



Quality Start San Bernardino Consortium Meeting Notes

April 24, 2018

Attendees:

PSD: Diana Alexander; **First 5:** Cindy Faulkner, Debora Dickerson-Sims, Karen Scott; Scott McGrath **CCRC:** Amanda Gray, Christina Aranda, Monica Ramirez, James Moses, Jesse Pineda, Olivia Pillado, Megan Sack; Patrick Stanley; Dominique Metoyer, Katie Joshowitz, Crystal Haro-Sanchez; **CA-HELP Desert Mountain SELPA:** Jessica Soto, **CIBC:** Rebecca Carreon-Bailey; **SBCSS:** Traci Brody, Chrystina Smith-Rasshan, Becky Thams, Ana Garcia, Veronica Valente; **Apple Valley USD:** Sue Rhoades; **City of Colton:** Rachel Escobar, Briana Aldeen; **CSUSB:** Amanda Wilcox, **Ontario-Montclair SD:** Brenda Mason; **San Bernardino City USD:** Delia Castaneda; **WestEd:** Crystal Coleman; **Cucamonga State Preschool:** Bobbie Chavez; **Volunteers of America:** Sylvia Greenberg; **Pam Performing Arts, Inc.:** Pamela Cotton-Roberts; **Rosie's Preschool:** Rosita Smith
Facilitated by: Nicole Tanner and Iris Elent, VIVA Strategy + Communications

Meeting Highlights

Welcome

Nicole Tanner welcomed attendees and explained that from the evaluation forms in the last Consortium meeting, there was an interest in hearing more about the provider experience in Quality Start.

Quality Start Update

Ana Garcia provided an update on the outreach efforts that Quality Start has been engaged with in the community and shared photos from some of those events. She noted that Quality Start has been holding informational meetings for CSPP sites in which the CCRC Supervisor and SBCSS provide staff with an overview of the program requirements, rating matrix and to answer any questions. Ana also shared that there is a need for more sites to enroll for this fiscal year, which include:

- 3 FCC
- 3 Private Centers
- 1 Other Subsidized
- 4 Licensed Exempt
- 5 FFN

Megan Sack provided an update on the most recent Provider Recognition events that were held in San Bernardino and Victorville. She shared a video montage of the photos from both of the events.

QSSB Experience from an Insider's Perspective

Nicole explained that in an effort to hear about the provider experience in the Quality Start system, that there were four panelists of Quality Start providers who would be invited to share

their experience and vision for the system. Panelists were asked to share information about their programs, how long they have been a part of Quality Start, and what made them want to be a part of the program. Nicole also asked panelists to share what they have enjoyed about being in the system, what could make Quality Start better, and what their vision is for Quality Start in ten years.

The panelists included:

- Rosita Smith (Private center)
- Dr. Pamela Cotton-Roberts (FCC)
- Eric Martin (FCC)
- Cheree Montgomery (FCC)

Panelists shared that the reason they joined Quality Start was because of:

- The incentives
- The network
- The ability to give back and outreach to families/community
- The coaching
- The uniform support system
- The name (especially having “quality” in the name) and wanting to be a part of something that could one day be considered distinguished in the field

Panelists shared that the components of the program that they enjoyed were:

- The exceptional coaching and support they receive, having someone ask what they need and following through
- The tools and resources they receive, and the accessibility and responsiveness of Quality Start staff
- The workshops and trainings
- The ability to update and improve their sites through the incentives
- The ability to deepen their understanding of quality care, how to effectively lesson plan and meet the needs of the children
- The opportunity to network and partner with other providers, especially for family child care providers who often feel isolated
- Receiving a calendar of up-to-date trainings and email reminders of trainings

Ways that panelists felt Quality Start could improve were:

- Having more time with coaches in the classroom, particularly for larger centers with multiple licenses
- Incentives that can be used for updating the outside environment for health, safety and supporting motor development
- To focus on the providers currently in the system and support them to improve and maintain. There is a fear of Quality Start growing too big and the intensive support could be stretched thin
- Support providers in expanding their knowledge beyond just early childhood, as they often serve as “first responders” in family crisis situations with their families. Skills such as counseling, case management, etc. were offered
- Learning more about how to use new tools and innovation in the classroom to help prepare children for the 21st century
- Partner with other programs and have a liaison that is very knowledgeable of other resources so that when a site needs information they have the liaison as a resource

- Have patience with providers because this system is new and there might need to be iterations of the system model

Panelists had the following visions for the Quality Start program:

- That Quality Start be an advocate for children and partner with the state to change requirements for community care licensing, so that in-home day care providers have to meet certain standards (i.e. 18-24 units of child development) since working with children ages 0-3 is so important
- That Quality Start will be considered distinguished so that providers in the system can be recognized for their dedication to high quality
- To have an opportunity to be a part of children's lives later in their trajectory and have resources to support them
- That parent education is a focus
- That there is a focus on supporting children to be prepared to read by Kindergarten and focus on literacy

QSSB Workforce Development: Progress & Opportunities

Iris explained that the Steering Committee had identified developing a streamlined and effective workforce as a priority, which led to reconvening the professional development workgroup. Iris introduced the work that the Professional Development Workgroup has been doing to develop a framework and action plan for the ECE professional development system in San Bernardino County. She explained that the system plan contains the vision, goals, and strategies for five core components that make up the system framework.

- Amanda Wilcox presented on the first component of the framework, **Core Knowledge and Competencies** and explained that the workgroup did not want to duplicate efforts of the state, but rather leverage existing and free tools that the state has developed around competencies for the profession.
- Chrystina Smith-Rasshan presented on the second component of **Qualifications, Credentials and Pathways**, and explained the vision and strategies that the workgroup has outlined for creating a clear and supportive career pathway.
- Christina Aranda presented on the third component, **Access, Outreach & Delivery System** and highlighted that the workgroup wanted to ensure that all providers have access to professional development opportunities regardless of language, geographic location, or entry into the field. Cindy Faulkner presented on the fourth component of System Infrastructure & Funding and explained that the workgroup wanted to look at how to sustain the professional development system through leveraging of different funding streams and building sustainable infrastructure and staffing.
- Iris presented on the final component of **Evaluation** and explained that Quality Start has already started evaluating the coaching component of professional development, but that the workgroup wanted to look at how to evaluate the quality and effectiveness of other professional development offerings (i.e. trainings and technical assistance.)

The Consortium was invited to breakout into small group discussions about each of the professional development system components and to provide input on what was liked about a component and what might be missing for the component in the plan. The following summarizes the highlights from the breakout discussions for each of the components:

Component One:

- What was liked:
 - That there will be standardization and the ability for comparison
- What was missing:
 - Information on additional skills and services (i.e. social work, counseling) that are needed when responding to crisis with families

Component Two:

- What was liked:
 - Workforce Registry can be accessible to *all*
 - Maybe consider making the registry mandatory
- What was missing:
 - An equivalency to pathways (in addition to pathways)
 - TK Teachers

Component Three:

- What was liked:
 - Spanish trainings as a focus
- What was missing:
 - Online training webinars
 - Information going straight to teachers and not being bottle necked
 - ECE Registry

Component Four:

- What was liked:
 - It is essential for the system
 - Importance of advocacy
- What was missing:
 - Incentives need to be less structured and more flexible and coach recommended
 - Operations Committee to decide on allocation of incentives
 - Professional development plan should work with the providers and coaches
 - Always need more money

Component Five:

- No feedback was provided.

Closing

Nicole asked for attendees to share any key takeaways from the meeting discussions, and any topics for the upcoming meeting(s). The provider panel as seen as a highlight for many attendees. There was interest in also hearing from a school district site in the future. Other areas of interest include:

- The Workforce Registry
- Parent feedback (awareness of Quality Start and if their child's program is participating)
- More information on what sites are using their incentive funding for

Next Steps

- The Professional Development Workgroup will convene to update the professional development plan incorporating Consortium feedback.
- The next Consortium meeting will be held September 26 from 1pm – 3pm.