

Bureau of Child Development and Head Start Collaboration
GSQ Advisory Committee
Meeting Minutes - 1/11/24
9:00-10:30

In Attendance: Andrea Foster, Jessie Davis, Sarah Henry, Heidi Hammell, Chris Casserly, Joan Izen, Liz Scruton, Hillary Pincoske, Dee Dee Thurber, Alex Amaral, Jamie Nadeau, AnnMarie Censullo, Suelaine Poling, Lisa Ranfos, Christina D'Allesandro, Jackie Firmin, Shannon Tremblay

Agenda Meeting Objectives:

1. Revisit Committee's Purpose
2. Provide a comprehensive overview of ongoing contract work including evaluation
3. Get member input on next steps for engaging providers in GSQ

Revisit our Purpose

Targeted outcome: Committee members understand and are grounded in the purpose of participation and have the opportunity to reflect on our shared goals.

1. Provide the opportunity for transparent, shared bi-directional communication between the Bureau of Child Development and Head Start Collaboration, the Committee, and statewide partners so that all have the information they need to make decisions to help further develop and shape the system.
2. Provide guidance and input on direction of the implementation of GSQ.
3. Identify what data needs to be collected. Share, review, analyze, and use data in order to apply changes as needed.

Andrea Foster - DHHS:

Not a lot of shifting in the GSQ system

- 2 programs applied and were awarded an increase in step since our last meeting
- 3 awards in December - one was in increase in step
- There are already applications on deck for January
 - 6 will be easily awarded and the others will be given support to get there

March of 2022 was the roll out of the system.

- After one year programs can reevaluate and reapply for a new step.
- This is an exciting time as we start seeing the system work. Programs coming into the system, working on CQI, reevaluating, and reapplying for an increased step

Sarah - GSQ Capacity Build contract updates:

- ***BHII focus groups - evaluating GSQ as a whole***
 - Sent out an application to providers 36 providers responded
 - 4-5 homogeneous groupings
 - 2 groups of ERS
 - 2 groups of PM
 - 1 grouping that is licensed + and crosswalked programs
- They will take place in February probably by zoom
- This is the first step in this evaluation

- this session is for directors and the next outreach will be a wider voice represented.

We may have an update by MARCH on how these went.

QUESTION: At the last meeting the original survey had crosswalked data error - did BHII reach back out to the crosswalked programs after they fixed the error?

- Sarah will reach out to BHII to confirm

OST QUESTION: Yes, there are OST programs included in the forums. They may not be stand alone OST, but programs that have both OST and EC

- ***Tuition assistance***

- PDG and this contract had money for tuition assistance totaling a million dollars
- Keep sharing this out in the field that this opportunity exists

Capacity Building Contract - \$500,000 - 7 community colleges

- Every early childhood class at 100%
- Not as many barriers - Only NH residency
 - No requirement of working in the field
 - Expanded course options
- Up to three courses per semester
- funds going directly to the student - no strings attached

(College of Professional Studies grant covers Bachelors work)

This tuition assistance elevates provides and feeds right back into the system - there should always be a circle back to GSQ

As of last week almost \$200,000 have been applied to students

QUESTION: Could we get this information out to high schools to help encourage students to move into this field with this support? Sarah will talk to Community College about this.

QUESTION about support for new learners: If we see that we have an influx in brand new learners or brand new online learners we may consider building in a support system for these students who may need extra help

- ***ERS and coaching:***

- ERS pathway programs were not getting as much support as the PM pathway programs because the system wasn't as built out at the rollout of GSQ.

PDG did a small scale coaching pilot with Step 2 and Step 3 on ERS Pathway

- We have done a survey with those programs and learned a lot about what programs want, need, and their basic understanding about CQI
 - 13 programs engaged in this work
 - PDG ended Dec 30 and now this work moves into this contract
- We will be sending coaches out to work with these programs on Practice Based coaching, Mission and Vision statements, build-out of leadership teams...
 - Offer this support in a standardized format to help them reach goals for a step increase

The CQI piece - the gray area between the steps

- We have trained ANCHORS, Coaches, and Assessors.
 - Just completed an ECERS reliability week - 45 hours with ERSI to train ANCHORS to support the ERS system in NH
 - They will train in the ITERS and FCCERS in the Spring and Summer

It is a big undertaking and a way to have reliable, experts in the ERS system within the state

- We don't have a coaching model for programs that are NOT in GSQ
 - This contract is creating a Readiness series for both PM and ERS entering step 1 in GSQ
 - Practice Based Coaching across both pathways - *required* coaching for this doesn't start until step 3, but a coach is always available to any step program that requests it
 - Barriers to Coaching in lower steps buy in and capacity
- Program coach is their link to CQI -

TA contracts in the state CCA and ACROSS - provide coaching early on to understanding what programs need

Jessie wants Practice Based Coaching right out of the gate.

- State needs a diverse strong base of regional coaches.
- Capacity Building contract will have regional coverage of coaches for both pathways - ERS and PM

Committee is encouraged to have providers reach out to CCA, ACROSS, or Andrea if they have any questions or need support.

OST QUESTION: How does OST fit into this?

Sarah and Jamie can talk later - Capacity Building Contract does not include OST

We do have resources to do assessments for OST

Jamie and Sarah can work together to create a plan to make sustainable recommendations to the state.

QUESTION: Is there Coaching for programs that are not in GSQ system yet?

That would be CCA and ACROSS.

It would be wise to have people in each region to help get people into the system - this would be the TA systems we already in place - having coach status within these contracts to support programs

Liz Scruton: Children's Trust update (and Nathan Fink)

- Marketing campaigns for GSQ
 - families tool and provider tool
- Partnered with PIC Parent Information Center
 - made phone calls to the programs not in the GSQ system
 - 92 provided had a conversation with them
 - Included OST programs, FCC, center base, nature based, for profit, non profit, montessori, under 10 kids, under 30 , under 50, over 100
 - LOTS of different kinds of representation
 - 15 providers out of 92 that had decision making power
 - Quite a few providers hung up on them has said they had no capacity to talk about GSQ

Also made phone calls to parents

What's the synopsis is: 6 overarching themes

- They want to know that kids are safe and kids are happy
 - They felt like is the GSQ could share where they fall within this then they would find it more relatable to them
- Quality Child Care goes beyond certificates
 - how are there children treated, continuity in staffing
- CPR and First Aid are really important but not the main thing the families are looking for
- Families don't have a lot of options because of lack of availability
- Making life better for child cares
 - Want better working environments and more staff
- Trainings that matter
 - Training about emotion and trauma
 - Trauma informed care
 - Social emotional learning

Two biggest barriers to GSQ were the cost and the ongoing staffing crisis

- NHCT also hosted 3 focus groups for providers and 3 specific to families
 - There are specific protocols followed for focus groups
 - Focus groups of programs NOT engaging in GSQ
 - GSQ Capacity Building Contract is doing focus groups for GSQ programs
- Nathan would like to come back to the group when he has time to really digest the data and report it.

BIG QUESTION: How do we make these programs realize that what they are looking for are things they could gain from being part of the GSQ system

- Marketing approach and data
- Followed up with coaching

Continuous training with staff turnover is a huge hurdle.

From Jessie: look at how is training and credentialing a barrier in GSQ - they support a quality indicator but are not a quality indicator

- ACROSS brought on Natalie from New Morning School as a trainer and consultant
 - She is a champion of GSQ
 - They are very excited about this collaboration and having her support in building and advocating this system for OST
- CCA mini conferences - go to programs and provide training of their choice.
 - They are booked out through May and 4 staff members do the training.
 - 3-4 a month all over the state.
 - They are at a place where they are being asked to go back to programs for more.
 - They are doing them during the day, in the evening, a really nice personal connection and outreach.

Jessie is asking for a number. How many programs are participating?

- Please share this work when doing reporting even if it isn't part of a deliverable because it is something that is really exciting and a positive step

- Children's Trust has provided stipends to pay for coverage for staff to participate in trainings.
 - Jessie has plans moving forward in incentivizing people and it is a priority for the Bureau build a robust training system

THOUGHTS:

- Look at Marketing - families don't know what they don't know
 - When they see something different, they realize what is possible
 - Certainly, happiness and safety are important but that's not where quality ends. To ensure the forward trajectory of growth, CQI is needed.
- They want continuity - that speaks to one of the goals of this system
- Encourage providers to use their incentive funds to visit other programs - lab schools
- It can be inspiring to see what others in the field are doing and use each other as a resource

Next steps:

- How do we reach out to those programs who were not part of the original outreach with GSQ?

Credentialing leads to increased PD, which leads to professionalizing the field, which leads to staff retention, which leads to happy children and families.