

# The Workforce Behind the Workforce



Advancing the Early Childhood Education  
Profession in Ohio's Child Care System

October 2020



**The purpose of this report** is to present a clear picture of Ohio’s early childhood education professionals in child care settings and identify ways Ohio can better support the profession in providing high-quality early learning experiences for our youngest children. The report will explore state-level data on the professionals working in Ohio’s child care system, along with the best national research on the importance of early childhood educators and ways to maximize the quality of care and early learning for children.

In addition to exploring the current reality of early childhood education professionals in Ohio and identifying best practices from research studies, this report will provide specific recommendations for advancing the early childhood workforce within the current economic crisis and political landscape.

### **About the Data**

The data included in this report, unless otherwise indicated, are from the Ohio Professional Registry (OPR), a centralized information system for early childhood education professionals, and reflects FY 2019. At the time this data was pulled, all early childhood education professionals working in programs that served children receiving publicly funded child care were required to utilize the registry for professional development tracking. Participation was voluntary for programs serving only private-pay families. While some of the information collected in the OPR is mandatory for all professionals (e.g. program type, highest education), other fields (e.g. race, hourly wage) are voluntary.

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#### **About Groundwork Ohio:**

*Groundwork Ohio is a committed, nonpartisan public-policy research and advocacy organization formed in 2004 that champions high-quality early learning and healthy development strategies from the prenatal period to age five, that lay a strong foundation for Ohio children, families and communities.*

# Introduction

**Ohio's early childhood education professionals—the assistant teachers, teachers, administrators and staff who support the healthy development of hundreds of thousands of young children every year—are building our state's future.**

Each week, more than 70,000 child care professionals across the state care for and educate our youngest children, while providing a critical support for working parents. These passionate and highly qualified individuals support our children's development during the most critical years of brain growth. Long before a child ever enters kindergarten, she learns how to smile, interact with adults and other children, listen to directions, share, communicate, and so much more.

In the midst of the COVID-19 pandemic as Ohio rapidly shut down, child care programs were among the last to be mandated to close. This reflected what those in the field have known all along: child care provides critical workforce support, without which no other industry can survive. During the most uncertain weeks of the pandemic, thousands of early childhood education professionals in child care programs continued to provide care to the children of essential workers. They were called upon to support the healthcare industry, to provide consistency and stability to families during a time of crisis, and to continue supporting those children and families who weren't receiving—or paying for—care during this time.

The last eight months have proven devastating for our child care system, but have made absolutely clear how critical the early childhood education profession is to supporting children, families, and our state's long-term success.

Without highly-qualified child care teachers and administrators, far too many children would start behind in kindergarten and stay behind throughout their academic career. Far too many parents would find themselves unable to find and maintain stable work—or participate in the workforce at all. Far too many of our state's children who are struggling the most—children of color, children living in poverty, and children living in rural regions—would fall farther behind. Simply put, our state's short- and long-term economic success is impossible without our high-quality child care programs and the passionate educators and administrators in them.

In stark contrast to their indispensable service to children, families and our state even before the COVID-19 pandemic, the responsibility and qualifications we place upon early childhood education professionals in child care settings do not—and have never—aligned with the compensation we offer in return. The work of early childhood education professionals is complex, nuanced, and essential. But programs operate on razor-thin margins and educators, on average, only earn \$10.67 per hour.

It's time for Ohio policymakers to recognize and prioritize the fundamental role early childhood education professionals play in our state's future. Their critical work demands priority and increased state investment in the child care system so that these professionals can obtain the support that they both deserve and require.



# Who are Ohio's early childhood education professionals?

In Ohio, more than 70,000 early childhood educators have dedicated their careers to ensuring our young children—our state's future—receive the nurturing care and early learning experiences that support healthy development and lifelong success.



**72,941**  
professionals  
worked in Ohio  
child care  
programs  
in 2019.<sup>i</sup>



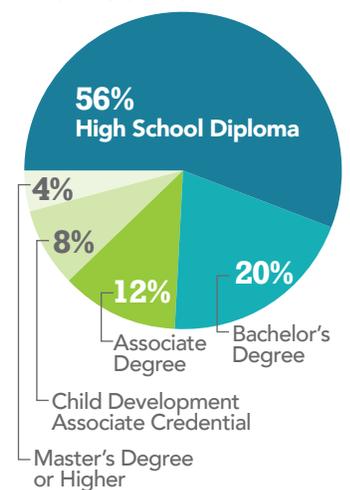
**Gender:**  
95% of  
child care  
professionals  
are female.<sup>ii</sup>



**Age:**  
37 is the  
median age  
of early  
childhood  
education  
professionals  
in Ohio.<sup>vi</sup>



**Education:**



## Race:<sup>iii</sup>

White/Caucasian: **64%**

Black/African American: **28%**

Hispanic: **4%**

Multi-Racial: **3%**

Asian: **1%**

Alaska Native/  
American Indian: **<1%**

Hawaiian/Pacific  
Islander: **<1%**

**This is despite Black Ohioans only making up 13.1% of the state's population.**

The early childhood education professionals in child care settings are disproportionately women of color.<sup>iv</sup> The proportion of Black early childhood education professionals has increased substantially over the last fifteen years—in 2005, Black educators made up about 9% of the child care workforce and in 2013, about 17.5% of the workforce.<sup>v</sup>

# What does an early childhood education professional do?

Early childhood education professionals in child care programs are tasked with fostering children’s early learning and healthy development.

This means creating nurturing environments, implementing evidence-based and developmentally appropriate curriculum, and supporting children in meeting developmental milestones through play-based learning. Early childhood education professionals do far more than “babysit” children and keep them safe while their parents work—they are laying the foundation for all later learning and development.

Responsibilities of early childhood education professionals include...

## Administrator

- Hiring, training, supervising, managing, & supporting quality staff
- Enrolling, supporting, & communicating with families
- Managing program budgeting & accounting practices
- Supporting curriculum development & implementation
- Overseeing compliance with all state & quality system regulations
- Overseeing program facilities
- Complete 20 hours of Ohio Approved specialized training every two years
- Other duties as assigned

## Lead Teacher

- Engaging with children & fostering physical, emotional, social, motor, language & cognitive development
- Planning & implementing lesson plans based on curriculum
- Promoting the health, safety & development of children
- Observing & assessing children’s learning & development
- Feeding, changing, etc. based on child’s age
- Engaging with parents to help support children’s early learning & development inside & outside the classroom
- Ensure classroom complies with all licensing, Step Up to Quality, & other regulations
- Complete 20 hours of Ohio Approved specialized training every two years
- Other duties as assigned

## Assistant Teacher

- Assists in fostering physical, emotional, social, motor, language, & cognitive development
- Collaborates with teaching team in planning & implementing curriculum
- Assists in creating a safe, nurturing environment where children can play & learn
- Assists lead teacher in observing and assessing children’s learning & development
- Assists lead teacher in maintaining all required records & ensuring classroom complies with all licensing, Step Up to Quality, & other regulations
- Collaborates with the Lead Teacher in communicating with & supporting parents
- Complete 20 hours of Ohio Approved specialized training every two years
- Other duties as assigned



**The “*other duties as assigned*” portion of an early childhood education professional’s job description is key.**

**Because early childhood education professionals in child care settings are often trusted partners for families, they play the role of advocate, case worker, mediator, and much more, both inside the classroom and out.**

# Early Childhood Education Professionals are Critical to Improving Outcomes for Children

Decades of research has proven the importance of capitalizing on the small window of time when young children’s brains are rapidly developing in the first five years of life.<sup>vii</sup>



**During these critical early years of development, early childhood education professionals facilitate children’s learning, development, and skill-building to get along with others and succeed in school and life.**

Highly skilled and fairly compensated educators are able to provide stimulating and emotionally supportive interactions, while developing our youngest learners’ early literacy, math, and social-emotional skills they need to be successful.

A highly-qualified early childhood educator—one who knows how to create a dynamic, responsive learning environment—is at the center of a high-quality learning experience. Teacher degrees and credentials are critical in supporting the development and education of young children from infancy through the early grades.

There are many challenges, however, in recruiting, preparing and retaining educated and credentialed professionals. Too many of our young children lack access to quality educational environments and learning experiences because of an early childhood education profession that is underpaid and underprepared.

# Current Challenges of the Profession

*... underpaid & undervalued*

Early childhood education professionals in child care settings across Ohio have long been underpaid and undervalued, despite the crucial work they do to support the health and development of our youngest children, our state's future.

A variety of challenges have stemmed from our society's failure to recognize the value in the important work our early childhood education professionals do every day:



**Poor staff compensation**



**Challenges finding degreed and credentialed staff**



**High turnover rates**

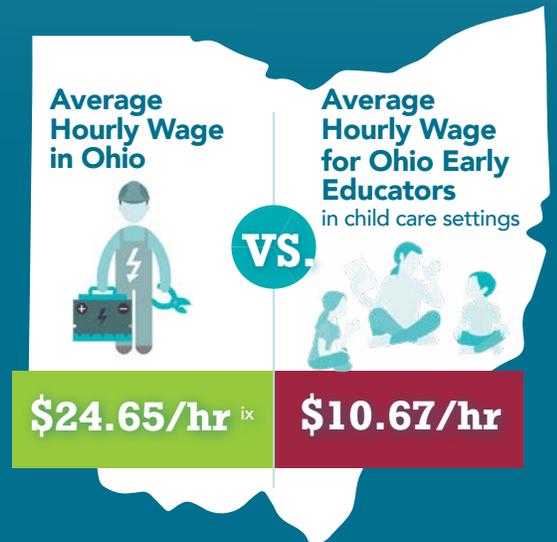
This report will explore each of these challenges while sharing state-level data, national research, innovative strategies, and policy recommendations for advancing Ohio's early childhood education profession and, in turn, better supporting our youngest children.

# Compensation

The role of early childhood educators in Ohio has become increasingly important over the past decade as more households have all parents participating in the workforce, leaving more than half a million children under age six potentially in need of care. Despite the high demand for quality child care and an increased understanding of the importance of staff qualifications, Ohio's early childhood educators currently make less on average than parking lot attendants in our state.

Not only do early childhood educators make less than half of our state's average hourly wage (\$10.67/hour for early childhood education professionals in child care settings vs. \$24.65/hour state average), most receive no employer benefits, paid leave, or planning time and many qualify for public assistance.

Today's low wages and lack of benefits for early childhood educators are, like the makeup of the field itself, largely rooted in deep-seated historic gender stereotypes and racial biases.<sup>viii</sup> Women, and disproportionately women of color, have been called upon to nurture and educate our children—our state's future—but are expected to settle for poverty wages.



## Annual Salary Comparison

## Digging Deeper...

# What other factors impact compensation in Ohio?

### Teaching Position:

**Lead** → \$11.09/hr. → 52%  
have a degree or credential beyond a high school diploma

**Assistant** → \$9.91/hr. → 25%  
have a degree or credential beyond a high school diploma

### Classroom Age:

On average, teachers in preschool-aged classrooms make an **additional 30 cents/hour** compared to infant/toddler teachers in child care settings.



### Race <sup>x</sup>

#### Lead Teacher compensation:

Asian .....	\$12.18/hr
Alaska Native/American Indian...	\$11.50/hr
White/Caucasian .....	\$11.25/hr
Hispanic .....	\$10.54/hr
Multi-racial .....	\$10.37/hr
Black/African American .....	\$10.35/hr
Hawaiian/Pacific Islander .....	\$9.00/hr

### Ethnicity <sup>x</sup>

#### Lead Teacher compensation:

Non-Hispanic.....	\$10.88/hr
Hispanic .....	\$10.78/hr



### Program Type <sup>xi</sup>

#### Lead Teacher compensation:

Licensed Centers.....	\$11.09/hr
Type A Homes .....	\$10.32/hr
Type B Homes .....	\$9.36/hr



### Step Up To Quality Rating

#### Lead Teacher compensation:

1-Star.....	\$10.27
2-Star.....	\$10.90
3-Star.....	\$11.00
4-Star.....	\$11.73
5-Star.....	\$13.26

## Why are early childhood educators making so little when child care costs so much?

**For programs serving children subsidized through Ohio’s publicly-funded child care program, the reimbursement rates do not cover the cost of providing quality care.**

Despite child care providers’ efforts to diversify revenue sources to keep programs solvent, the vast majority struggle just to break even each year. Because of the inability to increase revenue, either due to dependence on state-set reimbursement rates or parents’ inability to afford higher private tuition, and limited opportunities to decrease expenses or take advantage of economies of scale, child care programs operate on razor-thin profit margins.

In order to provide safe, high-quality early learning experiences, child care programs invest in their

program’s physical environment, maintaining low child-to-teacher ratios, healthy food, staff development, and more. Between 60% and 80% of child care programs’ expenses go toward program personnel, including directors, administrative staff, and teachers.<sup>xii</sup> As a labor-driven industry, this is no surprise. However, once a program’s other costs (e.g. rent, utilities, food, materials, etc.) are covered, the remaining revenue does not leave nearly enough to pay early childhood education professionals a wage commensurate with their qualifications, experience, and responsibilities.

## The Impact of Poor Compensation on the Early Childhood Education Profession

**Not only do low wages and a lack of benefits fail to reflect the important work early childhood education professionals do to support the development of Ohio’s youngest children, they undermine the investments our state has made in advancing a high-quality child care system.**

When we fail to offer a livable wage to educators, we set our system up for failure in achieving the outcomes we know it can—shrinking performance gaps among our most at-risk children, preparing children for kindergarten and beyond, increasing lifelong earnings, and offering a 13% return on public investment.<sup>xiii</sup>

When early childhood educators lack financial security, earn lower wages, work multiple jobs, and lack health insurance, they are more likely to experience emotional

exhaustion and even depression.<sup>xiv</sup> Alternatively, in classrooms where educators earn higher wages, children have been shown to exhibit more positive behaviors and emotional expressions.<sup>xv</sup> Beyond the impact on educators in the classroom, low wages also increase rates of staff turnover within programs, interrupting the consistent, nurturing caregiving we know is best for children’s development.<sup>xvi</sup>



# Recruiting Degreed & Credentialed Early Childhood Educators

We know there are many factors that contribute to the positive outcomes children experience as a result of high-quality child care, but the early childhood educators and assistants in the classroom are the lynchpin in any quality program.

Early childhood educators plan and implement activities based on evidence-based curriculum, monitor developmental progress for each child, support positive behaviors and social interactions, and foster consistent, nurturing environments for children starting as early as 6-weeks old. Degrees and credentials are critical in supporting the development and education of groups of young children within a child care setting.

Ohio embraced this understanding when developing its quality rating and improvement system, Step Up to Quality (SUTQ). SUTQ has tiered staff qualifications,

ongoing professional development and staff support requirements for early childhood programs participating in SUTQ at the 1-star through 5-star level. Staff can meet these requirements through formal education or Ohio’s Career Pathway Levels (CPL) model. CPL provides a common, point based system for all professionals to quantify their professional growth and accomplishments and support professional advancement. The CPL recognizes and assigns a calculation of points for: formal education, experience, and current credentials. Total points achieved determine one of six professional levels.

## Step Up To Quality Ratings for Lead Teachers:

### **1-star rating**

50% of lead teachers have a CDA (at least two lead teachers shall have a CDA or CPL 2)  
– OR one lead teacher has an AA in an approved related field or a CPL 3 or an Ohio’s School-Age Lead Teacher Professional Endorsement (counts in school-age only group)

### **2-star rating**

25% of lead teachers have an AA in an approved related field or a CPL 3 or an Ohio’s School-Age Lead Teacher Professional Endorsement (counts in school-age only group)

### **3- to 5-star rating (High Quality)**

50% of lead teachers have an AA in an approved related field or a CPL 3 or an Ohio’s School-Age Lead Teacher Professional Endorsement (counts if in school-age only group).

# Degreed & Credentialed Educators

Despite recognizing the importance of hiring and maintaining highly qualified staff for their programs, program directors have cited degree and credentialing requirements in Step Up to Quality as one of the most significant barriers to achieving higher quality ratings.



**Make no mistake: this should not be interpreted as a reason to pull back on our standards around educational requirements.**

Rather, these challenges are an indicator of a system that is woefully underfunded and the unwillingness of degreed professionals to accept poverty wages in return for this complex and critical work.

## What is the Current Status of the Profession?

### 1-2 stars

	Lead Teacher		Assistant Teacher	
High School Diploma:	2766	62%	2701	88%
CDA:	453	10%	91	3%
Associate Degree:	501	11%	102	3%
Bachelor's Degree:	621	14%	158	5%
Master's or Higher:	103	2%	29	1%

### 3-5 stars (High Quality)

	Lead Teacher		Assistant Teacher	
High School Diploma:	1664	27%	4076	67%
CDA:	535	9%	670	11%
Associate Degree:	1355	22%	622	10%
Bachelor's Degree:	2192	36%	638	10%
Master's or Higher:	352	6%	79	1%

### Educational Attainment of Child Care Teachers by Classroom Age

Classroom Setting	Education Attainment	Lead & Assistant Teachers	% of Teachers
Infant & Toddler Classrooms:	CDA	1068	25%
	AA	1367	32%
	BA	1604	38%
	MA	208	5%
Preschool Classrooms:	CDA	1168	21%
	AA	1555	29%
	BA	2374	44%
	MA	359	7%



# Retaining Highly Qualified Early Childhood Educators

A combination of low compensation, high-stress, and lack of recognition for their important work all contribute to a high rate of burnout and turnover for early childhood education professionals in child care settings.

In Ohio's early childhood programs, the average turnover for staff is 25%—meaning 1 in 4 early childhood education professionals leave their job each year.<sup>xvii</sup> This is nearly double the turnover rate of teachers in the K-12 system.<sup>xviii</sup>

When early childhood education professionals leave their program—whether that is a family child care provider closing her doors or a center-based educator leaving her program—this has an impact on the children who were being served. In the short term, this transition can increase stress in children, resulting in challenging behaviors such as aggression or withdrawal. This impact is especially significant for infants and toddlers who are still learning to build trust with adults outside their home and rely on consistent routines and relationships to feel safe and secure. This stress can also impact children's cognitive and social-emotional development.<sup>xix</sup>



**1 in 4**

early childhood education professionals leave their job each year.

In addition to the direct impact turnover has on child development, it also increases strain on administration and increases the cost of doing business. Each time an educator leaves, programs need to recruit, select, and train new staff. This process increases the workload of current staff members and results in a loss of revenue if programs cannot fill a vacancy quickly in order to meet classroom ratio requirements. The estimated cost of employee turnover ranges from a few hundred dollars to up to four times the annual salary of an employee.<sup>xx</sup>

# Current State Initiatives to Support Ohio's Early Childhood Education Professionals

## Governor's Office of Workforce Transformation's Critical Occupations List

In recognition of the significant workforce challenges facing the state, especially in professions that support our youngest children, Governor DeWine's Office of Workforce Transformation created the Critical Occupations designation. Critical Occupations encompass jobs (such as child care teachers) that are essential to supporting the Governor's agenda to better serve children and families, but fail to register on the state's In-Demand Jobs list, often due to low compensation standards within these careers. In the Spring of 2020, the state's new plan for spending Workforce Innovation and Opportunity Act (WIOA) dollars, which included a request to use funds to support both In-Demand Jobs and Critical Occupations, was approved by the federal government.

## T.E.A.C.H. Early Childhood® Ohio

T.E.A.C.H. Early Childhood® Ohio is a scholarship program for early childhood educators, that provides assistance for educational expenses, such as tuition and books, as well as targets retention of early childhood education professionals in child care settings. Professionals and programs participate in T.E.A.C.H. OHIO by partnering in the professional's goal, fiscal responsibility, and retention. The Program commits to provide higher pay each year to their employees that earn credentials or college credit toward early childhood education degrees. Professionals commit to stay working at their programs while in school and for a period of time afterward.

Retention for educators participating in this program is **more than 94%** and **wages increase** at a rate of **more than 8%** per year per employee.

## Power Ohio

The Ohio Child Care Resource and Referral Agency (OCCRRA) launched Power Ohio, a wage supplement for early childhood educators in child care settings to get paid for successful completion of a Child Development Credential or an Associate's Degree in early childhood education or a related field without having to leave their current early learning program.

**Benefits:**

- Get wage supplements without searching for a new employer
- Won't affect other state assistance
- Can be used with TEACH scholarships
- Get checks mailed

**Eligibility:**

- Assistant teachers earning at or below \$14/hr, lead teachers at or below \$16/hr, administrators at or below \$18/hr
- Work at least 20 hours weekly with children ages birth to 5 years
- Licensed program, serving at least 50% publicly funded children and not registered or rated in Step Up To Quality

## Power to the Profession: A Unifying Framework

For the first time ever, early childhood educators (ECEs) across the state of Ohio and the nation have collectively and clearly defined the standards, qualifications, roles, supports, and compensation for members of their profession working with children birth through age eight. They simultaneously call for significant increases in federal and state investments to ensure young children, families, businesses, and the economy are well-served by an effective, equitable, diverse, well-prepared, and well-compensated profession.

The framework is clear that, as policymakers respond to the complex science of early learning by raising expectations and educational requirements for early childhood educators, the state of Ohio and the United States must simultaneously fund necessary supports, establish realistic timelines, and provide increased compensation that reflects the value, importance, and return on investment generated by early childhood educators' highly skilled work.

There are real challenges in our current system. As a result of the state and nation's failure to adequately invest in high-quality child care and early learning over the years, children are not getting what they need; families are paying more for child care than for housing, if and when they can access that care; and the workforce

is paid so little that nearly half live in families that depend on public assistance. To address these challenges, and provide clarity for the road ahead, the Unifying Framework offers recommendations in four key areas:

- *A clearly defined profession, with distinct roles and responsibilities*
- *Aligned professional preparation, pathways, and licensure*
- *Professional compensation*
- *Supportive infrastructure and shared accountability*

The Ohio Association for the Education of Young Children (Ohio AEYC) established the Power to the Profession Network in Ohio to educate and engage with early childhood professionals, stakeholders and policy makers to elevate the "Unifying Framework" recommendations within Ohio's early childhood system.



Ohio Association for the Education of Young Children



Copies of the Unifying Framework and extensive supporting materials are available at:

**[PowerToTheProfession.org](https://PowerToTheProfession.org)**



# Recommendations to Advance the Early Childhood Education Profession in Ohio's Child Care System

Advancing Ohio's early childhood education profession requires policy change, increased investments and strategic financing for Ohio's publicly funded child care system so that it supports and reflects the actual costs of delivering quality care—most significantly, the costs of recruiting and retaining highly qualified staff. Ohio must invest in the early childhood education profession to improve outcomes for at-risk children by exploring the following strategies:

- ➔ **Secure public investment and identify opportunities to increase compensation and benefits for early childhood educators.** The majority of challenges the early childhood education profession face stem from historically low compensation in the field. State policymakers should explore opportunities to increase compensation for early childhood educators in child care settings, such as salary schedules and incentives for higher wages in the state's quality rating and improvement system. Any compensation requirement or recommendations should be accompanied by increased child care reimbursement rates that meet or exceed the cost of increased wages for early childhood educators in child care settings.
- ➔ **Support early childhood education professionals' advancement through career pathways** that provide a road map for the diverse journeys early childhood education professionals take to advance in their careers through increasing levels of education, experience, demonstrated competencies, and compensation. This includes removing barriers to attainment of early childhood education degrees and credentials in career technical institutes, community colleges, 2- and 4-year institutions, and other programs.
- ➔ **Maintain and increase the capacity of a comprehensive professional development system** that is accessible to all early childhood educators and responsive to their needs. Professional development opportunities are important to maintaining and increasing quality in child care settings. Continuing education opportunities for early childhood education professionals should be affordable, easy to access, and include business support for administrators, early childhood mental health training for classroom teachers, and content that is responsive to the changing needs of children and families.
- ➔ **Identify additional opportunities for funding and strategic partnerships.** Additional state and federal dollars outside specific appropriations for the child care system can be leveraged to advance Ohio's early childhood education profession. The state, local communities, and early childhood stakeholders should explore opportunities to leverage workforce funds through the Workforce Innovation and Opportunity Act (WIOA), Temporary Assistance for Needy Families (TANF), Ohio's Comprehensive Case Management and Employment Program (CCMEP), and other workforce-focused programs and funding streams.
- ➔ **Commit to rigorous data collection** to best understand who Ohio's early childhood education professionals are and the challenges the profession faces. In order to best support Ohio's early childhood education professionals, it is important to understand the unique barriers our system faces to creating and supporting the highest quality early childhood educators. Ohio needs data capacity to disaggregate data by race, ethnicity, location, program type, and quality rating of program, among others, to apply an equity lens when making policy change and investments in the child care system. Data inform needs and allows us to measure the intended and unintended consequences of these changes.
- ➔ **Establish policies tailored to support family child care providers' practice.** While family child care professional data are limited in this report, additional research and data collection must be done to understand the unique challenges and opportunities among family child care programs and professionals as they play a critical role in Ohio's child care system. While all of these policy recommendations may be applicable to supporting early childhood education professionals working in home-based or center-based programs, policies and investments must be tailored to the specific circumstances of family child care professionals.
- ➔ **Build early childhood education professionals' power through a unified voice.** In order to carry out any or all of these recommendations, the representative voices of early childhood education professionals must be centered in policies that directly impact their work and life. We must build and strengthen diverse representation at the local, state and national levels, especially among those who have been marginalized in the system such as Black professionals, rural professionals, infant-toddler professionals and family child care professionals to increase advocacy and leadership capacity in the field.
- ➔ **Apply the principle of equity to Ohio's child care system by ensuring that it supports diverse, competent, well-prepared, and well-supported early childhood education professionals.** For too long, early childhood education professionals, disproportionately Black women, have worked for near poverty wages and without benefits, even as they are asked to continue to build their competencies and credentials. Current policy reflects the deep impact of racism and other systemic inequities which are pervasive in our child care system. We must address these inequities head-on as we advance the needs of Ohio's early childhood education professionals.

# Sources & Notes

- i. This includes anyone who worked at an Ohio Department of Job and Services licensed child care program at any point in FY 2019 as tracked in the Ohio Professional Registry for early childhood professionals. This number is consistent with the Census Bureau ACS PUMS 5-Year Estimate for Ohioans employed in the “Child Day Care Services” industry: 72,371.
- ii. Census Bureau ACS PUMS 5-Year Estimate for Ohioans employed in the “Child Day Care Services” industry. This is consistent with data from the Ohio Education Research Center’s [\*2013 Workforce Study Ohio Early Learning & Development Programs General Analysis\*](#).
- iii. Sharing information about race and ethnicity is voluntary for those included in the Ohio Professional Registry, but these numbers are, in general, consistent with the Census Bureau ACS PUMS 5-Year Estimate for Ohioans employed in the “Child Day Care Services” industry for race (71.72% White alone; 24.84% Black or African American alone; 0.11% American Indian alone; 0.00% Alaska Native alone; 0.02% American Indian and Alaska Native tribes specified, or American Indian or Alaska native, not specified and no other race; 1.13% Asian alone; 0.05% Native Hawaiian and Other Pacific Islander alone; 0.53% Some other race alone; 1.59% Two or More Races) and ethnicity (2.99% Hispanic; 97.01% non-Hispanic).
- iv. American Community Survey. 2019. [\*Population estimates, July 1, 2019 by Race and Hispanic Origin\*](#).
- v. Ohio Education Research Center. 2013. [\*Workforce Study Ohio Early Learning & Development Programs General Analysis\*](#).
- vi. Census Bureau ACS PUMS 5-Year Estimate for Ohioans employed in the “Child Day Care Services” industry by age.
- vii. National Association for the Education of Young Children. 2015. Why Teacher Quality Matters and How We Can Improve it.
- viii. National Women’s Law Center 2017. [\*Undervalued: A Brief History of Women’s Care Work and Child Care Policy in the United States\*](#).
- ix. [\*Bureau of Labor Statistics\*](#)
- x. Race and ethnicity are collected separately in the Ohio Professional Registry, so the same child care providers are accounted for in both categories.
- xi. According to the Ohio Department of Job and Family Services, program types are defined as follows: “Child Care Centers seven or more children at one time; Family Child Care Providers (formerly Type A and Type B Home providers) Type A Home providers can care for 7-12 children at one time, however, each staff member can care for no more than six children at one time (and no more than three children under age two); Type B Home providers can care for no more than 6 children at one time (and no more than 3 children under age 2). Children under 6 years of age related to the provider (including the provider’s own children) and residents of the home must be included in total group size.” Ohio Department of Job and Family Services. 2020. [\*Types of Child Care in Ohio\*](#).
- xii. Child Care Aware of America. 2018. [\*Why Does Child Care Cost So Much Yet Providers Make So Little?\*](#); Evolve Potential, LLC. 2020. Unpublished report prepared for Groundwork Ohio on August 23, 2020, COVID Cost Implications and Fiscal Sustainability Report For Ohio Early Care and Education Settings.
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- xvi. T.E.A.C.H. Early Childhood. 2009. [\*Turning Back the Tide of Teacher Turnover\*](#).
- xvii. Committee for Economic Development. 2019. [\*A High Quality Workforce is Necessary for Early Childhood Development: Ohio\*](#).
- xviii. Learning Policy Institute. 2016. [\*Understanding Teacher Shortages: Ohio Profile\*](#).
- xix. T.E.A.C.H. Early Childhood. 2009. [\*Turning Back the Tide of Teacher Turnover\*](#).
- xx. Jiří Duda, Lenka Žůrková. 2013. [\*Costs of Employee Turnover\*](#).

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## **Shannon Jones**

### *Executive Director*

As Executive Director, Shannon leads Groundwork Ohio's statewide effort to advance quality early care and education so every Ohio child has the best chance for lifelong success. Prior to joining Groundwork, Shannon served in the Ohio General Assembly for a decade as a state representative and a state senator, where she was chosen by her colleagues for key leadership posts in both chambers. She is the only woman in her party, and first in Ohio history, ever to achieve the distinction of election to the leadership teams in both chambers. Known as a leader who is willing to tackle the most difficult and complex issues, Shannon used her trusted influence to put kids at the top of the legislative agenda. Her efforts resulted in a renewed focus by the state on policies that support the health and educational opportunities of Ohio's most vulnerable children. Shannon's most significant legislative effort led to a statewide bipartisan mandate to improve Ohio's abysmal infant mortality epidemic. She has continued to provide this same spirit of leadership at Groundwork with her fierce commitment to tell the full story of racial and geographic disparities experienced by Ohio's youngest children through the Ohio Race and Rural Equity Report. Shannon earned a bachelor's degree from the University of Cincinnati, and in 2008 was selected for the Rodel Fellowship by the prestigious Aspen Global Leadership Institute. She also currently serves as a Warren County Commissioner and as a board member for the Health Policy Institute of Ohio and the YWCA of Dayton.

## **Lynanne Gutierrez**

### *Assistant Director & Legal Counsel*

Lynanne Gutierrez supports Groundwork Ohio's statewide effort to advance quality early learning and healthy development strategies during the prenatal through five period of life that lay a strong foundation for Ohio kids, families and communities by leading the development and implementation of Groundwork's policy agenda, priorities and strategies through effective communication, advocacy, research and data analysis. Lynanne manages the Groundwork Ohio policy team and key policy initiatives supported by state and national partnerships and coalitions. A dedicated child advocate committed to equitable outcomes for all

Ohio children, Lynanne has been the project lead for the Ohio Early Childhood Race & Rural Equity project and Groundwork's new coalition driven prenatal-to-three focused initiative, Ready, Set, Soar Ohio. Lynanne previously worked as a Policy Associate for Voices for Ohio Children. Prior to her advocacy work at Voices, Lynanne was in private law practice for five years. She specialized in child and family law, serving some of central Ohio's most vulnerable children and families. It was during this time that it became clear to her that in order to best serve children and families, more emphasis must be placed on prevention and systemic change. Before becoming an attorney, Lynanne served as a Senior Legislative Aide in the Ohio Senate. Lynanne has a bachelor's degree from The Ohio State University and a Juris Doctorate from Capital Law School.

## **Julia Hohner**

### *Communications & Development Director*

Julia Hohner supports Groundwork by advancing its mission through strategic communication and development initiatives. Julia has significantly developed Groundwork's digital footprint including its website, social media and a robust and growing list of weekly and monthly external communications. Julia also works to enhance Groundwork's communications efforts through the development of print and digital resources to further engage child advocates, legislators, and the press in Groundwork's advocacy efforts. Julia leads Groundwork's body of work focused on Ohio's early childhood workforce. She also contributes to Groundwork's development efforts through grant research, project impact reporting, and ongoing organizational efforts to ensure long-term sustainability and efficiency for Groundwork Ohio. Before Groundwork, Julia worked as a Graduate Assistant in John Carroll University's Center for Service and Social Action. Her efforts focused on managing several service learning opportunities for John Carroll students including the Carroll Reads Early Literacy, We the People, and Youth for Justice programs facilitated at schools in Cleveland and East Cleveland, as well as a social emotional learning program facilitated with residents of the Cuyahoga County Juvenile Detention Center. Prior to her time at John Carroll, Julia worked as a Retreat Associate at CrossRoads Ministry, an urban justice-based retreat center in Louisville, Kentucky. Julia holds a B.S. and an M.A. in Nonprofit Administration from John Carroll University.

## **Julia Jackels**

### *Policy Associate*

Julia supports the development and implementation of Groundwork's policy agenda, priorities and strategies through effective communication, advocacy, research, and data analysis. Prior to joining Groundwork Ohio, Julia served as the Legislative Assistant to the Government Relations team at Roetzel & Andress where she provided legislative support on state-level issues impacting clients. Previously, Julia served as an intern in the District Office of Former Speaker of the U.S. House of Representatives, John Boehner. Julia holds a B.A. in Political Science from Miami University in Oxford, Ohio.

## **Kelsey Hopkins**

### *Policy Associate*

Kelsey supports the development and implementation of Groundwork's policy agenda, priorities and strategies through effective communication, advocacy, research, and data analysis. Prior to joining Groundwork Ohio, Kelsey served as a Legislative Aide in the Ohio House of Representatives. Previously Kelsey worked as an After School Program Coordinator for Communities in Schools of Central Ohio, a Program Assistant at The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University and an After School Site Director at the YMCA of Central Ohio. Kelsey also interned with the Public Children Service Association of Ohio. Kelsey holds a B.A. from Bethel College in Mishawaka, Indiana and an M.S.W. and M.P.A. from The Ohio State University.

## **JP Design**

### *(Jennifer Peters)*

Jennifer brings design implementation to briefs and marketing materials for Groundwork. Her designs for the Ohio Early Childhood Race & Rural Equity Report helped to translate the massive amount of data into a cohesive and impactful advocacy story through her graphic and organizational expertise for quality communication. With a diverse background of marketing and design experiences, she utilizes inherent passion and energy combined with industry expertise to produce a variety of projects. Jen received a BFA from Miami University in 2003 and has also been an instructor of visual communication courses at Columbus College of Art & Design. JP's mission is to provide visual and verbal solutions that meet the appropriate creative and strategic objectives of each, unique client.



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*Summit Education Initiative*

*The Centers*



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