

The Children's Journal

News from Campus Child Care for parents, advocates and all who work to provide quality early care and education for children and their families.

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OUR MISSION

The Office of Child Care and Family Resources promotes the academic and professional goals of the University of Wisconsin community through the administration of early education and family support programs.

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Message from Lynn



We are always evaluating the benefits of our campus early education and child care system. Competition for space, developing accessible and affordable care, training student teachers and strengthening our workforce, and providing

enough care for the youngest children all pose challenges and present opportunities. Access and affordability are not recent developments in the history of child care. According to national leader Ron Lally, "Our babies have shouldered the fallout from 50 years of massive social change with little help from the larger society." We believe that our campus child care system begins to close this cultural and generational gap and our early educators are making significant contributions to the field.

Now, our campus is facing unprecedented state budget cuts that will ultimately affect student access to our services and undermine our system goal to increase graduation rates. We wonder if we will be able to maintain the same

number of student interns. We are already experiencing the consequences of this funding deficit. In August, our own Preschool Lab is merging from two sites into one, a move that brings required fiscal efficiencies, but a loss of infant care capacity.

We remain committed to addressing the early education and care demands of our campus. In a community where over 70% of families are dually employed; where university scholars and students engage in research to support future job growth and to advance the Wisconsin Idea; where we provide pre-service training to develop an already limited workforce of early educators; and most importantly, where working parents struggle to find nurturing care for their babies, it's clear that we need to do everything in our power to ensure the sustainability of our early education and care system.

If you seek information on our Chancellor's response to the budget, go to <http://budget.wisc.edu>.

Lynn Edlefson, Director

Making the Case for Campus-based Early Education and Care

A recent publication from the Institute for Women's Poverty Research indicates:

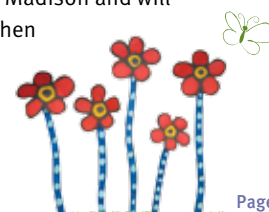
- Nearly 5 million (26%) of all undergraduate students are raising children while in school
- 71% are female student parents
- Over 25% attend 4-year institutions

This same article states that students with children are especially unlikely to complete a certificate or degree within six years of enrollment, with only 33 percent attaining a degree or certificate in that time.

While research has proven that affordable, reliable child care is a critical component of

favorable academic outcomes for student parents and successful career progression for faculty and staff, it can be hard to find.

In fact, campus-based care has been declining in recent years across the country. In public 4-year institutions, the proportion of campuses with child care decreased from 54 to 51 percent from 2002 to 2013. With the merging of our two Preschool Labs, that trend continues on this campus as well. We are proud of our early education system at UW-Madison and will work diligently to strengthen it for the future.





Lynda Barry's Project DrawBridge: Unleashing the Power of Creativity

We appreciate your generous support!*

Classified Staff Child Care Grant

Mr. Gary D. Mitchell
Ms. Shari A. Mitchell
Ms. Mary Czyszczak-Lyne
Mr. William J. Richner
Ms. Joan S. Richner
Ms. Sally M. Rowe
Mr. William A. Bauer

New Campus Child Care Initiatives

Mr. William J. Richner
Ms. Joan S. Richner
Dr. Sarah A. Robert
Ms. Lynn Edlefson
Mr. Dale R. Edlefson
Community Foundation of the Lowcountry
Mr. David A. Borghesi
Ms. Nancy T. Borghesi
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Ms. Nancy A. Buechel
Ms. Mary Locast
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Ms. Renee A. Makuch

What happens to the creative process when you pair a preschooler with a graduate student to problem solve through drawing? This very question lies at the heart of Lynda Barry's experimental, arts-based course titled, "Project DrawBridge." Barry or "Professor Bootsy" (her project pseudonym) is a celebrated cartoonist and author with Wisconsin roots. She is also an Assistant Professor of Interdisciplinary Creativity in the Art Department where she teaches writing workshops and drawing jams for children and people of all ages. Barry's investigative platform for Project DrawBridge is none other than three campus child care and early education centers: Waisman Early Childhood Program, The Preschool Lab, and Eagle's Wing.

Through DrawBridge, Barry connects two generations to delve into "how images move between people of different ages and how drawing and conversations with kids may be used as a means of enhancing academic inquiry for students." In Barry's experience, graduate students tend to be linear thinkers where objective analysis can box them into a corner with their writing and research activities. She believes that freeform and uninhibited drawing can unleash creativity, incite more imaginative and innovative thinking, and even affect the neural pathways of the brain in a positive and measurable way.

Persistence at UW-Madison

Thanks to the student government and private support, the persistence rate among student parents at UW-Madison is well over 95%, with more than 50% graduating with degrees in high employability areas: science, technology, engineering, and math (STEM). Our donors have helped us furnish classrooms and develop nature-based playgrounds, all for the benefit of quality early education and college graduates. THANK YOU!

Teacher Pre-Service Training at UW-Madison

Did you know that over 13,000 hours were logged in our campus centers last year for student practicums and student hourlies working in the centers? This important aspect of our mission—to provide teaching and research opportunities on our campus—separates us from community centers and is exactly why we need on-campus sites with educators qualified to lead our students.



Professor Bootsy and her students engaged in dramatic play
Photo by Angela Richardson

Barry has also observed that early education teachers tend to be "timid" about drawing in front of children. Her hope is that teachers come to terms with their fear of drawing so as to involve drawing more prevalently in their interactions and daily curriculum in the classroom. Our teachers are enthusiastically following Professor Bootsy's lead and are taking their cues from their younger artists-in-residence. As Barry notes, "Children are excellent drawing teachers and excellent story-telling teachers as well...both practices promote a flexibility of mind and creativity that is transferrable and can positively impact academic endeavors." Watch for more to come as we share videos of Project DrawBridge later this spring.

Teri Stratton

Parents consistently rate the quality of our care as higher than that found in the community, and specifically identify student interns as a value added to their children's success. Consistently, parents cite our educators as the essential foundation for learning child guidance, development, and the extra support needed with routine or additional questions and challenges relating to their child.





Campus Child Care Alumni Corner: Where are they now?

If you want proof that lasting friendships form at an early age, look no further than two campus child care alumni, Gavin Price and Henry Dickinson. While their preoccupations have shifted from playing together in “clean mud” at the UW Infant Toddler Center to playing side by side on the Xbox, their eight-year friendship is as steady as ever.

“They have a really nice bond because of their early experience,” says Gavin’s mom, Jenny Price. “The minute they see each other, they just fall back into a comfortable place.”

Gavin and Henry spent two years together at UW’s Infant Toddler Child Care Center. They met as babies when they were just learning how to explore their world. Now in third grade, at different schools and in different communities, both boys and their families still meet on a regular basis.

For Price, obtaining a spot in a campus center was crucial to career progression. Initially choosing to stay home when Gavin was born, Price had not been looking for full-time work. Then, a tip about an open position on campus piqued her curiosity and she landed the job. “Sometime between when I got the job and had to start I got a call...that there was an opening at the Child Care Center,” says Price. “That was a good day!”

Price appreciated the convenience of campus child care, but she’s also a firm believer in the socialization dynamic of group care. “Kids being around other kids...[they] learn how to work together. Another great benefit of having Gavin at a campus center was his ability to do things on his own. The independence [Gavin] learned from that environment, even at a really young age, was really great,” says Price.

“We live in this culture of guilt around parenting, and the thing that gets lost is all the benefits of being in a child care center with people who are trained and caring,” says Price, who adds that campus child care was really a life saver, and she wishes there were more availability on campus.

Candice Wagener



Campus child care alums Henry and Gavin

Student Child Care Scholarship Grants

Ms. Hsiu-Yun Wang
Mr. Joel Stocker

Ms. Ivy M. Williams

Dr. Matthew M. Sumera
Ms. Paige K. Sumera

Ms. Heather M. Orth
Mr. Kevin J. Orth

Dr. Boyin Huang
Ms. Fengying Sun

Professor Samina Raja

Mr. Brian P. McCall
Ms. Lauren McCall

Mr. Matthew T. Oswald

Dr. Martha L. Casey
Professor Charles P. Casey

Mr. Thomas R. Smith
Dr. Jennifer A. Younger

Ms. Ann C. Boyer

Dr. Jeffrey M. Hoerning
Dr. Gail S. Allen

Ms. Mara A. McDonald

Ms. Rebecca A. Spithill

Dr. Ruth M. Saecker

* Gifts received
August 2014–February 2015

Development News



Storybook time at the Preschool Lab with Jazzin’ honoree Dean Underwood, Mark Tauscher and Dean Shim.

The results of our year-end appeal are very encouraging. Thanks to you, we received many generous gifts and gained many new supporters.

The greatest increase occurred in the Student Child Care Grant Fund. This fund provides the “extra” one-time sum that often determines whether or not a student-parent can remain in school or whether a child can remain in care when unforeseen circumstances arise.

In December, we launched our “Badger Families for Families” initiative, inviting former child care tuition assistance recipients (CCTAP) to pay it forward to the student parents who follow in their footsteps. Total revenue to this fund in 2014 reflects an increase of 133%. Clearly, your commitment is paying dividends for student-parents at the University of Wisconsin–Madison and we couldn’t be more grateful.

In other news, planning is well underway for our annual fundraiser, Jazzin’, on May 21st. This event will again take place at the Gordon Dining and Event Center. Jazzin’ will honor Dean Julie Underwood and three campus educators who demonstrate exemplary service

and dedication to early education on campus. Lynette Margulies and her talented quartet will perform while guests enjoy a silent auction, raffle, and hors d’oeuvres buffet.

In a time of fiscal uncertainty for the University, we rely on Jazzin’ income more than ever. Proceeds from Jazzin’ support our campus child care system in multiple ways to ensure quality and sustainability of our programs. Our primary goals include developing greater access to care for children and families while fulfilling the UW’s mission to mentor and train student teachers and researchers.

We would love to see you at the event; you’ll be amazed by the fun you’ll have! If you are unable to attend, please consider helping with underwriting expenses, donating an item to our silent auction, or purchasing a ticket for our early education teachers. Contact Teri Stratton at teri.stratton@wisc.edu or 608-890-0436 with any questions.

Gifts to campus child care can be made at any time during the year through the UW Foundation’s website: www.supportuw.org. Click on “Give Now,” then in the “Search Giving Areas” box, type in “Campus Child Care/Early Education,” click on that link, scroll down to view our four fund options, choose a fund designation, and follow the “Make a Gift” prompts.



Eagle's Wing Welcomes Infants

Eagle's Wing has a brand-new venture this fall: offering infant care for the first time in its twenty-three-year history. Director Debb Schaub and Assistant Director Paula Zipperer and their staff couldn't be more excited about this undertaking. The arrival of infant care at Eagle's Wing is very timely as the need for capacity on campus increases every year.

Renovations for the new classroom will begin in June and will include new equipment and direct access to the playground. The Nido room, where the site's current youngest group (ages 16 to 24 months) spends its day, is the deliberate "next door connection."

This connection was intentional on the part of Schaub and Zipperer in order to allow a seamless

transition between the two classrooms. "Once mobile, the infants will be able to move into the next class, already familiar with peers and teachers," says Schaub.

Current teachers Tara and Cindy will also move into the infant program when it opens. Both educators have been actively involved in the planning process and bring a wealth of knowledge and experience to the table.

Like all children at Eagle's Wing, the infants will experience the overall philosophy of the center: peace education, social-emotional development, nurturing, and respect. Schaub and Zipperer want Eagle's Wing to be a safe, comfortable place for everybody and every baby.

Candice Wagener

