

Educators Succeed and Children Benefit...

Through improved teacher education and classroom practices

- The QC workforce is professionally motivated with demonstrated educational success.
- Educators who hold degrees have higher quality interactions with the children in their classrooms.

Through improved compensation and retention of highly qualified educators

- Compensation and education are both important ingredients to having a stable and qualified workforce for ensuring children's school readiness.⁹
- QC supports give educators a way to increase their salaries through improving their English language skills and obtaining degrees and credentials.

Quality Counts is a needed resource for years to come

- QC promotes the education, skills, and compensation of early childhood educators through cultivating and sustaining a competent, bilingual workforce representative of the children served by QC in Miami-Dade County.
- Research shows that teacher-child interactions play a pivotal role in preparing young children for school success.¹⁰ Educators who stay in QC longer and use supports have higher quality interactions with children.

***With enough support and time in the program,
early childhood educators succeed and
when they succeed, the children benefit.***



¹IOM (Institute of Medicine) and NRC (National Research Council). 2015. Transforming the workforce for children birth through age 8: A unifying foundation. Washington, DC: The National Academies Press.

²Unless otherwise noted, findings are based on data in the QC Professional Development Registry as of May 2017 for 2,978 current participants eligible for full QC services.

³The percentage of educators earning an associate, bachelor's, or master's/doctoral degree or a Florida Department of Children and Families issued early childhood Staff Credential was computed as: Teaching staff who obtained a degree or staff credential during their time in QC out of all teaching staff who did not hold a degree or staff credential at QC entry (N = 717).

⁴Based on correlational analyses using available teacher-child interaction observational data from the pre-kindergarten Classroom Assessment Scoring System (CLASS) tool as of October 2017 (N = 665).

⁵Based on Multiple Regression analyses predicting hourly wages from: Primary Language (English Primary or English Not Primary), Neighborhood income-level of the childcare program (low-income area/Not low-income area), Number of years of participation in QC (1 to 9 years), and education level (Holding/Not Holding an early childhood credential; Holding/Not Holding a degree at any level). Sample sizes: N = 2,966 for All Educators; N = 2,235 for English Not Primary; N = 731 for English Primary.

⁶Low-income neighborhood is defined as having 30% or more young children (under age 6) living below 150% of the federal poverty threshold, or having at least 200 young children in that category based on the most recent U.S. Census Bureau data.

⁷Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

⁸N = 1,022 for 6 or more years of QC participation; N = 1,956 for less than 6 years of QC participation.

⁹Torquati, J. C., Raikes, H., & Huddleston-Casas, C. A. (2007). Teacher education, motivation, compensation, workplace support, and links to quality of center-based child care and teachers' intention to stay in the early childhood profession. *Early Childhood Research Quarterly*, 22, 261-275.

¹⁰Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., ...Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development*, 79 (3), 732-749.



**Miami-Dade Quality Counts
Workforce Study 2017**

Quality Counts Supports Early Childhood Programs and Educators

The foundation of a child's brain is built in the first five years of life.¹ Educators are the brain builders essential for preparing our future workforce and tomorrow's leaders. Knowing that all of Miami's children have the right to a quality early learning experience provided by a skilled and fairly compensated educator, The Children's Trust created and funded Quality Counts (QC) in collaboration with the Early Learning Coalition of Miami-Dade/Monroe and system partners.

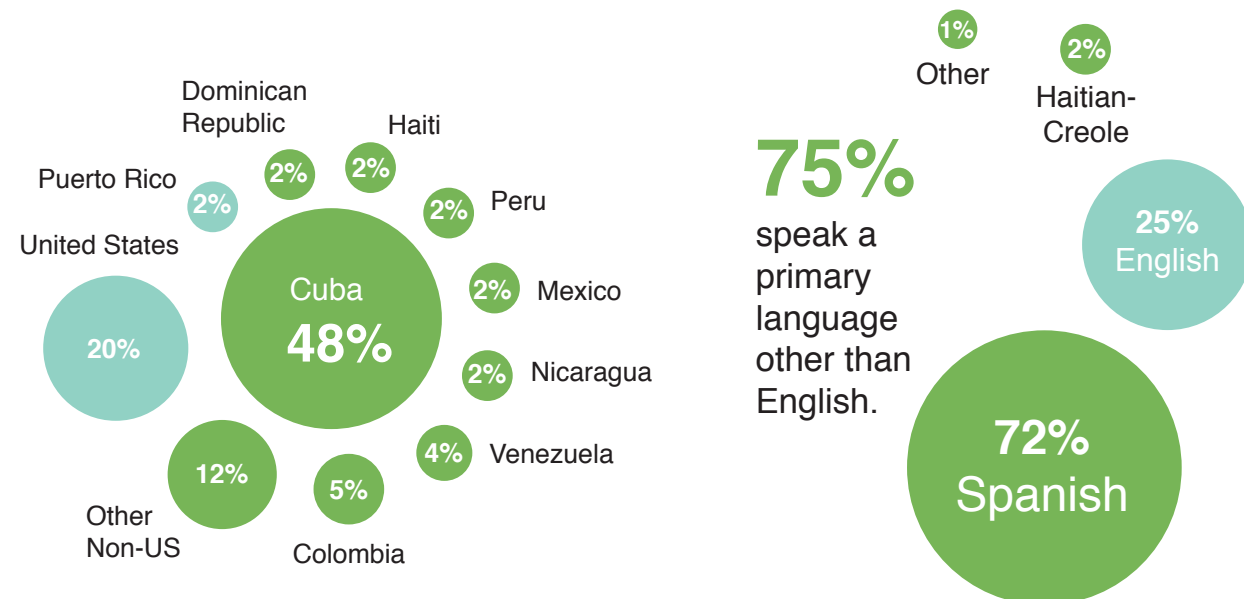
Established in 2008, QC promotes children's school readiness through instructional and professional development supports and wage supplements for early childhood programs and educators.

- Stipends for program and classroom materials
- Classroom-based coaching
- QC Educational scholarships
- Child Care WAGES® Florida salary supplements tied to education levels

QC serves 25,000 children in nearly 400 early childhood programs throughout Miami-Dade with a reach encompassing the most vulnerable neighborhoods.² The background of the QC workforce often mirrors that of the communities served.

The QC Workforce is diverse.

80% of QC educators were born outside of the United States.



The typical QC educator is a 46-year-old Hispanic female holding an early childhood credential with 8 years of experience and working for a non-living wage.

76% of programs serve children from low-income families and neighborhoods.

\$19,032 is the median annual salary of a QC educator.

With Supports...

Preparing children for school, especially those from challenged neighborhoods, depends on having a highly qualified and stable early learning workforce. QC's success comes from its focus on developing the education, classroom practices, compensation, and bilingual skills of the workforce and concentrating funds in communities with the greatest needs.

QC educators take advantage of available professional supports to improve their education and classroom-based skills.

71% accepted QC scholarships and/or wage supplements.

78% earned an early learning credential or a degree while in QC.³

QC EDUCATORS HAVE HIGHER QUALITY INTERACTIONS WITH CHILDREN IN THEIR CLASSROOMS WHEN THEY HOLD DEGREES AND ACCEPT MORE SCHOLARSHIPS AND WAGE SUPPLEMENTS.⁴



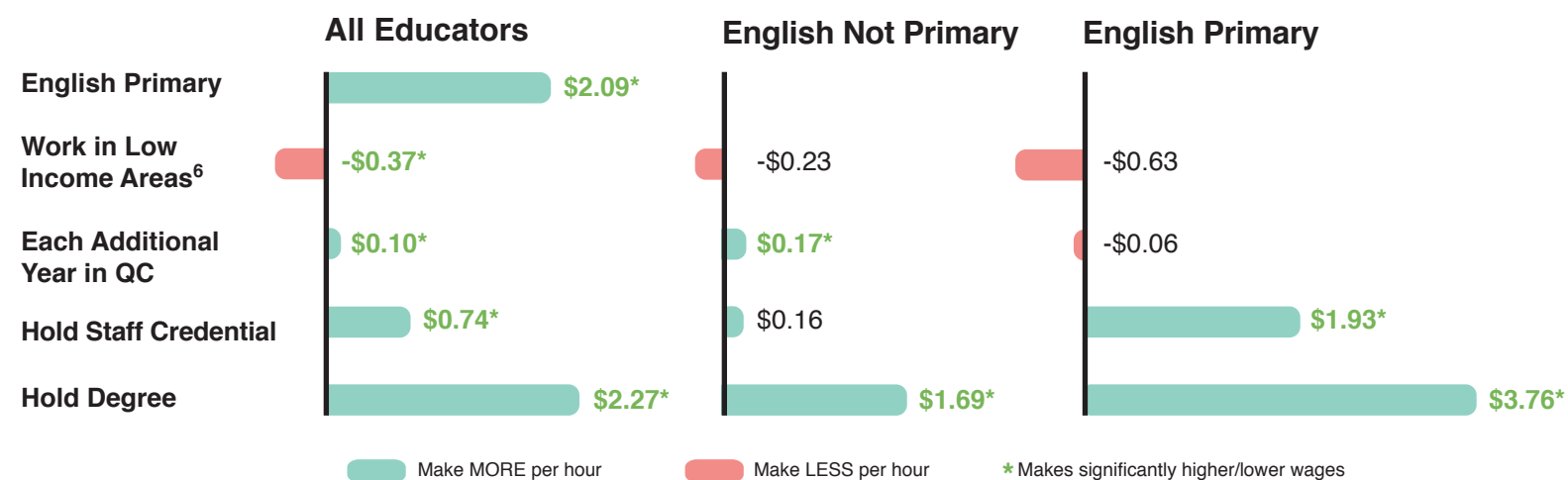
The best way for QC educators to improve their salaries is to develop their English language skills and obtain a degree. Doing those two things buys them an additional

\$3.76

an hour on average increasing their median annual salary by

\$8,000

Educators make higher wages when they hold a degree or credential, speak English as a primary language, and stay in QC longer.⁵

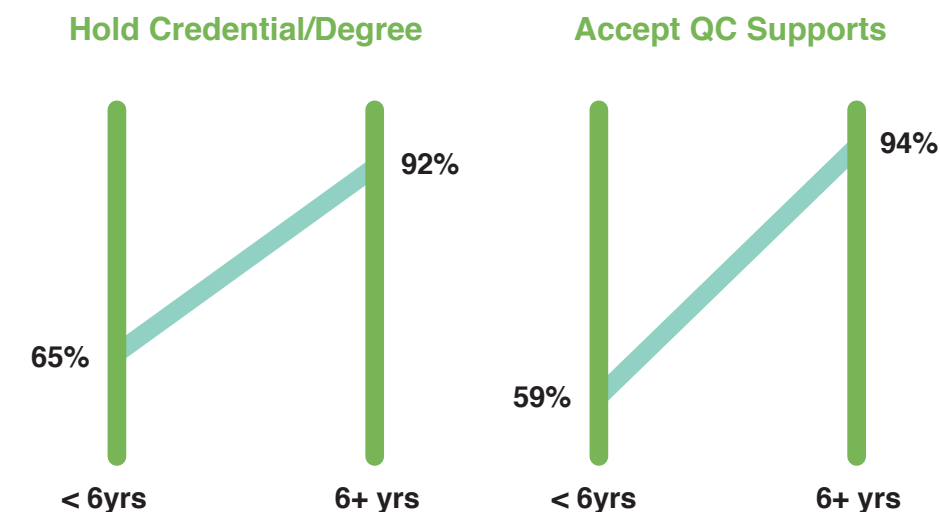


and Time...

The impacts of community initiatives are influenced by the amount of time an intervention has been in place and implemented with fidelity.⁷ Consistent with implementation science, the QC initiative has the biggest impacts on educators who remain in QC for a sustained period of time.

Compared to those with fewer years in QC, educators with 6 or more years⁸ of participation...

- Have better educational outcomes
- Accept more QC scholarships and/or wage supplements
- Make higher hourly wages



...and have higher quality interactions with the children they serve