Welcome back, families!

Dear ASR Families,

Welcome to the 2020–2021 school year! We are happy to have your child and family with us in what continues to be a unique but very rewarding time in early childhood education. We recognize that this year may continue to pose some unusual challenges to families and schools, but we are confident that with patience and perseverance, we will be able to navigate these unprecedented times together.

Every month, our school will distribute via email a newsletter which will highlight school projects, upcoming events, and research that may be useful to families with young children. While we are unable to offer in-person family gatherings and discussions at school during the first part of this year (at least), we will link you to virtual and online resources that are tailored to early childhood development and education. In addition to the email, the monthly newsletter is always available on our school website. Check back often for updates or to look back at tips and resources you may have missed, and please don’t hesitate to reach out with more ideas for us to share.

Best,
Anneliese

Anneliese Johnson, principal of the A. Sophie Rogers School for Early Learning in the Schoenbaum Family Center at The Ohio State University

SPECIAL FEATURE:

Back-to-school fears are real. Help your children combat them.

Anxieties from the COVID-19 pandemic may be overwhelming your child’s good feelings about going back to school. The good news is that as parents, you can help ease those fears. Recently, Insights sat down with Vanessa Shrontz, A. Sophie Rogers’ preschool master teacher, and Keeley Pratt, associate professor in Ohio State’s Department of Human Sciences, and asked them to offer expert advice and strategies for parents to support their students as they return to school. Read the article.

Each week, Ohio State’s Insights features big ideas, groundbreaking research, and timely opinions from trusted researchers and thought leaders at OSU.

NEW RESEARCH:

School absenteeism has surprising consequences for adults

Dr. Arya Ansari, a faculty fellow with our partner organization – the Crane Center for Early Childhood Research and Policy, recently published new research on the impact school absenteeism can have on a child’s life, even into adulthood. The research suggests that the topic of school absenteeism should be taken more seriously. Notably, “Researchers found that those who were more regularly absent in these early years of school were less likely to vote, reported having greater economic difficulties, and had poorer educational outcomes when they were 22 to 23 years old.” Read on here.
Rebuilding the early child care & education system

Our country’s early care and education system was fractured and in crisis, even before COVID-19. The abrupt closure of many child care centers, new requirements upon opening, and challenges facing families make it even more pressing that our “rebuilding” efforts work toward a more sustainable and equitable child care system. As professionals dedicated to the early childhood field, the Schoenbaum and Crane Centers have actively been engaging in conversations about what rebuilding means as well as how this new system can and should look.

[Click here to see all of our content on rebuilding, or check out some of the highlights below.]

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Steps to Sustainability: Fundamental Reforms to Our Systems of Child Care and Early Learning Programs

The final segment of the three-part series, “Our Broken Child Care System and How to Fix It,” examines how the many systems that make up U.S. child care are failing. Fixes that are both sweeping enough and realistic aren’t obvious, so Dr. Laura Justice asks three experts to weigh in. [Click here to read part 3.]

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VIDEO SHORTS: Expert Perspectives on Building a Better Early Care and Education System

Hear insights from our own experts on how we might build a stronger, more equitable and sustainable system for Ohio families and children. Below are a few topics, or you can visit our rebuilding page to see them all.

The Role (and Importance) of Parents
Dr. Sherine Tambyraja, senior research specialist at the Crane Center, shares her insights from research on children’s learning at home and suggests that parents can have a big impact and teach basic foundational skills even through simple shared reading sessions. She also tells us about the importance of parental self-efficacy. [Watch the video here.]

Making the Case for Investing in Early Childhood Infrastructure
Jamie O’Leary, associate director of policy, discusses what is keeping Ohio from more fully investing in early childhood infrastructure. Challenges include that early care and education is historically women’s work (needing more male champions) as well as deeply held political and philosophical views in a “red” political state. [Watch here.]

The Unique Needs of Student Parents
DeVaughn Croxton, Crane Center program assistant working on CCAMPIS, discusses the unique needs of student parents, an overlooked population who faced immense child care challenges before the pandemic. He offers three concrete needs that higher education should consider in order to better support student parents. [Watch the video here.]