Membership Data Report

2022–2023
Fiscal Year

cece
college of
early childhood
educators

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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 education 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, 2022 – June 30, 2023). The report explores 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 sixth year of publication, the annual Membership Data Report continues to demonstrate the growth and changing environment for RECEs as they play a critical role in Ontario's early learning sector.

Methodology and Notes

This report was developed using the data collected by the College during the initial application process and 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 the 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 are reapplying to the College following administrative revocation.

- Employment statistics included in this report do not include information for individuals who became members during the 2022-2023 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 choose to, applicants and members may also indicate if they are of Indigenous heritage or are Francophone. The College 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 5,238)

5,821

New members
(compared to a 5-year average of 4,612)

5,192

Members in good standing at June 30, 2023
- 2.72% net growth over previous year

61,171

Demographics

98%

female

25-34 years

largest age range cohort

23%

District 5 – Toronto Region

largest geographic cohort

Employment

79%

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*[1];

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 marginal increase in the overall volume of applications over the previous year, rising by 0.75 per cent, and a 6.49 per cent increase over the average volume[2].

Figure 1: Total New Applications per Fiscal Year

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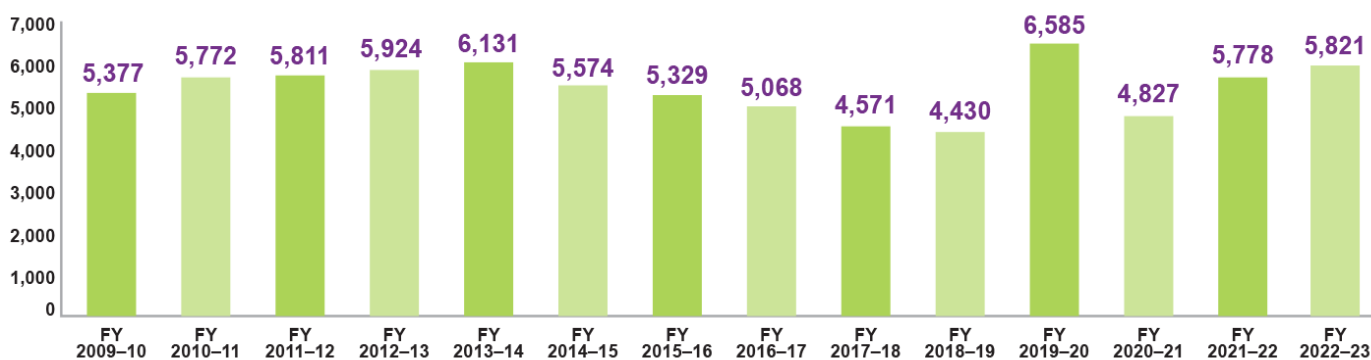
[1] On January 1, 2023, this subparagraph of the Regulation was revoked. Applicants who apply to the College after that date who hold a letter of equivalency will be required to undergo an individual assessment of their educational qualifications to determine if they meet the educational requirement for registration.

[2] This value was determined by calculating the average volume of applications received by the College between the 2010-2011 and 2020-2021 fiscal years, then determining the percentage change between the 2022-2023 fiscal year and the average volume.

The College continues to receive most applications (86 per cent) from graduates of an ECE diploma program delivered by an Ontario College of Applied Arts and Technology (OCAAT). The College observed a 2.4 per cent decrease in the volume of OCAAT applications received in the 2022-2023 fiscal year; however, there was a 13.3 per cent increase over the 5-year average.

Figure 2: Total Member Applications from OCAAT Diploma Programs
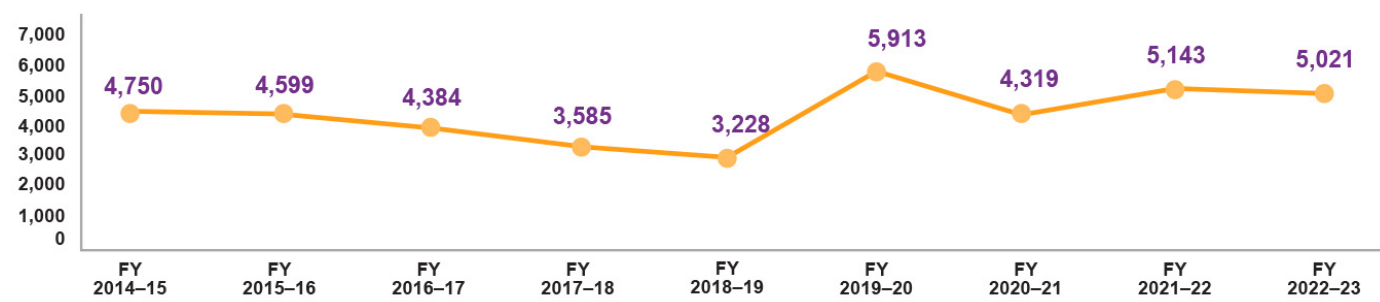
While most applicants are graduates of OCAAT diploma programs, more than 10 per cent of applicants apply to meet the education requirement with alternative educational qualifications. The College saw a significant increase in the volume of applications from individuals with alternative educational qualifications, increasing by approximately 23 per cent over the 2022-2023 fiscal year. This was a 52.4 per cent increased over the 5-year average[3]. This fiscal year saw the largest portion of applicants with alternative educational qualifications applying via the individual assessment of education qualifications process (47.7 per cent), followed by applicants under the *Agreement on Internal Trade* (35.7 per cent).

Figure 3: Total Applicants with Alternative Educational Qualifications
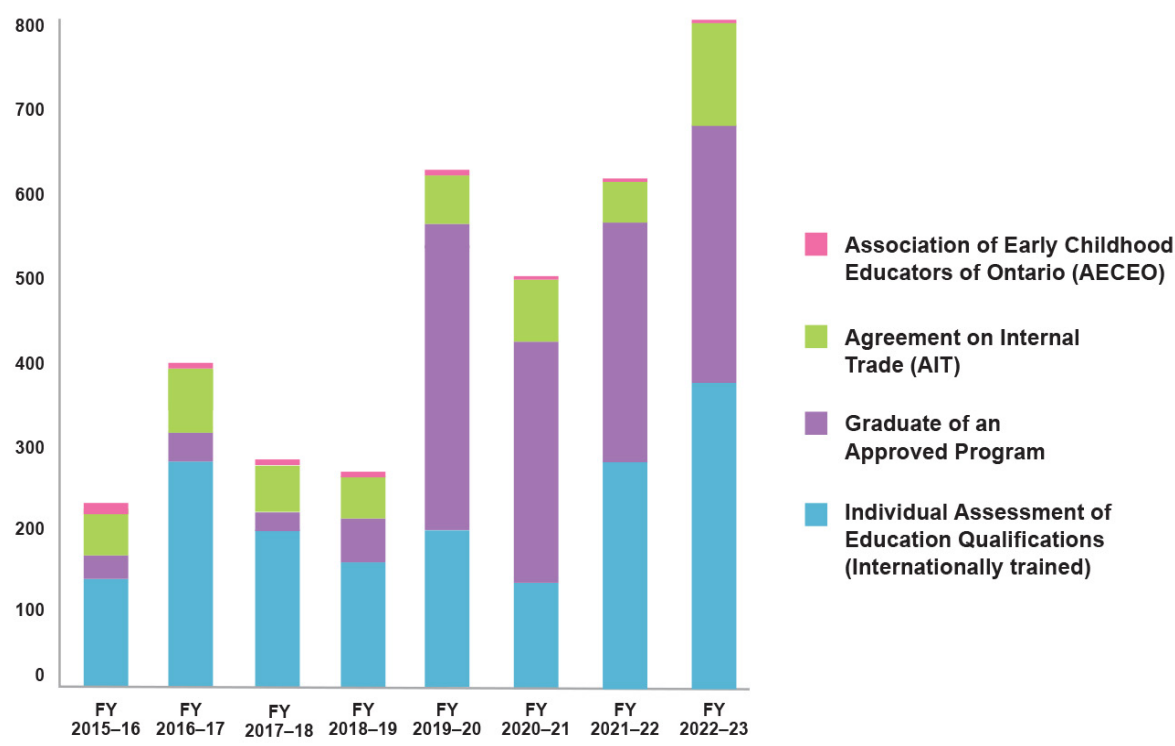
[3] This value was determined by calculating the average volume of applications with alternative educational qualifications received by the College between the 2017-2018 and 2021-2022 fiscal years, then determining the percentage change between the 2022-2023 fiscal year and the average volume.

Membership

The College experienced marginal growth in the total members in good standing, increasing to 61,171 at the end of the fiscal year. The overall membership growth rate increased slightly over the previous fiscal year, accounting for 2.72 per cent net growth over the 2022-2023 fiscal year.

Figure 4: Total Membership (as of June 30, 2023)

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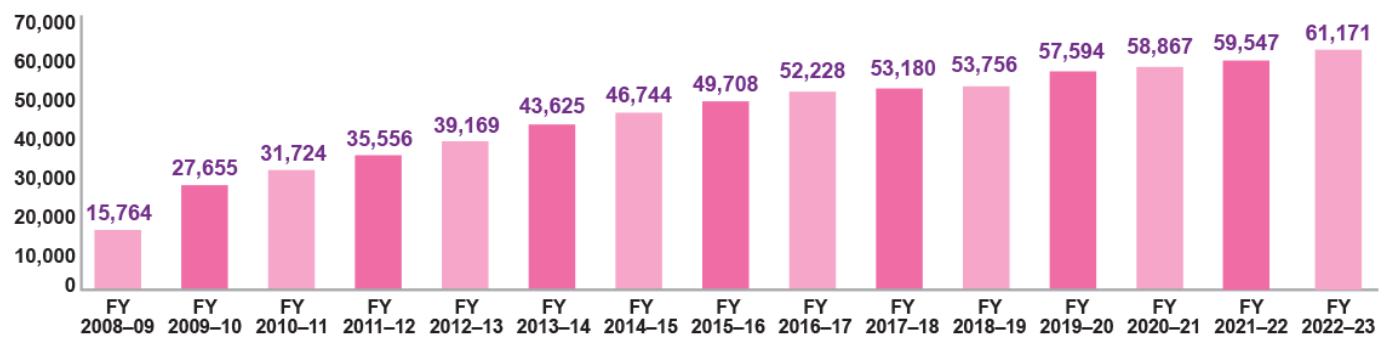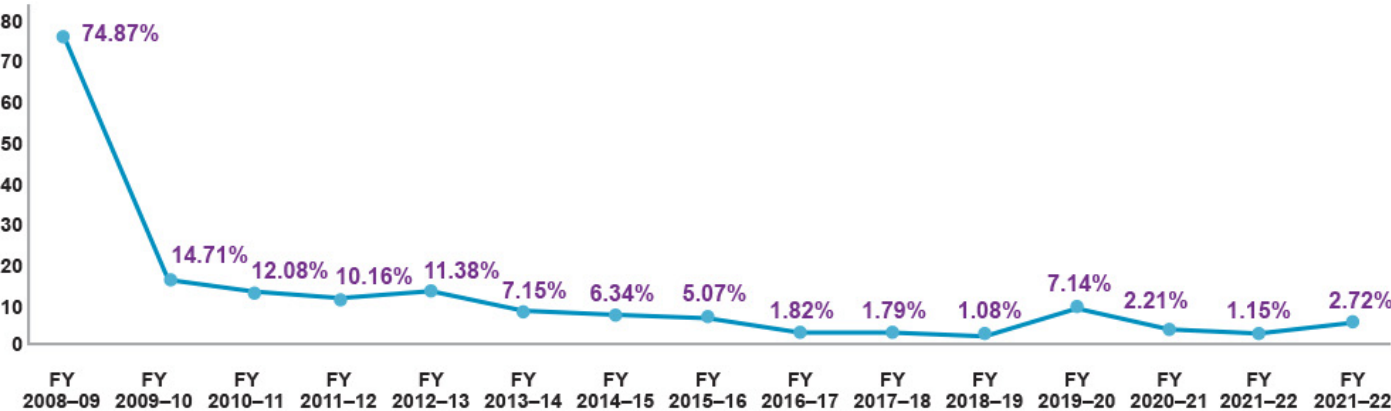

New Membership

The College saw a decrease in the number of new members, decreasing by 5.17 per cent over the 2021-2022 fiscal year. However, the College saw an 11 per cent increase over the 5-year average.

Similar to the number of overall applications received, the majority of new members (92 per cent) were graduates of an ECE diploma program provided by an OCAAT.

Figure 6: New Members per Fiscal Year
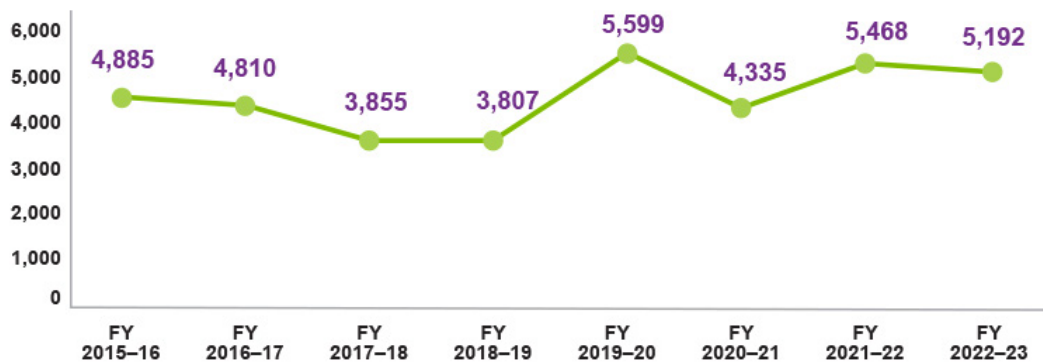
Figure 7: New Members by Application Type
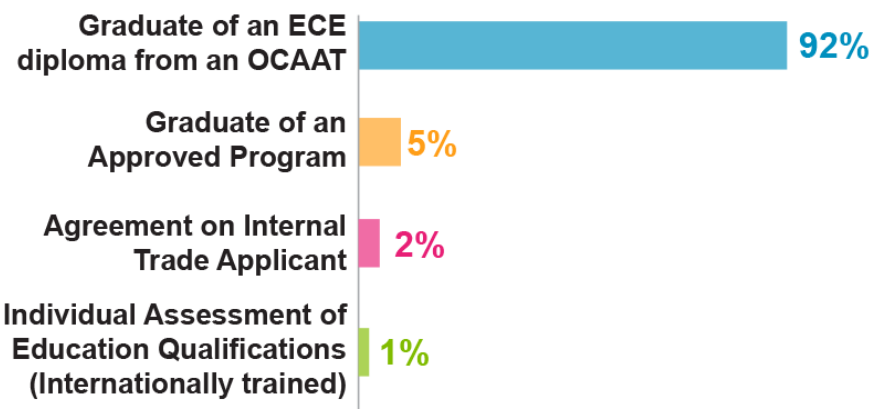
Membership Attrition

Members are considered no longer in good standing when their Certificate of Registration has been suspended, resigned or revoked. Of the more than 90,000 Certificates of Registration issued by the College since its inception, 34.5 per cent belong to former members who are no longer in good standing. This is a slight increase (approximately two per cent rise) over the previous year.

Figure 8: Members in Good Standing vs. Former Members
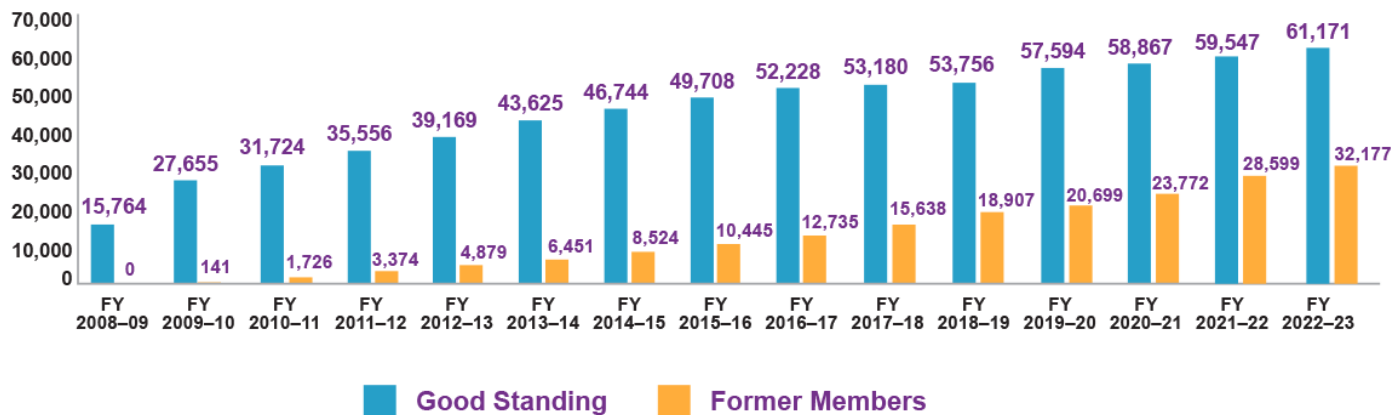
Resignations

The College saw a decrease in the number of resignations (1,469) over the 2022-2023 fiscal year, falling by 3.6 per cent over the previous fiscal year.

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 continued to see an increase in the proportional number of members indicating that they were moving to another province or country, accounting for a 14 per cent increase over the previous year. The proportional number of resignations for those indicating they are retired (the second most cited reason for resignation) decreased by 11 per cent over the previous year.

In line with the overall demographic trends, the largest cohort of members resigning continues to fall in the 25-34 years age range (33.8 per cent), with the median age of resignation being 39 years old (two years older than the previous fiscal year).
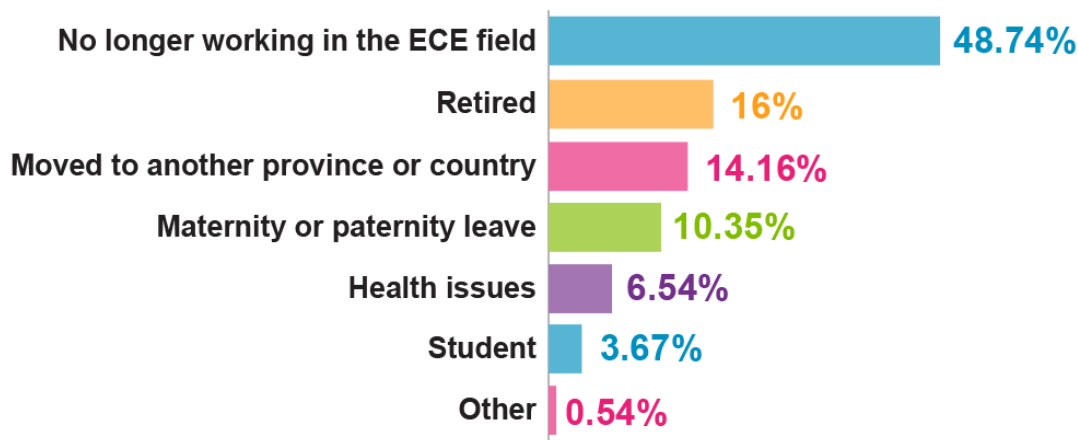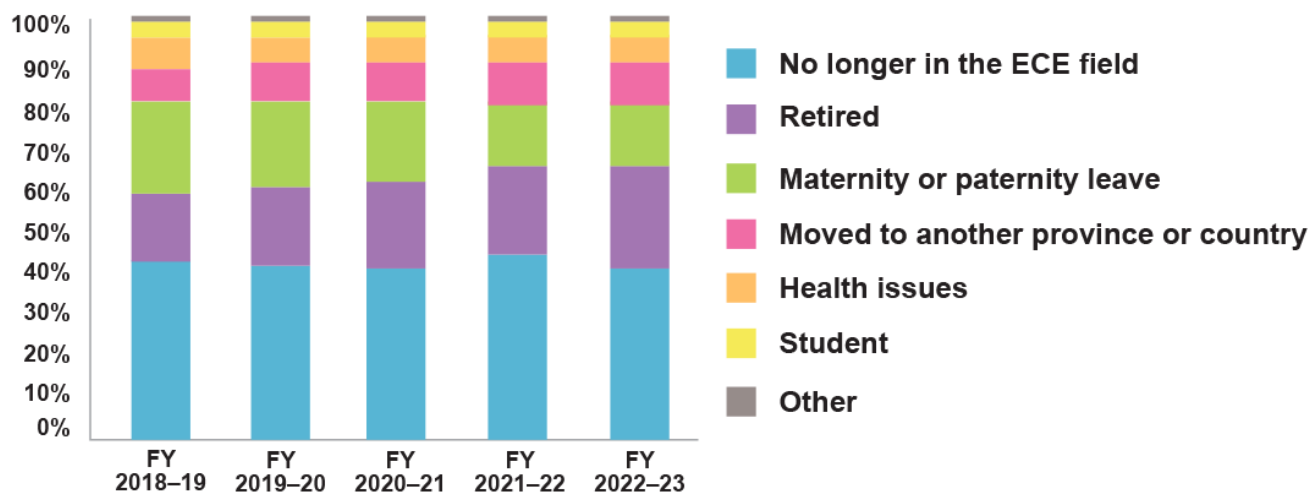
Figure 9: Resignation Reasons

Figure 10: 5-Year Comparison of Resignation Reasons (excluding those no longer working in the ECE field)

Suspensions

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

- non-payment of their annual membership renewal fee;
- failing to provide information required by the College, for example, related to their annual membership renewal;
- failing to comply with Continuous Professional Learning (CPL) Program requirements; and
- conduct-related matters.

Of those members whose Certificate of Registration is no longer in good standing, approximately 30 per cent have been suspended. The College saw a slight increase in the volume of suspensions (4,537 suspensions) during the 2022-2023 fiscal year, increasing by 3.08 per cent over the previous year. As observed in previous years, the majority of suspensions were due to members' failure to provide payment for their annual membership (94 per cent).

Figure 11: Suspensions by Reasons
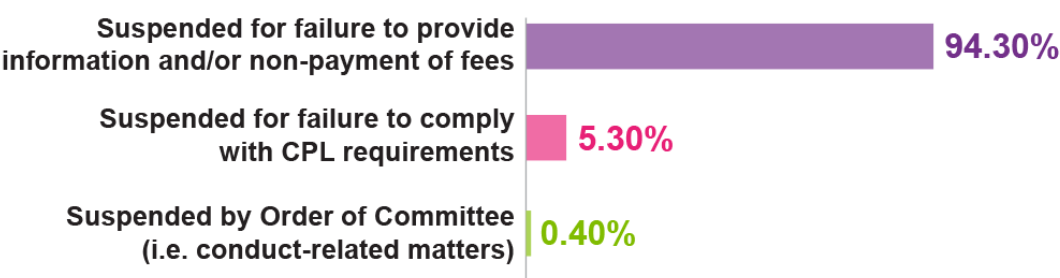
Former Members

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 an increase in the number of reinstatement requests received (2,106 requests), increasing by 15.2 per cent over the previous year. Thirty-nine per cent of members who were eligible to reinstate their Certificate of Registration had been suspended and reinstated within the same fiscal year.

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 2022-2023 fiscal year saw a significant decrease in the volume of revocations (1,260 total), dropping by 45 per cent over the previous year. This is consistent with the decrease in suspensions recorded by the College in the 2019-2020 fiscal year, when, in March 2020, the College implemented temporary measures to support members through the pandemic, which included halting membership suspensions for non-payment of fees.

Once a Certificate of Registration has been revoked, it can no longer be reinstated; former members who wish to practise the profession again must re-apply to the College. The College observed a 40.9 per cent increase in the volume of reapplications received over the previous year (365 total).

Membership Demographics

In line with previous years, the College did not observe any significant changes in the membership demographics. The membership overall continues to identify as predominantly English-speaking females and continues to remain closely aligned with sectoral demographics[4].

The provincial government's labour market reports provide insight into the sector, including demographic trends and industry data to assist 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) 42202, 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 next section provides a comparison of the College's membership to the sectoral demographics reported in Ontario's labour market profiles.

Figure 12: Membership and Sectoral Demographics by Gender

Membership by Gender

Female	98%
Male	2%

Sectoral Demographics by Gender

Female	97%
Male	3%

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 age of the College's membership remained relatively unchanged in the 2022-2023 fiscal year. The average age and median age of a member remained the same at 40 years of age and 39 years of age[5] respectively.

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[4] Government of Ontario. "Early Childhood Educators and Assistants." Ontario's Labour Market Job Profiles. Accessed July 6, 2023.

[5] 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 13: Membership and Sectoral Demographics by Age Group

College Membership by Age Group

- 65+: 2%
- 15-24: 6%
- 25-34: 29%
- 35-44: 26%
- 45-54: 23%
- 55-64: 13%

Sectoral Demographics by Age Group

- 65+: 2%
- 15-24: 13%
- 25-34: 26%
- 35-44: 24%
- 45-54: 22%
- 55-64: 13%
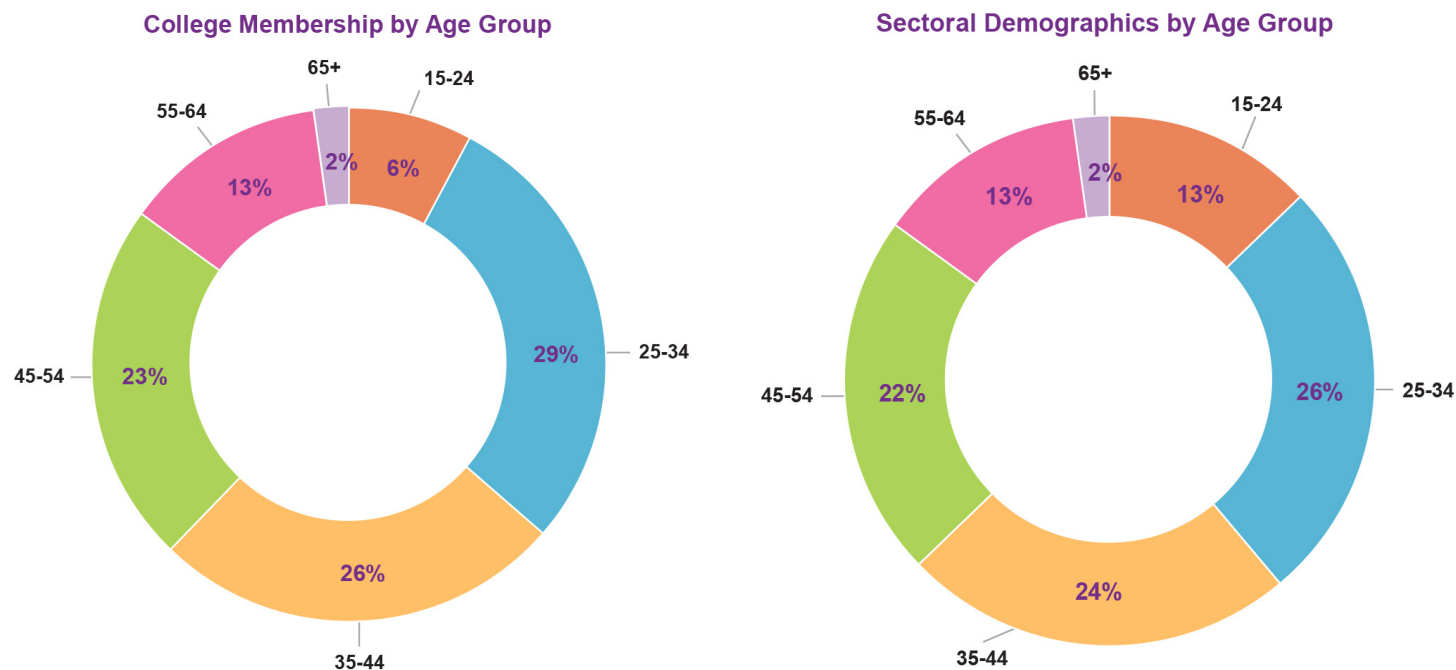
The age groupings of the College's membership continued to remain closely aligned with sectoral trends, apart from those aged 15-24 years. This difference is likely caused by the College's specific data focus on ECEs. As potential members must complete at minimum a two-year ECE diploma program from a post-secondary institution before they can be registered with the College, this would suggest that members of the College are, at minimum, 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 slight increase in the number of members who chose to self-identify (3.5 per cent over the previous fiscal year), with the overall percentage of membership self-identifying remaining at 4.5 per cent.

Figure 14: Self-Identification of Members

- Francophone: 1,952
- Indigenous heritage: 780
- Franco-Indigenous: 72
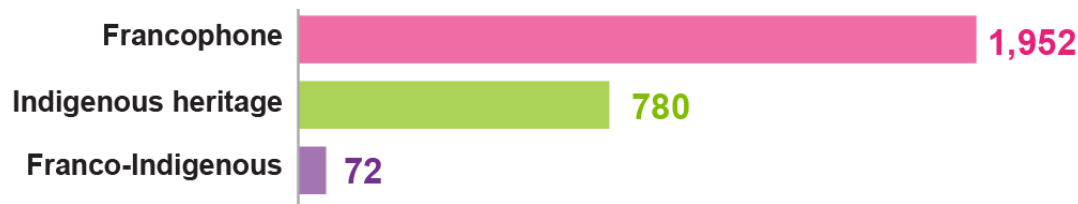
Geographical Distribution of Members

There was some minor growth among the districts this fiscal year, with the exception of District 2 which saw a small decline in m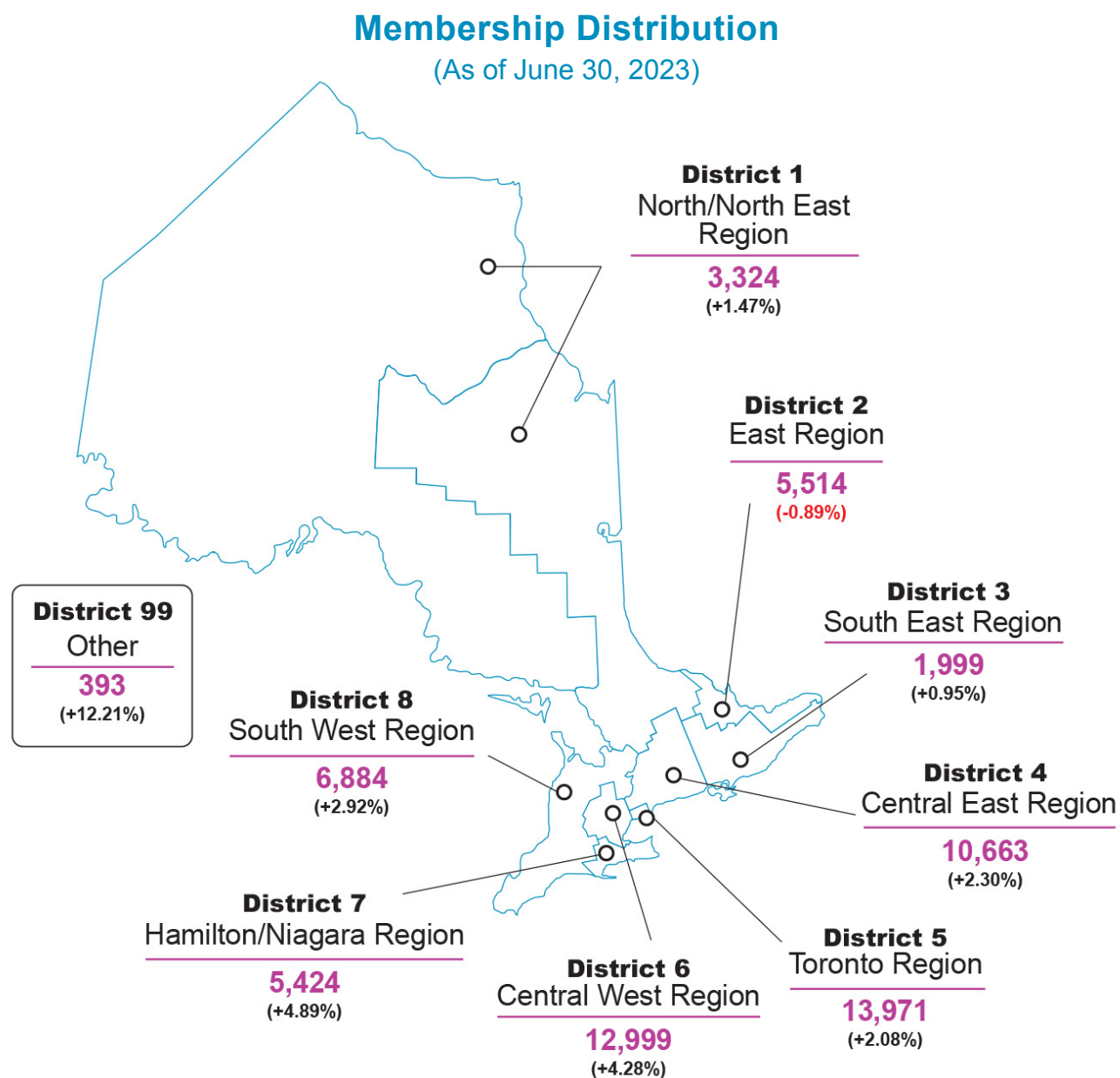embers (49 total). Although District 99 experienced the largest change, it represents less than one per cent of the College's overall membership due to the small population of members living outside of Ontario.

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 (17 per cent). The College did not observe any statistically significant movement of members between districts; members overwhelmingly remained in their district, regardless of changes in employment.

Figure 15: Geographical Distribution of Members

Membership Distribution
(As of June 30, 2023)

District 1
North/North East Region
3,324
(+1.47%)

District 2
East Region
5,514
(-0.89%)

District 3
South East Region
1,999
(+0.95%)

District 99
Other
393
(+12.21%)

District 8
South West Region
6,884
(+2.92%)

District 4
Central East Region
10,663
(+2.30%)

District 7
Hamilton/Niagara Region
5,424
(+4.89%)

District 6
Central West Region
12,999
(+4.28%)

District 5
Toronto Region
13,971
(+2.08%)

Membership Employment

Members of the College continued to report strong rates of full-time employment, with 79 per cent of members indicating that they are employed on a full-time basis[6]. The unemployment rate of members decreased slightly over the previous year, dropping from 7.6 per cent to 7.1 per cent. This rate stands significantly lower than the sectoral rate of 13.5 per cent.

Figure 16: Employment by Status (Full-time vs. Part-time)

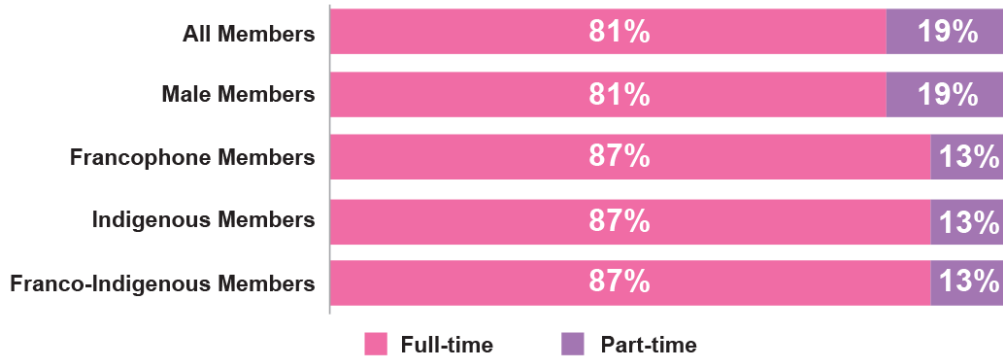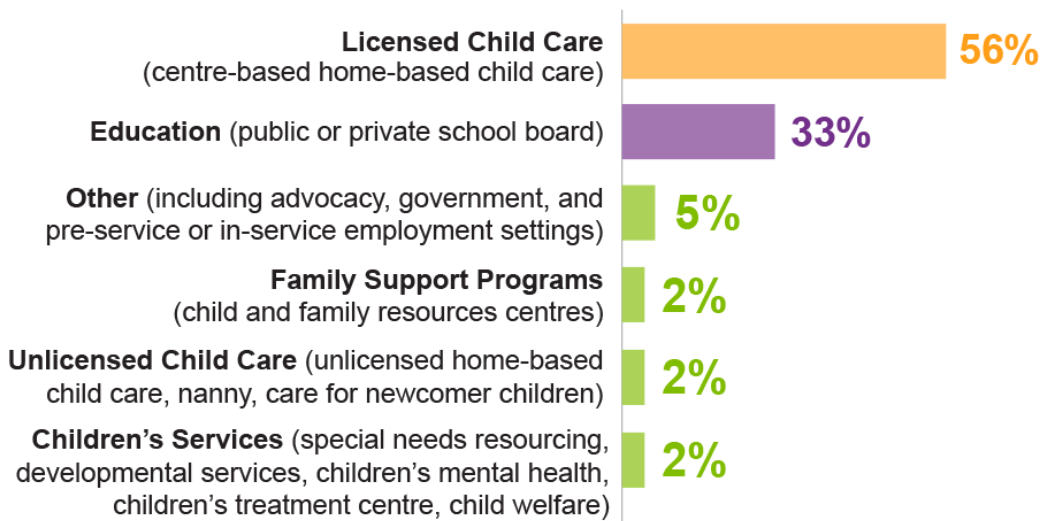|	Full-time	Part-time
All Members	81%	19%
Male Members	81%	19%
Francophone Members	87%	13%
Indigenous Members	87%	13%
Franco-Indigenous Members	87%	13%

Figure 16 looks specifically at those members who indicated that they are employed and does not include those who have indicated that they are not currently employed.

The predominant employment settings continue to be licensed child care and the education sector, cumulatively accounting for 89 per cent of all members' employment settings. This is similar to what is observed by the Ontario Labour Market profile, which indicated that the sectors where early childhood educators and assistants positions are found primarily in "health care and social assistance" (74 per cent) and "educational services" (23 per cent).

The volume of members reporting that they are self-employed remained at 1.9 per cent in this fiscal year; this is consistent with the past two fiscal years.

Figure 17: Membership by Employment Setting

Licensed Child Care (centre-based home-based child care)	56%
Education (public or private school board)	33%
Other (including advocacy, government, and pre-service or in-service employment settings)	5%
Family Support Programs (child and family resources centres)	2%
Unlicensed Child Care (unlicensed home-based child care, nanny, care for newcomer children)	2%
Children's Services (special needs resourcing, developmental services, children's mental health, children's treatment centre, child welfare)	2%

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[6] Sectoral information was not available in relation to employment status.

When completing their annual membership renewal, members are asked to indicate their employment title. "Early Childhood Educator" continues to be the most frequently indicated employment title, accounting for 52 per cent of employed members. Similar to the previous year, approximately 10 per cent of members indicated they held management-level positions. The number of members indicating that they work as a "Resource Teacher" or "Consultant" increased slightly, from 0.88 per cent up to 1.3 per cent of employed members this fiscal year.

Changes in Membership Employment

This fiscal year saw minimal changes in the overall proportion of members employed in various employment settings, including their employment status, with licensed child care and education settings remaining relatively unchanged. Just under 10 per cent of members reported changes to their employment throughout the fiscal year, with the most significant shift being a three per cent increase, over the previous fiscal year, in the number of members reporting working in an education setting. The College observed a decline in the number of members indicating they work in a "government" employment setting, falling below one per cent of the overall membership (from one per cent in the previous year).

Of members indicating a change in their employment status, the College saw a marginal increase in the number of members indicating working full-time, increasing by one percentage point over the previous fiscal year.

Conclusion

Now in its sixth iteration, the annual Membership Data Report continues to provide insights into the College's membership and workforce trends that comprise the early childhood education profession in Ontario. This report demonstrates a clear return to regular employment trends following several years of modification as a result of the COVID-19 pandemic.

This report also marks the start of the College's 2022-2027 Strategic Plan, which, among other elements, prioritizes the generation of data insights to drive evidence-based decision-making and support excellence in the profession. The new plan continues to expand on the College's focus of data reporting and sharing to inform stakeholders and community leaders in their workforce planning in the early learning and child care sector.

cece
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Telephone: 416 961-8558
Toll-free: 1 888 961-8558

Email: info@college-ece.ca
Website: college-ece.ca