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Creating an Early Childhood System

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What is a System?

An organized, inter-related network of elements, programs and services for all children.

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Purpose of System Planning in Arizona

To achieve measureable results for Arizona's young children and their families

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Why is a System Important?

Affecting school readiness requires comprehensive approaches and involvement from all sectors: health, mental health, family support, early care and education, parents, higher education, faith communities, business, the media and many others

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Why is a System Important?

- To maximize resources including multiple funding streams with their own regulations and requirements
- To foster partnerships and coordination of service delivery
- To improve the performance of multiple systems impacting young children and their families

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Why is a System Important?

- There are individual variations in the circumstances and needs of children and their families
- There is duplication of services and a lack of coordination and many children are not being served

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Why is a System Important?

- Current services may have both public and private funding and this mix of funding can result in confusion for families.

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Why is a System Important?

- Helps to secure needed policy changes and improvements
- Better communication among partners
- Reduce turf issues through shared vision and agreed-upon goals and objectives
- Improve continuity of services.

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Characteristics of an Effective System

- Comprehensive
- Accessible for children and families
- Scalable
- Outcome focused
- Accountable

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Components to Consider Early Childhood Goal Areas

- Early Learning and Education
- Family Support and Literacy
- Health, Mental Health and Nutrition
- Special Needs & Early Intervention

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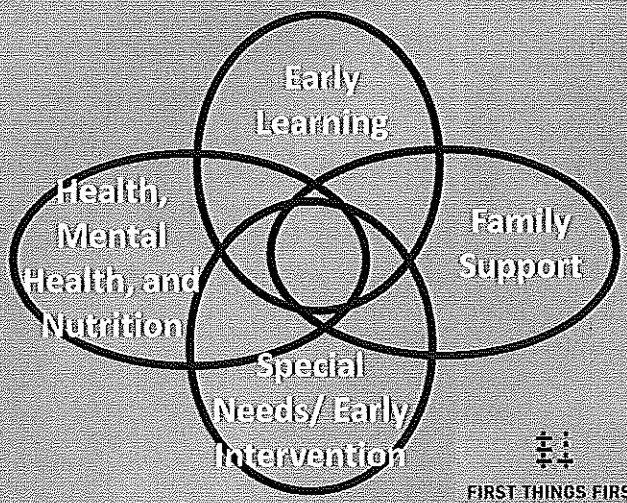
Early Childhood System Framework



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System Areas to Consider

- Context—successfully building a political context that leads to resources
- Components—establish effective programs and services
- Connections—create better linkages between components
- Infrastructure—create supports that enable continuous improvement
- Scope and Scale—the system can produce broad impacts for system beneficiaries

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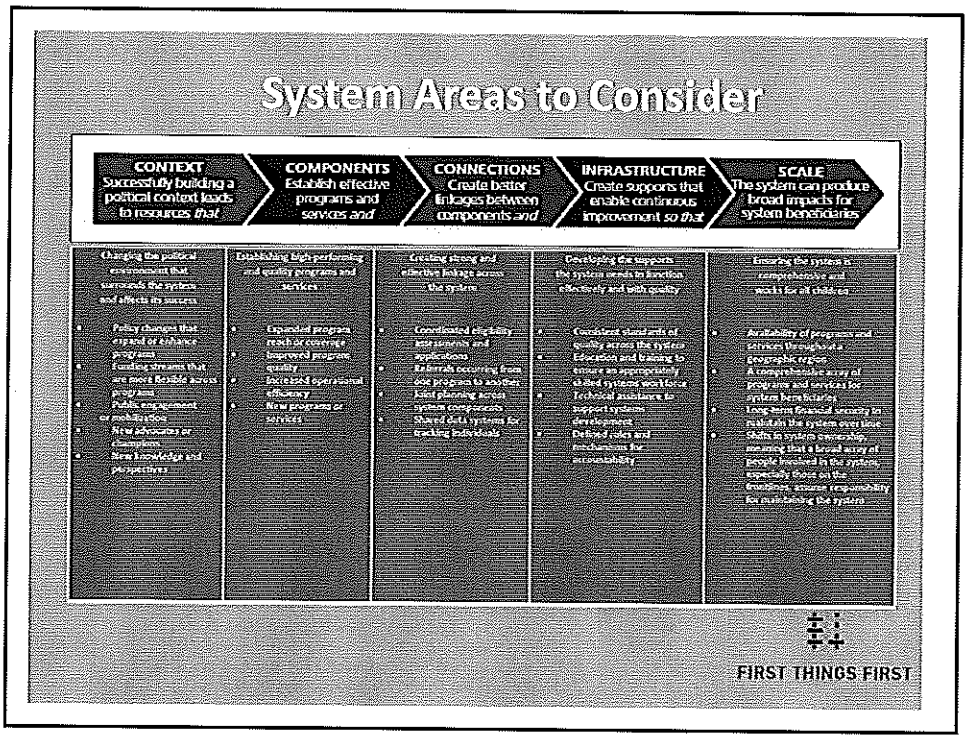
System Areas to Consider
CONTEXT Successfully building a political context leads to resources that
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SCALE The system can produce broad impacts for system beneficiaries
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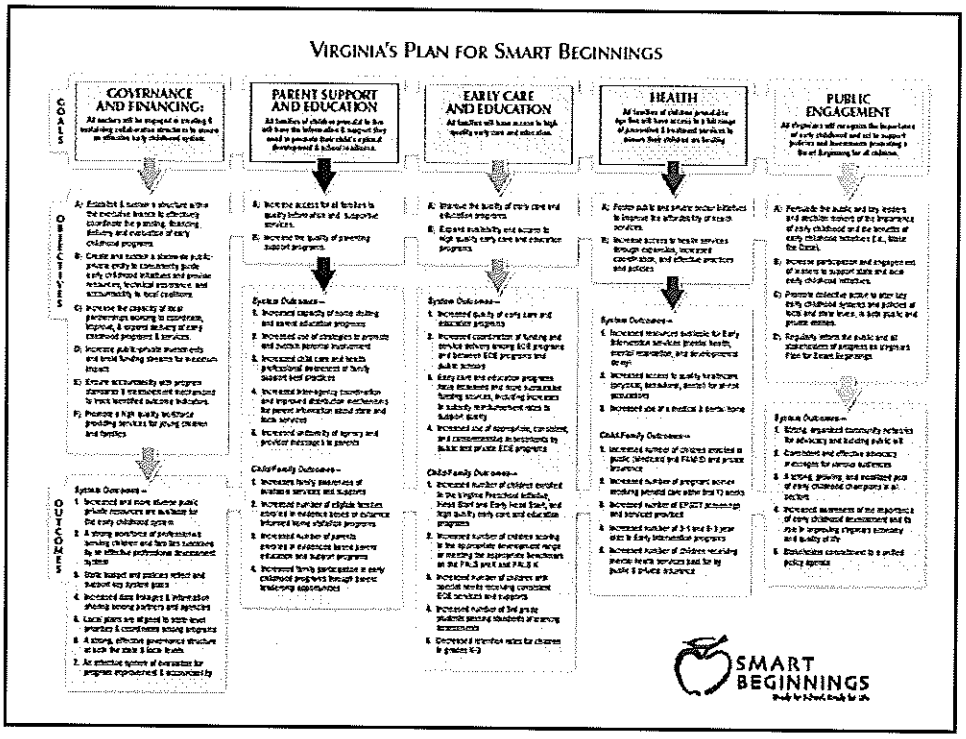
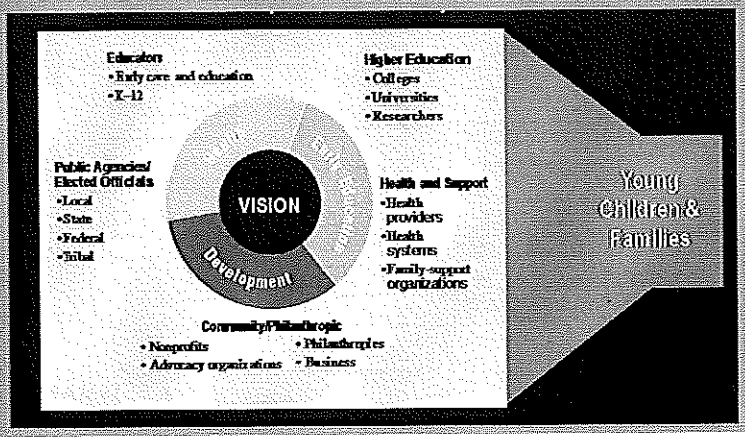

VIRGINIA'S PLAN FOR SMART BEGINNINGS
GOVERNANCE AND FINANCING:
PARENT SUPPORT AND EDUCATION
EARLY CARE AND EDUCATION
HEALTH
PUBLIC ENGAGEMENT
SMART BEGINNINGS

Arizona's Early Childhood System

If We:	We Create:	Resulting in:	Achieving:
Develop and fund high quality services for children and families that are necessary but not yet available Strengthen already existing high quality services for children Partner to build a system of early childhood services and information for families	Coordinated, high quality service system for young children	**Early Learning** All children have access to high quality, culturally responsive early care and education. **Family Support and Literacy** All families have the information, services and supports they need to help children achieve their fullest potential. **Early Childhood Professional Development** All child care/education and health professional are well prepared, highly skilled and compensated commensurate with their education and experience. **Health** All children have access to high quality preventive and continuous health care to promote physical, mental, oral and nutritional health.	All Arizona's children are ready to succeed in school and in life.
Lead through the synergy of statewide and local strategic planning Harness data and technology to build infrastructure and support data-based decision making and accountability Shift the brand and awareness of early childhood in Arizona	Leadership capacity and infrastructure to create and sustain the high-quality service system	**Early Childhood System** The early childhood system is high quality, child and family centered, coordinated, integrated and comprehensive. **Public Awareness** All Arizonans understand the importance of the early years and recognize the influence of early childhood development, health and education on Arizona's economy and quality of life and, as a result, substantially support early childhood development, health, and education both politically and financially.	

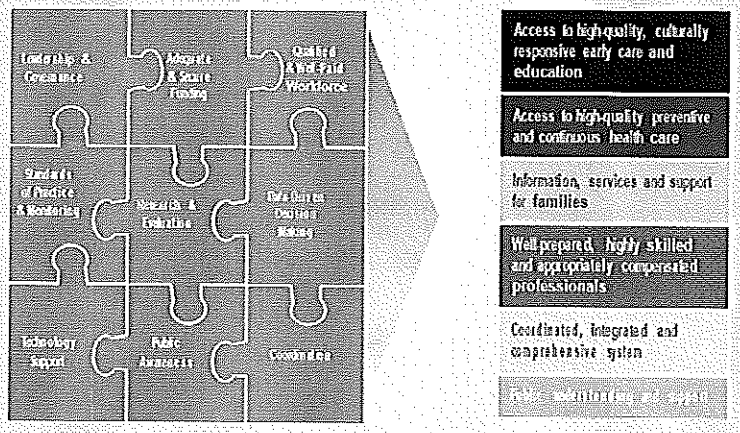
Developing a Model Early Childhood System

SYSTEM VISION: All Arizona children by the time they are 5 years old have a solid foundation for success in school and in life because we have worked together to create a family-centered, comprehensive, collaborative and high-quality early childhood system that addresses the child's development, health and early education.



Key System Elements and System Outcomes

Having all elements in place will help accelerate positive outcomes.



- Access to high-quality, culturally responsive early care and education
- Access to high-quality preventive and continuous health care
- Information, services and support for families
- Well-prepared, highly skilled and appropriately compensated professionals
- Coordinated, integrated and comprehensive system

10 School Readiness Indicators

1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
5. % of children with newly identified developmental delays during the kindergarten year
6. # of children entering kindergarten exiting preschool special education to regular education
7. #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)
8. #/% of children receiving at least six well child visits within the first 15 months of life
9. #/% of children age 5 with untreated tooth decay
10. % of families who report they are competent and confident about their ability to support their child's safety, health and well being

Roles of the System Partners

- Leaders – convening and facilitating
- Partners – co-convene and facilitate or participate
- Participants

Next Steps

- An open, visible process is needed;
- A diverse group of thinkers is important to draw from knowledge that already exists;
- Choose strategic areas to focus on for an actionable agenda;
- Consider breadth and depth of the system;
- Determine if components are equally weighted or if some areas are prioritized.

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