

Making THE Learning Connection



“Museums, Libraries, and Early Learning” Webinar for Service Organizations

Wednesday, January 16, 2013



Agenda

- Welcome – Susan Hildreth, Director, IMLS
- Webinar Purpose:
 - Overview of the history and goals of the IMLS/Campaign for Grade-Level Reading partnerships
 - Description of the planned report
 - Discussion with participants to gather input and perspective to help craft a compelling message and effective approach to broadly disseminating the report



IMLS and Early Learning: Marsha Semmel

- Ongoing grant programs: discretionary and state
- 2003 Conference: “The 21st Century Learner: The Continuum Begins with Early Learning”
- HHS/ACF Information Memorandum
- IMLS Talking Points: Young Learners in the Library
- MetroTrends Article: Children’s Services at Public Libraries

http://www.imls.gov/about/early_learning.aspx

IMLS and Early Learning: Marsha Semmel

- 2012 IMLS and Campaign for Grade-Level Reading Partnership
- 2012 National Leadership Grant Priority
 - Over \$2.5 million to 19 communities
- 2013 National Leadership/Museums for America Priority
- 2013 Joint Early Learning Publication (spring)

A photograph of two young girls sitting on a colorful patterned rug in a classroom, reading books. The girl on the left is a Black girl with braids, wearing a blue t-shirt with a graphic that says "you're awesome". The girl on the right is a white girl with dark hair, wearing a purple top. They are both smiling and looking at their books. In the background, there is a whiteboard, a flip chart, and another child reading. A purple box with white text is overlaid in the top left corner.

The Campaign for
**GRADE-LEVEL
READING**

Hitting the Mark on Third Grade Reading

Ron Fairchild, Director, Network Communities Support Center
Campaign for Grade-Level Reading

The Campaign for Grade-Level Reading

- Third grade is a critical juncture on the road to high school graduation. It is the pivot point.
- Approximately 83 percent of low-income children miss this critical milestone and do not read proficiently by the end of third grade.
- Approximately 74 percent of students who fail to read on grade level by the end of third grade will not finish high school on time.

**The
Campaign for
Grade-Level
Reading**

By 2020, a dozen states or more will increase by at least 100 percent the number of children from low-income families reading proficiently at the end of third grade.

STRATEGIC FRAMEWORK

THE CAMPAIGN FOR GRADE-LEVEL READING

QUALITY TEACHING for every child in every setting every day

Parents enabled and expected
to succeed as partners

Successful transitions from
the early years to early grades

Aligning STEM/literacy

Integrated classroom supports

Inclusion for sub-populations

CIVIC ACTION to find community solutions

Readiness:
On-track development
Close the 30 million word gap

Attendance:
Children present & engaged
End chronic absence

Summer Learning:
Children learn through the summer
Stop the summer slide

SEAMLESS SYSTEM of birth to third care, services & family supports

Igniting the advocacy networks,
including KIDS COUNT

Third grade reading as an
explicit priority of federal, state
& local policy

Investing across the early years
& early grades

Integrating family, health,
child development &
education systems

CHANGE STRATEGIES

Big Tent

Recruit champions & unlikely
allies to raise public awareness
& rally public support

More Effective Philanthropy

Build platform for philanthropic
grantmaking, leadership &
collaboration to invest in what works

Accelerating Change

Invest to recognize, replicate & scale
promising programs & places to establish
models, proof points & inspiration

Early Learning—A National Priority: Mimi Howard

- Brain research: Early years critical for children’s full development
- Economics: Smart investment for building qualified workforce
- Education Policy: Key component of a “cradle to career” system

..... And yet: too many young children failing to meet critical learning benchmarks

Drivers for Change: Early Learning Policy

- Children need: Access to high quality opportunities that build skills and dispositions needed for success
- Families and caretakers need: Resources and support that build capacity to support children's learning at home and at school
- Communities need: Cross-agency partnerships that align services, expand access and close gaps

If it really takes a village.....

- Museums and Libraries are untapped resources with valuable assets:
 - Trusted community institutions
 - Capacity to reach under-served populations
 - Effective providers of inter-generational services
 - Source of informal learning opportunities
 - Tradition of partnerships
 - Address unique community needs and characteristics
 - Access to digital technologies and resources

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GOAL: Elevate the role that Libraries and Museums play in supporting early learning policy and practice by.....

Increasing recognition of their contributions by the early learning community, policy-makers, civic leaders and others



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STRATEGY#1

Develop a Report that will:

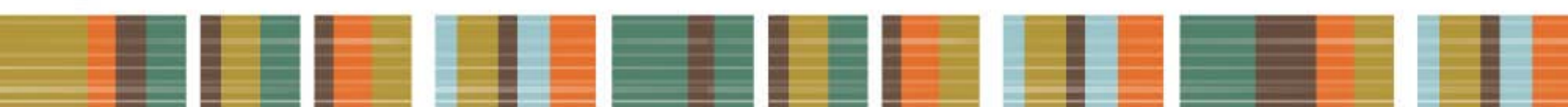
- Highlight best practices and innovative approaches
- Identify policy drivers designed to improve outcomes
- Demonstrate link between policies and Museum and Library programs and services
- Provide tangible recommendations for bringing Libraries and Museums into the early learning mainstream

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STRATEGY#2

Develop a strategic dissemination plan that will:

- Spark a national conversation on the roles Museums and Libraries play in supporting early learning
- Provide a blueprint for how Museums and Libraries can become part of an early learning policy agenda



IMLS/Campaign for Grade-Level Reading Early Learning Project

Questions?



Discussion

- What Museum and Library programs and services have the greatest potential to help address current Early Learning challenges?
- What will it take for the early learning community, policy makers and civic leaders to recognize Museums and Libraries as important contributors to early learning ?
- Which stakeholders is it most important to reach? What is the best way to reach them?



Thank you!

IMLS

www.imls.gov

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The Campaign for Grade-Level Reading

www.gradelevelreading.net

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