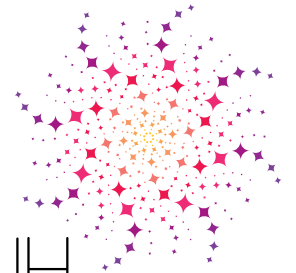


Promising Practices Guide



SparkNH
Early Childhood Advisory Council





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Introduction

Who Are We?

Communities across the state of New Hampshire are working to ensure that young children have the strong foundation and support they need to thrive and succeed. Some of the most innovative work is being led by regional early childhood initiatives. While each of our regions has its own flavor and approach, we all share a vision of communities where every child has the positive learning experiences, good health, and strong family support they need as they grow to become tomorrow's parents, workers, and citizens.



As of this writing there are eleven regional early childhood initiatives in the state:

- Carroll County Early Childhood Coalition
- Claremont Learning Partnership
- Concord Safe Schools/Healthy Students
- Coos Coalition for Young Children and Families
- Greater Nashua, Early Childhood Initiative
- Greater Tilton Area Family Resource Center
- Impact Monadnock
- Project LAUNCH (Manchester, NH)
- Somersworth Ready Together
- Team Up Rochester
- Thrive Laconia (Belknap County, NH)

Contact information and a brief description of each initiative can be found in the Appendix of this document.

Why Did We Create This Guide?

Each month representatives from each of our regions come together as a Community of Practice, to learn from one another and share our challenges and successes. We also use this time to connect with Spark NH's work at the state level and help inform Spark NH's work. This experience has allowed us to replicate and build on what others have done. As we do this work we are constantly experimenting with new approaches to addressing complex problems. And – we are having some real successes. This Guide is our attempt to share what we are learning with other practitioners who are interested in improving early childhood outcomes in their regions.

Our hope is to provide a snapshot of what we are doing and learning with the understanding that this is still a work in progress. We are still learning! While the Guide is not a detailed "how to" manual, we hope that it provides enough information to inform and inspire others. We encourage readers who are interested in knowing more to contact us.

What Do We Mean By Promising Practices?

The practices described do not yet meet the rigorous threshold of “evidence-based practices.” However, we have enough initial data and documentation to believe that they are having a positive impact. We share the practices with a sense of humility because we are still learning about what does and does not work and we welcome the opportunity to learn from you too!

Which Practices Are Included in the Guide?

As of this writing, we have created guides for three promising practices being used by one or more of our regional initiatives: A Regional Approach to Developmental Screening; the Family Center Model, and Adverse Childhood Experiences Response Team (ACERT), a partnership with police departments that connects families who have experienced violence with the supports they need to mitigate the impact of trauma.

As we continue to learn in our communities, we hope to be able to share additional approaches to working with young children and their families.

How Is the Guide Structured?

Each section of the guide describes one Promising Practice and addresses ten central questions about the practice:

1. What Is It and Why Does It Matter?
2. What Is the Problem Our Regional Initiatives Are Trying to Solve?
3. What Do We Hope to Accomplish?
4. What Did We Do?
5. What Difference Did It Make and How Do We Know?
6. What Does It Cost and How Is the Work Funded?
7. What Lessons Did We Learn Along the Way?
8. What Challenges Have We Not Yet Solved?
9. Where Should You Begin?
10. Where Can You Find Out More?

In the Appendix you will find contact information for each of the regional initiatives along with additional descriptions of our work.

Developmental Screening

What Is Developmental Screening and Why Does It Matter?

What Is It?

Developmental screening provides information on how children are doing as they grow. Like a yardstick for measuring height, developmental screening is a tool that helps families measure important areas of their children's development through the early years.

Why Does It Matter?

- **Brains are built over time, and from the bottom up**, with simple circuits and skills providing the foundation for learning more complex skills.
- **The sooner developmental concerns are identified; the sooner children and parents can get the supports they need** to maximize their children's potential.
- **Identifying and intervening earlier can help prevent additional problems.** In some cases this is as simple as helping a child with a speech problem that might otherwise keep him/her from playing with other children and/or succeeding in school.
- **Intervening early can prevent or minimize the need for costly special education services.**

What Is the Problem Our Regional Initiatives Are Trying to Solve?

- **Most of New Hampshire's children were not receiving consistent and timely standardized screening** for developmental or behavioral concerns. As a result, some children with delays did not have access to the early identification and services that are so critical to their development.
- **Providers were using different screening tools** making it difficult to track a child's development and progress across programs.
- **There were inconsistencies in how data was entered into the Watch Me Grow** (New Hampshire's developmental screening, referral and information system) **database and many providers lacked the staff or infrastructure they need to enter data at all.**
- **Many providers lacked the training and support they need to follow up on screenings** and ensure that children and families are connected with the supports and resources they need.

What Do We Hope to Accomplish?

- **Reach More Children.** Increase the number of children provided with a developmental screening using the Ages and Stages Questionnaire Third Edition (ASQ-3) and Ages and Stages Questionnaire: Social Emotional (ASQ:SE).
- **Connect Children With Supports and Services.** Improve the referral follow-up process.
- **Increase Awareness.** Increase community awareness of the importance of early developmental screening and the fact that healthy social and emotional development is important for all children as they enter school.
- **Increase Coordination.** Coordinate regional screening efforts with the statewide Watch Me Grow Initiative.

What Did We Do?¹

- **Convened.** Convened providers who do developmental screening in the region together to standardize the way we screen and ensure frequent, unduplicated screening.
- **Standardized.**
 - Agreed that we would all use the same developmental screening tools: the ASQ-3 and the ASQ-SE.
 - Developed policies for entering data into the Watch Me Grow data base.
- **Trained.** Provided training and technical support on how to use and interpret the ASQ-3 and ASQ-SE and make referrals.
- **Expanded.** Expanded the number of places where children are screened.
- **Supported.** Where possible, identified one staff person in the region to enter all screening data.



¹ Note that our regions are at different stages of development in their screening work and all of the work continues to be a “work in progress.”

What Difference Did It Make and How Do We Know?

Outcomes

Here are a few of the results we have seen in our communities:

- **Number of Screenings.** Manchester increased the number of ASQ-3 screenings by 57% (457 to 719) between 2013 and 2015. During the same period ASQ-SE screenings increased by dramatically from 49 to 583!
- **Number of Children Screened.** When the Coos Coalition began collecting data in 2009 only 2 children were screened using the ASQ and ASQ-SE. By 2015 this number jumped to 351 children (29% of the children in the region ages 0-6).
- **Child Care Centers Doing Screenings.** Four child care centers in Belknap County are now screening 100% of their children bi-annually using the ASQ and the ASQ-E. Since teachers and parents have day-to-day interaction, results are immediately shared with parents and parents are supported in referring their children either to early intervention or special education for further evaluation.

Indicators of Success – While each region is different, many of us are tracking the following:

- Number of organizations that have signed a Memorandum of Understanding agreeing to participate in a developmental screening system
- Number of settings where screenings are administered
- Number of ASQ-3 screenings completed in a year
- Number of ASQ-SE screenings completed in a year
- Number of unduplicated children screened in a year
- Number of children screened who are referred to services
- Number of screenings offered in other languages or with interpreters

What Does It Cost and How Is the Work Funded?

Expenses

Expanding developmental screening takes both time and money. Exactly how much it will cost depends a great deal on what supports and infrastructure are already in place in your region. Some of the costs to take into consideration include:

- **Project Facilitator/Coordinator** – you will need someone with the time and skill to coordinate the initiative, bring providers together, facilitate meetings, coordinate communications, etc.
- **Screening Tools** – cost of purchasing the screening tools themselves. ASQ and ASQ-SE kits can be purchased for under \$300/kit each and are available through Brookes Publishing www.brookespublishing.com/resource-center/screening-and-assessment/asq.
- **Professional Development** – funding to train staff to conduct the screenings. Note that training is an on-going process as current staff move on and new staff come in.
- **Data Entry** – One of the biggest hurdles to effective screening and referral is finding the time to enter the data. Identifying one person whose job it is to do this can make all the difference in the world. This doesn't have to be a big expense. In some of our regions paying someone for 10-15 hours a week is enough to ensure that data is collected and entered in a systematic fashion so that the results are meaningful within and across programs.

Current Funding

- Much of the current work is supported through grant funding provided by NH Maternal and Child Health to the Family Resource Centers. This funding however, does not cover the real cost of the developmental screening programs and additional funding comes from private foundations and contracts awarded by SAMHSA (Substance Use and Mental Health Services Administration) <https://www.samhsa.gov>.

Long-Term Strategies for Increasing Financial Sustainability

- Change policy to incentivize developmental screening in primary care and other child-serving settings.
- Promote the value of, and provide funding for, high quality data collection.
- Build buy-in for consistent developmental screening data entry through the regional early childhood initiatives, Spark NH and the Watch Me Grow Steering Committee.
- Support consistent and on-going training in the implementation of the ASQ and ASQ-SE.

What Lessons Did We Learn Along the Way?

- **Start small.** You may need to do a lot of community education before you are ready to start implementation.
- **Listen to your community.** Make sure that you understand what they care about, what is already in place and what they most need. Use what you learn about their priorities and readiness to drive your work. Parents are important partners in this work.
- **Go where the children are.** Child care centers, kindergarten registration days, medical settings, public schools, etc.
- **Build relationships.** Regular meetings for those involved with WMG promote communication, joint problem solving and consistent quality program implementation.
- **Standardize your policies and practices.** Establish common policies and procedures regarding data entry and management, including a process for submission of screening results.
- **Data entry staff are essential.** Consistent Data Entry requires staffing.
- **Training is not a one shot deal.** Consistent and on-going training in the use of the ASQ-3 and ASQ-SE.

What Challenges Have We Not Yet Solved?

- **Statewide Coordination** – There is inadequate coordination and support for Watch Me Grow programs at the state level and the statewide database is not yet functioning as we would like.
- **ASQ On-Line** – The on-line ASQ structure is not yet what it needs to be.
- **Care Coordination** – Care Coordination is not yet where we want it to be to ensure that parents can easily access the services they need.
- **Community Awareness** – There are still many community members and policy leaders who do not understand the importance of early developmental screening.
- **Funding** – There is still not adequate and consistent funding to implement the program effectively at the local level.

Where Should You Begin?

- ✓ **Identify a coordinator for the effort who can train, offer technical assistance, and enter data.**
- ✓ **Identify one or more community leader(s) to work with you on the initiative.**
- ✓ **Bring together partners who will do developmental screening.**
- ✓ **Assess your community's needs and resources:**
 - Who is required to provide developmental screening?
 - Who is already doing the screening?
 - What screening tools are they using?
 - Who has been trained to do the screening?
 - Who is collecting the data and entering it into Watch Me Grow?
 - Who else would like to be offering the screening and what would they need to do this?
 - What happens once a child has been screened?
- ✓ **Decide whether or not developmental screening is a priority for your community.**
- ✓ **Determine how much understanding and support there is in the community for developmental screening.**
- ✓ **Decide what your shared goals are and put them in writing. For example,**
 - Are you trying to increase the number of children who are screened?
 - Are you trying to identify children with developmental needs earlier?
 - Are you trying to reach all children? A subset of children?
- ✓ **Create an implementation plan and timeline that spells out:**
 - Who will participate
 - Which screening tool(s) you will use
 - How you will obtain the materials you need
 - How you will train staff
 - Who will enter the data
 - How you will raise awareness of the importance of early screening
- ✓ **Connect with the State Watch Me Grow program for help with implementing your program:**
 - Learn how to input data into the State data system
 - Receive sample consent forms and protocols
 - Ask for the state brochures on Watch Me Grow
 - Get help from established Watch Me Grow programs at a Family Resource Center near you

Where Can You Find Out More?

Resources

- **Ages and Stages ASQ-3** <http://www.brookespublishing.com/resource-center/screening-and-assessment/asq/asq-3>
- **Ages and Stages-SE** <http://www.brookespublishing.com/resource-center/screening-and-assessment/asq/asq-se-2/>
- **Watch Me Grow** (the screening system New Hampshire uses) <http://watchmegrownh.org>
- **Help Me Grow** (a more comprehensive approach being used in a number of states around the country) <http://www.helpmegrownational.org>
- **Watch Me Thrive!**
 - Overview: www.hhs.gov/WatchMeThrive
 - Toolkit: Birth to 5: Watch Me Thrive! Toolkit

Regional Initiatives Active in This Area

- Developmental screening is a priority for each of the Regional Initiatives though regions are at different stages of work in this area.

Related Work and Policies

- *NH Pediatric Improvement Project (PIP)*: PIP's mission is to "improve health care quality for all NH children through the use of systems and measurement-based quality improvement processes." One of PIP's projects focuses on developmental screening. <https://www.nhpip.org/node/32>
- *Spark New Hampshire's Framework for Action* - The Framework for Action presents ten policy recommendations to help New Hampshire achieve the best outcomes for our children. Each policy recommendation is accompanied by a policy brief that summarizes why the recommendation is important; identifies national and state policies currently in place; and defines challenges facing our state, and steps we might take to address these challenges.

Story from One Community

Coos County is the least populated but geographically biggest county in New Hampshire. The region's mountains and forested lands make this a beautiful place to live and a popular place to visit. Coos also faces challenges. Approximately 1,500 children under the age of six live in Coos County. One in five of these children live in poverty.

The Coos Coalition for Young Children and Families formed in 2012 to promote optimal development for children birth-5 and their families in Coos and surrounding communities. The Coalition brings key decision makers from health, mental health, family support, early care and education, and Coos SAUs (School Administrative Units) to the table monthly to create coordinated and shared strategies for improving outcomes for young children in Coos. As a result of working together:

- Developmental screening rates have doubled in Coos. Today, approximately 150 children are screened each year using the ASQ-SE (out of 1,448 children 0-6 in Coos County)
- Coalition partners are using the same screening tools
- There are protocols and systemic training available in the use of the ASQ and ASQ-SE to preschool providers, mental health workers and family support home visitors throughout Coos County in order to make consistent, research-based developmental screening available and accessible to organizations and parents across the county.

To quickly view data on the status of children and families in our community see: <http://investincooskids.daveystrategies.com/navigation>

What's Next – Some of our goals for the next phase of our work together are to:

- Expand use of ASQ and ASQ-SE to other sites and screen at more ages
- Increase screening from 10% to 50% of all Coos children birth-5
- Increase the percentage of children in need of follow-up who are referred for assessment and follow-up services
- Increase community awareness of the importance of early developmental screening - healthy social and emotional development is important for all children as they enter school!

To learn more about our work: <http://www.investincooskids.com/index.html>



Adverse Childhood Experiences Response Team (ACERT)

What Is ACERT and Why Does It Matter?

What Is It?

ACERT teams consisting of a police officer, a crisis services advocate, and a behavioral health professional respond to incidents in which children have been exposed to violence to provide immediate support and connect the family with the help they need to mitigate the impact of the violence.

Why Does It Matter?

- **Children who have had chronic adverse experiences are more likely to have serious health problems** in their adult life, including substance abuse, mental health issues, chronic diseases, and serious relationship difficulties.
- **Intervening early can help ensure that adverse experiences do not delay or derail healthy physical, social, and behavioral development.**

What Is the Problem Our Regional Initiatives Are Trying to Solve?

- **Children exposed to violence were not getting the help they needed** to recover and be safe.
- **Traditional approaches** that relied on families in crisis to reach out to community organizations **were not effective.**
- **Professionals and care givers underestimated the impact** of exposure to violence on the children.
- **Professionals lacked basic information and training in trauma-informed care.**

What Do We Hope to Accomplish?

- **Connect families to supports and services.** Connect children and families who have been exposed to violence with the supports they need to help children recover in safe and stable environments.
- **Ensure trauma-informed care.** Ensure that professionals in the community who interact with children exposed to violence have the skills they need to respond effectively to the unique needs of children who have experienced trauma.

What Did We Do?²

- **Formed a team.** Created a team to respond in real time when incidents of violence occur.
- **Trained.** Trained professionals in trauma-informed care.
- **Focused On High-Need Times.** Identified high-volume call times.
- **Created a Proactive Release of Information Form.** Developed a release of information form that allowed community organizations to reach out to the family rather than requiring the families to initiate the contact.

What Difference Did It Make and How Do We Know?

Outcomes

Here are a few of the results we have seen in our communities:

- **Connections to Services.** Children exposed to violence are immediately connected with supports and services in the community. In Manchester, NH more than 230 children were referred to services within the first year of the program compared with zero prior to the start of the program.
- **Trauma-Informed Care.** Professionals who interact with children who have been exposed to violence have the skills they need to provide trauma-informed care. In the first year of the project Manchester trained 5 Crisis Service Advocates, 6 Behavioral Health Professionals and 34 police officers in trauma-informed care.
- **Strong Partnerships** have been developed between police officers and social service organizations.

Indicators of Success – Project LAUNCH is currently tracking:

- # of times the team was deployed in response to a request from the police department
- Types of calls teams responded to (domestic violence, overdoses; sexual assaults; missing juveniles/ runaways/juvenile calls for service, other)
- # of referrals made
- # of families who accessed services

² Note that our regions are at different stages of development in their screening work and all of the work continues to be a “work in progress.”

What Does It Cost and How Is the Work Funded?

Expenses

- Compensation for ACERT team members (behavioral health professional, police officer, crisis services advocate).
- Predictive policing technology to identify high volume times.
- Trauma-informed care training.

In Manchester some of these costs are provided in-kind. Direct and contracted expenses are approximately \$50,000 per year.

Current Funding

- Much of the current work is supported through grant funding from private foundations (such as the HNH Foundation <http://www.hnhfoundation.org>) and contracts awarded by SAMHSA (Substance Use and Mental Health Services Administration) <https://www.samhsa.gov>

What Lessons Did We Learn Along the Way?

- **Create a new type of consent form.** Develop a consent form that allows the advocate to request that partnering agencies to reach out to the families directly, rather than expecting parents who may also have experienced trauma to seek out services.
- **Strategically deploy your resources.** Predictive policing technology is very helpful in identifying the best times to schedule the ACERT. However, it will take some experimentation to get the best fit in your community. In Manchester, for example, the incidence rate for domestic violence proved to be a better predictor of volume than the incidence of drug overdose.
- **Follow-up with families you missed.** Some families are not ready to think or talk about services at the time of the incident. ACERT will follow-up with families who were not ready at the time of the incident, when the team was unavailable to respond, and during low call volume.



What Challenges Have We Not Yet Solved?

- **Going to Scale** – Ideally, we would like to have an ACERT team available to respond 24 hours a day every day. In addition, we would like to ensure that all of the professionals in our community who interact with children who have been exposed to violence have the skills they need to provide trauma-informed care. To date, we have not found the resources needed to do this.
- **Referral Completion** – We continue to seek ways to strengthen the referral and outreach process so that more families ultimately get the services they need.
- **Number of Culturally-Competent, Trauma-Informed Professionals** – While the number of professionals trained in trauma-informed care is growing, it is still nowhere near sufficient to meet the need. In addition, there are too few professionals who have the language and other cultural competencies needed to make high quality care truly accessible to everyone who needs them.
- **On-Going Coordination of Care** – Many families who experience violence need an array of services, but in New Hampshire, Care Coordinators are few and far between.
- **Data** – We are still struggling to consistently and easily get reliable data on the number of families who access the services they need following referral.

Where Should You Begin?

- ✓ **Build relationships** with members of the police department and others who will form your ACERT team.
- ✓ **Document the need** including identifying the number of children exposed to violence and the number of those families who receive referrals to services.
- ✓ **Sign Memorandums of Understanding** that articulate what each of your partners will do.
- ✓ **Develop a consent form** that allows your team to give the families' names to service providers so that they can then reach out to them.
- ✓ **Provide training in trauma-informed care** for your team members and other police officers and professionals who are likely to interact with children exposed to trauma.
- ✓ **Develop protocols** for responding to and following up when incidents occur.
- ✓ **Identify peak blocks of time** when violence occurs so that you can start small, making your teams available during the most critical hours.
- ✓ **Track your progress** with simple, relevant data collection and then use what you learn from the data to improve your work.

Where Can You Find Out More?

Resources

- Center on the Developing Child (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. Retrieved from www.developingchild.harvard.edu.
- *Creating a Trauma-Informed Law Enforcement System*. National Child Traumatic Stress Network (NCTSN), Service Systems Briefs v2 n1, April 2008. NCTSN.org
- *Helping Children Exposed to Domestic Violence: Law Enforcement and Community Partnerships*. American Bar Association, 2000.
- *The Truth About ACEs*. Robert Wood Johnson Foundation. www.rwjf.org/aces

Regional Initiatives Active in This Area

- Project LAUNCH developed the ACERT approach and has just completed its first year. Other regions are exploring the possibility of replicating the model but have not yet done so. Many of the regions are promoting trauma-informed care within their communities.

Related Work and Policies

- Murphy, R., Rosenheck, R., Berkowitz, S., and Marans, S. **Acute Service Delivery in a Police-Mental Health Program for Children Exposed to Violence and Trauma**. *Psychiatric Quarterly*, Vo. 76, No. 2, Summer 2005. DOI: 10.1007/s11089-005-2334-2. Profile Number 48: Child Development-Community Policing (CDCP) Program – New Haven, CT. Retrieved from https://www.ojjdp.gov/pubs/gun_violence/profile48.html

Press Coverage

- **Associated Press** - <http://www.seacoastonline.com/news/20160706/manchester-team-to-help-children-exposed-to-violence>
- **Television** - <http://www.wmur.com/news/manchester-police-launch-program-to-help-children-after-trauma/40408180>
- **Radio** - <http://nhpr.org/post/manchesters-childhood-trauma-response-program-attracts-international-inte>

Story from One Community

Manchester is the largest city in NH with over 110,200 people and the highest violent crime rate in NH. More than 32,000 of Manchester's residents live in some level of poverty and over half of these live in center city neighborhoods

The idea for the project arose in 2015 when the Manchester New Hampshire Police Department reviewed its data and found that more than 400 children had been exposed to violence in 2014. Although direct victims of violence and perpetrators are often provided with advocacy services and interventions, none of the more than 400 children who had been exposed to violence had been referred to services that would help them recover from what happened.

Our initial approach to the problem was to provide families with information on community resources but we quickly learned that expecting parents, who may themselves be traumatized, to reach out for services directly was not effective. We needed a better way to connect families, in crisis, with the services they need.

In July of 2016 Manchester NH formed its first ACERT. Using state-of-the-art predictive policing technology and data analysis, the ACERT team is deployed during times of high domestic violence and opioid overdose. Teams currently respond to calls received in two 4-hour blocks of time each week. As calls are received during a block, ACERT immediately determines whether it is appropriate for them to respond. When deployed, the team assesses the situation and determines next steps for providing advocacy and referral to services, such as support groups, mental health counseling, early childhood education, or child-parent psychotherapy. Between calls, ACERT staff compile a list of pending/ prior refusals for advocacy or referral to services, and complete a home visit to encourage the family to access support.

Since its inception the Manchester ACERT initiative has sparked interest from other communities in New Hampshire as well as cities in Massachusetts and Florida and as far away as Wales.

Family Center

What is the Family Center and Why Does It Matter?

What Is It?

Family Centers are programs sponsored by the Concord school department. They focus on children ages birth to five years with a goal of preparing them to succeed in Kindergarten.

Family Centers provide a place where young children and their families can come to:

- Learn, play and have fun together
- Get to know other families and form new friendships
- Get connected to a wide range of community resources

They are undergirded by four principles:

1. Center Environment
2. Integrated Services and Supports that are accessible to families
3. Community Involvement and Shared Responsibility
4. Family Integrity and Functioning

Family Center Staff:

- **Use evidence-based programs** such as Parents as Teachers, Positive Solutions for Families and Child-Parent Psychotherapy to promote positive parent-child interactions.
- **Assess the needs of every child through the use of developmental screening tools** such as the Ages and Stages-SE Questionnaire to identify where children are in their development and provide a foundation for tailored interventions.
- **Link families with a wide range of community resources** such as Home Visiting, Behavioral Health services, WIC, Food Stamps, Early Supports and Services, etc.

Why Does It Matter?

- **Brains are built over time, and “from the bottom up,”** with simple circuits and skills providing the foundation for learning more complex skills.
- **Nurturing, responsive relationships between parents and children are the key to children’s healthy social and behavioral development.**
- **Having resources for families in their own communities makes it easier for them to do the hard work of raising children.** When families have the supports they need, their children do better.

What Is the Problem Our Regional Initiative is Trying to Solve?

- **Children were entering Kindergarten without the skills they needed to succeed.**
- **Many families were isolated** and lacked friends, family and a strong network of support nearby.
- **Some parents needed help to teach and positively support their children.**
- **Families were having trouble finding and accessing services.**
- **New Americans and others faced language and cultural barriers** that made it difficult for them to interact with schools and service providers in ways that support their children.
- **A significant number of children with developmental delays were not being identified** early and as a result did not get the supports they needed until well into elementary school.

What Do We Hope to Accomplish?

- Young children and their families will
 - form friendships and informal networks of support
 - connect with resources and supports in their communities.
- Parents will
 - have an increased understanding of their child's development
 - understand the role they can play and the impact they can have on their child's learning
 - gain confidence in their role as their child's first teacher
 - understand what to expect when their child enters school
 - actively engage in their child's education when their child enters school
 - make positive connections with public school staff
- More children will
 - receive developmental screening and referral
 - participate in a preschool
 - enter school ready to learn
 - attend school regularly when they enter the public school system

What Did We Do?³

- **Identified a space** where parents and young children could gather for a morning.
- **Designed activities that empower** parents and caregivers as their child's first teacher.
- **Used evidence-based programs** such as Parents as Teachers and Positive Solutions for Families.
- **Offered developmental screening** for children on-site.
- **Partnered** with other educators and service providers to make it easy for families to connect with their services.
- **Built strong, lasting relationships** with families and honored the structure and culture of all families.

What Difference Did It Make and How Do We Know?

Outcomes

- **Natural Supports.** Children and their parents made new friends and developed informal networks of support. From 2014 to 2017, 299 families participated in the four Concord, NH Family Centers.
- **Parent-Child Relationships.** Parents learned how to play and interact with their children in ways that promoted their children's healthy development.
- **Developmental Screening.** Children received developmental screenings. 501 children who participated in the Concord Family Centers through 2017 completed developmental screening.
- **Community Connections.** Families connected with community resources and home visiting. 30 families in Concord were referred to community resources and staff made 84 home visits.
- **Access to Language Interpreters.** Families accessed interpreters. The Concord program was able to provide access to interpretation services 58 times through 2017.

Indicators of Success – Concord is currently tracking:

- Developmental Screening Data
- Parent participation in parenting education groups.
- Number of referrals to community resources/organizations
- Anecdotal information from participants.

³ Note that our regions are at different stages of development in their screening work and all of the work continues to be a “work in progress.”

What Does It Cost and How Is the Work Funded?

Expenses

- **Staff** – to cover the cost of teachers and support staff. In 2016 the Concord program teacher salary costs are about \$2,500 a year. In addition, we get support from a volunteer.
- **Space Rental** – You may be able to get free space in local schools, churches, housing authorities, etc., but if not, you will need to budget for facility costs.
- **Food and Supplies** – You may be able to get some of these items donated but it is likely you will still have some direct costs. In Concord, NH food and supply costs range from \$250-\$500.
- **Community Activities** – These costs will vary widely depending on the types of activities you choose. In Concord we allocate \$100 per year. These modest funds enable us to introduce families to important resources in the community such as the public library, local YMCA as well as fun family activities such as apple picking in a local orchard.
- **Transportation** – If you are lucky enough to have good public transportation in your community this may not be necessary. If not, your families may need help getting to and from the Family Center. In Concord transportation costs are about \$300.

Current Funding

Concord's Family Centers are supported by a combination of in-kind contributions; funding from the school district's Safe Schools/Healthy Students grant from SAMHSA (Substance Abuse and Mental Health Services Administration); and Title I Parent Involvement funds. Total direct costs per year are \$3,150.



What Lessons Did We Learn Along the Way?

- **Start Small** – Set yourself up for success by taking baby steps – doing things you know you can do and do well. With each success you will build the foundation for the next piece of what you are creating.
- **Engage Others** – Family Centers succeed when they are grounded in a shared commitment from your community. All of you together can do far more than any of you can do alone.
- **Be Creative and Braid Funding** – Family Centers require a relatively modest financial investment; but they do require some! You may be lucky and find that one funder is able to support the costs of the Center over time. But it is much more likely that you will need to braid together funding from multiple sources.
- **Be Patient** – Creating a Center, building strong partnerships, finding the right staff and getting the word out to families take time. So be patient and don't give in to discouragement when the pieces don't all fall into place right away.
- **Juggling Skills Are Required** – Many factors influence when and where you create your Family Center. You will need to juggle family and school schedules. Finding an available space that is also easy for families to get to can be challenging. Chances are good that you will be sharing space with another organization – something that brings its own conflicts and complications. You will also be balancing the needs, perspectives, and skills of your partner organizations. Collaboration is key to the success of Family Centers, but that doesn't mean it is always easy.
- **Enjoy Your Children and Families** – Remembering to take the time to enjoy being with the children and their families will renew and sustain you when the work is hard. And families are more likely to trust and engage with you when they can tell that you truly enjoy being with them.

What Challenges Have We Not Yet Solved?

- **Space** – Identifying in-kind space is an on-going challenge.
- **Funding** – Safe Schools/Healthy Students Funding will end in 2018. We are currently seeking continued funding resources.
- **Expansion** – Our dream is to have a Family Center in every neighborhood but we do not yet have the resources to make this dream a reality.
- **Data** – We are still searching for the best ways to collect meaningful data on parent/caregivers' confidence in their parenting skills.

Where Should You Begin?

- ✓ **Take Stock of What You Already Have**
- ✓ **Discover What Already Exists and What Is Needed**
 - Are there similar programs in the community?
 - Where are the programs located?
 - What spaces are available?
 - What funding sources might be a good fit?
 - What kinds of professional development are already in place?
 - What kinds of services and activities already exist for the families you serve?
- ✓ **Make The Case**
 - Gather data on the needs of the population you wish to serve.
 - Articulate the impact the program will have on the community.
 - Gather baseline data you can use to measure your progress over time.
- ✓ **Find The People Who Can Make This Happen** - Consider who is in your community. What do they do, how can they help and what do they need? Some of the people you should consider include:
 - The people you most want to serve
 - Business, municipal and cultural leaders
 - Organizations you may want to partner with
 - Volunteers
 - Parent-Teacher Groups
 - Schools
 - Faith-based Organizations
- ✓ **Find a Place** - Pay attention to:
 - High-Need Neighborhoods
 - Ease of Accessibility
 - Municipal Buildings
 - School Buildings
 - Faith-Based organizations

Story from One Community

Concord, NH is our state's capital and has a population of 42,514. Our school district consists of 4,674 students and 7 schools. 41% of our students qualify for Free and Reduced Lunch. We are also a resettlement site: between 1998 and 2014, the district has settled 2,053 refugees from 43 countries. There are currently 44 languages spoken in our district.

In 1994, we created the Family Center help families make a connection to school. Located within an elementary school, Family Center brought young children and families together, all while promoting positive school connection. Braided funding within the context of Family Center allowed a variety of program and activity offerings. Today the Family Center has four sites. In FY 2016 we served 189 children. In the first quarter of FY 2017 the Centers served 110 families – so clearly the program is growing.

Here's a typical morning at one of the Family Centers:

9:00–9:35	Free Play
9:35–9:45	Clean Up Routine
9:45–10:00	Snack
10:00–10:15	Music, Movement and Stories
10:15–10:30	Outdoor Play and Goodbye

Where Can You Find Out More?

Resources

- **Watch Me Grow:** <http://watchmegrownh.org>
- **Ages and Stages Questionnaires:** <http://agesandstages.com>
- **Parents as Teachers Curriculum and Assessment.** <https://parentsasteachers.org/>
- **Positive Solutions for Families.** <https://www.collaborative.org/node/7771>
- **VROOM.** Tools for parents of young children. <http://joinvroom.org/>

Regional Initiatives Active in This Area

Concord Safe Schools/Healthy Students is currently the only regional initiative using a school-sponsored Family Center model.

Related Work and Policies

- **Family Resource Centers and Home Visiting Programs.** Family Resource Centers provide a broad range of supports and services to children and families. They often offer a broader array of services; serve a wider age range; and are operated by community-based nonprofits. The Family Center Model described in this Guide is a little bit different in that it is sponsored by a local school district and has a more narrow focus on preparing very young children for kindergarten. For more information on the Family Resource Centers and Home Visiting initiatives in New Hampshire, see: <https://www.nhchildrenstrust.org/program/home-visiting>
- **Child-Parent Psychotherapy.** <http://www.cebc4cw.org/program/child-parent-psychotherapy/detailed>

Appendix

- Community of Practice Overview
- Regional Initiatives Descriptions and Contact Information
- Spark NH Policy Framework/Regional Initiative “Crosswalk”



New Hampshire Regional Early Childhood Initiatives Community of Practice Overview

What Is the Regional Early Childhood Initiatives Community of Practice?

The NH Regional Early Childhood Initiatives Community of Practice is a network of leaders from regional early childhood initiatives in New Hampshire. We meet on a regular basis to support and learn from one another, share best practices, connect with work at the state level, and where possible, to coordinate our work. The group formed in May of 2015 with support from the Endowment for Health and Spark NH.

What Have We Done?

- Shared information about the strategies each of our regional initiatives is using
- Explored innovative approaches to engaging partners
- Shared specific approaches to engaging families and law enforcement
- Learned messaging & communications techniques
- Investigated ways to collect, visualize and use data
- We have also pooled our shared knowledge to create this Promising Practices Guide.

Who Participates in the Community of Practice?

There are currently eleven regional initiatives participating in the Community of Practice.

Regional Initiative	Year Launched
Carroll County Early Childhood Coalition	2015
Claremont Learning Partnership	2016
Concord Safe Schools, Healthy Students	2012
Coos Coalition for Young Children and Families	2010
Greater Nashua, Early Childhood Initiative	2016
Greater Tilton Area Family Resource Center	2016
Impact Monadnock	2015
Project LAUNCH (Manchester, NH)	2012
Somersworth Ready Together	2016
Team Up Rochester	2016
Thrive Laconia (Belknap County, NH)	2015

Regional Initiatives Descriptions

Carroll County Early Childhood Coalition (CCECC)



Overview

The CCECC was formed in June 2015 in partnership with Children Unlimited, Inc, the Family Resource Center for Carroll County AND Carroll County Coalition for Public Health (C3PH). C3PH, an initiative of Granite United Way, is one of New Hampshire's 13 Regional Public Health Networks. The Carroll County Early Childhood Coalition serves as a workgroup of Carroll County Coalition for Public Health's Community Health Improvement Plan addressing early childhood and early parenting support with the goal of providing for the optimal development of children and families living in Carroll County, ensuring all children enter kindergarten healthy and ready to learn and thrive.



Goals

1. All children birth-5 and their families will have access to age-appropriate developmental screening programs that will ensure they enter kindergarten at their maximum potential.
2. Increase the number of parents receiving in-home visiting pre- and post-natal services.
3. Decrease number of uninsured children in Carroll County to 0.

Contact Information

Carroll County Early Childhood Coalition
Emily Benson • Emily.Benson@graniteuw.org • 603-301-1252 ext. 307

Claremont Learning Partnership



Overview

The Claremont School District and the Claremont Learning Partnership are working together to increase educational access, attainment, and opportunity for all who live in the great city of Claremont, NH.

Work To Date

1. **Daily Playgroups:** We offer a free daily playgroup space for our children between the ages of 0-5.
2. **Literacy:** We've built four Little Free Libraries.
3. **Tutoring:** We've offered free teen and adult education tutoring services.
4. **Dialogue:** We've hosted three community conversations around the topic of early childhood.

Contact Information

Claremont Learning Partnership
Cathy Pellerin • cpellerin@sau6.org • 603-287-7120

Concord Safe Schools Healthy Students



Overview

Concord School District's Safe School/Healthy Student Grant Initiative supports the goal of increasing the number of children entering Kindergarten and First Grade who possess necessary social/emotional skills.

Goals

1. To increase the number of children who receive developmental screening at least once a year, and to provide follow up to referrals, including home visiting, mental health services, and family engagement activities.
2. To offer an array of parent and caregiver education to support children's social-emotional development. Four Family Center programs are offered weekly to promote early childhood education, parent/caregiver education, and family engagement.
3. To provide quality professional development to Concord early childhood providers in the area of social-emotional development. Professional development is offered through workshops and technical assistance at selected sites.
4. To build on existing resources and develop strong collaborative partnerships with community agencies to fully support young children and their families.

Contact Information

Concord Safe Schools, Healthy Students
Laurie Hart • lhart@sau8.org • 603-225-0811 ext. 7070

Coös Coalition for Young Children and Families

Building the Future of Coos County



Overview

The Coos Coalition for Young Children and Families was created to support the healthy development of the next generation. In order to accomplish this, The Coalition has created coordinated, shared strategies across childcare, health and family support organizations. By coordinating this work, the Coalition believes that the children of Coos and their families will receive the supports from birth through the early years that they need to provide a sturdy foundation for all the learning and development needed to create healthy successful adults.

Strategies

1. Developmental Screening: To Insure that all children in Coos County receive a developmental screening at least once a year
2. Maternal Depression Screening: To insure that all mothers of children birth-5 are screened for signs of depression and referred for treatment if necessary
3. Professional Development for Early Care Providers: To Insure that all early care providers are trained to support positive social and emotional development for children 0-5
4. Professional Development for Home Visitors: To Insure that all home visitors working with families of young children are trained in and appropriately using an evidence based parent support curriculum

Contact Information

Coös Coalition for Young Children and Families
Cathy McDowell • cmcdowell@ne.rr.com • 603-466-5105

Greater Nashua Smart Start Coalition



Overview

Greater Nashua Smart Start is a coalition of local people and organizations working together to help every child in our community succeed at home, in school and for life!

Contact Information

Greater Nashua Smart Start Coalition
Liz Fitzgerald • lfitzgerald@unitewaynashua.org • 603-864-0203

Greater Tilton Area Family Resource Center



Overview

The mission of the Greater Tilton Area Family Resource Center is to strengthen and empower families and the Greater Tilton Area Community by promoting health, well-being, and self-sufficiency through positive relationships, support, collaboration and education.

Our **two generational approach**, working with parents, grandparents and children, led to the growth of parent education and peer recovery supports, as we see children in our community impacted by poverty and the substance use in our area plaguing families. We believe that prevention, intervention, treatment and recovery from the hurts, habits and hang-ups that parents face today, are all tied together.

Contact Information

Greater Tilton Area Family Resource Center
Michelle Betts • ntccpastormb@gmail.com • 603-286-4255

Impact Monadnock



Overview

Located in the southwest corner of the state, Impact Monadnock uses a Collective Impact and Community Leadership approach. Our mission is to prepare children from birth to age five in the Monadnock Region for future academic, career, and life success. Impact Monadnock is a signature impact initiative of Monadnock United Way.

Goals

1. Monadnock Region children age 0-5 and families who need emotional and behavioral health services are easily and regularly accessing care for their needs.
2. Families of young children in the Monadnock Region are connected to the services, supports, and early education opportunities they need to strengthen their families.
3. The Monadnock Region supports young children and their families, advocates for a continuum of services, and is widely recognized as an optimal place to raise children.

Contact Information

Impact Monadnock
Jill Morgan, Program Director • jill@muw.org • 603-352-4209

Project LAUNCH (Manchester, NH)



Overview

A federal initiative funded by SAMHSA that is pioneering new ways to promote young child wellness. Project LAUNCH NH is working to ensure local agencies work together to provide children and families a great start. We're building strong partnerships that will lead to the replication of successful practices tried in Manchester and sustainable systems improvements that will last beyond the life of the project.

Mission

Project LAUNCH NH promotes collaborative services among and provides access to high quality prevention and wellness programs for Manchester area low-income families and their children 0-8 years old in order to improve developmental outcomes. The work of the local Manchester pilot informs the development of a state-wide comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families.

Direct Service Prevention & Promotion Strategies:

1. Increasing Developmental Screening
2. Integrating Behavioral Health into Primary Care
3. Behavioral Support Coaching
4. Enhanced Home Visiting Family Strengthening
5. Family Strengthening and Parenting Education

Contact Information

Project LAUNCH Manchester
Lara Quiroga • lquiroga@mchc-nh.org • 603-296-9240

Somersworth Ready Together



Somersworth Early Childhood Coalition

Overview

We are a relatively new initiative formed in 2016. Our coalition consists of community members with a stake in the healthy development of children including: classroom teachers, administrators, specialists in English as a second language, special education, Head Start, public/community health, early learning/early intervention, parents, and elected officials. Our inclusive approach aims to engage all families of young children and those who support them as partners.

Goals

1. To promote a trusting community that values and supports families to ensure that all children entering kindergarten are ready to learn.
2. To provide, with cultural sensitivity, all families with accessible knowledge, tools and resources needed to support the development of their children.
3. Improve early childhood development
4. Ensure language development
5. Support family engagement to promote school readiness for all children to succeed

Contact Information

Somersworth Early Childhood Coalition
Liz Belsito, Coordinator • lbelsito@uwgs.org • 603-373-9116

Team Up Rochester

Overview

Team Up Rochester is a collaborative effort through United Way of the Greater Seacoast, Rochester Child Care Center and Strafford County YMCA.



Goals

All children in Rochester enter Kindergarten ready to learn. All families in Rochester have the knowledge, tools and resources needed to support the development of their children. Still in its early stages of development, Team Up Rochester is currently focused on promoting Vroom! Tip cards, posters, and post cards through local child care centers, hospitals and community agencies.

Contact Information

Team Up Rochester
Lauren Wool • lwool@uwgs.org • 603-436-5554, x 9119

Thrive Laconia (Belknap County, NH)



Overview

Thrive Laconia is an unfunded, grassroots effort to increase the awareness of the importance of the first five years and engage businesses in early childhood and family support services. Current work includes Parent Leadership and Business Ambassadors groups;

Goals

The purpose of Thrive is to increase public understanding of the importance of early childhood in order to make a difference in the lives of area children, their families, and the community of Laconia

Current Thrive Laconia activities include updates to the Framework for Action and Community of Practice Regional Initiative Crosswalk, Trauma Informed Early Childhood Services and Mind in the Making training series, and the creation of a Family Friendly Practices brochure with input from the Thrive Parent Leadership and Thrive Business Ambassadors groups; expanding the use of Vroom! Through a variety of early childhood and family support settings; providing professional development for early childhood professionals and testifying on state public policies such as the child care subsidy and paid family leave.

Contact Information

Thrive Laconia
Marti Ilg • marti@lrchildcare.org • 603-524-1235

Spark New Hampshire (Statewide)



Overview

Formed in 2011, Spark NH is the Governor-appointed Early Childhood Advisory Council for the State of New Hampshire. Our mission is to provide leadership that promotes a comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families, investing in a solid future for the Granite State.

Spark NH coordinates the community of practice for the regional early childhood initiatives. Through the Community of Practice, Spark NH's state-level work is influenced by the work initiatives are doing at the local level and informs them of state-level work.

Spark NH has 4 committees that are open to the public: Policy, Workforce and Professional Development, Data, and Evaluation. Information about committees and when they meet can be found on the Spark NH website at <http://sparknh.com/council-and-committees/>.

Contact Information

Two Delta Drive
Concord, New Hampshire 03301
Tel: 603-226-7900
Fax: 603-226-7290
Email: info@sparknh.org

Framework for Action & Community of Practice Regional Initiatives Crosswalk v. 3 (Rev. 09-29-17)

The chart below describes the work each of the regional Early Childhood initiatives is doing related to the policy priorities set out in the Spark NH Framework for Action.

Regional Initiative	Contact Information	Funding/Financial Support Sources	Regional Model Infrastructure Description
Carroll County EC Coalition	Emily Benson, Public Health Advisory Council Coordinator Emily.Benson@graniteuw.org 603-301-1252 x 307 http://www.c3ph.org/early-childhood-parenting-support	NH DHHS Regional Public Health Network contract/ Granite United Way	Carroll County Early Childhood Coalition uses Spark NH as the state-level systems building convener. CCECC serves as the workgroup addressing Early Childhood and Early Parenting Support, one of 6 community health improvement priorities identified in Carroll County Coalition for Public Health's Community Health Improvement Plan, 2016-2020
Claremont Learning Partnership	Cathy Pellerin cpellerin@sau6.org		The Claremont Learning Partnership is a collaboration with the Claremont School District/SAU 6 to increase educational access, attainment, and opportunity for all who live in the great city of Claremont, NH.
Coos Coalition for Children & Families	Catherine McDowell, Project Manager cmcdowell@ne.rr.com	Private Foundations: Neil and Louise Tillotson Fund of the NH Charitable Foundation and other private funders	The Coos Coalition for Young Children and Families formed in 2012 to "promote optimal development for children birth-5 and their families in Coös and surrounding communities." The Coalition brings key decision makers from health, mental health, family support, early care and education, and Coos SAUs to the table monthly to create coordinated and shared strategies for improving outcomes for young children in Coos. Separate work groups, comprised of Coalition members and other key community members and organizations, meet regularly to work on the specific action steps laid out by the strategic plan. These workgroups report back to the Coalition Leadership Team.
Greater Nashua Smart Start Coalition	Liz Fitzgerald, Director of Community Impact lfitzgerald@unitewaynashua.org 603-864-0203 Greater Nashua Smart Start Coalition		Greater Nashua Smart Start is a coalition of local people and organizations working together to help every child in our community succeed at home, in school and for life. The Coalition is led by the United Way of Greater Nashua.
Greater Tilton Area FRC	Michelle Lennon ntccpastormb@gmail.com 603-286-4255 Greater Tilton Area Family Resource Center		The Greater Tilton Area Family Resource Center is using a two generational approach to support parent education and peer recovery supports.
Impact Monadnock	Jill Morgan, Program Director jill@muw.org www.impactmonadnock.org (603) 352-4209	Monadnock United Way, businesses, philanthropic organizations, foundations, and individual donors	Impact Monadnock is the signature impact initiative of Monadnock United Way. We use a collective impact approach to prepare children from birth to age five in the Monadnock Region for future academic, career, and life success. Spark NH serves as a backbone organization to this initiative.

<p>Project LAUNCH Manchester</p>	<p>Lara Quiroga, Project LAUNCH Local Program Director lquiroga@mchc-nh.org (603) 661-2090</p>	<p>SAMHSA, HNH Foundation</p>	<p>Project LAUNCH is funded by SAMHSA of the U.S. Department of Health and Human Services through a contract with the State of NH, DHHS, DPHS, BPHCS, MCH Section. Manchester is the local community of focus and Manchester Community Health Center is the lead agency for local programming and EC system-building coordination. The grant's purpose is to promote the wellness of young children birth to 8 years. Project LAUNCH focuses on improving the systems that serve young children with the goal of helping all children reach physical, social, emotional, behavioral, and cognitive milestones. A local collaborative group of several organizations will work together to provide all of the sub-components of services.</p>
<p>Safe Schools/Healthy Students Concord</p>	<p>Laurie Hart, Early Childhood Coordinator Safe Schools/Healthy Students Grant Initiative, Concord School District lhart@sau8.org 603-225-0811, x7070</p>	<p>SAMHSA, Concord School District</p>	<p>The Early Childhood Element of Safe Schools/Healthy Students focuses on promoting EC social and emotional learning and development. Major activities of this element include building capacity for Family Center programming; increasing capacity for non-categorical home-visiting; training of Concord's EC workforce in trauma-informed care, positive behavior supports, and other evidence-based practices; supporting the State's initiative to screen all children in the area of social-emotional development; increasing capacity for EC mental health consultation at Concord child care centers; and conducting an environmental scan of EC providers to assess needs and capacity.</p>
<p>Somersworth Ready Together</p>	<p>Liz Belsito, Coordinator 603-373-9116 lbelsito@uwgs.org</p>	<p>Early Learning NH, New Hampshire Charitable Foundation, United Way of the Greater Seacoast, in-kind</p>	<p>The Somersworth Ready Together, Somersworth Early Childhood Coalition (SECC) is a newly formed, grassroots community collaborative. We gathered extensive input through a yearlong community engagement process that informed its 3 year plan. Our mission is to improve early childhood development, ensure language development and support family engagement to promote school readiness for all children to succeed.</p>
<p>Team Up Rochester</p>	<p>Lauren Wool, Senior Director of Community Impact United Way of the Greater Seacoast lwool@uwgs.org 603.436.5554 x9119</p>	<p>United Way of the Greater Seacoast</p>	<p>Team Up Rochester is a collaborative effort through United Way of the Greater Seacoast, Rochester Child Care Center and Strafford County YMCA. Still in its early stages of development, Team Up Rochester is currently focused on promoting Vroom! Tip cards, posters, and post cards through local child care centers, hospitals and community agencies.</p>
<p>Thrive Laconia</p>	<p>Marti Ilg, Executive Director Lakes Region Child Care Services marti@lrchildcare.org (603) 524-1235 Erin Pettengill, Director Family Resource Center at Lakes Region Community Services erin.pettengill@lrccs.org</p>	<p>Early Learning NH, Grappone Automotive, Lakes Region Community Services, and Lakes Region Child Care Services.</p>	<p>Thrive Laconia is a grassroots effort to increase the awareness of the importance of the first five years and engage business in early childhood and family support services. Thrive Laconia is an unfunded initiative. Lead Partners include the Family Resource Center of Central NH and Lakes Region Child Care. It is supported in part by Early Learning NH. Events have been sponsored by Grappone Automotive and Spark NH.</p>

Healthy Children & Families

Goal: Children and families throughout our state have the best opportunities for early and life-long health.

	Ensure access to affordable health care for families.	Strengthen NH's capacity to promote healthy social emotional development of infants, toddlers, other young children and their families and to provide mental health services and supports.	Develop/Expand community-based programs targeting sources of toxic stress, such as violence, crime, abuse, neglect, extreme poverty, substance abuse and severe caregiver mental illness, and ensure effective treatment for those who need it.
Carroll County EC Coalition	<ul style="list-style-type: none"> One of three objectives of CCECC 	<ul style="list-style-type: none"> CCECC is workgroup addressing EC & Early Parenting Support that is a community health improvement priority of CC Coalition for Public Health's Community Health Improvement Plan. Partnered with local school district as part of NH SSIP re: social-emotional development using the Pyramid Model 	<ul style="list-style-type: none"> Promote trauma-informed trainings Promote New Life Program for mothers suffering from addiction at Memorial Hospital
Claremont Learning Partnership	N/A	<ul style="list-style-type: none"> The Claremont Early Learning Partnership partnered with SAU#6 to form a Claremont Early Learning Coalition. Efforts ensured the steering team is comprised of a variety community members, including school admin, city officials, state reps, childcare providers, ECE professors, MH workers, and FRC staff. The group's work recently started. 	<ul style="list-style-type: none"> Ensuring all district staff are trauma-informed. Bridges Out of Poverty offered for any community member interested. The One-4-All Family Space is partnering with Hope for Recovery to provide a safe, fun place for the children of parents suffering from addiction to go to while parents get treatment
Coos Coalition for Children & Families	<ul style="list-style-type: none"> All Coos FQHCs are members of the Coalition 	<ul style="list-style-type: none"> Coalition leadership team includes decision makers from Health, Mental Health, Family Support, Childcare and SAUs Shared training across organizations in evidence-based curriculum (Growing Great Kids, ASQ, Pyramid Model) Promoting Vroom countywide Project AWARE focused on S/E behavior Home visiting through Head Start, Mental Health, and FRC Maternal depression screening at well child visits 	<ul style="list-style-type: none"> 3 Trauma-informed master trainers MH to provide training to Coos home visitors on addressing substance abuse with families Maternal Depression screening
Greater Nashua Smart Start Coalition	N/A	<ul style="list-style-type: none"> Coalition includes stakeholders from GN community to: <ul style="list-style-type: none"> increase awareness of (and access to) parent/EC supports and services available in GN develop and provide a series of "universal touch points" for families with young children connect parents of young children with schools sooner -- BEFORE Kindergarten 	<ul style="list-style-type: none"> Increase awareness and access to Family Resource Center programming and Family Connections models. Increase access to trauma-informed care and training

Greater Tilton Area FRC	Health Care Navigator on site by appointment	<ul style="list-style-type: none"> The GTA FRC is a community management Team Member in the System of Care for the Winnisquam School District, and member in the Early Childhood workgroup. That group focuses on early childhood social and emotional learning and development. 	<ul style="list-style-type: none"> A home visitor is being hired Welcome Child Bags – Free resources for new parents as engagement tool to build connection prior to K screening ASQ Developmental Screening Parent Education Collaboration
Impact Monadnock	N/A	<ul style="list-style-type: none"> Train pediatricians and child care providers to utilize ASQ-SE screenings to identify young children in need of mental health supports and services Work with child mental health professionals to expand and improve service referral systems Pyramid Model Training for early childhood professionals Promoting Vroom & Mind in the Making 	<ul style="list-style-type: none"> Increase awareness of voluntary home visiting programs Seeking funding to implement ACERT (Adverse Childhood Experiences Response Team)
Project LAUNCH Manchester	N/A	<ul style="list-style-type: none"> Rep on State Management Team for NH as Pyramid State Behavioral Support Coaching in child care & Head Start Modified SBIRT at MCHC CHWs refer/connect families to resources Developmental & social-emotional screening Home Visiting Community of Practice Workforce Development activities Promoting Vroom ACERT (Adverse Childhood Experiences Response Team) 	<ul style="list-style-type: none"> ACERT Training re: Trauma-informed services Transportation Access Training Increase implementation of CLAS (Culturally & Linguistically Appropriate Services) Standards in partnering agencies
Safe Schools/Healthy Students Concord	N/A	<ul style="list-style-type: none"> Rep on State Management Team for NH as Pyramid State Professional development and TA to Concord EC providers Social-emotional screening (ASQ-SE) Four Family Center programs for families with children 0-5 Home visiting Child-Parent Psychotherapy (CPP) Workforce Dev. activities – Workshops/trainings for Concord EC Community on social-emotional and cultural competence, on-site TA, and ongoing coaching/guidance on Pyramid activities and implementation. Promoting Vroom 	<ul style="list-style-type: none"> Key partners including Riverbend Mental Health Center, Child and Family Services and Early Supports and Services provide home visiting, CPP and social-emotional screening.

Somersworth Ready Together	N/A	<ul style="list-style-type: none"> • Coalition involves cross-sector representation (City, SAU, School Personnel, Community Health, Childcare, Early Supports, etc.) to address health, family engagement, and early learning for children and families. • Use coalition to assist families with accessing services • Promoting Vroom. • Implementing the Pyramid Model in community settings in partnership with the school district and community organizations. 	<ul style="list-style-type: none"> • The SECC is looking to partner with organizations (Law Enforcement and Mental Health facilities) to provide informational sessions or trainings for coalition members
Team Up Rochester	N/A	<ul style="list-style-type: none"> • The Coalition will launch community-wide promotion of "Vroom!" during Feb-Jun to address healthy social-emotional development through increased tools, awareness and confidence among parents/caregivers. 	<ul style="list-style-type: none"> • Coalition is looking to partner with community-based providers and schools to increase awareness of available services/gaps, better coordinate data, and identify families who would benefit from increased supports
Thrive Laconia	Refer to Health First (Community Partner)	<ul style="list-style-type: none"> • Some Pyramid Model training • Strengthening Families Framework - full series fall 2017 • Mind in the Making Series Summer 2017 • HEAL Community Outreach • Referrals to local agencies • Promote Vroom through Billboard, City newsletter, and FRC 	<ul style="list-style-type: none"> • FRC parent programs, referrals to local resources. • Two Trauma-Informed Trainers • Thrive Family Friendly Practices Brochure and consultation services for local businesses

Positive Early Learning Experiences

Goal: Effective learning opportunities are provided in all settings including the home, child care and afterschool programs, preschools and elementary schools from birth through the primary grades.

	Expand access to proven and effective early childhood education for all infants, toddlers and other young children through grade three.	Increase opportunities for learning outside of the school day, including summer.	Ensure all children are screened for developmental concerns and receive the services needed to promote their optimal development.
Carroll County EC Coalition	<ul style="list-style-type: none"> Improving communication and collaboration between local school districts and EC programs with shared training opportunities through Child Care Aware Vroom 	<ul style="list-style-type: none"> Partnership with local libraries to promote EC activities e.g. story times, Vroom, Summer reading programs, and other events 	<ul style="list-style-type: none"> Promote ChildFind developmental screenings through SAU's Promote ASQ offered in partnership with Children Unlimited and early childhood programs Promote integration of ASQ in all healthcare well-child visits
Claremont Learning Partnership	<ul style="list-style-type: none"> Opened the One-4-All Family center as a Mon-Fri playgroup for any Claremont family with a child 0-5. Increased the SAU preschool program to include any child that would like to attend. Hosting a childcare fair to ensure parents know all of their options regarding ECE. 	<ul style="list-style-type: none"> Read Around the Park program in the summer in 4 Claremont parks. Stories are read and each participant receives a book to take home. The One-4-All Space is open throughout the summer providing activities for children of all ages. The One-4-All Space also offers a homework space throughout the school year 	<ul style="list-style-type: none"> The ASQ is offered through the FRC. Relationships created to ensure families are aware of available resources. With the partnerships being developed through the Early Childhood coalition, there will be more of an effort to collaborate and partner with each other
Coos Coalition for Children & Families	<ul style="list-style-type: none"> Coalition/SAU working group to address bridge between preschool and K Introducing TPOT assessment and ECERS in all Coos child care centers TS Gold in all childcare and 4/5 SAUs in Coos 	N/A	<ul style="list-style-type: none"> ASQ and ASQ-SE used by all healthcare, Childcare, Head Start, mental health, and family support programs in Coos

Greater Nashua Smart Start Coalition	<ul style="list-style-type: none"> Aim to increase capacity to offer quality EC programming for free/low cost across GN community in places such as YMCA, Public Library, and FRC at Boys & Girls Club. Advocate to expand K to FD programs in GN school districts 	<ul style="list-style-type: none"> Create series of "universal touch points" for parents/families of young children (Vroom, Welcome Baby) Participate in and lead community collaboration to provide parent education and family fun events (Community Baby Shower, Fairy Tale Festival, etc.) Through events and PR, promote a universal understanding for "Ready for K" and for the importance of EC 	<ul style="list-style-type: none"> Support CC Aware efforts to promote screening with ECE providers/parents Explore opportunities to expand screening initiatives in GN community
Greater Tilton Area FRC	<ul style="list-style-type: none"> Home Visiting Playground Outreach Parent Education at FRC/ school Possible Parent/ child playgroup at school 	<ul style="list-style-type: none"> GTA FRC/ Playground Community Collaborative Parent education w/ childcare and dinner provided Home visitor to deliver evidenced based 	<ul style="list-style-type: none"> ASQ screening at Playground, by referral, during home visits, by parent ed. groups, within collaboration with health clinic Welcome Child Bags
Impact Monadnock	<ul style="list-style-type: none"> Included in 5-year Strategic Plan 	N/A	<ul style="list-style-type: none"> Train pediatricians and child care providers to utilize ASQ-SE screenings to identify young children in need of mental health supports and services
Project LAUNCH Manchester	<ul style="list-style-type: none"> Pyramid Model coaching to child care and Head Start staff 	N/A	<ul style="list-style-type: none"> Watch Me Grow Coordinator recruits child care programs to complete ASQ & ASQ:SE Community Health Workers screen at well-child checks (9, 18, 30 months); refer as appropriate
Safe Schools/Healthy Students Concord	<ul style="list-style-type: none"> Family Center 	<ul style="list-style-type: none"> Some summer activities including Family Center Field Trips Advocacy for child care and family support \$ in State Budget 	<ul style="list-style-type: none"> ASQ-SE screenings for children ages 2 months - 5 years. All parents/caregivers of children who attend K registration complete the ASQ-SE. Coordination with CFS to expand the WMG system

<p>Somersworth Ready Together</p>	<ul style="list-style-type: none"> • “Community Thinkscapes” will provide opportunities throughout the Somersworth community for children to interact with adults as they build language and literacy skills. • Bridging activities between home, school and community will serve as a way to provide family education while developing a long-term partnership. Activities will be virtual (Vroom), mobile, or center-based within a school, library, or childcare center. 	<ul style="list-style-type: none"> • SECC coalition members will sponsor summer events (book events) and be present at summer community events like the International Children’s Festival, children’s concerts, and home visits 	<ul style="list-style-type: none"> • The SECC will encourage the ASQ and ASQ-SE be used by all healthcare, childcare, Head Start, healthcare providers, mental health providers, and home visitors in Somersworth
<p>Team Up Rochester</p>	<ul style="list-style-type: none"> • Intend to strengthen the connections between preschool and Kindergarten. 	<p>N/A</p>	<ul style="list-style-type: none"> • Seeking to build a stronger coalition of providers, parents, and community leaders to better coordinate data collection, reporting, and referral
<p>Thrive Laconia</p>	<ul style="list-style-type: none"> • Pilot Pyramid Model at LRCCS • Encourage use of ITERS and ECERS • Regional coach for SELA to support child care programs 	<ul style="list-style-type: none"> • Mind in the Making Summer Series • Vroom in many EC settings, city newsletter and a billboard on a commuter route 	<ul style="list-style-type: none"> • Raise awareness of importance to have needs addressed at an early age. • FRC is Coordinator but there have been challenges • Wide use of ASQ and ASQ-SE (data collection a challenge). SELA Coach to encourage use in all child care centers

Strong Families

Goal: Families have the skills, basic resources, and supports to promote their children's development and learning starting before birth and continuing through the primary grades.

	Ensure housing and energy assistance to low-income families.	Expand access to proven and effective home visiting and family support programs.	Ensure hard work pays by raising the minimum wage, supporting parents' job readiness and expanding access to higher education.
Carroll County EC Coalition	<ul style="list-style-type: none"> Take part in regional discussions regarding affordable housing. Promote 211 	<ul style="list-style-type: none"> Work to increase the # of families receiving home visiting pre and post-natal programs. 	N/A
Claremont Learning Partnership	<ul style="list-style-type: none"> Refer to 211 and strong partnership with local CAP and local welfare office 	<ul style="list-style-type: none"> TLC Family Resource Center is a partner in our Early Childhood Coalition 	Business leaders are a part of our EC Coalition
Coos Coalition for Children & Families	<ul style="list-style-type: none"> Coalition partners: FRC, Mental Health, Head Start 	<ul style="list-style-type: none"> GGK in use by mental health and family support programs FRC uses Healthy Families America 	N/A
Greater Nashua Smart Start Coalition	<ul style="list-style-type: none"> Increase awareness of community resources 	<ul style="list-style-type: none"> Increase awareness of under-utilized HV services Advocate to increase HV participation 	<ul style="list-style-type: none"> Engage more employers in EC Coalition work and advocate for increased wages, family-friendly workplaces and affordable, high-quality child care
Greater Tilton Area FRC	<ul style="list-style-type: none"> Concrete needs/ CAP Resource Coordination Stability of housing Transportation Parent Education Resource Bags 	<ul style="list-style-type: none"> Adding HV with school contract Increased Parent Education engagement and access to programming Increased access to concrete resources 	<ul style="list-style-type: none"> Advocacy with Employers-A big issues in the cost of health insurance and medication once the threshold of Medicaid loss is reached with employment causing resignations after jobs are found even if above minimum wage Access to quality childcare
Impact Monadnock	N/A	<ul style="list-style-type: none"> Developing a Home Visiting Community of Practice, which will serve as a vehicle to execute plans for: streamlining HV professional development and trainings, developing a communications and awareness campaign around HV, and coordinating family supports programs across our rural region 	<ul style="list-style-type: none"> Business ambassadors & family-friendly workplace policies Serve as a voice on the local living wage workgroup

Project LAUNCH Manchester	N/A	<ul style="list-style-type: none"> • HV CoP • Community Health Workers connect families to resources • <i>Positive Solutions for Families</i> parent ed curriculum in Manchester and training more facilitators in other regions • <i>Strengthening Families</i> Parent Cafes 	N/A
Safe Schools/Healthy Students Concord	N/A	<ul style="list-style-type: none"> • Home visiting • <i>Positive Solutions for Families</i> • <i>Parents As Teachers</i> 	N/A
Somersworth Ready Together	N/A	<ul style="list-style-type: none"> • SECC has implemented a Kindergarten Family Visit program for kindergarten teachers to meet with families of new students before the school year to foster school engagement. • Creating a family resource center or hub for information. • Creating a communication platform for sharing information and resources 	N/A
Team Up Rochester	N/A	<ul style="list-style-type: none"> • In an effort to build a strong Rochester-centric coalition, will identify available programs and build awareness across the network of those eligible to receive services 	N/A
Thrive Laconia	<ul style="list-style-type: none"> • Refer to 211, Land Trust, and local welfare office 	<ul style="list-style-type: none"> • Through the Family Resource Center Contract • Trauma Informed workshop June 2017 • Strengthening Families trainings fall 2017 	<ul style="list-style-type: none"> • Promote Family-Friendly Workplaces through Thrive partners: Economic Development Council and major employers

A Coordinated Early Childhood System

Goal: New Hampshire's young children and their families have the benefit of well-coordinated early childhood programs and services that work effectively together on their behalf.

	Establish an integrated, cross-agency statewide early childhood data system to improve program effectiveness and child and family outcomes.
Carroll County EC Coalition	<ul style="list-style-type: none"> • Work to ensure continuous communication through Facebook and website posts on Carroll County Coalition for Public Health: http://www.c3ph.org/early-childhood-parenting-support • Identifying shared data measurements among partners to be able to track progress towards desired outcomes
Claremont Learning Partnership	<ul style="list-style-type: none"> • The Claremont Learning Partnership is working on this goal. Very little work has been done in this area so far
Coos Coalition for Children & Families	<ul style="list-style-type: none"> • Coalition collects and tracks data cross partner organizations • Leadership Team meets monthly • Workgroups on WMG, maternal depression, evidence based curriculum for home visitors and evidence based curriculum for CC meet quarterly • Data visualization platform on website
Greater Nashua Smart Start Coalition	<ul style="list-style-type: none"> • Need to solidify Coalition's "people infrastructure" and then we'll be able to address data collection/coordination
Greater Tilton Area FRC	<ul style="list-style-type: none"> • System of Care taking the lead • MOUs with many agencies for data collection established
Impact Monadnock	<ul style="list-style-type: none"> • With Monadnock United Way, convening early childhood professionals to explore solutions to building a more effective early childhood system
Project LAUNCH Manchester	<ul style="list-style-type: none"> • Project LAUNCH Database shared among 5 agencies; quarterly and biannual data reporting and annual evaluation • My Manchester Database capacity-building
Safe Schools/Healthy Students Concord	<ul style="list-style-type: none"> • Safe Schools/Healthy Students yearly evaluation, which includes EC data.
Somersworth Ready Together	<ul style="list-style-type: none"> • Although we do not have an effect on the statewide data collection, the SECC intends to coordinate with childcare/EC programs to develop a communication system that ensure ties to the school system to strengthen our collective knowledge of Somersworth children and provide quality EC experiences to help ensure school readiness
Team Up Rochester	<ul style="list-style-type: none"> • Team Up Rochester will be addressing the need to coordinate data for the benefit of children and families
Thrive Laconia	<ul style="list-style-type: none"> • Data collection is by project and agency - Thrive itself has collected very little data. There have been gaps in ASQ and ASQ-SE data collection and submission