

Indiana Out-of-School Time Salary Report



Nationally, for every child participating in an out-of-school time (OST) program, there are three more children waiting to get in. This means more than 7.7 million children are left unattended after school each day. ¹

There are several driving factors to the lack of high-quality out-of-school time programs, most notably an overall lack of sustainable federal and state funding options.

In recent years, the perceived lack of qualified staff has also added to the lack of available programming nationwide. Though some communities are experiencing a workforce shortage, other communities are noting the lack of livable, equitable wages as a barrier to recruiting and retaining an already existing qualified out-of-school time workforce.



This out-of-school time salary report takes a look at the landscape of out-of-school compensation in Indiana.

Data analyzed as part of this report was gathered from 918 out-of-school time employees serving in various capacities in afterschool and summer programs, statewide.

Though brief, this report highlights a few of the current disparities between various demographic groups as well as out-of-school time disparities identified nationally.



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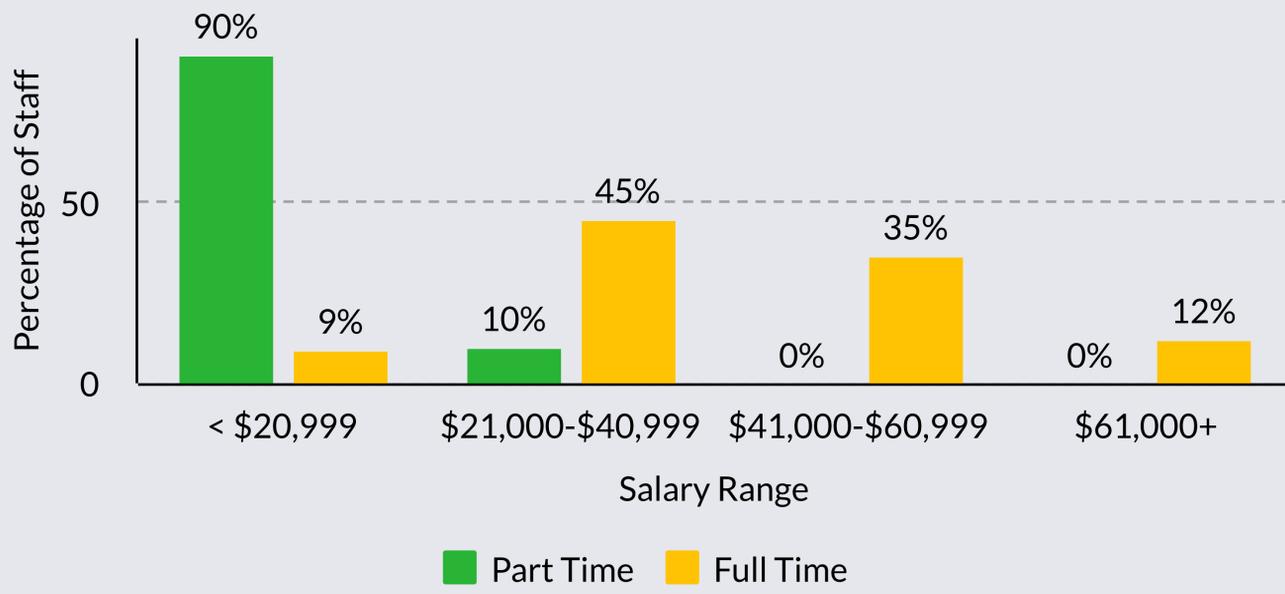
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June 2021

Staff Compensation: Salary



115

Full Time Employees



25

Part-Time Employees



77

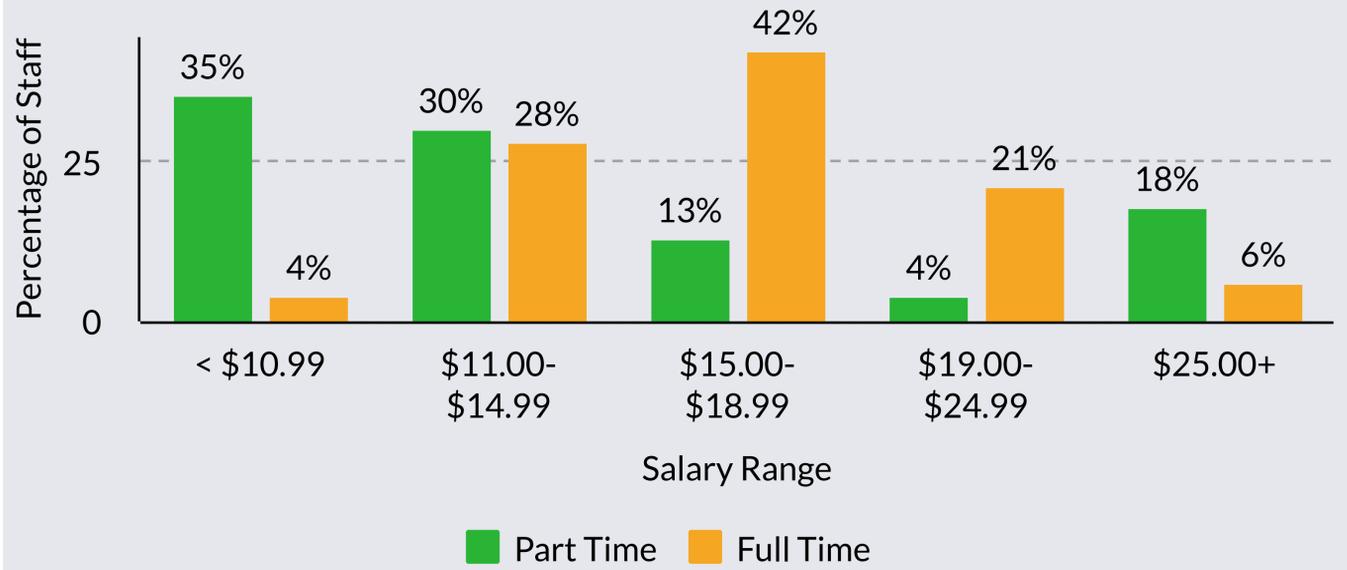
Full Time Employees



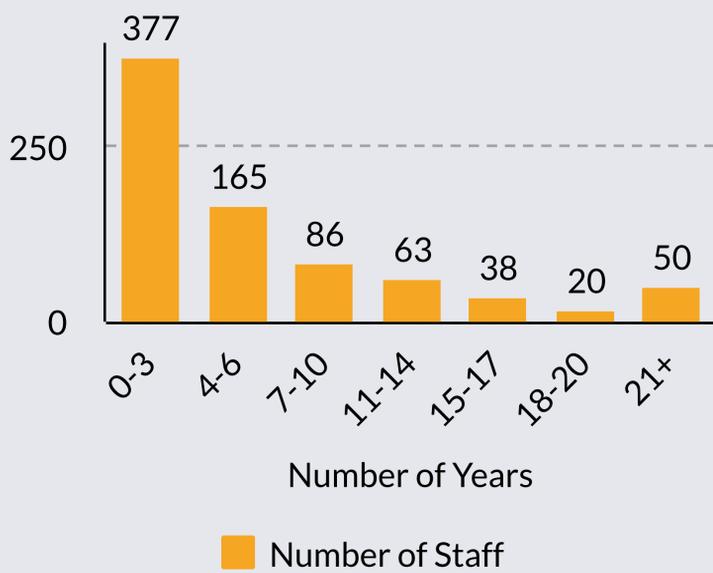
564

Part-Time Employees

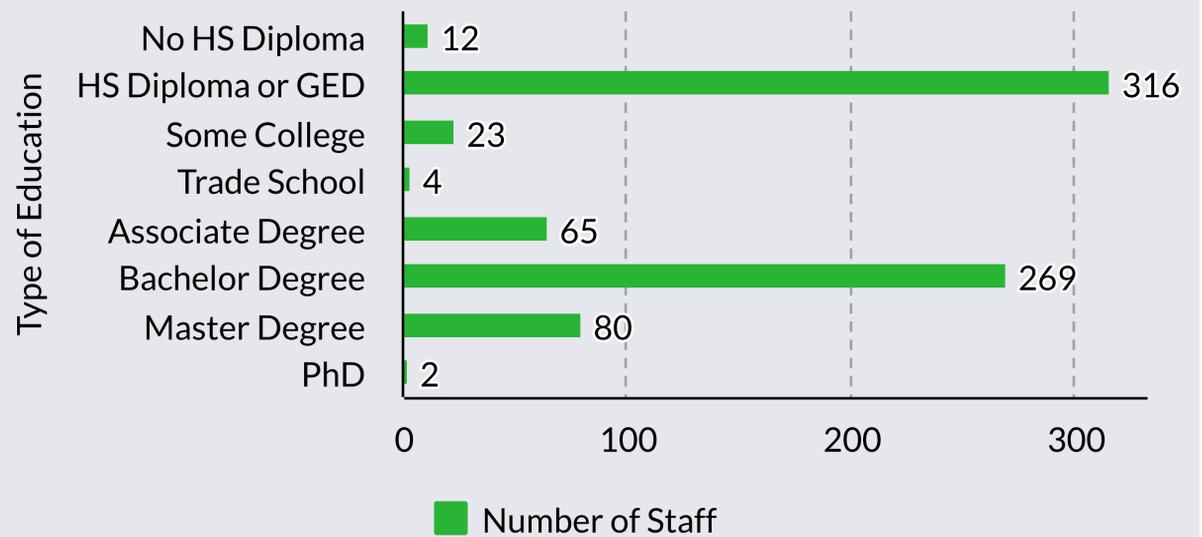
Staff Compensation: Hourly



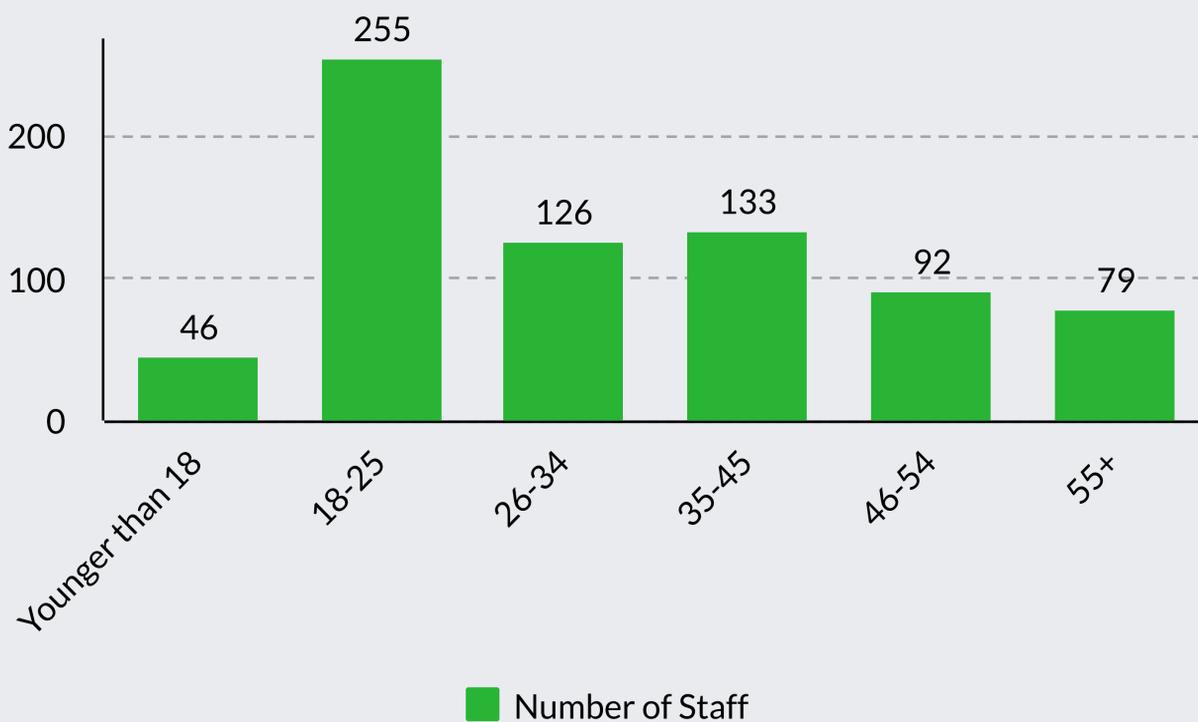
Years in Youth Work



Educational Attainment



Staff Age



Staff Gender



137

Male Employees



613

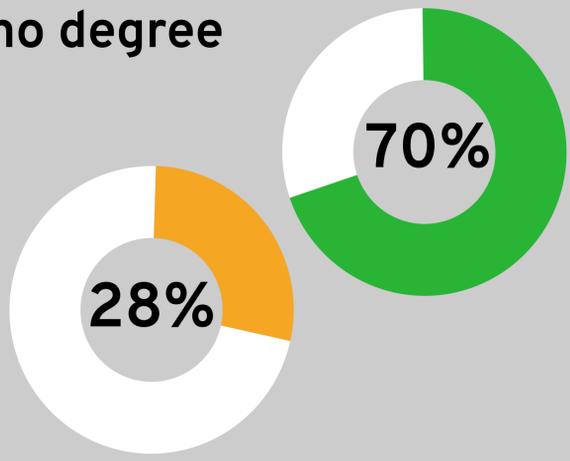
Female Employees



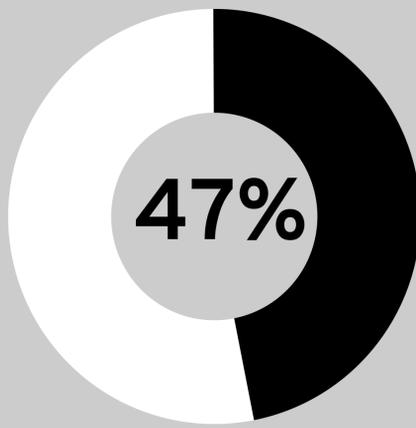
2

Non-binary Employees

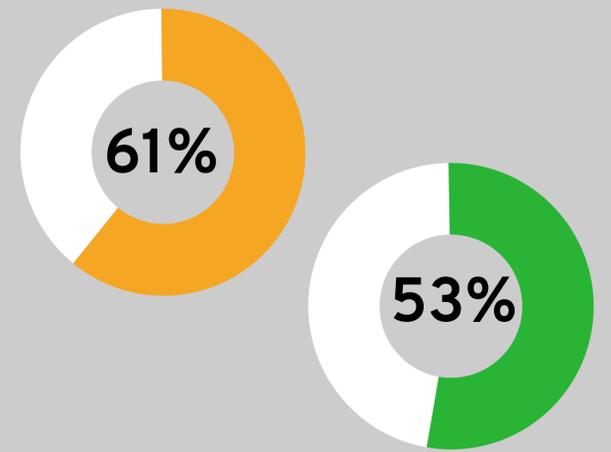
70% of employees with a college degree earn at least \$15/hour, compared to 28% of employees with no degree



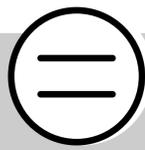
47% of hourly employees earn less than \$15/hour



61% of white employees earn at least \$15/hour, compared to 53% of nonwhite employees



41% of hourly employees at non-profits earn at least \$15/hour, compared to 67% of hourly employees at schools



44% of all salaried employees earn between \$10K and \$40K/year



35% of hourly employees aged 26 or higher earn less than \$15/hour, compared to 57% of hourly employees aged 25 and younger

In Indiana...

"Recent research found that children who participated in both quality early childcare and afterschool programs saw a positive cumulative effect on their academic achievement in math and reading at age 15. [Research] also found that greater participation in afterschool programs was related to higher levels of confidence among young people."⁶

On average, a certified school teacher in Indiana makes \$53,463 per year²

90% of parents overwhelmingly support public funding for afterschool³

39% of parents report that afterschool programs are not available in their community³

On a weekly average, children spend 5.7 hours in an afterschool program³

Afterschool provides a solid return on investment. Every \$1 invested in afterschool programs saves at least \$3 by:⁷

...Nationally

1 Increasing kids' earning potential

2 Improving kids' performance at school

3 Reducing crime and juvenile delinquency

"Though the OST field can lift up passion as an asset of this particular workforce, it cannot neglect other important workforce supports, namely fair compensation, opportunities for advancement, and benefits. In other words, the OST field must work to sustain the energy and commitment to children that the OST workforce brings, and also strengthen critical foundational workforce supports."⁵

Resources

[America After 3pm: National Fact Sheet](#)

1

2

[Indiana Teacher Compensation Report for the 2019-2020 School Year](#)

[American After 3pm: Indiana Data Overview](#)

3

4

[National Center for Education Statistics](#)

[”Sustaining Passion: Findings from an Exploratory Study of the OST Program Workforce”](#)

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[Afterschool Alliance: Protective Factors](#)

[Afterschool Alliance: Workforce](#)

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This report was created by Erin Busk, 2020-2021 White-Riley-Peterson Fellow. Led by policy change-makers, the [White-Riley-Peterson Fellowship](#) equips graduates with a real world understanding of the art and science of policy-making for afterschool and expanded learning.

The data provided in this report was collected in collaboration with several entities, including: the Indiana Department of Education 21st Century Community Learning Centers Program, Serve Indiana, and Indiana Youth Services Association.

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