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Marin County Center-Based Early Care & Education Workforce Study

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Center for the Study of
Child Care Employment

University of California, Berkeley

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Established in 1999, the Center for the Study of Child Care Employment (CSCCE) is focused on achieving comprehensive public investments that enable the early childhood workforce to deliver high-quality care and education for all children. To achieve this goal, CSCCE conducts research and policy analysis about the characteristics of those who care for and educate young children and examines policy solutions aimed at improving how our nation prepares, supports, and rewards these early educators to ensure young children's optimal development. CSCCE provides research and expert analysis on topics that include: compensation and economic insecurity among early educators; early childhood teacher preparation; access to educational opportunities and work environments; and early childhood workforce data sources and systems. CSCCE also works directly with policymakers and a range of national, state, and local organizations to assess policy proposals and provide technical assistance on implementing sound early care and education workforce policy.

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Introduction

Today in California — and across the country — there is broad recognition among stakeholders in government, businesses, schools, and communities at large that high-quality early care and education (ECE) are critical to children’s lifelong learning and our nation’s economic well-being. With this understanding come increased expectations for what teachers of young children should know and be able to do,¹ particularly in response to mounting evidence illustrating that early educators’ skills, knowledge, and well-being are inextricably linked to the quality of children’s early learning experiences.² Underscoring these expectations, the Institute of Medicine (IOM) and National Research Council (NRC) report *Transforming the Workforce for Children Birth to Age 8: A Unifying Foundation* calls attention to the important and complex nature of teaching young children, noting that “through the quality work of these adults [...] the nation can make it right from the very beginning for all of its children.”³ Based on a review of evidence, the report further states that “adults who are under-informed, underprepared, or subject to chronic stress themselves may contribute to children’s experiences of adversity and stress and undermine their development and learning.” Our system of preparing, supporting, and compensating early educators in California and throughout the nation does not align with this understanding and has instead, for decades, hampered educators’ ability to provide the optimal conditions to help children succeed. Furthermore, research has documented that working conditions for early educators of color are even worse than those of their white peers.

In Marin County, there are 131 center-based and 164 home-based ECE programs. We estimate that when the data was collected, in 2019, center-based programs in Marin County employed 1,238 part- and full-time teaching staff who provided ECE services for 5,931 children from birth to before kindergarten, in Marin County center-based programs (see Appendix B for a description of the estimate and the methodology). To date, there is a longstanding data deficit about the staff working in those programs. The last representative countywide study was released in 2006, yet the ensuing 14 years have brought changes in the political, economic, and cultural environment that underscore the urgency for current and ongoing data to accurately assess the progress and consequences of policy approaches and interventions. A lack of comprehensive, up-to-date data about the ECE workforce poses challenges to informing policy and resource decision and can allow anecdote rather than data to drive policy decisions. This study represents a step forward by providing critical information about the center-based workforce to help answer questions like: “What percentage of early educators hold an associate degree, bachelor’s degree, or higher?” “How does educational attainment vary by program auspices?” “What is the median wage of early educators by job role?” “What is the current racial/ethnic breakdown of teaching staff by job role?”⁴ Likewise, it is equally important for Marin County to pursue data collection efforts on their home-based workforce, although such an undertaking was beyond the scope of this project.

In the current context, the need for data on the ECE sector and its workforce has become increasingly relevant. As of this writing, Marin County, like the rest of the nation and the world, continues to grapple with the many impacts of the COVID-19 pandemic. The child care system is in crisis, and there is great uncertainty about what the child care supply will be, who will be providing it in the months and years to come, and in what ways the ECE landscape will shift. As

the data reported here were collected pre-pandemic, this report provides baseline data for Marin County's center-based workforce, which will be useful to assess if and how the characteristics and conditions of early care and education have transformed post-pandemic.

Purpose of the Study

The purpose of the current study is to provide stakeholders and policymakers in Marin County with countywide information on the demographic, educational, and employment characteristics (including compensation and benefits) of staff employed in center based ECE programs. The data collected for this study was part of a larger study implemented in 2019, which provided information about early educator work environments and the variations in working conditions by program, administrator, and teaching staff characteristics through the use of the Supportive Environmental Quality Underlying Adult Learning (SEQUAL) tool in center-based programs throughout the county. Findings from the SEQUAL Marin study are documented in the Center for the Study of Child Care Employment report, *Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality – Marin County*.⁵ The workforce data collected as part of the SEQUAL administrator survey was used to place SEQUAL findings in context, but reporting on this data in detail was outside the original scope of the 2019 study.

The present report focuses on the findings for early care and education centers that serve children prior to kindergarten. A project to identify similar data for early educators working in licensed family child care programs is likewise important and merits future consideration.

About Marin County

Marin County is one of the nine counties that make up the San Francisco Bay Area, which also includes the counties of Alameda, Contra Costa, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. In 2019, the most recent year for which data is available, Marin County's population was estimated to be 258,826, a 2.5-percent increase over the 2010 Census. Children under age five comprise 4.5 percent of the population, representing 11,647 individuals.⁶

Estimates for 2019 describe the county as 71.1-percent White, non-Hispanic/Latino; 16.3-percent Hispanic/Latino; 6.6-percent Asian; 2.8-percent Black or African American; 1-percent American Indian and Alaska Native; 0.3-percent Native Hawaiian and Other Pacific Islander; and 4-percent two or more races. Twenty-three percent of Marin County residents age five or older speak English and another language in their household.⁷ Marin County is less racially and ethnically diverse than the state. Estimates for 2019 describe California as 36.5-percent White, non-Hispanic/Latino; 39.4-percent Hispanic/Latino; 15.5-percent Asian; 6.5-percent Black or African American; 1.6-percent American Indian and Alaska Native; 0.5-percent Native Hawaiian and Other Pacific Islander; and 4-percent two or more races.⁸

Marin County is one of the wealthiest counties in the Bay Area and, indeed, the entire United States. Based on 2014-2018 data, the annual median household income is \$110,217, compared to the median income of \$71,228 in California.⁹ Median rent in the county is \$1,970 per month, \$23,748 per year, and the median home price is \$959,200. While the living hourly wage in Marin County is \$20.82 for one adult and \$40.53 for one adult with one child,¹⁰ the median hourly wage for center-based teaching staff with no children in the household was \$21.00, and for teaching staff who had at least one child under the age of 18 living in the household, the median hourly wage was only \$19.25.

Teaching staff who participated in the SEQUAL Marin County study earned a median wage of \$20.00. Assistant teachers in the sample reported earning a median hourly wage of \$18.00 and teachers, a median hourly salary of \$21.00. Teaching staff indicated high levels of worry about their economic well-being. For example, 75 percent of teaching staff surveyed worried about having enough to pay their families' monthly bills, 71 percent worried about paying housing costs, 62 percent worried about paying for routine health care costs, and 39 percent worried about having enough food for their families.¹¹

Licensed ECE Centers in California

In California, early care and education outside of a home environment is provided in child care centers. A “center” is usually located in a commercial building, school, or church; it may be independent or part of a larger entity, such as a school district, a community service organization, or a chain. A center may be a for-profit business or a nonprofit enterprise. In all such centers, non-medical and supervisory care can be provided for children from infancy to school age for periods of less than 24 hours.

Almost all centers are required to be licensed by the Community Care Licensing Division (CCLD) of the California Department of Social Services.¹² To receive a license, the center must meet the requirements established in the Code of California Regulations Title 22. These requirements are related to the facility, the number and ages of children served, and the personnel. The total number of children who can be served in a facility is the center’s “licensed capacity,” which is based on the physical space of the site and the number of staff available to provide care. CCLD issues separate licenses for the different ages of children that can be served, and each age group requires a specific ratio of children to adults. For infants (children under 24 months of age), the ratio is one adult to four children, and for preschoolers (age two to five), the ratio is one adult to 12 children.

These centers must employ directors and teaching staff who meet the minimum Title 22 personnel requirements, which include 12 college units of early childhood education/child development. Within their required 12 units, directors must also have an additional three units related to administration, and infant teachers must have completed at least three units related to the care and education of infants.

Employees must have Child Abuse Index Clearance, as well as fingerprint clearance from the California Department of Justice and the Federal Bureau of Investigation. All staff must have tuberculosis clearance and a health report. At least one person on site must have 15 hours of health and safety training approved by the Emergency Medical Services Authority.

In addition to the Title 22 regulations described above, California State Preschool Program (CSPP) centers contracted with the California Department of Education (CDE) must meet the regulations set by the California Code of Regulations. Federally funded Head Start centers are also required to meet additional regulations established by the federal Head Start Bureau. Both CSPP and Head Start regulations set minimum personnel requirements above those established by Title 22. **Table 1.1** compares the educational levels for center-based staff required by CSPP, Title 22, and Head Start/Early Head Start.

Note: This information reflects regulations at the time of data collection.

Table 1.1. Minimum Educational Levels for Center-Based Staff, by Auspices¹³

	California State Preschool Program (CSPP)	Title 22	Head Start/ Early Head Start
Teachers	<ul style="list-style-type: none"> • Associate teachers: 12 Early Childhood Education units • Teachers: 24 Early Childhood Education units plus 16 general education units. • Master teachers: teacher requirements + 6 units in Early Childhood Education specialization + 2 adult supervision units 	<ul style="list-style-type: none"> • Teachers must have 12 semester units in Early Childhood Education/Child Development + 6 months of experience 	<ul style="list-style-type: none"> • At least 50% of Head Start teachers nationwide must have a bachelor's degree or higher in Early Childhood Education OR a bachelor's degree or higher in any subject and coursework equivalent to a major related to Early Childhood Education with experience teaching preschool-age children • Early Head Start teachers must have a Child Development Associate® (CDA) credential, with specialized training/coursework in infant and toddler development or the equivalent
Assistant teachers	<ul style="list-style-type: none"> • Teacher's Aide: same as Title 22 • Assistant teachers: 6 Early Childhood Education units 	<ul style="list-style-type: none"> • Teacher's aides and assistant teachers must be 18 years or older and work in the presence of a teacher at all times 	<ul style="list-style-type: none"> • Must have either a Childhood Development Associate® (CDA) credential or be enrolled in a CDA program and complete the curriculum within two years
Teacher directors*	<ul style="list-style-type: none"> • Site Supervisors: AA with 60 units with 24 Early Childhood Education units + 5 administrative units + 2 adult supervision units • Program Directors: BA + 24 Early Childhood Education units + 6 administrator units + 2 adult supervision units 	<ul style="list-style-type: none"> • Supervisors must have 12 units in Early Childhood Education (core) + 3 units in administration 	<ul style="list-style-type: none"> • At minimum, must have a bachelor's degree + experience in supervision of staff, fiscal management, and administration

* "Teacher director" is not a regulatory title. A staff member working as a teacher director must meet the qualifications and requirements for a director.

Study Design

Survey Population & Study Sample

This study examined characteristics of teaching staff and administrators employed in center-based early care and education (ECE) programs in Marin County. We conducted this study utilizing two surveys: 1) the Supportive Environmental Quality Underlying Adult Learning (SEQUAL) Survey for Teaching Staff, and 2) the SEQUAL Context Survey for Administrators (for more information on each survey, see **Survey Instruments**, p. 8).

The study was designed as a census with the goal of surveying all center-based child care programs in Marin County. At the time of data collection, the survey population included 131 child care centers. However, prior to data collection, a number of centers either did not provide full contact information for staff, declined to participate at the onset of the study, or employed fewer than two staff members. The remaining 84 centers were invited to participate, and the teacher survey collected information from 163 teaching staff members employed in 67 centers, while the companion context survey collected information from 39 administrators representing 58 centers and 548 teaching staff members.

We also carried out an analysis to determine whether we could detect differences based on teaching staff whose administrator also participated and those whose administrators did not participate, and no differences were found. Centers with teaching staff whose administrator did not participate were more likely to be Title 22 centers, but Title 22 centers comprise the greatest share of center-based programs in the county as a whole.

Early care and education centers operate under the auspices of a sponsoring agency or governing body (see **Licensed Early Care and Education Centers in California**, p. 4). Data for this study were collected and analyzed at the individual center level. Each center in our sample was classified by program auspices into one of three categories:

- Title 22;
- California State Preschool Program (CSPP); and
- Head Start.

This information was provided by study partners for each center.

Centers were further classified according to two characteristics.

- *Centers participating in Marin Quality Counts, Marin County's Quality Rating and Improvement System (QRIS) and those centers not participating in the county's QRIS.* Marin Quality Counts is open to all licensed and license-exempt centers in the county, which include private child care centers, state-funded preschools and child care programs, Early Head Start and Head Start, early intervention and special education programs serving children birth to five, license-exempt centers, and family child care centers.¹⁴ Participation status of each center was provided by the Marin County Office of Education.

- *Funding sources for the center (i.e., private nonprofit, private for-profit, and public agency).* Each administrator reported on their center’s funding source. While the funding source can be tied to program auspices, this factor was not available for analysis as not every administrator in the sample responded to the question on funding source, so we looked at this item separately.

Response Rate

As described above, 84 centers in Marin County were invited to participate in the study. The final sample for individual teaching staff who participated in the study included 163 teaching staff members employed across a total of 67 centers throughout the county. The final sample for administrators included data from 39 administrators overseeing 58 centers; the administrators provided information about themselves, their programs, and 548 teaching staff members employed in their programs. A few administrators invited to participate in the study oversaw multiple centers and thus were instructed to fill out a survey for each center. Two administrators filled out the survey for a total of 13 centers. The response rate was 30 percent for teaching staff and 69 percent for administrators.

Response rates for both teaching staff and administrators varied by center auspices (see **Table 2.1**). Of the 67 participating centers in which teaching staff worked, more than one-half (58 percent) participated in the county’s QRIS. The majority of teaching staff (68 percent) were employed in Title 22 centers, which represent the largest proportion of ECE centers in the population. Fifteen percent of teaching staff were employed in CSPP, and the remaining 12 percent were employed in Head Start.

Table 2.1. Population, Sample, and Response Rate of Administrator and Teaching Staff, by Center Auspices

	Number of centers invited	Number of centers with administrator participation	Percentage	Number of teaching staff members invited	Number of teaching staff members who participated	Percentage
Title 22	56	34	61%	373	108	29%
CSPP	16	12	75%	131	33	25%
Head Start	12	12	100%	44	21	48%
Total	84	58	69%	548	163	30%

More administrators who reported data on their teaching staff were from Title 22 centers; however, as noted above, these centers also have a greater share in the population of ECE centers in the county. While CSPP and Head Start accounted for less than one-quarter (23

percent) of the sample, these centers actually had higher response rates (75 percent and 100 percent, respectively).

More than one-half (58 percent) of centers participated in QRIS, and participation in QRIS varied by center auspices. All CSPP and Head Start centers (100 percent) and one-half (53 percent) of Title 22 centers participated in QRIS. Regarding funding source, our sample was comprised of almost one-half (46-percent) public, 43-percent private nonprofit, and 11-percent for-profit agencies. Funding source varied by center auspices: all Head Start centers were public agencies; 70 percent of CSPP centers were public agencies, and 30 percent were private nonprofits; and Title 22 centers were 66-percent private nonprofits, 19-percent for-profit, and 16-percent public agencies.

Survey Instruments

Two surveys, both part of SEQUAL, were used to collect data for this study: one for teaching staff and another for administrators.

SEQUAL Survey for Teaching Staff

To capture teaching staff's perceptions of their work environment and their own self-reported demographic and employment characteristics, teaching staff filled out the SEQUAL Survey for Teaching Staff. This survey includes two sections, which address:

- Staff perceptions about workplace policies that affect their teaching practice along five domains that comprise the work environment (Teaching Supports, Learning Community, Job Crafting, Adult Well-Being, and Program Leadership); and
- Teaching staff profile (participants were asked to provide information on personal characteristics [e.g., gender, age, race/ethnicity], level of education, and workplace characteristics [e.g., wages, tenure, ages of children in their classroom]).

SEQUAL Context Survey for Administrators

Administrators were asked to provide information about their centers, such as the number and ages of children served by their programs, and information about the teachers, assistant teachers, and teacher directors they employ, including:

- Demographic characteristics, such as gender, age, and ethnicity;
- Educational background, including highest level of education, degree attained (if any), and whether said degree was in early childhood education or a related field; and
- Staff wages, benefits, working conditions, and turnover.

Additionally, administrators completing the survey were asked to provide information about their own demographic characteristics and educational backgrounds (see **Appendix A**).

Prior to data collection, the survey instruments and data collection procedures were approved by the Committee for the Protection of Human Subjects at the University of California, Berkeley. The SEQUAL survey for teaching staff was provided in English and Spanish.

Data Collection Procedures

The Marin County Office of Education provided the Center for the Study of Child Care Employment (CSCCE) with contact information for center administrators and teaching staff working at each of the centers in the sample population. Administrators were identified as the person at the center who could provide detailed information on demographic and employment characteristics of all teaching staff, as well as information on workplace benefits and policies.

In the spring of 2019, a notification letter was sent via email to all licensed child care centers in Marin County. The letter introduced CSCCE and announced the upcoming study. Approximately one week after sending the letter, CSCCE emailed administrators and teaching staff a link to participate in the survey through Qualtrics. Data collection for teaching staff and administrators took place between May and July 2019. The analysis for the present study occurred in the spring of 2020.

This report draws on two sources of data provided from the surveys of teaching staff and administrators. The teaching staff survey asked staff to report on their professional and educational characteristics, along with their perspectives on their work environment, including wages and benefits. The administrator survey asked administrators to report on themselves along with the professional and educational characteristics of teaching staff employed at the center and children served at the center (see above, **Survey Instruments**, p. 8). Due to the limited sample size of teaching staff members who participated in the SEQUAL Marin study (n=163), we also draw on the administrators' reports on the assistant teachers, teachers, and teacher directors employed at their centers, which represent a total of 548 teaching staff members. Pooling this data into a single report affords a more robust look at the profile of the center-based ECE workforce in Marin County.

Analyses

All analyses were conducted in IBM SPSS Statistics 24.0. To examine group differences by center auspices, analysis of variance (ANOVA) and chi-squared tests were conducted. ANOVAs were conducted to examine group differences by center auspices in continuous variables, whereas chi-squared tests were used to determine group differences for categorical variables.

Regarding differences among staff members, we will note statistically significant differences ($p < .05$) with the phrasing “more likely to” or “less likely to.” When there is a trend in the data that is not statistically significant, we will use the phrase “tended to” or report a descriptor (e.g., nearly all, vast majority, one-half) along with the percentages.

Findings

These findings represent two sources of data: one set provided by teaching staff members themselves about their own characteristics and another from administrators, who reported their own characteristics as well as the characteristics of the teaching staff employed at their centers. When possible, we include self-reported data: teachers and administrators are the most reliable when reporting data about themselves. Due to the limited sample size of teachers who participated in the study, we also draw upon administrators' reports on all assistant teachers, teachers, and teacher directors employed at their centers. Pooling this data into a single report offers a more robust look at the profile of the center-based ECE workforce in Marin County.

Definition of Teachers, Assistant Teachers, & Teacher Directors

Assistant teachers work in a classroom under the supervision of a teacher or master teacher and do not have a supervisory position.

Teachers are in charge of a group or classroom of children and often have staff supervisory responsibilities; this term includes master teachers, head teachers, and lead teachers but not assistants, aides, or teacher directors.

Teacher directors work both directly with children and as administrators.

Size of the ECE Workforce

Title 22 centers comprise the largest share of center-based child care providers in Marin County, therefore, it is unsurprising that the majority (67 percent) of teaching staff and more than one-half (58 percent) of teaching staff whose administrator reported their information in the study worked in Title 22 centers. Teachers had the highest representation in the sample across teacher- and administrator-reported data (68 percent and 62, respectively). Centers also tended to be smaller, employing on average three staff members per center. CSPP centers tended to employ more teaching staff on average, compared to the other auspices.

For the purposes of this study, we estimate the center-based ECE workforce in Marin County to include 1,238 teaching staff members (see **Appendix B**). From this population, 163 teaching staff members provided information about themselves, and administrators reported on themselves and on a larger pool of the workforce: 548 teaching staff members. Teaching staff were categorized into three job roles: assistant teachers, teachers, and teacher directors. In the previous SEQUAL Marin report, the category of teacher director was combined with teacher due to similarities in job role that became clear when the work environment was examined.

Among the teaching staff who participated, the majority (68 percent) were teachers, and one-quarter (26 percent) were assistant teachers. Only 6 percent were teacher directors. Due to the

low percentage of teacher directors in the sample, for teacher self-reported data, we will focus on assistant teachers or teachers, unless otherwise noted.

Among the 548 teaching staff members reported on by administrators, the composition of staff by job role was similar to self-reported reports on their job role. Slightly less than two-thirds (63 percent) were teachers, 30 percent were assistant teachers, and the remaining 7 percent were teacher directors.

Table 3.1 reports the number and percentage of combined staff members by center auspices. A majority of staff, whether teaching staff who provided information on themselves or administrators reporting on their staff, worked in Title 22 centers (66 percent and 58 percent, respectively).

Table 3.1. Number and Percentage of Teaching Staff Members Employed, by Center Auspices

	Number of Teaching Staff (Administrator Reported)	Percent	Number of Teaching Staff (Self Reported)	Percent
CSPP	173	32%	33	20%
Title 22	317	58%	108	66%
Head Start	58	10%	22	14%
Total	548	100%	163	100%

The centers in our sample, as reported by administrators on their teaching staff, employed an average of six teachers, three assistant teachers, and one teacher director. There was variation in the average number of teachers and assistant teachers among sites by center auspices. CSPP sites employed greater numbers of teaching staff, on average, than Title 22 and Head Start sites.

Table 3.2. Mean Number of Assistant Teachers, Teachers, and Teacher Directors, by Center Auspices

	Title 22	CSPP	Head Start	Total
Assistant teachers	3.2	5.9	1.86	3.37
Teacher	6.8	9.7	2.18	6.14
Teacher directors	0.95	1.89	1	1.22

As documented in the *Teachers' Voices* report, teaching staff responses revealed shortages in staff coverage, which may have been a result of turnover at their center (see **Tenure and Turnover**, p. 25) or a shortage of teaching staff in the county as a whole.¹⁵ For example, while

almost three-quarters (74 percent) of teaching staff agreed that teaching staff in their classroom are trained to work with young children, only 21 percent somewhat agreed that there are enough teaching staff to help with children during staff breaks and during special projects (e.g., cooking and field trips). Moreover, even when their center hired substitutes, 64 percent of the teaching staff reported that they did not have or could not reliably depend on trained substitutes or floaters to be available when staff are absent.

Characteristics of Center-Based Teaching Staff

The ECE workforce that took part in the Marin County SEQUAL study was nearly all female and was racially and ethnically diverse, yet differences by job role suggest some stratification by race and ethnicity. Assistant teachers were the most ethnically diverse group among teaching staff and most closely reflected the ethnic background of the children enrolled in the programs surveyed. Differences in the racial and ethnic composition also varied by center auspices, with Head Start/Early Head Start and CSPP centers employing the most diverse pool of teaching staff, compared to Title 22 centers.

Demographic Characteristics of ECE Teaching Staff

Gender

Nearly all teaching staff (99 percent) and all administrators (100 percent) self-identified as women. All teachers and teacher directors self-identified as women, and almost all assistant teachers (98 percent) self-identified as women. Administrator-reported data on a larger sample of teaching staff found that 95 percent of assistant teachers, 94 percent of teachers, and 97 percent of teacher directors employed at their sites were women.

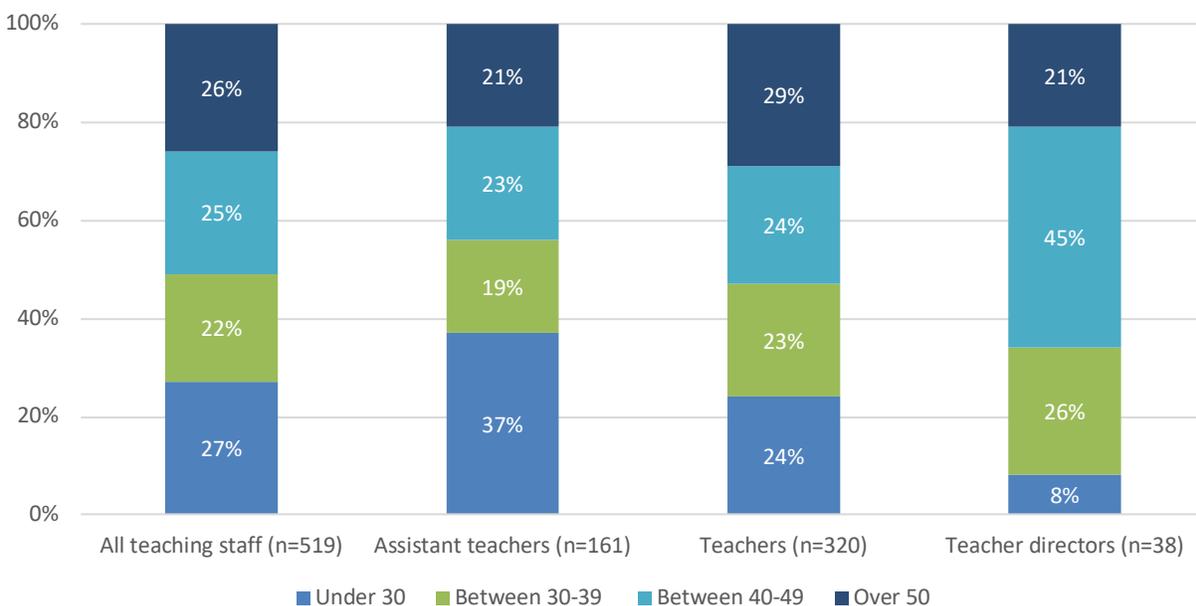
Age

When individuals were asked to report the year they were born, the average age of administrators was 52, while the average age among teaching staff was 43. However, there was variation by job role and center auspices.

According to self-reported data from teaching staff, the vast majority (80 percent) of teaching staff members were over the age of 30. There was slight variation by job role: teacher directors were older (52 years old on average). However, there was little variation in age between teachers (43 years old on average) and assistant teachers (42 years old on average). Of note, teaching staff at Head Start tended to be older than staff at centers under other auspices: 46 years old on average.

Data reported by administrators about their teaching staff indicated that the 548 teaching staff members were evenly distributed across four age-group categories: 27 percent were under 30 years old, 22 percent between the ages of 30 and 39, 25 percent between the ages of 40 and 49, and 26 percent were over age 50.

Figure 3.1. Administrator-Reported Age Distribution of Center-Based Teaching Staff, by Job Role



Race & Ethnicity

Teaching staff and administrators were asked how they identify racially and ethnically, and administrators were also asked to report this information for all of their teaching staff. We utilized the U.S. Census categories when collecting data on race and ethnicity of staff and thus report the data using these categories.

About half of the teaching staff surveyed identified as White, non-Hispanic/Latino (51 percent), 29 percent as Hispanic/Latino, 7 percent Asian, 4 percent Black or African American, 5 percent as Multiracial, and 4 percent as Other. Due to the low sample size, the category of “Native Hawaiian and Pacific Islander” was included with Asian, while the category of “American Indian or Alaska Native” was included in Other.

Administrators were significantly more likely than teaching staff to be White, non-Hispanic/Latino: 73 percent identified as White, non-Hispanic/Latino.

Administrator reports about their staff closely aligned with the teachers’ self-reported responses. About one-half of teaching staff were identified as White, non-Hispanic/Latino (45 percent), 37 percent as Hispanic/Latino, 8 percent as Asian, 6 percent as Black or African American, 2 percent as Multiracial, and 2 percent as Other.

Teaching staff were racially and ethnically diverse overall, yet racial and ethnic stratification by job role and center characteristics were both in evidence.

Racial & Ethnic Stratification by Job Role

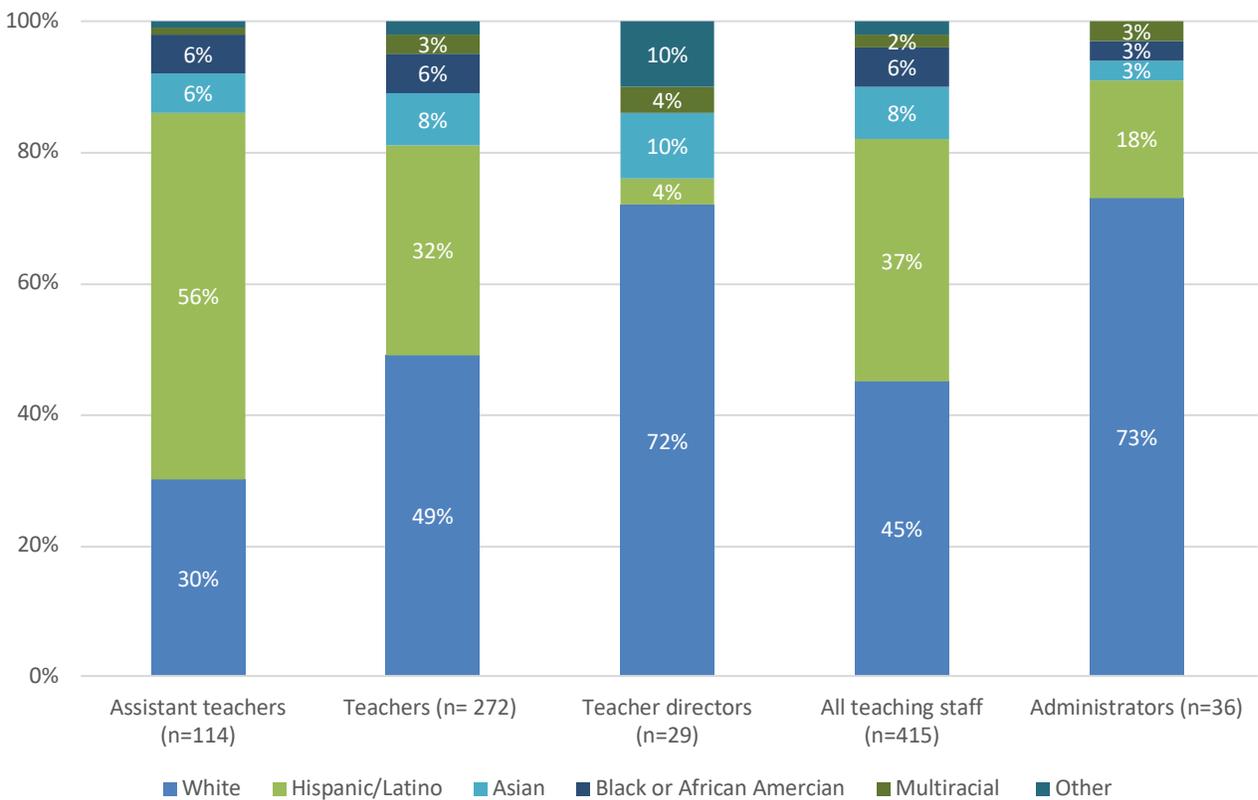
Based on teaching staff’s self-reported data, we did not detect stratification by job role between assistant teachers and teachers. This finding may reflect that most of the teaching staff who completed the survey (68 percent) were teachers, and we did not have enough staff in the

sample in other roles to detect differences. All teacher directors self-identified as White, non-Hispanic/Latino. Although this finding aligns with administrator-reported data, the percentage of teacher directors in the self-reported teaching staff sample was low.

However, based on administrator-reported data, we identified racial stratification among teaching roles and between teaching staff and administrators. Assistant teachers were more likely to be people of color (70 percent) than teachers (51 percent), teacher directors (28 percent), or administrators (27 percent). The stratification by job role identified among teaching staff in this study mirrors the stratification that exists for the California ECE workforce as a whole.¹⁶

- Teaching staff who were identified as Hispanic/Latino were underrepresented in lead teacher and administrator roles and overrepresented as assistant teachers. Hispanic/Latino teachers constituted 37 percent of the total sample but represented 56 percent of assistant teachers, 32 percent of teachers, and 3 percent of teacher directors. Eighteen percent of administrators identified themselves as Hispanic/Latino.
- White, non-Hispanic/Latino teachers were overrepresented in teacher and administrator roles. Teachers who were identified as White, non-Hispanic/Latino constituted 45 percent of the sample and represented 30 percent of assistant teachers, 49 percent of teachers, and 72 percent of teacher directors. The majority (73 percent) of administrators identified themselves as White, non-Hispanic/Latino.
- Asian teachers were somewhat underrepresented as assistant teachers and overrepresented as teacher directors. Seven percent of the sample were identified as Asian but represented 4 percent of assistant teachers, 8 percent of teachers, and 10 percent of teacher directors. Three percent of administrators who completed the survey identified as Asian.
- Teaching staff who were identified as Black or African American constituted 6 percent of the teaching sample and represented 6 percent of assistant teachers and 6 percent of teachers but were not represented in the role of teacher director. Three percent of site administrators who completed the survey identified themselves as Black or African American.
- Assistant teachers, overall, more closely reflected the ethnic composition of children (see **Race and Ethnicity of Children**, p. 41).

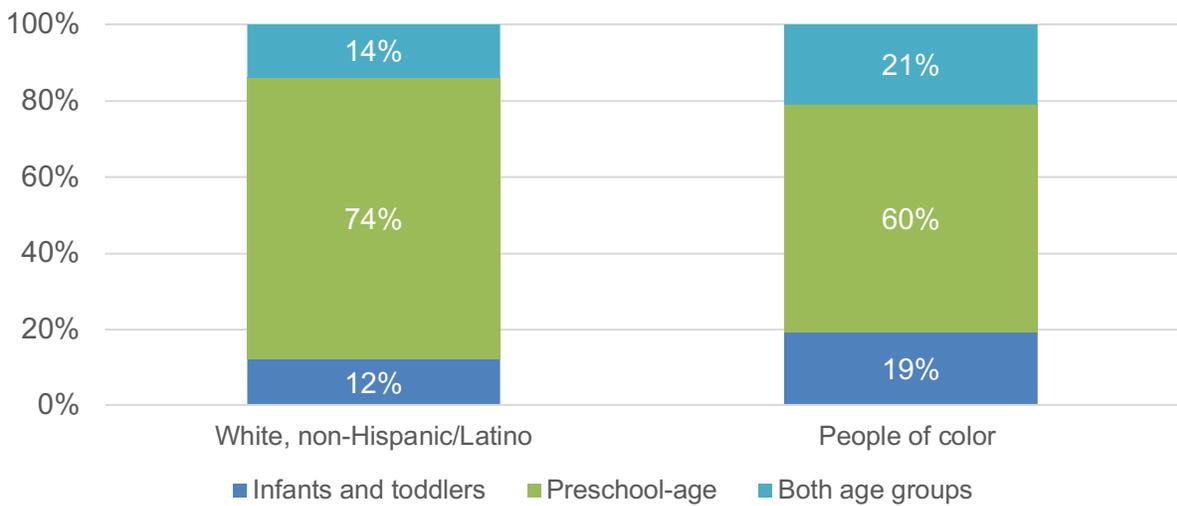
Figure 3.2. Administrator-Reported Race and Ethnicity of Center-Based Staff, by Job Role



Racial & Ethnic Stratification by Ages of Children Served

Racial and ethnic stratification of teaching staff was identified in teachers' self-reported data on the ages of children with whom they primarily work.

Figure 3.3. Racial and Ethnic Stratification of Center-Based Teaching Staff, by Ages of Children Served



Teaching staff reported the age group of the children they primarily serve: infants and toddlers exclusively, preschool-age children (three- and four-year-olds) exclusively, or both age groups. Across the sample of teaching staff, 16 percent worked exclusively with infants and toddler, 68 percent worked exclusively with preschool-age children, and 16 percent worked with both age groups.

- No Black or African American teaching staff in the sample reported working exclusively with infants and toddlers, however, this finding could be a result of the low percentage of Black and African American educators in our sample.
- Among teaching staff in the sample who worked exclusively with infants and toddlers, a higher proportion (55 percent) were people of color (in this case, Asian, Hispanic/Latino, Multiracial, or Other), compared to White, non-Hispanic/Latino educators (45 percent).
- Among Hispanic/Latino educators, 38 percent worked exclusively with infants and toddlers.
- Among teaching staff in the sample who worked exclusively with preschool children, the majority (63 percent) of White, non-Hispanic/Latino educators worked exclusively with preschool-age children, compared to slightly more than one-third (37 percent) of people of color.
- Among Hispanic/Latino educators, a one-quarter (27 percent) worked exclusively with preschool-age children.

Racial & Ethnic Stratification by Center Auspices

The racial and ethnic composition of teaching staff differed by center auspices. Teacher-reported data reveal that people of color were more likely to work in CSPP and Head Start centers, compared to White, non-Hispanic/Latino educators, who were more likely to work in Title 22 programs.¹⁷ This finding is notable because of evidence in the study that teachers at Title 22 programs earn higher wages than their peers in CSPP and Head Start programs.

- The majority (62 percent) of teaching staff at Title 22 centers self-identified as White, non-Hispanic/Latino, and 21 percent of teaching staff self-identified as Hispanic or Latino.
- The majority (67 percent) of teaching staff at Head Start centers self-identified as Hispanic or Latino, and 15 percent self-identified as White, non-Hispanic/Latino.
- More than one-half (58 percent) of teaching staff at CSPP centers self-identified as Hispanic or Latino, and almost one-quarter (22 percent) self-identified as White, non-Hispanic/Latino.

The racial/ethnic composition of teaching staff by center auspices as reported by administrators mirrored the teachers' self-reported data. As shown in **Table 3.3**, administrators reported that teaching staff at Title 22 centers were substantially more likely to be White, non-Hispanic/Latino, than teaching staff at CSPP or Head Start centers. Again, this finding is significant because teachers at Title 22 programs were reported to earn higher wages than their peers at CSPP and Head Start programs. As a few administrators filled out a survey for multiple centers, there was not enough variation in the sample to examine administrator race and ethnicity by auspices.

- The vast majority (85 percent) of teaching staff employed in Head Start centers were identified as people of color. The majority (67 percent) of teaching staff were identified as Hispanic or Latino, 9 percent as Asian, 4 percent as Black or African American, and 4 percent as Multiracial. Fourteen percent of teaching staff were identified as White, non-Hispanic/Latino.
- The majority (77 percent) of teaching staff employed in CSPP centers were identified as people of color. More than one-half (58 percent) were identified as Hispanic/Latino, 11 percent as Black or African American, and 5 percent as Asian. Twenty-two percent were identified as White, non-Hispanic/Latino.
- Slightly more than one-third (39 percent) of teaching staff employed in Title 22 centers were identified as people of color, which includes 21 percent identified as Hispanic or Latino.

Table 3.3. Racial and Ethnic Stratification of Center-Based Teaching Staff, by Job Role and Center Auspices

		Title 22	CSPP	Head Start
Assistant teachers	White, non-Hispanic/Latino	44%	18%	4%
	Hispanic/Latino	40%	8%	92%
	Asian	7%	6%	0%
	Black or African American	6%	12%	0%
	Multiracial	0%	3%	4%
	Other	3%	53%	0%
Teachers	White, non-Hispanic/Latino	68%	18%	26%
	Hispanic/Latino	15%	63%	44%
	Asian	9%	6%	15%
	Black or African American	3%	11%	7%
	Multiracial	3%	2%	4%
	Other	2%	0%	4%

Note: There were too few teachers to examine by auspices, and for confidentiality of responses, this table only reports on assistant teachers and teachers.

Race & Ethnicity by Other Program Characteristics

CSPP and Head Start programs are more likely to participate in QRIS than Title 22 centers, as made evident by the response rates on page 7. Therefore, taking into account the racial/ethnic composition of the workforce by center auspices described above, we would expect to see a greater percentage of staff identified as people of color, employed at centers participating in QRIS and publicly funded centers. The majority (62 percent) of teaching staff at centers participating in QRIS self-reported as people of color, compared to slightly less than one-third (32 percent) of teaching staff at centers not participating in QRIS. Administrator reports on the racial/ethnic composition of their teaching staff according to QRIS participation and funding source mirror teaching staff's self-reported data.

- Teaching staff employed in centers participating in QRIS were more ethnically diverse, with the majority (64 percent) of teaching staff identified as people of color, compared to 38 percent at centers not participating in QRIS.
- Stratification by job role and participation in QRIS was also evident. While slightly more than one-fourth (28 percent) of teacher directors at centers participating in QRIS were people of color, 73 percent of assistant teachers, and 63 percent of teachers were identified as people of color.
- The majority of teaching staff employed in public agencies (77 percent) were identified as people of color, compared to teaching staff in for-profit Title 22 programs (51 percent) and private nonprofit centers (30 percent).

Teaching Staff Educational Attainment

Across the samples, educational attainment far exceeds what most teaching staff are required to have completed. With the exception of Head Start programs, which represent 11 percent of teaching staff in the teachers' survey and 10 percent of the larger sample of teaching staff reported on by administrators, state regulations do not require ECE teaching staff to hold associate or bachelor's degrees.

Almost all teaching staff had completed some college credit. Three-fourths of teachers with a bachelor's degree majored in early childhood development or a related field. Similarly, almost all assistant teachers with degrees and teacher directors with degrees focused on early childhood development or a related field.

Also notable from the teacher-reported data is the finding that almost one-fourth (22 percent) of teaching staff had accrued student loan debt and among those who had debt, one-half (49 percent) had existing loans in excess of \$25,000.

Overall Educational Attainment

To document educational background, we asked teaching staff and administrators to indicate their own highest level of educational attainment. We also asked administrators to provide information on the numbers of teachers, assistant teachers, and teacher directors with the following highest levels of education:

- Graduate degree;
- Bachelor's degree;
- Associate degree;
- Some college; and
- High school diploma or less.

In addition, we asked teaching staff who had attained an associate degree or higher to indicate whether they had received their degree in early childhood education, child development, or a related field. In parallel, we asked administrators to indicate whether they themselves had received their degree in early childhood education, child development, or a related field and also to report this information for their teaching staff. The following section first examines the overall educational attainment of teaching staff, then describes educational attainment specifically focused on early care and education.

Teaching staff provided information on their own levels of education, and almost all (94 percent) had completed at least some college-level work. Of the 163 staff members who provided information on their own education:

- One-quarter (24 percent) of teaching staff had some college credit but did not have a degree;
- One-quarter (24 percent) of teaching staff held an associate degree and almost one-half (46 percent) held a bachelor's degree or higher;

- The vast majority (86 percent) of administrators who provided information on their own educational attainment had completed some college-level work, and the majority (76 percent) of administrators held a bachelor's degree or higher.

Administrators who reported on a larger sample of 548 teaching staff responded that almost two-thirds (63 percent) of teaching staff had completed some at least some college-level work. While lower than the teacher-reported data, this finding may reflect the fact that administrators reported on a larger sample of teaching staff. Administrators reported that:

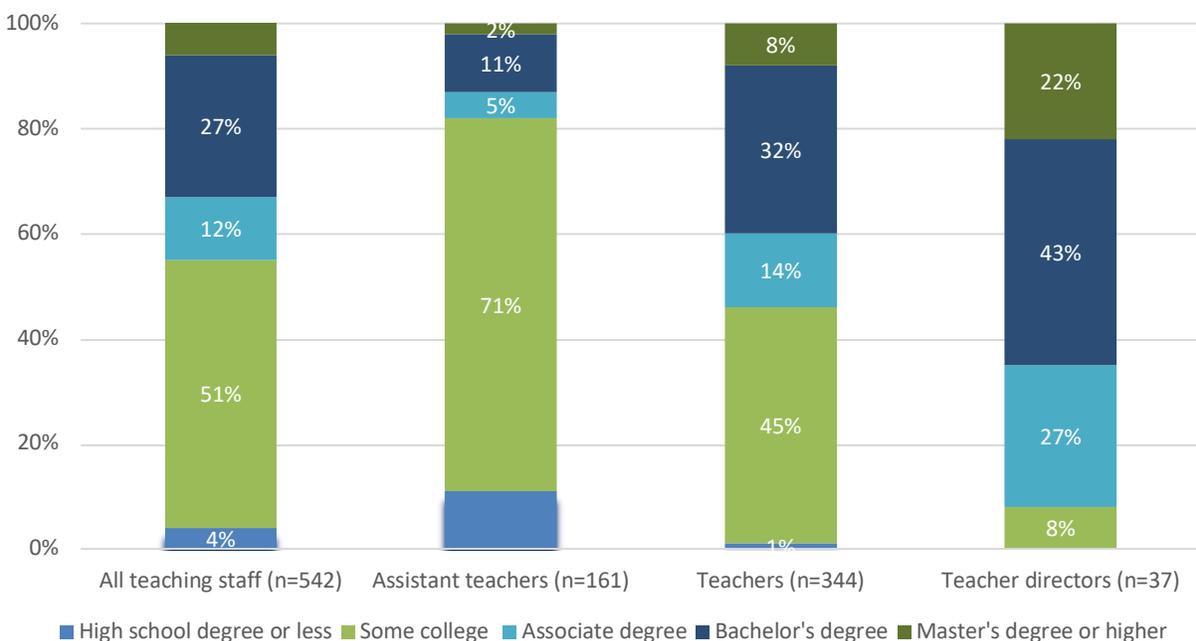
- One-half (50 percent) of teaching staff had some college credit but no degree; and
- One-third (34 percent) of teaching staff had obtained a bachelor's degree or higher.

It should be noted that stratification by race/ethnicity was evident in the teacher-reported data on educational attainment. People of color in the sample were less likely to hold a bachelor's degree or higher (24 percent), compared to teaching staff who were White, non-Hispanic/Latino (65 percent). This level of data was not provided by administrators reporting on their teaching staff.

Educational Attainment by Job Role

Self-reported data from teaching staff revealed that the vast majority (83 percent) of assistant teachers, almost all teachers (97 percent), and all teacher directors (100 percent) had completed at least some college-level work. The vast majority (80 percent) of teacher directors as well as 45 percent of teachers and 37 percent of assistant teachers self-reported that they held a bachelor's degree or higher. Administrators were also asked to self-report on their own educational attainment: all of them (100 percent) had completed at least some college-level work, and the majority (76 percent), as noted above, held a bachelor's degree or higher (see **Figure 3.4**).

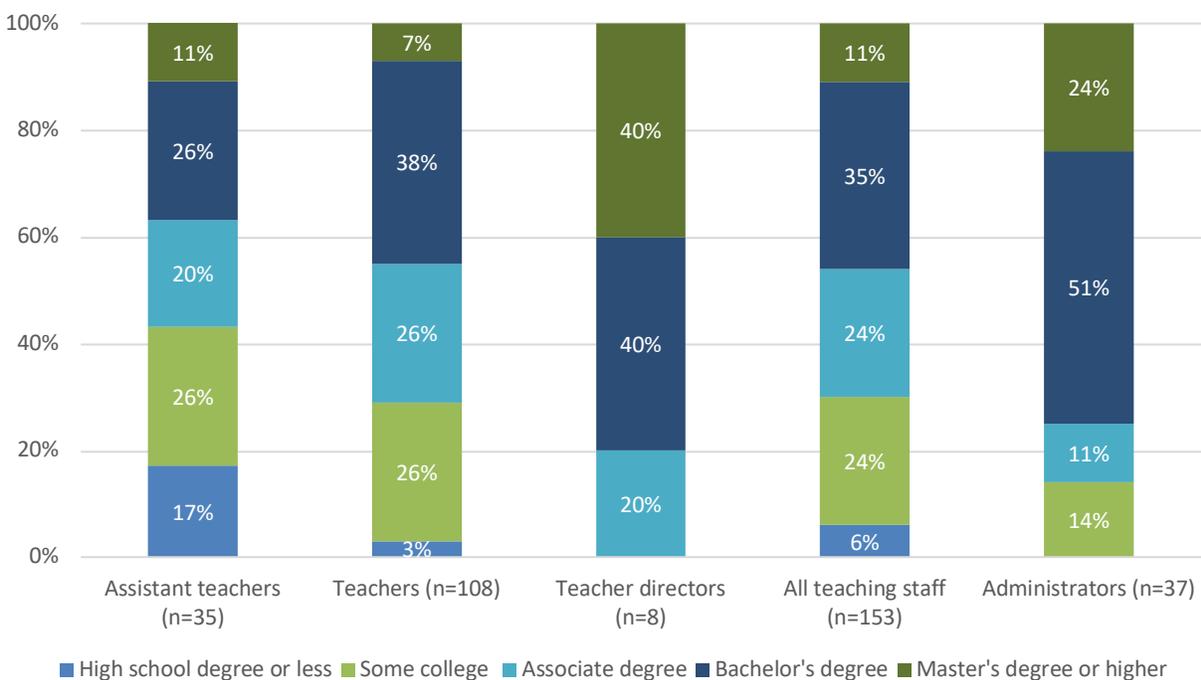
Figure 3.4. Self-Reported Educational Attainment by, Job Role



Administrators were asked to report on the educational attainment of the 548 teaching staff members employed at their center, by job role. As shown in **Figure 3.5**, all teacher directors (100 percent), virtually all teachers (99 percent), and the vast majority (89 percent) of teacher assistants had completed at least some college-level work, mirroring the self-reported data from teaching staff. However, the self-reported data from teachers on their level of education differed from administrator-reported data on teachers with a bachelor’s degree, which may be a result of specific characteristics of the teachers who participated in the teaching staff survey or it may be because administrators provided information on a greater number of teachers.

As reported by administrators, while the majority of teaching staff completed at least some college-level work, a higher percentage of teacher directors (65 percent) and teachers (40 percent) obtained a bachelor’s degree or higher in comparison to assistant teachers (18 percent). In addition, 5 percent of assistant teachers in our sample obtained an associate degree.

Figure 3.5. Administrator-Reported Educational Attainment of Center-Based Teaching Staff, by Job Role



Educational Attainment by Center Auspices

Educational attainment varied by center auspices. As noted in **Table 1.1**, teaching staff and administrators working in programs regulated by CSPP or Head Start/Early Head Start are required to meet higher educational standards than staff working in programs regulated only by Title 22 (see **Licensed Early Care and Education Centers in California**, p. 4).

Head Start regulations require that 50 percent of teachers in center-based programs have a bachelor’s degree or higher in early childhood education or a bachelor’s degree or higher and

coursework equivalent to a major related to early childhood education, with experience teaching preschool-age children.¹⁸ Only one-quarter of teachers (23 percent) at Head Start/Early Head Start sites in the current sample held a bachelor’s degree or higher. This percentage might appear lower than expected, however, this sample includes *both* Head Start and Early Head Start sites, and Early Head Start sites have lower educational requirements for teachers working at their centers.

While self-reported data from teaching staff revealed similar levels of educational attainment across center auspices, teaching staff at Title 22 centers had slightly higher levels of education, compared to teaching staff working at centers under other auspices. One-half (48 percent) of teaching staff at Title 22 centers held a bachelor’s degree or higher, compared to 44 percent of staff working at Head Start and 43 percent of staff working at CSPP centers. This pattern remained consistent, even when controlling for job role. When examined by job role, Title 22 centers had higher levels of educational attainment for all teaching positions.

However, administrator-reported data indicated that teaching staff at Title 22 centers had significantly higher levels of education than teaching staff at CSPP or Head Start centers. Administrator data supports the data reported by teaching staff that those at Title 22 centers have higher levels of education, even controlling for job role, but the variation is much larger. This difference may be a result of the larger sample of teaching staff in the administrator-supplied data.

- A higher percentage of teaching staff working at Title 22 centers held a bachelor’s degree or higher (43 percent), compared to teaching staff employed at Head Start centers (24 percent) or CSPP centers (20 percent).
- A higher percentage of assistant teachers at Title 22 programs held a bachelor’s degree or higher (20 percent), compared to 5 percent of assistant teachers working at CSPP centers and 8 percent of assistant teachers working at Head Start centers.
- Almost one-half (49 percent) of teachers working at Title 22 centers held a bachelor’s degree or higher, compared to 23 percent of teachers at Head Start and 22 percent of teachers at CSPP centers.

Table 3.4. Educational Attainment of Center-Based Teaching Staff, by Job Role and Auspices

		Title 22	CSPP	Head Start
Assistant teachers	High school degree or less	14%	9%	3%
	Some college	58%	84%	85%
	Associate degree	8%	2%	4%
	Bachelor’s degree	16%	5%	8%
	Master’s degree or higher	4%	0%	0%
	<i>Total number of assistant teachers (n)</i>	<i>79</i>	<i>56</i>	<i>26</i>

Teachers				
	High school degree or less	1%	0%	0%
	Some college	32%	75%	44%
	Associate degree	18%	3%	22%
	Bachelor's degree	40%	19%	19%
	Master's degree or higher	9%	3%	15%
	Total number of teachers (n)	220	97	27

Educational Attainment by Other Center Characteristics

Teacher self-reported data reveal that a higher percentage of teaching staff working at centers participating in QRIS had at least some college-level courses (96 percent), compared to teaching staff at centers not participating in QRIS (91 percent). The teaching staff survey actually reported higher percentages of staff with a bachelor's degree or higher (52 percent) at centers not participating QRIS, compared to staff at centers participating QRIS (41 percent).

Administrators reporting on a larger sample of teaching staff also provided information on staff's on educational attainment, which was also examined by QRIS participation and by funding source. While almost all teaching staff at centers participating in QRIS and centers not participating in QRIS had at least some college-level courses (97 percent and 95 percent, respectively), variation was found among teaching staff with a bachelor's degree or higher. Almost one-half (48 percent) of teaching staff at centers not participating in QRIS had a bachelor's degree or higher, compared to slightly more than one-quarter (26 percent) of teaching staff at centers participating in QRIS.

Additionally, educational attainment was examined by funding source. Administrator-reported data revealed higher levels of educational attainment for teaching staff employed in for-profit programs. All teaching staff working in for-profit programs had at least some college-level work. In addition, the majority (72 percent) of teaching staff working in for-profit programs held a bachelor's degree or higher, compared to teaching staff working in public agencies (27 percent) and private nonprofits (35 percent).

Education Related to Early Childhood Development

Research indicates that education and training with a specific focus on early care and education leads to more effective care and teaching for children.¹⁹ However, throughout the United States, a bachelor's degree in early childhood education has one of the lowest projected earnings across all college majors.

To get a picture of the extent to which teachers, assistant teachers, and teacher directors have completed their education specifically focused on content related to early childhood education we asked teaching staff to indicate whether they had received their degree in early childhood education, child development, or a related field. We also asked administrators to indicate whether they themselves had received their degree in early childhood education, child

development, or a related field and whether their teaching staff held such degrees. The following section describes educational attainment specifically focused on early care and education.

The majority (79 percent) of teaching staff self-reported majoring in early education, child development, or a related field, and the majority of administrators (72 percent) likewise reported receiving their degree in a related field. Of teaching staff, the vast majority of teacher directors (89 percent) and teachers (83 percent) and a majority (60 percent) of assistant teachers reporting receiving their degree in a related field.

Administrator-reported data on teachers found that among teaching staff with an associate degree, the majority (75 percent) of teachers and almost all assistant teachers and teacher directors (83 percent and 80 percent, respectively) earned that degree in early education, child development, or a related field. Among staff with a bachelor's degree, the majority of assistant teachers and teachers (70 percent and 61 percent, respectively) and more than one-quarter (27 percent) of teacher directors earned their degree in a related field. The vast majority (80 percent) of teacher directors, the majority (63 percent) of teachers, and one-half (50 percent) of assistant teachers with a master's degree earned their degree in a related field.

Student Debt Among the ECE Workforce

Teaching staff who had completed their education were also asked to report whether they had incurred student debt, and if so, how much student debt they still carried. Accruing student loan debt can compound teachers' economic insecurity. Among the 163 teaching staff members who responded, almost one-quarter (22 percent) had student loan debt.

- More teachers tended to have student loan debt (26 percent), compared to assistant teachers (8 percent).
- Almost one-half (50 percent) of teaching staff who reported debt had loans in excess of \$25,000, and more than one-quarter (29 percent) had loans in excess of \$50,000.

Teaching Staff Tenure & Turnover

Staff stability at center-based early care and education programs has been linked to overall program quality, the ability to improve quality, and children’s social and verbal development.²⁰ Our study found that almost one-half of all teaching staff had been employed at their sites for five years or longer. Teacher directors had longer tenure at their workplace than teachers and assistant teachers.

Turnover rates provide another important index of workforce stability by marking how much change in staffing has occurred over a given period, typically within the previous year. Among our sample, an average of nearly one in five teachers and one in four assistant teachers left their job in the past year. Turnover rates varied considerably among participating sites. Although administrators at many centers reported no turnover among teaching staff, 19 percent reported that one-quarter or more of their teachers left in the past year, and 21 percent of centers reported that one-half or more of their assistant teachers left in the past year. Average teacher director turnover was lower than turnover among other teaching staff, with few administrators reporting turnover for this group.

Tenure

Teaching staff and administrators were asked about their tenure in the ECE field, at their current place of employment, and in their current job role at their current place of employment. The teacher-reported data reveal an unstable workforce. While almost one-half (45 percent) of teaching staff in the sample worked in the ECE field for 16 years or more, the majority (78 percent) had only been employed at their center for five years or less, suggesting high turnover of staff among centers. This pattern aligned with the tenure of administrators, as well. When asked about their own tenure, more than one-half (57 percent) of administrators reported being in the field for more than 20 years, but 43 percent reported working in their current job role at their center for five years or less.

To gain an understanding of tenure among a larger sample of teaching staff in Marin County, administrators were also asked to report the number of teachers, assistant teachers, and teacher directors who had been employed at their site for less than a year, from one to five years, or more than five years. Overall, in keeping with the teacher-reported data, administrators reported that the majority of teaching staff were relatively new to their center, indicating high mobility and low stability across centers in the county. More than one-half (55 percent) of teaching staff had been employed at their center for five years or less while one-fifth (19 percent) of these staff members had been employed for less than one year.

Tenure by Job Role

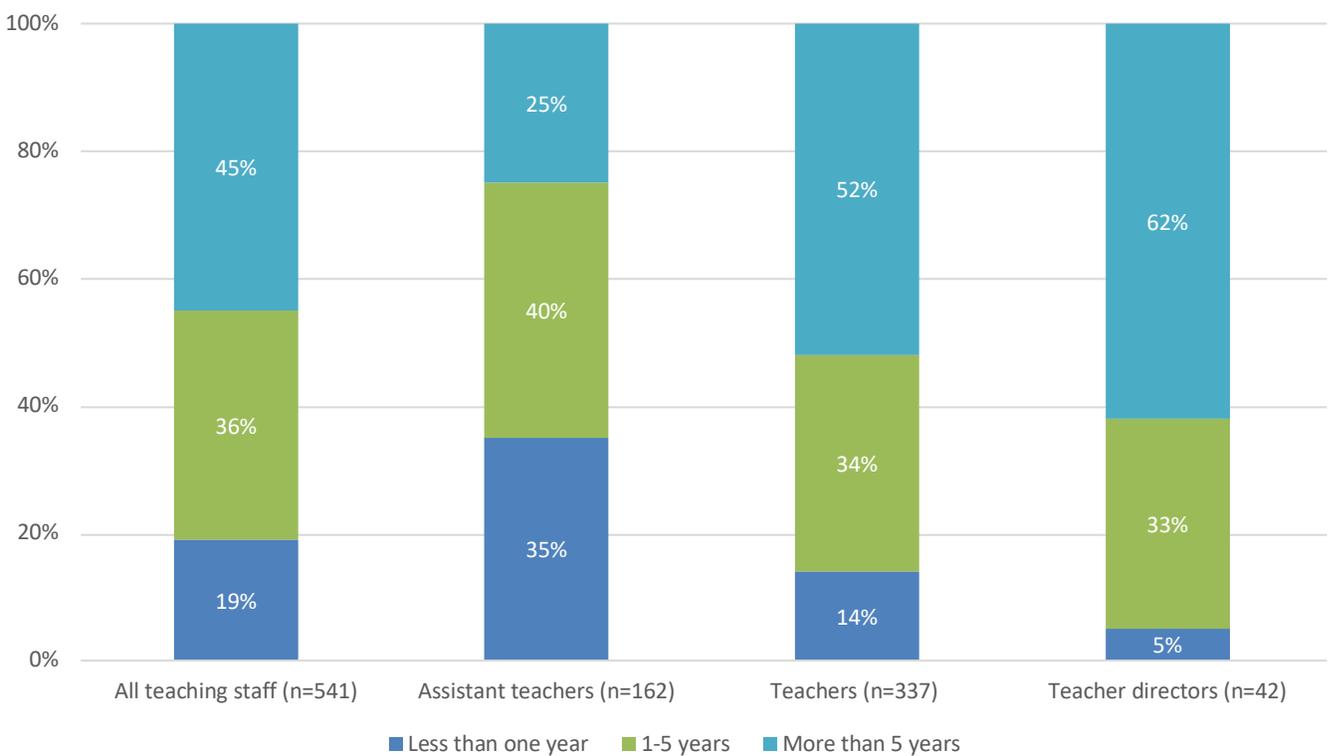
Teaching staff in the sample revealed that while they may have had long tenure in the field, they tended to be newer in their job role at their center.

- More than one-half (56 percent) of teachers and the majority (74 percent) of assistant teachers said they had been employed in their current job role for five years or less. While teaching staff reported shorter tenure at their center, 67 percent of teachers and 20 percent of assistant teachers had been in the field for more than 20 years.

- Similar to the data from teaching staff, administrators' self-report on their tenure revealed similar findings around tenure in their job role. Almost one-half (42 percent) of administrators reported being in their current job role for five years or less, and 19 percent had been employed in their current job role for more than 20 years.

Administrator-reported data on the larger sample of teaching staff mirrored the findings self-reported by teaching staff for assistant teachers and teachers. As reported by administrators, assistant teachers and teachers tended to be newer in their roles at the center, compared to teacher directors. The majority (75 percent) of assistant teachers and almost one-half (48 percent) of teachers were employed at their center five years or less, compared to slightly more than one-third (38 percent) of teacher directors.

Figure 3.6. Administrator-Reported Tenure of Center-Based Teaching Staff, by Job Role



Tenure by Center Auspices

Teachers who provided information on their length of tenure also revealed variation in length of tenure by center auspices. Based on the data provided by teaching staff, Head Start centers had the most stability of teaching staff in their position. Forty percent of teaching staff at Head Start reported working at their centers in their current position for more than five years, compared to 29 percent of teaching staff at CSPP or Title 22 centers.

To the contrary, administrator data on teaching staff tenure found that Title 22 centers had the most stability of staff employed for more than five years, and Head Start centers had the least stability.

- A higher percentage (46 percent) of teaching staff at Title 22 centers worked at their center for five years or more, compared to Head Start and CSPP centers.
- Teaching staff employed in Head Start centers had the least stability compared to the Title 22 and CSPP centers: only 18 percent of teaching staff had worked at their Head Start center for five years or more.

However, there were also notable differences by center auspices when taking job role into account. While Head Start centers had the lowest stability of teaching staff, there were differences based on job role. Head Start teachers had the least stability and were least likely to have worked for more than five years, while assistant teachers had the most stability and were most likely to have worked at their Head Start center for more than five years, compared to their peers at CSPP or Title 22 centers.

- Only 37 percent of teachers at Head Start centers had been at their center for more than five years, compared to one-half of teachers at CSPP centers or Title 22 centers (50 percent and 54 percent, respectively).
- One-half (50 percent) of assistant teachers worked at Head Start for more than five years, compared to 19 percent of assistant teachers at Title 22 centers and 22 percent of assistant teachers at CSPP centers.

While some differences were found by center auspices and job role in the information provided by administrators for Head Start staff, the abovementioned pattern in the information provided by teaching staff was not evident. This discrepancy between teacher- and administrator-reported data could be based on variations of those self-selected to take the survey, but we are not sure why there are differences.

Table 3.5. Administrator-Reported Tenure of Center-Based Teaching Staff, by Job Role and Auspices

		Title 22	CSPP	Head Start
Assistant teachers	Less than year	35%	40%	27%
	One to five years	46%	38%	23%
	More than five years	19%	22%	50%
	<i>Number of assistant teachers</i>	78	58	26
Teachers	Less than year	15%	38%	11%
	One to five years	30%	11%	52%
	More than five years	55%	51%	37%
	<i>Number of teachers</i>	213	97	27
Teacher directors	Less than year	4%	6%	
	One to five years	35%	35%	

More than five years	61%	59%
<i>Number of teacher directors</i>	23	17

Note: There were not enough responses from Head Start administrators on the tenure of teacher directors to ensure confidentiality.

Tenure by Other Center Characteristics

Teacher-reported data reveal differences in tenure by participation in QRIS. Almost two-thirds (64 percent) of teaching staff at centers participating in QRIS self-reported that they had been employed at their center for five years or less, compared to 57 percent of teaching staff employed in centers not participating in QRIS.

Administrator reports of teaching staff tenure mirror the data above. The majority (62 percent) of teaching staff at centers participating in QRIS were employed at their center for five years or less, compared to 41 percent of teaching staff at centers not participating in QRIS. Examined by job role, assistant teachers and teachers at QRIS centers tended to have less tenure compared to their peers at centers not participating in QRIS.

Turnover

As previously reported in the *Teachers' Voices*²¹ report, many teaching staff identified instability of staffing at their center. They indicated that they could not depend on new staff being hired quickly in the event of turnover, and more than one-half (52 percent) of teaching staff said they could not depend on qualified new staff members being hired in the event of turnover. While we could not assess turnover from the teacher-reported data, educators were asked to identify their three-year plans. While the majority (58 percent) responded that they planned to be working at their current center, 13 percent responded that they planned to work at another child care center, and 12 percent responded that they would be working outside of the early childhood field, entirely.

To better determine rates of turnover, we asked administrators to report the number of teachers, assistant teachers, and teacher directors who had left or stopped working at their site for any reason, including leaves of absence, over the past 12 months. The turnover rate — the proportion of teaching staff who left the center during the academic year as reported by administrators — was 19 percent. This finding indicates that on average, almost one out of five educators working at centers in the sample left their center within the past year (2018-2019). Teachers have the highest turnover rate (22 percent), while assistant teachers and teacher directors have similar turnover rates (16 percent and 15 percent, respectively). Such churn creates staffing shortages and increases the demands placed on teaching staff.

**On average,
almost one out of
five educators left
their center within
the past year.**

Turnover by Job Role & Center Characteristics

Turnover is complex as it varies not only by job role, but also by other center-level characteristics. While the pattern identified above, in which teachers had the highest rates of turnover, was found across job roles, turnover by job role differed by auspices and other center characteristics.

- Head Start centers reported the least amount of turnover (13 percent) across teaching staff job roles, indicating the most stability out of the three auspices. Turnover at CSPP centers was 20 percent and at Title 22 centers, 19 percent.
- Assistant teachers have the highest turnover rates at Title 22 programs (22 percent), at centers not participating in QRIS (24 percent), and at private non-profits (23 percent).
- Teacher directors have the highest turnover rates at CSPP programs (20 percent), centers participating in QRIS (22 percent), and public agencies (24 percent).
- While CSPP centers had the highest percentage of turnover for teachers (26 percent) and teacher directors (23 percent), they had the lowest turnover for assistant teachers (10 percent).

Strikingly, centers participating in QRIS had higher rates of turnover (22 percent), compared to centers not participating in QRIS (14 percent). Centers participating in QRIS had higher rates of turnover for both teachers (26 percent) and teacher directors (21 percent), compared to centers not participating in QRIS (13 percent and 6 percent, respectively). However, centers not participating in QRIS had higher rates of turnover for assistant teachers (24 percent), compared to those participating in QRIS (14 percent).

Table 3.6. Administrator-Reported Turnover of Center-Based Teaching Staff, by Job Role and Center Characteristics

Center Variable	Job Role	Percentage	
Auspices	Title 22	Assistant teachers	22%
		Teachers	20%
		Teacher directors	10%
	CSPP	Assistant teachers	10%
		Teachers	26%
		Teacher directors	23%
	Head Start	Assistant teachers	11%
		Teachers	17%
		Teacher directors	0%

QRIS participation	QRIS	Assistant teachers	14%
		Teachers	27%
		Teacher directors	21%
	Non-QRIS	Assistant teachers	24%
		Teachers	13%
		Teacher directors	6%
Funding source	Private nonprofit	Assistant teachers	23%
		Teachers	23%
		Teacher directors	0%
	Public agency	Assistant teachers	12%
		Teachers	19%
		Teacher directors	24%
	For-profit	Assistant teachers	20%
		Teachers	15%
		Teacher directors	12%

Teaching Staff Compensation & Benefits

Teaching staff in the SEQUAL Marin study reported earning a median hourly wage of \$20.00. The average level of wages rose with teaching staff's educational attainment but varied by center auspices. While wages reported here are higher than national or state averages, they need to be considered in light of the high cost of living in Marin County.

Marin County is one of wealthiest counties in the nation. The living hourly wage in Marin County is \$20.82 for one adult and \$40.53 for one adult and one child.²² In our sample, the median hourly wage for teaching staff with no children living in the household was \$21.00, and the median hourly wage of teaching staff who had at least one child under the age of 18 living in the household was \$19.25.

As a consequence of their relatively low wages, almost one-quarter (22 percent) of teaching staff self-reported that they utilized one or more public support programs. They also identified high levels of economic insecurity and worry about paying routine living expenses, including housing and health care.

Compensation

Information on the current wages of teachers, assistant teachers, and teacher directors employed at our sample of ECE centers in Marin County was collected from teachers themselves and from administrators' reports on their teaching staff.

Of the 163 teaching staff who reported their hourly wage, the median hourly wage for teaching staff in the sample was \$20.00 (\$41,600 per year), which closely mirrors the data provided by administrators on their teaching staff. Almost one-half (46 percent) of teaching staff stated that more than one-half of their household income came from their work with children.

Administrators' data on 548 teaching staff members revealed that the median hourly wage ranged from \$13.82 (\$28,750 per year) to \$37.49 (\$77,968 per year), depending on position and level of educational attainment.

Consequently, most teachers (including those with college degrees) earned less than the median annual earnings of \$76,259 for women workers in Marin County, across education levels.

Wages by Job Role

Examining teaching staff's self-reported wages by job role, we found that assistant teachers earned the lowest median wages and also had the least variation in wages, while teacher directors had the highest hourly wages and the widest variation. Assistant teachers self-reported earning \$18.00 per hour (\$37,440 per year), and teachers reported earning \$21.00 per hour (\$43,680 per year). Teacher directors earned the most, with a median wage of \$26.15 (\$54,392 per year).

Administrators reported their own hourly wages: the median hourly wage was \$34.28 (\$71,510 per year). Wages for administrators also varied by job role: teacher directors earned \$25.00 per hour (\$52,00 per year), and directors earned \$37.50 per hour (\$78,000 per year).

Wages by Job Role & Educational Attainment

For both teacher-reported data on their wages and administrator-reported data on lowest- and highest-paid teaching staff at their centers, wages varied by education level and job role. While teachers earned a higher median hourly wage across degrees compared to assistant teachers, the difference was modest for teachers moving from no degree to an associate degree (\$1.50 more per hour) and from an associate degree to a bachelor's degree (\$1.88 more per hour). Similarly, assistant teachers also experienced a modest wage bump (see **Table 3.7**).

Table 3.7. Teacher-Reported Median Hourly Wage, by Educational Attainment

Degree	Job Role	Median Hourly Wage
No degree	Assistant Teacher	\$16.22
	Teacher	\$18.00
Associate degree	Assistant Teacher	\$19.25
	Teacher	\$20.50
Bachelor's degree	Assistant Teacher	\$20.95
	Teacher	\$22.38

We asked administrators to report hourly wages for their highest- and lowest-paid teachers, assistant teachers, and teacher directors by educational attainment (no degree, associate degree, bachelor's degree, master's degree). By asking for the lowest rate of pay, we were able to capture what is likely to be paid at a center to a new teacher. By asking for the highest rate of pay, we were able to gain a sense of the pay ladder available to more tenured teaching staff with and without degrees. **Table 3.8** provides the lowest and highest median hourly wages paid to teaching staff overall and to staff with no degree, an associate degree, a bachelor's degree, or a master's degree, as reported by administrators on a larger sample of staff.

- Assistant teachers were the lowest paid, with median hourly wages ranging from \$13.00 per hour (\$27,040 per year) to \$21.65 per hour (\$44,980 per year).
- Teachers were paid higher wages relative to assistant teachers, and their median hourly wages ranged from \$16.52 to \$24.91.
- Teachers' lowest median wage was \$15.99 per hour (\$33,259 per year) for those without a college degree, and their highest median wage was \$23.00 per hour (\$47,840 per year) for those with a master's degree.
- Teacher directors' lowest median wage was \$22.06 per hour (\$45,884 per year) for those with a bachelor's degree, and the highest median wage was \$40.50 per hour (\$84,240 per year) for teacher directors with no degree.

Table 3.8. Administrator-Reported Lowest and Highest Median Hourly Wages for Teaching Staff, by Job Role and Educational Attainment

Degree	Job Role	Lowest Median Hourly Wage	Highest Median Hourly Wage
No degree	Assistant teachers	\$13.00	\$17.24
	Teachers	\$15.99	\$18.44
	Teacher directors	\$30.50	\$40.50
Associate degree	Assistant teachers	\$17.12	\$17.24
	Teachers	\$19.00	\$22.00
	Teacher directors	\$24.31	\$25.82
Bachelor's degree	Assistant teachers	\$17.00	\$18.75
	Teachers	\$20.00	\$23.00
	Teacher directors	\$22.06	\$28.00

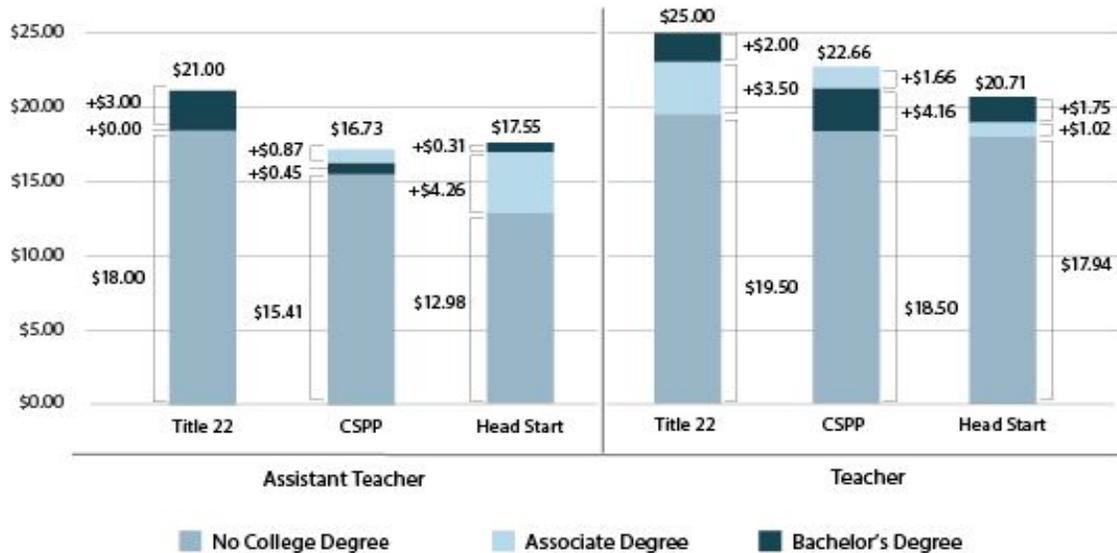
Typically, wages rose as teaching staff obtained higher levels of education, but among teacher directors no such correspondence was found. This difference may have been the result of fewer teacher directors being reported on in the sample, or the higher-paid teacher directors with no degree may have had longer tenure at their workplace. Unfortunately, we cannot disaggregate the administrator-reported data to detect differences by tenure and educational attainment. The range in hourly wages was much wider for teacher directors compared to teaching staff, indicating that teacher directors have greater opportunity to earn more money.

As indicated by both teaching staff who reported on their own wages and administrators who reported on the wages of their staff, there was a modest wage bump when moving from one level of education to the next. However, while assistant teachers and teachers experienced a wage increase with greater levels of education, the wage bump was modest (see **Table 3.7**).

- Teachers who self-reported their wages could only expect an increase of \$1.88 more per hour when moving from an associate degree to a bachelor's degree and \$3.55 more when moving from a bachelor's degree to a master's degree.
- Assistant teachers who self-reported their wages could only expect to receive \$1.70 more per hour when moving from an associate to a bachelor's degree.
- Administrator-reported wages reveal that teachers moving from an associate to a bachelor's degree could expect to earn \$2.50 more per hour, and from a bachelor's to a master's, \$2.75 more per hour.

- Administrator-reported wages revealed that assistant teachers in the sample with the highest hourly wage could expect to earn \$1.51 more per hour moving from an associate to a bachelor's degree and \$2.87 more per hour moving from a bachelor's to a master's.

Figure 3.7. Median Hourly Wage Increase for Center-Based Teaching Staff, by Job Role and Auspices



When reporting on their work environments, teaching staff acknowledged either a modest wage bump for attaining a higher degree or reported no increase at all. Slightly more than one-half (58 percent) agreed they could depend on a pay raise if they completed a degree. With the focus on and increased requirements around educational attainment, it is hard to attract and retain teaching staff if they are also not being compensated in line with their education or if they cannot depend on a pay raise for obtaining their degree.

Wages by Center Auspices

In addition to wages across job role, we examined the distribution of wages by center auspices. Teaching staff reported that those at Title 22 centers earned the highest median hourly wage of \$21.90 compared to those at CSPP centers, who earned a median wage of \$16.00, and those at Head Start centers, who earned a median wage of \$17.24. Likewise, teaching staff at Title 22 centers earned higher median wages across educational levels (see **Table 3.9**). For example, teaching staff with a bachelor's degree or higher earned slightly higher median wages at Title 22 centers (\$26.29), compared to CSPP centers (\$25.27). Teaching staff with a bachelor's degree or higher earned the least at Head Start centers (\$19.32).

As reported by administrators, teaching staff at Title 22 centers earned the highest wages across educational levels, see **Table 3.10**, which aligns with the wage data reported by teaching staff. Administrators reported that teachers at Title 22 centers who had a bachelor's degree were more likely to earn a higher lowest median wage²³ and a higher highest median wage.²⁴ Assistant teachers at Title 22 centers also had higher median wages across educational levels, with the exception of lowest median wage for an associate degree and a bachelor's degree.

- At Title 22 centers, both the lowest-paid and highest-paid assistant teachers without a college degree earned a higher median hourly wage compared to CSPP and Head Start sites. The lowest median wage was for an assistant teacher without a college degree and was \$15.00 per hour, and this wage was higher than the lowest median wage for assistant teachers without a college degree at CSPP centers (\$13.25) or Head Start centers (\$12.21).
- Similarly, the highest median wage for assistant teachers without a college degree at Title 22 sites was \$18.00, which was a higher than the highest median wage for assistant teachers without a college degree at CSPP centers (\$15.41) or Head Start centers (\$12.98).
- At Title 22 sites, the highest-paid teachers with a bachelor’s degree earned a higher hourly wage compared to CSPP and Head Start sites. The highest median wage for a teacher with a bachelor’s degree at Title 22 sites was \$25.00 per hour, compared the highest median wage for a teacher with a bachelor’s degree at CSPP or Head Start sites (\$20.00 and \$20.71, respectively). The lowest-paid teachers with a bachelor’s degree for the lowest median wage was similar at Title 22 and Head Start sites (\$2.00 and \$20.11, respectively). CSPP sites had the lowest median wage (\$18.00) for teachers with a bachelor’s degree.

Table 3.9. Administrator-Reported Lowest and Highest Median Wage for Assistant Teachers With No Degree, Associate Degree, and Bachelor’s Degree, by Auspices

Degree	Auspices	Lowest median hourly wage	Highest median hourly wage
No degree	Title 22	\$15.00	\$18.00
	CSPP	\$13.25	\$15.41
	Head Start	\$12.21	\$12.98
Associate degree	Title 22	\$17.50	\$18.00
	CSPP	\$13.38	\$16.73
	Head Start	\$17.24	\$17.24
Bachelor’s degree	Title 22	\$21.00	\$21.37
	CSPP	\$14.19	\$15.86
	Head Start	\$17.55	\$17.55

Table 3.10. Administrator-Reported Lowest and Highest Median Hourly Wage for Teachers with No Degree, Associate Degree, and Bachelor’s Degree, by Auspices

Degree	Auspices	Lowest median hourly wage	Highest median hourly wage
No degree	Title 22	\$16.50	\$18.50
	CSPP	\$14.00	\$18.50
	Head Start	\$15.99	\$17.94
Associate degree	Title 22	\$19.50	\$23.00
	CSPP	\$17.17	\$22.66
	Head Start	\$18.96	\$18.96
Bachelor’s degree	Title 22	\$20.00	\$25.00
	CSPP	\$18.00	\$21.00
	Head Start	\$20.11	\$20.71

Wages by Other Center Characteristics

To better understand the variation in early educator wages, we also sought to examine wages by centers’ participation in QRIS and funding source. Based on teacher-reported data, teaching staff at centers participating in QRIS earned lower hourly wages (\$18.63 per hour), compared to teaching staff at centers not participating in QRIS (\$22.50).

We also examined the administrator-reported data on the distribution of wages among the highest- and lowest-paid teaching staff with varying levels of education by centers’ participation in QRIS (see **Appendix, Table C2**) and by funding source. Overall, teaching staff at centers not participating in QRIS had higher median hourly wages across education levels, compared to teaching staff at centers participating in QRIS. By centers’ funding source, teaching staff employed in private nonprofit centers tended to earn higher hourly wages, even when taking into account educational attainment.

Wage Gaps by Race/Ethnicity & Ages of Children Served

Additionally, we examined hourly wages by various teacher characteristics to better understand the variation among educators and inequities that exist in the system. The average (median) hourly wage self-reported across teaching staff was \$20.00, but wages varied by teacher characteristics, including race and ethnicity and by ages of children served. All of the data

reported in this section come from the teachers themselves. Administrators did not report on wages by race and ethnicity or by ages of children served.

We first analyzed wages by race and ethnicity. Controlling for education, people of color were more likely to earn lower wages as a whole compared to their White, non-Hispanic/Latino peers.²⁵

- People of color earned \$20.00 per hour (\$41,600 per year), compared to White, non-Hispanic/Latino educators, who earned \$22.95 (\$47,736 per year) — a difference of \$2.95 per hour (\$6,136 per year).
- Black or African American teaching staff earned \$18.85 per hour (\$39,208 per year), Hispanic/Latino teaching staff earned \$19.00 per hour (\$39,520 per year), and Asian teaching staff earned \$19.50 per hour (\$40,560 per year).
- Both Black and Hispanic/Latino teaching staff were significantly more likely to report earning less than \$15 per hour (57 percent and 59 percent, respectively) than their White, non-Hispanic/Latino peers (39 percent).²⁶

Teachers of color earned \$2.95 per hour less than their White peers: \$6,136 less per year.

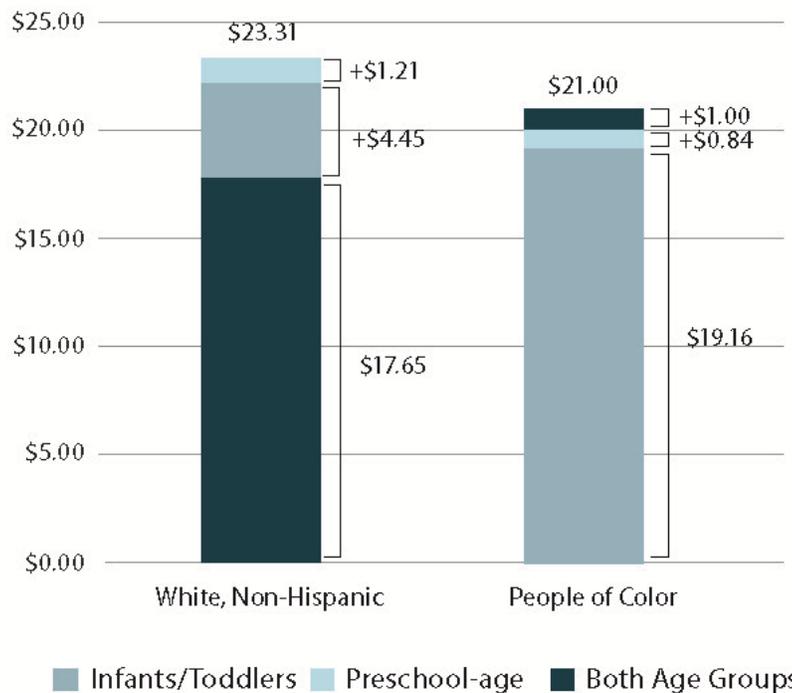
Variation also exists among early educators who work with young children. In early care and education, “the younger the child the lower the pay” is generally the case,²⁷ so teaching staff who work with younger children often earn less than their peers. Indeed, we found that teaching staff who worked with infants and toddlers or mixed ages of children earned less than their peers who worked exclusively with preschool-age children.

- Teaching staff who worked with both age groups earned a median hourly wage of \$18.00 (\$37,440 per year).
- Teaching staff who worked exclusively with infants and toddlers earned a median hourly wage of \$19.10 (\$39,728 per year)
- Teaching staff who worked exclusively with older children earned a median wage of \$21.50 (\$44,270 per year).
- There are substantial wage penalties for those who work with infants and toddlers and both age groups: a difference of \$2.40 and \$3.50, respectively, from those who work only with preschool-age children.

Throughout the United States, people of color are more likely to work with infants and toddlers and thus earn lower wages.²⁸ In light of this national context, we examined the ages of children served by teaching staff's race/ethnicity and found variations in wages among teaching staff who worked with the same age group of children (see **Figure 3.8**).

- Regardless of age of the child, people of color earned lower hourly wages in comparison to White, non-Hispanic/Latino teaching staff (\$21.14 and \$22.95, respectively).
- White, non-Hispanic/Latino educators working with infants and toddlers earned slightly more than people of color working with the same age group (\$22.10 per hour and \$19.16 per hour, respectively). This pattern held true for teaching staff working with older children, as well.
- A higher percentage of Hispanic/Latino teaching staff worked with infants and toddlers (38 percent) compared to White, non-Hispanic/Latino educators (33 percent). Among those who worked with young children, Hispanic/Latino teaching staff earned lower hourly wages (\$17.29), compared to their White, non-Hispanic/Latino peers (\$22.10).

Figure 3.8. Wage Gaps, by Race/Ethnicity of Center-Based Staff and Ages of Children Served



Note: "People of color" refers to Hispanic/Latino, Black or African American, Asian, Multiracial, and Other teaching staff, except in the category of infants/ toddlers. No Black or African American teaching staff in the sample reported working exclusively with infants/toddlers. However, this finding could be a result of the low percentage of Black and African American educators in our sample.

Benefits

Employer contributions to health plans are an important part of employee compensation and can contribute to attracting and retaining staff. In this next section, we document benefits provided to teachers, assistant teachers, and teacher directors.

Health Benefits

We asked administrators to report whether teachers, assistant teachers, and teacher directors received employer-paid health benefits and, if so, whether health premiums were fully paid for the employee and dependents, fully paid for the employee only, partially paid for employee and dependents, or partially paid for the employee only. The majority of administrators reported that teaching staff, across roles, received some paid health benefits, with the most common benefit being partially paid premiums for employees only. Assistant teachers, however, were less likely than teachers and teacher directors to receive paid health benefits.

Administrators in our sample reported that 74 percent sites paid health benefits to their assistant teachers, compared to 82 percent of teachers and 86 percent of teacher directors. Very few centers provided their teaching staff with fully paid premium benefits with varying degrees of access across job roles.

- Nearly one-quarter (26 percent) of centers did not provide any employer-paid benefits for assistant teachers, but that was the case for only 14 percent for teacher directors.

Table 3.11. Health Benefits Provided to Center-Based Teaching Staff, by Job Role

Job Role	Health Benefits	Percent of Sites
Assistant teacher (number of centers=50)	No employer-paid benefits	26%
	Employer-paid benefits	74%
Teacher (number of centers=53)	No employer-paid benefits	19%
	Employer-paid benefits	81%
Teacher director (number of centers=51)	No employer-paid benefits	14%
	Employer-paid benefits	86%

This study did not assess the amount staff would need to pay for full insurance coverage nor the precise extent of employer-sponsored coverage. However, to better understand individual educators' access to and utilization of health benefits, teaching staff were asked to report on the health coverage they had at the time of data collection.

The data provided by teaching staff revealed that 12 percent had no health insurance, and among those staff who did have insurance, less than one-half (49 percent) utilized insurance through their employer. Other sources of health insurance included coverage under the policy of a parent or spouse or coverage through Medicaid.

Levels of worry reported by teaching staff suggest that the costs of comprehensive coverage may be beyond the reach of many teaching staff members. The majority of teaching staff (62 percent) worried about paying their household's routine health care costs, and almost one-third (32 percent) reported that in the past few years, they or a family member had gone without medical care due to the cost of treatment.

Administrators also reported on their own health insurance status and coverage. Similar to teaching staff, 10 percent of administrators reported not having health coverage. Of those that do have health insurance, the majority (64 percent) have coverage through their employer, and 19 percent are covered through policy of a spouse or parent.

Vacation & Sick Leave Benefits

In addition to reporting on their health insurance coverage, teaching staff were also asked to report on their vacation and sick leave benefits. Administrators were not asked to provide this information on their teaching staff. With regard to access to paid leave, the vast majority of teaching staff reported receiving leave (92 percent), and almost two-thirds (62 percent) reported that their employer permitted them a specific number of days off to be used for either vacation or sick leave. The vast majority (83 percent) agreed they can depend on using paid sick leave if they are ill.

Characteristics of Children Served in ECE Centers

In addition to filling out information about teaching staff employed at their center, administrators also provided information about the children served at the center. With the exception of asking teaching staff about languages spoken in the classroom, staff were not asked about the characteristics of children in their classroom or center.

The centers participating in this study reported serving a total of 2,626 children birth to age five and 700 children five years or older. Sixty percent of the children birth to before kindergarten were children of color, and 40 percent were White, non-Hispanic/Latino. Children enrolled in CSPP and Head Start centers were more ethnically diverse than children at Title 22 sites. Children in the sample were also linguistically diverse, with almost all centers (93 percent) serving at least one child who spoke another language in addition to English.

Number & Ages of Children

We asked administrators to report the number of children enrolled (part time and full time) at their site by age range. As shown in **Table 3.12**, in 2019 the ECE programs in our sample provided services to 2,626 infants, toddlers, and preschoolers not yet in kindergarten. Centers in the sample served a higher proportion of children age four to kindergarten (52 percent) followed by: children age three to three years, 11 months (30 percent); children age two to two years, 11 months (11 percent); and children under the age of two (7 percent). Nearly all centers (91

percent) served children from age four to before kindergarten, while the majority (66 percent) served children age three to three years, 11 months, and less than half of the centers (41 percent) served children age two to two years, 11 months. Fewer centers served children under the age of two (33 percent).

Table 3.12. Number of Children Enrolled, by Age Range

Age	Number enrolled
Under age 2	174
Age 2 to 2 years, 11 months	283
Age 3 to 3 years, 11 months	794
Age 4 to not yet in kindergarten	1,375
All ages	2,626

Centers varied considerably in terms of the overall number of children enrolled. One-third of sites (33 percent) enrolled fewer than 25 children, and 11 percent enrolled 75 children or more. Centers enrolled 47 infants and/or preschoolers on average.

Age of Children Served by Center Auspices

Less than one-fifth (17 percent) of centers in our samples reported caring for children across the age span from infancy through age five, not yet in kindergarten.

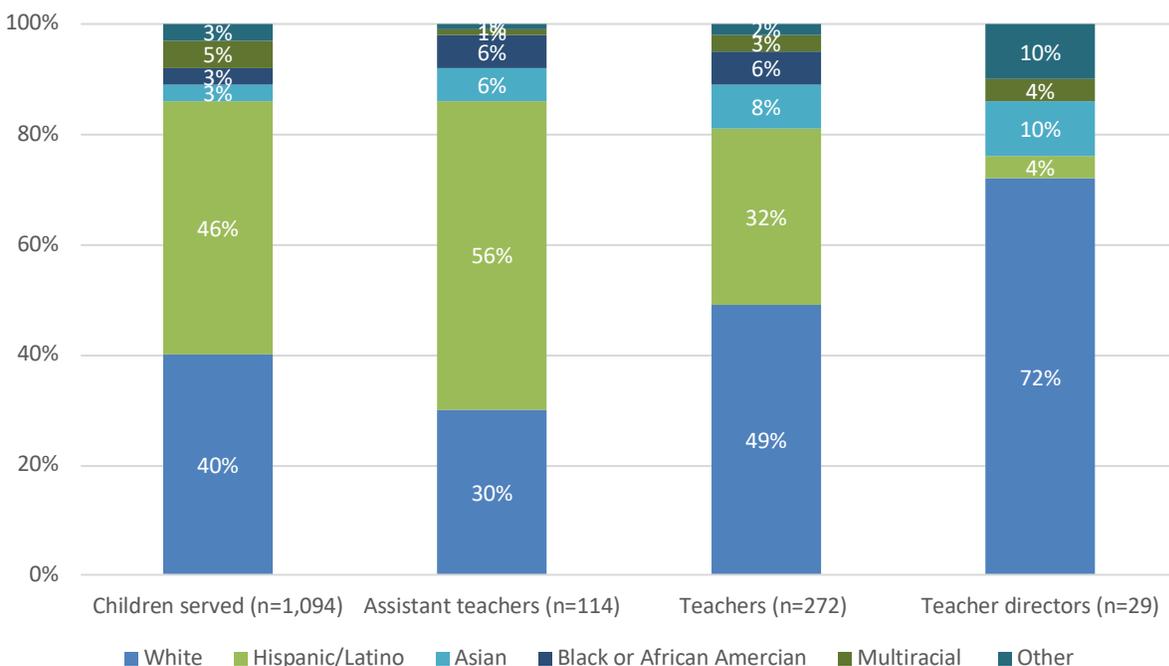
Table 3.13. Percent of Children Enrolled, by Age Range and Center Auspices

Age	Title 22	CSPP	Head Start	Total
Under age 2	5%	7%	16%	7%
Age 2 to 2 years, 11 months	12%	6%	18%	11%
Age 3 to 3 years, 11 months	34%	24%	24%	30%
Age 4 to not yet in kindergarten	49%	63%	42%	52%
Total	100%	100%	100%	100%
All ages	1,671	729	226	2,626

Race & Ethnicity of Children

Administrators reported the racial and ethnic background of children birth to before kindergarten enrolled at their site. The ethnic composition of children enrolled in the ECE centers in our sample was diverse. The majority (60 percent) of children, birth to before kindergarten, were children of color. Around one-half (46 percent) of children were identified as Hispanic/Latino. Assistant teachers more closely reflected the ethnic composition of the children under their instruction and care, see **Figure 3.8**.

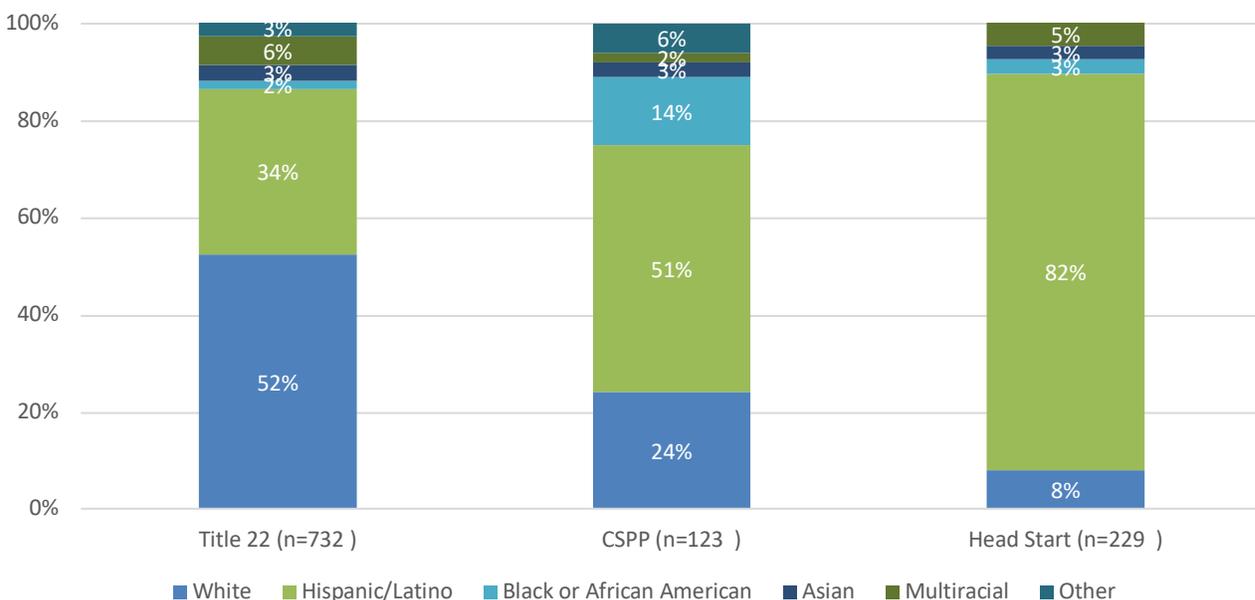
Figure 3.9. Ethnicity of Assistant Teachers and Teachers Working at ECE Centers, Compared to Children Served



Race and Ethnicity of Children by Center Auspices

The racial/ethnic composition of children enrolled in the ECE centers in the sample differed by center auspices (see **Figure 3.10**). The majority of children enrolled in Head Start (92 percent) and CSPP (76 percent) were children of color, and one-half (49 percent) of children in Title 22 centers were children of color.

Figure 3.10. Race & Ethnicity of Children Served, by Auspices



Less than 10 percent of children at Head Start centers were White, non-Hispanic/Latino, compared to 25 percent and 52 percent of children served in CSPP and Title 22 centers, respectively. Head Start centers reported caring for the highest percentage of children identified as Hispanic/Latino (88 percent), and CSPP centers reported caring for the highest percentage of children identified as Black or African American (14 percent).

Race & Ethnicity of Children by Other Center Characteristics

The racial/ethnic composition of children enrolled in ECE centers was also examined by the centers' participation in QRIS and funding sources. Centers participating in QRIS served a higher percentage of children of color (66 percent), compared to centers not participating in QRIS (38 percent).

Less than 15 percent of children in enrolled in agencies were White, non-Hispanic/Latino, compared to 35 percent and 54 percent of children served in for-profit and private nonprofit centers, respectively. Public agencies served the highest percentage of children identified as Hispanic or Latino (74 percent).

Linguistic Characteristics of Children

California has the highest percentage of dual language learners nationwide: 61 percent of children under the age of six reside in homes in which languages other than English are spoken.²⁹ The vast majority (81 percent) of teaching staff reported working in classrooms with children who spoke another language other than English, and one-half (50 percent) of staff reported speaking another language themselves. Additionally, the majority (63 percent) reported that the training available to them for teaching children who are dual language learners was insufficient, and one-half (47 percent) reported that outside resources were insufficient in assisting them if they have a problem communicating due to a language barrier.

Almost all sites served at least one child who spoke another language in addition to English.

To further assess the linguistic diversity of children in the ECE centers in our sample, we asked administrators to report on the languages spoken by children at their centers. As shown in **Table 3.14**, the children were linguistically diverse. Almost all sites served at least one child who spoke another language in addition to English. Most administrators (87 percent) reported that at least one child enrolled spoke Spanish; more than one-quarter (26 percent) reported that at least one child at the site spoke Mandarin and/or Cantonese, and

7 percent reported that at least one child at the site spoke Tagalog. Of note, almost one-half (43 percent) reported that at least one child at the site spoke some other language. The languages reported varied and included Arabic, French, German, Hindu, Italian, Korean, Portuguese, Russian, Swedish, and Vietnamese.

Table 3.14. Percentage of Sites With at Least One Child Enrolled Who Speaks the Following Languages

Language	Percentage of Sites
Spanish	87%
Mandarin and/or Cantonese	26%
Tagalog	7%
Other	43%
<i>Total number of sites</i>	58

We also asked administrators to report on how many children at their sites spoke English only, English and another language, and only a language other than English. On average, 52 percent of children spoke English only, 40 percent spoke English and another language, and 7 percent spoke only a language other than English. There was variation by center auspices: title 22 centers had a significantly higher mean percentage of children who spoke English only (79 percent), in comparison to Head Start centers (15 percent) and CSPP centers (12 percent). Head Start centers had the highest percentage of children who spoke English and another language (84 percent), compared to CSPP centers (67 percent) and Title 22 centers (19 percent). Lastly, CSPP centers had the highest percentage of children who only spoke a language other than English (20 percent), compared to Title 22 centers (2 percent) and Head Start centers (1 percent).

Children With Special Needs

Administrators were asked how many children, if any, currently enrolled at their site had an identified special need (e.g., children with social, emotional, physical, and/or cognitive difficulties) that affected their learning and development. Almost all (90 percent) indicated their site served at least one child with special needs. The likelihood of serving at least one child with special needs did not differ by center auspices or other characteristics. On average, a mean number of four children with special needs were enrolled at a center.

Public Dollars for ECE Services

Public subsidies to assist families with the costs of ECE services may be provided for enrolled children as a condition of a contract held with Head Start/Early Head Start or the California Department of Education for CSPP or by accepting vouchers available to families. To determine whether Title 22 sites in our sample enrolled any children who received a publicly funded voucher, we asked administrators how many children, birth to before kindergarten, at their site had tuition paid fully or in part by government subsidies. Forty-three percent of Title 22 for-profit centers and 33 percent of Title 22 nonprofit centers reported enrolling at least one child who received a government subsidy.

Discussion

This study provides an overview of the professional and educational characteristics of those who teach and care for Marin County's youngest learners in center-based settings. Data for the study were collected before the COVID-19 pandemic, and at the time of analysis, there was a resurgence of anti-racist activism. Prior to this current context, the data reported by teaching staff and administrators bring attention to the low wages and economic insecurity of the ECE workforce and further illuminate a workforce that is incredibly diverse but stratified by job role. Furthermore, we found that people of color are paid lower wages than their White, non-Hispanic/Latino peers for the same work in early care and education. These data reveal the instability of the system and signal that there is much more work to be done.

The pandemic has further destabilized the early care and education sector, and the need for data about the ECE sector and its workforce has become even more relevant. The child care system is in crisis throughout the United States and in California. There is great uncertainty over what the child care supply will be, who will be providing it, and in what ways the landscape will shift. Reports from providers during the pandemic reveal decreased capacity and increased costs that are disrupting an already unstable industry. This public health emergency strains a sector that was already operating on thin margins; it has increased a widespread teacher shortage and poses further risks to educators' economic insecurity.³⁰

As the data reported were collected pre-pandemic, this baseline research presents Marin County with the opportunity to examine their center-based workforce before COVID-19, to assess whether and how the characteristics and conditions of the work will look different post-pandemic, and to develop proposals for reform moving forward.

Racial Stratification

The ECE workforce is the most racially diverse sector of the teaching workforce, compared to K-12 and post-secondary education in which nearly three-quarters of educators are White, non-Hispanic/Latino.³¹ Most early educators in the current study were women of color. Their racial and ethnic diversity closely aligned with that of the children participating in the programs we surveyed but was substantially more diverse than the adult population of Marin County.

However, as our data reveal, it is necessary to extend our examination beyond the overall characteristics of teaching staff as we found notable disparities in which teaching staff of color earned lower wages, held lower job roles, and were less likely to have an advanced degree. For example, teaching staff who were identified as people of color were overrepresented in assistant teacher roles, accounting for 70 percent of assistant teachers, even though they made up 55 percent of all teaching staff in the sample. In particular, those identified as Hispanic/Latino were more likely to work as assistant teachers than as teachers or teacher directors.

In this study, we were able to link teacher-reported data on individual race and ethnicity to compensation. Teaching staff who self-identified as people of color earned lower wages

(\$20.00) compared to White, non-Hispanic/Latino teaching staff (\$22.95), even after controlling for levels of education. Extant data reveals that ECE teaching staff from historical minority groups in California and across the country have faced multiple barriers to accessing education and have been concentrated in lower-status, lower-paying jobs in the field. State-level data for California reports that 52 percent of Black or African American, 34 percent of Hispanic/Latino, and 29 percent of White, non-Hispanic/Latino, teaching staff work with young children.³² While we did not see stratification by Black or African American teaching staff, which could be a result of a low percentage of Black and African American educators represented in the overall sample, Hispanic/Latino educators in the sample did have high representation among those that work with young children, higher than the state-level estimates.

Educational Attainment

Research suggests that programs rated higher in quality are staffed by teachers and assistant teachers with higher levels of education and training specifically focused on early childhood education. Yet, for most teaching staff working in early childhood programs, there is no regulatory requirement to hold a college degree in ECE or hold a degree at all. Nonetheless, as is true nationally, we found that center-based teachers in our sample typically had completed at least some college credits (but a small proportion of assistant teachers only had completed a high school diploma or less). Almost one-half (46 percent) of teaching staff self-reported that they held a bachelor's degree or higher. Administrators reported that almost two-thirds (63 percent) of teaching staff had completed some college-level work, and one-third (34 percent) of teaching staff had obtained a bachelor's degree or higher. These findings closely mirror data on educational attainment of the ECE workforce in California, which reports that one-third (34 percent) of the center-based workforce holds a bachelor's degree or higher.³³

While teaching staff had high levels of education overall, educational attainment varied by center auspices and participation in QRIS. Teaching staff at Title 22 centers and in centers not participating in QRIS had higher rates of holding a bachelor's degree or higher. Access to teachers who are equally well qualified is critical for all children in the county, regardless of the auspices of the center they attend. Stakeholders in Marin County can look to these findings and other research, including the Institute of Medicine and National Research Council report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*³⁴ for documentation regarding the importance of advocating for changes that increase consistency and reduce fragmentation in qualifications of the workforce, including appropriate wage levels that make degree attainment fiscally possible and worthwhile.

Economic Insecurity

The ECE workforce is one of the lowest paid in the country; the median hourly wage for an early educator in California is \$13. Early educators are twice as likely as other California workers and six times as likely as K-12 teachers to live in poverty.³⁵ The CSCCE report *Worthy Work, STILL Unlivable Wages* documented the nation's longstanding failure to provide adequate support and compensation for the ECE workforce, which is predominately female and ethnically diverse, and the impact on economic insecurity and utilization of public supports.³⁶ The *Early Childhood Workforce Index* likewise revealed that in California in 2018, those identified as "child care workers" earn a median hourly wage of \$12.29, and 58 percent of these workers' families utilize

one or more public income support programs. ECE workers identified as “preschool teachers” fare somewhat better, with a median hourly wage of \$16.19.³⁷

Marin County teaching staff who self-reported their wages in this study earned a median hourly wage of \$20.00. Assistant teachers earned \$18.00, and teachers earned \$21.00. Administrators who reported on the wages of a larger sample of teaching staff mirrored these findings. Assistant teachers’ median hourly wages ranged from \$13.00 to \$21.62, and teachers’ median hourly wages ranged from \$15.99 to \$23.00. There were variations in wages by teachers’ educational attainment, center auspices, age of children served, and teachers’ race and ethnicity. While teaching staff in Marin County may seem to fare somewhat better than the state averages, their compensation should be considered in the context of the high-cost of living in Marin County, where the median family income of \$110,217 is well above the state median income of \$71,228.³⁸

Despite increased expectations for teachers and greater rates of educational attainment by teaching staff, low wages persist among the ECE workforce. Although wages increased for assistant teachers and teachers as they reached greater levels of educational attainment, the wage bump was modest and not commensurate with the extra training received.

Low pay is often linked to economic insecurity. A companion report to this study, *Teachers’ Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality – Marin County*,³⁹ provides a more in-depth examination of levels of economic worry among the ECE teaching staff whose self-identified data were reported in this study. Working with young children is a physically demanding job, and inadequate levels of compensation along with lack of workplace supports or access to benefits can exacerbate stress and impact the well-being of teaching staff, with implications for their home lives and the children in their care. In California, early educators are twice as likely as other workers and six times as likely as K-12 teachers to live in poverty.

The SEQUAL Marin study also examined whether ECE programs provided teaching staff with health and paid-leave benefits, a critical component of employee compensation. While the majority of administrators reported that their programs provided some level of benefits, one-quarter of assistant teachers were not provided employer-paid health insurance. Teaching staff, who were asked to report on their health benefits, indicated a lack of access through their employer. While the vast majority (88 percent) of teaching staff had health insurance, almost one-half (48 percent) did not have their coverage through their employer.

Low wages, scant benefits, and economic insecurity plague the field of early care and education, and an absence of a rational wage structure and the low value accorded to educational attainment undermine efforts to attract and retain skilled teaching staff key to high-quality care and education of our youngest children. Stakeholders in Marin County, along with their counterparts across the state, can seek to identify a rational and equitable set of guidelines for determining regionally based compensation levels, including benefits, from entry-level to director positions in line with education, training, and experience.

Turnover

Research has indicated that the continuity of the relationship between children and teachers, as well as teachers' knowledge and skill, all play a critical role in the development and education of young children.⁴⁰ Many early care and education programs across the country, particularly those funded with public dollars like Head Start, have increased the educational requirements and standards for teaching staff. Despite ongoing calls to stabilize the ECE workforce as a condition critical for improving and sustaining quality services, turnover levels continue to be of concern.

The average turnover rate among centers reported by administrators was 19 percent, indicating that on average, one in five teaching staff left their center within the past 12 months. Turnover rates varied considerably by job role. Teachers and assistant teachers had higher percentages of turnover in comparison to teacher directors. Based on teacher and administrator self-reports and administrator reports on teacher tenure, this workforce has low stability and high mobility. Overall, while educators and administrators worked in the ECE field for many years, a high percentage of staff were relatively new to their center, having been in their current job role for five years or less.

These data represent point-in-time turnover, but more nuanced and ongoing data on turnover of ECE teaching staff — such as that regularly collected on K-12 teaching staff through the Schools and Staffing Survey⁴¹ — would allow for better understanding of whether teaching staff are leaving the occupation entirely or leaving for another (presumably better-paying) job within the ECE field. In the latter case, changes should be tracked by center auspices and ages of children served.

Concluding Thoughts

Across Marin County, approximately 1,238 teaching staff are paid to educate and care for 5,931 children in center-based programs. These early educators are the linchpin of high-quality care and services, and Marin County relies on the members of the ECE workforce to facilitate the well-being, development, and learning of its youngest children.

The 163 teaching staff who provided self-reported data and the 38 administrators who provided information on a larger sample of 548 teaching staff offer much-needed data on the workforce in Marin County. These data should be used to help answer questions driving policy and resource design and, critically, to inform strategies to dismantle the racial stratification among this workforce.

Delivering on the promise of high-quality early learning experiences for all children requires transforming early childhood jobs to ensure that all early educators — across job roles, program auspices, and race or ethnicity — are well prepared, compensated fairly, and work in environments that support effective practice and ongoing learning.

Appendices

Appendix A: Demographic, Personal, & Professional Characteristics of Administrators & Teaching Staff Participating in the Study (Self-Reported)

Appendix Table A1. Administrators' Demographic and Personal Characteristics

	Characteristics	Percent
Gender (n=38)	Female	100%
Age (n=37)	Under 30	3%
	Between 30-49	27%
	50 and over	50%
Racial and Ethnic Distribution (n=37)	White, non-Hispanic/Latino	73%
	Hispanic/Latino	18%
	Black or African American	3%
	Asian	3%
	Multiracial	3%
Country of Birth (n=37)	United States	84%
	Other	16%
Highest Level of Education (n=38)	Associate degree or less	24%
	Bachelor's degree	52%
	Graduate or professional degree	24%
Marital Status (n=38)	Never married, not living with a partner	8%
	Married or living with a partner	68%
	Separated	11%
	Widowed	8%
	Divorced	5%
Household Income (n=36)	Less than \$50,000	11%
	\$60,000- 59,999	6%
	\$60,000- 69,999	11%
	\$70,000- 79,999	8%
	More than \$80,000	64%
Children (n=38)	At least one child age 5 or younger living in their household (n=38)	13%
	At least one child age 6-18 years old living in their household (n=38)	47%
Languages Spoken (n=38)	Speaks only English	60%
	Speaks English and another language	40%

Appendix Table A2. Administrators' Professional Characteristics

	Characteristics	Percent
Job Role (n=37)	Director	46%
	Teacher director (works both as a teacher and a director)	35%
	Assistant director	5%
	Site supervisor	11%
	Other	3%
Membership in Professional Association (n=36)	Administrators who are members of a professional association	55%
Professional Development	Administrators who received professional development or training on working with young children in the past 12 months (n=38)	100%
	Administrators who received professional development or training on their role as an administrator for an early care and education program (n=36)	75%
Tenure	In early care and education (n=35)	
	5 years or less	5%
	6-15 years	22%
	16-20 years	16%
	More than 20 years	57%
	At their current place of employment (n=35)	
	5 years or less	23%
	6-15 years	46%
	16-20 years	6%
	More than 20 years	26%
	In their current job role at their current place of employment (n=37)	
	5 years or less	32%
	6-15 years	35%
16-20 years	4%	
More than 20 years	19%	

Appendix Table A3. Teaching Staff's Demographic and Personal Characteristics

	Characteristics	Percent
Gender (n=160)	Female	99%
Age (n=151)	Under 30	20%
	Between 30-49	46%
	50 and over	34%
Ethnic distribution (n=137)	White, non-Hispanic	51%
	Hispanic/Latino	29%
	Black or African American	4%
	Asian	7%
	Multiracial	5%
	Other	4%
Country of birth (n=155)	United States	68%
	Other	32%
Highest level of education (n=155)	No degree	30%
	Associate degree	24%
	Bachelor's degree or Higher	46%
Marital status (n=155)	Never married, not living with a partner	26%
	Married or living with a partner	60%
	Separated	1%
	Widowed	1%
	Divorced	12%
Household income (n=134)	Less than \$50,000	55%
	\$50,000- 59,999	6%
	\$60,000- 69,999	7%
	\$70,000- 79,999	10%
	More than \$80,000	22%
Another job (n=158)	Work another job	24%

Children	At least one child age 5 or younger living in their household (n=143)	17%
	At least one child age 6-18 years old living in their household (n=151)	42%
Languages spoken (n=159)	Speaks only English	50%
	Speaks English and another language	50%

Appendix Table A4. Teaching Staff's Professional Characteristics

	Characteristics	Percent
Job Role (n=161)	Assistant teacher	26%
	Teacher	68%
	Teacher director	6%
Membership in Professional Association (n=36)	Teaching staff who are members of a professional association	27%
Tenure	In early care and education (n=153)	
	5 years or less	29%
	6-15 years	27%
	16-20 years	16%
	More than 20 years	29%
	At their current job role of employment (n=153)	
	5 years or less	61%
	6-15 years	18%
	16-20 years	10%
	More than 20 years	10%
	In their current job role at their current place of employment (n=152)	
	5 years or less	78%
	6-15 years	13%
16-20 years	6%	
More than 20 years	3%	

Appendix B: Methodology for Estimating the Number of Children Served & the Size of the Center-Based ECE Workforce in Marin County

We attempted to survey administrators and teaching staff from all centers serving children under the age of five in Marin County (for more details, see **Study Design**, p. 6). However, only a subset of this population responded to our request for participation in the survey or actually completed the survey. Our final sample gave us sound information about the percentages of the center population with specific characteristics as presented in the **Findings** (p. 10) section of this report. However, to obtain an estimate of the total number of teaching staff and children served in Marin County, extrapolation of total numbers obtained from the sample was required. The Marin County Office of Education provided information on all center-based programs in Marin County. At the time of data collection, the total universe of centers serving infants and/or preschoolers was 131. Surveys were completed by administrators of 58 of these centers.

To calculate an estimate of the number of children served and the size of the workforce in Marin County, we used the following methodology:

- Calculate a ratio to create a multiplier for the sample to the universe: $131/58=2.26$.
- Multiply the sum total number of full-time and part-time children reported in our sample by the multiplier (2.26) to calculate the estimated total number of children served.
- Multiply the sum total of teaching staff reported in our sample by the multiplier (2.26) to calculate the estimated size of the workforce.

This method was used to calculate an estimate of the total number of children enrolled and the number of teaching staff employed only (see **Size of the ECE Workforce**, p. 10).

All other data presented in this report is a reflection of the sample, rather than an estimation of Marin County as a whole.

Appendix C: Additional Tables

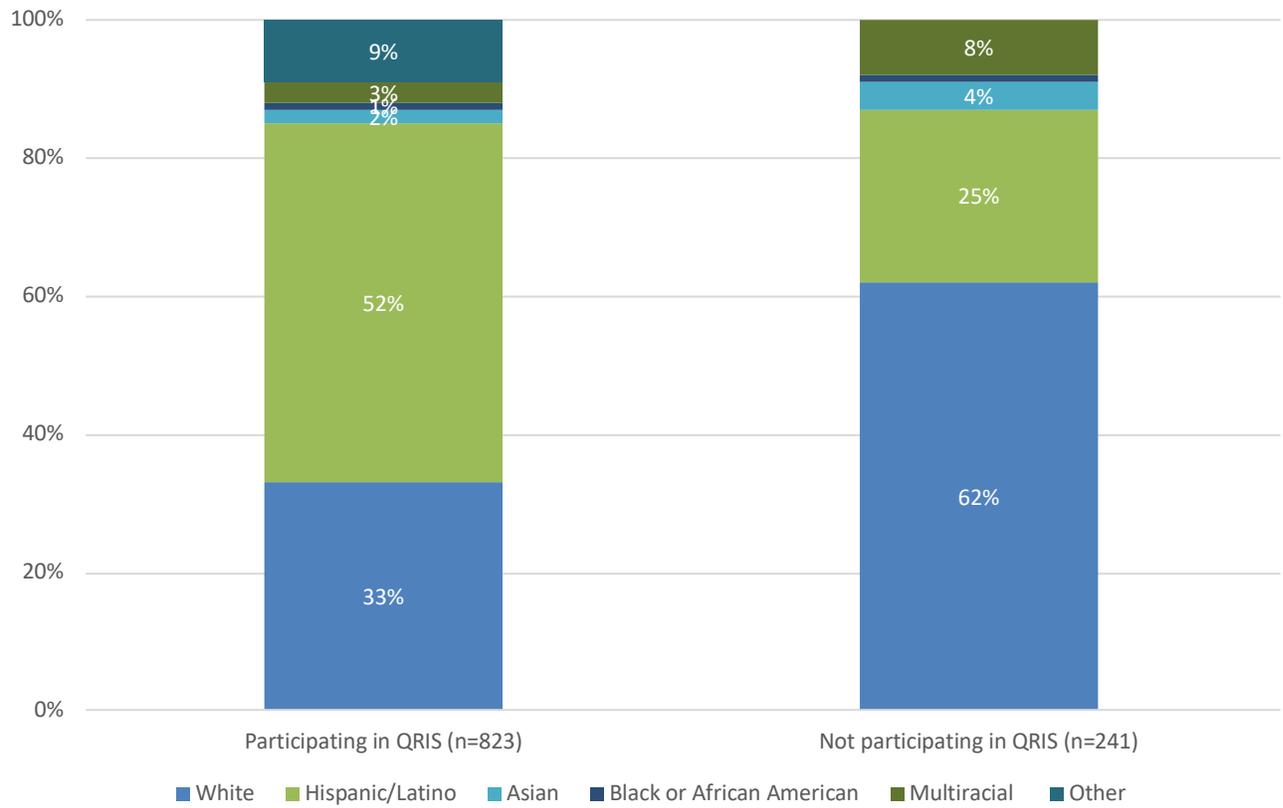
Appendix Table C1. Administrator-Reported Percentage of Assistant Teachers, Teachers, and Teacher Directors Working in Center-Based Early Care and Education, by Auspices

Auspices	Assistant teachers	Teachers	Teacher directors
Title 22	36%	28%	44%
CSPP	48%	63%	51%
Head Start	16%	9%	5%
<i>Number of teaching staff</i>	165	344	39

Appendix Table C2. Administrator-Reported Lowest and Highest Median Hourly Wages for Teaching Staff With No Degree, Associate Degree, or Bachelor's Degree, by QRIS Participation

Degree	QRIS participation	Lowest median hourly wage	Highest median hourly wage
No degree	Yes	\$18.08	\$26.46
	No	\$23.36	\$25.52
Associate degree	Yes	\$22.02	\$22.55
	No	\$19.18	\$22.87
Bachelor's degree	Yes	\$19.92	\$22.58
	No	\$21.26	\$21.14

Appendix Figure C3. Race and Ethnicity of Children Served by, QRIS Participation



Endnotes

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