FALL 2016
Cigdem Unal

The next training will take place in October at A Natural Branch of Learn "Education from the Experts!" The training will enable campus teachers to experience three days of locally-grown, handmade, sustainable, one-of-a-kind, outdoor play and learning possibilities for young children in a beautiful boreal forest.

This summer, Scottish nature and outdoor learning "It!" Our teachers were able to explore the impact of nature on a child's creativity, physical activity, cognitive ability, and academic performance.

Our campus centers provide valuable hands-on opportunities for many reasons. Student parents attend college, graduate, and gain the ability to earn a living. Faculty and staff seek high-quality early care and education for their children with a convenient location, allowing them to thrive in their careers. In the end, research has proven that this essential service strengthens our campus, community, state, and nation through lasting economic and social benefits.

By effectively addressing all three parts of the UW mission, campus centers add to the knowledge base of early childhood education and development; supply a ready source of well-trained educators; maintain model programs with the latest best practices; and offer an attractive site for the implementation of research. As we continue to improve access to the best possible early childhood programs for our campus, we will also make a vigorous effort to broaden our commitment to the University's mission.

Message from Cigdem

I can't believe I have been in my new role for a year. Time flies while you are doing something you love! Early care and education has been my passion and I am grateful to have the opportunity to support our campus children, families, and educators. I am thankful for my outstanding team— Teri, Jen, Marcia, Angus, and Candice—who have made this transition seamless. Over the past year, we have prioritized providing professional development opportunities for campus early educators as we have identified continuing education as an area of need. And we are making headway in addressing the biggest need of all: increasing capacity for the children of students, faculty, and staff.

Early care and education is essential to institutions of higher learning for many reasons. Student parents attend college, graduate, and gain the ability to earn a living. Faculty and staff seek high-quality early care and education for their children in a convenient location, allowing them to thrive in their careers. In the end, research has proven that this essential service strengthens our campus, community, state, and nation through lasting economic and social benefits.

We continue to focus on how our campus early care and education system fulfills the teaching, research, and outreach mission of the University.

Pyramid Model trainings

Our centers are implementing the Wisconsin Pyramid Model for Social Emotional Competence in Infants and Young Children. The Pyramid Model offers a tiered system of support to promote optimal well-being for all children so they can reach their full potential. It gives us evidence-based practices to ensure a healthy foundation for future success. Our office has initiated a new collaboration with Dane County Parent Council (DCPC) to provide ongoing Pyramid Model trainings on campus.

More Nature Education

There are never enough opportunities for our early educators to expand their knowledge of nature education from the experts! The next training will take place in October at A Natural Branch of Learn located in Washburn, WI. "Inspirational Play & Learning in Nature" will enable campus teachers to experience three days of locally-grown, handmade, sustainable, one-of-a-kind, outdoor play and learning possibilities for young children in a beautiful boreal forest.

This summer, Scottish nature and outdoor learning pioneer, Chloe Ward, traveled to Durward's Glen in nearby Baraboo to teach a training class titled: "Eco Awareness, Natural Creativity and Risk It!" Our teachers were able to explore the impact of nature on a child's creativity, physical activity, cognitive ability, and academic performance.
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The Eagle’s Wing Collaboration: Promoting Teachers of English Language Learners

for Beth Graue, Sorensen Professor of Childhood Studies and Chair of the Department of Curriculum and Instruction for the School of Education, con- sistently placing her students at Eagle’s Wing Early Childhood Program has been essential to the success of her department’s Early Childhood/English as a Second Language (ESL) certification program, which prepares teachers to work with English Language Learners (ELLs) age birth to eight. “Eagle’s Wing is just a perfect place for us to col- laborate,” says Graue in reference to the ESL design and the high-quality practice happening with ELLs. Graue also appreciates the fact that placement in a campus child care program means teachers get to know children individually as well as in relation to their families.

“...a lot of the assumptions that preservice teach- ers come in with can be stretched in a way that I think is really important,” says Graue. And this benefit becomes especially evident at a center like Eagle’s Wing, with a high volume of inter- national families.

“It’s different when you’re working with inter- national families, because it gives the preservice teacher some sense of what it’s like not to be able to communicate and trying to understand how kids then get put in the middle of communication in a lot of ways,” says Graue. Eagle’s Wing adds another dimension in educating international students who are pursuing degrees on campus in that it allows them a chance at teaching in United States schools and truly understanding our model of early childhood education. Graue says these students are often unable to get teaching positions in the public schools because, while they may have been fully employed in their home country, their credentials are not recognized under state standards. And a number of students who start their master’s program decide they like where they are and want to go on to earn their Ph.D.

“Having experiences at places like Eagle’s Wing makes it an attractive place to do more than one grad degree,” says Graue. Firmly believes that campus child care centers consistently make a positive impact on the university and the greater community abroad: “I think the collaboration between the university and the university child care centers is really important, for teacher education reasons, for research reasons, for discussions about what quality is in education.”

Condice Wignen

Campus-based Child Care on the Decline: At What Cost for the Student Parent?

A recent publication (MQ/TS) by the Institute for Women’s Policy Research indicates that the avail- ability of campus-based child care is declining. At its peak in 2003-2005, 55 percent of public four-year colleges reported having campus child care during that time. By 2015, that figure decreased to 44 percent and it is reasonable to speculate that this downward spiral will continue.

The student parent population, however, is at an all-time high in both two-year and four-year institu- tions, so the fallout in campus-based child care runs counter to the attainment of degree completion, the ultimate marker of academic success.

Campus-based child care has been one of the many casualties of dwindling external funding streams and a decrease in state government support for higher education. The operational costs of a cen- ter, including competitive salary and fringe benefits for staff, are prohibitive with little margin for profit.

So, why keep colleges and universities make a close investment in campus-based child care? The most compelling argument is that their primary consumers are enrolling in record numbers. As a means to retain student parents, not to mention faculty and staff, it makes good business sense to allocate resources to campus-based child care centers and to ensure that student parents have access to these services. At the bottom line shifts to improved graduation rates, work-life balance, career progression, and closing the achievement gap, an increase in campus-based child care must be in the conversation.

Of course, affordability remains the second part of the equation. The Child Care Tuition Assistance Program administered by our office pays an average of 60-60% toward the cost of child care for qualifying stu- dents. Between tuition fees, housing and other living expenses, the yearly cost of being a student can easily exceed $30,000, depending on education level and residence status. Add full-time child care to the ledger and the total can creep into the $50,000 range. At the University of Wisconsin-Madison, we are fortunate to have three campus centers and two contracted centers proximate to campus. While capacity still falls woefully short of the demand for service, our number one prior- ity is to seek out opportunities for growth. A close second involves finding additional resources to help student parents with the cost of care, making degree completion possible.

Tori Strouton

Dr. Minor Visits OCCFR

UW’s Office of Child Care and Family Resources had the pleasure of meeting Dr. James T. Minor, Deputy Assistant Secretary for Higher Education Programs at the U.S. Department of Education, during his recent visit to campus this past spring. Minor, who earned his Ph.D. at UW–Madison, spent the day touring various areas, including OCCFR which is part of the School of Education.

During his hour with OCCFR, Minor invited CCAMPIS (Child Care Access Means Parents in School) recipients to talk about the value of the federally-funded grant for them and their families. CCAMPIS supports the participation of low-income parents in post-secondary education through the provision of high-quality, campus-based child care services. The UW-Madison’s CCAMPIS program has contributed nearly $1 million in support of our cam- pus student parents and early education programs.

Dr. Minor poses with CCAMPIS student parents

with the grant money going directly toward reducing the cost of child care tuition for eligible students at each of our five campus early education centers.

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Development News

Another successful fundraiser for campus child care and early education is in the books. With help from our community and campus partners, we raised over $15,000 to support our programs. We honored five teachers from our centers: Joann Laufenberg and Terri Strotcher, Preschool Lab; Michele McDonough, Eagle’s Wing; Sharon Radlab-Cooper, Wasimian Early Childhood Program; Elizabeth Taylor-Schino, Little Chicks. We also recognized two campus leaders who have been instrumental in our growth: former Vice Chancellor for Research and Administration Dan Bassert, and to當年院长终极合伙人. "I think the collaboration between the university and the university child care centers is really important, for teacher education reasons, for research reasons, for discussions about what quality is in education."

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purchase of pedestrian wheelchairs. According to the recipient, "These wheelchairs will give kids a hands-on experience with something they don't typically get to see. They see Teacher Mike using his wheelchairs, but since he needs it all the time, they are not able to experience what it feels like to ride in it. In line with our anti-bias curriculum, children will develop a better understanding and fewer prejudices toward this means of transportation and the people who rely on it."

Ongoing or one-time gifts to campus child care can be made at any time dur- ing the year through the UW Foundation’s website: www.supportuw.org. Click on “How to Give,” then “Give Online.” Under “Choose What to Sup- port,” select the “Advanced Search” option and type in “Campus Child Care.” Follow the instructions to make a gift to one of our five funds. As always, please contact Teri Stratton with any questions about contributions, programs, or to dis- cuss how you can help with major gifts.

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teachers. Hundreds of UW–Madison and Madison
that benefit investigators in many disciplines.

theory, research, and practice in the early childhood

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knowledge of the natural world as they followed the life cycle of a beloved bur oak tree on the
grounds of the UW School of Human Ecology.

The Lesson of Bur Oak
Albert Einstein observed that looking deep into nature will help us understand everything
better. Recently, the 4K Bunnies at the Preschool Lab gained valuable insight into the les-
sions of the natural world as they followed the life cycle of a beloved bur oak tree on the
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