

NEWS
Campus Children's Centers
NATIONAL
COALITION
FOR CAMPUS
CHILDREN'S
CENTERS

President's Column

By Jill Uhlenberg, NCCCC President

This spring, I participated in a panel discussion about the role of higher education in child care. Other panel members included a scientific researcher, an economist and two early childhood researchers. The moderator of this panel was also an early childhood professor who was most interested in special education research.

It became clear early on in the discussions, that I was the only "practitioner" in the group. That is, I was the only professional involved in the day-to-day work of child care, albeit a child care program in a higher education setting.

The questions asked of the panel by the audience were very broad. Each could have taken hours of discussion. However, the panel members chose to discuss research completed in the past and what research was needed in the future. Although I tried to direct the discussion to the practical aspects of where research can best be conducted and what happens after the research is completed, the other panel members continually moved discussion back to the research process. By the end of the day, I felt frustrated about the day and about my performance on this panel.

As I reflected during the drive home, I began to clarify my thoughts. I realized that, first and foremost, I am glad to be a practitioner. The opportunity

to be in close contact with children and families on a daily basis, providing a quality service to the university community in a variety of ways, is highly rewarding for me, just as I'm sure that the other panel members feel rewarded in their professional roles.

Second, I realized that while research is an important part of what higher education provides for the profession, research is not the sum total of its role. Higher education has

traditionally been focused on a three-part mission of teaching, research and service. I believe that our panel discussion did a dis-

service by failing to explore the other two roles.

Research is vital. I believe that all of us who work in campus children's centers are involved in research. Those of us whose programs are considered to be laboratory sites recognize this formally as we communicate with faculty and students who conduct their research in our classrooms. We facilitate that research, and often collaborate in the research. I also believe

that the campus programs that are not considered to be laboratory sites are also conducting research—if not formally, then informally. Every time a classroom

teacher develops a creative curricular activity, or tries a new strategy with that challenging child, he or she is conducting "action research." Each time a director develops a new training module for staff, he or she is conducting "action research."

On my campus, action research is important. It is not just encouraged, but required for some classes, including student teaching, and rewarding for all who participate. We may not



Jill Uhlenberg, NCCCC President

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(President's Column continued on page 2)



University of Northern Iowa Child Development Center, Cedar Falls, Iowa

focus of child care programs anywhere. We teach not just children, but our college students, and also our parents, whether directly or indirectly. I believe we also teach our faculty and administration about early care and education.

Service is also carried out on many levels, regardless of the perceived role of the campus children's center. We serve the chil-

dren and families, we serve the campus and we serve the profession.

Finally, I believe that campus children's centers provide an extraordinary opportunity. Once the research data is compiled, analyzed and even published, how that data is represented to various populations becomes extremely

important. Who explains the research to the media, the parents, or the politicians? Who demonstrates the research to the early care and education community and other professionals? Where do state legislators or future teachers of young children see the research translated into action?

These are roles that are ideally suited to the campus center—roles that we need to develop more fully. If we, as campus center directors and staff, leave

these roles to others, the outcomes can be far from what the researchers' data indicates. Interpretation of data and results is far too important to be left to those outside the profession. I don't want to take that risk. If someone in my community, on my campus, in my classes is talking about child care, I want to be at the table.



University of Northern Iowa Child Development Center, Cedar Falls, Iowa

However your program is viewed on campus - lab site or service program - I urge you to promote your center as an important component of higher education. After all, campus children's programs clearly reflect and address the three-part mission of higher education: teaching, research and service.

Extension of Officer's Terms

by Sherry Cleary, President-Elect

As many of you know, the NCCCC office has moved to a wonderful new facility located on the University of Northern Iowa campus. In the interest of making the transition as smooth as possible, the Board of Directors voted to extend the terms of the current President, Jill Uhlenberg and the President-Elect, Sherry Cleary to 18 months each. While unprecedented, the unanimous decision is designed to provide continuity during this period of transition and to facilitate a very ambitious strategic plan.

Campus Children's Centers News

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Issue Editors: Denise Buthion, Oklahoma State University, Oklahoma City, OK
LaTrella Thornton, City University, New York, NY

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Views expressed or implied in NCCCC News are those of the authors and are not necessarily those of NCCCC.

Meet the New Coordinator

New Office Getting Organized

by *Bridget Davis, NCCCC Coordinator*



Bridget Davis, NCCCC Coordinator

Greetings to everyone involved with NCCCC! As the new program Coordinator, I am very excited to be working with such a fine organization. Although the new office is not entirely ready to move into yet, I have seen it and feel that it will adequately match the needs of NCCCC. The University of Northern Iowa is a wonderful location for our office; the campus is involved with a wide range of organizations and it clearly values its own campus children's center. I have had a great response from everyone here and they are very enthusiastic about housing our organization. It appears that all files, records, and materials have arrived from our previous office, so I have spent a great deal of time reading information and getting a feel for the mission of the NCCCC.

I come to this position with a background in non-profit organizations. Previously, I was Regional Director in Northeast

Iowa for the American Heart Association where I did a great deal of fundraising, promoted education and encouraged advocacy and healthy lifestyles. I received my AA Degree from North Iowa Area Community College, my BA from the University of Northern Iowa, and plan on gradually working toward a Master's Degree in Communication. I was attracted to this position because it sounded like something new and challenging in a field that means so much to me - child care. As a parent, I can relate to the importance of quality child care and the relationship between a parent, a child, and a center. I look forward to meeting the needs of NCCCC and establishing extended relationships with a variety of individuals.

I can assure you all that I will work my hardest to provide wonderful service and great communication to everyone involved with NCCCC. I look forward to this new challenge and encourage anyone with questions, comments, ideas or input to contact me at the new location:

National Coalition for Campus Children's Centers

119 Schindler Education Center
University of Northern Iowa
Cedar Falls, IA 50614-0605

Phone: (319) 273-3113

Fax: (319) 273-3109

E-mail: Bridget.Davis@uni.edu

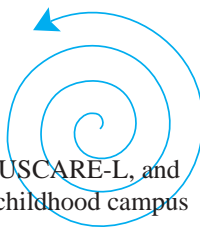
NCCCC on the Internet

Visit our web site at: <http://www.campuschildren.org>

We hope you will subscribe to our discussion group, CAMPUSCARE-L, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to CAMPUSCARE-L, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu

Leave the subject line of the message blank. In the body of the message, type: subscribe CAMPUSCARE-L Your-first-name Your-last-name in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: CAMPUSCARE-L@postoffice.cso.uiuc.edu



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Could Developmentally Appropriate Practice be at Risk in Campus-Based Children’s Centers?

– by *Augusta Souza Kappner, PhD, President, Bank Street College*

As many of you know, the new administration in Washington is very interested in reading, specifically in ensuring that all children learn to read by third grade. Within the Reading First initiative, there is further interest in what is being called “early reading first”, which seeks to ensure that preschool programs, including Head Start centers, engage in pre-reading activities (especially “research-based” activities) that will help children be ready for kindergarten.

With this strong emphasis on early reading, school readiness, and the current direction of the K-12 standards movement, there may be a powerful effort to push didactic, academically oriented methods down to the pre-school level. You will recall that during the campaign, candidate Bush spoke of moving Head Start to the Department of Education and focusing it more on literacy. It would be a tragedy if, in the name of literacy, our good developmentally appropriate preschool childcare settings began to adopt developmentally inappropriate teaching practices.

Over the last decade, Dr. Diane Burts and her colleagues at Louisiana State University, have conducted over 25 studies in the area of developmentally appropriate practice as contrasted with inappropriate, often didactic practice. These studies used a wide variety of methods, including interviews with teachers, observation of teachers and children, student report cards, state assessment data, and teacher questionnaires. Some of the findings from these studies include the following:

- Pre-K children who were in classrooms where teachers used developmentally inappropriate practices exhibited twice the stress behaviors.
- Low-income Pre-K children in classrooms where teachers used inappropriate practices exhibited more stress behaviors than did high-income preschoolers in the same classrooms.

- Males in Pre-K classrooms where teachers used inappropriate practices exhibited more stress behaviors than females.
- In classrooms where their teachers used inappropriate practices, low-income preschoolers were more involved in the less appropriate activities than their higher income counterparts.
- Pre-K children who had teachers who used inappropriate practices had lower self-perceptions of self-competence than Pre-K children who had teachers who used developmentally appropriate practices.

In other words this inappropriate, often thought to be academic, orientation to preschool education had a disproportionately negative effect on low-income children and male low-income children, in particular.

The same results were found for kindergarten children in classrooms where teachers used developmentally inappropriate practice. They, too, exhibited twice the stress behaviors. The most stressful activities for kindergarten children were workbooks, work sheets, waiting, and transition

activities. Kindergarten children in classrooms where their teachers used developmentally appropriate guidance showed an increase in positive social behaviors, while kindergarten children in classrooms where their teachers used inappropriate guidance strategies showed a decrease in positive social behaviors throughout the school year. In follow-up studies, the children who had been in kindergarten classrooms where teachers used inappropriate practices had lower report card averages in 1st, 2nd, 3rd, and 4th grades and lower state assessment reading scores in 3rd grade than children from the developmentally appropriate kindergarten classrooms. These follow-up studies also show that the children who had been in kindergarten classrooms where teachers used inappropriate practices had lower conduct scores and lower work habits in 1st, 2nd, and 3rd grades.

The very practices that are often thought of as creating school readiness can contribute to lack of success in school, while other studies clearly show that developmentally appropriate practice is conducive to children’s healthy emotional development and is associated with higher levels of cognitive functioning.



Borough of Manhattan Community College, Early Childhood Center, New York, NY

I cite these Louisiana State University studies because we are, once again, at risk of embarking on a national program of developmentally inappropriate practice in the name of school readiness. It will not succeed in getting kids ready for school, but merely in creating more stress, more behavior issues, and less love of life-long learning. Our children deserve better. Our campus child care centers and organizations can demonstrate that we can do better.

I know that NCCCC is a loosely structured coalition without resources, but it strikes me that you are uniquely situated to try to take advantage of the interest and emphasis on early learning. It would be quite wonderful if, together, your centers could locate some funding to either research or demonstrate the improved kindergarten readiness of your children nationally and to document more broadly over time some of the effects of quality campus childcare on both the parents and children involved.

This is also a time when universities and colleges are being asked to take greater overall responsibility for improving teacher preparation and being criticized for not being sufficiently attentive to their communities. Campus children's center directors are in a position to help their colleges respond to this pressure. Increasingly, college presidents are recognizing the need for education to be on a continuum from Pre-K through age 16. Each of your programs provide an opportunity for your institutions to gain recognition for doing the actual work of, rather than simple rhetorical commitment to, improving education beginning in Pre-K and continuing throughout the school years.

Childcare and education can no longer be thought of as separate enterprises. They are one. At Bank Street we have always known this, and part of our job has been to convince the general public. It is also part of yours. Together,

- We must find better ways to create and institutionalize funding models which meet the all day, year-round needs of working parents, learning parents, and their children;
- We must create and finance professional development models which will assist dedicated child care workers, be they on or off campus, to meet

the standards and goals being put forward by many states.

- We must provide the thousands of teachers already in early childhood education classrooms with the knowledge and skills to not only achieve certification, but attain true quality in every aspect of their service — from curriculum to parent involvement.
- We must prepare the vast number of new early childhood teachers who will be needed for this task.
- We must create a system of reward for all early childhood teachers, which recognizes and rewards their critical role in the lives of children and families and which allows them to live above the poverty level.
- We must keep focused on what is good early childhood development and use the knowledge available to us about emergent literacy and developmentally appropriate practice to shape quality programs.
- We must advocate for a continuum of lifelong learning, which begins with the care, nurture and education of young children and their parents and extends throughout all our lives.
- In short, we must continue our hard work.

I know that the challenge of advocacy is a daunting one, particularly when added to the day-to-day responsibilities of work and home, but it is one to which we must respond. In closing, I would like to share with you a quotation from George Bernard Shaw, one that often inspires me to go forward:

“I am of the opinion that my life belongs to the community, and as long as I live, it is my privilege to do whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I live. Life is no ‘brief candle’ to me. It is a sort of splendid torch which I have got hold of for a moment, and I want to make it burn as brightly as possible before handing it to future generations.”

This article was excerpted from a keynote address at the 2001 NCCCC Conference in Brooklyn, NY.



Chapter Chatter

Earline Powell, NCCCC's Chapter Liaison, regularly requests reports of activity from local groups. The following are reports from one active Chapter and one start-up group:

Washington

*Reported by Jules McLeland,
Western Washington University*

The Washington Campus Children's Centers Coalition had its annual fall "STARS" training on September 7, 2001 at Evergreen State College in Olympia and we had 116 attendees from around Washington State. It was a stimulating day, giving participants a chance to interact with Early Childhood Educators from other parts of our state. The morning session was "Defining Inclusiveness in Working with Families" presented by Sarah Theberge, Debi Jackson and Andrew Forshee. Attendees were assigned to groups and were charged with working together to define inclusiveness, and to determine if certain scenarios were inclusive and, if not, what could be changed to make them so. The afternoon session began with a game of "To Tell the truth" which everyone enjoyed, and was both fun and thought provoking.

Texas

Di Fontenot (Texas A & M) and Sandy Briley (UT Austin) will meet with other Texans who are interested in establishing a NCCCC chapter group when we are in San Antonio. If you are interested in joining, please contact us at di-fontenot@tamu.edu or brileys@mail.utexas.edu.

Note:

NCCCC members are in the process of starting chapters throughout the country. If you are interested in starting a chapter group in your location, you can contact Earline Powell by phone: (314) 984-7888 or by e-mail: epowell@stlcc.cc.mo.us for guidelines.

NCCCC at NAEYC

by Gail Solit, NCCCC Board Member

NCCCC members and Board members will be making presentations at the NAEYC conference in Anaheim at the end of the month. Previews of those sessions are provided below; please check the final conference program for room assignments.

■ One-on-One Dialogue

NCCCC will be at the One-on-One Dialogue
Anaheim Convention Center, Thursday,
November 1, 5:30 - 7:30 PM.

■ Pre-Conference Session

Building a Sense of Community
Within Your Campus Child Care
Center, While Making Strong Con-
nections Throughout the Campus
Pamela Kisor, Todd Boressoff, Earline
Powell and Gail Solit, NCCCC Board
Members - Anaheim Convention Center,
Wednesday, October 31, 1:00 - 4:00
PM.

■ Workshops and Seminars

Trends and Concerns Regarding
Educational Technology and Young
Children
Michael Kalinowski, University of New
Hampshire - Anaheim Convention
Center, Thursday, November 1, 10:00 -
11:00 AM.

■ Workshops and Seminars

The Anti-bias Curriculum Revisited:
Thinking Back and Looking Forward
Tamar Jacobson, PhD, University at
Buffalo - Anaheim Convention Center,
Thursday, November 1, 11:00 AM - 2:00
PM.

Building Children's Creativity,
Connections to Current Brain
Research
Cathleen Castillo, San Antonio College-
Anaheim Convention Center, Thursday,
November 1, 1:00 - 2:00 PM.

Buenos Dias Cienfuegos: Early
Childhood Care in Cuba
Michael Kalinowski, University of New
Hampshire - Disneyland Hotel, Thurs-
day, November 1, 1:00 - 2:00 PM.

Creating Systems for Supporting
Multiple Centers Pursuing
Accreditation
Denise Buthion, NCCCC Board member,
will be on the panel - Anaheim
Convention Center, Thursday, November
1, 8:30 - 9:30 AM.

*Nevada Census of the Early
Childhood Work Force*
Eva Essa & Sherry Waugh, University of
Nevada - Disneyland Hotel, Thursday,
November 1, 8:30 - 9:30 AM.

■ Workshops and Seminars

Trials and Tribulations of
Establishing Quality Campus
Child Care Centers: Tips
for Negotiating Diverse Interests
(or are they demands?)
Jaesook Gilbert, Eastern Kentucky
University and Debbie Truth, University
of Illinois - Anaheim Convention Center,
Friday, November 2, 2:30 - 3:30 PM.

Toddlers and Twos:
Environment and Activities
Mary Lash and Jasmine Zachariah,
Indiana University - Disneyland Hotel,
Saturday, November 3, 8:30 - 9:30 AM.

■ Evening Seminar

The Big Issues that Affect All
Campus Child Care Programs:
Campus Child Care Under the Bush
Administration, Politics on Campus,
Collaboration, and Students as Staff
Jill Uhlenberg, University of Northern
Iowa; Andrew Stremmel, Virginia
Polytechnic Institute and State
University; Mary Ucci, Wellesley
College; Jackie Hill, Chattanooga State
Technical Community College; Bruce
Stam, Chemeketa Community College or
Joan Herwig, Iowa State University-
Ames - Anaheim Convention Center,
Thursday, November 1, 6:00 - 9:00 PM.

Mark your calendars!

2002 NCCCC Conference

February 27-March 2, 2002

Adam's Mark Hotel
San Antonio, Texas



The conference will include: intensive pre-conference sessions, a Teachers' Day, dynamic keynote speakers, workshops on a variety of topics pertinent to campus-based children's centers, and vendors.

The Adam's Mark Hotel is easily accessible from the San Antonio airport. It is located on the Riverwalk, a section of San Antonio with many restaurants, shops, historical sites, visual and performing arts centers, golf courses and great nightlife. San Antonio has a world-class zoo and botanical gardens, plus the historical significance of the area, including Spanish-built missions (the Alamo and several others).

Registration fees, paid in advance

\$325 – NCCCC Members
\$375 - Non-Members
\$245 - Program Presenter
\$125 - Program Presenter-Daily
\$75 - Pre-conference sessions

* On-site registration fees will be higher.

Adam's Mark Hotel

111 Pecan Street East
San Antonio, Texas
Phone: (210) 354-2800
Reservations: (800) 444-ADAM.

Room rates

\$155 – Single occupancy
\$165 – Double occupancy
\$175 – Triple occupancy
\$185 – Quadruple occupancy



NCCCC *Call for Nominations!*

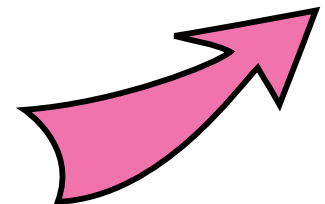
We are requesting nominations for individuals to serve on the NCCCC Board. In accordance with policy, the length of the term will be three (3) years.

Nomination forms should be returned to the Nomination Chair by November 30, 2001.

Nomination Process for NCCCC:

1. Call for nominations:
 - a. Nomination forms must be completed and sent to the Nomination Chair postmarked by November 30, 2001. Self-nominations are encouraged.
 - b. Nominees must be current NCCCC members and must have attended at least two of the last four NCCCC conferences.
 - c. The Nominations Chair will contact all nominees and ask them to send a current resume and a 150-word statement in a timely fashion.
2. The Nomination Committee will schedule a group interview on Wednesday, February 27, 2002. Nominees must be present for the interview, or they will not be considered for a Board position.
3. The Nomination Committee will submit a slate to the NCCCC Board on Wednesday after the interviews and before the first conference session in San Antonio, Texas.
4. Nominees will be introduced at the San Antonio conference so that they may be available to the members for discussions and inquiry.
5. Ballots for elections will be mailed to the general membership no later than December 2002.
6. New board members will take office at the conclusion of the NCCCC Board annual meeting at the 2003 NCCCC Conference.

Nomination form is found on the following page



NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

NOMINATION FORM

1. Nominee's Name: _____

Address: _____

Phone: _____

Job: _____

State: _____

2. Reason for Nomination: _____

3. Your Name: _____

Address: _____

Phone: _____

Job: _____

State: _____

Please return form to:

Barbara Mezzio
Nomination Chair
Central Arizona College
Early Care and Education Training Program
8470 N. Overfield Road
Coolidge, Arizona 85228

For further information call: Barbara Mezzio (520) 876-1940

NCCCC DIRECTOR OF THE YEAR GUIDLINES

✓ *Purpose:*

To promote campus child care through an annual award that acknowledges an outstanding campus child care director, rewarding excellence, providing further benefit to NCCCC members and publicizing the field to institutions, professional societies and the general public.

✓ *Description:*

One campus children's program director will be named the 2002 NCCCC Director of the Year. Directors receiving Honorable Mention awards will receive a letter of commendation from the NCCCC President (with a copy to the president of their institution).

✓ *Eligibility:*

Eligibility: Only current NCCCC members in good standing will be eligible. Current Board members and Director of the Year Committee members are not eligible.



✓ *Award:*

The Director of the Year will receive the following: an engraved plaque; letter of commendation from the NCCCC President (with a copy to the president of the recipient's institution); one conference admission to the next NCCCC annual conference; a press release to the Chronicle of Higher Education, the Child Care Information Exchange and local media; a brief profile in the next NCCCC Newsletter.

✓ *Timeline:*

Timeline: Awards will be presented at the Coalition's 2002 annual conference in San Antonio on February 27-March 2, 2002.

✓ *Nominations:*

Nomination will be accepted from anyone affiliated with an institution having a campus program for children. Only completed applications received by the deadline will be considered. NCCCC retains the right to reject any application and not to make any award in a specific year. Nominations **MUST** include the following to be considered: 1) completed Nomination Form, 2) a minimum of two letters of institutional support (can include faculty, Deans, parents from the center, campus administrator, for example), and 3) one letter from the director of a children's center. One letter **MUST** be from a current NCCCC member.

Thank You NCCCC...

Director of the Year Award Important



*by Ruth McBride
Colorado State University*

The NCCCC Director of the Year award was the most important national recognition of professional achievement that I have ever received. It was at the annual conference in New York when they made the announcement, and it was exciting to walk in front of 400 people to receive my plaque. Pat Johnson, who nominated me, was sitting next to me at the time, which made the day even more special. Throughout the rest of the conference, people congratulated me. It was a unique and cherished experience.

The colleagues in my department were next to acknowledge this award. I received

numerous phone calls and e-mails of praise! The word seemed to spread throughout the early childhood community in Fort Collins. Both the Early Childhood Council and the Larimer County Association for the Education of Young Children acknowledged this national award.

Appreciation is infrequently expressed and sometimes completely overlooked. It is admirable that the National Coalition for Campus Children's Centers takes the time to make this award possible to recognize those who work to make campus children's centers special places.



NCCCC Director of the Year

• Nomination Form •

Directions: Type or print clearly. Please complete the entire form, attach with letters (see Guidelines) and return to the address below. **The nomination deadline is Friday, February 1, 2002.** Nominations must be postmarked by that date.

NCCCC Director of the Year
Associated Students Child Development Center
460 South 8th Street
San Jose, CA 95112
Phone: (408) 924-6988 Fax: (408) 924-6999

Name of Director _____

Name of Institution _____

Address of Institution _____

Name of President of Institution _____

Work Phone: _____ Fax: _____

E-mail: _____

Name of Children's Center: _____

Name of Nominator: _____

On a separate sheet of paper, address the following questions:

- 1) Why are you nominating this director?
- 2) Briefly Describe their Program.
- 3) What is this Director's most unique feature?
- 4) What evidence can you provide of the quality of this director's work?

Campus Children's Centers **NEWS**

The Voice for Children on Campus

National Coalition for Campus Children's Centers

University of Northern Iowa

Cedar Falls, Iowa 50614

NCCCC Conference *in San Antonio*

February 27 - March 2, 2002

2002

National Coalition for
Campus Children's Center Conference

Adam's Mark Hotel
San Antonio River Walk
San Antonio, Texas

For more information contact:

Gail Solit

(202)651-5130

E-mail: gail.solit@gallaudet.edu

