

Districtwide Childcare Roadmap

2022 - 2027

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Co Chairs



Completed April 2022
Updated June 2025

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Thank you to Sami Drake and Darin Wellons for their work in putting this roadmap together.

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Executive Summary



Family Night 2023 Student Parent Check In Table

Project Background and 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 and has yet to emerge.

In the last two years, unprecedented numbers of centers and in-home providers permanently closed their doors, and early childhood teachers left the field en masse. This has resulted in families being unable to find childcare to meet their needs.

Over fifty percent of students in the Madison Area Technical College District (“the District” or “Madison College”) identify as caregivers, including parents of young children. 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 our work to recognize and remove barriers to education and childcare and provide opportunities throughout South Central Wisconsin, see District boundaries on [page 08](#), 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 Scopes and 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 parents. 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 fieldwork experiences for Early Childhood students.

High-Level Timeline / Schedule

April
2022



Completed the Districtwide
Childcare Roadmap.

April - June
2022



Collected feedback on Roadmap
(internal and external).

July - December
2022



Held community conversations,
work with partners. Began issuing
scholarships. Curriculum
expansion / redevelopment.

January - December
2023



Continued implementation.
Potential site design / partnership
models for metro and regional
campuses.

January - December
2024



Complete grant work. Transition
to operational support for
continued operations. Present
model, findings, and lessons
learned.

January - December
2025 - 2027



Continue operational changes.
Explore support needs. Develop
new partnerships.

Roadmap Team Representation

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

Madison College Members

(As of April 2022)

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

Community Members

(As of April 2022)

- 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 Wisconsin
- Mielke, Marlo - Community Coordinate Child Care
- Paulson, Jeanette - Wisconsin Early Childhood Association
- Williams, Luann - Reach Dane

Introduction



“Excellence in Action” Artwork at the Madison College Truax Campus

There are over

63,176

children ages 0-5
in our District.¹

Fewer than

50%

are in licensed care.¹

Less than

1%

of the district providers
provide care after 6pm.¹

40%

The current teacher
turnover rate in Early
Care and Education
centers.²

“Research shows high-quality birth-to-five programs can deliver a 13 percent ROI,² including strong outcomes in education, health, social behaviors, and employment.”

1 (www.wisconsinearlychildhood.org), 2 (www.raisingwisconsin.org)



Madison College FamilyU Team

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 from 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 was 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. While workforce participation has improved by 2024, women's workforce participation in Wisconsin dropped below 60% in 2022 to its lowest levels since the 1980s.¹

Currently, high-quality childcare is offered only 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 ([The State of Working Wisconsin](#))

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.

Goal 2: Review College Policy

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

Goal 3: Explore Additional Childcare Models

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

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.

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](#).

About Madison College

As a community college based in Madison, Wisconsin, Madison College serves 40 school districts in South Central Wisconsin and has seven campuses located throughout the 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, Madison College served approximately 30,000 degree and non-degree students. Only one of our campuses (Truax in north Madison) offered childcare services.

Mission

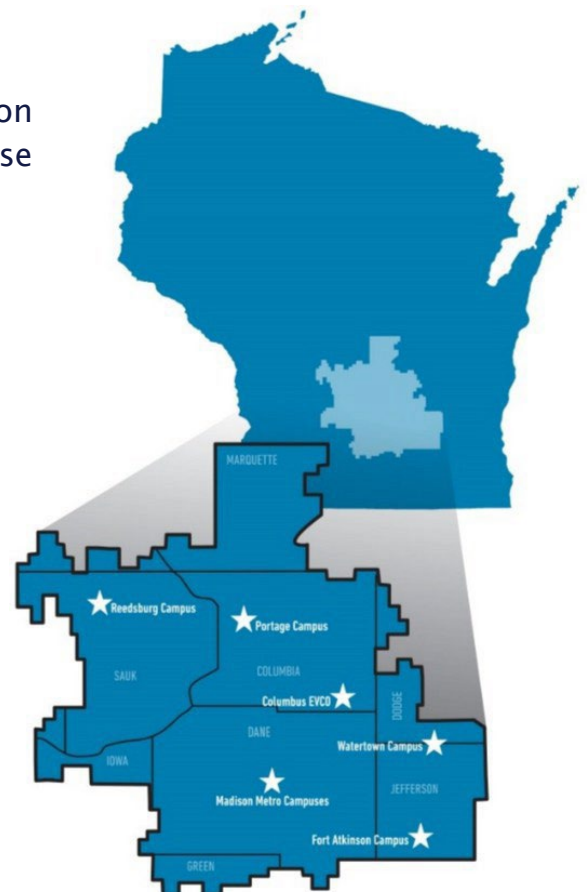
Madison College provides our diverse communities with open access to quality higher education that fosters student lifelong learning and success.

Vision

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

Values

- Excellence
- Respect
- Belonging
- Integrity



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.

January 2022

- Reviewed the Roadmap charge along with its five goals. (Core Team)

February 2022

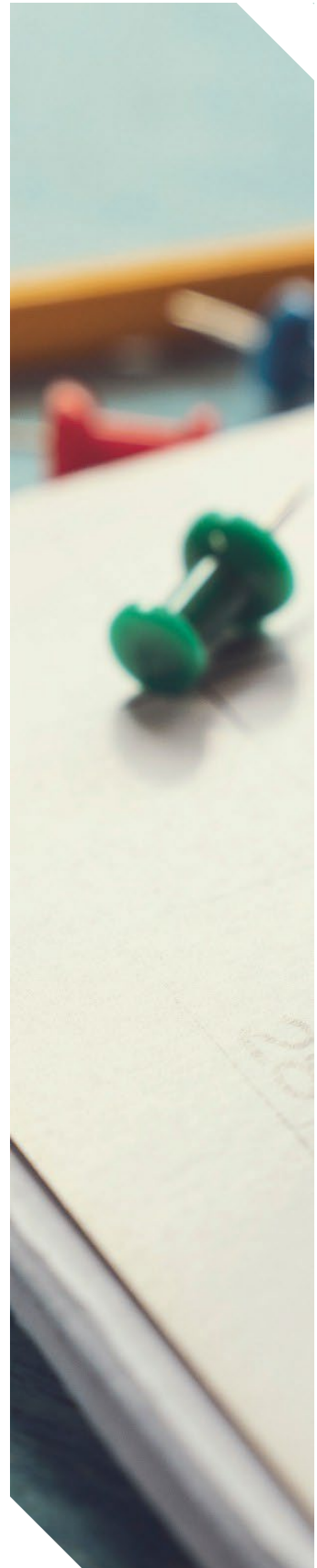
- Gave an overview of the Roadmap and established sub teams. (Full Team)
- Shared Roadmap updates. (Core Team)
- Identified areas of interest, reviewed existing data, and identified missing data. (Community Needs Sub Team)
- Identified areas of interest and determined which team members would explore each childcare model. (Delivery Models Sub Team)
- Identified areas of interest. (Policy Sub Team)

March 2022

- Identified and prioritized next steps. (Education Sub Team)
- Shared findings and discussed how to best document findings. (Delivery Models Sub Team)
- Sub team updates. (Full Team)
- Identified potential policy projects. (Policy Sub Team)
- Discussed similarities in next steps and began to identify potential projects. (Community Needs & Education Sub Teams)

April 2022

- Reviewed and provided feedback on policy projects. (Policy and Community Needs Sub Teams)
- Reviewed the Districtwide Childcare Roadmap framework. (Core Team)
- Documented findings into a childcare delivery models matrix. (Delivery Models)
- Reviewed the Districtwide Childcare Roadmap draft and provided feedback. (Full Team)



Community Engagement - Outreach



February 2022

- Beaver Dam Chamber of Commerce
- First Children's Finance
- Sauk Prairie Area Chamber of Commerce
- Washington State Community College



March 2022

- Central New Mexico Community College
- Delgado Community College
- LabCorp
- Magical Moment's Enrichment Center
- Monroe Community College
- Reach Dane
- University Avenue Discovery Center



April 2022

- City of Portage, Business Development, & Planning
- City of Reedsburg
- Fort Atkinson Preschool & Childcare
- Georgia Allen, Soaring Independent Cooperative
- Greater Watertown Community Health Foundation
- Sauk Prairie Area Chamber of Commerce
- University Avenue Discovery Center



May 2022

- Reach Dane
- United Way of Jefferson & Walworth Counties

Implementation Projects



Madison College Mascot Wolfie and Sylvia Ramirez

\$12,597

The annual cost of infant care in our District.¹

\$63,293

The median family income in our District.²

The average family spends 1/4 or more of their income on childcare, and

94%

of Wisconsin families cannot afford infant-care.³

“Madison College is committed to being a part of the solution and partnering with other community organizations, businesses and stakeholders to make meaningful progress.” - Madison College President Jack Daniels

Implementation Projects

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.

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.

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

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 C](#).

Projects:

- 1. Construct and equip a childcare in South Madison to significantly increase childcare access options for students and the community. – (Years 3 - 4 / Ongoing)**



Fire Station No. 6 adjacent to Goodman South Campus



Rendering of the future Early Learning Campus at Goodman South

Summer 2024 Update

Acquired the fire station adjacent to the Goodman South Campus, making it easily accessible for student families.

The Early Learning Campus at Goodman South will feature an onsite, nature-based playground and serve children between the ages of 6 weeks to 5 years in the childcare center. The new Early Learning Campus will also serve school age children in drop in care and include opportunities for evening and Saturday care.

2. Partner with the existing Greater Watertown Community Health Foundation to increase childcare options for area student families and employees. (Years 1-3 / Ongoing)

Summer 2024 Update

Participated in the Greater Watertown Community Health Foundation's Dream Up! grant planning team, which focused on building community specific childcare options.

Through this partnership, Madison College identified early agreements for care options at the new Watertown YMCA for our Watertown Madison College student families and is currently working to finalize these agreements.

Supporting efforts to increase the number of family childcare providers, particularly Spanish speaking providers, through our partnerships with the Greater Watertown Community Health Foundation and Satellite Family Childcare.

3. Expand childcare options for student families and employees in the Regional and Commercial Avenue campus communities. – (Years 3 - 5 / Ongoing)

- After determining the specific campus student families' needs, explore the creative care option models identified in Goal 3 for appropriate solutions to implement and address these needs.

Summer 2024 Update

Joined the Wisconsin Child Care Administrators Association (WCCAA) to build relationships with childcare providers within our regional communities and assist with referrals and access for student parent families.

Participated on the Reedsburg Community Childcare Planning Committee, which focused on exploring ways to increase the capacity of childcare slots within the Reedsburg community. As part of this committee, Madison College hosted two networking breakfasts to petition business involvement in addressing the childcare needs in Reedsburg. The Reedsburg community is currently working on fundraising for these efforts.

Partnered with the Boys & Girls Club to pilot childcare for evening classes at Goodman South.

Selected vendors through a Request for Proposal (RFP) process to increase access to childcare for student families, including:

- YMCA of Dane County: Purchased drop in care and child watch passes for Madison College student parents, including those at Commercial Avenue.
- Satellite Family Childcare: Acting as a resource and referral agency for family childcares in all four regional communities. Satellite also supports additional family providers in becoming accredited, which is increasing the capacity of available childcare slots in the regional communities.



Madison College's Reedsburg Campus

Expected Outcomes and Impact:

As a result of these projects, Madison College will provide childcare that meets the needs of student families in several of our campus communities.



Madison College's Commercial Avenue Education Center

Goal 2: Review College Policy

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

Implementation Team Leads: 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 parents to help inform supports and measure outcomes – (Year 1 / Met)

Summer 2024 Update

Created a new caregiver field in our Student Information System (SIS) to identify and systemically collect data on our student parent and caregiver populations. As of September 2024, 1,771 students have identified as student parents.

Eight Major Themes Arose from Parenting Students' Experiences



Eight Major Themes from the Fall 2023
Student Parent Focus Groups

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 / Sustaining)

Summer 2024 Update

Formed the Student Parent Policy Review Team to review and develop college policies that could significantly impact the academic and personal success of our student parents. The team performed a scan of our existing policies to determine how our current practices would intersect and impact the development of a children on campus policy.

Developed and deployed a college-wide survey to ensure the campus voice was included in this work. The team is currently working to develop an initial draft of the Children on Campus Policy and is looking to finalize it in the 2024-2025 academic year.

Identified opportunities for growth within our existing policies, including addressing student parent needs in the classroom and providing resources for our faculty to better support student parents. The college-wide survey results also provided us with strategies Madison College can implement to aid in these efforts.

3. Leverage FamilyU resources to create a more student parent friendly campus. (Years 1 & 2 / Sustaining)

Summer 2024 Update

Accepted into FamilyU's 2022-2024 cohort and completed the technical assistance program in June 2024.

Madison College was recognized for its efforts by receiving the FamilyU Seal, a national certification designed to identify higher education institutions that are actively investing in student parent success. Please see page 31, "Student Parent Efforts", for more information on our student parent work.

4. Connect with Human Resources regarding the expressed interest in greater support for employee parents. Provide support in improving support for employee parents. – (Ongoing)

Summer 2024 Update

Human Resources was invited, attended, and assisted in developing the college-wide survey, which included a section dedicated to managers and staff. The feedback and recommendations collected from the survey on how we can best support employee parents will be shared with our collaborators, including Human Resources.

**5. Include the student parent voice in the discovery, data-gathering, implementation, and assessment processes of this work in all years.
(Ongoing / Institutionalized)**

Summer 2024 Update

Madison College has and continues to be very intentional about inviting, including, and empowering the student parent voice in this work by engaging them, both formally and informally, through focus groups, surveys, causal conversations, and having student parent representation on our committees.

Established and maintain a great relationship with our Student Senate, who recently brought the importance of student families having access to quality childcare to the Wisconsin Student Government 2024 Legislative Seminar. See [Appendix D](#) for their position paper. Three Senators also served on the Student Parent Policy Review Team.

Hired a Student Parent Fellow and Student Parent Intern who actively participated in our workgroups, sharing their feedback and recommendations on how Madison College can better support its parenting students.

In reviewing the initial analysis of the college-wide survey, students were the largest respondents and overwhelmingly supported measures to support student parents, including potentially paying a student fee to support childcare.

6. Participate in state-level advocacy for policies that eliminate barriers for student parents in all years. – (Ongoing)

Summer 2024 Update

Attended and presented at several state and national convenings to bring awareness to student parent resources and share our ongoing efforts, including our partnership with Jobs for the Future (JFF) and the Wisconsin Department of Workforce Development (DWD).

In July 2024, President Daniels addressed the childcare crisis in an op-ed published in the Wisconsin State Journal.

Continue our advocacy work as Madison College looks for grant funding for the Early Learning Center at the Goodman South Campus.

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 Leads: 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. Continue exploration of community-based childcares and other higher educational institutions to identify new ideas and approaches for meeting diverse childcare needs. – (Ongoing / Met)

Summer 2024 Update

Interviewed multiple higher education institutions about their childcare models, including 4 technical colleges within the Wisconsin Technical College System (WTCS) and the 6 participating institutions within our FamilyU cohort.

Extensively researched additional higher education institutions and their childcare models online including but not limited to Los Angeles Southwest College, Miami Dade College, Oregon State University, and Santa Fe Community College.

2. Utilize information collected to implement care models that meet student, employee, and campus community needs. – (Ongoing / Sustaining)

Summer 2024 Update

Care model research was utilized in several implementation processes including:

- Creating student family study spaces.
- Piloting drop-in care models.
- Assisting in the development of the program organizational structure as Madison College expands to two childcare centers.
- Forming memorandums of understanding (MOUs) and contracts to facilitate community partnerships and expand access to childcare with the Boys & Girls Club, Greater Watertown Community Health Foundation, Reach Dane Satellite Family Child Care, and YMCA of Dane County.

3. Submit Childcare Access Means Parents in School (CCAMPIS) application to expand childcare support to more students. – (Year 1 / Met)

Submitted and received the Department of Education CCAMPIS award. The grant term for this award is October 1st, 2022 – September 30th, 2026.

4. Pilot expanding access to care via partnership agreements using American Rescue Plan Act Funding. - (Ongoing / Met)

Contracted with three Madison-area licensed childcares to support student family childcare tuition fees at those centers using the American Rescue Plan Act (ARPA) funding.

Funding expired in June 2023. We continue to seek other private and public sources to support this need.

5. Maintain relationships with community-based organizations working as or with childcare providers to develop strategies for meeting care needs. (Ongoing / Sustaining)

Continued representation on several advisory boards including but not limited to the 4K Directors Group, City of Madison Early Child Care & Education Committee, City of Madison Early Childhood Advisory Council, Community Coordinated Child Care (4-C), Dane County Directors Caucus, Madison Metropolitan School District Early Childcare Conference Planning Committee, Wisconsin Child Care Administrators Association (WCCAA), and Wisconsin Early Childhood Association (WECA).

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 / Ongoing)

Formed a sub team, from the larger Student Parent Support Team, to develop a framework to better share information within the college community, including camps on campus.

Implementing a summer camp option for 4-5-year-olds at the Early Learning Campus in summer 2025.

Developing processes and best practices regarding camps on campus and safety of minors.

Expected Outcomes and Impact:

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



Madison College's Fort Atkinson Campus

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 offered 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 conducted 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 / Met)

- 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.



Most of Madison College campuses are in childcare deserts.¹

\$11-\$13

The median wage for childcare teachers. Compared to the **\$28/hour** for all workers in Wisconsin with similar education.²



There is only enough licensed care to serve **1 in 4** infants and toddlers.³

¹ (https://api.wisc.edu/resources#online_tools), ² (www.raisingwisconsin.org),

³ (www.americanprogress.org)

Summer 2024 Update

Developed and deployed a Districtwide Childcare Needs Assessment survey. Recognizing a need to increase the pipeline of providers for infants and toddlers and bilingual programming, Madison College successfully:

- Increased enrollment of existing Infant Toddler Bilingual Certificate courses.
- Partnered with the Greater Watertown Community Health Foundation (GWCHF) to offer the Basic Early Childhood Educator program in English with Spanish support.
- Increased enrollment in the Basic Early Childhood Educator program in both English and Spanish.

In summer 2023, 12 students completed their Credential Commission, a process through the Wisconsin Registry where students have the opportunity to demonstrate how their coursework applies to their work in early childhood. An additional 7 students are expected to complete this process in summer 2024.



Madison College's Watertown Campus

2. Award \$200,000 in scholarship support to current and potential childcare providers in two phases. - (Years 1-3 / Met)

Phase 1:

- Scholarship support to students enrolled in the Infant Toddler Credential (bilingual and English). Launch fall 2022.
- 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.

Summer 2024 Update

Awarded over \$200,000 in scholarships from fall 2022 - summer 2024 to cover the cost of tuition for students enrolled in one or more of the 7 required courses in the Infant Toddler and Basic Early Childhood Educator programs.

Phase 1:

Provided scholarship support to students enrolled in the Infant Toddler Bilingual Credential as well as any additional students enrolled in infant toddler courses. Provided scholarship support to students from the Watertown Campus who enrolled in the Basic Early Childhood Educator program. Since fall 2023, 9 students have graduated from the program, each taking at least one required course at the Watertown Campus. The 2nd cohort of students will complete this program in fall 2024 with a 3rd cohort beginning the same term.

Phase 2:

Scholarship support to students currently in the field who have completed a percentage (TBD based on data) of Early Childhood Education Associate Degree program within the past three years but are not currently enrolled in program courses. Launch fall 2023.

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).

Summer 2024 Update

Phase 2:

Explored and made students aware of this opportunity; however, due to limited interest, scholarship support was not provided to students who completed a percentage of the associate degree program.

Partnered with the Wisconsin Early Childhood Association (WECA) to ensure as many students as possible, from across the District, had access to educational opportunities through our scholarships and T.E.A.C.H. grants.

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 / Sustaining)

- 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 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.

Summer 2024 Update

Hiring a new Spanish speaking faculty member. They will begin in fall 2024 with a goal of transitioning from bilingual programming to Spanish programming.

Began the online Infant Toddler Bilingual Credential cohort in fall 2022.

Offered the Basic Early Childhood Educator (BEE) program at our Watertown Campus. Madison College is also currently exploring offering the Basic Early Childhood Educator program at our Reedsburg or Portage Campus to meet the needs of the Northern District.



Madison College's Portage Campus

4. Offer annual childcare conferences in the Eastern, Northern regions, and at the Goodman campus. Goodman will offer both Spanish and English tracks. (Sustaining)

Summer 2024 Update

Offered two, in-person childcare conferences at our Goodman South and Reedsburg Campuses. The conference at South successfully offered sessions in both English and Spanish.

A third conference is scheduled for November 2024 at our Watertown Campus and will have sessions in both English and Spanish to serve the Spanish speaking population in Watertown. Madison College also noticed a clear interest in having a Spanish track after reviewing the participant surveys from the conference at Goodman South.

5. All Early Childhood Education (ECE) Program options have required fieldwork 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.

(Sustaining)

Summer 2024 Update

Maintained our existing partnerships, including reaffirming our strong partnership with Reach Dane as we return to placing students at fieldwork sites after the pandemic.

Participate in the Dane County Director Caucus to provide updates on our early childhood programming and hear from local organizations about their needs and interests.



Presenters from the 2023 ECE Conference at Goodman South Campus

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.



A Madison College Graduate Cap, reading “Anyone from Anywhere can do Anything”.

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 fieldwork placements, internships, work-study, and student employee opportunities for early childhood education program students in the Early Learning Campus. - (Ongoing / Sustaining)

Summer 2024 Update

Expanded the number of fieldwork placements and student employees/work study at the Early Learning Campus.

Created the first formal internship, which began in May 2024. There will be a second internship opportunity in the 2025 academic year.

The expansion of the Truax Early Learning Campus will allow for additional placement opportunities for early childhood education program students.

“This internship has added a valuable experience and value to my resume. I got the amazing opportunity to work with some talented and creative teachers and have learned a lot from them in the process. This internship laid a solid foundation for my future in early childhood education.” - Alisa Brown, ELC Intern 2024



Madison College Exemplary Learner of the Year and Early Learning Campus Intern Aubrey Johnson and his Fiance

2. Explore opportunities to locate the early childhood education program, other potential education-focused programs, and the new childcare facility in the same physical location in South Madison. – (Year 1 / Met)

Summer 2024 Update

The early childhood education program will be located on the same campus as the new childcare facility. Space programming includes opportunities for student observation and meeting space for early childhood education student feedback.

3. Research existing lab school models at technical colleges to understand best practices and help guide future partnership planning. – (Year 1 / Met)

Summer 2024 Update

Researched existing lab school models and are planning to implement relevant best practices in partnership planning between the Early Learning Campus and early childhood education program.

Recognized a need for drop-in care in gathering student feedback and engaging in peer learning with FamilyU cohort schools and other institutions.

4. Develop additional academic connections, including utilizing the Early Learning Campus Truax location for child development observation, teacher interviews, and environmental assessments. – (Year 1 / Sustaining)

Summer 2024 Update

Involved early childhood education program faculty in interviews for Early Learning Campus educators.

Increased the number of early childhood education fieldwork placements from 0 to 1 per classroom each semester.

5. Explore creation of early childhood education program all-purpose classroom in the Early Learning Campus at Truax. – (Year 1 / Met)

Summer 2024 Update

Explored but did not pursue due to space limitations and the need for additional childcare space. With the January 2025 expansion of the Early Learning Campus, there will be a multi-purpose room that can serve as a classroom space for early childhood education courses.

Space programming for the Early Learning Campus at Goodman South includes space for early childhood education student learning.

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.



Student Parent Efforts



Madison College Student Parent Darin Wellons and his family at the 2024 FamilyU Convening

Madison College has made significant progress in learning about, better supporting, and engaging its student parent demographic. The efforts and accomplishments made have been recognized nationally and highlight the commitment that Madison College has to supporting all of its students. Below are the accomplishments made so far, together with our student parents. This list will continue to grow as Madison College promotes and champions our caregivers, and find better ways to increase their chances at success.

Ascending in Wisconsin Convening

- A Madison College student parent was invited to share their experiences and story at the Ascending in Wisconsin Convening, held by Ascend at the Aspen Institute. Leaders and thinkers from across the country met to discuss how a multi-generational approach to supporting student parents enhances the outcomes of the entire family.

EmpowerED Dad's Webinar

- A Madison College student parent was invited to participate in the “EmpowerED Dad’s: Unveiling Insights on Fatherhood and Higher Education” webinar, presented by Generation Hope. This webinar highlighted their new report, “EmpowerED Dads: Amplifying Voices, Advancing Higher Education for Student Fathers,” which allows participants to share their stories and discuss policy recommendations.

Parenting Students Club

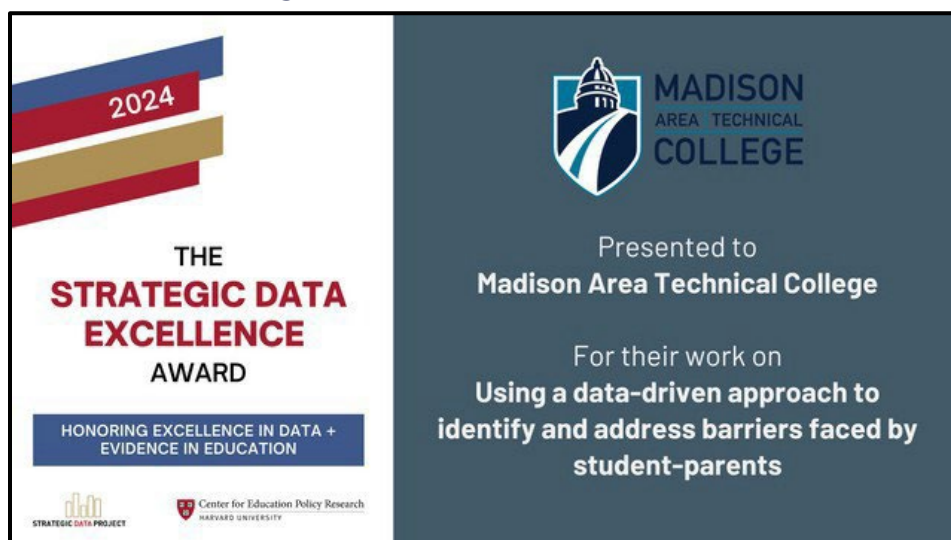
- In November 2023, the Parenting Students club was formed, to give student parents a place to network and to share resources with one another.

Policy Review by Student Parents

- Madison College has included student parents in the policy review process, ensuring that they are part of these discussions, and that their voice is being heard and reflected in decisions.

Strategic Data Excellence Award

- Madison College was honored with Harvard University’s Center for Education Policy Research 2024 Strategic Data Excellence Award, an award that highlights agencies who use data and evidence with excellence to solve problems, produce high impact data tools or analyses, or transform data culture in education, in recognition for our student parent work through FamilyU.



The Strategic Data Excellence Award

Student Parent Advocacy Alliance

- A Madison College student parent was invited to be one of the inaugural members of Generation Hope's Student Parent Advocacy Alliance, a new leadership initiative enabling student parents nationwide to influence policies and practices.

Student Parent Fellow

- A Madison College student parent was hired, as part of our participation in FamilyU, to work with leaders at the school and at Generation Hope to drive systemic change and to serve as a liaison between student parents and administrators. The Student Parent Fellow also had the opportunity to be a panel participant at the 2024 Generation Hope conference.

Student Parent Focus Groups

- Focus Groups were held at the Truax and Goodman South campuses to learn more about our student parent and caregiver populations. The data Madison College gathered from this proved to be invaluable, and is helping us to be more inclusive and supportive of our student parents.

Student Parent Support Team

- As part of our participation in FamilyU, the Student Parent Support Team at Madison College was created. This team works together with administrators and student parents to explore and implement policies and programs that better support student parents, and that will improve their experience and outcome at the school.



Student Parent Resources



Family Night 2023 Volunteers

As part of our commitment to supporting student parents, Madison College offers several resources designed to help parenting students balance their academic and family responsibilities and ensure they are able to participate in educational and engagement opportunities. The list below highlights some of the current resources available to pregnant and parenting students. This list will continue to grow as we work to meet the evolving needs of our student families.

Baby Basic Needs Closet

- A program designed to provide student parents with baby essentials including diapers, wipes, and baby food/formula.

Childcare Referral Services

- Through the college's partnership with Satellite Family Child Care System, student parents have access to a list of all family childcare programs currently working with Satellite.

Family-Friendly Study Spaces

- The college designates family-friendly study spaces. These quiet areas feature adult workspaces, computers, internet access, child size furniture, and toys. Study spaces are currently located at the Truax and Watertown campuses.

Lactation Rooms

- The college designates lactation rooms, which allows a parent to express milk in privacy and comfort. Lactation rooms are currently located at the Goodman South, Reedsburg, Truax (Health Building, Main Building, and Protective Services Building), and Watertown campuses.

Off-Site Drop-In Care

- Through the college's partnership with the YMCA of Dane County, student parents can apply for a family pass to the YMCA. Passes include access to all three Dane County YMCA facilities and the Child Watch service.

Pregnant and Parenting Student Resources Webpage

- A webpage created to connect pregnant and parenting students to existing online and on-campus resources such as pregnancy accommodations, student emergency funding, and childcare options.

Pup Packs

- Pup Packs are available for parents and caregivers to access while they are on-campus utilizing Madison College services. These portable totes include age inclusive, children friendly activities and toys.

Student Parent Support Coordinator

- A full-time position dedicated to supporting our student parents and connecting them to existing resources within our campus communities.

Looking Ahead



Truax Early Learning Campus

Since constructing the Districtwide Childcare Roadmap in 2022, Madison College has made significant progress in identifying and understanding the needs of our student parent and caregiver populations. The creation of the caregiver field in our student information system, along with keeping the student parent voice central to this work, has provided us with tangible data and strategies on how to best support our student families. This feedback remained the cornerstone as Madison College began to explore and implement additional childcare opportunities within our campus communities.

To help increase access to childcare within the Regional and Commercial Avenue campus communities, Madison College established and maintains strong partnerships with several community-based organizations including the Greater Watertown Community Health Foundation (GWCHF) and the YMCA of Dane County. Additionally, Madison College continues their active participation and representation on several advisory boards within our campus communities to continue to build relationships with local providers and assist in developing strategies for meeting care needs.

In 2024, Madison College purchased the fire station adjacent to Goodman South Campus, which will be home to the new Early Learning Campus (ELC) at Goodman South. The Early Learning Campus is currently scheduled to open in late 2025 and will not only provide the availability of care in the South Madison area but will allow for opportunities to strengthen and expand the collaboration between the Early Childhood Education academic program and the Early Learning Campus. Over the next several months, Madison College will continue to work with community stakeholders to finalize design planning and implement operational plans.

To deepen our impact in addressing the childcare crisis within the District, Madison College leveraged several resources including our participation in the FamilyU technical assistance program and funding from the American Rescue Plan Act (ARPA), Childcare Access Means Parents in School (CCAMPIS), and the Early Care & Education Innovation Grant. With the Innovation Grant ending in 2025, the Student Parent Support Team is working to develop sustainability plans, institutionalizing supports for student parents and reinforcing the College's commitment to creating a welcoming environment for student families.

As part of these efforts, the Student Parent Support Team identified four initial priorities including:

- Updating the college's syllabus template to include student parent resources,
- Developing an online training module with best practices for faculty and staff to support parenting student success,
- Improving communication about existing services, supports, and activities available to student parents, and
- Developing a framework for Student Parent Appreciation Month planning.

The Student Parent Support Team meets once a month with small workgroups meeting as needed to work through each of the identified priorities. These priorities will evolve as the college continues to gain experience in this work and learns more about the intersecting identities of the student and community populations it serves.

These accomplishments and ongoing efforts are a result of the unwavering commitment and invaluable contributions of our resilient student parents and campus community members. Thank you for your time, dedication, and collaboration.

Appendix A: Glossary

4-C - Community Coordinated Child Care

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

Ascend at the Aspen Institute

- An organization bringing together diverse leaders from across various systems and sectors, with the goal of creating multi-generational family prosperity and well-being, by focusing both on children and the adults in their lives.

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. We anticipate an Early Learning Campus at Goodman South in 2025.

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.

FamilyU

- An initiative of Generation Hope, a customized and evidence-based two-year technical assistance program aimed at enhancing institutional capabilities to improve the success of student parents.

Generation Hope

- An organization that drives systemic change by partnering with policy and educational leaders, to ensure student parents have opportunities to succeed and achieve economic mobility.

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 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.*

MOU - Memorandum of Understanding

- An agreement between two or more institutions served to document each collaborator's expectations.

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.

Registry, The

- Wisconsin's professional development recognition agency.
- A Registry membership verifies the qualifications an early childhood educator 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 has 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.

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 T.E.A.C.H. grant counseling and the T.E.A.C.H. 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.

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.

Wisconsin Shares Child Care Subsidy Program

- A program designed to fund 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.

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.



Appendix B: Early Care & Education Innovation Grant Budget

Madison College’s Workforce Innovation Grant (WIG), most of which is for the Early Care and Education Innovation efforts, was awarded in December 2021. The grant included \$2.87M in grant funds and \$1.98M in match. Grant expenditures are expected to occur through June 30, 2025. Some of the college’s WIG funding went towards training in manufacturing. Those funds are included in the totals below. All amounts include both grant and match.

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

Commercial Avenue

Next Steps:

1. Survey current Commercial Ave student families re: use, access, and needs regarding childcare. - (Fall 2023)
2. Summarize data on childcare options in primary zip codes of Commercial Ave students. - (Year 3)
3. Outreach to existing Madison Northside providers to determine available options. - (Years 2-3)
4. Work with Madison community providers to develop access points for student families in existing care systems. - (Year 3)
5. Evaluate Madison's current efforts to address childcare issues on the northside; join any work groups already meeting. - (Years 2-3)
 - o Currently working with Satellite Family Child Care and the Wisconsin Economic Development Corporation to address childcare issues in North Madison.

Fort Atkinson

Next Steps:

1. Survey current Fort Atkinson student families re: use, access, and needs regarding childcare. - (Fall 2024)
2. Summarize data on childcare options in primary zip codes of Fort Atkinson students. - (Year 3)
3. Outreach to existing providers to determine available options. - (Year 3)
4. Work with Fort Atkinson's community providers to develop access points for student families in existing care systems. - (Year 3)
5. Evaluate Fort Atkinson's current efforts to address childcare issues; join any work groups already meeting.
 - o As of summer 2024, there are no community efforts to address childcare in Fort Atkinson.

Portage

Next Steps:

1. Survey current Portage student families re: use, access, and needs regarding childcare. - (Fall 2022)
2. Summarize data on childcare options in primary zip codes of Portage students. - (Year 2)
3. Add childcare use and needs questions to future Community Engagement Listening Sessions to solicit input from marginalized student families and community members. - (Year 3)
4. Outreach to existing providers to determine available options. - (Years 2-3)
 - Outreach to existing providers include St. John's, Divine Savior, the Boys & Girls Club, and Renewal Unlimited.
5. Work with Portage's community providers to develop access points for student families in existing care systems. - (Years 2-3)
 - Currently working with Satellite Family Child Care to connect student parents with family childcare options.
6. Participate in community discussions about possible childcare expansion in Entrepreneurship Center and/or Boys & Girls Club. - (Years 1-2)
 - As of summer 2024, the City of Portage is not pursuing childcare expansion at either facility.
7. Evaluate Portage's current efforts to address childcare issues; join any work groups already meeting. - (Years 1-2)
 - As of summer 2024, there are no community efforts to address childcare in Portage.

South Madison

Action: Create new childcare near Goodman South Campus.

Next Steps:

1. Summarize data on childcare needs and access options in Greater South Madison zip code regions. - (Year 1)
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. - (Summer 2022)
3. Determine site location. - (Year 2)
4. Continue seeking community partnerships & additional funding. - (Years 2-3)
5. Build/renovate new center space. - (Year 3)

Truax

Action: Expand existing Early Learning Campus. - (Year 3)

- As of summer 2024, construction is underway to expand the Truax Early Learning Campus. The renovation is expected to be completed by January 2025, adding 8 additional infant/toddler slots, 24 additional two-year-old slots, and 4 additional three-year-old childcare slots. This will increase capacity of the center to 85 total childcare slots available.

Watertown

Action: Partner with Greater Watertown Community Health Foundation.

Next Steps:

1. Survey current Watertown student families re: use, access, and needs regarding childcare. - (Summer 2022)
2. Summarize data on childcare options in Watertown zip code regions. - (Year 1)
3. Participate in Foundation Childcare Access Work Group (Donna Jost, Maria McClellan, Erin Trondson). - (Years 1-2)
4. Engage other community providers. - (Years 1-2)

Other College Communities

Sauk Prairie

- Continue discussions with Chamber of Commerce. - (Year 3)

Interview Alderpersons and Other Legislators - (Years 1-3)

- Participated in Portage, Reedsburg, Sauk Prairie, and Watertown community meetings and Chamber of Commerce business community breakfasts.
- Met with several Alderpersons, Chamber Directors, and local Economic Development representatives.

Appendix D: Childcare for Every Campus Plan

Goal of this Plan

The primary goal of this plan is to enhance childcare access and support for Madison College student parents across all of our campuses. By leveraging partnerships, funding opportunities, and community resources, the plan aims to address the childcare crisis and ensure student parents can successfully balance their educational and caregiving responsibilities.

Each campus has a unique context that we want to center when planning for the campus and the services and supports we deploy. What is right for one campus is not right for all campuses. Our goal is to get students the support they need to be successful in accessing social and economic mobility that will support their family and the broader community.

Planning Process

As described in Appendix C, the planning process included analysis of quantitative and qualitative student parent data, community partnerships, and participation by campus staff. Additionally, college staff secured membership in the Wisconsin Child Care Administrators Association (WCCAA) in Summer 2024 to connect with regional providers. The Early Learning Campus (ELC) manager was elected as the Region 2 representative to the WCCAA Board in March 2025, facilitating better connections. Additionally, requests were made to utilize CCAMPIS funding for eligible student parents, and Satellite Family Child Care (FCC) provided posters to connect student parents with community FCC providers.

Relationship to Vision 2030

Madison College's Vision 2030 strategic commitments include six statements that serve as a roadmap for actualizing our mission and ensuring our work aligns with our values. The six commitments are listed below. The highlighted commitments have a close tie to the plan for every campus by increasing support and access for student parents and supporting the workforce development needs of the District, both for early childhood educators and for student parents who gain education and training at the college.

Commitment 1. Madison College will be a preferred choice in south central Wisconsin for post-secondary and community education, and a key partner in meeting local economic and workforce development interests.

Commitment 2. Madison College will remove historic barriers to college access and student success by reviewing and updating its systems, policies, and practices to ensure they are equitable.

Commitment 3. Madison College will analyze data to identify and eliminate the largest academic success gaps in courses that are foundational to student persistence and completion.

Commitment 4. Madison College will enhance digital literacy and provide equitable access to technology resources.

Commitment 5. Madison College will support students' social and economic mobility by providing high-quality, flexible academic offerings that lead to meaningful careers and transfer opportunities.

Commitment 6. Madison College will increase access by optimizing relationships with K12 school districts and community partners, supporting the student journey from the point of program selection to completion, and fostering robust connections to transfer and employment opportunities.

Progress to Date

College staff have continued to make progress on the efforts as outlined below. One significant step was the creation of a Child Care Administrator position who oversees districtwide childcare efforts and builds partnerships with providers in our regional campus communities.

Commercial Avenue

Efforts are underway to expand family study spaces and resources at the Commercial Avenue campus. This includes providing updated information on certified and licensed providers and linking these resources to the Madison College Student Parent Resources webpage.

A space assessment found that there is not sufficient space for a childcare center on the campus, based on current plans. Additionally, the campus is less than three miles from the Truax Campus. Even in close proximity, students without personal vehicles may not have routine access to the center. As the campus undergoes strategic space planning over the course of 2025, we hope to identify opportunities for additional childcare support, including considering drop-in care.

Fort Atkinson

Fort Atkinson campus will benefit from the initiatives to connect student parents with high-quality childcare providers through Satellite FCC's resource and referral program. Posters in English and Spanish will be distributed to facilitate these connections.

Portage

Portage faces significant challenges due to the lack of qualified teachers, resulting in open slots for care due to unstaffed classrooms. Efforts to partner with nationally accredited centers have been hindered by licensing issues. The plan includes pursuing formal MOU's with high-quality providers and expanding family study spaces. Additionally, we will focus on outreach and recruitment of early childhood education students in that part of our District in hopes that it will improve the teacher pipeline. The low wages for childcare teachers will continue to hinder that effort.

Reedsburg

At the Reedsburg campus, we are actively pursuing formal MOU's with four and five-star family childcare. Additionally, family study spaces and resources are being expanded to support student parents. We are considering how to maintain drop-in care for peak times at the campus.

South Madison

The Goodman South Campus will soon have a childcare center, a space for drop-in care, and family study spaces. We will also continue to message the opportunity to utilize family childcare providers.

Truax

Truax campus will see the implementation of updated information on certified and licensed providers, including QR codes for easy access to resources. A request was put into the facilities planning process for dedicated drop-in care space in the main building. That request is currently under review.

Watertown

Watertown campus is pursuing formal MOU's with high-quality FCC providers. The plan includes expanding family study spaces and providing updated information on childcare resources.

Barriers and Opportunities

As of Spring 2025, regional childcare directors report significant stress due to the potential discontinuation of state Child Care Counts funding. Hiring qualified teachers remains a major challenge, leading to open slots for care. Centers have shown less interest in agreements to ensure space for Madison College students. Efforts to partner with nationally accredited centers have faced setbacks due to licensing issues.

Future Plans

- YMCA Collaboration: ELC Manager and YMCA of Dane County Director to discuss expansion of family passes for student parents to utilize Drop-In Child Watch services.
- Resource Compilation: Updated information on certified and licensed providers, including links to Satellite FCC and Community Coordinated Child Care (4-C), will be compiled and shared via QR codes.
- MOU's: Formal MOU's with high-quality FCC providers in Reedsburg and Watertown are being pursued.
- Family Study Spaces: Expansion of family study spaces and resources to Reedsburg, Portage, and Commercial Avenue campuses.

Key Metrics and Outcomes

Our goal is for student parents to have equitable access to high-quality education and the resulting economic and social benefits that come from completing a college degree. We continue to build out our data dashboard on student parents, an effort that has been hindered by staff turnover. We want student parents to have options that meet the needs of their family and support them in achieving their goals.

Appendix E: Student Senate Position Paper



WISCONSIN STUDENT GOVERNMENT
Wisconsin Technical College System Advocacy Group (est. 1972)

2024 LEGISLATIVE SEMINAR

Wisconsin Student Government (WSG) is comprised of student representatives from all 16 Wisconsin Technical College System (WTCS) college districts representing over 278,000 enrolled students. In line with WSG's mission, our goal is to advocate for expanded access to affordable education for WTCS students.

Our main priorities:

1 Increase access to childcare for students

2 Equalize Wisconsin Grants funding

1. CHILDCARE ACCESSIBILITY

Wisconsin's workforce is the backbone of its economy. To ensure this foundation remains strong, we must provide parents with access to affordable and reliable childcare. This support can be life-changing for parents who are also pursuing their education. It can help them excel in their studies, achieve their goals, and build a brighter future for themselves and their families. By investing in accessible childcare, we are investing in our state's future.

FAST FACTS

- ▶ Nearly 1 in 4 community college students are parents. ¹
- ▶ On average student parents have higher GPAs than non-parent students. ²
- ▶ Around 50% of undergraduate student parents drop out of college within six years despite high GPAs. ²
- ▶ The average cost of childcare in Wisconsin for one infant is >\$1,000/month, exceeding college costs. ³
- ▶ Wisconsin has lost child care providers every year since at least 2012. ⁴
- ▶ In 2022, 467 providers had their licenses revoked or denied and could no longer offer childcare services. ⁴



SOURCE: Center for American Progress

54% of people in Wisconsin live in a childcare desert.

A child care desert is any census tract with more than 50 children under age 5 that contains either no child care providers or so few options that there are more than three times as many children as licensed child care slots. ⁵

The bottomline is that student parents require increased access to affordable childcare solutions to ensure the successful pursuit of academic and economic advancement for themselves and their families.



An Early Childhood Educator working with the next generation.

SOURCES: Urban Institute ¹, Generation Hope ², Raising Wisconsin ³, Wisconsin Department of Children and Families ⁴, Center for American Progress ⁵

Madison College Student Senate's position paper presented at the Wisconsin Student Government 2024 Legislative Seminar

WISCONSIN STUDENT GOVERNMENT

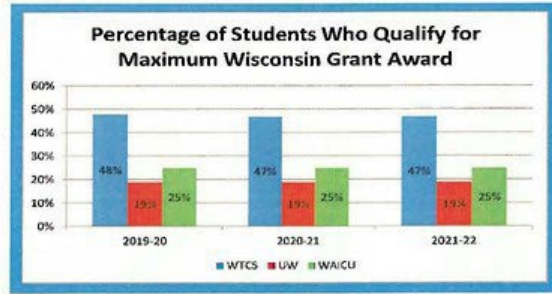
Wisconsin Technical College System Advocacy Group (est. 1972)

2. EQUALIZING WISCONSIN GRANTS FUNDING

We extend our heartfelt appreciation to the Wisconsin State Legislature for their unwavering support towards educational and work-ready training programs across the Wisconsin Technical College System. The Wisconsin Grants program has been a boon for our colleges, enabling us to keep our fees affordable through need-based financial assistance to students. By providing industry-aligned technical education to these students, we are investing in the future workforce of Wisconsin. Once again, we express our gratitude for the invaluable support towards our futures.

Nearly half of all students attending technical colleges are eligible for the maximum Wisconsin Grant award. However, private institution and public university students receive the lion's share of the funding.⁶

Average Wisconsin Grant Award 2022-2023 ⁶	
Wisconsin Technical College System	\$1,186
Universities of Wisconsin	\$1,978
Wisconsin Association of Independent Colleges and Universities	\$3,288

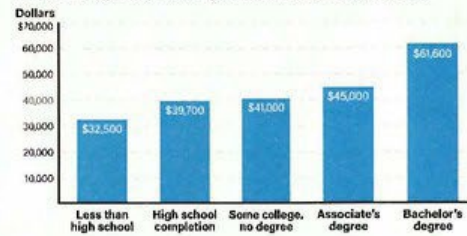


SOURCE: HEAB - Wisconsin Student Support Information System Report

While the cost of attendance and tuition is much more affordable within the WTCS (avg. **\$4,386**), the average unmet financial need is **\$8,144** despite the fact that more than **28,000 students** have **\$0 EFC** and would qualify for the maximum Wisconsin Grant award and other financial aid means.^{6,7}

Average Annual Cost of College Tuition & Fees ⁷	
<i>WTCS Tuition is set by Wisconsin Technical College System Board in March for the following year. It does not include books, materials or program-related fees.</i>	
Wisconsin Technical Colleges	\$4,386
UW Two-Year Institutions (includes fees)	\$5,364
UW Four-Year Institutions (includes fees)	\$9,181
All Four-Year Institutions (public out-of-state and private non-profit)	\$33,820

Median Annual Earnings of Full-Time, Year Round Workers ages 25-34, by educational attainment⁸



The data clearly shows that technical colleges offer the greatest value of higher education options. Students who earn their degrees at technical colleges, have higher incomes on average, are satisfied with their degrees, and 91% of graduates stay and work in Wisconsin.⁷

SOURCES: Wisconsin Higher Educational Aids Board (HEAB)⁶, WTCS Website⁷, National Center for Education Statistics⁸



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