

2021



Building a Strong Foundation Through Investment in Early Learning

White Paper on Early Learning in
Evansville & Vanderburgh County

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Acknowledgments

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The project was funded by the Welborn Baptist Foundation.



Executive Summary

PURPOSE OF THIS REPORT

The ultimate goal of this white paper is to inform strategies that are created and owned by community stakeholders to advance equitable access to and the expansion of high-quality early learning.

WHY EARLY LEARNING

One of the most effective ways to promote economic, workforce, and community development is to invest in early care and education. The earlier a community invests in children's learning, the greater the potential return on investment. For disadvantaged children, **early care and education can have returns as high as \$7 – \$13 for every \$1 invested.**

The first 5 years of a child's life are critical for building the foundational skills essential for success in education, health, career, and life. When children do not have healthy early experiences and environments, they can develop deficits in skills and abilities that lead to negative outcomes, such as increased educational costs, juvenile delinquency, crime, and poor health.



Rapid Brain Development

Children's brains are the most impressionable in the first 5 years of life. 90% of the brain develops during this time, and one million new neural connections are made every second to create the foundation upon which all future learning is built.



Caregiver Connections

Adult connections are key to brain development. When caregivers interact and engage with infants and young children, critical neural connections are built and strengthened in children's brains.

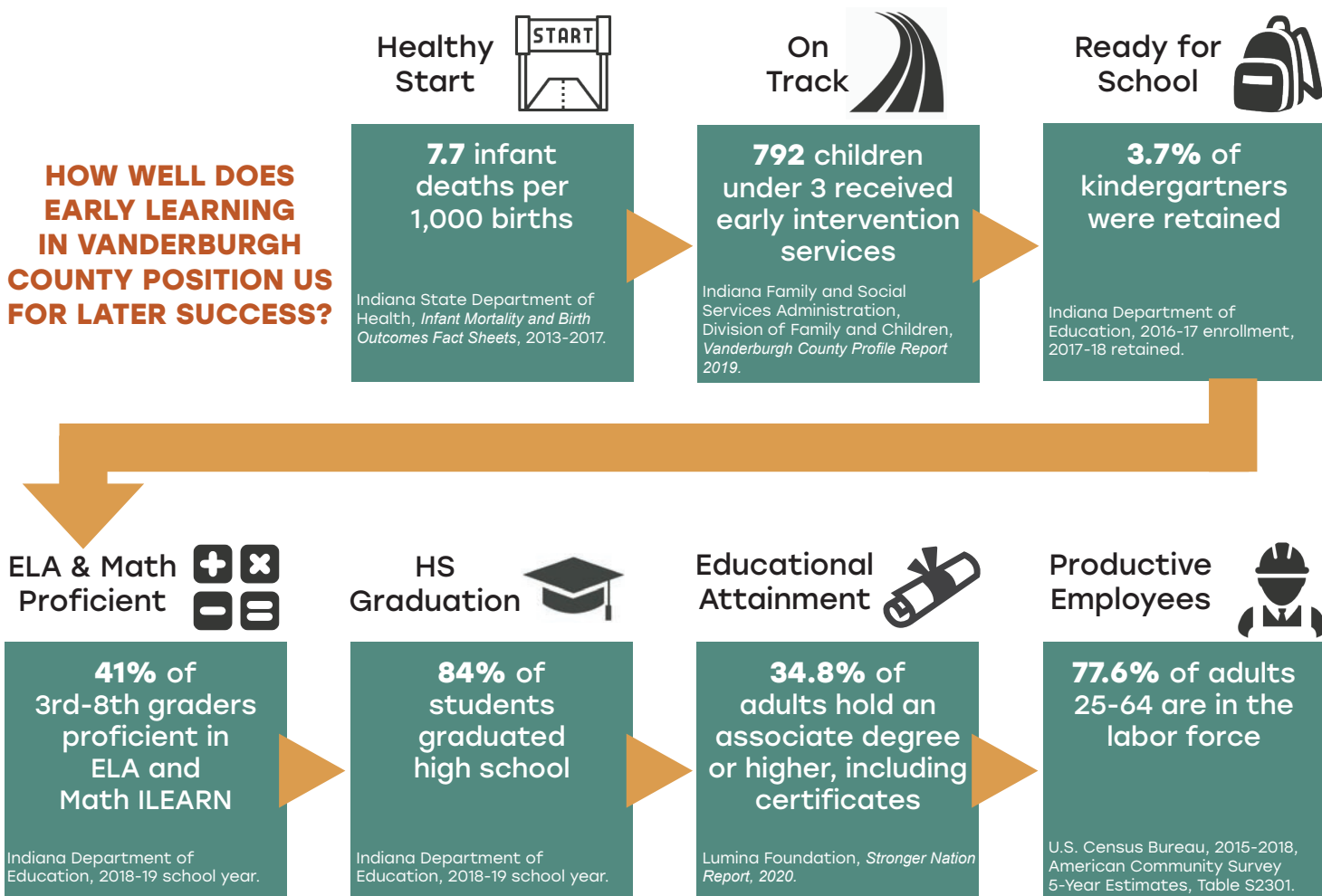


Toxic Stress

Children who experience challenges like stress and poverty often do not get the necessary adult connections. In these cases, the neural connections are not fully developed, and there is not a strong foundation for future learning.

HOW IS EARLY LEARNING LINKED TO LATER SUCCESS?

Early care and education supports the current workforce by providing much-needed child care so parents can work. Families are then able to support themselves, and the workforce in turn meets the business community’s talent needs. In addition to these immediate benefits, when young children receive high-quality early care and education, they develop a strong foundation for success in their future lives and careers. Children who grow and develop in high-quality environments in their first 5 years of life are set up to subsequently reap the benefits of high-quality elementary and secondary education. If these young adults have access to postsecondary training and/or education, then they will be well-positioned to become productive employees and citizens. Children’s earliest years set the trajectory for the future.





KEY FINDINGS

Vanderburgh County is home to 13,000 young children ages 0-5. The majority of these young children need child care while their parents are working. Half of the young children who need care are enrolled in a known program that is licensed or registered with the state. The other half are being cared for in an informal setting with a family member, neighbor, or friend where the quality of care and education is unknown.

Children and families' access to early care and education programs varies. One fourth of young children in Vanderburgh County live in a "child care desert"—a neighborhood with very few child care spots based on the population need. If families can locate a program, it may not be high quality. In Indiana, high-quality early care and education is defined as a program that is rated Level 3 or Level 4 on Paths to QUALITY™ or is accredited by an approved national organization. Teachers in high-quality programs guide children through an educational curriculum, which supports their development. Almost one third of young children who need care are enrolled in a high-quality rated program. This means more than two thirds of young children are not enrolled in a high-quality rated program.

Lastly, even when families can locate a high-quality rated program, they may not be able to afford it. The average cost to send one child to a high-quality program is approximately \$8,000, which is about the cost of one year of in-state college tuition. The high cost of early care and education can be a particularly difficult burden for young families. Parents of young children are typically at the beginning of their career and have not reached the height of their earning potential, compared to parents sending a child to college after 18 years to plan and save.

RECOMMENDATIONS

Over the past 15 years, Vanderburgh County community leaders have made great strides to support children and families, as well as strengthen the early care and education sector. The community is a leader in the state, making progress that other Hoosier communities have not yet seen. However, there are still significant access, equity, and achievement gaps to address. This report includes examples of progress and innovation in other communities across the country as possible strategies for local leaders to consider.

Based on the local data and national research, the following are recommended strategies for community leaders to consider implementing. Using these strategies to continue to invest in early care and education will support children, as well as the current and future workforce.

1

Expand early learning access to more young children.

2

Explore shared services and other business supports.

3

Target investment in at-risk neighborhoods.

4

Explore implementing a two-generation (2Gen) approach.

5

Study the full costs of implementing these recommended programs. Create funding models by identifying existing and new funding sources to cover costs.



Why Early Learning



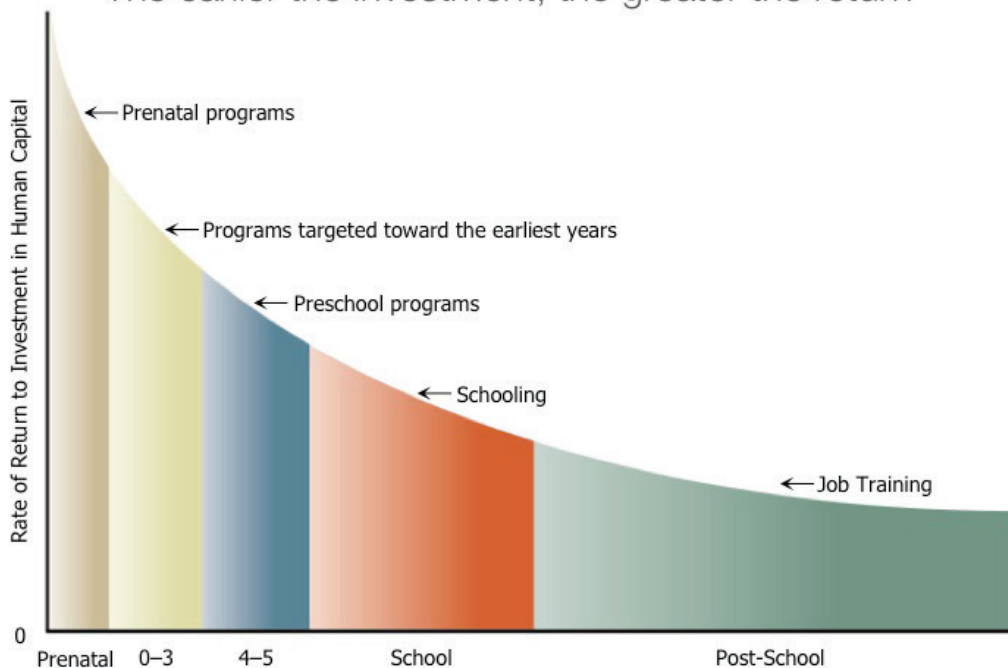
“The earlier the investment, the greater the return.”

Dr. James Heckman,
Nobel Laureate in Economics

EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

Dr. James Heckman, a Nobel Prize winning economist, has studied the economic impact of investments in each stage along the education continuum. His research shows that the earlier a community invests in children’s learning, the greater the potential return on investment. This chart shows that the highest returns come from investment in the prenatal, infant, toddler, and preschool years. For disadvantaged children, early care and education can have returns as high as \$7 – \$13 for every \$1 invested.

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

Why Early Learning

The first 5 years of a child's life are critical for building the foundational skills essential for success in education, health, career, and life. When children do not have healthy early experiences and environments, they can develop deficits in skills and abilities that lead to negative outcomes, such as increased educational costs, juvenile delinquency, crime, and poor health.



Rapid Brain Development

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Adult connections are key to brain development. When caregivers interact and engage with infants and young children, critical neural connections are built and strengthened in children's brains.



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Many factors related to physical and social-emotional health and well-being impact whether children are ready for kindergarten.¹ Some of these factors are specific to children's home and child care environments, such as getting enough sleep, food security, a high level of routines, and their parents' mental and emotional health. Neighborhood supports also increase the chances that children will be healthy and ready for kindergarten. When children experience too much adversity in their earliest years, their stress responses can overload their biological systems, leading to long-term negative physical and mental health outcomes.²

If a child spends their early years growing and developing in a supportive environment, then they will be able to experience their childhood as they are meant to—with strong caregiver connections and without toxic stress. In addition, they are more likely to thrive in every stage of development through adulthood, eventually earning a self-sufficient living. In addition, the parents of young children are able to be productive members of the workforce and their community.

1. Paschall, K., Moore, K.A., Piña, G., & Anderson, S. (2020). *Being healthy and ready to learn is linked with preschoolers' experiences*. *Child Trends*. Retrieved from <https://www.childtrends.org/publications/being-healthy-and-ready-to-learn-is-linked-with-preschoolers-experiences>

2. National Scientific Council on the Developing Child. (2020). *Connecting the brain to the rest of the body: Early childhood development and lifelong health are deeply intertwined*, working paper no. 15. Retrieved from <https://developingchild.harvard.edu/resources/connecting-the-brain-to-the-rest-of-the-body-early-childhood-development-and-lifelong-health-are-deeply-intertwined/>

Why Early Learning

According to the Welborn Baptist Foundation's 2020 Early Childcare and Early Learning Survey, parents in Vanderburgh County report that early care and education is important for two overarching reasons. Parents need the reliability of child care that allows them to work and go to school, and parents prioritize the quality of the learning environment for their child.³

Business and community leaders in Evansville and Vanderburgh County have long understood the importance of early child development. They work to promote the importance of and provide high-quality early learning environments because they know the dramatic impact it has on children. In addition to the profound difference it makes in the life of each individual child, early care and education impacts the community as a whole.

Southwest Indiana is continuing its work to strengthen the region through the Talent 2025 initiative. Talent 2025 seeks to increase the size and capacity of the region's talent pool. One of the most effective ways to promote economic and workforce development is to invest in early care and education.

3. Welborn Baptist Foundation, Inc. (2020). 2020 early childcare & early learning survey. Retrieved from <https://www.welbornfdn.org/app/uploads/2020/09/Welborn-2020-ECC-Survey-Report-web.pdf>





History of Community Leadership & Investment

Vanderburgh County has long been a leader in Indiana regarding early care and education. The community has collaborated across organizations and sectors in order to invest in its youngest children. Institutional leaders have set a vision and rallied support to enact various local and statewide initiatives. These are some key milestones in Evansville's leadership and progress in early care and education.

2005

With support from the Welborn Baptist Foundation, 4C of Southern Indiana piloted Paths to QUALITY™ (PTQ). Southwest Indiana was the second region to pilot PTQ, which is now Indiana's official child care quality rating and improvement system and is used statewide.

2010

The Evansville-Vanderburgh School Corporation (EVSC) is one of few school districts in the country to receive a federal Full-Service Community Schools (FSCS) grant. Part of the EVSC FSCS grant focus was improving early learning.

2012

The community convened the Southwest Indiana Business Roundtable on Early Childhood. Since then, the Roundtable has raised approximately \$1.5 million from local businesses and institutions to support early learning in southwest Indiana. The Roundtable has continued its work since 2012 and currently provides the private match funding for On My Way Pre-K scholarships.

2013

Kevin Bain, former CEO and Executive Director of the Welborn Baptist Foundation, began the first term as Chair of the newly created Indiana Early Learning Advisory Committee (ELAC). Local advocates, including the Business Roundtable, were instrumental in passing the legislation that led to the creation of ELAC.

2006

The United Way of Southwestern Indiana formed the Early Childhood Development Coalition, which worked toward the goal of improving early learning settings. The coalition published a series of children's books featuring Napoleon Peacock and distributed them to families with young children. They also created a Kindergarten Readiness Checklist that child care and preschool providers filled out and shared with kindergarten teachers.

2011

EVSC increased its investment in Title I preschool funding from approximately \$600,000 per year in 2010 to almost \$1 million in 2011. EVSC has continued this annual investment of \$1 million since then. This allows EVSC to provide free preschool to 3- and 4-year-olds from low-income families.

2012

Evansville hosted a summit with business leaders from across the state. The focus was on educating business leaders about the relevance of early learning to employers and engaging them in advancing early learning.



History

2014

Vanderburgh County was selected as one of five counties to pilot Indiana’s new state-funded prekindergarten program, On My Way Pre-K. Since then, Vanderburgh County has consistently enrolled a high number of 4-year-olds from low-income families in high-quality pre-K.

2017-2019

The Welborn Baptist Foundation worked with the Richard M. Fairbanks Foundation and NORC at the University of Chicago to develop and pilot the new Kindergarten Readiness Indicators (KRI) for the state. The new KRI will allow the state to capture important kindergarten readiness data that previously has not been collected.

2013

The state selected Vanderburgh County as one of few counties to participate in the Early Education Matching Grant (EEMG) program. EEMG provided funding for 4-year-olds from low-income families to attend high-quality preschools. EEMG was the precursor to On My Way Pre-K.

2016-2017

The Business Roundtable on Early Childhood and 4C of Southern Indiana conducted a feasibility study on using pay-for-success financing to expand access to pre-K. The study found that Evansville had all the pieces in place to support pay-for-success financing for pre-K, except for an assessment of children’s readiness for kindergarten. Although the study result was not feasible since such an assessment was not in place, the project provided important data and information that community advocates continue to utilize.

In addition to these investments and this leadership, key philanthropic partners—including the Welborn Baptist Foundation and the United Way of Southwestern Indiana—have invested millions of dollars to strengthen the quality of early care and education. These funds have added coaches to support early learning programs and initiatives to support parents and caregivers. Much of the past and current local investment in early learning has been targeted to at-risk children from low-income families.

These efforts specific to early learning directly tie into the region’s broader Talent 2025 initiative. Talent 2025 recognizes that there are many factors that contribute to the development of a strong workforce. Education, in particular early care and education for our youngest children, is one key to creating a thriving workforce and community.





Need for Support

Through local and state investments and collaboration to advance early care and education over the past 15 years, Evansville and Vanderburgh County have made tremendous progress. However, there are still areas where improvement is needed.

Young Children
13,030

Young Children Who Need Care
9,716

Young Children Enrolled in Known Programs
5,200

Young Children Enrolled in High-Quality Programs
3,000



Annual Tuition Cost for High-Quality Child Care
\$8,017

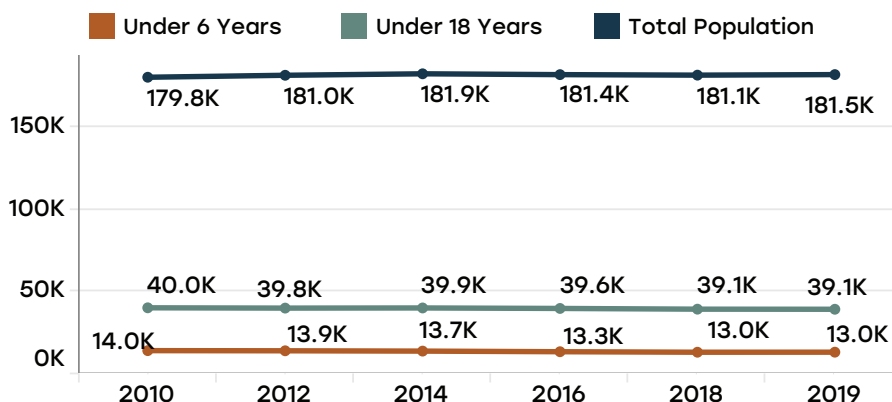
Annual Amount Indiana Employers Lose Due to Unstable Child Care
\$1.8 Billion



Need for Support

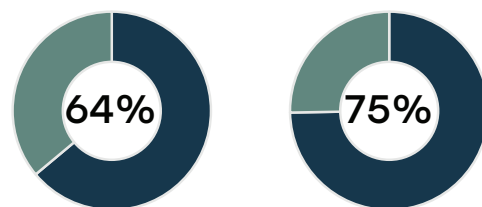
Vanderburgh County has approximately 13,030 young children ages 0-5. The number of young children in Vanderburgh County has remained relatively constant for the past 10 years. The county has seen a slight increase in overall population, while the number of children under 18 and children under 6 have declined marginally. In terms of population, this indicates that the need for high-quality early care and education has remained consistent over the past decade.

How Are Populations Changing in Vanderburgh County?



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

What Percentage of Young Children Need Care Because All Parents Are Working?



Indiana

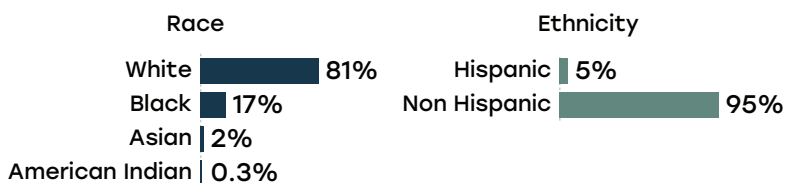
Vanderburgh

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

Three out of four young children in Vanderburgh County (75%) need care because all parents in the household work. This is the second highest rate of young children who need care in the state.

While many young children are living in households where parents are working, many still have very low incomes. Almost one in three young children (3,909; 30%) are living in households that are in poverty. For a family of three, living in poverty means earning less than \$21,720 annually. Half of young children live either in poverty or in low-income households where there may be financial instability. In addition, more than one third (39%) of Vanderburgh County households with young children are headed by a single parent.

What is the Race and Ethnicity of Vanderburgh County Children Under 6 Years?



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

Vanderburgh County's population is predominantly White. Almost one fifth of the population of children ages 0-5 is Black or African American, and a small percentage is Asian.

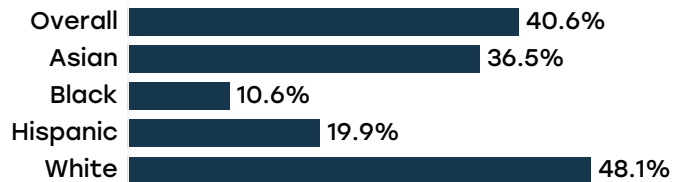
EDUCATIONAL ACHIEVEMENT AND ATTAINMENT

Students who receive high-quality early care and education that is followed by quality elementary education have a better chance of performing well on academic assessments. Third through eighth grade students in Vanderburgh County perform better on the English Language Arts (ELA) and math portions of the ILEARN compared to the Indiana average proficiency rate. Indiana students had an average overall proficiency rate of 37.1% in the 2018-19 school year, while students in Vanderburgh County schools earned a 40.6% proficiency rate.

In Indiana and Evansville, there are racial disparities in both educational achievement and attainment. Students of color are performing worse than White peers across the state, including Vanderburgh County. In the county, only 10.6% of Black students are proficient in ELA and math. This is lower than the state where 14.8% of Black students are proficient. Only one fifth (19.9%) of Hispanic students in Vanderburgh County are meeting proficiency.

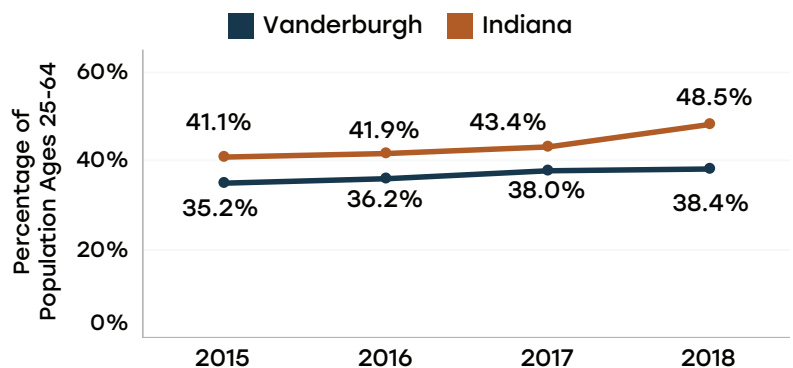
A critical indicator tied to improved wages and income is the educational attainment of adults. Hoosier educational attainment is improving. In both Indiana as a whole and in Vanderburgh County, the percentage of adults ages 25-64 with an associate degree or higher has increased since 2015. However, Vanderburgh County remains below the state average.

2019 Vanderburgh County Schools' Proficiency Rate in ELA and Math for 3rd-8th Graders by Race/Ethnicity



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

Change in the Overall Postsecondary Educational Attainment Rate of Adults 25-64 Years



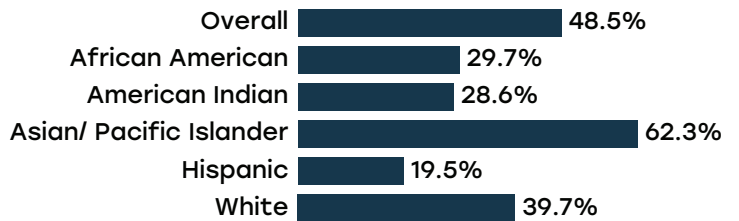
Source: Lumina Foundation, Stronger Nation Report, 2017-2020.



Need for Support

The postsecondary educational attainment rate in Indiana varies by race. African American and American Indian populations have much lower attainment rates (29.7%, 28.6%, respectively) compared to the overall rate (48.5%). The Hispanic population rate is even lower—less than half of Indiana’s overall rate.

2018 Indiana Postsecondary Educational Attainment Rate of Adults 25-64 Years by Race



Source: Lumina Foundation, Stronger Nation Report, 2020.

HEALTH AND WELL-BEING

Many factors determine whether a child is ready for kindergarten, and they begin to be shaped long before a child is old enough for preschool at age 3 or 4. The prenatal care their mother receives and their mother’s own health before their birth have a big impact on a child’s health and well-being.

The 5-year infant mortality rate provides a window into how well the health needs of pregnant women and infants are supported. Vanderburgh County’s infant mortality rate is higher than Indiana’s statewide rate and that of the United States as a whole.⁴

In Vanderburgh County, the preterm birth rate (percentage of live births before 37 weeks) is 10.9%. In addition, 9.2% of babies are born with low birth weight. Both rates are worse than the mean for the state.⁵ In 2017, more mothers in Vanderburgh County (75.6%) received prenatal care than mothers throughout Indiana (68.6%).⁶

5-Year Infant Mortality Rate in Vanderburgh County Compared to Indiana and the U.S.



Source: Indiana State Department of Health, 2013-2017.



4. Indiana State Department of Health. (2013-2017). *Infant mortality and birth outcomes fact sheets*. Retrieved from <https://www.in.gov/isdh/26292.htm>

6. The Annie E. Casey Foundation. (2017). *Kids count data center*. Retrieved from <https://datacenter.kidscount.org/data/tables/9927-mothers-who-received-first-trimester-prenatal-care-by-race-and-ethnicity>

ACCESS TO EARLY CARE AND EDUCATION

The number of known early care and education programs in Vanderburgh County is declining. In 2016, Vanderburgh County had 199 programs, and as of April 30, 2019 there were 182 programs. Despite having 17 fewer programs, overall enrollment has not changed much. This could be due to a change in program types. For example, child care centers can typically serve a greater number of children than family child care programs. In 2016, there were 26 child care centers, and in 2018 there were 38 centers. In contrast, there were 116 family child care homes in 2016 and 93 homes in 2018.

Known Early Care and Education Programs in Vanderburgh County				
KNOWN CARE	2016	2017	2018	2019
Programs	199	196	186	182
Enrollment	5,236	5,346	5,154	5,206

Source: Indiana Early Learning Advisory Committee, County Profiles and Interactive Dashboards, 2017-2020.

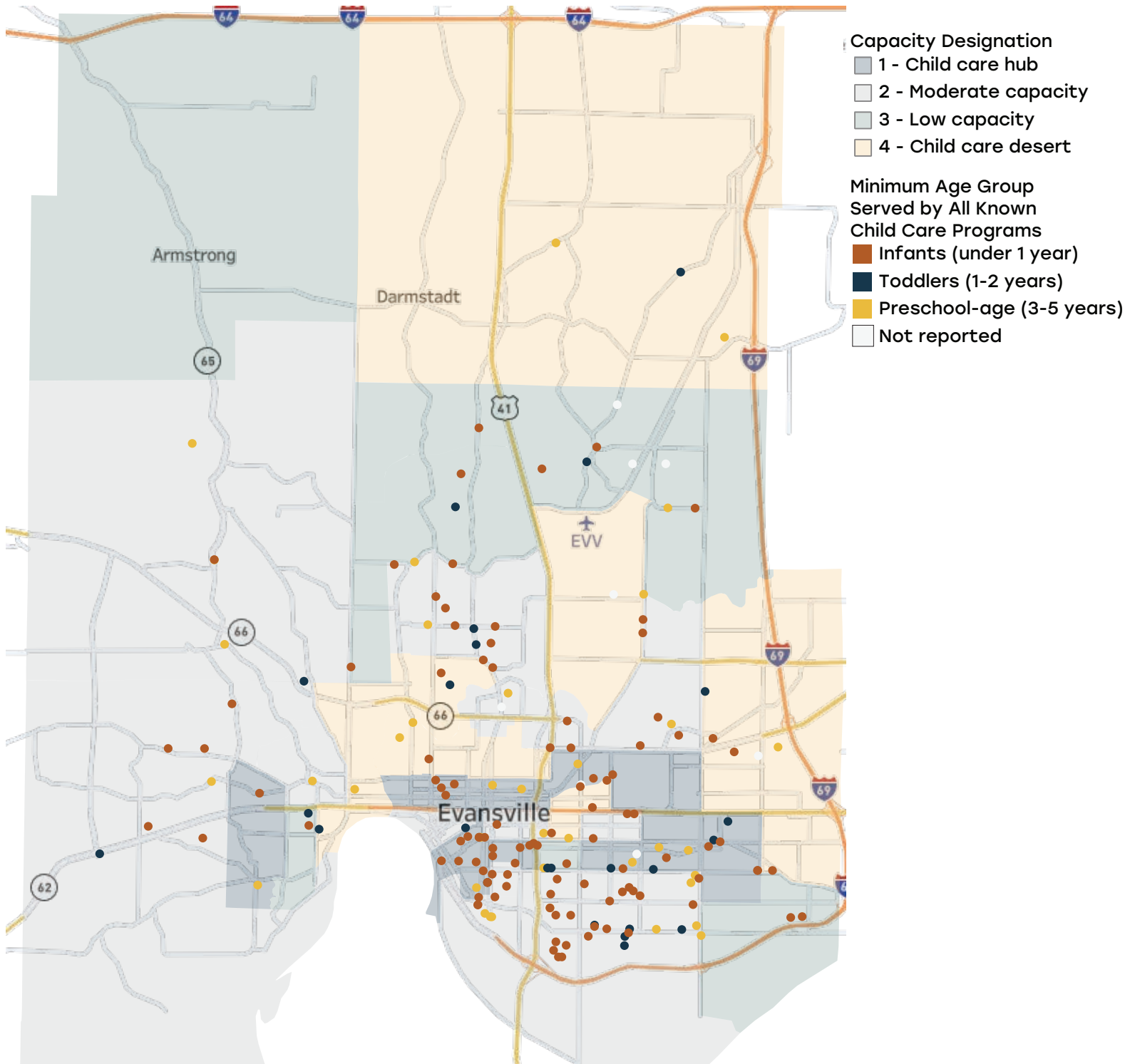
Compared to other Indiana counties, the local community enrolls many children of working parents in known child care programs. Vanderburgh County is tied for the third highest rate of young children who need care being enrolled in a known program, behind Wayne and Bartholomew counties. While more than half (54%) of young children who need care are enrolled in a known program, the other half are being cared for in an informal setting with a family member, neighbor, or friend where the quality of care and education is unknown.

Access to child care varies across Vanderburgh County. According to a 2018 study conducted by the Indiana Business Research Center and Early Learning Indiana, one fourth (27%) of young children live in a “child care desert” or a census tract with very few child care spots, one fifth (18%) live in an area with low capacity, almost half (43%) live in an area with moderate capacity, and 10% of young children live in a “child care hub” or a census tract with plenty of child care spots. The map includes an overview of all local child care deserts, as well as the other census tracts with more capacity. The map also shows where all known programs are located and the youngest children that each program serves. Many programs begin caring for children when they are infants or toddlers, yet other programs only serve preschoolers.



Need for Support

How Does Access to Child Care Vary Across Vanderburgh County?

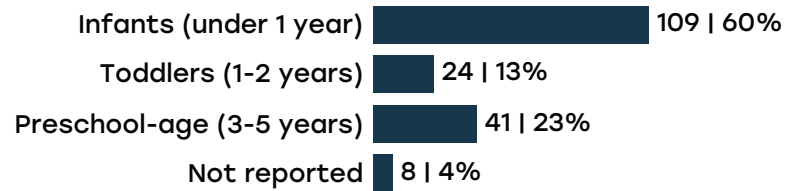


Source: Early Learning Indiana, 2019; *Child Care Deserts & Hubs Child Care Access across Indiana* (2019). Online. datacenter.earlylearningin.org/deserts-hubs.html

Need for Support

More than one third (36-40%) of early care and education programs in Vanderburgh County do not serve infants (children under 1 year of age). This means working families have fewer options when they first need care for their infant as they are returning to work. If families cannot find child care in a licensed or registered program, they must either turn to a family member, friend, or neighbor for care or not rejoin the workforce at all.

Minimum Age Served by Vanderburgh County Early Care and Education Programs



Source: Early Learning Indiana, 2019.

EARLY CARE AND EDUCATION WORKFORCE

An important component of improving access to early care and education programs is increasing the size of the early learning workforce. The size of Vanderburgh County's early care and education workforce has varied over time, but today it is the lowest it has been in the last 5 years.

Early Care and Education Workforce in Vanderburgh County					
STAFF	2016	2017	2018	2019	2020
In All Known Programs	1,347	1,148	1,282	1,302	1,086
In High-Quality Programs	833	717	875	973	828

Source: FSSA Office of Early Childhood and Out-of-School Learning

One significant barrier to sustaining and increasing the early care and education workforce is low wages in the industry. Low compensation is a national problem, with child care workers earning an average hourly wage of \$9.70, compared to \$10.80 in Indiana.⁷ Nationally, preschool teachers earn \$13.94 per hour an average, compared to \$12.53 in Indiana. The national overall average hourly wage for all occupations is \$18.12.⁸ In 2019, the median annual salary for a preschool teacher in Vanderburgh County was \$28,442,⁹ just slightly higher than \$26,700 for Indiana as a whole.

7. Indiana Department of Workforce Development, 2019 OES EGR Wage Estimates 25-2011 and 39-9011.

8. 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://csce.berkeley.edu/topic/early-childhood-workforce-index/2018/>

9. Wage information is only available for economic growth regions. Vanderburgh County is included in region 11 with Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, and Warrick counties.



Need for Support

QUALITY

Over the past 15 years, Vanderburgh County has worked to strengthen the quality of early care and education programs by increasing programs' participation in the state's quality rating and improvement system called Paths to QUALITY™. In Indiana, high-quality early care and education is defined as a program that is rated Level 3 or Level 4 on Paths to QUALITY™ or is accredited by an approved national organization. Teachers in high-quality programs guide children through an educational curriculum, which supports their development.

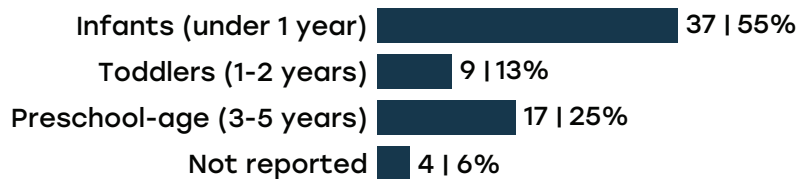
The state of Indiana has awarded capacity-building grants to increase the number of high-quality rated programs, and local partners have also awarded such funding. As a result of these combined efforts, the number of high-quality rated programs has grown significantly. More than a third (37%) of all known programs are rated as high quality. As of June 30, 2020, Vanderburgh County had 75 high-quality rated early care and education programs. Vanderburgh County increased the number of high-quality programs every year over the last 5 years.

High-Quality Early Care and Education Programs in Vanderburgh County					
HIGH-QUALITY CARE	2016	2017	2018	2019	2020
Programs	49	52	62	67	75

Source: FSSA Office of Early Childhood and Out-of-School Learning, Point in Time Counts, 2016-2020.

While it can be difficult to find a high-quality program for a child of any age, it can be even more difficult to find high-quality care for an infant. Nearly two thirds of high-quality early care and education programs in Vanderburgh County can serve infants, while 14% of high-quality programs do not serve children until they are toddlers (1-2 years old). Over one quarter of programs do not start serving children until they are preschool-age (3-5 years old).

Minimum Age Served by Vanderburgh County High-Quality Early Care and Education Programs



Source: Early Learning Indiana, 2019.



Need for Support

Like other areas of the nation, Vanderburgh County's African American population is more concentrated in lower-income communities, as the next two maps show. These areas are also where more high-quality early care and education programs are located. Despite there being high-quality programs in these areas, there are lower ELA and math proficiency rates for third through eighth grade students in the same areas. For the children living in these neighborhoods, simply having a high-quality early care and education program nearby is not enough to translate into higher ELA and math proficiency rates.

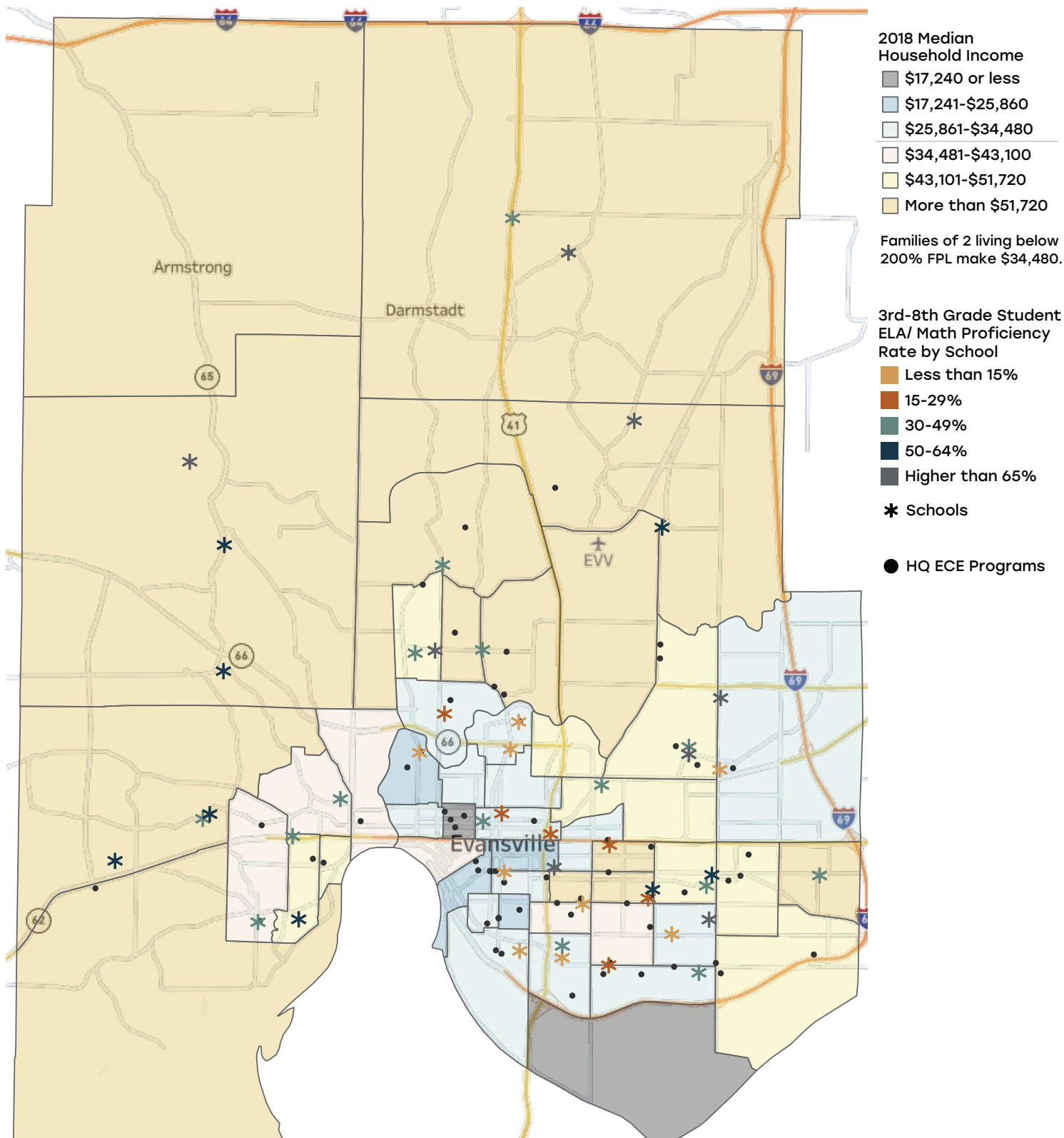
Based on the other data collected for this report, there are several factors that may be contributing to this phenomenon. Although many of these high-quality early learning programs do serve infants and toddlers, there are likely not enough spots for all children. While many programs offer subsidized spots to low-income 3- and 4-year-olds, as well as some infants and toddlers, there is not enough tuition assistance to make these programs affordable to all families. The maps show the progress that Vanderburgh County has made in establishing and maintaining high-quality programs. However, more work needs to be done to ensure that vulnerable children have equitable access to early learning opportunities that will set them up for future success.





Need for Support

Is There Equitable Access to High-Quality Early Care and Education for Low-Income Communities in Vanderburgh County?

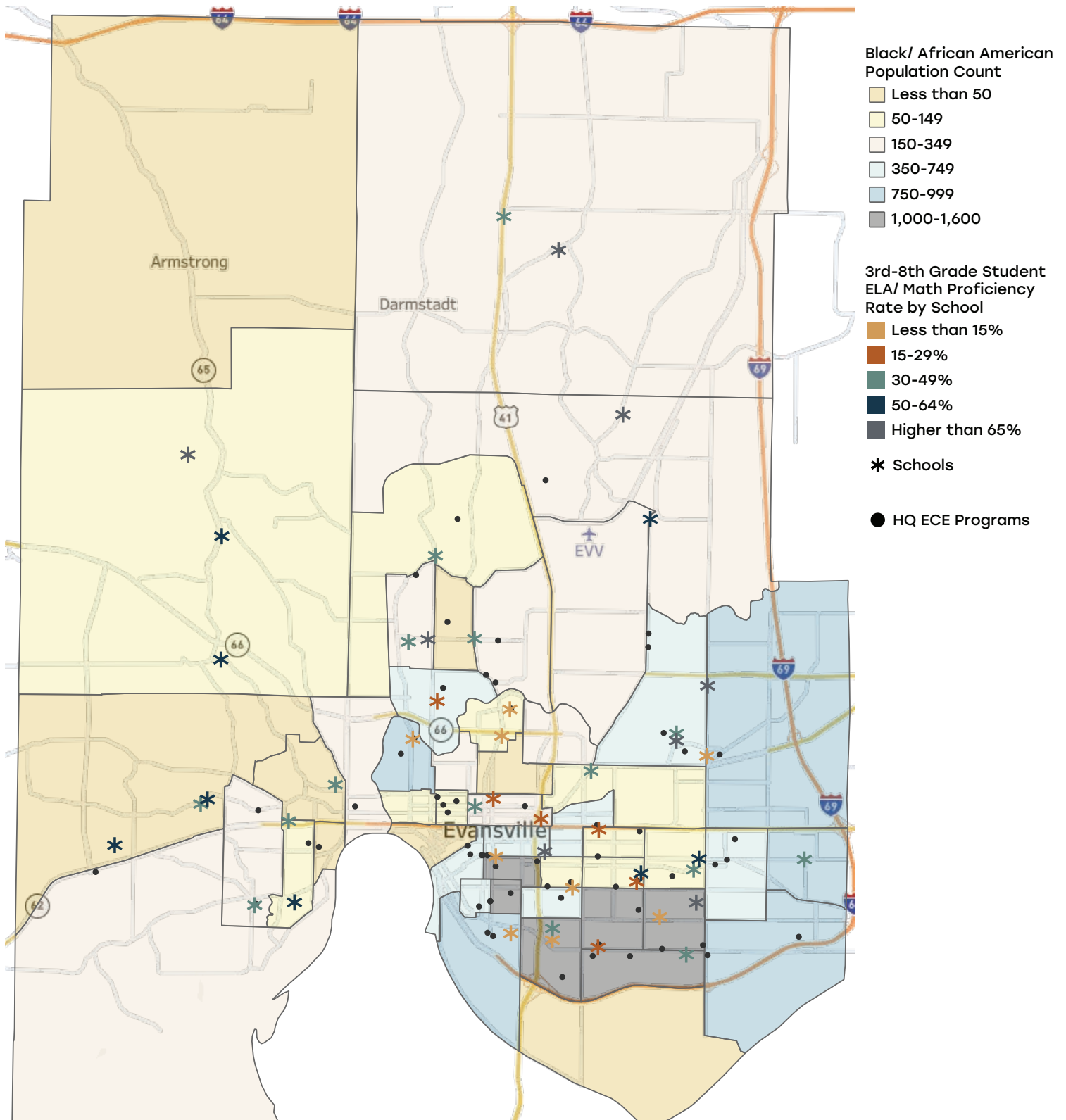


Source: Early Learning Indiana, 2019; Health and Human Services Federal Poverty Guidelines, 2020; Indiana Department of Education, 2018-19 school year; U.S. Census Bureau, 2014-2018 ACS 5-Year Estimates, Table S1901.



Need for Support

Is There Equitable Access to High-Quality Early Care and Education for Black/African American Communities in Vanderburgh County?



Source: Early Learning Indiana, 2019; Indiana Department of Education, 2018-19 school year; U.S. Census Bureau, 2014-2018 ACS 5-Year Estimates, Table DP05.

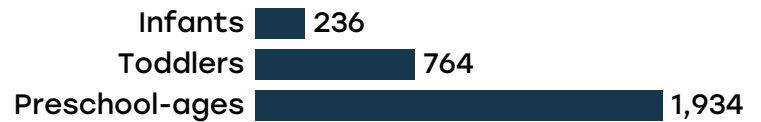


Need for Support

High-quality programs enroll approximately 3,000 young children annually. Vanderburgh County has the third highest rate (30%) of young children who need care enrolled in a high-quality rated program. This means **more than two thirds of young children are not enrolled in a high-quality rated program.**

How Many Children Are Enrolled in High-Quality Early Care and Education Programs by Age Group in Vanderburgh County?

2,934 total high-quality enrollment



Source: Indiana Early Learning Advisory Committee, 2019 Annual Report.

Of the children enrolled in a high-quality rated early care and education program, the majority (66%) are preschool-age children while only eight percent are infants. The youngest children have less access to high-quality learning environments that will support them during this critical period of rapid brain development.

IMPACT OF COVID-19

Since March 2020, the COVID-19 pandemic has reduced or disrupted the availability of child care across the state and in Vanderburgh County. During the initial shutdown from March 23 - June 30, 2020, some programs remained open, some temporarily closed, and others closed during that time and have not yet reopened. The short- and long-term effects of the pandemic are unknown, and more data will be needed to understand the implications of COVID-19.

KINDERGARTEN READINESS

Early care and education programs are crucial in getting young children ready for kindergarten. Currently, Indiana does not have a standard kindergarten readiness assessment to measure how ready students are coming into K-12 education. The Kindergarten Readiness Indicators (KRI) being developed in partnership with the Welborn Baptist Foundation will help Hoosiers understand how prepared children are for kindergarten and how K-12 schools can help meet the needs of incoming students. Although Indiana is still waiting for data from this standardized measurement tool, it is evident that not all young children enter kindergarten on equal footing.



AFFORDABILITY OF HIGH-QUALITY EARLY CARE AND EDUCATION

For working families who are in poverty or have low incomes, the cost of child care can be prohibitive. In Vanderburgh County, the cost of tuition and fees for high-quality child care is rising. In 2018, it cost families an average of \$8,017 per year to send one child to a high-quality early care and education program. This is equivalent to the cost of in-state tuition at a public university in Indiana. Families may struggle more to pay for early care and education than college since they are likely to be earning less money toward the beginning of their careers when their children are young.

Average Cost of High-Quality Child Care in Vanderburgh County				
Year	Overall	For Infants	For Toddlers	For Preschool-Age
2018	\$8,017	\$8,534	\$7,844	\$7,604
2017	\$7,697	\$8,159	\$7,660	\$7,281
2016	\$7,275	\$8,093	\$7,316	\$6,897

Source: Early Learning Indiana, 2016-2018.

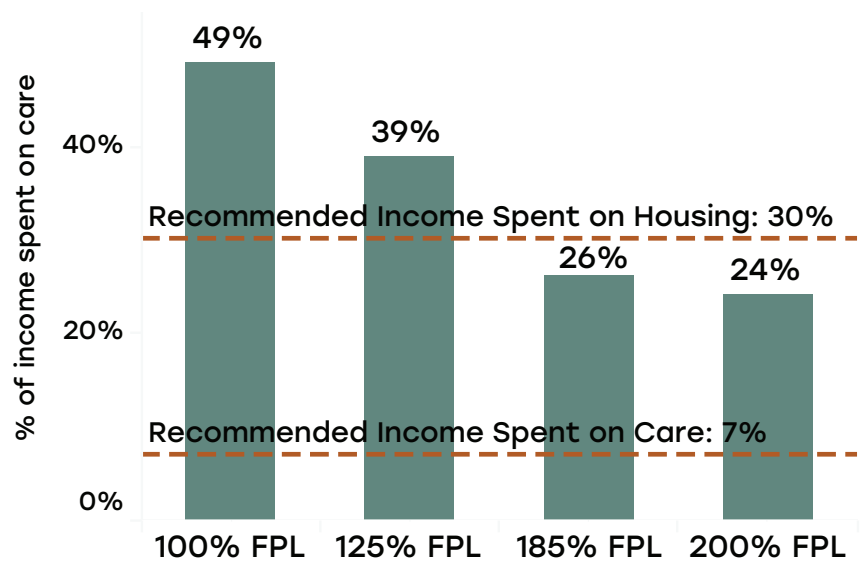


Need for Support

There is also wide variation by provider type in tuition and fees. In Indiana in 2018, the average cost of care for an infant in a family child care program was \$7,781, while it was \$13,045 in a child care center. Family child care programs tend to have lower overhead and fewer administrative expenses, allowing them to charge lower rates.

In 2016, the U.S. Department of Health and Human Services announced their standard for child care affordability to be at or below seven percent of household income. The previous cutoff had been 10%.¹⁰ In Vanderburgh County, **families in poverty would have to spend nearly half of their income on high-quality child care.**¹¹

In Vanderburgh County, How Much Does a Single Parent With One Child Pay for High-Quality Care Compared to Paying for Other Expected Expenses?



Source: Indiana Early Learning Advisory Committee, 2019 Annual Report.

Although the cost of tuition and fees is unaffordable for many families, these costs are actually the market prices and not the true costs incurred by the early learning programs. Market prices are based on what families in the community can manage to pay, and they often do not cover the true operating costs of early care and education programs. There are many factors that go into programs' operating costs and many ways program administrators make ends meet.

Programs often lose money caring for infants and toddlers and are forced to make up that revenue gap by serving more preschool-age children. It is more expensive to care for infants and toddlers because younger children require more attention, meaning more staff have to be hired.¹² Insufficient funding to care for infants and toddlers is one reason there are far fewer child care spots for children ages 0-3.

Early care and education is very labor intensive, which is similar to K-12 education.

10. Child Care Aware of America. (2017). *Parents and the high cost of care*. Retrieved from http://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

11. Schwartz, M. and Wilson, E. (n.d.). *Who can afford to live in a home?: A look at data from the 2006 American Community Survey*. U.S. Census Bureau. Retrieved <https://www.census.gov/housing/census/publications/who-can-afford.pdf>

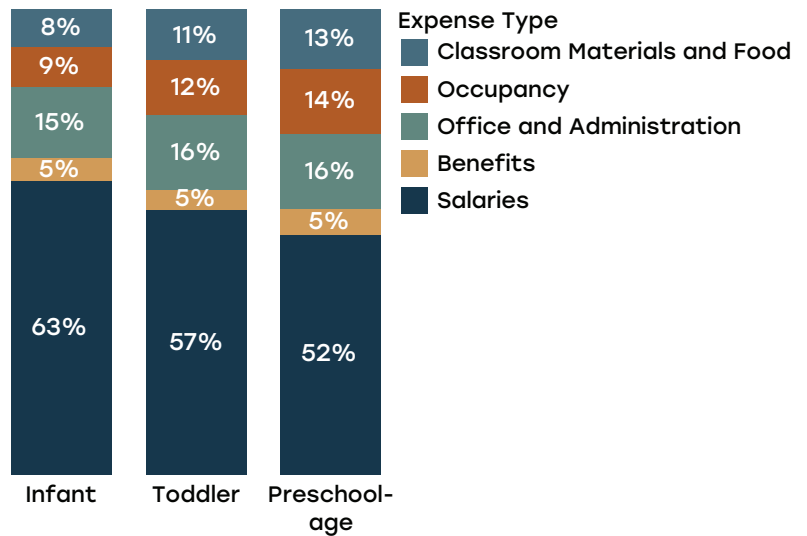
12. Stoney, L. (2020). *Rate setting in reality: Moving beyond the myth of market-based pricing*. Opportunities Exchange. Retrieved from https://opportunities-exchange.org/wp-content/uploads/OpEx_2020_RateSetting_IssueBrf.pdf



Need for Support

However, early care and education labor costs are even higher because of the need for lower adult-to-child ratios. Teacher and staff compensation is by far the biggest portion of a program’s budget, ranging from 60% to 80% nationally.¹³ Programs face the dilemma of having to spend most of their revenue on staff compensation, yet still not being able to afford to pay their staff anything close to the median wage in their region.

What Are the Largest Expenses for Child Care Programs in the U.S.?

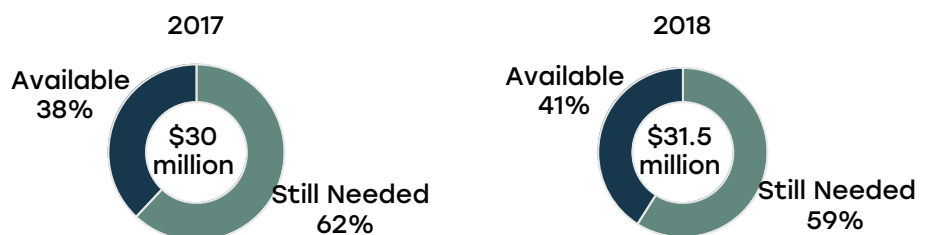


Source: This material [Where Does Your Child Care Dollar Go? by Simon Workman] was created by the Center for American Progress (www.americanprogress.org).

There is some financial assistance available to eligible families to help with the high cost of care. The Child Care and Development Fund (CCDF) uses federal and state funding to provide child care vouchers to low-income families who are working or going to school. Head Start and Early Head Start are federally-funded programs that provide education, care, and other comprehensive services to children whose families meet certain income or at-risk population requirements (homelessness, foster care, or disability). On My Way Pre-K is a state-funded program that allows 4-year-olds from low-income families who are working or going to school to attend approved, high-quality pre-K programs. Special Education and Title I funding can be used by public schools to support early care and education.

Despite this available funding, there are still children and families in need of affordable, high-quality care and education. In 2018, the Indiana Early Learning Advisory Committee (ELAC) estimated Vanderburgh County needed \$31.5 million to fund high-quality care for all young children ages 0-5 living in poverty, yet only \$12.8 million in tuition assistance was available. This left a gap of almost \$20 million.

Availability of Tuition Assistance for Vanderburgh County Children Ages 0-5 in Poverty to Attend High-Quality Care



Source: Indiana Early Learning Advisory Committee Annual Report, 2018 and 2019.

13. Workman, S. (2018). Where does your child care dollar go? Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/early-childhood/reports/2018/02/14/446330/child-care-dollar-go/>



Need for Support

Tuition Assistance Available for Early Care and Education for Children Ages 0-5 in Vanderburgh County		
TYPES OF TUITION ASSISTANCE PROGRAMS	2017	2018
Total Tuition Assistance Available	\$11.4 million	\$12.8 million
Child Care and Development Fund CCDF	\$4.6 million	\$4.3 million
Head Start and Early Head Start	\$3.4 million	\$5.8 million
On My Way Pre-K	\$1.2 million	\$1.5 million
Special Education	\$1.2 million	\$1.1 million
Title I	\$984 thousand	\$984 thousand
Total Assistance Needed to Support Families in Poverty to Attend High-Quality Programs	\$30 million	\$31.5 million
Total Assistance Still Needed to Support Families in Poverty to Attend High-Quality Programs	\$18.6 million	\$18.7 million

Source: Early Learning Indiana, 2017 and 2018. FSSA Office of Early Childhood and Out-of-School Learning, CCDF and OMWPK, 2017-2020; Indiana Department of Education, 2017 and 2018; Indiana Head Start State Collaboration Office, Budgeted Amounts, 2017-2019; U.S. Census Bureau, 2011-2015 and 2012-2016 American Community Survey 5-Year Estimates, Table B17024.

It is difficult to determine how many young children are being served by these publicly funded programs. Indiana does not currently have a system to uniformly track individual students across different publicly funded programs. A child may be served by more than one of these programs. For example, a student may be enrolled in Head Start and also receive special education services through the school.

Most of these publicly funded programs are serving preschool-age children. Over the past several years, Indiana and Vanderburgh County have been focused on serving prekindergarten (4-year-old) children. Vanderburgh County used both Indiana Early Learning Advisory Committee (ELAC) and locally collected data to better estimate how many 4-year-olds from low-income families are being served.



Need for Support

According to the 2020 ELAC Interactive Dashboard, there are approximately 802 4-year-olds in households with an income of less than 125% of the federal poverty level. Based on this estimate of the total number of eligible children, Vanderburgh County is serving the majority (617; 77%) of eligible 4-year-olds. For the past few years, there have been no eligible 4-year-olds who applied for CCDF and remained on the waiting list. Those who are unserved may not have heard about the available subsidy programs, or they may have faced too much difficulty in navigating the enrollment process for these programs.

4-Year-Olds from Low-Income Families in Vanderburgh County Enrolled in High-Quality Pre-K				
ASSISTANCE PROGRAMS	2016-2017	2017-2018	2018-2019	2019-2020
CCDF/TANF	202	79	75	48
OMWPK	206	263	313	326
Title I	84	100	100	19
Head Start	277	243	213	224
TOTAL	769	685	701	617

Source: FSSA Office of Early Childhood and Out-of-School Learning, Evansville Vanderburgh School Corporation, CAPE Head Start

While Vanderburgh County is succeeding in serving many of the community’s lowest-income 4-year-olds, there are still many families with slightly higher incomes who cannot afford high-quality prekindergarten. In addition, there are low-income families with children ages 0-3 who are also in need of affordable, high-quality care.



How Early Learning is Advanced & Funded in Other Communities

A growing number of communities are working to advance early care and education across the country. The strategies that the communities highlighted in this report have implemented have either proven to be effective or are showing promising results. Their work provides insight for Vanderburgh County leaders to consider to inform local plans and strategies. Some of these communities differ from Evansville in significant ways. However, these proven and promising practices, combined with local Vanderburgh County data, can translate into improving equitable access to high-quality early learning here. While priorities and strategies vary, many communities are working to strengthen early learning by focusing on one of the following areas:

- Expanding access to high-quality early care and education
- Implementing a two-generation (2Gen) impact model
- Supporting the social-emotional well-being of children
- Strengthening the early learning program business model

1. EXPANDING ACCESS TO HIGH-QUALITY EARLY CARE AND EDUCATION

Community Example	Description
First 8 Memphis https://first8memphis.org/about/ NEXT Memphis https://www.porterleath.org/next-memphis ¹⁴	First 8 Memphis is a collective impact model focused on promoting school readiness by supporting low-income children birth to age 8. It includes expanding access to high-quality pre-K through a pay-for-success model, increasing access to home visiting programs, and promoting grade-level literacy. Another strategy they use is NEXT Memphis—a shared services child care initiative for ten other child care centers housed at a nonprofit child and family services agency, Porter-Leath. In addition to providing business support, Porter-Leath also provides wraparound support services for parents (two-generation approach).
Tangelo Park Program https://www.tangeloparkprogram.com/about/tangelo-park-program	Tangelo Park Program provides early care and education, parenting classes, and college scholarships to residents in a targeted neighborhood in Orlando, FL. The program started in 1993 after the Orange County Commissioner suggested that hotelier Harris Rosen support the underserved neighborhood, Tangelo Park. A research study estimated there has been a 7:1 return on the \$10 million invested to date.
Jump Start Pre-K https://hccfindiana.org/Jump-Start-Program	Jump Start is a pre-K program that funds full-day preschool for children in low-income families at several locations in Harrison County, IN. Their goal is to improve the kindergarten readiness of at-risk Harrison County children, and the program serves children not enrolled in On My Way Pre-K.

14. Talent 2025 identified Memphis as a community to learn from.

2. IMPLEMENTING A TWO-GENERATION (2GEN) IMPACT MODEL¹⁵

Community Example	Description
Jeremiah Program https://jeremiahprogram.org	Jeremiah Program is focused on ending the cycle of poverty for single mothers and their children two generations at a time. The program's five pillars are support for a career-track college education, high-quality early care and education, safe and affordable housing, empowerment and life skills training, and supportive community. Wilder Research found that every \$1 invested in Jeremiah Program can return up to \$4 to society through first- and second-generation benefits.
United Way of Central Indiana Great Families https://uwci.org/great-families-2020/	United Way of Central Indiana (UWCI) leveraged federal funding to create a two-generation program that combined their workforce development program called Center for Working Families with their early learning efforts. They target five neighborhoods and provide funding to several organizations that provide various services to children and parents.
Dunbar Learning Complex https://www.aecf.org/resources/helping-children-and-parents-succeed-together/	The Dunbar Learning Complex prepares children for kindergarten, meets their health needs, and helps parents secure family-supporting jobs and maintain financial stability. It combines the Center for Working Families model with a high-quality early care and education program (Educare).

3. SUPPORTING THE SOCIAL-EMOTIONAL WELL-BEING OF CHILDREN

Community Example	Description
Rooted in Relationships https://rootedinrelationships.org/welcome.html	Rooted in Relationships is an initiative coordinated by the Nebraska Children and Families Foundation that partners with communities to implement evidence-based practices that improve the social-emotional development of children ages 0-8. Their 2019 report identifies outcomes for parents, classrooms, and providers. ¹⁶
Sixpence Early Learning Fund https://www.singason-gofsixpence.org/	The Sixpence Early Learning Fund supports parents and caregivers in becoming capable and confident to guide healthy neural growth and skill formation in infants and toddlers. It is a public-private partnership at the state and local levels coordinated by Nebraska Children and Families Foundation with support from the Buffett Early Childhood Fund.

15. The Aspen Institute provides more details on the two-generation approach. <https://ascend.aspeninstitute.org/two-generation/what-is-2gen/>.

16. The Rooted in Relationships Evaluation Report is available here: https://rootedinrelationships.org/file_download/inline/be4a1044-72eb-4ba4-bc79-133e1321e2d9

4. STRENGTHENING THE EARLY LEARNING PROGRAM BUSINESS MODEL

Community Example	Description
Chambliss Center for Children https://www.chambliss-center.org/overview-2	The Chambliss Center operates its own traditional child care center, a 24-hour child care center, and off-site child care centers housed in public schools. In addition, they also manage the operations of other child care and nonprofit organizations through a shared service alliance.
Richmond Area Service Alliance https://www.vecf.org/shared-services-alliance/#	Richmond Area Service Alliance was launched through a partnership with philanthropic organizations to address the financial challenges child care businesses face. Their community wanted to support high-quality early care and education programs in areas of concentrated poverty and has developed a shared service alliance to provide cost-savings to early care and education programs, allowing their staff to spend more time on improving quality.
Wonderschool https://www.wonderschool.com/about	Wonderschool is a company that provides support in starting and maintaining an early care and education program, with a special focus on supporting family child care homes. They provide technology, training, and ongoing mentorship. Wonderschool requires programs to meet quality standards beyond state licensing regulations.

The programs implemented in these communities share some components, while they differ in other aspects. The following overview chart gives a snapshot of each program and can help local leaders determine which initiatives align with their goals. Community leaders in Evansville could incorporate some of these best practices into their existing approaches or launch new programs and services to meet the needs of young children and their families.

These program components look different in the various initiatives and communities, yet there are some common themes. Programs **expand access to preschool for 3- and 4-year-olds** often by offering scholarships to low-income families. Communities **expand access to early care and education (ECE) for infants and toddlers** by providing subsidized home visiting programs or enrollment in high-quality center- or home-based programs. Initiatives **improve ECE quality** by investing in coaching and professional development for early learning staff or promoting participation in quality rating and improvement systems, like Indiana’s Paths to QUALITY™. Programs **strengthen ECE business practices** by providing technical assistance or shared services. Some community initiatives support a **mixed delivery ECE system** like that in Indiana which includes centers, ministries, family child care homes, and school-based programs.

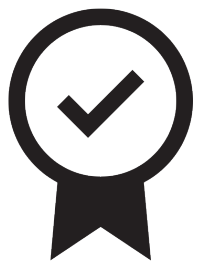


Other Communities

Programs **develop the local workforce** by providing scholarships for college and vocational training. Initiatives provide **parenting education** in order to improve young children’s learning environments at home. Some initiatives provide other **two-generation (2Gen) supports**, such as healthcare, housing, and financial literacy classes. Some programs **promote social-emotional learning (SEL) and health** for children and/or their parents.

Nearly all programs use **philanthropic funding**, and some also leverage **government funding** to meet their goals.

Program Components											
Program / Community Name	Expand Access to Preschool for 3s and/ or 4s	Expand Access to ECE for Infants and/ or Toddlers	Improve ECE Quality	Strengthen ECE Business Practices	Support Mixed Delivery ECE System	Develop Local Workforce	Provide Parenting Education	Provide Other 2Gen Supports	Promote SEL	Utilize Philanthropic Funding	Utilize Government Funding
First 8 Memphis	✓	✓	✓	✓			✓	✓	✓	✓	✓
Tangelo Park Program	✓				✓	✓	✓	✓		✓	
Jump Start Pre-K	✓				✓					✓	
Jeremiah Program	✓	✓				✓	✓	✓	✓	✓	
UWCI Great Families	✓	✓				✓		✓	✓	✓	✓
Dunbar Learning Complex	✓	✓				✓	✓	✓	✓	✓	✓
Rooted in Relationships			✓		✓		✓		✓	✓	
Sixpence Early Learning Fund		✓	✓		✓		✓		✓	✓	✓
Chambliss Center for Children				✓							
Richmond Area Service Alliance				✓						✓	
Wonderschool	✓	✓	✓	✓							



Recommendations

Evansville and Vanderburgh County have long had highly engaged early learning advocates representing many different sectors. With the launch of the Talent 2025 initiative, the community has a new opportunity to use a collective impact model to achieve its goals. As statewide early learning initiatives persist, local stakeholders have continued opportunities to advocate for policies and investment that help local children and all Hoosiers.

The community's early learning goals are grounded in science. Research shows that the brain development that happens in a child's first 5 years of life has enormous consequences for the child as they grow into adulthood. "Child development—particularly from birth to five years—is a foundation for a prosperous and sustainable society."¹⁷ Evansville and Vanderburgh County want all children to have access to high-quality early learning environments, including those that provide parents with reliable child care while they work or go to school. The community wants all children to have access to what they need to thrive, including resources to meet their individual mental and physical health needs.

The following recommended strategies are for Vanderburgh County leaders to consider implementing to improve outcomes for young children and their families, thereby strengthening the current and future workforce and the community as a whole.

- 1. Expand early learning access to more young children.**
- 2. Explore shared services and other business supports.**
- 3. Target investment in at-risk neighborhoods.**
- 4. Explore implementing a two-generation (2Gen) approach.**
- 5. Study the full costs of implementing these recommended programs. Create funding models by identifying existing and new funding sources to cover costs.**



17. Center on the Developing Child at Harvard University. (2007). *The science of early childhood development*. Retrieved from <https://46y5eh11f-hgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2007/03/InBrief-The-Science-of-Early-Childhood-Development2.pdf>



Recommendations

1. Expand early learning access to more young children.

While Vanderburgh County has made great strides in expanding access to high-quality prekindergarten for 4-year-olds, there are many more young children who lack access to high-quality care. With philanthropic and business support, the community could target additional funding to specific populations. Some targeted populations to consider expanding access and support to include the following:

- **4-year-olds in households with incomes up to 185% of the federal poverty level (to align with the Free and Reduced-Price School Meals program).** Currently, in order to access statewide programs, such as Child Care and Development Fund (CCDF) vouchers and On My Way Pre-K, household income must be at or below 127% of the federal poverty level. Many families with slightly higher incomes have no access to subsidies that make high-quality early care and education more affordable. The Free and Reduced-Price School Meals program is structured to provide support to these families with slightly higher incomes, which means families who receive a slight income increase will not go from a full subsidy to nothing at all. A similarly structured early care and education subsidy program would mean more young children have access to quality education. When family incomes increase, subsidies would decrease without disappearing altogether.
- **3-year-olds in households with incomes up to 127% of the federal poverty level (to mirror the On My Way Pre-K program).** The statewide On My Way Pre-K program is only available to 4-year-olds, leaving many of the state's 3-year-olds without access to affordable, high-quality preschool. Research shows that two years of high-quality preschool is more effective than only one year. Ensuring both 3- and 4-year-olds receive preschool education means that more children will be ready for kindergarten.
- **Infants and toddlers through access to subsidized home visiting services or enrollment in high-quality center- or home-based child care programs.** Currently operating subsidized home visiting programs do not have the capacity to serve all pregnant women, infants, and toddlers who need the support. In addition, there are many low-income working families who do not have access to subsidies for full-day high-quality early care and education for their infants and toddlers. The brains of children ages 0-3 develop rapidly, and their early experiences have a tremendous impact on the rest of their lives.

There is a statewide advocacy group called Early Education Works¹⁸ led by philanthropic and business partners that has identified expanded early learning access as one of their platform items. Vanderburgh County leaders could align their efforts with this statewide coalition. Initiatives that Evansville invests in locally could be shared with statewide advocates and legislators in order to leverage additional state investment.

18. <https://www.earlyeducationworks.org/>



Recommendations

2. Explore shared services and other business supports.

The local Evansville community has made significant efforts to increase the supply of high-quality early care and education programs over the past decade. However, the past year has highlighted how fragile the early care and education industry is, as many programs were closed temporarily or permanently due to COVID-19. The margins are slim in operating early care and education programs, making it difficult to withstand the ups and downs of the market, even when there is not an emergency such as a global pandemic.

There are some promising emerging models to rethink how early care and education programs operate. They include creating a shared service alliance and utilizing technology or other innovations to make delivering high-quality programming more cost effective and efficient. Shared services can take different forms, but typically a supporting organization has staff who handle operations, such as payroll and accounting, for member organizations. Programs can then reinvest their savings into expanded programming, higher staff wages, or offering additional supports for children and families.

Early Learning Indiana received \$15 million in funding from the Lilly Endowment to further strengthen the early care and education system. They have identified business supports, including shared services, as an area of focus, so there may be a partnership possibility with them. In addition, SPARK Learning Lab has a business management specialist who is developing resources and materials to support the business needs of programs. The community could further collaborate with SPARK to align efforts.

3. Target investment in at-risk neighborhoods.

Public, private, and nonprofit partners in Evansville came together and made significant investments and improvements in the Jacobsville neighborhood in recent years. Using this Jacobsville model, including the work of the Dream Center, and the model in Tangelo Park, FL, the community could bring together partners to focus on improving outcomes for young children and their families in 1-3 neighborhoods. As this report has described, many low-income families with young children live in the same neighborhoods. There are several high-quality early care and education programs across Evansville that could be expanded. Early learning advocates could partner with local leaders who have already initiated a variety of neighborhood improvement efforts. Capitalizing on this existing momentum to improve neighborhoods, the expansion of early learning would ensure that the populations with the greatest need for access can benefit from high-quality programming and support.



Recommendations

4. Explore implementing a two-generation (2Gen) approach.

Vanderburgh County and the greater region are focused on strengthening the workforce through the Talent 2025 initiative. Education is a critical component of that plan, and it builds on the work that is already underway to align early care and education and workforce development. Access to high-quality child care not only supports parents who need to go to work, but also supports parents who are pursuing education.

Ivy Tech's Evansville campus already provides some supports for young children and its college students at the Head Start and Early Head Start location on its campus. For the past several years, Ivy Tech students who are parents have enrolled their children in this Head Start and Early Start site. Ivy Tech is well-positioned to create other community partnerships as well. The implementation of a 2Gen model is a great way to meet the needs of the whole family. When children's parents can provide stable and healthy environments for them, children benefit from that in their earliest years and beyond. The United Way of Central Indiana and Goodwill Industries of Central and Southern Indiana have been leading the way on 2Gen models for the state, and they would be great partners to reach out to for insight on possibilities for programming in Evansville.

5. Study the full costs of implementing these recommended programs. Create funding models by identifying existing and new funding sources to cover costs.

Implementing programs such as those recommended in this white paper will require initial study to determine costs and potential funding solutions. There are many resources that describe available funding sources and strategies. In addition, this white paper describes funding models that other communities use, which can be studied to inform funding model possibilities for Evansville.

The affordability section of this report outlines some of the public funding sources that Vanderburgh County already accesses to meet the community's early learning needs. Additional public and private funding is described in Indiana's Early Childhood Program Funding Analysis.¹⁹ Implementing this report's recommended programs will require blended and braided funding models—models that utilize federal, state, local, and philanthropic funding.

19. Indiana Early Learning Advisory Committee. 2016. *Indiana's early childhood program funding analysis*. Retrieved from <http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/12/FINAL-Funding-Memo.pdf>



Recommendations

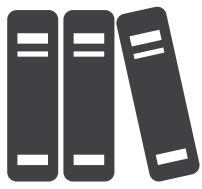
Successful blended and braided funding models require collective action. Program administrators can work to secure additional federal funding. Advocates can push for additional funding from the state. City and county governments can allocate existing funding and raise additional revenue to support early learning. Philanthropic partners can invest more to fill in the gaps. The local business community can utilize strategies outlined in the Indiana Employer Toolkit: Boost Your Business by Supporting Employees with Young Children.²⁰

These recommended strategies are a few key ways that Evansville and Vanderburgh County leaders can accelerate their positive impact on young children and families. In addition to these best practices, local leaders can listen to the voices of vulnerable families in order to determine how to align the data, research, and recommended strategies in this report to what will make the most difference for families in their daily lives.

As a next step toward meeting the needs outlined in this paper, key leaders are coming together to form a coalition. The Early Care and Education Coalition of Vanderburgh County will convene partners to address and support progress on each of the recommendations described in this paper. The continued collaborative efforts of community leaders across sectors have the power to transform the lives of Evansville's youngest children.

20. <https://transformconsultinggroup.com/wp-content/uploads/2019/11/2019-IN-Employer-Toolkit.pdf>





Appendix

2019 ELA and Math Proficiency Rates of 3rd-8th Grade Students in Vanderburgh County

School Name	Corp.	Zip Code	Free/ Reduced Eligible	Asian Students	Black Students	Hispanic Students	Students of Another Race	White Students	Overall ELA & Math Proficiency
McCutchanville Elementary School	EVSC	47725	17%	4.8%	2%	1.1%		86%	69.8%
Good Shepherd School	Private	47715							68.9%
Saint Joseph School	Private	47720							68.8%
Holy Rosary School	Private	47715							68.6%
St Benedict Cathedral School	Private	47714							67.1%
Holy Redeemer School	Private	47710							67.0%
Evansville Day School	Private	47715							66.2%
Scott Elementary School	EVSC	47725	16%	2.5%	1%	1.2%	6.2%	90%	65.3%
Evansville Christian School	Private	47714							64.1%
Resurrection School	Private	47720							62.0%
Oak Hill Elementary	EVSC	47725	22%	3.0%	3%	0.7%		87%	59.7%
Corpus Christi School	Private	47712							55.6%
Annuc Cthlc Sch @ Christ the King	Private	47714							55.4%
West Terrace Elementary School	EVSC	47712	27%	0.6%	2%	0.9%		92%	55.2%
Cynthia Heights Elementary School	EVSC	47720	34%	0.2%	1%	3.4%		90%	50.8%
Westside Catholic School	Private	47712							49.5%
Highland Elementary School	EVSC	47710	50%	0.7%	3%	2.9%	7.5%	86%	47.6%
Perry Heights Middle School	EVSC	47712	42%	1.0%	5%	2.0%		87%	43.9%
Stockwell Elementary School	EVSC	47715	75%	4.2%	23%	9.2%	15.7%	48%	43.1%
Thompkins Middle School	EVSC	47710	50%	1.0%	3%	3.0%		87%	42.3%
North Junior High School	EVSC	47725	43%	2.0%	9%	4.0%	8.1%	77%	41.7%
Evansville Lutheran School	Private	47711							40.6%
Helfrich Park STEM Academy	EVSC	47712	56%	0.2%	5%	2.8%	8.0%	84%	39.2%
Hebron Elementary School	EVSC	47714	52%	1.7%	17%	7.4%		59%	38.4%
Daniel Wertz Elementary School	EVSC	47712	69%	1.5%	7%	1.2%		81%	35.4%
Plaza Park International Prep Acad	EVSC	47715	57%	3.6%	20%	7.1%	11.9%	57%	35.2%
Stringtown Elementary School	EVSC	47711	67%		6%	4.0%		80%	34.6%
Vogel Elementary School	EVSC	47711	63%	1.5%	4%	4.7%	11.0%	79%	33.8%
Annunciation Cthlc at Holy Spirit	Private	47714							33.7%
Tekoppel Elementary School	EVSC	47712	74%		7%	3.2%	7.7%	82%	32.0%
Riverview Adventist Christian Acad	Private	47714							30.0%
Harper Elementary School	EVSC	47714	67%	0.5%	17%	7.7%		54%	28.5%
Fairlawn Elementary School	EVSC	47714	83%	0.3%	20%	5.5%	16.3%	58%	25.1%
Harwood Career Prep High School	EVSC	47710	66%	0.4%	23%	2.9%	10.0%	64%	25.0%
Joshua Academy	Charter	47711	88%		68%	2.5%		11%	22.1%
Dexter Elementary School	EVSC	47714	88%		32%	8.6%	19.8%	40%	16.3%
Delaware Elementary School	EVSC	47711	94%		21%	5.5%	14.2%	60%	14.9%
Evans School	EVSC	47711	91%	0.2%	24%	5.2%	18.5%	52%	14.1%
Washington Middle School	EVSC	47714	81%	0.5%	34%	7.4%		41%	13.6%
Cedar Hall Community School	EVSC	47710	94%		17%	6.0%	11.2%	66%	12.4%
McGary Middle School	EVSC	47714	84%	0.3%	29%	7.0%	19.9%	44%	10.2%
Lodge Community School	EVSC	47714	90%		36%	16.4%		32%	9.3%
Glenwood Leadership Academy	EVSC	47713	92%	0.5%	44%	11.3%		27%	7.9%
Caze Elementary School	EVSC	47715	90%	1.1%	39%	11.3%	14.3%	34%	7.5%
Lincoln School	EVSC	47713	93%		51%	7.5%		29%	5.9%
Academy for Innovative Studies	EVSC	47711	87%		35%	3.0%		43%	0.0%

Sorted by schools with the highest to lowest proficiency rates. Demographic details of enrolled students at each school are included for context. Schools in Vanderburgh County that don't serve 3rd-8th grade students are excluded.

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