FRAME WORKS

Center on the Developing Child
HARVARD UNIVERSITY

METHODS SUPPLEMENT

Place Matters

A New Story about the Importance of Place in Early Childhood Development

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I. Research Methods and Samples

To arrive at the recommendations in this brief, we applied Strategic Frame Analysis®—an approach to communications research and practice that yields strategies for shifting the discourse around social issues. This approach has been shown to increase understanding of and engagement in conversations about scientific and social issues.

This work builds on over two decades of research that FrameWorks has conducted on early child development and children and families more broadly, as well as recent research on issues such as racial justice and place, and resident-centered neighborhood revitalization.

Below, we describe the research we conducted to design and test frames in order to identify an effective framing strategy to talk about the relationships between child development, place, and structural racism in the United States. This research was conducted in 2023–2024 and included three methods: peer discourse sessions, frame design, and survey experiments with nationally representative samples. In total, 6,122 people from across the United States were included in this research.

Peer Discourse Sessions

The first method in the research process was peer discourse sessions. Peer discourse sessions are a focus group method that identifies patterns of reasoning about a topic and explores the potential of reframing strategies to shift group discussion and thinking in productive directions. We conducted a total of six two-hour peer discourse sessions in December 2023. Sessions were conducted over Zoom, with the consent of participants. Each session had six participants.

Given the centrality of race in racism to the project, in sampling, we split groups based on racial identity. Two sessions included participants who all identified as Black. Another session included participants who all identified as Native American, American Indian, Indigenous, Native Hawaiian, Alaska Native, and/or from First Nations. A fourth session included participants who identified as people of color but *not* Black or Indigenous. The final two sessions included participants who all identified as white. In addition, participants were recruited to capture variation across a range of other demographic characteristics, including education, political ideology, age, and gender. Recruitment paid particular attention to ensuring balance of political affiliation in each group.

The sessions had three primary goals:

1. Deepen our understanding of how people across groups think about the connections between race, place, and child development. The sessions were designed to allow us to identify patterns that held across groups as well as to attend to differences in thinking across groups.

2. Understand how people make sense of particular terms used by the field. Specifically, we wanted to understand how people with lived experience make sense of terms that discuss them, in order to ensure that recommended language is not alienating or inapt to their experiences.
3. Identify narratives and other frames for future testing. The sessions were designed to elicit narratives—particularly, narratives that reflect people's lived experience—that could be tested in survey experiments.

The sessions included activities targeted at each goal. The first activity involved open-ended questions to elicit talk about place, race, and child development. By getting participants talking openly about these issues, we were able to identify the cultural mindsets that they were drawing upon to think about their relationships. In the second activity, researchers introduced some core ideas about these topics that the field is looking to get across, including some key terms the field is using (see the discussion of terms in the pullout in the strategic brief titled "You Say, They Think"). The final, longest activity involved storytelling generation. Participants were asked to write, in small groups, a short, fictional story illustrating these core ideas. They were asked to identify characters, setting, plot, and the moral of the story, with freedom to fill in these blanks however they chose.

Data from the sessions were analyzed qualitatively. Researchers coded videos and transcripts to identify patterns in participants' talk. In analyzing the first activity, analysis identified the underlying assumptions and implicit understandings that could explain patterns in what people said—and didn't say—about place, race, and child development. In analyzing the second activity, researchers identified common ways of making sense of the terms introduced. In analyzing the third activity, researchers identified patterns in the stories participants generated and made note of specific stories that could be adapted for future testing. In analysis of all activities, researchers looked for commonalities across groups as well as differences. In analyzing the storytelling activity, researchers were primarily looking for ideas for narratives in the sessions with participants of color. In sessions with white participants, analysis of this activity focused on the ways in which familiar racialized tropes reinscribed existing assumptions about the undeservingness of lower-income, Black communities.

Frame Design

Coming out of peer discourse sessions, FrameWorks researchers engaged in a process to identify a set of frames and narratives to test in experimental surveys. Based on conversations with the Harvard Center on the Developing Child, FrameWorks researchers developed a set of framing "tasks" that articulated what the new framing strategy would need to accomplish.

1. **Expand understanding of how places shape early childhood development.** Build understanding of how, through investments in resources and opportunities, places can positively fuel development. Increase understanding of the environmental factors that affect child development.
2. **Build public understanding that racism causes impacts on children to be unequal across places.** Specifically, explain how hardships connected to racism affect child development. Show how places have been designed along racist lines, leading to different outcomes for children.

3. **Build understanding of how places can be redesigned so that all children thrive, and build support for equitable policies that can create positive development across groups.**

To identify sets of frames and narratives that could potentially achieve these goals, FrameWorks engaged in a process with three steps:

1. **Adapt ideas from peer discourse sessions.** As described above, one of the purposes of peer discourse sessions was to identify narratives to carry forward in the research process that reflected the lived experience of people spoken about in the narratives—particularly people of color. In analysis of these sessions, researchers, drawing upon FrameWorks' model of narrative form, examined stories that participants generated in order to move from specific stories to broader narratives we could test. The narratives tested in experimental surveys emerged directly from this process.
2. **Initial brainstorming.** FrameWorks staff supplemented these ideas by brainstorming other reframing strategies that might accomplish one or more of the tasks (for example, explanatory metaphors and values).
3. **Field and community engagement.** FrameWorks solicited feedback on framing ideas from the Harvard Center on the Developing Child and the Center's Community Leadership Community. This process was designed to winnow, refine, and add to the list of candidate frames.

Together, these three streams of input and ideas yielded all of the candidate frames and narratives tested in the research process.

Experimental Surveys

Two online experimental surveys involving a total sample of 6,086 participants in the US were conducted in April and May 2024. These surveys included 2,931 and 3,155 participants, respectively. In the total sample, target quotas were set according to national benchmarks for age, sex, race/ethnicity, household income, education level, and political party affiliation. Additionally, we collected an oversample to ensure that each condition included 50 African American/Black, 50 Hispanic/Latine, and 50 Asian participants. The oversample was included for analysis, in addition to the standard representative sample, only when examining differences by racial group. All other analyses were performed using the standard representative sample only.

Demographic Variable	Survey 1 Frequency	Survey 1 Percent	Survey 2 Frequency	Survey 2 Percent
Age				
18–24	269	9%	301	10%
25–34	585	20%	641	20%
35–44	474	16%	526	17%
45–59	727	25%	769	24%
60+	878	30%	918	29%

Sex[1]				
Male	1,435	49%	1,544	49%
Female	1,491	51%	1,607	51%
Nonbinary/Other	5	<1%	4	<1%
Race/Ethnicity				
Caucasian/White (non-Hispanic/Latino)	1,727	59%	1,873	59%
Hispanic/Latino	491	17%	573	18%
Black/African American	406	14%	427	14%
Asian	185	6%	145	5%
American Indian/ Alaska Native	29	<1%	47	<1%
Hawaiian/Pacific Islander	7	<1%	14	<1%
Other/biracial or multiracial	86	3%	76	2%
Income (USD)				
0–24,999	523	18%	576	18%
25,000–49,999	585	20%	789	25%
50,000–99,999	923	31%	982	31%
100,000–149,999	511	17%	459	15%
150,000+	389	13%	349	11%
Education				
High school diploma or less	958	33%	1,048	33%
Some college or associate degree	838	29%	927	29%
Bachelor's degree	696	24%	714	23%
Graduate/ Professional degree	439	15%	466	15%

Political Party				
Republican/Closer to Republican Party	1,199	41%	1,210	38%
Democrat/Closer to Democratic Party	1,391	47%	1,542	49%
Neither	341	12%	403	13%
Marital Status				
Single	1,070	37%	1,215	39%
Married	1,376	47%	1,352	43%
Married but separated	56	2%	57	2%
Divorced	279	10%	360	11%
Other	150	5%	171	5%

In the first experimental survey, participants were randomly assigned to one of 12 experimental frame treatments or a null control condition. In the second experimental survey, participants were randomly assigned to one of 13 experimental frame treatments or a null control condition. Between the two surveys, a range of frames were tested, such as narratives, values, explanatory metaphors, and explanatory chains that were aimed at identifying the best ways to promote understanding of the relationships among place, racism, and child development and to build support for equity-promoting policies. All experimental frames tested across the two waves can be found in section II below.

In both surveys, participants assigned to an experimental frame condition were asked to read a short message before answering a series of survey questions designed to gauge targeted attitudes and levels of mindset endorsement (see section II for message language and section III for survey questions). Participants assigned to the null control condition were directed to answer the survey questions without reading any message. Each battery consisted of multiple questions and were primarily measured using Likert-type scales with five- or seven-point scales.

For both experimental surveys, prior to any inferential analyses, we conducted a series of randomization checks. Chi-square analyses indicated that all target demographics were evenly distributed across conditions. In the first survey, we conducted a series of exploratory factor analyses (EFA) to determine the psychometric qualities of our outcome scales. Items with rotated factor loadings below |.50| were dropped from each battery. Once finalized, Cronbach's alpha (α) was used to assess internal consistency among the items in each battery. Given that there are various heuristics for determining acceptable internal consistency, we determined that batteries with internal consistency scores approaching .60 or above would be considered acceptable.

For the second experimental survey, we conducted a series of confirmatory factor analyses (CFA) to test the expected dimensionality of our outcome scales. Survey items were specified to load onto their intended factors, with correlations among factors estimated freely using the marker method approach. We used Maximum Likelihood Estimation with Robust Standard Errors (MLR) to account for potential deviations from normality and model misspecifications. For model fit evaluation, we adopted an inclusive approach that considered multiple fit indices. Recognizing that chi-square is overly sensitive to moderate sample sizes and minor model misspecifications, we used three approximate fit indices: the Root Mean Square Error of Approximation (RMSEA[2]), with thresholds of <.050 for close fit and <.080 for reasonable fit; the Comparative Fit Index (CFI[3]); and the Tucker-Lewis Index (TLI[3]), with thresholds of >.900 for acceptable fit and >.950 for excellent fit. Once finalized, Cronbach's alpha (α) was used to assess internal consistency among the items in each battery.

In both surveys, after assessing internal consistency, items within each battery were combined into composite scores that indicated participants' average ratings of the attitudes or opinions measured by each battery.

We used multiple regression analysis to determine whether there were significant differences in outcomes between each of the experimental frame conditions and the control condition. A threshold of $p < .05$ was used to determine whether the experimental frame conditions had any significant effects. Significant differences were understood as evidence that a frame influenced a particular outcome (for example, collective efficacy). Researchers also noted outcomes of marginal significance ($p < .10$) when there was other evidence supporting a frame effect (i.e., other quantitative or qualitative evidence).

As with all research, it is important to remember that results are based on a sample of the population, not the entire population. As such, all results are subject to margins of error.

II. Tested Framing Strategies

Frames Tested in Experimental Survey #1 – Narratives

NARRATIVE 1

Caregivers and Experts Come Together

1. ***Caregivers and Experts Come Together Narrative: Water contamination story***

> **Parents Come Together to Demand Fix to Water Supply Policy That Harms Children's Health**
>
> A couple of years ago, the city of Franklin, which is home to mostly lower income and Black and Latino residents, changed its water source from a lake to a nearby river to save money. The water from the river was corrosive, so lead seeped from the city's pipes into the drinking water, creating health problems for kids.
>
> Parents and other residents complained to city officials, who dismissed their comments. Parents had learned about the problem from pediatricians, who, through standard testing, had noticed higher rates of lead in children. They, alongside public health experts, documented the extent of the issue and highlighted how, when children have high levels of lead in their bodies, it harms children's physical and mental wellbeing. They pointed out that lead exposure is particularly harmful for young children, causing short-term and lifelong health effects including brain and nervous system damage, slowed development and learning, behavior problems, and hearing and speech problems. High amounts of lead in the drinking water created much greater health risks for children in Franklin than for kids in higher income, mostly white neighboring towns who had a safer water source. City officials admitted the high lead levels but took no action.
>
> The pediatricians shared their knowledge with community groups, and a group of concerned parents organized action. With parent groups leading the charge, the community came together to file lawsuits, write members of Congress, and demand action from city officials. As a result of these efforts, the city changed back to its original water source and has begun replacing lead pipes throughout the city. This has brought lead levels down and helped ensure children's healthy development and wellbeing.

2. ***Caregivers and Experts Come Together Narrative: Nutrition story***

> **Parents Come Together to Demand Fix to School Meal Policy That Harms Children's Health**
>
> A couple of years ago, public schools in Franklin county, which is home to mostly lower income and Black and Latino residents, stopped offering free breakfast and lunch to all students, which it had previously offered to all students starting in preschool at age 3. This led to a large increase in rates of hunger among children in the county.
>
> Parents and other residents complained to county officials, who dismissed their comments. School nurses and local public health experts documented the extent of the issue and highlighted how, when children don't have enough food or healthy food, it harms children's physical and mental wellbeing. They pointed out that poor nutrition is particularly harmful

for young children, causing short-term and lifelong health effects including asthma, anemia, depression, and chronic illnesses. Without free school meals, children in Franklin faced much greater health risks than kids in higher income, mostly white neighboring towns, where children had access to the nutrition they needed. County officials admitted the increased rates of hunger but took no action.

The nurses and public health experts shared their knowledge with community groups, and a group of concerned parents organized action. With parent groups leading the charge, the community came together to demand action from the county and school board. As a result of these efforts, the county restored the policy of providing free school meals for all students. This has brought down levels of hunger and helped ensure all children have the nutrition they need for healthy development and wellbeing.

3. ***Caregivers and Experts Come Together Narrative: Safe green spaces story***

Parents Come Together To Demand an End to Parks and Playgrounds Policies That Harm Children's Health

A couple of years ago, the city of Franklin, which is home to mostly lower income and Black and Latino residents, cut funding for parks and playgrounds. This meant that outdoor green spaces weren't maintained, which made them less safe and less accessible for kids and families.

Parents and other residents complained to city officials, who dismissed their comments. Pediatricians and local public health experts documented the extent of the issue and highlighted how, when children don't have safe places to play and enjoy the outdoors, it harms children's physical and mental wellbeing. They pointed out that this is particularly harmful for young children, causing short term and lifelong health effects, including depression, anxiety, slowed cognitive development, and cardiovascular disease. And, neighborhoods with fewer green spaces have higher temperatures and more air pollution, which also harm children's health. Without access to parks and green spaces, children in Franklin faced much greater health risks than kids in higher income, mostly white neighboring towns, where children had access to safe outdoor places. City officials admitted the decline in access to green spaces, but took no action.

The pediatricians and public health experts shared their knowledge about the effects of the policy change with community groups, and a group of concerned parents organized action. With parent groups leading the charge, the community came together to demand action from the city. As a result of these efforts, the city approved funds for building and maintaining parks and green spaces. This has dramatically improved access to parks and playgrounds and helped ensure all children have the outdoor spaces they need for healthy development and wellbeing.

NARRATIVE 2

Tale of Two Cities

4. *Tale of Two Cities Narrative: Water contamination story*

Two Cities Make Different Choices about Water Lines—with Very Different Results for Children's Health

For decades, two neighboring cities—Franklin and Springfield—both used lead pipes to bring water into homes. As a result, both cities had high levels of lead in the drinking water. Lead services lines were most frequently used in neighborhoods that were home to mostly lower income and Black and Latino residents, so lead levels were highest in these areas.

By the 1980s, science had established that high levels of lead in the body harm children's physical and mental wellbeing. Lead exposure was found to be particularly harmful for young children, causing short-term and lifelong health effects including brain and nervous system damage, slowed development and learning, behavior problems, and hearing and speech problems. In 1986, federal legislation prohibited lead water lines.

In response to this legislation, Franklin immediately started replacing existing lead service lines with safer piping, targeting the neighborhoods most affected by lead exposure. As a result of these changes, lead levels among children in Franklin began to drop. Springfield, by contrast, delayed action and did not immediately begin work to replace existing lead pipes. As a result of this inaction, lead levels among children remained high in Springfield.

5. *Tale of Two Cities Narrative: Nutrition story*

Two Cities Make Different Choices about Food Access—with Very Different Results for Children's Health

For decades, two neighboring cities—Franklin and Springfield—had policies that strengthened racial segregation in housing while failing to invest in neighborhoods that are home to mostly lower income and Black and Latino residents. This has led to lack of access to healthy food in these neighborhoods.

In recent years, urban planners have found that cities' decisions shape where grocery stores are built. When a city doesn't support commercial development in a neighborhood, it can leave that neighborhood without a grocery store, which means families and children can't get healthy food. Poor nutrition is particularly harmful for young children, causing short-term and lifelong health effects, including asthma, anemia, depression, and chronic illnesses.

Last year, Franklin created a program to bring grocery stores to neighborhoods that didn't have them. Additionally, it passed a policy to provide free, healthy breakfast and lunch to all schoolchildren in the city, starting in preschool. As a result of the changes Franklin made, nutrition among children has improved. Springfield, by contrast, took no steps to address the issue. As a result of this inaction, many children still cannot get healthy food in Springfield.

Recently, the city council of Springfield held a hearing on nutrition, noting how Franklin's efforts have improved child nutrition. As a result, Springfield has begun to fund similar programs to increase the availability of nutritious foods. These efforts will dramatically improve nutrition and support children's healthy development and wellbeing.

6. *Tale of Two Cities Narrative: Safe green spaces story*

Two Cities Make Different Choices about Access to Green Space—with Very Different Results for Children's Health

For decades, two neighboring cities—Franklin and Springfield—had policies that strengthened racial segregation in housing while failing to invest in neighborhoods that are home to mostly lower income and Black and Latino residents. This has led to lack of access in these neighborhoods to parks and playgrounds where children can play and enjoy the outdoors.

In recent years, urban planners have found that cities' decisions shape which neighborhoods have safe parks and playgrounds, and which don't. When a city leaves a neighborhood without parks and playgrounds, kids don't have safe spaces to play and enjoy the outdoors. This is particularly harmful for young children, causing short-term and lifelong health effects, including depression, anxiety, slowed cognitive development, and cardiovascular disease. And, neighborhoods with fewer green spaces have higher temperatures and more air pollution, which also harm children's health.

Last year, Franklin created a program to build parks and playgrounds in neighborhoods that didn't have them. As a result of the changes Franklin made, more kids are active and playing outside. Springfield, by contrast, took no steps to address the issue. As a result of this inaction, many children in Springfield still do not have access to safe places to play and enjoy the outdoors. Recently, the city council of Springfield held a hearing on creating more green spaces, noting how Franklin's efforts have improved children's health and wellbeing. As a result, the city has begun to fund similar programs to increase the availability of parks and playgrounds. These efforts will dramatically improve access to safe green spaces and support children's healthy development and wellbeing.

NARRATIVE 3

Redressing History

7. *Redressing History Narrative: Water contamination story*

City Grapples with History of Discriminatory Policy That Harmed Children and Expands Access to Healthy Water

For decades, Pittsburgh adopted policies that prioritized development in higher income, mostly white neighborhoods, while failing to invest in neighborhoods that are home to mostly lower income and Black residents. As a result, Black residents more frequently lived in older housing with lead pipes, so they had high levels of lead in their drinking water.

Residents of these neighborhoods have long experienced the harmful impacts of these policies, which have had a profound impact on children and families. The city's failure to invest in housing and pipe replacement in these neighborhoods resulted in high levels of lead in the drinking water. Lead exposure is particularly harmful for young children, causing short-term and lifelong health effects including brain and nervous system damage, slowed development and learning, behavior problems, and hearing and speech problems. Residents have long advocated for greater investments in their neighborhoods, but for decades the city ignored them. Only in recent years has the city been forced to grapple with this history of discrimination.

The community came together with legal advocacy organizations to sue the Pittsburgh Water and Sewer Authority, and only then did the city agree to replace the lead pipes. Pittsburgh has finally begun replacing lead pipes throughout the city, which has begun to reduce lead exposure and repair harms caused by decades of discriminatory policies in low-income and Black neighborhoods. Providing healthy drinking water to all families will have a lasting impact on children's healthy development and wellbeing.

8. ***Redressing History Narrative: Nutrition story***

City Grapples with History of Discriminatory Policies That Harmed Children's Health and Expands Access to Nutritious Food

For decades, Washington, DC, adopted policies that prioritized development in higher income, mostly white neighborhoods, while failing to invest in neighborhoods that are home to mostly lower income and Black and Latino residents. This has led to lack of access to healthy food in these neighborhoods.

Residents of these neighborhoods have long experienced the harmful impacts of these policies, which have had a profound impact on children and families. The city's failure to fund new development left these neighborhoods without grocery stores, so families and children couldn't get healthy food. Poor nutrition is particularly harmful for young children, causing short-term and lifelong health effects, including asthma, anemia, depression, and chronic illnesses. Residents have long advocated for greater investments in their neighborhoods, but for decades the city ignored them. Only in recent years has the city begun to grapple with this history of discrimination.

The city is currently developing plans, based on conversations with community leaders and residents, to revitalize these neighborhoods and bring new grocery stores to them. These plans have the potential to repair the harms caused by decades of discriminatory policies in low-income and Black and Latino neighborhoods. Providing all families with access to nutritious food will have a lasting impact on children's healthy development and wellbeing.

9. ***Redressing History Narrative: Safe green spaces story***

City Grapples with History of Discriminatory Policies That Harmed Children's Health and Improve Access to Parks

For decades, the city of Detroit adopted policies that prioritized development in higher income, mostly white neighborhoods, while failing to invest in neighborhoods that are home to mostly lower income and Black and Latino residents. With every economic downturn, one of the first budget cuts was funding for public parks and green spaces in predominantly Black neighborhoods. This led to the closure of nearly 300 parks and places where children had previously been able to play and enjoy the outdoors.

Residents of these neighborhoods have long experienced the impact of these policies, which have had a profound impact on children and families. The city's failure to fund parks, playgrounds, and green spaces left children and families in these neighborhoods without access to safe places to play and enjoy the outdoors. This is particularly harmful for young children, causing short-term and lifelong health effects, including depression, anxiety, slowed cognitive development, and cardiovascular disease. And, neighborhoods with fewer green spaces have higher temperatures and more air pollution, which also harm children's health. Residents long advocated for greater investment in their neighborhoods, but the city ignored them for many years. Only recently did the city begin to grapple with this history of discrimination.

In just the last few years, the city began listening to community coalitions when they demanded parks for the city's children. The city funded a program to restore closed parks, install play equipment, and maintain the grounds, which began to repair the harms caused by decades of discriminatory policies in Black neighborhoods. Providing access to safe green spaces will have a lasting impact on children's healthy development and wellbeing.

NARRATIVE 4

Accountable Policymakers

10. ***Accountable Policymakers Narrative: Water contamination story***

City Council Takes Action to Address Water Supply Problem That Harms Children's Health

A couple of years ago, the city of Franklin, which is home to mostly lower income and Black and Latino residents, changed its water source from a lake to a nearby river to save money. The water from the river was corrosive, so lead seeped from the city's pipes into the drinking water, creating health problems for kids.

The problem quickly showed up in the city's standard water testing, and city council members in Franklin called a public meeting to hear from the community, experts in public health, and County Water Authority staff. The public health experts explained how high levels of lead in the body harm people's physical and mental wellbeing. They pointed out that lead exposure is particularly harmful for young children, causing short-term and lifelong health effects including brain and nervous system damage, slowed development and learning, behavior problems, and hearing and speech problems. The County Water Authority staff noted that this change in water supply created much greater health risks for children in Franklin than in higher income, mostly white neighboring towns who had a safe water source. Parents expressed concern and spoke to the importance of solving this problem.

In response to the public meeting, the city changed back to its original water source and has begun replacing lead pipes throughout the city. This has brought lead levels down and helped ensure children's healthy development and wellbeing.

11. *Accountable Policymakers Narrative: Nutrition story*

County Council Takes Action to Address Food Access Problem That Harms Children's Health

A couple of years ago, public schools in Franklin county, which is home to mostly lower income and Black and Latino residents, stopped offering free breakfast and lunch to all students, which it had previously offered to all students starting in preschool at age 3. This led to a large increase in rates of hunger among children in the county.

County council members in Franklin recognized this problem and called a public meeting to hear from the community, school officials, and experts in public health. School officials explained how the county's policies left many children without access to nutritious food. Public health experts explained how this harms children's physical and mental wellbeing. They pointed out that poor nutrition is particularly harmful for young children, causing short-term and lifelong health effects, including asthma, anemia, depression, and chronic illnesses. Community organizations noted that this created much greater health risks for children in Franklin than for kids in higher income, mostly white neighboring towns, where children had access to the nutrition they needed. Parents expressed concern and spoke to the importance of solving this problem.

In response to the public meeting, county council members restored the policy of providing free school meals for all students. This has brought down levels of hunger and helped ensure all children have the nutrition they need for healthy development and wellbeing.

12. *Accountable Policymakers Narrative: Safe green spaces story*

City Council Takes Action to Address Park Access Problem That Harms Children's Health

A couple of years ago, the city of Franklin, which is home to mostly lower income and Black and Latino residents, cut funding for parks and playgrounds. This meant that outdoor green spaces weren't maintained, which made them less safe and less accessible for kids and families.

City council members in Franklin recognized this problem and called a public meeting to hear from the community, experts in public health, and urban planners. Urban planners explained how the city's policies left many children and families without access to safe places to play and enjoy the outdoors. Public health experts explained how this harms children's mental health and wellbeing. They pointed out that lack of access to parks and green spaces is particularly harmful for young children, causing short-term and lifelong health effects, including depression, anxiety, slowed cognitive development, and cardiovascular disease. And, neighborhoods with fewer green spaces have higher temperatures and more air pollution, which also harm children's health. Community organizations noted that this created much greater health risks for children in Franklin than for kids in higher income, mostly white neighboring towns, where children had access to safe outdoor places. Parents expressed concern and spoke to the importance of solving this problem.

In response to the public meeting, city council members passed legislation to build and maintain parks and playgrounds. These efforts will dramatically improve access to parks and playgrounds and help support children's healthy development and wellbeing.

Frames Tested in Experimental Survey #2

A. Values

1. ***Fairness across Places***

No Matter Where They Live, All Children Should Have Opportunities for Development

As a society, we believe that all children should have opportunities for development, no matter where they live. But right now, our zip code determines the opportunities we have access to, which means that too many children don't have what they need for healthy development. This isn't fair.

Right now, there is an unfair distribution of opportunities and risks across places. Some places have parks and green space to play, healthy grocery stores that provide the food children need, and safe housing that provides a good place to live. Other places—most often neighborhoods where Black and Latino families live—have little green space, more fast food restaurants than grocery stores, and housing that is contaminated with lead or is too expensive so families have to move frequently. This unfair reality means that children in these neighborhoods have fewer opportunities for good health and face more risks to their development.

Zip code shouldn't determine the risks children face or the opportunities they have. We need to promote fairness across places and make sure that no matter where they live, children have access to fruits and vegetables, green space, safe and stable housing, and everything they need for healthy development.

2. ***Joy***

All Children Should Be Able to Thrive and Explore the World with Joy

As a society, we believe that all children should have opportunities to thrive and explore the world around them with joy and curiosity. But right now, too many children don't have opportunities for healthy development, and this makes it difficult for kids to thrive.

Right now, some places where children live have what they need to thrive: things like parks and green space provide places to play and be joyful, healthy grocery stores offer food that helps children grow well, and safe housing provides an environment and homebase for exploration. Other places—most often neighborhoods where Black and Latino families live—have little green space, more fast food restaurants than grocery stores, and housing that is contaminated with lead or is too expensive so families have to move frequently. As a result, children in these neighborhoods have fewer opportunities for good health and more risks to their development.

All children should have the opportunity to thrive and explore the world with joy. We need to promote the ability of all children to thrive by ensuring they have access to fruits and vegetables, green space, safe and stable housing, and everything they need for healthy development.

3. *Stability and Health*

All Children Should Have the Stability They Need for Healthy Development

As a society, we believe children need stability for healthy development, and should have a stable place to grow up. But right now, too many children don't have the stability they need, which causes their health to be unstable, too.

Right now, some places where children live have what they need for stable, healthy lives: things like parks and green space provide consistent, safe places to play, healthy grocery stores offer a consistent supply of fresh food, and safe housing at reasonable costs provides a stable place to live. Other places—most often neighborhoods where Black and Latino families live—have little green space, more fast food restaurants than grocery stores, and housing that is contaminated with lead or is too expensive so families have to move frequently. As a result, children in these neighborhoods have fewer opportunities for good health and more risks to their development.

All children should have stable places to grow up. We need to promote children's stability by ensuring they have consistent access to fruits and vegetables, green space, safe and stable housing, and everything they need for healthy development.

B. Explanatory Metaphors

4. *Healthy Trail*

We Need to Make Sure All Communities Have Well-Maintained, Well-Supplied Paths to Healthy Child Development

When hiking, the journey can either be made smoother, by a well-cleared and well-supplied trail, or it can be made harder, by obstacles. The same is true of the path of child development.

In some neighborhoods, the path to healthy development has been cleared and stocked with supplies along the way. In these neighborhoods, children have parks to play in, can easily get fresh fruits and vegetables, and have healthy water to drink and healthy air to breathe. In other neighborhoods—most often neighborhoods where Black and Latino families live—the path is littered with obstacles. Things like air pollution or water contamination can make for harsh developmental terrain, adding obstacles that put wear and tear on a child, leading to short-term and lifelong health problems.

We need to make sure *all* places where children grow up have well-maintained paths to development and are supplied with the resources children need for a healthy developmental journey.

5. *Baking with All the Ingredients*

We Need to Make Sure All Communities Have Access to the Ingredients for Healthy Child Development

When you bake something, it's never just one ingredient that matters, it's how all the ingredients come together—the proportion of flour to eggs, the ratio of sugar to butter. The same is true of child development.

In some neighborhoods, children get all the ingredients they need to develop—they have parks to play in, can easily get fresh fruits and vegetables, and have healthy water to drink and healthy air to breathe. In other neighborhoods—most often neighborhoods where Black and Latino families live—communities have less access to the ingredients that children need for healthy development. And things like air pollution or water contamination can mess up the recipe for development. When the right ingredients aren't there, it can lead to short-term and lifelong health problems.

We need to make sure *all* places where children grow up have the ingredients children need for development to turn out well and don't have ingredients that mess up the recipe.

C. Part-to-Whole Frames

6. *Landscape Design*

Design Choices Shape Places and Affect Child Development

It's easy to imagine that the features of the places where people live came about naturally. For example, the trees planted along a street seem like a natural part of the landscape. But typically, they were actually imported, planted, and cultivated. Their placement is the result of choices and planning made by cities. This is actually true of *many* features of places—they're the product of design.

Our collective choices shape places. The fact that some places have fewer resources, like playgrounds and grocery stores with fruits and vegetables, and more risks, like air pollution or water contamination, is the result of choices and planning. Cities and states tend to put fewer resources in the places where Black and Latino people live and expose them to greater risks. This has a big impact on everyone there, and especially children, whose lifelong health and development is affected by these choices.

Just like we can choose to plant trees in neighborhoods without them, we can choose to redesign other aspects of neighborhoods in ways that promote children's health and development.

7. *Water Quality*

Design Choices Shape Places and Affect Child Development

It's easy to imagine that the features of the places where people live came about naturally. For example, the water we drink seems like a resource that's just naturally available. But the quality of the water we get from our taps depends on the choice of water source, the service lines that bring water into our homes, and the pipes in our homes themselves. Water quality is the result of choices and planning made by cities. This is actually true of *many* features of places—they're the product of design.

Our collective choices shape places. The fact that some places have fewer resources, like playgrounds and grocery stores with fruits and vegetables, and more risks, like air pollution or water contamination, is the result of choices and planning. Cities and states tend to put fewer resources in the places where Black and Latino people live and expose them to greater risks. This has a big impact on everyone there, and especially children, whose lifelong health and development is affected by these choices.

Just like we can choose to replace old and contaminated water lines and bring in drinking water from healthier sources, we can choose to redesign other aspects of neighborhoods in ways that promote children's health and development.

D. Explanatory Chains

8. *Nutrition Explanatory Chain*

Access to Nutrition Is Critical for Children's Health and Development

Nutrition during the prenatal period and early childhood is critical for health and development, yet not all places have access to the fruits and vegetables pregnant people and children need.

If a pregnant person doesn't get enough of certain nutrients, it can lead to immediate issues like stillbirth and low birthweight, and can create long-term health problems, too. Babies and young children also need the right nutrients, or they can experience slower language and fine motor development, and poorer school performance.

Access to nutrition is different depending on where you live. Some areas have grocery stores with a wide variety of foods, including fresh fruits and vegetables and foods from residents' cultures, as well as public transportation to get to these stores. Others have lots of fast food and stores with packaged foods, but few fruits and vegetables. Zoning regulations, real estate and banking practices, and government decisions about investments have resulted in lots of access to fruits and vegetables in areas with mostly higher income and white residents, and less access in areas with mostly lower income and Black and Latino residents.

We can support all children's development through programs and policies that expand access to fruits and vegetables, improve public transportation to grocery stores, and limit the fast food and packaged foods that children are exposed to. These programs should engage community members in their design and implementation.

9. *Green Space Explanatory Chain*

Safe Green Space Is Critical for Children's Health and Development

Access to safe green space during the prenatal period and early childhood is critical for health and development, yet not all places have access to the green spaces children need.

If a pregnant person doesn't have access to safe parks and green spaces, it increases the risk of the baby being born with a low birth weight. Babies and young children need safe green spaces or they can't play freely or be as physically active, which harms their long-term physical and mental health. When pregnant people and children's caregivers have access to green spaces, their own physical and mental health benefit, reducing their stress levels, which helps them better support children. And because green spaces reduce heat and air pollution, when they don't exist, children's health suffers.

Access to safe green spaces is different depending on where you live. Some areas have many parks and playgrounds, while others have few. Both historical and present-day zoning regulations, real estate and banking practices, and government decisions about investments have resulted in lots of green spaces in areas with mostly higher income and white residents, and many fewer in areas with mostly lower income and Black and Latino residents.

We can support all children's development by funding more parks, playgrounds, and recreational areas, and giving local communities the authority to claim and maintain green spaces wherever children live and learn.

10. *Water Quality Explanatory Chain*

Good Water Quality Is Critical for Children's Health and Development

Access to healthy drinking water during the prenatal period and early childhood is critical for health and development, yet not all places have water that is free from contamination.

If a pregnant person drinks water contaminated with lead, arsenic, pesticides, or other contaminants, it can harm children's brain development and cause future health problems. Babies and young children need healthy drinking water, or they experience increased rates of cancer, brain and nervous system problems, and hormone disruption. Children's still-growing bodies are more sensitive to contaminants in water, which can damage growing organs and tissue and cause other health problems, with specific effects depending on when kids are exposed during development.

Access to healthy drinking water is different depending on where you live. Some areas have healthy water, while others have contaminated water, due to corrosion in pipes, agricultural and industrial waste getting into groundwater, manufacturing and disposal of household products like cosmetics and furniture, and inadequate filtration. Government decisions about things like water supply and whether to replace lead service lines have resulted in healthy water in areas with mostly higher income and white residents, and contaminated water in many areas with mostly lower income and Black and Latino residents.

We can support all children's development by promoting better testing and maintenance of our water systems, enforcement of strict regulations, and resources for families affected by water contamination.

E. Explanatory Examples

11. *Access to Nutrition Example: Nutrition programs in DC*

DC Supports Children's Health and Development by Expanding Access to Nutrition

Nutrition during the prenatal period and early childhood is critical for health and development, yet not all places have access to the fruits and vegetables pregnant people and children need.

Washington, DC, is a good example. In some neighborhoods in the city—ones with mostly higher income and white residents—people have access to grocery stores that offer fresh fruits, vegetables, and foods from residents' cultures, and good public transportation to get to those stores. In other parts of the city—especially neighborhoods that are home to mostly lower income and Black and Latino residents—city policies and lack of investment have resulted in lots of fast food and stores that only offer packaged foods and few or no fresh fruits and vegetables.

The city recognizes the health problems this creates. If a pregnant person doesn't get enough of certain nutrients, it can lead to immediate issues like stillbirth and low birthweight, and can create long-term health problems, too. Babies and young children also need the right nutrients, or they can experience slower language and fine motor development, and poorer school performance.

To address the problem, Washington, DC created programs to increase access to fresh food to every part of the city: programs that bring grocery stores selling fresh fruits and vegetables to areas where there are none, programs to promote more farmers' markets, and other initiatives to bring fresh foods to these areas. This will have important effects on children's short-term and lifelong health.

12. *Green Space Explanatory Chain*

Safe Green Space Is Critical for Children's Health and Development

Access to safe green space during the prenatal period and early childhood is critical for health and development, yet not all places have access to the green spaces children need.

Akron, Ohio, is a good example. In some neighborhoods in the city—ones with mostly higher income and white residents—there are many green spaces and lots of trees. In other parts of the city—especially neighborhoods that, because of historic and present-day policies, are home to mostly lower income and Black and Latino residents—the city has created fewer green spaces and planted fewer trees.

The city recognizes the health problems this creates. If a pregnant person doesn't have access to safe parks and green spaces, it increases the risk of a baby being born with a low birth weight. When pregnant people and children's caregivers have access to green spaces, their own health and mental health benefit, reducing their stress levels, which helps them better support children. Babies and young children need safe green spaces or they can't play freely or be as physically active, which harms their long-term physical and mental health. And because green spaces and trees reduce heat and air pollution, when they don't exist, children's health suffers.

To address the problem, Akron created the Tree Canopy Report, which offers a blueprint for the city to plant trees in neighborhoods that can benefit the most from increasing the tree canopy. This will have important effects on children's short-term and lifelong health.

13. *Water Quality Example: Pittsburgh replaces lead pipes*

Pittsburgh Supports Children's Health and Development by Providing Water Free from Contamination

Access to healthy drinking water during the prenatal period and early childhood is critical for health and development, yet not all places have water that is free from contamination.

Pittsburgh, Pennsylvania, is a good example. In some neighborhoods in the city—ones with mostly higher income and white residents—lead pipes have been replaced, both service lines and pipes in housing, so the drinking water is healthy. In other parts of the city—especially neighborhoods that are home to mostly lower income and Black and Latino residents—the city's failure to invest in housing and pipe replacement has resulted in high levels of lead in the drinking water.

The city recognizes the health problems this creates. If a pregnant person drinks water contaminated with lead, arsenic, pesticides, or other contaminants, it can harm children's brain development. Babies and young children need healthy drinking water, or they can experience increased rates of cancer, brain and nervous system problems, and hormone disruption. Children's still-growing bodies are more sensitive to contaminants in water, which can damage growing organs and tissue and cause other health problems, with specific effects depending on when kids are exposed during development.

To address the problem, Pittsburgh has begun replacing lead pipes throughout the city. This will have important effects on children's short-term and lifelong health.

III. Survey Items

Parental responsibility

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. Parents and guardians are fully responsible for ensuring their children have what they need for healthy development.
2. It is up to parents to make sure their children develop well.
3. Parents and caregivers are responsible for ensuring their children develop in a healthy way.
4. Parents and caregivers are entirely responsible for ensuring their children are set up for long and healthy lives.
5. It is entirely up to parents and guardians to ensure children live healthy lives.

Collective responsibility[4]

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. It is not our society's responsibility to ensure that all children have what they need to develop well.
2. Our society is not responsible for making sure children have what they need for healthy development.
3. We, as a society, are not obligated to make sure all children are set up to live long, healthy lives.
4. Our society is not responsible for ensuring all children are set up for long and healthy lives.

Collective efficacy

1. How confident are you that we, as a society, can ensure all children have what they need to develop well? *[5-point Likert: 1 = not at all confident, 2 = slightly confident, 3 = somewhat confident, 4 = moderately confident, 5 = extremely confident]*
2. How realistic is it to believe that our society can provide all children with the resources they need for healthy development? *[5-point Likert: 1 = not at all realistic, 2 = slightly realistic, 3 = somewhat realistic, 4 = moderately realistic, 5 = extremely realistic]*
3. We, as a society, are capable of ensuring all children develop in a healthy way. *[5-point Likert: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree]*

Structural understanding of racism[5]

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. Racism is present in our laws, policies, and institutions.
2. Racial discrimination is primarily the result of how our society is set up.
3. Our laws and policies disadvantage people of color.
4. Our institutions have historically worked to advantage white people.

Understanding that place shapes child development

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. How children develop is primarily determined by the resources and opportunities available in their communities.
2. To ensure children do well, it is essential that the communities they live in have access to resources that support their healthy development.
3. If children don't develop well, it's mostly because their communities don't have access to resources that promote their development.

Systemic thinking about child racial disparities

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. When Black and Latino children experience health problems, this is usually because the places they live don't provide the resources to be healthy.
2. If Black and Latino children don't develop well, it's because society doesn't give them the same support as other groups receive.
3. The development of Black and Latino children is harmed when their communities lack resources.

Understanding that racism shapes child development

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. Discriminatory laws and policies negatively impact the development of Black and Latino children.
2. Racial discrimination can harm children's health.
3. Racial bias harms the development of children of color.

Understanding that place is designed

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. Our laws and policies influence the amount of funding and resources communities receive.
2. How well communities do is shaped by our laws, policies, and institutions.
3. Our laws and policies cause some communities to have fewer resources than others.

Pathologizing Black Culture mindset

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. Black inner city communities would do better if they took responsibility for their lives rather than relying on welfare.
2. If poor families want to do better, they should stop having children that they cannot afford.
3. The reason why poor urban communities are poor is because they don't value hard work.

Structural Model of Inequitable Treatment

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

1. Our laws, policies, and institutions discriminate against predominantly Black neighborhoods.
2. Government policies treat places where white people live better than places where Black people live.
3. The needs of historically Black neighborhoods are ignored by the government.
4. Our laws and policies favor white neighborhoods over Black neighborhoods.

Understanding of determinants of health and lifelong health outcomes

To what extent, if at all, do you think the following factors affect lifelong health? *[5-pt Likert scale: 1 = not at all; 2 = a little; 3 = a moderate amount; 4 = a lot; 5 = a very large amount]*

1. Access to green space
2. Access to affordable, nutritious foods
3. Healthy drinking water
4. Safe and stable housing
5. Willpower and drive (reverse scored)
6. Self-care practices (reverse scored)

Policy support

To what extent do you favor or oppose the following policies? In considering these policies, please keep in mind that putting these policies in place might in some cases involve **raising local and national taxes**. *[7-point Likert scale: "Strongly oppose" ; "Oppose"; "Somewhat oppose"; "Neither favor nor oppose"; "Somewhat favor"; "Favor"; "Strongly favor"]*

1. Environmental protection laws that establish strict standards for air and water quality.
2. An energy assistance program that helps low-income families cover the costs of heating and cooling.
3. Government-funded programs that replace lead pipes in all residential properties and communities.
4. Provide free school breakfasts and lunches for all children.

Understanding of climate change and child development

Please rate how much you agree or disagree with the following statements: *[7-point Likert scale: "Strongly disagree"; "Disagree"; "Somewhat disagree"; "Neither disagree nor agree"; "Somewhat agree"; "Agree"; "Strongly agree"]*

Understanding of Environmental Impacts on Child Development

1. Prolonged exposure to extreme heat negatively impacts how children develop.
2. Children's development is negatively impacted by exposure to air pollution.
3. Breathing in wildfire smoke has harmful effects on children's development.

Understanding of Effects of Climate Change on Child Development[6]

4. Climate change disrupts children's healthy development.
5. Children's development is negatively impacted by climate change.
6. Climate change harms the growth and development of children.

Understanding of Effects of Climate Change[7]

7. Climate change leads to more frequent heat waves.
8. Climate change causes a decline in air quality.
9. Increased exposure to wildfire smoke is a result of climate change.

IV. Evidence Supporting Recommendations

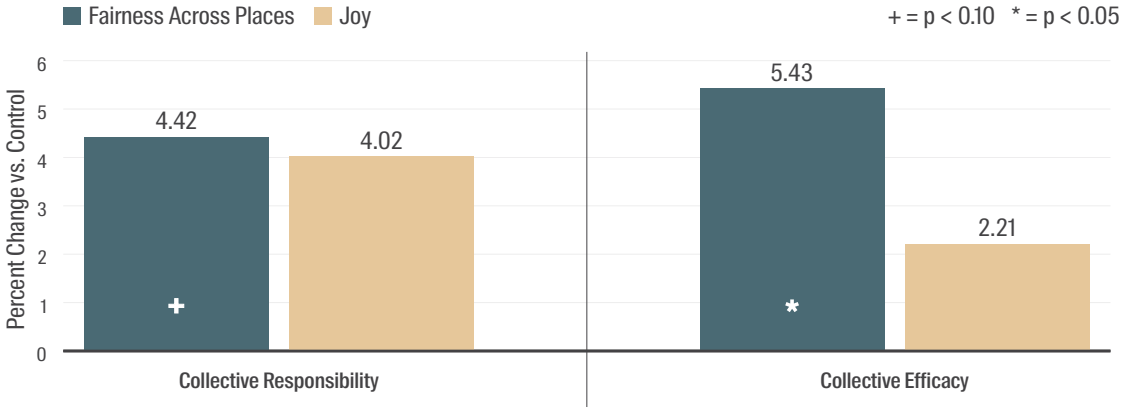
The recommendations made in the strategic brief are all grounded in strong evidence from the experimental surveys. Below, we provide graphs that show the effects of tested narratives and other frames on outcomes. The specific language used in frame treatments can be found in section II above. The survey items used to measure each outcome can be found in section III.

RECOMMENDATION

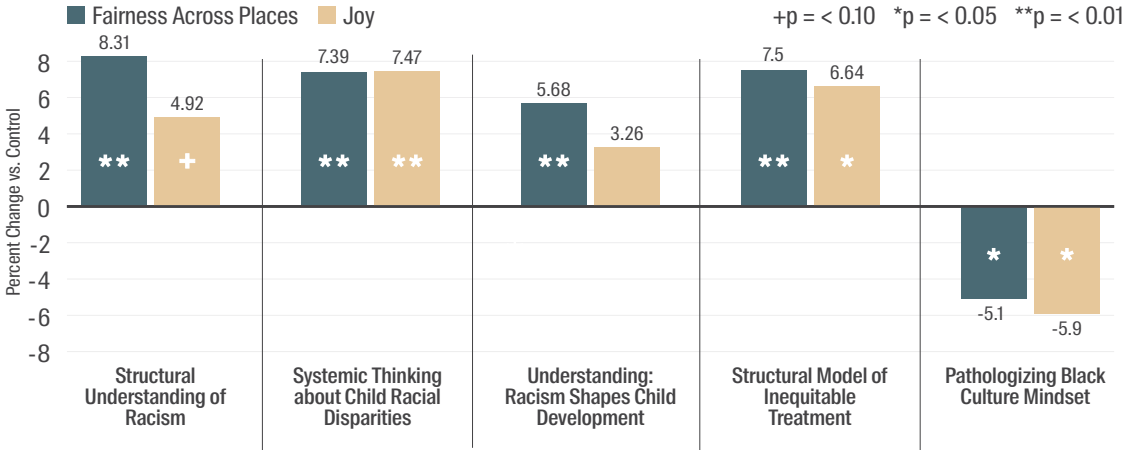
Use the value of *Fairness across Places* to cue the importance of *place* and to bring into view inequities between places.

***Also evidence for pullout*—Centering Joy: Considerations about Using *Joy* as a Frame**

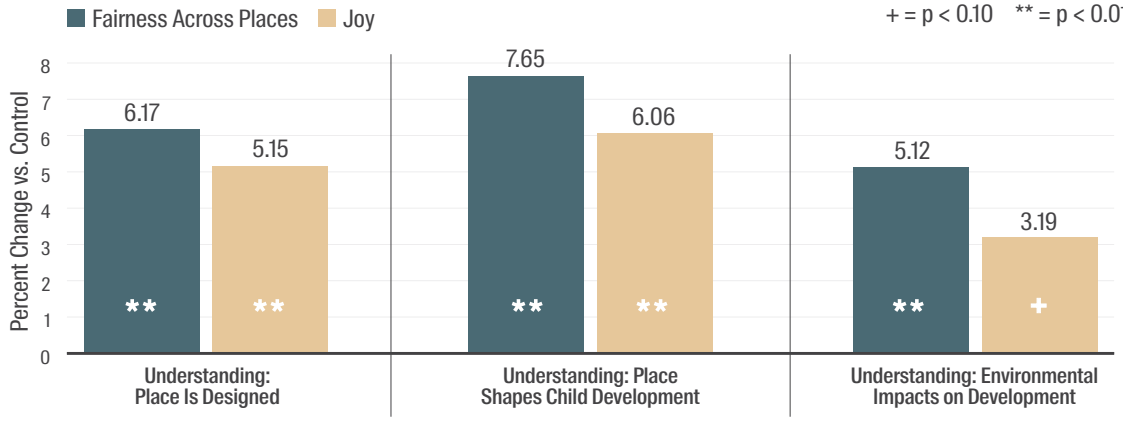
Effects of *Fairness Across Places* and *Joy* on attitudes



Effects of *Fairness Across Places* and *Joy* on understanding of racism and child development



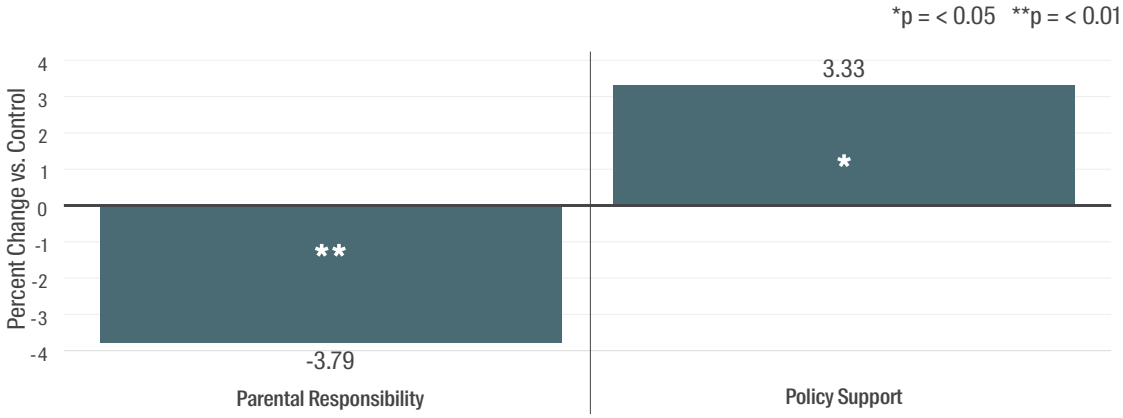
Effects of *Fairness Across Places* and *Joy* on understanding of place and child development



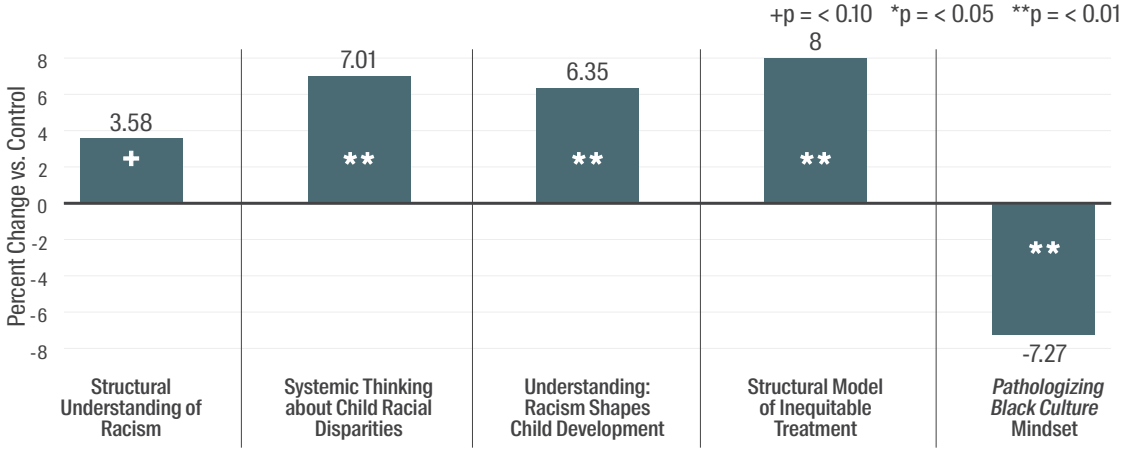
RECOMMENDATION

Use the *Redressing History* narrative to illustrate the effects of racism on place and child development and highlight the potential to address harm.

Effects of *Redressing History* narrative on attitudes



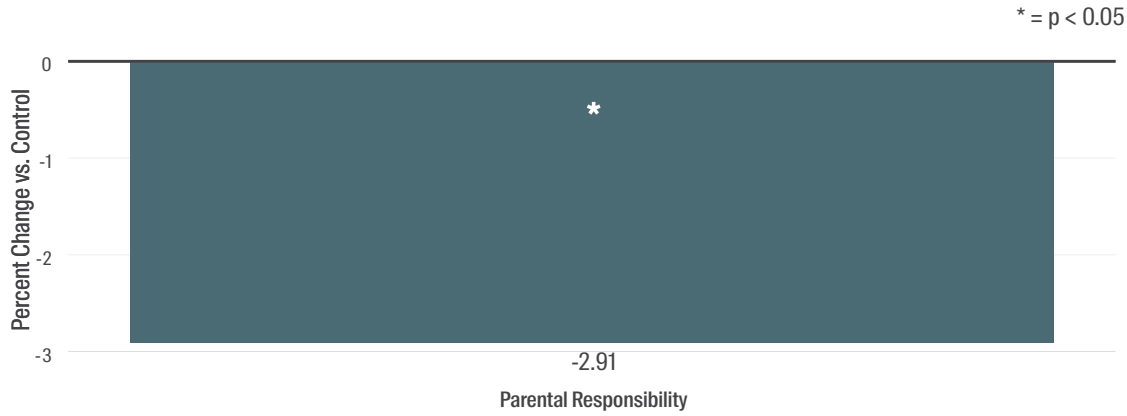
Effects of *Redressing History* narrative on understanding of racism and child development



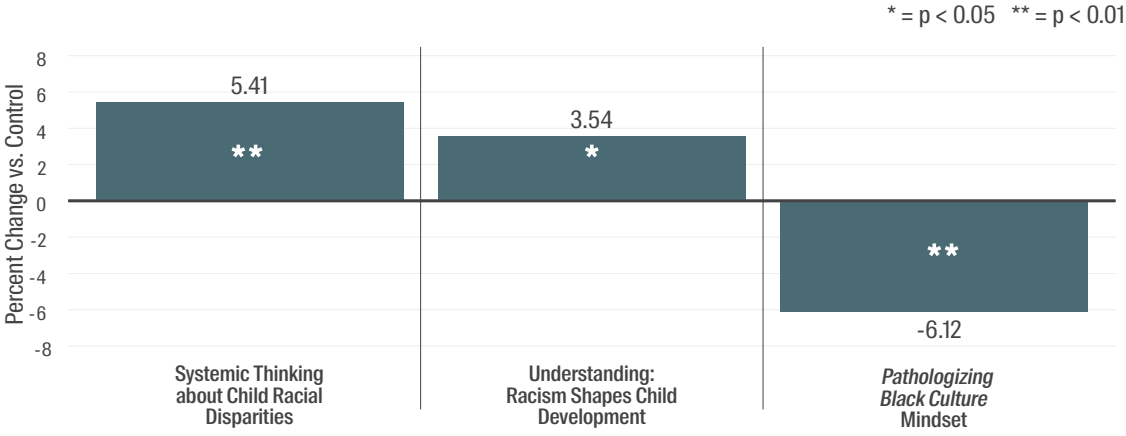
RECOMMENDATION

Use the *Accountable Policymakers* narrative to foster a sense of government's accountability to communities and its capacity to promote fairness across places where children live.

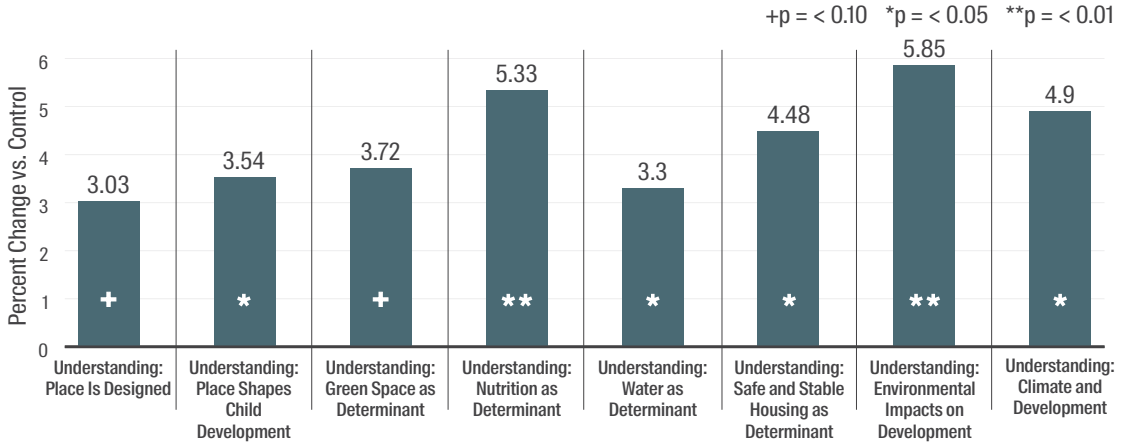
Effect of *Accountable Policymakers* narrative on attribution of responsibility



Effects of *Accountable Policymakers* narrative on understanding of racism and child development



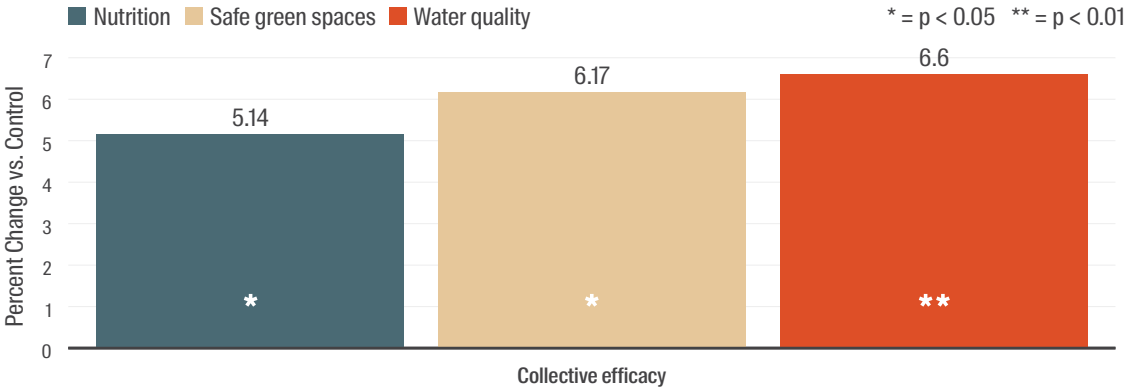
Effects of *Accountable Policymakers* narrative on understanding of place and child development



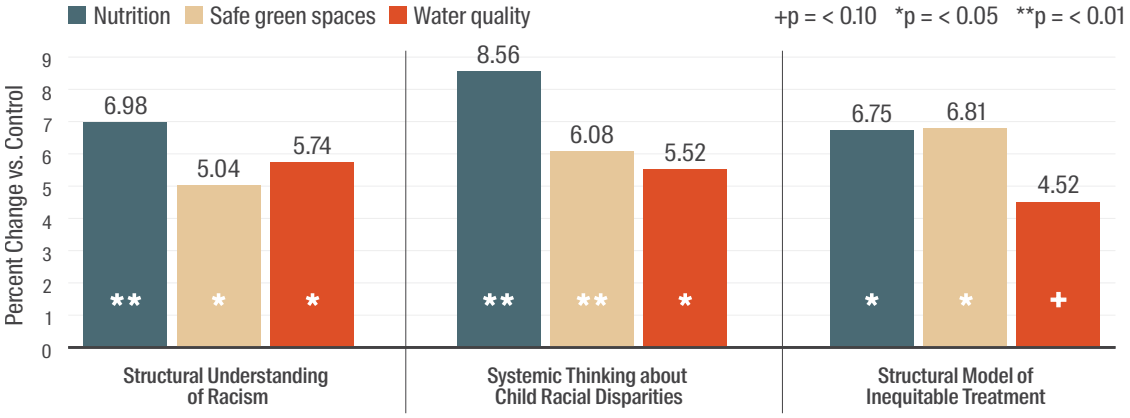
RECOMMENDATION

Use explanatory examples of how *particular* communities have taken effective action on *particular* issues to cultivate a sense that we *can*, collectively, take steps to address inequities and foster healthy developmental environments for all children.

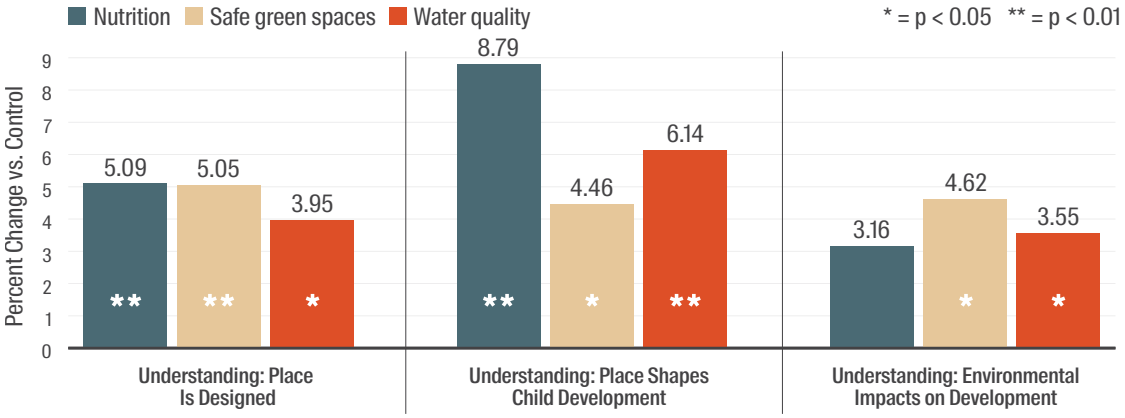
Effects of explanatory examples on attitudes



Effects of explanatory examples on understanding of racism and child development



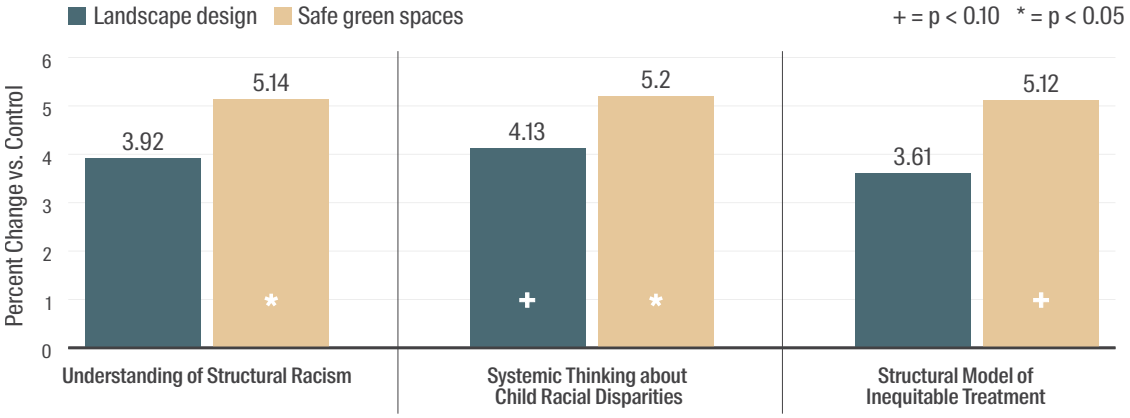
Effects of explanatory examples on understanding of place and child development



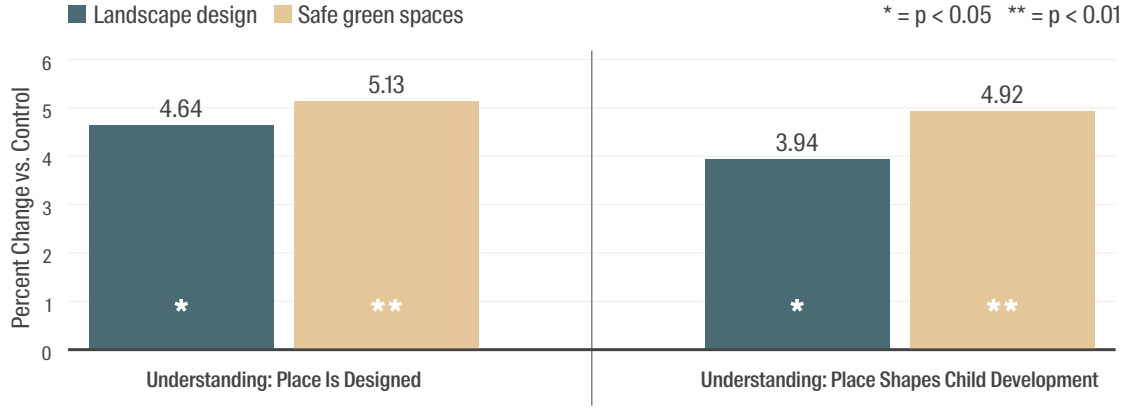
RECOMMENDATION

To build understanding of how places are designed, zoom in and explain the design of a particular feature of place, and then zoom out to extend this explanation.

Effects of part-to-whole frames on understanding of racism and child development



Effects of part-to-whole frames on understanding of place and child development



Endnotes

1. To match US Census data, we rely on responses about sex for demographic quotas. Surveys also ask about gender, which we rely on for stratified analyses.
2. Marsh, H. W., Wen, Z., & Hau, K. T. (2004). Structural equation models of latent interactions: evaluation of alternative estimation strategies and indicator construction. *Psychological Methods, 9*(3), 275
3. Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*(2), 238.
4. Items were reverse scored.
5. After wave 1, some survey items were dropped following factor analysis and item reduction procedures.
6. After wave 1, survey items were dropped due to non-normal distribution of responses.
7. Survey items were added in experiment survey 2 to measure agreement regarding specific outcomes attributed to climate change.

About FrameWorks

The FrameWorks Institute is a non-profit think tank that advances the mission-driven sector's capacity to frame the public discourse about social and scientific issues. The organization's signature approach, Strategic Frame Analysis®, offers empirical guidance on what to say, how to say it, and what to leave unsaid. FrameWorks designs, conducts, and publishes multi-method, multi-disciplinary framing research to prepare experts and advocates to expand their constituencies, to build public will, and to further public understanding. To make sure this research drives social change, FrameWorks supports partners in reframing, through strategic consultation, campaign design, FrameChecks®, toolkits, online courses, and in-depth learning engagements known as FrameLabs. In 2015, FrameWorks was named one of nine organizations worldwide to receive the MacArthur Award for Creative and Effective Institutions.

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Place Matters

A New Story about the Importance of Place in Early Childhood Development

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HARVARD UNIVERSITY