BUILDing Supportive Communities with Libraries, Museums, and Early Childhood Systems

December 2016

Audio will broadcast through your computer. Please ensure your speakers are turned to a comfortable volume.
The BUILD Initiative supports state leaders to develop a comprehensive, equitable system (infrastructure, programs, policies and services) that meets the needs of young children and their families.

The Institute of Museum and Library Services inspires libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. The IMLS provides leadership through research, policy development, and grant-making.
Who’s on the call?

Polling question:
What sector do you primarily represent?

- Health (primary care, maternal & child health, public health)
- Mental Health
- Early Learning (early education, child care)
- Home Visiting
- Family Support
- Part C & Special Education
- Libraries & Museums
- Housing
- Other (type in chat box)
Are you a participant in a state or local early childhood system?

- Yes, at the local level
- Yes, at the state level
- No, I am not at this time
Institute of Museum and Library Services (IMLS) and the BUILD Initiative will create deliberate and mutually beneficial connections between the efforts of museums and libraries and those of early childhood systems’ builders to support the growth and development of children from birth to age eight, with an emphasis on children from birth to age five.

The partnership will build relationships across the fields/sectors and embed connections in ways that can be replicated and sustained.
Project Goal: Creating strategies for leaders to pool talents and resources to . . .

• Strengthen outcomes for children and families.

• Help address inequities and reach children and families that do not typically have access to the developmental and learning experiences they need to thrive.
BUILDing Supportive Communities with Libraries, Museums, and Early Childhood Systems

- Five pilot states – Arizona, Georgia, Michigan, Pennsylvania, and Washington
- Convened leaders from museums, libraries, and early childhood programs and services
- Output – *A Toolkit for Collaborative Efforts to Improve Outcomes for Young Children and Their Families*
BUILDing Supportive Communities with Libraries, Museums, and Early Childhood Systems

Strengthen Our Partnership and Learn about Each Other’s World

• Increase understanding of the multiple pieces of the support system for early learning
• Expand our definition of the educational system to include museums
• Increase partnerships between early childhood and libraries
Why This Partnership?

Shared goals and challenges:

• Children live in, and are shaped by, families and communities

• Children grow and develop across multiple domains (social, emotional, language, cognitive development, communications, general knowledge, and physical health and well-being)
Why This Partnership?

Shared goals and challenges:

• Libraries and museums reach millions of children each year – engaging and trusted learning institutions

• Quality early childhood programs and services are crucial to development of young children
We share in common:

- Focus on science of child development
- Core understanding of the importance of all domains of development:
  - Social/emotional
  - Cognitive
  - Language/literacy
  - Physical/motor development
  - Approaches to learning
We share in common:

- Access to children and families
- Many and varied programs that serve children and families
- Federal partnerships
- Multiple funding streams
“It’s easy for our institution to partner with other established institutions. It is harder to find one family at a time. We need partners to do that work. Creating a shared message across museums, libraries and early childhood systems could help families see all of us as resources.”
Why This Partnership?

Working together in intentional relationships can:

- Expand the range of formal and informal learning opportunities available to children and families
- Extend existing strategies and create new ones
- Join forces to address inequities
- Reach children and families that do not typically have access to the developmental and learning experiences they need
“Keeping an equity focus is critical to our work. I’ve always thought in terms of equal access, but this work has made me think about how to ensure equitable access for all families.”
A Toolkit for Collaborative Efforts to Improve Outcomes for Young Children and Their Families

- Resources to be used to enhance existing partnerships or develop new partnerships among leaders from museums, libraries, and early childhood systems
- Based on recognition that both infrastructure and leadership are required to support a successful partnership
“We know families want to do their best for their children, but some don’t even have an extra fifteen minutes in their day. What are the sweet spots? What are the little things we can do to connect and make an impact?”
A Toolkit for Collaborative Efforts to Improve Outcomes for Young Children and Their Families

Developmental Phases of Partnerships and Working Groups

1. Development of Relationships and Shared Interest
2. Understanding and Articulating Opportunities for Shared Benefit
3. Design, Implementation, and Assessment of Strategies and Action Plans
Part One – Development of Relationships and Shared Interest

Tools focus on finding common ground and engaging the right partners

• What is our shared definition of community?
• How do we understand the needs of children and families?
• Who are we serving? Not serving? Why?
• Who needs to be at the table?
• Have we created authentic family engagement?
Tools focus on building the foundation for shared efforts, looking at participation, and current impact of work

- What is the basic demographic profile of our communities?
- What data do we have/need for planning?
- What strategies do we already have in place to expand participation?
- What strategies do we need to add?
- How do we measure our current impact?
Tools focus on taking inventory of possible strategies, getting and processing feedback, and assessing the partnership’s plan

- What can we do in collaboration that we cannot do individually?
- Where can we look for model programs and services?
- How will we build, revise and vet our plans?
- How do we ensure family input?
- What do we measure to ensure and understand our success?
“It’s clear that we are all facing similar challenges like transportation and language barriers. Both are critical to getting families in the door and feeling comfortable participating in our programs. We can learn a lot from each other about how to make families feel welcome while we do our daily work.”
## Recommended Tools and Resources

<table>
<thead>
<tr>
<th>Tools and Resources</th>
<th>PART ONE: Development of Relationships and Shared Interest</th>
<th>PART TWO: Understanding and Articulating Opportunities for Shared Benefit</th>
<th>PART THREE: Designing, Implementation and Assessment Strategies and Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Potential Collaborative Opportunities</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying Assets: Systems Builders’ Audit</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample: Pennsylvania Survey of Museum and Library Early Learning Services</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Big Picture Approach - Summary of Current Work</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growing Young Minds: How Museums and Libraries Create Lifelong Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community - Equity Self Assessment</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential Data Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Statistics Lottery” Video</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Choice Points to Advance Equity</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Visioning Tool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Eight Word Mission Statement</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Parent-Child Relationships: Facilitating Interactions to Support Children’s Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find the Standard Game</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ensuring an Intentional Approach to Family Access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration Assessment Checklist</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
“Literacy is an issue that brings us all together. Our statewide READ ON initiative has focused hundreds of organizations on increasing the number of third graders who pass their third-grade reading tests. Museums, libraries and early learning programs can all push to engage more families.”
What We Heard about the Value of the Partnerships

• **Focus on high-needs families must be a clear thread that runs through all efforts.**

• **Teams made important new connections**
  - “We realized everyone is playing in the same sandbox and we don’t have to compete.”
  - “Everyone now has a telephone line to someone else in the sectors.”
  - “We strengthened relationships across entities.”
  - “We brought people together who hadn’t been involved before.”
  - “We are more prepared to seize funding opportunities when they come along.”
Pilot Partnership Results: Promising Strategies

- **Strategies to leverage existing systems, standards, and networks:**
  - Document high-quality learning activities at museums, libraries and early childhood settings
  - Better educate families on what partners have to offer
  - Connect with summer reading programs and other state initiatives on literacy and grade-level reading

- **Strategies to reach out to families:**
  - Be intentional about efforts to reach high-needs children and families
  - Promote libraries and museums as resources for both children and adults
  - Connect to other community programs such as summer lunches, pre-K registration
Pilot Partnership Results: Promising Strategies

- **Strategies to work with and in neighborhoods/zones:**
  - Establish clear contacts within neighborhoods
  - Develop intentional partnerships between neighborhoods and local libraries, museums and early learning programs

- **Strategies to offer professional development:**
  - Create certified training programs in libraries and museums based on state early childhood system standards
  - Provide professional development to support implementation of scientific approaches to play and learning, using museums and libraries as laboratories for community organizations, programs, and services
• **RAISING LAS VEGAS** is a collective action initiative that supports the great number of hard-working families in the Vegas Valley who want to raise young children who are learners, successful in school and successful in life.

• Over the past year, the **Las Vegas-Clark County Library District** has built a strong coalition of 15 organizations that are aligning resources, forging partnerships, and launching service innovations that transform the lives of local children 0-5.

• Raising the quality of children’s early learning opportunities and caregiving ultimately raises the vitality of our community and our region’s future.
Through the **Raising Las Vegas** initiative, the **Southern Nevada Health District** has become more closely aligned with the library expertise in early childhood development. We now share resources and staff training on **Mind in the Making** and **VROOM**. We see new ways to positively impact the lives of our community’s most vulnerable families – teen moms and families with high risk of infant mortality.

Margarita L. DeSantos, RN, BSN; Community Health Nurse Manager
Southern Nevada Health District

We have also created cross-organizational initiatives with **Las Vegas Urban League**, **the City of Las Vegas**, **the United Way of Southern Nevada**, and the **NV Dept. of Education** to provide **MITM** training. **Vegas PBS** has donated air time for **VROOM** soft launch ads in advance of popular shows like Daniel Tiger’s Neighborhood. We’ll launch this effort formally in the national **Week of the Child** in March 2017.
Are you working across sectors with other early childhood efforts

- Yes
- No
- Unsure
GROUNDBREAKING APPLICATIONS OF BRAIN RESEARCH: Mind in the Making and Vroom

Ellen Galinsky

DECEMBER 2016
WHAT HAVE WE LEARNED FROM THE SCIENCE?
In the first years, trillions of neural connections are made—forming the foundation for future learning.

The architecture of the brain is being built from the ground up, based not just on genes but our experiences and interactions.
Positive relationships with caring adults are essential for brain development.
PROMOTING SERVE AND RETURN.

IS AN 

ESSENTIAL strategy
in improving children’s LEARNING
The brain is built for action.
4 PROMOTING LIFE SKILLS BASED ON EXECUTIVE FUNCTION (EF)

IS AN ESSENTIAL strategy in improving children’s LEARNING
Executive function refers to the top-down neurocognitive processes involved in the flexible, goal-directed problem solving.”

(Zelazo, et al., 2008)

Executive function involves managing thought, action and emotion to achieve goals.

(Miyake et al., 2000)
Life Skills that promote Executive Function (EF)
Focus and Self Control
Perspective Taking
Communicating
Making Connections
Critical Thinking
Taking on Challenges
Self-Directed, Engaged Learning

Life Skills that promote Executive Function (EF)
What Have We Done?
Seven Essential Life Skills for Community Leaders:

- Focuses on community leaders.
- Creates systems alignment.
- Redefines parent engagement.
- Being used in 20 learning communities in 16 different states, with two states planned for 2016 and more to come!
What Have We Done?

Sampling of Vroom Tools

Posters

Mobile App

Tip Card Sets
Daily Vroom
Daily Vroom enhances the things you already do and helps spark new ideas!

What Have We Done?

The mobile app has been downloaded in over 100 countries.
Over 100,000 Direct Engagements
What Have We Done?

MIND IN THE MAKING
TAKE HOME FRIDAY TIPS
Mind in the Making
LIBRARY OF BOOKS AND TIP SHEETS WITH FIRST BOOK:

- Selected a library of 89 books with free tip sheets
- Had 454,792 downloads of tip sheets
- First Book has distributed more than a million books
- at greatly reduced prices
- for programs serving low-income children.

Collaboration between First Book and Mind in the Making Funded by the Popplestone Foundation.
Mind in the Making

PRESCRIPTIONS FOR LEARNING (PFLs):

• Written 98 tip sheets that address parents’ frequently asked questions with strategies that help parents move from managing children’s behavior to promoting life skills.

• Available for free download in both English and Spanish.

Funded by the Popplestone Foundation.
What Is Our Theory of Change?
A relationship-based theory of change to promote engaged learning and Life Skills that promote Executive Function (EF).

There are Ten Tenets.
• A two generational approach.
• We teach Life Skills that promote Executive Function (EF) first in adults and then help them learn how to promote these skills in children.

1. WE BEGIN WITH ADULTS
WE PROVIDE ADULTS WITH EXPERIENCES THAT MODEL AND PROMOTE ENGAGED LEARNING AND LIFE SKILLS THAT PROMOTE EXECUTIVE FUNCTION (EF)
3. WE PROVIDE ADULTS WITH EXPERIENCES AND OBSERVATIONS OF ACTUAL DEVELOPMENTAL RESEARCH
4. WE INSPIRE RATHER THAN PREACH OR CRITICIZE
5. WE REINFORCE ADULTS’ LEARNING AND REFRAME DEBATES BY SHARING SCIENCE IN WAYS PEOPLE CAN USE

1. Stephanie M Carlson

2. Philip David Zelazo

3. Clancy Blair
1. Lawrence Aber
2. Kathy Hirsh-Pasek, Roberta Golinkoff & Lauren B. Adamson

5. WE REINFORCE ADULTS’ LEARNING AND REFRAME DEBATES BY SHARING SCIENCE IN WAYS PEOPLE CAN USE
6. WE INCLUDE CHILD INTERVENTIONS IN ADDITION TO OUR ADULT INTERVENTIONS
7. WE PROMOTE GOAL SETTING AMONG ADULTS
Daily Vroom
Daily Vroom enhances the things you already do and helps spark new ideas!

Mind in the Making
Library of Books and Tip Sheets

Mind in the Making
Prescriptions for Learning (PFLs):

8. WE PROVIDE MULTIPLE TOUCH POINTS AND RESOURCES TO USE THROUGHOUT THE DAY SO THAT DEVELOPMENTAL KNOWLEDGE SEEMS LIKE IT IS "IN THE WATER AND IN THE AIR."
9. We take a community surround approach to change—working with community leaders and important sectors
In partnership with the Mount Sinai Parenting Center at Mount Sinai Hospital in New York City, Mind in the Making is adapting the Seven Essential Life Skills Modules for pediatric residents and a medical professionals.
In partnership with the Boston Children’s Museum and the Institute of Museum and Library Services, we have created these Modules and trained Museum and Library educators in 30 states.

Seven Essential Life Skills for Museums and Libraries:

In partnership with the Institute of Museum and Library Services and the Boston Children’s Museum, we have created these Modules and trained Museum and Library educators in 30 states.
Children’s Museum of Denver

SECTORS: MUSEUMS AND LIBRARIES
Vroom Brand & Media Partners

Brands and media companies sit in a privileged position within a family’s life. By turning their programs and products into brain building delivery vehicles, they prompt interaction and reinforce the notion that brain building moments are all around us.
SECTORS: BRANDS
10. WE ARE EVALUATING OUR PROGRESS THROUGH RIGOROUS RESEARCH
Do you have internal systems for Professional Development on early childhood and brain development?

• Yes
• No
• Unsure
Play Power

Empowering children to grow, develop and heal through play

A nine month curriculum, embedded in public schools, offered to students K – 3rd grade each week.

Play-based approach to developing the seven essential life skills every child needs

Began December 1, 2006 and since then we’ve served over 16,000 children each week with this program.
What Gives us the Power to Play?

"How can we have the best Play Power year where it is fun, safe, and everyone is excited to work together?" Ta'quan, age 5  "We need to use our words." Renee, age 5  "We need to be kind." Kamora, age 7  "I want to play and we need to play," Keshawn, age 7  "We want to play with the parachute, but we have to play together."

If we follow the Play Power Pledge...  "We will be using the golden rule and not even realize it." Hannah, age 8  "It will be fun and calm." Maici, age 8  "The mess will be cleaned up and that will help others when it is their turn to play." Marie, age 8

"Why do we need to listen?" Marissa, age 8  "To see what they have to say, maybe it's something you want to hear." Aysia, age 8  "They might be answering a question that you have." Amsley, age 8  "They might give you a compliment." Christian, age 7  "Sometimes people are talking and they have an idea that you like to hear." Lexie, age 7

"When we play and follow the rules..." Lily, age 5  "It feels like I'm happy."

Kaiya, age 5

"Cleaning up is what they are doing."

"Just do it!"
"Today we are going to do some acting. It is a special kind of acting called [Pantomime] and it will help us feel how our face and body changes when our mood changes."

Students pantomine different scenarios to help them understand how mood affects the tension in their body.

I discussed why it is important to be [Expressive] and be able to read other people’s feelings. It helped tie the fun of practicing with skits and props with its importance in real life. [Allison A, Play Power Educator]

"It is important to know how the person is feeling because if you don’t then they might need help and you won’t know." [Tayce, age 8]

"This is an expressive face and I can tell because the eyebrows are down in an angry face." [Hannah, age 8]
Support Each Other

Ednisha came to class with a bump on her nose and was feeling self conscious all day. She wouldn’t look at any of the other students and said she was being made fun of. “That’s alright, that’s alright. Look, I have a bump on my nose too.”

Classmates Alexis and Ke’lia joined in. “Me, me.”

As more students drew circles on their nose, more laughter spread around the group. Soon, Ednisha joined in again.

Ms Austin took an orange marker and left a dot on her nose, just like Ednisha.

She passed the marker around. “Who else wants a dot?”
Do you see opportunities in your current work to scaffold life skills and research?

• Yes, already doing this
• Yes, could imagine doing this in the future
• No
• Unsure
Sarah Brenkert, M.S.Ed.  |  Senior Director of Education and Evaluation
*The Children’s Museum of Denver at Marsico Campus*
SarahB@cmdenver.org
The Children’s Museum of Denver at Marsico Campus

- Denver, Colorado
- Serving children 0-8 and their grown-ups
- 502,000+ visitors annually
- 4 strategic impact areas:
  - Health & wellness
  - Arts
  - Early childhood STEM
  - Parent & caregiver engagement
- Campus expansion completed last fall; 12,000 interior sq. ft. → 35,000 sq. ft.
Go with the flow

The first 5 years are when your child's brain develops the fastest.

Look out for brain building tips throughout the Museum!
Focus on the everyday
Engage adults
Tiny Tent

Just as children and adults enjoy the outdoors, Tiny Tent provide an opportunity for children to do the same. tinytent.org

Pequeño Casita De Campaña

A space to relax and share simple, imaginative play for children and adults. Tiny Tent is a project of The Cultural Trust. viewtintent.org

La Tienda De Las Maravillas

Outdoor play is an important part of the development of children and adults. Join in the fun and visit the "Tiny Tent" at the British Museum. tinytent.org
Are you using non traditional spaces to promote brain building moments?

• Yes
• No
• Interested in doing this in the future
For More Information

BUILD Initiative
www.buildinitiative.org

Toolkit

Sherri Killins Stewart
skillins@buildinitiative.org

Questions about Mind in the Making or Vroom?

Erin Ramsey, Senior Manager, Mind in the Making
eramsey@bezosfamilyfoundation.org