

Logic Model for BLOCK PARTY

Situation: Some children arrive at school with significant learning gaps and have a critical need for family-based educational experiences prior to kindergarten. Play with blocks provides parents and young children with unique opportunities for building positive relationships, early learning activities, and school readiness skills.

ASSUMPTIONS

- 1) Parents are a child's first teacher.
- 2) Parents want to play with their children.
- 3) Parents are interested in their children's opportunities to learn and be prepared for kindergarten.
- 4) Child care providers are interested in new hands-on learning opportunities for children in their care.

EXTERNAL FACTORS

- 1) Partnerships with child care providers to help recruit family event participants and program promotion.
- 2) Large community spaces designated for Block Party events.
- 3) Block storage and transportation of blocks between counties.

INPUTS	OUTPUTS		OUTCOMES – IMPACT		
	Activities	Participation	Short	Medium	Longer term
<p>What We Invest</p> <p>Sets of blocks along with storage bins. Materials such as educational display poster boards.</p> <p>Parent handbooks</p> <p>Trained HHS Educators</p> <p>Curriculum materials for training child care providers</p> <p>Large space appropriate for block play</p> <p>Evaluation tool</p> <p>Advisory Group to guide the work of HHS Educators</p>	<p>What We Do</p> <p>Block Party events held for parents and children</p> <p>Training on the value and research behind the importance of block play with child care providers</p> <p>Build partnerships with child care providers and other organizations related to children such as Indiana Association for Child Care Resource and Referral (IACCRR)</p> <p>Advisory Group provides ongoing feedback to improve programming</p>	<p>Who is Reached</p> <p>Parents or caregivers and young children (ages 8 months to 8 years)</p> <p>Child care providers</p> <p>Volunteers willing to work one of the block stations at a family event</p> <p>Preschool providers willing to host, promote and participate in the event</p>	<p>Awareness</p> <p>Child care provider discover the importance of block play</p> <p>Child care providers are introduced to research supporting block play</p> <p>Parents are exposed to and practice being a play partner with their children</p>	<p>Action</p> <p>HHS Educators plan, recruit and implement and evaluate Block Party events in their local communities</p> <p>Parents will encourage learning through play, particularly with blocks and what it means to be a play partner</p> <p>Child care providers will use observation to take children’s play with blocks to a higher level</p> <p>Child care providers will add props to that can be used to extend children’s block play</p> <p>Educators will further develop relationships with child care providers to be able to offer additional trainings to staff</p> <p>Impact Statement is written</p>	<p>Impacts</p> <p>Parents are providing more opportunities for children to play with blocks</p> <p>Parents are spending more time as a play partner with their child</p> <p>Parents are partners in their child’s school readiness skills</p> <p>Providers will incorporate block play into their curriculum using blocks as a tool for learning math, science, social, physical and pre-reading skills</p> <p>Requests to Extension Educators from child care providers for additional trainings</p> <p>Additional training and participation by more Educators</p> <p>Information share publically regarding the value of block play</p>

