Our Broken Child Care System and How to Fix It

A 3-PART SERIES

In this three-part series for Early Learning Nation, our executive director Dr. Laura Justice surveys the fragmented landscape of child care in the United States, highlighting its vulnerabilities even in the best of times. She makes concrete, actionable recommendations for the nation, communities and families. (Part 3 to be published soon).

PART 1: Before Coronavirus, the U.S. Child Care Landscape was Already in Crisis

To call the pre-corona system patchwork — or even to call it a system — is generous. It worked well for the top 10 percent, less well for the middle class, and hardly at all for those who lack the assets and earning power to get by in America. Much the same can be said about issues like housing, health care and employment. READ ON HERE

PART 2: More Bad News for Child Care: The Importance of Not Looking Away

Yes, child care programs are a key part of the economic infrastructure, like highways and public transportation, in that it gets people to work. But the child care system is also the nation’s human resources department, developing the nation’s brain trust of the future. READ ON HERE

RESOURCES FOR YOU

CURATED RESOURCES   COVID-19 RESOURCES   YOUTUBE CHANNEL
Free Therapy Sessions in June & July

Our college’s Couple and Family Therapy Clinic is offering one-time, complimentary, 45-90 minute, virtual, solution-focused therapy sessions. Gain a professional perspective on your situation; plan next steps. Research shows clients can make progress with just one quality session with a trained provider. Sign up for more sessions as space permits. **Offered to individual adults, couples or parents wanting to discuss minor children.** Starts June 1, first come, first served. To schedule, leave a message at 614-292-3671 or email CFTclinic@osu.edu.

The Couple and Family Therapy Clinic will also start two support groups beginning the week of June 1: **premarital counseling and LGBTQ+ support**, both virtual. Premarital counseling can be a fun, engaging way to prepare for your journey that leads to individual and couple growth. The LGBTQ+ group will help members of the community come together in a supportive and affirming environment. Schedule a one-hour intake session for either group by leaving a message at the clinic: 614-292-3671 or CFTclinic@osu.edu.

**Learn more and keep up-to-date on new offerings here.**

Striving Readers Informational Update

THANK YOU for participating in the Striving Readers Project – a part of the curriculum at the A. Sophie Rogers School for Early Learning. This project helped to improve our reading and language practices at school. At the end of this newsletter, **please find the update** from the project staff with information about the impact of this work.

FREE WEBINARS FOR PARENTS

We’ve teamed up with the OSU Alumni Association to offer free and open-to-all webinars during COVID-19.

**Everyday Activities for Young Children While at Home, Babies to Age Six**

**Video recording available**

Every day, there are great learning opportunities for children within their daily routines, whether during bath time, bedtime, meals, brushing teeth or cleaning up. Join presenters Lisa Welsh and Samantha Peterson as they explore how to embed learning into the daily lives of children, especially during COVID-19.

*Presented by Lisa Welsh, M.Ed., Early Head Start lead education specialist and certified developmental specialist at the Schoenbaum Family Center, and Samantha Peterson, M.S., assistant principal of the A. Sophie Rogers School for Early Learning.*

**Mediating Sibling Rivalry and Supporting Conflict Resolution with Young Children**

**Video recording available**

School closures, social distancing, and stress may lead to even more conflicts between siblings – leaving parents to cope and to mediate. Samantha Peterson and Anneliese Johnson will lead you through the reasons that conflicts occur, when to support children through them, and how to set siblings up to have less conflict and more resolution! These techniques can be adapted for children of all ages.

*Presented by Samantha Peterson, M.S., assistant principal, and Anneliese Johnson, M.S., principal of the A. Sophie Rogers School for Early Learning.*

**Best Practices in Shared Reading to Get the Most from Story Times with Young Children**

**Thursday, June 4 • 1:30pm**

For those concerned about learning loss due to distance learning and early school closures this year, join Kari Welch and Samantha Peterson to learn more about how reading with your young child is one of the best ways to continue enriched learning at home. They will share simple strategies to get the most from reading to enhance your child’s vocabulary, phonological awareness, number sense, and narrative building skills.

*Presented by Kari Welch, library technician, and Samantha Peterson, M.S., assistant principal of the A. Sophie Rogers School for Early Learning.*

**WATCH THE RECORDINGS AND REGISTER HERE**
Striving Readers Project

The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy
Partnering to improve children’s well-being through research, practice, and policy

THANK YOU for your participation in the Striving Readers Project. You’re helping us understand how young children develop language and literacy skills.

Resources for Families

To help you through this time of social distancing and school closures, our teams at the Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy are creating resources for you:
https://crane.osu.edu/2020/03/24/sfcccec-covid19-resources/

Here is a curated list of community resources for you:
https://crane.osu.edu/2020/03/24/curated-covid19-resources/

The Schoenbaum Family Center and A. Sophie Rogers School for Early Learning have teamed up with the OSU Alumni Association to offer three live webinars for families who are home with their young children during the COVID-19 pandemic:
https://earlychildhood.ehe.osu.edu/school/announcements/webinars-for-families-with-kids-at-home/

Ohio Department of Education’s list of resources for parents of children PreK-12:
https://education.ohio.gov/Parents

Sustainability

The three sites participating in this project will sustain the literacy plan in varying degrees. All teachers will continue to implement weekly reading lessons, focusing on skills they have learned and used the last two years of the project. Teachers will also continue with the concepts learned from Writing Best Practices, including the four strategies detailed on the second page of this newsletter. Try them at home!

Participants will find high-quality professional development from the Striving Readers project in the coming months on the following website: https://crane.osu.edu/
**Evidence-based Practices**

**Read It Again**

Read It Again is a fully tested curricular supplement designed to strengthen young children’s early foundations in language and literacy. RIA focuses on building children’s skills in four key areas of language and literacy:

- **Vocabulary** – the words we use and the words we understand
- **Narrative** – an account of an experience, event, or story
- **Phonological awareness** – the sound structure of spoken language
- **Print knowledge** – the form and function of print

**Writing Best Practices**

Writing Best Practices include developmentally appropriate practices that have been found to be the most effective in increasing young children’s emergent writing skills. These practices include:

- **Modeling** – demonstrating the writing process for children
  
  **Example:** As you write you can think out loud (i.e. “We need apples from the store, so I’ll add the word ‘apples’ to my list. I’ll start with the letter ‘A’.”)

- **Scaffolding** - temporarily supporting children’s learning
  
  **Example:** Ask them to tell you more about their writing (i.e. “What are you writing about here?”, “Can you tell me more?”)

- **Shared Writing** – writing together with children

- **Facilitating Writing** – implementing purposeful strategies that encourage writing
  
  **Example:** Make writing meaningful and authentic (i.e. writing notes to loved ones, grocery lists, a list of everyone’s name in the family, etc.)
Timeline of Activities

**August 2018**
Created the Read It Again! Infant and Toddler curriculum

**September 2018**
Began implementing a book-reading curriculum (Read it Again!) and writing best practices that was supported by high-quality professional development and coaching.

**April 2019**
Professional development on challenging behaviors, data-based decision making, incorporating Reggio Emilio approaches in the classroom, and targeting vocabulary.

**May 2019**
Completed participation in professional learning communities, along with ongoing coaching and monitoring over the course of the year.

Current Impact of Striving Readers Funding
Implementing evidence-based practices, adding tier 2 interventions and providing teachers with visual reports based on child data to allow teachers to make data-based decisions in their classrooms and providing literacy coaches with visual reports on teacher observations so that coaches can provide data-based feedback during coaching sessions.

“I have seen a great deal of improvements with [the implementation of RIA and writing best practices] in my classroom.”
- Preschool Teacher

Potential Impact of Sustaining Literacy Improvements
Increased teacher knowledge as a result of the professional development and coaching provided as well as improved instruction based on the continued use of the evidence-based practices.