

# Quality Progress Report (QPR) For New Hampshire FFY 2021

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## 1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

### 1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2021. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs

# 627

N/A.

Describe:

License exempt center-based programs

# 18

N/A.

Describe:

Licensed family child care

# 115

N/A.

Describe:

License-exempt family child care (care in providers' home)

# 25

N/A.

Describe:

In-home (care in the child's own home)

# 9

N/A.

Describe:

Other.

Explain

N/A

## 1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Based on the 2019-2021 CCDF Plans, the goals to improve program quality across the state focused on:

- building a solid evidence-based QRIS system;
- improving infant and toddler training options;
- build the business skills of child care providers, and increasing training opportunities for providers across the state, as a conduit to improving quality.

During the FFY 2021 the pandemic restrictions and continuing demands on child care providers slowed down the work towards these goals, but did not entirely derail the forward motion. Throughout the year, the focus shifted from telephonic and face-to-face work sessions to virtual meetings. Support to programs was made through telephonic and virtual sessions along with utilizing training sessions connected to COVID-related funding and issues to simultaneously address quality activities.

The following activities occurred to work towards achievement of the goals:

### ***QRIS - Evolving from License-Plus to Granite Steps to Quality***

As the 2021 FFY year unfolded, despite the pandemic, efforts continued to sunset the exiting QRIS "License Plus" Program (LPP) and begin the adoption of the new QRIS "Granite Steps to Quality" (GSQ) Throughout the year, activities continued at a slower pace with competing priorities related to the pandemic taking priority. These efforts included work by the QRIS Taskforce and Leadership Committee, a full QRIS program design and stepped implementation plan, readiness activities for programs with a current quality rating and a suspension of new or renewing license-plus applications in preparation for the new system. However , it is important to note that quality payments continued for all programs participating in the LPP (whether their designation was expiring or current) along with notification of the time period for participating in the new GSQ and a requested update on their status. All 80+ were contacted, with a 72% response rate. Unresponsive programs received a short term extension for a shorter period until they reached out with the updates.

Meanwhile, the QRIS Taskforce and Leadership Committees, made up of Bureau staff, child care providers, early childhood and afterschool educators, Child Care Aware of NH, PTAN, UNH, ACROSS, among other stakeholders; continued to be on hold until the summer of 2021. During the hiatus, the internal BCDHSC QRIS Group and PDG partners took the Taskforce and Committee work and crafted the final draft version for the new QRIS named "Granite Steps for Quality" (GSQ). Utilizing the input from the last 4 to 5 years of QRIS development work, input gathered from federal technical assistance and state-hired consultants, this draft version took on the form of a full design with quality steps, tools for quality measurement, coaching models and criteria, along with a full implementation and incentive plan. When the draft was complete and the framework for the GSQ drafted, the Taskforce and Leadership Committees were reassembled. Meeting, virtually, with interim review assignments, the two groups weighed-in with edits, opinions, and revisions. This work paralleled with the PDG activities that continued to foster quality activities among the various programs that had participated in the QRIS pilot the previous FFY. In addition, work on the utilization of the ECERS, ITERS, FACERS, and SACERS as assessment tools continued with various programs participating in a "Q-Readiness" Program through Child Care Aware of NH and PDG getting assessors and anchors trained.. The Q-Readiness program supported 27+ programs in getting ready to be early adopters of the new GSQ through self assessment (assessors were unable to visit so unscored assessments were conducted virtually) , coaching, and professional development.

By late September 2021, the draft of the Granite Steps to Quality Guidebook was complete

and brought to the various committees for input and edits. These efforts will continue into FFY 2022 with the goal of completing the review and editing process of the Guidebook by late November/early December, rolling out the first two phases of the new GSQ system by late December of 2021 and sunsetting all the current LPP programs (expired by June 30, 2022 and others on or before their LPP expiration date).

**Professional Development** opportunities were provided by the Bureau on Early Childhood Standards, COVID-19 related topics, Child Care Business Management skills along with other trainings, utilizing contractors, in the areas of Health and Safety, Emergency Preparedness, Infant/Toddler care, Behavior Management, Trauma-informed care, Pyramid Model, among others. There were approximately 97 quality related trainings offered had approximately 3,419 participants in general sessions. Progress towards quality, across the state, was determined by training participation numbers, pilot program activities, increased requests for technical assistance, and progress on the design of the QRIS system. During the next fiscal year, the focus will be on recovery post pandemic which includes implementation of the GSQ, added professional development opportunities, significant business recovery and stabilization training and support along with a re-energized focus on quality child care.

## 2) Supporting the training and professional development of the child care workforce

*Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.*

### 2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

The Professional Registry migrated into the Lead Agency's new multi-function

database known as the "New Hampshire Connections Information System" (NHCIS) throughout the summer of 2020 and throughout the fall of 2021. Since the migration, the still voluntary registry has expanded its functionality and use for the child care workforce. The New Hampshire Professional Registry collects information on individuals who self-identify as being child care providers, early childhood and school-age professionals including Directors, trainers, coaches, and other stakeholders. The data collected includes education, employment, demographics and professional development. Throughout FFY 2021, the BCDHSC team worked on expanding the Registry and its data points through incentivizing participation, identifying critical and secondary data that is critical to statewide decision making and identifying benchmarks for future funding, initiatives and programs along with continuing to cull the former database. These efforts will be continuing throughout FFY 2022. Presently, the Registry holds 10,0067 records with 5,275 fully verified and vetted.

No.

If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

### 2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

No.

If no, describe:

While participation has not been required, and still is not, the new system links participants to background checks, their program, important information, professional development, credentialing and NHCC scholarship provider enrollment, etc. Further, participation was incentivized through the ARPA Stabilization Grant Program and will be incentivized in the future as funds become available.

### 2.1.3 Total number of participants in the registry as of September 30, 2021 # 10,067

## 2.2 What supports did the lead agency make available to teachers/providers to help

**them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?**

Scholarships (for formal education institutions)

# 197

Financial bonus/wage supplements tied to education levels

#

Career advisors, Mentors, Coaches, or Consultants

# 68

Reimbursement for training

#

Loans

#

Substitutes, sick/annual leave, release time, etc. for professional development

#

Other.

Describe:

Free training provided by the Child Care Resource and Referral contractor (Childcare Aware of New Hampshire), Preschool Technical Assistance Network, ACROSSNH, and Prosolutions along with training by internal BCDHSC CCDF funded staff. In addition, multiple free webinars were offered during 2021 related to COVID-related topics and COVID-funding. Lastly, stakeholders in the community offer professional development and technical assistance that is eligible for "state-credit" towards required professional development hours.

N/A

Describe:

**2.3 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.**

### **2.3 Licensed child care providers**

#### **a. Total number**

Licensed child care center directors: #: 767

Licensed child care center teachers: #: 0  
Licensed family child care center providers: #: 115

**b. How many had a Child Development Associate (CDA)?**

Licensed child care center directors: #: 0  
Licensed child care center teachers: #: 0  
Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021, the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

**c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors: #: 0  
Licensed child care center teachers: #: 0  
Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021 the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to

contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

**d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021 the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

**e. How many had a State child care credential?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state credentialing system is still housed in an outdated ACCESS system which does not document the applicants current position or allow for any reporting that might



highlight potential "clues" in the data. In FFY 2022, the new contractual work along with revision of the credentialing lattice and application will allow for the collection this data and over time will yield the information requested. It is important to note that the information will only be accurate at the time of the credentialing application and may/may not reflect the credential staff person's current position.

In the current system, XXXX child care staff havestate child care credentials in the State of New Hampshire. During the pandemic, a temporary suspension was placed on the credentialing system allowing for new applications, but automatically extending renewals until fall 2021.

#### **f. How many had State infant and toddler credentials?**

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The state credentialing system is still housed in an outdated ACCESS system which does not document the applicants current position or allow for any reporting that might highlight potential "clues" in the data. In FFY 2022, the new contractual work along with revision of the credentialing lattice and application will allow for the collection this data and over time will yield the information requested. It is important to note that the information will only be accurate at the time of the credentialing application and may/may not reflect the credential staff person's current position.

In the current system, XXXX child care staff have infant and toddler credentials in the State of New Hampshire. During the pandemic, a temporary suspension was placed on the credentialing system allowing for new applications, but automatically extending renewals until fall 2021.

#### **g. How many had an "other" degree?**

Define "other" degree:

"Other" degree is defined as a degree that is not directly related to the child care field.

They are degrees that are outside of the early childhood, education, youth development,

elementary education, child development, etc. degrees. However, many of those in the "other" category have strong underpinnings in the child development, education of care fields. These would include social work, psychology, pediatric nursing, disabilities, among others. Further, they may also include degrees in the sciences, liberal arts and technology to name a few. The relevance to the credentialing system is determined by the coursework that connects to the practice of early childhood and/or school age programming.

Licensed child care center directors: #: 0

Licensed child care center teachers: #: 0

Licensed family child care center providers: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021 the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

## **2.4 Please report on the number of staff by qualification level as of September 30, 2021. Count only the highest level attained by staff.**

### **2.4 Licensed CCDF providers**

#### **a. Total number**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 478

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 80

**b. How many had a Child Development Associate (CDA)?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021 the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

**c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021 the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to

contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

**d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0  
Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0  
Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

The only method to collect this information has been the New Hampshire Professional Registry up until the introduction of the NHCIS. This is still a voluntary registry and therefore does not yet capture the information in any way is statically valid. NHCIS has more comprehensive data fields as it relates to education and type of education, but even when the individual is registered, they are not obliged to complete that section. During 2021 the goal was to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. However, due to contract timing and the competing priorities of the pandemic portion of this project have been put off until 2022. Extrapolation of educational data may be possible for the 2022 based on the number of active and updated records in NHCIS and the subsequent participation by child care staff. Colleges report degree/course participant numbers, but is not linked to current employment of the student.

**e. How many had a State child care credential?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0  
Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0  
Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

At this time, the NHCIS is unable to extrapolate this information since it does not host the NH Child Care Scholarship database (which is in Bridges). It is a goal of the team

to integrate the information over the next two years, in order to be enable and pull this data. A business analyst position has been identified and will add to the likelihood that this data can be pulled. It will still remain "representative" since the source will be the professional registry and it is voluntary.

**f. How many had State infant and toddler credentials?**

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

At this time, the NHCIS is unable to extrapolate this information since it does not host the NH Child Care Scholarship database (which is in Bridges). It is a goal of the team to integrate the information over the next two years, in order to be enable and pull this data. A business analyst position has been identified and will add to the likelihood that this data can be pulled. It will still remain "representative" since the source will be the professional registry and it is voluntary.

**g. How many had an "other" degree?**

Define "other" degree

"Other" degree is defined as a degree that is not directly related to the child care field. They are degrees that are outside of the early childhood, education, youth development, elementary education, child development, etc. degrees. However, many of those in the "other" category have strong underpinnings in the child development, education of care fields. These would include social work, psychology, pediatric nursing, disabilities, among others. Further, they may also include degrees in the sciences, liberal arts and technology to name a few. The relevance to the credentialing system is determined by the coursework that connects to the practice of early childhood and/or school age programming.

Licensed child care center directors who serve children who receive CCDF subsidy: #: 0

Licensed child care center teachers who serve children who receive CCDF subsidy: #: 0

Licensed family child care providers who serve children who receive CCDF subsidy: #: 0

N/A

If N/A, explain:

At this time, the NHCIS is unable to extrapolate this information since it does not host the NH Child Care Scholarship database (which is in Bridges). It is a goal of the team to integrate the information over the next two years, in order to be able and pull this data. A business analyst position has been identified and will add to the likelihood that this data can be pulled. It will still remain "representative" since the source will be the professional registry and it is voluntary.

## 2.5 How many providers received the following additional forms of professional development from October 1, 2020 to September 30, 2021?

### a) Business practices

Total: 228

Licensed or registered center-based programs: 200

License-exempt center-based programs: 4

Licensed or registered family child care: 24

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

### b) Mental health

Total: 119

Licensed or registered center-based programs: 102

License-exempt center-based programs: 0

Licensed or registered family child care: 17

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

### c) Diversity, equity, and inclusion

Total: 154

Licensed or registered center-based programs: 113

License-exempt center-based programs: 3

Licensed or registered family child care: 38

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

### d) Other:

Describe:

Additional professional development included age- appropriate trainings, infant and

toddler care, covid-related topics such as small group activities and prevention skills, self care skill sets, online learning and family supports, among others. The data as to participation is an estimate and not broken down by type of program represented by the attendee.

Total: 440

Licensed or registered center-based programs: 397

License-exempt center-based programs: 5

Licensed or registered family child care: 38

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

## 2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 467500

Comments related to dollar amount provided (optional):

The funding utilized a percentage of the CCDF Quality Set Aside for professional development, The bulk of these activities occurred through the efforts of the Bureau's contractor, Child Care Aware of New Hampshire, Proolutions and other contractors. Identifying what portion of the contracts were used for professional development versus technical assistance and supporting activities is an estimation based on budget presentations and have varied during the pandemic. In addition, the Bureau provided staff time for development and presentation of training and professional development related to child care business practices, health/safety practices, staff and child support, etc.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 370000

If yes, describe source(s) of funding:

BCDHSC partnered with PDG among other organizations to offer multiple professional development opportunities and it related to fostering program quality. The ability to identify the specific dollars related to professional development is not possible except on an very broad basis as the Bureau is not privy to their budgeting and financial documentation. Further, the activities are often intertwined with other activities.

The activities included providing training and professional development to providers on a wide variety of topics related to care, quality, best practices and other stakeholders along with extensive training of anchors, coaches and assessors for ecers, sacers, facers, etc. as part of the QRIS relaunch..

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:



d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 52500

If yes, describe how funds were used:

Funds were allocated through a contract amendment for a grant support team that provided professional development, one-on-one training and module-based trainings around covid-related health and safety, business practices, staff and child mental health, disaster preparedness etc.

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

## 2.7 Progress Update:

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.**

While the pandemic challenged the Bureau's ability to provide regular professional development, it did offer a unique opportunity to integrate training into online platforms (resulting in significantly higher number of participants), integrate topic specific information into updates, trainings, webinars and other professional development opportunities that were connected to the pandemic. For example, a webinar on how to complete a grant with your financial information allowed for lots of information on best practices in child care business; a briefing on recommended group size and COVID precautions in a child care center invited elaboration on the methods and standard for maintaining a healthy and safety focused facility. Professional Development opportunities were provided by the Bureau, mainly through contractors, on Early Childhood Standards, COVID-19 related topics, Child Care Business Management skills along with other trainings, utilizing contractors, in the areas of Health and Safety, Emergency Preparedness, Infant/Toddler care, Behavior Management, Trauma-informed care, Pyramid Model, among others. There were approximately 97 quality related trainings offered had approximately 2,775 participants in general sessions. These numbers do not include the thousands of participants in the COVID-related briefings, webinars, and technical assistance activities including online virtual office hours.

## 3) Improving early learning and development guidelines

*Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.*

**3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2020 to September 30, 2021?**

Yes.

If yes, describe changes or updates:

No

N/A

Describe:

### 3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### 3.3 Progress Update:

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021.** Include examples and numeric targets where possible.

A total of 119 hard copies of the Early Learning Standards (ELG) were distributed to providers. The hard copies were pre-printed in 2019 and were pulled from the reserves for distribution. The number of electronic downloads is not tracked as a separate data point, but the link had 822 "hits" over the course of the year. In addition, the revamping of the standards, slated to align with new QRIS release, was delayed due to competing priorities until 2022 - 2023 after the credential system revision and new QRIS release.

## 4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

*Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*

**Please provide the lead agency's definition of high quality care, and how it relates to the tiers of the QRIS, including a description of all tiers and which are considered high quality (if applicable).** *This may include the high quality definition as part of the lead agency's Quality Rating and Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other*

*metric):*

Up until December of 2021, NH will still be using its existing definition of high quality care as meeting Licensed Plus Standards or National Accreditation. NH Recognizes accreditation from National Association for the Education of Young Children (NAEYC), Council on Accreditation (COA) and National Association for Family Child Care (NAFCC). To achieve Licensed Plus status, programs must demonstrate mastery of 16 items, including items regarding curriculum, professional development, learning environment, inclusion and family involvement. Programs submit documentation for 16 items (11 are mandatory, and 5 are the choice of their program). The new QRIS system "Granite Steps for Quality" was undergoing its final design during the entirety of 2021. Once it is launched, the definition for quality will be announced. The new definition will be more explicit and based on the ECERS/ITERS/SACERS along with other criteria providing the field with a multi-tiered quality measure coupled with clear and decisive definitions and examples for quality in a variety of settings.

#### **4.1 Indicate the status of the lead agency's quality rating and improvement system (QRIS) during October 1, 2020 to September 30, 2021?**

- The lead agency QRIS is operating state- or territory-wide
- The lead agency QRIS is now operating as a pilot, in a few localities, or only a few levels
- The lead agency is operating another system of quality improvement. Describe this system  
Describe:
  
- The lead agency does not have a QRIS or other system of quality improvement.

#### **4.2 What types of providers participated in the QRIS during October 1, 2020 to September 30, 2021 (check all that apply)?**

- Licensed child care centers
- Licensed family child care homes
  - License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs

- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other.

Describe:

**4.3 For each setting, indicate the number of providers eligible to participate in the QRIS and the number of providers participating in the QRIS as of September 30, 2021?**

**a. Number of providers eligible for QRIS:**

- Licensed child care centers: # 627
- License-exempt child care centers: # 0
- Licensed family child care homes: # 115
- License-exempt family child care homes: # 0
- In-home (care in the child's own home): # 0
- Programs serving children who receive CCDF subsidy: # 0
- Other: 0

Describe:

N/A

**b. Number of providers participating in QRIS:**

- Licensed child care centers: # 159
- License-exempt child care centers: # 0
- Licensed family child care homes: # 11
- License-exempt family child care homes: # 0
- In-home (care in the child's own home): # 0
- Programs serving children who receive CCDF subsidy: # 0
- Other: 0

Describe:

N/A

**c. N/A:**

Licensed child care centers: #

All current license-plus providers had their certification extended to June 30, 2022 during the transition period from the former QRIS to the new system.

License-exempt child care centers: #

Not eligible in current system

Licensed family child care homes: #

All current license-plus providers had their certification extended to June 30, 2022 during the transition period from the former QRIS to the new system.

License-exempt family child care homes: #

Not eligible in the current system

In-home (care in the child's own home): #

N/A

Programs serving children who receive CCDF subsidy: #

N/A

Other, describe:

N/A

**4.4 Is participation in the QRIS mandatory for any group of providers?**

- Yes (check all that apply).
- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs



- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other

Describe:

No

N/A

Describe:

**4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2021:**

- a) Licensed family child care # 10
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 159
- d) Legally exempt center-based programs # 0
- e) In-home (care in the child's own home) # 0
- f) Programs serving children who receive CCDF subsidy # 0

N/A

Describe:

**4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2021:**

- a. Total number of CCDF children in high quality care # 0
  - i. Infant # 0

Define age range: 0

- ii. Toddler # 0

Define age range: 0

- iii. Preschool # 0

Define age range: 0

iv. School-age # 0

Define age range: 0

b. Other. Describe:

c. N/A. Describe:

At present, the system that tracks children in CCDF scholarship is separate and not compatible with the new NHCIS. The goal is to be able to interface the new systems so as to extrapolate a report that can indicate what programs children are "linked" to and cross reference that with the new QRIS participating providers. As a secondary reporting tool, the average number of scholarship children is being put into the program profile and can be(in theory)crossed referenced with the QRIS certified programs for future reporting.

**4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many were provided to the following types of programs during October 1, 2020 to September 30, 2021?**

- Yes, the following programs received grants..
- a. Licensed child care centers #
  - b. License-exempt child care centers #
  - c. Licensed family child care homes #
  - d. License-exempt family child care (care in providersâ home) #
  - e. In-home (care in the childâs own home) #
  - f. Programs serving children who receive CCDF subsidy #

No

N/A

Describe:

**4.8 Did the lead agency provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1, 2020 to September 30, 2021?**

- Yes, the following programs received stipends.
- a. Licensed child care centers # 159

- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 10
- d. License-exempt family child care (care in providersâ home) # 0
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 0

No

N/A

Describe:

**4.9 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received ongoing technical assistance during October 1, 2020 to September 30, 2021?**

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers # 479
- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 61
- d. License-exempt family child care (care in providersâ home) # 0
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 392

No

N/A

Describe:

**4.10 Did the lead agency provide higher subsidy rates related to the QRIS or other quality rating system during October 1, 2020 to September 30, 2021? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2020 to September 30, 2021?**

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers # 137
- b. License-exempt child care centers # 0
- c. Licensed family child care homes # 9
- d. License-exempt family child care (care in providersâ home) # 0
- e. In-home (care in the childâs own home) # 0
- f. Programs serving children who receive CCDF subsidy # 0

No

N/A

Describe:

#### 4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 554,466

Comments related to dollar amount provided (optional):

This amount includes the QRIS "License Plus" payments only.

The current quality payments are based on a stipend that correlates with the number of child care scholarship children attending the program during the week of billing. The new system will have three layers of funding - a per head payment for scholarship children, a program incentive with a staff incentive requirement and an annual bonus funded externally.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 275000

If yes, describe source(s) of funding:

PDG contributed funds that paid for the training of the qris ecers, iters, facers, sacers asesors and anchor; 1.5 dedicated quality intitatives/qris staffers to assist in

the development along support pieces for the mini-pilot support for the QReady program through Child Care Aware of NH.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ 575000

If yes, describe how funds were used:

Approximately \$575,000 were spent of the NHCIS development and support contract, using CRRSA dollars. These funds were used to develop and implement portions of the data system that directly support quality such as the professional registry, quality program improvements focused professional development, QRIS parameters and application (first phase), credentialing, etc.

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**4.12 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.**

The new QRIS "Granite Stepsto Quality" made great strides during FFY 2021. Despite the delays in development, due to the pandemic, the QRIS was in its final development during the fall of 2021. In order to maintain the incentivize payments and engage "early adopters" Child Care Aware in partnership with the Preschool Development Grant team created a cohort of 27 providers ready to embark on the the new system .The QRIS Taskforce and QRIS Leadership Taskforce met virtually in the fall of 2021 for a series of "approval meetings' to review the new "Granite Steps for Quality:, weigh-in on everything from content

and design to incentives and marketing. As a result they helped inform the roll out plans slated for late Fall 2021.

## 5) Improving the supply and quality of child care programs for infants and toddlers

*Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.*

### 5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2020 to September 30, 2021.

Yes, specialists are available.

a) Number of Specialists available to all providers # 1.5

b) Number of specialists available to providers serving children who receive CCDF# 0

c) Number of specialists available specifically trained to support family child care providers # 1.5

d) Number of providers served # 201

e) Total number of children reached # 1549

No, there are no funded specialists.

N/A

Describe:

### 5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

#### a. Number of programs receiving on-site coaching:

Licensed child care centers: # 0

License-exempt child care centers: # 0

Licensed family child care homes: # 0

License-exempt family child care homes: # 0

In-home (care in the child's own home) providers: # 0

#### b. Percent of total programs receiving on-site coaching that served children who receive CCDF:

Licensed child care centers: % 0

License-exempt child care centers: % 0  
Licensed family child care homes: % 0  
License-exempt family child care homes: % 0  
In-home (care in the child's own home) providers: % 0

**c. N/A:**

Licensed child care centers, describe:

Coaching was shifted primarily to virtual coaching and supports during much of 2021. As a result the statistics do not indicate whether the coaching was on-site or virtual, but instead just whether coaching was provided to

Number of licensed center-based teachers # 241  
Number of licensed family child care providers # 19  
Number of license-exempt providers of care in their home # 0  
Number of center directors # 191

License-exempt child care centers, describe:

n/a

Licensed family child care homes, describe:

n/a

License-exempt family child care homes, describe:

n/a

In-home (care in the child's own home) providers, describe:

n/a

**5.3 Provide the total number of state or territory funded infant and toddler health consultants in the state or territory during October 1, 2020 to September 30, 2021.**

- Consultants available  
# 1.5
- Consultants available to providers serving CCDF children  
# 1.5
- No funded infant and toddler health consultants.



N/A

Describe:

5.4 Did the lead agency conduct an analysis of supply and demand for infant toddler slots to identify areas of focus to build supply during October 1, 2020 to September 30, 2021?

Yes

Describe (include link to analysis if available):

No

N/A

Describe:

The Bureau is launching an infant and toddler supply and quality building initiative in 2022. In preparation for this project a research plan has been developed to include a family child area services by region and service type (preschoolers, infant/toddler etc.), a statewide evaluation of available infant/toddler spots laid against the potential demand for child care. In addition, funding in the ARPA Discretionary has been earmarked for supply building activities. Lastly the infant/toddler incentive for scholarship children has been increased along with the regular rates.

**5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2020 to September 30, 2021.**

Number of staffed family child care networks:

#

Describe what the hub provides to participating family child care providers:

No staffed family child care networks supported by CCDF funds.

N/A

Describe:

The family child care networks are both stand-alone in 6 communities/areas and being integrated into the statewide collaborative networks. The networks are staffed by agencies/organizations through existing contracts or funding for other services and do not have dedicated CCDF funding for the operation of the network. However, PDG is

currently funding the groups with anticipated ARPA Discretionary funding in the next couple of years.

## 5.6 Spending:

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

The toddler infant and toddler set-aside was adequate to cover the child behavioral/mental health specialists (I/T portion), The Watch Me Grow Program (I/T portion), and Pyramid Model work focused on I/T along with professional development with an I/T component

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### 5.7 Progress Update:

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021.**

Include examples and numeric targets where possible.

During the FFY 2021, and throughout the pandemic, the need for more infant and toddler care has become critical. Pre-pandemic the waiting lists for I/T slots (self-reported by providers) was at a critical tipping point. In order to address this challenge a study showing available I/T care locations and "deserts" has been integrate into the FFY 2022. This data, primarily pulled from existing data sources will be augmented by a statewide employee/employer survey and a closer look at the current programs in the NHCIS.

During FFY 2021 over247 providers attended I/T trainings (from topic specific to Pyramid model). These trainings are designed not only to assist current practioners but also expand on the number of qualified staff members to care for I/T across the state.

A research plan has been developed to further identify the infant/toddler care deserts and the demand - once the data is complete, a supply building plan will be undertaken.

### **6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services**

*Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.*

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2020 to September 30, 2021.

The existing contract for the Child Care Resource and Referral, the Southern New Hampshire entity "Child Care Aware of New Hampshire" remained in place and will be extended to June 30, 2023 in the spring of 2022. In Spring 2022, the contract will be amended to continue the contractual period through June 30 2023 at which time the contract will go out for bid.

In addition, during FFY2020 and 2021 the entire Resource and Referral data system (previously NCCRAWare) has been integrated into the new NHCIS belonging to the state. This allows for integration of the program profiles, licensing updates and reporting, care search features and slot availability to be integrated into one system.

## 6.2 Spending:

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 584100

Comments related to dollar amount provided (optional):

The statewide Child Care Resource and Referral contract was at \$990,000 of which 59 % is used for resource and referral functions and support. These efforts included basic resource and referral services virtually and live (live chat in FFY2021), individual reach to employers, presentations to families, supporting updates of program profiles and R & R functions within NHCIS, presentations

around child care scholarship and care options, resource development on quality care selection, etc.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 0

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**6.3 Progress Update:**

Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible..

Contract deliverables and reporting included child care referrals made, trainings provided, and Technical Assistance provided. The CCR&R made follow-up calls to document the success of the referrals and also informally tracked the issues that were either detours or barriers to families trying to access child care.

These annualized numbers included:

Number of referrals from 10/1/2020 to 9/30/2021: 384 of which 75% of families surveyed were successful finding care.

Please note that the referral numbers have been significantly lower during the pandemic due to the lack of in-person opportunities that could not take place. During the pandemic, CCR&R was not able to visit the District Offices to present on the NH Child Care Scholarship Program and provide information about child care programs, including types of programs and information about program quality.

CCR&R staff were in regular contact by phone and email with staff from all the District Offices to check in and receive information about families needing assistance with finding child care. Additional outreach efforts included, but were not limited to, attending meetings by Zoom with NH Employment Program Partners, Early Childhood Coalitions, local Community Homelessness Coalitions and NH DHHS Bureau of Family Assistance Supervisors. Outreach efforts also included mailing brochures to libraries, to Community Service programs such as Waypoint, to child care programs, and to the District Offices. The brochures include a description of CCR&R services along with contact information. Trainings were provided to over 2,050 individuals.

Technical Assistance was provided to 2,800 individuals around several topic areas including, but not limited to, credentialing and professional development plans, emergency preparedness, Pyramid Model, Early Learning Standards, and QRIS. The CCR&R is also assisting program administrators with their NHCIS Program Profiles and is assisting individuals with their NHCIS Registry accounts in order to ensure the NHCIS data is as complete and accurate as possible. The number of individuals reported is not unduplicated. The same individual may receive TA on various topics or on the same topic in multiple sessions.

## **7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency**



## licensing standards

*Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.*

### 7.1. Has the lead agency aligned health and safety standards with the following:

#### a. Licensing standards

Yes.

No.

If not, describe why:

#### b. Caring for Our Children Basics

Yes.

No.

If not, describe why:

#### c. Head Start

Yes.

No.

If not, describe why:

#### d. State pre-k

Yes.

No.

If not, describe why:

New Hampshire does not have statewide pre-k.

### 7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021

7.2.1 How many complaints were received regarding providers during October 1, 2020 to September 30, 2021?

- a) Licensed providers # 43
- b) Licensed-exempt providers # 0

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2020 to September 30, 2021? 5 calendar days form complaint to onsite visit, with the pandemic the response time was the same based on safe access to the program, if the program was open and the severity of the complaint. Serious complaints were never delayed in any way. As the year went on the time frame for response was reduced dramatically to 3 to 4 days.

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2020 to September 30, 2021? # 39

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2020 to September 30, 2021? # 28

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2020 to September 30, 2021? # 0

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2020 to September 30, 2021? # 0

## **7.2 Complaints regarding child care providers received during October 1, 2020 to September 30, 2021**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2020 to September 30, 2021

Throughout FFY 2021 onsite visits were put back into place. With proper protocols and ample preparation (by both staff and the ChildCare Licensing Unit, onsite visits were conducted safely and effectively. Over the course of the State of Emergency, it became that while some programs had become too lax in some licensing areas, but balancing those with excessive measures as they related to health and safety. In addition, the closures and

protocols, related to COVID, and exposures was the most frequent reason for parent complaints.

There was a notable decrease in the number of complaints received during this period compared to previous years, possibly due to Covid related impacts such as program closures and staffing shortages leading to fewer children in care.

**7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2020 to September 30, 2021?**

- a. Licensed center-based programs # 37
- b. License-exempt center-based programs # 0
- c. Licensed family child care # 6
- d. License-exempt family child care (care in providers' home) # 0
- e. In-home (care in the child's own home) # 0

f. N/A

Describe:

**7.4 How many providers received virtual monitoring from October 1, 2020 to September 30, 2021?**

Total

# 0

Licensed or registered center-based programs

# 0

License-exempt center-based programs.

# 0

Licensed or registered family child care

# 0

License-exempt family child care (care in providers' home)

# 0

In-home (care in the child's own home).

# 0

Programs serving children who receive CCDF subsidy

# 0

## 7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 69500

Comments related to dollar amount provided (optional):

The Bureau funds a f/t position (salary plus benefits) in the DHHS Child Care Licensing Unit that focuses on background checks and monitoring support.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

### **7.6 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible**

The Child Care Licensing Unit began the integration process into NHCIS. This process to include the entire licensing database, monitoring tracking and reports, background checks, etc. will be fully functional by Fall 2022.

Public Health Trainings ended in late 2020, but Health and Safety briefings and updates augmented the providers knowledge.

Trainings around trauma-informed care and programs precautions training continued to increase indicating programs/providers were seeing the need for additional pandemic created issues along with regular health and safety issues.. Approximately 372 providers documented participation in one or more health and safety trainings. With the addition of the new database/information system better tracking as it relates to hours, topics, trainers, and participation will be available on a limited basis in FFY 2021 and will be fully realized in FFY 2022.

### **8) Evaluating the quality of child care programs in the Lead agency, including evaluating how programs positively impact children**

*Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment*

**8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2020 to September 30, 2021?**

To measure program quality,

describe:

Quality measurement is done by self-evaluation for programs interested in becoming part of the License Plus (QRIS program). In the new QRIS "Granite Steps for Quality" ECERS/ITERS/SACERS/FACERS will be the tools used for quality evaluation. These tools were piloted during FFY 2020 and 2021. The launch is December 2021.

To measure effective practice

describe:

At this time, only the credentialing system provides a level of scrutiny for the training and preparedness of staff that ideally leads to more effective practices in the classroom. Tools that will be part of the revised QRIS system and under the PDG are the ECERS/ITERS/SACERS/FACERS. These tools will require not only self-assessment but assessors will be observing and scoring the level of effective practice in specific areas. These tools were piloted during the FFY 2020 and 2021. The launch is December 2021..

To measure age appropriate child development.

describe:

Other

describe:

N/A

describe:

## **8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2020 to September 30, 2021?**

To measure program quality,

describe:

To measure effective practice

describe:

To measure age appropriate child development.

describe:

Other

describe:

N/A

describe:

Presently the state does not assess quality in any way except through self reporting. In the new QRIS "Granite Steps for Quality" ECERS/ITERS/SACERS/FACERS will be the tools used for quality evaluation. These tools have been piloted during the FFY 2020 and introduced more widely in 2021. The anticipated launch is December 2021.

### 8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

The state does not currently measure quality except through self reporting of the License Plus system. The new QRIS will have such a component and be tracked accordingly.



b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 275000

If yes, describe source(s) of funding:

The Presechool Development Grant paid for the training of coaches, and certification of ECERS, SACERS, and FACERS as anchors and assessors. In addition to the training components, various preparation activities were undertaken to ready programs for the new QRIS to be launched in December 2021.

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**8.4 Progress Update:**

**8.4 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021.** Include examples and numeric targets where possible.

Quality measurement is done by self-evaluation for programs interested in becoming part of the License Plus (QRIS program). In the new QRIS "Granite

Stepsfor Quality" ECERS/ITERS/SACERS/FACERS with be the tools used for quality evaluation. These tools were piloted during FFY 2020 and 2021. The launch is December 2021.

In addition, PDG paid for trainings of assessors, trainers, and monitors for each of the tools and "support" training has started for the professional that will be assisting programs through the new QRIS.

## 9) Supporting providers in the voluntary pursuit of accreditation

*Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality*

### 9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2020 to September 30, 2021?

- Yes, providers were supported in their pursuit of accreditation
  - a. Licensed center-based programs #
  - b. License-exempt center-based programs #
  - c. Licensed family child care #
  - d. License-exempt family child care (care in providers' home) #
  - e. Programs serving children who receive CCDF subsidy #
- No lead agency support given to providers in their pursuit of accreditation.
- N/A.

Describe:

### 9.2 Spending:

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

- Yes.  
Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

The state does not support accreditation. There are independent organizations that do so throughout the state.

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**9.3 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021.** Include examples and numeric targets where possible.

New Hampshire does not presently provide any support to programs or providers for attaining accreditation. The state does maintain a list of philanthropic organizations that support the accreditation process through direct funding, implementation coaches, technical assistance,

## **10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development**

*Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development*

### **10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?**

- Yes, check which indicators the lead agency has established:
- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Mental health for staff/employees
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other

#### **Describe:**

The state is still using the existing QRIS system that defines high quality care as meeting Licensed Plus Standards or National Accreditation although they have stopped taking new applications in preparation for the new system launch in late fall 2021. NH recognizes accreditation from National Association for the Education of Young Children (NAEYC), Council on Accreditation(COA) and National Association for Family Child Care (NAFCC). To achieve Licensed Plus status, programs must have demonstrated mastery of 16 items, including items regarding curriculum, professional development, learning environment, inclusion and family involvement. Programs submitted documentation for

16 items (11 are mandatory, and 5 are the choice of their program). Over the course of 2021, the new QRIS system was finalized. Prior to the pandemic several pilots were launched using PDG funds to test out aspects of the proposed QRIS system. This included 38 pilot sites with 75% being child care centers of varying size and 25% being family child care. In addition, both ECERS/ITERS/SACERS/FACERS validators and anchors were trained. Further the QRS working group and leadership group weighed-in, virtually, on the final version of the new QRIS "Granite Steps to Quality". NHCIS is being configured by the contractor (through new contracts) to track the quality efforts and ratings over time and by program. The entire system including applications and tracking will be available in February 2022 with paper versions available prior to that date after the late fall launch.

No

## 10.2 Spending:

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)

Yes.

Amount spent: \$ 1,085,975

Comments related to dollar amount provided (optional):

While the state does not specifically refer to this category as "standards" the efforts through professional development, distribution of materials, technical assistance, resources and other efforts all support the adoption of the state's early learning standards. All of the state's quality set aside (9%) and the infant/toddler (3%) set aside go towards increasing higher quality in programs.

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$ 397000

If yes, describe source(s) of funding:

The PDG grant work focuses much of its efforts on improving the quality fo programming. This was done through professional developmnet, technical assistance, educating consumers (families)of expectations and recognizable components of quaity childcare and a heavy concentration of supporting the developmnet of the state's new QRIS "Granit Steps for Quality".

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$



If yes, describe how funds were used:

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

**10.3 Progress Update:**

**Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible.**

The state is still using the existing QRIS system that defines high quality care as meeting

Licensed Plus Standards or National Accreditation although they have stopped taking new applications in preparation for the new system launch in late fall 2021. NH recognizes accreditation from National Association for the Education of Young Children (NAEYC), Council on Accreditation(COA) and National Association for Family Child Care (NAFCC). To achieve Licensed Plus status, programs must have demonstrated mastery of 16 items, including items regarding curriculum, professional development, learning environment, inclusion and family involvement. Programs submitted documentation for 16 items (11 are mandatory, and 5 are the choice of their program). Over the course of 2021, the new QRIS system was finalized. Prior to the pandemic several pilots were launched using PDG funds to test out aspects of the proposed QRIS system. This included 38 pilot sites with 75% being child care centers of varying size and 25% being family child care. In addition, both ECERS/ITERS/SACERS/FACERS validators and anchors were trained. Further the QRS working group and leadership group weighed-in, virtually, on the final version of the new QRIS "Granite Steps to Quality". NHCIS is being configured by the contractor (through new contracts) to track the quality efforts and ratings over time and by program. The entire system including applications and tracking will be available in February 2022 with paper versions available prior to that date after the late fall launch.

**11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry**

*Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry*

**11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic?**

Yes.

If yes, describe it :

**School Age Full Day Billing**

This program paid for full-day care for NH Child Care Scholarship school age children attending child care programs for the period when schools were closed, offering remote learning, operating with hybrid models, and on summer and holiday breaks. It did not pay for teachers, but caregivers to support and monitor children during school hours.started in

March 16, 2020 and continued through September 6, 2021 All child care providers serving school age children on NH Child Care Scholarship have automatic eligibility.

### **Absent Due to COVID Billing**

Provide "Absent Due to COVID Billing" for NH Child Care Scholarship and non-scholarship children when they are out of a program due to a COVID related incident (illness, center is closed, etc.). Giving each child a supply of 10 paid absent days in 4 month increments. Paid by invoice direct to program. Started in August 3, 2020 and is currently approved to run through January 5, 2022 (with possible extension to August 31, 2022 as needed) All NH Children (birth-age 12) attending licensed or license-exempt child care programs (home and center-based) are eligible.

### **Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)**

Flexible funds were distributed to 566 recipients eligible child care programs to support their operations as they continue to navigate through the COVID-19 pandemic.

The streamlined application for assistance opened on March 1, 2020 including.

Family Child Care Providers and Licensed-Exempt individual providers (friend and neighbor) will get a flat award.

Child Care Centers and Licensed and License Exempt Facilities received an award based on the following formula.

- Number of classrooms;
- Number of staff directly serving children and families at least 51% of the time; and
- Percent of children enrolled and receiving NH Child Care Scholarship. This formula takes into account the need to support programs to meet the needs of families and NH's workforce. This formula focuses on capacity, quality and increased staff needs to meet public health guidelines, and support to families who may be vulnerable, and those who may be working in jobs critical to NH's economy: health care, long-term care, hospitality, and retail.

Programs have the flexibility to use the funds to meet the business needs they may be facing in the following areas:

- Employee wages and/or one-time bonuses;
- Income loss;
- Increased operating and/or occupancy costs;
- Materials and/or supplies;
- Staff development and/or training; and/or
- Parent fees

and check which types of providers were eligible and number served:

Licensed center-based programs

# 647

Legally exempt center-based programs

# 20

Licensed family child care

# 127

Legally exempt family child care (care in providers' home)

# 25

In-home (care in the child's own home)

# 9

Other

(explain)

37 Summer camp programs providing full day child care and that met the CCDF requirements

No

N/A

Describe:

**11.2 Did the lead agency provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to the COVID-19 pandemic?**

Yes.

If yes, describe it :

and check which types of providers were eligible:

- Licensed center-based programs
- Legally exempt center-based programs
- Licensed family child care
- Legally exempt family child care (care in providers' home)
- In-home (care in the child's own home)
- Other

(explain)

No

N/A

Describe:

**11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2020 to September 30, 2021?**

Yes.

If yes, describe:

The state started in FFY 2020 designing and launching its new multi-functional database known as the New Hampshire Connections Information System. This system, modeled after the Massachusetts version, is on a Salesforce platform with software designer MTX as the developer. The system will eventually, through a series of 4 contracts to date, be the source for, but not be limited to, for the following -

Professional Registry

Resource and Referral

Child Care Licensing

Provider Background Checks

Credentialing Applications

Professional Development Registration and contact

QRIS applications

NH Child Care Scholarship Provider Applications

Market Rate Survey

Provider Surveys

Parent Surveys

among other functionalities.

The system ties directly into the state's consumer education website and easily ushers providers and parents to the location where they want to go.

No.

**11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2020 to September 30, 2021?**

Yes.

Describe findings:

The State conducted a Market Rate Survey to assess not just the child care rates but also the supply. In addition, the state conducted a number of surveys to assess the current available supply (based on type of slot and status of program - open, closed)

As a result the state found that rates and availability varied by region. In addition, the supply of childcare for all age groups was significantly low in the three north country counties. Infant and toddler care was low across the state. Due to the pandemic many programs were partially or full closed for short or long periods, this resulted in somewhat distorted and compared to previous studies did show a temporary reduction in available care.

No.

**11.5 Describe how supply building grants were used with a lens towards DEI?:**

N/A

**11.6 How many providers received the following from October 1, 2020 to September 30, 2021?**

**a. Increased rates:**

Total: 610

Licensed or registered center-based programs: 478

License-exempt center-based programs: 18

Licensed or registered family child care: 80

License-exempt family child care (care in providers' home): 25  
In-home (care in the child's own home): 9

**b. Increased wages:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**c. Benefits health insurance:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**d. Mental health supports:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**e. Start-up funds:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**f. Other:**

Describe:

N/A

Total: 0  
Licensed or registered center-based programs: 0

License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**11.7 How many providers received the following technical assistance from October 1, 2020 to September 30, 2021?**

**a. Business practices:**

Total: 119  
Licensed or registered center-based programs: 92  
License-exempt center-based programs: 0  
Licensed or registered family child care: 27  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**b. Emergency preparedness planning:**

Total: 37  
Licensed or registered center-based programs: 37  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**c. Other:**

N/A

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**11.8 Spending:**

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2020 to September 30, 2021?

a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)



Yes.

Amount spent: \$

Comments related to dollar amount provided (optional):

No

N/A

Describe:

b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)

Yes.

Amount spent: \$

If yes, describe source(s) of funding:

No

N/A

Describe:

c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

Yes.

Amount spent: \$ \$2,237,580

If yes, describe how funds were used:

- A portion of the Absent Due to COVID and Full Day School Age Care program as described below were paid for with CARES Act funds totaling \$2,237,580

**School Age Full Day Billing**

This program paid for full-day care for NH Child Care Scholarship school age children attending child care programs for the period when schools were closed, offering remote learning, operating with hybrid models, and on summer and holiday breaks. It did not pay for teachers, but caregivers to support and monitor children during school hours. started in March 16, 2020 and continued through September 6, 2021 All child care providers serving school age children on NH Child Care

Scholarship have automatic eligibility.

### **Absent Due to COVID Billing**

Provide "Absent Due to COVID Billing" for NH Child Care Scholarship and non-scholarship children when they are out of a program due to a COVID related incident (illness, center is closed, etc.). Giving each child a supply of 10 paid absent days in 4 month increments. Paid by invoice direct to program. Started in August 3, 2020 and is currently approved to run through January 5, 2022 (with possible extension to August 31, 2022 as needed) All NH Children (birth-age 12) attending licensed or license-exempt child care programs (home and center-based) are eligible.

-

No

N/A

Describe:

### d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

Yes.

Amount spent: \$ \$17,127,450

If yes, describe how funds were used:

**Total \$17,127,450**

### **Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) awarded \$13,959,767**

Flexible funds were distributed to eligible child care programs to support their operations as they continue to navigate through the COVID-19 pandemic.

The streamlined application for assistance opened on March 1, 2020 including.

Family Child Care Providers and Licensed-Exempt individual providers (friend and neighbor) will get a flat award.

Child Care Centers and Licensed and License Exempt Facilities received an award based on the following formula.

- Number of classrooms;
- Number of staff directly serving children and families at least 51% of the time;  
and
- Percent of children enrolled and receiving NH Child Care Scholarship.

This formula takes into account the need to support programs to meet the needs of families and NH's workforce. This formula focuses on capacity, quality and increased staff needs to meet public health guidelines, and support to families who may be vulnerable, and those who may be working in jobs critical to NH's economy: health care, long-term care, hospitality, and retail.

Programs have the flexibility to use the funds to meet the business needs they may be facing in the following areas:

- Employee wages and/or one-time bonuses;
- Income loss;
- Increased operating and/or occupancy costs;
- Materials and/or supplies;
- Staff development and/or training; and/or
- Parent fees.

Also a portion of the Absent Due to COVID Billing has been paid for using CRRSA dollars in the amount of \$ 3,167,683

No

N/A

Describe:

e. American Rescue Plan (ARP) Act, 2021 Supplemental funding

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

f. ARP Act, 2021 Stabilization Grant set-aside ONLY

(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)

Yes.

Amount spent: \$

If yes, describe how funds were used:

No

N/A

Describe:

11.9 Progress Update: Describe the measures used and progress made during October 1, 2020 to September 30, 2021. Include examples and numeric targets where possible:

The state has continued efforts to improve child care quality prior to and throughout the pandemic. Additionally activities have been put on hold until the focus can shift from pandemic to regular practice. In addition, there is approximately 50% of the ARPA Discretionary money being tagged for quality improvement related activities along with a percentage of the ARPA Stabilization funding.,

To date the following providers have been served in ffy 2021.

**Absent Due to COVID Program** - Over 6,000 children and 271 programs have been impacted by the "Absent Due to COVID Billing" program for NH Child Care Scholarship and non- scholarship children when they are out of a program due to a COVID related incident (illness, center is closed, etc.). Giving each child a supply of 10 paid absent days in 4 month increments. Paid by invoice direct to program.

**CRRSA Grant Program** - CRRSA Grant Award Program provided emergency relief funds for income loss and COVID-related expenses. Award based on number of open and closed classrooms, number of full and part time staff and the number of child care scholarship children by program. Provided \$14,014,566 to 574 programs.

ARPA Stabilization CCASP - This grant program is based on operating expenses by program. This amount also includes the 10% set aside for support services for grantees including application development, submission support and pre/post award technical assistance and extensive provider support for stabilization of their business. A multi-expert team of business professionals will be available for consultation to programs in the areas of business operations, taxes, facilities, human resources, among others.. This is \$47,657,076 in total and has served 435 providers to date. Additional % of the funding was allocated for incentives to stabilize tuition rates, free child care for staff, additional child care scholarship children, etc in the form of incentives

**12) Lead agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.**

**12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.**

Any deaths that occur in child care programs are investigated not just by DHHS, but are also reviewed by the Child Fatality Review Committee (CFRC). The CFRC is an independent committee housed in the Office of the Attorney General and was created by Executive Order in 1991. The mission of the Committee is to reduce preventable child fatalities through systemic multidisciplinary review of child fatalities

in New Hampshire; through multidisciplinary training and community based prevention education; and through data driven recommendations for legislation and public policy. A representative from the Bureau of Child Development and Head Start Collaboration and one of the State's CCDF Administrators serves on the Committee. The Child Care Licensing Unit participates in this review when a death occurs in a child care program. Child care programs are required in rule to report serious injuries (started January 2018). If it is possible the injury occurred due to a program's non-compliance with one or more regulations, an investigation is conducted and a corrective action plan from the program is required if non-compliance is determined.

**12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment.**

There have been no changes during the FFY 2021.

**13) American Rescue Plan (ARP) Act Child Care Stabilization Grants**

Did your state/territory begin **paying providers (funds were dispersed by the state/territory to providers) prior to December 1, 2021**?

Yes.

No.

**13.1 When did you start accepting applications? Enter Date:** July 14, 2021

**13.2 When did the first grants go out to providers? Enter Date:** August 27, 2021

**13.3 How many stabilization grants were awarded?**

Total

# 435

Licensed or registered center-based programs

# 385

License-exempt center-based programs

# 5

Licensed or registered family child care

# 44

License-exempt family child care (care in providers' home)

# 4

In-home (care in the child's own home)

#

Programs already serving children who receive CCDF subsidy at time of application

# 435

**13.4 What are the minimum, maximum, and average provider stabilization grant award amounts and average number of awards made to the same provider? Round amounts to the nearest dollar.**

**a. Minimum provider award amount:**

Total: \$1,737

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

**b. Maximum provider award amount:**

Total: 742,854

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

**c. Average provider award amount:**

Total: 81,814

Licensed or registered center-based programs: 0

License-exempt center-based programs: 0

Licensed or registered family child care: 0

License-exempt family child care (care in providers' home): 0

In-home (care in the child's own home): 0

**d. Average number of awards made to the same provider during the fiscal year:**

Total: 1

Licensed or registered center-based programs: 1

License-exempt center-based programs: 1

Licensed or registered family child care: 1  
License-exempt family child care (care in providers' home): 1  
In-home (care in the child's own home): 0

**13.5 What is the licensed or identified capacity by age group that providers awarded stabilization grants served?** States/Territories should use their own definition of age groups as provided in the CCDF Plan.

**a. Total:**

Total: 30,521  
Licensed or registered center-based programs: 28045  
License-exempt center-based programs: 1858  
Licensed or registered family child care: 470  
License-exempt family child care (care in providers' home): 148  
In-home (care in the child's own home): 0

**b. Infants:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**c. Toddlers:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**d. Preschool:**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**e. School-age:**

Total: 0



Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**f. Mixed age (combination of more than one age group):**

Total: 0  
Licensed or registered center-based programs: 0  
License-exempt center-based programs: 0  
Licensed or registered family child care: 0  
License-exempt family child care (care in providers' home): 0  
In-home (care in the child's own home): 0

**13.6 What is the number of stabilization grants awarded to providers who are operating in high need areas? OCC will be providing these FIPS codes for each jurisdiction.**

**FIPS Code 1: 33001**

Total number of stabilization grants awarded: 16  
Number of stabilization grants awarded to licensed or regulated center-based programs: 10  
Number of stabilization grants awarded to license-exempt center-based programs: 0  
Number of stabilization grants awarded to licensed or regulated family child care: 6  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

**FIPS Code 2: 33003**

Total number of stabilization grants awarded: 7  
Number of stabilization grants awarded to licensed or regulated center-based programs: 6  
Number of stabilization grants awarded to license-exempt center-based programs: 0  
Number of stabilization grants awarded to licensed or regulated family child care: 1  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

**FIPS Code 3: 33005**

Total number of stabilization grants awarded: 10  
Number of stabilization grants awarded to licensed or regulated center-based programs: 9  
Number of stabilization grants awarded to license-exempt center-based programs: 0  
Number of stabilization grants awarded to licensed or regulated family child care: 1  
Number of stabilization grants awarded to license-exempt family child care: 0  
Number of stabilization grants awarded to in-home (care in the child's home): 0

**FIPS Code 4: 33007**

Total number of stabilization grants awarded: 4

Number of stabilization grants awarded to licensed or regulated center-based programs:

4

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 0

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 5: 33009

Total number of stabilization grants awarded: 21

Number of stabilization grants awarded to licensed or regulated center-based programs:

16

Number of stabilization grants awarded to license-exempt center-based programs: 1

Number of stabilization grants awarded to licensed or regulated family child care: 3

Number of stabilization grants awarded to license-exempt family child care: 1

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 6: 33011

Total number of stabilization grants awarded: 112

Number of stabilization grants awarded to licensed or regulated center-based programs:

105

Number of stabilization grants awarded to license-exempt center-based programs: 1

Number of stabilization grants awarded to licensed or regulated family child care: 5

Number of stabilization grants awarded to license-exempt family child care: 1

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 7: 33013

Total number of stabilization grants awarded: 62

Number of stabilization grants awarded to licensed or regulated center-based programs:

55

Number of stabilization grants awarded to license-exempt center-based programs: 1

Number of stabilization grants awarded to licensed or regulated family child care: 6

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 8: 33015

Total number of stabilization grants awarded: 89

Number of stabilization grants awarded to licensed or regulated center-based programs:

82

Number of stabilization grants awarded to license-exempt center-based programs: 1

Number of stabilization grants awarded to licensed or regulated family child care: 5

Number of stabilization grants awarded to license-exempt family child care: 1

Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 9: 33017

Total number of stabilization grants awarded: 104

Number of stabilization grants awarded to licensed or regulated center-based programs:

97

Number of stabilization grants awarded to license-exempt center-based programs: 1  
Number of stabilization grants awarded to licensed or regulated family child care: 4  
Number of stabilization grants awarded to license-exempt family child care: 2  
Number of stabilization grants awarded to in-home (care in the child's home): 0

FIPS Code 10: 33019

Total number of stabilization grants awarded: 10

Number of stabilization grants awarded to licensed or regulated center-based programs: 8

Number of stabilization grants awarded to license-exempt center-based programs: 0

Number of stabilization grants awarded to licensed or regulated family child care: 2

Number of stabilization grants awarded to license-exempt family child care: 0

Number of stabilization grants awarded to in-home (care in the child's home): 0

**13.7 How many grants were provided with the following specific uses? (check all that apply and include number of grants provided)**

**Mortgage/rent:** : Rent, mortgage, utilities, facility maintenance or improvements, insurance  
# 435

**Personnel costs:** Personnel costs including any sole proprietor or independent contractor-- employee benefits, premium pay, or costs for employee recruitment and retention  
# 435

**Supplies and services:** Personal protective equipment cleaning and sanitization supplies and services, or training and professional development related to health and safety practices  
# 435

**Purchases/Updates:** Purchases of or updates to equipment and supplies to respond to the COVID-19 public health emergency  
# 435

**Goods and services:** Goods and services necessary to maintain or resume child care services  
# 435

**Mental health supports:** Mental health supports for children and employees  
# 435

**13.8 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.**

Yes.

Describe:

No.

**13.9 Check which of the following methods were used for implementing stabilization grants? (check all that apply)**

- Prioritizing small child care programs
- Recurring subgrants
  - Employing multiple subgrant programs
- Providing bonuses or supplemental funding for providers meeting certain needs of families
- Encouraging wage increases through stabilization grants (e.g., bonuses going directly to staff or requirement that a percentage of the grant be used for personnel)
- Other.

Describe:

One time grant with an open ended application date based on operating expenses with applications submitted through the State's NH Connection Information System portal. Open to all licensed and license-exempt programs (license-exempt must be enrolled as a cNH Child Care Scholarship Provider).

**13.10 Check which of the following were available to providers related to applying for stabilization grants? (check all that apply)**

- Applications for subgrants are widely available in plain language and multiple languages
- A staffed helpline or chat function to provide real time assistance for completing applications available in multiple languages
  - Support for collecting documentation showing operating expenses
- Used a cost estimation model or survey to estimate operating expenses for or already collected operating expenses from providers as part of an earlier application or relief effort instead of requiring new information from applicants
  - Acceptance of a variety of types of documentation of operating expenses
- Resources such as frequently asked questions to help with the completion of the applications available in multiple languages
  - Partnerships with culturally relevant organizations and trusted messengers to support a diverse range of child care providers in navigating the application process

Other.

Describe:

webinars and ongoing virtual office hours

**13.11 Check which of the following supports were available to providers after they received stabilization grants? (check all that apply)**

- A staffed helpline or chat function to provide real time assistance available in multiple languages
- Support for providers related to following certain health and safety guidelines
  - Support for providers related to continuing to pay full compensation to staff
- Support for providers related to recruiting and retaining existing and former child care workers and strengthening the diversity of the workforce to meet children and families' needs
- Support for providers related to providing relief from copayments and tuition for parents struggling to afford child care
- Support for providers in making facilities improvements needed to comply with safety guidance in the context of developmentally appropriate practice and a welcoming environment for children and families
- Support for providers in making facilities improvements that make child care programs inclusive and accessible to children with disabilities and family members with disabilities
- Support for background checks and health and safety training for providers who were previously ineligible for CCDF subsidies because they had not completed the health and safety requirements in the CCDBG Act
- Support for providers to find personal protective equipment (PPE), cleaning and sanitization supplies
- Support for providers related to finding mental health services and supports
  - Other.

Describe:

**13.12 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):**

Cross referencing license or license exempt status, cross referencing award

amount, application and invoice amount. Quarterly spending reports beginning in January (for September through December). Random audits throughout application and funding process.

Checks on previous grants and items funded to ensure no "double-dipping."

In case of issue, audit unit and fraud unit are involved.

### **13.13.1 What is the number of stabilization grants awarded by gender of center director or family child care owner?**

#### **a. Female:**

Total 404

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0

#### **b. Male:**

Total 31

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0

#### **c. Non-Binary:**

Total 0

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0

#### **d. No response:**

Total 0

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

**13.13.2 What is the number of stabilization grants awarded by race and ethnicity of the center director or family child care owner?**

a) Ethnicity: Hispanic, Race: American Indian or Alaskan Native

Total 0  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): #

b) Ethnicity: Hispanic, Race: Asian

Total 0  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

c) Ethnicity: Hispanic, Race: Black or African American

Total 3  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

d) Ethnicity: Hispanic, Race: Native Hawaiian or Pacific Islander

Total 0  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (ccare in the child's own home): # 0

e) Ethnicity: Hispanic, Race: White

Total 10  
Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

f) Ethnicity: Hispanic, Race: Multi-Racial

Total 0  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

g) Ethnicity: Non-Hispanic, Race: American Indian or Alaskan Native

Total 0  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

h) Ethnicity: Non-Hispanic, Race: Asian

Total 3  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

i) Ethnicity: Non-Hispanic, Race: Black or African American

Total 3  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0  
License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

j) Ethnicity: Non-Hispanic, Race: Native Hawaiian or Pacific Islander

Total 0  
Licensed or registered center-based programs: # 0  
License-exempt center-based programs: # 0  
Licensed or registered family child care: # 0



License-exempt family child care (care in providers' home): # 0  
In-home (care in the child's own home): # 0

k) Ethnicity: Non-Hispanic, Race: White

Total 414

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0

l) Ethnicity: Non-Hispanic, Race: Multi-racial

Total 2

Licensed or registered center-based programs: # 0

License-exempt center-based programs: # 0

Licensed or registered family child care: # 0

License-exempt family child care (care in providers' home): # 0

In-home (care in the child's own home): # 0