FIRST THINGS FIRST
Ready for School. Set for Life.

AGENDA ITEM: Discussion on Regional Priorities and System Building

BACKGROUND: The funding plan process resulted in a systematic approach to determining the strategies that will be implemented in the Cochise region's service delivery network for children and families. The chosen strategies link to past accomplishments and continue to: build on each other, support the State Board's priority roles; impact school readiness indicators at a local and state level; and influence the elements needed to create a sustainable early learning system. In the region, access to early care and education, family support and oral health are the primary focus areas.

The recognized need to continue building community awareness and support collaborative efforts are integrated into the structure.

RECOMMENDATION: The Regional Director presents this as informational purposes only and to engage feedback from the Council on different ways to incorporate and build consensus within the County with key stakeholders, elected officials, business leaders, K-12 education, higher education, non-profits and others – to truly build the early childhood system within Cochise County.

System Building

Cochise Regional Partnership Council

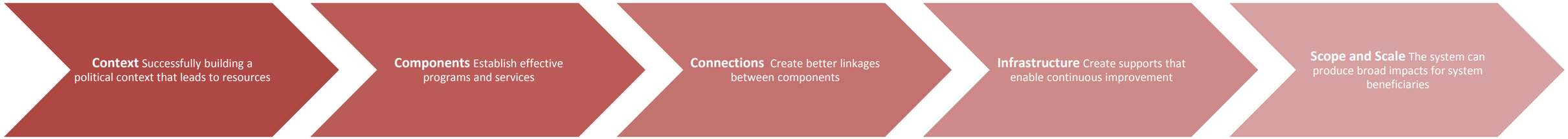
FIRST THINGS FIRST
Ready for School. Set for Life.

Regional Council System Building Planning Tool

System Building Themes Primary	System Building Secondary Themes	Cochise Regional Examples of System Building Approaches	Level of Prioritization
Context	Connections	**Community Awareness on the Importance of Early Childhood Education and Health**	
Components			
Connections	Infrastructure	**Early Childhood Investments – Public Private Partnerships/Fundraising**	
	Scale	**Home Visitation Participants attending Quality First Centers/Homes – Working with home visiting programs (not just FTF funded) to enroll children in high quality childcare sites.**	
	Components and Context	**Enhance Literacy Opportunities – Foster collaboration within all organizations to provide early literacy opportunities throughout agencies and county wide.**	
	Components	**Health Connections * Oral Health, Physicians, CCHC, Health and Nutrition Programs – All agencies providing a health service**	
Infrastructure			
Scale	Infrastructure	**Access to Affordable High Quality Child Care – 41% completed through the Quality First Strategy**	

Possible Questions:

- Addressing the top two system building priorities:
  - What approach does the Council want to take? (utilize 'approach' definitions)
  - Are there other groups working on system building for the priority? Do other people/groups need to be part of the discussion? (see 'determining who' section of chart)
  - Are there perceived barriers or resistance to addressing the issue?
  - Who is affected? (consider- within the priority area and/or from the barrier perspective)
  - Are there additional resources that could be utilized?
- Are there current or past initiatives that have been used with the system building priority that could help inform the discussion and action plan?



Changing the political environment that surrounds the system and affects its success	**Establishing high-performing and quality programs and services**	**Creating strong and effective linkage across the system**	**Developing the supports the system needs to function effectively and with quality**	**Ensuring the system is comprehensive and works for all children**
• What is the political environment within our region and the state/tribe? How does the political environment impact our region and early childhood services and supports? (need to know the political environment you are in to know what you want to change/impact) • What outside factors influence the political environment and how it continuously changes? • How to cultivate new champions? • Who are our champions? • How do we move our champions to action? What is the readiness of our community partners? • What is the role of the regional council in promoting change? • What is the level of funding for early childhood—do we know all of the sources of funding? Are we talking about these—separately or as part of an integrated system? • What are the pre-existing levels of collaboration among partners? • What do we know and understand about the initial perception of communities within our region—i.e., what can you do for me as opposed to a sense of ownership in the process?	• How does the current political environment affect movement in this area • How do we assess quality/what are we looking for? • How have we engaged our grant partners/community partners in a discussion around quality of services? Do we know where the gaps are, where the challenges are? What is impacting quality—is it resources; infrastructure; professional workforce; application of research and best practice; etc.? • How are cultural perspectives shared and integrated? • Are consistent standards in place and embraced by all partners	• What is the current political environment as it relates to interagency environment and the environment across organizations? • How are champions working to build connections? • How are the regional council members making connections? • How can we leverage regional council seats to make necessary connections? • How are cultural perspectives shared and integrated? • Do partners have knowledge of the other services and programs that exist? • Is the regional council aware of all the potential partners and how do they want to engage them? • Are there established relationships and what level of development are the relationships? • What partners are leading, convening, participating in the work? What is our role in relationship to this?	• What is the current political environment as it relates to building infrastructure and capacity? • What are examples of successful infrastructure and capacity building? • How are the partners working together? • Is there a shared vision? • How do we need to think about infrastructure and capacity building while considering our strategies and implementation of these services? • What is the readiness of our partners?	• What is the current political environment and long term implications as it relates to scale? • Do we know what scale looks like; how are we defining scale? (when looking at scale—define the target; identify the universe that makes up the target; how many do you want to reach within the universe of the target) • When looking at scale, how do you take into *consideration components, connections and infrastructure* areas? • What is the level of funding for early childhood—do we know all of the sources of funding? How are we talking about these? • What does scale look like in rural communities?