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.

**Engaged Families**
- Expand access to evidence-based programs and information that support caregivers in their role as their child’s first teacher
- Strengthen connections between families and schools/ ECE centers

**Qualified Educators**
- Improve program models that prepare educators to succeed in Philadelphia ECE centers and schools
- Develop opportunities to facilitate career advancement for educators

**Quality Early Childhood Education Centers**
- Improve quality of care at ECE centers
- Expand high-quality ECE centers to reach more children
- Encourage and support increased collaboration and coordination among key stakeholders

**Strong K–3 Literacy Instruction**
- Train and support K-5 teachers and ensure access to effective instructional materials
- Create models for effective peer learning in schools

**Literacy-Rich Environments**
- Create model learning equipment that promotes literacy development outside of schools/centers
- Embed and strengthen literacy opportunities in afterschool and summer programming

**Advocacy & Public Information**
- Advocate for expanded public funding for home visiting, K-12 schools, ECE centers, and early learning programs
- Promote awareness of evidence-based practice
- Evaluate and improve programs and services

**Evaluation & Communication**
- Increased access to information and materials about child development
- Individualized input from service providers and educators
- Increased access to books and equipment that promotes literacy

**Educators/Centers/Schools**
- Expanded use of evidence-based practices
- Training and recruiting of professionals who are well-prepared to serve children and families
- Increased skills, and greater access to tools, for engaging and educating caregivers
- Increased connection, coordination, and collaboration with other ECE supporters/ stakeholders

**General Public**
- Increased awareness of the benefits and costs of early childhood education
- Increased awareness of the inequity and inadequacy of current K-12 funding
- Increased demand for home visiting, high-quality early learning, out-of-school time programs, and equipment that promotes literacy

**Policy**
- Adequate and equitable public funding for early learning (0-8)
- Increased local investment in and commitment to providing early learning opportunities in homes, centers, and community spaces

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