

# 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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School of Education  
UNIVERSITY OF WISCONSIN-MADISON

## Message from Cigdem



Over a year ago, we began to hear that a highly contagious virus had spread to the United States. Shortly thereafter, this virus became a full-blown pandemic. Since then, we have lived through an exceptional period in history. This time has been full of challenges and uncertainty. As difficult as it has been, I would also like to acknowledge that there have been extraordinary moments of love, kindness, and hope. There have also been some valuable life lessons such as never taking our loved ones for granted and taking time for self-reflection.

After the quarantine started, our OCCFR team quickly adapted to the shifting circumstances and found different ways to connect with families. At the OCCFR, we have harnessed our creative powers to build virtual support systems, programs, and resources for our UW-Madison families and we also continue to be an important voice for these families.

Those who work in the field of early childhood experienced tremendous stress and adversity with the arrival of COVID-19. Educators who always understood the importance of building resiliency in children found themselves overcome with their own personal and professional challenges. One of the bright spots for our field is the newfound appreciation of early childhood educators nationwide. A major theme has emerged about the inability to open the economy without child care. Our office continues to highlight the valuable work of campus child care centers and their contribution to the professional success and well-being of faculty, staff, and student families at UW-Madison. We are also dedicated to supporting our committed early educators so they can do their best to care for our youngest learners.

The power of hope will keep us moving forward one day at a time. The distribution of vaccines holds the promise that we will be able to offer more face-to-face options for students. We need to keep reminding ourselves that this health crisis will pass, to be present in each moment, and to do the things that bring us peace and joy. Brighter days ahead...

## Spring Parent Education and Family Engagement

The shift away from face-to-face programming has enabled us to become innovative with our outreach to campus families. We have discovered that this virtual approach has been more inclusive as our participation percentages are on the rise. As always, our goal is to keep UW-Madison parents connected and informed with the latest happenings, resources, and parenting tips. We are fortunate to have access to expert professionals in the field of early childhood parenting. Here is the lineup of our current events for campus families.

Every Wednesday, we sponsor a thirty-minute Circle Time with instructor Megan Planey. Although Circle Time targets our youngest learners, all age groups are welcome to partici-

pate. Class content includes songs, poetry, stories, and gentle movement. Megan also teaches our weekly yoga class for families. We also feature a monthly webinar series with Dr. Laura Froyen. Dr. Froyen covers topics such as parenting as a team, sibling squabbles, and playful parenting. Most recently, our office has initiated a support group for parents with school-aged children. The group facilitator is Jen Lumanlan, host and founder of *Your Parenting Mojo* podcast.

Dr. Froyen also provides one-on-one consultations with parents and oversees an online class, Parenting 101, for faculty, staff, and student families. In addition, our office offers seasonal workshops and training opportunities for our community of early educators.



## We appreciate your generous support!

### Connie L. Wilson Child Care Center

Joseph J. Corry  
Mary L. Peters  
Edward F. Peters  
William J. Richner  
Joan S. Richner  
Jean M. Suchomel

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

Dr. Martha L. Casey  
Dr. Charles P. Casey  
Daniel R. Jarzemsky, M.D  
Professor Paula A. Jarzemsky  
Kristin L. Pape  
William J. Richner  
Joan S. Richner

### New Campus Child Care Initiatives

Nancy T. Borghesi  
David A. Borghesi  
Karen G. Crossley  
Allen Crossley  
Dr. Gennaro Fazio  
Dr. Marlene T. Hartzman  
Mary K. Rouse  
Kendall G. Rouse  
Donald P. Sanford  
Barbara S. Sanford  
John P. Stott  
Patricia R. Sanford

### Office of Child Care and Family Resources

Dr. David J. Castro  
Dr. Amanda M. Durik  
Dr. Anna E. Clements  
Jody S. Fisher  
Michael J. Fisher  
Ecolab Foundation  
Dr. Gennaro Fazio  
Margaret N. Harrigan  
Richard T. Ross  
Dr. Marlene T. Hartzman  
Sharyl J. Kato  
Helen M. Madsen  
Dr. Ernest L. Madsen  
Kathleen K. Martin

## Reflections from the Waisman Early Childhood Program

**G**reetings from the Waisman Early Childhood Program! Our center reopened on June 29. Thus far, things have been going very well! During the months of closure, our staff interacted regularly on Zoom. These gatherings enabled us to plan for pandemic curriculum and to provide valuable emotional support to each other. One benefit of some “downtime” was that we could focus on professional development. We spent hours of training in three key areas: equity in early childhood settings; implementing universal design in early childhood education; and inclusive practices.

Our team collaborated wonderfully in a successful reopening of our center. We continue to experience shortened hours (8-5) to complete those protocols that ensure a safe space. We have become very skilled sanitizers and keepers of germ-free environments! Many of our families decided not to return in June, but have been trickling back as they determine what is best for them. We have been as supportive as possible of the individual needs of our parents and children. Families have been deeply appreciative of our efforts.

Our waitlist has started to grow as families feel more confident to seek out care. Lower rates of COVID-19 cases and increased access to vaccines should boost our enrollment to pre-COVID-19 levels. As we continue to navigate these challenging times, we have learned how to develop multiple plans as everything is constantly changing and in flux. We have also learned to be more flexible, to serve and support with more grace, and to be patient when we experience setbacks. It has been a pleasure to develop professional partnerships across our community, including Public Health of Dane County and the City of Madison’s child care support programs. Early childhood educators are a compassionate and resilient group. I am proud to be among them!



*Ann M. Lauritzen, Director  
Waisman Early Childhood Program*

## The Expert’s Corner: Pandemic Parenting

**T**he COVID-19 crisis has upended nearly every support structure parents had at their disposal—schools, daycare centers, private lessons, afterschool activities—while at the same time, parents are facing their own adjustments to working remotely. There’s no template, no blueprint, for this. We don’t know how long the pandemic will last, and parents have a lot of anxiety over how long the arrangements they make will hold together given the constantly shifting conditions.

Now, for example, many parents must assume full control of all aspects of their childrens’ health, schooling, social life, and free time, with fewer outlets to alleviate this strain. There are new tensions between work, family, and school life, as well as tensions around health and safety risks—often hourly choices about these risk calculations—that parents previously took for granted.

Many parents have leaned on “bubbles” during this time: pods of family members, close friends, or a trusted babysitter or extended family member who can help shoulder the load if

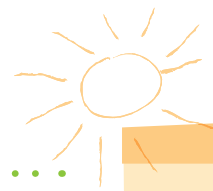
needed. The bubbles are a mix of resources, but scaled back. This short-term, improvised option comes with its own complications and is not absent of structural inequities.

The pandemic has increased attention to inequities around those who can access outsourcing—that is, the availability and composition of families’ bubbles are, in many ways, shaped by structural conditions such as socioeconomic status and related factors (e.g., requirements to work outside of the home, job loss, whether schools are fully in person, hybrid, or fully virtual). Further, differing and contentious political ideologies among neighbors, friends, and extended family over whether and how to adhere to public health guidelines make assembling care all the more challenging.

*Amber Epp, Wilbur Dickson-Bascom Professor in Business and an associate professor in the Department of Marketing at the Wisconsin School of Business*

\* This piece was originally published by the Wisconsin School of Business.





## Campus Teacher Spotlight: Kelsie Krawczyk

**How did you get interested in the field of child care and early education?** I got interested in this field when I was looking for a job on campus as a sophomore. What began as a job quickly turned into cultivating close relationships with the children in my classroom. They never stop amazing me!



**What gives you the greatest sense of accomplishment in the classroom?** The greatest sense of accomplishment is when the confidence I have in children and their abilities shines through for them. I had a child who was working hard on putting puzzle pieces into place. When frustration arose, she turned to me and said, "you not helping me." I replied that I didn't need to help; she could do it herself. As she tried again, instead of frustration, I saw growing confidence as she repeated, "can do it, can do it." It's a memory that brings me joy and a deep sense of accomplishment.

**What is the one thing you wish that the general public understood about your profession?** I wish the general public understood how rigorous the work really is. I can't count the number of times I've heard, "I wish I could just play with babies all day." As early childhood educators, we do so much more than just play with the kids. We create a nurturing,

loving, and safe environment to best facilitate their learning. There are eight children in my mixed-age classroom whom we change every two hours and as needed. We also potty train them in developmentally appropriate ways. We bottle feed, spoon feed, and assist with their nutrition. Most of all, we are instrumental in developing their young minds as we help them learn to self-regulate emotions, interact with other beings and elements in their environments, and understand the world around them.



*Kelsie Krawczyk  
Child Development Lab*



Kelsie and Otto

Professor Robert B. Miller  
Lynette A. Miller  
Professor Emerita Anne S. Minor  
Linda R. Reivitz  
William J. Richner  
Joan S. Richner  
Sally M. Rowe  
William A. Bauer  
Shiyu Song, M.D.  
Professor William C. Whitford  
Lynn E. Whitford  
Dr. Tiezhi Zhang

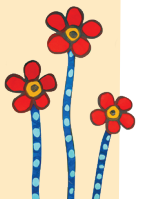


### Student Child Care Scholarship Grants

Gail S. Allen, M.D.  
Dr. Jeffery M. Hoerning  
Sichao Bai  
Dr. Julie N. Christoph  
Brady G. Christoph  
Dr. Anna E. Clements  
Dr. Abbie L. Daly  
Joseph R. Daly  
Dr. Gennaro Fazio  
Heidi E. Graham  
Dr. Yoshinao Hirai  
Rebecca A. Horne, M.D.  
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Dr. Hsin-Mu Lin  
Shu-Yuan Lin  
Dr. Katharine C. Lyall  
Michele L. Malloy, M.D.  
Dr. Matt L. Malloy  
Micha D. McKay  
Alisha L. McKay  
Dr. Pilar Melero  
Heather H. Orth  
Kevin J. Orth  
Thomas R. Smith  
Kelly I. Wagner

### University Staff Child Care Grant

Dr. Martha L. Casey  
Dr. Charles P. Casey  
Mary Czynszak-Lyne  
Sheryl J. Kato  
Professor Emerita Patricia A. Lasky  
William J. Richner  
Joan S. Richner  
\*Gifts received  
March 2020–  
February 2021



## Development News

**As I reflect on the unfolding of this past year, two words come to mind: goodness and generosity.** When these qualities intersect, the result is a deep open heartedness. Last fall, we reached out to you with a big ask: support our campus child care centers through a gift to the newly created Office of Child Care and Family Resources fund for COVID-19 relief. We've been touched by the outpouring of commitments to this fund.

The economic consequences of center closures continue to ripple. Capacity has improved with the arrival of the vaccine and lower virus numbers in Dane County. Still, with mitigation efforts firmly in place, we don't anticipate a return to pre-CoVID-19 numbers for the foreseeable future. We are beyond grateful that you understand the value of our services to the university. Your

ongoing support will help to ensure the long-term persistence of campus child care.

Our **Jazzin' virtual silent auction** in November was a success as we raised over \$2,000 in proceeds. It was fun to watch the bidding process with a record number of participants. Since the live event will not take place again this year, we have planned a special fundraising appeal to celebrate the *Week of the Young Child* in April. Be on the lookout for your opportunity to support our centers during this continuing crisis.

Here is the electronic link to the OCCFR fund: <https://www.supportuw.org/giveto/OCCFRfund>. As always, don't hesitate to reach out with questions or concerns about how your gift will best serve our children and child care community.

*Teri Stratton*



## Student Parent Voices: CCTAP Testimonials

- The plain truth is that I would simply not be able to afford to attend UW–Madison if it weren't for the assistance that Child Care Tuition Assistance (CCTAP) has provided for me. The thousands of dollars that I have been given to offset the cost of childcare has allowed me to pay for my tuition and expenses at the university and enjoy a great education from a world-class institution.
- As a single mom of twin preschoolers, I would not be able to continue to work on my dissertation and keep my campus job without CCTAP funding. CCTAP makes it possible for me to support my family and complete my degree. It is more than just the financial assistance—it is important for me to know that UW–Madison recognizes and supports people like me.
- The CCTAP assistance allowed us to consistently use a daycare provider that we love and trust, and the office was extremely helpful in assisting with my search. I have always found the staff to be exceedingly friendly and helpful, and the services to be highly accessible and easy to use. I also love the various opportunities for parent education and support offered throughout the year! Thanks so much for all that you do!!

- In a nutshell, the most important contribution of CCTAP to our academic lives is that it makes it possible for us to balance our passion for research with our passion for our families, and not have to choose one at the expense of the other. Thank you!

- Without the help of this program, I am not sure that I would have been able to continue going to school full time...I might have even had to drop out which would have been really upsetting as I have been working for years to complete my degree in elementary education. I am greatly appreciative of all the help I have received from this program.

