



HANDBOOK

Regional Early Childhood Coalitions

STARTING A REGIONAL EARLY CHILDHOOD COALITION

Promising Practices for birthing and nurturing a Regional Early Childhood Coalitions

Rev. 04-30-21

INTRODUCTION

What Will You Find In The Handbook?

This document describes the process of forming and supporting a Regional Early Childhood Coalition. In particular, this guide focuses on the role of the Regional Coordinator and the "Backbone Organization" in creating, building and sustaining regional coalitions. We share these 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!

Who Created The Handbook?

The Handbook was created by the [Alliance](#) of Regional Early Childhood Coalitions. The Alliance includes fifteen Regional Early Childhood Coalitions from across the state. Each of the coalitions is working to ensure that young children have a strong foundation and the support they need to thrive and succeed. 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, workforce, and citizens.

As of the spring of 2021, the Alliance includes representatives from 15 Regional Early Childhood Coalitions. See [Appendix A](#) for more information (including contact information) on each of the coalitions.

1. Claremont Learning Partnership	10. Mount Washington Valley Early Childhood Coalition
2. Concord Connections	11. Rochester Early Childhood Coalition
3. Coos Coalition for Young Children and Families	12. Somersworth Ready Together
4. Early Care and Education Association (Upper Valley)	13. Southern Carroll County Early Childhood Coalition
5. Greater Nashua Smart Start Coalition	14. Thrive/FRC of Central NH (Laconia)
6. Impact Monadnock	15. SAU 21/90
7. LAUNCH Manchester	16. Winnisquam/Franklin Area ECC
8. Lower Grafton Council for Young Children	
9. Milford Thrives Early Childhood Collaborative	

See the Appendix for a [map](#) of the communities each of the coalitions cover.

How Is The Guide Structured?

This guide responds to the following questions about Regional Early Childhood Coalitions and the Role of the Regional Coordinator and Backbone organization:

- 1. What Is A Regional Early Childhood Coalition and Why Does It Matter?*
- 2. What Is the Problem Regional Early Childhood Coalitions Are Trying to Solve?*
- 3. What Do We Hope to Accomplish?*
- 4. What Did We Do?*
- 5. What Difference Have We Made?*
- 6. Where Should You Begin?*
- 7. What Does it Cost and How Is the Work Funded?*
- 8. Where Can You Find Out More?*

We have also included an [Appendix](#) with tools, templates, and resources you may find helpful.

Please note that some of the resources referenced in this document are housed on the Spark NH website.

Spark was the early childhood advisory council enacted by the Governor in 2011. In 2020, Governor Sununu created a new entity, the Council for Thriving Children. The Council is in the process of developing a website, but during the transition period, many of the resources referenced in this document (including the Data Platform) can still be accessed on the old [Spark website](#).

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DEVELOPING A REGIONAL EARLY CHILDHOOD COALITION

What Is A Regional Early Childhood Coalition and Why Does It Matter?

Regional Early Childhood Coalitions are cross-sector efforts that focus on health, early learning and family support in particular geographic regions. In some cases, the "region" is defined as a town or city and its surrounding communities. In other cases, it refers to a broader geographic area. The region may be defined by formal boundaries such as municipal lines or it may be defined by the people of the region who consider a particular area to be "their" community. An example of this in New Hampshire is the area we refer to as the "North Country" defined more by mountains and shared history than by legal demarcations.

Regardless of how the region is defined, the key is that the coalition is focused on bringing together the combined resources of the area for the benefit of young children and their families.

What Is The Problem The Regional Coalitions Are Trying To Solve?

There are a lot of good people working hard in every region of our state to nurture and support young children and their families. There are many educational, health, social service and civic organizations committed to building strong communities. There are also many employers who believe in the importance of creating a positive work environment and being good corporate partners with their communities. The challenge is that often these efforts operate in isolation from one another; critical supports are missing; there is limited public awareness and there is no coherent plan for making sure that all of the work is moving together toward a common vision and outcomes.

What Do the Regional Coalitions Hope To Accomplish?

The goal of Regional Coalitions is to galvanize, coordinate and align all of the resources of a region or community to ensure that every child has a strong foundation and the support they need to thrive and succeed. We hope that by working together:

The people who live, work and employ others in the region will:

- *Understand the value of ensuring that every child has what s/he needs to thrive; and,*
- *Know that when we invest in the youngest members of our community, the community, as a whole, is stronger; and,*
- *Work together to create family-friendly work environments.*

Families with young children will:

- *Have the knowledge, skills, and tools they need to support their children's development;*
- *Receive social, emotional and developmental screening and referrals if needed;*
- *Have access to high-quality early education, supports and services that are aligned and connected with one another.*

Early Childhood Professionals will have the skills, supports, and resources they need to provide high-quality care, connect families with resources, and ensure smooth transitions from one resource to another.

Public policymakers will have the awareness, data, and information they need to develop policies that help families with young children and their communities thrive.

A sample ["Theory of Change"](#) is included in the Appendix.

What Did the Regional Coalitions Do?

Below is a partial list of activities coalitions are using to ensure that every child has what they need to thrive. Note that every coalition is different and chooses which activities they employ based on the needs of their communities, the stage of development of their coalition, and the passions and resources of coalition members.

Brought People Together

- *Formed cross-sector coalitions*
- *Developed Business Ambassador groups that are creating family-friendly workplaces*
- *Facilitated workgroups on parent education, developmental screening, depression screening, professional development, transitions to public schools and other topics*

Implemented Public Awareness Campaigns about the Importance of Early Childhood

- *Created billboards, PSAs, parent support materials*
- *Hosted conferences and events*
- *Educated policymakers and other leaders on the importance of early childhood and the needs of young children and their families*
- *Educated professionals, school board members, and others on trauma-informed practices*

Provided Professional Development and Technical Assistance

- *Provided professional development on evidence-based practices*
- *Advised businesses on how to become more family-friendly*

Aligned Curricula and Tools

- *Aligned curricula across child care centers*
- *Standardized the developmental screening tools being used across organizations*

Added New Developmental Screening Sites

- *These include child care centers, community mental health centers, home visiting programs, and primary care settings and WIC clinics*

Offered Parent/Caregiver Education and Support

- *Created neighborhood-based Family Centers that link families to supports and services and use a playgroup model to support parenting*
- *Partnered with police departments to link children exposed to trauma with supports and services.*
- *Hosted fun, educational events for families*
- *Provided child care for high school students with young children*
- *Connected parents with practical parenting skills via the Vroom app <https://www.vroom.org/>*
- *Offered parenting classes*

Facilitated Transition Planning

- *Brought early learning and public-school staff together to improve transitions from early learning to kindergarten*
- *Used Community Health Workers and new screening practices to identify families who are struggling and connect them with supports and services*

Shared What We Have Learned

- *Created Promising Practices Guides*
- *Participated in the Regional Coalitions monthly Community of Practice meetings*
- *Hosted conferences*

Used Data to Guide and Illustrate Our Work

- *Identified key indicators and collected data on interventions, then used the data to make course adjustments and track our progress*
- *Worked with others to develop data visualization tools to help us track our impact on regions and to track the well-being of young children and families across the state¹*

What Difference Have Regional Coalitions Made?

Each Regional Early Childhood Coalition looks a little different. Some have been around for a decade; others are brand new. Each evolved a little differently depending on the needs of the community, the readiness of leaders, and the amount of funding they had available. They are also at different stages of development in tracking their outcomes, but here are a few examples of the remarkable impact they have had:

***More children** are receiving developmental screening and being connected sooner to the supports they need.*

***More families** are getting parenting support services.*

***Early learning teachers** are using high- quality curricula and evidence-based practices for responding to the behavioral needs of children.*

***Police officers** are partnering with early childhood professionals to ensure that children who witness traumatic events are immediately connected with supports and services.*

***Pre-school teachers and kindergarten teachers** are working together to ensure a smooth transition into kindergarten.*

¹ See the **NH Data Exploration Tool**. <http://sparknh.daveystrategies.com/>

New family centers have been started in neighborhoods that are accessible to families even when transportation is limited.

Professionals are coming together to learn about such topics as trauma-informed practice.

Health centers, mental health providers, child care centers and others are working together in new ways to ensure that no one gets "lost between the cracks."

Business leaders are implementing family-friendly work practices.

Community health workers are connecting families with health care and support services.

Towns are creating interactive public installations for parents and their children that are both fun and educational.

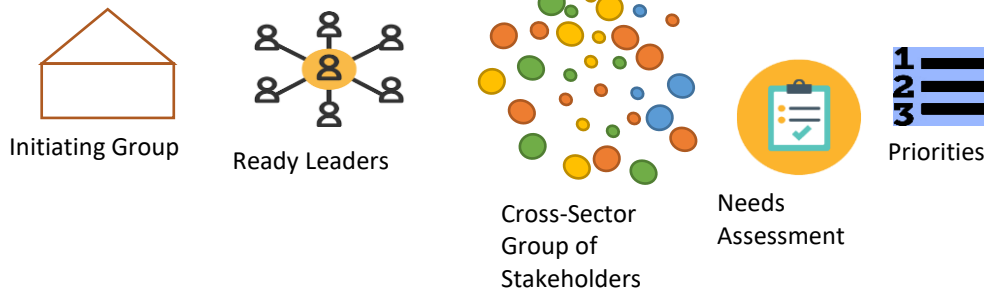
Home visitors are working together to coordinate and improve their services.

It is exciting to see just how much is happening and what a difference it is making in communities across the state.

Where Should You Begin?

There is no one right way to launch a regional coalition. Each of our regions has taken a different approach but many took a path that looked something like the three phases of work described below. (To see a graphic overview of all three phases, go to: [Phases of Development](#))

Phase One: Bring People Together



Steps in the Process

- **Someone takes a chance and leads the way.** An Initiating Group starts the ball rolling. In some cases, this may be a funder that is interested in improving outcomes through a "collective impact" approach. <https://www.collectiveimpactforum.org/what-collective-impact>. In other cases, it is a practitioner or educator with a vision for finding a better way.
- **Engage the folks who are most receptive and "ready" to help.** The Initiating Group often begins with simple one-on-one conversations with people who are likely to be receptive and who have influence with others in their field and/or the broader community. These "Ready Leaders" begin to identify what the community most needs and who the key stakeholders are who can help move the work forward.
- **Convene a cross-sector group of stakeholders and assess the community's needs.** The Initiating Group, with help from the Ready Leaders, convenes a broader group of people for a conversation or series of conversations. Together, this cross-sector group of stakeholders begins to assess the needs and strengths of the community. They may initiate or build on an existing formal needs assessment or they may assess the needs informally by tapping into the knowledge and experience of those at the table.
- **Set some initial priorities.** As the group assesses the needs, themes and gaps emerge. They also begin to discover what people are passionate about. Together they decide on a set of shared goals and priorities.

Keys to Success

- **Identify a "Point Person."** Someone needs to do the leg work of identifying "Ready Leaders," convening the Broad Group of Stakeholders, facilitating discussions, capturing themes, bringing in data, and helping the group to identify priorities.

- **Bring the voices of families to everything you do.** Listen to and engage families at every stage of your work. Ideally, engage families from the start as members of your coalition. If you don't yet have families ready to serve on the coalition, reach out to them in other ways. Use focus groups to find out what matters the most to them. Ask direct service providers to listen deeply to families and share what they learn with you.
- **Ground your work in data.** Even if you have people at the table with great expertise on young children, take a look at the data available on how children are doing. What data do you have? What data is missing? What does this tell you about what's working and what's missing? Understanding where you are beginning can help you determine where you need to go next.
- **Define success.** As you set goals and priorities, make sure that you are clear on what success would look like. Start having a conversation about how you will monitor your progress and measure success. The more concrete you can be, the easier it will be to stay focused. Selecting a few data points to monitor and measure will help you make sure that what you are doing is working. It will also help you make the case for the value and impact of your work.
- **Embed the work of the Coalition in the partner organizations.** Make sure that each partner in the Coalition has at least one of the goals/priorities as a goal or priority in their own organization.

Practical Tips

- **Provide meeting space and note-takers.** Sometimes it's the simple things that make the difference. Providing meeting space, a note-taker, and someone to send out meeting reminders doesn't take a lot of effort, but it can make a big difference in getting the work off the ground.
- **Identify a Fiscal Agent.** It may be possible to do Phase One on a shoestring budget, relying on volunteers, in-kind donations, and money within existing budgets. However, it is likely that you will need to solicit grants or donations – and in order to do that, you will most likely need to identify a non-profit organization willing to serve as the fiscal agent.²
- **Do the kind of Needs Assessment that makes sense for your region and resources.** Community Needs Assessments vary drastically. Some are formal, in-depth analyses done by outside consultants. Others consist of knowledgeable people sitting around a table talking about what they see every day in their work. If your community already has a solid needs assessment (many hospitals and United Ways have these) – use them! If not, think about what you most need to know, and determine the dollars available to you to dig deeper. Then start with what you can. (Note that several reports about return on investment in early childhood have been done in NH and could help in your work.)
- **Check out the Data Platform.** Use this site to explore how young children and families in our state are faring. All the latest data for New Hampshire related to health, early learning and family support related to young children and their families. <http://sparknh.daveystrategies.com>. The site also includes a section with New Hampshire specific ACE's (Adverse Childhood Experiences) data.

² A fiscal agent is a nonprofit with tax-exempt status that agrees to receive grants and/or donations on behalf of the Regional Coalition.

Phase Two: Commit to Action



Leadership Team



Roadmap

Steps in the Process

- **Form a cross-sector Leadership Team.** Once the broad group of stakeholders has identified priorities and agreed on an overall direction, form a Leadership Team comprised of people who are passionate about moving the work forward and willing to serve as an on-going group to guide the process. Ideally, the Leadership Team should include movers and shakers from each of the sectors you seek to engage. Typically, this means early learning, health, behavioral health, public schools, family support, and the business community. Whenever possible, ensure that parents are also a part of your Leadership Team. Their voices will keep you grounded and motivated for the work ahead.
- **Create a plan.** The Leadership Team should begin to map out how the region will move forward to advance the priorities identified in Phase One. Make sure that the plan includes the strategies you will use to continuously engage families in the work.

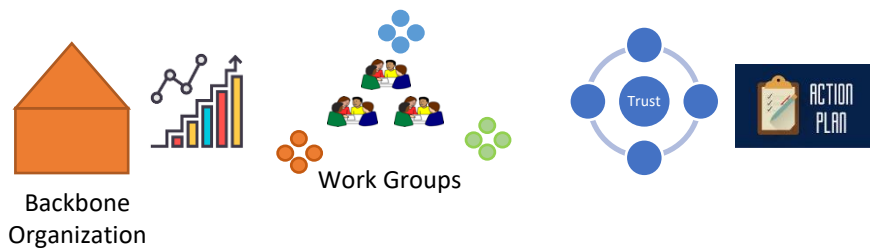
Keys to Success

- **Bring the right people to the table.** They need to be excited about the work and have the decision-making authority needed within their organizations to commit their organization to help move the Leadership Team priorities forward. They must also be able to commit time, energy and resources to the coalition outside of coalition meetings. Having this kind of dedicated human and financial support can make or break an initiative.
- **Follow the passion.** Listen to what the team members are excited about working on together and start there.
- **Build leadership from the start.** Notice what people are willing to do and engage them in a leadership role in doing, leading and creating the sustainability of the leadership from day one. Conduct your role in leading this team as though you might leave at any moment. This will help to make sure that the local leadership is empowered to lead.
- **Be concrete.** As you create the roadmap, spell out what you are going to do in practical terms. The roadmap should go beyond philosophy and theory and hone in on action.
- **Look at the data.** Throughout the process, pay attention to the data. Identify the data that will give you meaningful feedback and that is easily available. You can use this data to inform what you do and how you do it. The data may be formal or informal, but know what it is, and use it to make a difference.

Practical Tips

- *Keep in mind that "right-sizing" your Leadership Team is an art not a science. There is no magic number for the size of your leadership team. The team needs to be broad enough to have credibility and move the community forward, but small enough to get the work done. Finding your "sweet spot" is part of the art of effective coalition building. To get a feel for the types of partners you may want to engage see the [Coalition Partners](#) Chart in the Appendix.*
- *Consider forming a Steering Committee. If your Leadership Team is large, you may also want to create a small "kitchen cabinet"/Steering Committee of 3-5 people to help plan meetings and keep the work of the Leadership Committee moving forward.*
- *Develop a Memorandum of Agreement. Create a [Memorandum of Understanding](#) for the Leadership Team that reflects the commitment that participating organizations are making to the work.*
- *Build your capacity to engage parents as participants and leaders. Engaging parents in the work has to go beyond tokenism and lip service. There are great resources in the state on how to engage parents in meaningful ways and how to build their confidence and skills as leaders. Talk with some of the Regional Early Childhood Coalitions about what they have learned and reach out to resources such as the [Parent Information Center](#) for resources and expertise.*

Phase Three: Organize the Work



Steps in the Process

- **Identify an "Backbone Organization."** *By this point in the process regions often need to identify an "Backbone Organization". It is one thing to bring people together for initial planning, relying on one-time grants, a passionate convener and initial enthusiasm. But for the work to continue, you start to need some infrastructure. The Backbone Organization is the institutional "home" for the Regional Coalition. Sometimes, the Backbone Organization is an entity whose sole mission is to advance early childhood outcomes. More often, it is an existing organization with a broader mission who has agreed to serve as a fiscal agent for the early childhood work and make an on-going commitment to supporting and advancing the regional initiative's work. (In some cases, the role of the Backbone Organization is to: guide vision and strategy; support aligned activities; establish shared measurement practices; build public will; advance policy; and, mobilize funding. However, in many regions, these responsibilities are reserved for the Coalition, itself – not the Backbone Organization. Whichever model you choose, it is critically important to be clear about your expectations.*
- **Name a Regional Coordinator.** *This is the time to formalize the role of the Point Person and start thinking of/calling him/her the Regional Coordinator. A Regional Coordinator is an individual whose job it is to get up every morning thinking about how to make communities great places for young children and their families. The Regional Coordinator is the person who brings people together, builds relationships, keeps all of the regional efforts pointed in the same direction, reports out to funders on the initiative's progress, cultivates new partners and ensures strong communications. Usually, the Regional Coordinator is a paid position with the Backbone Organization serving as the "employer of record."³*
- **Form workgroups.** *We have used three types of workgroups in our regions:*
 1. *Providers – You may have a workgroup comprised of representatives of child care centers, home visiting organizations, behavioral health centers, school districts, or others. In each case, the workgroup includes representatives from multiple organizations who have committed to moving some aspect of the work forward.*
 2. *Businesses – Some regions have formed Business Ambassador Groups. These groups take the lead in educating and engaging the business community.*
 3. *Special Initiatives – In some cases workgroups form to launch a specific event or initiative such as "Thinkscapes."⁴ These groups are often time-limited and focused on concrete, visible efforts. In addition to the value of the initiative itself, this type of workgroup can galvanize participants and the*

³ The organization that takes responsibility for issuing paychecks, handling payroll taxes, etc.

⁴ Installations that promote child-caregiver interactions in local parks and other public space.

community to take on other longer-term work.

- **Create action plans.** Workgroups need to do just that: they need to work. They need to create and implement action plans that translate the big ideas articulated in Phase One priorities into concrete action steps that directly impact real people.
- **Set scheduled meeting times for the workgroups to check in and share progress/strategies**
- **Use data to guide your work.** Connect the work you plan to do with the outcomes you expect to achieve. As you do this consider:
 - What data will give you meaningful feedback on how young children are doing and whether or not your interventions are making a difference?
 - Is any of this data already being collected and if so, is it being collected in a standardized way across organizations?
 - What kinds of supports will organizations need to collect and enter data? Do they have staff who have the time to enter the data? Do staff need training in order to enter the data consistently?
 - How will you use the data to inform your work?
 - How will you use data to inform the community about your work and the importance of early childhood?

Keys to Success

- **Recognize that workgroups do not run themselves.** Workgroups, especially newly formed groups, are unlikely to be self-sufficient. Initially, the Regional Coordinator will need to attend all of the workgroup meetings. This is partly about ensuring strong communication but it is also about building the capacity of the workgroups and the workgroup leaders. They will likely need help in learning how to move the work forward. Being at the meetings will help the Regional Coordinator see where groups are getting stuck and help them to find a way forward. It will also help the Coordinator ensure continuity between workgroups so that they are working in the same direction without duplicating one another's work. Ultimately, you want to have a strong leader for each workgroup, but often it takes time to get there.

"I have had to do a lot of capacity building with teams and their leaders, and that was only possible because I was there and observing where they were getting stuck and unable to move forward productively."

to help
- **Remember: It's all about relationships!** Nothing happens without some degree of trust and trust takes time. It takes time for workgroup members to get to know one another; understand what each other's organizations do; and build the trust and respect needed to work together effectively.
- **Communicate, communicate, and communicate!** Make sure that you have formal and informal ways to keep everyone informed both within and across the workgroups.
- **Create some "Early Wins."** When choosing what you will work on first, be sure to include some "early wins." Much of the work you are doing will take time to come to fruition. To keep people energized for the long-haul and make the case that success is possible, it's important to build in some work that will lead to short-term, concrete, visible results. These "early wins" will keep you going, strengthen relationships, and attract new partners to the work.
- **Don't be afraid to change course.** If a particular workgroup has difficulty crafting their action plan, start by helping them think through what they want to accomplish. If they still find it hard to define what they are trying to accomplish; don't see their goals as compelling; or can't find anyone ready to lead the work

forward; it may be that workgroup shouldn't exist, or shouldn't exist at this point in time. If that is the case, disband the group sooner rather than later and help the members re-direct their energy elsewhere. This could happen and it's okay to move on and be nimble – there is too much at stake and too much urgency around the things that people will need to coalesce around and gain traction on. Be flexible and follow the energy of the group members.

Practical Tips

- **Think about fundraising on Day-One.** It takes money to do this work, so it is important to begin developing fundraising strategies sooner, rather than later so that the work can continue and grow.
- **Articulate roles and responsibilities.** This is a good time to spell out the roles and responsibilities of the leadership team, the workgroups, the workgroup leaders, and the Regional Coordinator. It's also a good time to articulate the roles and responsibilities of the Backbone Organization including whatever commitments of time and dollars they are willing to make. It's also important to be clear about the role the Backbone Organization will or won't play in advising and interacting with the coalition.
- **Don't reinvent the wheel.** You don't have to write MOUs, Job Descriptions, Roles and Responsibilities docs from scratch. Start with one of the [templates](#) in the Appendix and adapt it to meet the needs of your region.
- **Create a Work Plan template.** Provide each work group with a written template they can use to lay out their plans. Work plans should include what the group plans to do; when they will do it; who will take the lead, and the likely timeline. The work plan should also include space for notes where groups can record their progress, questions and lessons learned. Keep the work plans simple and make sure they are regularly updated. See the Appendix for a [simple workplan](#) for an emerging coalition and for an [established coalition workplan](#).
- **Make sure the work plan works for the group.** The work plan should be practical. It needs to be used! If you find that a workgroup is not using the work plan, it may be time to try a Plan B. The group needs to know what they have done/not done and what's next so that you can keep it all together – but the tool that helps them do this may vary from one region to another.
- **Clean up your e-mail lists.** – If you don't already have an organized way of keeping track of everyone engaged in the work, this is a good time to create one. It doesn't have to be complicated but it will save a lot of time and aggravation if you have great email lists for connecting with stakeholders and keeping them updated on progress.
- **Check in on who is missing.** Periodically, have the group take a look at who is actively engaged in the work. Use this opportunity to consider what leaders and/or sectors are missing and who you need to engage next.
- **Take the time to celebrate!** The work your coalition is doing is not quick and it is not easy – which makes it all that more important to take the time to celebrate your accomplishments along the way. The accomplishments do not have to be momentous and the celebrations do not have to be elaborate. But do note your progress, recognize people's contributions, and have a little fun together!

How To Engage Your Community



Broad-Based Community Engagement

Building communities in which children can thrive depends on engaging everyone in the community. It is not enough to engage schools, health centers, and social service agencies. It's not even enough to engage employers. Real success depends on creating communities where everyone is engaged. Some of our regions have focused on public awareness from the very beginning. Others have focused first on professionals and leaders and added public awareness later as their initiatives have matured and resources have increased.

Steps in the Process

- **Identify your target audience.** Define what you mean by your "community." Then determine who you want to reach first.
- **Listen.** Start by thinking about what your community cares about. Pay attention to what is important to them, what they are concerned about, what they get excited about.
- **Develop a communications strategy.** This may begin with informal one-on-one conversations or it may begin with a large group convening/event.
- **Keep communicating.** Listening and communicating is an on-going process. It may help to create a communications plan that helps you keep track of who you want to communicate with, in what manner, and how often.
- **Engage.** Offer suggestions on how your community members can engage in the work. Listen to their ideas. Then work together to identify concrete ways they can become a part of supporting young children and their families.

Keys to Success

- **Identify champions.** What you say matters – but it also matters who says it! If you want to engage businesses, find an employer who is excited about the work and willing to reach out to other employers. If you want to engage public schools, find the teacher, principal or superintendent who is passionate about this work and willing to help engage others. If you want to reach parents, develop a partnership with a small group of parents who can take the lead in reaching out to others.
- **Use consistent messaging.** Whether you are hosting an event, writing an article, or creating a billboard, develop a set of core messages that you can use over and over again. See the Appendix for [Talking Points](#) that may be helpful in describing your coalition's work.

- **Make a specific "ask."** Once someone is excited about getting involved, the first thing they will ask is "what do you want me to do." Be ready to respond with concrete actions they can take right away.
- **Tailor your communications, events and "asks" to the audience.** One size does not fit all. Know your audience and understand how they prefer to access information; where they gather; how they learn. Then communicate in ways that work for them.

Practical Tips

- **"Brand" your work.** Create a coalition logo and a standard way to recognize key partners in public-facing materials, brochures, and promotions.
- **Take advantage of public awareness resources.** A number of years ago, Spark NH developed a set of core messages on why early childhood matters and the value of investing in early childhood. These "Bedrock Messages" are research-based and are being used across the state. You can access them at <https://sparknh.com/resources/public-awareness-toolkit/>. The messages are available in a variety of formats including PowerPoint presentations that can be tailored to your community. Other resources include banners, brochures, and videos.
- **Engage Your Business Community.** Work with local business leaders to develop a Business Ambassador initiative. Business Ambassadors groups in the Monadnock and Laconia regions have done great work in helping local employers develop more family-friendly workplaces. For more information see: <https://www.muw.org/IMBA>

What Does It Cost And How Is A Regional Coalition Funded?

Budget size varies drastically across the state. Some regions are supported almost entirely by volunteers, some have funding but operate on a shoestring and some have had significant and consistent funding over a period of years. Below are the types of expenses a Regional Coalition incurs in order to support its core functions:

Core Infrastructure Expenses

Staffing

- *Regional Coordinator* – while you may start part-time, as the initiative grows you will need a full-time coordinator
- *Impact Evaluation and Data Collection and Analysis* – this person works with the community to determine what data you need to track; trains professionals on how to enter data (such as developmental screening, parent education, referral data etc.) and/or does data entry; helps leaders review the data and make necessary course adjustments; creates data visuals that help the community understand how their children and families are faring over time
- *Fiscal Agent Fee* – the fee covers such expenses as book-keeping, HR support, etc.

Leadership Team Stipends – These are stipends for the time Leadership Team members devote to participating in meetings, coaching their staff, etc.

Food & Supplies – coffee, food, materials, etc. for meetings

Travel – mileage for travel within the region and state

Marketing/Public Awareness Materials

Website, Software, etc.

We estimate that it costs approximately \$200,000 to support a mature Regional Early Childhood Coalition. See the Appendix for a [sample budget](#).

Revenue Streams

To date, Regional Early Childhood Coalitions have been funded through a mix of volunteer and in-kind contributions, support from local United Ways, grants from private and community foundations, and large federal grants such as those that supported the work of Project LAUNCH and the Safe Schools Healthy Students Initiative (funded by SAMSHA). In addition, some coalitions are beginning to be built into school district budgets; generate revenue from providing Technical Assistance to local businesses; and access federal and state funding for alcohol and substance abuse prevention.

Where Can You Find Out More?

Promising Practices

As of this writing, we have created five companion documents that includes detailed information on promising practices being used by one or more of our regional coalitions: A Regional Approach to Developmental Screening; the Family Center Model, Business Engagement, Parent and Caregiver Depression Screening, and 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.

Regional Coalition Contact Information – you'll find their [contact information](#) in the Appendix

Additional Resources – In the following pages you will find an Appendix packed with resources including samples and templates, more detailed information on each of the coalitions, information on statewide structures and much more.

Appendix

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APPENDIX A

Regional Early Childhood Coalition Descriptions

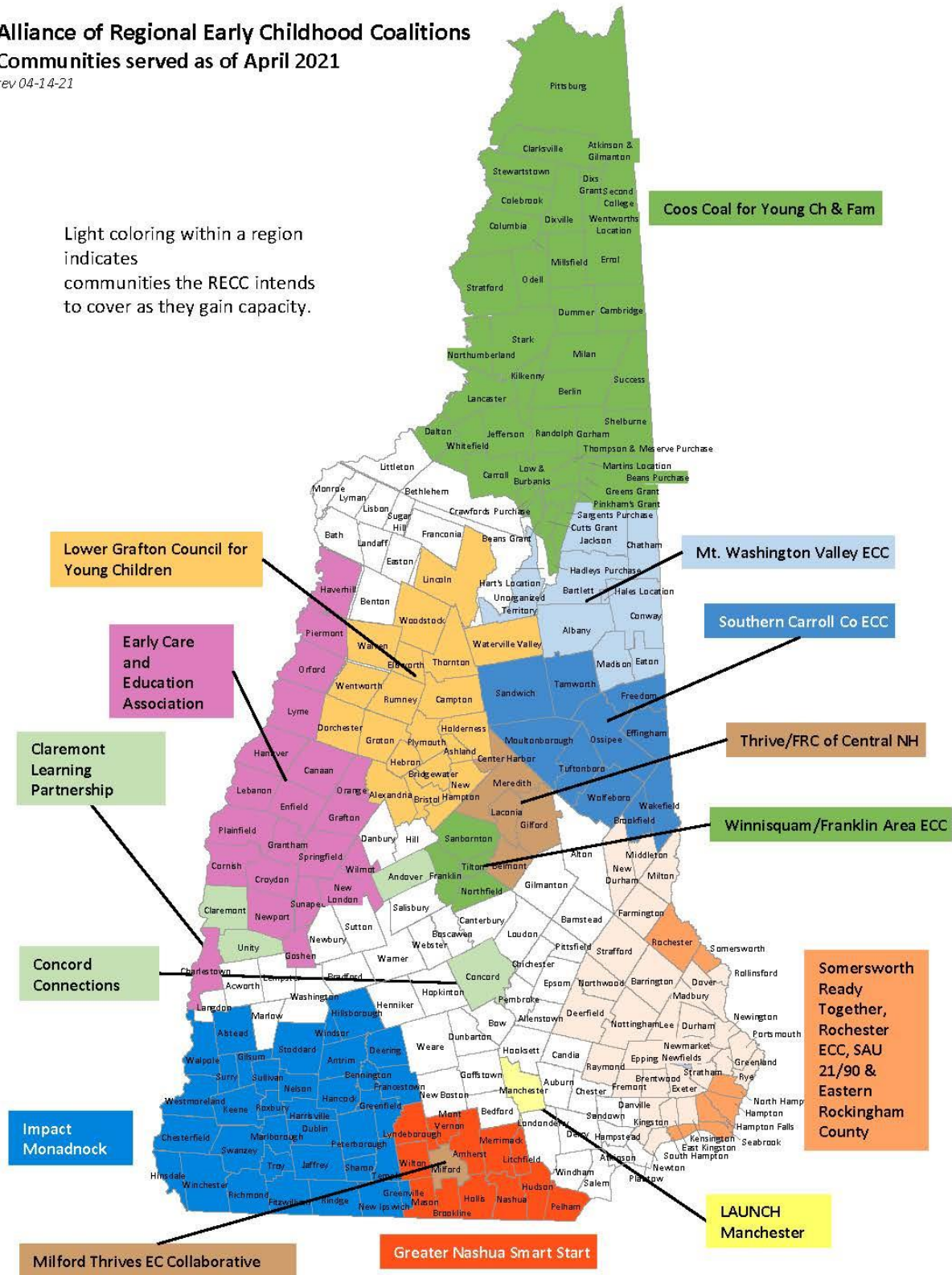
1. *Map*
2. *Contact Information*
3. *Overview of the Individual Coalitions*
4. *Theory of Change*
5. *Menu of Activities*
6. *Menu of Activities by Region*
7. *Phases of Development*
8. *Coalition Partners*
9. *Estimated Expenses for a Mature Regional Coalition*

Appendix A.1 Regional Early Childhood Coalitions - Map

Alliance of Regional Early Childhood Coalitions Communities served as of April 2021

rev 04-14-21

Light coloring within a region indicates communities the RECC intends to cover as they gain capacity.



<p>Claremont Learning Partnership Contact: Cathy Pellerin Email: cpellerin@clpnh.org Phone: 603-287-7120 Website: https://clp-nh.org/</p> <p>Concord Connections Contact: Laurie Hart Email: lhart@sau8.org Phone: 603-230-1532 (office) 603-393-6506 (cell) Website: sau8.org Contact: Sarah Sadowski Email: Sarah@kids1stconsulting.com Phone: 202-753-6298</p> <p>Coos Coalition for Young Children and Families Contact: Mollie White Email: twinmountain3@gmail.com Phone: 603-915-7020 Website: www.investincooskids.org Facebook: https://www.facebook.com/investincooskids</p> <p>Early Care and Education Association Contact: Amy Brooks Email: eceauv@gmail.com Phone: 603-915-1207 Website: https://eceauv.org/</p> <p>Greater Nashua Smart Start Coalition Contact: Liz Fitzgerald Email: lfitzgerald@unitewaynashua.org Phone: 603-864-0203 (office) 603-320-0466 (cell) Contact: Joslyn Kuchinski Email: jKuchinski@unitedwaynashua.org Phone: 603-921-9700 (cell) Website :Smart Start Greater Nashua</p> <p>Impact Monadnock Contact: Annie Dintino-Cucchi Email: im@muw.org Email: adintino22@gmail.com Phone: 707-835-4342 Website: https://www.muw.org/impact</p> <p>LAUNCH Manchester Contact: Cammie Switzer (COP Rep) Email: cswitzer@amoskeaghealth.org Phone: 804-647-9566 Contact: Lara Quiroga (Alliance Rep) Email: lquiroga@mchc-nh.org Phone: 603-661-2090 (cell) 603-935-5335 Website: https://www.amoskeaghealth.org/primary-care-prenatal/project-launch/</p> <p>Lower Grafton Council for Young Children Contact: Susan Amburg Email: susan.amburg@graniteuw.org Phone: 603-536-3720 Contact: Mary Cornish Email: mcornish@plymouth.edu Phone: 603-535-2449 Facebook: https://www.facebook.com/LowerGraftonCouncil/</p>	<p>Milford Thrives Early Childhood Collaborative Contact: Joelle Martin Email: joelle@milfordthrives.org Phone: 603-836-4356 Website for Collaborative: www.MilfordThrives.org/collaborative Website for Parents/Families: www.MilfordThrives.org/children Facebook: https://www.facebook.com/ThrivesMilford</p> <p>Mount Washington Valley Early Childhood Coalition Contact: Cathy Livingston Email: clivingston@childrenunlimitedinc.org Phone: 447-6356 ext. 122 Contact: Ardis Yahna Email: ayahna@childrenunlimitedinc.org Phone: 603-901-3045 Website: http://www.c3ph.org/initiatives/early-childhood-and-parenting-support</p> <p>Rochester Early Childhood Coalition Contact: Lauren Wool Email: lwool@supportunitedway.org Phone: 603-436-5554 Facebook: Rochesterearlychildhoodcoalition</p> <p>SAU 21/90 Contact: Jacqueline Firmin Email: jfirmin@sau21.org Contact: Melissa McKeon Email: mmckeon@sau21.org</p> <p>Somersworth Ready Together Contact: Liz Belsito Email: lbelsito@supportunitedway.org Phone: 508-404-5793 Facebook: https://www.facebook.com/SomersworthReadyTogether</p> <p>Southern Carroll County Early Childhood Coalition Contact: Schelley Rondeau Email: srondeau@centralvna.org Phone: 603-998-0620 Website: http://www.c3ph.org/initiatives/early-childhood-and-parenting-support</p> <p>Thrive/FRC of Central NH Contact: Steve Swanson Email: steven.swanson@lracs.org Phone: (603)409-8105 Website: www.lracs.org Contact: Erin Pettengill Email: erin.pettengill@lracs.org Phone: 828 989 9335</p> <p>Winnisquam/Franklin Area ECC Website: https://www.gtafrcc.com/ Contact: Michelle Lennon (COP and Alliance Rep) Email: mlennon@gta-frc.org Phone: 603-960-2128 Contact: Lauren Boisvert Email: lboisvert@gta-frc.org Phone: 603-671-0068 (office) 603-236-9330 (cell)</p>
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Appendix A.3 Regional Early Childhood Coalitions – Overview of Individual Coalitions



CLAREMONT LEARNING PARTNERSHIP

CLAREMONT LEARNING PARTNERSHIP

CONTACT

NAME:
Cathy Pellerin,
EC Transitions Coordinator

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603-287-7120

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WEBSITE:
<https://clp-nh.org>

Region Served: Claremont Area

Year Established: 2012

Description:

The Claremont Learning Partnership works closely with the Claremont School District to provide:

- Childcare for any family identified by community partners as needing high quality, trauma-responsive child care;
- A drop-in community play group space for any family in Claremont who has a child 0-5 years of age;
- Drop-in childcare for families who need a safe place to bring their children while they are attending mandated meetings related to substance use recovery, mental health care, child abuse prevention, etc.;
- Oasis Teen Shelter and Support Center for teens ages 16-21 years with first priority being given to the pregnant/parenting teens we serve.

Membership:

- Claremont Mayor
- Claremont Police Department
- Connected Families NH
- Division of Child and Family Services
- Green Mountain Child Care
- River Valley College
- SAU 6
- SCS/ WIC
- The Center for Recovery
- TLC Family Resource Center
- West Central Services

CONCORD CONNECTIONS

CONTACT

NAME:
Laurie Hart, Early Childhood
Coordinator

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603-230-1532

EMAIL:
lhart@sau8.org

NAME: Sarah Sadowski,
Coalition Coordinator

EMAIL:
sarah@kids1stconsulting.com

WEBSITE: sau8.org

Region Served: Concord Area

Year Established: 2014

Description: Concord Connections provides ongoing support and access to resources in the greater Concord Community. As a part of its work, Concord Connections offers six Family Center sites, home visiting services, parent education and access to community resources. To date, the Family Center has served over 400 families with children ages birth to five. In addition, Concord Connections has recently launched an Adverse Childhood Experiences Response Team.

Membership:

- Community Action
- Community Bridges
- Concord Hospital
- Concord Parks and Recreation
- Concord Police Department
- Concord School District
- Dartmouth Hitchcock
- Department of Health and Human Services
- Early Head Start/Head Start
- Merrimack County Advocacy Center
- Riverbend
- The Family Health Center
- Waypoint
- Well Sense
- WIC



COOS COALITION FOR YOUNG CHILDREN & FAMILIES

Invest in Coos kids

CONTACT

NAME:
Mollie White

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603-915-7020

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Twinmountain3@gmail.com

WEBSITE:
www.investincooskids.org

Region Served: Coos County and bordering regions

Year Established: 2009

Description: The Coalition is comprised of diverse stakeholders that come from health, including mental health, early care and education, family support, and K – 12. All Coalition Partners have committed to and invested in the vision to build a coordinated, sustainable system of supports for families and children birth to eight that encourages positive social, physical, emotional and cognitive growth for optimal child development. The Coalition uses a collective impact approach to make decisions and achieve shared goals.

The Coalition currently focuses on two strategies:

- 1) Timely screening for maternal/caregiver depression and annual screening for child development;
- 2) Ensure early childhood professionals working with young children understand and use evidence-based strategies that support each child's social and emotional growth.

Membership:

- Coos Childcare Director Network
- Coos County Family Health Services
- Indian Stream Health Center
- North Country Educational Services
- North Country Health Consortium
- Northern Human Services
- SAU20
- SAU3
- SAU36
- The Family Resource Center
- Tri-County CAP Head Start

Additional Information:

- [Coos Coalition video](#)
- [Coos Coalition's Data Exploration Tool](#)
- The Foundation Review: [By Us and For Us: A Story of Early Childhood Development Systems Change and Results in a Rural Setting](#)
- Rand Corp Research Brief: [Advancing Investments in Evidence-based Early Childcare Programs in the Granite State](#)



EARLY CARE AND EDUCATION ASSOCIATION

CONTACT

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Amy Brooks

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<https://eceauv.org>

Region Served: Upper Valley

Year Established: 2018

Description: The primary goal of the Early Care and Education Association (ECEA), formerly known as the Upper Valley Child Care Association, is to create and sustain a network of early childhood professionals that demonstrates the collective power of collaboration in “moving the needle” on efforts to sustain, expand and improve equitable access to developmentally appropriate early care and education in the region.

Membership:

- Dartmouth Trauma Interventions Research Center
- Licensed Providers in the UV region of NH/VT
- Project Launch
- Small Business Development Center
- TLC Family Resource Center
- United Way Upper Valley



Greater Nashua Smart Start Coalition

CONTACT

NAME:
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lfitzgerald@unitedwaynashua.org

NAME: Joslyn Kuchinski

EMAIL:
jKuchinski@unitedwaynashua.org

WEBSITE:
Smart Start Greater Nashua

Region Served: Greater Nashua Public Health Region

Year Established: 2017

Description: The Greater Nashua Smart Start Coalition is made up of individuals and organizations that are working together to ensure that every child in our community has the best possible start to life with the following goals:

Strong Families

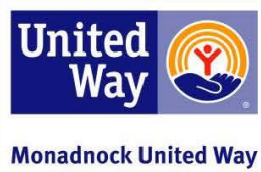
Families have the skills, basic resources, and supports to promote their children's development and learning starting before birth and continuing through the primary grades.

A Coordinated Early Childhood System

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.

Membership:

- 21st Century
- Boys and Girls Club of Greater Nashua
- Bridges Domestic Violence
- Catholic Charities / Our Place
- Centene Corporation
- Cynthia Day/Harborcare Inc.
- Gateways Community Services
- Girls, Inc.
- Greater Nashua Food Council
- Greater Nashua Mental Health
- Greater Nashua Public Health/Maternal-Child Health
- Greater Nashua Public Health/Substance Misuse Prevention
- International Soccer Club/Toddlers
- Marguerite's Place
- Merrimack School District
- Milford Thrives
- Milford Thrives
- Nashua Adult Learning Center
- Nashua Public Library
- Nashua School District/Title One
- NH Cooperative Extension
- PIC NH
- Prevention Makes Sense
- Revive Recovery
- Rivier University
- Southern NH Healthcare
- Southern NH Services - Childcare Aware
- Southern NH Services Head Start
- The Birthplace
- United Way of Greater Nashua
- Waypoint Family Resource Center
- World Academy



IMPACT MONADNOCK

CONTACT

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707-835-4342

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im@muw.org

WEBSITE:
muw.org/impact

Region Served: Monadnock Region

Year Established: 2015

Description: Impact Monadnock (IM) is the signature early childhood initiative of the Monadnock United Way and aims to support all children in the Monadnock Region, from birth to age eight, and their families. IM was created in response to research indicating that early childhood development is one of the most critical factors determining the future of all citizens of the Monadnock Region — because what happens to our youngest residents will have a powerful impact on our community's future success and prosperity.

IM's mission is to prepare young children for future academic, career and life success. We work towards this mission by bringing together teams of community members to focus on issues that affect young children and their families, like such as increasing family-friendly workplace practices, improving access to home visiting services and parent education, and supporting community-wide implementation of the Pyramid Model, a framework for promoting social emotional competence in infants and young children. Our focus is on Early Childhood Program Quality, Family Support and Parent Education, and Early Childhood System Coordination

Membership:

- Afterschool Coalition
- Child Advocacy Center
- Child Development Center
- Children's Learning Center at Cheshire Medical Center
- Grapevine Center
- Head Start
- Home Away From Home
- Home Healthcare
- Hospice Community Services
- Impact Monadnock Business Ambassadors
- Jonathan Daniels Preschool
- Keene Daycare Center
- Keene Family YMCA Childcare
- Keene State College
- Monadnock Alliance for Family
- Monadnock Early Learning Center
- Monadnock Farm Community Coalition
- Monadnock Food Pantries Collaborative
- Monadnock Understands Childhood Hunger
- Rise for Family and Baby
- SAU 93
- Southwestern Community Services
- The Center for Population Health at Cheshire Medical Center
- The Keene Kids Housing Collaborative
- The River Center
- Walpole Village School
- Winchester Learning Center



LOWER GRAFTON COUNCIL FOR YOUNG CHILDREN

CONTACT

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Whole Village Family
Resource Center

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603-536-4743 ext. 3

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susan.amburg@graniteuw.org

NAME: Mary Cornish
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EMAIL: mcornish@plymouth.e

FACEBOOK:
<https://www.facebook.com/LowerGraftonCouncil>

Region Served: Lower Grafton County

Year Established: 2008

Description: Council members are working together to identify needs and gaps in services and develop collaborative strategies to address these needs. Two of the strategies we are advancing throughout the region are the Pyramid Model and Positive Solutions for Families.

Membership:

- Boys & Girls Clubs of the Lakes Region
- Grow and Thrive Counseling
- Lakes Region Community Services
- Lakes Region Mental Health Center
- Mid-State Health Center
- Plymouth Head Start (Tri County CAP)
- Plymouth State University
- SAU 48
- Tri-County Community Action Program Head Start
- Whole Village Family Resource Center



LAUNCH MANCHESTER

helping children soar

CONTACT

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Lara Quiroga

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603-661-2090

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lquiroga@amoskeaghealth.org

NAME:
Cameron Switzer

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EMAIL:
cswitzer@amoskeaghealth.org

WEBSITE:
<https://www.amoskeaghealth.org/primary-care-prenatal/project-launch/>

Region Served: City of Manchester

Year Established: 2013

Description: Manchester's Project LAUNCH (2012-2018) was formed using a national community collaboration model focused on promoting the wellness of young children birth to 8. LAUNCH Manchester was reintroduced in June 2019 by the partners who led this robust data driven, grant-winning collaborative. With broader focus, LAUNCH is committed to helping children (0-8) and their families soar. A variety of initiatives contribute to this effort, including the Manchester Early Learning Collaborative, Adverse Childhood Experiences Response Team and Community Implementation Team.

Membership:

- Amoskeag Health
- Area childcare providers
- Big Brothers, Big Sisters
- Catholic Medical Center
- City of Manchester (multiple departments)
- CREATE
- Dartmouth Hitchcock in Manchester
- Easterseals NH
- Elliot Hospital
- Families in Transition – New Horizons
- Granite United Way
- Granite United Way
- Makin' It Happen SUD & Youth Collaboratives
- Manchester Police Athletic League
- Manchester School District
- Mental Health Center of Greater Manchester
- Network 4 Health – IDN4
- NH After School Network
- NH Children's Trust
- Office of Youth Services
- Southern New Hampshire Services
- The Moore Center
- UpReach
- Waypoint
- YWCA NH

Additional Information:

- [LAUNCH Manchester](#), January 2019
- [ACERT Case Study](#), September 2019



MILFORD THRIVES EARLY CHILDHOOD COLLABORATIVE

CONTACT

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Joelle Martin

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603-836-4356

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• for Collaborative:
www.MilfordThrives.org/collaborative
• for Parents/Families:
www.MilfordThrives.org/children

FACEBOOK:
<https://www.facebook.com/ThrivesMilford>

Region Served: Milford, NH
Year Established: 2020

Description: The Milford Thrives Early Childhood Collaborative envisions Milford to be a place where families thrive & all young children are provided with strong early childhood foundations so they can be ready for school and reach their fullest potential.

Partnering with local early childhood stakeholders, Milford Thrives launched the Milford Thrives Early Childhood Collaborative in September 2020. As a collaborative of cross-sector partners, the collaborative aims to:

- Identify and map local and regional EC resources, supports, services
- Strengthen partner understanding of EC resources available
- and serve as EC Ambassadors and bridges for families
- Determine areas of priority need for families with young children
- Work together to identify priority actions and solutions.

Growing Membership:

- Boys & Girls Club of Souhegan Valley
- Bridges Domestic & Sexual Violence Support
- Community Action for Safe Teens (Prevention Coalition)
- DHHS Division of Children, Youth & Families
- Early Learning Center
- Gateways
- Greater Nashua Mental Health
- Greater Nashua Smart Start Coalition
- Milford Police Department
- Milford Thrives
- NAMI NH
- Parents/Grandparent
- SAU 40 Elementary/Title I
- SAU 40 Student Support Services
- SHARE Outreach
- The Elliott Hospital
- Town of Milford Recreation
- Town of Milford Welfare
- Wadleigh Memorial Library
- Waypoint Family Resource Center



MOUNT WASHINGTON VALLEY ECC

CONTACT

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ayahna@childrenunlimitedinc.org

PHONE: 603) 901-3045

WEBSITE:
<http://www.c3ph.org/initiatives/early-childhood-and-parenting-support>

Region Served: Carroll County

Year Established: 2015

Description: The Carroll County ECC (CCECC) formed as a partnership between Children Unlimited, Inc. and Carroll County Coalition for Public Health to address early childhood and early parenting support.

We later formed two branches of our coalition: Mount Washington Valley ECC serving Northern Carroll County and Southern Carroll County ECC serving communities in the southern part of the county. These were formed to better serve the local needs of our children and families.

Membership:

- Carroll County Coalition for Public Health
- Carroll County YMCA Program (Camp Huckins)
- Central NH VNA & Hospice
- Child Care Aware
- Child Care Director
- Children Unlimited/Family Connections Resource Center
- Conway Public Library
- Head Start
- Memorial Hospital
- New Futures
- Northern Human Services/FCESS
- Parent
- SAU 9
- Starting Point
- White Mountain Community Health Center

ROCHESTER EARLY CHILDHOOD COALITION

supporting families to thrive

CONTACT

NAME:
Lauren Wool

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603-373-9119/603-988-7508

EMAIL:
Lwool@supportunitedway.org

FACEBOOK:
[Rochesterearlychildhoodcoalition](https://www.facebook.com/Rochesterearlychildhoodcoalition)

Region Served: Rochester, East Rochester, Gonic

Year Established: 2016

Description: We work together to convene professionals, organizations and families in order to grow and support healthy, learning, and thriving children who will become the future of Rochester.

2021 Goals:

- **Kindergarten Readiness and Transitions** - collaborate with parents/community-based organizations and the school district to get the word out earlier to maximize Kindergarten registration and support parents earlier than day 1 of Kindergarten.
- **Welcoming Spaces** - work together in response to focus group feedback from 2020, to address opportunities where spaces and places in Rochester can improve and build on successes of being welcoming to families with children. Active topics are Library, Family Resource Center and pending partners include YMCA and Rec Center.
- **Communication** - promote opportunities for parents (parent cafes, and support groups, etc.) and coordinate through cross-promotion on social media and websites to maximize attendance and bring real time feedback through evaluation to improve programming.

Membership:

- Advocacy
- Business
- Community-based social services
- Early learning (Head Start and center-based care)
- Family support (Home Visiting)
- Health (primary, mental, behavioral, public health)
- Library
- Parents
- Recreation
- School district administration and teachers
- United Way of the Greater Seacoast

Additional Information:

- Rochester Early Childhood Coalition cited in article on [social emotional](#) learning in Rochester.

SAU 21/90

CONTACT

NAME:

[Jacqueline Firmin](#)

EMAIL:

jfirmin@sau21.org

NAME: [Melissa McKeon](#)

EMAIL:

mmckeon@sau21.org

Region Served: Seacoast

Year Established: 2020

Description: The coalition was developed in 2020 with support from a Preschool Development Community Grant. The coalition serves children and families in Hampton, Hampton Falls, North Hampton, Seabrook and South Hampton (SAUs 21 and 90) in the Seacoast.

Membership:

The coalition includes representation from the following sectors:

- Home Visiting and/or Early Intervention
- Parents
- Early Learning and/or Child Care
- Head Start and/or Early Head Start
- K-12
- Healthcare
- United Way
- Other Education and/or Human Service Organizations



Somersworth Early Childhood Coalition

SOMERSWORTH READY TOGETHER

Early Childhood Coalition

CONTACT

NAME:
Liz Belsito, MSW

PHONE:
603-373-9116/508-404-5793

EMAIL:
lbelsito@supportunitedway.org

FACEBOOK:
Somersworth Ready Together

Region Served: Somersworth

Year Established: 2016

Description: While the City of Somersworth has immense community commitment and pride, its youngest children face significant obstacles. Together, SRT Coalition members are:

- Increasing community awareness about the importance of early childhood
- Distributing Vroom and other public awareness materials
- Holding quarterly community meetings
- Engaging families in our work and increasing families' access to supports and services
- Implementing the ACE Response Team (ACERT) model
- Collaborating with members to increase awareness of existing family support services
- Improving the quality of early education and care programs, and increasing alignment between early childhood and K-12 systems
- Expanding the Pyramid Model through ISocial Grant
- Implementing K-Teacher home visits for incoming Kindergarten families
- Collecting and expanding data on children birth through school age to better understand how to support their healthy development.
- Piloting the WIC Developmental Milestone Checklist Program
- Tracking early childhood data including program usage
- Hosting Parent Cafes and MITM Workshops

Membership:

- Early learning (Head Start and center-based care)
- Family support (Home Visiting)
- Health (primary, behavioral, public health, WIC)
- Municipality (welfare, library, police department)
- School district administration and teachers
- United Way of the Greater Seacoast

Additional Information:

- [Somersworth Ready Together/ACERT](#) in the media



SOUTHERN CARROLL COUNTY ECC

CONTACT

NAME:
Schelley Rondeau

PHONE:
(603) 998-0620

EMAIL:
srondeau@centralvna.org

WEBSITE:
<http://www.c3ph.org/initiatives/early-childhood-and-parenting-support>

Region Served: Carroll County

Year Established: 2015

Description: Carroll County ECC (CCECC) formed as a partnership between Children Unlimited, Inc. and Carroll County Coalition for Public Health to address early childhood and early parenting support.

We have formed two branches of our coalition, serving Northern and Southern Carroll County. These were formed to better serve the local needs of our children and families.

Our mission is to ensure that all families in Carroll County have well-coordinated resources for acquiring skills and supports to enhance their children's development and learning through the early years.

Membership:

- Children Unlimited/Family Connections Resource Center
- Carroll County Coalition for Public Health
- Memorial and Huggins Hospitals
- White Mountain Community Health Center
- SAU 9 and SAU 49
- Conway Public Library
- Head Start
- Central NH VNA & Hospice
- Visiting Nurse Home Care and Hospice of Carroll County/Crossings Bereavement Support Group for Children
- Northern Human Services/FCESS and Mental Health
- The Children's Center in Wolfeboro
- New Futures



THRIVE/FRC OF CENTRAL
NEW HAMPSHIRE

*Supporting Children and
Families across the Lakes
Region*

CONTACT

NAME: Erin Pettengill

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603-581-1571

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Erin.pettengill@lracs.org

WEBSITE:
www.lracs.org

Region Served: Belknap and Southern Counties

Year Established: 2016

Description: Thrive is a coalition that started through NH Listens. We are currently working on the development of ACERT in Laconia and the surrounding towns and supporting a regional family leadership group.

Membership: Thrive has about 50 members. Here are the various umbrellas that members fall under:

- Mental Health
- Local businesses
- Police Department
- Lakes Region Community Services
- Community Action Program
- Crisis Centers
- Early Head Start,
- Public Health,
- Childcare
- Community Developers
- Recovery Centers
- Hospital
- Family Care Center
- Local School Districts
- Churches
- Granite United Way
- Other local funders.

We are now working on broadening this to the surrounding regions to expand the scope of support for families.

Additional Information:

- Thrive has had numerous press releases regarding ACERT and the role of Thrive in the community.

WINNISQUAM/ FRANKLIN AREA EARLY CHILDHOOD COALITION

CONTACT

NAME:

Lauren Boisvert,
Early Childhood Coordinator
Greater Tilton Area Family
Resource Center

EMAIL:

lboisvert@ata-frc.org

NAME:

Michelle J. Lennon,
Executive Director
Greater Tilton Area Family
Resource Center

PHONE:

603-960-2128

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WEBSITE:

<https://www.atafrc.com>

Region Served: Greater Tilton Area & Franklin Area

Year Established: 2015

Description:

The Greater Tilton Area Family Resource Center's Early Childhood Coordinator supports the regional coalition work of multiple sectors of our community who come together for the benefit of young children and their families. The coalition meets to provide connection to early childhood programming in our community, to advance state early childhood goals such as Ages & Stages screening and accessible home visiting, meaningful, accessible training for early childhood providers, and connection for all community members interested in wellness in early childhood and increasing family protective factors.

Membership:

- Franklin Family Resource Center
- Franklin School District
- Franklin School District Preschool (SPED)
- Head Start & Early Head Start
- HealthFirst Family Care Center
- Healthy Families America
- Lakes Region Community College
- Red Oak Montessori
- The Ark Early Childhood Education & Care
- The Greater Tilton Area Family Resource Center
- The Office of School Wellness
- Tiny Twisters Early Education & Care
- Winnisquam School District

Appendix A.4 Regional Early Childhood Coalitions - Theory of Change

Theory of Change

If we ...



Then...

Regional EC Coalitions

Theory of Change

Raise community awareness of the importance of early childhood

Engage the business community in creating family-friendly work places

Foster the adoption of public policies that support young children and their families

Engage families as active partners in our work

Provide families with the knowledge, skills and tools they need to support their children's development

Make developmental and maternal depression screening more available

Ensure that all providers in the community are using the same validated, reliable screening tools

Increase the availability of high-quality home visiting, behavioral health supports and trauma-informed practice

Make it easy for families to connect with primary care, behavioral health care and trauma-informed supports and services

Increase the availability of affordable, high quality early learning centers/programs

Increase alignment across all early learning programs and between early learning programs and public schools

Put into place strong cross-sector regional EC initiatives

Communities will be Family-Friendly and invest in young children & their families

Families will have the **strong parenting** skills they need to support their children's healthy development

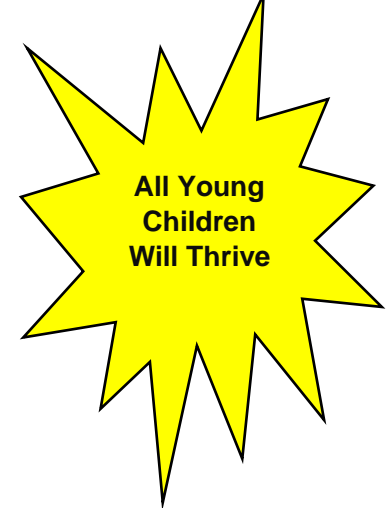
Children and families in need of supports and services will get **early screening**

Children and families will connect with **high quality supports and services**

Children will have the **high quality early learning** experiences they need to thrive in school

Communities will be better and better places for young children and their families

As a Result



All Young Children Will Thrive

Appendix A.5 Regional Early Childhood Coalitions - Menu of Activities

Menu of Activities

Below are a few of the activities regional Coalitions are using to achieve the objectives listed in the Theory of Change

Family-Friendly Communities

- *Bedrock Messaging Presentations*
- *Public Awareness Campaigns (billboards, PSA's, fun events for families, Facebook Groups, etc.)*
- *Business Ambassador Groups*
- *TA for Employers on how to Support their Employees*
- *Presentations to School Boards on EC Trauma*
- *Identification of Community Champions*
- *Thinkscape Installations to Promote Positive Parent-Child Interactions*

Strong Parenting Skills

- *Parent Cafes*
- *VROOM*
- *Neighborhood-Based Family Centers*
- *Family Leadership Training*
- *Fun Events for Families*
- *Parenting Classes*

Developmental and/or Depression Screening

- *New Screening Sites*
- *Standardized Screening Tools*
- *Support for Data Entry*

High-Quality Supports and Services

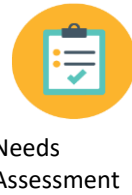
- *Professional Development on Evidence-Based Practices*
- *Cross-Disciplinary Work Groups*
- *Community Health Workers*
- *Partnerships with Police Departments to Link Children Experiencing Trauma with Supports*
- *Use of Data to Inform Practice*

High-Quality Early Learning

- *Curriculum Alignment*
- *Transition Planning*
- *Pyramid Model Training*
- *Child Care Tailored to the Needs of Teen Parents*

Appendix A.6 Regional Early Childhood Coalitions - Phases of Development

Phase One



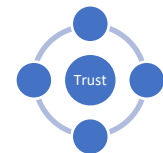
REGIONAL INITIATIVE

PHASES OF DEVELOPMENT

Phase Two



Phase Three



Appendix A.7 Regional Early Childhood Coalitions - Coalition Partners

Spring 2021 04-14-21

	Family Voice & Support			Education				Health		Community				Human Services & Recreation			
	Fam Res Centers	Home Visiting & Early Interv.	Parents/ Caregivers	Early Learning and, or child care	Head Start Early Hd St	K-12	Higher Ed	Health Care	Mental Health SUD	Libraries	Police	Municipal ities and/or Town Welfare	United Way & or Business	CAP/ WIC	DHHS DCYF	Other Edu & Human Service Orgs	Recreation
Claremont Learning Partnership												City					
Concord Connections												Welfare	Business				
Coos Coal for Young Ch & Families																	
Early Care and Education Assoc												United Way					
Greater Nashua Smart Start Coalition												Welfare	United Way				
Winnisquam/ Franklin Area ECC																	
Impact Monadnock													Business				
LAUNCH Manchester			Separate advisory group									City					
Lower Grafton Co Council for Young Ch																	
Milford Thrives EC Collab.												Welfare	Business				
Mt. Washington Valley													United Way				
Rochester ECC													Un Wy & Business				
SAU 21/90													United Way				
Somersworth Ready Together													United Way				
Southern Carroll Co ECC												Welfare					
Thrive/FRC of Central NH																	

Appendix A.8 Regional Early Childhood Coalitions - Estimated Expenses for Mature Coalition

Estimated Expenses for a Mature Regional Coalition

EXPENSES		
Salaries	128,000.00	1.0 FTE Director & 1.0 FTE EC Project Assistant
Fringe Benefits	28,800.00	22.5% of salaries
Consultants	5,000.00	
Supplies/Printing	2,000.00	
Travel	5,000.00	Local Travel
Marketing	5,000.00	
IT/Phone	1,200.00	Cell phone \$50/month x 12 months x 2 staff
Education	1,000.00	conference registrations
Insurance	1,000.00	
Occupancy	2,000.00	
Meeting Costs	2,000.00	
Subtotal	181,000.00	
Indirect Costs	18,100.00	10% indirect cost; will change to a federally negotiated rate TBD
TOTAL EXPENSE	199,100.00	

Appendix A.9 Alliance Charter

New Hampshire Alliance of Regional Early Childhood Coalitions Charter

2021

Background

History of the Alliance

Starting in 2012, Early Childhood Coalitions began to be created around the state. These Coalitions were formed at the regional level to address the fragmentation of services for families and children 0-8. The Coalitions sought to bring together a cross-sector group of family serving organizations, business leaders and families to coordinate activities and create shared goals leading to improved outcomes and better use of resources for families and children in their communities.

In 2015 Spark NH brought together these first regional early childhood coalitions (RECCs) as a group, to create a community of practice (COP). This COP has met monthly since that time, adding new members each year, to share best practice, create shared messaging and to begin to outline what the structure, membership and goals of a regional coalition should be.

The RECC Alliance was created in 2020, with New Futures as its fiscal agent, to address the emerging need to create a more formal structure for the Coalitions as a group. The RECCs identified an increasing need to be able to speak with one voice, identify shared goals and be recognized as a key participant in the early childhood system in NH.

The RECC Alliance is currently funded by a grant from the Endowment for Health and the Preschool Development Grant.

Vision and Mission

RECC Alliance Vision (June 2020)

All families and children have the opportunity to shape and have access to comprehensive and responsive supports and educational opportunities so they are healthy, learning and thriving, now and in the future.

RECC Alliance Mission Statement (June 2020)

All regions of the State will have a locally coordinated early childhood coalition with cross-sector membership, including families, whose purpose is to design a comprehensive community-based approach to improving early childhood outcomes for children birth - age 8 and their families through a system developed jointly by State level leadership and the local RECCs.

Roles and Responsibilities

The Alliance will operate with a Program Manager (hired/contracted staff), an Alliance Leader, selected by the membership and a Leadership Team comprised of the Alliance Leader, and two other members selected by the membership.

Role of the Alliance:

The Alliance will promote and support RECCs to be the foundation for the infrastructure of an Early childhood "hub and spoke" system in NH.

The Alliance will promote and support increasing the number of regional early childhood coalitions in the state so that all regions of the state have an established, cross-sector coalition focused on the needs of children 0-8 and their families

The Alliance will provide orientation and support to new regional early childhood coalitions joining the Alliance

The Alliance will share expertise and best practices with emerging coalitions

The Alliance will work to develop shared goals that are supported by all the members, informed by family input and aligned with state initiative

The Alliance will act as the connection between regional coalitions and state decision makers.

The Alliance will speak with a collective voice, informed by families, at the venues where decisions are made about the systems and supports that families need to thrive

The Alliance will be a voice to advise on and inform policy and funding decisions to avoid overlap, duplication and unwieldy requirements for local programs.

The Alliance will develop a shared message describing the work of the Alliance, the importance of creating an integrated early childhood system in NH and the value of investing in early childhood

The Alliance will share information from the Council for Thriving Children, Family-Community Advisory Team, DHHS, DOE and other State, philanthropic or National groups that relates to the RECC Alliance goals

The Alliance will hire staff, with the approval of the fiscal agent, New Futures

The Alliance will approve contracts approved by the RECC Alliance

Role of the Membership

The Membership will consist of one designated leadership level representative from each of the participating cross-sector regional early childhood coalitions. RECCs may identify an alternate member to serve in place of the designated representative if needed. If an alternate is identified, the appointed member is responsible for ensuring the alternate representative is consistently updated on the work of the Alliance in order to fully participate in place of the appointed member.

Members of the Alliance will agree to:

Sign an MOU describing their RECC's role in and commitment to the Alliance

Identify a leadership level member and possible alternate member to attend at least 80% of the Alliance meetings

Approve a shared agenda and long-term goals for the RECC Alliance

Approve an annual work plan based on the long-term goals of the Alliance and aligned with current early childhood initiatives of the State

Review the annual work plan regularly to measure progress towards the stated goals

Advance the work, goals and promising practices developed by the Alliance in their local regions

Engage their local coalition in providing feedback and input into the goals, directions and decisions brought before the Alliance

Build and support the capacity of families to participate in decision-making at the local and State level

Intentionally articulate the connections between the work of the local RECCs, the Alliance, and the other early childhood work going on around the State

Role of the Leadership Team

The Leadership team will consist of three members-The Alliance Leader and two other members selected by the full membership. Members of the leadership Team will be nominated by and voted on by the full membership. The leadership Team members will serve for a term of one year, and can continue to serve for 3 consecutive years.

The Leadership Team will:

- *Serve as a resource and support for the Alliance Leader and Program Manager – providing feedback when needed on decisions that must be made between meetings of the full group*
- *Represent the Alliance membership at meetings with state and other key leaders*
- *Represent the Alliance on the Council for Thriving Children and other early childhood committees*

Role of the Alliance Leader

The Alliance Leader will:

- *Represent the collective voice of the Alliance and serve as the spokesperson for the Alliance*
- *Work with the Program Manager to set the meeting agendas based on the goals and workplan of the RECC Alliance as well as current events and emerging issues around early childhood both at the State level and nationally*
- *Work with the Program Manager to oversee finances and grant work*
- *Work with the Program Manager and the Leadership Team to make time-sensitive decisions when input is needed quickly and it is impractical to consult the full group. The Alliance Leader and*

Program Manager will bring any major decision made between meetings to the full membership for review and ratification at the next meeting.

- *Sign contracts approved by the membership on behalf of the RECC Alliance*

Program Manager

The Program Manager will be hired as a contract or staff employee by the fiscal agent, New Futures. The Alliance will provide oversight and direction for the Project Manage and will conduct a yearly performance review.

Operating Principles for the RECC Alliance

Members will:

- *Be open and honest with each other in a respectful way*
- *Respect each other's viewpoints and remember that everyone is at a different place in their learning*
- *Assume positive intent in all discussions*
- *"Leave their organizational hats at the door "and work collaboratively to make decisions based on what will advance the goals for the collective whole*
- *Be welcoming and supportive to new members*
- *Agree to support the shared goals created by the group and work towards alignment in some identified areas*
- *Agree that shared learning and exchange of ideas is foundational to the group's work*
- *Agree that consensus is the goal, but majority will rule if consensus is not attainable*

Governance

Membership Guidelines

In order to be a member of the Alliance, an organization must sponsor or be a cross-sector regional early childhood coalition. The NH Alliance of Regional Early Childhood Coalitions (Alliance) is open to all regional coalitions that have established a shared mission/goal to improve communication among child/family serving organizations, to improve access to services, and to improve outcomes for families and young children 0-8. In addition, each coalition must have in place:

- *A defined service area*
- *A cross-sector group of members with core representatives from health, mental health, family support (FRCs), and early education, at a minimum. All coalitions are encouraged to develop a broad membership, including families, that equitably represents their local region.*
- *A regular meeting schedule*
- *A consistent leadership level member and one alternate member (if they so choose) willing to represent the local coalition at the Alliance meetings*

Any RECC wishing to join the Alliance must document how they meet the above guidelines and then be nominated by a current Alliance member who will submit that documentation and act as a mentor for the new member.

Memorandum of Understanding (MOU)

All member organizations/coalitions of the Alliance will be required to sign an MOU once per year to affirm their commitment to the goals and principles of the Alliance. The terms of the MOU may be changed from year to year, however the MOU will always contain the following core agreements for the signing organization/coalition:

- *Agreement to support, at the state and local level, the strategic plan, grant requirements, promising practices, and long-term goals of the Alliance*
- *Agreement to have a leadership level staff member or alternate attend 80% of the Alliance meetings*
- *Agreement to advance the work, goals and promising practices developed by the Alliance in the local RECC regions*
- *Agreement to work towards consensus decision making, and to abide by majority if consensus is not attainable*
- *Agreement to engage the local RECCs in providing feedback and input into the goals, directions and decisions brought before the Alliance*
- *Agreement to build and support the capacity of families to participate in decision-making at the local and State level*
- *Agreement to build and support the connections between local families and child serving programs and state decisionmakers to create a coordinated, responsive early childhood system that is informed by local and family voice*

Stipends

Member organizations of the Alliance who have met the membership guidelines and have signed the Alliance MOU will be eligible for a stipend paid out once a year, if funding is available.

The stipend is in place to support a leadership level member or one alternate member from each eligible organization/coalition to attend meetings, share Alliance strategic directions with their local coalition, and commit their local coalition to support and implement the goals, directions and promising practices of the Alliance.

APPENDIX B

Samples and Templates

1. *Talking Points*
2. *Job Descriptions*
 - a) *Project Manager*
 - b) *Team Member*
3. *Memorandums of Understanding (MOU)*
4. *Work Plans*
 - a) *Simple Work Plan for Young Coalition*
 - b) *Work Plan for Well-Established Coalition*
5. *Systems Building Graphic*

Appendix B.1 Talking Points

Regional Early Childhood Coalitions – Talking Points

Target Audience: General Stakeholders

State the Vision

1. *We all want to ensure that every child has the strong foundation they need to thrive.*

Explain the Problems of Lack of Coordination and Family/Local Voice

1. *There is no central oversight for programs that serve children and families; rather, different services are funded and managed by different state agencies.*
2. *That means there are different funding streams, regulations, eligibility rules, data collection systems, etc. But most significantly it means that programs usually operate in isolation from one another.*
3. *In addition, many policy, program and funding decisions are made without the perspective of the families and communities the policies and programs are designed to serve.*

Explain the Impact of Lack of Coordination

This has led to inefficiencies and duplication of efforts across programs, constrained our ability to track outcomes due to a lack of shared data, and ultimately made it difficult for families to access the integrated supports they need.

Explain How RECCs Address the Lack of Coordination & Family/Local Voice

1. *The Regional Early Childhood Coalitions are leading the work at the local level to make sure that the families and communities can support the healthy development of our children. To do this, Regional Early Childhood Coalitions:*
 - *Convene families, practitioners, community leaders and policy makers to set community priorities, align resources and identify gaps in services.*
 - *Troubleshoot when obstacles to access and coordination arise.*
 - *Partner with employers to create family-friendly work places.*
 - *Raise awareness in their communities of the importance of investing in young children and their families.*

Describe Regional Achievements

Some of the significant achievements of the RECCs include:

- ***More children** are receiving developmental screening and being connected sooner to the supports they need.*

- *Police officers* are partnering with early childhood professionals to quickly connect children who have witnessed traumatic events with supports and services.
- *Pre-school teachers and kindergarten teachers* are working together to ensure a smooth transition into kindergarten.
- *Families* are taking leadership roles and participating in decisions about community issues and program effectiveness.
- *Business leaders* are implementing family-friendly work practices.
- *Community health workers* are connecting families with health care and support services.

All of the RECCs include strategies and programs similar to those highlighted above as part of their on-going work. This list is just a snapshot of the kind of work that is being done to support current DHHS and DOE initiatives.

1. *In [name of your town/region], our coalition has achieved the following:*

Appendix B.2.a Samples and Templates – Job Description Program Manager

Job Description Program Manager

Position Summary:

The Program Manager will effectively lead the efforts of the early childhood coalition. Using collective impact methodologies, the Manager will facilitate work with groups of community partners and volunteers to develop strategies and implement actions to achieve measurable and lasting change in community conditions related to early childhood. Our vision is (insert specific mission).

This individual will accomplish this objective with the support and supervision of the Senior Director by:

- *Mobilizing community partners and volunteers to implement early childhood initiatives through strategic workgroups (project teams).*
- *Leading implementation of a strategic plan informed by best practices in early childhood development.*
- *Working in collaboration with a team to evaluate the effectiveness and efficiency of the coalition's project teams.*
- *Reporting regularly to the Coalition's advisory committee and/or Board and other collaborating organizations, and the community.*

Essential Duties and Responsibilities:

The Manager reports to the Senior Director of the Coalition and collaborates closely with staff. The Manager will:

- *Implement the Coalition's strategic plan through hands-on fieldwork with project teams; facilitate the creation and implementation of action plans for each group that supports the Coalition's strategic plan.*
- *Manage the strategic plan and ensure systems for data collection, evaluation and reporting as part of an overarching evaluation plan.*
- *Collaborate with partnering organizations, when appropriate, to create and implement a marketing and communications plan for the Coalition and its various audiences that include website content and social marketing, presentations to stakeholders, newsletter content, etc.*
- *Develop, implement and/or enhance systems within the Coalition to facilitate effective communication among all project teams and volunteers.*
- *Work in tandem with the Senior Director and Advisory Committee on strategies and growth potential for the Coalition.*
- *Work with the team to ensure positive and active communication through presentations and written reports.*
- *Assist in planning, writing, implementing, monitoring, and evaluating grant-funded projects; write required reports to funders.*
- *Work closely with the Senior Director to collaborate and strengthen strategies and investments for early childhood.*
- *Oversee and supervise volunteers, interns, and others engaged in the Coalition, and provide relevant training/professional development.*
- *Develop collaborative relationships with local, regional and state leaders and other external stakeholders, including the RECC Community of Practice and other community impact efforts in the region and state and seek input for early childhood development activities and strategic planning.*
- *Research, identify, develop and pursue best practices in collective/community impact and early childhood development.*

Competencies:

The Manager is expected to model the following competencies:

- *Mission-Focused: Employee's top priority is to create real social change that leads to better lives and overall community well-being. This drives employee performance and professional motivation.*
- *Relationship Oriented: Employee understands that people come before process and is astute in cultivating and managing relationships toward a common goal.*
- *Collaborator: Employee understands the roles and contributions of all sectors of the community and can mobilize resources (financial and human) through meaningful engagement.*
- *Results Driven: Employee is dedicated to shared and measurable goals for the common good; creating, resourcing, scaling, and leveraging strategies and innovations for broad investment and impact.*
- *Brand Steward: Employee is a steward of the brand and understands his/her role in growing and protecting the reputation and results of the greater network.*
- *Role Model: Employee is a role model for shared leadership and advocates for collective impact principles and processes.*

Values:

The Manager is expected to model and support the values of the organization:

- *Commitment to Community Success: Make a positive difference and have a measurable impact of enduring consequence.*
- *Co-leadership: Empower others and act as a catalyst for promoting positive change in our community.*
- *Inclusiveness: Aspire to involve every segment of the community in every aspect of work.*
- *Integrity and Accountability: Act with integrity that justifies trust.*
- *Innovation: Value innovation in community building to affect positive change.*

Experience and qualifications:

- *Bachelor's degree plus 3-5 years' work experience in education, social services, health or other related fields.*
- *Strong interpersonal, oral, presentation, and written communication skills are required, with an ability to relate to a diverse group of individuals or organizations in an effective manner.*
- *Project management experience.*
- *Proven track record of achieving timely results.*
- *Innovative, passionate and committed to the mission of the Coalition.*
- *Community impact and technical support experience.*
- *Experience working in multi-sector collaborations both leading and providing technical support.*
- *Ability to work independently as well as in a team environment.*
- *Ability to think strategically.*
- *Grant writing and monitoring experience a plus.*

Submit cover letter, resume, and three references to ...

Appendix B.2.b Samples and Templates – Job Description Team Member

Job Description Team Member

Date_____

Coalition Overview

Vision statement: (Insert the Coalition's specific vision statement).

Mission statement: (Insert the Coalition's specific mission statement)

Project Teams are groups that have formed to implement the Coalition's strategic plan and which also strategies and outcomes for Children 0-5. Currently, active Project Teams include:

- *(List project teams specific to the Coalition)*

There are a few guidelines that each project team must follow:

- *Project teamwork must align with the Coalition's priorities.*
- *Project team goals must be measurable – what is changing as a result of the team's efforts?*
- *The team must have at least one written action plan for each goal (working document) to track activities toward goal achievement.*

*Each Project Team is led by qualified leadership. The following are **examples** of what role descriptions may look like:*

Each Project Team has between 5-15 active members who attend monthly meetings.

Project Team Co-Chair and/or Steering Committee Member Role Description

Term: One year (minimum)

Requirements:

- *4-6 hours/month*
- *Have participated as a member of the Project Team for at least six months and attended meetings regularly*
- *Leadership, communication, and consensus-building skills*
- *Expert subject-area knowledge and/or willingness to learn about issue areas related to the team's work and develop skills and competencies necessary to conduct monthly meetings*
- *Commitment to encourage and recognize inclusiveness*

Responsibilities:

- *Collaborate with the coalition to plan, lead and implement the activities of the Project Team*
- *Send out regular email communications to the Project Team members*
- *Develop meeting agendas and facilitate meetings*
- *Arrive early to meetings for set-up and stay after for clean-up*
- *Follow up on action items between meetings and ensure progress toward established Project Team SMART goals*
- *Report measurable results for Project Team goals annually or upon completion*
- *Drive future planning for the Project Team (i.e. annual SMART goals and action plans)*
- *Use of Basecamp or some other established online portal to manage and access Project Team documents and records*
- *Actively support sustainability for leadership, membership, resources, and impact*
- *Represent and promote the Coalition, the Project Team, and its work in the larger community*

Project Team Member Role Description

Term: One year (minimum)

Requirements:

- 2-4 hours/month
- Expert subject-area knowledge and/or willingness to learn about issue areas related to the Project Team's work
- Ability to take on action items to support progress toward established Project Team SMART goals
- Commitment to encourage and recognize inclusiveness

Responsibilities:

- Attend Project Team meetings regularly
- Take action between meetings to support implementation and achievement of established Project Team SMART goals
- Participate in future planning for the Project Team (i.e. annual SMART goals and action plans)
- Use of Basecamp or some other established online portal to access Project Team documents and records
- Represent and promote the Coalition, the Project Team, and its work in the larger community

Overseeing Organization Role Description

Staff Requirements:

- 4-6 hours/month per Project Team
- Excellent leadership, communication, organizational, and consensus-building skills
- Knowledge of collective impact, systems-building, group processes, and effective facilitation
- Expert subject-area knowledge and/or willingness to learn about issue areas related to the team's work skills
- Commitment to encourage and recognize inclusiveness

Responsibilities:

- Attend Project Team meetings regularly
- Attend and/or facilitate planning meetings with leadership members
- Collaborate with leadership members to develop sustainable systems and group processes to enhance their capacity to lead and manage all aspects of the Project Team's work
- Coordinate with leadership members to monitor progress toward established Project Team SMART goals
- Ensure written documentation for all Project Team activities and proper document storage and record-keeping on Basecamp or some other established online portal
- Collect data to support measurable results for Project Team goals
- Support sustainability for leadership, membership, resources, and impact
- Communicate Project Team's activities, events, and accomplishments to overseeing organization staff and stakeholders
- Represent and promote the Coalition, the Project Team, and its work in the larger community

Appendix B.3 Samples and Templates - MOUs

Memorandum of Understanding **Regarding Participation On the Regional Early Childhood Coalition**

This Memorandum of Understanding (MOU) is made and entered into as [DATE] by and between [Name and Address of Organization 1] and [Name and Address of Organization 2].

Purpose: *The purpose of this agreement is to formalize the partnership between [Org 1] and [Org 2]. Regional Early Childhood Coalitions are developed to improve the coordination of the early child-serving system, and to enhance the practices, programs, and services for young children and their families*

Type of Agreement: *This agreement is a cooperative agreement, wherein both organizations have agreed to formalize a cooperative approach to working with children and their families in their service populations given the overlap in populations served.*

Term of Agreement: *Unless otherwise terminated, this agreement shall commence [Date] and conclude on [Date]. This agreement shall be reviewed annually.*

Amendment: *This agreement may be amended, waived, or discharged only by an instrument in writing signed by the party or parties hereto.*

Termination of Agreement: Termination Without Cause. *This Agreement may be terminated, in whole or in part, without cause upon thirty (30) days' written notice by either Party.*

Termination By Mutual Agreement. *This Agreement may be terminated, in whole or in part, at any time upon the mutual agreement of the Parties that the continuation of this Agreement would not produce beneficial results commensurate with the further utilization of resources if either party provides a written 30-day notice of such termination.*

Payment for Services Rendered: *Under this Agreement, [Org 2] is not eligible to request or receive payment from [Org 1] for any services rendered through the Regional Early Childhood Coalition. Services provided by [Org 2] and its delegate/designee are offered "in-kind."*

Relationship of Parties: *During the term of this Agreement, [Org 1] and [Org 2] shall remain separate entities. None of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between the Parties other than that of separate entities. Except as otherwise provided, neither of the Parties shall be construed to be the agent, partner, co-venturer, employee or representative of the other Party.*

Third-Party Beneficiaries: *This Agreement was created by the Parties solely for their benefit and is not intended to confer upon any person or entity other than the Parties any rights or remedies hereunder.*

Assignment: *The rights, obligations, and responsibilities established herein shall not be assigned or transferred by either Party without the express written consent of the other Party.*

Entire Agreement: *This Agreement represents the complete understanding of the Parties with regard to the subject matter. This Agreement supersedes any other agreements or understandings between the Parties, whether oral or written, relating to the subject matter of this Agreement. No such other*

agreements or understandings may be enforced by either Party not may they be used for interpretation purposes in any dispute involving this Agreement.

Dispute Resolution: The Parties shall first attempt to resolve any dispute arising under this Agreement by informal discussion between the Parties. Any dispute that has failed to be resolved by informal discussions between the Parties within a reasonable period of time after the commencement of such discussion (not to exceed thirty days) may be resolved through any and all means available.

Responsibilities:

[Org 1] will do the following:

- Document the work of the Coalition through minutes, reports, or other work products.
- Perform all other responsibilities required as the lead agency at the local level.
- Retain all data and other records relating to the Agreement in accordance with [Org 1] Retention of Records and Documents Policy.

[Org 2] will support a representative with decision-making authority to participate in the Regional Early Childhood Coalition The representative will be responsible for the following:

- Attend meetings of the Council.
- Make contributions including:
 - Time and involvement in meetings and for Coalition planning and oversight tasks
 - Agency-level data as needed (non-confidential and/or non-proprietary)
 - Resources, if needed (e.g., meeting space)
- Assistance in marketing Work with the Regional Early Childhood Coalition to update the local Strategic Plan for project implementation.
- Participate in oversight of the initiative at the local level.
- Work in partnership with [Org 1], the Coalition, and other identified stakeholders to identify and implement evidence-based practices and programs and to align policies to support these programs.
- Participate in infrastructure reform, policy development, financial mapping, and/or workforce development activities.
- Hold confidential proprietary or sensitive information about other partners or contractors that is revealed through Coalition activities.
- Notify [organization name] of any potential conflicts of interest that may affect his or her performance as a Coalition member.
- Collaborate with other project partners in achieving the goals of the project.

[Org 1]

[Org 2]

By: _____

By: _____

Name

Name

Title

Title

Date: _____

Date: _____

Appendix B.4.a Samples and Templates – Work Plans – Simple Work Plan for Young Coalition

Simple Work Plan for Young Coalition

OBJECTIVE 1 - COMMUNITY AWARENESS: The XYZ Community understands the importance of early childhood, and is actively engaged in promoting kindergarten readiness for all the region’s children.	Status
Strategy 1.1: Distribute and share information about the Coalition’s work to promote school readiness and the importance of early childhood development and high quality early learning services and supports	
Strategy 1.1: Distribute and share information about the Coalition’s work to promote school readiness and the importance of early childhood development and high quality early learning services and supports	
Activity: Develop marketing materials to distribute to local and state-wide stakeholders...	Ongoing: One “one-pager” has been developed...
Activity: Present the “Bedrock” presentation key community groups and stakeholders	Not started: need to define and attract an audience
Activity: Develop an online presence for the Coalition	Ongoing: A website has been developed but needs...
Strategy 1.2: Engage organizations and individuals throughout our region in activities that support early learning and development and the goals of the Coalition	
Activity: Partner with local family serving businesses to post signage that promotes learning ...	Behind: Materials are ready; need a distribution plan
Activity: Develop walkways (i.e. Born Learning Trails; Story Walks) for frequently traveled areas...	Ongoing: one temp Story Walk was displayed...
Activity: Build installations that promote child-caregiver interactions in local parks and other public space (i.e. Thinkscapes)	Behind: need to recruit partner (e.g. Ch. Museum, private company or UNH) to inform the design ...
Strategy 1.3 Use community champions to garner supports and resources for the Coalition’s work.	
Activity: Recruit community and business champions	Ongoing: Have recruited one community member UPDATE: ,,,
Activity: Champions use mainstream and social media to spread information....	Starting: reaching out to local contact about the upcoming....
Activity: Champions use personal and business network to identify donors (financial and in-kind)	Ongoing: Community member solicited partnerships and funding from local organizations and one business
OBECTIVE 2 - CAREGIVER ENGAGEMENT AND SUPPORT: All parents and caregivers have the knowledge, resources, and services they need to support their child(ren)’s development and the wellbeing of their family.	Status
Strategy 2.1: Provide a variety of opportunities for parents, caregivers, and families to actively participate in and inform the work of the coalition.	
Activity: Recruit and engage a group of parent leaders to serve as coalition members	Behind: had one parent leader at the beginning ,,,
Activity: Host a series of Parent Cafes to gather input from caregivers on what they need to support their families	Starting: approach has shifted to hosting a family event to increase awareness...
Strategy 2.2: Offer caregivers information and guidance about child development, and provide them with general and targeted resources to support their children’s development and meet their families’ needs	
Activity: Distribute Vroom materials throughout the community	Ongoing: Vroom materials have been distributed...

Activity: Work with partner organizations to offer parents and caregivers support services including guidance and information...	Ongoing: The region and CAPSC has offered parenting workshops and ...
Activity: Develop a Facebook page to increase parents' access to community resources and information	Ongoing: J. had created and is maintaining a FB page since summer of 2018
OBJECTIVE 3 - QUALITY, ALIGNMEN, and TRANSITIONS: Increase the quality of and alignment between all programs serving children birth through 5 and improve transitions to better support children and families	Status
Strategy 3.1: Facilitate a smooth transition into Kindergarten for all families	
Activity: Develop and implement a Kindergarten Teacher Family Visit Program	Ongoing: The 3 rd year of the program is being planned and continued Title I funding has been secured (up from year 2)
Activity: Partner with local family and center-based childcare and preschool programs that serve families to host Kindergarten Teacher visits with young children (0-4yrs) and their families	Not started: Activity is discussed at quarterly Early Ed meetings
Strategy 3.2: Increase alignment across all early learning programs	
Activity: Convene key stakeholders across early learning systems to evaluate current and potential opportunities for alignment....	Ongoing: Early Educator meetings are held quarterly and are attended by K/Pre-K teachers and community educators
Activity: Create opportunities for cross-system professional development and peer learning between all early learning programs including Head Start, private centers....	Not started: Potential opportunities for cross sys training....
Activity: Implement the Pyramid Model to promotes children's social-emotional development and positive relationships across early childhood systems	Ongoing: THE COALITION was awarded ISocial grant; Community Leadership Team is working to....
OBJECTIVE 4 - DATA and DEVELOPMENTAL SCREENING: All young children's development and school readiness are assessed, and data is used by parents, providers, educators and the Coalition to...	Status
Strategy 4.1: Gather, synthesize and analyze data on children's development birth to age 5yrs.	
Activity: Expand the Data and Resources Investing in Vital Early Education (DRIVE) initiative to the region expand access to developmental data at the child, program and community level.	Behind: limited success with getting parent consent to share screening data with DRIVE has been a barrier
Strategy 4.2 Ensure all children are assessed for school readiness across all developmental domains using reliable and validated assessments.	
Activity: Ensure that the literacy skills of all children are assessed in the spring prior to kindergarten entry.	Ongoing: SAU continues to use PALS to screen incoming K students
Activity: Broaden areas in which children are assessed for school readiness using a valid and reliable tool to include all developmental domains before school entry or within the first 90 days....	Not started;
OBJECTIVE 5 - INFRASTRUCTURE: The Coalition represents all sectors of the early childhood community, has access to resources needed to carry out its mission and is sustainable.	Status
Strategy 5.1: Define goals for the Coalition and resources needed to meet each goal	
Activity: Finalize 3-year work plan	Ongoing: Strategic planning meeting on 3/20 will kick off....
Strategy 5.2: Formalize the structure, policies, and procedures of the Coalition	
Activity: Expand the Leadership Team and form Workgroups	Ongoing: Leadership Team was expanded in year 1 and again in year 2; workgroup formation continues to evolve
Activity: Develop fundraising plan	Ongoing: UW and Leadership team continues to apply for grants; project-specific fundraising plan will begin in the spring

Appendix B.4.b Samples and Templates – Work Plans - Work Plan for Well-Established Coalition:

Work Plan for Well-Established Coalition

	Developmental Screenings (Watch Me Grow)	Depression Screenings (PHQ-2)	Parenting Education (Growing Great Kids)	Pyramid Model (Professional Dvlpmt / iSocial)	ECE Connections (Summit Planning)	LEADERSHIP TEAM
2019 Goals	68% of children 0-5 received ASQ and ASQ-SE screening at least once/year 50% of children referred for services receive those services	50% of all children under the age of 8 will have at least one caregiver screened for depression and will be referred for further assessment and treatment if indicated	At least 50% of families who participate in a home visiting program for 6 or more months with evidence-based practices will improve their parenting skills by one point on average	At least 1 Family Support program and 1 Childcare program in have shown growth and progress in Pyramid Model Implementation as measured by the Site Benchmarks of Quality, Action Plan and TPOT by the end of 2019	- 100% of SAUs have a shared social/emotional foundation between EC programs and schools to improve the transition to Kindergarten - 75% of children in public and/or private ECE programs are "assessed" as ready for Kindergarten	100% of Coalition Partners have signed MOU 100% of Coalition Partners have integrated Coalition Goals into an internal organizational structure
Data Collection Create an infrastructure that supports the collection and use of data regarding the EC System in the county	Monitor and analyze ASQ data collection within the data system to ensure annual screenings for children < 8	Monitor and analyze PHQ-2 data to ensure annual screenings for caregivers of children 0-3	Monitor and analyze Universal Parent Assessment data to ensure EB practices are working to increase parenting skills	A data system is in place which ensures that the Pyramid Model is implemented with fidelity, county-wide across ECE sectors	Monitor and analyze assessment data to ensure children are ready for Kindergarten	Leadership Team monitors Workplan
Training Establish a prof devt Training & Coaching infrastructure for all EC Educators in county	Conduct annual training for organizations using ASQ and ASQ-SE	Conduct annual trainings for organizations using PHQ-2	- Conduct annual trainings on evidence-based practices - Provide Coaching for implemen of evidence-based practices	There is an annual training calendar which includes training on multi-tiered SEL systems and parallel initiatives	Host semi-annual Summits and maintain facilitated regional workgroups	

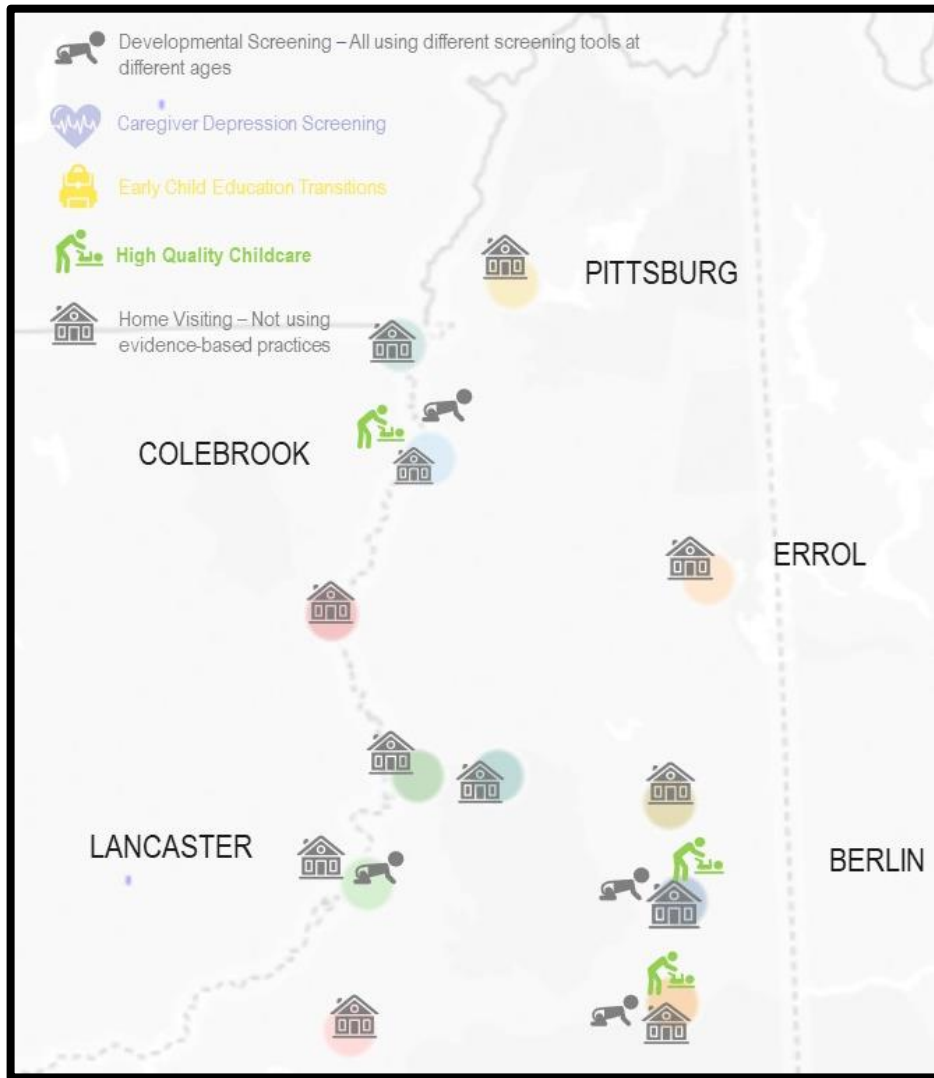
<u>Systems Improvements</u>	A. Improve referral process so that more referred clients receive treatment B. Explore implementation of online ASQ data capture C. Implement S/E screening for ages 5-8 across orgs	Improve referral process so that more referred clients receive treatment	Increased focus on engaging the whole family unit Increased focus on expanding home visiting	There is a Cadre of Trainers, Process and Practice-Based Coaches for site based; home visiting and parents	Align SAU/ECE assessment methods (TS-Gold / ASQ-SE) to ensure children ready for Kindergarten	Review the role and obligations of the fiscal agent organization every year
<u>Communications</u> Implement a strategic and coordinated communication plan to support the work and outcomes of the Early Childhood System in County	Create an annual messaging plan on the importance of early detection of developmental delays	Create an annual messaging plan on the effects of maternal and caregiver depression on young children	Create an annual messaging plan on the importance of social and emotional development for children 0-8	- Annual messaging plan on the importance of social and emotional skill development - Annual messaging plan on the availability of training	Create an annual messaging plan on building Kindergarten readiness skills	
<u>Workgroup Protocols</u>	Workgroup meets at least quarterly	Workgroup meets at least quarterly	Workgroup meets at least quarterly	Workgroup meets at least monthly	Wkgrp meets at least quarterly	Leadership Team meets 10X a year
<u>Related Initiatives</u>	Watch Me Grow / Welligent	Medical Center QI Plans	Expansion of FRC's & Home Visiting Models	NH DOE iSocial Pyramid Model grantees	ECE Workforce Development	
	ACT Early	School of Medicine at Univ.	Council for Thriving Children Priorities	NH DOE Project Aware & Systems of Care grantees	Early Learning Standards	
	Healthy Families America (HFA) (Federal)		NH DHHS/DCYF (State) - FRC: Strength to Succeed	NCES - Trauma-Informed Care Teams	NH DOE Kindergarten Readiness Standards	
	MCH QI Workplans (Fed) for Health Centers		NCES - Trauma-Informed System	Restorative Justice	NC SEL Partnership	
			Division of EC and the EC Tech Asst.	Restorative Discipline		
			Bureau of Special Medical Services	Future Workforce Development		
			Healthy Families America, Bureau of MCH			
			Family Studies & Family Therapy Fellowship			

Appendix B.5 Samples and Templates – Systems Building Graphic

Systems Building Graphic (showing Coalition impact on the system over time)

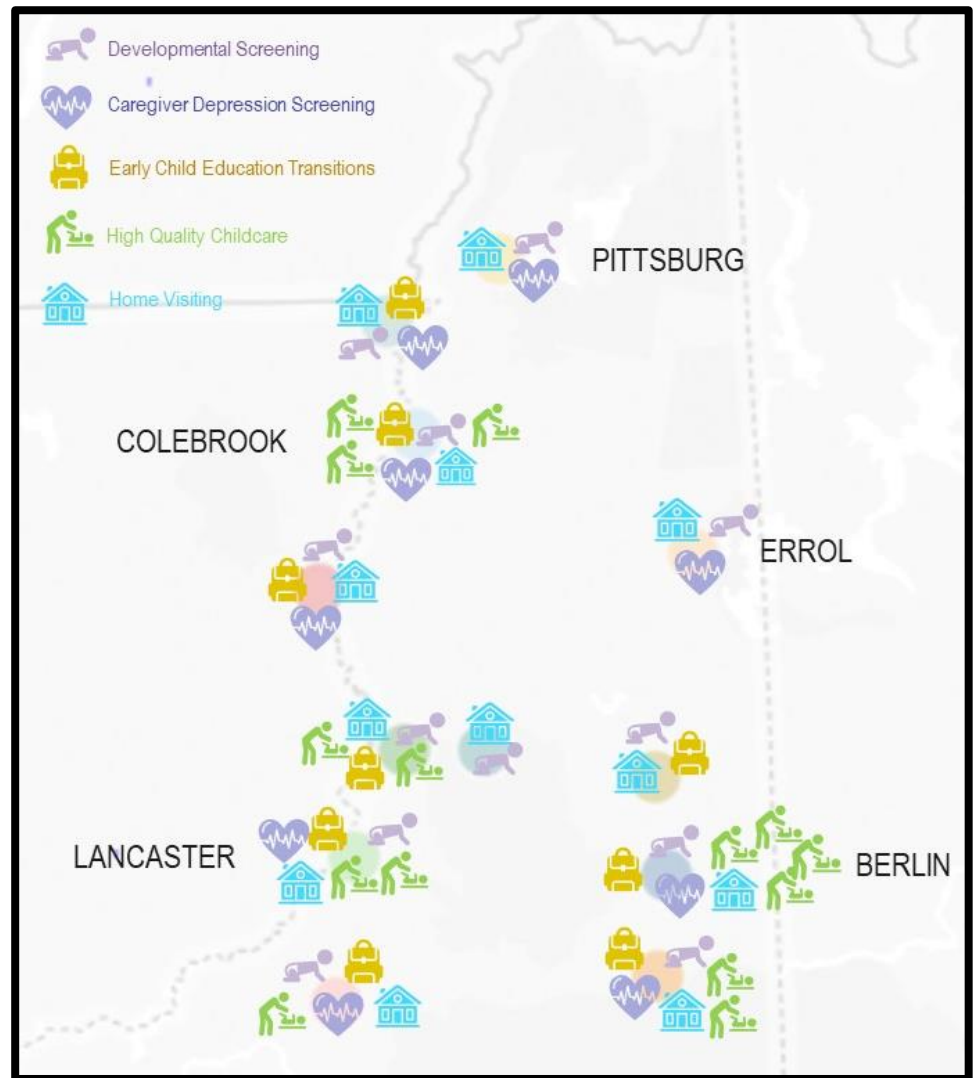
BEFORE

Our System Prior to the EC Coalition



AFTER

Our System 10 years after the EC Coalition began



APPENDIX C

Statewide Structures

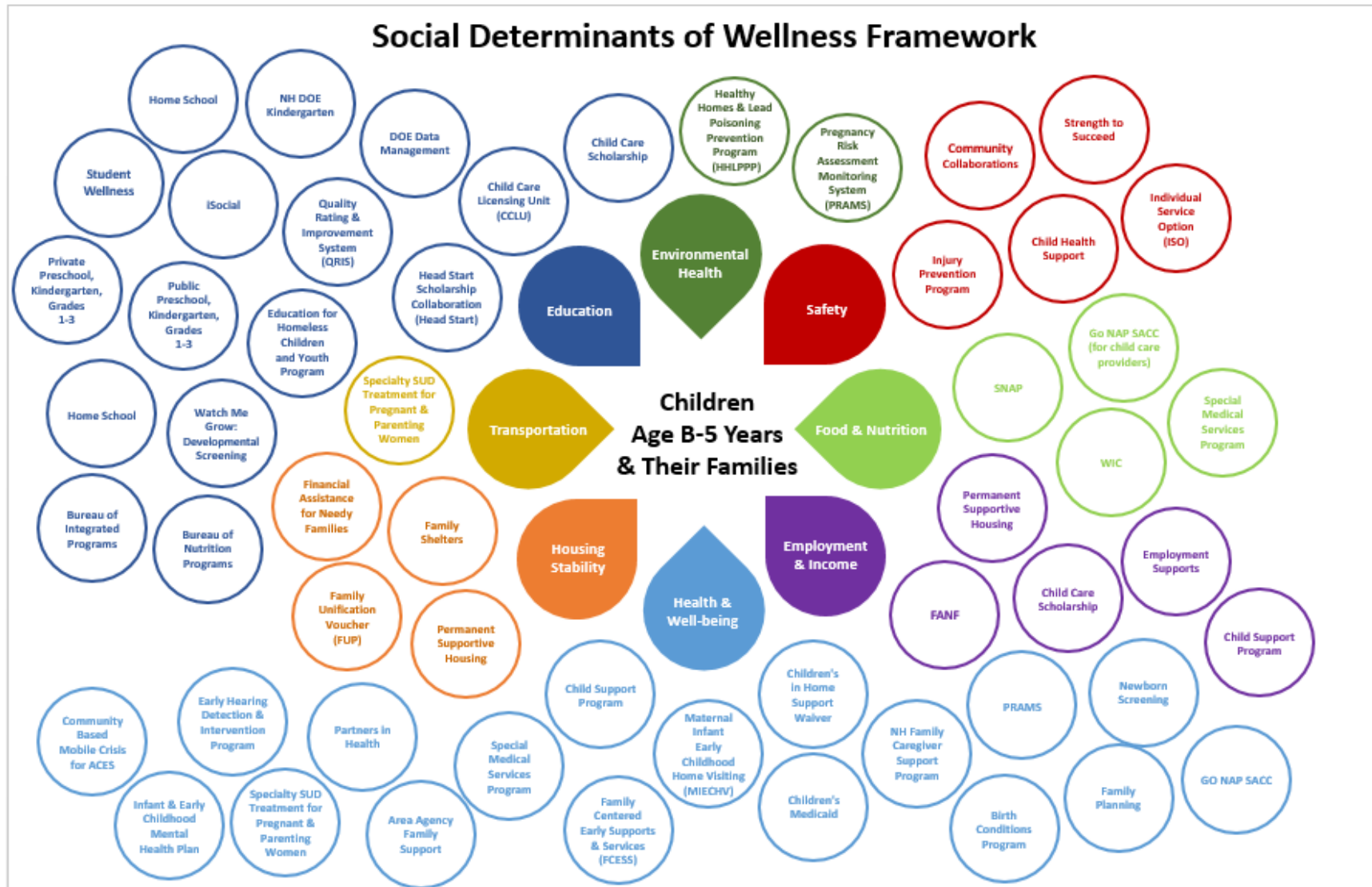
1. *State Agencies*
 - a) *Glossary*
 - b) *Social Determinants of Wellness Graphic*
2. *Other State Coalition Maps*

Appendix C.1.a Statewide Structures – State Agencies - Glossary

State Agencies Glossary

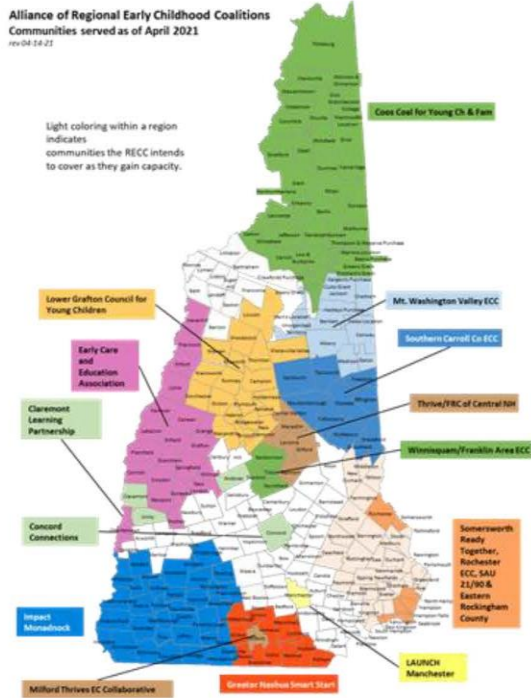
- **FCESS** – Family-Centered Early Supports and Services (Part C of IDEA – Individuals with Disabilities Education Action)
- **K-3** – Kindergarten through third grade
- **Other MCH– Maternal and Child Health Section also includes:**
 - Birth Conditions,
 - Child Health,
 - Early Hearing Detection and Intervention,
 - Injury Prevention,
 - Newborn Screening,
 - Pregnancy Risk Assessment Monitoring (PRAMS),
 - Prenatal Services,
 - SIDS (Sudden Infant Death Syndrome) Program
- **MIECHV** – Maternal, Infant and Early Childhood Home Visiting
- **Preschool Special Ed** – Preschool Special Education/Part B619
- **WIC** – Women Infants and Children Food and Nutrition Service
- **SMS** – Special Medical Services
- **SNAP** – Supplemental Nutrition Assistance Program (Food Stamps)
- **TANF** – Temporary Assistance to Needy Families

Appendix C.1.b Statewide Structures – State Agencies – Social Determinants of Wellness Framework



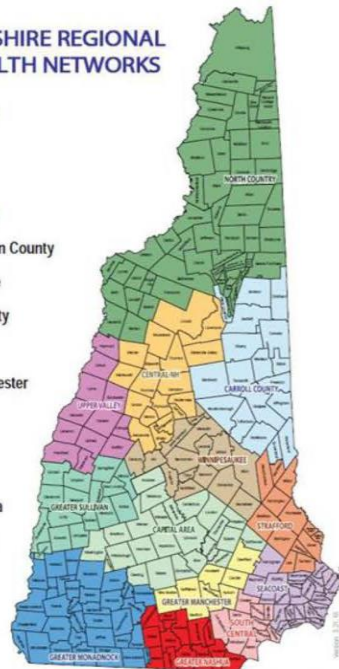
See pdf file: 9.4.19 DHHS and DOE programs SDOW Framework ONLY(3).pdf

Appendix C.2 Statewide Structures – Other State Coalition Maps

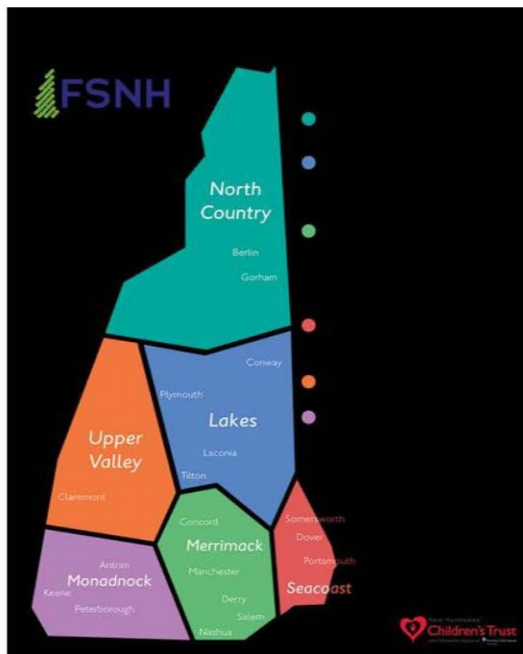


NEW HAMPSHIRE REGIONAL PUBLIC HEALTH NETWORKS

- North Country
- Upper Valley
- Central NH
- Carroll County
- Greater Sullivan County
- Winnepesaukee
- Strafford County
- Capital Area
- Greater Manchester
- Seacoast
- Greater Monadnock
- Greater Nashua
- South Central



THESE REGIONS ARE USED FOR PUBLIC HEALTH PLANNING AND THE DELIVERY OF SELECT PUBLIC HEALTH SERVICES.

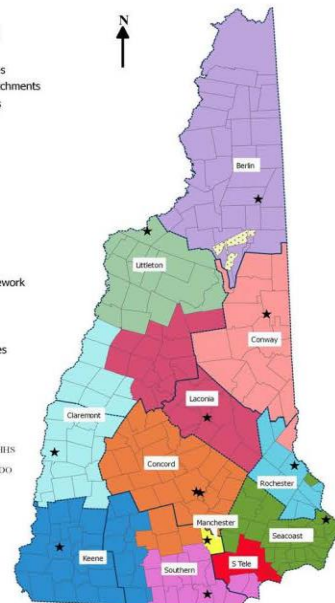


DCYF CPS District Office Catchment Areas

- Legend
- NH Counties
 - District Offices
 - DCYF_CPS DO Catchments
 - Wildlife Areas
 - Berlin
 - Claremont
 - Concord
 - Keene
 - Laconia
 - Littleton
 - Manchester
 - Rochester
 - Seacoast
 - Southern
 - Southern Telework

5 0 5 10 Miles

Map prepared by: BKA/DCYF/ML/DBIS
Based on DCYF CPS DO catchment list 2014



APPENDIX D

Links Referenced in the Handbook

Appendix D.1 – Links Referenced in the Handbook:

- Spark NH Contact Information: Website: <http://sparknh.com> Email: info@sparknh.org
- Additional Information on the Regional Coalitions: <https://sparknh.com/regional-initiatives>
- Collaboration Toolkit - Early Childhood Systems Working Group (ECSWG) Toolkit <https://sparknh.com/resources/early-childhood-collaboration-toolkit/>
- Framework for Action <https://sparknh.com/resources/framework-for-action/>
- Public Awareness Toolkit <https://sparknh.com/resources/public-awareness-toolkit/>
- Promising Practices Guides <https://sparknh.com/resources/early-childhood-promising-practices-guide/>
- Data Exploration Tool (NH-specific data) <http://sparknh.daveystrategies.com/>
- Return on Investment Studies: *The Economic Returns from Investing in Early Childhood Programs in the Granite State* by Lynn A. Karoly https://www.rand.org/pubs/research_briefs/RB9952.html
and
Advancing Investments in the Early Years: Opportunities for Strategic Investments in Evidence-Based Early Childhood Programs in New Hampshire by Lynn A. Karoly https://www.rand.org/pubs/research_reports/RR2955.html
- Impact Monadnock's Business Ambassadors <https://www.muw.org/IMBA>
- Integrated Delivery Networks: <https://www.dhhs.nh.gov/section-1115-waiver/>
- Public Health Networks: <https://nhphn.org/>
- Vroom Parenting App: <https://www.vroom.org/>