



**BOYS & GIRLS CLUBS
OF AMERICA**



Assessment of Indiana Youth Needs

November 2020

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THANK YOU!

EXECUTIVE SUMMARY

For the last two years, Boys & Girls Clubs of America and local Boys & Girls Clubs across Indiana have been meeting to discuss how to collaborate to better meet the needs of Indiana's youth. They engaged a consultant, Transform Consulting Group, to complete an assessment of the most pressing needs of Indiana's youth and how well Indiana Clubs are meeting those needs.

This report presents the needs assessment of Indiana's youth. A separate report, Assessment of Indiana Boys & Girls Clubs, provides information on how well Indiana Clubs are meeting the needs of youth. These two reports will be reviewed and discussed with a Steering Committee on November 17, 2020 to develop a plan for how Clubs across the state can strengthen their capacity in order to meet the identified needs of youth.

Indiana has more than 1.5 million youth under the age of 18. Over the past 10 years, Indiana's youth population has decreased slightly, while the overall population has increased. In Indiana, three quarters of youth ages 6-17 are in households where all parents work. While many families are working and our economy had a historically low unemployment rate in the past few years (pre-COVID-19), many families still faced challenges.

Below are some key highlights and takeaways regarding youth in Indiana.

Youth and Families



1.1 million youth ages 6-17

20% (1 in 5) youth in poverty

73% (nearly 3 in 4) youth in need of care because parents work

1 in 3 households headed by a single parent

Educational Attainment



13% of students chronically absent from school

Half of students earn a proficient in English/ Language Arts and Math

86% of students graduate high school

1 in 10 (11.7%) of Indiana's teens and young adults ages 16-24 are neither working nor in school

61% of high school graduates enroll in college

48.5% of Indiana adults have a postsecondary credential or degree

Well-Being



One fourth of youth experienced two or more Adverse Childhood Experiences (ACEs)

20% (1 in 5) high school students have seriously contemplated attempting suicide

15,900 youth were homeless or housing unstable

Out-of-School-Time (OST) Programs



Indiana has 1,624 OST programs serving school-age youth

86 out of 92 counties have at least one OST program

Majority of children served in OST programs are elementary-age youth

20% of all Boys & Girls Club sites are located in rural counties, while 80% of sites are located in urban counties across Indiana

1. YOUTH AND FAMILIES

Indiana has 1.5 million youth under 18 years old. There are just over one million school-age youth ages 6-17.

Since 2010, the youth population has been on the decline. From 2010 to 2019, the population under 6 years declined by 3.19%, and the population 6-17 years declined by 1.99%.

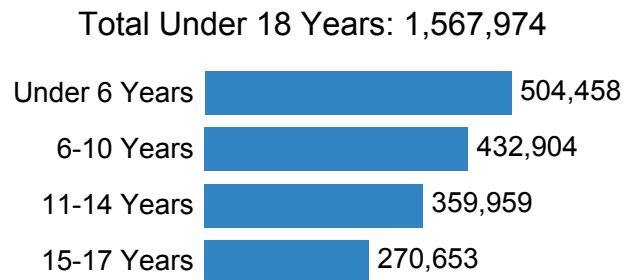
The majority (82%) of Indiana youth are White, while 14% of youth are Black and 3% are Asian. Less than 1% of youth are American Indian. Hispanic youth are 11% of the population under 18 years.

Family structure can negatively or positively impact a family's potential income. A married couple with children makes two to three times what single parents make annually.

Two thirds of Indiana households with children under 18 years are married-couple households, while one third of households are single-parent homes. For some families, grandparents are the primary caregiver for their grandchildren. In Indiana, 3.3% of all households have grandparents living with their grandchildren. This percentage has been consistent over the last decade.

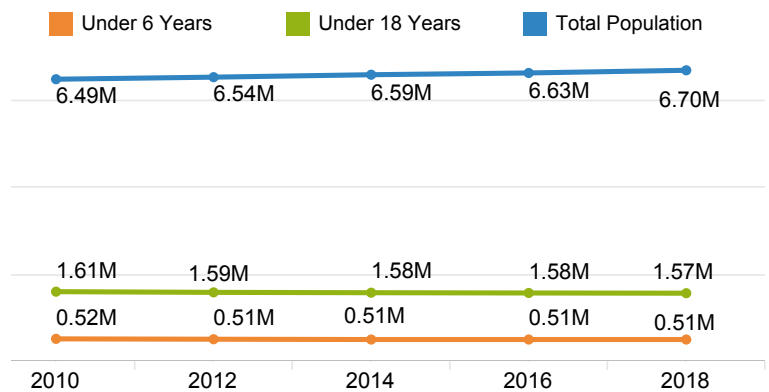


FIGURE 1: 2019 HOOSIER POPULATION UNDER 18 YEARS BY AGE GROUP



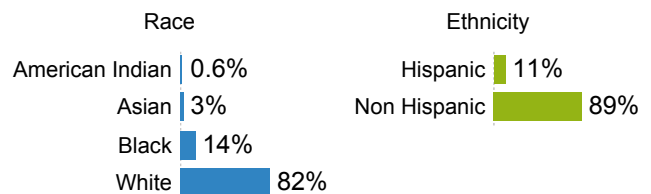
Source: Puzzanchera, C., Sladky, A. and Kang, W. (2020). Easy Access to Juvenile Populations: 1990-2019.

FIGURE 2: HOW ARE POPULATION GROUPS CHANGING IN INDIANA?



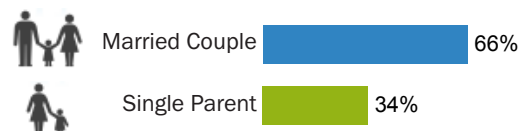
Source: Puzzanchera, C., Sladky, A. and Kang, W. (2020). Easy Access to Juvenile Populations: 1990-2019.

FIGURE 3: WHAT IS THE RACE AND ETHNICITY OF HOOSIER YOUTH UNDER 18 YEARS?



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

FIGURE 4: WHAT IS THE STRUCTURE OF FAMILY HOUSEHOLDS WITH OWN CHILDREN UNDER 18 YEARS?

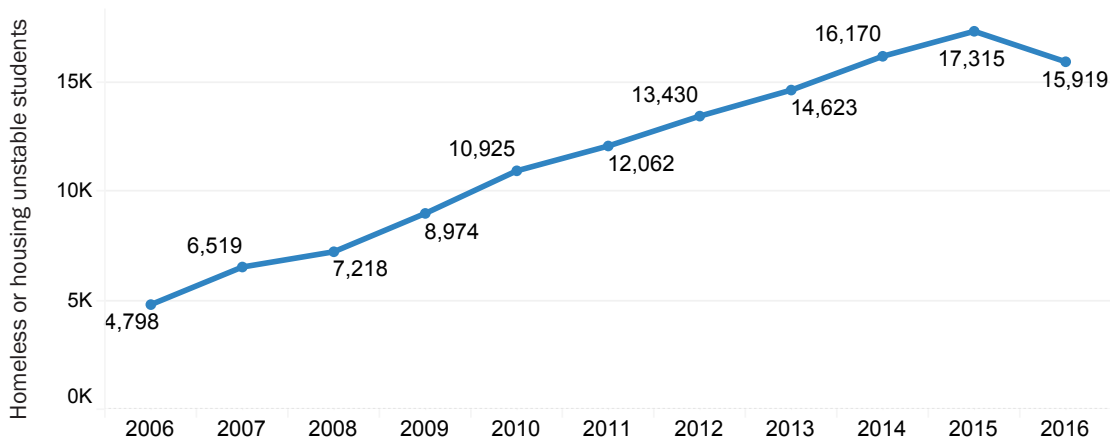


Source: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table S1101.

1. YOUTH AND FAMILIES

The number of homeless students in Indiana has been on the rise over time. In 2016, over 15,900 youth were homeless or housing unstable.

FIGURE 5: WHAT IS THE TREND OF INDIANA'S HOMELESS OR HOUSING UNSTABLE STUDENTS?

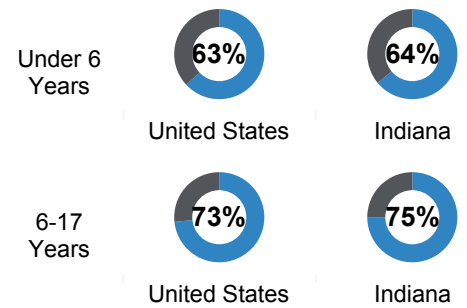


Source: Kids Count Data Center, *Homeless or housing unstable*, 2006-2016.

The majority of Hoosier families are working. **Three quarters of youth ages 6-17 are in households where all parents work** (both parents in a married-couple home, or one parent in a single-parent home). This is the highest percentage compared to children under six years and the percentage of children in need nationally.

While the majority of families are working, many struggle financially. In Indiana, **one in five of Indiana's youth are living in poverty, and an additional 23% are living in low-income households**. Childhood poverty is associated with poor outcomes related to health, academics, and child maltreatment.

FIGURE 6: WHAT PERCENTAGE OF YOUTH NEED CARE BECAUSE PARENTS ARE WORKING?



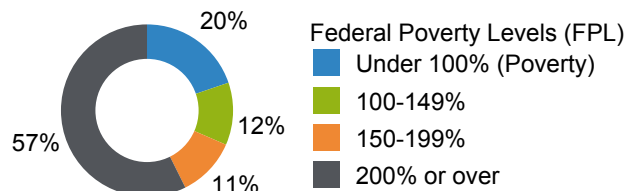
Source: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B23008.

2020 Federal Poverty Guidelines

	Family of 2	Family of 3
100% FPL (Poverty)	\$17,240	\$21,720
125% FPL	\$21,550	\$27,150
150% FPL	\$25,860	\$32,580
185% FPL	\$31,894	\$40,182
200% FPL	\$34,480	\$43,440

Source: 2020 Federal Poverty Guidelines, Department of Health and Human Services, January 2020.

FIGURE 7: WHAT IS THE FEDERAL POVERTY LEVEL (FPL) MAKEUP OF YOUTH UNDER 18 YEARS?



Source: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B17024.

1. YOUTH AND FAMILIES

Research has shown that income at or below the federal poverty level is insufficient to meet basic needs. The National Center for Children in Poverty (n.d.) defines “low-income families” as those with an income twice the federal poverty level (200% FPL). Family structure and a child’s race/ethnicity can impact a child’s likelihood that they live in a low-income family.

72%
of Black children

live in a low-income family in Indiana

66%
of Hispanic children

live in a low-income family in Indiana

37%
of White children

live in a low-income family in Indiana

54%
of children in low-income families live with a
single parent

(versus 18% of children in families above low-income)

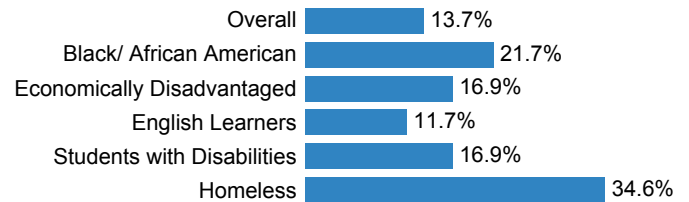


2. EDUCATIONAL NEEDS

Indiana’s students show progress and proficiency in some academic outcomes, while there are gaps in other areas. Over the last eight years, Indiana’s school attendance remained consistent around 95%, but some student populations are still experiencing a high level of absenteeism. Indiana defines chronic absenteeism as missing 10% or more of scheduled school days.

In the 2018-19 school year, over 13% of Indiana students were chronically absent. Homeless students are most at-risk of chronic absenteeism. Black/ African American students have the second highest chronic absenteeism, followed by economically disadvantaged students (those eligible for Free and Reduced Price School Meals) and students with disabilities. According to Attendance Works, poor school attendance can impact whether children read proficiently by the end of third grade. By sixth grade, chronic absence becomes a leading indicator that a student will drop out of high school.

FIGURE 8: CHRONIC ABSENTEEISM BY STUDENT POPULATION, 2018-19 SCHOOL YEAR



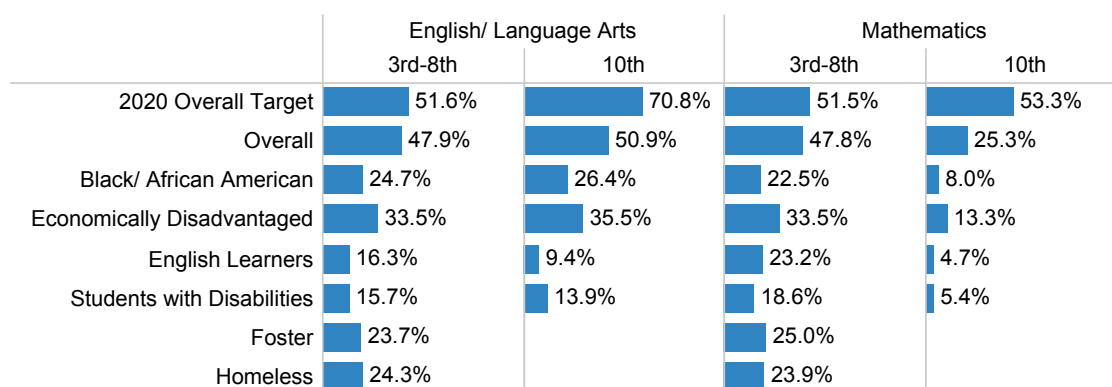
Source: Indiana Department of Education, *Inview*, 2018-19 school year. Online. inview.doe.in.gov/state/1088000000/proficiency.

In the past few years, Indiana has made changes to its statewide assessment tools, which are used to determine whether students meet or exceed grade-level standards and expectations. Third through eighth grade students take the ILEARN English/ language arts and mathematics assessments. Tenth grade students take the ISTEP+ English/ language arts (ELA) and mathematics assessments.

Overall, approximately half of Indiana students are not proficient in ELA and math. Third through eighth grade students in Indiana earned a 48% proficiency rate on the ELA assessment, while 10th grade students earned 51% proficiency. English learners and students with disabilities are among the lowest scoring on this assessment, followed by Black/ African American students.

In mathematics, Indiana third through eighth grade students earned 52% proficiency, and 10th grade students earned 53% proficiency. Black/ African American students in third through eighth grade had the second lowest proficiency rate, behind students with disabilities.

FIGURE 9: CHRONIC ABSENTEEISM BY STUDENT POPULATION, 2018-19 SCHOOL YEAR

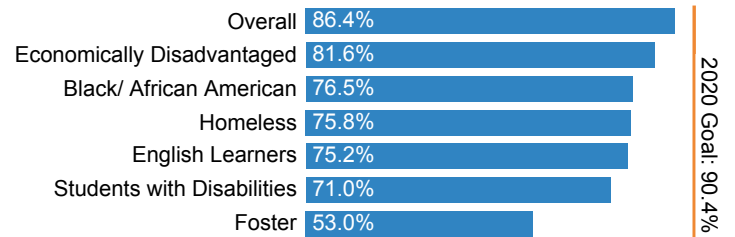


Source: Indiana Department of Education, *Inview*, 2018-19 school year. Online. inview.doe.in.gov/state.

2. EDUCATIONAL NEEDS

The majority of Indiana high school students graduate, but the graduation rate is short of the goal of over 90% of students within four years. In the 2018-19 school year, 86.4% of students graduated from high school within four years. Economically disadvantaged students had a slightly lower graduation rate of 82%, followed by Black/African American students at 77%. Homeless and foster students each had a 75% graduation rate. Less than three quarters of students with disabilities graduated within four years, and only a little more than half of foster students graduated within 4 years.

FIGURE 10: STUDENTS GRADUATING HIGH SCHOOL WITHIN 4 YEARS, 2018-19 SCHOOL YEAR¹



Source: Indiana Department of Education, *Inview*, 2018-19 school year. Online. [inview.doe.in.gov/state/1088000000/graduation](https://www.in.gov/state/1088000000/graduation).

There is a small percentage (12.1%) of students who received a waiver to graduate. One fourth of students who received a waiver were African American students, and 17% were Hispanic students. Students may be eligible for an evidence-based or work readiness waiver if they are unsuccessful in passing the graduation exam by the end of their senior year.²

In 2018, Indiana passed new high school graduation requirements and graduation pathways. Starting with the Class of 2023, students must 1) earn credits toward a high school diploma with a designation, 2) learn and demonstrate employability skills (in a project-based, service-based, or workforce-based learning experience), and 3) meet at least one postsecondary-ready competency.³

Indiana is doing well at graduating a majority of students from high school. However, many students are not advancing their education beyond high school. According to the Lumina Foundation, the majority of new jobs being created require education beyond high school, and that trend continues to grow. In Indiana, only about half of Hoosiers ages 25-64 hold a credential beyond high school.

According to the Indiana College Readiness Report 2020, Indiana's overall college-going rate has declined over the past four years from 65% to 61% (Indiana Commission for Higher Education, 2020). Students who graduate with an academic honors diploma are most likely to enroll in college. Black and Hispanic high school graduates are less likely to go to college compared to Asian or White Hoosiers. The following chart provides a snapshot of the 2018 high school graduating class and their postsecondary enrollment following graduation.

1. The Indiana goal is for overall students. Individual population groups may have other specific target goals.

2. <https://www.doe.in.gov/sites/default/files/student-assistance/ways-meet-gqe-or-grad-pathways-req-2018-19-final.pdf>

3. <https://www.doe.in.gov/sites/default/files/graduation-pathways/3-graduation-pathways-infographic-english-final.pdf>

2. EDUCATIONAL NEEDS



2018 Indiana High School Graduates Enrolling in College

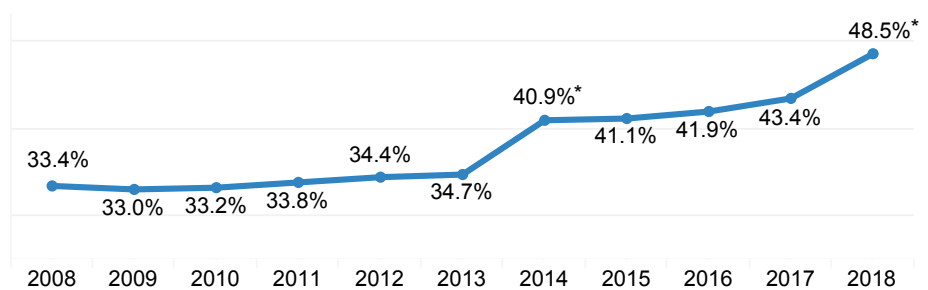
Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	27,319	24,867	91%
Core 40	39,243	19,220	49%
General	7,397	1,134	15%
High School Graduation Waiver Status			
Graduated with Waiver	6,777	1,518	22%
Graduated without Waiver	67,182	43,703	65%
Advanced Placement Status			
Took and Passed an AP Test	14,148	12,602	89%
Took but Did Not Pass an AP Test	12,495	10,479	84%
Did Not Take an AP Test	47,316	22,140	47%
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	44,185	32,864	74%
Did Not Earn Dual Credit from an Indiana Public College	29,774	12,357	42%
21st Century Scholars Status			
21st Century Scholar	7,518	6,463	86%
Non 21st Century Scholar	66,441	38,758	58%
Socioeconomic Status			
Free or Reduced Lunch	26,694	12,552	47%
Non Free or Reduced Lunch	47,265	32,669	69%
Race/Ethnicity			
White	54,180	34,347	63%
Black	7,912	4,156	53%
Hispanic or Latino	6,932	3,563	51%
Asian	1,820	1,364	75%
Other	3,115	1,791	57%
All Students	73,959	45,221	61%

Source: https://www.in.gov/che/files/2020_Statewide_College_Readiness_Report_05_08_2020_pgs.pdf

2. EDUCATIONAL NEEDS

In 2018, the educational attainment of Indiana adults 25-64 was 48.5%, which is a 15.1% increase since 2008. Although this is an increase from previous years, Indiana is still lower than the national average of 51.3%. Indiana is ranked in the bottom 20 states for educational attainment. Educational attainment now includes workforce-relevant certificates, certifications, and an associate degree or higher.⁴

FIGURE 11: HOW HAS INDIANA'S POSTSECONDARY EDUCATIONAL ATTAINMENT IMPROVED?



*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials. Since 2018, the total also has included certifications.

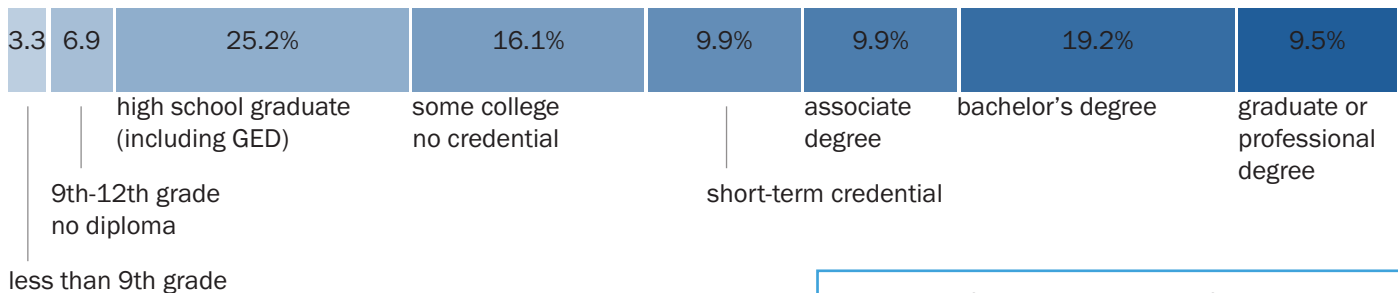
Source: Lumina Foundation, *A Stronger Nation Report*, 2020. Online: www.luminafoundation.org/stronger-nation/report/2020/#nation&n-tsid=byAttainment.



Indiana Education Levels

INDIANA RESIDENTS AGES 25-64

48.5% ATTAINMENT



Because of rounding, the sum of these percentages may exceed 100.

Short-term credentials include certifications (5.6%) and certificates (4.3%).

Source: Lumina Foundation, *A Stronger Nation Report*, 2020. Online: www.luminafoundation.org/stronger-nation/report/2020/#nation&n-tsid=byAttainment.

While Indiana is making progress in educational attainment and advancement for youth and adults, there is a population of young adults who are struggling. According to America's Health Rankings from the Youth Disconnection Report, **over one tenth (92,375; 11.7%) of Indiana's teens and young adults ages 16-24 are neither working nor in school.** This is up one percent from the prior year (10.7%) and slightly higher than the national average (11.5%). Traditionally, Indiana has a higher graduation rate compared to the national average, but in 2019, Indiana (83.8%) dipped below the national average (84.6%).⁵

4. <https://www.luminafoundation.org/stronger-nation/report/2020/#nation&n-tsid=byAttainment>

5. Source: Measure of America, *Youth Disconnection Report* https://www.americashealthrankings.org/explore/annual/measure/disconnected_youth/state/IN

3. WELL-BEING

Supportive foundations are crucial to children’s well-being. Many children in our state lack the support and skills necessary for positive youth development.

The Child & Adolescent Health Measurement Initiative released a 2017 issue brief about the national and state profiles on Adverse Childhood Experiences (ACEs) of youth (Bethell, Davis, Gombojav, Stumbo, & Powers, 2017). Children with ACEs are more likely to have health, social and emotional learning, and academic challenges.

In 2016, nearly half (47.3%) of Indiana’s youth under 18 years experienced one of nine ACEs, and nearly a quarter (24.2%) experienced two or more ACEs. Compared to the nation, **Indiana’s youth are significantly higher in five indicators, including chronic health conditions, children with emotional, developmental, and/or behavioral (EBD) conditions, children with parents who cut back or stopped working, a lack of family routines and habits, and lack of a supportive neighborhood.**

There are 10 types of childhood trauma measured in the ACE Study.

Five are personal:

1. Physical abuse
2. Verbal abuse
3. Sexual abuse
4. Physical neglect
5. Emotional neglect

Five are related to other family members:

1. A parent who is an alcoholic
2. A mother who is a victim of domestic violence
3. A family member in jail
4. A family member diagnosed with a mental illness
5. The disappearance of a parent through divorce, death, or abandonment

Each type of trauma counts as one.



3. WELL-BEING

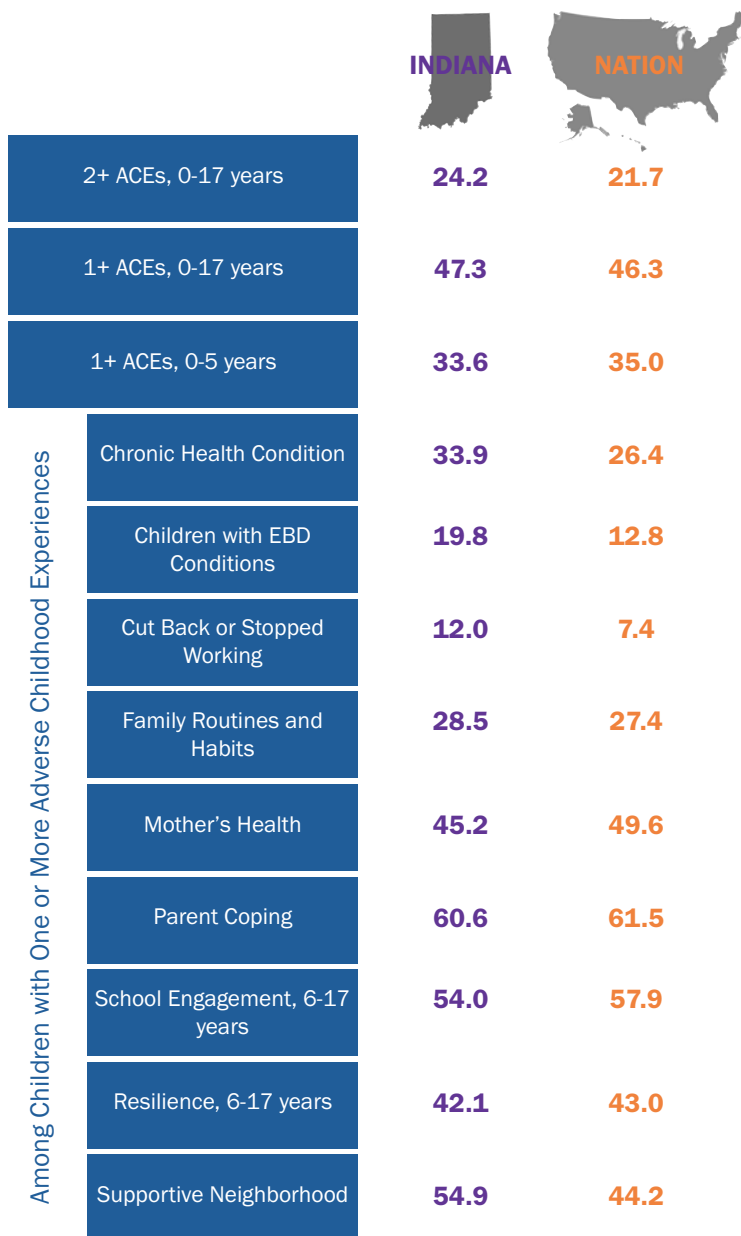
Experiencing abuse or neglect is one of the ACEs. Indiana’s child abuse and neglect rate has nearly doubled in the past ten years, and Indiana currently ranks 48th for child maltreatment.

In addition to many Hoosier children living in traumatic environments at home, they are experiencing increased stress, anxiety, and depression. In 2017, one in three high school students reported feeling sad or hopeless.⁶ Mental Health America (n.d.) ranks U.S. states for youth mental health. The seven measures that make up the youth ranking include:

- Youth with at least one major depressive episode (MDE) in the past year
- Youth with substance use disorder in the past year
- Youth with severe MDE
- Youth with MDE who did not receive mental health services
- Youth with severe MDE who received some consistent treatment
- Children with private insurance that did not cover mental or emotional problems
- Students identified with emotional disturbance for an Individualized Education Program⁷

Indiana’s overall youth ranking is 28th, indicating that on average Indiana youth have a similar prevalence of mental illness and rates of access to care as the rest of the nation.

FIGURE 12: PERCENT OF CHILDREN WHO EXPERIENCE ACEs AND PREVALENCE OF CHILD AND FAMILY HEALTH MEASURES



Source: https://www.cahmi.org/wp-content/uploads/2018/05/aces_brief_final.pdf

Indiana is doing worse than the national average on two measures. Indiana ranks 46th regarding youth with severe major depressive episode and 45th in youth with at least one major depressive episode in the past year.

6. https://www.in.gov/isdh/files/Suicide_Report_2017_final_revised7.10.17.pdf
 7. Source: <https://mhanational.org/issues/2021/mental-health-america-youth-data#two>

3. WELL-BEING

The percentage of youth in Indiana experiencing severe major depressive episode is 12.7%, while the national average is 9.7%.⁸

FIGURE 13: HOW DOES YOUTH MENTAL HEALTH IN INDIANA RANK AMONG OTHER STATES IN THE NATION?

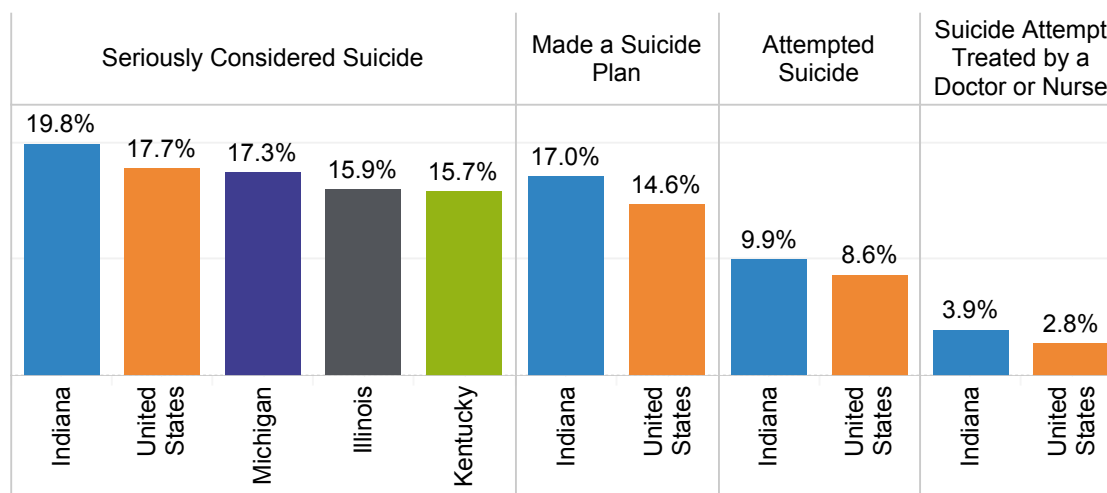
Youth with Severe Major Depressive Episode	46 (12.7%)
Youth with At Least One Major Depressive Episode in the Past Year	45 (15.7%)
Youth with Severe MDE who Received Some Consistent Treatment	33 (26.1%)
Children with Private Insurance that Did Not Cover Mental or Emotional Problems	22 (7.1%)
Youth with Major Depressive Episode who Did Not Receive Mental Health Services	13 (53.0%)
Students Identified with Emotional Disturbance for an Individualized Education Program	7 (13.4%)
Youth with Substance Use Disorder in the Past Year	6 (3.4%)

Source: Mental Health America, *Youth Ranking 2021*.

Indiana has one of the highest rates of students who have considered suicide.

Suicide is the second leading cause of teen deaths in Indiana.

FIGURE 14: PERCENTAGE OF HIGH SCHOOL STUDENTS WITH SUICIDAL IDEATION OR ATTEMPTED SUICIDE



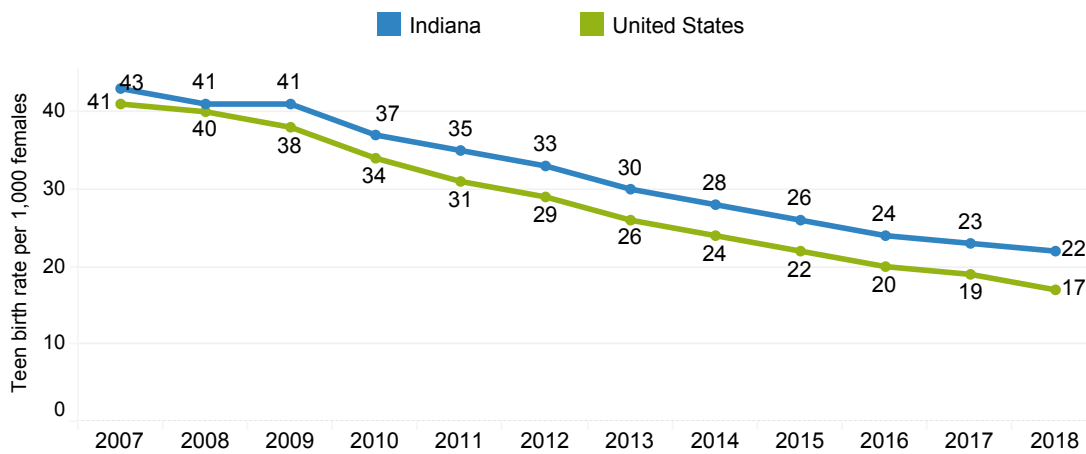
Source: Youth Risk Behavior Survey, 2015.

8. Source: <https://mhanational.org/issues/2021/mental-health-america-youth-data#two>

3. WELL-BEING

From 2007 to 2018, the Indiana teen pregnancy rate was on the decline. In 2018, the rate was 22 per 1,000 females. Indiana is ranked 11th (along with two other states) in the nation for highest teen pregnancy rate.

FIGURE 15: HOW DOES THE TREND OF INDIANA'S TEEN PREGNANCY RATE COMPARE TO THE UNITED STATES?

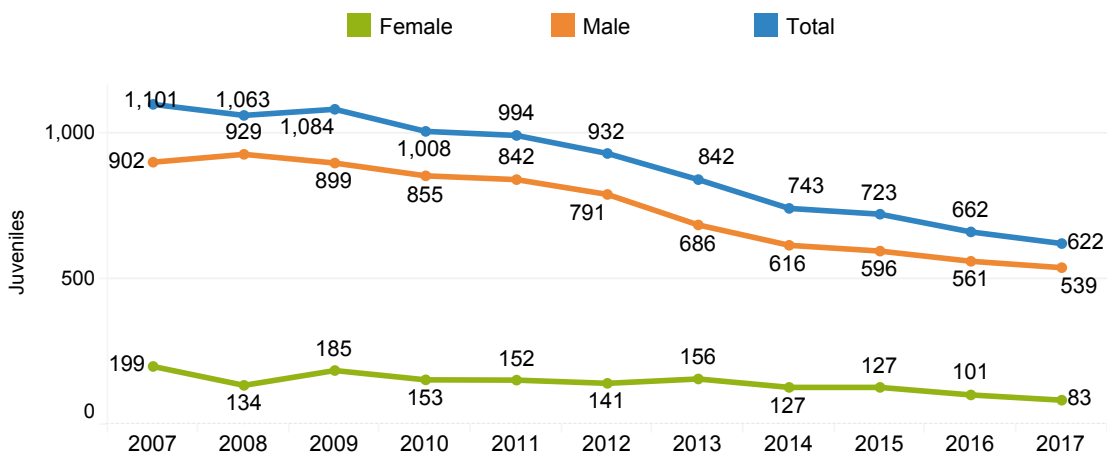


Source: Kids Count Data Center, *Total teen births in Indiana, 2008-2017*.

Approximately 15 years ago, Indiana joined Annie E. Casey Foundation’s Juvenile Detention Alternatives Initiative (JDAI).⁹ JDAI works to promote positive youth development and decrease the use of detention through alternative community-based efforts. JDAI is being implemented in 31 counties across the state, which are home to approximately 69% (500,000) of Indiana’s youth ages 10 – 17.

The total number of Indiana youth committed to the Department of Correction has been declining over the last decade. In 2017, 622 youth were committed which is a 44% decrease since 2007.

FIGURE 16: WHAT IS THE TREND OF INDIANA'S JUVENILES COMMITTED TO THE DEPARTMENT OF CORRECTION?



Source: Kids Count Data Center, *Juveniles committed to the Department of Correction, 2007-2017*.

9. <https://www.in.gov/idoc/dys/jdai/>

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

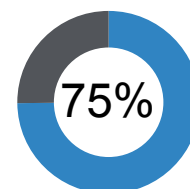
A growing body of research has shown that high-quality out-of-school-time (OST) programs can support the positive development of youth and mitigate some potential negative outcomes. OST programs provide a safe, enriching environment for youth while they are not in school.

In this report, we use the following definition of an OST program:

- OST programs are for children and youth from preschool through high school and take place beyond the school day, including before & afterschool, summers, weekends, and evenings.
- OST programs offer a wide range of learning and enrichment activities that prepare youth with skills to succeed in education, careers, and life.
- OST programs take place 3 or more days per week.

When youth begin school, many parents who were not working outside the home during their children’s early years feel the opportunity to return to work. Since school is less than an 8-hour day, youth need somewhere to go before and/or after school hours while their parents are working. In Indiana, three quarters (732,882; 75%) of youth ages 6-17 are in households where all parents work (both parents in a married-couple home, or one parent in a single-parent home).

FIGURE 17: WHAT PERCENTAGE OF YOUTH 6-17 YEARS NEED CARE BECAUSE PARENTS ARE WORKING?



Source: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B23008.

ACCESS

Indiana has 1,624 known OST programs serving school-age youth.¹⁰ These programs are operated by organizations like Boys & Girls Clubs, YMCAs, or others. In Indiana, there are 33 Boys & Girls Clubs, which include a total of 117 sites across 35 of Indiana’s counties. YMCAs operate 43 organizations with 96 sites in 48 Indiana counties. The Family and Social Services Administration and the Indiana Afterschool Network monitor other organizations that have an additional 1,411 locations serving school-age youth in out-of-school-time programs. These other programs are operated in community buildings, schools, centers, and ministries throughout Indiana.

FIGURE 18: LOCATIONS OPERATED BY OUT-OF-SCHOOL-TIME ORGANIZATIONS

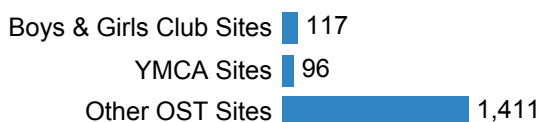
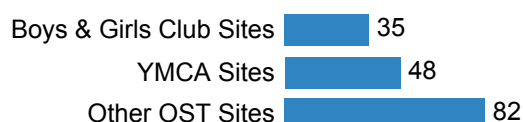


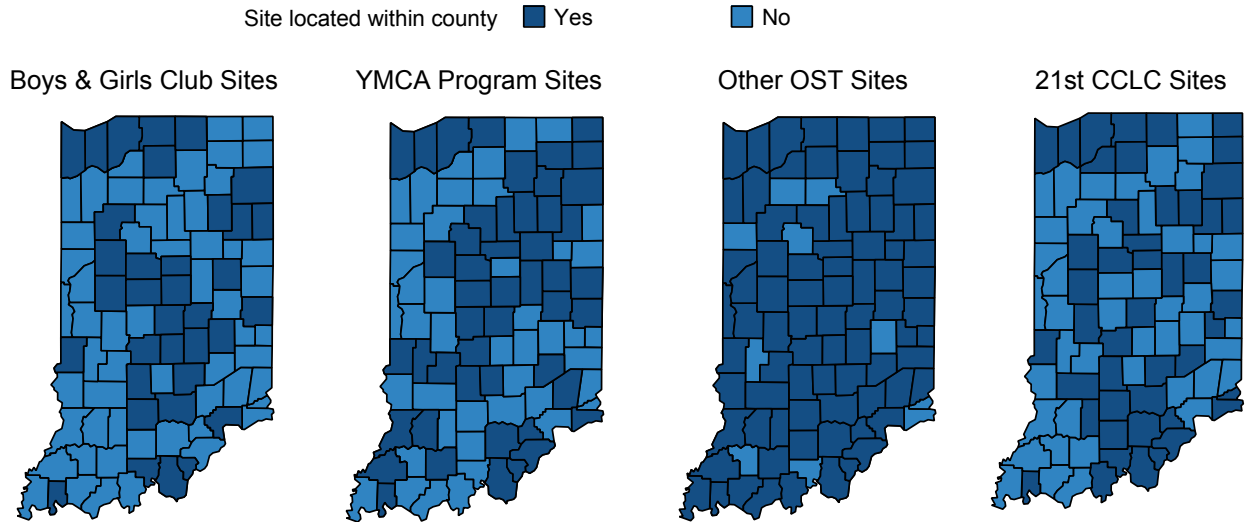
FIGURE 19: COUNTIES SERVED BY OUT-OF-SCHOOL-TIME ORGANIZATIONS



10. Lists of out-of-school-time programs were gathered from different agencies (Boys & Girls Clubs of America, Indiana Afterschool Network, Family and Social Services Administration) and research. There is not a consistent program identifier to track programs across sources. Duplicates between sources were removed based on site names and addresses. Sites not serving school-age youth were excluded. Some of this data is self-reported and may be out-of-date or subject to error.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

FIGURE 20: COUNTIES WHERE OUT-OF-SCHOOL-TIME PROGRAM SITES ARE LOCATED

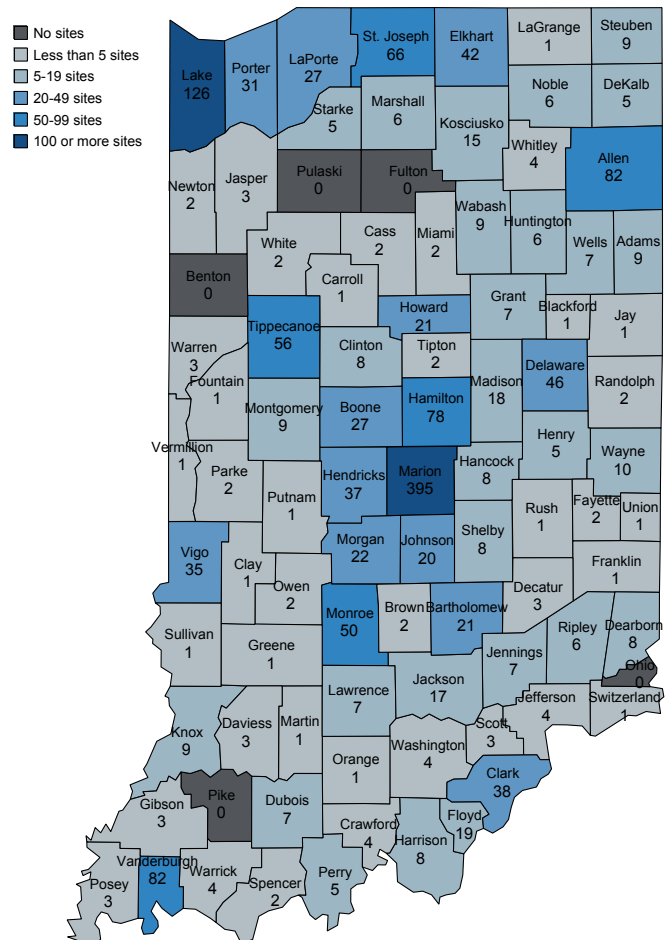


Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, 2019; Indiana Department of Education, 2018-19 program year.

FIGURE 21: OUT-OF-SCHOOL-TIME SITES FOR YOUTH BY COUNTY

Included among the OST programs listed above are 78 21st Century Community Learning Center (CCLC) programs with 210 sites in Indiana. 21st CCLC provides learning and enrichment opportunities for youth before and/or afterschool, with priority of serving at-risk (poverty, low income, academically struggling, etc.) youth. These programs can operate in Boys & Girls Clubs, YMCAs, schools, community centers, or other similar organizations.

Nearly all Indiana counties have an OST program except for five counties: Benton, Fulton, Ohio, Pike, and Pulaski counties. There may be an OST program working with youth in these counties, but they are not registered with a state entity that shared data for this report. Counties with higher population density have more OST programs.



Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, 2019.

Also includes YMCA programs but those were independently researched.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

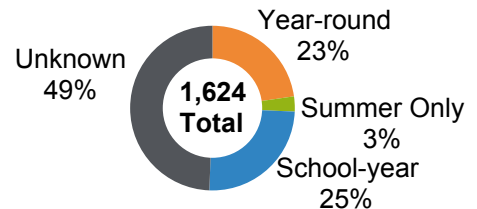
Operation schedule information was not available for all OST sites and programs. Based on the data available, about half of all known OST programs follow a school-year schedule and half operate a full-year schedule.

Boys & Girls Club sites have slightly more year-round programs (60%). 21st CCLC programs are closer to the state average of an even split of year-round compared to school-year.

Enrollment and capacity information for OST programs is limited and was not available from most agencies. Based on the current reporting structure, there is no way to get an unduplicated count of children enrolled in OST programs.

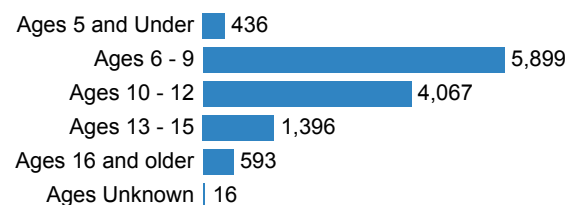
Indiana Boys & Girls Club locations served approximately 12,400 youth in 2019.¹¹ The majority of youth served by Indiana Clubs are younger elementary-age students with the smallest groups being teenagers.

FIGURE 22: OUT-OF-SCHOOL-TIME SITE YEARLY SCHEDULES



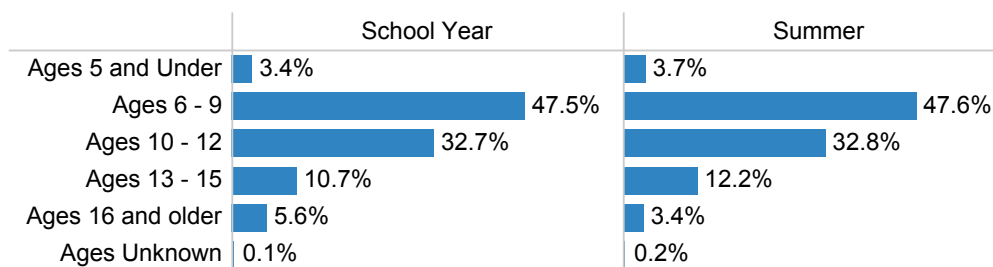
Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019.

FIGURE 23: YOUTH SERVED IN INDIANA BOYS & GIRLS CLUBS



Source: Boys & Girls Clubs of America, Indiana, 2019.

FIGURE 24: PERCENTAGE OF YOUTH SERVED IN INDIANA BOYS & GIRLS CLUBS BY SCHEDULE



Source: Boys & Girls Clubs of America, Indiana, 2019.

School-age programs registered with the Family and Social Services Administration have the capacity to serve approximately 73,800 children.¹² These programs primarily offer services to young children not yet able to attend school, and they can also offer before and afterschool care to school-age youth.

11. Enrollment data was available for 77% of Boys & Girls Club locations. Enrollment was not available for 27 locations.

12. Capacity data was available for 86% of school-age programs registered with the Family and Social Services Administration. Capacity was not available for 206 centers and 11 ministries.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

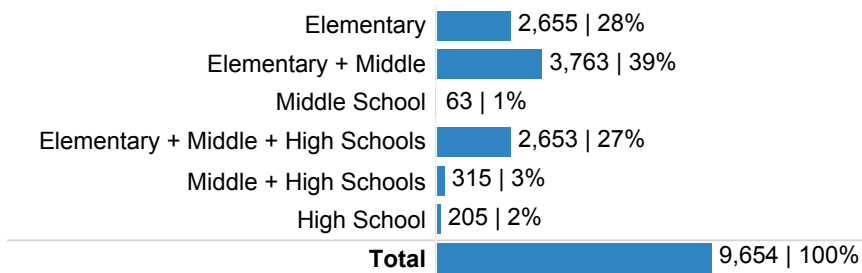
Indiana’s 21st CCLC programs served 9,654 youth in the 2018-19 program year. Similar to the Indiana Boys & Girls Clubs, they are serving more elementary-age youth.

Based on the capacity and enrollment data available, there is a gap in programs serving Indiana teens. Teens 13 years and older make up less than one fifth of enrollment in Indiana Boys & Girls Clubs, while almost half of youth served were ages 6-9 years. This is a similar story for Indiana’s 21st CCLC programs. Over two thirds of youth served in the 2018-19 program year were in elementary and middle school.

Looking at geographic equity and access to OST programs across Indiana reveals some gaps. Geographic areas with over 1,000 youth have access to OST programs, but areas with 300-800 youth have more limited opportunities for OST. Across north central Indiana and the western part of the state, there are little to no known OST program sites for youth.

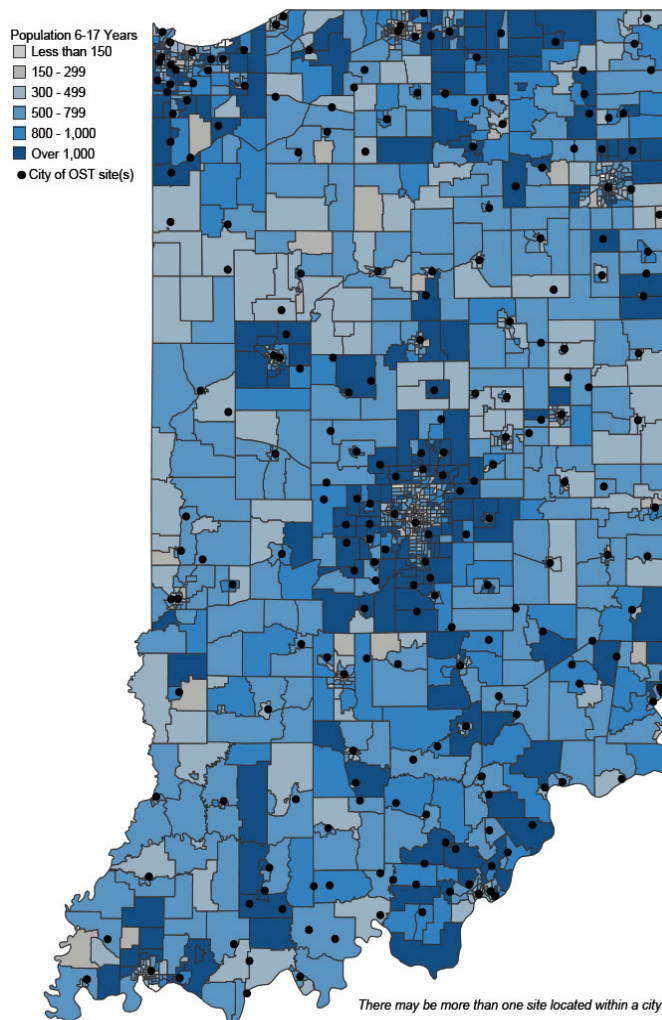
OST programs are more accessible for youth in urban counties compared to rural counties. While rural counties generally have smaller populations, there are pockets of larger youth populations within counties. In many rural counties, there is only one OST program, which may not be accessible for the entire youth population and does not offer much choice for families.

FIGURE 25: YOUTH SERVED IN 21ST CCLC PROGRAMS IN THE 2018-19 PROGRAM YEAR



Source: Indiana Department of Education, 2018-19 program year.

FIGURE 26: OUT-OF-SCHOOL-TIME SITES BY CITY COMPARED TO THE YOUTH POPULATION 6-17 YEARS



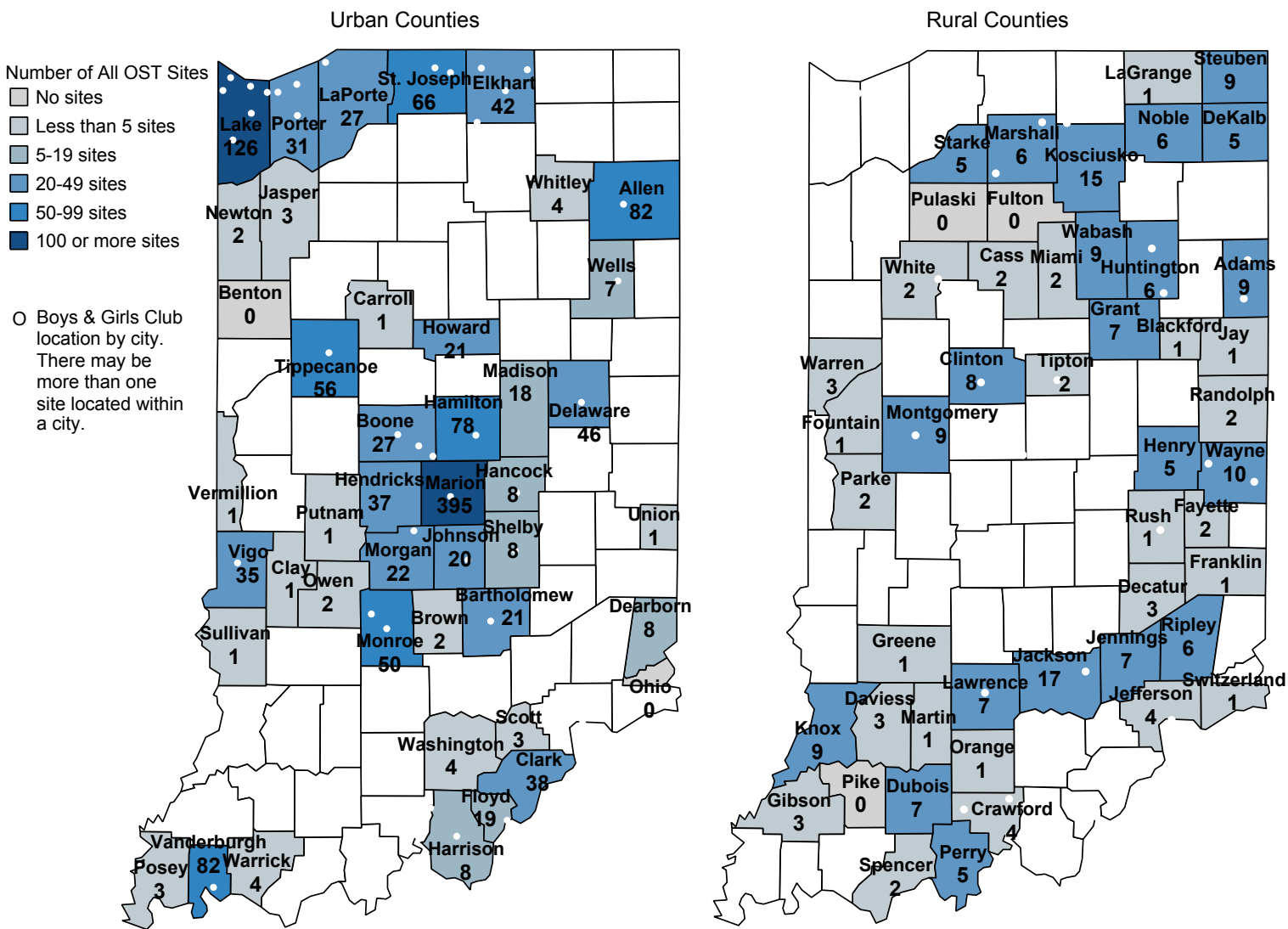
Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, 2019; U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B091001.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

Three rural counties have no known OST programs, compared to two urban counties.¹³

One fifth of all Boys & Girls Club sites are located in rural counties, while 80% of sites are located in urban counties across Indiana.

FIGURE 27: DIFFERENCE IN THE NUMBER OF OUT-OF-SCHOOL-TIME SITES IN URBAN VS. RURAL COUNTIES



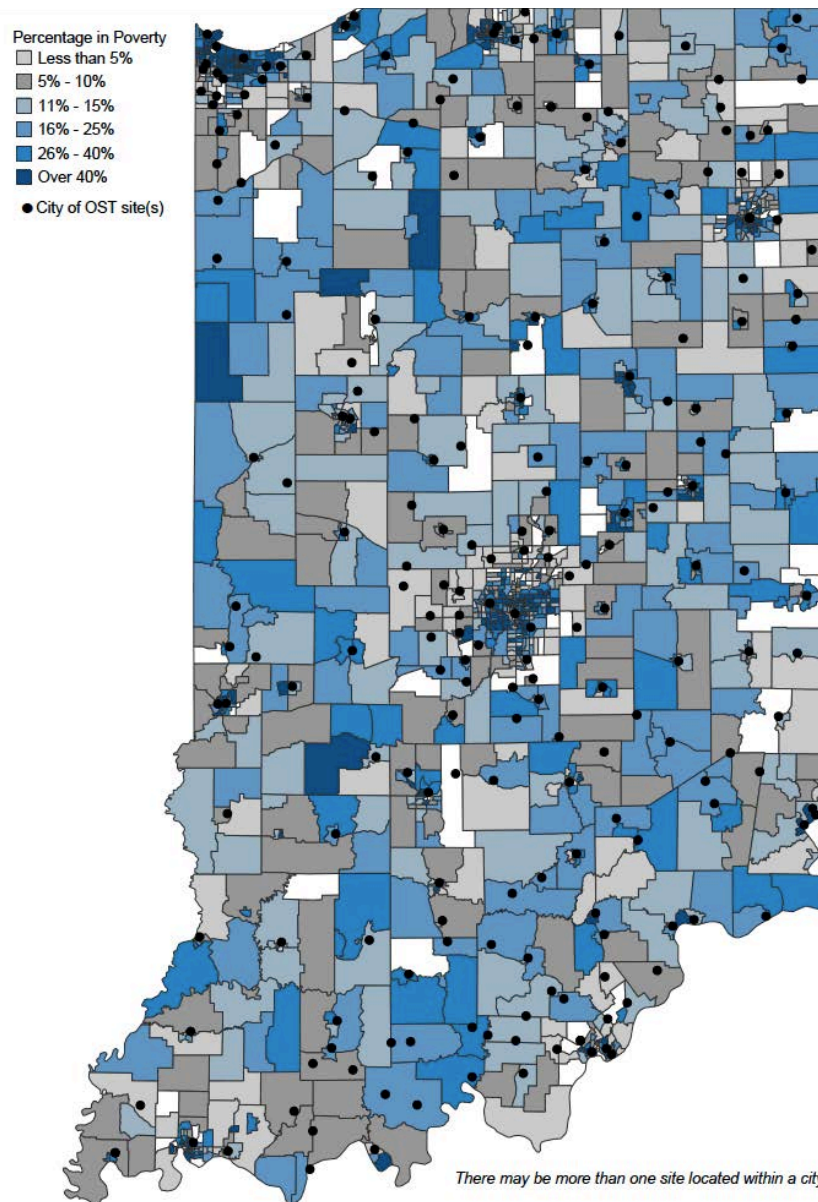
Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, ; Also includes YMCA programs but those were independently researched.

13. The 2013 Rural-Urban Continuum Code scheme classifies all counties in the United States. Indiana has 44 metro (urban) counties and 48 nonmetro (rural) counties. Metropolitan status is determined by applying population and worker commuting criteria to the results of the 2010 Census and the 2006-10 American Community Survey (ACS).

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

Access to OST programs varies considerably in communities with higher rates of poverty. Some high-poverty areas in different regions of the state have limited access to OST programs. Parts of Benton, Pulaski, and White counties have over 40% of youth ages 6-17 years living in poverty, and these counties have few OST programs. Part of Owen County in central Indiana also has a high percentage of youth in poverty and no Boys & Girls Club or YMCA in that high-poverty area. These youth in poverty might not have the means to access OST programs that are far away from their home or school.

FIGURE 28: OUT-OF-SCHOOL-TIME SITES BY CITY COMPARED TO THE YOUTH POPULATION 6-17 YEARS IN POVERTY

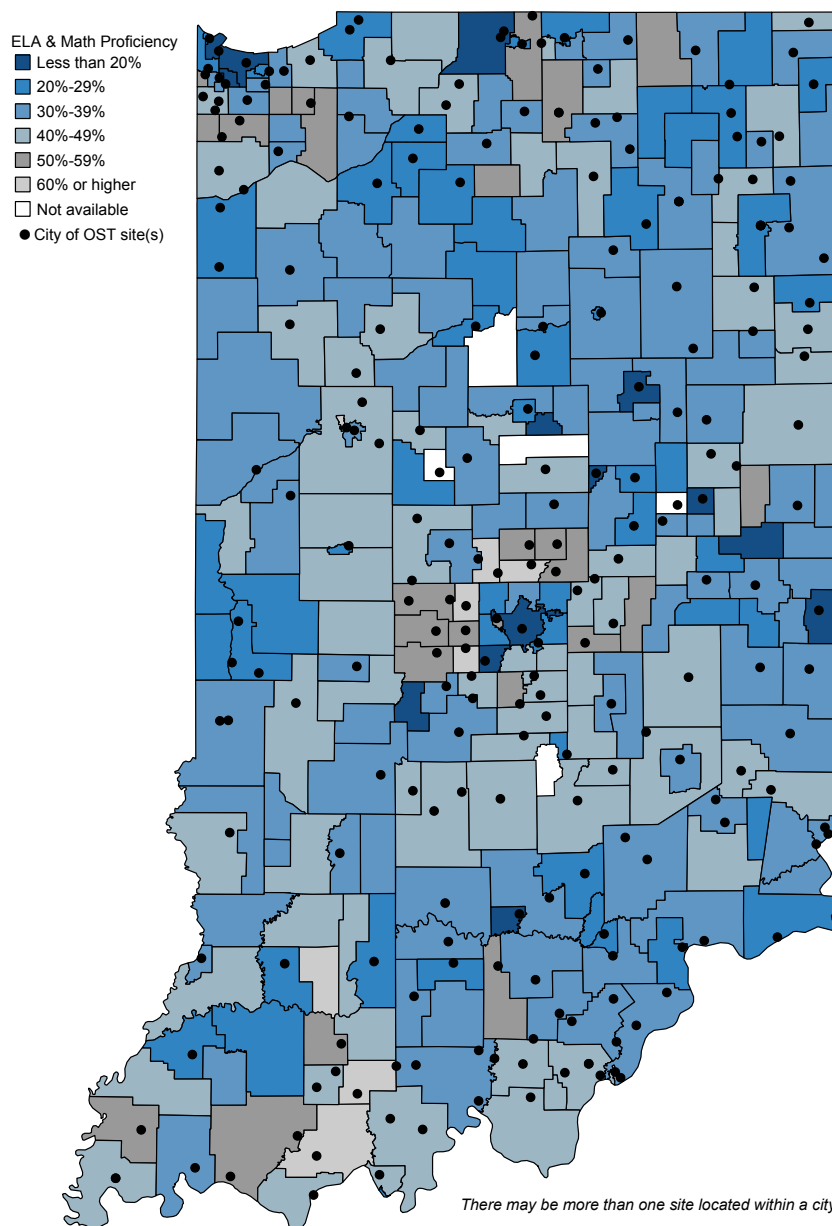


Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, 2019; U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B091001.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

One of the positive benefits of OST programs is they support students' academic achievement. Indiana's average proficiency in ILEARN math and ELA was 37.1%. The map shows the ELA and Math Proficiency rates by school district, along with the locations of OST programs. Some metropolitan areas surrounding Marion County and rural areas in southwest Indiana have some of the highest ILEARN math and ELA proficiency rates compared with some of the lowest rates in the urban core in Lake, St. Joseph, and Marion counties and several rural communities throughout central Indiana. There are 8 school corporations with assessment scores below 30% proficiency that also lack OST programs.

FIGURE 29: OUT-OF-SCHOOL-TIME SITES BY CITY COMPARED TO THE PROFICIENCY RATES BY CORPORATION IN ELA AND MATH ILEARN FOR 3RD-8TH GRADES

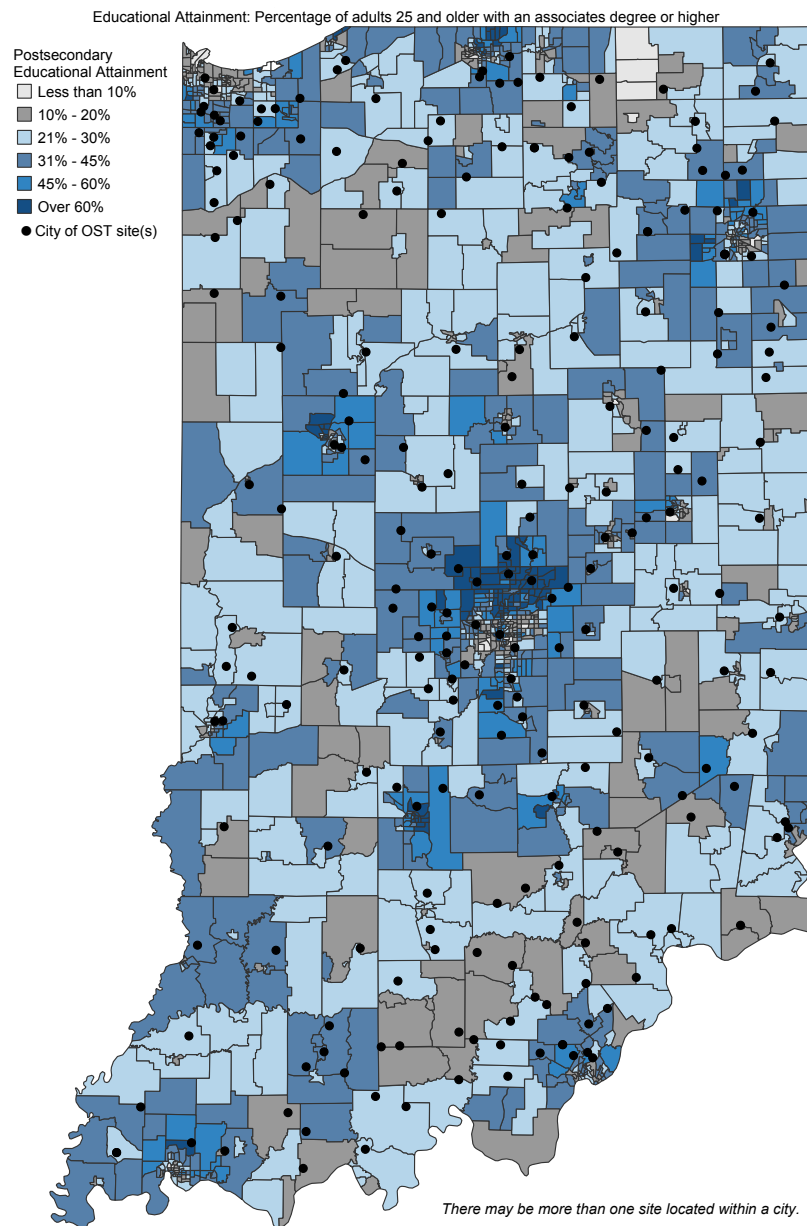


Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, 2019; Indiana Department of Education, *ilearn-2019-grade3-8-final-corporation.xlsx*, 2018-19 school year.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

There are some geographic regions in Indiana where postsecondary educational attainment is low and there are few or no OST programs. Research shows that OST programs support college and career readiness. Indiana could work to ensure there are OST programs in communities that have lower postsecondary educational attainment. There are OST sites in many areas where the educational attainment is higher. Cities with the highest educational attainment rates have access to several OST programs.

FIGURE 30: OUT-OF-SCHOOL-TIME SITES BY CITY COMPARED TO THE POSTSECONDARY EDUCATIONAL ATTAINMENT OF ADULTS 25 AND OLDER



Source: Boys & Girls Clubs of America, Indiana, 2019; Family and Social Services Administration, 2019; Indiana Afterschool Network, 2019; U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates, Table B091001.

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

AFFORDABILITY

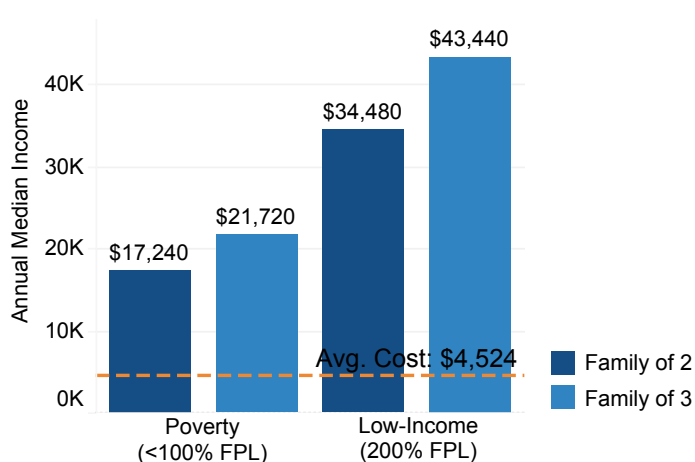
If a family can find an OST program that can meet their needs, they still may not be able to afford it. Parent fees are the primary source of funding OST programs, followed by philanthropic sector support, and limited federal and state funding.

America After 3PM surveyed Indiana parents and discovered, on average, Indiana families spend \$87 per week (Afterschool Alliance, 2014, p. 2). This means it costs an average of \$4,524 per year for a family to pay for afterschool care, which is close to half the cost of one year of tuition at a public university in Indiana. The cost of the afterschool care alone is over one quarter (26%) of the annual income of a single parent in poverty with one child. It is 13% of household income for a low-income single parent with one child.

Family fees at Boys & Girls Clubs are much lower than the average Indiana afterschool program fees. A one-year membership to an Indiana Boys & Girls Club ranges from \$0 to \$200, with the average cost being \$29. Some Indiana Clubs also offer before, afterschool, and summer care programs that charge additional fees for parents.

There are some public funding programs available to make accessing OST programs more affordable, especially for vulnerable families. The structure and type of the funds vary from competitive grants to vouchers. Various funding programs with different requirements can mean a lack of funding stability and sustainability for programs and families.

FIGURE 31: HOW DOES THE AVERAGE COST OF AFTERSCHOOL CARE COMPARE TO FAMILY INCOME?



Source: 2020 Federal Poverty Guidelines, Department of Health and Human Services, January 2020; Afterschool Alliance, *America After 3PM, Fact Sheet*, 2014, p. 2.

Public Funding and Funding Amounts in Indiana

21st Century Community Learning Centers	School-Age Child Care Social Services	Child Care and Development Fund Vouchers	Indiana Kids
\$20,062,546 (FY 2018)	\$812,000 (FY 2017-18)	\$80,142,382 (FY 2017-18)	\$1.8M (FY 2017-18)

Data Source: Family and Social Services Administration, Office of Early Childhood and Out-of-School Learning, 2018; Indiana Out-of-School Time Learning Advisory Board Report and Recommendations (2018).

4. OUT-OF-SCHOOL TIME (OST) PROGRAMS

QUALITY

Indiana does not have a standard definition of high-quality OST programs. The Indiana Afterschool Standards are aligned to national best practices and provide a framework for programs to follow.¹⁴ The standards cover human relationships, safety, health and nutrition, and administration. Indiana has a voluntary Quality Program Self-Assessment (IN-QPSA) for programs to measure their effectiveness against these standards. The 21st CCLC program requires grantees to complete the IN-QPSA, but there are not any other funders requiring implementation of the standards.

The 21st CCLC program also asks grantees to provide programming across specific areas of focus and to meet programmatic outcomes.

There are 78 21st CCLC programs with a various number of sites.

- **45 programs** offer STEM (science, technology, engineering, and math) programming
- **10 programs** offer family engagement
- **14 programs** offer college and career ready
- **32 programs** offer literacy

Programs may offer more than one type of programming.

In addition to 21st CCLC grantees, the Boys & Girls Clubs and YMCA programs both operate programming that has been researched and evaluated, as well as follow additional data reporting requirements. At the Indiana Boys & Girls Clubs, the top five programs youth participate in are Power Hour (homework help and tutoring), Triple Play Daily Challenges (daily physical activities for youth 6-18 years), Project Learn (education programming including homework/ learning), Triple Play Social Recreation (structured social recreation activities), and locally-developed programs fostering healthy lifestyles.

14. <https://www.indianaafterschool.org/quality/standards/>

5. COVID-19 IMPACT

On March 6, 2020, Governor Holcomb declared a public health emergency in Indiana due to COVID-19. While our state is still responding to the ongoing pandemic, there are some preliminary learnings about its implications.

Child care programs were identified as an essential service. OST programs immediately responded to meet the needs of working families and educational needs of students. Programs opened up new sites for children of essential workers and partnered with new agencies to meet their community needs.

In April 2020, the Indiana Family and Social Services Administration Office of Early Childhood and Out-of-School Learning and its partners, such as Indiana Afterschool Network, reached out to child care and OST programs to understand the impact of COVID-19 and assess their needs. Over 1,000 programs responded to the survey. At the time of that survey, about one in five open programs had furloughed staff, and three quarters of furloughed staff were expected to return to their jobs.

Three in five programs said they expect a long-term impact on their organization with the most common concern being reduced enrollment.

Most programs reported needing attendance at or above 80% capacity to meet operating expenses. With new guidelines for social distancing, meeting the break-even attendance numbers would be difficult, if not impossible, for programs.

The implications of the pandemic reach beyond programs to families and children. Based on data from the U.S. Census Bureau Week 15¹⁵ Household Pulse Survey (2020b), here is a snapshot of how Indiana families have been impacted by COVID-19.

- 50% of households with children have lost income since March 13, 2020 (compared to 35% of households without children).
- In the last 7 days, 13% of households with children sometimes or often did not have enough to eat.
- More than one third of adults in households with children have experienced a symptom of anxiety or depression in the last 7 days.
- 52% of adults report feeling nervous, anxious, or on edge in the last 7 days.
- 34% of households with children who rent are not currently caught up on rent payments.



15. Week 15 data was the latest available at the time of writing this report.

5. COVID-19 IMPACT

Children may be the most impacted by the pandemic. Child Trends reports that children are more vulnerable than adults to the emotional impact of traumatic events that disrupt their daily lives (Bartlett, Griffin, & Thomson, 2020). Children are in a time of uncertainty with their daily school routines disrupted, social distancing, confinement at home, and parents and guardians out of work. Some of our most vulnerable children have lost their connection with critical supports and resources. They may not have access to adequate shelter, food, and safety during this time.

In addition to the health and well-being of youth, the pandemic also causes concern that students could fall behind academically. Schools have provided a range of in-person and virtual instruction, and the quality of student learning engagement is unknown. Without consistent access to in-person instruction, the learning loss for this year could be significant for students, especially vulnerable populations who may not be able to easily catch up.



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