

## **Pathways to Grade Level Reading Process Toolkit**

The Pathways vision is bold – *all North Carolina children, regardless of race, ethnicity or socioeconomic status, are reading on grade-level by the end of third grade, and all children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages, so that they have the greatest opportunity for life success.* Achieving it will take long-term commitment.

To get there, we need state and local policies and practices aligned around and actively advancing a common vision, shared measures of success and coordinated strategies that support children’s optimal development beginning at birth.

The NC Pathways to Grade-Level Reading Project is creating partnerships among the state’s early learning and education, public agency, policy, philanthropic and business leaders to define a common vision, shared measures of success and coordinated strategies that support children’s optimal development beginning at birth.

### **Introduction to the Pathways Process:**

The Pathways process has incorporated three phases to date, each one anchored by an Action Team. The larger Pathways Partners stakeholder group empowered each Action Team to move the work forward:

- Phase I: Data Action Team answered the question – What should we measure?
- Phase II: Learning Teams answered the question – Where should we focus?
- Phase III: Design Teams answered the question – What should we do?

Throughout the work of the three Action Teams, the larger Pathways Partners stakeholder group met annually to guide the process, was kept abreast of the Action Teams’ work electronically, and their feedback was solicited on a regular basis as the Action Teams did their work.

- [Pathways Fact Sheet](#)
- [Pathways webinar](#)
- [Guiding Principles](#)
- [Partnership Guide](#)
- [Pathways webpage](#)

### **Data Action Team and Measures of Success Framework – What Impacts Third Grade Reading?**

In Phase I of the work, the Data Action Team engaged in a landscape survey of existing national birth-to-eight indicators and those indicators being used by NC state-level organizations. The goal of the review was to select a limited number of measures of success that best suit NC’s context based on our state’s strengths and needs.

- [Data Action Team description](#)

- [How to Create Lasting Change Action Team guide](#)
- [Data Action Team Core Criteria for selecting measures](#)
- [Measures of Success fact sheet](#)
- [Research base for Measures of Success](#)
- [What Do We Know? NC Data Landscape](#)
- [Data Sources webpage](#)
- [Link to Data Action Team page for meeting materials and meeting summaries](#)

### **Learning Teams – Where Should We Focus?**

Phase II of the Pathways initiative was to better understand the stories behind the North Carolina data for each measure of success. Three Learning Teams were convened to assess data trends, understand inequities, understand patterns and connections among the measures, and identify data gaps.

- [Learning Team description](#)
- [Link to Learning Teams page for meeting materials and meeting summaries](#)

### **Design Teams – What Should We Do?**

In Phase III of the work, three Pathways Design Teams are building strategies for action around key factors that impact third grade reading outcomes, including children’s social-emotional health, high quality birth-through-age-eight early care and education, and regular school attendance.

- [Design Team description](#)
- [Link to Design Teams page for meeting materials and meeting summaries](#)
- Policy Options: [What Works for Third Grade Reading Working Papers](#) and [Webinar](#)
- Parent Input: [Not About Me, Without Me: Raising Parent Voice to Guide Early Childhood Policy](#)