



Districtwide Childcare Roadmap

2022-2027

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Co-Chairs

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Special thanks to Sami Drake at Madison College. Without your support, this never could have happened.

Completed: April 2022; Last Updated: May 2022

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Executive Summary

Project Background & Description



Childcare is in crisis in this country¹ and few are feeling this more acutely than community college student-families. The childcare industry, already operating on tight budgets and an underpaid workforce prior to the pandemic, fell into crisis with the onset of COVID-19. In the last two years unprecedented numbers of centers and in-home providers permanently closed their doors, and Early Childhood teachers left the field in masses. This has resulted in families being unable to find childcare to meet their needs.

One in five community college students are also parents. As such, the childcare crisis presents additional obstacles to the enrollment, retention, and completion of student-families, including those at Madison College.

The Childcare Roadmap organizes out work to recognize and remove barriers to education and childcare, and provide opportunities district-wide so students can advance their workforce skills, and meet the needs of the workforce.

Reliable childcare is a must for Madison College students and communities to thrive.

¹ (Bruenig, 2022; Cain Miller, 2022; Grosse, 2022)

Project Scope & Outcomes



A team representing multiple Madison College campuses and departments, and districtwide community members, met to discuss the childcare crisis and its impact on students and their communities. The Childcare Roadmap Team met between January and April 2022 to address these issues.

After developing a shared understanding of the childcare landscape, the Childcare Roadmap Team developed a plan, or roadmap, which outlines the District's childcare strategy along with a timeline and implementation plan in consideration of the following:

Childcare Roadmap Goals

Goal 1: Increase Childcare Access - Explore creative ways to increase access to affordable childcare that meets community needs within each campus community. **Outcome:** Increased childcare opportunities for student-families in each of our campus communities.

Goal 2: Review College Policy - Analyze college policies and procedures to determine if they support or hinder effective service to student-families. **Outcome:** Increased enrollment and retention of student-families at Madison College.

Goal 3: Explore Additional Childcare Models - Review models at other institutions for effective and creative delivery of childcare services. **Outcome:** Innovative and enhanced childcare practices at Madison College. Continued connection and engagement with the larger Early Childhood Community.

Goal 4: Develop Childcare Professionals - Improve access to, enrollment in, and completion of the Early Childhood Education academic programs at Madison College to develop a strong pipeline of high-quality educators to serve our District. **Outcome:** Affordable academic Early Childhood programs designed to serve each unique community, improve childcare quality, and increase the number high-quality educators for hire or promotion.

Goal 5: Connect Campus Childcare with Academic Programming – Build a strong connection between Madison College's childcare services and the Early Childhood Education academic program through both existing and potential new campus childcare facilities. **Outcome:** Expanded mentorship, observation, and practicum experiences for Early Childhood students.

High-Level Timeline/Schedule



Roadmap Team Representation



Madison College
Reach Dane
Wisconsin Early Childhood Association (WECA)
Watertown Community Health Foundation
Workforce Development Board of South Central Wisconsin (WDBSCW)
Community Coordinated Child Care (4-C)
Latino Academy of Workforce Development

Introduction

Overview

Supported by the Early Care & Education Innovation Grant, Madison College is engaging in thoughtful and thorough planning to determine the best ways to support student and employee childcare and development needs throughout the District. This effort arose out of the COVID-19 pandemic, which pushed childcare for a societal challenge to an all-out crisis. Children lost access to care and families lost access to their jobs. In April 2022, the United States is in a workforce crisis with low unemployment and low workforce participation. Madison College endeavors to help address the interrelated childcare and workforce crises through support for early care and education throughout our district.

Currently, high-quality childcare is offered at the Truax campus and student-parent supports are disjointed and uneven. The college has been highly effective in its delivery of care within the existing childcare center, consistently engaging in best practices in child development and effectively serving a diverse student population, but more care and support is needed to support student-families. Effectively serving student-families and employee-parents furthers the diversity, equity, and inclusion efforts by improving services to a historically underserved student population.

Madison College has long sought to offer childcare services at the other campuses. The disruption from COVID-19 pandemic added urgency to this work and highlighted the complex needs of student-families, as well as the Madison College employees with children. Relatedly, there has long been a dearth of highly qualified early childhood educators, which was exacerbated by the pandemic. As part of this work, Madison College will explore the intersection between the Early Childhood Education academic program and the college's childcare operations, as well as explore opportunities to grow the available pool of educators for childcare operations in our communities.

After developing a shared understanding of the childcare landscape, the Childcare Roadmap Team worked to develop a plan that outlines the District's childcare strategy along with a timeline and plan for implementation in consideration of the following:

1. **Goal 1: Increase Childcare Access** - Explore creative ways to increase access to affordable childcare that meets community needs within each campus community. The resulting roadmap should reflect that each campus has a unique context and is at different stages in the development of programming.
2. **Goal 2: Review College Policy** - Analyze college policies and procedures to determine if they support or hinder effective service to student-families.
3. **Goal 3: Explore Additional Childcare Models** - Review models at other institutions for effective and creative delivery of childcare services.
4. **Goal 4: Develop Childcare Professionals** - Explore opportunities to improve access to, enrollment in, and completion of the Early Childhood Education academic programs to develop a pipeline of high-quality educators to serve our District.
5. **Goal 5: Connect Campus Childcare with Academic Programming** - Determine strategies for greater connection between childcare services and the Early Childhood Education academic program, including the possibility of a lab school.

The next sections outline the Roadmap activities and timeline, the background information that informs the Roadmap's goals, and the projects designed to serve families Districtwide.

A glossary is included in Appendix A to aid the reader in understanding the terminology in this document. The projects define the work of implementing the roadmap and achieving the aims of the Early Care & Education Innovation Grant. Details of the grant funding are provided in Appendix B.

This roadmap is the result of significant engagement, input, and effort by the Roadmap Team (listed below). Thank you to the team members for their time, expertise, and support.

Roadmap Team

Madison College Members:

Ahedo, Valentina ▪ Associate Vice President
Arroyo Calderon, Luz del Carmen ▪ Student Success Manager
Ciesielczyk, Mary ▪ Student-Parent Support Coordinator
Cioci, Jessica ▪ Dean, Human & Protective Services
Dia, Khadidiatou ▪ Budget & Policy Analyst
Jost, Donna ▪ Early Learning Campus Manager
May, Jennie ▪ Reporting Analyst
McClellan, Maria ▪ Regional Director, Eastern Region
Nolden, Peggy ▪ Admin. Coordinator, Northern Region
Pink, Emily ▪ Early Childhood Education Program Director
Ploeckelman, Erica ▪ Senior Fiscal Operations Coordinator
Ramirez, Sylvia ▪ Vice President, Administration
Richer, Brandy ▪ Student
Soulie, Nicole ▪ Community Engagement Coordinator
Trondson, Erin ▪ Early Childhood Project Manager
White, Cody ▪ Capital Planning & Sustainability Manager

Community Members:

Christianson, Amy ▪ Reach Dane
Clark, Chanel ▪ Wisconsin Early Childhood Association
Crave, Tina ▪ Watertown Community Health Foundation
Drew, Paula ▪ Wisconsin Early Childhood Association
Glewen, Becky ▪ Watertown Community Health Foundation
Lentz, Seth ▪ Workforce Development Board of South-Central WI
Mielke, Marlo ▪ Community Coordinated Child Care (4-C)
Paulson, Jeanette ▪ Wisconsin Early Childhood Association
Williams, Luann ▪ Reach Dane

About Madison College

As a community college based in Madison, Wisconsin, we serve 40 school districts in Southcentral Wisconsin and have seven campuses located throughout our District. There are three campuses in Madison: Commercial Avenue (north Madison), Goodman South Campus (south Madison, and Truax (north Madison/main campus). There are four regional campuses: Fort Atkinson, Portage, Reedsburg, and Watertown. Students can earn an associate degree, technical diploma, or certificate in one of our more than 180 programs. Or they can start their bachelor's degree and transfer to a four-year institution. As of April 2022, we served approximately 30,000 degree and non-degree students. Only one of our campuses (Truax in north Madison) offered childcare services.

Mission

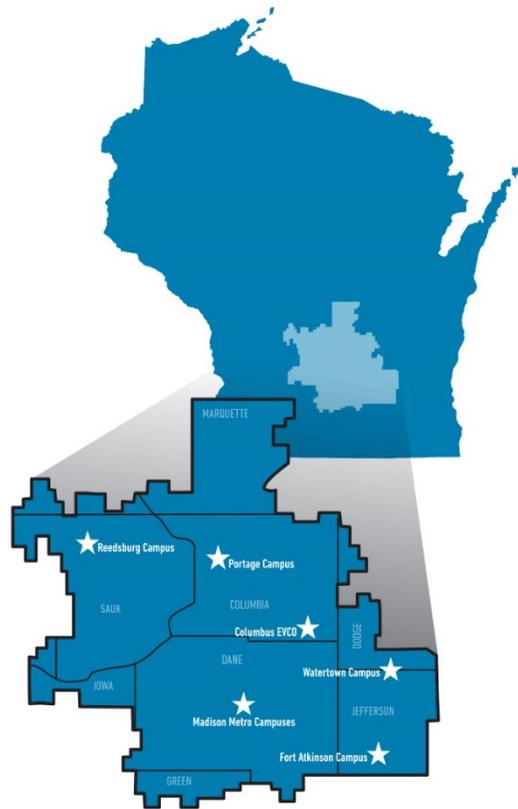
Madison College provides open access to quality higher education that fosters lifelong learning and success within our communities

Vision

To be the leader in accessible affordable education that meets the evolving needs of our diverse communities.

Values

- Excellence
- Respect
- Commitment to students and diverse communities
- Making higher education available to all



Roadmap Planning Activities

To develop this roadmap, the co-chairs engaged in planning efforts from creating the Roadmap Team to community engagement. These efforts are outlined here.

Planning Phase	
Date	Activities
January 2022	<ul style="list-style-type: none"> Reviewed the roadmap charge along with its five goals <i>(Core Team)</i>
February 2022	<ul style="list-style-type: none"> Gave an overview of the roadmap and established sub teams <i>(Full Team)</i> Shared roadmap updates <i>(Core Team)</i> Identified areas of interest, reviewed existing data, and identified missing data <i>(Community Needs Sub Team)</i> Identified areas of interest and determined which team members would explore each childcare model <i>(Delivery Models Sub Team)</i> Identified areas of interest <i>(Policy Sub Team)</i>
March 2022	<ul style="list-style-type: none"> Identified and prioritized next steps <i>(Education Sub Team)</i> Shared findings and discussed how to best document findings <i>(Delivery Models Sub Team)</i> Sub team updates <i>(Full Team)</i> Identified potential policy projects <i>(Policy Sub Team)</i> Discussed similarities in next steps and began to identify potential projects <i>(Community Needs & Education Sub Teams)</i>
April 2022	<ul style="list-style-type: none"> Reviewed and provided feedback on policy projects <i>(Policy and Community Needs Sub Teams)</i> Reviewed the Districtwide Childcare Roadmap framework <i>(Core Team)</i> Documented findings into a childcare delivery models matrix <i>(Delivery Models)</i> Reviewed the Districtwide Childcare Roadmap draft and provided feedback <i>(Full Team)</i>

Community Engagement

Planning Phase	
Date	Outreach
February 2022	<ul style="list-style-type: none"> • Beaver Dam Chamber of Commerce • Sauk Prairie Area Chamber of Commerce • First Children’s Finance • Erin Trondson • Washington State Community College
March 2022	<ul style="list-style-type: none"> • Reach Dane • Magical Moment’s Enrichment Center • Monroe Community College • Delgado Community College • Central New Mexico Community College • University Avenue Discovery Center • LabCorp
April 2022	<ul style="list-style-type: none"> • Georgia Allen • Fort Atkinson Preschool & Childcare • University Avenue Discovery Center • Greater Watertown Community Health Foundation • Sauk Prairie Area Chamber of Commerce • City of Portage, Business Development, & Planning • City of Reedsburg
May 2022	<ul style="list-style-type: none"> • Reach Dane • United Way of Jefferson & Walworth Counties

CHILDCARE IN OUR DISTRICT

High-quality early education experiences, with skilled providers and dependable best practices, lay the foundation for healthy child development, and future academic, economic, and personal success.

“Research shows high-quality birth-to-five programs can deliver a 13 percent ROI, including strong outcomes in education, health, social behaviors, and employment.”

(raisingwisconsin.org)

(wisconsinearlychildhood.org)

Most young children in our District are **not enrolled in licensed childcare programs** and many more are unable to access the highest quality of care. (wisconsinearlychildhood.org)



There are over
63,176
children ages 0-5 in
our District.
**Fewer than
50%**
are in licensed care.)



**Fewer
than 1%** of
district providers
provide any care
after 6pm.

(wisconsinearlychildhood.org)



**Most of the
Madison College
Campuses are in
childcare deserts.**

(https://apl.wisc.edu/resource/#online_tools)



The annual cost of infant care in
our district is **\$12,597**. (epi.org)

There is only enough licensed care to serve
1 in 4 infants and toddlers. (americanprogress.org)

The median wage for
childcare teachers is
\$11-\$13/hour
Compared to the **\$28/hour**
for all workers in Wisconsin
with similar education.
(raisingwisconsin.org)

40%
the current teacher turnover
rate in Early Care and
Education centers.
(raisingwisconsin.org)



In the Madison
College District,
the median family
income is
\$63,293.
(aecf.org)

**The average family spends ¼ or more of their income on childcare, and
94% of Wisconsin families cannot afford infant-care.** (raisingwisconsin.org)



Implementation Projects

The goal of this roadmap is to guide action in support of families throughout the Madison College District. The Roadmap Team worked on each goal within the charge and identified actionable projects aligned with that goal. In addition to the projects, each goal has an implementation lead who is a college employee responsible for ensuring the projects progress and are completed per the roadmap timeline. Appendix C contains a comprehensive timeline of project activities outlined below. This timeline will continue to evolve as we work through the projects.

Goal 1: Increase Childcare Access

Explore creative ways to increase access to affordable childcare that meets community needs within each campus community. The specific activities reflect that each campus community has a unique context and is at different stages in the development of programming.

Implementation Team Leads: Donna Jost & Erin Trondson

Initial reviews of existing data points indicate that there is a significant shortage of care in almost all college campus communities. Both College employees and student-families are impacted by these shortages, which interferes with employment and academic success. These shortages exist particularly for infant/toddler care and non-traditional hours of care. In addition, some College District communities have already begun initiatives to increase childcare availability and the College will work to support and expand those efforts. A timeline of this project work is included in Appendix D.

Projects:

1. Construct and equip a childcare in South Madison to significantly increase childcare access options for students and the community – (Years 3-4)
2. Partner with the existing Greater Watertown Community Health Foundation to increase childcare options for area student-families and employees-- (Years 1-3)
3. Expand childcare options for student-families and employees in the Regional and Commercial Ave campus communities – (Years 3-5)
 - a. After determining the specific campus student-families' needs, explore the creative care options models identified in Goal 3 for appropriate solutions to implement to address these needs.

Expected Outcomes and Impact:

As a result of these projects, we will provide childcare that meets the needs of student-families in each of our campus communities.

Goal 2: Review College Policy

Analyze college policies and procedures to determine if they support or hinder effective service to student-families.

Implementation Team Lead: Tina Ahedo & Maria McClellan

A workgroup of the Roadmap Team researched and brainstormed the various impediments that could prevent a student-family from fully participating in educational and engagement opportunities at the college. The implementation team will work to address these impediments.

Projects:

1. Improve data collection so that we can identify student-families to help inform supports and measure outcomes – (Year 1)
2. Conduct a policy audit to identify policies impacting student-families including academic, enrollment, financial aid, student services, and facilities. Update, revise, and add policies – (Years 1, 2, and as needed)
3. Leverage [FamilyU](#) resources to create a more student parent friendly campus – (Years 1 and 2)
4. Connect with Human Resources regarding the expressed interest in greater support for employee-parents. Provide support in improving support for employee-parents -- (Ongoing)
5. Include the student parent voice in the discovery, data-gathering, implementation, and assessment processes of this work in all years – (Ongoing)
6. Participate in state-level advocacy for policies that eliminate barriers for student parents in all years – (Ongoing)

Expected Outcomes and Impact:

As a result of these projects, Madison College will provide student-families with basic needs, childcare, and flexible educational experiences that support successful outcomes for student-families, allowing them to access higher education and the resulting family-supporting wages.

Goal 3: Explore Additional Childcare Models

Review models at other institutions for effective and creative delivery of childcare services.

Implementation Team Lead: Sylvia Ramirez

A workgroup of the Roadmap Team researched models at other colleges, community-based care arrangements, and other childcare arrangements to understand the variety of care arrangements needed and how to deliver that care in a meaningful way. The implementation team will support Madison College in implementing models that work best for our campus communities.

Projects:

1. Utilize information collected to implement care models that meet student, employee, and campus community needs – (Ongoing)
2. Continue exploration of community-based childcares and other higher educational institutions to identify new ideas and approaches for meeting diverse childcare needs –(Ongoing)
3. Submit Childcare Access Means Parents in School (CCAMPIS) application in to expand childcare support to more students – (Year 1)
4. Pilot expanding access to care via partnership agreements using American Rescue Plan Act Funding -- (Ongoing)
5. Maintain relationships with community-based organizations working as or with childcare providers to develop strategies for meeting care needs– (Ongoing)
6. Work with Madison College Athletics, Early College, and academic programs to identify creative summer camp options to meet the needs of student-families and employee-families – (Year 3)

Expected Outcomes and Impact:

As a result of these projects, we will remain connected and engaged in the evolving childcare landscape and explore enhanced opportunities for care within Madison College.

Goal 4: Develop Childcare Professionals

Explore opportunities to improve access to, enrollment in, and completion of the Early Childhood Education academic programs to develop a pipeline of high-quality educators to serve our District.

Implementation Team Leads: Jessica Cioci and Emily Pink

A workgroup of the Roadmap Team identified options related to developing the childcare pipeline of new providers and providing existing providers with opportunities for professional development and further education. Madison College will offer financial support and a range of programming options in order to better aid childcare providers in the District to achieve their professional goals. Prior to this work, the College will conduct outreach and assessment efforts to better understand each program's unique goals, interests, and needs.

Projects:

1. Complete a Needs Assessment Survey of Area Providers – (Year 1)
 - a. Better understand the varied interests and needs of childcare providers in the District. Deploy a needs assessment survey to providers in our campus communities. Analyze the survey results and engage in outreach to determine the most beneficial course offerings, locations, and modes of delivery.
 - b. Construct a delivery plan to meet the needs and interests of district providers and offers a range of opportunities, with a priority on programming that increases the provider pipeline.
2. Award \$200,000 in scholarship support to current and potential childcare providers in two phases – (Years 1-3)
 - a. Phase 1:
 - i. Scholarship support to students enrolled in the Infant Toddler Credential (bilingual and English). Launch fall 2022.
 - ii. Scholarship support to students from the regional campuses who enroll in the Basic Early Childhood Educator program. Credit for Prior Learning (CPL) is available for two of the three courses that make up the Basic Early Childhood Educator option. This is currently offered in English and is being developed bilingually. Scholarships will cover the cost of the CPL portfolio for students who qualify. Launch spring 2023.
 - b. Phase 2:
 - i. Scholarship support to students currently in the field who have completed a percentage (TBD based on data) of the Early Childhood Education Associate

Degree program within the past three years but are not currently enrolled in program courses. Launch fall 2023.

- ii. In addition to the scholarship opportunities the grant provides, there is a robust scholarship program available through one of The Roadmap partners, the [Wisconsin Early Childhood Association \(WECA\)](#).
3. Identify and deploy educational opportunities to increase the pipeline of new childcare providers and provide education and professional development to current providers – (Years 1-5)
 - a. Long term decisions about the menu of offerings will be made pending the results of the provider surveys referenced under #1 above.
 - b. Begin a new online Infant Toddler Bilingual Credential cohort in fall of 2022.
 - c. Current plans for Spring 2023 are to offer at least one additional cohort of the [Basic Early Childhood Educator \(BEE\)](#) program targeting students who identify one of the regional campuses as their home campus.
 4. Offer annual childcare conferences in the Eastern, Northern regions and at the Goodman campus. Goodman will offer both Spanish and English tracks.
 5. All [Early Childhood Education \(ECE\)](#) Program options have required Practicum placements. By partnering with programs throughout the District for placement opportunities, students will gain valuable student teaching experience, and programs will have access to potential employees who have training and program-specific knowledge.

Expected Outcomes and Impact:

The three projects outlined in Goal 4 will allow Madison College to understand the unique needs of the communities served, design programming that will help providers improve their program quality through teacher training and provide financial support to help students achieve their academic and professional goals. Madison College is committed to offering options that can get new teachers in classrooms quickly, with a solid foundation and understanding of best practices. This goal also includes offering ongoing professional development that supports healthy children and families, while giving the provider an opportunity for higher wage earning and career advancement.

Goal 5: Connect Campus Childcare with Academic Programming

Determine strategies for greater connection between childcare services and the Early Childhood Education academic program, including the possibility of a lab school.

Implementation Team Leads: Donna Jost & Jessica Cioci

The Early Learning Campus and the Early Childhood Education academic program have a long history of collaboration. A workgroup of the Roadmap Team has been focusing on potential partnership opportunities, which will be significantly expanded upon with the construction of a childcare facility in South Madison.

Projects:

1. Continue to improve and expand upon practicum placements, internships, work-study, and student employee opportunities for early childhood education program students in the Early Learning Campus -- (Ongoing)
2. Explore opportunities to locate the early childhood education program and other potential education-focused programs and the new childcare facility in the same physical location in South Madison – (Year 1)
3. Research existing lab school models at technical colleges to understand best practices and help guide future partnership planning – (Year 1)
4. Develop additional academic connections, including utilizing the Early Learning Campus Truax location for child development observation, teacher interviews, and environmental assessments – (Year 1)
5. Explore creation of early childhood education program all-purpose classroom in the Early Learning Campus at Truax – (Year 1)

Expected Outcomes and Impact:

Much of the work of this team will occur in conjunction with the construction of the new childcare facility in South Madison. By continuing to strengthen and expand the collaboration between the Early Childhood Education academic program and the Early Learning Campus, more early childhood education program students will have access to high quality mentorship and learn about best practices. These students will take these skills to the programs in which they are hired, including the Early Learning Campus.

References

Under development

Appendix A: Glossary

4-C - Community Coordinated Child Care

- One of Wisconsin's regional Child Care Resource and Referral Agencies
- Provides support to 11 counties in Southern Wisconsin, including services for early childhood providers/educators, families, and communities

Basic Early Childhood Educator

- Nine-credit course sequence in the Early Childhood Education Program, embedded in the Early Childhood Education Associate Degree
- Meets minimum qualifications to work as a lead teacher in a licensed group childcare center

Certified Family Childcare

- Regulated childcare provided in an individual's home and regulated by the county or tribe in which the individual resides
- Certified childcare providers can care for up to 3 children under the age of 7 who are not related (to the provider) with a maximum group size of 6 children.

Child Care Services Technical Diploma

- 30-credit, one-year technical diploma, embedded in the Early Childhood Education Associate Degree

CR&R - Child Care Resource and Referral Agency

- An agency that assists parents in finding/choosing childcare by providing referrals to local providers as well as providing childcare information such as licensing requirements and resources for financial assistance
- Many agencies also provide support and resources to childcare providers such as offering training and professional development opportunities

DCF – Department of Children and Families

- Oversees administration of programs that assist children and families in the state of Wisconsin
- Some of these include adoption and foster care, licensing of childcare facilities, child abuse and neglect, and many others

Drop-In Care

- Regulated or unregulated hourly on demand childcare

DWD - Department of Workforce Development

- A state agency that works to maintain a strong workforce by providing job services, training, and employment for those looking for work as well as working with employers to fill job openings

ECE – Early Childhood Education

- Typically classified, in the U.S., as birth to five years of age and is defined by a child’s extreme growth across all areas of development (language, social-emotional, cognitive, and fine and gross motor)

ELC – Early Learning Campus

- Madison College’s learning center, located at the Truax campus, that serves children ages 6 weeks to 5 years

Emergency/Backup Care

- Emergency or respite childcare when regular care arrangements are temporarily unavailable

Extended Hours (Early Care)

- Regulated childcare after 6:00pm, on weekends, and/or holidays

Licensed Family Childcare

- Regulated childcare provided in an individual’s home and regulated by the Department of Children and Families (DCF)
- Licensed family childcare providers can care for between 4 and 8 children, depending on age and number of providers

Licensed Group Childcare

- Regulated childcare provided in centers that are usually located somewhere other than a residence and may be small (50 or less) or large (51 or more) in size and regulated by the Department of Children and Families (DCF)
- Licensed group childcare providers can care for provide care for 9 or more children, depending on licensed capacity, classroom sizes, age, and number of providers

Licensed Summer Camp

- Regulated care provided to school-aged children during the summer months

Preschool Diploma

- 21-credit diploma, embedded in the Early Childhood Education Associate Degree

QRIS - Quality Rating & Improvement Systems

- A tool used to assess, improve, and communicate the level of quality in early and school-age care/education programs
- YoungStar is currently Wisconsin’s QRIS

School-Age Care

- Regulated childcare for school-aged children before and after school and during school closures

SFTA-Supporting Families Together Association

- Wisconsin's member association for organizations and individuals in early childcare
- Provides services and support to its members to help promote high quality early childhood services
- Members include Child Care Resource and Referral Agencies (CCR&R) and Family Resource Centers (FRCs)

T.E.A.C.H. - Teacher Education Assistance for College and Higher Education

- A federal student aid grant program that provides funds (up to \$4,000 each year) to students who are pursuing or hoping to pursue a career in education
- In order to receive the funds, students must meet several requirements, including completing TEACH Grant counselling and the TEACH Grant Agreement to either serve or repay the funds. If deciding to serve, students must teach full-time in a high-need field and at a low-income school (elementary or secondary) or at an educational service agency for at least four years.

The Registry

- Wisconsin's professional development recognition agency
- A Registry membership verifies the qualifications a person possesses, including their education and employment history, training, and professional membership/contributions
- A Registry Certificate of Achievement or an educator's license issued by the Department of Public Instruction is required by the Wisconsin Department of Children & Families for any educator looking to work at a regulated childcare facility
- The Registry had developed multiple Credentials that specialize in specific areas, such as Infants and Toddlers, or Administration. Each Credential consists of a series of classes, including a Capstone. Students complete a Commission process at the end of their coursework to earn the Credential

Traditional Early Care

- Regulated full or part day childcare for infants, toddlers, and preschoolers during typical business hours

WECA - Wisconsin Early Childhood Association

- An association that works to create positive changes for children by advocating for policy and program changes and implementation, providing professional development opportunities for childcare providers, communicating the value that early childhood educators bring to the community, and researching the strengths and needs of the childcare workforce

WEDC - Wisconsin Economic Development Corporation

- An organization that aims to promote economic development (growth and well-being) in Wisconsin by helping businesses such as economic development organizations, academic institutions and industry groups continue to grow and succeed

WIG - Workforce Innovation Grant

- A grant program designed to provide funds to regional organizations so that they may design and implement plans to help solve workforce challenges their regions have faced due to the COVID-19 pandemic
- The program is a collaboration between the Wisconsin Economic Development Corporation (WEDC) and the Department of Workforce Development (DWD)

YoungStar

- Wisconsin's quality rating and improvement system
- Objectively measures childcare quality on a five-star quality rating system based on achievements in education of staff, learning environment and curriculum for children, business and professional practices, and practices that promote a child's health and well-being
- Programs such as family childcare, group childcare, and school-age programs (before/after school) can participate in YoungStar; however, programs that receive Wisconsin Shares childcare subsidy must participate
- The Wisconsin Shares childcare subsidy program funds a portion of the childcare costs for eligible families (WI resident, low-income working families with children under the age of 13 or 19 years of age if the family has a child with special needs) while parents participate in approved activities such as working, a combination of work and school, etc.

Appendix B: Early Care & Education Innovation Grant Budget

Anticipated Expense Date	Expense Description	Expense Amount
1/1/2022 – 12/31/2024	Child Care Project Manager @ 100% effort for three years	\$ 380,000.00
11/1/2021 – 6/30/2023	Advanced Skills Project Planner @ 50% effort for 14 months	\$ 75,000.00
1/1/2022 – 6/30/2024	Expanded childcare course offerings at the regional campuses	\$ 115,000.00
1/1/2022 – 12/31/2024	Child Care Administrator @ 50% effort for three years	\$ 320,000.00
7/1/2022 – 12/31/2024	Student-family Navigator @ 100% effort for 2.5 years	\$ 225,000.00
1/1/2022 – 12/31/2024	Outreach and professional development	\$ 30,000.00
11/1/2021 – 6/30/2022	Membership fees and marketing-startup	\$ 10,000.00
11/1/2021 – 6/30/2023	Development of a web portal	\$ 20,000.00
7/1/2022 – 12/31/2024	ECE certificate and degree scholarships	\$ 200,000.00
7/1/2022 – 6/30/2024	Goodman South capital construction related to the purchase and renovation of a childcare facility	\$ 1,250,000.00
7/1/2022 – 12/31/2024	Contracted services-construction design and planning of childcare facilities at Commercial Avenue and regional campuses	\$ 250,000.00

Appendix C: Comprehensive Timeline

This timeline will continue to expand as project scopes are better defined, new opportunities arise, and other changes are made that impact this effort.

Childcare Roadmap Goals		
<ul style="list-style-type: none"> • Planning & Community Engagement • Goal 1: Increase Childcare Access • Goal 2: Review College Policy • Goal 3: Explore Additional Childcare Models • Goal 4: Develop Childcare Professionals • Goal 5: Connect Campus Childcare with Academic Programming 		
Term	Goal & Project	Project Defined
Spring & Summer 2022		
	Planning	<u>Complete all Roadmap Planning Activities</u>
	1.1	Construct and equip a childcare in South Madison to significantly increase childcare access options for students and the community (ongoing)
	1.2	Partner with <u>GWCHF</u> to plan and develop more childcare options for Watertown Regional Campus (ongoing)
	2.1	Improve data collection to identify student-families to help inform supports and measure outcomes (year 1)
	2.3	Leverage FamilyU resources to create a more student-family friendly campus (ongoing)
	2.5	Include the student-family voice in the discovery, data-gathering, implementation, and assessment processes of this work (ongoing)
	2.6	Participate in state-level advocacy for policies that eliminate barriers for student-families (ongoing)
	3.1	Utilize information collected to implement care models that meet student, employee, and campus community needs (ongoing)
	3.2	Continue exploration of community-based childcare and other higher education institutions to identify new ideas and approaches for meeting diverse childcare needs (ongoing)
	3.3	Pilot expanding access to care via partnership agreements using American Rescue Plan Act Funding
	3.4	Maintain relationships with community-based organizations working with childcare providers to develop strategies for meeting care needs in the District (ongoing)
	4.1	Complete a Needs Assessment Survey of Area Providers (year 1)
	4.2	Award \$200,000 in scholarship to support current and potential childcare providers in two phases (year 1-3)
	4.3	Identify and deploy educational opportunities to increase the pipeline of new childcare providers and provide education/professional development to current providers (ongoing)
Fall 2022		
	1.1	Explore and design a childcare center in South Madison to significantly increase childcare access options for students and the community (ongoing)
	1.3(a)	Determine each campus community's childcare needs
	2.1	Implement student data collection solutions in appropriate systems
	2.2	Conduct a policy audit to identify policies impacting student-families (years 1&2)

	2.4	Connect with Human Resources regarding the expressed interest in greater support for employee-parents, and provide support in making improvements (ongoing)
	5.1	Continue to improve and expand upon practicum placements, internships, work-study, and student employee opportunities for <u>ECE</u> students in the ELC (ongoing)
	5.2	Explore opportunities to locate the ECE program, other potential education-focused programs, and the new childcare facility in the same physical location in South Madison (ongoing)
	5.3	Research existing Lab School models at technical colleges to understand best practices and help guide future partnership planning (ongoing)
	5.4	Develop additional academic connections, including utilizing current ELC location for child development observation, teacher interviews, and environmental assessments (ongoing)
	5.5	Explore creation of ECE all-purpose classroom in the ELC building
Spring 2023		
	1.1	Construct and equip a childcare in South Madison to significantly increase childcare access options for students and the community (ongoing)
	1.3	Expand childcare options for student-families and employees in the Regional and Commercial Ave campus communities (years 3-5)
	3.5	Work with Madison College Athletics, Early College, and academic programs to identify creative summer camp options to meet the needs of student-families and employee-families (year 3)

Appendix D: Timeline for Campus Childcare Efforts (Goal 1)

Location	Action	Next Steps	Timeline
South Madison	Create new childcare near Goodman South Campus	<ol style="list-style-type: none"> 1. Summarize data on childcare needs and access options in Greater South Madison zip code regions 2. Add childcare use and needs questions to planned Community Engagement Listening Sessions 2022-23 to solicit input from marginalized student-families and community members 3. Determine site location 4. Continue seeking community partnerships & additional funding 5. Build/renovate new center space 	<p>Year 1</p> <p>Summer 2022</p> <p>Year 2</p> <p>Year 3</p>
Watertown	Partner with Greater Watertown Health Foundation...	<ol style="list-style-type: none"> 1. Survey current Watertown student-families re: use, access, and needs regarding childcare 2. Summarize data on childcare options in Watertown zip code regions 3. Participate in Foundation Childcare Access Work Group (Donna Jost, Maria McClellan, Erin Trondson) 4. Engage other community providers 	<p>Summer 2022</p> <p>Year 1</p> <p>Year 1-3</p> <p>Year 1-2</p>
Portage		<ol style="list-style-type: none"> 1. Survey current Portage student-families re: use, access, and needs regarding childcare 2. Summarize data on childcare options in primary zip codes of Portage students. 3. Add childcare use and needs questions to planned Community Engagement Listening Sessions to solicit input from marginalized student-families and community members 4. Outreach to existing providers to determine available options 5. Participate in community discussions about possible childcare expansion in 	<p>Fall 2022</p> <p>Year 2</p> <p>Year 2</p> <p>Year 2</p>

		<p>Entrepreneurship Center and/or Boys & Girls Club</p> <p>6. Evaluate Portage’s current efforts to address childcare issues; join any work groups already meeting</p> <p>7. Work with Portage community providers to develop access points for student-families in existing care systems</p> <p>8. Participate in community discussions about possible childcare expansion in Entrepreneurship Center and/or Boys & Girls Club</p>	
Fort Atkinson		<p>1. Survey current Fort Atkinson student-families re: use, access, and needs regarding childcare</p> <p>2. Summarize data on childcare options in primary zip codes of Fort Atkinson students.</p> <p>3. Add childcare use and needs questions to planned Community Engagement Listening Sessions to solicit input from marginalized student-families and community members</p> <p>4. Outreach to existing providers to determine available options</p> <p>5. Evaluate Fort Atkinson’s current efforts to address childcare issues; join any work groups already meeting</p> <p>6. Work with Fort Atkinson’s community providers to develop access points for student-families in existing care systems.</p>	Fall 2023
Commercial Avenue		<p>1. Survey current Comm Ave student-families re: use, access, and needs regarding childcare</p> <p>2. Summarize data on childcare options in primary zip codes of Comm Ave students</p>	Fall 2023

		<p>3. Add childcare use and needs questions to planned Community Engagement Listening Sessions to solicit input from marginalized student-families and community members</p> <p>4. Outreach to existing Madison Northside providers to determine available options</p> <p>5. Evaluate Madison’s current efforts to address childcare issues on the northside; join any work groups already meeting</p> <p>6. Work with Portage community providers to develop access points for student-families in existing care systems.</p>	
Truax	Expand existing Early Learning Campus		Year 3-5
Other College Communities			
Sauk Prairie		1. Continue discussions with Chamber of Commerce	Year 3
Other College Communities (what are their needs/interests?)			
Interview Alderpersons, other legislators (possible Community Breakfast) (Economic Dev Councils)			

Appendix E: Resources