

Our Philosophy

The child “educaring” philosophy at CCCC supports a whole child concept of development by meeting a child’s emotional, social, intellectual, physical, and emerging cultural needs.

Our child development program is based on the assumption that a child’s growth is a sequential process and that children pass through predictable stages of development in all areas and within age ranges.

A fundamental belief at CCCC is that children have the right to be cared for in a safe, healthy, nurturing, fun, and respectful environment by adults who are well trained in child development principles and believe that children learn best through play and playful interactions.

A team teaching approach is practiced in each age group’s educare room. Together the professional staff plans overall program goals and curriculum units intended to meet the children’s individual needs, as well as the needs of the group.

Anti-Bias Philosophy

Community Child Care Center demonstrates an ongoing commitment to integrate an anti-bias philosophy into every aspect of its program. Because children live in a diverse and complex world, they interact daily with people different from themselves. Anti-bias curriculum is a process to help children develop and strengthen their self and group identities, while interacting respectfully with others in a multi-cultural environment. Anti-bias curriculum is a proactive approach to reduce prejudice and promote inclusiveness.

Anti-Violence Philosophy

At CCCC, we believe that most hurtful behaviors are a young child’s inexperienced attempts to meet his or her immediate needs. Our adult role, therefore, is to create environments and support interactions which empower our young children to peacefully satisfy their needs and desires.

Values Statement

Community Child Care Center is committed to the values of accessibility, diversity, health and well-being, learning, peacefulness, self-expression, community building and high quality child care.

Additionally, Community Child Care Center shares the values articulated in the International Cooperative Alliance Statement on the Co-operative Identity:

Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.



Community Child Care Center

1250 Fifield Ave, St. Paul, MN 55108

www.umncccc.org
care@umncccc.org

651-645-8958

Monday – Friday
7:15am – 6:00pm

Ages 16 months to 5 years

NAEYC accredited and fully licensed
Head Start Childcare Partner

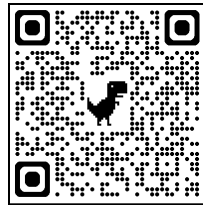
Our Mission

Community Child Care Center’s mission is to contribute to the broader community, individual children, and families by encouraging the development of the whole child through affordable, high-quality early childhood education.

The center provides a nurturing, physically safe, emotionally secure and inclusive setting for children, families, and staff in a cooperative environment.

Community Child Care Center provides services for Commonwealth Terrace Cooperative families, University of Minnesota students, faculty, and staff, and families of the surrounding communities.

Need help paying for child care?



CCAP



Pathway I scholarship



U of M Student Parent HELP
Center Scholarships and Grants



CAPRW Head Start



Parent Aware



Think Small

This institution is an equal
opportunity provider.

Classrooms

CCCC has three classrooms divided by age group. The teacher to child ratio exceeds minimum state requirements in each classroom.

	Ages	Ratio
Toddlers	16 – 33months	5:1
Younger Pre-school	33 months – 4 years	7:1
Older Pre-school	3.5 years – Kindergarten entry	8:1

Characteristics found in all of our classrooms:

- Curriculum based on the Minnesota Early Indicators of Progress (Education Standards for Birth thru 5 years old)
- Research-based Creative Curriculum (instruction) and Teaching Strategies Gold (assessment)
- Individualized curriculum
- Teachers involved in play with children
- Staff trained and experienced in working with Dual Language Learners
- Learning environments (including classroom toys and equipment) rotated monthly
- Intentional Conflict Resolution Policy
- Highly educated staff with low turnover

Toddlers

We understand that the toddler program is often a child's first experience in a social environment. Based on this understanding, the core of our curriculum is focused on social-emotional development. We foster growth and development through: self help, independence, peer interaction, self-control, positive problem solving, age appropriate health and safety habits and using emerging language to communicate needs and express emotions in a healthy way. We encourage children to participate and experience daily activities such as art, fine motor, big body play and music. Our classroom environment creates a foundation of learning upon which the younger preschool room builds.

Younger Preschool

The Younger Preschoolers are provided with opportunities to learn through exploration and discovery. The day is balanced between structured large and small group time and child-directed free play. Play options include imaginary play, sensory, building, cognitive and problem solving toys, books, and math games. Large-body physical play becomes an interest to many younger preschoolers. Teachers guide safe practices for rough play so children can learn the limits of others and themselves.

Older Preschool

The Older Preschool curriculum is designed to prepare children for kindergarten through age-appropriate activities. The teachers develop curriculum focused on children's interests, goals, and needs. The daily routine consists of teacher and child initiated activities, large and small group work, and free play incorporating the development of literacy, science, math, social studies, art, and large motor skills. These daily activities encourage positive social interactions along with emotion management, independence and problem-solving skills.

TODDLER WEEKLY RATES 2025-26

Enrollment	Step 1	Step 2	Step 3
	CTC Residents and U of M Students		Non-Resident Non-Student
Fulltime	\$420	\$429	\$452
MWF	\$273	\$278	\$293
T/TH	\$188	\$192	\$202
AM	\$242	\$247	\$260
PM	\$230	\$235	\$247

PRESCHOOL WEEKLY RATES 2025-26

Enrollment	Step 1	Step 2	Step 3
	CTC Residents and U of M Students		Non-Resident Non-Student
Fulltime	\$393	\$402	\$423
MWF	\$260	\$266	\$280
T/TH	\$176	\$180	\$189
AM	\$229	\$234	\$246
PM	\$219	\$223	\$235

SLIDING FEE SCALE

Number of Family Members	Step 1	Step 2
2	\$52,875 or less	\$52,876 or more
3	\$66,625 or less	\$66,626 or more
4	\$80,376 or less	\$80,377 or more
5	\$94,125 or less	\$94,126 or more
6	\$107,875 or less	\$107,876 or more