

# working in child care in indiana

2005 Indiana Child Care Workforce Study



## 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 for young children across the state.

We appreciate all you do for young children in Indiana.

To our early childhood partners that provided advice and encouraged provider participation.

The Anderson Group Consulting Firm, Anderson, Indiana for data entry service.

Several child care facilities for their cooperation and assistance in allowing photographs to be taken. Photographs taken by Marcia Regenstrief.

Child Care Services Association, Inc., Chapel Hill, North Carolina who provided us with technical assistance, permission to modify their copyrighted child care workforce survey instruments, analysis of the data, and permission to use their copyrighted child care workforce report template.

This survey was conducted by the Indiana Association for the Education of Young Children, Inc. with funding and support from the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Development. Indiana Association for the Education of Young Children, Inc. staff members conducted the data collection, identified key findings and modified the surveys and reports.

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## Introduction

Every day while they are working or going to school, Indiana parents entrust the care and education of nearly 115,000 children to child care workers in licensed child care centers, registered child care ministries, Head Start/Early Head Start programs, and licensed family child care homes around the state (data from *The Economic Dimensions of the Child Care Industry in Indiana, 2005*). In 2004, 59% of the children in Indiana under the age of six lived in families in which all parents present were in the workforce (*The Annie E. Casey Foundation: Kids Count Data Book, 2005*).

“The benefits of high-quality early learning experiences are increasingly recognized as critical to children’s success in the later school years and in life” (*Center for Child Care Workforce: Current Data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce, 2004, p.1*). There is little known about the working conditions of people in Indiana who care for and educate its youngest children. Indiana Association for the Education of Young Children, with funding from the Indiana Family and Social Services Administration, Division of Family Resources coordinated a statewide survey to collect comprehensive data about the Indiana child care workforce.

In early May 2005, surveys were mailed to directors and teachers in registered child care ministries, licensed child care centers, licensed Head Start/Early Head Start locations, and to licensed family child care providers. Survey response rates were 60% of directors (n=683 director surveys collected), 33% of teachers (n=4,340 teacher surveys collected), and 54% of family child care providers (n=1,514 family child care provider surveys collected).

The data from the workforce surveys provide information about this very important industry and the critical issues that child care professionals face. The landmark 2005 Indiana Child Care Workforce Study creates baseline measures enabling decision makers to plan statewide initiatives to support child care professionals and to improve the quality of child care.



## Methods

### SURVEY INSTRUMENTS

Three written questionnaires<sup>1</sup> were used to collect information from licensed child care center directors, registered child care ministry directors, child care teachers in licensed child care centers and registered child care ministries, and family child care providers in licensed family child care homes.

### SAMPLING PROCEDURES

Licensed and registered child care program information was downloaded on April 18, 2005 from [www.childcarefinder.IN.gov](http://www.childcarefinder.IN.gov), one of the statewide database listings for child care. One hundred percent of providers on the list were included in the original sampling in all 92 counties. Three counties did not have any licensed child care centers or registered child care ministries operating at the time of the download.

### SURVEY MAILING AND DATA COLLECTION

Survey packets were mailed to 1,205 directors, 23,041 teachers, and 3,022 family child care providers across Indiana. Center/ministry packets included a cover letter and director survey for the directors as well as cover letters and teacher surveys for the teachers. Family child care home packets included a cover letter and a family child care provider survey. All packets included stickers for the participants, program incentive tickets to complete and return with their surveys, and business reply envelopes for mailing. Surveys were returned to a designated post office box.

The initial mailing began the second week in May and was completed by May 16, 2005. After the initial mailing, postcard mailings (a total of 5,387 reminder postcards were sent), phone calls (7,707 total reminder calls were placed), and repeated re-mailings (a total of 2,733 surveys were re-mailed) were initiated for sites that had not yet responded to the survey. Directors were asked to remind their teachers to return the surveys. Phone calls were made to clarify responses in July and August. The data collection and data entry phase culminated on August 19, 2005.

During the data collection phase Indiana Association for the Education of Young Children project staff worked with the Indiana FSSA, Division of Family Resources and child care resource and referral agencies to clarify disconnected phone numbers, incorrect addresses, and closures. Project staff attended regional child care meetings and a food sponsor meeting to ask for support. Staff also requested that child care resource and referral agencies promote survey participation through newsletter articles and flyers.

<sup>1</sup> Copyright Child Care Services Association (CCSA), modified by Indiana Association for the Education of Young Children with the permission of CCSA.



## EXCLUSIONS

The original sample for each type of survey was adjusted through the data collection phase. Sample size was reduced to 1,141 for directors by locating center/ministry closures, center/ministry facilities where no children were enrolled, and directors coordinating multiple sites who reported multiple site information on a single survey. The child care center/ministry teacher sample was reduced to 12,983 for the above reasons. The teacher sample size was further adjusted as a result of director's survey responses to how many teacher surveys were distributed and by directors who refused to allow teacher participation. Phone calls were made to centers/ministries that did not respond to obtain an accurate count of teachers. The family child care provider sample size was adjusted to 2,805 by identifying location closures and multiple site providers who reported more than one site's information on a single survey.

## REPORTING DATA

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



## Key Findings

- Child care workforce wages are markedly low. The median hourly wages reported were \$12.68 for directors, \$7.95 for teachers, and \$8.83 for family child care home providers.
- Sixty percent of licensed child care center/registered child care ministry directors reported that their facilities do not help employees pay for health insurance. Twenty-four percent of family child care providers reported having no health insurance.
- Directors, teachers and family child care providers in the child care workforce are predominantly female. Of the 6,537 respondents, 100 were males.
- Fifty-two percent of teachers reported an annual family income of below \$30,000.00; 57% of teachers at that income level reported that they had children of their own.
- Twenty-two percent of directors and teachers and 24% of family child care providers reported having a Child Development Associate (CDA) Credential. Twenty-four percent of directors, 11% of teachers, and 7% of family child care providers have an Associate degree or higher in early childhood education.
- The annual turnover rate for full time teachers in licensed child care centers/registered child care ministries is 26%. Programs offering more professional support benefits have fewer teachers planning to leave.
- Thirteen percent of directors, 26% of teachers, and 11% of family child care providers reported that they are planning to leave the field within three years. Of those planning to leave, 51% of directors, 77% of teachers, and 43% of family child care providers reported that the ability to earn higher wages would factor into their decision to remain in the field.





## 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, Division of Family Resources Child Care Licensing Regulations and Laws (Indiana Administrative Code) follows:

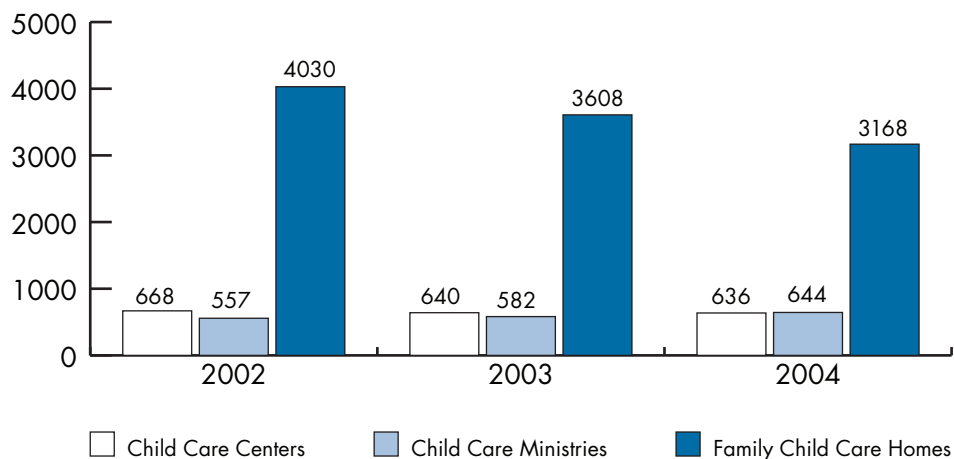
**LICENSED CHILD CARE CENTER**—a nonresidential building where at least one child receives child care from a provider while unattended by a parent, legal guardian, or custodian for regular compensation for more than four hours but less than 24 hours in each of ten consecutive days per year, excluding 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 FSSA, Division of Family Resources 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 shows the number of child care facilities regulated by the Indiana FSSA, Division of Family Resources for Fiscal Years 2002-2004 (Indiana Family & Social Services Administration, Division of Family Resources Child Care Licensing 2004 Demographic Trend Report prepared by the Office of Data Management).

**FIGURE 1—Number of Child Care Facilities Regulated by Indiana FSSA, Division of Family Resources for Fiscal Years 2002-2004**



## Licensed Child Care Centers and Registered Child Care Ministries

Licensed child care centers and registered child care ministries participating in the survey operated under several auspices. Most of the director surveys represented not-for-profit facilities (73%). Programs included not-for-profit centers sponsored by faith communities, private not-for-profit sponsored by a community/board, and not-for-profit government-sponsored centers such as Head Start/Early Head Start programs. For-profit centers included privately run single centers and corporations/companies that operated multiple centers enrolling hundreds of children (see TABLE 1).

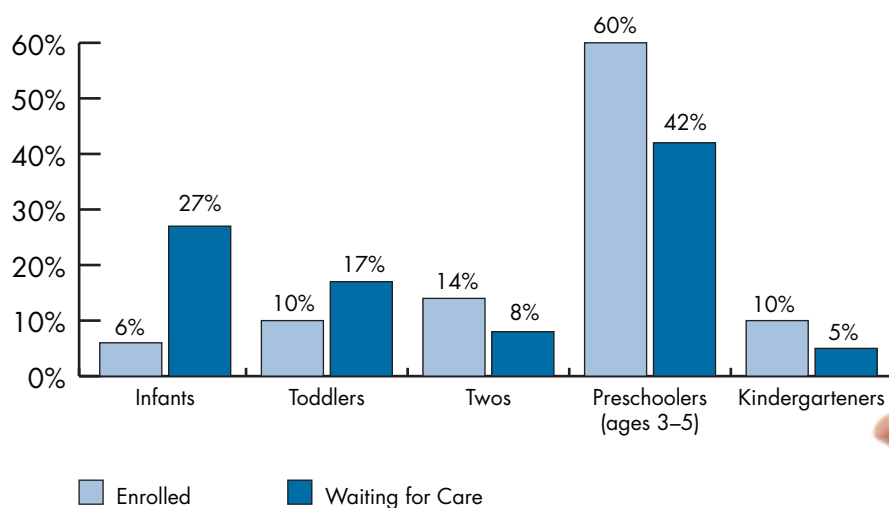
TABLE 1—Licensed Child Care Center/Registered Child Care Ministry Director Survey Respondents by Auspice

Center and Ministry Organizational Structure	Percentage of Return
Private for-profit (single center)	16%
Private for-profit (multi-center)	9%
Private not-for-profit (community/board sponsored)	18%
Private not-for-profit (sponsored by faith communities)	46%
Employee sponsored program	1%
Head Start/Early Head Start	9%
Other public programs*	1%

\* Public schools programs and other public programs

In February 2005, centers/ministries enrolled a median of 50 children ages birth to five (not including school age children) per site and employed a median of five full-time and one part-time teacher(s). Forty-seven percent of the facilities had children on a waiting list for enrollment. Infants and toddlers were 16% of the total number of children enrolled in centers/ministries but represented 44% of the children on waiting lists for care. Preschool children ages three to five were 60% of the total number of children enrolled and represented 42% of children waiting for care (see FIGURE 2).

FIGURE 2—Percentage of Children Enrolled and Waiting for Care in Centers/Ministries with Waiting Lists by Age Group in February 2005



## FUNDING SOURCES

Licensed child care centers and registered child care ministries rely on a combination of funding sources to cover their operating expenses. Fees paid by parents, child care subsidy payments and reimbursements for food costs through the USDA Child and Adult Care Food Program are the primary sources of income. Weekly child care fees charged by centers ranged from a median of \$131.00 for infant care to a median of \$100.00 for three to five-year-olds. Seventy percent of all centers/ministries reported that in February 2005 they had at least one child enrolled from families utilizing child care subsidy assistance. Forty-eight percent of the centers/ministries were participating in the USDA Child and Adult Care Food Program to help defray the cost of serving nutritious meals to the children.

## STAFFING

Child care facility teacher respondents represented a wide variety of positions in the child care field and worked with children of all ages. For purposes of this report the term 'teachers' refers to all teacher survey respondents. 'Lead Teacher' refers to self-reported titles of Lead Teacher and Teacher, and 'Assistant Teacher' refers to self-reported title of Assistant Teacher. Respondents held titles of Lead Teacher (24%), Teacher (36%), Assistant Teacher (27%), and other positions (13%). Most teachers responding worked with children ages birth to five, whereas 9% worked with school-age children and 12% worked in more than one classroom. Those who completed a director survey held titles such as Director (86%), Director/Owner (9%), and other positions (6%).



## EMPLOYMENT BENEFITS

Employment benefits offered by licensed child care centers and registered child care ministries in Indiana are shown in TABLE 2. Sixty percent of directors reported that their centers/ministries do not help employees pay for health insurance coverage. According to center/ministry directors, 23% of their programs offer free child care to staff, and 52% offer reduced child care fees. Thirty-six percent of the teaching staff indicated that their children were enrolled in the child care facilities where they work.

Although teachers work with very young children who are frequently ill, 41% of centers/ministries do not offer a single day of paid sick leave. Forty-seven percent of the teaching staff reported that they had worked more than 40 hours per week at some point; 63% of those who worked more than 40 hours said that their centers paid them time and a half for the overtime hours that they worked.

**TABLE 2—Employment Benefits in Licensed Child Care Centers and Registered Child Care Ministries (as reported by Directors)**

	<b>Percentage of Centers Offering Benefits</b>
Fully Paid Health Insurance	7%
Partially Paid Health Insurance	33%
Free Child Care	23%
Reduced Child Care Fee	52%
Parental Leave	34%
Paid Sick Leave	59%
Paid Vacation	82%
Paid Holidays	83%
Paid Retirement Benefits	29%



## Family Child Care Homes

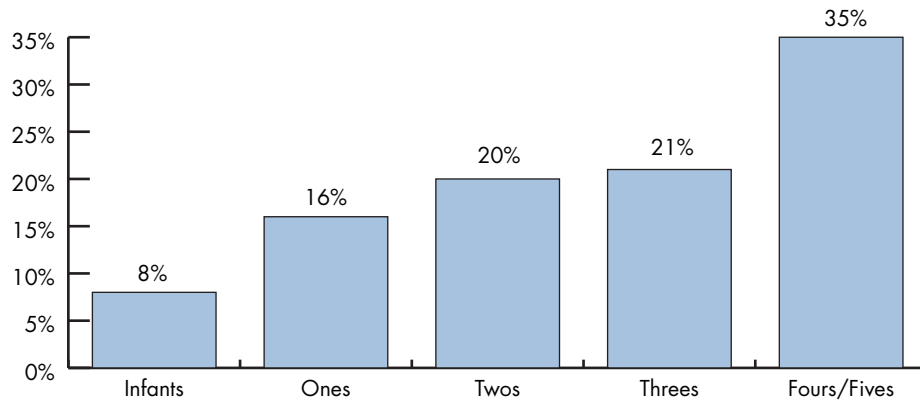
Family child care providers who responded to the survey had been in business for a median of 8.5 years. Providers worked 55 hours per week on average. Forty-two percent reported having help from a paid assistant; another 27% received assistance from a family member. Special services offered by family child care providers included evening care (25%), overnight care (11%), holiday care (12%), and weekend care (12%). Close to 50% of respondents care for children on a drop-in basis. Nearly all homes (97%) required parents to sign a written agreement before enrolling their children. Others (65%) offered fee discounts to families that enrolled more than one child; 9% offered scholarships or sliding fee scales. Forty-eight percent of providers reported that they sometimes allowed sick children to attend child care.

Thirteen percent of family child care respondents indicated that their family child care home was in the process of becoming accredited through the National Association for Family Child Care (NAFCC). Seven percent of family child care homes had achieved accreditation through NAFCC.

Family child care home enrollment as of February 2005 ranged from 1 to 35 children ages birth to five with a median of eight young children in each home. FIGURE 3 shows the percentage of children ages birth to five enrolled in family child care homes. Three percent of the enrolled children ages birth to five were providers' own children.

Weekly child care fees varied by age group. The median weekly fee for full time infant care was \$90.00, whereas the median full-time fee for three-year-olds was \$80.00 per week. Median fees for family child care homes were lower than centers/ministries' fees in every age group.

FIGURE 3—Percentage of Children Ages 0–5 Enrolled in Family Child Care Homes in February 2005



## EARNINGS AND EXPENDITURES

Family child care providers' median gross monthly earnings (based on child care fees, subsidy payments and USDA Child and Adult Care Food Program reimbursements) for February 2005 were \$3,433.68 and monthly median expenditures were \$930.00. Median monthly net earnings were \$2,344.60. Based on these data, estimated net yearly earnings were \$28,135.20. Forty-four percent of homes reported enrolling children who received child care subsidy, and 16% of all the children in family child care programs across the state were subsidy recipients. Food costs represented about 33% of providers' monthly expenditures; 68% of Indiana family child care providers defrayed this expense by participating in the USDA Child and Adult Care Food Program. The median reimbursement that providers reported that they received for February 2005 was \$445.52. Median hourly earnings were \$8.83, estimated by dividing net monthly earnings by the number of hours each home is open. This estimate does not include home occupancy costs such as utilities, home improvements or repairs, cleaning, rent or mortgage. TABLE 3 shows the earnings and expenditures in family child care homes.

TABLE 3—Earnings and Expenditures in Family Child Care Homes for February 2005

Total Monthly Earnings (median)	\$3,433.68
Total Monthly Expenditures (median)	\$930.00
Net Monthly Income (median)	\$2,344.60
Hours Worked per Week (median)	55
Hourly Earnings (median)	\$8.83

## BENEFITS

Forty-two percent of family child care providers reported having help from a paid assistant; another 27% received assistance from a family member. Thirty-eight percent of family child care providers charged parents for weeks when they were on vacation and not providing care; 11% said that they never take vacations. Twenty-seven percent of providers said that they worked when they were sick, and 49% charged for days when they were sick and not providing care. Seventy-six percent of family child care providers have health insurance. More than 53% of those are covered by their spouses insurance. Only 21% have their own health insurance policy.



## Demographic Profile of Indiana’s Child Care Workforce

The child care workforce in Indiana is more than 97% female and includes a large proportion of workers who have children of their own (see TABLE 4). A total family income of less than \$30,000.00 was reported by 14% of directors, 52% of teachers, and 22% of family child care providers. Of those in the \$30,000.00 or less annual income bracket, 77% of the directors, 57% of the teachers, and 91% of the family child care providers had children of their own. Forty percent of the directors, 29% of the teachers, and 34% of the family child care providers with a total family income of less than \$30,000.00 annually reported that they were single parents.

TABLE 4—Demographic Profile of the Child Care Workforce

	Directors	Teachers	Family Child Care Providers
Median Age	43	31	42
Female	97%	98%	99%
People of Color	15%	18%	22%
Have Children	87%	64%	93%
At Least One Child 0–18	58%	44%	60%
Single Parent of Children 0–18	10%	16%	13%
Annual Family Income Below \$30,000	14%	52%	22%

## Education of the Child Care Workforce

“New research indicates that young children’s learning and development depend on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year college degree and specialized training in early childhood” (“Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications,” W. S. Barnett, National Institute for Early Education Research, 2003, p.1).

Twenty-four percent of directors, 11% of teachers, and 7% of family child care providers have an Associate degree or higher in early childhood education. Forty-two percent of directors, 17% of teachers, and 15% of family child care providers have an Associate’s degree or higher in another field such as elementary education or business.



TABLE 5—Educational Attainment of Licensed Child Care Center/Registered Child Care Ministry Directors and Family Child Care Providers

Education	Center/Ministry Directors	Family Child Care Providers
<b>Highest Education Completed***</b>		
Bachelor Degree or Higher in ECE/CD*	12%	2%
Bachelor Degree or Higher in Other Field	37%	10%
Associate Degree in ECE/CD*	12%	5%
Associate Degree in Other Field	5%	6%
High School + Any College Courses	23%	37%
High School + Workshops	5%	17%
High School Diploma or G.E.D.	5%	21%
Some High School	<1%	3%
<b>Other Educational Credits</b>		
Child Development Associate (CDA)	22%	24%
<b>Educational Pursuits</b>		
Currently Taking ECE/CD* Courses	17%	21%
Interested in Attending College to Earn a Degree**	22%	28%

\* ECE/CD=Early Childhood Education/Child Development

\*\* Percentages were drawn from the survey respondents not currently taking courses

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

Indiana child care workers have an interest in achieving higher levels of education. As shown in the tables, many directors, teachers and family child care providers have completed college courses. Of the survey respondents who were not taking courses, 22% of the directors, 41% of the teachers, and 28% of the family child care providers said they were interested in attending college to earn a degree. See TABLES 5 AND 6 for educational attainment data on center/ministry directors, teachers and family child care providers.





TABLE 6—Educational Attainment of Teachers in Licensed Child Care Centers/  
Registered Child Care Ministries

Education	Teachers	Lead Teachers	Assistant Teachers
<b>Highest Education Completed***</b>			
Bachelor Degree or Higher in ECE/CD*	4%	5%	1%
Bachelor Degree or Higher in Other Field	14%	17%	6%
Associate Degree in ECE/CD*	7%	9%	4%
Associate Degree in Other Field	4%	3%	4%
High School + Any College Courses	39%	40%	37%
High School + Workshops	10%	9%	12%
High School Diploma or G.E.D.	20%	15%	31%
Some High School	3%	2%	4%
<b>Other Educational Credits</b>			
Child Development Associate (CDA)	22%	23%	10%
<b>Educational Pursuits</b>			
Currently Taking ECE/CD* Courses	21%	23%	21%
Interested in Attending College to Earn a Degree**	41%	40%	47%

\* ECE/CD=Early Childhood Education/Child Development

\*\* Percentages were drawn from the survey respondents not currently taking courses

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



## Earnings of the Child Care Workforce

The earnings of the child care workforce in Indiana are extremely low (see TABLES 7 AND 8). Median annual earnings for child care teachers in Indiana are only \$16,536.00. According to the Indiana Department of Workforce Development information on industry wages, jobs with salaries that compare to the wages of child care teachers include general merchandise store employees and transit and ground passenger transportation service providers (Indiana Department of Workforce Development, Industry Wages Information, Quarter-1 2005).

Thirteen percent of teachers and 10% of family child care providers reported that they worked another paid job in addition to their job in child care. The median number of hours worked in these additional jobs was 12 for teachers and 15 for family child care providers.

TABLE 7—Self-Reported Earnings of Teachers in Licensed Child Care Centers/  
Registered Child Care Ministries

	Teachers	Lead Teachers	Assistant Teachers
Highest Hourly Earnings (90th Percentile)	\$11.40	\$11.75	\$9.35
Median Hourly Earnings (50th Percentile)	\$7.95	\$8.18	\$7.25
Lowest Hourly Earnings (10th Percentile)	\$6.15	\$6.25	\$6.00

Child care center/ministry directors' median self-reported wage barely competes with the \$28,440.00 annual starting salary of an Indiana public school teacher (National Education Association, 2004) despite the added responsibility of running a business and working year round. Median annual earnings for center/ministry directors were \$27,040.00, and 44% of center/ministry directors reported that they worked more than 40 hours per week.

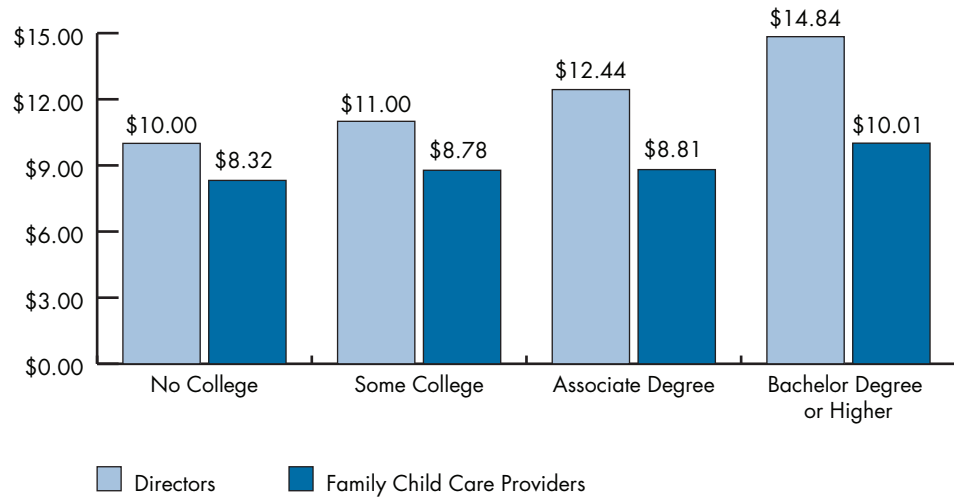
TABLE 8—Earnings of Licensed Child Care Center/Registered Child Care Ministry Directors and Family Child Care Providers

	Center/Ministry Directors	Family Child Care Providers
Highest Hourly Earnings (90th Percentile)	\$19.78	\$17.13
Median Hourly Earnings (50th Percentile)	\$12.68	\$8.83
Lowest Hourly Earnings (10th Percentile)	\$9.00	\$2.00



How do wages in the child care field compare to education levels of the workforce? FIGURE 4 shows the median hourly wages earned by center/ministry directors and family child care providers at four levels of educational attainment.

**FIGURE 4—Median Hourly Wages of Licensed Child Care Center/Registered Child Care Ministry Directors and Family Child Care Providers by Educational Attainment**



In TABLE 9 the earnings growth potential for teachers within licensed child care centers and registered child care ministries is compared to licensed child care centers and registered child care ministries that have achieved accreditation by the National Association for the Education of Young Children (NAEYC) or the National AfterSchool Association (NAA). Thirteen percent of center/ministry respondents indicated that their site was in the process of becoming accredited through NAEYC or NAA; 11% of the centers/ministries had achieved accreditation through NAEYC or NAA. Licensed child care centers and registered child care ministries that have attained accreditation reported higher wages for both lead teachers and assistant teachers.



TABLE 9—Pay Rates of Lead Teachers and Assistant Teachers (reported by Directors) in Licensed Child Care Centers, Registered Child Care Ministries and Accredited Licensed Child Care Centers and Registered Child Care Ministries

	Median Starting Wage	Median Highest Wage
<b>Lead Teachers</b>		
Registered Child Care Ministries	\$7.00	\$8.50
Licensed Child Care Centers	\$7.25	\$9.22
Accredited Licensed Child Care Centers and Registered Child Care Ministries	\$7.50	\$10.00
<b>Assistant Teachers</b>		
Registered Child Care Ministries	\$6.27	\$7.00
Licensed Child Care Centers	\$6.50	\$7.50
Accredited Licensed Child Care Centers and Registered Child Care Ministries	\$7.00	\$8.00

Center/ministry directors reported pay rates for teaching staff, including the typical starting wages and the typical highest wages paid to lead teachers and assistant teachers. Unlike self-reported earnings, these data highlight wage ranges within child care centers and child care ministries. The lowest median starting wage reported for a lead teacher in a facility that is not accredited was \$7.00 per hour; the median starting wage reported for a lead teacher in an accredited site was \$7.50 per hour. The median highest wage reported for a lead teacher in a facility that is not accredited was \$8.50 per hour; the median highest wage reported for a lead teacher in an accredited site was \$10.00 per hour. This pattern of increase was also found among assistant teacher wages. The difference between the starting wage and the highest wage provides insight into the possibilities for earnings growth.

## Professional Support for the Child Care Workforce

According to the U.S. Bureau of Labor Statistics, one of the fastest growing occupations for the decade 1998–2008 is the category “child care worker,” with an expected growth rate of 26% during this ten-year period (Center for the Child Care Workforce, 2002). Programs such as the T.E.A.C.H. Early Childhood® project have addressed the educational and financial needs of the child care workforce while lowering turnover. The organizations and sponsoring programs that offer T.E.A.C.H. provide child care workers opportunities to develop their teaching skills and professionalism through scholarships for coursework and supportive work environments. The workforce survey included questions about the T.E.A.C.H. Early Childhood® INDIANA project.

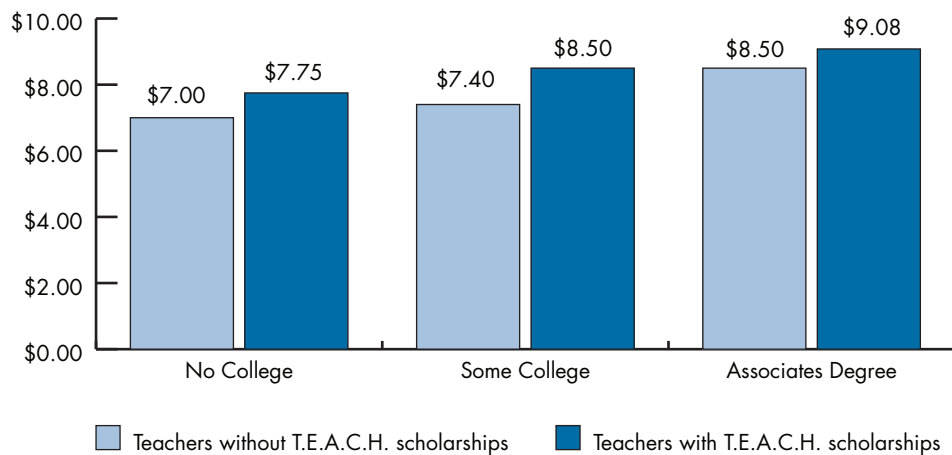


T.E.A.C.H. EARLY CHILDHOOD® INDIANA PROJECT

Fifty-five percent of center/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 program’s implementation in 1999. Nineteen percent of teachers and 29% of family child care providers reported having received a T.E.A.C.H. scholarship. Only 6% of center/ministry directors, 16% of teachers, and 8% of family child care providers reported having never heard of T.E.A.C.H. Early Childhood® INDIANA project.

FIGURE 5 compares the median hourly wages of teachers that have not received a T.E.A.C.H. Early Childhood® INDIANA project scholarship with those that have. T.E.A.C.H. scholarships are available for eligible candidates who are pursuing a CDA credential, Associate or Bachelor degree in early childhood education.

FIGURE 5—Median Hourly Wages by Educational Attainment of Teachers with and without T.E.A.C.H. Early Childhood® INDIANA Scholarships



## OTHER PROFESSIONAL SUPPORT

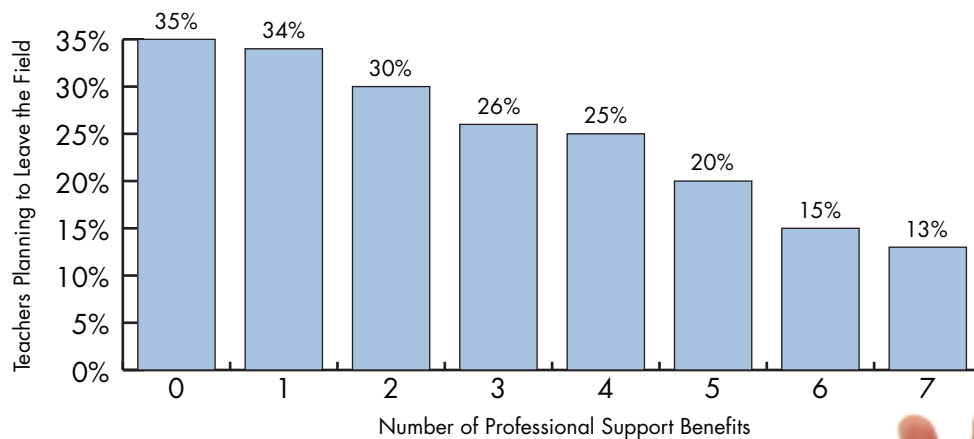
There are many ways that licensed child care centers and registered child care ministries can support the professional development of their teachers. The workforce survey asked about seven key types of professional support: paid breaks, paid time off for training, paid planning or preparation time, paid education and training expenses, orientation programs, written job descriptions and written personnel policies (see TABLE 10). Over 55% of centers/ministries offered at least one of these types of benefits.

TABLE 10—Professional Support Benefits for Teachers in Licensed Child Care Centers and Registered Child Care Ministries

	Percentage of Centers/Ministries Offering Benefits
Paid Breaks	57%
Paid Time Off for Training	58%
Paid Planning/Preparation Time	67%
Paid Education/Training	77%
Orientation	83%
Written Job Description	85%
Written Personnel Policies	89%

Providing these types of professional support benefits may be a means for centers/ministries to reduce teacher turnover. Whereas 26% of teachers statewide said that they would leave the child care field within three years, only 13% of the teachers in centers/ministries offering all seven of the benefits listed in TABLE 10 said the same (see FIGURE 6). Although it is not clear whether these alone lower turnover, there is a definite pattern established with increased benefits.

FIGURE 6—Teachers Planning to Leave the Child Care Field within Three Years by Number of Professional Support Benefits Received



## Experience and Turnover of the Child Care Workforce

Young children need consistent, experienced, well-educated child care teachers with whom they can form close attachments. The national turnover rate for child care providers in licensed child care centers averages 30% (Center for the Child Care Workforce, 2001). 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 11). The median number of years that center/ministry directors have worked in the field is 12. The median years that directors have worked in their present position is four. The range included directors who have worked in their position less than a year and directors who have worked in their position for over 36 years. Among family child care providers, the median length of time in the business is 8.5 years. The range included family child care providers who have worked as a family child care provider for less than a year and providers who have been a family child care provider for 45 years.

TABLE 11—Child Care Workforce Median Years of Experience

<b>Lead Teachers</b>	
Median Years in Current Center	2.5
Median Years in Child Care Field	6.0
<b>Assistant Teachers</b>	
Median Years in Current Center	1.2
Median Years in Child Care Field	3.5
<b>Directors</b>	
Median Years in Current Center	4.0
Median Years in Child Care Field	12.0
<b>Family Child Care Providers</b>	
Median Years as FCC Provider	8.5

The survey included two measures of turnover: (1) the percentage of lead teachers and assistants who left their centers/ministries during the previous year, and (2) the percentage of directors, teachers and family child care providers who are planning to leave the child care field within the next three years (see TABLE 12). As a proportion of all full-time teachers, 26% left their centers during the previous 12 months. Of the centers that responded, 15% had no full-time staff turnover during the previous year while 4% of the centers had turnover at or above 100% of current full-time staff.



TABLE 12—Child Care Workforce Turnover

Full-Time Teacher Turnover	26%
Part-Time Teacher Turnover	37%
Teachers Planning to Leave the Field within 3 years	26%
Lead Teachers Planning to Leave the Field within 3 years	24%
Assistant Teachers Planning to Leave the Field within 3 years	32%
Directors Planning to Leave the Field within 3 years	13%
Family Child Care Providers Planning to Leave the Field within 3 years	11%

## Potential Turnover

Thirteen percent of directors, 26% of teachers, and 11% of family child care providers reported that they planned to leave the field within three years. Of those planning to leave, 51% percent of directors, 77% of teachers, and 43% of family child care providers commonly indicated that higher earnings would encourage them to stay. Different motivators among the groups stemmed from the unique roles and responsibilities of each group, though all three were generally interested in additional support for the work they do such as the ability to have more time off (family child care providers) and better employment benefits (directors and teachers). Of those planning to leave the field, some directors (33%), teachers (20%), and family child care providers (37%) reported that they were leaving for reasons not likely influenced by additional support. Eighty-seven percent of directors, 74% of teachers, and 89% of family child providers reported that they would be working in the child care field in three years.

## Final Comments

Every day while they are working or going to school, Indiana's parents entrust the care and education of their young children to child care directors, teachers and family child care providers. The landmark 2005 Indiana Child Care Workforce Study provides comprehensive data on various issues facing the child care workforce. The findings were not surprising. The median wage of child care teachers is less than \$8.00 per hour. More than half of teachers and family child care providers report little more than a high school education, and turnover of child care teachers is 26%. Children in child care deserve a well-educated, fairly compensated, and stable child care workforce. This study provides parents, decision makers and communities across the state with valid information to nourish and strengthen the child care system.





## Glossary

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 in 1990.

CHILD DEVELOPMENT ASSOCIATE (CDA) CREDENTIAL: The CDA is a national competency-based certification for individual child care providers awarded through the Council of Early Childhood Professional Recognition. The credentialing program focuses on the skills of early care and education professionals and is designed to provide performance-based training and assessment of child care staff, home visitors, and family child care providers.

HEAD START/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. Early Head Start serves pregnant women, infants and toddlers up to age three. All programs provide early childhood educational, social, medical, dental, nutritional and mental health services to the enrolled children and are based on comprehensive child development services, parent involvement and community partnerships.

NATIONAL AFTERSCHOOL ASSOCIATION (NAA): The National AfterSchool Association, formerly the National School-Age Care Alliance, was founded in 1987. Since 1998 NAA has been granting Accreditation to programs serving children and youth that meet their national standards of quality. NAA's mission is to be the leading voice of the after-school profession 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 accreditation system is administered by the NAEYC office in Washington, DC.



NATIONAL ASSOCIATION FOR FAMILY CHILD CARE (NAFCC): The National Association for Family Child Care is a national membership organization working with more than 400 state and local family child care provider associations across the United States. The mission of NAFCC is to support the profession of family child care and to encourage high-quality care for children through accreditation, leadership training, technical assistance, public education, and policy initiatives. In 1994, NAFCC began a major initiative to develop a new accreditation system for family child care. The NAFCC Accreditation standards cover the following content areas: Relationships, Environment, Activities, Developmental Learning Goals, Safety and Health, and Professional and Business Practices.

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, and 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 recipients and their sponsoring child care programs share in the cost. Project funding comes from the Indiana Family & Social Services Administration, Division of Family Resources/Bureau of Child Development, Indiana Association for the Education of Young Children, and the Indiana Head Start Partnership Project.

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 centers.



## Appendix A

## 2005 INDIANA EARLY CHILDHOOD WORKFORCE STUDY—SURVEY RESPONSE FINAL REPORT

#	County	Population	Director Sample %	Director Sample %	Director Sample Original	Director Sample Current	Director Surveys Received	Director Response Rate	Teacher Sample Original	Teacher Sample Current	Teacher Surveys Received	Teacher Response Rate	Home Sample %	Home Sample Original	Home Sample Current	Home Surveys Received	Home Response Rate
1	Adams	Rural	100%	6	6	6	100%	91	74	48	65%	100%	8	8	6	75%	
2	Allen	Urban	100%	71	67	43	64%	1244	857	285	33%	100%	144	139	76	55%	
3	Bartholomew	Urban	100%	17	16	10	63%	352	189	98	52%	100%	41	37	21	57%	
4	Benton	Rural	100%	2	2	2	100%	30	6	6	100%	100%	8	8	6	75%	
5	Blackford	Rural	100%	1	1	1	100%	10	3	3	100%	100%	11	11	9	82%	
6	Boone	Urban	100%	13	13	8	62%	343	178	59	33%	100%	19	17	8	47%	
7	Brown	Rural	100%	3	3	3	100%	27	9	6	67%	100%	4	4	3	75%	
8	Carroll	Rural	100%	4	4	3	75%	46	20	13	65%	100%	8	6	3	50%	
9	Cass	Rural	100%	7	6	3	50%	116	85	33	39%	100%	11	11	9	82%	
10	Clark	Urban	100%	17	16	9	56%	421	219	68	31%	100%	35	29	17	59%	
11	Clay	Rural	100%	4	4	3	75%	50	37	7	19%	100%	18	18	8	44%	
12	Clinton	Rural	100%	5	5	3	60%	78	48	19	40%	100%	9	9	4	44%	
13	Crawford	Rural	100%	3	1	1	100%	30	6	1	17%	100%	5	4	3	75%	
14	Daviess	Rural	100%	7	5	3	60%	65	30	16	53%	100%	26	23	16	70%	
15	Dearborn	Rural	100%	7	7	4	57%	183	103	29	28%	100%	13	11	6	55%	
16	Decatur	Rural	100%	2	2	1	50%	37	14	10	71%	100%	6	5	3	60%	
17	Dekalb	Rural	100%	11	10	8	80%	161	78	33	42%	100%	16	16	9	56%	
18	Delaware	Urban	100%	21	21	15	71%	393	211	113	54%	100%	32	32	26	81%	
19	Dubois	Rural	100%	6	5	5	100%	144	96	42	44%	100%	26	26	18	69%	
20	Elkhart	Rural	100%	30	29	21	72%	465	290	145	50%	100%	52	49	24	49%	
21	Fayette	Rural	100%	4	4	3	75%	48	39	13	33%	100%	11	10	7	70%	
22	Floyd	Urban	100%	20	20	10	50%	472	253	62	25%	100%	49	47	25	53%	
23	Fountain	Rural	100%	1	1	1	100%	10	9	5	56%	100%	6	6	4	67%	
24	Franklin	Rural	100%	0	0	0	0%	0	0	0	0%	100%	10	10	7	70%	
25	Fulton	Rural	100%	4	4	4	100%	47	33	9	27%	100%	16	14	8	57%	
26	Gibson	Rural	100%	5	4	3	75%	106	75	40	53%	100%	30	28	19	68%	
27	Grant	Urban	100%	8	8	6	75%	124	71	19	27%	100%	23	21	6	29%	
28	Greene	Rural	100%	3	2	1	50%	29	21	6	29%	100%	35	28	19	68%	
29	Hamilton	Urban	100%	40	39	23	59%	1507	682	210	31%	100%	69	64	32	50%	
30	Hancock	Urban	100%	7	7	5	71%	121	72	42	58%	100%	40	38	27	71%	
31	Harrison	Rural	100%	5	4	3	75%	80	70	17	24%	100%	34	34	18	53%	
32	Hendricks	Urban	100%	20	20	17	85%	622	315	132	42%	100%	49	47	26	55%	
33	Henry	Rural	100%	4	4	3	75%	67	24	7	29%	100%	25	25	16	64%	
34	Howard	Urban	100%	27	27	17	63%	436	321	89	28%	100%	22	20	13	65%	
35	Huntington	Rural	100%	7	7	4	57%	106	62	32	52%	100%	18	17	11	65%	
36	Jackson	Rural	100%	6	6	5	83%	42	45	3	7%	100%	36	32	18	56%	
37	Jasper	Rural	100%	2	2	1	50%	40	20	8	40%	100%	8	8	5	63%	
38	Jay	Rural	100%	2	2	1	50%	11	9	0	0%	100%	10	9	6	67%	
39	Jefferson	Rural	100%	4	3	3	100%	50	20	13	65%	100%	25	25	16	64%	
40	Jennings	Rural	100%	3	3	3	100%	60	30	7	23%	100%	13	13	8	62%	
41	Johnson	Urban	100%	22	22	11	50%	607	354	84	24%	100%	19	19	10	53%	
42	Knox	Urban	100%	9	7	3	43%	147	94	25	27%	100%	35	30	20	67%	
43	Kosciusko	Rural	100%	10	10	6	60%	139	113	38	34%	100%	40	36	10	28%	
44	LaGrange	Rural	100%	5	4	3	75%	55	35	19	54%	100%	14	13	7	54%	
45	Lake	Urban	100%	88	84	42	50%	1721	984	254	26%	100%	241	215	71	33%	
46	LaPorte	Rural	100%	14	10	5	50%	204	97	31	32%	100%	56	46	22	48%	
47	Lawrence	Rural	100%	8	8	8	100%	104	60	18	30%	100%	39	38	12	32%	

#	County	Population	Director Sample %	Director Sample Original	Director Sample Current	Director Surveys Received	Director Response Rate	Teacher Sample Original	Teacher Sample Current	Teacher Surveys Received	Teacher Response Rate	Home Sample %	Home Sample Original	Home Sample Current	Home Surveys Received	Home Response Rate
48	Madison	Urban	100%	20	20	11	55%	269	139	55	40%	100%	38	36	25	69%
49	Marion	Urban	100%	256	252	102	40%	5324	2819	819	29%	100%	439	406	201	50%
50	Marshall	Rural	100%	6	6	3	50%	52	34	14	41%	100%	25	25	16	64%
51	Martin	Rural	100%	1	1	1	100%	20	5	0	0%	100%	7	7	4	57%
52	Miami	Rural	100%	6	6	6	100%	59	46	29	63%	100%	6	6	3	50%
53	Monroe	Urban	100%	32	28	16	57%	599	322	77	24%	100%	61	52	16	31%
54	Montgomery	Rural	100%	6	6	3	50%	109	91	11	12%	100%	16	15	8	53%
55	Morgan	Urban	100%	12	12	8	67%	178	116	44	38%	100%	14	14	8	57%
56	Newton	Rural	100%	0	0	0	0%	0	0	0	0%	100%	5	5	2	40%
57	Noble	Rural	100%	11	10	6	60%	139	79	27	34%	100%	13	12	5	42%
58	Ohio	Rural	100%	3	3	2	67%	34	21	15	71%	100%	1	1	1	100%
59	Orange	Rural	100%	3	3	2	67%	66	27	12	44%	100%	19	17	10	59%
60	Owen	Rural	100%	2	2	2	100%	15	15	6	40%	100%	7	6	4	67%
61	Parke	Rural	100%	0	0	0	0%	0	0	0	0%	100%	12	10	6	60%
62	Perry	Rural	100%	3	2	2	100%	50	28	22	79%	100%	10	9	8	89%
63	Pike	Rural	100%	2	2	2	100%	15	11	3	27%	100%	10	10	7	70%
64	Porter	Urban	100%	19	16	11	69%	401	198	67	34%	100%	29	26	18	69%
65	Posey	Rural	100%	3	3	3	100%	85	53	22	42%	100%	14	13	9	69%
66	Pulaski	Rural	100%	1	1	1	100%	8	6	0	0%	100%	6	6	6	100%
67	Putnam	Rural	100%	5	5	4	80%	66	33	15	45%	100%	18	18	11	61%
68	Randolph	Rural	100%	4	4	3	75%	33	24	8	33%	100%	8	8	5	63%
69	Ripley	Rural	100%	6	6	4	67%	105	64	37	58%	100%	13	11	7	64%
70	Rush	Rural	100%	1	1	1	100%	2	3	2	67%	100%	10	10	7	70%
71	Saint Joseph	Urban	100%	63	54	32	59%	1211	538	183	34%	100%	119	108	48	44%
72	Scott	Rural	100%	4	3	3	100%	55	26	13	50%	100%	11	11	3	27%
73	Shelby	Urban	100%	3	3	3	100%	60	29	10	34%	100%	24	22	14	64%
74	Spencer	Rural	100%	6	4	4	100%	64	33	19	58%	100%	11	11	6	55%
75	Starke	Rural	100%	2	2	2	100%	15	7	2	29%	100%	7	7	4	57%
76	Steuben	Rural	100%	8	8	5	63%	73	66	10	15%	100%	15	14	8	57%
77	Sullivan	Rural	100%	1	1	1	100%	8	4	1	25%	100%	23	22	8	36%
78	Switzerland	Rural	100%	1	1	1	100%	2	3	1	33%	100%	6	5	4	80%
79	Tippecanoe	Urban	100%	29	29	19	66%	544	348	117	34%	100%	97	91	57	63%
80	Tipton	Rural	100%	2	2	2	100%	38	34	16	47%	100%	1	1	1	100%
81	Union	Rural	100%	2	2	2	100%	44	10	5	50%	100%	1	1	1	100%
82	Vanderburgh	Urban	100%	41	41	26	63%	971	640	247	39%	100%	136	131	75	57%
83	Vermillion	Rural	100%	2	2	2	100%	22	2	1	50%	100%	8	8	3	38%
84	Vigo	Urban	100%	19	19	10	53%	261	152	41	27%	100%	148	137	75	55%
85	Wabash	Rural	100%	9	9	7	78%	128	58	24	41%	100%	18	18	12	67%
86	Warren	Rural	100%	1	1	1	100%	30	11	0	0%	100%	3	2	2	100%
87	Warrick	Rural	100%	7	5	4	80%	145	94	29	31%	100%	39	37	21	57%
88	Washington	Rural	100%	4	3	3	100%	64	22	10	45%	100%	32	31	18	58%
89	Wayne	Urban	100%	21	15	9	60%	238	146	44	30%	100%	37	34	23	68%
90	Wells	Rural	100%	5	5	5	100%	65	70	25	36%	100%	15	13	11	85%
91	White	Rural	100%	3	3	2	67%	17	21	13	62%	100%	17	15	9	60%
92	Whitley	Rural	100%	5	5	4	80%	116	74	27	36%	100%	8	7	6	86%
	<b>TOTAL</b>		<b>100%</b>	<b>1205</b>	<b>1141</b>	<b>683</b>	<b>60%</b>	<b>23041</b>	<b>12983</b>	<b>4340</b>	<b>33%</b>	<b>100%</b>	<b>3022</b>	<b>2805</b>	<b>1514</b>	<b>54%</b>

## Appendix B

### Data Summary by Auspice and Position

Child Care Facilities	State Total n= 683	For-Profit Centers n=175	Not-For-Profit Faith-Based Centers n= 310	Not-For-Profit Centers n= 192
Median Center Preschool (0-5) Enrollment	50	65	38	72
Accredited Centers	75	23	5	47
Turnover Rate of Full-Time Teachers	26.0%	31.0%	25.0%	22.0%
Median Starting Teacher Wage	\$7.25	\$7.50	\$7.00	\$8.00
Median Highest Teacher Wage	\$9.23	\$9.50	\$8.50	\$11.00
Fully Paid Health Insurance	6.7%	2.5%	6.5%	10.9%
Annual Vacation Days: 10 or More	40.0%	37.6%	28.8%	60.1%
Monthly Sick Leave: 1 Day or More	23.0%	18.8%	12.5%	43.1%
Job Protected Parental Leave	34.1%	31.5%	31.6%	39.8%
Retirement Contributions	29.3%	25.9%	11.9%	59.1%
Paid Education/Training Expenses	77.4%	77.8%	66.8%	93.1%
Paid Time Off for Training	58.0%	45.6%	49.5%	81.9%
Provide Orientation	83.2%	91.8%	65.8%	95.2%
Reduced Cost Child Care	51.8%	64.5%	51.4%	40.0%
Free Child Care	22.7%	20.1%	33.0%	9.7%

Directors	State Total n=683	For-Profit Centers n=175	Not-For-Profit Faith-Based Centers n=310	Not-For-Profit Centers n=192
Median Hourly Wage	\$12.68	\$14.00	\$11.25	\$14.94
Median # of Years in Center	4.0	4.1	3.8	4.1
Median # of Years in the Child Care Field	12.0	12.0	10.1	15.0
Associate Degree or Higher in ECE	24.1%	28.0%	11.7%	29.0%

Teachers	State Total n=4340	For-Profit Centers n= 1503	Not-For-Profit Faith-Based Centers n=1485	Not-For-Profit Centers n= 1352
Median Hourly Wage	\$7.95	\$8.24	\$7.25	\$8.20
No Health Insurance	28.1%	28.9%	32.2%	22.8%
Median # of Years in Center	2.0	1.8	2.0	2.3
Median # of Years in the Child Care Field	5.0	5.0	5.0	6.0
Associate Degree or Higher in ECE	11.0%	10.0%	5.0%	18.0%

### Indiana's Family Child Care Home Summary Data

Family Child Care Providers	State Total n=1514
Median Hourly Wage	\$8.83
Median # of Years as a Family Child Care Provider	8.5
Associate Degree or Higher in ECE	6.9%



INDIANA ASSOCIATION FOR THE  EDUCATION OF YOUNG CHILDREN, INC.

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