



2025 Public Policy Agenda

**Leading Through Visibility,
Collaboration, Engagement,
and Expansion!**

inaeyc

Indiana Association for the
Education of Young Children

An Affiliate of **naeyc**

Hanan Osman, Ph.D.
Executive Director

2955 N. Meridian, Suite 120
Indianapolis, IN 46208

317-356-6884 / inaeyc.org

As the state affiliate of the National Association for the Education of Young Children (NAEYC), Indiana AEYC (INAEYC) is a statewide, nonprofit 501(c)(3) organization with more than 2,200 members and 10 chapters. INAEYC has a 60-year history and mission of promoting high-quality learning for each and every child, birth through age 8, by connecting practice, policy, and research. We advance a dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. Our mission is carried out by offering professional development for those in the early childhood profession, offering support and recognition for early childhood programs through national accreditation, and championing public policy pertinent to young children and families. Our vision is that each and every child thrives and learns in a society dedicated to ensuring they reach their full potential.



2025 Public Policy Statement

INAEYC is a leading voice for high-quality early childhood education supported by a dynamic early childhood profession. Along with Hoosiers of all political, geographic, and demographic backgrounds, we are coming together to demand investments in high-quality early childhood education and early childhood educators, because we know that will make Indiana brighter, stronger, and more competitive.

Leading Through Visibility, Collaboration, Engagement, and Expansion!

Umbrella 1: Ensure that there is a continuum of support for young children and their families by investing in the earliest years alongside the early grades, recognizing that the science of early learning is as complex for infants and toddlers as it is for preschoolers and beyond.

Rationale: Providing funding sufficient to expand eligibility for families and raise payment rates for providers to reflect the true cost of providing high-quality early care and education will lead to an increase in supply and quality, ensuring more low and moderate income families are able to choose and afford quality child care provided by compensated, supported early childhood educators.

Priority 1: On My Way Pre-K

1. Remove the local match requirement for On My Way Pre-K and support 100% funding for On My Way Pre-K Programs
2. Increase the maximum capacity of children in the On My Way Pre-K Program
 - Support the expansion of On My Way Pre-K to include 3-year-olds with an increased family eligibility to 185% FPL and an increased reimbursement rate

Priority 2: Local Child Care Improvement Fund

1. Propose to create a new state funding mechanism for child care with the twin goals of:
 - Financially supporting existing child care supply, and
 - Building and then financially supporting new child care supply in Indiana
2. Support communities' public-private partnerships with local providers, supported by flexible state funding and a local match where the state would provide proportional funding to counties on a per child basis. Counties would be required to opt into the program and would be able to raise local match from public or private dollars

Priority 3: Program Quality

1. Continue to support efforts to modernize and streamline Indiana's licensing and regulatory child care environment, ensuring that quality and safety are not compromised and teacher/director educational requirements are leading to credentials and degree attainment
2. Support OECOSL's budget request to maintain the transition to a cost-based care reimbursement process

Priority 4: Accessibility

1. Improving affordability and access by increasing eligibility thresholds



2. Support funding to increase accessibility and affordability to early care and education for underserved populations access and pathways to quality, affordable degrees and credentials, with wages and benefits that honor, value, and reflect their professional competencies and skills.

Rationale: These suppressed wages come at a significant cost to taxpayers: 46 percent of early childhood educators are part of families enrolled in at least one public safety net program, compared with 26 percent of those in the broader workforce. Even for the most committed early childhood educators, it is difficult to remain in the field for a long period of time on poverty-level wages. Low compensation also makes it difficult for institutions of higher education to justify offering degree programs in early childhood education.

Priority 1: Support investments in teacher preparation programs and increased access to higher education

1. Continue to support and robustly reimagine the T.E.A.C.H. Early Childhood® Indiana scholarships
2. Continue the support on focusing on investing in the CDA® as a next job level credential
3. Support investments in accreditation for higher education that are aligned to NAEYC program standards
4. Support focus on educators from diverse backgrounds and multi-language learners with higher education accessibility and support colleges in their alternative languages of instruction
5. Support competency-based professional development that will lead to degree attainment and build early care and education career pathways
6. Support state's induction and apprenticeship projects

Priority 2: Support investments for increased compensation and teacher retention initiatives with a focus on mental health supports for educators.

1. Support the Early Learning Advisory Committee's review of Indiana's early care and education compensation status, and support recommendations made by the compensation study workgroup including exploring the possibility of a salary schedule and ways to find supports for the workforce
2. Support improving working conditions and mental health supports such as ergonomic workspaces, workstations, flexible work hours, safe environment, counseling services, mental health days, workshops and training, and others as defined by data

