

Self Assessment 2023-24

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 a 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.





- Level 1- inadequate- indicates that the program does not meet all the basic program requirements
- Level 3- adequate- indicates that the program meets all the basic program requirements
- Level 5- good- indicates that the program operates at a quality level above program requirements
- Level 7- excellent- indicates that the program operates beyond the quality level above program requirements

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 3.875 meaning that NCCDI meets all the basic program requirements.

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		22-23 Results	23-24 Results
Program Design & Management 	Governance	Inadequate-Adequate	Excellent
	Program Administrations & Planning	Inadequate-Adequate	Good
	ERSEA	Inadequate-Adequate	Good
	Human Resources	Inadequate	Inadequate
Education 	School Readiness CLASS	Adequate-Good Inadequate-Adequate	Inadequate-Adequate Good
Family & Community Partnerships 	Paernt Engagement & Family Partnerships	Adequate-Good	Inadequate-Adequate
Health 	Health Mental Health Nutrition	Inadequate-Adequate	Good

Program Design & Management	22-23 Results	23-24 Results
Governance	<p>Inadequate-Adequate</p> <ul style="list-style-type: none"> Review and update Governing Board Bylaws Sec. 642 [42 U.S.C. 9837] The PC approves and submits decisions about identified programs activities to the Governing Board. The PC participates in program level decisions. Sec. 642 [42 U.S.C. 9837] 	Excellent
Program Administration & Planning	<p>Inadequate-Adequate</p> <ul style="list-style-type: none"> Using program evaluation tools-be data driven (PS 1302.101) Service area plans (PS 1302.102 b) Parent surveys (1302.102 b (2) i) Self-assessment addresses cultural competency 	<p>Good</p> <ul style="list-style-type: none"> 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))
ERSEA	<p>Inadequate-Adequate</p> <ul style="list-style-type: none"> 100% full enrollment (PS 1302.15a) Maintaining 10% disabilities (PS 1302.14 b) 	<p>Good</p> <ul style="list-style-type: none"> 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.
Human Resources	<p>Inadequate</p> <ul style="list-style-type: none"> Staff annual evaluations (PS 1302.90 a) Timing of evaluations 	<p>Inadequate</p> <ul style="list-style-type: none"> Staff annual evaluations (PS 1302.90 a) <ul style="list-style-type: none"> 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.

Education	22-23 Results	23-24 Results
School Readiness	Inadequate-Adequate <ul style="list-style-type: none"> • School readiness goals are supported by program, staff, parents, and community representatives (PS 1302.102(a)(3)) 	Excellent
CLASS	Inadequate <p>HS teaching staff do not have professional development plans with a CLASS affiliated goal. (PS 1304.16; 1302.92b)</p>	Adequate <ul style="list-style-type: none"> • Less than 50% of HS teaching staff have a professional development plan with a CLASS affiliated goal on file. (PS 1302.92 (b)(1))

Family & Community Partnerships	22-23 Results	23-24 Results
<p>Parent Engagement and Family Partnerships</p>	<p>Adequate-Good</p> <ul style="list-style-type: none"> Establish and maintain a Health Services Advisory Committee that meets a minimum of twice a year. (PS 1302.53) 	<p>Inadequate-Adequate</p> <ul style="list-style-type: none"> 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)) 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)) 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))

Health	22-23 Results	23-24 Results
<p>Health, Mental Health, & Nutrition</p>	<p>Inadequate-Adequate</p> <ul style="list-style-type: none"> • Services are supported by a licensed or certified mental health professional or resource who assists their program with providing timely and effective identification and intervention of children with mental health concerns. (PS 1302.45) 	<p>Good</p> <ul style="list-style-type: none"> • Staff and parents both receive information about health prevention but not training in health prevention. (PS 1302.46 (b)(1))

Areas of Strength:

Program Design & Management

Governance

Score 7

- 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. Jerry Pollard is a paid fiscal consultant and Tim Ferris is a retired attorney who NCCDI consults with on legal issues.
- Attend monthly online trainings Roberts Rule of Order. Offer opportunities to attend Conferences.
- Bylaws are reviewed annually and updated as needed after review.

Program Administration

Score 5

- 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.

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.

School Readiness

Score 7

- NCCDI has a school readiness committee with multilevel staff, board, and community members.
- NCCDI has created school readiness goals.
 - These goals are aligned with ELOF and California's Early Learning Foundations
- DRDP assessments are used to assess children three times per year.
 - Goals are reviewed after each collection of assessments and are ongoing.
- The curriculum that is used is culturally sensitive and appropriate. It allows for the incorporation of linguistically and culturally sensitive books, themes, and projects.

Health, Mental Health & Nutrition

Score 5

- NCCDI has a Behavior Specialist.
- 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.

Areas of Growth:

Human Resources

Score 1

- HR is currently working on a new system as part of NCCDI's 5 Year Goals. This includes the Individualized Professional Development Plan and Annual Performance Review on ADP.

Parent Engagement and Family Partnerships

Score 1

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