# Self Assessment 2024-25

ANNUAL REPORT

In the 2021-22 program year, NCCDI moved to a new self assessment tool developed by the City of New York Administration for Children's Services (ACS) and Department of Education. This new assessment tool covers not only the structural quality of administrative and other key program policies and procedures, it also assesses areas similar to the Environmental Rating Scale and fills the gap with Office of Head Start's Monitoring Protocols. It has now evolved into New York City Program Quality Assessment (NYC PQA).

The NYC PQA is an 8 point rating scale with descriptors for 1 (inadequate), 3 (adequate), 5 (good) and 7 (excellent). The rating levels were determined by early care and education experts in late 2006 and have recently been reviewed, revised, and vetted by NYC early learning professionals. This thorough review and consensus reaching process among experts in the field confers the NYC-PQA with high content validity. It is currently intended for program self-assessment.

In addition to providing a useful measure of program quality, the NYC-PQA also enables programs to appreciate areas in which they are strong and in which they need improvement. Thus, it is also a useful tool for the development of program improvement plans and developing program goals.

***Our overall agency rating is a 3.25 meaning that NCCDI meets all the basic program requirements.***

NORTHERN CALIFORNIA CHIILD DEVELOPMENT INC.

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| Subscales | Items | Check Level | | | | | | | Score |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Program Design & Management | Governance: Structure, Training & Responsibilities | | X | | | | | | 2 |
| | Program Administration & Planning | X | | | | | | | 1 |
| | ERSEA | | | | | X | | | 5 |
| | Human Resources: Leadership, Supervision & Qualifications | X | | | | | | | 1 |
| Education & Disabilities | School Readiness and Curriculum Selection | | | | | | | X | 6 |
| | CLASS | | | X | | | | | 3 |
| Family & Community Partnerships | Parent Engagement & Family Partnerships | | X | | | | | | 2 |
| Health | 8. Health, Mental Health & Nutrition | | | | | | | X | 6 |
| | | | | | | | | **Total Subscale Score=Sum of Items** | 26 |

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Total subscale Score____26_____ / 8 (# of items) = Program Score: _____3.25_____

**Self-Assessment Scoring Guide**
1. When scoring an item, always start reading the indicators in level 1 (inadequate) and progress upward until the correct score is reached. Ratings are to be assigned in the following way:

- A rating of 1 must be given if any indicator under 1 is scored Yes.
- A rating of 2 is given when all indicators under 1 are scored No and at least half of the indicators under 3 are scored Yes.
- A rating of 3 is given when all indicators under 1 are scored No and all indicators under 3 are scored Yes.
- A rating of 4 is given when all indicators under 1 are scored No, all indicators under 3 are scored Yes, and at least half of the indicators under 5 are scored Yes.
- A rating of 5 is given when all indicators under 1 are scored No, and all indicators under 3 and 5 are scored Yes.
- A rating of 6 is given when all indicators under 1 are scored No and all indicators under 3, 5, and 7 are scored Yes.

2. Several subscales have indicators that are marked as “Head Start only”. Childcare centers that are not affiliated with Head Start may consider these optional, skip these items or indicators and not take them into account when scoring the item.

3. Once the administration is complete, check the highest rating for each item on Assessment Scale Program Profile form and record the corresponding numerical scored in the shaded “score” column. Add up the item scores to obtain a Total Subscale Score. To calculate the Average Score on the Profile form, divide the Total Score obtained above by 8 (the number of items). Scores are computed to the nearest hundredths.

4. Record the Total Subscale Total (sum of the subscales) and the Average Score in the spaces provided on the Profile Form.

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| | 22-23 Results | 23-24 Results | 24-25 Results |
|---|---|---|---|
| **Program Design & Management**<br>**Governance**<br>**Program Administration & Planning**<br>**ERSEA**<br>**Human Resources**<br> | Inadequate-Adequate<br>Inadequate-Adequate<br><br>Inadequate-Adequate<br>Inadequate | Excellent<br>Good<br><br>Good<br>Inadequate | Inadequate-Adequate<br>Inadequate<br><br>Good-Excellent<br>Inadequate |
| **Education**<br>**School Readiness**<br>**CLASS**<br> | Adequate-Good<br>Inadequate-Adequate | Inadequate-Adequate<br>Good | Excellent<br>Adequate-Good |
| **Family & Community Partnerships**<br>**Parent Engagement & Family Partnerships**<br> | Adequate-Good | Inadequate-Adequate | Inadequate-Adequate |
| **Health**<br>**Health**<br>**Mental Health**<br>**Nutrition**<br> | Inadequate-Adequate | Good | Excellent |

| Program Design & Management | 23-24 Results | 24-25 Results |
|---|---|---|
| **Governance** | **Excellent** | **Inadequate-Adequate**<br>• NCCDI is 6 months behind in quarterly income and expense statements and comparing actual revenues and expenses to the budget. |
| **Program Administration & Planning** | **Good**<br>• NCCDI does not complete a self-assessment of cultural competence, a self-assessment checklist for personnel providing services and supports in early intervention, early child competence or other tools. (PS 1302.102 (b)(1)) | **Inadequate**<br>• NCCDI has only one completed area plan on file (ERSEA) that was updated in the last program year. |
| **ERSEA** | **Good**<br>• The NCCDI ERSEA department does not have an enrollment committee that meets at least quarterly; however, the Enrollment Manager does have a procedure that speaks to having a committee if needed. | **Good-Excellent**<br>• The NCCDI ERSEA department does not have an enrollment committee but it was offered to Policy Council at the beginning of the program year. There is a policy in place. |
| **Human Resources** | **Inadequate**<br>• Staff annual evaluations (PS 1302.90 a)<br>  ◦ HR is currently working on a new system as part of NCCDI's 5 Year Goals. This includes Individualized Professional Development Plan and Annual Performance Review on ADP. | **Inadequate**<br>• Staff annual evaluations (PS 1302.90 a)<br>  ◦ Majority of staff evaluations were completed in the last year. The evaluations that are missing are that of the Executive Director, Birth to Five Director, Human Resources Manager and other administrative staff. |

| Education | 22-23 Results | 23-24 Results |
|---|---|---|
| **School Readiness** | **Inadequate-Adequate**<br>• School readiness goals are supported by program, staff, parents, and community representatives (PS 1302.102(a)(3)) | **Excellent** |
| **CLASS** | **Inadequate**<br>• HS teaching staff do not have professional development plans with a CLASS affiliated goal. (PS 1304.16; 1302.92b) | **Adequate-Good**<br>• Although there is CLASS coaching, there is no multiple levels of coaching including intensive, peer to peer or group. |

| Family & Community Partnerships | 23-24 Results | 24-25 Results |
|---|---|---|
| **Parent Engagement and Family Partnerships** | **Inadequate-Adequate**<br><br>• Outdated MOUs with local community partners. Although regular collaborations are ongoing (and in many cases thriving), formal written agreements are out of date or missing. (PS 1302.53 (2)(b))<br>• No comprehensive family program evaluation. Create and distribute a comprehensive program evaluation for families to complete annually and subsequently analyze evaluation data for program improvement. (PS 1302.34(b)(4))<br>• No comprehensive program evaluation. Adopt a detailed program assessment tool that is specifically correlated with the PFCEF, and subsequently use assessment data for program improvement. (PS 1302.102 (c)) | **Inadequate-Adequate**<br><br>• Outdated MOUs with local community partners. Although regular collaborations are ongoing (and in many cases thriving), formal written agreements are out of date or missing. (PS 1302.53 (2)(b))<br>• No comprehensive family program evaluation. that uses the PFCE framework and uses the results for program improvement. |

| Health | 23-24 Results | 24-25 Results |
| --- | --- | --- |
| **Health, Mental Health, & Nutrition** | **Good**<br><br>• Staff and parents both receive information about health prevention but not training in health prevention. (PS 1302.46 (b)(1)) | **Excellent** |

# Areas of Strength:

## Program Design & Management

**Governance**

Score 2

- The Policy Council and Governing Board meet monthly all meeting date found on NCCDI's master calendar.
- Performance standards state that a specific type of Governing Board member requirement can be fulfilled with a consultant.
- Attend monthly online trainings Roberts Rule of Order. Offer opportunities to attend Conferences.
- Bylaws are reviewed annually and updated as needed after review.
- PC mentorship program and meetings prior to PC meetings enable PC chairperson to understand the agenda items and effectively conduct the PC meeting.

**Program Administration**

Score 1

- Increased IT responsiveness to staff.
- The program has a sub list as a plan for staff absences that each center has available. NCCDI has scheduled planning time for teaching staff on minimum days.
- NCCDI has written service plans for each area; developed goals from strategic planning based on previous year's self-assessment.
- Parents complete pre and post parent surveys.
- NCCDI completes a 5-year community assessment with appropriate updates annually as needed.
- Computer based data management systems are utilized extensively to track fiscal, human resources and family data. The data driven approach ensures that the program decisions are based on comprehensive and accurate information, supporting continuous improvement and the overall effectiveness of services provided.

**ERSEA**

Score 5

- Maintained 100% enrollment for the current program year.
- This department does not have a recruitment committee but does have procedures in place should anyone, staff, parent or board member, express interest in participating.
- Chronic absenteeism is monitored closely and reported monthly to the Policy Council and Governing Board. Interventions and prevention services are provided to families with social worker support.
- NCCDI has a written policy on file regarding suspension and expulsion and explores and documents all steps taken to address the behaviors and supports needed to facilitate the child's safe reentry and continued participation in the program.

**Human Resources**

Score 1

- All new hires and current staff go through the orientation process prior to beginning their assigned work duties.
- HR Manager, Education Manager, and Education Coordinator review transcripts to verify qualifications:
    - For Leadership positions they are interviewed, and qualifications are checked by the Agency's Governing Board.
    - For administrative staff, they are interviewed, and qualifications are reviewed by HR and Managers and/or Supervisors for that department.
- All staff, non-parent volunteers have been fingerprinted and through FOJ, FBI, and the Child Abuse Index and all records are kept and maintained in staff personnel files and those that are required by licensing are kept in the staff's licensing packet.
    - Those who have been employed for 5 or more years, were re-fingerprinted in October 2024.
- NCCDI cultivates a program-wide culture of wellness that empowers staff as professionals and supports staff to effectively accomplish their job responsibilities in a high-quality manner.
    - In the current program year, overall staff satisfaction in a 4.29 out of 5.
        - Staff who were most satisfied were classed as other staff.
        - 68% of staff felt they received professional development opportunities.
        - Staff found that working with children and work-life balance were the most rewarding.

**School Readiness**

Score 7

- Creative Curriculum is the primary curriculum for the center-based option and Partners for a Healthy Baby is used for the home-based model.
- The DRDP focuses on the child's development across five learning domains and is also used to track school readiness goal progress.
- NCCDI has a school readiness team consisting of program staff, parents and community members.
    - School readiness data is analyzed 3 times per year and reported to GB and PC to inform program decisions, strategic planning, and training priorities.

**CLASS**

Score 3

- Pre and Post CLASS observations are an ongoing requirement for Head Start/CSPP classrooms and are conducted annually.
- Training and professional development are individualized for teachers and classroom teams based on classroom data, including CLASS results.
- CLASS scores are shared with GB and PC semi-annually and data tracking is used for program improvement.
- NCCDI scores above the quality threshold for emotional support and instructional support.

## Family & Community Partnerships

Score 2

- NCCDI has a robust family partnership process that includes the Parent Interest and Needs Survey, electronically submitted, individualized Family Goal setting, and an end of program year Program Evaluation completed by parents.
- Parent-Teachers conferences are scheduled on NCCDI's Deadlines at a Glance
  a. first at enrollment
  b. second at 90 days
  c. third in the Spring to update education plans and family goals
  d. and the final one is set in late May just before the program year ends to finalize transitions.
- All communication to families is done in a language that they are most comfortable with.
  - Teachers learn what communication style works best with parents.
  - NCCDI offers text, email and phone calls as communication methods.
- NCCDI works with families to provide referrals, resources and services that address family needs and conduct follow-ups that determine accuracy of services received.
- NCCDI makes provisions for mental health services for parents and staff through NCCDI's Community Counseling program.
  - NCCDI has 2 Mental Health consultants that partnered with local postgrad college programs to bring interns to work with NCCDI families and staff while they gain the professional hours to meet their pre-licensure needs.
- NCCDI increases family access to materials, services and activities critical to family literacy development.
  - Family Connections are held monthly at each center, events such as Pancakes with Pops, Parent Choice Conference, Read-a-Rama, Sports Night, etc., all have a focus on literacy.
  - Parents are provided the opportunity to attend a College Field Trip.
  - Financial literacy is also an important aspect of services provided to families and staff and a budgeting training is provided in classroom style or one-on-one, dependent upon need and request.
- Parents participate in citywide and program level advocacy activities on behalf of children and NCCDI's programs.
  - For 2 years in a row, NCCDI has taken parents and staff to the California State Capitol to advocate for Early Learning programs.
  - Members of Policy Council have sent letters to the state regarding CACFP funding (food programs) and are encouraged to send letters to state and federal law makers in support of HS/EHS.

## Health, Mental Health & Nutrition

Score 7

- NCCDI has established procedures for tracking health services.
- NCCDI's health tracking sheet notates when children need follow up.
    - Health Monitoring Coordinator uses the Health Tracking in her day-to-day work but looks at each child at least once a week.
- NCCDI teaching staff complete developmental screeners within 45 days of enrollment. If the screener indicates a concern in development, teaching staff work with parents to move forward with the referral process. Parents sign a due process that indicates that they have given consent for the referral. If the screener doesn't indicate a referral was needed, but a parent has a concern, staff work with the parent and submit a referral as well.
- Infant teaching staff ensure that infants are provided the opportunity for tummy time several times a day. They also provide time and opportunities to encourage infants who are beginning to crawl.
    - Teachers of children older than 12 months provide structured physical activity during music and movement, games, big movement games inside and outside.
    - There are opportunities for physical movement throughout the day that are unstructured. This can be seen in the classrooms and found on classroom and individual curriculum, and ICDP goals.
- NCCDI follows the State food program and works with contracted registered dietitian to make a menu that meets the requirements of the food program.
    - If a child needs a specialized dietary substitute, or a food group omitted a doctor's notes are required to be on file in the center. Included on the note, it states what items need to be substituted and omitted and a Health Care plan that both parent and doctor complete and then gone over with teaching staff. This is a precaution just in case the child was to receive the item that they are not suppose too.
- The 45-day Nutrition assessment is submitted to the Registered dietitian, who then reviews it and then sends back information based on the individual assessment.
    - If a child's growth assessment indicated that they have a HIGH BMI, then that is submitted to the Dietitian for review and then returned to teaching staff for parents.
    - The Dietitian also reviews Hemoglobin, Lead and any nutrition concerns a parent may have.
- NCCDI's has a contract with a licensed clinical social worker. She is on site weekly.
    - During the enrollment meeting prior to school starting parents fill out an emergency contact sheet.
        - When filling this out, the parent is notified that the only people to pick up their child are on this form. If they have never been to the center or staff have never met the person, they need to bring a picture ID, that is compared to the Emergency contact sheet prior to the child being signed out and released to the person.
- NCCDI has established a formal obesity prevention program and provides training as part of the program.

# Areas of Growth:

**Governance**

Score 2

- NCCDI is 6 months behind in generating income and expense reports and comparing actual revenue to expenses. NCCDI has not had a CFO in the last 6 months, but the current Fiscal Department staff are working closely with the leadership team to ensure that reporting is up to date.

**Program Administration**

Score 1

- Program service area plans are more than a year old. The Leadership team is currently working to complete outstanding area plans based on updated performance standards, state regulations and program data.
- The Leadership Team continues to look into implementing a self-assessment of cultural competence.

**ERSEA**

Score 5

- The Enrollment Manager will continue to work on gathering enough interest to form an Enrollment/Recruitment Committee at the beginning of the program year.

**Human Resources**

Score 1

- Leadership needs to establish a clearer policy outlining the expectations for when and how the evaluation process is conducted. Consideration will be given to the distribution of evaluations amongst Directors, Managers, and Site Supervisors to ensure a more balanced approach moving forward.

**CLASS**

Score 3

- Ongoing training, coaching, and professional development are provided in various formats for NCCDI staff, including large group, small group (TLC), and one on one sessions. However, these formats are not specific to CLASS.

**Parent Engagement and Family Partnerships**

Score 1

- Update MOUs with local community partners.
- Adopt a detailed program assessment tool that is specifically correlated with the Parent, Family, and Community Engagement Framework and have staff complete it annually.

# Self Assessment Program Improvement Plan

## Program Design and Management

## Focus Area – Governance

## Plan of Correction:

To address the identified deficiencies in our governance processes, particularly in financial reporting and oversight, we propose the following strategic initiatives:

- Enhanced Financial Reporting Processes
  - Establish a regular schedule for generating and reviewing financial reports, aiming for bi-monthly updates to ensure timely and accurate financial oversight.
  - Implement financial management software to streamline the reporting process, facilitating quicker generation of income and expense reports.
- Strengthen Financial Oversight
  - Prioritize the recruitment of a qualified Chief Financial Officer (CFO) to restore leadership in the Fiscal Department. In the interim, engage a financial consultant to provide oversight and ensure continuity in financial management.
  - Conduct regular training sessions for fiscal staff to enhance their capabilities in managing and reporting financial data accurately.
- Regular Policy Reviews
  - Schedule annual reviews of governance policies to ensure they remain relevant and are fully compliant with current financial regulations and standards.
- Transparency and Communication
  - Enhance communication with stakeholders about financial statuses and governance activities through regular updates and open forums, fostering greater transparency and trust.

# Self Assessment Program Improvement Plan

## Program Design and Management
## Focus Area – Program Administration & Planning

## Plan of Correction:

As part of our ongoing efforts to enhance the effectiveness of our program administration, we have identified critical areas for development. The following strategies are proposed to address the current challenges and ensure continuous improvement:

- Regular Updating of Service Area Plans
  - Commit to an annual review and update of all service area plans. This will involve aligning these plans with updated performance standards, state regulations, and relevant program data to ensure they remain effective and compliant.
- Development of a Cultural Competence Self-Assessment
  - Develop and implement a self-assessment tool focused on cultural competence. This tool will help identify strengths and areas for improvement across the organization, guiding targeted training and development initiatives.
- Enhanced Training and Professional Development
  - Offer comprehensive training sessions that address both the results of the cultural competence self-assessment and updates to service area plans. These sessions will equip staff with the necessary skills and knowledge to effectively implement changes and improve service delivery.
- Structured Feedback Mechanisms
  - Establish structured mechanisms for regular feedback on the implementation and effectiveness of service area plans. This feedback will be instrumental in making iterative improvements to both the plans and the overall administration processes.
- Collaboration and Stakeholder Engagement
  - Increase collaboration with external experts and stakeholders to incorporate best practices and innovative approaches into our service area planning. This will enhance the adaptability and effectiveness of our program offerings.

# Self Assessment Program Improvement Plan

## Program Design and Management
## Focus Area – ERSEA

## Plan of Correction:

To effectively increase participation in the Enrollment/Recruitment Committee, the following strategies are proposed:

- Communication of Purpose and Impact
  - Articulate the committee's goals and the significant impact its work has on both the community and the organization. Disseminate this information through multiple channels, including staff meetings, parent-teacher interactions, and digital communications, to ensure broad reach and understanding.
- Engagement and Information Sessions
  - Conduct an informational session that details the responsibilities and benefits of committee participation. This session will include testimonials from current members and provide an opportunity for interested individuals to engage directly with questions and discussions.
- Personalized Invitations
  - Extend personal invitations to potential members who have demonstrated interest or are actively involved in community activities. These invitations will emphasize the value of their unique contributions and the personal growth opportunities associated with their participation.
- Benefits and Incentives
  - Outline the personal and professional benefits of participating in the committee, including professional development, community recognition, and personal satisfaction. Offer certificates of participation and other forms of recognition to acknowledge the contributions of committee members.
- Accessibility and Efficiency of Meetings
  - Schedule meetings at convenient times and offer virtual participation options to accommodate the diverse schedules of potential members. Structure meetings to be efficient and outcome-focused, valuing the time and input of all members.
- Support and Appreciation
  - Provide ongoing support to committee members through targeted training and resources, ensuring they are well-equipped to contribute effectively. Establish a feedback loop that not only supports continuous improvement but also celebrates the successes and contributions of the committee members.

# Self Assessment Program Improvement Plan

## Program Design and Management

## Focus Area – Human Resources

## Plan of Correction:

In response to the need for clearer policies on the staff evaluation process, the following strategies will be implemented:

- Clarification of Evaluation Policies
  - Develop and disseminate detailed policies outlining the expectations and timelines for the staff evaluation process. These policies will specify how and when evaluations are conducted, ensuring clarity and consistency across the organization.
- Decentralized Evaluation Responsibilities
  - Distribute evaluation responsibilities among Directors, Managers, and Site Supervisors to ensure a balanced approach. This distribution will be clearly defined to avoid overlaps and ensure comprehensive coverage.
- Evaluator Training and Support
  - Provide specialized training for evaluators to enhance their skills in conducting effective evaluations. This training will include best practices in feedback delivery and performance assessment.
- Feedback Mechanism for Continuous Improvement
  - Establish a robust feedback mechanism that allows employees to provide input on the evaluation process. This feedback will be used to continually refine and improve the evaluation procedures.
- Regular Review and Updates
  - Commit to a bi-annual review of the evaluation policies to adapt and align them with evolving organizational goals and employee feedback.

# Self Assessment Program Improvement Plan

## Education

## Focus Area- CLASS

To address the need for more specific integration of the Classroom Assessment Scoring System (CLASS) within our School Readiness programs, we propose the following strategic initiatives:

- Development of CLASS-Specific Training Modules
  - Create and implement detailed training modules focused on the key CLASS domains: Emotional Support, Classroom Organization, and Instructional Support. These modules will be tailored to meet the needs of different staff roles and will be integrated into the existing professional development programs.
- Certification and Expert Development
  - Invest in the development of internal CLASS experts by sponsoring staff to become certified CLASS observers and trainers. These certified staff members will lead the training sessions, ensuring fidelity to the CLASS model and providing ongoing support to their colleagues.
- Regular CLASS Workshops and Practice Sessions
  - Organize regular workshops and practice sessions that allow staff to apply CLASS strategies in simulated environments or under supervision in actual classrooms. These hands-on experiences will be critical for deepening understanding and enhancing practical skills.
- Monitoring and Evaluation of CLASS Implementation
  - Implement a monitoring system to track the effectiveness of CLASS training on classroom practices and student outcomes. This system will include regular CLASS observations and feedback sessions to continually refine teaching practices.
- Supportive Resources and Tools
  - Provide staff with access to resources and tools that support the implementation of CLASS, such as video examples, checklists, and reflection journals. These resources will help staff to self-assess and improve their interactions based on CLASS principles.
- Feedback and Continuous Improvement Process
  - Establish a structured feedback loop that involves regular collection of feedback from staff about the CLASS training and its application in classrooms. Use this feedback to make ongoing adjustments to training and support, ensuring that the CLASS integration is as effective as possible.

# Self Assessment Program Improvement Plan

## Parent Engagement & Family Partnerships
## Focus Area – Parent, Family and Community Engagement

To more effectively engage families and the community in supporting our organizational goals, the following strategies are proposed:

- Update of Memorandums of Understanding (MOUs)
  - Systematically review and update all existing MOUs with local community partners to reflect current needs and priorities. This will ensure that partnerships are aligned with our strategic objectives and that both parties are clear about their roles and responsibilities.
  - Involve community partners in the updating process to foster a sense of ownership and collaboration, ensuring that the agreements meet mutual needs and strengthen ties.
- Adoption of a Program Assessment Tool
  - Implement a detailed program assessment tool that aligns with the Parent, Family, and Community Engagement Framework. This tool will help measure the effectiveness of our engagement strategies and identify areas for improvement.
  - Train staff on how to utilize the assessment tool effectively, ensuring that data collected is used to inform decision-making and improve program outcomes.
- Annual Assessment and Adjustments
  - Conduct annual assessments using the new tool to gather comprehensive feedback on our family and community engagement efforts. This will provide a basis for continuous improvement and help maintain alignment with evolving community needs.
  - Use assessment results to make targeted adjustments to programs and strategies, enhancing the relevance and impact of our engagement efforts.
- Enhanced Communication and Reporting
  - Develop a robust communication plan that includes regular updates to community partners and families on the outcomes of our engagement activities. This will enhance transparency and trust among all stakeholders.
  - Provide annual reports that highlight successes, challenges, and the impact of partnerships on program goals, reinforcing the value of continued collaboration.
- Training and Support for Staff
  - Offer ongoing training for staff on best practices in family and community engagement, tailored to the insights gained from annual assessments. This training will ensure that staff are equipped to effectively engage with families and community partners.
  - Foster a culture of continuous learning and adaptation among staff to keep pace with best practices in engagement and responsiveness to community needs.