



OUR CORE BELIEFS

Serving as critical guideposts to inform Educare's policy decisions.

Comprehensive, high-quality programming

To address equity and the education, development and support needs of children and families, adequate resources and policies are needed to support and sustain effective practices within early learning programs.

Continuity of care from birth to age five

Continuity of care policies are needed that support uninterrupted, consistent care and education to ensure that a young child can continuously participate in a quality early learning program and achieve lasting gains.

Evidence-based & innovative practices

Effective teaching and implementation of innovative practices that reliably produce positive outcomes depend on the strength of organizational and instructional leadership supports, as well as structural policies, such as group size and ratio, curriculum, teacher qualifications and staff compensation.

Continuous improvement & accountability for results

Policies should support program leaders, teachers and family and community partnerships staff in using classroom and child and family data to inform practice, professional learning and program-wide improvement plans.

Too few children in under-resourced families can access and continuously participate in high-quality early learning programs

Too few early learning programs have adequate funding and supports to deliver high-quality early learning services

ONLY 7% of eligible infants and toddlers have access to Early Head Start¹

ONLY 31% of eligible children ages 3-5 have access to Head Start



THE PROBLEM

For every public dollar invested in the development and education of a school-aged child, only **7 cents** is invested in an infant or toddler and **25 cents** in a preschooler²



WHAT WE NEED

Our country needs to invest in the following foundational elements that support the implementation and continuous improvement of high-quality early childhood programs.

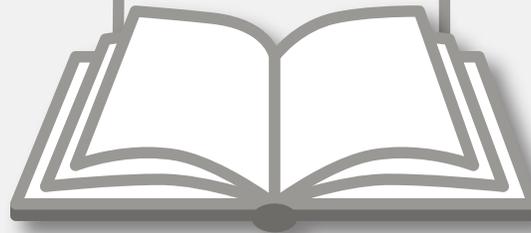
- **Robust early childhood investments**
Additional and more reliable public funding is essential to ensure young children from economically disadvantaged families can benefit from programs that are highly effective and continuously improving
- **Strong policies**
Federal, state and local policies that serve the comprehensive needs of young children and families are critical to increase early childhood program access and quality
- **Coordinated systems**
Improving early childhood outcomes requires cross-sector systems that link quality early care and education, health, family support and other resources, as well as focus on parents' concerns and a commitment to equity for all children
- **Professional learning supports**
Early childhood practitioners need professional learning supports in higher education and on the job so they can acquire and apply new knowledge, skills and dispositions to continuously improve practice
- **Compensation**
How we value a diverse early childhood workforce through adequate compensation and support affects their ability to do their job well and helps programs attract and keep highly skilled staff



HOW WE WORK

Educare is uniquely positioned to take action and advocate for comprehensive early childhood policies and systems that close the opportunity gap.

- **Raise awareness, conduct outreach and cultivate champions**
- **Inform policy and funding priorities and proposals**
- **Engage in direct policy and funding advocacy activities**



VISION FOR CHANGE

Together, we can:

- **Increase access to high-quality early learning programs**
- **Enhance the coordination of early learning programs and systems**
- **Strengthen implementation of high-quality teaching and learning practices**
- **Build strong professional learning systems and workforce**
- **Improve outcomes for children and families**