

**Pathways to Grade-Level Reading  
Stakeholder Input into Targets and Levers of Change**

**To be reading at grade-level by the end of third grade, children birth-to-eight need:**

Health and Development on Track Beginning at Birth	Supported and Supportive Families and Communities	High Quality Birth-to-Eight Learning and Education
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**To achieve these outcomes, children birth-to-eight and their families need (targets of change):**

The second row of this table includes the responses from stakeholders shared at the May 20<sup>th</sup> meeting.

<b>Excellence</b>	<b>Opportunity</b>	<b>Stability</b>
The <b>people</b> who shape the environments in which children interact to be best prepared to support optimal child development.	To benefit from <b>systems, practices, and programs</b> that help them fulfill their potential regardless of race, ethnicity or socioeconomic status.	To live in <b>environments and communities</b> that prioritize young children and families.
Caregiver Support Family Capacity Engaged Parents Family Support Engagement Parent Support and Education Parent Awareness Awareness Social Norms/Change Community Engagement Qualified Workforce Professionals Professional Development Knowledge and Skills Building Well-trained workforce	Access /Equity Access to Services and Resources Resources and Availability Identification (screening and referral) Place/Community Context Close Disparities Program Quality System Quality High Quality Capacity Systems Integration	Resource Infrastructure Poverty Socioeconomic Barriers/Risks Economics Place/Poverty Affordability Financial Stability Economic Security Safe and Secure Environments Promotion of Health and Safety Physical Environment/Safety Physical Well Being Environmental Supports

**A state-level collaborative can best create the environments to support those outcomes by (levers of change):**

The second row of this table includes the responses from stakeholders shared at the May 20<sup>th</sup> meeting.

<b>Advancing a common and aligned vision</b>	<b>Supporting Informed Decision-making</b>	<b>Building Public Will</b>	<b>Advancing Policy</b>	<b>Raising Parent Voice</b>	<b>Investing in What Works</b>
<p>Develop common vision among state leaders (children’s cabinet)                      Systems Alignment                      Cross System Collaboration                      Vertical alignment between B-K and K-3 to smooth transition from prek to elementary school                      Building statewide support/buy in                      Identify stakeholders, relationships mapping, social networking                      Multidisciplinary coalition building                      Become validated – central thought leaders to advocate for</p>	<p>Data Analysis/reporting                      Statewide data sharing system                      Identifying data needs and supporting data collection efforts (state and local level)                      Data driven, power of messaging, holistic approach, transparency                      Data questions – does data exist, where is it, is it quality, find statewide consistency (to be addressed by this group)                      Advanced data collection that informs best strategies</p>	<p>Raising Community Awareness of importance of EC and the professionals that serve                      Public Awareness                      Promoting parent awareness and applied learning                      Building public will/strategic communications                      Begin to plan for social norms change – first with efforts to better understand current cultural norms, then develop strategy and campaign to impact those norms                      Raising awareness, advocating for</p>	<p>Raise Influencer/Policy maker awareness of Pathways                      Buy in from state officials to adopt data indicators to better inform decision making and then invest in initiatives that address these indicators                      Advocates for a Senator or Rep. who become standard bearer for EC work (health, family, community, education)                      Tie Pathways work to goals of the NCGA – Read to Achieve</p>	<p>Cultivating parent voices and leadership                      Engaging affected communities – parents, teachers, administrators, communities.                      Promote shared responsibility with community</p>	<p>Scaling programs that work                      Scale and align existing services                      Invest in evidence-based programs for parents and caregivers to support children’s social and emotional development beginning of birth.</p>

<p>policy. Tell the story, be the subject master experts</p>	<p>(including private and unregulated)  Data – measurements central, data warehouse, collection  Improve Data Quality – consistency, sharing, collection, integrated.</p>	<p>evidence based programs  Statewide public awareness campaign  Raise awareness on what services are available</p>	<p>Recommend the creating of a standing leg. committee to put into bill  Collective policy priorities – state, local, vertically linked across levels of gov't.  Public policy change  Developing consensus policy/advocacy agenda  Legislative support with strong budgets  Adequately fund existing programs for 0-8 year olds.</p>		
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