Building Supportive Communities by Creating Successful Museum, Library, and Early Learning Partnerships

QRIS National Meeting
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Introduction

- Reagan Moore, Office of Museum Services
  - rmoore@IMLS.gov
- Deborah Stahl, BUILD Initiative
  - deborah.stahl@verizon.net
- Jeanna Capito, Consultant
  - jeannacapito@gmail.com
Agenda

- Reagan - About IMLS
  - *Growing Young Minds*
  - National Programs and Partnerships
- Deb - About the BUILD/IMLS partnership
  - Addressing equity
  - Developing tools, partnerships, promising practices
- Jeanna - Digging deeper on a cross-cutting issue
  - Family engagement
What is IMLS?

- The Institute of Museum and Library Services is a U.S. federal government agency funded through annual congressional appropriations.
- Established in 1996
- Presidemtially appointed Director and Museum and Library Services Board
Our Mission

To inspire libraries and museums to advance

- Innovation
- Lifelong learning
- Cultural and civic engagement
Our Activities

- Grant Programs
- Policy Making and Convening
- National Initiatives and Partnerships
- Research, Statistics, and Publications
Our Strategic Plan

Three programmatic strategic goals drive IMLS grant-making.

**Learning Experiences:** IMLS places the learner at the center and supports engaging experiences in libraries and museums that prepare people to be full participants in their local communities and our global society.

**Community Anchors:** IMLS promotes museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality.

**Collections Stewardship:** IMLS supports exemplary stewardship of museum and library collections and promotes the use of technology to facilitate discovery of knowledge and cultural heritage.

*Read more here: [www.imls.gov/about/strategic_plan.aspx](http://www.imls.gov/about/strategic_plan.aspx)*
Our Budget

FY2015 Appropriations

• Office of Library Services $180,909,000 (79%)
• Office of Museum Services $30,131,000 (13%)
• Administration/Research, Evaluation, and Data Collection $16,820,000 (8%)

• TOTAL $227,860,000
More than $8.5 million in discretionary grants for museum and library early learning programs since 2012.

Partnerships with the Campaign for Grade-Level Reading, Association of Children’s Museum, BUILD Initiative, Reach Out and Read, and the US Department of Health and Human Services.

100% of all state library agencies support lifelong learning and 80% support early learning.
Growing Young Minds

• *Growing Young Minds* calls upon policy makers and practitioners to **fully use the capacity of libraries and museums** to close knowledge and opportunity gaps and give all children a strong start in learning.

• This report was made possible through the agency’s partnership with the Campaign for Grade Level Reading.
Call to Action

- Incorporate museums and libraries into the nation’s early learning network.
- Engage libraries and museums as key community partners.
- Leverage museum and library services to reach vulnerable populations.
LIBRARIES AND MUSEUMS AS KEY PARTNERS
IN COMMUNITY EARLY LEARNING EFFORTS

Growing Young Minds
Boston Children’s Museum
10 Ways Museums and Libraries Support Early Learning Efforts

1. **Increasing access to high-quality early learning experiences**
   - Serve as community “touch points” for home-based programs that focus on knowledge- and skill-building.

2. **Engaging and supporting families as their children’s first teachers**
   - Provide programs and services for the whole family to learn together.
3 Supporting Development of Executive Function and “Deeper Learning” through Literacy and STEM

- Offer learning environments for social, emotional, and cognitive interaction. Fosters persistence, self-direction, critical thinking, and problem solving.

4 Creating Seamless Links across Early Learning and the Early Grades

- Support learning experiences and transition practices from Pre-K through third grade.
5 Positioning children for meeting expectations of the Common Core State Standards

- Collections of books, objects, exhibits, and programs span all disciplines and knowledge levels to help meet Common Core Standards.

6 Addressing the summer slide

- Museum visits increase during the summer with continued content and skills learning programs. Access to library materials help maintain and advance reading skills over summer months.
7 Linking new digital technologies to learning

- Libraries provide free access to the Internet and programs in digital literacy. Museums are rich sources of accessible digital media.

8 Improving family health and nutrition

- Ensure families have access to health information and resources. Provide healthy activities and programs on nutrition, exercise, and gardening.
9 Leveraging Community Partnerships
   • Forge relationships with schools, public broadcasting, housing authorities, hospitals, family health centers, etc.

10 Building Early Learning Networks
   • State library administrative agencies and museum associations can help link to state-based policies and programs.
National Programs and Partnerships

- **Partners**
  - BUILD Initiative
  - Reach Out and Read
  - U.S. Department of Health and Human Services
  - Families and Work Institute
  - Campaign for Grade-Level Reading

- **Programs**
  - Museums for All
Reach Out and Read

- **Reach Out and Read** promotes early literacy and school readiness in pediatric exam rooms nationwide by integrating children's books and advice to parents about the importance of reading aloud into well-child visits.

- The American Academy of Pediatrics has declared literacy promotion to be an "essential component of pediatric care".

- IMLS has partnered with Reach Out and Read on **Prescription for Success**, to foster local collaborations between clinicians and museums and libraries in their communities.

- Currently working in three pilot states – Colorado, Connecticut, and South Carolina.

- Goal is to identify and disseminate promising practices.
Museums for All

- A pilot program to work with children’s museums to create a museum access program to all low-income families to visit participating museums for a minimal fee when presenting their EBT (Electronic Benefit Transfer) card.
- Goal to recruit 125 children’s museums. The intent is to develop a branded program with resources to support participation.
- If successful, IMLS will launch to all types of museums.
- Website: www.museums4all.org
- Museums for All is a cooperative initiative between the Association of Children’s Museums (ACM) and IMLS.
In 2012, IMLS entered into partnership with ACF’s Office of Head Start and Office of Child Care.

The partnership encourages collaboration between early childhood programs and public libraries to help meet the educational needs of young children and their families.

“Public libraries are rich learning environments for children, communities, and families.” - Yvette Sanchez Fuentes, ACF

“[This] partnership ... will allow more children and their families to take advantage of the services libraries have to offer and enhance the benefits they receive from the programs of the Administration for Children and Families.” – Susan Hildreth, IMLS
1. Proven success and capacity to engage, inform families and support them as their children’s first teachers
2. Programmatic focus on early literacy and school readiness
3. Use of play and inquiry-based approaches supported by rich collections and materials
4. Leadership in the Science, Technology, Engineering, Math (including the Arts) STEM/STEAM field
5. Innovation and universal access to digital technology and tools
6. Capacity and mission-driven development of diverse community partnerships
Early Learning in Museums & Libraries: Tools, Partnerships & Promising Practices
The BUILD Initiative

supports state leaders to develop a comprehensive system of programs, policies and services that meet the needs of young children and their families.

This systems-building approach effectively prepares our youngest children for a successful future, while carefully using private and public resources.
BUILD/IMLS Partnership

- Create deliberate and mutually beneficial connections between museums, libraries and early childhood systems’ builders
- Support growth and development of children 0-8
- Build relationships and embed connections that can be replicated and sustained
- Co-create a toolkit to support partnerships and encourage replication
### BUILD/IMLS Partnership

<table>
<thead>
<tr>
<th>Early Childhood Systems</th>
<th>Museums and Libraries</th>
<th>Partnership Results</th>
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<tbody>
<tr>
<td>• Provide essential services for all children and families</td>
<td>• Act as trusted community anchors and resource hubs</td>
<td>• Parents are engaged and respected as a child's most important and constant teacher</td>
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<tr>
<td>• Provide learning standards that can be applied in both</td>
<td>• Support coordinated learning experiences across the full developmental continuum</td>
<td>• Communities have diverse learning environments that support social, cognitive, cultural, linguistic and physical development</td>
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<td>formal and informal settings</td>
<td>• Provide connections and supports for early learning professionals and other adults to improve their skills and increase their knowledge</td>
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<td>• Ensure professional development opportunities for the early learning workforce</td>
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Partners Share:

- Focus on “science” of child development
- Core understanding of the importance of all domains of development
  - social/emotional, cognitive, language/literacy, physical/motor development and approaches to learning
- Access to children and families
- Many and varied programs that serve children and families
- Federal partnerships
- Multiple funding streams
Why This is Important

- Too many children are left out of effective early learning opportunities and disconnected from powerful library and museum programs.
- 36% of children in the lowest socio-economic state (SES) visited libraries in their kindergarten year compared to 66% in the highest SES.
- For museums, these figures are 43% vs 65%.
Tool Kit

Support for:

- Developing Relationships and Ideas
  - Tools for different phases of collaboration timeline
- Understanding and Articulating Opportunities
- Design, Implementation and Assessment of Strategies and Action Plans
Tool Kit

- Create better understanding of each other’s priorities
- Build on the unique community strengths
- Help address the challenge of scarce resources
- Learn from each other – new ways to reach children and families
Ideas for Projects/Tactics

- Increase the number of community partners engaged in early learning and development efforts and build their awareness.
- Expand partnerships for summer reading to more communities.
- Connect museums and libraries to other family needs, for example summer feeding programs in libraries, registration for pre-k.
- Link museums and libraries to non traditional locations like WIC offices and health care centers to establish relationships with families.
- Share museum and library resources (learning tools) in early childhood programs and vice versa.
- Promote museum and library programs in early childhood settings – give away passes.
Ideas for Projects/Tactics

- Provide professional development to support understanding and implementation of scientific approaches to play and learning using museums as a lab for community organizations across multiple areas of learning and development.
- Support innovative methods that support learning and include intentional family engagement.
- Identify, reinforce and communicate what museums and libraries are already doing which supports early learning standards.
- Ensure families are using services and have the tools to link opportunities in libraries and museums to what children are learning at home.
- Work together to address issues like transportation.
Digging Deeper: Family Engagement

- Family engagement - universal challenge
- Critical to cross-system work
- Child care cannot meet high standards without working with community
- Partnership is key component of success
How do parents help children grow and develop?

Take a moment on your own and answer this question.

Share with your table.

Discuss similarities and differences.
Family Engagement Requirements

- Early Head Start/Head Start
- Child Care and Development Fund
- Title I of ESEA
- Maternal, Infant Early Childhood Home Visiting
- Part C IDEA
- Part B
A High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children’s education and development;

- (b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

- (c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

Source: ELC RTT Application 2011
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<tr>
<th>Strategy/Activity – Family Engagement and Support for Parent-Child Relationship/Interactions</th>
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<tbody>
<tr>
<td>Parent access to program at any time</td>
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<tr>
<td>Ongoing two-way communication with families: Parent-Teacher conferences</td>
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<tr>
<td>Ongoing two-way communication with families: Home Visits</td>
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<tr>
<td>Ongoing two-way communication with families</td>
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<tr>
<td>Communication with family in primary language</td>
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<tr>
<td>Parent/Family Education</td>
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<tr>
<td>Parent-Child Groups</td>
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<tr>
<td>Activities facilitate the parent-child relationship</td>
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<tr>
<td>Transitions: Training and support for families as children move to preschool and kindergarten</td>
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<tr>
<td>Intergenerational activities</td>
</tr>
<tr>
<td>Linking with community supports and adult and family literacy programs</td>
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<tr>
<td>Parent involvement in decision making (Parent Council)</td>
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<tr>
<td>Parent involvement in program governance (Policy Council, Policy Committee)</td>
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<tr>
<td>Parent leadership development</td>
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<tr>
<td>Written plan, policies and procedures for family engagement</td>
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<tr>
<td>Written plan, policies and procedures for supporting parent-child relationship</td>
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<tr>
<td>Curriculum focused on supporting parent-child interactions</td>
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How do you use your thoughts on how parents help children to grow and develop to build a family engagement approach?
What are the principles that support your approach to family engagement?
Family Engagement

Building relationships with families that support family well-being, strong parent–child relationships, and the ongoing learning and development of parents and children alike.
Family Engagement Principles

- Focus on strengths
- Provide families with encouragement and education
- Provide a safe and welcoming environment
- Focus on building the parent’s capacity
- Acknowledge the perspective of the parent/family
- Establish a trusting relationship
- Allow the parent to lead
- Be active and intentional in working toward reducing disparities experienced by families
- Embrace differences across parents and families and be culturally sensitive and attuned
- Engage in a two way partnership with families
- Participate in conversations with the family
- Be consistent in actions and words and be forthright with families
## Continuum of Family Engagement

<table>
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<tr>
<th>Principle</th>
<th>Continuum of Activities, ranging in intensity</th>
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<tr>
<td><strong>6. Establish a trusting relationship</strong></td>
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<td><strong>Light Intensity/Engagement</strong></td>
<td><strong>Medium Intensity/Engagement</strong></td>
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<tr>
<td>___ Staff trained in strategies to approach child, family and/or their home with respect</td>
<td>___ Staff are respectful in their approach to families (eye contact, approach family, do not leave family waiting or ignored)</td>
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<tr>
<td>___ Principles of relationship-based approach (eg staff and parent are equal partners, goal is for ongoing relationships with parents/families) are woven in to program model and staff are trained in this approach</td>
<td>___ Staff allow families to talk with few interruptions and use encouraging facial expressions and body language</td>
</tr>
<tr>
<td>___ Program mission includes the parent/family as a central piece of the relationship</td>
<td>___ Staff ask families about their observations of their child and/or their thoughts on the parent-child interactions</td>
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