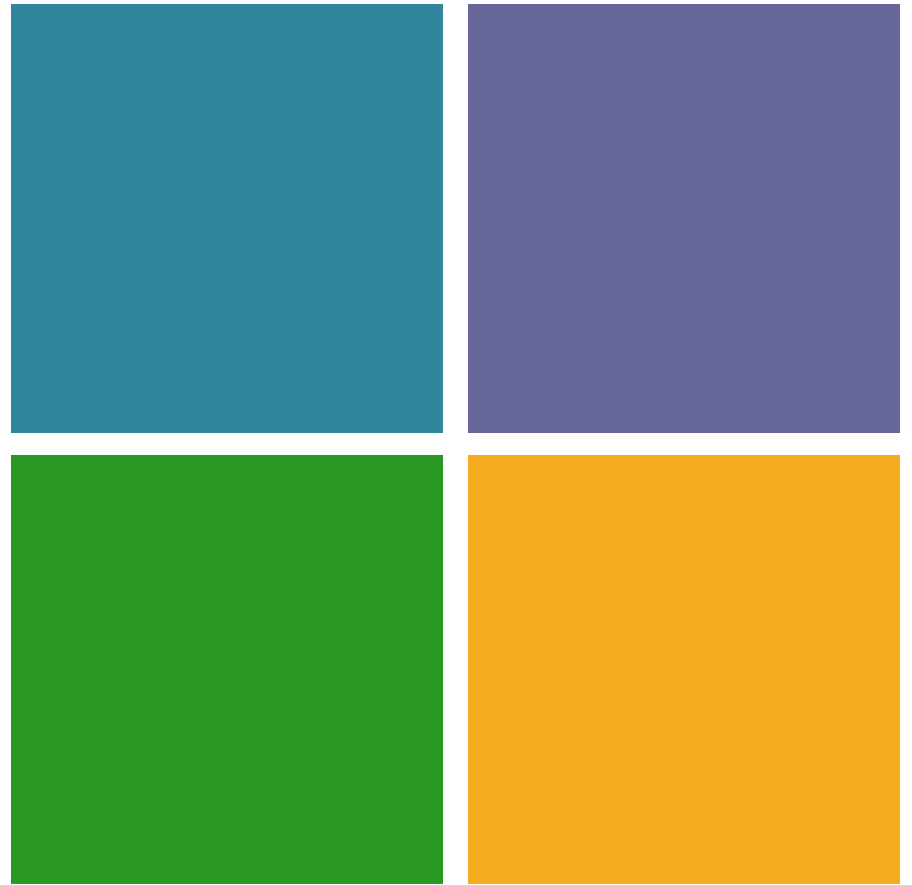




Celebrating
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— 1969–2019 —



Workforce – The Foundation of Quality

Chicago Early Learning
Technical Assistance Project

+ Reaching Our Goals



RFP Goal #4: Employ a professionally prepared and adequately compensated workforce to achieve the desired outcomes for children and their families.

+ Reaching Our Goals



Human Resources

- Policies and Systems

Comprehensive Supports

- Staff well-being
- Retention

Professional Development

- Individual professional development plans
- Reflective supervision and coaching

Compensation

- Competitive salary
- Compensation plan promotes increased qualifications

+ 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

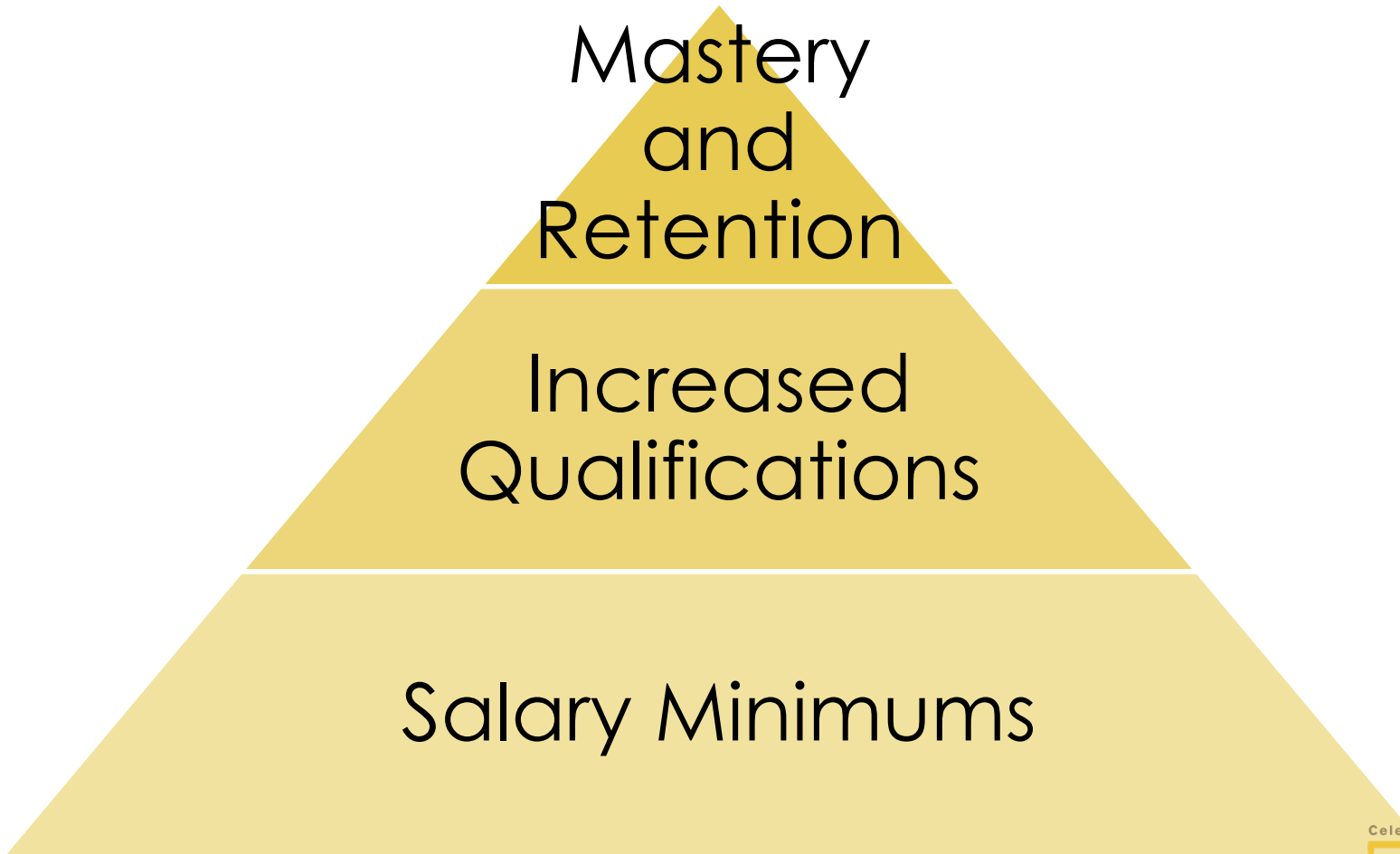


- Operational budgets need to reflect the salary minimums – including the support necessary for partners.
- Funding levels for each funding source have increased to support the new minimums.
 - For example:
 - Early Head Start - \$13,500/child (center-based)
 - Prevention Initiative - \$11,000/child (center-based)
 - Head Start - \$11,000/child (full day)
 - Preschool for All - \$5,400/child



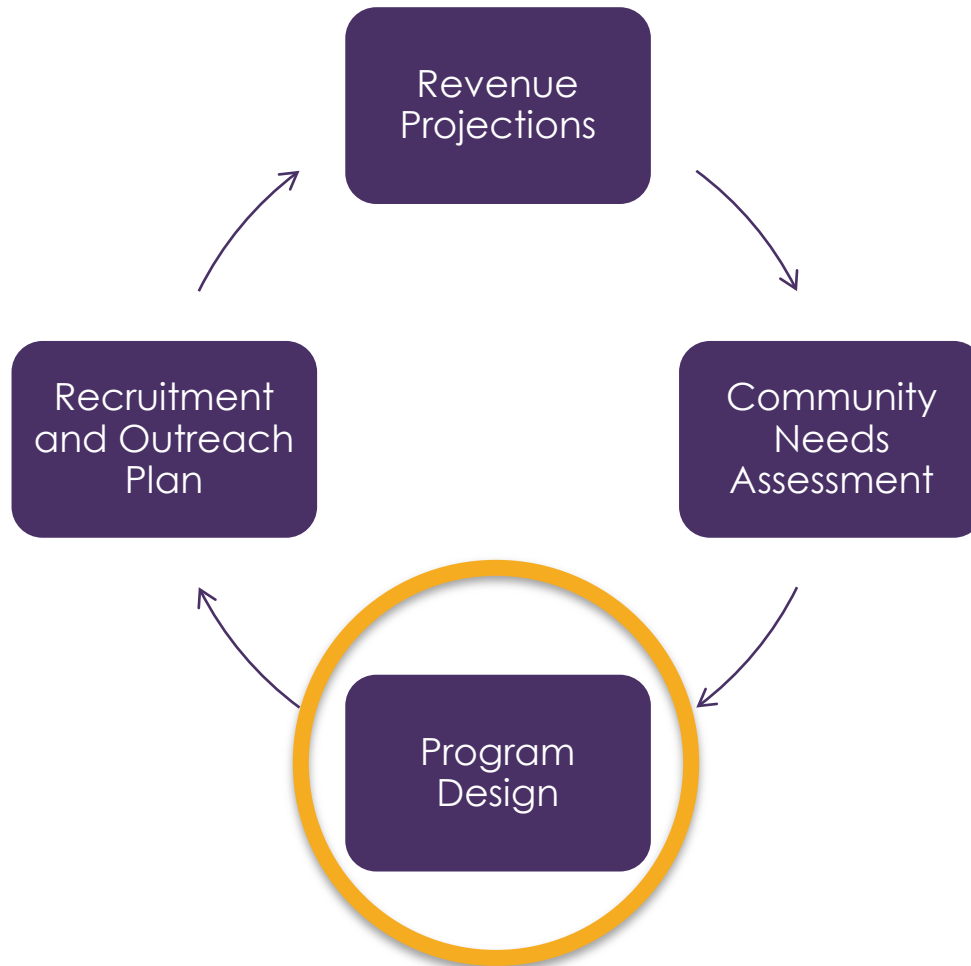
New Expectations

Salary Minimums





Holistic Program Planning





Unpacking Program Design





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



Current State

- Five classroom center
- All rooms serve preschoolers
- Three teachers have Level 5

New Plan

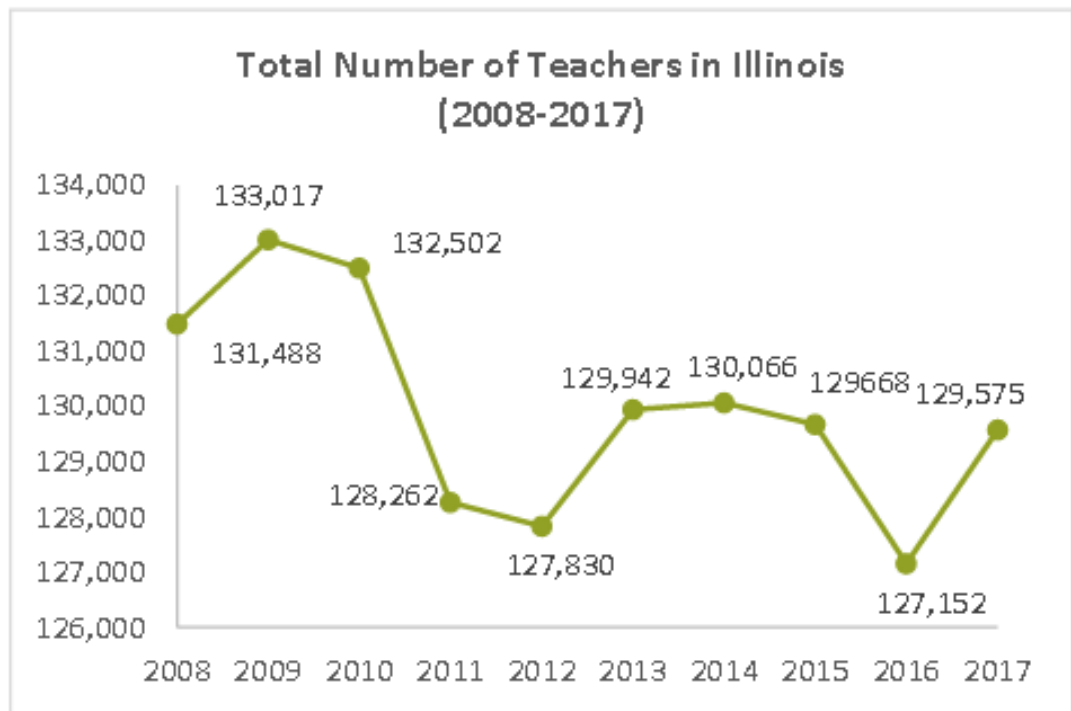
- Need to serve infants and toddlers
- Sub-divide a classroom to serve two groups of 8
- Need all teachers to have Level 5

Workforce Needs

- 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



Where are the Teachers?



- 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



- <https://www.chicago.gov/city/en/sites/chicagoearlylearning/home/scholarships.html>
- 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!

Call the Chicago Early Learning Hotline at (312) 223-1800

EspaÑol | Continue to Application Login →

CHICAGO Early Learning

Programs How to Apply Find Locations Resources FAQ Apply

Coming Soon! The 2019-2020 School Year Application.
To be the first to know when the new application is available, [click here](#).
If you submit an application now, it will be processed for the current school year.

Chicago Early Learning Workforce Scholarships

Apply for Scholarships

Chicago Early Learning Workforce Scholarship

The Mayor's Office for Early Learning, Truman College's Office of College to Careers, Chicago Public Schools, and the Department of Family



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?



Action Plans

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



Bryan Stokes II

Vice President, Early Learning Programs

bryan.stokes@actforchildren.org

www.actforchildren.org