



NH Strategic Plan for Early Childhood Subcommittee Reconvening #2

Date/Time: August 30, 2023, 1:00-3:00p

Location: online <https://unh.zoom.us/j/7781437420>

Participants (9):

- Rebecca Fredette (NH Education Department)
- Athena Cote (NH Department of Health and Human Services)
- Joelle Martin (Milford Thrives)
- Christina Lachance (NH Council for Thriving Children)
- Rebecca Woitkowski (New Futures)
- Katie Brissette (Early Learning NH)
- Christina Dallesandro (New Hampshire Charitable Foundation)
- Marianne Barter (Merrimack Valley Day Care Service, Chair NH Child Care Advisory Council)
- Kendra Dix (Parent Information Center/NH Family Voices, on behalf of Michelle Lewis)

Public Attendees:

- Lynn Ouellette (Nelly's Treehouse, State Early Learning Alliance, NH Child Care Advisory Council)
- Tiffani Arsenault (Family Connections Center, NH Department of Corrections)

Facilitator:

- Lara Quiroga (Pear Associates)

Welcome (Christina Lachance)

- Review agenda
- Invitation to the public to attend NH Council for Thriving Children meetings
 - As always, members of the public can attend a meeting at any time, there is an opportunity for public comment at the end of every meeting, the agenda can be found on the Council for Thriving Children's website.
 - If interested, there is an opportunity to help present Strategic Plan Subcommittee recommendations to the full membership at the next Council for Thriving Children meeting on September 20th, please [contact Christina](#) directly if you are interested.
- The 2023 Strategic Plan for Early Childhood and the accompanying [Strategic Plan Framework](#) guides this work
- Pear Associates has been engaged to analyze State plans and help the Strategic Plan Subcommittee make recommendations for measures of success for the full Council's consideration.
- From last meeting:

- Strategic Plan Subcommittee Members felt presented measures were too heavily focused on early care and education (child care), Pear Associates has proposed additional measures that include early childhood health and family support.
- Introduction of Strategic Plan Subcommittee Members

NH's Crosswalk and Meta-analysis of State-Level Plans (Lara Quiroga)

- Work thus far has been informed by the Joint Early Childhood Integration Team and our first strategic plan subcommittee meeting.
- The draft crosswalk, which was reviewed at the last meeting, is available for review on the Council website [here](#).
- Today we will focus on measures of success for priority outcomes.
- Recommendations from these meetings will be presented at the next Council for Thriving Children meeting.

Measures of Success (Lara Quiroga)

- Referring to [“Proposed Measures of Success” document](#)
 - Objective: determine top 5 most meaningful measures out of the 10 suggested measures for each outcome
- **Priority Outcome 1** Potential Performance Measures (Increase families’ partnership in, knowledge of, and choices for their child’s development.)
 - Athena: received feedback from colleagues about feasibility of DHHS measures:
 - Ages and Stages Questionnaire data is available
 - Home Visiting data is available
 - Family-Centered Early Supports and Services data is available
 - Need to confirm with DHHS’s Bureau of Child Development and Head Start Collaboration (BCDHSC) if contractual Child Care Resource & Referral information is tracked
 - Lara: correction: responsible person for that metric should be DHHS and Southern New Hampshire Services (current Child Care Resource & Referral contractor)
 - Christina D: Regarding the Parent Leadership Certificate: what program is this part of?
 - Lara: Part of Comprehensive Family Supports and Services contract that was finalized in the spring.
 - Christina D: There are other parent leadership programs that are being launched. Can the metric on parent training be broader?
 - Lara: For this analysis we are only looking at state-level plans/contracts and measures associated with those plans.
 - Joelle: Christina does make a good point about how this particular metric may be so specific that it’s significance is limited.
 - Lara: There is another metric related to parent training/classes, so we may be able to capture parent supports in another way, possibly under another priority outcome.
 - Athena: does “NH’s Regional Early Childhood Councils” refer to the Early Childhood Regional Lead System?
 - Christina L: Yes, there are no required local early childhood councils in NH. We should ensure naming convention and the metrics match the measures in the State of NH’s contract with NH Children’s Trust
 - Lara: The measure related to parent/caregiver classes has NH Children’s Trust listed to capture the Family Supports and Services programming.

- Athena: If we're looking specifically at Family Resource Centers and the Family Supports and Services program, that makes sense, but Healthy Families, etc. use different data systems. The Family Supports Data System doesn't cover all programs that might provide parent groups. It would help to make the responsible party DHHS and we can refine the exact data source(s) later.
 - Lara: I'll make that change.
- **Priority Outcome 2** Potential Performance Measures (Increase families' access to integrated quality early childhood opportunities and services)
 - Christina L: there aren't many metrics from NHED. Becky Fredette, do you have any suggestions for this? Preschool special ed.?
 - Becky F: I can look into a metric for special ed.
 - Lara: note that this priority outcome spans a couple themes from the strategic plan, so the measures were expanded beyond enrollment data. In addition, some consideration was given to whether increases in enrollment in certain programs actually indicates improvement (such as with special education – what does increased enrollment mean?)
 - Rebecca F: NHED is looking for Early Supports and Services to be reaching children in integrated child care programs so they are reaching beyond isolated special ed. programs, and supporting children in natural environments. Will look into what metrics are available for those efforts.
 - Athena: checked on importance of some measures and whether data is collected to match them. Family Resource Center of Quality (FRC-Q) designations from NH's Wellness & Primary Prevention Council are tracked. For "Increase in professionals receiving their intermediate or advanced Early Childhood Family Mental Health (ECFMH) credential," DHHS can capture this. For "Increase in number of families receiving system navigation support," how is this defined, do home visiting referrals count?
 - Lara Q: "system navigation" refers to several contracts that are meant to support families in navigating the array of services available to families and young children, such as Community Health Workers. Is there a data point DHHS or Parent Information Center is tracking? Maybe in relation to navigating special education services?
 - Athena: Can we capture how families navigate the education system, such as 504s and IEPs?
 - Becky F: 504s are only regulated at the federal, so we don't have detailed data on 504s. We can provide data on Individualized Education Plans (IEPs).
 - Christina D: is there an integrated system schools are using to log and document IEPs? Are 504s also in there, but just not reported?
 - Becky F: Yes, there is a shared system for IEPs. A portion of the IEP database is for individualized service plans and some parents who send their children to private schools choose to enter plans there. Some districts enter 504s in that area as well, but it doesn't have sections for every part of the 504 plan, so some districts use their own system to track 504s.
 - Athena: Does the system track family IEP meetings? That could fall under family support.
 - Becky F: Some meetings are tracked. Especially if the timeline is significant, such as with referrals. Testing is

sometimes tracked. If they test without a referral, they are not tracked.

- Athena: To return to the definition of “system navigation” I think it makes sense to leave DHHS as the responsible party and the specific metric can be determined by them. Two other metrics that make sense: “Increase the number of licensed and license-exempt child care providers in communities with low (below median) or no access to licensed care” might be hard to track, but this would be a good measure to track. Also, “Increase in number of children receiving child care scholarships” is an important metric and can be tracked.
 - Lara: I took some liberty with the “licensed and license-exempt providers” metric knowing it would be a reach to collect this information. Bureau of Child Development and Head Start Collaborative does track licensure. License-exempt was added to capture Out-of-school Time providers who can be license-exempt. The geographic data would have to come from the child care accessibility map created by Abt Associates and it’s unclear whether that is going to be updated and who would be responsible for that. That said, it would be very meaningful to be able to see if child care deserts are improving.
- Marianne Barter: Regarding child care scholarships: this is low-hanging fruit and easy data to collect, but we need to consider that changes in legislation are going to contribute to increases – this isn’t based on complex efforts, just the expansion of eligibility. Regarding the Quality Rating and Improvement System, Granite Steps for Quality (GSQ): this program has received criticism and may be revised in the future, so the Child Care Advisory Council would have a hard time supporting metrics based on GSQ data.
 - Lara: This is a valid point, however a state contract dictates this metric so for the time being this might be useful information. If the system changes then this metric could be changed at that time.
- Christina D: “Increase the number of licensed and license-exempt child care providers in communities with low (below median) or no access to licensed care” doesn’t include “slots” – is there a way to capture existing programs that have increased their number of slots?
 - Christina L: NH does not currently track slots. Maybe licensed capacity could be tracked.
 - Katie Brissette: Down the road NH Connections may be tracking slots.
 - Lara: both metrics about child care availability will be updated to say, “providers or slots”
- Kendra Dix: PIC tracks the number of families calling in for support, so this can be measured.
- Lara: Athena shared in the chat that hopefully the Whole Families Approach to Jobs program will also increase access to child care scholarships. We don’t have a plan for Whole Families Approach to Jobs program, but if they develop a plan, we can integrate that into the crosswalk at a later time.
- Christina L: a number of recommendations relative to child care were suggested to the Whole Families Approach to Job advisory committee and can be found in the report/DHHS website
 - Athena: they are paused right now as they implement and track programs.
- **Priority Outcome 3** Potential Performance Measures (Increase comprehensive wellness of young children.)
 - Athena: I think we could capture the last metric: “Increase in referrals to family support, health, and mental health services”

- Christina D: Are we tracking women receiving postpartum care under the newly expanded Medicare?
 - Lara: this may already be tracked in Wisdom
 - Athena: claims are tracked, but we could pull some information from claims
- Christina D: There was legislation passed to increase blood lead level *testing*. Should we include testing rates along with test results?
 - Lara: considered this, but when trying to reduce measures down to 10, it was eliminated. The testing doesn't necessarily tell us about wellness, but blood lead levels do.
- Christina L: Are we consistently collecting Ages and Stages data?
 - Athena: Yes, all of the metrics listed under this outcome are tracked by DHHS except the last 2.
- Lara: The second-to-last metric ("Decrease in number of actual bullying incidents that used social/emotional alienation or tactics") is tracked by the state on an NHED website (<https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/school-safety-data-collection>). It can be filtered by grade level.
 - Becky F: Implementation of MTSS-B (Multi-Tiered Systems of Support – Behavioral) would be a helpful data point – will look into this.
 - Athena: Similarly, Social-Emotional Learning (SEL) supports for families could be relevant.
 - Joelle: Some schools use MTSS-B in upper grade levels, we should ensure it's implemented in pre-K, etc. and capture that.
- Athena: should free and reduced school lunch data be included?
- **Priority Outcome 4** Potential Performance Measures (Ensure children achieve early childhood developmental and educational goals)
 - Becky F: The measure "Decrease in number of children with an Individual Family Service Plan requiring an Individualized Education Plan or 504 Plan" contradicts, "Increase in number of children enrolled in Preschool Special Education."
 - Christina D: I agree. I'm unsure increasing special education enrollment is what we want.
 - Becky F: Capturing the number of families enrolled in special education among those who are referred might give us better information about who is accessing services.
 - Lara: is there a way to capture individual gains as a result of early intervention?
 - Becky F: Suggested replacement: "Decrease the number of children identified with disabilities (who had an IFSP) needing services in reading who previously were enrolled in preschool special education by the time they reach third grade."
 - Athena: Children in Part C aren't tracked beyond their transition out of Part C.
 - Lara: Those measures that list "Part C" should have said "Part B." I was referring to children's progress throughout the Part B program.
- **Priority Outcome 5** Potential Performance Measures (Increase providers' and educators' knowledge and access to resources for quality programs and services)
 - Becky F: We could include data about student access to wellness services under this outcome.
 - Lara: Couldn't find information on coaching provided by NHED/Office of Student Wellness. If there is data, that would be helpful.
 - Becky F: In addition, we can measure the LETRS training participation.

- Athena: We could include the number of home visiting staff trained in one of the two curricula we use.

Polling on Measures of Success

- Participants select the top 5 most important metrics out of 10 options.
- Christina L: We should capture and communicate to the Council the metrics that received 100% support.
- Christina D: On Priority #5 confused by the language – difference between holding vs. receiving/renewing beginner educator license. Do we want to identify teachers entering the profession, or those who are staying in the profession?
 - Lara: Outcome is focused on improving quality, so the objective was to capture educators who move from beginner to more experienced levels.
 - Christina D: What if beginner training is higher quality than original training for more experienced professionals?
- Lara: We will take another look at wording and directionality of each metric. The measures that received the most votes will be shared back to NHED and DHHS Early Childhood Integration Team leads to make sure they are worded properly and can be captured from existing data sources. Once verified, these results and the crosswalk will be shared at the Sept. 20 Council meeting.

Public Input

- Lynn Oulette: not every Early Childhood teacher will come to the field with the same credentials. There are a lot of EC educators who have not taken the Praxis. It might be worthwhile to track the number of people who leave the Community College System of NH or USNH with a bachelor's or associate degree in early education.
 - Lara: There are certain metrics being tracked under the increased scholarships for EC teachers. We will look into this.

From Zoom Chat:

Athena Cote, DHHS- Public Health To Everyone:
PIC?

Athena Cote, DHHS- Public Health To Everyone:

I can confirm those more concretely and loop back. Back I think those are highly likely - very doable

Kendra Dix To Everyone:

I checked in with Michelle from PIC regarding these. PIC does track the number of families calling for support which could fall under 'receiving system navigation support'

Athena Cote, DHHS- Public Health To Everyone:

Replying to "I checked in with Mi..."

that is awesome!

Athena Cote, DHHS- Public Health To Everyone:

I think considering income disregard, to maintain Child Care Scholarship through the Whole Families Work, hopefully will help to increase access for families as well

Athena Cote, DHHS- Public Health To Everyone:

Becky, are there other measures through the office of social emotional wellness?

Lara Quiroga To Everyone:

<https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/school-safety-data-collection>

Athena Cote, DHHS- Public Health To Everyone:

I wonder if we are tracking successful transitions here from part c to part b?

Rebecca Fredette NH To Everyone:

Decrease the number of children identified with disabilities needing services in reading who previously were enrolled in preschool special education by the time they reach third grade

Athena Cote, DHHS- Public Health To Everyone:

Reacted to "Decrease the number ..." with 👍

Kendra Dix To Everyone:

Reacted to "Decrease the number ..." with 👍

Tiffani Arsenault, FCC at NH DOC To Everyone:

I had only joined today to listen in. I don't feel as though I am involved enough to make an educated vote.

Kendra Dix To Everyone:

I'm going to head out-my "co worker" has reached capacity! 😊 Thank you for including me in this part of the process.

Christina Lachance To Everyone:

thanks, Kendra!

NH-Athena Cote, DHHS- Public Health To Everyone:

Reacted to "I'm going to head ou..." with 😊