

EXPANDED **ED** SCHOOLS

ECD Information Sharing Discussion
Group
Quality Workspaces and Retention



MARCH 26, 2026 | ExpandedEDSchools.org

WELCOME

Agenda

- Welcome and Introductions
- Quick Read of Power of Us
- Discussion
- Call to Action
- Wrap Up & Survey

COMMUNITY NORMS

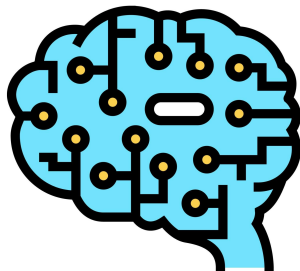
Be Present



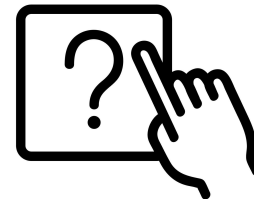
Be Active



Be Open



Be Curious



POWER OF US SURVEY

Overview

- Part of the Youth Fields Study led by American Institutes for Research (AIR)
- Contains a set of qualitative perspectives through focus groups led by the National Institute on Out of School Time
- Funded by The Wallace Foundation

POWER OF US SURVEY

What we can learn

- The results are **positive**
- Various learning environments can learn from the findings
- Age ranges similar to those of pre-service teachers
- Speaks to the values of today's workers

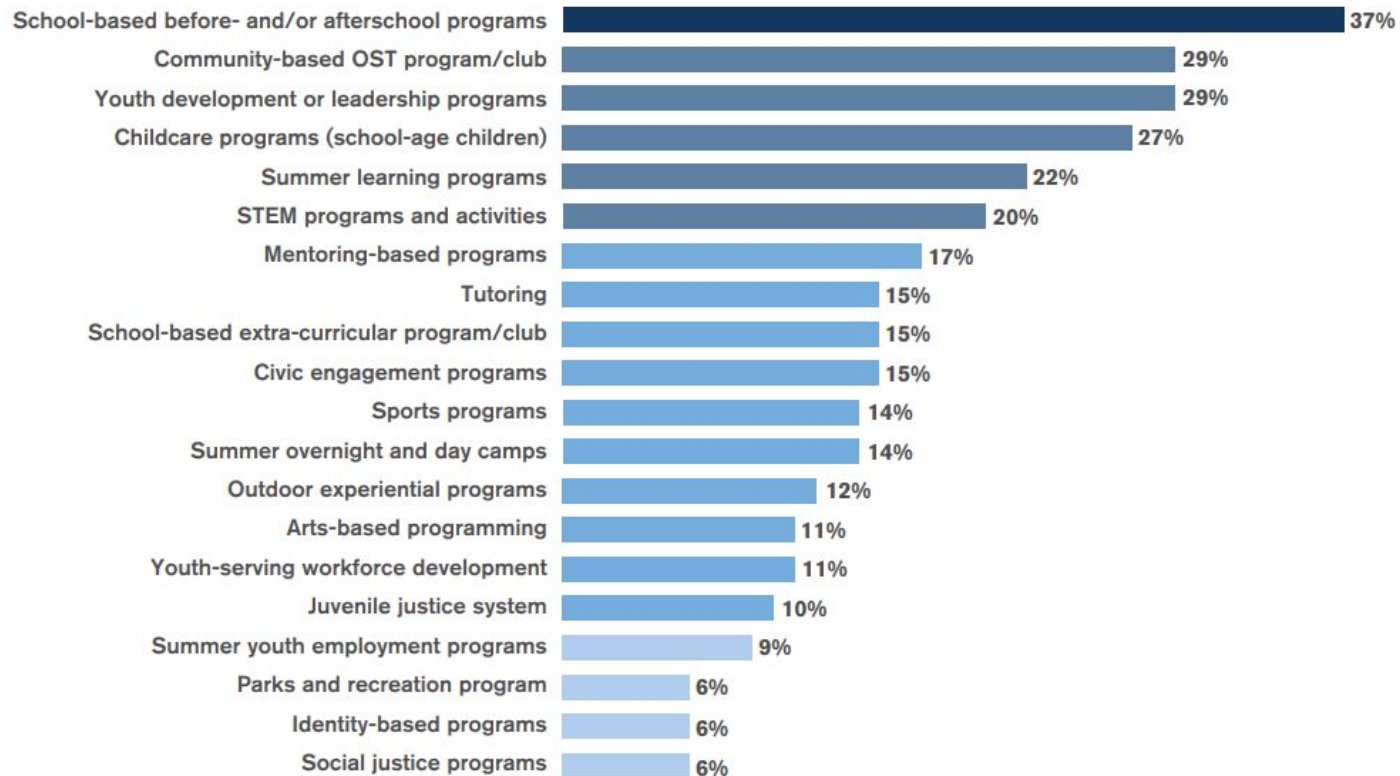
POWER OF US OVERVIEW

“Why Explore the Youth Fields Workforce” p. 4

- “Essential contributors to children’s learning and development beyond formal schooling”
- “Diversity of skills and experiences”
- “The ‘active ingredient’ in cultivating positive outcomes for youth”

POWER OF US OVERVIEW

Figure 2: Youth Fields Sectors in Which Respondents Work*



*Sectors with 5% or less of total respondents include children and youth library services (5%), faith-based programs (4%), postsecondary prep programs (4%), housing and homelessness programs (3%), museum education (2%), and place-based initiatives (2%).

POWER OF US OVERVIEW

Table 1: Characteristics of Power of Us Workforce Survey Respondents (Current Staff) and the U.S. Adult Labor Force⁵

Characteristics	Survey Respondents	U.S. Adult Labor Force	Characteristics	Survey Respondents	U.S. Adult Labor Force
Age			Sex⁵		
18–25 Years Old	19%	11%	Female	74%	47%
26–39 Years Old	37%	34%	Male	21%	53%
40–54 Years Old	28%	31%	Position Type		
55 Years Old and Up	14%	24%	Full Time	71%	85%
Race/Ethnicity⁶			Part Time	20%	15%
American Indian	1%	1%	Other	9%	*
Asian	3%	7%	Tenure in the Field		
Black or African American	14%	13%	Earlier Career (< 15 Years)	53%	83%
Hispanic or Latino/a	17%	18%	Sustained Career (≥ 15 Years)	45%	13%
Middle Eastern	< 1%	*	Work Location⁷		
Native Hawaiian	< 1%	< 1%	Metro Area	80%	87%
White	56%	77%	Nonmetro Area	20%	13%
Two or More Races/Ethnicities	7%	2%	Leadership Position⁸		
Unsure	1%	*	Yes	73%	*
Not White⁹			No	27%	*
Not White	43%	*			

* Not available for U.S. adult labor force.

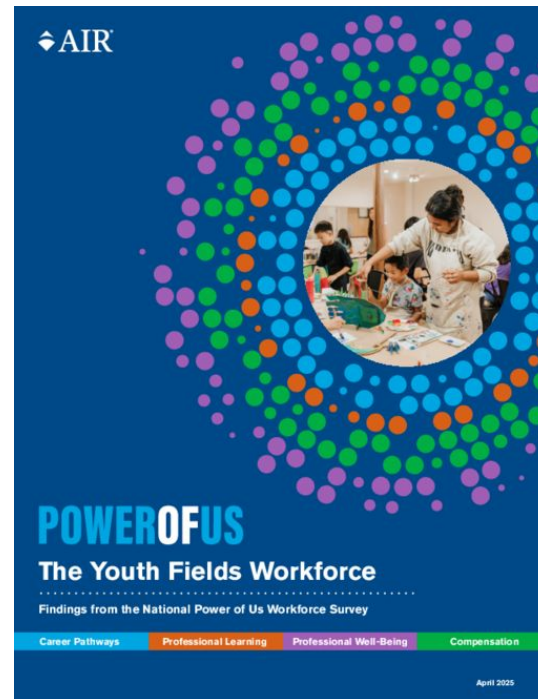
† U.S. Adult Labor Force data include 16- and 17-year-old workers. Power of Us Workforce Survey respondents were 18 years and older.

POWER OF US OVERVIEW

Considerations

- **The “Leadership Effect.”** There is high representation of respondents in leadership positions in the survey data of current staff. Therefore, findings for the overall sample will be more influenced by the experiences of those in a leadership role compared to experiences of those not in a leadership role.
- **The “Generation Z Effect.”** Compared with older respondents, respondents ages 18–25 are more likely to be (a) not White (particularly Latino/a), (b) part-time staff, and (c) not in a leadership position. Therefore, it is possible that differences between respondents in leadership positions compared to respondents not in leadership positions may be driven by the demographic characteristics of age, race, and/or part-time status.
- **The “California Effect.”** Latino/a respondents and respondents ages 18–25 were more likely to work in California, which may influence the findings for younger and Latino/a respondents overall.¹⁰

POWER OF US OVERVIEW



POWER OF US SURVEY

Section 3 Highlights

- What to you identity with or recognize?
- What surprised you?
- What is most relevant to your teaching and learning environment?



PROFESSIONAL WELL-BEING

Working Conditions

- Most respondents are satisfied with working conditions.
- 84% of the respondents *agreed* or *strongly agreed* that they have the resources they need to do their job (30% of 18-25 year olds *strongly agreed*)
- Respondents under 40 desired more opportunities for remote work and an improvement in work environment and flexibility in work hours
-

PROFESSIONAL WELL-BEING

Inclusion

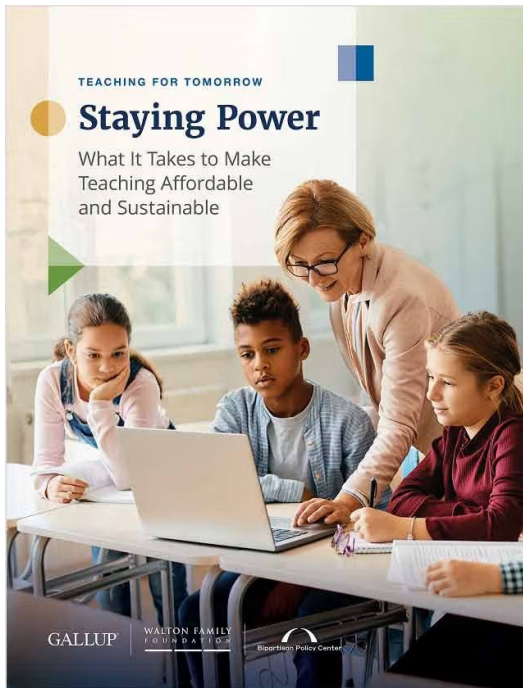
- 87% of respondents *agreed* or *strongly agreed* that they feel valued at work
- 89% of respondents *agreed* or *strongly agreed* that they belong at their organization
- 18% of respondents aged 18-25 would like to have more recognition
- 87% of respondents *agreed* or *strongly agreed* that they see themselves as part of a larger youth fields community

PROFESSIONAL WELL-BEING

Stress and Burnout

- Out of a list of 20 improvements, only better pay and/or benefits was higher than “less stress”
- Respondents that work full time were more likely to say they need “less stress” (43%)
-

COMPARISON

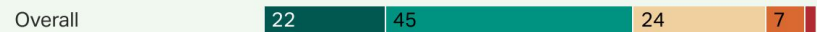


Two-Thirds of Teachers Are Satisfied With Their Workplace

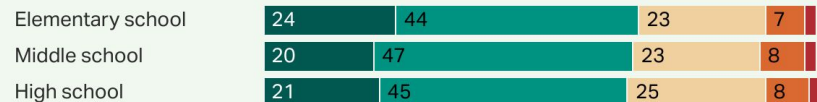
How satisfied are you with your place of employment as a place to work?

■ % Extremely satisfied ■ % 4 ■ % 3 ■ % 2 ■ % Extremely dissatisfied

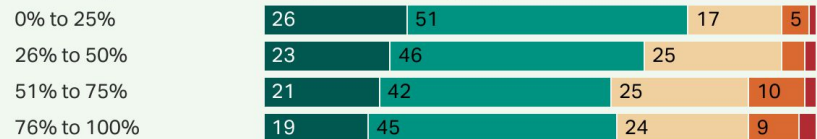
Overall



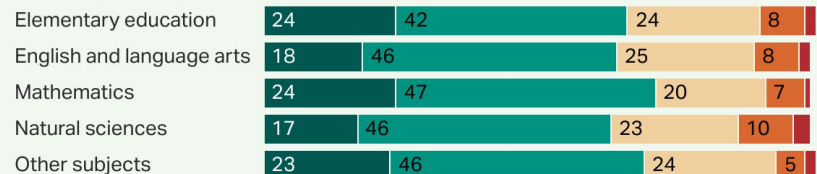
School level



Percentage of free or reduced-price lunch eligibility



Main subject taught



Due to rounding, percentages may sum to 100% ±1%.
Walton Family Foundation-Gallup Teaching for Tomorrow Study, Oct. 29-Nov. 25, 2024

COMPARISON

EdWeek Research Center Teacher Morale Index FY24

What changes to school leadership would improve your morale at work a lot?
Select all that apply.

In NY

62% “More/better support for student discipline-related issues”

59% “More advocacy for teachers’ needs”

55% “Better communication”

49% “More acknowledgement of hard work/successes”

46% “Less micro-management”

DISCUSSION 1

Section 3 Highlights Discussion

- What do you identify with or recognize?
- What surprised you?
- What is most relevant to your teaching and learning environment?

DISCUSSION 2

In your workplace(s):

- What do you want to change?
- What can you influence or change?
- Who can support those efforts?

WRAP UP

Next Meeting

Tutor Apprenticeships with Ashley Bencan, NJ Tutor Corps

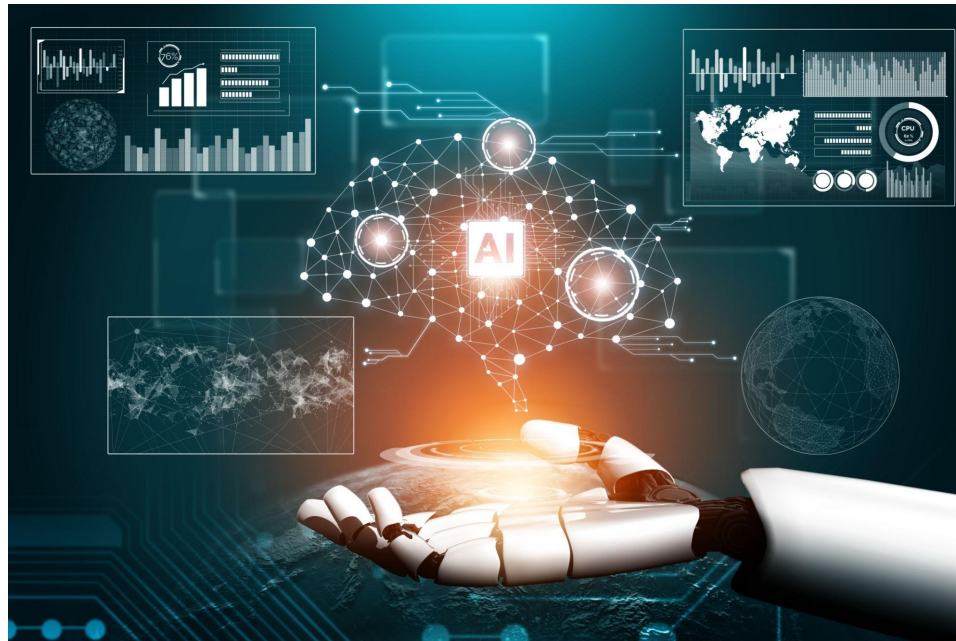
May 14 at 11am

[Register](#)



RESOURCES

Funding and Resources for Artificial Intelligence Use





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