

Pathway Goal	Pathway Action Area	Pathway Action	First 5 Shasta Initiatives
 <p>GOAL 1 Healthy, Well-Timed Births</p>	High-quality, accessible prenatal care.	Community groups work with public agencies to encourage healthy habits and behavior during pregnancy, including good nutrition and not smoking. They help connect prenatal care with services that treat substance abuse and other problems likely to interfere with healthy childbearing or parenting and with help minimizing stress.	<ul style="list-style-type: none"> • Encourage healthy habits and behavior during pregnancy • Connect prenatal care with other services that support healthy childbearing
 <p>GOAL 2 Health and Development on Track</p>	Early detection of developmental obstacles	Providers of routine pediatric care make health screenings and developmental assessments easily accessible to all families. They provide or link families promptly to follow-up, diagnostic, and treatment services by appropriate specialists and community resources.	<ul style="list-style-type: none"> • Increase access to health screenings and developmental assessments for children • Connect children to needed services and resources
 <p>GOAL 3 Supported and Supportive Families</p>	<p>Support to parents to strengthen parenting capacity and literacy skills</p> <hr/> <p>High-quality treatment and follow-up for parents with substance abuse, mental health, or domestic violence problems.</p>	<p>Providers of services and supports constantly look for opportunities to strengthen parents in their child-rearing role and to build strong relationships between young children and their parents and other adult caregivers. Providers promote and model effective parenting skills by engaging parents in their homes or other familiar settings, and through evidence-based parent training programs; they help supportive adults (including spouses, kin, and neighbors) participate actively in child rearing.</p> <p>Funders provide resources to expand the number and reach of high-quality family literacy programs and other efforts to help parents cultivate their children's interest in reading and learning. Funders provide resources for services and supports that help parents balance workforce participation with good parenting.</p> <p>Agencies that see families routinely learn to recognize children and families at greatest risk, staff has the training, consultation, support, and community connections to mobilize the services these parents and children need.</p>	<ul style="list-style-type: none"> • Enhance activities that strengthen parenting capacity (emphasis on attachment and building parenting skills) • Expand activities that help parents cultivate their children's interest in learning (emphasis on literacy) • Strengthen provider capacity to mobilize services for families (emphasis on substance abuse, mental health, and domestic violence)
 <p>GOAL 4 High-Quality Childcare and Early Education</p>	<p>High-quality child care and early education are widely available and support social and cognitive development.</p> <hr/> <p>Child care linked to health, mental health, substance abuse, and developmental services.</p>	<p>Providers of early care and education maintain high quality standards, often with outside support. They structure activities to promote social, cognitive, and psychological growth of children and to individualize care in response to family context and parent input. They respond to the various developmental stages of the children in care, including infants and toddlers, preschoolers, and school-age children.</p> <p>Funders, policymakers, and local community groups collaborate to strengthen the capacity of providers of informal childcare. They offer formal and informal training and other opportunities for home-based caregivers to improve their skills, and they create hubs of support that pool resources from many community institutions (e.g., health centers, museums, libraries, family support centers, child-care centers).</p> <p>Providers and coalitions create links among services for child care, health care, mental health, substance abuse, developmental assessment, and child protection so that they can mobilize specialized help for individual children and families who are isolated, have social, emotional, or developmental difficulties, or otherwise are at high risk.</p>	<ul style="list-style-type: none"> • Support early care and education to maintain standards of high quality (emphasis on family engagement and on social, cognitive, and emotional growth of children) • Strengthen the capacity of informal child care providers (emphasis on building provider skills and community supports) • Create links among early education and services to better mobilize help for individual children
 <p>GOAL 5 Continuity in Early Childhood Experiences</p>	Curricula and expectations aligned among providers of early education and schooling.	Through local leadership and support, curricula, expectations, standards, and assessments are aligned from pre-K to grade 3 to bring about stable, predictable learning environments throughout the early years.	<ul style="list-style-type: none"> • Support alignments of curricula, expectations, standards, and assessments pre-K to 3rd Grade (emphasis on pre-K to K)