



**MAIN LIBRARY CONSOLIDATION Phase 2  
Discovery Center for Families and Children**

Bostwick Design Partnership  
May 17<sup>th</sup> 2012

## Discovery Center for Families and Children: Key Questions

Why ?

How ?

When ?

Where ?

How Much ?

What ?

Why ?

# Discovery Center for Families and Children: Why?

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May 15, 2012

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Education Week's blogs > Early Years



### Early years

Planting the seeds for learning

Education Week staff writer Lesli A. Maxwell and contributing writer Julie Rasicot are reporters and bloggers with a long track record of covering education. Both moms themselves, they bring you insights, news, and analysis on the growing field of early-childhood education.

Julie Rasicot | Lesli A. Maxwell

<< New Head Start Rules Creating Uncertainties for Providers | Main | Quality Child Care, Early Learning Help Promote Social Mobility >>

### Early Writing Skills Predict Later Academic Success, Research Says

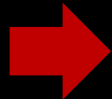
By Julie Rasicot on February 23, 2012 3:00 PM

Laura Dinehart, an assistant professor of early childhood education at Florida International University, was pretty sure that preschoolers' development of fine motor skills—such as handwriting—wouldn't predict their level of achievement later in school.

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# Discovery Center for Families and Children: Why?

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## Benefits of high quality child care persist 30 years later

THURSDAY, JANUARY 19, 2012

Adults who participated in a high quality early childhood education program in the 1970s are still benefitting from their early experiences in a variety of ways, according to a new study.

The study provides new data from the long-running, highly regarded [Abecedarian Project](#), which is led by the FPG Child Development Institute at the University of North Carolina at Chapel Hill. Researchers have followed participants from early childhood through adolescence and young adulthood, generating a comprehensive and rare set of longitudinal data.

According to the latest study of adults at age 30, Abecedarian Project participants had significantly more years of education than peers who were part of a control group. They were also four times more likely to have earned college degrees; 23 percent of participants graduated from a four-year college or university compared to only 6 percent of the control group.

The findings were published online Wednesday (Jan. 18) in the journal *Developmental Psychology*.

Elizabeth Pungello, Ph.D., scientist at the FPG Institute and co-author of the study, said the educational attainment findings were especially noteworthy.

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# Discovery Center for Families and Children: Why?



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## Read.Learn.Grow.

The updated and expanded 2nd edition of Every Child Ready To Read incorporates simple practices, based on research, to help parents and other caregivers develop early literacy skills in children from birth to age five.

Learn More

Order Now

[Registration open for Every Child webinars!](#)

[Video clips from PowerPoints](#)

### About

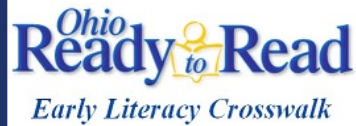
Every Child Ready to Read® @ your library® (ECRR) is a parent education initiative. It stresses early literacy begins with the primary adults in a child's life. The ECRR toolkit empowers public libraries to assume an essential role in supporting early literacy within a community.

### History

The 2nd Edition of Every Child Ready to Read® @ your library®, released in 2011, builds on the 1st Edition, first introduced in 2004. The 2nd Edition incorporates recommendations that evolved out of an in-depth evaluation of the original initiative and an extensive literature review.

# Discovery Center for Families and Children: Why?

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## Overview Pages

- About the Crosswalk
- Every Child Ready to Read
- Head Start Framework
- Ohio Pre-K Standards

## Crosswalk Pages

- Every Child Ready to Read First Edition Crosswalk
- Every Child Ready to Read Second Edition Crosswalk
- Head Start Literacy Knowledge Crosswalk
- Head Start Language Development Crosswalk
- Head Start English Language Development Crosswalk
- Ohio Pre-K English Language Arts Crosswalk

## ☆ Every Child Ready to Read

Edit 0 0 15 ...

This page is meant to provide a brief overview of the two editions of Every Child Ready to Read. For more information on Every Child Ready to Read, or to purchase a manual for your library, visit the official [Every Child Ready to Read website](#).

- Links below lead to the Crosswalk pages for Every Child Ready to Read First and Second Editions

### [Every Child Ready to Read First Edition Crosswalk](#)

<b>Print Motivation</b>	A child's interest in and enjoyment of books and reading
<b>Phonological Awareness</b>	Ability to hear and play with the smaller sounds in words (rhyming, syllables, starting sounds)
<b>Vocabulary</b>	Knowing
<b>Narrative Skills</b>	Express
<b>Print Awareness</b>	Knowing
<b>Letter Knowledge</b>	Knowing that the same letter can look different, that letters have names and are related to sounds

## Six Skills

### [Every Child Ready to Read Second Edition Crosswalk](#)

<b>Talking</b>	Children learn language and other early literacy skills by listening to their parents and others talk. As children hear spoken language, they learn new words and what they mean. They learn about the world around them and important general knowledge. This will help children understand the meaning of what they read.
<b>Singing</b>	Songs are a wonderful way to learn about language. Singing also slows down language so children can hear the different sounds that make up words. This helps children begin to read printed language.
<b>Reading</b>	Reading together—shared... It helps children... to learn to read
<b>Writing</b>	Reading and writing go together. Both represent spoken language and communicate information. Children can learn pre-reading skills through writing activities.
<b>Playing</b>	Children learn a lot about language through play. Play helps children think symbolically, so they understand that spoken and written words can stand for real objects and experiences. Play also helps children express themselves and put thoughts into words.

## Five Practices

# Discovery Center for Families and Children: Why?



Cleveland Public Library Summer Reading Club

## One World, Many Stories

### PRESCHOOL

#### Upcoming Events

##### Summer Reading Club Kick-Off & Community Cookout

Saturday, June 02, 2012  
6:00 PM

In partnership with NASA, the Cleveland Public Library invites you to the Summer Reading Club Kick-Off Community Cook Out at Rockport Branch. Sample local foods prepared by local chefs, learn about valuable resources in your community, get information on healthy eating, & register for Summer Reading Club. We'll have games, activities & prizes for kids of all ages. Please join us for an evening of fun!

Library      Rockport

##### Summer Reading Club Kick-Off & Community Cook-Out

Friday, June 08, 2012  
6:00 PM

In partnership with NASA, Cleveland Public Library invites you to the Summer Reading Club Kick-Off Community Cook Out at the Woodland Branch. Sample local foods prepared by local chefs, learn about valuable resources in your community, get information on healthy eating, & register for Summer Reading Club. We'll have games, activities & prizes for kids of all ages. Please join us for an evening of fun!

Library      Woodland

##### A Very Hungry Caterpillar Celebration

Enter your user name and password and click on the **Login** button.

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#### Important Messages

### Summer Reading Club Finale

Library Day at the Zoo  
Saturday, August 20, 2011  
10:00 a.m. – 7:00 p.m. (Ticket pickup by 2:00 p.m. required.)

Be rewarded for reading this summer! Bring your family and spend a day at the Cleveland Metroparks Zoo.





# Discovery Center for Families and Children: Why?

The  
Carolina  
Abecedarian  
Project

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## Policy Implications

- The importance of high quality, educational childcare from early infancy is now clear. The Abecedarian study provides scientific evidence that early childhood education significantly improves the scholastic success and educational attainments of poor children even into early adulthood.
- Welfare reform has increased the likelihood that poverty children will need early childcare. Steps must be taken to ensure that quality childcare is available and affordable for all families. This is especially critical for poor families.
- Learning begins in infancy. Every child deserves a good start in an environment that is safe, healthy, emotionally supportive, and cognitively stimulating.
- Childcare officials should be aware of the importance of quality care from the very first months of life.
- Quality care requires sufficient well-trained staff to ensure that every child receives the kind of appropriate, individualized attention provided by the Abecedarian model.
- Future research should concentrate on identifying the specific learning techniques most effective for all groups and types of young children.
- 

**Poverty is increasing among America's children.**

**At the same time, more and more of them will require out of home care.**

**We must not lose the opportunity to provide them with the early learning that will increase their chances for later success.**



# Discovery Center for Families and Children: Why?

**NCCP**  
National Center for Children in Poverty  
Mailman School of Public Health  
Columbia University

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Putting Research to Work for Children and Families

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## RESEARCHERS: DETROIT, CLEVELAND, CINCINNATI, BUFFALO, MILWAUKEE LEAD NATION IN CHILD POVERTY

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**NEW YORK CITY, October 31, 2011** – More than half of all the children in Detroit and Cleveland live in poverty. Detroit, with 53.6 percent of its youngest citizens living in poverty, leads the nation, followed by Cleveland, with 52.6 percent, say researchers at the National Center for Children in Poverty (NCCP), a research center at Columbia University’s Mailman School of Public Health. Other cities in the top five for child poverty include Cincinnati, Buffalo, and Milwaukee. The numbers are based on U.S. Census data for 2010.

“These numbers shame our nation,” says Curtis Skinner, PhD, director of family economic security at NCCP. “They show the terrible toll of persistent high unemployment on families and children in a surprisingly wide swath of major cities, from the mid-west to the sunbelt. The prolonged fallout from the Great Recession threatens the long-term economic revival many cities were experiencing before the crisis hit.”

The 25 U.S. cities with the highest percentage of children in poverty:

1. Detroit 53.6%	14. Baltimore 37.3%
2. Cleveland 52.6%	15. Philadelphia 36.4%
3. Cincinnati 48.0%	16. St. Paul 36.3%
4. Buffalo, N.Y. 46.7%	17. Toledo 35.8%
5. Milwaukee 46.1%	18. Houston 34.7%
6. Miami 45.0%	19. Nashville 33.7%
7. Newark, N.J. 44.3%	20. Chicago 33.2%
8. Fresno, Calif. 42.9%	21. Minneapolis 33.2%
9. New Orleans 42.0%	22. Oakland 32.7%
10. St. Louis, Mo. 41.8%	23. Denver 32.6%
11. Atlanta 40.1%	24. Stockton, Calif. 32.4%
12. Memphis 39.6%	25. Corpus Christi, Tex. 32.2%
13. Dallas 37.5%	

**contact**

**Morris Ardoin**  
646-284-9616

**Curtis Skinner**  
646-284-9636

**stay informed**

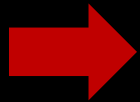
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# Discovery Center for Families and Children: Why?

February 2, 2012

## CLEVELAND'S PLAN FOR TRANSFORMING SCHOOLS

reinventing public education in our city and serving as a model of innovation for the state of Ohio

**“High-quality preschool education.** Research consistently demonstrates that high-quality preschool programs that promote academic, social, emotional and physical readiness have an exponential return on investment.” *(excerpt from page 10 of the Plan)*

Submitted to:

Ohio Governor, John R. Kasich  
Ohio Speaker of the House, William G. Batchelder  
Ohio Senate President, Thomas E. Niehaus  
Ohio House of Representatives Minority Leader, Armond Budish  
Ohio Senate Minority Leader, Eric Kearney

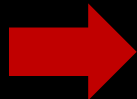
From:

Mayor of the City of Cleveland, Frank G. Jackson

## Our strategic priorities

To realize our vision of a Cleveland transformed by a vibrant culture of learning, we will focus our energy and resources on five key areas:

- Form communities of learning
- Fight community deficits
- Ready for the future: CPL150
- Cultivate a global perspective
- Innovate for efficient and sustainable operations





How ?

# Discovery Center for Families and Children: How?

## 1) Engage stakeholders

Facilitate discussions with:

Kids, CPL, Community Organizations, Programming and Funding Partners

## 2) Define collective success

Visit and learn from good examples, document what works

Agree on outcomes: which deficits to fight, initiatives to achieve

## 3) Establish service model

Align services and 'stations' with proposed outcomes and best practices

Document and share progress with stakeholders

## 4) Design the environment

Create space that enhances the services in a visible, exciting, engaging ways

Establish donor friendly 'moments' and communicate opportunities

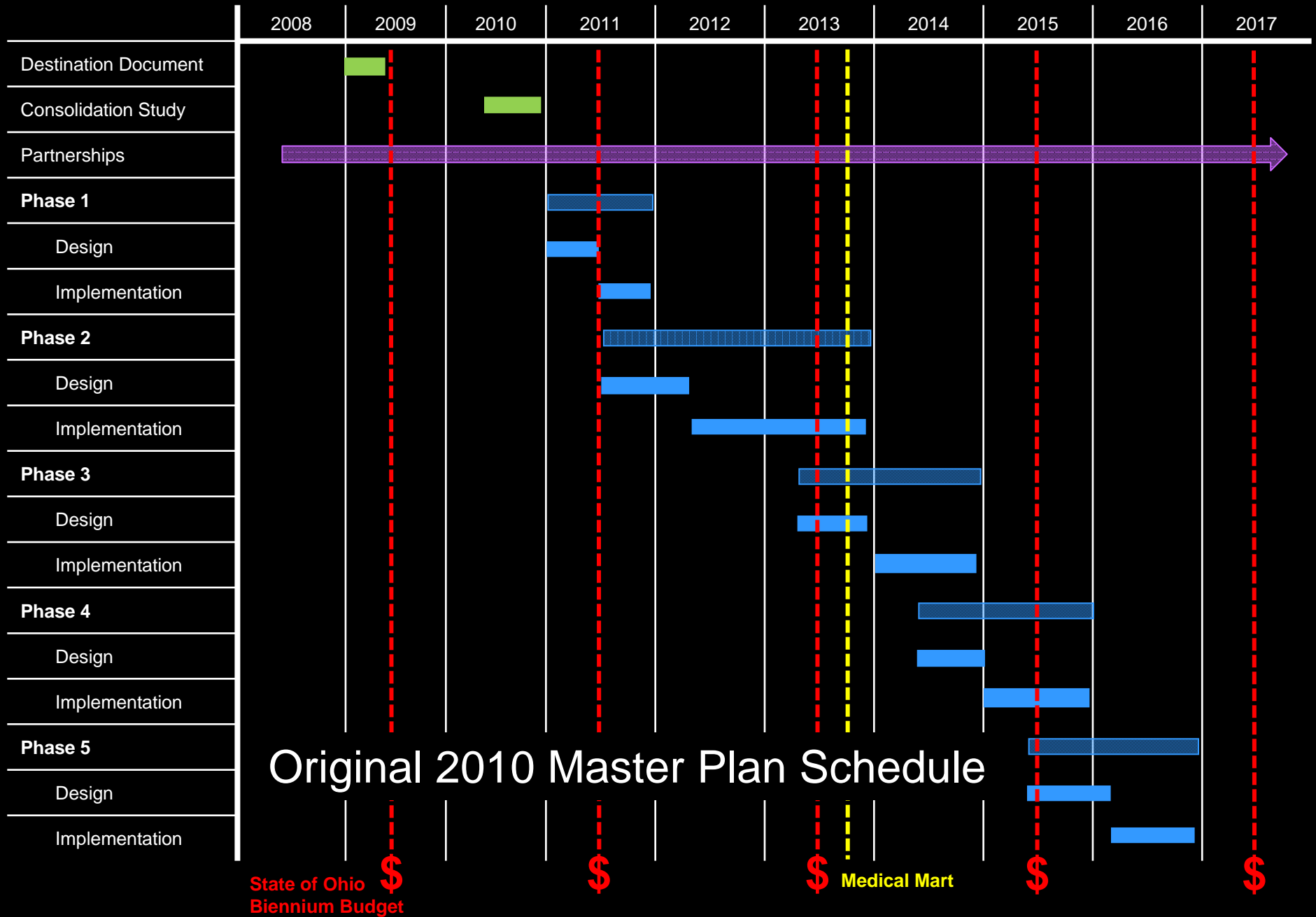
## 5) Implement the solution

Make it real and promote the improvements

Celebrate success

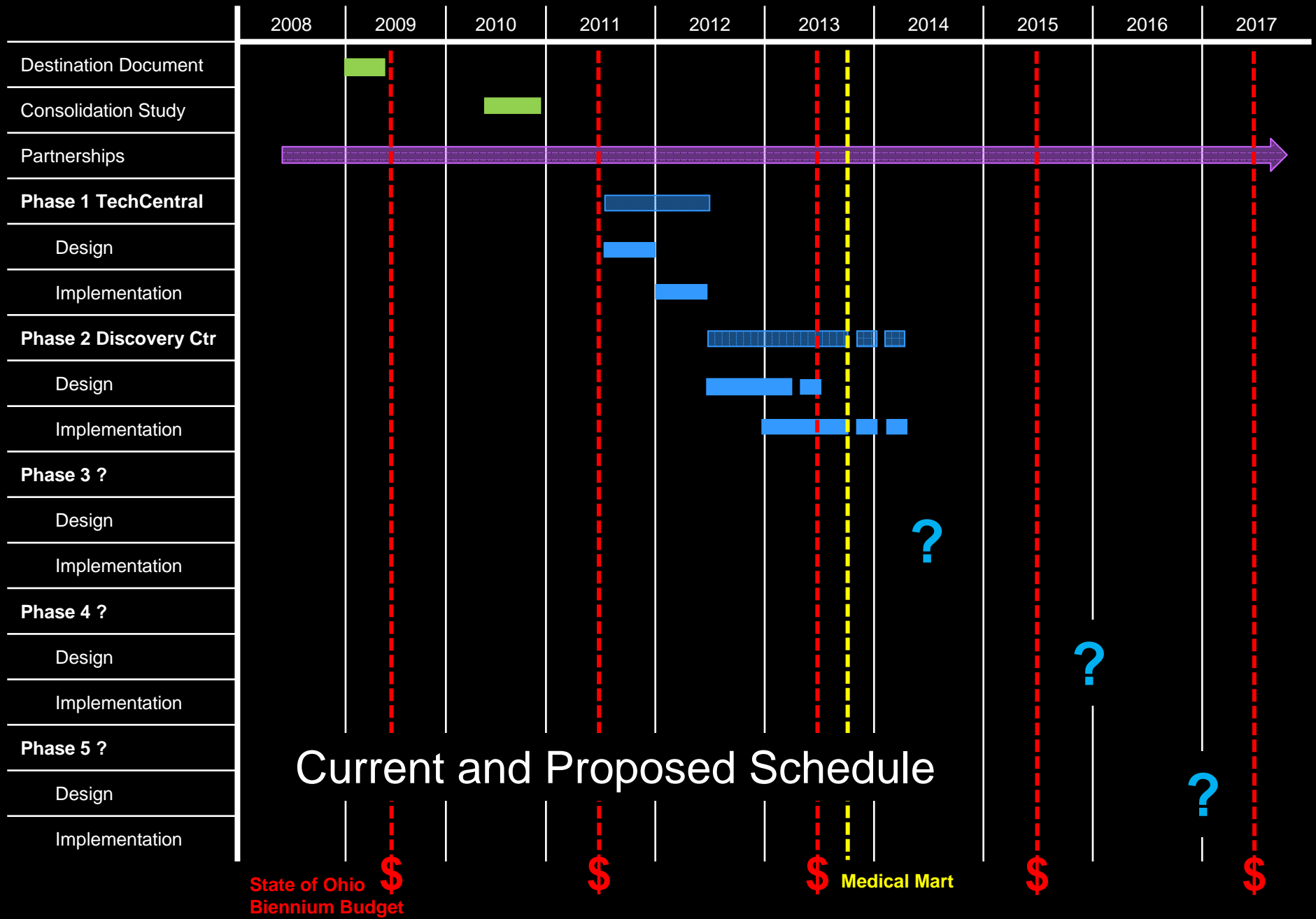
When ?

# Discovery Center for Families and Children: When?



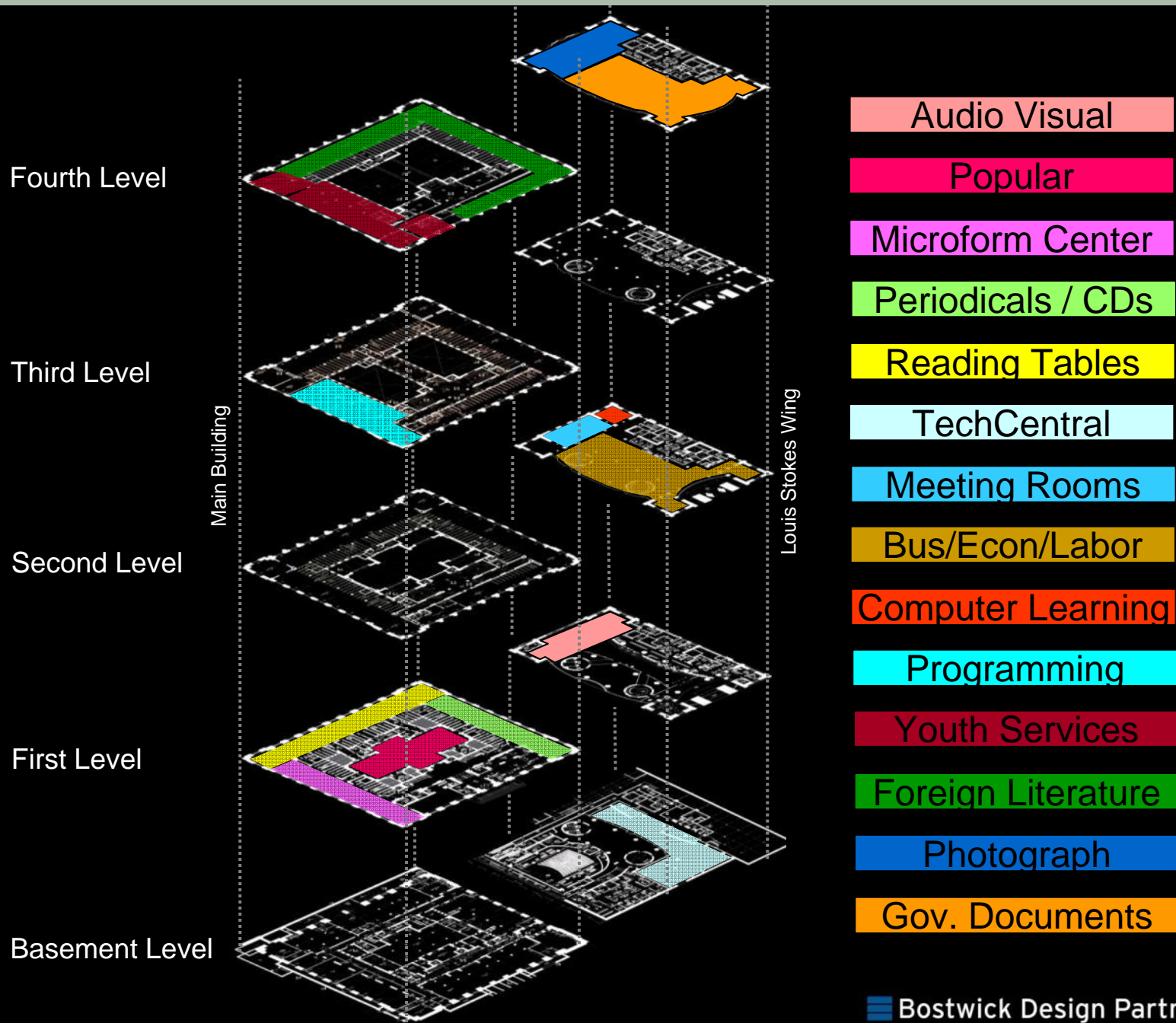


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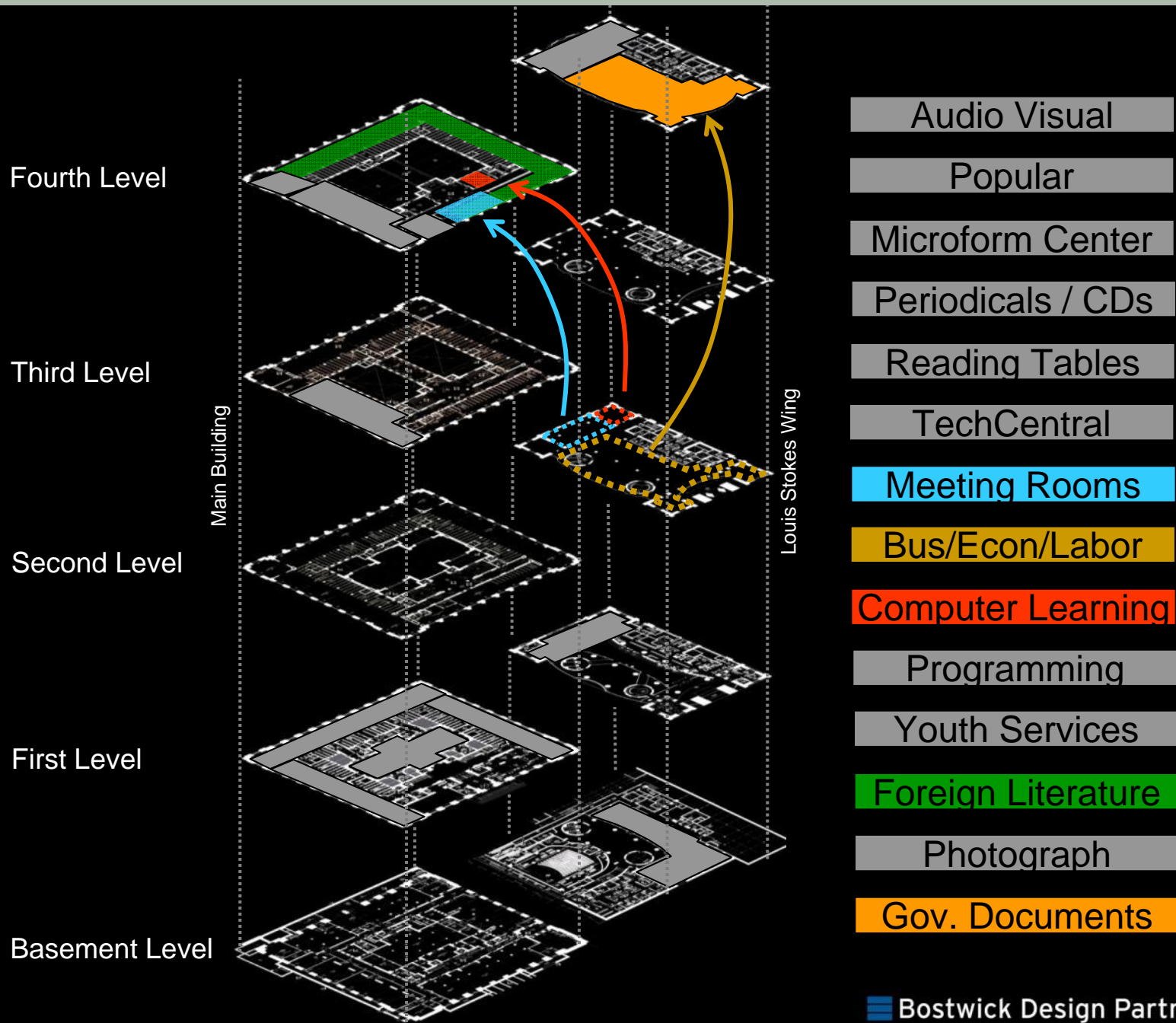


Where ?

# Discovery Center for Families and Children: Where?

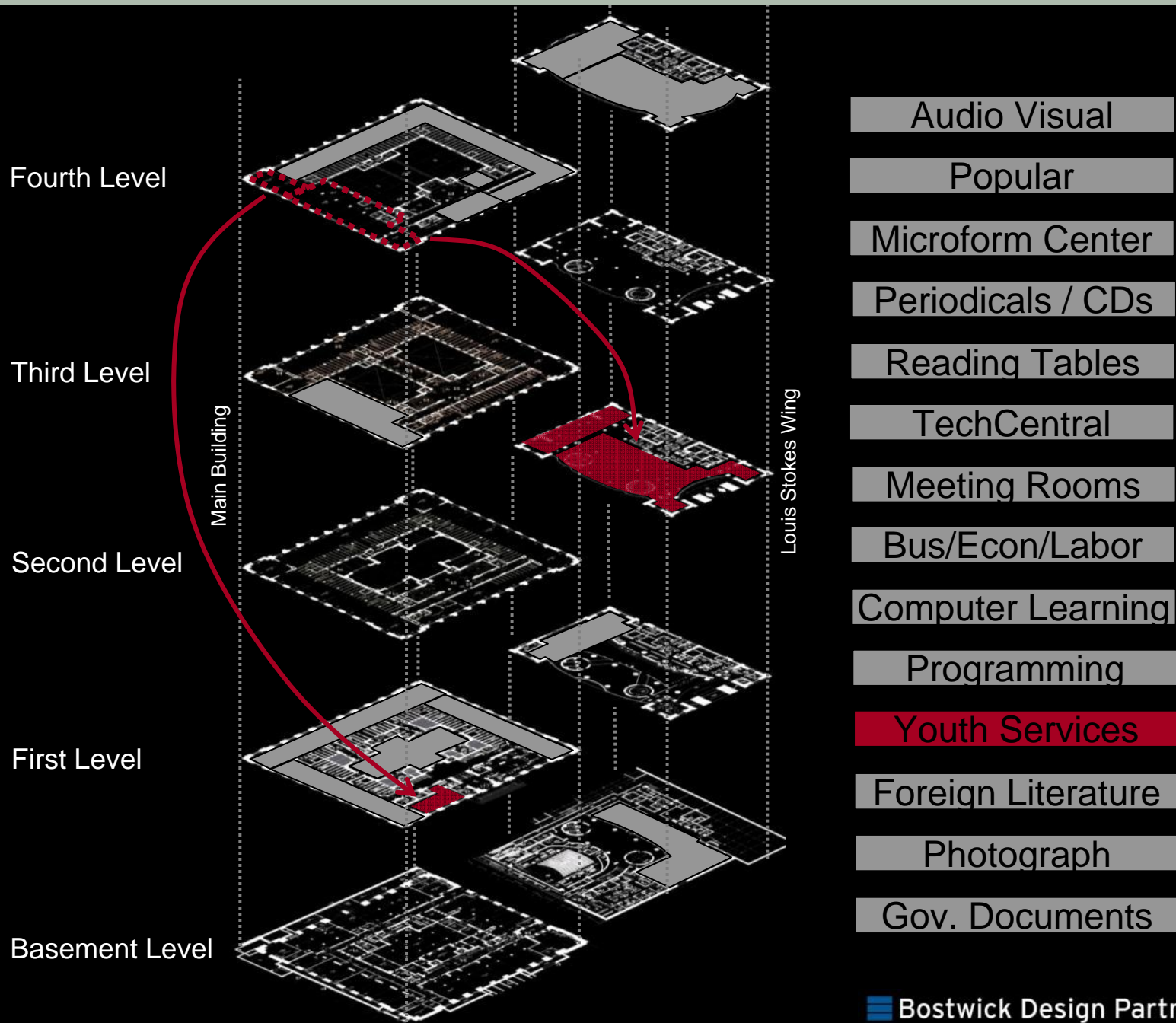


# Discovery Center for Families and Children: Where?

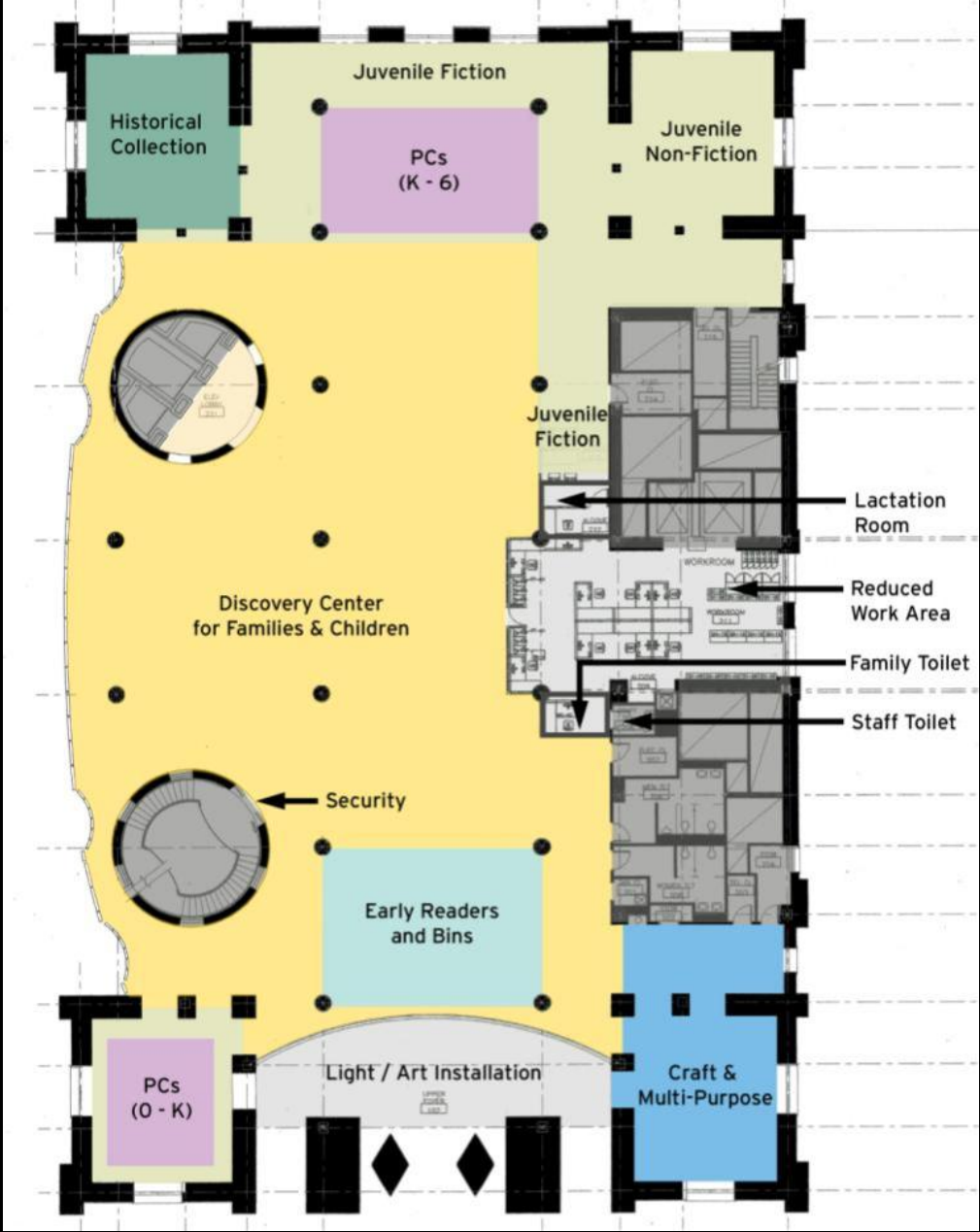




# Discovery Center for Families and Children: Where?



# Discovery Center for Families and Children: Where?



How Much ?

# Discovery Center for Families and Children: How Much?

<b>Proposed Phases of Work</b>	<b>* Conceptual Project Budget Range</b>
Reduce Foreign Literature, relocate offices	\$50,500 - \$60,500
Move Credit Union office to location TBD	\$8,500 - \$10,500
Relocate Business/Econ/Labor to LSW 4	\$51,000 - \$62,000
Move Computer Learning and Meeting Rooms to Main 4	\$1,250,000 - \$1,465,000
Create Discovery Center and relocate Children's	\$2,650,000 - \$3,175,000
Relocate Teens from Main 4 to Main 1	\$635,000 - \$760,000
Misc. Wayfinding, Electronics and AV Contingency	\$0 - \$300,000
<b>Total Conceptual Budget Phase 2</b>	<b>\$4,721,500 - \$5,833,000</b>

\* Note these estimates include opinions regarding 'soft costs' such as fees, moving, furniture and equipment. These estimates are conceptual in nature, based on the information available as of May 2012. This budget does NOT include exterior upgrades, wayfinding and branding as discussed in Phase 3 of the Master Plan.

What ?

## Discovery Center for Families and Children: What?





## Discovery Center for Families and Children: What?



## Discovery Center for Families and Children: What?





# Discovery Center for Families and Children: What?





# Discovery Center for Families and Children: What?



# Discovery Center for Families and Children: What?



## Discovery Center for Families and Children: What?





## Discovery Center for Families and Children: What?



## Discovery Center for Families and Children: What?





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