

All children aged 0-5 are prepared to succeed in school and life.

EARLY LEARNING

- Ensure children receive early developmental screenings and assessments to identify possible developmental delays (in ECE settings).
- Provide training & technical assistance to child care providers to improve the quality of early childhood education environments.
- Promote and incentivize the professional development of the Early Childhood Education Workforce.
- Promote and support programs (preschool and other environments) to be fully inclusive and supportive of children 0-5 with special needs.
- Expand access to high-quality preschool for 4-year olds that engage and support parents as their children's first teacher.
- Promote and support high quality child care/early learning environments for all children ages 0-5 that engage and support parents as their children's first teacher.
- Promote optimal early childhood social-emotional health in child care settings (Early Childhood Mental Health Consultation).
- Increase the number of children who are prepared for the transition to school (Kindergarten Transition Programs).
- Improve and expand early childhood facilities to better serve children 0-5.
- Ensure children identified with special needs are transitioned effectively (at age 3 and kindergarten) with active IFSPs, IEPs, or other individual transition plans.

CHILD HEALTH AND DEVELOPMENT

- Ensure children receive early health and developmental screenings and assessments to identify possible developmental delays (in health settings).
- Provide training & technical assistance to health providers to improve the quality of health programs.
- Improve the knowledge of parents and caregivers of children 0-5 to support positive health outcomes (health education).
- Support programs that promote optimal birth outcomes.
- Support strategies that reduce and prevent childhood obesity.
- Ensure all children 0-5 have health insurance and that families effectively utilize and navigate health care systems (e.g., dental, mental health, primary care systems).
- Promote and monitor the development of children 0-2 (home visitation for newborns).
- Children receive appropriate, integrated intervention services for their identified special needs.

FAMILY SUPPORT AND ENGAGEMENT

- Ensure children receive early developmental screenings and assessments to identify developmental delays (in family support settings).
- Provide training & technical assistance to family support providers to improve the quality of family support programs.
- Ensure that primary caregivers receive psychosocial and mental health screenings to determine possible exposure to family violence, the existence of maternal depression, and the existence of other family risk factors.
- Provide comprehensive, integrated services to promote family functioning and optimal child development (School Readiness Centers of Excellence).
- Help families support the emerging literacy skills of their children 0-5 (family literacy programs).
- Promote warm, nurturing, developmentally appropriate, and stimulating parent-child relationships (parent education to support positive parenting practices and achievement of developmental milestones).
- Provide resources and referrals to meet the comprehensive, individualized needs of children 0-5 and their families (e.g., basic needs, job development, ESL instruction, legal assistance, housing assistance, etc).
- Improve family functioning to enable parents to help children grow, learn, and develop more to reach their maximum potential.
- Promote the social-emotional health and well-being of children 0-5 and their primary caregivers, with particular attention to children who have experienced trauma and to primary caregivers with depression (therapeutic interventions for children and parents).

GUIDING PRINCIPLES & CORE VALUES

- 1. Excellence and Innovation**
Facilitate excellence and innovation in the development and implementation of pioneering initiatives, programs, services and activities.
- 2. Effectiveness**
Demonstrate results through utilization of evidence based strategies and outcome-based program evaluation.
- 3. Inclusion**
Support the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities.
- 4. Leadership**
Leverage leadership capacity to accomplish organizational objectives and promote the importance of the First 5 years.
- 5. Strength-based**
Build upon the successes, assets, and strengths of families in the design and delivery of programs.
- 6. Mission Alignment**
Prepare all children for success in school and in life through early intervention (starting at the pre-natal stage) and comprehensive supports.
- 7. Creates Value**
Add social and economic value to the landscape of services and supports for all children and families.
- 8. Non-Duplicative**
Build on, integrate and collaborate with existing services to prevent duplication of effort.
- 9. Cost Effective**
Use the most cost effective and seamless means of service delivery and offer services along the continuum of care including prevention, early intervention and treatment services.

COMMUNICATIONS & SYSTEMS CHANGE

1. Promote awareness of early brain development, the importance of the early years, and school readiness concepts countywide through community education, civic engagement, business engagement, and messaging strategies.
2. Develop and distribute high-quality resources on early childhood development and best practices for parents, practitioners, and researchers that can be used to replicate model programs (Early Brain Development Infrastructure).
3. Provide leadership and engage in policy advocacy to integrate systems and address gaps in services.
4. Coordinate and build upon existing services and infrastructure and improve collaboration among service providers to increase the quality and integration of programs and services.
5. Increase investment in and participation by all sectors of the community to promote the health and well being of children aged 0-5 and their families locally.
6. Develop a comprehensive, coordinated, culturally/linguistically competent and family-friendly service system for all children that includes an array of accessible and integrated, specialized and natural community programs, resources, supports and services.
7. Build on community and family assets and involve parents and practitioners as decision makers in the design and development of programs, services, and supports.
8. Maximize leveraging and financing opportunities while identifying and addressing systems barriers to advance policy on behalf of children 0-5.