What We Do

Promote Understanding
Promote public understanding of and support for policies that promote children’s birth-to-eight years for academic and lifelong success.

Spearhead Collaboration
Convene and spearhead collaboration to bridge North Carolina’s birth-to-five and kindergarten-to-third grade systems.

Advance Policies
Advance policies that create a stronger NC today and tomorrow by supporting each child’s birth-to-eight development.
NCECF Initiatives
The brain is one of the only organs not fully developed at birth.

Brain architecture is forming during a child’s early years.

Early experiences and inputs shape brain architecture.
Only 39% of North Carolina fourth-graders scored at or above reading proficiency on the National Assessment of Educational Progress (NAEP) in 2017.

And only 24% of students from economically-disadvantaged families.
It’s Urgent!

67% of jobs in NC will require some post-secondary education by 2020

37% of NC employers reported difficulty hiring in 2016

34% of NC high school students met ACT college readiness benchmarks in reading in 2016
It’s Achievable!

Each child can have the opportunity to be on track by third grade with aligned state and local policies and practices rooted in whole child development, including:

- **Health and Development on Track, Starting at Birth**
- **Supported and Supportive Families and Communities**
- **High Quality Birth-through-Age-Eight Learning Environments with Regular Attendance**
PATHWAYS to grade-level reading
All NC 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.
NC Pathways to Grade-Level Reading initiative is driven by the foundational belief that together we can realize greater outcomes for young children than any of us can produce on our own.
Measures of Success Framework

How do we know children are on a pathway to grade-level reading?
Connections to Public Health

- Environmental Health
- Health Disparities
- Oral Health
- Health Statistics
- Women’s Health
- Maternal, Infant and Early Childhood Home Visiting Program
- Immunization
- School Health Centers
- Nutrition Services
- Early Intervention
High Quality B-8 Care and Education

- School stability
- Diverse schools
- Special education
- High quality Pre-K
- Cultural competence
- Supported transitions
- Suspension/expulsion
- Native language support
- Specialized teacher training
- Trauma-informed education
- Affordable, high quality child care
- Quality summer learning programs
- Teacher/administrator education and knowledge of child development
Supported and Supportive Families and Communities

Maternal education
Paid leave
Parental mental health
Parental ACEs

Parent education supports
Substance use
Treatment access
Poverty screening
Family meals
Books in home
Health and Development on Track

- Health insurance
- Well-child visits and medical home
- Access to doctors and dentists
- Food security
- Breastfeeding
- Healthy weight
- Physical activity
- Healthy eating
- Dental care
- Immunizations
- Developmental and social-emotional screenings, referrals and services
- Prenatal care
- Smoking and substance abuse
- Teen pregnancy
How are we doing? Where should we begin?

Social-Emotional Health

High Quality Birth-through-Age-Eight Early Care and Education

Regular School Attendance
What should we do?

Co-creation of Pathways Action Framework
Expectations include:

**Expectation 1:** Systems are Family-Driven and Equitable.

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

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

**Expectation 4:** Social-Emotional Health System is Accessible and High-Quality.
Example **Actions include:**

*On deeply engaging with and learning from families...*

- Support Families in Advocating for their Children.
- Require Linked Strategies across Programs to Engage and Learn from Families.
- Support Schools to Engage Authentically with Parents.
Example Actions include:

*On prioritizing racial equity and cultural competence...*

- Be Inclusive in Planning and Designing Services.
- Set Equity Goals.
- Ensure Assessment Instruments are Culturally and Linguistically Relevant.
Example **Actions include:**

*On caring for children in the context of their families...*

Screen Children and Families for Social Determinants of Health and Connect them to Appropriate Services.

Invest in Two-Generation Interventions.

Expand Maternal Depression Screening and Treatment.
Example Actions include:

On building a high quality, equitable education system...

Hire Sufficient Support Staff.

Invest in School Health and Mental Health Staff and Clinics.

Support Schools and Child Care Programs to Engage Deeply with Families.
Example Actions include:

*On building a high quality, accessible social-emotional health system...*

- Build a Pipeline of Health Providers of Color.
- Infuse Infant and Early Childhood Mental Health Competencies in Provider Education and Professional Development.
- Use Data to Track Community Needs and Service Provision.
- Include At-Risk Children in Early Intervention.
Table Talk:

What strikes you as you look over the measures, the Expectations and the Actions and think about your work?

How could it be helpful within your communities to frame your public health work in a literacy context?

How could the Pathways Measures of Success Framework and/or the Action Framework be helpful in your work?

Pop-ups
What Can YOU Do?

✓ Explain how your work within the Division of Public Health or local health departments impacts third grade reading.
✓ Share this information with your colleagues in public health.
✓ Encourage them to connect with local conversations around grade-level reading.
✓ Encourage your local department of public health to endorse the Pathways Action Framework.
✓ Visit NCECF’s website at www.buildthefoundation.org to:
  ✓ Access Pathways resources
  ✓ Become a Pathways Partner
  ✓ Check out our informative webinars
  ✓ Subscribe to our newsletter to stay up to date on action for young children and their families
Mandy Ableidinger
Policy and Practice Leader
mableidinger@buildthefoundation.org
(919) 895-3290

www.buildthefoundation.org