



Miami-Dade Quality Counts Workforce Study

Data Review Meeting

February 1, 2017

Workforce Study Participants

- Miami-Dade Quality Counts programs and practitioners receiving full QIS services with up-to-date PDR data as of March 2016.
- Centers and family child care homes
- Administrators and teaching staff/direct care providers



Program Characteristics

- 3,331 practitioners at 413 programs.
- 368 centers employ 98% of practitioners.
- 45 FCCHs employ 2% of practitioners.



Workforce Demographics

- Primarily female.
- Middle aged (46 years on average).
- Racially, ethnically, and linguistically diverse.
- Largely Hispanic and Spanish speaking.
- Originating from over 30 different countries.
 - Cuba and the United States most prevalent.





Exhibit 2. Percentage of Practitioners by Primary Language Spoken (N = 3,331).

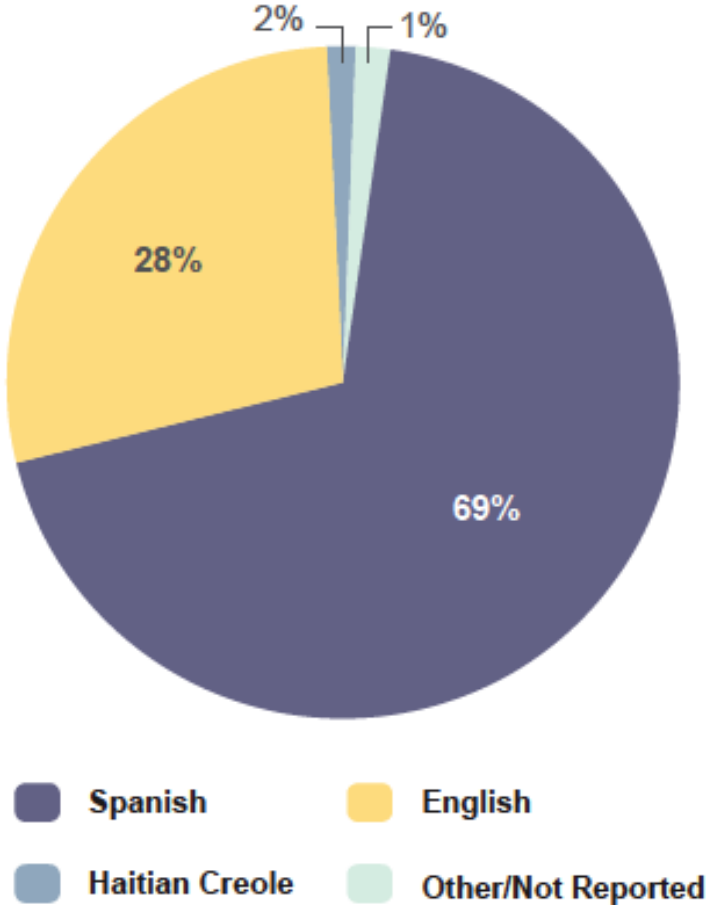
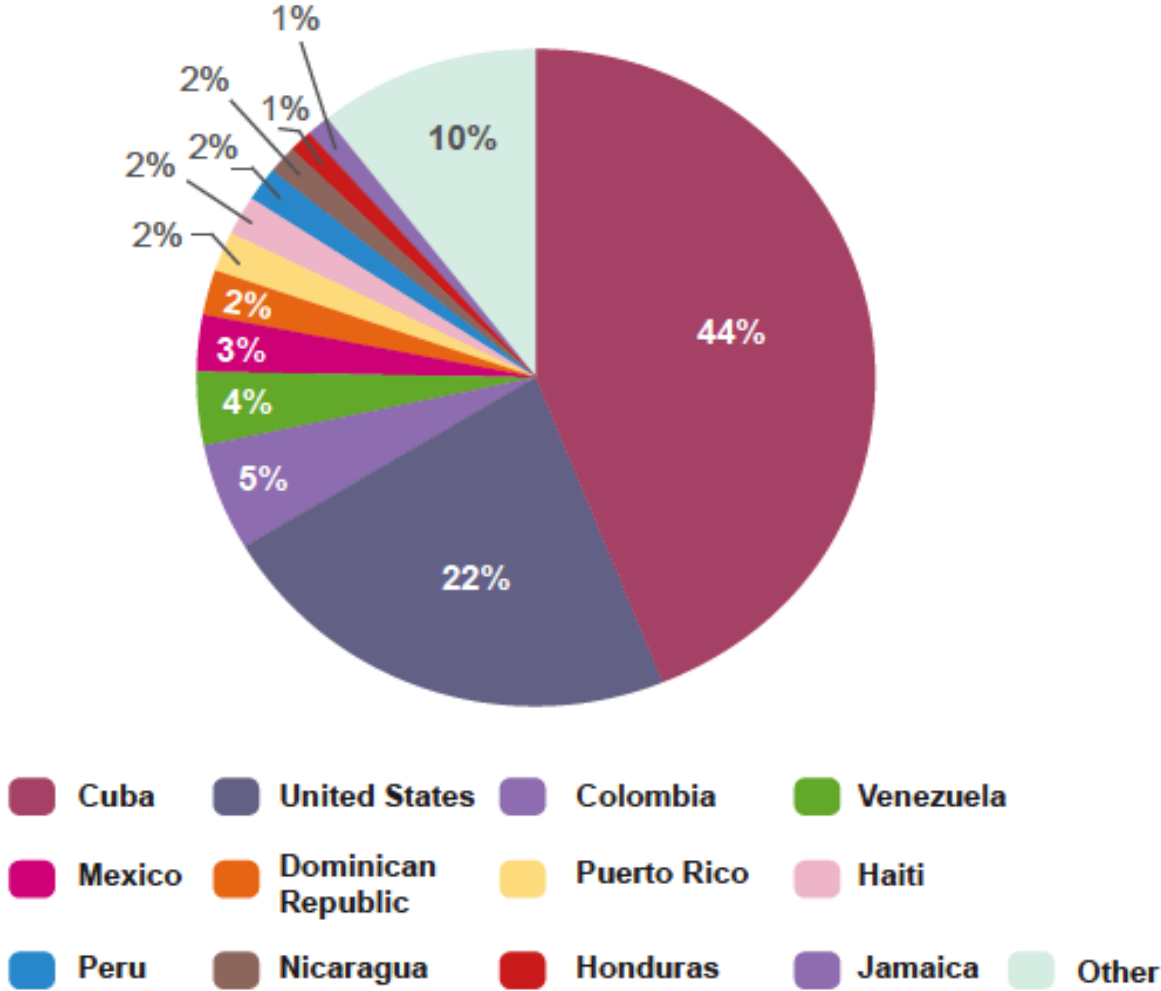




Exhibit 3. Percentage of Practitioners by Country of Origin (N = 3,331).



Educational Status: Highest Education Level

- 16% = No Diploma/Degree on Record
- 51% = High School Diploma
- 10% = Associate's Degree/Equivalent
- 20% = Bachelor's Degree
- 2% = Graduate Level Degree



Educational Status: Credentials

- 80% of teaching staff hold a DCF issued Florida Staff Credential or FCCPC.
- 13% of teaching staff hold a National CDA.
- 60% of directors hold a Foundational Credential.
- 40% of directors hold an Advanced Credential.

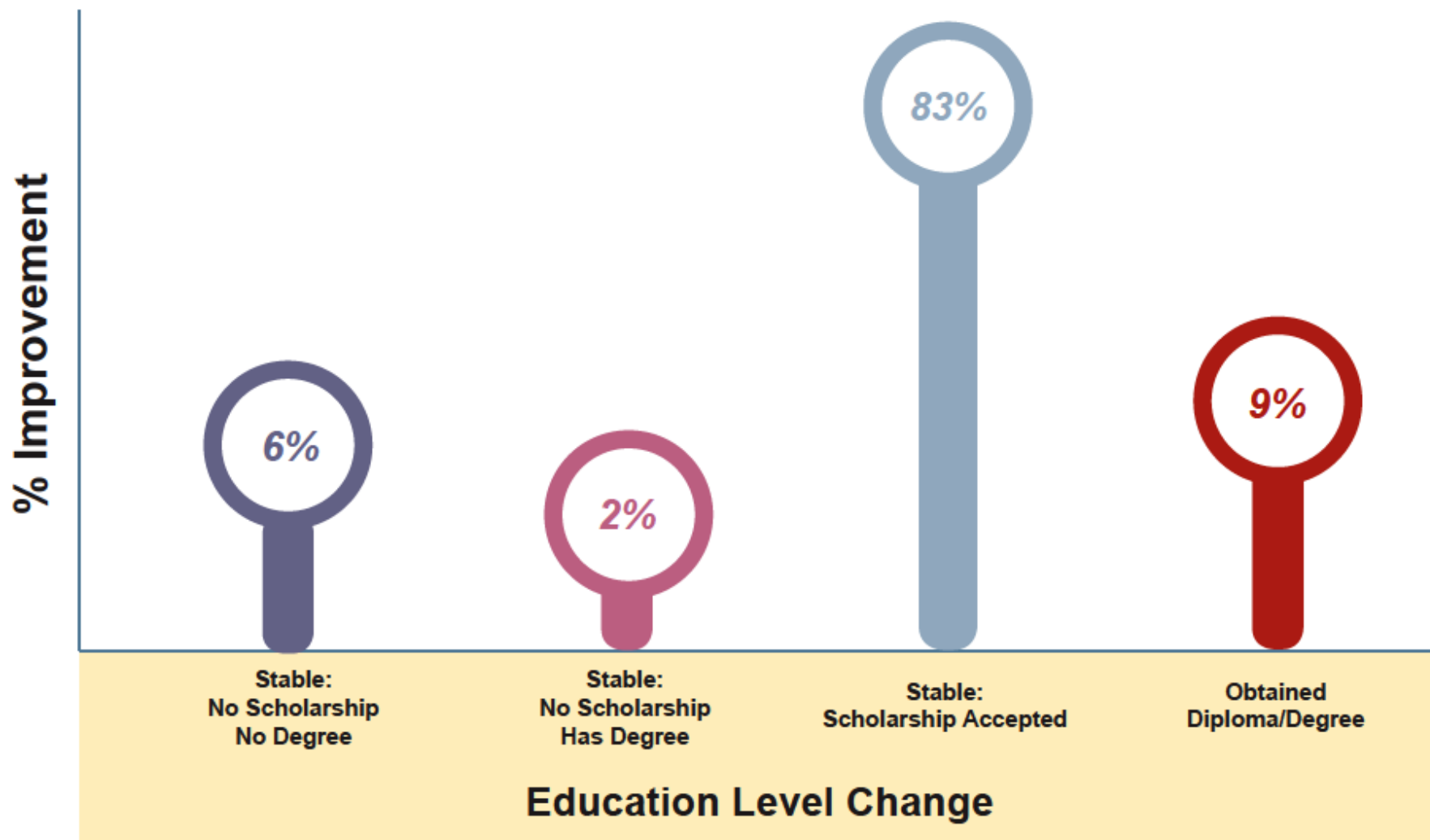


Educational Improvements

- 9% improved overall educational level.
- 83% made progress toward PD goals.
- 84% obtained Florida Staff Credential.
- 32% obtained Advanced Director Credential.



Exhibit 4. Percentage of Practitioners Improving on Highest Education Level (N = 2000).



Years to Achieve Higher Education Level

Education Change Group	Average Years (N = 178)
Obtained HS Diploma	2.4
Obtained Degree	2.8
Obtained Higher Degree	2.9

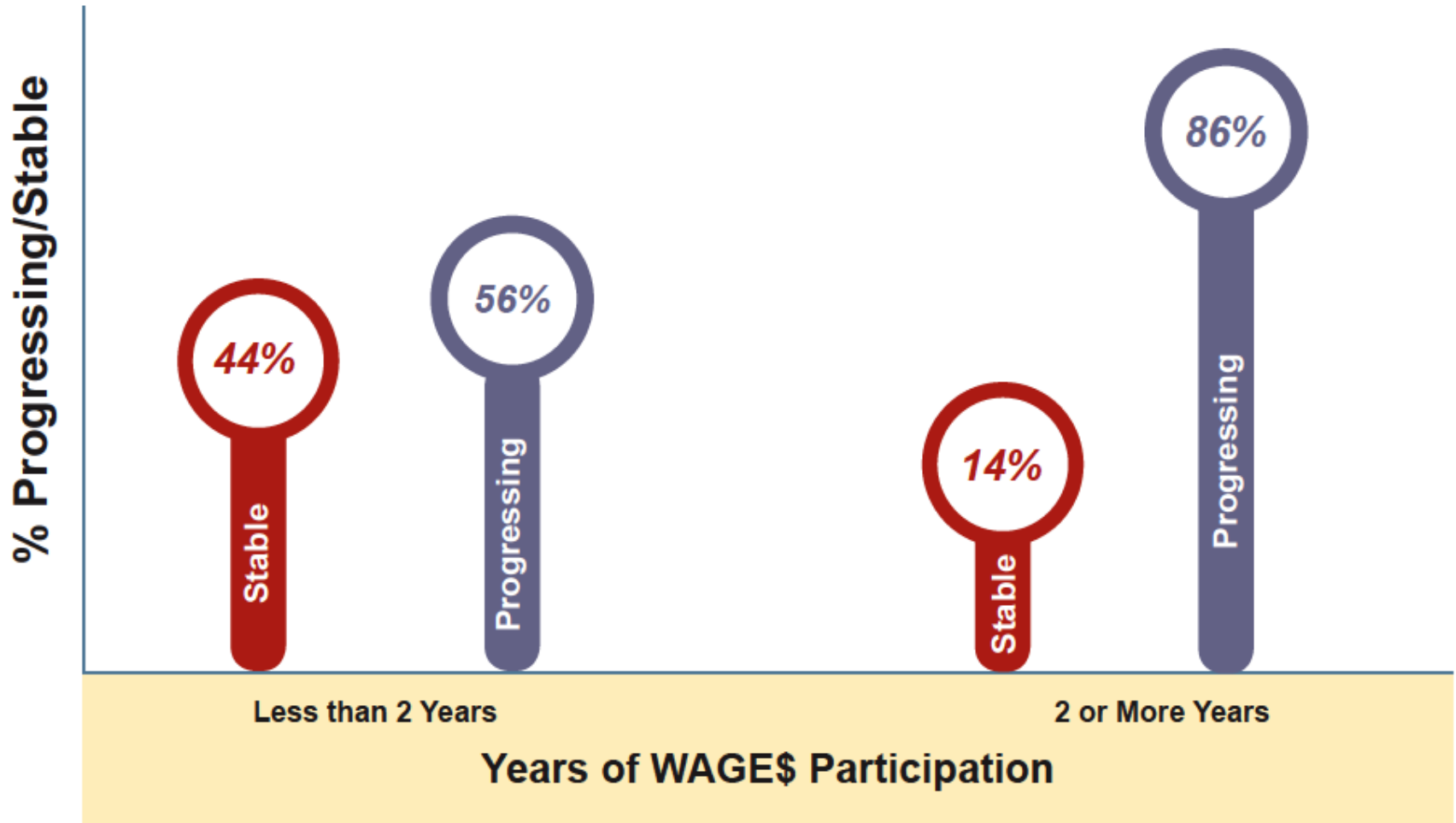


Educational Improvements (WAGE\$ Program)

- 50% of Child Care WAGE\$® participants increased on the WAGE\$ scale.
- Longer WAGE\$ participation linked to greater increases on the WAGE\$ scale.



Exhibit 5. WAGE\$ Performance by Years of Participation: Percentage of Practitioners Progressing/Remaining Stable (N = 415).



Employment and Benefits

- Remain employed with current program for an average of 7 years.
- Median hourly wage is \$9.00 for teachers and \$12.50 for directors.
- Rates of benefits provided to employees:
 - 82% = Paid Time Off
 - 46% = Professional Development
 - 24% = Health
 - 15% = Retirement



Factors Related to Earnings

- Years of employment with current employer
- Educational Status: Degree Holding
- English Language Skills
- Program Location

NOTES

- ❖ Race and Ethnicity are significantly linked to hourly wage but not after considering primary language.
- ❖ 18 ECE credits is significantly related to hourly wage but the correlation is small and not significant above other factors.



Impacts on Hourly Wage

Factors	Impact on Hourly Wage	
Unit of Change	All Practitioners	Teaching Staff
If English is primary language	\$1.57 more per hour**	\$1.06 more per hour**
For every additional year employed	\$0.18 more per hour**	\$0.16 more per hour**
If employed in lower income area	\$0.48 less per hour**	\$0.59 less per hour**
Has college degree	\$2.46 more per hour**	\$1.78 more per hour**

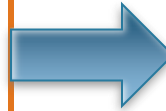
**Significant at $p < .001$ $R^2 = 16\%$ for All and 14% for Teaching Staff.

Impacts on Hourly Wage by Primary Language

Factors	Impact on Hourly Wage	
Unit of Change	English Not Primary Language	English Primary Language
For every additional year employed	\$0.16.** more per hour	\$0.20** more per hour
If employed in lower income area	\$0.18 less per hour	\$1.20** less per hour
Has college degree	\$1.75** more per hour	\$4.21** more per hour

Take Home Messages

- Those with college degrees have the highest wages but it takes years to earn a degree.
- Primary language plays a role in compensation.
- 72% identify a primary language other than English.
- Earning 18 ECE credits impacts wages, especially if not holding a degree.




- Practitioners can take steps to increase their earning potential and value in the workplace.
- Develop strong **English Language skills**.
- Acquire a **degree**.
- Achieve **18 ECE credits**.
- Remain with the **same employer** long-term.

Impact on Policy and Practice

- Findings can be used by QIS and other systems partners to engage, support, and encourage programs and practitioners.
- Educational institutions have expanded credit-bearing and continuing education bilingual programs (e.g., Spanish and Creole bilingual course offerings).





“Relying on these early childhood teachers to be drivers of educational reform, as we increasingly are, requires reforming how we understand and value their work and how we prepare, support and reward them.”

Marcy Whitebook, 2015

Thank You!



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