

NC Pathways to Grade-Level Reading

The [NC Pathways to Grade-Level Reading](#) Data Action Team needs input on identifying North Carolina's shared, whole child measures of success that put children on a pathway to grade-level reading.

The [Data Action Team](#) was co-convened by the North Carolina Early Childhood Foundation, NC Child, The North Carolina Partnership for Children, Inc., and excelleNCe (an initiative of BEST NC) to identify and recommend – in collaboration with NC stakeholders – a set of population-level measures of success that impact third grade reading success.

How Did the Data Action Team Get Here?

The Data Action Team met for the third time on March 17. After having spent two meetings brainstorming long lists of measures for each of the outcomes under the three goals, the team agreed on the following criteria to prioritize the measures:

- **Research-based.** Connected clearly through research to the top-line result (third-grade reading proficiency).
- **Actionable.** Is something that can be reasonably affected through state or local legislation; policy, program or practice change; or community action.
- **Impactful.** Will positively impact the lives of a substantial number of NC children and families.
- **Easily Communicated.** Can be easily understood by parents, policymakers and other key stakeholders.
- **Equalizing.** Will reduce gaps and inequities that currently exists among NC populations.

During the Data Action Team's fourth and last meeting, in April, they will finish narrowing the measures to a manageable list based on stakeholder input and a closer look at NC's context.

The list of measures to be ranked our outlined on the following pages. The **measures under each outcome** need to be ranked.

GOAL: Health and Development on Track, Beginning at Birth

Outcome: All babies are born healthy

- Percent of babies born weighing less than 2500 grams
- Percent of pregnant women who receive late or no prenatal care
- Percent of parents who are uninsured
- Rate of births per 1000 girls aged 15-19

Outcome: All children have high-quality healthcare

- Percent of children who are uninsured
- Percent of Medicaid-enrolled children receiving periodic well-child screening assessments (well-child visits)
- Percent of parents reporting they have a particular place to take their children for medical care (i.e., medical home)
- Percent of elementary schools with a school-based health center

Outcome: All children's physical health and development is on track

- Percent of children ages 19-35 months who are fully immunized
- Percent of children screened who have elevated blood lead levels
- Percent of children who have untreated tooth decay
- Percent of mothers who exclusively or primarily breastfeed for six weeks
- Percent of parents reporting their children's health is excellent or good

Outcome: All children's social-emotional development is on track

- Percent of Medicaid-enrolled children who receive a social-emotional screen
- Percent of children receiving early intervention services
- Percent of children experiencing 3 or more ACEs/risk factors

Outcome: All children live in families and communities that support healthy behaviors

- Percent of children over age 6 who are physically active for 60 minutes/day 5 days/week
- Percent of children who eat the recommended dietary guidelines of fruits and vegetables (or other nutrition indicator)

GOAL: Supported and Supportive Families and Communities

Outcome: All children have safe, stable, nurturing relationships with their caregivers

- Rate of investigated/assessed child abuse or neglect
- Percent of parents screened for depression at well-child visits
- Warm, responsive parenting: Indicator related to: parent talk factor, family meal sharing, % of parents reporting reading to child in past 7 days

Outcome: All children live in families that are economically secure

- Percent of young children under five living in poverty
- Percent of families with children living at or under 200% of FPL
- Percent of children whose families have moved more than once in the past 12 months
- (Research will be done to write an indicator about quality of jobs (pay and benefits)
- Percent of children in a school district identified as McKinney-Vento

Outcome: All children live in families that have the skills and resources to support children's optimal development

- Percent of births to mothers with less than a 12th grade education
- Percent of students reporting 25 or more books in their home
- Access to high-quality home visiting, parent education, and family preservation programs

Outcome: All children live in safe, toxic-free, economically-viable communities

- Percent of adults reporting their block is safe enough for children to play outside (if not available, go to violent crime data)
- Percent of children birth to 17 living in census tracts with poverty levels of 20% or more
- Percent of children in Title I schools
- Percent of families who spend more than 30%/50% of income on housing

GOAL: High-Quality Birth-to-Eight Early Learning and Education

Outcome: All children have access to high-quality, culturally competent early care and education programs

- Percent of eligible children under age 6 receiving child care subsidies
- Percent of young children attending accredited or high quality (4 and 5 star) rated early childhood programs (Centers and Family homes) by county and zip code
- Percent of families paying more than 10% of income on child care
- Access to programs in native language

Outcome: All children enter kindergarten with strong foundational learning and early literacy skills

- Percent of children developmentally on-track for oral language - receptive and expressive - skills at 24, 36, 48 and 60 months
- Percent deemed ready on KEA (Kindergarten Entry Assessment)

Outcome: All children have birth-to-eight educators and staff with the necessary supports to create and maintain developmentally appropriate, comprehensive learning environments that meet each child's needs

- Administrative/leadership early childhood/child development-specific knowledge and competencies
- Parent engagement policy indicator
- Percent of students meeting expected growth
- Training/coaching for teachers working with special populations, including English language learners and children with disabilities
- Percent of early childhood teachers with minimum 2 year degree in early childhood education

Outcome: All children attend early learning programs and schools consistently

- Percent of children with regular attendance at child care or early education programs (0-5)
- Percent of children with regular school attendance (k-3)
- Percent of children who changed schools during the past school year (k-3)

Outcome: All children learn in environments that are safe, promote a positive climate, and support social-emotional development

- Percent of children suspended (0-8) or expelled (K-3) from programs and schools
- Children who repeated one or more grades since kindergarten
- Percent of children attending schools that systematically involve child care programs/families before school transition
- % of teachers who receive professional development on children's mental health, including trauma
- % of schools integrating social-emotional strategies