

**DRAFT – AFTER 8/13/13 POLICY COMMITTEE REVIEW**

[Cover and entire document will have proper formatting and title pages will have graphics/photos added, etc.]

**New Hampshire  
Comprehensive Strategic Plan for Early Childhood**

**Fall 2013**

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## Acknowledgements (back of cover; needs more detail)

This document is the culmination of a strategic planning process that occurred over eight months. Martha Diefendorf and Mary Louise Peters of the FPG Child Development Institute at The University of North Carolina at Chapel Hill facilitated this process and edited the document with Laura Milliken, Director of Spark NH, and Kellen Reid of FPG. The intended outcomes and proposed activities were developed in committees for each of the identified function areas.

Ellen Wheatley chaired the Spark NH Council.

Marti Ilg and Linda Graham co-chaired the Communication/Public Awareness committee.

Jeanne Agri, Jackie Cowell, and Julie Sackett co-chaired the Policy committee.

Debra Nelson and Carolyn Stiles co-chaired the committee on Quality.

Elizabeth Collins and Becky Berk co-chaired the committee on Data.

Ellen Wheatley and Pat Cantor co-chaired the Workforce and Professional Development committee.

Members of the Policy committee include Jeanne Agri, Erika Argersinger, Jackie Cowell, Julie Day, Deirdre Dunn-Tierney, Joan Izen, Janine Lesser, Susan Marcotte-Jenkins, Erin Morrell, Julie Sackett, Jackie Sparks, Carolyn Stiles, Cindy Wallace, Ellen Wheatley and Kelley White.

In addition to the committee work, stakeholders from the around the state representing relevant perspectives had an opportunity to help shape the plan. Although this comprehensive strategic plan serves as a roadmap for developing a comprehensive early childhood system in New Hampshire, revisions will be made over time to reflect progress in implementation and changes in context.

Please cite as:

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For more information about Spark NH, please see the website: <http://sparknh.org/>

**[Signed letter from Governor Hassan about the importance of early childhood]**

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# Introduction

The New Hampshire Comprehensive Strategic Plan for Early Childhood identifies common priorities and activities to enhance the coordination and alignment of the early childhood system in New Hampshire. The New Hampshire Comprehensive Strategic Plan for Early Childhood was guided by Spark NH, the governor-appointed Early Childhood Advisory Council. Spark NH is a private-public partnership charged with creating a comprehensive coordinated system of programs and supports for young children and their families.

Development of this plan was based on the underlying principles adopted by the Spark NH Council.

**Vision:** All New Hampshire children and their families are healthy, learning and thriving, now and in the future.

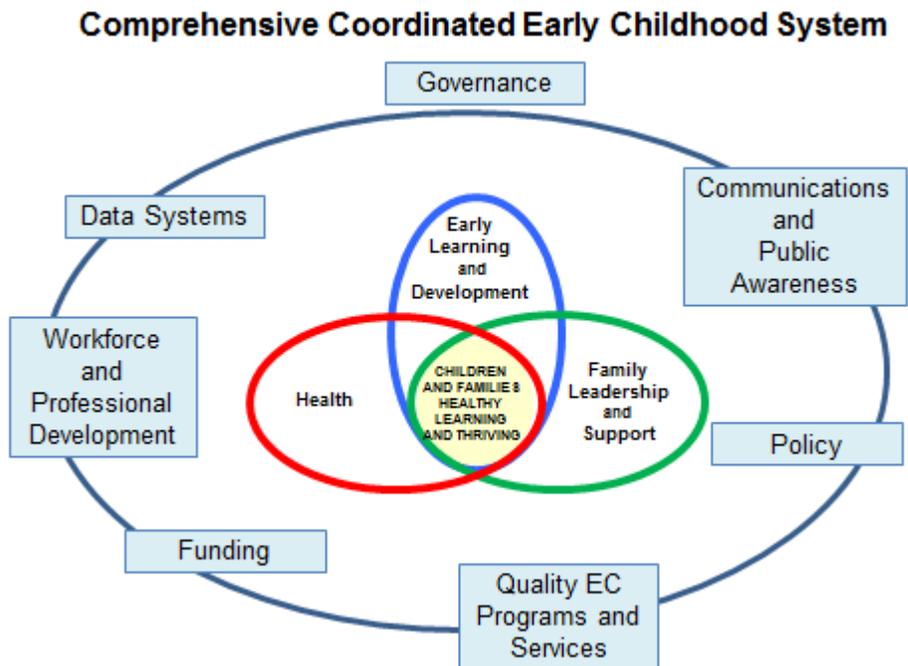
**Focus:** Expectant families and children from birth through grade 3 and their families.

**Goal:** A comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families, investing in a solid future for the Granite State.

Through broad stakeholder involvement and the incorporation of existing statewide strategic plans relating to early childhood, this plan was developed over the period of November 2012 to June 2013. The comprehensive plan is not intended to replace plans which will be maintained by individual organizations, but to bring together all efforts related to the critical period of child development across health, early learning and family support.

New Hampshire’s comprehensive, coordinated early childhood system is depicted in the graphic below which shows the relationship of system service sectors: (1) early learning and development, (2) health, and (3) family leadership and support

and the infrastructure function areas that furnish the necessary foundation for the provision of supports and services: (1) governance, (2) communication and public awareness, (3) policy, (4) quality early childhood programs and services, (5) funding, (6) data system, and (7) workforce and professional development. These sectors and function areas, when comprehensive and coordinated, result in children and families healthy, learning and thriving.



Stakeholders from multiple levels of the system were represented in the creation of the plan, and will take part in implementing the plan and be impacted by it. Stakeholders identified challenges to creating a comprehensive system within the state and articulated intended outcomes to reflect each level of the comprehensive early childhood system:

**STATE ADMINISTRATION LEVEL:** State administrators collaborate to develop policies that shape quality early childhood programs. They keep professionals, families and other stakeholders invested in and participating in cross-sector work, and use cross-sector data to demonstrate outcomes and unmet needs of families and children in order to advocate for sufficient funding and resources for supporting a quality, coordinated early childhood system.

**PROFESSIONAL DEVELOPMENT LEVEL:** Professional preparation programs (both preservice and inservice) make use of feedback from local administrators and practitioners in the design of a high quality, accessible, coordinated system that provides professional development at the regional/local level that supports coordinated service delivery.

**LOCAL/REGIONAL ADMINISTRATIVE LEVEL:** Administrators communicate effectively, share resources and have easy access to pertinent data to ensure a more qualified, stable workforce and support coordinated/integrated service delivery that promotes ease of access to services for families and continuity of care.

**PRACTITIONER/SERVICE PROVIDER LEVEL:** Early childhood practitioners coordinate with other agencies and service providers and help families know what resources are available and how to access them and provide comprehensive and high quality services that support family needs.

**FAMILY LEVEL:** Families are meaningfully engaged in their child's development, understand what constitutes quality services, and are able to access high quality services and effective support from practitioners. Families feel valued by the state as evidenced by the inclusion of family leadership and voices in all levels of planning that anticipate their needs to thrive and be successful.

The New Hampshire Comprehensive Strategic Plan for Early Childhood addresses the complexity of three service sector areas, five levels of the system, and seven function areas. It will be implemented through the activities named within each of the function areas, and it will be updated at least every two years through a governor's summit.

Each function area has specific multi-level intended -outcomes relevant to its content, as presented in the following chart. Detailed activities were developed for each of the seven function areas within the comprehensive system (governance, communication and public awareness, policy, quality early childhood programs and services, funding, data, and workforce and professional development) with timelines, benchmarks, and data sources for evaluating progress. For each function area, a visual depiction presents the interrelationship among the activities and the relationship to other function areas.

# New Hampshire Comprehensive Strategic Plan for Early Childhood

## At-A-Glance

### Fall 2013

**VISION** All children in NH and their families are healthy, Now and in the future

**FOCUS** Expectant families and children from birth through grade three and their families

**GOAL** Develop a comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families investing in a solid future for the granite state

**PLAN** The plan brings together all statewide efforts in NH related to the critical period of child development across health, early learning and family support. Through broad stakeholder involvement over seven months, activities for the following seven function areas were identified to enhance the coordination and alignment of the early childhood system in New Hampshire.

## FUNCTION AREAS

### GOVERNANCE

- Strengthen the leadership infrastructure
- Plan for stakeholder engagement
- Develop [and] implement a monitoring process to build, maintain, and sustain comprehensive plan
- Develop [and] implement an evaluation plan with clear benchmarks to measure outcomes for children, and families and system effectiveness

### COMMUNICATION/ PUBLIC AWARENESS

- Develop common messages: Importance of early childhood “Bedrock” messaging
- Develop communication plan to promote definition and importance of quality EC programs and services
- Develop communication plan to promote the need for sustainable, comprehensive system
- Develop communication mechanisms within the early childhood system
- Provide the public and early childhood workforce messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system

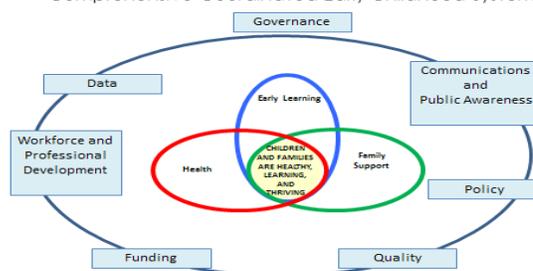
### POLICY

- Identify and promote effective early childhood policies including the birth through age 8 state policy framework and practices
- Develop [and] maintain meaningful partnerships

### QUALITY

- Develop and promote a shared definition of quality
- Review, revise if necessary, and promote quality standards across health, family support, and early learning
- Facilitate state and local collaboration to implement quality standards and practices
- Collaborate across sectors for timely identification of child and family needs and provision of quality practices

Comprehensive Coordinated Early Childhood System



### FUNDING

- Fund evidence-based practices
- Explore, prioritize/realign, and coordinate resources and funding
- Create an early childhood funding and sustainability initiative
- Secure sufficient private/public funding for the early childhood system

### DATA

- Develop [and] implement integrated cross-sector longitudinal data system
- Develop procedures and training on data collection and use
- Address legislative and policy barriers to data access

### WORKFORCE/ PROFESSIONAL DEVELOPMENT

- Establish guiding principles on which to build a cross-sector, comprehensive professional development system
- Research evidence based practices for professional development
- Establish common set of core competencies for all early childhood professionals
- Develop essential professional development policy areas using the NAEYC’s Policy Blueprint
- Build investment & commitment to early childhood professional development
- Implement the professional development system

## Intended Outcomes by Function Area

<b>1</b> <b>Governance</b>	<b>2</b> <b>Public Awareness</b>	<b>3</b> <b>Policy</b>	<b>4</b> <b>Quality</b>	<b>5</b> <b>Funding</b>	<b>6</b> <b>Data</b>	<b>7</b> <b>Workforce</b>
<b>Expectant families, children birth through grade 3 and their families will . . .</b>						
be included in planning, implementing and evaluating a comprehensive, coordinated system which will benefit them and will be held accountable to them.	understand the importance of healthy early childhood development and will recognize and seek high quality prenatal and early childhood programs and services.	be supported by policies and programs that ensure that they and their young children are healthy, learning and thriving.	have timely access to information, resources, services and programs that are of high quality and that meet their needs.	have access to effective programs and services provided by qualified personnel.	have useful information to help them understand their options and inform their choices about programs and services that will meet their needs and improve outcomes for their children.	receive services from competent providers working for effective programs.
<b>Providers, practitioners, professionals will . . .</b>						
be supported by the system and held accountable for the effectiveness of their programs and services for expectant parents and young children and their families.	understand the importance of healthy early childhood development and will be able to consistently use the core story/ Bedrock messaging with families and the public.	be supported by policies that allow them to deliver services using best practices so that young children and families are healthy, learning and thriving.	adopt the shared definition of quality and apply quality standards in their work, including evidence based practices for timely identification of child and family needs.	have stable employment and will be well compensated for providing effective programs and services.	be able to use data to inform decisions for improving practices, targeting needs, and individualizing services.	receive effective pre-service and in-service professional development from competent professional development staff.
<b>Local/regional administrators will . . .</b>						
benefit from the early childhood system support and will be held accountable for effective services to young children and their families.	understand the importance of healthy early childhood development and will use the core story/ Bedrock messaging with the public and their employees who work with children and families to promote positive outcomes for children and families.	be supported by policies that enable them to support providers and effective programs and services for young children and families.	collaborate across sectors to identify child and family needs, provide information, resources and services in a timely manner, and implement quality standards for programs & practices.	work collaboratively to assure sufficient funding to provide effective programs and services.	be able to use data to apply for funds and improve quality and access.	have a competent and stable workforce that provides effective services to expectant parents, children birth through grade 3 and their families.

1 Governance	2 Public Awareness	3 Policy	4 Quality	5 Funding	6 Data	7 Workforce
<b>Professional development/ technical assistance providers will . . .</b>						
use the plan to guide and support providers in tailoring their services according to goals and needs identified in the plan.	understand and communicate the importance of healthy early childhood development and incorporate that knowledge into professional development and technical assistance curricula and materials.	be governed by policies that require them to offer competency-based education, training and support to the early childhood workforce.	include cross-sector quality standards and evidence based protocols and approaches in their training and technical assistance to the field.	have the resources for ongoing, competency-based, effective, stimulating adult learning with opportunities for continuous improvement process	use data to tailor and target cross-sector offerings to address gaps and/or weaknesses in the early childhood system.	work within a cross-sector, comprehensive professional development system that provides clear policies and sufficient resources to implement effective pre-service and in-service professional development.
<b>State administrators and decision-makers will . . .</b>						
be guided by the strategic plan, provide oversight to its implementation, and feel accountable for its success.	understand the importance of healthy early childhood development and will reference the Core Story/ Bedrock messaging to increase public support for policies, programs and investments that support expectant parents and young children and their families.	implement policies that support access to quality programs and services needed by young children and their families to be healthy, learning and thriving.	incorporate the shared definition of quality programs and services into the development of cross-sector policies and quality standards.	have adequate and consistent funding for creating and maintaining a sustainable system that supports quality and equity.	make data-based decisions to develop policy and dedicate resources for greatest impact on child and family outcomes.	adopt and oversee the operation of a cross-sector, comprehensive professional development system that has sufficient funding and clear policies that result in effective pre-service and in-service professional development.

# Activities by Function Area

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## GOVERNANCE

### List of Activities

- G1. Strengthen the leadership infrastructure
- G2. Plan for stakeholder engagement
- G3. Develop and implement a monitoring process to build, maintain, and sustain comprehensive plan
- G4. Develop and implement an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness

### Multi-Level Intended Outcomes

**Families:** Expectant families and families of young children will be included in planning, implementing and evaluating a comprehensive, coordinated system which will benefit them and will be held accountable to them.

**Providers/professionals:** Providers will be supported by the system and held accountable for the effectiveness of their programs and services for expectant parents and young children and their families.

**Regional/Local administrators:** Local administrators will benefit from the early childhood system support and will be held accountable for effective services to young children and their families.

**Professional development/TA:** Professional development providers will use the plan to guide and support providers in tailoring their services according to goals and needs identified in the plan.

**State:** State administrators will be guided by the strategic plan, provide oversight to its implementation, and feel accountable for its success.

### Activity G1: Strengthen the leadership infrastructure

**Activity Description:** The leadership of Spark NH, together with the leadership of the NH Child Advocacy Network (NH CAN), will work with the Office of the Governor on the creation and implementation of a shared vision for improving child and family outcomes across the age spectrum of “cradle to career.” Together, they will explore the idea of a new, governor-convened leadership infrastructure to facilitate this shared vision using a comprehensive approach with broad cross-sector planning, efficiencies and coordination and strengthen partnerships between the public and private sectors. They will determine how Spark NH can serve as a support as the early childhood advisory arm of the new infrastructure.

**Estimated Start Date/Duration:** Start Fall 2013 through November 2015/ ongoing

#### Steps:

1. Spark NH leadership meets with Office of the Governor and state agency leadership alongside the New Hampshire Child Advocacy Network (NH CAN) and others to explore the most effective way to create and implement a shared vision for all children and their families through a structured process (Fall 2013).
2. Seek technical advice from the National Governors Association Center for Best Practices and the National Conference of State Legislatures in determining a strong and effective leadership infrastructure.
3. Determine if executive order, legislation or other policy action is needed to build long-term commitment for child and family issues in New Hampshire and to mobilize resources for the governor’s priorities for children.
4. Establish the new infrastructure with the Office of the Governor leading the effort and with Spark NH as its early childhood advisory arm.
5. Hold a biennial New Hampshire Governor’s vision and cross-sector Summit on Children and Families to support the implementation of the shared planning.

#### Benchmarks:

- Met with Office of the Governor and state agency leadership
- Realistic timeline created and approved by Governor
- Executive Order, legislation or other policy explored
- Leadership infrastructure is established with Spark NH as its early childhood advisory arm
- NH Governor’s Summit on Children and Families planned, held, and evaluated

#### Data Sources for Evaluating Benchmarks:

- Meetings documented
- Timeline document
- Executive order, legislation or other policy enacted, if needed, to establish new infrastructure
- Summit agenda, participant list, outputs, evaluation results

**Relationship to Other Activities:** The leadership infrastructure will be influenced by the development and maintenance of meaningful partnerships (P2) This new infrastructure will be an integral part of creating accountability measures for the EC Comprehensive System, which includes the development and implementation an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness (G4) as well and the development and implementation of a monitoring process to build, maintain, and sustain the comprehensive plan (G3). It will also play a key role in the biennial Governor’s Summit for updating the comprehensive plan (G1) and in developing the plan for stakeholder input (G2). The leadership infrastructure will create an early childhood funding and sustainability initiative (F3) and secure sufficient private/public funding for the early childhood system (F4). It will guide the Development of essential professional development policy an area using the NAEYC’s Policy Blueprint (WFPD 4) and build investment and commitment to early childhood professional development (WFPD 5).

**Activity G2: Plan for stakeholder engagement**

**Activity Description:** Spark NH will develop a plan ensuring all people affected by the strategic plan are meaningfully engaged in all aspects of planning, implementing and evaluating comprehensive early childhood system.

**Estimated Start Date/Duration:** September 2013 through August 2014/ongoing and biennial meetings

**Steps:**

1. Identify relevant categories of stakeholders from across all sectors and levels of the system.
2. Monitor stakeholder engagement in early childhood initiatives across the early childhood system
3. Update stakeholder engagement plan as needed, with input from Spark NH committees and evaluation results.

**Benchmarks:**

- Stakeholder categories identified
- Stakeholder engagement is monitored consistently
- Stakeholders participate in relevant meetings and provide input and feedback

**Data Sources for Evaluating Benchmarks:**

- List of stakeholders compiled
- Announcements & invitations for involvement
- Monitoring chart with stakeholder categories, modes of participation, dates, results.
- Survey/focus group results indicating that stakeholders know about opportunities to be involved in system planning, implementation and evaluation, and feel their participation is valued and useful.
- Attendance records, notes from meetings.

**Relationship to Other Activities:** Through the activity of strengthening the leadership infrastructure (G1) this plan for stakeholder engagement is possible. The plan for stakeholder engagement will help guide many activities in the comprehensive plan and will be coordinated with the Spark NH Policy Committee. This is similar to and must be coordinated with the work to develop, enact and maintain meaningful partnerships for policy development (P2) and influences cross sector collaboration for timely identification of child & family needs and provision of quality practices (Q4). Stakeholder engagement is essential to an efficient and effective comprehensive system. Stakeholders will be involved in developing a monitoring process to build, maintain, and sustain comprehensive plan (G3), developing and promoting effective early childhood policies (including the Birth Through Age 8 State Policy Framework) and practices (P1), as well as, developing and promoting a shared definition of quality (Q1). Through stakeholder engagement, common messaging related to the importance of early childhood (known as the “Bedrock” messaging) will be developed (CPA1), and communication mechanisms within the early childhood system will be created (CPA4). Stakeholder engagement will guide the development of an integrated cross-sector longitudinal data system (D1) and the development of essential professional development policy areas using the NAEYC’s Policy Blueprint (WFPD4).

**Activity G3: Develop and implement a monitoring process to build, maintain, and sustain comprehensive plan**

**Activity Description:** Spark NH will facilitate the design and implementation of a monitoring process to build and maintain the New Hampshire comprehensive plan for early childhood.

**Estimated Start Date/Duration:** March through April 2014 and ongoing.

**Steps:**

1. Facilitate developing and implementing a system to monitor the implementation of the plan
2. Review, prioritize and update the New Hampshire comprehensive plan for early childhood activities at a biennial New Hampshire Governor’s Summit on Children and Families

**Benchmarks:**

- System to monitor implementation of the plan developed
- Summit planned with appropriate activities to achieve intended outcomes
- Comprehensive plan is updated to reflect new priorities and timelines

**Data Sources for Evaluating Benchmarks:**

- Meetings documented and held
- Summit planned and held
- Updated Comprehensive Plan posted on Spark NH and agency websites.

**Relationship to Other Activities:** This activity on monitoring and sustainability is influenced by to the activity on strengthening the leadership infrastructure (G1) and the plan for stakeholder engagement (G2). It is also related to the shared definition of quality (Q1) the review (and revision, if necessary), and promotion of quality standards across health, family support, and early learning (Q2). Once in place, the monitoring process will impact the development and implementation of an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness (G4). It will have ramifications for the development and implementation of an integrated cross-sector longitudinal data system (D1) and the funding of evidenced-based practices (F1).

**Activity G4: Develop and implement an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness**

**Activity Description:** The new leadership infrastructure will develop an evaluation plan with benchmarks and measures for the NH early childhood comprehensive system that ensures accountability and positive outcomes for young children and families.

**Estimated Start Date/Duration:** January through March 2014 and ongoing; contingent upon when new infrastructure is convened (G1).

**Steps:**

1. The new leadership infrastructure (G1), and community and State government partners including the Department of Education, Department of Health and Human Services will develop clear benchmarks that can be used across programs and services regarding accountability and outcomes for young children and their families
2. The new leadership group will meet with data professionals to determine what available data can be used as benchmarks and measures and where there are data gaps regarding accountability and outcomes
3. The group will make recommendations regarding what clear benchmarks and measures could be developed with additional data

**Benchmarks:**

- Community and state government partners engaged
- Available data and data gaps identified
- Clear benchmarks and data measures determined
- Recommendations made

**Data Sources for Evaluating Benchmarks:**

- Group convened
- Questions documented
- Meeting with data experts held
- Benchmarks document created

**Relationship to Other Activities:** The development of an evaluation plan is directed by a strong leadership infrastructure (G1) and maintained by the established monitoring process of the comprehensive plan (G3). It is shaped by a shared definition of quality (Q1) and identified effective early childhood policies and practices (P1), and the development of essential professional development policy areas (WFPD 4). Once developed, this evaluation plan will inform the integrated cross-sector longitudinal data system (D1), the procedures and training on data collection and use (D2), the funding of evidence-based practice (F1), and ultimately the implementation of the professional development system (WFPD6).

## COMMUNICATION & PUBLIC AWARENESS

### List of Activities

- CPA1.** Develop common messages: importance of early childhood (“Bedrock” messaging)
- CPA2.** Develop communication plan to promote definition and importance of quality early childhood programs and services
- CPA3.** Develop communication plan to promote the need for sustainable, comprehensive system
- CPA4.** Develop communication mechanisms within the early childhood system
- CPA5.** Provide the public and early childhood workforce messages related to the importance of early childhood development, quality programs and practices, and a comprehensive system.

### Multi-Level Intended Outcomes

**Families:** Families will understand the importance of healthy early childhood development and will recognize and seek high quality prenatal and early childhood programs and services.

**Providers/professionals:** Providers will understand the importance of healthy early childhood development and will be able to consistently use the “Bedrock” messaging with families and the public.

**Local (program) administrators:** Local administrators will understand the importance of healthy early childhood development and will use the “Bedrock” messaging with the public and their employees who work with children and families to promote positive outcomes for children and families.

**Professional development/TA:** Professional development (PD) providers will understand and communicate the importance of healthy early childhood development and incorporate that knowledge into professional development and technical assistance curricula and materials.

**State administrators:** State administrators and other decision-makers will understand the importance of healthy early childhood development and will reference the “Bedrock” messaging to increase public support for policies, programs and investments that support expectant parents and young children and their families.

### Activity CPA1: Develop common messages and materials about importance of early childhood (i.e., “Bedrock” messaging)

**Activity Description:** The Spark NH Communications and Public Awareness Committee will encourage everyone involved in the early childhood system to use consistent messaging about the importance of child development

**Estimated Start Date/Duration:** June through November 2013/ongoing

#### Steps:

1. Develop the common language and messages developed by Spark NH (“Bedrock” messaging) to promote a public education/marketing plan for all levels of the system, including policy makers, employers, regional, district and local entities, parents and families, and the general public.
2. Create consensus among advocates and other stakeholders about the content of the messages and the need for a comprehensive messaging and communications strategy.
3. Create materials in a variety of formats.

#### Benchmarks: (short term)

- Clear and user friendly messaging is created
- Messaging is available in a variety of formats.
- Messages within Spark NH’s public communication materials are consistent
- Agreement among advocates and other stakeholders re: need for a comprehensive messaging and communications strategy
- Advocacy organizations are aligned around early childhood messaging

#### Data Sources for Evaluating Benchmarks: (short term)

- Power point presentations, website content, Facebook posts and links reflect and/or extend early childhood messaging.
- Feedback from users
- Emergence of/acceptance of a lead organization that agrees to “own” campaign

**Relationship to Other Activities:** The common messages will be informed by stakeholder input (G2). These common messages will influence the communication plan for promoting quality early childhood programs (CPA2), the communication plan for promoting a sustainable, comprehensive system (CPA3), and the guiding principles for professional development (WFPD1). In time, consistent messages about the importance of child development, quality programs and practices, and a comprehensive early childhood system will be broadly disseminated (CPA5).

**Activity CPA2: Develop communication plan to promote definition of and importance of *quality* early childhood programs and services**

<p><b>Activity Description:</b> Spark NH Communications and Public Awareness Committee will develop a plan to promote the shared definition of quality and promote its consistent use across sectors in order to increase awareness of quality early childhood programs and services that already exist and the need for sufficient and strong quality programs and services throughout the state.</p> <p><b>Estimated Start Date/Duration:</b> Nov. 2013/ongoing</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Examine and analyze the shared definition of quality developed by the Quality Committee</li> <li>2. Develop a communications plan for advocates and stakeholders around messaging quality</li> <li>3. Develop messaging around quality (coordinated with “Bedrock” messaging on early childhood)</li> <li>4. Ensure that the state agencies that oversee early childhood programs/services can offer advice and support about quality.</li> <li>5. Create business group that supports quality programs</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Communication plan created to promote the shared definition of quality</li> <li>▪ State agencies support it</li> <li>▪ Business groups support it</li> <li>▪ Early childhood stakeholders support it (e.g., administrators, practitioners, trainers)</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Communication Plan</li> <li>▪ Formal memoranda of understanding (MOUs) or other documentation of agreements between stakeholders re: implementation of messaging about quality <ul style="list-style-type: none"> <li>○ MOUs/documentated support from state agencies</li> <li>○ MOUs/documentated support from business groups</li> <li>○ MOUs with/ agreement from program administrators, pediatricians, child care providers, parent educators to provide messages about quality programs and practices</li> </ul> </li> </ul>
<p><b>Relationship to Other Activities:</b> The common messages about early childhood (CPA1), the shared definition of quality (Q1), as well as identified effective early childhood policies and practices (P1) will form the basis of the communication plan. The organization and content of the plan will be taken into account in the development of communication mechanisms (CPA4) and will guide the provision of consistent messages to the public, key constituents, and the early childhood workforce (CPA5).</p>	

**Activity CPA3: Develop communication plan and materials to promote the need for sustainable, comprehensive system**

<p><b>Activity Description:</b> Spark NH Communications and Public Awareness Committee will develop a plan and materials to promote the need for a comprehensive, coordinated system of early childhood programs and services.</p> <p><b>Estimated Start Date/Duration:</b> November 2013 through November 2014</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Create messaging and materials about the need for a coordinated system.</li> <li>2. Develop a plan for communicating messages about the need for a comprehensive system to target audiences.</li> <li>3. Deliver messages created by Spark NH around need for comprehensive/coordinated system..</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Messaging that is clear and user friendly is created</li> <li>▪ Messaging is available in a variety of formats.</li> <li>▪ Communication plan created to promote it</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Messaging documented</li> <li>▪ Communications Plan</li> <li>▪ MOUs/support from state agencies and business groups</li> </ul>

<ul style="list-style-type: none"> <li>▪ State agencies support it</li> <li>▪ Business groups support it</li> </ul>	
<p><b>Relationship to Other Activities:</b> The development of this plan and materials is influenced by messaging on the importance of early childhood (CPA1) although it focuses primarily on the system of early childhood programs and services. The communication plan can be created once effective policies and practices are identified and policy recommendations are made (P1). Similar to the other communication plan on the importance of early childhood, this plan will also influence the type of communication mechanisms to be used (CPA4) and the provision of public awareness messages (CPA5).</p>	

**Activity CPA4: Develop communication mechanisms within the early childhood system**

<p><b>Activity Description:</b> A range of mechanisms will be needed to carry out the two communication plans so that consistent messages about the key topics get disseminated in a timely way to a variety of audiences.</p>	
<p><b>Estimated Start Date/Duration:</b> October 2014 through October 2015/ongoing</p>	
<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Develop an infrastructure to convene cross-sector communication including website, social media, etc.</li> <li>2. Create consensus among advocates and other stakeholders about a comprehensive messaging and communications strategy</li> <li>3. Create MOUs and other coordination agreements about communication across systems.</li> <li>4. Create recommendations to publicize existing programs and services that serve expectant parents as well as children from birth through grade 3 and their families.             <ol style="list-style-type: none"> <li>a. Research best practices – relative to other states and within the state of NH</li> <li>b. Bring existing stakeholders to the table to discuss, including DOE, DHHS, 211/ United Way, EC professionals – public/ private</li> <li>c. Create a timeline</li> <li>d. Make recommendations</li> </ol> </li> <li>5. Develop a method for tracking and evaluation of public awareness and messages to the workforce and other stakeholders.</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Elements of an electronic infrastructure (e.g., Website, social media) created that are accessible and maintained</li> <li>▪ Newsletters, regular communication channels built into work routines, training opportunities</li> <li>▪ Consensus established and MOUs developed</li> <li>▪ Publicity plan for existing programs and services created</li> <li>▪ Agreement among advocates, early childhood professionals from different sectors and levels of the system, and other stakeholders re: a comprehensive messaging and communications strategy</li> <li>• Advocacy organizations are aligned around the messaging</li> <li>• A workable system of tracking the dissemination of messages is created.</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Existence of infrastructure</li> <li>▪ Existence of communication channels</li> <li>▪ Formal MOUS or other documentation of agreements between stakeholders re: implementation of communication plans</li> <li>▪ Publicity plan exists</li> <li>▪ Those who interact with parents agree to talk with parents about early childhood messaging</li> <li>▪ Increased capacity of stakeholders to act as spokespersons and “own” campaign</li> <li>▪ Key partner organizations implement early childhood messaging (both advocacy orgs and those who interact with parents)</li> <li>▪ Thought leaders and decision-makers (editorial journalists, media, elected officials, business leaders, candidates, etc.) reference early childhood messaging</li> <li>▪ Tracking system exists</li> </ul>
<p><b>Relationship to Other Activities:</b> This activity will benefit from stakeholder engagement (G2) and the creation of meaningful partnerships (P2) and will be informed by the two communication plans (CPA2, CPA3). Making use of a variety of communication mechanisms will enhance the success of broadly disseminating the important messages (CPA5)</p>	

**Activity CPA 5. Provide the public and early childhood workforce with messages related to the importance of early childhood development, quality programs and practices, and a comprehensive system.**

**Activity Description:** The Spark NH Communications and Public Awareness Committee will encourage everyone involved in the early childhood system to use consistent messaging about the importance of early child development, quality programs and practices, and a comprehensive system. This activity is intended to increase awareness and promote changes in the system that result in improved outcomes for children and families.

**Estimated Start Date/Duration:** January 2014/ongoing.

**Steps:**

1. Use common language and disseminate messages/materials developed by Spark NH to promote a public education/marketing campaign for all levels of the system, including policy makers, employers, regional, district and local entities, parents and families, and the general public.
2. Provide materials to those who interact with families so they will use available resources to publicize the importance of early childhood development and a comprehensive, coordinated Early Childhood system
3. Disseminate and train stakeholders on use of messaging tools and resources.

**Benchmarks:**

- Materials disseminated
- Trainings conducted on messages

**Long-term**

- Increased awareness of why the early years are important
- Increased public support for policies, quality programs and investments that support young children and their families
- Leaders and elected officials demonstrate increased commitment to policies, programs, investments that support young children and their families

**Data Sources for Evaluating Benchmarks:**

- Tracking data on the number and/or type of organizations using Spark NH’s materials, including measures that describe the reach/penetration/ saturation of the messaging
  - Public presentations reference/echo key messages [overall #s of presentations, well-timed presentations, key presenters]
  - The # or type of organizations whose website content, newsletters, communications reference early childhood messaging
  - The “usual allies” are all using messaging/materials consistently
  - # or type of thought leaders/decision-makers using Spark NH materials
  - Editorials/media reference early childhood messaging or Spark materials
- Emergence of/acceptance of a lead organization that agrees to “own” campaign to ensure sustainability
- Trainings documented

**Long term**

- Percent of key audiences able to recall hearing/reading something about the importance of the early years
- Percent of key audiences believing in the importance of early childhood and investments that support children in the early years
- Percent of key audiences who prioritize investments in the early years
- Endorsement of Early Learning, Chamber of Commerce adopts Early Learning statement
- # of organizations that take Ready Nation

	<p>pledge</p> <ul style="list-style-type: none"> <li>○ # of local initiatives begun to address community needs around early childhood</li> <li>○ Administrative changes within or across departments that serve children are made toward improving the healthy development of children</li> <li>○ Better coordination and collection of meaningful data that can be used to improve understanding of, support and services regarding the developmental needs of young children</li> <li>○ Changes in IHE curricula to reflect messaging</li> <li>○ Systemic changes that improve access, quality and sustainability</li> </ul>
<p><b>Relationship to Other Activities:</b> Common messages (CPA1), sound communication plans (CPA2, CPA3) and viable communication mechanisms (CPA4) are critical to providing consistent messages. Once the integrated data system is established (D1), valid and reliable data (about the need for additional services, the quality of existing programs/services, child and family outcomes, and the degree to which services are coordinated) will inform the provision of messages to the public and early childhood workforce. As a result of the dissemination of messages, the state can expect increased public support for policies, programs and investments that support young children and their families (F4), increased funding for evidence-based practices (F1) and increased investment and commitment for professional development (WFPD5). Messaging tools and resources will also be supportive of the sustainability initiative (F3) and useful in professional development and training opportunities (WFPD6).</p>	

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## POLICY

### List of Activities

- P1. Identify and promote effective early childhood policies (including *the birth through age eight state policy framework*) and practices.
- P2. Develop and maintain meaningful partnerships

### Multi-Level Intended Outcomes

**Families:** Will be supported by policies and programs that ensure that they and their young children are healthy, learning and thriving.

**Practice Level:** Providers will be supported by policies that allow them to deliver services using best practices so that young children and families are healthy, learning and thriving.

**Local/ Regional:** Local and regional entities will be supported by policies that enable them to support providers and effective programs and services for young children and families

**Professional Development Providers:** Professional development providers will be governed by policies that require them to offer competency-based education, training and support to the early childhood workforce.

**State Administration:** The State will implement policies that support access to quality programs and services needed by young children and their families to be healthy, learning and thriving.

**Activity P1: Identify and promote effective early childhood policies (including *the birth through age eight state policy framework*) and practices.**

**Activity Description:** Spark NH will identify and promote policies that improve outcomes for young children and their families. Policies will create opportunities for early childhood programs and services at the state and local levels to collaborate, avoid duplication, leverage funds, and embrace comprehensive issues. The policy work will be guided by the *Birth through Age Eight State Policy Framework* of the Alliance for Early Success. (See Addendum A). The *Framework* outlines nationally-recognized, evidence-based and innovative best practice policy options.

**Start Date/Duration:** October 2013 through June 2014 and ongoing.

#### Steps:

1. Inventory and identify evidence-based best practices in the field across sectors in order to improve the comprehensive, coordinated early childhood system
2. Analyze evidence-based best practices in early childhood systems to measure against as guidelines
3. Perform a policy scan alignment of NH policies relative to identified evidence-based best practices
4. Use the periodic Early Childhood Needs Assessment to drive policy work
5. Conduct a review and cross-walk of current statewide, regional and local early childhood plans. See Addendum B for list of plans reviewed to ground and inform this plan.
6. Create early childhood policy recommendations based on review of these plans and the policy scan and communicate these to relevant groups and committees
7. Promote effective policies to facilitate collaboration, avoid duplication, leverage funds, and embrace comprehensive issues
8. Steps to be repeated every two years

#### Benchmarks:

- Best practices and policies identified
- Policy scan completed
- State, regional and local plans reviewed
- Recommendations made
- Policies promoted

#### Data Sources for Evaluating Benchmarks:

- List of best practices compiled
- Policy scan document created
- Crosswalk document of current plans
- Written recommendations

**Relationship to Other Activities:** All other functional areas may be inputs for policy change recommendations. Once policy recommendations are made, a communications strategy should be created by the Communication and Public Awareness Committee (CPA3). Policy is informed by stakeholder engagement (G2), meaningful partnerships (P2), a shared definition of quality (Q1), and the integrated cross-sector longitudinal data system (D1). Effective early childhood policies and practices inform and enhance the evaluation plan (G4), legislative and policy barriers to data access (D3), and support the communication plan which both promotes the definition and importance of quality early childhood programs and services (CPA2) and the need for a sustainable, comprehensive system (CPA3).

**Activity P2: Develop and maintain meaningful partnerships**

**Activity Description:** Ensure relevant policy development by enacting continuous meaningful partnerships with all stakeholders that reflect shared commitment to improving outcomes for young children and their families.

**Start Date/Duration:** November 2013 through April 2015 and ongoing.

**Steps:**

1. Identify and include stakeholders for specific policy development and determine effective ways to involve all, with particular emphasis on methods for involving families with young children.
2. Create a system to ensure ongoing engagement of these partners in policy development (e.g., communication among Spark NH committees, representation within the committees)

**Benchmarks:**

- Stakeholders identified
- Partnerships created with stakeholders
- Stakeholders participate in policy development

**Data Sources for Evaluating Benchmarks:**

- Lists generated
- MOUs, regular joint meetings held
- Attendance at policy creation meetings

**Relationship to Other Activities:** The development of meaningful partnerships helps strengthen the leadership infrastructure (G1), and is supported by the plan for stakeholder engagement (G2). Meaningful partnerships influence the establishment of a common set of core competencies for all early childhood professionals (WFPD3) and ultimately the implementation of the professional development system (WFPD6). Meaningful partnerships will aid the development of communication mechanisms within the early childhood system (CPA4), development of the early childhood funding and sustainability initiative (F2), secure sufficient private/public funding for the early childhood system (F4), and facilitate state and local collaboration to implement quality standards and practices (Q3). And importantly, these partnerships will promote effective early childhood policies and practices (P1).

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## QUALITY EARLY CHILDHOOD PROGRAMS AND SERVICES

### List of Activities

- Q1. Develop and promote a shared definition of quality
- Q2. Review, revise (if necessary), and promote quality standards across health, family support and early learning
- Q3. Facilitate state and local collaboration to implement quality standards and practices
- Q4. Collaborate across sectors for timely identification of child and family needs and provision of quality practices

### Multi-Level Intended Outcomes

**Families:** Families will have timely access to information, resources, services and programs that are of high quality and that meet their needs.

**Practice Level:** Local providers will adopt the shared definition of quality and apply quality standards in their work, including evidence based practices for timely identification of child and family needs.

**Local/ Regional Administration:** Local and regional administrators will collaborate across sectors to identify child and family needs, provide information, resources and services in a timely manner, and implement quality standards for programs and practices.

**Professional Development Providers:** Professional development providers will include cross-sector quality standards and evidence based protocols and approaches in their training and technical assistance to the field.

**State Administration:** State agencies will incorporate the shared definition of quality programs and services into the development of cross-sector policies and quality standards.

### Activity Q1. Develop and promote a shared definition of quality

**Activity Description:** Develop and promote the adoption of a shared definition of quality programs and services to be used across health, family support and early learning.

**Estimated Start Date/Duration:** June 2013/ongoing.

#### Steps:

1. Support the Quality Rating and Improvement System (QRIS) Task Force to promote its definition of quality among early childhood programs.
2. Include the quality definition in multiple venues (e.g., statewide forums, meetings, etc.).
3. Include this definition in public awareness materials.
4. Include the definition in training and technical assistance to local programs on the standards and practices.
5. Develop/adapt/adopt materials for families and providers that explain the characteristics of quality programs and services.
6. Include a question about quality in agencies' evaluations of services.

#### Benchmarks:

- A clear, concise definition is written and agreed upon by representatives of all sectors at the state level (i.e., the state's Early Childhood Advisory Council Spark NH)
- Constituent groups at all levels of the system use the definition of quality in their work.

#### Data Sources for Evaluating Benchmarks:

- Completed, written definition
- Minutes of Council meeting document approval/ acceptance.
- Policies, interagency agreements, training curricula, public awareness materials include relevant elements of the definition.
- Evaluation findings show that families and service providers understand the definition of quality.

**Relationship to Other Activities:** The agreed-upon definition will be informed by stakeholder input (G2). The definition will provide the basis for the communication plan for promoting the definition and importance of quality EC programs and services (CPA2). It will be important in the review/revision of quality standards (Q2) and will inform the provision of practices/services that are timely and high quality (Q4). The shared definition of quality can be used in a wide range of cross-sector work and activities and has implications for: effective early childhood policies (P1), the monitoring process (G3), the evaluation plan (G4), common core competencies (WFPD3), the cross-sector data system (D1), and funding evidence-based practices (F1).

**Activity Q2. Review, revise (if necessary), and promote quality standards across health, family support and early learning**

<p><b>Activity Description:</b> Spark NH will facilitate the review and revision (if necessary) and promote quality standards.</p> <p><b>Estimated Start Date/Duration:</b> September 2013 through March 2014/ongoing</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify all existing sets of standards, review them for consistency, revise if necessary, and identify and fill gaps to ensure that all important areas are covered.</li> <li>2. Raise public awareness of established state and national standards for health, family support and early learning.</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Agreement is reached at the state level regarding quality standards and practices (QSP) across health, family support and early learning.</li> <li>▪ Statewide forum(s) are held</li> <li>▪ DHHS and DOE public awareness materials for families, providers, policy makers and others regarding QSP include the following: importance of QSP; the QSP; and benefits of adopting the QSP.</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Written description of the agreement; minutes from collaborative meetings show agreement</li> <li>▪ Sign-in sheets and minutes from forums</li> <li>▪ Public awareness materials</li> <li>▪ Agendas, completed evaluation forms, sign-in sheets for training and technical assistance events</li> </ul>
<p><b>Relationship to Other Activities:</b> This activity will be informed by the shared definition of quality (Q1). It provides the foundation for state and local implementation of the quality standards (Q3) and the provision of practices that are timely and of high quality (Q4). Quality standards may also influence the development of the monitoring process (G3), the selection of data elements for the cross-sector data system (D1), and funding of evidence-based practices (F1).</p>	

**Activity Q3. Facilitate state and local collaboration to implement quality standards and practices**

<p><b>Activity Description:</b> Spark NH will facilitate state and local collaboration on quality standards and practices across health, family support and early learning</p> <p><b>Estimated Start Date/Duration:</b> March 2014 through June 2014/ ongoing</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Promote local adoption of state quality standards and practices for health, family support and early learning (e.g., Kindergarten Readiness Indicators, Early Learning Standards, QRIS, Child Care Licensing Standards, Common Core, Home Visiting, Child Nutrition, Family-Centered Early Supports and Services).             <ol style="list-style-type: none"> <li>a. Hold or collaborate to hold statewide forums</li> <li>b. Include this information in public awareness materials</li> <li>c. Provide technical assistance to local programs on the standards and practices</li> </ol> </li> <li>2. Raise public awareness of established state and national standards for health, family support and early learning.</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Agreement is reached at the state level regarding quality standards and practices (QSP) across health, family support and early learning.</li> <li>▪ Statewide forum(s) are held</li> <li>▪ DHHS and DOE public awareness materials for families, providers, policy makers and others regarding QSP include the following: importance of QSP; the QSP; and benefits of adopting the QSP.</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Written description of the agreement; minutes from collaborative meetings show agreement</li> <li>▪ Sign-in sheets and minutes from forums</li> <li>▪ Public awareness materials</li> <li>▪ Agendas, completed evaluation forms, sign-in sheets for training and technical assistance events</li> </ul>

**Relationship to Other Activities:** This activity will make use of the quality standards endorsed across health, family support, and early learning (Q2) and will be facilitated by meaningful partnerships (P2). The implementation of the standards will have direct impact on timely identification of child and family needs and the provision of quality practices (Q4).

**Activity Q4. Collaborate across sectors for timely identification of child and family needs and provision of quality practices**

**Activity Description:** State and local agencies and programs that work with young children and their families will engage in cross-sector collaboration so that families can access the information, resources, services and referrals to supports and services they need in a timely way.

**Estimated Start Date/Duration:** June 2014/ ongoing

**Steps:**

1. Share Child/Family Data Information with family permission so that state and local agencies and programs will reduce redundancy, promote continuity of care/services and increase access for families by sharing data and information about young children and their families.
  - a. Explore the feasibility of shared intake and consent forms used by multiple programs
  - b. Share results of family/child assessments with permission to improve services and reduce redundancy
  - c. Maximize the use of technology to enroll families/children in programs, etc.
  - d. Promote understanding of each other’s eligibility and service requirements
2. Support programs to engage in quality early identification screening and referral activities.
  - a. Expand state developmental screening, early identification and referral system
  - b. Explore ways of connecting screening of young children and their families (e.g., maternal depression screening, lead poisoning screening, etc.)
3. Develop Memorandum of Understanding (MOU) templates to facilitate sharing of data, information, resources; as well as promote compatible policies and practices.
4. Support community planners (school board, town officials, etc.) to enter into local agreements concerning timely identification of child and family needs

**Benchmarks:**

- Information shared between agencies
- Early identification and screening and referral occurs
- MOU templates created
- Local agreements created

**Data Sources for Evaluating Benchmarks:**

- MOUs, Release forms
- Screening documents, referral documents, MOUS
- MOU templates
- Agreement documents

**Relationship to Other Activities:** All other activities relating to quality [definition of quality (Q1), quality standards (Q2), and collaborative use of standards (Q3)] directly relate to the success of this activity. Similarly, a number of other activities influence timely identification of child and family needs and provision of quality services, such as cross-sector professional development opportunities (WFPD6), communication mechanisms within the early childhood system (CPA4), coordination of resources and funding (F2), and sufficient funding (F4). The cross-sector integrated longitudinal data system (D1) and collection and use of reliable and valid data (D2) will make it possible for administrators and professionals to reduce redundancy and promote continuity of care/services.

## FUNDING

### List of Activities

- F1. Fund Evidence-Based Practices
- F2. Explore, Prioritize/Realign and Coordinate Resources and Funding
- F3. Create an Early Childhood Funding and Sustainability Initiative
- F4. Secure Sufficient Private/Public Funding for the Early Childhood System

### Multi-Level Intended Outcomes

**Families:** Families will have access to effective programs and services provided by qualified personnel.

**Providers/professionals:** Providers/practitioners will have stable employment and will be well compensated for providing effective programs and services.

**Local/Regional (program) administrators:** Local/region administrators will work collaboratively to assure sufficient funding to provide effective programs and services.

**Professional Development/Technical Assistance:** Professional Development/ Technical Assistance providers have the resources for ongoing, competency-based, effective, stimulating adult learning with opportunities for continuous improvement process.

**State administrators:** will have adequate and consistent funding for creating and maintaining a sustainable system that supports support quality and equity.

### Activity F1: Fund Evidence-Based Practices

**Activity Description:** The early childhood funding and sustainability group will work with agencies and organizations to ensure that funding is linked to evidence-based policies and practices and to ensure measurable positive outcomes for children and families.

**Start Date/Duration:** February 2014 through January 2016/ongoing

#### Steps:

1. Research evidence-based funding policies and practices
2. Make recommendations for changes in policy
3. Work to implement these policies
4. Establish ways of measuring the outcomes of the policies

#### Benchmarks:

- Evidence-based practices researched
- Policies recommendations made
- Policies recommendations implemented
- Outcomes measured

#### Data Sources for Evaluating Benchmarks:

- Research document created
- Policy recommendations written
- Changes in policy
- Positive outcomes for children

**Relationship to Other Activities:** Funding for evidence-based practice is contingent upon the alignment, prioritization, and coordination of resource and funding (F2), having a functioning early childhood and sustainability initiative (F3), and sufficient private/public funding for the early childhood system (F4). A shared definition of quality (Q1), quality standards across health, family support, and early learning (Q2), as well as, messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system (CPA5) and the implementation of integrated a cross-sector longitudinal data system (D1), also support the funding of evidence-based practices. Monitoring process to build, maintain, and sustain comprehensive plan (G3) and an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness (G4) are also essential components to funding evidence-based practices.

### Activity F2: Explore, Prioritize/Realign and Coordinate Resources and Funding

**Activity Description:** Early Childhood programs and services will better align funding and will create means for collaborative funding for efficiency, to promote innovation and so effective programs and services are available for young children and families.

**Start Date/Duration:** February 2014 through January 2016/ongoing

#### Steps:

1. Examine and analyze use of funds and determine priorities for leveraging resources
2. Create crosswalk of program requirements in order to develop guidance for programs to overcome any realignment barriers; coordinate this work with the new funding and sustainability group.

3. Collect recommendations from current early childhood plans to reduce realignment barriers.
4. Study current innovations to recommend replication or sustainability.
5. Conduct research on groups who routinely blend multiple funding streams.
6. Specifically address early childhood workforce compensation.
7. Convene financial officers from DOE, DHHS, and Office of the Governor to inform funding process.

<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Use of funds analyzed</li> <li>▪ Crosswalk of requirements created</li> <li>▪ Recommendations, innovations and successful groups studied</li> <li>▪ Workforce compensation addressed</li> <li>▪ Specific recommendations are made to public agencies to             <ul style="list-style-type: none"> <li>• improve implementation and program guidance based on identified program challenges in blending/braiding funding</li> <li>• support and maintain recommended innovations.</li> </ul> </li> <li>▪ Tool kit is created to inform EC programs about how to navigate and leverage potential funding opportunities using braiding and/or blending in order to improve quality and access to EC programs and services.</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Document on use of funds</li> <li>▪ Crosswalk document</li> <li>▪ List of plans</li> <li>▪ Toolkit document</li> </ul>
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**Relationship to Other Activities:** This activity is informed by the development and maintenance of meaningful partnerships (P2) and work related to creating an early childhood funding and sustainability initiative (F3). This activity of prioritizing, aligning and coordinating resources and funding is related to the development of a shared definition of quality (Q4) and the funding of evidenced-based practices (F1).

**Activity F3: Create an Early Childhood Funding and Sustainability Initiative**

**Activity Description:** Spark NH will facilitate the creation of an early childhood funding and sustainability group to determine how to structure early childhood funding to assure: sustainable access to high quality programs and services to ensure that young children and families in NH are healthy, learning and thriving.

**Start Date/Duration:** January 2015/ongoing

**Steps:**

1. Spark NH will facilitate the creation of a group with identified members and coordinated meetings.
2. Identify and secure resources to hire a facilitator of this committee.
3. Group will determine how to increase and sustain funding for the comprehensive early childhood system

<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Group created</li> <li>▪ Group makes recommendations/ progress toward funding for a sustained EC system</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Members identified and invited</li> <li>▪ Meetings held</li> <li>▪ Recommendations document created</li> </ul>
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**Relationship to Other Activities:** An early childhood funding and sustainability initiative is influenced by having components in place: a strong the leadership infrastructure(G1), messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system (CPA5), and an established common set of core competencies for all early childhood professionals (WFPD3). In turn, the early childhood funding and sustainability initiative informs the funding of evidence-based practice (F1), the prioritization, alignment and coordination of resources and funding (F2), and the ability to secure sufficient private/public funding for the early childhood system (F4). Such an initiative also facilitates state and local collaboration to implement quality standards and practices (Q4) and the development of essential professional development policy areas (WFPD5)

**Activity F4: Secure Sufficient Private/Public Funding for the Early Childhood System**

**Activity Description:** The new early childhood funding and sustainability group will identify funding sources and coordinate efforts to secure public and private funding to build and ensure a strong ongoing comprehensive early childhood system, programs and services.

**Start Date/Duration:** January 2016 through June 2016/ongoing

**Steps:**

1. Communicate with potential funders the purpose of the funding, how it will be used, and what it will accomplish.
2. Communicate with community planners/local government/policy makers/school boards so that they understand the importance of funding EC starting prenatal/birth (through life span) and work with local funders and businesses to promote EC.
3. Work to position NH to be eligible for competitive federal funding opportunities.
4. Secure diverse funding and additional partners (such as, Department of Labor, Dept. of Resource and Economic Develop, Employment Security, philanthropic and business sectors, NH Job Training Fund)

**Benchmarks:**

- Funding and sustainability group communicated with potential funders
- Communicated with community planners/ local government/ policymakers/ school board

**Data Sources for Evaluating Benchmarks:**

- Documents recording communication
- Above people understand the importance of funding the EC system

**Relationship to Other Activities:** Securing sufficient private/public funds for the early childhood system is built upon having a strong leadership infrastructure (G1) , developing and maintain meaningful partnerships (P2), establishing a communication plan to promote definition and importance of quality EC programs and services (CPA5), having an integrated cross-sector longitudinal data system (D1), creating an early childhood funding and sustainability initiative (F3), and building investment & commitment to early childhood professional development (WFPD5). Once funding is secured for the system, evidence-based practices can be funded (F1), collaboration is possible across sectors for timely identification of child & family needs and provision of quality practices (Q4), and a professional development system is able to be implemented (WFPD6).

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## DATA

### List of Activities

- D1. Develop and implement an integrated cross-sector longitudinal data system
- D2. Develop procedures and training on data collection and use
- D3. Address legislative and policy barriers to data access

### Multi-Level Intended Outcomes

**Families:** Families will have useful information to help them understand their options and inform their choices about programs and services that will meet their needs and improve outcomes for their children.

**Providers/professionals:** Providers will be able to use data to inform decisions for improving practices, targeting needs, and individualizing services.

**Local (program) administrators:** Local administrators will be able to use data to apply for funds and improve the quality and access.

**Professional development/TA:** Professional development providers will use data to tailor and target cross-sector offerings to address gaps and/or weaknesses in the early childhood system.

**State administrators:** State administrators and decision-makers will make data-based decisions to develop policy and dedicate resources for greatest impact on child and family outcomes.

### Activity D1: Develop and implement an integrated cross-sector longitudinal data system

**Activity Description:** Spark NH will coordinate efforts to achieve cross-sector early childhood data reporting with the goal of integrating early childhood data systems to measure across sectors and longitudinally the success of the NH early childhood comprehensive system and whether young children and their families are healthy, learning and thriving.

Data produced by the integrated data system will be informed by governance priorities (G2, G3, G4) and common core competencies (WFPD3). The data system will be used to inform policy decisions (P1), inform funding foci (F1, F4), shape public awareness messages (CPA1), improve professional development activities (WFPD3, WFPD5, WFPD6) and ultimately the quality of programs (Q2, Q4) and outcomes for children and families.

**Informed by D3, G2, G3, G4, WFPD3, and Q2. Informs D2, P1, F1, F4, CPA5, Q4, WFPD5, and WFPD6.**

**Estimated Start Date/Duration:** July 2013 through July 2016/ongoing

#### Steps:

1. Spark NH will hire a consultant to identify and assess the utility of existing data systems and opportunities to integrate data and will create a blueprint for the development of an integrated data system.
2. Incorporate common data elements into existing data systems and plans.
3. Facilitate the development of common definitions, rationale, protocol for data collection, anticipated utilization, and a review protocol for immediate access across systems and to reduce burden and duplicated data collection at all levels (i.e., families, professionals, administrators).

#### Benchmarks:

- Hire consultant
- Existing data systems assessed
- Report created
- Agreed upon common data elements and/or definitions
- Recommendations made

#### Data Sources for Evaluating Benchmarks:

- Consultant hired
- Report
- Report/matrix/crosswalk showing comparison of data elements and capabilities across data systems
- List of common data standards and elements
- Written protocols that reflect recommendations

**Relationship to Other Activities:** : In order to develop a functioning statewide data system (D1), legislative and policy barriers will need to be addressed (D3). To ensure quality data, those collecting and reporting data will need to be trained (D2).

### Activity D2: Develop procedures and training on data collection and use

**Activity Description:** Spark NH will facilitate the development of procedures and training on collecting valid and reliable data and how to interpret and use data for decision-making at the state and local levels.

<b>Estimated Start Date/Duration:</b> November 2013 through November 2016 /ongoing	
<b>Steps:</b>	
<ol style="list-style-type: none"> <li>1. Identify what data needs to be shared and with whom as well as who has access.</li> <li>2. Make recommendations about how best to share data to help inform early childhood work.</li> <li>3. Create benchmarks/ measures to determine the effectiveness of data sharing, access and use.</li> </ol>	
<b>Benchmarks:</b>	<b>Data Sources for Evaluating Benchmarks:</b>
<ul style="list-style-type: none"> <li>▪ Data that needs to be shared is identified</li> <li>▪ Recommendations made/ implemented</li> <li>▪ Benchmarks created</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data list</li> <li>▪ Tracking documents</li> <li>▪ Recommendations document</li> <li>▪ Benchmarks documents</li> </ul>
<b>Relationship to Other Activities:</b> The work of developing an evaluation plan to measure outcomes of the early childhood system (G4) will drive training on data collection and use (D2) which will be part of statewide professional development activities (WFPD6) and will prepare local administrators and practitioners to use data for program improvement (Q4). Once the data system is in place, all levels of the system will have information about the effectiveness of the early childhood system and the programs within it.	

### Activity D3: Address legislative and policy barriers to data access

<b>Activity Description:</b> Spark NH will coordinate with early childhood programs and services and policymakers to identify and address legislative and policy barriers to accessible and meaningful early childhood data while maintaining confidentiality.	
<b>Estimated Start Date/Duration:</b> January 2014 through January 2017	
<b>Steps:</b>	
<ol style="list-style-type: none"> <li>1. Hire a consultant to conduct a data policy audit that is driven by an analysis of existing policies across sectors.</li> <li>2. Once the barriers have been identified, the consultant make recommendations to overcome them.</li> <li>3. Make use of national resources such as Early Childhood Data Campaign (ECDC) and IDEA Center on Early Childhood Data Systems (DaSy) as well as lessons learned by other states.</li> <li>4. Implement feasible recommendations for policy, rule and regulation changes, including cooperative agreements to facilitate data sharing and linking data across systems/service sectors and levels.</li> </ol>	
<b>Benchmarks:</b>	<b>Data Sources for Evaluating Benchmarks:</b>
<ul style="list-style-type: none"> <li>▪ Hire consultant</li> <li>▪ Data policy audit conducted</li> <li>▪ Contact made with national resources</li> <li>▪ Recommendations made</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consultant hired</li> <li>▪ Report based on data policy audit</li> <li>▪ TA resources/materials received</li> <li>▪ New or revised policies, regulations, cooperative agreements</li> </ul>
<b>Relationship to Other Activities:</b> The policy audit (P1) will supply needed information for understanding the current status of data governance and data system capabilities. Addressing legislative and policy barriers to data access will enable the development and strengthen the integrated cross-sector longitudinal data system (D1). .	

## Workforce & Professional Development

### List of Activities

- WFPD 1. Establish guiding principles on which to build a cross-sector, comprehensive professional development system
- WFPD 2. Research evidence based practices for professional development
- WFPD 3. Establish common set of core competencies for all early childhood professionals
- WFPD 4. Develop essential professional development policy areas using the naeyc's policy blueprint
- WFPD 5. Build investment and commitment to early childhood professional development
- WFPD 6. Implement the professional development system

### Multi-Level Intended Outcomes

**Families:** Expectant families, children birth through grade 3 and their families will receive services from competent\* professionals working for effective programs.

**Providers/professionals:** All professionals will receive effective pre-service and in-service professional development.

**Local (program) administrators/director:** All services and programs will have a competent workforce that provides effective services to expectant families, children birth through grade 3 and their families.

**Professional Development/TA:** Professional Development programs and staff will work within a cross-sector, comprehensive professional development system that provides clear policies and sufficient resources.

**State administrators:** State administrators and decision-makers will adopt and oversee the operation of a cross-sector, comprehensive professional development system that has sufficient funding and clear policies that result in a stable and competent workforce – a skilled cadre of effective, diverse, and adequately compensated professionals.

*\*Competent Professionals is defined as professionals who demonstrate achievement of the standards of their field as well as a set of core common competencies.*

### Activity WFPD1: Establish guiding principles on which to build a cross-sector, comprehensive professional development system

**Activity Description:** Spark NH will develop guiding principles on which to build a cross-sector, comprehensive professional development system, including assuring it is informed by research and evidence-based practices.

**Estimated Start Date/Duration:** July 2013 through October 2013

#### Steps:

1. The Spark NH Workforce and Professional Development Committee (WFPD) will draft guiding principles
2. The WFPD produces the final guiding principles
3. The guiding principles are used in the development of the cross-sector, comprehensive professional development system

#### Benchmarks:

- Guiding principles document is finalized
- Guiding principles document is used in development of the cross-sector, comprehensive professional development system

#### Data Sources for Evaluating Benchmarks:

- Draft guiding principles document
- Final guiding principles document
- Analysis shows that the PD system reflects the guiding principles

**Relationship to Other Activities:** These newly developed guiding principles will take into account both an understanding of early childhood (CPA1) and the agreed-upon definition of quality (Q1). Once established they will guide the development of a common set of core competencies (WFPD3) and professional development policy (WFPD4). Additionally, they will help build investment and commitment to early childhood professional development (WFPD5) and will underscore the development and implementation of the professional development system (WFPD6).

### Activity WFPD2: Research Evidence Based Practices for Professional Development

**Activity Description:** Spark NH will conduct research regarding effective pre-service and in-service evidence-based practices.

**Estimated Start Date/Duration:** October 2013 through March 2014

**Steps:**

1. WFPD will determine the scope for research and evidence-based practices including for which practices, settings and roles
2. WFPD develops or adapts a list of characteristics of an evidence-based practice
3. WFPD members report to WFPD meeting regarding the evidence-based practices they reviewed
4. WFPD Policy Leaders review the draft and return it to the WFPD
5. WFPD produces the final guiding principles
6. The evidence-based practices list is used in the development of the cross-sector, comprehensive professional development system

**Benchmarks:**

- Evidence-based practice list is finalized
- Evidence-based practice list is used in development of the cross-sector, comprehensive professional development system

**Data Sources for Evaluating Benchmarks:**

- Draft evidence-based practices list
- Final evidence-based practices list

**Relationship to Other Activities:** This findings of this key activity will inform the development of policy areas (WFPD4) as well as the development of the whole early childhood professional development.

### Activity WFPD3: Establish common set of core competencies for all early childhood professionals

**Activity Description:** Spark NH will establish shared Core Competencies that apply across all sectors of early childhood practitioners.

**Estimated Start Date/Duration:** March 2014 through September 2015

**Steps:**

1. WFPD aligns the current core competencies to begin determining the major categories of core competencies common across sectors
2. WFPD drafts core competencies that are common all early childhood disciplines across sectors
3. WFPD convenes sub-committee to meet with discipline-specific representatives to develop 2nd draft of the common core competencies
4. WFPD sub-committee meets with specific certifying boards and other leaders to solicit feedback
5. WFPD develops final common core document and solicits approval across all early childhood disciplines across sectors
6. WFPD disseminates the final common core competencies and meets with professional development staff at higher education institutions and technical assistance programs to facilitate using the competencies in pre-service and in-service trainings across all sectors

**Benchmarks:**

- Common core competency draft
- Meetings with discipline-specific representatives, certifying boards and other leaders
- Professional development staff use the common core competencies in training

**Data Sources for Evaluating Benchmarks:**

- Common core competency document
- Syllabi and training objectives cite the common core competencies as required material

**Relationship to Other Activities:** The core competencies will be informed by the guiding principles (WFPD1) and the definition of quality (Q1) and their development will be enhanced by meaningful partnerships (P2). They provide the foundation for professional development activities (WFPD6). They may also suggest key data elements to be included in the comprehensive data system (D1) and be an important factor in the funding and sustainability initiative (F3).

**Activity WFPD4: Develop essential professional development policy areas using the NAEYC’s Policy Blueprint**

<p><b>Activity Description:</b> Using “Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems (NAEYC)” develop essential policy areas related to professional development.</p> <p><b>Estimated Start Date/Duration:</b> July 2013 through January 2015</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. WFPD Chairs invite six professionals to be Policy Leaders for the six policy areas</li> <li>2. Policy Leaders meet monthly with their teams to develop professional development policies, which include the four key principles, for the cross-sector, comprehensive professional development system</li> <li>3. Policy Leaders meet quarterly together to align polices, with the Policy Committee to update and seek feedback and with WFPD, which provides oversight</li> <li>4. Policy Leaders provide policy drafts to WFPD, which reviews policies and seeks additional professional development and policy experts to review the draft</li> <li>5. WFPD returns drafts to Policy Leaders, who work with their teams to create final policy documents</li> <li>6. Policy documents are provided to the WFPD Policy and Executive Committees for input on dissemination and plans to implement the policies</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Policy documents created</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Policy documents in six policy areas, each including four key principles</li> <li>▪ Policy implementation plans</li> </ul>
<p><b>Relationship to Other Activities:</b> The leadership infrastructure (G1) and stakeholder engagement (G2) have a role in supporting policy development, and once developed can inform the overall system evaluation plan (G4). Having a strong set of professional development policies will be important for building investment and commitment to professional development (WFPD5) and will guide the implementation of the professional development system (WFPD6).</p>	

**Activity WFPD5: Build investment and commitment to early childhood professional development**

<p><b>Activity Description:</b> Spark NH will build investment in and commitment to the cross-sector, comprehensive early childhood professional development system to assure that it is adequately financed and institutionalized through laws and administrative rules.</p> <p><b>Estimated Start Date/Duration:</b> January 2015/ongoing</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Once the common core competencies are complete, the WFPD will begin convening meetings with other Spark NH committees to develop a comprehensive plan to build investment in and commitment to the cross-sector, comprehensive professional development system</li> <li>2. WFPD will identify and seek the resources needed to implement the plan</li> <li>3. WFPD will engage institutions of higher education and community professional development /TA staff in implementing appropriate portions of the plan</li> <li>4. WFPD will engage certifying boards and professional development leaders regarding buy-in for the system</li> <li>5. WFPD will engage professional development/TA faculty and staff statewide regarding buy-in for the system</li> <li>6. WFPD will engage providers, administrators and families regarding buy-in for the system</li> <li>7. WFPD, in collaboration with the Executive Committee, Policy Committee, DHHS and NH Legislature, will draft legislation to institutionalize the early childhood professional development system</li> <li>8. WFPD, in collaboration with the Executive Committee, Policy Committee, and DHHS will draft administrative rules for the early childhood professional development system</li> </ol>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Meetings with Spark NH committees</li> <li>▪ Plan to build investment and commitment</li> <li>▪ Resources to execute the plan</li> <li>▪ Meetings with stakeholders</li> </ul>	<p><b>Data Sources for Evaluating Benchmarks:</b></p> <ul style="list-style-type: none"> <li>▪ Plan document for building investment and commitment</li> <li>▪ Documents that cite resources identified</li> <li>▪ Meeting agendas</li> </ul>

**Relationship to Other Activities:** Investment and commitment to the cross-sector, comprehensive early childhood professional development system is supported by a number of other activities in the comprehensive plan, including a strong leadership infrastructure (G1), broad understanding of the importance of quality programs and competent professionals (CPA5), data about the workforce and child and family outcomes (D1), and the funding and sustainability initiative (F3). Related more specifically to the professional development system, broad agreement and understanding of the guiding principles (WFPD1) and strong, clear professional development policies (WFPD4) will also provide support for garnering commitment and investment in the PD system. Such support may help secure private and public funding for the early childhood system (F4). And finally, support for PD will enhance the provision of professional development to all professionals working with young children and their families (WFPD6).

**Activity WFPD6: Implement the professional development system**

**Activity Description:** Spark NH will convene members of the early childhood professional system to align/coordinate cross-sector professional development opportunities that allow for shared experiences and promote practitioner teaming across sectors.

**Estimated Start Date/Duration:** January 2015/ongoing

**Steps:**

1. Assess readiness for change at the local, regional, state, higher education and system levels
2. Develop implementation plan and schedule for each level

**Benchmarks:**

- Readiness for change assessment
- Implementation plan
- Implementation schedule

**Data Sources for Evaluating Benchmarks:**

- Assessment document
- Plan
- Schedule

**Relationship to Other Activities:** The primary outcome of this activity is for professionals to collaborate across sectors for timely identification of child and family needs and the provision of quality practices (Q4). Earlier Work Force/Professional Development activities (WFPD 1, 3, 4, and 5) feed into the implementation of the PD system. Other activities contributing to a successful PD system are meaningful partnerships (P2), a communication plan that promotes an understanding of the need for a sustainable, comprehensive system (CPA3), and sufficient funding for the early childhood system (F4). Professional development opportunities will be shaped by data analysis (D1) and evaluation results (G4), and will include training on data collection and use (D2).

## **Timeline of Activities**

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#	Activity Title	May 2013	June 2013	July 2013	Aug. 2013	Sep. 2013	Oct. 2013	Nov. 2013	Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	April 2014	May 2014	June 2014	July 2014	Aug. 2014	Sep. 2014	Oct. 2014	Nov. 2014	Dec. 2014	//	2015	2016	2017	2018	2019
G1	Strengthen the leadership infrastructure.																										
G2	Plan for stakeholder engagement.																										
G3	Develop [and] implement a monitoring process to build, maintain, and sustain comprehensive plan.																										
G4	Develop [and] implement an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness.																										
CPA1	Develop common messages and materials about the importance of early childhood ("Bedrock" messaging).																										
CPA2	Develop communication plan to promote definition and importance of quality EC programs and services.																										
CPA3	Develop communication plan and materials to promote the need for sustainable, comprehensive system.																										
CPA4	Develop communication mechanisms within the early childhood system.																										
CPA5	Provide the public and early childhood workforce messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system.																										
P1	Identify and promote effective early childhood policies (including the <i>Birth Through Age 8 State Policy Framework</i> ) and practices.																										
P2	Develop [and] maintain meaningful partnerships.																										
Q1	Develop and promote a shared definition of quality.																										
Q2	Review, revise (if necessary), and promote quality standards across health, family support, and early learning.																										
Q3	Facilitate state and local collaboration to implement quality standards and practices.																										
Q4	Collaborate across sectors for timely identification of child & family needs and provision of quality practices.																										
F1	Fund evidence-based practices.																										
F2	Explore, prioritize/realign, and coordinate resources and funding.																										
F3	Create an early childhood funding and sustainability initiative.																										
F4	Secure sufficient private/public funding for the early childhood system.																										
D1	Develop [and] implement integrated cross-sector longitudinal data system.																										
D2	Develop procedures and training on data collection and use.																										
D3	Address legislative and policy barriers to data access.																										
WFPD1	Establish guiding principles on which to build a cross-sector, comprehensive professional development system.																										
WFPD2	Research evidence based practices for professional development.																										
WFPD3	Establish common set of core competencies for all early childhood professionals.																										
WFPD4	Develop essential professional development policy areas using the NAEYC's <i>Policy Blueprint</i> .																										
WFPD5	Build investment & commitment to early childhood professional development.																										
WFPD6	Implement the professional development system.																										

KEY: Function Areas: G = Governance; CPA = Communication & Public Awareness; P = Policy; Q = Quality; F = Funding; WFPD = Workforce/Professional Development

Solid color = Specific date; Light Patterned color = Ongoing

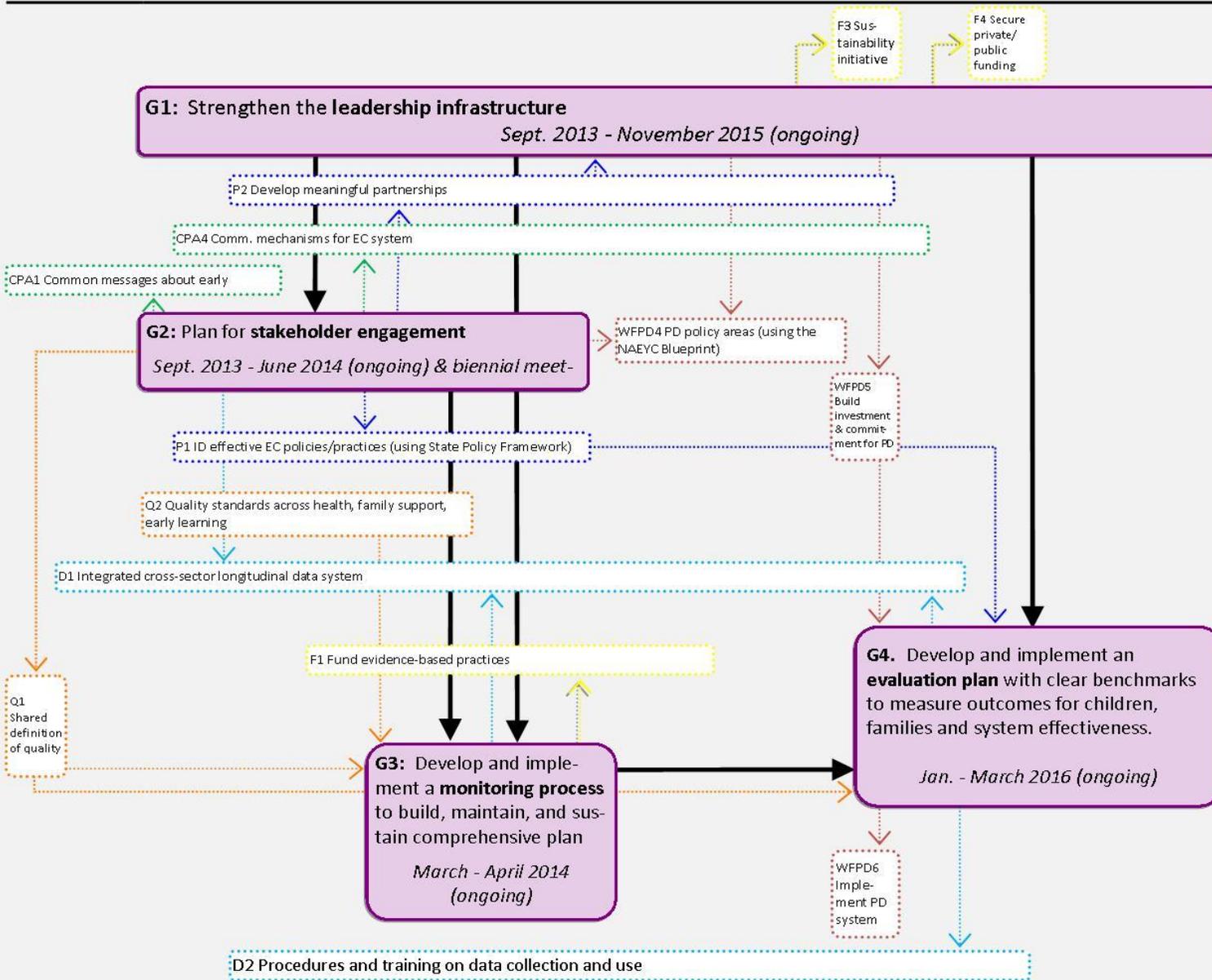
# How It All Fits Together – Visual Depiction

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# GOVERNANCE

June-Aug. 2013	Sept.-Nov. 2013	Dec. 2013-Feb. 2014	March-May 2014	June-Aug 2014	Sept.-Nov. 2014	2015	2016	2017
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**Multi-Level Intended Outcomes**

**Families:** Expectant families and families of young children will be included in planning, implementing and evaluating a comprehensive, coordinated system which will benefit them and will be held accountable to them.

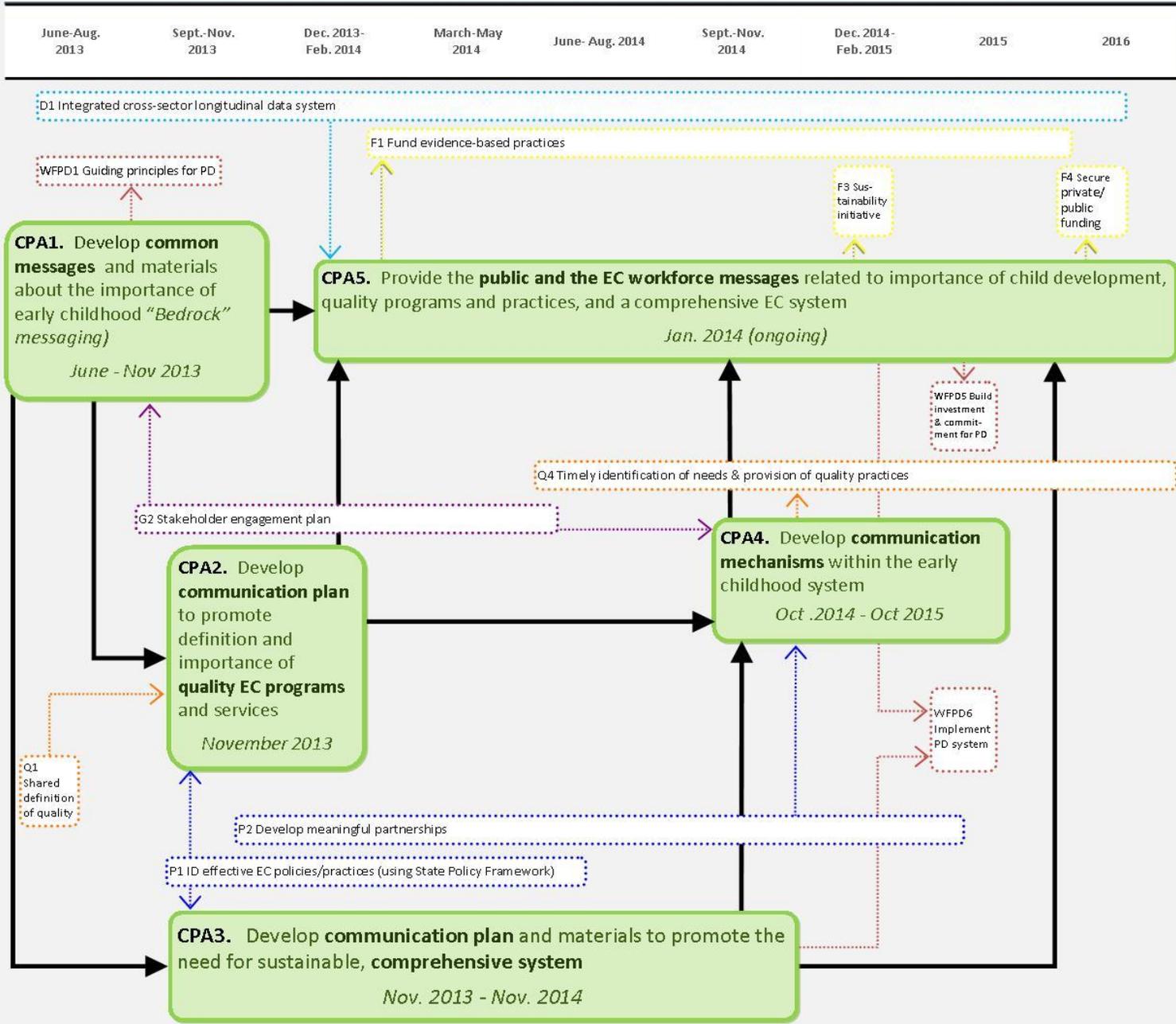
**Providers/professionals:** Providers will be supported by the system and held accountable for the effectiveness of their programs and services for expectant parents and young children and their families.

**Regional/Local administrators:** Local administrators will benefit from the early childhood system support and will be held accountable for effective services to young children and their families.

**Professional development/TA:** Professional development providers will use the plan to guide and support providers in tailoring their services according to goals and needs identified in the plan.

**State:** State administrators will be guided by the strategic plan, provide oversight to its implementation, and feel accountable for its success.

# COMMUNICATION & PUBLIC AWARENESS



### Multi-Level Intended Outcomes

**Families:** Families will understand the importance of healthy early childhood development and will recognize and seek high quality prenatal and early childhood programs and services.

**Providers/professionals:** Providers will understand the importance of healthy early childhood development and will be able to consistently use the "Bedrock" messaging with families and the public.

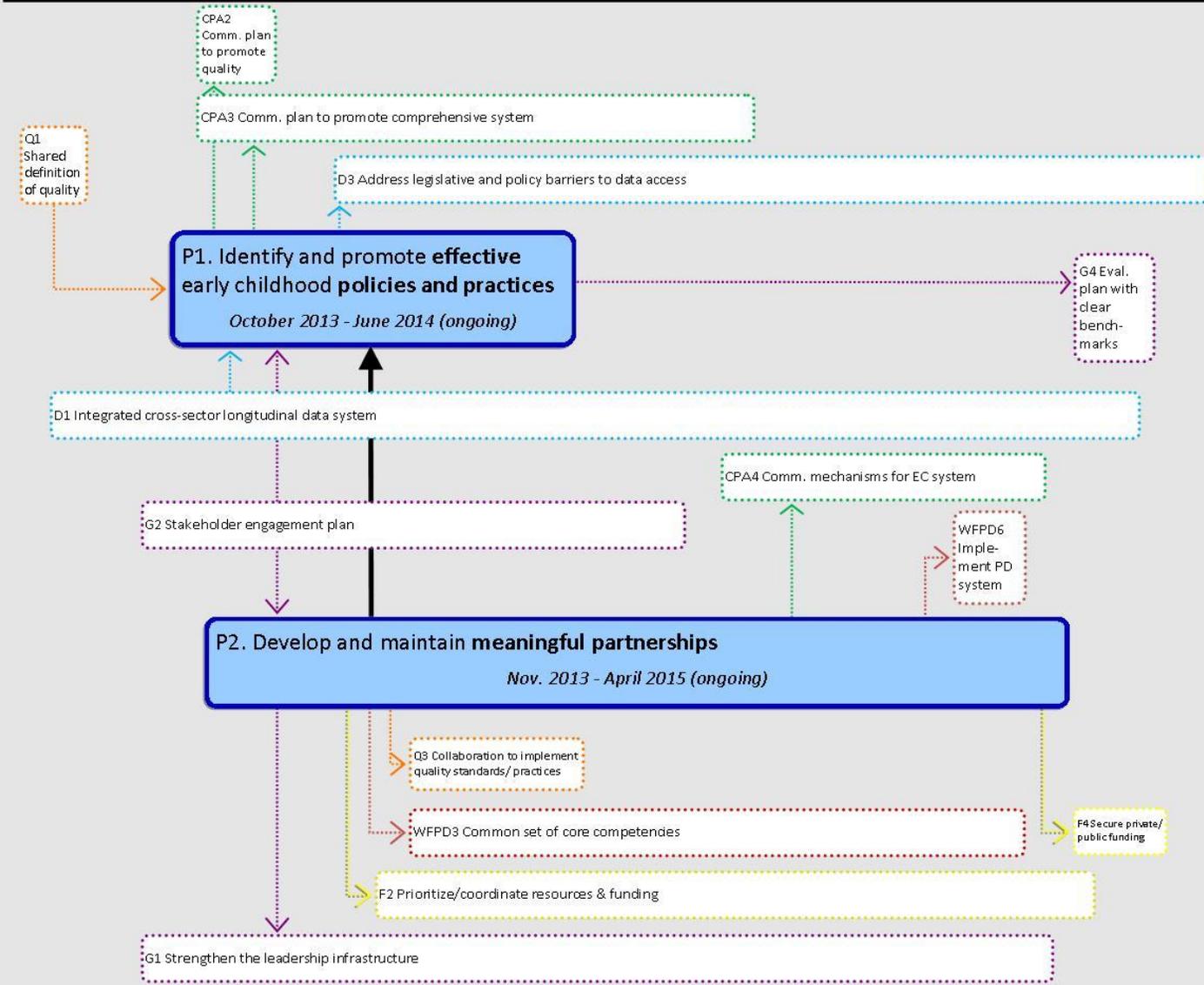
**Local program administrators:** Local administrators will understand the importance of healthy early childhood development and will use the "Bedrock" messaging with the public and their employees who work with children and families to promote positive outcomes for children and families.

**Professional development/TA:** Professional development (PD) providers will understand and communicate the importance of healthy early childhood development and incorporate that knowledge into professional development and technical assistance curricula and materials.

**State administrators:** State administrators and other decision-makers will understand the importance of healthy early childhood development and will reference the "Bedrock" messaging to increase public support for policies, programs and investments that support expectant parents and young children and their families.

# POLICY

June-Aug. 2013	Sept.-Nov. 2013	Dec. 2013-Feb. 2014	March-May 2014	June- Aug. 2014	Sept.-Dec. 2014	//	2015	2016
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## Multi-Level Intended Outcomes

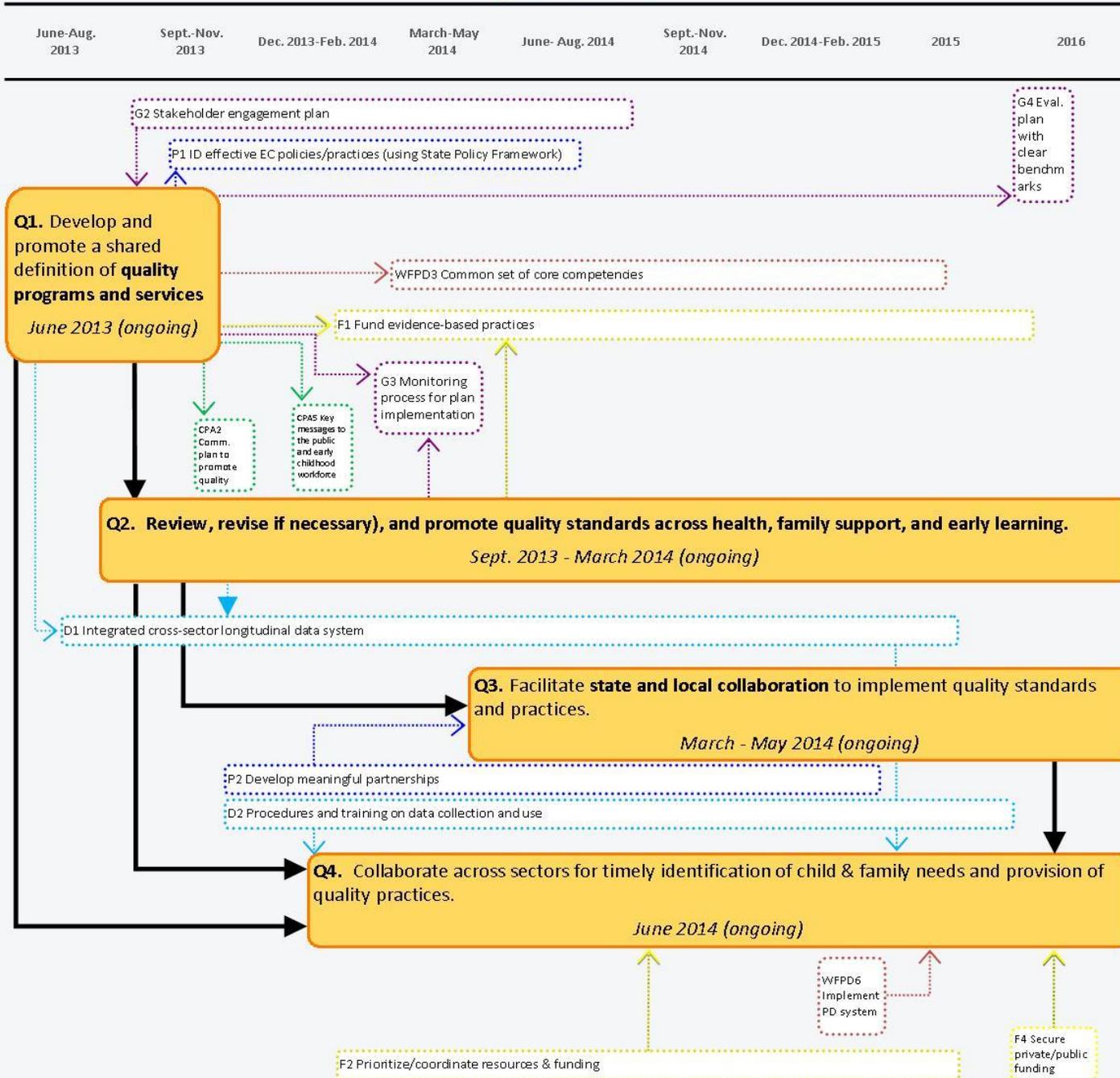
**Families:** Will be supported by policies and programs that ensure they and their young children are healthy, learning and thriving.

**Practice Level:** Providers will be supported by policies that allow them to deliver services using best practices so that young children and families to meet intended outcomes.

**Local/ Regional:** Local and regional entities will be supported by policies that enable them to provide the effective programs and services for young children and families

**Professional Development Providers:** Professional development providers will be governed by polices that require them to offer competency-based education, training and support to the early childhood workforce.

**State Administration:** The State will implement policies and practices that enable children and their families to be healthy, learning and thriving.



**Families:** Families will have an understanding of the characteristics of quality programs and services. Families will have timely access to information, resources, quality programs and the services they need.

**Practice Level:** Local providers will adopt the shared definition of quality and apply quality standards and practices in their work, including evidence based practices for timely identification of child and family needs

**Local/ Regional Administration:** Local/ regional administration will adopt the shared definition of quality and implement quality standards and practices in their programs and services.

Local agencies and programs who work with young children and their families engage in cross-sector collaboration and provide information, resources and services in a timely manner.

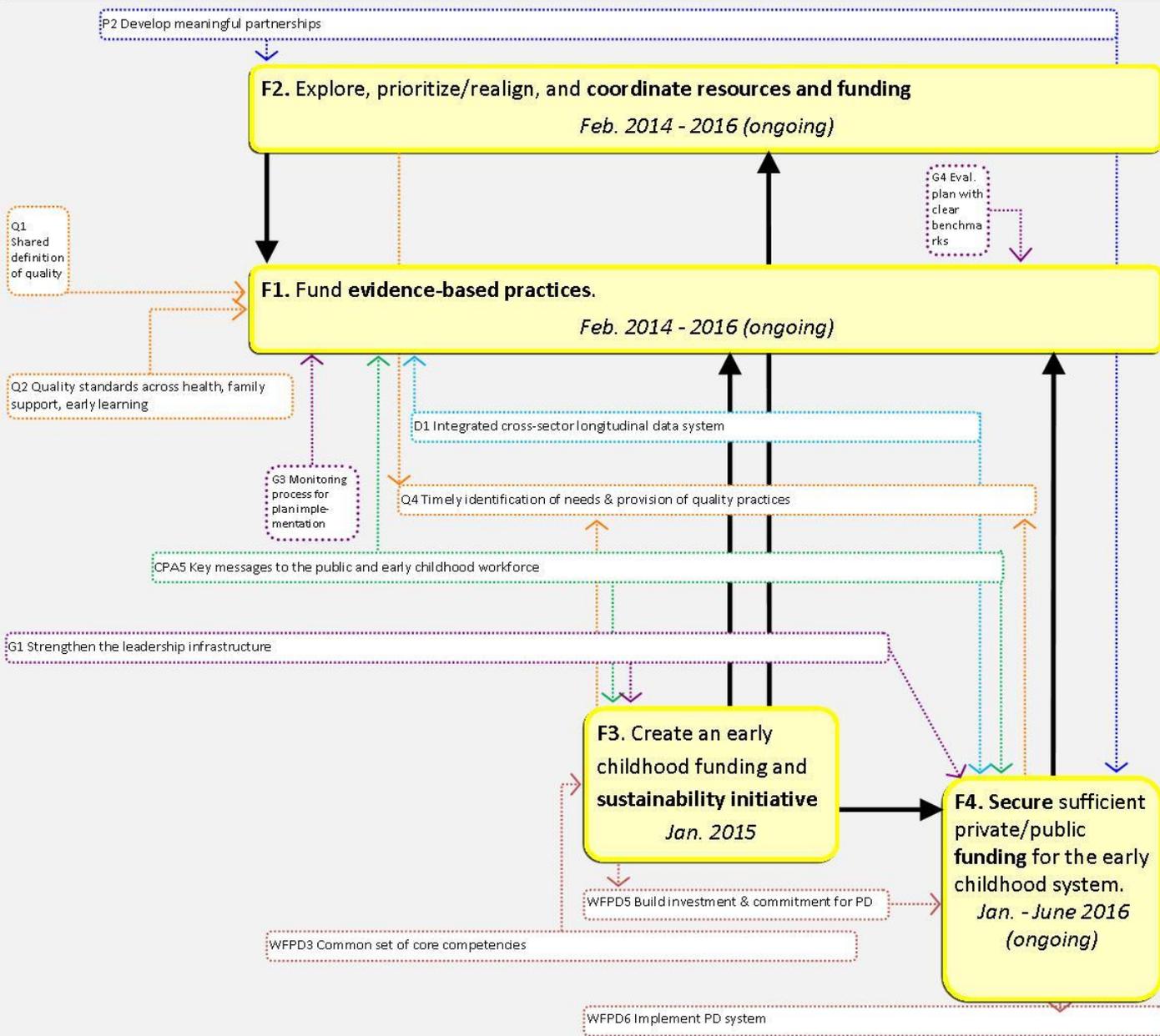
Community planners school board, town officials, etc.) will enter into local agreements concerning timely identification of child and family needs

**Professional Development Providers:** Professional development providers will include the shared definition of quality in their training and technical assistance (TTA) to the field to implement quality standards and practices and to increase cross sector collaboration using evidence based protocols and approaches.

**State Administration:** State agencies will incorporate the shared definition of quality as well as quality standards and practices into policies that effect programs and services. State agencies and programs that work with young children and their families will engage in cross-sector collaboration to promote the provision of information, resources and services in communities in a timely manner.

# FUNDING

Sept.-Nov. 2013    Dec. 2013-Feb. 2014    March-May 2014    June- Nov. 2014    Dec. 2014-Feb. 2015    March-May 2015    June- Dec. 2015    2016    2017



## Multi-Level Intended Outcomes

**Families:** Families will have access to effective programs and services so that children and their families are healthy, learning and thriving.

**Providers/professionals:** At the practice level, there will be a stable and qualified workforce to provide effective programs and services.

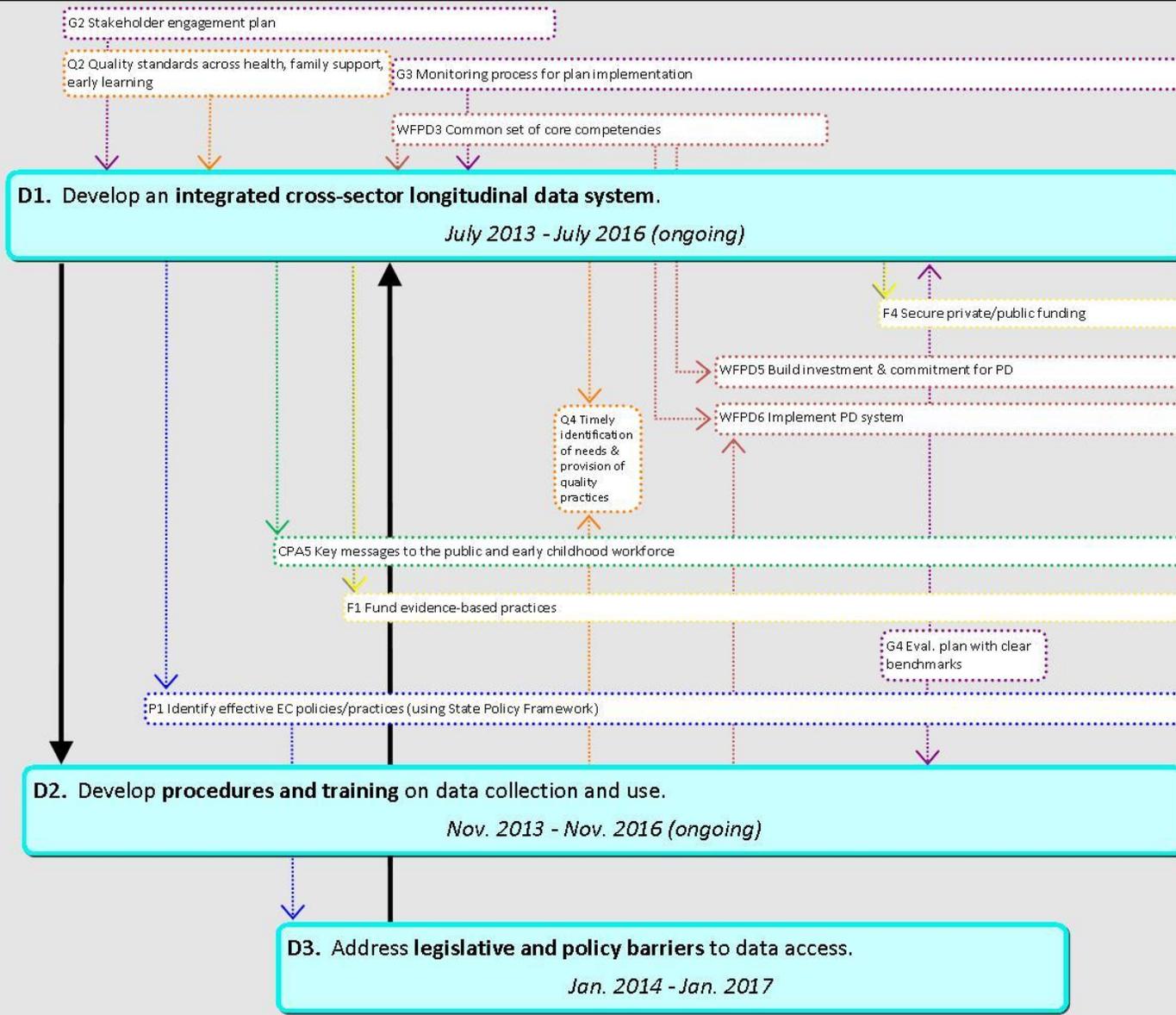
**Local/Regional program) administrators:** Local/region administrators will work collaboratively to assure sufficient funding in providing effective programs and services.

**Professional Development/TA:** PD/T/TA providers will have the resources for ongoing, competency-based effective stimulating adult learning with opportunities for continuous improvement process

**State administrators:** will have adequate and consistent funding for creating and maintaining a sustainable system that supports support quality and equity.

# DATA

June-Aug. 2013	Sept.-Nov. 2013	Dec. 2013 - Feb. 2014	March-May 2014	June-Dec. 2014	2015	2016	2017
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**Multi-Level**

**Families:** Families will have useful information to help them understand the importance of healthy early childhood development and inform their choices about programs and services that will meet their needs and improve outcomes for their children.

**Providers/professionals:** Providers will be able to use data to inform decisions for improving practices, targeting needs, and individualizing services.

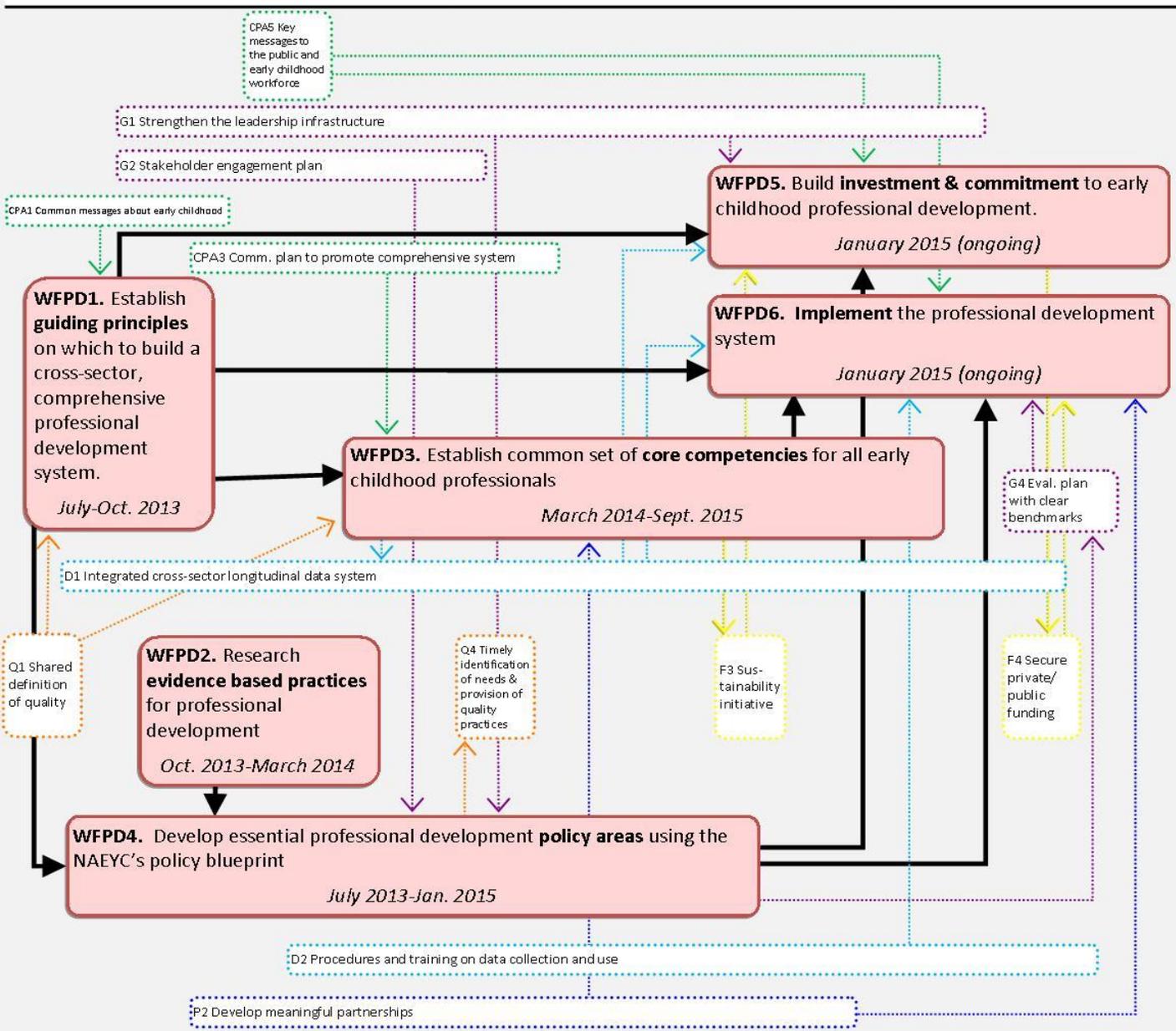
**Local program) administrators:** Local administrators will be able to use data to apply for funds, improve the quality of programs and services they supervise, and expand access based on a sound understanding of the importance of healthy early childhood development.

**Professional development/TA:** Professional development providers will use data to tailor and target cross-sector offerings to address gaps and/or weaknesses in the early childhood system.

**State administrators:** State administrators, thought leaders and decision-makers will make data-based decisions to develop policy and dedicate resources for greatest impact on child and family outcomes

# WORKFORCE & PROFESSIONAL DEVELOPMENT

June- Aug. 2013    Sept.-Nov. 2013    Dec. 2013-Feb. 2014    March-May 2014    June- Aug. 2014    Sept.-Nov. 2014    Dec. 2014-Feb. 2015    March-May 2015    June-Dec. 2015    2016    2017



**Multi-Level Intended Outcomes**

**Families:** Expectant families, children birth through grade 3 and their families will receive services from competent providers working for effective programs.

**Providers/professionals:** Providers will receive effective pre-service and in-service professional development from competent professional development staff.

**Local program) administrators/director:** Services and programs will have a competent and stable workforce that provides effective services to Expectant families, children birth through grade 3 and their families.

**Professional Development/TA:** Professional Development programs and staff will work within a cross-sector, comprehensive professional development system that provides clear policies and sufficient resources to implement effective pre-service and in-service professional development

**State administrators:** The State will adopt and oversee the operation of a cross-sector, comprehensive professional development system that has sufficient funding and clear policies that result in effective pre-service and in-service professional development that lead to Expectant families, children birth through grade 3 and their families will receive services from competent providers working for effective programs.

## Appendices

Appendix A: Timeline for developing the plan

Appendix B: List of Strategic Plans Reviewed

Appendix C: Birth Through Age Eight State Policy Framework

Appendix D: NAEYC Blueprint

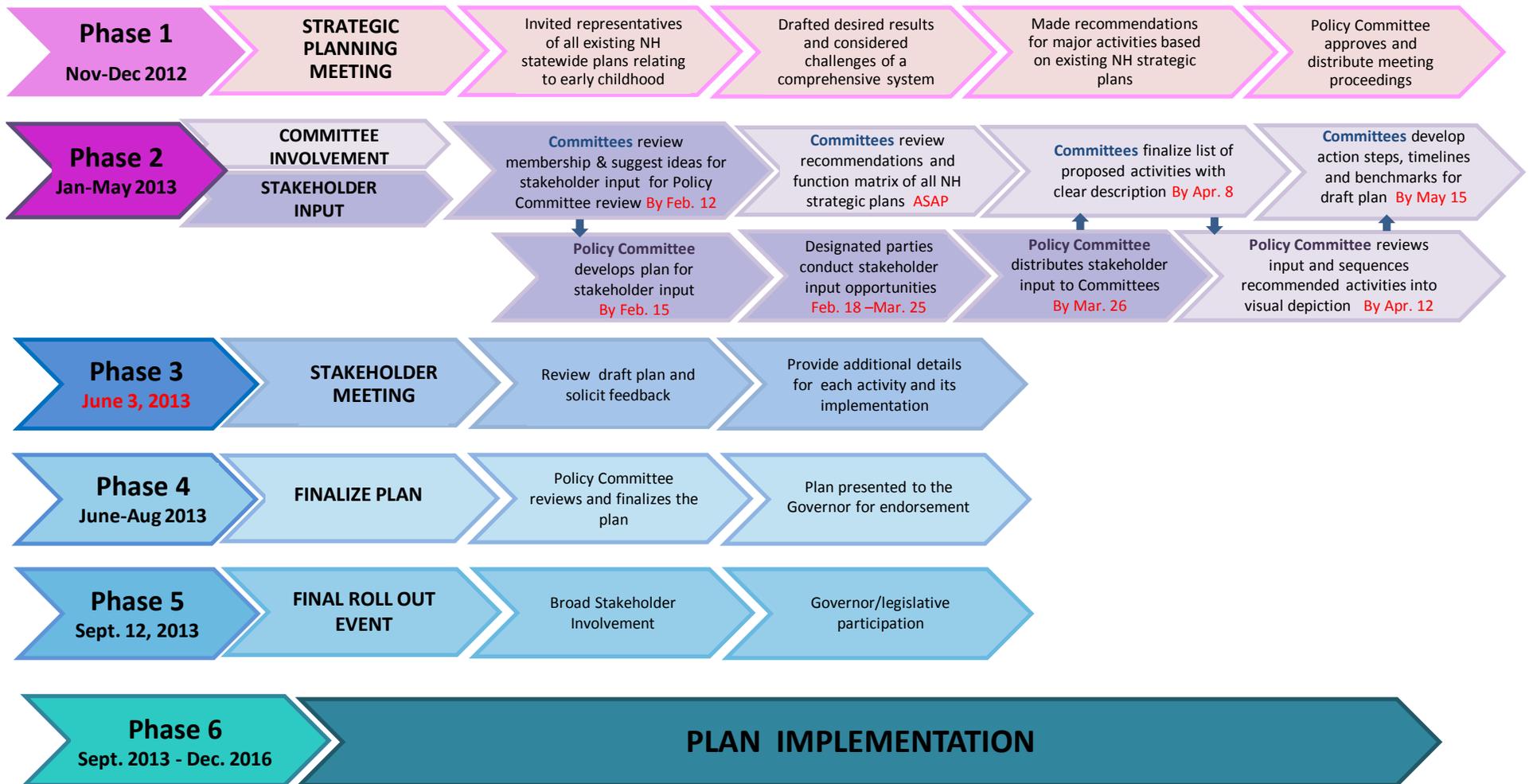
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## APPENDIX A



# Coordination of Strategic Planning Process for Creating the NH Comprehensive Early Childhood Plan

November 2012 – December 2016



## APPENDIX B: List of Strategic Plans Reviewed

Agency/Association	Full Title of Plan
Early Supports & Services	Mapping Out the Territory, NH FCESS Strategic Plan 2011-12
Early Supports & Services	FCESS Survey Report, 9-2011
Early Supports & Services	FCESS Vision & Mission
Early Supports & Services	Part C NH State Plan
Committee to Study Educational/Social Prog.	Committee to Study Educational and Social Programs for Families with Children Six years and Younger; (HB 86, Chapter 158:1, Laws of 2007)
Committee to Study Educational/Social Prog.	Matrix of NH DHHS educational & social service programs for children 6 years & younger
Child Care (DHHS)	NH Child Care Advisory Council (CCAC) 5 year Plan
Child Care (DHHS)	NH Child Care Advisory Council (CCAC) Status Report, 06-30-12
Child Care (DHHS)	Child Care Advisory Council (CCAC) Strategic Plan
ECCS - MCH (DHHS)	Comprehensive Plan for EC Health and Development: A Road Map to Collaboration, 2006-2008 (46 pages)
ECCS - MCH (DHHS)	Comprehensive Plan for EC Health and Development: A Road Map to Collaboration (7 pgs)
ECCS - MCH (DHHS)	Accomplishments and Barriers (19 pages)
Spark NH	NH ECAC NH Work Plan, September 2012
NHAIMH (Association)	NH Association for Infant Mental Health (NHAIMH) Strategic Plan
NOFAS (Association)	NH Fetal Alcohol Syndrome Association (NOFAS) plan
NH Special Medical Services	NH Special Medical Services 2020 Strategic Intentions, May 2012
CCDF, DCYF (DHHS)	Child Care & Development Fund (CCDF) Plan; CCDF Subsidy Program Adm; Health & Safety Quality Improvement Activities
Commission	NH Commission on Prevention of Obesity 11-09
Collaborative, Endowment for Health	Children's Behavioral Health Collaborative Strategic Plan, 6-10-12
NH Children's Alliance	NH Hunger Solutions Plan DRAFT 06-27-12
Preschool Special Education	NH Part B
Home Visiting, MCH (DHHS)	Maternal Infant & Early Childhood Home Visiting State Plan 6-8-2011
DOE	NH Comprehensive Strategic Plan for Education Reform 3.0- ppt
Oral Health Coalition	NH Oral Health Plan: A Framework for Action
NHAEYC (Association)	NHAEYC Strategic Plan Final 2007-2010
Head Start Collaboration Office	Head Start Collaboration Office Strategic Plan - 7-11 to 6-16
Convening Partners (public/private)	Healthy Eating Active Living (HEAL) ActionPlan.pdf HEAL plan
NH Health and Equity Partnership	The Plan to Address Health Disparities and Promote Health Equity in New Hampshire, March 2011

**Appendix C: Birth Through Age Eight State Policy Framework**

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**Appendix D: NAEYC Blueprint**

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