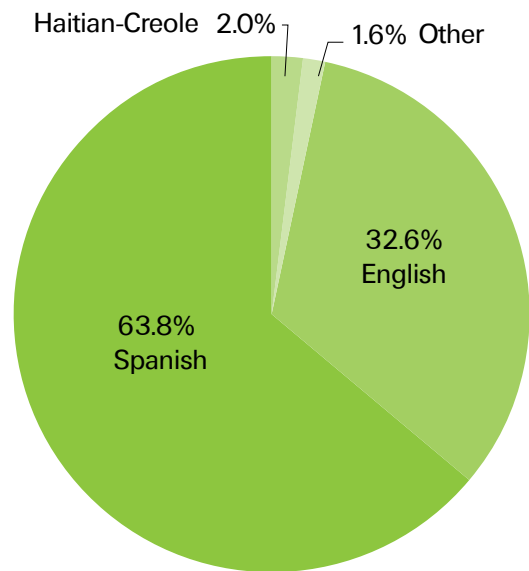
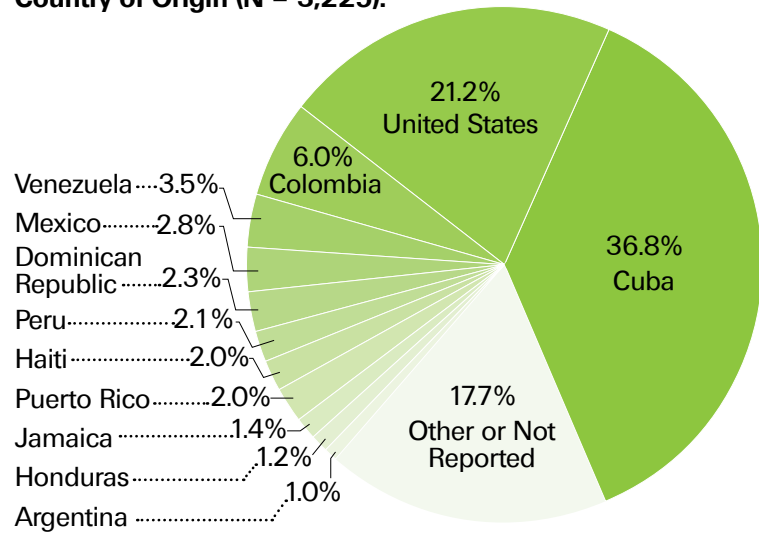


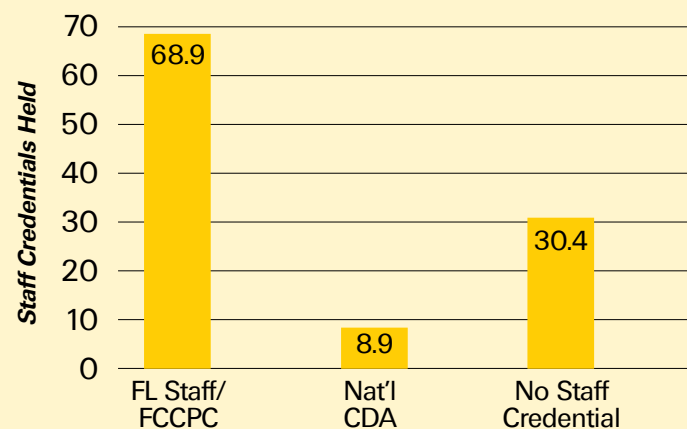
**Exhibit 1. Percentage of Practitioners by Primary Language Spoken (N = 3,225).**



**Exhibit 2. Percentage of Practitioners by Country of Origin (N = 3,225).**

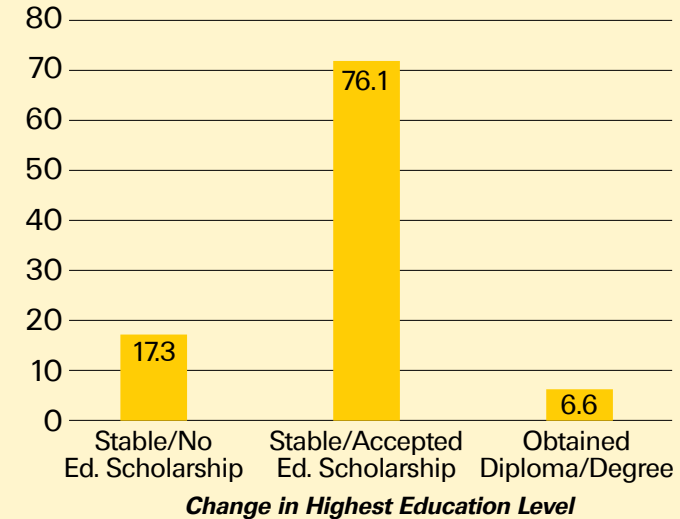


**Exhibit 3. Teacher Staff Credentials Held (N = 2,724).**

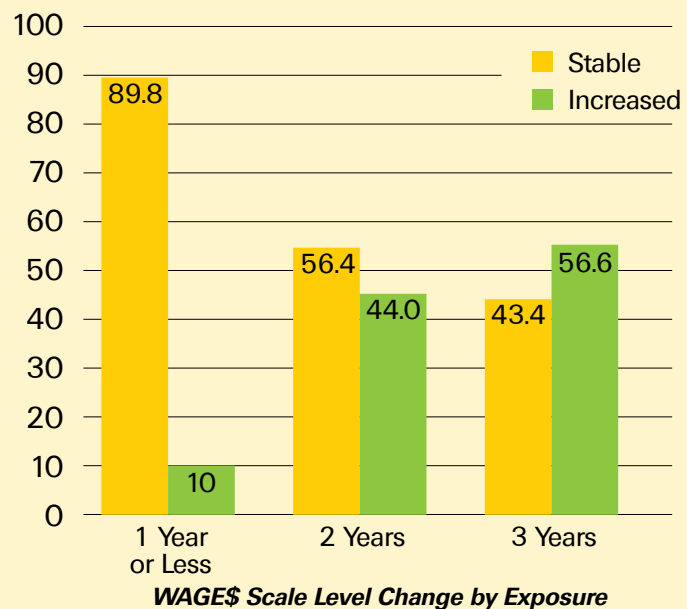


Percentage of Teaching Staff Holding Staff Credentials

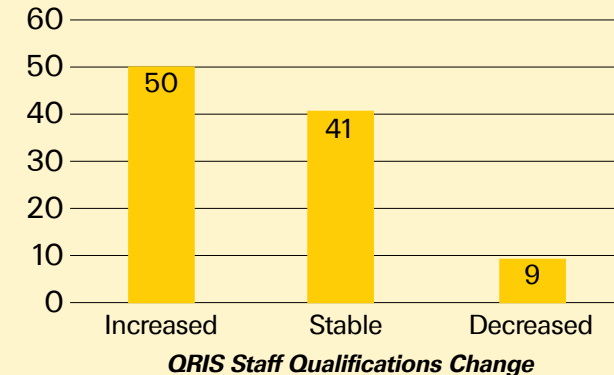
**Exhibit 4. Percentage of Practitioners Improving on Highest Education Level (N = 2,121).**



**Exhibit 5. Percentage of Practitioners by Change in WAGES Scale Level and Years of Exposure (N = 598).**



**Exhibit 6. Percentage of Programs by Change in QRIS Staff Qualifications Component (N = 310 Centers with multiple timepoint ratings).**



Note. These data are based on automated staff component ratings maintained in the PD Registry. The second QRIS PD rating was used for Cohorts 1 to 3 rather than the baseline rating due to the evolving nature of the Registry when those cohorts entered.



# Early Care and Education



# Miami-Dade County Quality Counts Workforce Study



2012 Update

## Executive Summary

In 2008, The Children's Trust (The Trust), in collaboration with the Early Learning Coalition of Miami-Dade/Monroe and The Early Childhood Initiative Foundation, launched a bold initiative to improve the outcomes for young children from birth to five in Miami-Dade County through Quality Counts, a voluntary quality rating and improvement system (QRIS) aimed at improving the quality of care in early childhood settings. The overarching mission of the Quality Counts initiative is to ensure that children within Miami-Dade County are ready to succeed when entering school. This mission is accomplished through an array of services and supports to Quality Counts participating programs through contracts with the Early Learning Coalition of Miami-Dade/Monroe for quality rating and improvement activities and the Quality Counts Career Center (QCCC), managed by the Children's Forum, for professional development activities. The QCCC provides streamlined access to professional development opportunities through career advising, monetary incentives for obtaining degrees and/or credentials in the early care and education (ECE) field, and an electronic repository of professional development data and resources.

In an effort to understand the nuances of the early childhood workforce in Miami-Dade, a comprehensive workforce study was conducted and published in January 2011. The current study represents a brief update to that study based on data available as of January 2012 for program sites participating in Professional Development (PD) Services offered through the QCCC. This study also provides information on how the workforce has changed since its initial entry into Quality Counts. The Professional Development Registry funded through the Quality Counts initiative includes a wealth of workforce information for Miami-Dade ECE teaching staff and directors at programs participating in Quality Counts, making it possible to understand the characteristics of the Quality Counts workforce and offer a picture of the influence of Quality Counts on ECE training opportunities and staff qualifications.

The study questions along with a summary of the key findings associated with each question is shown in the chart to the right.

Study Questions	Summary of Findings
<b>Demographics</b>	
What are the characteristics of ECE programs?	<ul style="list-style-type: none"> <li>3,225 practitioners at 346 program sites receive PD services</li> <li>291 centers employ 97% of practitioners</li> <li>55 FCCHs<sup>1</sup> employ 3% of practitioners</li> </ul>
What are the characteristics of the ECE workforce?	<ul style="list-style-type: none"> <li>Primarily female</li> <li>Middle aged (43 years on average).</li> <li>Largely Spanish speaking and of Hispanic origin</li> <li>Originating from over 30 different countries</li> <li>Cuba and the United States are the most prevalent countries of origin</li> <li>Most have low education levels</li> </ul>
<b>Training and Education</b>	
What is the educational attainment of the ECE workforce?	<p><b>Highest Education Level:</b></p> <ul style="list-style-type: none"> <li>17% = no diploma/degree on record</li> <li>52% = high school diploma</li> <li>12% = associate's degree/equivalent</li> <li>17% = bachelor's degree</li> <li>2% = graduate level degree</li> </ul> <p><b>Staff Credential:</b></p> <ul style="list-style-type: none"> <li>69% of teaching staff hold a DCF<sup>2</sup> issued Florida Staff Credential or FCCPC<sup>3</sup></li> <li>9% hold a National CDA<sup>4</sup></li> </ul> <p><b>Director Credential:</b></p> <ul style="list-style-type: none"> <li>57% of program sites have a Director with a Level I or II Director Credential.</li> <li>43% have a director with an Advanced Director Credential</li> </ul>
Has educational attainment improved since the inception of Quality Counts?	<ul style="list-style-type: none"> <li>7% improved on highest educational level</li> <li>76% made progress toward career goals</li> <li>63% of teachers obtained a DCF issued Florida Staff Credential</li> </ul>
Has progress been made on practitioner career goals?	<ul style="list-style-type: none"> <li>28% of program sites whose director did not have an Advanced Credential at QC entry now have one</li> <li>35% of Child Care WAGES<sup>®5</sup> participants increased on the WAGES<sup>®</sup> salary supplement scale.</li> <li>Longer WAGES<sup>®</sup> participation is linked to greater increases on the WAGES<sup>®</sup> scale.</li> </ul>

*I love the feeling of moving up the WAGES<sup>®</sup> scale, I feel like I'm doing something worthwhile!*

Study Questions	Summary of Findings
<b>Staff Qualifications</b>	
Have QRIS 5-Star staff qualification points improved since inception of the Quality Counts initiative?	<ul style="list-style-type: none"> <li>50% of programs showed improvement on QRIS staff qualifications points.</li> </ul>
<b>Employment &amp; Benefits</b>	
What is the employment status of the ECE workforce?	<ul style="list-style-type: none"> <li>Most are full-time employees (87%).</li> <li>Employed at current program for an average of 6 years.</li> <li>Directors employed at current program for 9 years on average.</li> <li>Teachers employed at current program for 5 years on average.</li> </ul>
What are the earnings of the ECE workforce?	<ul style="list-style-type: none"> <li>Median hourly wage for the workforce = \$8.50</li> <li>Median hourly wage for directors = \$12.00</li> <li>Median hourly wage for teachers = \$8.40</li> </ul>
What benefits are available and accessed by the ECE workforce?	<ul style="list-style-type: none"> <li>10% received no benefits</li> <li>78% received one or more benefits.</li> </ul> <p><b>Rates by benefit categories:</b></p> <ul style="list-style-type: none"> <li>45% = Professional Development</li> <li>75% = Paid Time Off</li> <li>31% = Health</li> <li>16% = Retirement</li> </ul>
<b>Turnover</b>	
What are the turnover rates for the ECE workforce?	<ul style="list-style-type: none"> <li>14% staff turnover<sup>6</sup> at QC programs (not all practitioners accept scholarships).</li> <li>11% staff turnover for WAGES<sup>®</sup> recipients</li> </ul>
How do QC educational scholarships impact turnover rates?	<ul style="list-style-type: none"> <li>Practitioners receiving scholarships and/or Child Care WAGES<sup>®</sup> stipends are more likely to remain at their program site.</li> </ul>

*Note. The programs included in this study do not include Head Start centers or Miami-Dade County Public Schools pre-K classrooms because those programs do not presently receive PD services offered through the QCCC. <sup>1</sup>FCCH = Family Child Care Homes. <sup>2</sup>DCF = Department of Children and Families. <sup>3</sup>FCCPC = Florida Child Care Professional Credential. <sup>4</sup>National CDA = Child Development Associate Credential. <sup>5</sup>Child Care WAGES<sup>®</sup> is a licensed program created by the Child Care Services Association in North Carolina. <sup>6</sup>Turnover rate at programs where at least 70% of practitioners have received a QC scholarship.*

