Working in Early Care and Education in Rhode Island

2016 Preliminary Workforce Report

Results included in this report are considered provisional because the entire data system was not employed before the end of the Race to the Top-Early Learning Challenge Grant. This means that there was not full participation by the early care workforce in the system, and subsequently some data fields had minimal information at the time of this report.

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Introduction

Every day, in family child care homes, community based centers, and public schools, children interact with, receive care from, and are educated by members of the early learning workforce. Rhode Island's ability to support children in being ready for school and life depends in part, on its early learning workforce. Early educators play a critical role in supporting the learning and development of young children. Decades of research on child development and early learning have yielded a strong understanding of the teacher knowledge and competencies, which are most predictive of children's later learning success. This recognition has also further been recognized as a result of the seminal Institute of Medicine's Transforming the Workforce for Children from Birth through Age 8: A Unifying Framework document. The report outlined the sophisticated knowledge of child development and learning required for working with young children, and called for a series of actions to support a high quality workforce across the system (ACF, 2016). In an effort to inform future policies, informed on these recommendations, the state needs accurate and comprehensive data about its early learning workforce.

Rhode Island's first effort to gather data on its workforce was in 2014, when the state gathered and published its Early Learning Workforce Study in 2014. The study allowed the collection of data, in order to better understand the current education, credentials, experiences, and compensation of the state's early childhood workforce. Data was gathered through the mailing of surveys (in English and Spanish) to all licensed child care centers and family child care homes. A range of early childhood professionals participated in the study, including 217 family child care educators, 178 child care center administrators, and 1,042 child care center staff (including teachers, teacher assistants, education coordinators, and assistant directors). Ultimately, data from this study provided an initial look at information needed to help define where supports should be targeted to assist early childhood professionals along a career pathway towards improving their knowledge, competencies, and skills; frame the professional development and technical assistance supports offered through the Center for Early Learning Professionals; and determine how to improve access to higher education for those early care and education providers currently working in early learning programs (EXCEED, 2015).

This information was used to guide the state's Race to the Top-Early Learning Challenge (RTT-ELC) workforce investments. Under the RTT-ELC grant, the state developed a series of Workforce Knowledge and Competency documents, which articulated what professionals should know, understand, and be able to do, as well we mapped out a career lattice within the state. Resources were used to support higher education programs of study to align to the Workforce Knowledge and Competencies as well as the Early Learning and Development Standards. Resources were also used to provide T.E.A.C.H. scholarships in order to support professionals with completing coursework and degrees (associate's and bachelor's degrees). Rhode Island also worked closely with its higher education institutions to design and update existing programs of study, to ensure these programs reflected the latest research and were accessible to the workforce. Specifically, the state worked with the Community College of Rhode Island (CCRI) to support its National Association for the Education of Young Children (NAEYC) Accreditation, as well as to design several differentiated pathways of study. The Rhode Island Department of Education also worked with Rhode Island College (RIC) to develop an Institute for Teaching and Learning, which began implementation of a PK-2 B.S.

program or study, in addition to an Infant and Toddler Education B.S. degree. The Institute for Teaching and learning provided an opportunity for professionals currently employed in the field to participate in an evening and hybrid program of study as a cohort with other working professionals.

In order to build upon these initial investments, and to support the longitudinal collection of data, Rhode Island developed an Early Childhood Workforce Registry, and began implementation of the system in 2015. The Workforce Registry is part of a larger Early Care and Educational Data System (ECEDS). The data system allows not only for individuals to enter and manage their individual Workforce Registry accounts, it also allows program administrators to complete a Universal Program Application (UPA), and subsequently to use the system to apply for a license, licensing renewal, the states QRIS system BrightStars (function coming soon), as well as to apply for CECE Approval. The Workforce Registry has been designed to record individual's workforce data, and to serve as an electronic record of professional development which can follow an early childhood educator across employment settings in the state. Workforce member's aggregate data has the potential to shed light on ongoing needs of the state's workforce. The intention of the system is that the state will be able to conduct periodic needs assessments, and make data informed decisions about its system for preparing, supporting and rewarding its workforce. Rhode Island is not alone in these goals, according to the National Registry Alliance, there is growing state interest in using what is known about workforce registries to track training, credit bearing coursework, formal education attainment, and employment histories (Ackerman, 2016).

Participation in the Early Care and Education Data System is voluntary; however, licensed child care and early learning programs were highly encouraged to use the system beginning in spring 2015 to apply for their DCYF licensing renewal. It was also a requirement for participants attending Rhode Island Early Learning and Development Standards professional development courses in order to receive a certificate, as well as for state Pre-K programs to use the system beginning in fall 2016 to apply for CECE Approval.

Rhode Island provided substantial support and technical assistance to programs and individuals upon the launch of the system. Beginning in 2015, state staff conducted presentations and technical assistance to early learning programs, in addition to developing a series of instruction manuals and webinars which were distributed to support the field. Later this same year, the state invested in its statewide professional development and technical assistance vendor, The Center for Early Learning Professionals, in providing technical assistance to programs. Additionally, it awarded grants to programs for purchasing technology, such as computers and scanners, which would support their use of these state online systems. A large focus for data collection focused on English speaking educators, working in centers and public schools. While resources were available for family child care providers, and in Spanish, the state focused much of its efforts on programs with the largest number of staff. Additionally, the Department of Human Services in their agreement with the family child care union in the state, will be providing computers to its members in order to support their access to the system.

The development of the Workforce Registry aimed to answer two important policy questions, as outlined in the state's Race to the Top- Early Learning Challenge grant. These questions included:

- What are the characteristics of the current workforce? (Including turnover, compensation, diversity, education, etc.)

AND

- How many early childhood professionals are qualified by meeting specific establish standards, to prepare children to succeed at school entry?

Baseline Data

Quality data is essential in order to test the effectiveness of policies for preparation, support and rewards of the workforce. The data for this report represents one year of data collection, from December 2015 through December 2016. Rhode Island's Workforce Registry has been developed to collect comprehensive data on its entire workforce, including its educators, administrators, early intervention providers, family visitors, professional development and technical assistance providers, and, lastly, state agents. Not all data fields which are available are able to be meaningfully reported on at this time, simply because there isn't yet sufficient data to provide meaningful analysis. As a result, this report can be considered preliminary in nature and subsequent iterations will provide an opportunity to provide more information, to identify trends and track changes over time. Information will be provided throughout the report about which of the reported data was optional versus required.

Definitions

Early Care and Education Data System:

Rhode Island's Early Care and Education Data System (ECEDS) is a centralized system to align data collection and data use across programs and state agencies which will provide policymakers and stakeholders with a comprehensive picture of Rhode Island's young children, its early care and education programs, and the early childhood education workforce. ECEDS will help stakeholders improve program quality, workforce quality, and access to high quality programs and understand child outcomes.

Universal Program Application:

The Early Care and Education Data System provides programs with an application process for DCYF license renewal, BrightStars Quality Rating applications and RIDE Comprehensive Early Childhood Education (CECE) Approval. We call this the Universal Program Application. The public information we display in the Early Learning Program Search, the information you enter, and the information you and your staff enter into the workforce registry are combined when you click "start application". The Universal Program Application benefits providers by collecting and storing data required by regulatory agencies and reducing duplication of data collection. Once you complete a full program profile, all you have to do is verify and/or update this information to renew your DCYF license, BrightStars Rating or CECE approval.

Workforce Registry:

The Workforce Registry is the individual's professional section of ECEDS. It helps with: Keeping track of PD hours, uploading transcripts so DCYF, RIDE, and BrightStars can see them in one place, & centralizing evidence of credentials and certificates.

Additional information can be found online at: https://exceed.ri.gov/docs/FAQ_May_Updates.pdf

Participants

At the time of the report, there were records for 3,635 participants, but of this 2,780 participants indicated they were identified as being presently employed by an early learning program in Rhode Island (76%) and as a result, it is this 2,780 participants which are a more representative sample who have included associated data in their accounts. This difference will be reflected in the tables below, and solely represents the number of participants who are attached to a program either full-time, part-time, or as a volunteer, with associated workforce data. The difference may be attributed to the fact that the professionals do not have complete accounts, or are no longer working in a program within the state. Of the 3,635 participants, there may in fact be more that are employed in an early learning program, but they may have not entered employment information within their accounts because not all fields within the registry were required.

When reading the data tables below, FT represents respondents who indicated they were employed full-time, PT represents respondents who indicated they were part-time, and UK represents respondents who and unknown because they did not indicate one status or the other.

Total Number of Professionals

	Total	Full-Time/Part-Time					
	Total	FT	%	PT	%	UK	%
Total number of professionals in the workforce registry	3,635	1,534	42.2%	548	15.1%	1,268	34.9%
Total number of professionals in the workforce registry currently employed in early childhood education	2,780	1,534	55.2%	548	19.7%	1,268	45.6%

Total Number of Employed ECE Professionals By Gender

The gender field was optional in the states Workforce Registry. State Agents as identified below includes any member of the field who works for a Rhode Island State Agency or Department.

Demographics	Total	FT	%	PT	%	Unknown	%
Total number employed, by gender (Does not include State Agents)	2,780						
Male	58	21	0.8%	13	0.5%	24	0.9%
Female	1,242	623	22.4%	195	7.0%	424	15.3%
Other	1	1	0.0%	0	0.0%	0	0.0%
Unknown	2,014	899	32.3%	340	12.2%	775	27.9%
	Total Number of Records 3,315						

Total Number of Employed ECE Professionals By Age

For this section, the percentage exceeds 100% because an individual person can have multiple positions, full or part-time, both of which are counted. The age field was a required field in order to set up an account so data reported for this field is strong.

			Full-Time/Part-Time					
# of Professionals	% of Professionals	Age Range	FT	%	PT	%	Unknown	%
637	22.9%	15-24	186	6.7%	191	6.9%	260	9.4%
930	33.5%	25-34	474	17.1%	123	4.4%	333	12.0%
636	22.9%	35-44	325	11.7%	76	2.7%	235	8.5%
621	22.3%	45-54	302	10.9%	63	2.3%	256	9.2%
429	15.4%	55-64	227	8.2%	63	2.3%	139	5.0%
90	3.2%	65+	29	1.0%	32	1.2%	29	1.0%
14	0.5%	Unknown	1	0.0%	0	0.0%	13	0.5%
2,780	120.8%	TOTAL	1544	55.5%	548	19.7%	1265	45.5%

3,357   ** Number of Records*

Total Number of Employed ECE Professionals By Race
This field was option, and individuals may have indicated more than one race when completing their accounts.

# of Professionals	% of Professionals	Race	Full-Time/Part-Time					
			FT	%	PT	%	UK	%
1,030	37.1%	Caucasian	530	19.1%	152	5.5%	348	12.5%
45	1.6%	African American	20	0.7%	6	0.2%	19	0.7%
8	0.3%	Asian/Pacific Islander	6	0.2%	0	0.0%	2	0.1%
8	0.3%	American Indian or Alaska Native	5	0.2%	2	0.1%	1	0.0%
34	1.2%	Multi-Ethnic	16	0.6%	9	0.3%	9	0.3%
2,048	73.7%	Unknown	917	33.0%	351	12.6%	780	28.1%
2,780	114.1%	TOTAL	1,494	53.7%	520	18.7%	1159	41.7%

3,173   ** Number of Records*
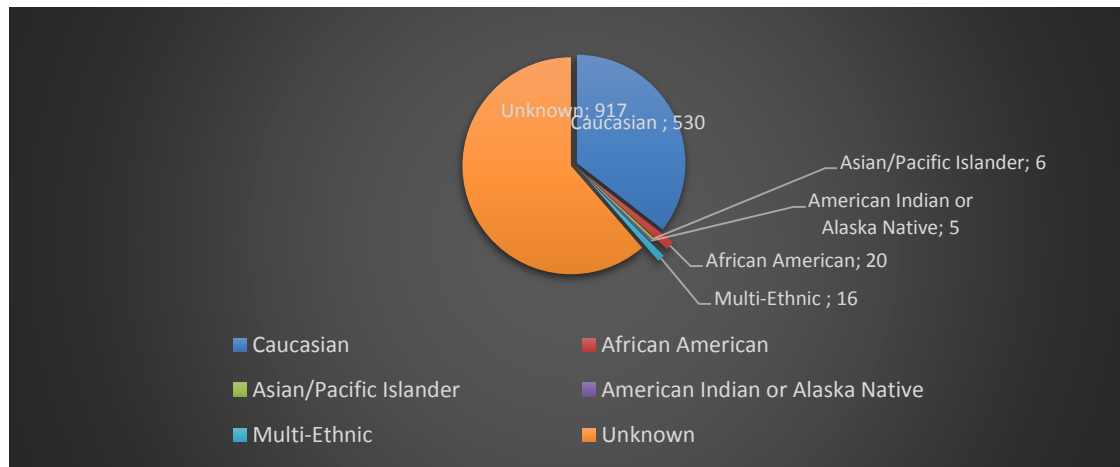
Total Number of Employed ECE Professionals By Ethnicity

Participants may have chosen more than one ethnicity when completing their accounts, although this field was optional.

# of Professionals	% of Professionals	Ethnicity	Full-Time/Part-Time					
			FT	%	PT	%	UK	%
142	5.1%	Hispanic	50	1.8%	28	1.0%	64	2.3%
1,144	41.2%	Non-Hispanic	590	21.2%	171	6.2%	383	13.8%
2,029	73.0%	Unknown	904	32.5%	349	12.6%	776	27.9%
2,780	119%	TOTAL	1,544	55.5%	548	19.7%	1,223	44.0%

3,315 * Number of Records

Total Number of Employed ECE Professionals By Primary Language

Participants had the ability to select that they were fluent in English, Spanish or both. The Unknown field represents data which was not provided, as this was an optional field.

# of Professionals	% of Professionals		Full-Time/Part-Time					
			FT	%	PT	%	UK	%
1,325	47.7%	English	656	23.6%	196	7.1%	473	17.0%
76	2.7%	Spanish	29	1.0%	169	6.1%	31	1.1%
12	0.4%	Other	5	0.2%	1	0.0%	6	0.2%
1,944	69.9%	Unknown	854	30.7%	335	12.1%	755	27.2%
2,780	100%	TOTAL	1,544	55.5%	701	25.2%	1,265	45.5%

3,357 * Number of Records

Employment

Total Number of Employed ECE Professionals by Program Type

# of Professionals	Program Type	Gender						Full-Time/Part-Time					
		Female	%	Male	%	UK*	%	FT	%	PT	%	UK	%
726	Head Start	361	7.9%	6	0.1%	359	7.8%	412	9.0%	34	0.7%	280	6.1%
548	State Pre-K Classroom	278	6.1%	11	0.2%	259	5.6%	289	6.3%	23	0.5%	236	5.1%

28	Family Child Care Home	18	0.4%	0	0.0%	10	0.2%	0	0.0%	0	0.0%	28	0.6%
3,125	Center-based (Non Head Start and State Pre-K)	1,151	25.1%	53	1.2%	1921	41.9%	1,467	32.0%	543	11.8%	1,115	24.3%
0	School age Program		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
162	Other	72	1.6%	5	0.1%	85	1.9%	77	1.7%	5	0.1%	80	1.7%
0	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4,589	TOTAL												

3,315   *Number of Records*

Total Number of Employed ECE Professionals by Program Regulatory Type

The Workforce Registry has been built to include School Age before and after school staff, however, there had been no reportable data for this data point at the time of this report. This was likely due to the fact that the RTT-ELC funds supported the birth to five workforce, and as a result, technical assistance and outreach was not specifically provided to this population as a part of this grant. While agencies and schools who did receive support may also operate a school age program, this was not the primary target audience for outreach.

			Full-Time/Part-Time					
# of Professionals	%	Program Type	FT	%	PT	%	UK	%
3,125	94.3%	Child Care - DCYF	1,467	44.3%	543	16.4%	1115	33.6%
28	0.8%	FCC - DCYF	0	0.0%	0	0.0%	28	0.8%
--		FCC Group - DCYF	N/A		N/A		N/A	
162	4.9%	Public School - RIDE	77	2.3%	5	0.2%	80	2.4%
--		School Age - DCYF		0.0%		0.0%		0.0%
		Unknown	0	0.0%	0	0.0%	0	0.0%
3,315	100.0%	TOTAL						

Total Number of Employed ECE Professionals By Role
The Role field was an optional field, and this is reflected in the number of responses received.

# of professionals	%	Program Type	Full-Time/Part-Time					
			FT	%	PT	%	UK	%
3125	**112.4%**	**Centers**	**1467**	**52.8%**	**543**	**19.5%**	**1115**	**40.1%**
114	**4.1%**	Education Coordinators	**98**	**3.5%**	**15**	**0.5%**	**1**	**0.0%**
399	**14.4%**	Program Administrators	**144**	**5.2%**	**13**	**0.5%**	**242**	**8.7%**
639	**23.0%**	Teachers	**569**	**20.5%**	**68**	**2.4%**	**2**	**0.1%**
609	**21.9%**	Teacher Assistants	**408**	**14.7%**	**200**	**7.2%**	**1**	**0.0%**
28	**1.0%**	**Family Child Care Homes/Group Homes**	**0**	**0.0%**	**0**	**0.0%**	**28**	**1.0%**
0	**0.0%**	Family Child Care Educators	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**
0	**0.0%**	Family Child Care Teaching Assistants	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**
162	**5.8%**	**Public Schools**	**77**	**2.8%**	**5**	**0.2%**	**80**	**2.9%**
36	**1.3%**	Education Lead	**9**	**0.3%**	**0**	**0.0%**	**27**	**1.0%**
27	**1.0%**	ECE Teacher	**26**	**0.9%**	**1**	**0.0%**	**0**	**0.0%**
0	**0.0%**	ECE ECSE Teacher	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**
25	**0.9%**	Teaching Assistant	**25**	**0.9%**	**0**	**0.0%**	**0**	**0.0%**
0	**0.0%**	**Unknown**	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**
2780	**100%**	**TOTAL**						

Total Number of Employed ECE Professionals Currently Employed By Town

The data below represents the number of professionals by their town of employment, not their town of residence.

# of professionals	% of Professionals	Town Employed	FT	FT %	PT	PT %	UK	UK %
2	0.1%	Combine with Hopkinton	1	0.0%	0	0.0%	1	0.0%
41	1.2%	Barrington	20	0.6%	14	0.4%	7	0.2%
1	0.0%	New Shoreham	0	0.0%	0	0.0%	1	0.0%
2	0.1%	Combine with Westerly	0	0.0%	0	0.0%	2	0.1%
70	2.1%	Bristol	6	0.2%	4	0.1%	60	1.8%
7	0.2%	Burrillville	6	0.2%	1	0.0%	0	0.0%
1	0.0%	–Combine with Charlestown	0	0.0%	0	0.0%	1	0.0%
69	2.1%	Central Falls	30	0.9%	6	0.2%	33	1.0%
27	0.8%	Charlestown	10	0.3%	3	0.1%	14	0.4%
3	0.1%	Combine with Glocester	0	0.0%	0	0.0%	3	0.1%
58	1.7%	Coventry	43	1.3%	3	0.1%	12	0.4%
282	8.4%	Cranston	78	2.3%	47	1.4%	157	4.7%
79	2.4%	Cumberland	21	0.6%	11	0.3%	47	1.4%
144	4.3%	East Greenwich	86	2.6%	35	1.0%	23	0.7%
79	2.4%	East Providence	51	1.5%	9	0.3%	19	0.6%
13	0.4%	Exeter	1	0.0%	3	0.1%	9	0.3%
2	0.1%	Foster	0	0.0%	0	0.0%	2	0.1%
10	0.3%	Combine with Smithfield	4	0.1%	4	0.1%	2	0.1%
46	1.4%	Combine with Burrillville	9	0.3%	35	1.0%	2	0.1%
3	0.1%	Combine with Hopkinton	0	0.0%	0	0.0%	3	0.1%
26	0.8%	Jamestown	10	0.3%	14	0.4%	2	0.1%
178	5.3%	Johnston	107	3.2%	41	1.2%	30	0.9%
11	0.3%	Combine with South Kingstown	8	0.2%	2	0.1%	1	0.0%
65	1.9%	Lincoln	13	0.4%	21	0.6%	31	0.9%
8	0.2%	Little Compton	2	0.1%	4	0.1%	2	0.1%
4	0.1%	Combine with Lincoln	0	0.0%	2	0.1%	2	0.1%
89	2.7%	Middletown	38	1.1%	22	0.7%	29	0.9%
14	0.4%	Narragansett	2	0.1%	7	0.2%	5	0.1%
77	2.3%	Newport	50	1.5%	13	0.4%	14	0.4%

95	2.8%	North Kingstown	59	1.8%	12	0.4%	24	0.7%
75	2.2%	North Providence	56	1.7%	8	0.2%	11	0.3%
2	0.1%	Scituate	2	0.1%	0	0.0%	0	0.0%
42	1.3%	North Smithfield	25	0.7%	12	0.4%	5	0.1%
8	0.2%	Combine with Burrillville	8	0.2%	0	0.0%	0	0.0%
168	5.0%	Pawtucket	65	1.9%	13	0.4%	90	2.7%
6	0.2%	Combine with South Kingstown	0	0.0%	0	0.0%	6	0.2%
8	0.2%	Portsmouth	0	0.0%	1	0.0%	7	0.2%
513	15.3%	Providence	184	5.5%	49	1.5%	280	8.3%
57	1.7%	Combine with East Providence	41	1.2%	5	0.1%	11	0.3%
15	0.4%	Combine with East Providence	4	0.1%	0	0.0%	11	0.3%
10	0.3%	Combine with North Kingstown	1	0.0%	8	0.2%	1	0.0%
150	4.5%	Smithfield	76	2.3%	25	0.7%	49	1.5%
7	0.2%	South Kingstown	4	0.1%	1	0.0%	2	0.1%
28	0.8%	Tiverton	16	0.5%	4	0.1%	8	0.2%
60	1.8%	Combine with South Kingstown	32	1.0%	3	0.1%	25	0.7%
69	2.1%	Warren	23	0.7%	9	0.3%	37	1.1%
273	8.1%	Warwick	170	5.1%	47	1.4%	56	1.7%
20	0.6%	West Greenwich	1	0.0%	8	0.2%	11	0.3%
76	2.3%	West Warwick	47	1.4%	8	0.2%	21	0.6%
95	2.8%	Westerly	52	1.5%	25	0.7%	18	0.5%
1	0.0%	Combine with Charlestown	0	0.0%	0	0.0%	1	0.0%
157	4.7%	Woonsocket	82	2.4%	9	0.3%	66	2.0%
3	0.1%	Combine with Hopkinton	0	0.0%	0	0.0%	3	0.1%
8	0.2%	Unknown	0	0.0%	0	0.0%	8	0.2%
3357	1		1544	46.0%	548	16.3%	1265	37.7%

Education and Experience

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). According to the seminal Transforming the Workforce report, best practice recommendations are that all lead teachers in early childhood programs birth through eight should have a bachelor's degree (IOM, 2015).

Total Number of Employed ECE Professionals By Highest Educational Level Achieved
Education information was optional in the Workforce Registry. Participants had the ability to record information about their attended institution, GPA, courses taken, and to upload associated transcripts.

# of Professionals	% of Professionals	Highest Educational Level	Gender						Full-Time/Part-Time					
			Female	%	Male	%	UK	%	FT	%	PT	%	UK	%
398	14.3%	High School	285	9.9%	14	0.5%	99	3.4%	198	9.5%	90	4.3%	110	27.6%
15	0.5%	Postsecondary non-degree award	13	0.4%	0	0.0%	2	0.1%	6	0.3%	4	0.2%	5	33.3%
167	6.0%	Associates Degree	101	3.8%		0.0%	66	2.4%	112	5.4%	19	0.9%	36	21.5%
497	17.9%	Bachelor's Degree	362	10.8%	9	0.3%	126	4.0%	256	12.2%	61	2.9%	180	36.2%
193	6.9%	Master's Degree	140	4.2%	3	0.1%	50	1.4%	101	4.8%	18	0.9%	74	38.3%
1	0.0%	Doctoral or professional degree	1	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0%
2,044	73.5%	Unknown	340	10.0%	32	0.7%	1672	47.9%	870	0.41587	356	0.17	0	0%
2,780	100%	TOTAL												

*3,315   * Number of Records*

PROFESSIONAL DEVELOPMENT

Total Number of Employed ECE Professionals with RIELDS Certificate Appropriate to Role
This data is based on the information professionals have indicated within their Workforce Registries and was an optional field. Based on information managed by RIDE through the project, we anticipate these numbers in actually to be drastically different. A goal of the grant was to be able to import past participant data into ECEDS, however, due to various factors this was not able to be accomplished before the grant ended, yet remains a goal for a later date. As a result, the data below, represents what individuals added into their Workforce Registries themselves.

	# of Professionals	% of Professionals
Centers	**314**	**11.3%**
Education Coordinators	28	1.0%
Program Administrators	45	1.6%
Teachers	108	3.9%
Teacher Assistants	47	1.7%
Other	86	3.1%
Family Child Care Homes	**0**	**0.0%**
Family Child Care Educators	0	0.0%
Family Child Care Teaching Assistants	0	0.0%
Public Schools	**12**	**0.4%**
Education Lead	2	0.1%
ECE Teacher	3	0.1%
ECE ECSE Teacher	0	0.0%
Teaching Assistant	0	0.0%
Unknown Role	**2,128**	**23.4%**
	2,780	**TOTAL**

Total Number of Employed ECE Professionals with a Specific Credential

Credential information was optional. Those with Rhode Island State Teaching Certification had the ability to link with existing databases within the Department of Education to pull this information into their Workforce Registry account.

	Total	FT	PT	UK
Frequency of Credential				
AED (automated external defibrillator)	12	2	4	6
Certification, Other	144	76	16	52
Child Development Associate (CDA)	39	29	4	6

CPR (cardiopulmonary resuscitation)	108	42	23	43
Endorsement	3	0	1	3
First Aid and CPR	185	116	11	58
First Aid, CPR and AED	446	299	71	76
License, Any Nursing	33	9	17	7
License, Other	23	14	2	7
Other Credential	92	47	7	38
Pediatric First Aid and CPR	32	27	1	4
Pediatric First Aid, CPR and AED	75	54	16	5
RIELDS Certificate	327	230	25	72
Teacher Certification (Other State)	37	17	5	15
RI Educator Certificate	300	187	33	80
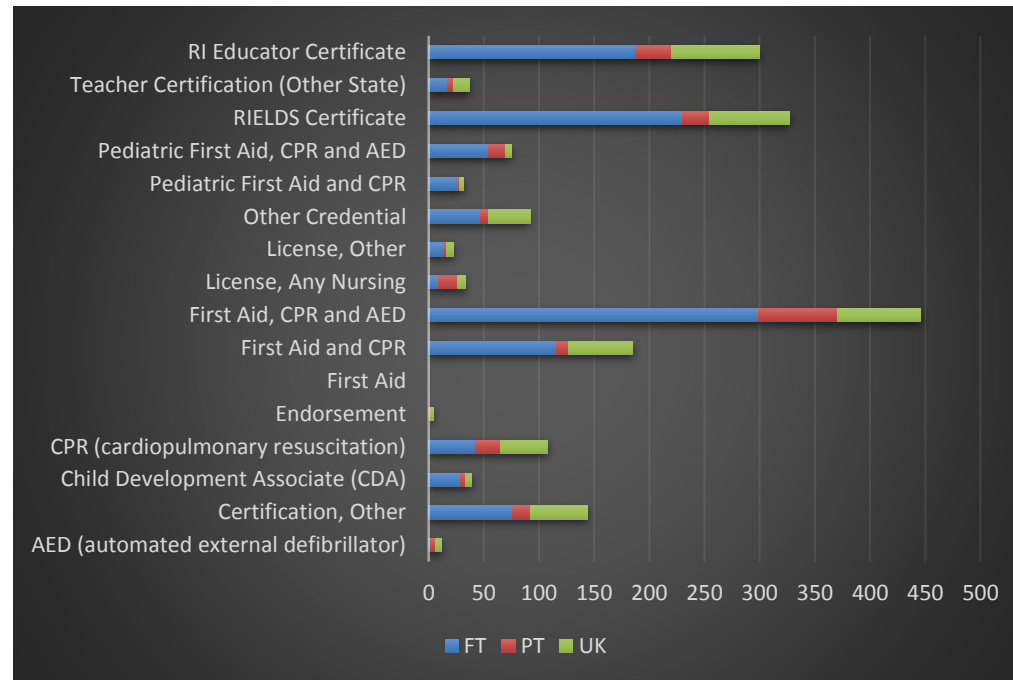
Compensation

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, Raikes, & Huddleston-Casas, 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, 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).

Average Compensation of Employed ECE Professionals By Program Type and Role

The compensation and benefits tables below represent data that employers entered on behalf of their staff. The state worked with program administrators to support them in entering data into these fields and in feeling comfortable with sharing this information. Registry developers thought that by having employers enter this information, that it would ensure the greatest degree of accuracy. However, there was some distrust and discomfort among administrators in sharing this information, and as it was not required for the universal program application, the number of responses remained low.

		Part Time					Full Time				
		#	Avg Hourly Rate	Min	Max	Median	#	Avg Hourly Rate* (Based on Reported Wages)	Min	Max	Median
Centers											
	Education Coordinator	15	$ 20.36	$ 13.00	$ 24.04	$ 18.52	98	$ 17.96	$ 14.43	$ 24.50	$ 19.47
	Teacher	71	$ 12.56	$ 9.60	$ 16.00	$ 12.80	558	$ 14.48	$ 9.60	$ 25.97	$ 17.79
	Teaching Assistant	205	$ 10.79	$ 9.60	$ 15.26	$ 12.43	418	$ 11.28	$ 9.60	$ 16.48	$ 13.04
	Administrator	13	$ 34.11	$ 34.11	$ 34.11	$ 34.11	144	$ 24.84	$ 15.00	$ 50.96	$ 32.98
Public Schools											
	Education Lead	0	$ -	$ -	$ -	$ -	9	$ -	$ -	$ -	$ -
	ECE Teacher	0	$ -	$ -	$ -	$ -	25	$ 30.00	$ 30.00	$ 30.00	$ 30.00
	ECE ECSE Teacher	0	$ -	$ -	$ -	$ -	0	$ -	$ -	$ -	$ -

		Part Time					Full Time				Median
		# of Professionals	Avg Hourly Rate	Min	Max	Median	#	Avg Annual Salary	Min	Max	
	Teaching Assistant	0	$ -	$ -	$ -	$ -	25	$ 20.33	$ 17.00	$ 22.00	$ 19.50
Family Child Care Homes											
	Family Child Care Owner	0	$ -	$ -	$ -	$ -	0	$ -	$ -	$ -	$ -
	Family Child Care Teaching Assistant	0	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -

Average Compensation of Employed ECE Professionals Currently Employed By Program Type, Role, and Highest Education Level

This information was provided by program administrators.

		Part Time					Full Time				Median
		# of Professionals	Avg Hourly Rate	Min	Max	Median	#	Avg Annual Salary	Min	Max	
Centers											
114	Education Coordinator										
14	High School Diploma	3					11				
0	Associates Degree	0					0				
40	Bachelor's Degree	7	$ 24.04	$ 24.04	$ 24.04	$ 24.04	33	$ 16.57	$ 14.43	$ 19.77	$ 17.10
22	Master's Degree or Higher	2					20	$ 21.25	$ 18.00	$ 24.50	$ 21.25
38	Unknown Education	3	$ 13.00	$ 13.00	$ 13.00	$ 13.00	34	$ 17.17	$ 15.00	$ 20.51	$ 17.76
643	Teacher										
90	High School Diploma	13	$ 11.38	$ 11.00	$ 11.76	$ 11.38	77	$ 11.96	$ 10.25	$ 13.96	$ 12.11
69	Associates Degree	8					60	$ 12.28	$ 9.60	$ 13.50	$ 11.55
118	Bachelor's Degree	12	$ 11.87	$ 9.60	$ 14.00	$ 11.80	106	$ 18.81	$ 13.54	$ 25.97	$ 19.76
31	Master's Degree or Higher	5	$ 12.00	$ 12.00	$ 12.00	$ 12.00	26	$ 22.56	$ 22.56	$ 22.56	$ 22.56

		N	Mean	Min	Max	Median	N	Mean	Min	Max	Median
335	Unknown Education	33	$ 13.39	$ 11.00	$ 16.00	$ 13.50	301	$ 12.70	$ 11.00	$ 16.00	$ 13.50
624	***Teaching Assistant***										
86	High School Diploma	26	$ 10.34	$ 9.60	$ 12.00	$ 10.80	60	$ 10.76	$ 9.60	$ 12.49	$ 11.05
47	Associates Degree	9	$ 10.00	$ 10.00	$ 10.00	$ 10.00	38	$ 12.90	$ 10.00	$ 15.38	$ 12.69
24	Bachelor's Degree	9	$ 10.30	$ 10.30	$ 10.30	$ 10.30	15	$ 12.58	$ 10.00	$ 15.00	$ 12.50
4	Master's Degree or Higher	4	$ 11.55	$ 11.55	$ 11.55	$ 11.55	0				
458	Unknown Education	154	$ 10.90	$ 9.60	$ 15.26	$ 12.43	12	$ 10.67	$ 9.60	$ 16.48	$ 13.04
399	***Administrator***										
18	High School Diploma	0					13	$ 25.48	$ 25.48	$ 25.48	$ 25.48
3	Associates Degree	0					2	$ 16.50	$ 16.50	$ 16.50	$ 16.50
71	Bachelor's Degree	3					29	$ 23.66	$ 16.97	$ 37.50	$ 27.24
41	Master's Degree or Higher	3	$ 34.11	$ 34.11	$ 34.11	$ 34.11	22	$ 26.91	$ 26.44	$ 27.37	$ 26.91
266	Unknown Education	7					78	$ 26.03	$ 15.00	$ 50.96	$ 32.98
Public Schools											
36	***Education Lead***										
	High School Diploma										
	Associates Degree										
	Bachelor's Degree										
	Master's Degree or Higher										
	Unknown Education										
474	***ECE Teacher***										
	High School Diploma										
	Associates Degree										
	Bachelor's Degree										

	Master's Degree or Higher						1	$ 30.00	$ 30.00	$ 30.00	$ 30.00
	Unknown Education										
0	*ECE ECSE Teacher*										
	High School Diploma										
	Associates Degree										
	Bachelor's Degree										
	Master's Degree or Higher										
	Unknown Education										
25	*Teaching Assistant*										
	High School Diploma						2	$ 19.50	$ 17.00	$ 22.00	$ 19.50
	Associates Degree										
	Bachelor's Degree										
	Master's Degree or Higher						1	$ 22.00	$ 22.00	$ 22.00	$ 22.00
	Unknown Education										
Family Child Care Homes											
27	*Family Child Care Owner (Provider)*										
1	High School Diploma										
2	Associates Degree										
	Bachelor's Degree										
1	Master's Degree or Higher										
	Unknown Education										

0	*Family Child Care Teaching Assistant*								
	High School Diploma								
	Associates Degree								
	Bachelor's Degree								
	Master's Degree or Higher								
	Unknown Education								

Benefits

Total Number and Percentage of Employed ECE Professionals Receiving Benefits By Type
This information was provided by program administrators in regards to their staff.

	Total # of Professionals Receiving This Type of Benefit	FT	% of	PT	%	% of Total Registry Participants
				Full-Time/Part-Time		
Total Number of professionals receiving paid holiday leave.	724	629	86.8%	95	13%	26%
Total Number of professionals receiving paid vacation time.	700	630	90%	70	10%	25%
Total Number of professionals receiving paid sick time	693	618	75%	75	10.8%	24.9%
Total Number of professionals receiving employer subsidized health insurance.	484	461	95%	23	4.7%	17.4%
Total Number of professionals receiving employer subsidized dental insurance.	379	361	95%	18	4.7%	13.6%
Total Number of professionals receiving employer subsidized vision insurance.	371	351	94.6%	20	5.4%	13.3%
Total Number of professionals receiving employer subsidized disability insurance.	377	359	95.2%	18	4.7%	13.5%

Total Number of professionals with the option to contribute to a retirement plan (no employer contribution).	455	430	94.5%	25	5.4%	16.3%
Total Number of professionals receiving an employer subsidized retirement plan.	440	411	93%	29	6.5%	15.8%
Total Number of professionals receiving professional membership fees paid for.	321	302	94%	19	5.9%	11.5%
Total Number of professionals receiving free or reduced tuition for staff children	437	395	90.3%	42	9.6%	15.7%
Total Number of professionals receiving tuition assistance	872	846	97%	26	2.9%	31.3%

Limitations

As with any new system, there are limitations surrounding participation. Use of the system was optional, although highly encouraged for most. The subset of programs for which the registry was required was a small percentage of the state's overall programs. And some programs at the time of the report, still elected to use paper versions of the licensing application. This is not unique to Rhode Island, as historically the percentage of enrolled participants within states' workforce registries have varied widely (Ackerman, 2016). Within Rhode Island, ongoing work is needed to ensure the Workforce Registry is truly representative of the field. We anticipate that as programs become more familiar with the system, and accustomed to using it for the Universal Program Application, that the data contained will become more robust.

The limited participation in the registry also impacts data quality, simply due to participation levels and the completeness of individual profiles. The data presented in this report, reflects both individually reported data, as well as employer reported data. This is different from the previously administered Workforce Study, which included solely individual responses.

Additional considerations when interpreting the data surround the fact that there were some functions of the Early Care and Education Data System which were not completed before the end of the grant, such as related to the RIELDS data upload, as well as the BrightStars QRIS application, which was not launched for use for the field before the end of the grant. While all major developments and testing have been completed, the function hasn't been deployed. Being able to use the electronic system for BrightStars applications, renewals and star rating increases was a major incentive for the field in regards to using and maintaining the quality of the data within ECEDS. Despite this, all programs were encouraged to ensure their ECEDS portals were accurate and complete, in anticipation of the application being released. Additionally, a component of the Workforce Registry which was not built, was the ability to capture data related to Core Competencies and the Career Lattice Education Levels. As a result, we possess limited information to be able to

answer the question, "How many early childhood professionals are qualified by meeting specific establish standards, to prepare children to succeed at school entry?" at this time.

Conclusion

With the increasing recognition of the vital role the early learning workforce plays on the development and learning of children, there has been increasing focus on understanding the workforce within states, as well as designing and implementing policies which support them. In conjunction, here has been increasing attention on the development and use of workforce registries and their ability to track training, credit-bearing course work, formal education attainment, wages and benefits (Ackerman, 2016).

Progress toward an equitable, efficient, and effective early childhood system requires advancing preparation, workforce supports, and compensation of the workforce simultaneously. The Center for the Study of Child Care Employment references Five Essential Elements of Early Childhood Workforce Policy. These include: Workforce Data, Qualifications, Compensation, Financial Resources and Workforce Environments (CSCCE, 2016). Data in this report and data from the 2014 Rhode Island Early Learning Workforce Study can provide some baseline information related to these elements. Rhode Islands' workforce registry aims to inform its early learning stakeholders on these five elements because state policies play a powerful role in shaping early childhood workforce conditions, and in turn, the early childhood conditions of young children. Policy decisions regarding early learning educator qualifications, and the resources available for the early care and education field are connected to a rigorous and comprehensive workforce data system.

Rhode Island looks forward to providing updates to this workforce report annually, and in turn to being able to use and analyze increasingly robust, longitudinal data.

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