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State of New Hampshire
By His Excellency
John H. Lynch, Governor

Executive Order 2011-03

An Order Establishing the Early Childhood Advisory Council

WHEREAS, the healthy development of children provides a strong foundation for competent adulthood, responsible citizenship, economic productivity, strong communities and a prosperous New Hampshire; and

WHEREAS, our youngest citizens represent the future of our economy, and their talents are essential for our state to remain competitive in today's global, knowledge-based economy; and

WHEREAS, success in high school, college, and career is directly related to a healthy and engaging early childhood; and

WHEREAS, New Hampshire has long worked to ensure all of our youngest citizens are given the opportunities to develop to their fullest potential, laying the foundation for their success in school and in life; and

WHEREAS, in 2011, New Hampshire was named the best state in the country in which to raise children for the fourth year in a row; and

WHEREAS, the federal Improving Head Start for School Readiness Act of 2007, Public Law 110-134, requires establishment of a state advisory council on early childhood education and care to carry out the duties as enumerated in the Act;

NOW, THEREFORE, I, JOHN H. LYNCH, GOVERNOR OF THE STATE OF NEW HAMPSHIRE, by the authority vested in me by part II, Article 41 of the New Hampshire Constitution, do hereby order the following:

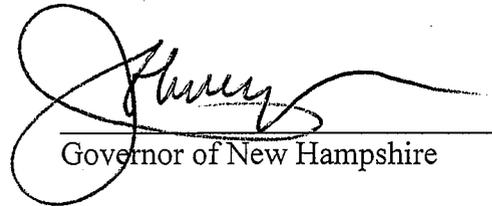
1. There is established the New Hampshire's Early Childhood Advisory Council ("the Council").
2. That the Council shall advise, make recommendations and undertake the following:
 - a) Strengthening New Hampshire's early childhood infrastructure;
 - b) Coordination of the development and implementation of an integrated and comprehensive strategic plan for early childhood in New Hampshire;
 - c) Development of a framework to evaluate the Council's outcomes/impacts and the progress of New Hampshire's young children and their families; and
 - d) Fostering public awareness of, promoting access to, and building commitment for quality early childhood programs and services.
3. That the members of the Council shall include the following members to be appointed by the Governor and shall serve at the pleasure of the Governor:

- a) Administrator of the Child Development Bureau, Department of Health and Human Services (DHHS)
 - b) Specialist from the Office of Early Childhood Education, Department of Education (DOE)
 - c) State Director of Head Start Collaboration
 - d) Title V Administrator for the Maternal and Child Health Section, DHHS
 - e) Chair of the NH Interagency Coordinating Council or designee
 - f) Chair of the NH Child Care Advisory Council or designee
 - g) President of Family Support NH or designee
 - h) President of the NH Association for Infant Mental Health or designee
 - i) A representative of Early Learning NH recommended by that organization
 - j) A representative of the DOE responsible for programs under section 619 of the Individuals with Disabilities Education Act recommended by the Department
 - k) A representative of DHHS responsible for programs under part C of the Individuals with Disabilities Education Act recommended by the Department
 - l) A representative of a local educational agency recommended by the NH Association of School Principals
 - m) A representative of higher education recommended by the NH College and University Council
 - n) A representative of a Head Start agency recommended by NH Head Start Directors Association
 - o) A representative of the Children's Alliance of NH recommended by that organization
 - p) A parent recommended by the NH Head Start State Parent Advisory Council
 - q) A parent recommended by the NH Parent Information Center
 - r) Member of the NH House of Representatives or Senate recommended by the Executive Committee of this Council
 - s) A representative of local providers of early childhood education and development services recommended by the Executive Committee of this Council from a regional interdisciplinary group
 - t) A representative of the NH philanthropic community recommended by the Executive Committee of this Council.
4. The members of the Council shall hold an organizational meeting prior to October 1, 2011. At their November meeting they shall designate a chairman and a vice chairman from among them. Vacancies on the Council shall be filled in the same manner as original appointments.
 5. The members of the Council may appoint an Executive Committee as well as such subcommittees, task forces and work groups as necessary to carry out their duties.

6. The Council shall be allowed to accept grants and other assistance to support its work upon the approval of the Governor and Executive Council. Any such items shall be brought forward by the Department of Health and Human Services on behalf of the Council.
7. All meetings of the Council, its Executive Committee, and any subcommittee, task force or work group established shall be open to the public and noticed in accordance with RSA 91-A.
8. The Council shall submit annually by October 1st beginning in 2012 a report to the Governor, Commissioner of Education and Commissioner of Health and Human Services on its activities, recommendations and plans.
9. The Council is authorized to adopt such additional governing procedures that are consistent with this Order and the Act.

Given under my hand and seal at
the Executive Chambers in Concord,
this 7th day of September, in the year
of our Lord, two thousand and eleven.




Governor of New Hampshire

STATE OF NEW HAMPSHIRE
By His Excellency
John H. Lynch, Governor

EXECUTIVE ORDER 2012-3

An Order Amending Executive Order 2011-03

WHEREAS, the Early Childhood Advisory Council was established by Executive Order 2011-03; and

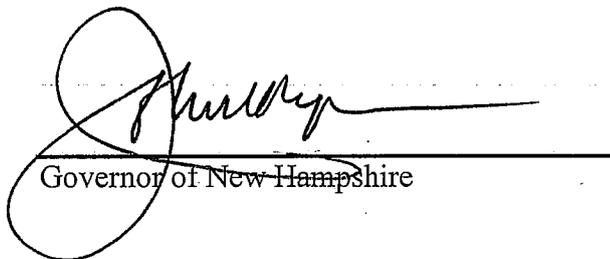
WHEREAS, this Executive Order amends Executive Order 2011-03;

NOW, THEREFORE, I, JOHN H. LYNCH, Governor of the State of New Hampshire, by virtue of the power and authority vested in me by Part II, Article 41 of the New Hampshire Constitution, do hereby order, effective immediately, as follows:

1. Paragraph 3 of Executive Order 2011-03 is amended to include the following:
 - u) The Executive Director of New Futures, or designee
 - v) A representative of NH DHHS Office of Medicaid Business and Policy
 - w) The Early Childhood Special Projects Coordinator for the Maternal and Child Health Section, DHHS
2. Executive Order 2011-03 shall in all other respects continue in force and effect as originally issued on September 7, 2011.



Given under my hand and seal at the Executive Chambers in Concord, this 20th day of December, in the year of our Lord, two thousand twelve.


Governor of New Hampshire

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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

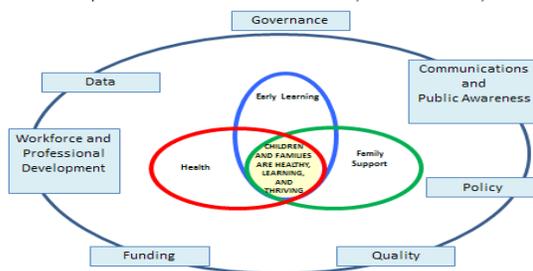
POLICY

- 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

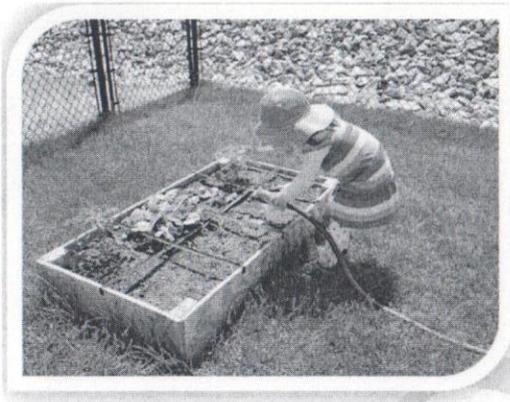
- Establish guiding principles on which to build a cross-sector, comprehensive professional development system
- Research evidence based practices for professional development
- Establish common set of core competencies for all early childhood professionals
- Develop essential professional development 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

1 Governance	2 Public Awareness	3 Policy	4 Quality	5 Funding	6 Data	7 Workforce
Expectant families, children birth through grade 3 and their families will . . .						
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.
Providers, practitioners, professionals 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.	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.
Local/regional administrators will . . .						
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
Professional development/ technical assistance providers will . . .						
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 polices 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.
State administrators and decision-makers will . . .						
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.

2013 DRAFT – NH EARLY LEARNING STANDARDS



This document replaces the 2005 NH Early Learning Guidelines
Final draft to launch by fall 2014

Purposes of the NH Early Learning Standards

The New Hampshire Early Learning Standards are a statewide resource for everyone who loves, cares for and educates young children. The Standards provide essential information to support and enhance children's development and learning.

New Hampshire's Early Learning Standards:

- Provide a resource about children's development from birth through age five
- Promote a whole-child approach that affirms that learning and development are interrelated and build on previous learning
- Acknowledge, honor and embrace the tremendous diversity and variation that exists for children and families
- Recognize and celebrate what children learn to help plan for the next stages of growth and development
- Align with the NH Kindergarten Readiness Indicators, which are aligned with the Common Core Standards
- Provide a list of resources for more information about children's learning and development

New Hampshire's Early Learning Standards aspire to:

- Encourage dialogue and sharing between everyone who loves, cares for and educates children
- Inform professional development for early childhood professionals
- Incorporate current and culturally inclusive research on child development
- Develop and nurture the relationship between early learning and K-12 so that all schools are ready for all children and all children are ready for school

As important as it is to understand what the Early Learning Standards are, it is equally important to understand what they are not.

What New Hampshire's Early Learning Standards are *NOT*:

- Not an exhaustive guide to child development nor a development checklist. Children's development is highly individualized and unique to each child
- Not an assessment tool or for use to determine children's eligibility for various programs or services
- Not a curriculum
- Not an instrument to collect statewide information on the overall status of children in the State of New Hampshire
- Not permanent and unchanging. New Hampshire is committed to updating the Early Learning Standards periodically

Language Development and Emergent Literacy

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?

Ages		Birth to Nine Months	Nine to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
CONSTRUCTS		<i>We Know That Infants, Toddlers and Young Preschoolers are Making Progress When They:</i>						
STRANDS	Emergent Reading	<i>Participation in language and literacy activities</i>	Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)	Enjoy being read to and actively seek opportunities to be read to and to interact with books	Show strong preferences for specific books and turn pages at the appropriate time with adult assistance	While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text	Enjoy being read to and enjoy looking at books independently; may say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, <i>Brown Bear, Brown Bear</i> , as her teacher reads it to her.)	May retell the story while turning pages in a familiar book
		<i>Narrative and story sense</i>	Look at the face of an adult describing the sequence of what will happen next. (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)	Anticipate and participate in the sequence of book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading <i>The Napping House</i> .)	Can recognize that a story is beginning from the clue 'Once upon a time'	May relay or retell simple stories that have a beginning and end	Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Kaden, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.)	Relay or retell more complex stories and include elements of a beginning, middle, and end
		<i>Comprehension and interpretation</i>	Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page	Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18-month-old Angelique imitates the jumping action of the frog when being read, <i>Jump Frog Jump</i> .)	Identify with a particular character or scene (E.g. When listening to the book, <i>Where's My Teddy Said Eddie</i> , Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.)	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	Can ask and answer simple questions about the story
		<i>Interest in and appreciation of reading</i>	Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads <i>Ten Little Fingers and Ten Little Toes</i> .)	Bring a book to an adult to be read to	Name and/or ask for favorite book and may show preference for books on certain topics	May ask an adult to read the same book repeatedly	Like to have one or more familiar books nearby	Say what they like about a favorite book and what type of books they like

Language Development and Emergent Literacy

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting With the World?

Ages		Birth to Nine Months	Nine to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years	
CONSTRUCTS		<i>We Know That Infants, Toddlers and Young Preschoolers are Making Progress When They:</i>						
STRANDS	Emergent Reading	<i>Phonological awareness (understanding the sound structure of language such as sounds, rhymes, syllables and words)</i>	Respond to sounds and words heard often	Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but crawls over to investigate when he hears a jar being opened.)	Associate items with the sounds they make (E.g. When 18-month-old Jewel hears a motorcycle drive by a window, she says "vrmm vrmm.")	Enjoy chants and songs and books that rhyme	Participate in chants and songs and books that rhyme	Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)
		<i>Book awareness</i>	Treat books as any other object by exploring with hands and mouth (E.g. 5-month-old Colby grabs a board book and puts it to his mouth to chew on it.)	Explore books by looking at pictures, but often treats books like other toys and objects in the environment	Hold the book properly and turn pages, sometimes several at a time	Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up The Itsy Bitsy Spider and says to her mother, "I want my spider book.")	Can turn the book to the first page for an adult to begin reading and close the book and say, "The end."	Understand proper handling of books to avoid damage and help repair books
	Emergent Writing	<i>Print and alphabet awareness</i>	Note: Children at this age are not aware of print as being distinct from anything else in their environment	May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, "Oh, Oh!")	Can show awareness of and recognize some print in the environment	Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, "There's my name.")	Point to print and ask, "What does that say?" or ask someone to write for them	Recognize their own name, some of the letters in their own name and may notice words that start with the same letter as their own name
		<i>Interest in and emergent writing</i>	Note: Children at this age are not aware of writing	Explore with writing tools (crayons, markers, pens) and notice that they can make marks with these utensils	Gain more control over the kinds of marks they make (lines vs. circular marks)	Enjoy scribbling and drawing and see these as the same	Use their increased fine motor control to control the size and shape of their scribbles	Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)

Language Development and Emergent Literacy

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?

		<i>We Know That Four- and Five-Year-Olds are Making Progress When They:</i>	<i>NH Kindergarten Readiness Indicators Domain 1 – Language Arts & Literacy Elements –E, F</i>	
STRANDS	Emergent Reading	<i>Participation in language and literacy activities</i>	Learn new information from books being read to them Ask for a story to be read and respond to stories told or read aloud	
		<i>Narrative and story sense</i>	Guess what will happen next in a story using pictures as a guide Retell information from a book Tell their own stories	<u>Domain 1: Element E – Comprehends and responds to books and other texts</u> 4. Retells a familiar story in proper sequence, including major events and characters
		<i>Comprehension and interpretation</i>	Represent stories told or read aloud through a variety of media or in play Use their own words to retell a simple familiar story while looking at book	<u>Domain 1: Element E – Comprehends and responds to books and other texts</u> 1. During read-alouds and book conversations interacts in a way that relates to the story 2. Begins to identify and recall story-related problems, events, and resolutions with guidance from an adult 3. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
		<i>Interest in and appreciation of reading</i>	Select favorite books, authors, or illustrators Request or respond to informational books on favorite topics	
		<i>Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)</i>	Listen to and recognize different sounds in rhymes, songs and familiar words Play with sounds of spoken language including letter sounds, rhymes and words Can distinguish the beginning sounds of some words	<u>Domain 1: Element F – Demonstrates phonological awareness</u> 1. Notices and discriminates rhyme 2. Decides whether two words rhyme 3. Notices and discriminates alliteration 4. Hears and shows awareness of separate syllables in words

Language Development and Emergent Literacy			
Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?			
CONSTRUCTS		<i>We Know That Four and Five-Year-Olds are Making Progress When They:</i>	<i>NH Kindergarten Readiness Indicators</i> Domain 1 – Language and Literacy <i>Elements</i> – D, G, H
STRANDS	Emergent Reading	<p><i>Book awareness</i></p> <p>Identify parts of books such as cover, first page, and title Understand that print carries a message</p>	<p><u>Domain 1: Element D – Demonstrates knowledge of print concepts and conventions</u></p> <p>2. Has some knowledge of books (top, bottom, front, back, left to right)</p>
	Emergent Writing	<p><i>Print and alphabet awareness</i></p> <p>Recognize some letters in the alphabet, especially those in their own name (E.g. <i>While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!"</i>) Begin to associate sounds with words or letters Understand that specific symbols are used to communicate in writing</p>	<p><u>Domain 1: Element D– Demonstrates knowledge of print concepts and conventions</u></p> <p>1. Uses and appreciates print 3. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p><u>Domain 1: Element G – Demonstrate knowledge of the alphabet</u></p> <p>1. Name some letters 2. Matches some letters to their sounds 3. Identifies and names letters in own first name 4. Shows understanding that a sequence of letters represents a word</p>
		<p><i>Interest in and emergent writing</i></p> <p>Understand that writing is a way of communicating Use scribbles, shapes, pictures or dictation to represent thoughts or ideas Engage in writing using letter-like symbols to make letters or words Begin to copy or write their own name</p>	<p><u>Domain 1: Element H – Demonstrates emergent writing skills</u></p> <p>1. Writes own first name (some letters recognizable) 2. Uses letter-like shapes, symbols, and letters to convey meaning 3. Represents ideas and stories through pictures, dictation and play</p>
	Dual Language Learning	<p><i>English Language Learners</i></p> <p>Depending on the level of their familiarity with English: Demonstrate eagerness to participate in songs, rhymes, and stories in English and in their home language Repeat parts of songs or poems in English and in their home language Point to pictures and say the word in English and in their home language Talk with peers or adults about a story read in English and in their home language Tell a story in English with beginning, middle and end and in their home language</p>	<p><u>Domain 1: Element H – Demonstrates emergent writing skills</u></p> <p>4. For English language learners, responds to books, storytelling, and songs presented in English</p>

The background of the page features a photograph of three young children in a classroom. The child on the left is a young girl with short brown hair, wearing a red vest over a light blue shirt, looking towards the camera with a slight smile. The child in the middle is a young girl with curly brown hair, wearing a light blue shirt, with her hands resting on her chin and looking directly at the camera. The child on the right is a young girl with long dark hair, wearing a blue long-sleeved shirt, wearing a white bunny-ear headband and looking slightly upwards. The classroom background includes a wooden cabinet, a patterned fabric hanging on the wall, and a red cloth draped over the top left corner.

New Hampshire Kindergarten Readiness Indicators

**Endorsed December 19, 2012 by
New Hampshire Department of Education
New Hampshire Head Start Collaboration Office
New Hampshire Head Start Directors Association**

Version 2.2
September 24, 2013

I. Introduction

What is it that children need to know and be able to do when they enter kindergarten? States throughout the nation have been grappling with this question in recent years, attempting to balance the need for a common understanding and standardization with the desire to focus on a child's natural development (Kagan, et al., 2010). Research tells us that early attention to the range of physical, social, emotional and cognitive skills that young children need to thrive can maximize their potential for success in school and later in life. A common set of indicators that specifies the expectations for children entering Kindergarten is one essential tool for increasing the effectiveness of early childhood education, both before and after public school entry.

As early childhood and elementary teachers and parents/caregivers, we celebrate diversity and recognize that all children develop at different rates socially, emotionally and academically. We recommend that teachers differentiate instruction and incorporate developmentally appropriate strategies that will excite, motivate and challenge all children to achieve their greatest potential. We encourage preschool and primary education programs to be supportive and nurturing while exposing children to a wide variety of learning experiences to ensure their success in school and later in life. This work is the first in a series of steps to promote that vision to the benefit of all young children and their families.

The New Hampshire Kindergarten Readiness Indicators were developed to provide educators, families and communities with a common understanding and standard for ensuring that young children are on the path to school success. As required by the Head Start Act of 2007, these indicators were selected to align Head Start standards, curricula and assessment with those of New Hampshire Department of Education and public schools. For over a year, the Kindergarten Readiness Indicators Task Force worked diligently to identify a set of readiness indicators that was:

- ◆ Based on the Head Start Child Development and Early Learning Framework (HS CDELF), the New Hampshire Department of Education Kindergarten ½ day Program Common Core State Standards Pacing Guide and the Common Core State Standards (CCSS);
- ◆ Measurable using research-based assessment tools;
- ◆ Comprehensive and high quality;
- ◆ For all learners, including children with disabilities and English Language Learners;
- ◆ Compatible with the New Hampshire Early Learning Standards (currently under development, due for release summer, 2013).

The Kindergarten Readiness Indicators are not to be used as a developmental checklist or screening tool.

This document answers the following questions: a) What is kindergarten readiness?, b) How were the kindergarten readiness indicators identified?, c) What are the New Hampshire kindergarten readiness indicators? and d) What tools are recommended to measure the indicators?

5) Social and Emotional Development (SE)*

- A. Establishes and sustains positive relationships
 - 1. Engages with trusted adults as resources and to share mutual interests
 - 2. Responds to emotional cues; shows empathy
 - 3. Accepts peers in the classroom
 - 4. Initiates, joins and sustains positive interactions with individuals or groups of children
 - 5. Seeks adult help when needed to resolve conflicts

- B. Self: Concept, regulation and confidence
 - 1. Regulates own emotions and behaviors
 - 2. Identifies personal characteristics and preferences
 - 3. Demonstrates confidence in approaching new tasks and experiences
 - 4. Solves problems without having to try every possibility
 - 5. Complies with three verbal directions
 - 6. Follows simple classroom rules, routines, and transitions with occasional reminders
 - 7. Cares properly for materials, equipment and facilities

6) Physical Development & Health (PDH)*

- A. Health Knowledge
 - 1. Performs self care tasks independently
 - 2. Follows basic health and safety rules
 - 3. Practices healthy personal hygiene habits (washing hands and blowing nose)

- B. Balance and Control
 - 1. Demonstrates fundamental motor skills and body and spatial awareness
 - 2. Coordinates movements to perform simple tasks

- C. Demonstrates fine-motor strength and coordination
 - 1. Uses small, precise finger and hand movements
 - 2. Shows beginning control of writing, drawing and art tools

** Not for use as a developmental checklist or screening tool*

Standards/ Levels	Licensed The program must be fully licensed by and in good standing with the DHHS, Child Care Licensing Unit.	Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Curriculum, Environment & Assessment					
NH Early Learning Standards training modules		Director and 20% of teaching staff has completed all of the NH ELS training modules	40% of staff teaching staff has completed all of the NH ELS training modules	60% of teaching staff has completed all of the NH ELS training modules	80% of teaching staff has completed all of the NH ELS training modules
Program's Curriculum aligns with NH Early Learning Standards		Program has a written curriculum philosophy statement that is aligned with the NH ELS and is inclusive to meet the needs of all children	Program utilizes written curriculum plans that are aligned with the domains of the NH ELS and are inclusive to meet the needs of all children	Prior level plus Families have input into the curriculum plan for their own child	Prior 2 levels plus Curriculum is individualized for all children based on the formative assessment being utilized in the program
Formative Assessments: Teaching Strategies Gold, AEPSi, Work Sampling, or other approved		Program chooses and Director is trained to implement one of the approved formative assessment tools. At least one teacher per group is trained to use the chosen tool.	All teachers responsible for doing assessments are trained in using the tool	Prior level plus Teachers are practicing using the tool (using the tool, but less than the intended number of times and not on all children)	Level 3 plus Assessment tool is used the intended number of times on all children in the program
Screening Measures using the Ages & Stages Questionnaire: ASQ or ASQ-SE		Director and at least one teacher per group is trained* on foundations of screening	ASQ or ASQ-SE screening of all children in the program once per year	Prior level plus Results are discussed with families and are used to determine if referrals are needed	Prior 2 levels plus Referrals are made and advocacy is provided on behalf of families as needed.
Vision, hearing and dental screenings		Same as above	Programs inform families of the importance of vision, hearing and dental screenings, provide the NH Health Forms and provide referrals to places where families may obtain screenings	Prior level plus Staff is informed about how to work with health providers in their communities	Prior 2 levels plus Programs ensure that children receive or parents have been encouraged to obtain these screenings for their children by offering them on-site or by having a system to track children's screenings
Nutrition, Physical Activity and Screen Time Give extra points for CACFP		Director, person in charge of meals and/or snack menus (if different from Director) and 20% of teaching staff complete a training(s) solely related to at least two of the following: nutrition, physical activity, and screen time.	Program completes one of the following: The Let's Move! CC Checklist Quizzes; The NAP SACC self-assessment; Go NAP SACC self-assessment, or CACFP self-assessment (or other approved self-assessment) and has and implements a plan to achieve 2 goals for improvement.	Prior level, but program has and implements a plan to achieve 3 goals that address at least two areas of nutrition, physical activity and screen time for improvement	Level 3, but program has and implements a plan to achieve 4 goals that address at least two areas of nutrition, physical activity and screen time for improvement
Health & safety policies and practices		Director reviews the standards in Stepping Stones to "Caring for our Children" and compares program compliance with standards.	Program demonstrates compliance with 5 Stepping Stones to "Caring for our Children" standards above the state CCLU and federal health and safety regulations	Prior level plus Program demonstrates compliance with 5 additional (10 total) Stepping Stones to "Caring for our Children" standards above the state CCLU and federal health and safety regulations	Prior 2 levels plus Program demonstrates compliance with 5 additional (15 total) Stepping Stones to "Caring for our Children" standards above the state CCLU and federal health and safety regulations

	Licensed	Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Engaging Families and Communities as Partners					
Training in the Protective Factors *staff* to include others beyond teaching staff that have regular contact with children and families (e.g.admin, billing, cook, bus driver)		Director and 20% of staff* have completed the Bringing The Protective Factors to Life Online Course or other approved training on the protective factors	Director and 40% of staff* have completed the Bringing The Protective Factors to Life Online Course or other approved training on the protective factors	Director and 60% of staff* have completed the Bringing The Protective Factors to Life Online Course or other approved training on the protective factors	Director and 80% of staff* have completed the Bringing The Protective Factors to Life Online Course or other approved training on the protective factors
Assessing and Implementing Family and Community Engagement & Partnerships		Completes the SF Self-Assessment tool and action plan	Completes the SF Self-Assessment tool and action plan and choose and demonstrate implementation of one practice/activity from each of the 7 strategies based on the action plan	Completes the SF Self-Assessment tool and action plan and demonstrates implementation of 50% of the practices/activities from 4 of the 7 strategies based on the action plan	Completes the SF Self-Assessment tool and action plan and demonstrates implementation of 50% of the practices/activities in each of the 7 strategies based on action plan
Surveying to assess the impact of implementing the protective factors in the program		N/A	Parent (FRIENDS) Survey or Staff Survey or other approved survey that measures the use and impact of protective factors being implemented in the program. Results of survey and self-assessment tool are used to inform which practices/activities the program implements.	Parent (FRIENDS) Survey and Staff Survey or other approved survey that measures the use and impact of protective factors being implemented in the program. Results of survey and self-assessment tool are used to inform which practices/activities the program implements.	Completed prior level in past 3 years plus Parent (FRIENDS) Survey and a Community Survey to assess needs, program/ family/community supports and relationships and how those are being met. Results of survey and self-assessment tool are used to inform which practices/activities the program implements.

	Licensed	Revised Licensed-Plus Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Early Childhood Administrator and Educator Qualifications					
Director Credentials		Director is enrolled in the NH Early Childhood and Afterschool Professional Registry and holds a credential	Director holds a minimum Administrator level 1 credential	Director holds a minimum Administrator level 2 credential	Director holds a minimum Administrator level 3 credential.
Teacher Credentials		All teaching staff are enrolled in the NH Early Childhood and Afterschool Professional Registry and 20% of teaching staff hold a credential	40% of teaching staff hold a credential	60% of teaching staff hold a credential	80 % of teaching staff hold a credential
Degreed teachers in the program		N/A	40 % of classrooms have a minimum of one teacher with a minimum of Level 5 Teacher Credential	60 % of classrooms have a minimum of one teacher with a minimum of Level 5 Teacher Credential	Each classroom has a minimum of one teacher with a minimum of Level 5 Teacher Credential AND one person in program holds a minimum Level 6 Teacher credential or Master Teacher Level 1
Professional Development Plans and Demonstrated Competencies		Director completes training on professional development plans. Director and 80% of teaching staff have a current professional development plan, which is reviewed and revised annually.	Director and 80% of teaching staff have a current professional development plan, which is reviewed and revised annually. Director and 20% of staff complete training in using the EC professional competencies which relate to a/the specific age group they teach.	Prior level plus Staff complete a self-evaluation using the appropriate competency tool, which is then used to inform their professional development plan which is reviewed and revised annually.	Prior 2 level plus Program has and uses a formal peer-to-peer mentoring plan (may include observation, self-reflection and mentoring based on the appropriate competency tool

	Licensed	Revised Licensed-Plus Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Scored Standards					
Measurement of Environmental Quality: ERS Infant/Toddler and Early Childhood Environmental Rating Scales (I/TERS and ECERS)		Director and all relevant program staff receive training on the ERS Program completes a self-assessment using the ERS.	Appropriate ERS Validated Rating Minimum average program score of 3.00	Appropriate ERS Validated Rating Minimum average program score of 4.00	Appropriate ERS Validated Rating Minimum average program score of 5.00
Measurement of the Quality of Adult-Child Interactions: Classroom Assessment Scoring System (CLASS)		Director and all relevant program staff receive training on the CLASS	CLASS Rating Minimum average program scores of Instructional Support: 2.0 Emotional Support and Classroom Organization: 3.5	CLASS Rating Minimum average program score of Instructional Support: 3.0 Emotional Support and Classroom Organization: 4.5	CLASS Rating Minimum average program score of Instructional Support: 4.0 Emotional Support and Classroom Organization: 5.5

Extra Points	Number of points
CACFP participation and compliance	To be assigned

Sample Annual Program Report (actual form to be developed)

Programs would not get points based on program report, but might receive TA based on the report.

Data report	Threshold for TA	Possible Topics for Technical Assistance
What is your desired capacity in FTEs?	TBD	Iron Triangle; Marketing and Enrollment Strategies
What is your average enrollment by month? Quarter? Year?	TBD	Iron Triangle; Marketing and Enrollment Strategies
Determine average percent of enrollment	TBD	Iron Triangle; Marketing and Enrollment Strategies
What are your accounts receivable?	TBD	Policies and procedures for billing and collecting payments
What is your revenue and expenses for last fiscal year?	TBD	Budgeting, ECE shared resources
What is your staff salary scale? (average teacher, management salary?)	TBD	Budgeting
What benefits do you provide to staff?	TBD	Budgeting, ECE shared resources
What is your family turnover rate?	TBD	Family satisfaction; new family orientation, family handbook, family survey, family interview on child/family and child's needs, home visits
What is your staff turnover?	TBD	Personnel policies, Job descriptions, Performance Reviews, Regular periodic supervision with staff, staff surveys,
Demographics needed for CCDF report		

Annual Continuous Quality Improvement Report

Summary:

In which standards is your program performing best?

In which standards are you working towards improvement?

What improvements did you make since last year? Did you meet your goals?

What resources did you use? How and in what ways were these resources effective and/or ineffective?

What were some of the challenges you faced and triumphs you achieved?

Goals:

Based on the program's ERS evaluation and rating, what goals does the program have to improve the quality of the environment in their program and thereby increase their ERS score for the following evaluation.

Based on the program's CLASS evaluation and rating, what goals does the program have to improve the quality of the adult-child interactions in their program and thereby increase their CLASS score for the following evaluation.

Identify 3 goals in other standards that your program will work towards improvement.

Answer the following questions for each goal:

How does each goal help your program work towards continuous quality improvement?

What steps will you take to accomplish the goal??

Who is responsible for accomplishing the goal?

In what time frame will you accomplish the goal?

What resources and supports will you need to accomplish the goal?

Encourage programs to draw on relevant information provided in other reports, i.e. NAEYC, Head Start, United Way, but utilize a standard report.

DRAFT of NH QRIS Proposed Standards

New Hampshire's Early Childhood Professional Development System



Child Development Bureau
Division for Children, Youth and Families
New Hampshire Department of Health and Human Services
www.dhhs.nh.gov/DHHS/CDB

New Hampshire's Early Childhood Professional Development System



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NH Early Childhood Teacher Credential Lattice

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	High School Diploma or GED	High School Diploma or GED AND A minimum of 3 post-secondary credits in <u>approved coursework</u> *	High School Diploma or GED AND A minimum of 9 post-secondary credits in <u>approved coursework</u> *	High School Diploma or GED AND A minimum of 18 post-secondary credits in <u>approved coursework</u> *	Minimum of an Associate degree in ECE* OR A minimum of an Associate in a related field <i>including</i> a <i>minimum</i> of 18 post-secondary credits in <u>approved coursework</u> *	Minimum of an Baccalaureate degree in ECE* OR A minimum of a Baccalaureate in a related field <i>including</i> a <i>minimum</i> of 24 post-secondary credits in <u>approved coursework</u> *
Work Experience (Please see work experience defined below)	750 hours	1,500 hours OR 1,000 hours <i>and</i> 2 years within a high school child care vocational education program	1,500 hours	1,000 hours	1,000 hours OR 200 supervised practicum hours within an approved college program	1,000 hours
Ongoing Professional Training	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	Optional	1 PA unit completed within 12 months with initial application 3 PA units cumulative upon 3 year renewal	1 PA unit completed within 12 months with initial application 3 PA units cumulative upon 3 year renewal	2 PA units completed within 12 months with initial application 6 PA units cumulative upon 3 year renewal	2 PA units completed within 12 months with initial application 6 PA units cumulative upon 3 year renewal	2 PA units completed within 12 months with initial application 6 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, public school special education pre-k through 3rd grade program, or a public school pre-k through 3rd grade program

750 hours equals 30 hours per week x 25 weeks (6 months)

1,500 hours equals 30 hours per week x 50 weeks (1 year)

1,000 hours equals 40 hours per week x 25 weeks (6 months).

**If you are submitting self- study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:

<http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm>

NH Early Childhood Master Teacher Credential Lattice

	Level 1	Level 2	Level 3
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	Minimum of an Associate degree in ECE* OR Post-secondary degree (Associate, Baccalaureate, or Master's in a related field, <i>including a minimum of 24 post-secondary credits in <u>approved</u> coursework*</i>	Minimum of a Baccalaureate degree in ECE* OR Baccalaureate or Master's degree in a related field, <i>including a minimum of 24 post-secondary credits in <u>approved</u> coursework*</i>	Minimum of a Master's degree in ECE* OR Master's degree in a related field, <i>including a minimum of 24 post-secondary credits in <u>approved</u> coursework*</i>
Work Experience <small>(Please see work experience defined below)</small>	5 years	5 years, at least 1 of which is post Baccalaureate degree	5 years, at least 1 of which is post Master's degree
Ongoing Professional Training	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
Professional Activities (PA)	3 PA units completed within 12 months with initial application	4 PA units completed within 12 months with initial application	4 PA units completed within 12 months with initial application
	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, public school special education pre-k through 3rd grade program, or a public school pre-k through 3rd grade program

750 hours equals 30 hours per week x 25 weeks (6 months)

1,500 hours equals 30 hours per week x 50 weeks (1 year)

1,000 hours equals 40 hours per week x 25 weeks (6 months)

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm>

NH Early Childhood Master Professional Credential Lattice

	Workshop Trainer	Faculty	Individual Mentor	Program Consultant	Allied Professional
<p>Education & Specialized Coursework</p> <p><i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i></p>	<p>A minimum of a Baccalaureate degree in ECE*</p> <p>OR</p> <p>A minimum of a Baccalaureate degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i></p>	<p>A minimum of a Master's degree in ECE*</p> <p>OR</p> <p>A minimum of a Master's degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i></p>	<p>A minimum of an Associate degree in ECE*</p> <p>OR</p> <p>A minimum of an Associate degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i></p>	<p>A minimum of a Baccalaureate degree in ECE*</p> <p>OR</p> <p>A minimum of a Baccalaureate degree <i>including a minimum of 24 credits in <u>approved</u> coursework*</i></p>	<p>A minimum of a Baccalaureate degree in field of study appropriate to specialization</p> <p>AND</p> <p>If applicable, current license or certification in professional specialization</p>
<p>Work Experience</p>	<p>3 years experience in Early Childhood Education</p> <p>AND</p> <p><i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period</p> <p>OR</p> <p>Successful completion of the Trainer Development Program</p>	<p>5 years experience in Early Childhood Education</p> <p>AND</p> <p><i>One of the following:</i> Planning and implementation of at least 24 hours of group training of adults over a 2 year period</p> <p>OR</p> <p>Successful completion of the Trainer Development Program AND an additional 12 hours of training post TDP</p>	<p>5 years experience in Early Childhood Education, at least 2 of which are in a classroom supervisory or leadership role.</p>	<p>5 years experience in Early Childhood Education, at least 2 of which are in a program director, supervisory, or leadership role.</p>	<p>5 years experience working with or on behalf of young children</p>
<p>Ongoing Professional Training</p>	<p>18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**</p>	<p>18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**</p>	<p>18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**</p>	<p>18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**</p>	<p>Meet the professional requirements establish in specialized field AND 3 hours of ECE training</p>
<p>Professional Activities (PA)</p>	<p>3 PA units completed within 12 most recent months with initial applications</p> <p>9 PA units cumulative upon 3 year renewal</p>	<p>4 PA units completed within 12 most recent months with initial applications</p> <p>12 PA units cumulative upon 3 year renewal</p>	<p>3 PA units completed within 12 most recent months with initial applications</p> <p>9 PA units cumulative upon 3 year renewal</p>	<p>4 PA units completed within 12 most recent months with initial applications</p> <p>12 PA units cumulative upon 3 year renewal</p>	<p>3 PA units completed within 12 most recent months with initial applications</p> <p>9 PA units cumulative upon 3 year renewal</p>

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at:

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CENTER FOR THE STUDY OF

Child Care Employment

July 2013



The State of Early Childhood Higher Education in New Hampshire The New Hampshire Early Childhood Higher Education Inventory

By Fran Kipnis, Lea J.E. Austin, Laura Sakai, Marcy Whitebook, and Sharon Ryan

Introduction

Spark NH is New Hampshire's governor-appointed Early Childhood Advisory Council (hereafter called "Council"), a private-public partnership that works to create a comprehensive, coordinated system of programs and supports for young children and their families. Workforce development is an essential Council strategy for improving early childhood education services. Specifically, the Council's Workforce and Professional Development Committee is working to enhance the state's capacity for the recruitment, retention, advancement, and support of qualified professionals in early childhood programs via education, training, and credentialing.

In January 2013, Spark NH contracted with the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, to conduct the New Hampshire Early Childhood Higher Education Inventory. The Inventory provides a portrait of the state's early childhood education and special education degree programs, enabling the Council to assess the capacity of its institutions of higher education to address the professional preparation needs of early childhood educators. These degree programs are referred to as 'early childhood' degree programs throughout this report.

Historically, any higher education degree program within one of several disciplines focused on children has been considered an acceptable form of early childhood teacher preparation. "Early childhood-related" is a widely used label in research and policy to describe the educational backgrounds of teachers of young children. There is no accepted and agreed-upon standard for what constitutes a high-quality course of study for early childhood practitioners working with children before Kindergarten. Too often, highly diverse degree programs are assumed to produce equivalent results (Maxwell, Lim, & Early, 2006; Whitebook et al., 2012).

To address this issue, the Early Childhood Higher Education Inventory was designed to gain a clearer picture of the early childhood offerings in a state's higher education system. The New Hampshire Inventory was implemented for Spark NH in spring 2013. The Inventory describes the early childhood degree programs offered in the state, focusing on variations in program content, age group focus, student field-based learning, and faculty characteristics. This information allows the Council and other stakeholders to identify gaps and opportunities in the available offerings, and to assess the capacity of the state's higher education system over time.

The Inventory includes three modules:

1. **Mapping Module:** Through an extensive document review, this module identifies the state's early childhood higher education programs by collecting information on each college or university, the department in which a given program is housed, degrees and certificates offered, and characteristics of the students attending the program.
2. **Program Module:** Using an online survey tool completed by the degree program's dean or coordinator, this module collects information on program content and age group focus; connections to state standards; accreditation; methods of student assessment; types, sequencing, duration, and supervision of clinical experiences; student support services; and challenges within the institution.
3. **Faculty Module:** Using an online survey tool completed by all faculty members teaching in the degree program, this module collects information on faculty employment status, teaching experience and expertise, professional development experiences and needs, and past experience within the early childhood field.

All eight community colleges in New Hampshire, and six of the seven four-year and graduate colleges or universities in the state, agreed to participate in the Inventory. These colleges and universities offered 11 associate degree programs, seven bachelor's degree programs, and four master's degree programs. Of these, data were collected for all but one bachelor's degree program. In addition, the one college that did not participate in the Inventory offered two bachelor's degree programs. When reviewing the findings in this report, therefore, readers should note these very small sample sizes, particularly for the master's degree programs.

Sixty-eight faculty members, representing 77 percent of the faculty sample, responded to the Faculty Module¹. Despite this excellent response rate,

however, we cannot assume that findings from this module are representative of early childhood teacher educators in the state. Yet as we note in the Discussion and Recommendations section, findings from the Faculty Module were consistent with those from the Program Module.

This report begins with a description of the number and types of early childhood degree programs in New Hampshire, followed by highlights from the Program and Faculty Modules, and concludes with recommendations for addressing the challenges identified in the findings and for building on promising practices. The appendices describe the Inventory methodology, and present supplementary tables for the Mapping, Program and Faculty Modules.

¹ Five faculty members were included in more than one college or university faculty list. Only one response from each of these faculty members was included in the Inventory analysis. (See Appendix I.)

Recommendation 1:

Expand the focus of early childhood higher education degree programs to include coursework on infant and toddlers, particularly at the bachelor's and graduate degree levels. Specific attention should be paid to the relationship between healthy development and appropriate teaching strategies.

Recommendation 2:

Expand the requirements of early childhood higher education degree programs to include coursework related to the health and safety of young children, particularly at the bachelor's and graduate degree levels.

Recommendation 3:

Ensure that early childhood degree faculty members have the knowledge, skills, and experience needed to teach coursework related to early childhood special education, particularly at the associate and bachelor's degree levels.

Recommendation 4:

Improve student field experiences by increasing the number of degree programs that require student teaching, particularly the number of associate degree programs. In addition, all levels of degree programs should establish more rigorous criteria for selecting both practicum field sites and the cooperating teachers who supervise the practicum students. Degree programs should also engage with potential clinical sites in the community to expand and strengthen all field placement experiences.²

Recommendation 5:

New Hampshire's early childhood higher education degree programs have made great strides in aligning course content with the state's early care and education standards, particularly the New Hampshire Early Childhood Core Knowledge Areas. Additional efforts are needed, however, to engage degree programs in the implementation of the New Hampshire Early Childhood Professional Credentialing system.

Recommendation 6:

Expand and strengthen the development of early childhood leaders who reflect the diversity of the state's practitioner and child populations, by expanding program content related to early childhood administration and leadership, and by developing intentional strategies to recruit and prepare young, ethnically and linguistically diverse early childhood degree program faculty.

Recommendation 7:

Make targeted professional development available to strengthen the capacity of existing faculty to meet the needs of a diverse student body, and to develop curricula that reflect evolving teaching and learning modalities for adult learners and the children they serve.

Recommendation 8:

Early childhood education degree programs should assess their faculty composition and develop strategies to employ the number of full-time, tenured faculty needed to provide high-quality educational experiences for their students. These strategies might include advocating for additional public and private resources.

Recommendation 9:

Professional, educational, and demographic information about faculty members teaching in early childhood degree programs should be included in New Hampshire's new online registry system designed for early childhood and afterschool professionals.

**THE NEW HAMPSHIRE
HIGHER EDUCATION INVENTORY
FOR EARLY CHILDHOOD PROFESSIONALS
IN HEALTH AND FAMILY SUPPORT
PROFESSIONS**

August 2013

INTRODUCTION

Spark NH is New Hampshire's governor-appointed Early Childhood Advisory Council (Council). It is a private-public partnership that works to create a comprehensive coordinated system of programs and supports for young children and their families. Workforce development is an essential Council strategy for improving early childhood education services for young children. Specifically the Council's Workforce and Professional Development Committee is working to enhance the state's capacity for the recruitment, retention, advancement, and support of qualified professionals across early childhood programs via education, training, and credentialing. (Kipnis, 2013, p.1)

Recently a New Hampshire Early Childhood Higher Education Inventory was completed to review the state's early childhood education and special education degree programs.

In July 2013, Spark NH requested that UNH professor Michael Kalinowski review selected higher education programs other than early childhood education and special education that require or recommend coursework in early childhood as a component of their training. The objective was to provide a deeper understanding of the range and focus of such programs, and to clarify the amount and level of course work devoted to early childhood.

This report reviews nine majors and concentrations in accredited NH institutions of higher education: Social Work, Family Support, Human Services, Nursing, Occupational Therapy, Physical Therapy, Speech Pathology, Psychology, and Public Health. Programs are analyzed at the Associate, Bachelor, and Masters degree levels.

Key Findings

Institutions

- ❖ There are 25 degree granting, higher education institutions in New Hampshire that offer at least one accredited program that trains early childhood professionals in Health and/or Family Support professions.
- ❖ Twelve (12) of these institutions offer related Associate degree programs.
- ❖ Seventeen (17) of these institutions offer related Bachelor degree programs.
- ❖ Eight (8) of these institutions offer related Masters degree programs.

Programs

- ❖ The disciplines with the greatest number of related programs in New Hampshire are Nursing (22), Psychology (20), and Human Services (11).
- ❖ The largest number of Associate Degree programs that offer courses related to Young Children are Nursing, (9) Human Services (6), and a tie between Psychology and Speech Pathology (2 each).
- ❖ The largest number of Bachelors Degree programs that offer courses related to Young Children are Psychology (16), Nursing (9) and Human Services (5).
- ❖ The largest number of Masters Degree programs that offer courses related to Young Children are a tie between Psychology and Nursing (4 each), followed by a tie between Public Health and Family Support (2 each).

Courses

- ❖ Overall, the largest number of somewhat related courses in Health and Family Support (HFS) programs is a lifespan human development course. The greatest number of courses consists of early childhood program electives, usually selected from a limited list. Then come early childhood theory and early childhood practice courses. The fewest courses fall under either supporting course electives, or a combination of fieldwork, internships, or clinical experiences.
- ❖ At the Associate degree level there are a significant number of lifespan human development courses but few early childhood related courses.

❖ At the Bachelors degree level there are a roughly equal number of lifespan, theory and practice courses, but few fieldwork, internships, or clinical experiences.

It is at the Masters degree level that one finds more fieldwork, internships, or clinical experiences, and a roughly equivalent number of theory and practice courses.

Conclusion

❖ If the question is “What is available to students in higher education that want to take one course related to young children?” then the answer is lots of opportunities are available.

❖ However, if the question is how deep is the preparation of our professionals in Health and Family Support to work directly with young children, then the answer is that more theoretical, practical, and experiential courses should be considered.

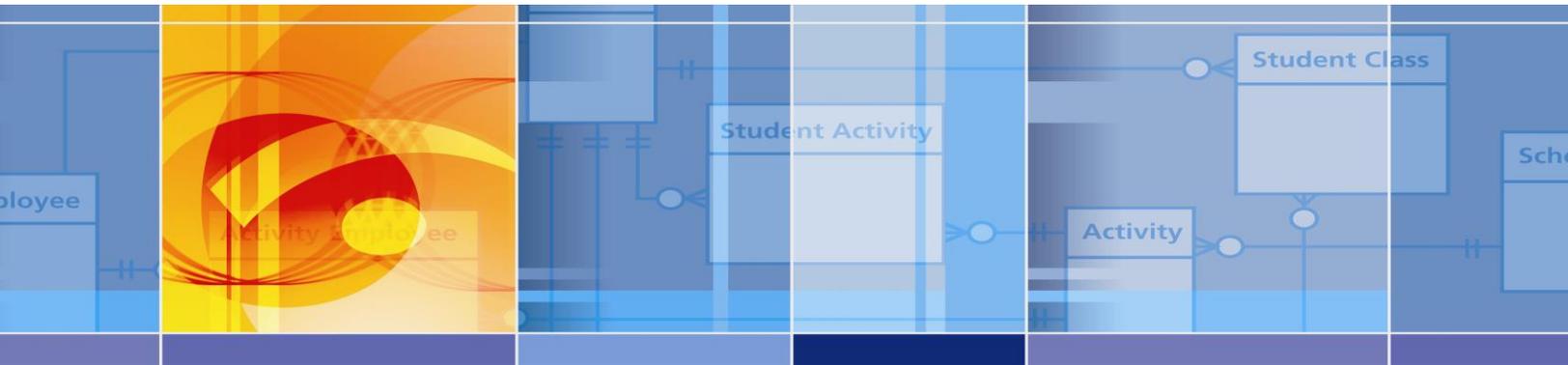
Recommendations

❖ Initiate a discussion with HFS program faculty and staff in NH institutions of higher education regarding the importance of training professionals that have a good understanding of child development and best practices with young children.

❖ Create stronger and continuous relationships with HFS colleagues so that they are better able to work closely with early childhood professionals.

❖ Develop a NH marketing campaign to educate HFS professionals and the public regarding early childhood and the unique needs of young children.

❖ Set a precise five-year goal for increasing the amount of early childhood course work that should reasonably be required for HFS graduates at the Associate, Bachelor and Masters levels.



Spark NH

NH Early Childhood Data System Blueprint and Recommendations

Prepared for Spark NH
Early Childhood Advisory Council

Deliverable 2.0

August 30, 2013



ESP Solutions Group

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New Hampshire Department of Education and New Hampshire Department of Health and Human Services Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between the New Hampshire Department of Education (“Lead Agency”) and the New Hampshire Department of Health and Human Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The New Hampshire Department of Health and Human Services (NH DHHS) hereby certifies and represents that it:

- (1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- (2) If funded, agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- (3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- (4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- (5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the NH DHHS' specific goals, activities, timelines, budgets, and key personnel (“NH DHHS Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and

(6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR ([34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98, and 99](#)), and the suspension and debarment regulations in [2 CFR Part 3485](#).

II. PROJECT ADMINISTRATION

A. NH DHHS RESPONSIBILITIES

In assisting the New Hampshire Department of Education (Lead Agency) in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the NH DHHS will:

- (1) Implement the NH DHHS Scope of Work as identified in Exhibit I of this agreement;
- (2) Abide by the governance structure outlined in the State Plan;
- (3) Abide by the NH DHHS's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the NH DHHS is using to achieve the outcomes in the RTT-ELC State Plan);
- (4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- (5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- (6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- (7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws.

B. NEW HAMPSHIRE DEPARTMENT OF EDUCATION (LEAD AGENCY) RESPONSIBILITIES

In assisting the NH DHHS in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the New Hampshire Department of Education will:

- (1) Work collaboratively with the NH DHHS and support the NH DHHS in carrying out the NH DHHS Scope of Work, as identified in Exhibit I of this agreement;

- (2) Provide feedback on the NH DHHS's status updates, any interim reports, and project plans and products;
- (3) Keep the NH DHHS informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the NH DHHS, where applicable, through the governance structure outlined in the State Plan;
- (4) Facilitate coordination between NH Department of Education and NH DHHS necessary to implement the State Plan; and
- (5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- (1) The NH Department of Education (Lead Agency) and the NH DHHS will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- (2) These key contacts from the NH Department of Education and the NH DHHS will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- (3) NH Department of Education and NH DHHS personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- (4) NH Department of Education and NH DHHS personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the NH DHHS, or when the NH DHHS's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the NH Department of Education determines that NH DHHS is not meeting its goals, timelines, or annual targets, or is in some other way not fulfilling applicable requirements, the NH Department of Education will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the NH Department of Education and NH DHHS, or initiating such enforcement measures as are available to the NH Department of Education, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective beginning on the date of the last signature hereon and, if a Race to the Top-Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top-Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of the NH Department of Education (Lead Agency):

Signature Date *Virginia M. Barry*

Print Name Title *Virginia M. Barry
Commissioner of Education*

Authorized Representative of the NH DHHS (Participating State Agency)

Signature Date *W. John A. Thompson* *10/15/13*

Print Name Title *W. John A. Thompson
Commissioner NH. Dept of Health & Human Services*

Exhibit I—New Hampshire Department of Health and Human Services Scope of Work

The New Hampshire Department of Health and Human Services (NH DHHS) hereby agrees to participate in the State Plan, as described in New Hampshire’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection criterion	Participating party	Type of participation by project
(A)(3) Align/coordinate ELD across NH	Division for Children, Youth and Families Child Development Bureau (CDB), Head Start Collab. Office; Child Care Licensing; IDEA Part C; Public Health Obesity Prevention; Minority Health & Refugees; Information Technology; Behavioral Health; Homeless and Housing Services; in partnership with DOE Part B/619	<p>Project 1: Representatives from each bureau/department are appointed to serve on the Interagency Early Childhood Team (IECT)</p> <p>Project 2: IECT reviews data/information from evaluation activities and makes recommendations for continuous quality improvement</p> <p>Project 3: IECT collaborates with Spark NH on public awareness/ dissemination</p>
(B)(1) TQRIS	CDB and Child Care Licensing in partnership with TQRIS Task Force; Spark NH Quality Committee; and TQRIS contractor	Project 4: Revise TQRIS Disseminate common definition of “quality”/support programs/ services accept/employ definition

		Revise Child Care Licensing Standards and integrate with revised TQRIS
(B)(2) Promoting participation in TQRIS	CDB; Head Start Collab. Office, IDEA Part C, MIECHV; in collaboration with Spark NH Workforce & Professional Development Committee; DOE Part B/619; and state TTA systems (Child Care, Head Start, Part C, etc.) in collaboration with TQRIS contractor	Project 4: TQRIS Provide information to all ELD programs (birth – 3 rd grade) and training to programs (birth through 5) regarding the revised TQRIS; Encourage all ELD programs (birth through 5) to participate in TQRIS; Market the licensing/TQRIS website to professionals
(B)(3) Rating/monitoring ELD programs	CDB in partnership with Child Care Licensing and TQRIS contractor	Project 4: TQRIS Train new raters and rate/monitor more programs
(B)(4) Access to high quality programs for children with high needs	CDB in partnership with Spark NH Quality Committee and Evaluation contractor	Project 4: TQRIS Conduct a study of the # of high need children enrolled in programs, which programs, and # who are eligible but not enrolled to inform efforts to increase participation
(B)(5) Validate TQRIS effectiveness	CDB in partnership with Spark NH Quality Committee and Evaluation Contractor	Project 4: TQRIS Conduct a TQRIS validation study

<p>(C)(1) Early Learning and Development Standards are developmentally, culturally and linguistically appropriate...</p>	<p>CDB in partnership with ELDS Task Force and ELDS validation/alignment study contractor, DOE Title III coordinator</p>	<p>Project 4: TQRIS Conduct validation/alignment study of the proposed ELDS for NH</p>
<p>(C)(3) Identify/address health, behavioral, developmental needs of children with high needs to improve school readiness (a) Progression of Standards (b) Trained/supported ELD programs (c) Promoting healthy eating habits, improving nutrition, expanding physical activity and information/guidance for families</p>	<p>CDB in partnership with Child Care Licensing and ELDS validation/alignment contractor Same as above in partnership with Spark NH Workforce and PD Committee and the ELD Outcomes and Family Engagement contractor Same as above and Let's Grow! NH State Leadership Team (includes administrators from CACFP from NH DOE, obesity prevention, Head Start Collab. Office, CDB; nutrition, MCH); with ELD Outcomes and Family Engagement contractor</p>	<p>Same as above Project 5: Assistive Technology in ELD programs for school readiness/data & information sharing; Collaborate with FirstSchools Assistive Technology effort Let's Grow! NH: Bring together multiple health and development initiatives; engage in public awareness; mini-stipends to programs; survey to document implementation in ELD programs CACFP: Adapt training materials; train TA specialists; webinar; mini-grants to</p>

		CACFP sponsoring agencies to expand, market, engage ELD providers
(C)(3)(d) Child developmental screening and well-baby/well-child visits	<p>Watch Me Grow state administrators (Part C, DCYF Head Start Collab. Office, MCH) and MIECHV in collaboration with ELD Outcomes and Family Engagement contractor</p> <p>Public Health in collaboration with the ELD Outcomes and Family Engagement contractor</p>	<p>Complete the development of a sustainable state and local infrastructure; provide financial support to sites; convene stakeholders meetings; complete a policy scan</p> <p>Increase participation in well-baby, well-child visits; monitor benchmarks</p>
(C)(3)(e) Increase capacity/improve quality of ELD program re: social/emotional development	DCYF Bureau of Community and Family Services and Head Start Collab. Office and CDB in partnership with MCH Project LAUNCH and Safe Schools/Healthy Students projects and the ELD Outcomes and Family Engagement contractor	Develop/adapt/provide training and consultation; provide train the trainer session; design/implement evaluation

<p>(C)(4) Engaging/ supporting families</p>	<p>DCYF CDB in collaboration with ELD Outcomes and Family Engagement contractor</p> <p>DCYF Head Start Collab. Office and Bureau of Child Well Being in collaboration with NH DOE family engagement efforts and ELD Outcomes and Family Engagement contractor</p> <p>DCYF (CDB and Head Start Collab. Office), MCH, Part C, Special Medical Services in collaboration with the NH DOE and ELD Outcomes and Family Engagement contractor</p>	<p>Strengthening Families: convene Summit, provide TA/consultation; conduct train the trainer session</p> <p>Better Together: Engage families in community collaboration and a Collective Impact process</p> <p>Develop/adopt Family Leadership Core Competencies Certificate Program and Training for families and ELD professionals</p>
<p>(D)(1) Developing a great EC workforce</p>	<p>DCYF CDB in partnership with DOE and WF and PD contractor; Safe Schools/Healthy Students; Project LAUNCH and Spark NH Workforce and PD Committee</p>	<p>Project 7: EC Workforce & PD Work with higher education roundtable/support adoption of framework and alignment with coursework/other program elements to the framework;</p> <p>Work with EC Higher Ed. Roundtable to increase # of field experiences in programs at upper TQRIS tiers;</p>

		<p>Support ELD and related field professionals (birth through 5) to acquire an Early Childhood & Family Mental Health Credential</p> <p>Work with all PD providers in NH to align offerings with the Framework and offer evidence-based training related to high need children and families</p> <p>Expand functionality/utilization of web-based PD and time bank (PORTAL NH)</p>
(E)(1) Understanding status of children's learning and development at kindergarten entry	DCYF Head Start Collab. Office and CDB in partnership with DOE and the Kindergarten Entry Status contractor	Promote data/information sharing and alignment between Head Start, child care and other ELD programs with NH DOE (preschool special education and kindergarten)
(E)(2) Integrated Early Childhood Data System	Representatives of all DHHS early childhood-related data systems: DHHS Public Health (MCH, WIC); TANF; DCYF (CDB, Head Start Collab., Child Protection); Office of Information Technology; Part C, Special Medical Services; and Watch Me Grow; in partnership with NH DOE and the EC Data Systems contractor	<p>Representatives from each bureau/department are appointed to serve on the Early Childhood Data Systems Committee</p> <p>Build on or create a warehouse at DHHS to better connect the DHHS early childhood systems</p> <p>Build an integrated P-20 system that will better connect the DHHS EC data systems with K-12 data and post-secondary data</p>

Signature (<i>Authorized Representative of Lead Agency</i>) Virginia M. Barry		Date 10/15/13
Signature (<i>Authorized Representative of Participating State Agency</i>) D. A. Tong		Date 10/15/13

Exhibit 2—New Hampshire Department of Education Scope of Work

The New Hampshire Department of Education (NH DOE) hereby agrees to participate in the State Plan, as described in New Hampshire’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criteria	Participating Parties	Type of Participation
(A)(3) Aligning and coordinating ELD across NH	<ul style="list-style-type: none"> • NH DOE Part B/619 • Division for Children, Youth and Families Child Development Bureau (CDB), Head Start Collab. Office • Child Care Licensing • IDEA Part C • DHHS Public Health Obesity Prevention; Minority Health & Refugees; Information Technology; Behavioral Health; Homeless and Housing Services 	<p>Project 2: Representatives from each bureau/department are appointed to serve on the Interagency Early Childhood Team (IECT)</p> <p>IECT reviews data/information from evaluation activities and makes recommendations for continuous quality improvement.</p>
(A)(4) Developing a budget to implement and sustain the work of the grant	<ul style="list-style-type: none"> • DOE and DHHS • Project Contractors • Project Leadership Team 	<p>Project 1: Use approved EDGAR and state budget procedures to guide responsible fiscal management.</p> <p>Provides fiscal oversight and ensures project’s budget is managed effectively and efficiently and supports project sustainability.</p> <p>Provides NH DOE personnel and contractor oversight and accountability.</p>

Selection Criteria	Participating Parties	Type of Participation
(B)(2) Promoting participation in TQRIS	<ul style="list-style-type: none"> • DOE Part B/619 coordinator, • DCYF CDB and Head Start Collab. Office • DHHS IDEA Part C, MIECHV • Spark NH Workforce & Professional Development Committee • State TTA systems (DOE, Child Care, Head Start, Part C, etc.) • TQRIS contractor 	<p>Project 4: TQRIS Provide information to all ELD programs (birth – 3rd grade) and training to programs (birth through 5) regarding the revised TQRIS; Encourage all ELD programs (birth through 5) to participate in TQRIS; Market the licensing/TQRIS website to professionals.</p>
(B)(3) Rating/monitoring ELD programs	<ul style="list-style-type: none"> • Part B/619 	<p>Project 4: Provide input on proposed rating and monitoring approaches.</p>
(C)(1) ELDS are developmentally, culturally and linguistically appropriate...	<ul style="list-style-type: none"> • DOE Title III coordinator • DHHS 	<p>Project 4: Review ELDS for cultural/linguistic appropriateness.</p>
(C)(3) Identifying and addressing health, behavioral, and developmental needs of children with high needs to improve school readiness	<ul style="list-style-type: none"> • NH State Leadership Team : includes administrators from : <ul style="list-style-type: none"> ▪ CACFP from NH DOE, ▪ DHHS obesity prevention, nutrition, MCH ▪ DCYF CDB, Head Start Collab. • ELD Outcomes and Family Engagement contractor, • FirstSchools 	<p>Project 10: Training and Technical assistance in the use of AIMS Collaborative quality indicators to guide the selection and use of Assistive Technologies in FirstSchools project classrooms; collaborate on AT with Project 5: Assistive Technology in ELD programs for school readiness/data & information sharing.</p>

Selection Criteria	Participating Parties	Type of Participation
(C)(4) Engaging and supporting families	<ul style="list-style-type: none"> • FirstSchools contractor; • DCYF Head Start Collab. Office and Bureau of Child Well Being in collaboration with NH HHS family engagement efforts and ELD Outcomes and Family Engagement contractor 	<p>Project 6: Better Together and First Schools: Engage families in community collaboration and a Collective Impact process</p>
(E)(1) Understanding status of children’s learning and development at kindergarten entry	<ul style="list-style-type: none"> • KEA contractor in partnership with Part B/619 coordinator, Title 1 coordinator • DCYF Head Start Collab. Office and CDB 	<p>Project 8: Kindergarten Entry Status KEA Provide training and technical support to FirstSchools Preschool and Kindergarten in the use of our KEA tool.</p> <p>Support data/information sharing and alignment between Head Start, child care and other ELD programs and NH DOE (preschool special education and kindergarten).</p>
(E)(2) Building or enhancing an early learning data system	<ul style="list-style-type: none"> • NH DOE data representative • EC data systems contractor • Representatives of all DHHS early childhood-related data systems: DHHS Public Health (MCH, WIC); TANF; DCYF (CDB, Head Start Collab., Child Protection); Office of Information Technology; Part C, Special Medical Services; and Watch Me Grow 	<p>Project 9: Representatives from each bureau/department are appointed to serve on the Early Childhood Data Systems Committee.</p> <p>Expand the DOE data system to connect with DHHS early childhood systems.</p> <p>Build an integrated P-20 system that will better connect the K-12 data and post-secondary data with DHHS EC data systems.</p>

Selection Criteria	Participating Parties	Type of Participation
<p>Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades</p>	<ul style="list-style-type: none"> • NH DOE Title 1 coordinator • Part B/619 coordinator, • P-3 Approaches contractor • DCYF CDB, Head Start Collab. Office 	<p>Project 10: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grade.</p> <p>Developing a workforce knowledge, competency and capacity:</p> <ol style="list-style-type: none"> 1. Build a Cadre of Early Childhood Leaders and Teachers in a Train the Trainer Model based on the FirstSchools Framework. 2. Offer mini grants and TA to project schools to develop community based- based projects that meet unique needs of their children based on culture and geography. 3. Expand functionality and utilization of the web-based PD NH Network and link it to the NHHS PORTAL PROJECT.

Virginia M. Barry

Signature (Authorized Representative of Lead Agency)

Date

10/15/13

D. L. A. Taylor

Signature (Authorized Representative of Participating State Agency) Date

10/15/13



October 9, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

I am pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

I appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was coordinated by Spark NH, the governor-appointed Early Childhood Advisory Council.

Spark NH's mission is to provide leadership that promotes a comprehensive, coordinated sustainable early childhood system that achieves positive outcomes for young children and families, investing in a solid future for the Granite State. The Council spent the last year coordinating the creation of New Hampshire's statewide strategic plan for early childhood. This plan gives NH a firm foundation to build a better coordinated early childhood system. New Hampshire's application significantly furthers our mission and would considerably advance this plan. Spark NH will ensure that the application goals and projects are incorporated into New Hampshire's plan. Spark NH's Council and 7 committees are committed to supporting and implementing specific pieces of the plan, including public awareness, PORTAL, advising the DHHS and DOE Commissioners and Interagency Team, building better collaboration and coordination and supporting other grant goals during the grant and beyond.

In closing, I am confident of New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,


Laura J. Milliken
Director, Spark NH

2 Delta Drive
Concord, NH 03301

Tel: (603) 226-7900
Fax: (603) 226-7290

sparknh.org

*NH Interagency Coordination Council
c/o NH Bureau of Developmental Services
105 Pleasant Street
Concord, NH 03301*

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

The NH Interagency Coordination Council (ICC) is pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

The ICC appreciates that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

The Individuals with Disabilities Education Improvement Act, commonly referred to as the IDEA requires that each state maintains a State ICC to provide advice to the Lead Agency regarding their Part C program. In New Hampshire, the ICC is an advisory body to the Bureau of Developmental Services which represents the Lead Agency as required by the IDEA regarding the Family-Centered Early Supports and Services Program (FCESS) which is the NH Part C program. The FCESS program provides early supports and services to infants and toddlers who are either experiencing developmental delays or who are at risk for substantial developmental delay if they do not receive services. The ICC membership is comprised of a combination of representatives of early childhood programs, FCESS program directors, parents, and state leaders from associated programs such as Medicaid and private insurance.

If NH's application for Race to the Top (RTT) funding is approved, the NH ICC will work to increase child and family outcomes with RTT grant projects and Spark NH, which is NH's Early Childhood Advisory Council. The FCESS program goals are similar to the project goals in terms of improving program quality and assuring the use of evidence-based practices. ICC members will be encouraged to participate in RTT funded projects and to continue their participation in Spark NH!

In closing, we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

A handwritten signature in cursive script that reads "Charna Aversa".

Charna Aversa
ICC Co-Chair

September ~~October~~ 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

I am pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

I appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

Since 2005 Bethany Christian Services has collaborated with the Department of Health and Human Services through the Community and Faith Based Initiative. The initiative focuses on recruiting more foster and adoptive families for the children coming into care as well as providing wrap around support for current foster, adoptive, or kinship care families. It has been a joy to see the number of people who come forward each year to assist in meeting specific needs of New Hampshire children.

If the grant is funded, Bethany Christian Services would be very interested in participating. In particular we hope to start a Safe Families for Children program in 2014, a program that has been very successful in other states in providing a safety net for children at risk, with the support of local faith and business leaders. This proven program has reduced the number of children needing to come into foster care by mobilizing and providing wrap around services for families in need.

In closing, I am confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,



Janice Carter Lessard, MSW, LICSW
New England Supervisor
Bethany Christian Services



October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

The Parent Information Center (PIC) is pleased to write this letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. I know first-hand that NH is a great state to raise children. I am excited that this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

As is the NH way, this application was developed with input from a broad stakeholder group in which the Parent Information Center was a part of and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

The mission of the Parent Information Center is to help NH families, schools and communities work together to support the unique learning potential of every child. PIC serves as the umbrella agency for 6 major projects, as well as a number of smaller local or statewide initiatives, which encompass special focus areas including special education, early intervention, early literacy, parent involvement in supporting their child's development and education, infants and toddlers with sensory impairments, children with special health care needs, preventing child abuse, and family-school-community partnerships. These projects provide direct services and training to more than 10,000 individuals, primarily parents, each year, using an array of modalities, including workshops, training series, individual technical assistance, and mentoring. PIC also provides information through print materials and our websites. All PIC projects place a high priority on serving underserved families, including members of racial and ethnic minority groups, low-income parents, parents who have limited English proficiency or whose children are English language learners, parents with disabilities, inner-city families, and parents who are isolated due to living in New Hampshire's most rural areas.

The Parent Information Center is committed to participate in NH's Race to the Top Early Learning Challenge if it is funded. PIC is dedicated to the belief that when families, schools and communities work together, children succeed. Study after study consistently shows that when parents are more involved with their children's education, those children achieve more, make more friends, finish school, and are more likely to go to college. This holds true regardless of ethnic or racial background, socioeconomic status, or parents' education level. PIC will assist the

project by helping to engage families in their children's early learning and development and help build their leadership skills. Additionally, PIC will assist the project in messaging and promoting high quality early learning and development standards through its vast networks of parents and parent groups throughout the state. It is our hope that by promoting family/school/community partnerships and increasing communication to families about high quality programs and development, PIC will assist the project in increasing the participation of young children with high needs and their families in high quality early learning and development programs.

In closing, the Parent Information Center is confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

A handwritten signature in black ink that reads "Michelle Lewis". The signature is written in a cursive style and is positioned above a light gray rectangular box.

Michelle L. Lewis
Executive Director



New Hampshire Association for Infant Mental Health

Community Bridges

2 Whitney Road

Concord, New Hampshire 03301

(603) 225-4153 Fax (603) 226-3354

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

The New Hampshire Association for Infant Mental Health (NHAIMH) is pleased to support New Hampshire's application for a Race to the Top Early Learning Challenge grant.

NHAIMH is a nonprofit organization consisting of individuals from a variety of backgrounds committed to the field of infant mental health. The Association identifies and disseminates information, research, and best practices which promote interdisciplinary efforts on a community level in order to strengthen relationships in families with infants and young children. We advocate for public policy initiatives which support the positive development of children throughout the early years.

The Race to the Top project's aims, to improve the quality of early learning and development programs and to help close the achievement gap for children with high needs, dovetail with our vision for improving the lives and achievement of all young children in New Hampshire. Representatives of the NHAIMH participated in the work to create the NH Comprehensive Strategic Plan for Early Childhood, which was developed by Spark NH, the governor-appointed Early Childhood Advisory Council. We are gratified to see that New Hampshire's application aligns with the goals of this plan.

NHAIMH has taken the lead in the development of the Early Childhood and Family Mental Health Credential in New Hampshire. If the application for the Race to the Top project is accepted, we will use our expertise and collaborative partnerships to help the project reach its workforce development and credentialing goals. In addition, as a professional organization with members across the state, NHAIMH is in an excellent position to promote and widely disseminate information about the high quality early learning and developmental standards and programs that will be made available as part of the project.

With New Hampshire's ability to work together to utilize resources efficiently and responsibly, we trust that your proposal will be successful and have a transformative impact on our youngest citizens, their families, and their future.

Sincerely,

Ellyn Schreiber
President

New Hampshire Association for Infant Mental Health



September 28, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

We are pleased to submit this letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure. As the recent study from the UNH Carsey Institute points out, New Hampshire's child poverty rate rose from 12 percent in 2011 to 15.6 in 2012-the largest increase in the country, so there is a clear need for increased attention to our low income children.

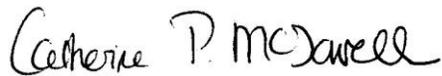
We applaud the fact that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

The Coos Coalition for Young Children and Families was created to support the healthy development of the next generation in Coos County. As you know, Coos is the largest, poorest and least populated county in New Hampshire and our young children lag behind the State in many key indicators. Currently, the Coalition is collaborating with primary school educators, early care and education providers, family support workers, mental health professionals, healthcare providers and families in Coos to inform the community about the importance of early social and emotional development and the resources available to Coos families. In addition, the Coalition has also put into place two main strategies. The first strategy will focus on timely screening for post partum and maternal depression and yearly child development screenings to identify potential problems and make early referrals for further professional assessment if needed. The second strategy will insure that early childhood professionals working with young children have the knowledge and skills to support and strengthen each child's social and emotional growth, so that all children in Coos are ready to learn.

If New Hampshire's Race to the Top proposal is funded, the Coos Coalition will work closely with the RTT Leadership Team to share our expertise in helping to develop the regional Early Learning and Development Planning Councils. In addition, we will continue to build on the efforts we have started to support engagement of high need children and families in high quality early care and education programs. The Coos Coalition has been an early leader New Hampshire in developing and delivering cross organization collective impact strategies for a rural county. Our work will both support and expand the goals for Race to the Top in this State.

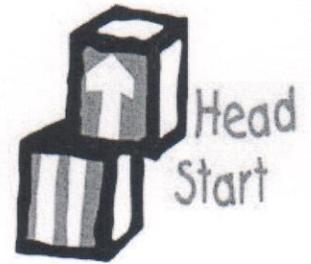
In closing, we are pleased to support the Race to the Top proposal and we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,



Project Manager

Coos Coalition for Young Children and Families
56 High Acres Road
Randolph, NH 03593
cmcdowell@ne.rr.com
www.investincooskids.com



October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

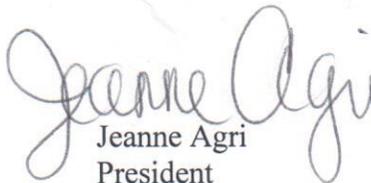
Dear Governor Hassan,

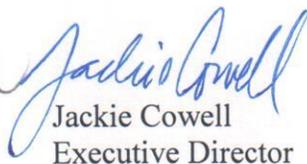
As the state's largest early childhood education membership organizations representing child care, Head Start, preschool and afterschool programs and professionals, we pledge our collective support to New Hampshire's application for a Race to the Top Early Learning Challenge grant.

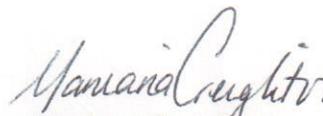
If this project is funded, our leadership teams are committed to participate on Spark NH committees; connect to local or regional early childhood efforts; co-design and host professional development to meet the broad needs of early childhood professionals to increase their knowledge and skills related to evidence-based practices; and disseminate project-created information about the importance of high quality early learning and development.

We promise to bring all of our recent innovations to bear to support New Hampshire's efforts such as Shared Services and enhanced websites and trainings. In particular, we will urge and support our programs and individual members to advance within our state's revised Tiered QRIS.

Sincerely,


Jeanne Agri
President
NH Head Start
Directors Association


Jackie Cowell
Executive Director
Early Learning NH


Mariana Creighton
Board President
NHAIEYC


Tracy Pond
Co-Chair
Child Care Aware of NH



October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

The NH Early Childhood Education Higher Education Roundtable (The Roundtable) is pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. This project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

We appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

The Roundtable was first convened in 2010 and meets quarterly to:

- Collaborate on important higher education topics such as articulation, higher education accreditation, faculty qualifications and professional development for adjunct faculty, and course development to support the early childhood professional credentials;
- Develop plans for improving the quality of the available early childhood practicum and student teaching sites;
- Provide a sounding board and to make recommendations to the DCYF Child Development Bureau such as how to integrate the need for additional health and safety coursework into our curriculum; and
- Provide peer support

The Roundtable will work together on developing cross-sector common early childhood competencies and approving cross-sector coursework for elective courses. We will encourage adoption of high quality early learning and development standards throughout the system and support early learning and development programs to implement high quality standards and to improve their quality over time. The Roundtable will prepare New Hampshire's early learning and development workforce to use evidence-based practices that support young children's readiness for kindergarten



Department of Early Childhood Studies
MSC 38 17 High Street Plymouth, NH 03264-1595
T (603) 535-2150 F (603) 535-2879

Center for Young Children and Families
MSC 46 17 High Street Plymouth, NH 03264-1595
T (603) 535-2299 F (603) 535-2879



In closing, we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

Patricia Cantor

Patricia Cantor, Plymouth State University, Chair, Early Childhood Studies Department
Janet Kibee, Lakes Region Community College Early Childhood Education Coordinator
Lisa Strout, Rivier College Early Childhood Education Department
Kerry L. Belknap-Morris, River Valley Community College Early Childhood Education
Kerry Kazura, University of New Hampshire Family Studies Associate Professor
Gale Hall, New Hampshire Technical Institute Child and Family Studies Department
Anita French, Great Bay Community College Early Childhood Education Department
Suzanne Regan, Nashua Community College Early Childhood Education Department
Dottie Bauer, Keene State College Early Childhood Education Chair
Carrie Marshall, Manchester Community College Early Childhood Education Department
Eun Kyeong Cho, University of New Hampshire Education Department Associate Professor
Laurie Westcott, Manchester Community College Early Childhood Education
Ruth Littlefield, Department of Education



New Hampshire
Association of Special Education
Administrators INC

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

October 3rd, 2013

Dear Governor Hassan.

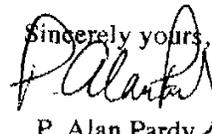
NHASEA is pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

We appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

Our organization represents nearly 200 of the local special education administrators in both public and private schools, working across all of New Hampshire, in large and small schools.

We would be happy to serve in an advisory capacity, and/or to help in the implementation of the goals of this proposal. Our members are always eager to find new ways to expand the early learning opportunities for all children.

We are confident that this proposal will utilize resources in a cost-efficient manner, consistent with our New Hampshire values, and that it will enhance and expand the early learning opportunities for many children.

Sincerely yours,

P. Alan Pardy, Ed.D.
Executive Director

2 Pillsbury Street
Suite 500A
Concord, NH 03301
603-224-7555
info@nhasea.org



BELKNAP COUNTY
EARLY CHILDHOOD COUNCIL

September 27, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

The Belknap County Early Childhood Council is pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

We appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

Established in March 2013, the Belknap Early Learning Council intends to identify common priorities and activities that will create a coordinated system of support for young children and their families in Belknap County. The initial work will focus on the engagement of stakeholders who are also responsible for decision making in their individual organizations. The primary goal of the BCECC is to work together to ensure that all Belknap County children and families are healthy, learning, and thriving now and in the future.

In closing, the Belknap County early Childhood Council is confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

Marti Ng

Executive Director
Lakes Region Child Care Services Inc.

United States Senate

WASHINGTON, DC 20510

October 15, 2013

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear Secretary Duncan:

I write to offer my support for the New Hampshire Department of Education in its application for a \$37.5 million grant from the Race to the Top Early Learning Challenge program.

As you know, recent research has reaffirmed that learning during early childhood is exceptionally important and that investment in high quality early learning programs can not only increase long-term academic and professional achievement but also produce significant public savings. In accordance with these findings, New Hampshire seeks grant funding from Race to the Top to improve the quality of early learning and development programs statewide and close the achievement gap for children with high needs.

With federal support, New Hampshire will encourage the adoption of high quality early learning standards throughout the system, promote the utilization of evidence-based teaching practices and establish a data system to monitor and analyze student performance. The state will also seek to increase participation in early learning programs among young children with high needs and broaden the availability of full-day kindergarten programs. These efforts will create a comprehensive, coordinated and sustainable statewide early childhood system that will narrow the achievement gap and improve outcomes for young children.

I support the New Hampshire Department of Education in its application for grant funding from Race to the Top to improve the quality of early learning and development programs. If you have any questions, please do not hesitate to contact my Grants Coordinator, Andrew Zabel, at (202) 224-2841. Thank you for your attention to this matter.

Sincerely,



Jeanne Shaheen
United States Senate

Congress of the United States
House of Representatives
Washington, DC 20515-2902

COMMITTEES:

VETERANS' AFFAIRS
HEALTH
OVERSIGHT AND INVESTIGATIONS
AGRICULTURE
CONSERVATION, ENERGY, AND
FORESTRY
HORTICULTURE, RESEARCH,
BIOTECHNOLOGY, AND
FOREIGN AGRICULTURE
SMALL BUSINESS
INVESTIGATIONS,
OVERSIGHT AND REGULATIONS

October 7, 2013

Hon. George Sheldon, Acting Assistant Secretary
Administration for Children and Families
U.S. Department of Health and Human Services
370 L'Enfant Promenade, SW
Washington, DC 20447

Hon. Deborah Delisle, Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretaries Sheldon and Delisle,

It is with pleasure I write to you today in support of New Hampshire's application for a Race to the Top Early Learning Challenge grant. This grant will further improve the quality of the Granite State's early learning and development programs. It will help to close the achievement gap for children with high needs, and it will prepare all our children and our state as a whole for a bright and prosperous future.

Without question, the early childhood years are vital to future academic and professional success. During these years, high quality development programs are essential to prepare children and families for the school years ahead. The Race to the Top Early Learning Challenge grant would help program administrators develop, implement and improve high quality learning standards to be applied to all children, including English language learners, those with disabilities and those from families experiencing economic hardship, among other high needs.

New Hampshire's grant application is unique in that it was developed with input from a broad range of stakeholder groups, including parents, educators, child care and preschool providers, health and child welfare organizations, and higher education institutions, among others. The application's goals align with the state's Comprehensive Strategic Plan for Early Childhood, and the partnership between the New Hampshire Departments of Education and Health and Human Services will ensure the services are coordinated and that the state's commitment to children continues from early childhood into elementary school and beyond.

Thank you for your consideration of this application.

Sincerely,



Ann McLane Kuster
Member of Congress

Congress of the United States
House of Representatives
Washington, DC 20515-2901

October 15, 2013

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan

I am writing to request that the U.S. Department of Education give full and fair consideration to New Hampshire's application for a Race to the Top Early Learning Challenge grant. This project seeks to improve the quality of early learning and development programs and help close the achievement gap for children with high needs.

New Hampshire's Race to the Top application was developed with input from a broad stakeholder group. The goals of the proposal align with New Hampshire's Comprehensive Strategic Plan for Early Childhood, which was developed the governor-appointed Early Childhood Advisory Council.

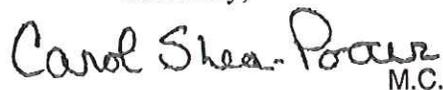
The \$37.5 million dollar grant will allow the New Hampshire Department of Education to achieve many important objectives in the field of early childhood education. They will be able to credential many more early childhood professionals, increase kindergarten readiness, and, most importantly ensuring that all children demonstrate grade level literacy and numeracy skills by the end of 3rd grade.

The Department will pursue these goals by engaging local citizens and organizations to identify their own community needs, and involving them in efforts to improve programs and services.

The success of this Race to the Top Early Learning Challenge is critical to narrowing the school achievement gap for children with high needs. All New Hampshire children deserve the opportunity to be as well prepared as possible for academic achievement and lifelong success.

Thank you for your careful consideration of this application. I look forward to working with you on this project, as well as others in the future.

Sincerely,



M.C.

Carol Shea-Porter
Member of Congress



TERIE NORELLI
SPEAKER OF THE HOUSE

STATE OF NEW HAMPSHIRE
HOUSE OF REPRESENTATIVES
CONCORD 03301-4988

October 7, 2013

The Honorable Maggie Hassan
Office of the Governor
Room 208 - State House
107 North Main Street
Concord, NH

Dear Governor Hassan:

I am pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

I appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

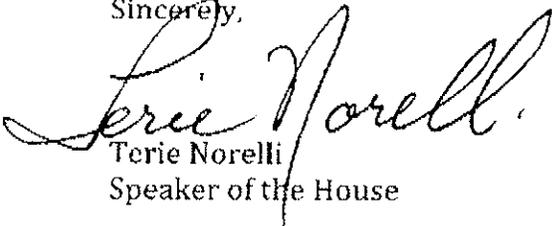
As House Speaker, I am proud that the New Hampshire Legislature has been strongly committed to creating and improving laws to protect and assist young children who have special needs, chronic health problems, and economic challenges. Successful legislative efforts in the 2013 Session include HB 418, which established a committee to study a program for children in need and draft model legislation for New Hampshire; HB 261, which permits the Department of Health and Human Services to establish a non-TANF financial assistance program for 2-parent families with dependent children; and SB 27, which relates to monitoring of programs for children with disabilities by the Department of Education. These are but a few examples of the Legislature's recent efforts on behalf of all children.

(2)

Having been a high school mathematics teacher for several years, as well as being the mother of two, I have seen the consequences resulting from children not having access to the necessary resources in the early stages of their development and those who have had the advantages of a stable and nurturing environment. It is imperative that New Hampshire continues working with federal, state and local agencies to develop and maintain innovative early learning programs which are regularly monitored and assessed. We also must strive to find the best legislative solutions to ensure that the necessary services are available to all at-risk children in our smallest towns and largest cities.

In closing, I am confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,



Terie Norelli
Speaker of the House

TN/sg



The Senate of the State of New Hampshire

107 North Main Street, Concord, N.H. 03301-4951

October 9, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

I am pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

I appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

As the State Senator from the North Country and former educator, I understand the importance of an educated populace and educated workforce for the future. New Hampshire has a proud tradition of excellence in education and I hope we continue this tradition by giving educators the tools they need keep producing excellent life-long learners. In addition to my duties as State Senator, I am the executive director of the New Hampshire's Youths with Chronic Conditions, advocacy group that is dedicated to working with state and local agencies to improve the lives of young people afflicted by chronic diseases. I know first hand how hard these young people work to overcome some of the challenges they have faced and it is important that we keep supporting them.

In closing, I am confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

A handwritten signature in black ink that reads "Jeff".

Sen. Jeff Woodburn

North Country - District 1



State of New Hampshire

HOUSE OF REPRESENTATIVES

CONCORD

To Whom It May Concern:

As an educator for over 40 years I am supportive the New Hampshire Race to the Top Early Learning Challenge. My career started in 1965 as a teacher in a suburban district and through the years I served as a principal in urban, suburban and rural school districts. As I worked in these different environments I became more and more concerned about the inequality I saw. As the economic inequality in our nation has increased, educators have become more and more concerned about our youngest children. We have learned so much since 1965 and one of the most important learnings is how important early education is to the success of our children and the health of our communities.

We know that good education enlarges opportunities and increases productivity but too often we don't start educating our children soon enough. After working as a school principal in several different districts, the unifying concern is the student's social economic status and the poverty many of our children and families endure. When I was in the urban environment, poverty was all too obvious. I now live in rural New Hampshire and while the same poverty issues exist in the rural environment, it is much more difficult to identify and to support our families.

Often the current programs in New Hampshire don't start early enough and because of the distances and the transportation problems in the rural environment, parents and children don't get the support that they need. Our young children need to learn foundational skills to thrive in the school environment and as adults. Both cognitive and character skills are developed in a positive pre-school environment and these skills are certainly necessary for a strong democracy.

New Hampshire has the skills and interest to develop a comprehensive early education program for all the children and parents that need the support to thrive. I urge you to support our Race to the Top Early Learning Challenge.

A handwritten signature in cursive script that reads "Susan Ford".

Representative Susan Ford
New Hampshire House of Representatives - Grafton #3

TDD Access: Relay NH 1-800-735-2964

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

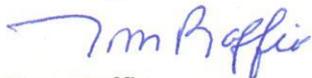
As Chair of the State Board of Education, the President and CEO of Northeast Delta Dental, and a board member of Early Learning NH, I am delighted to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant.

I firmly believe that we can dramatically improve the odds of children growing up to be successful adults. The sooner children start on the right path, the greater the returns to them and to society. The benefits build, one on top of another, as "skill begets skill." When we understand the science, we can make smart decisions. We can invest in and replicate proven and effective early childhood programs and we can drive innovation by bringing together the power of good ideas with the power to make them happen. This grant is that opportunity for New Hampshire.

The timing has never been more right for New Hampshire. In June of 2011, the State Board of Education endorsed the importance of early learning. The endorsement began: "The future prosperity of New Hampshire depends on our ability to steward the next generation who will live, work, and lead in our state. We know that success in high school, college, and career is directly related to a successful early childhood." The entire endorsement can be found at http://www.education.nh.gov/state_board/early_learning.htm. The business community is poised like never before. Business NH Magazine, our state's premier business publication, is co-hosting the upcoming Early Childhood Summit in November, and several business leaders have recently attended the Ready Nation summit. Philanthropists are coming together specifically around early childhood for the first time ever. Please see their attached joint letter of support as testament to their commitment.

This is an unprecedented opportunity for the Granite State, and I pledge my full support.

Sincerely,



Tom Raffio
President & CEO
Northeast Delta Dental

Thomas Raffio, FLMI
President & CEO
Northeast Delta Dental
One Delta Drive
PO Box 2002

Telephone: 603-223-1000
Fax: 603-223-1299
E-mail: TomRaffio@nedelta.com

Concord, NH 03302-2002

Race to the Top-Early Learning Challenge Appendix - New Hampshire



Printed on 30% Recycled Paper



Psychologically Healthy
Workplace Awards

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

We are pleased to write this letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although our state is recognized for its strong support of education, this project will have a significant impact on NH's early childhood system. With collaboration across organizations and communities, we will work together to improve the quality of our early learning and development programs and close the achievement gap for children with significant needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

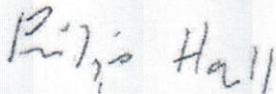
We appreciate that New Hampshire's application was developed with input from a broad group of stakeholders and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council. Most importantly, we are committed to working with Spark NH to help meet the needs of young children and their families across the state of New Hampshire.

In closing, we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

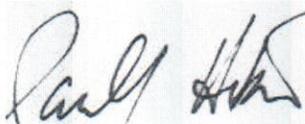
Sincerely,



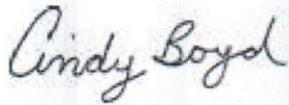
Katie Merrow, Vice President of Program
NH Charitable Foundation



Philip Hall, Administrator
Jessie H. Cox Charitable Trust



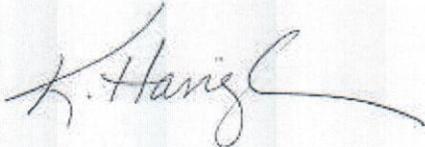
Paul Hebert, President
United Way of Greater Nashua



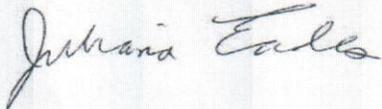
Cindy Boyd, Managing Director
United Way of the Greater Seacoast



Steven Rowe, President
New Hampshire Endowment for Health



Kathy Harrington, President
Monadnock United Way



Juliana Eades, President
New Hampshire Community Loan Fund

LIVE UNITED



Granite United Way
graniteuw.org

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

On behalf of the Board of Directors of Granite United Way, I am pleased to echo the support given by many other funders in the state to New Hampshire's application for a Race to the Top Early Learning Challenge grant. As you know, the aggregated statistics about childhood readiness and success in our state as a whole mask significant areas of concern with regard to education. Federal support of this nature will provide our state an opportunity to improve the collaboration and integration of early childhood programming and supports between organizations and across communities. These changes will help us, as a state, to address achievement gaps for several struggling groups of children, including those whose families are economically disadvantaged, those with disabilities, and those for whom English is not their native language.

Led by Spark NH and the goals outlined in the state's Comprehensive Strategic Plan for Early Childhood, we believe that this collaborative effort will continue to mobilize stakeholder groups to meet the needs of struggling children and families. We look forward to partnering with other funders to strengthen opportunities for all of New Hampshire's children and families.

Sincerely,

A handwritten signature in black ink that reads "Patrick Tufts". The signature is written in a cursive, slightly slanted style.

Patrick M. Tufts, MSW
President & CEO

Merrimack County
46 South Main Street
Concord, NH 03301
603.224.2595

North Country
P.O. Box 311
Concord, NH 03301
603.444.1555

Northern Region
961 Main Street, P.O. Box 614
Manchester, NH 03101
603.752.3343

Southern Region
22 Concord Street, Floor 2
Manchester, NH 03101
603.625.6939

Upper Valley
21 Technology Drive, Suite 4
West Lebanon, NH 03784
603.298.8499

Early Childhood Policy Research

Anne W. Mitchell

1250 Honey Hollow Road
Climax, New York 12042

Voice: (518) 966-4585

E-mail: anne@earlychildhoodfinance.org
Website: www.earlychildhoodfinance.org

October 13, 2013

Carolyn H. Stiles
Program Coordinator
Family Centered Early Supports and Services
Bureau of Developmental Services
Department of Health and Human Services
105 Pleasant St.
Concord, NH 03301

Dear Carolyn:

I am delighted to enthusiastically support the State of New Hampshire's application for an Early Learning Challenge Grant. Having worked with state leaders in 2005 to assist in designing its first Quality Improvement Rating System, Licensed Plus, I am keenly aware of state and community leaders' dedication, energy and enthusiasm. They seized the opportunity to use funds appropriated by the Legislature for quality support to invent a truly thrifty and effective QRIS.

To my knowledge, New Hampshire designed their QRIS in the fastest time on record (less than 6 months), using a highly inclusive process that engaged providers all over the state and took advantage of every means of communication possible at the time: face-to-face meetings, letters, phone conference calls, faxes and email. A particularly innovative data gathering method was the "fax of the week" that contained a few critical questions for constituents engaged in the design process. Other states have taken as long as 6 or more years to design and launch a QRIS.

Currently New Hampshire is in the final stages of designing a new and improved QRIS. I expect it will be the equal of any other state's QRIS in content while simultaneously being thrifty and efficient to operate.

With sincere and unconditional support for your efforts, I wish you the best in this competition.



Anne W. Mitchell
President

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



NH Chapter

7 North State Street Concord, NH 03301-4018
Telephone: 603-224-1909

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603-772-8900
gprazar@Elliot-HS.org

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603-226-6100
william.storo@hitchcock.org

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Spencer Brody, MD
Gill Fuld, MD
Jim Pilliod, MD

Executive Director

Catrina Watson
603-224-1909
catrina.watson@nhps.org

October 2, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan:

I am writing as President of the New Hampshire Pediatric Society (NHPS-the New Hampshire chapter of the American Academy of Pediatrics) to enthusiastically endorse New Hampshire's application for a Race to the Top Early Learning Challenge grant. New Hampshire's involvement in this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

I appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council. NHPS has a specific goal to support children with special health care needs (CSCHN) in their educational, physical, and psychosocial development.

NHPS is committed to participating in this project. Our strategic plan emphasizes the importance of advocacy with respect to using practice-based validated developmental screening tools for all children. NHPS is in the process of planning our second annual education conference to improve collaboration among families, medical providers, school personnel, and mental health professionals for all children, including those with special health care needs.

I am confident that New Hampshire stakeholders will utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts.

Yours truly,


Greg Prazar MD FAAP
President,
New Hampshire Pediatric Society (NHPS)

FirstSchool

UNITING THE BEST OF EARLY CHILDHOOD,
ELEMENTARY, AND SPECIAL EDUCATION

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

FPG CHILD DEVELOPMENT INSTITUTE
SHERYL-MAR NORTH
CAMPUS BOX 8040
CHAPEL HILL, NC 27599-8040
www.firstschool.us

10-2-13

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH 03301

Dear Governor Hassan,

We are writing to express strong support from FirstSchool at FPG Child Development Institute-UNC-CH. for the RTT/ELC application being submitted jointly by the New Hampshire's Departments of Health and Human Services and Education.

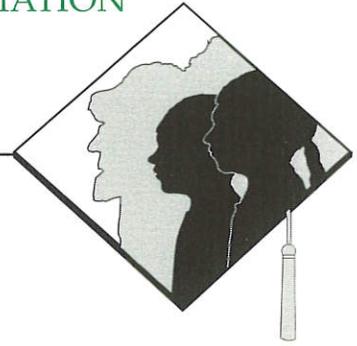
FirstSchool's goal is to help schools close the achievement and opportunity gap by strengthening and enriching the learning, development, and early school experiences of PreK-3rd grade children. FirstSchool is grounded in work with schools and districts where leadership and staff work hard to make sustainable changes in their professional culture, relationships with families and children, instructional practices, and curricular choices. Our experiences working with committed educators to make real change in their schools demonstrates that only a comprehensive approach provides lasting benefit. We are committed to building knowledge and understanding of effective PreK-3rd grade policy and practice, with an emphasis on instruction and engagement in learning. This requires creating an aligned and high-quality system of learning across early childhood and elementary education, which is critical to establishing a strong foundation for life-long learning.

The proposed activities in New Hampshire's proposal will focus on developing a successful and sustainable system of supports for families, children and community educators beginning at birth. The application's embedded approach to community-based and public school educator training, workforce development and state capacity building are well aligned with our commitment to effective policy, practice, and development of knowledge. We are confident that the districts and schools participating in this application will successfully carry out their ambitious and innovative plans for education reform to improve the educational opportunities for children across the PreK-3rd grade span and build the capacity of their state to sustain this work.

Sincerely,
Sharon Ritchie Ed.D
Senior Scientist
FPG Child Develop Institute
UNC-Chapel Hill

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN



September 30, 2013

Carolyn H. Stiles
Program Coordinator
Family Centered Early Supports and Service Bureau of
Developmental Services Dept. of Health and Human Services
105 Pleasant Street
Concord, NH 03301

Re: Support of NH's Race to the Top-Early Learning Challenge Grant

Dear Ms. Stiles,

We are pleased to write this enthusiastic letter of support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. Although New Hampshire is a wonderful place for children to grow up, this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

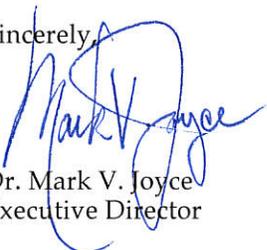
New Hampshire School Administrators Association (NHSAA) is a private, non-profit association founded in 1941 to support public education, the interests of children and the development of educational leaders and its members. NHSAA represents school system leaders including school superintendents, assistants, school finance leaders, curriculum coordinators and special education directors.

We appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

NHSAA is the largest provider of professional development services to education in New Hampshire and we look forward to featuring ideas and initiatives generated by this project in our conferences. In addition, a representative from NHSAA would participate in a new state task force on the creation of aligned birth-age 9 system of evidence-based early learning and development.

In closing, New Hampshire has a long history of cooperation within the early childhood community and we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,



Dr. Mark V. Joyce
Executive Director



www.carseyinstitute.unh.edu

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

I am pleased to write express my strong support for New Hampshire's application for a Race to the Top Early Learning Challenge grant. As director of the Carsey Institute at UNH, I have some understanding of the challenges faced by young children in New Hampshire, especially those growing up in compromised economic and social circumstances. The Carsey Institute has engaged in extensive policy research over the past 10 years focused on poverty and rural community development. The available evidence points consistently to the relationship between early development, the availability of strong social and educational support systems, and long-term outcomes. We know that investment in early childhood services, particularly for children at risk for educational problems, provides significant payoff.

The Carsey Institute has particular expertise relative to the proposal. Our demographic analyses have informed policy makers at the state and federal level regarding shifts in population dynamics, immigration patterns, socioeconomic changes, and women and work. As a potential partner with the Early Childhood Advisory Council housed in your office, we stand ready to provide technical assistance and expert input regarding the status of children in New Hampshire. In addition, we have a strong evaluation program, with extensive experience in measuring the outcomes of federal and state funded social programs as well as nonprofit organizations. We are currently serving as the technical assistance provider to assist early childhood providers in the North Country of New Hampshire to evaluate the outcomes of their programs. If this project is funded, we anticipate submitting a proposal to your office to serve as the evaluation consultant over the length of the project period. In short, the research and evaluation resources of the Carsey Institute would be made available to the project to assure its success.

In closing, I am confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner. I am sure that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

A handwritten signature in black ink that reads "Bruce L. Mallory". The signature is written in a cursive style and is positioned above a horizontal line that extends to the right.

Bruce L. Mallory
Director



UNIVERSITY of NEW HAMPSHIRE



UNIVERSITY of NEW HAMPSHIRE

October 7, 2013

Governor Maggie Hassan
Office of the Governor
State House
107 North Main Street
Concord, NH, 03301

Dear Governor Hassan,

On behalf of the Institute on Disability (IOD) at the University of New Hampshire, I am extremely pleased and enthused to provide a letter of support for New Hampshire's application for a *Race to the Top Early Learning Challenge* grant. While New Hampshire can be a supportive environment for many children, there is a clear necessity to improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

The IOD, largely through its National Center on Inclusive Education (NCIE), focuses on the transformation of schools so that students of all abilities successfully learn in their home schools within general education settings. The NCIE offers a variety of customized services to meet the needs of educators, students with disabilities, their families, and community teams. The NCIE works to impact change through:

- Professional development opportunities, including workshops, webinars, and annual conferences
- On-site, expert technical assistance
- Personnel preparation through undergraduate and graduate level academics
- Student and family leadership programs
- Research
- Public policy
- Public awareness efforts through documentary films and national media engagement

The IOD and NCIE are ready to assist the project in any means and at any level of participation that the project would find beneficial.

Finally, I appreciate that New Hampshire's application was developed with input from a broad stakeholder group and that its goals align with New Hampshire's Comprehensive Strategic Plan



INSTITUTE ON DISABILITY / UCED

A University Center for Excellence on Disability

Race to the Top-Early Learning Challenge Appendix - New Hampshire



UNIVERSITY of NEW HAMPSHIRE

for Early Childhood that was developed by Spark NH, the governor-appointed Early Childhood Advisory Council.

Given the array of formal and informal supports for the project, I am confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts.

Best wishes for a successful proposal.

Sincerely,

Charles E. Drum, MPA, JD, PhD
Director & Professor



INSTITUTE ON DISABILITY / UCED

A University Center for Excellence on Disability

Race to the Top-Early Learning Challenge Appendix - New Hampshire

Strategic Plan: 2014–2018

New Hampshire's prosperity depends on healthy people, strong families and vibrant communities. We envision a culture that supports the physical, mental and social well-being of all people—through every stage of life.

Our Priorities



Existing
Improving the Behavioral Health of Children and Their Families

- Strengthen leadership and advocacy capacity
- Improve the coordination of public financing
- Expand the array of services and supports
- Institutionalize standards of practice

Existing
Advancing Health Equity for Racial, Ethnic and Language Minorities

- Strengthen leadership and advocacy capacity
- Engage those affected by inequities in the solutions
- Increase NH's understanding and application of equity principles
- Integrate health equity across the Endowment's priorities

New
Ensuring the Healthy Development of Young Children

- A year of planning in FY 2014
- Engage in learning and dialogue with stakeholders
- Identify opportunities for the Endowment's unique roles
- Craft a research agenda
- Develop a strategic initiative

New
Ensuring the Health and Dignity of Elders

- A year of planning in FY 2014
- Engage in learning and dialogue with stakeholders
- Identify opportunities for the Endowment's unique roles
- Craft a research agenda
- Develop a strategic initiative



Redefined
Health Policy Capacity Building

- Includes previous "Economic Barriers" theme
- Inform all priority areas
- Strengthen leadership, policy and advocacy capacity for systems and practice change
- Enhance knowledge with research and dissemination



Redefined
Opportunity Grants

- Innovative projects or urgent needs and opportunities
- Responsive in nature
- Short term (usually one year or less)

To learn more about our strategic plan, and our work to improve the health of the people of New Hampshire, see www.endowmentforhealth.org or call 603.228.2448.

**New Hampshire Child Care Program Licensing Rules
2008-2016**

Section He-C

- 4002.13 License Capacity and Staff and Child Attendance
- 4002.14 Health and Safety in the Child Care Environment
- 4002.15 Water Supply, Septic Systems, Bathroom Facilities and Diaper Changing Facilities
- 4002.16 Child Care Personnel and Household Members Health Requirements
- 4002.17 Child Health Requirements and Communicable Disease Issues
- 4002.18 Administration and Storage of Medication
- 4002.19 Prevention and Management of Injuries and Emergencies
- 4002.20 Child Registration and Emergency Information
- 4002.21 Child Care Space
- 4002.22 Learning Materials, Toys and Equipment
- 4002.23 Rest and Sleep
- 4002.24 Program Requirements
- 4002.25 Behavior Guidance and Treatment of Children
- 4002.26 Hand Washing
- 4002.27 Nutrition, Food Service and Food Safety
- 4002.28 Diaper Changing and Toileting
- 4002.29 Field Trips, Water Activities and Transportation
- 4002.30 Professional Development
- 4002.31 Family Based Programs
- 4002.32 Requirements for Child Care Personnel in Center Based Programs
- 4002.33 Group Child Care Center
- 4002.34 Infant/Toddler Program
- 4002.35 Preschool Program
- 4002.36 School Age Program
- 4002.37 Night Care Program

NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

GENERAL REQUIREMENTS

- To be eligible for Licensed Plus, you are required to document compliance with the eleven required standards that are highlighted and asterisked * in Columns 2 and 3. In addition, you must select and demonstrate compliance with five additional standards for a total of **sixteen standards**.
- Programs that have been issued a Licensed Plus Certificate will need to renew their application every three years.

LICENSE TYPES:

CENTER BASED PROGRAMS: (PSP)	GROUP CHILD CARE AGENCY (GCCA)	CHILD CARE NURSERY (CCN)	PRE-SCHOOL PROGRAM
	NIGHT CARE AGENCY (NCA)	SCHOOL AGE PROGRAM (SAP)	
FAMILY BASED PROGRAMS: (NCA)	FAMILY CHILD CARE HOME (FCH)	FAMILY GROUP CHILD CARE HOME (FGCH)	NIGHT CARE PROGRAM

LICENSED PLUS STANDARDS (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
REGULATION			
1. The program must be licensed by the Department of Health and Human Services, Bureau of Child Care Licensing (BCCL). Programs with suspended or conditional licenses may not apply.	* ALLCENTER BASED PROGRAMS	* ALL FAMILY BASED PROGRAMS	Copy of your current license. License number _____
ADMINISTRATION & BUSINESS PRACTICES			
2. A Annual performance evaluations for all administrative and teaching staff.	* ALLCENTER BASED PROGRAMS	NOT APPLICABLE	The program director must initial a statement verifying that annual performance evaluations have been completed within the past 12 months for all administrative and teaching staff employed for at least 1 year, and submit a sample copy of your performance evaluation form(s).
NOTE: The evaluation forms for program directors, lead teachers and associate teachers must be relevant to working with children/ working in child care programs. Should also be comprehensive, i.e. address relevant areas of job performance.			
2. B Business Practices (choose 1) The family child care provider must: <input type="checkbox"/> Document that he or she has completed a one-year operating budget and has liability insurance coverage. OR	NOT APPLICABLE	* ALL FAMILY BASED PROGRAMS	Submit copies of a current projected one-year operating budget and written proof of liability insurance coverage. or Submit an initialed statement verifying that applicable taxes have

NEW HAMPSHIRE LICENSED PLUS QUALITY RATING SYSTEM – OPTION 1 STANDARDS

<input type="checkbox"/> b. The family child care provider must initial a statement verifying that applicable taxes have been/will be filed annually.			been/will be filed annually.
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LICENSED PLUS STANDARDS (OPTION ONE)	CENTER BASED PROGRAMS	FAMILY BASED PROGRAMS	DOCUMENTATION
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ADMINISTRATION & BUSINESS PRACTICES CONTINUED

3. The program must have written personnel policies and/or a staff handbook that details the programs current personnel policies.	* ALLCENTER BASED PROGRAMS	* FGCH ONLY	Copy of your current policies and procedures manual or staff handbook.
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NOTE: I review policies and procedures handbooks to see that they have been well thought out and address the majority of the following areas: benefits, confidentiality, professional development, education requirements, evaluations,

4. The program must have written job descriptions for each paid position.			Copy of written job description for each paid position.
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LEARNING ENVIRONMENT

5. The program must document that at least one current employee has attended a workshop in the past twelve months incorporating New Hampshire Early Learning Guidelines.	* ALLCENTER BASED PROGRAMS	* ALL FAMILY BASED PROGRAMS	Copy of a certificate of attendance documenting that in the past 12 months at least 1 employee has attended a workshop incorporating NH Early Learning Guidelines. (Information regarding NH Early Learning Guidelines is available by logging on to www.nhccrr.org)
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6. The program must have a written curriculum statement that outlines and explains the program's current curriculum.			Copy of your curriculum statement that may include a philosophy or vision statement, staff handbook, and/or parent handbook or other written document that includes your program's current curriculum statement.
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7. The program has a written curriculum plan.			Copy of the current curriculum plan used in your program.
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PARENT/FAMILY INVOLVEMENT

8. The families of enrolled children are welcome in the program at all times.	* ALLCENTER BASED PROGRAMS	* ALL FAMILY BASED PROGRAMS	Evidence of communication to families of enrolled children that they are welcome in the program, which may include a written policy statement, parent handbook, a picture of a welcome sign, welcome letter or other written communication which conveys this policy to parents.
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9. Program policies must be communicated to the parents/families of enrolled children via a parent/family information		* FCH ONLY	Copy of your parent/family information packet or handbook, enrollment materials, contract, welcome letter or other written communication that informs parents of the program's policies.
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6.1: Strengthening Families Key Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Project 6.1: SF Summit	DCYF Child Development Bureau (CDB)	NH Children’s Trust	X			X
Project 6.1 TA/consultation	CCR&Rs	NH Children’s Trust, CDB Child Care Aware ® of NH	X	X	X	X
Project 6.1: Training of trainers	SF Contractor	NH Children’s Trust, CDB		X		X

6.1: Strengthening Families Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of professionals in cross-sector systems receiving SF information, tools and resources through a Summit who reportedly incorporate program strategies and protective factors into their work with families and children	150			150
# and type of ELD programs receiving TA and consultation on SF	40	40	40	40
# of ELD programs utilizing SF online data system to support their practice with children and families	20	20	20	20
# of credentialed SF trainers		25		25
# of professionals trained by SF trainers			120	120

5.1: Assistive Technology Key Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
AT1.1: Appy Hour workshops and mentoring	AT Contractor	NH PD system, Head Start, NH DOE	X	X	X	X
AT1.2: Support 10 ELD professionals/yr to take AT course	AT Contractor	Same as above	X	X	X	X
AT1.3 Support Blog development	AT Contractor	Same as above	X	X	X	X
AT1.4 Link ELD programs to AT resources	AT Contractor	Same as above	X	X	X	X

5.1: Assistive Technology Performance Measure

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# ELD professionals in cross-sector systems receiving AT training, mentoring; and # of families receiving AT training information, tools and resources	120	120	120	120
# of cross-sector ELD program staff completing an AT course	10	10	10	10
# of young children with disabilities enrolled in programs receiving AT training, mentoring, tools and resources	200	200	200	200

5.2: Let's Grow Key Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
LGNH 1.1 Launch Let's Grow! NH	Contractor	DCYF Child Development Bureau (CDB), DPHS, Community Partners	X	X		
LGNH 1.2: Let's Grow! 2-Day Train the Trainer	Contractor	DCYF Child Development Bureau (CDB), DPHS, Community Partners		X	X	
LGNH 1.3: Let's Grow ELD Stipends for TA	Contractor	DCYF Child Development Bureau (CDB), DPHS, Community Partners		X	X	X
LGNH 1.4 Statewide Survey	Contractor	DCYF Child Development Bureau (CDB), DPHS, Community Partners		X		X
LGNH 1.5 Infant/ Toddler ELD Professionals Movement	Contractor	DCYF Child Development Bureau (CDB), DPHS, Community Partners		X		X

5.2: Let's Grow Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of ELD professionals in cross-sector systems receiving Let's Grow! NH training and technical assistance to develop, increase and infuse quality physical activity and nutrition practices in classroom/program settings	150	670	760	820
# and type of ELD programs receiving TA in Let's Grow! NH		10	20	30
# of ELD programs receiving professional development to increase skills, knowledge and quality of practice in Let's Grow! NH through web based and face to face training opportunities		500	500	500
# of credentialed Technical Assistance Providers/Trainers		10	10	
# of ELD Infant/Toddler Professionals receiving specialized training in music and movement for infants and toddler		110		125

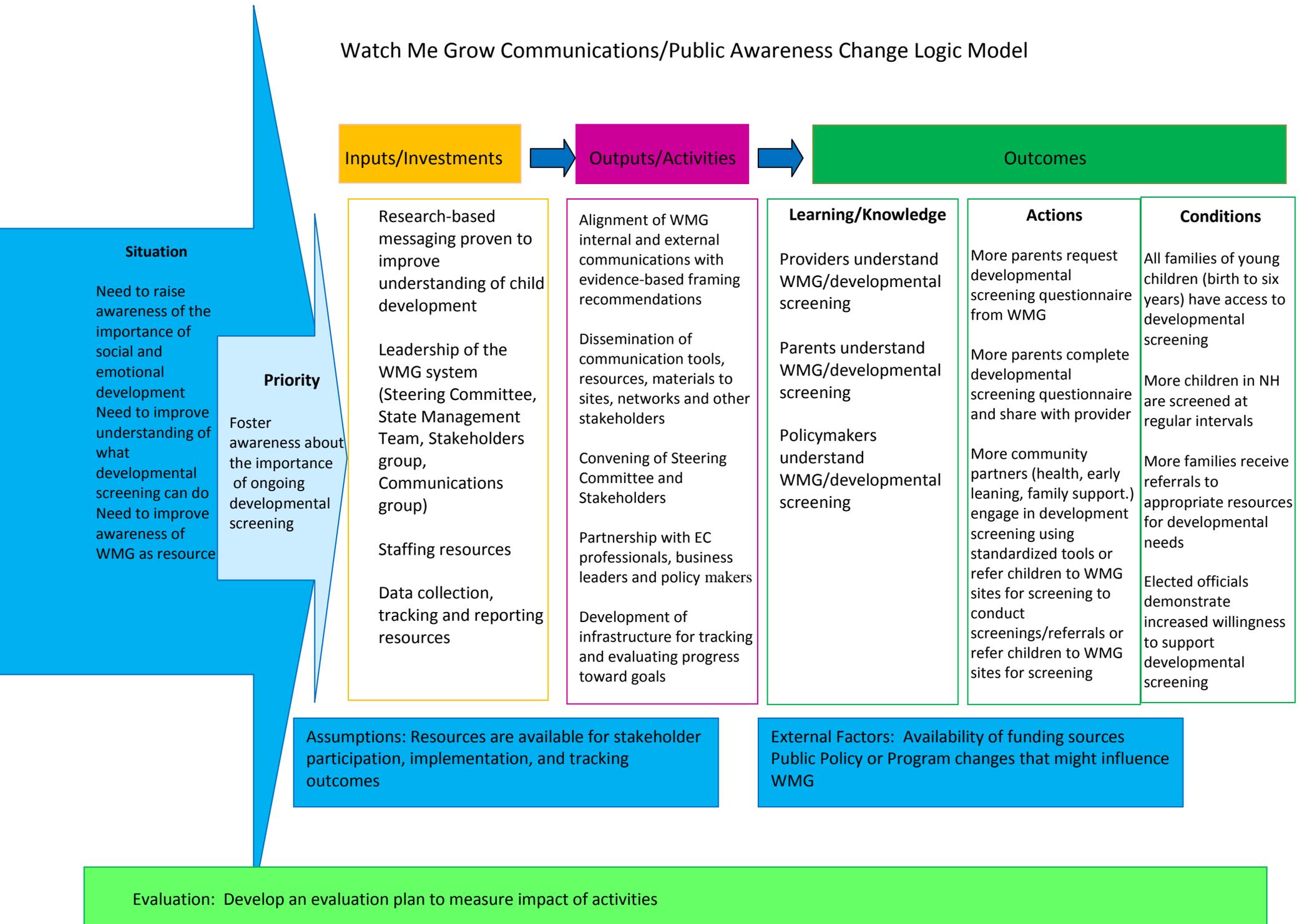
5.3: Child & Adult Care Food Program Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
CACFP1.1 Develop /Adaptation Tips for Nutrition & Physical Activity in the Child Care Setting	Contractor	DCYF Child Development Bureau (CDB), DOE, other Community Stakeholder Agencies/Programs	X			
CACFP2.2 Training Technical Assistance Specialists	Contractor	DCYF Child Development Bureau (CDB), DOE, other Community Stakeholder Agencies/Programs		X	X	X
CACFP 1.3 Live Webinar Interactive	Contractor	DCYF Child Development Bureau (CDB), DOE, other Community Stakeholder Agencies/Programs		X	X	X
CACFP 1.4 Sponsorship Agency Mini Grants		DCYF Child Development Bureau (CDB), DOE, other Community Stakeholder Agencies/Programs	X	X	X	X

5.3 Child & Adult Care Food Program Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of professionals in ELD programs receiving TA and training for involvement, engagement and enrollment in CACFP through face to face and web based technical assistance and training		240	525	525
# and type of cross sector ELD professionals receiving training necessary to become CACFP Technical Assistance Specialists		10	10	10
Percentage of increase in enrolled CACFP programs (data collected through DOE and BNPS)	20%	25%	25%	30%

Watch Me Grow Communications/Public Awareness Change Logic Model



5.4: Watch Me Grow Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
WMG1.1: State and local infrastructure	WMG Contractor	WMG Steering Committee; State Management Team; Stakeholders Group; WMG contracted sites; Spark NH; Project LAUNCH; SS/HS	X	X		
WMG1.2: Support WMG sites	WMG Contractor	Same as above	X	X	X	X
WMG1.3 Stakeholders meetings	WMG Contractor	WMG Steering Committee, Management Team	X	X	X	X
WMG1.4 Policy scans	WMG Contractor	WMG Steering Committee; State Management Team; Stakeholders Group; WMG contracted sites; Spark NH				

5.5: Trauma-Informed Care Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
TIC1.1: Design training/support activities	TIC Contractor	NH DCYF, Project LAUNCH, SS/HS, Parent Leaders, CCR&R NHAIMH, Head Start, Preschool Tech. Assist. Network (PTAN)	X			
TIC1.2: Provide training/follow-up/support	TIC Contractor	Same as above	X	X	X	X
TIC1.3: Training of trainers	TIC Contractor	Same as above			X	
TIC1.4: Evaluate practice change in sample of participating programs	TIC Contractor	NH DCYF NH DOE		X	X	X

5.5: Trauma-Informed Care Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of cross-sector ELD professionals receiving training/consultation on TIC who self-reported that they gained skills and knowledge to successfully incorporate TIC strategies into their work with families and children	350	350	350	350
# of cross-sector ELD professionals who become TIC trainers			25	
% of ELD programs in the evaluation sample affecting TIC-related practice change as a result of participating in training/ consultation	Establish Baseline	25% Above Baseline	50% Above Baseline	80% Above Baseline

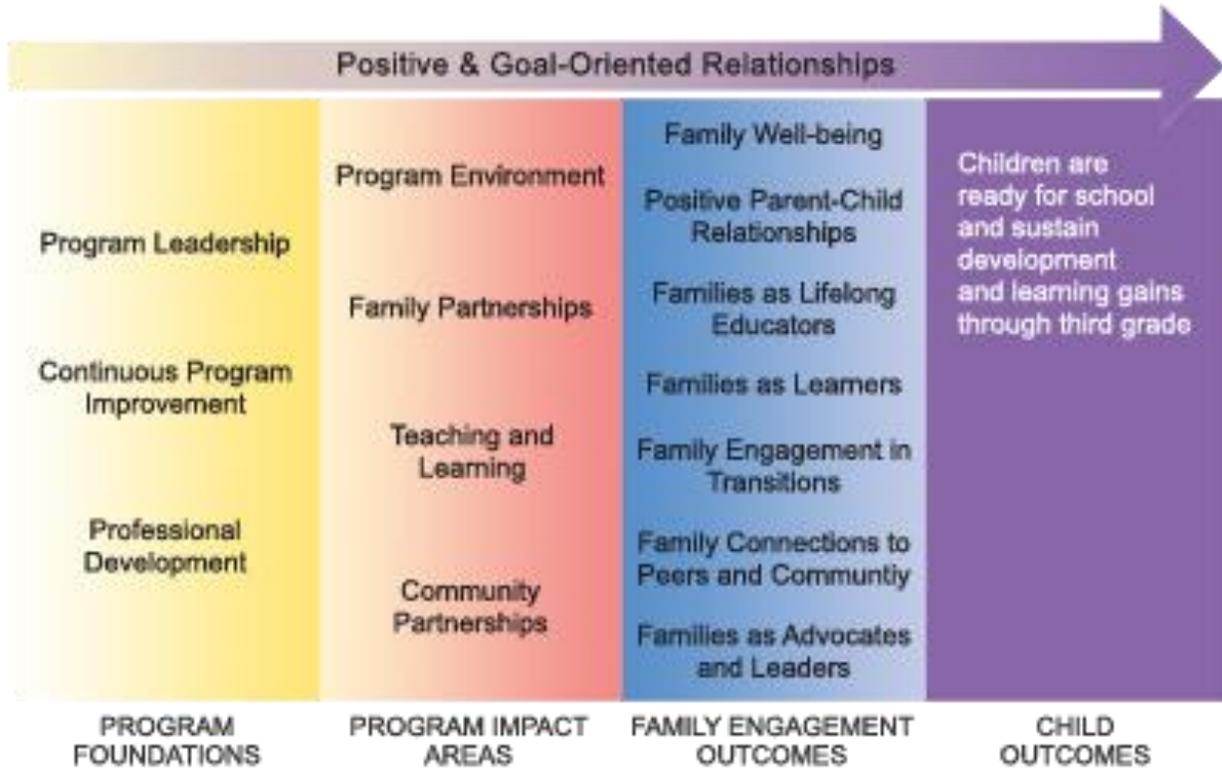
5.6: Cross System Linkages Key Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Contract with individual or organization to implement the project	NHDOE	NHDHHS	X	X	X	X
Research and request national TA	Project lead	ECTA Center, Child Care TA Centers, others as identified	X		X	
Convene stakeholders	Project Lead	Stakeholder Group	X	X	X	X
Identify Participating Sites	Project Lead	NHDOE and NHDHHS personnel	X	X	X	X
Develop and Support Implementation of Agreements	Project Lead	NHDOE and NHDHHS personnel	X	X	X	X
Create Resources/tools for sustainability	Project Lead	Stakeholder Group			X	X
Mid-Year and Year End Reports	Project Lead	NHDOE	X	X	X	X
Project Evaluation	External Evaluator		X	X	X	X

5.6: Cross System Linkages Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of districts that develop interagency agreements with feeder child care programs	1-2	3	3	2-3
# of Head Start and local district interagency agreements that are reviewed and/or revised	2	2	2	2
# of regional early intervention and public school agreements that will receive support to ensure fidelity of implementation of agreements	2	3	3	2

Office of Head Start Parent, Family and Community Engagement Framework

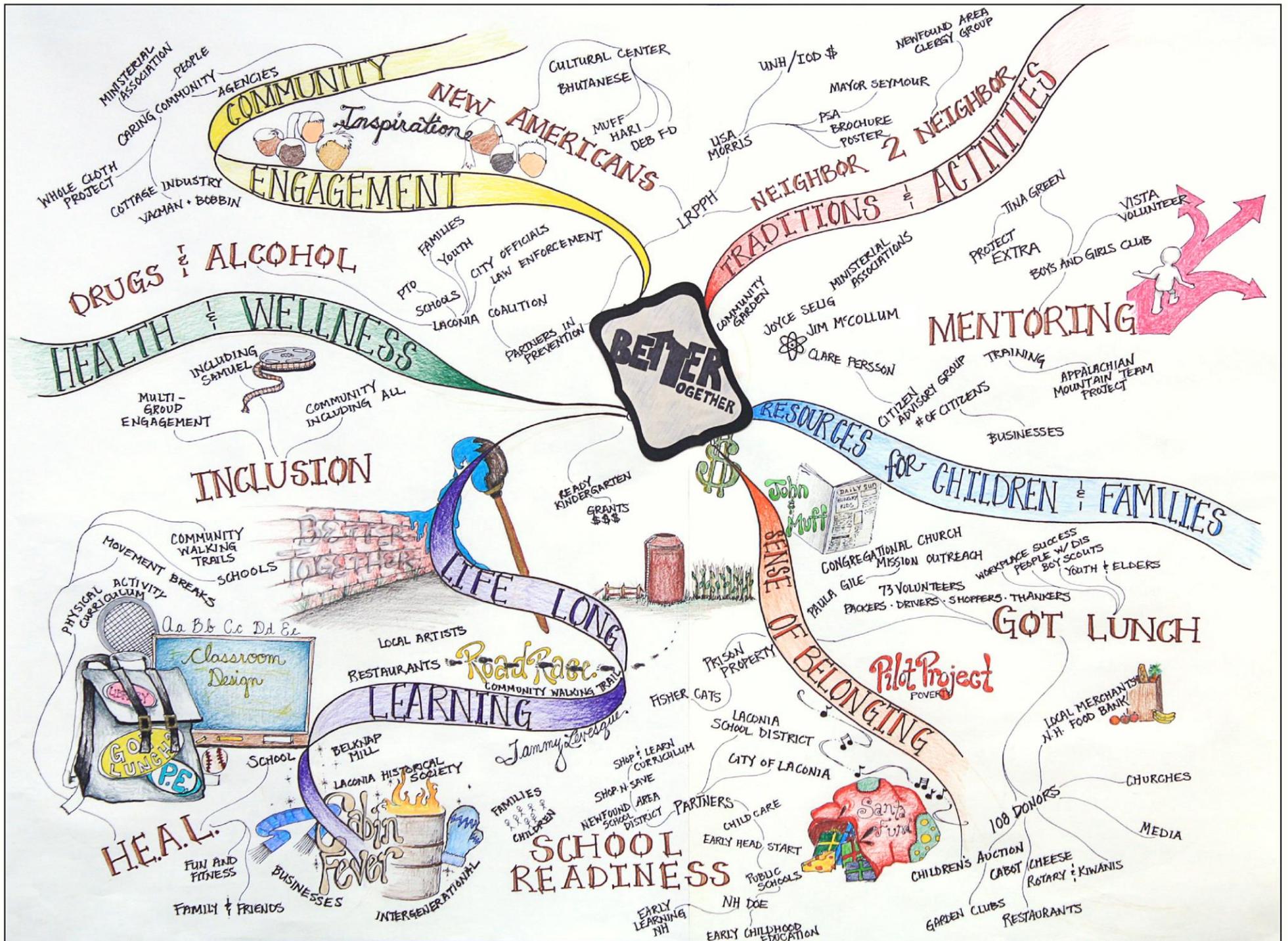


6.2: Family Leadership Core Competencies and Training Key Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
FL1.1-2: Task force convenes/develops program	FL Contractor	See list in Activity 1.1.	X	X		
FL1.3: Train cadre of trainers	FL Contractor	Family Leadership & Advocacy Certificate Program Task Force			X	
FL1.4: Support parents/family members to receive certificates and link to mentors	FL Contractor	TBD organizations engaged in leadership/advocacy training			X	X
FL1.5 Develop MOUs	FL Contractor	TBD organizations engaged in leadership/advocacy training			X	X
FL1.6: Publicize program and leadership opportunities (brochure, web page)	FL Contractor	Task Force			X	X
FL1.7: Evaluate program effectiveness	FL Contractor	TBD evaluator			X	X

6.2: Family Leadership Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# family leaders/advocates receiving certificate	0	0	25	25
# participants in training in core competency areas (not pursuing certificates)			50	50



6.3: Better Together Communities Key Activities and Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
BT1.1: Community selection process	BT Contractor	Lakes Region United Way	X			
BT1.2: Training/ open space forum	BT Contractor	Lakes Region United Way	X	X	X	
BT1.3 Identify leadership team champions	BT Contractor	Lakes Region United Way	X	X	X	X
BT1.4: Provide coaching to pilot communities	BT Contractor	Lakes Region United Way		X	X	
BT1.5: Hold learning institute	BT Contractor	Lakes Region United Way			X	
BT1.6 Developmental evaluation activities	BT Contractor	Lakes Region United Way	X	X	X	X

6.3 Better Together Communities Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# fully engaged Better Together communities	3	3	3	0

Early Childhood Competencies for *Developing as a Professional and Building Family and Community Relationships*

The competencies in this booklet are applicable to professionals who work with or on behalf of infants, toddlers, or preschoolers, and their families. Please refer to the booklet of Infant Toddler Specialized Competencies for the Core Knowledge Areas *Teaching and Learning*, *Promoting Child Growth and Development*, and *Observing, Documenting and Assessing*.

Core Knowledge Areas (CKAs) *Developing as a Professional and Building Family and Community Relationships* encompass topics important for all those who work within and on behalf of early childhood education. The knowledge and skills arranged by advancing levels included in the competencies for these two CKAs are necessary for optimal professional growth and development across all sectors and disciplines. Following are some guidelines for use of the competencies in this booklet:

- Use the Foundational level of competencies as preservice orientation for those entering the field, to teach the importance of professionalism and of working with families.
- Teachers, home visitors, early interventionists, medical specialists who work with young children and families, and others can use the Intermediate or higher level(s) of competencies to inform practice and identify strategies to improve service delivery.
- Program leaders can use the Advanced level competencies to help develop program policies around professionalism and supporting families and communities.
- Consultants can use the Specialized level of competencies to assess their own expertise, to conduct continuous quality improvement in their own work, and to provide technical assistance to others to improve quality.
- Institutes of Higher Education can align these competencies with specific course content. The competencies in this booklet would align with knowledge and skills taught in coursework such as, *Child, Family and Community*, or, *Administration of Child Development Programs*.
- Use competencies to assess practicum students. All of the competencies are valuable as assessment tools for practicum coursework. Student teachers can self-assess and/or be assessed by practicum faculty. In this booklet, the competencies for *Developing as a Professional* would be a good fit.

Users of this booklet and the Infant Toddler Specialized Competencies booklet or the Preschool Competencies booklet will discover many more valuable ways to incorporate all of the competencies into practice with or on behalf of infants, toddlers, preschoolers, and their families. Share your ideas with your colleagues and help others to grow professionally!

Core Knowledge 2 Building Family and Community Relationships	Foundational Knowledge=K1 Skill=S1	Intermediate Knowledge=K2 Skill=S2	Advanced Knowledge=K3 Skill=S3	Specialized Knowledge=K4 Skill=S4
Component 1 2.1 Communication	Foundational	Intermediate	Advanced	Specialized
Topic 1 (T1): Communication Styles	<input type="checkbox"/> Knowledge 2.1T1K1 Recognizes that families have preferred styles.	<input type="checkbox"/> Knowledge 2.1T1K2 Identifies preferred styles of communication for each family.	<input type="checkbox"/> Knowledge 2.1T1K3 Describes communication policies that support family and staff preferences.	<input type="checkbox"/> Knowledge 2.1T1K4 Defines effective communication strategies across systems that support children and families.
	<input type="checkbox"/> Skill 2.1T1S1 Practices styles of communication with families.	<input type="checkbox"/> Skill 2.1T1S2 Chooses communication strategies to address preferred styles.	<input type="checkbox"/> Skill 2.1T1S3 Produces forms and policies to address preferred communication styles.	<input type="checkbox"/> Skill 2.1T1S4 Uses effective communication strategies to facilitate collaboration through communication across systems which support children and families.
Topic 2 (T2): Communication Formats	<input type="checkbox"/> Knowledge 2.1T2K1 States the importance of consistent communication to inform families.	<input type="checkbox"/> Knowledge 2.1T2K2 Lists various approaches to communication	<input type="checkbox"/> Knowledge 2.1T2K3 Selects communication formats such as social media to bring communities together in support of children and families.	<input type="checkbox"/> Knowledge 2.1T2K4 Distinguishes formats for most effective linkage of professionals and families with other services and consultation.
	<input type="checkbox"/> Skill 2.1T2S1 Completes forms such as daily notes.	<input type="checkbox"/> Skill 2.1T2S2 Practices using multiple formats to communicate with families, such as verbal, written, digital, and visual.	<input type="checkbox"/> Skill 2.1T2S3 Demonstrates use of current communication formats in support of children and families	<input type="checkbox"/> Skill 2.1T2S4 Creates and maintains working partnerships with families and services through customized communication formats.

Documentation of how NH’s Workforce Knowledge and Competency Framework Addresses the Elements Outlined in the Definition in “Program Definitions – Section III” of the Application

Workforce Knowledge and Competency Framework Definition	Exemplars from NH’s Framework
Is evidence-based	<p>Core Knowledge Area 3: Teaching & Learning – Curriculum & Environment – research-based</p> <p>Core Knowledge Area 4: Promoting Child Growth & Development: Application of Knowledge to Practice – research-based practices</p>
Incorporates knowledge and application of early learning standards	<p>Core Knowledge Area 1: Developing as a Professional – Standards of quality – early learning standards</p> <p>Core Knowledge Area 4: Promoting Child Growth & Development: Children’s learning and development – early learning standards</p>
Comprehensive assessment systems	<p>Core Knowledge Area 4: Promoting Child Growth & Development – Children’s Learning & Development – developmental screening and assessment</p> <p>Core Knowledge Area 5: Observing Documenting & Assessing – Assessment of Children’s Development – informal & formal assessment tools and methods; systemic assessment of children’s learning and development; family, community, and cultural contexts for assessment; assessment as a guide to individualized teaching and learning; family engagement in assessment and referral</p>
Child development	<p>Core Knowledge Area 3: Teaching & Learning – Relationships & Interactions – knowledge of children & families</p> <p>Core Knowledge Area 3: Teaching & Learning – Curriculum & Environment – developmentally appropriate environments and practices, the significance of play, emergent curriculum</p> <p>Core Knowledge Area 3: Teaching & Learning – Strategies for Teaching & Learning – learning experiences that develop emerging critical thinking, developmentally appropriate approaches</p>

	<p>Core Knowledge Area 3: Teaching & Learning – Individualization – temperament, developmentally appropriate practices for individual children, developmentally and culturally appropriate communications, developmentally appropriate communication</p>
<p>Health</p>	<p>Core Knowledge Area 2: Building Family & Communication Relationships – Community Resources – emotional and health supports</p> <p>Core Knowledge Area 4: Promoting Child Growth & Development – Health and Safety – children’s nutrition and wellness, health and safety record keeping, health and safety policy development and implementation, child abuse and neglect</p>
<p>Culturally and linguistically appropriate strategies for working with families</p>	<p>Core Knowledge Area 1: Developing as a Professional – Standards of Quality – strengthening families initiatives</p> <p>Core Knowledge Area 1: Developing as a Professional – Collaboration – family and community relationships, partnership development</p> <p>Core Knowledge Area 2: Building Family & Community Relationships – family engagement</p> <p>Core Knowledge Area 2: Building Family & Community Relationships - Family & Cultural Contexts – personal bias, diversity, parenting strengths, family structures, family strengths, family systems theory, power and privilege</p> <p>Core Knowledge Area 2: Building Family & Community Relationships – Family Leadership – self-advocacy, family participation in decision-making</p> <p>Core Knowledge Area 2: Building Family & Community Relationships – Family Supports – social capital, networking, strengthening families</p> <p>Core Knowledge Area 3: Teaching & Learning – Individualization – effective partnerships with parents and professionals</p> <p>Core Knowledge Area 3: Teaching & Learning – Cultural Relevance – family involvement, anti-bias curriculum, effective methods of working with all families</p>

	Core Knowledge Area 4: Promoting Child Growth & Development – Application of Knowledge to Practice – culturally responsive early childhood programs
Early mathematics and literacy development and effective instructional strategies	Core Knowledge Area 3: Teaching & Learning – Curriculum & Environment – competence in content areas and academic disciplines
Use of data to guide instruction	Core Knowledge Area 3: Teaching & Learning – Curriculum & Environment – design, development, and evaluation Core Knowledge Area 3: Teaching & Learning – Strategies for Teaching & Learning – reflective practice to promote positive outcomes Core Knowledge Area 5: Observing, Documenting, & Assessing – Assessment of Children’s Development – assessment as a guide to individualized teaching and learning Core Knowledge Area 5: Observing, Documenting, & Assessing – Reflective Practice – self-assessment to change practice, classroom action research
Behavior management strategies	Core Knowledge Area 3: Teaching & Learning – Positive Behaviors – support for executive function, appropriate theories and application of guidance, team approach, pro-social behavior guidance strategies
Incorporates feedback from experts at IHEs, other ELD experts, and EC educators	Framework was developed and revised with participation from many stakeholder groups including the Spark NH Early Childhood Advisory Council, faculty from IHEs, and early childhood professionals
Includes knowledge of protective factors	Core Knowledge Area 2: Building Family & Community Relationships – Family Supports – risk factors, protective factors, and resilience

7.1 Workforce Knowledge and Competency Framework Alignment with Higher Education Programs Activities Timeline

Key Activity	Person/Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Invite Roundtable members to participate in project	Project Associate Director	Roundtable members, Spark NH Workforce and PD Committee, Council for Teacher Education, DOE Professional Standards Board, DOE Higher Education Network, DHHS Credentialing staff	X	X	X	X
Hold meetings to discuss and adopt Framework	Project Associate Director External Consultant	Same as above	X			
Determine if changes are necessary to Professional or Accreditation Standards	Project Associate Director External Consultant	Same as above		X	X	
Implement alignment study	Project Associate Director External Consultant	Same as above	X	X		
Provide T.A. to faculty and administrators re: coursework & program revision	External Consultants	Roundtable members, faculty, chairs and deans		X	X	X

Meet with subcommittee to map current coursework re: infants and toddlers, health and safety, and cultural and linguistic diversity	Project Associate Director Graduate Assistant	Roundtable members and other IHE faculty	X			
Conduct review of literature on evidence-based practices for infants & toddlers, and for addressing cultural & linguistic diversity	Project Associate Director Graduate Assistant	Roundtable members and other IHE faculty	X			
Provide T.A. to support coursework and program improvements re: infants & toddlers, and those representing cultural & linguistic diversity	External Consultants	Faculty, Chairs, and Deans		X	X	X

7.1 Workforce Knowledge and Competency Framework Alignment with Higher Education Programs Activities Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
% of <i>institutions</i> adopting standards	25%	50%	70%	80%
% of <i>programs</i> adopting standards	25% of programs from institutions not adopting standards	50% of programs from institutions not adopting standards	75% of programs from institutions not adopting standards	90% of programs from institutions not adopting standards

7.2 Increase the Number and Quality of Field Experiences Activities Timeline

Key Activity	Person/Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Assemble Roundtable work group to focus on high quality field experiences	Project Associate Director	Roundtable members, Spark NH Workforce and PD Committee, Council for Teacher Education, DOE Professional Standards Board, DHHS Credentialing staff	X	X		
Review and update if necessary Berkeley scan of field experience policies	Project Associate Director Graduate Assistant in Early Childhood	Roundtable members, Spark NH Workforce and PD Committee	X			
Review literature on the characteristics of high quality field experiences, differentiating between observations, practica, and student teaching	Project Associate Director Graduate Assistant in Early Childhood	Same.	X			
Develop guidance for NH IHEs describing high quality field experiences	Project Associate Director	Roundtable members, Spark NH Workforce and PD Committee		X		
Review	TQRIS Coordinator			X		

TQRIS data to identify highly quality early learning programs in each region						
Provide T.A. to IHE programs regarding program revisions to add required field experiences	External consultants			X	X	

7.2 Increase the Number and Quality of Field Experiences Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
% of IHE early learning and development programs requiring use of high quality early learning and development programs for their field placements	10% over baseline	20% over baseline	30% over baseline	At least 90% of all associate's, bachelor's, and master's programs require

7.3 Early Childhood and Family Mental Health Credential Activities Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
ECFMH1.1: Credential ELD professionals	ECFMH Contractor	NH DCYF, SS/HS, NHAIMH		X	X	X
ECFMH1.2: Design/adopt training content	ECFMH Contractor	NH DCYF, SS/HS, NHAIMH, CCR&R, Watch Me Grow, Project LAUNCH, Spark NH PD Committee, Head Start, After School Network	X	X	X	X
ECFMH1.3: Provide training/ consultation	ECFMH Contractor	Same as above	X	X	X	X
ECFMH1.4: Evaluate practice change in sample of participating professionals	ECFMH Contractor	NH DCYF	X	X	X	X

7.3 Early Childhood and Family Mental Health Credential Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# of cross-sector ELD professionals who received ECFMH credentials;		24	24	24
% of credentialed professionals who registered in registry		80%	80%	80%
# of cross-sector ELD professionals receiving training/consultation on ECFMH who self-reported that they gained skills and/or knowledge to successfully incorporate ECFMH strategies into their work with families and children	50	50	50	50

7.4 Professional Development Alignment and Offerings Activities Timeline

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Conduct annual PD needs assessment	Project Associate Director Graduate Assistant in Early Childhood	PD providers	X	X	X	X
Conduct a literature review on PD that improves staff knowledge and skills and promotes positive child outcomes	Project Associate Director Graduate Assistant in Early Childhood		X			
Develop assessment models that measure PD participants' change in attitudes, knowledge, and skills	Project Associate Director Graduate Assistant in Early Childhood	PD providers	X			
Develop a yearly statewide PD plan that is aligned with the Framework, addresses all points on the career lattice, and is accessible to all parts of the state and the needs of children along the early childhood age span (birth – grade 3)	Project Associate Director	PD providers	X	X	X	X
Develop PD offerings in areas related to	Project Associate Director	PD providers	X	X	X	X

high need children including children with disabilities who are ELL, young children's mental health, and fitness and nutrition						
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7.4 Professional Development Alignment and Offerings Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
% of PD offerings aligned with the Framework			60%	90%
% of PD providers debriefed on results of literature review of evidence-based PD		100%	100%	100%
# of PD offerings annually related to health and safety		5 (one in each of 5 PD regions)	10 (two in each of 5 PD regions)	10 (two in each of 5 PD regions)
# of PD offerings annually related to the needs of children with disabilities who are ELL		5 (one in each of 5 PD regions)	10 (two in each of 5 PD regions)	10 (two in each of 5 PD regions)
# of PD offerings related to young children's mental health		5 (one in each of 5 PD regions)	15 (three in each of 5 PD regions)	15 (three in each of 5 PD regions)
% of PD providers who conduct pre- and post-training assessments of knowledge	20%	40%	60%	80%

7.5 Expand PORTAL and NH Networks Functionality and Alignment Activities Timeline

Key Activity	Person/Organization Responsible	Collaborators	Year of Implementation			
			1	2	3	4
Create materials for promotion of the Spark NH PORTAL	Spark NH Workforce and Professional Development Committee	Professional Development providers across health, early learning and family support, service providers and educators	X			
Create a communication plan for promotion of the PORTAL to providers of professional development opportunities and employers as well as to the early childhood workforce	Spark NH Workforce and Professional Development Committee		X			
Advertise and promote the PORTAL and provide ongoing assistance to new users	Spark NH Workforce and Professional Development Committee				X	X
Convene public and private sector partners to design Early Childhood eLearning Time Bank	Spark NH Workforce and Professional Development Committee	NH Dept. of Health & Human Services NH Dept. of Education Early Learning NH Child Care Resource & Referral agencies NHAEYC Entrepreneurs Foundation of NH	X			

Launch Early Childhood eLearning Time Bank	Spark NH Workforce and Professional Development Committee	NH Dept. of Health & Human Services NH Dept. of Education Early Learning NH Child Care Resource & Referral agencies NHAEYC Entrepreneurs Foundation of NH		X		
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7.5 Expand PORTAL and NH Networks Functionality and Alignment Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
Create a database that includes 150 early childhood professionals from each domain (early education, family support and health) who should know about the PORTAL	X			
Work with the Spark NH Workforce and Professional Development Committee to create and disseminate HOW MANY materials for promotion, including presentations, information sheets, instruction sheets and email templates, that can be distributed to professionals from each domain	15,000			
Create and post a webinar presentation that explains how to post opportunities and navigate the site	0			
Host presentations to professionals from each domain	12	24	24	12
Host webinars	6	12	12	6
Recruit HOW MANY agencies to post opportunities	100	250	250	100
Recruit HOW MANY individuals to use the PORTAL	100	300	300	300
Communicate with agencies to include a link to the PORTAL on their website and in their newsletters	15	25	25	15
Provide technical support to agencies and individuals	12	24	24	12
Early Childhood eLearning Time Bank design is created				
Early Childhood eLearning Time Bank is launched				

Section E: Data System Timeline of Activities and Performance Measures

Key Activity	Person/ Organization Responsible	Collaborators	Year of Implementation			
			1	2	3	4
Project Planning and Management	DGSC, DHHS, DOE		X	X	X	X
Identify Success factors	DGSC,	DHHS, DOE,	X			
Sign-off on Project Goals	DGSC,	DHHS, DOE,	X			
Assemble Project Team	DHHS, DGSC	DOE, EC Programs	X			
Approved Detailed Project Plan	DGSC, DHHS, DOE		X			
Endeavor to develop a comprehensive data dictionary	DGSC, Consultant	DHHS, DOE, EC Programs	X			
Explore options to design the early childhood longitudinal data system (ECLDS) (Steps include defining user requirements, design and approvals, defining technical requirements)	DGSC, DHHS	DHHS, EC Programs, DGAC, other key stakeholders	X	X		
Explore designing the project website, dashboard and report structures	DGSC, DHHS	DHHS, EC Programs DGAC, other key stakeholders		X		
Identify and explore acquiring the ECLDS hardware, database and query engine software	DGSC, DHHS	EC Programs		X		
Endeavor to develop the ECLDS, including exploring the establishment of the website, dashboard and report structures	DGSC, DHHS	DOE, EC Programs, DGAC, other key stakeholders		X	X	
Explore making necessary DHHS data center upgrades	DGSC, DHHS			X	X	
Endeavor to implement the ECLDS production	DGSC, DHHS	DOE, DGAC, other key stakeholders			X	

site, website, dashboards and reporting capabilities						
Develop integration plan to build out the DOE k-20 system, creating an EC-20 system.					X	
Endeavor to link with DOE's data for data analysis and policy recommendations	DGSC, DHHS, DOE	DGAC, other key stakeholders				X

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
Project director hired	X			
Data Governance Steering Committee (DGSC) convened	X			
Data Governance Advisory (DGAC) Committee convened	X			
Project goals created	X			
Success factors identified	X			
Detailed project plan approved	X			
Consultants hired	X			
Inventory of data elements to help define the comprehensive data dictionary created	X			
Decisions made toward the design of an early childhood longitudinal data system (ECLDS)	X	X		
Decisions made toward the design of a project website, dashboard and report structures		X		
ECLDS hardware, database and query engine software explored and, if possible, acquired		X		
ECLDS, including the website, dashboard and report structures explored, and if possible, acquired		X	X	
DHHS data center upgrades explored		X	X	
Progress is made toward the implementation of an ECLDS production site website, dashboards and reporting capabilities			X	
Progress is made on an integration plan to build out the DOE k-20 system, creating an EC-20 system.				X
Progress is made to connect DHHS data to DOE's data for data analysis and policy recommendations				X

Timeline of All P-4 Activities, Collaborators, and Years of Implementation

Key Activity	Person/Organization Responsible	Collaborators	Year of Implementation			
			Year 1	Year 2	Year 3	Year 4
Create NH Networks materials in Spanish	Communications & Marketing Coordinator	La Raza, Spark NH	X	X	X	X
Develop Research Briefs for online PD	K-3 Coordinator	Coaching Team	x			
Develop Family Activities for online PD	K-3 Coordinator	Coaching Team		x		
Develop Films of Teaching Strategies for online PD	K-3 Coordinator	Coaching Team			x	
Develop online PD Usage Survey	K-3 Coordinator	Coaching Team				x
Review Summer Institute Applications	Project Director K-3 Coordinator Coaching Team	PreK- Grade 3 School Teams to include Headstart and Community Based PreK Programs	X	X	X	X
Conduct Summer Institute	Project Director Coaching Team	PreK- Grade 3 School Teams to include Headstart and Community Based PreK Programs, Family Representatives	X	X	x	x
Conduct	K-3 Coordinator	PreK- Grade 3	x	x	x	x

Community Based Needs Assessment	Coaching Team	School Teams to include Headstart and Community Based PreK Programs, Family Representatives				
Conduct Academic Year PD	K-3 Coordinator Coaching Team Sub-contractor	PreK- Grade 3 School Teams to include Headstart and Community Based PreK Programs, Family Representatives	x	x	x	x
Conduct Data Collection On Teacher Strategies and Practices Generate Reports	Sub-contractor	PreK- Grade 3 School Teams to include Headstart and Community Based PreK Programs, Family Representatives	x	x	x	x

10.1 Preparing Leaders in the SnapShot Model Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
# Principals Trained in the STM Tool	6	6	6	6
# DOE and NHHS Trained in the STM Tool	4	4	4	4
# Teachers Trained In the STM Tool	4	4	4	4
# of Principals Trained in Targeted Teaching Strategies	6	6	6	6
# of PreK- Grade 3 Teachers Trained in Targeted Teaching Strategies	120	120	120	120
# of Family/Parents Trained in Targeted Teaching Strategies	20	20	20	20
% increase of Children Receiving Instruction from an Adult	10%	10%	10%	10%
% decrease of Time Children Spend in Transitions	10%	10%	10%	10%
% Increase in Math Instruction	2%	2%	2%	2%
% Increase in Reading and Writing Instruction	2%	2%	2%	2%

10.2 Reducing Opportunity and Achievement Gaps Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
% increase of Reading Proficient by Grade 4	Baseline year	1% over baseline	3% over year 2 achievement	6% over year 3 achievement
% increase of Math Proficient by Grade 4	Baseline year	1% over baseline	3% over year 2 achievement	6% over year 3 achievement
% increase of ELL Reading Proficient by Grade 4	Baseline year	1% over baseline	3% over year 2 achievement	4% over year 3 achievement
% increase of ELL Math Proficient by Grade 4	Baseline year	1% over baseline	3% over year 2 achievement	4% over year 3 achievement
% increase of Special Ed Reading Proficient by Grade 4		Baseline year	1% over year 2 baseline	2% over year 3 achievement
% increase of Special Ed Math Proficient by Grade 4		Baseline year	1% year 2 baseline	2% over year 3 achievement

10.3 Pathways Performance Measures

Performance Measure	Benchmark by Year of Project			
	Year 1	Year 2	Year 3	Year 4
Pathway ACCESS is open.	100%			
Research Briefs Online	100%			
Family Activities Online		100%		
Films Online			100%	
Usage Survey Online				100%

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