

Iowa's Early Care, Health and Education System

VISION: Every child, beginning at birth, will be healthy and successful.

RESULTS-BASED GOALS FOR THE SYSTEM

RESULT: HEALTHY CHILDREN

GOALS:

- Increase access to and utilization of social, emotional and mental health services.
- Increase access to and utilization of preventive health care services
- Increase the number of children with a medical home
- Increase the number of children with a dental home
- Increase the number of children with health care coverage
- Increase access to and utilization of prenatal care services

RESULT: CHILDREN READY TO SUCCEED IN SCHOOL

GOALS:

- Increase the capacity of schools to be ready to meet the educational needs of all children
- Increase the level of performance of children in the areas of learning, communication, movement, self-help, social skills and emotional health
- Increase family capacity to provide a quality early learning environment
- Increase access to affordable quality early learning environments for all children

RESULT: SECURE AND NURTURING FAMILIES

GOALS:

- Increase the safety of children in their home environments
- Increase positive relationships between children and parents
- Increase the number of families who have sufficient resources to provide a stable home to support the well-being of children
- Increase effective opportunities to learn about child development and parenting skills

RESULT: SAFE AND SUPPORTIVE COMMUNITIES

GOALS:

- Increase public engagement and support for families with young children.
- Increase workplace commitment to families
- Increase community investment in early care, health and education system
- Increase the recognition of cultural diversity and the promotion of culturally competent practices.

RESULT: SECURE AND NURTURING CHILD CARE ENVIRONMENTS

GOALS:

- Increase the number of high quality child care/early learning environments for all children
- Increase parent and community knowledge about quality child care/early learning environments
- Increase parent and community demand for quality child care/early learning environments
- Increase the accessibility and affordability of high quality child care/early learning environments for all children



SYSTEM COMPONENTS TO ACHIEVE THE RESULTS AND VISION

Quality Services and Programs

- A. Expand Early Learning Environments and Opportunities
- B. Advance Children's Healthy Physical and Mental Development
- C. Create and Maintain Links with Community Resources
- D. Incorporate Best Practice Knowledge For Early Childhood Education, Family Support And Health.

Parent, Family and Community Engagement

- A. Support Parents as Consumers
- B. Increase Workplace Commitments to Families and Business and Community Involvement in Early Care, Health and Education
- C. Increase Community Awareness of Early Care, Health and Education
- D. Increase Advocacy for Supportive Child and Family Policies

Professional Development

- A. Create/Expand a Credentialing System and Compensation Package
- B. Promote quality training and education
- C. Promote core professional knowledge

Accountability for Results

- A. Define Appropriate Results
- B. Establish Mechanisms to Collect, Manage and Report Results Information
- C. Assure that Results are Used for Informed Decision Making

Resources and Funding

- A. Identify the Costs and Financing Structure of a Quality System
- B. Identify and Secure Potential Revenue Sources

Governance, Planning and Administration

- State Level and Local Level
 - Demonstrate Effective Collaborative Leadership
 - Coordination of Strategic Planning
 - Partnership with Local Level
 - System Oversight
 - Training and Technical Assistance
 - Sustainability

Sources:

Kagan, Sharon, *Back to Basics: Essential Components of an American Early Care and Education System*.

2001 Smart Start, Intensive Technical Assistance Grant,

Seven Essential Components of a Comprehensive Early Childhood Initiative Center for Schools and Communities,

www.center-school.org

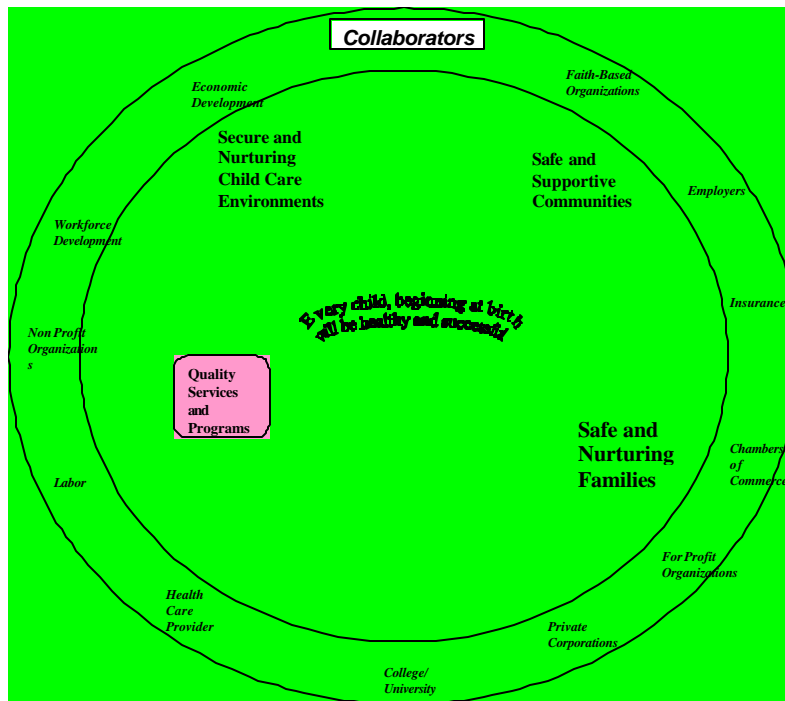
ENDORSEMENTS
For Early Care, Health and Education System
Vision and Goals
(November 2003)

- AEA Directors of Special Education
- AEA Early Childhood Network
- Bureau of Family Health, Child Health Advocacy Team
- Bureau of Family Health, Women's Health Team
- Child Care Resource and Referral
- Child Development Coordinating Council
- Dept. of Education Early Learning Team
- Dept. of Human Rights Administration
- Dept. of Human Services Administration
- Early ACCESS Regional Coordinators
- Early Childhood Special Education Network (AEA)
- Early Care, Health and Education Congress
- Family Development and Self-Sufficiency (FaDSS) Council
- Iowa Association for the Education of Young Children
- Iowa Childcare and Early Education NetWork
- Iowa Community Action Association
- Iowa Early ACCESS Council
- Iowa Empowerment Board
- Iowa Head Start Association
- Iowa Head Start Collaboration Office
- Maternal and Child Health Advisory Council
- Mental Health and Developmental Disabilities Commission
- Special Education Advisory Panel
- State Board of Health
- State Childcare Advisory Council

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Framework for the Vision

The Early Childhood Core Stakeholders have developed and adopted a conceptual framework to describe an early care, health and education system. The framework has been adopted as a starting point for the **Iowa Learns Council, Department of Education Early Learning Team** and the **Urban Education Network, Early Childhood Financing Study work group**.



The center circle represents the **Vision** for all of Iowa's children. The second band, **System Components**, serves as the link needed to link the vision and the desired results. The third band, **Results** states the desired measurable results to gauge progress toward the vision. The outer band describes the **Collaborators** necessary to assure a unified approach in developing the quality services and supports to reach the results and vision.

Based on the work of Kagan, Sharon, *Back to Basics: Essential Components of an American Early Care and Education System*, the Smart Start Intensive Technical Assistance Grant, *Seven Essential Components of a Comprehensive Early Childhood Initiative*, and the Center for Schools and Communities.