

NH Early Childhood Strategic Initiative Background Research

Strategic Theme: Systems integration

Objective 1: Increase state, regional, and local level collaboration and program integration

A.	Are there New Hampshire study groups and/or recommendations about this area that should be considered?
	<ul style="list-style-type: none"> • Professional Development (PD)– early intervention matters à could be a way to tie groups together – how do we create these structures to create those opportunities <ul style="list-style-type: none"> ○ EX: Family outreach specialist in Portsmouth – schools have a more robust mechanism for PD than small child care centers, but providers have identified that PD is a positive experience when it is offered ○ Leverage higher ed for PD (local community colleges etc.) ○ NH DOE brings in regional consultants who help with this ○ Also bring the state-level lens to their approaches – potential to have state level knowledge infused into the school community ○ EX: in the past, folks who were focused on PD would convene quarterly – it provided a way to help people connect the dots, so they weren’t doing this great training program in isolation – people are not aware of the opportunities à building up specific trainings and creating awareness of different programs/opportunities, because people do not where to access these things ○ There is so much out there – how do we wrangle it in
B.	What ideas emerged from the recent focus groups?
C.	What is currently working well in NH to support this objective, even if it is not done uniformly or consistently? What has been done in the past in NH that positively affected this objective that is no longer happening?
	<ul style="list-style-type: none"> • Community management teams (aka DCLT) – integrates all of the players who regularly come to the table and identify issues (of all sizes) and work on community coordination; have been able to leverage funds and apply for grants due to dynamic community work <ul style="list-style-type: none"> ○ It is housed at school, but it should be ownership of the community ○ District and community coming together • Milford Thrives is a huge component of their DCLT so that there is that early childhood to grade 12 vertical alignment – when this is done well you have all of those players there at the table actively collaborating • There is a system of care focused on children’s behavioral health – could be an opportunity to tap into since it is a vast network of providers across many agencies, public and private; also a family support clearing house housed under the Department of Health and Human Services <ul style="list-style-type: none"> ○ Large amount of interagency work that happens ○ System of care is family and youth driven and their needs are met by accessing those resources in the community • Early childhood coalitions – some are well established, and some are relatively new→ how to strengthen and build those connections, so many things that could be spotlighted as things that are happening in the community right now and raising up these community endeavors/ how to tell that story <ul style="list-style-type: none"> ○ When these are done well, you can have all the players at the table collaborating ○ Examples: <ul style="list-style-type: none"> ▪ Coalition for Young Children and Families ▪ Amoskeag Health has project Health – created ASERT team (federally funded TA center) à how to strengthen this

<ul style="list-style-type: none"> ▪ Milford Thrives – huge component of DCLT; ECH through grade 12 (vertical alignment) ▪ COAS Coalition – doing it across the entire county and including all; highlighted for their different subcommittees, sharing of resources, and potentially blending and creating different fundings ▪ Family Support New Hampshire <ul style="list-style-type: none"> ❖ https://www.fsnh.org ○ Map of EC Regions: <ul style="list-style-type: none"> https://mypages.unh.edu/sites/default/files/pdg/files/nh_pdg_early_childhood_regions_15july2021.pdf
D. What Early Childhood practices are occurring in other states that are effective in supporting this objective?
E. What do research studies conclude about effective practices to reach this objective?
F. Are there any parallel processes in other systems that we could adopt? (Higher education, business, community organizations?)

Follow up assignments for completion by next meeting:

Task	Person Assigned