

A smiling woman with dark hair, wearing a red long-sleeved shirt, stands in the foreground with her arms crossed. Behind her, a smiling man with a shaved head, wearing a dark grey button-down shirt, also has his arms crossed. They are in a classroom setting with yellow chairs and a whiteboard in the background.

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Indiana Association for the
Education of Young Children

An Affiliate of **naeyc**

2019 Indiana Child Care **Workforce Study**

Working in Child Care in Indiana

Acknowledgements

Special thanks to . . .

- . . . the child care center and ministry directors, teachers and family child care providers who participated in the survey and have dedicated themselves to providing quality care and education for young children and their families across the state of Indiana.
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For more information about the **2019 Indiana Child Care Workforce Study**, please contact the Indiana Association for the Education of Young Children, Inc.

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Established in 1964, Indiana Association for the Education of Young Children promotes high-quality learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. INAEYC is a not-for-profit 501(c)3 and the state affiliate of the National Association for the Education of Young Children.

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Introduction

Every day while working or attending school, Indiana families entrust the care and education of over 323,799 children (birth to age five) to various child care providers. These providers include licensed child care centers, registered child care ministries, licensed family child care homes, Head Start, and Early Head Start programs, and relatives or neighbors. (Source: U.S. Department of Labor, Bureau of Labor, 2016 Community Survey Estimates). Indiana's population of young children remains steady at just over 500,000 children ages birth to age five, with nearly two-thirds needing care because all parents are working. According to the U.S. Census Bureau, the majority (67%) of Indiana households with children less than six years old are two-parent households (married couples). A single female family member leads 24% of households, while a single male family member leads 9%. Nearly two-thirds (64%) of young children need child care because of parents working. The numbers indicate that if a child is in a two-parent household, then both parents are working. If a child is in a single-parent household, then the single parent is working. (Indiana 2019 ELAC Annual Report)

Learning begins at birth. From first interactions, children's minds are mapping and connecting concepts that will shape their learning for years to come. They develop and learn at a rapid pace in their early years, when the environments, supports, and relationships they experience have profound effects. Children's development from birth through age eight is not only rapid but also cumulative. Early learning and development provide a foundation on which later learning is constructed, and consistency in high-quality learning experiences as children grow up supports continuous developmental achievements. The adults who provide the care and education of young children bear a great responsibility for their health, growth, development, and learning - building the foundation for lifelong progress. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their health, development, and learning and are responsive to their progress. Growing public understanding of the importance of early childhood is reflective by an increasing emphasis on this age group in policy and investments. Those who currently care for and educate young children lack acknowledgment as a workforce unified by a common knowledge base and competencies needed to do their jobs well. (Source: National Academies of Science, Engineering, and Medicine; Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation: 2015)

Indiana's early childhood workforce plays a major role in supporting the state's economy. The 323,799 children from birth to age five, where all parents in the household work need early childhood education options available, many of those parents would be unable to participate in the labor force. The availability of early learning and child care programs is associated with working parents' reduced absenteeism, reduced turnover, and increased productivity at their jobs. Access to early childhood education programs allows greater labor market participation of parents and increases the ability of parents to pursue higher education.

Since 2014, Indiana has celebrated the expansion of the On My Way Pre-k program from the original five pilot counties to all 92 counties in May of 2019. Indiana has experienced over a 60% increase in the Paths To QUALITY™ Level 3 and Level 4 programs statewide. In 2018, Indiana was the recipient of a federal Preschool Development Grant that provided the opportunity to evaluate the early learning systems and plan for the alignment of those systems to improve the health, education, and support for young children and their families. A strategic plan was completed and submitted to the Administration for Children and Families. The strategic plan was written with the support of over 1,000 families who provided input through family surveys and a large stakeholder group. Family stakeholders emphasized the need for early childhood teachers who have been trained to support their children's progress and development and ability to meet additional needs, such as caring for a child with special needs. (Indiana PDG: <https://brighterfuturesindiana.org/indiana-preschool-development-grant-pdg/>)

The Indiana Association for the Education of Young Children, Inc. (INAEYC), in cooperation with the Indiana Family Social Service Administration, Office of Early Childhood and Out-of-School Learning (OECOSL), conducted the fourth Indiana Child Care Workforce Study. The 2019 Indiana Child Care Workforce Study was conducted from July through September. The study provides data on the early care and education workforce within licensed child care centers, registered child care ministries, and licensed family child care homes. The 2019 Indiana Child Care Workforce Study is a follow-up study to 2014, 2010, and 2005 Indiana Child Care Workforce Studies. A comparison of the data from the four surveys enables the readers to learn about the continuities and changes in the early care and education system and workforce that may have occurred over the fourteen-year interval 2005-2019.

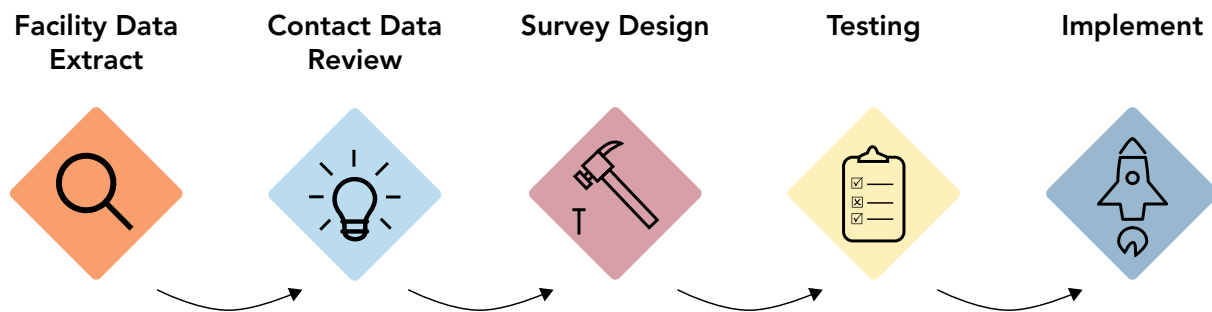
Overall there is much to be excited about regarding the progress of early learning in Indiana. At that same time, however, the state of the early learning workforce is, in many ways, not experience the same level of growth. In the following pages, this study will paint a picture of a key sector of the state's economy that is populated by hard-working, caring individuals who form strong relationships with young children and their families. Early childhood educators provide safe environments for children to explore, which is essential to learning and development. Daily interactions between early childhood educators and young children advance children's language, critical thinking, social-emotional development, and children's success in school and life.



Methods

Overview

In July 2019, emailing of surveys began via a web-based survey platform to directors in licensed child care centers, registered child care ministries, licensed Head Start and Early Head Start facilities, and licensed family child care home programs. Surveys obtained from 355 directors who constituted 29% (n=1,216) of all licensed child care centers and registered ministries in Indiana. All licensed child care centers and registered ministries received teacher surveys and were asked to distribute surveys to their teaching staff electronically. Surveys were returned from 474 teaching staff who constituted 3% (N=13,669). Family child care surveys were obtained from 501 or 26% of licensed family child care owners (N=1,961). The below process flow outlines how the survey was constructed and tested to ensure data quality and maximize survey returns.



Survey Instruments and Sampling

After OECOSL and INAEYC approved the survey instruments, the creation of the surveys began within the survey platform. Once in electronic form, logic was added, so only questions that were applicable to each respondent would be displayed. Several sample surveys were completed by staff to test the platform and survey design further.

OECOSL provided licensed and registered child care facility data to Indiana AEYC. The contact information data extract was reviewed for accuracy to ensure data quality. Then the list was uploaded to the survey platform and another review of email addresses took place to ensure valid emails. Three separate distribution lists were created for licensed child centers, registered ministries, and licensed family child care homes.

Survey Structure and Data

Unlike in past years, all surveys were emailed rather than physically mailed to directors and teachers. Eliminating the need for postage and data processing achieved considerable cost savings. Within the coming months of survey completion, INAEYC will review the returns to determine the best method of delivery for future surveys.

Licensed child care centers and registered ministries received an email with an introduction letter from Indiana AEYC along with survey links. Once directors began their survey, they were instructed via the survey process flow to send links to all teachers under their supervision. The link populated once the director began the survey. The teacher link was coded to allow for teacher responses to be tracked by facility. Likewise, licensed family child care homes also received an introduction email along with survey links.

The survey distribution began on July 24, 2019, and completed by September 24, 2019. After the initial email distribution, INAEYC program staff initiated phone calls and repeated email reminders for sites that had not yet responded to the survey. Directors at licensed child care centers and registered ministries were asked to remind teachers to complete the survey.

During the data collection phase, Indiana AEYC project staff worked with the Indiana Family and Social Service Administration and OECOSL to clarify wrong emails, disconnected phone numbers, and facility closures.

Reporting Data

Median numbers have been reported in this study in order to convey the value that separates the highest half from the lowest half of each sample. For purposes of this study, percentages have been rounded, which may cause the variables in tables and figures to equal more or less than 100%.



Key Findings

1. Several areas of promise exist within the child care workforce in Indiana.

- On average, directors (16), family child care providers (13), and teachers (6) years or more experience in the field, which demonstrates a commitment to their work.
- The majority of directors (69%) and teachers (43%) have a bachelor's degree or higher. This is higher than found in prior studies.
- Among the teachers with degrees, most majored in education-related fields. In 2005, 11% of teachers reported having an early childhood/child development associate/bachelor degree compared to 40% in 2019.
- Ninety-one percent (91%) of licensed child care centers and registered child care ministries reported that they are providing free or reduced child care for their employees. In 2005, only 75% reported supporting their employees with free or reduced child care.

2. Wages and employer-sponsored benefits have remained relatively stagnant or decreased over the last five years for early childhood educators.

- The mean hourly wage of a preschool teacher in Indiana (excluding child care workers and special education preschool teachers) is \$23,980 for 2018. This is 50% of the mean annual salary (\$47,151) of a kindergarten teacher in Indiana and a 9% decrease from the mean hourly wage for preschool teachers in 2013 (\$26,980). (Source: Indiana Department of Workforce Development, 2018 Occupational Snapshot).
- Sixty-seven (67%) of directors responding to the survey reported that their licensed child care center or registered child care ministry do not pay for health insurance. This represents a 14% decrease since 2005.
- Nearly half (49%) of licensed child care centers and registered child care ministries reported that they do not provide paid sick leave and 36% do not provide vacation for their employees.
- Over half (55%) of family child care home providers report that their spouse's insurance policy provides their health insurance coverage compared to 38% in 2014.

3. Meeting Indiana's future child care workforce needs may be challenging.

- According to data retrieved from the Indiana Department of Workforce Development, Indiana should expect more than 2,000 new jobs in the early childhood sector by the year 2028. The majority of those new jobs come in two Standard occupation classifications, teacher assistants (25-9041) and preschool teachers, except special education (25-2011).
- Nine percent of the directors employed in licensed child care centers or registered ministries responding to the survey reported that they are planning to leave the field within the next three years. The response rate has remained relatively consistent since 2005.
- Thirteen percent (13%) of full-time teachers reported that they are planning to leave the field within the next three years. The Teacher responses have continued to decrease since 2005.

Survey Participants

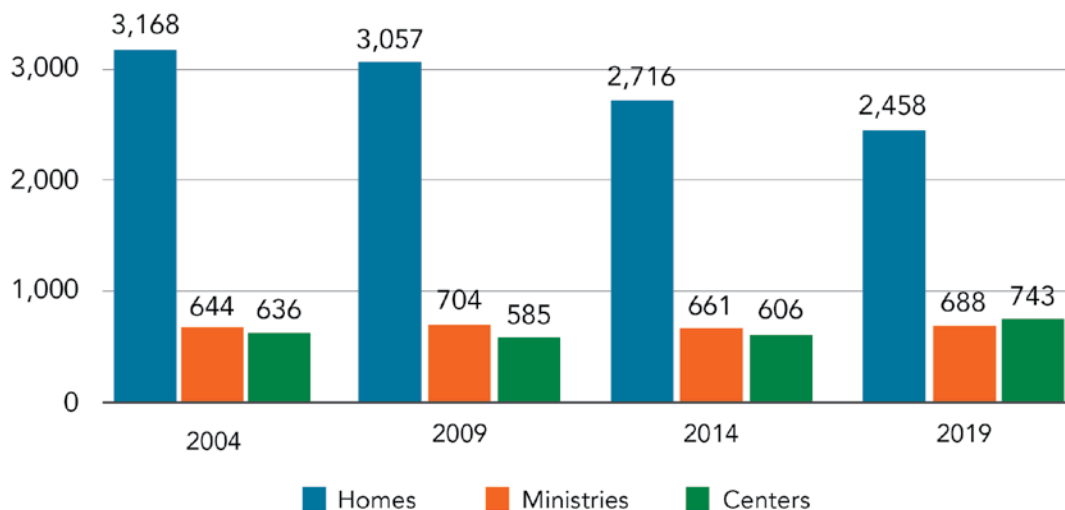
The survey participants included licensed and registered types of child care. For clarification purposes, a definition provided by the Indiana Family and Social Services Administration, Office of Early Childhood and Out-of-School Learning licensing regulations and laws (Indiana Administrative Code) follows:

Licensed Child Care Center - a nonresidential building where at least one child receives child care from a provider unattended by a parent, legal guardian, or custodian for regular compensation for more than four hours but less than twenty-four hours in each of ten consecutive days per year, excluding intervening Saturdays, Sundays, and Holidays.

Registered Child Care Ministry – a child care operated by a church or religious ministry that is a religious organization exempt from federal income taxation under Section 501 of the Internal Revenue Code, unlicensed but registered with the Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning and the Office of the State Fire Marshal.

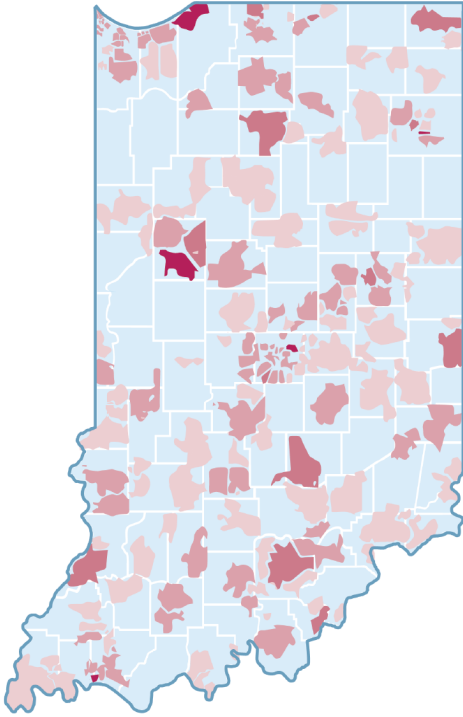
Licensed Child Care Home – a residential structure in which at least six children (not including the children for whom the provider is a parent, stepparent, guardian, custodian, or other relative) at any time receive child care from a provider while unattended by a parent, legal guardian, or custodian for regular compensation for more than four hours but less than twenty four hours in each of ten consecutive days per year, excluding intervening Saturdays, Sundays and Holidays.

Figure 1: Number of Child Care Facilities Licensed and Registered by the Indiana Family and Social Service Administration for Fiscal Years 2004-2019

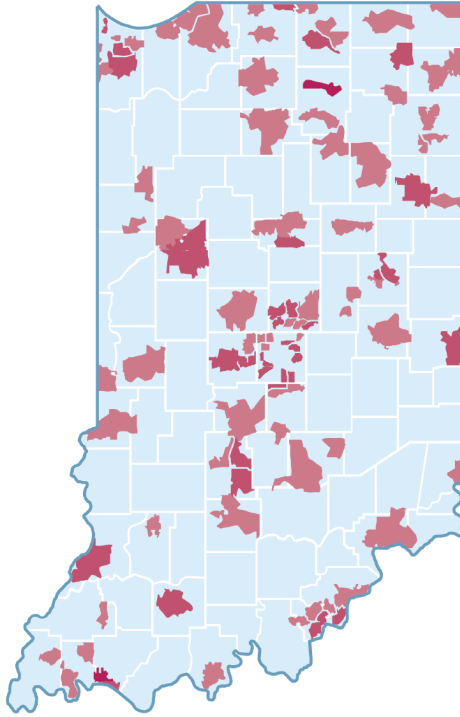


Survey Responses by Facility Type

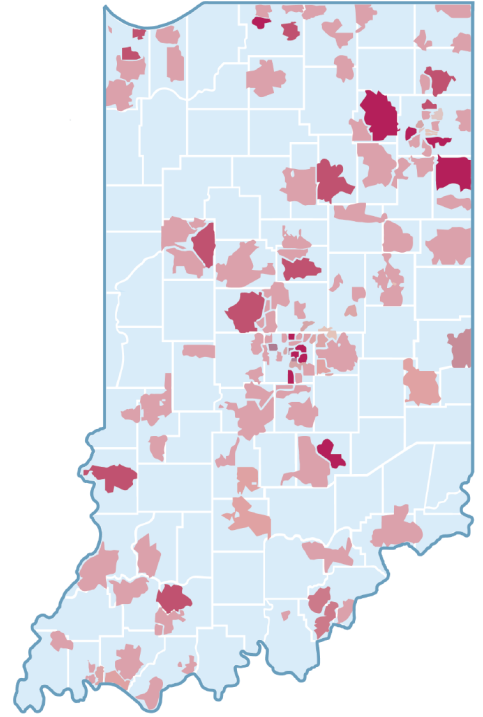
Licensed Family Child Care
Home Survey Responses



Licensed Child Care
Center Survey Responses



Registered Child Care
Ministry Survey
Responses



The “heat maps” above show the statewide response rates for licensed family child care homes, licensed child care centers and registered child care ministries. The counties represented by red had the highest response rates.

Licensed Child Care Centers and Registered Child Care Ministries

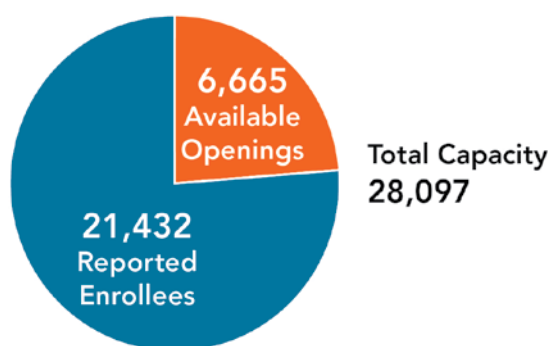
Surveys were completed by licensed child care centers and registered ministries administrators from a variety of auspices. Fifty-eight percent (58%) of respondents represent private not-for-profit facilities. Private not-for-profit facilities sponsored by faith communities had the highest response rate with 40%.

Table 1: Licensed Child Care Center/Registered Child Care Ministry Director Survey Respondents by Auspice

Center and Ministry Organizational Structure	Percentage of Return			
	2005	2010	2014	2019
Private for-profit (single center)	16%	14%	18%	16%
Private for-profit (multi-center)	9%	9%	11%	7%
Private not-for-profit (community/board sponsored)	18%	19%	19%	18%
Private not-for-profit (sponsored by faith communities)	46%	35%	34%	40%
Employee Sponsored Program	1%	2%	1%	1%
Head Start and Early Head Start	9%	15%	10%	8%
Public School (licensed program)	-	-	3%	2%
Other Public Programs	1%*	2%*	4%	8%

* Public school programs and other public programs

Figure 2: Reported Children Enrolled Compared to Reported Capacity in Licensed Centers/Registered Ministries in October 2019



Funding Sources

Licensed child care centers and unlicensed registered ministries rely on a combination of funding sources to cover operating expenses. Fees paid by families, child care subsidy payments, and reimbursements from the USDA Child and Adult Food Program for food costs are the primary sources of income. Sixty-nine percent (69%) of the licensed centers and unlicensed registered ministries reported the enrollment of at least one child whose family was utilizing child care subsidy assistance (compared to 80% in 2019, 31% in 2010 and 70% in 2005). Forty-seven percent (47%) of the licensed centers and registered child care ministries were participating in the USDA Child and Adult Care Food Program to support the cost of serving nutritious meals to the children (compared to 62% in 2019, 56% in 2010 and 48% in 2005). In 2019, thirty-five percent (35%) of licensed child care centers and registered child care ministries were approved On My Way providers. Since 2014 OECOSL has enrolled 875 OMW providers to statewide. (OECOSL Report: October 2019).

Paths To QUALITY™ Participation

Paths To QUALITY™ – Indiana’s voluntary quality rating and improvement system designed to help families find high-quality care and education for their children was implemented statewide beginning in 2008.

In order to improve the quality of child care programs, states across the nation are using Quality Rating and Improvement Systems (QRIS), such as the one here in Indiana, Paths to QUALITY™. Quality Rating and Improvement Systems assess the quality of care within a program, work to improve that quality level, and give families an easy to recognize symbol that makes the difficult decision of choosing child care easier. These systems also provide an accountability measure for funding and create an alignment between licensing, subsidy and quality across child care, Head Start and the Department of Education’s early learning guidelines.

Paths to QUALITY™ gives families an easy to recognize tool for selecting a child care program. Families can look for the Paths to QUALITY™ logo to determine what level their provider has achieved. Each level builds on the foundation of the previous one, resulting in significant quality improvements at each stage and in national accreditation at the highest level. The system validates child care programs for ongoing efforts to achieve higher standards of quality and provides incentives and awards for success. The four levels address:

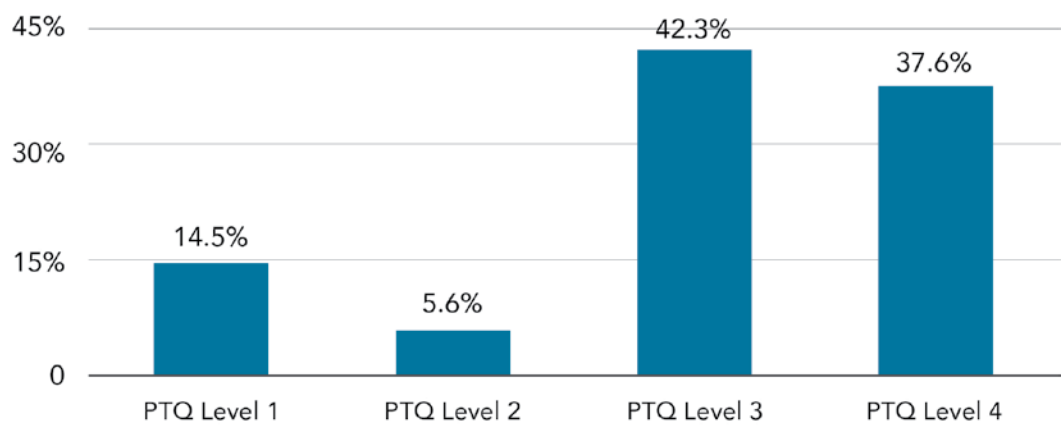
- Level One: Health and safety needs of children met
- Level Two: Environment supports children’s learning
- Level Three: Planned curriculum guides child development and school readiness
- Level Four: National accreditation (the highest indicator of quality) is achieved

Indiana defines a high-quality program as meeting Level 3 or Level 4 in Paths To QUALITY™. The standards outlined by both Paths To QUALITY™ and the nationally accrediting bodies align with best practices that are grounded in research on positive child outcomes (Elicker, 2007). Since 2008, enrollment has grown in Paths To QUALITY™. Slightly more than half (55%) of known early childhood programs in Indiana are participating in Paths to QUALITY™. Approximately two-thirds of licensed child care centers (65%) and licensed family child care home programs (66%) participate in Paths To QUALITY™ and one-fourth of registered child care ministries (25%). The overall percentage of enrolled programs has increased by six percent over the last three years. The most significant increase was by registered child care ministries and school-based programs. When looking at the number of enrolled programs in Paths To QUALITY™ over the last six years, there are some encouraging trends. The number of Level 3 programs has increased by 73%, and Level 4 programs increased by 71% during the same time period. Indiana’s hard work has paid off in that it has very high participation rates compared to other states. Hoosier licensed child care centers are fifth in the country with

their participation rate in the QIRS, and licensed family child care home programs are ninth among the states (Workman, 2017, May 11).

The overall increase in participating programs coupled with the sharp rise in high-quality programs indicates that Paths To QUALITY™ is helping to improve the quality of early childhood education in the state. 2010, 2014 and 2019 Indiana Child Care Workforce Study included questions related to participation in Paths To Quality™. In 2010, 63% of the respondents were enrolled in Paths To Quality™

TABLE 2. Survey Participants Enrolled In Paths To QUALITY™ By PTQ Rated Level October 2019



On My Way Pre-K

On My Way Pre-K is a pilot program administered through the Office of Early Childhood and Out-of-School Learning under the direction of the Family and Social Services Administration. This pilot program is one component of a larger vision to improve the lives of children and families in our state.

On My Way Pre-K provides grants for 4-year-olds from low-income families, so they may have access to high-quality pre-k programs the year before they begin kindergarten. The program is flexible and is built around the needs of families, offering options for full-day or partial-day programs. Families can also choose to use the program only during the school year, or they can continue through the summer.

Eligible families may use the grant at any approved On My Way Pre-K program. Approved programs may be located in a public or private school, licensed child care centers, licensed family home, or registered ministry, as long as the program meets eligibility requirements. On My Way Pre-K is an extension and expansion of previous efforts to provide high-quality early learning programs for children in the state of Indiana. In 2013, the Indiana Legislature set aside \$2 million to pilot Indiana’s first publicly funded early education program, the Early Education Matching Grant (EEMG) program. The EEMG was administered from 2014 through 2016, with many successful outcomes that informed future policy-making initiatives.

On My Way Pre-K began serving low-income children and families in 2015 in five pilot counties: Allen, Jackson, Lake, Marion, and Vanderburgh. On My Way Pre-K provides free access to high-quality pre-k programs for 4-year olds in low-income families earning less than 127% of the federal poverty level. The state’s General Fund funded the On My Way Pre-K pilot, along with a 10% match from each participating county.

In June 2017, Governor Eric J. Holcomb and the Indiana Family and Social Services Administration (FSSA) announced that 15 additional Indiana counties were eligible to participate in On My Way Pre-K. The expansion also merged the EEMG program into the On My Way Pre-K pilot. Previously, the two programs operated separately. Providers who participated in the 2016 – 2017 Early Education Matching Grant program were automatically eligible as providers in the On My Way Pre-K program, starting in the fall of 2018.

In May 2019, Governor Eric J Holcomb signed legislation announcing all Indiana counties are now eligible to participate in On My Way Pre-K. Programs and families in all counties may participate as long as they meet the current eligibility requirements, and the early childhood program is registered as an On My Way Pre-K provider.

Employment Benefits of On My Way Pre-K

Type of Benefit	2019
Fully Paid Health Insurance	9%
Partially Paid Health Insurance	37%
Free Child Care	9%
Reduced Child Care Fee	74%
Paid Sick Leave	66%
Paid Vacation	77%
Paid Holidays	87%
Paid Retirement Benefits	43%

Demographic Profile of the On My Way Pre-K Childcare Workforce by Position

	Directors	Teachers
Median Age	46	32
Female	100%	99%
People of Color	22%	14%
Have Children	89%	68%
At Least One Child Birth - 18 Years	47%	50%
Single Parent of Children Birth-18 Years	6%	12%
Annual Family Income Below \$30,000	6%	38%

Educational Attainment of On My Way Pre-K Educators working in Licensed Child Care Centers and Licensed Registered Child Care Ministries

Highest Education Completed**	Director	Teachers	Lead Teachers	Assistant Teachers
Bachelor Degree or Higher in ECE/CD*	21%	22%	14%	3%
Bachelor Degree or Higher in Other Field	48%	33%	28%	14%
Associate Degree in ECE/CD*	34%	29%	26%	11%
Associate Degree in Other Field	8%	7%	9%	19%
High School + Any College Courses	6%	19%	15%	30%
High School + Workshops	2%	3%	6%	19%
High School Diploma or G.E.D.	2%	6%	11%	14%
Some High School	0%	0%	0%	0%
Other Educational Credits				
Child Development Associate (CDA) Credential	18%	31%	48%	27%
Educational Pursuits				
Currently Taking ECE/CD* Courses	13%	13%	17%	8%

*ECE/CD - Early Childhood Education / Child Development

**Percentages do not to 100% due to multiple responses possible

Staffing

Respondents to this survey from licensed child care centers and registered child care ministries represent a wide variety of positions in the child care profession, working with children of all ages. Those completing the director survey held titles such as Director (79%) compared to (86%) in 2005, Director/Owner (11%) compared to (8%) in 2005, Principal (2%) compared to (1%) in 2014, and Other Positions (9%) compared to (6%) in 2005.

For purposes of this report, and to compare the responses to 2005, 2010 and 2014 Indiana Child Care Workforce Studies, the term "Teacher" refers to all teacher survey respondents. 'Lead Teacher' refers to the self-reported titles of Lead Teacher and Teacher, and 'Assistant Teacher' refers to the self-reported title of Assistant Teacher. Respondents held titles of Lead Teacher (31%) compared to (24%) in 2005, Teacher (34%) compared to (36%) in 2005, Assistant Teacher (19%) compared to 27% in 2005, and other positions (14%) compared to (13%) in 2005. Thirty-six percent (36%) of the teachers responding worked with preschool children, whereas (19%) worked with infants and toddlers, and (2%) with school-agers.

Employment Benefits

Employment benefits offered by licensed child care center and registered child care ministries in Indiana are shown in Table 3. Sixty-seven percent (67%) of directors responding to the survey reported that their licensed child care centers and registered child care ministries do not pay for health insurance. Health insurance coverage for child care workers in licensed child care centers and registered ministries has decreased by 7% since 2014 and 14% since 2005. Nearly half (49%) of licensed child care centers and registered ministries

completing the survey reported that they do not provide paid sick leave and 36% do not provide paid vacation time for their employees. This was a 19% decrease in paid sick leave and a 21% decrease in paid vacation benefits.

Participation of child care workers families in public income support programs is more than double the rate for workers across all occupations. Between 2014-2016 more than one-half (53%) of child care workers compared to 21% of the U.S. workforce as a whole were part of families enrolled in at least one of four public support and health care programs: the Federal Earned Income Tax Credit (EITC): Medicaid and the Children’s Health Insurance Program (CHIP): Supplemental Nutrition Assistance Program (SNAP), also known as “food stamps”: and Temporary Assistance for Needy Families (TANF) (UC Berkeley Labor Center; American Community Survey; 2014-2016).

A promising trend since 2005 is the increase in support for licensed child care centers and registered child care ministries to provide free or reduced child care for their employees. Ninety-one (91%) of those completing the survey reported providing free or reduced child care for their employees. This is a 3% increase since 2014 and a 16% increase since 2005. Twenty-seven percent (27%) of the teaching staff reported that their children were enrolled in the child care facility where they work, and 78% receive either free or reduced child care for their children.

Table 3. Employment Benefits in Licensed Child Care Centers and Registered Ministries (As Reported By Directors)

Type of Benefit (Percentage of Centers/Ministries Offering Benefits)	2005	2010	2014	2019
Fully Paid Health Insurance	7%	4%	4%	7%
Partially Paid Health Insurance	33%	42%	36%	26%
Free Child Care	23%	18%	16%	19%
Reduced Child Care Fee	52%	44%	72%	72%
Paid Sick Leave	59%	60%	70%	51%
Paid Vacation	82%	80%	85%	64%
Paid Holidays	83%	85%	87%	78%
Paid Retirement Benefits	29%	34%	37%	33%



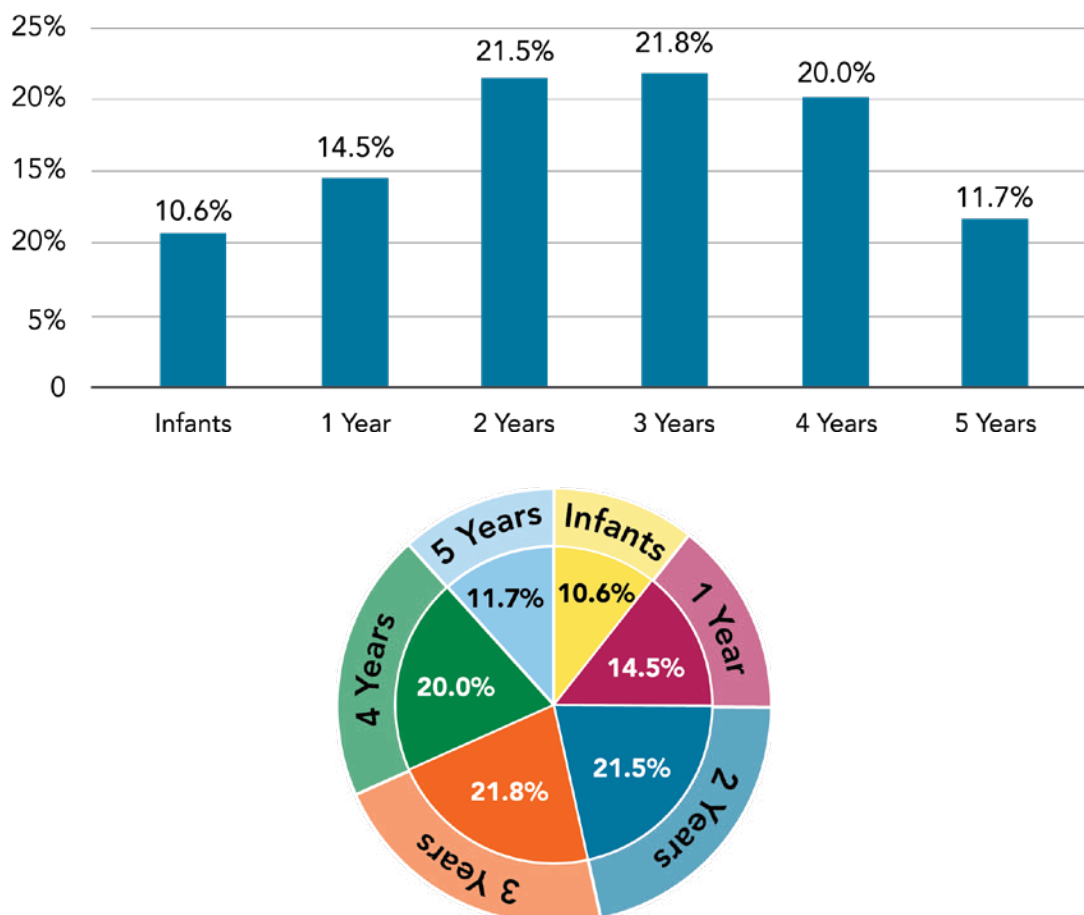
Family Child Care Homes

Licensed Family Child Care Home providers responding to the survey had been in business for a median of 13 years as compared to 8.5 years in 2005, working an average of 50 hours per week as compared to 55 hours per week in 2005. Forty-seven percent reported having help from a paid assistant compared to 42% in 2005. Another 16% reported receiving assistance from a family member compared to 27% in 2005.

Licensed Family Child Care Homes provide an array of special services for families of young children in Indiana. Those responding to the survey provide evening care (16%), overnight care (6%), holiday care (7%), and weekend care (7%) this is an overall decrease compared to 2005 (25% evening care, 11% overnight care, 12% holiday care, and 12% weekend care). Nearly all family child care home providers (98%) require a signed agreement from families/parents before enrolling their children in their program. Fifty-one percent (51%) of licensed family child care homes reported that they offer fee discounts to families enrolling more than one child compared to 65% in 2005. Thirty-five percent (35%) of licensed family child care home providers reported that they sometimes allowed sick children to attend child care.

Over 50% of the licensed family child care homes reported enrolling children whose fees are subsidized. This was the first study that captured licensed family child care homes that were OMW Pre-k approved providers. Over twenty percent (20%) of those responding to the survey are OMW providers.

Figure 3 – Percentage of Children Ages Birth to Five Enrolled in Family Child Care Homes Responding to the Survey in October 2019



Earnings and Expenditures

Licensed family child care home providers' median gross monthly earnings (based on child care fees, subsidy payments, and USDA Child and Adult Food Program reimbursements) were \$3,980.00 compared to \$2,439.68 in 2005. Monthly median expenditures were \$1,817.50 compared to \$930 in 2005. Fifty-one percent (51%) of licensed family child care homes reported enrolling children who received child care subsidy as compared to 44% in 2005. Seventy-three (73%) percent of the licensed family child care homes responding to the survey reported defraying their food expenses by participating in the USDA Child and Adult Care Food Program. Median hourly earnings were \$10.81 as compared to \$8.83 in 2005. Table 4 shows the earnings and expenditures in licensed family child care home in October 2019.

Table 4: Earnings and Expenditures in Licensed Family Child Care Homes for October 2019

	2005	2010	2014	2019
Total Monthly Earnings (Median)	\$3,433.68	\$4,277.97	\$4,772.00	\$3,980.00
Total Monthly Expenditures (Median)	\$930.00	\$1,292.50	\$1,619.00	\$1,817.50
Net Monthly Income (Median)	\$2,344.60	\$2,636.75	\$3,153.00	\$2,162.50
Hours Worked Per Week (Median)	55	40	50	50
Hourly Earnings (Median)	\$8.83	\$13.32	\$15.77	\$10.81

Benefits

Forty-seven percent (47%) of respondents indicate they hired an assistant to support the activities in their licensed family child care home facility. Sixteen percent (16%) of respondents indicated a family member provided support to their facility. In both cases, whether a hired assistant or a family member, the fact that licensed family child care home providers need some form of assistance seems to be consistent as these percentages have remained relatively consistent across the 2014, 2010, and 2005 Child Care Workforce studies. Fifty-two (52%) percent of licensed family child care home providers charged parents for weeks when they were on vacation and not providing care. Fourteen percent (14%) reported that they do not take vacations due to the lack of support to cover their business. Twenty-four (24%) percent of licensed family child care home providers reported that they worked when they were sick, and 51% charged the parents for the days that they were sick and not providing care.

Seventy-six percent (76%) of licensed family child care home providers have health insurance, which is an increase from 2014 (66%). More than 58% of licensed family child care home providers reported that their insurance is provided through a spouse's insurance policy as compared to 53% covered by a spouse's insurance policy in 2005.

Demographic Profile of Indiana's Child Care Workforce

The child care workforce in Indiana is more than 98% female and includes a large proportion of workers who have children of their own. (See Table 5) A total family income of less than \$30,000 was reported by 10% of directors down 3% since 2014, 36% of teachers down 17% from 2014, and 20% licensed family child care home providers down from 29% in 2014. Forty-six percent (46%) of directors, 49% of teachers, and 49% of the family child care home providers reported having at least one child less than 18 years of age.

Table 5. Demographic Profile of the Child Care Workforce by Position

Demographic	Directors				Teachers				Family Child Care Providers			
	2005	2010	2014	2019	2005	2010	2014	2019	2005	2010	2014	2019
Median Age	43	45	44	47.5	31	33	33	35	42	46	48	47
Female	97%	98%	97%	97%	97%	98%	99%	99%	99%	85%	98%	100%
People of Color	15%	26%	15%	21%	15%	21%	21%	17%	22%	36%	31%	35%
Have Children	87%	85%	87%	88%	87%	66%	69%	70%	93%	92%	89%	92%
At Least One Child Birth-18 Years	58%	48%	56%	46%	58%	46%	47%	49%	60%	51%	52%	49%
Single Parent of Child Birth-18 Years	10%	9%	16%	12%	10%	17%	22%	22%	13%	12%	29%	25%
Annual Family Income Below \$30,000	14%	11%	13%	10%	14%	52%	53%	36%	22%	24%	29%	20%

Education of the Child Care Workforce

Educational backgrounds vary widely among the early childhood workforce, from bachelor's or higher degrees to limited formal schooling. Licensed child care centers and registered ministry staff reported higher levels of educational attainment compared to licensed family child care home providers.

Forty-seven percent (47%) of the directors responding to the survey, 40% of the teachers, and 16% of the licensed family child care home providers have an associate degree or higher in early childhood education. These are significant increases from the 2005 study, in which 24% of directors, 11% of teachers, and 7% of family child care home providers held an associate degree or higher. Nineteen percent (19%) of the directors completing the survey, 13% of the teachers and 1% of the family child care home providers have a bachelor's degree in early childhood education. Twenty-two percent (22%) of directors have Early Childhood Administrators Credential. Sixteen percent (16%) of directors reported having a master's degree in early childhood/child development/related field.

In 2005, 2010, and 2014 Indiana child care professionals reported interest in achieving a higher level of education, and the reported data indicated a significant increase in the percent with early childhood degrees. As shown in Tables 6 and 7, many directors, teachers, and family child care home providers have completed college courses toward a degree. The majority of the survey respondents reported interest in continuing their education to complete a credential, certificate, or degree.

Table 6. Educational Attainment of Licensed Child Care Center and Registered Child Care Ministry Directors and Family Child Care Home Providers

Highest Education Completed**	Center/Ministry				Family Child Care Providers			
	2005	2010	2014	2019	2005	2010	2014	2019
Bachelor Degree or Higher in ECE/CD*	12%	13%	19%	19%	2%	2%	7%	4%
Bachelor Degree or Higher in Other Field	37%	37%	51%	46%	10%	10%	32%	11%
Associate Degree in ECE/CD*	12%	16%	32%	28%	5%	7%	43%	12%
Associate Degree in Other Field	5%	2%	9%	10%	6%	5%	27%	10%
High School + Any College Courses	23%	17%	67%	15%	37%	49%	49%	14%
High School + Workshops	5%	5%	13%	4%	17%	12%	25%	14%
High School Diploma or G.E.D.	5%	2%	9%	2%	21%	10%	27%	10%
Some High School	<1	<1%	0%	0%	3%	1%	1%	2%
Other Educational Credits								
Child Development Associate (CDA) Credential	22%	17%	14%	19%	24%	36%	50%	31%
Educational Pursuits								
Currently Taking ECE/CD* Courses	17%	15%	12%	10%	21%	15%	17%	6%

*ECE/CD - Early Childhood Education / Child Development

** Percentages do not total 100% due to multiple responses possible

Table 7. Educational Attainment of Teachers in Licensed Child Care Center and Registered Child Care Ministries

Highest Education Completed**	Teachers					Lead Teachers					Assistant Teachers				
	2005	2010	2014	2019		2005	2010	2014	2019		2005	2010	2014	2019	
Bachelor Degree or Higher in ECE/CD*	4%	5%	12%	13%		5%	6%	14%	9%		1%	1%	7%	1%	
Bachelor Degree or Higher in Other Field	14%	18%	31%	30%		17%	21%	40%	24%		6%	12%	17%	13%	
Associate Degree in ECE/CD*	7%	10%	30%	27%		9%	12%	37%	20%		4%	5%	11%	9%	
Associate Degree in Other Field	4%	5%	7%	11%		3%	5%	18%	9%		4%	6%	22%	16%	
High School + Any College Courses	39%	38%	42%	19%		40%	36%	20%	26%		37%	46%	49%	35%	
High School + Workshops	10%	10%	12%	7%		9%	10%	15%	9%		12%	13%	24%	13%	
High School Diploma or G.E.D.	20%	12%	25%	7%		15%	10%	21%	11%		31%	18%	26%	16%	
Some High School	3%	1%	-1%	0%		2%	1%	0%	0%		4%	2%	1%	1%	
Other Educational Credits															
Child Development Associate (CDA) Credential	22%	26%	72%	23%		23%	30%	74%	32%		10%	21%	66%	20%	
Educational Pursuits															
Currently Taking ECE/CD* Courses	21%	21%	20%	13%		23%	21%	26%	22%		21%	24%	24%	13%	

* ECE/CD - Early Childhood Education / Child Development

** Percentages do not total 100% due to multiple responses possible

Earnings of Indiana's Child Care Workforce

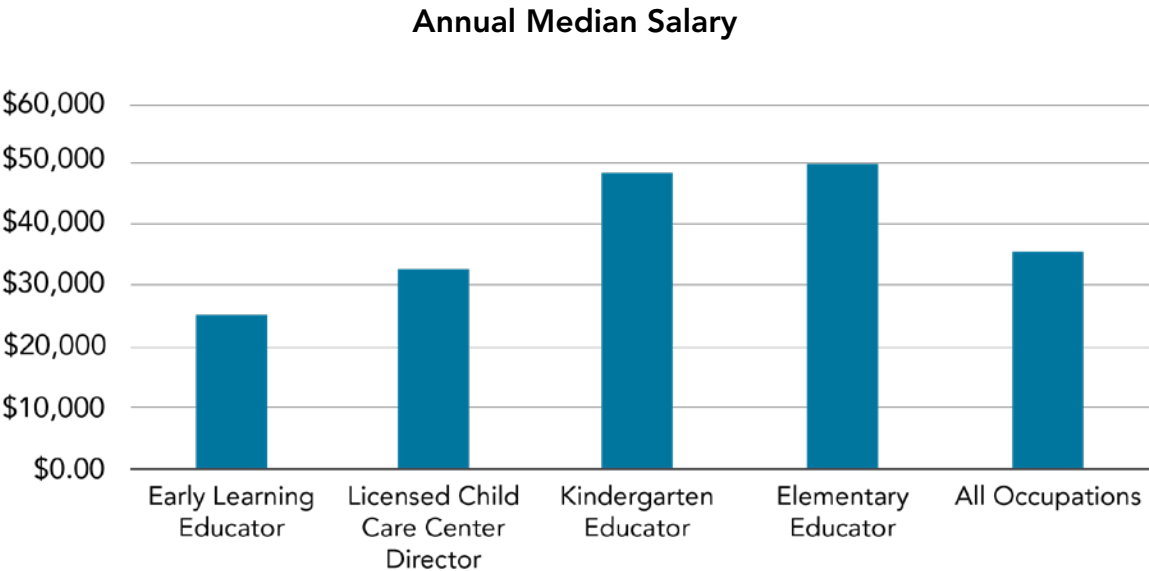
Table 8. Self-Reported Earnings of Teachers in Licensed Child Care Centers and Unlicensed Registered Ministries

	Teachers					Lead Teachers				Assistant Teachers			
	2005	2010	2014	2019		2005	2010	2014	2019	2005	2010	2014	2019
Highest Hourly Earnings (90th Percentile)	\$11.40	\$13.00	\$16.00	\$15.54		\$11.75	\$13.33	\$19.00	\$16.00	\$9.35	\$11.00	\$13.00	\$14.00
Median Hourly Earnings (50th Percentile)	\$7.95	\$9.00	\$9.50	\$12.17		\$8.18	\$9.45	\$10.00	\$12.46	\$7.25	\$8.25	\$9.00	\$10.00
Lowest Hourly Earnings (10th Percentile)	\$6.15	\$7.30	\$7.25	\$9.00		\$6.15	\$7.50	\$8.00	\$9.63	\$6.00	\$7.25	\$7.25	\$8.50
Average				\$13.23					\$12.75				\$10.26



Wages for Indiana early learning educators have remained relatively stagnant over the last five years. This finding is in line with compensation trends for the broader education workforce across the state of Indiana. A recent analysis of Indiana educator compensation trends indicated that when controlled for inflation and cost of living, Indiana educator salaries have consistently decreased, reaching an 8% decrease over a 5-year period¹. Further, a recent report by the Rockefeller Institute on Government found that Indiana was ranked 50th in terms of teacher pay growth over the 2002-2017 timeframe².

The mean hourly wage of a preschool teacher in Indiana (excluding child care workers and special education preschool teachers) is \$23,980 for 2018. This is 50% of the mean annual salary (\$47,151) of a kindergarten teacher in Indiana and a 9% decrease from the mean hourly wage for preschool teachers in 2013 (\$26,980). (Source: Indiana Department of Workforce Development, 2018 Occupational Snapshot).



Likewise, median annual earnings for licensed child care center and unlicensed registered ministry directors were \$32,864.00, which significantly trails kindergarten and elementary educator salaries. If directors were only to work 40 hours per week, this would equate to a wage of roughly \$16.00 per hour. In fact, most directors surveyed in this report indicate they are working more than 40 hours per week; Fifty-eight percent of the licensed child care center and unlicensed registered ministry directors reported working over 40 hours per week compared to 49% in 2010.

1 Toutkoushian, R. K. (2019). Education Funding and Teacher Compensation In Indiana: Evaluation and Recommendations. Accessed at: <https://www.ista-in.org/uploads/Indiana-Report-on-Funding-for-K-12-Education.pdf>
2 Rockefeller Institute of Government (2019). Teacher Salary Trends, 2002-2017. Accessed at: <https://rockinst.org/issue-areas/education/teacher-salary-trends-2002-17/>

Table 9. Earnings of Licensed Child Care Center and Registered Ministry Directors and Family Child Care Home Providers

	Center/Ministry Directors				Family Child Care Home Providers			
	2005	2010	2014	2019	2005	2010	2014	2019
Highest Hourly Earnings (90th Percentile)	\$19.78	\$22.00	\$45.00	\$25.58	\$17.13	\$31.17	\$42.00	
Median Hourly Earnings (50th Percentile)	\$12.68	\$14.77	\$15.80	\$16.00	\$8.83	\$13.32	\$15.77	No Data Collected
Lowest Hourly Earnings (10th Percentile)	\$9.00	\$10.00	\$8.25	\$10.00	\$2.00	\$2.00	\$5.00	

Figure 4 – Median Hourly Wage of Licensed Child Care Center and Registered Ministry Directors and Family Child Care Home Providers by Educational Attainment

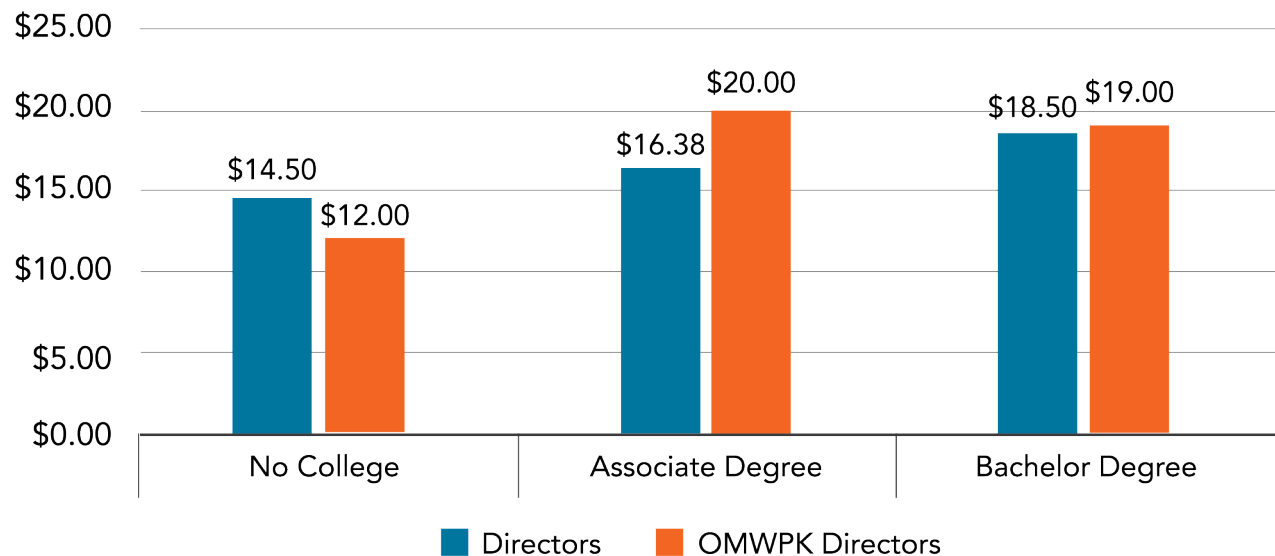


Table 10. Pay Rates of Lead Teachers and Assistant Teachers (reported by directors) in Licensed Child Care Centers and Registered Ministries, and Nationally Accredited Licensed Child Care Centers and Registered Ministries

	Median Starting Wage				Median Highest Wage			
	2005	2010	2014	2019	2005	2010	2014	2019
Lead Teachers								
Registered Child Care Ministries	\$7.00	\$8.00	\$8.50	\$9.50	\$8.50	\$9.65	\$10.15	\$12.00
Licensed Child Care Centers	\$7.25	\$9.00	\$9.50	\$10.00	\$9.22	\$11.45	\$11.95	\$11.25
Accredited Licensed Child Care Centers and Registered Ministries	\$7.50	\$10.00	\$10.50	\$12.00	\$10.00	\$12.00	\$12.50	\$13.90
Assistant Teachers								
Registered Child Care Ministries	\$6.27	\$7.50	\$8.00	\$8.75	\$7.00	\$8.50	\$9.00	\$9.50
Licensed Child Care Centers	\$6.50	\$7.99	\$8.50	\$9.00	\$7.50	\$9.00	\$9.50	\$10.05
Accredited Licensed Child Care Centers and Registered Ministries	\$7.00	\$8.00	\$9.00	\$10.16	\$8.00	\$9.50	\$10.00	\$11.00



Professional Support for the Child Care Workforce

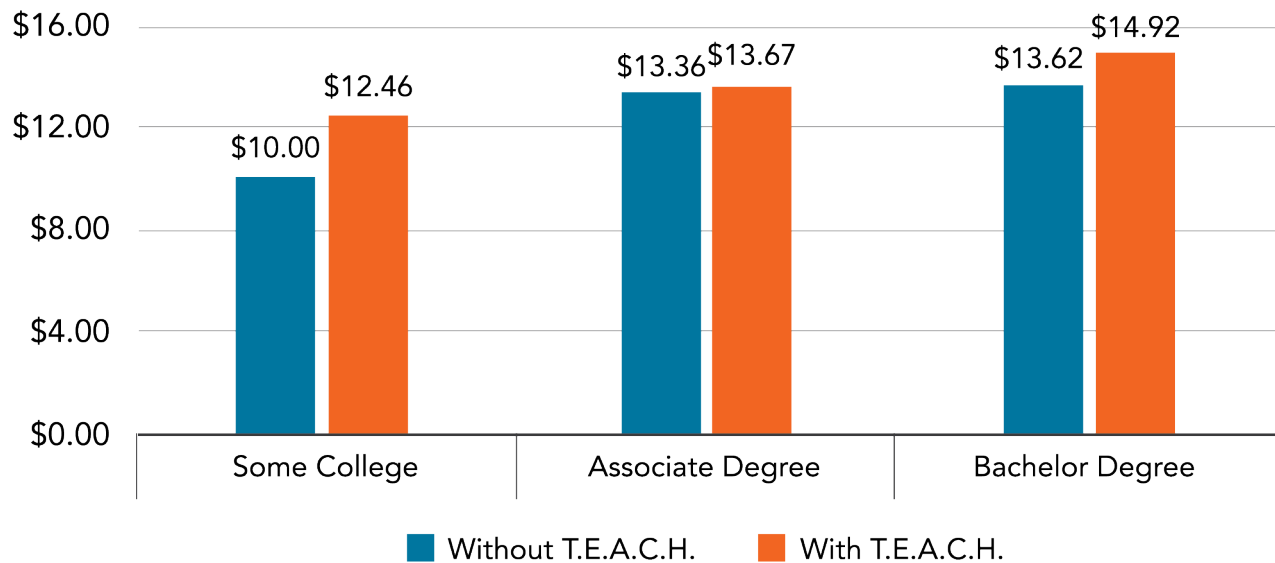
Adequate preparation is necessary for early childhood educators to develop the skills and competencies to provide high-quality learning experiences for young children, while workplace supports are needed to ensure ongoing reflection, development, and educator well-being. Similarly, appropriate compensation and some measure of economic security are indispensable for recruiting and retaining effective early childhood educators. Since the 2005 Indiana Child Care Workforce Study, gains have been documented related to the increase in the educational attainment of the early childhood workforce. Financial resources from state, federal, and philanthropic organizations have supported professional development and technical assistance for early childhood programs and educators. Indiana continues to invest in early childhood workforce data collection through this and other similar studies. Directors and family child care home providers responding to the survey stated that the ability to hire qualified employees would be a determining factor for them staying in their current positions. Early childhood educator preparation, in combination with workplace supports are necessary for educators to engage in professional practice that supports young children's development and learning and to alleviate conditions that cause educator stress.

T.E.A.C.H. Early Childhood® INDIANA Project

T.E.A.C.H. Early Childhood® INDIANA stands for Teacher Education and Compensation Helps and serves as an umbrella for a variety of different scholarship programs. The T.E.A.C.H. Early Childhood® INDIANA project provides scholarships for early childhood educators who are working in legally exempt or regulated early childhood programs. Each scholarship is made up of four components and includes an educational scholarship, completion of formal education, compensation upon completion of the education, and a commitment by the scholarship recipient to remain employed at the sponsoring early childhood program or in the field for a specified period of time. All T.E.A.C.H. scholarships link continuing education with increased compensation and require that recipients and their sponsoring early childhood programs share in the cost. Project funding comes from the Indiana Family & Social Services Administration, Office of Early Childhood and Out-of-School Learning.

Sixty-four percent of the licensed child care center and unlicensed registered ministry directors reported that at least one staff member had received a T.E.A.C.H. Early Childhood® INDIANA scholarship at some point since the project started in 1999. Twenty-three percent of the teachers and 33% of family child care home providers reported having received a T.E.A.C.H. Early Childhood® INDIANA scholarship. Six percent (6%) of the licensed child care center and registered ministry directors, 13% of teachers, and 9% of family child care home providers reported having never heard of the T.E.A.C.H. Early Childhood® INDIANA scholarship.

Figure 5. Median Hourly Wages by Educational Attainment of Teachers With and Without a T.E.A.C.H. Early Childhood® INDIANA Scholarship



Other Professional Supports

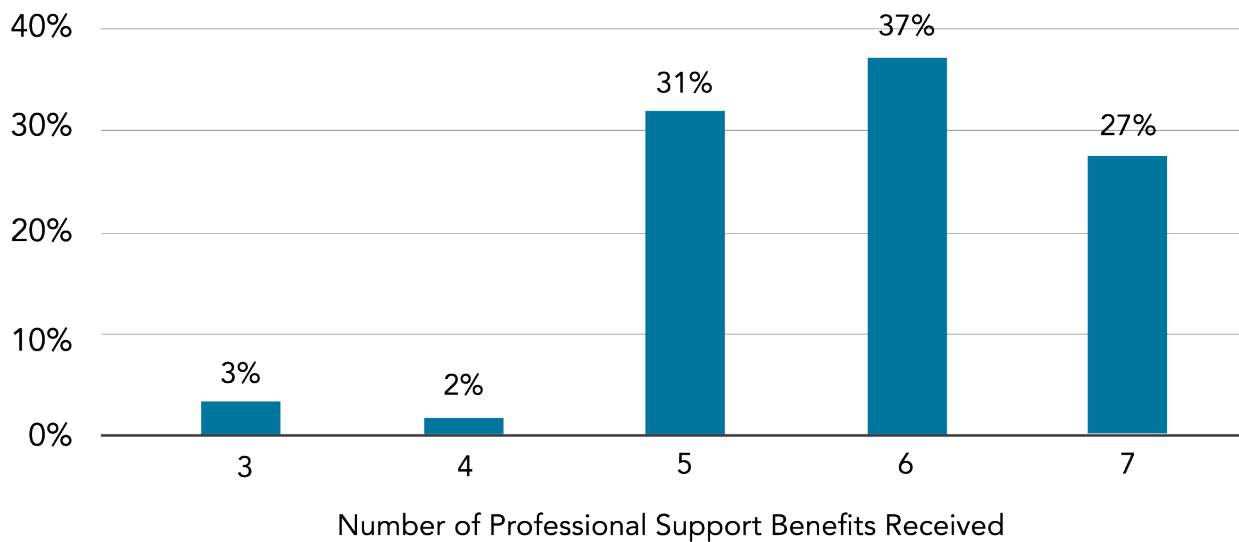
There are many ways that licensed child care centers and registered ministries can support their teachers and their professional development. The workforce survey asked about seven types of workplace supports: paid breaks, paid time off for professional development, paid planning and preparation time, paid education/training, orientation, written job descriptions, and written personnel policies. (See Table 11) Over 97% of the licensed child care centers and registered ministries offered at least one of these types of benefits as compared to 55% in 2005.

Providing these types of professional support benefits may be a means for licensed child care centers and registered ministries to reduce teacher turnover. Whereas, thirteen percent (13%) of teachers statewide reported that they would leave the child care profession within three years compared to 26% in 2005. Only 5% of teachers working in licensed child care centers and unlicensed registered ministries offering the seven workplace supports listed in Table 11 reported they plan to leave the profession within three years. (See Figure 6) It is not clear if these professional supports alone lower turnover, there is a definite pattern established with increased benefits.

Table 11. Professional Support Benefits for Teachers in Licensed Child Care Centers and Registered Ministries, Percentage of Centers/Ministries, Offering Benefits

	2005	2010	2014	2019
Paid Breaks	57%	47%	56%	66%
Paid Time Off for Professional Development and Training	58%	59%	77%	84%
Paid Planning/Preparation Time	67%	71%	84%	81%
Paid Education/Training	77%	71%	85%	86%
Orientation	83%	79%	94%	96%
Written Job Descriptions	85%	79%	91%	93%
Written Personnel Policies	89%	80%	96%	97%

Figure 6 – Teachers Planning to Leave the Child Care Field Within Three Years by Number of Professional Support Benefits Received



Paths To QUALITY™ Indiana's Quality Rating and Improvement System

A quality rating and improvement system provides a framework for building strong early care and education systems within states. In Indiana, this system is Paths To QUALITY™. Paths To QUALITY™ was implemented statewide beginning in 2008 with the enrollment of licensed centers, licensed family child care homes, and unlicensed registered ministries that meet a voluntary certification system. Quality Rating and Improvement Systems assess the quality of care within a program, work to improve that quality level, and give families an easy to recognize symbol that makes the difficult decision of choosing child care easier. These systems also provide an accountability measure for funding and create an alignment between licensing, subsidy, and quality across child care, Head Start, and the Department of Education's early learning guidelines. In the state fiscal year (SFY) 2008, there were 1,436 child care facilities with a total capacity to serve 58,986 enrolled in Paths To QUALITY™. In state fiscal year (SFY) 2010, there were 1,867 child care facilities with a capacity of 69,264 children enrolled in Paths To QUALITY™. In state fiscal year (SFY) 2014, there were 2,527 child care facilities with a capacity of 96,765 children enrolled in Paths To QUALITY™.

Paths To QUALITY™ gives families an easy to recognize tool for selecting a child care program. Families can look for the Paths to QUALITY™ logo to determine what level their provider has achieved. Each level builds on the foundation of the previous one, resulting in significant quality improvements at each stage and in national accreditation at the highest level. The system validates child care programs for ongoing efforts to achieve higher standards of quality and provides incentives and awards for success. The four levels address:

Level One: The health and safety needs of children met.

Level Two: Environment supports children's learning.

Level Three: Planned curriculum guides child development and school readiness.

Level Four: National accreditation (the highest indicator of quality) is achieved.

The 2010 and 2014 Indiana Child Care Workforce Study survey included questions for directors, teachers, and family child care home providers about program enrollment and status in Paths To QUALITY™. In 2010, 63% of the directors from licensed child care centers and unlicensed registered ministries responded that their program was enrolled in Paths To QUALITY™. In 2014, 80% of the directors from licensed child care centers and registered ministries responded that their program is currently enrolled in Paths To QUALITY™, representing a 17% increase in respondent's enrollment in Paths To QUALITY™. In 2010, 70% of teachers responding to the survey reported enrollment of their center in Paths To QUALITY™ compared to 82% in 2014. In 2010, 67% of the licensed family child care home providers reported enrollment of their home in Paths To QUALITY™, compared to 80% in 2014.

Eighty-two percent (82%) of the teachers employed in licensed child care centers and unlicensed registered ministries reported that their center was enrolled in Paths To QUALITY™ (9% Level 1; 12% Level 2; 41% Level 3 and 38% at Level 4).

Experience and Turnover of Indiana's Child Care Workforce

Young children need consistent, experienced, well-educated child care teachers with whom they can form supportive relationships. The national turnover rate for child care providers in licensed child care centers averages 33% (UC Berkeley; Center for the Study of Child Care Employment Workforce, 2018). Indiana has a combination of child care professionals who have remained with their current programs for several years and those who have either just entered the field or started in a new child care program (see Table 12). The median number of years that center/ministry directors have worked in the field is 17 compared to 12 years in 2005. The median years that directors have worked in their present position is over seven compared to four in 2005. The range included directors who have worked in their position less than five years and directors who have worked in their position for more than 16 years. Among family child care providers, the median length of time in the business is 13 years. The range included family child care providers who have worked as a family child care provider for less than 11 and providers who have been a family child care provider for 13 years.

Table 12. Child Care Workforce Median Years of Experience

	2005	2010	2014	2019
Teacher				
Median Years in Current Center	2.5	3	3.5	2
Median Years in Child Care Profession	6	8	7	6
Directors				
Median Years in Current Center	4	5	5.2	5
Median Years in Child Care Profession	12	15	15	16
Family Child Care Providers				
Median Years as Family Child Care Provider	8	12	13	13

Table 13. Child Care Workforce Turnover

	2005	2010	2014	2019
Full Time Teacher Turnover	26%	16%	33%	27%
Part Time Teacher Turnover	37%	20%	50%	39%
Teachers Planning To Leave the Field Within 3 Years	26%	18%	16%	13%
Directors Planning To Leave the Field Within 3 Years	13%	11%	9%	9%
Family Child Care Home Providers Planning To Leave The Field Within 3 Years	11%	9%	9%	12%

Potential Turnover

Nine percent of the directors employed in licensed child care centers or registered ministries responding to the survey reported that they are planning to leave the field within the next three years. The response rate has remained relatively consistent since 2005.

Thirteen percent of full-time teachers reported that they are planning to leave the field within the next three years. The Teacher responses have continued since 2005 to decrease. Directors, teachers, and family child care home providers commonly indicated better pay, more time off and an easier time of finding qualified educators as conditions that would support them staying in the early childhood profession. 2014 was the first year that directors reported the “ability to hire qualified teachers” as a condition that would change their intentions to leave.

Indiana Workforce Development data indicates a shortage of qualified teachers to meet the demand for the workforce.

Future Iteration of This Analysis

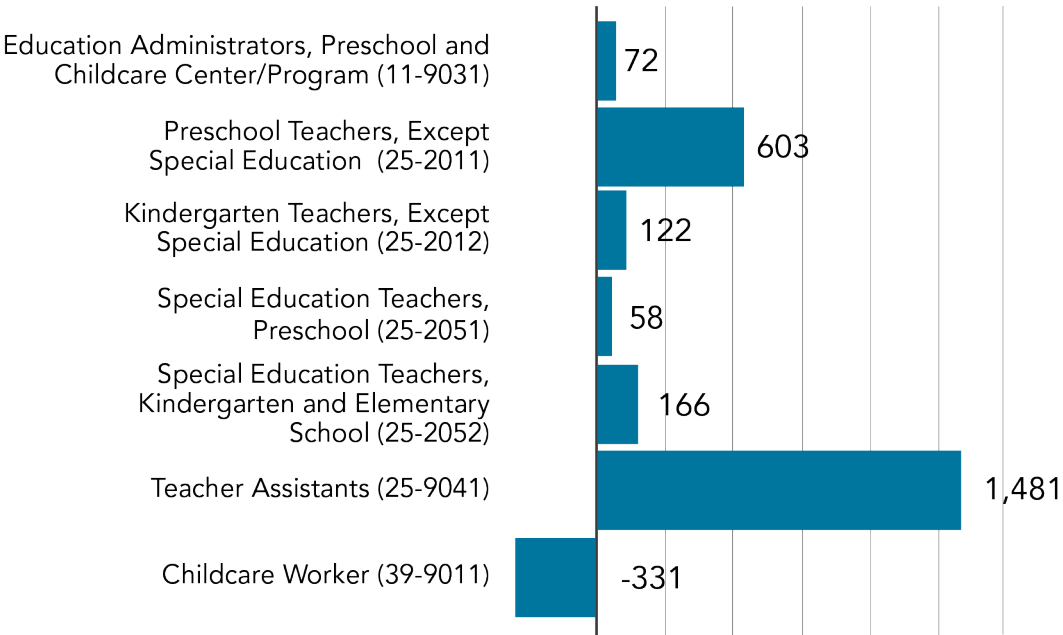
The analysis presented above is the fifth iteration of the Indiana Child Care Workforce Study in the last fifteen years. These analyses have served the state and early learning community well in outlining the current status of the workforce and key needs being expressed by those serving in the field. As we consider how future iterations of this report might advance the field, we have determined that the next annual study should focus more purposefully on the practitioner’s experience and perspective. The 2021 Indiana Child Care Workforce Study will engage more teachers and directors from across the state, employing a human-centered approach to gather a better understanding of the lived experience of practitioners. This perspective, along with labor market data and a closer look at the talent development pipeline, will allow us to better triangulate the current needs and opportunities for the early learning workforce.



Final Comments

Meeting Indiana’s future childcare workforce needs may prove challenging. According to data retrieved from the Indiana Department of Workforce Development, Indiana should expect more than 2,000 new jobs in the early childhood sector by the year 2028. The majority of those new jobs come in two Standard occupation classifications, teacher assistants (25-9041) and preschool teachers, except special education (25-2011).

Total Job Growth Projection (2018-2028)



The data suggests the early childhood workforce sector may see as many as 7,500 unique job postings when taking into account the natural workforce attrition and requirements. This number includes the 2,000 new jobs mentioned above. It is necessary to have a well-developed talent pipeline equipped with the skills and credentials to fill the needed positions and meet the job demand. In the 2018-2019 academic year, Indiana’s career and technical education (CTE) system saw a total of 947 concentrators in the early childhood pathway across the state.

In future iterations of this study, it may be necessary to understand better the relevancy of these programs and credentials to the needs of the workforce and the number of students that transition into and stay employed in Indiana.

Glossary

Association of Christian Schools International (ACSI): A worldwide accrediting organization uniquely dedicated to delivering the message of Christ dedicated to school improvement to assist schools in changing for the better in an orderly and systematic way through accreditation.

Child Care Services Association (CCSA): Located in Chapel Hill, North Carolina, CCSA is a non-profit, United Way agency committed to ensuring the affordability, accessibility, and quality of child care. Through research, services, and advocacy, CCSA works to improve child care systems across the United States. CCSA has developed several innovative and effective quality improvement initiatives, including the T.E.A.C.H. Early Childhood® Project, Child Care WAGES® Project, and numerous other child care quality improvement projects.

Child Development Associate Credential (CDA): The CDA is a national competency-based certification for individual child care providers awarded through the national Council for Professional Recognition. The credentialing program focuses on the skills of early care and education professionals. It is designed to provide performance-based training and assessment of preschool teachers, home visitors, and family child care providers.

Council on Accreditation (COA): An international organization partnering with human service organizations to improve service delivery outcomes by developing, applying, and promoting best practice standards for programs serving all ages. Accreditation for Early Child Care and Development Services and for After School Programs provided.

Early Education Matching Grant (EEMG): Annual grants awarded by FSSA through a competitive process to early education programs that meet the requirements, including having a rating of Level 3 or Level 4 on Paths to QUALITY™, Indiana's early education and child care quality rating and improvement system. EEMG grants provide low-income 4-year olds with a high-quality pre-kindergarten education.

Head Start and Early Head Start: Head Start is a federally funded comprehensive child development program for children from age three to kindergarten entry and their families. Head Start is a child-focused program with the overall goal of increasing the school readiness of young children in low-income families, while Early Head Start serves pregnant women, infants, and toddlers up to age three. The programs provide early childhood educational, social, medical, dental, nutritional, and mental health services to enrolled children. They are based on comprehensive child development services, parent involvement, and community partnerships.

National AfterSchool Association (NAA): An accrediting organization of afterschool professionals dedicated to the development, education and care of children and youth during their out-of-school hours.

National Association for the Education of Young Children (NAEYC): Founded in 1926, NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age eight. In 1985 NAEYC developed a national voluntary accreditation system to set professional standards for early childhood programs and to help families identify high-quality programs. The NAEYC office in Washington, D.C. administers the accreditation system.

National Association for Family Child Care (NAFCC): A non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care.

National Early Childhood Program Accreditation (NECPA): An international accrediting organization dedicated to raising the early care and education program's quality bar, bringing tangible benefits and experiences to the lives of the children and families they serve.

On My Way Pre-K: On My Way Pre-K awards grants to four-year-olds from low-income families so that they

may have access to a high-quality Pre-K program the year before they begin Kindergarten. Families who receive a grant may use the grant at any approved On My Way Pre-K Program in Indiana.

T.E.A.C.H. Early Childhood® INDIANA Project: T.E.A.C.H. Early Childhood® stands for Teacher Education and Compensation Helps Early Childhood, an umbrella for a variety of different scholarship programs. The T.E.A.C.H. Early Childhood® INDIANA project provides scholarships for teachers, directors, and family child care providers who are working in legally exempt or regulated early childhood programs. Each scholarship is made up of four components and includes an educational scholarship, completion of formal education, compensation upon completion of the education, and a commitment by the scholarship recipient to remain at the site or in the field for a specified period of time. All T.E.A.C.H. scholarships link continuing education with increased compensation and require that recipient and their sponsoring child care programs share in the cost. Project funding comes from the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care through the federal Child Care and Development Block grant.

USDA Child and Adult Care Food Program (CACFP): CACFP is a federal program that provides healthy meals and snacks to children and adults receiving day care. The facilities that receive reimbursement for their meal costs include child care centers, family child care homes, after school care programs, homeless shelters, and adult day care services.



Appendix A

Facility Summary Review by Auspice

Child Care Facilities	State Total	For-Profit Centers	Not-For-Profit Faith-Based Centers	Not-For-Profit Centers
	n=430	n=67	n=146	n=138
Median Center Preschool (0-5) Enrollment	35	65	42	53
Accredited Centers	129	49	2	78
Turnover Rate of Full-Time Teachers	16.0%	18.0%	14.0%	17.0%
Median Starting Teacher Wage	\$8.00	\$8.00	\$7.50	\$8.50
Median Highest Teacher Wage	\$16.00	\$15.25	\$13.00	\$16.00
Fully Paid Health Insurance	4.0%	< 1%	2.0%	5.0%
Annual Vacation Days	53.0%	59.0%	43.0%	65.0%
Paid Sick Leave	37.0%	35.0%	39.0%	62.0%
Job Protected Parental Leave	62.0%	60.0%	45.0%	72.0%
Retirement Contributions	37.0%	34.0%	10.0%	56.0%
Paid Education/Training Expenses	84.0%	92.0%	66.0%	96.0%
Paid Time Off for Training	84.0%	79.0%	49.0%	83.0%
Provide Orientation	94.0%	99.0%	76.0%	98.0%
Reduced Cost Child Care	72.0%	62.0%	63.0%	62.0%
Free Child Care	16.0%	14.0%	28.0%	9.0%
Directors	State Total	For-Profit Centers	Not-For-Profit Faith-Based Centers	Not-For-Profit Centers
	n=430	n=67	n=146	n=138
Median Hourly Wage	\$15.80	\$16.75	\$14.58	\$18.26
Median # of Years in Center	5.2	3.0	5.5	4.5
Median # of Years in the Child Care Field	15.0	12.0	14.0	16.0
Associate Degree or Higher in ECE	59.0%	53.0%	37.0%	69.5%
Directors	State Total	For-Profit Centers	Not-For-Profit Faith-Based Centers	Not-For-Profit Centers
	n=2,227	n=646	n=757	n=824
Median Hourly Wage	\$9.50			
No Health Insurance	25.0%	26.0%	28.0%	23.0%
Median # of Years in Center	2.5	2.7	3.5	3.0
Median # of Years in the Child Care Field	7.0	12.0	5.0	6.5
Associate Degree or Higher in ECE	44.0%			

Family Child Care Providers	State Total
	n=389
Median Hourly Wage	\$15.77
Median # of Years as a Family Child Care Provider	13.0
Associate Degree or Higher in ECE	50.0%





inaeyc

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