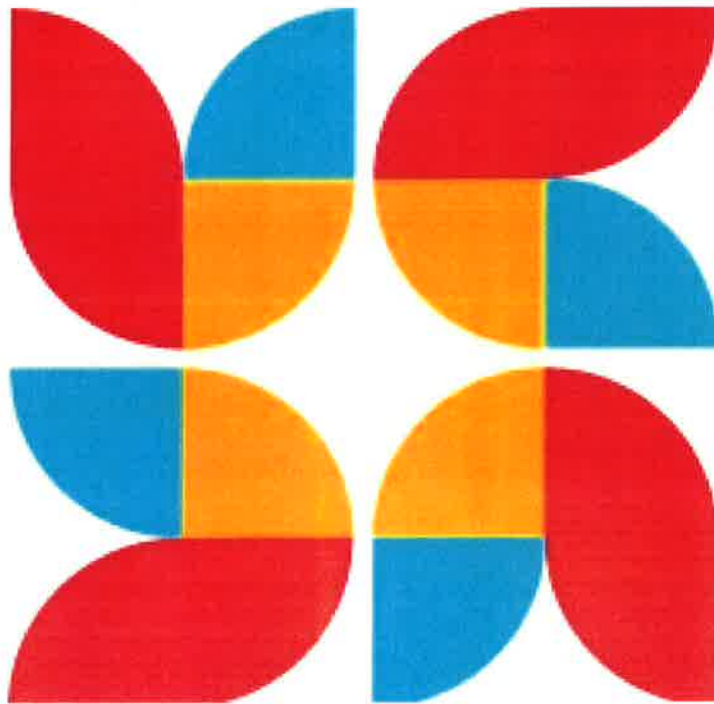
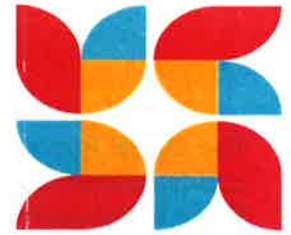
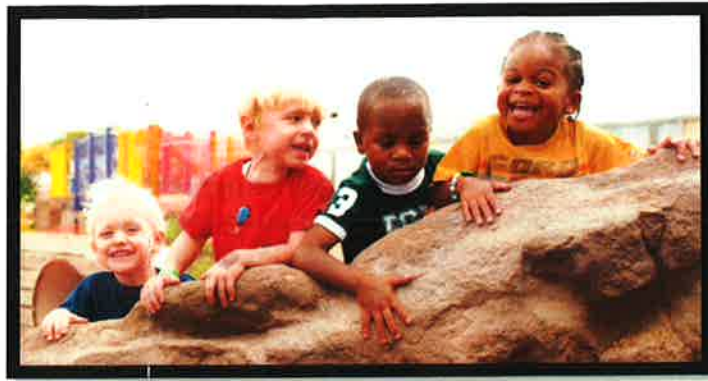


**Welcome to
University City
Children's Center**





What happens early in life lasts a lifetime!

Mission: We partner with families of diverse backgrounds to nurture the growth and development of their children through inclusive, innovative, high quality care and education.

Our Children Are Prepared for Learning and Life

For almost 50 years, University City Children's Center (UCCC) has served as a transformative model for quality care and education in St. Louis. We know and understand that children will take greater academic risks and learn more when they feel emotionally supported. Our LUME Approach has provided countless families and early childhood educators with the skills, support and resources they need to be successful. Our children experience strengthened student-teacher relationships, improved attitudes, knowledge, behavior and emotional development. Our commitment to diversity is also a key factor to our success. Our children graduate from UCCC with the best foundation possible, ready for kindergarten and lifetime of learning.

Nutrition

UCCC's Nutrition Program provides our children with a healthy breakfast, lunch and mid-afternoon snack. We have developed a menu of fresh and fresh frozen food items to replace processed and packaged food. In addition, children benefit from the vegetables and herbs harvested from UCCC's Seed to Table Program.



Demographics

- 40% Caucasian, 30% African American, 30% Mixed races and English as a second language.
- Family incomes range from \$5,000 to \$150,000 and 55% of families receive scholarship
- Inclusive of children with special needs

Weekly Tuition Rates (Includes baby formula, diapers, breakfast, lunch and snack)

- Infants (6 weeks – 2 years) - \$412
- Toddlers (2 - 3 years) - \$348
- Preschool (3 - 5 years) - \$296



Part of the
United Way
of Greater St. Louis



St. Louis County
Children's Service Fund
Keeping Kids Thrive



University City Children's Center, 2018

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LUME Approach

The LUME Approach focuses on the social and emotional development of children from the “inside-out” and includes three essential elements: (1) Early Language and Literacy Development; (2) Values and Character Building; and (3) Psychodynamic Development or the Understanding of Human Behavior, Feelings, and Emotions



We integrate each of these elements into our daily practice at UCCC. The LUME Approach is founded in developmental theory, observational research, and current brain research. Our goal and responsibility is to provide educational experiences that are driven by best practices.

1. **Early language and literacy** development promotes the development of cognitive skills and improves comprehension, all of which are important for academic success. Establishing a strong foundation of brain architecture early on in childhood makes it easier to build advanced cognitive, emotional, and social skills as the child grows.

- Oral Language and Vocabulary
- Listening Skills
- Emergent Writing
- Emergent Reading

2. **Values and character** building naturally develop in an environment that models trust, empathy, and compassion. As children live in the UCCC environment, they begin to internalize, demonstrate behavior, and ultimately embody these core values.

- Trust
- Empathy
- Compassion

3. **Psychodynamic** development or the Understanding of Human Behavior, Feelings, and Emotions ensures that we meet the individual needs of each child. Children naturally have different temperaments/personalities, strengths, needs, interests, and more. The understanding of human development and relationships is embedded into our curriculum and helps children to develop self-regulation, determination, identity, and more.

- Temperament/Personality
- Attachment (positive, strong, and trusting relationships)
- Self-Regulation
- Autonomy (self-determination)
- Self-Identity
- Resiliency

Guiding Principles of Our Curriculum	Emotionally Responsive Programming
<ul style="list-style-type: none"> • Early learning and development is an integrated experience. • The expectation of children must be to succeed, regardless of their background. • Children are individuals who develop at different rates. • Children learn through exploration of their environment in child-initiated and teacher-facilitated activities. • Teachers, staff, and families must work collaboratively to ensure that children are provided optimal learning experiences. 	<ul style="list-style-type: none"> • Children will show the capacity to think about important people when they are out of sight. • Children will be able to identify and name emotions (positive and negative affects). • Children will find pleasure in relating to other children. • Children will anticipate and participate in routines, activities, and transitions most of the time. • Children will use pretend play, symbolic play, storytelling, drawing, painting, and clay modeling to process experiences and to express thoughts and feelings.

Healthy Minds

Healthy Minds for the Future is a promising practice for developing healthy, resilient families; including promoting healthy attachments, self-control, and initiative. The practice has found that when parents/families are well-versed in the nuances in child development across multiple areas, they will be more attuned to children's needs and more likely to be involved in and promote positive growth. The program provides vital support for children, teachers, and families; providing a positive social and emotional environment for all young children through programming that spans a continuum of mental health services and supports.

Promotion

At UCCC, teachers and families work together to better understand and promote healthy emotional and social development through:

1. Home Visits
2. Screening and Assessments
3. Monthly Family Education Events
4. Parent-Educator Conferences

Prevention

Factors that predict mental health problems can be identified during the early years of childhood. At UCCC, we use early detection and intervention strategies for mental health issues to improve children's resilience and ability to succeed in life. The strategies we use at UCCC include:

1. Consultation and coaching for families
2. Two Center Support Specialists
3. St. Louis Psychoanalytic Institute analysts visit classrooms on a regular basis and consult with the teachers about the children in their care.

Intervention

Similar to prevention, UCCC uses intervention strategies for mental health issues to improve children's resilience and ability to succeed in life. UCCC's intervention strategies include:

1. Individualized support plans
2. Targeted interventions at home and in the classroom
3. Coaching
4. Referrals and collaboration with mental health providers for mental health services as needed

Next steps for Enrollment

1. **Take a tour**

Mondays @ 4pm and Fridays @ 10am. During your tour, you will receive basic school information and be able to see the school facilities and ask questions. Should you have any questions following the date of your tour, please contact the enrollment director, Tameka Cook, at (314) 726-0148 ext. 111.

2. **Complete a Wait List Application**

The wait list form provides us with the necessary information required for placement and contacting families. Families may enroll year round as space is available. Once the enrollment director has notified you that space is available, you will proceed to step three.

3. **Coordinate a Start Date and Submit your Enrollment Deposit**

The enrollment director will work with families to coordinate the best possible enrollment date. Once the date is established, families will be required to secure their child's space in a classroom within three days following the enrollment offer letter. The enrollment deposit is equivalent to one week's tuition. This deposit is credited to your account and applied to your child's last week at University City Children's Center.

4. **Return Student Enrollment Forms**

Families will return all the necessary enrollment forms along with their offer letter. All forms must be returned to the school by the date provided in the offer letter.

5. **Coordinate Home visit or Play date**

Home visit – The purpose of the home visit is to get to know your family and your child's routine. We ask questions from name selection and how important the name is, to family expectations for the teachers and hope for your child's future.

The home visit is usually forty five minutes and takes place in the morning. Two people will come to your house, an administrator and a primary teacher. On the first day of school, your child will have a familiar face to connect with; which gives your child a psychological home base.

- **Play date** – Your child's new teacher will contact you to make arrangements for your child to spend forty five minutes in the classroom prior to their first full day of enrollment. This allows children to make an easier transition into their classroom, an opportunity for parents to meet the teachers, and for both the school and family to gather feedback on student readiness for the classroom.

6. **Meet with Chief of Finance and Receive Orientation** – Both meetings can take place during the home visit or playdate.

- **Chief of Finance** – This appointment is to review and sign the tuition agreement.
- **Orientation** – You will meet with a member of the program team to review the Family Handbook and discuss any additional information that is necessary to provide quality care in our new partnership.