



# Membership Data Report

2021–2022  
Fiscal Year

# Table of Contents

<b>Introduction</b>	<b>3</b>
Methodology and Notes	3
<b>Key Highlights</b>	<b>4</b>
<b>Applications</b>	<b>5</b>
Figure 1: Total New Applications Per Fiscal Year	5
Figure 2: Total Member Applications from OCAAT Diploma Programs	6
Figure 3: Total Member Applications with Alternative Educational Qualifications	6
<b>Membership</b>	<b>7</b>
Figure 4: Total Membership	7
Figure 5: Net Growth Rate at the End of Fiscal Year	7
<b>New Membership</b>	<b>8</b>
Figure 6: New Members per Fiscal Year	8
<b>Membership Attrition</b>	<b>8</b>
Figure 7: Members in Good Standing vs. Former Members	8
Resignations	9
Figure 8: Resignation Reasons	9
Suspensions	9
Former Members	10
<b>Membership Demographics</b>	<b>11</b>
Figure 9: Membership and Sectoral Demographics by Gender	11
Figure 10: Membership and Sectoral Demographics by Age Group	12
Figure 11: Self-Identification of Members	12
Geographical Distribution of Members	13
Figure 12: Geographical Distribution of Members	13
<b>Membership Employment</b>	<b>14</b>
Figure 13: Membership and Sector by Employment Status	14
Figure 14: Membership by Employment Setting	15
Changes in Membership Employment	15
<b>Conclusion</b>	<b>16</b>

# Introduction

The College of Early Childhood Educators (the “College”) was established under the *Early Childhood Educators Act, 2007* (the “Act”) with the mandate to regulate the profession of early childhood educators in Ontario in the public interest. The College is one of the largest self-regulatory bodies in Ontario and the first professional college for registered early childhood educators (RECEs) in Canada.

The Annual Membership Data Report provides a comprehensive review of the registration and membership trends throughout the College’s fiscal year (July 1, 2021 – June 30, 2022). The report examines incoming applications, membership trends and insights into the profession, and highlights membership demographics and geographic distribution that make up the early childhood education profession in Ontario. This data not only allows the College to make better data-driven decisions about policies and processes but also allows stakeholders and community leaders to make evidence-based decisions about workforce planning and community needs for early learning and care. Now in its fifth year of publication, the Annual Membership Data Report has and continues to demonstrate the growth and changing environment for RECEs as they play a critical role in Ontario’s early learning sector.

In March 2022, the Ontario government signed the Canada-wide Early Learning and Child Care (CWELCC) agreement which, once fully implemented, will lower fees for parents and provide more accessible and high-quality child care for Ontario families. As part of the action plan, the Ontario government has committed to create 86,000 more licensed child care spaces by 2026, significantly increasing the need for RECEs in the coming years.

The data in this report is instrumental in demonstrating the context in which these changes are occurring. The next section will address the data methods used, followed by several key data highlights. Following this, more detailed sections will provide an analysis of the registration, membership, demographics, and employment data identified by the College.

## Methodology and Notes

This report was developed using the data that is collected by the College during the initial application process as well as the annual membership renewal process. Standard practices were utilized to determine the statistics enclosed in this report. The following notes should be used to help understand the definitions and limitations of the data and statistics presented:

- New members are defined as individuals who registered with the College for the first time or former members who have reapplied to the College following administrative revocation.
- Employment statistics included in this report do not include information for new members from the 2021-2022 fiscal year, as the College only collects employment information during the annual renewal process.
- Currently, the College only collects limited self-reported demographic information, including gender, age and language preference (English or French). If they so choose, applicants and members may also indicate if they are of Indigenous heritage or are Francophone. The College would like to expand the information collected and is working towards collecting race-based data in a meaningful way. However, before this can be implemented, the College needs to engage in careful consideration and thoughtful consultation with communities and stakeholders.

## Key Highlights

**Applications received**  
(compared to a 5-year average of 5,096)

**5,778**

**New members**  
(compared to a 5-year average of 4,481)

**5,468**

**Members in good standing**  
• 1.15% net growth over previous year

**59,547**

**Resignations**  
• 48% are no longer working in the  
ECE field

**1,523**

### Demographics

**98%**

female

**25-34**  
years

largest age  
range cohort

**23%**  
District 5

largest geographic  
cohort

### Employment

**80%**

full-time  
employment

**56%**

working in  
licensed child care

**10%**

in management-  
type role

# Applications

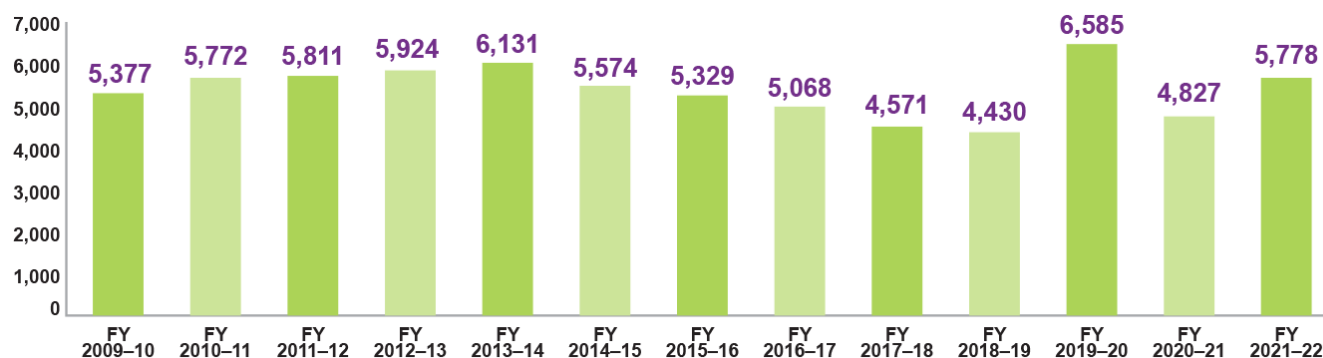
In order to be issued a Certificate of Registration, applicants must demonstrate that they meet all of the requirements identified in the [Registration Regulation \(O.Reg 221/08\)](#) under the [Early Childhood Educators Act](#).

Successful completion of the educational requirement for registration with the College can be met in several ways, including:

1. A diploma in Early Childhood Education (ECE) from an Ontario College of Applied Arts and Technology (OCAAT);
2. A diploma or degree that is assessed by the College as equivalent to a Diploma in ECE offered by an OCAAT;
3. A letter-of-equivalency certificate or a recognition-of-equivalency certificate issued by the Association of Early Childhood Educators Ontario or the Association francophone à l'éducation des services à l'enfance de l'Ontario<sup>1</sup>;
4. A license or certificate granted by a regulatory authority of another Canadian province or territory that is considered a match to the Certificate of Registration issued by the College for the purpose of the *Agreement on Internal Trade (AIT)*; and
5. A diploma or degree from a post-secondary institution or a combination of a diploma or degree from a post-secondary institution and experience which is equivalent to an Early Childhood Education diploma program from an OCAAT.

The College saw a 19.7 per cent increase in the overall volume of applications over the previous year, with an approximate seven per cent increase over the average volume<sup>2</sup>, following similar rates of increase from previous years, apart from the 2019-2020 fiscal year.

**Figure 1: Total New Applications per Fiscal Year**

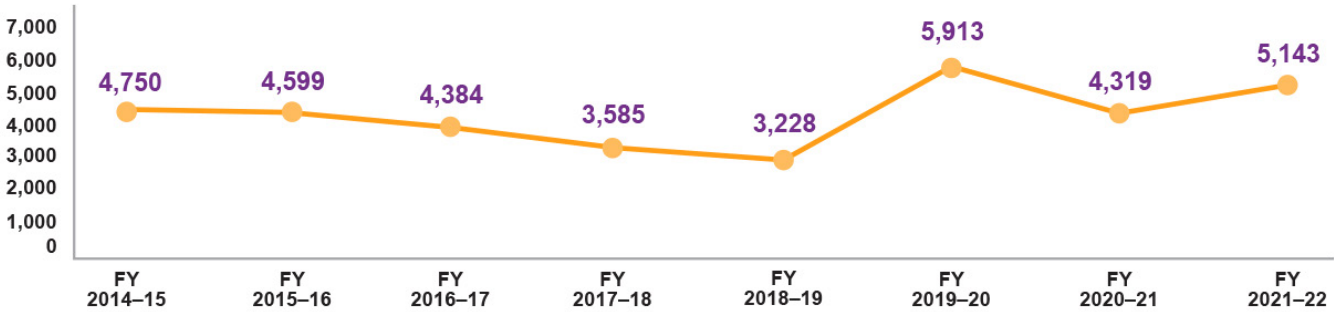


<sup>1</sup> On January 1, 2023, this subparagraph of the Regulation will be revoked. Applicants who hold a letter of equivalency will be required to undergo an individual assessment of their educational qualifications to determine if they meet the educational requirement for registration.

<sup>2</sup> This value was determined by calculating the average volume of applications received by the College between the 2010-2011 and 2018-2019 fiscal years, then determining the percentage change between the 2021-2022 fiscal year and the average volume.

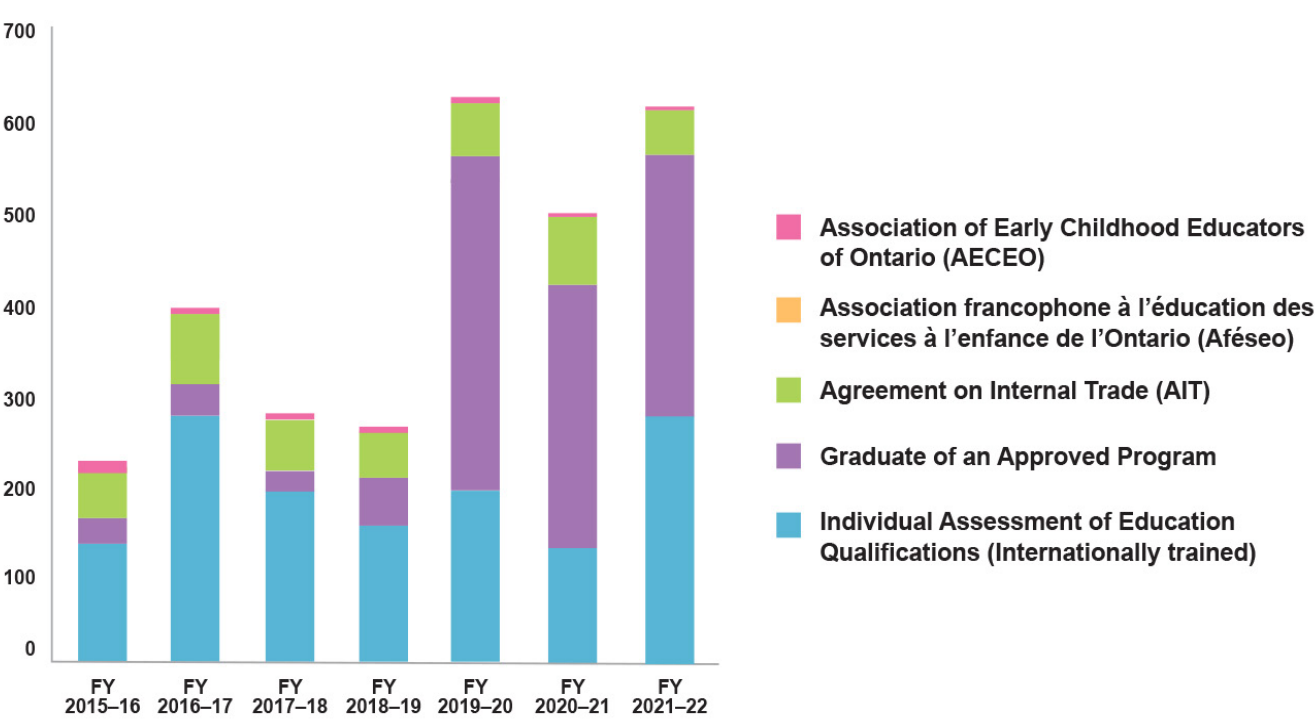
The College continues to receive most applications (89 per cent) from graduates of an ECE diploma program delivered by an Ontario College of Applied Arts and Technology (OCAAT). In line with the increase in the overall application volume, the College observed a 19.1 per cent increase in the volume of OCAAT applications received in the 2021-2022 fiscal year.

**Figure 2: Total Member Applications from OCAAT Diploma Programs**



While most applicants are graduates of OCAAT diploma programs, just over ten per cent of applicants apply to meet the education requirement with alternative educational qualifications. Similar to the overall application trends, the volume of applications from individuals with alternative educational qualifications rose by 25 per cent over the 2020-2021 fiscal year.

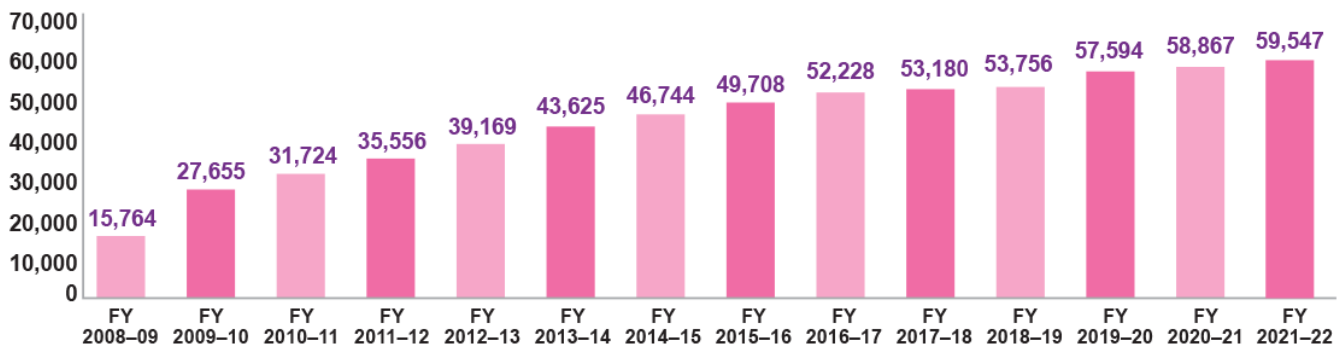
**Figure 3: Total Member Applications with Alternative Educational Qualifications**



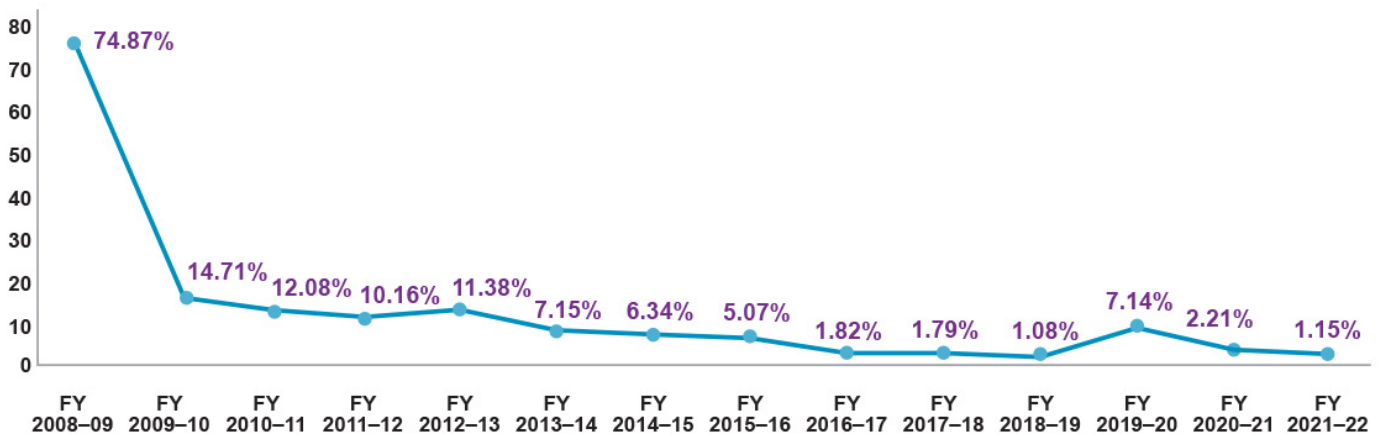
# Membership

The College experienced minimal growth in the total members in good standing, increasing to 59,547 at the end of the fiscal year. The overall membership growth rate declined over the previous fiscal year, accounting for only 1.15 per cent net growth over the 2020-2021 fiscal year. This was to be expected as the College returned to regular operations and reinstated the suspension processes following the winding down of the temporary COVID-19 measures implemented by the College in the 2020-2021 fiscal year.

**Figure 4: Total Membership (as of June 30, 2022)**



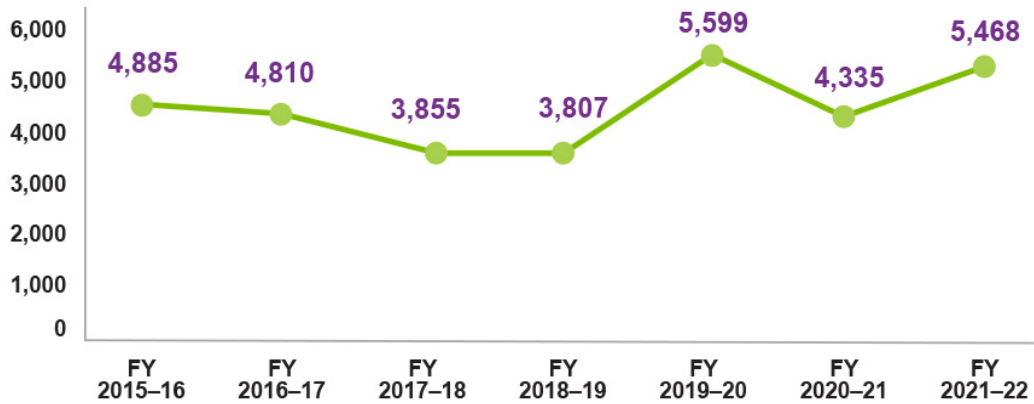
**Figure 5: Net Growth Rate at the End of Fiscal Year**



## New Membership

The College saw a significant increase in the number of new members, increasing by 26.1 per cent over the 2020-2021 fiscal year.

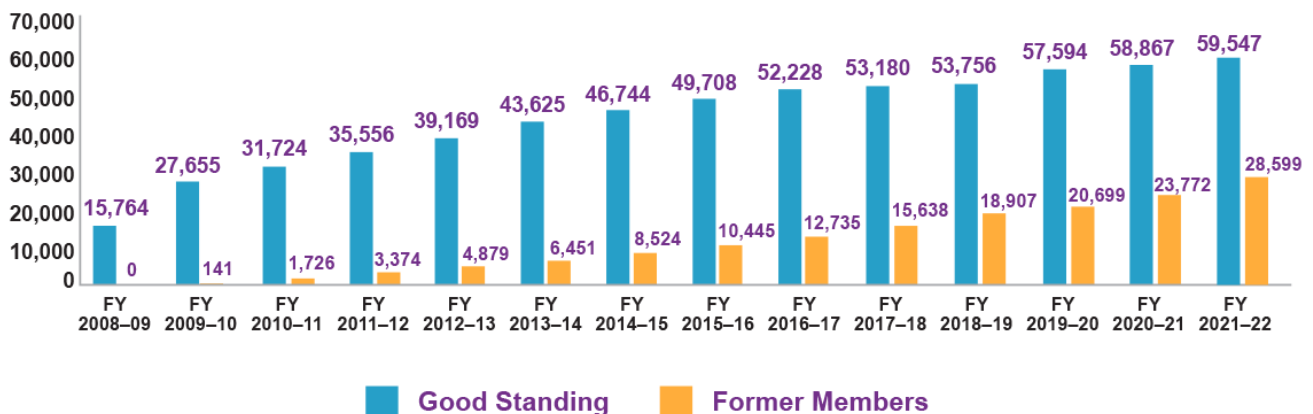
**Figure 6: New Members per Fiscal Year**



## Membership Attrition

Members are considered no longer in good standing when their Certificate of Registration has been suspended, resigned, revoked or cancelled. Of the more than 80,000 Certificates of Registration issued by the College since its inception, 32.4 per cent belong to former members who are no longer in good standing. This is a slight increase (approximately three per cent rise) over the previous year.

**Figure 7: Members in Good Standing vs. Former Members**



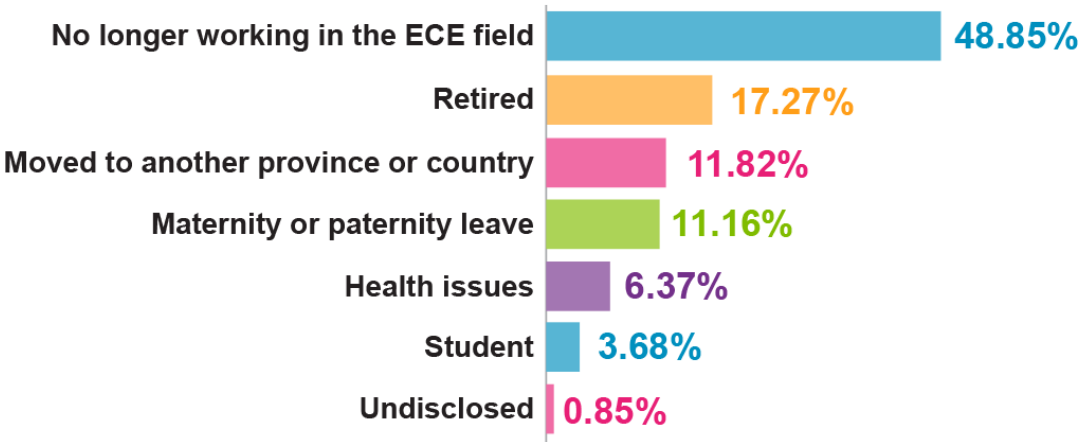


# Resignations

The College saw a significant increase in the number of resignations (1,523) over the 2021-2022 fiscal year, increasing by 19.9 per cent over the previous year. This was likely caused by the winding down of the College’s COVID-19 measures and reinstatement of the suspension process.

In line with previous years, the predominant reason provided by members for resignation continued to be that they were no longer working in the ECE field, accounting for nearly half of all resignations. This fiscal year saw an increase in the volume of members indicating that they were moving to another province or country which increased over maternity or paternity leave, previously the third most chosen reason. The largest cohort of members resigning once again fell in the 25-34 years age range (38.8 per cent), with the median age of resignation being 37 years old. Members in the 18-24 years age range were the least likely to resign, accounting for only 2.9 per cent of member resignations.

Figure 8: Resignation Reasons



# Suspensions

Members may have their Certificate of Registration suspended for a variety of reasons, including:

- Failing to provide payment for their annual membership renewal;
- Failing to provide information required by the College related to their annual membership renewal or Continuous Professional Learning portfolio; and
- Conduct-related matters.

Of those members whose Certificate of Registration is no longer in good standing, approximately 28 per cent have been suspended. The College saw a significant increase in the volume of suspensions (4,399 suspensions) during the 2021-2022 fiscal year, increasing by 48.9 per cent over the previous year. This increase is due, in part, to the winding down of temporary measures the College undertook during the COVID-19 pandemic. While the College restarted the suspension notification process in the 2020-2021 fiscal year, members were not suspended until the following fiscal year. This return to regular operations means an increase in suspension volume was expected.

## Former Members

Members who resign their membership or have been suspended are able to reinstate their membership once they have provided the College with the requested information and/or payment. The College observed a significant increase in the number of reinstatement requests received; the 1,809 requests this year reflect an 86.3 per cent increase over the previous year. The majority of former members who chose to reinstate (more than 85 per cent) did so after having their Certificate of Registration suspended for administrative reasons (i.e. failure to provide information and/or payment of fees).

Members who have remained suspended for three consecutive years without reinstating have their Certificates of Registration administratively revoked, as authorized under the Registration Regulation of the Act. The 2021-2022 fiscal year saw a five per cent increase in the volume of revocations (1,996 total), in line with the volume of suspensions recorded by the College in the 2018-2019 fiscal year.

Once a Certificate of Registration has been revoked, it can no longer be reinstated; former members who wish to practice the profession again must re-apply to the College. The College observed a 27.5 per cent increase in the volume of reapplications received over the previous year (241 total).

# Membership Demographics

Similar to previous years, the College did not observe any significant changes in the membership demographics. Overall, the membership continues to identify as predominantly English-speaking females and continues to remain closely aligned with sectoral demographics<sup>3</sup>.

The provincial government’s labour market reports provide insight into the sector, including demographic trends and industry data. This information assists individuals and organizations in assessing employment trends and identifying the skills, training and/or education needed for the current and future workforce.

The Ontario Labour Market information for the early years sector is assessed under the National Occupational Code (NOC) 4214, which represents Early Childhood Educators and Early Childhood Assistants, as well as their supervisors. Due to this all-encompassing definition, the data represented includes sectoral workers who do not fall under the College’s regulatory purview. The following section provides a comparison of the College’s membership to the sectoral demographics reported in Ontario’s labour market profiles.

Figure 9: Membership and Sectoral Demographics by Gender



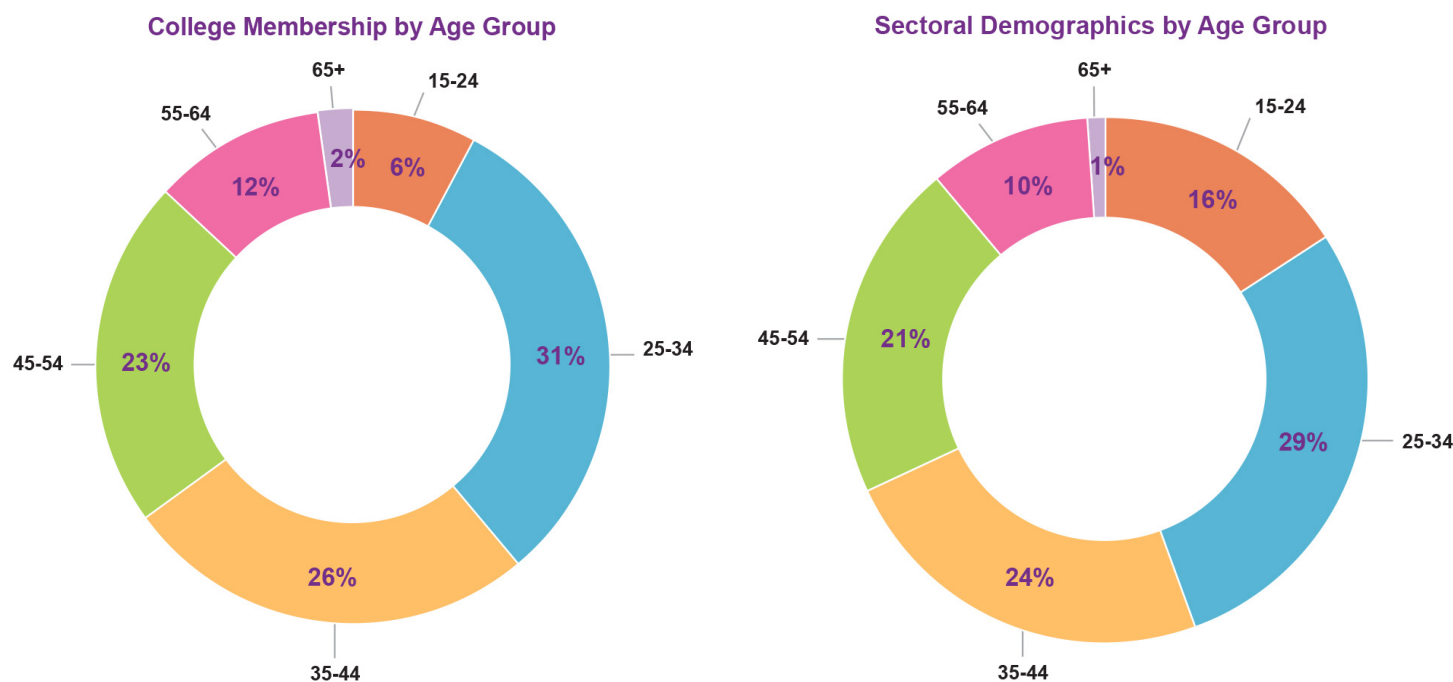
The gender distribution of members remained unchanged. The College provides members with the opportunity to identify as neither gender if they so choose; however, given the limited number of members who chose this gender identification (less than one per cent), the data has been suppressed to avoid the inadvertent disclosure of personal information.

The 2021-2022 fiscal year saw nominal changes in the age of the College’s membership. The average age of a member decreased by one year, to 40 years of age, while the median age remained the same at 39 years of age<sup>4</sup>.

<sup>3</sup> [Government of Ontario. “Early Childhood Educators and Assistants.” Ontario’s Labour Market Job Profiles. Accessed July 13, 2022.](#)

<sup>4</sup> Although the average and median can be close in range (or at times, the same), the median is often the preferred measure of age, as the average is susceptible to significant influence by statistical outliers, making it less representative of the population.

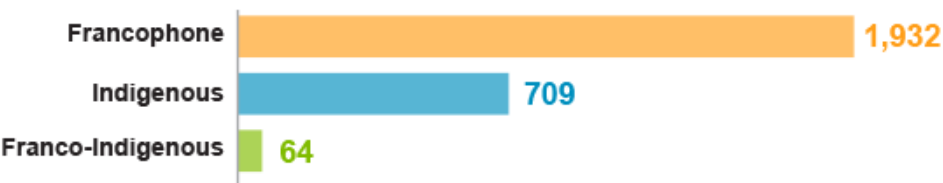
Figure 10: Membership and Sectoral Demographics by Age Group



The age groupings of the College’s membership continue to closely align with sectoral trends, apart from those aged 15-24 years. This difference is likely caused by the College’s specific data focus on ECEs. As potential members must complete, at minimum, a two-year ECE diploma program from a post-secondary institution before they can be registered with the College, this suggests that applicants to the College are at least 18 years of age.

The College provides members with the opportunity to self-identify as Francophone, of Indigenous heritage, or both. The College saw a seven per cent increase in the number of members who chose to self-identify, increasing to 4.5 per cent of members.

Figure 11: Self-Identification of Members

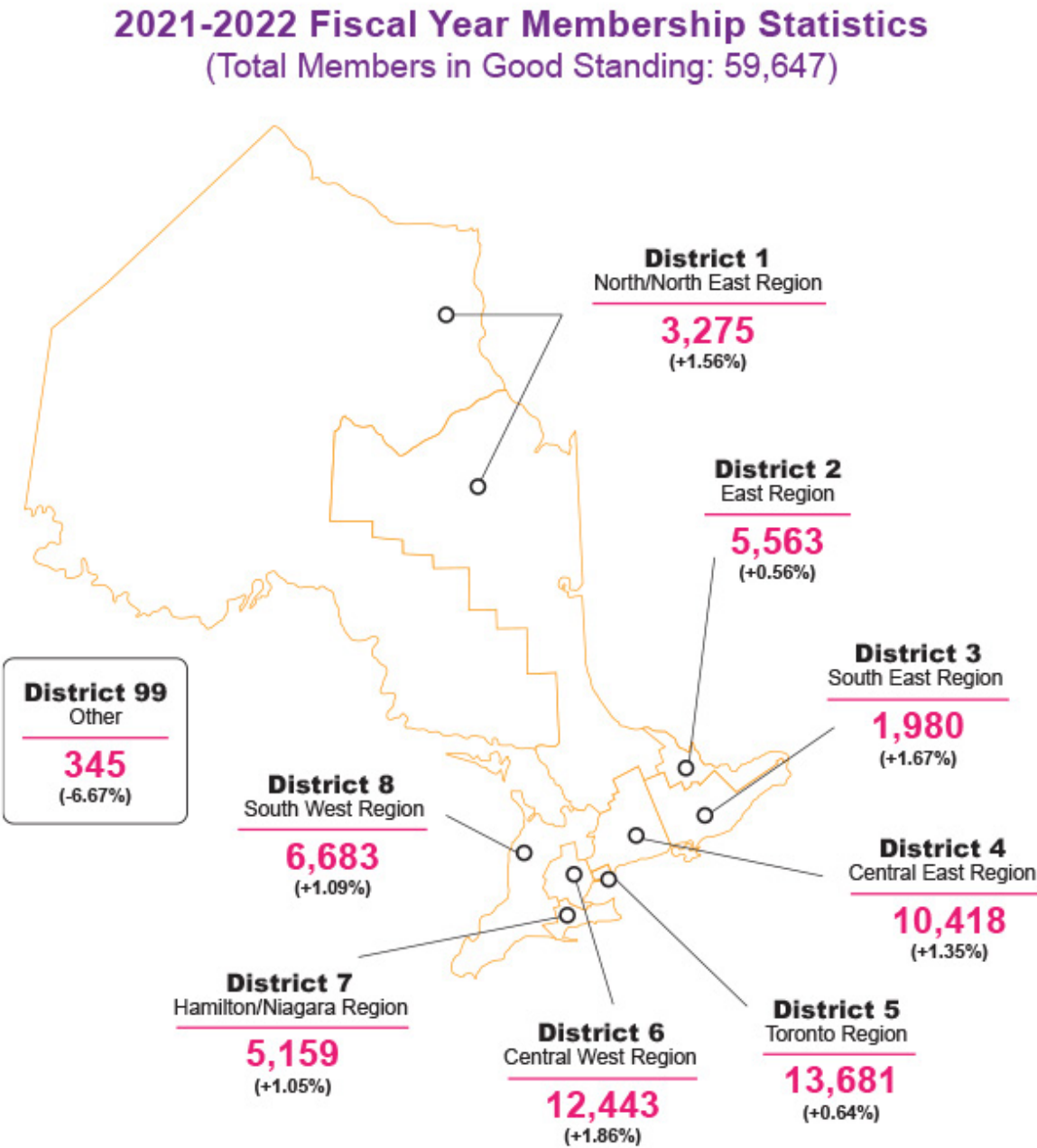


# Geographical Distribution of Members

This fiscal year saw each district experience marginal growth over the previous year, apart from District 99. District 99 represents the members who live outside of Ontario. Although District 99 experienced the largest change, it represents less than one per cent of the College’s overall membership.

The overall distribution of members remained unchanged, with District 5 maintaining the largest percentage of membership (23 per cent), followed by District 6 (21 per cent) and District 4 (18 per cent). The College did not observe any statistically significant changes among members moving between districts; members overwhelmingly remained in their district, regardless of changes in employment.

Figure 12: Geographical Distribution of Members

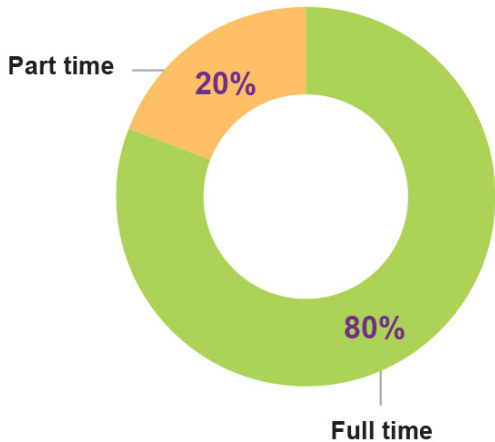


# Membership Employment

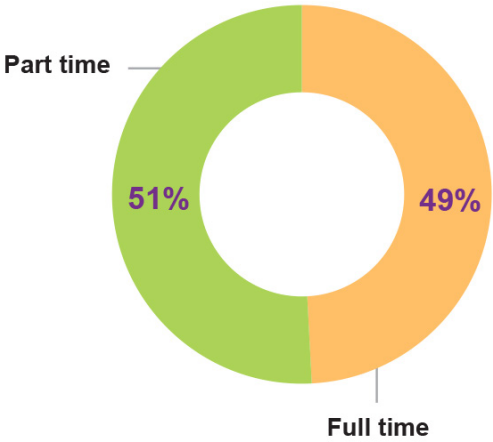
Members of the College continued to report significantly higher rates of full-time employment over the sectoral trends, with 80 per cent of members indicating that they are employed on a full-time basis. The unemployment rate of members has decreased from the previous year, dropping from 8.1 per cent to 7.6 per cent. This rate stands higher than the sectoral rate of 4.2 per cent. This difference in unemployment rates may be attributed to various factors, such as casual/contract work and underemployment in the sector, variation in data collection methods, and differences in how the term ‘unemployed’ is defined.

Figure 13: Membership and Sector by Employment Status

Membership by Employment Status



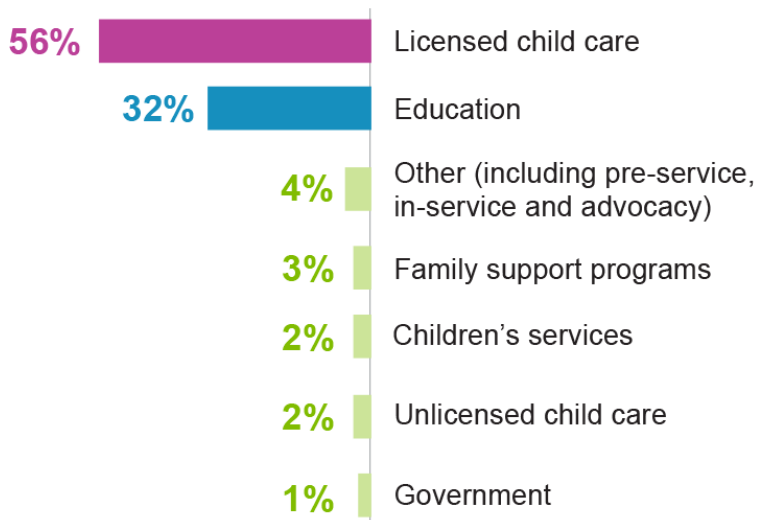
Sectoral Employment by Status



The volume of members reporting they are self-employed stayed the same at 1.9 per cent in this fiscal year. This remains significantly lower than the sectoral trends noted in the Ontario Labour Market profile which continues to stand at six per cent self-employment.

The predominant employment settings continue to be licensed child care and the education sector, cumulatively accounting for 88 per cent of all members’ employment settings.

**Figure 14: Membership by Employment Setting**



Members were asked to indicate their employment title when completing their annual membership renewal. “Early Childhood Educator” continues to be the most frequently indicated employment title, accounting for 65.3 per cent of employed members. This is a slight decline from 68.4 per cent in the previous year. Similar to the previous year, approximately ten per cent of members indicated they held management-level positions. The number of members indicating that they work as a Resource Teacher or Consultant continued to drop to less than one per cent (0.88 per cent) of employed members this fiscal year, down from 1.2 per cent in the previous year.

### Changes in Membership Employment

Approximately ten per cent of members reported changes to their employment throughout the fiscal year, including changes to their employment setting and status, with licensed child care and education setting remaining relatively unchanged. Similar to the previous fiscal year, the most significant decline is in those reporting working in the “other” employment setting, which fell by just over 50 per cent.

Of members indicating a change in their employment status, the largest shifts were among members reporting that they were “not currently employed”, which fell by six per cent, as well as members working in part-time settings, which rose by five per cent.

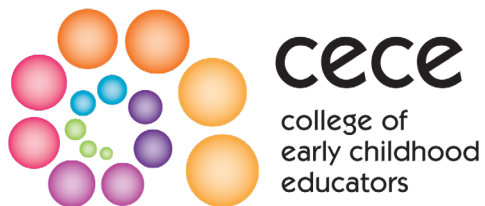
## Conclusion

The Annual Membership Data Report, now in its fifth year, continues to provide insight into the membership demographics and workforce trends that make up the early childhood profession in Ontario. Importantly, when considered alongside earlier editions, this report has illustrated that the return to regular registration processes following two years of modifications as a result of the COVID-19 pandemic, has resulted in a normalization of registration and membership data trends.

This report also marks the conclusion of the College's 2018-2022 strategic plan. Building on the successes achieved under this plan, the College has started to work towards the goals of the 2022-2027 strategic plan. A major focus of the new plan involves continuing and expanding upon data reporting and sharing.

Looking ahead, the implementation of the Canada-wide Early Learning and Child Care agreement compels the College to closely monitor changes in the local and provincial early learning and care systems. As implementation progresses in Ontario, the initiative will impact the future registration and membership data reporting as the number of licensed child care spaces expands and the number of qualified professionals working in those programs increases. Reports such as this one provide not only the College, but also provincial and local leaders, with the data and information needed to make well-informed decisions on policies and procedures that impact RECEs, the sector, and the public.





College of Early Childhood Educators  
438 University Avenue, Suite 1900  
Toronto ON M5G 2K8

**Telephone:** 416 961-8558

**Toll-free:** 1 888 961-8558

**Email:** [info@college-ece.ca](mailto:info@college-ece.ca)

**Website:** [college-ece.ca](http://college-ece.ca)



---

If you require an accessible format or communications support, please contact us at 1 888 961-8558 / [communications@college-ece.ca](mailto:communications@college-ece.ca).

© 2022 College of Early Childhood Educators