

Oregon Early Learning Workforce:

A First Look

2012 Baseline Year

This brief was produced jointly by:

Oregon Center for Career Development in Childhood Care and Education
Portland State University

Oregon Child Care Research Partnership
Oregon State University

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Introduction

In Oregon, as in the rest of the nation, increased awareness of the importance of early learning and development has been accompanied by recognition of the critical role played by those who teach and care for young children. Oregon's ability to reach goals such as school readiness for all children entering kindergarten is linked to the knowledge and skill of its early learning workforce. Yet prior to 2012 Oregon has lacked data to answer basic questions about those who work in early learning and development programs. We have not been able to answer such basic questions as:

- How many persons work in early learning and development programs?
- What positions do these persons hold?
- What is their gender, race, ethnicity, and primary language?
- What is the education level? How many hold postsecondary degrees?
- How much training do they receive in a year?
- How engaged are they in professional development?

In the late 2000s, members of the Oregon Child Care Research Partnership articulated questions they thought a state should be able to answer about its early learning workforce. The group then identified the information that would need to be collected from members of the workforce in order to be able to answer these questions. The Office of Child Care, Early Learning Division (ELD), Oregon Department of Education (the Child Care Division within the Employment Department until July 2013) and the Oregon Center for Career Development in Childhood Care and Education (OCCD) at Portland State University designed a data sharing system that would link professional development and regulatory data on a daily basis. They ensured that the new system was designed to store the information needed to answer the policy-relevant questions about the workforce that partners had articulated. In 2012 ELD implemented the new system in which all staff working in regulated child care facilities submitted documentation of training hours to OCCD and that data began being linked with regulatory data managed by ELD. Electronic linking of professional qualification and licensing data has allowed Oregon to answer basic questions about the early learning workforce employed in regulated centers and home-based early learning facilities¹.

Working together, OCCD, ELD, and the Oregon Child Care Research Partnership at Oregon State University (OSU) have analyzed the data produced by this new system in order to produce a brief that answers the questions that partners have determined to be most critical for supporting decision makers as Oregon works to improve outcomes for its youngest children. This brief is the first of what will be annual reports on the workforce. It provides baseline data that will allow Oregon to measure the impact of early childhood investments on critical measures of workforce characteristics.

¹ Home-based child care providers are typically identified by their regulatory status: a) small home-based providers are known as registered family child care and b) large home-based providers are known as certified family child care. We use the terms small and large home-based providers rather than the regulatory titles throughout this report.

2012 Oregon Child Care Workforce

Definition and Size of the 2012 Workforce

Importance of this information: The knowledge and skills of those persons who work directly with young children strongly impacts the learning and development of the young children enrolled in early learning and development programs. A critical step in supporting young children’s development is identifying and describing those who work directly with them in childhood care and education facilities.

How measured: Partners identified the positions associated with direct work with children. To be included in the 2012 workforce individuals had to be:

- employed in regulated facilities, and
- working directly with children and families, operationalized by employment in the following positions – Aide I, Aide II, Assistant I, Assistant II, Director, Head Teacher, Provider, Teacher, Teacher’s Aide, Site Directors/Supervisor,² and
- known to be working in regulated facilities in 2012. This criterion was based on the individual’s end date, hire date, and start date information.³

20,873 people worked in Oregon regulated early learning facilities in 2012

Workforce by Type of Care

Number of persons in the workforce employed in centers and large and small family child care homes.

Importance of this information: Members of the workforce play distinct roles and regulatory requirements vary by the position held so is important to describe workforce characteristics by position held. Accurately describing the workforce by type of care and position within each type provides information needed for effective targeting of investments.

How measured: Workforce counts were created by type of care and by position within each type. We report counts first of those employed in centers, followed by counts of large and small home based providers.

Number who worked in *Centers*, by position

15,069 (72% of the total workforce) people worked in Centers in the following positions:

Center Staff	N	%
Aide I	2,826	18.8%
Aide II	1,071	7.1%
Teacher	7,672	50.9%
Head Teacher	2,283	15.2%
Site Director / Supervisor	41	0.3%
Director	1,176	7.8%

² Using positions defined by the Office of Child Care for use in licensing, we determined the positions in which individuals primarily work directly with children and thus qualified as being part of the child care workforce.

³ End date needed to be greater than 12/31/11; hire date needed to be less than 12/31/12; and start date also needed to be less than 12/31/12. Hire date trumped start date because it was viewed as more accurate.

Number who worked in *Large Family Child Care Homes*, by position

2,295 (11% of the total workforce) people worked in Certified family child care homes in the following positions:

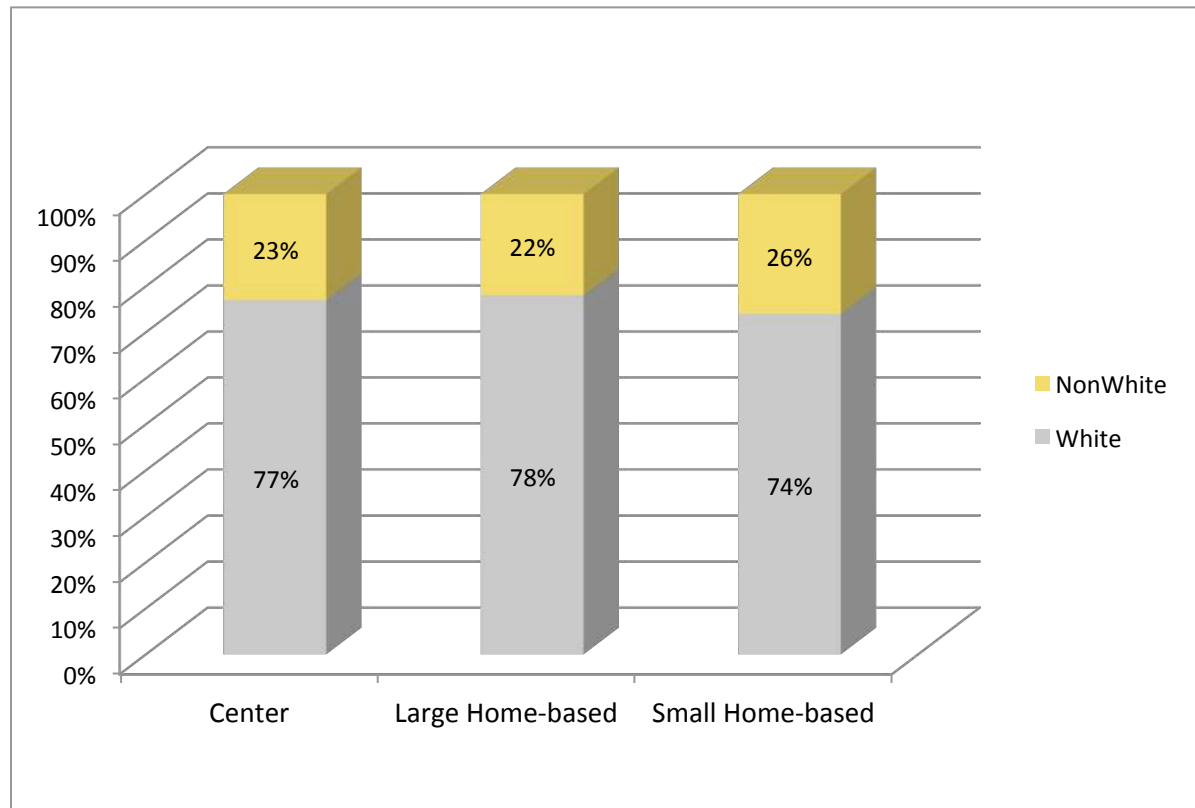
Certified Family Staff	N	%
Assistant I	815	35.5%
Assistant II	735	32.0%
Provider	745	32.5%

Number who worked in *Small Family Child Care Homes*, by position

3,509 (17% of the total workforce) people worked in Oregon small family child care homes. All of these individuals were the provider of the facility. Small family child care home providers seldom hire staff.

Type of Care by Race/Ethnicity

Approximately a quarter of Oregon's workforce, across the three types of care, is NonWhite. Small home-based providers are the most likely to be NonWhite. A detailed description of NonWhite is provided in the Table on page 4.



Characteristics of the 2012 Child Care Workforce (N=20,873)

Importance of this information: Oregon’s young children are increasingly diverse in terms of race, ethnicity, and primary language (Ryan, 2013, US Census, 2011). There is growing evidence of the importance of young children being cared for by persons with knowledge and experience of the child’s culture and language (McCabe et al., 2014). It is important to describe the race, ethnicity, and primary language of members of the early learning workforce in order to assess the extent to which children from diverse backgrounds have access to teachers and providers with shared culture and language.

How measured: Data on race, ethnicity, and primary language were asked of providers on the Oregon Registry Online database (ORO) Enrollment form. Completion of this form was optional for those who did not participate in a program managed by OCCD such as Betty Gray Early Childhood Training and Certification Scholarships or Education Awards. In addition, completion of questions about race/ethnicity and primary language was optional due to the nature of the information. Thus, confidence in the estimates is limited by being based on incomplete data.

Variable	<i>N Missing</i>	<i>Mean/Frequency (Std. Dev)</i>
Age	52	38.4 (13.58) Range: 6 to 91
Gender	8,268	
Male		4.9%
Female		95.1%
Race/Ethnicity	9,563	
American Indian		1.6%
Asian		4.0%
Black		2.6%
Hispanic/Latino/Spanish		14.2%
Native Hawaiian		<1%
White		75.3%
Other		1.6%
Primary Language	8,386	
English		84.6%
Spanish		9.8%
Russian		1.8%
Vietnamese		1.0%
Chinese (Traditional)		<1%
Other		1.9%

Education of Workforce

Level of Education for the 2012 Workforce

Importance of this information: Research has consistently found large positive associations between level of education of parents and teachers and the achievements and behavior of young children (Shonkoff & Phillips, 2000). Research has not yet identified a specific level of education (i.e. bachelors) associated with more positive outcomes (Early et al., 2006; Early et al., 2007, Vu, Jeon, & Howes, 2008). Yet, having less than high school has been found to be associated with less positive outcomes and more education with more positive ones (Ryan & Whitebook, 2012).

How measured: Data on education level was entered into ORO from multiple sources and verified by OCCD. In order to earn a step on the Oregon Registry Career Lattice (Registry) persons reported education and submitted documentation of coursework as well as degrees. Other workforce members reported education through the ORO Enrollment form when they applied for a program managed by OCCD or when they submitted information needed to meet regulatory requirements for the position they held. A final group submitted documentation of college credits to meet regulatory training requirements. In light of the fact that the Registry and other programs at OCCD are voluntary, this process resulted in missing education data on 38% of the workforce and limits our confidence in the estimate of level of education.

Educational attainment of the 20,873 people in the 2012 child care workforce:

	Workforce Members with Education Level Reported	
	N	%
Less than High School Diploma or GED	418	3.2
High School Diploma or GED	3,521	27.2
Some college, certificate, or foreign degree	2,910	22.4
AA/AS	1,933	14.9
BA/BS or higher	4,186	32.3
Total	12,968	100

Note: There were 7,905 individuals who were missing data on education which represents 37.9% of the workforce.

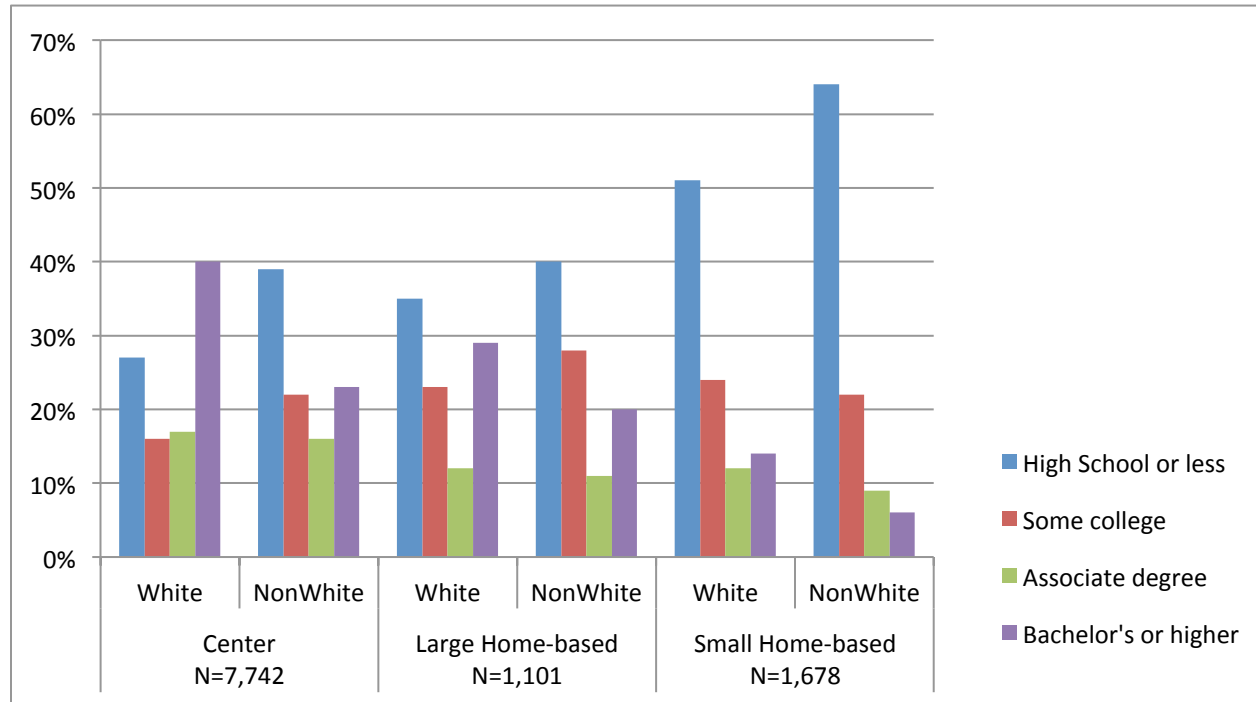
Education Level by Type of Care

	Centers		Large Home-Based		Small Home-Based	
	N	%	N	%	N	%
Less than High School Diploma or GED	178	1.8	44	3.2	196	10.1
High School Diploma or GED	2,335	24.2	402	29.4	784	40.3
Some college, certificate, or foreign degree	2,018	20.9	381	27.9	511	26.3
AA/AS	1,544	16.0	169	12.4	220	11.3
BA/BS or higher	3,581	37.1	371	27.1	234	12.0
Total	9,656		1,367		1,945	

Note: There were 5,413 individuals in Centers, 928 in Large Home-Based Care, and 1,564 in Small Home-Based Care who were missing data on education.

Education Level by Type of Care and Race/Ethnicity

The percentage of the workforce with a Bachelor's or higher degree ranges from 40% of White staff working in centers to 6% of NonWhite providers in small home-based settings.



Education Level by Location

	Metropolitan		Non-Metropolitan	
	N	%	N	%
Less than High School Diploma or GED	347	3.2	66	3.3
High School Diploma or GED	2,858	26.4	619	30.5
Some college, certificate, or foreign degree	2,357	21.7	541	26.7
AA/AS	1,514	14.0	405	20.0
BA/BS or higher	3,762	34.7	396	19.5
Total	10,838	100	2,027	100

Note: There were 202 individuals who could not be given a metropolitan, nonmetropolitan distinction because they did not have a value for county or zip code. In addition, 7,806 (37.7%) were missing education data.

Note: We use the Office of Management and Budget Core Based Statistical Area classification for counties to distinguish between individuals who live in urban and rural areas. Counties are classified as metropolitan if they include an urbanized area of 50,000 inhabitants or more, plus outlying counties with close economic or social ties to the central county. Nonmetropolitan counties include two groups: micropolitan and noncore. Micropolitan counties include at least one urban cluster of between 10,000 and 49,000 people, plus outlying counties. Noncore counties have no population cluster larger than 10,000.

Percentage of Center teachers and head teachers that have a BA or higher

39.1% (2,698/6,902) of Center teachers have a BA or higher degree

Note: There were 3046 (30.6%) Center teachers who have not submitted data on education.

Percentage of Center Directors who have a BA or higher

51.2% (463/904) of Center Directors have a BA or higher degree

Note: There were 271 (23%) Directors who were missing data on education.

Training of the Workforce

Average number of training hours Center teachers and Large home-based providers receive in a year by total hours, by child development hours, by metropolitan versus non-metropolitan, and by percentage of providers who received some of their training through credit courses.

Importance of this information: Studies have shown recent training to predict quality in both centers and home-based facilities (Raikes et al., 2005) and may be especially important to the quality of family child care (Burchinal, Howes, & Kontos, 2002; Hughes-Belding et al., 2012).

How measured: As of 2012, providers submitted documentation of training hours to OCCD in order to meet regulatory requirements. We reported training hours only for those positions for which training hours were required. Hours may be underrepresented due to transitions in the data collection and how safety set training hours were entered. We did not report small home-based providers' training hours in 2012 because their 2-year renewal cycle meant that many would be missing training hours in this first year of data collection.

	Average Training Hours in 2012	Average Training Hours in 2012			% of Providers Who Received Some of their Training Through Credit Courses
		<i>Child Development Hours^a</i>	<i>Metropolitan</i>	<i>Non-Metropolitan</i>	
Center					
Head Teachers (n=2,280)	20.7	18.4	20.1	24.1	4.3%
Teachers (n=7,668)	18.8	17.0	18.2	22.7	4.1%
Large Home-Based					
Providers (n=745)	22.5	20.0	22.9	20.2	6.8%

^a The Office of Child Care categorizes training hours as directly related to work with children as Child Development Hours. We show these hours separately from total hours.

Professional Engagement of the Workforce

Percentage of the workforce who received one or more BGECTC scholarships, Education Awards, or who were fully enrolled in the Registry

Importance of this information: Perceiving oneself as a member of a profession (in a career or following a calling) has been shown to predict observed quality (Kontos, 1995). Oregon has three major professional development initiatives for which data were available: a) Registry, b) Education Award (monetary award based on achieving a step on the Registry), and c) Betty Gray Early Childhood Training and Certification (BGECTC) scholarship program. Engaging in one or more of these professional development initiatives indicated a teacher or caregiver's engagement in professional activity.

How measured: Oregon's three major professional development initiatives are managed by OCCD. Participation in each of the initiatives was documented in the workforce member's record. To further understand participation in these professional development initiatives, we calculated the percentage of the workforce who participated in these initiatives by type of care. We also measured the percentage of those who used college credits or degrees to document professional development required for a step. A little over 22% (4,601) of workforce members earned a step. Although the vast majority of persons earned a step 3-12, a small number earned a step 1-2.

Looking at the entire workforce, 9.8% of the workforce received one or more BGECTC scholarships, almost twice as many received one or more Education Awards (18.4%) and a slightly larger percentage were enrolled in the Registry (22.0%).

	2012 Child Care Workforce (N=20,873)
Enrolled in the Registry	22.0%
Received one or more Education Awards	18.4%
Received one or more BGECTC scholarships	9.8%

Percentage of the workforce in professional development initiatives by type of care

Enrolling in the Registry was the most common form of professional engagement for all types of care (22% of those in all three types of regulated care). Large home-based providers and center teaching staff were equally likely to enroll in the Registry (23%), but small home-based caregivers were less likely to have enrolled (17%). We saw the same pattern in receipt of Education Awards (20% of large home-based, 19% of center staff and 15% of small home-based providers). We saw a different pattern in receipt of BGECTC scholarships. Large home-based providers were the most likely to have received at least one scholarship (13%) whereas center and small home-based providers were less likely to do so (10% and 8% respectively).

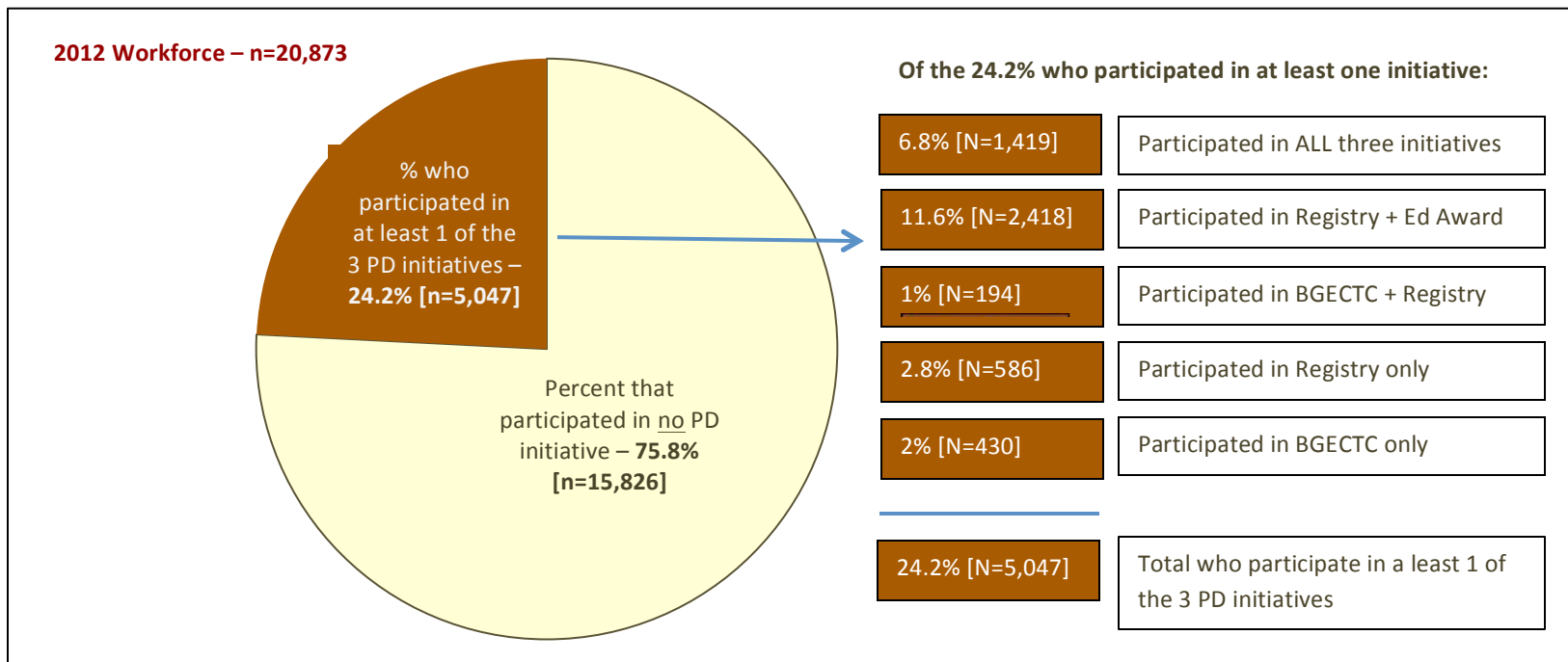
	Type of Care		
	Center-Based (N=15,069)	Large Home-Based (N=2,295)	Small Home-Based (N=3,509)
Enrolled ^a in the Registry	23.1%	23.3%	16.6%
Received one or more Education Awards	19.1%	19.7%	14.5%
Received one or more BGECTC scholarships	9.7%	13.4%	8.0%

^a Enrolled is defined as having earned a step 1-12 on the Registry.

Note: Overall, almost three-quarters of the 2012 workforce were employed in centers (72%) with the rest of the workforce employed in large and small home-based facilities (11% and 17%, respectively).

Engagement of members of the workforce in their own professional development is indicated by participation in a) the Registry⁴, b) Education Award program or c) BGECTC scholarship program.

Almost a quarter of the workforce has participated in one or more professional development supports (24%). About 7% participated in all three and 12% participated in both BGECTC scholarship program and Education Award (a Registry step is required for receipt of an Education Award). Only small percentages of the workforce participated in only the Registry, only the BGECTC scholarship program, or a combination of those two programs (3%, 2%, and 1% respectively).



For those who have earned Registry steps, what percentage has college credit hours?

54.6% (2,514) who have an earned a Registry step have college credit hours.

⁴ In addition to those who work directly with children in a regulated facility, the Registry includes others employed in the field of early childhood such as trainers, home visitors, staff of Child Care Resource and Referral agencies and others. Thus enrollment is far greater than the over 4,500 workforce members whose participation is reported in this brief.

Predictors of Participation in Professional Development Initiatives

What workforce member characteristics predict that a person participates in one or more of the following: Registry, BGECTC scholarship, Education Awards?

Importance of this information: Increased understanding of who does and does not participate in professional development initiatives can strengthen efforts to target limited professional development resources. Findings from this analysis will assist in identifying those we are reaching as well as those we are not reaching.

How measured: We used a logit analysis to model how workforce members' characteristics predicted engagement in professional development initiatives. Professional engagement was measured as a 1 if workforce members had engaged in at least one initiative (Registry, BGECTC, Education Awards), and a 0 if they had participated in no initiatives.

The characteristics associated with participation in at least one professional development initiative are discussed and presented in the table below. The numbers in the table relate to the probability of engaging in an initiative for a change in that characteristic. Asterisks note the significance of the association. For example, if the workforce member were an aide in a center the probability of engaging in an initiative decreased by 15.8%. The two asterisks show this association is highly significant. The results are as follows for each characteristic:

Age

Older members of the workforce were significantly more likely to participate in an initiative than were younger members of the workforce.

Position

All positions were compared to a small home-based provider. Aide at a center and Assistant at large home-based care facility were significantly less likely to participate in any initiative, while Center Directors, Center Teachers and Provider at large home-based care facilities had a greater probability of participating in at least one initiative.

Nonmetro

Those living in nonmetropolitan areas of Oregon were more likely than those living in metropolitan areas to engage in an initiative.

Training hours

Those with training hours were compared to those with no training hours. Those with training hours in 2012 that were greater than 15 hours were significantly more likely to have participated in an initiative than were those without any training hours. Having between 9 and 15 hours was not significantly associated with participation in professional development although the direction was positive.

Gender

Being female was significantly associated with participating in an initiative. If the workforce member was female they were about 12 percent more likely to participate in one or more initiatives.

Race/Ethnicity

Race/Ethnicity was significant and negatively associated with engagement in an initiative. If the workforce member was NonWhite, the probability of engaging in an initiative decreased by three percent.

Primary language

The characteristic of having a primary language other than English was not significantly associated with participation in professional engagement although the direction was negative.

Education

All comparisons were to those with a high school diploma or less. Workforce members who had some college, certificate, or a degree higher than a high school diploma were significantly more likely to participate in at least one initiative compare to those with a high school diploma or less.

Variable description	<i>Marginal Effects</i>
Age	0.003**
Aide at a center	-0.158**
Director at a center	0.096**
Teacher at a center	0.052**
Assistant at large home-based care	-0.065**
Provider at large home-based care	0.196**
Nonmetro [1=nonmetro, 0=metro]	0.071**
2012 Training 1-8 hours	-0.017
2012 Training 9-15 hours	0.007
2012 Training 16-25 hours	0.043**
2012 Training >25 hours	0.175**
Gender [1=female, 0=male]	0.117**
Race/Ethnicity [1=nonwhite, 0=white]	-0.032**
Primary language [1=non-English, 0=English]	-0.008
Some college, Certificate, foreign degree	0.155**
AA/AS	0.242**
BA/BS or above	0.174**

* Significant at the .05 level; ** Significant at the .01 level

Note: Marginal effects reflect the predicted probability of engaging in an initiative for a change in a characteristic. N=10,897. The sample size for the model is significantly lower than the 20,873 total sample due to significant missing data on education, ethnicity and primary language. The results of an imputed missing data model yielded similar results to those reported above.

Workforce and Oregon's Registry

Where does the workforce fall on Oregon's Registry?

Importance of this information: Oregon aims to enroll each member of the workforce in the Registry. Not only does enrollment support professionalism, having staff with steps on the Registry is required for a facility's achievement of a level 3, 4, or 5 in the Quality Rating and Improvement System. The step level of staff affects how high a rating a program can achieve.

How measured: Persons were assigned steps on the Registry when they applied, documented competency, and were awarded a step. The highest step category is 12. In addition, some persons were assigned a step 1 or 2 because of their participation in a program such as the one to earn an enhanced subsidy rate that did not require applying for a step. Such persons were automatically assigned a step 1 or 2. The data differentiated automatic from earned steps. Using the number of persons in each position within each type of care, we calculated the percentage of persons in each step category: a) automatic or no step, b) earned step 1 or 2, c) earned step 3-6, d) earned step 7-9, or e) earned step greater than 9. Monitoring change in these percentages is extremely important, as members of the workforce are earning steps and moving up the Career Lattice at a rapid rate.

The 2012 data showed that although 23.1% of the center-based workforce participated in the Registry, participation varied by position. Almost 40% of center directors and head teachers and almost 25% of teachers had earned steps whereas only 6 to 9% of aides in center did. Forty-nine percent of large home-based providers (CF) had earned a step whereas only 8 to 14% of their assistants did. Only 17% of small home-based providers (RF) had earned a step.

Type of Care	Position	Total # of Persons in Position	Percent of Persons with No Step or Automatic Step 1 or 2	Percent of Persons in Position at Designated Step			
				<i>Earned Step 1 or 2</i>	3-6	7-9	>9
Center	Director	1,176	62%	<1%	6%	12%	20%
	Site Supervisor /Director	41	83%	0%	5%	0%	12%
	Head Teacher	2,283	61%	1%	6%	15%	17%
	Teacher	7,672	76%	2%	4%	10%	8%
	Aide II	1,071	91%	1%	3%	4%	1%
	Aide I	2,826	94%	<1%	1%	3%	1%
Large Family	Provider	745	51%	<1%	13%	21%	14%
	Assistant II	735	86%	3%	5%	4%	3%
	Assistant I	815	92%	1%	2%	2%	2%
Small Family	Provider	3,509	83%	<1%	8%	5%	3%

Where does the workforce fall on Oregon's Career lattice, by metro/nonmetro?

	Total # of Persons in Position	Percent of Persons with No Step or Automatic Step 1 or 2	Percent of Persons in Position at Designated Step			
			<i>Earned Step 1 or 2</i>	3-6	7-9	>9
Metro	17,235	79%	1%	5%	8%	8%
Nonmetro	3,436	74%	1%	5%	13%	6%

Note: There were 202 individuals who could not be given a metropolitan, nonmetropolitan distinction because they did not have a value for county or zipcode.

Compensation Received by the Workforce

Average low and high hourly wage received by Center teachers, by facility

Importance of this information: Lower levels of compensation have been shown to be associated with higher teacher turnover, lower teacher morale, and lower levels of observed quality (Cochran, 2007, Torquati et al., 2007. Peisner-Feinberg et al., 2000). Stability of teachers and caregivers affects children both directly and indirectly. Directly, continuity in teachers is critical for children’s ability to feel secure and to ensure that the adult knows the children. Indirectly, children are affected negatively when teachers and caregivers leave because of the negative impacts on staff morale and increased difficulty for remaining staff to train and integrate new teachers into the program. Nationally, as in Oregon, childhood care and education teacher wages are substantially lower than those occupations held by persons with similar education and experience (U.S. Bureau of Labor Statistics, 2013).

How measured: At the time of the annual recertification visit, Licensing Specialists had center directors fill out a form that provided information on wages and benefits. Directors were asked to report the lowest and highest teacher wage and the benefits they provided to any of the staff. Thus, data were available at the facility-level rather than that of the individual teacher level.

Average Lowest Wage	Average Highest Wage
median: \$9.50	median: \$13.61
mean: \$10.33	mean: \$14.96
range: \$8.00-\$23.01	range: \$8.80-\$45.00
805 [83%] facilities reported	814 [84%] facilities reported

N=968 Centers

Association Between Teacher Education and Teacher Wages, by facility

How measured: To answer the question of whether teacher education and wages are related we needed to rely on facility-level data because wages are not currently collected at the individual-level. At the facility-level, averages across the facility were created for both teachers' education and wages. These averages were then divided into categories for both variables. The table below shows how average education categories and wage quartiles were related.

The results indicated a relationship between higher education levels and wages. As education increased we saw a larger percentage of those teachers having higher wages, and those with lower education having a higher percentage of lower wages. Further, correlation results confirmed this association as median education was significantly correlated (0.235 pvalue=.001) with the high wage quartile. This correlation would likely be stronger if data were available at the individual-level.

Education Categories	Lowest Teacher Wages \$8.80-\$11.65	\$11.70-\$13.57	\$13.65-\$17.00	Highest Teacher Wages \$17.08-\$45.00	Total
Some College or Less	30.9%	26.8%	26.2%	16.1%	100%
Associates or Higher	20.8%	22.4%	27.5%	29.4%	100%
Total	25.6%	24.5%	26.9%	23.1%	100%

N=814 facilities.

Benefits received by Center teachers, by facility

Importance of this information: Access to health and other benefits is vital to family well-being. It has also been linked to retention and staff morale, both of which have been linked to program quality (Whitebook, Sakai, Gerber, & Howes, 2001; Howes & Hamilton, 1993).

How measured: As noted above, center directors were asked to check the benefits they provided to at least some of their staff.

Slightly more than a third of centers offered access to health benefits. Only 17% provided no benefits so 83% offered one or more. Providing paid time off was the most commonly reported benefit (41%), followed by access to health insurance (37%).

Benefit Count of Reporting Facilities (N = 852)

	N of Facilities	% of Facilities
0 benefits	146	17%
1 benefits	269	32%
2 benefits	220	26%
3 benefits	144	17%
4 benefits	50	5%
5 benefits	23	3%

*For an additional 116 facilities, benefits information is unknown.

Percentages of Reporting Facilities (N = 852)

	N of Facilities	% of Facilities
Health Insurance	533	37%
Paid Time Off	351	41%
Retirement Options	197	23%
Training/Education	221	26%
Free/Reduced Child Care	154	18%
Membership Professional Org*	0	0%

*No facilities reported providing professional membership for staff, however, this was not asked directly on the form. Future data collection will include all categories.

Teacher and Provider Retention in the Workforce

Average percentage of teachers who remain in the same Center for a year or more, by facility

Importance of this characteristic: A higher percentage of teachers who remain in the same center for a year or more provides stability and continuity for children. As noted above teacher turnover negatively impacts children both directly by disrupting the child’s relationship with the adult and indirectly by negatively impacting remaining staff and program.

How measured: Administrative data enabled us to measure retention of the workforce employed in centers and home-based care. For each type of care we created the measure at the facility level. For center staff, we calculated the percentage of teaching staff whose hire date was one or more years prior to the most recent licensing renewal. In addition to the facility-level measure we also calculated a center teacher-level measure of retention by analyzing the percentage of teachers who were at their facility for a year or more.

The majority of centers (58%) retained 75% or more of their teaching staff. Low level of stability (less than 25% of teaching staff retained) was an issue for 9% of facilities.

In the average center, 80% of teachers were at their center for more than one year		
Breakdown of Retention, N = 850 facilities		
	N of Facilities	% of Facilities
0% of teachers over a year	71	8%
1% – <25% of teachers over a year	7	1%
25% – <50% of teachers over a year	59	7%
50% – <75% of teachers over a year	216	26%
75% – 99% of teachers over a year	189	22%
100% of teachers over a year	308	36%

*118 additional facilities reported no teachers or did not report hire dates for teachers and therefore retention was unable to be calculated.

At a "workforce" level, 74% of teachers in the state were at their center for more than one year [4,029 of 5,414].

How measured: Calculating retention for home-based providers was more complicated because home-based providers could move within their own community, thus not disrupting the child’s relationship with the provider. Thus, unless a provider moved outside a 10-mile radius or had more than a 30 day gap in service, we did not count the move as a disruption. Years of operation were determined by subtracting the date the facility was certified or registered from the date of the most recent renewal. Note this retention measure is not a measure of how long the average home-based provider continuously maintains their child care business as it does not capture those who enter, stay a limited period of time, and exit. We measure the time that those currently providing care have been providing that care at that home or a home within a 10-mile radius of the original home.

Median Number of Years Home-Based Providers Provide Care in the Same Community		
	Median Number of Years	Range of Years
Large Home-Based Providers (N=497)	5.0	2-10
Small Home-Based Providers (N=1,084)	8.0	0-46

Study Limitations

The data used in this study were collected in the first year of a major transformation of Oregon’s early learning system. Creation of the new Oregon Registry Online (ORO) enabled the state to collect workforce training and other data from all persons working in regulated child care facilities. Linking individual data with facility licensing data on a daily basis allowed Oregon to associate each person with the facility in which they were employed at the time that facility was licensed. As with any major system transformation, there were challenges and these challenges were likely to have resulted in missing or incomplete data. Missing data on key descriptors such as education, race, ethnicity, gender, and primary language is a major limitation since policy decision making would be strengthened by having this information. In addition, data were available only for the members of the workforce employed in regulated facilities. It thus does not include data on those employed in programs exempt from licensing such as part-day preschools.

Conclusion

As of 2012, Oregon has in place a system that allows it to answer policy-relevant questions about the early learning workforce employed in regulated facilities. This brief describes the 2012 workforce and enables decision makers to assess both the strengths and weaknesses of this workforce, information that is critical for making informed decisions about investments in professional development. This first brief provides baseline data on the workforce. In 2013 Oregon launched its Quality Rating and Improvement System (QRIS) and QRIS includes investments in individuals and facilities. Having baseline data allows Oregon to measure the impact of those investments on critical measures of workforce characteristics.

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U.S. Census, American Community Survey, Table S01, 2011 3-year estimate for Oregon.

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