STRONG START, STRONG READERS: OUR THEORY OF CHANGE

This Theory of Change outlines the connections among our strategies and how they increase the percentage of Philadelphia children reading proficiently by the end of third grade.

OUR STRATEGIES Strong K–3 Literacy Advocacy Evaluation & Qualified Early Childhood iteracy-Rich & Public Engaged Families Educators **Education Centers** Instruction Environments Information Communication Improve quality of care at ECE centers Improve program models that prepare educators to succeed in Philadelphia ECE Train and support K-3 Expand access to expanded public funding for home visiting, K-12 schools learning equipment that promotes literacy evidence-based teachers and ensure of evidence-based access to effective programs and development outside support caregivers in their role as their child's first teacher ECE centers, and early learning Evaluate and centers and schools ECE centers to reach of schools/centers more children Create models for Develop credentialing programs in schools strengthen literacy opportunities to facilitate career Strengthen connections between families and schools/ support increased collaboration and coordination among LEARN MORE advancement for educators summer prograr key stakeholders ECE centers SHORT-TERM OUTCOMES Educators/Centers/Schools General Public Caregivers Increased access to information and materials · Expanded use of evidence-based practices · Increased awareness of the benefits and costs about child development of early childhood education Training and recruiting of professionals who are Individualized input from service providers · Increased awareness of the inequity and well-prepared to serve children and families inadequacy of current K-12 funding and educators Increased skills, and greater access to tools, · Increased access to books and equipment · Increased demand for home visiting, highfor engaging and educating caregivers that promotes literacy quality early learning, out-of-school time · Increased connection, coordination, and programs, and equipment that promotes collaboration with other ECE supporters/ stakeholders INTERMEDIATE OUTCOMES Educators/Centers/Schools **Policy** Caregivers · Increased knowledge and skills to support Increased access to and enrollment in · Adequate and equitable public funding child development high-quality care, preschool, school, and for early learning (0-8) out-of-school programming More parent-child interactions that support Increased local investment in and commitment to providing early learning opportunities in · Stronger relationships with caregivers early literacy homes, centers, and community spaces ULTIMATE OUTCOMES All Children in Philadelphia · Social, emotional, and early language development in infants and toddlers Kindergarten readiness · Improved K-3 literacy skills