

Logic Model for New Hampshire Partnership to Increase Early Learning Outcomes through Play

Problem Statement: Research consistently shows that early education is critical for students' success.¹ Play-based approaches to early childhood learning have been linked to improved social, emotional, and academic outcomes.² Based on this research, New Hampshire has legislated a play-based approach to teaching kindergarten across the state. Yet, local reports as well as peer-reviewed research demonstrate wide variation in teachers' implementation of play-based learning practices,³ and unequal access to high-quality, play-based early education.⁴ Implementation fidelity is critical if programs are to yield desired outcomes for students.⁵

General Inputs: Existing research and evidence-based practices; federal and state regulations, statutes, and guidance; REL Northeast & Islands and partners' engagement and expertise; connections to other networks and stakeholder groups; REL Northeast & Islands' commitment to equity and culturally responsive practices; collaboration tools

Activity-specific inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> Facilitation, project management, content experts 	<p>(Y1) Develop partnership</p> <p>(Y1–5) Sustain partnership through quarterly meetings to review logic model, plan and execute activities, and monitor progress</p>	Sustained partnership with engaged members	Partners build connections across agencies, organizations, higher education institutions, and school districts.	<p>Partners adopt policies and practices to understand and measure implementation of play-based learning in kindergarten classrooms statewide.</p> <p>Participating kindergarten teachers use data to improve their implementation of high-quality play-based learning.</p>	<p>Kindergarten teachers implement effective play-based learning practices statewide with fidelity.</p> <p>Schools will provide equal access to high-quality play-based learning in kindergarten statewide.</p>
<ul style="list-style-type: none"> District data, evidence-based measurement resources 	<p>(Y1–2) Literature review and data inventory to develop a measurement strategy and instrument to measure play-based learning in kindergarten classrooms</p>	Play-based learning observational measures	Partners, administrators, and participating teachers increase their understanding of how to measure play-based learning.		<p>Kindergarten students demonstrate reduced inequality in school readiness on district- and state-assessments.</p>
<ul style="list-style-type: none"> Research and methods experts, participating teachers and students, data 	<p>(Y3–Y4) Research study: Validation of play-based learning measure</p>	Report on the study findings	Partners increase their capacity to measure play-based learning implementation with a validated instrument		<p>Schools will reduce inequality in school readiness among kindergarten students statewide.</p>

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<ul style="list-style-type: none"> Content and training experts, workshops for teachers 	(Y4-Y5) TCTS to provide teachers with workshops to improve their observation and implementation of high-quality play-based learning practices.	Workshop and agenda materials	Administrators and participating teachers increase their capacity to observe and measure high-quality play-based learning in their own and others' classrooms.		
<ul style="list-style-type: none"> Communication, editing, data visualization experts, dissemination channels, partner networks, social media 	(Y1-Y5) Dissemination: Webinars, blog posts, fact sheets, conference presentations, articles	Knowledge use/spread materials and meetings	Partners increase their resource capacity to share best practices of play-based learning measurement and implementation. Families have access to the research evidence supporting play-based learning.		

¹ McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., ... Shonkoff, J. P. (2017). Impacts of early childhood education on medium- and long-term educational outcomes. *Educational Researcher*, 46(8), 474–487. <https://doi.org/10.3102/0013189X17737739>

² Zosh, J. M., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., ... Whitebread, D. (2017). *Learning through play: A review of the evidence (white paper)*.

³ Pyle, A., Pyle, M. A., Prioletta, J., & Alaca, B. (2020). Portrayals of play-based learning: Misalignments among public discourse, classroom realities, and research. *American Journal of Play*, 13(1), 53–86.

⁴ Hirsh-Pasek, K., Farran, D. C., Burchinal, M. R., & Nesbitt, K. (2022). Making pre-K work: Lessons from the Tennessee study. Retrieved from Brookings Education Plus Development website: <https://www.brookings.edu/blog/education-plus-development/2022/02/28/making-pre-k-work-lessons-from-the-tennessee-study/>

⁵ Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3–4), 327–350. <https://doi.org/10.1007/s10464-008-9165-0>