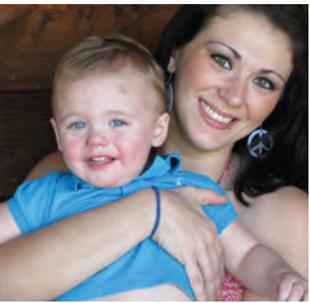
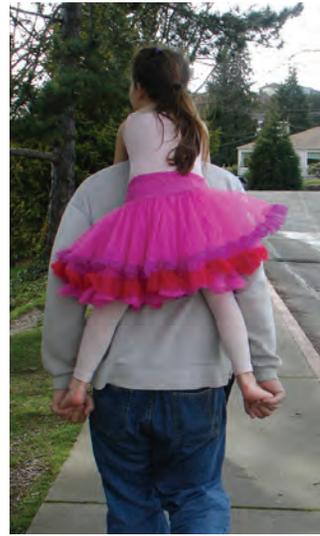


# An Investment in Community Well-Being:

---

## PREPARING MONADNOCK AREA CHILDREN FOR THE FUTURE





# TABLE OF CONTENTS

<b>Executive Summary</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>5</b>
<b>Phase I: Initiating Action</b> .....	<b>6</b>
<b>Phase II: Organizing for Impact</b> .....	<b>7</b>
Development of a High-Leverage Collective Impact Action Area.....	<b>8</b>
Common Understanding and Agenda.....	<b>10</b>
Strategic Framework for Action.....	<b>11</b>
Backbone Structures and Functions.....	<b>11</b>
Continuous Communication and Collaboration.....	<b>12</b>
Intervention Targets and Strategies.....	<b>14</b>
<b>Phase III: Sustaining Action and Impact</b> .....	<b>18</b>
<b>Appendices</b> .....	<b>21</b>



# EXECUTIVE SUMMARY

The Monadnock region is justly regarded as progressive and fortunate, with rich natural and cultural resources and a long tradition of using them wisely to advance the well-being of our residents.

Our region is facing challenges, though, that are pressing us to adapt and improve on our traditional ways of addressing community well-being. This report describes a new approach, called Collective Impact,

that brings together a group of actors from different sectors of the community to address the root causes of complex social problems. What's new about Collective Impact isn't collaboration among diverse actors – the Monadnock region has been good at that for a long time – but the hard work of forging a consensus about the most important challenges facing us right now, and concentrating the resources we need to effectively tackle those challenges. Of course, the challenges that are “most important” will evolve over time, especially if we are successful in addressing them; Collective Impact “common agendas” typically change at intervals of 5-7 years. Collective Impact proceeds in three phases: Initiating Action, Organizing for Impact, and Sustaining Action and Impact. The Monadnock region's Collective Impact effort was initiated and supported by

“A strong early foundation is essential to healthy and competent adulthood, responsible citizenship, economic productivity, strong communities, and a sustainable society.”

the Monadnock United Way, the New Hampshire Charitable Foundation, local businesses, and philanthropic families.

Phase I, completed with the assistance of the

New Hampshire Center for Public Policy Studies in 2012, assembled a profile of well-being across the region, comparing a broad array of publicly available data to statewide benchmarks and the expectations of community leaders. The greatest areas of concern

were broadly classified as **educational attainment, economic opportunity, and child welfare**. The report of this assessment, titled Community Well-Being in the Monadnock Region, is available on the homepage of the Monadnock United Way. (MUW.org)

With the Phase I findings establishing areas of need, Phase II undertook to define root causes to be addressed, a shared understanding and agenda for change, some principles that would guide the ongoing work of Phase III, and an administrative structure that would support the effort. First, a team of consultants was retained to guide and document the work of Phase II. A Steering Committee consisting of concerned community leaders from multiple sectors was recruited; this committee would eventually meet for seven work sessions

between June and December of 2013. The consultants began by hosting “community listening sessions” across the region, to share the results of Phase I and gather input about local concerns, resources, and aspirations. Experts in education, economic opportunity, and child welfare were recruited to describe the root causes and effective interventions for the three areas of concern identified in Phase I. The consulting team also extracted and summarized relevant scholarly information for the Steering Committee’s consideration. Based on all of these inputs and a series of in-depth discussions, the Steering Committee determined that preparing children aged 0-5 for healthy futures was the highest leverage opportunity for addressing the three identified priority areas simultaneously. Because early experiences literally shape the developing architecture of the brain, providing a sturdy or fragile foundation for all of the development that follows, a strong early foundation is essential to healthy and competent adulthood, responsible citizenship, economic productivity, strong communities, and a sustainable society. Healthy children who live in responsive and nurturing homes, schools, and community environments are more likely to achieve success in school and seek career opportunities after high school. Although urgency often drives us toward remediation of existing problems, there is a strong argument to be made that preventive intervention is more efficient and produces more favorable outcomes than later remediation – it’s much more costly, both to children and to communities, to build on top of a shaky foundation than to ensure the foundation is strong from the beginning.

Investments in early childhood can pay off in greater educational and occupational attainment, and reduced costs in remedial education, health and criminal justice system expenditures.

This report, *An Investment in Community Well-Being: Preparing Monadnock Area Children for the Future*, begins with a summary of the findings from the needs assessment (Phase I: Initiating Action), then proceeds to document the work of the Steering Committee in developing a strategic focus. It concludes with a Framework for Action, developed by the Steering Committee to guide Phase III. This framework includes:

1. A structure and set of functions for a backbone organization suitable to support the Monadnock Collective Impact effort
2. A proposal for organizing communication and collaboration among various partners in the Collective Impact effort
3. Principles to guide the selection of intervention targets and strategies to address early childhood preparation
4. Outcome indicators and a measurement platform

Additional recommendations are offered for early Phase III tasks of building community support and momentum, establishing infrastructure, the first steps in launching collective action, and for positioning the Collective Impact initiative to continue reflecting and learning from experience.

# INTRODUCTION

The Monadnock Region of New Hampshire includes 36 towns in the rural, southwest corner of the state. It is named after [Mount Monadnock](#), a 3,165 foot isolated mountain, which is the dominant geographic landmark in the region. The largest municipalities in the region are Keene and Peterborough. The region is generally characterized as forward-thinking, with plentiful social and natural resources, and a high quality of life.

Yet, the Monadnock Region faces serious challenges to community well-being that traditional, isolated efforts have in our increasingly complex society have not proven fully effective. Serious community needs, in combination with greater difficulties securing financial resources to improve community well-being, the desire of a new generation of charitable contributors to maximize return on social investment, and emerging best practices, have served to inspire this initiative.

To this end, the Monadnock United Way (MUW) partnered with the New Hampshire Charitable Foundation (NHCF), area businesses, and philanthropic families to embrace an emergent and innovative approach to community improvement called Collective Impact. Collective Impact is defined as the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem. As envisioned through

Collective Impact, the degree of community-wide, coordinated, and focused mutual effort toward shared goals represents an enhancement of existing efforts and shows great promise as a powerful community improvement method. Collective Impact initiatives typically involve a community-based Steering Committee considering a wide array of inputs to ultimately develop a strategic action framework to guide subsequent collective action. This kind of community-wide, coordinated, and focused mutual effort toward shared goals represents a fundamentally new way of doing business in the social sector, and shows great promise as a powerful community improvement method.

Successful Collective Impact efforts are well documented. One of the best known is *Strive* – a “cradle to career” Collective Impact effort in Cincinnati in which community leaders abandoned their individual organizational agendas in favor of a collective approach to improving student achievement. *Strive* focused everyone with a stake in improved educational outcome in Cincinnati (300 leaders of local organizations) on a single set of shared goals and measures. Outcomes after four years reflect the promise of the Collective Impact approach: improved graduation rates, better fourth-grade reading and math scores, and more children prepared and ready for kindergarten. (See Appendix A: ‘Collective Impact’ for more detail about *Strive*)

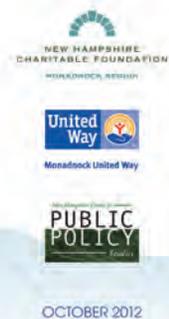
Collective Impact unfolds across three phases: Initiating Action (Phase I), Organizing for Impact (Phase II), and Sustaining Action and Impact (Phase III). This report represents the product of the Phase II work, which translated the Phase I needs assessment into a strategic action framework that will guide collective action in Phase III. The Phase I and II work was guided by the

Collective Impact Committee – a committee represented by Monadnock United Way board members and staff, New Hampshire Charitable Foundation board members and members of the public.

## PHASE I: INITIATING ACTION

In 2012, the NH Center for Public Policy Studies set out, under the guidance of a community-based Technical Advisory Committee assembled by the MUW, to conduct a comprehensive survey of existing data, for the purpose of identifying the Monadnock Region's most critical needs. The assessment encompassed 153 indicators in nine broad domains: Education, Economy, Economic Opportunity, Healthcare, Housing, Environment, Health Behaviors, Civic Engagement, Safety and Security. Data for the Monadnock Region was compared to NH state averages and other benchmarks, as well as the expectations of Technical Advisory Committee, to calibrate "needs." The assessment resulted in the 2012 publication of Community Well-Being in the Monadnock Region, which can be accessed at:

### COMMUNITY WELL-BEING IN THE MONADNOCK REGION



[http://www.muw.org/sites/default/files/NHPPC\\_monad\\_wellbeing\\_v5Final.pdf](http://www.muw.org/sites/default/files/NHPPC_monad_wellbeing_v5Final.pdf)

The following three “impact areas” emerged as the region’s most troubling and pressing needs:

**1. Declining economic opportunity:**

The Monadnock Region is losing high-paying jobs in manufacturing and other industries, and Cheshire County ranks second lowest in the state for a “livable wage.” The news is especially bad in the healthcare sector – one of the only sources of job growth in the region – where the Cheshire County ranks lowest in livable wage.

**2. Low educational attainment:**

Levels of educational attainment in the Monadnock Region are low when compared to the rest of the state. Monadnock Region students scored

below the top 25% of the state in terms of graduation rates 2011, and 10th and 11th grade math and reading scores, with fewer than half of students in the Monadnock Region “Proficient” in 10th and 11th grade math and reading. Finally, fewer teachers are highly qualified in their subject in the Monadnock Region, when compared with the rest of the State.

**3. Child Welfare:**

Child welfare also stood out as a concerning need. The cumulative rate of teen births and child maltreatment in the region is higher than all but three NH counties. Perhaps that is to be expected, as educational attainment and economic opportunity tend to cycle together with child welfare.

## PHASE II: ORGANIZING FOR IMPACT

With the Phase I needs assessment complete, the Collective Impact effort proceeded to Phase II. The purpose of the Phase II work was to develop a high-leverage Collective Impact action area, a shared understanding and agenda for change, and a strategic framework for subsequent Phase III action. MUW and NHCF hired Phase II consultant/facilitators, and convened a cross-sector Steering Committee, consisting of community

leaders either currently working in or retired from executive level positions in a wide variety of fields including business, education, healthcare, government, and other community services, to guide the Phase II process. The Steering Committee met together with the consultants seven times between late June and early December of 2013. The Steering Committee’s charge was to:

- Develop an initial Collective Impact action area that simultaneously accounted for the results of the Phase I needs assessment, the input from community listening sessions, the extant scholarly evidence about all three impact areas, and its own wisdom and local expertise
- Develop a common understanding and agenda about the Collective Impact action area
- Create a strategic framework for action – or set of guiding principles – to guide Collective Impact action in Phase III, in the following areas: Backbone Support, Continuous Communication and Collaboration, Intervention Targets and Strategies, and Outcome Indicators and a Measurement Platform

The Steering Committee agreed that all three impact areas; economic opportunity, educational attainment and child welfare, were compelling and pressing community needs.

## Development of a High-Leverage Collective Impact Action Area

The Steering Committee used several inputs to help develop a “high-leverage” (that is, most promising for addressing identified needs) Collective Impact action area.

First, the Steering Committee agreed to use a prioritization rubric (See Appendix B for Criteria-Based Decision-Making) developed by the consultants to guide

their development of a Collective Impact action area. Informed by a public health perspective, the rubric reflects the importance of several ingredients of successful change efforts: Public Awareness and Understanding of the Issue, Impact of the Issue in the Monadnock Region, Potential Solutions to the Problem, Capacity of the Monadnock Region to Address the Issue, Shared Measures for Evaluation, and Sustainability.

Second, the Steering Committee grounded themselves in the results of the Phase I needs

assessment, especially the evidence for the three impact areas: economic opportunity, educational attainment, and child welfare. The Steering Committee agreed that all three were compelling and pressing community needs.

Third, the Steering Committee considered input from four regional community listening sessions hosted by MUW and NHCF, and designed and facilitated by the Phase II consultants. The purpose of the community listening sessions was to build public will and motivation for Collective Impact and to gather input about the perceived importance and changeability of the three impact areas from the perspective of community members. Twenty-eight service providers and 99 citizens in three locations (Keene, Peterborough, and Hinsdale) participated in the listening sessions. Each community session began with a summary of the results of Phase I needs assessment, followed by guided, small

group conversations about local aspirations, resources, and existing efforts to address the identified impact areas. Although ratings varied across the community listening sessions, all three impact areas were considered of great importance and at least moderately changeable by community members from across the Monadnock Region. (See Appendix C for Community Listening Session Results)

Healthy children who live in a nurturing home, school, and community environment are more likely to achieve success in school and seek career opportunities after high school that contribute to economic growth.

Fourth, the Steering Committee learned about current research in each of the three impact areas, assisted by content experts and the facilitation team, who extracted and summarized relevant scholarly information for their consideration (See Appendix D for Content Expert Research Briefs). Consultation with the content experts and exposure to the underlying research underscored the inextricable connections among early child welfare, educational attainment, and economic opportunity. The healthy development of children provides a strong foundation for healthy and competent adulthood, responsible citizenship, economic productivity, strong communities, and a sustainable society. Healthy children who live in a nurturing home, school, and community environment are more likely to

achieve success in school and seek career opportunities after high school that contribute to economic growth. Although urgency often drives us toward remediation of existing problems, there is a strong argument to be made that preventive intervention is more efficient and produces more favorable outcomes than later remediation. James Heckman, 2000 Nobel Laureate in Economic Sciences, estimated a 7-10% annual Return on Investment for programs targeting the earliest years. Investments in early childhood also reduce remedial education, healthcare, human services, and criminal justice system expenditures.





Knowing that they must eventually focus the community's time and treasure on a single goal to achieve Collective Impact success, the Steering Committee initially proposed the following four potential Collective Impact action areas:

- Early childhood (birth – age 5) school readiness
- Creation and access to livable wage
- Early childhood safety and development
- Regional economic development

After much anguish and debate, the Steering Committee simultaneously embraced the region's educational attainment and child welfare challenges in the short term, and laid a foundation for long-term improvements in economic opportunity, by choosing preparing children aged birth to five for the future as the initial Collective Impact action area.

## Common Understanding and Agenda

The Steering Committee next turned to creating a common understanding and agenda for the identified Collective Impact action area, through collaborative development of vision, mission, and goal statements. Over a series of several meetings, the Steering Committee balanced competing desires to make the Collective Impact initiative audacious yet feasible, visionary yet concrete and attainable. In doing so, they grappled with many issues, including the appropriate scope, time frame, and goals for this Collective Impact initiative. Ultimately, the Committee reached consensus on the following vision, mission, and goal statements.

---

### **Vision:**

All children in the Monadnock Region and their families are healthy, learning, and thriving, now and in the future.



### **Mission:**

To prepare children from birth to age five in the Monadnock Region for future academic, career, and life success.



### **Goal:**

By 2025, children (age 0-5) in the Monadnock Region will meet developmentally appropriate language, cognitive, social and emotional, and physical health milestones.

---

## Strategic Framework for Action

The Steering Committee then focused on developing a strategic action framework, essentially a set of principles to guide Phase III action, in the following domains:

- Backbone structures and functions
- Continuous communication and collaboration
- Intervention targets and strategies
- Outcome indicators and a measurement platform

Communication and implementation of this strategic framework will fall to the Monadnock Collective Impact Committee, sponsored by MUW and NHCF until a backbone entity is selected (see below). This strategic framework is expected to evolve over time as the Monadnock Region engages in collective action. While it provides initial parameters for action, it remains open to innovative, emergent solutions in the face of ever changing conditions. The Steering Committee also urges Phase III leaders to respect, complement, and amplify, rather than compete, with existing efforts in the region, as well as to capitalize on other available guidance, such as state-level toolkits provided by the New Hampshire Comprehensive Strategic Plan for Early Childhood 2013-2016.

## Backbone Structures and Functions

“Creating and managing collective impact requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative. Coordination takes time and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails.”



Implementing the common agenda requires an organization(s) with the resources and skills to serve as the “backbone” infrastructure and support entity. According to the Collective Impact framework, the major functions of a backbone organization are to guide vision and strategy, support aligned activities, establish shared measurement practices, build public will, advance policy, and mobilize funding.

The Steering Committee considered multiple types of backbone agency structures and concluded that regional conditions favor selecting an existing non-profit over creating a new organization, distributing the backbone role across multiple agencies, or trying to embed the role in a government agency. The Steering Committee agreed that the backbone organization should be selected based on its credibility and capacity to:

- Act as a neutral convener
- Operate with the common good in mind and serve the entire region (i.e., not just Keene)
- Provide strong and adaptive leadership
- Sustain funding and resources
- Provide at least two dedicated staff to the Collective Impact Effort

## Continuous Communication and Collaboration

“Developing trust among non-profits, corporations, and government agencies is a monumental challenge. Participants need several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts. They need time to see that their own interests will be treated fairly, and that decisions will be made on the basis of objective evidence and the best possible solution to the problem, not to favor the priorities of one organization over another.”

Collective Impact also involves developing key strategies and structures for building and maintaining knowledge transfer,

motivation, communication, collaboration, and trust among the various players. The players include a steering committee driving governance, mission, and strategy; workgroups designing action plans; community partners recruited to implement the action plans; and the community-at-large (the ultimate stakeholder group) providing public will and support. The entire effort is coordinated through the backbone agency.

### **Cascading Levels of Collaboration** **Graphic shown on page 13**

The Steering Committee considered every element of the cascading levels of collaboration necessary for effective Collective Impact. Based on their considerable experience in a variety of organizations and initiatives, as well as their knowledge of local culture and norms, the Steering Committee developed the following communication and collaboration recommendations:

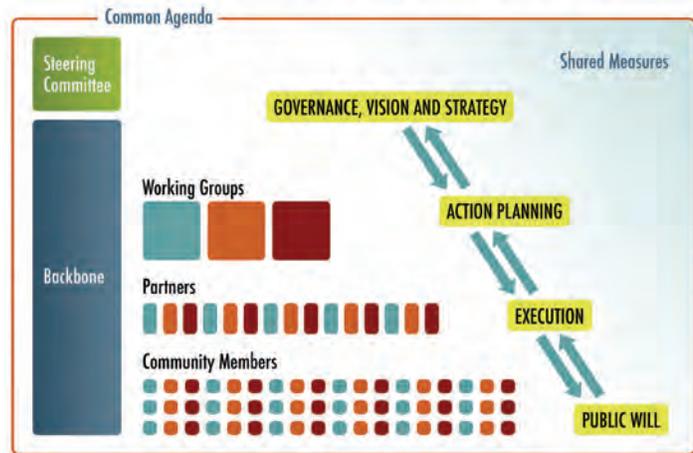
## Steering Committee

### 1. Steering Committee:

The Phase II Steering Committee should be disbanded, and replaced with a new Phase III Steering Committee comprised of 10-15 members from across the region. Phase III Steering Committee members should be selected based on their possession of cross-cutting skills (for example, leadership, content knowledge, evaluation, advocacy, knowledge of the community, fiduciary management). Consideration should be given to inviting at least one

member from outside the Monadnock Region, and at least one member with a high level political perspective, to the Phase III Steering Committee. Phase III Steering Committee members should come to understand the Phase I and Phase II work, and learn from others who have already embarked on similar early childhood work across the state and nation. The membership of the Steering Committee should shift over time, along with the expected evolution of the common agenda.

## STRUCTURING EFFORTS AS "CASCADING LEVELS OF LINKED COLLABORATIVE WORK" ENABLES SOLUTIONS TO EMERGE



### 2. Workgroups:

The Phase III Steering Committee should convene an initial workgroup to conduct an asset map and gap analysis of existing resources for early childhood development and education in the region. This gap analysis should drive the development of other workgroups, which in turn, will develop action plans to address critical intervention targets and strategies, measurement and evaluation, funding, advocacy, and communication gaps and needs.



### 3. Community Partners:

The Phase III Steering Committee should invite community partners to execute the work plans devised by the workgroups, with technical assistance and infrastructure support provided by the backbone entity.



### 4. Community-at-large:

To continue to build public will, a strategic and active approach to messaging should be adopted. Messaging should focus on early achievements and reach "beyond the choir." The initiative should routinely communicate with and seek input from the community on progress, via a Collective Impact website, newspaper and other media outlets, and focus groups and/or community forums.

*All players should have access to orienting information and progress reports via a high quality website that keeps them informed about key activities, achievements, and indicators.*

## Intervention Targets and Strategies

“Collective impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.”

Collective Impact entails developing a portfolio of synergistic strategies, all aligned with the ultimate goal. The Steering Committee recognizes that considerable efforts are already underway to address early childhood development in the Monadnock Region, and does not wish to replicate, compete with, or otherwise undermine existing efforts. Instead, it hopes to inspire and invite existing and potential new community partners to address the critical drivers (intervention targets) of early childhood development through a diverse but complementary set of intervention strategies that augment, extend, and fill gaps in existing initiatives and efforts.

To aid in the development of a set of high-level intervention targets, the Steering Committee was provided by the consultants with a highly refined set of scholarly information about the primary drivers

of early childhood development. (See Appendix E for Evidence-Based Risk and Protective Factors) Based on that information, the Steering Committee decided that this initiative should focus on the following intervention targets:

- Rich learning opportunities that target the precursors to school readiness, inside or outside the home (for example, exposure to high quality preschool)
- Family safety, security, and stability (for example, child abuse and neglect)
- Family and personal health (for example, maternal health)
- Nurturing and modeling pro-social behaviors (for example, parental responsiveness).

The Steering committee also advocated for reserving some capacity to support the community with “high amplitude,” albeit more distal, potential intervention targets related to the social determinants of health (for example, neighborhood economic hardship).



The Steering Committee recognizes that considerable efforts are already underway to address early childhood development in the Monadnock Region.

To aid in the development of a set of high-level intervention strategies, the Steering Committee was provided with scholarly evidence on the most potent intervention strategies for addressing aforementioned intervention targets (and ultimately, child development) by the consultants. (see *Appendix F for Evidence-Based Interventions*) On the basis of this information, the Steering Committee endorsed the adoption of the following intervention strategies:

- Utilization of high quality prenatal and primary care
- Parental education and intervention
- Social support for families
- Exposure to high quality child care
- Exposure to high quality preschool

In addition, the Steering Committee developed the following set of intervention principles to guide the development and implementation of action plans during Phase III:

### ■ **Conduct an Asset Map/Gap Analysis**

- Assess what is already happening, what is working well and should be expanded, and gaps to be filled in the Monadnock Region's early childhood development efforts
- Pay special attention to potential gaps in measurement as well as intervention efforts, as well as for potentially underserved areas and high risk populations
- Utilize results to inform the development of action plans that augment and amplify existing bright spots while filling critical gaps

### ■ **Create a portfolio of comprehensive, synergistic strategies, including:**

- Short-term, focused, and quick hitting strategies (programs) as well as longer-term strategies with wider reach and strong sustainability characteristics (for example, local and statewide policy change)
- A balance between strategies that are universal (those that are intended to reach an entire population) with those that are targeted toward high-risk segments of the population

- **Prioritize strategies that have proven to be effective, while affording community partners autonomy to appropriately adapt these strategies to local conditions**

- **Favor strategies with strong “Return on Investment” characteristics**

- **Start with pilot projects and scale up (or not) based on careful evaluation**

- **Leverage existing statewide capacity to assist with local solutions**

- Advocate for supportive policies at local and state levels, especially those requiring the routine collection and sharing of a standardized set of indicators (see outcome indicators and measurement platform section)

- Align our regional efforts with those specified in the NH Comprehensive Strategic Plan for Early Childhood across the following areas: Governance, Communication and Public Awareness, Policy, Quality Early Childhood Programs and Services, Funding, Early Childhood Data System and Workforce and Professional Development

## **Outcome Indicators and Measurement Platform**

“Developing a shared measurement system is essential to collective impact. Agreement on a common agenda is illusory without agreement on the ways success will be measured and reported. Collecting data and measuring results consistently on a short list of indicators at the community level and across all participating organizations not only ensures that all efforts remain aligned, it also enables the participants to hold each other accountable and learn from each other’s successes and failures.”



Developing strong feedback and accountability mechanisms is a critical driver of Collective Impact success. This not only involves monitoring the primary intended outcomes, but also collecting, sharing, and

utilizing data to learn and drive decision making at every level of the project as it unfolds. New Hampshire has recently joined with 16 other states in developing a consensus definition of the skill domains critical to early childhood, school, and ultimately lifelong success:

- Language and literacy (for example, effective use of language to express thoughts and needs)
- Cognition and general knowledge (for example, remembering and connecting experiences)
- Approaches to learning (for example, planning and pursuing a variety of tasks)
- Social and emotional development (for example, establishing and sustaining positive relationships)
- Physical development and health (i.e. demonstrating fine-motor strength and coordination)

The Steering Committee recommends adopting the aforementioned as the project's outcome indicators; unfortunately, they are not yet routinely collected and reported in NH. Rather than spend considerable time and treasure advocating for this at the local level, the Steering Committee recommends that the initiative advocate for state-level initiatives already afoot to require and standardize the routine collection and reporting of the aforementioned indicators – perhaps the new system could even be piloted in the Monadnock Region.



Beyond outcome indicators, the Steering Committee strongly endorsed the need for a robust measurement and data-sharing platform, with the knowledge that doing so may require considerable investment, especially if the gap analysis reveals a significant void in this area. The Steering Committee also believes that the initiative should focus on identifying and monitoring small sets of high quality, high-leverage indicators at every level of the project. Further, the Steering Committee emphasized the importance of monitoring “leading” (those collected all along the developmental continuum prior to age five) as well as “final” (those collected at age five) indicators to provide more rapid, actionable feedback about progress. Our Collective Impact effort cannot learn from our experience and attract the support we will need without reliable ways to “keep our finger on the pulse” of our success.

# PHASE III: SUSTAINING ACTION AND IMPACT

The transition from planning to implementation is critical but often fraught with difficulties. The Steering Committee firmly believes that with widespread community engagement and support, this initiative can focus and enhance existing efforts, shift the academic and life trajectory of children by 2025, and in so doing, drive economic opportunity and quality of life throughout the Monadnock Region. The Steering Committee believes that the following are the critical next steps in bringing this Collective Impact initiative to life.





## Disseminate, Listen and Build Community Momentum

- The Collective Impact Committee should develop a plan to communicate, dialogue, and build support for this plan in the community
- Communication should occur repeatedly using multiple formats and delivery methods, throughout the region
- Communication efforts should begin with those in the region that are currently working on the challenge of preparing children from birth to age 5



## Establish Infrastructure

- The Collective Impact Committee should develop a Phase III Steering Committee, which will serve as the executive body for this Collective Impact effort
- Identify an existing non-profit agency with the capacities to serve as a backbone organization for the region's Collective Impact effort, being careful to clearly define the scope of responsibilities and ensure adequate resourcing (especially staffing)
- Envision a financing and fundraising plan to launch and sustain Phase III and beyond
- Advocate for outcome measures at statewide level, and start building measurement platform



## Launch Collective Action

- Conduct an asset map and gap analysis of relevant services, policy advocacy, data collection, and other relevant efforts
- Develop workgroups based on functional needs identified through the gap analysis
- Workgroups design portfolios of synergistic strategies and measurable indicators for each work plan
- Recruit community partner agencies to implement the work plans and fill the identified gaps
- Maintain alignment with the New Hampshire Comprehensive Strategic Plan for Early Childhood.
- Continue public engagement and advocacy



## Reflect, Learn, and Sustain Momentum

- Continually evaluate and reflect on effectiveness and progress over time
- Re-visit and adjust the strategies as needed to achieve vision, mission and goal
- Maintain dialogue for the purpose of expanding the influence of the Collective Impact effort and model within the Region through further consideration of related challenge areas, other issues raised during Phase I and II activities, etc.

This report serves as a call to action for the Monadnock Region. We believe the foregoing strategic framework provides an opportunity for all of us to enhance existing collaborative approaches to problem solving, and to improve the life trajectories of children throughout the region. We hope you will join forces with us in moving from the isolated impact of singular initiatives towards collective impact for large-scale and sustainable change for the youngest residents in our community. Monadnock United Way will continue to be the sponsor and facilitator of the Collective Impact Initiative until a Backbone Organization is selected and operational. If you have questions or concerns about this report, wish to find out how you can take part in or support this initiative, or wish to communicate about this report for any reason, please contact the Monadnock Collective Impact Committee via Kelly Brigham-Steiner at 603-352-4209 or [Kelly@muw.org](mailto:Kelly@muw.org).

## ACKNOWLEDGEMENTS

### Steering Committee Members

*An executive-level, cross-sector Steering Committee was convened seven times between June and December 2013 to represent the community voice and to make high-level, data-driven decisions to guide the development of this report.*

**William Butynski**  
NH State Representative

**John Hartnett**  
Retired Principal

**Susan Newcomer**  
Community Activist

**Mike Rafferty**  
Co-President, New Hampshire Trust Co.

**Dennis Calcutt**  
Former Director of Outreach & Community Relations, Wed-iko Children's Services

**John Kieley**  
Retired Actuarial Consultant

**Joe Parisi**  
Retired Vice President Research and Engineering, Markem-Imaje; Vice Chairman, Monadnock United Way

**John Tobin**  
Executive Director of New Hampshire Legal Assistance

**Yvonne Goldsberry**  
Vice President of Population Health and Clinical Integration, Cheshire Medical Center/Dartmouth-Hitchcock Keene

**Jeffrey B. Miller**  
Retired President, MARKEM Corporation

**Tim Murphy**  
Executive Director, Southwest Region Planning Commission.

**Brian Pickering**  
Principal, ConVal High School

**Melinda Treadwell**  
Provost and Vice President for Academic Affairs, Keene State College

### Content Experts

*Content Experts provided up-to-date research to guide the planning process and to inform decision-making.*

**Denise Benner**  
Ed.D., Assistant Professor, School of Education, Southern NH University

**Irv Richardson**  
Ph.D., Coordinator for Public Education and School Support  
NEA-New Hampshire

**Keryn Bernard-Kriegel**  
M.S., Executive Director, NH Children's Trust ~ Child Welfare

**Christine Robinson**  
Ph.D., President, Stillwaters Consultation ~ Economic Opportunity

### Consultants

*Phase II was facilitated by:*

**Jim Fauth**  
Ph.D., Antioch University New England, Keene, NH

**George Tremblay**  
Ph.D., Antioch University New England, Keene, NH

**Katy Shea**  
MPH, Community Health Institute/JSI, Bow, NH

## Champions and Funders

Phase I of this project was championed and funded by the Monadnock United Way, the New Hampshire Charitable Foundation, Markem-Image, Public Service of New Hampshire, the Putnam Foundation and the Timken Charitable Trust. Phase II of this project was championed and funded by the Monadnock United Way and the New Hampshire Charitable Foundation and guided by the Collective Impact Committee. The Collective Impact Committee oversees the entire Collective Impact effort (Phases I-III) in the region.



i. John Kania & Mark Kramer. Collective Impact. Accessed on December 4, 2013 @ [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

ii. Center on the Developing Child at Harvard University. Accessed on December 3, 2013 @ [developingchild.harvard.edu](http://developingchild.harvard.edu)

iii. John Kania & Mark Kramer. Collective Impact. Accessed on December 4, 2013 @ [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

iv. Fay Hanleybrown, John Kania & Mark Kramer. Channeling Change: Making Collective Impact Work. Accessed on December 24, 2013 @ [http://www.ssireview.org/blog/entry/channeling\\_change\\_making\\_collective\\_impact\\_work?cpgn=WP%20DL%20-%20Channeling%20Change](http://www.ssireview.org/blog/entry/channeling_change_making_collective_impact_work?cpgn=WP%20DL%20-%20Channeling%20Change)

v. Monadnock United Way and New Hampshire Charitable Foundation Request for Proposal, 2011 as cited by *Community Well-Being in the Monadnock Region*

vi. Center on the Developing Child at Harvard University. Accessed on December 3, 2013 @ [developingchild.harvard.edu](http://developingchild.harvard.edu)

vii. The Heckman Equation. Accessed on December 3, 2013 @ [heckmanequation.org](http://heckmanequation.org)

viii. This vision aligns with the *New Hampshire Comprehensive Strategic Plan for Early Childhood*.

ix. John Kania & Mark Kramer. Collective Impact. Accessed on December 4, 2013 @ [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

x. Shiloh Turner, Kathy Merchant, John Kania & Ellen Martin. Understanding the Value of Backbone Organizations: Part One. [http://www.ssireview.org/blog/entry/understanding\\_the\\_value\\_of\\_backbone\\_organizations\\_in\\_collective\\_impact\\_1](http://www.ssireview.org/blog/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_1)

xi. Fay Hanleybrown, John Kania & Mark Kramer. Channeling Change: Making Collective Impact Work. Accessed on December 24, 2013 @ [http://www.ssireview.org/blog/entry/channeling\\_change\\_making\\_collective\\_impact\\_work?cpgn=WP%20DL%20-%20Channeling%20Change](http://www.ssireview.org/blog/entry/channeling_change_making_collective_impact_work?cpgn=WP%20DL%20-%20Channeling%20Change)

xii. John Kania & Mark Kramer. Collective Impact. Accessed on December 3, 2013 @ [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

xiii. John Kania & Mark Kramer. Embracing Emergence: How Collective Impact Addresses Complexity. Accessed on December 4, 2013 @ [http://www.ssireview.org/blog/entry/embracing\\_emergence\\_how\\_collective\\_impact\\_addresses\\_complexity](http://www.ssireview.org/blog/entry/embracing_emergence_how_collective_impact_addresses_complexity)

xiv. John Kania & Mark Kramer. Collective Impact. Accessed on December 3, 2013 @ [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

xv. Diefendorf, M., Milliken, L., Peters, M., Reid, K. (2013). *New Hampshire Comprehensive Strategic Plan for Early Childhood*. Concord, NH: Spark NH Early Childhood Advisory Council.

xvi. John Kania & Mark Kramer. Collective Impact. Accessed on December 20, 2013 @ [http://www.ssireview.org/articles/entry/collective\\_impact](http://www.ssireview.org/articles/entry/collective_impact)

## APPENDICES *(Can be accessed at <http://www.muw.org/>)*

Collective Impact by John Kania & Mark Kramer: Appendix A

Criteria-Based Decision-Making: Appendix B

Community Listening Session Results: Appendix C

Content Expert Research Briefs: Appendix D

Evidence-Based Risk and Protective Factors: Appendix E

Evidence-Based Interventions: Appendix F