

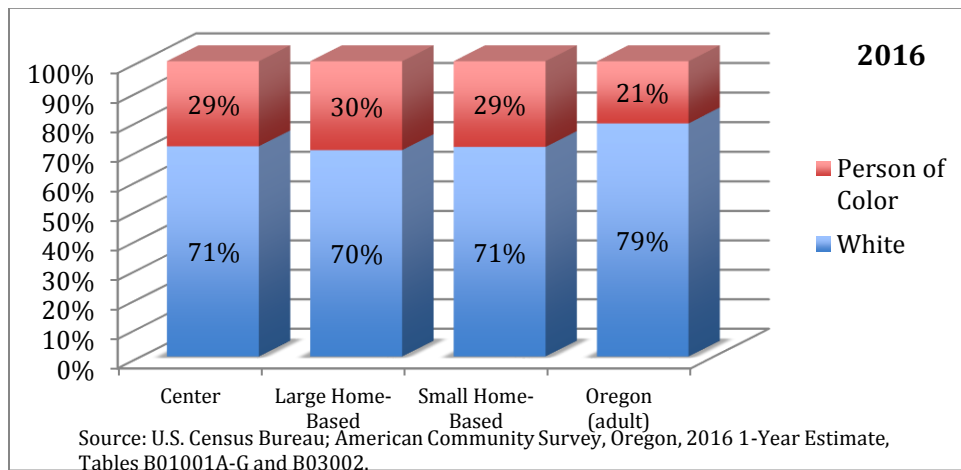
## Key Findings from the 2016 Early Learning Workforce Study

Approximately **23,600** persons make up the early learning workforce, that is, persons who work directly with young children and their families in regulated child care facilities. About three-quarters of the workforce are employed in centers with the rest in large and small home-based programs.

Workforce by Type of Care	2016	
	N	% of workforce
Center	17,886	76%
Large Home-Based	3,197	13%
Small Home-Based	2,600	11%
<b>Total</b>	<b>23,683</b>	<b>100%</b>

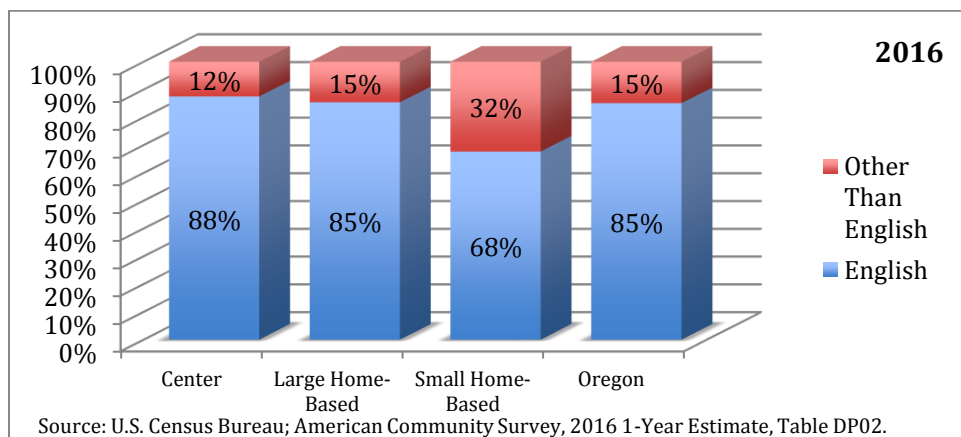
### Race/Ethnicity

The early learning workforce is more diverse than other adult Oregonians, but not as diverse as children under 5. Over one-fourth (29%) of Oregon's workforce are persons of color compared to 36% of children under age 5 who are Non-White or Hispanic.



### Primary Language

About a third of small home-based providers have a primary language other than English, compared to 12% of center staff and 15% of large home-based staff.



## Education

Over a third of the workforce has a bachelor's degree or higher and another third have some college or an associate's degree. The remaining third have a high school diploma, GED, or less, with only a small fraction of that third having less than high school.

Education of Workforce	2016	
	N	%
Less than High School Diploma/GED	448	3%
High School Diploma or GED	4,004	25%
Some college, certificate, or foreign degree	3,743	24%
Associate's degree	2,174	14%
Bachelor's degree or higher	5,377	34%

Note that education level data was available for 66% of the workforce.

When we examined the percentage of staff with a bachelor's degree or higher, we saw that directors, site directors/supervisors, teachers, and head teachers were more likely to have a bachelor's degree than were other staff.

Percent with Bachelor's or Higher	2016	
	N	% of position
<b>Center</b>		
Director	539	59%
Site Director / Supervisor	142	58%
Head Teacher	1,209	49%
Teacher	2,267	36%
Aide II	184	19%
Aide I	309	21%
<b>Large Home-Based</b>		
Provider	237	30%
Assistant II	230	31%
Assistant I	74	26%
<b>Small Home-Based</b>		
Provider	186	12%

## Teacher Wages

Early learning teachers, on average, earn only slightly more than the minimum wage. Below are the average lowest and highest teacher wages reported by Oregon regulated child care centers.

Teacher/Head Teacher Wages	2016	
	Low	High
Median	11.00	15.61
Mean	11.56	17.10
Range	8.09 - 50.00	

## Annual Training

Training hour requirements varied by type of care and by position, with not all positions required to have training hours. Individuals with required hours exceeded what was required and those in positions without required hours had substantial numbers of training hours. All positions saw an increase in the average number of hours between 2012 and 2016.

Average Training Hours	2016		Increase in Hours From 2012 to 2016	
	Total	Child Dev	Total	Child Dev
<b>Center</b>				
<b>Director</b> (N = 889) <sup>b</sup>	27.3	21.0	4.5	3.1
Site Director/Supervisor (N = 217)	29.2	22.5	12.0	7.8
<b>Head Teacher</b> (N = 2,410)	28.6	24.4	7.9	5.7
<b>Teacher</b> (N = 6,679)	22.2	19.5	3.3	2.1
Aide II (N = 1,254)	21.8	18.6	6.3	4.6
Aide I (N = 2,271)	15.2	13.3	0.9	0.4
<b>Large Home-Based Staff</b>				
<b>Provider</b> (N = 808)	32.2	27.2	9.7	7.0
<b>Assistant II</b> (N = 947)	20.9	19.0	2.6	2.1
Assistant I (N = 445)	14.4	13.7	2.1	1.8
<b>Small Home-Based Staff</b>				
Provider <sup>c</sup> (N = 1,803)	17.4	14.8	4.5	3.0

## Engagement in Professional Development Initiatives

Overall, 39% of the entire workforce (9,190 individuals) were enrolled in the Registry in 2016 but participation varied by type of care and position.

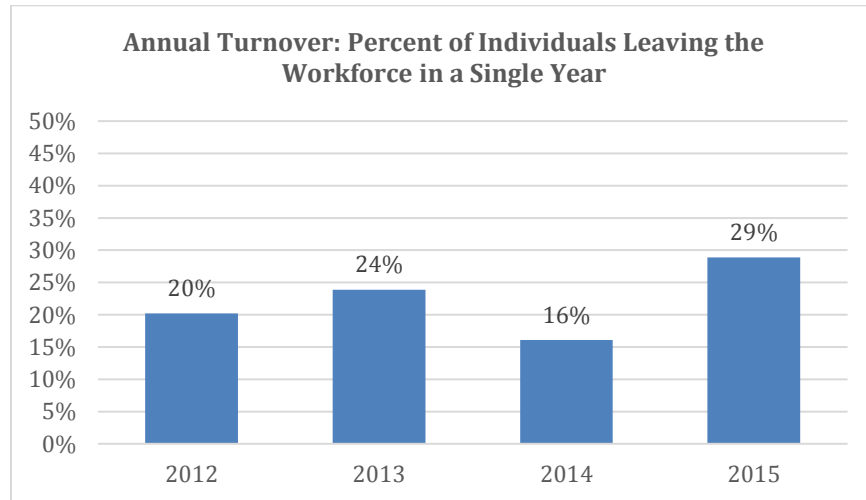
Registry Participation by Position	2016	
	N	% of position
<b>Center</b>		
Director	677	67%
Site Director / Supervisor	172	66%
Head Teacher	1,880	69%
Teacher	3,786	46%
Aide II	535	33%
Aide I	311	8%
<b>Large Home-Based</b>		
Provider	607	69%
Assistant II	349	28%
Assistant I	77	7%
<b>Small Home-Based</b>		
Provider	796	31%
<b>Total</b>	<b>9,190</b>	<b>39%</b>

## Turnover

Turnover is complex and of high policy relevance due to its impacts on multiple individuals and organizations. High turnover negatively impacts:

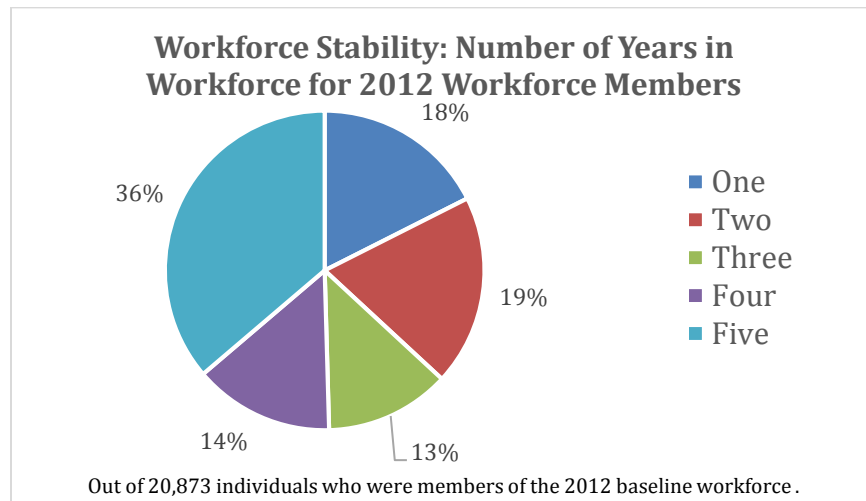
1. **Children**, as it represents a loss for them. It decreases the stability and continuity of children's relationship with adults.
2. **Centers**, as they need to recruit and train new staff.
3. The **professional development system** designed to support, train, educate, and professionalize the workforce, as those supported leave and those entering require basics.

Oregon has experienced a loss of 16% to 29% of its workforce in each of the last several years.



## Stability

In order to assess the stability of the workforce, we looked at the number of individuals at the baseline who remained employed for entire measurement period. Of persons employed in a regulated child care facility in 2012, 36% had been in the workforce all five years.



We also found an association between programs that pay lower wages and lower levels of teacher education, as well as an association between paying lower wages and lower levels of teacher retention.