

## **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 & Early Childhood Mental Health Competencies in Provider Education & 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.