

NC Pathways to Grade-Level Initiative Endorsement – Are You In?

The NC Pathways to Grade-Level Reading initiative is tackling one of the greatest challenges facing our state: the majority of our children are not reading proficiently by the end of third grade.

Reading well in the early grades predicts a child’s academic and career success. Research shows that improving third grade reading takes a coordinated birth-through-age-eight approach that focuses on children’s health and development, families and communities, and high-quality learning environments with regular attendance. It takes aligned policies and practices all working toward a common vision.

Since 2015, hundreds of North Carolina leaders have worked across sectors, geography, and the political aisle to co-create Shared Measures of Success and an Action Framework for North Carolina.

The Pathways to Grade-Level Reading Measures of Success are research-based, whole-child, birth-through-age-eight measures that can help North Carolina determine if our young children are on the path to reading proficiently by the end of third grade.

- **Our organization/agency endorses the Measures of Success Framework and recommends that they serve as the foundation for building North Carolina’s state and local birth-through-eight system work.**

The Pathways to Grade-Level Reading Action Framework provides North Carolina with a path forward on the areas Pathways stakeholders identified for action first—children’s social-emotional health, high quality early care and education, and regular school attendance.

- **Our organization/agency supports the Action Framework’s expectations for child and family systems, and agrees that the actions, if well-implemented, can improve children's third grade reading and well-being outcomes. We recommend that North Carolina implement the actions outlined in the framework.**

Yes

I will recommend that my organization/agency endorse the Frameworks. Please reach out to me again.

My organization cannot endorse the Frameworks at this time. In order for my organization to endorse the Frameworks, it would take:

Name of Organization: _____

Name (Printed): _____

Title: _____

Date: _____

By submitting this endorsement, you are giving permission to publicly share your organization’s support.

Which Actions represent work your organization/agency is already doing or would like to become involved in? Check all that apply. *Your response to this survey is for discussion purposes only and does not obligate you.*

Expectation 1: Systems are Family-Driven and Equitable.

- Action 1.1: Support Families in Advocating for their Children.
- Action 1.2: Require Linked Strategies Across Programs to Engage and Learn from Families.
- Action 1.3: Be Inclusive in Planning and Designing Services.
- Action 1.4: Set Equity Goals.
- Action 1.5: Ensure Assessment Instruments are Culturally and Linguistically Relevant.

Expectation 2: Systems Serve Children in the Contexts of Families and Communities

- Action 2.1: Screen Children and Families for Social Determinants of Health and Connect them to Appropriate Services.
- Action 2.2: Invest in Two-Generation Interventions.
- Action 2.3: Expand Maternal Depression Screening and Treatment.
- Action 2.4: Create Family-Friendly Employment Policies.
- Action 2.5: Increase Access to Affordable Housing.
- Action 2.6: Ensure Accessible Transportation to Early Care Programs, Schools and Health Services.

Expectation 3: Education System is Accessible and High-Quality.

- Action 3.1: Increase Access to Infant and Toddler Care.
- Action 3.2: Provide Wrap-Around Services for High Quality Early Care and Education.
- Action 3.3: Expand Child Care Subsidies for Children.
- Action 3.4: Raise Child Care Subsidy Rates.
- Action 3.5: Provide Higher Subsidy Rates to Providers in Underserved Communities.
- Action 3.6: Recruit and Retain Educators and School Leaders of Color.
- Action 3.7: Adopt Research-Based Standards for Culturally-Relevant Teaching.
- Action 3.8: Provide Professional Development for Teachers on Cultural Competency and Working with Families.
- Action 3.9: Ensure Curricula and Materials are Culturally Relevant.
- Action 3.10: Ensure Education Accountability Systems are Culturally Relevant.
- Action 3.11: Adapt K-3 School Funding System to Increase Equity.
- Action 3.12: Increase Standards and Compensation of Birth-through-Age-Five Educators.
- Action 3.13: Support Incentives to Ensure High Quality Educators in High Need Schools and Early Education Programs.
- Action 3.14: Adjust Hiring Practices to Ensure High-Quality Educators.
- Action 3.15: Create Collaborative Birth-through-Third Grade Professional Development.
- Action 3.16: Provide Research-Informed Professional Development.
- Action 3.17: Eliminate or Minimize Suspension and Expulsion.
- Action 3.18: Prepare Teachers to Build Specific Student Skills Needed for Success.
- Action 3.19: Require Specific Educator and Administrator Professional Development for Building Positive School Climates.
- Action 3.20: Hire Sufficient Support Staff.
- Action 3.21: Invest in School Health and Mental Health Staff and Clinics.
- Action 3.22: Support Schools and Child Care Programs to Engage Deeply with Families.

Expectation 4: Social-Emotional Health System is Accessible and High-Quality.

- Action 4.1: Recruit and Retain Infant and Toddler Mental Health Clinicians.
- Action 4.2: Build a Pipeline of Health Providers of Color.
- Action 4.3: Expand the NC Child Treatment Program.
- Action 4.4: Create a Mental Health Professional Development System.
- Action 4.5: Infuse Infant and Early Childhood Mental Health Competencies in Provider Education and Professional Development.
- Action 4.6: Increase Professional Development in Mental Health Treatment for Pediatricians and Family Physicians.
- Action 4.7: Use Data to Track Community Needs and Service Provision.
- Action 4.8: Infuse Social-Emotional Health into Other Child-Serving Systems.
- Action 4.9: Include At-Risk Children in Early Intervention.
- Action 4.10: Address Barriers in Health Insurance Coverage of Infant and Early Childhood Mental Health Services to Ensure Adequate Benefits.
- Action 4.11: Integrate Mental Health Providers with Pediatric and Other Primary Care Practices.