



DATA DASHBOARD

All data from the Indiana Early Learning Advisory Committee (ELAC) unless otherwise noted.

Data region: Vanderburgh, Warrick, Gibson and Posey counties in Indiana

CHILDREN AGES 0-5 AND THEIR FAMILIES

Population of Young Children

Households with Young Children

Young Children in Poverty

Percent of Income Families in Poverty Pay for High Quality Care

2017

22,131

2017

6% 7.470 households 2017

23% 5.126 households 2019

18%

There are 22,131 young children between 0-5 years old living in the Vanderburgh, Warrick, Gibson, and Posey County region of southwestern Indiana. Trends suggest the population of young children in our region is increasing.

American Community Survey 2013-2017 averages

There are children under 6 years old living in about 6% of our local households, a similar mix compared to Indiana as a whole (6%). Trends suggest the percentage of households with young children is staying fairly constant both on the local level and at the state level.

American Community Survey 2013-2017 averages

Locally, 23% or 1 out of every 4 young children live in poverty, a slightly smaller percentage than young children across Indiana (23%). The percent of local children living in poverty has stayed roughly the same across three years of most recent data.

American Community Survey 2013-2017 averages

For just one child to receive high quality care, a local family of three in poverty spends about 18% of their gross income or about \$.90 out of every \$5. At the state level, families in poverty pay 22% of their income or roughly \$1.10 out of every \$5 for high quality care.



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HIGH QUALITY EARLY CARE AND CHILDHOOD EXPERIENCES

Young Children Enrolled in Known Programs Young Children in Known Programs of High Quality

Young Children in Need of Care

Young Children in Need of Care who are in High Quality Care

2019

7,570

2019

50%

2019

15,790

2019

18%

7,570 young children, a little more than 1 of every 3 (35%), is cared for in a known program, so 2 in 3 children receive care of unknown quality. In the state of Indiana, just 26% of children are cared for in a program of known quality. Ensuring the quality of care for our youngest of children starts with knowing about the care options available.

Of those local children in programs of known quality, less than half (50%) are in programs considered high quality. Though the percentage is increasing, at the state level, only 37% of children in known programs are in high quality care. The quality of early childhood programs matters in part because of the high number of young children who are in need of care. Close to 3 out of every 4 (73%) local young children must be cared for by someone or some program for periods of time because their parents/guardians work. More local children need care compared to Indiana as a whole (64%).

Of those young children in the region who need care, only around 1 in 5 (18%) are in care considered high quality. This has declined sharply from 34% in 2015, though still a higher percentage than the state. Just 1 out of every 10 (10%) children who need care in the state of Indiana are in high quality care.



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SCHOOL READINESS AND SUCCESS FACTORS

Children Enrolled in Kindergarten

Children Ready for School

Children Retained in Kindergarten

2018

3rd Graders Proficient in Reading

2018

83%

?

6%

90%

Locally, on average, 83% of eligible children are enrolled in kindergarten, down 6% from 2016. Statewide, 91% of eligible children enroll in kindergarten, an increase of 1%.

There is currently no universal system for assessment of kindergarten readiness in our region. However, through the Early Learning efforts of Welborn Baptist Foundation and the state of Indiana, a pilot project is underway in that could lead to the adoption of a regionwide and statewide measure.

On average, 6% of local kindergarten students are retained and not promoted to first grade, down from 7% in 2016. At the state level, 4% of children are retained.

Similar to the state of Indiana overall, (87%), over 8 out of 10 third-graders in our region pass IREAD-3, a standardized test used to measure foundational reading proficiency. This is down slightly from 2017 (90%).