

Quality Progress Report (QPR) For New Hampshire FFY 2019

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/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 94

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 24

N/A

Describe:

c. Licensed center-based programs # 762

N/A

Describe:

d. Legally exempt center-based programs # 11

N/A

Describe:

e. In-home (care in the child's own home) # 16

N/A

Describe:

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, 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 2016-2018 and 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, and increasing training opportunities for providers across the state, as a conduit to improving quality.

During the FFY 2019 the following activities occurred to work towards achievement of the goals:

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; met 10 times each along with multiple internal meetings within the Bureau staff. During these meetings, a framework, standards a working timeline were developed and refined. By the end of the FFY 2019, the basic structure including various levels had been agreed upon and the groundwork done for refining the system for a Fall 2020 launch.

ECERS/ITERS training combining the CCDF and PDG dollars a group of 8 trainers went through the sponsored training program. Two anchors were trained and 4 trainers met reliability.

QRIS Pilot, launched in the spring of 2019, this 18 program pilot utilized the ECERS as a baseline (unscored) along with coaching and training onsite for the programs.

Infant/Toddler Materials were shared with pilot programs to support their quality

improvement efforts.

Professional Development opportunities were provided by the Bureau (webinars on the NH Early Childhood Standards) along with other trainings, utilizing contractors, in the areas of Health and Safety, Emergency Preparedness, Infant/Toddler care, Behavior Management, Trauma-informed care, among others. There were approximately 129 quality related trainings offered had approximately 2,225 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 implementation and measurement of quality improvement activities with pre-post activity surveys, coaching reports and other tools.

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

Goal: Ensure the State/Territory'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 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory 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 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 collect includes education, employment, demographics and professional development.

The 11,000 plus registered individuals include duplicates, people no longer working in the field or working in related fields (e.g. was preschool teacher, now elementary school teacher). The relaunch will hopefully cull out those errors.

No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

It is a voluntary registration for providers that are not part of the NH Child Care Scholarship Fund program. Licensed and licensed-exempt providers enroll in order to receive credit for their training. The goal in the forthcoming year is to make it compulsory since it will be, with our new information system, the link to background check updates and other essential information

No.

If no, describe:

.

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 11476

2.2 What supports did the State/Territory 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)

433

Financial bonus/wage supplements tied to education levels

#

Career advisors, Mentors, Coaches, or Consultants

#

Reimbursement for training

#

Loans

#

Other.

Describe:

Free training provided by the Child Care Resource and Referral contractor (Child care Aware of New Hampshire), Preschool Technical Assistance Network, ACROSSNH, and Prosolutions along with training by internal BCDHSC CCDF funded staff.

N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

Yes.

If yes, describe:

No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

Extrapolation of educational data may be possible for the 2020 fiscal year utilizing some licensing records, but at present there is no conduit to pull that data.

#:
 %:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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 %:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

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d) How many had a State child care credential?

Unknown

Describe:

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e) How many had State infant and toddler credentials?

Unknown

Describe:

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%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

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Describe:

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e) How many had State infant and toddler credentials?

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Describe:

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f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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%:

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

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Unknown

Describe:

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d) How many had a State child care credential?

Unknown

Describe:

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e) How many had State infant and toddler credentials?

Unknown

Describe:

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f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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some licensing records, but at present there is no conduit to pull that data.

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%:

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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d) How many had a State child care credential?

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Describe:

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e) How many had State infant and toddler credentials?

Unknown

Describe:

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f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

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2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

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Describe:

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b) How many had an Associate's degree in an early childhood education?

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Describe:

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d) How many had a State child care credential?

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Describe:

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e) How many had State infant and toddler credentials?

Unknown

Describe:

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f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

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#:
%:

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

Extrapolation of educational data may be possible for the 2020 fiscal year utilizing some licensing records, but at present there is no conduit to pull that data.

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%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

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Describe:

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d) How many had a State child care credential?

Unknown

Describe:

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e) How many had State infant and toddler credentials?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience

teaching appropriate age group?

Unknown

Describe:

The only conduit by which to collect this information is the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information with any great consistency. The system has section for the education component, but even when the individual is registered, they are not obliged to complete that section. The goal in the new information system is to incentivize completion and ongoing updating of this information.

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%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

Yes.

If yes, %: 46.6

No

N/A

Describe:

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

Yes, the pre-pilot for the Quality Recognition and Improvement System was funded by the New Hampshire Charitable Trust. The NH Department of Education provided coaching and training on iSocial (Pyramid Model), Early Learning New Hampshire had a fall conference which was attended by 175+ child care providers. NHAEYC had over 200+ attendee at their spring conference. In addition, Preschool Development Grant funds were utilized to train and coach pilot groups on ERS including ECERS, ITERS, and SACCERS. In addition, they assembled and trained the master cadre, and ERS trainers/coaches and assessors to reliability. SPARK New Hampshire provided professional development around quality, programming, trauma-informed care, etc.

No

N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

Yes, those funds will be used for launching the TEACH initiative, starting up for the Department of Labor Apprenticeship Program, additional funding for the Early Childhood Tuition Association to provide more college scholarship funds to child care providers.

No

N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year.

Include examples and numeric targets where possible.

Through the pilot PDG project, the State tested the utilization of the ECERS as a measurement tool with 28 child care programs representing 5 geographical regions across the state. This pilot study yielded indicators on baseline quality and then improvements made after training/coaching, etc. This information is feeding into the framework design for the new QRIS under construction. An additional 15 program pilot, done by the BCDHSC examined the base quality level of programs and the quality improvement, as measured by self analysis, after the introduction of additional age appropriate materials, staff training and self assessment. The other ongoing system for measuring quality is the Licensed Plus program. This system is a document based system designed to build quality through fulfilling of certain requirements that are nationally accepted indicators of quality in the areas of regulation/licensing, administration and business practices, learning environments, parent/family involvement, children with special needs, professional development, staff competencies and qualifications, compensation and program evaluation.

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory 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, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

none, they are the same.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and

development guidelines?

Yes.

If yes, %: 1

No

N/A

Describe:

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

During FFY 2019, an additional 2,000 copies of the ELS were distributed to various groups,

including, but not limited to, CCR & R, New Hampshire Institutions of Higher Learning, NH Division of Public Health, NH Montessori Association, NH Head Start Directors Association and directly to child care programs. To date almost 12,000 copies of the printed documents have been distributed. During FFY 19, 25 Early Learning Standards were attended by 316 individuals.

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

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

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

Presently, NH defines 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). This definition and metrics for measurement is undergoing changes as the new QRIS are still being developed.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- Yes, the State/Territory QRIS is now operating State/Territory-wide
- Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- Yes, the State/Territory no longer has a QRIS.
- No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- Yes
 - Added licensed family child care
 - Removed licensed family child care
 - Added legally exempt family child care (care in providers' home)
 - Removed legally exempt family child care (care in providers' home)
 - Added licensed center-based programs
 - Removed licensed center-based programs
 - Added legally exempt center-based programs
 - Removed legally exempt center-based programs
 - Added in-home (care in the child's own home)
 - Removed in-home (care in the child's own home)
 - Other.

Describe:

- No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

- Yes

Describe;

- No

- N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 2
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 222
- d) Legally exempt center-based programs # 1
- e) In-home (care in the child's own home) # 0

N/A

Describe:

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 735
- b) 3 years up to kindergarten entry # 0
- c) School Aged (post kindergarten entry) # 0
- d) Other. Describe:
1,357 from age 36 months to 12 years

N/A

Describe:

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 39
- b) 3 years up to kindergarten entry % 0
- c) School Aged (post kindergarten entry) % 0
- d) Other. Describe:
36 months through age 12 is 34%

N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

762

N/A

Describe:

ii. Licensed Family Child Care Homes:

94

N/A

Describe:

iii. License-Exempt Providers:

#

N/A

Describe:

Not eligible

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

N/A

Describe:

222

% 29.13

ii. Licensed Family Child Care Homes:

N/A

Describe:

18
% 19.14

iii. License-Exempt Providers:

N/A

Describe:

not eligible

%

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 182
- b) Licensed Family Child Care Homes: # 5
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 182
- b) Licensed Family Child Care Homes: # 5
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

No

N/A

Describe:

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or

other quality related improvements?

Yes.

If yes, %:

No

N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, %:

Funds from PDG spent on ERS pilot, coaching, training, materials, etc. but unclear what the actual percentage of all quality dollars spent that PDG represented.

No

N/A

Describe:

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

Yes, to implement the new database/information system to support data tracking on quality, the QRIS application process, professional development delivery system and records, background checks, market rate and quality indicators, among other measures to support the improvement of quality across the state.

No

N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The QRIS design has made great strides during FFY 2019. With 11 QRIS Taskforce Meetings, 9 QRIS Leadership Taskforce Meetings, 28 stakeholder focus groups across all the geographic regions of the state, 2 pilots, and 25+ internal meetings, the whole process has moved to the point of having a draft framework, identified timeline, components and activities defined. The work with the national TA consultant Zelda Boyd and other experts has involved 20 plus hours monthly and has been coupled multiple one of one reviews, 5 national expert reviews and 8 public presentations on QRIS including to the Governor.

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 funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers # 1.3
- b) Number of Specialists available to providers serving CCDF children # 1.3
- c) Number of infant toddler specialists available specifically trained to support FCC providers # .3
- d) Number of providers served # 169
- e) Total number of children reached # 2535

N/A

Describe:

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers # 162
- b) Number of licensed family child care providers # 16
- c) Number of license-exempt providers of care in their home # 0
- d) Number of center directors # 122

N/A

Describe:

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

We do not ask staff receiving technical assistance if they serve CCDF children. This is to ensure confidentiality and equity. We do not plan to collect this information.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State # 1
- b) Consultants available to providers serving CCDF children # 1

N/A

Describe:

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

Yes

(please provide link)

No

N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: # 0

Describe what the hub provides to participating FCC providers:

We do not have a state-funded or even independent Family Child Care network that was active in FFY 2019. The goal is to rebuild these during 2020 and 2021.

N/A

Describe:

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds 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 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %:

No

N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

These expenditures will include training on business practices utilizing a nationally designed curriculum with a focus on being able to increase income, decrease expenses to attract staff and specifically Infant/Toddler staff to maintain and expand I/T care options. Additionally funds will be expended on Pyramid Model coaching and resources, technical assistance around supporting and serving infants/toddlers.

In addition, those funds will be used for launching the TEACH initiative, starting up for the Department of Labor Apprenticeship Program, additional funding for the Early Childhood Tuition Association to provide more college scholarship funds to child care providers.

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

BCDHSC did not have measures in place to specifically identify progress made in improving the supply. During the forthcoming market rate survey we will have a better idea of the increased slots and with the new database/information system we are hoping to have a real time indicator of whether the number of infant and toddler slots/rooms are increasing and whether family child care is expanding or even maintaining their level of infant and toddler care.

Through the pilot, materials for infant and toddler programs were distributed to 19 programs. Additional work to support programs with infant and toddler programs or those willing to open said programs were training and received technical assistance through Child Care Resource and Referral long with PTAN supporting work in the areas of behavior along prevention suspension and expulsion.

6) Establishing or expanding a statewide system of child care resource and referral services

Goal: State/Territory 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 or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

The existing contract for the Child Care Resource and Referral remained in place along with additional funds being added to provide additional training and coaching around quality and client services including the ERS, workforce (e.g. service expansion), prevention of expulsion/suspension, business practices, among others.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.

If yes, %: 10

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

PDG funds were used to do family outreach, conduct a family survey indicating needs, deficits and demand for child care.

No

N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Contract measures included number of families served, referrals made, trainings provided, NH child care scholarship presentations made. In addition, outreach efforts were documented and tracked for participation and satisfaction by the Resource and Referral staff. In addition to tracking child care referrals made, 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.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

b) Head Start

Yes.

No.

If not, describe:

c) State pre-k

Yes.

No.

If not, describe:

We do not have statewide pre-k

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

- Licensing Standards
- Ongoing health and safety training or education
- Monitoring Protocols
- N/A

Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

- a) Licensed providers # 185
- b) Licensed-exempt providers # 1

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year? 7 calendar days from intake to onsite visit

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 130

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 63

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 4

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 5

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

The top allegation received was for Behavior Guidance and Treatment of Children, with 43 allegations, of which 13 were substantiated. The second most frequent allegation received was regarding a lack of supervision, with 38 allegations, of which 13 were substantiated. Other grouping of allegations regarding types were small in number and varied widely.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: #
- b) Licensed family child care staff: #
- c) Licensed exempt child care staff: #
- d) Licensed exempt family child care staff: #

e) N/A

Describe:

Technical assistance was not tracked by individual, but by program. All programs that received onsite visits received coaching/technical assistance in addition to calls that were addressed by the Child Care Licensing Unit or referred to state and locally funded technical assistance providers.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 2.1

No

N/A

Describe:

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

No changes were made over the course of FFY 2019. However 8,372 individual health and safety trainings were taken through the BCDHSC Prosolutions contracted website. With the

addition of the new database/information system better tracking as it relates to hours, topics, trainers, and participation will be available in the future.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

- a) To measure program quality, describe:

- b) To measure effective practice, describe:

- c) To measure age appropriate child development, describe:

- d) Other, describe:

N/A

Describe:

Tools are being considered as part of the revised QRIS system and under the PDG.

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

- a) To measure program quality, describe:

- b) To measure effective practice, describe:

- c) To measure age appropriate child development, describe:

- d) Other, describe:

N/A

Describe:

Tools are being considered as part of the revised QRIS system and under the PDG.

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %:

No

N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

To develop the QRIS database/information system

No

N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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 State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers #
- b) Number of licensed FCC providers #
- c) Number of center based providers that serve CCDF children #
- d) Number of FCC providers that serve CCDF children #

N/A

Describe:

The state does not support accreditation efforts except by recognizing it as a measure of quality in its current and future QRIS.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %:

No

N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes.
- No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- 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:

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds 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 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

PDG used private foundation funding to provide coaching around high quality program standards. Information about the pilot they conducted and the additional training have not been released as of this date.

No

N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

Yes, those funds will be used for launching the TEACH initiative, starting up for the Department of Labor Apprenticeship Program, additional funding for the Early Childhood Tuition Association to provide more college scholarship funds to child care providers. Further funds will be allocated to the training/coaching around the Pyramid model, increased funding for ACROSSNH and PTAN focusing on Social Emotional Learning and prevention of suspension and expulsion. Further added funds are being directed towards Watch Me Grow which focuses on developmental screening.

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

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 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

Early childhood and school age credentials an indicator of quality through professional development, education and practice experience were awarded to 443 providers over the course of the FFY 2019. Numerous training on emergency preparedness, child safety and well being along with school readiness were provided across the state. Training numbers indicate between 300 to 450 providers received training either onsite, at a training location or online. This is only reflective of the numbers provided by CCDF funded contractors and partners. There are many other training venues that providers access to meet and exceed their annual training requirements. With the addition of the the new database/information systems and a more compulsory and enhanced Professional Registry, we are hoping to be able to capture a broader look at the activities - including time, source , trainer qualifications,

content, etc.

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

This was not broken out as a specific expense although quality dollars were utilized to provide the other activities previously mentioned.

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

These expenditures will include training on business practices utilizing a nationally designed curriculum with a focus on being able to increase income, decrease expenses to attract staff and improve quality. Additionally funds will be expended on Pyramid Model coaching and resources, technical assistance around supporting and serving children in child care and early learning settings.

In addition, those funds will be used for launching the TEACH initiative, starting up for the Department of Labor Apprenticeship Program, additional funding for the Early Childhood Tuition Association to provide more college scholarship funds to child care providers.

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory 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. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) 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.

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. 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.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

No changes have occurred after the first year of this requirement.