1. IMPACT: As a result of participating in this program, how will participants experience long-term impact?

- Capable, confident parents and caregivers.
- Children transition successfully into kindergarten.

2. OUTCOMES: What changes in participant knowledge, attitudes, and behaviors will lead to the long-term changes listed above? (Outcomes should be Specific, Measurable, Action-oriented, Realistic, Timed.)

Parents and caregivers:

- **Increase knowledge of parenting/caregiving and child development**
  - Increase knowledge of child development
    - Better understand the importance of play in their child’s social/emotional, cognitive, and physical development;
    - Are more aware of what being “school ready” means
  - Increase knowledge of parenting/caregiving skills
    - Learn strategies to cultivate school readiness through play;
  - Increase confidence in parenting/caregiving

- **Increase positive nurturing and attachment**
  - Increase positive parent-child interactions
  - Increase positive attitude toward spending time with child
    - View play as an enjoyable avenue for meaningful connections with their child;

- **Feel an increased level of support with their parenting/care providing; and**
  - Increase awareness of available community resources.
  - Increase social connections

Children:

- Increase skills contributing to school readiness
  - Increase social/emotional skills
  - Increase physical skills
  - Increase language skills
  - Increase cognitive skills
  - Increase math skills
  - Increase literacy skills

3. ACTIVITIES: What are the components of service? How will the outcomes be brought about and measured? This could include meetings, classes, evaluation, documentation, etc.

Program Delivery: A free program for parents, family, friends and neighbors who provide daytime care for children age six and younger, Play to Learn supports caregivers’ efforts to get their children ready to enter school. While children build skills through play, adults build knowledge, resources, and a support network to help get kids school ready. This 90 minute, adult/child drop-in program occurs weekly September-May in neighborhoods settings, such as libraries and community centers, across Pierce County.
Evaluation: Participants are surveyed quarterly to determine adult impact. Twice a year surveys capture adults’ reflections on their child’s growth. Each month, participant demographic data is gathered via survey. Instructors complete weekly reflections for one site and participate in monthly and six department meetings to reflect on the program and its participants.

4. RESOURCES: What is needed to carry out the activities? Who is the audience? This may include: funding sources, in-kind contributions, partnerships, staffing, volunteers, etc.

Staffing:
Administrative staffing: Learning Experiences Director, Grants & Assessment Director, Finance Manager
Instructors & assistants: Five instructors/assistants, one bilingual instructor, one ASAPC instructor (for Inclusive only)
Support Staff: Program Coordinator

Location(s): Host sites to accommodate weekly classes and cross-promote to their existing audiences. 15 locations across Pierce County: Madison Complex, South Hill Library, STAR Center, Charles Wright Academy, Puyallup Library, Raindrops & Rainbows (JBLM), Escape Zone (JBLM), Parkland/Spanaway Library, Graham Library, Lakewood Library, Asia Pacific Cultural Center, Portland Avenue Community Center, Peace Community Center, Salishan Family Investment Center. Play to Learn also takes place at the Museum one day a week.

Audience: Parents/caregivers and their children six and under.

Potential Funding: Please list grant or sponsorship funding leads or ideas which may support this program.
- Baker Foundation, Charles Wright Academy, City of Tacoma, Department of Early Learning, McEachern Trust, Florence Kilworth Foundation, IMLS, McGavick Graves, Nordstrom, Rotary #8, Simpson, Umpqua Bank, United Way, Wells Fargo Foundation
- In-kind donations (space from site hosts)

Partnerships/Collaborations: Describe any potential or existing partnerships/collaborations that will make this program possible
- Site hosts: (listed above)
- Curricular collaborations with ASAPC; SOTA (Inclusive only; Hope Heart Institute; Lindquist Dental; Ready, Set, Go! 5210; UPS Physical Therapy doctorate students
- Marketing Partners: class schedule/flier, brochure, Inclusive application distributed to all host sites, health care providers, YMCA, Boys & Girls clubs, MetroParks, Pierce County Library, First 5 FUNdamentals, Child Care Aware

Volunteers: varies for project prep and data entry, some sites have dedicated volunteer assistants

Advisory Committee: Assembles each fall to review previous year, provide feedback on any current considerations, and help inform future planning.
5. OUTPUTS: What is the size and scope of the program? Frequency? What materials are created for use in the program? Marketing materials, class handouts, publications, evaluation tools?

Offer 382 classes in the 2014-2015 year = 573 hours of instruction. Community Play to Learn meets weekly, following the academic calendar. Inclusive Play to Learn groups meet twice per week, in three 10 week sessions per year, for a total of 90 classes = 135 hours of instruction. Classes meet from 10-11:30 or 1:30-3:00.

Participation Goal: 16,000 duplicate adults and children

Materials Created: Play to Learn curriculum, weekly class activity handout and parent handout (27 different versions), Power of Play messaging materials (posters & handouts), permanent program brochure,

Evaluation Tools: Demographic Survey, Participant Survey, School Readiness Survey, Instructor Reflection via Survey Monkey, P2L Team meeting notes

6. MISSION/STRATEGIC PLAN ALIGNMENT: Check the strategic directions and objectives this program helps the Museum achieve:

- Increase capacity, audience and access by
  - Promoting the Museum as a natural gathering place for families. (via Inclusive)
  - Establishing a connection with a previously untapped city, town, tribal government and/or segment of military institution in Pierce County. (military, adding Madison Complex in FY15)
  - Expanding access while maintaining sustainability. (Expands geographic access, sites have been sustained)
- Promote fun, learning and the wonder of childhood
  - Showcasing the natural connection of playing and learning in programs, events and environments.
  - Influencing community development and educational systems. (Pierce County Library story time, military sites professional development & curricular extensions, and other continued efforts.)
  - Advocating for playful early learning in public schools. (Madison Complex)
- Demonstrate innovation, playfulness and excellence. (Only program of its kind in Pierce County)
  - Building an efficient business model that reflects the museum's mission.
  - Creating processes that set ambitious standards for excellence.
  - Making visible and documenting play-based learning that occurs in our environment and through our approach.

8. EVALUATION PLAN: How will the program outcomes above be measured? With what frequency? What is the sample size, or evaluation participation goal? (Survey, interview, focus group, etc.)

Participant Survey: Participants who have attended at least five classes complete surveys to gauge program impact on participant knowledge, beliefs and behaviors. At least 900 completed surveys will be gathered. Tool is a retrospective pre/post inviting participants to reflect on their status both before/after participating in Play to Learn. At least 50% demonstrate improvement at least 13 of the 20 survey items. At least 50% report accessing or intending to access a resource they discovered through Play to Learn.
Demographic Survey: Each month, participant demographic data is gathered via survey. At least 2,500 surveys will be gathered.

School Readiness Survey: Twice a year surveys capture adults’ reflections on their child’s growth in six developmental domains: social/emotional, physical, language, cognitive, literacy, and math. This tool is patterned after the state’s WA Kids evaluation tool. At least 600 completed surveys will be gathered. Participants who have attended at least five classes complete surveys.

Instructors complete weekly reflections for one site and participate in monthly and six department meetings to reflect on the program and its participants.