

# High-Quality Early Care and Education in Indiana

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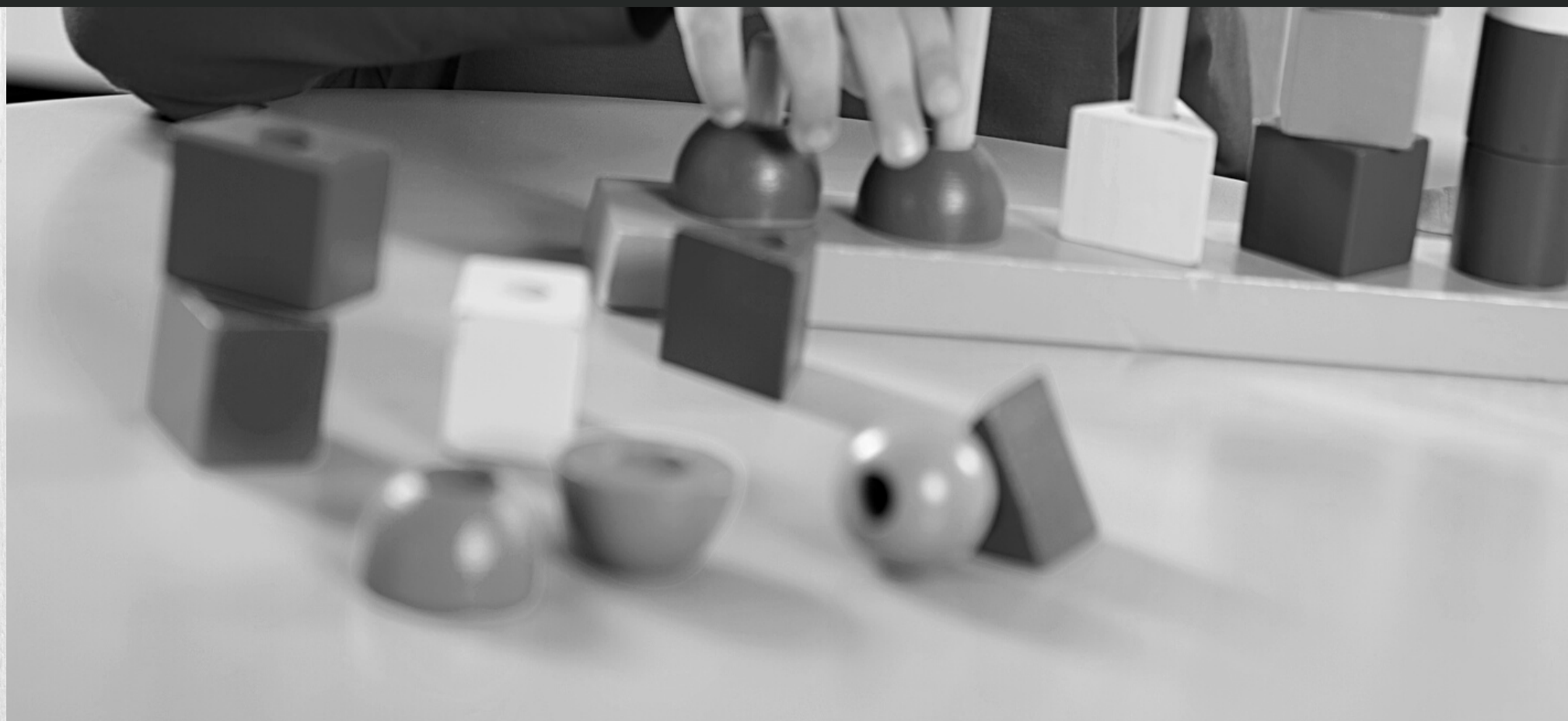
# Overview

- Center for Early Learning at Purdue
- Foundations – Key Terms and Programs
- Considerations
- Overview of Early Care and Education
  - In Indiana
  - Broader Comparison
  - Digging Deeper into Tippecanoe
- Why High-Quality Early Childhood Education Matters
- Where to go from here?

# MISSION

Purdue's Center for Early Learning is dedicated to improving the quality of early childhood education and care for all children from birth through 3rd grade.

The center promotes school readiness and healthy development with a focus on **RESEARCH, PRACTICE, and POLICY.**



# CEL in a Snapshot

- 32 Faculty affiliates from across 6 colleges
- CEL has had \$51 million in affiliated funding for grants that were active since 2018 (start of CEL)
- Home of the Early Learning Matters (ELM) curriculum which is a free and comprehensive birth-5 curriculum
- Evaluated state On My Way PreK program, conducting curriculum and PreK quality evaluations
- Over 2,000 hours of in-service teacher professional development received by Pre-K to 3<sup>rd</sup> grade teachers and school leaders since 2020
- Train future early childhood education research scholars across undergraduate, graduate, and postdoctoral levels
- Highly engaged across Tippecanoe County and the state to provide support on advancing early childhood education opportunities and quality

# Foundations – Key Terms and Programs

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- Paths-to-Quality – Indiana’s current Quality Rating and Improvement System (QRIS) has four levels ranging from Level 1 (meets basic health and safety guidelines) to Level 4 (achieving national accreditation). State views ratings of 3 and 4 as “high-quality.”

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- **On My Way! PreK – State funded voucher program that allows 4-year-old children to attend a high-quality program if their family income is (typically) under 127% of the federal poverty level and their parent is working, going to school, or attending job training.**



# For Consideration

**A world-class workforce begins with a world-class education system.**

**The path to that education starts with a solid foundation constructed in the first years of life. Investments in high-quality early childhood education and care support our current workforce (working parents) and strengthen business today while building the workforce we'll depend on tomorrow and for decades to come.**

*~U.S. Chamber of Commerce~*

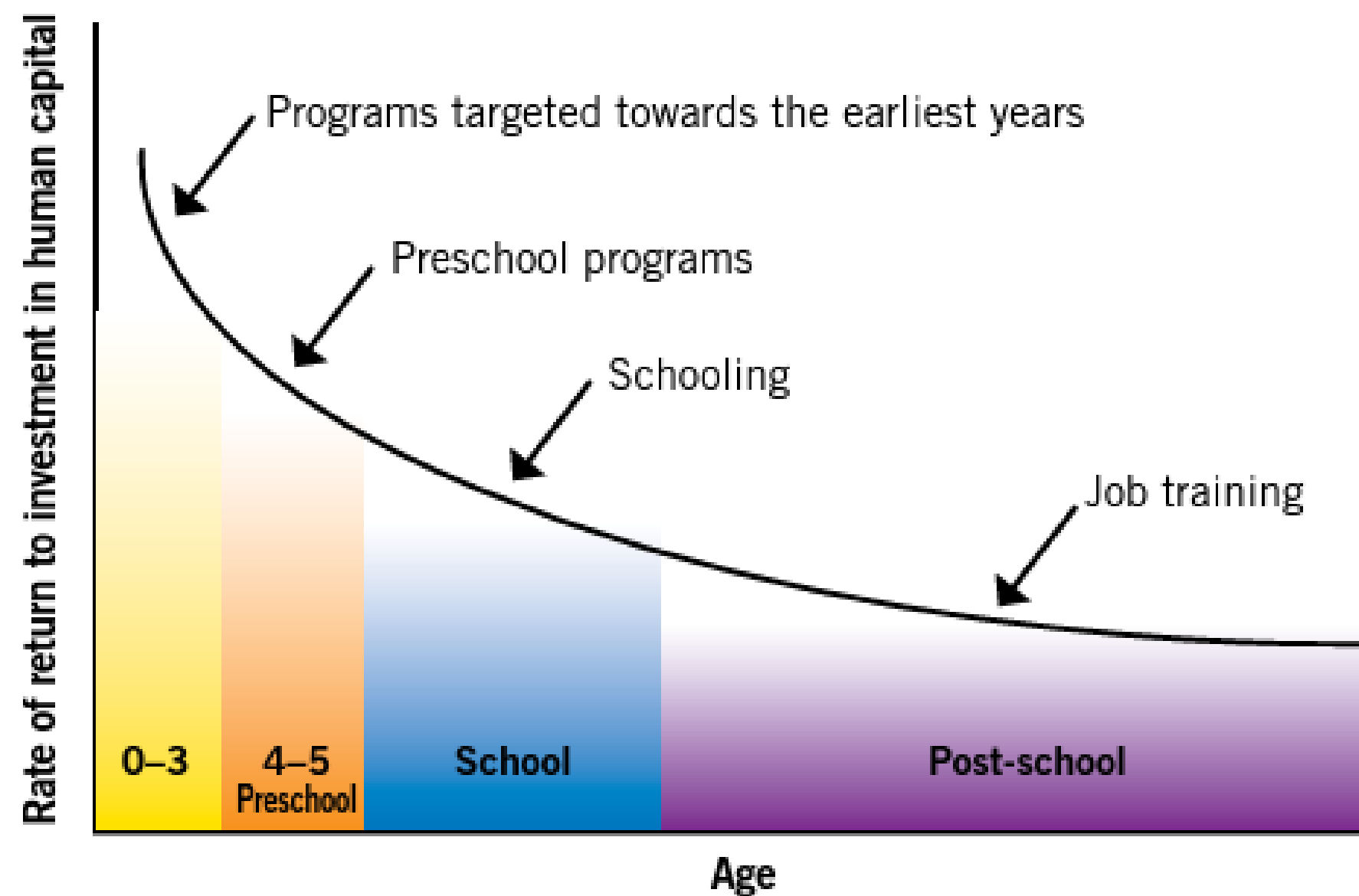
# For Consideration

**“The best way to improve the American workforce in the 21<sup>st</sup> century is to invest in early childhood education, to ensure that even the most disadvantaged children have the opportunity to succeed even along side their more advantaged peers.”**

*~James Heckman, Noble Prize in Economics~*

# Heckman Equation

**Rates of Return to Human Capital Investment at Different Ages:  
Return to an Extra Dollar at Various Ages**



An aerial photograph of a university campus, likely Indiana University, showing a dense cluster of brick academic buildings, green spaces, and a large stadium in the upper right. The image is overlaid with a semi-transparent dark grey filter and two vertical yellow bars on the left and right sides. The title text is centered in a bold, yellow, sans-serif font.

# The State of Early Childhood Education in Indiana

# Gaps

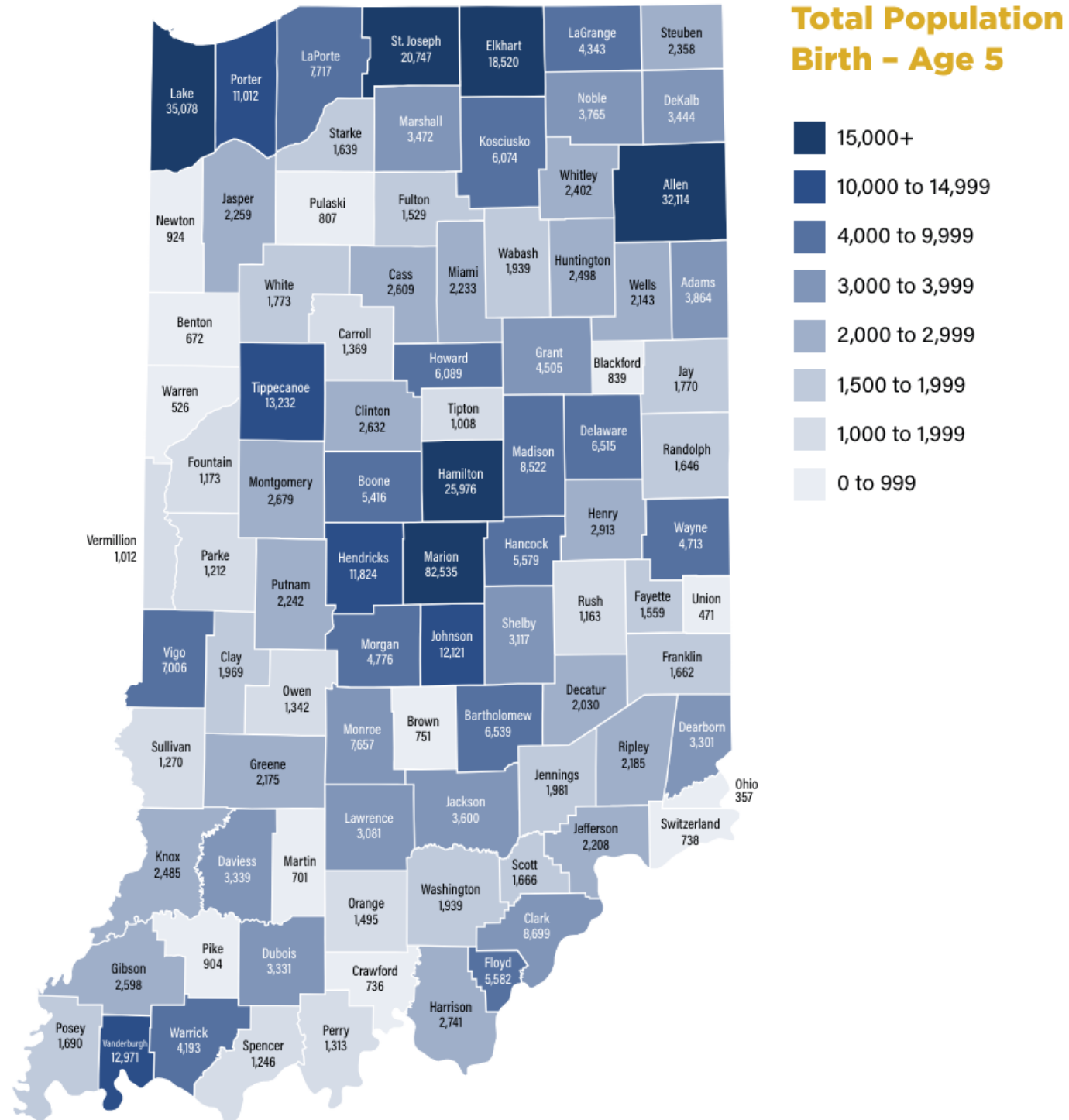
## OVERVIEW OF THE BIRTH TO AGE 5 POPULATION

**INDIANA IS HOME TO 502,550 CHILDREN FROM BIRTH TO 5 YEARS OF AGE**

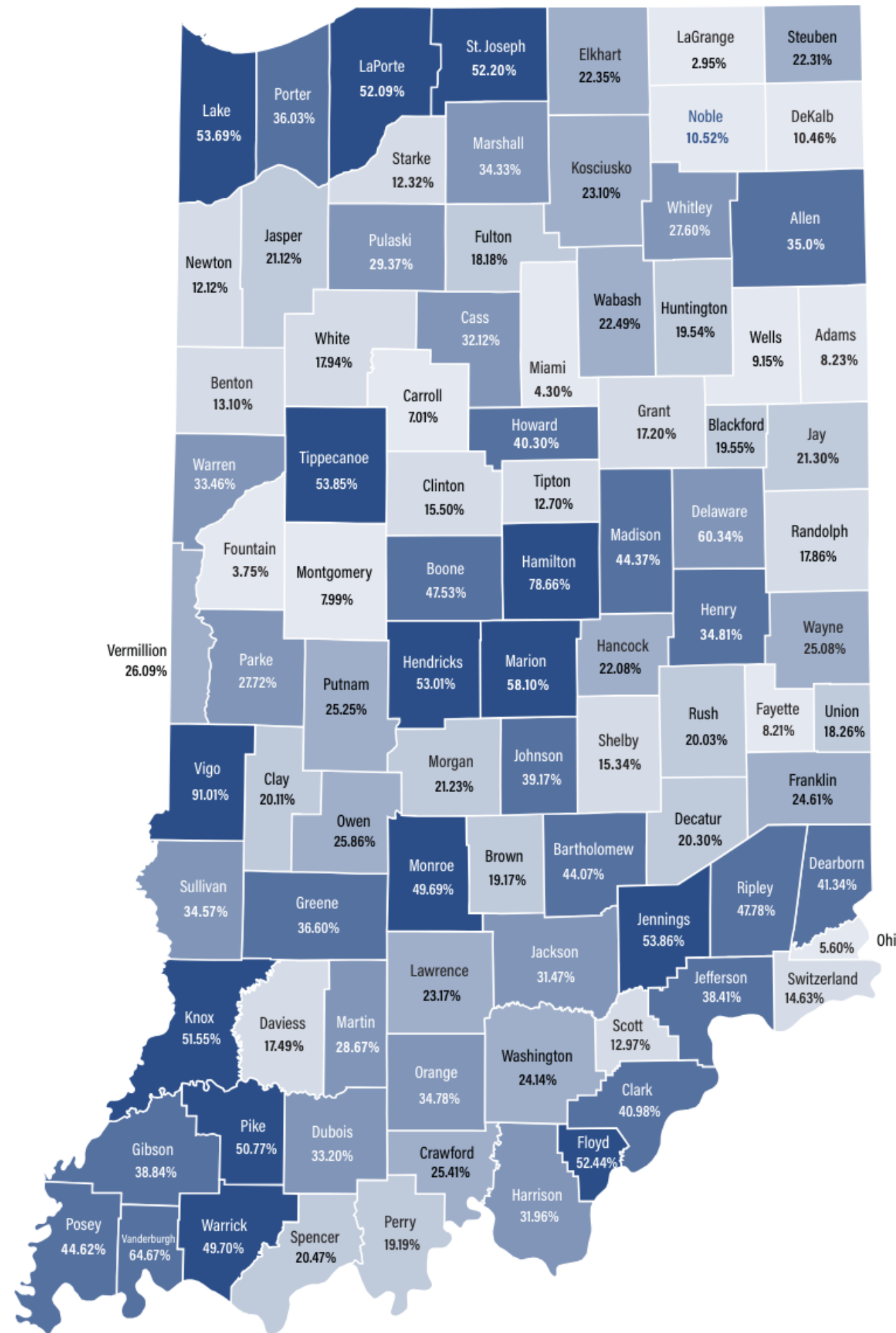
**ABOUT 7.4% OF THE TOTAL STATE POPULATION<sup>4</sup>**

**DOWN FROM 506,257 IN 2018**

The following map shows the number of children per county who are ages 0-5.<sup>5</sup>

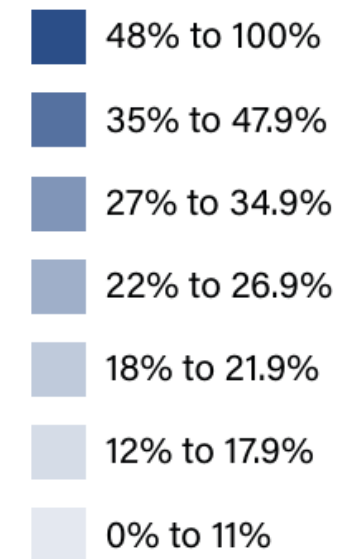


# Gaps



## Percentage of Available Slots for the County Population of Children Birth to 5<sup>18</sup>

The following map displays the percentage of ECE slots for each county's population.



# Gaps

## Total Availability by Age in ECE Programming in Indiana<sup>19</sup>

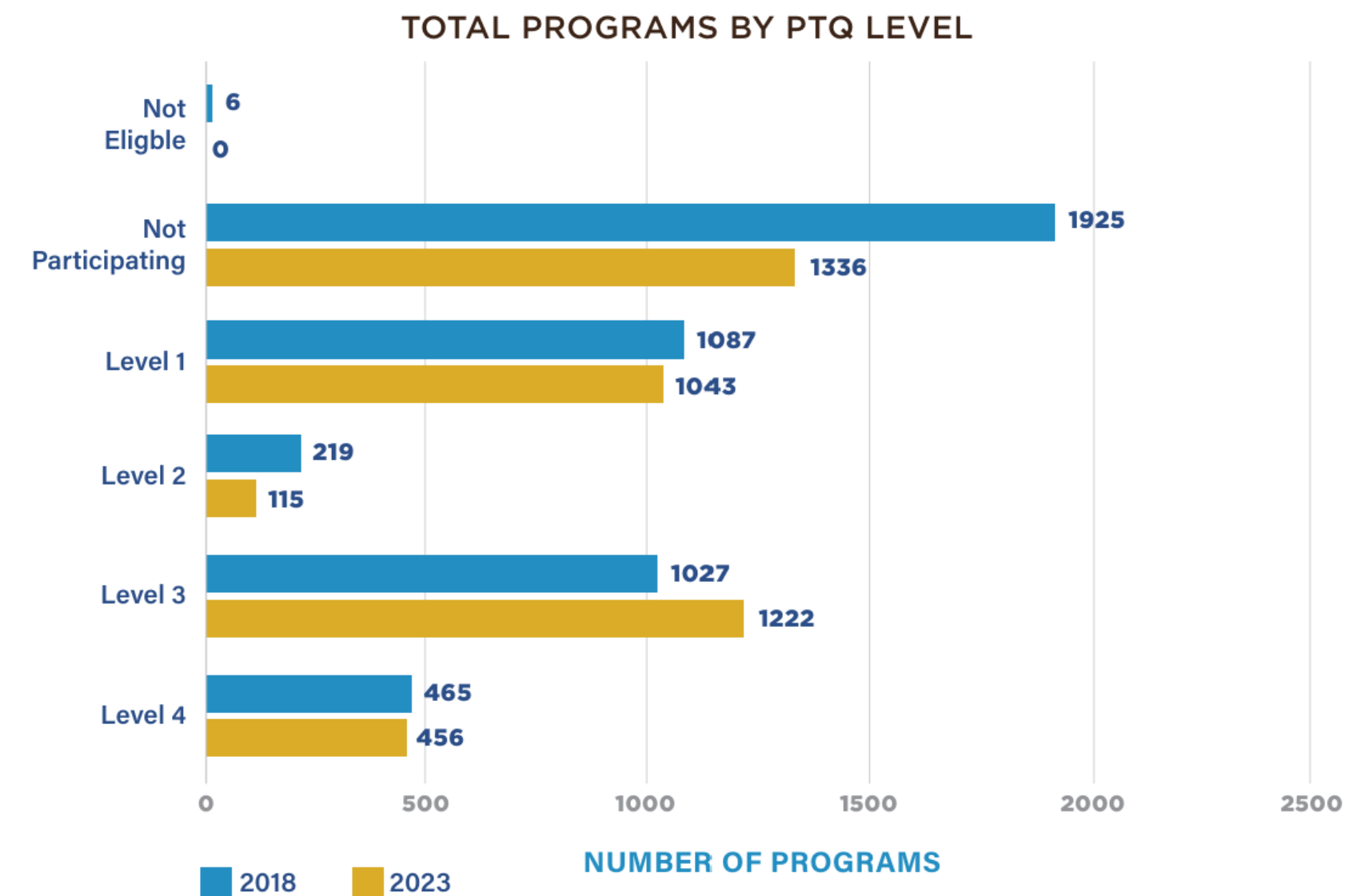
The table below represents the total number of available slots for infants, toddlers, and preschool-age children throughout Indiana.

	TOTAL AVAILABLE SLOTS	TOTAL POPULATION	PERCENT AVAILABLE
INFANTS	35,599	80,450	44.25%
TODDLERS	85,388	165,277	51.66%
PRESCHOOL-AGE	96,626	256,823	37.62%

# Participating in Paths to Quality

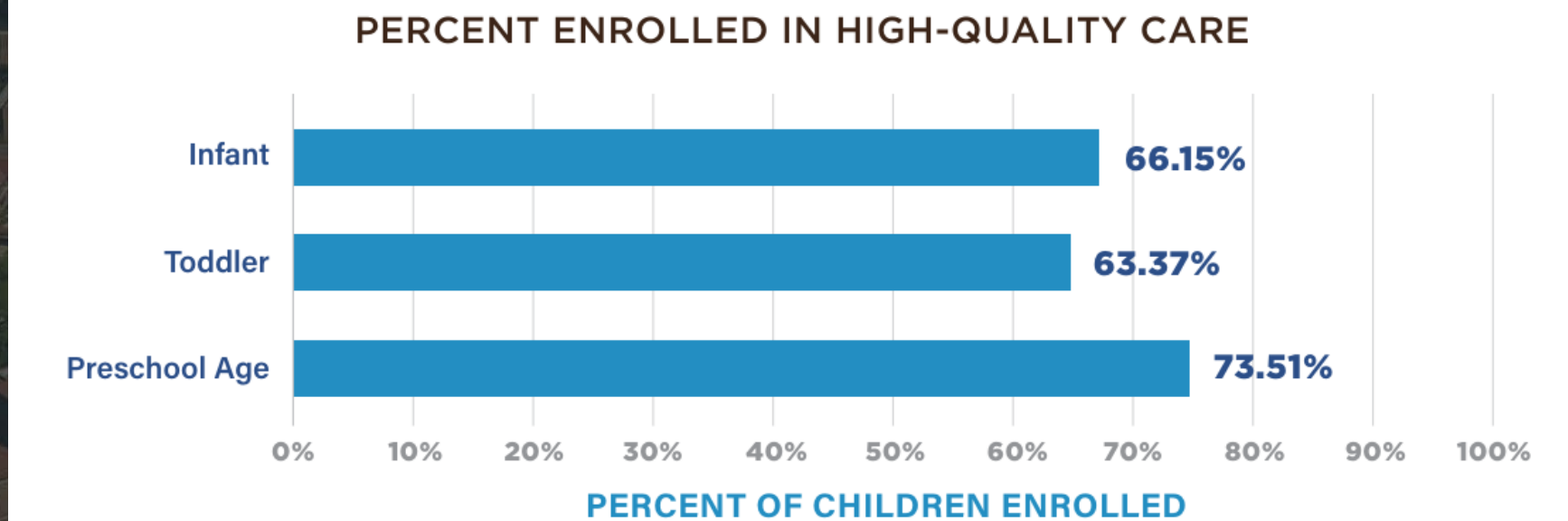
## Paths to QUALITY (PTQ) Programs

The graph below represents the number of programs at each PTQ level in 2018 and 2023. The number of programs rated Level 3 increased from 2018 to 2023, while all other PTQ levels slightly decreased. Additionally, as in 2018, there are more Level 3 and Level 4 programs (n = 1678) compared to Level 1 and Level 3 programs (n = 1158).<sup>35</sup>



## Enrollment in High-Quality Care

70% of children 0-5 (48,006) are enrolled in a high-quality ECE program in Indiana.<sup>38</sup> Preschool-age children are enrolled in high-quality care at higher rates than toddlers and infants, while the percentage of toddlers enrolled in high-quality care is the lowest compared to preschoolers and infants.



Currently 4,172 providers, only 1,678 rated as high quality (40%)

In 2018, 4,714 providers, only 1,492 rated as high quality (32%)

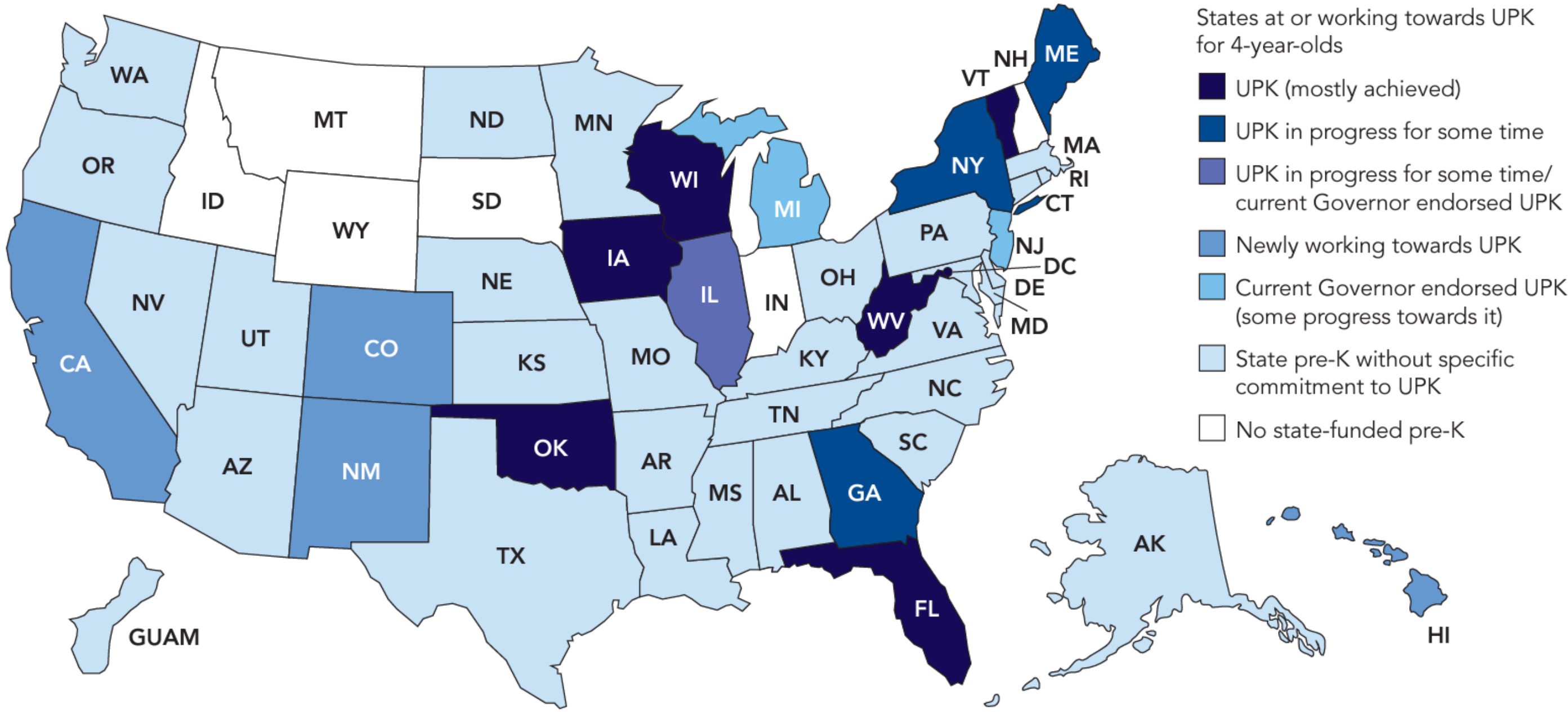


An aerial photograph of a university campus, likely the University of Michigan, showing a dense cluster of brick academic buildings, green spaces, and a large stadium. The image is overlaid with a semi-transparent dark grey layer and two vertical yellow bars on the left and right sides. The title text is centered in a bold, yellow, sans-serif font.

# The State of Early Childhood Education Nationally

# Comparison to Other States

FIGURE 5: STATES' PROGRESS TOWARDS UNIVERSAL PRESCHOOL



Source: NIERR State of Preschool Report

# Gaps

STATE	STUDENTS IN STATE-FUNDED ECE	AS % OF ALL CHILDREN AGES 3-4	SPENDING PER CHILD ENROLLED
Illinois	76,243	25.9%	\$5,398
Indiana	N/A	N/A	N/A
Iowa	27,078	34.5%	\$3,622
Maryland	29,318	20.0%	\$7,174
Michigan	35,895	15.8%	\$11,927
Minnesota	8,044	5.7%	\$6,256
Nebraska	13,360	25.6%	\$2,313
New Jersey	53,293	24.7%	\$16,728
Ohio	16,732	6.0%	\$4,000
Pennsylvania	45,164	16.0%	\$7,787
Wisconsin	45,746	34.5%	\$3,643
Big Ten States total	350,873	17.4%	\$7,712
U.S. total	1,526,116	19.6%	\$6,571

Source: U.S. Census Bureau (2022); compiled by Friedman-Krauss et al., 2023

An aerial photograph of a university campus, likely the University of Michigan, showing a large stadium (Spartan Stadium) in the upper right, numerous academic buildings, and green spaces. The image is overlaid with a semi-transparent dark layer and two vertical yellow bars on the left and right sides.

# The State of Early Childhood Education Locally

# Local Gaps

- 13,000 children ages 0-5 in Tippecanoe
- 9,000 children need childcare
- 6,000 can be served in existing regulated centers—only about half are in higher-quality centers
- 3,000 children in Tippecanoe need care
- 6,000 need high-quality care



Source: Brighter Futures  
Indiana Data Center

# Biggest Barriers to Access/Quality

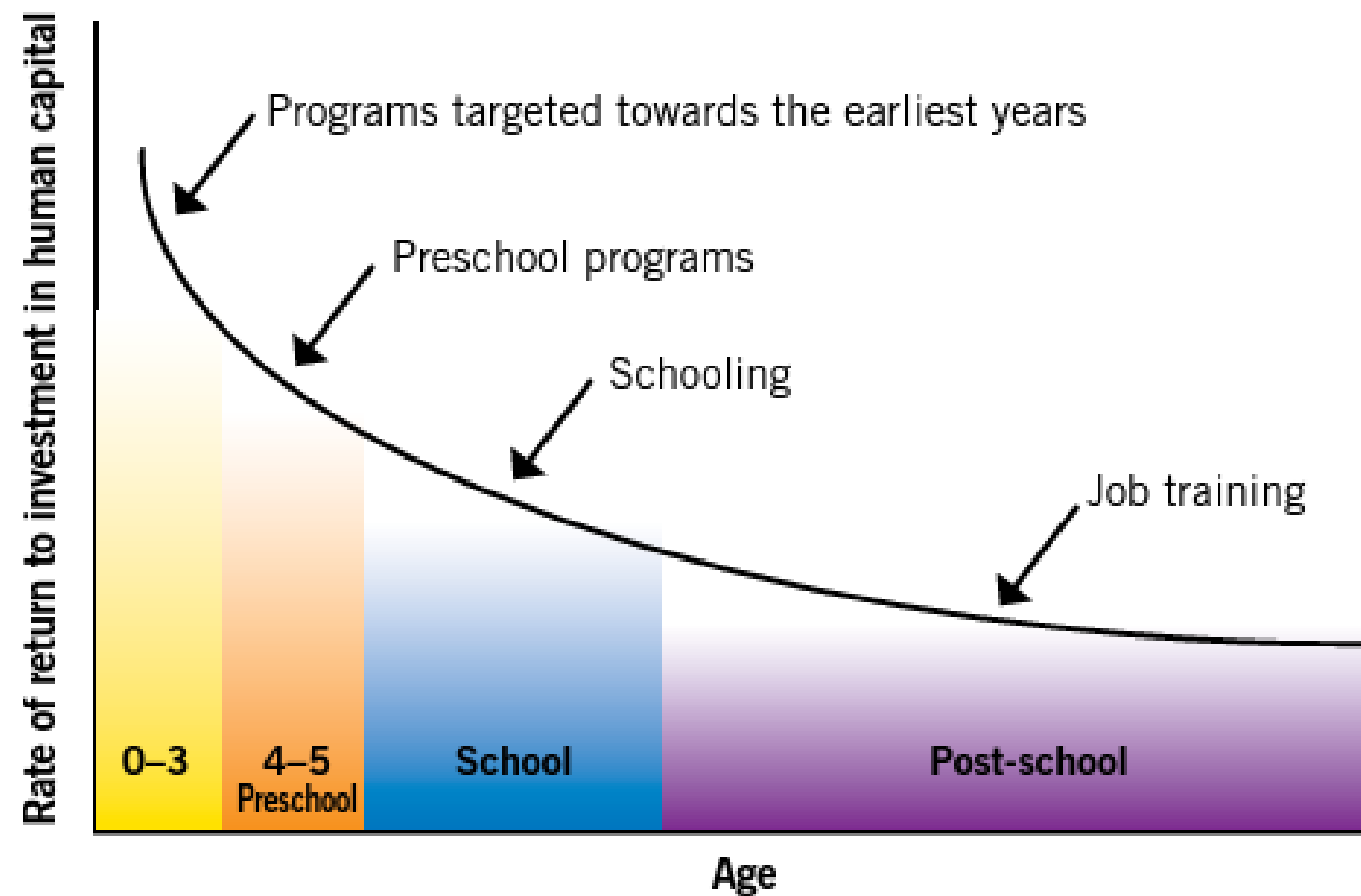
- Lack of overall investment
- Availability of high-quality centers
- Availability/turnover of teachers
  - Roughly 50% turnover each year in preschool (Bassock et al., 2021)



# Why High-Quality Early Childhood Education Matters

# Heckman Equation

**Rates of Return to Human Capital Investment at Different Ages:  
Return to an Extra Dollar at Various Ages**





# Long-Term Effects of PreK

- Boston PreK
  - Increased students' likelihood of taking SATs, on time college enrollment,
  - Reduced high school suspensions, reduced juvenile incarceration, and overall disciplinary issues
- Tulsa PreK/Educare studies
  - Short-term gains (through 3<sup>rd</sup> grade) maintained and did not fade out
  - Long-term effects on college enrollment and academic performance
- Indiana's On My Way! PreK
  - Global improvements in school readiness at end of preK and into K
  - Significant improvements in math and ELA at 3<sup>rd</sup>/4<sup>th</sup> grade



High-Quality  
Early Childhood  
Education

Long-term Educational Benefits

Increased High-School Graduation (6%)

Increased College Attendance and graduation rates (5.0-8.6%)

High-Quality Early Childhood Education



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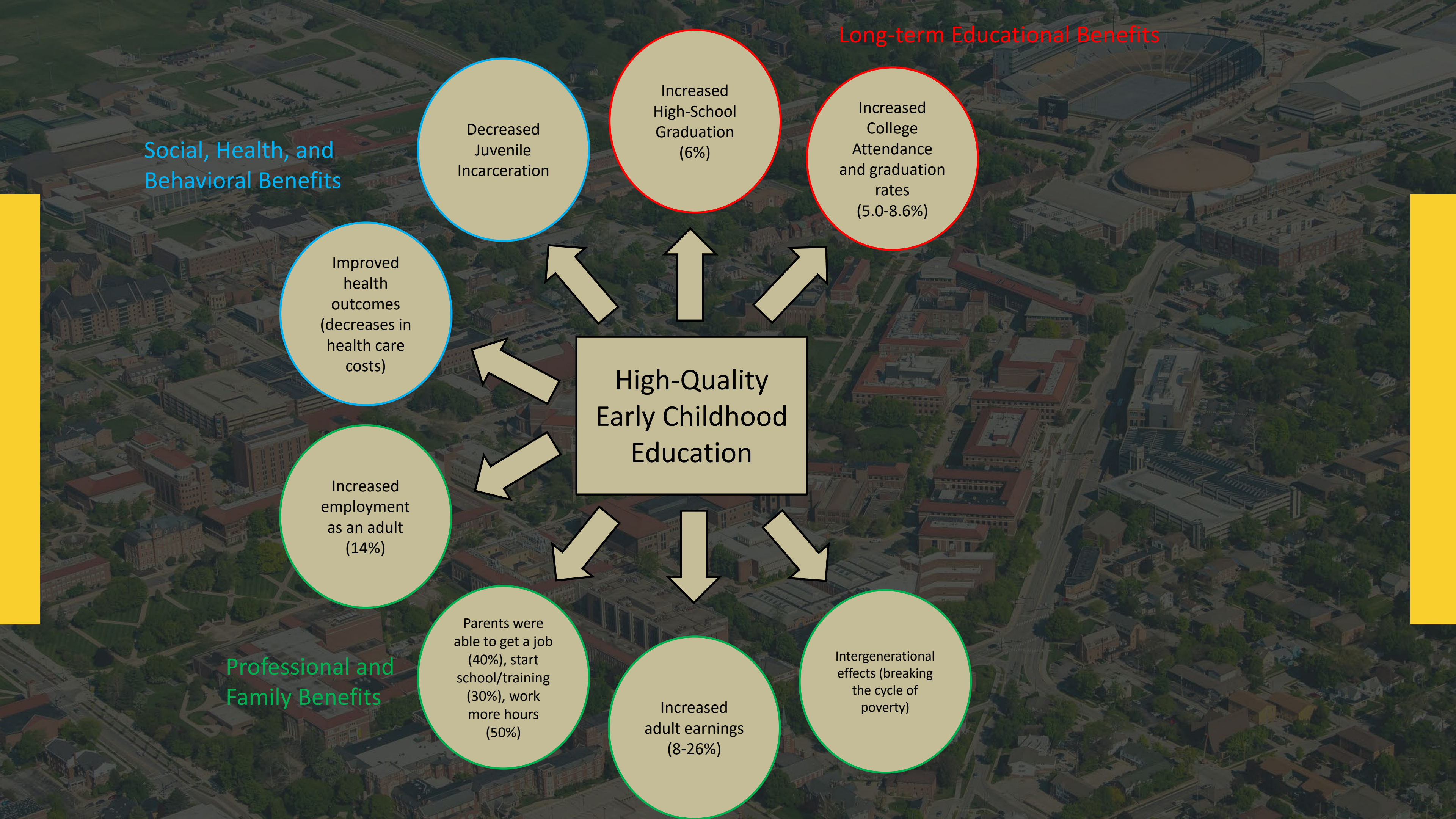
Increased employment as an adult (14%)

Parents were able to get a job (40%), start school/training (30%), work more hours (50%)

Increased adult earnings (8-26%)

Intergenerational effects (breaking the cycle of poverty)

Professional and Family Benefits



Social, Health, and Behavioral Benefits

Decreased Juvenile Incarceration

Improved health outcomes (decreases in health care costs)

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High-Quality Early Childhood Education

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Long-term Educational Benefits

Increased High-School Graduation (6%)

Increased College Attendance and graduation rates (5.0-8.6%)

Employer Benefits

Prevent business losses due to employee turnover and absences (20% of hourly employee salary and 150% of manager salary)

Reduction of employee turnover (up to 60%)

Professional and Family Benefits

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Parents were able to get a job (40%), start school/training (30%), work more hours (50%)

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Intergenerational effects (breaking the cycle of poverty)

High-Quality Early Childhood Education

# Key Ingredients to Keep in Mind

- Community Involvement/Support
- Investment must be considered for the long-term benefit
- Focus on quality, not just access
- Minimize teacher turnover and enhance program stability

# Where to go from here?

- Local communities and the state need to work collaboratively to build greater access to high-quality programs that are sustainable.
- Sustainability of funding models
- Enhancing/supporting training of teachers—especially from distinct areas around the state
- Leveraging existing high-quality programs to help build and support new programs



THANK YOU

FOR QUESTIONS, COMMENTS,  
AND MORE INFO

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