# **DELAWARE EARLY CHILDHOOD EDUCATION SYSTEMS**

# THEORY OF CHANGE







**Financial** 

Information



Support



SHORT/MEDIUM

**TERM OUTCOMES** 

**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

### **OUTPUTS**



#### · Professional Development

- · Collaborations & Connections
- Assessment

**PROGRAM** 

Business Practices



Engagement

#### · Teacher/Child Interactions

Assessment

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

## 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

# **CHANGE**



Delaware's children succeed in school and life

# IMPACT LEVEL LONG-TERM OUTCOMES

- · An appropriate system to improve the quality of child care exists, including a QRIS
- An adequate supply of high-quality child care exists in the state where needed by families
- Community stakeholders are committed to promoting optimal child development
- Children are ready for the transition to school and other environments
- Each and every child and their family has access to high-quality early childhood programs





