

LITERACY-RICH ENVIRONMENTS: OUR THEORY OF CHANGE

One of six “Strong Start, Strong Readers” sub-strategies

Goal: All Philadelphia families live in neighborhoods with equipment and programs for children age 0-8 to build literacy and language skills.

OUR STRATEGIES

Model equipment with language/literacy prompts

- Support model physical equipment that is active, engaging, content-rich, and likely to facilitate children’s development and literacy skill building.

Opportunities to embed or strengthen literacy programming outside of school where children spend 80% of their time

- Help organizations and city agencies create high-quality literacy programming.
- Improve the quality of existing programming for young children.
- Increase the quality of partnerships between community-based organizations, cultural institutions, and city agencies in order to leverage resources and better serve children and families.

Research, Evaluation, Communication

- Research/evaluate to assess impacts and guide improvement.
- Communicate evaluation results from studies of programs and equipment to grantees, and local, state, and national stakeholders.
- Promote awareness among policy makers and parents of the importance and best practices for literacy-rich environments.

SHORT-TERM OUTCOMES

Broader use by organizations and government of evidence-based practices related to literacy-rich environments

- Increased staff knowledge, skills, and tools to create and implement literacy programming.
- Additional high-quality citywide programming and physical equipment focused on children’s development and literacy skill building are integrated into NGO and city infrastructure and policy.
- Increased policymaker knowledge and support for literacy rich environments.
- Policy makers, caregivers, and NGOs advocate for high-quality learning opportunities outside of schools and centers.

INTERMEDIATE OUTCOMES

More frequent and widespread adult and child engagement with literacy

- More children and families participate in high-quality programs and learning experiences.
- Improved caregiver knowledge and attitudes about learning opportunities.
- Increased quality and quantity of caregiver and child language use (letter and sound; numerical; spatial; colors).

Contribute to the ultimate outcomes of our “Strong Start, Strong Readers” strategy

- Social, emotional, and early language development in infants and toddlers
- Kindergarten readiness
- Improved K-3 literacy skills