



# Early Care and Education



## Miami-Dade County Quality Counts Workforce Study

## Acknowledgments

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*The Children's Forum is funded in part by The Children's Trust. The Children's Trust is a dedicated source of revenue established by voter referendum to improve the lives of children and families in Miami-Dade County.*



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# Executive Summary

In 2008, The Children's Trust (The Trust), in collaboration with the Early Learning Coalition of Miami-Dade/Monroe and the 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 quality rating 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 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. Through the QCCC, career advisors work with ECE practitioners to develop individual career development plans and align practitioners with funds to support their career goals. The Early Learning Coalition coordinates the assessment of Quality Counts programs relative to six quality components (i.e., learning environment, staff qualifications, ratios-group sizes, family engagement, program administration, and curriculum) which results in a star rating designed to inform parents and other consumers of the overall quality of the programs. Technical assistance and resources for materials and equipment are provided to help programs meet their quality goals.

## Quality Counts Workforce Study

In an effort to understand the nuances of the early childhood workforce in Miami-Dade, this study is the culmination of the first two and a half years of the Quality Counts initiative. It is intended to inform policymakers, partners and stakeholders and to serve as a resource for formative and summative evaluation purposes. In this study, we describe the current state of affairs for the Miami-Dade County Quality Counts workforce based on the most recent employment and education data available as of August 2010 for each participating program site and its practitioners. This study also provides information on how the workforce has changed since its initial entry into Quality Counts. The Registry 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 preliminary picture of the influence of Quality Counts on training opportunities and staff qualifications.

## Findings

With 3,665 practitioners and 411 early learning and child care programs,<sup>1</sup> the Quality Counts sample represents about 37 percent of the total Miami-Dade County ECE workforce and 30 percent of the program sites. Nearly two-thirds of programs are centers (non-Head Start) and the other one-third is split relatively evenly among Head Start centers and family child care homes. Head Start centers do not receive Quality Counts incentives but are assessed to determine the QRIS star rating. About half of participating ECE practitioners are lead teachers and about eight percent are directors. The demographic, educational, and employment characteristics of the ECE Quality Counts workforce can be described as:

- Primarily female with an average age of 43,
- Largely Spanish speaking and of Hispanic origin,
- Originating from many countries around the world, and
- Having relatively low education levels and wages.

Improvements have been observed in the educational attainment of the Quality Counts workforce since entry into the program. A summary of these improvements include:

- Nineteen percent improved their educational level.
- Over 50 percent of those staff that did not have a Florida Staff Credential when they initially began participation in Quality Counts now have a Florida Staff Credential.
- Twenty-six percent of program sites showed improvement in the Director Credential level shifting from a Level I or II Director Credential to an Advanced Director Credential.
- Forty-four percent of programs receiving Star ratings have improved their overall QRIS staff qualifications rating.
- Seventeen percent of WAGE\$ participants increased their education level on the WAGE\$ salary supplement scale (see **Appendix A**).
- Turnover rates range between 8 percent (for WAGE\$) and 26 percent (for Quality Counts centers) for the 2009 calendar year, below the national average of 30 to 40 percent.

<sup>1</sup>Program types reported include centers and family child care homes. Public school program sites were not included within this report due to low sample size (n = 56 practitioners and 20 sites; representing less than 2% of practitioners and less than 5% of sites).

# INTRODUCTION

In 2008, The Children's Trust, in collaboration with the Early Learning Coalition of Miami-Dade/Monroe and the 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 quality rating improvement system (QRIS) aimed at improving the quality of care in early childhood settings. In an effort to lay the groundwork for the Quality Counts initiative, The Children's Trust contracted with the Children's Forum (Forum), the state licensee of Child Care WAGE\$<sup>®</sup> FLORIDA, in 2007 to implement a salary supplement program for practitioners. The program recognizes the fundamental importance of the early childhood workforce in achieving the desired outcomes for children and rewards formal education and retention in the early childhood field.

Building on lessons learned in other states, it was evident that attention must be paid to the ongoing professional development of the early childhood workforce. The Trust issued a Request for Proposals in 2007 to provide career advising and scholarships for practitioners. The Forum responded and was awarded the contract to create the Quality Counts Career Center (QCCC) for both career advising and scholarship administration. The Forum directly employs career advisors to serve practitioners employed in child care centers and subcontracts with the University of Miami Mailman Center to provide services to the family child care home practitioners, building on their existing work with that provider subgroup. Recognizing the importance of data to track progress towards these ambitious goals, the Forum created the Professional Development Registry (Registry); a database designed to capture practitioner data, their qualifications and progress towards educational goals, as well as a tool to manage scholarships. The Registry subsequently became the repository and resource for practitioner data for Quality Counts quality rating improvement system implemented by the Early Learning Coalition of Miami-Dade/Monroe under contract with The Trust.

In an effort to understand the nuances of the early childhood workforce in Miami-Dade, this study is the culmination of the first two and a half years of the Quality Counts initiative. It is intended to inform policymakers, partners and stakeholders and to serve as a resource for formative and summative evaluation purposes.

## Workforce Study Rationale

There is overwhelming evidence to support the connection between early learning in quality child care environments and children's school readiness. The positive impacts of early education experiences have been found to have long reaching effects well into adulthood and to impact academic as well as social outcomes (Clements, Reynolds, and Hickey, 2004; Reynolds, Temple, Robertson, and Mann, 2001). It is further evident that the skills and abilities of early care and education

practitioners play an essential role in the quality of the early learning environment.

High quality early education enhancement programs offer an important benefit to society as a whole (e.g., higher lifetime earnings and reductions in crime rates), yielding a high return on the societal investment (Nores, Belfield, Barnett, and Schweinhart, 2005; Reynolds, Temple, Robertson, and Mann, 2002). It follows that a high premium should be placed on training and incentives for those professionals responsible for the quality of early care and learning environments for young children. Unfortunately, the national early care and education (ECE) workforce characteristically has little education and training in early childhood and experiences low wages and limited benefits.

Understanding the education and employment characteristics of ECE workforce can be an important tool for policymakers, funders, and other stakeholders with an interest in improving the quality of care for young children through increased educational opportunities and earning potential for their caregivers. This workforce study focuses on a subset of the ECE practitioner population in Miami-Dade County that participates in the Quality Counts initiative. To put the findings of this workforce study into context, it is helpful to understand the general makeup and needs of the county and its ECE workforce. According to the U.S. Census Bureau,<sup>2</sup> Miami-Dade County's population represents about 13.5 percent of the state's total population with just over 2.5 million people living within the county. About 169,000 (6.8%) of those individuals are children under the age of five. The county is diverse with over half of the population having been born in another country. Sixty-eight percent of Miami-Dade County residents speak a language other than English at home. More than 60 percent of residents report Hispanic or Latino origin.

The ECE industry is an important contributor to the economy in Miami-Dade County generating \$882.2 million in direct and indirect revenue into the economy (Zhang & Dutton, 2010). In addition, the ECE industry allows parents access to care for their children so that they can work or obtain higher education, further contributing to the local economy (Stepick, Hernandez, & Zhang, 2010). The need for quality affordable child care in Miami-Dade is compounded by the county's relatively high poverty rates and high rates of working parents with young children.

According to data maintained by the Florida Department of Children and Families (DCF),<sup>3</sup> in Miami-Dade County there are 1,000 operational child care centers with the capacity to serve 96,059 children. There are a total of 7,555 early care and education staff working in ECE facilities in Miami-Dade County with 6,171 of those staff working directly with children. Practitioners working directly with children in child care facilities typically hold either a high school diploma/GED (42%)

<sup>2</sup>United States Census Bureau, 2009 Population Estimates, Miami-Dade, County, FL (<http://factfinder.census.gov/>).

<sup>3</sup>Department of Children and Families, Child Care Program Office. Staff Credential and Enrollment Data Summary - Miami-Dade, Child Care Data, as of 10/5/2010. These data are based on a sample of 82.3% of the staff (including Directors) at operational child care facilities (not including family child care homes) in Miami-Dade County.

or a Child Development Associate Credential or Florida Child Development Associate Equivalency Credential/Florida Child Care Professional Credential (38%) as their highest education level. About six percent hold an Associate degree and about ten percent hold a Bachelors degree as their highest education level.

As mentioned, the ECE workforce represented in this study includes practitioners participating in the Quality Counts initiative which is described in greater detail in the following section.

### Quality Counts Initiative Background

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. The quality of participating programs is assessed for purposes of developing a quality improvement plan and targeting services based on the need of the program and its practitioners. Technical assistance (TA), support grants and achievement awards are made available through other partner organizations under contract with the Early Learning Coalition of Miami-Dade/Monroe, the organization charged with the overall administration of Quality Counts under contract through The Children's Trust.

The QCCC, directed and managed by the Children's Forum, provides streamlined access to professional development opportunities through career advising, monetary incentives for obtaining degrees and/or credentials in the ECE field, and an electronic repository of professional development data and resources. An independent evaluation group formally assesses Quality Counts programs relative to six quality components (i.e., learning environment, staff qualifications, ratios-group sizes, family engagement, program administration, and curriculum) which results in a star rating designed to inform parents and other consumers of the overall quality of the programs. Through the QCCC, career advisors work with

ECE practitioners to develop individual career development plans around the staff qualifications component and align practitioners with funds to support their career goals. Funding sources may include QCCC scholarships as well as funds from other incentive programs available to the Miami-Dade ECE workforce including WAGE\$, a supplemental income program, and T.E.A.C.H., a degree seeking scholarship program, as well as federal funding sources. QCCC scholarship funds are used to supplement, not supplant, other available funding sources targeted to the continued education of ECE professionals.

**Exhibit 31** presented later in this report provides a brief description of the scholarship and wage supplement programs available to the Quality Counts workforce. Together, these efforts improve and enhance the overall quality of ECE learning environments.

The Registry serves as the central professional development information database and planning system for the Quality Counts effort. The Registry is aligned with the best practices for Core Data Elements outlined by The National Registry Alliance. The Registry serves the following key functions:

- Provides verified data for determining staff qualifications related to education level and credentials,
- Answers research questions regarding the ECE workforce characteristics and trends which can inform policy,
- Provides descriptive information about ECE practitioners and educators, and
- Offers a means to track trainings completed.

Quality Counts staff qualifications standards guide the professional development efforts of the Career Center. The standards describe education benchmarks in five incremental levels, for each of four categories (lead teachers, assistant teachers, directors, and in-service training) for centers and two categories (providers and in-service training) for family child care homes. The standards for meeting each of the five levels for each category are shown in **Exhibit 1**.

*What I like best is the help that Quality Counts Career advisors give to the teachers and staff in developing their career goals and the scholarships they provide. The financial aid they provide helps us pursue trainings to improve our skills.*

**Exhibit 1. Quality Counts Staff/Provider Qualifications Standards**

Level	Center Standards				Family Child Care Home Standards	
	Lead Teachers	Assistant Teachers	Director	In-Service: Teaching Staff	Provider	In-Service Providers
1	Meets Licensing Requirements	Meets Licensing Requirements	Meets Licensing Requirements	Meets Licensing Requirements	Meets Licensing Requirements	Meets Licensing Requirements
2	100% have HS diploma/ GED, 50% have FL Staff Credential or higher	25% have or are currently enrolled in training for FL Staff Credential	Has FL Director Credential	50% completed 15 hours of in-service training	Meets Licensing Requirements	Completed 15 hours of in-service training
3	100% have FL Staff Credential or higher	50% have or are enrolled in training for FL Staff Credential	Has FL Director Credential	50% completed 20 hours of in-service training	Enrolled in training for FL Staff Credential	Completed 20 hours of in-service training
4	25% have Associate degree (or 60 credits) or higher with 18 ECE credits	75% have HS diploma/GED, 25% have FL Staff Credential or higher	Has FL Advanced Director Credential	50% completed 25 hours of in-service training	Has FL Staff Credential	Completed 25 hours of in-service training
5	50% have Associate degree (or 60 credits) or higher with 18 ECE credits	75% have HS diploma/GED, 50% have FL Staff Credential or higher	Has Advanced level Credential & Associate's Degree (or 60 credits) or higher with 18 ECE credits	50% completed 30 hours of in-service training	Has a National CDA or 9 ECE credits	Completed 30 hours of in-service training

**Current Workforce Study**

The Registry 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 preliminary picture of the influence of Quality Counts on training opportunities and staff qualifications. In this study, we describe the current state of affairs for the Miami-Dade County Quality Counts workforce based on the most recent employment and education data available for each participating program site and its practitioners. This study also provides information on how the workforce has changed since its initial entry into Quality Counts. **Exhibit 2** presents the research questions guiding this study.

**Exhibit 2. ECE Miami-Dade County Quality Counts Workforce Study Questions**

- Demographics**
  1. What are the characteristics of the ECE workforce?
  2. What are the characteristics of the ECE employers and the children they serve?
- Training**
  1. What is the educational attainment of the ECE workforce?
  2. Has educational attainment improved since the inception of Quality Counts?
  3. What scholarship and funding sources are available to support ECE training?
  4. To what degree have QCCC scholarships been accessed by the ECE workforce?
- Staff Qualifications**
  1. Have QRIS 5-Star staff qualification ratings improved since inception of the Quality Counts initiative?
- Employment**
  1. What is the employment status of the ECE workforce?
  2. What are the earnings of the ECE workforce?
- Turnover**
  1. What are the turnover rates for the ECE workforce?

## METHODS

The first wave of program sites began participating in Quality Counts in February 2008. Each year new programs enter Quality Counts on a voluntary basis and selection times may occur at anytime throughout the calendar year. Employment, education, incentive, and demographic data are collected annually for participating program sites and their practitioners (directors, teachers, and other staff working directly with children). The sample, data collection process, and study design are described in this section of the report.

### Sample

A careful selection process ensures that those ECE practitioners that volunteer are a demographically-representative cross-section of the industry. Once selected, programs are reviewed using the criteria of the Quality Rating Improvement System (QRIS). The QRIS provides a method of assessing the quality of the early care and learning environment on multiple quality components (i.e., learning environment, staff qualifications, ratios-group sizes, family engagement, program administration and curriculum) according to established and clearly defined high-quality standards (see **Exhibit 1**). Assessment through the QRIS yields an overall Star rating ranging from 1 (low) to 5 (high). An independent assessment team conducts a formal assessment of each program site. The assessment is then used to guide the development of improvement and service delivery plans for ECE programs and practitioners. Findings from the overall QRIS assessment allow both career advisors and technical assistance specialists to effectively align programs and practitioners with supports and incentives to help them meet their quality improvement goals.

From Quality Counts inception in February 2008 through August 2010, the Quality Counts sample represents 3,665 practitioners and 411 program sites - 341 centers, of which 71 are Head Starts, and 70 family child care homes. The total Miami-Dade ECE workforce includes roughly 9,900 practitioners working at 1,351 program sites - 1,001 centers and 350 family child care homes. Thus, the Quality Counts sample represents about 37 percent of the total Miami-Dade County ECE workforce and about 30 percent of the program sites. It is noteworthy that the Quality Counts sample is a particular subset of the ECE workforce. Those sites that volunteer to participate in Quality Counts may be inherently different from sites that choose not to participate; therefore, the findings presented in this report must be interpreted with this consideration in mind.

Findings regarding scholarships and stipends received by the Quality Counts workforce should be further interpreted within the context of the policies on participation in the various incentive programs (see **Exhibit 31**). Additionally, the amount of the WAGE\$ stipend is dependent on meeting specific criteria (see **Appendix A**).

### Data Sources and Data Collection

The primary data source for this report is the Registry created by the Forum for the purpose of managing and maintaining practitioner data and scholarship administration. The Forum constructed the database consistent with standards and best practices provided through The National Registry Alliance, a collective effort of states managing similar data systems.

Career advisors employed by the QCCC collect basic demographic information, employment, salary and educational background data on the Registry Information Form (RIF) provided (see **Appendix B**). Data are scanned and sent to the Registry coaches at the Forum's Tallahassee office for review, verification and entry into the Registry. The source documentation is attached as a PDF to the participant's record and maintained as a permanent file.

As Quality Counts practitioners participate in ongoing educational activities, records are updated to reflect the additional education. Practitioners may submit additional evidence at any time which can be given to the Career Advisor to include or sent directly to Registry staff. Scholarships awarded to participants are attached to the individual record so that progress and completion are tracked and acknowledged. Classes taken through community partner organizations such as the United Way Center for Excellence in Early Education are also uploaded into the Registry so that individual records reflect the progress. Annually, practitioners resubmit their RIF so that additional education is captured and credited. These processes provide assurance that the data are as accurate as possible for the purposes of analysis and inclusion in the rating system.

Upon entry into Quality Counts, programs participate in a formal QRIS assessment which yields baseline data on practitioner employment status and qualifications as well as the quality of the program site's learning environment. After the initial assessment, program sites are currently required to participate in renewal annually and must undergo formal QRIS renewal assessment every three years, though may elect formal assessment on any anniversary.

Program sites may begin participation or may drop out of Quality Counts at any time so that active programs have varying amounts of participation time. At the time of this report, none of the programs would have participated in Quality Counts long enough to have been required to complete a renewal assessment on the 3-year cycle, but as of June 2010, 115 participating sites have opted to complete at least one QRIS formal renewal assessment. The formal Star QRIS quality ratings are maintained by WELS, the data system utilized for Quality Counts, and not kept in the Registry database. Data from the Registry and the WAGE\$ database, also maintained by the Children's Forum, as well as QRIS assessment data obtained from WELS were used for this report.

The current state of the workforce is the primary focus of this study and is based on available data for all active center, family child care homes (FCCH) and Head Start programs (N = 411) and practitioners (N = 3,665) employed at those programs as of August 31, 2010. Active programs and practitioners included within this report are those that have a current facility identification number and have completed a baseline RIF. For reporting change over time, the sample of current practitioners and programs within the Registry database that have

completed the initial (baseline) RIF and at least one annual follow-up RIF (N = 311 programs and N = 2,128 practitioners) are examined. Follow-up data are based on the most recent RIF data available for a given program/practitioner or the most recent QRIS formal Star renewal assessment data. For the data included in this report, each data element along with the corresponding source and data collection time-point is shown in **Exhibit 3**.

**Exhibit 3. Data elements, sources and timeframe**

Data Elements	Data Source	Reporting Level	Time Point(s)
<b>Identifying information</b>	Registry	Person	Current Status
<b>Program Type</b>	Registry	Program	Current Status
<b>Demographic data</b> ( <i>gender, race, ethnicity, language, country, staff age, child age ranges</i> )	Registry	Person	Current Status
<b>Education data</b> ( <i>highest education level, credentials</i> )	Registry	Person and Program	RIF Baseline and Current Status
<b>Employment data</b> ( <i>position title, number of years of employment, hourly wage, and number of hours worked per week</i> )	Registry	Person	Current Status
<b>QRIS overall 5-level staff qualifications ratings</b>	WELS	Program	Baseline QRIS Assessment; Renewal QRIS Assessment
<b>Retention/Turnover</b>	Registry, WAGE\$	Person and Program	2009 Calendar Year
<b>WAGE\$ supplemental scale level</b>	Registry	Person	Scale Level at WAGE\$ Baseline and Current Status
<b>QCCC scholarship</b> ( <i>goal and number participating</i> )	Registry	Person	Summer 2009 through Spring 2010

**Note.** Current status is as of August 31, 2010.



*The Quality Counts program helps me to increase my knowledge and develop my abilities as a teacher.*



The sample size and number and percentage of practitioners with missing data for each variable examined in this study are shown in **Exhibit 4**. For most variables, there is little to no missing data; however, there is relatively high missing data/nonresponse rate for several variables: country of origin, ethnicity, hourly wage, and weekly hours. Typically, analyses

throughout this report include cases with valid non-missing data. Also noteworthy, for RIF items pertaining to degrees and credentials, respondents have the option to select any degrees/credentials held. Thus, non-responses are coded as “No Degree/Credential Reported” and considered a valid response (rather than missing data) for reporting purposes.

**Exhibit 4. Sample Sizes for Individual Practitioner Level Data for Each Study Variable**

Variable	Sample Size		Missing Data/No Response	
	N	n	n	%
<b>Position Type Current Status</b>	3,665 <sup>1</sup>	3,665	0	0%
<b>Key Position Types</b> (Director, Lead Teacher, Assistant Teacher)	3,445 <sup>2</sup>	3,445	0	0%
<b>Program Type Current Status</b>	3,665	3,665	0	0%
<b>Gender Current Status</b>	3,665	3,640	25	0.7%
<b>Race Current Status</b>	3,665	3,508	157	4.3%
<b>Ethnicity Current Status</b>	3,665	2,889	776	21.2%
<b>Language Current Status</b>	3,665	3,628	37	1%
<b>Country of Origin Current Status</b>	3,665	2,804	861	23.5%
<b>Child Age Group Current Status</b>	3,665	3,516	149	4.1%
<b>Practitioner Age Current Status</b>	3,665	3,665	0	0%
<b>Highest Education Level Current Status</b>	3,665 <sup>3</sup>	3,665	0	0%
<b>Highest Education Level Change Sample</b>	2,128 <sup>4</sup>	2,128	0	0%
<b>Staff Credential Current Status<sup>5</sup></b>	3,142	3,142	0	0%
<b>Staff Credential Change Sample<sup>5</sup></b>	1,812	1,812	0	0%
<b>Director Credential Current Status<sup>6</sup></b>	411	345	66	16.1%
<b>Director Credential Change Sample<sup>6</sup></b>	311	234	77	24.8%
<b>Provisional Diploma or Degree Translation/Evaluation Change Sample<sup>7</sup></b>	1,221	1,221	0	0%
<b># Years Employed Current Status</b>	3,665	3,665	0	0%
<b>Hourly Wage Current Status</b>	3,665	1,824	1,841	50.2%
<b>Weekly Hours Current Status</b>	3,665	2,701	964	26.3%
<b>WAGE\$ Highest Scale Level Current Status</b>	1,048 <sup>8</sup>	1,048	0	0%
<b>WAGE\$ Highest Scale Level Change</b>	1,048 <sup>8</sup>	1,048	0	0%
<b>WAGE\$ 2009 Turnover Data</b>	1,026 <sup>9</sup>	1,026	0	0%

<sup>1</sup>Number of active cases with a current facility identification number (current cases) and a completed RIF.

<sup>2</sup>Number of current cases holding a key position as defined as: Director (n = 303), Lead Teacher (n = 1808), or Assistant Teacher (n = 1334).

<sup>3</sup> Respondents select each degree/credential held. If no degree/credential is held, no option is selected.

<sup>4</sup>Number of current QCCC participants with a completed baseline and follow-up RIF. This represents 58% of the total QCCC sample (2128 out of 3665).

<sup>5</sup>Staff Credential findings are reported for key teaching staff (Lead and Assistant Teachers).

<sup>6</sup>Director Credential findings are reported at the program site level.

<sup>7</sup>Number of current QCCC participants with a completed baseline and RIF who have not held a provisional diploma or translated/evaluated degree. This represents 57% of the follow-up sample (1121 out of 2128).

<sup>8</sup>Number of current WAGE\$ participants.

<sup>9</sup>Number of WAGE\$ participants in the WAGE\$ database for the 2009 calendar year.

## Design and Analysis

Descriptive statistics including the total sample size (N), subsample size (n), percentage (%), mean, median, mode, and minimum and maximum ranges were used to describe the characteristics of the workforce. A pretest to post-test design was used to examine change over time. Change statistics

were computed based on the difference in the number and percentage of cases from baseline to current status for the follow-up sample (those practitioners/programs with a completed baseline RIF and at least one annual follow-up RIF).

# FINDINGS

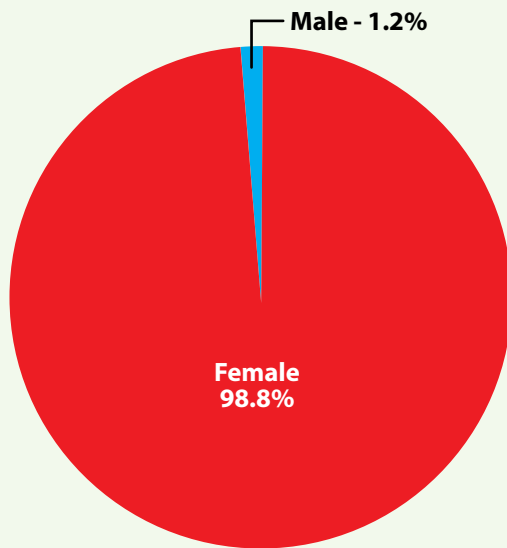
## Demographics

### What are the characteristics of the ECE workforce?

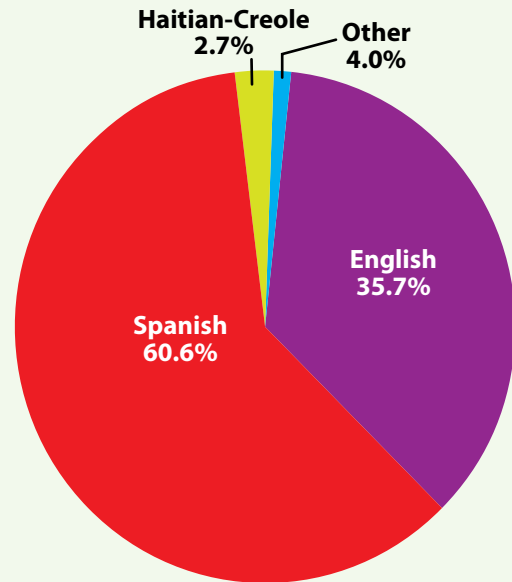
The demographic characteristics of the Quality Counts workforce are shown in Exhibits 5 through 8. The workforce is predominately female. Sixty-one percent of the workforce identifies Spanish as their primary language with 36 percent reporting English as their primary language. Numerous countries of origin are represented with Cuba, United States, and Columbia being the most prevalent countries of origin; however, as shown in Exhibit 4, 23.5 percent of current Registry participants are not represented within these

“country of origin” statistics due to missing data. In terms of race, 69 percent of practitioners have identified themselves as white, 23 percent black or African American and 4 percent Hispanic or Latino. Quality Counts participants are also asked whether they affiliate with Hispanic or Haitian ethnicity. Out of all practitioners, roughly 71 percent (n = 2599) report Hispanic ethnicity and 4 percent (n = 155) report Haitian ethnicity with 25 percent (n = 911) not affiliating with either of these ethnicities.

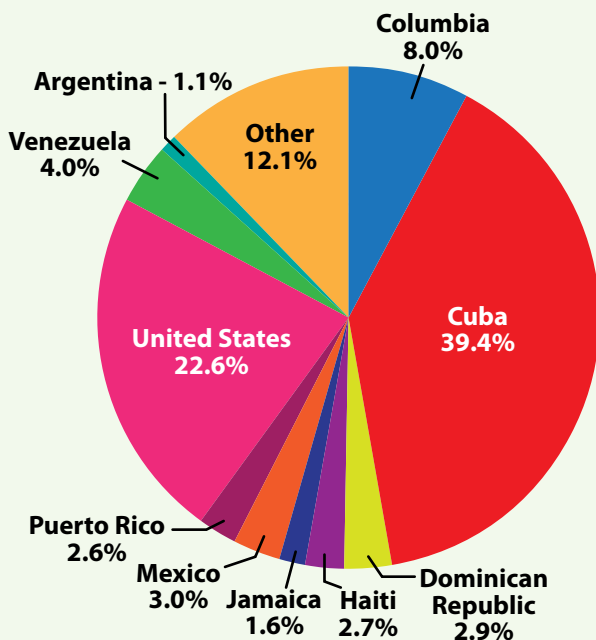
**Exhibit 5. Percentage of Practitioners by Gender Group (N=3,640; August 2010)**



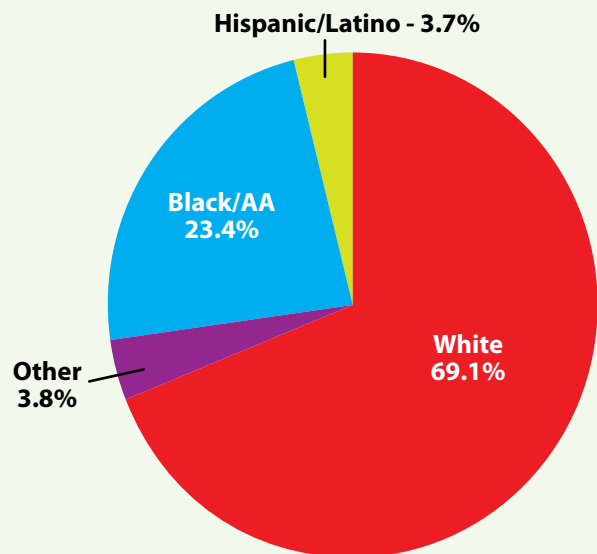
**Exhibit 6. Percentage of Practitioners by Primary Language Group (N=3,628; August 2010)**



**Exhibit 7. Percentage of Practitioners by Country of Origin (N=2,804; August 2010)**



**Exhibit 8. Percentage of Practitioners by Racial Group (N=3,508; August 2010)**



Note. Other includes unspecified “other” and countries reported with low incidence (<1%): Bolivia, Brazil, France, Germany, and Spain.

Note. Other includes unspecified “other” and low incidence (<1%) race categories selected on the RIF (American Indian or Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, multi-racial).

*Quality Counts gives me the opportunity to study and to deepen my knowledge in this field that I only found out in this country that I like it.*

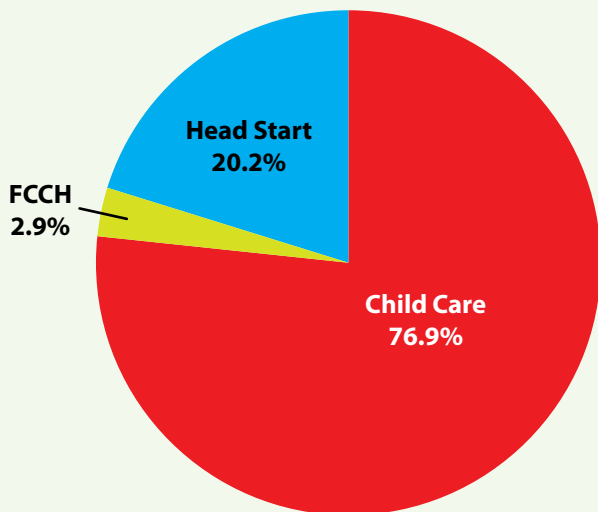


**What are the characteristics of the ECE employers and the children they serve?**

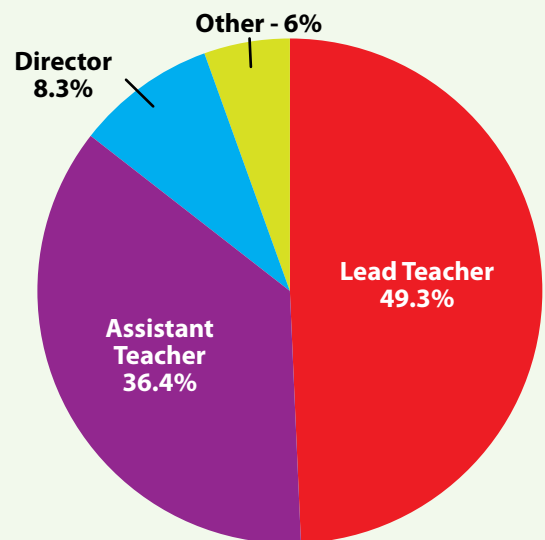
Three types of programs are included within this report: centers, Head Start centers, and family child care homes (FCCH).<sup>4</sup> Most program sites included in the Quality Counts workforce are center-based. For this study, Head Start centers are reported as a separate and distinct group because they have different regulations and characteristics than other types of centers. Centers represent approximately 66 percent (N = 270) of the current program sites and Head Start and FCCH facilities each make up about 17 percent (n = 71 and 70, for Head Start and FCCH respectively) of the current program sites. Presented in **Exhibit 9**, approximately 77 percent (n = 2,817) of current Registry practitioners are employed at centers, 20 percent (n = 740) are employed at Head Start facilities, and 3 percent (n = 108) are employed at FCCH sites.

Of those practitioners participating in Quality Counts, nearly half are lead teachers; 36 percent are assistant teachers; 8 percent are directors; and 6 percent fall into some other position type category (see **Exhibit 10**). Select findings throughout this report are broken out by directors and the teaching staff most frequently working directly with children (i.e., lead teachers and assistant teachers).

**Exhibit 9. Percentage of Practitioners Falling within each Program Type Category (N=3,665; August 2010)**



**Exhibit 10. Percentage of Practitioners falling within each Position Type Category (N=3,665; August 2010)**



*Note. Other includes unspecified "other" and low incidence (<1%) position titles (substitute teacher, owner/not director, and non-teaching staff). Directors with multiple primary position titles (e.g., Director and Employee or Director and Owner) are categorized as directors for reporting purposes. Practitioners at FCCH sites are categorized as teaching staff.*

<sup>4</sup>Family program categories (large and small family homes) were combined to form one category of family child care sites.

Demographics pertaining to the age of practitioners and the age of the children they work with most often are shown in **Exhibits 11 and 12**. **Exhibit 11** shows the distribution of practitioners across age groups for the workforce as a whole and by each provider type. The average age of the workforce is 43 years old. Overall, most practitioners fall within the age brackets of 25 to 40 or 41 to 55. Those employed with Head Start and FCCH providers are older on average than those employed at centers. Depicted in **Exhibit 12**, the majority of practitioners work directly with children between the ages of birth and five years. About 9 percent of the workforce does not provide direct child care.

**Exhibit 11. Number and Percent of Practitioners Within Each Age Group for All Practitioners and by Provider Type (August 2010)**

Practitioner Age Groups	All N = 3,665 M = 43.2 (11.9) <sup>1</sup>	Centers N = 2,817 M = 42.4 (11.9) <sup>1</sup>	Head Start N = 704 M = 46.2 (11.1) <sup>1</sup>	FCCH N = 108 M = 51.0 (10.7) <sup>1</sup>
	n (%)	n (%)	n (%)	n (%)
Under 25 years	220 (6.0%)	206 (7.3%)	12 (1.6%)	2 (1.9%)
25 to 41 years	1,312 (35.8%)	1,076 (38.2%)	222 (30.0%)	14 (13.0%)
41 to 55 years	1,515 (41.3%)	1,113 (39.5%)	349 (47.2%)	53 (49.1%)
56 + years	618 (16.9%)	422 (15%)	157 (21.2%)	39 (36.1%)

<sup>1</sup>Standard deviation shown in parentheses.

*Note.* Practitioner age was derived based on date of birth.

**Exhibit 12. Number and Percent of Practitioners within each Child Age Group (N=3,516; August 2010)**

Child Age Group	Practitioners Number (%)
Up to 12 months	373 (10.6%)
13 to 24 months	541 (15.4%)
24 to 36 months	524 (14.9%)
Preschool (3-4 year olds)	791 (22.5%)
VPK/PreK (4-5 year olds)	611 (17.4%)
School Age	26 (0.7%)
Mixed Age Group	344 (9.8%)
Not Direct Care	306 (8.7%)

*Note.* Child age groups correspond to those on the RIF data collection form. The RIF is generally not collected for practitioners of school-age children.

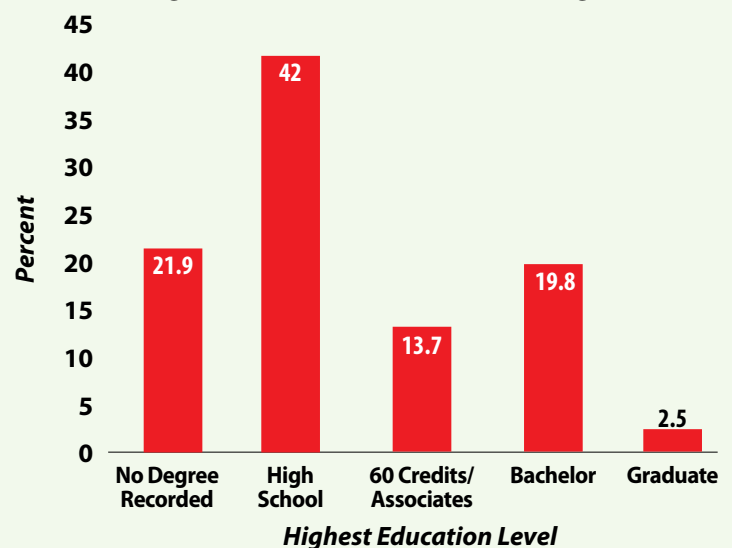
## Training

**What is the educational attainment of the ECE workforce?**

### Highest Education Level

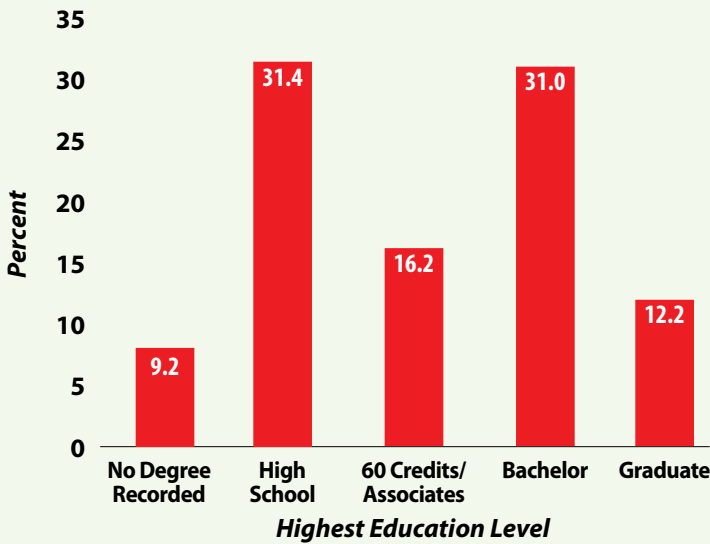
The most prevalent highest education level reported by the Quality Counts workforce is a high school diploma (see **Exhibit 13**). Just over one-third of the workforce holds a verified college degree or equivalent (60 college credits) as their highest education level. Very few report having a graduate level degree. For 22 percent of practitioners, there is no diploma or degree on record within the Registry database.<sup>5</sup> Some of these practitioners have not obtained a high school diploma but others hold diplomas or degrees that have not yet been verified as described in greater detail in the following section.

**Exhibit 13. Percentage of Practitioners (all position types) by Highest Education Level (N=3,665; August 2010)**



<sup>5</sup>No Degree on Record can include practitioners that (a) have a diploma but have not provided timely documentation, (b) have a degree that has not been translated and validated, (c) have a diploma/degree that has not been reported, or (d) have no diploma or degree. It is not possible to definitively determine why a practitioner does not have a diploma/degree on file. Of those 804 practitioners with no diploma or degree on record, 609 indicated having a diploma or degree at some point during their participation in QCCC but that diploma/degree has not been verified and recorded within the database, likely due to lack of documentation or translation.

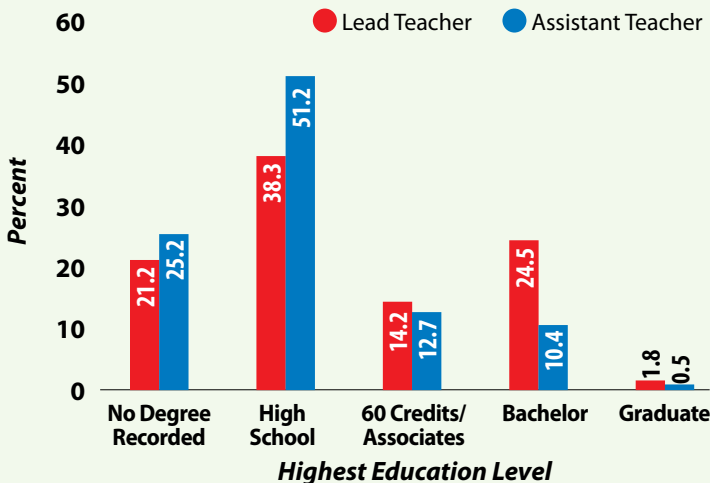
**Exhibit 14. Percentage of Directors by Highest Education Level (N=303; August 2010)**



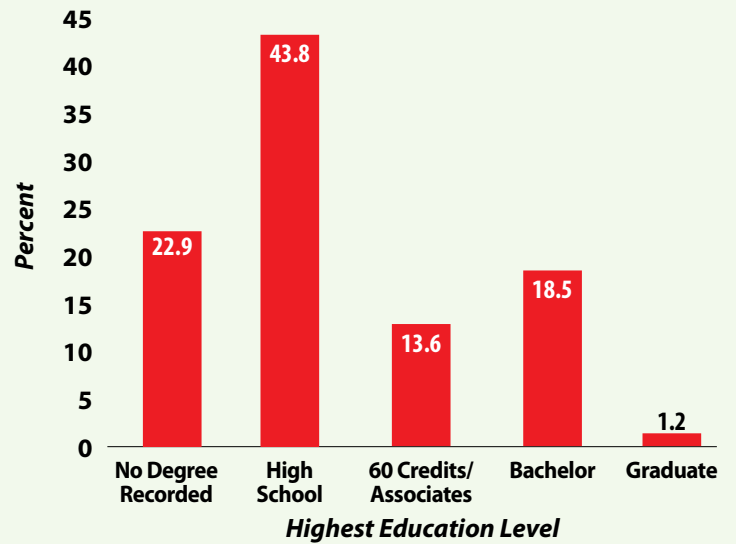
Note. Directors with multiple primary position titles (e.g., Director and Employee or Director and Owner) are categorized as directors for reporting purposes. Owners are not categorized as Directors. Practitioners at FCCH sites are categorized as teaching staff within the Registry.

**Exhibit 14** shows the percentage of directors at each education level. The percentage of practitioners by education level is shown separately for lead teachers and assistant teachers in **Exhibit 15** and for key teaching staff combined (collapsed across lead and assistant teachers) in **Exhibit 16**. Highest education level percentages for directors by program type and for teaching staff by program type are depicted in **Exhibits 17 and 18**. About 60 percent of directors and one-third of teaching staff (24% of assistant teachers and 41% of lead teachers) are verified as having the equivalent of a college degree or higher. Teaching staff and directors at Head Start centers tend to be more formally educated relative to practitioners at centers or FCCHs, reflecting higher federal program requirements for staff at Head Start centers.

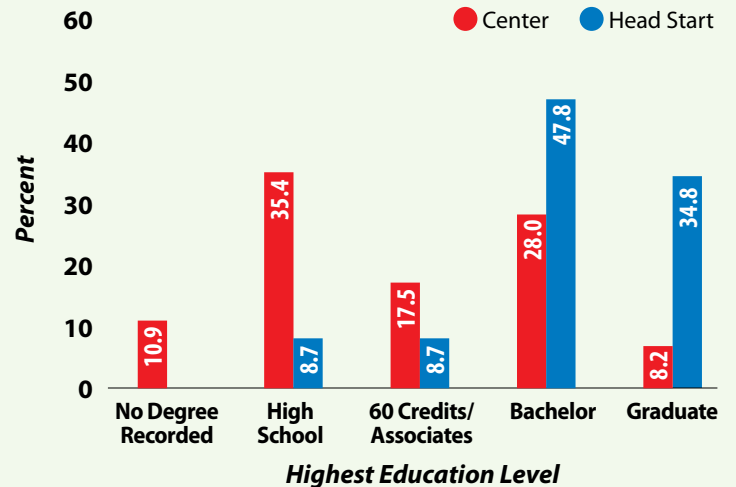
**Exhibit 15. Percentage of Teaching Staff by Position and Highest Education Level (N = 3,142 Teaching staff; n = 1,808 Lead Teachers and (n = 1,334 Assistant Teachers, August 2010)**



**Exhibit 16. Percentage of Teaching Staff by Highest Education Level (N=3,142; August 2010)**

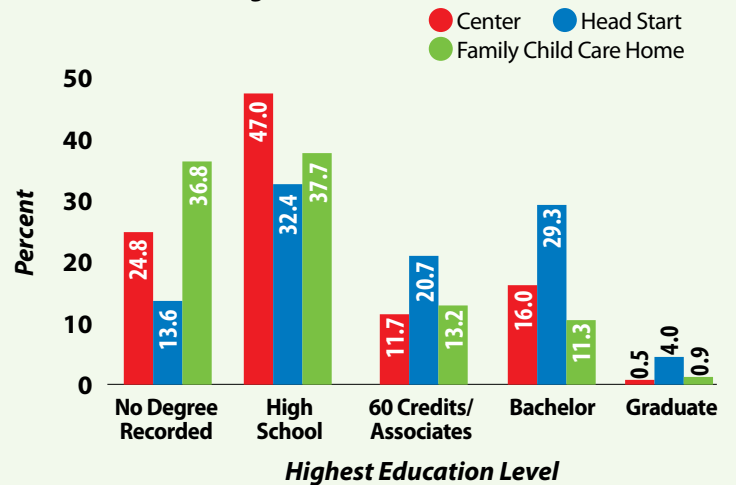


**Exhibit 17. Percentage of Directors by Highest Education Level and Program Type (N = 303 Directors; n = 257 Directors of Centers; n = 46 Directors of Head Start)**



Note. Employees of FCCHs are coded as teaching staff within the Registry database and are therefore not reflected in the above chart.

**Exhibit 18. Percentage of Teaching Staff by Highest Education Level and Program Type (N = 3,142 Teaching Staff; n = 2,398 at Centers; 638 at Head Start; 106 at FCCH, August 2010)**



## Provisional Diploma and Degree Translation/Evaluation

One of the key services offered by the QCCC is assisting the practitioners with getting their diploma or degree verified and validated so they will have the opportunity to move up the career ladder within the United States. Many of the practitioners that utilize this service have diplomas or degrees from another country and need to have their educational documents translated into English and evaluated for alignment with QCCC educational document standards.

The QCCC diploma/degree verification process and data collection and tracking procedures provide a backdrop for understanding the degree data presented in this report. Practitioners who are unable to provide the required proof documentation will have their diploma recorded and flagged within the Registry database as “provisional” for up to six months, during which time they have the opportunity to produce the required documentation for verification to have

the diploma permanently recorded within the database. If proper documentation is not provided within six months, the provisional status will be dropped and the diploma will no longer be recorded within the Registry. Regardless of provisional status, however, practitioners may provide the necessary documentation at any time to have their diploma verified and recorded. About 30 percent of practitioners (n = 1107) have been granted provisional diploma status at some time during their QCCC participation.

College degrees from foreign countries must be translated and evaluated to ensure the degree is valid and congruent with degree standards for the same type of degree obtained within the United States. Until the translation and evaluation process is complete, these college degrees are not recorded within the Registry database. Thus far, 356 practitioners have received or are receiving foreign degree translation services.

## Credentials

Before discussing the findings regarding credentials, it is useful to define and clarify the credentials reported. **Exhibit 19**

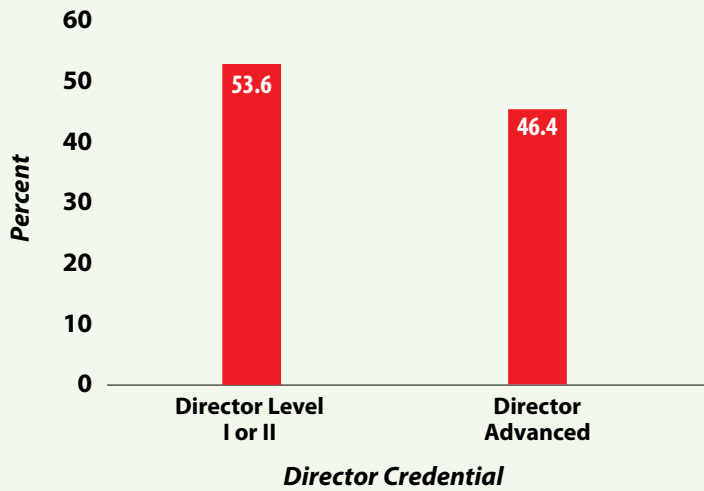
provides a list and description of the credentials included in this report.

### Exhibit 19. Description of Staff and Director Credentials

Credential	Description
<b>Florida Director Credential (Levels I and II) and Advanced Director Credential</b> 5 year renewal	Every child care facility must have a credentialed director. Director Credential core requirements include: High school diploma or GED, Part I Introductory Child Care Training, 8-hours of in-service training serving children with disabilities, an active Staff Credential, and completion of an approved course for 3 credits or 4.5 CEUs. The advanced credential requires completion of 9 credits of approved training and at least 2 years of experience as a director.
<b>National Child Development Associate Credential (National CDA)</b> 5 year renewal	The Child Development Associate Credential is issued by the Council for Professional Recognition in Washington, DC. To qualify for the national CDA assessment, the practitioner must complete at least 120-contact hours of training in 8 content areas and present a portfolio.
<b>Florida Staff Credential</b> <a href="http://www.dcf.state.fl.us/programs/childcare/staffcred.shtml">http://www.dcf.state.fl.us/programs/childcare/staffcred.shtml</a> By formal education: no renewal By informal training: 5 year renewal	The Florida Staff Credential requirement can be met in several ways:  <b>By Formal Education:</b> Holding a Bachelors degree in an early childhood field or an Associate degree or higher with 6 credits in ECE and 480 hours experience  <b>By Informal Education:</b> Completion of a Florida Child Care Professional Credential-FCCPC, a specific training program approved by the Department of Children and Families.  FCCPC programs require 120-contact hours of training delivered by DCF-approved training institutions, and documentation of 480 hours experience working with children.  Florida Child Care Credential programs Birth-Five include the Department of Education’s Early Childhood Professional Certificate (ECPC) and Child Care Apprenticeship Certificate (CCAC).  National Early Childhood Credentials approved by DCF including the national CDA credential also meet the Florida Staff Credential requirement, through informal education.

As indicated in the **Exhibit 19**, all licensed program sites must have a credentialed director. All QCCC program sites<sup>6</sup> are licensed by DCF and have a credentialed director. The percentage of program sites with an associated Director Credential is presented in **Exhibit 20**.<sup>7</sup> About 54% of program sites have a Director with a Level I or II Director Credential and 46% have a director with an Advanced Director Credential.

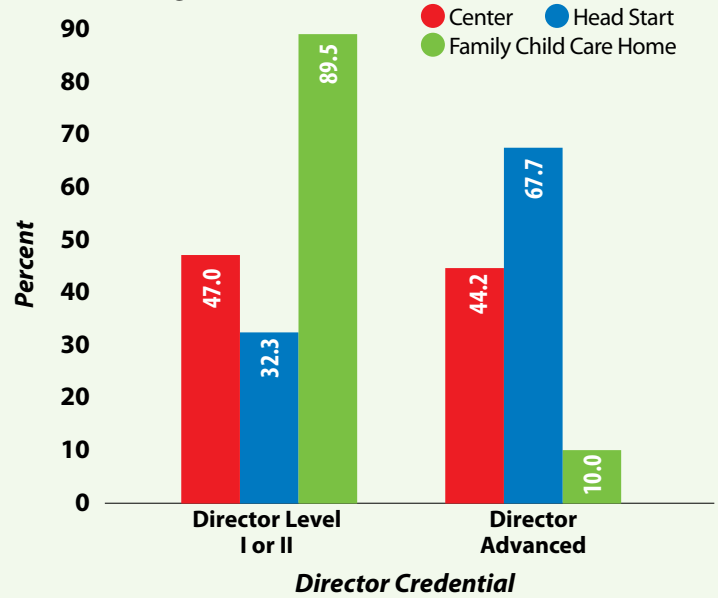
**Exhibit 20. Percentage of Program Sites by Director Credential Category (N = 345 Program Sites; August 2010)**



Across teaching staff (lead and assistant teachers), about 71 percent have provided documentation of holding a DCF-issued Florida Staff Credential or approved training<sup>8</sup> by one of the avenues shown in **Exhibit 19**.<sup>9</sup> Seventeen percent of practitioners have provided documentation of holding a Florida Staff Credential through formal education (as defined in **Exhibit 19**) and 54 percent have provided documentation of holding a Florida Staff Credential or approved training through informal education (i.e., holding an FCCPC, National CDA, or other approved training). **Exhibit 22** shows the percentage of practitioners having achieved the Florida Staff Credential or approved training through various education/training avenues.

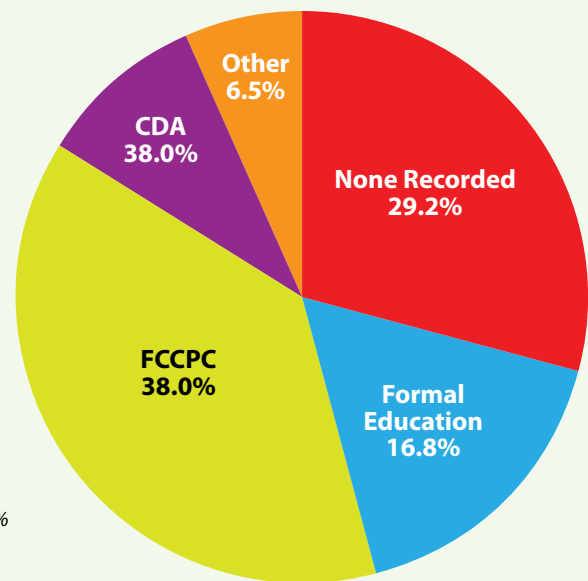
**Summary Statistics**  
 Center Informal = 54.7%  
 Head Start Informal = 51.9%  
 FCCH Informal = 54.8%

**Exhibit 21. Percentage of Program Sites by Program Type and Director Credential Category (N = 345; n = 248 Centers; n = 59 Head Start; and n = 38 FCCH, August 2010)**



Note. Employees of FCCHs are coded as teaching staff within the Registry database. FCCHs reported in the chart above have at least one staff member with a current Director Credential recorded in the Registry database.

**Exhibit 22. Percentage of Key Teaching Staff by Staff Credential Category (N = 3,142 Key Teaching Staff [Lead and Assistant Teachers]; August 2010)**



Note. Data shown in the chart above are based on verified credentials reported during participation in Quality Counts from program entry through August 2010.

<sup>6</sup>Due to mobility within and across centers between RIF data collection time-points, the person recorded as the director within the Registry database may not be the person recorded as holding the Director Credential at a given point in time. Thus, Director Credential findings are reported at the site level.

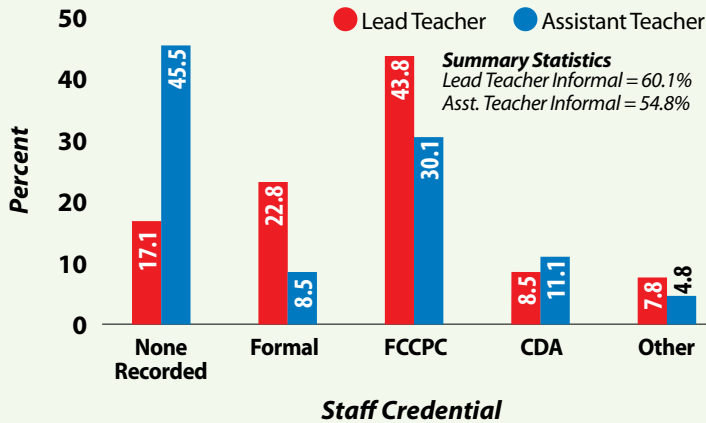
<sup>7</sup>Within the Registry, credentials are linked to their expiration date. When the renewal date expires, no credential is recorded in the database by default until renewal proof documentation is provided, which typically occurs during the next annual RIF data collection. This was true for 26 programs. It can be deduced that these sites have a credentialed director but the level of the credential cannot be presumed. Thus, these 26 sites are not included in the Director Credential findings.

<sup>8</sup>Some practitioners (approximately 5%) have provided documentation of holding an FCCPC or National CDA but have not provided documentation to the QCCC of having obtained a DCF issued Florida Staff Credential.

<sup>9</sup>Within the Registry, credentials are linked to their expiration date. When the renewal date expires, no credential is recorded in the database by default until renewal proof documentation is provided, which typically occurs during the next annual RIF data collection. In these cases, for purposes of analyses, the practitioner is assumed to hold or have held any credential that for which proper documentation was provided during their participation in Quality Counts.

**Exhibit 23** shows staff credentials findings broken out by lead and assistant teachers. Relative to assistant teachers, lead teachers are more likely to hold a staff credential (82.9% compared to 54.5%) and are more likely to hold a staff credential through formal means (22.8% compared to 8.5%).

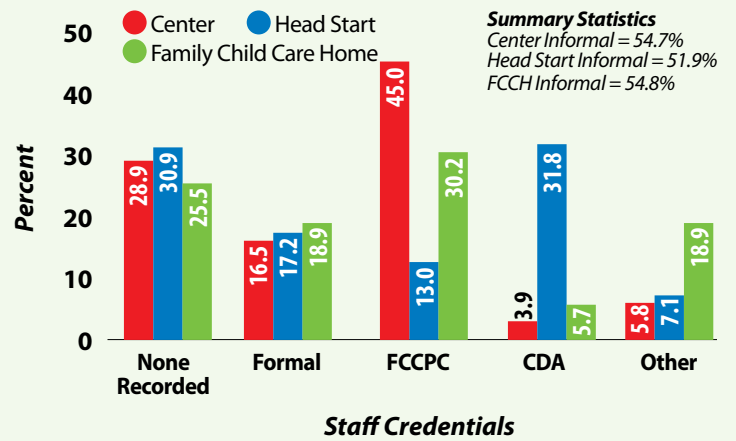
**Exhibit 23. Percentage of Teaching Staff by Credential and Position Type (N = 3,142 Teaching Staff; n = 1,808 Lead Teachers; n = 1,334 Assistant Teachers, August 2010)**



Note. Data shown in the chart above are based on verified credentials reported during participation in Quality Counts from program entry through August 2010.

**Exhibit 24** depicts the percentage of teaching staff reporting holding each type of staff credential by program type. The most notable differences between program types is that teaching staff at centers and FCCH sites are more likely to have reported holding an FCCPC than those at Head Start sites while those at Head Start sites are more likely to report holding a national CDA. However, comparing program sites across formal and informal education credential categories, there are relatively similar rates of practitioners holding credentials through formal (ranging from 16.5% to 18.9% across program types) and informal (ranging from 51.9% to 54.7% across program types) education. It is also important to keep in mind that sample sizes vary considerably across program types.

**Exhibit 24. Percentage of Teaching Staff by Program Type and Credential (N = 3,142 Teaching Staff; n = 2,398 at Centers; n = 638 at Head Start; and n = 106 at FCCHS, August 2010)**



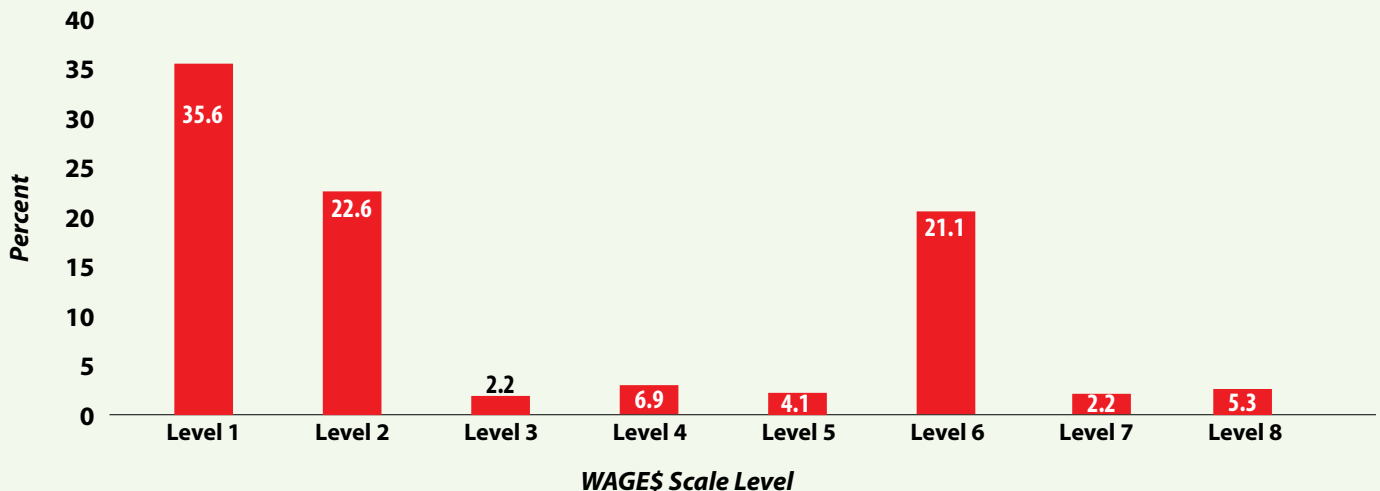
Note. Data shown in the chart above are based on verified credentials reported during participation in Quality Counts from program entry through August 2010.

### WAGE\$ Scale

Another indicator of educational attainment is placement and movement on the WAGE\$ supplement scale. The WAGE\$ supplement scale levels are tied to the practitioner's education and credential levels (see **Appendix A** for a description of supplement scale levels). **Exhibit 25** depicts the percentage of WAGE\$ practitioners who fall into each of the eight supplement levels. The most prevalent scale levels for Quality Counts

WAGE\$ participants are Level 1 (practitioners holding a Florida Staff Credential or 6 hours credit in ECE or Child Development [CD]), Level 2 (practitioners holding a Director Credential plus Florida Staff Credential, national CDA or 12 hours in ECE or CD), and Level 6 (Associate degree plus or including at least 24 credit hours in ECE or CD, an Associate degree in ECE or CD or Bachelor or Masters degree out of field).

**Exhibit 25. Percentage of Practitioners by WAGE\$ Scale Level (N = 1048; August 2010)**





### Has educational attainment improved since the inception of Quality Counts?

The subsample of QCCC practitioners for which educational attainment could be compared over time (sample with baseline and follow-up RIF data) included a total of 2,128 practitioners (n = 311 programs). Out of the 2,128 practitioners with follow-up data, a total of 907 practitioners<sup>10</sup> received degree translation services and/or had record of holding a provisional high school diploma during their QCCC participation leaving a sample of 1,221 (n = 275 programs) for which degree change statistics could be validly computed. Those practitioners with record of provisional high school diploma and/or degree translation services were not included in analyses examining improvement in education level to avoid an artificial inflation of the change rates due to the way the foreign degree data are verified and tracked. If these cases were included, change between baseline and current status would be confounded by change in the verification status of the diploma/degree (some of the change would be due to the results of the verification process rather than a true change in educational level).

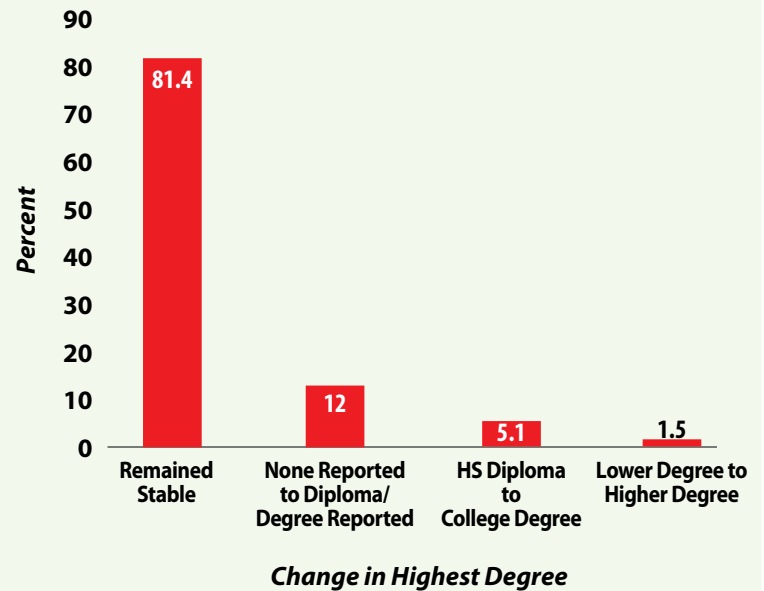
#### Degrees

The change in degrees held by the Quality Counts workforce from baseline to current status is shown in **Exhibits 26**. Approximately 19 percent of practitioners improved their degree level.<sup>11</sup> Twelve percent of practitioners who did not report having a diploma or degree at baseline reported having one at follow-up. Five percent of practitioners who had a high school diploma at baseline now have a college degree. Roughly two percent shifted their degree status from a lower-level degree to a higher level degree (from an Associate degree/60 college credits to a Bachelor degree or from a Bachelor degree to a graduate degree).

#### Credentials

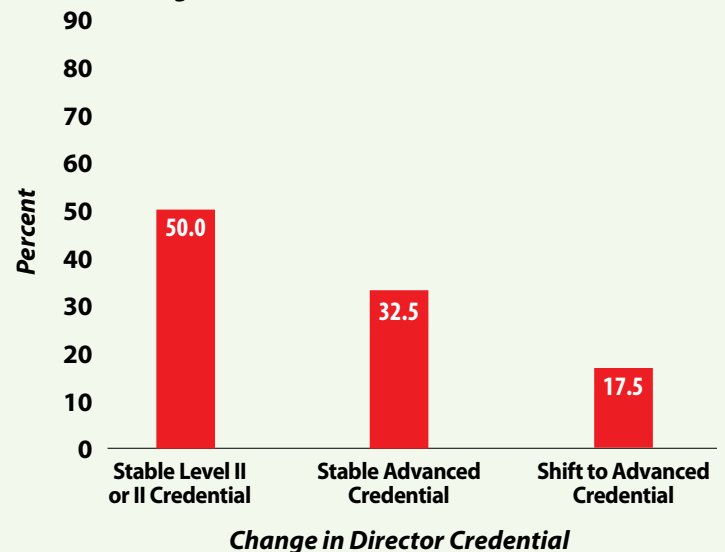
In terms of improvement on obtaining credentials, directors at 18 percent (41 out of 234) of sites shifted from holding a Level I or II Director Credential to holding an Advanced Director Credential between baseline and current status (see **Exhibit 27**). It is also noteworthy that nearly one-third of program sites already had a director who held an Advanced Director Credential at baseline and therefore had no room for improvement. Of those program sites whose director did not have an advanced level credential when they first entered QCCC, 26 percent (41 out of 158) obtained an Advanced Director Credential during their QCCC participation.

**Exhibit 26. Percentage of Practitioners by Change in Degree Status (N=1,221; August 2010)**



Note. The categories in the chart above are mutually exclusive. The total subsample size for each category will sum to the total number of valid responses of 1,221.

**Exhibit 27. Percentage of Program Sites by Change in Director Credential Status (N = 234 Program sites; August 2010)**



Note. The "Stable Level I or II Credential" group had a Level I or II Credential on record at baseline and follow-up. The "Stable Advanced Credential" group had an advanced credential at baseline and follow-up. The "Shift to Advanced Credential" group showed positive change from baseline to follow-up in level of Director's Credential on record.

**WAGE\$ has encouraged me to take more classes and training in early childhood education. Those courses have benefited the children of my classroom.**

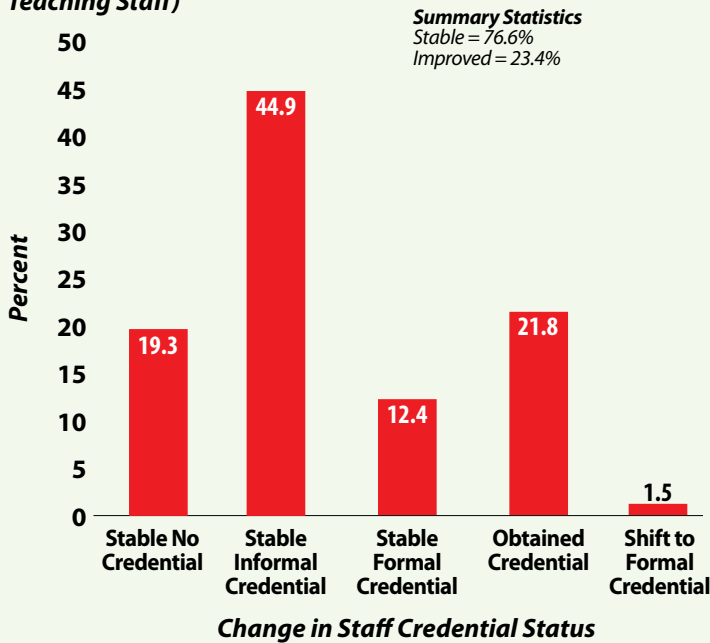
<sup>10</sup>Of the follow-up sample, seventeen percent (n = 356) received foreign degree translation services and thirty-two percent (n = 686) have record of holding a provisional high school diploma at one time during their participation in the QCCC program. Because there is overlap between these groups, a total of 907 unique practitioners have record of provisional high school diploma and/or translation services.

<sup>11</sup>The education level is assumed to be stable over time for cases where the education level appeared to decline due to data adjustments made through the degree verification process.

As for improvement on obtaining the Florida Staff Credential,<sup>12</sup> 23 percent of teaching staff (lead and assistant teachers) demonstrated improvement through obtaining a credential (either through formal or informal means) or shifting from an informal to a formal staff credential. **Exhibit 28** shows the number and percentage of teaching staff remaining stable and those showing improvement regarding staff credentials.

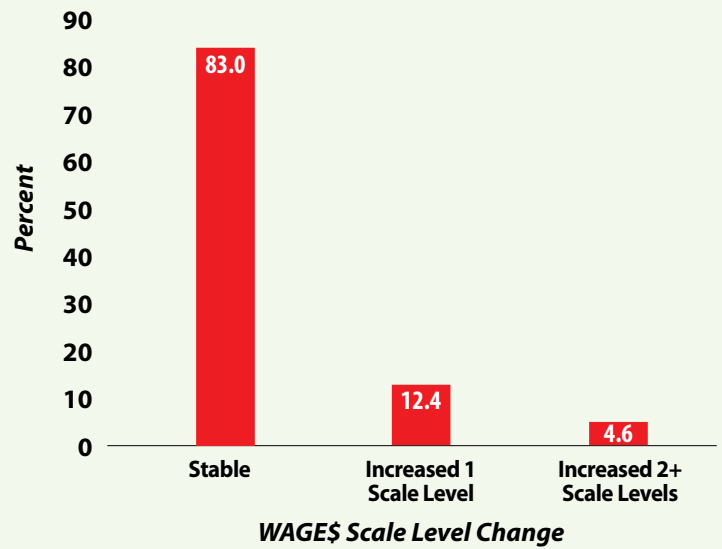
Again, it is important to note that for staff already holding a credential, no change would be expected. To highlight this point, of those teaching staff who did not have a staff credential on record at baseline (n = 746), 53% (396 out of 746) obtained a staff credential during participation in Quality Counts.

**Exhibit 28. Percentage of Teaching Staff (Lead and Assistant Teachers) by Change in Staff Credential Status (N = 1,812 Teaching Staff)**



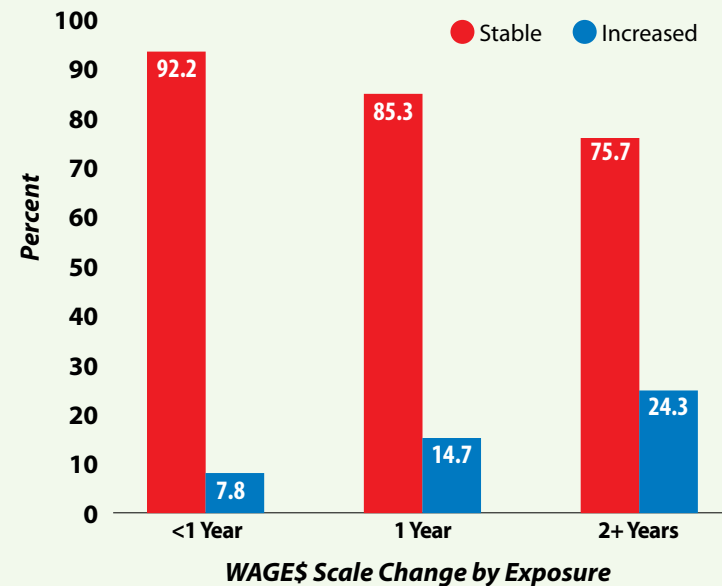
**Exhibit 29** depicts the change in WAGE\$ supplement scale level from baseline (entry into the WAGE\$ program) through current status. Seventeen percent of practitioners participating in WAGE\$ showed an increase of one or more levels on the WAGE\$ supplement scale since entry into the program, with most of those improving by one level.<sup>13</sup> Given that time is such an important factor in obtaining the additional education needed to move up the supplement scale, **Exhibit 30** shows change on the WAGE\$ supplement scale based on number of years of participation in the WAGE\$ program. As expected, those WAGE\$ participants that have participated in the program for at least two years have made the largest gains with 24 percent of this group demonstrating an increase in their WAGE\$ supplement scale level since entry into the program.

**Exhibit 29. Percentage of Practitioners by Change in WAGE\$ Scale Level (N = 1,048; August 2010)**



*Note.* Of those 130 that increased by one level, 91 shifted from a Level 1 to a Level 2. The "Stable" group includes those that had the same scale level at baseline and current status. The "Increased by 1 Scale Level" group includes those that moved up the WAGE\$ supplement scale one level from baseline to current status. The "Increased by 2+ Scale Levels" group moved up the WAGE\$ supplement scale level by 2 or more levels from baseline to current status.

**Exhibit 30. Percentage of Practitioners by Change in WAGE\$ Scale Level and Years of Exposure (N = 1048; n = 258 for less than 1 year; n = 353 for 1 year; n = 437 for 2+ years, August 2010)**



*Note.* Less than 1 year = entered WAGE\$ during 2010 calendar year; 1 year = entered WAGE\$ during 2009 calendar year; 2+ years = entered WAGE\$ during 2007 or 2008 calendar years.

<sup>12</sup>Within the Registry, credentials are linked to their expiration date. When the renewal date expires, no credential is recorded in the database by default until renewal proof documentation is provided, which typically occurs during the next annual RIF data collection. In these cases, for purposes of analyses, the staff credential is assumed stable since the practitioner's credential has likely been renewed but they have not yet been surveyed since the renewal. A small percentage (approximately 5%) of practitioners have not provided proper documentation of DCF issued Florida Staff Credential but have provided documentation of approved training to receive a Florida Staff Credential.

<sup>13</sup>The WAGE\$ scale level is assumed stable over time in cases for which the scale level appeared to decline from WAGE\$ entry to current status due to data adjustments made through the education data verification process.

## **What scholarship and funding sources are available to support ECE training?**

As previously described, practitioners participating in Quality Counts may access QCCC Scholarships, T.E.A.C.H. Scholarships, and WAGE\$ supplements to support their education or

supplement their salary. A description of these programs and their corresponding eligibility requirements are shown in **Exhibit 31**.

### **Exhibit 31. Description of Incentive Programs**

#### **Quality Counts Career Center Educational Scholarship funded by The Children's Trust**

The Quality Counts Career Center educational scholarships are intended to raise the educational level of early care and education practitioners in Miami-Dade County.

##### **Eligibility Requirements**

- Be employed (minimum of 20 hours per week) in a licensed or license-exempt child care program in Miami-Dade County that participates in the Quality Counts quality rating improvement system.
- Participate in the Quality Counts Training Registry.
- Participate in development, updating and implementation of a Career Development Plan (CDP) with a Quality Counts Career Advisor.
- Complete Quality Counts surveys.
- Work directly with children.
- To maintain eligibility for a Quality Counts educational scholarship, participants must successfully complete all coursework or training.

##### **Eligible Expenses**

Quality Counts scholarships may cover the cost of coursework and trainings that contribute to the professional development of early care and education practitioners, including:

- Trainings, GED classes, tests, transcript translations and evaluations, remedial courses, as required prior to entry into a college program
- Florida Child Care Professional Credential (FCCPC- formerly CDA Equivalency) classes for CEUs or college credit
- National CDA Assessment
- Director Credential class
- English proficiency classes
- Early Childhood Education (ECE) credit courses (up to 15 credits as non-degree students; a small number of scholarships are made available to students seeking to complete Associate or Bachelor degrees using the state's T.E.A.C.H. model described below )
- Post-degree ECE credit courses (up to 18 credits in bilingual format for persons with non-US degrees)

#### **T.E.A.C.H. Early Childhood® Scholarships, a statewide program**

For Quality Counts practitioners beginning a formal education pathway towards a degree, the T.E.A.C.H. scholarship model is used with QCCC funds, if they are not able to access state funds.

The T.E.A.C.H. Early Childhood Scholarship program is designed to improve quality of experiences for young children through better educated, compensated and stable practitioners. T.E.A.C.H. provides scholarships for teachers, directors, and family child care providers and represents a three-way commitment among the sponsoring center or program, the participant and T.E.A.C.H. and each party bears some financial responsibility. The goal of T.E.A.C.H. is to increase education, retention and compensation of the early childhood workforce.

To be eligible for a T.E.A.C.H. scholarship, an applicant must work at least 20 hours per week in a state regulated child care program. When a participant completes a contract with T.E.A.C.H. (typically one year), he/she agrees to remain at their sponsoring center for an additional year in exchange for the investment of the employer.

Efforts are made to expend any available state funds for T.E.A.C.H. before Quality Counts funds are invested for this purpose.

#### **Child Care WAGE\$® FLORIDA**

The Child Care WAGE\$® Miami-Dade Project is designed to provide young children with more stable relationships with teachers (a key component of quality) by rewarding teacher education and continuity of care. This program provides education-based salary supplements to early childhood teachers working with children ages birth to five. WAGE\$ aims to improve child care quality by reducing turnover and encouraging the continued education of early childhood teachers (including center staff and family child care providers). A description of the WAGE\$ supplement scale can be found in Appendix A.

##### **Miami-Dade Eligibility Requirements**

To be eligible for at least one six-month supplement payment during the fiscal year, applicants must meet the following statewide criteria:

- Work in a licensed or license-exempt early care and education program (center or family child care home) that participates in the Quality Counts quality rating improvement system
- Earn less than \$17.50 per hour as a child care practitioner (teacher or assistant)
- Have one of the education levels listed below (from a regionally accredited college)
- Work at least six months in the same eligible early care and education program
- Be employed at this same program at the time of employment confirmation
- Funding for WAGE\$ Scale Level 1 is temporary. To retain eligibility, practitioners awarded Level 1 funding must qualify to receive Level 2 funding within two years for center staff and three years for family child care staff.

**To what degree have scholarships and funding sources been accessed by the ECE workforce?**

To provide an illustration of the types and number of scholarships awarded through the Quality Counts initiative, **Exhibit 32** shows descriptive information on the supports funded through the QCCC scholarship for the most recent scholarship-funding year (Summer 2009 to Spring 2010).

**Exhibit 32. Number of QCCC Scholarships<sup>1</sup> Awarded from Summer 2009 to Spring 2010**

Goal	Provider	Total # of Scholarships: Summer 2009 to Spring 2010 <sup>1</sup>
<b>Credit Courses toward Degree</b>	Miami-Dade College, Nova Southeastern University	899
<b>Not-For Credit Courses<sup>2</sup> not toward Credential or Degree</b>	Miami-Dade College, Family Central Training Academy, United Way Center for Excellence in Early Education	523
<b>FL Director Credential<sup>3</sup></b>	Miami-Dade College, Family Central Training Academy	50
<b>Early Childhood Program Administrator's Institute<sup>4</sup></b>	Miami Dade College	196
<b>Florida Staff Credential<sup>5</sup> (through FCCPC Credential or formal education)</b>	Miami Dade College, Family Central Training Academy, Jose Maria Vargas University	368
<b>National CDA<sup>6</sup></b>	Council for Professional Recognition, Miami Dade College, Family Central Training Academy	199
<b>HS Diploma/GED Test</b>	Miami Dade College	4
<b>Document Translation</b>	Josef Silny & Associates, Inc.	211
<b>Workshops/Conferences</b>	Miami-Dade College, Family Central Training Academy, United Way Center for Excellence in Early Education, REM Learning Center, South Florida Association for Young Children	278

Note. A total of 2,728 QCCC scholarships (2682 QCCC Scholarships and 46 QCCC T.E.A.C.H Scholarships) were awarded to a total number of 1,861 (1,839 QCCC and 22 QCCC T.E.A.C.H.) unique individuals. An additional 642 statewide T.E.A.C.H. scholarships were awarded to 440 unique individuals.

<sup>1</sup>Includes QCCC and QCCC T.E.A.C.H. Scholarships.

<sup>2</sup>Not-for credit courses or Continuing Education Units (CEUs) are defined as standard units of measure of coursework used for training and credentialing purposes.

<sup>3</sup>Seventeen of these scholarships funded for-credit courses and the remainder funded not-for credit courses.

<sup>4</sup>All of these scholarships funded for-credit courses.

<sup>5</sup>Seventy-nine of these scholarships funded for-credit courses and the remainder funded not-for credit courses.

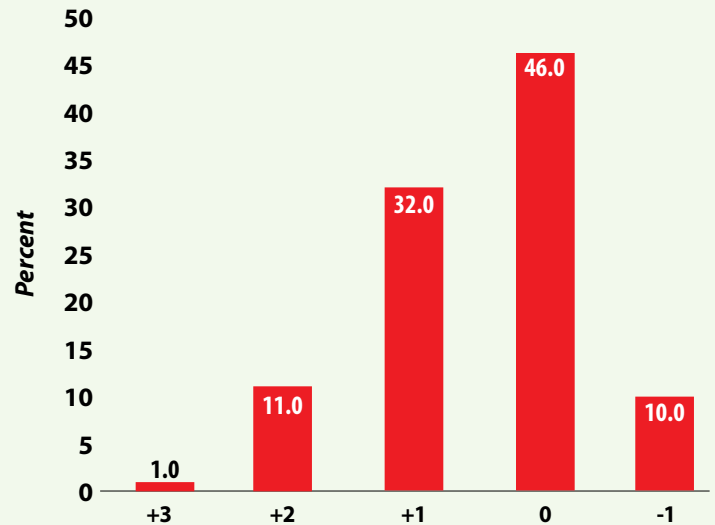
<sup>6</sup>One of these scholarships funded a for-credit course. One hundred fourteen of these scholarships funded credential testing. The remaining scholarships funded not-for credit courses.

## Staff Qualifications

### Have QRIS Star staff qualification component ratings improved since the inception of the QCCC?

A sizable percentage (44%) of program sites has shown an increase of one or more rating levels (0 – 5 points; See criteria by level in **Exhibit 1**) on the QRIS staff qualifications component since entry into Quality Counts; however, 10 percent of the sites have declined by one point on the QRIS staff qualifications rating over time from baseline to formal Star rating. Declines may reflect staff turnover within program sites. The change in the overall rating for the staff qualifications component of the QRIS from baseline to formal Star rating for 115 facilities that have been formally rated is shown in **Exhibit 33**.

**Exhibit 33. Change in Staff Qualifications Points for QRIS from Baseline to Star Rating (N=115 programs; As of June 2010)**



#### Change in Staff Credential Status

*Note. Variance of overall points (0-5) for the component Staff Qualifications, from the baseline rating to the formal rating, for those 115 facilities that have been formally rated as of June 2010. The Staff Qualifications score is a combination of ratings for 4 areas: Lead Teachers, Assistant Teachers, Director, and In-service hours for all staff, averaged to arrive at the single score.*



# Employment Status

**What is the employment status of the ECE workforce?  
What are the earnings of the ECE workforce?**

Practitioners have been employed at their current program sites for about seven years, typically work full time, and receive a median wage of \$8.50 an hour. The median wage for teaching staff is \$8.40 an hour. Directors report a higher median hourly wage of \$12.00. The most frequent hourly pay across all practitioners is the state's minimum wage of \$7.25 (17% earn minimum wage). Those at FCCH sites tend to work longer hours for less pay on average than those at other types of sites. Head Start sites pay higher wages than other sites on average. Directors have been employed at their program sites for an average of ten years and teaching staff for an average of six years. Those practitioners employed at centers tend to remain at their center for an average of six years compared to an average of eight and nine years of employment for those practitioners employed at FCCH and Head Start sites, respectively.

**Exhibits 34 through 36** depict employment statistics for the Quality Counts workforce for all practitioners (**Exhibit 34**), for practitioners by program (**Exhibit 35**), and separately for directors and teaching staff (**Exhibit 36**). Again, sample sizes differ considerably across program types. Also, there are relatively high rates of missing data for weekly hours and hourly wage and these rates are compounded as the data are broken down into subgroups. Rates of missing hourly wage data are especially high for certain practitioner (i.e., directors) and program types (i.e., Head Start and FCCH sites). Thus, interpretations and comparisons of hourly wage data should be made with caution. Due to the relatively high rates of missing employment data, findings are not presented by practitioner type within program type (e.g., directors within centers, teaching staff within Head Start, etc.).

**Exhibit 34. Employment Descriptive Information: Across All Practitioners**

Employment Variable	All Practitioners				
	N	Mean	Median	Standard	Min - Max
Years of Employment	3,665	6.5	4.2	6.0	<1 to 43.6
Weekly Hours <sup>1</sup>	2,701	38.4	40.0	7.4	7 to 80
Hourly Wage	1,824	\$9.40	\$8.50	2.9	7.30 to 46.9

Note. As of August 2010. Mdn. = Median; Std. = Standard Deviation; Min = Minimum, Max = Maximum.  
<sup>1</sup>86.6% of practitioners are employed full-time (defined as working 35 hours or more per week).

**Exhibit 35. Employment Descriptive Information by Program Type**

Employment Variable	Center			Head Start			FCCH		
	N	Mean	Median	N	Mean	Median	N	Mean	Median
Years of Employment	2,817	5.8	3.9	740	9.0	6.4	108	7.7	9.1
Weekly Hours <sup>1</sup>	2,456	37.9	40.0	161	38.8	40.0	84	50.3	55.0
Hourly Wage	1,748	\$9.40	\$8.50	44	\$11.40	\$9.40	32	\$8.10	\$7.90

Note. As of August 2010.

<sup>1</sup>The percentage of practitioners employed full-time is 86.1%, 93.2%, and 88.1% for Center, Head Start centers and FCCH, respectively.

**Exhibit 36. Employment Descriptive Information by Position**

Employment Variable	Director			Teacher Staff		
	N	Mean	Median	N	Mean	Median
Years of Employment	303	10.1	7.4	3,142	6.12	4.1
Weekly Hours <sup>1</sup>	245	40.7	40.0	2,295	38.2	40.0
Hourly Wage	89	\$13.50	\$12.00	1,653	\$9.10	\$8.40

Note. As of August 2010.

<sup>1</sup>The percentage of practitioners employed full-time is 97.1% for directors and 86.0% for teaching staff.

# Turnover

## **What are the turnover rates for the ECE workforce that participates in Quality Counts and WAGE\$?**

The staff turnover rate for Quality Counts participants during the 2009 calendar year (the most recent complete calendar year) was 26 percent across all centers that participated in Quality Counts during the entire calendar year.<sup>14</sup> Turnover rates were also derived from the WAGE\$ database for those participating in WAGE\$. The turnover rate for WAGE\$ participants for the 2009 calendar year was 8%. Those practitioners participating in WAGE\$ make up a subsample of all those participating in Quality Counts. The turnover rates for the

## Conclusions

Miami-Dade County is a diverse and high-need area. Its ECE industry contributes in an important and impactful way to the local economy and allows working parents to remain in the workforce which is critical, given Miami-Dade County's status as the third poorest urban area compared to the 25 largest urban metropolitan areas in the country (Stepick, Hernandez, & Zhang, 2010). Research has shown that early care and learning environments can offer more than a place for children to go while their parents work. These environments have been linked to social and academic well-being from early childhood through adulthood. At a societal level, providing high quality care and learning environments for young children can be a cost-effective venture resulting in a healthier, more productive workforce in general. The Quality Counts professional development initiative was designed to promote quality care and learning environments for young children by offering professional development opportunities to ECE workers and providing financial supports and salary supplements to build capacity in the ECE workforce and retain high quality ECE practitioners.

This workforce study provides useful descriptive information on the ECE workforce actively participating in the Quality Counts initiative in terms of the current status of the workforce and how the workforce has changed since entry into the Quality Counts program. The Quality Counts workforce can be described as:

- Primarily female with an average age of 43,
- Largely Spanish speaking and of Hispanic origin,

Quality Counts sample as a whole and for the WAGE\$ subsample are below the state and national rates of 30 to 40 percent turnover for the ECE workforce. It is also noteworthy that the turnover rate for WAGE\$ participants is considerably lower than the turnover rate for the Quality Counts sample as a whole. These findings suggest that wage and salary supplements do contribute to practitioner retention and ongoing professional development pursuits which is also supported by comments of practitioners receiving QCCC and/or WAGE\$ services.<sup>15</sup> A selection of paraphrased practitioner comments can be found throughout this report.

- Originating from many countries around the world, and
- Having relatively low education levels, consistent with the national and state ECE workforce.

Fortunately, improvements have been made in the educational attainment of the Quality Counts ECE workforce since entry into the program. These improvements include:

- Nineteen percent improved their educational level.
- Over 50 percent of those staff that did not have a Florida Staff Credential when they initially began participation in Quality Counts now have a Florida Staff Credential.
- Twenty-six percent of program sites have had their director move from holding a Level I or II Director Credential to holding an Advanced Director Credential.
- Forty-four percent of programs receiving Star ratings have improved their QRIS staff qualifications ratings.
- Seventeen percent of WAGE\$ participants increased their education level on the WAGE\$ salary supplement scale.
- Turnover rates range between 8 percent (for WAGE\$) and 26 percent (for Quality Counts centers) for the 2009 calendar year, below the national average of 30 to 40 percent.

Although we do not know how these practitioners and programs may have changed without participation in the Quality Counts program, these findings are promising and certainly show that the Quality Counts ECE workforce has more education and training in their field now than when they first entered the Quality Counts program, and those receiving WAGE\$ incentives are remaining in their jobs longer than those who do not receive those incentives. These findings are also encouraging in that the plethora of research clearly affirms that stable and better educated practitioners with specialized training in early care and education provide more appropriate learning experiences for children that lead to positive child outcomes and improved school readiness (Bowman, Donovan & Burns, 2000; Barnett, 2003).

*WAGE\$ helped me financially, so I have less worries and I can focus on my work with the children.*

<sup>14</sup>The turnover rate includes only non-Head Start centers because it was based on stable programs (programs participating for the full calendar year) that were able to receive QCCC services and for which staff attrition was clearly distinct from program level attrition.

<sup>15</sup>Caution should be taken in comparing the turnover rate for individuals who have elected to participate or whose program sites have elected to participate in these initiatives. There are likely preexisting differences between these groups of practitioners and the state and national ECE workforce.

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# Appendix A: WAGE\$ Supplement Scale



## Child Care WAGE\$® Project Miami-Dade Supplement Scale

LEVEL	TEACHER, ASSISTANT TEACHER, FAMILY CHILD CARE PROVIDER	ANNUAL SUPPLEMENT
8	<ul style="list-style-type: none"> <li>• BA/BS ECE or CD</li> <li>• BA/BS in related field plus at least 24 credit hours in ECE or CD</li> </ul>	\$3,000
7	<ul style="list-style-type: none"> <li>• BA/BS in related field plus at least 18 credit hours in ECE or CD</li> <li>• 90 credit hours toward BA/BS ECE or CD</li> </ul>	\$2,250
6	<ul style="list-style-type: none"> <li>• AS/AAS ECE or CD</li> <li>• AS/AAS (in any field) plus at least 30 credit hours in ECE or CD</li> <li>• BA/BS with non-ECE or non-CD major</li> </ul>	\$1,500
5	<ul style="list-style-type: none"> <li>• 45 credit hours toward an AS/AAS ECE or CD</li> <li>• 45 credit hours in related field plus at least 18 credit hours in ECE or CD</li> </ul>	\$1,125
4	<ul style="list-style-type: none"> <li>• Early Childhood Certificate</li> <li>• AS/AAS with non-ECE or non-CD major</li> <li>• At least 70 credit hours of well-rounded "C" or above coursework (2.0 GPA)</li> <li>• 36 credit hours toward an AS/AAS ECE or CD</li> <li>• 36 credit hours in related field plus at least 12 credit hours in ECE or CD</li> <li>• 36 credit hours in related field plus a National CDA or Director Credential plus FCCPC, ECPC or CCAC</li> </ul>	\$750
3	<ul style="list-style-type: none"> <li>• 24 credit hours toward an AS/AAS ECE or CD</li> </ul>	\$600
2	<ul style="list-style-type: none"> <li>• 12 credit hours in ECE or CD</li> <li>• National CDA</li> <li>• Director Credential plus FCCPC, ECPC or CCAC</li> </ul>	\$450
1*	<ul style="list-style-type: none"> <li>• Florida Child Care Professional Credential (FCCPC)†</li> <li>• Early Childhood Professional Certificate (ECPC)</li> <li>• Child Care Apprenticeship Certificate (CCAC)</li> <li>• 6 credit hours in ECE or CD</li> </ul>	\$200

All education awarded as Early Childhood Education or Child Development must be focused on children ages birth-5; documentation is required.

\*Funding for level 1 on the scale is temporary. Teachers awarded at level 1 must obtain level 2 within two years in order to retain eligibility. Family child care providers must reach level 2 within three years for continued funding. Please contact the Child Care WAGE\$® FLORIDA Project with any questions regarding his policy.

<b>BA:</b> Bachelor of Arts	<b>CDA:</b> Childhood Development Associate
<b>BS:</b> Bachelor of Science	<b>ECE:</b> Early Childhood Education
<b>AAS:</b> Associate of Applied Science	<b>CD:</b> Child Development
<b>AS:</b> Associate of Science	

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# Individual Staff Qualifications Reporting Form

Individual Staff Person Name			Date of Hire
<b>Title/Average # of hours worked per week in that position:</b> <input type="checkbox"/> Director/____ hrs. <input type="checkbox"/> Assistant Director/____ hrs. <input type="checkbox"/> Lead Teacher/____ hrs. <input type="checkbox"/> Assistant Teacher/____ hrs. <input type="checkbox"/> Curriculum Specialist/____ hrs. <input type="checkbox"/> Other: _____/____ hrs.			
Center Name			Today's Date
<b>CERTIFICATES, DEGREES AND CREDENTIALS</b> <i>(Check all levels achieved and attach appropriate documentation to this form)</i>			
<b>Training Completed</b>	<b>Date Completed</b> <i>and expiration date if applicable</i>	<b>Institution Attended</b> <i>and location (city, state, country)</i>	<b>Document Type attached</b> <i>(diploma, transcript, certificate, DCF 5206)</i>
<input type="checkbox"/> High School Diploma or GED			
<input type="checkbox"/> DCF Staff Credential			
<input type="checkbox"/> National CDA <input type="checkbox"/> CDA-E <input type="checkbox"/> FCCPC <input type="checkbox"/> Other: _____			
<input type="checkbox"/> Associate (AA or AS) degree <i>(note specialization)</i>			
<input type="checkbox"/> 60 College Credits <i>(in lieu of Associate degree)</i>			
<input type="checkbox"/> Bachelors degree <i>(note specialization)</i>			
<input type="checkbox"/> Master's degree <i>(note specialization)</i>			
<input type="checkbox"/> For degree or 60 credits: 18 credits in early childhood? <input type="checkbox"/> Yes or <input type="checkbox"/> No <i>(transcript required—unofficial accepted)</i>			
<input type="checkbox"/> Foundational Level (I or II) Director Credential			
<input type="checkbox"/> Advanced Level Director Credential			
<b>ENROLLMENT IN TRAINING OR EDUCATION PROGRAM</b> <i>(List program of study the staff person is currently enrolled in. Attach documentation to this form)</i>			
<b>Course or degree program</b> <i>(ex. FCCPC/CDA, Associate)</i>	<b>Enrollment Date(s)</b> <i>(and expected completion date)</i>	<b>Institution(s) Attending</b>	<b>Document Type attached</b>
<b>IN-SERVICE/TRAINING IN THE LAST YEAR</b> <i>Must meet DCF requirements for approved topics. Attach ALL documentation to this form. List all contact hours of in-service training, number of CEUs obtained and number of college credits successfully completed for this staff person in the 12 months prior to today's date. Do not duplicate any training hours in multiple categories; even if you received CEUs and contact hours for the same training, you may only count it in one category.          Note: 1 college credit = 15 in-service hours; 1 CEU = 10 in-service hours (Use the formula in row "D" to obtain total)</i>			
<b>A. Total number in-service contact hours</b>	<b>Dates</b>	<b>Institution(s)</b>	<b>Document Type</b>
_____ in-service hours	From: _____ To: _____		
<b>B. Total number CEUs</b>	<b>Dates</b>	<b>Institution(s)</b>	<b>Document Type</b>
_____ X 10 = _____ in-service hours	From: _____ To: _____		
<b>C. Total number of college credits <i>(in any subject)</i></b>	<b>Dates</b>	<b>Institution(s)</b>	<b>Document Type</b>
_____ X 15 = _____ in-service hours	From: _____ To: _____		
<b>D. Add the calculated number of in-service hours in the above three categories to obtain total number of in-service hours.</b>	A: _____ + B: _____ + C: _____ = D: _____ Total in-service/Training		



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