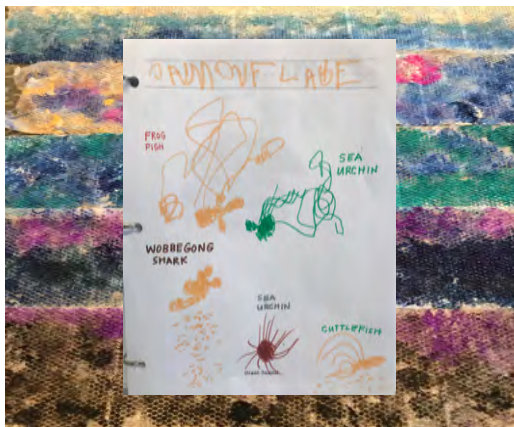
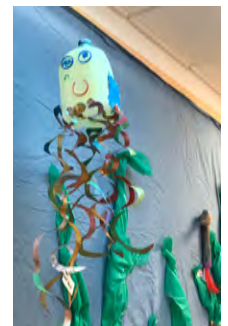


# Carnegie Mellon University Children's School March 2021 Family Newsletter

## Family Ocean Adventure March 18<sup>th</sup>

Everyone at the Children's School has been diving deep into learning about the oceans that sustain our planet. We hope your whole family will join us to celebrate our learning on Thursday, March 18<sup>th</sup> from 6:00-7:30 pm via our first ever VIRTUAL family festival. Prior to our Ocean Adventure, you will receive a packet of special materials to support your participation in the variety of Zoom events that we have planned. We will also send an email with all the Zoom links and suggestions for ocean-theme outfits, snacks, etc. to add to the festivities in your home. You can choose which of the games, movement, arts, and other activities to do in what order and for how long. Be ready to photograph your family's 'whale of a good time' and then to share a few of your best photos with us via [cmuchs@andrew.cmu.edu](mailto:cmuchs@andrew.cmu.edu). There's also still time for your family to use recycled materials to design your own ocean creature and send it to school for our collaborative mural. Bon voyage!



### March 2021 Dates

Sunday, March 14 <sup>th</sup>	Daylight Saving Time so SPRING FORWARD 1 Hour
Thursday, March 18 <sup>th</sup>	6:00 PM, PLANET EARTH Family Festival
Friday, March 19 <sup>th</sup>	Spring Holiday (NO SCHOOL)
March 15 <sup>th</sup> – 19 <sup>th</sup>	Dr. Carver & Mrs. Rosenblum will be attending the virtual conference of the National Coalition for Campus Children's Centers (N4C)
Monday, March 22 <sup>nd</sup>	4 <sup>th</sup> Quarter Begins

All of these dates are posted on our web calendar!  
<https://www.cmu.edu/dietrich/psychology/cs/>



## Summer Camp Enrollment: Plants & Dirt

The Children's School Summer Camp is an in-person, mixed-age, four-week program that will run weekdays from June 7<sup>th</sup> to July 2<sup>nd</sup> from 9 am to 1:15 pm with as much outdoor time on our playground and in the reflection garden as weather permits and existing risk mitigation protocols continuing. This year, Mr. Allen, Mrs. Belau, Mrs. Bird, Mrs. Loomis, Mrs. Mack, and Mrs. Sweet will engage the children in a study of "**PLANTS & DIRT**". As usual, we will read fiction and non-fiction books and offer science, arts, sensory, and other hands-on activities to enhance the thematic study.

With six educators at camp, we can form two learning pods with a maximum of 16 students each. Greeting will be at 8:45 am and dismissal at 1:15 pm. The four-week cost of camp is \$1,200, and children must be potty-trained in order to attend. The children will need to bring their snack, lunch, and water bottle, just like they did throughout the school year.

You will receive an email within the next few days asking whether you want to enroll your child in the Plants & Dirt camp for the full four-week program. Registrants will be taken on a first-come, first-served basis since there are fewer spaces available than the number of currently enrolled children. If fewer than 32 children register for the full month of camp, we will consider partial registrations with an associated reduction in cost.

Also, Mrs. Blizman is prepared to develop a virtual camp program during June if there are enough interested families. The program will be quite similar to what she has been doing all year for our Remote Learning group, but the times for the daily Zoom meetings will be chosen based on what works best for the enrolled families. The cost is \$600 per child for the month.



## Greeting & Dismissal Car Seat Safety

Pennsylvania law requires that all children under the age of 8 years must be restrained in an appropriate car seat or booster seat in the back seat of the vehicle. For more information on child passenger safety, please visit the Pennsylvania Department of Transportation website: <https://www.penndot.gov/TravelInPA/Safety/TrafficSafetyAndDriverTopics/Pages/Child-Passenger-Safety.aspx>.

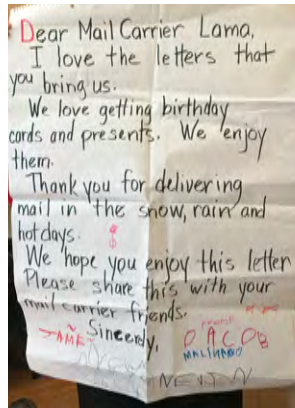
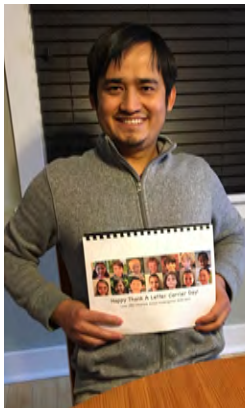
With continuing cold weather, special consideration must be given to the use of winter coats as the coat can impact the effectiveness of a harness-style car seat. **As a result, Children's School educators will remove a child's coat prior to buckling the child into a harness-style car seat at dismissal time.** During greeting, teachers will also help children to put on coats after removing them from their car seats. As always, Children's School educators are not permitted to violate the laws set forth by the state. Therefore, they cannot place a child in the front seat of a car or into a car without a car seat or booster seat. While waiting in the greeting and dismissal lines, it is important that everyone in the vehicle – **children AND adults** - remain buckled into their seat. Please only unbuckle once the vehicle is in park in the unloading area.



**Special note to families greeted at the Rotunda:** Please be sure that your child can easily exit and enter the vehicle on the passenger side of the car directly onto the sidewalk. It is a safety hazard for adults and children to be in the street, especially during winter months when the roads can be icy.

## Thank a Mail Carrier Day

February 4<sup>th</sup> was National Thank a Mail Carrier Day. We were inspired by Emerson Weber's book, "Sincerely, Emerson" to thank our CMU mail carrier, Prashant Lama (Ezra, K). Mr. Lama kindly delivered painted cards made by the Preschool 3's friends to the other mail carriers on campus so that they all know how much we appreciate their hard work.



## Scholarship Funding Update

As you know, the Children's School participates in the state's Educational Improvement Tax Credit (EITC) program as well as the Opportunity Scholarship Tax Credit (OSTC) program. In addition to the contributing businesses mentioned in previous Children's School Family Newsletters, we received funding from UPMC Health Benefits, an affiliate of UPMC Health Plan in February 2021.

Through EITC, eligible Pennsylvania businesses can earn tax credits while providing financial assistance for children to attend preschool as well as grades K-12. Through OSTC, eligible Pennsylvania businesses can earn tax credits for contributing funds to provide tuition assistance in the form of scholarships to eligible students K-12th grade residing within the boundaries of a low-achieving school to attend another public school outside of their district or nonpublic school. In 2019-20, The Children's School's EITC and OSTC Programs funded 75 students, pre-Kindergarten – 12<sup>th</sup> grade, in 17 different schools throughout Allegheny and Westmoreland counties.

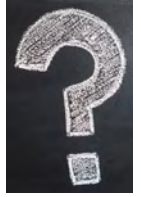
If you would like more information or can help us to build a list of prospective businesses, please contact the Linda Hancock ([lh37@andrew.cmu.edu](mailto:lh37@andrew.cmu.edu)).

**Pennsylvania**  
WORK SMART. LIVE HAPPY.

## Reminder re: Quarantine after Travel

As Carnegie Mellon leaders continue to monitor the pandemic, they update the guidance in accordance with the science and CDC recommendations. The current guidance requires 10-day quarantine for travel outside Pennsylvania or "high-risk" travel within Pennsylvania. They do not accept a negative COVID test in lieu of quarantine. See <https://www.cmu.edu/coronavirus/travel-protocol/index.html> for the most up to date guidance as you plan family travel.

# Big Questions for Young Minds



## Questions to Ask While Exploring Music

Music helps children – and adults – relax, laugh, pay attention, explore language, and learn about family heritages, traditions and culture. In addition to sharing classic childhood tunes from the local region, such as “Row, Row, Row Your Boat” and “The Wheels on the Bus”, expose your family to new musical genres – such as American Folk Music (“Puff the Magic Dragon” – Peter, Paul & Mary), Reggae (“One Love” – Bob Marley), West African Chants (“Toom-Bah-Ee-Lero”- Ella Jenkins), Classical Music (“The Carnival of the Animals” composed by Camille Saint-Saens), and favorites from family and friends around the world. Listen to different versions of the same song, have the family close their eyes when listening and ask each family member which version they prefer and why. Many songs have been adapted into books – including “I Know an Old Teacher” by Anne Bowen, based on “I Know an Old Lady Who Swallowed a Fly” and “If It’s Snowy and You Know It Clap Your Paws!” by Kim Norman, based on “If You’re Happy and You Know It Clap Your Hands”. Again, ask children why they preferred a certain version. Also encourage them to talk about what they thought about or imagined when listening to a piece of music. Ask them to listen with their five senses – how did the music sound, look, feel, taste and smell. I’m sure you will get some very imaginative answers!

Here are a few favorite Children’s School books about music – all are available for purchase online at <https://www.childrensbookstore.com/welcome/?ref=6FERE9W>, and our school receives a percentage of the purchase price:

- Charlie Parker Plays Be-Bop by Chris Raschka
- We’re Going on a Bear Hunt by Michael Rosen & Helen Oxenbury
- I Got Two Dogs by John Lithgow
- I Love My White Shoes by Eric Litman

During the long winter months, you might also want to try some simple musical games with your child(ren). See <https://empoweredparents.co/music-games-for-kids/> for 9 simple ideas and a straightforward explanation of their developmental benefits.

Also, remember that our Music Teacher, Lauren Hraber (pronounced “harbor”) has been providing brief music lessons via video each month. They are posted on our YouTube channel (<https://www.youtube.com/channel/Uctb1JaytFLYRwKllqqZHorQ/playlists>) in the “music and movement” playlist.



## Glimpses of Grandparents in COVID Times

The favorite part of 5-year-old Aria's week is FaceTime calls with her Nana who lives in Silver Spring, Maryland. The calls evolved into a crafting experience when they began sending each other boxes of activities that they could color, craft and experiment with together.

If you'd like to explore ways for connecting your children with grandparents or other family members via Zoom or FaceTime, aim for games or activities that can be done simultaneously or with very little waiting between turns. There are lots of free online games that work well with multiple generations, such as Would You Rather, Hidden Pictures, Madlibs, Find the Differences, Bingo, etc. If you use Zoom, you can share the "whiteboard" so people on all the screens can draw. Try a game called "finish my picture". One person draws a line or squiggle, then the other turns it into a picture. Try duplicating the line and see what different pictures the players create. Keep it simple, short, and experiment until you find what works for your child and family. The connections will be well worth the effort.



## CareLink

Through a campus-wide survey in September 2020, Carnegie Mellon University has heard from many staff, faculty, and graduate students facing challenges presented by the COVID-19 pandemic. In response, the Office of Human Resources (OHR) has enhanced existing programs and has developed new initiatives to support families. The following represents a comprehensive set of programming and resources which are currently available to CMU staff, faculty, and graduate students:

[The Concierge Service](#) – Through the Concierge Service, any CMU-affiliated family can get personalized, one-on-one assistance on various dependent care related topics, including child care and elder care. You can simply email [hfamilycare@andrew.cmu.edu](mailto:hfamilycare@andrew.cmu.edu) with the details of your request or needs, and a Family Care Concierge Specialist will find programs, resources, and organizations that can support your family.

[Family Care Programs](#) – These temporary programs were put in place to provide quality, affordable, flexible child care and proctoring services to support families in this time of uncertainty.

- [Flexible Child Care](#) – for children ages 2 to 5.
- [Kindergarten Proctor and Play](#) – for children enrolled in fully remote, mostly asynchronous kindergarten.
- [Proctoring](#) – for children in grades 1-6 who are enrolled in hybrid or fully remote schooling.
- [Care@work](#) – All CMU faculty, staff, and graduate students are able to access a free premium membership for Care.com. They can use this membership to find nannies, form learning pods, find elder care, find help with housekeeping, and even access 10 emergency back-up care days.
- [CareLink](#) – This online marketplace allows members of the CMU community to both post jobs and look for jobs. For parents, this can mean finding a babysitter or nanny, joining learning pods, or connecting with virtual tutors to provide some added enrichment.

carelink 🐾🐾🐾

As we continue through these uncertain times, OHR is constantly looking for ways to offer support and assistance to CMU families. To keep up to date on our latest programming, join our [HR Family Care mailing list](#) today to stay informed about our latest programs and resources. We're here to support you in any way we can.

## Family Spotlight: Parent / Educator Families

Holly Blizman and her husband, Jeff, keep busy with their two children, Lily (5) and Noah (18 months). They enjoy cooking and baking, exploring different hiking trails and taking walks around their neighborhood.

*I've been teaching at The Children's School for the past nine years. Normally, you could find me in the Kindergarten classroom, but this school year I opted for a different challenge, teaching Pre-K and Kindergarten friends remotely. In addition to a new teaching adventure, I was lucky to experience being a first time Children's School parent as well. My daughter was excited to have her mom as her teacher and eager to meet new friends. Being an educator is an amazing experience, being entrusted in the development of growing minds and being a first-hand witness to the connections being made, friendships being built, and growing love of learning. Having the chance to formally be my daughter's teacher has also been an amazing experience. This experience has allowed me to be a fly on the wall of my daughter's learning and exploration. Being a teacher and a parent at The Children's School allows me the chance to see the excitement in Lily's eyes as she shares with classmates, the eagerness when she talks with friends, and the ability to fill in the gaps as she recaps her day for her father and brother. Being a teacher is great, but being a teacher for your own child is a wonderful perk!*



Leslie Johnson and her husband, Ryan, enjoy time with their three children, Lila (5), Caden (3), and Asher (7 months). Whether it's spending time inside creating things or outside exploring new parks, they find nothing better than a relaxing weekend together.

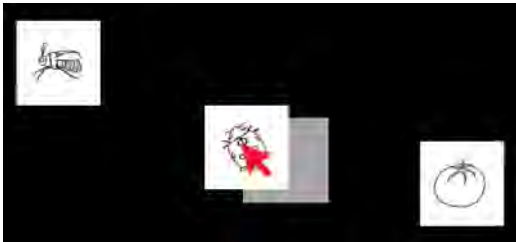
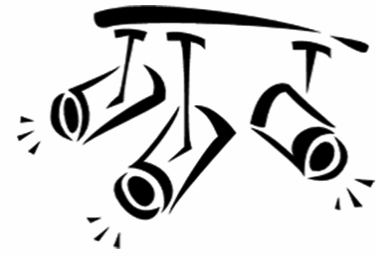
*I wholeheartedly believe that one of the best aspects about working at the Children's School, is getting to be in the same school as my daughter, Lila. As a Kindergartener heading to Elementary School, I am trying to treasure every bit of this crazy year with her. Having her at school definitely makes the mornings busier, even more stressful. But seeing her little wave from the bathroom window makes it all worthwhile! I enjoy having the perspective of both a parent and an educator. Deeply knowing the Children's School program as a teacher gives me even more confidence in where she goes to learn and play each day. As a bonus, I am able to test out my ideas ahead of time with Lila and her younger brother, Caden. I could not ask for a better job or a better place to send my child. Caden is already excited to begin next year in the Green Room and finally experience where his mommy and sister go each day!*



# Research Spotlight

## The Matching Game

Research Associate Emma Gurchiek is conducting a study via Zoom as part of Dr. Anna Fisher and Dr. Catarina Vales' investigation of how children's knowledge in the domain of animals supports their ability to make inferences in that domain. In this study, children will be asked to complete two games: In the first game, children will help a bear sort cards on their computer screen and arrange the cards based on what they think goes together. We can use the spatial distance between items to infer which items a child thinks are more strongly related. In the second game, children will help a friendly alien learn about the plants and animals on Earth by indicating which animals are more likely to share properties. Children will be told that an animal has a fictional property (e.g., 'hydracan eyes') and then be asked which of two other things may also share that property (e.g., another animal or a plant). Using these two games, researchers can examine how children's knowledge of animals underlies their guesses about unobservable properties of animals. The results of this study will help us better understand the way that children use their existing knowledge to learn new information.



## Circle Time Engagement

Susanna Hur, Anastasia Wass, and Madison Williamson, students in the fall 2020 Research Methods in Child Development course, used remote observation to complete their final project. See their poster here, notice that ALL the children are very engaged in circle time, especially given their young age, and ask yourself why the older children might be somewhat less engaged than the younger ones. There are MANY factors besides age that contribute to circle time engagement, and the educators are always seeking the "sweet spot" of optimal interest and challenge level for the group. Congratulations to the students on a very intriguing study!

### Time-Course of Engagement in Whole Group Activities in 3- to 5-Year Old Children

Susanna Hur, Anastasia Wass, Madison Williamson

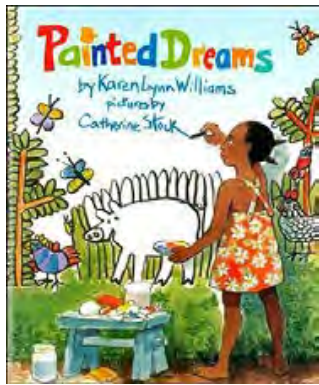
<p><b>Introduction:</b></p> <p><b>Background:</b></p> <ul style="list-style-type: none"> <li>Circle time is a teacher-led instructional period when children participate in productive discussions and experiences as a whole group (Ashbrook, 2012).</li> <li>Children's attention and engagement often decrease over time (Godwin et al., 2016; Ruff &amp; Lawson, 1990).</li> </ul> <p><b>Research Questions:</b></p> <ol style="list-style-type: none"> <li>How does the time in instructional activity affect children's overall attention allocation and classroom engagement?</li> <li>Is there a relationship between age and classroom engagement?</li> </ol> <p><b>Hypotheses:</b></p> <ol style="list-style-type: none"> <li>Older children will show greater engagement during circle time activities</li> <li>There will be more disengagement over time/towards the end of the lesson</li> </ol>		<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>Mixed ANOVA</li> <li>No effect of Time Period on Engagement Proportion, <math>F(2, 44) = 0.02, p = .983</math></li> <li>Main effect of Age Group on Engagement Proportion, <math>F(1, 22) = 5.76, p = .025, \eta^2 p = .21</math>, such that Younger children showed higher engagement than Older children</li> <li>No interaction between Time Period and Age Group, <math>F(2, 44) = .85, p = .433</math>.</li> <li>Original concern for activity as a confound prompted activity recording, but no effect of Time Period was found.</li> </ul>
<p><b>Method:</b></p> <p><b>Participants:</b></p> <ul style="list-style-type: none"> <li>22 children from the Children's School</li> <li>Older students (<math>n=12</math>, Sex: 50% Male, Age: <math>M=5.21, SD=.33</math>)</li> <li>Younger students (<math>n=10</math>, Sex: 60% Male, Age: <math>M=4.05, SD=.42</math>)</li> </ul> <p><b>Design and Materials:</b></p> <ul style="list-style-type: none"> <li>Observational study with Child Engagement as the Outcome variable and two Predictor variables: Age Group (Older vs. Younger) and Time period (minutes 1-3, minutes 6-9, minutes 12-15)</li> <li>4 circle time videos of each age group were coded for a total for eight videos.</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>Three different time periods in the first 15 minutes of every video were coded.</li> <li>Every 15 seconds the attention of each child was coded as engaged or disengaged.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Reliability: 50% of the videos were triple-coded for inter-rater Reliability, Pearson correlation coefficients ranged from .83 - .98, all <math>ps &lt; .05</math>.</li> <li>Engagement's Dependent Variable: Children were coded as being engaged when they were physically oriented towards the activity leader or actively participating in the group activity; otherwise, they were coded as disengaged.</li> </ul>	<p><b>Summary:</b></p> <p><b>Conclusions</b></p> <ul style="list-style-type: none"> <li>No difference in Engagement Proportions between different time periods</li> <li>Younger children had a higher proportion of engagement than Older children</li> <li>Levels of engagement were comparable to pre-COVID studies (Fisher et al., 2014)</li> </ul> <p><b>Limitations</b></p> <ul style="list-style-type: none"> <li>COVID-19 restrictions limited the amount and quality of videos recorded</li> <li>Mask-wearing obstructed facial signs of engagement</li> <li>Experimenters could not control Activities over Time Period</li> </ul> <p><b>References and Acknowledgements:</b></p> <p><b>REFERENCES</b></p> <p>Ashbrook, E. (2012). The Early Years: Circle Time. <i>Science and Children</i>, 49(6), 20-21. Retrieved December 3, 2020 from <a href="https://www.nacacenter.org/2012/04/01/01212/">https://www.nacacenter.org/2012/04/01/01212/</a></p> <p>Engel, A., X. Guzman, K. E. A. Salzman, &amp; (2014). Visual assessment, attention allocation, and learning in young children: When too much of a good thing may be bad. <i>Psychological Science</i>, 25(7), 1362-1370.</p> <p>Godwin, K. et al. (2016). Gift Task Behavior of Elementary School Children, Language and Cognition, 129-143. <a href="https://www.sciencedirect.com/science/article/pii/S1876209315000200">https://www.sciencedirect.com/science/article/pii/S1876209315000200</a></p> <p>Ruff, R. A., &amp; Lawson, E. R. (1990). Development of sustained attention in young children. <i>Developmental Psychology</i>, 26(1), 205-213. <a href="https://doi.org/10.1037/a0021831">https://doi.org/10.1037/a0021831</a></p> <p><b>ACKNOWLEDGMENTS</b></p> <p>We would like thank the Carnegie Mellon University Children's School educators, families, and children for making this study possible.</p>	

## Director's Corner: The Heart of Work

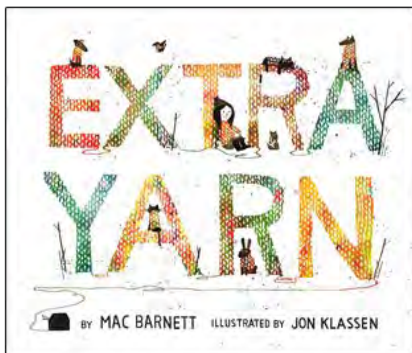
When we adopt the playful and positive attitudes toward our learning, as advocated by Zander and Zander's practices of "Rule #6" and "The Way Things Are", then we experience the freedom to engage fully in our life and work. This freedom is the foundation for ***The Art of Possibility***'s next two practices, both of which resonate very well with the learning culture at the Children's School and at Carnegie Mellon. Our work here is guided by Andrew Carnegie's motto, "My heart is in the work." Our leaders embrace a passionate sense of possibility, which is exactly what Zander and Zander advocate when they talk about "Giving Way to Passion." In fact, they suggest "actively surrendering our boundaries" so that we can participate wholly with an urgency and momentum to our efforts. This passion yields a "spiritedness in going beyond where before [we] might have stopped" (p. 121), which then inspires others to also do their best.



Karen Lynn Williams' book, "Painted Dreams", demonstrates the possibilities envisioned by Ti Marie when she refuses to have her passion for art limited by her Haitian family's poverty and her need to help with daily chores and caregiving. With only a small amount of found materials, she secretly creates a mural that attracts the attention of her entire community, improves her mother's market sales, and even impresses the revered elder artist in town, all of which change the way her parents view and value her unique talent, so she is free to develop it further. The next step, of course, is that passion freely embraced and expressed results in "Lighting a Spark" of possibility in others such that they eagerly enroll themselves in similarly passionate endeavors. "The practice of enrollment is about giving yourself as a possibility to others and being ready, in turn, to catch their spark." During the past year, our educators' deep commitment to young children and to collaboration with each other, our families, and our university leaders helped us all to stretch beyond our well-established practices to creatively work within ever-changing constraints to design a new Children's School model for both in-person and remote early childhood learning. Our success with new spaces, new schedules, new cleaning routines, and new family engagement venues results from passions shared and connections made.



The book, "Extra Yarn" by Mac Barnett "is the story of how a young girl and her magical box of yarn transform a community" from a black and white world of isolation to a colorful world of connection. Annabelle simply enjoys knitting and sharing her knitted garments with everyone and everything in town, including pets, trucks, and houses. She quietly persists despite disbelief and criticism, and she steadfastly refuses to accept millions of dollars from a powerful person who seeks to control the never-empty box of yarn. In the end, passion trumps power and Annabelle's spark brightens others' lives. As we together strive to facilitate each of our children's development, let us aim to awaken their passions for learning and be open to the sparks they have to share with us at school and at home. We have purposely shared our children's spark with the campus community this year by posting artwork and sharing videos to bring smiles amidst the chaos. By seeking ways to share the joy that they inspire, we can reduce our neighbors' isolation and connect more fully with each other as we all try our best to live and work while navigating these challenging times.





# March

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 Daylight Saving Time Begins Turn Your Clock Ahead 1 Hour	15 Dr. Carver & Mrs. Rosenblum @ Virtual N4C Conference	16	17	18 Virtual Family Ocean Adventure 6:00 to 7:30pm  3 <sup>rd</sup> Quarter Ends	19 NO SCHOOL: Spring Holiday	20
21 3's: Transportation 4's: Art & Artists PreK: Transportation K: Ancient Egypt	22 4 <sup>th</sup> Quarter Begins  March Safety Week	23	24	25	26	27
28	29	30	31			



## Children's School

[CMUChSch@andrew.cmu.edu](mailto:CMUChSch@andrew.cmu.edu) [www.cmu.edu/dietrich/psychology/cs/index.html](http://www.cmu.edu/dietrich/psychology/cs/index.html)

412-268-2199

2021

# In-home Backup Care for children



When you have kids, you learn to expect the unexpected. Last-minute caregiver cancellations, school holidays—it's hard to cover it all. That's why Carnegie Mellon University provides Care@Work in-home Backup Care for children.

## Thoroughly vetted caregivers

Just call, go online, or use the Care@Work app to reserve a vetted Backup Care professional—certified in both First Aid and CPR—to come to your home. All candidates have passed a rigorous screening process.

## Have a go-to sitter that's not in our vetted network?

With Personal Network, you can schedule care on your own and get easily reimbursed. Simply arrange care with your go-to provider, make sure to get a receipt, and submit a claim. Note: Personal Network care providers are not vetted by Care.com.

## Help when you need it most

While we prefer at least 24 hours' notice before your date of care, we typically respond to requests within 2 hours. Care may be requested up to 90 days in advance. You can use your benefit to cover school holidays, your regular caregiver's upcoming vacation, spring break or any other time you have a gap in care.

## Your benefit year:

April 15–April 14

## Backup Care Days:

Up to 10 days per year

## Backup Care rate:

\$4/hr for in-home care

## Ways to use your in-home Backup Care:

- Sick kids or caregivers
- Early flights or business travel
- Late nights working
- School holidays and teacher workdays
- Working from home
- Daycare closures

# Frequently Asked Questions

## Who are the Backup Care providers?

They're caregivers who are vetted and employed by either Care.com or its network of agencies, and certified in both First Aid and CPR. All caregivers are required to complete orientation and health and safety training, and their screening process includes:

- Child Care Reference Checks
- Video or In-Person Interviews
- Criminal Background Check
- National Sex Offender Public Website Check
- Name & Address Verification via SSN
- U.S. Work Eligibility Verification

## When can I use in-home Backup Care?

Backup Care is available for any of your children from newborns to teens, 24/7 for work-related issues.

## How much advance notice must I give?

Care may be requested up to 90 days in advance. We typically respond to same day requests within 2 hours, although we do prefer 24 hours' notice prior to the date of care when possible.

## My child is sick. Can I still use Backup Care?

If your child has a low-grade fever, runny nose, mild cough or has started an antibiotic, you can use In-home Backup Care. For the safety of our caregivers, we can't provide care to children with fevers over 101°F or with highly infectious illnesses like chicken pox, Coxsackievirus, or pink eye.

## Can I talk to the caregiver beforehand?

Yes! Caregivers and parents should feel comfortable with each other prior to the day of care. Caregivers will call prior to care taking place as an introduction.

## Will my backup caregiver do all of the things my regular caregiver does?

Backup caregivers come prepared to make sure your children are safe and happy, and to keep your home in the same condition you left it. They are not expected to do laundry, errands, or house cleaning.

## How do I pay for Backup Care?

The credit card you have on file will be charged after care takes place. Please see Carnegie Mellon University's service overview for details. These benefits may be taxable for team members contributing to a dependent care account. Ask your HR representative for more information.

## What's the cancellation policy?

Your credit card will be charged \$30 if you cancel after your reservation is confirmed. You will be charged \$60 if your caregiver is on the way or has already arrived.

## Can I hire my caregiver long-term?

Care@Work Backup Caregivers are employed by Care.com or one of our network partners and are not available to provide long-term care.

## How does it work if I have my own caregiver?

You can use a caregiver of your choice and be easily reimbursed for a portion of the costs that exceeds your co-pay. Start by booking your caregiver on your own. Reminder: when you use a caregiver from your personal network, you are fully responsible for all vetting. After care is complete, make sure to get a receipt. To get reimbursed, log into your Care@Work account and go to "Reimburse me for care." If you have any questions, email us at backupcare@care.com

## How it works:

**1. Enroll** at [cmu.care.com](https://cmu.care.com) or the Care@Work app.

**2. Log into your account** in the Care@Work app or at [cmu.care.com](https://cmu.care.com). You can also call 855.781.1303.

**3. Follow the prompts** to complete your request for care. You'll need to answer a few questions before submitting your request:

- Date and time you need care
- Emergency contact information
- Allergies, special needs, or other important details
- If you need the caregiver to drive your children
- Home details, such as pets or available public transportation
- Credit card information

**4. Our team will work quickly** to identify a caregiver that meets your specific needs. We'll even try to fulfill requests for specific caregivers if they're available. Once found, a dedicated Care Specialist will contact you directly to answer any questions you might have and confirm the booking.

**5. Give us your feedback.** Answer a brief survey that will be sent after care is complete.

# Family Care Initiatives



## Flexible Child Care Program

Our program provides scheduled, flexible child care for children ages 24 months to five years old. There are two sessions available daily - one morning session and one extended day session - which are intended to provide high quality child care for families of Carnegie Mellon University faculty, staff and graduate students. The Flexible Child Care program provides a safe, developmentally appropriate program where children can thrive and parents can find peace of mind.

**Cost:** \$5/hour

**Hours of service:**

Monday–Friday: (two sessions per day)

Morning only: 8:00–11:30 a.m.

Extended day: 8:00–3:30 p.m.

**Sessions per week:**

Minimum = three sessions per week

Maximum = five sessions per week

**Location:** 6555 Penn Ave., Pittsburgh, 15206

**Contact Information**

Email: [hrfamilycare@andrew.cmu.edu](mailto:hrfamilycare@andrew.cmu.edu)

[Frequently Asked Questions \[pdf\]](#)

[Facility Photos — Penn Avenue location \[pdf\]](#)

“This program has saved our life. Our son enjoys the school and seems to have learned lots of important knowledge and skills. The staff members and teachers have done an amazing job making sure to have a safe but meaningful environment for children.”

Registration is simple, free and there is no commitment. Sign-up in advance so you can use the care whenever you need it.

Site directors are available for scheduled calls upon request.



**Carnegie Mellon University**

## We Take Your Family's Health Seriously

Our staff is committed to maintaining a safe environment for children and adults. This includes daily health screenings for staff and children, continual sanitizing of high touch surfaces and toys, frequent handwashing, wearing masks, and minimizing contact between the programs within the same facility. These risk mitigation efforts serve as a safety measure and are also integrated into the Healthy and Safety curriculum so children can begin to learn their role in keeping those around them safe. For more details on health and safety measures, please see our [COVID-19 disclosure document \[pdf\]](#)



## Our Classroom Space

The Flexible Child Care room is designed with the children's ages, interest, and safety in mind. Children are offered developmentally appropriate materials and toys, which are sanitized after each use. The Learning Centers are informed by PA Early Learning Standards for the appropriate age groups. Tables allow for individual work and also create space for children to eat snack while socially distanced. Masked social interaction among members of the same group is encouraged.



## Our Educators

The educators at our Penn Avenue location have a combined 168 years of experience working in the field of early childhood education. All of our educators have degrees in education, child development, developmental psychology, or other related fields. They are passionate about working with young children and are united in their belief that all children are capable, competent, social, and full of potential. Our experienced educators utilize the PA Early Learning Standards to design free play activities, learning centers, and experiences where children can play and explore with their peers throughout the day.

# Family Care Initiatives



## Kindergarten Proctor & Play Program

Our program is designed for children currently enrolled in fully remote, mostly asynchronous kindergarten and focuses on meeting their developmental needs while also providing support for online learning. Our team works to create balance, supporting children in completing school assignments while also offering invitations to play and facilitating group activities like time outside, caring for the classroom fish, cooperative games, and art activities.

**Cost:** \$5/hour

**Hours of service:**

Monday–Friday: 8 a.m.–3:30 p.m.

Drop-off: 8–8:30 a.m.

Pickup: 3–3:30 p.m.

**Sessions per week:**

Minimum = three sessions per week  
(22.5 hours).

Maximum = five sessions per week  
(37.5 hours).

**Location:** 6555 Penn Ave., Pittsburgh, 15206

**Contact Information:**

Email: [hrfamilycare@andrew.cmu.edu](mailto:hrfamilycare@andrew.cmu.edu)

[Frequently Asked Questions \[pdf\]](#)

[Facility Photos — Penn Avenue location \[pdf\]](#)

“This has really been a blessing for our family. Our stress levels have fallen now that we have help caring for our child, but more importantly, she now has access to a healthy opportunity for socialization and exploration that she simply could not have had at home.”

Registration is simple, free and there is no commitment. Sign-up in advance so you can use the care whenever you need it.

Site directors are available for scheduled calls upon request.



**Carnegie Mellon University**

## We Take Your Family's Health Seriously

Our staff is committed to maintaining a safe environment for children and adults. This includes daily health screenings for staff and children, continual sanitizing of high touch surfaces and toys, frequent handwashing, wearing masks, and minimizing contact between the programs within the same facility. These risk mitigation efforts serve as a safety measure and are also integrated into the Healthy and Safety curriculum so children can begin to learn their role in keeping those around them safe. For more details on health and safety measures, please see our [COVID-19 disclosure document \[pdf\]](#)



## Our Blended Classroom Space

Children are assigned appropriately-sized tables to complete their work and have a labeled basket to store their school supplies. Educators support students in signing in to synchronous meetings, monitor online learning and assist in completing asynchronous work. Between remote learning assignments, educators facilitate opportunities for socialization and developmentally appropriate play.



## Our Educators

The educators at our Penn Avenue location have a combined 168 years of experience working in the field of early childhood education. All of our educators have degrees in education, child development, developmental psychology, or other related fields. They are passionate about working with young children and are united in their belief that all children are capable, competent, social, and full of potential. Our experienced educators utilize the PA Early Learning Standards to design free play activities, learning centers, and experiences where children can play and explore with their peers throughout the day.

# Family Care Initiatives



## Child Proctoring Program

Our program serves children, in grades 1 through 6, who are currently enrolled in remote or hybrid schooling. Our proctors support children in completing their virtual instruction, offering both academic and technological assistance, in addition to providing a safe environment for children to engage in activities upon completion of their schoolwork. This service is provided on campus and is designed to help families manage some of the challenges of remote schooling.

**Cost:** \$5/hour

**Hours of service:**

Monday–Friday: 8:00 a.m.–3:30 p.m.

Drop-off: 8:00–8:45 a.m.

Pickup: 2:45–3:30 p.m.

**Sessions per Week:**

Minimum = one day/7.5 hours per week.

Maximum = five days/37.5 hours per week.

**Location:** Posner Center

**Contact Information:**

Email: [hrfamilycare@andrew.cmu.edu](mailto:hrfamilycare@andrew.cmu.edu)

[Frequently Asked Questions](#)

[Facility Photos — Posner Center](#)

[Proctor Biographies with Photos](#)

"The program has been wonderful - extremely well executed and safe. My children love it and has been a great benefit to me. We are thankful it has been offered."

Registration is simple, free and there is no commitment. Sign-up in advance so you can use the care whenever you need it.

Site directors are available for scheduled calls upon request.



**Carnegie Mellon University**



## We Take Your Family's Health Seriously

Our staff is committed to maintaining a safe environment for children and adults. This includes daily health screenings for staff and children, continual sanitizing of high touch surfaces, frequent handwashing, and wearing masks. Children choose any seat that has a mat, leaving more than 6 feet of space between students. The Plexiglas barrier in the middle of the room also protects students. The building has air purifiers in the ventilation system, and there are also several portable air cleaners in the Posner Center. For more details on health and safety measures, please see our [COVID-19 disclosure document](#).



## Our Classroom Space

Children are assigned appropriately sized tables to complete their work and have access to a separate space for eating lunch, taking short breaks, or working on extracurricular activities when school work has been completed for the day. We are also able to utilize nearby outdoor spaces, such as Kraus Campo, when weather permits.



## Our Proctors

The proctors at our Posner Center location are experienced professionals who have served in a variety of roles working with children. Our site directors have degrees in education and are passionate about working with young children. They are united in their belief that all children are capable, competent, social, and full of potential. Using their wealth of skills and experience, the proctors support children's academic needs, use developmentally appropriate strategies to offer assistance, suggest and facilitate extracurricular activities, and provide a safe and joyful experience for children. [Learn more about the Child Proctoring Program Staff\[pdf\]](#).