



Strong Start for Children – Building America’s Future coalition supports a significant expansion of high-quality early learning opportunities for children ages birth to five, particularly those in low-income families, in order to achieve better education health, social and economic outcomes for all. This coalition of organization supports the following principles for the overall initiative and its components:

Overarching Principles

- Every age from birth through kindergarten is important and every component of the initiative listed below is critical to children’s success in school and in life
- Families are important and require support and engagement in each component
- Each component of this initiative deserves increased financial resources for greater access and quality
- Resources should be focused on children in low-income families, children with disabilities, children who are homeless, children who are dual language learners, and children with special needs

Home Visiting

- Expand evidence-based home visiting programs

Early Head Start/Child Care Partnerships

- Partnerships meet Early Head Start standards (includes comprehensive services)
- Support for more child care providers (family child care, center child care) to meet the standards
- Local partnerships that expand and enhance access to and the quality of Early Head Start services
- Expand the number of children served by Early Head Start and child care assistance
- Coordination with the child care assistance system to ensure the needs of working families are met

PreK Initiative

- Expand the number of children participating in prekindergarten
- Strengthen the quality of services for children currently being served
- All settings and sectors (community-based child care and Head Start as well as schools) that can meet the prekindergarten standards are eligible for these funds
- Comprehensive services for low-income, disadvantaged children
- Funding for program staff to meet and sustain higher standards over a certain number of years as well as compensation parity with public schools
- No less than full-school-day, full-school-year prekindergarten services
- Among children in families earning under 200% of poverty, prioritize the most disadvantaged and lowest-income children
- Developmentally appropriate child assessment used in conformity with National Academy of Sciences (NAS) recommendations

Full-Day Kindergarten

- State must have appropriate standards in all domains
- Developmentally appropriate curricula and child assessment used in conformity with NAS recommendations

You can sign your national, state, or local organization up for the campaign [here](#).