

# 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.

## Message from Cigdem



As I was driving up the hill on my first day of work as the new director of Campus Child Care, I couldn't help but think about how my professional journey has come full circle. I began my career as a teacher at Eagle's Wing 20 years ago, while living in the Eagle Heights community. Here I am, back where it all started.

Before returning to UW-Madison, I held a couple of positions in the early childhood field: Director of the Children's Centers at UW-Whitewater (2001-2009) and Director of Madison College Child and Family Centers (2009-2015). In between, I have been a National Association for the Education of Young Children Legacy Leader Fellow; NAEYC Assessor; toddler, preschool, afterschool, and summer school teacher; cooperating teacher; trainer, writer, consultant, presenter and instructor. In short, early care and education has been my lifelong profession and passion.

Seven months into my new role, I am amazed how much campus early care and education has evolved thanks to past and current university leadership from John Wiley to John Torphy to Darrell Bazzell to current Chancellor Blank, to mention only a few. That says a lot about how much UW-Madison values and supports student parents and faculty and staff families. I firmly believe, and research confirms, that high-quality early childhood care and

education is critical for building the foundation of a child's future. I am committed to helping students, faculty and staff achieve their educational and professional goals while their children benefit from our high-quality early childhood programs.

I am deeply appreciative of what Lynn Edleson, her staff, and the team of campus early educators achieved during the last 18 years. I had an opportunity to work closely with Lynn; she has served as my mentor and I have learned so much from her expert guidance. I am truly honored to take over as the new director. I promise to build upon the work of providing access to affordable, high-quality care, which plays a vital role in the recruitment and retention of students, faculty, and staff. Quality early care enables campus parents with young children to maintain an effective work/school life balance, essential components for their happiness and productivity.

As I strive to improve access to the best possible early childhood programs for the campus community, it is also crucial to broaden our commitment to our university's research, teaching, education and outreach/service mission. We will continue to foster close collaborations between early care and education centers and researchers from many disciplines. Lynn passed the torch on to us; we will pick up where she left off and are grateful for all of your support along the way.

*Cigdem Unal*

## Campus Child Care and the Wisconsin Idea

One of the most enduring academic and cultural traditions at UW-Madison is the Wisconsin Idea. Simply put, the Wisconsin Idea suggests that the education received in the campus classroom should benefit, in the words of former UW President Charles Van Hise, "every home in the state," that research have impact beyond the four walls of a laboratory, and that public service become an institutional priority. As an essential service to UW families, our campus child care system works tirelessly to uphold that idea. In this issue of our newsletter, you will read about the many research projects conducted in our centers. In most cases,

the impact of this scholarship has national, and even international, acclaim. Early education undergraduates participate in practicums in our programs where they learn best-practice and cutting-edge research in their field. These students are tomorrow's workforce in the public and private schools in Wisconsin. With increased research and student access to our centers, we can only expect to be of greater service to our great state.

*Teri Stratton*



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We appreciate your generous support!\*

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- Ms. Alexandra Wells

## Toddlers and Touchscreens

Heather Kirkorian’s groundbreaking research has gone national: cited in *Time*, the *New York Times* and *Wired*, just to name a few. And most of it is happening right here on campus at the Preschool Lab.

Kirkorian and her team are studying the impact of screen media on cognitive development and social interaction in young children and what, if anything, they can learn from interactive screen media, most recently with an emphasis on touchscreen tablets.

With no dedicated lab space, Kirkorian developed a new approach to research by going right into preschools. Thus began her strong working relationship and easy connection with the Preschool Lab directors and staff, which she attributes to the fact that the Preschool Lab’s overall mission includes a commitment to research.

Kirkorian is also pleased with the facilities she has at her fingertips, including the Lehman Lab housed within the SoHE Building, connected to the Preschool Lab, and the observation windows that allow uninterrupted viewing of the children in their natural environment.

“Having that physical resource with the tight connection between the lab and the preschool has made it a lot easier to get new studies up off the ground,” comments Kirkorian.

One unexpected outcome of her work with the Preschool Lab is the influence on her teaching. She recalls a time when she was just getting her graduate



students settled in the observation booth, which happened to coincide with the Preschool Lab instructor setting out a tablet for the children to use.

Kirkorian admits she initially only planned to stay a few minutes but ended up staying much longer because she found it so intriguing to watch the children in their natural environment and observe how different they were.

“I’m a lab researcher—we bring kids into a sterile environment and give them specific tasks to do and very rarely do I just observe kids in the wild, so to speak, with technology,” says Kirkorian. “So it’s definitely influenced my thinking about how these things unfold in the real world, outside of the lab...I’d say I learned as much, if not more, than my students did that day, so that was fantastic.”

*Candice Wagener*

## WIDA’s Collaboration with Eagle’s Wing

Needing a partner site with young children from linguistically and culturally diverse backgrounds to aid in the development of a new language assessment tool, WIDA—an organization run through the Wisconsin Center for Education Research, committed to advancing developmentally appropriate language development and academic achievement for linguistically diverse children and students—found Eagle’s Wing was a natural fit.

“Our end goal was to develop a suite of assessments that were culturally and linguistically and developmentally appropriate for young children who are learning multiple languages,” says Erin Arango-Escalante, Director of Client Relations and Early Years at WIDA. She cites the center’s reputation for fostering strong relationships with families as well as ensuring best practices are happening in the classrooms as reasons why the collaboration with Eagle’s Wing worked so well.

While WIDA had an initial draft of the assessment tool, known as the Early Years Language Album and set to launch nationwide in Fall 2016, Arango-Escalante says the time at Eagle’s Wing really helped

tighten up the family questionnaire piece and led to complete revision of the portrait and snapshot pieces, both observational protocols.

According to Arango-Escalante, the data on identified K-12 English Language Learners (ELLs) shows the achievement gap continues to exist. The Early Years Language Album will serve as a form of professional development for practitioners and parents who are using the tool, increasingly important as the number of families speaking multiple languages in the home is growing. Both practitioners and parents need guidance in promoting language development, especially in the home, as a common misconception for parents is that they should only speak English.

That reciprocal learning aspect was evident at Eagle’s Wing, where the staff and parents were very open to letting WIDA into the program but were also curious to learn what they could from the development and research that was taking place.

“It was a great opportunity both ways,” says Arango-Escalante. “It was the perfect collaboration.”

*Candice Wagener*



## The CCAMPIS Effect: Improved Graduation Rates for Student Parents

Pursuing a degree is a huge undertaking alone, but imagine pursuing a degree as a parent raising young children, when your responsibilities are already at their threshold and you're not sure how to make it all work. The CCAMPIS (Child Care Access Means Parents in School) program has been vital in allowing student parents to balance school and family successfully at UW–Madison since 1999.

CCAMPIS is a federally-funded grant which supports the participation of low-income parents in post-secondary education through the provision of high-quality, campus-based child care services. In order to qualify for CCAMPIS funding at UW–Madison, students must be enrolled full-time and be eligible or receiving a Pell Grant (undergraduates) or considered a low-income graduate student. The UW–Madison's CCAMPIS program has contributed nearly \$1 million in support of campus student parents and early education programs, with the grant money going directly to each of our five campus early edu-

cation centers to reduce the cost of child care tuition for eligible students.

The results of CCAMPIS at UW–Madison are incredible. Considering the research statistics that 53% of student parents versus 31% of non-parent students will leave college without a degree after six years and, among low-income college students, student parents are 25% less likely to obtain a degree than their low-income counterparts without children, the fact that UW–Madison parents demonstrated an 88% graduation rate as of 2013 speaks to the power of supporting student parents with this grant.

And that investment in families moves from one generation to the next. Using programs such as CCAMPIS to improve the educational achievement of low-income parents has both immediate economic benefits to families and multi-generational benefits for the future.

*Candice Wagener*

## Development Update

### Why give to campus child care when there are so many worthy recipients at UW–Madison?

Here is the simplest answer: our early education and care programs support every department on campus in one way or another.

- We have a thriving system of five quality early care centers, each with its own unique contribution to the teaching, research, and outreach mission of UW–Madison.
- Our centers act as a recruitment and retention tool for faculty, staff, and student parents as they ensure excellence in programming and serve as a resource for “all things children.”
- Our classrooms produce results based on research and best-practice. For example, the implementation of the kindness curriculum consistently delivers measurable improvements in social competence and other developmental domains in young children.
- We have the talented staff to execute all of the above and we proudly serve over 500 children and their families each and every day.

Your gifts play a major role in our ability to provide the “deliverables” in child development, family satisfaction and, yes, even student parent graduation. Thanks to your generosity:

- New Initiative gifts helped fund the opening of the Azhar room, an expansion of programming for infants in Eagle's Wing, with over

\$10,000 to purchase cribs and other necessary equipment.

- With gifts to the Connie L. Wilson fund, we were able to disperse grant awards to early educators to improve the nature learning environment in their classrooms.
- Student Child Care Fund gifts made it possible for us to issue a child care tuition grant to a graduate student diagnosed with breast cancer.
- A Classified Staff Child Care Grant allowed a single mother whose income was slightly above the poverty level to upgrade the quality of care for her daughter.
- Finally, we've exceeded the amount required to create an endowment for The Lynn E. Edlelfson Fund for Early Education Advancement.

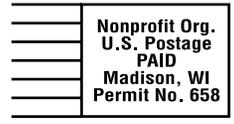
Ongoing or one-time gifts to campus child care can be made at any time through the UW Foundation's website: [www.supportuw.org](http://www.supportuw.org).

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 five fund options. Once you choose a fund, follow the “Make a Gift” prompts. As always, please contact Teri Stratton, Development Specialist, with any questions about contributions, programs, or to discuss how you can help with major gifts.

*Teri Stratton*

### Lynn E. Edlelfson Fund for Early Education Advancement

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our services to all campus stakeholders. Mary was instrumental in starting the Classified Staff Child Care Scholarship Grants fund in collaboration with the OCCFR and WSEU. Her commitment to quality early care for the children of UW employees on the lower end of the pay spectrum is unparalleled. Jazzin' will take place at Gordon Dining and Event Center on Thursday, May 19th from 5-8pm. Local jazz celebrity, Lynette Margulies, and her quartet will provide entertainment. The event will also feature a silent auction, raffle, and hors d'oeuvres buffet. As always, it promises to be loads of fun. Please contact Teri Stratton (608-890-0436) for ticket information or for more details as to how you can help with a donation.

Plans are well underway for our 19th annual fundraiser: jazzin'! This event is a major celebration of child care and early education at UW-Madison. It is an opportunity for the campus community to honor four dedicated early educators, nominated by their peers and parents, with "Excellence in Education" awards and to thank campus leaders who have supported our efforts. While the nomination process for the teachers is still in progress, we have chosen to acknowledge outgoing Vice Chancellor for Finance and Administration, Darrell Bazzell, and longtime champion for University Staff (formerly Classified Staff) employees and Local 2412 Executive Board member, Mary Czyszczak-Lyne. Darrell has been an invaluable partner to the OCCFR and campus families. Beyond the spread-sheets and financial nature of his position, he understands the impact of the broader societal issues for young children and the importance of

**SAVE THE DATE for Jazzin' 2016**



**Lynn E. Edlerson Fund  
 for Early Education  
 Advancement (continued)**

\* Gifts received March 2015-February 2016

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