

## **Senior Services**

- Frank DeFrancisco Eastwood Community Center
- Food Services
- EISEP & Neighborhood Advisor
- Foster Grandparent Program

11/2015



Eastwood Community Center  
Board Report – October 2015

Center Happenings

CLP Meetings were held throughout the month.

A Medicare update was presented to the seniors to provide new information to help them select the right plans for their needs on the 2<sup>nd</sup>.

Senior Programming & Activities

The seniors held their regular games and activities – Bunco, Pinochle, Pitch, Bingo, and other card games

A Flu Clinic was held on June 14<sup>th</sup> for the seniors.

Afternoon Delight on the 29<sup>th</sup> featured Jerry Cali. Fourteen seniors were in attendance.

A Halloween party and costume contest was held. Over 25 seniors attended and had a great time.

Travel

A trip was taken to Beak & Skiff to pick apples on October the 8<sup>th</sup>. Twelve seniors attended.

FGP

FGP is holding periodic trainings and movie days at ECC.

Donation Program

Donors include: Rite Aid, G&C Foods, Byrne Dairy, Toys R Us and KIDS. Donated product is distributed to FRC's, HS, BBBS & other community organizations.



---

## **Food Services Report** **November 2015**

to  
P.E.A.C.E., Inc. Board of Director's

(Prepared by Randy La Manche)

### **Meals Served in October**

The Food Service Division served **7,490** eligible Senior Nutrition lunches in October.

The Food Service Division produced and delivered the following Head Start meals:

**9,772** Breakfasts

**13,680** Lunches

**8,448** Snacks

### **Additional Special Function Meals Delivered**

**40** Breakfasts

**60** Lunches

**0** Snacks

### **Senior Nutrition Contributions October**

The total contributions for the month were \$12,702

This is an average meal contribution of \$1.70 per senior meal.

### **Staffing:**

- We are fully staffed

### **Operational News:**

- We are currently ramping up and planning this year's Harvest meal season. In November each Head Start center and Senior Nutrition Center will be treated to a turkey dinner with all of the fixing's.



Joseph E. O'Hara, Executive Director

## **EISEP and NEIGHBORHOOD ADVISOR**

### **MONTHLY BOARD OF DIRECTOR REPORT**

**November 2015**

Prepared by: Mary Beth Welch

#### **Neighborhood Advisor (Jessica Ponti / Baldwinsville Area):**

- **On October 26<sup>th</sup> Jessica attended the annual seminar for Older Residents of Onondaga County - 2016**
- **On October 27<sup>th</sup> Jessica attended a seminar presented by Upstate on Geriatric Care and Dementia**
- **In October, Jessica worked with 19 seniors.**
- **In October, Jessica had 23 units of in person contact and 31 units of telephone contact.**

#### **EISEP Case Management (Theresa Bailey / Baldwinsville Area)**

- **On October 26<sup>th</sup> Theresa attended the annual seminar for Older Residents of Onondaga County - 2016**
- **For October, Theresa started with a case load of 54 clients.**
- **Theresa completed 4 new assessments. These cases were accepted and activated.**
- **Theresa ended the month with a case load of 58**







***Foster Grandparent Program of PEACE, Inc.***  
***401 South Midler Ave Syracuse, NY 13206***

FGP NOVEMBER Report  
To PEACE, Inc. Board of Directors

**163 foster grandparent volunteers enrolled @ end of October**

- 2 volunteers dropped – 1 personal, 1 deceased
- 10 new volunteers enrolled
- 8 to be dropped soon – 1 employment, 1 moved out of state, 2 personal reasons, 4 terminations (no show/no contact)

**New Volunteer Orientation - October 5 – 8**

- 10 volunteers completed training session
- All to be placed in SCSD first and second grade classrooms

**October 9 In-Service**

125 participants attended

New Location: Southern Missionary Baptist Church 3143 Midland Ave.

Guest Speaker/Topic:

- Help for Seniors with Affording Groceries – SNAP & Food Sense  
Tracey Clark, Nutrition Outreach and Education Program Coordinator  
Food Bank of CNY

**FGP Recruitment Campaign**

- In mid-November: re-starting FGP marketing campaign through Koenig Advertising
- Television Commercials: 15 and 30 second spots to run at times targeted towards lower-income senior citizens. Through March 2016.
- Billboards: 2 different locations per 4 week period – through March 2016 in targeted urban locations.

**2014-2015 Performance Measurement Reports**

See attached federal work plans/performance measurement results for school year 2014-2015 for Head Start, Early Head Start, Syracuse City School District and Suburban School Districts.

**2015 Participant Survey Results Attached**



# 2015 PARTICIPANT SURVEY RESULTS ~ FOSTER GRANDPARENT PROGRAM

	# of responses	It's a lot Better	It's Better	No Change	It's Worse	It's a Lot Worse
Feeling that you have a purpose in life	100	56 56%	37 37%	7 7%		
The pleasure you gain from your daily volunteer activities	100	56 56%	37 37%	7 7%		
Feeling that you are more self-sufficient and able to do things for yourself	101	42 42%	41 40%	18 18%		
Feeling that you make a positive difference in another person's life	104	70 67%	28 27%	6 6%		
Your ability to maintain an independent living situation and make ends meet	102	47 46%	37 36%	17 17%		1 1%
Feeling more like a part of your community	103	52 50%	40 39%	11 11%		
Your overall quality of life	101	52 51%	38 38%	11 11%		

Because I am a Foster Grandparent, my life has:	# of responses	Yes	No
<i>improved emotionally</i>	101	92 91 %	9 9 %
<i>improved physically</i>	98	84 86 %	14 14 %
<i>improved socially</i>	99	94 95 %	5 5 %
<i>improved financially</i>	98	84 86 %	14 14 %





**FOSTER GRANDPARENT PROGRAM of PEACE, Inc.**

Early Head Start ~ 2014-2015

School Readiness      Education Outcomes ~ ED 21&23

**2015 Report for School Year 2014~2015**

**COMMUNITY NEED**      Based on 2011-2012 Early Head Start Program Information Report

Early Head Start is a comprehensive, year-round program that promotes the physical, cognitive, social and emotional growth of infants and toddlers (6 weeks to 3 years old) as well as pregnant women. During the 2011-2012 EHS program year, 294 families were served, including 325 children & 32 pregnant women.

**Of the 325 infants and toddlers served:**

113 children were under age 1 year

113 children were age 1

94 children were age 2

5 children were age 3.

7% (11) were identified as needing further assessment or formal evaluation for developmental, sensory or behavioral concerns.

11% (35) were provided with an individual mental health assessment or referred to further professional mental health services.

6% (20) of children received medical treatment for chronic health conditions

12% (38) children have an IFSP (Individualized Family Service Plan), making the children eligible for early intervention services.

**Of the 294 participating families:**

36% have incomes below the 100% federal poverty level

78% were headed by a single parent

17% were homeless

8% speak a primary language other than English at home

42% received public assistance (TANF or SSI)

80% receive services from WIC

67% receive services from SNAP

55% of parents were unemployed

31% of parents did not have a high school diploma.

Early Head Start believes the participating young children are clearly at a disadvantage: unlikely to receive the special attention required and at high risk of not reaching their maximum potential. The infants and toddlers would benefit from the individualized guidance and support of a foster grandparent.

**SERVICE ACTIVITY**

Foster Grandparents will work with assigned infants and toddlers needing additional attention and support. They will provide nurturing support, care and enrichment aimed at enhancing and promoting social and emotional and physical development. They will provide physical care, convey comfort, security and stability; and assist through periods of stress, frustration and anxiety. Foster Grandparents will foster/model appropriate social skills and behaviors, encourage self-help skills, supply positive reinforcement, encourage verbalization and language development, as well as small and large motor skills.

## INPUT

6 Foster Grandparents will serve a minimum of twenty hours a week for 11 months of the year. FGP will provide volunteer with 4 hours of monthly in-service training and an hourly stipend of \$2.65. EHS will provide daily direction and supervision of the foster grandparent, as well as a daily lunch.

**Actual Input: 8 Foster Grandparents serving Early Head Start children @ 3 Head Start Centers.**

Merrick EHS ~ 3 FGs

Sumner EHS ~ 2 FGs

UUMC EHS ~ 1 FGs

## ACCOMPLISHMENTS & OUTPUTS

*Infants and toddlers will receive individualized care and nurturing from foster grandparents.*

- Indicator: Number of infants and toddlers served
- Target: 18 infants and toddlers will receive individualized care and nurturing
- How Measured: Program records.
- Actual: 24 infants and toddlers received individualized care and nurturing

## INTERMEDIATE IMPACT/ OUTCOMES

*Infants and toddlers will improve their social and emotional skills.*

- Indicator:
  - % of infants and toddlers with improved social interactions
  - % of infants and toddlers with increased coping skills
  - % of infants and toddlers exhibiting less stress and frustration
- Target:
  - 50% of infants and toddlers will improve in indicated areas.
- How Measured: Site records and surveys.
- Actual: 100 % exhibited increased coping skills
  - 75 % acted out less often in class
  - 100 % exhibited less stress and frustration

## END IMPACT/OUTCOMES

*Infants and toddlers will increase their mastery of age appropriate skills and development.*

- Indicator: % of infants and toddlers with increased mastery of age appropriate skills
- Target: 50% of infants and toddlers will demonstrate increases in age appropriate skills.
- How Measured: Site records and surveys.
- Actual: 100 % of children demonstrated gains in social and/or emotional development.

## **FOSTER GRANDPARENT PROGRAM of PEACE, Inc.**

**Head Start ~ 2014-2015**

*School Readiness      Education Outcomes ~ ED 21 & 23*

**2015 Report for School Year 2014~2015**

**COMMUNITY NEED:**      Based on 2011-2012 Head Start Program Information Report

Head Start provides early childhood development services aimed at preparing the children to enter kindergarten ready and able to learn in order to achieve their full potential. In the 2011-2012 Head Start program year, 1053 children from 986 families were served.

**Of the 1053 children served:**

- 5% of children were 3 years of age
- 35% of children were 4 years of age
- 60% of children were 5 years of age.
- 18% children have an IEP making the children eligible to receive special education and related services
- 9% were determined to have a disability after enrollment
- 20% were identified as needing further assessment or formal evaluation for developmental, sensory or behavioral concerns;
- 14% were provided with an individual mental health assessments or referred to further professional mental health services
- 4% had chronic health conditions (anemia, asthma, hearing, vision, overweight & lead).

**Of the 986 participating families:**

- 44% had incomes below the 100% federal poverty line
- 68% were headed by a single parent
- 45% received public assistance (TANF or SSD)
- 57% of families receive services from WIC
- 74% of families receive SNAP
- 13% speak a primary language other than English at home
- 46% of parents were unemployed
- 27% parents did not have a high school diploma.

Head Start staff believes that without appropriate intervention, a majority of Head Start children will be developmentally unprepared to enter kindergarten and unable to succeed in a scholastic environment. The children would benefit from the individualized support and guidance of a foster grandparent.

**SERVICE ACTIVITY:**

Foster Grandparents will join the Head Start team in a daily effort to develop and reinforce basic social, emotional and cognitive skills with assigned 3 to 5 year old children. Through one to one attention and support, foster grandparent activities will include: modeling social skills and appropriate behavior; reading and storytelling; identifying objects, numbers, colors and letters; encouraging self-help skills; supplying positive reinforcement; conversing with and listening to children; and promoting self-esteem.

## **INPUT:**

15 Foster Grandparents will serve a minimum of 20 hours each week in 15 classrooms located at 5 Head Start Centers. FGP will provide volunteers with an average of 4 hours of monthly in-service training and an hourly stipend of \$ 2.65. Head Start will provide daily direction and supervision of volunteers as well a daily meal and snack. Foster Grandparents may be included in Head Start specific training events.

**Actual Input: 14 Foster Grandparents serving Head Start children @ 5 Head Start Centers**

### **FGP Placement Sites @ Head Start Centers:**

James Street – 2 FGs

MANOS – 1 FG

Merrick - 7 FGs

Rockwell - 1 FG

Sumner - 3 FGs

## **ACCOMPLISHMENTS & OUTPUTS:**

*Head Start children receiving individualized guidance and support from foster grandparents.*

- **Indicator:** Number of children served
- **Target:** 50 Children will be served
- **Actual:** 42 children received individualized guidance and support from a foster grandparent.

## **INTERMEDIATE IMPACTS:**

*Children will demonstrate improved social and emotional skills.*

- **Indicator:** Percent of children who will be more respectful, not act out as often in class, and participate appropriately in activities.
- **Target:** 75% of children will improve in indicated areas
- **How Measured:** Site surveys
- **Actual:** 100 % of children acted more respectful  
77 % acted out less often class  
100 % participated appropriately in activities

## **END OUTCOMES:**

*Children will demonstrate gains in social and/or emotional development*

- **Indicator:** % of children demonstrating gains in social and/or emotional development.
- **Target:** 75% of children will demonstrate gains in social and/or emotional development
- **How Measured:** Site Records and Site Surveys
- **Actual:** 100 % of children demonstrated gains in social &/or emotional development.



*FOSTER GRANDPARENT PROGRAM of PEACE, Inc.  
Suburban Elementary Schools 2014-2015*

K-12 Success Education Outcomes ~ ED 2 & 27  
2015 Report for School Year 2014~2015

**COMMUNITY NEED:** Based on 2010-2011 NYSED School Report Cards

**Liverpool Central School District**

**Long Branch Elementary**

K - 6 443 students

24 % Free Lunch Eligibility

7 % Reduced Lunch Eligibility

**North Syracuse Central School District**

**Smith Road Elementary School**

K - 4 499 students

27 % Free Lunch Eligibility

7 % Reduced Lunch Eligibility

The latest School Report Cards from the New York State Education Department found that for participating suburban elementary schools:

**English Language Arts test results found 43% of 3rd graders and 55% of 4th graders not meeting the state ELA proficiency standards.** For 3rd graders, 10% of students do not demonstrate an understanding of the content expected in subject & grade level; while 33% demonstrate only a partial understanding of the content expected. For 4th graders, 12% of students do not demonstrate an understanding of the content expected in subject and grade level, while 43% demonstrate only a partial understanding of the content expected.

**Math test results found 44% of 3rd graders and 42% of 4th graders not meeting the state Math proficiency standards.** For 3rd graders, 9% of students do not demonstrate an understanding of the content expected in the subject and grade level; while 35% demonstrate only a partial understanding of the content expected. For 4th graders, 9% of students do not demonstrate an understanding of the content expected in the subject and grade level, while 43% demonstrate only a partial understanding of the content expected.

School staff has identified students who require additional support and assistance in order to: ~ Acquire the work habits and social/emotional skills necessary for future academic success. Develop understandings and proficiencies in the skill areas of ELA: reading, listening and writing, and mathematics: reasoning and problem solving. With the additional guidance and support offered by Foster Grandparents these students will have a better chance of meeting the minimum state levels of academic competency.

**SERVICE ACTIVITY:**

Foster Grandparents will work with assigned students, in small groups or one on one, assisting with reading, language arts, math, and other academic subjects. Foster Grandparents will reinforce basic skills taught in class, offer guidance, practice lessons, monitor progress, and help students remain focused on tasks. Serving as role models, Foster Grandparents will supply support and companionship by providing encouragement, listening, praising efforts, encouraging socialization and bolstering student's self esteem.

## INPUT:

3 Foster Grandparents will each serve a minimum of 15 hours a week for the 10-month school year. FGP will provide volunteers with 4 hours of monthly in-service training and hourly stipend of \$2.65. The school will provide daily direction and supervision of the Foster Grandparents as well as a daily lunch.

**Actual Input:** 3 Foster Grandparents served @ 2 suburban elementary schools.

### **FGP Placement Sites:**

- Long Branch Elementary - 1 FG
- Smith Road Elementary - 2 FGs

## OUTPUTS:

*Number of students receiving individualized guidance and support from a Foster Grandparent.*

- **Indicator:** Number of students served by Foster Grandparents
- **Target:** 30 students will receive guidance and support necessary to develop appropriate work habits and social/emotional skills necessary to succeed in school.
- **How Measured:** Program records.
- **Actual:** 12 students received individualized guidance and support from a foster grandparent.

## INTERMEDIATE IMPACTS:

*Students will demonstrate improved work habits and social skills.*

- **Indicator:** % of students exhibiting:
  - \* improved work habits
  - \* improved academic engagement
  - \* increased communication skills
  - \* improved social skills
  - \* increased appropriate behaviors
  - \* increased emotional development
- **Target:** 80% of students will demonstrate improved work habits and social skills in areas indicated.
- **Actual:** 100% of students improved work habits  
83% increased communication skills  
100% increased appropriate behaviors  
100% improved academic engagement  
100% demonstrated improved social and/or emotional development

## END OUTCOMES:

*Students will demonstrate improved academics.*

- **Indicator:** % of students demonstrating improved academics
- **Target:** 75% of students will demonstrate improved academics.
- **How Measured:** School records and teacher surveys.
- **Actual:** 100% of students demonstrated improved academics.

# FOSTER GRANDPARENT PROGRAM of PEACE, Inc.

*Syracuse City Schools 2014-2015*

## K-12 Success Education Outcomes ~ ED 2 & 27 2014 Report for school year 2013-2014

### COMMUNITY NEED:

The latest School Report Cards (2010-2011) from the New York State Education Department found that within the Syracuse City School District:

State test results found that 25% of 3rd graders and 26% of 4th graders meeting the state proficiency standard in English Language Arts. ELA test results found 75% of 3rd graders and 74% of 4th graders not meeting the state ELA proficiency standards.

- For 3rd graders, 39% of students are below standard and do not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level; while 36% demonstrate only a partial understanding at this grade level.
- For 4th graders, 28% of students are below standard and do not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level; while 46% demonstrate only a partial understanding at this grade level.

State test results found that 25% of 3rd graders and 32% of 4th graders meeting the state proficiency standard in Mathematics. Math test results found 75% of 3rd graders and 68% of 4th graders not meeting the state Math proficiency standards.

- For 3rd graders, 35% of students are below standard and do not demonstrate an understanding of the mathematics content expected at this grade level; while 40% demonstrate only a partial understanding at this grade level.
- For 4th graders, 25% of students are below standard and do not demonstrate an understanding of the mathematics content expected at this grade level; while 43% demonstrate only a partial understanding at this grade level.

School staff has identified students who require additional support and assistance in order to: Acquire the work habits and social/emotional skills necessary for future academic success; Develop understandings and proficiencies in the skill areas of ELA: reading, listening and writing, and mathematics: reasoning and problem solving.

### SERVICE ACTIVITY:

Foster Grandparents will work with assigned students, in small groups or one on one, assisting with reading, language arts, math, and other academic subjects. Foster Grandparents will reinforce basic skills taught in class, offer guidance, practice lessons, monitor progress, and help students remain focused on tasks. Serving as role models, Foster Grandparents will supply support and companionship by providing encouragement, listening, praising efforts, encouraging socialization and bolstering student's self-esteem.

**INPUT:**

Foster Grandparents will each serve a minimum of 15 hours a week for the 10-month school year. FGP will provide volunteers with 4 hours of monthly in-service training and hourly stipend of \$2.65. The school will provide daily direction and supervision of the Foster Grandparents as well as a daily lunch.

**Actual Input: 98 Foster Grandparents served @ 14 elementary schools.**

Bellevue 5 FGs opened 9/14	LeMoyne 9 FGs
Delaware 6 FGs	McKinley Brighton 10 FGs
Dr. King 5 FGs opened 10/14	Meachem 8 FGs
Dr. Weeks 7 FGs	Roberts 4 FGs opened 4/15
Franklin 5 FGs opened 12/14	Seymour 9 FGs
Huntington 10 FGs	Van Duyn 8 FGs
HW Smith 8 FGs opened 9/14	Webster 4 FGs opened 5/15

**OUTPUTS:**

*Number of students receiving individualized guidance and support from a Foster Grandparent.*

- **Indicator:** Number of students served by Foster Grandparents
- **Target:** 160 students will receive guidance and support necessary to develop appropriate work habits and social/emotional skills necessary to succeed in school.
- **Actual:** 120 students received individualized guidance and support from a foster grandparent.

**INTERMEDIATE IMPACTS :**

*Students will demonstrate improved work habits and social skills.*

- **Indicator:** % of students exhibiting:
  - \* improved work habits
  - \* increased communication skills
  - \* increased appropriate behaviors
  - \* improved academic engagement
  - \* improved social skills
  - \* increased emotional development
- **Target:** 80% of students will demonstrate improved work habits and social skills in areas indicated.
- **Actual:** 94% of students improved work habits  
94 increased communication skills  
90% increased appropriate behaviors  
95% improved academic engagement  
90% demonstrated improved social and/or emotional development

**END OUTCOMES :**

*Students will demonstrate improve academic performance*

- **Indicator:** % of students demonstrating improved academic performance.  
**Target:** 80% of students will demonstrate improved academic performance.  
**How Measured:** Program records and teacher surveys.  
**Actual:** 93% of students demonstrated improved academics