ABSTRACT: Building an Alliance for Media Literacy in Early Childhood Informal Learning
A National Forum

Erikson Institute, the leading graduate school in early childhood development, is pleased to submit this proposal for a $100,000 National Forum Grant under the IMLS National Leadership Grants. We will collaborate with three partners: Association for Library Service to Children (ALSC); Association of Children's Museums (ACM); and National Association for Media Literacy Education (NAMLE). Together, we will lead a cross-section of national stakeholders in forming an alliance for media literacy in early childhood through a one-day leadership forum of 10-15 organizational leaders and a two-day consensus-building forum of up to 50 practitioners from libraries, museums, schools, community-based early childhood programs and other out-of-school-time programs. The lead organizations and invited participants in these forums will identify and develop plans to implement promising practices in media literacy for young children ages 0-5 and their families.

Children under age 5 are learning anytime and anywhere on mobile technologies including smartphones and tablets, consuming and interacting with significant amounts of media, and spending the majority of their day in out-of-school time environments. There is a lack of consensus about what media literacy education for young children means and includes, what media literacy experiences in both informal and formal early childhood settings should look like, and how to empower parents as media literacy role models and mentors. By bringing together leading organizations and thought leaders to collaborate on establishing a framework for fostering media literacy in early childhood, these forums and the implementation process will address the needs of our youngest citizens, and their parents and caregivers, for critical learning experiences that empower them as lifelong learners who are equipped to participate in and contribute to essential civic engagement conversations.

Media literacy in early childhood, at the core, is focused on helping young children begin to understand the role of media and preparing them to be creative and healthy consumers and producers of media throughout their lives. Family-focused models for media literacy must be developed and implemented when families are using digital media throughout their day to communicate, collaborate and learn. However, the majority of parents and caregivers in a young child's life have not learned critical media literacy skills and do not feel adequately prepared to be media mentors to their children. Alliance members will collaborate on strategies and resources to develop adult capacity to help children build medial literacy skills and ensure their members are informed about the best ways to help children and their caregivers become full participants in our society in the 21st century.

The primary activity of this grant is to convene and engage stakeholder organizations, invited thought leaders and practitioners in a twelve months process to create a model for media literacy education for young children and their families. The first convening will be a leadership forum in January to establish a shared, actionable definition of media literacy in early childhood. A practitioners forum in April will develop a framework that Alliance stakeholders can use to support family-focused media literacy education and broaden the media literacy ecosystem in communities. A downloadable report, infographics, video clip, website resources and links, and social media campaign will be released by November 2019 for dissemination to our constituencies by the TEC Center and our partner organizations.

The goals of these two national forums are to identify and describe the knowledge, experiences and dispositions library, museum, and classroom educators need to have to facilitate effective media literacy education; what skills they need to help young children and their families understand and act on appropriate media literacy principles and practices; and, what best practices and programs can be developed and modeled for informal educators and settings. These forums will expand the number of organizations and individuals committed to integrating media literacy into programs for families, spotlight promising practices, focus on designing essential outreach/professional development programs and resources for practitioners, and develop a framework for family-focused early childhood media literacy programs in formal and informal settings. The goal is a connected ecosystem of committed media literacy providers who have reached consensus on what media literacy for young children and caregivers includes in their contexts and communities based on a common framework for teaching and modeling media literacy to children ages 0-5 and their caregivers.

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1. Statement of National Need

The State of Media Literacy in Early Childhood. Media literacy in early childhood, at the core, is focused on helping young children begin to understand the role of media in society and preparing them to be creative and healthy consumers and producers of media throughout their lives. Media literacy education fosters curiosity and promotes inquiry, and empowers young children to find answers to the questions they have about the world around them. Media literacy skills are critical for all of us to become full participants and active citizens in the 21st century. Children, their parents or caregivers and families need to be engaged and empowered to participate fully in their communities and society. Family-focused models for media literacy must be developed and implemented when families are using digital media throughout their day to communicate, collaborate and learn. However, the majority of parents and caregivers in a young child's life have not learned critical media literacy skills and do not feel adequately prepared to be media mentors to their children.

The newly announced and IMLS-funded University of Wisconsin, Drexel University, and University of Oklahoma's *Navigating Screens* (https://www.imls.gov/sites/default/files/grants/lg-96-17-0220-17/proposals/lg-96-17-0220-17-full-proposal-documents.pdf) project focusing on children ages 5-11 will make a significant contribution to effective media literacy program development for children in the target age range. However, this initiative is not intended to address the needs of our youngest learners, ages 0-5, their parents, caregivers, families and all of the professionals serving them in their communities. Children under age 5 are learning anytime and anywhere on a variety of mobile devices, especially smartphones and tablets, and divide their time at home, in school, and in community-based informal learning settings.

According to Common Sense Media's *2017 Census: Media Use by Kids Zero to Eight* (see Supportingdoc2.pdf)
> "Mobile is universal. Among 0- to 8-year olds, percent of homes with a mobile device is 98%. 35% of all screen time is mobile among 0- to 8-year olds. Among 0- to 8-year olds, the average amount of time spent on mobile devices per day has increased from 15 minutes in 2013, to 48 minutes in 2017. Among 0- to 8-year olds, 42% have their own tablet, 78% have a tablet in their home, 95% have a smartphone in their home." (Rideout, 2017).

There is still a lack of consensus about what media literacy for young children means, what programs should look like, and how to empower parents and professionals. By bringing together leading educational organizations and thought leaders to collaborate on establishing a framework for teaching media literacy in informal and formal early childhood programs, we address what the adults in young children's lives need to know and be able to do to offer critical experiences that help children become lifelong learners and participants in essential civic engagement conversations.

A convening of early childhood leaders and media literacy stakeholders will advance library and museum theory and practice by empowering these community educators to help our youngest citizens build essential media literacy skills. Erikson Institute and our partner organizations embody the IMLS commitments to lifelong learning and cultural/civic engagement to create a nation of learners. Libraries and museums are community anchors where young children and their caregivers spend their days learning and building relationships. Given the increasing use of technology by young children, librarians and museum educators can play a critical role in supporting these young learners to become full participants in their community by using technology mindfully seek answers to questions and share their ideas and experiences.

Few parents or early childhood educators have learned about media literacy and the skills for safely navigating the digital age. The technology and media landscape is rapidly changing and without media literacy practices in early childhood, children and the adults in their lives will be unprepared for further advances. Developing a framework for family-focused media literacy education and is developing adult capacity to help young children

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gain media literacy skills requires an ecosystem that includes all of the adults in a child's life who come together to build an approach that meets families and children in all the places that young children spend their time learning and interacting.

Librarians have been at the forefront of creating accessible media literacy programs for citizens of all ages. The American Library Association (ALA) and Association for Library Services to Children (ALSC) publications and webinars have shared best practices in family-focused media literacy programs including, *Becoming a Media Mentor: A Guide for Working with Children and Families* by Cen Campbell and Claudia Haines, with an introduction by TEC Center at Erikson Institute's director Chip Donohue, Ph.D., and the ALSC white paper, *Media Mentorship in Libraries Serving Youth* by Cen Campbell, Claudia Haines, Amy Koester and Dorothy Stoltz (see Supportingdoc3.pdf or go to: http://www.ala.org/alsc/sites/ala.org.alsc/files/content/2015%20ALSC%20White%20Paper_FINAL.pdf). The TEC Center at Erikson Institute has collaborated since 2015 with ALSC to deliver yearly media literacy focused professional development webinars and ALSC publications cite the many early childhood media literacy publications and contributions of TEC Center's director, Chip Donohue, including chapters in his two edited books, *Technology and Digital Media in the Early Years* and *Family Engagement in the Digital Age: Early Childhood Educators as Media Mentors.*

In June 2017, the TEC Center at Erikson Institute and the National Association for Media Literacy Education (NAMLE) brought stakeholders and thought leaders together with leading early childhood researchers and policymakers during the ALA/ALSC and NAMLE annual conferences in Chicago. *Media Literacy in Early Childhood: A Critical Conversation* focused on the need to define and develop an appropriate approach to teaching media literacy to families with young children and ended with a call to action to expand the media literacy ecosystem across the community and in early childhood settings. The report and accompanying infographics (see Supportingdoc4.pdf or go http://teccenter.erikson.edu/publications/medialitecreport/) that the TEC Center and NAMLE published on the convening were downloaded approximately one thousand times by unique visitors to both the TEC Center and NAMLE websites in the first two months of release.

Recent interest in the intersection of family engagement, media mentorship and media literacy has led to new publications from New America and the Joan Ganz Cooney Center at Sesame Workshop including: *How to Bring Early Learning and Family Engagement Into the Digital Age: An action agenda for city and community leaders* (Guernsey and Levine, 2017) (see Supportingdoc5.pdf); *Children and Families in the Digital Age: Learning Together in a Media Saturated Culture* edited by Elisabeth Gee, Lori M. Takeuchi and Ellen Wartella (Gee, Takeuchi & Wartella, 2017); and *Family Engagement in the Digital Age: Early Childhood Educators as Media Mentors* (Donohue, 2017). This work demonstrates how new mobile devices can be tools to meet families where they are, enhance communication with families and empower parents as media mentors for their own children. These media literacy initiatives help parents learn about successfully managing media and being positive role models for children while using the very media they need to manage.

2. Project Design

Erikson Institute, the leading graduate school in early childhood development, is pleased to submit this proposal for a $100,000 National Forum Grant under the IMLS National Leadership Grants. We will collaborate with our partners **Association for Library Service to Children (ALSC), Association of Children's Museums (ACM) and National Association for Media Literacy Education (NAMLE)**, to lead their stakeholders in forming an alliance for media literacy in early childhood through a one-day leadership forum of 10-15 organizational leaders and a two-day consensus-building forum of up to 50 practitioners from libraries, museums and other community-based programs. These forums will enable the group to identify and

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implement promising practices in media literacy for young children and families in libraries, museums, community programs and other beyond-the-classroom settings.

Partners

The Association for Library Service to Children (ALSC) is the world's largest organization dedicated to the support and enhancement of library service to children. Driven by its national membership, 13 member Board of Directors, and 8 full-time employees, ALSC is a dynamic force for positive change. From creative programming and best practices to continuing education and professional connections—ALSC members are innovators in the field of children's library service. ALSC's network includes more than 4,000 children's and youth librarians, children's literature experts, publishers, education and library school faculty members, and other adults dedicated to engaging communities to support ALSC's vision to build healthy, successful futures for all children. Aimee Strittmater, Executive Director and Angela Hubbard, Program Officer, Projects and Partnerships will lead ALSC's work with additional support provided by Alena Rivers, Deputy Director.

The Association of Children's Museums (ACM) champions children's museums and supports 450 members in 48 states and 20 countries with professional development programs, publications, and other resources. Children's museums are cultural institutions committed to serving the needs and interests of children by providing exhibits and programs that stimulate curiosity and motivate learning; more than 31 million people annually visit a children's museum. Started in 1962, ACM provides leadership, professional development, advocacy, and resources for its member organizations and individuals. Victoria Garvin, Sr. Director, Professional Development will lead ACM's work, with additional support provided by Laura Huerta Migus, Executive Director.

The National Association for Media Literacy Education (NAMLE) is a professional association for educators, academics, activists, and students with a passion for understanding how the media we use and create affects our lives and the lives of others in our communities and in the world. The NAMLE mission is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world by expanding the practice of media literacy education around the country. NAMLE's vision is to see media literacy be highly valued by all and widely practiced as an essential skill for the 21st Century. Michelle Ciulla Lipkin, Executive Director and Tony Streit, NAMLE Board Member will lead NAMLE's work on this project.

National Forum Design

The primary *activity* of this grant is to convene stakeholder organizations, thought leaders and practitioners at Erikson Institute in Chicago to create a framework and models for media literacy programs for young children and their families. The main focus will be on informal early childhood programs, but in response to feedback from IMLS preliminary proposal reviewers, we will include thought leaders and practitioners from formal education organizations and settings in the forums to share expertise and experiences to enrich the conversation and broaden the reach and impact of the media literacy work over time.

To do this, the TEC Center, with support from ALSC, ACM and NAMLE, will lead a 12 month 4-phase effort (see Schedule of Completion for a full timeline) that includes:
1. Developing a *finalized list of leaders and practitioners* for two convenings in October/November 2018.
2. Hosting a one-day *National Leadership Forum* of 10-15 organizational leaders that will take place in January 2019, to establish a shared, actionable definition of media literacy in early childhood.
3. Hosting a two-day *National Practitioners Forum* that will take place in spring 2019 with up to 50 early childhood practitioners to develop a framework that alliance collaborating partners and other

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      stakeholders can use to support family media literacy education and broaden the media literacy ecosystem in communities.

4. ***Publishing*** a double-sided executive summary report and dedicated webpage on the TEC Center website with links to each partner organization's website to ***disseminate*** presentations, infographics and other materials to educate early childhood educators in formal and informal settings, including:
   a. a downloadable report and executive summary that includes framework models for family-focused media literacy education in early childhood programs, schools, family child care programs, libraries, museums, community and after-school programs, and faith-based organizations;
   b. infographics that include the attitudes and skills all adults and the children in their lives need for media literacy and the framework for teaching and learning them; and
   c. practitioner-friendly video clips with tips from leaders and practitioners.

Leaders from the TEC Center and our partner organizations will present these media literacy principles and guidelines at our annual conferences and through social media channels which reach a total of 74,450 practitioners. The ***goals*** of these two national forums are to address the questions of:
- What dispositions, knowledge and experiences do library, museum, and classroom educators need to model and teach media literacy skills to children ages 0-5 and their parents and caregivers?
- What skills do they need to help young children and their families become media literate?
- What best practices and programs exist and what practices and programs need to be developed and modeled for informal and formal educators and settings?
- What types of information, additional resources, research, and training do practitioners need as they develop and implement partnerships and strategies to reach and engage at-risk children and families from low-income communities in media literacy education opportunities?

Our ***objectives*** supporting these goals are to:
- Create a connected ecosystem of committed media literacy providers who have reached consensus on what media literacy for young children and caregivers includes in their contexts and communities
- Expand the number of organizations and individuals committed to integrating media literacy into programs for families
- Leverage the leadership forum to help library, school, and community leaders ensure that at-risk, ages 0-5 children and their parents and caregivers from low-income communities receive media literacy learning opportunities in their communities
- Spotlight promising practices and focus on designing outreach/professional development for practitioners to develop a framework for family-focused early childhood media literacy programs

To accomplish our objectives, we envision the ***outcomes*** to include:
- A common framework for teaching and modeling media literacy to children ages 0-5 and their caregivers
- A report that includes the attitudes and skills all adults and the children in their lives need for media literacy and the framework for teaching them
- Infographics that can be widely shared by all of the partner organizations in professional development
- A collection of short video clips with key takeaways from leaders and practitioners at both forums

The ***projected challenges and risks*** associated with bringing together many stakeholders with limited funding includes:
1. Organizations may only be able to afford to send one representative.

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2. Tight timeline and funding requirements limit us to the convenings we have described. We may need more time and additional convenings.
3. Developing a consensus on the definition and importance of media literacy in early childhood will take strong facilitation, leadership and collaboration by all of the partner organizations.
4. Developing a framework for teaching media literacy with practitioners who work in a variety of settings and with diverse families will require the partners to understand the various contexts.
5. Creating channels for the work and conversations started in these forums to continue, and expanding this work across other stakeholders in the media literacy ecosystem will require additional funding.
6. Over the length of the project, there may be staff turnover at any of the partnership organizations that may slow down the process within that organization or in the work of the alliance.
7. As the framework model reaches informal educators, additional resources and funding will be needed for developing and delivering professional development. As we broaden our reach to formal education, additional resources and funding will need to be sought.

The TEC Center has expertise to bring together national leaders as we did in the 2017 NAMLE PreConference, *Media Literacy in Early Childhood: A Critical Conversation* with over 75 invited guests and as our director, Chip Donohue, PhD has done in his work as a Senior Fellow with the Fred Rogers Center in the revising of the *NAEYC/Fred Rogers Center joint position statement on Technology and Interactive Media as Tools in Early Childhood Programs* (https://www.naeyc.org/resources/topics/technology-and-media/resources) (2012). We are experts at facilitating challenging conversations and in developing meaningful frameworks for immediate impact in the field of early childhood.

The work of the TEC Center at Erikson Institute is informed by the theory, research and literature that underpins child development, early learning and technology. Our approach to technology integration and to our TEC Mentors professional development program (http://teccenter.erikson.edu/tec/tecmentors/) are developmentally-informed and focused specifically on young children from birth through age eight. The forum activities we are proposing extend the conversation and ideas that were incubated at the 2017 NAMLE PreConference, *Media Literacy in Early Childhood: A Critical Conversation* and builds upon them. An essential action step was building consensus on the principles and practices of media literacy advanced by each organization and putting them into action. This will bring the work of many individuals and groups together with a shared vision and a commitment to collective impact.

In October, our partners will provide the TEC Center with their current definitions and practices of media literacy. The TEC Center will conduct a scan of the literature and crosswalk the definitions to develop baseline description and definition to bring to the symposium. The partners will make recommendations for the final invitation lists. The TEC Center will develop final invitation lists and priorities for both forums.

A facilitated process during the leadership forum in January will establish an actionable definition of media literacy in early childhood building off the findings from the scan and crosswalk exercise. The practitioners forum in April will develop a framework that alliance stakeholders can use to support families' media literacy education and broaden the ecosystem. In September, a report, action steps, infographics and print/digital resources will be published for wide dissemination by stakeholder organizations to their constituencies.

In convening the National Leadership Forum, the partners will gather a prestigious, respected, and diverse group of organizations and individuals. The TEC Center will consult with the ALSC, ACM and NAMLE to invite up to 15 leaders and to ensure diversity in expertise, viewpoints, geography, cultures and communities served. In response to feedback from IMLS preliminary reviewers, we will work with our partners to identify additional thought leaders, organizational perspectives and educators with expertise and experience in media

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literacy issues to include in this work. For example, American Academy of Pediatrics (AAP); Common Sense Media Latino; Fred Rogers Center; Joan Ganz Cooney Center; National Association for Family Child Care (NAFCC); National Association for the Education of Young Children; New America and Zero to Three.

In addition, we will work closely with our partners and invited leaders from the National Leadership Forum to develop a practitioner list that includes smaller and diverse library, museum and community organizations such as the Association for Rural and Small Libraries (ARSL), Small Museum Association, REFORMA, Black Caucus of American Library Association (BCALA), Association of African American Museums, Association of Tribal Archives, Libraries and Museums. Plans for dissemination of materials created for this project include reaching out to these organizations and engaging them in this work moving forward.

The forums are designed to ***build consensus*** **around a definition and rationale for media literacy for young children** with leading organizations and practitioners who work directly with young children and families. Guidelines and a framework for practice that will work in busy and underfunded programs are intended outcomes. The goal is to extend media literacy efforts beyond media literacy and early childhood experts and members of the partner organizations to reach children, parents, caregivers and families where they are. Bringing together experts in research, policy and practice will be a catalyst for new programs and resources for those working in direct service.

The process leading up to and through the forums is designed to encourage input and perspectives from the organizations and practitioners and to create a collaborative space where a variety of perspectives and approaches are seen as strengths and common ground is identified and highlighted. Strategies for identifying agreed upon guidelines and building a framework together will allow organizations to implement media literacy initiatives that are consistent within their organizational contexts. Dissemination strategies are designed to inform the field and share best practices and to be both "push and pull" - encouraging input, stories and practices from the field as well. By activating the constituency of each organization to inform, broadcast and contribute new ideas and practices, the alliance will broaden its reach far beyond each organization's members.

The National Leadership Forum participants will be led in facilitated conversations by the TEC Center, ALSC, ACM and NAMLE leadership and be divided into two working groups to define what media literacy in early childhood means and the rationale for including it in early childhood informal education programming. The National Practitioners Forum will include mixed panels of experts in leading media literacy programs in informal and formal settings and seven to eight working groups to develop frameworks for teaching media literacy in early childhood programs. It will be critical to move the conversation beyond dispositions for leading media literacy education to addressing:
- Critical media literacy skills that need to be developed in early childhood
- Family focused programming for families with diverse backgrounds and varied access to media and technology tools
- Ecosystems of media literacy experiences can support the child, parents, caregivers and family
- Outreach to families who may not be seeking media literacy education or may not come to a physical location for services or programming

Families will be the ultimate ***beneficiaries*** of these National Forums. However, before practitioners can deliver media literacy programs that truly benefit children and their families, they need professional development on what media literacy in early childhood means, why media it matters and how to develop effective media literacy programs. This is why we have created a two-day forum for practitioners to work together to develop frameworks and models, and why the TEC Center and our partners have committed to developing materials for dissemination that can be included in professional development opportunities for our 8,661 members.

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TEC Center and our partners are very conscious that only a percentage of our memberships are able to attend annual conferences and we plan to help underserved and underfunded members attend the Practitioners National Forum virtually and to be able to learn about the media literacy in early childhood framework and materials on our websites, through social media channels and other forms of member communication. In addition, leaders of the TEC Center and partner organizations' participate in webinars that offer another tool for dissemination.

TEC Center at Erikson Institute team
Chip Donohue, director, Tamara Kaldor, associate director and Jenna Herdzina, program manager will be *leading the planning and managing* of the National Forums with our partners.

Chip Donohue, PhD, is dean of distance learning and continuing education and director of the TEC Center at Erikson Institute. He is a senior fellow and Advisory Board member of the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College, where he co-chaired the working group that developed the 2012 NAEYC & Fred Rogers Center Joint Position Statement on *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*. Chip is the editor of two books, *Technology and Digital Media in the Early Years: Tools for Teaching and Learning* (2015) and *Family Engagement in the Digital Age: Early Childhood Educators as Media Mentors* (2017), co-published by Routledge/NAEYC.

Tamara Kaldor, MS, is the associate director of the TEC Center at Erikson Institute and has over twenty years of experience working in early childhood development, media and technology. She has been invited to deliver professional development programs and keynote addresses throughout Chicago, the U.S. and internationally. She has collaborated with UNICEF, UNESCO, International Society for Technology and Education (ISTE), National Association for the Education of Young Children (NAEYC), Association of Children's Museums (ACM), Association of Library Services to Children (ALSC), and Common Sense Media. Tamara is a contributing author to *Technology and Media in the Early Years: Tools for Teaching and Learning*. In 2016, the White House recognized her innovative work at the TEC Center in STEM and Computer Science for All.

Jenna Herdzina, MS, is the program manager of the TEC Center at Erikson Institute. Jenna's work focuses on connecting policy to practice for educators and parents, professional development, and developmentally appropriate practice with technology tools. Jenna served as the Project Manager for *Media Literacy in Early Childhood: A Critical Conversation* and Policy to Practice Intern with the TEC Center, advocating for technology use with children and families to be culturally and socioeconomically sensitive and inclusive. Previously, Jenna was the Early Childhood Education Policy Intern at Latino Policy Forum where she participated in local, state and national ECE advocate workgroups and ECE Workforce Development.

Project Resources needed
We request $100,000 to cover the cost of organizing and hosting a one-day leadership forum of up to 15 organizational leaders and a two-day forum of up to 50 practitioners from libraries, museums and other community-based programs. The Forums will be held at Erikson Institute in Chicago and hosted by the TEC Center. $48,815 will be used for stipends for leadership and practitioner travel expenses and stipends to help our partner organizations with dissemination, supplies, and meeting expenses. $18,205 will cover allocations for TEC Center's director Dr. Chip Donohue, associate director Tamara Kaldor, and program manager Jenna Herdzina, to organize the forums and create the reports and for our in-house videographers time. In addition, $7,565 will be used for web page design, infographics, video clips, social media posts and publication/dissemination of the report and resource materials. An indirect cost of 37.77% will be applied, which is the predetermined federally negotiated rate for Other Sponsored Activities.

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Project Progress and Evaluation
To track progress, we will develop a detailed monthly work plan and have regular conference calls among the collaborating partners. Quarterly written reports from the TEC Center team will be distributed to our partners. Leaders from ALSC, ACM and NAMLE will be advisors to the project tasked with guiding the process, refining goals and assessing progress. They will help craft the evaluation tools used, including a pre- and post-survey, to capture needs, outcomes and impact.

To evaluate the effectiveness of the National Forums, the TEC Center will survey leadership attendees to identify their current understanding and definition of media literacy in early childhood. Partners will also close the convenings by asking participants to reflection questions aimed at revealing their key learnings and identifying next steps they will take when they return to their communities and programs. Questions in an exit survey will capture how participation in the forum deepened their knowledge of media literacy in early childhood and other strategies to design media literacy programming for young children and families.

We will gather data from exit surveys to address three driving questions::

- How successful were we in building consensus on the definition of media literacy in early childhood and the need for programming?
- What resources, skills, practices are needed to integrate media literacy education into early childhood programming?
- How meaningful are the frameworks we developed to practitioners who work in a variety of settings with families in diverse cultural and geographic settings?

In addition, the TEC Center and our partners will include a simple online form that users will fill out before downloading the report, infographics and videos to learn what organizations and individuals are accessing these materials and how they plan to use them so we can track and evaluate the reach, impact and needs for media literacy in early childhood and to encourage contributions of promising practices and innovative approaches.

Sharing our project findings
The TEC Center, ALSC, ACM and NAMLE are committed to developing resources that can be widely disseminated by and for leaders, members and practitioners through professional development experiences and materials that are offered through conference presentations and print/digital dissemination strategies. There will be a dedicated webpage on the TEC Center website with links to each organization's website to host the video, downloadable reports, resources and infographics to support dissemination in print and digitally in presentations, posters and other materials to educate informal educators. The resources that will be on each partner's website at the end of the project include: downloadable reports with a call to action; frameworks and models for family-focused media literacy education; downloadable infographics that include the attitudes and skills all adults and the children in their lives need for media literacy and the framework for teaching them; and practitioner-friendly video clips with tips from leaders and practitioners.

To get a sense of the quality of reports, infographics and videos developed will look like, see supporting documents that include report samples from TEC Center and ALSC or visit:
- http://teccenter.erikson.edu/publications/medialitecreport/
- https://www.youtube.com/user/eriksonteccenter
- http://www.ala.org/alsc/sites/ala.org.alsc/files/content/2015%20ALSC%20White%20Paper_FINAL.pdf
- http://everychildreadytoread.org/wp-content/uploads/2017/11/2017-ECRR-Report-Final.pdf

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The TEC Center and our partners will distribute resources through our social media channels, including Facebook and Twitter, which reach a total of 74,500 practitioners. In the Fall of 2019, the TEC Center with ALSC, ACM and NAMLE will host a webinar to share the report highlights with members. The TEC Center and our partner organizations will also present these highlights in webinars and at annual conferences which will be covered by our annual budgets, for example: ALA Annual 2019, June 20-25, 2019, Washington, DC; ALA Midwinter Meeting 2020, January 24-28, 2020, Philadelphia, PA; ACM InterActivity, May 2019, Denver, CO; NAMLE Conference, June 2019, Washington, D.C., NAEYC Annual Conference 2019, November 2019.

3. Diversity Plan

The TEC Center, ALSC, ACM and NAMLE are deeply committed to including diverse groups of representatives at our National Forums and to facilitating conversations about how to include leaders, community members and families who are often left out of critical conversations. In addition, the partners will seek to ensure diversity in the speakers, working group leaders and participants of the National Forum, in terms of size of the organizations, race/ethnicity, gender identification, age, community type (urban, suburban, and rural) and geographic region. We will request help from our participants in disseminating materials to small and diverse library, museum and community organizations they are members of or partner with.

We are committed to working with leaders and practitioners to identify media literacy education models that strengthen learning across diverse, low-income and at-risk communities. The goal is to identify emerging best practices and models from the media literacy education field that are directly designed to reach and engage at-risk children and families in the places they spend their time learning which include libraries, museums, community and after-school programs, faith-based organizations, early childhood programs, family child care homes and schools.

4. National Impact

The Alliance for Media Literacy in Early Childhood Informal Learning--A National Forum will ***provide leadership within professional communities and at the national level, and allow these ideas and practices to begin to be implemented into a variety of early childhood programs***. These outcomes will be accomplished by bringing together leading organizations that serve young children and families to discuss and develop an understanding of why media literacy in early childhood matters and by having practitioners who participate in the National Practitioners Forum begin to identify and implement promising practices. Bringing together early childhood practitioners from many different settings, with different technology experiences and a range of media literacy practices will help develop a community of learning that engages and empowers professionals to create new channels and networks for sharing best practices which will transform the workforce, the field of early childhood media literacy practices and develop adult capacity to help young children gain the media literacy skills needed for living and learning in the digital age.

Potential impact on library, museum and early childhood organizations and the communities they serve:
1. Create a vision for media literacy in early childhood throughout the informal learning community to support lifelong learning, curiosity, civic engagement, inclusivity, and literacy skills.
2. Identify and share the skills every young child and their adults need to be media literate and establish a framework to develop them.
3. Inform libraries, museums and community organizations how to offer effective media literacy programs and provide possible solutions to overcoming barriers.
4. Prioritize and integrate media literacy in the mission-driven family literacy work that museums, libraries and community organizations already do.
5. Extend the framework and models to a broader ecosystem of media literacy organizations and practitioners in communities that include formal and informal settings.

NARRATIVE: Building an Alliance for Media Literacy in Early Childhood Informal Learning--A National Forum

The ***products that are created from the Alliance for Media Literacy in Early Childhood Informal Learning-- A National Forum will be*** widely available as free and open resources online, be created for accessibility and for a wide variety of literacy levels. The expanding and deepening the ecosystem of organizations and practitioners committed to media literacy is a critical goal of the project and to allow programs to continue to connect to one another and reach out for resources to continue to learn.

Products created
1. A practitioner-friendly downloadable report and infographics that include the attitudes and skills all adults and the children in their lives need for media literacy and the framework for teaching them.
2. Dedicated webpage on the TEC Center website with links to each organization's website to host the downloadable reports, resources and infographics to support dissemination in print and digitally in presentations, posters and other materials to educate informal educators.
3. First steps toward a connected ecosystem of organizations and practitioners committed to supporting media literacy for the whole family that can stay connected and continue to share resources.

Performance Goals and Performance Measure Statement
We will collect and report the exit survey data of leaders and practitioners after each forum and include the survey questions provided by IMLS. In addition, the work will be guided by the 2018-2022 IMLS Strategic Plan Goal #1. The design, implementation and dissemination of the Alliance project intentionally supports a number of IMLS strategic priorities:
● To promote lifelong learning and literacy for people of all ages through museums and libraries
● To strengthen museums and libraries as essential partners in addressing the needs of their communities
● To foster early, digital, information, health, financial, media, civic, and other types of literacies
● To support cross-disciplinary and inquiry-based methods of learning within museums and libraries
● To focus on continuous learning for families and individuals of diverse cultural and socio-economic backgrounds and needs
● To leverage the distinct role of museums and libraries as trusted sources of information

The ***benchmarks for the project's performance measures*** will be our ability to work with many stakeholders to define media literacy and its relevance in early childhood and to develop frameworks for media literacy education in family focused informal education programming. We will ***measure progress and success against these benchmarks*** through surveys of forum participants and by tracking webpage traffic and downloads, including data gathered about visitors who access the materials. to help us measure:

● How successful were we in building consensus on the definition of media literacy in early childhood and the need for programming?
● What resources, skills, practices are needed to put media literacy education into early childhood programming?
● How meaningful are the frameworks we developed to practitioners who work in a variety of settings with families in diverse cultural and geographic settings?

Task	Oct '18	Nov '18	Dec '18	Jan '19	Feb '19	Mar '19	Apr '19	May '19	Jun '19	Jul '19	Aug '19	Sept '19	Oct '19
Crosswalk defintion of media literacy in early childhood and Literacy Scan	■												
Developing a finalized list of leaders and practitioners for 2 convenings	■	■											
Plan 1-day National Leadership Forum	■	■	■	■									
Host 1-day National Leadership Forum				■									
Plan 2-day National Practitioners Forum		■	■	■	■	■	■						
Host 2-day National Practitioners Forum							■						
Create report, infographics, and social media messages								■	■	■	■		
Dessimination at conferences								■	■				■
Dissemination of print and online materials												■	■
Project management	■	■	■	■	■	■	■	■	■	■	■	■	■

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

https://creativecommons.org/

We will assign the "Attribution-Noncommercial-No-Derivatives 4.0 International License" to content created by the project.

A.2 What ownership rights will your organization assert over the new digital products and

what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

All resources will be made freely available via the TEC Center website as they are developed and refined during the project. We will ask them to fill out a brief form that asks for their position and how they will use the material so we can track their dissemination and intended use, but we will not put in any conditions of use terms.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

It is possible that images or video footage of the in-person events will be incorporated into the final report or video promoting the report. We will have signage at the check-in desk and throughout the event letting participants know about photography and video and informing them that they can let us know if they would like to not be included.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

We will create:

• 1 blog post

• 1 downloadable report

• 2-3 short (under 2 minute) online videos

• 1 webinar

• social media messages

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

• MS Office

• Google Drive

• WordPress

- iMovie

- Adobe photo and video editing software

- Canva

- Twitter

- Facebook

- Graphic Designer and printer contracted by Erikson's Communications Department unknown at this time

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A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

It is envisioned that the report and infographics will be provided as a .pdf files, video will be hosted on YouTube. We will follow accessibility standards and we will compress large files so they are more easily accessible. The goal is to deliver high quality content that will be accessible to a wide variety of users with different technologies, including those who may not have access to the latest technology tools.

B. Workflow and Asset Maintenance/Preservation B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

TEC Center's program manager uploads all materials to our website and will work closely with our Communications team and Erikson's webmaster to ensure that all digital products are completed on schedule and uploaded successfully to the website and shared with our partners. The TEC Center's associate director will supervise the program manager's work.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

All resources will be made freely available via the TEC Center website as they are developed and refined during the project. We will ask them to fill out a brief form that asks for their position and how they will use the material so we can track their dissemination and intended use, but we will not put in any conditions of use terms. The TEC Center website is developed with Wordpress and maintained by Erikson's website hosting company. There is no special requirement to access these resources accept for a connection to the internet and a technology tool such as a smarthphone, tablet, laptop,or desktop computer that you use to connect to the internet and a web browser.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

http://teccenter.erikson.edu/

http://teccenter.erikson.edu/publications/

http://teccenter.erikson.edu/publications/medialitecreport/

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

TEC Center's website and content is backed up through Wordpress and through Erikson's servers. Video on will be backed up on Erikson's servers and on YouTube. It is envisioned that the resources created will remain available indefinitely, should such a time come when they are obsolete, they can be archived through Erikson Institute's library which preserves print and digital content.

B. Technical Information B.1 List the programming languages, platforms, software, or other applications you will use to create your software and

explain why you chose them. **B.2** Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created. **C. Access and Use**

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop: Name of publicly accessible source code repository: URL:

Part IV: Projects Creating Datasets **A.1** Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be

put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s): Name of repository: URL: **A.9** When and how frequently will you review this data management plan? How will the implementation be monitored?