

Feasibility Study for an Early Childhood Education Center in Jay County



June 2018

Developed by Transform Consulting Group



**The
Portland
Foundation**



TRANSFORM
— CONSULTING GROUP —

JAYCOUNTY
DEVELOPMENT CORPORATION

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1. Acknowledgements

Many organizations and individuals deserve thanks because they were instrumental in the completion of this feasibility study for an early childhood education center in Jay County.

Brad DeRome – Jay School Corporation
Clif DeRome – Jay School Corporation
Jeremy Gulley – Jay School Corporation
Mike Halstead – Halstead Architects
Ami Huffman – Jay County Development Corporation
Doug Inman – The Portland Foundation
Mark Myers – Jay School Corporation
Jane Ann Runyon – United Way of Jay County
Reda Theurer-Miller – The Youth Service Bureau of Portland
Bona Vista
The Hagerman Group
John Jay Center for Learning

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The completion of the feasibility study and development of this report was funded by The Portland Foundation.

2. INTRODUCTION AND SUMMARY

In May 2017, Transform Consulting Group (TCG) was contacted about meeting with stakeholders in Jay County to discuss the feasibility of opening a high-quality early childhood education center in an existing school building. In June, TCG met with partners from Jay County – Jay County Development Corporation, The Youth Service Bureau, and the The Portland Foundation – and other early childhood education partners. At this meeting, Jay County partners shared their interest in exploring the development of a high-quality early childhood education program in one of the school buildings to support the needs in the community. The early childhood education partners in attendance discussed some possible grant opportunities available and other resources that could support Jay County's work.

In late December, TCG was contracted to complete a feasibility study for an early childhood education center in one of the existing school buildings in Jay County. The following items were requested to be included in the feasibility study and are discussed in detail in this report:

1. Site analysis of school buildings
2. Market analysis
3. Business & operations plan for an early childhood education center
4. Communications plan

After completing the feasibility study, TCG has concluded that it **is feasible** to convert an existing school building into an early childhood education center and operate a financially sustainable program. The following report narrative will explain the process we conducted in completing the feasibility study and factors that led to this conclusion.

3. FEASIBILITY STUDY PROCESS

SITE ANALYSIS

The Jay County Early Learning Committee identified three potential Jay School Corporation (JSC) buildings to assess the feasibility of implementing an early childhood education program: Judge Haynes Elementary School, General Shanks Elementary School, and the JSC Administration Building. In February 2018, TCG coordinated a site assessment of those three buildings.

TCG worked with Halstead Architects to assist in completing the site assessments. Halstead Architects has worked with the United Way of Central Indiana and assessed over 200 early childhood education programs for facility design improvements. They know the building codes and state standards for operating early childhood education programs.

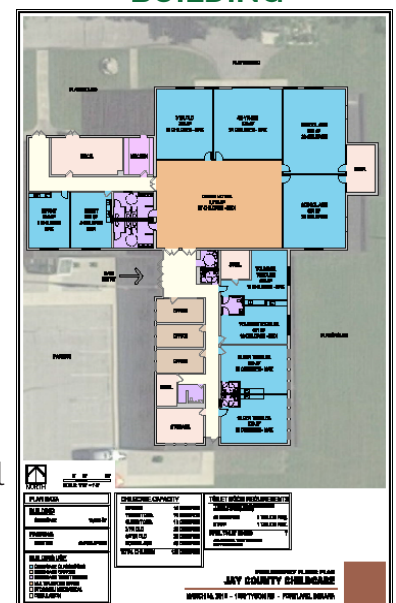
Based on the initial walkthrough, it was determined that all three buildings could be easily adapted to create an early childhood education program. Halstead Architects developed a design layout for each potential school building to determine how they could accommodate an early childhood education program.

When Halstead Architects presented the design options to the Jay County stakeholder group, they discussed the different factors that they considered when assessing the building. This included capacity to serve children, renovation costs, structure of the facility, layout options, and accessibility for families. The Jay County Early Learning Committee discussed each facility's assessment and potential to have an early childhood education program.

The JSC Administration Building was eliminated from consideration primarily due to the fact that renovating that building would be more costly than the renovations for either the Judge Haynes or General Shanks buildings. It is not currently set up with classrooms like the other school buildings, so there would need to be more structural work to accommodate the design. In addition, the JSC Administration Building has the smallest capacity, only accommodating about 120 children. It would also not allow for room for the administrative offices, so their offices would need to be relocated to another a facility which would be an added expense.

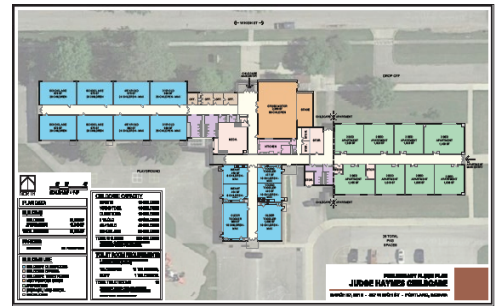
Lastly, there is not an existing playground, so a new playground would also need to be constructed. JSC's long-term plan is to sell this building since there is likely to be interest from businesses in purchasing it. It is all of those reasons that the stakeholder group and its external consultants (TCG and Halstead Architects) recommended removing it as an option. Therefore, further cost modeling was not considered for this building.

JSC ADMINISTRATION BUILDING

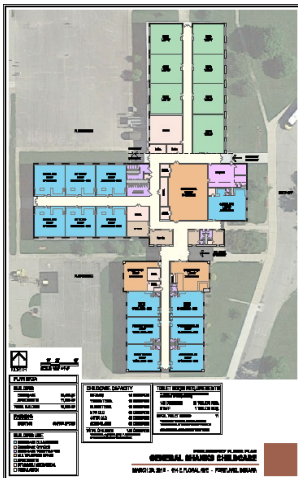


The Judge Haynes building was identified as a viable option. It is close to move-in ready, would have the capacity to serve a large number of children (over 200+), and its layout would afford easy family pickup and drop-off. The renovation costs for this building would be minimal. It has an existing playground that would need slight modifications to meet the needs of younger children. There would also be enough room to accommodate administrative offices for JSC. The location is in town and has close proximity to other amenities. The Judge Haynes building would be available immediately after the 2017-2018 school year since the district has decided to close it. JSC also shared that they may not be interested in retaining ownership of this building long-term.

JUDGE HAYNES ELEMENTARY SCHOOL



GENERAL SHANKS BUILDING



General Shanks is a newer building with larger classrooms and a larger foot print. It has the capacity to serve a large number of children (over 200+) and also has an existing playground that would need slight modifications to meet the needs of younger children. There would also be enough room to accommodate administrative offices for JSC. The location is in town and has close proximity to other amenities. The renovation costs are similar to Judge Haynes and would be minimal. This building will be in use until May of 2020, which would allow the community two years to complete the necessary planning before beginning renovation. JSC shared that it plans to keep the General Shanks building long-term.

Through discussion with Halstead Architects and TCG, the Jay County Early Learning Committee decided to focus on General Shanks Elementary School as the best option. This was determined based on the larger capacity of the whole building, the fact that it is a newer building, its larger classrooms, its location, and the playground space and layout.

TCG then reached out to The Hagerman Group for a construction estimate for General Shanks. The Hagerman Group has renovated over 50 early childhood education programs in the state of Indiana as well as several other public buildings (schools and hospitals). They know the building codes and state standards for early childhood education programs. They have also have the experience of working with other early childhood education programs and being in buildings with young children.

The Hagerman Group provided a cost estimate for renovating General Shanks (see Appendix). TCG included their costs in the start-up budget, which is discussed in a subsequent section.

MARKET ANALYSIS

In order to determine the feasibility of opening an early childhood education program in Jay County, TCG needed to assess the current market of other programs and demand for a new program. In order to accomplish this, TCG reached out to the following key stakeholder groups for feedback: 125 parents, 19 early childhood education programs, and 20 employers.

Unmet Need for Early Childhood Education

Based on the population and existing early childhood education program data collected, TCG has identified an unmet need for more early childhood education programs. As seen below, there are about 610 children who need care (due to their parents working) and are not being served by one of the existing programs. The greatest demand for care is for infants and toddlers.

There are also limited program schedules available for working families. For example, there are limited full-day program options, leaving families unable to work full-time or having to piece together multiple options. There are also no known programs that offer second or third shift care options. Jay County has several businesses whose operating schedules require second and third shift options. Without these program schedules, it can be difficult for employers to find reliable employees to meet their schedule needs.

Existing Jay County Early Childhood Education Programs:

1. A Place to Grow Childcare and Early Education Services
2. Amazing Discoveries Childcare and Early Learning Center, LLC
3. Bubbles-N-Funz
4. Cindy Newton
5. Darby's Daycare
6. Dunkirk Head Start
7. Freckles and Smiles
8. Jackie's Wee Care
9. Jay County Christian Academy, Fellowship Baptist Church
10. Jay County School Corp (Judge Haynes, East, and High School Preschools)
11. Laura Collins
12. Melissa's Half Pint Daycare
13. Portland Head Start
14. Praises and Pathways Day Care Ministry
15. Straight A Childcare
16. Teddy Bear Daycare
17. Tender Years Daycare
18. Vicki's Playhouse
19. Zion Early Learning Center; Zion Evangelical Lutheran Church

	INFANTS	ONES	TWOS	THREES	FOURS	FIVES	TOTAL 0-5
Young Children (Ages 0-5) ¹	336	331	323	282	285	320	1,877
Children Who Need Care ²	199	196	192	167	169	190	1,114
Children Below 185% FPL Who Need Care ³	111	110	107	93	94	106	622
Children in Poverty Who Need Care ⁴	50	49	48	42	42	48	280
Children Served in Programs ⁵	45	35	39	117	127	144	503
Unmet Need of Children Who Need Care⁶	154	161	153	51	42	45	610
Unmet Need of Children Below 185% FPL Who Need Care⁷	86	90	85	28	23	25	341
Unmet Need of Children in Poverty Who Need Care⁸	39	41	38	13	11	11	153

1. Single-age population is pulled from a different source than the population within each poverty level. There is a margin of error of 76 children in the total population 0-5 between sources.

2. Children who need care by single-age was calculated based on the overall percentage of young children ages 0-5 who need care because all parents in the household are working.

3. Calculated by taking the number of children by age below 185% FPL based multiplied by the percentage of children who need care (59.3%).

4. Calculated by taking the number of children by age below 100% FPL multiplied by the percentage of children who need care (59.3%).

5. The majority of age breakouts are estimates due to lack of interview responses and reporting practices.

6. Unmet need calculated by "Children Who Need Care" minus "Children Served".

7. Unmet need calculated by "Children Below 185% FPL Who Need Care" minus "Children Served" multiplied by the percentage of children below 185% FPL. Assumes the same incidence of low-income children in care as low-income children in the general population.

8. Unmet need calculated by "Children in Poverty Who Need Care" minus "Children Served" multiplied by the percentage of children in poverty. Assumes the same incidence of impoverished children in care as impoverished children in the general population.

“We need more safe options. There are very limited offerings for our associates; it is very difficult to find quality, dependable, child care. The other concern for us would be that we work all three shifts.”

- Employer

- Nearly two-thirds (60%) of employers report having issues with employees missing work due to child care, yet no employers reported offering employer-sponsored care options. Half (50%) of employers who provided feedback consider early childhood education a top 5 community issue.
- Employers suggested the following areas to help improve early childhood education options in Jay County:
 - Safe child care options
 - Care covering all working shifts
 - Increase programs throughout the county
 - Consistent, full-time schedule options
 - Increase options for children under age 4

- Parents' top priorities are also their barriers when it comes to finding early childhood care and education. These include cost, quality, location, and hours.
- The majority (54%) of parents are wanting more full-day early childhood education programs in Jay County.
- Other areas suggested by parents to help improve early childhood care and education options in Jay County include:
 - Transportation
 - Outdoor, play-based learning
 - Second shift option
 - Programs outside of Portland, but still within the county
 - 66% also would like more parent-child play groups in the community. (Respondents could choose more than one option.)
 - 56% of parents who provided feedback consider early childhood care and education a top 5 community issue.

“Portland’s early education programs are not made for families with working parents. Half day or a couple hours a day day programs rely on only those fortunate to have help (friends/grandparents) or jobs that allow them to leave to take and pick up children. This puts the already at risk children further at risk due to inability to attend such programs. Personally, we have had to take our children out of the county for their early education/ child care needs because that is what would work with our two working parent family.”

-Parent

BUSINESS AND OPERATIONS PLAN

Return on Investment in Early Childhood Education

Through JSC's investment in a high-quality early childhood education program, the community can expect to see positive outcomes for children and families. One impact outcome is that more children will enter kindergarten ready to learn. Indiana does not have a statewide assessment on kindergarten readiness, and Jay County does not have a uniform tool that is used locally. Because of this, we look at the number of kindergartners retained each year as a proxy indicator. In Jay County in 2017, 9.1% of kindergartners were retained compared to an average of 4.4% statewide. This percentage has been consistent over the past seven years in Jay County. Kindergarten retention cost the county over \$168,000 in 2017. In the years after a new early childhood education program opens, the community can track whether fewer students are being retained, which could be an indicator of the success of the program and the return on investment to the community.

Another impact outcome to track is the delivery of special education services. Due to being in a high-quality early childhood education program, children can be referred to special education services earlier than they otherwise would be. Early identification of developmental delays means that children will receive support right when they need it. For some children, this means that they will need fewer years of special education services because, with early intervention, they can quickly catch up to their peers.

Currently, in Jay County, 7.7% of children ages 0-3 are enrolled in First Step; 15.3% of children ages 3-5 are enrolled in special education; and 24.6% of school-age children are enrolled in special education. From this data, it is clear that fewer children are identified in the earliest years. In the future, the community can track whether there is an increase in enrollment of children ages 0-5 and a decrease in school-age special education enrollment.

An Indiana report found that high-quality early childhood education reduces the incidence of special education by 12% and remediation and grade retention by 18%. This leads to a lifetime savings per cohort between \$19.8 and \$48.8 million in special education, remediation, and retention costs (Nelson, Brodnax, & Fischer, 2016).⁹

Access to affordable, high-quality early childhood education also has an immediate positive impact on parents and employers in the community. A report from Child Care Aware of America found that 45% of parents are absent from work at least once due to child care issues, missing an average of 4.3 days during a six-month period. In addition, 65% of parents' work schedules are affected by child care challenges an average of 7.5 times over the course of six months. These child care challenges cost U.S. employers an estimated \$4.43 billion annually (Parents and the high cost of child care, 2016).¹⁰

9. Nelson, A. A., Brodnax, N., & Fischer, L. (2016). The economic impacts of investing in early childhood education in Indiana. Indiana Early Learning Advisory Committee. Retrieved from <http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/12/FINAL-ROIExecutive-Summary.pdf>

10. Parents and the high cost of child care. (2016). Child Care Aware of America. Retrieved from http://www.childcarewestchester.org/pdf/CCA_High_Cost_Report_2016.pdf

Program Model

The best way for Jay County to see significant returns on its investment in early childhood education is to build and operate a high-quality early childhood education program from the start. The Learning Policy Institute outlines ten building blocks for high-quality early childhood education programs, which we have embedded throughout our program model design (Wechsler, Melnick, Maier, & Bishop, 2016).¹¹ We have used these ten elements in the proposed program model design for Jay County's early childhood education program.

High-Quality Program Component	Proposed Program Methods
1. Comprehensive early learning standards and curricula	<ul style="list-style-type: none"> ○ Use the Foundations, Indiana's Early Learning Guidelines, to guide teacher instruction and learning (https://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf) ○ Use Creative Curriculum, an evidence-based curriculum ○ Use Conscious Discipline curriculum to support social-emotional learning
2. Appropriate child assessments	<ul style="list-style-type: none"> ○ Use ISTAR-KR to assess children's learning and development and also inform teacher instruction. It is required for state-funded pre-K programs and links to students with an IEP.
3. Professional knowledge and skill	<ul style="list-style-type: none"> ○ Staff will have a Child Development Associate (CDA) credential or higher education level ○ Partnerships with local higher education programs will support Jay County's program
4. Ongoing support for teachers	<ul style="list-style-type: none"> ○ By participating in PTQ, the staff will have access to coaches
5. Support for diverse learners	<ul style="list-style-type: none"> ○ While Jay County does not have a high number of diverse learners, there are state resources and support available should that become a need. The curricula identified offer resources in other languages to support English Language Learners
6. Meaningful family engagement	<ul style="list-style-type: none"> ○ We recommend the program complete the ELAC Family Engagement Toolkit to assess their family engagement and develop an action plan annually ○ We also recommend using an online platform to enhance communication with families
7. Sufficient time	<ul style="list-style-type: none"> ○ The proposed program is full-day and program options include year-round to maximize instructional time for children
8. Appropriate class size and teacher-student ratio	<ul style="list-style-type: none"> ○ Program will follow the recommended PTQ class size and teacher-student ratios
9. Comprehensive program assessments	<ul style="list-style-type: none"> ○ We recommend receiving CLASS assessments from your coach that will look at measures of the quality of educational experiences, such as the nature of child-teacher interactions and the types of learning activities in which children engage
10. Quality rating and improvement systems	<ul style="list-style-type: none"> ○ Program will participate in PTQ and work towards at least Level 3

¹¹ Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016). The building blocks of high-quality early childhood education programs. Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/Building_Blocks_Early_Childhood_Education_04202016.pdf

Ongoing Operations

In determining the feasibility of implementing a high-quality early childhood education program, we looked at six different scenarios based on the operating entity (JSC v. external partner) and program schedule (school-year v. year-round). We held the following factors constant:

- Participate in PTQ Level 3 (which is a high-quality designation)
- Open 50 hours per week (Monday-Friday, 10 hours per day)
- Weekly tuition rates are based on the state's Child Care and Development Fund (CCDF) child care voucher market rates for PTQ Level 3 licensed centers in Jay County
 - Infants: \$142
 - Toddlers: \$118
 - 3- to 5-year-olds: \$109
 - School-age children, before and after school: \$74
 - School-age children, summer: \$104
- Average annual tuition rate for a full-year program: \$5,275
- Average annual tuition rate for a school-year program: \$4,315
- Enrollment rates: assumes average enrollment rate of 100% for infants due to community need and 90% for all other ages due to natural turnover
- Developmentally appropriate curriculum and supplies
- Purchasing LifeCubby application for communication and engagement with families, as well as payments (Brightwheel application is another viable option)

The table on the next page illustrates the six potential program scenarios. Since the JSC Administration Building was eliminated as an option early in group discussions, we did not include that facility in the financial models. While General Shanks was the recommended school, we wanted to compare the Judge Haynes with General Shanks to determine if there were any differences with operating the program at either facility. Based on the analysis, General Shanks has a more financially viable business model than Judge Haynes.



	Operated by Jay School Corporation (JSC)			Operated by External Entity		
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	Full Year Judge Haynes (Scenario A)	School Year Judge Haynes (Scenario B)	Full Year General Shanks (Scenario E)	Full Year Judge Haynes (Scenario C)	School Year Judge Haynes (Scenario D)	Full Year General Shanks (Scenario F)
Children 0-5 (licensed capacity)	236	236	256	236	236	256
School-Age (licensed capacity)	60	0	60	60	0	60
Total Capacity	296	236	316	296	236	316
Total Projected Enrollment	270	216	288	270	216	288
Staffing	56 Total Staff 3 Admin/Support 14 Lead Teachers 14 Assistant Teachers 4 Float Teachers 4 Part-time Teachers 17 Summer Teachers	36 Total Staff 3 Admin/Support 14 Lead Teachers 14 Assistant Teachers 4 Float Teachers 1 Part-time Teacher 0 Summer Teachers	59 Total Staff 3 Admin/Support 15 Lead Teachers 15 Assistant Teachers 4 Float Teachers 4 Part-time Teachers 18 Summer Teachers	42 Total Staff 3 Admin/Support 14 Lead Teachers 14 Assistant Teachers 4 Float Teachers 4 Part-time Teachers 3 Summer Teachers	36 Total Staff 3 Admin/Support 14 Lead Teachers 14 Assistant Teachers 4 Float Teachers 1 Part-time Teacher 0 Summer Teachers	44 Total Staff 3 Admin/Support 15 Lead Teachers 15 Assistant Teachers 4 Float Teachers 4 Part-time Teachers 3 Summer Teachers
Total Revenue	\$1,716,000	\$1,225,000	\$1,846,000	\$1,692,000	\$1,181,600	\$1,817,100
Total Expenses	\$1,537,700	\$1,200,500	\$1,641,000	\$1,449,900	\$1,069,800	\$1,525,800
Projected Profit/Surplus	\$178,300	\$24,500	\$205,000	\$242,100	\$111,800	\$291,300

School-Year v. Full-Year Scenarios

Operating a program for the school year only is less financially sustainable than the full-year programs. In addition to the financial drawbacks, a school-year program does not meet the full needs of the community since many parents work all year long. There may also be difficulty recruiting and retaining the staff who make lower hourly wages, given that their annual earnings will be much lower due to only working during the school year.

Scenarios Operated by JSC

- Early childhood staff may fall under the teachers' union, which could change some of the existing assumptions regarding wages and benefits.
- The budgets for these scenarios are based on JSC allocating the same Title I funding per child as is allocated for current JSC students. Over time, JSC could decide to direct more Title I funding or general funding to its early childhood programs.
- For special education funding (SPED), we assumed the same incidence of special needs as in the current population of JSC preschool students.
- Food costs that are not reimbursed by the Free / Reduced Price School Meals program will be paid for by families. Therefore, food costs and reimbursements / fees will be net zero.
- We assumed that some operating costs would be absorbed by the general JSC budget and not charged to the early childhood program's budget. This appears to be how JSC operates its current program, which is in line with other school corporations in some other counties.
- The full-year, school-operated scenario is currently modeled with a budget surplus. JSC has several options for how to use that surplus. For example, JSC could charge the full operating costs to the early childhood budget instead of absorbing some costs in the general budget, or JSC could implement a scholarship program for low-income families to make the program more affordable.

Scenarios Operated by an External Entity

- For these scenarios, we assumed that the external entity would be responsible for all program-related costs, including rent and utilities for the space they use. This would mean that JSC would see some income from rent. This could also give JSC the flexibility to decide to invest some of their budget (the rental income) in the external early childhood education program, possibly to provide scholarships to families in need and/or to increase the wages of the external staff.
- Title I funding may not be readily available since this would not be a school-operated program.
- If the external entity provides speech therapy or other special education services, they could contract with JSC to use SPED funding for those services. Our model assumes that they would do this. However, it may not be feasible for an external entity to hire and train qualified staff to provide these special education services. Or, if they are able to provide these services, it may increase their annual expenses beyond what we have calculated.
- The public funding source for nutritious meals that the external entity is eligible to receive is the Child and Adult Care Food Program (CACFP). CACFP generally covers only some of the cost of meals and snacks; the rest of the cost is embedded in tuition rates.

Staffing and Wages

In Jay County, like many other counties, the wages for early childhood professionals are much higher within the school corporation than they are in community-based early childhood education programs. For the three scenarios that are operated by JSC, we assumed wages would be close to those currently paid to JSC staff. Wages are a very significant cost in any program, and these high wages make the JSC-run scenarios more costly overall. However, these higher wages may also translate to higher quality programming and better outcomes for children. In order to mitigate these costs and mirror the schedules of current elementary school teachers, we developed a model that staffs certified teachers during the school year and non-certified teachers during the summer. For the scenarios that are operated by an external entity, we assumed wages closer to market wages of community-based programs, making these scenarios less costly overall.

Implications of JSC-Operated and External Entity-Operated Models

TCG was asked to determine who should operate the early childhood education program: JSC or an external entity. In Indiana, the most common model for school districts to offer early childhood education is for the school district to operate it (based on the reasons we previously noted). There are a few examples of some school districts and charter schools who have contracted with an existing community based early childhood education program to operate the program.

It is a realistic, feasible option to have JSC administer the early childhood education program. It is less feasible for JSC to partner with an external entity to operate the program.

JSC would have access to more funding streams than an external entity. School corporations can often structure their early childhood education budget to allow for higher staff wages and a wider array of support services to be accessible to children and families. School corporations also have an incentive to offer early childhood staff comparable wages and benefits to those of K-12 staff. By offering better wages, it is more likely that JSC will see lower turnover rates which will save the district and the program more money over time.

JSC currently operates a large preschool program, so they have existing staff in place to support an expanded early childhood education program. They also already have existing relationships with students that would support outreach. Based on the financial models we completed, it would be more cost effective to have an external entity operate the early childhood education program. These cost savings primarily come from paying lower wages to teachers. Typically, community-based programs tend to pay lower wages than public school-based programs, which results in higher turnover—ultimately costing community-based programs more money over the long-term.

An external entity-operated model does offer some benefits, such as a potentially lower cost model. An external entity could operate separate from the teachers union. In Jay County there is not currently a community-based early childhood education program in place that JSC could contract with to operate the new program. Other school districts have partnered with existing early childhood education programs. Therefore, JSC would either have to recruit an existing program from a surrounding community to come to Jay County and partner in operating a new program or work with an existing organization to expand into providing early childhood education. This was discussed as a possibility for The Youth Services Bureau of Portland.

Workforce Development / Career Pathway Model



(Data Source: 2018 ELAC Annual Report County Profile)

We estimate a need for 36 - 56 staff to work at the early childhood education program. The current early childhood education workforce in Jay County was at a count of 52 educators in 2017. This is not enough to cover the increased demand. JSC does currently have staff that could be rolled into supporting this program and would help with recruitment.

Since we recommend the program becomes a high-quality program, rated Level 3 in PTQ, this means at least 50% of the teachers will need to have a CDA credential or higher. Indiana has a scholarship program called Teacher Education and Compensation Helps, T.E.A.C.H. Early Childhood®.¹² This will cover 80% of the cost of individuals earning certification in any of the following areas:

- CDA training at Ivy Tech Community College of Indiana (with college credits)
- CDA assessment and/or renewal with the Child Care Resource and Referral (CCR&R) agency
- Associate's Degree in early childhood education
- Bachelor's Degree in early childhood education
- Certificates/Credentials—Early Childhood Administrator Certificate, AIM4Excellence™
- Director's Credential, Infant & Toddler Certificate

In 2017, Jay County had 4 recipients of a T.E.A.C.H. Early Childhood® INDIANA scholarship. There are several higher education institutions an early childhood educator could attend to earn an advanced early childhood education certification or degree. These options include in-person and online course options. Some of the institutions include:

- Ivy Tech Community College
- Ball State University
- Taylor University
- Indiana Wesleyan University

¹² <http://secure.iaeyc.org/programs-research/teach-early-childhood-indiana/>

Future Projections

Some of the funding sources built into the scenario may have external influences that could decrease or increase their funding, which might change the projections. For example, we estimated receiving the same amount of CCDF funding in the community. However, this number might be lower due to the lengthy waitlist of eligible families who are not able to participate in the program until additional state funds are available. In the future, this number will fluctuate based on state and federal funding.

In the past four years, Indiana has started to offer state-funded pre-K called "On My Way Pre-K". It is currently available in 20 counties, and advocates are working to continue to expand statewide. Jay County could soon be in a position to participate as an expansion county, which would mean more funding coming into the community for 4-year-olds.

Start-up Costs

There are some initial costs to convert an elementary school building into an early childhood center to meet the state regulations and standards. The initial start-up costs fall into two categories: classroom materials and supplies and construction costs. We estimate the total start-up costs to be \$624,847 with the majority being construction costs.

There are some different funding sources that could help cover the start-up costs, especially if the program commits to participating in PTQ and becoming a Level 3 rated program. These would include Early Learning Indiana, Indiana Family and Social Services Administration, and other funders who have prioritized early education (e.g. Ball Brothers Foundation).

Fund Development

In order to create and sustain a financially healthy program, we recommend the program create a fund development plan that capitalizes on a variety of funding sources:

- Maximize public funding streams, such as CCDF, Title I, SPED, CACFP.
- Engage individuals and corporations as donors and partners.
- Hold fundraising events that bring in funding as well as raise awareness about the program.
- Write grants that fill budget gaps and help meet program goals.
- Seek strategic partnerships from employers to support early childhood education.

Employer-Sponsored Partnership Options

1. Dependent Care Assistance Plans (DCAPs)	Dependent Care Assistance Plans (DCAPs) are flexible spending accounts—similar to accounts used for healthcare costs. Employers and employees can both contribute to these accounts, setting aside up to \$5,000 annually in pretax household income for child care expenses.
2. Reserved Seats at Local Programs	Employers can partner with local early childhood education programs that can provide what their employees need—serving a range of ages, located close to the company, offering convenient hours, and providing a high-quality learning environment. The employer and the program(s) can agree to terms that benefit both parties
3. Tuition Scholarships	Employers can offer tuition scholarships to employees whose children are in early childhood education programs, similar to the college scholarships that some employers offer. These scholarship payments are made directly to the early childhood education programs, not made through reimbursements to employees.
4. On-Site or Near-Site Program	Employers that have identified a significant need among their employees for early childhood education can open their own program or partner with an external entity that can operate a program for them.

There is also a public funding source that families can access themselves to help with the costs of child care. Program staff should advise parents interested in enrolling their children that they may qualify for the federal Child and Dependent Care Tax Credit. If a parent or family is eligible, depending on their income, they may be able to receive an annual tax credit of \$600-\$1,050 for one child or \$1,200-\$2,100 for two children.¹³

By implementing a fund development plan, the high-quality early childhood education program could use the funds raised to set up a scholarship program to support low-income families (e.g. families who are eligible for free and reduced price meals). Parents voiced their concern for finding affordable early childhood education, so a scholarship program could help make the program more affordable.

The school could use the same guidelines for the free and reduced price meal program to determine eligibility. JSC could approve scholarships quarterly or biannually, for either 13 or 26 weeks at a time.

Families could provide pay stubs and proof of other income, as well as report the number of people in their household since scholarship amounts would be based on their gross family income relative to the Federal Poverty Level (FPL).¹⁴ This chart provides one model for scholarship amounts. The program could also set up target numbers, so perhaps the scholarship program is offered to preschool-age children only.

Family Gross Income	Amount of Scholarship
Under 127% FPL	50%
127 - 185% FPL	40%
185 - 200% FPL	30%
200 - 250% FPL	20%
250 - 300% FPL	10%

¹³ <https://turbotax.intuit.com/tax-tips/family/the-ins-and-outs-of-the-child-and-dependent-care-tax-credit/L2H7rzUWc> and <https://www.irs.gov/publications/p503>

¹⁴ <https://aspe.hhs.gov/poverty-guidelines>

COMMUNICATIONS PLAN

Purpose

This communication plan will cover all marketing activities for the Jay County Early Learning Center (JCELC) leading up to the grand opening and throughout year one of operation.

Target Audience

This plan targets working families in the Jay County area with children ages 0-5. There are currently 1,877 young children in Jay County between the ages of 0-5. Sixty percent of those children need care because all parents are working. This means that our target audience includes the families of approximately 1,100 children who could benefit from the services offered at JCELC.

Because of the different pricing options available at JCELC, this marketing plan will focus on targeting a population with diverse income levels.

Communication Goals

The overall communication strategy is to build brand identity and educate the Jay County community on the need for a high-quality early childhood education program. This education will be vital leading up to the grand opening as well as throughout the first year of operation. Through brand awareness and education, two goals will be ingrained in all marketing and communication efforts:

1. Fill available seats at JCELC
2. Engage key stakeholders in the community

Because of the financial goals of the program, it is important to fill seats. However, it is vital to engage more than just families who will directly use the services offered at JCELC. Part of the messaging included in this plan ensures that families are aware of the high-quality programming offered so they can enroll and participate in the services. The second part of the message is to educate the entire community on why this learning center is needed and how it benefits everyone.

Communication Task Timeline - Year 1

TASK	START	TIMELINE	BUDGET
Establish a brand	Immediately after project is approved	Ongoing	\$0
Create a website	Immediately after project is approved	Ongoing	\$0
Launch social media	Immediately after project is approved	Ongoing	\$10.00-100.00 for Facebook advertisements
Create marketing materials	Immediately after project is approved	Ongoing	Approximately \$50.00 for 500 business cards Approximately \$300.00 for 500 flyers/brochures TOTAL ESTIMATE \$350.00
Engage employers	Immediately after project is approved	Ongoing	\$0
Launch media relations campaign	<p>Press Release 1 - Immediately after project is approved</p> <p>Press Release 2 - 2 months prior to grand opening</p> <p>Press Release 3 - 1 month prior to grand opening</p> <p>Press Release 4 - 1 week prior to grand opening</p> <p>Press Release 5 - Day of grand opening</p> <p>Press Release 6 - 6 months after grand opening</p> <p>Press Release 7 - Full year after grand opening</p>	From project approval through year one of operation	\$0

Communication Tasks

ESTABLISH A BRAND

One of the first steps in this communication plan is to create a brand. The American Marketing Association defines "brand" this way, "A brand is a name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers."

When developing the brand, consider the following questions:

- What is JCELC's mission?
- What are the benefits of our services?
- What makes JCELC unique?
- What does the public think of JCELC?
- What qualities do I want people to associate JCELC?

Once these questions are answered, JCELC will create a logo and tagline that incorporates the answers to the questions listed above. This logo will communicate the mission of JCELC, and will be included in all communication efforts such as: website, social media platforms, collateral materials, staff email signatures, building signage, business cards, marketing materials, etc.

CREATE A WEBSITE

JCELC will use a free online template such as WordPress, Weebly, WIX, or SquareSpace to create the initial website internally.

This website will include a description of services, hours, and pricing for the initial launch. The website address will be included in all advertising. After year one, JCELC will evaluate the marketing budget and determine if there are dollars available to hire a company to tighten up the content and overall appearance of the website.

The website needs to go "live" as soon as the business plan is approved. It is vital that the community has a landing space to find out about the project and timeline. This website will undergo constant edits and updates as the project continues and the grand opening date is set.

Once the website is launched, JCELC will list the page on the following online directories:

- Google My Business
- Bing Places for Business
- Yahoo Local Listings
- Yelp
- Yellow Pages
- MapQuest
- FourSquare
- Angie's List

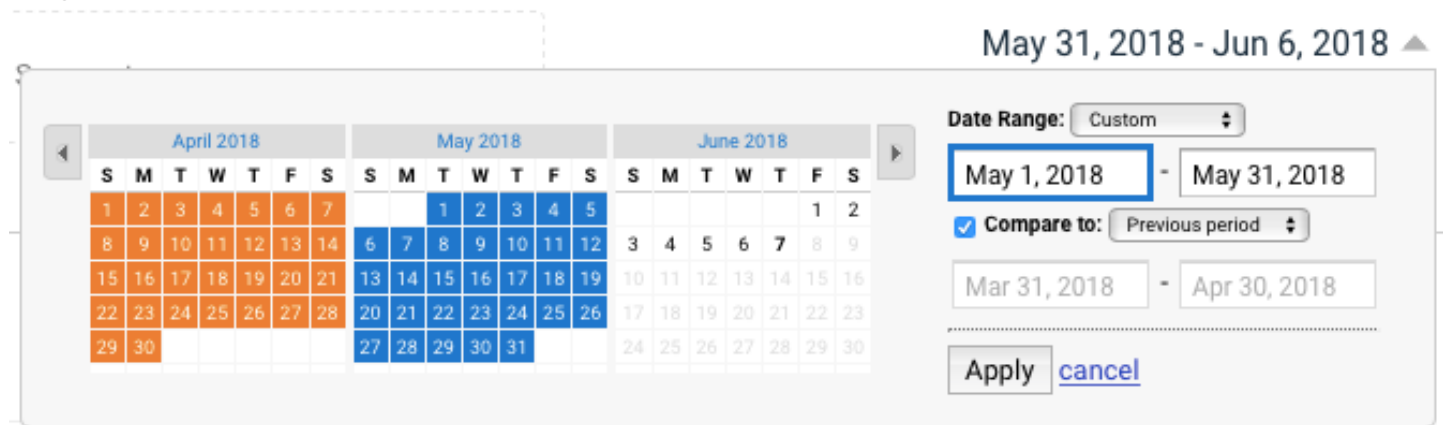
This listing will feature program hours, address and directions, phone number, website, social media links, and a brief description of services.

Utilize Google Analytics to track monthly data on the website. The setup for Google Analytics is free, but it looks a little different depending on the chosen website host. (Here is a tutorial to get started: <https://support.google.com/analytics/answer/1008015?hl=en>).

Once this is set up on the web page, there is SO much information that can be collected. Some major data to start with includes the following:

- How many people visit the website daily?
- How many new or returning visitors come to the site?
- How many pages are people looking at when they visit the site?
- How long do visitors stay?
- What cities are visitors from?
- How are visitors finding this page (on social media, organic searches, etc.)?

Show side-by-side comparisons of different months or weeks to gain a good understanding of progress and areas to improve.



LAUNCH SOCIAL MEDIA

Based on the demographic in the Jay County community, this plan proposes utilizing Facebook to communicate to the public about the services offered at JCELC.

The organization will need to open an account and set up a business page on Facebook. Similar to the website, this Facebook page will be a constant work in progress. All description fields need to be filled in as details and information are finalized.

5 Best Practices for Facebook

1. Post daily – Post one time a day at a minimum so that followers and potential followers come to realize that there is engaging, informative, and fresh content available regularly. This page should become a one-stop shop for the entire community on all things related to child care. This can be a time consuming task, but there are tools available for scheduling future posts, such as Hootsuite. However, Facebook allows businesses to schedule an unlimited amount of posts for free.

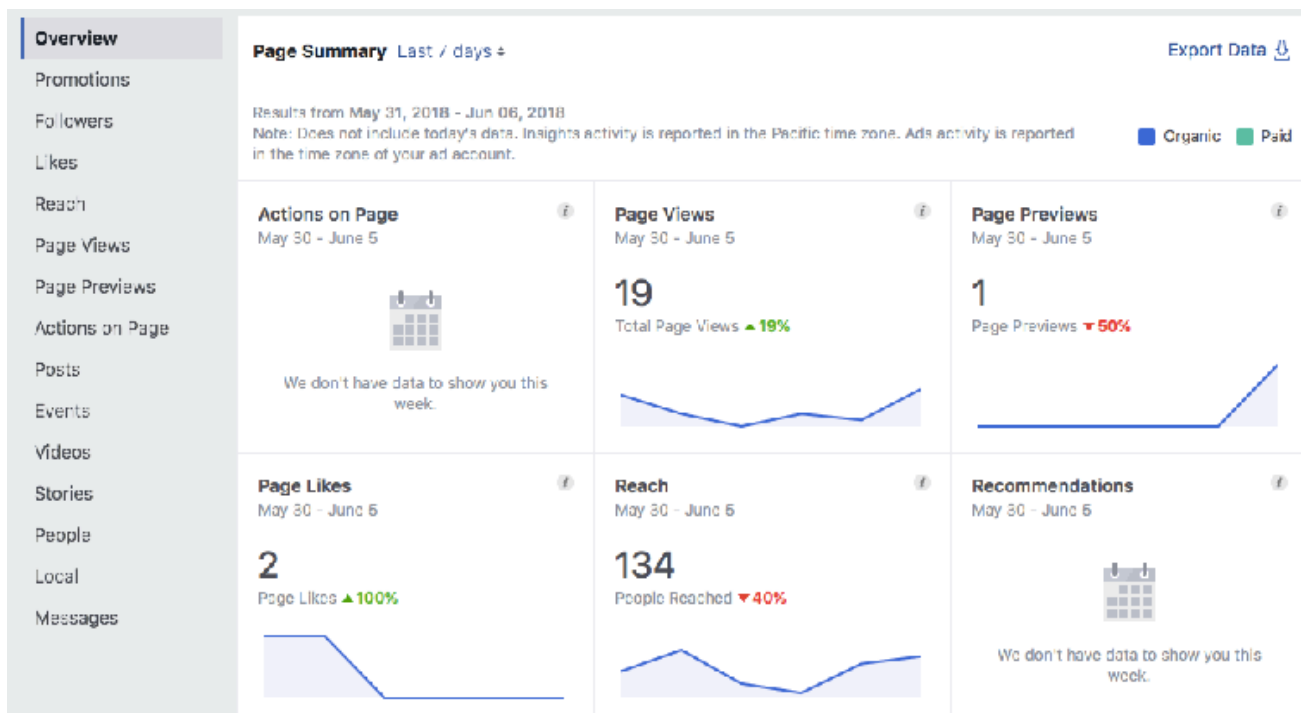
The hardest thing about posting regularly may be coming up with compelling and relevant content! Some ideas to consider when crafting content for posts:

- Renovation photos and progress
- Timeline for open enrollment and links to register
- Articles published locally about the project
- Links to studies or statistics on the importance of investing in early childhood education
- Quotes from key stakeholders supporting the initiative

2. Grow following through Facebook Ads – With minimal time and money, create compelling ads to encourage people to “follow” the page and that focus on building awareness for the programs offered. Be specific about the target audience using criteria such as 20 to 40-year-old women with young children who work within 20 miles of Portland, Indiana.

Using these criteria, a \$10 investment over a week-long period can expect to engage up to 500+ people a day.

3. Engage with “Fans” – It is important to be timely in responses whether it is through messages or on the wall. The entire committee and staff should spend time inviting people to follow the page and commenting on/ liking followers' posts.
4. Utilize free analytics tools to track the following – Facebook makes it simple to track basic data about followers.



At a minimum, track the following monthly:

- A. Reach – This number shows how many people are viewing the content or page. It also includes people who have not “followed” the page, but can see the content.
- B. Post Engagement – This number shows how often people are “liking” or “sharing” content. By scrolling to the bottom of the “Insight” page, view the engagement on every post and use this information to determine the types of posts followers are interested in.
- C. People (found on the left side of the screen, under “Insights”) – This tab shows basic demographic data about the people who “like” the organization's page. Determine the gender, age, and location of the target audience. Are those the same people who are viewing content? If not, it may be time to reevaluate the content posted to ensure the right people are engaged.
- D. When Fans are Online (click on “Insights” and “Posts” on the left side of the screen) – This data shows what days of the week and time of day fans are online. This is valuable information when scheduling posts. This data is helpful when determining when to post to ensure the most eyes see the content.

5. Be visual – Photos and videos perform better on Facebook so use them often.

After the first year of operation, reevaluate the audience and efforts. It may be time to add another social media platform like Twitter, LinkedIn, Pinterest, Instagram, or others into the marketing plan for year two.

CREATE MARKETING MATERIALS

Initially, it is important to have the following materials ready leading up to the grand opening of the center:

- Business Cards – Create a generic business card, rather than staff specific cards. These are a minimal investment using sites like Vistaprint, Costco, Office Depot, etc. These will include the website, contact information, the center logo and tagline.
- Brochure or flyer – Create a simple brochure or 1-page flyer to announce the start of programming, the mission statement, website, contact information, program details, and pricing options. This collateral should be distributed at local family-friendly venues such as libraries, the Community Center, churches, the community college, local restaurants & cafes, and elementary schools.

ENGAGE EMPLOYERS

Employers are great people to engage in your efforts. It may seem like a waste to spend time communicating with employers, but consider these stats:

- 45% of parents are absent from work annually at least once due to child care issues.
- 65% of parents' work schedules are affected by child care challenges an average of 7.5 times annually.
- These child care challenges cost U.S. employers an estimated \$3 billion annually.

Child care affects employers. Your program is working to fill all available seats, and employers want to fill their workforce with employees who are reliable and productive. Use this to your advantage and start forging mutually beneficial relationships with nearby businesses!

What does this look like? Consider these ideas:

1. RESEARCH NEARBY EMPLOYERS

Spend time researching employers in your community. Note details such as their hours of operation. Are their employers working around the clock? 7 days a week? Do your current programs meet the needs of local employers? Determine the need in your community, and consider making changes to your hours or staff to accommodate the families who need options other than the typical 9am-5pm care.

2. PARTNER WITH HUMAN RESOURCE DIRECTORS

It is the human resource directors at local businesses that understand firsthand what challenges their employers face when it comes to recruiting and retaining talented workers. Spend time learning about their concerns, and then educate them on your services. Encourage them to share your program information with new hires. Make sure you leave your newly created marketing materials!

3. ATTEND JOB FAIRS

Take advantage of local events like job fairs that are targeting the working population. This is your demographic! Before parents can accept a job, they will need to find care! Check out Work One and your local universities like Ivy Tech to see if there are events you can attend.

LAUNCH MEDIA RELATIONS CAMPAIGN

Using local connections with the press, take advantage of free publicity by launching a press release campaign that will highlight the progress and mission of the center.

A tentative schedule includes the following:

Press release 1 - announcing community partners involved in the project, statistics on the need, and findings in the feasibility study

Press release 2 - announcing grand opening date, project update, and mission

Press release 3 - announcing open enrollment and details

Press release 4 - inviting media to attend the grand opening and get a tour of the newly renovated facilities

Press release 5 - on day one of programming

Press release 6 - 6 months after grand opening that features parent/family stories and feedback

Press release 7 - 12 months after grand opening to highlight the first year's accomplishments and future plans or updates

(Consider the tips in this TCG blog when writing press releases: <http://transformconsultinggroup.com/2017/04/07/gain-media-attention-compelling-press-release/>)

Measuring Results and Evaluating Communication Efforts

Track every inquiry about JCELC to determine how people are learning about the program. Create an intake form to record this information. This will help gauge which efforts are working, areas that need to improve, and assist in reevaluating efforts after a full year of operation.

The evaluation should include the following:

- ENROLLMENT: Is JCELC at capacity? A successful campaign should lead to more families using your services.
- RETURN ON INVESTMENT - Are efforts leading to a budget surplus? Are families enrolling in programs? Does the community seem engaged? It can take a full year to begin seeing a return on investment as organizations establish a marketing foundation. Be patient and thorough in tracking what efforts have been implemented and any traffic or engagement that comes out of them.
- CLIENT RESPONSE – Send surveys and have face-to-face conversations with the people being served at JCELC. It is important to know if the marketing efforts are leading to a better understanding of the mission or if parents seem knowledgeable enough of the program that they can be a reference in their circles of influence.
- MARKETING REACH – During year one, track social media following, traffic on the website, calls into the center, etc. Month-to-month there should be a slight increase in numbers throughout year one. This data will be helpful when setting specific, measurable goals for year two.

3. FINDINGS AND RECOMMENDATIONS

Based on the completed feasibility study, TCG finds that it **is feasible** to convert an existing elementary school building into a high-quality early childhood education program. There are several locations and program models that can accomplish this goal. One scenario that would likely meet the most significant number of community needs is JSC operating a year-round, full-day program at General Shanks Elementary School.

With this model, JSC would have the capacity to serve up to 316 children, including infants, toddlers, preschoolers, and school-age children—both during the school year before and after school, as well as in the summer full-time. Due to natural turnover, JSC could expect to have 288 children enrolled at any given time. This model would likely require 59 total staff, including administration and support, lead teachers, assistant teachers, float teachers, part-time teachers, and summer teachers.

JSC could charge tuition fees in line with CCDF market rates. For this model, that would mean an average annual per child tuition rate of \$5,275.

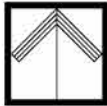
- Infants: \$142 weekly
- Toddlers: \$118 weekly
- 3- to 5-year-olds: \$109 weekly
- School-age children, before and after school: \$74 weekly
- School-age children, summer: \$104 weekly

In order to successfully implement this model, JSC should not expect to be able to enroll the program at or near full capacity in its first year of operation. A feasible goal for year one of operation would be to enroll approximately 164 children with a staff of 33 people. For its second year of operation, JSC should have a goal of full enrollment, 288 children.

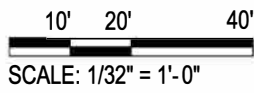
Jay County is like so many other locations, where there are currently gaps between what is available and what is needed. JSC has an exciting opportunity to bring stakeholders together to collaboratively address these gaps. The community stands to gain a lot from the investment in high-quality early childhood education that JSC and its community partners make.

4. APPENDIX

1. Building Floorplans
2. Stakeholder Feedback
3. Construction Cost Estimate



NORTH



PLAN DATA

BUILDING	
CHILDCARE	30,404 SF
APARTMENTS	11,672 SF
TOTAL BUILDING	42,076 SF

PARKING	
EXISTING	40 PKG SPOTS

BUILDING USE	
■	CHILDCARE CLASSROOMS
■	CHILDCARE OFFICES
■	CHILDCARE TOILET ROOMS
■	MULTIPURPOSE SPACE
■	APARTMENTS
■	STORAGE / MECHANICAL
■	CIRCULATION

CHILDCARE CAPACITY

INFANTS	16 CHILDREN
YOUNG TODD.	20 CHILDREN
OLDER TODD.	20 CHILDREN
3 YR OLD	80 CHILDREN
4/5 YR OLD	120 CHILDREN
SCHOOL AGE	60 CHILDREN
TOTAL CHILDREN	316 CHILDREN

*ADDITIONAL +/- 184 CHILDREN IF AREA MARKED
*APARTMENTS' IS USED FOR CHILDCARE

TOILET ROOM REQUIREMENTS

<small>*1 TOILET / LAVATORY PER 15 CHILDREN OVER 30 MONTHS OF AGE (MINIMUM)</small>	
148 CHILDREN	10 TOILETS REQ.
STAFF	1 TOILETS REQ.
TOTAL TOILET ROOMS	11

*10 EXISTING TOILETS / LAVS FOR CHILDREN
*2 EXISTING TOILET ROOMS FOR STAFF / ADULTS
ADD ADDITIONAL SINKS IN GIRLS TOILET ROOM

**PRELIMINARY FLOOR PLAN
GENERAL SHANKS CHILDCARE**

MARCH 29, 2018 - 414 E FLORAL AVE - PORTLAND, INDIANA





PLAN DATA

BUILDING	
CHILDCARE	30,404 SF
APARTMENTS	11,672 SF
TOTAL BUILDING	42,076 SF

PARKING	
EXISTING	40 PKG SPOTS

BUILDING USE	
■	CHILDCARE CLASSROOMS
■	CHILDCARE OFFICES
■	CHILDCARE TOILET ROOMS
■	MULTIPURPOSE SPACE
■	APARTMENTS
■	STORAGE / MECHANICAL
■	CIRCULATION

CHILDCARE CAPACITY

INFANTS	16 CHILDREN
YOUNG TODD.	20 CHILDREN
OLDER TODD.	20 CHILDREN
3 YR OLD	80 CHILDREN
4/5 YR OLD	120 CHILDREN
SCHOOL AGE	0 CHILDREN
TOTAL CHILDREN	256 CHILDREN

*ADDITIONAL +/- 184 CHILDREN IF AREA MARKED 'APARTMENTS' IS USED FOR CHILDCARE

TOILET ROOM REQUIREMENTS

<small>*1 TOILET / LAVATORY PER 15 CHILDREN OVER 30 MONTHS OF AGE (MINIMUM)</small>	
148 CHILDREN	10 TOILETS REQ.
STAFF	1 TOILETS REQ.
TOTAL TOILET ROOMS	11

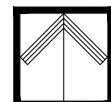
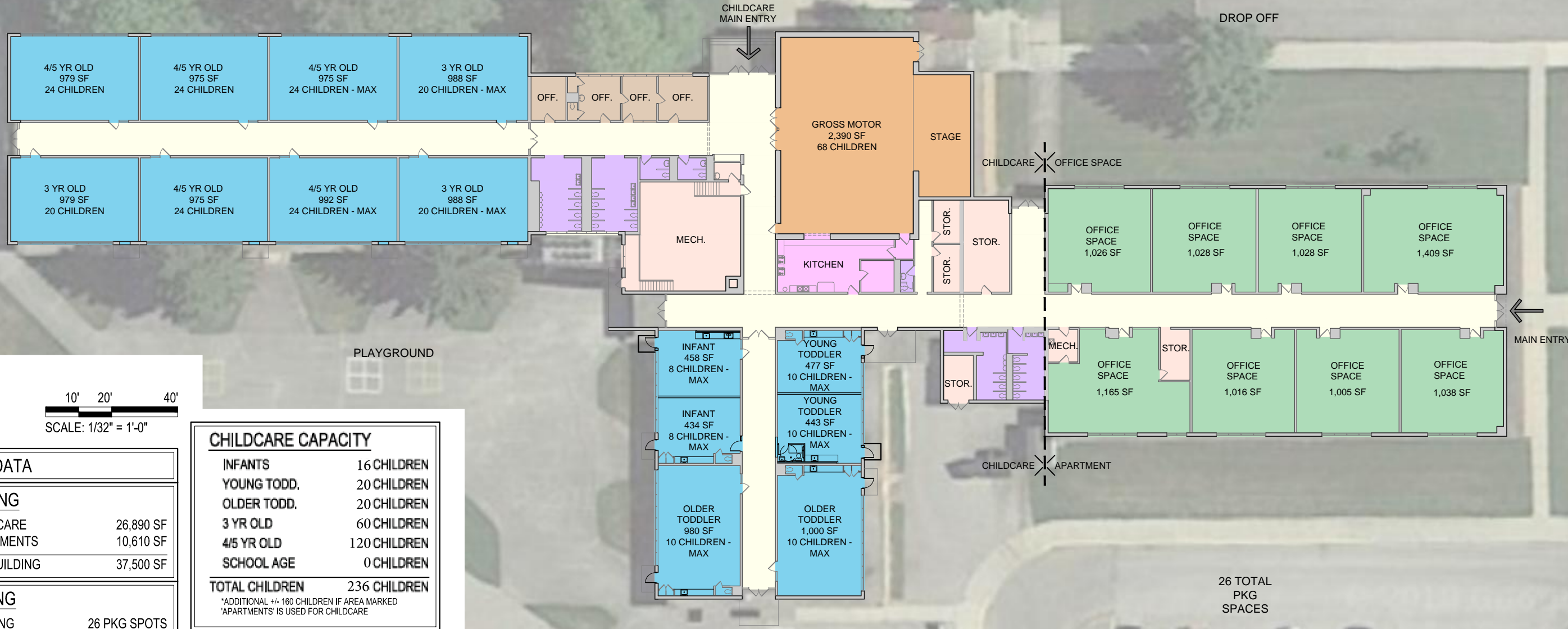
*10 EXISTING TOILETS / LAVS FOR CHILDREN
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ADD ADDITIONAL SINKS IN GIRLS TOILET ROOM

**PRELIMINARY FLOOR PLAN
GENERAL SHANKS CHILDCARE**

MARCH 29, 2018 - 414 E FLORAL AVE - PORTLAND, INDIANA



← W HIGH ST →



NORTH

10' 20' 40'
SCALE: 1/32" = 1'-0"

PLAN DATA

BUILDING

CHILDCARE	26,890 SF
APARTMENTS	10,610 SF
TOTAL BUILDING	37,500 SF

PARKING

EXISTING	26 PKG SPOTS
----------	--------------

BUILDING USE

- CHILDCARE CLASSROOMS
- CHILDCARE OFFICES
- CHILDCARE TOILET ROOMS
- MULTIPURPOSE SPACE
- APARTMENTS
- STORAGE / MECHANICAL
- CIRCULATION

CHILDCARE CAPACITY

INFANTS	16 CHILDREN
YOUNG TODD.	20 CHILDREN
OLDER TODD.	20 CHILDREN
3 YR OLD	60 CHILDREN
4/5 YR OLD	120 CHILDREN
SCHOOL AGE	0 CHILDREN
TOTAL CHILDREN	236 CHILDREN

*ADDITIONAL +/- 160 CHILDREN IF AREA MARKED 'APARTMENTS' IS USED FOR CHILDCARE

TOILET ROOM REQUIREMENTS

*1 TOILET / LAVATORY PER 15 CHILDREN OVER 30 MONTHS OF AGE (MINIMUM)

168 CHILDREN	12 TOILETS REQ.
STAFF	1 TOILETS REQ.

TOTAL TOILET ROOMS 13

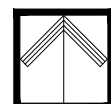
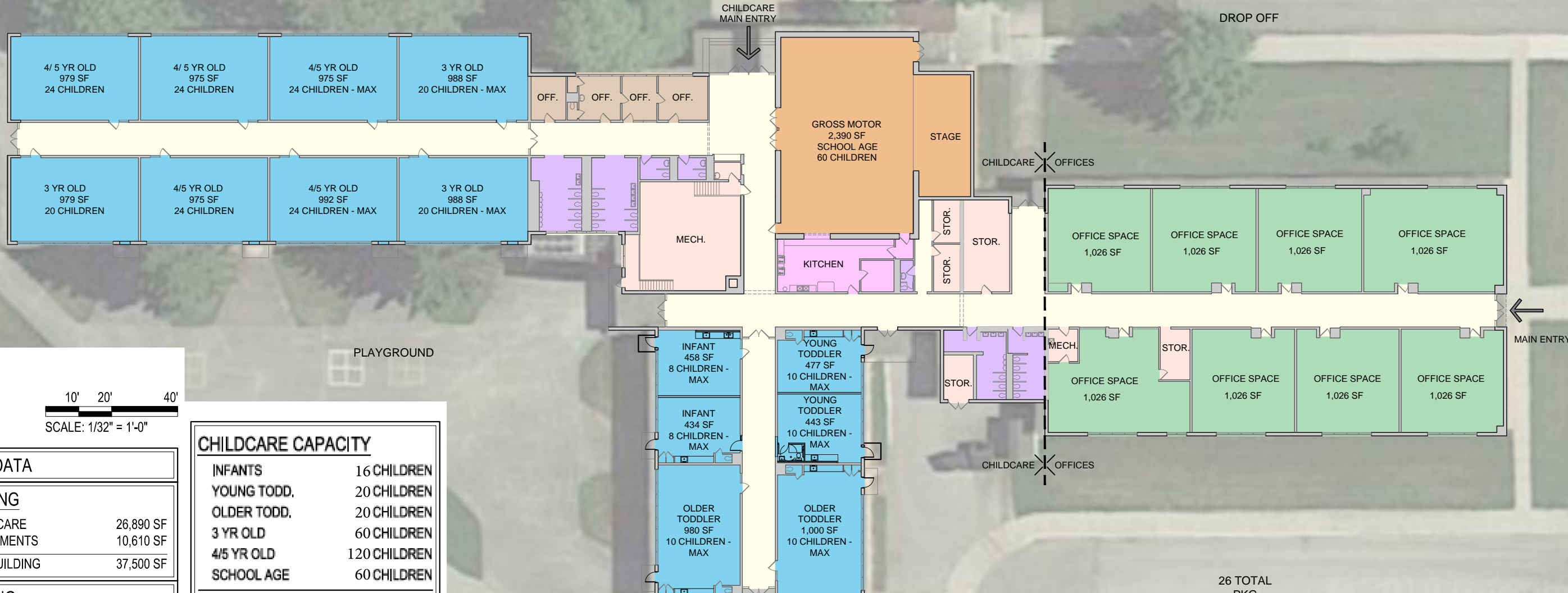
*12 EXISTING TOILETS / LAVS FOR CHILDREN
*4 EXISTING TOILET ROOMS FOR STAFF / ADULTS
NO NEW TOILET ROOMS REQUIRED

**PRELIMINARY FLOOR PLAN
JUDGE HAYNES CHILDCARE**

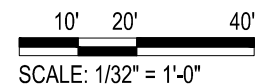
MARCH 27, 2018 - 827 W HIGH ST - PORTLAND, INDIANA



← W HIGH ST →



NORTH



PLAN DATA

BUILDING

CHILDCARE	26,890 SF
APARTMENTS	10,610 SF
TOTAL BUILDING	37,500 SF

PARKING

EXISTING	26 PKG SPOTS
----------	--------------

BUILDING USE

- CHILDCARE CLASSROOMS
- CHILDCARE OFFICES
- CHILDCARE TOILET ROOMS
- MULTIPURPOSE SPACE
- APARTMENTS
- STORAGE / MECHANICAL
- CIRCULATION

CHILDCARE CAPACITY

INFANTS	16 CHILDREN
YOUNG TODD.	20 CHILDREN
OLDER TODD.	20 CHILDREN
3 YR OLD	60 CHILDREN
4/5 YR OLD	120 CHILDREN
SCHOOL AGE	60 CHILDREN
TOTAL CHILDREN	296 CHILDREN

TOILET ROOM REQUIREMENTS

*1 TOILET / LAVATORY PER 15 CHILDREN OVER 30 MONTHS OF AGE (MINIMUM)

168 CHILDREN	12 TOILETS REQ.
STAFF	1 TOILETS REQ.
TOTAL TOILET ROOMS	13

*12 EXISTING TOILETS / LAVS FOR CHILDREN
*4 EXISTING TOILET ROOMS FOR STAFF / ADULTS
NO NEW TOILET ROOMS REQUIRED

DROP OFF

MAIN ENTRY

26 TOTAL PKG SPACES

**PRELIMINARY FLOOR PLAN
JUDGE HAYNES CHILDCARE**

MARCH 27, 2018 - 827 W HIGH ST - PORTLAND, INDIANA

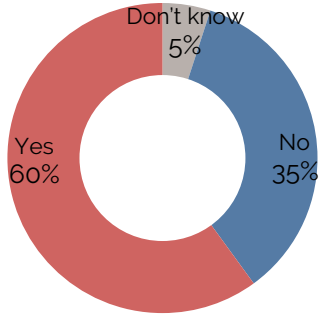


Employer Feedback

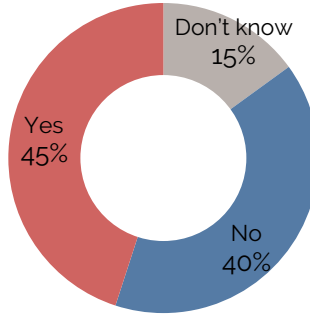
The Portland Foundation, Jay County Development Corporation and Transform Consulting Group collaborated to send out a survey to area employers to assess the community needs regarding early childhood education. The results below represent 20 employers in Jay County who responded, with the majority (18) representing manufacturing.

Impact on Employers

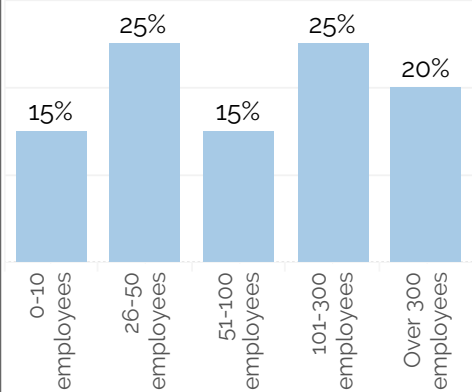
Do you have employees miss work due to issues related to early childhood education?



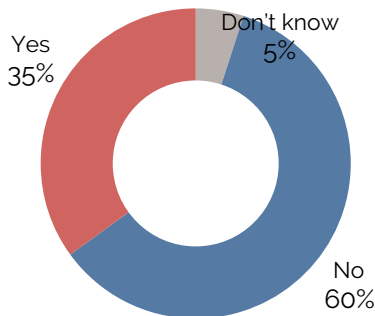
Do you have employees unable to focus at work due to issues related to early childhood education?



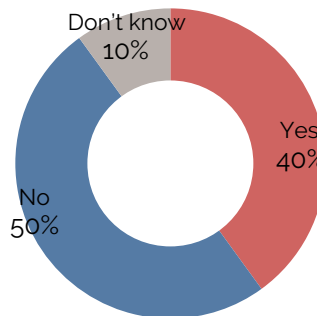
What is the size of your business?



Do your employees ask about early childhood education options and/or assistance?



Do you have difficulty recruiting and hiring employees due to early childhood education?

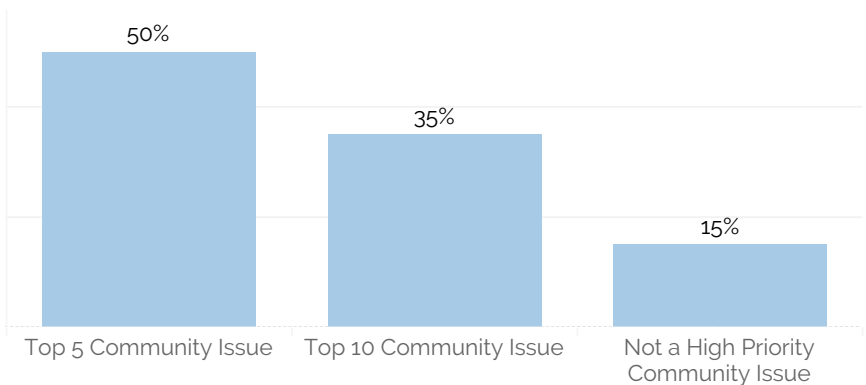


*"Jay County is in need of good early childhood education options to unlock a group of potential employees who cannot participate in the work force without these options."
- Employer*

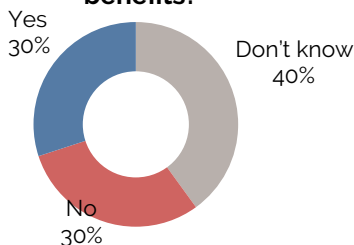
Does your business offer a child care program for employees?

No 100%

When you think about the top issues in Jay County, where would you rank early childhood education?



Are employers willing to offer early childhood education program benefits?



*"We need more safe options. There are very limited offerings for our associates; it is very difficult to find quality, dependable, child care. The other concern for us would be that we work all three shifts."
- Employer*

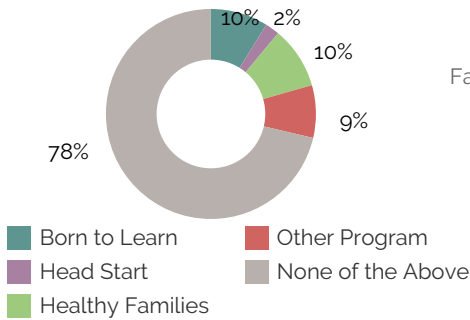
Suggestions to Improve Early Childhood Education Gaps for Employers

- Safe child care options
- Care covering all working shifts
- Increase programs throughout the county
- Consistent, full-time schedule options
- Increase options for children under age 4

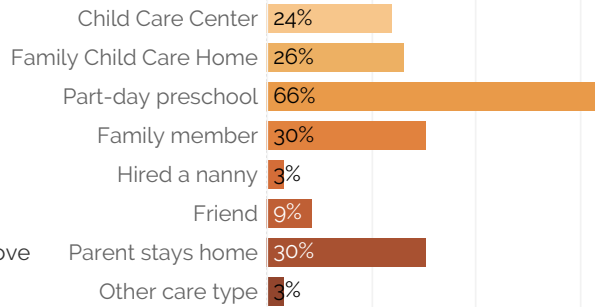
Parent Feedback


Jay County parents with young children were asked to complete a survey about early childhood education in Jay County. 125 Jay County parents - 74% with young children ages 0-5 and 22% with children older than age 5 participated in the survey. 84% of parents have used some type of early childhood education program.

Who completed the survey?

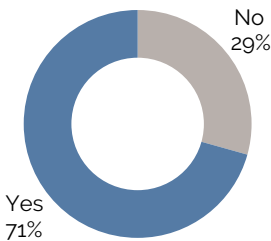


What types of early childhood education programs do parents use for their young children?



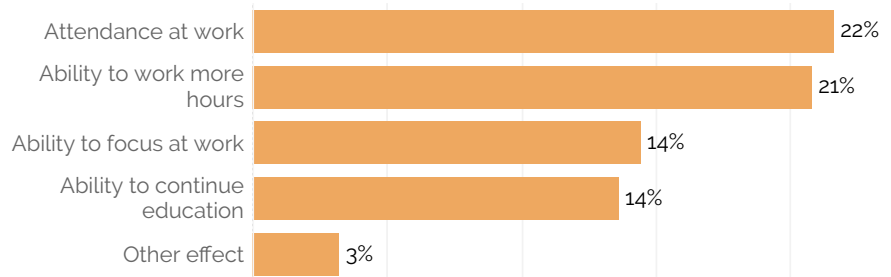
 **56%** of parents ranked early childhood education one of the top 5 issues in Jay County!

What percent of families with young children need care because all parents work?



How has early childhood education impacted Jay County parents?

53% of all respondents indicated at least one effect



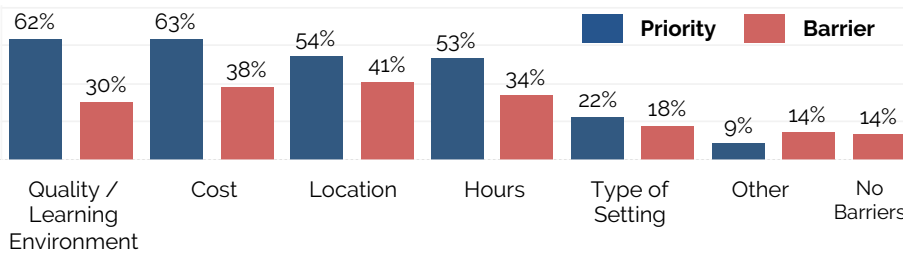
How much are parents paying to send their child to an early childhood education program for one week?

	\$0	< \$50	\$51 - \$75	\$76 - \$100	\$100 - \$150	Over \$150
Currently Paying	7%	25%	17%	36%	10%	6%
Willing to Pay for HQ	4%	16%	22%	34%	15%	8%

Average cost of high quality care in Jay County is \$5,951.

A majority of parents are willing to pay between \$51-\$100 for a week of child care, which covers 45%-87% of average tuition costs.

How are parents' top priorities for early childhood education compared to their barriers?



Parents' top priorities are also their barriers!

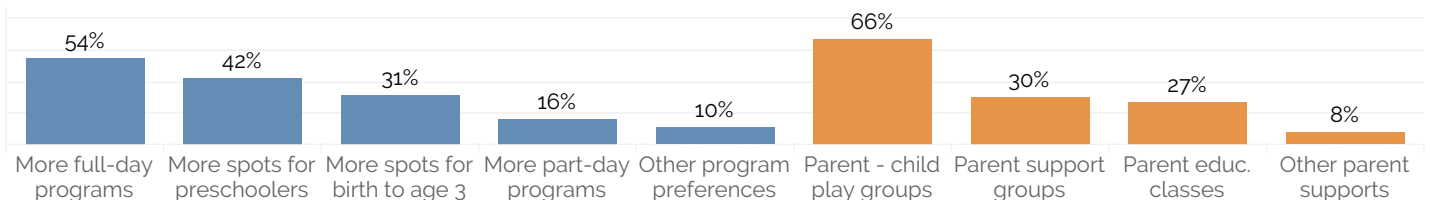
Top 3 Priorities

1. Cost
2. Quality / Learning Environment
3. Location

Top 3 Barriers

1. Location
2. Cost
3. Hours

What are parents wanting related to early childhood education?





May 30, 2018

Amanda Lopez
Transform Consulting Group

Re: Jay County Childcare (General Shanks Childcare)

Amanda,

Hagerman Inc. is pleased to submit the following budget proposal for the renovation of General Shanks Elementary referencing Halstead Architects drawing dated March 29, 2018; the Jay School Corporation Contractor Inspection Checklist dated 12/27/2016; and discussions had both onsite and with the architect. To provide all Labor, Equipment, and Material except as noted below we propose a budget price of **\$545,400**.

Scope of work is further defined as follows:

Inclusions:

- All floor, ceiling, and roof cut and patch as necessary for plumbing upgrades
- Remove old carpet and vinyl base, prep floor, and install new carpet tiles and vinyl base. (budgeted 3 classrooms worth)
- Remove damaged acoustical tiles and replace with new (budgeted 1500sf)
- Install 474 lineal feet of new 4' tall black vinyl coated chain link fence with (3) 4' wide man gates and (1) 6' wide double swing gate as shown on fence sketch
- Repair or replace sidewalks and stoops as necessary (\$10,000 allowance)
 - Haul in & spread top soil to correct grading issues at sidewalks & seed
- Caulking and sealing as necessary
- Masonry Restoration (\$20,000 allowance)
- Build new wall with secure door
- Paint all walls except mechanical & storage areas, & (67) door frames
- Plumbing budget includes
 - (5) wall hung lavatories, (2) two compartment stainless steel sink with all accessories, (2) six gallon water heaters, (2) instant water heaters, (2) mixing valves, (1) water softener, (1) mini split system for cooling storage room
 - Clean coils, check and charge for chiller unit
 - All hot and cold water, waste, vent, refrigerant piping & insulation as required
 - See "Alternates" for new lavatory faucets
- Electrical budget includes
 - New LED fixtures to meet foot candle requirements
 - New fire alarm system to meet requirements
 - All power and connections for new plumbing equipment
 - Card reader, remote release button and camera with remote monitor at secure door



- Utility rebate is included in this proposal and will be payable to lighting vendor
- Dumpsters
- All permits
- Clean up from our work.
- All work to be performed during normal working hours

Exclusions:

- Moving or relocation of any facility owned equipment, material, or furniture
- Any work in the north wing of the building
- Any ceiling work other than tile replacement
- State sales tax not included
- Exterior plumbing or electrical
- New electrical panels (existing panels will be used, adding breakers as necessary)
- Abatement of any kind

Alternates:

- To replace 31 lavatory faucets add an allowance of \$27,500

Final pricing will be established once design is completed. Thank you for including us. We appreciate the chance to work with you on your project. If you have any questions please do not hesitate to contact me.

Sincerely,

Eric Robinson
Hagerman Inc.