DELAWARE EARLY CHILDHOOD EDUCATION SYSTEMS

THEORY OF CHANGE



· Professional Development

· Collaborations & Connections

PROGRAM

Assessment

Engagement

Business Practices

Human



Financial

Information



Support



Facilities

This is the Theory of Change for the **Delaware Early Childhood Education** Systems with a specific focus on the Stars revision process.

GOALS FOR THE **REVISED STARS**

- · Ratings are closely aligned to factors proven to improve child, family, workforce, and program outcomes
- The Stars system incorporates multiple indicators of program quality
- · Each level of Stars incorporates a cycle of Continuous Quality Improvement (CQI)
- · Equity and inclusion are demonstrated throughout the Stars system
- · The financial incentive and provider support structures are revised to better meet the needs of all programs and support CQI

5 CORE PRINCIPLES FOR THE **DELAWARE EARLY CHILDHOOD EDUCATION SYSTEMS**

- 1) Whole-Child Development
- 2 Birth-Through-Third Grade Learning
- 3 Family Knowledge and Choice
- 4 Inclusion and Access for All
- 5 Collaboration Across Sectors, Agencies, and Organizations



ACTIVITIES



STATE

- Communications
- Financial Incentives
- · Professional Preparation & Development



LEARNING **← ENVIRONMENTS**

- · High-Quality Learning, Teaching & Responsive Care Giving
- · Teacher/Child Interactions
- Assessment

OUTPUTS



Increased capacity of the state. programs, and individuals to support and implement high-quality learning environments that are accessible

TERM OUTCOMES

SHORT/MEDIUM

STATE

- · The supports and services provided by the state are aligned with the needs of the mixed-delivery system and support CQI at all levels
- Increased access to quality programs for all children and their families

PROGRAM

· Programs have information, resources, support, and personnel needed to sustain existing quality and improve in quality over time

LEARNING ENVIRONMENTS

· Providers have the information, skills. resources, and capacity necessary to address children's needs

FAMILY

· Families are informed about and engaged in their child's learning

CHILDREN

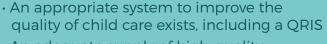
· Children are engaged in safe, developmentally appropriate, and stimulating early learning experiences guided by strong positive interactions with their educators

IMPACT LEVEL LONG-TERM OUTCOMES **CHANGE**

Delaware's children

succeed in school

and life



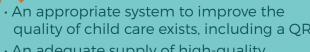
- An adequate supply of high-quality child care exists in the state where needed by families
- promoting optimal child development
- Children are ready for the transition to school and other environments
- to high-quality early childhood programs





to each and

every child





- Each and every child and their family has access



