Logic Model: Block Party

Situation: Some children arrive at formal schooling 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.

INPUTS	OUTPUTS		OUTCOMES – IMPACT		
	Activities	Participation	Short-term	Medium-term	Longer-term
What we invest	What we do	Who is reached	What do we think participants will know, feel, or be able to do after participating in program?	How do we think participants will behave or act differently after participating in program?	What kind of impact can result if participants behave or act differently after participating in program?
Sets of blocks along with storage bins. Materials such as educational display poster boards. Parent handbooks Trained HHS Educators Curriculum materials for training child care providers Large space appropriate	Block Party events held for parents and children Training on the value and research behind the importance of block play with child care providers Build partnerships with child care providers and other organizations related to children	Parents or caregivers and young children (ages 8 months to 8 years) Child care providers Volunteers willing to work one of the block stations at a family event Preschool providers willing to host, promote and participate in the event	Parents/caregivers increase their understanding of the types of questions to ask during play with their children (Q1 & a) Parents/caregivers increase their understanding of how block play relates to math and science skills (Q2 & e) Parents/caregivers increase their understanding of how block play relates to language and pre-reading skills (Q3 & f) Parents/caregivers increase their understanding of how block play relates to social skills such as cooperation and sharing (Q4 & g) Parents/caregivers increase their understanding of how block play relates to creativity and problem-solving skills (Q5 & h) Parents/caregivers are exposed to and practice being a play partner with their children (Q6) Parents/caregivers increase their talking and asking their children questions (Q7 & 2a)	Parents/caregivers will report engaging more with their children through play, particularly with blocks Child care providers will report using observation to take children's play with blocks to a higher level (Q2c) Childcare providers add props to extend children's block play (Qd & 2d) Childcare providers report engaging more in conversations with children during block play (Q2b)	Parents are providing more opportunities for children to play with blocks Parents are spending more time as a play partner with their child Parents are partners in developing their child's school readiness skills Providers will incorporate more block play into their curriculum using blocks as a tool for learning math, science, social, physical and pre-reading skills Children are better prepared for formal schooling

for block play Evaluation tool			Childcare providers increase their understanding of the research supporting block play (Qb) Childcare providers increase their understanding of observation and guiding children to the next stage of development (Qc)		

Assumptions	External Factors
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. Childcare providers are interested in new hands-on learning opportunities for children in their care.	1. Lack of partnerships with childcare providers to help recruit family event participants and program promotion. 2. Lack of large community spaces designed to hold Block Party events. 3. Difficulty of blocks availability and transportation. 4.