



Utah Community Action™

Committed to Ending Poverty

Utah Community Action

Request for Proposal

For Wage Compensation

Question & Answers

1. Can you clarify how many unique job titles? Can a list of job titles be provided?
 - a. We are unable to provide a list of job titles. We are requesting that all bidders use the number of 100 unique job titles. This number is intended to provide general scope for the project and should be close to actual number of unique job titles in the agency.
2. Are proposals due February 13 or February 18?
 - a. Due to conflicting dates in the RFP, we will accept submissions until February 18, 2026, and will provide notice of award February 25, 2026.
3. Can you provide copies of the following: Current point factor methodology, Current pay structure with pay grades, pay ranges and jobs in each pay grade, and one or two job descriptions
 - a. Our current point factor methodology is proprietary to the provider of our previous wage study and we are unable to share the methodology. However, it is based on several factors including education, years of experience, and level of responsibility as an example.
 - b. We are unable to provide the current pay ranges and jobs in each grade due to confidentiality. This information will be shared in detail with the selected vendor. Our current grade system begins at a Tier 5 and goes up to a Tier 21, and has anywhere from a minimum 1 job title in the grade to a maximum of 18 job titles in a grade.
 - c. We have provided an example of 1 job description as an Appendix to this FAQ document.
4. Are you seeking an FLSA review on all 100 jobs? If not, how many need reviewed?
 - a. No. We would estimate a total of 10 job titles that need a FLSA review.

Job Title: Master Teacher

FSLA Classification: Exempt

Reports To: Program Specialist

Date: 10/2025

Summary/Objective:

The Master Teacher supervises assigned staff, works cooperatively as a member of a classroom team to deliver high-quality services for all children and families, and is responsible for the care and education of a group of children as part of the teaching team. The Master Teacher must fully comply with federal, state, and local laws, regulations, standards, and policies.

Competencies:

- Acts as a role model, offering not only support and encouragement but also invaluable insights into effective classroom practices, student behavior, and the realities of the profession.
- Collaborates and shares deep knowledge of students and proven teaching tips; Master Teachers assist new teachers in navigating the challenges and triumphs of their new role.
- Model high-quality instruction and reflective practices. As key role models, master teachers are expected to demonstrate teaching methods consistent with contemporary research and standards of excellence.
- Is responsible for observing and assessing the classroom activities of a Head Start program and providing on-the-job guidance and training to the Head Start program staff (including new hires), volunteers, lab students, and university Interns through guided observations.
- Leads and manages a cohesive, high-functioning classroom team, establishes roles and expectations.
- Provides pre-school children with a joyful, nurturing, safe, healthy, and individualized environment.
- Supervises and monitors children both by sight and sound.
- Plans, supports, and implements learning experiences that advance the children's social, emotional, cognitive, and physical development through the effective implementation with fidelity of the Creative Curriculum for Preschool, Sixth Edition, and Digital Curriculum Resources, including Teaching Strategies GOLD Online Assessment System.
- Maintains accurate and up-to-date records for children in assigned classrooms, including observations, planning documentation, and comprehensive case notes.
- Collaborates with Program Specialists, Special Needs Support, Behavior Specialists, Mental Health, Coaches, and school districts in identifying, referring, and providing services and support to children with special needs, including those with Individual Education Plans.
- Develops and implements behavior plans and/or appropriate interventions.
- Supports and respects individual children and families, including their home language.
- Other duties as assigned.

Standards and Requirements:

- Good attendance
- Professional behavior and communication
- Ability to take direction and converse in English
- Cooperation and participation when working with others
- Accountability and responsibility for one's own work
- Maintain a high level of confidentiality
- Meeting timelines and deadlines
- Must be flexible to meet changing demands and expectations
- Must be willing to contribute to the success of the team
- Must pass a background check, drug/alcohol screening, sex offender registry check, child abuse/neglect check, and meet all Head Start Health requirements



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- Must follow Utah Community Action personnel policies as outlined in the Personnel Policies and Procedures Manual

Supervisory Responsibilities:

The Master Teacher supervises the classroom team and acts as a role model to support and enhance the effectiveness of new teaching staff.

Work Environment:

General Office	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input checked="" type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Pre-k Classroom	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input checked="" type="checkbox"/> Continuously (67-100%)
Early Classroom	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input checked="" type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Outside/Playground	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Client Homes	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input checked="" type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)

Physical Demand:

Run	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input checked="" type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Kneel	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Bend	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Twist	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Squat	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Climb	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input checked="" type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Crawl	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input checked="" type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Reach	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Stand/Walk	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input checked="" type="checkbox"/> Continuously (67-100%)
Sit	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Drive	<input type="checkbox"/> Never	<input checked="" type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Push/Pull	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom (1-10%)	<input type="checkbox"/> Occasionally (11-33%)	<input checked="" type="checkbox"/> Frequently (34-66%)	<input type="checkbox"/> Continuously (67-100%)
Lift/Carry	<input type="checkbox"/> N/A	<input type="checkbox"/> 0-10 pounds	<input type="checkbox"/> 11-25 pounds	<input checked="" type="checkbox"/> 26-49 pounds	<input type="checkbox"/> 50 pounds or more

Travel Required: Check applicable

- ☒ A valid driver's license must be maintained while employed in this position.
- ☒ May be responsible for utilizing their personal vehicle for agency-related transportation.
- ☒ May be responsible for driving an agency vehicle.
- ☐ Other: _____

Required Education, Experience, Licenses:

- Bachelor's degree or advanced degree in Early Childhood Education, Child Development, or a related field with an emphasis on Early Childhood essential topics.
- Experience teaching preschool-age children
- Must complete and maintain a CPR/First Aid certification within 90 days of hire
- Must complete and maintain a Food Handler Permit within 60 days of hire

Preferred Education and Experience, Licenses:

- Two years of related experience
- Previous Head Start experience
- Bilingual in languages spoken by families served by UCA
- Valid driver's license



EEOC Statement:

The Agency is committed to providing equal employment opportunity for all persons. See section 201: Equal Employment Opportunity in the UCA Personnel Policies and Procedures Manual.

Other Duties: Please note this job description is not designed to be an all-inclusive listing of activities, duties, or responsibilities that are required of the employee for this position. Activities, duties, or responsibilities may be changed, altered or assigned at any time with or without notice.

By signing below, I understand the position's requirements, essential functions, and duties.

Name

Signature

Date