

Quality and Workforce Committee – Illinois Early Learning Council

Committee charge: Address the urgent need to develop, recruit and retain a qualified, diverse workforce representative of the communities served. Identify steps to mitigate the systemic workforce problems without compromising high standards, including accessible pathways and equitable compensation to stabilize the workforce and enhance the public's perception of early educators. Identify and support efforts to improve program quality using a racial equity lens.

Agenda, January 18, 2023, 1:00 – 2:30 PM

1. Welcome and introductions
2. Minutes of November meeting (see attachment 2)
3. Discussion of compensation strategies presented at the last meeting (see slides pasted below)
 - CELFE salary scale for cost modeling (Key Decision page)
 - ExceleRate Child Care Center Pilot – “foundational contracts” to support salaries
 - IDHS approaches to contract expansion
 - A. Debrief
 - B. Do these initiatives meet the criteria we proposed at the September meeting?
 - A systemic mechanism to fund compensation not dependent on special funding
 - Move to base compensation, not just salary supplements
 - Increases for specialized skillsets like infant toddler and bilingual
 - Includes benefits, not just wages
 - C. Do we want to make recommendations for support, changes, additions, etc.?
4. Next steps and next meeting
 - A. Fringe benefits. Some interesting approaches are being developed in other states. Should we seek a presentation from a national organization or a state, followed by discussion?
 - B. Other priorities. Should we start addressing another topic in compensation, workforce pathways, or quality?

Next meeting date: Thursday, March 16, 2:30 – 4:00

5. Public comment

We envision Illinois as a place where every young child – regardless of race, ethnicity, income, language, geography, ability, immigration status, or other circumstance – receives the strongest possible start to life so that they grow up safe, healthy, happy, ready to succeed, and eager to learn.

Racial Equity Definition: A racially equitable society values and embraces all racial/ethnic identities. In such a society, one’s racial/ethnic identity (particularly Black, Latino, Indigenous, and Asian) is not a factor in an individual’s ability to prosper. An early learning system that is racially equitable is driven by data and ensures that:

- Every young child and family regardless of race, ethnicity, and social circumstance has everything s/he/they need to develop optimally;
- Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged; and
- Systems and policies are designed, reframed, or eliminated to promote greater justice for children and families.

Racial Equity Priorities:

- 1) Align and standardize race/ethnicity data collection and reporting;
- 2) Evaluate and identify whether processes for distributing resources exacerbate racial disparities, including agency contracting;
- 3) Address race/ethnicity disparities in terms of workforce compensation and advancement;
- 4) Eliminate racial/ethnic disparities for children participating in all programs that contribute to school readiness and life success by addressing racial disparities in enrollment in preschool for 3- and 4-year-olds and in prenatal to age 3 services.



Key Decisions

- 1 **Parity**
 - o The working group decided that teachers with a PEL should receive **comparable wages to a K-12 teacher** with the same degree attainment
- 2 **Economic Indicators**
 - o Used **living wage** as the economic measure to pin the scale to because it 1) maintains healthy distance from min wage, 2) data allows for geographic analysis, and 3) data updates annually and reflects changes in state min. wages
- 3 **Years of Experience**
 - o Accounted for years of experience with an assumption that there will be an approximate **20% band of salaries** for people at each level.
 - o The cost modeling work will attempt to pin at the mid-point
- 4 **Geographic Boundaries**
 - o Compressed scale to **Chicago Metro and Balance of the State** because when examining wage differentials of living wage and K-12 averages between suburban and Cook/Chicago, there was a minimal salary differential
- 5 **Eligibility/Scope**
 - o Scale starts with examining wages for **teachers and assistant teachers** in center-based only. The working group recognizes that more work would be needed to expand the scale to more positions and for home-based providers
- 6 **Additional Specializations**
 - o Scale assumes an **"add-on" rate for additional credentials**

Draft Salary Scale | Chicago Metro



Position	Credential Level/Degree Attainment	Target Hourly	Target Salary Annualized (12 mo.)	Notes
Teacher	Bachelors + PEL		\$61,000	Min salary set at parity with K-12 (12-month, BA teacher)
	Bachelors + ECE Level 5	\$26.50	\$55,120	Min salary set at 20% above AA
	Associates + ECE Level 4	\$22.25	\$46,280	Min salary set at 15% above Level 1
	ECE Level 2 or 3	\$20.75	\$43,160	Min salary set at 7.5% increment above Level 1
	DCFS minimum/ECE Level 1	\$19.25	\$40,040	\$1.25 pay differential between Teacher/Ass. Teacher
Assistant Teacher	Associates + ECE Level 4	\$20.75	\$43,160	Min salary set at 15% above Level 1
	ECE Level 2 or 3	\$19.25	\$40,040	Min salary set at 7.5% increment above Level 1
	DCFS minimum/ECE Level 1	\$18.00	\$37,440	Min salary set at 20% above Chicago's minimum wage or 10% above Chicago's living wage Approximate \$5/hour increase from current average wage

Pay increases for additional credentials include *ESL/Bi-lingual Endorsement: \$1.00 increase; Infant/Toddler Credential: \$0.50 increase*

Draft Salary Scale | Balance of the State



Position	Credential Level/Degree Attainment	Target Hourly	Target Salary Annualized (12 mo.)	Notes
Teacher	Bachelors + PEL		\$49,522	Min salary set at parity with K-12 (12-month, BA teacher)
	Bachelors + ECE Level 5	\$22.75	\$47,320	Min salary set at 20% above AA
	Associates + ECE Level 4	\$19.00	\$39,520	Min salary set at 10% above Level 1
	ECE Level 2 or 3	\$18.00	\$37,674	Min salary set at 5% increment above Level 1
	DCFS minimum/ECE Level 1	\$17.25	\$35,880	\$1.25 pay differential between Teacher/Ass. Teacher
Assistant Teacher	Associates + ECE Level 4	\$17.50	\$36,608	Min salary set at 10% above Level 1
	ECE Level 2 or 3	\$16.75	\$34,944	Min salary set at 5% increment above Level 1
	DCFS minimum/ECE Level 1	\$16.00	\$33,280	Min salary set at ~35% above IL minimum wage or ~23% above the Balance of the State's living wage Approximate \$5/hour increase from current average wage

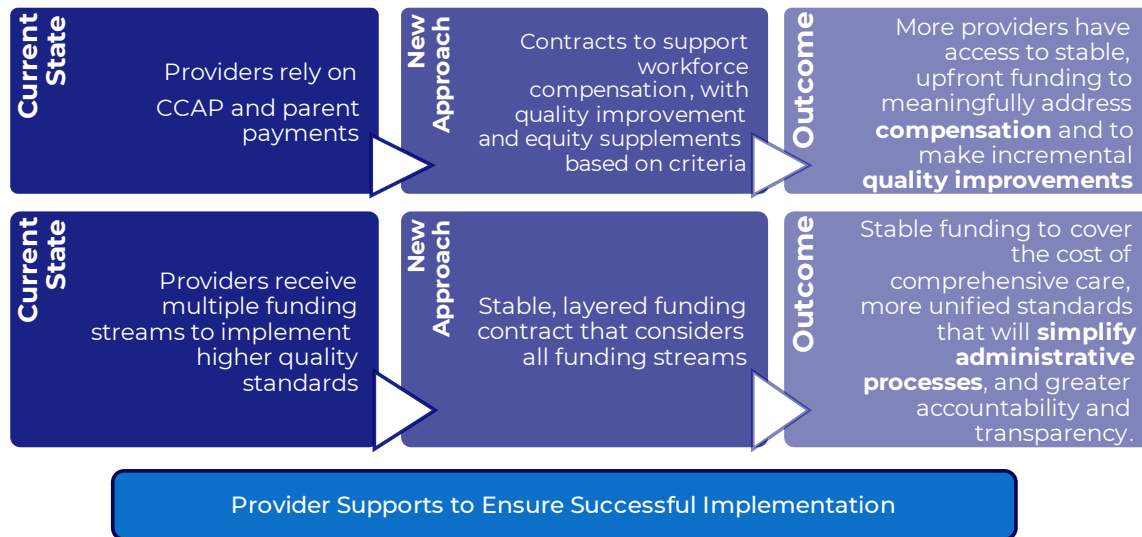
Pay increases for additional credentials include *ESL/Bi-lingual Endorsement*: \$1.00 increase; *Infant/Toddler Credential*: \$0.50 increase

ExceleRate Child Care Center Pilot Salary Scale (CCAP Cost Area II Counties)

Salary Scale
Center must pay minimum salary to receive increment
FY23 - July 1, 2022 - June 30, 2023

	Credential Level	Pilot Salaries	Hourly	Increment Earned	Full Rate Position
Director	IDC III	\$47,840.00	\$23.00	\$6.00	n/a
	IDC II	\$45,760.00	\$22.00	\$5.00	n/a
	IDC I	\$43,680.00	\$21.00	\$4.00	n/a
	DCFS Director Qualified	\$41,600.00	\$20.00	\$3.00	n/a
Teaching Staff	ITC 5 & 6, ECE 5 & 6	\$39,520.00	\$19.00	\$7.00	\$19.00
	ITC 4, SAYD 5	\$38,480.00	\$18.50	\$6.50	\$18.50
	ECE 4	\$37,440.00	\$18.00	\$6.00	\$18.00
	ITC 3	\$36,400.00	\$17.50	\$5.50	\$17.50
	ITC 2, ECE 3, SAYD 4	\$35,360.00	\$17.00	\$5.00	\$17.00
	ECE 2, SAYD 3	\$34,840.00	\$16.75	\$4.75	\$16.75
	SAYD 2	\$34,320.00	\$16.50	\$4.50	\$16.50
	ECE 1 and SAYD 1	\$33,800.00	\$16.25	\$4.25	\$16.25
	DCFS Qualified Teacher	\$33,280.00	\$16.00	\$4.00	\$16.00
	DCFS Qualified Teacher Assistant	\$31,720.00	\$15.25	\$3.00	\$15.25

Based on lessons learned, we're exploring tailored approaches to contract expansion



7