

# New Hampshire Department of Health and Human Services

## ARPA Discretionary Funds Recommendations

### Considerations and Opportunities Summary Report

*October 2021*



Contents

Executive Summary..... 3

Workgroup Top 5 Recommendations..... 4

Workforce Recommendations ..... 4

Children & Family Recommendation ..... 5

Provider Recommendations ..... 6

Appendix ..... 8

    Appendix A. DHHS Convening Team ..... 8

    Appendix B. Workgroup Membership ..... 9

    Appendix C. Workgroup Recommendation Rating Form Full Criteria Notes..... 10

    Appendix D. Detailed ARPA Discretionary Funds Detailed Summary..... 43

    Appendix E: Copy of Stakeholder Survey..... 49

For additional information about this report or the American Rescue Plan Act dollars being utilized for child care in the State of New Hampshire please contact the Bureau of Child Development and Head Start Collaboration.

Debra Nelson, Bureau Chief: [Debra.Nelson@dhhs.nh.gov](mailto:Debra.Nelson@dhhs.nh.gov)

Dianne Chase, Assistant Bureau Chief: [Dianne.R.Chase@dhhs.nh.gov](mailto:Dianne.R.Chase@dhhs.nh.gov)

## Executive Summary

The New Hampshire (NH) Department of Health and Human Services (DHHS) Bureau of Child Development and Head Start Collaboration (BCDHSC) received a one-time investment of \$77 million under the American Rescue Plan Act (ARPA). The funds are divided into two distinct programs: Stabilization (\$47 million), which must be used to continue to stabilize the industry, and Child Care and Development Fund (CCDF) Discretionary (\$29 million), which is intended to rebuild the system stronger than it was pre-pandemic. The \$29 million in Discretionary funds must be committed by September 30, 2023 and spent by September 30, 2024. These funds also have an outcome based focus with the intent to build capacity, strengthen the workforce, create dependability for parents, match supply and demand, and improve quality.

Over a six-month period, BCDHSC engaged in a multifaceted plan to gather input and recommendations on the use of the CCDF Discretionary Funds from a broad array of stakeholders throughout NH. Outreach efforts ranged from webinars and discussions to social media (website postings, dedicated email box). More than 400 individuals and organizations were engaged, representing families, providers and programs (child care, Head Start/Early Head Start, out-of-school time), policy makers, advocates, the business community, philanthropy, state agencies and others. BCDHSC also conducted an online survey from July 23 to August 31, 2021, receiving nearly 430 responses from over 56 organizations, entities and individuals ([Appendix E](#)).

Respondents were asked to indicate which areas they saw as critical to building back child care stronger and meeting the goals of the ARPA Discretionary funding for NH. Areas were first broken into the following categories: Workforce, Providers, Family and Children, Head Start and Early Head Start, Regional Networks and Collaboration, and Business/Employers. Within those categories, respondents rated the recommendations as a high priority, moderate priority, low priority or not a priority at this time. Based on survey results the top recommendation for each category was as follows: “explore wage and benefit increase options” (workforce), “provide grants and guidance for expansion/new programs in areas with low income and/low supply” (providers), “increase equity and access through tuition cost assistance” (families and children), “expand programming and opportunities with partnerships” (Head Start/Early Head Start); “leverage existing work and support work of 7 PDG (Preschool Development Grant) networks” (Regional Networks and Collaboration), and “link business and child care through initiatives, grants and partnerships” (Businesses/Employers). Full results for the ARPA Discretionary Funds Survey can be found in [Appendix D](#).

After survey results were analyzed a small cross-sector stakeholder group was convened in a series of three meetings to identify the top five final priority recommendations for ARPA Discretionary Funds ([Appendix B](#)). This workgroup reviewed survey results, as well as other documentation such as the Whole Families Approach to Jobs recommendations, to support their decision-making process. Workgroup members reached consensus on the top five recommendations, which are outlined in this report. Also included is a summary of considerations and justification for the workgroup’s selection of top priorities, along with examples of how this recommendation could be implemented. [Appendix B](#) includes the full responses from all workgroup members on all recommendations.

## Workgroup Top 5 Recommendations

The primary goal of the ARPA Discretionary Funds Workgroup was to identify five recommendations for NH DHHS to prioritize. Workgroup members completed a rating form in which they scored each recommendation item against four criteria (sustainability, impact, quality enhancement, and equitable access). The results from each submitted rating form were calculated to identify the top ten items. During the final meeting, workgroup members identified their top three “workforce” items, their top 1 “families and children” recommendation, and their top one “providers” recommendation. The ratio for recommendations was based on the total number of items in each category that ranked in the top ten. The final list of five recommendations from the ARPA Discretionary Funds Workgroup can be viewed in Table 1. The “providers” category includes two items, as DHHS and workgroup members came to an agreement to combine the two recommendations. Detailed information on each recommendation, including the criteria score, workgroup considerations, and workgroup examples, can be found in the sections that follow.

Table 1. During the final meeting the workgroup reached consensus on identifying the following items as top priorities for the ARPA Discretionary Funds.

Overall Rank	Category	Item	Average Criteria Score	Total Score (76 - 228)
1	Workforce	<ul style="list-style-type: none"><li>Offer educational and professional development supports such as college and technical tuition, CDA, apprenticeships</li></ul>	3.37	202
5	Workforce	<ul style="list-style-type: none"><li>Explore recruit and retain incentives, including bonuses, help with background check costs, etc.</li></ul>	2.92	175
8	Workforce	<ul style="list-style-type: none"><li>Build pipeline for future staffing</li></ul>	2.89	171
2	Families & Children	<ul style="list-style-type: none"><li>Increase equity and access through tuition cost assistance</li></ul>	3.36	201.5
3	Providers	<ul style="list-style-type: none"><li>Provide grants and guidance for expansion/new programs in areas with low income and low supply</li></ul>	3.08	185
6	Providers	<ul style="list-style-type: none"><li>Provide grants and guidance for family child care start-up</li></ul>	2.88	173

## Workforce Recommendations

All five recommendations for the workforce category were in the top ten. In order to ensure all categories had recommendations on the top priorities list, workgroup members were able to select three of the five items. In no particular order, the top three recommendations for workforce are “offer educational and professional development supports such as college and technical tuition, CDA, apprenticeships,” “explore recruit and retain incentives including bonuses, help with background check costs, etc.,” and “build pipeline for future staffing.”

On the rating sheet workgroup members were given the opportunity to identify considerations or justification for their rankings. This is a summary of those responses. The main concern with the workforce recommendations is sustainability in terms of what will happen after ARPA funding ends, as well as what needs to happen for these recommendations to truly be impactful. For example, some workgroup members note that increasing wages connects to larger public policies related to livable wages. Increasing wages would also need to take into consideration the benefit cliff. Additionally, many members noted that, in order for these recommendations to be successful, the associated strategies must be clear, concise and actionable. If the Child Care Sector utilizes these recommendations, specifically offering educational and professional development supports, and recruitment and retention incentives, it can compete against other sectors and attract new workers. These recommendations all have a positive impact, allowing the workforce to stabilize and providing consistency for both families and children. These recommendations can enhance quality through the

professional development opportunities and connecting any incentives to quality. These recommendations can almost immediately boost access when new workers are on boarded and have the potential to continue to increase access in the future through new spaces for children.

Additionally, workgroup members were given the opportunity to identify examples or ideas for implementing items. This is a summary of those responses. Many of the ideas for these recommendations included connecting to other initiatives and connecting the recommendations to one another. Two workgroup members provided specific examples of how these recommendations could be implemented. One suggested providing the opportunity to “Expand Head Start/Early Head Start in high schools OR more Early college courses for high school students.” The other workgroup member noted that high school child care centers and/or classes offer credits that can be used for a child development degree in college and internships to help with local child care center workforce. These recommendations can also leverage initiatives such as coaching, T.E.A.C.H., and CDA (Child Development Associate). Finally, DHHS could leverage the resources of workforce/employment experts such as the US Bureau of Economic Analysis and NH Department of Employment Security.

Table 2. ARPA Discretionary Funds Workgroup members came to consensus on three workforce recommendations to be priorities for DHHS. This table identifies the recommendations, their overall rank from the top ten, the average criteria scores calculated from submitted rating forms, and the total score (adding up all rating scores for the item).

Overall Rank	Item	Average Sustainability Score (1-4)	Average Impact Score (1-4)	Average Quality Score (1-4)	Average Equity Score (1-4)	Average Criteria Score (1-4)	Total Score (76-228)
1	Offer educational and professional development supports such as college and technical tuition, CDA, apprenticeships	2.93	3.47	2.67	3.27	3.37	202
5	Explore recruit and retain incentives including bonuses, help with background check costs, etc.	2.53	3.13	3.07	2.93	2.92	175
8	Build pipeline for future staffing	2.64	3.13	2.87	2.93	2.89	171

## Children & Family Recommendation

Two out of six items in the Children & Family category were rated in the top ten. Those recommendations were “increase equity and access through tuition cost assistance” and “offer social/emotional support programs.” Workgroup members came to consensus to include “increase equity and access through tuition cost assistance” in their top five recommendations.

On the rating sheet workgroup members were given the opportunity to identify considerations or justification for their rankings. This is a summary of those responses. One main theme for this recommendation was that it would increase access to programs for more families. Some members noted that increasing access to child care could also support families in entering and remaining in the workforce. Additional factors include needing to understand any barriers to accessing or utilizing tuition cost assistance and connecting this work with the benefits cliff/Whole Families Approach to Jobs initiative. While members noted that tuition cost assistance doesn’t directly correlate with enhancing quality, there could be connections with other initiatives to increase quality in the programs these children attend. Finally, it is noted that additional sustainability planning will be needed to ensure that this resource for families continues beyond ARPA funding.

Additionally, workgroup members were given the opportunity to identify examples or ideas for implementing the items. Notably, all responses connected to other initiatives within the state, including connecting this recommendation to policies, (e.g. [Senate Bill 144](#) on CCDF enrollment based payment and Senate Bill 570 on CCDF eligibility for parents receiving substance misuse and/or and mental health treatment). Workgroup members also noted the potential to leverage the Child Care and Development Fund (CCDF) for sustainability. The ARPA Discretionary Funds will enable BCDHSC to document costs and determine the capacity to sustain any recommendations likely to significantly impact the CCDF budget.

Table 3. ARPA Discretionary Funds Workgroup members came to consensus on one children and family recommendation to be a priority for DHHS. This table identifies the recommendations, their overall rank from the top ten, the average criteria scores calculated from submitted rating forms, and the total score (adding up all rating scores for the item).

Overall Rank	Item	Average Sustainability Score (1-4)	Average Impact Score (1-4)	Average Quality Score (1-4)	Average Equity Score (1-4)	Average Criteria Score (1-4)	Total Score (76-228)
2	Increase equity and access through tuition cost assistance	2.83	3.60	3.13	3.87	3.36	201.5

## Provider Recommendations

Two out of four items in the Providers category were selected to be in the top ten. Those recommendations were “Provide grants and guidance for expansion/new programs in areas with low income and low supply” and “Provide grants and guidance for family child care start-up” Originally, only one recommendation could be part of the top five. After discussion, however, workgroup members and DHHS came to an agreement that the items would be merged as the final recommendation.

On the rating sheet workgroup members were given the opportunity to identify considerations or justification for their rankings. This is a summary of those responses. With these two recommendations merged, workgroup members noted the importance of reaching child care deserts. Workgroup members also hope to see that providers receiving such grants have guidance on quality, safety, and perhaps even access to communities of practice. For family child care in particular, workgroup members noted the importance of ensuring the new providers are connected in their communities to other services such as family resource centers. In terms of increasing access to quality programs, workgroup members noted that grant guidelines could connect with licensing and quality standards. Workgroup members also noted that this recommendation could connect to the workforce recommendations, as well as the family/children recommendation in terms of prioritizing the grants based on community need.

Additionally, workgroup members were given the opportunity to identify examples or ideas for implementing the items. This is a summary of those responses. Members noted the importance of ensuring new access aligns with family/community needs. For example, one workgroup member stated, “I think smaller, family based start-ups are what people really want and will be more comfortable” with that option.

Table 4. ARPA Discretionary Funds Workgroup members came to consensus on one provider recommendation to be a priority for DHHS. This table identifies the recommendations, their overall rank from the top ten, the average criteria scores calculated from submitted rating forms, and the total score (adding up all rating scores for the item).

Overall Rank	Item	Average Sustainability Score (1-4)	Average Impact Score (1-4)	Average Quality Score (1-4)	Average Equity Score (1-4)	Average Criteria Score (1-4)	Total Score (76-228)
3	Provide grants and guidance for expansion/new programs in areas with low income and low supply	2.60	3.40	2.73	3.60	3.08	185
6	Provide grants and guidance for family child care start-up	2.47	3.20	2.73	3.13	2.88	173

## Appendix

### Appendix A. DHHS Convening Team

Member Name	Title
Dianne Chase	DHHS, Assistant Bureau Chief, Bureau of Child Development & Head Start Collaboration
Marti Ilg	DHHS, Deputy Division Director, Division of Economic and Housing Stability
Debra Nelson	DHHS, Bureau Chief, Bureau of Child Development & Head Start Collaboration
Brittany Little – Facilitator	Preschool Development Grant, Integration Specialist



## Appendix B. Workgroup Membership

<b>Member Name</b>	<b>Entity Represented</b>
Marianne Barter	Child Care Advisory Council
Michael Bradley	DHHS Finance Department
Christine Brennan or designee	Department of Education
Amy Brooks	Family Child Care Network
Taylor Caswell or designee	Department of Business and Economic Affairs
Athena Cote	DHHS, Public Health
Christina D'Allesandro	NH Charitable Foundation
Chris Emond	Center Based Child Care and School-Age Programs
Katy Easterly Martey	Community Development Fund
Senator Hennessey	NH Senate
Christina Lachance	Council for Thriving Children
Richard Lavers or designee	NH Employment Security
Donnalee Lozeau	SNHS/WFAJ/CAPs
Diana Menard	Higher Ed (NHTI)
Kim Nesbitt	UNH – Preschool Development Grant
Terry Ohlsen Martin	B-8, Family Engagement
Joe Ribsam or designee	DCYF Community Based Services
Representative Mary Jane Wallner	NH House
Susan Watson	Comprehensive Family Support Services (FRCs)
Rebecca Woitkowski	New Futures (Advocacy)

## Appendix C. Workgroup Recommendation Rating Form Full Criteria Notes

### Workforce

1. Explore recruitment and retention incentives, including bonuses, help with background check costs, etc.

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ We must look at workforce retention due to shortages that existed prior to COVID. This should be merged with #5. The challenge is sustainability of funding</li> <li>○ Not clear on future capacity to sustain</li> <li>○ Hopefully we will not need to continue this once the workforce balances out</li> <li>○ My main concern is sustainability of these incentives. With high turnover in the field, I worry about what would happen if there wasn't continued support</li> <li>○ Without a vibrant, accessible child care work force, no other initiatives are possible</li> <li>○ From a workforce perspective, employers are all competing across sectors for limited supply and they all know this which is why employers are being as aggressive as they are with bonuses and non-financial compensation such as remote work and flexible scheduling. When everyone else is entering the pool with a cannonball, you can't expect to be noticed if you take the stairs and walk in slowly. Employers are all taking the cannonball approach.</li> <li>○ If the child care sector wants to compete for workforce, which I think they have to do and</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a workforce crisis and it decreases the availability of childcare in communities. Recruitment of more workers will help more families access care in their communities.</li> <li>○ This will help with sustaining workforce</li> <li>○ Programs are understaffed which is preventing access.</li> <li>○ they will have the staff needed to provide them the care they need</li> <li>○ Anything that can be done to reduce change in the workforce would be welcome to families.</li> <li>○ Workforce provides consistency and quality for students and families.</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if retention includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ It can boost those truly interested in child care</li> <li>○ Enhancing quality depends on how the incentives are structured. If it is about getting anyone in the field, then I worry about quality. If incentives are tied to CQI then I think the impact could be greater.</li> <li>○ Have the ability to offer more to staff with incentives so people can work part time</li> <li>○ This is the biggest potential, but not the panacea, we still need to find folks willing to work in childcare. Once we identify</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if retention includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ This can boost more access if workforce is increased</li> <li>○ Need for access is ubiquitous across the state. If incentives are structured based on community need it couple support equitable.</li> <li>○ More staff equal more slots</li> <li>○ The only way this impacts access is through increasing slots.</li> <li>○ Initiating a workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to potentially facilitate equitable access.</li> </ul>

<p>can do successfully, they need the cannonball approach paired with some other strategic incentives.</p> <ul style="list-style-type: none"> <li>○ I think child care can compete and must try to compete is because we have historic sector shifting taking place and if child care stays on the sideline just to watch, then the workforce supply that you could have attracted is going to be gone and good luck leveraging them away from whatever sector in which they landed. Looking at current demographic trends, we know that female workers have been more heavily impacted by the pandemic in terms of workforce participation. We also know that the 20-29 year old age group and 60-69 year old age group have been much slower to re-enter the workforce as their labor force participation rates are down by 9%-12% compared to pre-pandemic. That 20-29 year old age group is a great audience to target for child care, particularly if we package incentives with tuition assistance.</li> <li>○ Federal infrastructure funds? Will the state continue to spend the money needed for sustainability?</li> <li>○ 1, 2, 3, 4 &amp; 5 are related and workforce is recruitment and retention is essential – any strategy should cover all aspects and ensure that additional dollars are flowing to the centers.</li> <li>○ Redundant to (career PR, pipeline &amp; wage and benefits increase)</li> <li>○ Provide consideration to pathways for HS students to access training and credits to advance workforce. Provide solutions to cost and other difficulties of background checks. Federal policy and system challenges make</li> </ul>	<ul style="list-style-type: none"> <li>○ Initiating a new workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to impact children, families, programs, communities. In addition, we have this ability to explore “potential” positive impact by reviewing current research.</li> </ul>	<p>them we need to ensure that they remain.</p> <ul style="list-style-type: none"> <li>○ Workforce provides consistency and quality for students and families.</li> <li>○ initiating a workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to improve program quality</li> </ul>	
--	---	--	--

<p>workforce enhancements difficult to sustain but essential.</p> <ul style="list-style-type: none"> <li>○ The time to support the workforce is now, we do not need exploratory groups to make recommendations. There has been vast research and data to support this work across the country. NH also has data from the soon to be published workforce study and NH employment department. In terms of sustainability, a task force would make recommendations and then sunset. There is no need to continuing exploring ideas on a monthly basis – especially given NH has several organizations and initiative currently exploring child care ideas.</li> </ul>			
--	--	--	--

2. Explore recruitment and retention incentives, including bonuses, help with background check costs, etc.

- Considerations

<b>Sustainability</b>	<b>Positive Impact</b>	<b>Enhance Quality</b>	<b>Facilitate Equitable Access</b>
<ul style="list-style-type: none"> <li>○ We must look at workforce retention due to shortages that existed prior to COVID. This should be merged with #5. The challenge is sustainability of funding</li> <li>○ Not clear on future capacity to sustain</li> <li>○ Hopefully we will not need to continue this once the workforce balances out</li> <li>○ My main concern is sustainability of these incentives. With high turnover in the field, I worry about what would happen if there wasn't continued support</li> <li>○ Without a vibrant, accessible child care work force, no other initiatives are possible</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a workforce crisis and it decreases the availability of childcare in communities. Recruitment of more workers will help more families access care in their communities.</li> <li>○ This will help with sustaining workforce</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if retention includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ It can boost those truly interested in child care</li> <li>○ Enhancing quality depends on how the incentives are structured. If it is about getting anyone in the field, then I worry about quality.</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if retention includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ This can boost more access if workforce is increased</li> <li>○ Need for access is ubiquitous across the state. If incentives are structured based on</li> </ul>

<ul style="list-style-type: none"> <li>○ From a workforce perspective, employers are all competing across sectors for limited supply and they all know this which is why employers are being as aggressive as they are with bonuses and non-financial compensation such as remote work and flexible scheduling. When everyone else is entering the pool with a cannonball, you can't expect to be noticed if you take the stairs and walk in slowly. Employers are all taking the cannonball approach.</li> <li>○ If the child care sector wants to compete for workforce, which I think they have to do and can do successfully, they need the cannonball approach paired with some other strategic incentives.</li> <li>○ I think child care can compete and must try to compete is because we have historic sector shifting taking place and if child care stays on the sideline just to watch, then the workforce supply that you could have attracted is going to be gone and good luck leveraging them away from whatever sector in which they landed. Looking at current demographic trends, we know that female workers have been more heavily impacted by the pandemic in terms of workforce participation. We also know that the 20-29 year old age group and 60-69 year old age group have been much slower to re-enter the workforce as their labor force participation rates are down by 9%-12% compared to pre-pandemic. That 20-29 year old age group is a great audience to target for child care, particularly if we package incentives with tuition assistance.</li> <li>○ Federal infrastructure funds? Will the state continue to spend the money needed for sustainability?</li> </ul>	<ul style="list-style-type: none"> <li>○ Programs are understaffed which is preventing access.</li> <li>○ they will have the staff needed to provide them the care they need</li> <li>○ Anything that can be done to reduce change in the workforce would be welcome to families.</li> <li>○ Workforce provides consistency and quality for students and families.</li> <li>○ Initiating a new workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to impact children, families, programs, communities. In addition, we have this ability to explore "potential" positive impact by reviewing current research.</li> </ul>	<p>If incentives are tied to CQI then I think the impact could be greater.</p> <ul style="list-style-type: none"> <li>○ Have the ability to offer more to staff with incentives so people can work part time</li> <li>○ This is the biggest potential, but not the panacea, we still need to find folks willing to work in childcare. Once we identify them we need to ensure that they remain.</li> <li>○ Workforce provides consistency and quality for students and families.</li> <li>○ initiating a workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to improve program quality</li> </ul>	<p>community need it couple support equitable.</p> <ul style="list-style-type: none"> <li>○ More staff equal more slots</li> <li>○ The only way this impacts access is through increasing slots.</li> <li>○ Initiating a workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to potentially facilitate equitable access.</li> </ul>
---	--	--	---

<ul style="list-style-type: none"> <li>○ 1, 2, 3, 4 &amp; 5 are related and workforce is recruitment and retention is essential – any strategy should cover all aspects and ensure that additional dollars are flowing to the centers.</li> <li>○ Redundant to (career PR, pipeline &amp; wage and benefits increase)</li> <li>○ Provide consideration to pathways for HS students to access training and credits to advance workforce. Provide solutions to cost and other difficulties of background checks. Federal policy and system challenges make workforce enhancements difficult to sustain but essential.</li> <li>○ The time to support the workforce is now, we do not need exploratory groups to make recommendations. There has been vast research and data to support this work across the country. NH also has data from the soon to be published workforce study and NH employment department. In terms of sustainability, a task force would make recommendations and then sunset. There is no need to continuing exploring ideas on a monthly basis – especially given NH has several organizations and initiative currently exploring child care ideas.</li> </ul>			
--	--	--	--

3. Explore recruitment and retention incentives, including bonuses, help with background check costs, etc.

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ We must look at workforce retention due to shortages that existed prior to COVID. This should be merged with #5. The challenge is sustainability of funding</li> <li>○ Not clear on future capacity to sustain</li> <li>○ Hopefully we will not need to continue this once the workforce balances out</li> <li>○ My main concern is sustainability of these incentives. With high turnover in the field, I worry about what would happen if there wasn't continued support</li> <li>○ Without a vibrant, accessible child care work force, no other initiatives are possible</li> <li>○ From a workforce perspective, employers are all competing across sectors for limited supply and they all know this which is why employers are being as aggressive as they are with bonuses and non-financial compensation such as remote work and flexible scheduling. When everyone else is entering the pool with a cannonball, you can't expect to be noticed if you take the stairs and walk in slowly. Employers are all taking the cannonball approach.</li> <li>○ If the child care sector wants to compete for workforce, which I think they have to do and can do successfully, they need the cannonball approach paired with some other strategic incentives.</li> <li>○ I think child care can compete and must try to compete is because we have historic sector shifting taking place and if child care stays on the sideline just to watch, then the workforce supply that you could have attracted is going</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a workforce crisis and it decreases the availability of childcare in communities. Recruitment of more workers will help more families access care in their communities.</li> <li>○ This will help with sustaining workforce</li> <li>○ Programs are understaffed which is preventing access.</li> <li>○ they will have the staff needed to provide them the care they need</li> <li>○ Anything that can be done to reduce change in the workforce would be welcome to families.</li> <li>○ Workforce provides consistency and quality for students and families.</li> <li>○ Initiating a new workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to impact children, families, programs, communities. In addition, we have this</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if retention includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ It can boost those truly interested in child care</li> <li>○ Enhancing quality depends on how the incentives are structured. If it is about getting anyone in the field, then I worry about quality. If incentives are tied to CQI then I think the impact could be greater.</li> <li>○ Have the ability to offer more to staff with incentives so people can work part time</li> <li>○ This is the biggest potential, but not the panacea, we still need to find folks willing to work in childcare. Once we identify them we need to ensure that they remain.</li> <li>○ Workforce provides consistency and quality for students and families.</li> <li>○ initiating a workgroup/taskforce explore ideas and make recommendations will</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if retention includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ This can boost more access if workforce is increased</li> <li>○ Need for access is ubiquitous across the state. If incentives are structured based on community need it couple support equitable.</li> <li>○ More staff equal more slots</li> <li>○ The only way this impacts access is through increasing slots.</li> <li>○ Initiating a workgroup/taskforce explore ideas and make recommendations will take a long time (too long) to potentially facilitate equitable access.</li> </ul>

<p>to be gone and good luck leveraging them away from whatever sector in which they landed. Looking at current demographic trends, we know that female workers have been more heavily impacted by the pandemic in terms of workforce participation. We also know that the 20-29 year old age group and 60-69 year old age group have been much slower to re-enter the workforce as their labor force participation rates are down by 9%-12% compared to pre-pandemic. That 20-29 year old age group is a great audience to target for child care, particularly if we package incentives with tuition assistance.</p> <ul style="list-style-type: none"> <li>○ Federal infrastructure funds? Will the state continue to spend the money needed for sustainability?</li> <li>○ 1, 2, 3, 4 &amp; 5 are related and workforce is recruitment and retention is essential – any strategy should cover all aspects and ensure that additional dollars are flowing to the centers.</li> <li>○ Redundant to (career PR, pipeline &amp; wage and benefits increase)</li> <li>○ Provide consideration to pathways for HS students to access training and credits to advance workforce. Provide solutions to cost and other difficulties of background checks. Federal policy and system challenges make workforce enhancements difficult to sustain but essential.</li> <li>○ The time to support the workforce is now, we do not need exploratory groups to make recommendations. There has been vast research and data to support this work across the country. NH also has data from the soon</li> </ul>	<p>ability to explore “potential” positive impact by reviewing current research.</p>	<p>take a long time (too long) to improve program quality</p>	
--	--	---	--



to be published workforce study and NH employment department. In terms of sustainability, a task force would make recommendations and then sunset. There is no need to continuing exploring ideas on a monthly basis – especially given NH has several organizations and initiative currently exploring child care ideas.			
---	--	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Mentor Wage models</li> <li>○ QRIS model with incentives for workforce as a category</li> <li>○ ECE Career Launcher</li> <li>○ The Mentor Factor</li> <li>○ Background check costs</li> <li>○ Health Saving account could be ongoing support for some staff but not available to new staff</li> <li>○ Consider restoration of CTE credits as previously supported.</li> <li>○ I can provide examples at the meeting, I just don't have time at the moment. Most will come from Berkley. DHHS has workforce study information/data.</li> </ul>	<ul style="list-style-type: none"> <li>○ ECE Career Launcher</li> <li>○ The Mentor Factor</li> <li>○ Review and consider examples from other States for attracting nontraditional workers like those with developmental disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ ECE Career Launcher</li> <li>○ The Mentor Factor</li> <li>○ Retention provides more positive impacts for kids.</li> </ul>	<ul style="list-style-type: none"> <li>○ ECE Career Launcher</li> <li>○ The Mentor Factor</li> </ul>

## 2. Launch public awareness campaign on career options (DHHS ADDED: and create process/materials/templates for continued outreach to potential workers)

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ This should be merged with the public awareness campaign effort in 11</li> </ul>	<ul style="list-style-type: none"> <li>○ It is essential that DHHS engage in a public awareness campaign to support both recruitment and public knowledge on benefits</li> </ul>	<ul style="list-style-type: none"> <li>○ The recruitment of more providers and the broad knowledge of services will improve family's</li> </ul>	<ul style="list-style-type: none"> <li>○ It is imperative to engage in a public awareness campaign to create a strong foundation of providers to support an equitable system. The public awareness campaign should include both career</li> </ul>

<ul style="list-style-type: none"> <li>○ this is a targeted approach that could include disc materials for continued use w/o ARPF</li> <li>○ This may need the money up front but wouldn't need it to sustain.</li> <li>○ Once created the resources have minimal costs.</li> <li>○ This is a low cost must have recommendation to be paired with anything that is recommended on the workforce side to help increase availability.</li> <li>○ You now have the website but who is going to manage all of the creation of materials and keep a regular dissemination?</li> <li>○ This would likely be a short term in nature – I do wonder if there are dollars in DES for this or in mapping all of the existing DES programs. Also needs to stress that working in childcare does not require a college degree and can offer opportunities for advancement.</li> <li>○ difficult to assess if workforce is out there at all</li> <li>○ Many public awareness campaigns have limited effectiveness. That said, the cost is likely sustainable compared to other initiatives that provide direct payment to the early childhood professionals doing the work. That said, I could support this idea if it were tied to a recruiting firm to reduce the</li> </ul>	<p>available. DHHS should consider engaging a contractor that work through existing channels with regular contact to parents, potential workforce etc.</p> <ul style="list-style-type: none"> <li>○ If we can recruit more people now it will improve</li> <li>○ Workforce could increase with more options for child care</li> <li>○ Worry about the impact of awareness campaigns and their impacts. Without the field having a livable wage, I worry that a campaign will have a strong impact.</li> <li>○ allows for more people to understand the entire child care system and not just about the direct care positions</li> <li>○ If there is a workforce willing to work for these wages then it could impact. Not sure the wage won't be a negative</li> <li>○ This has potential to for positive impact for children, but I fear it will take way too long to see the result. What is the fastest way to get qualified (or interested!!) early childhood professionals on the ground given the current staffing shortage?</li> </ul>	<p>access and support families in crisis.</p> <ul style="list-style-type: none"> <li>○ More staff does not mean more quality directly, but it will mean less staff burnout and more time to spend on trainings etc.</li> <li>○ It highlights adding more people to the workforce but doesn't address quality</li> <li>○ Expect targeted CQI efforts would be more effective at impacting program quality.</li> <li>○ Strengthens the staff and knowledge about what child care is and who is providing it. Might get additional dollars or supports</li> <li>○ A public awareness campaign may have some potential, but it will take a great deal of time before it impacts programs quality.</li> </ul>	<p>options and services for families. Based on utilization data, we know many low income families are not accessing childcare -and from focus groups – we know barriers are based on lack of knowledge and lack of providers who accept scholarship families.</p> <ul style="list-style-type: none"> <li>○ not specific to locations in most need</li> <li>○ Inherent equitable access</li> <li>○ More workforce could expand more options to families</li> <li>○ Worry about the impact of awareness campaigns and their impacts. Without the field having a livable wage, I worry that a campaign will have a strong impact.</li> <li>○ It is hugely important to diversify the child care workforce in NH to accurately represent the population. There is a lack of gender and ethnic diversity statewide. <ul style="list-style-type: none"> <li>○ More staff more slots or space or opportunities for new centers to open</li> </ul> </li> </ul>
--	---	--	--

<ul style="list-style-type: none"> <li>○ need to create process, materials, templates.</li> </ul>			
---	--	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ DHHS should work through existing channels (FRC's EC coalitions) or contract for a marketing campaign to ensure broad outreach that doesn't impact internal capacity to do other work</li> <li>○ Look to FRC Navigator roles and maybe use that to outreach on CC scholarship</li> <li>○ Materials etc. should be designed by outside communications company to ensure proper cultural considerations etc.</li> <li>○ Connect campaign with workforce campaign strategies of BEA. Provide solutions through CTE credits for students to advance training and pathway to careers.</li> <li>○ Could this be coordinated with DHHS other "care" campaign?</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ DHHS should work through existing channels (FRC's EC coalitions) or contract for a marketing campaign to ensure broad outreach that doesn't impact internal capacity to do other work</li> </ul>	<ul style="list-style-type: none"> <li>○ DHHS should work through existing channels or contract for a marketing campaign to ensure broad outreach that doesn't impact internal capacity to do other work</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>

### 3. Offer educational and professional development supports such as college and technical college tuition, Child Development Associate (CDA), apprenticeships

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ It seems like this should be merged with #4 (pipeline) as it relates to workforce retention etc. The issues with workforce are complex and need a multifaceted approach</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a great benefit to the community to create a "pipeline" via educational supports. We know the well trained and educated teachers are more equipped</li> </ul>	<ul style="list-style-type: none"> <li>○ Trained and educated workforce directly increases quality of ECE</li> <li>○ Doesn't quite get at the need for workforce now/ is</li> </ul>	<ul style="list-style-type: none"> <li>○ A trained and educated workforce is important to ensure every family has access to quality care</li> <li>○ More skilled workforce leads to equitable access to quality</li> </ul>

<ul style="list-style-type: none"> <li>○ Workforce development and expansion of the workforce if key.</li> <li>○ Money/incentives/grants could be awarded to programs that use SELA, TEACH, or apprenticeship programs, more scholarships could be awarded to complete certificates/assoc. degrees OR funding opportunities for Early College courses for high school students</li> <li>○ My main concern is sustainability of these incentives. With high turnover in the field, I worry about what would happen if there wasn't continued support.</li> <li>○ These supports already exist or are being developed with other funds</li> <li>○ This is an excellent recommendation to be combined with the recruitment/retention incentives and the public awareness campaign because it could be the difference maker.</li> <li>○ Each sector is looking for ways to set itself apart from the others in terms of attracting workforce.</li> <li>○ Educational assistance is a great selling point and really helps attract those people that want to get into the child care field but perhaps were hesitant because of the lack of compensation.</li> <li>○ This is possible with working with the Community college system and DOE for the CTE programs-however who is going to fund it.</li> </ul>	<p>to handle complex students and the challenges faced in the classroom. The ability to earn a degree with few cost is appealing to many individuals to whom college may seem out of reach.</p> <ul style="list-style-type: none"> <li>○ improve overall knowledge of staff who get more education/training</li> <li>○ If money is available for students to take classes we can help increase the workforce skill levels.</li> <li>○ Covering the cost of education could help us have a more qualified workforce and in turn provide better outcomes for children and families.</li> <li>○ more opportunity to have staff</li> <li>○ With each course or professional development opportunity the early childhood professional builds on their career and confidence. They can immediately apply what they learn in the classroom they are working in.</li> </ul>	<p>this to advance to careers outside of childcare?</p> <ul style="list-style-type: none"> <li>○ This is critical if we are bringing in more and new people into the field</li> <li>○ Quality education for students in the field (competency based) leads to overall program quality</li> <li>○ Education and training of our workforce is essential to providing quality ECCE.</li> <li>○ high school programs that could help with afterschool programming</li> <li>○ Potential to increase the pool of qualified staff. Quality staff = quality program</li> <li>○ With each course or professional development opportunity the early childhood professional builds on their career and confidence. This helps the entire program build quality and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>○ If done in a manner to that prioritizes communities of need, it can support equity in access.</li> <li>○ This expands equitable access for the workforce, and potential workforce.</li> </ul>
--	---	--	--

<ul style="list-style-type: none"> <li>○ I think that this needs to be a person-centered approach. As seen in the above many misunderstand the basic qualifications while others might be put off by college credit at the start. The diversity of training options means we can meet individuals where they are at and craft a pathway for them.</li> <li>○ Could allow some to get into the field with less loans making the wage more acceptable but is time limited</li> <li>○ This is what the workforce is asking for and will help build quality. Sustainability can be considered long-term via CCDF, philanthropy, business, etc.</li> </ul>			
---	--	--	--

• Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ should be merged with #4</li> <li>○ CDA for Success</li> <li>○ Coaching Program</li> <li>○ Building partnerships and encouraging partnerships between existing agencies to cost share is a sustainable method</li> <li>○ DOL ELAP</li> <li>○ T.E.A.C.H NH</li> <li>○ Money/incentives/grants could be awarded to programs that use SELA, TEACH, or apprenticeship programs, more scholarships could be awarded to complete certificates/assoc. degrees OR funding opportunities for Early College courses for high school students</li> </ul>	<ul style="list-style-type: none"> <li>○ CDA for Success</li> <li>○ Coaching Program</li> </ul>	<ul style="list-style-type: none"> <li>○ CDA for Success</li> <li>○ Coaching Program</li> </ul>	<ul style="list-style-type: none"> <li>○ CDA for Success</li> <li>○ Coaching Program</li> </ul>

<ul style="list-style-type: none"> <li>○ Connect campaign with workforce campaign strategies of BEA. Provide solutions through CTE credits for students to advance training and pathway to careers.</li> <li>○ TEACH</li> </ul>			
---	--	--	--

#### 4. Build pipeline for future staffing

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>• sustainability year after year</li> <li>• Workforce development and expansion of the workforce if key.</li> <li>• Funding more high school programs - CTE programs need to be rebuilt</li> <li>• Once created the resources have minimal costs.</li> <li>• this takes a great deal of resources and support and would need a large effort</li> <li>• I see this recommendation as redundant with the other workforce options.</li> <li>• This would likely be a short term in nature – I do wonder if there are dollars in DES for this or in mapping all of the existing DES programs. Also needs to stress that working in childcare does not require a college degree and can offer opportunities for advancement.</li> <li>• Need more information as to the “how” to know if it’s sustainable...</li> <li>• This strategy lacks the clarification of other strategies</li> <li>• this should be considered with number 3</li> </ul>	<ul style="list-style-type: none"> <li>○ committed workforce with interest in field</li> <li>○ If we can build a system that guides someone in developing EC as a career, I think I can have a strong impact. I think we need to consider how it connects with item 3. I don’t think you should build a pipeline that isn’t tied to PD and education and vice versa.</li> <li>○ This strategy lacks the clarification of other strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ If the pipeline is tied to improving the qualifications of the workforce then it could impact the quality of care and education children receive.</li> <li>○ This strategy lacks the clarification of other strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ Critical</li> <li>○ If implemented strategically to increase the workforce numbers in areas with a divide between need and resources, it could increase access in an equitable manner.</li> <li>○ This strategy lacks the clarification of other strategies</li> </ul>

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Building partnerships and encouraging partnerships between existing agencies to cost share is a sustainable method</li> <li>○ Expand Head Start/Early Head Start in high schools OR more Early college courses for high school students</li> <li>○ Might we be able to offer some type of loan repayment program?</li> </ul>	<ul style="list-style-type: none"> <li>○ High School child care centers and/or classes offer credits that can be used for child development degree in college, internships to help with local child care center workforce</li> </ul>	○	○

## 5. Explore wage and benefit increase options

### • Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Beyond incentives – the wage issue is a long term, more difficult battle because it relates to larger public policy issue of livable wages. Benefit increases may be more achievable across the board if we look to pool models etc.</li> <li>○ Explore, yes (not sustainable otherwise) – although see notes attached to #16, 17</li> <li>○ My main concern is that it is not clear what this would entail. What does explore options mean and what is the likelihood that this would translate to an actual increase in wages.</li> <li>○ Many people who are interested in the field cannot afford to work in it. There has to be investment in wages and salaries for this field to continue because the tuition parents can</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive impact on parents and community only if wages support centers in offering affordable childcare and not passing that increased cost on to parents via tuition.</li> <li>○ Worry that we have known about the limitations of wages in this field for some time, I am not sure how quickly the exploration process will actually contribute to impacts on the workforce and in turn children, families, programs.</li> <li>○ If it were a long term possibility the benefits would be significant</li> <li>○ This will take a long time.</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a positive effect on quality ONLY if effort includes a focus on education, training, and not reduction of qualifications, training etc.</li> <li>○ Lower score (enhance quality) reflects concerns about the potential limitations in our ability to actually increase wages. I see a major need to increase wages but not sure how ARPA funds can move us in that direction.</li> <li>○ Increased staff retention and limiting turnover will increase parent satisfaction</li> <li>○ This will take a long time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Same as prior 2 boxes. We need to consider how to increase supports that do not directly increase costs to parents.</li> <li>○ Especially if funding were made available that could lower cost of childcare to families</li> <li>○ Lower score (equitable access) reflects concerns about the potential limitations in our ability to actually increase wages. I see a major need to increase wages but not sure how ARPA funds can move us in that direction.</li> <li>○ This is on the assumption that reduction of staff turnover increases or sustains program capacity.</li> </ul>

<p>afford does not support the labor costs.</p> <ul style="list-style-type: none"> <li>○ think it is great to explore and look at rates nationwide along within the state</li> <li>○ Explore, yes (not sustainable otherwise) – although see notes attached to #16, 17</li> <li>○ we have to compete with wage increases and pay EC staff so they have a livable wage</li> <li>○ This is a challenge but we should focus on increasing the flow of dollars into the system and connect all child care workers to the state exchange if they do not have healthcare provided.</li> <li>○ Not practical because it's a band aid on a large wound... in most situations</li> <li>○ If this is a workgroup to make recommendations it is unneeded. There are several recommendations available. We need a cost analysis and action plan.</li> </ul>			
---	--	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ We need to determine how we collectively want to subsidize childcare teacher pay, professionalization of the field in the public's eye is important. Wages at centers are not consistent across the state.</li> <li>○ Increasing awareness of the childcare sector to the navigation services already available through the state is critical. There might be a lever to encourage health seeking behavior among staff.</li> <li>○ If we get to increasing wages, if it could be tied to CCDF it could be sustainable.</li> </ul>	○	○	○



## Families & Children

### 6. Offer social/emotional support programs

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Given the challenges in the state and the impacts of the pandemic, social and emotional support is important. Some centers use pyramid model and there are resources (or could be resources) in other lanes of funding relating to children's behavioral health. Also what trainings current exist to support teachers and families? How close are the connections to FRC's? The childcare center may not have to be the entity offering the programing – but how is a warm handoff created between family and service provider?</li> <li>Not clear to me how expansion of SE support programs will be sustained.</li> <li>Much needed, but I don't know if there is long term financial support</li> <li>Despite being ranked #12, this is incredibly important if the other recommendation to increase supply in low income areas is acted upon as you need to make sure the staff with these providers are able to identify and address the types of issues they are likely to face.</li> </ul>	<ul style="list-style-type: none"> <li>Funding Family Health Centers</li> <li>It is not clear to me what the need is for these programs and what services these programs will provide (e.g., universal vs. targeted mental health supports).</li> <li>Providing that support to children and engaging them will prepare them for school</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Important but not a priority.</li> <li>It is not clear to me what the need is for these programs and what services these programs will provide (e.g., universal vs. targeted mental health supports).</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>It is not clear to me what the need is for these programs and what services these programs will provide (e.g., universal vs. targeted mental health supports).</li> <li>This won't expand access</li> <li>There is no denying we need more support for our youngest – this is yet again an issue of staffing and reimbursement – however we should actively be looking for evidence based models that we can implement in addition to the Pyramid model and CPP.</li> </ul>

<ul style="list-style-type: none"> <li>○ There are many trainings available but figuring out how to support the staff to attend.</li> <li>○ This to me is linked with increasing coordination across the systems providing these services and expanding the professional development opportunities</li> <li>○ There are already many initiatives in this space; Pyramid Model, Choose Love. Look to partner with mental health professionals (NAMI, Mental Health Centers with billable/sustainable supports).</li> </ul>			
---	--	--	--

- Examples/Opportunities

<b>Sustainability</b>	<b>Positive Impact</b>	<b>Enhance Quality</b>	<b>Facilitate Equitable Access</b>
<ul style="list-style-type: none"> <li>○ Other funding streams - Professional development Intersection of CBH Intersection of FRC Families First Act Dollars</li> <li>○ Be Resilient Upper Valley (BRUV)</li> </ul>	<ul style="list-style-type: none"> <li>○ Be Resilient Upper Valley (BRUV)</li> </ul>	<ul style="list-style-type: none"> <li>○ Be Resilient Upper Valley (BRUV)</li> </ul>	<ul style="list-style-type: none"> <li>○ Be Resilient Upper Valley (BRUV)</li> <li>○ However we should actively be looking for evidence based models that we can implement in addition to the Pyramid model and CPP.</li> </ul>

## 7. Increase equity and access through increased supply

- Considerations

<b>Sustainability</b>	<b>Positive Impact</b>	<b>Enhance Quality</b>	<b>Facilitate Equitable Access</b>
<ul style="list-style-type: none"> <li>○ It is important that we increase supply of childcare but what is the action here? This seems related to the pipeline of workforce and recruitment categories. How would ARPA funds increase supply without it providing incentives, educational support etc. This should be merged</li> </ul>	<ul style="list-style-type: none"> <li>○ If we can identify care and education deserts and strategically implement steps to increase access in these areas, the potential is great. It is not clear with how this priority will be</li> </ul>	<ul style="list-style-type: none"> <li>○ Expanding access doesn't always mean quality so this would need the incentivization of QRIS and/or Accreditation to be attached to it</li> <li>○ Think it is should not just about access, if we expand access, we need</li> </ul>	<ul style="list-style-type: none"> <li>○ But need well paid workforce 1<sup>st</sup>!</li> <li>○ If we can identify care and education deserts and strategically implement steps to increase access in these areas, the potential is great. It is not clear with how this priority will be reached but the potential impact is great. I would want to know more about access deserts.</li> </ul>

<p>and be a function of the pipeline effort</p> <ul style="list-style-type: none"> <li>○ Unless this relates to mix-delivery pre-k – in which that directly impacts supply in all communities</li> <li>○ Not sustainable unless attaching to a long-term plan (business partnerships a possibility to help with this) AND we need more workforce 1<sup>st</sup>!</li> <li>○ This must be tied to the workforce issues. To increase equitable access, we need to have the resources. While I see a need to increase the access by increasing supply, it is not clear how this will be done and as such it is hard for me to know how to think about sustainability.</li> <li>○ I see this as redundant with other options.</li> <li>○ This is related to 13 – we need to ensure our supply reflects the desires of families and meets their need. To address the issues in 7, 9 and 13 – the state should look to actively engage families in the design.</li> <li>○ Need workforce for this to be possible</li> <li>○ Supply of programs? No clarity in survey results either so that's how I scored this...</li> <li>○ Prioritize investments in increasing the number that can be served by at home providers by improving access to community cooperative hubs.</li> </ul>	<p>reached but the potential impact is great.</p> <ul style="list-style-type: none"> <li>○ if programs are of high quality</li> <li>○ Increasing supply can have a positive impact if it the type of child care or early learning experience they desire.</li> </ul>	<p>to ensure that seats are of quality. Again, I don't think you can address this priority without connecting it to the workforce priorities.</p> <ul style="list-style-type: none"> <li>○ If we take care of staffing this will take care of itself</li> <li>○ Increased supply cannot be decoupled from quality</li> <li>○ Only if we have more quality workforce</li> <li>○ Quality would depend on things not identified in this statement.</li> <li>○ I am unsure how increasing supply will increase program quality. Increasing current classroom ratios to increase supply would likely have a negative impact on quality. It would also increase stress on an already maxed out workforce.</li> </ul>	<ul style="list-style-type: none"> <li>○ Increased supply in line with parent desires/needs will increase access.</li> </ul>
---	--	--	--

<ul style="list-style-type: none"> <li>○ NH first needs to understand the state's supply/demand issue. Long term sustainability will require increased state investment.</li> </ul>			
---	--	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Cooperative community hubs for at home childcare providers (Stanford Innovation Review did an article that outlined the impact of cooperatives and a training group to support them).</li> <li>○ Consider piloting a program to support the rehabilitation of housing units and at home childcare facilities leverage HUD lead grants (State – NH Housing, Manchester, Nashua and Sullivan County have funds) and CDBG funds.</li> </ul>	<ul style="list-style-type: none"> <li>○ Cooperatives that are brought together in a community HUB could access substitutes, quality training, food and other services that have a positive impact. These could take advantage of access facilities in communities like churches and schools.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>

## 8. Increase equity and access through tuition cost assistance

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Utilization rates have shown a downward trend over past 4 years. We need to identify and understand barriers to utilization of childcare scholarship and adjust policies to make the program accessible.</li> <li>○ Not sustainable unless you have another funding source other than families.</li> <li>○ Supporting the child care scholarship program will increase access to high quality programs</li> </ul>	<ul style="list-style-type: none"> <li>○ If parents have access to quality affordable childcare it helps not only support the workforce but positively impacts the community</li> <li>○ Parents need to be able to work, have a home and pay for childcare and not enter a benefits cliff.</li> <li>○ When we look at family's use of ECCE by income, when families have the resources/money they tend to choose to send their</li> </ul>	<ul style="list-style-type: none"> <li>○ The more affordable the system is to families, the more predictable the market is for providers – less turnover of families and less financial issues for providers from families.</li> <li>○ Depends on program quality – tuition assistance doesn't mean quality</li> <li>○ When we look at family's use of ECCE by income, when families have the resources/money they tend to</li> </ul>	<ul style="list-style-type: none"> <li>○ This directly increases equitable access.</li> <li>○ Make affordable for all.</li> <li>○ This to me is a priority that really aligns with the need to provide equitable access.</li> <li>○ Temporarily...</li> <li>○ increased number of families can access child care supports to go to work</li> </ul>

<ul style="list-style-type: none"> <li>○ This recommendation makes my top 5 because it addresses the other side of the coin, that being affordability.</li> <li>○ By increasing the number of people that are able to access some level of financial assistance then the more people that will see an entry level job as making more sense and then once they are in the workforce and on the ladder then they will keep moving up.</li> <li>○ Perhaps, some of these families that are able to access financial assistance, will pursue a job in child care.</li> <li>○ This is critical to addressing the benefit cliff problem.</li> <li>○ Unless this is going to be a sustained Commitment by the state or Feds, I would not support using the funds for temporary relief.</li> <li>○ We have not been spending our CCDBG dollars – the goal should be to move as much dollars to the system that reflect the true cost of care</li> <li>○ NH will need a plan for increased investment.</li> </ul>	<p>children to programs. Again, these things are interconnected, we need to ensure that there are quality programs for families to send their children to.</p> <ul style="list-style-type: none"> <li>○ Temporarily...</li> <li>○ Helping families with tuition can immediately improve their financial well-being. Bonus, if their child is enrolled in a safe and enriching learning environment they will likely be better prepared for school.</li> </ul>	<p>choose to send their children to programs. Again, these things are interconnected, we need to ensure that there are quality programs for families to send their children to.</p> <ul style="list-style-type: none"> <li>○ More dollars in the system should influence quality and a higher rate of reimbursement would increase the number of centers that offer slots.</li> <li>○ Table and predictable tuition payments can improve program quality.</li> </ul>	
--	---	--	--

• Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Focus group of parents led by advocates or other group like PIC to identify barriers to access, utilization of scholarship,</li> <li>○ Adoption of SB 144 enrollment based billing pilot</li> </ul>	○	○	○

<ul style="list-style-type: none"> <li>○ Full implementation of SB 570 – SUD/Mental Health eligibility. This policy only served 7 families. There is a greater need and no knowledge of how to qualify.</li> <li>○ I would expect that we might be able to leverage CCDF to help sustain these resources.</li> </ul>			
--	--	--	--

## 9. Support more non-traditional hours in child care

### • Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ The need for care for non-traditional hours is great. However, it is unclear what parents want/prefer to solve the challenge. Large scale off hour's childcare is expensive. This challenge should be considered in relation to #12. Grant programs to support family care might be an option.</li> <li>○ Long range goal – beyond stability</li> <li>○ if it's built into the infrastructure of staffing this can be sustained- mutually beneficial for staff</li> <li>○ Need a workforce to support non-traditional hours</li> <li>○ Not clear where continued funding for this would come from.</li> <li>○ We need to support what exists first before looking at expansion</li> <li>○ We have heard this one cited as being important time and time again for people working 2<sup>nd</sup> and 3<sup>rd</sup> shifts.</li> <li>○ We need a better understanding of the needs of families in this space – and to connect to families – this is an area which should be covered by CCDBG</li> <li>○ How to fund long term?</li> </ul>	<ul style="list-style-type: none"> <li>○ This is very important to parents and the community</li> <li>○ Allow families to have more options for care and meets the needs of some professions that work “out of the ordinary” shifts (nursing, police force, military)</li> <li>○ The need for greater non-traditional care is not clear to me and so the impact is not clear.</li> <li>○ In areas where the need exists...</li> <li>○ Providing quality child care in the place and time that is best for families can have positive benefits.</li> </ul>	<ul style="list-style-type: none"> <li>○ As long as the support centers on quality off hours care - this will impact the system positively</li> <li>○ Depends on quality of program</li> <li>○ Not clear to me the relationship between quality and non-traditional hours.</li> <li>○ What is the data on need?</li> <li>○ Not sure how it would affect overall quality.</li> <li>○ Unsure how this will improve current program quality, it would be a hardship for more centers to expand hours. With a cost incentive family child care providers could consider more flexible options.</li> </ul>	<ul style="list-style-type: none"> <li>○ This positively impacts equitable access</li> <li>○ The need for greater non-traditional care is not clear to me.</li> <li>○ This is about meeting the needs of families wherever they may be.</li> <li>○ This could be a great support to get more folks in to the night and weekend workforce.</li> </ul>

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>A focus group (maybe through B-8) on specific challenges, employers on ideas. Resolutions etc.</li> <li>2 staff shifts</li> <li>This is related to 13 – we need to ensure our supply reflects the desires of families and meets their need. To address the issues in 7, 9 and 13 – the state should look to actively engage families in the design.</li> </ul>	○	○	○

#### 10. Expand program quality

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Expanding quality should always be the top priority. This policy objective seems to run through every recommendation. I am not sure there is a distinct action item in #10.</li> <li>Provide grants and incentives to become Accredited and to maintain accreditation/QRIS higher incentives – paid directly to programs toward staff salaries or reduced tuition for families) – sustainability is the challenge</li> <li>While this is a laudable goal, I was unsure as to the suggested mechanism for achieving this goal and as a result I did not score this one.</li> <li>This is essential and must be gradual. There is nothing worse for a parent than to lead with quality and there not to be any affordable or available quality options.</li> <li>Need more information on what this actually entails</li> </ul>	<ul style="list-style-type: none"> <li>While this is a priority that would help families currently with access to ECCE programs it does not address issues of limited access.</li> <li>Quality is never bad and quality and access must be seen in tandem.</li> </ul>	<ul style="list-style-type: none"> <li>Helping programs achieve and maintain quality standards impacts all areas positively.</li> <li>Expanding programs engagement in QIS/CQI would be an asset to improving program quality.</li> <li>Helping programs achieve and maintain quality standards impacts all areas positively.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>While this is a priority that would help families currently with access to ECCE programs it does not address issues of equitable access.</li> <li>If more programs are quality more children have access to quality programs.</li> </ul>

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>QRIS</li> <li>Curriculum</li> <li>Support/Coaching</li> <li>Seems like CCDF could be used to support quality efforts.</li> <li>There are other CDBG funds that support quality initiatives</li> <li>Provide trainings, supplies, etc. that can help with improving quality but even then it's time limited and not \$ for ongoing.</li> <li>Provide grants and incentives to become Accredited and to maintain accreditation/QRIS higher incentives – paid directly to programs toward staff salaries or reduced tuition for families) – sustainability is the challenge</li> </ul>	○	○	○

11. Launch public awareness campaign on available assistance for tuition, food, etc. (DHHS ADDED: and create PA/marketing materials templates that programs can customize and use on an ongoing basis)

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Merge with PR for workforce</li> <li>Must be functional</li> <li>Creating materials up front would be the main cost/maintaining would be minimal</li> <li>After these materials are created there should be minimal cost to sustain.</li> <li>This one rounds out my Top 5 because the public awareness component is critical to making the above recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Merge with PR for workforce</li> <li>It is essential that DHHS engage in a public awareness campaign to support both recruitment and public knowledge on benefits available. DHHS should consider engaging a contractor that work</li> </ul>	<ul style="list-style-type: none"> <li>Merge with PR for workforce</li> <li>The recruitment of more providers and the broad knowledge of services will improve families access and support families in crisis.</li> <li>Not clear to me how this would impact quality.</li> </ul>	<ul style="list-style-type: none"> <li>Merge with PR for workforce</li> <li>It is imperative to engage in a public awareness campaign to create a strong foundation of providers to support an equitable system. The public awareness campaign should include both career options and services for families. Based on utilization data, we</li> </ul>



<p>(increasing tuition cost assistance) successful.</p> <ul style="list-style-type: none"> <li>○ The more people that become aware of this assistance then the more people spend time to learn more about it and take advantage of it and then enter the workforce.</li> <li>○ We need to focus on awareness of child care scholarship first and use the other items as a bridge. Many families are aware of the benefit and the fact that this might remain eligible at a higher wage. I think that childcare should be addressed separately.</li> <li>○ Marketing may be reduced but could still have impact and continue.</li> <li>○ There is already a great deal happening in this space.</li> </ul>	<p>through existing channels with regular contact to parents, potential workforce etc.</p> <ul style="list-style-type: none"> <li>○ I know there is data that indicates there are families that could qualify for assistance that do not currently access it. I am not exactly sure of what the degree of this gap is. For those families, letting them know about their options could be impactful.</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Not sure this will increase quality except as it increases knowledge of what quality should look like.</li> </ul>	<p>know many low income families are not accessing childcare -and from focus groups – we know barriers are based on lack of knowledge and lack of providers who accept scholarship families.</p> <ul style="list-style-type: none"> <li>○ I know there is data that indicates there are families that could qualify for assistance that do not currently access it. I don't have data about the degree to which these gaps vary across demographics and location but it seems plausible that it could impact equitable access.</li> <li>○</li> </ul>
---	--	--	--

• Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Merge with PR for workforce</li> <li>○ DHHS should work through existing channels (FRC's EC coalitions) or contract for a marketing campaign to ensure broad outreach that doesn't impact internal capacity to do other work</li> <li>○ Look to FRC Navigator roles and maybe use that to outreach on CC scholarship</li> <li>○ Materials etc. should be designed by outside communications company to ensure proper cultural considerations etc.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Not sure if this is our mission? United Way 211 etc. other agencies doing this already?</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>

## Providers

### 12. Provide grants and guidance for family child care start-up

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>This should be merged with #12 (expansion/new programs in low income/low supply areas). Family care is an important part of the system. Considerations should be made to support quality, safety, and a community of practice for care givers. In addition, links to community-based supports for training, FRC's, mental health supports. This way the family care is not existing in isolation but is an intentional part of the system.</li> <li>Not clear how these grant programs would sustain after the funding period.</li> <li>I see this type of program as being incredibly impactful at addressing known child care deserts throughout the state but while this is impactful, it will also require a lot of work.</li> <li>opportunities to open programs in the communities that need them</li> <li>I am not sure the volume will be there</li> <li>This is related to 7 and 13</li> <li>This is needed to expand supply.</li> </ul>	<ul style="list-style-type: none"> <li>This positively impacts the community by increasing supply</li> <li>Expanding family childcare and getting folks licensed could be very impactful for expanding access. I would expect a need to consider prioritizing funding based on community need (low income/low supply).</li> <li>Provide more access.</li> <li>There tons of research on family child care. It often provides unique opportunities to be flexible, local, and cultural responsive.</li> </ul>	<ul style="list-style-type: none"> <li>If the grant program specifically focuses on quality – there will be a positive impact</li> <li>this would be helpful for a new child care center to get this support to be successful</li> <li>Targeting efforts to support programs to open their doors and get licensed could be an asset to quality. I would encourage thinking about how this priority could align with workforce priorities.</li> <li>Struggled with this – depends on the quality of staff at family child care</li> </ul>	<ul style="list-style-type: none"> <li>There is great potential to increase equitable access.</li> <li>Expanding family childcare and getting folks licensed could be very impactful for expanding access. I would expect a need to consider prioritizing funding based on community need (low income/low supply).</li> </ul>

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>However, I think smaller, family based start-ups, are what people really want and will be more comfortable leaving their children.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>○ Potentially no additional grant would be needed to the individuals who use the funds to start up and are then self-reliant. One time cost</li> </ul>			
---	--	--	--

13. Provide grants and guidance for expansion/new programs in areas with low income and/low supply

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ It would make sense to consider a grant program that applies to both family and childcare desert areas.</li> <li>○ Funding to expand is up front and it would need to be supported by other funding to continue (so partnerships with businesses or federal funds that support Head Start/Early Head Start are good options)</li> <li>○ Not clear how these grant programs would sustain after the funding period.</li> <li>○ Low income families have very few affordable options</li> <li>○ This is somewhat redundant with the above recommendation (startup) but it is more targeted.</li> <li>○ lots of administrative work for little return</li> <li>○ There is an incredible need for more supply in line with what parents want. Supporting individuals with startup costs seems to be a great use of one time funds – however increasing supply without creating a network that supports and links family child care providers will not help to increase quality and sustainability of the new supply</li> <li>○ If programs/communities are able to use the funds to garner other funds this could have wide reaching benefits.</li> </ul>	<ul style="list-style-type: none"> <li>○ positive impact to community if it increases affordable supply</li> <li>○ Expanding family childcare and getting folks licensed could be very impactful for expanding access. I would expect a need to consider prioritizing funding based on community need (low income/low supply).</li> <li>○ takes staff away from programming to complete administrative duties</li> <li>○ This could increase scholarship utilization.</li> </ul>	<ul style="list-style-type: none"> <li>○ Positive impact if it increases trained and qualified teachers</li> <li>○ Doesn't always guarantee quality so other funds would need to be allocated to ensure quality.</li> <li>○ Targeting efforts to support programs to open their doors and get licensed could be an asset to quality. I would encourage thinking about how this priority could align with workforce priorities.</li> <li>○ Would be a 3 if delivered with a person to network and link home providers</li> <li>○ Hard to determine if you don't know what programs can expand or if there is staffing to support program long term.</li> <li>○ unsure how it will increase program quality</li> </ul>	<ul style="list-style-type: none"> <li>○ Positive impact if it focuses on equitable access to affordable childcare in these areas</li> <li>○ Expanding programs and getting folks licensed could be very impactful for expanding access. I would expect a need to consider prioritizing funding based on community need (low income/low supply).</li> <li>○ We need to do a better job at addressing quality supply in low income communities which are in some cases urban and in some cases rural.</li> <li>○ Social/emotional support programs is incredibly important if the other recommendation to increase supply in low income areas is acted upon as you need to make sure the staff with these providers are able to identify and address the types of issues they are likely to face.</li> <li>○ Expanding programs and getting folks licensed could be very impactful for expanding</li> </ul>

<ul style="list-style-type: none"> <li>○ concern with ongoing capacity to function</li> <li>○ This could increase scholarship utilization.</li> </ul>			<p>access. I would expect a need to consider prioritizing funding based on community need (low income/low supply).</p> <ul style="list-style-type: none"> <li>○ could increase access</li> </ul>
---	--	--	--

- Examples/Opportunities

<b>Sustainability</b>	<b>Positive Impact</b>	<b>Enhance Quality</b>	<b>Facilitate Equitable Access</b>
<ul style="list-style-type: none"> <li>• Perhaps a focus on incentivizing smaller family based providers can be sued to solve this problem as well.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>

#### 14. Explore leveraged partnership opportunities for building and program upgrades, expansion, repairs, renovation and new construction

- Considerations

<b>Sustainability</b>	<b>Positive Impact</b>	<b>Enhance Quality</b>	<b>Facilitate Equitable Access</b>
<ul style="list-style-type: none"> <li>○ This has great potential for long term sustained funding if leveraged partnerships are engaged at community level in supporting childcare infrastructure.</li> <li>○ It is not clear to me exactly what this would entail to know the costs associated with these opportunities and what would be needed for funding and where that funding would come from.</li> <li>○ There are additional funds and funders who can engage here. The need for discretionary funds might be to coordinate existing funds to meet demand.</li> <li>○ covering one-time costs can help a center stay afloat</li> <li>○ Partnerships with strong institutions to expand services to include an increase in existing childcare facilities or new facilities. Examples of institutions that have expanded supply or build centers include</li> </ul>	<ul style="list-style-type: none"> <li>○ Structural quality of facilities is essential for providing access. I don't have data to know the extent to which facility upgrades are needed to fill need.</li> <li>○ An increase of supply by these partnerships would like have a positive impact.</li> </ul>	<ul style="list-style-type: none"> <li>○ Structural quality of facilities is essential for providing access. Depending on the kinds of construction would be needed I am not sure how it would impact instructional quality which tends to have higher relations with child outcomes.</li> <li>○ Depends on the upgrades, etc...</li> </ul>	<ul style="list-style-type: none"> <li>○ Structural quality of facilities is essential for providing access. I don't have data to know the extent to which facility upgrades are needed to fill need. I also do not know how facility needs might vary across the state to really know the potential impact.</li> <li>○</li> </ul>

Community Health Centers, YMCA's, Boys and Girls Clubs.			
---	--	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Mid State Health Center, Granite YMCA, Concord YMCA</li> <li>I think this is a great idea but let's work with CDFA on this.</li> </ul>	○	○	○

15. Foster "back office" services (payroll, payables, receivables, taxes) for home based and small size centers

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Unclear how this would be sustained without a facilitating organization model – but unclear if CC centers want this level of support or if it varies.</li> <li>It is not clear to me how this would be supported on a long-term basis. Is this something that extant funds can support or do would we need to identify some new mechanism?</li> <li>This doesn't feel like a priority for the field</li> <li>This is important in order to sustain an increased number of providers and leveraging other professional networks to provide coordinated administrative support will help to increase the likelihood of success of these new providers</li> <li>This is a good idea but requires extensive trust building or an incentive for individuals to open their books. This would need to be sustained by cost savings to centers.</li> </ul>	<ul style="list-style-type: none"> <li>Not sure of the need and how much this priority will impact family access (e.g., how many programs close. limiting seats or are not opened because of back-office services).</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>Not clear of the relationship between back-office support and the quality of ECCE.</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>Not sure how this support equitable access</li> <li>Not clear how much lack of back-office supports impact access and if that varies across our state.</li> <li>might free up staff to be on the floor instead of behind the sense or conducting administrative tasks</li> <li>Could be what keeps a center open in an area of high need.</li> </ul>

<ul style="list-style-type: none"> <li>○ May be able to assist struggling centers to “get on their feet” but questionable.</li> <li>○ It is not clear if the back office services provide a significant benefit particularly to home based and small size centers. A study of existing services would be important to make future decisions on investments in this area, this may be done.</li> </ul>			
---	--	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
○	○	○	○

## Businesses/Employers

### 16. Link business and child care through initiatives, grants and partnerships

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ There is a good opportunity to create a sustained public private partnership with businesses via incentives. Intentional work would have to be done to “think tank” options like a dedicated statewide fund to support CC</li> <li>○ Developing these strong partnerships or offering grants/incentives to businesses to fund child care programs would be beneficial. Funding up front with possible tax breaks to help with sustainability</li> <li>○ If successful it seems that the partnership of funding from businesses could sustain the cost of ECCE spots for business’s employees.</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognition by businesses that quality child care is important helps recruit people to their businesses to work.</li> <li>○ Not sure of the need and the enthusiasm for such efforts from businesses in our state</li> <li>○ If employers are involved with child care they will be more understanding of children’s and family’s needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Typically, businesses are in better positions to support quality of QRIS or Accreditation costs.</li> <li>○ Unless expectations of quality are worked into arrangements, it is not clear to me how this would facilitate improved quality.</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Families would have more access to reliable programs that are supported by businesses.</li> <li>○ Not sure of the need and the enthusiasm for such efforts from businesses in our state and how this would impact equity (e.g., would these partnerships favor higher-income employees).</li> <li>○ It will be important to ensure that funds are targeted to those most in need of care not only those employed by supportive businesses</li> </ul>

<ul style="list-style-type: none"> <li>○ This needs to be coordinated at the state and regional levels but could be incredibly effective at making more employers aware of all of the child care options within their commuting shed.</li> <li>○ This is a great way to inform that child care is everyone concern and is a society issue</li> <li>○ Developing these strong partnerships or offering grants/incentives to businesses to fund child care programs would be beneficial. Funding up front with possible tax breaks to help with sustainability</li> <li>○ This has the potential for new revenue. Business now more than ever is interested in child care and can actively contribute to this. Establishing a structure for business to contribute would be a great way for public private partnership – sustainability would vary with design. Also – this is a clear link to quality as</li> <li>○ The CDFA community State Tax Credits provide an allocation of tax credits to nonprofits (many of who provide childcare, see attached report) for businesses to donate to a childcare facility. In addition</li> </ul>	<ul style="list-style-type: none"> <li>○ The commitment of businesses to childcare is positive for potential impact. The Coos network has an example of how to use business tax credits to increase the reimbursement to childcare providers for staff wage increases.</li> </ul>		<p>therefore it will be important to consider a community based solution that is supported by businesses not only a childcare located in a business model.</p>
--	---	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>○ Regional child care investment hubs – close enough to business but not 1:1 with center.</li> <li>○ See CDFA report</li> </ul>	<ul style="list-style-type: none"> <li>○ TEACH model which is being implemented by SNHS could be enhanced by a business tax credit investment.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>

## Head Start/Early Start

### 17. Expand programming and opportunities with partnerships

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>This programming has dedicated federal funding which is good but it's unclear how to increase the opportunities in the state – does it require more general fund appropriations beyond ARPA?</li> <li>Funding up front would be expensive but the possibility of federal funding to support the sustainability</li> <li>HS is federally funded and under enrolled. It could be a great way to expand access for families that cannot otherwise afford care.</li> <li>The scope of Head Start is limited by federal guidelines</li> <li>Investment in Early Head Start would increase the supply of infant and toddler care for our most economically vulnerable families. This model is strong and well evidenced but does not always meet the needs of families without wrap around care.</li> <li>Confusion about this &amp; how it would work. It is not a simple “let’s expand”</li> <li>Funding that cannot be sustained without additional government support – unfortunately.</li> <li>Would require a plan to fund head start beyond current federally funded slots.</li> </ul>	<ul style="list-style-type: none"> <li>This positively impacts community</li> <li>The Head Start model is a wraparound model that supports children and families in an inclusive way. When families are supported and know their children are being cared for in a quality environment, they are better at work.</li> <li>The primary limitation I see for this priority is the need for these programs. I am not sure of the utilization rate of HS/EHS in our state, are there currently waitlist so the want for these programs is present.</li> <li>Unsure if there are waitlists. Most families I hear from are “over income” for Head start.</li> <li>Kids will be prepared for Kindergarten and school</li> <li>Head Start has a positive impact and is a whole family approach to jobs, school readiness and</li> </ul>	<ul style="list-style-type: none"> <li>this programming is quality ECE</li> <li>The Head Start model is a quality program</li> <li>HS/EHS have clear expectations for quality to remain open/to receive federal funds.</li> <li>Already a high quality program. Not sure of the type of expansion.</li> <li>Head Start measures and improves program quality.</li> </ul>	<ul style="list-style-type: none"> <li>This directly impacts equitable access</li> <li>primarily for low income, no transportation</li> <li>More options to all families.</li> <li>HS/EHS are means-based programs and would provide targeted supports for low-income families.</li> <li>If expansion meant more access to families who currently don’t have access. Need more information</li> <li>Access to EC for all</li> <li>times for families is not the most helpful for child care</li> <li>The targeting and quality of the Head Start programming indicates a significant correlation with equitable access and quality of the programming.</li> </ul>



	positive child health outcomes.		
--	---------------------------------	--	--

- Examples/Opportunities

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Maybe expand these programs to high school settings</li> <li>It was hard to rate this one not knowing the specific projects that are being developed.</li> <li>Use ARPA funds to target expansion of wrap around services at Head Start. Build capacity with providers to advance additional expansion of Head Start with grant writing and other supports. Look to expansion of Strafford CAP as an example</li> </ul>	<ul style="list-style-type: none"> <li>Head Start and wrap around provider, Recreation Department and Elderly service building renovation at former elementary school in Franklin, NH.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Regional Networks & Collaboration

### 18. Leverage existing work and support work of 7 regional early childhood networks

- Considerations

Sustainability	Positive Impact	Enhance Quality	Facilitate Equitable Access
<ul style="list-style-type: none"> <li>Currently the model has funding from the PDG and there is a great need to directly support childcare access and supports. Unclear on how this model can be sustained after PDG or ARPA ends – look to legislation for state investment in infrastructure</li> <li>If integrated into current and future grants/funding their role in the delivery of services could be continued.</li> <li>Getting the community to take on the child care issue is important and seeing how it fits into each community to have one untied message</li> </ul>	<ul style="list-style-type: none"> <li>Support for regional infrastructure could help get resources in the hands of communities and help the state identify regional needs</li> <li>Coordinated service can help families.</li> </ul>	<ul style="list-style-type: none"> <li>Unless quality improvement is identified as an initiative for the regional networks it is not clear to me how they will support quality.</li> <li>It is unclear how the regional networks improve program quality. Coos County has worked on program quality but I'm sure if others have.</li> </ul>	<ul style="list-style-type: none"> <li>A regional approach could allow for flexibility to meet the unique needs of a region and provide tailored equitable access.</li> <li>The low capacity of the majority of providers makes it unlikely that a regional network would be accessed by those that need it most.</li> <li>increase community and parent voice</li> </ul>

<ul style="list-style-type: none"> <li>○ It was hard to rate this one not knowing the specific projects that are</li> <li>○ If this model is to be core to the state response this needs to invest in this structure – not with these funds but rather with state general funds or other federal dollars</li> <li>○ Will vary significantly on quality and understanding and organization</li> <li>○ Because the funding is brand new I can't predict the success of more funds when there is nothing to compare/measure against.</li> <li>○ Use provider needs and information to lead the support and outcomes of the networks.</li> <li>○ We are not actively involved with providers nor the network so do not have authority to comment on these items.</li> </ul>			
---	--	--	--

- Examples/Opportunities

<b>Sustainability</b>	<b>Positive Impact</b>	<b>Enhance Quality</b>	<b>Facilitate Equitable Access</b>
<ul style="list-style-type: none"> <li>○ State investment is more appropriate here and not ARPA</li> <li>○ could be sustained in part via CCDF</li> </ul>	○	○	○

## Appendix D. Detailed ARPA Discretionary Funds Detailed Summary

### Survey Basics

- 428 Respondents
- Representation from a variety of individuals and types of organizations
- Statewide representation
- Variety of coalitions, networks, and collaboratives represented

### Organizations Represented

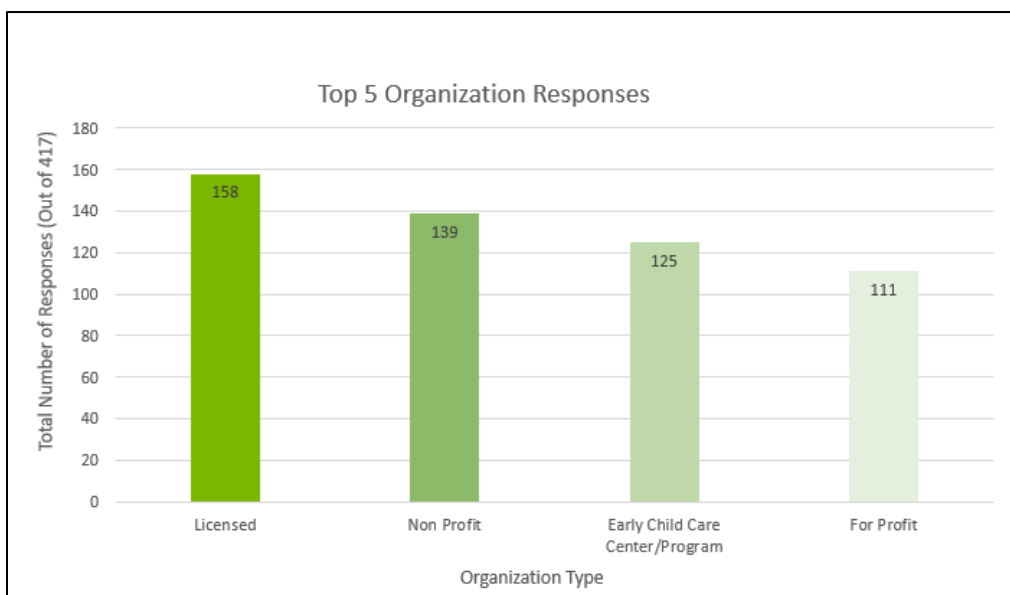
- Question: You represent (type of organization or individual, include all that apply. (For example, for-profit licensed early childhood child care center owner, parent with child in care or community service organization)
- 417 responses

### Top 10 Organizations Represented

1. Licensed (158)
2. Non Profit (139)
3. Early Child Care Center/Program (125)
4. For Profit (111)
5. Child Care Center Owner (49)
6. Child Care Center Director (32)
7. Community Service including: community service organization, social services, resource & referral agency (25)
8. Parent/Grandparent (23)
9. Preschool (23)
10. Family Child Care/Day Care/Home (20)

**Figure 1**

*Chart of top 4 organizations represented by survey respondents*

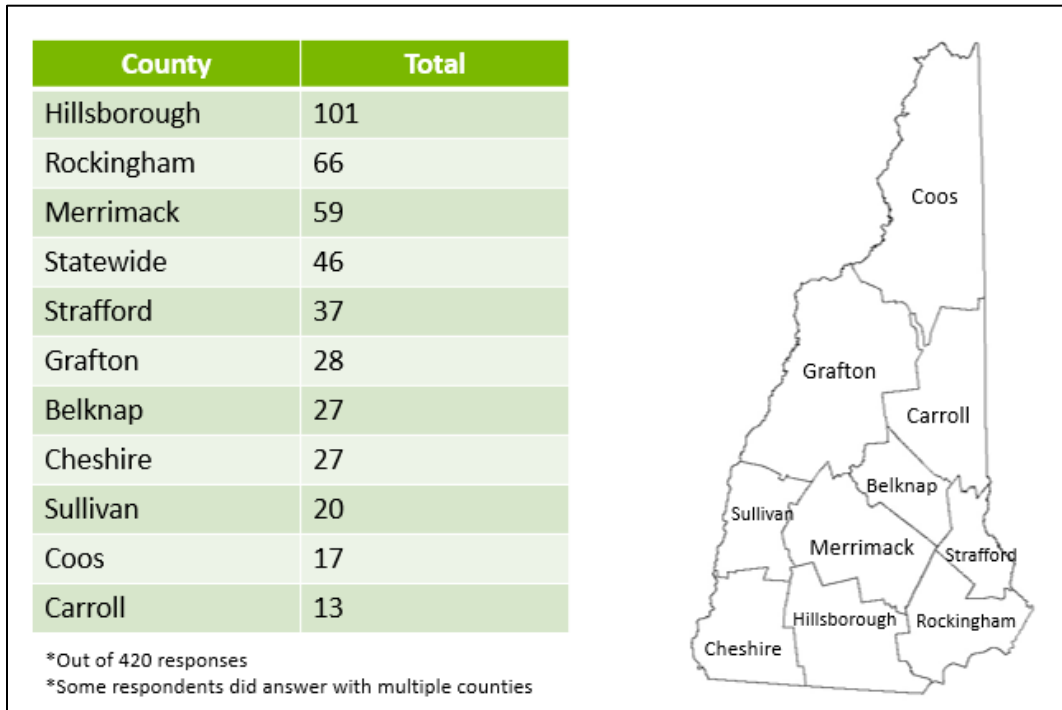


## Counties Represented

- Question: County you are primarily affiliated with (if statewide indicate with NH)
- 419 responses

**Figure 2**

*Chart of counties represented by survey respondents*



## Local or Regional Early Childhood, Afterschool Collaborative/Coalition/Network Represented

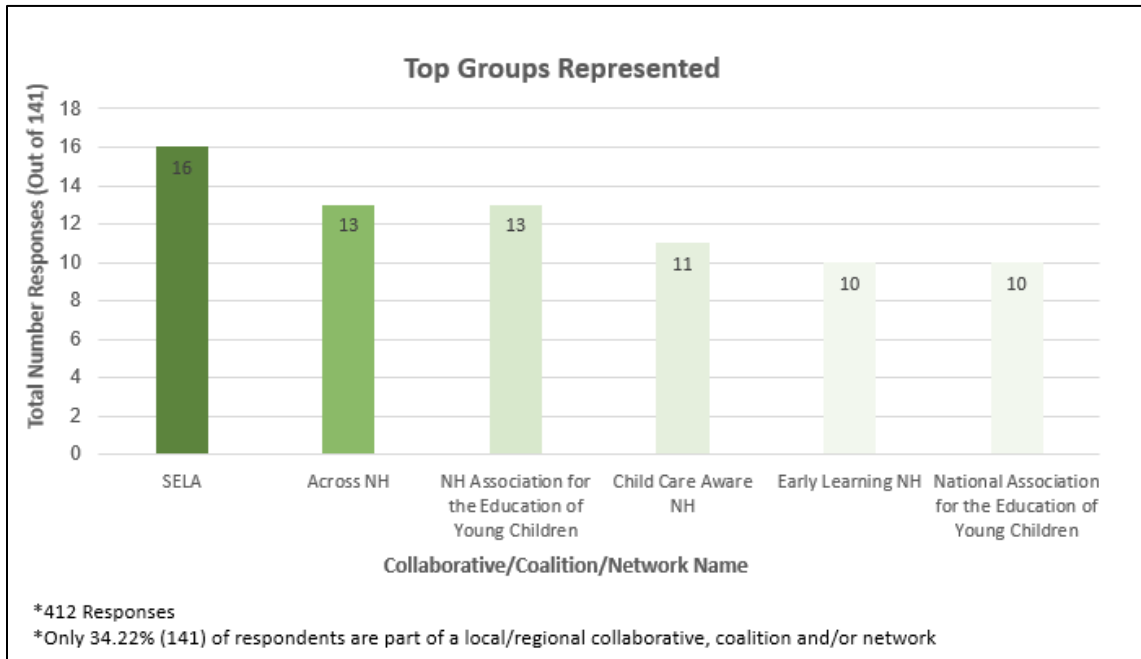
- Question: Are you currently a member of an local or regional early childhood, afterschool collaborative/coalition/network?
  - 412 responses
    - 34.22% (141) said yes
    - 65.78% (271) said no
- Question: Coalition/Association name(s)
  - 132 responses
  - 2 responses were not calculated as the response was “no” to this question
  - 130 remaining responses that were used to identify top collaboratives/coalitions/networks

### Top 5 Collaboratives/Coalitions/Networks

1. SELA (16)
2. (Tied) Across NH (13)
3. (Tied) NH Association for the Education of Young Children (13)
4. Child Care Aware NH (11)
5. (Tied) Early Learning NH (10)
6. (Tied) National Association for the Education of Young Children (10)

**Figure 3**

*Chart of collaboratives/coalitions/networks represented by survey respondents*



## Top Priorities

- Question: Please indicate those areas that you see as critical to building back child care stronger and meeting the goals of the ARPA Discretionary funding for New Hampshire
- 428 responses

## Top Priority Category

- Workforce: Top 3 are workforce category; all 5 recommendations fall are in the top 10 priorities

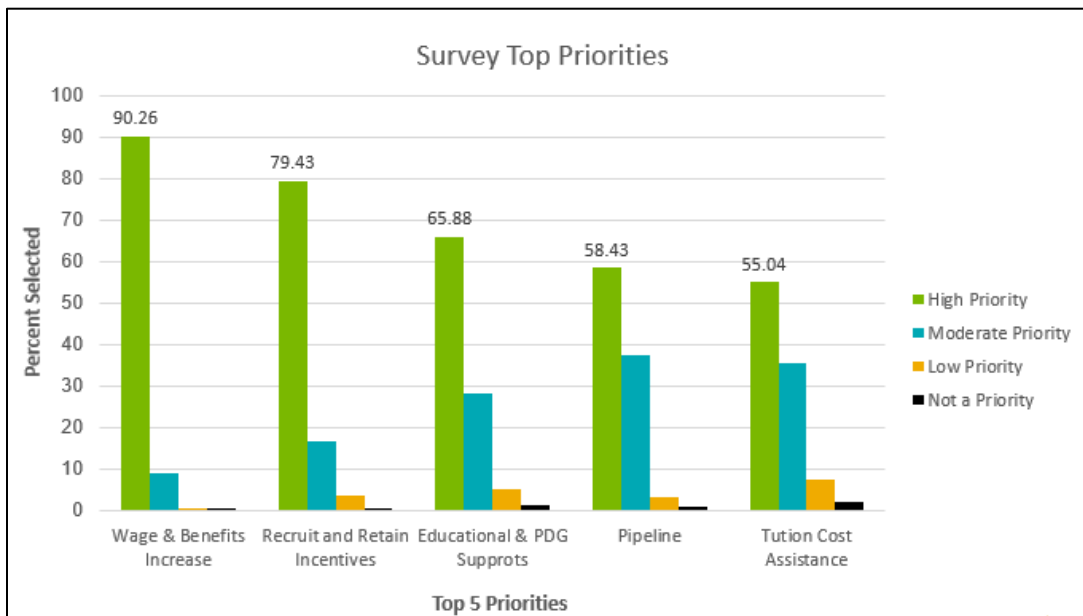
## Top 5 Priorities

1. Workforce: Explore **wage and benefit increase** options
  - 90.26% (380) high priority
  - 9.03% (38) moderate priority
  - .48% (2) low priority
  - .24% (1) not a priority at this time
2. Workforce: Explore **recruit and retain incentives** including bonuses, help with background check costs, etc.
  - 79.43% (336) high priority
  - 16.55% (70) moderate priority
  - 3.55% (15) low priority
  - .47% (2) not a priority at this time
3. Workforce: Offer **educational and professional development supports** such as college and technical tuition, CDA, apprenticeships
  - 65.88% (280) high priority
  - 28% (119) moderate priority
  - 4.94% (21) low priority
  - 1.18% (5) not a priority at this time

4. Workforce: Build **pipeline** for future staffing
  - 58.43% (246) high priority
  - 37.53% (158) moderate priority
  - 3.09% (13) low priority
  - .95% (4) not a priority at this time
5. Family & children: Increase equity and access through **tuition cost assistance**
  - 55.04% ( 235) high priority
  - 35.60% (152) moderate priority
  - 7.49% (32) low priority
  - 1.87% (8) not a priority at this time

**Figure 4**

*Chart of top 5 priorities as identified by survey respondents*



### Top Priority per Category

- Workforce: Explore wage and benefit increase options
- Providers: Provide grants and guidance for expansion/new programs in areas with low income and/low
- Family & Children: Increase equity and access through tuition cost assistance
- Head Start & Early Head Start (1): Expand programming and opportunities with partnerships
- Regional (1): Leverage existing work and support work of 7 PDG networks
- Business/Employers (1): Link business and child care through initiatives, grants and partnerships

## Full List of Priorities

**Table 1**

Full list of priorities in the order of highest priority (1) and lowest priority (18) using aggregate data from all respondents (n=428). Ranks in **red** indicate a difference of +/- 4 in the rank compared to the family respondent subgroup.

Rank	Category	Specific
1	Workforce	Explore wage and benefit increase options
2	Workforce	Explore recruitment and retention incentives, including bonuses, help with background check costs, etc.
3	Workforce	Offer educational and professional development supports such as college and technical college tuition, Child Development Associate (CDA), apprenticeships
<b>4</b>	Workforce	Build pipeline for future staffing
5	Families and children	Increase equity and access through tuition cost assistance
6	Families and children	Expand program quality
7	Providers	Provide grants and guidance for expansion/new programs in areas with low income and/low supply
8	Workforce	Launch public awareness campaign on career options
<b>9</b>	Providers	Explore leveraged partnership opportunities for building and program upgrades, expansion, repairs, renovation and new construction
10	Families and children	Increase equity and access through increased supply
<b>11</b>	Families and children	Offer social/emotional support programs
12	Business/Employer	Link business and child care through initiatives, grants and partnerships
13	Families and children	Launch public awareness campaign on available assistance for tuition, food, etc. (DHHS ADDED: and create PA/marketing materials templates that programs can customize and use on an ongoing basis)
<b>14</b>	Providers	Provide grants and guidance for family child care start-up
15	Providers	Foster "back office" services (payroll, payables, receivables, taxes) for home based and small size centers
<b>16</b>	Head Start/Early Head Start	Expand programming and opportunities with partnerships
17	Families and children	Support more non-traditional hours in child care
18	Regional networks and collaboration	Leverage existing work and support work of 7 regional early childhood networks

## Addendum

Additional data analysis has been completed to understand how family survey respondents prioritized recommendations. Below are the aggregate survey responses specifically from parents and grandparents who self-identified (question 1 of survey). This subgroup accounts for 23 (5.4%) of the 428 respondents.

**Table 2**

Full list of priorities in the order of highest priority (1) and lowest priority (18) using aggregate data from respondents who identified as parent or grandparent in question 1 of survey (n=23). Ranks in **red** indicate a difference of +/- 4 in the rank compared to the full survey sample.

Rank	Category	Specific
1	Workforce	Explore wage and benefit increase options
2	Workforce	Offer educational and professional development supports such as college and technical college tuition, Child Development Associate (CDA), apprenticeships
3	Workforce	Explore recruitment and retention incentives, including bonuses, help with background check costs, etc.
4	Families and children	Expand program quality
<b>5</b>	Families and children	Offer social/emotional support programs
6	Providers	Provide grants and guidance for expansion/new programs in areas with low income and/low supply
7	Families and children	Increase equity and access through tuition cost assistance
8	Families and children	Increase equity and access through increased supply
<b>9</b>	Head Start/Early Head Start	Expand programming and opportunities with partnerships
<b>10</b>	Workforce	Build pipeline for future staffing
11	Workforce	Launch public awareness campaign on career options
12	Business/Employer	Link business and child care through initiatives, grants and partnerships
<b>13</b>	Providers	Explore leveraged partnership opportunities for building and program upgrades, expansion, repairs, renovation and new construction
14	Families and children	Support more non-traditional hours in child care
15	Families and children	Launch public awareness campaign on available assistance for tuition, food, etc. (DHHS ADDED: and create PA/marketing materials templates that programs can customize and use on an ongoing basis)
16	Providers	Foster "back office" services (payroll, payables, receivables, taxes) for home based and small size centers
17	Regional networks and collaboration	Leverage existing work and support work of 7 regional early childhood networks
<b>18</b>	Providers	Provide grants and guidance for family child care start-up



## Appendix E: Copy of Stakeholder Survey

### An invitation to share your thoughts on utilization of ARPA Discretionary Funds for Child Care

Through the Administration for Children and Families (ACF), Office of Child Care (OCC), NH will receive approximately \$29,000,000 American Rescue Plan Act Discretionary Funds. The purpose of these funds is to build child care back stronger by using this opportunity to:

- expand access to high-quality child care and move toward a more equitable child care system; further support a
- system that meets the developmental needs of children; provide parents with true choice and equal access to
- child care services that best suits their family's needs; appropriately compensate an essential and skilled workforce; facilitate a robust and more equitable high-quality child care systems for America's families.
- 
- 

NH has until September 30, 2024 to use the funds. The use does not have to be COVID related, which is different than the previous funding for child care in the NH Child Care Recovery and Stabilization Program (CCRSP), COVID-19 Child Care Assistance Supplement Program (CCCAS), CRRSA

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), and the current Child Care Achieving Stabilization Grant Program (CCASP). We are interested in how you think we should prioritize the funding in an effort to strengthen the child care industry in NH.

Please watch the NH Connections website at <https://www.nh-connections.org/covid-19/financialresources/> for more information and other ways to provide feedback. In addition, we will host an informational webinar when more details become available.

1. You represent (type of organization or individual, include all that apply. (For example, for-profit licensed early childhood child care center owner, parent with child in care or community service organization),

2. County you are primarily affiliated with (if statewide indicate with NH)

3. Are you currently a member of an local or regional early childhood, afterschool collaborative/coalition/network?

☐

Coalition/Association name(s)

4. Please indicate those areas that you see as critical to building back child care stronger and meeting the goals of the ARPA Discretionary funding for New Hampshire