



NC  
Early Childhood

FOUNDATION

# 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.



INITIATIVES

ISSUES

RESOURCES

Campaign for Grade-Level Reading

Every Student Succeeds Act

Family Forward NC

First 2000 Days

Local Financing for Early Learning

Pathways to Grade-Level Reading



# 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.**



**Reading in the  
early grades  
predicts high  
school and  
later success.**

Only **39%** of North Carolina fourth-graders scored at or above reading proficiency on the National Assessment of Educational Progress (NAEP) in 2017.

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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*

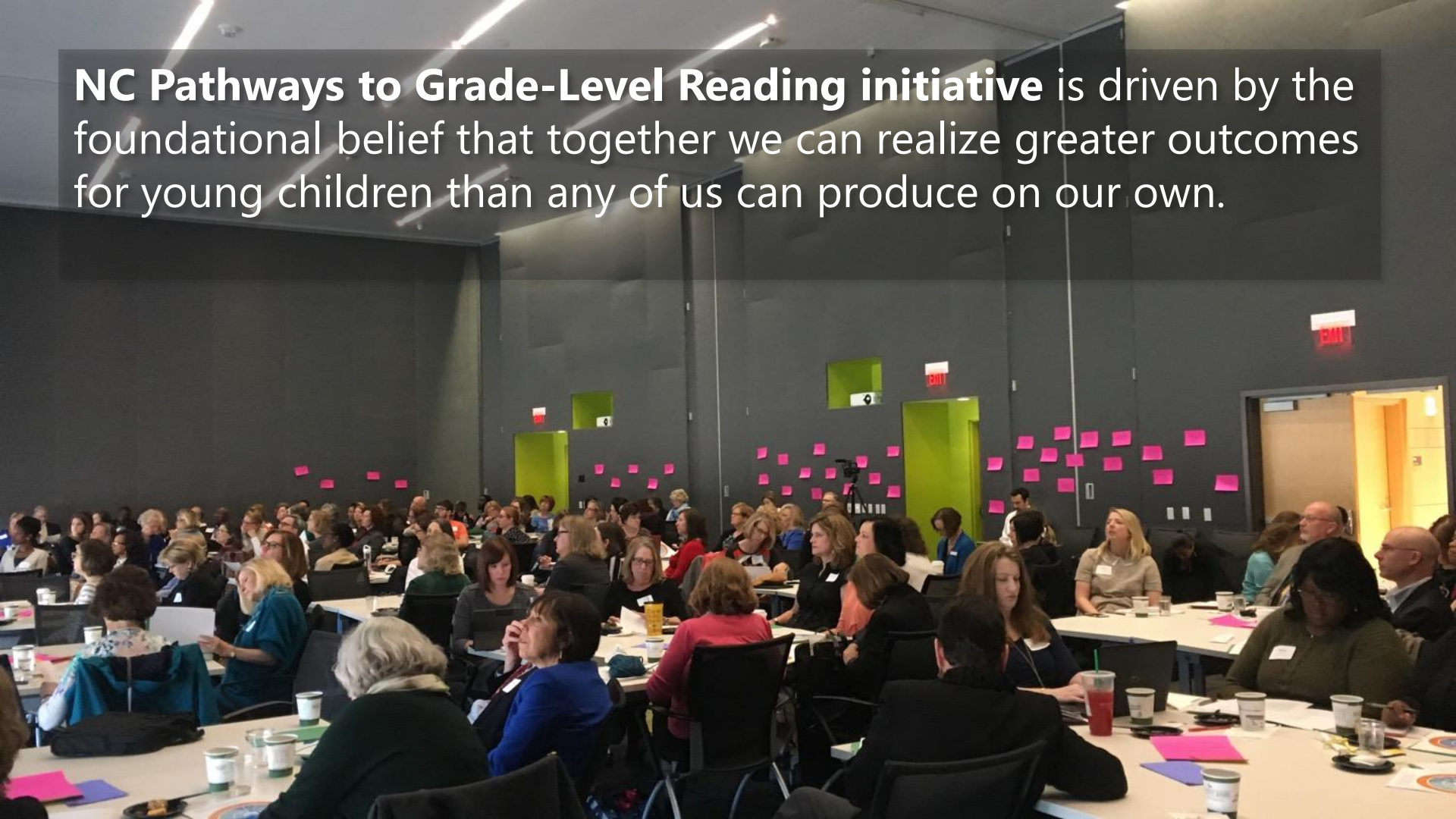




All NC children, regardless of race, ethnicity or socioeconomic status, are **reading on grade-level by the end of third grade** – and all children with disabilities achieve **expressive and receptive communication skills commensurate with their developmental ages** – so that they have the greatest opportunity 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.





# Equity Lens





# 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**

**Early Intervention**

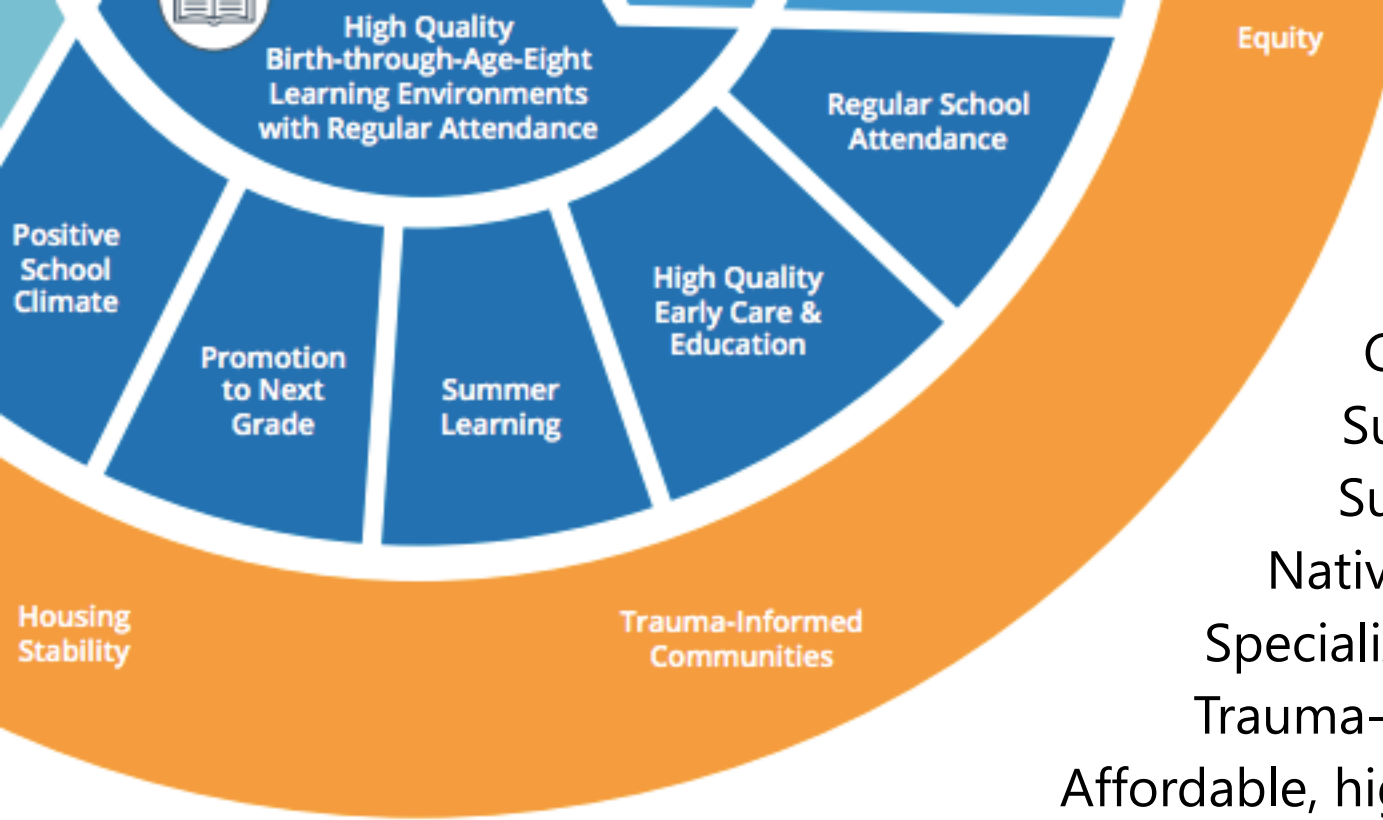
**Maternal, Infant and  
Early Childhood Home  
Visiting Program**

**Immunization**

**School Health Centers**

**Nutrition Services**

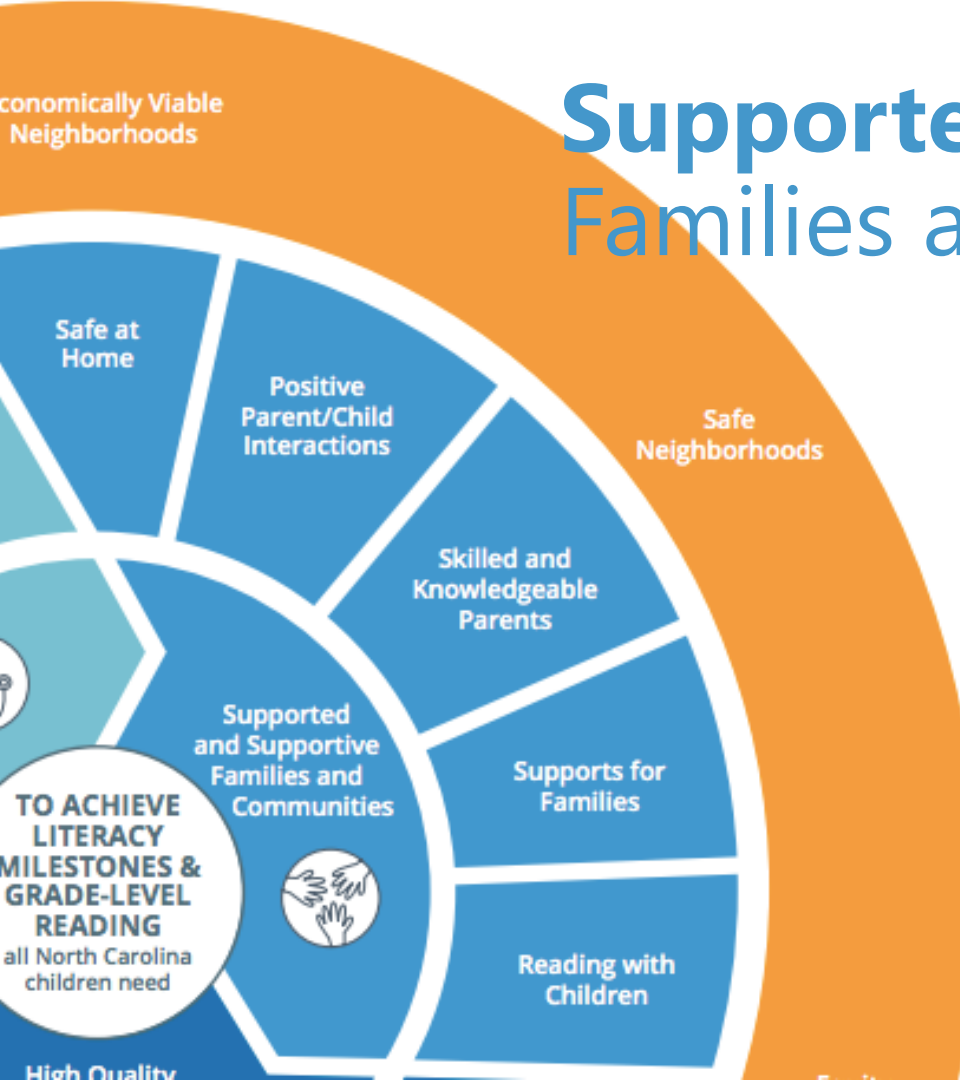




- School stability
- Diverse schools
- Special education
- High quality Pre-K
- Cultural competence
- Supported transitions
- Suspension/expulsion
- Native language support
- Specialized teacher training
- Trauma-informed education
- Affordable, high quality child care
- Quality summer learning programs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

# High Quality B-8 Care and Education

# 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

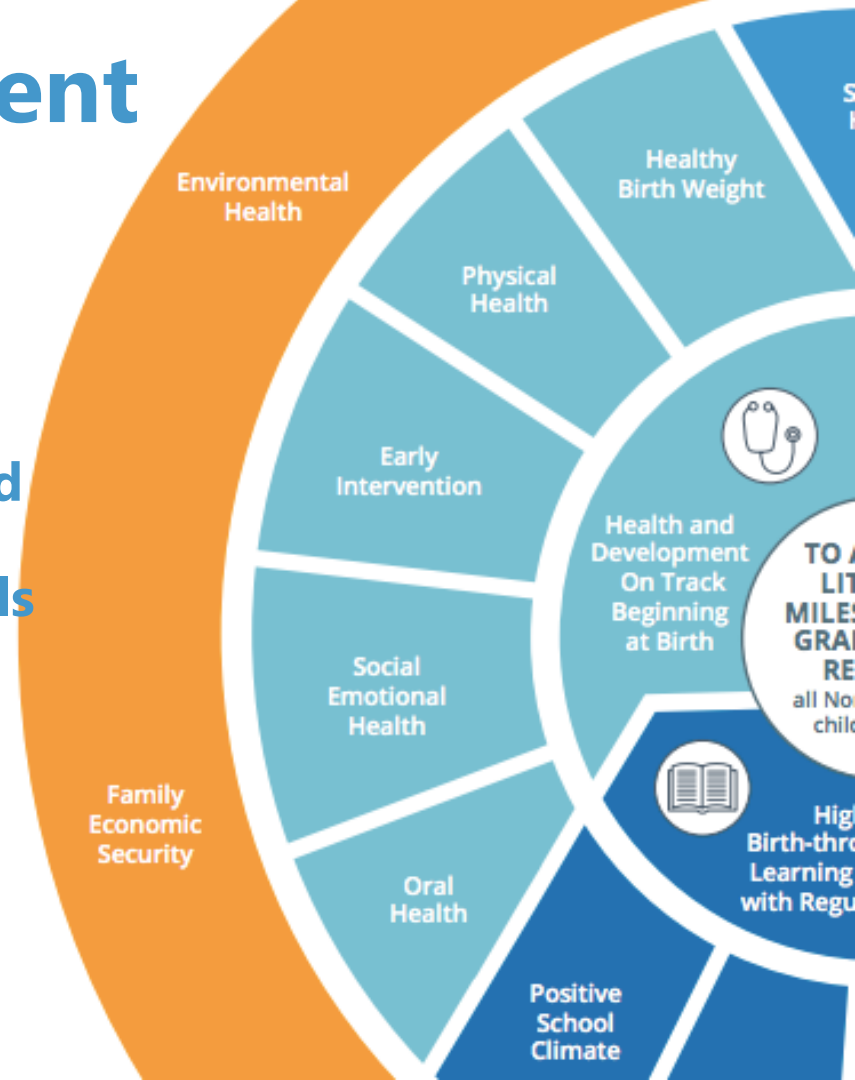
Immunizations

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](http://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



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