



COUNCIL FOR
**THRIVING
CHILDREN**

New Hampshire Council for Thriving Children

January 15, 2023

Meeting agenda

Agenda		
Meeting Purpose/Goals: <ul style="list-style-type: none"> • Review next steps in Strategic Plan process • Learn about early learning initiatives and provide feedback to Department of Education • Learn about NH's efforts to move towards a mixed-delivery early care and education model • Learn about and provide input into NH's Early Childhood Finance Plan • Hear legislative updates as they relate to early childhood 		
Time	Topic	Leader(s)
1:00-1:30	Welcome & Council Business <ul style="list-style-type: none"> • Introductions • Council business • Preschool Development Grant announcement • Child Care Development Fund federal increase announcement • Review strategy to determine workplans for New Hampshire Strategic Plan for Early Childhood Framework • DHHS Lead Testing Rates announcement Press Release Data Brief	Christina Lachance Christine Brennan, DOE Deputy Commissioner Tricia Tilley, DHHS Public Health Director
1:30-1:45	Legislative Updates	Senator Whitley, Representative DeSimone
1:45-2:20	Department of Education initiatives	Christine Brennan
2:20-2:50	NH Early Childhood Finance Plan	Children's Funding Project and New Futures
2:50-3:00	Public input & closing	Christine Brennan, DOE Deputy Commissioner Tricia Tilley, DHHS Public Health Director

Council business & updates

Membership

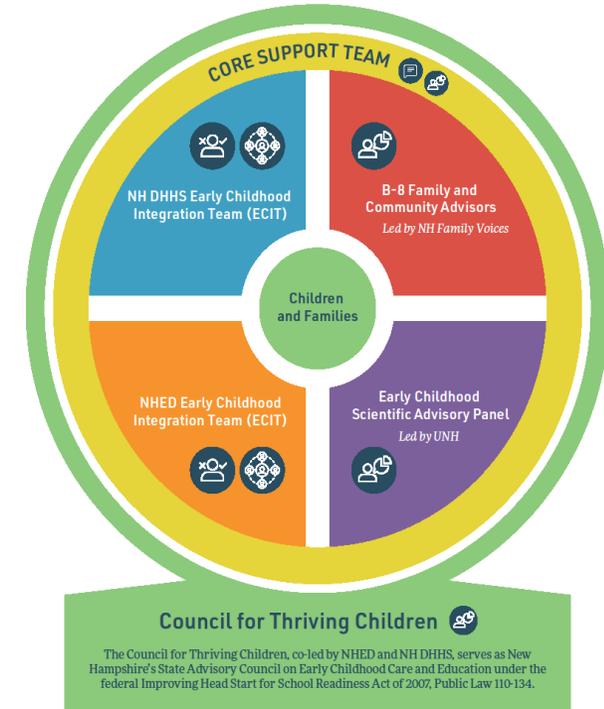
Meeting minutes

Meeting recordings

Federal funding updates

NH Strategic Plan for Early Childhood

New Hampshire Early Childhood Governance System



Decision-Making and Operationalization Role

Data driven policy and program coordination, integration, and development, increasing performance and resource accountability



Interagency Coordination

Formal infrastructure to support Interagency Coordination



Communication Role

Ensure effective communication across the Governance structure with and through designated members from each quadrant



Advising and Strengthening Role

Sharing emerging trends for children, families, communities, workforce and business, while generating learning and capacity

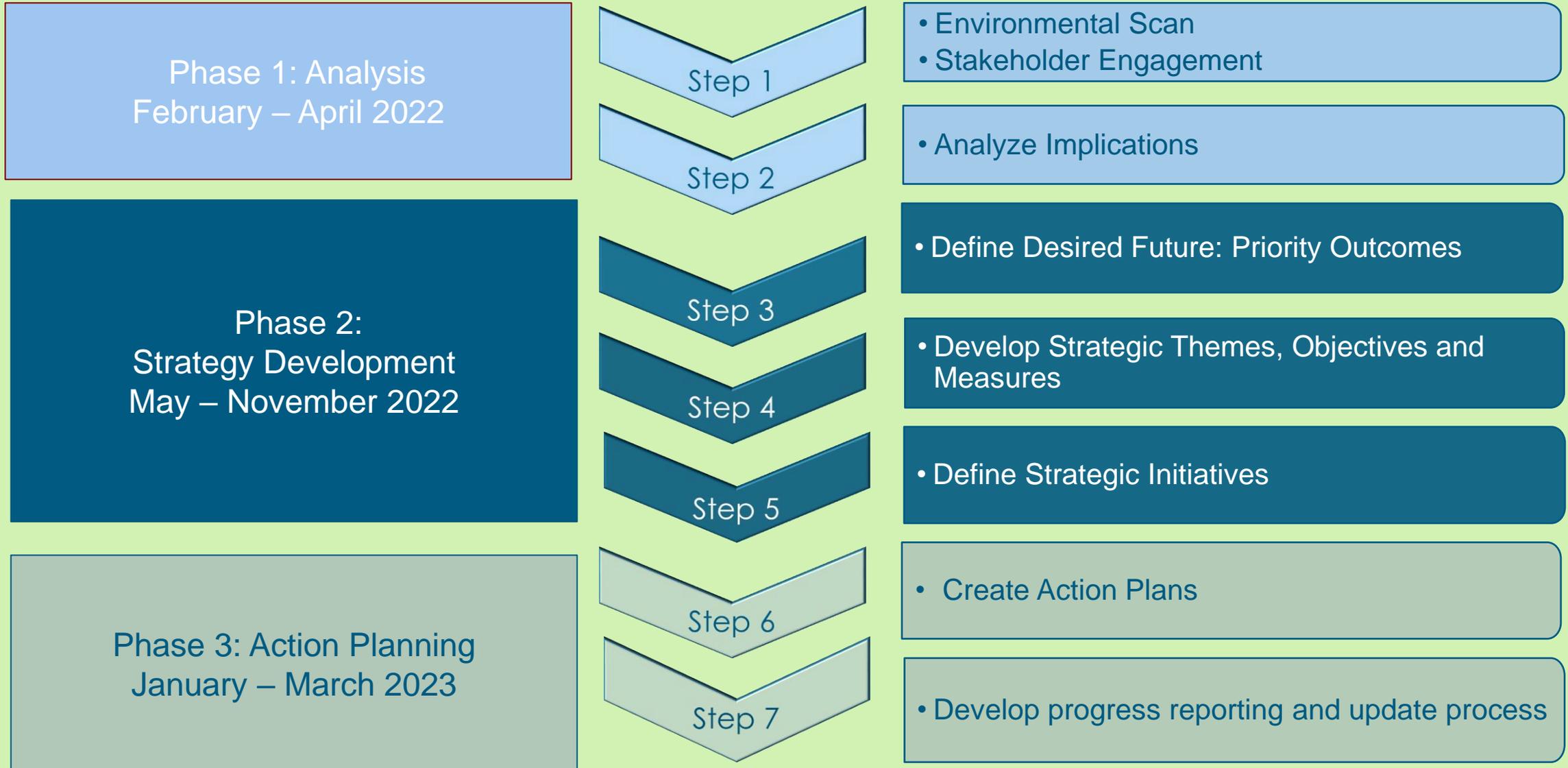


COUNCIL FOR
**THRIVING
CHILDREN**

New Hampshire Strategic Plan for Early Childhood

January 15, 2023

New Hampshire Strategic Plan for Early Childhood



New Hampshire's Strategic Plan for Early Childhood

Priority Outcomes

- Increase families' partnership in, knowledge of, and choices for their child's development
- Increase families' access to integrated quality early childhood opportunities and services
- Increase comprehensive wellness of young children
- Ensure children achieve early childhood developmental and educational goals
- Increase providers' and educators' knowledge and access to resources for quality programs and services

Vision: All NH families are afforded comprehensive and responsive supports, so they are healthy, learning, and thriving now and in the future.

Themes	Objectives	Initiatives
<p>Strategic Theme 1 Quality, consistent, equitable access to opportunities and services for all NH families</p>	<ol style="list-style-type: none"> 1. Increase early intervention and primary prevention 2. Increase accessible childcare and early learning options 3. Increase family awareness, voice, influence, engagement and knowledge 4. Enhance quality of early childhood programs and services 	<ol style="list-style-type: none"> 1a. Normalize utilization of early intervention and primary prevention services among all families 1b. Increase provider awareness of and collaboration with all available primary prevention and early intervention services 2a. Expand eligibility for childcare assistance costs, increase the amount of assistance for each family, and increase awareness and utilization of NH Child Care scholarship assistance 2b. Expand options for and access to childcare and early learning statewide, particularly in areas where options are limited 3a. Establish a Statewide Family Engagement Framework including feedback loops 3b. Expand universal home visiting to every baby in New Hampshire 3c. Expand NH parent/caregiver access to family support/Family Resource Centers (FRCs) 4a. Increase participation in NH QRIS 4b. Increase family awareness of quality care and early learning options
<p>Strategic Theme 2 Early childhood workforce capacity and quality</p>	<ol style="list-style-type: none"> 1. Increase workforce 2. Increase workforce knowledge regarding early childhood development 	<ol style="list-style-type: none"> 1a. Promote early childhood careers and career path 1b. Promote the availability of workforce incentives and tax credits and expand them beyond early childhood education to include family support and health 2a. Equip the early childhood workforce with knowledge of child development and evidence-based practices to meet the needs of children and families
<p>Strategic Theme 3 Investment in early childhood programs and services</p>	<ol style="list-style-type: none"> 1. Leverage and sustain new and existing funding 2. Increase business and community support for early childhood programs and services 	<ol style="list-style-type: none"> 1a. Create and implement a comprehensive early childhood system funding plan including federal, state, local, and private sources 1b. Develop and implement a comprehensive study of compensation, benefits, and incentives across the various roles within the early childhood field 2a. Create and implement a plan to increase businesses' financial investment in the early childhood system 2b. Create and implement a plan to increase community awareness of and engagement in building the capacity of the early childhood system
<p>Strategic Theme 4 Systems integration</p>	<ol style="list-style-type: none"> 1. Increase state, regional, and local level collaboration and program integration 2. Enhance family navigation of integrated programs and services 3. Increase community voice and influence in design of programs and services 	<ol style="list-style-type: none"> 1a. Affirm and institutionalize the early childhood regions and networks, ensure ongoing support, and foster collaboration with families and local communities 1b. Formalize, strengthen and broaden local early childhood coalitions that integrate with regional and state structures 1c. Establish a shared, compatible early childhood data system to inform decision-making 2a. Establish and promote a comprehensive and inclusive system leveraging existing tools for families to navigate and access resources 2b. Increase individualized support for families in navigating the system 2c. Build cultural and linguistic competence of the early childhood system and professionals to better support families 3a. Create approaches to specifically engage under-represented groups to influence decisions about programs and services that affect them
<p>Strategic Theme 5 Office of Early Childhood</p>	<ol style="list-style-type: none"> 1. Ensure a cohesive and collaborative approach to a mixed-delivery, early childhood system 2. Expand public understanding of the importance of quality early childhood experiences for all children 	<ol style="list-style-type: none"> 1a. Establish a collaborative process to define the role of the Office of Early Childhood, including authority, functions, structure, and resources 2a. Coordinate messaging across key early childhood champions to ensure a diverse set of voices that will expand public understanding of the importance of early childhood experiences for all children and families 2b. Clarify and communicate roles and responsibilities of the early childhood system to include early childhood agencies, families, policy makers, and service providers

NH Strategic Plan for Early Childhood 2023 priority recommendations

Theme	Initiative
2. Early childhood workforce capacity and quality	1a. Promote early childhood careers and career path
3. Investment in early childhood programs and services	1a. Create and implement a comprehensive early childhood system funding plan including federal, state, local, and private sources
4. Systems integration	2a. Establish and promote a comprehensive and inclusive system leveraging existing tools for families to navigate and access resources
1. Quality, consistent, equitable access to opportunities and services for all NH families	2a. Expand eligibility for childcare assistance costs, increase the amount of assistance for each family, and increase awareness and utilization of NH Child Care scholarship assistance
5. Office of Early Childhood	1a. Establish a collaborative process to define the role of the Office of Early Childhood, including authority, functions, structure, and resources
5. Office of Early Childhood	2a. Coordinate messaging across key early childhood champions to ensure a diverse set of voices that will expand public understanding of the importance of early childhood experiences for all children and families

NH Strategic Plan for Early Childhood

Work/operational plans

- [Strategic Plan Workplans Inventory.xlsx](#)

New Hampshire's Strategic Plan for Early Childhood			Inventory of Existing Workplans			
Themes	Objectives	Initiatives	Workplan	Agency/Organization	Projected Outcomes	
Strategic Theme 1 Quality, consistent, equitable access to opportunities and services for all NH families	1. Increase early intervention and primary prevention	1a. Normalize utilization of early intervention and primary prevention services among all families				
		1b. Increase provider awareness of and collaboration with all available primary prevention and early intervention services				
	2. Increase accessible childcare and early learning options	2a. Expand eligibility for childcare assistance costs, increase the amount of assistance for each family, and increase awareness and utilization of NH Child Care Subsidies				
			2b. Expand options for and access to childcare and early learning statewide, particularly in areas where options are limited			
		3. Increase family awareness, voice, influence, engagement and knowledge	3a. Establish a Statewide Family Engagement Framework including feedback loops			
	3b. Expand universal home visiting to every baby in New Hampshire					
	3c. Expand NH parent/caregiver access to family support/Family Resource Centers (FRCs)					

Coming up next

- An update from Public Health
- Legislative updates
- Department of Education
- New Futures & Children's Funding Project



Public Comment

Children's literacy foundations are established as early as infancy and grow throughout early childhood – this is when the brain is at its greatest plasticity levels (Hutton et al., 2020).



NH Department of Education

Presentation 
Early Childhood



NH State Assessment Data 2021-2022

3rd



Third Grade

56% of students are not proficient in reading.



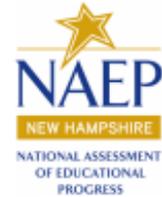
4th

Fourth Grade

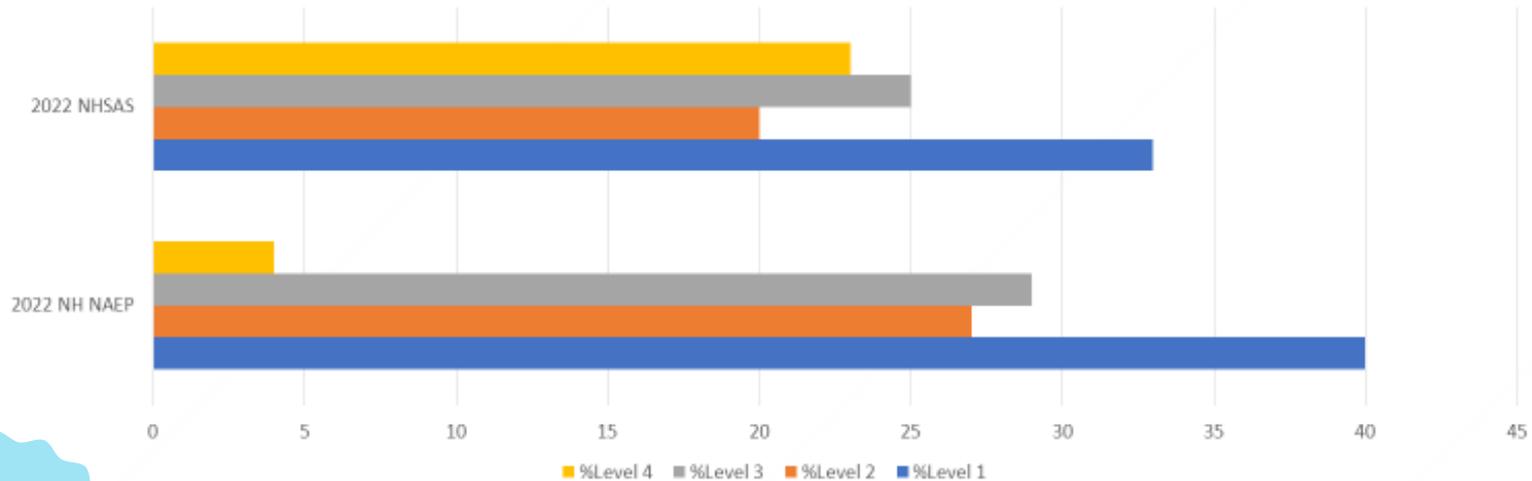
53% of students are not proficient in reading.



Grade 4 Reading NH SAS and NH NAEP

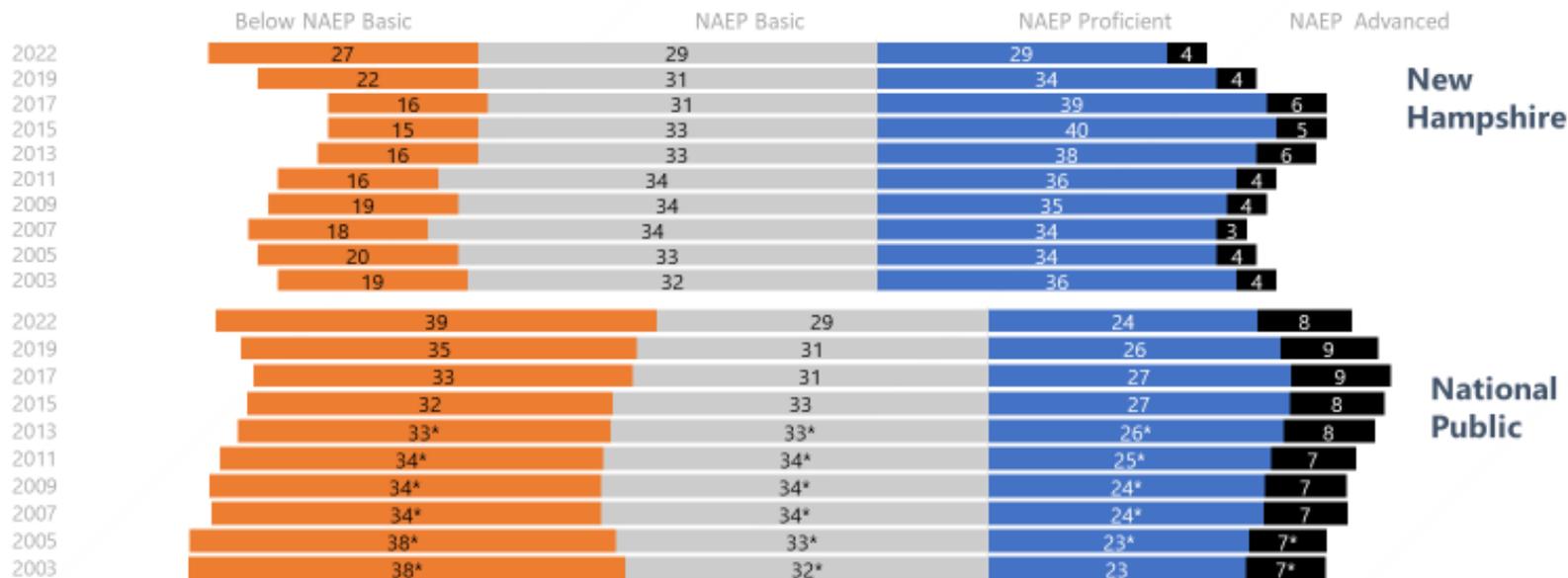


Percent in Proficiency Categories

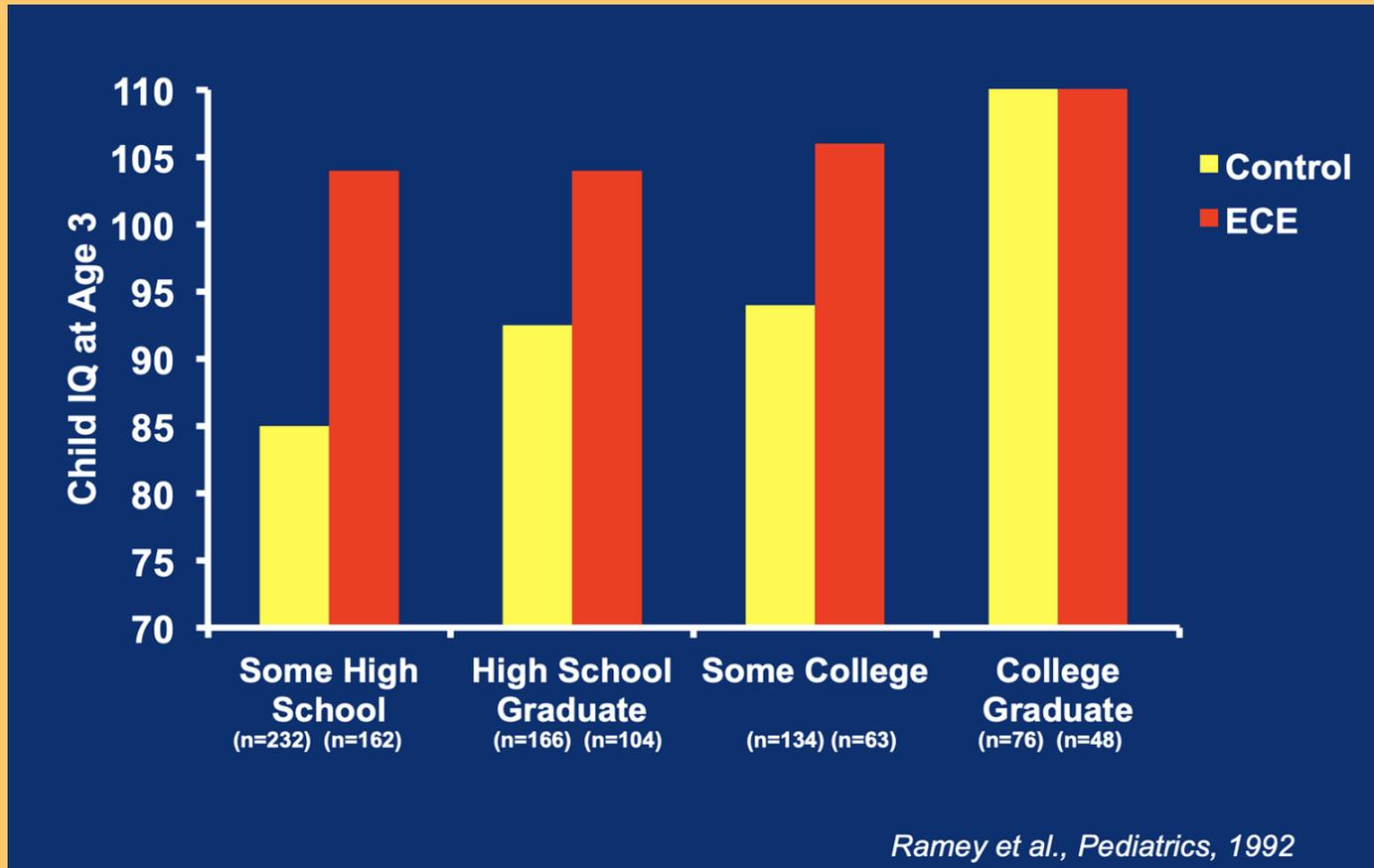


Grade 4 Reading Achievement Level Percentages

Grade 4



*Significantly different ($p < .05$) from 2022. NOTE: Detail may not sum to totals because of rounding.



Supporting Educational Equity and Workforce Development:
The Abecedarian Approach from Craig T. Ramey, Ph.D.



Literacy instruction is vital to student success.

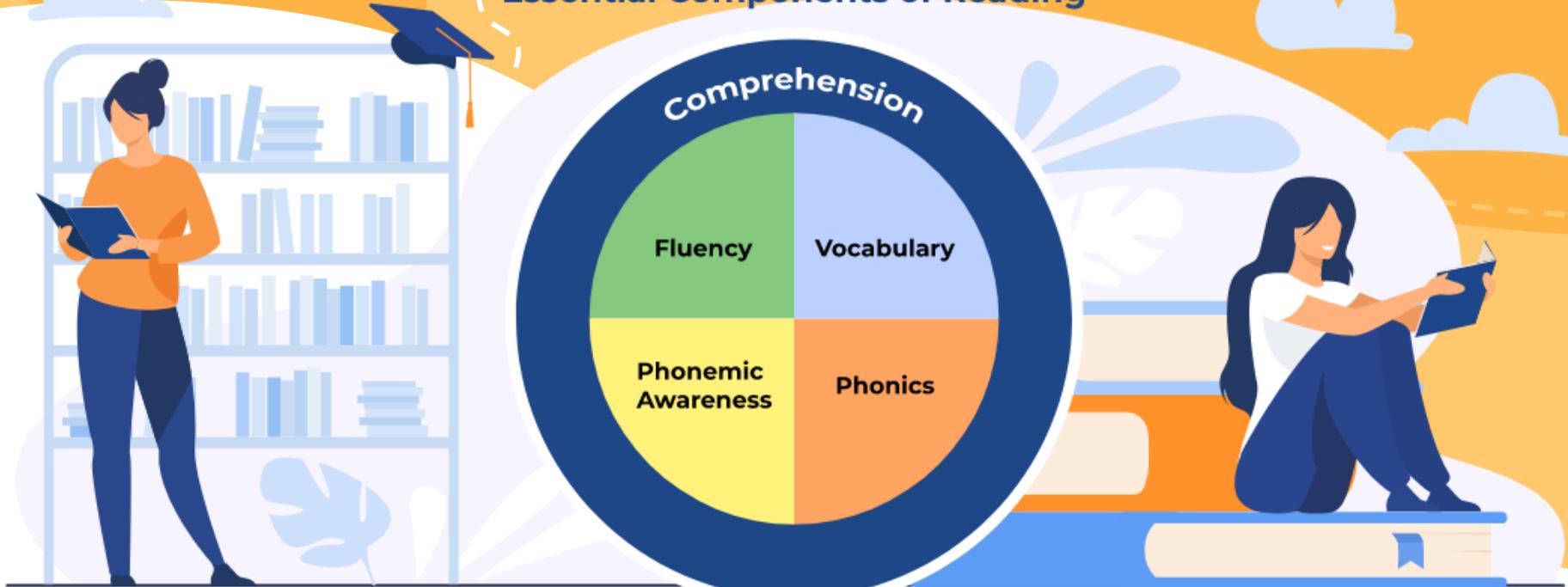
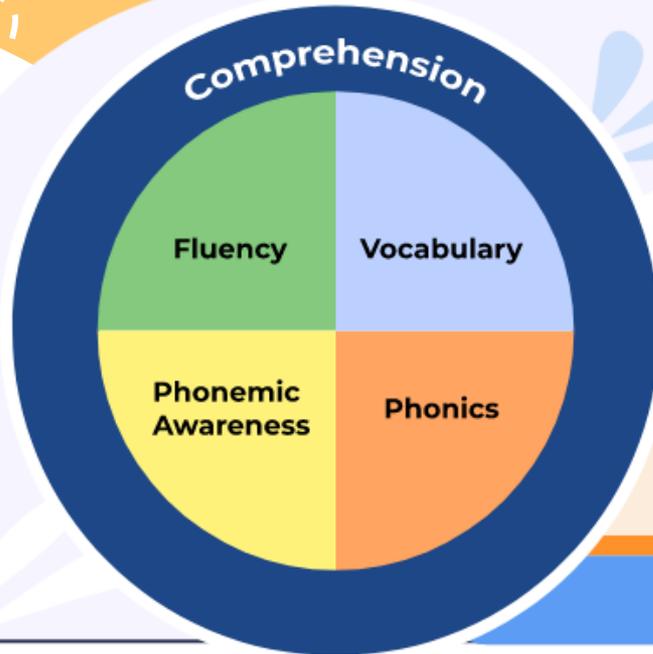


With all community stakeholders involved in supporting Early Literacy skills collectively, we can change the trajectory of New Hampshire youth.

We must provide support to our preschool educators.

In 1997, Congress asked the "Director of the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to convene a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read." (National Panel).

Essential Components of Reading





Professional Development

Investing in high-quality professional development in early childhood can increase school knowledge and improve readiness so that children not only succeed in elementary school but also in other life experiences (Duncan et al., 2007; Gutman, Sameroff, & Cole, 2003; Reynolds et al., 2011).





Phase 1:

1,017 Participants

181 Participants

Phase 2:

512 Participants

113 Participants

256 Participants

Phase 3:

Summer for EC

Phase 4

Fall of 2023

Fall of 2023

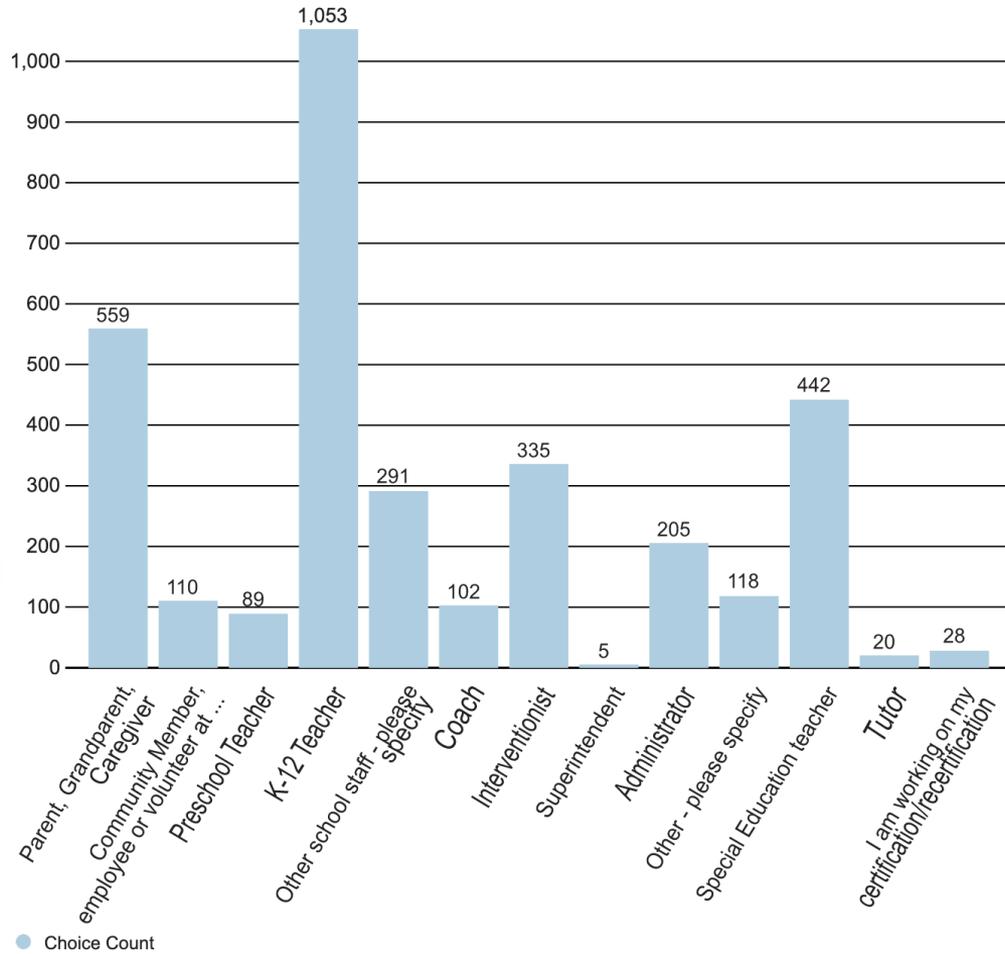
Fall of 2023





Early Childhood LETRS Class

Provides information on building language and cognitive skills through a balance of teacher and student-centered social, emotional, and physical activities essential for young children before learning to read and write.



Topics being Covered

Developmentally Appropriate Practice (DAP)

Importance of Language Development

Understanding stages of Language Development

Understanding pre-writing

The power of Literature

Importance of play as a method to build language.

How phonology skills can be taught in early childhood.



**Building Block Commons- Reading
Exeter NH.**

Permission obtained by Wren Haze



Literacy Starts Early



Evidence has shown a positive association between the home literacy environment and children's language and literacy development (Lau & Richards, 2021; Strickland & Riley-Ayers, 2013).

The foundation of reading is laid in the preschool years (Jones, 2021).

All of the domains of a child's development – physical, social-emotional, cognitive, language and literacy – are interrelated and interdependent.

The more limited a child's experiences with language and literacy, the more likely to possibly have difficulty learning to read.

Key early literacy predictors of reading and school success include Oral Language, Alphabetic Code, and Print Knowledge (Burns et al., 1999; Jones, 2021; Snow, 2006; Strickland et al., 2004; Strickland & Riley-Ayers, 2013).



Apple Seeds Exeter NH

Teaching Vocabulary is powerful.





Language Development

Significant Language and Vocabulary development occurs during early childhood from interactions with caregivers.

(ASHA, 2017; Logan et al., 2019)



Several studies indicate that the quality of language surpasses quantity. fMRI imaging confirms that language quality and reading quality are contributors to children's brain development and language growth.

[Serve and Return](#)

(Pace, et al., 2015; Sperry et al., 2018; Trafton, 2018).



Reading Matters

Parents who read one picture book with their children every day provide their children with exposure to an estimated 78,000 words each year.

(Logan et al., 2019)





“Play gives children a chance to practice what they are learning.”

—(Rogers, 1995, p. 90)

**Building Block Commons -Starry Starry Night
Exeter NH**

Permission obtained by Wren Haze



Play Develops Language.



Appleseeds Preschool made binoculars out of paper towel rolls. We had been studying birds and wanted a better way to spot them.

Role playing is especially beneficial for developing language (Manager, 2023; The National Association for the Education of Young Children).

By playing with others, children learn how to take turns, cooperate and share. This also helps them develop their language skills (Jenna, 2021).



This morning we read "White Rabbit's 🐰 Color Book" by Alan Baker. The children then experimented with color mixing like they saw in the book. We also offered test tubes and blue and red food coloring for pouring and mixing.

Play

Curriculum units of inquiry expand background, scaffold knowledge, and build vocabulary that makes learning accessible for all children (Brown & Mowry, 2015; Stevens & Horton, 2001).

NHED is piloting the Desired Results Developmental Profile Preschool

- DRDP is aligned to NH Early Learning Standards.
- DRDP supports a reflective practice and co-collaboration.
- Provides educators with Action Cycles that support student growth through observation, documentation, collaboration and action.

The Desired Results for Children and Families

DR1: Children are personally and socially competent

DR2: Children are effective learners

DR3: Children show physical and motor competence

DR4: Children are safe and healthy

DR5: Families support their child's learning and development

DR6: Families achieve their goals





DRDP Preschool Pilot

4X

DRDP recommends Data collections and cycles four times per year.

Start

NHED



Must begin within the first Six Weeks of start of services for the student.

Annual

Once a year.

Exit

Then a completion of preschool or transition to Kindergarten.



Developmental Domain: LLD—Language and Literacy Development

LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
<i>There are no earlier levels for this measure</i>	<i>There are no earlier levels for this measure</i>	<i>There are no earlier levels for this measure</i>	Shows interest when attending to books, pictures, or print materials, with an adult	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
			Possible Examples <ul style="list-style-type: none"> Looks at a picture book with an adult. Brings a favorite book about baby animals to an adult, to be read often. Points to photos, with captions, that were taken while on a nature walk. Turns the page after an adult stops reading a book. Touches Braille and image of sheep with textured wool in a book and says, "Sheep." 	Possible Examples <ul style="list-style-type: none"> Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. Communicates, "All done!" ("I'm there," in Spanish) when asked, "Where's the mouse?" while an adult reads a book aloud. Communicates, "Pasta," when an adult points out items on a children's menu. 	Possible Examples <ul style="list-style-type: none"> Communicates, "Elephants have really big ears," after an adult reads about elephants. Asks, "Why did they go there?" during the reading of a story. Points to a lighted exit sign and asks, "What does that say?" 	Possible Examples <ul style="list-style-type: none"> Reminisces a story about firefighters with peers, using props for hoses, boots, and hats. Pretends to direct traffic on the bike path after listening to a book about what community helpers do. Wears a shirt to carry a doll after read-aloud of the storybook <i>What Can You Do with a Ribbon?</i> ("Shawl" in Spanish). Communicates that the caterpillar will have a stomachache, after rereading <i>The Very Hungry Caterpillar</i>. 	Possible Examples <ul style="list-style-type: none"> Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. Pretends to be Mac, refuses to get dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>. Comments, "The man got mad because the monkey took his hat," during a read-aloud of the story <i>Cops for Sale</i>. 	Possible Examples <ul style="list-style-type: none"> Holds up two books about bears and communicates, "They follow along no like my translate to read us, ngani ang mga usap sa Goldilocks sa mga maganda," ("These two books are about bears, but the bears in Goldilocks are nice," in Tagalog). Relates what happens in a familiar storybook to a peer as they begin to share the book together. Brings a book from home and communicates to the class about what happens in the story and why.

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence



LLD 6 Comprehension of Age-Appropriate Text

LLD 6



NHED DRDP Pilot Numbers

Total Students

158 students are participating in the Pilot.



Total IEP Students

88 students with IEP are participating in the Pilot.



Total Centers

19 centers are participating.



SAU Districts

8 School Districts are participating.

RMC- Review of Literacy Standards in College Prep.

Literacy-Related Standards 		NH EPP standards include the following content elements				Total Content Elements		High Quality		
		5 Reading Domains & Written Expression	Structured Literacy Instruction	Reading Assessment	Reading Difficulties, Disabilities	Number	Percent	U	R	M
Ed 507.12	Reading and Writing Specialist	Yes	✓	✓	✓	9 of 9	100%	Y	Y	Y
Ed 614.02	Reading and Writing Specialist	Yes	✓	✓	✓	9 of 9	100%	Y	Y	Y
Ed 507.52	Reading and Writing Teacher	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 612.02	Reading and Writing Program	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 507.11	Elementary Education Teacher	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 612.04	Elementary Education	Yes	✗	✓	✗	7 of 9	78%	P	P	P
Ed 507.40	Special Education Teacher	Yes	✗	✗	✓	7 of 9	78%	P	P	P
Ed 612.07	Special Education Programs	3 reading domains only (F, V, C)	✗	✗	✓	4 of 9	44%	N	N	P
Ed 507.45	Special Education Teacher in Area of Specific Learning Disabilities Pending SBE decision	4 reading domains only (PA, F, V, C)	✗	✗	✓	5 of 9	56%	P	P	P
Ed 612.11	Program for Specific Learning Disabilities 4/8. Pending SBE decision	4 reading domains only (PA, F, V, C)	✗	✗	✓	5 of 9	56%	P	P	P
Ed 507.41	Early Childhood Special Education Teacher	None	✗	✗	✓	1 of 9 (11%)	11%	N	N	N
Ed 612.071	Early Childhood Special Education Programs 4/8	3 reading domains only (F, V, C)	✗	✗	✓	4 of 9 (44%)	44%	N	N	P
Ed 507.18	Early Childhood Education Teacher	None	✗	✗	✓	1 of 9	11%	N	N	N
Ed 612.03	Early Childhood Education	None	✗	✗	✓	1 of 9	11%	N	N	N

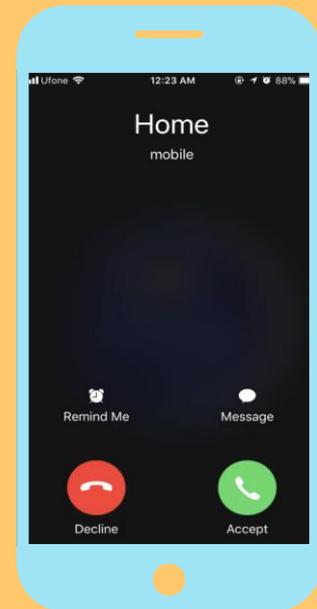
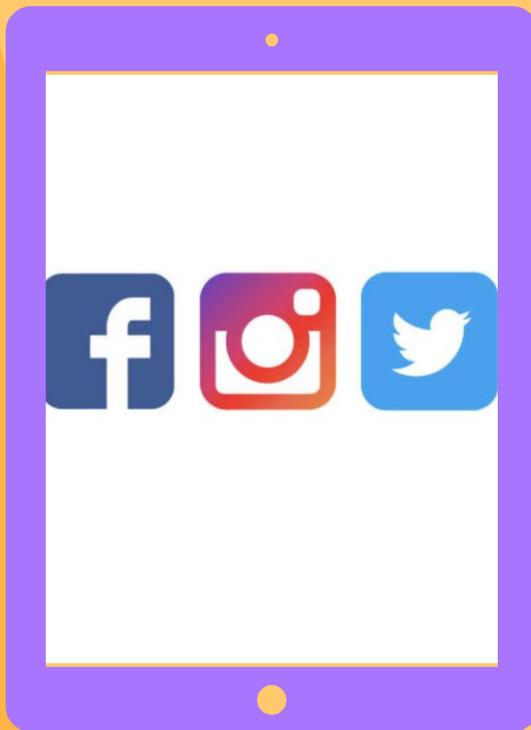
Note. PA = Phonological Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension.





Where are caregivers turning?

Recent NH family surveys indicate that 70 percent of families turn to a family member, neighbor, or friend for advice when questions arise regarding their children.





Goal

The Department's goal is to make sure that those family members, neighbors, and friends are equipped to provide quality, timely, and effective help.





Gud Marketing Statewide Reading Campaign



- On March 1, New Hampshire's Love of Reading campaign will launch.
- This campaign will provide stakeholders information on how to support early reading skills.

What can you do
to help?



Think of ways we can
support NH youth in
Literacy.



Your call to Action



Literacy

Encourage parents to read to their children or use Epic Books or [Reading League show on PBS](#).

Dialogue

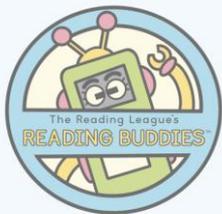
When reading, engage children in discussion about the content.

LETRS

Encourage others to participate in LETRS training.

Spread Awareness

Let others know about how important early Literacy skills are.





**NHED is always
available for
questions or
support.**





Any Questions?



Children's Funding Project State Child and Youth Fiscal Mapping Cohort: New Hampshire

February 15, 2023



UMSL | Community Innovation
and Action Center



CHILDREN' 
FUNDING PROJECT

CHILDREN'S FUNDING PROJECT

We help communities and states expand equitable opportunities for children and youth through strategic public financing.

Through our hands-on technical assistance and collection of resources, we

- **help** local and state leaders and public agencies understand the multiple sources that fund services for children and youth;
- **coach** policymakers on aligning existing funds with local and state priorities and implementing strategies to maximize their impact;
- **equip** advocates with the skills and resources to build public and policymaker support for children and youth services and to generate new and sustainable revenue sources;
- **collaborate** with communities and states to develop customized financing solutions tailored to their needs and goals; and
- **build** collective momentum toward an equitable and proactive approach to children's funding.



What is a “fiscal map”

- An analysis of the funding streams that finance child and youth services
- Can include public (federal, state, local) and private (philanthropy) dollars
- **A fiscal map answers the question WHO invests HOW MUCH and in WHAT?**

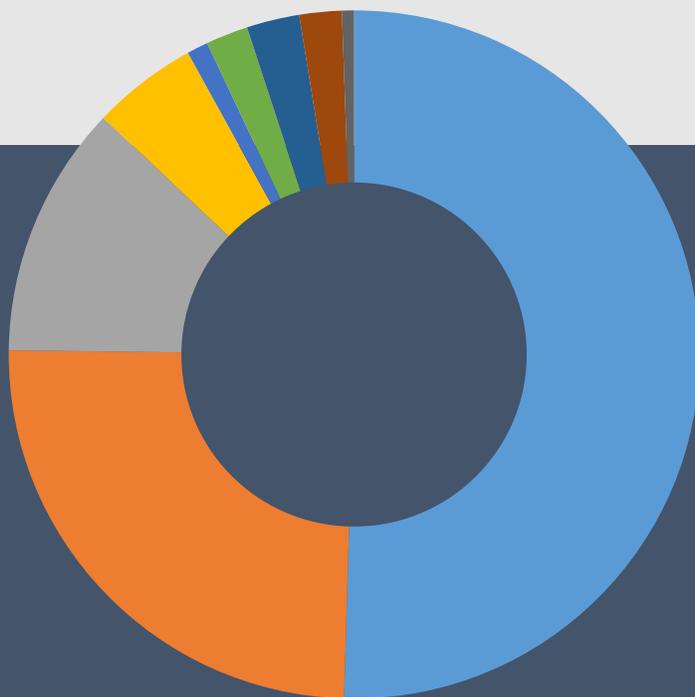
Traditional Department-Centered View of the Budget

vs.

Creating a Child-Centered View of the Budget

- | | |
|------------------------|-----------------------|
| ■ Dept. Human Services | ■ Dept. Public Health |
| ■ DCYF | ■ Recreation and Park |
| ■ Juvenile Probation | ■ SF Public Library |
| ■ SFUSD Health Program | ■ First Five |

- | |
|-----------------------------|
| ■ Communities Safe |
| ■ Children Ready for School |
| ■ Children Healthy |
| ■ Families Self-Sufficient |



Why Create a Fiscal Map?

Understand
current
investments

Align
resources
with goals

Coordinate
supports and
services

Maximize
funding
opportunities

Identify new
areas for
attention,
efficiency, and
innovation

NEW EMERGENT REASONS:

- Determine the baseline funding pre COVID-19 budget deficits
- Plan for equitable recovery of funds to enhanced programs and services

New Orleans Data Book and Fiscal Map

New Orleans Inventory of Public Investments in Children & Youth - 2020

Total Investments in Children and Youth Ages 0-24

\$40M

This fiscal map is a comprehensive analysis of public investments in youth and children in New Orleans. This resource will assist city leaders to identify and align spending with priorities. In addition, non-profits, residents, and community groups are encouraged to use the resource to better understand the City's public investments in youth and children.

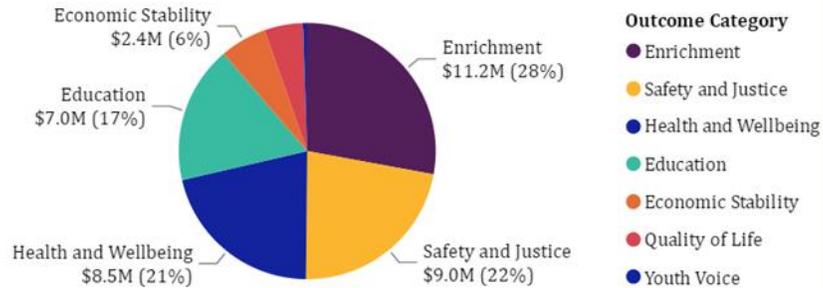
Through a data-driven process, the Mayor's Office of Youth and Families, in partnership with the Children's Funding Project, worked with City agencies and departments to obtain fiscal data related to youth and children services. Fiscal data was categorized into outcome categories, levels of intervention, and eligible services to provide a more detailed analysis.

The data in this map includes general fund expenditures, state and federal grants, and some miscellaneous sources of funding. It is important to note that this fiscal map does not include school funding, which is administered by New Orleans Public Schools, a public entity independent from the New Orleans City Government.

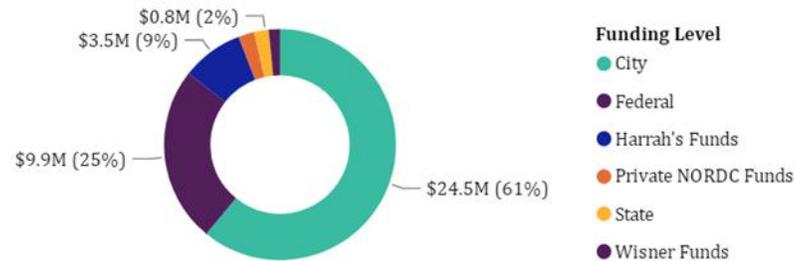
Funding Stream Name	Original Granting Agency	FY20 Appropriation Amount	Program Description
Children and Youth Planning Board	Office of Youth and Families	\$100,000	THE CHILDREN AND YOUTH PLANNING PLAN FOR SERVICES AND PROGRAMS FOR COLLABORATIVE EFFORTS AMONG LOCAL BEHAVIORAL, EDUCATIONAL, SAFETY, AND COMMUNITIES, AND FOR ASSISTING IN
Community Development Block Grant - NORDC Summer Camp	Housing and Urban Development	\$1,021,397	SUMMER CAMP
Edward Byrne Justice Assistance Grant Program - Louisiana Center for Children's	Mayor's Office of Criminal Justice	\$57,200	THE JAG PROGRAM IS THE LEADING SOURCE
Total		\$40,250,226	



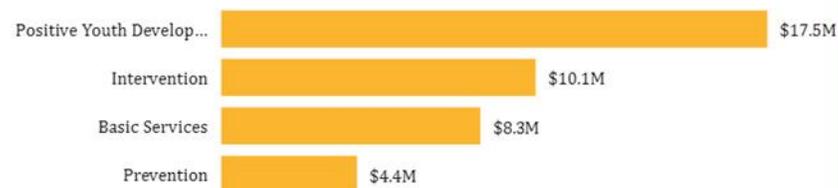
Investments by Outcome



Source of Investments



Investments by Level of Intervention



Link [here](#). Click on 'What are we spending?'

Overview of the State Child & Youth Fiscal Mapping Cohort

What

- 16 state-level fiscal maps of public investments in ages 0-24

Who

- State lead(s) that are invested in continuing the process of fiscal mapping

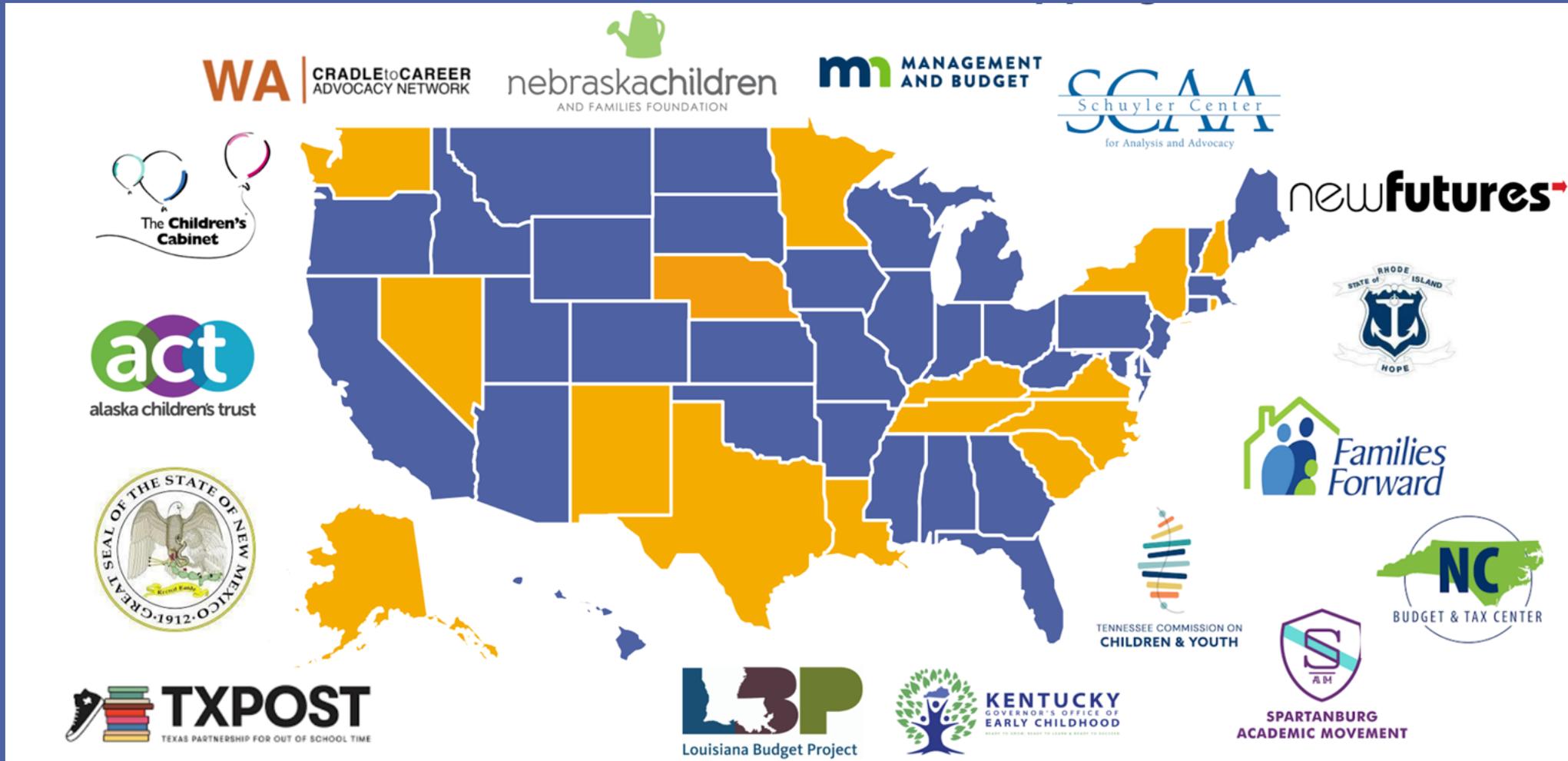
Why

- Build standardized state analyses that feed into a public national database of fiscal maps to support additional state and local strategic financing

When

- Summer 2022 – Summer 2023

State and Local Fiscal Mapping: Cohort Pilot



● Scope:

- **WHO** = Federal government & state government
- **...INVESTED HOW MUCH...**
- **IN WHAT** = Direct services and supports (appropriations, not expenditures) to New Hampshire children and youth ages 0-24
- **(WHEN)** = FY19, FY20, FY21

● Methodology

- Funding characteristics:
 - “Administrative”: level of funding, granting agency, typical local recipients, funding forecast
 - “Child Centered”: age range, level of intervention, eligible services and programs, county domain category

Data Collection process:

- Budget research (usaspending.gov, NH budget, etc)
- Interviews (or at least email correspondence) with all stakeholders included in the fiscal map – *February-April 2023*
- Review with stakeholders & partners
- Data verification

● Next Steps

- Lacey Robinson, UMSL Research Associate, will be reaching out by email/interview to budget-holders
 - Email will come from Lacey.Corbett@umsl.edu
 - Ask to review their data for accuracy
 - Fill in any gaps
- Ongoing: Sharing back with partners to track progress & ensure completeness

QUESTIONS?

