The State of New Hampshire Child Care Webinar Series
Session Two: Child Care Quality
Part Two

A NEW HAMPSHIRE DEPARTMENT OF HEALTH AND HUMAN SERVICES WEBINAR
HOSTED BY CHILD CARE AWARE OF NEW HAMPSHIRE
Wednesday, December 15, 2021 5:30 - 7:00 PM

We will begin promptly at 5:30 PM

Welcome!

How things will work on the call:

Everyone is muted so we can all hear well

If you are having any difficulty please email ccrrtraining@snhs.org.

This webinar is being recorded

To ask questions, make comments or share your ideas:

If you are on a computer, use the Zoom Chat

If you are participating by phone, send an email to: **ccrrtraining@snhs.org**

To get professional development hours for this evening's call:

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By phone: Send an email to ccrrtraining@snhs.org with the name of your program and   your full name(s)

This PowerPoint, FAQ, and recording of the call will be posted at:

https://www.nh-connections.org/providers/trainings-and-recorded-webinars/

Our Contributing Presenters Today

- Debra Nelson, Bureau Chief, DHHS/DEHS, Bureau of Child Development and Head Start Collaboration (BCDHSC)
- Dianne Chase, Assistant Bureau Chief, BCDHSC
- Zelda Boyd, National Center on Early Childhood Quality Assurance
- Lisa Ranfos, Executive Director CSDS, Assistant Clinical Professor, Department of Human Development and Family Studies, UNH
- Diana Menard, Department Chair, Child and Family Studies, NHTI, Concord's Community College
- Suelaine Poling, Executive Director, Keene Daycare Center
- Diane Manning, TEACH NH Counselor
- Amanda Enos, Supporting Coordinator, SNHS
- Joan Izen, PTAN Project Director, SERESC
- Tracy Pond, Program Manager, Child Care Aware of New Hampshire, SNHS
- Denise Martin, Quality operations Specialist, BCDHSC
- Claudette Mallory, Child Care Program Improvement Specialist, BCDHSC
- Annie Censullo, Credentialing Specialist, BCDHSC
- Emma Heath Salerni, BCDHSC QRIS Support Coordinator, UNH

Welcome and Webinar Overview

Today's Agenda

- Greetings and Introduction
  Logistics
  Presenters
- Welcome
- Series Overview and Goals
- The State of Child Care Quality in NH:
  - What does quality child care look like?
  - Why is quality child care important?
  - **What is the state of child care quality in NH?**
  - **What is the BCDHSC doing to promote quality?**
  - **How will we know we're achieving quality?**
- Closing Remarks

Continuing the Quality Discussion …

Early Childhood Tuition Assistance Program

Early Childhood Tuition Assistance (ECTA) Program

This grant is funded by DHHS and is available to teachers working a minimum of 20 hours per week in a NH licensed child care center, and to directors working a minimum of 30 hours per week in a NH licensed child care center. Courses may be taken at Granite State College and the Community College System of NH (CCSNH).

Key Details Regarding the ECTA Grant

- Grant funds are awarded at 100% tuition for courses such as Child Development, Positive Behavior Guidance in ECE, Young Children with Special Needs, and Infant & Toddler Development.
- Grants are awarded at 50% tuition for Early Childhood Education courses including, but not limited to, Foundations of Early Childhood Education, Language and Literacy in ECE, Observation and Assessment in ECE, and ECE Program Administration.

### Summary Information Regarding the ECTA Grant through Granite State College

- Students are responsible for all materials needed for the course and for the $85 registration fee.
- In the Fiscal Year ending 6/30/21: **130** grants were awarded of which there were **69** full grants and **61** partial grants.
- **40** first time students received grants.
- For more information, please email Nicole Fragala at Nicole.Fragala@granite.edu or call 603-767-6087

Early Childhood Tuition Assistance Program

In conjunction with Granite State College and the NH DHHS Division of Economic & Housing Stability, Early Childhood Tuition Assistance (ECTA) Program, **CCSNH** provides degree and certificate programs through its 7 NH Community Colleges to increase student knowledge and skills as they work in the field of Early Childhood Education.

Summary Information Regarding the ECTA Grant through the Community College System of NH

- Students are responsible for all materials and comprehensive course fees. Fees vary depending on the college, from $27 - $75
- For the fiscal year ended 6/30/21, **249 ECTA tuition awards** were granted, including **91 Partial Awards** and **158 Full Awards**
- **69 Awardees** were students taking their first ECE course.
- For more information, please contact Teri Laflamme at tlaflamme@ccsnh.edu or call (603) 230-3531
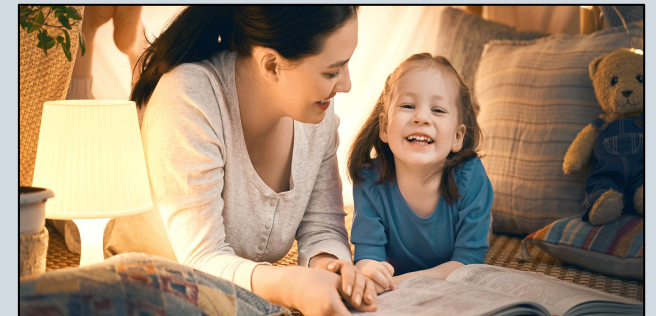
Early Childhood Tuition Assistance Program

Response to the ECTA program is very positive. Students are completing courses, certificates and degrees. Available funds for this program are exhausted each year.

Sample of Shared Student Comments:
- I was able to complete a course for my director qualifications while also not suffering financially.
- It gave me the opportunity to take the class that I wouldn't have had otherwise.
- It helped me to pay for my last class. Without this grant I would not have been able to finish my ECE certificate.
- I have been able to continue to earn my ECE credits to become a lead teacher.
- I am becoming more informed with children's needs. And would like to become a lead teacher.
- I have gained more knowledge to apply in my own classroom and support the students in my care.
- Without this program, I would be financially unable to complete the courses I need to finish to become lead teacher qualified.
- I have been able to further my education and experience to become a teacher.
- I have been able to take classes and receive funding to do so. It has been a great help in furthering my education and career.

Sample of Shared Instructor Comments:
- This program is critical for many students. Without it, many students have told me that they would be unable to attend school. Also, it is needed for state regulations to be met at many centers. This is a critical program in order to keep our ECCE centers operating at a high standard.
- Enables students who otherwise might not be able to afford college to continue their education, which also benefits young children with a more qualified workforce.
- This allows and encourages people working in the field to get training and courses needed to stay in the field and be more responsive with children.

Preschool Development Grant Projects

What is the PDG?

- The Preschool Development Grant (Birth – 5) is a collaboration between UNH, the NH Department of Education and Health and Human Services, and the Governor's Council for Thriving Children
- The PDG seeks to support New Hampshire's vision that all families are afforded comprehensive and responsive supports, so they are healthy, learning, and thriving, now and in the future.

BCDHSC PDG Staff and Projects:

- BCDHSC has two full time PDG staff, Sarah Henry and Emma Salerni, who support the work of the QRIS, Pyramid Model, Kindergarten Entry Assessment and Transition, Coaching System, Developmental Screening, and a Mixed Delivery Model for expanding child care opportunities in NH.

Coaching: Preschool Development Grant

Coaching System Vision:

- A shared system between the DOE and DHHS with joint core competencies for all coaches

- A plan for funding coaches to work with programs and schools (e.g., a mixture of free [no cost to program] and sliding scale fee based on programs' or regions' capacity to pay)

- A fully developed infrastructure that identifies, trains to fidelity, credentials/endorses, monitors, and coordinates the access to coaches in the system

- A fleshed out evaluation of and reporting on the coaching system. The desired outcome is an accessible, sustainable DHHS/DOE coaching system that enhances program quality and/or practices in ECCE, preschool, kindergarten and Out-of-School Time programs.

Professional Development: Pyramid Model

Pyramid Model
for Promoting Social Emotional Competence
in Infants and Young Children

Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

Systematic approaches to teaching social skills can have a preventive and remedial effect

Targeted Social Emotional Supports

High Quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Nurturing and Responsive Relationships

Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel

Systems and policies promote and sustain the use of evidence-based practices

Effective Workforce

Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org

The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development.

- No cost access to Pyramid Model e modules on Pro Solutions for all New Hampshire educators and care givers. https://www.prosolutionstraining.com/nh/
  - Building Positive Social Emotional Skills for All Children
  - Reducing Implicit Bias
  - Wellness: Taking Care of Yourself
  - Birth-Five
  - Infant Toddler

- Pyramid Model Pathway to program quality embedded in Granite Steps for Quality, Quality Recognition and Improvement System, supported by Incentive Funding.

- Technical Assistance and Coaching opportunities.

Current Quality Rating and Improvement System

- Increase quality of care and education services.

- Increase parents understanding of higher quality care and education.

- Create a cross sector framework that links standards, technical assistance, monitoring, finance, and consumer engagement for programs in a inclusive range of settings.
  (https://childcareta.acf.hhs.gov/ccdf-fundamentals/quality-rating-and-improvement-system-qris)
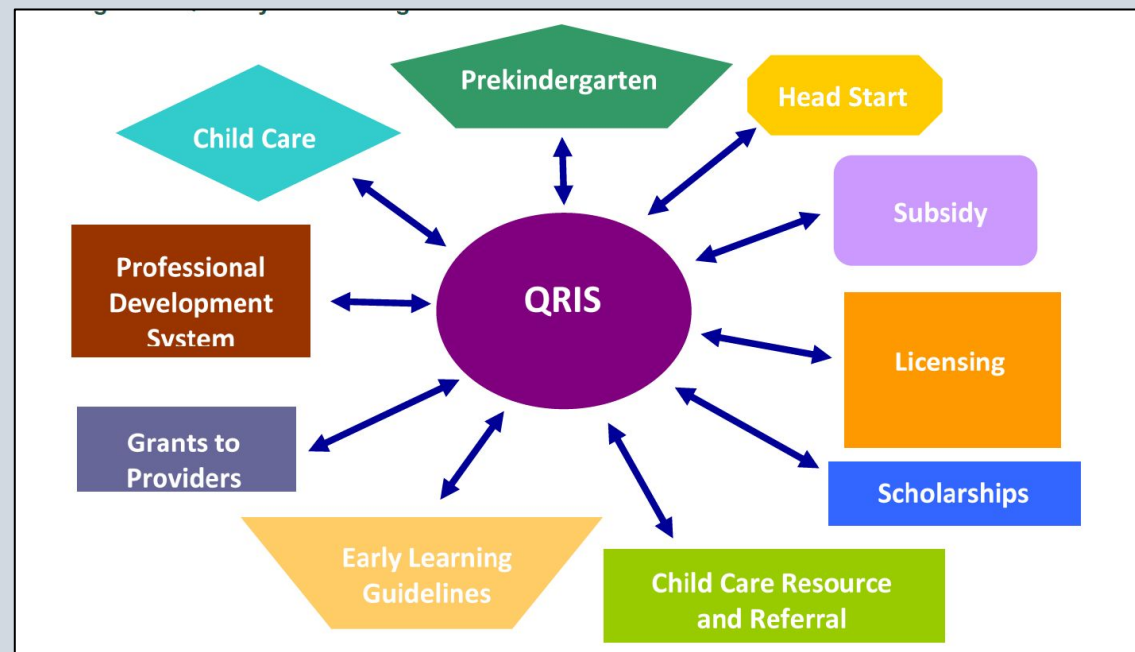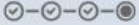
What is the BCDHSC doing to enhance quality going forward?

Quality *Recognition* and Improvement System (revised)

NH's Evolving System: What Changed and What Stayed the Same?

Previous Quality Designation	Change	Revised QRIS (GSQ)
Quality Rating and Improvement System	Name	Quality Recognition and Improvement System: Granite Steps for Quality
Three tiered rating system: licensed, licensed plus, accredited	Steps	Four Steps of recognition: 1, 2, 3, 4
Incentive funding is a percentage of NH Child Care Scholarship Program enrollment, based on quality rating	Incentives	Increased funding percentages for Child Care Scholarship Program participation AND Tiered quarterly and annual quality bonuses
Head Start/Early Head Start not eligible for incentive funding	Eligibility	Head Start/Center Based Early Head Start eligible for incentive funding
Quality rating identified by tier	Quality Identification	Quality recognition identified through two standards, Staff Qualifications and Learning Environments, and four Steps
One-size-fits-all programs	Criteria	Four identified program types with specific criteria rubrics
"Afterschool program"	Wording	"Out-of-School Time" program
Prerequisites for all programs	Prerequisites	Expanded prerequisites for all programs

What is the BCDHSC doing to promote quality going forward?

Quality *Recognition* and Improvement System (revised)

*Increased Quality Incentives and Resources to support the growth of quality

GSQ Can Help! **Quality Incentives & Resources**

GSQ invests in resources and incentives to help programs along their path to enhanced quality. This section describes the numerous resources and financial incentives available to your program to help you along the way.

Quality Incentives

Quality incentives are available to programs before, during, and after the GSQ application process and come in many forms.

Program Materials and Supplies:
- ERS Assessment Tools
- Pyramid Model Tools
- NH Early Learning Standards
- And more!

Access to Support Services:
- Consultation
- Practice-Based Coaching
- Targeted Technical Assistance

Financial Incentives*:
- NH Child Care Scholarship Program Quality Payments
- GSQ Quarterly Quality Bonuses
- GSG Commitment to Quality Annual Awards (based on GSQ Step and license capacity)

Professional Development Opportunities:
- Business Practices Trainings
- Pyramid Model Trainings
- ERS Trainings
- And more!

*The department has the sole authority to determine if a provider shall be awarded an incentive quality bonus. Quarterly and Annual Quality Bonuses shall only be issued to programs with an active child care license. No bonus shall be awarded to any program whose license has expired, has been suspended, revoked, surrendered, or whose license has been subject to administrative action by the Department within the 12 months preceding the award time period.

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Credentialing: Challenge and Revision
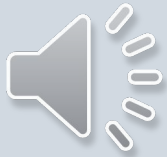
NH Professional Development System that awards credentials to individuals working in Early Childhood and Out-of-School Time settings.

Credential Challenge
BCDHSC and CCAoNH a program of SNHS, team up to support individuals and Child Care Programs get credentialed!
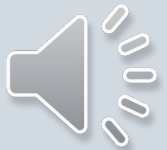
Credential Revision:
- In the process of revising the Early Childhood credentials
- Last revision was in 2015
- The field will be notified when revision is complete

New Hampshire Connections

NH Connections
- Professional Development
- Quality Care Matters
- Child Care Search/ Program Quality Designation
- Resources
  - Family, Community & Provider
- NHCIS Log-in access

New Hampshire Connection Information System (NHCIS)
- Program Profiles
- Professional Registry & Training
- Licensing & Background Checks
- QRIS: GSQ Application available February, 2022!

New Hampshire Connections Information System:
For Providers

New Hampshire Connections Information System:
For Families

How Will We Know We Are Achieving Quality?

We create & implement a 4-step evaluation plan based on our goals & targeted outcomes:

Evaluating Quality: It Begins with the Goals

Goals

- Improve the overall quality of early care and education and Out-of-School Time programs in the state, thereby improving outcomes for children and families.
- Increase families' understanding of and demand for higher quality early care and education and Out-of-School Time programs.

Evaluating Quality: Target the Outcomes

GSQ Outcomes

| Program Outcomes	Family and Child Outcomes	GSQ System Outcomes
Short Term		
• Programs engaged in Continuous Quality Improvement. • Programs advanced in the GSQ system. • Programs earned GSQ endorsements. • Programs engaged in partnerships with families, community organizations, and schools to coordinate services and work effectively together.	• Families and children had equitable access to quality programs. • Families' knowledge of and demand for quality programming increased. • Families gained skills, knowledge and resources to promote their children's development and learning, and engage in positive parent-child relationships. • Children engaged in positive relationships with family members, caregivers, and other children. • Children were learning and developing in safe and healthy environments.	• Program participation increased each year. • Programs remained in GSQ. • Programs had equitable access to GSQ resources. • The percentage of programs participating at higher GSQ Steps increased over time.
Long Term		
• Recruitment and retention of teachers/staff improved in GSQ programs. • GSQ programs provided effective learning opportunities and safe, healthy environments for children.	• Children transitioning from early care and education to kindergarten programs were prepared for success in school and life. • Family engagement with the system (e.g., as advocates and leaders) increased for interested families. • Children in Out-of-School Time programs had improved school attendance and academic achievement.	• GSQ Steps were associated positively with external measures of quality and gains in children's development. • GSQ utilized data to guide statewide professional development opportunities and system investments, policy, and practices.

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Evaluating Quality: Select the Measures

Goals

- Improve the overall quality of early care and education and Out-of-School Time programs in the state, thereby improving outcomes for children and families.
- Increase families' understanding of and demand for higher quality early care and education and Out-of-School Time programs.

Methods
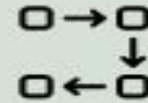
- Create a cross-sector framework linking standards, professional development/support, community supports, and consumer engagement.
- Align the many aspects of our state's early care and education and Out-of-School Time system, including Child Care Licensing, Head Start/Early Head Start, NAEYC Accreditation, NH Early Childhood and Out-of-School Time Professional Development Systems, NH Child Care Scholarship Program, professional development/program supports, and more.

Measures

- Programs are assessed using quality indicators, data collection, and formal assessment tools. Data and assessment results will be consistently monitored to determine impact on quality.
- Programs are surveyed annually and asked to self-assess their competence in providing care and education and improving quality over time.
- Families are surveyed annually and asked to self-assess their understanding of high quality care and education and its availability.

Evaluating Quality:
Final Steps & Considerations

- Step 3: Analyze your data & information: What were the results?
- Step 4: Use results for Continuous Quality Improvement
- Considerations:
  - Collect only necessary data & information
  - Consider the burden on programs/providers
  - Make sure it's meaningful and relevant
  - Share results that are strengths-based, meaningful and useful to programs and others
- Update the plan as applicable

Going Forward

Thank you for joining us tonight. As always, we appreciate everything you continue to do for New Hampshire's children and families!