

'Scaling Up'

*Meeting the early learning needs of children 0-5 across
Lake County*



Agenda



1 Welcome

2 Review Findings

3 Implications & Next Steps

Who We Are

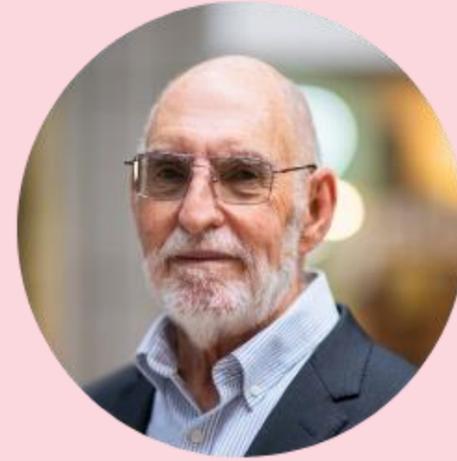
The Center for Early Learning Funding Equity (CELFE) builds capacity for assessing and ensuring adequacy and equity in early learning funding systems through research and transformative partnerships. We create innovative approaches and funding mechanisms that support the diverse needs of children and families



Our Team



Theresa Hawley, Ph.D.
Executive Director



Tom Layman
Senior Fellow



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Deputy Director



Autumn Srisengfa
Policy Associate

We bring decades of experience in developing and implementing early learning systems at the state and local levels and are driven by our deep belief in the power of early experiences to shape the trajectory of children's lives.

Thank you!

Project Funders

Gorter Family Foundation
Hunter Family Foundation
Schreiber Philanthropy
Steans Family Foundation

Data Partners

Illinois Network of Child Care Resource and Referral Agencies
Illinois State Board of Education
NORC at the University of Chicago

Deep Dive Schools & Centers

Fox Lake Dist. 114, Lotus Elementary
Round Lake Dist. 116, Early Education Center
North Chicago Dist. 187, Green Bay School
LEARN Margaret Romano Early Childhood Academy, Waukegan
LEARN Pre-K @ LEARN 6, Great Lakes
Peppermint Stick Children's Center, Round Lake Beach
Peppermint Stick Children's Center, Grayslake
Goddard School, Round Lake
Start Early, Waukegan
Start Early, Beach Park

Special thanks to the Advisory Board!



Our Scope Includes Four Components

Phase 1



Demographic Analysis

Which children are in Lake County? Who needs what?



Quality Gap

What is the availability of and need for high standards programs for children 0-5 in Lake County?



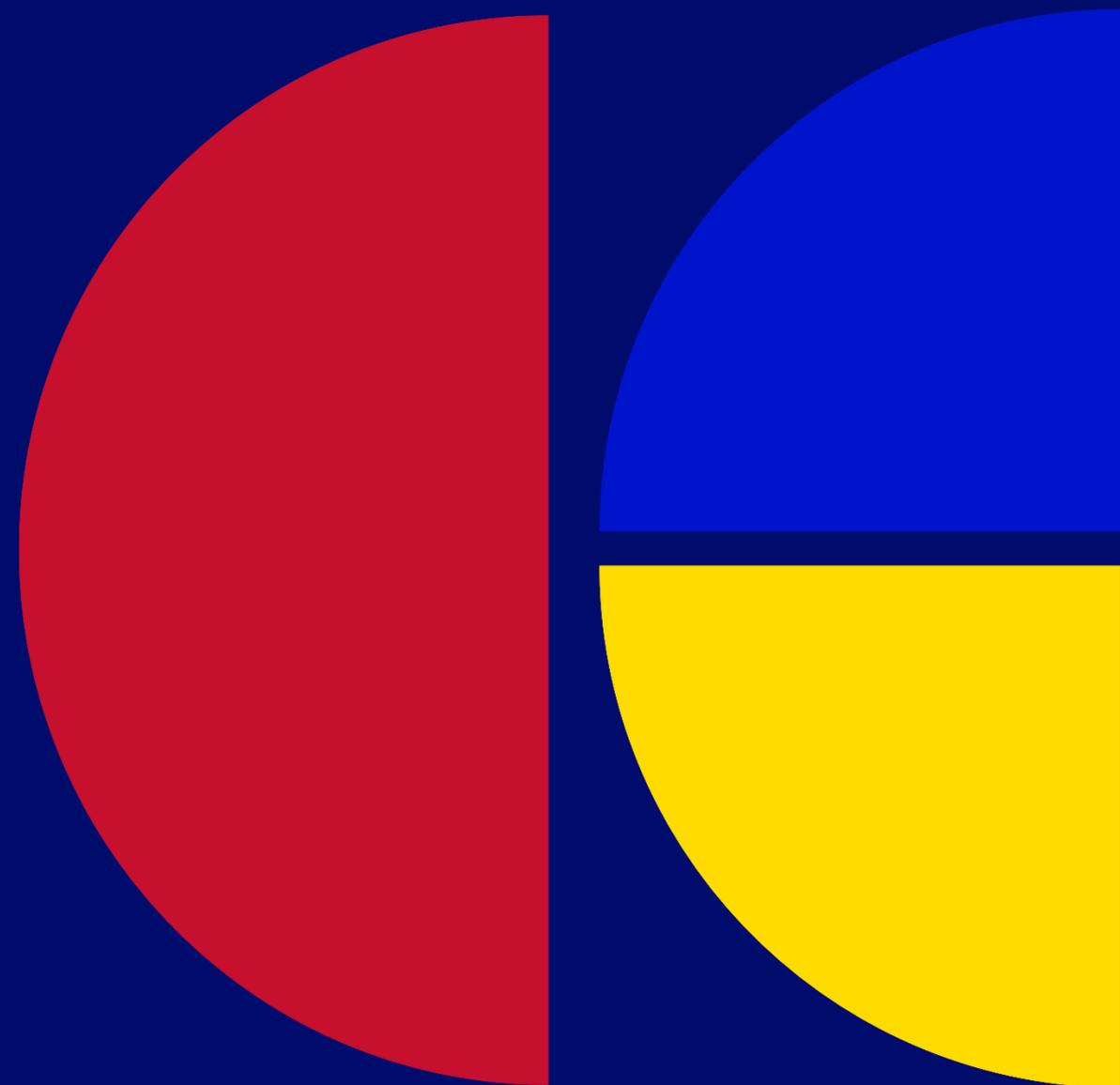
Funding Adequacy Gap

How much funding is adequate to meet the need?



Data Opportunities

How do we better use data to inform ECE funding?

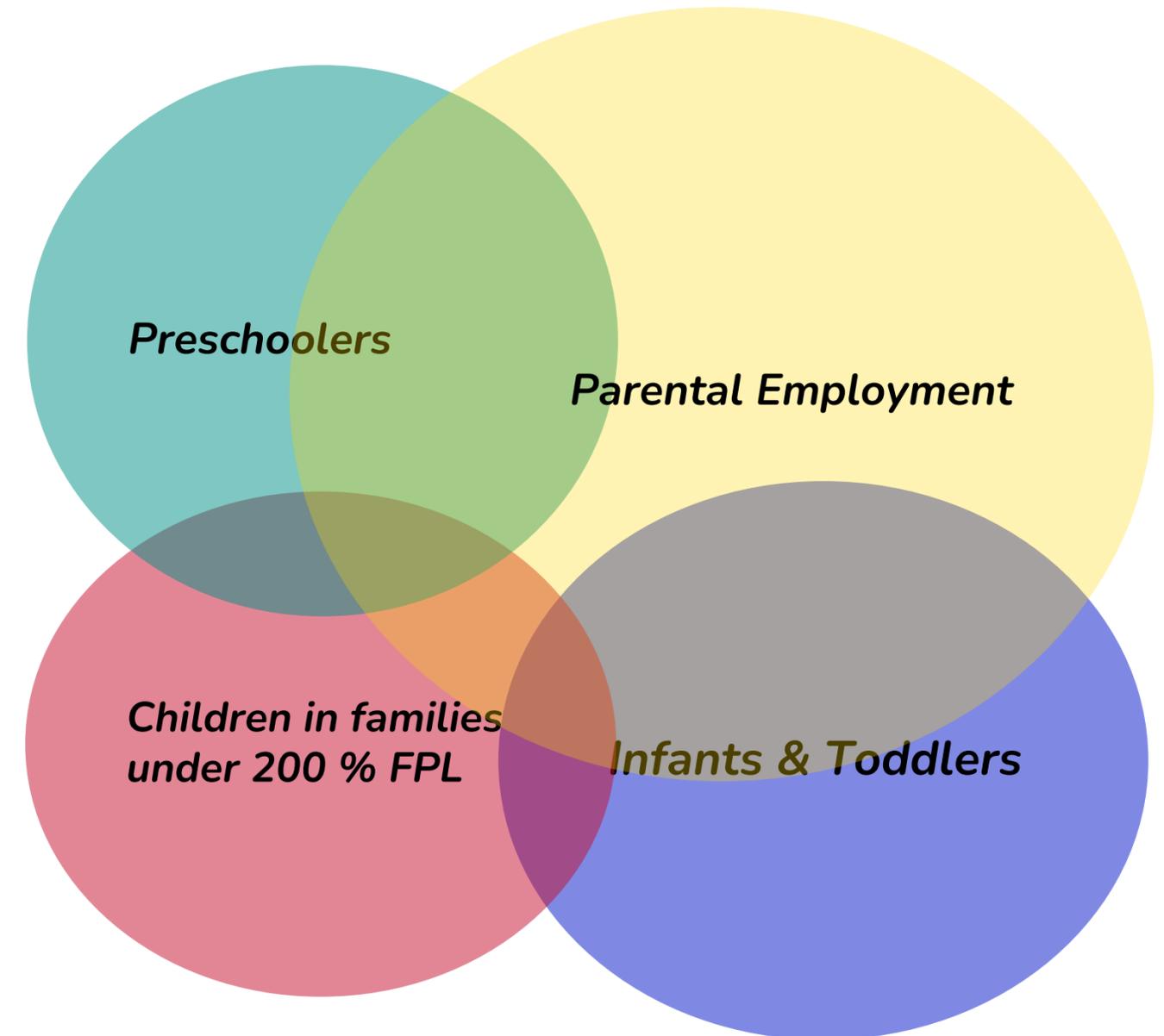


Understanding Demand

Simplifying Complex Needs

How can we estimate how many children need different types of early childhood services in Lake County?

- Child and family characteristics determine service needs.
- CELFE partnered with NORC to use the U.S. Census Bureau's American Community Survey data to answer these questions, even when the population is relatively small.
- Both CELFE and NORC believe this to be a more accurate approach to understanding need in a geographic area, and more likely to produce findings that are useful for guiding strategic decisions.



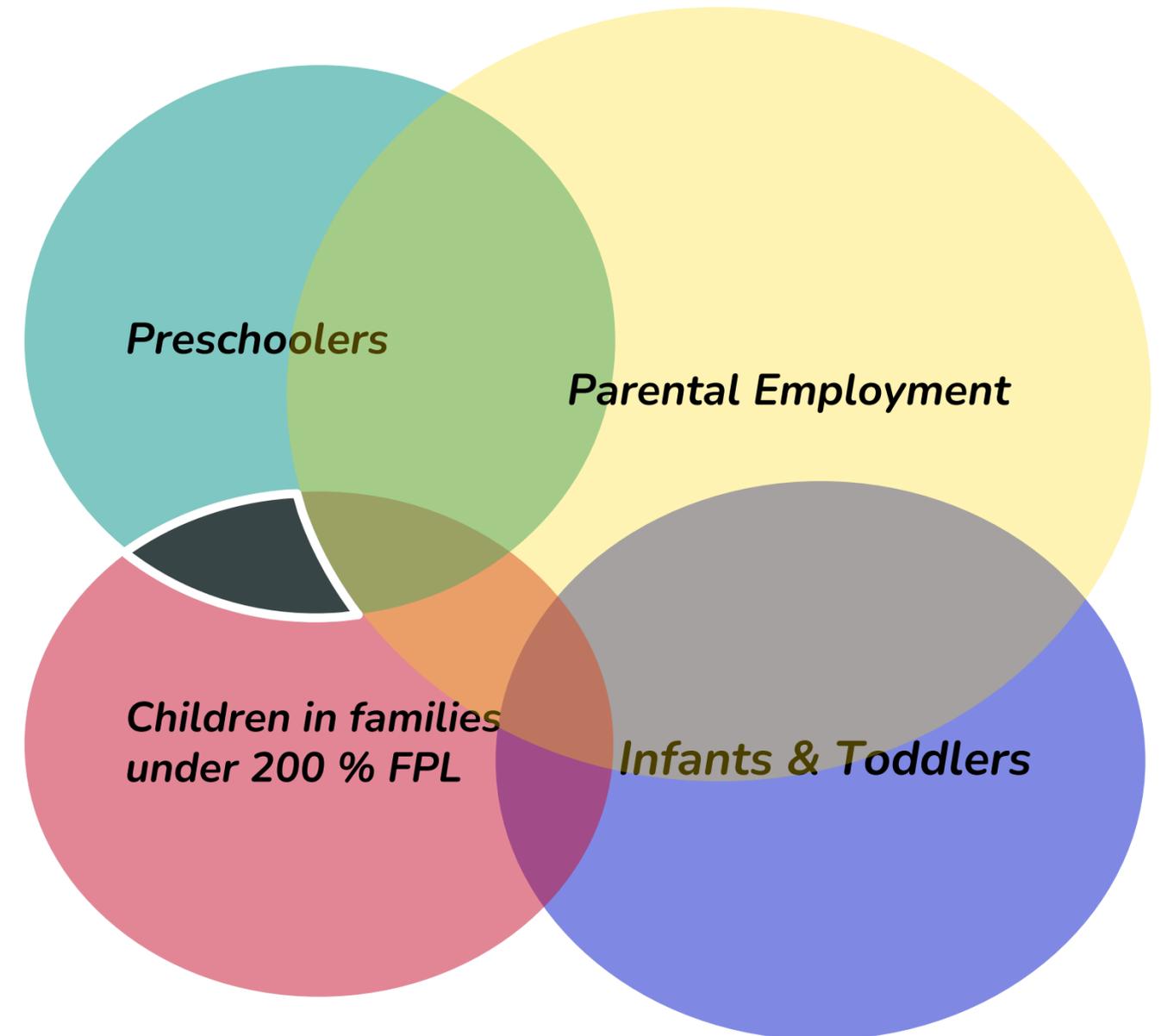
Number of Children in Lake County

Understanding Demand: Preschool

Children need different formal education arrangements based on family characteristics.



Preschoolers with a **stay-at-home parent** will still benefit from a public pre-k program and could be well served by 6-hour day.



Number of Children in Lake County

Understanding Demand: Preschool

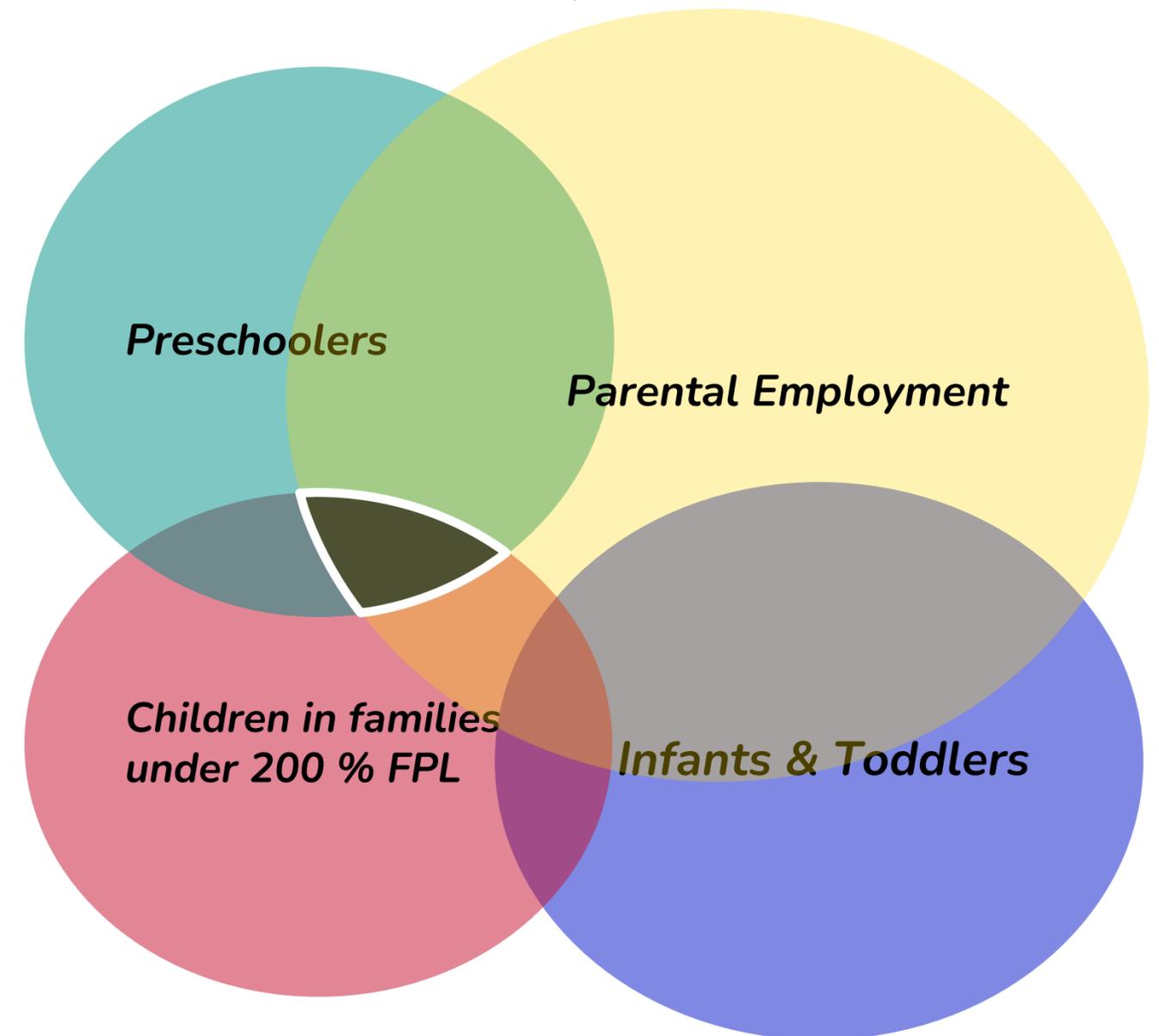
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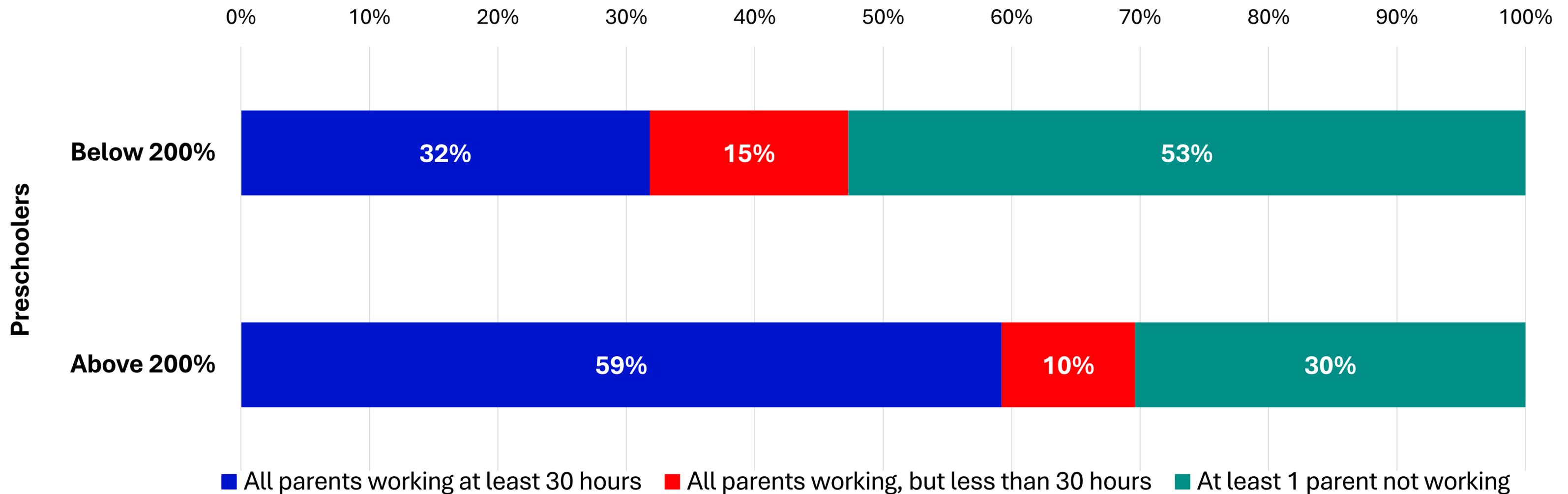
Preschoolers with **all parents working** need a full workday, high standards pre-k program (or a combination of school day and informal care)



Number of Children in Lake County

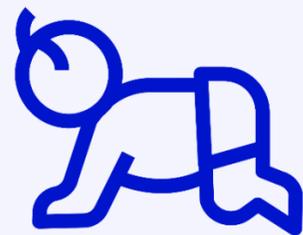
Findings & Implications-Preschool

- Children in low-income households are less likely to have all parents working full-time
- This suggests school-day length programs may meet the needs for a large portion of the low-income population.

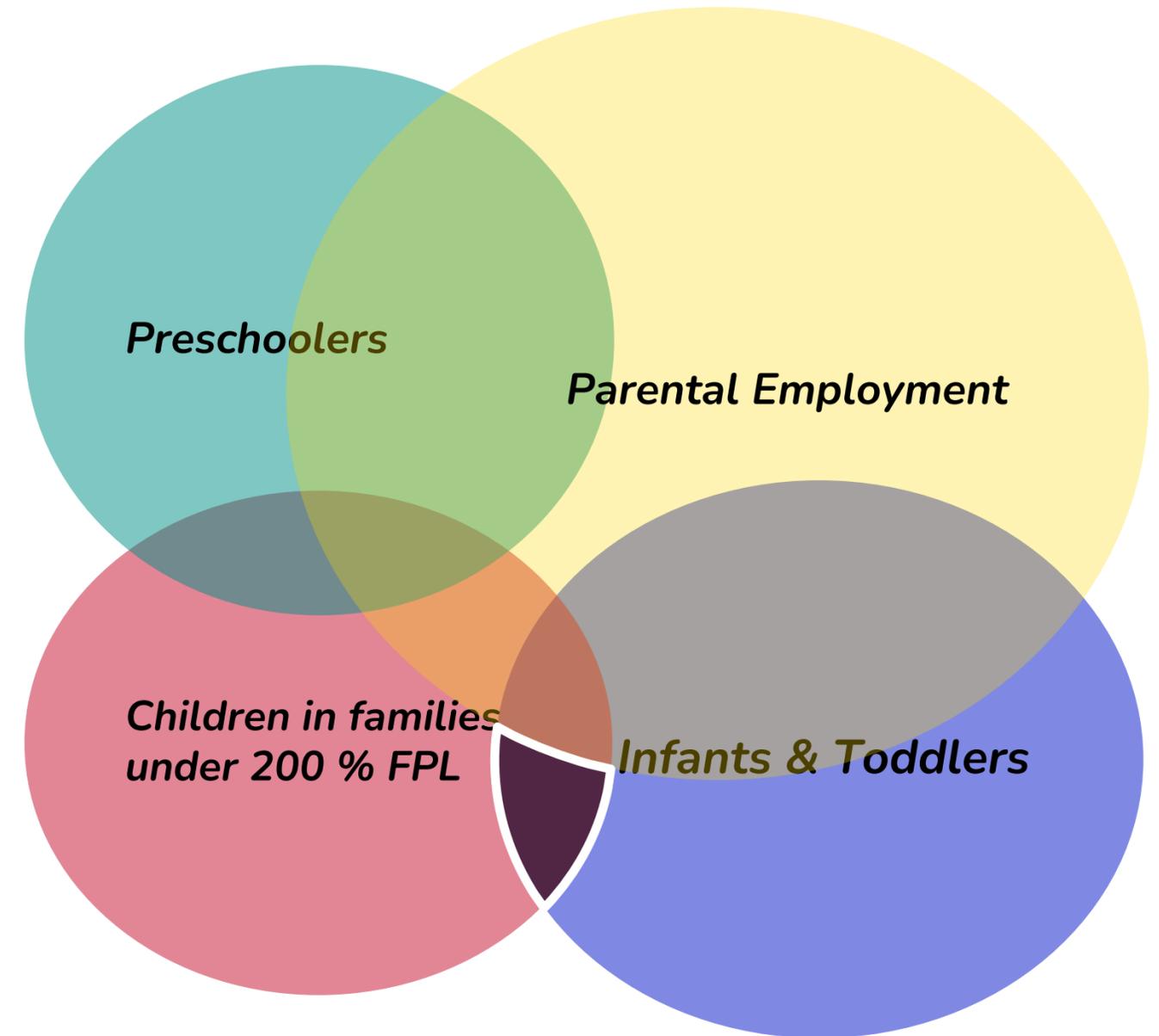


Understanding Demand: Infants/Toddlers

Children need different formal education arrangements based on family characteristics.



Infants and toddlers with a **stay-at-home parent** typically do not need a formal in-person program



Number of Children in Lake County

Understanding Demand: Infants/Toddlers

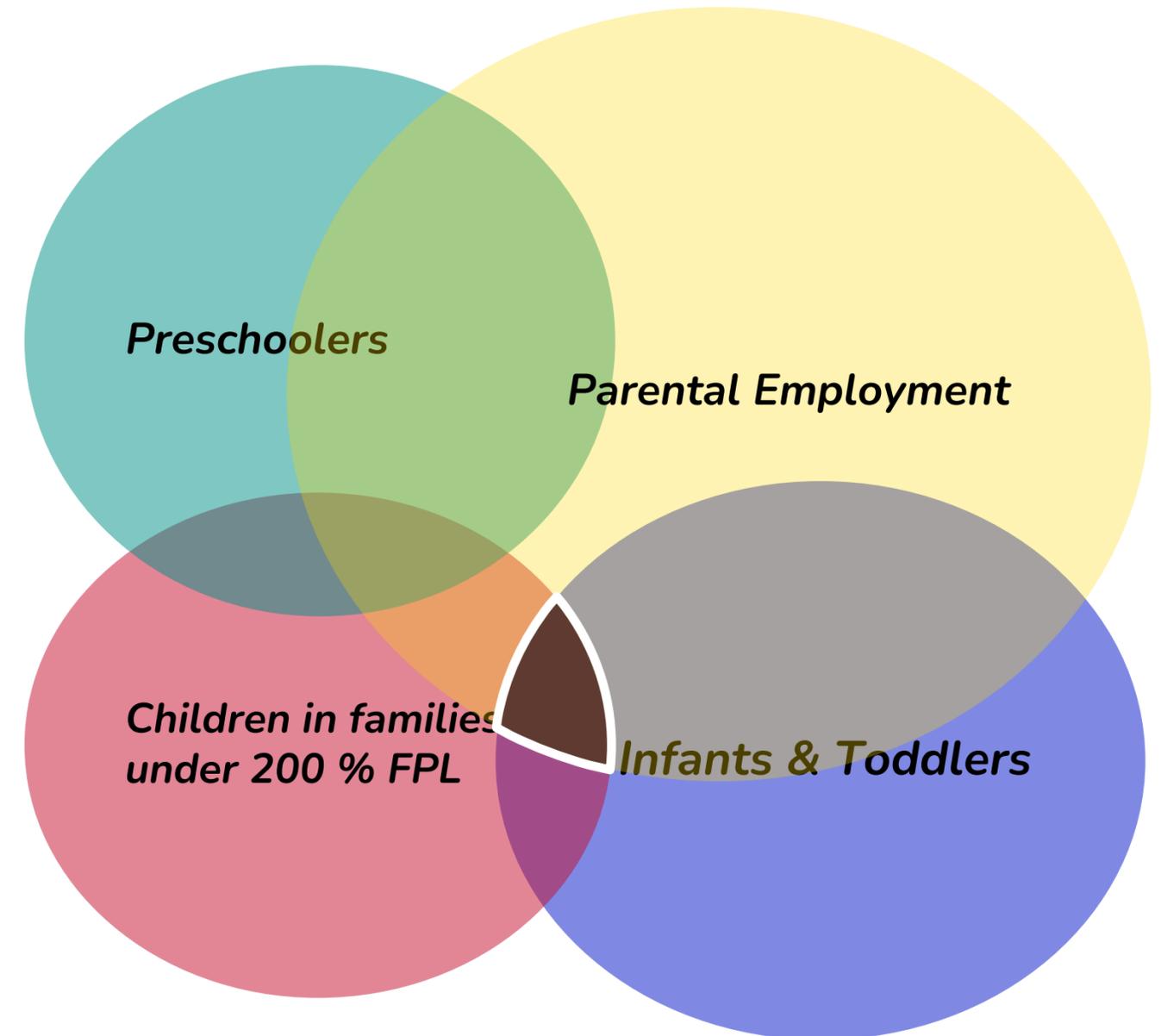
How can we estimate how many children need different types of early childhood services in Lake County?



Infants and toddlers with a **stay-at-home parent** typically do not need a formal in-person program



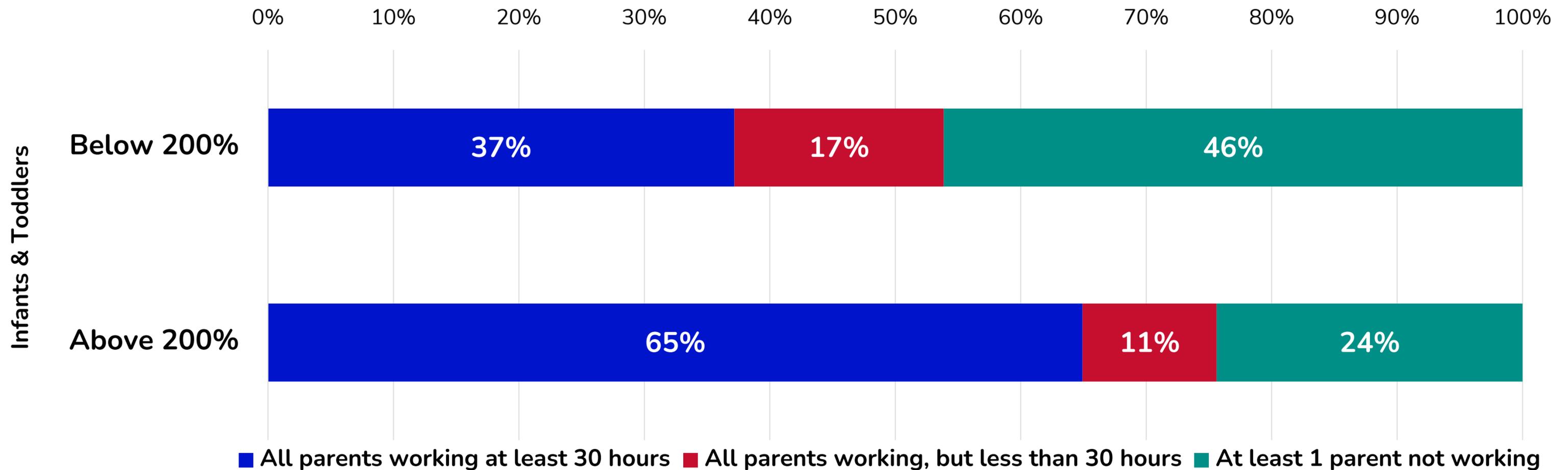
Infants and toddlers with **all parents working** need up to 12 hours of care in a home or center-based program



Number of Children in Lake County

Findings & Implications: Infants & Toddlers

- Infants in low-income households are also less likely to have all parents working full-time.
- However, as we will discuss in more depth later, there is still a gap between the number of Infant & Toddler slots available and those needed. Lake County needs funding to support more high-quality infant slots that offer comprehensive services.



Based on work schedules, many low-income families' needs could be met by school-day length ECEC programs.

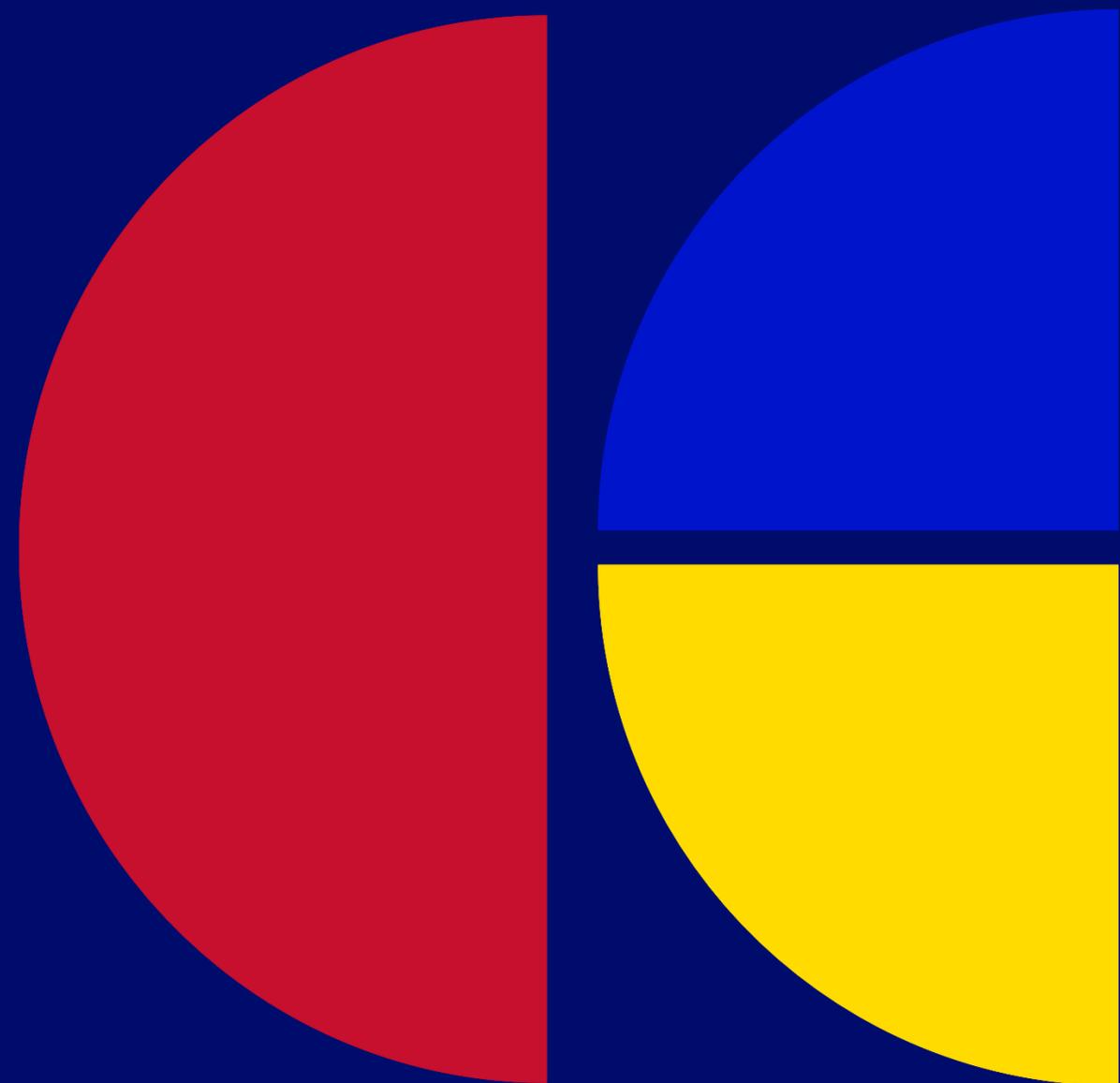
- More than 23,000 children in Lake County need full workday formal ECEC care.
- However, most children who need full workday care are not from low-income families.
- For families with incomes below 200% FPL, approximately two-thirds of children have at least one parent working less than 30 hours.
- This indicates that a high-quality school-day length program might meet their needs.



Reflection:

- What most surprised you about the demographic data?
- How do families' needs for child care align with or differ from your expectations?
- What might this mean for your work in Lake County?

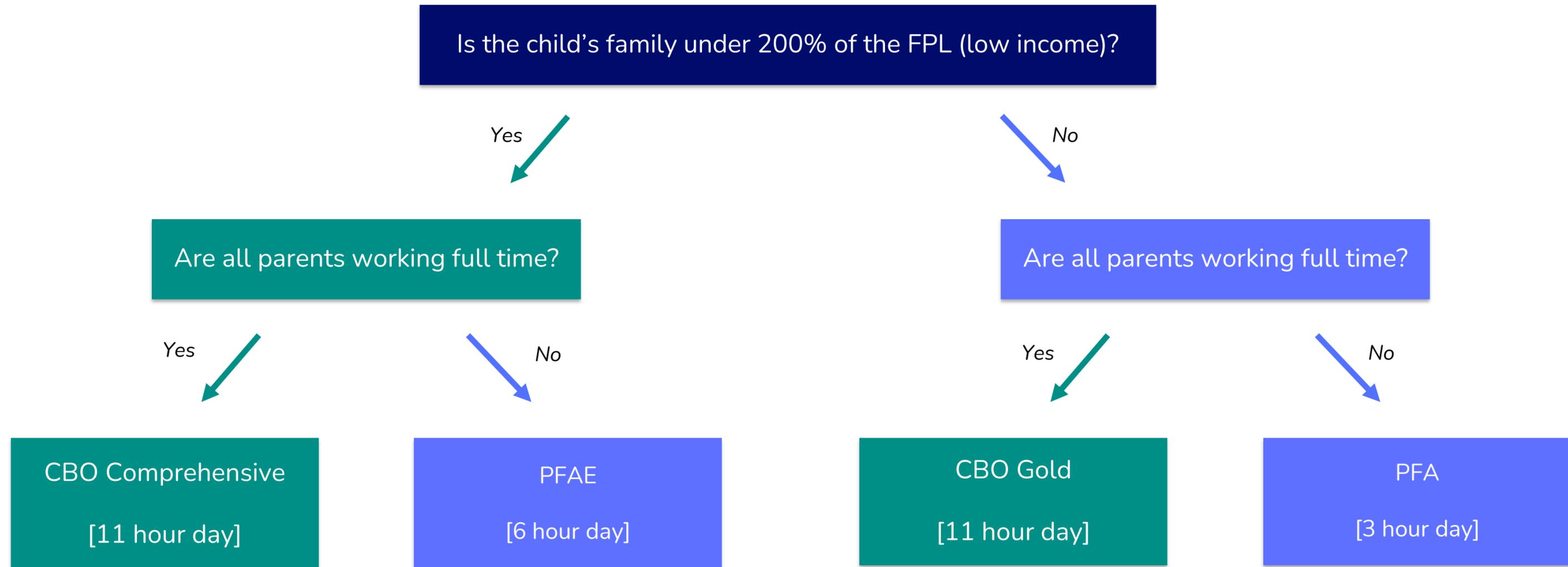




Understanding Quality

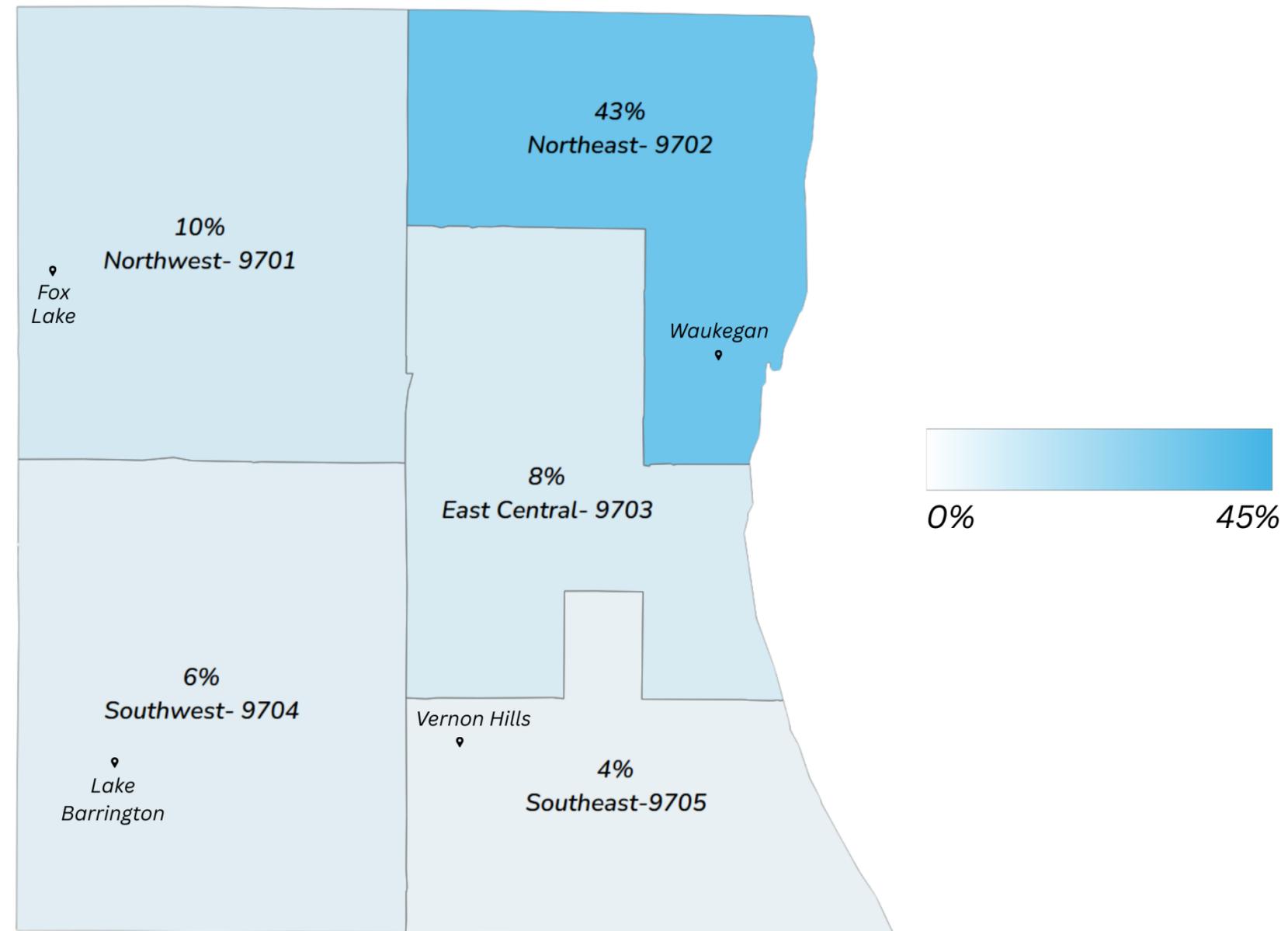
A Nuanced Approach to Quality For Preschool

High-standards slots are defined as meeting ExceleRate Gold (Gold) and (for preschool-age children) Preschool for All (PFA) standards. Additionally, for programs that primarily serve low-income and priority populations, CELFE suggests that a high-quality program would provide comprehensive services, such as intensive family engagement and health supports.



Mapping Demand

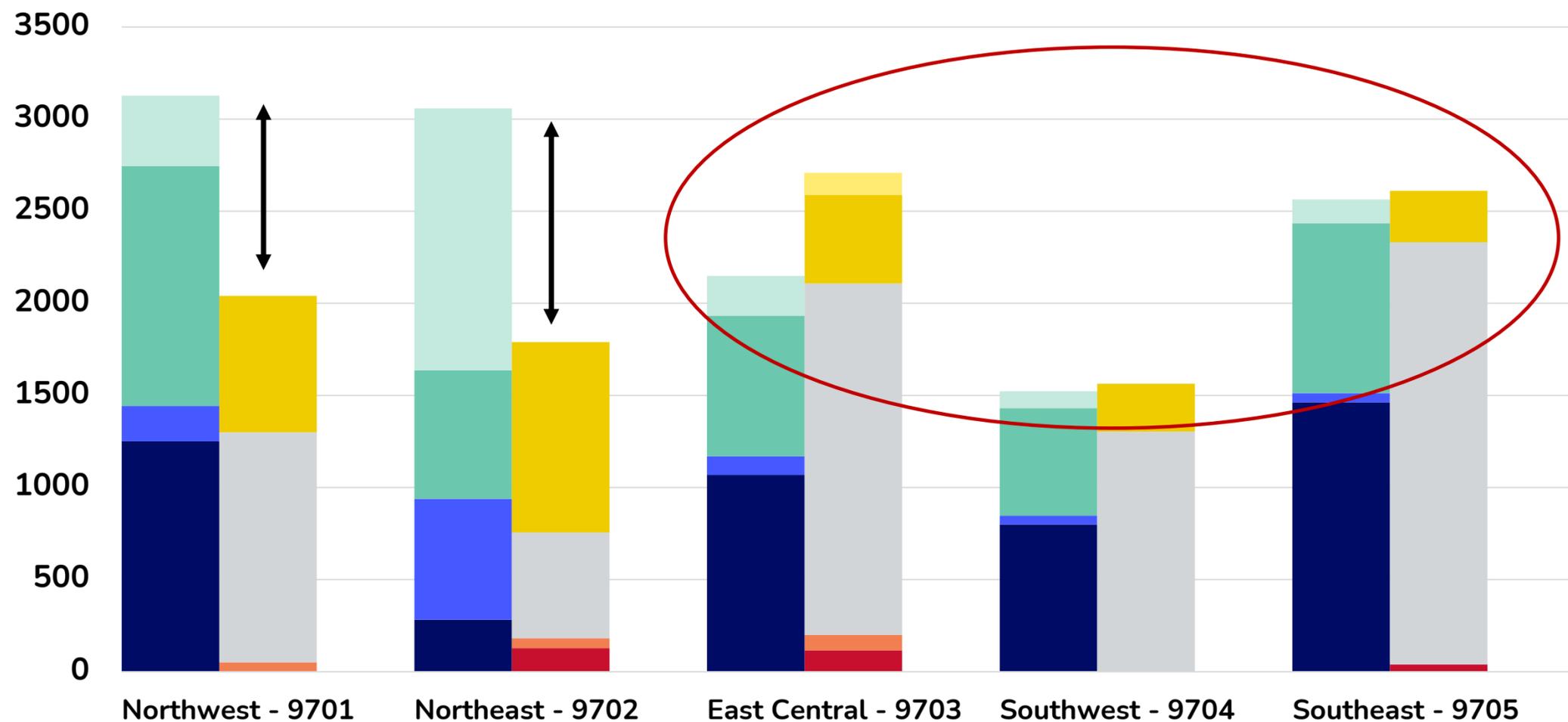
The map below shows, of all the children who need full workday care, the percentage who are from low-income families.



The Quality Gap for Preschool

- In the Northwest & Northeast regions, more slots are needed, particularly those offering comprehensive services.
- However in the East and South, there is more than enough licensed care to meet demand, but many are not funded to meet high standards. Efforts should be made to increase the quality of existing providers.

Demand & Supply of Preschool Slots



Demand

- School PFAE
- School PFA
- CBO – Comprehensive
- CBO – GOLD/PFA

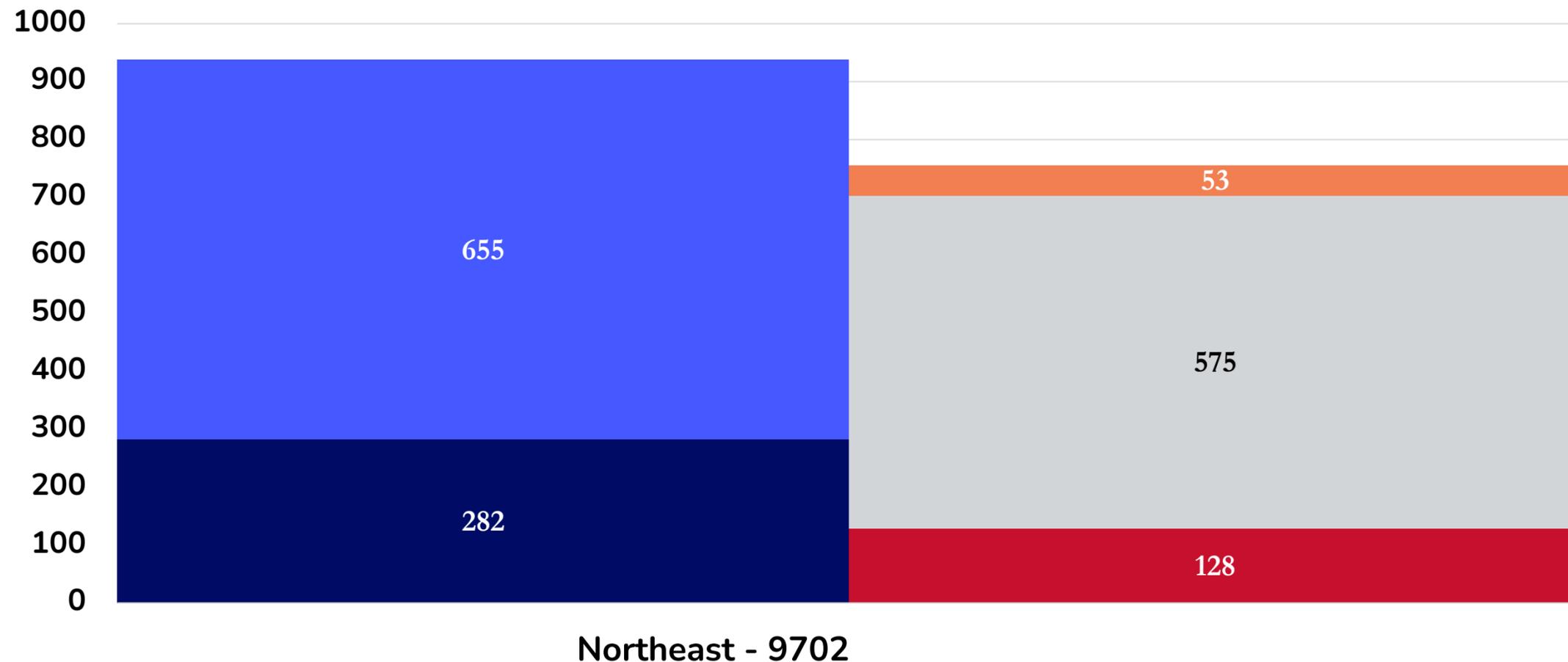
Supply

- School PFAE
- School PFA
- Basic Licensed Care
- CBO – Comprehensive
- CBO – GOLD/PFA

The Quality Gap for Preschool: Community-Based

- Let's zoom in on the Northeast region of the county, since most of the low-income children who need full-day care live in this area.
- Most of the basic licensed slots need to be funded to not only meet high-quality standards but also offer comprehensive services in order to meet community needs.

Demand & Supply of Community-Based Preschool Slots



Demand

- CBO – Comprehensive
- CBO – GOLD/PFA

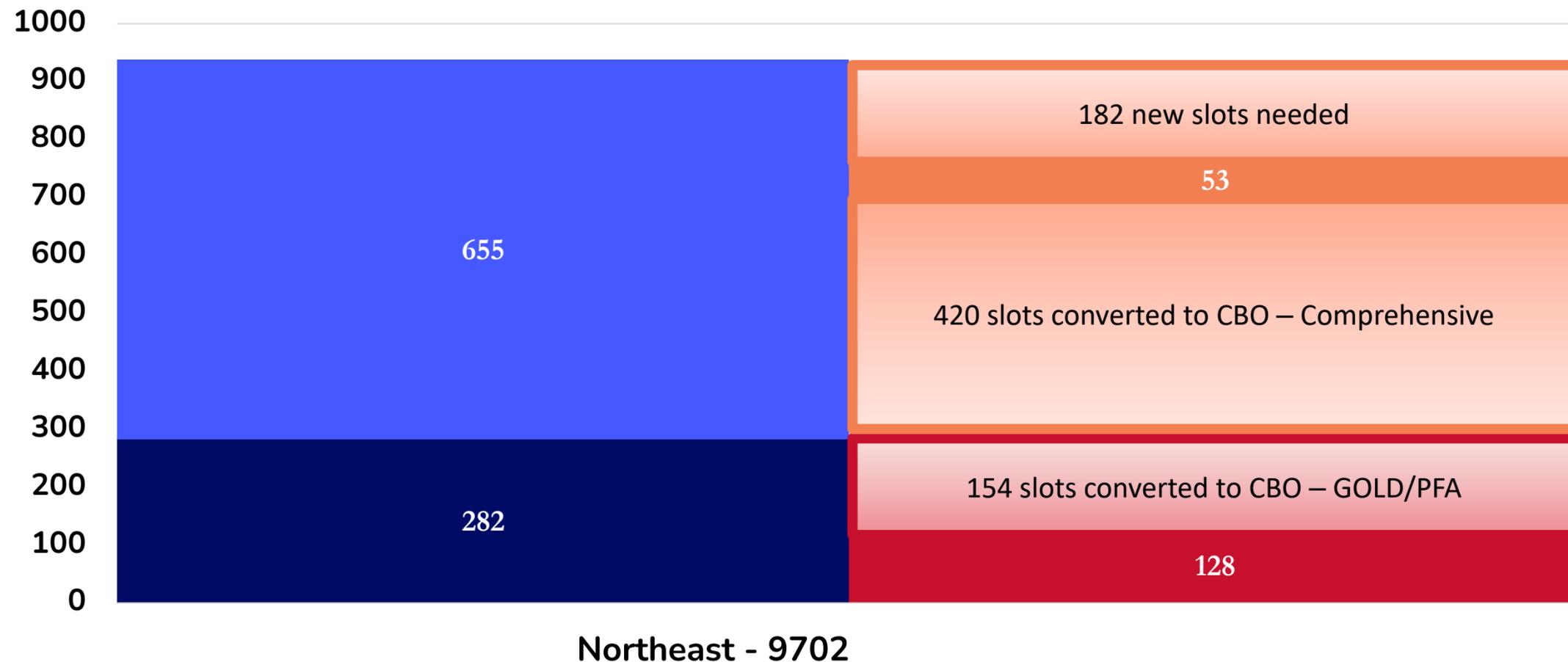
Supply

- CBO – Comprehensive
- Basic Licensed Care
- CBO – GOLD/PFA

The Quality Gap for Preschool: Community-Based

- In order to meet demand, 154 slots would need to be funded to raise their quality standards from basic licensed care to GOLD/PFA standard care.
- An additional 420 slots would need funding to both raise their quality standards AND provide comprehensive services.
- Finally, 182 new high-quality slots offering comprehensive services are needed.

Demand & Supply of Community-Based Preschool Slots



Demand

- CBO – Comprehensive
- CBO – GOLD/PFA

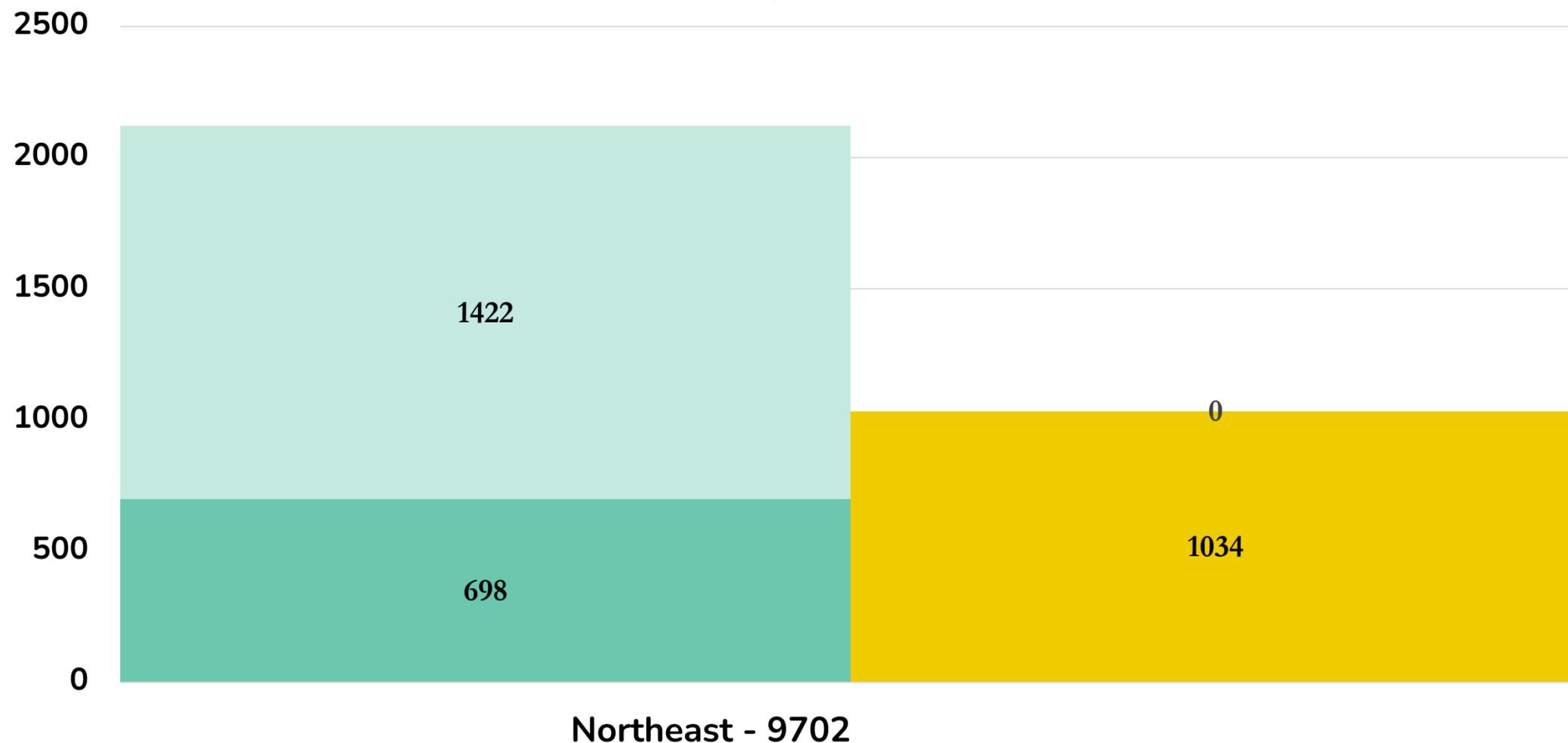
Supply

- CBO – Comprehensive
- Basic Licensed Care
- CBO – GOLD/PFA

The Quality Gap for Preschool: School-Based

- This region has no available PFAE slots, despite having the highest demand for these slots in Lake County.
- Converting some of the available PFA slots to PFAE slots would meet some of the demand, but more slots are needed.

Demand & Supply of School-Based Preschool Slots



Demand

- School PFAE
- School PFA

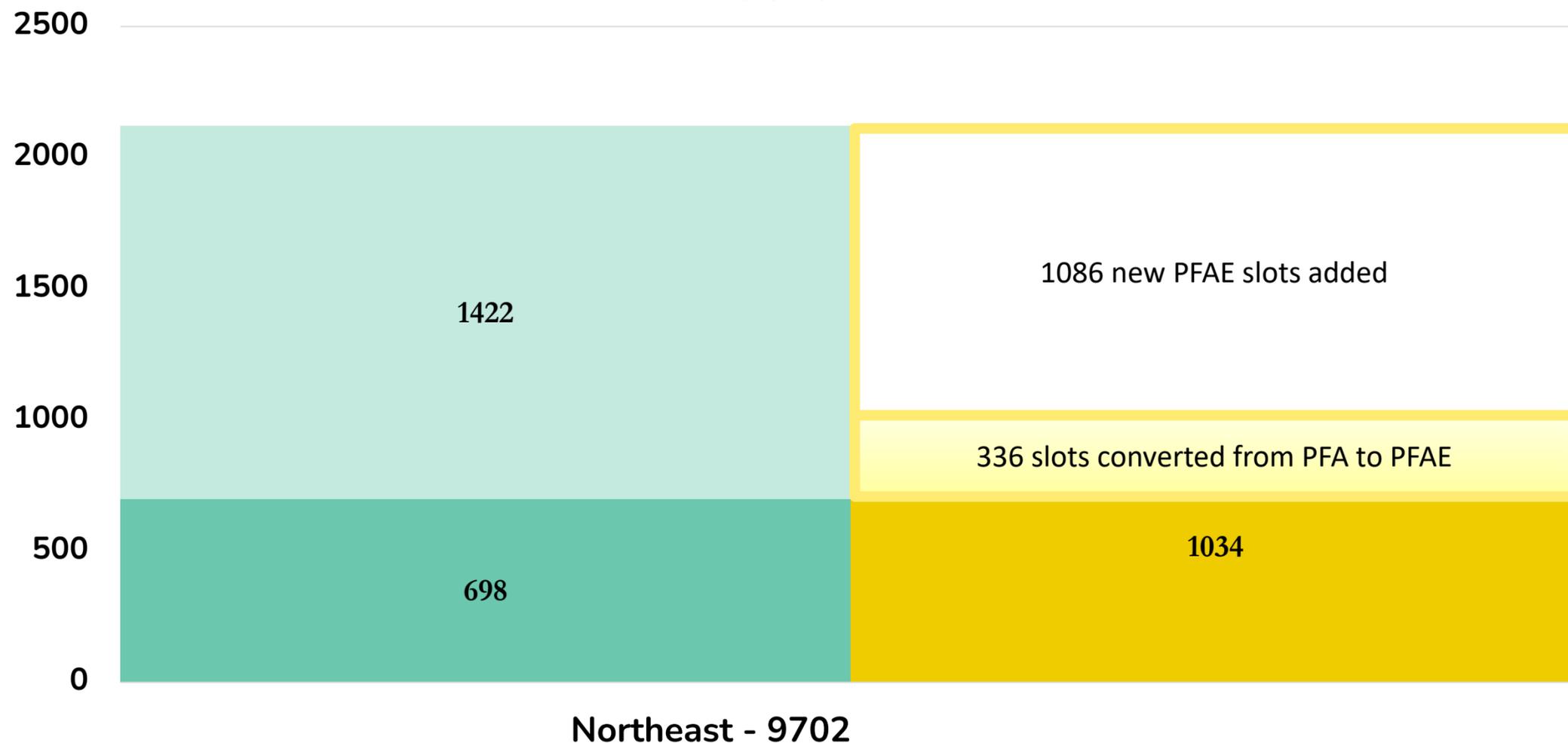
Supply

- School PFAE (n=0)
- School PFA

The Quality Gap for Preschool: School-Based

- 336 of the available PFA slots would need to be converted to PFAE slots and would need additional funding in order to provide those comprehensive services.
- An additional 1086 new PFAE slots are needed.

Demand & Supply of School-Based Preschool Slots



Demand

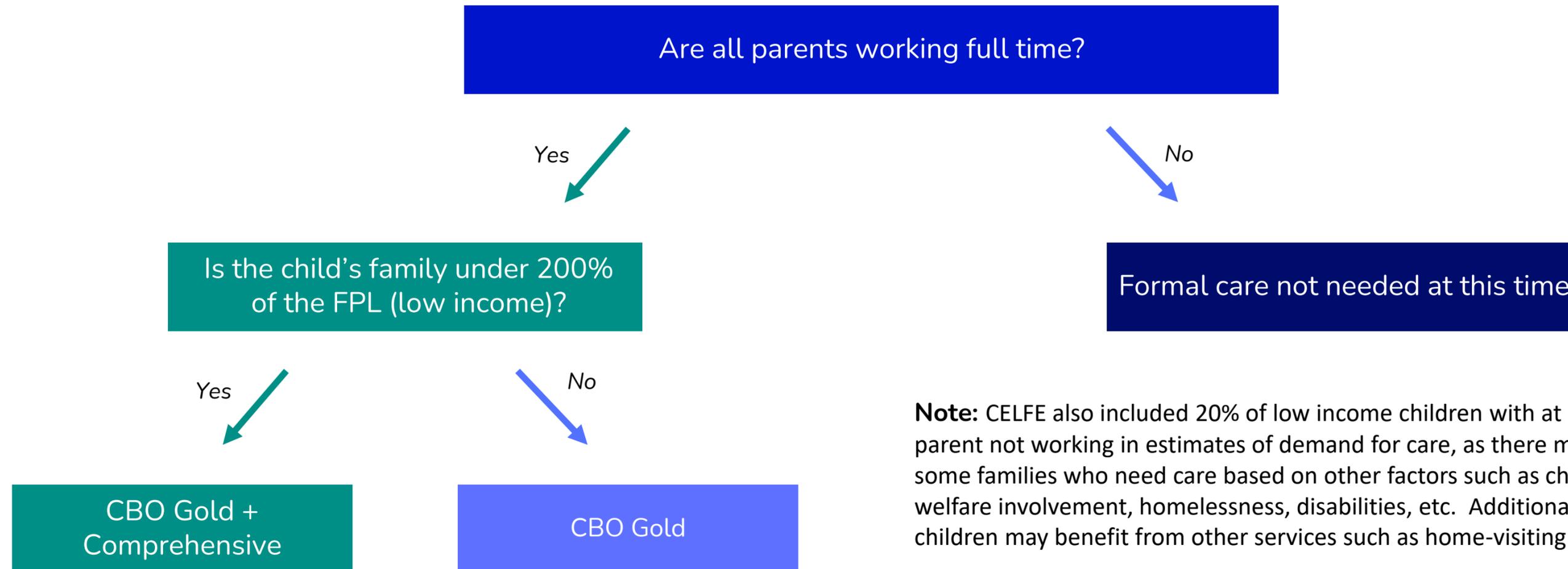
- School PFAE
- School PFA

Supply

- School PFAE (n=0)
- School PFA

A Nuanced Approach to Quality For Infants

High-standards slots are defined as meeting ExceleRate Gold (Gold) standards. Additionally, for programs that primarily serve low-income and priority populations, CELFE assumes quality where the program also offers comprehensive services (such as those required by Head Start and PFAE) in addition to the quality markers described above.

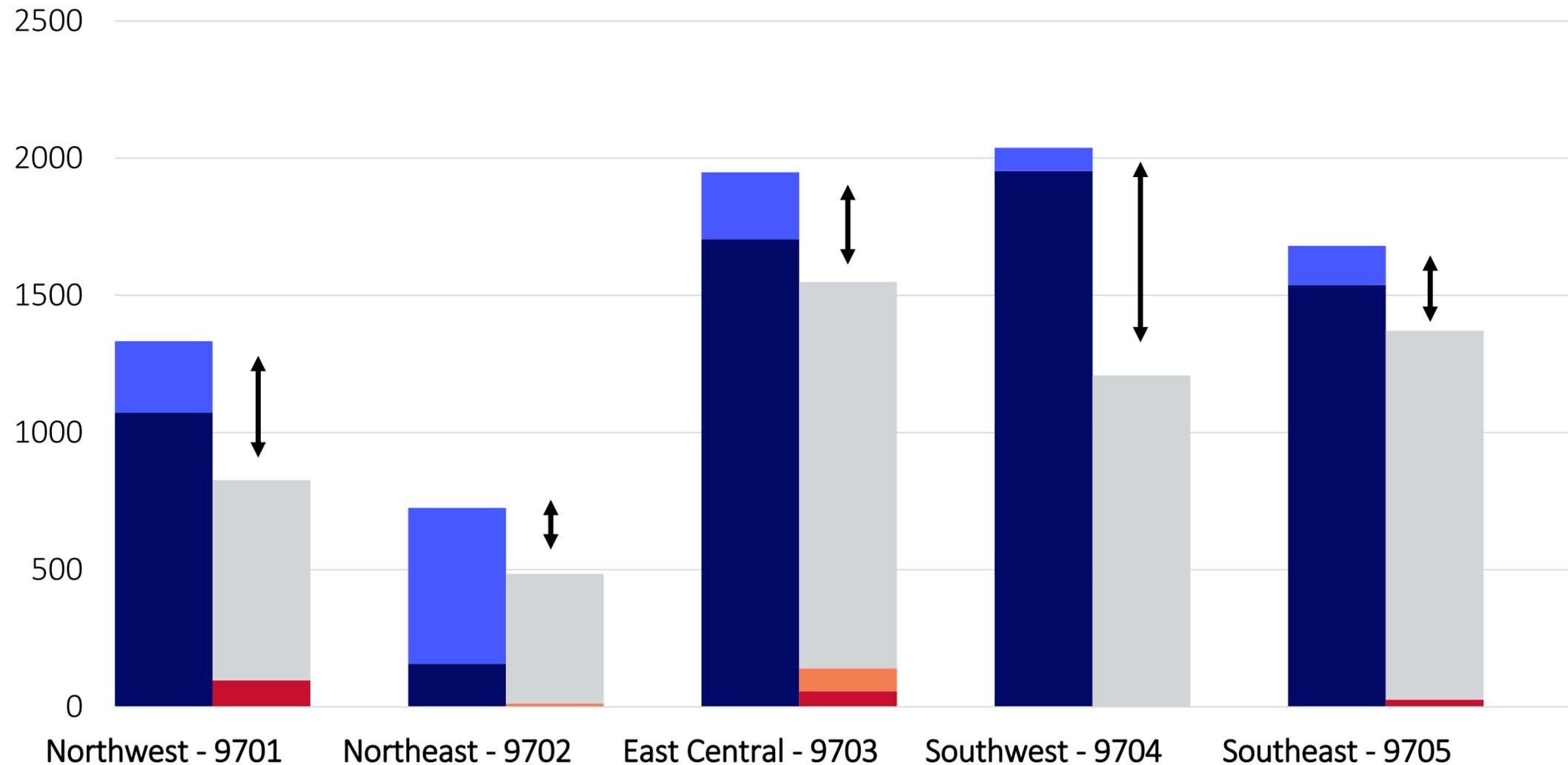


Note: CELFE also included 20% of low income children with at least one parent not working in estimates of demand for care, as there may be some families who need care based on other factors such as child welfare involvement, homelessness, disabilities, etc. Additionally, some children may benefit from other services such as home-visiting.

The Quality Gap for Infants & Toddlers

- The demand for quality care far outstrips the supply for infants and toddlers throughout the county.
- Even if all basic licensed slots were converted to high quality slots, supply would not meet demand. New slots are needed, as well as more funding to improve the quality of existing licensed slots.

Demand and Supply of Infant/Toddler Slots



Demand

- CBO – Comprehensive
- CBO – GOLD/PFA

Supply

- Basic Licensed Care
- CBO – Comprehensive
- CBO – GOLD/PFA

Quality Gap

While improving the quality of existing licensed slots would help close the gap, many new slots are needed.

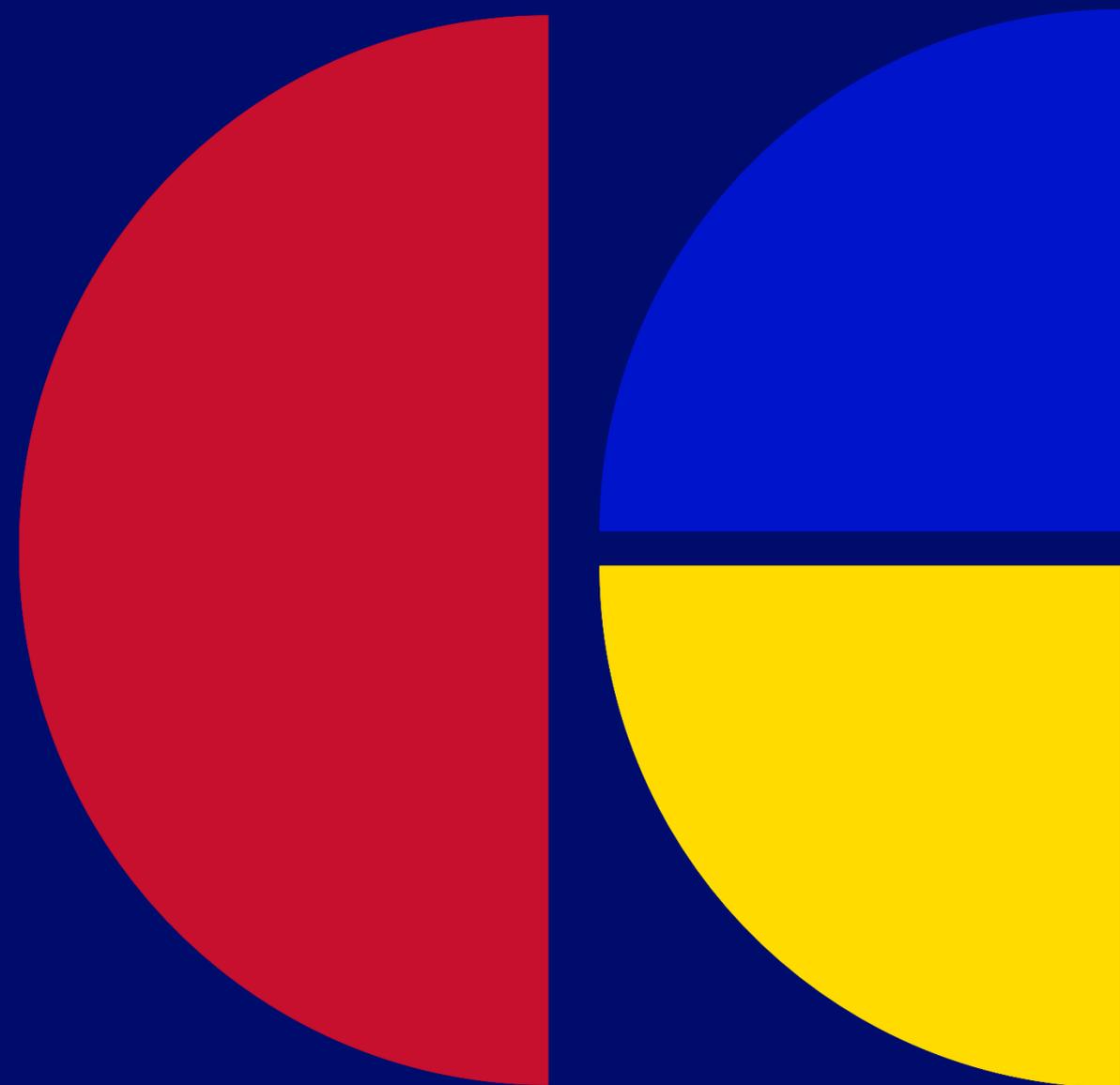
- Lake County has a sizable base of licensed slots.
- Funding them to meet high standards would meet a large percentage of the demand.
- However, these slots are not evenly distributed across geographies or age groups.
- For example, despite having the highest proportion of families with income below 200% FPL, the Northeast region has no PFAE slots available.



Reflection:

- What stands out to you in these data?
- What might these data mean for school districts?
- What might they mean for CBOs?



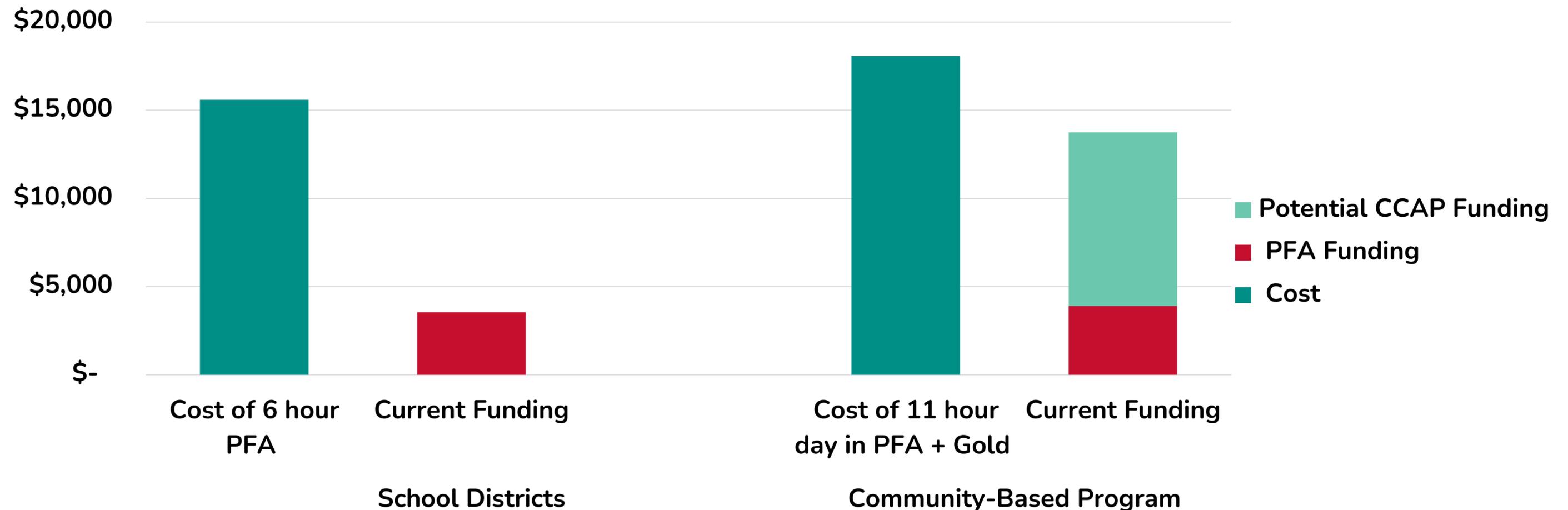


Understanding Funding Adequacy

Measuring the Adequacy Gap: Schools

- Although current PFA funding is based on a part-day model, even doubling the per-child amount would be far too little for a school-day program.
- Community-based organizations may be able to draw down funding from CCAP, but would still receive less funding than the cost of quality.

Revenue and Cost of Lake County Preschool For All Providers



Measuring the Adequacy Gap: Centers

Across all age groups, there is a substantial gap between the current system's estimated cost and the cost of delivering high-quality programming. This gap is especially large for infants and toddlers.

Current State

- **Licensed**

- Cost of operating a program with meeting basic licensing standards
- Assumes current wage levels.

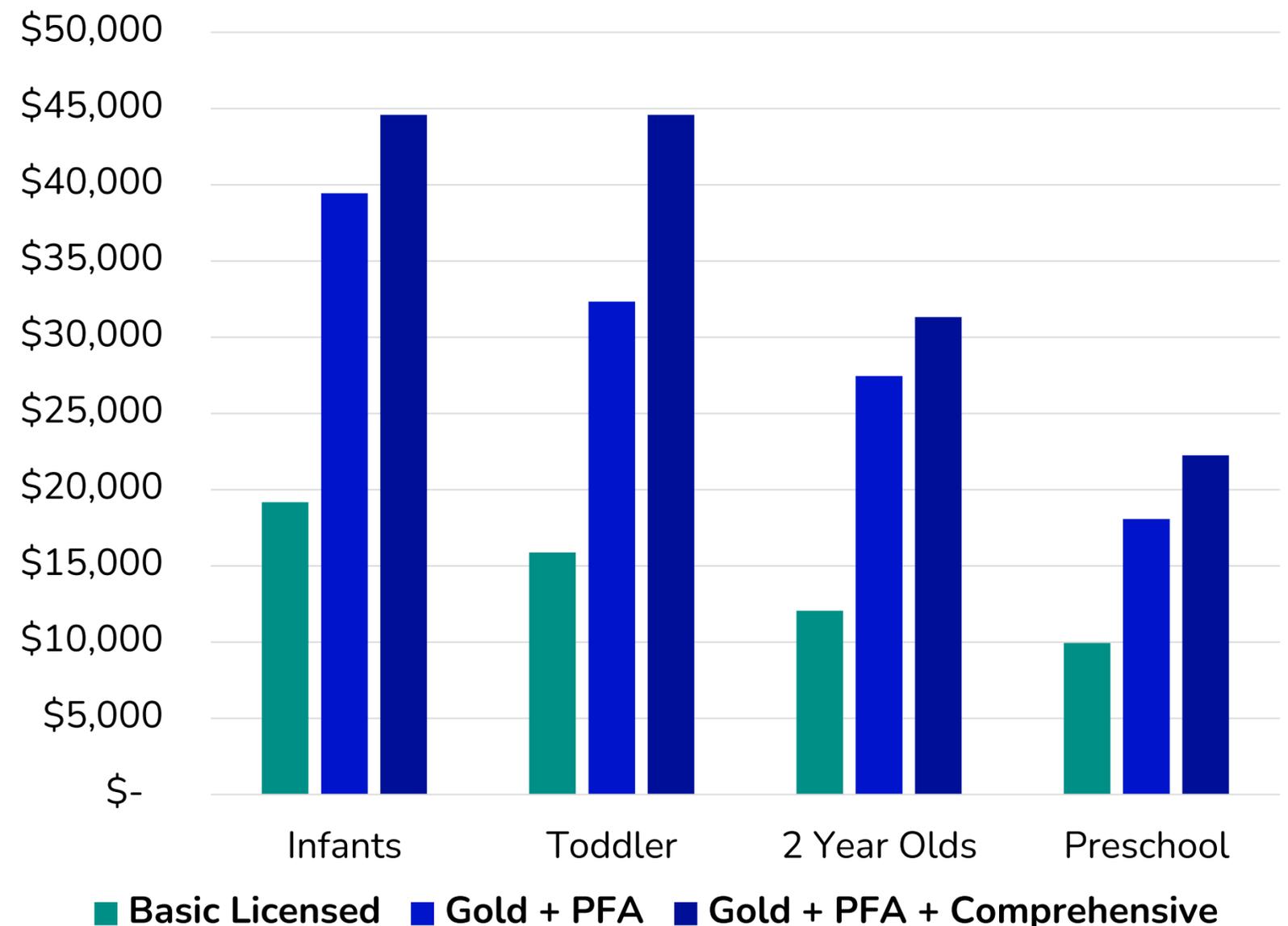
Desired State

- **Gold + PFA**

- Represents programs meeting ExceleRate Gold standards and PFA requirements for preschool classrooms.
- Includes wages competitive with the K-12 system in Lake County.

- **Gold + PFA + Comprehensive**

- Reflects additional resources made available to low-income families and other priority populations



Funding the Adequacy Gap

Existing PFA funding is far below what is needed to serve children in a high standards program.

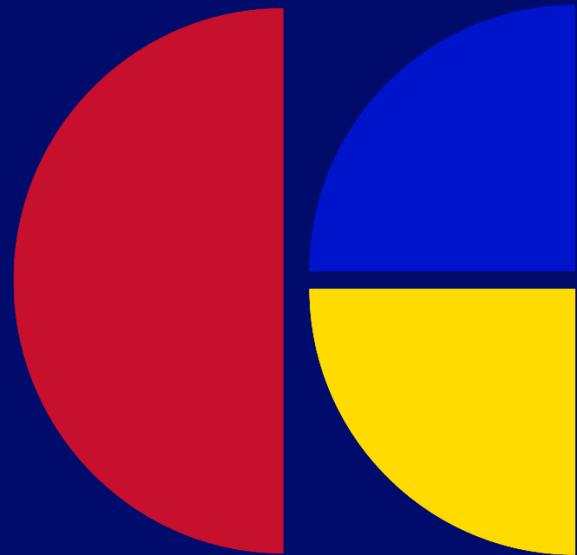
- CELFE estimates that \$160 million in total public funding and parent tuition is currently flowing into Lake County.
- An additional \$340 million would be needed to meet the total estimated demand for high-quality care.
- For context, the additional resources needed to provide high-quality ECEC would be approximately 11% of the current overall expenditures on PreK-12 for Lake County School Districts.



Reflection:

- What do these findings about quality (and the funding needed to support quality) mean for you and your work?
- How might you use this information?





Where to Dig Deeper

We recommend more work in the following areas:



Applying Small Area Estimation

How can IDEC use this innovative approach to help better inform more equitable and adequate resource allocation?

Considering Smaller Geographic Areas

Can a similar method of targeted data analysis be used for even smaller geographic areas, such as school districts or municipalities?

Leveraging Results During IDEC Redesign

How can Lake County ECE leaders use these findings to better advocate for more equitable and adequate funding?

Exploring Family Child Care

What more do we need to learn about the supply/availability of licensed family child care in Lake County?

Thank you!

celfe.org

