

# Quality Progress Report (QPR) For New Hampshire FFY 2020

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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/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 # 74

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 22

N/A

Describe:

c. Licensed center-based programs # 767

N/A

Describe:

d. Legally exempt center-based programs # 11

N/A

Describe:

e. In-home (care in the child's own home) # 17

N/A

Describe:

f. Other (explain)

19 Summer camps and some municipal programs that extended their summer year to provide child care due to school age children due to ongoing school closures.

## 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 2016-2018 and 2019-2021 CCDF Plans, the goals remained 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 2020 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 4 times each along with 6 internal meetings within the Bureau staff. During these meetings, a framework, standards a working timeline were developed and refined. In the second half of FFY 2020, QRIS development was put on hold due to the pandemic. While the basic structure including various levels had been agreed upon and the groundwork done for refining the system the launch and system finalization was delayed. work began again in December 2020 internally and Winter 2021 with an anticipated roll-out in the fall of 2021..

**ECERS/ITERS training** combining the CCDF and PDG dollars continued until the beginning of the pandemic. Despite the shift from live to virtual, training and mentoring continued on

a limited basis.

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

**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 112 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 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 Professional Registry is an optional and completely voluntary method for providers

to log and track professional development. This could be done in several ways - by uploading certificates or other documentation individually or by indicating to participating trainers they would like documentation and certification sent directly to their registry record. 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. The 11,000 plus registered individuals included duplicates, people no longer working in the field or working in related fields (e.g.. was preschool teacher, now elementary school teacher). The system was culled to just over 9,000 in summer 2020. In the fall of 2020, the development of the new registry began as part of the NH Connections Information System, with a anticipated launch date in late fall. While presently the system is still voluntary a dual approach is being undertaken in spring and summer 2021 to purge outdated records and incentivize registry updating and/or participation.

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:

No.

If no, 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. With the introduction of the new NH Connections Information System and the linkage to not only professional development documentation, but also required background checks will serve to push more providers into registration. Unfortunately, by rule, at this time, the Child Care Licensing Unit is mandated to allow paper applications and offline submissions of background

checks.

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 9478

**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)

# 217

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 careAware 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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive system results in adequate enrollment. Additionally CDA program provider are being asked about participation numbers.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

#:
%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

Currently 3,412 providers hold a state child care credential. It is important to note that processing of credentials - new and renewals were put on hold due to COVID. While the applications are current the extension for renewals has remained in place.

#: 3412
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

Currently 1,109 providers hold a state infant/toddler credential. It is important to note

that processing of credentials - new and renewals were put on hold due to COVID. While the applications are current the extension for renewals has remained in place.

#: 1109

%:

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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

## 2.5 Licensed child care center teachers

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal



is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:  
%:

d) How many had a State child care credential?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#: 4478  
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#: 437  
%:

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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection.. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

## 2.6 Licensed family child care providers

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:
%:

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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in

adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

## 2.7 Licensed child care center directors who serve CCDF children

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal

is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and

the individual program.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:

%:

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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

## 2.8 Licensed child care center teachers who serve CCDF children



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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:
%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:   
%:

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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:   
%:

## 2.9 Licensed family child care providers who serve CCDF children

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:  
%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:  
%:

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

Unknown

Describe:

The only method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in

any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:  
%:

d) How many had a State child care credential?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:  
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

At present the system does not sort by current type of employment. It will, by design in the new information system, link the professional registry to the credential system and the individual program.

#:  
%:

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 method to collect this information has been the New Hampshire Professional Registry. This is a voluntary registry and therefore does not capture the information in any way is statically valid. The new system 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. In the new information system, the goal is to incentivize completion by linking it the credential system and training, background checks and ongoing survey/data collection. Extrapolation of educational data may be possible for the 2021 fiscal year if the registration/incentive. system results in adequate enrollment.

Colleges report degree/course participant numbers, but is not linked to current employment of the student.

#:

%:

## 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, %: 47.8

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:

**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 112 quality related trainings offered had approximately 3,419 participants in general sessions.**

No

N/A

Describe:

2.10.3 Did the State/Territory 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:

No

N/A

Describe:

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

No

N/A

Describe:

### **2.11 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.

**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 112 quality related trainings offered had approximately 3,419 participants in general sessions.**

### **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, the Standards remain the same with an anticipated revision beginning in the fall of 2021 (to coincide with the QRIS relaunch) and completed revisions and adoption by Spring/Summer 2022.

#### **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:

The State utilized some Preschool Development Funds to incorporate the Early Learning Standards into the ongoing coaching and programming of child care providers. A total of 525 copies were distributed to providers prior to and during onsite and virtual training/coaching sessions dedicated to program quality improvement.

No

N/A

Describe:

3.2.3. Did the State/Territory 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:

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus

Aid, Relief, and Economic Security (CARES) Act, 2020 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 2020, an additional 1435 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 15,000 copies of the printed documents have been distributed. During FFY 20, 17 Early Learning Standards trainings were attended by 274 individuals, not including those done through the Preschool Development grant. Unfortunately due to the pandemic both training and distribution was significantly impacted. The Bureau used the distribution of health and safety supplies as a place to also pass along the Standards and asked those picking up if they needed copies..

### 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):*

As of this date, NH is still 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). At present, the entire QRIS system is undergoing its final design and as part of the relaunch the definition for quality will be announced in the fall of 2021. 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 quality measure coupled with clear and decisive definitions and examples for quality in a variety of settings.

**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 # 12
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 162
- d) Legally exempt center-based programs # 0
- 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 #
- b) 3 years up to kindergarten entry #
- c) School Aged (post kindergarten entry) #

d) Other. Describe:

N/A

Describe:

At present the child care scholarship data is housed in two somewhat incompatible data systems known as Bridges and New Heights. New Heights is the system that is used by FSS' for eligibility and service levels. Bridges is the billing and payment systems for scholarship enrolled child care providers. The Bridges system does not tabulate children by age group since the DOB is in the New Heights system. New Heights only knows who was eligible for child care but not whether the program is being utilized. To provide the afore mentioned data would require opening each child's record in New Heights and then matching it to the same record in Bridges, then calculating the age and then matching it to the categories above. In the proposed new payment system (slated for 2023) this type of report will be able to be pulled, sorted and reported using an interface dashboard.

**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 %
- b) 3 years up to kindergarten entry %
- c) School Aged (post kindergarten entry) %
- d) Other. Describe:

N/A

Describe:

At present the child care scholarship data is housed in two somewhat incompatible data systems known as Bridges and New Heights. New Heights is the system that is used by FSS' for eligibility and service levels. Bridges is the billing and payment systems for scholarship enrolled child care providers. The Bridges system does not tabulate children by age group since the DOB is in the New Heights system. New Heights only knows who was eligible for child care but not whether the program is being utilized. To provide the afore mentioned data would require opening each child's record in New Heights and then matching it to the same record in Bridges, then calculating the age and then matching it to the categories above. Following that action,

you would be required to go back and identify if the child was in one of the Licensed-Plus programs. In the proposed new payment system (slated for 2023) this type of report will be able to be pulled, sorted and reported using an interface dashboard.

**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:

# 767

N/A

Describe:

ii. Licensed Family Child Care Homes:

# 74

N/A

Describe:

iii. License-Exempt Providers:

# 0

N/A

Describe:

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:

# 162  
% 21.12

ii. Licensed Family Child Care Homes:

N/A

Describe:

# 12  
% 16

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: # 162
- b) Licensed Family Child Care Homes: # 12
- 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: # 67
- b) Licensed Family Child Care Homes: # 7
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 3
- 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: # 162
- b) Licensed Family Child Care Homes: # 12
- 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:



## 4.12 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 were spent on additional ERS piloting, coaching, training, materials, etc. but it remains unclear what the actual percentage of all quality dollars spent that PDG represented were spent on these efforts. .

No

N/A

Describe:

4.12.3 Did the State/Territory 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 continue the implementation of 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. In addition, funds were spent on staff developing the QRIS,

No

N/A

Describe:

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

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.

While QRIS design had made great strides during FFY 2019, FFY 2020 was less productive due to the pandemic. The QRIS Taskforce and QRIS Leadership Taskforce met through February of 2020, formulating roll out plans and identifying components of the QRIS. In March of 2020 the meeting was canceled for a "short time" until summer 2020 when it was put on hold until late 2020. At that time (December 2020), the two groups revisited the status of the QRIS relaunch, met virtually with numerous stakeholders and as a result established a new timeline and benchmarks for launching the system. Further, stakeholders lobbied for an extended transition time from the old License-Plus system to the new QRIS. The decision to put renewals on hold from March 2020 to Spring 2021 will make this transition easier as many programs will be able to "hold off" until the new system is launched. The launch is slated for fall of 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 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 # 1.5
- b) Number of Specialists available to providers serving CCDF children # 1.5
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 2
- d) Number of providers served # 198
- e) Total number of children reached # 2970

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 # 97
- b) Number of licensed family child care providers # 9
- c) Number of license-exempt providers of care in their home # 0
- d) Number of center directors # 109

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 even in an aggregate form at this time.

**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 # 1.5

b) Consultants available to providers serving CCDF children # 1.5

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:

Not during the 2020 FY but as a result of multiple discussions this was added to both our program data dashboard in the new information system and the Market Rate Survey being conducted in Winter/Spring 2021.

**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 were currently active. The goal was to rebuild these during 2020 and 2021, but due to the pandemic we focused on doing provider based collaboratives for support and have identified funding and plans for FY 2021 and 2022.

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:

Using PDG funds the State increased the number of Tippy Toes and Watch Me Grow assessment kits and support that was distributed to programs and parents across the state.

No

N/A

Describe:

5.7.3. Did the State/Territory 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:

Funds were expended on Pyramid Model coaching and resources, technical assistance around supporting and serving infants/toddlers. In addition, funds were used to launch the TEACH initiative, start up for the Department of Labor Apprenticeship Program, and to augment funding for the Early Childhood Tuition Association providing college scholarship funds to child care providers.

No

N/A

Describe:

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

Funds were used to provide for full enrollment billing, staff incentives, essential worker child care expenses -all that supported infant and toddler supply and quality by keeping staff in programs, allowing centers and family child care to stay in business even if the infant/toddler was not attending and helping fund essential worker's children tuition costs to allow them to return stay at work regular and additional hours.

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 does not fully have measures in place to specifically identify progress made in improving the supply, this has been built into the new information system and questions were added to the market rate survey core questions. Through the pandemic data collection more information has become available about infant and toddler supply. These two sources will be giving us real time indicator of whether the number of infant and toddler slots/rooms has increased. By licensing numbers alone we do see a trend in fewer family child cares but need more detail to extrapolate the impact on the quantity of infant and toddler care.

## 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 and will be extended to June 30, 2022 at which time it will go out to bid. The contract, which added amendments during the FFY 2020 to include support for COVID-19 outreach and support long with additional training around the Pyramid Model and Business Practices. While COVID-19 necessitated some cutback in the delivery of services, the contractor pivoted and offered enhanced services for essential workers, essential businesses, and other families, extensive closed/open program mapping, provided a job and program match for furloughed or laid off child care workers, assisted with supporting programs with grant applications, Covid -related training and informational sessions, among other services. As a result they met and exceeded their contract services.

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, %:

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:

Yes, PDG funds were used to expand on the delivery of coaching and mentoring around the QRIS pilots and to train staff as ECERS/ITERS assessors and utilize their skills in introducing ITERS/ECERS to the field (virtually).



No

N/A

Describe:

6.3.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

Yes, funds were used to provide a 40 hours a week support person for child care providers around funding application, referring of resources (financial and others), coordinating communications (by email, webinar, list serv, live chats, and social media)including, but not limited to, public health briefings, licensing changes and general child care updates, etc.

In addition, funds were used for establishing or expanding county wide collaborations to support families and child care through the pandemic and to continue those collaborations int the future.

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. Further, 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. All COVID-19 hours, participants, outreach and support efforts were tracked along with all activities related to COVID-19 inquires and website/social media and live chats hits.

### 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:

The State of New Hampshire does 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 # 142

b) Licensed-exempt providers # 2

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 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.

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 ? # 129

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 ? # 59

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? # 3

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? # 3

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 primary allegation received was for Behavior Guidance and Treatment of Children, with 51 allegations, of which 21 were substantiated. The second most frequent allegation was failure to follow COVID-19 guidelines (not mandated, but guidelines) 47 received, and support was provided to programs. The third most frequent was regarding a lack of supervision, with 37 allegations, of which 19 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. It may be possible in the new information system for contractors and possibly licensing to track this referral data.

## 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, %: 2.25

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

Yes.

If yes, describe:

Funds were used to add additional training modules on Health and Safety on the pro-solutions website.

No

N/A

Describe:

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

Some funds were used for health and safety supply distribution especially PPE to ensure that staff were provided with masks, gloves, hygiene supplies, and cleaning/sanitation supplies. While these were not all mandated, they were strongly recommended and therefore provided as an incentive for participation.

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.

There were a decreased number of trainees for health and safety modules during FFY 2020 after the pandemic began, but prior to that time the numbers were consistent and slightly higher than previous years. During the pandemic all participation in the Public Health Training and update webinars along with those participating in the trauma-informed care and programs precautions training were documented with over 814 programs/providers participating in 19 different opportunities. With the addition of the new database/information system better tracking as it relates to hours, topics, trainers, and participation will be available in FFY 2021(limited) and fully in FFY 2022.

## **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 being considered as part of the revised QRIS system and under the PDG are the ECERS/ITERS/SACERS/FACERS. These tools have been piloted during the FFY 2020 pre-COVID. The anticipated launch is Fall 2021.

## **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 being considered as part of the revised QRIS system and under the PDG is the FACERS for family child care. This tools have been piloted during the FFY 2020 pre-COVID. The anticipated launch is Fall 2021.

## **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:

Funds were used through PDG for piloting the ITERS/ECERS/SACERS/FACERS evaluation tools, training assessors and doing onsite visits.

No

N/A

Describe:

8.3.3 Did the State/Territory 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:

No

N/A

Describe:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus



Aid, Relief, and Economic Security (CARES) Act, 2020 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

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.

The state is still using the existing QRIS system that 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).

Over the course of 2020 progress on finalizing the new QRIS system was stalled due to the pandemic. However, 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 QRIS working group and leadership group continued to weigh-in, virtually, on aspects of the new QRIS system. Further, the state purchased and has been launching a full scale database system dubbed "New Hampshire Connections Information System" (NHCIS) that is an interactive system that is home to the licensed and license-exempt program profiles, resource and referral program profiles, credentialing and child care scholarship provider application it will also eventually house both the background check and full QRIS application. The QRIS system is undergoing its final design will be launched in the Fall of 2021 with accompanying incentives for participation, trainings, reference materials and

definitions for quality care in a wide variety of settings. Through the NHCIS the statistical tracking for participation, numbers of children served, etc. will be easily accessed along with the capability to do ongoing satisfaction and implementation surveys to "test out" and tweak the new system.

## 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:

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

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:

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

9.2.3. Did the State/Territory 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:

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

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support accreditation for child care providers?

Yes.

If yes, describe:

No

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.

### 9.3 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.

The state does not support the Accreditation.

## 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 due to the pandemic. Such work is anticipated to begin again in Spring 2021.

No

N/A

Describe:

10.2.3 Did the State/Territory 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:

No

N/A

Describe:

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

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.

The work to develop and implement high quality standards was put on hold for the second half of FF 2020 due to the pandemic. Prior to that time work was underway through the QRIS stakeholder groups, the QRIS Leadership Taskforce and QRIS Professional Development staff. The QRIS restart began in December 2021 with various committee meetings with an anticipated roll out in Fall 2021.

### 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:

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 State did not identify measure and progress by topic but only in the general numbers of participants in training and quality improvement activities.

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

- Emergency Child Care Program initiated in March 2020 and provided:
  - staff incentives for programs to remain open and providing care to NH's essential workforce to 507 programs.
  - Distributed over \$1 million dollars in health and safety supplies to 700+ programs over a period of 4 months
- NH Child Care Scholarship Disaster Days Billing & Cost-Share Reduction covering the parent co-pays for the first twelve weeks of the pandemic and allowed providers to bill based on enrollment, not attendance during this time.
- Full-Time School-Age Billing for children enrolled in the NH Child Care Scholarship launched March 17, 2020 to cover full day costs for school age children in child care and remote learning settings. Remains in effect until start of school year in the fall of 2021. covered the parent co-pays for the first twelve weeks of the pandemic)
- Absent Due to COVID Billing child care payments to over 375 programs for up to 10 days of child's absence related to COVID-19 for all child care providers across the state.
- Child Care Recovery and Stabilization Program and Supplemental programs through GOFERR which provided:
  - \$35M to in direct grants to 784 child care programs to assist with the loss of revenues and increased expenses due to the pandemic.
  - Infrastructure & Capacity Building
  - Absentee billing related to COVID-19



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



Licensed center-based programs

# 767

Legally exempt center-based programs

# 28

Licensed family child care

# 74

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

# 49

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

#

Other

(explain)

67 Day camps and municipal recreation programs were eligible because they were providing school year and summer full day programs. All programs without camp licenses were required to provide a child care scholarship provider application and verified background checks to participate.

No

N/A

Describe:

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe :

The Department distributed over \$1 million dollars in health and safety supplies to 700+ programs over a period of 4 months. This was funded by donations from a private foundation, FEMA and the NH National Guard.

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)

Summer camps and municipal programs were also eligible.

No

N/A

Describe:

## 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:

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 Did the State/Territory 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:

No

N/A

Describe:

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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:

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.**

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.

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 participate 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.**

A temporary waiver was granted to the State by OCC when the State Police temporarily suspended fingerprinting during the pandemic. In addition, the first aid and CPR training requirement, while being upheld, was authorized to be done virtually rather than in person. Finally, applicants for enrollment as Child Care Scholarship Providers were given an extended period (up to 90 days) to complete their online Health and Safety Trainings.

All grantees receiving COVID-19 related stabilization and relief grants were required to read the state and CDC guidelines on COVID-19 and attend, virtually, the COVID-19 and Child Care briefing webinar held by the state's Public Health Office and hosted by Dr Chan, the state's epidemiologist.