Early Care, Health and Education System Results-Planning Framework
Vision: Every child, beginning at birth, will be healthy and successful.

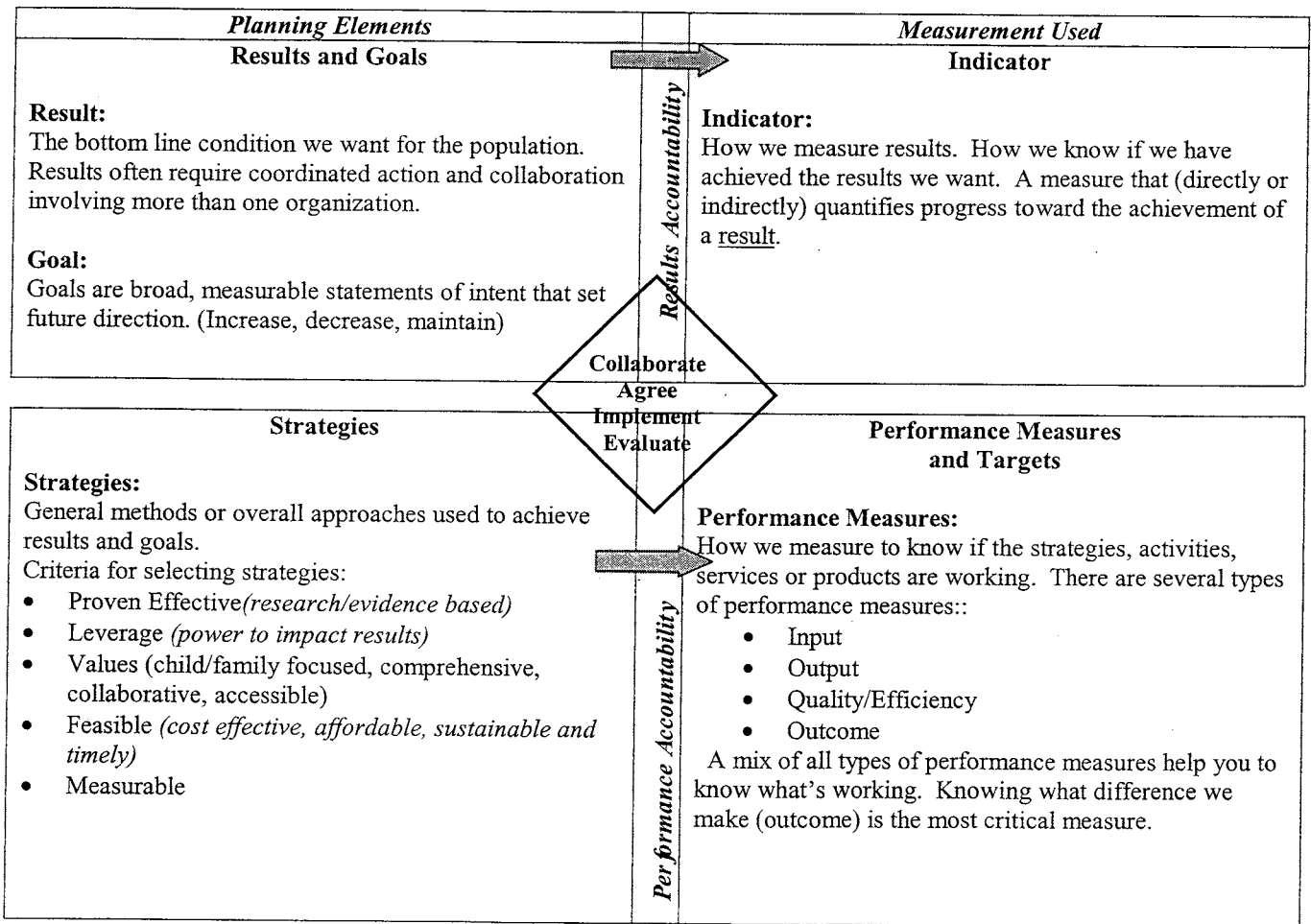This framework is based on the questions we need to ask:

- What are the results that we want?
- What do data tell us about how we are doing?
- What will work to improve results?
    - Who are the partners to involve?
    - What are the strategies to be used?
- How does this program/proposal/budget item help improve results?
    National Conference of State Legislatures

Results Accountability:
Accountability at the systemic and policy level. The desired results/goals and indicator measures are shared responsibilities across organizational boundaries and reflect the desired results for the population.

Performance Accountability:
Accountability at the strategic and programmatic level. This is the work done to "turn the curve" for better results or outcomes. Strategies are globally defined best practices to positively impact the lives of children, individuals and families served. Specific activities, services or products are employed and performance measures are used to know if what we are doing is making a positive difference.

Planning Elements	*Measurement Used*
Results and Goals	**Indicator**
Result: The bottom line condition we want for the population. Results often require coordinated action and collaboration involving more than one organization. **Goal:** Goals are broad, measurable statements of intent that set future direction. (Increase, decrease, maintain)	**Indicator:** How we measure results. How we know if we have achieved the results we want. A measure that (directly or indirectly) quantifies progress toward the achievement of a result.
Strategies	**Performance Measures and Targets**
Strategies: General methods or overall approaches used to achieve results and goals. Criteria for selecting strategies: - Proven Effective *(research/evidence based)* - Leverage *(power to impact results)* - Values (child/family focused, comprehensive, collaborative, accessible) - Feasible *(cost effective, affordable, sustainable and timely)* - Measurable	**Performance Measures:** How we measure to know if the strategies, activities, services or products are working. There are several types of performance measures:: - Input - Output - Quality/Efficiency - Outcome A mix of all types of performance measures help you to know what's working. Knowing what difference we make (outcome) is the most critical measure.

Results Accountability

Performance Accountability

Collaborate
Agree
Implement
Evaluate

2/3/2003

Goal Areas
Early Care, Health and Education System
(Following Stakeholder Meeting of December 4th, 2002)

Note: Group was in consensus regarding Building Public Will as an over-arching goal area, so it is not individually addressed in each result area.

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

HEALTHY CHILDREN
➢ 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

CHILDREN READY TO SUCCEED IN SCHOOL
➢ 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

SECURE AND NURTURING FAMILIES
➢ 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

SAFE AND SUPPORTIVE COMMUNITIES
➢ 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.

SECURE AND NURTURING CHILD CARE ENVIRONMENTS
➢ 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

12/12/02