



2022 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 Workforce Development, and Indiana Family and Social Services Administration Office of Early Childhood and Out-of-School Learning.

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; Tonia Carriger, Family and Social Services Administration; Jennifer Cioni, Indiana Association for the Education of Young Children; Son Dao, Transform Consulting Group and SPARK Learning Lab; Lori Frame, Area Five Agency; Kristi Linson, Indiana Department of Health; Kathy McGuire, Indiana Association for the Education of Young Children; Missy Modesitt, Muncie BY5; Brandon Myers, Indiana Department of Education; Lauren Olsen, Early Learning Indiana; Hanan Osman, Indiana Association for the Education of Young Children; John Pierce, Big Goal Collaborative; Ann Puckett-Harpold, M.A. Rooney Foundation; Krystal Robinson, Office of Early Childhood and Out-of-School Learning; Macey Shambery, Indiana Youth Institute; Dianna Wallace, Indiana Association for the Education of Young Children.

The report was written and designed by the team at Transform Consulting Group: Sara Gropp, Brittany Kurt, Amanda Lopez, Sarah Mihich, and Lora Stephens.

The completion of the ELAC needs assessment and development of this report was funded by the Family and Social Services Administration Office of Early Childhood and Out-of-School Learning.

APPOINTED ELAC MEMBERS

Betsy Delgado | Committee Chair | 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 and Company

Kerri Wortinger | Westview Elementary School

Table of Contents

Executive Summary	Page 4
Young Children and Families	Page 6
Children in Underserved Populations	Page 8
Accessibility	Page 15
High Quality	Page 19
Affordability	Page 22
Early Care and Education Workforce	Page 25
Recommendations	Page 30
References	Page 33
Appendix	Page 35



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.

Access to early care and education programs leads to positive outcomes for our youngest Hoosiers. It has been nearly 2 years since the national shutdown due to COVID-19.² The early care and education workforce had to quickly adapt and respond during the crisis to continue to meet the needs of working families in Indiana. Last year's annual report, [How COVID-19 Has Impacted Indiana's Child Care System](#), reported that more than half of Indiana's early care and education programs remained open during the initial shutdown due to COVID-19. Indiana's early care and education industry has seen improvements in the number of high-quality programs despite COVID-19. Compared to 2019, there are currently 11% (543) fewer known programs, but there are 7% (106) more high-quality early care and education programs across the state.

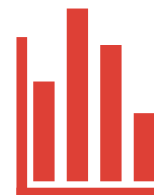
The overall enrollment of young children in known programs has decreased by 26% (29,244) since 2019. Enrollment in high-quality programs has decreased by 4% (2,076). A variety of factors may play a role in this enrollment decrease such as the following:

- ★ Parents who are working from home are not sending their child to child care
- ★ Parents are concerned about sending their child to child care for safety reasons
- ★ Programs closed permanently due to COVID-19
- ★ Programs have closed classrooms due to staffing shortages

Since 2016, the percentage of children living in a household where all parents work has stayed consistent at 64%, demonstrating the continued need for access to child care. Throughout COVID-19, many households have had to make adjustments in work to take care of their children, including using paid or unpaid time off or leaving the workforce entirely.

1. Throughout this report, the word "parent" indicates all caregivers in a household. Many Hoosier children are cared for by people other than their biological or adoptive parents, such as foster parents, grandparents, or other relatives.

2. <http://www.elacindiana.org/data/covid-19-impact-on-child-care-interactive-dashboard/>



Quick Facts

64% of children under 6 years live in households where all parents' work

20% of children under 6 years live in poverty

543 fewer known early care and education programs

106 more high-quality early care and education programs

Decrease of 29,244 in known early care and education enrollment

Decrease of 2,076 in high-quality early care and education enrollment

The median annual salary is less than \$30,000 for child care workers and preschool teachers

Indiana ranks 46th out of 50 states for the number of households with an adult working from home; however, working from home does not solve the problem of needing care during the pandemic. Parents cannot easily split their focus to give their child and their work the attention they require.

During the pandemic, federal, state, and local governments have directed funding to stabilize early care and education. Changes in enrollment, attendance, staffing, cleaning, and overall operations during the pandemic have increased costs for programs. This public funding is helping programs through the pandemic and preventing programs from having to pass their higher costs on to families. However, issues such as high costs for families and low wages for the early care and education workforce that existed before COVID-19 persist. On average, early care and education professionals make less than \$30,000 per year; the poverty rate of this workforce is 23%. Child care workers have been on the front lines of the pandemic, showing up to work so that the rest of the workforce can also.

This year's report includes a section on children in underserved populations, highlighting what is needed to promote equity and inclusion. COVID-19 has exacerbated difficult experiences some populations face across our state. When possible, throughout the report, data are disaggregated by place, race, gender, or income to provide insights on the disparities across populations. However, very limited disaggregated data are available. To view data at the county level, view the updated ELAC Annual Report Interactive Dashboard: <http://www.elacindiana.org/data/elac-annual-report-interactive-dashboard/>.

To better serve all children, regardless of background, it is critical to collect and examine the data to understand the need and gaps in services. Throughout this report, early care and education data are compared using 2019 (pre-pandemic) and 2021 to understand changes in the industry. The comparison allows for a better understanding of how COVID-19 has impacted the early care and education industry thus far. The pandemic impacted the collection and publication of U.S. Census data. For this reason, this report contains 2019 U.S. Census data, which was the most recent year containing all data points needed to compile this report.

RECOMMENDATIONS

The recommendations in this year's report focus on system building to improve early care and education programs and outcomes for Hoosier children and families.

1. Further explore the reasons for the decrease in child care enrollment from 2019 (pre-pandemic) to 2021
2. Expand early care and education opportunities for children in underserved populations
3. Prioritize appropriate wages and benefits for early care and education professionals
4. Strengthen data quality and information systems

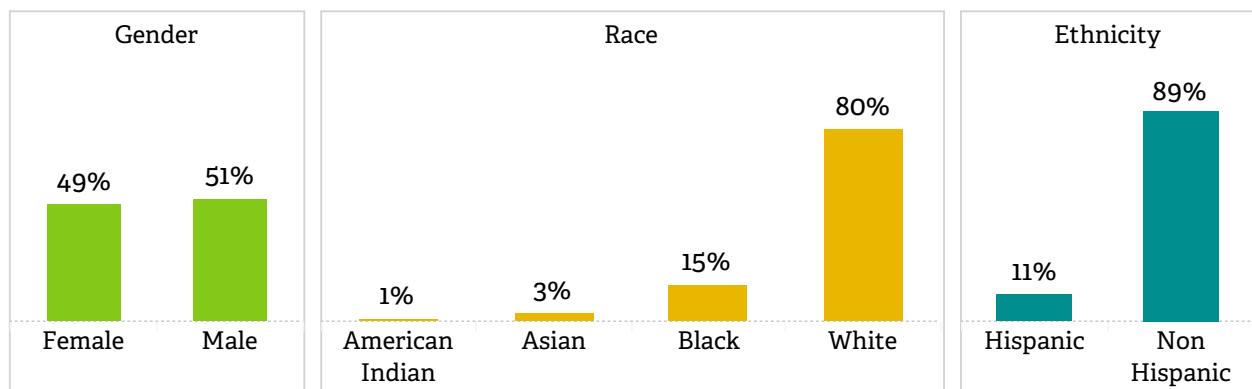


Young Children and Families

Children Under 6 Years	Children Under 6 Years Living in Households Where All Parents ³ Work	Single-Parent Households With Children Under 6 Years
<p style="text-align: center; font-size: 24pt;">505,365</p> <p style="text-align: center; font-size: 18pt;"><i>Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2020. Online. Available: https://www.ojjdp.gov/ojstatbb/ezapop/.</i></p>	<p style="text-align: center; font-size: 24pt;">323,109</p> <p style="text-align: center; font-size: 18pt;">64%</p> <p style="text-align: center; font-size: 18pt;"><i>Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2020; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B23008.</i></p>	<p style="text-align: center; font-size: 24pt;">97,366</p> <p style="text-align: center; font-size: 18pt;">32%</p> <p style="text-align: center; font-size: 18pt;"><i>Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2020; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table S1101.</i></p>

In Indiana, there are 505,365 children under 6 years old. Since 2009, Indiana’s population of children under 6 years old has decreased by four percent. The vast majority of counties (72) have seen that population decrease at the county level. The decrease in population of children under 6 ranges from a one percent decrease in Parke County to a 25% decrease in Pulaski County. As of 2019, Indiana’s child population under 6 was primarily White (80%) and Non-Hispanic (89%).

Figure 1: What is the Breakdown of Indiana’s Population Under 6 Years by Gender, Race, And Ethnicity?

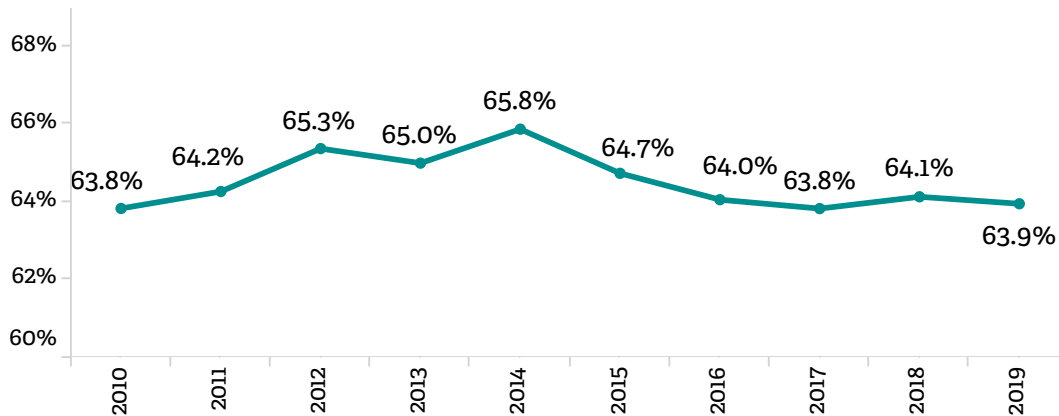


Source: Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2020.

3. Throughout this report, the word “parent” indicates all caregivers in a household. Many Hoosier children are cared for by people other than their biological or adoptive parents, such as foster parents, grandparents, or other relatives.

Nearly two thirds (64%) of Hoosier families with young children have all parents working. Over 323,000 young children need someone to care for them while their parents work. Throughout the last 10 years, Indiana has not seen much fluctuation in the percentage of children who need care. Since 2016 the number of young children who have all parents working has stayed consistent at 64%. The percentage of young children who need care due to parents working ranges from 23% in LaGrange County to 81% in Dubois County. These numbers do not include the number of parents who want to work but cannot due to lack of child care.

Figure 2: What Percentage of Children Under 6 Years Need Care?



Source: Puzzanchera, C., Sladky, A. and Kang, W. (2019). *Easy Access to Juvenile Populations: 1990-2020*; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B23008.

Percentage of Children Under 6 Years Who Need Care

Counties With Most Need for Child Care		Counties With Least Need for Child Care	
Dubois	81%	LaGrange	23%
Posey	76%	Daviess	35%
Decatur	75%	Pike	42%
Montgomery	75%	Adams	42%
Huntington	74%	Washington	43%
Whitley	73%	Vermillion	49%

Source: Puzzanchera, C., Sladky, A. and Kang, W. (2019). *Easy Access to Juvenile Populations: 1990-2020*; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B23008.

Children in Underserved Populations

What is the Need?

Children Under 6 Years Living in Poverty	Infants and Toddlers Experiencing Housing Instability	Infants and Toddlers in Foster Care
<p style="text-align: center;">101,315 20%</p> <p><i>Puzzanchera, C., Sladky, A. and Kang, W. (2019). Easy Access to Juvenile Populations: 1990-2020; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B17024.</i></p>	<p style="text-align: center;">1.9%</p> <p><i>Zero to Three. (2022). Indiana state of babies yearbook 2021.</i></p>	<p style="text-align: center;">13 per 1,000</p> <p><i>Zero to Three. (2022). Indiana state of babies yearbook 2021.</i></p>

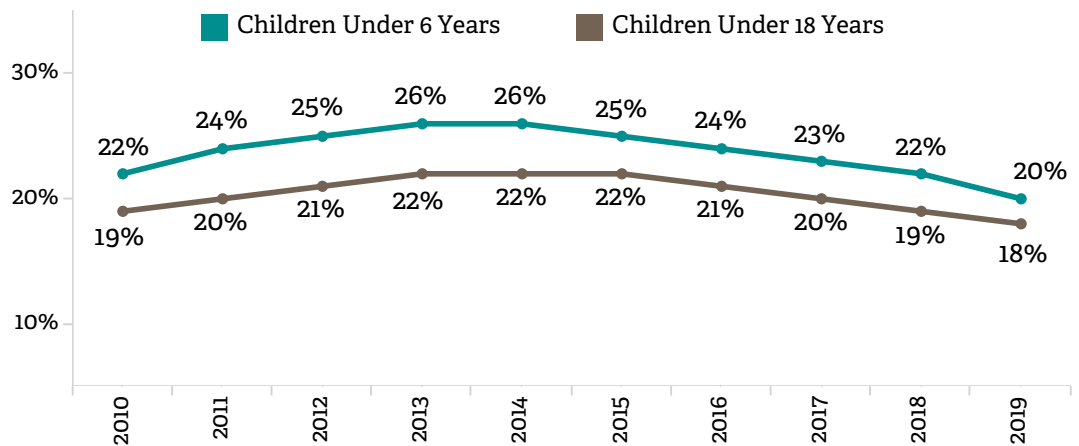
Stability, safety, and supportive relationships nurture infants' and toddlers' growth. The state currently prioritizes funding and investment in children in underserved populations, such as those living in poverty, experiencing homelessness or housing instability, or living in foster care. Despite these investments, the unmet need is still great and continues to grow as COVID-19 continues to impact children and their families.

Poverty

One in five young children (101,315; 20%) live in households in poverty. Young children under 6 years have a higher poverty rate than that of all children under 18 years (18%). This trend has been consistent over the last 10 years.

The percentage of children under 6 years old in poverty was higher (26%) in 2013 and 2014. However, by 2019, it had declined by two percent from where it was in 2010 (22%). In Indiana, three counties, Boone, Hendricks, and Hamilton counties have 5% of children under 6 living in poverty while Adams, Grant, and Switzerland counties have 33% of children under 6 living in poverty.

Figure 3: What Percentage of Children are Living in Poverty?



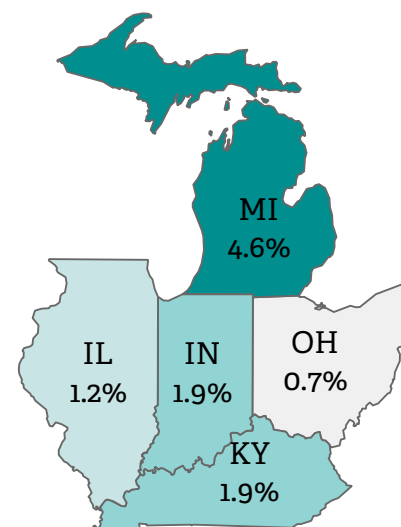
Source: Puzzanchera, C., Sladky, A. and Kang, W. (2019). *Easy Access to Juvenile Populations: 1990-2020; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B17024.*

Forty-two percent of single-parent households with children under 5 in Indiana live in poverty (U.S. Census Bureau, 2019). Single mothers with children under 5 years are more likely to live in poverty (50%) than single fathers with children under 5 years (21%). Married parents with children under 5 (8%) are least likely to live in poverty.⁴

Homelessness and Housing Instability

Children who experience housing instability or homelessness are more likely to experience poor health outcomes and struggle in school. Nationwide in 2018, about six percent of children under 6 experienced homelessness (Early Childhood Homelessness State Profiles, 2021). Fewer infants and toddlers in Indiana are experiencing housing instability (1.9%) compared to the national average (2.6%). The rate of infant and toddler housing instability in Indiana's neighboring states ranges from 0.7% to 4.6% (Indiana State of Babies Yearbook, 2021). Families experiencing homelessness or housing instability may struggle to access early care and education due to being isolated and disconnected from the community and resources.

Figure 4: What is the Rate of Infant and Toddler Housing Instability in Indiana and Neighboring States?



Source: 2021 Indiana State of Babies Yearbook.

4. Due to data availability limitations, ELAC is only able to report this information on families with children under 5 years of age, unlike other data sources cited in this report which are for children under 6.

Foster Care

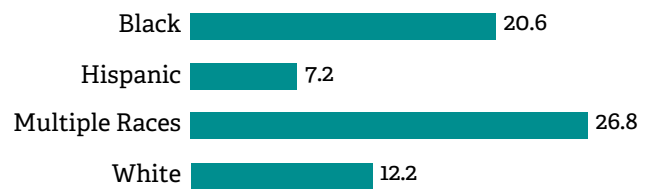
Infants and toddlers in Indiana are removed from their homes at a higher rate than the national average. Per 1,000 infants/toddlers, 13 are removed in Indiana compared to the national average of 7.1 (Indiana State of Babies Yearbook, 2021). Indiana's rate is significantly higher for biracial and multiracial infants and toddlers at 26.8 and Black infants and toddlers at 20.6. Indiana has a higher rate of infants and toddlers spending time in out-of-home placements (22%) than the national average (19%). Similar disparities exist by race/ethnicity of infants and toddlers experiencing time in out-of-home placements in Indiana. About one third (30%) of Black and one fourth (26%) of Hispanic infants and toddlers experience time in out-of-home placements.

Figure 5: What Percentage of Children by Race and Ethnicity Spent Time in Out-of-Home Placements in Indiana?



Source: 2021 Indiana State of Babies Yearbook.

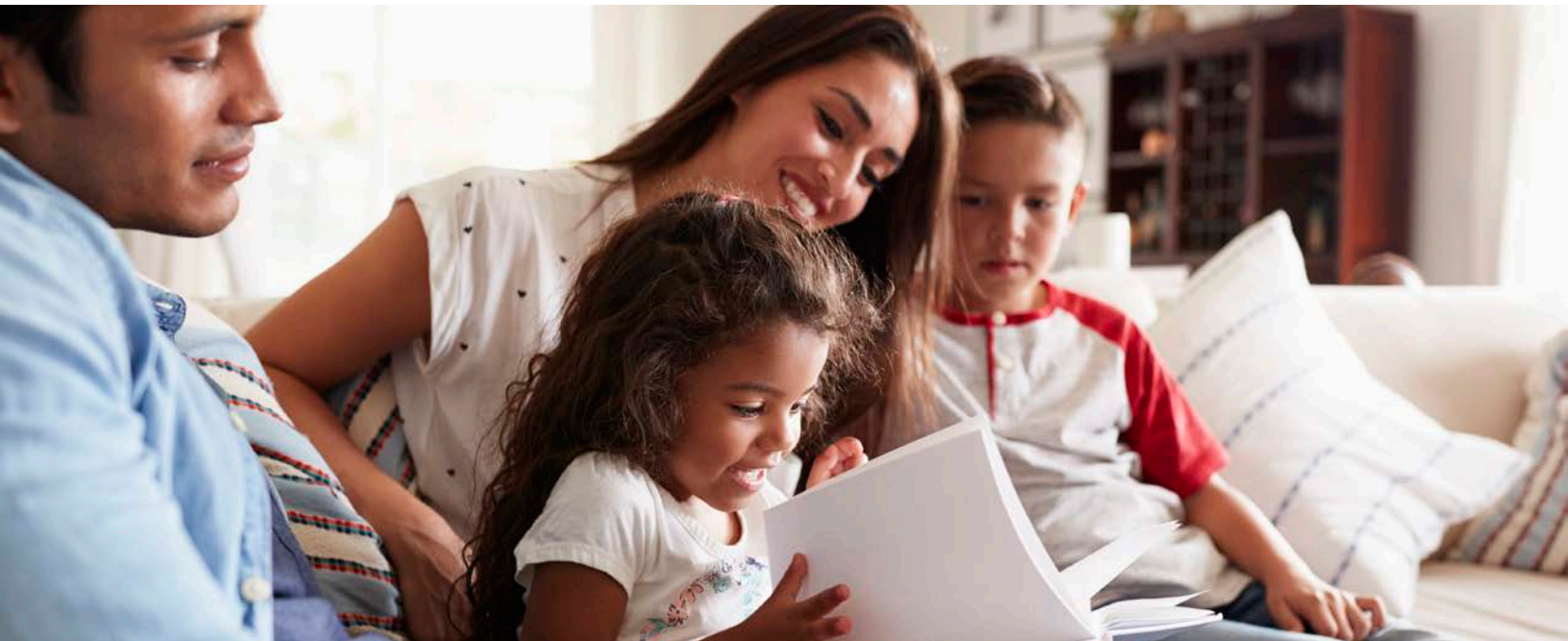
Figure 6: How Many Children (Per 1,000) by Race and Ethnicity Were Removed From Their Home in Indiana?



Source: 2021 Indiana State of Babies Yearbook.

English Language Learners

In Indiana, of households with children 5 years and older, 9% speak a language other than English at home (U.S. Census Bureau, 2019). Spanish is the most common language spoken at home after English for households with children ages five to 17 (5%), followed by other Indo-European languages (2%). During the 2020-2021 school year, 7% (67,966) of total K-12 student enrollment were English Language Learners (Indiana Department of Education, 2021).



Indiana's Assistance Programs for Underserved Populations

How Many Children Are Served in a Year?

Number of Young Children in Foster Care Served with a CCDF Voucher	Number of Young Children Enrolled in CCDF	Number of Young Children and Pregnant People Served by Head Start and Early Head Start
878	25,517	12,130
<i>Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020-June 30, 2021, Pulled October 13, 2021.</i>	<i>Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020-June 30, 2021, Pulled October 13, 2021.</i>	<i>Indiana Head Start (2021). State Level Enrollment Statistics.</i>

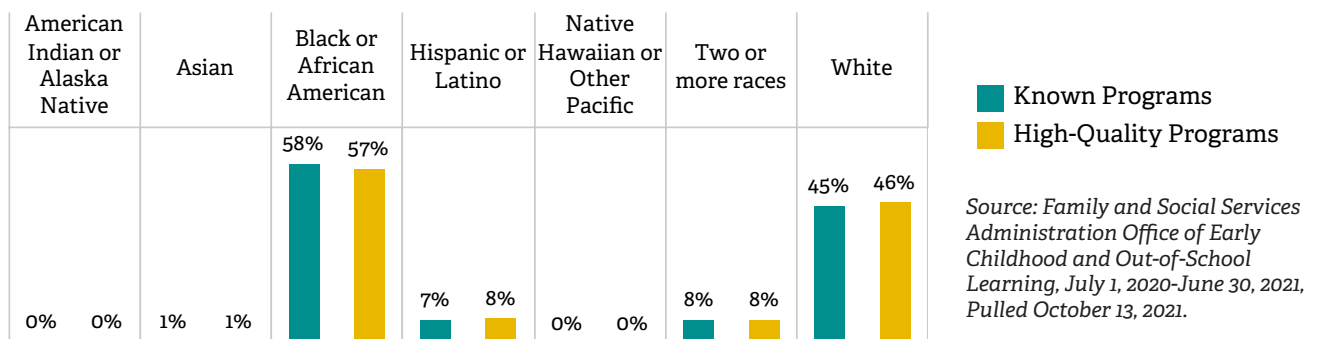
Indiana utilizes state and federal funding to assist families in gaining access to child care through various programs such as Child Care and Development Fund (CCDF), On My Way Pre-K (OMWPK), and Head Start. Each of these programs have different eligibility requirements but most of them prioritize the underserved populations that were just highlighted. However, due to different data collection requirements, the availability of program enrollment by these underserved populations varies. Even with the significant investment of these programs, the number of underserved children receiving access to high-quality child care programs still remains a gap.

Child Care and Development Fund

CCDF is a federal program that assists low-income families in affording child care by providing vouchers. To qualify for a voucher initially, families must earn less than 127% of the federal poverty level, and all parents in the household must be working or in school.

In Indiana, 25,517 children under 6 were served with a CCDF voucher. **Over half (58%) of children served with a CCDF voucher were Black.** Over one third (39%) of all children using a CCDF voucher were served in a high-quality program.

Figure 7: What is the Breakdown by Race and Ethnicity of Children Who Used a CCDF Voucher in Any Known Program and in High-Quality Programs?⁵



5. Note that children reported in mixed/two or more races will be reported in multiple races. Likewise, children with Hispanic/Latino ethnicity reported will be reported in at least one of the other races.

In 2021, **878 foster care children (3.4%) were served with a CCDF voucher**. For foster youth who were served with a CCDF voucher in 2021, two thirds (67%) were served in a high-quality early care and education program.

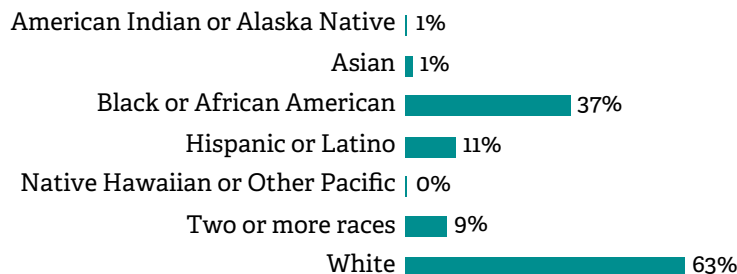
On My Way Pre-K

On My Way Pre-K (OMWPK) is a state-funded program that provides access to high-quality pre-K to 4-year-olds from low-income, working families in Indiana through using CCDF and state funding. To qualify for OMWPK, a child must live in a household with an income below 127% of the federal poverty level, and the parent or guardian must be working, going to school, attending job training, or looking for a job.

In the 2020 legislative session, income eligibility for OMWPK was expanded to include households with incomes up to 185%.

During the 2020-2021 school year, 2,401 4-year-olds were served, the majority of whom were White (63%).⁶ With the income eligibility expansion, overall enrollment may increase in future years. For pre-K providers to be eligible to participate in OMWPK, they must be rated Level 3 or Level 4 on Paths to QUALITY™ or be nationally accredited.

Figure 8: What is the Breakdown by Race and Ethnicity of 4-Year-Olds Enrolled in On My Way Pre-K?



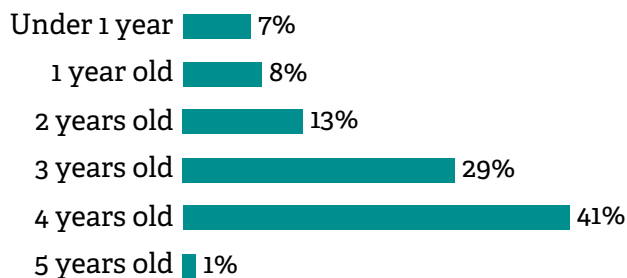
Source: Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020-June 30, 2021, Pulled October 13, 2021.

Head Start and Early Head Start

Head Start and Early Head Start are federally funded programs that promote school readiness by serving children birth to 5 and pregnant people. It seeks to promote healthy prenatal outcomes for pregnant people, enhance the development of young children, and promote healthy family functioning.

In Indiana, there were a total of 12,130 children and 208 pregnant people served in Head Start and Early Head Start in 2020.⁷ Cumulative enrollment encompasses primarily children who were 4 years old (41%, 4,997), followed by 3 years old (29%, 3,516), and 2 years old (13%, 1,566).

Figure 9: What is the Breakdown of Children by Single Age Served in Head Start and Early Head Start Programs?



Source: Indiana Head Start (2021). State Level PIR Summary Report.

Children are enrolled in Head Start and Early Head Start based on specific eligibility criteria. About two thirds (68%) had household income at or below 100% of the federal poverty line.

6. Note that children reported in mixed/two or more races will be reported in multiple races. Likewise, children with Hispanic/Latino ethnicity reported will be reported in at least one of the other races.

7. Indiana Head Start and Early Head Start programs had funded enrollment (seats) to serve 13,506 children and 108 pregnant people.

Seven percent (855) of children enrolled were living in foster care at the time of enrollment, and six percent (767) of those enrolled were experiencing homelessness. See the table below for a breakdown of how individuals are enrolled in Head Start and Early Head Start programs.

Figure 10: Head Start Enrollment by Eligibility Criteria

Enrollment Eligibility Criteria	# of Children and Pregnant People	% of Children and Pregnant People
Income at or below 100% of federal poverty line	8,399	68%
Receiving public assistance such as Temporary Assistance for Needy Families and Supplemental Security Income	748	6%
Living in foster care	855	7%
Experiencing homelessness	767	6%
Eligibility based on another type of need, but not counted in above categories	735	6%
Incomes between 100% and 130% of the federal poverty line, but not counted in the above categories	834	7%

Source: Indiana Head Start (2021). State Level PIR Summary Export.

Of all enrolled, most were White (60%), followed by Black (23%). About two in ten (17%) were children who received transportation to and from classes.

About one in ten (11%) of those enrolled were dual language learners. The primary language spoken at home of most children served by Head Start is English (92%). The second most common primary language spoken at home by children in Head Start (6%) is Spanish.



Build, Learn, Grow

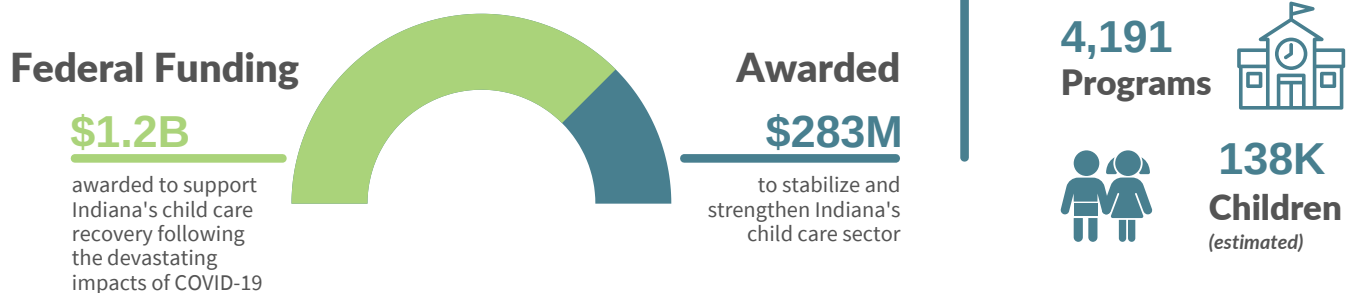
In the last 2 years, Indiana has received a tremendous influx of funding to help stabilize and support the child care industry and families with young children. Utilizing federal COVID-19 relief funding, Indiana introduced the Build, Learn, Grow program to support providers, families, and children to address short-term needs and long-term sustainability.⁸ Build, Learn, Grow consists of 12 initiatives. Funds are allocated in three focus areas: helping programs regain stability, delivering support for working families, and building system structure and capacity.⁹

As of December 31, 2021, approximately \$1.2 billion in federal funding supported Indiana's child care sector in recovering from COVID-19. Of that funding, \$283 million helped stabilize and strengthen Indiana's child care sector. In 2021, 4,191 programs and an estimated 138,000 children were reached by this relief funding in Indiana. Check out the State of Indiana: Child Care Stabilization Grant Dashboard to follow funding updates and allocations.¹⁰

Build, Learn, Grow scholarships were awarded to help children and families afford child care and return to school and work. The scholarships provided the most support to the lowest-income families. In 2021, an estimated 15,980 children received scholarships, with the average amount being \$1,980. Indiana is continuing to allocate funding to programs and families.



Figure 11: Federal Funding That Supported Indiana's Child Care Recovery From COVID-19



Source: The Family and Social Services Administration Office of Early Childhood and Out-of-School Learning and Early Learning Indiana.

8. <https://brighterfuturesindiana.org/build-learn-grow>

9. <https://brighterfuturesindiana.org/build-learn-grow/faq>

10. <https://brighterfuturesindiana.org/build-learn-grow/stabilization-grants/dashboard>

Accessibility

Young Children Who Are Likely in Need of Care	Young Children Enrolled in Known Early Care and Education Programs	Known Early Care and Education Programs	Young Children Who Need Care Enrolled in Known Early Care and Education Programs	Decrease in Known Early Care and Education Programs
<p style="text-align: center;">323,109</p> <p><i>U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B23008.</i></p>	<p style="text-align: center;">84,537</p> <p><i>Early Learning Indiana (August 2021). National Data System Enrollment: Overall.</i></p>	<p style="text-align: center;">4,184</p> <p><i>Early Learning Indiana (August 2021). Registered Child Care System & Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020-June 30, 2021, Pulled October 13, 2021.</i></p>	<p style="text-align: center;">26%</p> <p><i>Early Learning Indiana (August 2021). National Data System Enrollment: Overall; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B23008.</i></p>	<p style="text-align: center;">543</p>

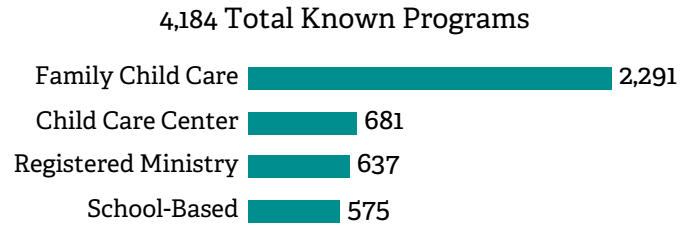
The number of known early care and education programs was 4,184 in 2021, decreased from 11% in 2019 when it was 4,727. There are also fewer young children enrolled in a known early care and education program; in 2019 there were 113,781 and in 2021 there were 84,537 (-26%). A variety of factors may play a role in this enrollment decrease with some possibilities noted below:

- Parents who are working from home are not sending their child to child care
- Parents are concerned about sending their child to child care for safety reasons
- Programs closed permanently due to COVID-19
- Programs have closed classrooms due to staffing shortages

In previous years' reports, overall enrollment utilized data from Early Learning Indiana and the Indiana Department of Education (IDOE). This year, due to high data request demands within the state, data from IDOE was not provided. In this report, data related to known programs and enrollment is compared to 2019 as it is the most comparable data set. In 2019, IDOE data was also not included as data from Purdue University's state assessment from the Preschool Development Grant was used for the annual report.

Figure 12: How Many Known Early Care and Education Programs are in Indiana by Type?

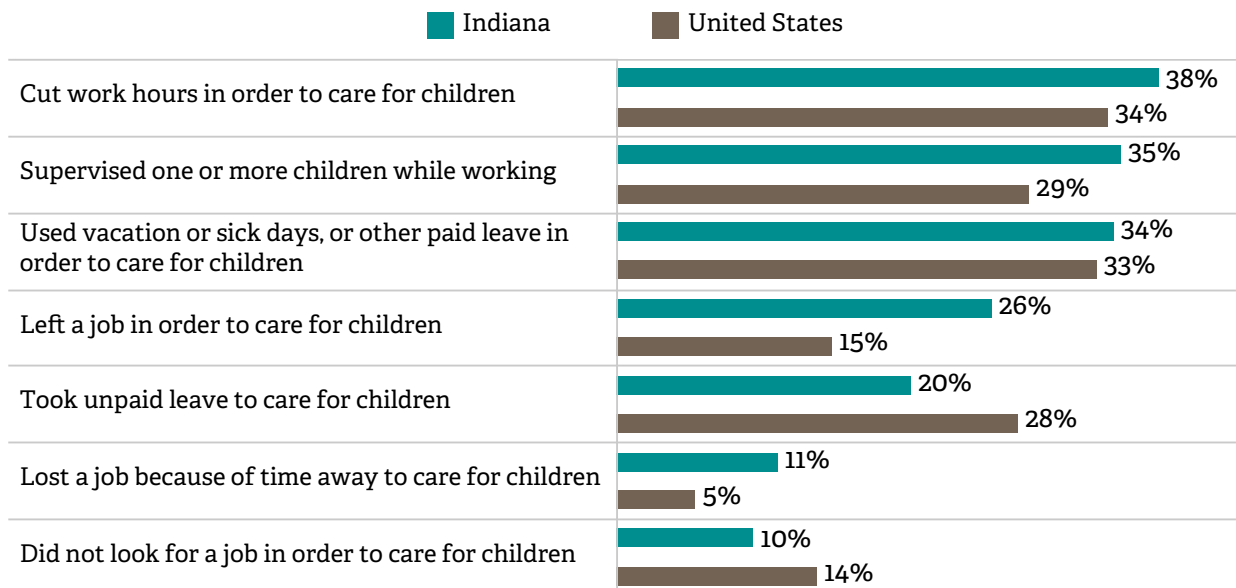
By program type, Indiana has 2,291 family child care programs, 681 child care centers, 637 registered ministries, and 575 school-based programs.



Source: Early Learning Indiana (August 2021). Registered Child Care System, Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020-June 30, 2021, Pulled October 13, 2021.

Child care is an essential part of the economic infrastructure in our country, making it possible for much of the rest of the labor force to go to work. Over the past 2 years, COVID-19 has impacted the early care and education industry in many ways. The early care and education industry is less stable and less able to provide this essential service to families and the economy as a whole. Without access to affordable, high-quality child care, many families struggle to gain financial stability. In a national survey, about one in four (22%) parents indicated often or always that child care responsibilities impacted their work (Bipartisan Policy Center, 2021). In Indiana, 37% of adults with children under the age of 5 indicated they had to cut hours at work to take care of their children (U.S. Census Bureau, 2022). Lack of affordable child care has had a profound impact on women in the workplace. Throughout COVID-19, the number of women in the labor force has decreased due to lack of child care. Nationally, at the beginning of the pandemic, 5.1 million American mothers stopped working, and about 1.3 million still have not returned to work (Miller, May 17, 2021).

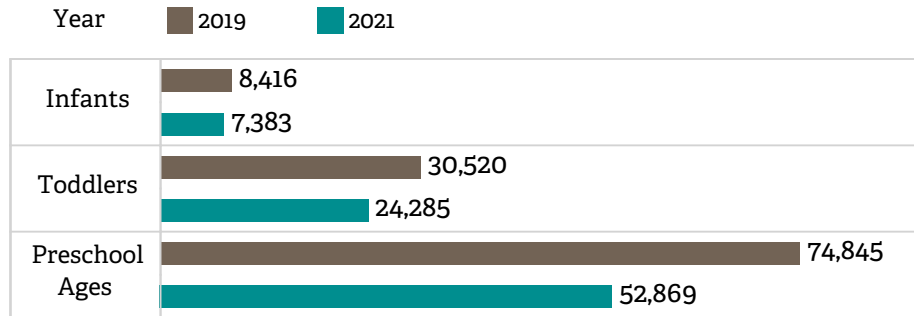
Figure 13: How Does Child Care Impact Working Parents with Young Children in Indiana Compared to the United States?



Source: U.S. Census Bureau, Household Pulse Survey Data, Week 41 (December 29, 2021 - January 10, 2022).

Compared to 2019, overall enrollment in known early care and education programs, and enrollment in each age category has decreased by 29,244 (26%). Twelve percent fewer infants are enrolled, 20% fewer toddlers, and 29% fewer preschool-age children.

Figure 15: How has Enrollment in Known Early Care and Education Programs by Age Group Changed from 2019 to 2021?



Source: Early Learning Indiana (August 2021). Registered Child Care System.

Access to early care and education programs is not uniform across Indiana. In 2021, Early Learning Indiana released the Early Learning Access Index, highlighting gaps in access, capacity, quality, and affordability of child care by census tract and county. The lowest score is 0, and the highest score is 100. Indiana’s overall access score is 60.6, indicating that on average Hoosier families have moderate access to early care and education. However, most (86%) of Indiana’s counties had inadequate access, and no county in Indiana was determined to have adequate access.

Early Learning Access Index

Counties With Most Access		Counties With Least Access	
Tipton	72.4	Fountain and Switzerland	27.9
Vanderburgh	71.8	Rush	30.8
Marion	71.5	Randolph	33.0

Source: Early Learning Indiana.

High Quality

High-Quality Early Care and Education Programs	Known Programs That Are High Quality	Enrollment in High-Quality Early Care and Education Programs	Young Children Who Need Care Enrolled in High-Quality Early Care and Education Programs	Counties With No High-Quality Early Care and Education Programs
1,642	39%	51,260	16%	2
<i>Indiana Family and Social Services Administration, 2021</i>	<i>Early Learning Indiana (August 2021). Registered Child Care System; Indiana Family and Social Services Administration, 2021.</i>	<i>Early Learning Indiana (August 2021). Registered Child Care System.</i>	<i>Early Learning Indiana (August 2021) Registered Child Care System; U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, Table B23008.</i>	<i>Indiana Family and Social Services Administration, 2021.</i>

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



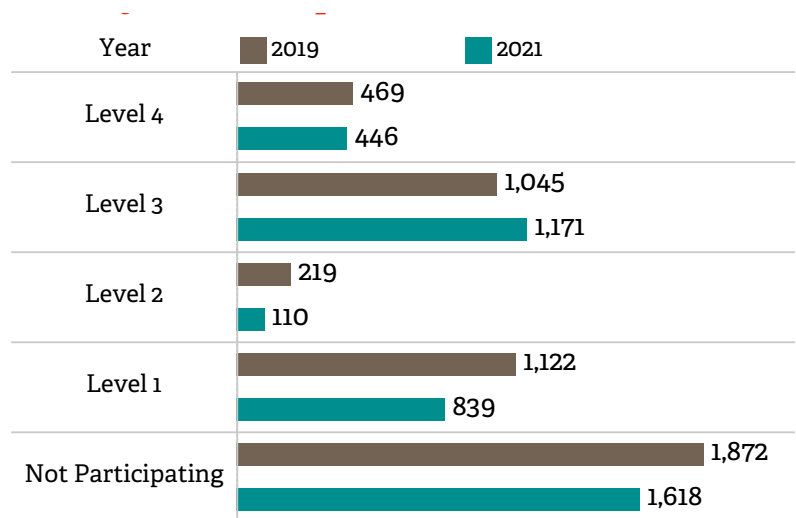
In Indiana in 2021, 2,566 programs were participating in Paths to QUALITY™, which is a decrease of 10% from 2019 when 2,855 programs were participating. The number of programs at each Paths to QUALITY™ level decreased, except for Level 3 which saw an increase of 126 programs.

ELAC defines a high-quality program as being rated Level 3 or Level 4 on Paths to QUALITY™ or being nationally accredited by an approved accrediting body. Over one third (39%) of all known programs are high quality in Indiana.

High-quality early care and education programs create long-lasting positive outcomes for children and their families. Research has shown that children who participate in high-quality early care and education programs have enhanced cognitive outcomes and are more prepared for school. These outcomes from early childhood have a long-lasting impact on adulthood. A study closely looked at gender differences in child outcomes after children were in various types of early care and education settings. The researchers concluded that high-quality early care and education results in positive outcomes for boys and girls. Conversely, low-quality settings can harm children, especially boys. This conclusion further emphasizes the importance of all children having access to high-quality early care and education settings (Garcia, Heckman, & Ziff, 2017).

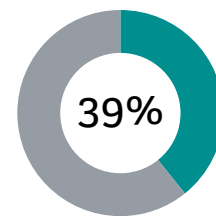
Despite the number of all known programs decreasing, **the total number of high-quality programs increased by 106 programs in 2021 (1,642) compared to high-quality programs in 2019 (1,536).** Of all high-quality programs, nearly half (46%) are family child care programs and over one quarter (29%) are child care centers.

Figure 16: What is the Difference in Early Care and Education Programs Participating in Paths to Quality™ by Level from 2019 and 2021?



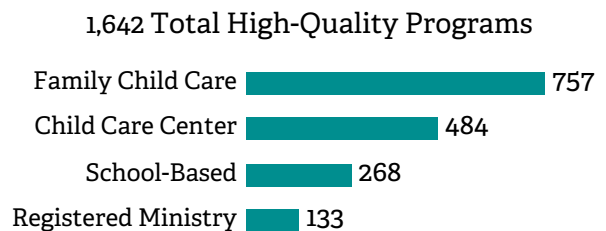
Source: Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020 - June 30, 2021.

Figure 17: What Percentage of All Known Programs are High Quality?



Source: Early Learning Indiana (August 2021), Registered Child Care System; Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020 - June 30, 2021.

Figure 18: How Many High-Quality Programs are in Indiana by Type?



Source: Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020 - June 30, 2021.

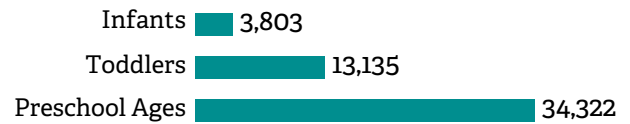
In 2021, overall enrollment in high-quality early care and education programs was 51,260, a decrease of 2,076 (4%) children since 2019 (53,336). Two thirds (67%) of enrollment in high-quality programs are preschool-age children. One quarter (26%) of enrollment are toddlers, and the remaining seven percent are infants.

There are only two counties in Indiana with no high-quality rated programs—Switzerland and Warren counties. This is an improvement from four counties in 2019 and five counties in 2018.

The counties with the highest numbers of high-quality programs are Marion (295), Lake (160), and Allen (125). These three counties also have the highest population of children under age 6. In addition to Switzerland and Warren counties, two other counties reported no children are enrolled in a high-quality program – Carroll and Starke – despite the fact that these counties have at least one high-quality rated program. This discrepancy highlights the importance of the recommendation of strengthening data quality and information systems, so Indiana can better understand access to high-quality early care and education within the state.

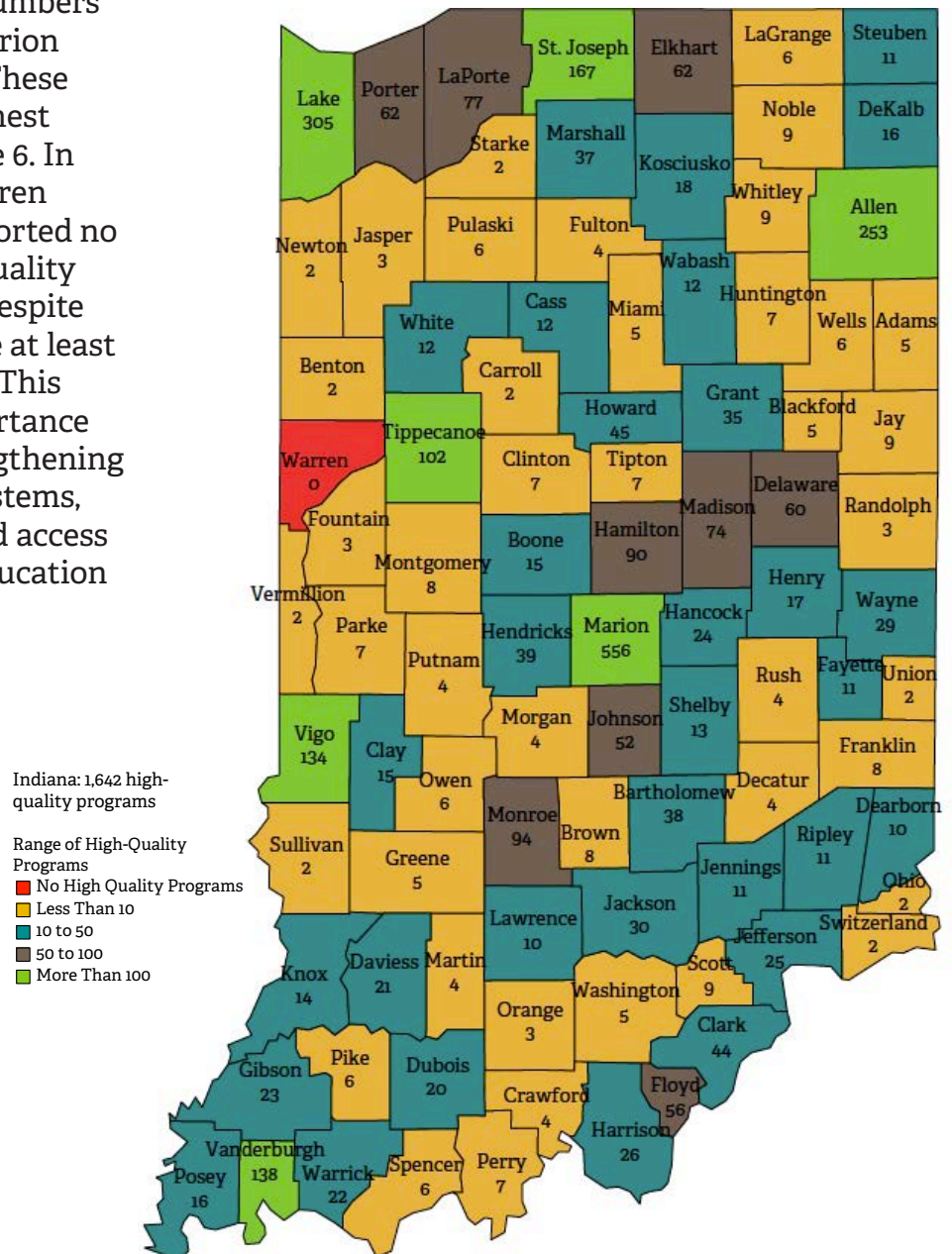
Figure 19: How Many Children are Enrolled in High-Quality Programs by Age Group?

51,260 Total High-Quality Enrollment



Source: Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, July 1, 2020 - June 30, 2021.

Figure 20: How Many High-Quality Programs are in Indiana?



Affordability

Average Annual Tuition Cost of Early Care and Education	Average Annual Tuition Cost of High-Quality Early Care and Education	Percentage of Income a Single Parent with One Child in Poverty Pays for High-Quality Early Care and Education	Percentage of Income a Low-Income Single Parent with One Child Pays for High-Quality Early Care and Education
\$7,931	\$8,990	52%	26%
<i>Early Learning Indiana (August 2021). Registered Child Care System</i>	<i>Early Learning Indiana (August 2021). Registered Child Care System.</i>	<i>Early Learning Indiana (August 2021). Registered Child Care System; 2021 Federal Poverty Guidelines, Department of Health and Human Services, January 2021.</i>	<i>Early Learning Indiana (August 2021). Registered Child Care System; 2021 Federal Poverty Guidelines, Department of Health and Human Services, January 2021.</i>

According to a national survey, 47% of parents indicated the highest amount they can pay for child care each week is less than \$200, or \$10,400 annually (Bipartisan Policy Center, 2021). The average annual tuition cost of any known early care and education program in Indiana is \$7,931.

Figure 21: Average Annual Tuition Cost¹²

	Infants	Toddlers	Preschool-Ages	OVERALL
Child Care Center	\$13,519	\$11,988	\$10,137	\$11,462
Family Child Care	\$7,548	\$7,080	\$6,633	\$7,082
Registered Ministry	\$9,737	\$8,492	\$7,448	\$8,300
School-Based	\$10,474	\$9,572	\$7,037	\$7,220
Overall	\$8,732	\$8,065	\$7,307	\$7,931

Source: Early Learning Indiana (August 2021). Registered Child Care System.

12. Weekly costs were provided by age group for 76% (3,198) of all known programs. Annual cost for Indiana was calculated by taking the average weekly cost for all programs multiplied by 52 weeks.

For high-quality programs, the average weekly tuition cost is \$8,990. For a single parent with one child, sending their child to high-quality care would cost more than half (52%) of their annual income.¹³ A single parent with one child living with low income pays over one quarter (26%) of their annual income.¹⁴ The annual tuition cost varies by program type and age group.

Figure 22: Average Annual Tuition Cost for High-Quality Programs¹⁵

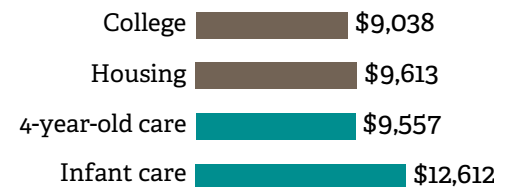
	Infants	Toddlers	Preschool-Ages	OVERALL
Child Care Center	\$13,940	\$12,315	\$10,445	\$11,810
Family Child Care	\$8,321	\$7,823	\$7,268	\$7,779
Registered Ministry	\$12,387	\$10,815	\$9,024	\$10,139
School-Based	\$9,304	\$9,114	\$7,129	\$7,263
Overall	\$10,199	\$9,404	\$8,250	\$8,990

Source: Early Learning Indiana (August 2021). Registered Child Care System.

The tuition cost of infant care in Indiana is higher than the average tuition cost of college. According to the Economic Policy Institute (n.d.), the average annual tuition cost of infant care in Indiana was \$12,612, while the average yearly tuition cost of college is \$9,038. Indiana is ranked 18th out of 50 states for the most expensive infant care. If paying the full tuition price of child care, Hoosier families would have to spend more money on infant care than on housing. In Indiana, the tuition cost of infant care is 24% more than the average rent; for one child, infant care is 22% of a median family’s income.

According to the U.S. Department of Health and Human Services, child care is affordable if it does not cost the family more than 7% of their income. By this definition, Indiana’s tuition cost of child care is unaffordable for most families.

Figure 23: How Does the Cost of Infant Care Compare to Other Costs of Raising a Child?



Source: Economic Policy Institute. (n.d.).
The cost of child care in Indiana.

Available Tuition Assistance for Families

Indiana uses several federal and state funding sources to make accessing early care and education more affordable, especially for families and children who are underserved. The largest funding sources are Head Start/ Early Head Start and CCDF. Temporary Assistance for Needy Families (TANF), OMWPK, Title I, and Special Education funding are also large sources available to families and providers.

13. According to the 2021 federal poverty guidelines, a single parent with one child earns an annual income of \$17,420.

14. A single parent with one child living with low income earns twice the federal poverty level, \$34,840.

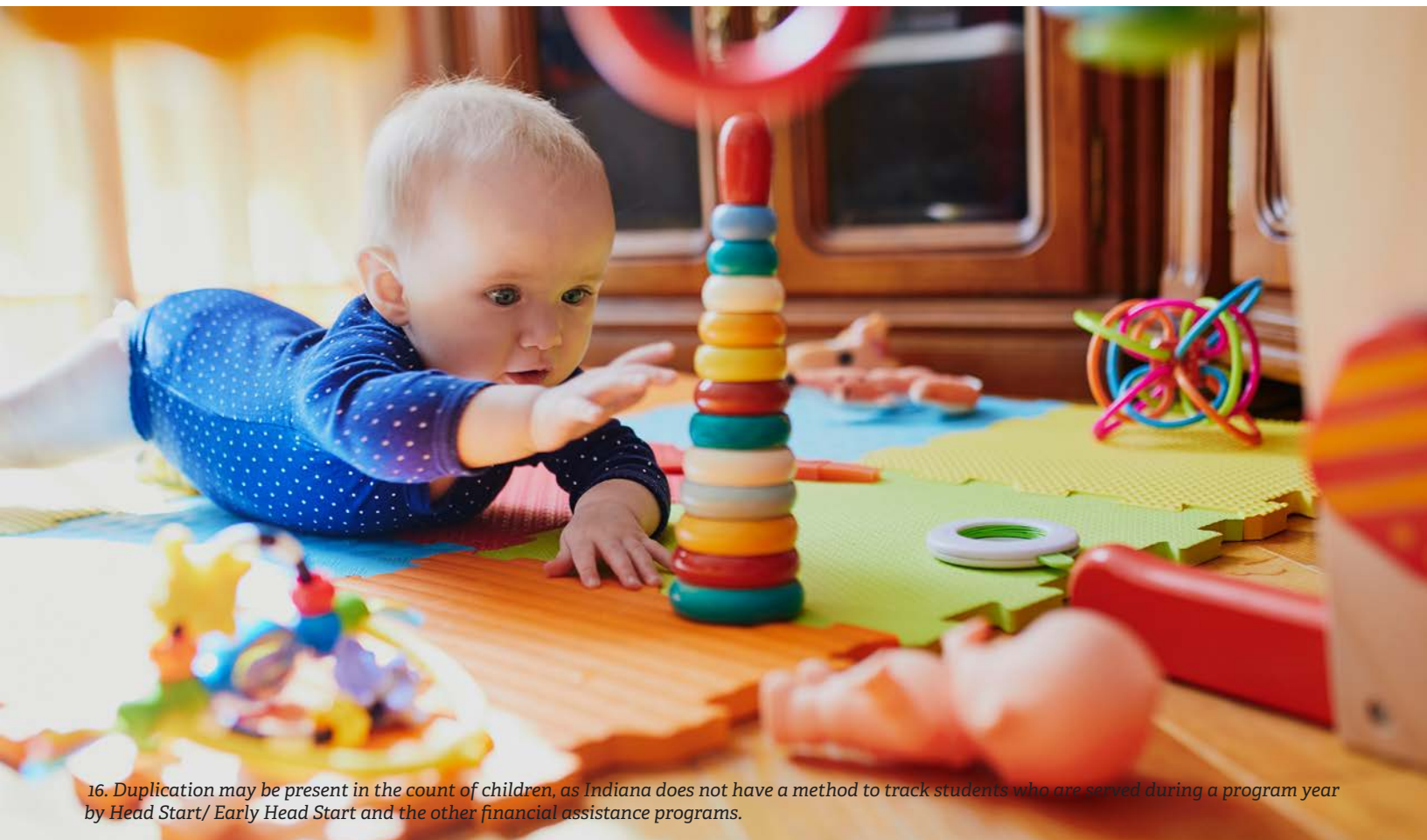
15. Weekly tuition costs were provided by age group for 82% (1,341) of all high-quality programs. Annual tuition cost for Indiana was calculated by taking the average weekly tuition cost for all programs multiplied by 52 weeks.

In the 2020-2021 program year, over \$156.6 million federal funding was awarded to 39 Head Start/ Early Head Start grantees. Eligible families are able to apply for financial assistance through CCDF vouchers, TANF funding, and/or to OMWPK providers. In the 2020-2021 program/school year, over \$151.8 million was funded from these programs to families and providers.

Figure 24: Available Tuition Assistance for Families

	Head Start/ Early Head Start	CCDF	TANF	OMWPK	TOTAL
Funding	\$156.6M	\$125.7M	\$13.8M	\$12.4M	\$308.5M
Young Children ¹⁶	13,533	25,517		2,401	41,451
Sources	2021 Indiana Head Start Needs Assessment, 2020-2021 program year capacity.	Indiana Family and Social Services Administration, July 1, 2020 - June 30, 2021.		Indiana Family and Social Services Administration, 2020-2021 school year.	

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. With the capacity from these funding sources, 41,451 children under 6 years were served, which is nearly half (49%) of all known enrollment and approximately one tenth (13%) of all children who need care because parents work.



16. Duplication may be present in the count of children, as Indiana does not have a method to track students who are served during a program year by Head Start/ Early Head Start and the other financial assistance programs.

Early Care and Education Workforce

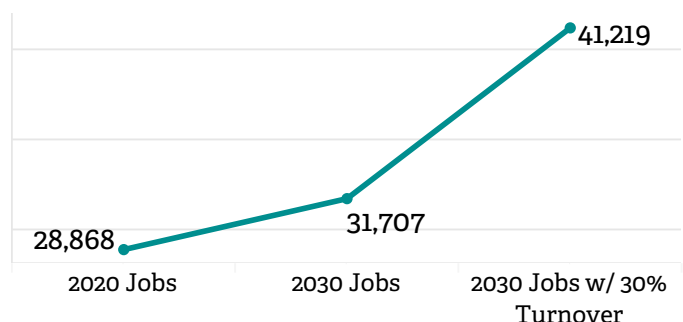
Key Indicators

Early Care and Education Workforce	Projected Early Care and Education Workforce Deficit	Annual Median Salary for Preschool Teachers	Annual Median Salary for Child Care Workers
<p style="text-align: center;">28,868</p> <p><i>Indiana Department of Workforce Development, Occupation Map: Childcare Workers and Preschool Teachers, Except Special Education, Emsi Q4 2021 Data, November 2021.</i></p>	<p style="text-align: center;">-12,352</p> <p><i>Indiana Department of Workforce Development, Occupation Map: Childcare Workers and Preschool Teachers, Except Special Education, Emsi Q4 2021 Data, November 2021.</i></p>	<p style="text-align: center;">\$27,580</p> <p><i>Indiana Department of Workforce Development, Bureau of Labor Statistics: Preschool Teachers, Except Special Education (2020), as of November 2021.</i></p>	<p style="text-align: center;">\$21,740</p> <p><i>Indiana Department of Workforce Development, Bureau of Labor Statistics: Childcare Workers (2020), as of November 2021.</i></p>

For 2020, the Indiana Department of Workforce Development reported 28,868 early care and education jobs.¹⁷ By 2030 with an estimated 30% turnover rate, there are going to be 41,219 jobs in the early care and education workforce. This projection equates to a workforce deficit of 12,352 workers in 10 years.

Blackford, Brown, Dearborn, and Perry counties may experience the largest deficit, as their projected jobs are expected to double by 2030. Only Fulton and Lawrence counties are expected to see a decrease in early care and education jobs within 10 years (meaning no workforce deficit).

Figure 25: What is the 10-Year Projection for Early Care and Education Jobs?



Source: Indiana Department of Workforce Development, Occupation Map: Childcare Workers and Preschool Teachers, Except Special Education, Emsi Q4 2021 Data, November 2021.

¹⁷ Early care and education jobs include childcare workers and preschool teachers, except special education. 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 early care and education workforce provides two essential services. They provide child care that allows their parents to work, and they provide learning environments that allow young children to grow and develop.

Despite this crucial function they serve, child care workers are paid less than most of the rest of the workforce. According to the Department of Workforce Development, the 2020 average hourly rate for child care workers in Indiana was \$10.45. These low wages cause 53% of child care workers in Indiana to receive public benefits (National Association for the Education of Young Children, State Fact Sheets: Indiana, 2020). Child care workers in Indiana have a lower annual median salary (\$21,740) than preschool teachers (\$27,580).

Build, Learn, Grow Stabilization Grants

To respond to the increased costs and challenges the child care industry has faced during the pandemic, stabilization grants were made available using federal COVID-19 relief funding. These are short-term funding opportunities for early care and education and out-of-school-time programs that can be used to stabilize operations and build capacity for the future. The funds can be used across six categories. One of the categories is personnel, including hiring, compensating, training, or retaining staff. Programs that accept the grant must invest at least 25% of the awarded funds to increase staff wages or benefits. As of February 11, 2022, 3,116 providers have been approved for stabilization grants with a median award amount of \$51,930 per provider.



Hoosier early care and education professionals with a bachelor's degree receive 35% less pay than their colleagues who work in the K-8 system. Those who work in the early care and education workforce have a poverty rate of 23%, 8.4 times higher than that of K-8 teachers (2.7%). In addition, the pay for early care and education workers in Indiana has increased less than 10% between 2017 and 2019 (Center for the Study of Child Care Employment, 2020).

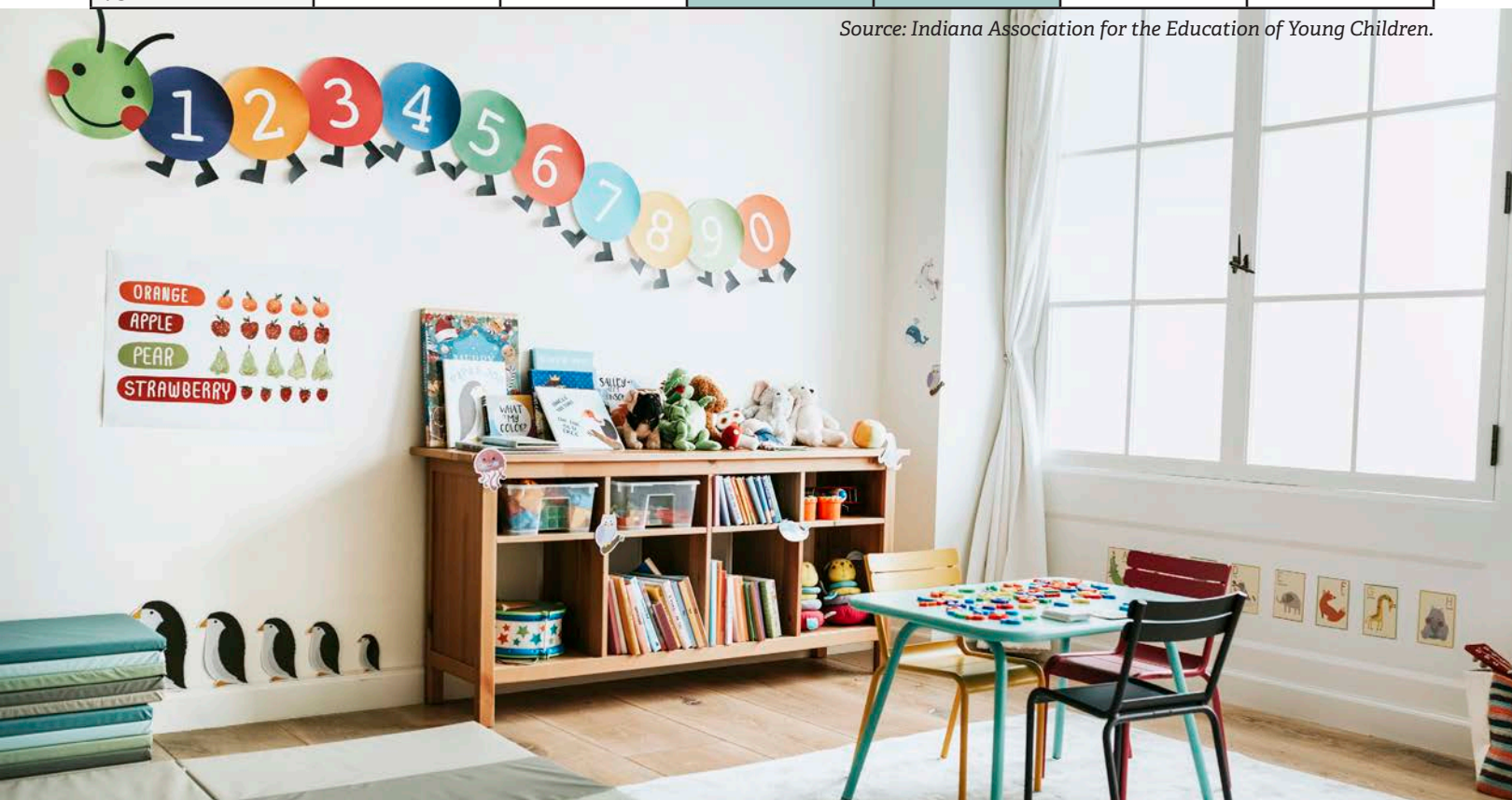
Early care and education professionals are disproportionately female and people of color. Of Directors in the early care and education workforce in Indiana in 2019, the majority (97%) were female, and one fifth (21%) were of color. Of teachers, nearly all (99%) were female, and less than one fifth (17%) were people of color. Of family child care providers, all were female, and one third (35%) were people of color (Indiana Association for the Education of Young Children, 2019 Indiana Child Care Workforce Study).

Research done by the Center for the Study of Child Care Employment (2020) found racial disparities in the workforce. Full-time center-based teachers who work with infants and toddlers receive \$8,375 less per hour than those who work with preschool-age children. The pay gap across the ages of children is significant because Black women are more likely to work with infants and toddlers in centers than their peers. Early care and education professionals who are Black are paid on average \$0.78 less per hour than their White peers. Black early care and education professionals who work with preschool-age children receive \$1.71 less pay per hour, and those who work with infants and toddlers are paid \$0.77 less per hour compared to their peers.

Figure 26: What is the Demographic Makeup of the Early Care and Education Workforce in Indiana?

Demographic	Directors		Teachers		Family Child Care Providers	
	2005	2019	2005	2019	2005	2019
Median Age	43	47.5	31	35	42	47
Female	97%	97%	97%	99%	99%	100%
People of Color	15%	21%	15%	17%	22%	35%
At Least One Child 0-18 Years	58%	46%	58%	49%	60%	49%
Single Parent of Child 0-18 Years	10%	12%	10%	22%	13%	25%
Annual Family Income Below \$30k	14%	10%	14%	36%	22%	20%

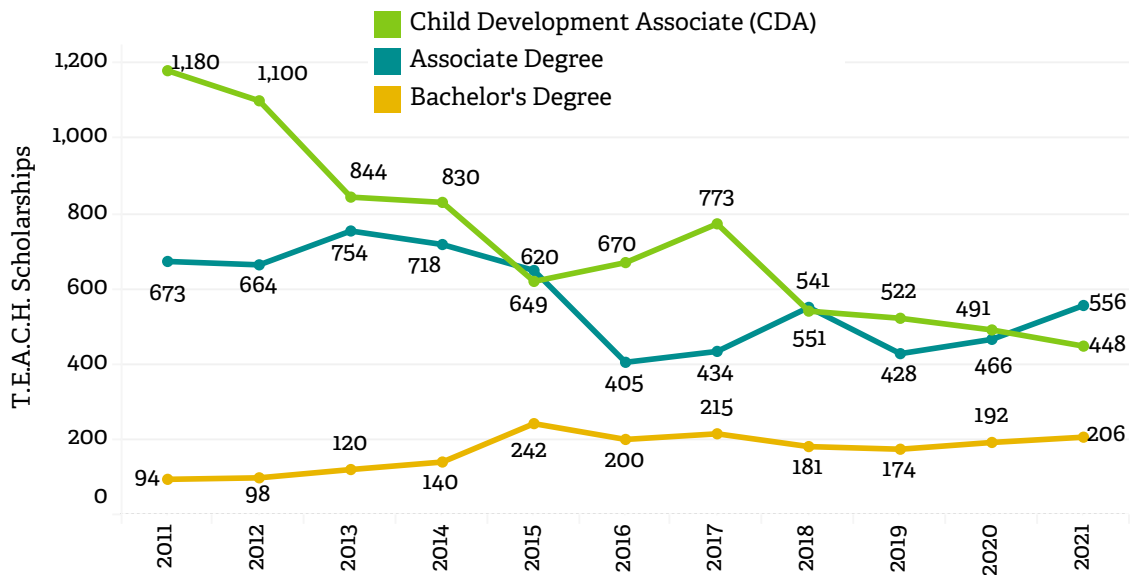
Source: Indiana Association for the Education of Young Children.



T.E.A.C.H. Early Childhood Indiana

Indiana allocates funding to advance the education of child care teachers. The Child Care Services Association created the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Scholarship Program in 1990 to provide assistance to the early care and education workforce to continue their education. The scholarship can be used to obtain a Child Development Associate (CDA), other certifications, an associate degree, or bachelor's degree. During the 2020-2021 school year, 1,210 scholarships were awarded, an increase of 59 scholarships from the 2019-2020 school year and a decrease of 21 scholarships from the 2018-2019 school year.

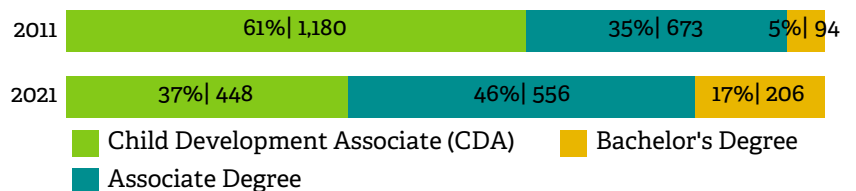
Figure 27: What Credentials Are the T.E.A.C.H. Scholarship Used For?



Source: Indiana Association for the Education of Young Children.

Since 2011, there has been a decrease in the number of scholarships awarded, but an increase in the total funding amount. This is likely due to a greater percentage of scholarships going toward higher-level degrees. In 2011, almost two thirds (61%) of scholarships went toward a CDA. During the 2020-2021 school year, the majority of the scholarships were used for an associate degree (556, 46%), and only one third (37%) went toward a CDA.

Figure 28: How Has the Distribution of T.E.A.C.H. Scholarships by Degree Changed?

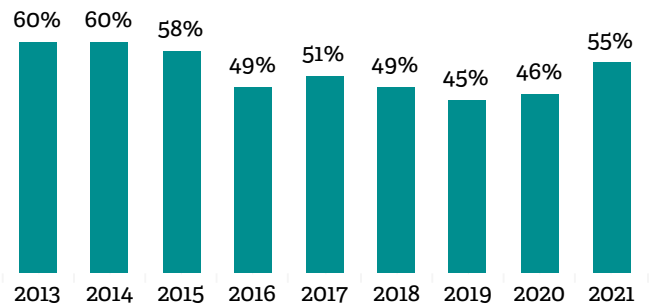
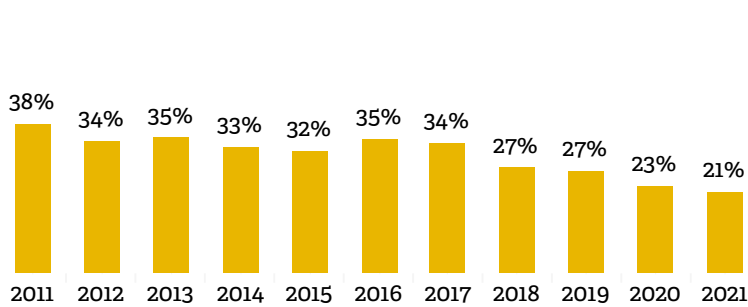


Source: Indiana Association for the Education of Young Children.

Of those who received a scholarship during the 2020-2021 school year, 255 were people of color, which represents one fifth (21%) of all scholarships awarded. This percentage has decreased steadily since 2011 when over one third (38%) of scholarships went to people of color. The percentage of scholarships provided to first-generation college students has also decreased over the years. In the 2020-2021 school year, 55% (663) were first-generation college students, compared to 2013 when 60% (1,031) were first-generation college students.

Figure 29: What Percentage of T.E.A.C.H. Scholarships Were Awarded to People of Color?

Figure 30: What Percentage of T.E.A.C.H. Scholarships Were Awarded to First Generation College Students?



Source: Indiana Association for the Education of Young Children.

Source: Indiana Association for the Education of Young Children.



Recommendations

The recommendations in this year's report focus on system building to improve early care and education programs and outcomes for Hoosier children and families. The recommendations also take into consideration that the state and our local communities are still responding to the global pandemic, which is continuing to impact the child care industry.

If Indiana is able to improve in these areas, then young children, their parents, employers, and communities will benefit. In addition, the state will improve its ability to complete this needs assessment more efficiently and use data to drive decision-making. After reviewing the data collected for this year's needs assessment, ELAC recommends the following:

1. Further explore the reasons for the decrease in child care enrollment from 2019 (pre-pandemic) to 2021

Many factors may explain why enrollment has declined in the past few years. These factors could include a lack of connected data systems across agencies and how COVID-19 has impacted families' decisions in utilizing child care. Understanding enrollment trends in child care programs will help the state understand the unmet child care need. In addition, reliable enrollment data will assist the state in best supporting programs financially, as enrollment fees are the bulk of programs' revenue.

2. Expand early care and education opportunities for children in underserved populations

The state currently prioritizes funding and investment for children in underserved populations, such as those who are living in poverty, experiencing homelessness, immigrants, or have been removed from their home. Despite this prioritization, the unmet need is still great and continues to grow as COVID-19 continues to impact children and their families. There is insufficient data to determine how well Indiana is serving children in underserved populations. In order to develop support for populations most in need, Indiana should invest in a coordinated early care and education data system.

3. Prioritize appropriate wages and benefits for early care and education professionals

In Indiana, early care and education professionals are paid significantly less than K-8 educators and have a higher poverty rate. In many circumstances, early care and education professionals do not receive benefits such as health insurance or retirement benefits.

To ensure that Indiana will have a sufficiently large early care and education workforce and to lower the turnover rate, child care workers need to make a livable wage. Low turnover is key for children's healthy development. Stable, supportive relationships nurture young children's growth. More data are needed to understand the trends in the workforce in Indiana, specifically the racial wage gap. Overall annual income is collected but not disaggregated. More promotion and usage of the T.E.A.C.H. scholarship is needed across our state. As noted in the Workforce section, the number of scholarships provided has increased from the previous year but has been decreasing in the past 10 years. There also needs to be a focus on providing scholarships to people of color and first-generation students. As the child care workforce is made up mostly of people of color, the scholarship can help close the racial wage gap in the child care industry.

4. Strengthen data quality and information systems

Data are collected from multiple sources to understand the state of Indiana's early care and education industry, which leaves gaps in knowledge. A connected data system across agencies will allow for more consistent, systematic, and comprehensive reporting year to year. Due to not having a connected data system, reported numbers of children enrolled, known programs, and high-quality programs may be duplicative due to the lack of unique identifiers. Having a connected data system will allow our state to make data-informed policy decisions to improve the outcomes of our youngest children.

Early care and education in Indiana over the last 5 years has improved in some areas and stagnated in others. COVID-19 continues to impact young children, their families, and the sector as a whole. While more early care and education programs are improving quality, there is still a great unmet need. Through the work of ELAC and other partners, more people are learning about these unmet needs, and more people are coming to the table to discuss what can be done. Through the engagement of these diverse voices, Indiana is well-positioned to make the necessary investments in its early care and education system.

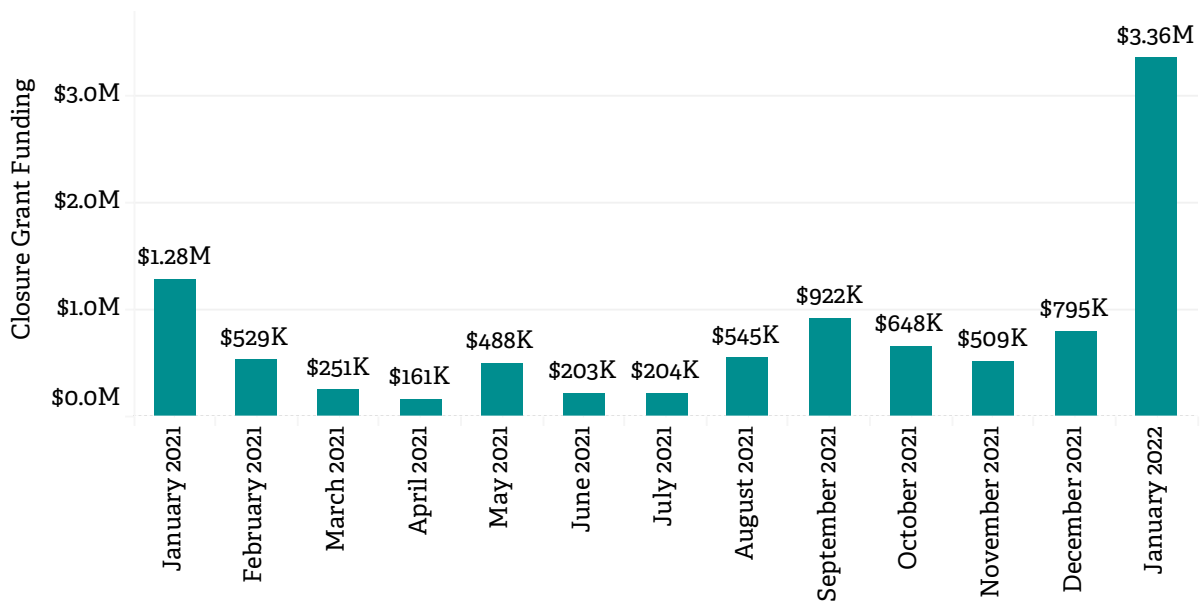


Continued Impact of COVID-19 - January 2022 Update

Much of the data in this report reflects the early care and education landscape as of June 30, 2021. It is important to note that COVID-19's impact on the Indiana early care and education system is still playing out in real time.

To support programs facing temporary closures due to positive COVID-19 cases, the Office of Early Childhood and Out-of-School Learning extended the Child Care Closure Grants. In January 2022, Indiana saw more temporary program closures due to positive COVID-19 cases than any month since January 2021.

Figure 31: How Much Closure Grant Funding Supported Providers in the Past Year?



Source: Family and Social Services Administration Office of Early Childhood and Out-of-School Learning, As of January 2022.

References

- Bipartisan Policy Center. (2020). *Child care during COVID-19*. Retrieved from <https://bipartisanpolicy.org/blog/work-child-care-post-covid/>
- Bipartisan Policy Center. (2021). *Survey results: How work and child care are changing*. Retrieved from <https://bipartisanpolicy.org/blog/work-child-care-post-covid/>
- Brighter Futures Indiana. (2021). *2021 program impact*. Retrieved from <https://d190qg16zubs76.cloudfront.net/resources/Build-Learn-Grow/FSSA-Infographic.pdf>
- Brighter Futures Indiana. (2021). *Build, Learn, Grow stabilization grants*. Retrieved from <https://brighterfuturesindiana.org/build-learn-grow/stabilization-grants>
- Care.com. (2021). *This is how much child care costs in 2021*. Retrieved from <https://www.care.com/c/how-much-does-child-care-cost/>
- Center for American Progress. (2020). *The coronavirus will make child care deserts worse and exacerbate inequality*. Retrieved from <https://www.americanprogress.org/article/coronavirus-will-make-child-care-deserts-worse-exacerbate-inequality/>
- Center for American Progress. (2018). *Understanding the true cost of child care for infants and toddlers*. Retrieved from <https://www.americanprogress.org/article/understanding-true-cost-child-care-infants-toddlers/>
- Center for American Progress. (2020). *With decreased enrollment and higher operating costs, child care is hit hard amid COVID-19*. Retrieved from <https://www.americanprogress.org/article/decreased-enrollment-higher-operating-costs-child-care-hit-hard-amid-covid-19/>
- Center for the Study of Child Care Employment. (2020). *Early childhood workforce index 2020*. Retrieved from <https://cscce.berkeley.edu/workforce-index-2020/the-early-educator-workforce/early-educator-pay-economic-insecurity-across-the-states/>
- Center for the Study of Child Care Employment. (2020). *State profiles: Indiana*. Retrieved from <https://cscce.berkeley.edu/workforce-index-2020/states/indiana/>
- Child Care Aware. (n.d.). *Child care data center & state fact sheets*. Retrieved from <https://www.childcareaware.org/our-issues/research/ccdc/?submissionGuid=72f0c261-b517-4a99-9a5e-8972d46813d2>
- Child Care Aware. (2019). *Price of child care in: Indiana*. Retrieved from https://info.childcareaware.org/hubfs/2019%20Price%20of%20Care%20State%20Sheets/Indiana.pdf?utm_campaign=2019%20Cost%20of%20Care&utm_source=2019%20COC%20-%20IN
- Child Care Aware. (2020). *The US and the high price of child care 2019 report*. Retrieved from https://cdn2.hubspot.net/hubfs/3957809/2019%20Price%20of%20Care%20State%20Sheets/Final-TheUSandtheHighPriceofChildCare-AnExaminationofaBrokenSystem.pdf?utm_referrer=https%3A%2F%2Fwww.childcareaware.org%2F
- Early Learning Indiana. (2021). *Closing the gap*. Retrieved from https://earlylearningin.org/wp-content/uploads/2021/08/ELI_ClosingTheGap_Report.pdf
- Early Learning Indiana. (August 2021). Registered Child Care System (RCCS), Indiana Family and Social Services Administration, 2021; National Data System (NDS) - Indiana Database, Child Care Aware of America, 2021. Data Request.
- Economic Policy Institute. (2015). *Child care workers aren't paid enough to make ends meet*. Retrieved from <https://www.epi.org/publication/child-care-workers-arent-paid-enough-to-make-ends-meet/>
- Economic Policy Institute. (n.d.). *The cost of child care in Indiana*. Retrieved from <https://www.epi.org/child-care-costs-in-the-unit-ed-states/#/IN>
- Family and Social Services Administration Office of Early Childhood and Out-of-School Learning. (October 13, 2021). July 1, 2020-June 30, 2021. Data Request.

Family and Social Services Administration Office of Early Childhood and Out-of-School Learning. (2022). *Summary of closure grant data from OECOSL since January of 2021*. Data Request.

Garcia, J., Heckman, J., & Ziff, A. (2017). *Gender differences in the benefits of an influential early childhood program*. National Bureau of Economic Research. Retrieved from <https://www.nber.org/papers/w23412>

Indiana Association for the Education of Young Children. (2020). *T.E.A.C.H. early childhood Indiana*. Retrieved from <https://inaeyc.org/programs/teach/>

Indiana Association for the Education of Young Children. (2022). *T.E.A.C.H. Indiana 2021 annual report*. Data Request.

Indiana Association for the Education of Young Children. (2019). *2019 Indiana child care workforce study*. Retrieved from <https://inaeyc.org/wp-content/uploads/2020/06/2019-Workforce-Study.pdf>

Indiana Department of Workforce Development. (As of November 2021). Data Request.

Indiana Head Start Association. (2021). Data Request.

Indiana Head Start Association, 2021 Indiana Head Start Needs Assessment.

KIDS COUNT Data Center. (2021). *COVID-19 data indicators*. Retrieved from <https://datacenter.kidscount.org/data#IN/2/0/char/0/271>

Miller, C. C. (May 17, 2021). The pandemic created a child care crisis: Mothers bore the burden. *The New York Times*. Retrieved from <https://www.nytimes.com/interactive/2021/05/17/upshot/women-workforce-employment-covid.html>

National Association for the Education of Young Children. (2020). *State fact sheets: Indiana*. Retrieved from https://inaeyc.org/wp-content/uploads/2020/10/AFEE_FactSheet_Indiana-2019.pdf

Puzzanchera, C., Sladky, A. and Kang, W. (2019). *Easy Access to Juvenile Populations: 1990-2020*. Online. Retrieved from <https://www.ojjdp.gov/ojstatbb/ezapop/>

U.S. Census Bureau. (2022). *Household Pulse Survey, Week 41; Childcare arrangements in the last 4 weeks for children under 5*. Retrieved from <https://www.census.gov/data/tables/2021/demo/hhp/hhp41.html>

U.S. Census Bureau. (2020). *2015-2019 American Community Survey 5-Year Estimates, Table B17010*. Retrieved from <https://data.census.gov/cedsci/>

U.S. Census Bureau. (2020). *2015-2019 American Community Survey 5-Year Estimates, Table B17024*. Retrieved from <https://data.census.gov/cedsci/>

U.S. Census Bureau. (2020). *2015-2019 American Community Survey 5-Year Estimates, Table B23008*. Retrieved from <https://data.census.gov/cedsci/>

U.S. Census Bureau. (2020). *2015-2019 American Community Survey 5-Year Estimates, Table S1101*. Retrieved from <https://data.census.gov/cedsci/>

U.S. Census Bureau. (2020). *2015-2019 American Community Survey 5-Year Estimates, Table S1601*. Retrieved from <https://data.census.gov/cedsci/>

U.S. Department of Education. (2021). *Early childhood homelessness state profiles*. Retrieved from <https://www2.ed.gov/rschstat/eval/disadv/homeless/early-childhood-homelessness-state-profiles-2021.pdf>

Workman, S., & Jessen-Howard, S. (September 2020). *The true cost of providing safe child care during the coronavirus pandemic*. Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/early-childhood/reports/2020/09/03/489900/true-cost-providing-safe-child-care-coronavirus-pandemic/>

Zero to Three. (2022). *Indiana state of babies yearbook 2021*. Retrieved from <https://stateofbabies.org/state/indiana/>

Appendix



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. 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.

Data collection this year varied from procedures for previous ELAC annual reports. The majority of Indiana early care and education data in this report is from the 12-month period of July 1, 2020 - June 30, 2021. The 2020 ELAC annual report covered May 1, 2019 - April 30, 2020, and the 2019 report covered May 1, 2018 - April 30, 2019. The 2019 and 2020 reports also utilized data from the Indiana Department of Education, which this report did not. This report contains 2019 U.S. Census data, which was the most recent year available for all data points needed to compile this report.

It is important for readers to understand the data methodology and be mindful of the year-to-year differences when comparing data across ELAC annual reports. When analyzing the data, ELAC reaches out to state partners to clarify definitions and technical notes. 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).

Once all data are 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: Definitions of Early Care and Education Programs

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 weekend and overnight 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. 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.

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 part-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. Many school-based programs are exempt from the requirement to be licensed or registered, but some choose to become licensed.

SUBCATEGORIES:

Head Start Program:

Head Start programs are federally funded and likely to operate multiple sites. Some of those sites may be 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 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 not required to (exempt from) become licensed or registered with the state. Many exempt programs operate part-day programs. Programs reported as center exempt were included in the school-based program category due to their setting type.