ECACE Advisory

November 10, 2022

Ground Rules/Norms

We recognize both the value of collaborative and systems change work and the difficulty in engaging in this work. As such, we agree to operate per the ground rules below.

- Keep the early childhood workforce and young children and families at the center.

- Listen fully and thoughtfully.

- Commit to candid discussions of diverse ideas in an atmosphere of mutual respect.

- Suspend predetermined positions to allow the collective intelligence to emerge.

- Monitor your personal technology.

- Share your voice; yet monitor your airtime.

- Be solutions oriented.

- Make effort to reach consensus.

- Respect requests for confidentiality – both implicitly and explicitly stated.

Agenda

1. Welcome and Housekeeping

2. Competency-Based Innovations

3. Workforce Compensation Initiatives

4. Meeting Minutes: Review and Approve

5. Public Comment

6. Next Steps

Competency-Based Innovations

- Stephanie Bernoteit, IBHE
- Joni Scritchlow, INCCRRA
- Marie Donovan, DePaul University
- Judson Curry, Kishwaukee College
- Diane Schael, College of Lake County
- Johnna Darragh-Ernst, Heartland Community College
- Lisa Downey, National Louis University
- Anne Brennan, Oakton Community College
- Lindsay Meeker, Western Illinois University
- Kamilah Wilson, National Louis University

Competency-Based Innovations

Illinois Early Childhood Leads The Way

Competencies as currency
- **Work initiated in 2015**
- **Opportunities today**

Joni Scritchlow, Senior Director
Illinois Network of Child Care Resource & Referral Agencies

Presented in partnership with faculty colleagues

Leading the **Way**
Early Childhood Education

Gateways to Opportunity® ECE Credential Competency-Based Education Curriculum

- Illinois Gateways ECE Credential Competency Pilot report [INCCRRA Reports and Papers - Gateways to Opportunity (ilgateways.com)](#)

- Faculty at 39 different higher education institutions have requested access to the modules
  - Multiple faculty at some institutions
  - Two-year and four-year/ positive feedback overall
  - Faculty survey planned for Nov/Dec.

- Faculty Tools/Resources

Leading the **Way**
Early Childhood Education

Toolbox Overview

The Illinois ECE Competency Toolbox includes a variety of resources supporting assessment within a competency-based system.

n

Webcast Series

View the Web Series short videos in a complete Playlist on YouTube or you can choose which video topic you would like to watch below.

- Introduction to the ECE Competency Mini-Webinar Series
- Where Did the ECE Competencies Come From?
- Why Competencies?
- Overview of the ECE Competencies
- Stackable, Leveled Credentials
- Competencies, Core Courses and Credentials
- Mapping Curriculum to Competencies
- Assessing Performance with Competencies
- Tour of the ECE Assessment Toolbox
- Webinar with Charla Long, Executive Director of the Competency-Based Education Network I
- Webinar with Charla Long, Executive Director of the Competency-Based Education Network II

Leading the Way
Early Childhood Education

Gateways ECE Credential and NAEYC Competency Alignment

Gateways NAEYC Competency Alignment (530 KB)

Gateways to Opportunity® 2021 Reports

Gateways to Opportunity® Infant Toddler Credential Competency Project 2021

Gateways to Opportunity® ECE Credential Level 5 to Professional Educator License Bridge Report 2021

Gateways to Opportunity ®Combined ECE Credential Competency Pilot and ECE Competency Prior Learning Assessment Pilot Report

(5.54 MB)

Modularization Videos

- Nuts and Bolts of Modularizing
- Benefits of Modularization in Context of Competency Based Education
- Guiding Factors in Modularizing
- Modularizing Courses: Transfer Considerations

Higher Education Forum

Thursday, April 7, 2022

- Gateways Higher Education Forum Welcome and Opening
- Gateways Higher Education Forum State Panel Presentations

Friday, April 8, 2022

- Gateways Higher Education Forum Illinois Leading the Way - Keynote Address
- Gateways Higher Education Forum Thank You and Closing

Interest Sessions

- "I Need a Professional Educator License and I Have a Gateways ECE Level 5, What Can I Do?"
- Implementing the Gateways Credential Competencies: The Modularization of the ECE and Infant Toddler Credential Competencies
- Preparing Educators for the ESL/Bilingual Credential
- Using Technology Tools to Measure Competencies in the ECE Field

Voices from the field

- Dr. Johnna Darragh-Ernst – Distinguished Professor and Director of Competency-Based Pathways
  - Heartland Community College
    - CDA Pathway
    - Badging
    - Modularization

- Judson Curry, Dean
  - Kishwaukee College
    - Building a program at Kishwaukee
    - Resources / Implementation

Leading the **Way**
Early Childhood Education

Competency Alignment to Modularized Courses

- **Gateways to Opportunity® Early Childhood Educator Credential Framework central in guiding design work**
  - **Example: Child Development Associate Preschool (CDA) meets HSW1, HSW2, IRE1, IRE2, FCR1, and PPD1**
  - **These competencies are aligned to Level 2 Modularized courses at HCC**

HEARTLAND
COMMUNITY COLLEGE

Use of Modules within Modularized Pathway, by Gateways Credential Level

- **Internal learner pathway redesign to create alignment reflective of individualized journeys, inclusive of PLA**

- **Established collaborative partnerships across learning journey**
  - **eliminated redundancies where possible and**
  - **ensured needed supports**

HEARTLAND
COMMUNITY COLLEGE

Gateways ECE Toolbox

https://www.ilgateways.com/professional-development/higher-education-programs/ece-toolbox

ECE Toolbox Organization

Toolbox Organization

Toolbox organization is based on the 7 Gateways Content Areas:

- CPD: Curriculum or Program Design
- FCR: Family and Community Relationships
- HGD: Human Growth and Development
- HSW: Health, Safety, and Well-Being
- IRE: Interactions, Relationships, and Environments
- OA: Observation and Assessment
- PPD: Personal and Professional Development

Assessments are included within each content area. The Assessments provided correspond to credential Levels (Level 2, 3, 4, and 5). Faculty select Assessments based on alignment between targeted competency and the highest leveled Assessment target.

Please note: Titles for each Assessment include Level and in some cases, Assessments include multiple choices for each level.

📄 Competency Assessment Guide (1.27 MB)

Curriculum or Program Design	+

Family Community Relationships	+

Human Growth & Development	+

Health Safety & Well-Being +

Resources for each competency area and level

Health Safety & Well-Being   −

Child Health & Program Profile

Level 2   📄 DOC (50 KB)   📄 PDF (323 KB)

Level 3   📄 DOC (57 KB)   📄 PDF (332 KB)

Level 4   📄 DOC (60 KB)   📄 PDF (339 KB)

Level 5   📄 DOC (67 KB)   📄 PDF (388 KB)

Level 2-5   📄 DOC (67 KB)   📄 PDF (398 KB)

Environmental Scan & Community Resource File

Level 2   📄 DOC (47 KB)   📄 PDF (345 KB)

Level 3   📄 DOC (52 KB)   📄 PDF (340 KB)

Level 4   📄 DOC (53 KB)   📄 PDF (350 KB)

Level 5   📄 DOC (57 KB)   📄 PDF (371 KB)

Level 2-5   📄 DOC (58 KB)   📄 PDF (377 KB)

Related Inclusion Resources

Level 2-5   HSW

Level 2   HSW2

Content Area Assessment, Rubrics, and Resources

Credential AREA: Early Childhood Credential (Level 2)
TOPIC: HSW Domain-Specific Assessment Example
Child Health & Program Profile

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	NAEYC Competencies (Draft 2020)	IPTS (2013)	InTASC (2019)
ECE HSW1: Articulates components of a safe and healthy environment	6b	6b-LVL1-3-4	4G	3(k)
ECE HSW2: Maintains a safe & healthy environment	1d, 6b	1d-LVL1-2, 6b-LVL1-3	4I	3(k)

II. Assessment Task Description/ Directions

This assessment requires that you conduct a family interview designed to gain information about a child's health. You will also be developing a profile of an early childhood program related to their health, safety, and nutrition practices. Following completion of these activities, you will reflect and analyze implications for early childhood classrooms and practitioners. The goal of your assessment is to determine competencies in identifying components of a safe and healthy environment, and maintaining basic health, safety, and nutritional practices to create a healthy and safe environment.

This assessment has three parts. In Part 1, you will interview a family member of a young child to complete a Child Health Assessment. In Part 2, you will interview an ECE administrator of a licensed school/ program/ center to develop an ECE Program Health, Safety, and Nutrition Profile. Part 3 requires that you analyze the data collected in parts one and two and process classroom/ practitioner implications.

Part 1: Family Interview Child Health Assessment

Before you start on the Child Health Assessment, you should:
- Study the attached Child Health Assessment attached to prepare for your interview

---

- Select a child between the ages of birth and eight. This child can be a family friend, a niece or nephew, a neighbor, or a child in your early childhood classroom environment. However, the child cannot be your own child.
- Arrange a time to interview the child's parent or a close family member. Try to conduct the interview in the child's home so that you can form a very brief snapshot of the child's environment. Your interview is likely to last approximately one hour.

Technology Option: Video/ audio options

During the Interview:
- Use the "Child Health Assessment" below to gather your data
- Let the parent help you assign an alias name for the child so that he/ she can be reassured that the child's identity will be protected

Post Family Interview Reflection:
- Summarize your interview
- This summary should include the following:
  - Your overall assessment of this child's health
  - Strengths you feel exist within the child's environment that support his/ her present and long-term health
  - Risk factors you feel exist within the child's environment that may impact his/ her present and long-term health

Part 2: ECE Program Health and Safety Profile
This part of the assessment requires that you develop a health and safety profile of an early childhood program that serves children between the ages of three to five. The program you choose must be licensed by the Department of Children and Family Services. To gather this data, you will interview a director/ assistant director from this setting.

Before Your Interview:
- Locate and study the licensing standards for day care centers (e.g. in 2019, and in Illinois, this would be Subpart G: Health and Hygiene from the Illinois Department of Children and Family Services (2010, December 15), *Licensing standards for day care centers*. Available from http://www.state.il.us/dcfs/docs/407.pdf). If not there, please search for the most recent version.
- Arrange to interview the director or assistant director from your selected licensed childcare program that serves children between the ages of birth and five. You may wish to interview additional people within the program to determine their knowledge of the policies and practices discussed. Your interview is likely to last approximately one hour.

During the Interview:
- To complete this assignment, use the "Program Health and Safety Profile" below to gather your data as you conduct the interview.
- In addition to gathering data with the form, please respond to the questions below.

Technology Option: Video/ audio options

ECE Credential Competency-Based Education Spanish Curriculum

- ECE Credential Level 2 curriculum modules translated into Spanish

- Data on the non-English speaking workforce: https://www.inccrra.org/data-reports/reports

  - Institutions Piloting
    - Western Illinois University
    - National Louis University
    - College of Lake County

Voices from the field – Dr. Diane Schael Department Chair College of Lake County

Navigator partnership and support
- Info Session – 92 Incumbent Workforce attendees
- 28 students enrolled in Diversity pilot
  - Providing feedback from faculty and students

Student Enrollment in Spanish Courses-Start Jan '23
- ECE and ITC
- AAS completion discussions underway

- **Waiting list/Next Steps**

Gateways to Opportunity ECE Credential Level 5 to PEL Bridge

- Aligned with the NEW proposed ISBE standards (competencies) for teacher preparation

- Faculty from 17 higher education institutions with an ISBE approved PEL program have accessed the bridge curriculum

- Emily Fox, Director of Educator Effectiveness: ISBE will grant institutions permission to make a program change under existing PEL programs to utilize the bridge this fall/starting immediately

Leading the **Way**
Early Childhood Education

Voices from the field

Dr. Lisa Downey, Associate Dean of Educator Preparation, National Louis University

- Level 5 to PEL Bridge Competencies are being used in our ECE Competency-Based (CB) major as our ECE Licensure Learning Journey

- Adding Spanish-language content to the curriculum—including the Bridge content

- Offering the program in a dual language format

Leading *the* **Way**
Early Childhood Education

Voices from the field

- 25 students working on a post-bacc PEL right now – some engaged in the "traditional" program and some engaged in our ECE CB program

- Began two cohorts this fall with a total of 62 students in our CB program. The Bridge Curriculum is embedded in the CB program

- Students will begin engaging with the Bridge modules in winter. Excited to use them!

Leading *the* **Way**
Early Childhood Education

Gateways to Opportunity Infant Toddler Credential Competency-Based Education Curriculum Pilot

- Hundreds of students/multiple faculty across eight institutions
- Northern Illinois University, Chicago State University, Roosevelt University, Erikson Institute, National Louis University,
- College of Lake County, Heartland Community College, Southwestern Illinois College
- Various models – all provide strong student supports/relationship building models

Leading the **Way**
Early Childhood Education

Assessment of Prior Learning

- **Faculty from 23 Higher Education Institutions designed scenarios using Mursion software in 2021**
  - Goal: Opportunity for incumbent workforce opportunity to demonstrate ECE Credential Level 2 competencies gaining college credit via Prior Learning Assessment

- **National "Diversity, Equity and Inclusion Review"**
  - Recommendations to Illinois State Team summer 2022

- **Eastern Illinois University, Western Illinois University, Chicago State University, Governors State University, National Louis University, Heartland Community College, Kishwaukee College, Lake Land College and McHenry County College**
  - Pilot with 9 institutions
  - Anticipate up to 200 participants

Leading the **Way**
Early Childhood Education

Voices from the field

- **Dr. Lindsay Meeker**, Director for Center for Best Practices in Early Childhood Education
  - Western Illinois University

- **Kamilah Wilson**, Ed. S
  - National Louis University

- **Dr. Marie Donovan**, Director Dept. Teacher Education
  - DePaul University

- **Anne Brennan**, Oakton Community College
  - Assistant Vice President of Academic Affairs

Leading the **Way**
Early Childhood Education

What we are Learning about Prior Learning Assessment @ WIU

- Authenticity of environment and scenarios is more real and applicable than most imagined it would be

- Time for students to reflect and adjust within the assessment

- Most students come at if from "Kid First"…you couldn't ask for a better place to start from

- Level 2 – Keep saying it and remembering it

- It's essential that the assessor has background knowledge of Gateways Level 2 competencies and rubrics

- Spanish is coming and learners are excited…what a validation of native language in the field…Early Childhood once again as trailblazers

Leading the **Way**
Early Childhood Education

What we are "Wondering" about Prior Learning Assessment @ WIU

- HSW (Health, Safety and Well-Being) can be a little difficult – videos in development now/will likely help

- Would a bit more warm-up conversation help nurture comfort level?

- There are definitely other applications of this experience and that Mursion technology…how could this help with access gaps to student teaching experiences for incumbent workforce? Could this apply to other areas of assessment or even additional Gateways levels?

Leading the **Way**
Early Childhood Education

Participant Quotes

"I like that one. I really think I explained well we do indoors and outdoors to encourage developmentally appropriate learning…the prompts were helpful."

"I actually feel relaxed and the avatar allowed me to fully answer questions before moving on"

"I was not sure what this would be like, but I'm just amazed at how the environment looks just like a classroom I would work in."

Leading the **Way**
Early Childhood Education

NLU: PLA Pilot

- Recruited 50+ students to engage in the Mursion simulations through Prior Learning Assessment

- Students successfully assessed as "competent" on all 12 competencies earn credit: 2 ECE courses

- Students missing a few competencies can try again through Credit for Prior Learning (CPL) using the summative assessments from the CB modules

- Students who cannot demonstrate competence can take recommended coursework to help them build background knowledge

NLU: PLA Pilot

- PLA Videos are assessed in English and Spanish

- Many of the teachers that we've talked to in this pilot are interested in continuing and pursuing a degree at NLU

- There are a few participants that have worked in the field for 10+ years but have not taken or gotten **any** credit or college coursework yet

THE PLA INSTRUMENT

o **Designed for the EC workforce by the statewide ECE higher-ed faculty, vetted by the workforce's administrators and other faculty**

o **Built upon credentialing competencies already embedded in higher-ed curricula at associate's and bachelor's levels, statewide**

o **Recognizes what the workforce brings to campus and demonstrates its value through awarding course credit**

o **ECE faculty evaluate the assessment and determine the credit to be awarded at their institutions**

Leading the **Way**
Early Childhood Education

Voices from the field

PLA INFRASTRUCTURE

o **A standardized way to honor this standardized, competency-based credit (SC-BC)**

o **Eliminate known obstacles to awarding timely, relevant PLC that honors the learning of the currently uncredentialed workforce**

o **Proposed Rules Changes: Award PLC in a predictable, consistent way before students enroll in an IHE**

o **Develop 'next steps' at each IHE; publicize on websites the availability of PLC, the process, and the personnel to contact**

Leading the **Way**
Early Childhood Education

QUESTIONS

- HUGE thank you to all institutions around the state and the faculty who have created, refined, tested, recalibrated, and finalized ALL of the work shared

- State System development – supported by GOECD, IDHS, ISBE, IBHE, ICCB and organized thru INCCRRA

- Contact information for faculty colleagues can be available - reach out to jscritchlow@inccrra.org

State Work and Compensation

Theresa Hawley and Maya Portillo, Center for Early Learning Funding Equity

Tom Layman and Anita Rumage, Governor's Office of Early Childhood Development

Karen Yarbrough, Illinois Department of Human Services

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Who We Are

Center for Early Learning Funding Equity (CELFE) builds capacity for assessing adequacy and equity in early learning funding systems through research and transformative partnerships. We create innovative approaches and funding mechanisms that support the diverse needs of children and families

Center for
Early Learning
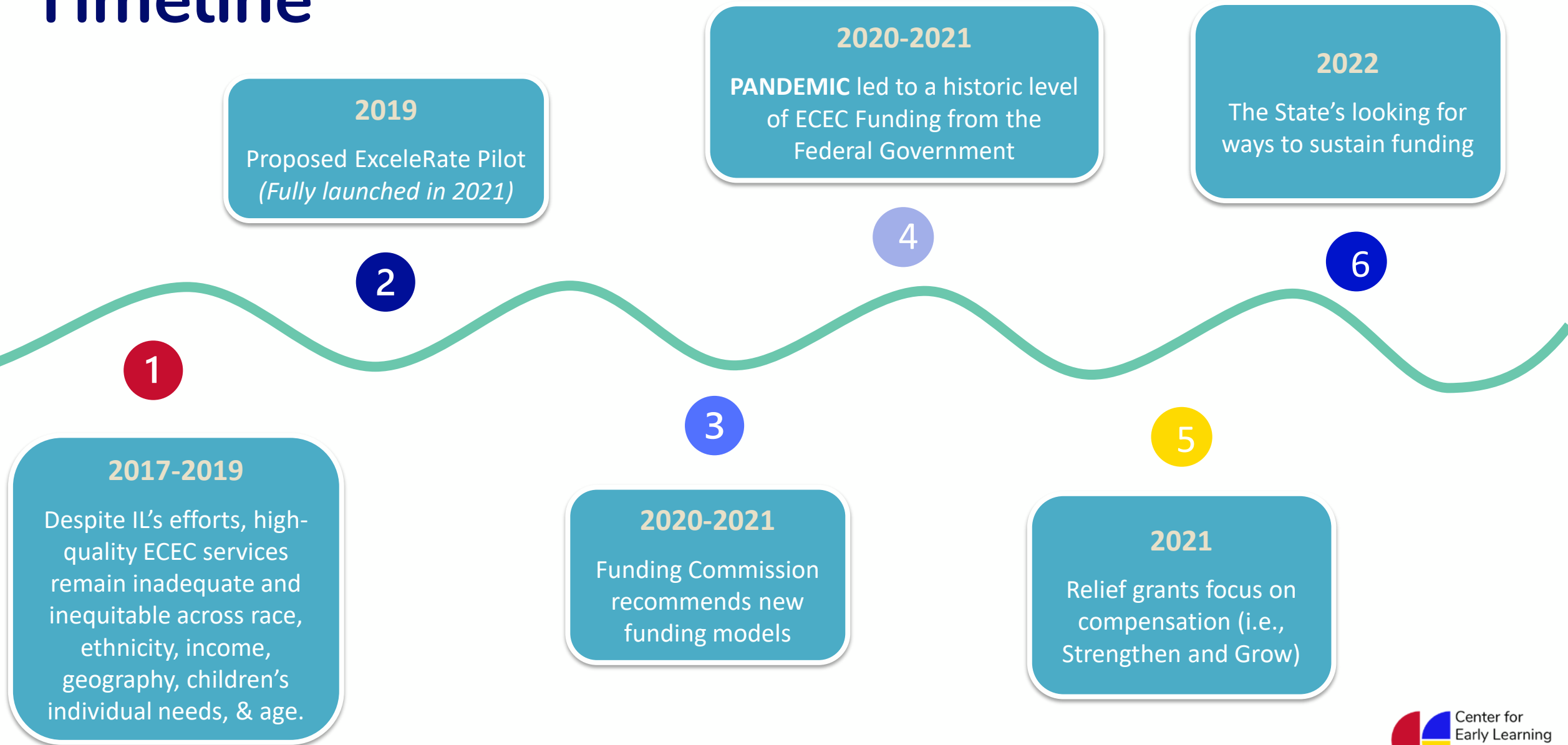Funding Equity
NORTHERN ILLINOIS UNIVERSITY

Workforce Crisis

- Early childhood educators working outside of schools earn wages in the 2nd percentile of annual earnings. These wages have remained stagnant since 2015, neither increasing nor keeping up with inflation or cost of living changes.
- In all states, early childhood educators working outside of schools earn less than 2/3 of the median wage for all occupations in the state.
- In Illinois, wages for early childhood educators working outside of schools are similar to those of manicurists, cashiers, and hotel desk clerks. Wages for preschool teachers in Illinois are similar to those of bank tellers and receptionists.

Educators and providers are struggling to make ends meet at home, and early childhood programs are struggling to function due to resulting workforce instability and shortages

Center for
Early Learning
Funding Equity
NORTHERN ILLINOIS UNIVERSITY

Timeline

2020-2021

PANDEMIC led to a historic level of ECEC Funding from the Federal Government

2022

The State's looking for ways to sustain funding

2019

Proposed ExceleRate Pilot
(Fully launched in 2021)

4

6

2

1

3

5

2017-2019

Despite IL's efforts, high-quality ECEC services remain inadequate and inequitable across race, ethnicity, income, geography, children's individual needs, & age.

2020-2021

Funding Commission recommends new funding models

2021

Relief grants focus on compensation (i.e., Strengthen and Grow)

Center for
Early Learning
Funding Equity
NORTHERN ILLINOIS UNIVERSITY

Steps in Addressing Compensation

1 Set target for the level of compensation needed:
Salary Scale

2 Understand the "delta" between current salaries and the need:
Cost Modeling

3 Design new funding mechanisms to support better compensation:
ExceleRate, SGCC, and future initiatives

Center for
Early Learning
Funding Equity
NORTHERN ILLINOIS UNIVERSITY

Why a Salary Scale?

- We are trying to capture the **TRUE COST** of providing high-quality care for children

- To do that we need to answer:
  - What are **COMPETITIVE WAGES** for early childhood teachers, assistant teachers, and staff in IL, that will attract and retain them in the field?

- To answer the above question, we have done research that helps us to understand:
  1. Wages across different industries across the state,
  2. Other states and their salary scale process, and
  3. Typical average wages across the state to have points of comparison

Center for
Early Learning
Funding Equity
NORTHERN ILLINOIS UNIVERSITY

- ***Purpose***
  - o To create a model salary scale(s) that will be used for cost modeling and in contracting with early childhood programs to ensure that funding is used to increase compensation for the EC workforce

- ***What makes this process different than what has been done in the years before?***
  - o We looked at wages competitively across industries- i.e. How does ECE compete in the larger market with comparable professions and/or low-barrier positions in alternative sectors?
  - o This scale will be dynamic and will move with inflation over time

Illinois Salary Scale Purpose

Center for
Early Learning
Funding Equity

Our Process

We worked with existing state partners to create a working group that reviewed the scope of work and approach, decided on parameters of the salary scale, and integrated feedback from the field after CELFE held focus groups

Our Partners:

Key Decisions

1 *Parity*
- 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*
- 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*
- Accounted for years of experience with an assumption that there will be an approximate **20% band of salaries** for people at each level.
- The cost modeling work will attempt to pin at the mid-point

4 *Geographic Boundaries*
- 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*
- 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*
- Scale assumes an **"add-on" rate for additional credentials**

Draft Salary Scale | Chicago Metro

Center for Early Learning Funding Equity
NORTHERN ILLINOIS UNIVERSITY

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

Center for Early Learning Funding Equity
NORTHERN ILLINOIS UNIVERSITY

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*

Thank you!

celfe.org

Center for
Early Learning
Funding Equity
NORTHERN ILLINOIS UNIVERSITY

https://celfe.org/our-approach/designing-funding-mechanisms/

Participating Child Care Centers

- 34 centers

- 198 classrooms:
  - 36 infant
  - 32 toddler
  - 34 two-year-old
  - 60 preschool
  - 36 school-age

- 661 teachers and assistants

Contracts

Purpose: To support a stable, adequate, and well-qualified staff that "owns" Continuous Quality Improvement

Contract features:

- No RFP

- Budgets by classroom, not per child. Simple budgeting formula.

- Programs keep their existing funding.

- Programs submit payroll reports each month.

- Programs earn specified payment rates if hourly pay meets Pilot wage scale. Higher credentials earn higher payments.

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

Please direct questions and feedback to:

Tom Layman
ExceleRate Illinois Policy Director (GOECD)
Tom.Layman@illinois.gov

Dr. Anita J. Rumage
ExceleRate Pilot Project Manager (GOECD)
Anita.J.Rumage@illinois.gov

Stay Connected & Updated

- Visit our website:
  www.earlychildhood.illinois.gov

- Sign up for our email communications and monthly newsletter

- View GOECD's past newsletters and video briefings

- Submit content you would like to share in our monthly newsletter

Next Steps

Learning from Current Approaches and Adapting for Sustainability

NOW AND NEXT

2020	2021	2022	2023	2024

Child Care Restoration Grant
Fill COVID-19 revenue gaps with federal relief funds (taper over time)
Available to licensed centers/homes and license-exempt centers

Strengthen and Grow Child Care Grant
Fill revenue gaps and support workforce investments with federal relief funds
Available to licensed centers/homes

ExceleRate Child Care Center Pilot
Resources for wage supplements and quality improvements with PDG B-5 federal funds, then DHS funds
Available to rural providers with >40% CCAP enrollment

Layered Funding Child Care Contracts
Stabilize and align funding streams and requirements
Available to high-quality licensed providers with multiple public grants

Workforce & Quality Improvement Contracts
Resources for wage increases and quality improvements
Available to licensed providers without public grants

IDHS
ILLINOIS DEPARTMENT
OF HUMAN SERVICES

DIVISION OF
EARLY CHILDHOOD

53

STRENGTHEN AND GROW CHILD CARE GRANT

Background

- Began in 2022 with $300 million ARPA COVID-19 relief funding

- Provides significant up-front funding for licensed child care centers and homes

- Requires at least 50% of the funding on increased staff wages, bonuses, benefits, or other new staffing costs.

- Focused on providers participating in CCAP; limited participation by providers primarily funded by Head Start and/or the Early Childhood Block Grant.

Lessons

- The SGCC model has **significant potential with sufficient funding** to meaningfully address the early childhood compensation challenge.

- The program has proven **very popular** with providers, with 72% of eligible centers and over 90% of eligible homes participating in the first grant round

- INCCRRA has demonstrated how to **effectively implement** the program at scale with minimal administrative overhead.

- The **temporary nature of the program limits its effectiveness**. Providers are cautious about using time-limited funds to raise wages and benefits, which are difficult to pull back when funding goes away. Instead, many programs are providing bonuses, which are unlikely to be as effective in attracting and retaining qualified child care staff, and in signaling to future workers that early childhood is a viable career pathway.

- **Restrictive eligibility limits the program's ability to stabilize the full field**. A strategy to improve wage levels for all providers will be more effective in truly addressing the workforce crisis.

A New Approach
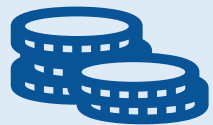
Base Operating Contracts Overview

The Division of Early Childhood is working to develop a recommendation for the Governor's Office on a **sustainable contract-based child care funding mechanism.**

This would stabilize and improve the supply and quality of child care in the state by:

Increasing compensation to staff across the industry

Supporting more robust staffing patterns

Stabilize industry through sustained wage increases	Provide funding for quality improvement
Provide stable, simple & accountable funding	Promote affordability for families by not passing on increasing costs

GOALS

IDHS
ILLINOIS DEPARTMENT OF HUMAN SERVICES

DIVISION OF EARLY CHILDHOOD
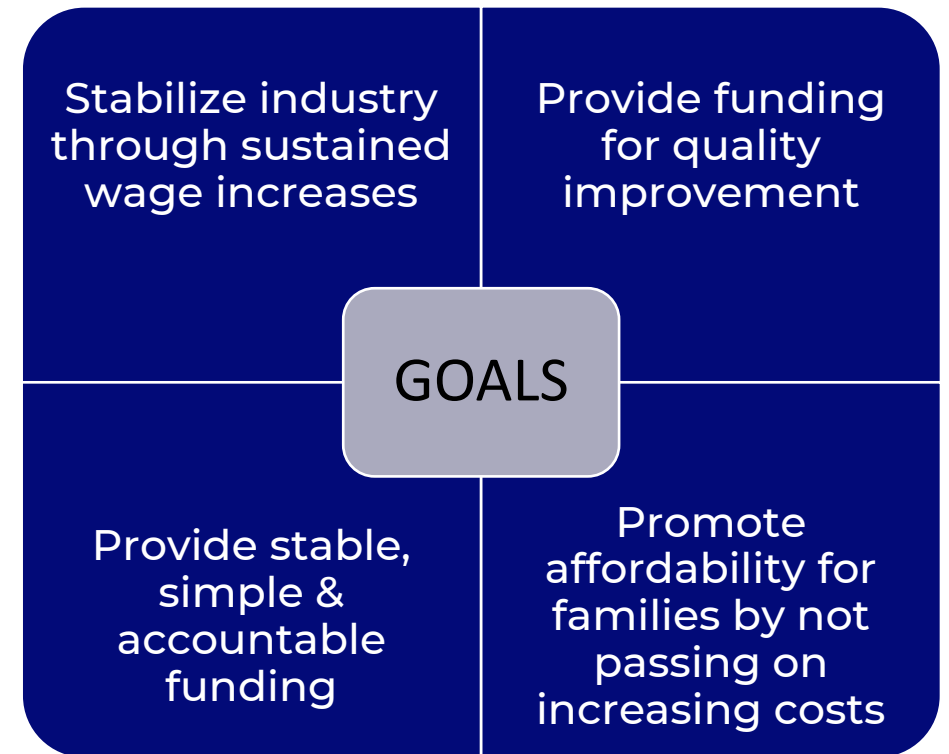
Base Operating Contracts Shift Our Framing

From Field *Stabilization*

To Field **Building**

- Reduces family burden of rising costs
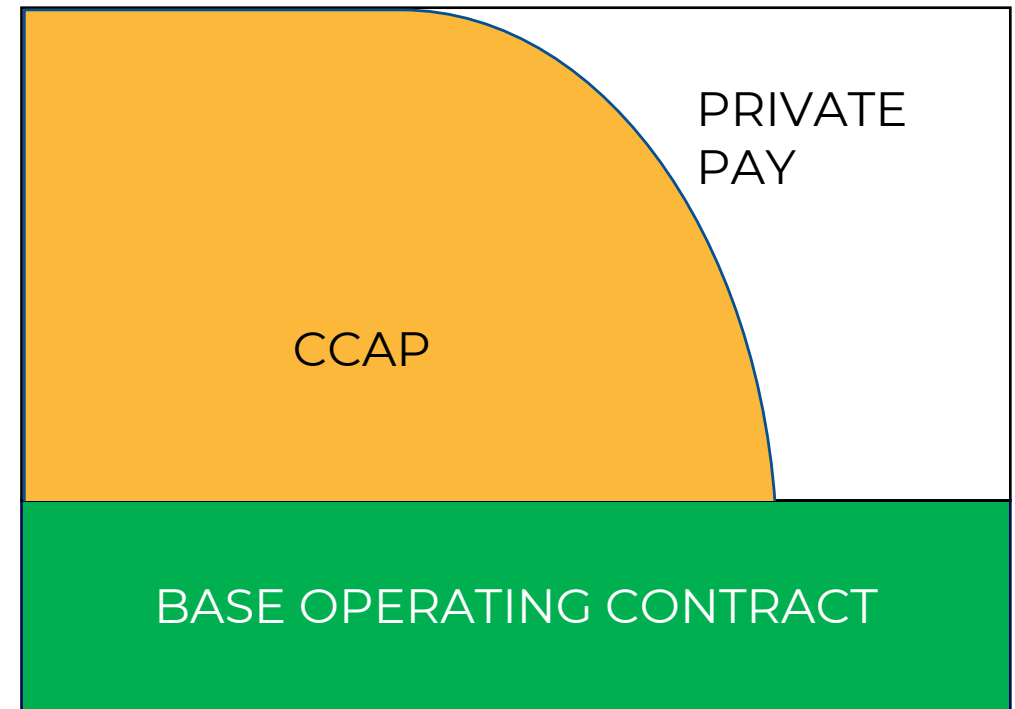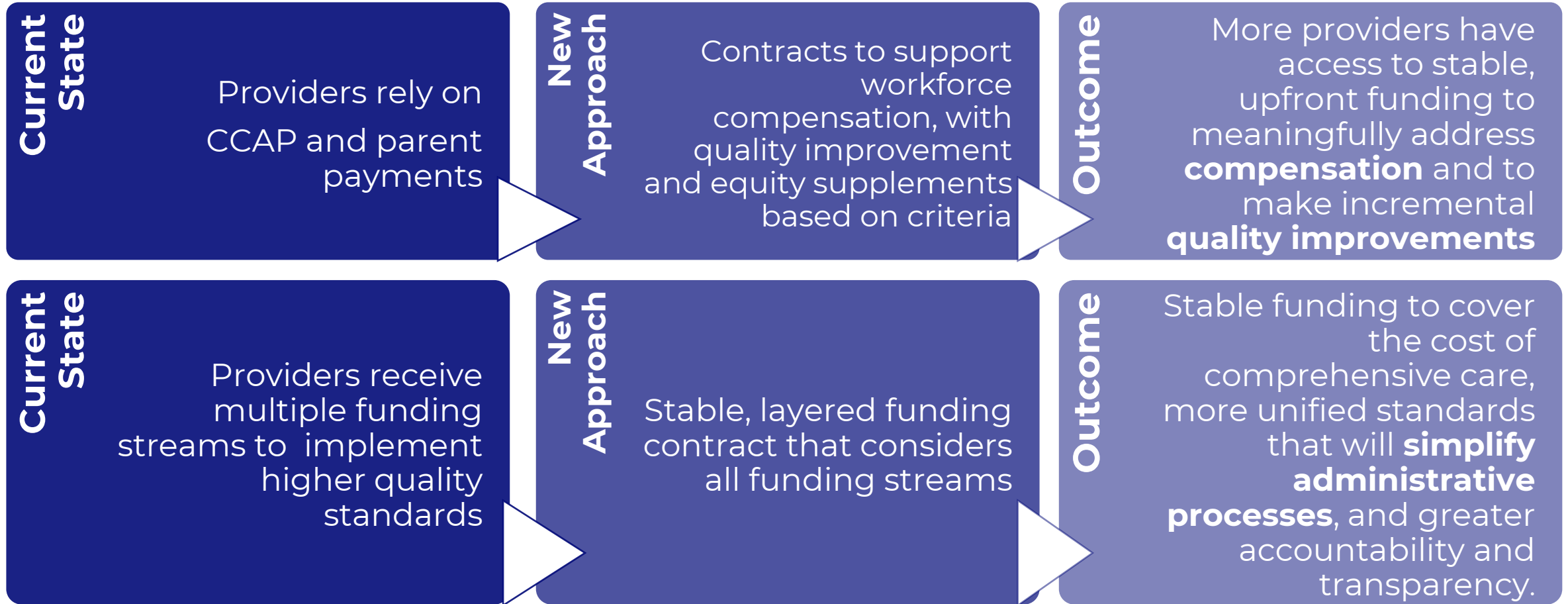- Provides financial stability for providers
- Directed to priority investments including workforce and quality

PRIVATE PAY

CCAP

BASE OPERATING CONTRACT

Family Income Level →

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

Current State	New Approach	Outcome
Providers rely on CCAP and parent payments	Contracts to support workforce compensation, with quality improvement and equity supplements based on criteria	More providers have access to stable, upfront funding to meaningfully address **compensation** and to make incremental **quality improvements**
Providers receive multiple funding streams to implement higher quality standards	Stable, layered funding contract that considers all funding streams	Stable funding to cover the cost of comprehensive care, more unified standards that will **simplify administrative processes**, and greater accountability and transparency.

Provider Supports to Ensure Successful Implementation

ENGAGEMENT GROUPS REINFORCE EACH OTHER

Ad Hoc Advisory Group

Individual Stakeholder Engagement Sessions

AD HOC ADVISORY – *Comprehensive, "Bird's Eye" view on the plan*

Endorses strategic intent and goals, guides overall planning process, surfaces risks and opportunities to the plan

Identifies specific concerns or considerations that should be discussed further (i.e., in individual stakeholder engagement sessions)

INDIVIDUAL SESSIONS – *Detailed, "On the ground" input*

Assist the planning team in deeply understanding areas of focus:

- On a specific topic or focus area (ex: administration) *and/or*
- Through a specific stakeholder lens (ex: Type 1 providers, legislative advocates)

Output from these discussions inform the overall plan and process to ensure it is well thought out and actionable

Both aspects of engagement matter. Perspectives sought are different (general and overarching vs. specific and nuanced) and both are necessary to create a thoughtful, thorough plan.

IDHS
ILLINOIS DEPARTMENT OF HUMAN SERVICES
DIVISION OF EARLY CHILDHOOD

Meeting Minutes

Public Comment

Next Year's Meetings

2023 Meetings
- February 21
- May 23
- August 22
- November 8