Workforce – The Foundation of Quality

Chicago Early Learning Technical Assistance Project
RFP Goal #4: **Employ a professionally prepared and adequately compensated workforce to achieve the desired outcomes for children and their families.**
### Reaching Our Goals

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<td>Compensation</td>
<td>• Competitive salary</td>
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<td>• Compensation plan promotes increased qualifications</td>
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New Expectations
Staff Qualifications

Birth to Three
• Teacher with IT Level 5
• Teacher Assistant with IT Level 4
• Site-based Supervisor with IT Level 5

Preschool
• Teacher with PEL or ECE Level 5
• Teacher Assistant with ECE Level 4

Universal
• Level 5 Family Specialist Credential for Family Support and Home Visitors
• Level 2 Director Credential for Site Directors
New Expectations
Salary Minimums

- The RFP sets salary minimums for teaching, home visiting and family support roles.

- Example
  - ECE Level 5 Teacher -- $45,000
  - IT Level 4 Teacher with AA -- $35,000
  - Family Support Specialist with Level 5 -- $45,000
  - Home Visitor with Level 4 -- $40,000 (must work towards Level 5)

- How do the RFP salaries compare with your current structure?
New Expectations
Salary Minimums

- Operational budgets need to reflect the salary minimums – including the support necessary for partners.

- Funding levels for each funding source have increased to support the new minimums.
  - For example:
    - Early Head Start - $13,500/child (center-based)
    - Prevention Initiative - $11,000/child (center-based)
    - Head Start - $11,000/child (full day)
    - Preschool for All - $5,400/child
New Expectations
Salary Minimums

Mastery and Retention
Increased Qualifications
Salary Minimums
Unpacking Program Design

Community Demand and Program Space Data

Classroom / Group Plan

Staffing Model
Current State

- How will your classroom/group plan change?
  - More services to children under three?
  - Increase in home visiting?
  - Adding family support staff to meet new standards?

- Do you have the staff that you need?
  - Current staff have right credentials
  - Enough staff to meet plan
  - Staff currently in school towards needed credentials

- If not – do you have a plan to get there?
## Developing a Plan
### Center Example

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<th>Current State</th>
<th>New Plan</th>
<th>Workforce Needs</th>
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| • Five classroom center  
• All rooms serve preschoolers  
• Three teachers have Level 5 | • Need to serve infants and toddlers  
• Sub-divide a classroom to serve two groups of 8  
• Need all teachers to have Level 5 | • Hire one teacher with PEL or ECE 5  
• Hire two teachers with IT 5  
• Ensure all ECE 5 teachers are in school towards PEL  
• Hire three family support |
The teacher shortage affects the entire Pre-K – 12 system.

Nationwide, there was a 23% decline in the number of people completing teacher preparation programs from 2008 – 2016.

In Illinois, that decline was 53% from 2010 – 2016.
Growing Our Own

Pathways In
- How does your program bring new people into the profession?
- What opportunities are there to employ parents / family members and students?

Pathways Up
- What are the hopes, goals and ambitions of your current staff?
- How can you support them towards those goals?
  - Access to scholarships
  - Time to pursue higher education
  - Support system

Retention
- As staff move through the qualification process, how will you incentivize them to stay?
- What is the role of your salary scale?
Higher Education

Consider – How does your program currently partner with Institutions of Higher Education?

What are the opportunities to increase and improve your partnerships?
- Student teachers
- Practicum experiences
- Career fairs
- Internships, shadowing and volunteer opportunities

When student teachers come to your program, how can you ensure that it is a meaningful experience?
Chicago Early Learning Workforce Scholarship

- Provides “last dollar” to cover what federal grants will not.
- Open to anyone currently working in an EC program or Chicago residents eligible to work in a program.
- Parents of enrolled children are a priority group!
Professional Development Planning

- Staff will need guidance and support to navigate the higher education system.
  - Goal setting
  - Transcript assessment
  - Discussing program options
  - Applying for scholarships
  - Flexibility
  - Support network of peers and leaders
  - Others?

- Who in your program is responsible for helping staff achieve their educational goals?
Some items permit the program to achieve a staff qualification goal at some point in the future. It is critical that you have a program action plan to demonstrate that you will reach this goal.

**Clear**
- Who is expected to reach the goal?
- What steps have they taken?
- What step are they taking next?

**Time Bound**
- What is the current status?
- What is the next milestone?
- When will the plan be completed?

**Accountable**
- How will progress be monitored?
- Who is responsible for making sure the goal is reached?
- What will happen if it is not?
Considerations for Partners

- Remember – partners are an extension of the delegate agency for HS/EHS funds and are “equal voices as service providers in the community” with the delegate.

- Partners must meet the same qualification and salary requirements as the delegate.

- How will you ensure that your partner is aligned to your agency values on compensation, professional development and human resources systems?

- Does your budgeted support to your partner support their achievement of these expectations?
Reflection

- What questions do you still have?
- What additional technical assistance would best support you in designing a staffing model and plan for this RFP?
- What challenges do you foresee in meeting the workforce goals of this RFP?
- What opportunities?
Contact Information

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