



## FY20-21 Education Budget Request

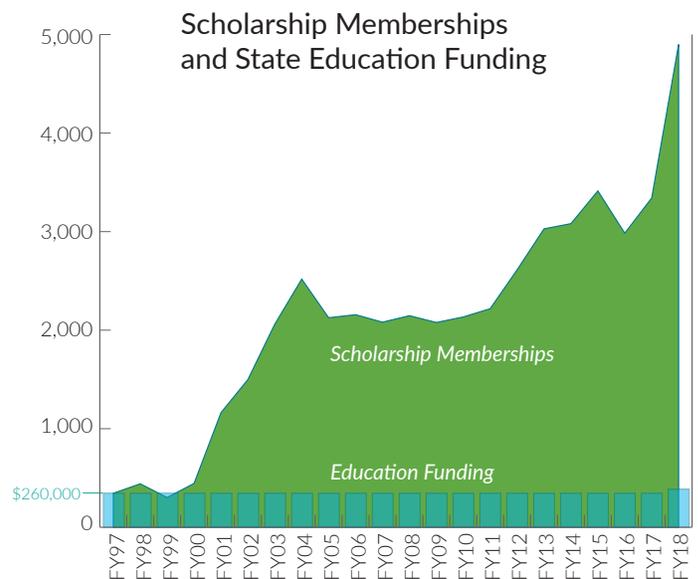
	FY18-19	FY20-21
Minnesota Children's Museum	\$538,000*	\$900,000
Minnesota Children's Museum of Rochester	\$100,000	\$100,000
Early Brain Development Initiative		\$500,000

\*Funding began in 1997 at \$520,000

## Access and Education Programs

### Access to Minnesota Children's Museum (\$450,000 per Year)

- Funding essentially flat since inception in 1997
  - 1,300% growth in scholarship memberships = \$600,000 annual cost increase
  - Proposed increase covers 30% of cost to support enormous demand from low-income families
- More than 20% of museum visitors enter through free/reduced price programs
  - Nearly 5,000 free scholarship memberships to low-income families
  - Partnerships with community organizations introduce families to the museum and connect them with community resources



### Experiences & Programs at Minnesota Children's Museum of Rochester (\$50,000 per Year)

- Provides guided play experiences for children and parents in Southeastern Minnesota
- Parent engagement strategies empower parents to support their children's playful learning

## Early Brain Development Initiative

### Executive Functioning in Early Childhood (One-Time \$500,000 Grant)

- Build understanding about the importance of executive functioning skills for school achievement
- Develop activities for children and content for parents with concrete ideas for supporting development of executive function skills
- Train educators and providers to engage families across Minnesota
- Develop content and a model that can be sustained over time locally



Everything at the museum is meant for little ones to explore and learn. It's a great place to bring the kids and watch them learn. And to play yourself!

— MCM Visitor

## Prescription for Play

In 2018, the American Academy of Pediatrics released a new paper: *The Power of Play: A Pediatric Role in Enhancing Development in Young Children*. Key findings:

- “The importance of playful learning for children cannot be overemphasized.”
- “Play is fundamentally important for learning 21st century skills, such as problem solving, collaboration, and creativity, which require the executive functioning skills that are critical for adult success.”
- “... in the presence of childhood adversity, play becomes even more important.”

## Executive Function and Play

Harvard University’s Center on the Developing Child describes executive function as the “air traffic controller” of the mind.

- Executive function is a set of skills that relies on three types of brain function: working memory, mental flexibility, and self-control.
- Executive function is a strong predictor of readiness to learn in the K-12 education system.
- Children aren’t born with these skills – they are born with the potential to develop them.
- Play is one of the primary ways children develop these skills in early childhood.



At Minnesota Children’s Museum, children grow the critical skills they need to thrive



Children play 8 hours less per week than they did in the 1980s

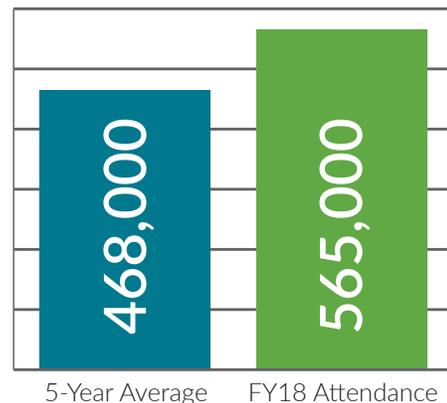


## Statewide Reach



## Serving More Visitors

**Up 20%**  
from pre-expansion average.



### Contact Information

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