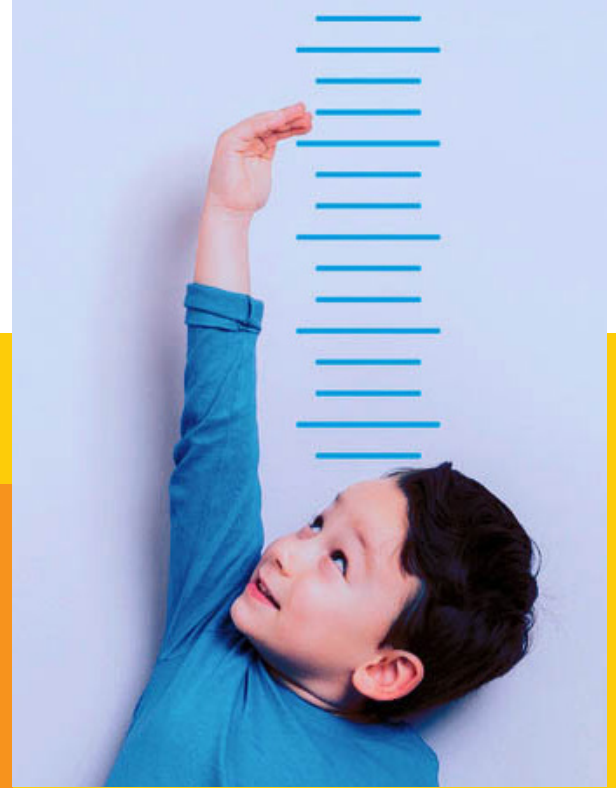


# EARLY CHILDHOOD OC

*Partnering for Thriving Communities*



## Our Shared Vision



**Young children** reach their developmental potential and are ready to succeed in school and in life



**Adults** are knowledgeable, nurturing, responsive and interact effectively with other adults, children and the family unit



**Environments** that impact children are safe, supportive, stable and healthy



**Orange County** attains economic and social benefits by prioritizing children and families

All children  
are valued,  
nurtured,  
healthy,  
and thriving.

## Core Principles

- Children and families thrive regardless of income, language and culture
- Supports and services are coordinated and integrated across settings and sectors
- Policies and practices are family centered

## Strategies for Action

- Promote and share knowledge
- Identify and eliminate barriers
- Build community capacity
- Make data-informed decisions
- Encourage public-private approaches
- Advance adequate and sustainable funding
- Implement quality standards
- Embed continuous quality improvement
- Ensure coordinated messaging

# Orange County Early Childhood Policy Framework



**Resilient Families**



**Quality Early Learning**



**Comprehensive Health & Development**

## ACCESS

Recognizes that availability of services are important

- Parenting programs are sufficiently available, promote the resilience of caregivers, and enhance knowledge of parenting and child development
- Programs, schools and communities offer opportunities for family engagement and leadership
- Family friendly policies and practices exist in the workplace

- High quality, developmentally appropriate learning experiences and environments are sufficiently available to meet the needs of all children and families
- Education, coaching and training are available for caregivers, teachers and other professionals

- Comprehensive health coverage and services are sufficiently available and utilized, including screening, early identification, consultation and treatment
- Mental health needs are identified and treated
- Workforce shortages of pediatric specialists are addressed

## QUALITY

Recognizes that services must meet a standard of quality, not simply exist

- Programs promote and support family self-efficacy and self-sufficiency
- Families are empowered to choose high quality comprehensive services, supports and education
- Services and programs for families incorporate protective factors

- Formal and informal care environments and education practices reach the highest standards of quality
- Curriculum and behavior expectations for programs serving children in K through 2nd grade are developmentally appropriate
- All settings provide effective transitions across and within programs, schools and systems

- Providers and practices consistently meet quality indicators for their respective standards of care
- Settings and practices promote positive relationships, optimal child development, and appropriate nutrition and physical activity

## EQUITY

Recognizes that special populations need special attention

- All families have help to access preventive, timely and coordinated services and supports according to their needs, including high-need children and families and special populations
- Education, employment, housing, financial, health and legal supports and policies contribute to family economic stability and long-term security

- Readiness and academic achievement gaps are eliminated for children birth through eight
- Early childhood professionals are well-trained and well-compensated across programs and settings

- Health disparities are eliminated through education, employment, housing, financial and legal policies that support child and family health
- All environments are safe, free of toxins, have affordable nutritious foods and other opportunities for physical activity
- Children with special health, behavioral or developmental needs receive individualized services and supports