



The 2015-16 Pro-Kid Policy Agenda for California

A Guide to Pro-Kid Policymaking

The *2015-16 Pro-Kid Policy Agenda for California* is the only comprehensive roadmap at the state level for policymakers, stakeholders, and others who want all children – especially children of color and children from low-income families – to have the opportunity to reach their full potential.

A plethora of research shows that investments in quality programs for kids more than pay for themselves in terms of increased earnings and revenues and a stronger overall economy, and decreases healthcare, corrections, and other public costs later on. Given the far-reaching impact of ensuring that all kids have the supports they need, the Pro-Kid Agenda is a critical component of the other major agendas facing the state, including the anti-poverty, pro-economic growth, social justice, governmental efficiency, equity, pro-safety, and pro-family support agendas.

Yet unlike many of these other agendas, the *Pro-Kid Agenda* is one that can be readily embraced by policymakers across the political spectrum, a range of diverse stakeholders and the general public. Prioritizing kids should be a unifying goal. Who, for example, thinks it makes sense that, while California is a relatively high tax state (ranking 11th in per capita state and local tax revenues), it ranks in the bottom half of states in per-capita expenditures on education and children’s health? The *Agenda* can unite Democrats and Republicans, business and labor, liberals and conservatives, urban and rural and people of all ethnicities, incomes and ages.

The *Agenda* was compiled by Children Now, the only umbrella research, policy development and advocacy organization dedicated to promoting children’s health, education and welfare in California. Children Now created and coordinates The Children’s Movement of California – the member-based constituency supporting kids that now includes more than 1,100 business, education, parent, labor, civil rights, and faith- and community-organizations. Children Now also leads, co-leads or participates in scores of coalitions around the state covering the full range of children’s issues. The *Agenda* reflects the top priorities of each of those coalitions and their members.

More information on each of the *Pro-Kid Agenda* items is available at www.childrennow.org. If you have any questions or comments regarding the *Agenda*, please email agenda@childrennow.org.

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At-A-Glance: The 2015-16 Pro-Kid Policy Agenda for California

Education: Early Learning

- 1 Expand high-quality child care opportunities for infants and toddlers.
- 2 Protect recent investments and commitments to increase access to high-quality preschool.
- 3 Ensure the quality of California's early learning system, including scaling local Quality Rating and Improvement Systems (QRIS).
- 4 Promote coordination between early learning and TK-12 systems, as well as across other agencies serving young children and families.

Education: TK-12

- 5 Promote the use of a universal kindergarten readiness observation and assessment tool to highlight understanding of how prepared our young children are at school entry.
- 6 Implement and increase investments in California's new school finance system, the Local Control Funding Formula, to blend the benefits of flexibility, equity, and transparency.
- 7 Fully integrate Common Core and Next Generation Science content standards with an aligned assessment system that also places a greater emphasis on Science, Technology, Engineering and Math.
- 8 Adopt a robust system of outcomes-based accountability to support student success.
- 9 Recruit, train, support, improve, and retain effective teachers for every child.
- 10 Foster innovation in approaches to the traditional school day and expanded learning time (i.e., afterschool and summer programs) to extend proven programs, such as Linked Learning.
- 11 Leverage technology more fully and appropriately to advance academic achievement by revamping the education infrastructure, taking successful blended and personalized learning models to scale, providing access to resources and supporting professional development.
- 12 Address school climate and student engagement priorities, monitor chronic absence and eliminate inequitable suspension and expulsion policies.

Health

- 13 Ensure universal access to developmental and behavioral screenings and improve access to early intervention services.
- 14 Expand and strengthen voluntary early childhood home visiting programs.
- 15 Provide every child with affordable and comprehensive health insurance coverage.

- 16** Ensure children’s timely access to the complete range of critical health care services, including preventive screenings, immunizations, dental, mental, vision and hearing care.
- 17** Establish a tech-savvy “health home” for every child, and increase the availability of school-based health services.
- 18** Institute a comprehensive approach to combating childhood obesity, focusing on healthy food and beverage choices, increased physical activity and nutrition education.
- 19** Prevent and mitigate the long-term effects of toxic stress by building on child, caregiver, and community strengths and promoting trauma-informed systems.

Child Welfare and Juvenile Justice

- 20** Ensure the state maintains oversight and state and county governments are held accountable for improving child welfare and juvenile justice outcomes.
- 21** Strengthen and expand child abuse and neglect prevention, early intervention, and at-home services.
- 22** Prioritize placement stability and lifelong, supportive connections for foster youth.
- 23** Ensure foster youth aging out of the system have access to education, health care, housing, and other services.
- 24** Ensure foster youth receive services and supports to meet their unique educational needs in order to close the foster youth achievement gap.
- 25** Discourage inappropriate delinquency proceedings and encourage age-appropriate justice system responses.

Cross-Sector Coordination

- 26** Institute a Children’s Coordinating Council.
- 27** Develop eligibility and enrollment standards and outcome measures to be used across agencies.
- 28** Establish a comprehensive, longitudinal, interagency data system.

Education: Early Learning

1 Expand high-quality child care opportunities for infants and toddlers.

A parent earning minimum wage would need to spend 71% of their salary on full day infant care, and the costs of quality child care exceed the costs of higher education for many families. Yet despite the scarcity of quality, affordable care options, the state makes only minimal investments in child care for infants and toddlers. The 2014-2015 state budget only provided 1,500 additional slots for general child development programs which could cover infants and toddlers as well as school-age children, and the updated provider reimbursement rate adjustments remain too minimal to defray the higher cost of providing infant and toddler care throughout the state. California must invest funding to expand access to quality child care for infants and toddlers, which means language-rich, responsive, health-promoting, and family-friendly environments, within both home and center-based settings.

2 Protect recent investments and commitments to increase access to high-quality preschool.

Investments in early learning are essential to achieving the college and career readiness goals the state has set for students. The 2014-15 state budget included approximately \$260 million for preschool expansion and quality improvement efforts, the largest early learning investment California has seen in a decade. The overall budget package partially restored funding cuts and provided an additional 11,500 full-day and full-year preschool slots, repealed family fees, and made inroads toward addressing reimbursement rate freezes for preschool providers in place since 2007. It also included a commitment to expanding preschool in upcoming years by an additional 31,500 slots so that all low-income four-year-olds have access. The state must keep its commitment to a phased expansion of slots as a critical step towards achieving universal high quality preschool.

3 Ensure the quality of California's early learning system, including scaling local Quality Rating and Improvement Systems (QRIS).

State early learning policies and resources must support a consistent, statewide focus on quality and continuous program improvement in order to dramatically impact child outcomes and provide stimulating, safe environments for children. With the recent reauthorization of the Child Care Development Block Grant, California will need to align to new federal requirements, including annual licensing visits for both licensed and non-licensed providers and a gradually increasing set-aside for quality improvement activities. The upcoming state plan for disbursement of federal Child Care Development Fund monies is an opportunity for the state to articulate its priorities and goals for strengthening the early learning system.

The state must also build on the foundation laid through the federal Race to the Top-Early Learning Challenge grant, and support the sustainability and expansion of local Quality Rating and Improvement Systems (QRIS) to ultimately ensure a statewide quality system. Currently, QRIS have launched in 16 counties with another 14 mentee counties also initiating activities. These systems bring together partners, tools, and resources to assess and improve the quality of early learning programs. In the short-term, the state needs to monitor the roll-out of the newly created QRIS block grant, which provides \$50 million annually to support preschool quality improvement via the QRIS, and ensure that parallel efforts are made to promote quality in programs serving infants and toddlers.

4 Promote coordination between early learning and TK-12 systems, as well as across other agencies serving young children and families.

In order to be ready for kindergarten, children need comprehensive, integrated, health, learning, and family supports during early childhood. However, service systems are often fragmented and inefficient, making it difficult for children and their families to receive the supports they need. Of particular importance are the connections between early learning and early elementary, given that key social-emotional milestones for children like self-regulation are taking shape, and foundational learning milestones like reading must be reached by 3rd grade. By integrating early learning practices within kindergarten environments, transitional kindergarten is an avenue for building bridges between these two systems. The state should also build upon efforts like the February 2015 First 5 California conference collaboratively hosted with California's Health and Human Services Agency, the California Department of Education, and others. This type of cross-sector collaboration lays the groundwork for greater

financing and policy coordination across agencies at state and local levels in order to best meet the complex needs of children and families.

Education: TK - 12

5 Promote the use of a universal kindergarten readiness observation and assessment tool to highlight understanding of how prepared our young children are at school entry.

In addition to promoting greater coordination between early learning and TK-12, the state should also launch a statewide kindergarten readiness observation and assessment tool and implementation resources that (a) help parents better support their children's development, (b) inform the instructional practices of preschool, transitional kindergarten, and kindergarten teachers, and (c) provide policymakers a statewide snapshot of overall kindergarten readiness.

6 Implement and increase investments in California's new school finance system, the Local Control Funding Formula, to blend the benefits of flexibility, equity, and transparency.

California should continue its efforts to successfully implement the Local Control Funding Formula (LCFF) by blending the benefits of flexibility, equity, and transparency. This means providing sufficient flexibility so local communities can respond to student needs, support innovation, monitor and ensure equitable investments are made in high-needs students, and make certain that authentic community engagement is occurring throughout the state. While LCFF establishes a framework for ensuring that investments in our schools result in improved outcomes, by itself LCFF has not changed the underfunding of our TK-12 system. California lags behind most other states in measures of per-pupil spending, school staffing (teachers, administrators, and other staff) and student achievement. With Proposition 30 beginning to phase out in 2016, the state should work to ensure that the necessary resources are provided so that districts, through the LCFF process, can provide all students with the opportunity to graduate from high school ready for college and the workforce.

7 Fully integrate Common Core and Next Generation Science content standards with an aligned assessment system that also places a greater emphasis on Science, Technology, Engineering and Math.

California schools are working diligently at implementing the Common Core State Standards in English language arts and mathematics (adopted in 2010), and the Next Generation Science Standards (adopted in 2013). These updated standards support a stronger educational program, providing the knowledge and skills that students need to master in order to be successful in the 21st century global economy. To further implement these standards, the state should provide districts with additional resources to build capacity toward their effective implementation, including teacher professional development and time for reflection/collaboration, instructional materials, and technology. The state should also work towards updating all state standards, including history-social science and visual and performing arts, and ensure those standards are also focusing on deeper learning skills and preparing students to be successful in college, career and civic life.

California must also continue fully integrating the Smarter Balanced suite of assessments so educators and parents know how students are progressing and are provided with important feedback on what students understand and where they are struggling. The state also needs to work as quickly as possible to provide a new high quality assessment that is aligned to the Next Generation Science Standards and will provide the same level of information on student's mastery of the standards.

Further, the state must move quickly towards building a new assessment structure that moves us toward a system that values student growth and ensures students are provided access to a well-rounded curriculum. The new system should also provide school staff with data that can be used to improve instruction, inform parents about their child's progress and more effectively measure student's problem-solving and complex thinking skills.

8 Adopt a robust system of outcomes-based accountability to support student success.

Consistent with the guarantee of our state's constitution and as a necessity for future economic growth, every child must receive a high-quality education. To achieve this end, the state has a responsibility to hold schools and districts accountable for student outcomes. The state's accountability system is in the process of transition, and there is an opportunity to institute a new, richer vision. By correcting the problems with the previous system, while not losing the fundamental benefits of what has worked to improve outcomes for kids, California could be

a national leader on accountability. The state has identified a broad set of school quality indicators including not only student achievement (assessment results, English learner re-designation, college and career readiness, and graduation rates), but also student engagement, school climate and opportunity to learn. The state should build on this framework and implement a robust, coherent, systems-improvement model with additional key policy building blocks that: 1) provide local communities and stakeholders with multiple measures of school quality that are comparable statewide across sites and help inform and guide a continuous improvement process; 2) through collaboration and assistance, provide a robust system of support for schools and districts that builds their capacity to succeed; and 3) after sufficient locally tailored support has been provided, implement county or state level interventions if progress is not made.

9 Recruit, train, support, improve and retain effective teachers for every child.

Existing teaching preparation and induction programs must be updated, and substantial new professional development opportunities made available to support teachers and prepare schools for the implementation of Common Core and Next Generation Science Standards. In addition, state policy must be revised to ensure that evaluations are meaningful, objective, support professional development, and contribute to personnel decisions that address equity in assignment of teachers and benefit the state's most disadvantaged and struggling schools and students.

10 Foster innovation in approaches to the traditional school day and expanded learning time (i.e., afterschool and summer programs) to extend proven programs, such as Linked Learning.

Proven innovations that advance effective teaching and learning should be brought to scale across California. As such, the state should do more to promote the expansion of successful Linked Learning and Expanded Learning approaches.

High-quality Expanded Learning approaches, including afterschool and summer programs, offer students hands-on, inquiry-based, and collaborative learning experiences, and reinforce the knowledge and skills they gain in the classroom with real-world applications. Schools and community partners should work collaboratively to develop a shared vision for expanding learning opportunities for children. In addition, the state should implement policies to support more meaningful integration of community partners in school improvement planning, the implementation of complementary curriculum and instructional strategies, and, where appropriate, professional development and joint data reflection.

Similarly, Linked Learning approaches can enrich the high school experience and make it more relevant by bringing together strong academics, demanding technical education, and real-world experience in industry-themed pathways to better prepare students for college and career. Innovative pilot programs are also working to integrate both Expanded Learning and Linked Learning on high school campuses throughout the state for the benefit of students.

11 Leverage technology more fully and appropriately to advance academic achievement by revamping the education infrastructure, taking successful blended and personalized learning models to scale, providing access to resources and supporting professional development.

California should eliminate the existing policy and regulatory barriers to encourage proven education technology solutions that improve instruction and learning. The state should also build the 21st century infrastructure needed to fully integrate technology into all educational environments, facilitate learning for today's advanced student assessments and international economy, and support professional development and training in this area.

12 Address school climate and student engagement priorities, monitor chronic absence, and eliminate inequitable suspension and expulsion policies.

The state should address inequitable suspension and expulsion policies that result in disproportionate out-of-school suspensions and missed learning time. It should also address chronic absence, which itself is an early predictor of academic struggles and dropping out of school. To support districts and communities in addressing these factors, policymakers should reexamine policies in these areas, revising those that needlessly result in the loss of instructional time and prioritizing school climate, student engagement, and attendance monitoring to identify and support struggling students before it is too late.

Health

13 Ensure universal access to developmental and behavioral screenings and improve access to early intervention services.

Fewer than one-third (29%) of California infants and toddlers receive pediatrician-recommended developmental and behavioral screenings, even though most children have health coverage that includes screenings at no-cost to families, as required by the federal health reform law. Policymakers should ensure all infants and toddlers receive these necessary screenings by supporting pediatricians, community clinics, health plans and child care providers to evaluate young children and provide any necessary follow-up referral, diagnosis, or treatment as early in a child's life as possible. California should also expand funding for early intervention programs, such as Early Start, and keep out-of-pocket costs low so that families with infants and toddlers who have developmental or behavioral delays or disabilities can get the services and supports their children need.

14 Expand and strengthen voluntary early childhood home visiting programs.

Extensive research demonstrates that quality home visiting programs can effectively promote family self-sufficiency, positive parenting practices and school readiness while simultaneously preventing and reducing poor birth outcomes, child abuse and neglect, developmental delays, and impaired maternal and child health. Yet less than 11% of California families with young children have received one or more home visits. California must increase the availability of quality home visiting programs, and identify sufficient, sustainable mechanisms for funding these services over the long term.

15 Provide every child with affordable and comprehensive health insurance coverage.

The state should help enroll all eligible children in health insurance by (a) streamlining the eligibility and enrollment system for children, (b) reducing unnecessary disenrollment and re-enrollment ("churn") in health coverage programs by making it easier for children to stay covered, and (c) support efforts by providers and community-based organizations to educate and connect families to coverage opportunities. California also needs to provide health insurance options for children who are not able to access coverage due to their undocumented immigration status or where no affordable health coverage is available.

The state needs to increase funding of public health insurance programs to ensure that it can support adequate provider networks and ensure timely access to services, so children can get the care these programs are intended to deliver. Over half of all California children are covered by Medi-Cal, so it is more important than ever to ensure the program delivers quality care.

16 Ensure children's timely access to the complete range of critical health care services, including preventive screenings, immunizations, dental, mental, vision, and hearing care.

Improve children's access to oral health care: California should pursue all available federal funding opportunities to strengthen existing programs and create new ones to improve the oral health of the state's children, especially those programs focused on addressing dental disease prevention, investing in state infrastructure, and improving dental data collection. The state should also restore the school-based sealant program, incentivize pediatricians to explain the importance of routine pediatric dental care to parents, and expand the use of tele-dentistry to reach underserved child populations, especially those in rural areas.

Increase access to preventive screenings and services: California should leverage federal dollars from the ACA's prevention and public health fund to increase the availability of preventive health care services, such as screenings.

Improve the delivery of mental health services to children: To help fight the growing, costly, and potentially tragic epidemic of poor mental health among children, the state should require that improvements be made in the delivery of mental health services, coordination with primary care networks and providers, and follow-up services provided by the health plans that contract with the state. California should also work with counties to effectively leverage funds generated by the Mental Health Services Act, emphasizing early intervention programs.

Increase the percentage of children who receive evidence-based immunizations: The state should bolster its immunization programs, including developing an outreach campaign to educate and inform parents about the importance, recommended timing, and availability of immunizations and screenings.

17 Establish a tech-savvy “health home” for every child, and increase the availability of school-based health services.

A health home is a model for delivering health care in a more accessible, coordinated, and prevention- focused fashion. Its cross-sector approach is particularly effective for children as it supports successful early management of chronic childhood conditions with complex roots, such as diabetes, asthma, attention deficit disorder, and obesity. Health homes show strong potential to create cost-savings for the state and improve children’s health over a lifetime. The ACA provides an opportunity for California to develop health homes using 90% federal matching funds. The state has evaluated this option and now should move forward quickly toward implementing a child-centered model.

California should ensure all health care systems, including health homes, incorporate technological advances, such as electronic health records, to deliver the best care to patients and use doctors’ time most efficiently. In addition, critical social and health services screenings, including dental, vision, and mental health, should occur at schools, including early care and education facilities, where children already spend the majority of their time.

18 Institute a comprehensive approach to combating childhood obesity, focusing on healthy food and beverage choices, increased physical activity, and nutrition education.

Taxing sweetened beverages would help reduce dental decay and obesity by reducing consumption and could create a significant amount of revenue dedicated to funding prevention and treatment efforts for California’s children.

All school districts need to comply and implement federal and state rules for school lunch nutrition and competitive foods sold on campus as stakeholders continue to advocate for stronger nutrition standards. To promote water consumption, districts should implement recent legislation to provide students access to free, fresh drinking water during meal times in school food service areas. Nutrition could also be improved through school-based community gardens and enrollment in free or reduced-price meal programs in school or community venues, including meals served during summer.

In addition, California should implement policies to ensure students will spend at least 50% of physical education class time engaged in moderate to vigorous physical activity.

19 Prevent and mitigate the long-term effects of toxic stress by building on child, caregiver, and community strengths and promoting trauma-informed systems.

Far too often, the stressors in children’s lives go unnoticed and unaddressed. Some stress responses can be healthy for development, but abuse, neglect, and other adverse childhood experiences (ACEs) can be toxic and lead to a lifetime of health consequences such as heart disease, diabetes, and depression. The state should prioritize policies and programs that build child, caregiver, and community resilience to toxic stress, promote healing, and address these negative health impacts. Encouraging the development of safe, stable and nurturing relationships and environments can not only prevent or mitigate the long-term consequences of toxic stress but can also lead to significant cost savings in California’s health, education, child welfare, justice, and social service systems.

Child Welfare and Juvenile Justice

20 Ensure the state maintains oversight and state and county governments are held accountable for improving child welfare and juvenile justice outcomes.

Although realignment transferred many child welfare and juvenile justice responsibilities to the counties, California continues to bear a unique responsibility for children and youth who have been placed in the state’s care. As such, it’s critical that (1) the state maintain close oversight over these systems and (2) state and local governments closely track and report data related to the safety and well-being of these vulnerable children and youth to ensure sufficient funding, high standards of care, and parity for children across California. Additionally, the state should promote policies that increase positive outcomes by encouraging cross-system and cross-agency collaboration amongst the multitude of agencies, systems, and individuals involved in the lives of these vulnerable children and youth.

21 Strengthen and expand child abuse and neglect prevention, early intervention, and at-home services.

Well-coordinated and targeted interventions aimed at improving family functioning are necessary to help prevent at-risk children and families from entering the child welfare system and to reunify foster children with their parents when this can be achieved in a safe and timely manner. California should support a statewide prevention program for children and families at risk. This program would promote prevention, early intervention, and at-home services, with the goals of keeping children safe, supporting families as they learn to care for their children successfully, and saving children from the trauma of being removed from their homes and families when possible. The state should also streamline court practices when children are at risk of removal from their families and allow more coordination between dependency courts and other agencies to ensure families with multiple contributing issues, such as substance abuse and poor mental health, are receiving well-coordinated services and interventions.

22 Prioritize placement stability and lifelong, supportive connections for foster youth.

California should prioritize policies that promote placement stability, reduce reliance on group care, and facilitate permanency for children and youth in foster care. The state must also support policies that ensure foster children receive the full spectrum of services they need to thrive in the least restrictive, most family-like environment appropriate.

By the time children enter foster care, most have suffered multiple losses and traumas already. Frequent placement changes while in foster care can further adversely affect a child's emotional well-being, ability to form secure and healthy attachments, and educational achievement. Studies have shown that children placed with relative caregivers often experience greater placement stability and benefit from the continued connection to family. It is critical that the state support reforms that ensure all caregivers, including relatives, receive the necessary training, supports, and services to be successful parents to children who have been abused or neglected. Moreover, the state should ensure that all foster youth are provided timely access to the trauma-informed interventions and services they may need to heal and thrive.

23 Ensure foster youth aging out of the system have access to education, health care, housing, and other services.

Youth who "age out" of foster care often experience extremely poor outcomes, including high rates of homelessness, health issues, and incarceration. California should ensure that foster youth are provided with the skills, supports, and resources to enable them to successfully navigate the transition to adulthood. The state should ensure current and former foster youth have access to the complete range of supports they need to succeed, including housing, health care, employment, and a quality education that prepares them for college and career. Given the high physical and mental health care needs of foster youth, it is critical that the state provide adequate, continuous health coverage for current and former foster youth and conduct outreach to eligible young adults to inform them they qualify for Medi-Cal coverage up to age 26.

24 Ensure foster youth receive services and supports to meet their unique educational needs in order to close the foster youth achievement gap.

Foster youth have unique educational needs and heartbreakingly poor educational outcomes that are significantly worse than even their low-income peers. California should ensure that foster youth have equal access to a quality education that prepares them for college and career. The state should work with districts to ensure that the new school finance system, the Local Control Funding Formula, benefits foster youth as intended.

Specifically, California should ensure the success of this new system in the coming years by: (1) collecting and analyzing new data, (2) reviewing school districts' self-reporting on foster youth outcomes, and (3) evaluating the plans to further improve foster children's educational outcomes under California's revised outcome based accountability system. Additionally, the state should increase supports and services that enable current and former foster youth to achieve postsecondary success.

25 Discourage inappropriate delinquency proceedings and encourage age-appropriate justice system responses.

California should promote policies that reduce the number of youth entering the juvenile delinquency system, including youth who "cross-over" from the child welfare system. The state should ensure probation and foster youth are placed in the most supportive, least restrictive environments possible and that caregivers are trained to

appropriately respond to behaviors related to trauma. For example, group homes caring for foster youth should provide trauma-informed interventions and should not rely on police and courts as their primary behavior management intervention. The state should ensure that probation departments and juvenile delinquency courts are knowledgeable of and responsive to the needs of adolescents, many of whom have experienced extensive trauma. Probation youth should receive a positive justice system response, and California should promote policies that reduce the over-confinement of youth in juvenile detention facilities.

Cross-Sector Coordination

26 Institute a Children's Coordinating Council.

A state-level Children's Coordinating Council should be established, comprised of the heads of each agency and department that serves children's well-being. The Council should be charged with prioritizing the health, education, and overall well-being of all children and promoting information sharing, collaboration, increased efficiency, and improved service delivery among the state's child-serving agencies. The Council could also be tasked with identifying barriers to interagency collaboration, and exploring ways to incentivize local and regional interagency partnerships.

27 Develop eligibility and enrollment standards and outcome measures to be used across agencies.

The state should develop consistent eligibility and enrollment standards across all income-based children's programs and facilitate more effective inter-agency cooperation. The state should also identify benchmark goals for the many interrelated aspects of children's well-being, and then report on children's outcomes in a manner that is accessible and informative to the public and policymakers.

28 Establish a comprehensive, longitudinal, interagency data system.

The state should establish interagency data-sharing agreements to connect and make use of data covering early learning through higher education, including health, juvenile justice, child welfare, and workforce indicators. This would aid in the effort to better track, address, and improve the health, education, and overall well-being of children.