**CHTOP Goal Prioritization**

1. Strengthening families by increasing family’s knowledge of parenting and child development. 1, 4
2. To increase parent, family, and community engagement in program activities leading to improved family engagement outcomes and school-ready children. 1, 2, 3, 4
3. To motivate and increase capacity of parents to model healthy behaviors and to help their children receiving comprehensive health services including health, dental, mental health and good nutrition. 1, 2, 3, 4
4. Children’s overall health with be monitored in partnership with families and providers to identify and address needs and promote overall wellbeing. 1, 2, 3
5. To expand and further develop and organization and systems culture that is data driven—where data collection, compilation, and analysis are seamlessly integrated with planning and evaluation process (fit with community partnerships). 2, 3, 4

To strengthen ongoing monitoring and data collection and utilize the information to inform ongoing needs, improvement and practice (seamlessly) “*sure*”. 2, 3, 4

1. Collect and analyze data that accurately measures desired outcomes without negatively impacting other program goals. 1, 2, 3, 4
2. Create systems that strengthen relationships between staff, between staff and children, between staff and families, and staff and community including prioritizing face-to-face communication. 1, 2, 3, 4

Strengthen relationships between and among community, staff, families and children. 1, 2, 3, 4

1. To improve recruitment and retention of well qualified competent and committed staff, including hiring practices, professional development opportunities and staff support. 2, 4
2. Increase family engagement in children’s learning. 1, 3
3. To increase PFCE across the program leading to improved family engagement outcomes, all children achieving their fullest potential and to empower parents/families to move toward self-sufficiency. 1, 3
4. To improve and increase program capacity to support children’s learning while in the program and later in life through the use of high quality instructional support, provisions of safe and emotionally supportive environments and the establishment and maintenance of well-managed learning environments and activities.