Parents play an important role in helping their children navigate the media environment. Organizations like Common Sense Media can help parents evaluate media content and make decisions about what is appropriate for their family. Additionally, the Common Sense Latino Program blends culture and language to connect with Spanish-speaking families and respond to their unique media and technology needs, empowering these families to navigate the digital world with confidence.

The AAP Parenting website also has a Family Media Use Plan tool. This interactive tool developed by AAP includes a media time calculator that can give parents a snapshot of how much time each child is spending on daily activities such as sleeping, eating, homework, physical activity, and media use. It also includes AAP recommendations on screen-free zones, media manners, and much more. There is an option to listen to the information as well as read it in Spanish. AAP is hopeful that this information provides parents the evidence-based tools and recommendations to help them make their children’s media experience a positive one.
At Home Learning Strategies

March

National Read Across America Day—March 2, 2020
Each year, National Read Across America Day is celebrated on March 2nd, the birthday of Dr. Seuss. A motivational and awareness day, calling all children and youth in every community across the United States to celebrate reading. Check this website for the 22 Dr. Seuss Books That You Should Read At Least Once.

Daylight Savings Time Starts-March 8, 2020
Check out this short video on Daylight Savings Time for Kids Learning to Tell Time with a Paper Plate Clock

Pi Day Activities-March 14, 2020
Pi is the mathematical number (3.14) that represents the ratio of the circumference to the diameter of a circle. Pi is the same for every single circle. Therefore, if you know the circumference of a circle, you can find the diameter, and vice versa.

Race to Pi: A Fun Pi Day Card Game

Pi Day Sing-along - A free download includes 2 pages of song lyrics to sing on Pi Day! Songs are written to the tune of familiar songs, making it easy to use and enjoy with your child.

St. Patrick’s Day Word Search Puzzles
Have fun with these St. Patrick’s Day themed recipes you can make with your child. Following a recipe can help reinforce reading and measuring skills.

Children’s Activity Calendar: March 2020
March is the perfect time to get creative. Not only is it Youth Art Month and Music in Our Schools Month, it’s also National Craft Month. Check out these activities, craft projects, book suggestions, and more to help you encourage your children to unleash their creativity all month long!

Spring Arrives on March 19, 2020
Celebrate the first day of Spring with these fun activities. Ideas include literacy ideas, math ideas, as well as activities that will get you outside when the temperature starts to warm and the snow melts.

This March early literacy calendar has a month full of activities you can do at home together with your child. The calendar is filled with creative craft ideas, math and science activities, book suggestions, and more to celebrate not only St. Patrick’s Day, but also National Panda Day, National Scribble Day, and much more!
Online Resources: Early Childhood

Center for Parent Information and Resources (CPIR)
This website has a variety of resources related to early childhood education. It also has a link to a webinar series on early childhood education. Additionally, if you are concerned about your child’s development this section of the website has tips for parents because there are many immediate things you can do to help your son or daughter. It also has information on early intervention services.

Significant Developmental Delay (SDD)
The Wisconsin Department of Public Instruction website has information related to SDD. Individualized Education Program (IEP) teams may now consider identifying SDD as a disability category for children ages 3 through 9, for both initial and reevaluations. A section on frequently asked questions related to SDD is also included.

Too Small to Fail
Too Small to Fail aims to help parents and businesses take meaningful actions to improve the health and well-being of children ages zero to five, so that more of America’s children are prepared to succeed in the 21st century. The website has an abundance of links to resources related to children from 0-5 years of age.

National Association for the Education of Young Children (NAEYC)
NAEYC is dedicated to improving the well-being of all young children, with a focus on the quality of educational and developmental services for all children from birth through age 8. The Association administers a voluntary, national accreditation system for high-quality early childhood programs, sponsors a variety of initiatives to improve professional preparation of early childhood educators, and produces a wide array of early childhood resources. NAEYC membership provides participation in both national and local services through the Association’s network of over 300 local, state, and regional affiliates.

ZERO TO THREE
ZERO TO THREE’s mission is to support the healthy development and well-being of infants, toddlers and their families. This multidisciplinary organization advances its mission by informing, educating, and supporting adults who influence the lives of infants and toddlers.

Wisconsin Head Start Association
The Wisconsin Head Start Association (WHSA) is a private not-for-profit membership organization representing over 16,000 young children and their families and over 4,000 staff composing the 62 Head Start/Early Head Start programs—including American Indian and Migrant/Seasonal programs—in Wisconsin. One purpose of WHSA is to provide a network for information, training, advocacy, support, and action for directors, parents, and staff of Head Start & Early Head Start programs in Wisconsin.

Get Ready to Read
It is critical to help young children be ready for school by working with them to develop early literacy and learning skills. Because strong reading skills form the basis for learning in all subjects, it is important to identify those who struggle with reading as early as possible. Children who have been read to at home come to school with important early literacy skills. This site has an abundance of information related to early literacy. The site also has videos and webinars of examples of how parents can promote these important early literacy skills.
How are Youth with Disabilities Doing in Your State?

The Institute for Educational Leadership (IEL) has just released the 2019 Youth Transition Report: Outcomes for Youth and Young Adults with Disabilities, that focuses on the prevalence and outcomes of disability in the youth and young adult population (ages 14-24). The 2019 Youth Transition Report focuses on the 14-24-year-old age group—youth and young adults with disabilities. The Youth Transition Report presents data that underscores the gap between youth with disabilities and those without disabilities on measures of success in education and employment. The report includes national and state level data.

Several Highlights from the Report:

• No state has closed the high school attainment gap between students with and without disabilities, which hovers at 13.8 percent nationally.
• The dropout rate for students with disabilities is twice the rate of those without disabilities (12.4 percent and 5.5 percent, respectively).
• National college entry rates for young adults with disabilities in 2017 was 25.4 percent, which is below the national average for students without disabilities.
• In 2017, only 24.9 percent of youth and young adults with disabilities ages 14-24 were employed, significantly less than the 41.9 percent of their peers without disabilities who were employed.

Read the report to see all of IEL’s findings.

Research to Read

Having Their Say: Parents Describe Why and How They are Engaged in Their Children’s Learning


Article Link

According to the parents, when school personnel initiate and engage in practices that welcome parents to the school, honor their contributions, and connect them to the school community through an emphasis on the children, these practices then cultivate and sustain respectful, caring, and meaningful relationships between parents and school staff. While many schools place the emphasis on the programming portion of their family involvement initiative, the data from this case study reveals that when parents have caring and trustful relationships with school staff, these relationships enhance their desire to be involved and influence how they participate in their children’s educational development.

The intent of this study was to yield an understanding of factors that contribute to the development of partnership between families and schools. This study provides critical information for parents, teachers, policy makers, and school officials attempting to design and implement family involvement initiatives, as well as implications for further research.
Contributions to the Newsletter

Upcoming newsletter topics:

April: Autism Spectrum Disorders
May: Mental Health
June: ADD/ADHD

To submit contributions of articles, events, or resources, you may use the attached word document. Send submissions to woverturf@wifacets.org. If unable to access form, you may send information in an email.

Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles.

The WI FACETS Family Engagement E-Newsletter can be found online at:

https://servingongroups.org/resources