



**Vision:** *For the long term prosperity of Minnesota, it is imperative that young children are supported by their families and communities in achieving their maximum developmental potential. To accomplish this, we share responsibility to provide a continuum of comprehensive and effective programs, services, and partnerships. In our coordinated efforts we will reach across systems, cultures, and geography to provide equity of access for all children, especially for Minnesota's most vulnerable children.*

**Guiding Principles developed by the Early Childhood Advisory Council:**

1. Every child deserves the opportunity to achieve his or her full potential.
2. Early experiences affect the development of a child's brain and lay the foundation for lifelong learning and emotional well-being.
3. Responsibility for a child's success rests primarily with parents. Families have an enormous impact on a child's success. Parents and family members need information and support to create an environment that will ensure their child's achievement of full potential.
4. It is essential that children have strong, nurturing relationships with the adults in their lives so they reach their full potential.
5. Culturally appropriate services are essential to an effective early childhood care and education system.
6. Since the majority of early childhood care and education spending is directed by families, children and families are best served by a system that includes a range of education and care options that is easily understood and accessed.
7. In order to maximize children's potential, children must be ready for schools and schools must be ready for children.
8. Public funds for early childhood care and education should be prioritized to the children at-risk to support achieving their full potential.
9. Children and families are best served when research-based programs and policies that align with the 10 Essential Elements of Effective Early Care and Education Programs are implemented and evaluated regularly.
10. The work of the Early Learning Council and its committees will rely on evidence-based research.
11. The Council acknowledges the complexity of the lives of children and families. All children and families benefit from strong and healthy systems of public and community support.

**Educational Preparation**

*Goal: All young children and their families in Minnesota have access to high quality early education and care that assures they enter kindergarten ready to succeed*

OBJECTIVES (What can/needs to be done?)	OUTCOME S and INDICATING MEASURES (How will we know we are successful?)
<p>1. From birth, young children in Minnesota develop the skills, knowledge and accomplishments to be fully prepared for kindergarten with no disparities by race income or geography</p>	<ul style="list-style-type: none"> <li>• An increase of children with marked proficiency in all domains at kindergarten entrance with no disparities by race, income, or geography (measured by SRRRC #1)</li> <li>• Young children with special needs are identified earlier so fewer require special education services after kindergarten entrance (measured by ???)</li> <li>• Young children with special needs improve their acquisition and use of knowledge and skills (measured by SRRRC #3)</li> </ul>
<p>2. Increase the quality of early childhood programs throughout the state</p> <p>3. Increase the percentage of young children participating in high quality early childhood programs throughout the state</p>	<ul style="list-style-type: none"> <li>• Young children and families (especially those most vulnerable) in Minnesota have access to and are participating in high quality early care and education programs and services according to need and risk factors (measured by SRRRC # 14, 15, and CM 7c)</li> <li>• Young children and families have access to coordinated services to meet their individual needs (measured by CM #6)</li> </ul>
<p>4. Increase the percentage of providers (including FFN) who participate in all types of professional development and who achieve competence and/ or</p>	<ul style="list-style-type: none"> <li>• There is an adequate supply of highly qualified early childhood personnel for all types of care and education programs (measured by PD Registry)</li> </ul>

**degree status**

**Healthy Development**

*Goal: A full range of prevention, support, and intervention services (physical, mental, dental) are available to families in Minnesota to ensure their children's healthy development from birth*

**OBJECTIVES (What can/needs to be done?)**

**1. Increase the percentage of young children reaching developmental milestones from birth**

**OUTCOMES and INDICATING MEASURES (How will we know we are successful?)**

- Prenatal and postpartum services and supports are accessible and utilized by parents to ensure children's healthy development with no disparities by race, income, or geography (measured by SRRRC #6, #8, and #11)
- Young children are current in their immunizations (measured by SRRRC #4)
- Well child visits are attended by young children and families as a method toward health promotion and prevention (measured by SRRRC #10)

**2. Increase access to health services through expansion, increased coordination, & effective practices and policies.**

- Young children and families receive coordinated, ongoing, comprehensive care within a health care home (measured by MCHB Core Outcomes for CSHCN Outcome #2)
- Young children have access to and are receiving preventative health and dental services as appropriate (measured by SRRRC #10)
- There is an adequate supply of qualified early childhood mental health practitioners throughout the state (measured by ???)
- Local communities are linking early childhood mental health services to child-

<p>3. Increase percentages of eligible children served by early intervention services and supports</p>	<p>serving settings and primary care facilities (measured by ???)</p> <ul style="list-style-type: none"> <li>• Young children are participating in developmental screening by age three (measured by SRRRC #12)</li> <li>• Young children and families with special needs are participating in programs and services which support their individual growth and improve their developmental outcomes (measured by SRRRC #3)</li> </ul>
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**Strengthened Families**

*Goal: All young children and their families in Minnesota have access to information, programs, and services that support safe, stable, living arrangements and nurturing relationships that provide a foundation for optimal child development*

<p><b>OBJECTIVES (What can/needs to be done?)</b></p>	
<p>1. Increase resources, programs and services, dedicated to supporting knowledge of child development and promoting parenting skills and resilience</p>	<p><b>OUTCOMES and INDICATING MEASURES (How will we know we are successful?)</b></p> <ul style="list-style-type: none"> <li>• Parents and caregivers have access to and utilize parent support/education via ECFE/Head Start and other parenting education programs (measured by SRRRC #9)</li> <li>• Parents of young children have increased skills and knowledge to help their children develop and learn in a way that supports their individual success in school and in life (measured by???)</li> <li>• Children are protected from adversity through healthy, nurturing relationships with parents and caregivers</li> </ul>

<p>2. Increase access to financial and other concrete supports for young children and families in crisis</p>	<ul style="list-style-type: none"> <li>• Children and families living in economically distressed households have access to and participate in financial and</li> </ul>
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	<p>other supports (measured by report card #7)</p> <ul style="list-style-type: none"> <li>• Reported abuse and neglect among young children is reduced (measured by report card #5)</li> </ul>
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**Governance/Access/Finance**

*Goal: Minnesota's young children and families are supported by a coordinated, comprehensive, and effective early childhood system*

**OBJECTIVES (What can/needs to be done?)**

**OUTCOMES and INDICATING MEASURES (How will we know we are successful?)**

<p>1. Identify leadership so that all sectors (state, local, public, private) work collaboratively to ensure infrastructure is-developed and sustained for an effective early childhood system</p>	<ul style="list-style-type: none"> <li>• A coordinated, fully financed system of early childhood programs, services, and supports is established</li> <li>• The importance of early childhood development, systems, supports, and services across sectors is recognized and supported by the general public</li> </ul>
<p>2. Early childhood stakeholders have reliable, comprehensive data and accountability measures for policy and financing decisions at the state and local levels</p>	<ul style="list-style-type: none"> <li>• Data systems link, collect, and report on early childhood programs, services, and supports</li> </ul>
<p>3. Increase and more efficiently use current resources (federal/state/local) and leverage additional private funding at the state and local levels</p>	<ul style="list-style-type: none"> <li>• Current and future investments are targeted to services, supports, and programs with demonstrated accountability for promoting school readiness.</li> </ul>