



2020

Annual Report



Indiana Early Learning
Advisory Committee

Acknowledgments

The Indiana Early Learning Advisory Committee (ELAC) would like to thank several organizations for their assistance in the development of this report. The following organizations were critical partners in providing data: Early Learning Indiana, Indiana Department of Education, Indiana Department of Workforce Development, Indiana Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, and Purdue University.

The members of the ELAC Data Coordination and System Integration Workgroup contributed significantly to the development of this report: Chair Kim Hodge, Shine Early Learning; Lori Frame, Area Five Agency Head Start; Eric McKeown, Ice Miller; Brandon Myers, Indiana Department of Education; John Peirce, Peirce Consulting; Ann Puckett-Harpold, M.A. Rooney Foundation; Charlie Geier, Shine Advance; Sarah Mihich-Baker, Indiana Youth Institute.

The report was written and designed by the team at Transform Consulting Group: Sara Gropp, Amanda Lopez, Amanda Schortgen, and Melissa Wall.

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Introduction

The Indiana Early Learning Advisory Committee (ELAC) was created by the Indiana General Assembly in 2013, and its members are appointed by the Governor. ELAC is tasked with assessing the availability, affordability, and quality of early care and education programs statewide; improving coordination and collaboration among early care and education programs, including the agencies that administer them; and assessing the capacity of higher education institutions to support the development of the early care and education workforce.

This year, ELAC's data collection and reporting process coincided with the state's needs assessment completed by Purdue University, which was part of Indiana's federal Preschool Development Grant. Rather than producing a similar report with overlapping measures, ELAC identified key indicators to share from Purdue's report and pulled data from other sources to include in this year's condensed annual report. ELAC also references recommendations from the Preschool Development Grant strategic plan. Along with the report, there is a complementary online, interactive dashboard with additional data visualizations for each section (<http://www.elacindiana.org/data/elac-annual-report-interactive-dashboard/>).

Appointed ELAC Members:

- ★ Betsy Delgado | Committee Chairwoman | Goodwill Industries of Central Indiana
- ★ Tonia Carriger | Family and Social Services Administration Indiana Head Start State Collaboration Office
- ★ Mary Gardner | Leadership for Educational Equity
- ★ Dr. Nancy Holsapple | Indiana Department of Education
- ★ Nicole Norvell | Family and Social Services Administration Office of Early Childhood and Out-of-School Learning
- ★ Christopher Stokes | Eli Lilly & Company
- ★ Kerri Wortinger | Marion Community Schools

Executive Summary

The Indiana Early Learning Advisory Committee (ELAC) was created by the Indiana General Assembly in 2013, and its members are appointed by the Governor. ELAC is tasked with completing an annual assessment of the availability and quality of early care and education programs for young children in Indiana.

Over the past ten years, Indiana's population of young children has declined slightly from 521,000 children under 6 years in 2010 to just over 500,000 children under 6 years in 2018. Hoosier families with young children are primarily made up of working families with nearly two thirds of all parents working, resulting in approximately 325,000 young children needing care while their parents work.

Only a third of children who need care are enrolled in a known early care and education program — one that is licensed or registered with the state. Children who are not enrolled in a known program are likely receiving informal care from a friend or family member in a setting that may not be meeting their developmental needs.

Young children ages 0-5 experience the most rapid and important period of brain development. The brains of young children are building foundations that will have positive or negative lifelong effects on their development and success in both school and life (National Scientific Council on the Developing Child, 2007). Researchers have found that **high-quality early care and education results in positive outcomes for both boys and girls**. Conversely, **low-quality settings can actually harm children, especially boys**. This research further emphasizes the importance of all children being in high-quality early childhood education settings (Garcia, Heckman, & Ziff, 2017).

Since 2014, **Indiana has increased the number of high-quality rated early care and education programs** by over 80%. Currently 60% of all known early care and education programs participate in Paths to QUALITY™, and more than 700 have achieved high quality—Level 3 or Level 4—since 2014.

Children enrolled in known programs and high-quality programs are disproportionately preschool age, highlighting the need for more investment in infant and toddler care where tuition costs are higher and seats are fewer.

Q U I C K F A C T S

504,278

Children under 6 years

323,314

Children need care because all parents work

35%

Children who need care are enrolled in known care

703

More high-quality early care and education programs since 2014

\$21,680

Annual cost of early care and education tuition for an infant and 4-year-old

\$1.8 billion

Annual amount Indiana employers lose due to unstable early care and education

The annual cost of tuition to send an infant to early care and education is about \$7,000 for home-based care and can rise to over \$12,000 for center-based care. These amounts are greater for high-quality programs. **Early care and education tuition is nearly equal to or in some cases more than a year of in-state tuition at an Indiana college or university.** These tuition costs are considered unaffordable for many low- and middle-income Hoosier families. The U.S. Department of Health and Human Services recommends spending seven percent of income on early care and education, and an Indiana household making the median income would need to spend more than twice that (Child Care Aware of America, 2019).

Many of the individuals working in early care and education programs are also struggling financially. **Early care and education professionals make less than the average hourly wage of all U.S. occupations.** In some settings, it is just above the poverty level. Indiana's early care and education workforce is facing a shortage over the next 10 years and will need to explore how to get more people into the profession while striving to retain its current employees in order to meet demand.

Some children cannot attend early care and education programs due to a lack of seats, because there are not enough teachers to staff classrooms. Other children cannot attend due to the unaffordable cost of care. When this occurs, Indiana and its employers are negatively impacted. A 2018 study found that Indiana employers lose \$1.8 billion a year, and the state loses \$118 million in tax revenue when employees have difficulty securing care for their young children (Littlepage, 2018).

RECOMMENDATIONS

The recommendations in this year's report focus on system building in order to improve the coordination and collaboration of early care and education programs for Hoosier children and families. They also align with the recommendations developed for the federal Preschool Development Grant strategic plan that the state completed.

1. ENHANCE PROGRAM QUALITY AND ACCESS

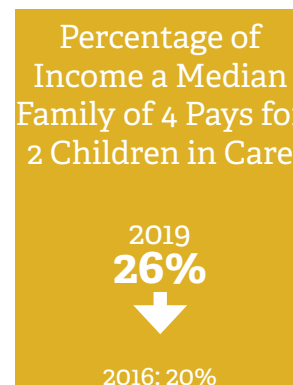
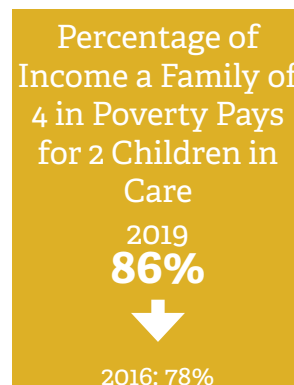
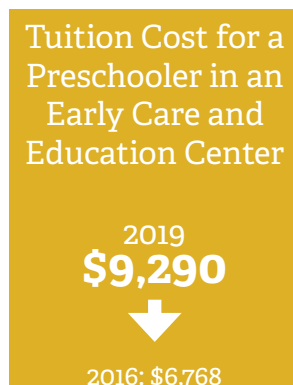
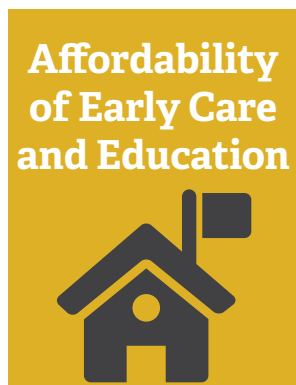
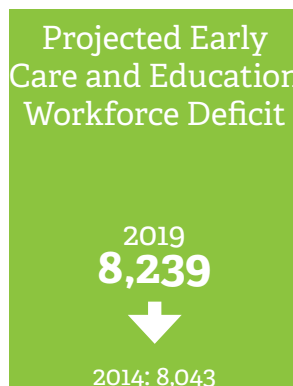
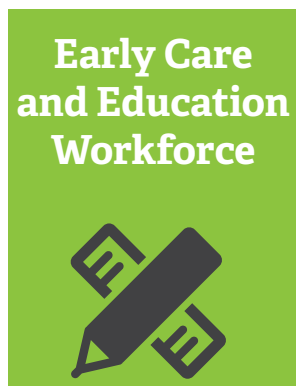
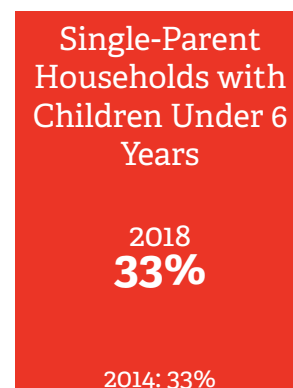
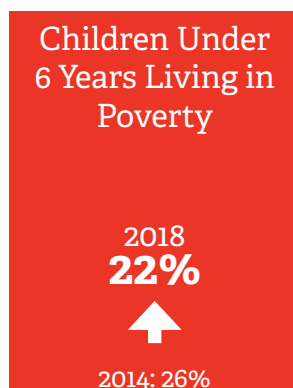
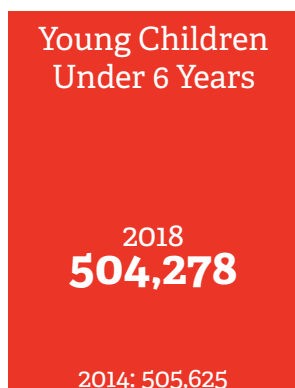
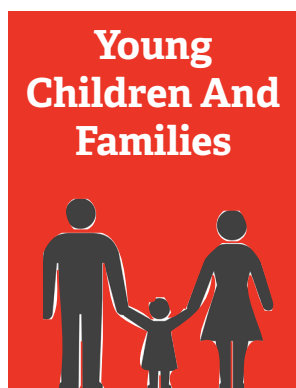
- Increase participation and advancement in Paths to QUALITY™, especially for programs that serve infants and toddlers
- Assess classroom practices and child outcomes at high-quality rated programs
- Evaluate parent choice to identify whether gaps in the system are due to insufficient programming or parental choice

2. STRENGTHEN DATA QUALITY AND INFORMATION

- Connect data systems across agencies with more consistent, systematic, and comprehensive reporting
- Create unique student identifiers
- Adopt unique program identifiers

Indiana Early Care and Education Profile

Improved  Worsened 



*Enrollment data cannot be compared to last year because the Indiana Department of Education enrollment data may not be entirely included with Early Learning Indiana data as reported in the past.

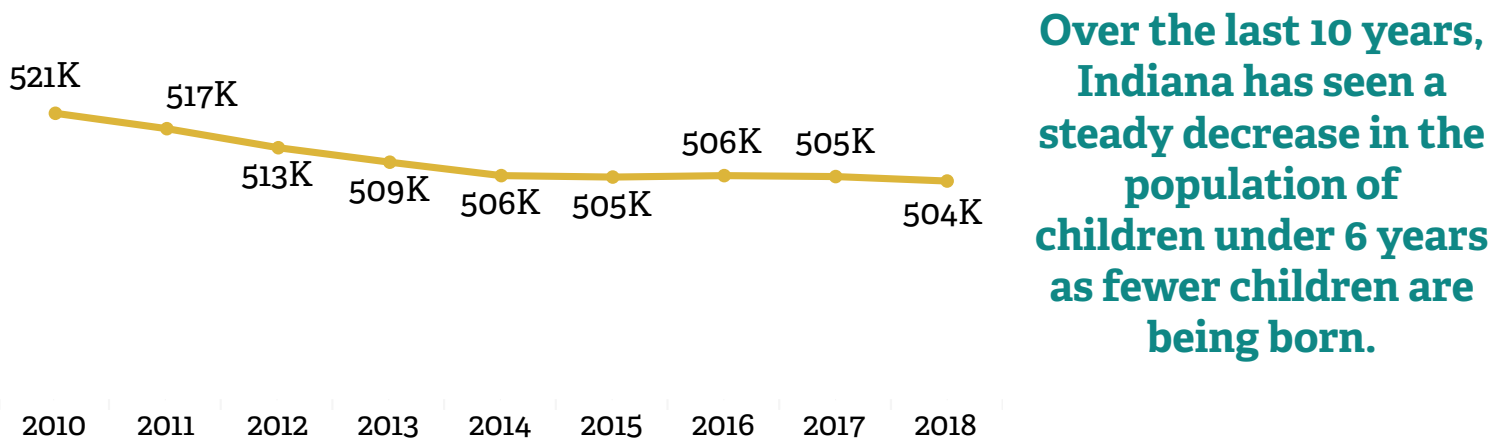
Young Children & Families



Young Children Under 6 Years	Children Under 6 Years Living in Poverty	Children Under 6 Years Living in Households Where All Parents Work	Single-Parent Households with Children Under 6 Years
504,278	109,392 (22%)	323,314 (64%)	99,631 (33%)

In Indiana, there are 504,278 children under 6 years. Over the last 10 years, Indiana has seen a steady decrease in the population of children under 6 years as fewer children are being born. This decrease can be seen in the lower number of infants compared to four- and five-year-olds.

Figure 1: What is the trend of Indiana's population under 6 years?



Over the last 10 years, Indiana has seen a steady decrease in the population of children under 6 years as fewer children are being born.

Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2018.

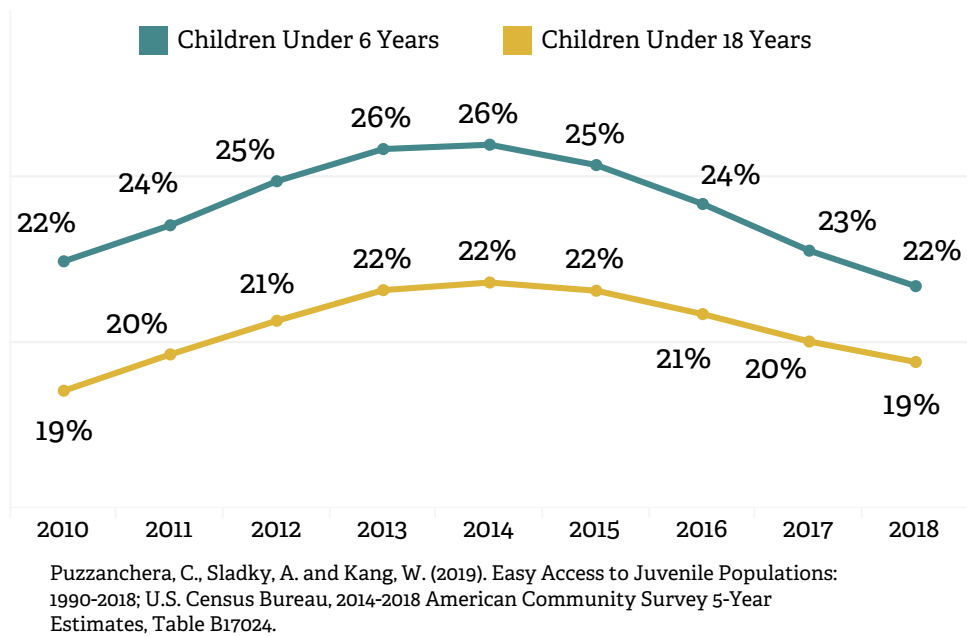
Figure 2: What is the population of children under 6 years by single age?

Infants	One-Yr-Old	Two-Yr-Old	Three-Yr-Old	Four-Yr-Old	Five-Yr-Old
80,539	82,185	84,577	85,801	85,442	85,734

Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2018.

Nearly one in four young children (109,392; 22%) are living in households that are in poverty.¹ Children under 6 years have a higher poverty rate compared to all children under 18 years (19%). This trend has been consistent over the last 10 years.

Figure 3: What percentage of children are living in poverty?



The percentage of children under 6 years in poverty was higher (26%) in 2013 and 2014, but is now the same as it was in 2010.

Grant, Adams, Perry, Switzerland, and LaPorte are the counties with the highest poverty rates for children under six years. In addition to Marion and Lake counties, Grant, Switzerland, and LaPorte counties have the highest percentages of children under 18 years in poverty.

Top 5 Counties of Children Living in Poverty

	Children Under 6 Years	Children Under 18 Years
Grant	36%	31%
Adams	35%	24%
Perry	35%	23%
Switzerland	34%	30%
LaPorte	32%	29%

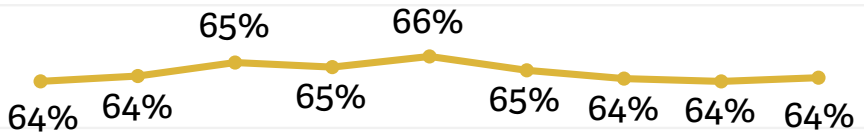


1. An individual person in poverty, living at or below 100% of the federal poverty level, has an income of \$12,760 or less. Each additional family member adds \$4,480 to the household income limit. Other federal poverty level percentages are calculated based on their respective percentage above 100%.

The majority of Indiana's families with young children are working families. Nearly two thirds (64%) of these households have all parents² working. This means approximately 330,000 young children need somewhere for their child(ren) to go while their parents work. Over the last 10 years, Indiana has not seen much fluctuation in the percentage of children who need care.

Compared to Indiana as a whole, several counties have a much higher percentage of children who need care because parents work. With a population of nearly 3,400 young children under 6 years, 80% of Dubois County young children need care. Dubois County is followed by Vanderburgh, Fountain, White, and Floyd counties with nearly three quarters of young children in need of care.

Figure 4: What percentage of children under 6 years need care?



Top 5 Counties of Children under 6 years that need care	
Dubois	82%
Vanderburgh	75%
Fountain	74%
White	74%
Floyd	72%

2010 2011 2012 2013 2014 2015 2016 2017 2018

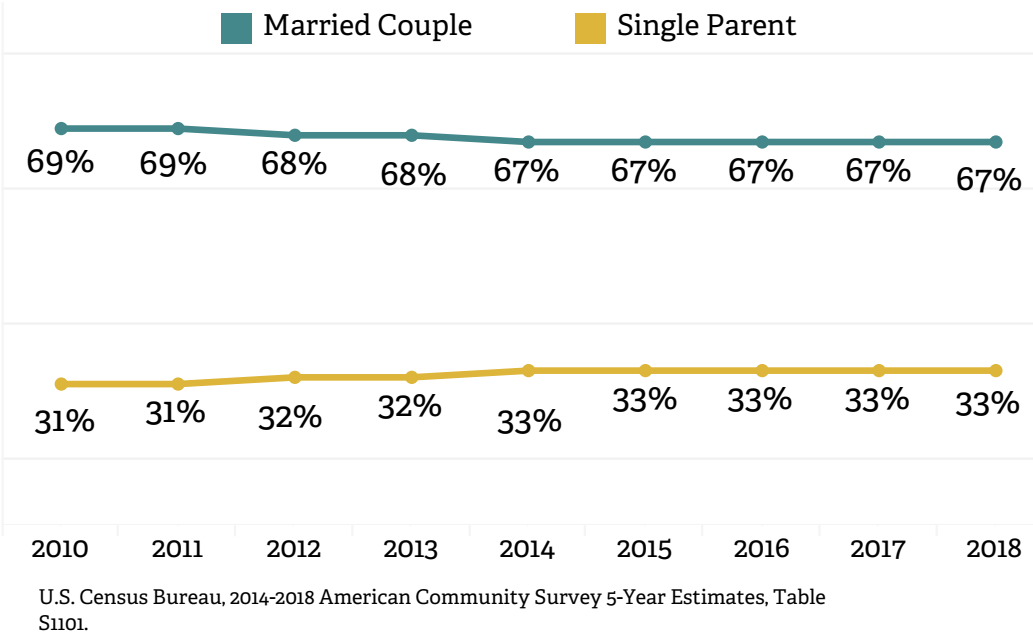
Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2018; U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B23008.



2. Parent refers to a householder responsible for youth, meaning caregiver, parent, grandparent, etc.

In Indiana, the makeup of families is changing. The percentage of single-parent households with children under 6 years has slowly increased since 2010. In 2010, 31% of households with children under 6 years were headed by single parents. In 2018, the percentage rose to 33% of households having single parents.

Figure 5: What percentage of households with children under 6 years are single-parent versus married-couple households?



In Indiana, the five counties with the highest percentage of single-parent families are Grant, Blackford, Switzerland, Marion, and LaPorte counties. In each of these counties, single-parent households make up nearly half of all households with children under 6 years.

Top 5 Counties of Single-Parent Households with Children Under 6 Years

	Single Parent	Married Couple
Grant	49%	51%
Blackford	47%	53%
Marion	46%	54%
Switzerland	46%	54%
LaPorte	45%	55%



Accessibility & Quality

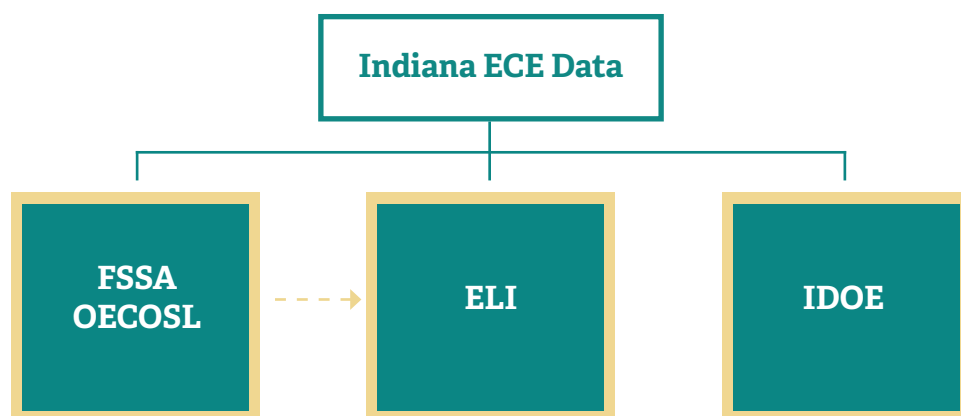


Children Enrolled in Early Care and Education Programs	Children Enrolled in High-Quality Rated Programs	Percentage of Overall Enrollment in High-Quality Rated Programs	Percentage of Children in Need of Care Enrolled in High-Quality Rated Programs
113,781	53,336	47%	16%

ACCESSIBILITY

Indiana has a mixed-delivery system for providing early care and education. This means that parents can choose the type of setting—home, center, faith-based, or school—that works best for them. For more information about the different types of early care and education programs, see Appendix B.

Indiana does not have a coordinated early care and education data system to uniquely track the enrollment of young children in these different settings and publicly funded programs. In order to assess the availability and utilization of early care and education programs in Indiana, ELAC must request data from three separate agencies where data is siloed: the Family and Social Services Administration (FSSA) Office of Early Childhood and Out-of-School Learning, Early Learning Indiana and the Indiana Department of Education (IDOE). If the data from these three agencies are combined, some efforts can be made to remove duplication of programs but without unique student and program identifiers, ELAC is unable to determine program capacity, enrollment, and vacancy without some duplication.



Programs may be included in more than one dataset, but the systems are not connected so the data remains siloed and difficult to combine. The FSSA Office of Early Childhood and Out-of-School Learning has data on programs that are licensed/ registered with their agency. The FSSA Office of Early Childhood and Out-of-School Learning contracts with Early Learning Indiana to collect additional data from the licensed/ registered programs. Early Learning Indiana gathers and manages data, such as the number of children enrolled in the licensed/ registered programs. This data is not sent back to the FSSA Office of Early Childhood and Out-of-School Learning. IDOE has data on public and private schools that are serving young children. Some of these schools are licensed/ registered with the FSSA Office of Early Childhood and Out-of-School Learning, so their data might also be stored with the FSSA Office of Early Childhood and Out-of-School Learning and Early Learning Indiana, but many schools' data is only with IDOE.

Case Study Examples of Data Challenges and Discrepancies

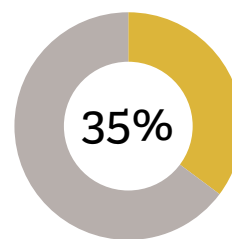
An elementary school reported to IDOE that they had 26 young children in their preschool program. The school is also registered with OECOSL and ELI, and they reported an enrollment of 18 young children.

Another elementary school reported to IDOE that they had 159 young children in their preschool program. This school is not registered or licensed with OECOSL, so they did not show up as an early care and education program serving young children in Indiana.

EARLY LEARNING INDIANA DATA

According to Early Learning Indiana as of April 2019, just over 110,000 young children under 6 years were enrolled in a licensed/registered early care and education setting. Children enrolled in known programs represent over a third of all children who need care because parents are working. This means that approximately two thirds of children who need care are enrolled in a program of unknown quality.

Figure 6: What percentage of children who need care are enrolled in an early care and education program?



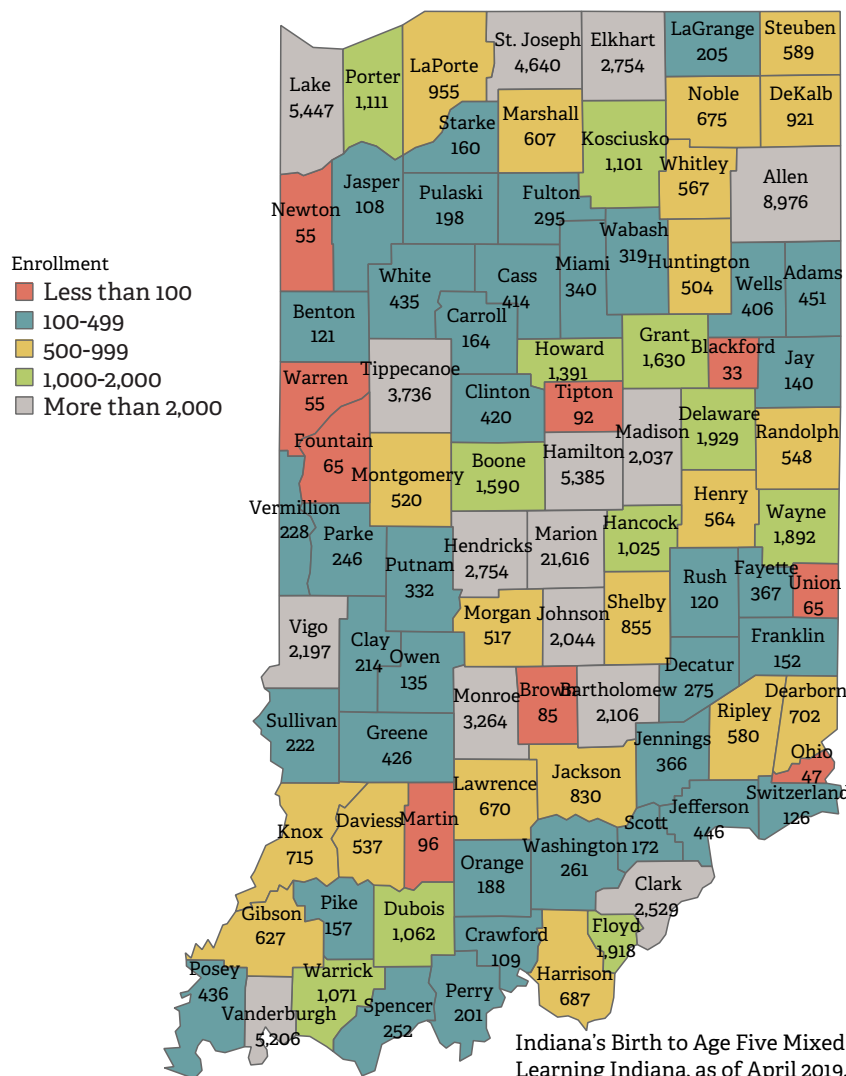
Indiana's Birth to Age Five Mixed Delivery System Needs Assessment via Early Learning Indiana, as of April 2019; U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B23008.

The percentage of children who need care who are enrolled in early care and education programs differs widely across Indiana counties. Monroe and Wayne counties have about two thirds of children who need care enrolled, which is nearly double Indiana's statewide rate. Bartholomew, Vanderburgh, and Grant counties round out the top five with over half of children in need enrolled in care.

Percentage of Children Who Need Care Enrolled			
Top 5 Counties		Bottom 5 Counties	
Wayne	64%	Newton	14%
Monroe	62%	Tipton	14%
Bartholomew	58%	Fountain	8%
Vanderburgh	54%	Jasper	8%
Grant	54%	Blackford	7%

Blackford, Jasper, and Fountain counties rank in the bottom with less than 10% of children who need care enrolled in a known early care and education programs, followed by Newton and Tipton counties with 14% of children in need enrolled in a known program.

Figure 7: How many children under 6 years are enrolled in known early care and education programs?



The majority of children who are enrolled in a known program, are enrolled in a child care center (30%), followed by a ministry (25%), family child care (17%), exempt program (17%), and Head Start and Early Head Start program (12%).

Figure 8: How many children are enrolled by program type?

Children Enrolled	Child Care Center	Family Child Care	Head Start Program	Ministry	Exempt Program
113,781	33,760	19,246	13,248	28,575	18,952
	30%	17%	12%	25%	17%

Indiana's Birth to Age Five Mixed Delivery System Needs Assessment via Early Learning Indiana, as of April 2019.

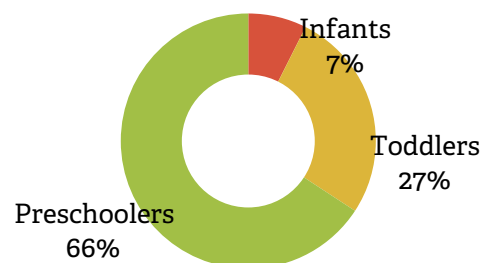
Preschoolers make up two thirds of all enrollment.

The percentage of young children enrolled in licensed/registered programs varies by age.³ Preschoolers make up two thirds of all enrollment, while toddlers make up a quarter (27%), and infants make up less than 10% of enrollment.

INDIANA DEPARTMENT OF EDUCATION (IDOE) DATA

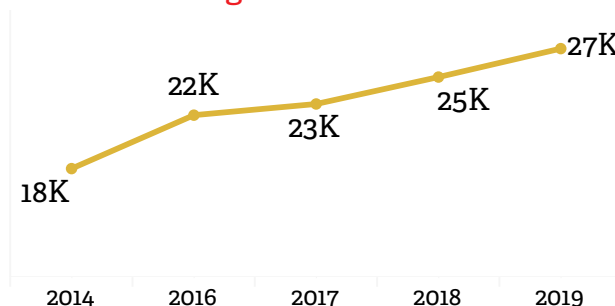
IDOE collects enrollment data from public and nonpublic schools that offer preschool programming for children under 6 years before they enter kindergarten. This information was not included in the Purdue Preschool Development Grant needs assessment, so ELAC requested the data separately to help create a more comprehensive understanding of Indiana's early care and education data. Not all of these schools are licensed/registered, so their enrollment data is not collected by or reported to the FSSA Office of Early Childhood and Out-of-School Learning. This leads to challenges understanding the capacity and availability of early care and education programming for young children.

Figure 9: What is the make up of enrollment by age group in early care and education programs?



Indiana's Birth to Age Five Mixed Delivery System Needs Assessment via Early Learning Indiana, as of April 2019.

Figure 10: How has school-based enrollment changed in Indiana?



Indiana Department of Education, 2014, 2016-2019.

3. Infants are defined as children under the age of one; toddlers are one and two years old; preschoolers are three through five years old (not in kindergarten).

The number of young children receiving early care and education programming in school-based settings is increasing. School-based early care and education enrollment for children under 6 years has risen by 50% since 2015. In the 2014-2015 school year just over 18,000 children were enrolled. This has increased by almost 9,000 to just under 27,000 young children enrolled in the 2018-19 school year.

There could be a number of factors that led to this increase in schools providing early care and education. The launch of On My Way Pre-K has provided a financial incentive for schools to expand to serve younger children. Schools may also be seeing the benefits of early learning in the first five years to help children become ready for kindergarten. Due to population loss in many rural communities, some schools may have more empty classrooms and available space to offer early care and education programs. Whatever the reason, schools have steadily increased their participation in the education of young children.

School-based early care and education enrollment for children under 6 years has risen by 50% in the last 4 years.

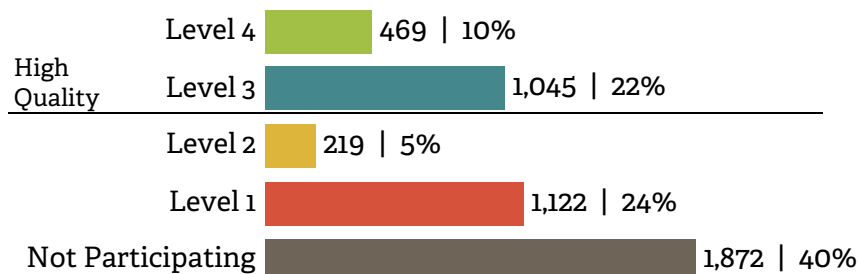
QUALITY

Indiana has a quality rating and improvement system (QRIS) for early care and education programs called Paths to QUALITY™. This is a voluntary system where programs are rated from Level 1 to Level 4, with Level 4 being the highest rating.

In Indiana, “high quality” is defined as a program that is Level 3 or Level 4 on Paths to QUALITY™, or is accredited by an approved national organization. As of April 30, 2019, there were 1,536 high-quality programs. This is about one third of all known early care and education programs.



Figure 11: How many programs participate in Paths to QUALITY™?



FSSA Office of Early Childhood and Out-of-School Learning, May 1, 2018 - April 30, 2019.

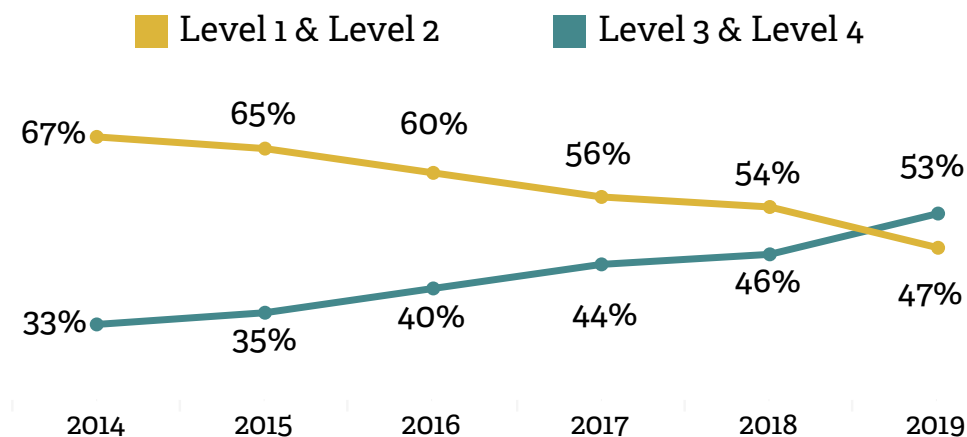
The number of programs participating in Paths to QUALITY™ has risen every year since ELAC first reported it in 2014. For the first time, the percentage of high-quality programs rated Level 3 and Level 4 has surpassed the number of programs rated Level 1 and Level 2.

As of April 30, 2019, there were 53,336 young children enrolled in high-quality early care and education programs. High-quality enrollment has increased about 44% since 2014. During this same period, there are two primary factors that may have motivated more programs to participate in Paths to QUALITY™.

First, the FSSA Office of Early Childhood and Out-of-School Learning tied Child Care and Development Fund (CCDF) reimbursements to programs' Paths to QUALITY™ rating. Programs rated at higher levels on Paths to QUALITY™ receive higher CCDF reimbursements.

Second, Indiana launched a new state-funded pre-K program called On My Way Pre-K. In order for programs to be eligible to participate in On My Way Pre-K, they must be rated Level 3 or higher in Paths to QUALITY™. In addition, On My Way Pre-K and other philanthropic funding enabled eligible programs to receive capacity building grants to help them address barriers to becoming a Level 3 program.

Figure 12: How many programs have participated in Paths to QUALITY™ over the past 5 years?

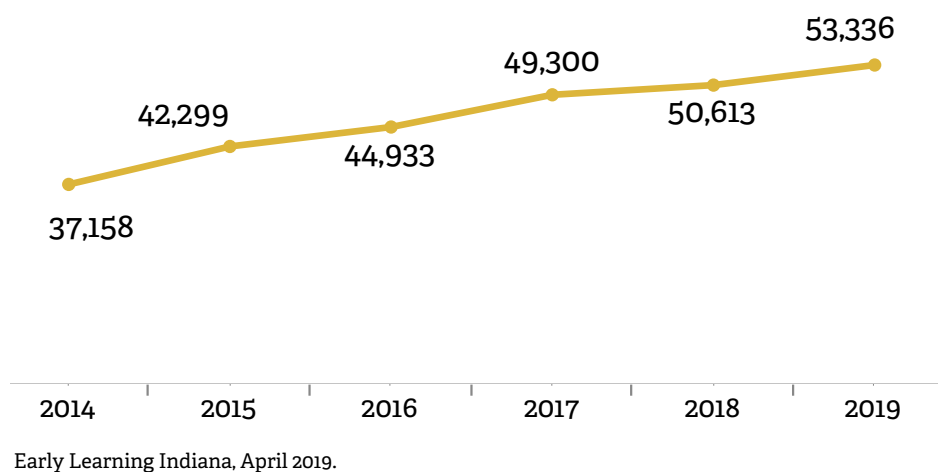


FSSA Office of Early Childhood and Out-of-School Learning, May 1, 2018 - April 30, 2019.

The number of programs participating in PTQ has risen every year since ELAC first reported it in 2014.

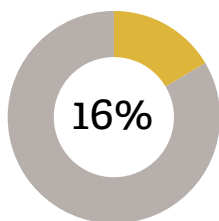
While there has been an increase in young children enrolled in high-quality programs, the majority of young children who need care are not enrolled in a high-quality rated program. Of the approximately 320,000 young children in Indiana who need care because all parents in the household are working, less than one fifth (16%) are enrolled in a high-quality rated program. This percentage has more than doubled since 2011.

Figure 13: How has high-quality early care and education enrollment changed in Indiana?



While there has been an increase in young children enrolled in high-quality programs, the majority of young children who need care are not enrolled in a high-quality rated program.

Figure 14: What percentage of children who need care are enrolled in high-quality early care and education?



Indiana’s Birth to Age Five Mixed Delivery System Needs Assessment via Early Learning Indiana, as of April 2019; U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B23008.



There are four counties in Indiana with no high-quality programs - Jasper, Newton, Sullivan, and Warren.

There are four counties in Indiana with no high-quality programs—Jasper, Newton, Sullivan and Warren. This is an improvement from five counties in 2018 and nine counties from a few years earlier.

The top five counties with the highest percentage of children who need care who are enrolled in high-quality early care and education programs each enroll about a third of those children. Grant County is number one with over a third of children in need of care enrolled in a high-quality program. Grant is followed by Union, Vanderburgh, Shelby, and Fayette counties.

Outside of the four counties with no high-quality programs, the lowest five counties that are providing high-quality early care and education to children in need of care are Clinton, Starke, Carroll, Putnam, and Morgan counties. These counties each have less than two percent of children in need of care enrolled in a high-quality program.

Half of all children enrolled in high-quality early care and education programs are in child care centers. The remaining half are split between the other program types, beginning with Head Start programs, then ministries, family child care programs, and exempt programs.

Figure 15: How do Indiana counties compare with the percentage of children who need care who are enrolled in high-quality early care and education?

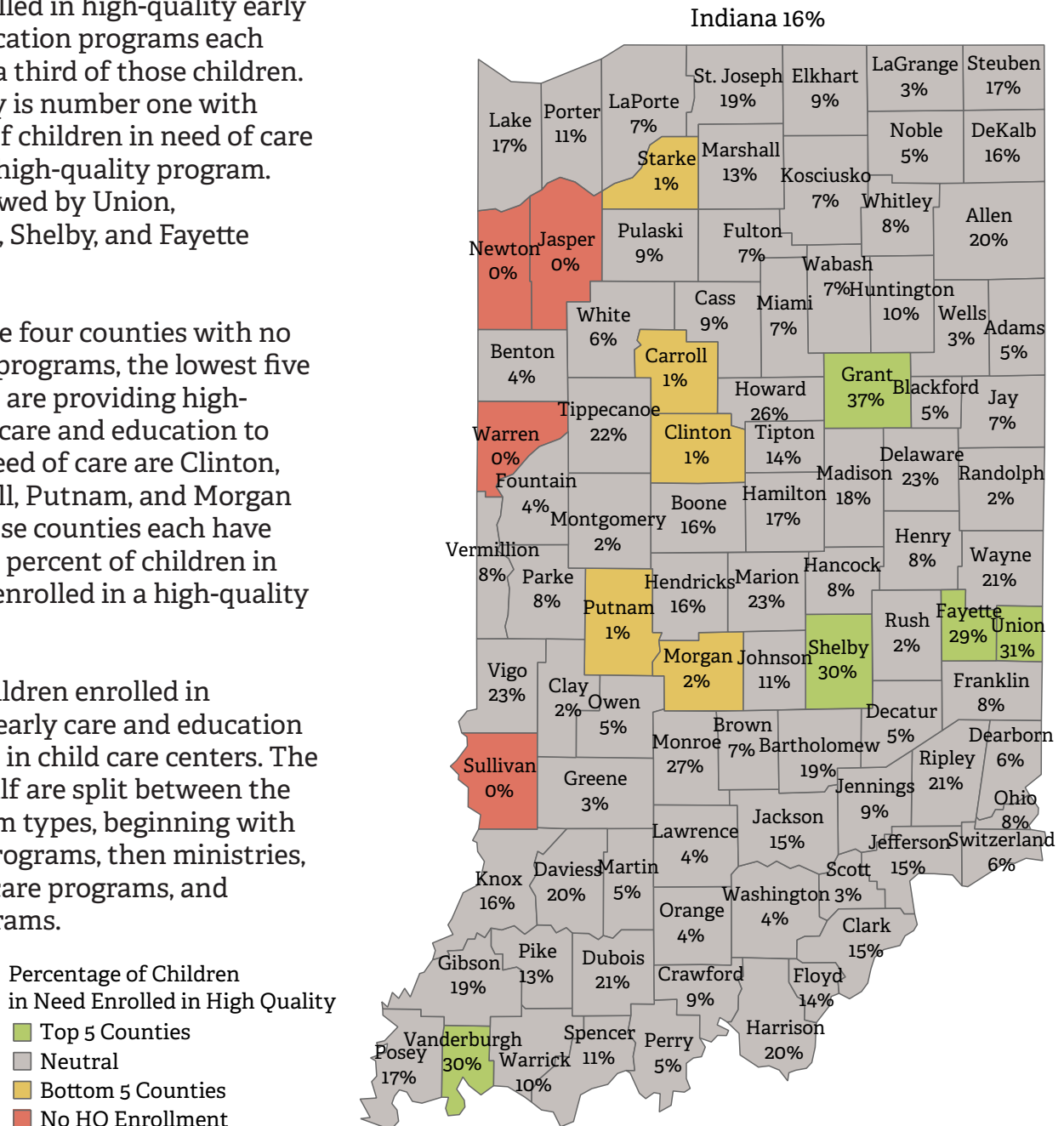
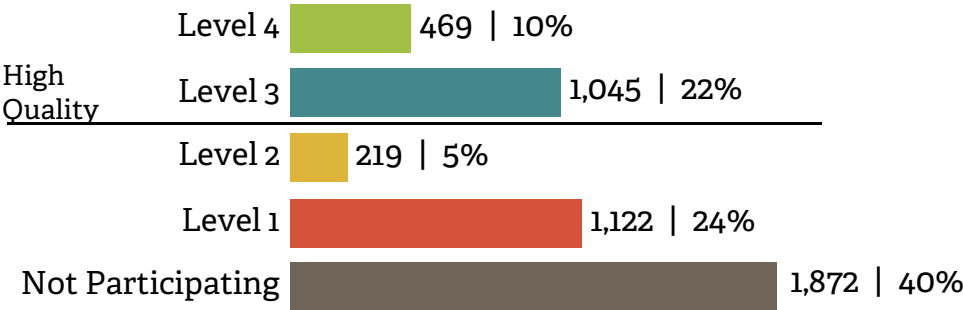


Figure 16: How many children are enrolled in high-quality programs by type?

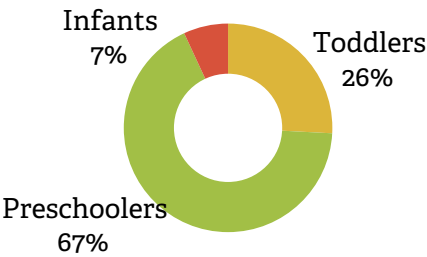


Early Learning Indiana, April 2019.

Preschool-age children make up a higher percentage of enrollment in high-quality early care and education programs than they do in the general population. This means that very young children ages 0-3 have less access to high-quality learning environments that will support them during this time of most rapid brain development.

Infants make up less than a fifth (16%) of the total population for children under 6 years, yet they are only seven percent of young children enrolled in high-quality programs. Toddlers comprise a third (33%) of young children under 6 years, yet they are only a quarter (26%) of those enrolled in high-quality programs. Preschool-age children represent half of children under 6 years, but two thirds of all high-quality enrollment.

Figure 17: What is the make up of high-quality enrollment by age group?



Indiana's Birth to Age Five Mixed Delivery System Needs Assessment via Early Learning Indiana, as of April 2019.

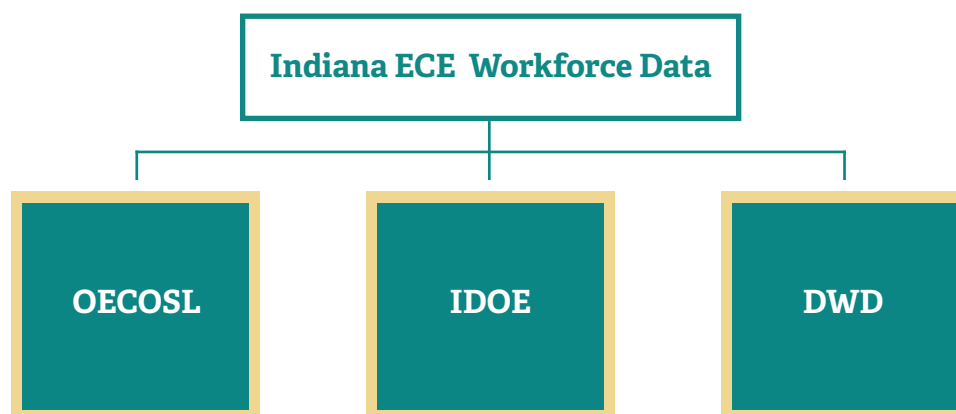


Early Care & Education Workforce



Early Care and Education Workforce (FSSA)	School-Based Early Care and Education Workforce (IDOE)	Projected Early Care and Education Workforce Deficit	Annual Median Salary for Preschool Teachers	Annual Median Salary for Child Care Workers
29,575	1,074	8,239	\$25,220	\$20,270

Similar to data on early care and education programs, Indiana's early care and education workforce data is siloed in different agencies: the FSSA Office of Early Childhood and Out-of-School Learning, Early Learning Indiana, IDOE, and Indiana Department of Workforce Development.



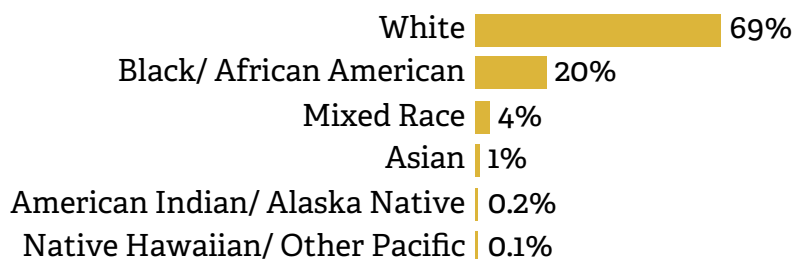
Information on workforce was not included in the Preschool Development Grant needs assessment, so ELAC requested it separately to help create a full picture of early care and education. The following section provides a look into the early care and education workforce based on the tracking parameters for each agency.

FSSA OFFICE OF EARLY CHILDHOOD AND OUT-OF-SCHOOL LEARNING WORKFORCE DATA

The FSSA Office of Early Childhood and Out-of-School Learning collects workforce data⁴ from the licensed and registered programs monitored by their agency. Indiana has just under 30,000 adults working in these programs. Over half (15,679; 53%) of the staff work in a high-quality rated program.

The majority (69%) of early care and education workforce staff are White, followed by less than a quarter (20%) of the workforce who are Black/ African American. More Black/ African American people are represented in the early care and education workforce compared to Indiana's total population where 10% of the population are Black/ African American. The workforce of high-quality programs has a racial breakdown that is nearly identical to that of the entire workforce.

Figure 18: What is the race of high quality early care and education workforce?



Family and Social Services Administration, Office of Early Childhood and Out-of-School Learning, May 1, 2018 - April 30, 2019.

More Black/African American people are represented in the early care and education workforce compared to Indiana's total population where 10% of the population are Black/African American.

INDIANA DEPARTMENT OF EDUCATION (IDOE) WORKFORCE DATA

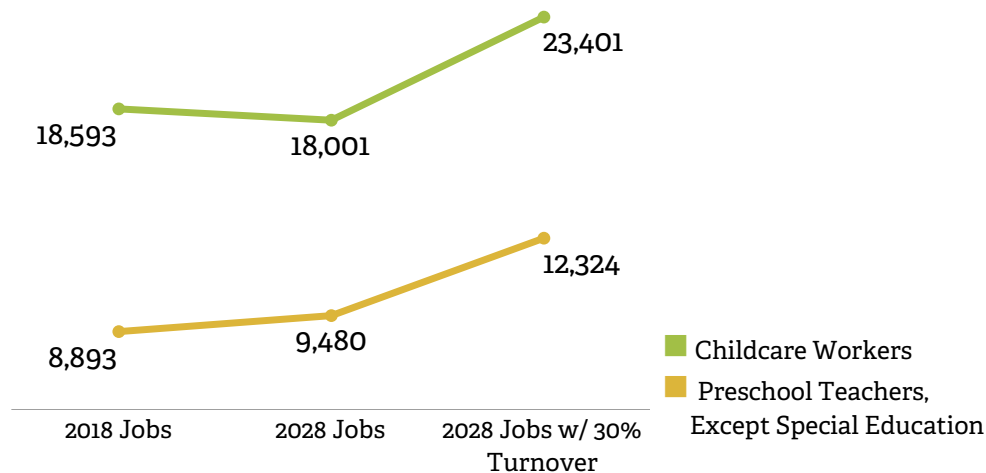
IDOE provided data for their workforce of “elementary pre-K teachers” and “developmental delay teachers” for children ages 3-5, not in kindergarten. In the 2018-19 school year, there were a combined 1,074 early care and education teachers working in school-based programs.

4. Child care staff includes volunteers that provide direct services and excludes other household members in family child care programs. Includes volunteers because they also provide direct services in the form of child care.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT WORKFORCE DATA

The Indiana Department of Workforce Development also collects data on the early care and education workforce. There are two Bureau of Labor Statistics workforce codes that apply to this industry: “Childcare Workers” and “Preschool Teachers”. “Childcare Workers” include staff that attend to children at schools, businesses, private households, and childcare institutions. “Preschool Teachers, Except Special Education” instruct preschool-age children in school-day activities.

Figure 19: What is the 10-year projected early care and education workforce?⁵



Indiana Department of Workforce Development, Occupation Map: Childcare Workers and Preschool Teachers, Except Special Education, Emsi Q4 2019 Data, October 2019.

In 2018, Indiana Department of Workforce Development reported that there were over 27,000 early care and education workforce jobs. With consideration of a 30% annual turnover rate, the Indiana Department of Workforce Development projects a need for nearly 36,000 early care and education workforce staff to fill jobs in 2028. This projection equals a workforce deficit of 8,239 workers in 10 years.

Marion County has the highest projected workforce shortage, anticipating nearly 1,500 early care and education workforce jobs in 10 years. Nearby Hamilton County projects a shortfall of over 900 jobs, followed by Allen, Lake, and Tippecanoe counties.

Marion County has the highest projected workforce shortage, anticipating nearly 1,500 early care and education workforce jobs.

5. *Childcare Workers 39-9011: Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.*
Preschool Teachers, Except Special Education 25-2011: Instruct preschool-age children in activities.

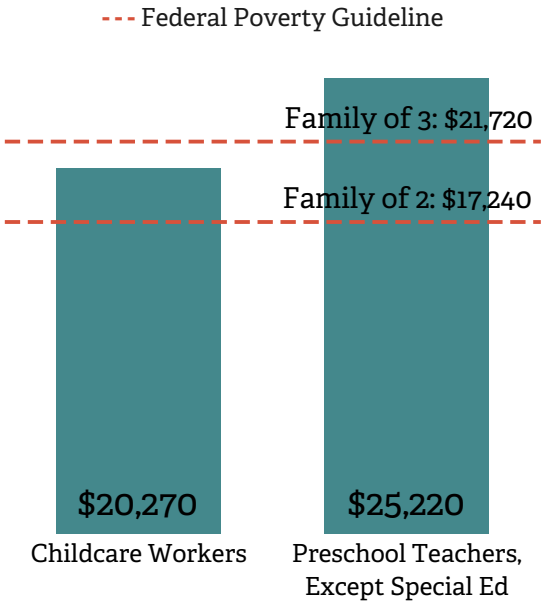
The Indiana Department of Workforce Development reports the annual median salary for preschool teachers in 2019 as \$25,220. The salary is lower for child care workers in 2019 at \$20,270. Both salaries slightly improved (5-6%) from 2014. However, when considering inflation the salary for preschool teachers is worse today than five years ago. According to StatBureau, the average five-year inflation rate in the United States was 9.4% from 2015 to 2019.

Figure 20: How do early care and education workforce median annual salaries compare to the poverty thresholds?

According to the 2020 Federal Poverty Guidelines, these salaries put preschool and child care workers close to the Federal Poverty Level depending on the size of their families and other people working in the household.

Top 5 Counties with the Highest Early Care and Education Workforce Shortage

Marion	1,462
Hamilton	906
Allen	457
Lake	385
Tippecanoe	378



HHS Poverty Guidelines for 2020; Indiana Department of Workforce Development, Occupation Map: Childcare Workers and Preschool Teachers, Except Special Education, Emsi Q4 2019 Data, October 2019.



Affordability

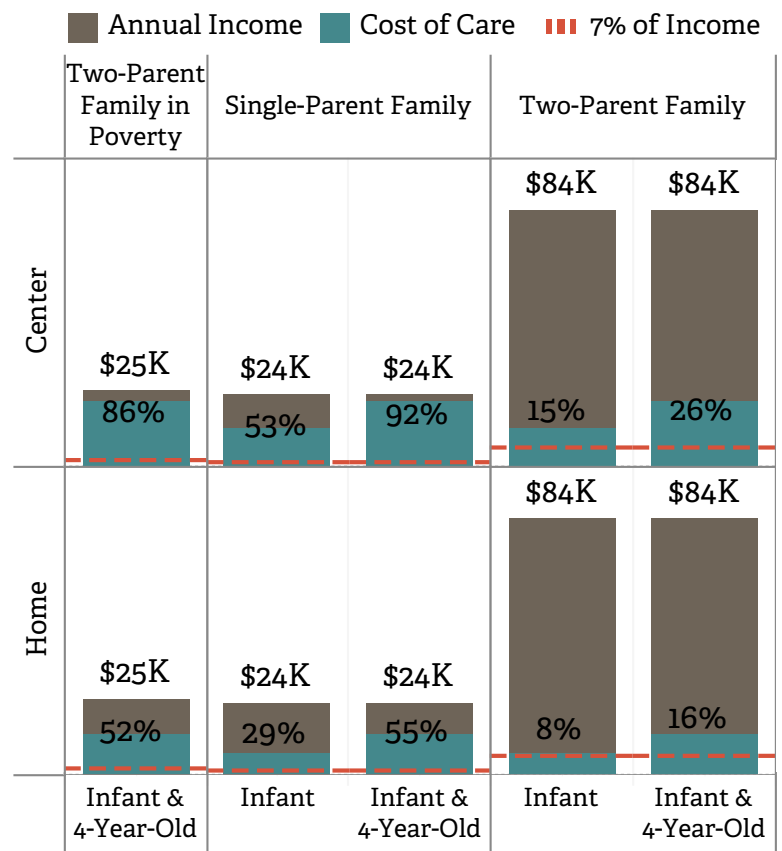


Tuition Cost for Early Care and Education	PUBLIC ENROLLMENT & FUNDING		
	Child Care and Development Fund (CCDF)	On My Way Pre-K	Head Start and Early Head Start
Infant in Center: \$12,390	26,848	2,926	14,847
Infant in Home: \$6,922	\$126.2 million	\$17.1 million	\$136.3 million

According to Child Care Aware of America, for Indiana in 2019, the average annual tuition cost to send an infant to a center-based program was \$12,390. For a family to send an infant and a 4-year-old, it costs a family \$21,680 annually. The report also cites the U.S. Department of Health and Human Services' recommendation that families with low incomes **pay no more than seven percent** of their household income on child care. The table on the right shows that all circumstances put families well beyond the seven percent threshold.

It costs \$21,680 annually for a family to send an infant and a 4-year-old to a center-based program.

Figure 21: How much do Hoosier families spend on early care and education?



The US and the High Price of Child Care: An Examination of a Broken System, 2019 Report, Indiana. <https://www.child-careaware.org/our-issues/research/the-us-and-the-high-price-of-child-care-2019/>.

FUNDING AVAILABLE

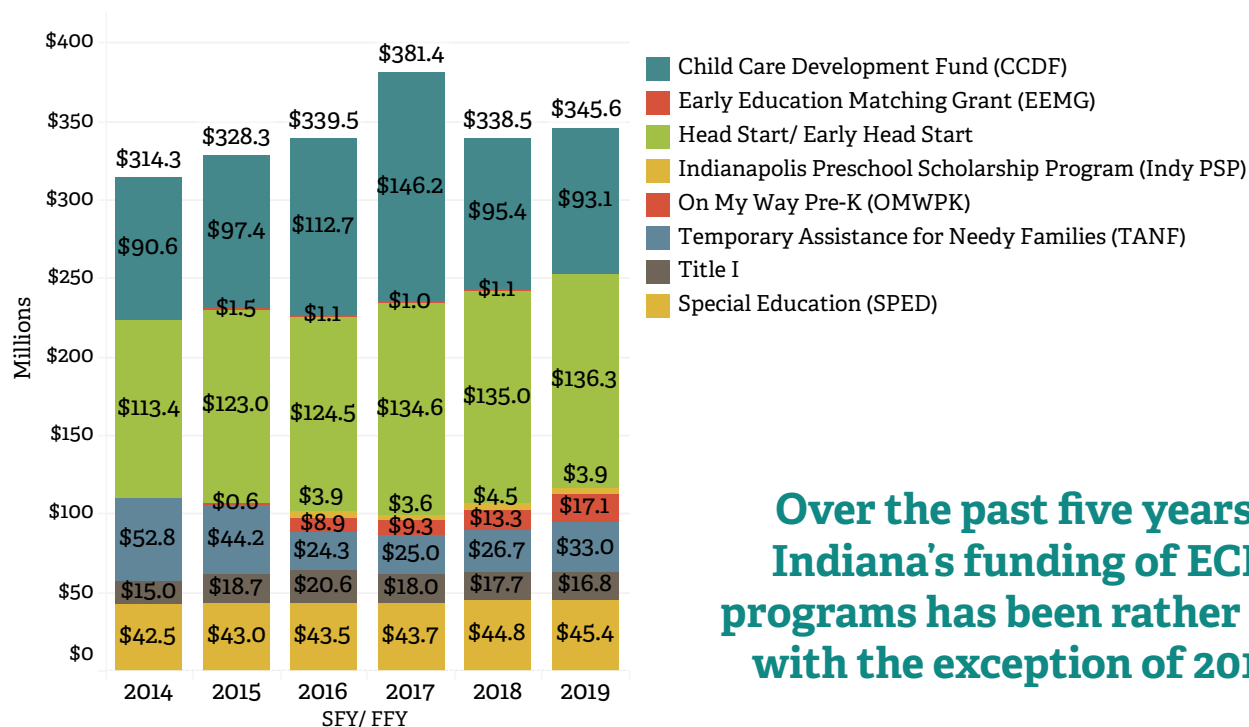
Indiana uses several federal and state funding sources to make accessing early care and education more affordable, especially for families and children who are most vulnerable. The largest funding sources utilized across the state include CCDF and Head Start/ Early Head Start.

Over the past five years, Indiana's public funding of early care and education programs has been rather flat with the exception of 2017. Decreases in one funding stream were often covered by increases to another funding source. The funding from Temporary Assistance for Needy Families (TANF) decreased by about half from 2014 - 2016. There were also some significant federal increases to CCDF and Head Start/ Early Head Start during this period. While Indiana has expanded On My Way Pre-K statewide, it is still considered a relatively small funding source compared to the other early care and education funding.

ELAC is unable to report the total number of children (unduplicated count) served by these publicly funded programs due to the lack of a coordinated early care and education data system that assigns a unique identifier for students served in these publicly funded programs.

Despite the number of funding sources, there is still not enough funding available to make accessing high-quality early care and education possible for Hoosier families, especially families in need.

Figure 22: How has funding for early care and education changed?



Over the past five years, Indiana's funding of ECE programs has been rather flat with the exception of 2017.

Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, 2014-2019; Indiana Department of Education, 2013-14 - 2018- 2019 school years; <https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-program-facts/>.

Recommendations

ELAC reviewed the recommendations from Purdue University's needs assessment for the federal Preschool Development Grant and strategic plan. Many goals listed in the Indiana Birth-5 Strategic Plan 2020-2022 are similar to recommendations ELAC has previously made and areas in which ELAC sees more improvement needed. The following recommendations for this 2020 ELAC Annual Report reference corresponding goals from the Indiana Birth-5 Strategic Plan 2020-2022.

1. ENHANCE PROGRAM QUALITY AND ACCESS (Strategic Plan Goals #1, 2, 4, and 5)⁶

- Increase participation and advancement in Paths to QUALITY™, especially for programs that serve infants and toddlers
- Assess classroom practices and child outcomes at high-quality rated programs
- Evaluate parent choice to identify whether gaps in the system are due to insufficient programming or parental choice

2. STRENGTHEN DATA QUALITY AND INFORMATION (Strategic Plan Goal #12)⁷

- Connect data systems across agencies with more consistent, systematic, and comprehensive reporting
- Create unique student identifiers
- Adopt unique program identifiers

6. Goal #1 - Improve the overall quality of early childhood care and education programs by updating Paths to QUALITY™

Goal #2 - Increase the number of high-quality providers

Goal #4 - Reduce barriers for early childhood care and education providers

Goal #5 - Recruit, retain, and promote a high-quality early childhood care and education workforce with specialized knowledge and skills

7. Goal #12 - Establish inter-agency data-sharing for family-focused service delivery



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Appendix A

Appendix A: Data Methodology and Limitations



HOW DOES ELAC COMPLETE ITS ANNUAL NEEDS ASSESSMENT REPORT?

The ELAC statute reflects an understanding of the importance of using data when making policy decisions. The Early Childhood Data Collaborative report highlights the importance of data sharing and collaboration in order to provide the best data to policymakers who seek to promote school readiness and positive health outcomes (King, Perkins, Nugent, & Jordan, 2018). ELAC's statutory requirements include the responsibility to conduct statewide needs assessments that include information on various topics related to early care and education. These topics include the quality and availability of early care and education programs; opportunities for and barriers to collaboration and coordination across state agencies; and the capacity and effectiveness of higher education institutions.

This year, ELAC's data collection and reporting process coincided with the state's needs assessment completed by Purdue University, which was part of Indiana's federal Preschool Development Grant. Rather than producing a similar report with overlapping measures, ELAC identified key indicators to share from Purdue's report and pulled in data from five other sources because this data does not reside in a shared hub. These data sources may contain overlapping data due to a lack of unique identifiers universally used by partner organizations for children, employees, and programs. ELAC attempts to deduplicate or prevent double counting whenever possible. The lack of data standardization across partner organizations can be an additional limitation to the accuracy and availability of data presented in the needs assessment. Each organization collects data for different purposes, with different variables, definitions, categories, and reporting periods (e.g., data on race/ethnicity or grouping by ages).

The data in this report represents the status as of April 2019, or the 2018-19 school year for school-based data. This aligns with the consistency ELAC has been working to maintain to accurately report and compare data. When analyzing the data, ELAC reaches out to partners for clarifications on definitions and technical notes. Once all data is received and analyzed, the ELAC Annual Report is shared with the Governor's office to be approved. The final report is released to the Indiana General Assembly Legislative Council and then public shortly after approval.

WHAT DO STAKEHOLDERS NEED TO KNOW WHEN USING THE ELAC ANNUAL REPORT?

There are many challenges to pulling data together for the annual ELAC needs assessment. Some of these challenges are specific to the early care and education system in Indiana, while others are similar to the issues any state or entity has when compiling data to create a picture of the current landscape. The current process of collecting, clarifying, and merging the data to create an accurate picture within the data limitations is very labor intensive for ELAC and its partner agencies. However, this process is necessary to create a report to drive positive change across Indiana by improving the statewide early care and education system. In order to assist stakeholders in best using this report, it is necessary for ELAC to provide this transparency about the process of pulling data together from partner organizations and the limitations of the data.



Appendix B

Program types vary from previous ELAC reports due to this year's data collection process. These program types are provided and reported on by Early Learning Indiana.

Child Care Center: Licensed child care centers typically have multiple classrooms, each geared toward children of a particular age—infants, toddlers, or preschoolers. Child care centers are also often open 10-12 hours per day to accommodate parents who work during the day. They have to meet the strictest standards to receive licensure. Most licensed child care centers are stand-alone facilities, but some operate within a university, hospital, or factory. There are some schools that operate licensed child care centers within their school buildings.

Family Child Care: Family child care programs are located in residential homes and have capacity for a much smaller number of children than other programs. Their hours typically accommodate working families—with some programs offering overnight and weekend care for families who work 2nd and 3rd shifts. Family child care programs may accept children of various ages, who are likely to spend time together in a mixed-age setting. Some family child care programs are licensed, meeting health and safety standards. Licensed family child care programs can participate in Paths to QUALITY™ and earn a high-quality designation. However, if family child care owners care for only up to five children who are unrelated to them, then they can legally operate without a license, meaning these programs are not regulated for safety or quality.

Registered Ministry: Registered ministries are nonprofits that are not required to be licensed. In fact, ministries do not have to become registered either, but some choose to do so. Registered ministries have to meet many health and safety requirements, but the registry regulations are not the same as licensing regulations. Many registered ministries are structured like licensed child care centers with similar hours and classrooms for children of the same age group. Some registered ministries operate inside churches while others might be stand-alone facilities.

Head Start Program: Head Start programs are federally funded and likely to operate multiple sites. Some of those sites may be licensed child care centers, while other sites may fall into other program type categories like school-based programs and homes. Head Start programs serve children ages 0-2 in Early Head Start and ages 3-5 in Head Start. They operate part-day programs and full-day programs. Some operate year-round programs while others follow the school year schedule. The majority of families they serve are below the federal poverty level.

Exempt Program: Exempt programs serve children in a variety of care settings. They are excluded (exempt) from licensing or registering with the state. Many exempt programs operate part-day programs.

School-Based Program: School-based programs operate in traditional public, charter, or nonpublic schools. Most school-based programs do not serve infants and young toddlers and instead focus on preschool-age children. Many school-based programs are partial-day programs operating 2-5 hours per day, with only some schools offering full-day options for working families. School-based programs typically only operate during the school year. School-based programs are exempt from the requirement to be licensed or registered, but some choose to become licensed.