

CENTER FOR THE STUDY OF

Child Care Employment

SEQUAL

**(SUPPORTIVE ENVIRONMENTAL QUALITY
UNDERLYING ADULT LEARNING)**

ASSESSING WHAT TEACHERS NEED TO HELP CHILDREN SUCCEED

SANTA CLARA COUNTY

2014 PROFILE

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CENTER FOR THE STUDY OF
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SEQUAL

***(Supportive Environmental Quality Underlying Adult Learning)
Assessing What Teachers Need to Help Children Succeed***

Santa Clara County Race-to-the-Top Phase One Sites

Introduction

The SEQUAL (Supportive Environmental Quality Underlying Adult Learning) is a multi-purpose tool for examining and improving environments in which early childhood teaching staff work and learn. The SEQUAL captures teachers' and assistant teachers' assessments of how well the workplace supports their knowledge and skills as they continue to develop as practitioners. SEQUAL assesses five overarching domains of the early childhood workplace that support professional growth and high-quality care and instruction: 1) Teaching Supports; 2) Learning Community; 3) Job Crafting; 4) Adult Well-Being; and 5) Leadership. Each domain examines the policies, practices, and relationships necessary for a high-quality adult learning environment.

This report includes: 1) information about the sample of teaching staff working in Santa Clara County Race to the Top Phase 1 sites who completed the SEQUAL survey 2) summaries of teaching staff responses for each SEQUAL domain for the full sample, with statistically significant differences among teaching staff role noted as appropriate, and implications of these responses; and 3) an appendix with detailed demographic and employment information for participating teaching staff.

The term "teaching staff" refers to both teachers and assistant teachers working in Santa Clara County Race to the Top Phase 1 sites.

Sample Description

Participation Rates

In the winter of 2014, staff employed in Santa Clara County Race to the Top Phase 1 sites were invited to complete a SEQUAL survey. Sixty-eight out of 99 teaching staff participated in the survey, for an overall response rate of 69 percent. The average response rate per site was 64 percent (range = 33 to 100 percent). Teaching staff were employed in eight center-based programs comprised of 17 sites.

Participant Characteristics

All teaching staff who completed SEQUAL surveys were women; their mean age was 48 years old. Teaching staff identified as Latino/Hispanic (41 percent); Asian/Pacific Islander (23 percent); White/Caucasian (21 percent) and Multi-ethnic or some other ethnicity (15 percent). Slightly less than one-half (48 percent) of teaching staff participating in the survey had earned a bachelor's or higher degree.

Teaching staff who completed a SEQUAL survey had worked, on average, 15.5 years in the early care and education (ECE) field, 9.7 years at their current workplaces, and 7.2 years in their current positions. Teachers earned a mean hourly wage of \$24.29 and teaching assistants earned \$15.89 per hour. For more detailed information about participants, including differences by job roles, see the Appendix.

A Guide to Interpreting Findings

The following is a summary of teaching staff responses to statements posed in the survey for each SEQUAL domain. For most items, participants responded on a six-point Likert scale indicating their level of agreement with each statement (strongly agree to strongly disagree). We report significant differences between teachers and assistant teachers responses by job role.

Where appropriate, we provide suggestions for addressing issues raised by the staff responses. These suggestions are based on teaching staff perceptions, and not on an independent assessment of policies, practices or relationships in the sites participating in the Santa Clara County Race to the Top Phase 1 Project. Note that even when the vast majority of staff (see below) responded similarly to a SEQUAL question, minority responses for some items may be important to consider.

For the purposes of this report, we define values as follows:

- “Almost all”: 90 percent or greater;
- “The vast majority”: 80-89 percent;
- “More than one-half”: 51-65%;
- “Less than one-half”: 40-49%;
- The phrases “were more likely to” or “were less likely to” represent a statistically significant difference at the $p < .05$ level or greater.

* * * * *

DOMAIN 1: TEACHING SUPPORTS

The **Teaching Supports** domain focuses on curriculum and child assessment frameworks, classroom materials, support services for children and families, and staffing patterns.

Dimension 1: Curriculum, and Child Assessment and Observation

Teaching staff indicated whether their program used a curriculum and a process for assessing children's development and learning (developed in-house or by another group) in order to guide what and how children are taught. If they did use a curriculum and assessment process, teaching staff assess how they used the tools in their daily practice, and the training they had received.

Almost all teaching staff indicated their program used a curriculum to address what children should learn and how they should be taught.

- Almost all staff agreed that:
 - they could explain how daily activities were part of the curriculum; and
 - the curriculum used in their program helped them decide how to teach and how to plan for individual children's needs.
- The vast majority of staff agreed that they had been trained in how to use the curriculum.

All teaching staff indicated their program has a process in place for assessing children's development and learning.

- Almost all agreed that:
 - assessments in their classrooms, and the information they gathered, helped them to decide what children needed, both individually and as a group;
 - they regularly conducted child observations; and
 - that they received ongoing guidance on how to use the observation and assessment information in their teaching.
- The vast majority of teaching staff agreed that they had received training on how to use child assessments/observations to talk with families about their children.

Dimension 2: Materials

Teaching staff assessed the adequacy of the large and small equipment and supplies for children and resources for teachers (e.g., computers) that help them teach effectively.

- Almost all teaching staff agreed that:
 - equipment and materials in their classrooms were appropriate for the needs of children and shared fairly across classrooms;
 - the computers and printers available to them were in working order; and
 - equipment and materials were repaired or replaced quickly.

Dimension 3: Support Services for Children and Families

Teaching staff assessed the adequacy of support services available to help them meet the needs of children and families in their classrooms.

- Almost all teaching staff agreed that:
 - if they had a problem with a child or a family, they could rely on their supervisors or other co-workers for help;
 - they had access to outside resources (e.g., consultants or agency referrals), for help with a problem with a child or a family; and
 - training was available to them about teaching children with challenging behaviors and the vast majority agreed that training was available to support families' needs.

Dimension 4: Staffing

Teaching staff assessed whether there were sufficient numbers of trained staff to permit them to meet children's needs and to complete their professional tasks, such as planning and reporting.

- Almost all teaching staff agreed that co-workers in their classroom were trained to work with young children.
- The vast majority of teaching staff agreed that:
 - they had confidence everything possible would be done to fill openings with qualified new staff;
 - trained substitute teachers or floaters were available when staff were absent; and
 - there were enough trained teaching staff to help with children during staff breaks and special projects.
- Approximately three-quarters of teaching staff agreed that:
 - they know ahead of time when there are changes in their classroom assignment (e.g., children, coworkers, or room);
 - they had confidence that new staff would be hired quickly if turnaround occurred;
 - during the last week they had enough help to give each child individual attention; and
 - during the last week they had done most of the planning for their classrooms on their own unpaid time (e.g., at home in the evening).
- Approximately two-thirds of teaching staff indicated that during the last week they had done most of their paperwork on their own, unpaid time and only had nap time or time on the playground to meet with other teachers to talk about work.

Suggestions for further investigation or action:

- ❖ Ensure that all staff receive the training they need to effectively use curriculum and child assessment and observations
- ❖ Strategize with staff about staffing patterns that could allow more individualized attention to children.
- ❖ Work with teachers to explore how to all ensure adequate coverage during staff breaks and special projects.
- ❖ Review communication policies to ensure that teaching staff know ahead of time about changes in classroom assignments.
- ❖ Develop policies and practices that permit teachers to engage in planning collaboratively during their paid working hours.
- ❖ Examine strategies to reduce paperwork responsibilities and/or allow paid time to meet them.

DOMAIN 2: LEARNING COMMUNITY

The **Learning Community** domain examines teaching staff participation in opportunities for individual and collaborative professional development, applying what they learn (e.g., sharing information and practicing new approaches), and planning and implementing quality improvements.

Dimension 1: Professional Development Opportunities

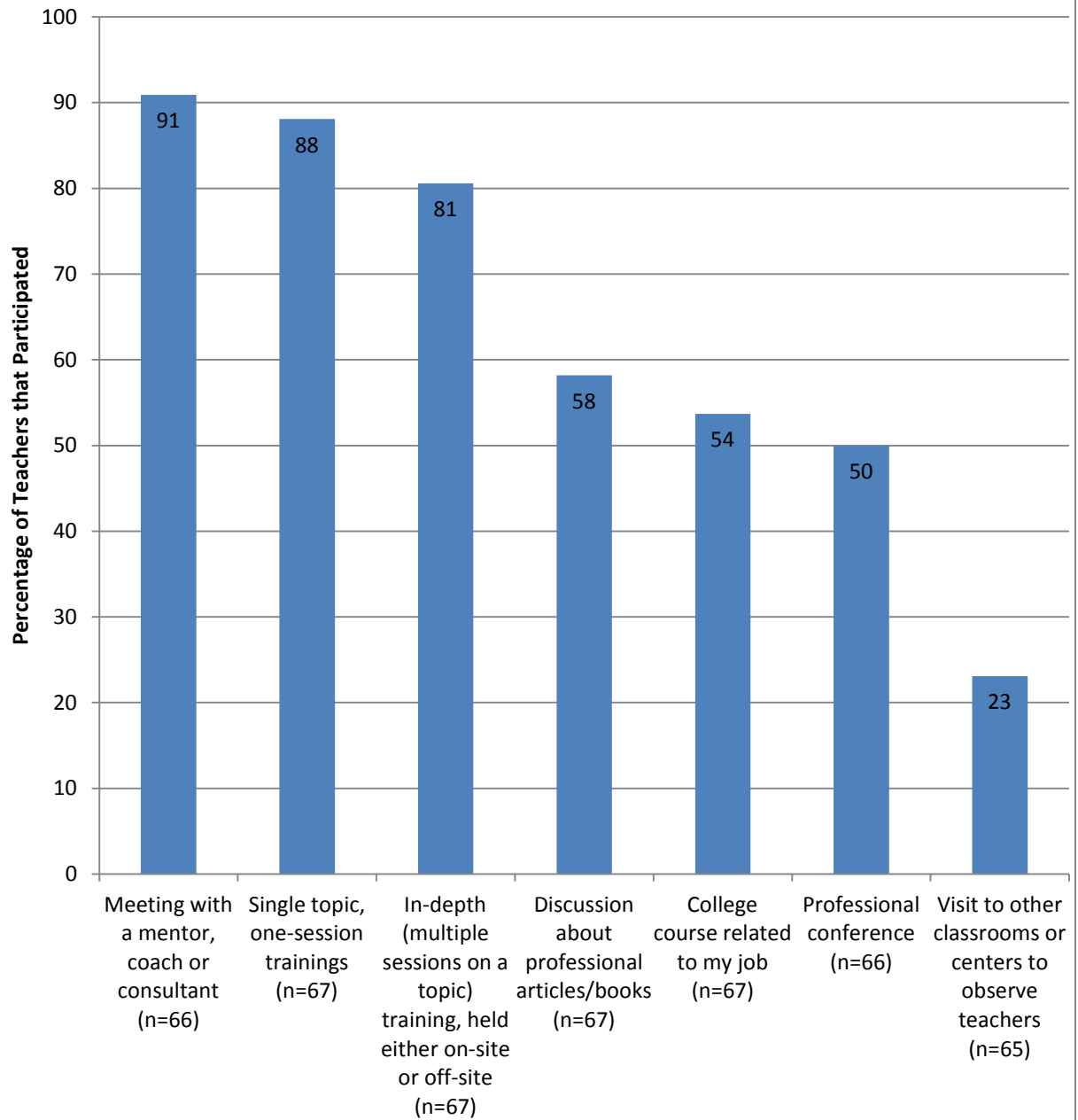
Teaching staff indicated whether they had participated in specific types of individual and collaborative professional development activities in the last six months. Teaching staff were also asked to assess the degree of choice they had in the last year in selecting professional development activities, and whether the activities had helped them to improve their teaching; and further, to assess the support they had received from the workplace in terms of paid time off, flexible scheduling, and assistance with professional development expenses.

- The vast majority of teaching staff agreed that they had had a choice in the professional development activities in which they had participated in the last year.
- Approximately two-thirds of teaching staff agreed that:
 - they had the ability to adjust their work schedules to attend professional development activities during the past year; and
 - their workplaces had paid for some or all of their professional development expenses in the last year.

Professional Development Opportunities

- Almost all teaching staff reported in the last six months:
 - having participated in professional development activities; and
 - having met with a mentor, coach or consultant.
- The vast majority of staff reported attending single topic, one session training during the period and participating in in-depth, multiple-session training on a specific topic.
 - Overall, assistant teachers were more likely to report participating in in-depth training than teachers.
- More than one-half of teaching staff reported engaging in discussions about professional articles or books or taking college courses related to their job.
- One-half of teaching staff reported attending a professional conference, less than one-quarter of teaching staff reported visiting other classrooms or centers to observe teachers.

Figure 2.1a: Professional Development Opportunities Reported by Teaching Staff Participating in SEQUAL



Suggestions for further investigation or action:

- ❖ Evaluate which types of professional development opportunities create the most positive impact on teacher practice and children’s learning, and facilitate both teacher and teacher assistant involvement in such opportunities.
- ❖ Encourage staff involvement in selecting learning activities aligned with their personal goals for improving classroom practice and furthering their development as teachers.
- ❖ Strategize with staff about policies and practices that would facilitate their attending college courses and engaging in more professional sharing and learning with each other.

Dimension 2: Applying Learning

Teaching staff indicated whether they had made changes in their own teaching behavior because of new things they had learned, assessed their co-workers’ engagement in learning and support for trying new approaches in the classroom, and identified program issues that made applying what they were learning difficult.

- Almost all teaching staff agreed that:
 - they had participated in professional development experiences in the last year that helped them improve their teaching;
 - they felt supported by their coworkers to try new approaches to teaching;
 - their co-workers understood why it was important to learn and grow as teachers; and
 - if they tried something new in the classroom it was safe for them to make mistakes.
- One-third of teaching staff agreed that staff changes and conflicts in the classroom made it difficult to try new ways to teach.
- Less than one quarter of teaching staff agreed that staff in their classroom talked about new ideas but never try them out.

Suggestions for further investigation or action:

- ❖ Engage staff in discussions about policies and practices that support the application of new knowledge and skills, such as more dedicated time for professional sharing, and creating a climate that encourages staff to try new ways to teach.
- ❖ Institute policies and practices to manage the impact of turnover and to improve retention.

DOMAIN 3: JOB CRAFTING

The **Job Crafting** domain examines practices that support teaching staff initiative in their classrooms, teamwork, and involvement in decisions about program policies.

Dimension 1: Making Classroom Decisions

Teaching staff assessed their autonomy to use professional judgment about curriculum, materials, and scheduling.

- The vast majority of teaching staff agreed that they were able to:
 - adjust the daily schedule to meet children’s needs;
 - make choices about classroom arrangement and materials; and
 - adjust the curriculum in their classrooms when they thought it was needed.
 - Almost all teachers agreed with these statements, compared to approximately one-quarter of teaching assistants.
- Less than one-half of teaching staff agreed that they were able to decide when outside visitors other than children’s family members—e.g., prospective families or staff, or community stakeholders—could observe in their classrooms.

Suggestions for further investigation or action:

- ❖ Ask teaching assistants whether they have concerns about being able to make classroom decisions and work with teaching staff to adapt practices as needed.
- ❖ Ask staff whether they have concerns about interruptions resulting from classroom visitors, and work together to adapt practices as needed.

Dimension 2: Teamwork

Teaching staff provided their perspectives on how well teachers in their classrooms and programs worked toward a common goal.

- Almost all teaching staff agreed that classroom co-workers:
 - considered themselves to be a team;
 - worked together to plan learning experiences for children;
 - took responsibility for their share of the work; and
 - took into account the opinions of all teaching staff in making decisions.
- Approximately three-quarters of teaching staff agreed that classroom staff worked well with co-workers in other classrooms.

Suggestions for further investigation or action:

- ❖ Continue emphasis on team building among staff who report less team cohesion.
- ❖ Ask about their cross classroom relationships and work together to adapt practices as needed.

Dimension 3: Input into Workplace Policies

Teaching staff assessed opportunities for, and barriers to, being involved in making decisions about program and classroom policies and challenges.

- More than one-half of teaching staff indicated that they did not have input in the last six months into the following policies or practices:
 - how funds or resources were used; and
 - agendas for staff meetings.
- Slightly less than one-half of teaching staff indicated that they did not have input in the last six months into staff classroom assignments and schedules.
- About one-third of teaching staff indicated that they did not have input in the last six months into children's assignment to classrooms.
- About one-third of teaching staff indicated they were asked for input about program policies, but that their input was not taken seriously;
 - teachers were twice as likely to agree with this statement as assistant teachers.
- Approximately one-quarter of teaching staff indicated that:
 - there was no clear process for them to have a say in decisions that affected their work;
 - they do not consider themselves well informed about program changes; and
 - they do not consider themselves well informed about program policies.
- About one-half of teaching staff indicated that only some co-workers were asked for their input into decisions that affected all teaching staff.

Suggestions for further investigation or action:

- ❖ Engage staff in evaluating and revamping systems and procedures for input into program policies and practices.
- ❖ Engage staff in evaluating and revamping communication practices.

DOMAIN 4: ADULT WELL-BEING

The **Adult Well-Being** domain examines teaching staff assessments, and program practices and policies related to economic and physical well-being and work relationships.

Dimension 1: Economic Well-Being

Economic Well-Being

Teaching staff assessed their pay and benefits and their overall financial concerns.

Workplace Policies

- Almost all teaching staff reported that they could depend on at least one paid sick day per month.
- The vast majority of teaching staff reported that they could depend on:
 - paid breaks for during my work day;
 - paid holidays that fall during the work schedule; and
 - at least one week of paid vacation per year:
 - Almost assistant teachers compared to approximately two-thirds of teachers agreed that they could depend on at least one week of vacation per year.
- Approximately three-quarters of teaching staff agreed that they could depend on being paid for staff meetings outside of regular work hours.
- Approximately two-thirds of teaching staff agreed that they could depend on:
 - a raise following completion of a degree;
 - a raise if promoted to a position with more responsibility; and
 - payment for required professional development or training outside of regular work hours:
 - the vast majority of assistant teachers agreed that they would be paid for professional development outside of regular work hours compared to about one-half of teachers.
- Approximately one-half of teaching staff agreed that they could depend on being paid for:
 - planning time during the paid work week (e.g., before children arrive or after they leave, or when relieved by a floater); and
 - work outside of regular work hours (e.g. home visits, parent conferences, celebrations, evening or weekend events):
 - more than two-thirds of assistant teachers agreed that they could depend on pay for work outside of regular hours compared to approximately two-thirds of teachers.

Financial Concerns

The following are percentages of teaching staff who agreed to being worried about various aspects of economic well-being, as listed below.

Program Financial Policies

- Approximately three-quarters of all teaching staff agreed to being worried about not getting a raise.
- Approximately two-thirds of all teaching staff agreed to being worried about:
 - losing pay if they or someone in their family became ill; and
 - having job benefits reduced.
- Slightly less than two-thirds of all teaching staff agreed to being worried about having work hours reduced:
 - more than two-thirds of teaching assistants agreed that they worry about reduced hours, compared to less than one-half of teachers.
- Approximately one-half of all teaching staff agreed to being worried about:
 - being able to take time off from the job to take care of family issues;
 - being sent home without pay if child attendance was low or if the program had an unexpected closure (e.g., bad weather); and getting laid off.

Overall Economic Well-Being

- Approximately three-quarters of all teaching staff agreed to being worried about:
 - having enough to pay family's monthly bills; and
 - having a large enough savings for retirement.
- Approximately two-thirds of all teaching staff agreed to being worried about:
 - paying for routine health care costs for self and family; and
 - paying housing costs.
- Approximately one-half of all teaching staff agreed to being worried about:
 - paying transportation costs to get to work; and having enough food for their family.

Suggestions for further investigation or action:

- ❖ Communicate with staff about policies in place and/or efforts to ensure that all staff earn paid vacation and sick leave, and being paid for unexpected closures and required overtime.
- ❖ Clarify policies with regard to payment for professional duties such as planning time, staff meetings, parent conferences and required training, and work with staff as appropriate to identify strategies and/or additional resources for reducing unpaid work responsibilities.
- ❖ Clarify and/or improve policies related to increased financial reward for staff who earn degrees and/or assume positions with increased responsibility.
- ❖ Clarify the reasons why some staff reported that they could not depend on paid breaks during the work day.
- ❖ Acknowledge staff concerns about the stability of their jobs, including guaranteed hours of work, pay rate and benefits. Reassure staff to the extent possible of efforts to maintain their employment status. Clarify how such decisions to change status will be made, if actions become necessary.
- ❖ Share information with staff about efforts directors are making to improve compensation, and jointly identify priorities for improvement if existing resources can be redirected and/or new resources become available. Ensure staff know about all possible wage enhancement programs available to them.
- ❖ To the extent that programs have exhausted internal avenues for improving the economic well-being of staff, engage with staff in advocacy efforts to improve compensation on their behalf with policymakers and with other stakeholders.
- ❖ Clarify programs' family leave policies. If applicable, inform staff about California's Paid Family Leave Act (http://www.edd.ca.gov/pdf_pub_ctr/de8714cf.pdf) and how it could apply to situations related to family issues.
- ❖ Provide program resources to help staff deal with economic stress and/or identify community resources for staff that may assist them.
- ❖ Help staff to determine best options for health coverage, given new federal and state programs.

Dimension 2: Wellness Supports

Teaching staff assessed policies and practices at their workplaces to prevent staff injury and illness and to support good health.

- Almost all teaching staff agreed that their programs provided:
 - adult-size equipment (e.g., work and diapering tables, storage areas, sinks and toilets);
 - personal protective equipment or clothing (e.g., disposable gloves, aprons) without cost to staff;
 - someone other than teaching staff to clean classrooms; and
 - security measures (e.g., good lighting, locks) to ensure their safety and well-being.

- The vast majority of teaching staff agreed that:
 - there was a safe place to put their personal belongings (e.g., purses, phones);
 - there was a comfortable place for adults to sit and be with children; and
 - their program provided training for teaching staff about healthy ways to prepare food, diaper, and how to lift children and move heavy objects.
- Approximately one-quarter of teaching staff, indicated that:
 - there was not a staff room or area away from children for breaks or private conversations; and
 - their programs did not provide training for them about managing stress, healthy eating, and/or exercise.

Suggestions for further investigation or action:

- ❖ Share information with staff about efforts that leaders are making to improve safety and wellness and create a staff room if one is not currently available. Jointly identify priorities for improvement if existing resources can be redirected and/or new resources become available.
- ❖ Provide program resources to help staff deal with stress, nutrition and exercise or identify community resources for staff that may assist them.

Dimension 3: Quality of Work Life

Teaching staff assessed issues of fairness and equity, and relationships among teaching staff, in their programs.

- Almost all teaching staff agreed that:
 - their co-workers treated them with respect;
 - their co-workers valued their beliefs about teaching children; and
 - they felt supported by their coworkers when personal issues arose.
- The vast majority of teaching staff agreed that:
 - staff were held responsible for doing their share of work; and
 - bullying was not tolerated in their program.
- Approximately one-third of teaching staff agreed that if they made a complaint, they were not confident it would be considered fairly.

Suggestions for further investigation or action:

- ❖ Continue practices that prohibit bullying and promote respect for fairness related to work responsibilities.
- ❖ Continue practices to promote collective problem solving about practices and relationships that promote a work culture perceived as equitable and supportive for all.
- ❖ Explore staff perception of complaint policies and review policies and practices to ensure fairness.

DOMAIN 5: PROGRAM LEADERSHIP

The **Program Leadership** domain examines how supervisors and program leaders interact with staff to support their teaching practice, professional growth, and well-being.

Dimension 1: Supervisor

Teaching staff assessed the knowledge and helpfulness of the person who directly supervised their teaching.

- Slightly more than one-half of teaching staff reported that the person supervising them held an administrative position, such as director:
 - the remainder reported that they were supervised by a teacher and just under ten percent reported that they were supervised by an educational coordinator.
- The vast majority of teaching staff agreed that their supervisor was:
 - knowledgeable about early childhood curriculum and teaching young children;
 - actively engaged in learning;
 - provided information about up-to-date early childhood education professional resources;
 - encouraged teaching staff to take initiative to solve problems; and
 - knew their teaching staff well.
- About three-quarters of teaching staff agreed that their supervisor:
 - was concerned about their welfare; and
 - understood the challenges they faced in the classroom.
- About two-thirds of teaching staff agreed that their supervisor offered useful suggestions for improvement at least once a month.
- Slightly less than two-thirds of teaching staff agreed that:
 - at least once a year, they worked with their supervisor to develop a personalized professional development plan; and
 - their supervisor reviewed their job descriptions annually to make sure they described their work duties accurately.
- About one-half of teaching staff agreed that they met with their supervisor at least once a month to discuss their teaching.

Suggestions for further investigation or action:

- ❖ Develop policies to ensure regularly scheduled and frequent meeting between teaching staff and their supervisors to discuss teaching practices, classroom changes and professional development plans.

Dimension 2: Leader

Teaching staff assessed the knowledge, helpfulness, and authority of the person responsible for daily operations of the program. Teaching staff were asked to complete these questions for the leader even if the same person who directly supervised their teaching also filled this role.

- About two-thirds of teaching staff reported that the person responsible for daily operations of the program held an administrative position, such as director, assistant directors, site supervisor, principal or owner:
 - about one in five staff reported that the leader was an educational coordinator or teacher-director.
- Almost all teaching staff agreed that the program leader:
 - understood the curriculum used in the program;
 - was knowledgeable about early childhood education;
 - encouraged teaching staff to take initiative to solve problems;
 - encouraged all staff to develop their skills and to learn from each other;
 - informed staff about professional development resources such as scholarships; grants, and training opportunities; and
 - was actively engaged in learning;
- The vast majority of teaching staff agreed that the program leader:
 - considered teaching staff input about classroom and program policies;
 - encouraged all teaching staff to develop their skills;
 - was respectful of teaching staff's role and expertise;
 - was easy to talk to
 - understood the challenges that teaching staff faced in their classrooms; and
 - considered the impact of their decisions on teaching staff;
- Approximately three-quarters of teaching staff agreed that the program leader:
 - was familiar with how all staff teach;
 - assisted in fair and timely resolution of conflicts among staff;
 - treated all staff fairly;
 - was available to work in classrooms if needed; and
 - had the authority to determine policies for their program (such as salaries, curriculum topics, choice of in-service training, etc.).
- Slightly more than one-half of teaching staff agreed that the leader tried to improve staff salaries and benefits.

Suggestions for further investigation or action:

- ❖ Share information with staff about efforts directors are making to improve compensation, and jointly identify priorities for improvement if existing resources can be redirected and/or new resources become available. Ensure staff know about all possible wage enhancement programs available to them.
- ❖ To the extent that programs have exhausted internal avenues for improving the economic well-being of staff, engage with staff in advocacy efforts to improve compensation on their behalf with local, state and federal policymakers and with other stakeholders.
- ❖ Ensure points of contact between the program leader and teaching staff, such as regular opportunities for dialogue and leader participation and observation in the classroom
- ❖ Review policies and practices related to staff conflict and perceived fairness to ensure that such issues do not fester within the program and undermine staff morale and/or teamwork.

Appendix: Characteristics of Teaching Staff who Completed the SEQUAL

Demographics

All teaching staff who responded to the SEQUAL (one decline to state) were women, and more than three quarters (78 percent) were women of color, primarily Latino/Hispanic (41 percent). Less than one-quarter (23 percent) identified as Asian/Pacific Islander; less than one-quarter (21 percent) identified as Caucasian; and 15 percent as some other race/ethnicity. There were no significant ethnic/racial differences by job title. (See Table A-1.)

Table A-1: Race/Ethnicity of Teaching Staff, by Job Title

Race/Ethnicity	Teachers	Assistant Teachers	All Teaching Staff
Latino/Hispanic	35%	46%	41%
Asian/Pacific Islander	27%	20%	23%
Caucasian	27%	17%	21%
Other	12%	17%	15%
Total	100%	100%	100%
N	26	35	61

The mean age for teaching staff was 48 years, ranging from 25 to 67 years of age. Only one-quarter (25 percent) of teaching staff were 40 years old or younger, and five percent were younger than 30 years old. More than one-half of teaching staff (61 percent) were 41 to 60 years and 14 percent were over 60 years of age.

Almost all (92 percent) teaching staff reported speaking English fluently. Approximately one-third of teaching staff spoke English and Spanish or English and Spanish plus a third language (32 percent) or English and another language (32 percent). Less than one-tenth of teaching staff (eight percent) spoke only Spanish. All teaching staff who spoke only Spanish were teaching assistants.

Family Characteristics

Marital Status. About one-third (32 percent) of teaching staff were single, including those who were divorced or widowed. (See Table A-2.)

Table A-2: Marital Status of Teaching Staff, by Job Title

Marital Status	Teachers	Assistant Teachers	All Teaching Staff
Single (including divorced or widowed)	18%	44%	32%
Married/Domestic Partner	82%	56%	58%
Total	100%	100%	100%
N	28	34	62

Children: More than one-half of teaching staff (60 percent) reported having dependent children living at home. There were no significant differences by job title. Fifteen percent reported living with at least one child under five years of age, 70 percent with at least one child between five and 18 years of age, and more than one-third (39 percent) with at least one adult child 18 years or older.

Household Income: About two-thirds (67 percent) of teaching staff reported living in households in which two or more adults contributed income.

About one-quarter (26 percent) of teaching staff reported living in households with incomes of less than \$30,000 per year, and about forty percent (42 percent) reported household incomes of less than \$40,000 per year. Teaching assistants were more likely to live in households with incomes below \$30,000 per year than teachers (See Table A-3.)

Table A-3: Annual Household Income of Teaching Staff, by Job Role

Household Income	Teachers	Assistant Teachers	All Teaching Staff
Less than \$20,000	0%	23%	13%
\$20,000 - \$29,000	4%	20%	13%
\$30,000 - \$39,000	16%	17%	16%
\$40,000 - \$59,999	44%	20%	31%
\$60,000 or more	36%	20%	27%
Total	100%	100%	100%
N	25	30	55

Less than one-fifth (16 percent) of teaching staff reported accessing some form of public financial assistance in the last three years. There were no significant differences by job level. Among those accessing some form of public assistance, one-half reported participating in Cal-works (50 percent); 40 percent reported accessing Medicaid or Healthy Families for their children; approximately one-third reported accessing SNAP (Supplemental Nutrition Assistance Program) (30 percent) or claiming the Earned Income Tax Credit (30 percent). Ten percent of those accessing some form of public assistance reported accessing WIC (Women, Infants and Children Food and Nutrition Service), subsidized housing/Section 8, and/or a child care subsidy. Among those teaching staff who reported accessing some form of public financial assistance in the last three years, 47 percent reported accessing one support and 53 percent reported accessing two or more supports.

Employment Characteristics

Co-teachers and Children Served: The vast majority of teaching staff (85 percent) reported working with two or more teaching colleagues each day. Nearly one-half (46 percent) of teaching staff reported working with more than one group of children during the day. On average, teaching staff reported working with 19 children per group. About two-thirds of teaching staff (69%) worked with children who were four years old and not yet in Kindergarten; about one-half (49 percent) worked with children who were three years old; one-fifth (20 percent) reported working with infants and toddlers less than two years old, and 12 percent of teaching staff reported working with children between the ages of 2 years and 2 years and 11 months old. No teaching staff reported working with children in Kindergarten or higher grades. The majority of classrooms (75 percent) included one or more children with identified special needs.

Almost all teaching staff (95 percent) reported that children in their classrooms spoke English and Spanish. About one in ten teaching staff reported that children in their classroom spoke Tagalog (13 percent), Mandarin and/or Cantonese (11 percent) or another language (20 percent).

Hours and Months Worked: The majority of teaching staff (56 percent) reported working 35 or more hours per week. The vast majority of (86 percent) reported working 10 or more months per year at their jobs. Only five percent of teaching staff reported working at another job in addition to their ECE position.

Tenure in Field: Teaching staff had worked, on average, 15.5 years in the ECE field, 9.7 years at their current workplaces, and 7.2 years in their current positions. Less than one-tenth of teaching staff reported having worked in their current workplaces (eight percent) for one year or less and 17 percent reported working in their current positions for one year or less. See Table A-4.

TableA-4: Tenure of Teaching Staff, by Job Title

Tenure	Teachers	Assistant Teachers	All Teaching Staff
Mean years in ECE field	17.3	14.0	15.5
Mean years employed with current employer	10.4	9.1	9.7
Mean years in current position	7.2	7.1	7.2
N	29	25	64

Job title: Tenure in field: $F(1,592) = 6.153, p=.013$

Compensation: Nearly two-thirds of teaching staff (63 percent) reported earning less than \$20.00 per hour. Nearly one-quarter (24 percent) reported earning less than \$15.00 per hour. Teachers earned significantly more per hour than teaching assistants. (See Table A-5.)

Table A-5: Wages of Teaching Staff, by Job Title

Wages	Teachers	Assistant Teachers	All Teaching Staff
Mean hourly wages	\$24.45	\$15.88	\$19.37
N	24	35	59

Job title: $t(29)=6.3991, p<.001$

Nearly two-thirds of teaching staff (62.9 percent) reported that they were a member of a union, such as Service Employees International Union (SEIU), American Federation of Teachers (AFT), American Federation of State, County and Municipal Employees (AFSCME) or the Teamsters. There were no significant differences in union membership by job title.

Teaching staff who reported being members of a union earned, on average, more than those who did not. Teachers who reported belonging to unions earned a mean hourly wage of \$27.50 compared to \$21.07 for those who were not union-affiliated $F(1,52)=6.188, p=.016$. There were no significant differences in wages by union membership for assistant teachers.

Almost all teaching staff (94 percent) reported receiving paid holidays during the year, averaging eight paid holidays a year. Almost all teaching staff (95 percent) reported receiving some paid leave, e.g., paid sick days and paid vacation each year.

Almost all teaching staff (94 percent) reported having health insurance. There were no significant differences by job title. Among teaching staff with health insurance, nearly three-quarters (73.8 percent) reported purchasing health insurance from their employers. Almost all (90 percent) reported that their employers partially paid for their insurance, and only one-tenth percent (11 percent) reported that their employers fully paid for it.

The vast majority of teaching staff (89 percent) reported having received monetary support or rewards such as scholarships for professional development through the CARES Plus program in the last three years.

Education

Nearly one-half (48 percent) of teaching staff had earned a bachelor's degree or higher and 25 percent had earned an associate degree. Approximately one-quarter (27 percent) reported completing some college credits but not attaining a degree and no teachers reported not completing any college credits. Teachers had significantly higher levels of education than assistant teachers. Nearly three-quarters (74 percent) of teachers had a bachelor's or higher degree, compared to about one-quarter of teacher assistants (28 percent). Nearly one-half of teachers (44 percent) had earned a bachelor's or higher degree in early childhood education or child development. Less than one-tenth (seven percent) of teachers had not earned a degree, compared to 42 percent of teaching assistants. (See Table A-6.)

Table A-6: Educational Attainment of Teaching Staff, by Job Title

Educational Attainment	Teachers	Assistant Teachers	All Teaching Staff
Some college	7%	42%	27%
Associate degree	19%	31%	25%
Bachelor's degree or higher	74%	28%	48%
Total	100%	100%	100%
N	27	36	63

Job title: $\chi^2(2) = 14.53, p < .001$.