3. Education

Every event and experience contributes to a child's development before formal learning even begins in Kindergarten. Readiness for school prepares children to benefit from schooling and to be able to develop the cognitive, linguistic, social, and motor skills that allow a child to assimilate the K-12 curriculum.

Each stage in education is important. Literacy acquired in the early elementary years is one of the key predictors of future academic success. The middle school years strongly influence chosen career paths. A high school diploma or General Education Development (GED) has become a minimal requirement for most adults looking to enter the workforce. Post-secondary opportunities for both job development and higher education allow individuals to maximize their career options and to meet the demands of increasingly knowledge-based jobs.

A person's level of educational attainment is strongly related to his or her level of employment and income. Those who manage to complete college are also more likely to vote, to volunteer, and to assume leadership roles in their communities. Education can have a strong positive impact on overall quality of life, but many populations, particularly young adults from low-income families, face barriers to educational attainment.

This chapter presents key education indictors for the Monroe, Lawrence, Owen, and Greene County service areas, and compares them to values from SCAN 2003. It then examines three stages in the lifelong learning process: early childhood education, K-12 education, and adult education.

Table 3.1: Education indicators

	2003	2010
Percent of All Households Having Major Difficulty Finding Affordable Day Care[1]	0%	33%
Indiana Statewide Testing for Educational Progress (ISTEP) Passage Rates for Monroe County Community School Corporation (MCCSC)[2]	78%	81%
Percent of All Households Having Major Difficulty Finding Affordable Afterschool Program for Children[1]	3%	14%
Four-Year Graduation Rates for MCCSC[2]	77%	83%
Four-Year Dropout Rates for MCCSC[2]	10%	13%
Percent of All Households Having a Problem Reading Well Enough to Get By[1]	5%	8%
Percent of Monroe County Population 25 Years and Over with a High School Diploma or Higher[3]	92%	91%
Percent of Monroe County Population 25 Years and Over with Bachelor's Degree or Higher[3]	42%	43%

SOURCE: [1] 2003 Household Survey (n=259), 2010 Household Survey (n=276); [2] Indiana Department of Education; [3] U.S. Census Bureau, American Community Survey

EDUCATIONAL ATTAINMENT

Monroe County leads surrounding counties, the state of Indiana, and the country in the percentage of its population 25 years and over with a high school diploma or higher, and a bachelor's degree or higher (Table 3.2). The presence of Indiana University Bloomington (IUB) is a factor in educational attainment statistics for the county. Lawrence, Owen, and Greene counties fall slightly behind the Indiana and national averages for persons with a high school diploma. This difference becomes more pronounced for persons with a Bachelor's degree or higher.

Indiana ranks forty-third in the nation in the percentage of adults with a bachelor's degree or higher. However, the Department of Workforce Development projects over 250,000 job openings through 2016 in Indiana that will require at least some post-secondary education.
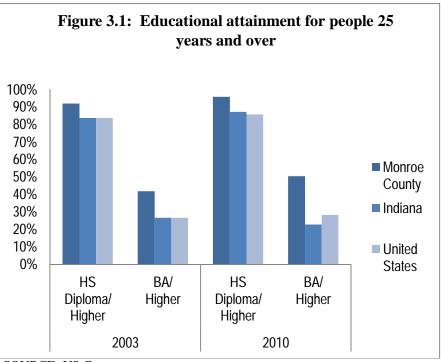
Table 3.2: Educational attainment for population 25 years and above, 2010

Geographical Area	Population with High School Diploma or Higher	Population with Bachelor's Degree or Higher
Monroe County	91.1%	42.7%
Lawrence County	81.0%	12.5%
Owen County	81.9%	8.3%
Greene County	83.2%	11.1%
Indiana	86.2%	22.4%
United States	84.6%	27.5%

SOURCE: U.S. Census Bureau; www.stats.indiana.edu

The U.S. Census Bureau, through the American Community Survey (ACS), annually collects data on educational attainment. Comparative data for Monroe County, Indiana, and the United States is presented in Figure 3.1.Monroe County has a higher percent of adults with both a high school diploma or Bachelor's degree or higher than the state and national averages in both 2003 and 2010.

Figure 3.1: Educational attainment for people 25 years and over

SOURCE: US Census

Comparing household income based on educational attainment in 2003 and 2010 shows that:

- ▼**Those without a high school diploma or GED are worse off in 2010. While 10% made less than $15,000 in 2003, now that number has climbed to 30%.** And since income levels are not adjusted for inflation, their purchasing power is even less.
- A higher percentage of those with a high school diploma are earning $15 - $25,000, and $25 - $35,000 than in 2003. Fewer are making above that, supporting reports that the education threshold to enter many higher-paying positions has become greater.
- ▲**Those with a Bachelors degree showed the highest increase in the middle income brackets between $25,000 and $50,000.** While only 9% of the households in the lowest income range have a college or bachelor's degree, for incomes above $25,000, this percentage has at least tripled.
- The results for more advanced degrees varied by income bracket.

Table 3.3a: Education level completed by income level

Household Income	Less than High School or GED		High School		Vocational/ Technical Degree		Some College	
	2003	2010	2003	2010	2003	2010	2003	2010
Less than $15,001	10%	30%	37%	23%	1%	7%	35%	20%
$15,001-$25,000	6%	8%	24%	32%	2%	4%	31%	12%
$25,001-$35,000	4%	4%	32%	42%	11%	0%	21%	8%
$35,001-$50,000	0%	0%	28%	9%	5%	5%	25%	20%
$50,001-$75,000	0%	0%	12%	11%	3%	11%	30%	30%
More than $75,000	0%	0%	14%	9%	5%	4%	11%	10%
All Households	4%	6%	28%	17%	3%	5%	27%	17%

SOURCE: 2010 Household Survey (n=276), 2003 Household Survey (n=259)
NOTE: Table continued below

Table 3.3b: Education level completed by income level (continued)

Household Income	College Degree/ Bachelors		Masters Degree		Doctorate		Other	
	2003	2010	2003	2010	2003	2010	2003	2010
Less than $15,001	14%	9%	4%	5%	0%	7%	1%	0%
$15,001-$25,000	24%	4%	11%	20%	0%	12%	2%	8%
$25,001-$35,000	18%	38%	11%	4%	4%	4%	0%	0%
$35,001-$50,000	17%	39%	19%	18%	3%	0%	3%	9%
$50,001-$75,000	40%	34%	15%	7%	0%	7%	0%	0%
More than $75,000	24%	27%	24%	32%	19%	16%	3%	2%
All Households	20%	26%	14%	17%	3%	9%	1%	3%

SOURCE: 2010 Household Survey (n=276), 2003 Household Survey (n=259)

The area is fortunate to have a variety of organizations that are available to help people earn formal degrees, as well as improve their life and work skills. According to the Service Provider Profile Survey, 5 out of 12 service providers reported a major increase in demand for educational programs or services over the last 5 years.

Poverty and Earnings by Educational Attainment

As would be expected, poverty is negatively correlated with higher levels of educational attainment in Monroe County. Between 2005 and 2010 poverty rates for Monroe County have increased for those with a high school diploma or less, but have decreased for those with some college or more. In 2010 the total poverty rate in Monroe County for those with less than a high school education was about 45%.

Table 3.4: Total poverty rate for population 25 years and above by educational attainment, Monroe County

	2005	2006	2007	2008	2009	2010
Less than high school graduate	23.9%	34.5%	26.4%	15.6%	25.2%	45.4%
High school graduate or equivalent	9.4%	11.8%	17.6%	15.0%	14.6%	16.4%
Some college or associate's degree	13.0%	6.3%	13.3%	11.7%	10.7%	10.9%
Bachelor's degree	15.7%	8.0%	11.7%	10.2%	10.4%	9.9%
Graduate or professional degree	9.6%	6.9%	5.6%	6.3%	6.7%	

SOURCE: U.S. Census Bureau, American Community Survey

Low educational attainment negatively impacts a household's ability to meet basic needs. For example, 22% of Household Survey respondents with a high school education, GED, or less reported that running out of money by the end of the month is a major problem. In 2010, 78% of human service providers in Monroe County estimated that some to most of their clients lack the necessary education to achieve employment advancement or wage increases which would allow them to adequately cover household expenses.

EARLY CHILDHOOD

Population Growth of Children Age 0-4

While neighboring counties experienced a slight decrease in population among children age 0-4 since 2003, this age group increased 9% in Monroe County since SCAN 2003. This increase in population has generated a need for additional services for children within the community during their critical early years.

Educational Opportunities for Children Age 0-4

Indiana does not offer a state-funded preschool program for all pre-kindergarten students, resulting in significantly more children enrolled in nonpublic pre-kindergarten than in public pre-kindergarten, especially in Monroe County Community School Corporation (MCCSC). The state of Indiana, however, has offered some grant monies to school districts to fund full-day kindergarten. Many nonpublic educational opportunities exist for children age 0-4 in Monroe County. Child Care vouchers may be used toward those providers that meet Child Care and Development Fund (CCDF) provider eligibility standards.

Table 3.5: Profile of early childhood education options for Monroe County

Early Childhood Education Option	2005	2009	2010
# Children Served by First Steps	328	225	232
# Head Start Funded Enrollment Slots	235	235	324
# Licensed Child Care Centers	20	20	29
# of Licensed Child Care Homes	63	69	64
# Registered Child Care Ministries	13	12	12
# Licensed Child Care Slots per 100 Children, Age 0-4	38.4	37.2	36.2
# of Children Receiving Child Care Vouchers	868	769	664
Monthly Ave # of Children on Wait List for Child Care Vouchers	73	179	160

SOURCE: Indiana Youth Institute
NOTE: All data for State Fiscal Year, July 1 to June 30th except for Child Care Voucher receipts

Since 2005, child care options for families in Monroe County have become more challenging. Although the number of Head Start enrollment slots and the number of licensed child care centers has increased slightly, the number of children served by First Steps has remained about the same. First Steps provides early intervention services, ranging from health services to speech therapy, to families with infants and toddlers experiencing developmental delays or disabilities. The number of licensed child care slots per 100 children ages 0-4 has also decreased slightly. The number of children receiving child care vouchers has decreased from 868 in 2005 to only 664 in 2010 -- placing more children on the wait list for financial assistance. Child care options have not grown at the same rate as the need for child care. Currently, it is estimated that 413 seats are needed for 4-year-olds.

Opportunities for Children from Low-Income Families

Monroe County offers several educational opportunities for young children from low-income families including the Monroe County Head Start program, run by the South Central Community Action Program. This organization operates at 9 sites around Monroe County and offers programs for eligible children ages 3-4 to "grow mentally, socially, emotionally, and physically." Head Start enrollments in Monroe, Lawrence, and Owen counties have been at capacity from 2004 to 2009, but enrollments in Greene County have decreased over that same period. These Head Start centers are constrained in serving children by their funding capacity. Monroe County United Ministries (MCUM), a National Association for the Education of Young Children (NAEYC) accredited United Way Member Agency, is an agency that also offers childcare to low-income families on a sliding-fee scale.

Household Child Care Needs and Concerns

In 2003, no households reported that finding affordable day care was a major problem, but many indicated it was a minor problem across all income levels. In the 2010 Household Survey, it was a major problem for 44% of the households in the less than $15,001 income bracket, for 50% of those with a household income of between $35,001 and $50,000, and for 58% of those with a household income of between $50,001 and $75,000.

▼**In general, finding affordable day care has become more of a problem for all households than it was in 2003, but now more middle and upper income households are impacted.**

Table 3.6: Percent of households having difficulty finding affordable day care

Household Income	Major Problem			Minor Problem	
	2003	2010		2003	2010
Less than $15,001	0%	44%		39%	0%
$15,001-$25,000	0%	0%		33%	0%
$25,001-$35,000	0%	0%		22%	100%
$35,001-$50,000	0%	50%		67%	0%
$50,001-$75,000	0%	58%		20%	42%
More than $75,000	0%	11%		40%	22%
All Households	0%	33%		100%	24%

SOURCE: 2010 Household Survey (n=276), 2003 Household Survey (n=259)

In addition to finding affordable day care, some households indicated difficulty finding day care during work hours. According to the 2010 Household Survey responses, this challenge is not isolated to low-income households, although it was found to be at least a minor problem for 50% of those households with incomes lower than $15,001. For all households, 17% indicated finding a day care during work hours to be a major problem, and 24% found it to be minor problem. Some parents work at service jobs with evening and weekend hours, for which it can be more difficult to find child care.

Table 3.7: Percent of households having difficulty finding day care during work hours

Household Income	Major Problem			Minor Problem	
	2003	2010		2003	2010
Less than $15,001	0%	20%		33%	30%
$15,001-$25,000	0%	0%		42%	0%
$25,001-$35,000	0%	0%		75%	0%
$35,001-$50,000	0%	0%		40%	0%
$50,001-$75,000	0%	33%		60%	42%
More than $75,000	0%	11%		100%	17%
All Households	--	17%		--	24%

SOURCE: 2010 Household Survey (n=46)

Statistics at the state level also mirror concerns with affordability. The average yearly cost for placing a 4-year-old in center-based care in Indiana is $6,981, and nationally ranges between $3,780 and $13,158. Eligibility in Indiana for public child care assistance to families of three is limited to families with an income of $22,356, which is 122% below the poverty level. For the 2007 fiscal year, 18,400 families and 35,200 children on average received monthly assistance under the CCDF. Furthermore, 120,430 families received help with child care expenses through the federal Child and Dependent Care Tax Credit, totaling $59,200,000 in claims.

Quality Child Care

There can be considerable variation in program quality for the childcare options that exist for families in Monroe and the surrounding counties. Children enrolled in high quality early childhood education programs are more likely to complete higher levels of education, have higher earnings, have better health and be part of more stable relationships, and are less likely to commit a crime or be incarcerated. Despite the proven need for quality child care, only 24.3% of the 629 child care centers and 2.9% of the 3,725 family child care homes in Indiana are nationally accredited by the Indiana Association for Child Care Resource and Referral (IACCRR). The IACCRR is funded by the Family and Social Services Administration (FSSA) and is a member of the Nation's Network of Child Care Resource & Referral Agencies (NACCRRA).

In addition to national accreditation, states have begun to implement Quality Management and Improvement Systems (QRIS). QRISs are assessment tools "designed to make child care quality transparent to child care providers, parents, and policymakers." Indiana's Paths to QUALITY is one of 20 statewide quality rating and management systems. Paths to QUALITY is "a voluntary system created by Childhood Connections, to help raise the level of early child care and education, providing support to parents and providers." Table 3.8 explains in detail each path. Childhood Connections supports quality education and resources by helping families to find good child care and offering training and technical assistance to child care providers.

Table 3.8: Paths to Quality Levels and Distinctions

Level	Title	Explanation
Level One	Health and safety needs of children met	All participants have demonstrated that they are operating in good standing and have been recognized by the state of Indiana to meet all required health and safety standards.
Level Two	Environment supports children's learning	All participants have demonstrated a commitment to improve program quality and offer opportunities for children to advance their growth and development. Level 2 providers will have evidence of consistent daily schedules, planned activities for children, and will provide relevant information to families.
Level Three	Planned curriculum guides child development and school readiness	All participants have demonstrated knowledge and skill to plan appropriate activities and opportunities for children that lead to school readiness. Level 3 providers have made a significant investment in the professional development of the staff, and incorporate family and staff input into the program.
Level Four	National accreditation (the highest indicator of quality) is achieved	All participants have demonstrated a commitment to the highest level of professionalism in child care, achievement of a nationally recognized accreditation. Level 4 providers are managed by a provider or director who has volunteered to provide mentoring to others in the field.

SOURCE: Childhood Connections

In Monroe County, 50 child care providers are voluntarily participating in the Childcare Connections Paths to Quality rating system. All child care centers that have received a Paths to QUALITY rating are licensed and regulated as either a Class I or II FCC Home or a Licensed Childcare Center. There are 35 child care providers at level one, including 29 Family Care Centers, 1 Head Start Program, and 5 Child Care Centers. At level two, there are 2 Head Start Programs and 1 Child Care Center. Eight child care providers are ranked at level three, including 7 Family Care Centers and 1 Child Care Center. There are only 4 Child Care Centers ranked at the highest level.

Readiness to Succeed
United Way of Monroe County recognizes that it is important for children to enter school developmentally on track in the areas of literacy and social, emotional, and intellectual skills.

Two recent initiatives to promote early childhood development include Born Learning and Monroe County Smart Start. There are Five Domains of School Readiness that should be measured and addressed according to The National Education Goals Panel:

- Physical well-being and motor development
- Social and emotional development
- Approaches to learning (curiosity, enthusiasm, and persistence)
- Language development
- Cognition and general knowledge

Neither the Indiana Department of Education (IDOE) nor local early childhood providers currently consistently assess readiness to succeed through a set of common indicators. United Way Worldwide recognizes the development of readiness to succeed as an area for growth and is currently working with national partners to create more timely measures of early childhood development and school readiness that can be standardized on a national level. The goal is to have states adopt a common set of indicators that will serve as a national framework for promoting policies to ensure school readiness and school success. Each indicator will ideally be something that is important to measure and can be tracked; has policy relevance; allows states to assess gaps including for high risk populations; uses developmentally-appropriate measures, and measures that are effective across all racial, cultural, and language groups.

Early literacy is often used as a predictor of school readiness. The 2010 Household Survey asked households if parents read to any young children in the home. Few Monroe County respondents with young children indicated that reading to their children daily was a major problem. However, 39% of those households with incomes below $15,000 said it was a minor problem, and 29% of those households between $25,001 and $35,000 in household income said it was a minor problem.

Table 3.9: Percent of households with young children having difficulty taking time to read to them daily

Household Income	Major Problem	Minor Problem
Less than $15,001	0%	39%
$15,001-$25,000	20%	0%
$25,001-$35,000	0%	29%
$35,001-$50,000	0%	5%
$50,001-$75,000	0%	14%
More than $75,000	0%	5%
All Households	2%	13%

SOURCE: 2010 Household Survey (n=276)

NOTE: This question was not asked on 2003 Household Survey

K-12 EDUCATION

Public Schools
There are ten public school corporations operating within the four counties. They include: Monroe County Community Schools Corporation (MCCSC) and Richland-Bean Blossom (R-BB) in Monroe County; Spencer-Owen Community Schools in Owen County; North Lawrence and Mitchell Community Schools in Lawrence County; and five smaller corporations in Greene County: Bloomfield, Eastern Greene, Linton, Shakamak, and White River Valley (WRV). In this section, data for Eastern-Greene Corporation is included as an example from Greene County.

November 2010 brought the passing of the MCCSC School Tax Levy Referendum. While initially voted down by officials, community members joined together to encourage a property tax increase to help avoid budget cuts for local Monroe County schools.

Student Demographics
Over the past 5 years, enrollment in these 6 public school corporations remained relatively steady. MCCSC, North Lawrence, and R-BB experienced growth in enrollment for grades 1-8 overall. Enrollment for grades 9 -12 declined somewhat in all school corporations except for Mitchell (see Table 3.10 below).

Table 3.10: Public Enrollment for Grades 1-8

School Corporation	2005-06	2006-07	2007-08	2008-09	2009-10
MCCSC	6,464	6,657	6,713	6,728	6,541
R-BB	1,686	1,671	1,700	1,700	1,704
North Lawrence	3,314	3,358	3,352	3,299	3,323
Mitchell	1,280	1,336	1,297	1,272	1,203
Spencer-Owen	1,932	1,882	1,868	1,839	1,775
Eastern Greene	849	828	844	820	847
Indiana	683,406	686,707	689,560	687,233	685,031

SOURCE: Indiana Department of Education

Table 3.11 provides a snapshot of enrollment by race for the 2010-11 academic year in the Bloomington MSA. MCCSC's student body is more ethnically diverse than the other 5 corporations, with a total nonwhite population of 22%.

Table 3.11: Snapshot of the percent of students enrolled by race 2010-11

Race	MCCSC	R-BB	North Lawrence	Mitchell	Spencer-Owen	Eastern Greene
American Indian	1%	0%	1%	0%	1%	0%
Asian	5%	0%	1%	0%	0%	1%
Black	4%	1%	0%	0%	0%	1%
Hispanic	5%	3%	2%	1%	0%	1%
Multiracial	7%	3%	2%	1%	1%	2%
White	78%	92%	95%	97%	97%	97%

SOURCE: Indiana Department of Education
NOTE: Percentages do not add up to 100% due to rounding

The Limited English Proficiency (LEP) classification is used to develop programs aimed at overcoming language barriers and improving integration in the education system. Students who speak a primary language other than English must pass an English Language Proficiency test within 30 days of enrollment, and those who perform poorly are counted as LEP students. LEP students make up approximately 3% of the total MCCSC enrollment (see Table 3.12). The number of enrolled LEP students in MCCSC increasedfrom 2005-06 to 2009-10. MCCSC is the only large public school district in the area whose enrollment is comprised of a non-negligible percentage of LEP students. This is similar to state values.

Table 3.12: Percent of English Language Learners (ELL) students served

School Corporation	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
MCCSC	2.7%	3.7%	3.7%	3.2%	3.1%	2.8%
R-BB	0.1%	0.1%	0.1%	0.3%	0.4%	0.3%
North Lawrence	0%	0%	0.0%	0.2%	0.1%	0.3%
Mitchell	0%	0%	0.0%	0.0%	0.0%	0.0%
Spencer-Owen	0%	0%	0.0%	0.2%	0.2%	0.3%
Eastern Greene	0%	0%	0.1%	0.1%	0.2%	0.2%
Indiana	3.1%	3.7%	4.2%	4.1%	4.5%	4.7%

SOURCE: Indiana Department of Education

The percentage of students receiving Special Education services are shown in Table 3.13. Special Education rates have remained relatively stable between 2005-06 and 2009-10. Eastern Greene and Spencer-Owen have the largest percent of special education students.

Table 3.13: Percent of special education students

School Corporation	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
MCCSC	14.9%	14.8%	15.1%	15.6%	15.6%	14.8%
R-BB	17.1%	18.0%	16.9%	17.1%	18.0%	16.8%
North Lawrence	18.8%	17.4%	18.4%	18.1%	18.3%	17.7%
Mitchell	17.8%	17.9%	18.3%	18.1%	19.0%	18.5%
Spencer-Owen	19.0%	19.4%	19.3%	20.4%	19.6%	20.4%
Eastern Greene	15.8%	20.6%	17.9%	22.3%	21.4%	20.8%
Indiana	14.5%	14.6%	14.5%	14.5%	14.4%	14.8%

SOURCE: Indiana Department of Education

Monroe has the lowest percentages of Special Education students among the 6 corporations. About a third of the households in the survey reported having difficulties getting services for a child with a learning disability. Low-income families in the Bloomington MSA reported having the greatest challenge; 70% of those earning less than $15,001 reported either a major or minor problem. About 57% who earn between $15,001 and $25,000 reported a minor challenge, with each subsequently higher income category having less difficulty.

Table 3.14: Percent of households having difficulty getting services for children with a learning disability

Household Income	Major Problem	Minor Problem
Less than $15,001	20%	50%
$15,001-$25,000	0%	57%
$25,001-$35,000	0%	40%
$35,001-$50,000	11%	22%
$50,001-$75,000	12%	12%
More than $75,000	10%	13%
All Households	10%	23%

SOURCE: 2010 Household Survey (n=276)

Educational Outcomes

The Indiana Statewide Testing for Educational Progress (ISTEP+) exam, designed to measure educational achievement, is taken yearly by students in grades 3-8. Students in certain grades also complete social studies and science tests; high school students must pass ECA (End of Course Assessments) in Algebra I, Biology, and English 10. New in 2011-2012 is the IRead test for 3rd grade reading competency.

The ISTEP+ has been used to determine a school's Adequate Yearly Progress (AYP), and will be the basis of letter grades performance that will be assigned to schools. Since 2001, MCCSC achieved AYP as a district in 2004 and 2006, while R-BB achieved AYP from 2004-2008. AYP is also calculated at the school level, though progress varies among individual schools. For example, Binford Elementary earned AYP each year from 2002 to 2008, while Fairview Elementary failed to reach AYP each year between 2002 and 2008. The pros and cons of the high-stakes testing system continue to be the subject of ongoing discussion.

Table 3.15: Percent of students passing the 4th grade English ISTEP

School Corporation	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
MCCSC	78%	78%	77%	75%	76%	81%
R-BB	77%	77%	74%	80%	70%	78%
North Lawrence	67%	73%	69%	73%	73%	76%
Mitchell	75%	70%	75%	75%	76%	71%
Spencer-Owen	66%	68%	73%	73%	68%	77%
Eastern Greene	71%	74%	71%	73%	69%	73%
Indiana	73%	73%	75%	74%	73%	77%

SOURCE: Indiana Department of Education

Since 2004-05, the passage rate of MCCSC fourth grade students on the ISTEP English test has been above the state average. Mitchell students' scores have fluctuated over the last 6 years with a recent 5% drop between 2008-09 and 2009-10; 6% below the state average. The passage rate of R-BB fourth grade students was above the state average for 3 of the last 5 years. R-BB's passage rates fluctuate between 2004-05 and 2009-10 by 10 percentage points, compared to 3 percentage points for MCCSC and 2 percentage points for the state. Both North Lawrence and Spencer-Owen have experienced passage rates at or below the state average for the past five school years. Similarly, Eastern Greene's fourth grade ISTEP English test passage rate was below the state average in 5 out of the last 6 school years.

Afterschool Programs

Afterschool programs provide supplemental educational value for students outside of the classroom. Finding affordable afterschool programs is an issue in the greater Bloomington area, particularly for low-income residents.
▼**Table 3.16 shows that access to affordable afterschool programs has decreased since 2003 for households at all income levels except those making more than $75,000.**

Finding affordable afterschool programs is more of a major problem for those households earning less than $15,000 and between $15,000-$25,000, at 33% and 30% respectively. Although the survey shows that access to affordable afterschool programs is a problem, there are several options in Monroe County, including Boys and Girls Club in Bloomington and Ellettsville that offer annual fees as low as $20, and Girls Inc. that charges participation fees on a sliding scale starting at $55/year.

Table 3.16: Percent of households having difficulty finding affordable afterschool programs

Household Income	Major Problem		Minor Problem	
	2003	2010	2003	2010
Less than $15,001	10%	33%	10%	0%
$15,001-$25,000	6%	30%	12%	40%
$25,001-$35,000	8%	38%	4%	25%
$35,001-$50,000	0%	15%	6%	30%
$50,001-$75,000	0%	11%	7%	35%
More than $75,000	0%	0%	9%	0%
All Households	3%	14%	8%	19%

SOURCE: 2010 SCAN Household Survey (n=276), 2003 SCAN Household Survey (n= 259)

Transportation for afterschool programs, which was identified as a major problem for 13% of all households, can also be a barrier to accessing affordable afterschool programs (see Table 3.17). Those households with moderate incomes appear to have the greatest challenge.

Table 3.17: Percent of households having difficulty getting transportation to bring children home from after-school program

Household Income	Major Problem	Minor Problem
Less than $15,000	20%	13%
$15,001-$25,000	22%	22%
$25,001-$35,000	33%	22%
$35,001-$50,000	5%	10%
$50,001-$75,000	22%	14%
More than $75,000	0%	12%
All Households	13%	14%

SOURCE: 2010 Household Survey (n=276)
NOTE: This question was not asked in 2003

Tutoring Activities

In addition to programs offered by the school systems and nonpublic schools, several organizations in Monroe County offer tutoring services. Many districts offer parents of students who are eligible for free or reduced lunch, and are considered to be non-proficient in English, language arts, or math, the opportunity to enroll in Supplemental Education Services (SES), a tutoring program provided through authorized vendors. In 2007-08, 537 students were eligible and 88 students participated in SES in Monroe County. In 2008-09, 455 students were eligible and 78 participated. SES providers include ATS Project Success and Club Z! Tutoring. The participation rate for SES programs is low, likely due to the use of limited vendors and the challenges of participating in an extra program.

MCCSC offers Community Partners in Reading (CPR), which helps struggling second graders learn to read. CPR targets second graders because national research has shown that children who cannot read at grade level by the third grade continue to fall further behind and fail to meet their academic potential. CPR matches 2 students with 1 community partner from a local business or organization. Each student spends 30 minutes a week with his or her reading partner, working on vocabulary and comprehension.

Tutoring services for the surrounding counties include Brown County Literacy Coalition, which offers tutoring in each of its core programs. These core programs include family literacy, school age tutoring, adult education and tutoring (also available for incarcerated adults), and weekly readers at Head Start. In addition, Volunteer Connection of Greene County places tutors in Greene County schools.

Nonprofit organizations including the Boys & Girls Club, Big Brothers Big Sisters, and Pinnacle Learning Services, also offer tutoring services. Seventy percent of nonprofit provider respondents reported that some to all of their clients had a problem getting tutoring or similar support for children who were struggling in school in the last 12 months (see Table 3.18).

Table 3.18: Percent of clients having difficulty getting tutoring or similar support for children who are struggling in school

Percent of Clients	Percent
Most or All (80-100%)	7%
About Half (40-60%)	17%
Some (20-30%)	46%
Few to None (about 0%)	30%
Total	100%

SOURCE: 2010 Client Challenges Survey (n=88)

College Readiness

Indiana students can earn several types of high school degrees: Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors. A Core 40 diploma is now a graduation requirement for all students. Beginning in 2011, a Core 40 diploma is the minimum college admission requirement for the state's public four-year universities.

Under Public Law 221, End of Course Assessments (ECAs) are required for students pursuing Core 40 Diplomas.[14] Table 3.17 provides a snapshot of student achievement in all 6 school corporations on the Algebra I and English 10 ECAs. Except for MCCSC and North Lawrence, students performed worse than the state average (71.7%) on the English 10 ECA. With regard to the Algebra I ECA, Spencer-Owen, R-BB, and MCCSC perform better than the state average (72.5%).

Table 3.19: Percent of students passing end of course assessments in Algebra I and English 10, 2010-11

School Corporation	Algebra I	English 10
MCCSC	81.7%	79.9%
R-BB	85.6%	77.1%
North Lawrence	89.5%	81.8%
Mitchell	57.1%	68.5%
Spencer-Owen	71.0%	65.4%
Eastern Greene	74.6%	68.3%
Indiana	72.5%	71.7%

SOURCE: Indiana Department of Education

▲**MCCSC graduation rates have increased from 2005-06 to 2009-10 by 6% and R-BB by 11%. R-BB graduation rates exceeded the statewide average in 2009-10.**
Dropout rates improved over the last several years for all high schools in Monroe County; however, Bloomington High School North and South both surpassed the statewide dropout rate by 1 percentage point. In 2011, MCCSC reported that 74% of high school graduates went on to attend college.

Table 3.20: Four-year graduation rates

School Corporation	2005-06	2006-07	2007-08	2008-09	2009-10
MCCSC	77%	77%	79%	79%	83%
R-BB	84%	82%	84%	91%	95%
North Lawrence	79%	81%	78%	82%	85%
Mitchell	68%	72%	75%	74%	79%
Eastern Greene	75%	79%	75%	79%	90%
Indiana	77%	76%	78%	82%	85%

Source: Indiana Department of Education

Table 3.21: Four-year dropout rates

School Corporation	2005-06	2006-07	2007-08	2008-09	2009-10
MCCSC	10%	12%	11%	13%	7%
R-BB	3%	6%	5%	4%	2%
North Lawrence	8%	5%	7%	5%	4%
Mitchell	15%	23%	16%	21%	11%
Eastern Greene	17%	14%	15%	14%	5%
Indiana	11%	12%	10%	9%	6%

SOURCE: Indiana Department of Education

For the Scholastic Assessment Test (SAT) composite scores, only MCCSC's SAT composite scores exceeds the state average. SAT composite scores have improved in MCCSC and North Lawrence from 2005-06 to 2009-10.

Table 3.22: Average Math and English SAT composite score

School Corporation	2005-06	2006-07	2007-08	2008-09	2009-10
MCCSC	1071	1077	1089	1097	1080
R-BB	1022	1016	1008	988	988
North Lawrence	983	997	1004	1004	1026
Mitchell	1023	975	966	948	968
Spencer-Owen	983	967	992	978	970
Eastern Greene	972	994	1007	975	955
Indiana	1007	1004	1004	1003	999

SOURCE: Indiana Department of Education

Schooling Options

There are a variety of accredited and non-accredited nonpublic schools throughout the area, including 21 in Monroe County, 6 in Lawrence County, 2 in Owen County, and 6 in Greene County.

There are two charter schools in Bloomington, the Bloomington New Tech High School and the Project School. New Tech High School opened in August of 2008 and provides an opportunity for students to learn through inquiry-based approaches to instruction. The vision of the Project School is to "eliminate the predictive value of race, class, gender and special capacities on student success in our school and in our communities by working together with families and community to ensure each child's success."

The Edge (RB-B) and The Graduation School (MCCSC) are public school alternatives for students who have not been successful at the high school level in those districts. Hoosier Hills operates a vocational program within Bloomington North High School.

Harmony School and Pinnacle School are both independent, accredited, K-12 schools, also located in Bloomington. Harmony has a focus on democratic education and self-governance, small classes, and student involvement. Seniors complete an independent project as a requirement for graduation. Pinnacle is a nonprofit that specializes in serving students who struggle with reading, writing, and math, including those with dyslexia, through individualized, hands-on, project-based instruction. Pinnacle serves a six-county region, and also offers testing services.

Other options for families include a variety of schools in each county that are affiliated with a faith-based tradition, two online public schools, and homeschooling. Indiana has no statute that regulates homeschools. Instead, homeschools are treated as nonpublic, non-accredited schools that do not require state permission to legally operate. Parents who contact authorities wishing to obtain information on homeschooling are given a request to "enroll," which is recorded as informing the state of intent to homeschool. Although statewide homeschool enrollment statistics can be found on the IDOE website, these statistics are seen as incomplete since formal enrollment is not required at the state level.

The School Choice program, enacted in the summer of 2011, gives families the opportunity to obtain vouchers based on their household income to enroll their eligible children in nonpublic schools. The amount of the voucher is based on family income and a portion of the base fee per student for that school district. For example, in Monroe County, a family of four that qualifies for free lunch would be eligible to receive a voucher of $4500. A maximum of 7500 vouchers were available in Fall 2011; 15,000 are expected to be available for Fall 2012. Participating schools must participate in the state student data systems, be accredited, administer the ISTEP and ECAs, and adhere to a series of regulations and accountability guidelines.

ADULT EDUCATION

Adult education can provide opportunities to gain new knowledge and build additional skills and competencies. For many adults, education programs also serve to supplement gaps in previous educational attainment and achievement.

Literacy Level

Literacy issues affect a larger proportion of human service nonprofit clients than the general population. Seventy-five percent of service providers reported that some to half of their clients have a problem reading well enough to get by. Poor reading skills can also impact one's ability to find a job. Seventy percent of providers estimated that at least some of their English-speaking clients have difficulty finding a job due to poor reading abilities.

▼**Households also cited reading well enough to get by as a problem. In fact, this has become slightly more of a problem for all households since 2003.** There also appears to be a positive correlation between income and this issue as illustrated by increasing trends in the lower and middle income brackets.

Table 3.23: Percent of households having difficulty reading well enough to get by

Household Income	Major Problem		Minor Problem	
	2003	2010	2003	2010
Less than $15,001	5%	4%	10%	18%
$15,001-$25,000	3%	0%	6%	12%
$25,001-$35,000	4%	12%	4%	4%
$35,001-$50,000	0%	9%	0%	7%
$50,001-$75,000	0%	0%	0%	0%
More than $75,000	0%	0%	3%	0%
All Households	2%	3%	3%	5%

SOURCE: 2010 Household Survey (n=276), 2003 Household Survey (n=259)

ESL Programs

According to the 2005 American Community Survey (ACS), around 113 per 1,000 adults ages 18-64 who speak English poorly or not at all participated in ESL programs at the state and national levels. Although no surveyed providers reported that most or all of their clients had a problem accessing English as a Second Language (ESL) resources, 39% of these providers reported that it has been a problem for at least some of their clients.

**Table 3.24: Percent of clients having difficulty accessing resources
to help learn English**

Percent of Clients	Frequency	Percent
Most or All (80-100%)	0	0%
About Half (40-60%)	5	11%
Some (20-30%)	12	27%
Few to None (about 0%)	27	61%
Total	44	100%

SOURCE: 2010 Client Challenges Survey (n=88)

NOTE: This question was not asked in 2003 Household Survey

ESL resources are also important in helping community members find a job. Forty-six percent of service providers stated that at least some of their clients were having a problem finding a job because of language barriers (see Table 3.25).

**Table 3.25: Percent of clients having difficulty
finding a job because of language barriers**

Percent of Clients	Frequency	Percent
Most or All (80-100%)	1	2%
About Half (40-60%)	2	4%
Some (20-30%)	20	40%
Few to None (about 0%)	27	54%
Total	50	100%

SOURCE: 2010 Client Challenges Survey (n=88)

NOTE: This question was not asked in 2003

Service providers were also asked to report how language or diversity issues were affecting their clients. Table 3.24 presents the results to the question: Over the past 12 months, what is your best estimate of the percentage of your clients who are having a problem with accessing resources to help learn English? Five service providers reported nearly half of their clients were having difficulty finding help to learn English while another 12 providers said that nearly one-third of their clients had this problem.

Table 3.26: Percent of clients having difficulty accessing resources to help learn English

Percent of Clients	Frequency	Percent
Most or All (80-100%)	0	0%
About Half (40-60%)	5	11%
Some (20-30%)	12	27%
Few to None (about 0%)	27	61%
Total	44	100%

SOURCE: 2010 Client Challenges Survey (n=88)
NOTE: This question was not asked in 2003 Household Survey

Resources for Minority Populations

There are a number of resources for minority populations in Monroe County. There are two key programs that provide English as a second language (ESL) services for non-native English speaking residents. The Volunteers in Tutoring Adult Learners (VITAL) program located at the Monroe County Public Library provides free one-on-one and group ESL tutoring. The VITAL program maintains a lengthy waiting list for learners seeking services. The Monroe County Community School Corporation's (MCCSC) Adult Education program also offers ESL services. Operated out of the Broadview Learning Center, this free program offers classes directed by licensed teachers and volunteers, and also offers citizenship skills curriculum. MCCSC also has an ESL office to coordinate services for its K-12 students.

The City of Bloomington's Community and Family Resources Department, along with partnering organizations, offer several services geared towards engaging the area's Hispanic population in community affairs. These services include the *Hola Bloomington* radio program on WFHB; the *Boletin Comunitario* and the *Enoticiero,* which are Spanish language publications that highlight area programs, services, and events; and outreach services to assist Hispanic residents navigate services such as health care coverage, and income tax filing. La Casa Cultural Center is an Indiana University (IU) based organization that stands as an important networking and education resource for the campus community.

The City of Bloomington's Commission on the Status of Black Males is charged with addressing education, health, criminal justice, and employment issues for black men in the community. The commission convenes public forums to discuss these matters and develops plans to address needs. The Asian Culture Center at IU and area churches such as the Korean United Methodist Church of Bloomington are important networking, education, and outreach resources for Asian residents.

GED Programs

Twenty five percent of 2010 Household Survey respondents reported having difficulty accessing a GED program. Providers see this as a greater need for their clients; 50% estimated that some to half of their clients had trouble getting into a program within the last 12 months.

Table 3.27: Percent of clients having difficulty getting into a GED program

Percent of Clients	Frequency	Percent
Most or All (80-100%)	0	0%
About Half (40-60%)	1	3%
Some (20-30%)	18	47%
Few to None (about 0%)	19	50%
Total	38	100%

SOURCE: 2010 Client Challenges Survey (n=88)
NOTE: Trend data not available because question was not asked in 2003

Community Colleges

Fifty percent of enrolled students at Ivy Tech Community College of Indiana are over the age of 25. For the 2008-09 academic year, enrollment at Ivy Tech for the 6 county service area (Monroe, Lawrence, Owen, Greene, Morgan, and Martin counties) was 8,950. Enrollment increased for all Ivy Tech community colleges at an average rate of 7% a year between 1991 and 2009 and 23% college-wide for Ivy Tech in 2008-09. Prior to 1999, the average annual growth rate was 2.6%; after this date it rose to 9.2%. Over 60% receive financial aid, and 98% are Indiana residents.

Costs are another important factor in higher education accessibility. Nationally, community college tuition continues to rise and has increased 46% over the past 10 years from $1,937 to $2,819. Annual community college tuition in Indiana remains about $100 to $450 higher than the national average. However, it is still cost-effective for community college students to pursue dual-credit course options in high school, and to also take advantage of articulation agreements with 4-year institutions. Many of these programs offer career pathways in allied health care fields and the life sciences; areas of strong job growth in Indiana.

College Enrollment

College enrollment steadily increased from 2001 to 2008 at both the national and state levels. Indiana is slightly ahead of the national average (34%) in the percentage of 18-24 year-olds enrolled in college. However, enrollment of working-age adults ages 25-49 in Indiana (5.2%) in relation to the number of residents without a bachelor's degree is lower than the than the national percentage (5.7%).