at end of enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	547
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	535
2. Of these families, the number of families that were also counted in C.37.b (as having not been employed, in job training, or in school at enrollment)	12
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	165
1. Of these families, the number of families that were also counted in C.37.a	4
2. Of these families, the number of families that were also counted in C.37.b	161

	# of families at enrollment
C.39 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	1

Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	89	92
C.41 Total number of families receiving Supplemental Security Income (SSI)	50	52
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	419	419
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	456	448

Family services

	# of families
C.44 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	60
b. Housing assistance (e.g., subsidies, utilities, repairs)	12
c. Asset building services (e.g., financial education, debt counseling)	31
d. Mental health services	90
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	4
h. Assistance in enrolling into an education or job training program	30
i. Research-based parenting curriculum	223
j. Involvement in discussing their child's screening and assessment results and their child's progress	445
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	676
l. Education on preventive medical and oral health	643
m. Education on health and developmental consequences of tobacco product use	18
n. Education on nutrition	186
o. Education on postpartum care (e.g., breastfeeding support)	8
p. Education on relationship/marriage	64
q. Assistance to families of incarcerated individuals	1
C.45 Of these, the number of families who were counted in at least one of the services listed above	707

Father engagement

	# of father/ father figures
C.46 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	1
b. Family goal setting	72
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	128
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	3

Homelessness services

	# of families
C.47 Total number of families experiencing homelessness that were served during the enrollment year	23
	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	23

	# of families
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	6

Foster care and child welfare

	# of children
C.50 Total number of enrolled children who were in foster care at any point during the program year	42
C.51 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	259

D. GRANT LEVEL QUESTIONS

INTENSIVE COACHING

	# of education and child development staff
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	13
	# of coaches
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	5

MANAGEMENT STAFF SALARIES

	(3) Number of Management Staff in this Position
D.3 Management staff:	
a. Executive Director	1
b. Head Start and/or Early Head Start Director	1
c. Education Manager/Coordinator	1
d. Health Services Manager/Coordinator	1
e. Family & Community Partnerships Manager/Coordinator	1
f. Disability Services Manager/Coordinator	1
g. Fiscal Officer	1

FAMILY SERVICES STAFF QUALIFICATIONS

	# of family services staff
D.5 Total number of family services staff:	32
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	28
b. Of these, the number that do not meet one of the qualifications described in D.5.a	4
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	4
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

FORMAL AGREEMENTS FOR COLLABORATION

	# of partners or agencies
D.6 Total number of child care partners in which a formal agreement was in effect	5
D.7 Total number of LEAs in the service area	18
a. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate services for children with disabilities	18
b. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate transition services	18
D.8 Total number of Part C agencies in the service area	1
a. Of these, the total number of Part C agencies in which a formal agreement was in effect to coordinate services for children with disabilities	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	25082766753
Last Update Date	08/27/2025

Current Grants Summary Report

2025 Grants Spreadsheet

Grants Submitted or In Process of Formal Contracting

Name	Funding Source	Program	Status	Submission Date	Award Date	Request Amount	Grant Amount	Grant Year Start	Grant Year End
ECCPP Micron Technology - Green Chips Act	Micron Technology - Green Chips Act	Family Services	LOI Submitted	1/15/2025		\$ 200,000			
BBBS Events & Passes (youth under 12)	Jim and Juli Boeheim Foundation	BBBS	Submitted	10/17/2025		\$ 5,000			
United Way of CNY	United Way of CNY	BBBS	Submitted	9/25/2025		\$ 15,000		1/1/2026	12/31/2027
United Way of CNY	United Way of CNY	FTP	Submitted	9/25/2025		\$ 100,000		1/1/2026	12/31/2027
BBBS 2026 Oswego School Based Program	Oswego County - Youth Bureau	BBBS	Awarded	8/21/2025	9/30/2025	\$ 10,000	\$ 10,000	1/1/2026	9/30/2026
BBBS Program Assistant & other	Onondaga County - Youth Bureau	BBBS	Awarded	8/1/2025	10/16/2025	\$ 50,000	\$ 50,000	10/1/2025	9/30/2025
EISEP at County West	Onondaga County - Department of Adult & Long Term Services	FRC, FGP	Awarded	3/27/2024	5/10/2024	\$ 164,000	\$ 164,000	4/1/2025	3/31/2026
						\$ 544,000	\$ 224,000		

Active Grants with Fully Executed Contracts

Name	Funding Source	Program	Status	Submission Date	Award Date	Request Amount	Grant Amount	Grant Year Start	Grant Year End
FGP Literacy Training	Literacy Coalition of CNY	FGP	Awarded	2/14/2025	3/1/2025	\$ 3,000	\$ 3,000	3/13/2025	12/1/2025
SSFRC - Save the Rain Program	Onondaga County - Dept of Water Environment Protection	Facilities	Awarded	12/17/2021	3/28/2023	\$ 82,676	\$ 50,800	5/1/2023	4/30/2033
FTP Tech upgrades	Allyn Foundation	FTP	Awarded	8/20/2025	9/22/2025	\$ 50,000	\$ 50,000	10/1/2025	9/30/2026
Eastwood Facility Improvements	Onondaga County - Department of Adult & Long Term Services	Facilities	Closing out	5/18/2025	7/28/2025	\$ 11,957	\$ 11,957	8/1/2025	10/31/2025
National Grid Homes & Health	National Grid	DEHS, FRC	Awarded	3/26/2025	4/1/2025	\$ 50,000	\$ 50,000	9/1/2025	8/30/2026
Overcoming Weatherization Barriers CDBG PY51	City of Syracuse NBD - CDBG	DEHS	Awarded	10/25/2024	6/12/2025	\$ 159,971	\$ 63,352	5/1/2025	1/1/2025
United Way of Central New York 2025	United Way of CNY	BBBS	Awarded	8/11/2023	12/31/2024	\$ 11,000	\$ 11,000	1/1/2025	12/31/2026
United Way of Central New York 2025	United Way of CNY	Free Tax Prep	Awarded	8/11/2023	12/31/2024	\$ 101,800	\$ 101,800	1/1/2025	12/31/2026
Project Connections at ESFRC 2024 - 2028	OPWDD	ESFRC	Awarded	9/8/2023	9/8/2023	\$ 448,871	\$ 448,871	1/1/2024	12/31/2028

Active Grants with Fully Executed Contracts

Name	Funding Source	Program	Status	Submission Date	Award Date	Request Amount	Grant Amount	Grant Year Start	Grant Year End
Alternative Learning Site at ESFR 2023-2026	Syracuse City School District	Family Services Free Tax Prep	Awarded	8/11/2023	10/3/2023	\$ 100,000	\$ 384,341	9/1/2023	6/30/2026
Free Tax Prep 2025-2026	Key Bank Foundation	BBBS	Awarded	5/7/2025	6/13/2025	\$ 18,000	\$ 20,000	7/1/2025	1/1/2025
BBBS Mentor Managers & Supplies	Broadview Federal Credit Union	BBBS	Awarded	7/14/2025	7/31/2025	\$ 10,000	\$ 10,000	10/1/2025	9/30/2026
BBBS Onondaga County	Lockheed Martin Employees Federated Fund	BBBS	Awarded	5/19/2025	7/7/2025	\$ 3,500	\$ 3,500	7/1/2025	6/30/2026
DOT Foods Thanksgiving meals	DOT Foods	Family Services	Awarded	9/25/2025	10/1/2025	\$ 2,100	\$ 2,100	10/3/2025	8/29/2026
Champions of Diversity Event Sponsorship	DOT Foods	Community Engagement	Awarded	3/1/2025	4/23/2025	\$ 2,500	\$ 2,500	4/23/2025	4/22/2026
Community Conversations	SOFA	Community Engagement	Closing out	8/1/2025	8/6/2025	\$ 2,000	\$ 2,100	8/6/2025	11/15/2025
Whole Family Community Conversations	FOCUS Greater Syracuse	Community Engagement	Closing out	5/22/2024	7/11/2025	\$ 6,940	\$ 6,500	1/1/2025	1/1/2026
Snow Foundation Memorial Trust	Snow Foundation Memorial Trust	Facilities	Awarded	1/31/2025	6/21/2025	\$ 20,000	\$ 20,000	6/21/2025	1/1/2025
FRC Food Pantries	Food Bank of CNY - HPNAP	Family Services	Awarded	6/13/2025	7/14/2025	\$ 91,639	\$ 30,600	7/1/2025	5/31/2026
WSFRC Capital Improvement	DASNY - NICIP	Maintenance	Awarded	12/15/2023	7/8/2024	\$ 434,000	\$ 410,000	1/13/2025	12/1/2026
Vehicles through DASNY-CREST	State Senator John W. Mannion	Nutrition, Maintenance	Awarded	7/21/2023	11/26/2024	\$ 250,000	\$ 249,675	4/24/2025	12/5/2026
Reentry Program Y2 2024-2026	Mother Cabrini Health Foundation	Family Services	Awarded	4/19/2024	9/25/2024	\$ 150,000	\$ 150,000	10/1/2025	9/30/2026
Reentry Program Y1 2024-2026	Mother Cabrini Health Foundation	Family Services	Closing out	4/19/2024	9/25/2024	\$ 150,000	\$ 150,000	10/1/2024	9/30/2025
Agency Capacity Building	Kresge Foundation	Agencywide	Closing out	7/8/2024	9/3/2024	\$ 100,000	\$ 100,000	7/1/2024	9/30/2025
OCFS TM12133 - Free Tax Prep	Assemblymember Pamela J. Hunter	Free Tax Prep	Awarded	2/1/2024	7/31/2024	\$ 25,000	\$ 25,000	10/1/2025	9/30/2026
Early Childhood Career Pathways	Micron Technology	Family Services	Closing out	1/2/2024	1/1/2024	\$ 200,000	\$ 200,000	4/1/2024	3/31/2025
						\$2,484,954	\$ 2,557,096		

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Name	Funding Source	Program	Status	Submission Date	Award Date	Request Amount	Grant Amount	Grant Year Start	Grant Year End
Renew Americas NonProfits - GJCNY	GJCNY	Facilities	Closed out	3/15/2025		200,000			
Early Childhood Career Pathways - AEI	Onondaga County - AEI	Family Services	Closed out	2/15/2024	4/18/2024	84,878	84,878	6/1/2024	5/31/2025
Canal Day	Dicks Sporting Goods	BBBS	Declined	1/27/2025		1,500			
Vera House Collaboration	OVW	Family Services	Closed out	4/1/2022	9/23/2022	120,003	120,003	10/1/2022	9/30/2025
Office of Head Start - HS Nutrition One Time Funding	DHHS	HS/EHS & Nutrition	Declined	8/18/2025		110,000			
BBBS Oswego 2025 School Based Program	Oswego County - Youth Bureau	BBBS	Closed out	9/6/2024	10/20/2024	10,000	10,000	1/1/2025	9/30/2026
NYS Fair Cares for FRC	NYS Fair Care Program	FRC & FTP	Closed out	6/24/2025	7/30/2025	40	40	9/1/2025	1/1/2025
ESFRC Capital Improvement	Micron Technology - Green Chips Act	Facilities	Declined	1/27/2025		200,000			
ESFRC Health Fair	Central New York Community Foundation	Family Services	Closed out	5/5/2025	5/8/2024	500	500	5/1/2025	11/1/2025
Early Childhood Career Pathways	Central New York Community Foundation	Family Services	Closed out	3/8/2024	7/8/2024	55,000	55,000	7/1/2024	1/1/2025
Free Tax Prep Super Saturday 2025	Key Bank Foundation	Free Tax Prep	Closed out	2/4/2025	2/21/2025	3,000	3,000	2/1/2025	6/30/2025
Free Tax Prep Super Saturday 2024	Key Bank Foundation	Free Tax Prep	Closed out	1/17/2024	1/18/2024	2,500	2,500	1/18/2024	6/30/2024
Free Tax Prep 2023	Key Bank Foundation	Free Tax Prep	Closed out	8/13/2023	9/28/2023	20,000	20,000	1/1/2024	1/1/2025
Free Tax Prep operations 2024-2025	Dorothy & Marshall Reisman Foundation	Free Tax Prep	Closed out	10/25/2024	12/4/2024	25,000	25,000	11/1/2024	10/31/2025
Free Tax Prep	Berkshire Hathaway Bank Foundation	Free Tax Prep	Closed out	10/15/2024	11/4/2024	5,000	3,000	11/1/2024	10/31/2025
Whole Family Summit	FOCUS Greater Syracuse	Community Engagement	Closed out	9/29/2024	9/30/2024	12,825	12,825	9/9/2024	1/30/2025
Back Pack Giveaway 2025 WSFRC	M&T Bank Charitable Foundation	Family Services	Closed out	6/11/2025	6/20/2024	2,500	2,500	6/24/2025	1/1/2025
Food Bank CNY	Food Bank of CNY - HPNAP	Family Services	Closed out	5/31/2024		68,337	27,551	7/1/2024	
Fatherhood Initiative	Gifford Foundation	Family Services	Closed out	2/26/2024	4/12/2024	10,000	9,079	4/12/2024	6/30/2025

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Name	Funding Source	Program	Status	Submission Date	Award Date	Request Amount	Grant Amount	Grant Year Start	Grant Year End
Let Me Be Great CDBG2 PY51	City of Syracuse NBD - CDBG	Family Services	Closed out	2/6/2025	6/12/2025	32,929	31,091	5/1/2025	1/1/2025
OCFS TM 12132 - Agency IT Upgrades	State Assemblyman William B. Magnarelli	IT/AgencyWide	Closed out	2/1/2024	7/31/2024	25,000	25,000	10/1/2024	9/30/2025
OCFS TM 11426 - Free Tax Prep	State Assemblyman William B. Magnarelli	Free Tax Prep	Closed out	5/18/2023	4/24/2024	25,000	25,000	10/1/2024	9/30/2025
BBBS Mentor Managers	Arby's - Inspire Brand Foundation	BBBS	Closed out	5/1/2025	7/10/2025	25,000	25,000	7/1/2025	11/30/2025
						1,039,012	481,967		

