Fragmentation has long been a problem in the early childhood field — among policy domains and agencies, among different kinds of service providers, and among researchers and basic scientists. But now there’s an emerging, shared science that uncovers the roots of lifelong disparities in learning, behavior, and health. That science, which comes from developmental and behavioral sciences, neuroscience, genomics, and molecular biology, offers exciting opportunities to develop new theories of change that encourage shared vision and strategies in policy and practice to achieve breakthrough outcomes for children and families.