

# CESL



— Collaborative for —  
Early Science Learning

## Building and Sustaining Head Start Partnerships

May 9, 2017

# Collaborative for Early Science Learning

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- ▶ 6 museums across the country
- ▶ Delivering
  - ▶ Webinar series
  - ▶ Online tool kit
  - ▶ Conference session workshops

This project was made possible by the Institute of Museum and Library Services



# Series Overview

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Series of three webinars to provide tools for museum professionals to start, expand, or improve early childhood teacher professional development

- ▶ May 9, 2017- Building and Sustaining Head Start Partnerships
- ▶ May 16, 2017 – Providing Science Professional Development for Early Childhood Teachers
- ▶ May 23, 2017 – Engaging Head Start Families in their Children's Learning

# Presenters

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Victoria Fiordalis (Sciencenter, Ithaca, NY)

Miriam Krause (Maryland Science Center, Baltimore, MD)

Melissa Thomas (St Louis Science Center, St Louis, MO)

Zoe Peters (Bay Area Discovery Museum, Sausalito, CA)



# Webinar Objectives

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You will leave with

- ▶ An understanding of Head Start and the role museums can play in supporting their mission
- ▶ Ideas to help create a new partnership or support to continue an existing partnership
- ▶ Examples of museum and Head Start Partnerships
- ▶ Resources you can use



# Time for a Poll!

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# Head Start Background

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- ▶ Established in 1965 - Federally funded, but locally administered program
- ▶ Promotes school readiness by offering educational, nutritional, health, social, and other services for children birth-5 and their families
- ▶ Supports children believed to be at risk because of poverty, disability, or other family circumstances
- ▶ Assesses teacher and child performances and outcomes to ensure successful programs

# Head Start Structure

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- ▶ Programs operate in a variety of settings (home based, classroom, etc.)
- ▶ What types of positions are there?
  - ▶ Director
  - ▶ Education Coordinator/Manager or Center Manager
  - ▶ Classroom Teachers
  - ▶ Assistant Teachers
  - ▶ Family Partners/Family Advocate
  - ▶ Curriculum Coordinators



# Key Components of Head Start

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- ▶ Community Partnerships
- ▶ Invested in Family Engagement
- ▶ Professional Development Plans
- ▶ Teacher coaching and mentoring
- ▶ Head Start Program Performance Standards



# Head Start Early Learning Outcomes Framework

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

# Connecting Science to Assessments

Science Process Skill	COR (Child Observation Record) Assessment Items	Teaching Strategies Gold Assessment Items	CLASS Indicators
<b>Observing</b>	<ul style="list-style-type: none"> <li>Observing and Classifying</li> <li>Natural and physical world</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Shows curiosity and motivation</li> <li>Uses scientific inquiry skills</li> <li>Attends and engages</li> <li>Recognizes and recalls</li> </ul>	<ul style="list-style-type: none"> <li>Connects Concepts</li> <li>Integrates with previous knowledge</li> <li>Real world applications</li> <li>Related to students real lives</li> <li>Active participation</li> <li>Focused attention</li> <li>Follows students lead</li> </ul>
<b>Predicting</b>	<ul style="list-style-type: none"> <li>Experimenting, predicting and drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Uses scientific inquiry skills</li> <li>Shows curiosity and motivation</li> <li>Shows flexibility and inventiveness in thinking</li> </ul>	<ul style="list-style-type: none"> <li>Prediction/Experimentation</li> <li>Brainstorming</li> </ul>
<b>Measuring</b>	<ul style="list-style-type: none"> <li>Measurement</li> <li>Tools and technology</li> </ul>	<ul style="list-style-type: none"> <li>Uses scientific inquiry skills</li> <li>Compares and measures</li> <li>Uses tools and other technology to perform tasks</li> </ul>	<ul style="list-style-type: none"> <li>Active Participation</li> <li>Focused attention</li> </ul>
<b>Experimenting</b>	<ul style="list-style-type: none"> <li>Experimenting, predicting, and drawing conclusions</li> <li>Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Uses scientific inquiry skills</li> <li>Shows flexibility and inventiveness in thinking</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation</li> <li>Prediction/experimentation</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Problem solving with materials</li> <li>Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Uses scientific inquiry skills</li> <li>Attends and engages</li> <li>Solves problems</li> <li>Persists</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>How and Why Questions</li> <li>Integrates with Previous Knowledge</li> <li>Hints</li> <li>Assistance</li> <li>Focused attention</li> </ul>
<b>Using Tools</b>	<ul style="list-style-type: none"> <li>Measurement</li> <li>Problem Solving with Materials</li> <li>Tools and technology</li> </ul>	<ul style="list-style-type: none"> <li>Uses scientific inquiry skills</li> <li>Uses tools and other technology to perform tasks</li> </ul>	<ul style="list-style-type: none"> <li>Range of auditory, visual, and movement activities</li> <li>Hands on opportunities</li> <li>Focused attention</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Listening and Comprehension</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Uses an expanding expressive vocabulary</li> <li>Speaks clearly</li> <li>Follows directions</li> <li>Tells about another time or place</li> </ul>	<ul style="list-style-type: none"> <li>Peer Conversations</li> <li>Contingent responding</li> <li>Back and forth exchanges</li> <li>Encourages student talk</li> <li>Elicits ideas and/or perspectives</li> <li>Specific Feedback</li> <li>Variety of words</li> </ul>

# Why Museums?

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- ▶ Community Resource and Stakeholder
- ▶ Skilled at engaging adults and children
- ▶ What can your institution offer?
  - ▶ Professional Development Plans
  - ▶ Family Engagement
  - ▶ Museum Access Programs



Time for a Poll!

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# Case Studies

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# Getting Started: St Louis Science Center

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- ▶ Why did you want to get started?
  - ▶ Contacted by local Head Start initially
  - ▶ Growing our early childhood initiative
- ▶ What services do you provide?
  - ▶ Classroom visits/Field Trips
  - ▶ Teacher PD workshops
  - ▶ Parent workshops
  - ▶ Family experiences
- ▶ Funding?
  - ▶ Grant funded
  - ▶ Fee based



# Getting Started: St Louis Science Center

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- ▶ Who is involved from Head Start?
  - ▶ Curriculum Coordinator
  - ▶ Site Supervisors
  - ▶ HS Director
- ▶ Who is involved from your museum organization?
  - ▶ Education
  - ▶ Development
  - ▶ Marketing





# Getting Started: Sciencenter

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- ▶ Why did you want to get started?
  - ▶ Contacted by local Head Start initially
  - ▶ Growing our early childhood initiative
- ▶ What services do you provide?
  - ▶ Teacher Professional Development
  - ▶ Family Engagement Workshops
- ▶ How did you figure out funding?
  - ▶ Absorbed initial cost
  - ▶ Funding through IMLS and donors



# Getting Started: Sciencenter

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- ▶ Who is involved from Head Start?
  - ▶ Advisory board to kick off grant
  - ▶ Executive Director
  - ▶ Education Manager
- ▶ Who is involved from your museum organization?
  - ▶ Executive Director
  - ▶ Director of Program
  - ▶ Education Department
  - ▶ Grant Manager
  - ▶ NISE Net Collaboration Guide



# Maintaining and Sustaining Partnerships: Maryland Science Center

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- ▶ Goals of the Partnership
- ▶ Communication with your partners
  - ▶ Figure out what works for them
- ▶ Evaluation
  - ▶ Useful for grants - data speaks
- ▶ Funding
  - ▶ Without our long term commitment to our Head Start Partners, we would have never received an endowment for the program
- ▶ Institutional Support
  - ▶ Kept the program going for years



# Maintaining and Sustaining Partnerships: Bay Area Discovery Museum

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- ▶ Goals of the Partnership
  - ▶ Education and Access
- ▶ Communication with your partners
  - ▶ Trust building
- ▶ Evaluation
  - ▶ Reporting and Improvements
- ▶ Funding
  - ▶ Ever changing puzzle
- ▶ Institutional Support
  - ▶ Long-term and evolving commitment





# Challenges and Solutions

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- ▶ Who do you initially make contact with?
- ▶ Staff turnover
- ▶ First year blahs.
- ▶ Scheduling



## RESOURCES

### Engage. Educate. Empower.

Families, teachers and other professionals are invited to use and share our hands-on activities guides and professional materials. The Sciencenter will continuously add relevant information to this page.

#### KIDS & FAMILIES

Chemistry Activities



#### EDUCATORS

Field Trips Supplemental Activities



Chemistry Activity Lesson Plans



#### COLLABORATIVE FOR EARLY SCIENCE LEARNING

Resources to support museums partnering with local Head Start programs to provide teacher professional development and family engagement focusing on early childhood science.

Launch a Collaboration



Working with Head Start Teachers



Working with Head Start Families





Resources to launch a partnership with your local Head Start.

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### **FUNDING**

- [Sample Contract](#)
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### **JUSTIFICATION**

- [Why do science?](#)
  - [Why engage with young children?](#)
  - [Why partner with Head Start?](#)
  - [Why partner with museums?](#)
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### **ADDITIONAL RESOURCES**

- [Connecting science process skills to Head Start standards](#)

# Questions

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## Join Us Next Time

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- ▶ May 16, 2017 – Providing Science Professional Development for Early Childhood Teachers
- ▶ May 23, 2017 – Engaging Head Start Families in their Children's Learning

# Thank you for joining us!

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