

NH Early Childhood Strategic Initiative Background Research

Strategic Theme: Systems integration

Objective 3: Increase community voice and influence in design of programs and services

<p>A. Are there New Hampshire study groups and/or recommendations about this area that should be considered?</p>
<ul style="list-style-type: none">• Making sure we get to the parents: have tried different approaches in terms of outreach to (i.e., housing authorities etc.) but would like to find better solutions to true family engagement with the most marginalized families• DOE offers the 603 bright futures surveys: designed for educational staff, family, and community members (if you're not a specific family of a district but live within the community of, there is a specific survey for you, that data gets aggregated and sent back to the SAUs to leverage<ul style="list-style-type: none">o Amount of response differs community to community• Pyramid model in NH – steering leadership committee<ul style="list-style-type: none">o Community teams that bring togethero Grant opportunities to implement the pyramid modelo Thinks it is integrated well in one elementary school – small pockets of success; there is a family engagement component to this<ul style="list-style-type: none">▪ Parents creating classes for other parents – if pyramid models are implemented with fidelity, there is opportunity there but there is a lot of silence because we are not aware of many places where it is being done particularly well• Dr. Karen Mapp offers dual capacity building framework but not system wide• To respond to local needs, utilize the regional leadership teams and engage local leaders from all sectors and understanding.• Municipalities need to have a sense of what their communities needs are.
<p>B. What ideas emerged from the recent focus groups?</p>
<p>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?</p>
<ul style="list-style-type: none">• DCLTs offer voice and choice on intervention strategies and programs being brought into schools at the micro level so families are able to engage – this is not at large
<p>D. What Early Childhood practices are occurring in other states that are effective in supporting this objective?</p>

<ul style="list-style-type: none"> • Annie Casey foundation – when they are active in the state family connection entities in specific communities and regions; are about getting community voice and customizing programs and services <ul style="list-style-type: none"> o Georgia is an example of this https://gafcp.org/ o Does require a certain level of funding and investment in order to stand them up because there are professionals behind them, not just volunteers but not a big investment • Pine Tree Institute located in Elliot Maine and coastal parts of NH – partnered with ACE (Adverse Childhood Experiences) Interface and created a group of coaches who were experts in adverse childhood experiences ☑ for free of charge, the coaches would go out into community entities and spread the word about what adverse childhood experiences are how to recognize them, how to mitigate them, and how to build up assets
E. What do research studies conclude about effective practices to reach this objective?
<p>Collective Impact is a heavily researched model of effective community collaboration https://ssir.org/articles/entry/collective_impact#</p> <p>https://collectiveimpactforum.org/</p>
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

