

# 2005 Workforce Study

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## Ohio Early Childhood Centers A Profession Divided



Ohio Child Care  
Resource & Referral  
Association

[www.occrra.org](http://www.occrra.org)  
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## About the Ohio Child Care Resource & Referral Association

The Ohio Child Care Resource & Referral Association (OCCRRA) is a statewide association for child care resource and referral agencies (CCR&Rs). OCCRRA's membership consists of community-based child care resource & referral agencies providing services to families, early childhood professionals and communities throughout Ohio. Along with direct services to over 40,000 Ohio families each year, Ohio CCR&Rs are involved in community activities which improve child care for all children. This includes efforts to improve laws, regulations, policies and funding.



**Ohio Child Care  
Resource & Referral  
Association**

Each agency provides the following core services as well as many others:

- Develops and maintains a local database of child care and early education programs in their region
- Provides child care referrals and guidelines to help families choose child care
- Increases the supply of quality care by recruiting new family child care homes and helping with start-up, expansion and quality improvement of new school-age programs and child care centers
- Increases the quality of child care by offering training and professional development programs
- Provides information to child care decision makers to help them assess need and allocate resources

For additional information about OCCRRA and its members visit [www.occrra.org](http://www.occrra.org).

### 2005 Workforce Study:

The 2005 Workforce Study was made possible by funding provided by the Ohio Department of Job and Family Services Bureau of Child Care and Development, Ohio Head Start Collaboration Project and Build Ohio. The report was written by Chris Stoneburner, Early Childhood Consultant in consultation with OCCRRA staff members.

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## Overview

Over twenty years of research and studies have consistently found a link between the education and compensation of the early childhood workforce, and the program quality and outcomes for children. In order to design programs that strengthen early childhood professional development and address the needs of the workforce, it is important to understand the characteristics of the current workforce. This report highlights key characteristics of the 2005 early childhood center workforce in Ohio.

### Survey Techniques

Survey packets were sent to 3,600 randomly selected centers in April 2005 representing centers licensed by the Ohio Department of Job and Family Services (ODJFS) and, for the first time, programs licensed by the Ohio Department of Education (ODE). Each packet included a questionnaire for the program director that collected information about the center, its staff and the director. A second questionnaire collected specific information from a randomly selected staff member. The response rate was 27% for directors and 22% for the selected staff member.

The 2005 Early Childhood Center Workforce Survey was made possible with funding from ODJFS Bureau of Child Care and Development, the Ohio Head Start Collaboration Project and Build Ohio. The survey was conducted by the Ohio Child Care Resource & Referral Association (OCCRRA) in partnership with The Ohio State University, Department of Statistics Consulting Service.

Other partners who provided input and support include the Ohio Early Childhood Professional Development Committee, Ohio Association for the Education of Young Children, Ohio Head Start Association Inc., the T.E.A.C.H. Early Childhood® Ohio Advisory Committee and Child Care Services Association of North Carolina.

### Breaking New Ground

The 2005 Workforce Study included programs licensed by ODE in addition to those licensed by ODJFS. Previous surveys focused on the ODJFS licensed segment of the early childhood workforce. For the first time, Ohio has collected data that reflect the broader center-based early childhood field. This report analyzes key data based on program sponsorship, funding or affiliation as reported by the programs and identifies key policy issues. A second report, *General Analysis*, also includes ODE licensed programs and follows the format of the 2001 study by OAEYC. Visit [www.occrra.org](http://www.occrra.org) to view the *General Analysis*.

## A Profession Divided

For the first time Ohio has a compelling snapshot of the early childhood workforce in programs licensed by the Ohio Department of Job and Family Services (ODJFS) and by the Ohio Department of Education (ODE). In addition, programs are grouped into six primary types based on sponsorship, funding or affiliation as reported by the programs. And the picture is one of a profession divided.

The primary groupings are:

- School affiliated programs licensed by ODE and sponsored by non-profit public or private primary or secondary schools (226)
- Faith affiliated programs licensed by ODJFS and sponsored by a religious organization (195 programs)
- For-profit centers licensed by ODJFS (193 programs)
- Nonprofit programs licensed by ODJFS (145 programs)
- Other ODE licensed programs, primarily faith affiliated (107 programs)
- Head Start programs licensed by ODJFS and ODE (65 programs)

Note: Programs that enroll only schoolage children are not included in this analysis.

There are significant workforce differences among these programs. These differences bear thoughtful consideration as policy decisions are made to develop a comprehensive early care and education system for all Ohio children. Three primary issues must be addressed as Ohio's moves forward:

1. Workforce qualifications and professional development needs vary widely among program types requiring multiple strategies and supports to raise the bar on teacher quality.
2. Salary and compensation discrepancies require a careful examination of the true cost of existing programs and strategies to support equitable compensation for comparable qualifications and positions.
3. Current degrees and licenses need a thoughtful analysis to determine their applicability for training teachers to work with specific age groups and to identify gaps in professional preparation.



## Key Findings

Program types: ODE licensed, school affiliated; other programs licensed by ODE primarily faith-based; ODJFS licensed for-profit, nonprofit and faith affiliated; and Head Start programs licensed either by ODE or ODJFS. Programs that only enroll schoolage children were not included in this special analysis.

- In five out of six program types the most prevalent credential for directors is a teaching license in a field other than early childhood.
- A director with an Early Childhood Teaching License earns \$11.97 per hour in a for-profit center compared to \$27.74 per hour in a school affiliated center.
- The average hourly wage for directors in school affiliated programs is twice as much as directors in for-profit and faith affiliated programs, 72% more than directors in nonprofit programs, 48% more than directors in other programs licensed by ODE and 43% more than Head Start directors.
- Nearly two-thirds (60%) of teachers in school affiliated programs hold the Early Childhood Teacher License.
- Head Start teachers hold the highest rates of Pre-K Associate Licenses (36%) and CDA's (24%).
- Teachers in school affiliated programs earn as much as two and a half times the hourly rate of teachers with the same credential working in for-profit centers and two times the rate of those in nonprofit centers, (\$25.52 per hour compared to \$10.04 and \$13.05 respectively).
- The average wage for teachers in school affiliated programs is \$21.42 per hour compared to average wages ranging from \$8.87 per hour to \$14.30 per hour in the five other program types.
- Employee benefits such as health, dental insurance and retirement plans are most prevalent in Head Start and school affiliated programs.
- Even though there are significant differences in wages and benefits among the program types, there is little difference in director and teacher longevity.



## Program Accreditation

Programs responding to the workforce study were accredited at a significantly higher rate than Ohio programs as a whole.

Thirteen percent of programs responding to the survey were accredited by the NAEYC compared to 8.2% accredited statewide. An additional 7.6% reported that they were working on accreditation. Head Start programs reported the highest rate of accredited programs at nearly 30% of respondents. ODJFS nonprofit programs were second highest at 21%.

Based on the higher than average rate of accredited programs responding to the survey and national research on the quality of programs, it is reasonable to assume that the data in this survey represents a significant number of high quality programs. Characteristics of high quality programs include accreditation, higher levels of formal education, more specialized credentials, better benefits, higher salaries and less staff turnover than in the industry as a whole.



### Percent of Programs Accredited by NAEYC

	Head Start	ODJFS Nonprofit	ODE School Affiliated	ODJFS Faith Affiliated	ODE Other	ODJFS For-Profit	Total
Accredited	<b>29.7</b>	20.9	16	9.1	7.8	6.9	13.4
Working on Accreditation	6.3	6.7	6.8	6.4	<b>11.8</b>	8.5	7.6
Statewide Accreditation	468 programs accredited as of 11/22/05 of approximately 5,705						8.2

## Director Credentials and Degrees

The most prevalent credential of Directors in each program type except Head Start is a teaching license in a field other than early childhood. However, nearly half (48%) of the directors in school affiliated programs hold an Early Childhood Teacher License. Nearly one-third of Head Start directors hold a CDA (32%) and/or Pre-K Associate License (29%).

The responsibilities of program directors vary widely depending on program sponsorship, funding, size of enrollment, number and type of staff and operating schedule. Because of these variations, it is difficult to identify a single best academic preparation applicable to all settings. Ohio currently does not have a degree or certificate focused on program directors.

### Sorting Out Credentials and Degrees

Ohio has at least 77 colleges, universities and technical or community colleges (some with multiple locations) that offer degrees and credentials in early childhood development. Additionally, the number of required courses is not consistent in either the two- or four-year setting, making it difficult to compare programs.

Most, but not all two-year programs, offer an associate of applied science degree and a Pre-K Teaching License. Two-year programs focus on children – birth to age 5 – with generally more attention on ages 3-5. Four-year programs offer a bachelor of science degree and an Early Childhood Teaching License. This license focuses on age 3 through grade 3 with emphasis on kindergarten through grade 3. Some also offer a bachelor of science in child and family studies which does not include a teaching license.

The Child Development Associate (CDA) is a national credential based on the demonstration of competency in thirteen functional areas. Often college course work is incorporated into CDA training programs.

### Credentials Held by Early Childhood Directors Percent by Program Type

Credential	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Directors
CDA	2.5	15.4	16.6	17.9	3.3	<b>32.3</b>	12.3
Pre-K Associate License	7.4	8.2	10.4	11.0	11.4	<b>29.2</b>	10.7
EC Teacher License	<b>48</b>	10.3	12.4	10.3	20.3	20.0	22.2
Other teaching License	<b>68.4</b>	26.7	19.7	18.6	60.2	20.0	38.4

### Highest Degrees Held by Early Childhood Directors Percent by Program Type

Degree	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
AA ECE or CD	5.4	23.1	30.5	27.3	8.7	<b>40.6</b>
BA/BA ECE or CD	13.1	15.1	13.2	10.6	<b>21.2</b>	14.1
Graduate Degree in ECE or CD	<b>33.9</b>	4.8	4.7	9.8	7.7	4.7
Graduate Degree in Another Field	<b>35.3</b>	6.6	5.3	7.6	26.9	10.9



## Director Wages

For nearly every degree type and credential, directors earn the most in school affiliated programs. For example, on average, a director with an Early Childhood Teacher License earns \$11.97 per hour in an ODJFS for-profit center compared to \$27.74 in a school affiliated program.

There is a hierarchy in salary which is clearly linked to the program sponsorship. Not unexpected, school affiliated programs pay the most across almost all types of degrees and credentials, followed by Head Start, other ODE licensed programs, non-profit programs, faith affiliated programs and for-profit programs.

Only with an associate degree in the field did directors earn slightly less in school affiliated programs than in other program types.

More education and credentials generally accompany progressively higher salaries in all program types. Graduate degrees, regardless of the field, and teacher licenses, regardless of the subject area, netted the highest pay in many program types.

On average, directors in school affiliated programs earn twice as much as directors in for-profit and faith affiliated programs, 72% more than directors in nonprofit programs, 48% more than directors in other programs licensed by ODE and 43% more than Head Start directors.



**Average Hourly Wage of Early Childhood Directors** By Degree and Program Type

	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
AA ECE or CD	11.86	12.38	11.98	13.00	13.08	<b>16.70</b>
BA/BA ECE or CD	<b>25.35</b>	13.93	13.69	17.92	17.44	20.52
Graduate Degree in ECE or CD	<b>29.29</b>	14.87	11.30	20.66	25.70	35.00 (1)
Graduate Degree in Another Field	<b>30.82</b>	17.22	13.66	14.11	23.11	26.00
All Directors Average	<b>26.17</b>	13.41	12.30	15.19	17.60	18.36

**Average Hourly Wage of Early Childhood Directors** By Credential and Program Type

Credential	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
CDA	<b>15.40</b>	12.92	11.15	14.05	14.23	14.34
Pre-K Associate License	16.93	12.29	12.56	14.01	16.37	<b>18.06</b>
EC Teacher License	<b>27.74</b>	13.26	11.97	17.27	19.26	20.34
Other Teaching License	<b>29.38</b>	14.20	13.08	16.36	19.40	25.44

## Teacher Credentials and Degrees

Nearly two-thirds (60%) of teachers in school affiliated programs and nearly one-third of teachers in other ODE licensed programs, along with Head Start teachers hold the Early Childhood Teacher License. Head Start teachers hold the highest rates of Pre-K Associate Licenses (36%) and CDA's (24%).



### Credentials Held by Early Childhood Teachers Percent by Program Type

Credential	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
CDA	1.7	9.4	14.7	18.4	11.1	<b>24.2</b>
Pre-K Associate License	10.7	4.3	6.2	12.6	12.7	<b>36.4</b>
EC Teacher License	<b>60.3</b>	8.0	10.9	19.5	30.2	27.3
Other Teaching License	<b>43.8</b>	19.6	7.8	11.5	42.9	12.1

Associate degrees in the field are most prevalent for teachers in programs not affiliated with schools, while bachelor and graduate degrees are more prevalent in school affiliated programs.

### Highest Degrees Held by Early Childhood Teachers Percent by Program Type

Degree	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
AA ECE or CD	9.1	15.3	17.1	34.5	22.2	<b>48.5</b>
BA/BA ECE or CD	<b>25.8</b>	9.5	8.5	9.2	22.2	15.2
Graduate Degree in ECE or CD	<b>28.9</b>	.7	.8	2.3	3.2	9.1
Graduate Degree in Other Field	<b>18.2</b>	5.8	.8	2.3	9.5	3

## Teacher Wages

Teachers in school affiliated programs earn as much as two and a half times the hourly rate of teachers with the same credential working in for-profit centers, and two times the rate of those in nonprofit centers. Overall teachers in other ODE licensed programs are the second highest paid.

Teachers with Early Childhood Teacher Licenses, graduate degrees in the field or other teacher licenses working in school affiliated programs earn the most with average wages ranging from \$24 to \$25.50 per hour respectively. Teachers in other ODE licensed programs generally earn the second highest wages. Teachers in for-profit centers earn the least followed by faith affiliated programs, non-profit programs and Head Start.

An Early Childhood Teacher License or other teacher license in a school affiliated program earns a teacher two and a half times the pay that same teacher would make in a for-profit center (\$10 per hour).

The rate is about two times that of teachers in non-profit and faith affiliated centers (\$11-\$13 per hour). Teachers earn approximately 75% to 50% more in school affiliated programs compared to Head Start programs (\$13.70-\$16.89 per hour).



### Average Hourly Wage of Early Childhood Teachers By Credential and Program Type

Credential	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
CDA	10.00	10.19	9.26	10.36	<b>13.76</b>	11.21
Pre-K Associate License	<b>15.05</b>	10.03	10.22	11.52	12.24	12.44
EC Teacher License	<b>24.08</b>	11.06	10.08	12.42	16.76	13.67
Other Teaching License	<b>25.52</b>	11.98	10.04	13.05	15.88	16.89

### Average Hourly Wage of Early Childhood Teachers By Education and Program Type

	ODE School Affiliated	ODJFS Faith Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
AA ECE or CD	<b>13.14</b>	10.61	9.83	10.48	12.99	11.89
BA/BA ECE or CD	<b>22.26</b>	11.71	10.12	12.33	14.92	12.87
Graduate Degree in ECE or CD	<b>25.22</b>	15.14	13.00	21.50	37.88 (1)	19.21
Grad Degree in Other Field	<b>23.60</b>	9.12	10.00	10.43	22.66	20.00
All Teachers Average	<b>21.42</b>	10.10	8.87	10.41	14.30	12.61

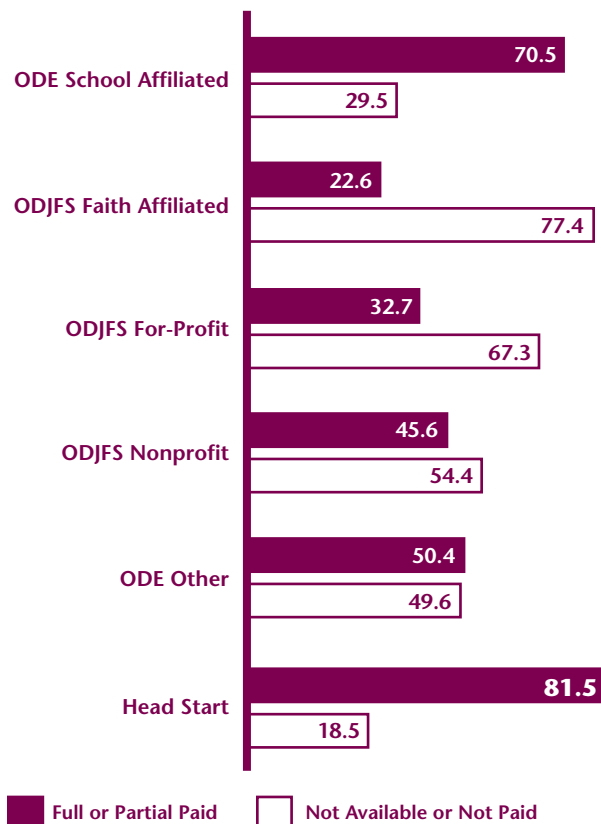
## Employee Benefits

Employee benefits such as health, dental insurance and retirement plans are most prevalent in Head Start and school affiliated programs.

Three key employee benefits follow a slightly different pattern than wages. More than 80% of full-time Head Start staff have either fully or partially paid health insurance which drops to a low of only 22% in faith affiliated programs. Dental insurance is less available. Sixty-four percent of full-time school affiliated staff have fully or partially paid dental insurance compared to 9% of faith affiliated staff. Retirement plans show the widest disparity.

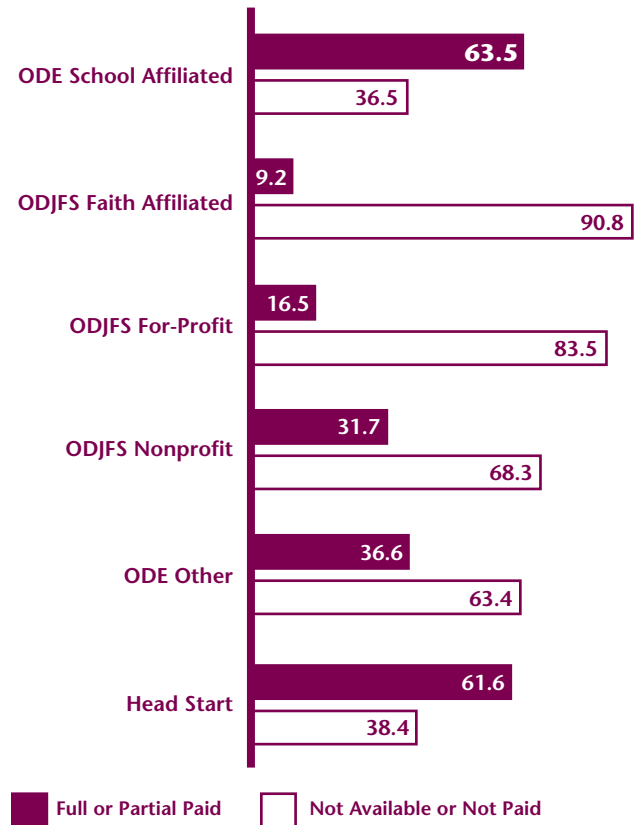
### Health Benefits for Full-Time Staff

Percent Offered by Program Type



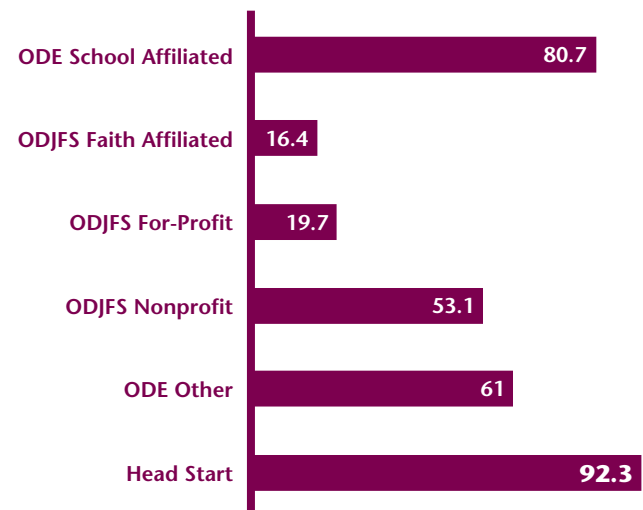
### Dental Benefits for Full-Time Staff

Percent Offered by Program Type



### Retirement Plan Available for Full-Time Staff

Percent Offered by Program Type



## Director and Teacher Longevity

Even though there are significant differences in wages and benefits among the program types, there is little difference in director and teacher longevity.

**Average Years in Current Position and in the Field** By Program Type

Program	Director Position	Director Field	Teacher Position	Teacher Field
ODE School Affiliated	7.10	14.37	<b>6.78</b>	<b>11.18</b>
ODJFS Faith Affiliated	7.62	14.48	6.40	9.41
ODJFS For-Profit	<b>7.84</b>	15.82	5.94	9.04
ODJFS Nonprofit	7.71	<b>16.74</b>	5.96	9.67
ODE Other	6.68	14.28	5.82	9.68
Head Start	6.43	15.28	5.46	10.64
<b>Summary</b>	<b>6-8</b>	<b>14-17</b>	<b>6-7</b>	<b>9-11</b>

## Enrollment in Surveyed Programs

The six program type analysis represents 61,746 children. Preschool age children make up 68% of the total enrollment (41,928). Faith affiliated programs enrolled the most preschool age children (12,020). For-profit programs enrolled the most infants and toddlers (4,056) and school age children (3,826).

In looking at the six program types, it is important to identify the focus of the program's enrollment. This knowledge will assist policy makers in crafting appropriate professional development opportunities based on the age range of children served and current staff qualifications.

Of the programs surveyed, overall enrollment is 4% infants, 9% toddlers, 68% preschoolers and 19% schoolage children. Nearly 33% of enrolled preschoolers attend part-time only preschool programs.

**Percent of Enrollment by Age Grouping**

Program	Infant	Toddler	Preschool	Schoolage
ODE School Affiliated	.8	2.6	86.4	10.2
ODJFS Faith Affiliated	2.5	7.4	73.1	17.0
ODJFS For-Profit	<b>11.3</b>	<b>16.6</b>	45.9	<b>26.3</b>
ODJFS Nonprofit	6.3	13.0	57.5	23.2
Head Start	1.1	1.5	<b>94.4</b>	3.0
ODE Other	1.2	6.0	68.1	24.7

## Infants and Toddlers (6 weeks to age 3)

Nearly 60% of the infants and 44% of toddlers in the surveyed programs are enrolled in for-profit centers.

For-profit centers in the survey dedicated nearly 30% of their enrollment to infants and toddlers. Nonprofit centers had the second highest at 19% of enrollment. The remaining program types reserved less than 10% of enrollment for infants and toddlers.

Ohio's Early Childhood Teacher License, focused on teaching children age 3 through grade 3, does not prepare teachers to work with infants and toddlers. Therefore, degrees in child development, associate degrees, and the CDA are more appropriate for teachers working with infants and toddlers.



Nonprofit centers reported the second highest percent of teachers with associate degrees in the field (34.5%) and/or with a CDA (18%). For-profit centers also focused more on staff with these qualifications than on any other types of professional qualifications. However, only 17% of teachers in for-profit centers held an associate degree and 15% held a CDA. Ohio does not have a dedicated degree or certificate focused on the teaching of infants and toddlers.

## Preschoolers (age 3 to age 5)

Every program type focuses the largest share of its enrollment on preschool age children.

Nearly 95% of Head Start enrollment is made up of preschoolers, followed by nearly 87% for school affiliated programs. Head Start has the highest percentage of teachers with a CDA (24%), Pre-K Associate License (36.4%) and associate degree in the field (49%). School affiliated programs have the highest percentage of teachers with an Early Childhood Teaching License (60%), bachelor degree in the field (26%) and graduate degree in the field (29%).

However, because the Early Childhood Teacher License focuses on age 3 through grade 3, the data can not determine whether obtaining the license prepares teachers better for teaching children age 3 to 5 than the associate degree or Pre-K License. A careful examination is needed to compare the amount and content of course work focused on children age 3 to 5 in the two tracks (bachelor and associate degrees).

This will help determine which license provides the best preparation for teaching preschool age children.

Faith affiliated programs have the third highest percent of preschool children at 73% of enrollment followed by other ODE licensed programs (68%) and nonprofit programs (58%). Only for-profit programs reported less than half of enrollment (46%) dedicated to preschoolers.

Nearly half (48%) of preschoolers enrolled in school affiliated programs attend a program that only enrolls preschoolers in a part-time program. The remaining program types reported lower enrollment in part-time only preschool programs as a percent of the total preschool enrollment.

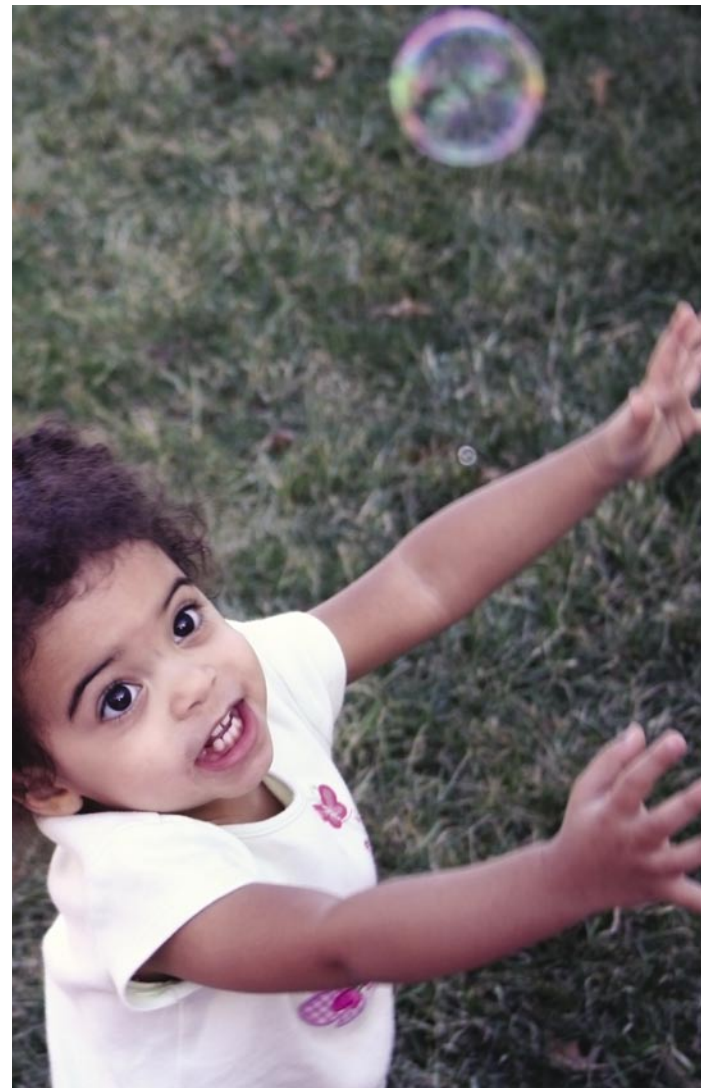
## Preschoolers Continued (age 3 to age 5)

Other program types report preschool enrollment in part-time only programs as a percent of their total preschool enrollment as follows: 37% for faith affiliated programs, 32% for non-profit programs, 31% for Head Start programs, 30% for other ODE licensed programs and only 11% for for-profit programs. Overall, 62% of preschoolers enrolled in part-time only programs attended either school affiliated or faith affiliated programs.

The data does not reveal the number of programs that only operate part year or school year schedules. However, 79% of directors in school affiliated programs report working only on a school year schedule while 89% of for-profit directors work all year. In the remaining program types, directors reported school year work schedules as follows: Head Start 59%, other ODE licensed programs 58%, faith affiliated programs 42%, nonprofit programs 28% and for-profit programs 11%. These percentages suggest that part-time only programs are likely to operate only on a school year schedule and that many preschoolers who attend full day may only attend on a school year schedule.

Preschool age enrollment is clearly the primary focus of all early care and education programs. Professional development opportunities and access to appropriate higher education must take into account existing staff schedules, discrepancies in current education levels and the affordability of opportunities given the wide range of salaries.

Nearly half (48%) of preschool age children in school affiliated programs attend part-time preschool programs. Nearly 90% of preschoolers in for-profit programs attend full-time centers.



### Percent of Preschoolers Attending Part-time Programs

ODE School Affiliated	<b>47.6</b>
ODJFS Faith Affiliated	36.5
ODJFS For-Profit	10.7
ODJFS Nonprofit	31.8
Head Start	30.6
ODE Other	30.4
Total	32.7

## Schoolage Children

Schoolage enrollment represents nearly 19% of the total enrollment in surveyed programs. For-profit programs enrolled the most schoolagers and had the highest percent of enrollment dedicated to this age group.

Twenty-six percent of children enrolled in for-profit programs were school age, while only 3% were of school age in Head Start programs. Other ODE licensed programs and nonprofit programs were similar at 25% and 23% respectively. Faith affiliated programs reported 17% of enrollment for this age group and school affiliated programs at 10%. This portion of the analysis did not include 56 programs (34 ODE licensed and 22 ODJFS licensed) that are schoolage only programs.

Professional development for schoolage program staff bears special consideration. Currently Ohio does not have a dedicated degree or certificate for this group of professionals. Many different degrees, specialties and experiences can support a comprehensive program for schoolagers in out-of-school-time settings.





## Conclusions

*A Profession Divided* breaks new ground because it includes programs operated by public and private schools. This special analysis along six program types reveals a startling divide based on program sponsorship or affiliation. Clearly school affiliated programs licensed by the Ohio Department of Education (ODE) have the most highly educated staff and pay the highest wages. However, what is most troubling is that teachers and directors holding the same degrees and credentials are paid more than two times the rate in a school affiliated setting than in for-profit centers licensed by ODJFS. This analysis describes the hierarchy which divides the early childhood workforce.

Also of great concern is the lack of specific state credentials for program directors and teachers working with infants, toddlers or schoolage children. Because current data does not identify the amount of course work or student teaching experience with preschool age children, it is not clear whether Ohio's Early Childhood Teacher License for teaching children age 3 through grade 3 provides better preparation than the Pre-K License which is focused on preschool age children.

The significant differences among the segments of the Ohio center-based early childhood workforce bear thoughtful consideration as policy decisions are made to develop a comprehensive early care and education system available to all Ohio children. Three primary issues must be addressed as Ohio moves forward.

1. Workforce qualifications and professional development needs vary widely among program types requiring multiple strategies and supports to raise the bar on teacher quality.
  - Professional development opportunities are needed that fit the work schedules of the existing workforce
  - Opportunities must be in accessible locations
  - Release time is needed to meet practice requirements of higher education
  - Scholarships are needed to make education affordable
2. Salary and compensation discrepancies require a careful examination of the true cost of existing programs and strategies to support equitable compensation for comparable qualifications and positions.
  - Program funding policies could require equitable wages
  - Salary supplements like those in North Carolina can help lessen wage inequities
3. Current degrees and licenses need a thoughtful analysis to determine their applicability for preparing teachers
  - A teaching license/s that focus on children birth through age five is needed to ensure appropriate preparation
  - Specialized credentials could address the specific needs of teachers and directors

