



NH Council for Thriving Children
10.2.23

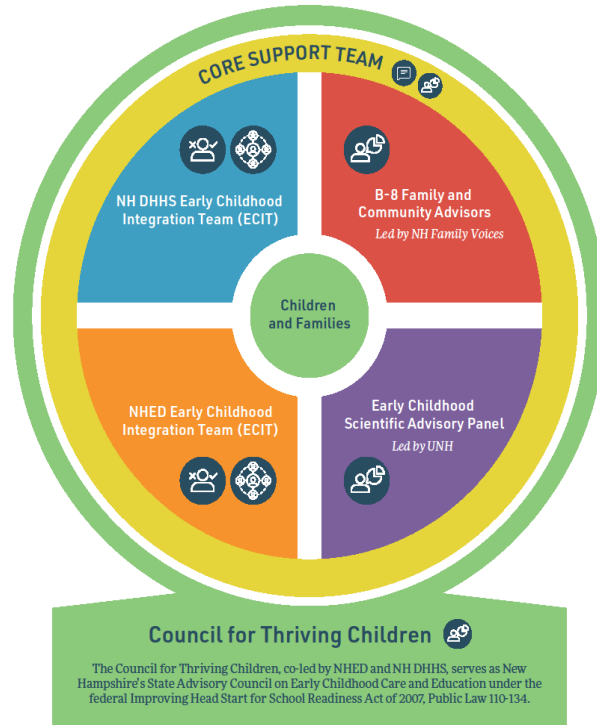
Agenda

Meeting Purpose/Goals:

- Hear legislative updates as they relate to early childhood
- Provide input on Strategic Plan Subcommittee's progress and vote on measures of success. (workplan inventory, alignment, and measures of success)
- Provide input and hear updates on State's Health Improvement Plan
- Provide input and hear updates on support for LETRS

Time	Topic	Leader(s)
9:30-10:15	Welcome & Council Business <ul style="list-style-type: none"> • Introductions • Council business • Strategic Plan Subcommittee 	Christina Lachance Christine Brennan, DOE Deputy Commissioner Tricia Tilley, DHHS Public Health Director Lara Quiroga, Pear Associates
10:15-10:30	Legislative Updates	Senator Whitley, Representative DeSimone
10:30-10:50	LETRS Training update	Christine Brennan
10:50-11:10	NH State Health Improvement Plan	Tricia Tilley
11:10-11:30	Public input & closing	Christine Brennan Tricia Tilley

New Hampshire Early Childhood Governance System



Decision-Making and Operationalization Role

Data driven policy and program coordination, integration, and development, increasing performance and resource accountability



Communication Role

Ensure effective communication across the Governance structure with and through designated members from each quadrant



Interagency Coordination

Formal infrastructure to support Interagency Coordination



Advising and Strengthening Role

Sharing emerging trends for children, families, communities, workforce and business, while generating learning and capacity

Council business & updates

- Meeting recordings
- Approve meeting minutes
- EC Tuition Assistance
<https://cps-info.unh.edu/ecta>
- Technical Assistance

- Next - Pear Associates

NH's Early Childhood Strategic Plan

Crosswalk and Meta-analysis of
State-Level Plans



Vision: All NH families are afforded comprehensive and responsive supports, so they are healthy, learning, and thriving now and in the future.

Priority Outcomes

- Increase families' partnership in, knowledge of, and choices for their child's development
- Increase families' access to integrated quality early childhood opportunities and services
- Increase comprehensive wellness of young children
- Ensure children achieve early childhood developmental and educational goals
- Increase providers' and educators' knowledge and access to resources for quality programs and services

Themes	Objectives	Initiatives
<p>Strategic Theme 1 Quality, consistent, equitable access to opportunities and services for all NH families</p>	<ol style="list-style-type: none"> 1. Increase early intervention and primary prevention 2. Increase accessible childcare and early learning options 3. Increase family awareness, voice, influence, engagement and knowledge 4. Enhance quality of early childhood programs and services 	<ol style="list-style-type: none"> 1a. Normalize utilization of early intervention and primary prevention services among all families 1b. Increase provider awareness of and collaboration with all available primary prevention and early intervention services 2a. Expand eligibility for childcare assistance costs, increase the amount of assistance for each family, and increase awareness and utilization of NH Child Care scholarship assistance 2b. Expand options for and access to childcare and early learning statewide, particularly in areas where options are limited 3a. Establish a Statewide Family Engagement Framework including feedback loops 3b. Expand universal home visiting to every baby in New Hampshire 3c. Expand NH parent/caregiver access to family support/Family Resource Centers (FRCs) 4a. Increase participation in NH QRIS 4b. Increase family awareness of quality care and early learning options
<p>Strategic Theme 2 Early childhood workforce capacity and quality</p>	<ol style="list-style-type: none"> 1. Increase workforce 2. Increase workforce knowledge regarding early childhood development 	<ol style="list-style-type: none"> 1a. Promote early childhood careers and career path 1b. Promote the availability of workforce incentives and tax credits and expand them beyond early childhood education to include family support and health 2a. Equip the early childhood workforce with knowledge of child development and evidence-based practices to meet the needs of children and families
<p>Strategic Theme 3 Investment in early childhood programs and services</p>	<ol style="list-style-type: none"> 1. Leverage and sustain new and existing funding 2. Increase business and community support for early childhood programs and services 	<ol style="list-style-type: none"> 1a. Create and implement a comprehensive early childhood system funding plan including federal, state, local, and private sources 1b. Develop and implement a comprehensive study of compensation, benefits, and incentives across the various roles within the early childhood field 2a. Create and implement a plan to increase businesses' financial investment in the early childhood system 2b. Create and implement a plan to increase community awareness of and engagement in building the capacity of the early childhood system
<p>Strategic Theme 4 Systems integration</p>	<ol style="list-style-type: none"> 1. Increase state, regional, and local level collaboration and program integration 2. Enhance family navigation of integrated programs and services 3. Increase community voice and influence in design of programs and services 	<ol style="list-style-type: none"> 1a. Affirm and institutionalize the early childhood regions and networks, ensure ongoing support, and foster collaboration with families and local communities 1b. Formalize, strengthen and broaden local early childhood coalitions that integrate with regional and state structures 1c. Establish a shared, compatible early childhood data system to inform decision-making 2a. Establish and promote a comprehensive and inclusive system leveraging existing tools for families to navigate and access resources 2b. Increase individualized support for families in navigating the system 2c. Build cultural and linguistic competence of the early childhood system and professionals to better support families 3a. Create approaches to specifically engage under-represented groups to influence decisions about programs and services that affect them
<p>Strategic Theme 5 Office of Early Childhood</p>	<ol style="list-style-type: none"> 1. Ensure a cohesive and collaborative approach to a mixed-delivery, early childhood system 2. Expand public understanding of the importance of quality early childhood experiences for all children 	<ol style="list-style-type: none"> 1a. Establish a collaborative process to define the role of the Office of Early Childhood, including authority, functions, structure, and resources 2a. Coordinate messaging across key early childhood champions to ensure a diverse set of voices that will expand public understanding of the importance of early childhood experiences for all children and families 2b. Clarify and communicate roles and responsibilities of the early childhood system to include early childhood agencies, families, policy makers, and service providers

Working Definition of a Plan

- Document published by a State agency, such as a department, division, office, or similar entity of the State of NH, or by a legislatively enacted council or similar entity, such as the Wellness and Primary Prevention Council or the NH Child Care Advisory Council
- Includes a detailed proposal and/or action steps for achieving specific outcomes (e.g., strategic plan, work plan, contract, etc.)
- Do not need to be focused on, but may have elements or specific strategies affecting, young children and families
- Do not include needs assessments, survey results, or recommendations



Initial Analysis

- Large focus in plans on FRC-Q designation, but it's not part of NH's Strategic Plan for Early Childhood
- Focus on credentialing is tied to Granite Steps for Quality and excludes ECFMH, FRC-Q, and public teacher certification
- Community Health Workers (CHWs) are included in multiple plans but unclear if implementation is coordinated or disparate
- Facilitating Organization contract requires maintaining Kinship Navigators and CHW positions each year; this connects to Strategic Theme 2 (Early childhood workforce capacity and quality) Objective 1 Increase workforce but does not fit under Initiative 1a or 1b.



Initial Analysis, continued

- Inconsistencies in terms, e.g., Family Communication Network, Family Information Network, Family Portal
- Opportunity for more/stronger linkages across NH Council on Housing Stability, NHED McKinney-Vento Act services, Medicaid, family support
 - Family-level coordination
 - Data sharing and interoperability
 - Supporting families with young children experiencing homelessness is not explicitly in the EC Strategic Plan, but system navigation is
- “Equitable access” and “equity approach” are mentioned in plans and contracts but not consistently defined or explained



Initial Analysis, continued

- Limited plans (beyond federal) available publicly
- Contracts resulting from child care ARPA-D funds duplicate efforts in several areas:
 - Training and TA in child care business practices
 - Training and TA for child care (CC) and out of school time (OST) providers
 - Marketing materials to promote the “Family Portal”, Granite Steps for Quality, FRCs
 - Tuition assistance for CC and OST providers
- Biggest gap in Strategic Theme 5 – no plans, yet 2 objectives were identified as high priority



Initial Recommendations

- Create a clearinghouse of plans connected to young children and families
 - Responsible entity could be the Office of Early Childhood of Strategic Theme 5 and its objectives are realized
 - Alternative: identify a more user-friendly way to search for contracts approved by Governor & Executive Council and departmental plans
- Maintain the Crosswalk
 - Identify a responsible party (e.g., Office of Early Childhood)
 - Identify a process for state entities to update or notify update is needed
- Develop and implement an internal departmental coordination plan (Early Childhood Integration Teams)
- Develop a Glossary of Terms for consistency in definitions and names across plans and contracts



Initial Recommendations, continued

- Develop a plan for Community Health Worker training and deployment that incorporates elements embedded in various documents
- Update the Strategic Plan to include a new initiative about quality designations and credentials in Strategic Theme 1 Objective 4
 - FRC-Q designation, EC credential, ECFMH credential
- Develop a process for tracking Measures of Success and regularly reporting on performance to the Council for Thriving Children
- Regularly monitor BCDHSC contracts' performance to identify nuance in pilots and inform future budget priorities
- Leverage public/private partnerships to assist implementation of Strategic Plan initiatives



Measures of Success

Priority Outcome 1: Increase families' partnership in, knowledge of, and choices for their child's development		
Measure of Success	Target	Responsible Entity
Increase in number of children enrolled in Family-Centered Early Supports and Services*		DHHS
Increase in number of children enrolled in Preschool Special Education*		NHED
Increase in number of families enrolled in home visiting (MIECHV, Medicaid, CFSS)*		DHHS
Increase in number of parents/caregivers enrolled in parenting skills groups/classes		DHHS
Increase in number of children enrolled in center-based and family-based child care		DHHS
Increase in number of children enrolled in public preschool programs		NHED

*Denotes a Measure of Success from 2020 NH Strategic Plan for Early Childhood (or similar)

^ Denotes 100% consensus of Strategic Planning Subcommittee that the measure of success should be tracked



Measures of Success

Priority Outcome 2: Increase families' access to integrated quality early childhood opportunities and services		
Measure of Success	Target	Responsible Entity
Increase in family resource centers with quality designation (FRC-Q)		DHHS
Maintain or increase the number of early childhood and out-of-school-time (OST) licensed and license-exempt child care providers (or slots) statewide*		DHHS
Increase the number of licensed and license-exempt child care providers (or slots) in communities with low (below median) or no access to licensed care*		DHHS
Increase in number of children receiving child care scholarship*^		DHHS
Increase in number of families receiving system navigation support		DHHS, NHED
Increase in utilization of child care slots (enrollment: available slots)		DHHS

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Measures of Success

Priority Outcome 3: Increase comprehensive wellness of young children		
Measure of Success	Target	Responsible Entity
Increase in number of women receiving early (1 st trimester) prenatal care		DHHS
Increase in number of women enrolling in WIC (prenatal and overall)		DHHS
Decrease in percentage of children under age 6 with elevated blood lead levels		DHHS
Decrease in percentage of young children with no health insurance		DHHS
Increase in number of Ages & Stages Questionnaires (ASQ-3) administered and Ages & Stages Questionnaires: Social Emotional (ASQ:SE-2) administered not resulting in monitoring or referral		DHHS

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Measures of Success

Priority Outcome 4: Ensure children achieve early childhood developmental and educational goals		
Measure of Success	Target	Responsible Entity
Increase in 3 rd grade reading proficiency by district		NHED
Increase in number of children enrolled in Family-Centered Early Supports and Services*^		DHHS
Increase in number of children enrolled in Preschool Special Education*		NHED
Increase in number of Ages & Stages Questionnaires (ASQ-3) administered and Ages & Stages Questionnaires: Social Emotional (ASQ:SE-2) administered not requiring monitoring or referral		DHHS
Increase in the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved (a) positive social-emotional skills (including social relationships); (b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and (c) use of appropriate behaviors to meet their needs		NHED

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Measures of Success

Priority Outcome 5: Increase providers' and educators' knowledge and access to resources for quality programs and services		
Measures of Success	Target	Responsible Entity
Increase in center- and family-based child care programs participating in the Granite Steps for Quality (GSQ) and awarded a step		DHHS
Increase in providers and educators receiving coaching through the GSQ Pyramid Model pathway		DHHS
Increase in number of professionals receiving a new, renewed, or advanced EC, OST, or ECFMH credential.		DHHS
Increase in teachers receiving or renewing Beginning Educator licenses, Experienced Educator licenses, and Master Teacher Certificate in early childhood education		NHED
Increase in enrollment in the TEACH program		DHHS
Increase in early childhood post-secondary education tuition assistance program		DHHS

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Questions & Discussion





Legislative Updates

A woman with long dark hair is sitting on the floor, smiling as she reads two books to two young children. The child on the left is a white toddler in a pink shirt, and the child on the right is a Black toddler in a blue hoodie. They are in a room with a bookshelf in the background. The image has a semi-transparent dark overlay.

NH Education Department

LETRS Training

A photograph of a female doctor in a white lab coat examining a baby in a white onesie. The doctor is smiling and using a stethoscope. The baby is also smiling. A woman with curly hair is partially visible on the right, holding the baby. The background shows medical posters on a wall. The text "NH Department of Health & Human Services" is overlaid in white.

NH Department of Health & Human Services



Public Comment