



Department of Planning & Community & Economic Development

## Community Development Division

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Child Care  
Community Resources  
Community Development Block Grant  
Madison Senior Center

# Madison Accreditation Process Annual Evaluation 2016 Summary

### Total Evaluations submitted:

#### Programs Returning Evaluations:

Montessori Children's House  
The Learning Gardens  
Orchard Ridge Nursery School  
University Avenue Discovery Center  
Eagle's Wing Child Care and Education Programs  
University Houses Preschool  
Little Chicks Learning Academy  
Monona Grove Nursery School  
Meeting House Nursery School, Inc.  
Wisconsin Youth Company Afterschool: Franklin, Shorewood & Van Hise  
DCPC Great Beginnings Arbor Hills  
DCPC East  
DCPC Head Start Northport  
DCPC Head Start PEP  
DCPC Head Start Red Arrow +  
DCPC Red Arrow  
DCPC Head Start South Madison  
DCPC Wee Start  
DCPC Wexford  
Creek Day School  
Creative Learning Preschool  
Goodman Community Center – Childcare Programs  
Wisconsin Youth Company Afterschool: Randall, Leopold and Thoreau  
DCPC – Satellite Family Child Care System

1. The City of Madison Child Care Accreditation process has several key components. From the list below please indicate which components are most useful for you, your staff, board or parent advisory committee, children and families.

Written Administrative Review (22)

Written Classroom Reviews (20)

Meetings with Specialist – Admin (23)

Meetings with Specialist – Classrooms (22)

Consultations from Child Care Specialist (21)

Access to City Wide Training (19)

Specialized Center Based Training (6)

Access to Outside Consultants (9)

Child Care Assistance/Stabilization Grants (18)

2. How has Madison Accreditation helped you to better serve children and families of limited income or high needs?

-Access to families to City Child Care Assistance; opportunities for staff trainings.

-Currently, we do not have any families that are being in need of using the COM assistance program.

However, in the past it has helped families to have the financial ability to choose a high quality school that they feel comfortable with and love. Based on my past experience, many families that are in need of help financially often cannot afford to enroll their child at a quality school. COM is a hug help to families that want that quality school. WE truly appreciate all that you do for families in need and for supporting our school.

-Our school population has very few families that fit into this category.

-Madison Accreditation is helpful in maintaining the highest of standards, ultimately supporting UADC's mission and philosophy to provide safe, high-quality education, while allowing our students to interact with their world. Accreditation allows our staff and administration to review and reflect on our implementation of standards, the quality of our programming, and on the use of materials and resources within our school and community.

UADC is dedicated to serving all families and students, regardless of socio-economic status. We are passionate about fostering a diverse school community, including students and families with a variety of backgrounds and experiences. Additionally, the City of Madison Accreditation process allows UADC to accept assistance from the City of Madison Childcare Assistance. This funding paired with our school's scholarship program alleviates much of the economic burden placed on families when choosing high quality childcare options for their children.

-By improving the overall quality of our program, all of our children and families benefit. Having another set of eyes review our policies with us helps us insure that the policies meet the needs of a very diverse group of families.

- Giving advice. Helping families find us and to explain the importance of our program. Helping families find a way for part day to meet needs of families and children.

- We have been able to get better access to the Rainbow project and the trainings they can provide for our staff. In the past these trainings have been beneficial in helping staff and children adjust to a variety of transitions.

- We do have some high needs kids, and the suggestions for our teachers by our Specialist were helpful.

- To be very honest, we have only a handful of families that meet the criteria written above. That being said, those families reap the benefit of a rich early learning experience. Knowing that they, and all of the families, are being served by some of the best professionals, in a program with a long and rich history that meets very high standards, does allow great first-steps in their growth and development. To be licensed program meets health and safety standards. Accreditation goes so much deeper.
- Funding assistance has helped greatly to ensure that the children in our schools can afford our programs. We have also received some grants over the years that have assisted in improving our programs a great deal.
- Giving the teaching staff support and written feedback to improve the environment of their classroom.
- Giving the site director feedback and support to better serve the site as a whole.
- Giving access to outside consultants to come into the site to train staff and provide support.
- Supporting the site by giving access to child care assistance for the families that are over income and do not qualify for county funding.
- Giving the site access to funds to redesign a classroom space.
- It has supported families if they lose county funding to provide city funding for childcare to maintain stability. The financial support to meet standards has been very beneficial to our program. Being able to offer individual training for staff on environments is helpful. The consultant is always available and timely with responses when staff have questions, or the site needs something.
- Madison Accreditation has been a great support to our program and staff. Working with the consultant on specific problems solving areas has been tremendously helpful as it is specific to each classroom's needs.
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- Madison Accreditation process has been a great support to our program and staff. The orientation meetings have been helpful to review what is needed and what will happen.
- Working with the consultant on specific problems solving areas has been tremendously helpful as it is specific to each classroom's needs.
- The feedback given for the program is helpful to improve interactions with staff and environment changes if needed. The resources available to support those changes are greatly appreciated.
- The financial aid that the City of Madison is able to provide to families who are not eligible for Wisconsin Shares allows them to afford our center. As Madison childcare cost is at the top of the scale, families who are earning modest incomes often have to choose between cost or quality, but access to funds from the City gives parents a real choice: based on what they feel is best for their family. Creek tries to keep the program costs at an affordable level. The financial support we receive from the City through the receipt of grant funds, free or low-cost training opportunities, and tuition assistance which is paid at our "real" billed rate frees up funds within the budget to put in other areas in order to help us provide a high quality program.
- Madison Accreditation makes us financially accessible for City funded children.
  - It is extremely valuable to have a resource outside your organization to consult with when serving low income and/or high need families. Having specialists well versed in best practice but also open to hearing new ideas and making themselves available to troubleshoot varying situations as they arise is something that supports us in our work regularly. Working with high stress families means each year, we encounter new situations and roadblocks that we have not yet experienced within the context of each unique family. Having a team to assist in this work, specific to the needs of the family really makes a difference. At the early childhood level, this is critical as it lays the foundations for a family's first school experience. At the elementary level, interventions need to vary even more. We are finding many of our high stress families have children who are failing during the school day. We know out of school time is in opportunity to help them find success but often this is a long process that takes place in and outside of program on many levels.

- I am not too sure what role Madison Accreditation has played in helping my specific programs to serve low income families or high need students.
- The Family Child Care System Accreditation Review that was conducted in 2015 highlighted key areas of strengths and areas for improvement for Satellite, including continuing to bridge communication and coordination between the City of Madison Child Care Office, City of Madison families, Satellite, and Satellite family child care providers. Specific information and areas of improvement were included in the Accreditation Review document.

3. Reflecting on your responses to items 1 and 2 what would you identify as the major positive benefits of Madison Accreditation for:

-The City process is all encompassing – it benefits our whole school- there isn't an area that it doesn't touch on. That's what we like about it! It helps us to look/evaluate our whole school – tweak/improve areas. It's a "whole center" experience – like whole child learning is for the child. The process can be time consuming, but well-worth it! Keep up the great work!

***The children and families you serve:***

- great resources for families and the process only strengthens our team which reflects on the happy children.
- Making sure we have a framework for providing the best quality care.
- High standards of programming that guides our teachers to implement best practices with our children and families.
- Higher quality programming – for example, a renewed focus on block play and the inclusion of an emphasis on nature education in and out of the classrooms has provided a better educational experience for the children. Our families of course benefit from not only the subsidy for those who qualify for that, but also benefit from improved programming for their children.
- Helps our program rise to a higher standard.
- High quality materials for children to learn with.
- Challenging us to grow and learn and change.
- Provides families with the knowledge that the program they chose for their child is of the highest quality. The Standards helps to assure that the teachers, curriculum and facility meet high standards.
- Families are able to attend our programs at a more affordable rate.
- Child care assistance.
- Help with funding, having a different perspective on environments has been a great help.
- Reassurance to the families that their child is in a high quality program.
- Resources available to families and the funds to help support them, trainings for staff to help communicate with families.
- Specific, collaborative observations for each classroom, conversation about what is happening, what is working, and what is needed; monies available if needed for items that would enhance programming with staff input.
- The feedback from observations helps build the teamwork.
- Giving parents a real choice when choosing a program for their child: being able to afford a program they couldn't afford without help.
- Expertise Input: follow up support.
- Madison Accreditation strives for high quality childcare grounded in best practice approaches. When this is paired with an organization that is committed to serving marginalized communities, it creates an environment that values quality care for all. All children and families deserve to have access to quality programs that keep children safe and encourages the entire family to learn and grow together.
- An outside voice advocating for improvements to childcare.
- Information about the City of Madison Child Care Assistance Program and access to information about high quality child care options.

### ***Your administration of the program:***

- In preparation for the accreditation process, it's a great time for administration to reflect on financial records, goals and what strategies can better the school in the future. It's also nice to double check what practices are currently being followed at you school.
- Helping navigate the accreditation process.
- Parameters of necessary policy inclusion and financial management.
- Having an ongoing policy and procedure review in addition to some efficiencies that may not have occurred to us on our own have been tremendously beneficial to our program. Also key to our programs success is having grant funds available - this takes some of the pressure off of our program supply budgets as we are trying to establish salaries that start to reflect the importance of an ECE position.
- Gives directors lots of resources and support.
- Have a well-qualified, approachable mentor.
- Lots and Lots of suggestions for policy changes, and for Continuing Ed for me. (encouragement to get the Admin Credential)
- The process allows for "another pair of eyes" to take a look at our program and offer suggestions for improvement. Every program should want to be better than they think they are!!
- The Child Care Specialists that we have assigned to our organization have assisted in teaching our staff the accreditation process and ensuring that they have a clear understanding of the accreditation. They have also sat down with our administrative team and ensured that we feel comfortable coaching our staff through the accreditation process.
- Support, Guidance and feedback.
- Having a different perspective as we sometimes are focused on other standards, it's hard to see beyond day to day needs.
- Better understanding of the information that is shared.
- Grant monies to support changes needed.
- Supportive conversations and feedback that is strengths based.
- Support for coaching to change the environment and to help create positive interactions.
- I appreciate that as an accredited center, our program does not have to complete additional YoungStar requirements, but receives the 5 star rating and the benefits that entails. The accreditation process which we go through regularly is very successful in providing our program with information and support in order to continue to provide a quality program for families.
- External review.
- Accreditation has been a critical support for our administrative team over the past year. The elementary program rolled out a new program design which our accreditor consulted on prior to the program moving forward. Our early childhood program had a very difficult year with various high need children struggling to find success daily. Accreditation supported classroom visits, connected us to Rainbow, supported the program pursuing an SE framework, and regularly was available for updates and check ins.
- A reliable source of feedback about the program.
- Guidance on areas for program improvement and specific action items to improve the overall operations of Satellite Family Child Care System to align with City of Madison System Standards.

### ***Your staff:***

- The staff all love the new ideas, insightful feedback and perspective from an outside source.
- The outside feedback they receive.
- Same as above (children and families), guidance of the programming standards as well as the City of Madison Accreditation process and access to accreditors gives them the best support to carry out their job as educators in the best possible way.
- The support for teachers is outstanding. They feel able to take the next steps in a supportive and non-threatening environment.

- Supports our staff in their daily teaching and gives great feedback for all teachers to continue to grow.
- Again, the mentoring and insight or specialist was able to provide.
- Reflection on their own practices and routines, and lots of suggestions.
- The process of accreditation is one way teachers are held accountable for the work they do with the children. It provides an opportunity for reflective practice.
- My staff have been able to greatly improve their programs through the accreditation process and the feedback that they receive. I feel as though they are the ones that benefit from the accreditation process the most. My staff are able to learn how to create effective learning environments, improve their staff relationships, improve their health and wellness knowledge and overall take the opportunity to reflect on their program and self-improvement.
- Feedback and resources.
- Bringing to staff a different perspective, and sharing what other sites do or we do well or different than other sites.
- Resources and training and the PRIDE connection with Rainbow Project.
- Accountability for staff to provide care according to best practice.
- Holding staff accountable to follow the guidelines for best practice
- Supportive and inclusive in problem solving and working through needed changes together.
- Support, an extra eye to see what we may be missing, help them learn new techniques.
- The staff benefit from and appreciate the feedback of their classroom procedures and teaching style from an outside observer. Access to the variety of high quality trainings which are made available at low or no cost is also a great benefit.
- Classroom support – guidance on environment, child/teacher interaction.
- Our last accreditation included a new process for us with our elementary team which involved our administrative team working with classroom staff to complete self-assessments. During this process, we looked at recognized strengths, areas for improvement, and created classroom action plans. The program coordinator and I enjoyed this process, as it was a different approach to looking at quality improvement and it felt very much supportive of where the classroom staff saw their program moving into the upcoming school year.
- A chance for them to step back from the day to day and look at the program in a broad sense.
- Specific feedback on strengths, areas for improvement, and required changes so that staff have guidelines/parameters to inform their daily work as employees of Satellite.

***Your Board or Advisory Committee:***

- I would be happy to have Lisa visit one of our upcoming PAC meetings. Lois was very excited that we have a strong PAC, but never experienced the true bond we have with them.
- Making sure that we continue to provide a great preschool experience for all of our families.
- An understanding of what quality programming is. The review process gives them a lens at which to view our school's programming and the requirements for Board Members in terms of evaluation and orientation ensure that the quote-unquote owners of our school are well versed in their roles and held accountable for their contributions.
- Having the flexibility to engage graduate student parents in alternate ways has had a positive impact on both the program as well as the parents.
- Allows the board to understand the importance teaching we do for the school.
- Accreditation gives them peace of mind that we use and set such high standards for the center.
- Ideas on policy changes, both for school/families and for personnel.
- It provides clarity to Board members as to what "quality" means.
- I do not work close enough with our Board to provide feedback on this area.
- Support and information as needed.
- Information and support when needed.



- The accreditation process is a thorough process which provides the Board of Directors with an objective report. They use this information to ensure that the policies enacted by Creek are sound and meeting the highest quality standards in the industry.
- Specific feedback on strengths, areas for improvement, and required changes so that the Board and Advisory Committee are knowledgeable in decision-making and making recommendations.

4. During your last accreditation were you provided the consultation, resources and support needed to address or plan for improvements?

- Yes, Lisa is a terrific resource for us, as Monica and Connie, were in years past.
- Absolutely. It would have been nice to have financial resources to help further our playgrounds. ☺ They need help this year. I suspect we will be seeking grants for these areas.
- Yes, Connie was very helpful through this process.
- During accreditation, we were provided with constructive feedback, suggestions, and further resources for addressing any improvement. Although UADC did not have any required changes, Lois did give us some excellent ideas around staff training and development. Lois supported the idea of using shared, common language and strategies for all of our staff members. We had previously participated in Conscious Discipline training and were encouraged to continue to enhance positive relationships in our classroom communities. We did implement one suggestion of monthly potluck type activities beyond what we offer for Family Involvement activities. Most recently, families have attended special snack times, participated in being a special reader of the day, and joined us to celebrate The Week of the Young Child's taco Thursday celebration? Lois was extremely helpful in recommending an additional job description as part of our administrative review.
- Yes, definitely.
- Yes we were. We always have been.
- Yes.
- Yes.
- Yes.
- I was provided support through the accreditation process; however, not as much support as I have received in the past. I was also going through the process this year with staff that have been through accreditation multiple times. The Child Care Specialists that I was working with were aware of this and therefore, did not need to provide as much support.
- Yes.
- Yes, very timely, appreciate the short turnaround time to receive feedback, while working with and talking with staff some changes that were needed were taken care of as observations happened, worked collaboratively.
- Yes.
- Yes, but not as active in the program.
- Yes, hands on with room arrangement needs.
- Yes, unfortunately though reviews at the Director level have not felt very collaborative as there is little recognition on the positives that the program has done.
- Yes, extremely supportive and strengths based approach with all staff, the timeliness of the reviews and feedback was very helpful and a nice change from past reviews, it was more conversational and not pointing fingers on what is done wrong.
- Yes.
- Yes.
- The specialist provided staff with tangible ideas for improvements, as well as articles, books and suggestions for trainings. She was available to answer any questions we had, and made the accreditation a very positive process.
- Yes.
- Yes.

- I am still in the process of accreditation, but I am receiving all of the help I have asked for thus far.
- We have worked closely with Monica Host since the report was shared on July 3, 2015, and have received additional guidance and support on ways to implement required actions and improvement areas. We are very appreciative of all the support and help that has been given!

5. What suggestions do you have for changes to the Madison Accreditation process?

- None, keep up the great work!
- Nothing. I love the addition of co-teacher relationships and what the “climate” is in a classroom. Great addition.
- None at this time.
- The Accreditation packets that are required from centers to fill out are quite lengthy. Much of the information will not have changed from year to year, so maybe some type of streamlining of information for centers who have been in operation for a longer period of time?
- I wish the Madison city accreditation could in some way become a national model for other cities to replicate. Having a national status would be invaluable to programs needing a national accreditation in order to qualify for federal grants requiring a national accreditation. Now, we need to engage in repetitive and redundant processes, when in fact it’s the city accreditation process that is most valuable to us and has the most impact on our program quality.
- None.
- It can be a bit slow at times, but we understand that our specialists have large caseloads.
- Tighten up the schedule so that it is done in a concise amount of time.
- Having a regular schedule for the process would be helpful. I understand the importance of seeing programs at different times of the year (and appreciate that there is an understanding that September is not a good month to have a “stranger” in the classrooms because of the new school year!). Perhaps when the current process is completed, a timeline could be set for the next “round” of accreditation. Each year I find the staff asking when it’s going to take place.
- I would like to see more consistency with the accreditation process. I work with two different accreditors and both had my programs complete unique processes. In the end, all programs were able to complete their packets and receive successful feedback; however, consistency would have assisted them in being able to use each other as resources.
- None at this time.
- Look at doing self-accreditation for next time.
- Continue this process of review, look into doing self-accreditation for those rooms that are consistent and had good reviews, setting up observations that are confirmed with the staff so it works for everyone, not just the consultant.
- Continue this process of review, look into doing self-accreditation for those rooms that are consistent and had good reviews; making sure the times for observations work for the site and not just the consultant.
- More consistency with communication with the consultant, when strong feelings are surfaced, there at times are no follow up on them...Also the relationship with the consultant would ask to be more supportive and highlight positives while offering suggestions for needed changes.
- Consultants honor the direction that the director wants to take for the program; create and maintain clear boundaries on what can be changed and not be changed.
- I think that the accreditation process works well! I appreciate the timely communication from the office, and knowing in advance any changes which might affect our program.
- A center as large as ours we liked it when there was 2-3 specialist to expedite the process.
- None that I can think of.
- My staff on site have commented that the self-evaluation process is tedious and long.
- None at this time.



6. As new Accreditation Standards are implemented what type of assistance do you feel would be most helpful from this office for yourself, your board/advisory committee, staff?

-Maybe, an FAQ sheet regarding the new standards.

-I have nothing new to add other than it would be nice to meet with our specialist before the process begins. We previously had Lois and with her retirement comes change. We are excited to work with Lisa. Many of our TLG staff members have worked with her before and are eager to meet with her again.

-Connie has already come in to speak to the staff and answered their questions regarding the new standards. I think our continued open lines of communication will be helpful with understanding the new standards.

-Communication about new standards and examples of implementation (when appropriate) would be helpful. As new standards are implemented in a variety of childcare settings, a shared resource list could be created in the form of a Google Doc, etc to make access easier. Additionally, it could include helpful ideas, tips, strategies, etc.

- It would be very helpful to have funding for the 2 year staff physicals (insurance co-pays for staff with insurance and payment for the physicals for staff without insurance i.e. student hourly staff).

- Just communication. Newsletters, etc...

- Knowing who the appropriate go to person is should we have questions or require assistance.

- The memo that was sent out outlining the major differences and changes was very helpful.

- Attending the meeting you sponsored for Directors was very helpful for getting clarification. Perhaps having an FAQ, or a contact person/process when questions arrive.

- At the beginning of each school year, our organization has our assigned accreditors attend one of our all-staff meetings. I think that this annual meeting for the 2016-17 school year could consist of sharing information about the changes. If our accreditors change, I would like to ensure that whomever is assigned to our organization would be willing to train our staff on these changes.

- Tools to provide my staff to help them learn and better understand the new standards.

- Will the reviews be done in the same format, paperwork as well; will we have time to address changes, maybe having a meeting on individual level instead of big group.

- Accessibility to the forms, maybe online or hard copies, so we are not having to make so many copies as our smaller sites do not have bulk copying capabilities, review of the revisions with the staff from the consultant.

- Easily accessible forms, or hard copies.

- Hard copies of the forms, or accessible online.

- Having the updated materials, review with staff.

- Review new standard changes with staff, so everyone knows what is expected.

- Maybe a checklist of what has been changed so we do not miss something or misinterpret something.

- Streamline packet, it's a lot to complete...checklist of changes, meeting to go over changes with staff and consultant.

- I think the most helpful process will be to keep information flowing as new things arise, and to be available for questions for our particular program.

-Emails as communication "highlighting" a standard with explanation.

- I have lots of questions! Here are just a few...It would be great to know how programs are approaching the new standards—both at the admin and front line level. Are they reviewing standards at each staff meeting? What new policies and procedures need to be created? Is there going to be a city-wide letter to families informing them of the new standards or are center's doing this?

- A list of the new/upcoming changes, so that training can begin with current staff.

- Continued ongoing communication and guidance from the City of Madison Office of Child Care staff and specialists with new and updated information about City of Madison Family Child Care Standards to share with Satellite providers, as well as continued System Accreditation guidance.

7. Is there anything else you would like to add to this evaluation?

-Thank you!

-I think you all do a fabulous job and I personally adore working with COM.

-Nothing at this time.

-We are very thankful for the City of Madison Accreditation process, it brings richness to our programming and we feel supported through our hard-times and celebrated in our successes because of our strong bond to our accreditor. Thanks you so much for all that you do.

- We are so proud that the city of Madison recognizes the need for high quality care and education for it's youngest residents. We work hard to achieve and maintain city accreditation and I truly believe that all of our efforts are recognized.

-No.

-No.

-We love Terri!

- I am so appreciative of the work that our Child Care Specialists do. It is work that is not for the faint of heart! We made a conscious decision several years ago to forgo our NAEYC accreditation. This was done because we felt the value of the Madison process was rich, helpful and site-specific. THANK YOU!

- I have really enjoyed working with our assigned accreditors over the past few years. They have been able to become very familiar with our program and staff which has been a great experience.

-Not at this time.

-Things went quickly, very responsive and appreciate that quick time frame; the consultant was flexible and respectful.

-None at this time.

-We appreciate your time, accreditation is a wonderful support to our program.

-Thank you.

-Overall been positive, good feedback, has helped staff.

-Overall been positive, good feedback, has helped staff can call them at any time.

- Families who have received tuition assistance are very thankful for being able to access funding which allows them the choice of where to have their children learn and grow.

-No.

-Not at this time.

- Thank you for your support!