



TRANSFORM
— CONSULTING GROUP —

In-Depth Needs Assessment Report

Montgomery County Child Care Task Force

November 19, 2019



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Background

In June 2019, Cheryl Morphey reached out to Amanda Lopez at Transform Consulting Group (TCG) requesting assistance with the completion of a county-wide child care needs assessment. Cheryl's company, CRMorphey Consulting works with Montgomery County and the City of Crawfordsville on economic and community development. The Montgomery County Workforce Roundtable formed a child care task force, and they want to learn about the actual needs of their community before launching any new initiatives related to child care.

Support from this project comes from the Montgomery County Community Foundation as well as other members of the child care task force.

Methodology

Transform Consulting Group (TCG) conducted a mixed methods approach of quantitative and qualitative data collection focused on gathering information about families with children ages 12 and younger with strong interest on those families with children ages 5 and under. Four surveys were created to approach the topic from different angles and informed by a variety of stakeholders. The stakeholder groups surveyed were parents, employees, employers, and nonprofits in Montgomery County.

Printed surveys were distributed through employers, schools, and nonprofits to reach employees and parents, and an online version of each survey was shared through various channels. The online parent survey was also made available in Spanish. Data was collected from August through October 2019. A total of 1,683 surveys were started and 1,426 completed either online or in person.

- Parents: 701 surveys started, 521 completed
- Employees: 947 surveys started, 873 completed
- Employers: 29 surveys started, 27 completed
- Nonprofits: 10 completed surveys

Four focus groups were conducted by TCG staff with over 40 attendees including parents and churches that provide early education programming. Interviews were also conducted with the three superintendents of public-school districts and with 19 early childhood education providers located in Montgomery County.

In total, more than 1,490 people contributed their input to this needs assessment for Montgomery County.

Community Statistics

Demographics

Montgomery County¹

- Montgomery County has 38,346 residents (as of July 2018) which is a slight increase from 2010.
- 90% of adults age 25 or older have at least a high school degree, 18% have a bachelor's degree or higher
- Median household income is \$53,075 with per capita income at \$25,519
- Unemployment rate 3%

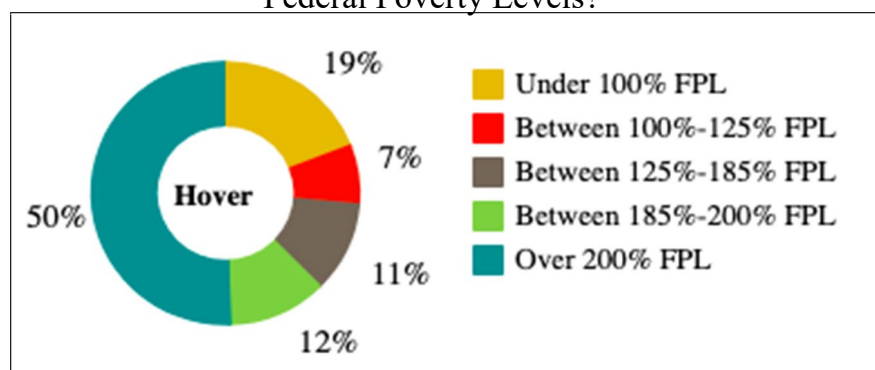
Children and Families in Montgomery County²

- Child Population Breakdown

Ages 0-4	2,353
Ages 5-9	2,453
Ages 10-14	2,494
Ages 15-17	1,583
Total Under 18	8,883

- Children Under Age 18 in Poverty (2017): 17%
- Children Under Age 6 in Poverty³ (2017): 19%

What percentage of children under age 6 fall within the Federal Poverty Levels?



- Free or Reduced Lunch: 47% free or reduced lunch

¹ U.S. Census Bureau, 2013-2017 American Community Survey. Accessed through The SAVI Community Information System, The Polis Center. <http://www.savi.org>

² 2019 Indiana Kids Count Data Book. Indiana Youth Institute, 2019.

³ 2019 Annual Report. Indiana Early Learning Advisory Committee, 2019. Retrieved from <http://www.elacindiana.org/data/annual-reports/>

- By School District
 - Crawfordsville: 61%
 - North Montgomery: 38%
 - South Montgomery: 37%
- Homeless or Housing Unstable Students (2016) by School District
 - Crawfordsville: 82
 - North Montgomery: 15
 - South Montgomery: 7
- Number of Licensed or Registered Child Cares or Preschools

	2013	2014	2015	2016	2017
Licensed Center	2	1	1	1	1
Licensed Home	10	10	10	7	5
Registered Ministry	5	5	5	5	4

- Number of Children Receiving CCDF Child Care Vouchers

2013	2014	2015	2016	2017
152	152	99	108	78

- Monthly Average Number of Children on Waiting List for CCDF Child Care Voucher

2013	2014	2015	2016	2017
28	11	26	6	22

- Children Served by First Steps

	2013	2014	2015	2016	2017
First Steps	105	128	111	100	130
Early Head Start	12	20	20	20	20
Head Start	65	67	67	67	67

- Child Abuse and Neglect Rate Per 1,000 Children Under Age 18 (Rate Per 1,000)

	2013	2014	2015	2016	2017
Indiana	14.2	16.2	17.1	18.6	20.8
Montgomery County	10.3	12.2	9.9	18.5	27.4

- Children In Need of Services (CHINS) Rate Per 1,000 Children Under Age 18

	2016	2017
Indiana	12.4	18.8
Montgomery	15.6	25.4

- Children in Foster Care (2017): 230
- As of September 2019, the Office of Early Childhood and Out-of-School Learning reports 17 facilities and a capacity of 716 (not including exempt providers).⁴

Child Care Center		Child Care Home		Child Care Ministry		Licensed Head Start		Exempt Providers	
Count	Capacity	Count	Capacity	Count	Capacity	Count	Capacity	Count	Capacity
1	70	5	72	5	494	1	80	5	N/A

- Monthly Average Number of Families Receiving TANF (2017): 40
- Monthly Average Number of Persons Issued Food Stamps (SNAP): 3,431
- WIC Participants (2017): 1,975

Family and Household Composition by School District⁵⁶

	Married	Male Householder	Female Householder	Total Families
Montgomery County	70%	10%	19%	4,350
Crawfordsville	62%	11%	27%	1,791
North Montgomery	75%	9%	17%	1,272
South Montgomery	77%	11%	12%	1,287

⁴ <https://www.in.gov/fssa/files/MonthlyYTDReport.pdf>

⁵ U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates. *Households and Families*.

⁶ U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates. *Median Income in the Past 12 Months*.

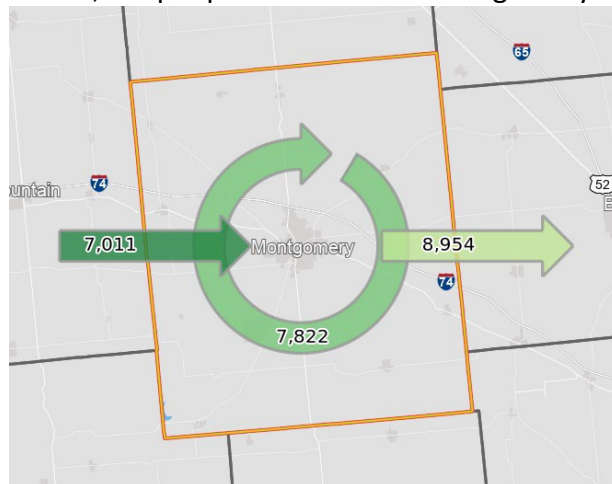
- Number of earners in families (not all have children)

	None	One Earner	Two Earners	Three or More Earners
Crawfordsville	17%	33%	41%	9%
North Montgomery	14%	28%	48%	9%
South Montgomery	13%	29%	46%	12%

- Median Income of Families with Own Children Under 18
 - Crawfordsville: \$50,082
 - North Montgomery: \$56,888
 - South Montgomery: \$69,511

Workforce⁷⁸

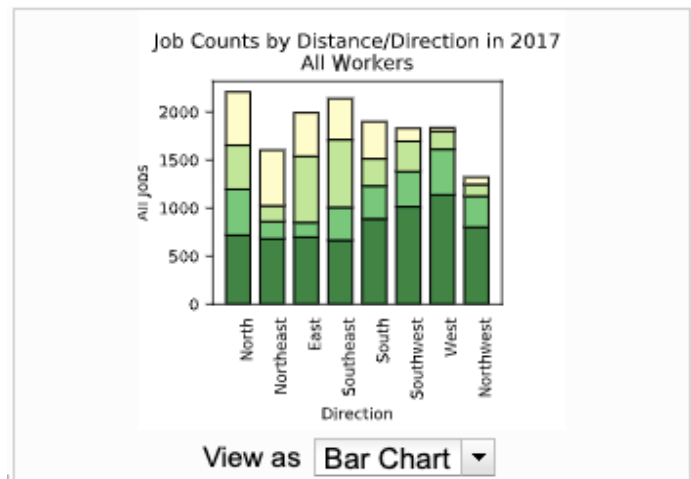
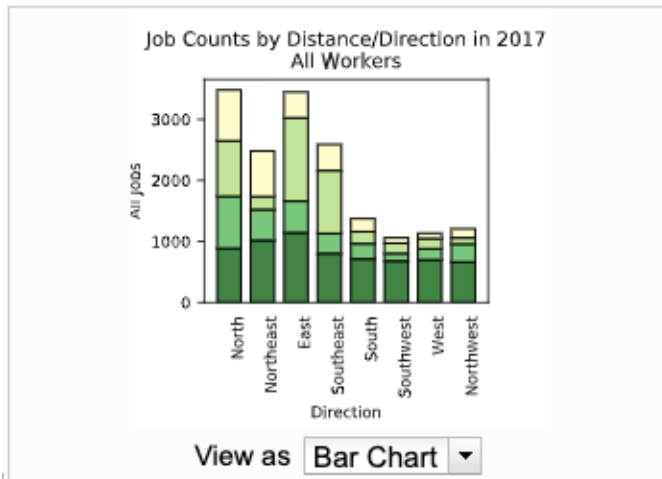
- Labor Force Participation Rate of Adults Ages 20-64
 - Males: 86%
 - Females: 74%
 - With children under 6 years old: 70%
 - With children under 6 years and 6 to 17 years old: 66%
 - With children between 6 to 17 years old: 84%
- There are 16,776 employed people living in Montgomery County. A little less than half (7,882) are employed within the county, and 8,954 residents are employed outside of the county. An additional 7,011 people commute to Montgomery County for work.



⁷ U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates. *Employment Status*.

⁸ U.S. Census Bureau, OnTheMap Application and LEHD Origin-Destination Employment Statistics (2017).

- Over 40% of Montgomery County residents travel 25 or more miles to work. Nine percent of residents travel to Indianapolis for work, and seven percent travel to Lafayette. Generally most residents who work outside the county head toward Hamilton, Boone, Marion, Tippecanoe, or Hendricks Counties for work. Montgomery County workers who live outside the county are typically coming from an adjacent county.



Jobs by Distance - Home Census Block to Work Census Block

	2017	
	Count	Share
Total All Jobs	16,776	100.0%
Less than 10 miles	6,607	39.4%
10 to 24 miles	3,051	18.2%
25 to 50 miles	4,154	24.8%
Greater than 50 miles	2,964	17.7%

Jobs by Distance - Work Census Block to Home Census Block

	2017	
	Count	Share
Total All Jobs	14,833	100.0%
Less than 10 miles	6,602	44.5%
10 to 24 miles	2,657	17.9%
25 to 50 miles	2,923	19.7%
Greater than 50 miles	2,651	17.9%

Worker Profile

- Age:
 - Age 29 or younger: 24%
 - Age 30 to 54: 52%
 - Age 55 or older: 25%
- Gender
 - Male: 55%
 - Female: 45%
- Earnings
 - \$1,250 per month or less: 23%
 - \$1,251-\$3,333 per month: 39%
 - More than \$3,333 per month: 39%
- Top Industry Sectors
 - 35% Manufacturing

- 11% Retail Trade
- 9% Educational Services
- 8% Accommodation and Food Services
- 7% Health Care and Social Assistance

Early Learning Landscape

Indiana Profile

Overview

Q U I C K F A C T S

500,000

Children ages 0-5

323,799

Need care because all parents work

130,517

Children who need care are enrolled in known care

438

More high-quality early childhood programs in the past 5 years

\$7,903

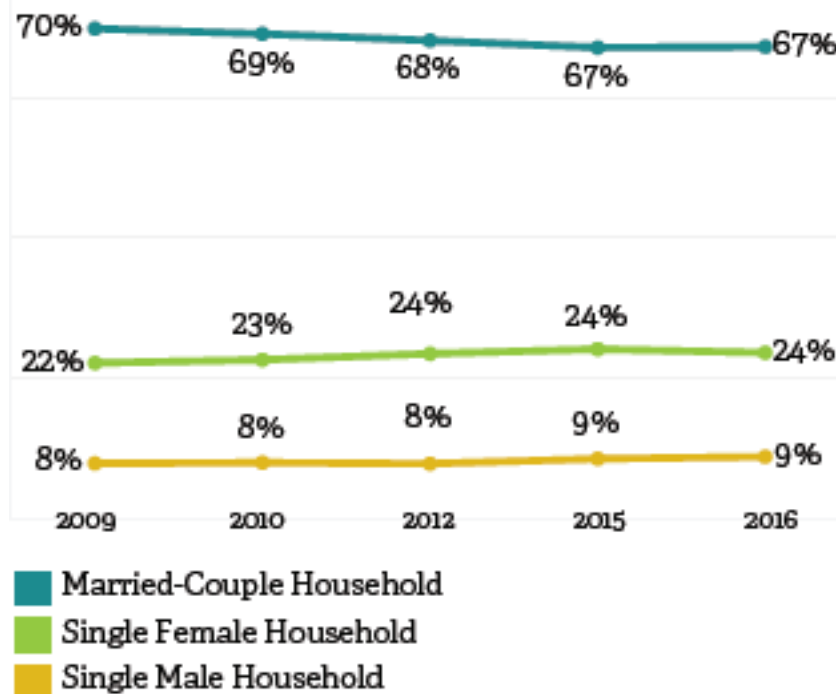
Cost of tuition for early childhood education

\$1.8 billion

Amount employers lose due to unstable early childhood education

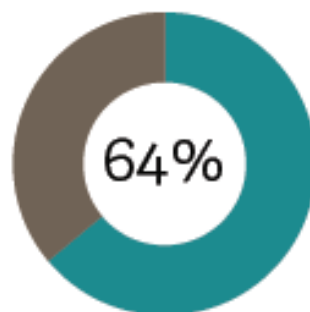
Household Composition

Figure 7: What is the family structure of households with own children under 6 years old?⁵



Children in Need of Care Because All Parents Are Working

Figure 9: What percentage of young children ages 0-5 need care because parents are working?



Source: Puzzanchera, C., Sladky, A. and Kang, W. (2018). Easy Access to Juvenile Populations: 1990-2017. Online; U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table B23008.

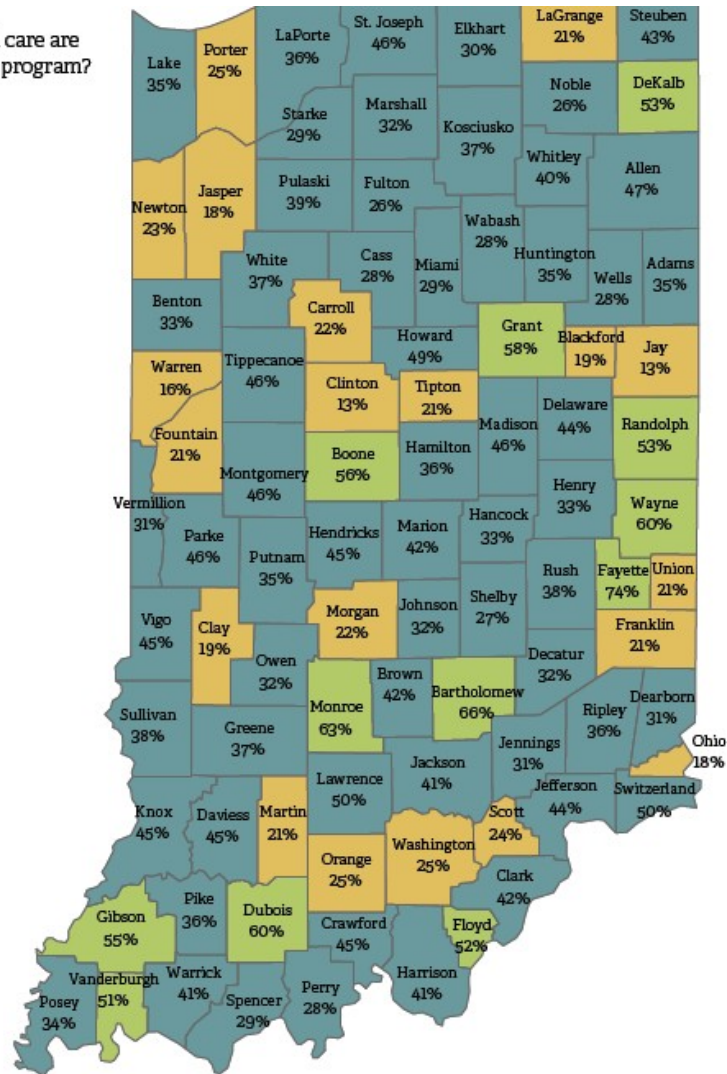
Children in Need of Care Enrolled in a Known Program

Figure 13: How many young children who need care are enrolled in a known early childhood education program?

Indiana Total: 40%
There are 130,517 young children enrolled in a known program in Indiana.

10% to 25% Enrolled
26% to 50% Enrolled
Over 50% Enrolled

Source: Early Learning Indiana, 2018; FSSA Office of Early Childhood and Out-of-School Learning, 2017; Indiana Department of Education, 2017-18; U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table B23008.



Known Enrollment by Program Type

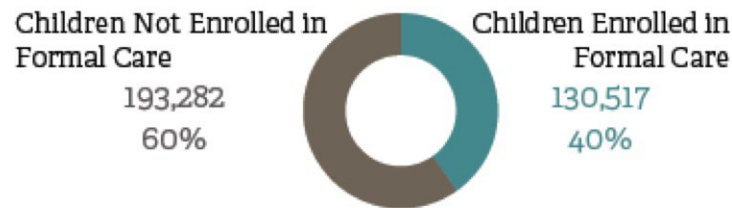
Figure 18: How many young children are enrolled in known early childhood education programs?

	Child Care Centers	Family Child Care	Registered Ministries	School-Based	Total
Infants	3,260	2,699	2,408	157	8,524
Toddlers	12,566	8,613	8,601	675	30,455
Preschoolers	34,854	10,246	16,039	30,399	91,538
Total	50,680	21,558	27,048	31,231	130,517

Source: Early Learning Indiana, 2018; FSSA Office of Early Childhood and Out-of-School Learning, 2017; Indiana Department of Education, 2017-18.

Children in Need of Care Enrolled in Formal Care

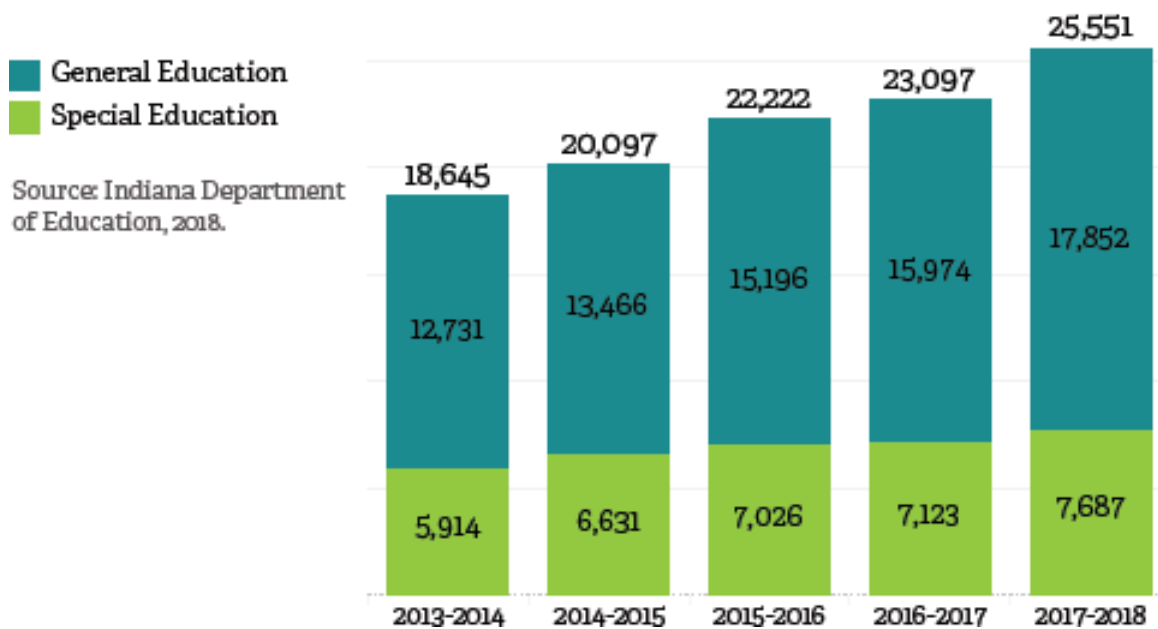
Figure 12: How many young children who need care are enrolled in a formal program?



Source: Early Learning Indiana, 2017; U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table B23008.

Prekindergarten Enrollment in Public Schools (2013-2017)






Figure 17: How has IDOE's prekindergarten enrollment changed over time?



Source: Indiana Department of Education, 2018.

Average Tuition Costs for High-Quality Early Childhood Education

Figure 42: What are the tuition costs for high-quality early childhood education?

	Infant	Toddler	Preschooler	Average: Ages 0-5
 Child Care Center	\$13,045	\$11,678	\$9,864	\$11,094
 Registered Ministry	\$11,888	\$10,419	\$8,784	\$9,938
 Family Child Care	\$7,781	\$7,325	\$6,803	\$7,197
 School-Based	N/A	N/A	\$8,239	\$8,239
 State Average	\$11,795	\$10,708	\$8,315	\$9,156

Average Hourly Wage of Early Childhood Education Employee (Nationally)

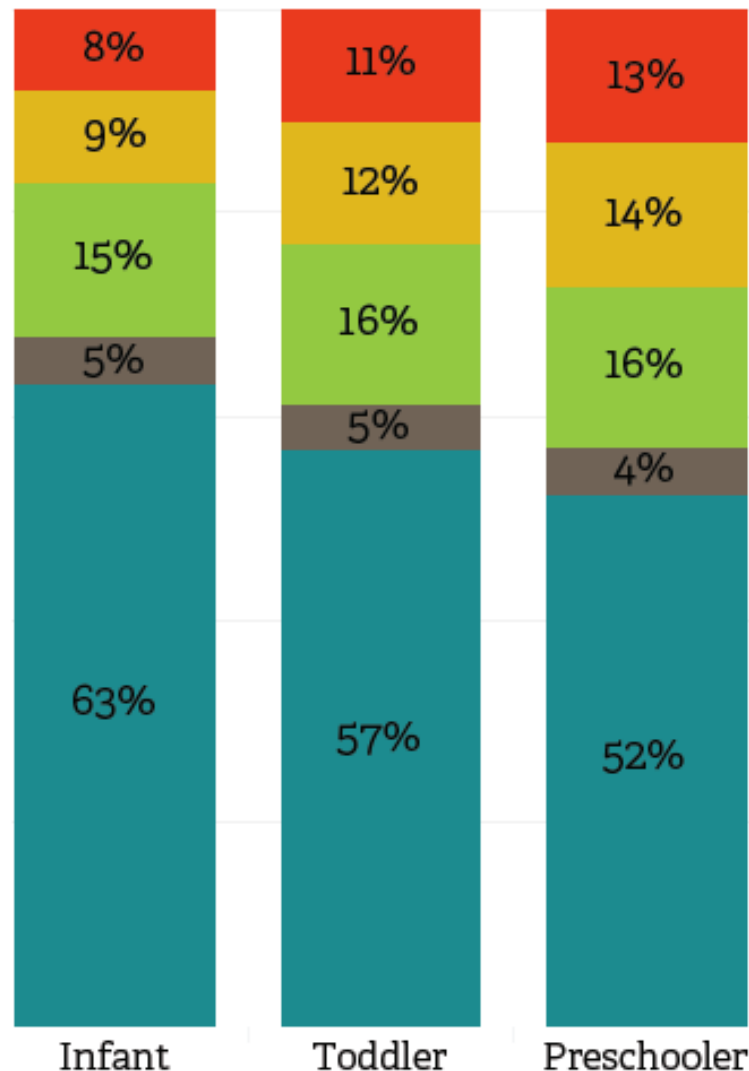
Figure 45: What is the average hourly wage for early childhood education workers?



Source: Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). Early childhood workforce index 2018. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>

Breakdown of Child Care Program Expenses by Age of Children (Nationally)

Figure 43: Nationally, how much do early childhood education programs spend on personnel?



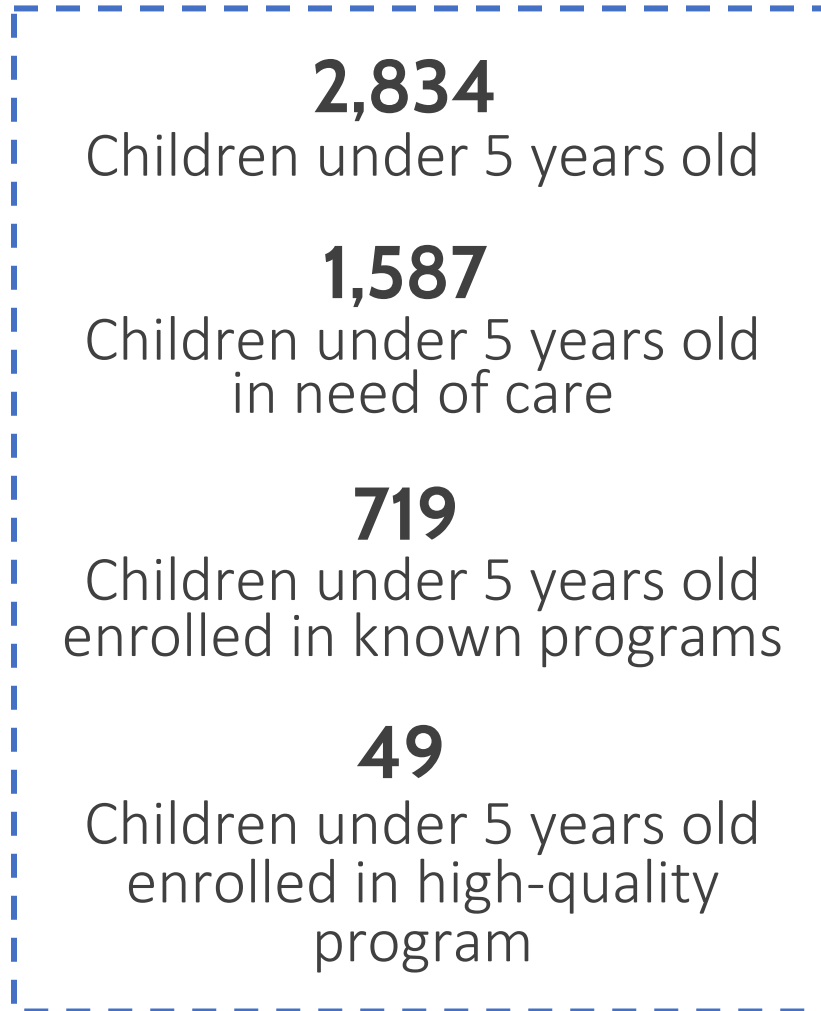
This material [Where Does Your Child Care Dollar Go? by Simon Workman] was created by the Center for American Progress (www.americanprogress.org).

Distribution of child care program expenses for an infant, toddler, and preschooler in a child care center meeting basic state licensing standards and paying current average wages, based on United States averages.

Expense Type

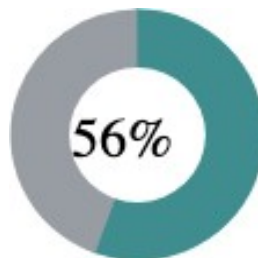
- Classroom Materials and Food
- Occupancy
- Office and Administration
- Benefits
- Salaries

Overview

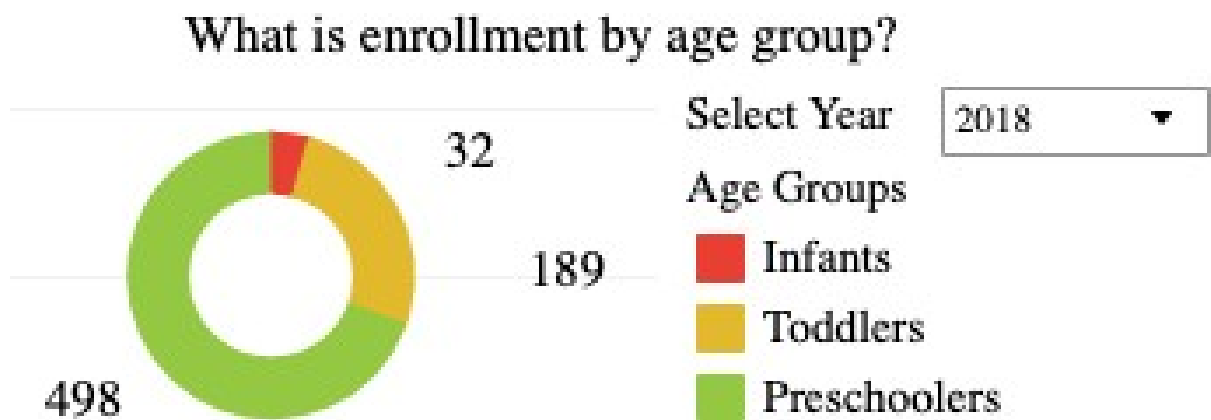


Children in Need of Care Because All Parents Are Working

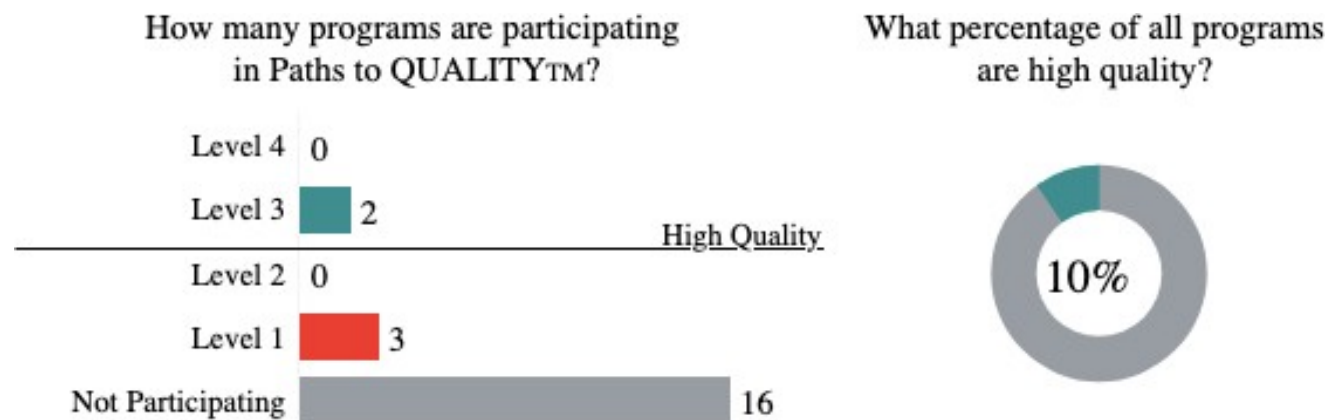
What percentage of young children under age 6 need care because parents are working?



Enrollment by Age

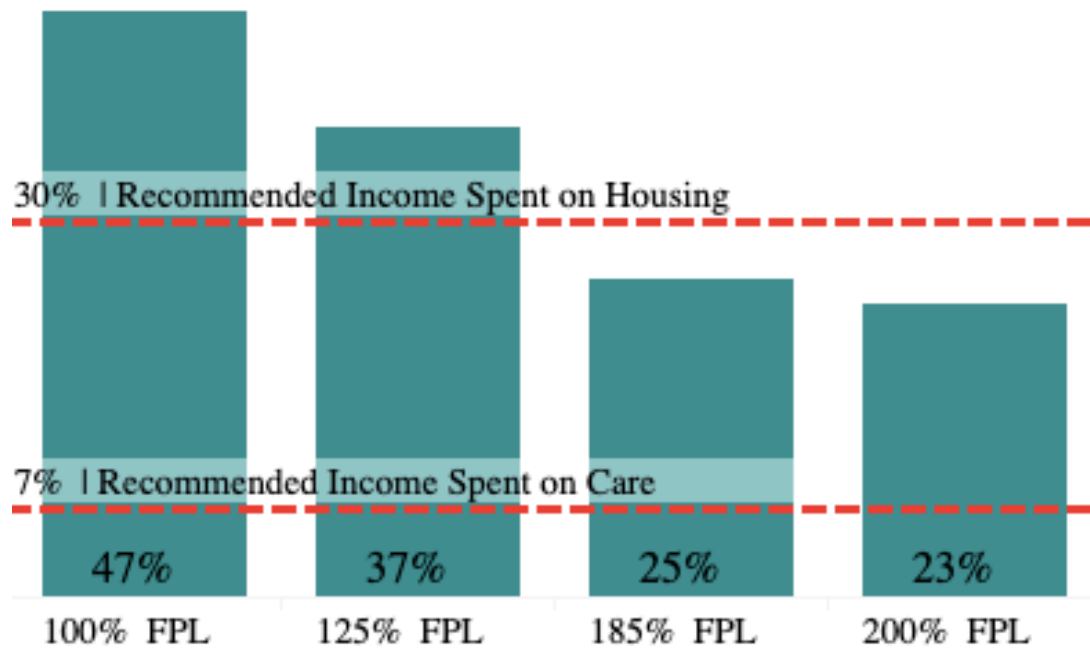


Programs Participating in Paths to QUALITY (2018)



Percent of Income Spent on High-Quality Child Care Based on Income

How much does a single parent with one child pay for high-quality care compared to other expenses?

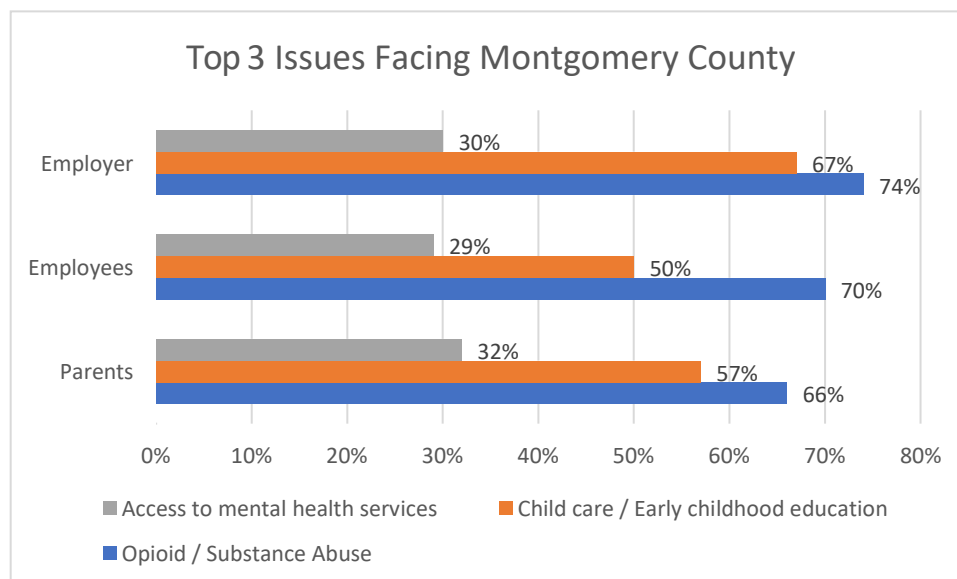


FPL = Federal Poverty Level

Stakeholder Feedback

Various stakeholders were asked to provide feedback for this child care needs assessment of Montgomery County. It was a priority of the Task Force to solicit diverse perspectives on early childhood education issues. Parents were asked about their experience both as a parent and as an employee in Montgomery County. They were provided surveys online or in-person and invited to participate in focus groups. Employers, school administrators, early childhood education providers, and church and ministry leaders were surveyed, interviewed, or invited to participate in a focus group to include their perspectives and to discuss the work that they are doing in regard to early childhood education.

All survey takers were also asked what they see as the top three issues facing Montgomery County. Among parents, employees, and employers, they agreed that the top issues facing the county are opioid / substance abuse, child care / early childhood education, and access to mental health services.

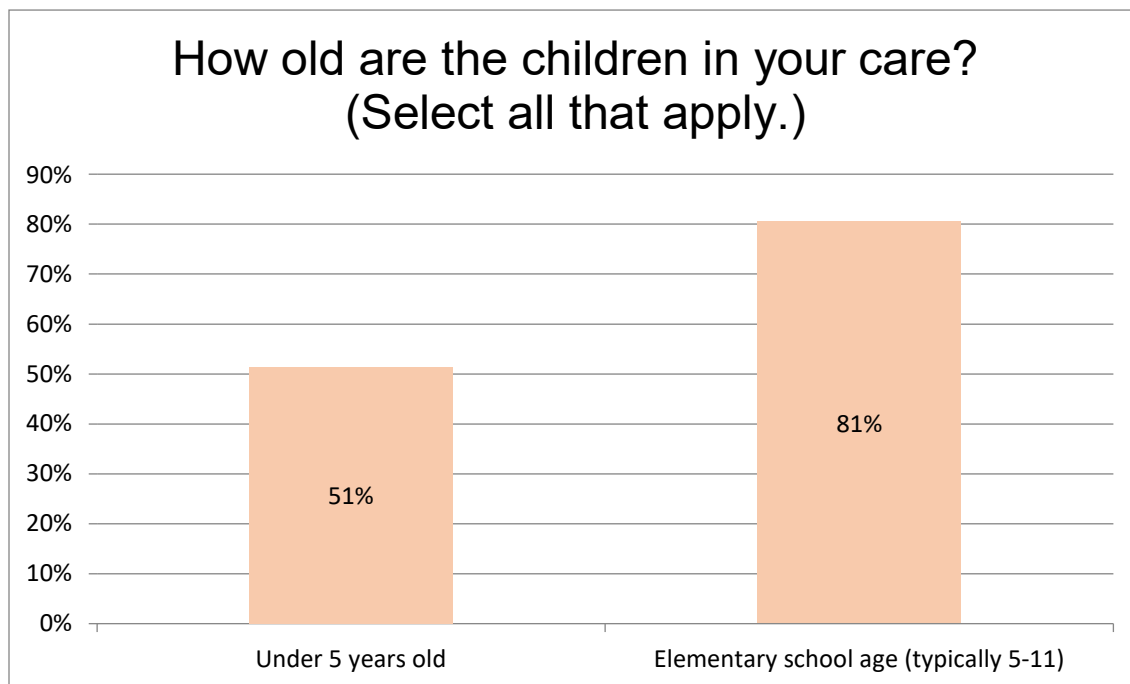


Stakeholder Feedback

Parents

Parent Survey

Parent surveys were available online and in-person through various community partners. The survey was shared by the school districts as well as posted on social media. In total, 701 responses were received from late September through early November 2019. Almost 500 of those respondents have children under the age of 12, and an additional 38 respondents are raising other children (i.e., grandchildren, nieces, nephews, etc.) under the age of 12. Of those respondents, 51% have children under the age of 5 and 81% have children between the ages of 5-11.



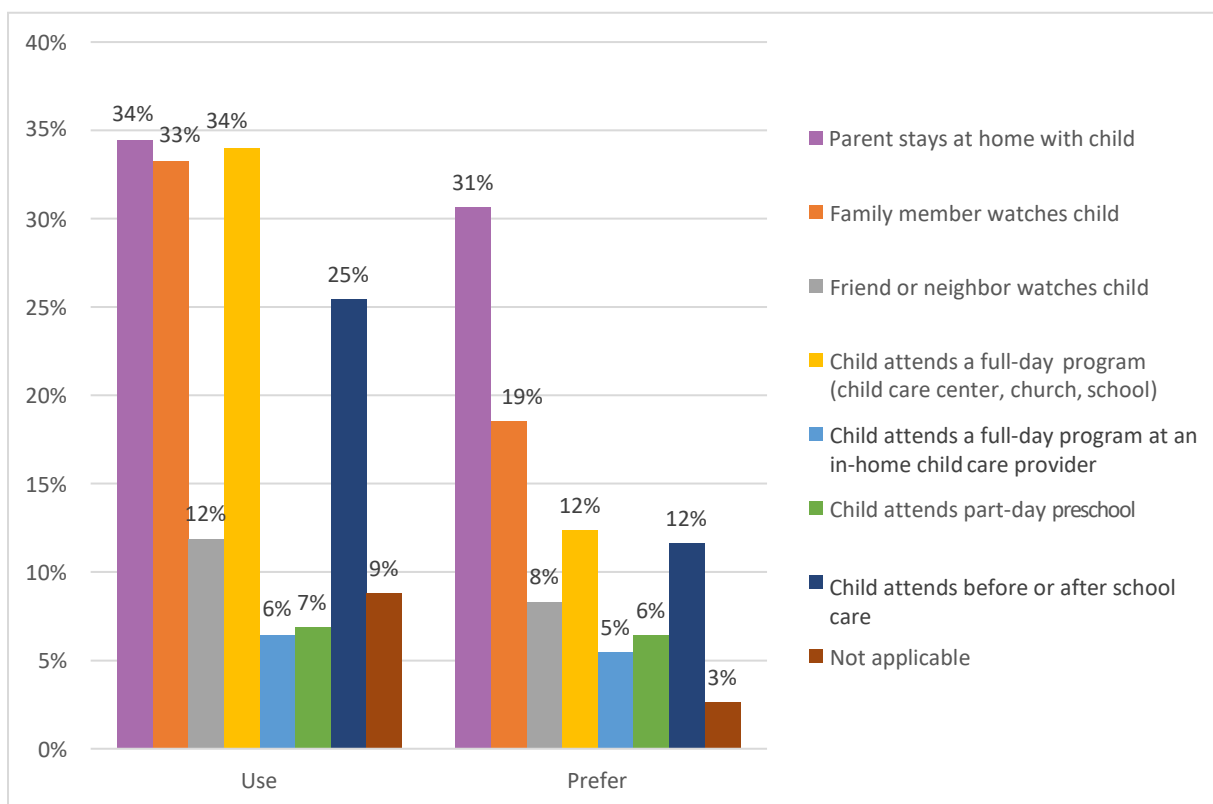
All three public school districts assisted in promoting the completion of this survey with their parents. Just over a third of survey participants (39%) live in the boundaries of the Crawfordsville Community School Corporation, 34% live within the North Montgomery School Corporation, and 23% live within the South Montgomery Community School Corporation.

Child Care and Preschool Enrollment

Parents were asked to select the types of child care or preschool their child currently uses and the type(s) they would prefer to use. This was a “select all that apply” question so percentages may equal more than 100% if parents use or prefer more than one type of care. The top three types of child care or preschool that survey respondents use are: having the parent stay home with the child; having a family member watch the child; and having the child attend a full-day program.

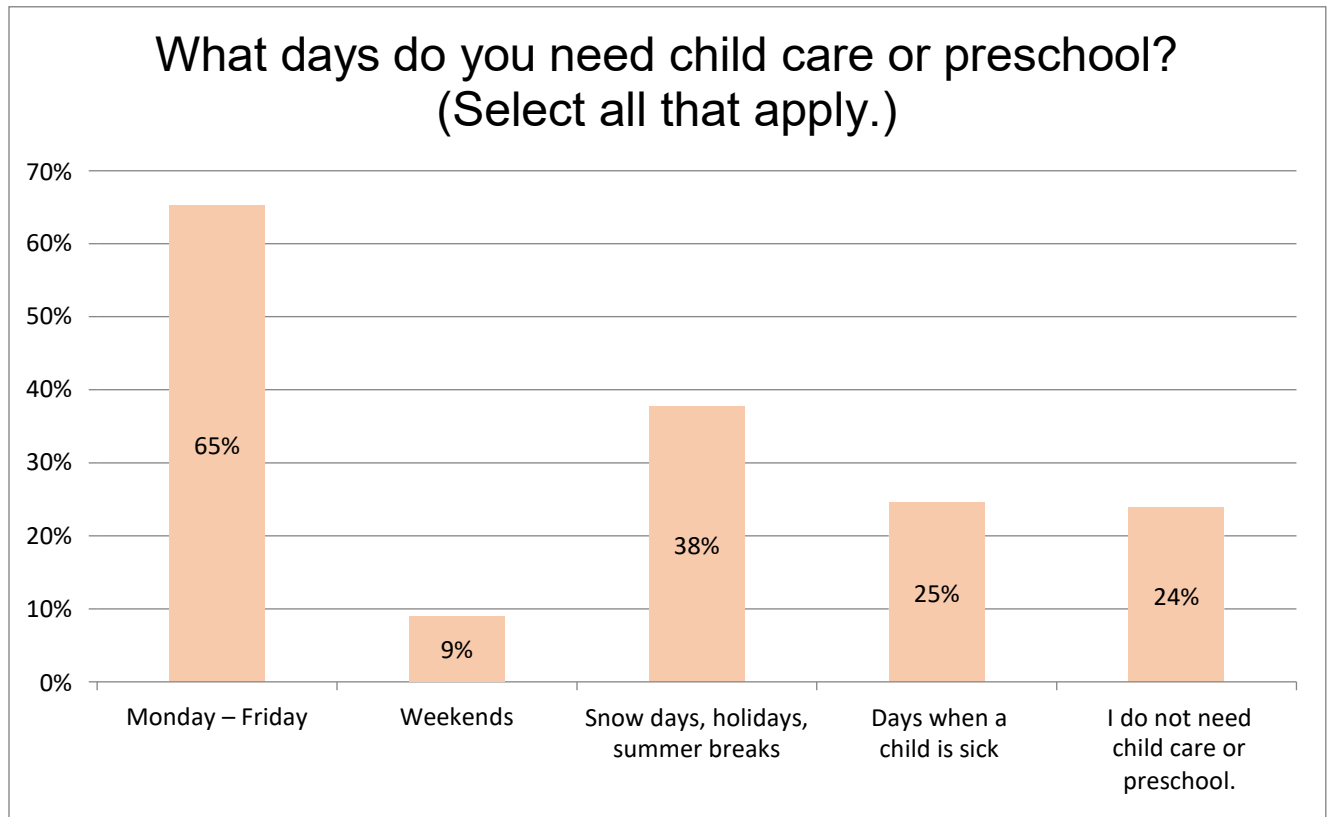
Use versus preference should not be compared using only percentages. Some parents selected more than one type that they use, but nearly all parents only selected one type that they prefer. A better comparison would be looking at the rank order. While the top three types that they use were: parent, family member, or attendance at a full-day program, the top type of care they prefer would be for the parent to stay at home. Having a family member watch a child or having the child attend a full-day program are a distant second and the third most selected answer.

If a parent had more than one child under the age of 12, they were asked to answer this question for each child. Generally, the more children a parent had, the more likely the parent was to stay home with the children. The care they prefer to use did not differ from the rankings presented below.



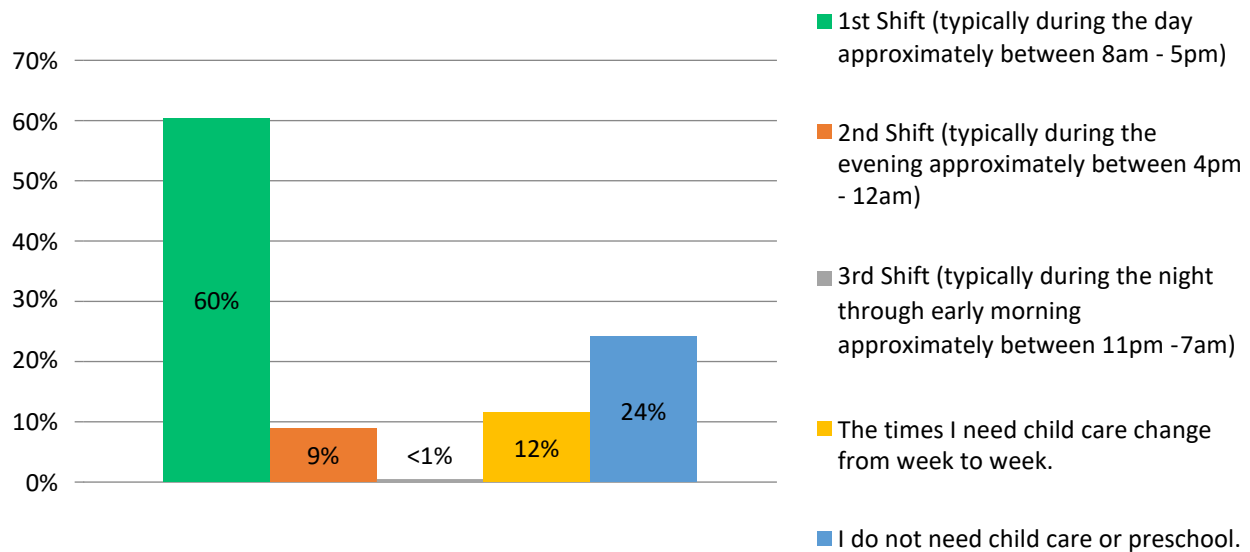
Child Care Needs

Respondents to the parent survey most often need care during the traditional work week, Monday – Friday. A third of parents say they have a need for care to cover snow days, holidays, and summer breaks, and a third need care to cover days when a child is sick.



The majority of parents need care for a first shift job schedule (typically from 8am-5pm). Only 9% of parents surveyed say they need care during second shift hours, but an additional 12% have child care needs that change in hours from week to week.

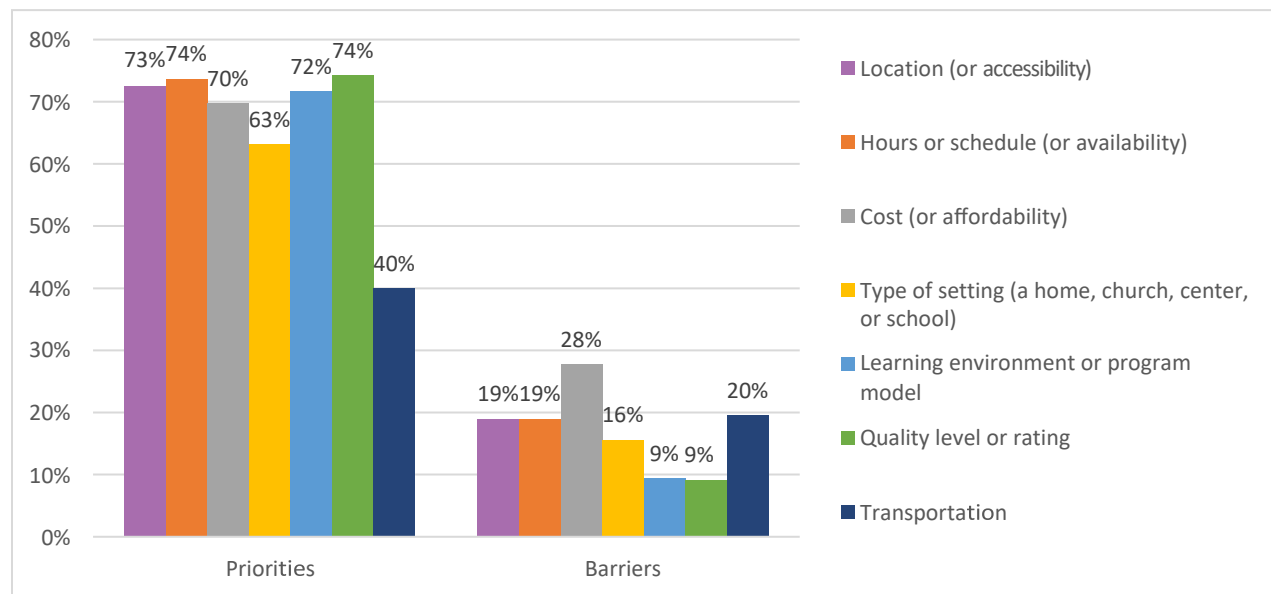
What times do you need child care the most? (Select the time frame closest to your start hour of needed child care.)



Top Priorities and Barriers

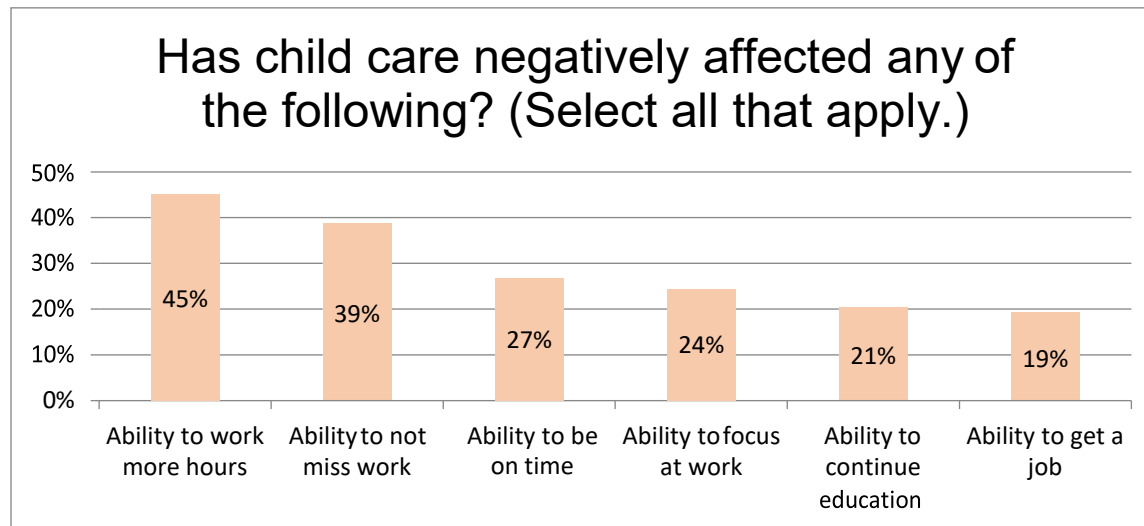
Parents were asked what their top priorities are when looking for child care or preschool, and what are the top barriers they encounter when looking for child care or preschool. Again, respondents could select more than one response however they typically did not select as many barriers. It is best to compare ranking of top choices between priorities and barriers.

Top priorities of parents were fairly close together in ranking with five items selected by 70-74% of all respondents. Top five priorities are: quality level or rating; hours or schedule; location; learning environment; and cost. Type of setting followed close behind at 63%. Top barriers to child care or preschool were a little more straight forward with cost being the top barrier selected by 28% of parents. Transportation was the second highest barrier selected by 20% of parents, and third was a tie between location and hours each selected by 19% of parents.



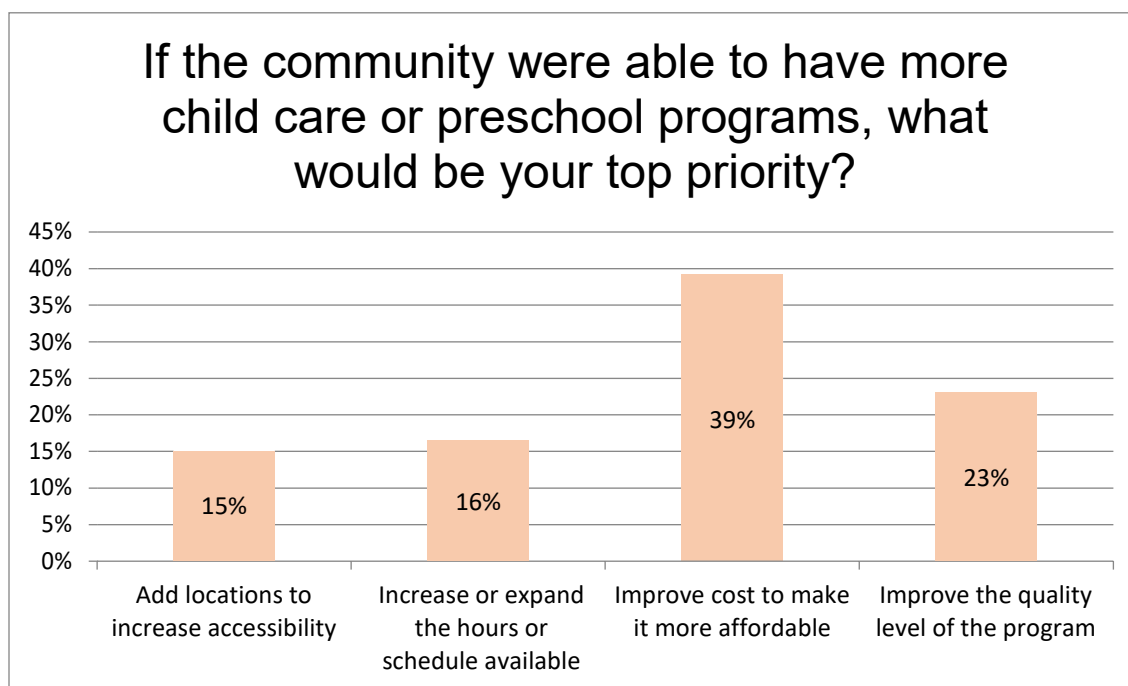
Impact on Employment

Of the 361 parents who responded to this question, 240 have been negatively impacted by at least one of the following.



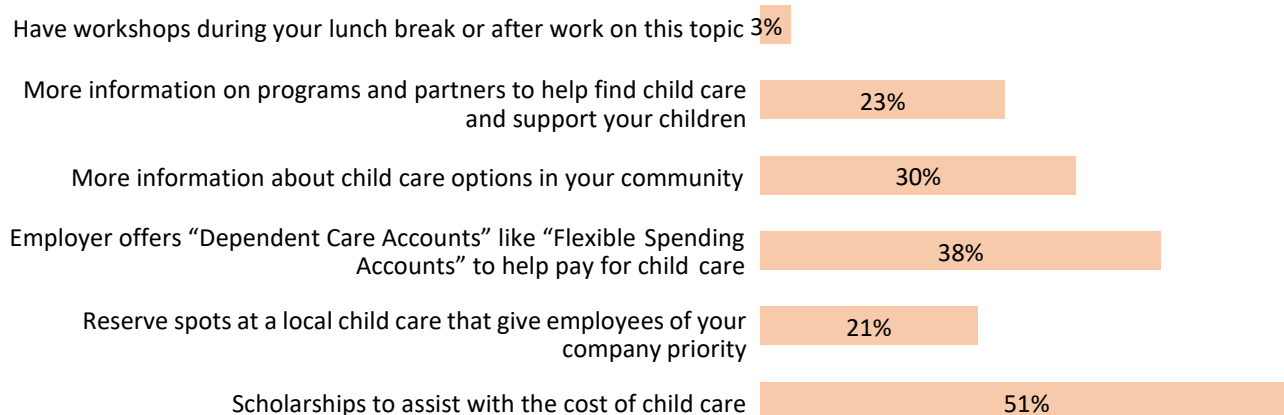
Supports for Parents with Children

If the community were able to improve the child care and preschool situation in Montgomery County, parents' top priority would be to make it more affordable.



If additional assistance were available to parents, they would prefer it to be in the form of scholarships to lower the cost of child care. Over a third of parents would also be interested in their employers offering dependent care accounts.

If assistance was available to help with child care or preschool programs, what would be your preference? (Select all that apply.)



Other forms of support that survey respondents believe would help young families:

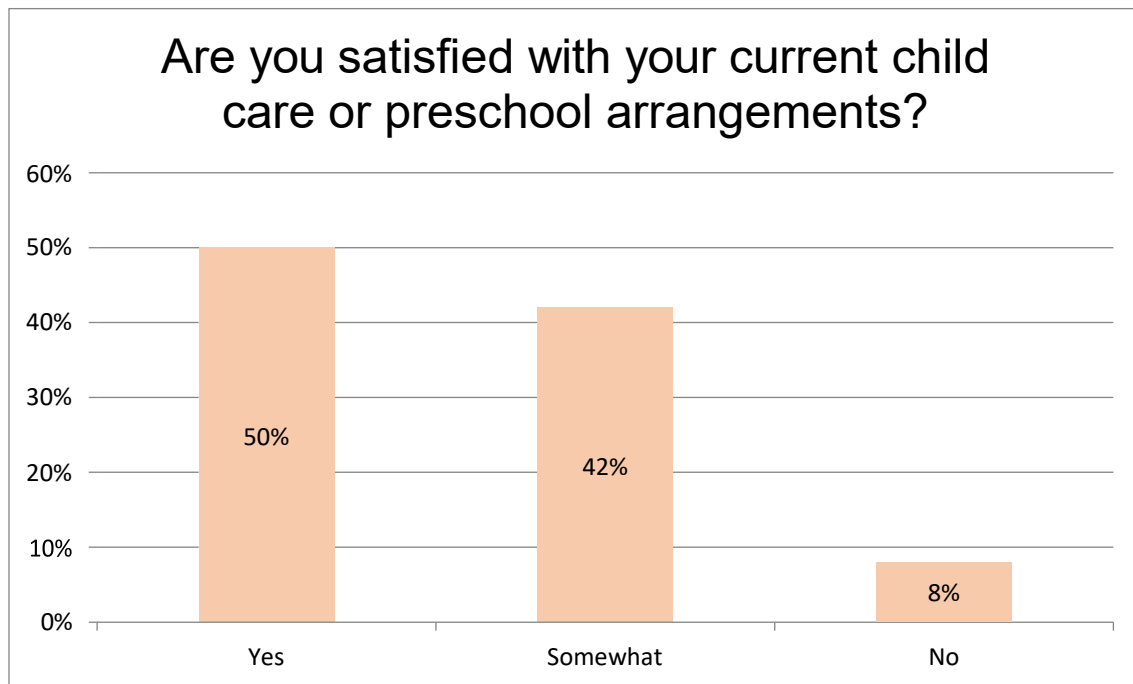
- "Emergency care, extended hours, lowered costs for multiple children"
- "Help when kids are sick. I have three kids, they get sick... I can't miss days on end due to daycare rules"
- "Respite care for people with kids with disabilities."
- "Lists of daycare providers with ages and hours."

State Programs and Funding

While survey participants mentioned quality rating as a top priority when looking for child care or preschool, only 24% are familiar with Indiana's rating system called Paths to QUALITY. A slightly higher percentage (31%) are familiar with Child Care and Development Fund (CCDF) vouchers.

What They Would Change about Early Childhood Education in Montgomery County

Only 8% of parents say they are not satisfied with their current child care or preschool arrangements, but only 50% are satisfied with their current arrangements. The remaining 42% of parents sit somewhere in the middle.



The following are some of the most frequently mentioned ways parents believe the county could improve early childhood education:

- “More options with extended times. My husband and I both commute for work, and finding a child care that works with our schedules is impossible”
- “The cost and lack of preschool needs fixed. There are more children than spots and if you don’t qualify for assistance, it is virtually impossible to send your child to preschool.”
- “I had trouble finding a summer program for below age 5. I want my grandson challenged and not sitting in front of a tv or computer all summer”

Finally, survey respondents were encouraged to provide any additional feedback on the early childhood education needs in Montgomery County. These two comments illustrate the struggles that many parents described throughout the survey:

- “A lot of women in this community are not home by choice. They're home because daycare costs keep them home. I can't work because I'd literally only make enough to pay for it. What's the point? I'd end up fired after taking days off for sick kids. You can't win.”
- “Moving back from a large metro area we are happy with what we found and lucky to find the spot we did, there are so few options for facility care. You can't expect people to want to move to this community when there are so few options and none that are state certified.”

Parent Focus Groups

Two separate parent focus groups were conducted, one with mothers from across the county and the other with parents of children at Head Start and Early Head Start. About 25 parents provided feedback between the two sites. Most of the parents who participated have at least one child under the ages of 5 and about a quarter have a child ages 2 or younger.

For parents not using Head Start, they mentioned using various types of child care or preschool, and often more than one provider to meet their needs. Participants mentioned using in-home unlicensed and licensed child care, a nanny, centers, registered ministries, programs at schools, high school aged babysitters, and family members.

Finding Child Care

When participants were looking for child care or preschool, their top priorities were finding an open spot that was affordable. Many wanted to focus on other things such as quality of program and safety but felt they couldn't be picky. One parent described it as, “You have to go with who is available and what you can afford.”

Parents learned about their child care or preschool most often through friends or family. Parents who are not from Montgomery County mentioned calling a variety of providers asking about openings. One parent had a child care voucher and had to wait six months for an available spot in a program.

The participants were asked if they knew the difference between a licensed and unlicensed provider, and one parent commented that “Licensed means they know what they're doing with your kids.” Another parent quickly replied to that with “Not always.” A few parents had heard of Indiana's Child Care Finder, but a provider being listed on that site didn't give the parents any peace of mind. They still interviewed different providers and chose to go to an unlicensed provider. Ultimately most parents don't feel that being licensed impacts their decision to

choose a provider; it comes down to knowing they're in a good, safe program. No participants had heard of CASY, the local child care resource and referral agency.

Most parents expressed a need for additional services beyond what their primary child care or preschool provides. Some parents discussed difficulty managing transportation to and from a program, especially if it wasn't a full-day program and both parents worked. One parent had to pay a full-time rate for a child that only attends three days a week because providers aren't very flexible with parents that have part-day child care needs. For Head Start parents that receive full-day services, there is still a need for additional hours being covered by family members or other Head Start families due to work schedules. At Head Start, the child care operates from 6am-5:30pm but the preschool classrooms operate from 8am-2:30pm. A struggle with schedules was also discussed by the focus group of mothers who discussed rushing to get off work and to the child care to pick up a child as early as 4:30pm.

Beyond finding a spot at a child care or preschool, parents struggle to find programs that are available during holidays, snow days, and summer break. To make this better, they would like providers with longer hours and are open more days throughout the year. They'd also like providers that are flexible to their needs so that parents don't need to pay for more child care than they're using. Multiple parents mentioned a drop-in center model would help with many of these challenges.

A few parents with children who have medical needs or special needs felt that they had limited options when looking for a child care provider. Even a need as small as administering a daily medication limited their search.

What is Quality?

Less than half of parents participating in the focus groups had heard of Paths to QUALITY (PTQ), however knowing that a program participates in PTQ did not matter much to their child care search. Some parents felt that "at the end of the day, you want that, but you need to just find a spot" or "(PTQ participation) doesn't matter if they don't have a seat for your child". Others didn't always feel that participation in PTQ was reflective in the program they saw. **Parents expressed that trust in other parents' opinions often weighed heavier than the state's rating system or licensing.**

Quality to parents looks like: a good teacher to child ratio; a planned curriculum with activities; and opportunities to socialize with other kids. One parent stated, "A focus on social, emotional, and cognitive is all important for wherever they're attending." Another parent said that while the high-quality education piece is important, consistency in staff is also really important. Some parents said they'd be willing to pay more to know the program would have less turnover and be able to pay their staff more to keep them. In addition, parents stated they'd pay more for more quality options.

Impact on Employment

For Head Start parents, if their child wasn't at Head Start, nearly all parents said their children would be at home with them. Two parents discussed how this would keep them from pursuing higher education. The program allows them to go to school while their children have the opportunity to socialize with other children. For parents in the other focus group, many discussed having to quit their job to make child care work for years. Others didn't pursue promotions or jobs in certain locations because of limitations of child care. One mother sacrificed her specialty area in her career to be more involved with her child. Another picked her career path specifically for the hours so that she could have kids with a manageable schedule. If child care hasn't made a large impact on employment, many parents agreed that it can determine whether one parent is going to work or working from home to allow flexibility to stay at home with sick kids (for example).

Supports for Parents with Young Children

Outside of child care, parents with young children would like a place for children to go and talk to an adult if they feel they're getting bullied. Parents would also like a person they can talk to about parenting challenges that will help them with handling situations while remaining non-judgmental. Multiple parents would also like an indoor recreation center where young children (under age 5) can go that is free or low cost. Parents mentioned facilities in Brownsburg and Zionsville that are free, but they do not know of any facilities locally to meet the need.

What They Would Change about Early Childhood Education in Montgomery County

Parents want more options, and they need better options. Low-income parents feel they have very few choices, even fewer that accept child care vouchers in the county. Parents that are employed on a second or third shift or a swing shift need longer and non-traditional hours. Parents need facilities that are open for snow days and summer breaks, can take sick children, and allow for drop-in care as a backup for their regular provider. Parents also want providers who can give parents options to get out and have a break. Currently they rely on grandparents or try to find high school students to babysit but would like to have a drop-in provider available for a few hours in the evening.

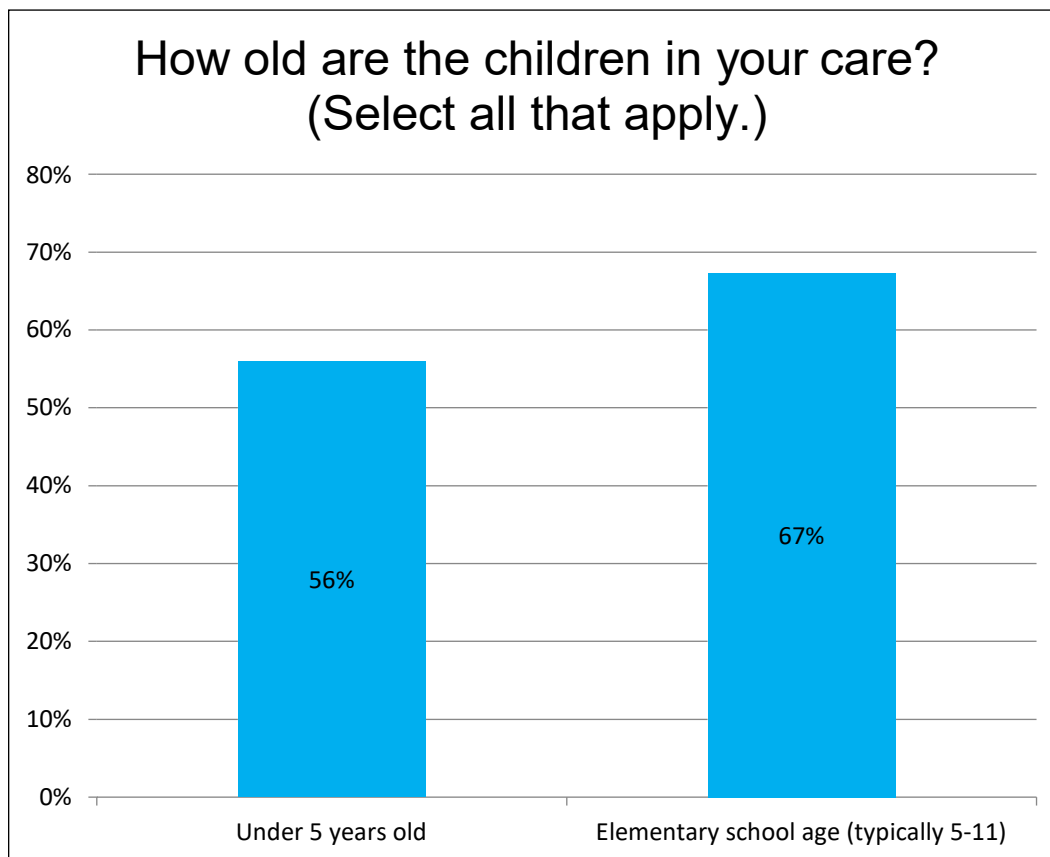
Focus group participants know of providers and services that are similar to what they're asking for, but they're not located in Montgomery County. One parent mentioned a place in Brownsburg has drop-in hours in the evening, and parents pay by the hour. Another parent feels the manufacturing companies should create a child care co-op similar to the large daycare that SIA has in Lafayette that would benefit their shift workers. To help create more flexibility for parents, one parent would like to see multiple providers work together to create one large center or facility. That way they can pull resources such as experienced staff and utilize buses to allow for a centralized location in the county. This parent sees this as more beneficial than a smaller facility located further from Crawfordsville.

Stakeholder Feedback

Employees

Employee Survey

The employee survey was distributed through participating Montgomery County employers in both an online and paper format. Nineteen companies participated in the survey bringing in 1,001 responses. Of those, 382 employees have children under the age of 12, and 31 additional employees are raising children under the age of 12 who are not their own (i.e., grandchildren, nieces, nephews, etc.). Of these employees with children under the age of 12, 56% have children under the age of 5 and 67% have children between the ages of 5-11.

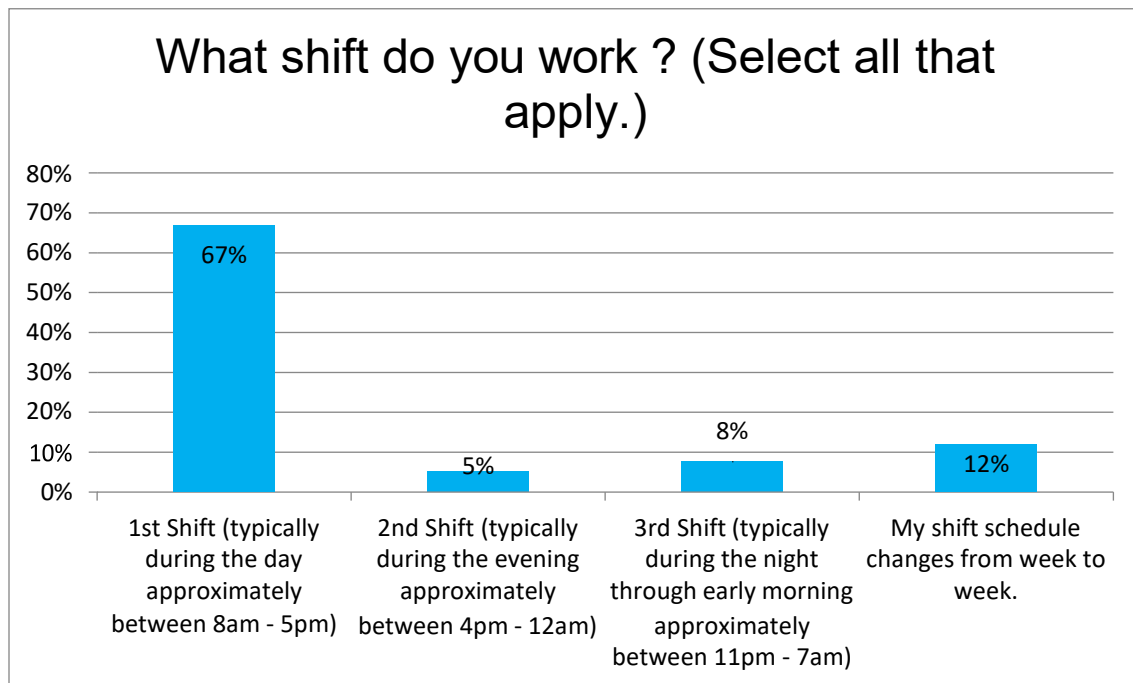


Of the survey respondents, 88% live in Montgomery County. Just over a third of survey participants (37%) live in the boundaries of the Crawfordsville Community School Corporation, 27% live within the North Montgomery School Corporation, and 31% live within the South Montgomery Community School Corporation.

The majority of survey respondents (44%) work for a company with over 300 employees. An additional 17% work for companies that have between 101 and 300 employees. Ten percent of respondents work for a company between 11-50 employees and an equal amount work for a company of 51-100 employees.

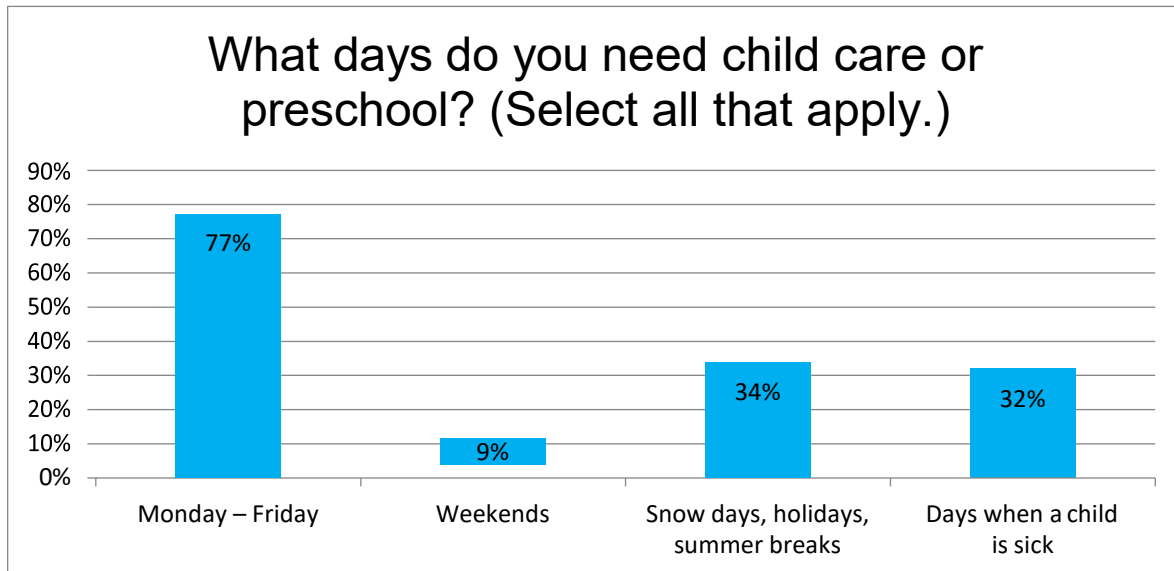
Child Care Needs

Two thirds of employees who took the survey work first shift (typically between the hours of 8am-5pm). Just 5% of respondents work second shift, 8% work third shift, and 12% have shifts that change from week to week. That means a quarter of respondents with children under the age of 12 work hours other than the typical 8am-5pm.



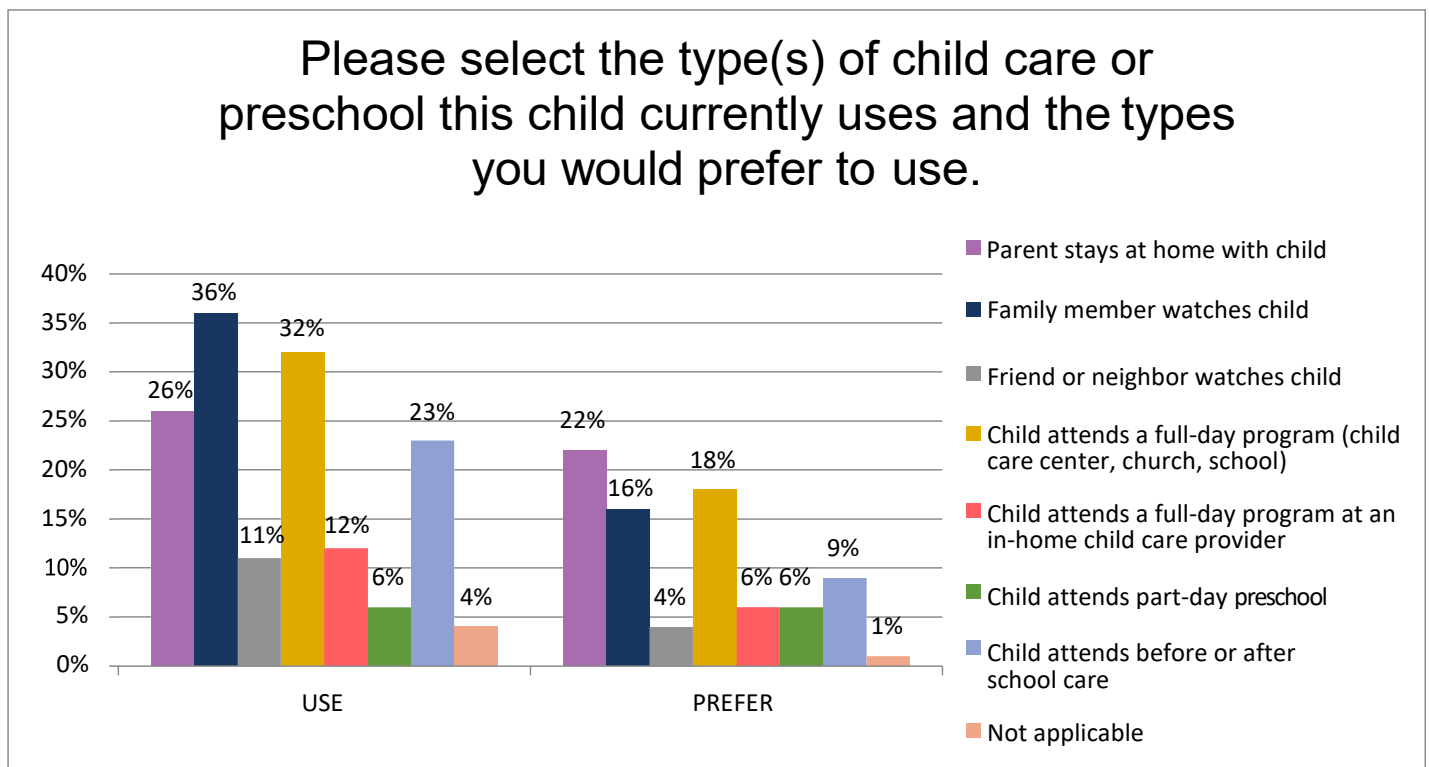
For more than three quarters of respondents (from 77%-79%), these shifts are worked Monday through Friday. About 15% selected that they work on Saturday, Sunday, or their days change from week to week.

Respondents to the employee survey most often need care during the traditional work week, Monday – Friday. A third of parents say they have a need for care to cover snow days, holidays, and summer breaks, and a third need care to cover days when a child is sick. These responses are similar to those of the parent survey; however, need for care during the week and for days when the child is sick is higher for these employed parents.



Child Care and Preschool Enrollment

Parents were asked to select the types of child care or preschool their child currently uses and the type(s) they would prefer to use. This was a “select all that apply” question so percentages may equal more than 100% if parents use or prefer more than one type of care. The top three types of child care or preschool that survey respondents use are: having a family member watch the child; having the child attend a full-day program; and having a parent stay home with the child.

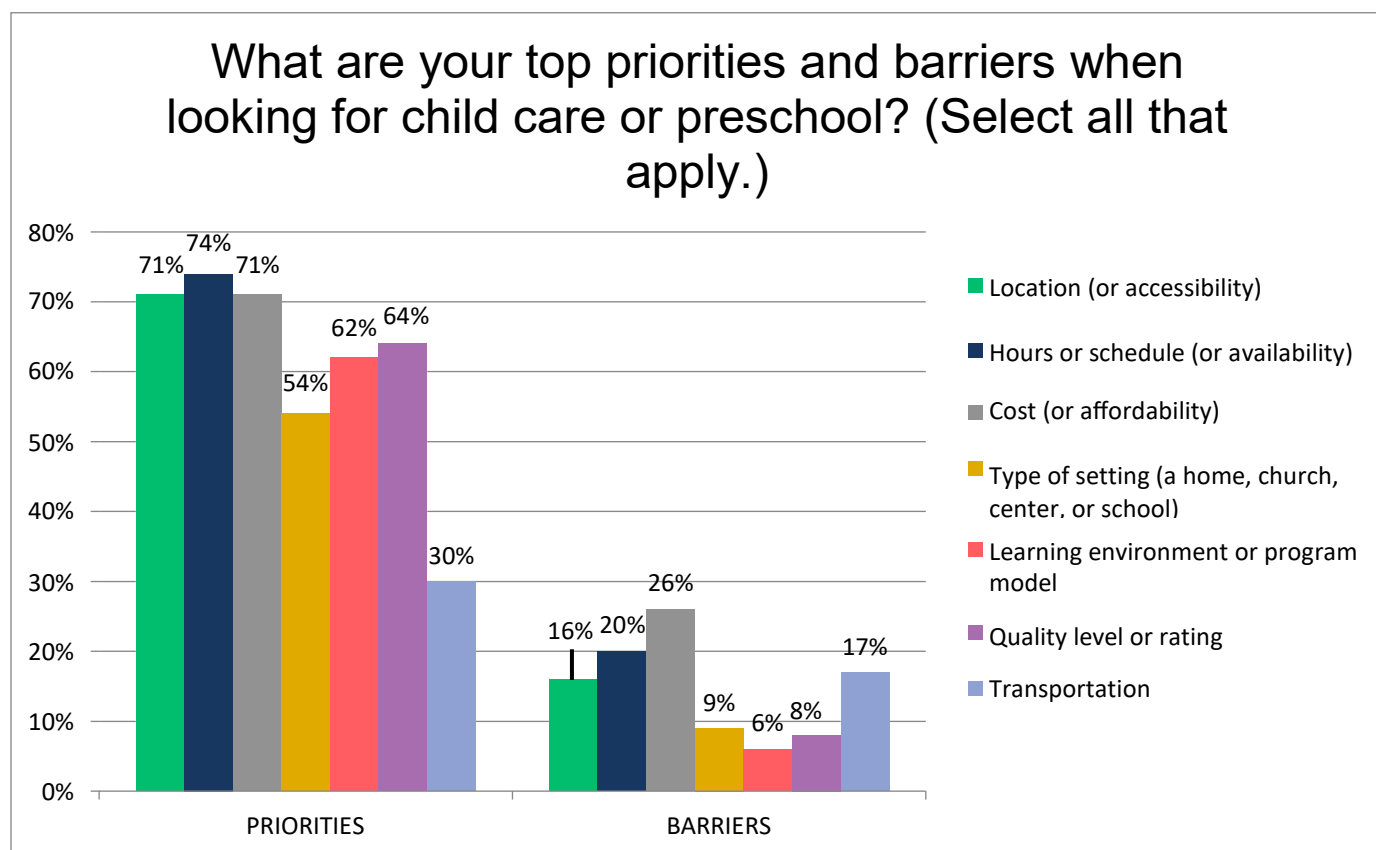


Use versus preference should not be compared using only percentages. Some respondents selected more than one type that they use, but nearly all respondents only selected one type that they prefer. A better comparison would be looking at the rank order. While the top three types that they use were family member, attendance at a full-day program, or parent, the top type of care they prefer would be for the parent to stay at home. Having the child attend a full-day program came in second and having a family member watch the child came in third. This is reverse order of what they use, however the preferences are close in the percent of respondents who chose each answer.

Top Priorities and Barriers

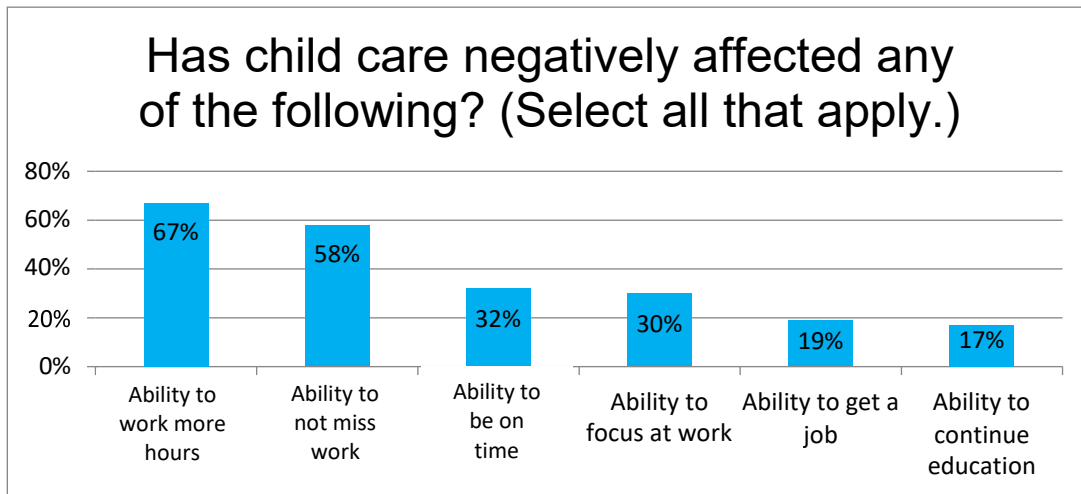
Employees were asked what their top priorities are when looking for child care or preschool, and what are the top barriers they encounter when looking for child care or preschool. Again, respondents could select more than one response; however, they typically did not select as many barriers. It is best to compare ranking of top choices between priorities and barriers.

The top three priorities of employees were fairly close together in ranking. They are: hours or schedule; location; and cost. Quality level or rating came in fourth with 64% of respondents. Top barriers to child care or preschool are cost selected by 26% of employees, hours or schedule selected by 20%, and transportation selected by 17% of employees. Hours and cost were two of the top priorities and barriers for employees looking for child care or preschool.



Impact on Employment and Decision to Live and/or Work in Montgomery County

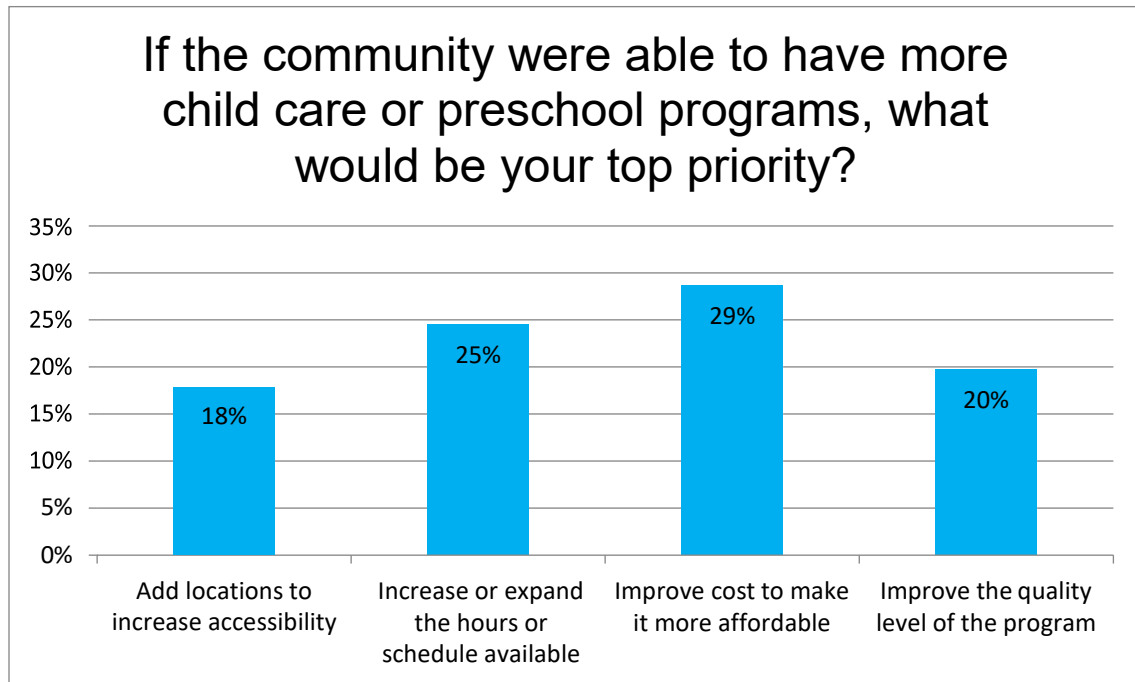
Of the 314 employees who answered the question of whether child care has had an impact on their employment, 208 answered that it has. Two thirds (67%) said it has kept them from working more hours and 58% have had to miss work.



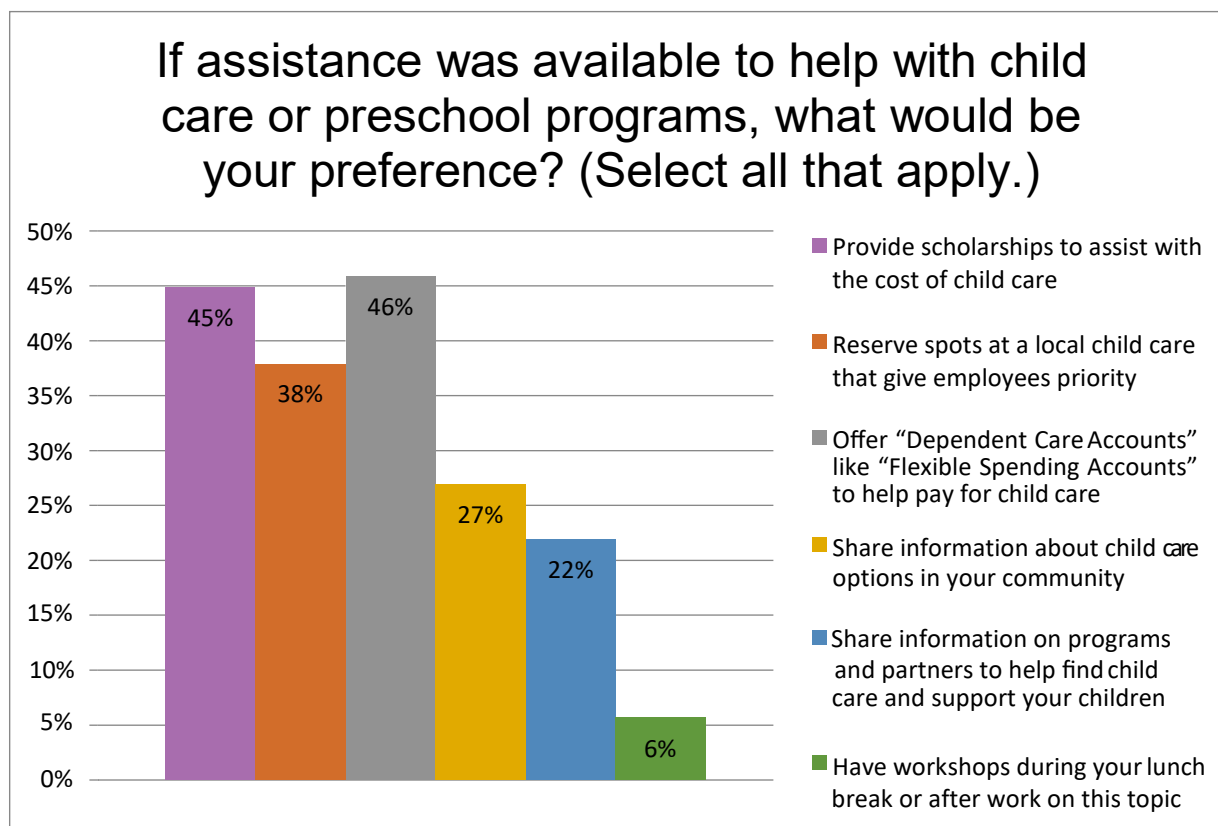
Forty percent of employees see child care as an important factor in their decision to live in Montgomery County, and 53% see it as an important factor in their decision to work in Montgomery County.

Supports for Employees with Children

If the community were able to improve the child care and preschool situation in Montgomery County, employees' top priority would be to make it more affordable followed closely by increasing the hours available.

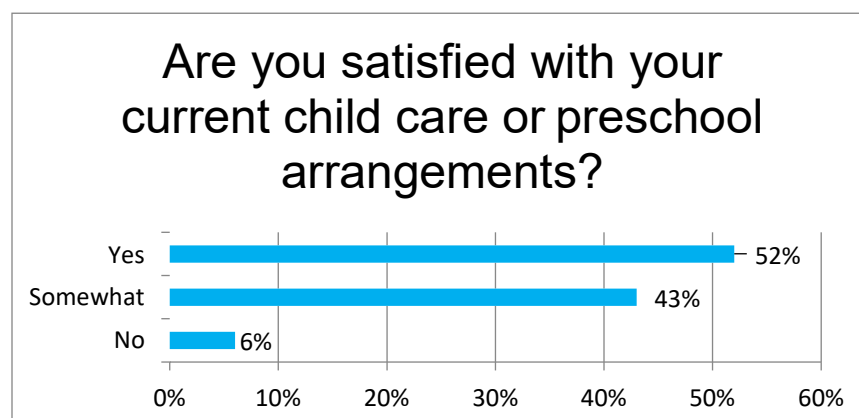


If additional assistance were available to employees, nearly half (46%) would prefer it to be in the form of scholarships to lower the cost of child care or a dependent care or flexible spending account offered by their employers. Over a third (38%) would like reserved spots at a local child care that gives employees of a certain company priority.



What They Would Change about Early Childhood Education in Montgomery County

Only 6% of parents say they are not satisfied with their current child care or preschool arrangements, but only 52% are satisfied with their current arrangements. The remaining 43% of parents sit somewhere in the middle. Employees are slightly more satisfied with their current child care or preschool arrangements than respondents from the parent survey.



Finally, survey respondents were encouraged to provide any additional feedback on the early childhood education needs in Montgomery County. The following comments illustrate the struggles that many employees described throughout the survey:

- “It's a huge problem when me and my spouse both have to work the weekend and no day care. One of us quitting is always on the table due to child care needs and costs. No easy way to decide.”
- “At one time, I was using four different forms of childcare for my two children. There needs to be more options that can create consistency in children's schedules.”
- “I have been going to the same woman for the past 4 years because she has great rates and teaches my child a lot. If there were more places like this in Crawfordsville, I believe that other teachers would also bring their children down to Mont. Co unfortunately people like me who live in Lafayette aren't able to go into town and drop off their kids every day. And with my husband's job we are not able to move into MoCo.”

Employee Focus Group

Eleven second shift employees from two different companies in Montgomery County came together to participate in a focus group of parents or grandparents of young children. Ages of children and grandchildren ranged from 6 weeks old to 14 years old.

Finding Child Care

The factors most important in participants' choice of child care or preschool provider was convenience of location and hours, familiarity with provider, and affordability. Trust in a provider was shared by most participants in the focus group, and at least three participants had a spouse or family member watching the young child rather than attending a child care or preschool. When choosing a child care or preschool, flexibility of a provider's schedule and their hours of operation were very important for a group of individuals who work second or sometimes third shift. Overlapping work schedules between spouses might also require that the child be in a provider's care for up to 10 hours a day.

When asked how they found child care, no participants had heard of CASY, the county's child care resource & referral agency. At least two participants found care through Facebook, where people posted about open spots. Others found their child care provider through a friend of a friend who owned a daycare.

Not many participants knew the difference between an unlicensed versus licensed program, but they also believed that didn't matter as much as trust and hours of service. They felt that you don't truly know what's going on at a licensed or unlicensed facility especially if you don't know anyone there. That is one reason one participant asked his wife to stay at home with the child. Participants had a similar response with asked whether they had heard of Paths to QUALITY and if participation in the rating system mattered to them.

While finding care or determining a schedule for providing care has proven tough for second shift workers, backup for their regular provider has been an even harder challenge. One single mom discussed the challenges of working second or third shift and finding a backup if her mother is sick. What they believe would make it better are child care providers that are open 24 hours a day 7 days a week to help with their work schedules. They would also appreciate a part-time or drop in option but find that few if any providers are willing to accommodate that.

For employees not originally from Montgomery County, finding child care can be difficult when you don't have any friends or family in the area. They recommend providers advertise more in the paper, at schools, work with employers to advertise by posting on a bulletin board or hiring site. Also mentioned was advertising child care openings at grocery stores, on the radio, places people may go locally, and on a website that can be a local resource.

Supply of child care providers and preschools was unanimously seen as not good enough. Some participants would like to see different options noting that there are too many religious

providers, while others would like more locations so that there's a provider in every elementary school boundary. More hours of service are needed as are more spots for infants. Participants stated that many providers won't take an infant until it's six months old, and there's usually a waitlist.

What is Quality?

Quality for these parents in the focus group meant a safe, clean, loving environment for their child. It is a place where they know their child is being taken care of. One parent also added structure to her definition of quality. She believes a quality program would have rules, children practice manners, and there is a schedule of activities.

Impact on Employment

Focus group participants discussed many ways in which providing care for their young children kept a spouse from a job or impacted their employment in some way. One participant said his wife had planned to go back to work, but a quality child care would have been too expensive even with two incomes. It was easier not to worry about it and have the wife stay home. Another participant agreed that it's almost not worth it to have both parents work and pay for day care than to have one parent stay at home with the child. Other participants mentioned having to change jobs to find one that paid more or had the right schedule to make child care work. Multiple participants mentioned having to change shifts at work or having their spouse change shifts so they worked different shifts, allowing a parent at home with the child at all times. While this arrangement made child care work, it causes stress on the relationship with the spouse when working opposite schedules.

What They Would Change about Early Childhood Education in Montgomery County

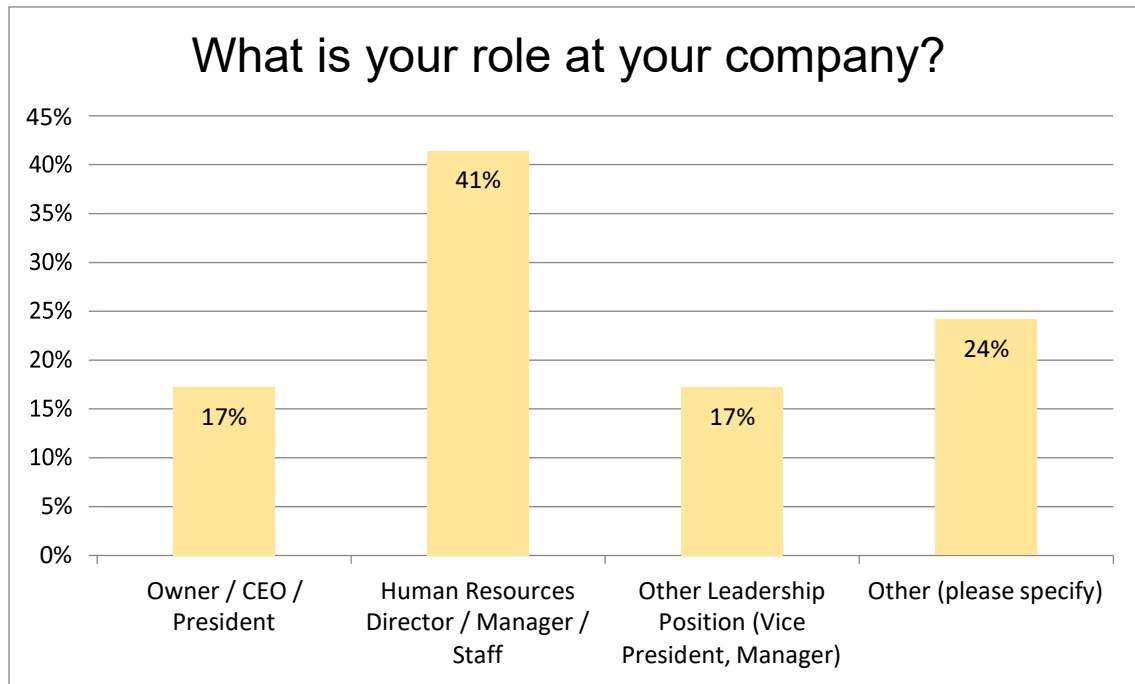
To better support parents of young children, focus group participants would like to see more affordability, flexibility in schedule, and an increase in supply and demand of early childhood education providers. They would like to see more background checks and random drug testing to make sure children are safe. They would also like more services and provider options for children with special needs.

Stakeholder Feedback

Employers

Employer Survey

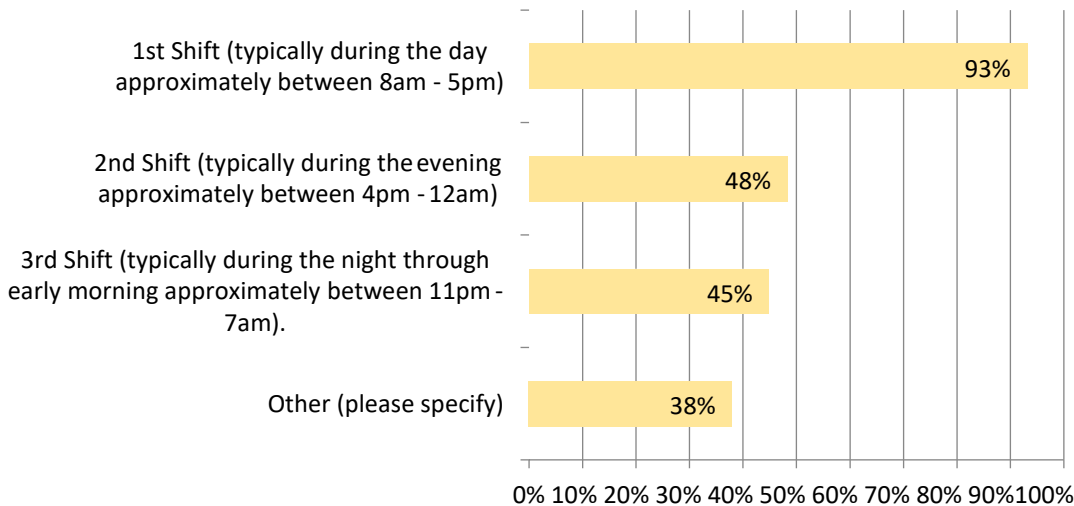
A survey specifically for employers was sent to companies in Montgomery County. Thirty-one employers started the survey, and 27 completed it. The breakdown of positions held by the person who took the survey was 41% in Human Resources, 17% were owners, 17% other leadership, and 24% other.



The size of their workforce varied with a third (34%) employing 101-300 employees, 24% employing over 300 employees, 10% employing 51-100 employees, and 31% employing 50 employees or less.

The majority of companies operate a first shift and a little less than half operate a second shift and/or third shift.

Which shifts does your company operate? (Select all that apply.)

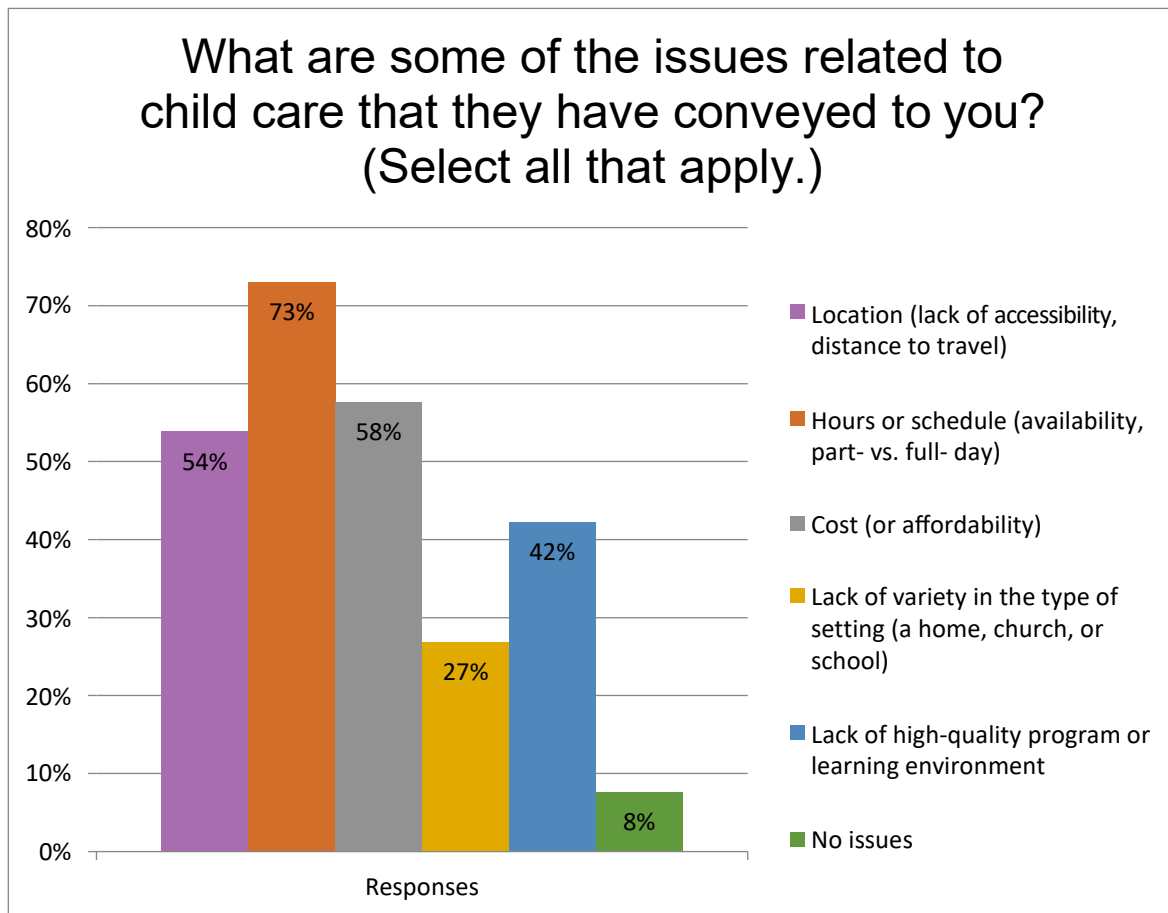


Child Care Needs of Potential and Current Employees

A little less than half of employers have difficulty recruiting employees due to child care related issues. Another 38% of employers are unsure if it has an impact on recruitment. The majority of employers (77%) do see child care as an important factor in their employee's decision to live in Montgomery County, and a slightly higher percentage (81%) see it as an important factor in their decision to work in the county.

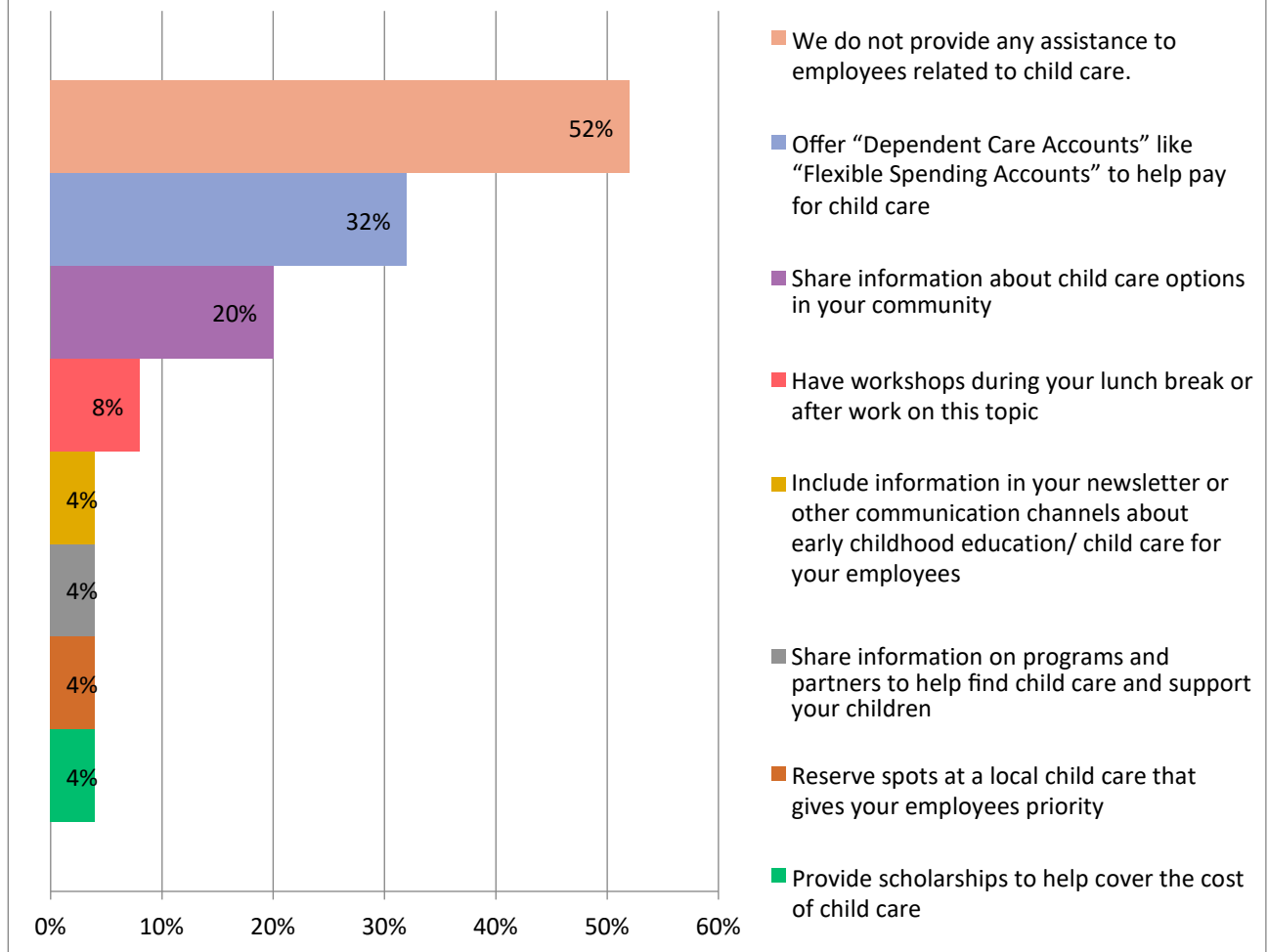
Impact on Employment

Four out of five employers (81%) believe their employees have difficulty focusing at work, are late, or miss work due to issues related to child care. According to employers, the issues that employees deal with are: hours or schedule; cost; and location. A lack of quality programs was mentioned as an issue by 42% of employers.



Only 41% of employers say that their employees or prospective employees have asked for help in finding child care, and only 48% (12 out of 25) report offering any type of assistance to employees related to child care.

Does your company offer any of the following types of assistance to employees related to child care? (Select all that apply.)



Nearly four out of five employers who participated in the survey (78%) would like more information on assisting employees with issues related to child care.

Employers provided some comments and suggestions on their struggles regarding what the community needs to do to improve early childhood education for their employees:

- “Not sure how to handle it, but, one issue is that of having somewhere to take sick children. Recently we had an issue wherein an associate had to miss work because his child had to be symptom free for 48 hours. That's potentially two missed work days.”
- “Care for 0-2 years is really scarce”
- “Most providers are not open at the times our shifts begin (overnight) or early morning. Our shifts begin at 4:30 - 5:30 am.”
- “I would like to see more accredited childcare. I think we're missing opportunities for professionals to live in the community because we don't have the quality of child care that they expect for their children.”

Stakeholder Feedback

Superintendents

Superintendent Interviews

All three Superintendents and one Director of Curriculum from the public school districts of Crawfordsville, North Montgomery, and Southmont participated in an interview to provide feedback for this needs assessment. Their time working in the county (and often with their current district) varied from 3 years to 18 years, but their knowledge about early childhood education was equally high as they all have developed programs to expand their work to children as young as age 4, sometimes age 3.

Need in the Community

The school administrators see the greatest needs for young children ages 5 and under in Montgomery County stemming from a lack of parent education on early childhood development as well as children's exposure to adverse childhood experiences (ACEs) such as poverty and divorce. This trauma can lead to emotional issues which is why school administrators agree that the need to provide social emotional learning and support has increased.

The top challenges for parents of young children are finding quality child care and pay/income to in turn afford child care, or in other words, access to affordable high-quality early learning. Outside of that challenge, one administrator also mentioned that there is a disconnect around communicating the availability of resources for parents to help them with their early learners.

Kindergarten Readiness

All school administrators report seeing a spectrum of readiness when students enter kindergarten. They would say that about half of kids come into kindergarten ready, and generally students who went to preschool are better prepared for kindergarten. Each district uses a different kindergarten readiness assessment that was either locally or nationally developed, however they use it mainly as a diagnostic tool to plan classroom needs rather than reporting the percent of children who are ready for kindergarten.

When a child is not ready for kindergarten, a student may take years to catch up. A gap in learning may remain into middle and high school years. Schools meet them where they are, but they know that these children would have been better served to have received early intervention services much sooner, such as from birth to age 2.

School administrators differed slightly on what they believe is of greatest importance for investment and focus to get children ready for kindergarten. One administrator said reading and math, and another agreed but added basic behavior skills such as being able to follow directions and respond accordingly. The other administrator felt that social and emotional learning should come before any academics; that there needs to be a focus on building relationships between students and other students, teachers, and parents first.

What is Quality?

Personal definitions of what does “quality” child care or preschool mean also varied among the administrators by what they prioritize. One administrator prioritized the use of a proven curriculum as the definition of quality and then included quality home-school connections and quality school-school connections along with a safe environment. Another said that it starts with a safe, healthy, caring environment followed by reading, literacy, and math. The third defined it as “A high quality early learning environment that involves developmentally appropriate toys, active play and learning, gross motor development, language rich.”

What They Are Doing to Meet the Need

Program 1: Its preschool has been in operation for 13 years, and they have seen a profound difference when kids go through their program (or another program) before entering kindergarten. The preschool program was expanded this year to 24 students at each of the 3 elementaries, and one pilot group of 3-year olds. This pilot is a result of staff who needed child care. Over half of the children in the pilot are children of staff members. This district also provides At Your School (AYS) after-school care in two of the elementaries for grades PK-5. To further meet the needs of the community, this district is working on Paths to QUALITY to eventually be rated as a high-quality early childhood education program.

Program 2: They have three preschool classrooms for 4-year olds and 2 classrooms for 3-year olds at two elementary schools. An additional location and classrooms for 3-year olds were new additions this school year and have been very popular with parents. This programming was determined to be a need through a community study and survey of parents which they decided was a resource they could offer the community. Also new this year was offering up preschool slots to staff members with no fee. In the future, the district would like to prioritize enrollment of low-income children. As they work through Paths to QUALITY with an eye on the top level, Level 4, they will be able to accept child care vouchers from low-income families.

Program 3: They have both a developmental and general preschool as well as a partnership with a private preschool. The two general preschool classrooms prioritize low-income 4-year olds living in the district. Currently there are no fees charged. There has been discussion to expand the preschool in the future, but they must balance limited resources. It is possible that with the opening of additional classrooms, the preschool would begin charging a fee; however, parents were unable to afford that in the past and they couldn’t get enough participation to expand.

Supports for Parents with Young Children

Administrators would like to see more vouchers or funding, especially for the bottom 25% of children in income or preparedness for kindergarten. They’d also like to see transportation, full-day programs, parent education, and more options for families especially with children ages 0-2.

“Parents want to do the right thing for their kids no matter how much money they have. It comes down to higher pay or vouchers for child care (to provide access to child care).”

Assistance for Employees or Prospective Employees

One district has seen a need to help employees or prospective employees find available child care options because their workforce is quite young. They have seen a growing need in the last 5-10 years in this area, and work with staff to find care for their children ages 0-2 and then the district can help them the rest of the way. The other two districts feel their employees’ child care needs are similar to any other employer across the county, but they haven’t felt pressured to offer assistance to employees. That being said, one district has 4-5 teachers with children enrolled in the preschool program which is now a paid benefit for staff.

Role of K-12 Education Partners

To improve the quality of care for young children and to support parents with young children, K-12 schools see their role as a provider of early childhood education. They also see themselves assisting to better educate parents on working with children from birth and serve as role models of early childhood development practices.

The Community’s Role

Two administrators feel that the community now needs to focus on care for children ages birth to two now that school districts are starting to fill the need starting at age 3, however one administrator believes parents deserve options and the schools can’t do it all alone. There is a desire to build up early childhood education providers by bringing them together to share ideas and work together to be stronger. It will take a coordinated effort to tackle education needs for birth to three (or even five). Another administrator sees the community’s role as a vocal advocate for more funding for early childhood education whether at the local or state level. Providers (including schools) need more resources to meet the demand, and more funding is what it’ll take to move the needle. Employers could also be part of that picture by providing employees with child care benefits such as on-site child care or vouchers or even just higher salaries to ease the burden of young parents wanting to enroll their children in an early childhood education program.

Stakeholder Feedback

Early Childhood Education Providers

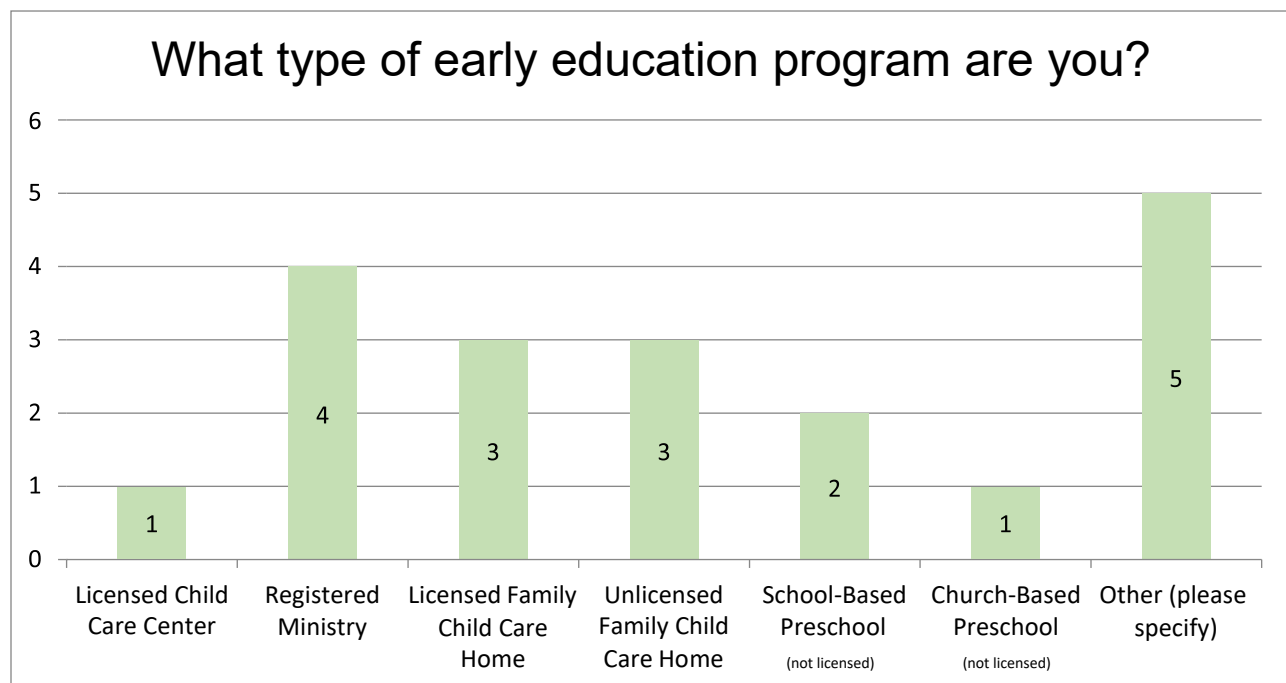
Early Childhood Education Provider Interviews

Across the country, it is not uncommon to have unlicensed early childhood education or child care providers. In an effort to truly gauge supply and demand of early childhood education in Montgomery County, a list of potential providers was created using information from the state on licensed or other providers that work with the state, researching providers through internet and social media searches, and information provided by school districts of homes that may provide early childhood education services. This list had over 160 names and phone numbers. Each number was called at least twice to try to connect with potential providers and conduct a brief interview.

Just over a quarter (28%) of the call list had a disconnected number, did not have voicemail set up, or answered and said they did not watch children. Around 30 people agreed to an interview, and of those, 24 participated and 19 provide early childhood education to children under the age of five.

Type

The 19 providers who participated in an interview represented a variety of settings. Those who chose “other” described themselves as Montessori, exempt, or that they are no longer licensed. They have been in operation for anywhere from 1 month to 27 years with the majority in existence for more than 10 years.

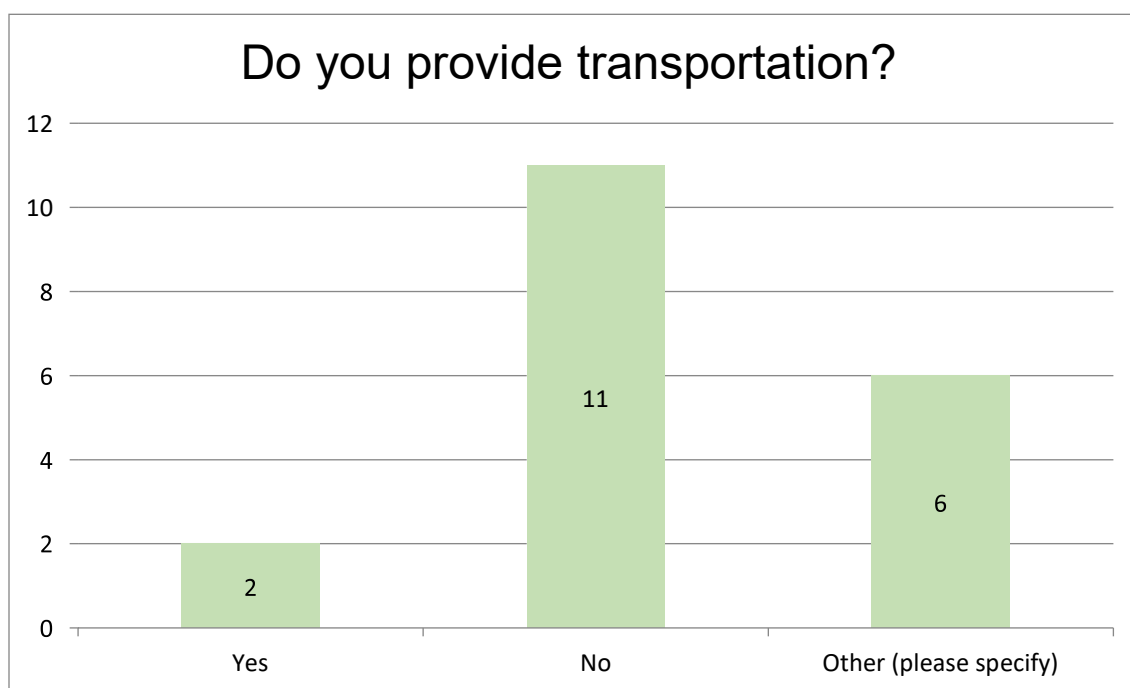


Cost

Most providers who participated in an interview are providing programming multiple days a week. The general cost for care of a full day program ranged from \$60/week to \$110/week for children ages three or older who are potty trained. Children under two had costs that ranged from \$80/week to \$191/week. Two providers work specifically with low-income families or families from a particular school district, and they have little to no fees for parents. Nearly half (44%) provide scholarships or a multi-child discount for families.

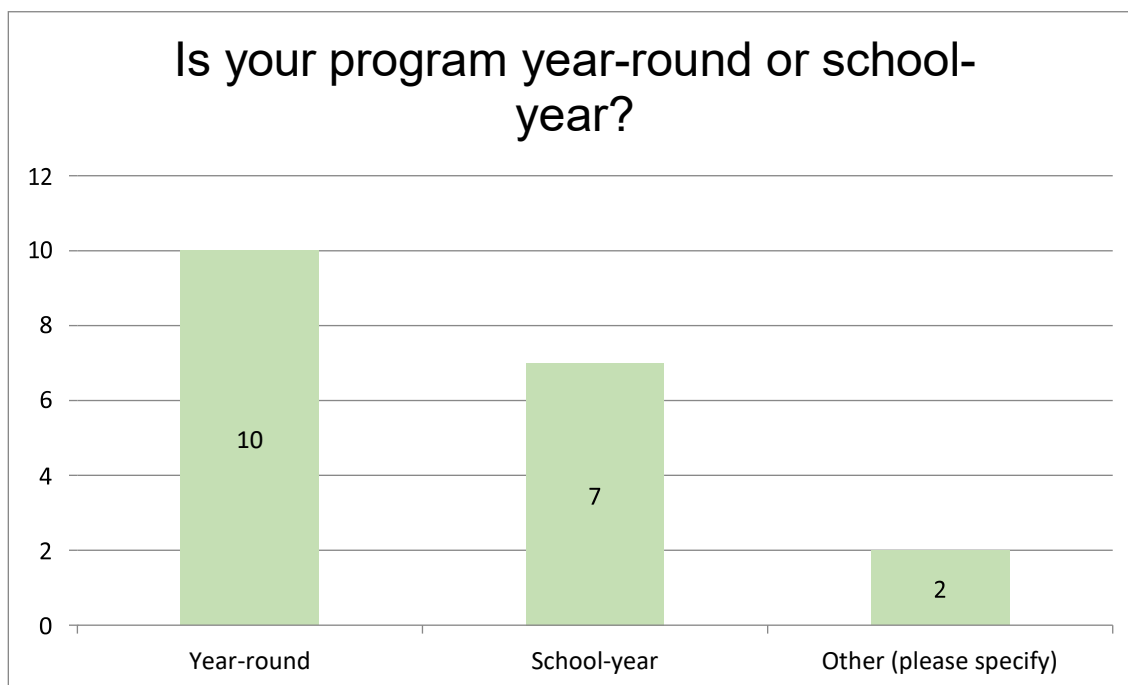
Transportation

Only two programs provide transportation. A third program provides transportation when they have a bus driver, and a fourth mentioned occasional pickup. The four “other” responses either work out a carpool among families, or they are being served by buses from school districts that drop off to their locations.



Schedule

Half of programs interviewed operate on a year-round schedule. Seven operate on a school-year schedule. One of the programs that selected “other” has preschool classrooms that operate on the school-year schedule with the child care classrooms operating a year-round schedule. The remaining program operates on a school-year schedule but offers a half day summer program in June and July.



More than half of programs operate a full day schedule (6 or more hours). Start times of full day programs range from 6am-8am and end times range from 2:30pm-5:30pm. One program offers full day programming on certain days with part day programming the other days of the week. Four programs interviewed operate a part day schedule.

Programs were then asked if their schedule has changed in the past few years. Five providers said they had, and one is interested in moving from part day to full day. Three of the five programs that have changed their schedule recently, added more hours of programming. One added Fridays, another went from part day to full day, and the third added more full day options to get children ready for all day kindergarten. The other two providers who have changed their schedule have tried to change their schedule with mixed results. One program added an earlier drop off (8am) which only one family utilizes, and the other tried to offer second shift care but if parents dropped off their children early, it would push the day shift over capacity and out of compliance with ratio.

Enrollment

The providers interviewed (15 of 19) generally had no preference when it comes to the population of student they would like to enroll. Three mentioned they target low-income children, two mentioned children with disabilities, and two mentioned specific age group (typically ages 3-5).

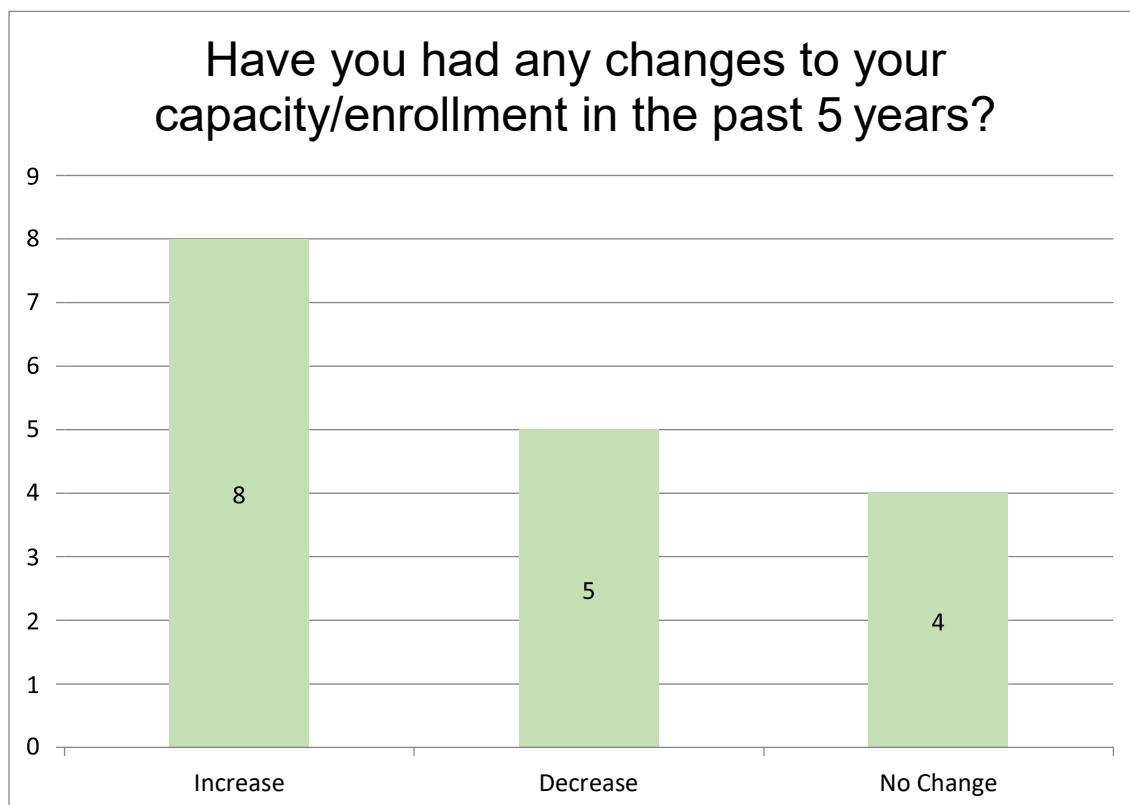
Providers were asked about their current enrollment, their capacity, and their desired capacity. Typically providers stated that their desired capacity is maximum capacity, but a few said they

like to stay a little bit under maximum capacity to provide more attention to students or to ease the amount of work placed on themselves. **Between the 19 providers interviewed, they currently have 682 children ages infant to 5 years old enrolled and an additional 103 school-age children enrolled in their programs.**

How many children do you currently have enrolled by age?

Infants	33
1's	63
2's	78
3's	123
4's	132
5's (but not kindergarten)	64
Mixed age preschool (3-5)	189
School-age	103
Total	785

In the past five years, enrollment and/or capacity has changed for most providers whether it be a decrease or increase in numbers. Programs that have seen an increase mentioned becoming licensed, expanding programming and capacity through grants, and parents taking notice of the importance of early education. Programs that have seen a decrease in enrollment have had difficulty filling spots due to income restrictions, have lower preschool numbers due to new programs at the elementary schools, and fewer enrolled because parents needed full time care.



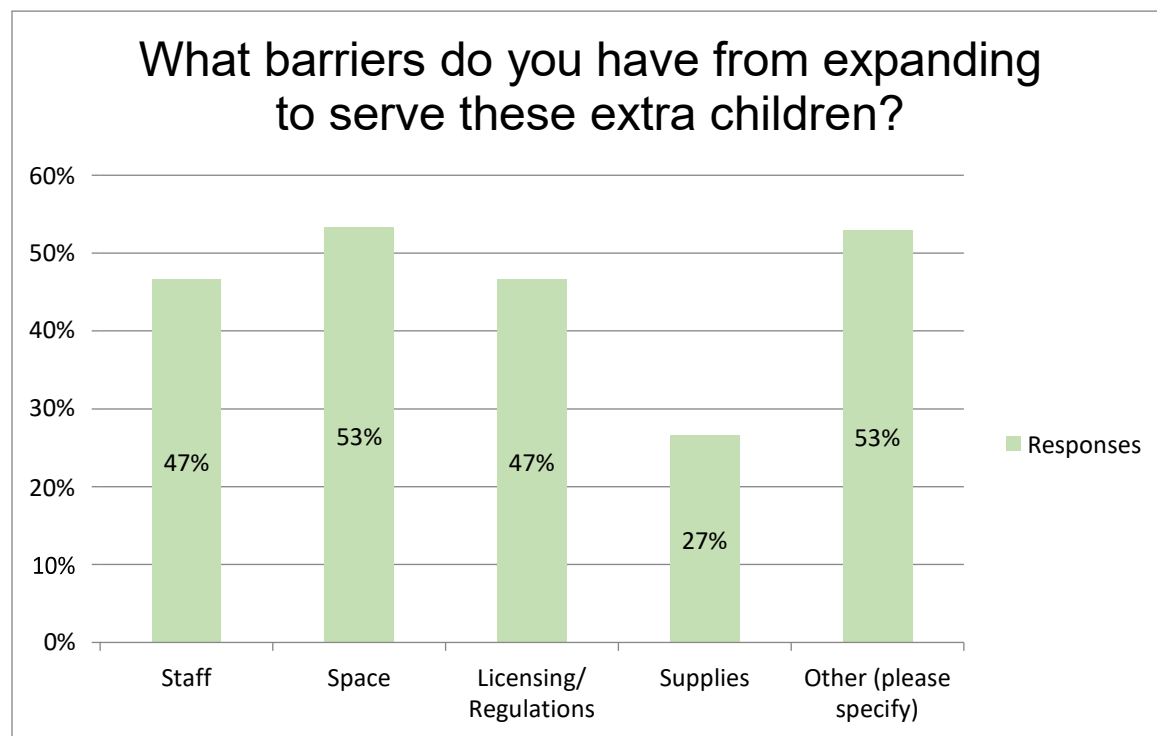
Half of programs (10 of 19) currently have a waitlist. The children on the waitlist range in age from infant to 4 years old. In addition to the children mentioned below, multiple programs mentioned calls asking about infant spots and spots for 3-year olds. Also, families with siblings are struggling to get multiple children enrolled in one program at more than one provider.

How many children are on the waitlist, and what are their ages?

Infants	11
1's	7
2's	8
3's	12
4's	2
5's (but not kindergarten)	0
School-age	0
Total	40

Barriers to Expansion

If there were no barriers, 14 of 19 programs would be interested in expanding beyond their current capacity/enrollment. Unfortunately there are many barriers to expanding to serve more children. The top barriers are space, staff, licensing/regulations, and "other" where 7 of 8 respondents mentioned finances being the largest barrier to expansion.



Staff

Over half of providers (53%) find it difficult to recruit staff, especially substitute teachers and quality staff. (It is important to note that programs interviewed range in size of staff.). Fewer providers, just 5 of 17, say they have difficulty retaining staff.

Fourteen providers answered the question of top challenges when recruiting and retaining staff, and two thirds answered wages with benefits selected by nearly half.



Professional Development

Three quarters of providers are familiar with the Child Development Associate (CDA) credential. Four providers were not familiar and three are not interested in learning more. Providers are slightly less familiar with the Teacher Education and Compensation Helps (T.E.A.C.H.) scholarship program with 61% having heard of it before. Six providers had not heard of it, but three would like additional information.

Eleven of the 19 providers (58%) interviewed are licensed or registered with the state. Of the eight that are not licensed, two would be interested in becoming licensed or registered with the state.

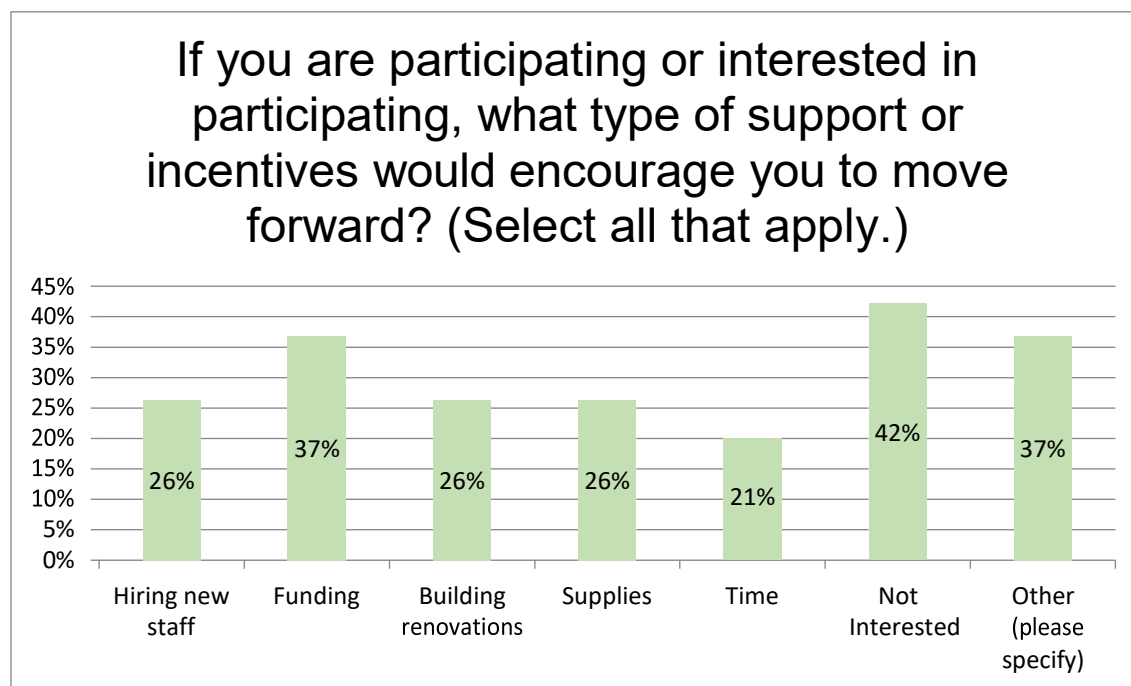
State Funding and Programs

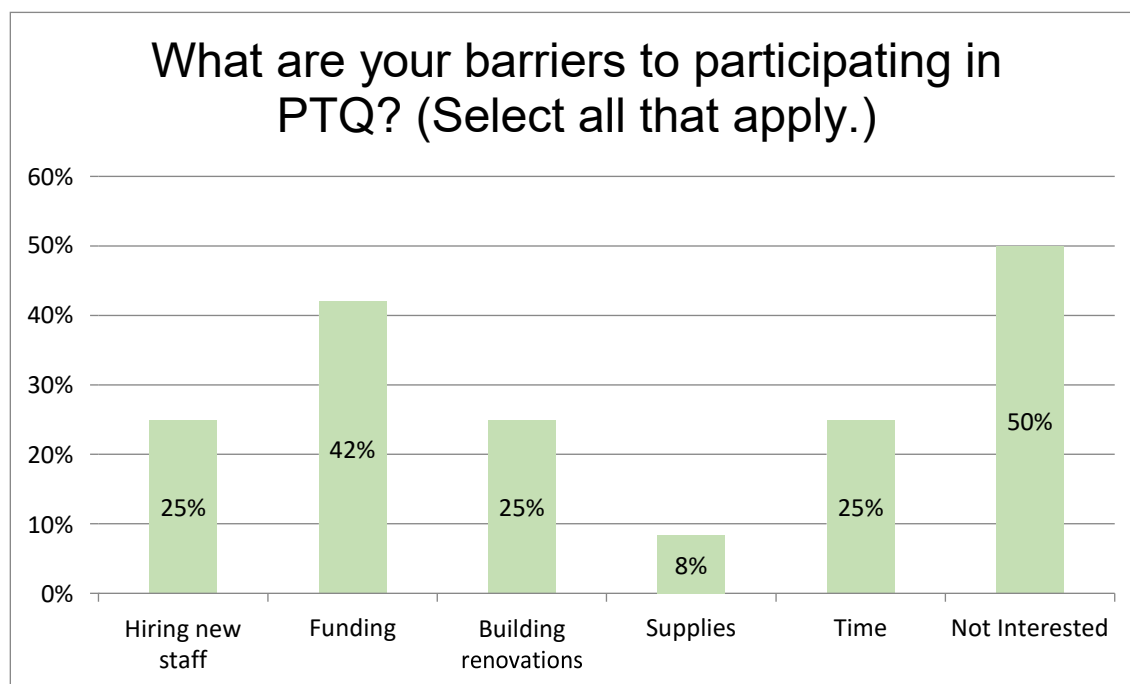
A little more than half of providers (58%) are familiar with the Child Care Development Fund (CCDF) voucher program. Of the eight providers that are not familiar with the program, half

would like to learn more about it. Only a quarter of providers (5 of 19) say they accept CCDF vouchers. One provider felt that offering a scholarship is easier than working with the voucher program, while another provider said she will begin accepting them when she gets licensed. Two thirds of providers (12 of 18) say that families are inquiring about CCDF.

Less than half of providers (44%) are familiar with On My Way Pre-K (OMWPK). Six of the ten providers who are not familiar are interested in learning more. Only one of the providers interviewed is an OMWPK provider, however the program didn't expand to Montgomery County (and all counties in Indiana) until the summer of 2019. Additionally, eight providers would be interested in participating. For providers who are not interested in participating, one felt that "the public schools are meeting this need" while the other has been asked to participate but doesn't have the space to do so (no open seats or opportunity to expand capacity).

Most providers (14 of 19) are familiar with Paths to QUALITY (PTQ), but only four of the providers interviewed participate in the rating system. Two providers are currently Level 1, and two providers are Level 3. Another provider mentioned that she did participate in PTQ when she was a licensed program. Fifty percent of programs (9 of 18) are interested in participating in PTQ. The top incentive or type of support that would encourage them to participate in PTQ is funding. Those who chose "other" described PTQ as "a lot of work for little pay off" and expressed difficulty with some of the expectations (such as maintaining ratio and toy replacement) and process (changing locations affects PTQ status). Responses for barriers to participating in PTQ, look very similar to the responses provided for supports or incentives that would encourage participation.





Providers were asked to provide any concerns they have about participation in PTQ. Many discussed barriers such as the amount of time and work it takes to go through the process and the lack of technical assistance when trying to figure it out. Other providers feel like PTQ is for programs who need more guidance (staff without teaching degrees) and that the people who created the standards haven't spent enough time in the classroom to know what to require. Another provider feels that there is no incentive to participate because even though providers feel pressured to participate, parents aren't asking about PTQ.

When parents call seeking information about a program, their top two questions are usually to ask about program schedule and costs (mentioned by 74% and 84% of programs respectively). From there parents may ask about child care vouchers, curriculum, if meals are provided, or what a typical day is like. Three quarters of providers (14 of 19) use a planned curriculum throughout the day with the children they serve.

Challenges as a Business Owner

The main challenges mentioned by providers are having the funding to pay teachers a decent wage and learning better business practices. More than one director mentioned being the last to receive a paycheck, if they are even taking one. While they struggle with finances, they also feel challenged to meet the needs of the community. Multiple providers mentioned waitlists while at the same time seeing elementary schools provide preschool at low rates to parents.

What They Would Change about Early Childhood Education in Montgomery County

Providers agree with many of the changes mentioned by parents and others. They would like to see more options in Montgomery County that cost less, and they would like to see more quality programs. As for changes that impact them, many providers would like to see less regulation so they can serve more children. Two providers would like parents to understand the importance of early childhood education, and another provider would like more community support around the child care system.

Stakeholder Feedback

Church / Ministry Leaders

Church Provider Focus Group

A focus group was conducted with nine ministry leaders representing five churches from across the community. Each church is either currently providing some sort of early education programming or child care, or they are in the process of starting a program. Some focus group participants had grown up in Montgomery County and returned or have lived there for many years, but nearly all participants had only been working in early childhood education for less than 5 years.

Need in the Community

Focus group participants see access to affordable high-quality education as a major need for young children in Montgomery County. Subsequently, they're seeing more children who are not ready to enter Kindergarten. Additional issues they see in the community are non-traditional families or families that lack structure for the children. This makes the need for whole family care even more important. They also see a greater need for social emotional development, especially if there has been stress in the family or developmental issues not being addressed.

What They Are Doing to Meet the Need

Four of the five churches participating in the focus group operate a preschool and/or child care. Many had focused on ages 3-5 however with the new preschool classrooms opening at the elementary schools, they have seen that enrollment decline. Some of the programs are full day while others are part day. One church also provides a parents' night out program once a month that other churches expressed interested in collaboration.

Many of the programs have a long operating history although some have closed and reopened or have been taken over by new churches. One such church is looking to restart a program that had been operating for a very long time after hearing from parents that they want their children to go to preschool or child care where they go to church. But the church also wants to make sure that they are meeting the needs of the community which they currently see as a need for infant and toddler spots and hours that include second shift. In general, churches have these programs as a way to serve their community by providing a safe and loving environment for young children.

When asked about what their church/ministry has discussed doing in the future to better meet the needs of the community, many were unsure in their answers. They would like to increase capacity, but multiple participants talked about difficulty affording a new or larger building. Another would love to expand programming but wants to make sure that they can afford to provide a quality program for children and a quality living for their staff before doing more.

Families are learning about these programs as they do other preschool or child care programs, through word of mouth, Facebook, and simply calling around to find an opening.

State Funding and Programs

Nearly all focus group participants have heard of Indiana's Paths to QUALITY rating system, and they could name at least one of the two high-quality programs in the county. At least two programs mentioned an interest in participating so they could accept vouchers. One would also like to participate in On My Way Pre-K. Participants are getting more questions about Paths to QUALITY and vouchers but don't believe lack of participation is a deal breaker for parents.

Professional Development

When asked what does "quality child care" mean, many participants in the room defined it as children being provided age appropriate education through hands-on learning and learning through play. It also means being ready for kindergarten. Participants feel that in the community there is a lack of qualified people to provide quality child care, and there's also a lack of affordable training that doesn't force them to drive outside of the county.

Trainings they would like to see made available are conscious discipline and other talks discussing the brain and understanding how and why kids react so they can help them get through it. Along those lines, they would also like trainings in social emotional development, behavioral management, mindfulness, and special needs.

Challenges with Running a Program

The number one challenge mentioned by this focus group was finances. They mentioned struggling to keep programs affordable to meet community need while also being able to afford to pay staff and keep classrooms up to date. They also find it challenging to balance the wants and needs of parents, children, and staff. Parents would like longer hours as well as care available during snow days, sick days, or holidays, but this can be more of a strain on staff. Also trying to fill the need of a part-time child by pairing them up with another family with opposite needs.

Supports for Parents with Young Children

Focus group participants agree that parents would benefit from additional parenting classes, more parents' night out events, and even a parent support group. They also feel that informal one-on-one discussions are very important for parents with young children. That staff need to make themselves open and available for parents.

Role of the Faith-Based Community

Participants feel especially connected with the work of early childhood education and outreach to both children and parents. They see their programming and services as mission-filled which might not be the case at other programs. They also focus on the family rather than just the child by asking “Are we caring for the family well?”.

What They Would Change about Early Childhood Education in Montgomery County

The focus group participants discussed collaboration not competition with other child care providers and preschools, and to recognize that they are all filling a need. Then they discussed how their churches and ministries could collaborate more to share resources and information. It would help them to work toward a common goal of making sure kids are loved and taught well. The participants ended by discussing specific ways to collaborate and come together as a cohort to learn from each other.

Stakeholder Feedback

Human Services Nonprofits

Nonprofit Survey

Nonprofits, serving in the area of human services, were invited to share their thoughts on the child care needs of parents in Montgomery County as well as their thoughts on the top issue areas in the county. Eleven organizations responded to the online survey. A third of the organizations represent government, four identified as a nonprofit, one is from the health care sector, one from education, and one is religious in nature. Nine of the eleven organizations provide programming to parents and/or young children. Seven of those organizations provided a description of the programming they offer. Two provide reading and craft activities to children, two provide parenting classes, and the remaining three offer after school and summer programming to young, provide transitional housing, and provide mentoring services.

Child Care Needs

Nonprofit organizations were asked what they see as the challenges regarding child care and preschool in the community they serve. The biggest challenge selected by six of eight organizations is limited operating hours of child care programs. Two thirds of respondents feel that families are not engaged in their children's learning. Half of respondents selected that there are not enough facilities nor enough spots for particular children. (Three organizations did not answer this question.)

As for the needs of parents, six organizations provided additional feedback. Three elaborated on what they see above mentioning a need for more caregivers for very young children, quality care, affordable options, and evening or shift work hours. Two respondents mentioned that parents need better paying jobs that earn enough money to support the family. One respondent mentioned parents needing budgeting skills along with basic parenting skills.

What They Would Change about Early Childhood Education in Montgomery County

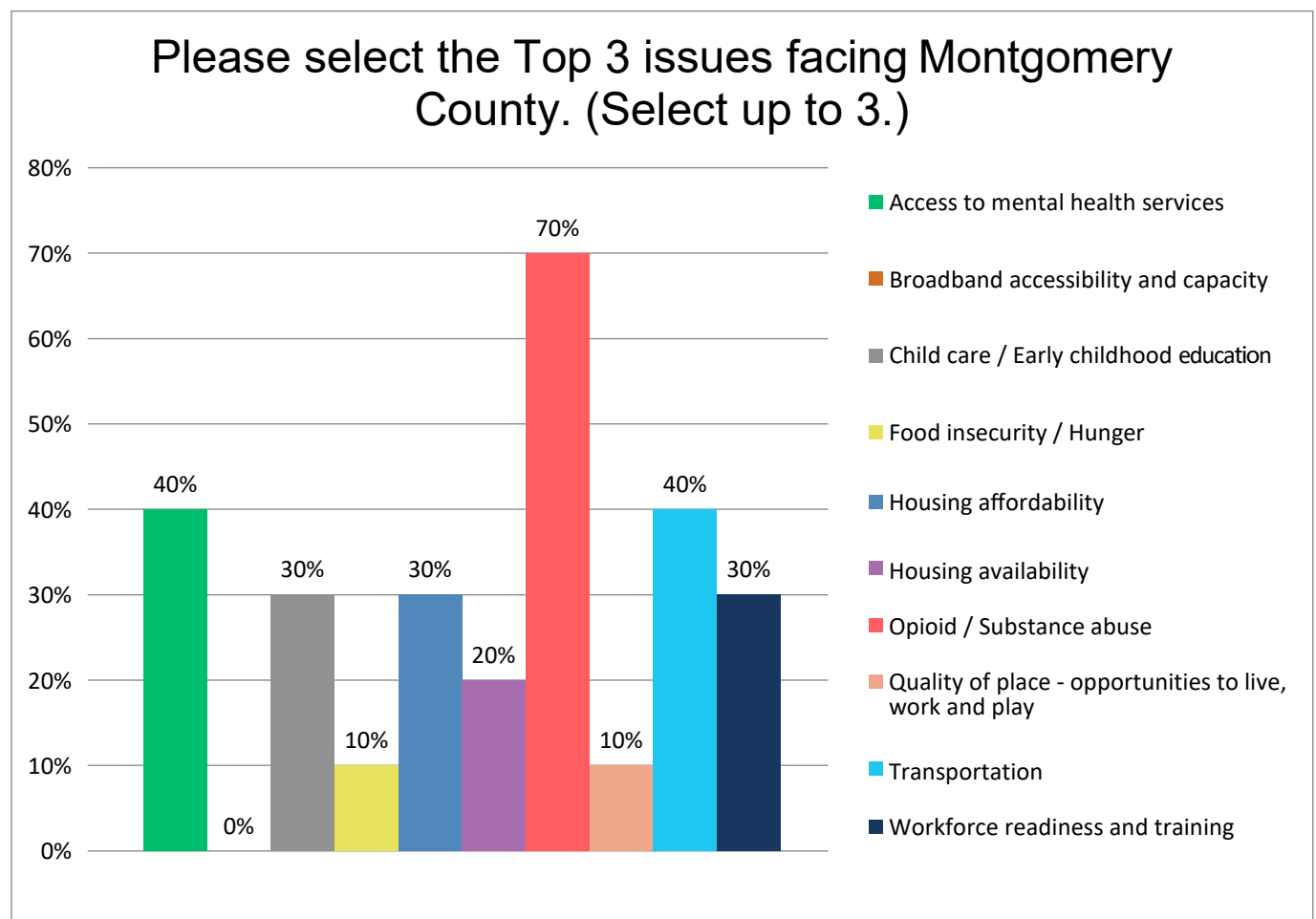
Five respondents provided suggestions on what they'd change in Montgomery County regarding early childhood education. Many of the suggestions again reiterate the needs they mentioned above.

- "It is so hard to find child care for smaller children that parents can afford. Makes it hard when parents are barely making it to pay bills than to pay for the cost of someone to watch their children."
- "Making pre-school available to all children."

- “I believe the answer is for our existing industries to raise their level of pay. We are hearing from industrial leaders that they have unfilled positions but the people I talk to say the jobs don't pay enough for them to have child care. They are better off on government assistance than working. Several day cares have closed over the years locally due to lack of numbers because of the cost to run a licensed facility. The answer is to raise the pay level for our workers who could afford day care and day care providers could open and not risk going out of business.”
- “Access and affordability”
- “We need more fully licensed day care facilities such as those readily available in larger cities.”

Top Issues Facing Montgomery County

Nearly all organizations answered the survey question, “What are the Top 3 issues facing Montgomery County?”. The top issue selected by seven of ten organizations was opioid/substance abuse. In second place, was a tie between access to mental health services and transportation, selected by 40% of respondents.



Case Studies

Case Studies in Other Communities

Workforce Development Strategies

Indiana has an early childhood education workforce shortage. Factoring in expected turnover, Indiana will need an additional 9,120 early childhood education professionals in the workforce in ten years. Based on both stakeholder feedback and data from the community needs assessment, Montgomery County also has a workforce shortage. Some reasons that early childhood educators are not going into this industry or staying is due to low wages and lack of professional supports.

Research on existing models of practice and recommendations from state and federal agencies show workforce development strategies that fall into the five categories listed in the table and described in more detail below. They are 1) increase wages, 2) financial relief, 3) educational support, 4) professional development and support, and 5) business operations support. Within these five categories, there are 14 strategies described below that could improve recruitment and retention of the early childhood education workforce in Kosciusko County. Some communities have worked to address these workforce issues, and there are a few case studies below.

1. INCREASE WAGES	
Strategy	Description
Parity with Public K-3 Teachers	Setting salary levels for the Early Childhood Education workforce that are equal to salaries that teachers of older children earn
Eligibility-Based Wage Increase	Programs must meet certain criteria to participate
Rate Reserve	An increase in the reimbursement rate paid to programs by the state
Pay Scale	Develop a pay scale that is competitive, provides regular increases, and pay increases with increased education
2. FINANCIAL RELIEF	
Strategy	Description
Tax Credits	Supplement wages by providing yearly refundable tax credits
Stipends	Supplement wages by providing periodic stipends on graduated supplement scales according to educational level and retention

3. EDUCATIONAL SUPPORT	
Strategy	Description
Apprenticeships	Learning the early childhood education profession under the guidance of a skilled coach
Scholarships	Grants that support the cost of higher education for early childhood degrees, certificates, and other approved training
Clinical Experiences	Offer and require extensive clinical experiences prior to entering the workforce
Provide Career and Academic Advising and Coaching	Help navigating college entry, financial assistance, academic success, and degree completion
4. PROFESSIONAL DEVELOPMENT AND SUPPORT	
Strategy	Description
Mentoring	Initial and ongoing support to new teachers
Create Individualized Career and Professional Development Plans	Plans should be collaboratively developed and based on the individual's professional goals
Select Ongoing Professional Development that is Credit Bearing	Dedicating resources in ways that link to the pathway and to the individual's career plan
5. BUSINESS OPERATIONS SUPPORT	
Strategy	Description
Shared Services	With the support of a backbone organization or hub, individual early childhood education programs can save money on operational costs by participating in a shared services model

1. Increase Wages

Parity with Public K-3 Teachers: A Case Study⁹

When San Antonio, TX first implemented their Pre-K 4 program in 2013, they built wage standards into the program that actually went beyond parity. This way, the early childhood education workforce for this new program would start off with higher compensation than the field typically earns. They put in place a good benefits package, but that only applies to a select number of teachers—those in their four model centers who are direct employees of the city. San Antonio ended up setting wages higher than K-3 teachers, because they put salaries at levels they thought would attract the best teachers and ensure high-quality early childhood

⁹ <https://cscce.berkeley.edu/files/2017/10/Strategies-in-Pursuit-of-Pre-K.pdf>

education. Beyond their four model centers, in 2016, they started making grants to school- and community-based programs. The teachers in public schools are subject to their school district's policies; they receive the same salary and benefits as K-3 teachers, but this compensation standard does not apply to pre-K teachers in community-based programs. San Antonio created a policy for paid time for professional responsibilities (non-child contact time). The Pre-K 4 program is funded by state pre-K funds and a local sales tax. "Local administrators suggest that, due to high starting salaries, more teachers are interested in pre-K jobs, resulting in an excellent applicant pool, including from elementary schools. Independent evaluations for the first three years of the program have shown positive results in child outcomes, and there is an intention to investigate the specific link between higher teacher pay and the quality of the service, using data on teacher turnover and comparisons with school districts."

Eligibility-Based Wage Increase: A Case Study¹⁰

San Francisco's C-WAGES program is an eligibility-based wage supplement program that began in 2012. It uses local public dollars to increase wages and contribute to health and retirement benefits for early childhood education staff in center- and home-based programs where at least 25% of enrolled children are in households living below 75% of the state median income. Participation in C-WAGES requires that programs adhere to a wage floor, differentiated by job and education levels, and participate in quality rating and improvement activities. Unfortunately, due to the eligibility requirements, this strategy only raises wages for a fraction of teachers.

Rate Reserve: A Case Study¹¹

The Put Massachusetts Kids First Coalition began advocating for a rate reserve (an increase in the child care subsidy [CCDF] reimbursement rate paid by the state) for programs receiving these public funds, with the understanding that this reserve would be used to increase teacher pay. The coalition asked for \$40 million initially, and the state allocated \$12.5 million. A drawback of this strategy is that early childhood teachers in facilities that do not accept children who receive subsidies would not see any benefits of a rate reserve.

Pay Scale: A Recommendation from Indiana Blue Ribbon Teacher Commission

Develop a pay scale that is competitive, provides regular increases, and higher pay for advanced degrees and other certifications.

¹⁰ <https://cscce.berkeley.edu/files/2014/ReportFINAL.pdf>

¹¹ https://www.care.com/media/cms/pdf/FINAL_Care_Report_09-27-2016.pdf

2. Financial Relief

Tax Credits: A Case Study¹²

Louisiana School Readiness Tax Credits were passed into law in 2007 and are available statewide. In 2017, about 6,300 early childhood education professionals received them. The credit range is \$1,715-\$3,429, with an average of \$2,239. Early childhood teachers and directors must meet education level eligibility requirements. They must work in a child care center for an average of 30 hours per week and for at least six months. The center must be registered to participate in the Child Care Assistance Program (which is the equivalent of Indiana's CCDF child care voucher program), and family child care homes are not eligible to participate. The drawbacks of this strategy are that teachers have to apply for the tax credit and meet eligibility requirements that are outside their control, meaning that this benefit only reaches a fraction of early childhood education professionals. The program is funded through state funds.

Stipends: A Case Study¹³

North Carolina implemented their WAGE\$[®] stipend program, and in 2017, almost 3,300 early childhood educators received an award, which is 10% of the state's licensed workforce. The annual stipend range is \$798-\$3,538, with an average of \$2,000. Teachers receive their stipends every six months. Early childhood teachers and directors must meet education level eligibility requirements. In addition, they must work in a participating county, at least 10 hours per week with children ages 0-5 in a licensed child care program, and for at least 6 months in the same program. Teachers who make more than \$14, \$16, or \$18 per hour (depending on funding partnership) are not eligible. The program is funded through state and federal (CCDF) funding. There are 13 other states, as well as the District of Columbia, that implement similar stipend programs.

3. Educational Support

Apprenticeships: A Case Study¹⁴

"The Philadelphia Early Childhood Education (ECE) Apprenticeship Program includes 36 apprentices, at over 20 different employers, all scheduled to complete their associate degrees by December 2019. The District 1199C Training & Upgrading Fund ("the Training Fund") is an established Philadelphia-based labor-management education and training partnership with extensive experience in the apprenticeship model. The Training Fund serves as the workforce intermediary for the ECE Apprenticeship Program, leading the ECE Apprenticeship planning process, identifying partners and funding, and providing ongoing coordination and replication support. Partner organizations include the Community College of Philadelphia (CCP) and the

¹² <https://cscce.berkeley.edu/files/2019/05/From-Unlivable-Wages-to-Just-Pay-for-Early-Educators.pdf>

¹³ <https://cscce.berkeley.edu/files/2019/05/From-Unlivable-Wages-to-Just-Pay-for-Early-Educators.pdf>

¹⁴ <http://www.ecactioncollective.org/images/ECE-Apprenticeship-Program.pdf>

Delaware Valley Association for the Education of Young Children (DVAEYC).” Key components of the program include academic supports, an accelerated degree program, and onsite, individual coaches. This program also includes a pay scale with wage increases, but that is not the case for all apprenticeship programs. A drawback of the program is that it is not available to all teachers.

Scholarships: A Case Study¹⁵

The Connecticut Office of Early Childhood Scholarship Assistance Program uses state and federal dollars to help Connecticut's early childhood professionals increase their competence and advance their education. Applicants must be part of Connecticut's Early Childhood Professional Registry and be employed in Connecticut early care and education settings and who are pursuing an early childhood higher education degree or credential, or who are seeking eligible training to improve their competency. A drawback of the program is that it is not available to all teachers.

Clinical Experiences: A Recommendation from Indiana Blue Ribbon Teacher Commission¹⁶

In 2015, the Indiana Department of Education (IDOE) established the Blue Ribbon Commission on the Recruitment and Retention of Excellent Educators. The Commission developed some strategies that could also apply to the early childhood education workforce.

In partnership with high schools and higher education institutions, offer and require extensive clinical experiences prior to entering the workforce.

Provide Career and Academic Advising and Coaching: A Recommendation from U.S. Department of Health and Human Services Policy Statement on Early Childhood Career Pathways¹⁷

“Many early childhood staff will enter the career pathway with limited understanding of the variety of roles in the profession and the credentials needed to have those jobs. The roles in early childhood education are not limited to teaching and program leadership. The pathway needs to indicate the range of roles, and the education requirements and typical compensation connected to each of them. They need help to navigate college entry, financial assistance, academic success and degree completion, especially if they are the first in their family to enroll in college.”

¹⁵ <https://www.ccacregistry.org/index.cfm?module=oecScholarshipAssistanceProgram&navID=nav5>

¹⁶ <http://www.doe.in.gov/sites/default/files/blueribbon/blueribbon-report-1.14.2016.pdf>

¹⁷ https://www.acf.hhs.gov/sites/default/files/ecd/career_pathways_policy_final.pdf

4. Professional Development and Support

Mentoring: A Recommendation from Indiana Blue Ribbon Teacher Commission

Invest in a mentoring system to provide initial and ongoing support to new teachers for three years. Develop a common set of expectations to follow, including qualifications of mentors. Train mentors. Provide stipends to mentors.

Create Individualized Career and Professional Development Plans: A Recommendation from U.S. Department of Health and Human Services Policy Statement on Early Childhood Career Pathways

“All educators who work in early childhood centers and family child care homes need attention to their ongoing professional learning and to individualized plans and aspirations. These plans should consider specializations for working with different populations of children, such as infants, toddlers, children with special needs, and dual language learners. Each plan should be collaboratively developed, based on the individual’s professional goals (short and long term), set timelines for meeting those goals, and provide appropriate resources so that the plan can be meaningful and implemented with shared accountability for its success.”

Select Ongoing Professional Development that is Credit Bearing: A Recommendation from U.S. Department of Health and Human Services Policy Statement on Early Childhood Career Pathways

“Ongoing and individualized professional development is important to any job...Some professional development offerings may be required by licensing systems or to keep a certificate up to date. Other professional development may be recognized for credit toward the next level of credential or degree. To the extent practicable, resources should be spent in ways that link to the pathway and to the individual’s individual career plan.”

5. Business Operations Support

Shared Services: Three Case Studies

A. Micro-Center Network

The Opportunities Exchange writes about a specific model, a micro-center network, that uses shared services to create a scalable and more sustainable business model for early childhood education programs.

“A micro-center network includes multiple, one-classroom child care ‘centers’ located in an existing public or charter school, hospital, office building, community center, or the like. Ideally the space and related facility costs (e.g. maintenance, janitorial, utilities), as well as furnishings/equipment, are donated by the school or private sector sponsor—keeping start-up

and overhead costs to a minimum. Each micro-center is equipped and staffed to provide top-quality center-based care under the leadership of a Network Hub. A single qualified individual, employed by the Hub, serves as “director” for the network of micro-centers and is responsible for supervision, coaching, and instructional leadership of classroom teachers as well as overseeing curriculum, child assessment, parent engagement and other pedagogical leadership tasks. All administrative services (enrollment, billing and fee collection, grants management, licensing and quality rating liaison, etc.) are provided by the Hub central staff. Teachers in the micro-centers are employees of the Hub, with access to employee benefits, an internal career ladder, reflective supervision and other professional supports.”¹⁸

B. Chambliss Center for Children

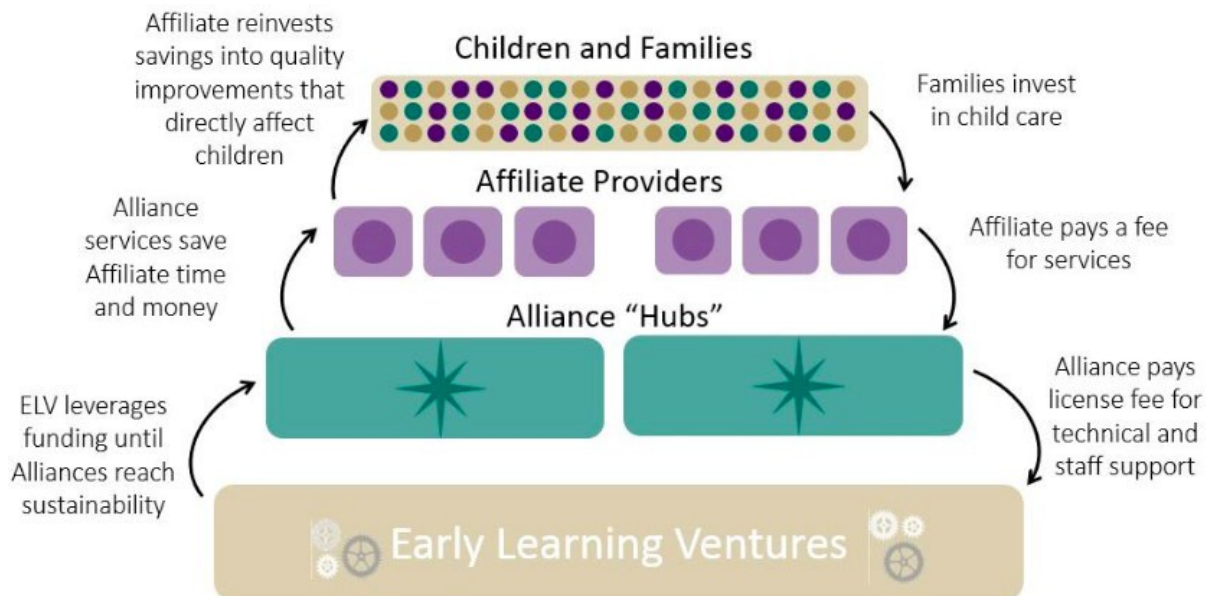
Chambliss Center for Children in Chattanooga, TN is a nonprofit organization that operates an early childhood care and education program that serves over 300 children. In addition to operating their own site, they have management agreements with five other early childhood programs in the community. Administrative staff at Chambliss Center for Children manage the day-to-day operations of these 5 programs, but each of the programs has their own board of directors. Some of the services include payroll and benefits administration; insurance contract coordination; maintenance; and purchasing of food and supplies. The programs report that some of the positive impacts for them are the ability to increase teacher wages; decreased staff turnover; and improved program quality.¹⁹

¹⁸ https://opportunities-exchange.org/wp-content/uploads/OpEx_2019_MicroCenterNetworkStrategy.pdf

¹⁹ <https://www.chamblisscenter.org/home>

C. Early Learning Ventures

The David and Laura Merage Foundation founded Early Learning Ventures (ELV), which helps early care and education organizations alleviate administrative costs and save time with efficient business tools.²⁰



"ELV Affiliates obtain lower costs in business functions like purchasing, classroom resources, program administration, human resources, marketing, and online training that meets current child care licensing requirements, as well as a child management system. This web-based system creates accurate and professional records and reports, while helping to streamline and increase efficiencies of management for licensing compliance, the Child and Adult Care Food Program, and child care subsidy programs including the Colorado Child Care Assistance Program. As a result, early child care providers are better equipped to offer high-quality care utilizing this time and money savings. This, in turn, allows them to focus on the most important part of their day – caring for and educating children."²¹

²⁰ <https://www.merage.org/early-childhood-education/early-learning-ventures/>

²¹ <https://www.earlylearningventures.org/child-care-providers/shared-services/>

Next Steps

The strategic planning retreat will be split between two task force meetings in November and December 2019. At the meetings, we will identify the top goals and strategies that will inform the Montgomery County Child Care Task Force's strategic plan in response to the information collected in the needs assessment. Please bring a copy of this pre-read packet to the retreat.

Appendices

Appendix A: Demographics of Parent Survey Respondents

Q27. (Optional) Do you currently receive any assistance from any of these programs? (Select all that apply)

Answer Choices	Responses	
SNAP (food assistance)	8.33%	28
Medicaid / Health coverage / CHIP	22.92%	77
Cash Assistance (TANF)	0.60%	2
Child Care Assistance Vouchers (CCDF / On My Way Pre-K)	1.49%	5
Women, Infants and Children Benefits (WIC)	8.04%	27
First Steps Early Intervention	2.68%	9
Children's Special Healthcare Services	0.30%	1
None	70.83%	238
Other (please specify)	2.38%	8
	Answered	336
	Skipped	365

Q29. Age

Answer Choices	Responses	
Under 18	0.20%	1
18-24	3.53%	18
25-34	34.12%	174
35-44	32.94%	168
45-54	17.25%	88
55-64	7.25%	37
65 or above	3.53%	18
Prefer not to answer	1.18%	6
	Answered	510
	Skipped	191

Q30. Gender

Answer Choices	Responses	
Male	14.17%	72
Female	82.68%	420
Prefer not to answer	2.76%	14
Other (please specify)	0.39%	2
	Answered	508
	Skipped	193

Q31. Race/Ethnicity (Select all that apply.)

Answer Choices	Responses	
White / Caucasian	95.08%	483
Spanish / Hispanic / Latino	1.38%	7
Black / African American	0.59%	3
Asian	0.20%	1
Pacific Islander	0.20%	1
Native American	0.20%	1
Multiple Races	0.79%	4
Prefer not to answer	2.17%	11
Other (please specify)	0.20%	1
	Answered	508
	Skipped	193

Q32. Marital Status

Answer Choices	Responses	
Single	9.78%	50
Married	73.58%	376
Living with Partner	5.09%	26
Separated	2.15%	11
Divorced	7.24%	37
Widowed	0.98%	5
Prefer not to answer	1.17%	6
	Answered	511
	Skipped	190

Q33. What is the highest degree or level of school you have completed?

Answer Choices	Responses	
Less than high school degree	1.59%	8
High school diploma or GED (or other equivalent)	16.30%	82
Workforce credential	1.79%	9
Some college (1-4 years, no degree)	23.26%	117
Associate degree (including occupational or academic degrees)	15.31%	77
Bachelor's degree (BA, BS, AB, etc.)	26.24%	132
Master's degree / Professional school degree / Doctorate degree	15.11%	76
Prefer not to answer	0.40%	2
	Answered	503
	Skipped	198

Q34. What is your employment status? (Select all that apply.)

Answer Choices	Responses	
Full-time employment	64.67%	324
Part-time employment	14.57%	73
Retired	3.19%	16
Self-employed	5.59%	28
Student	2.40%	12
Stay at home parent	14.97%	75
Other (please specify)	3.59%	18
	Answered	501
	Skipped	200

Q35. What is your household income?

Answer Choices	Responses	
Below \$20,000	9.40%	47
\$20,000-\$29,999	6.80%	34
\$30,000-\$39,999	7.40%	37
\$40,000-\$49,999	7.20%	36
\$50,000-\$74,999	19.40%	97
\$75,000-\$99,999	17.80%	89
\$100,000-\$124,999	12.80%	64
\$125,000-\$149,999	4.80%	24
\$150,000 or above	6.80%	34
Prefer not to answer	7.60%	38
	Answered	500
	Skipped	201

Q36. How many adults (individuals 18 or older) live in your household?

Answer Choices	Responses	
1	13.23%	66
2	68.14%	340
3	12.02%	60
4	4.21%	21
5	1.20%	6
6	0.20%	1
7	0.00%	0
8	0.00%	0
More than 8	0.00%	0

Prefer not to answer

1.00%

5

Answered

499

Skipped

202

Appendix B: Demographics of Employee Survey Respondents

Q30. Age

Answer Choices	Responses	
Under 18	0.93%	8
18-24	6.25%	54
25-34	23.61%	204
35-44	23.15%	200
45-54	24.65%	213
55-64	18.40%	159
65 or above	2.08%	18
Prefer not to answer	0.93%	8
	Answered	864
	Skipped	83

Q31. Gender

Answer Choices	Responses	
Male	32.06%	276
Female	65.16%	561
Prefer not to answer	2.79%	24
Other (please specify)	0.00%	0
	Answered	861
	Skipped	86

Q32. Race/Ethnicity (Select all that apply.)

Answer Choices	Responses	
White / Caucasian	94.55%	816
Spanish / Hispanic / Latino	2.32%	20
Black / African American	0.35%	3
Asian	0.00%	0
Pacific Islander	0.12%	1
Native American	0.46%	4
Multiple Races	0.58%	5
Prefer not to answer	1.85%	16
Other (please specify)	0.35%	3
	Answered	863
	Skipped	84



Q33. Marital Status

Answer Choices	Responses	
Single	14.44%	121
Married	65.39%	548
Living with Partner	6.44%	54
Separated	0.60%	5
Divorced	8.47%	71
Widowed	1.19%	10
Prefer not to answer	3.46%	29
	Answered	838
	Skipped	109

Q34. What is the highest degree or level of school you have completed?

Answer Choices	Responses	
Less than high school degree	1.08%	9
High school diploma or GED (or other equivalent)	30.25%	252
Workforce credential	1.20%	10
Some college (1-4 years, no degree)	22.09%	184
Associate degree (including occupational or academic degrees)	9.48%	79
Bachelor's degree (BA, BS, AB, etc.)	22.93%	191
Master's degree / Professional school degree / Doctorate degree	9.84%	82
Prefer not to answer	3.12%	26
	Answered	833
	Skipped	114

Q35. What is your employment status? (Select all that apply.)

Answer Choices	Responses	
Full-time employment	94.09%	780
Part-time employment	4.10%	34
Self-employed	0.36%	3
Student	0.84%	7
Other (please specify)	2.77%	23
	Answered	829
	Skipped	118

Q36. What is your household income?

Answer Choices	Responses	
Below \$20,000	2.42%	20
\$20,000-\$29,999	6.76%	56
\$30,000-\$39,999	9.18%	76
\$40,000-\$49,999	9.30%	77
\$50,000-\$74,999	19.81%	164
\$75,000-\$99,999	19.93%	165
\$100,000-\$124,999	10.99%	91
\$125,000-\$149,999	5.31%	44
\$150,000 or above	4.35%	36
Prefer not to answer	11.96%	99
	Answered	828
	Skipped	119

Q37. How many adults (individuals 18 or older) live in your household?

Answer Choices	Responses	
1	14.32%	119
2	62.70%	521
3	13.60%	113
4	5.29%	44
5	0.48%	4
6	0.00%	0
7	0.00%	0
8	0.00%	0
More than 8	0.00%	0
Prefer not to answer	3.61%	30
	Answered	831
	Skipped	116

Appendix C: Glossary

Glossary of Terms Related to Early Childhood Education Used in This Report²²

Child Care Resource & Referral (CCR&R): Agencies that help families find the child care they need, educates families and the community about child care choices and quality, and supports child care providers' improvement in quality through training, technical assistance, and other support services.

Child Care Voucher: A document which states the authorized subsidy for child care services for a specific eligible child, eligible provider, begin date, end date, and dollar amount. The voucher is provided by the Child Care and Development Fund (CCDF).

Child Care Waiting List: A list of children who preliminarily meet eligibility criteria for the Child Care and Development Fund (CCDF) program, but for whom there are no available funds (or "slots"). Head Start programs also maintain waitlists.

Child Development Associate (CDA) Credential™: A national competency-based certification credential for individual child care professionals that is awarded through the National Council for Professional Recognition. The credentialing program focuses on the skills of early care and education professionals and is designed to provide performance-based training and assessment of infant/toddler teachers, preschool teachers, home visitors, and family child care providers.

Early Childhood Education (ECE): Referring to educational programs and strategies geared toward children from birth to age eight (8). This time period is widely considered the most vulnerable and crucial stage of a person's life and focuses on guiding children through play.

Family Child Care: An early care and education program option in which services to children are delivered in the homes of permitted or licensed family child care providers licensed by the Indiana Family and Social Services Administration (FSSA), Office of Early Childhood and Out of School Learning (OECOSL).

Full-day/Full-year Programs: Programs in which a child is enrolled for five hours or more each day for a period of 12 months.

High-Quality Preschool Program: In Indiana, High-Quality Preschool is defined as a program that is Level 3 or Level 4 in Paths to QUALITY™ (PTQ) or nationally accredited by a state approved accrediting body.

²² *Indiana Glossary on Early Learning Terms and Organizations*. Indiana Early Learning Advisory Committee, 2016. Retrieved from <http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/12/Final-Glossary-1220.pdf>

Level (1-4): Position on the scale of criteria used in the Paths to QUALITY™ (PTQ) system, Indiana’s voluntary Quality Rating Improvement System for early care and education programs. Each level includes and builds upon the preceding levels with increasing standards.

Licensed Care: An early childhood education program that meets certain criteria set by the state of Indiana.

Licensed Child Care Centers: A licensed early childhood education program designed to provide care for one or more children in a commercial building. Licensed Child Care Centers must meet specific rules and regulations, including requirements for teacher training and education, staff to child ratios, nutrition, discipline, and the supervision of children. Child capacity in a licensed center is limited by the square footage and bathroom facilities in the facility.

Licensed Child Care Home: A licensed early care and education program operated within a Residence. Licensed child care homes must meet specific regulations, including requirements for teacher training and education, staff-to-child ratios, nutrition, discipline, and the supervision of children. Child capacity in a licensed child care home is limited to no more than 16 and depends on the ages of the children and the number of caregivers present.

Licensed Provider: See Licensed Care.

Licensed-Exempt Child Care and Development Fund (CCDF) Certified Centers: Child care that occurs in a commercial building in which the program meets one of the exemptions to licensure including programs that operate less than four hours a day, are registered as a ministry, operate 90 days or less per year (such as summer camps) or other exemptions under IC12-17.2-2. These programs are not licensed but have been certified to receive public funds through the CCDF voucher program. These unlicensed facilities must meet minimum health and safety standards as defined by the Provider Eligibility Standards (IC12-17.2-3.5).

Licensed-Exempt Child Care and Development Fund (CCDF) Certified Homes: Child care that occurs in a residential building in which the provider cares for five or fewer unrelated children. The provider is not licensed but has been certified to receive public funds through the CCDF voucher program. These unlicensed homes must meet minimum health and safety standards as defined by the Provider Eligibility Standards (IC12-17.2-3.5)

On My Way Pre-K: A state-funded pre-k pilot program the Indiana General Assembly enacted during the 2014 legislative session under the House Enrolled Act (“HEA”) 1004. It provides high-quality pre-k for four-year olds in low-income families in all 92 counties starting Summer 2019.

Paths to QUALITY™: A free, voluntary Quality Rating and Improvement System (QRIS) designed to raise the standard of quality in early care and education in Indiana. Paths to QUALITY™ includes four progressively higher levels of standards, with each level including and building upon previous levels. The Family and Social Service Administration (FSSA) Office of Early Childhood and Out of School Learning (OECOSL) administers the program.

Pre-Kindergarten (Pre-K): Early care and education for children four (4) years of age, or for the year immediately prior to their enrollment in Kindergarten.

Preschool: Early childhood education for children three (3) to four (4) years of age.

Private Preschool Programs: Early care and education programs located in a non-public school building that typically offer educational enrichment and social interactions for children two (2) to five (5) years of age. These programs usually operate on a part-day basis, two to five days per week, less than five hours per day and may not be required to be regulated or licensed.

Public Preschool Program: Early Care and Education programs located in a public-school building that typically offer educational enrichment and social interactions for children two (2) to five (5) years of age. These programs may operate on a part-day basis, two to five days per week, less than five hours per day and may not be required to be regulated or licensed.

Unlicensed Registered Child Care Ministry: An Early Care and Education Program operated by a faith-based organization exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code. Unlicensed Registered Ministries are required to meet basic fire, safety, and sanitation regulations but are not required to meet the same requirements as licensed providers. Unlicensed Registered Child Care ministries are not required to be licensed in Indiana.

Voluntary Certification Program (VCP): A voluntary, quality enhancement program administered for unlicensed registered ministries to meet the equivalent program standards as licensed providers. The program is administered by the FSSA Office of Early Childhood and Out of School Learning.

Voluntary Certification Registered Ministry (VCP Ministry): When an Unlicensed Registered Child Care Ministry has voluntarily agreed to meet the program standards for the Voluntary Certification Program (VCP). A Voluntary Certified Registered Ministry is not required to be licensed.