

APPENDIX TABLE 3.13

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Alabama	Provide bonuses and salary supplements to support the ECE workforce. Provide funding to centers and homes that could be used to increase quality. Provide staff bonuses or wage supplements. Replace or purchase equipment. Make improvements.	Provide increased provider payments and incentives linked to QRIS rating, workforce stabilization grants, and TASCC grants.	Grants to child care programs to purchase personal protective equipment (PPE), ECE materials, and supplement employee wages during the COVID-19 pandemic.
Alaska	1. Retaining Our Outstanding Teachers (ROOTS) stipends to educators. 2. COVID Quality Initiatives (QIs) to programs.	1. Retaining Our Outstanding Teachers (ROOTS) stipends to educators. 2. COVID Quality Initiatives (QIs) to programs.	Retaining Our Outstanding Teachers (ROOTS) stipends to educators.
Arizona	The increased federal COVID-19 pandemic funding prioritized child care stabilization and infrastructure building grants, ECE workforce stabilization, maintaining suspension of the child care waiting list, increasing provider reimbursement rates, and offering enhanced reimbursement rates for high-standard programs. These investments aimed to both increase the number of children accessing high-quality ECE programs and ensure that the child care programs remained open or expanded their capacity to serve more families. More than 3,000 child care providers received funds from the ARPA-funded Arizona Child Care Stabilization Grant (CCSG). Arizona's child care provider network received a total of approximately \$40 million in stabilization grants each month through June 2023, including \$18 million per month directly to support the ECE workforce. Monthly reporting to Arizona's Department of Economic Security (DES) showed that providers utilized the majority (more than 90 percent) of their CCSG funds to meet basic needs, focusing on personnel costs, rent, mortgage, and utilities. In addition DES partnered with the Local Initiatives Support Corporation (LISC) and First Things First (FTF), providing \$60 million in grants for nearly 500 additional child care stabilization and supply-building efforts. Eligible child care	See Stabilization Grants, funds used to continue similar types of support.	Not Available

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CSCCE Arizona (continued)	<p>providers used those grants to support providers in determining facility expansion and improvement needs and coordinating the implementation and completion of the facility expansion with and for the child care providers.</p> <p>While LISC projects did not provide direct financial support to the workforce, many of the projects significantly improved learning environments and enhanced the safety and functionality of spaces where educators facilitate learning every day. Many programs chose to add additional adult spaces, and educators reported increased well-being and an overall sense of pride in their programs as a result of these projects. This funding directly addresses the need to increase the capacity and quality of existing child care providers and will increase access to child care by supporting new providers to enter the child care ecosystem.</p>	See Stabilization Grants, funds used to continue similar types of support.	Not Available
	Arkansas	Not Applicable	ARPA Supplemental Discretionary Funds are being used to support the T.E.A.C.H. Early Childhood® Arkansas Scholarship Program and Step Up to WAGES® Program.
California	<ol style="list-style-type: none"> 1. Provide provider stipends. 2. ARPA stabilization funds were used to support the California State Preschool program (CSPP) by providing CSPP contractors with various one-time stipends and to increase reimbursement rates for CSPP contractors. 	<ol style="list-style-type: none"> 1. Stipend workforce incentives. 2. The legislature allocated funding for rate increases to subsidize programs with the understanding that this money would go to educators. However, there was not a specific workforce initiative. In addition, funds were used to “hold harmless” contractors so that their earned amount did not depend on enrollment or attendance. This allowed many contractors to continue to remain open and pay their employees during the pandemic. The “hold harmless” provision is currently in place, with an anticipated end at the end of the 2024-25 fiscal year. 	<ol style="list-style-type: none"> 1. Child Care Initiative Project expansion. 2. Funds were used to help fund closure days so that staff could still be paid and for hold harmless (as described previously). Funding was also used to purchase personal protective equipment (PPE) for the workforce.

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Colorado	<p>1. Direct payments to providers.</p> <p>2. Investments in free Early Childhood Education coursework, apprenticeships, and professional development and supports.</p>	<p>1. T.E.A.C.H. Early Childhood® Scholarships; free Early Childhood Education 101 and 103, apprenticeships; mentor program; Family, Friend, and Neighbor Program; Emerging and Expanding Grants.</p> <p>2. Investments in free Early Childhood Education coursework that more than 5,000 teacher candidates and current educators have taken advantage of. These efforts are being deepened with the free Early Childhood Education AA degree/credential recently funded by the legislature for the next two years. Additional efforts to align state higher education degree pathways have been underway, with emerging efforts to create stackable credentials that build toward a BA degree as well as competency-aligned professional development that can be awarded credit toward a BA degree.</p> <p>Multiple work-based apprenticeship and place-based BA models have been launched to support both new teachers as well as seasoned teachers who have been unable to finish their BA degree due to a variety of systemic and financial barriers. Several strong IHE/district-based partnerships with “grow your own” strategies for dual enrollment college courses in high school have demonstrated impact at bringing young teachers into the field.</p> <p>Colorado strengthened the validity, reliability and responsiveness of the state’s system for reviewing Early Child Professional Credentials for the ECPC Tax Credit. For tax year 2022, this effort resulted in 25,512 professionals across Colorado who are eligible for the ECPC tax credit, which recognizes attainment of higher credential levels.</p> <p>Critical investments to build the coaching, mentoring, and early childhood mental health consultation capacity across Colorado.</p>	<p>CRSSA has supported targeted efforts toward Family, Friend, and Neighbor investments (advisory group and trainings), along with investment in a substitute fund.</p>

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Connecticut	ARPA Stabilization bonuses allowed programs to remain open and continue to pay staff. In Stabilization Bonus Round 1, child care programs were offered an additional percentage of funding if they attested to using a portion of the funding to be paid directly to staff in addition to their hourly wages. Stabilization funding was used for Workforce Pipeline cohorts to train teachers on the job. Stabilization funding also supported CSU Lab School initiative hiring of additional staff.	ARPA funds were used for: Workforce Pipeline pilot program to train teachers while on the job; expansion of Qualified Workforce Incentives to programs that are not state-funded: scholarships and retention bonuses; enhancement of behavioral health services for the ECE workforce; and additional Stabilization Bonuses to programs that could then apply them to staff wages.	CRRSA funds were used to support the Workforce Pipeline pilot to build teacher supply. CRRSA funds were also used for Stabilization Bonuses where programs could apply these funds to staff wages. CRRSA funds were also used to build out higher ed Early Childhood Education coursework and Program Leadership Initiative (PLI) for ECE staff. CRRSA funds were used to cover the cost of cohorts for the University of Connecticut's PK-3 Leadership Program.
Delaware	Grants provided to child care programs to keep businesses from closing permanently in light of widespread staffing shortages and children's absences from care.	Funds were used to prop up the workforce and somewhat compete with other industries that attract workers with higher pay.	Early childhood programs received grants that they could choose to spend on their staff, including payroll and bonuses. This support allowed programs to acknowledge and fund the emergency overtime their staff contributed during the pandemic.
District of Columbia	ARPA stabilization grants were provided to facilities to use in a variety of ways, including for staff bonuses. Additional funds were available to facilities to apply for, which could be used for staff bonuses as reflected in their application. This support allowed facilities to offer bonuses for staff who were not eligible for the Early Childhood Educator Pay Equity Fund supplemental payments.	ARPA CCDF/CCDBG funds enabled OSSE to increase funding amounts for the DC LEAD and CDA scholarship programs, thereby allowing OSSE to support more educators in obtaining a CDA, associate degree, or bachelor's degree.	CRRSA funds were also used to support an increase in funding for the DC LEAD program in order to support as many scholars as possible. Without an increase in funds, the program would not have been able to support the number of scholars that it was able to.
Florida	Not Available	Not Available	Not Available
Georgia	Georgia provided STABLE grants to child care programs. The grant funds could be used to support teacher salary, including paying bonuses. Programs utilizing the stabilization funds could not reduce teacher salary or furlough.	Not Available	Not Available
Hawaii	ARPA Stabilization Grants funding are being used to provide retention bonuses.	There are retention bonuses in the works.	Not Applicable
Idaho	Not Applicable	Not Applicable	Not Applicable

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Illinois	Illinois was able to support the ECE workforce.	Not Available	The pandemic relief funds supported Illinois to be able to provide stable and predictable funding in order to improve the quality and support workforce development.
Indiana	Indiana's Office of Early Childhood and Out-of-School Learning (OECOSL) required that providers use 25 percent of their stabilization grants to support salaries, bonuses, and/or benefits to staff.	Not Available	OECOSL provided child care closure grants for programs that were forced to close due to COVID-19 positive cases. This support helped ensure that staff could be paid while not being able to work without having to charge tuition to families. OECOSL also launched an Employee Assistance Program, Building Wellness, utilizing relief and recovery funds as well as peer support groups. This initiative will continue to be a part of the CCDF/CCDBG Quality budget moving forward.
Iowa	Not Applicable	ARPA Supplemental Discretionary funds were used for a number of activities related to the ECE workforce including: continuing to fund the WAGE\$ program statewide; increasing annual funding for T.E.A.C.H.; offering recruitment and retention bonuses; reimbursing programs for staff training hours that are required within Iowa's QRIS system; and free first aid and CPR training for the workforce.	CRRSA was initially used to move the WAGE\$ program statewide.
Kansas	Provided financial support in a way that allowed providers to cover any needed expenses to keep their facilities operational.	Provided financial support in a way that allowed providers to cover any needed expenses to keep their facilities operational.	Kansas provided stabilization grants to providers with both CARES and CRRSA funds to help keep them operational.
Kentucky	Kentucky issued nine quarterly stabilization payments to the ECE sector. Payments were tiered based on the minimum hourly wage (Tier 1, at least minimum wage; Tier 2 received 10 percent more if they paid all staff at least \$10/hour; Tier 3 received 20 percent more if they paid all staff at least \$13/hour). These funds afforded providers the ability to increase staff wages.	Not Applicable	CRRSA funds were used to: cover the cost of the federally required background checks; offer free CPR and first aid training and certification to all child care providers; and offer Trauma-Informed Care and Resiliency Training to child care providers.

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CSCCE Louisiana	<p>Grants helped provide support to centers so they could stay open during the pandemic. Funds provided could be used for:</p> <p>Personnel Costs, including employee benefits (benefits, retirement contributions, staff bonuses, stipends, premium or hazard pay, overtime), paid vacation, leave, training and professional development for new and existing staff, employee transportation to/from work.</p> <p>Personal Protective Equipment (PPE), including masks, cleaning and sanitation supplies and services, cleaning crew costs, or the cost of tests purchased in response to the COVID-19 pandemic.</p> <p>COVID-19 Equipment and Supplies, any indoor or outdoor equipment or technology purchased in response to the COVID-19 pandemic.</p> <p>Operating Materials and Services, including food and equipment, food service, business operating costs; books, curricula, and any other materials used for education or in classrooms; licensing or business operating fees, including background checks and business licenses, and mental health supports.</p>	Not Available	Not Available
	Maine	Provided \$200 per month bonuses for ECE staff.	Not Available
Maryland	<p>2,080 child care centers received stabilization payments, which many centers used to pay personnel costs and keep programs staffed. Learn more at https://www.acf.hhs.gov/sites/default/files/documents/occ/Maryland_ARP_Child_Care_Stabilization_Fact_Sheet.pdf</p>	<p>ARPA helped fund the Maryland Rebuilds Grant Program that provided supports to the ECE Workforce. Learn more at: https://earlychildhood.maryland-publicschools.org/MDRebuilds</p> <p>https://news.maryland.gov/msde/maryland-state-department-of-education-msde-announces-new-maryland-rebuilds-grant-program-to-strengthen-and-expand-maryland-early-childhood-education/#:~:text=Maryland%20Rebuilds%20invests%20more%20than,readiness%2C%20growth%2C%20and%20success.</p>	<p>These funds helped stabilize the supply and keep programs open or financially stable when closed during COVID. The pandemic relief funds also enabled programs to pay staff when they were closed.</p>

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Massachusetts	ARPA funds supported the C3 operational grants to programs.	Not Available	CRRSA funds were also used to support C3 grants.
Michigan	Not Available	<p>Increase CDA candidate access to Professional Development Specialists.</p> <p>Increase access to reduced-barrier credit-bearing CDA training.</p> <p>Provide scholarships and training to support career tech ed high school students in CDA and MI-YDA credential attainment.</p> <p>Provide scholarship support for providers to complete license variance education requirements.</p>	Provided bonus payments.
Minnesota	ARPA Stabilization Grant dollars allowed Minnesota to provide direct payments to child care providers to help stabilize them during the pandemic. Seventy percent of these funds had to be used to increase compensation for the child care workforce, so the funds allowed Minnesota to increase compensation—and presumably, workforce retention—in a way that otherwise would not have been possible. The clear importance of this support for programs allowed the state to successfully advocate for creation of the Great Start Compensation Support Payments Program, which will continue direct payments to programs to increase compensation on an ongoing basis.	Minnesota used ARPA CCDF/CCDBG funds to launch several new initiatives benefitting the child care workforce that would not have been possible without these funds. These include: Child Care Wayfinder, which provides start-up support and retention assistance for child care businesses; Empower to Educate, which supports people interested in entering the child care workforce with training, career development, and more; Shared Services pilots, which allowed several community partners to test strategies to provide child care programs with enhanced business training and development of a substitute pool; and expansions of REETAIN bonuses and T.E.A.C.H. scholarships. Many of these initiatives have now been sustained and expanded with state funds to continue providing support to the ECE field.	Using CARES funding in combination with State General Funds, Minnesota was able to provide several rounds of direct payments to stabilize child care programs prior to the launch of Child Care Stabilization Grants. These direct payments allowed Minnesota to provide some measure of stability to the child care field during the turbulent early days of the pandemic and began the process of building out an infrastructure to provide such payments, which was further refined with the establishment of the Child Care Stabilization Grant program.
Mississippi	Child care programs were able to offer increased pay, bonus payments, professional development opportunities, and mental health supports at their discretion with Stabilization Grant dollars.	Provided scholarships, bonus pay incentives, additional professional development, mental health supports.	Build-up supports for professional development and resource access.
Missouri	Provided retention grants to child care providers who receive subsidy payments.	Recruitment/new hires and retention stipends. Also scholarships and apprenticeships for staff working in child care programs.	CRRSA supported the expansion of T.E.A.C.H. CDA scholarships as well as YDC scholarships for afterschool staff.
Montana	Not Available	Not Available	Not Available

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Nebraska	Provided additional funds for workforce professional development.	Provided funds for the early childhood workforce.	Not Available
Nevada	Not Available	Not Available	Not Available
New Hampshire	Not Available	Not Available	Not Available
New Jersey	Portions of stabilization grants awarded to child care providers were mandated to be used for staff wages, etc.	Hiring and Retention Bonus Grants to child care teaching staff	Not Available
New Mexico	Part of stabilization funding was used for Competitive Pay for Professionals (CPP), but providers may have also used funding for workforce.	Not Available	All federal relief funding was used to fund the initiatives indicated.
New York	ARPA Child Care Stabilization Grant funding was used to implement stabilization grants to child care providers to further stabilize the workforce dealing with the challenges of COVID-19. The majority of the \$1B in stabilization funding that New York received was used to support the workforce in early childhood programs.	ARPA CCDF Discretionary funds were used in providing grants to 90,000 staff at more than 12,000 child care programs for one-time bonuses, as well as to support recruitment expenses of providers around the state.	CRRSA and ARPA (Stabilization and CCDF Discretionary) were combined to award \$1.4 billion to more than 15,000 eligible child care providers through the Child Care Stabilization Grants and the Workforce Retention Grant. These grants were necessary to keep child care providers open and safe during COVID-19. The first Child Care Stabilization grant (also known as Stabilization 1.0) was released on August 3, 2021, and \$1.074 billion was made available to eligible child care providers. Based on the success of the Child Care Stabilization 1.0 grants, New York's Office of Children and Family Services (OCFS) distributed another round of funds with the Stabilization 2.0 for Workforce Supports grant to child care providers to strengthen their infrastructure and support their workforce to recover from losses suffered during the COVID-19 shutdown. OCFS has awarded \$208 million to 12,578 child care providers through the Stabilization 2.0 for Workforce Supports grant.

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North Carolina	Not Available	Not Available	Not Available
North Dakota	Grants and workforce incentives and stipends	The funds were used for workforce training incentives.	The funds were used for the Workforce Retention Stipends and training incentives.
Ohio	Funds could be used for workforce recruitment and retention, bonuses, health benefits, and/or pay increases.	Funds were used to eliminate a waitlist for professionals to participate in Ohio's wage and retention program called POWER Ohio.	Hero Pay was paid to professionals. Several rounds of Pandemic Support Payments were made to child care programs.
Oklahoma	Not Available	Not Available	Not Available
Oregon	Not Available	Not Available	Not Available
Pennsylvania	Provided the ARPA Stabilization Grants (Indirect) and the Workforce Support Grant 1.0.	Increased MCCA base rates for subsidized child care (Indirect); reinstated Non-Traditional Child Care Subsidy Add-On (Indirect); restructured family co-payment structure for subsidy program (Indirect); Workforce Support Grant 2.0.	Provider Stabilization Grants - CARES (Indirect). Provider Stabilization Grants and PRA Awards - CARES (Indirect). Provider Stabilization Grants and PPE Purchases - CRRSA (Indirect). Tech Grants (Indirect). Increase to MCCA base rates (Indirect).
Rhode Island	Included additional resources for salary increases.	Not Available	Additional T.E.A.C.H. Early Education® Scholarships and money for quality improvements and professional development/coaching.
South Carolina	South Carolina was able to provide a large amount of funding to providers. The state's model indicated that a requirement was for programs to allocate at least 25 percent of the funding directly to staff. Programs could choose to provide the extra funds as bonuses or as wage increases.	South Carolina was able to recruit and retain teachers working in regulated programs. In addition, classrooms were able to stay open as well as facilities that might otherwise have closed.	South Carolina was able to provide five rounds of operating grants to ensure the facilities remained open to serve children and families.
South Dakota	Encouraged funding usage to support workforce salary and benefits.	Provided mental health supports through vouchers available to the child care workforce. In contract for a vendor to complete a workforce study in South Dakota. Provided scholarship funding for students obtaining a two-year degree in the field of Early Care and Education.	CRRSA funding was used to support CDA scholarships, CPR scholarships, tax and business resources to family child care providers, and social emotional training for all child care providers.

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Tennessee	Not Available	Not Available	Not Available
Texas	Not Available	Not Available	Not Available
Utah	Personnel costs were an eligible expense for monthly Stabilization Grants given to eligible providers. Additionally, in order for programs to receive the "Enhanced Payment Rate" that was part of the Stabilization Grant, they were required to pay at least 51 percent of their staff a minimum of \$15 per hour.	Utah extended the ARPA Stabilization Grant funding using the ARPA CCDF/CCDBG funding to continue to provide monthly grants that could be used for personnel costs mentioned earlier. Utah funded additional scholarships around higher education degrees and courses in the early childhood field as well as conference registration scholarships. Additionally, this funding was used to provide mental health services for the ECE workforce.	Utah funded additional scholarships around higher education degrees and courses in the early childhood field as well as conference registration scholarships with CRRSA. We provided scholarships for annual subscriptions to an asynchronous online training platform to provide other options for earning annual training hours for child care licensing requirements, the state QRIS system, and for the CDA credential.
Vermont	Offered direct payments to child care providers to supplement income.	Added additional professional development on a wide variety of topics. Added more money to capacity-building grants. Added more of the special accommodation grants. New Coaching for QRIS system. Brought on more Strengthening Families™ sites.	Provided direct payments to support providers.
Virginia	Virginia has used ARPA funding to support Child Care Stabilization Grants.	Virginia used ARPA funding to support RecognizeB5. Virginia also used ARPA funding to support a large number of quality improvement initiatives that have increased opportunities for the ECE workforce, including the development of the LinkB5 data system, which is central to the state's quality systems.	These funds were used to support the same efforts as the ARPA funds.
Washington	Not Available	Increased the available funding for providers.	Provided several grant opportunities for providers.
West Virginia	Provided direct payments to child care providers and owners. Provided funding for child care for emergency workers, including child care providers.	Not Available	Not Available

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Wisconsin	Implemented the Child Care Counts Stabilization Payment Program to provide ongoing monthly payments to eligible providers. The documented impacts of this investment in the workforce is detailed in this report: https://dcf.wisconsin.gov/files/childcare/covid/pdf/ccc-final-report.pdf	Wisconsin used ARPA funding to support the Child Care Counts Stabilization Payment Program	Federal funds were used to stabilize the child care section. More information available at: https://dcf.wisconsin.gov/covid-19/childcare/payments/data
Wyoming	Provided funding for recruitment and retention, transportation, physical space improvement, and access to care.	Not Available	Not Available

Data source: 2024 Index survey of state administrators.

Notes: This table summarizes state administrator responses to specific survey questions relating to the use of various pandemic relief funding. Unlike other data included in this report, this table does not include broader background research on state actions. As a result, it should not be considered a fully comprehensive account of states' actions relating to the use of pandemic relief funds for the workforce.