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**

**Engaged Families**
- 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

**Qualified Educators**
- Improved 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**
- Improves 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-3 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 school settings
- 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 practices
- Evaluate and improve programs and services

**Evaluation & Communication**

**SHORT-TERM OUTCOMES**

**Caregivers**
- 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**
- Increased 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

**INTERMEDIATE OUTCOMES**

**Caregivers**
- Increased knowledge and skills to support child development
- More parent–child interactions that support early literacy

**Educators/Centers/Schools**
- Increased access to and enrollment in high-quality care, preschool, school, and out-of-school programming
- Stronger relationships with caregivers

**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

**ULTIMATE OUTCOMES**

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

For more on our Great Learning program, visit williampennfoundation.org/what-we-fund-great-learning © 2019