MUSEUM AND COMMUNITY IN NETWORKED INNOVATIVE PRACTICE: THE ROLE OF EVALUATION IN RESOLVING TENSIONS AND SUPPORTING COLLABORATION AND CO-DESIGN

Karen Knutson and Kevin Crowley

University of Pittsburgh

UPCLOSE: University of Pittsburgh Center for Learning in Out of School Environments

- study informal learning with special focus on conversations and social groups.

- supporting unique value of museums as learning and cultural organizations

- long term research partnerships (RPPs) with museums.

- learning ecosystems and unique role that museums play in them.

- natural history museums as special case of interest

- Editors of *Visitor Studies*

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MUSEUMS FOR COMMUNITY IMPACT

- **Engaging community requires**
  - **resolving tensions**
  - **supporting collaboration**
  - **co-design**

  So what does that mean for our evaluation practices?

The Philadelphia Story: Read by 4th Dashboard

CAMPAIGN GOALS

READ BY 4TH
TARGET: 85% (13,200 students)

3rd graders reading at grade level

40.2%, 37.4%, 41.9%, **41.7%**
44.0% / 42.0% / 40.0% / 38.0% / 36.0%
2014-2015 2015-2016 2016-2017 2017-2018
(Source: ELA, PSSA, and Terranova)

QUALITY CHILDCARE
TARGET: 25,000 Children

Children 3-4 who enrolled in publicly funded, high quality, PreK

12,300, 13,899, 18,394, **20,700**
25,000 / 20,000 / 15,000 / 10,000 / 5,000 / 0
2014-2015 2015-2016 2016-2017 2017-2018
(Source: PA Partnerships)

SCHOOL ATTENDANCE
TARGET: 90% K-3 students

K-3 students attending 95% or more of instructional time

40%, 43%, 39%, **43%**
50% / 40% / 30%
2014-2015 2015-2016 2016-2017 2017-2018
(Source: SDP)
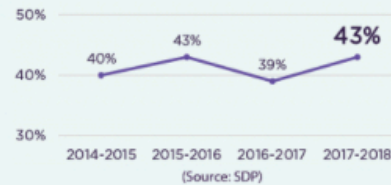
SUMMER READING
TARGET: 90% students

K-2 students who saw their independent reading level stay the same or rise from Spring to Fall

78%, 76%, **75%**
100% / 80% / 60% / 40% / 20% / 0%
Summer 2016 Summer 2017 Summer 2018
(Source: SDP)

SIX BOLD IDEAS: Theory of Change in Action

ATTENDANCE MATTERS
- **7** Schools supported by Attendance Ambassadors
- **11** Attendance Ambassadors trained to support schools
- **230** Attendance Toolkits distributed to principals

READING CAPTAINS
- **380** Reading Captains citywide

HOME LIBRARIES
- **1,412,549** Books distributed
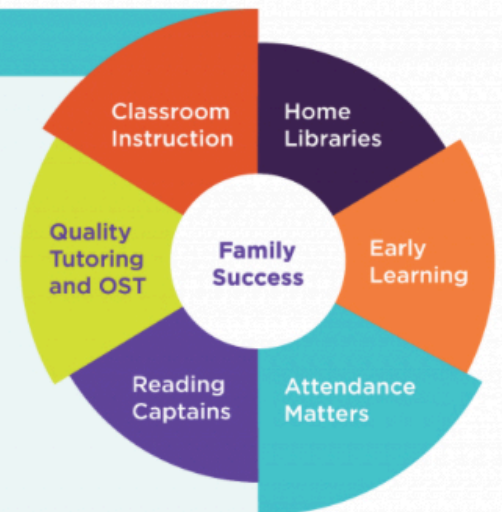
QUALITY TUTORING AND OST
- **120+** Summer Read and Rise sites
- **3,000+** Students served by Read and Rise sites each summer

EARLY LEARNING
- **2,168** Subscribers of early learning tips
- **842** Reading-related workshops for parents
- **3,229** Reading is Everywhere video views
- **1002** Book installations created
- **878** Reading-related trainings or workshops offered to peer organizations and businesses
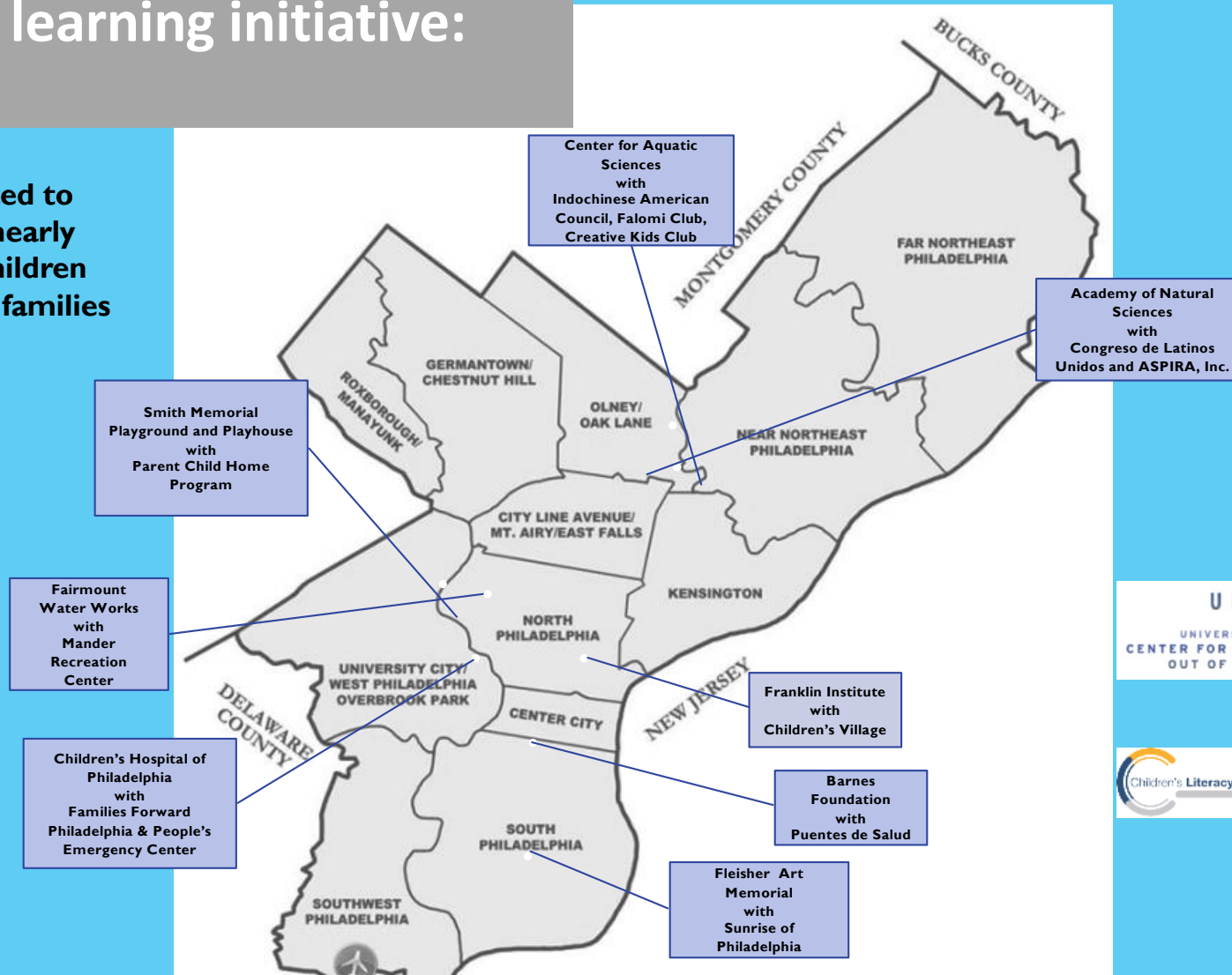- **30** Place-based messaging signs distributed

CLASSROOM INSTRUCTION
- **4** Universities accredited by the Center for Effective Reading Instruction
- **337** Free teacher trainings offered to support implementation of evidence-based literacy instruction
- **All 150** SDP elementary schools have a teacher literacy coach

Classroom Instruction · Home Libraries · Early Learning · Attendance Matters · Reading Captains · Quality Tutoring and OST · **Family Success**

Informal learning initiative: Phase 1

Expected to reach nearly 1,800 children and their families

Center for Aquatic Sciences
with
Indochinese American Council, Falomi Club, Creative Kids Club

Academy of Natural Sciences
with
Congreso de Latinos Unidos and ASPIRA, Inc.

Smith Memorial Playground and Playhouse
with
Parent Child Home Program

Fairmount Water Works
with
Mander Recreation Center

Children's Hospital of Philadelphia
with
Families Forward Philadelphia & People's Emergency Center

Franklin Institute
with
Children's Village

Barnes Foundation
with
Puentes de Salud

Fleisher Art Memorial
with
Sunrise of Philadelphia

BUCKS COUNTY

MONTGOMERY COUNTY

FAR NORTHEAST PHILADELPHIA

GERMANTOWN/ CHESTNUT HILL

ROXBOROUGH/ MANAYUNK

OLNEY/ OAK LANE

NEAR NORTHEAST PHILADELPHIA

CITY LINE AVENUE/ MT. AIRY/EAST FALLS

KENSINGTON

NORTH PHILADELPHIA

UNIVERSITY CITY/ WEST PHILADELPHIA OVERBROOK PARK

CENTER CITY

NEW JERSEY

DELAWARE COUNTY

SOUTH PHILADELPHIA

SOUTHWEST PHILADELPHIA

UPCLOSE
UNIVERSITY OF PITTSBURGH
CENTER FOR LEARNING IN OUT OF SCHOOL ENVIRONMENTS

Children's Literacy Initiative

DIFFERENT KINDS OF PROGRAMS/PARTNERS

- The Barnes Foundation with Puentes de Salud – "Puentes a las Artes" or "Bridges to the Arts," a bilingual art-based program, (children ages 3-5 and their families in Southeast Philadelphia).

- The Franklin Institute and Children's Village — a large science museum working with a preschool/community center in Philly's Chinatown neighborhood on inquiry-based science experiences.

- Smith Memorial Playground and Playhouse — play-based children's museum partnering with Parent Child +, a home visit family support program for low income families.

- Children's Hospital of Philadelphia (CHOP) with Families Forward Philadelphia and the People's Emergency Center (PEC) – "Young Chefs Community Literacy Initiative," an interactive cooking, gardening and literacy program, will engage children ages 0-8 and their families who have experienced, or are experiencing, homelessness in West Philadelphia.

COMPONENTS OF EARLY LITERACY

Oral Language | Phonological Awareness | Letter Knowledge | Print Awareness | Vocabulary | Building Background Knowledge

STRETCH MOVE FOR MUSEUMS: INFUSING LITERACY + CONTENT KNOWLEDGE

Read Alouds

Integrating Books + Hands-on

Multi-lingual

Writing, Drawing, Visual Literacy

DESIGN FEATURES OF ILI PROGRAMS

LEARNING CONVERSATIONS	HANDS-ON ACTIVITIES	MULTI-SESSION ENGAGEMENT	INFORMAL LEARNING INSTITUTIONS	INTEGRATED LITERACY	PARTNERSHIPS
How are children having rich conversations with caregivers, educators, each other?	How do activities support content learning, parent-child engagement, choice/interest?	How do multiple experiences in the program support the development of skills, interests, relationships?	How does the institution represent its cultural resources, and create a feeling of being invited, belonging, and having fun?	How are books, specialized vocabulary used, and how are caregivers invited to participate in reading with their children?	How do partnerships align goals, adopt diverse approaches, and reflect their unique languages and cultures?

A NETWORK CONVERSATION ABOUT COMMON MEASURES

- **Move from funder/evaluator-imposed impact measures that "move the needle" to project-adopted measures that drive improvement.**

- **Good measures:**

  - **"Sensing mechanisms"** Data to guide improvement and promote innovation

  - **"Light touch"** Does not disrupt informal and community learning contexts

  - **"Practical"** Can be collected, analyzed, and used by projects.

  - **"Practice-sensitive"** Measure what you care about and what is at the center of your work.

MEASURES WE ADOPTED

- Educator/staff interviews

- Document analysis of programs and proposals

- Program observation

- Child interviews

- Parent interviews

OBSERVATIONS

Method

- Document program activities, books, materials.
- Sweep tracking target children in one full program session
- Prompted notes on program structure and flow
- Written post-visit reflection

MEASURING ENGAGEMENT

Most children were highly engaged, completing all tasks and almost always focused.

Some showed medium engagement, completing all tasks but focused for about 75% of session.

A few showed low engagement, not completing tasks and focused for less than 75% of session.

# RELATIONSHIPS WITH ADULTS WHO ARE OUTSIDE OF THEIR FAMILIES

- [My daughter] didn't want to do it at first, because she thought that I would be leaving her here. There were very fun things for us to do together. She kept asking "when do we get to go to the activity", and I tell her "no, the activity isn't until tomorrow". "Ok are we going to see the ladies?" "Yes, we are going to see the ladies."

% of Children Who Had Conversations With Educator

	100 90 80 70 60 50 40 30 20 10 0	
	Yes	No
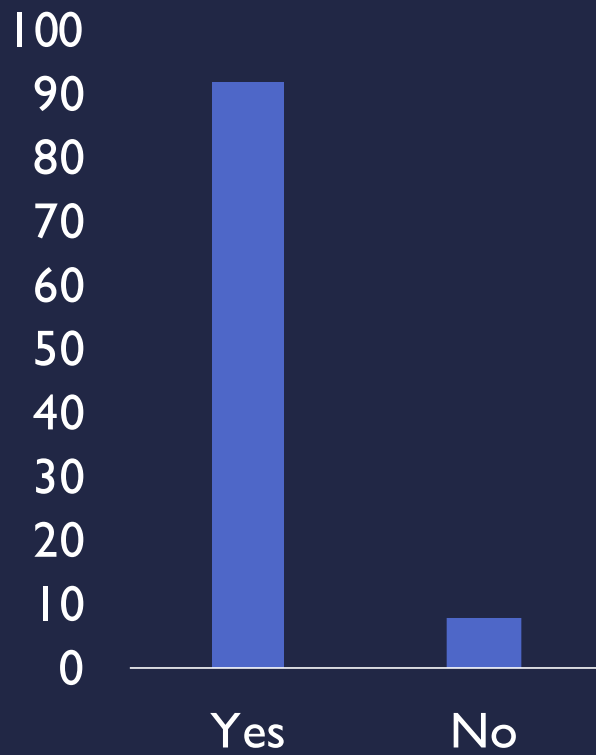
% of Children Whose Talk Included Content or Target Vocabulary

	100 90 80 70 60 50 40 30 20 10 0	
	Yes	No
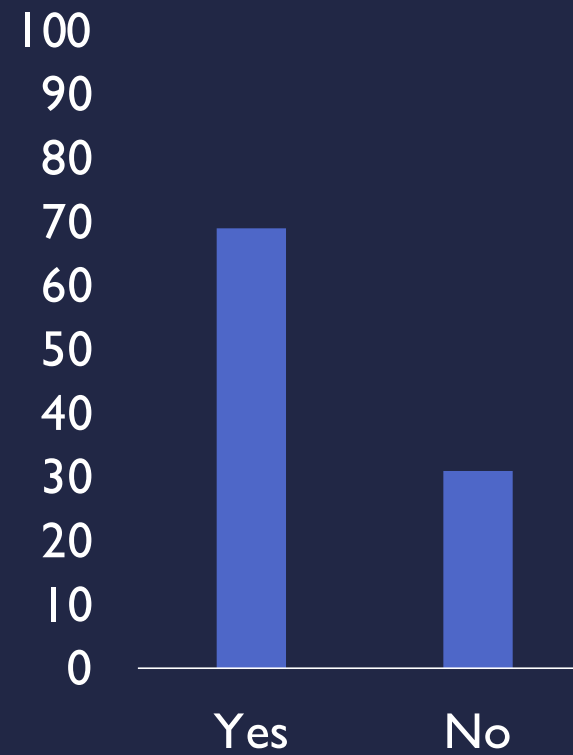
CHILD INTERVIEW:

- (Do you remember when we did this?) (shows picture of armadillo).
- Child: "He eats worms."
- (Do you remember what he is?)
- Child: "Armdadillo."
- (Right! He eats worms, what else?)
- Child: "He has a pointy nose he can dig with his nails to find some food. He eats worms."

CHILD INTERVIEWS:

- (When we cooked what did you choose?) Celery! (Did you like it?) It was gross. I put carrots in and then it was yummy. (And then you ate the whole thing, didn't you?)

- That's a teeth from a dinosaur. A planteater and a carnivore. They lived long time ago. Some were carnivores, t-rex was the main one.

PARENT INTERVIEWS:

The program is long enough for the age of the children that participate in it. It's lots of fun. My child is always happy to come to it. He loves it! He says he learns lots of things. We at home can see that he is learning a lot. When he comes home he tells me all the different things he learned: painting, reading. Before, he used to just play with the phone all the time and he didn't use his imagination. Now, when he is home, he asks for paint or colors so that he can paint or draw something. He also likes to practice what he learned at class.

PARENT INTERVIEWS:

- He loved hearing the inch worm story. He went home and measured everything. He used his feet to measure and counted 17 steps.

- She lacked confidence in reading, so I wanted to find something for her alone so she could get the hang of it. Her brother is an obstacle, and takes over. Now she can show her brother something he didn't know.

- They love it and beg to come to it. Love the books giveaway. It's a more inviting place to read. Not a chore in this setting. And she sees other people reading too here.

PARENT INTERVIEWS:

- For [my son] I like that the teacher speaks Spanish. This way, [he] is comfortable in class. For me, I know that he'll be understood and that he can participate in class. He is also learning English words. He now knows the names of the colors in English and in Spanish.

IMPACT: CAREGIVERS

Distinct roles
in programming

Recognizing caregiver participation

Special sessions, call-outs, coaching
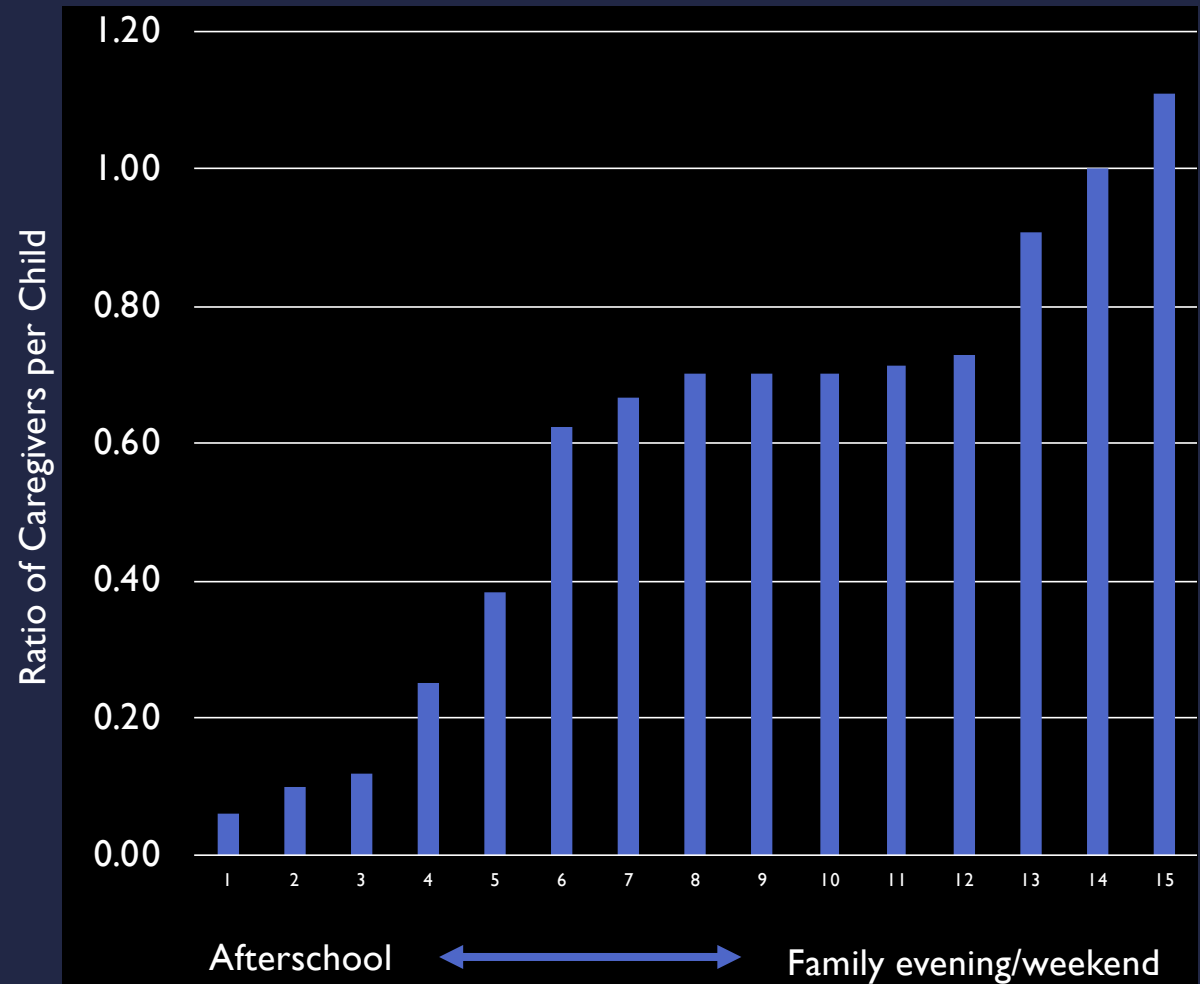
Multi-lingual

Extension activities for home

PARENT INTERVIEWS: WHAT STRATEGIES DID YOU LEARN?

- The questions. Each page when you're reading you should ask a question and not wait until the end to do it. Each page do something.

- Looking at the pictures and imagining what happens.

- I loved when you guys showed us the Ready-Rosie videos [at the Barnes], the day that you focused on just us, the parents. I learned how to read to the kids and make it fun for them. How doing so the children pay attention to what you are reading to them.

CONNECTION TO COMMUNITY

Trust

Building Cultural Capital

Meals

Timing/Recruitment

Stressful

Issues of Staffing

PARENT INTERVIEWS:

- It's like family. It brings people together with common ground. Community nights gives us an incentive, and we get to see and spend time with parents we don't see at the community center.

- This is the one time of the week we can spend together and it's really hard for us to get to this thing.

- Their dad has a hard workday every day, we have to take care of the house. We don't take time to dedicate to the kids, share with the kids things that they did at school, This is a good little bit of time that I get to spend with them and let them know that what they do matters to us....I work every day even weekends, but my hours are more flexible than their dad's.

NETWORKED COMMUNITY

NETWORK: PROGRAM DESIGN CONVERSATION

Worksheets/writing activities

Stations

Fade out/wander away

Recognizing parent participation

Use of food

Directly addressing parents

Book use integrated into activities

Staff turnover

Distinct roles for caregivers

Older kids and aging out

Children's rapport with educators

Multi-lingual support

Fun/engagement

Great read alouds

Educator stress

Extension activities/swag

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CONCLUSIONS

- Valuing museums and pushing back against school-centric definitions, interventions, and measures of learning/engagement

- The importance of adult/child learning conversations, family, neighborhood, city and social contexts of engagement

- Partnerships, staff, and understanding the community as a learning ecosystem.