

**NATIONAL
COALITION
FOR CAMPUS
CHILDREN'S
CENTERS**

President's Column

By Jill Uhlenberg, NCCCC President

In my last column, I wrote about the importance of, and interplay between teaching and research in our work with campus children's centers. In this column, I want to address service, the third component of our work.

Campus child care is a service, to parents, faculty and students. For some of you, your center also provides that service to local community families. So our daily work is steeped in the service arena. However, our service opportunities do not end there.

Many of you sit on campus committees and serve your institutions in that way. Others of you sit on local community committees or boards, and serve both the agencies and our profession through your participation. Some even serve on regional, state or national boards and committees, including our own NCCCC board.

Often students ask me why service is an expected component of my position. The most obvious response is that our higher education institutions have made service an expectation. So we select or seek election to community agencies, boards or committees that fit our interests. And our resumes or vitas grow with the activities we list.

In a larger sense, I believe that service represents an opportunity to learn about what's going on outside my own office. Sometimes I become so immersed in the day-to-day issues surrounding my desk that I forget that there is a larger world outside my door. Serving on committees or boards offers me that chance to get away and to broaden my understanding of the field of early care and education. These service opportunities make me a better director back in my own office.

Whether service is explicitly defined in your own job description or not, I encourage you to seek opportunities to broaden your perspective. Among these is the NCCCC board of directors. Current board members are charged with nominating members to run, but often nominees choose not to run at a particular time. NCCCC members may also nominate themselves for the board of directors. I think this is an excellent rule, for only you know what your workload is, whether this phase of your career would allow you to participate fully, and whether your campus is pre-

pared to support your attendance at board meetings.

I'm unsure why N C C C C members do not self-nominate for the board. Perhaps they feel that the



Jill Uhlenberg, NCCCC President

process is too aggressive; and we tend to be a humble crowd. Perhaps they feel that they have nothing to offer. I would counter that the NCCCC board needs dedicated members from all kinds of campus settings, with diverse philosophical approaches to child care, and from all corners of our country (and Canada!). I have yet to meet a member who does not have something to offer me in my quest for those broader perspectives.

NCCCC is growing, both in size, and I believe in quality. We are becoming more active politically, and we are seeking to move toward excellence in our member services. In order to support these trends, we need people on the board who are also seeking excellence in their own service to the profession.

On the wall in my dentist's office, another profession that is service-oriented, hangs a framed document that I have copied. The quote, penned by that famous author, *Anonymous*, now sits on my computer desktop on a 'stickie' note so that I can read it each day. I keep it in front of me because I feel that it clearly addresses the service work that I do, with my center families, my staff, my colleagues, and my work on the NCCCC board. I share it with you here:

Excellence can be attained if you . . .

*Care more than others think is wise;
Risk more than others think is safe;
Dream more than others think is practical;
Expect more than others think is possible.*

~ *Anonymous*

A New Approach to Early Literacy in Preschool

Dr. Janice J. Beaty, Professor Emerita, Elmira College, Elmira, New York

The question is: do teachers of preschool children really have to teach their children to read? Almost all research on early literacy and reading points to one particular activity as having the most significant influence on young children's reading success: reading aloud to children. We already understand that young children must hear language spoken around them in order to learn to speak it themselves. Thus, it is not surprising to learn that children's success in learning to read is also enhanced by having books read to them by adults as early as possible. As you know, teachers of young children have always done this.

But this new approach asks teachers to make a paradigm shift in regard to their use of children's picture books as mere sources of entertainment. This approach takes the position that early literacy for preschool children is best accomplished by the reading aloud daily of picture books featuring child characters from diverse cultures that can then lead children into book extension literacy activities in every learning center in the classroom. When children hear these stories they come to identify with the characters in the stories almost as real people. They want to interact with these characters, pretend about them, build block structures for them, prepare make-believe meals for them, sing songs and do chants about them, draw pictures of them, write letters to them, make up their own stories about them, and do role-plays and story re-enactments with a teacher's encouragement. Most importantly, they come to love these books and want them read again and again.

Traditionally, teachers have used books in two ways: they read the stories to their children and they put the books back on the shelves for the children to look at on their own. What about you? This is a serious under-use of a valuable asset in the preschool curriculum. If you choose your books wisely you can bring their characters to life as dolls, puppets, block people, and cutouts who lead children into making costumes, hats, and masks for the characters, building block houses for them, pretending to be a character, making felt board stories about them, tape recording children's stories about them, dancing, videotaping – anything and everything.

Teachers who have used cultural character picture books as lead-ins to literacy activities tell about children's excitement in meeting these wonderful new book friends, such as Asian-American Suki who worries about whether her mother will remember to pick her up at the center in

Will You Come Back for Me? Or the Caribbean boy in *Hue Boy*, who tries desperately to grow big and tall but can't seem to do it until his father returns. Or the Anglo-American girl Anna and the Navajo girl Juanita who worry that they won't find a friend on their first day at the center – until they find each other in the block center in *Building a Bridge*. Or the Hispanic boy Carlos in *Carlos and the Squash Plant* who learns a wonderful lesson about telling the truth. In other words, such cultural characters help young children emerge into speaking, listening, prereading, and prewriting skills when teachers set up learning centers for children to use on their own.

The current recognition that learning to read and write can emerge naturally in young children when supported by appropriate teaching methods materials This led me to develop a fresh approach by using classroom learning centers, children's literature, and cultural book characters to

involve children in their own literacy learning. They come to speak for the character Suki as she expresses her fears. They cut out a red heart as Suki does, thus strengthening their fingers for holding a writing tool. They measure one another's height like Hue Boy and record it in scribbles or mock writing. They build a block bridge like Anna and Juanita and make up a story about it to be tape-recorded. They do a story re-enactment about Carlos' trouble out of his ear, and later make a flannel board story about it. They make and post signs for every activity, sign up for turns, and make dictated books of their own to be shared with their families.

So – do teachers in early childhood programs really have to teach reading? Not when their children become involved with these cultural characters, their stories, and their literacy activities on their own.

Campus Children's Centers News

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Central Office Update

by Bridget Davis, NCCCC Coordinator

The NCCCC office has been extremely busy during the past few months preparing for the conference and receiving memberships. Currently over 355 membership applications have been received for 2002. The breakdown is as follows: 133 Individual Memberships, 162 Single Center, and 59 Multi-Site. Of those, 286 are renewed members and 68 are new. Welcome to all of our new members!

If you have not yet had the chance to sign up for the NCCCC listserv please make the time, as it is a great resource for those involved in campus child care. You can do so by going to our web site (www.campuschildren.org) and clicking on Discussion Lists. You will find the informa-

tion you need to sign up. It only takes a few minutes and is well worth the effort. By becoming part of the listserv, you will be joined via e-mail with hundreds of other child care professionals who have the same questions and experiences as yourself.

We have also been busy within the office compiling the data from the 2002 Membership Surveys. Our goal is to have this information ready for our members by summer. It should be a valuable resource to use when applying for funding, writing proposals, and giving other presentations relating to campus children's centers. If you still need a survey to fill out, please contact me at the office by phone (319) 273-3113, or e-mail: bridget.davis@uni.edu. Thank you!

Board Member Perspective

by Denise Buthion, Member-at-Large

The November meetings of the NCCCC Board in Anaheim were productive, as most of our gatherings are. Because of the 9/11 terrorist attacks we did not have a full board present, but we did accomplish many tasks on behalf of our organization. The new central office location at the University of Northern Iowa has expedited so much of the day-to-day work of the organization and it was refreshing to have answers to our questions and see the results of our efforts. The future is bright for our profession and our organization.

Denise Buthion resigned her position on the Board when work responsibilities made it difficult for her to serve. We acknowledge her accomplishments and contributions and wish her well.

The Board meets three times a year: at the NCCCC Annual Conference, during NAEYC, and during the month of July. The first two meetings are required of all Board members, and the summer meeting, although strongly encouraged, is optional. It never ceases to amaze me how many accomplishments we achieve or the size of the workload to be distributed. Member volunteers on all of the Board committees are always welcome!

As always, we continue to unite our efforts to promote campus child care and our profession.

New Board Members Begin Terms

Three newly elected Board members began their term at the meetings during the annual conference in San Antonio last month. Congratulations and welcome to:

Sandi Pope
George Mason University
Fairfax, VA

Mark Bittner
University of Wyoming
Laramie, WY

Paula Lorio
St. Charles County Community College
St. Peters, MO

NCCCC Board Members

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St. Louis, MO 63122

LaTrella Thornton
City College
New York, NY 10031

CCAMPIS Update: New Grants – Bush Cuts – Reauthorization

by Todd Boerssoff, Public Policy Chair

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A lot is happening with regard to the Child Care Access Means Parents in School (CCAMPIS) program and its funding as this newsletter goes to press. There is some good news, some problematic news and an important new opportunity.
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Good News

CCAMPIS Grants to be Available Again

Karen Johnson, coordinator of the Child Care Access Means Parents in School Program, reported at the NCCCC Conference in San Antonio that CCAMPIS grants WILL be available again this year. She estimates that the approximately \$8.4 million will allow for about 100 new grants. Though the schedule is still tentative, Karen estimates that applications will become available around April 1, with an application deadline around May 31. If this schedule holds true, funding would become available beginning July 31, 2002. She also reported that she anticipates the Education Department will hold a series of workshops for potential applicants in Miami, FL; St. Louis, MO; Washington, DC; and Los Angeles, CA.

Karen does not anticipate any significant changes in the application. Although the new application forms are not yet available, potential applicants can begin the planning process by taking a look at last year's application. It is available both on the NCCCC web page: www.campuschildren.org, in the Public Policy section, or on the CCAMPIS web page: www.ed.gov/offices/OPE/HEP/campisp. Under the Public Policy section of the NCCCC web site, you can also check out the Frequently Asked Questions and the text of the law. They should both help you in your thinking. You can also ask questions directly of the CCAMPIS Program staff by writing to: OPE.CCAMPIS@ed.gov.

There are really no excuses not to apply; there is plenty of time to get a head start. Just do it! Please forward this information to anyone else who might be interested in applying. The more applications there are, the stronger the CCAMPIS program will ultimately become.

Problematic News

President Cuts CCAMPIS Budget for Next Year

In his proposed budget for federal fiscal year 2002-2003, President Bush cuts funding for the CCAMPIS program from \$25 million to \$15 million. In doing this the President cites the fact that last year the CCAMPIS program was able to award only \$10.5 million in grants. The President is right about the low number of awards, but the problem was not the lack of interest in the grants. Rather the problem is in the grant process itself – late availability of applications, too short a turn around time, minimum grants that are too small to be worth the effort, and poor publicity.

If the funding is cut, this could be problematic in two ways. First, it might appear that there is little need for funding for campus-based children's programs. There are over 4,000 institutions of higher education (US Department of Education Digest of Education Statistics 2000) and the majority of enrolled students are women. More than half of the institutions of higher education already have some level of campus-based child care. This would certainly indicate that support is needed for more than the 309 campuses presently funded under CCAMPIS.

The second problem is that, if funding for next year is cut, there will be no way to continue support to colleges that win grants this year. We clearly have our work cut out for us in encouraging our allies in the House and the Senate to fund CCAMPIS at \$25 million.

New Opportunity

Reauthorization

Some of you may know that next spring the National Coalition for Campus Children's Centers will be holding its conference in the Washington, DC area. One of the reasons we made this decision is because next year the Higher Education Act, as a whole, comes up for reauthorization. The CCAMPIS program is part of this Act, and many of you participated when we went to Capitol Hill five years ago in the effort to bring the CCAMPIS program to life. Now we will have an opportunity to improve the program. We will be able to:

- Ask to have the funding authority increased;
- Take steps to allow low-income students who are income eligible, but may not otherwise qualify for Pell to be included in the definition of low income. This would allow graduate and foreign students to be included in our low income counts;
- Add language, perhaps, to help better publicize the program; and to
- Make other clarifications and revisions.

To get the latest on what's happening with the CCAMPIS program, please join NCCCC's listserv, CAMPUSCARE-L (instructions elsewhere in this newsletter) and keep an eye on our web page: www.campuschildren.org.

Let's keep our campus children's programs strong.

Announcement . . .

NCCCC's Annual Report is available in the About NCCCC section of the web site.

Mark your calendars!

2003

NCCCC Annual Conference in Bethesda, MD

March 26 - 29, 2003

National Coalition for
Campus Children's Centers Conference

Hyatt Regency
Bethesda, MD

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For more information contact:

Gail Solit
(202) 651-5130
E-mail: gail.solit@gallaudet.edu

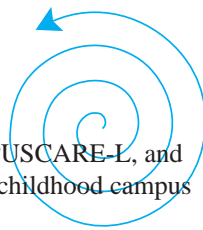
NCCCC on the Internet

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



Chapter Chatter

by Earline Powell, Chapter Liaison

Calling all members
and potential members!

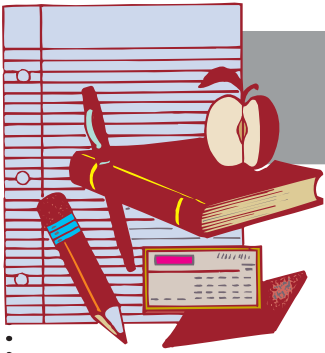
Chapters are forming in your area! The states of Texas and Wyoming are in the process of starting Chapter groups. There are two contact people in Texas: Sandy Briley at the University of Texas-Austin, Child Care Center, (512) 471-7040; and Di Fontenot at Texas A&M University Children's Center, (409) 458-1010. The contact person in Wyoming is Mark Bittner at the University of Wyoming Child Care Center, (307) 742-0578. Give them a call for more information.

If there is not a Chapter in your area, you may want to consider starting one. This is a great opportunity to connect with other professionals in your area to build and strengthen your support system. I need other states to follow in the footsteps of Texas and Wyoming and get Chapters started. To find out how to do it, you can contact me by phone at (314) 984-7888 or by e-mail: epowell@stlcc.cc.mo.us. Thank you.

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Report from Washington

The Washington State Chapter met at Tacoma Community College in January. More than 20 schools from around the state were represented. Participants shared program successes with each other and discussed child care budgets and their effects on campus child care. They discussed the challenges they are currently facing, and recognized the need to be proactive in support of child care funding. They planned advocacy strategies and will invite a representative from the Early Childhood Collaborative and Child Care Work Force to their next meeting. They also plan to start contacting their state representatives.



TEACHER'S TOOL BOX

How to Talk to Your Children about September 11th

(Some thoughts from the BMCC Early Childhood Center)

Like you, we at the Early Childhood Center are struggling to handle our feelings about the heartbreaking tragedy we witnessed on September 11th. We all watched in disbelief as the events unfolded either before our eyes or on TV. Our shock, fear, sadness, and compassion for those whose loved ones have been directly affected, will stay with us for weeks and months to come – as will our concern for our children. As much as we might try to protect them from frightening news reports, there is probably no child in America who escaped the horror of seeing or hearing about these attacks. How you respond to their fears, feelings, and questions is the key to helping them feel safe again. As you struggle to comfort your children, consider these tips.

Initial Tips

Try to control your response – it matters. If fear and sadness overcome you, your children, even if they're very young, will pick up on that and it could make them feel even more scared. It's okay to share some of your feelings. You can let them know that you, too, feel sad for the children and families that have been affected. But also share any tips you have for dealing with your feelings: "I just keep reminding myself that my family and friends are safe and that there are lots of police officers, firefighters and others who are busy keeping us safe."

Turn off the TV. Don't let your own desire to keep up with the news get in the way of your children's well being. Even if your children are very young, the continual commentary, frightening speculation, and repeated replaying of disasters on TV will only fuel their fears and insecurities, not to mention your own.

Reassure, Reassure, Reassure

If you're faced with a question you just can't answer, remember that the most important thing you can do for your children is reassure them that you'll do everything you can to keep them and the rest of your family safe (including yourself). Tell children it's the job of the grown-ups around them to protect them. Assure them that you, their teachers or caregivers, and the other adults around them care about them and will do everything possible to keep them safe. Tell your kids that a lot of people are thinking about safety and working hard to prevent more violence.

" As much as we might try to protect them from frightening news reports, there is probably no child in America who escaped the horror of seeing or hearing about these attacks. "

Be available; let your children ask questions. It may be tempting to say, "Everything is fine. We're far away from the explosions and nothing will happen to us." But that can sound dismissive to your child if you aren't also addressing her specific concerns. The best thing we can do is listen to our children's questions and continually reassure them. If you're at work, you might give your children the number and let them

call you whenever they're worried about something.

Ask your children what their fears are, and encourage them to talk about them. If they're having trouble articulating them, here are some common questions children have after a disaster or tragedy. Try to address them even if your children don't mention them specifically:

- Will the event happen again?
- Will someone they care about be injured or killed?
- Will they be separated from the family?
- Will they be left alone?

Keep in mind, too, that it's also common for children to express concern for people they don't know. Be supportive of these concerns.

Play with children. If you have a child who is too young, or not yet ready to ask detailed questions or to express feelings, that doesn't mean he or she isn't fearful or worried by the atmosphere around him. To help young children express their feelings get on the floor and start playing – puppet shows, drawing pictures, and reading books can help small children get those emotions out. Your child may draw pictures and then want to tear them up or build a building and then knock it down. This is a natural, physical way to deal with frustration and anxiety. But later you may want to emphasize rebuilding by saving a drawing and posting it on the refrigerator, or taking a photograph of the building before carefully putting the blocks away.

Get back to your family routine as soon as possible. Children of all ages thrive on routine. It doesn't make sense to pretend that life is normal if your fam-

ily has been deeply affected by large events, but the groove of their daily lives – dinner, bath, reading time – can be tremendously reassuring to children. If your children are home from school for one or more days, try to stick to your usual week-end routines of meals, playtime, etc.

Consider how they can help. Children are better able to regain their sense of power and security if they feel they can help in some way. As time passes a variety of ways to help are developing. Some children write cards or send artwork to those in greater need. Others help raise money, or gather clothes, toys, or food. This will give them a sense of helping others that can go a long way toward making them feel better.

Help Yourself, So You Can Help Your Children

Do not forget to look after your own peace of mind. Our recommendations for children will be easier to use if you have someone – a friend, clergy, or therapist – who can listen to your fears so you don't pass them along in the discussion with your child.

- Ask for support from those you care about and who will listen to you.
- "Take turns" with someone you love and trust. When you are strong, help support someone; when you are vulnerable ask for their help.
- Give yourself time to heal
- Allow yourself to take pleasure in the things that you love.

Here, in another format, are some suggestions from the Children's Defense Fund:

1. Continuously reassure your children that you will help to keep them safe.
2. Be aware that your child's age will affect his or her response. Adolescents in particular may be hard hit by these kinds of events. Obtaining counseling for a child or adolescent soon after a disaster may reduce long-term effects.

3. Calmly express your emotions, but remember that a composed demeanor will provide a greater sense of security for your child.
4. Give your children extra time and attention and plan to spend more time with your children in the following months.
5. Turn off the TV. Overexposure to the media can be traumatizing. If your older children are watching the news, be sure to watch with them.
6. Let your children ask questions, talk about what happened, and express their feelings.
7. Play with children who can't talk yet to help them work out their fears and respond to the atmosphere around them.
8. Keep regular schedules for activities such as eating, playing and going to bed to help restore a sense of security and normalcy.
9. Consider how you and your child can help. Children are better able to regain their sense of power and security if they feel they can help in some way.

This article is based on information from www.parentcenter.com and from the Children's Defense Fund, www.childrensdefense.org. It has been modified, updated and reformatted by Todd Boressoff, Director of the Borough of Manhattan Community College Early Childhood Center, New York, NY.

Guidelines for Teacher's Toolbox submissions

The Teacher's Toolbox article is a feature of the NCCCC newsletter that is intended to provide teachers in campus-based programs with practical information regarding classroom practices that are based on sound theory and research. The format for successful submissions is as follows:

- Brief overview of the topic and its value to members.
- Theoretical Framework - What do we know/believe about children and their care/education from the research, literature, experience.
- Practical Application - How do teachers implement the information? How does the information effect teacher's practice? What are successful activities or approaches that teachers can use?

Articles submitted should be 2 to 4 pages in length, double-spaced. The information presented must be clear and concise, including paragraph or section headings, and appropriate references for citations must be included.

Submissions should be sent to Ms. LaTrella Thornton, Clearinghouse Chair <ltornton@acis32.admin.ccnycuny.edu>. For any questions on the guidelines, please contact:

LaTrella Thornton
NCCCC Clearinghouse Committee Chair
City College Child Development and Family Services Center
Schiff House - 133rd St. and Convent Avenue
New York, NY 10031

Past submissions have included communicating the value of play to parents, working with student teachers in the classroom, healthy nutrition for young children, and supporting substitute teachers.

San Antonio College Child Development Laboratory Center

Director: Earlene Gonzales

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Phone: (210) 733-2420

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History

The program opened in 1974 to serve as an educational laboratory setting for child development majors. The two preschool classroom teachers and the center director were faculty members in the Child Development Department. In 1980, a toddler room was added, with another faculty member serving as the teacher. During this time, the center followed the academic calendar and was closed in the summer. In 1985, the lab was the first center in San Antonio to be accredited by NAEYC. In 1986, an off-campus child care program that had been open since 1981 was moved to the San Antonio College campus and physically joined with the on-campus lab. However, the "child care" and the "lab" were separate. There were still three lab classrooms with faculty members as teachers and four classrooms whose teachers had an A.A.S. degree in child development. From 1974 to 1993, the center was housed in portable buildings. We moved into our present site in 1993, when the college purchased a former hospital at the northern-most part of the campus. At that time, we added a room for infants from the age of six months to one year. One floor housed the preschool rooms, and another floor housed the infant/toddler rooms. The top floor was set aside for faculty offices and college classrooms. Beginning in 1994, faculty members moved out of the classrooms and served as "coordinators" for the infant/toddler floor and the preschool floor. Lab students were then placed in all of the classrooms, and the A.A.S.-degreed teachers became "demonstration teachers."

Our newest and most exciting news is that because we received a CCAMPIS grant this year, we were able to do some minor renovations and create a model room for infants six weeks to six months old. The grant also includes plans to implement a school-age program in year three.



Enrollment

The program is licensed for over 100 children between the ages of 6 months and 5 years. We are limited, however, by the size of our facility, the age of our children, and accreditation child/staff ratios to a total of 83 child care slots. Traditionally, we have served children of students, faculty/staff, and community, but when we were awarded the CCAMPIS grant, we were able to offer many more slots to low-income students. This means that we now have a very limited number of slots for faculty/staff and community children. Beginning in the fall of 2002, the center will only enroll new children of student parents. The children of faculty/staff currently enrolled have been "grandfathered" in, but their slots will also go to student parents when they leave. The only exception is that we are reserving 4 slots for children of staff here at our center. We currently have 82 children enrolled: Twenty-five of those children are not student's children.

Budget

The lab center is heavily subsidized by the college, as is any lab (chemistry, biology, etc.). We do have some income from parent fees (about 20-25% of the budget) and the USDA food program, and the rest is subsidized by the Alamo Community College District and through grants like CCAMPIS and Carl Perkins'. We are not expected to do any fundraising. The total budget is at least \$450,000, not counting heating/air, plumbing, cleaning, etc.

Staff

The lab center employs 13 full-time Child Development Specialists (12 AAS-Child Dev./1 BA-ECE), 1 Clerk/Receptionist, 2 Cooks (1- 40 hour/1- 30 hour), 1 Lead Child Development Specialist/Asst. Director, and 1 Director/Coordinator. Lab students are not counted in the child-staff ratio, and our policy is that they may not be left alone to supervise children. The number of lab students has slowly gone down as our population of students has changed. We used to have about 50 students each semester. However, more and more of our students are working while going to school, so we are now offering opportunities for those students to complete their lab requirements through coop classes. At the present, we have an average of 30 lab students each semester. However, we are seen as a model for and by the community, and we have frequent tours as well as individual teachers coming to observe our program.

Philosophy

By providing a warm and supportive environment for children, families, and students, we are providing support for optimal development as well as modeling best practices. Those best practices are duplicated in the community, thus magnifying the effect.

Curriculum

The curriculum is developmentally appropriate, anti-bias, play-based, and child-



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 Process for NCCCC

1. Call for nominations:
 - a. Nomination forms must be completed and sent to the Nomination Chair postmarked by November 30, 2002. 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, 2003. 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 Bethesda, MD.
4. Nominees will be introduced at the Bethesda, MD 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 October 2002.
6. New board members will take office at the conclusion of the NCCCC Board annual meeting at the 2004 NCCCC Conference.

Nomination forms should be returned to the Nomination Chair by November 30, 2002.

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NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS BOARD NOMINATION FORM

1. Nominee's Name: _____
 Address: _____ City _____ State _____
 Phone: _____
 Job: _____
 State: _____

2. Reason for Nomination: _____

3. Your Name: _____
 Address: _____ City _____ State _____
 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



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