

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



Last spring, I wrote about Claire Warden and the impact that her nature-based outdoor education curriculum has had on our programming and the children we teach. In this issue, you'll find comments from three of the campus

teachers who were immersed in Claire's world for a week this past July. Like all great training opportunities, the teachers—specifically Jillian Clemens and Kristin Pape—came back with a request for our office: "Please find space on campus for us to use as an early education outdoor classroom." Because we know that young children need the experience of discovery to apply knowledge, concepts, and skills, and they need the opportunity to take calculated risks in a structured rather than a directed environment, we are working on expanding this learning style.

We were also approached to be a part of the Early Head Start Grant that would expand access for low-income children to our high-quality campus programs, a long-time teaching and

outreach goal of the OCCFR. We would like to follow the example of Vice Chancellor of Administration, Darrell Bazzell (who was recently honored as Wisconsin's "Big Brother of the Year" for his investment in all children), and will be evaluating how we might put this collaboration into motion. The Ounce of Prevention Fund has studied the consequences of the achievement gap and lack-of-access to quality early care for our youngest, and the statistics are compelling. This is an area we'll continue to focus on.

At-risk children who don't receive a high-quality early childhood education are:

- 25% more likely to drop out of school
- 40% more likely to become a teen parent
- 50% more likely to be placed in special education
- 60% more likely to never attend college
- 70% more likely to be arrested for a violent crime

Ounce of Prevention

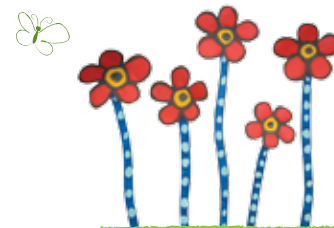
Lynn Edlefson, Director

Children's Center Update

Bumblebee, the wait list software that we've been using on campus, has served more than 300 families to date. Of those families, 60% are seeking care for infants and 30% for toddlers. Our campus plan to create greater infant resources is right on.

As of September 2014, all classrooms in the latest infant expansion, Little Chicks Learning Academy, are open for business. Thanks to Becky Ketarkus, Jessie Pindilli, Krista Dignan, and Chanel Clark for taking on this venture, and to Provost DeLuca and Vice Chancellor Bazzell for their funding support.

Thanks to the Academic Staff Professional Development Grants, we were able to bring internationally-known Toni and Robin Christie (from New Zealand!) to campus for a full day of professional development on nature environments and respectful infant care. A total of 90 educators attended, including colleagues from UW-Stevens Point, UW-Milwaukee, and UW-Eau Claire.





We appreciate your generous support!*

Classified Staff Child Care Grant

- Mr. Gary D. Mitchell
- Ms. Mary Czyszczak-Lyne

New Campus Child Care Initiatives

- Ms. Teresa E. Adams
- Ms. Susan J. Ales
- Ms. Lynn Edlefsen
- Mr. Dale R. Edlefsen
- Evjue Foundation Inc.
- Dr. Marlene T. Hartzman
- Dr. Robert J. Hartzman
- Ms. Giovanna M. Jeffries
- Prof. Thomas W. Jeffries
- Prof. Nancy E. Mathews
- Ms. Kay G. Reuter-Krohn
- Mr. Douglas N. Rose
- Prof. Gary D. Sandefur
- Ms. Kathy Sandefur

Student Child Care Scholarship Grants

- Mr. Richard C. Burnson
- Ms. Lianne R. Burnson
- Ms. Hsiu-Yun Wang
- Mr. Joel Stocker

Connie L. Wilson Child Care Center

- Ms. Lynn Edlefsen
- Mr. Dale R. Edlefsen
- Mr. William J. Richner
- Ms. Joan S. Richner

* Gifts received March–August 2014



Claire Warden’s Wisconsin Playscape

Claire Warden is a prominent early childhood educational consultant from Scotland whose pedagogical platform consists of outdoor kindergartens and forest schools. Warden’s philosophy involves total immersion in the verdant and woody wonders of nature. She sees learning potential in puddles and life lessons in the hollow of a tree. Last July, several campus early educators, Kristin Pape (Eagle’s Wing), Kris Krystofiak (Preschool Lab–Linden), and Susan Herr-Hoyman (Bernie’s Place) attended a week-long workshop with Warden in Wisconsin.



Nature through the eyes of a child.

The title of Warden’s workshop was: “Inspirational Learning in Nature, Inside, Outside, and Beyond.” As is the case with all her training seminars, the resounding message of the workshop was how much children thrive in nature and how playing in natural surroundings encourages more focused learning, greater confidence, improved coping mechanisms, and a higher level of cognition. Kristin Pape notes that nature exploration is all the more valuable to children who will “become adults in a technology-driven society... and when recess time is being reduced or eliminated.”

As the title of the workshop suggests, if access to a natural setting is not an option, it is important to bring the outside in. Kris Krystofiak explains that children “use their whole bodies to gather information through their senses and movement...We were challenged to examine our indoor environments, and encouraged to add more natural elements to the classroom and think about how we can bring nature

to kids on our playgrounds and in our curriculum.” To that end, Kristin is planning to introduce more natural elements such as native plants and wooden logs to her classroom.

Another component to Warden’s approach involves inviting children to be an active voice in the planning of their curriculum. As Susan Herr-Hoyman remarks, when children have a say in this process, “they become intrinsically motivated to make decisions and choices, skills they will benefit from throughout life. Both confidence and resilience grow more naturally as they are allowed to explore the spectrum of what they know to what they don’t know.”

After attending the workshop, all three teachers are convinced now more than ever that a natural learning and play environment facilitates greater educational outcomes for their young students. We could not agree more.

Teri Stratton

CCTAP Testimonial: Ivy’s Story



In the spring of 2002, shortly after being accepted to the Rehabilitation Psychology graduate program at UW–Madison, my daughter was born. While her birth was one of the happiest days of my life, it was also filled with trepidation; in three short months I would be moving away from my family to Madison, Wisconsin.

The first few months in Madison were a great hardship. Then, I discovered the OCCFR and

enrolled in the Child Care Tuition Assistance Program. How amazing that the student government at UW–Madison designates a percentage of segregated fees for child care to income-qualifying student parents like me! I will always be grateful for the generosity of the CCTAP program, Associated Students of Madison, and the kindness of the staff in the OCCFR.

After graduation, I made the decision to move closer to my family. I have since married and recently gave birth to another daughter. I am now employed as the Hard of Hearing Services Specialist at the NC Division of Services for the Deaf and the Hard of Hearing in Charlotte, North Carolina. None of my success today would have been possible without UW–Madison, the Rehabilitation Psychology graduate program, and especially CCTAP.

With gratitude, Ivy Williams

Campus Child Care: Quality Matters

Chris and John Lalande have two daughters enrolled at the UW Preschool Lab—Mineral Point. Impressed by the quality of care that their children receive, Chris eagerly volunteered to share her story.

“Our experience at PSL was noticeably different (from a previous child care center) upon the first day Ellie enrolled. The additional help from assistants and students, as well as a conscious decision to have fewer kids in each classroom, allows more one-on-one attention, and frees up hands to take kids on walks, and get outside almost every day, if not several times a day.

It’s not just the quantity of caregivers, but the quality, too. The PSL has a very dynamic combination of long-time, experienced staff alongside younger, newer staff and students, which I believe is the best of both worlds. There is a lot to be said for having

someone on your caregiving team who has seen it all, and the kids thrive with that kind of consistency and calmness. I will admit to having watched teachers resolve conflict, manage groups, redirect undesirable behavior or handle meltdowns...and co-opted many of those phrases and strategies for my own parenting. Meanwhile, the school is consistently exposed to students who are studying the latest in early childhood learning literature, and the staff has access to researchers, faculty and continuing education through a high-quality university program. This combination is unique and I believe gives the school a completely different vibe than day care centers that either have long-time staff unwilling to change or adapt...or more junior staff in constant turnover.” Chris also serves as a member of the Preschool Advisory Committee.



Ellie and Caroline at the PSL—Mineral Point

Development News

Thanks to each and every one of you, our annual fundraiser, Jazzin’, was a resounding success with record highs in attendance, silent auction proceeds, and total revenue! According to the final tally, \$23,000 was raised in support of campus early care and education. We also honored campus leaders Provost DeLuca, Dan Bier, and Paul Evans, and outstanding early educators Vicki Karlov, Chelsea Preuss, Chris Lang, and Cindy Bridges, who were all nominated by their peers. The date for next year’s Jazzin’ has already been determined: please circle Thursday, May 21, on your calendar!

We redirect all Jazzin’ profits to our centers and teachers through our UW Foundation accounts. The New Campus Child Care Initiatives Fund will grant three major awards in amounts between \$1,000–\$5,000 and five mini-grants of \$200–\$500. These grants assist early educators or centers with projects that fall outside the scope of their annual budget. An additional grant opportunity for our teachers falls under the purview of the Connie L. Wilson Child Care Center Fund and is earmarked for center operations.

We cannot overstate the extent to which your gifts make a profound and sustaining difference in the lives of University of Wisconsin families. Your commitment is of critical importance to our responsiveness to campus

18th Annual Jazzin’
Thursday, May 21, 2015
5–8 p.m.
Sonata & Concerto Rooms,
Gordon Commons

children, parents, and early care centers. New Initiative gifts directed toward the infant and toddler expansion project helped to provide access to high-quality care for many parents and well-equipped classrooms

for the youngest on campus.

Research continues to underscore the vital role of high-quality care in the successful life path of a child. James Heckman, a Nobel Laureate in Economics and expert in childhood educational policy and development, takes it one step further. His research focuses on the value of investing in early childhood as an answer to global competitiveness, better educational outcomes, and less crime and poverty. For Dr. Heckman, the bottom line is clear: invest in the very young for the best return on your dollar. Thank you for being so attentive to his message.

Gifts 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.

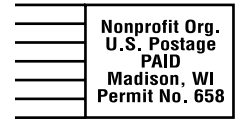
Teri Stratton



Paul Evans and Debb Schaub



Honoree Vicki Karlov



What if every student-parent enrolled at UW-Madison received a degree?

Quality of life for their families would improve dramatically. While the answer to this question is just plain common sense, research from publications such as “Education Pays 2013: The Benefits of Higher Education for Individuals and Society” suggests that higher education resulting in degree completion expands the economic success of parents and their ability to support their families. In turn, their children will achieve greater developmental and educational outcomes. And the campus community will benefit from the increased likelihood of multi-generational Badgers!!

What if every child had access to quality early care and education?

We think our future would become a whole lot brighter! And we are not alone in that assessment. In fact, a recent survey conducted by NBC News and the *Wall Street Journal* invited respondents to list in order of “absolute priority for this year,” those issues that President Obama and Congress should address. Next to “creating jobs” and “reducing the federal budget deficit,” the third absolute priority (out of 15 options provided) selected by respondents was “ensuring that all children have access to pre-school education.”

