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**The Early Childhood Workforce:  
Recruiting & Hiring Toolkit**

**Purpose:** This guidebook is designed to provide support for early learning center directors and principles to recruit, interview, hire, and onboard new staff members. Cut and paste, or copy, templates that are useful.

Throughout this guidance you will see these <symbols>. These are meant to flag sections to customize or delete.

Edit or customize by downloading [this version](#).

The Department is not specifically endorsing particular approaches or practices. Documents in this toolkit are provided as **samples only**. The intention is to save leaders time and money, and should be thoroughly vetted by centers to ensure they represent your needs before using.

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## **Section 1: Recruitment**

## Marketing Guidance for Recruiting New Staff

There are many partners within your community that you may reach out to when recruiting staff.

### Other Educators:

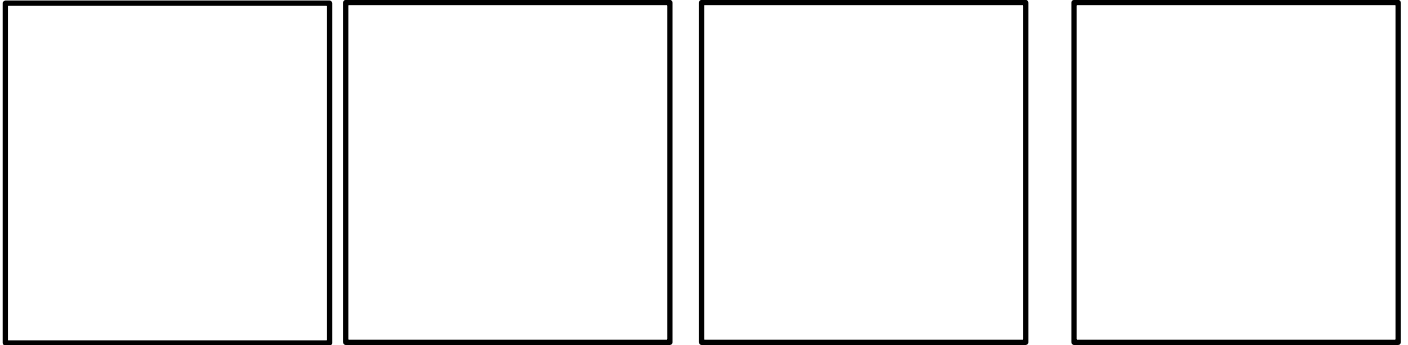
- **Institutions of Higher Education** - It may be helpful to connect with undergraduate and/or graduate students looking for experience in the field to supplement their studies in the classroom as well as to supplement their incomes, including:
  - **Universities** - You may reach out to departments in the: School of Education; or *Child Development Program* in its Department of Family and Consumer Sciences
  - **Local Community Colleges** - You may connect through its *Care and Development of Young Children Program*
- **Schools** - Part-time teachers and assistant teachers may be able to work afternoons or evenings. Consider reaching out to principals to help spread the word.
- **Head Start** -Paraprofessionals and/or teachers may be interested in occasional work, as well as provide them community and early learning engagement opportunities. Consider reaching out to other directors who cannot fully employ staff but want to keep them in the sector.

### Community Organizations:

- [The Council on Aging](#) – Seniors may be looking to supplement their incomes and/or looking for community engagement opportunities.
- [Catholic Charities](#) – Stakeholders here may be able to connect to seniors looking for employment.
- **Local Churches** - Members may be looking for employment.
  - Parents returning to the workforce.
  - Young people looking for a new career
  - New members moving into the community looking to find work.

Please see the sample flyer on the next page that you may customize to distribute to your community partners to help recruit new staff.

LOVE WORKING WITH CHILDREN?  
LOOKING FOR AN OPPORTUNITY TO ENGAGE WITH YOU COMMUNITY?  
LOOKING FOR AN OPPORTUNITY TO TURN YOUR PASSION INTO YOUR JOB?  
<INSERT IMAGES FROM YOUR CENTER. BE SURE YOU HAVE PERMISSION TO USE IMAGES.>

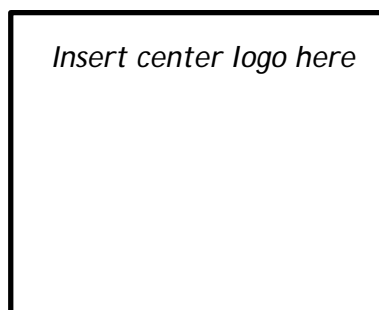


## You might be interested in joining the staff at <our Early Learning Center>!

*Early Childhood Education is important in **preparing children to succeed in kindergarten and life!** Louisiana aims to increase access to high-quality early learning experiences for all children across our state – **you can be part of this effort!***

- *At <Center Name>, you will have the opportunity to work with <age groups> and **make an impact** on your community!*
- *You will have the opportunity to earn up to \$3,429 in **annual tax credits**,*
- *You will have access to **professional coaching** to further your career in Early Childhood Education.*
- *You will have access to Pathways Scholarships to obtain a credential and other advanced degrees.*

If you are interested in learning more about this opportunity, please contact [<Contact Email and/or Phone #>](#). We hope to hear from you soon!



## Center Director Job Description

<center name> is a Type <type number> early learning center. <Add in any additional information about the center.>

### General Position Description

The Center Director is responsible for ensuring the health, safety, and quality of education, for all children within the center's care. The Center Director is directly accountable for overall operational management in accordance with well-established guidelines, including curriculum development, staff and facilities management, legal and budgetary considerations, and long term planning. The Center Director ensures that the needs of the students and the goals of the center are met appropriately.

**This position reports to <supervisor's title>.**

### Key Responsibilities

- Regulation
  - Manage adherence to Louisiana Early Learning Center Licensing Regulations and local regulations.
  - For Type III Early Learning Centers: Ensure all performance and academic standards required for LDOE [Academic Approval](#) are met.
  - Maintain student records in accordance with established enrollment procedures and Bulletin 137 requirements.
- Quality/Pedagogy
  - Establish an ambitious vision for the children attending the center. Manage adherence to quality standards in accordance with the vision and with state and local requirements. Maintain quality effectiveness measurements.
  - Develop general educational curriculum with high quality materials; collaborate with staff to develop positive learning activities.
- Community
  - Implement community outreach to maintain and promote positive community relationships.
- Staff
  - Fully staff a teaching team that will provide high quality learning and social emotional support.
  - Resolve conflicts to ensure a positive experience for everyone.
- Leadership and Administration
  - Maintain positive relationships with regulatory agencies; ensure legal and financial compliance.
  - Approve menus and food purchases.
  - Oversee all office functions including payroll, accounts payable and receivable, tuition billing and payment, human resources and personnel management (staff supervision) and purchasing.
  - Manage budget planning and review.
  - Establish illness and emergency procedures.
  - Implement strategic plan and goals in keeping with mission of program.
  - Maintain personal and professional development plans to ensure continuous quality improvement.
- Learning Outcomes for Children

- Oversee all child assessment functions including developmental screenings and ongoing child assessment.
- Families
  - Maintain communications with parents of current and prospective students through direct conversation, newsletters, and parent handbooks.

**Required Knowledge, Skills and Experience per Bulletin 137.**

- Must be at least 21 years of age.
- Must clear Louisiana Child Care Criminal Background Check.
- Upon hire, must participate in [Pathways Administrator Track Career Ladder](#).
- Must have documentation of at least one of the following:
  - an early childhood ancillary certificate and one year of experience in teaching or care in a licensed early learning center or comparable setting, subject to approval by the department;
  - a national administrator credential and one year of experience in teaching or care in a licensed early learning center, or comparable setting, plus 6 credit hours or 90 clock hours of training in child care, child development, early childhood, or management/administration, subject to approval by the department; or
  - three years of experience as a director or staff in a licensed early learning center, or comparable setting, subject to approval by the department plus 6 credit hours or 90 clock hours of training in child care, child development, early childhood, or management/administration approved by the department.

**Desired Experience**

- Minimum of 3 years of supervisory experience with 5 years of experience in an early childhood setting.
- A strong understanding of child development.
- Excellent leadership, organizational, and interpersonal skills including the ability to work well with others (staff, children, and parents) and to foster a team environment.
- Strong oral and written communication skills and technology skills.
- Strong finance and budgeting skills.

**Physical Requirements**

- Requirements include the ability to take frequent walks, use hands and fingers, handle objects, tools or controls, and talk to/hear voices at many levels.
- Must be able to sit, stand, run, climb, kneel, bend, or squat and lift, push, and pull up to 50 lbs.

**Wage Range**

**<Salary and benefits>**

Type III early learning center directors are eligible for [Louisiana School Readiness Tax Credit \(SRTC\)](#) based on the quality of the program, longevity in the center, and membership in an early childhood professional organization.

## Food Service Coordinator Job Description

<center name> is a Type <type number> early learning center. <Add in any additional information about the center.>

### General Position Description

The Food Service Coordinator supervises food preparation and serves meals and snacks to the children and staff in the center. The Food Service Coordinator is responsible for maintenance, cleanliness, inventory, and safety of the kitchen including being specifically responsible for ensuring the safety of all foods prepared and served to children in the center based on their age.

**This position reports to <supervisor's title>.**

### Key Responsibilities

- Ensure all foods meet the guidelines in Louisiana Early Learning Center Licensing regulations (Bulletin 137) and the Louisiana Sanitary Code.
- <Delete if not participating in the Child and Adult Care Food Program (CACFP) through the USDA> Manage USDA Child and Adult Care Food Program (CACFP) and participate in USDA trainings.
- Maintain hygiene and safety of the kitchen in accordance with state licensing requirements.
- Plan menus in accordance with nutritional guidelines and food restrictions.
- Prepare, cook and deliver meals.
- Order food and related supplies to ensure a well-stocked kitchen.
- Follow all center policies.
- Maintain personal professional development plan to ensure continuous quality improvement.

### Additional Knowledge, Skills and Experience Required

- Must clear a Louisiana Child Care Criminal Background Check.
- Possess 1 – 2 years of professional experience in food service; preferably in child care or institutional setting.
- Possess basic math skills for measuring and portioning.
- Hold current infant/child CPR and First Aid certification.

### Physical Requirements

Have the ability to:

- lift 50 lbs.
- stand for long periods of time.
- move as the position requires.

**Employment Type <Full time, or part time>, <specify hours per week>**

**Wage Range and benefits <salary amount or hour rate>, <specify benefits>**



## Early Childhood Teacher Job Description

<center name> is a Type <type number> early learning center. <Add in any additional information about the center.>

### General Position Description

The Teacher is responsible for developing a cohesive teaching team, coordinating the curriculum, and managing the day-to-day operational activities of the classroom. Teachers must understand children's cognitive, social, emotional and physical development in order to ensure a safe and stimulating classroom environment where children are actively engaged and encouraged to succeed. The Teacher must be skilled in communicating with both children and adults in order to meet the needs of the children, effectively guide teacher assistants, and resolve parental concerns.

**This position reports to <supervisor's title>.**

### Key Responsibilities

- Coordinate and implement educational curriculum by developing classroom activities based on developmentally appropriate practices and early learning standards.
- Plan individual and group age-appropriate activities to actively engage children and encourage social, cognitive, and emotional growth.
- Provide emotional and behavioral support to children as indicated by creating a positive environment that supports emotional connections between children and adults and between children and their peers.
- Manage the classroom to support children's development as indicated by setting clear age-appropriate expectations for children's behavior.
- Provide engaged instructional support for learning as indicated by using interactions and discussions to promote higher-order thinking skills and cognition.
- Coordinate and conduct developmental screenings and ongoing child assessment following center guidance.
- Ensure all center policies, state, and local regulations are met.
- Supervise teacher assistant and classroom volunteers to ensure they are following planned activities and maintaining appropriate hygiene, cleanliness, and safety standards.
- Lead by example; encourage teaching team success through modeling and coaching.
- Maintain frequent communications with parents through informal discussions, progress reports, and parent-teacher conferences.
- Maintain accurate records, forms and files.
- Maintain personal professional development plan to ensure continuous quality improvement.

### Required Knowledge, Skills and Experience

- Must be at least 18 years of age.
- Must clear the Louisiana Child Care Criminal Background Check (CCCBC).
- Upon hire, must participate in Louisiana Pathways Career Development System.
- Upon hire, must attend yearly Health and Safety trainings required in Louisiana Early Learning Center Licensing Regulations Bulletin 137.
- Upon hire, must attain 12-15 clock hours of continuing professional development in areas identified in Bulletin 137 throughout each year based on the anniversary year of the center.
- <Add the following bullets for Type III early learning centers- delete if not Type III>:

Upon hire, must attain or register and attend an Early Childhood Ancillary Certificate program to attain a CDA then Early Childhood Ancillary Certificate within the first year of employment.

**Desired Knowledge, Skills, and Qualifications**

Strong applicants should possess:

- a minimum of 2 years of professional early education experience.
- a strong understanding of child development.
- excellent leadership, organizational, and interpersonal skills.
- strong oral and written communication skills and basic computer skills.
- high energy and the ability to work well with others (staff, children, and parents).
- a current Infant/Child CPR and First Aid certification.

**Physical Requirements**

Requirements include the ability to:

- take frequent walks, use hands and fingers, handle objects, tools or controls, talk to and hear voices at many levels.
- sit, stand, run, climb, kneel, bend, squat or crawl, and must be able to lift, push, and pull up to 35 lbs.
- see up close and up to a certain distance, to see colors and have peripheral vision and depth perception.

**Employment Type <Full time, or part time>, <specify hours per week>**

**Wage Range and benefits <salary amount or hour rate>, <specify benefits>**

**<Delete the following if not a Type III early learning center>:**

Teachers are eligible for [School Readiness Tax Credits](#) if they are leveled at Early Learning Center Teacher 1 or higher in the Louisiana Pathways Career Development System and work in an eligible Type III center for at least 6 months of a year for an average of at least 30 hours per week.

## Early Childhood Teacher Assistant

### Job Description

<center name> is a Type <type number > early learning center. <Add in any additional information about the center.>

#### General Position Description

The Teacher Assistant supports the Teachers and the Director by helping to create a caring and safe environment for the children and assisting in activities to improve the overall care and quality of education. The Teacher Assistant must be able to communicate, listen and work well with others in a team environment. The Teacher Assistant assists the Teachers in implementing a quality educational program and in developing positive relationships with the children and their parents, the Teacher Assistant observes and documents children's interest and progress, and relays that information back to staff. The Teacher Assistant is responsible for implementing developmentally appropriate activities based on children's interests and needs under the direction of the Teacher and the Director.

**This position reports to <supervisor's title>.**

#### Key Responsibilities

- Assist in the implementation of curriculum activities and encourage participation by children.
- Actively engage in activities; manage cleanliness, maintenance, and availability of classroom materials.
- Maintain communications with parents through informal discussions.
- Encourage self-help and good hygiene through behavior modeling.
- Help ensure smooth, daily transition from home to child care center.
- Provide emotional and behavioral support to children as indicated by creating a positive environment that supports emotional connections between children and adults and between children and their peers.
- Manage the classroom to support children's development as indicated by setting clear age-appropriate expectations for children's behavior.
- Provide engaged instructional support for learning as indicated by using interactions and discussions to promote higher-order thinking skills and cognition.
- Follow all center policies and state regulations.
- Maintain personal professional development plan to ensure continuous quality improvement.

#### Required Knowledge, Skills and Experience

- Must be at least 18 years of age.
- Must clear Louisiana Child Care Criminal Background Check.
- Upon hire, must participate in Louisiana Pathways Career Development System.
- Upon hire, must attend Health and Safety trainings required in Louisiana Early Learning Center Licensing Regulations Bulletin 137.
- Upon hire, must attain required clock hours of continuing professional development in areas identified in Bulletin 137 §1721 throughout each year based on the anniversary year of the center.

#### Desired

- Minimum of 1-2 years of professional child care experience.
- High energy.
- Ability to work well with others.

- Strong oral and written communication skills and basic computer skills
- An understanding of child development.
- Infant/child CPR and First Aid certification.

#### **Educational Requirements**

- High School Diploma or GED
- **<Choose Education Requirements reflected in the [Teacher Track](#) for Louisiana Pathways Career Development Systems>**
- For Type III Centers, Louisiana Early Childhood Ancillary Certificate preferred

#### **Physical Requirements**

- Requirements include the ability to take frequent walks, use hands and fingers, handle objects, tools or controls, talk to and hear voices at many levels.
- Must be able to sit, stand, run, climb, kneel, bend, squat or crawl.
- The ability to see up close and up to a certain distance, to see colors, have peripheral vision and depth perception.
- Must be able to lift, push, and pull up to 35 lbs.

**Employment Type <Full time, or part time>, <specify hours per week>**

**Wage Range and benefits <salary amount or hour rate>, <specify benefits>**

**<Delete the following if not a Type III early learning center>:**

Teacher Assistants are eligible for [School Readiness Tax Credits](#) if they are leveled at Early Learning Center Teacher 1 or higher in the Louisiana Pathways Career Development Systems and work in an eligible Type III center for at least 6 months of a year for an average of at least 30 hours per week.

## **Section Two: Screening Applicants**

### Phone/Interview Rating Scale

The following scale can be used to evaluate the quality of an interview and lead to a recommendation of the applicant's next steps, including but not limited to a second interview, performance task, or a discontinuation of participating in the interview process.

- O – Outstanding** – Applicant is exceptional and will require opportunities to learn and lead to grow.
- V – Very Good** – Applicant exceeds position requirements, and will require training and mentorship to improve.
- G – Good** – Applicant is competent and dependable. Meets standards of the job, and will require training and mentorship to improve.
- I – Improvement Needed** – Applicant's skills are below the standards required of the job, and they would require significant training and mentorship to be effective.
- U – Unsatisfactory** – Applicant is not suited for the position applied, and will not continue in the interview process.

Position	Candidate	Date of Call
Interviewer(s)		
Question	Rating	Notes
“People have many reasons for changing jobs these days. May I ask, why are you looking for new employment?”		
“Help me understand why you believe you’re a good fit for our organization and this position.”		
“What are you looking for most in a new position?”		
<b>Skill check:</b> “Can you please give me some examples of _____< insert a Skill from Job Description>?”		
<b>Experience check:</b> “Tell me about your time working at X (from application). What makes you most proud of your work?”		

**In-Person Interview Rating Scale**

Candidate: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer(s): \_\_\_\_\_

Interpersonal Qualities		
Desired qualities	Rating	Notes
<b>Communication style and appearance:</b> organized thoughts, persuasive, good body language, professional		
<b>Attitude/ Demeanor:</b> Enthusiastic, friendly, respectful, job-focused		
Value Reflection		
Value listed in job description (example: honesty, determination, high standards)	Rating	Notes
Skills Reflection		
Skill listed in job description (curriculum planning, organization, social emotional learning)	Rating	Notes

Next Steps	Owner	Due Date

### Sample Interview Questions by Position

#### Center Director

1. Provide some examples of how you have managed adherence to Licensing and local regulations?
2. For Type III Centers: How do you ensure all standards required for LDOE [Academic Approval](#) are met?
3. Describe successful administration strategies that you have used and why these were successful.
4. Describe some ways you have promoted positive community relationships.
5. Share your approach to managing, developing and supporting your staff to continuously grow.
6. Share methods you have used to engage with and support your families.

#### Early Childhood Teacher

1. How have you planned and implemented curriculum in previous roles?
2. Describe the strategies and systems you have used in conducting ongoing child assessment in other roles.
3. What do you believe it means to provide emotional and behavioral support to children? Share strategies that you have used in the past or that you think would be most effective.
4. How comfortable are you managing a teacher assistant? Share strategies that you have used in the past or that you think would be most effective.
5. Describe the methods, strategies, and /or activities you have used to connect and engage with families.

#### Early Childhood Teacher Assistant

1. Can you talk about your experience working with infants, toddlers, and preschool children?
2. Describe your experience working as a team with a lead teacher in the classroom.
3. When you hear the phrase “developmentally appropriate practice”, what do you think of?
4. Can you provide a few examples of activities you participated in with young children that you found to be the most successful and engaging for the children?
5. What methods have you used to maintain and manage cleanliness, order, and availability of classroom materials in an early childhood classroom?

#### Food Service Coordinator

1. Describe your experience with menu planning for infants, toddlers, and preschool children.
2. Describe your familiarity with licensing standards and the sanitary code related to food service and sanitation.
3. How do you ensure the hygiene and safety of a kitchen in a center?
4. Can you describe your system for organizing all of the paperwork you need to have to cover everything needed for food service documentation?
5. CACFP Centers Only: We use the Child and Adult Care Food Program at the center. Can you describe your experience with the program?



**Reference Check Documentation**

**Tips:**

- Check references when you are fairly sure you will hire the candidate.
- Let the candidate know that you will be calling the references provided in advance of the call.
- Prepare this form by adding questions you want to ask.
- Call two to three references and complete documentation of each call.

Candidate's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name & Title of Reference	Date	
Contact information	Interviewed by	
Question	Reference Answer	
Describe the type of assignments and work [candidate] did at your organization.		
How would you describe [candidate's] quality of work and work ethic? Could you please give specific examples?		
How did [candidate] get along with teammates? Senior staff? Families?		
Next steps:		

*Time saving tip: If you choose not to hire this candidate at this time, keep this in your files for future reference and recruitment events.*

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Sample Offer Letter

<Name of Center>

<Address>

<City, State Zip>

<Name of Candidate>

<Address>

<City, State Zip>

<Date>

Dear <Candidate>,

We are pleased to offer you the position of <role>. This position will begin on <day> at the <rate of pay> per <hour or year>. As a <role> at a Type III center, you are eligible for a number of benefits including:

- <Annual tax credits based on educational attainment and time with the center.>
- <Scholarships to advance your education and career.>
- <Opportunities to grow as an early childhood educator.>

Please note that this position is contingent upon the completion of a satisfactory background check. We look forward to having you join our team at <center>. Please feel free to reach out to me at <phone> or <email>.

Best regards,

<Director's Name>

**Section Three:**  
**Welcoming and Onboarding**  
**New Hires**

**SAMPLE: New Staff Onboarding Plan**

**Staff Member Information**

Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Position: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**On the New Staff Member's First Day**

Welcome the new employee and explain the purpose of this Orientation Checklist on his/her first day. Plan to meet for 2-3 hours total, but you may break this into shorter blocks of time if it is helpful.

**Welcome:**

- Introduction to Staff and Families
- Tour the facility; identify bathrooms, break room, emergency exits, etc.
- Share timeline for overall Orientation and expectations
- Share philosophy, vision and mission of the program
- Review job description, responsibilities and answer questions
- Organizational Chart – Chain of Command

**Licensing Required & Recommended Steps:**

- [Louisiana Child Care Criminal Background Check Application](#) / [Finger Printing](#)
- Review requirements within the first seven days KOM# 1 and first 30 days KOM # 2, #3
- Complete Federal & State Employment Paperwork (I-9, W-4, etc.)
- The individual needs of children including disabilities and allergies.
- Review Licensing Forms and Protocols
  - Child sign-in and out (Bulletin 137 §1507)
  - Daily Supervision of Children (Bulletin 137 §1713)
  - Accident and incident forms and procedures (Bulletin 137 §1515, §1915)
  - Visitor log (Bulletin 137 §1507)
  - Visual Check of Center (Bulletin 137 §1901)
  - Visual Check of Transportation (Bulletin 137 §2107)
  - \_\_\_\_\_

**Transportation Procedures, if applicable:**

- Proper use of child restraints
- Proper loading, unloading, and tracking of children as required by state law
- Location of first aid supplies
- Emergency procedures for the vehicle, including accidents and breakdown actions

- TYPE III CENTERS: Staff who are responsible for picking up and/or dropping off children with CCAP funding **must** review and understand TOTS attendance tracking protocol for children who are transported before transporting children.

**Human Resources:**

- Health Risk Disclosure, if applicable.
- Salary / Pay Schedule / Direct Deposit
- Staff ID / Keys / Access to Building
- Review Staff/Employee Handbook
- Ensure all required licensing documentation (per §1715. Staff Records and Personnel Files) is in each staff file including an application or staff information form containing the following information:
  - name; date of birth; home address and phone number;
  - training, work experience; educational background;
  - hire date; first day onsite working with children;
  - copy of a state or federal government issued photo identification;
  - upon termination or resignation of employment, the last date of employment and reason for leaving; and
  - documentation of CCCBC-based determination of eligibility for child care purposes from the department.

**Professionalism:**

- Enroll in the [Louisiana Pathways Early Learning Center Career Development System \(Pathways\)](#)
- Ongoing Professional Development Plan Activities/Certificates
  - Early Childhood Ancillary Certificate requirement due: \_\_\_\_\_ (24 months from hire as lead)
- [Ongoing Training and Workshop Certificates](#) as described in Bulletin 137.
- Review Ongoing Professionalism Development Checklist in the [Instructional Leadership Guidebook](#):
  - Professional Development Plan
  - Classroom observations by Director
  - Performance Appraisal
- Curriculum Introduction: Timeline for Review and Implementation Guidance
- Classroom Management Expectations
- Lesson Planning
  - Materials & Supplies
  - Protocol for Completion, Submission, Review, and Approval

**ONLY FOR TYPE III – <Delete if not Type III>**

- Account Established (MyTeachingStrategies GOLD)
- Child Assessment Introduction: Timeline for Review and Implementation Guidance
- CLASS: Timeline for basic training and informal observations

I understand and agree to abide by the policies, guidelines and procedures discussed and resources provided to me.

X \_\_\_\_\_  
Staff Signature Date

I verify that the policies, guidelines and procedures listed above were discussed.

X \_\_\_\_\_  
Supervisor Signature Date

**Additional Onboarding Steps**

**Staff Person's Name:** \_\_\_\_\_

Tasks	Date completed:
<p><b>Learn licensing requirements:</b> Read Bulletin 137: Louisiana Early Learning Center Licensing Regulations and/or review online webinars.</p> <ul style="list-style-type: none"> <li>o <a href="#">Overview of Bulletin 137, Course 1, Chapters 1-9 Webinar</a></li> <li>o <a href="#">Overview of Bulletin 137, Course 2, Chapters 11-17 Webinar</a></li> <li>o <a href="#">Overview of Bulletin 137, Course 3, Chapter 18 Webinar</a></li> <li>o <a href="#">Overview of Bulletin 137, Course 4, Chapter 19 &amp; 21</a></li> </ul>	
<p><b>Understand center employee's role as mandated reporters:</b> <a href="#">Child Abuse Identification and reporting: Online training for Mandated Reporters</a></p>	
<p><b>Understand high quality teacher-child interactions:</b> "The Promise of CLASS®" <a href="#">webinar</a> and <a href="#">CLASS® observations</a> (Type III)</p>	
<p><b>Understand how to support, engage, and observe early learners:</b> <a href="#">Louisiana Early Learning &amp; Development Standards</a></p>	
<p><b>Understand how to organize your classroom environment:</b> <a href="#">1.5 hour online Environment Rating Scales (ERS) Training</a></p>	
<p><b>Develop as a teacher:</b></p> <ul style="list-style-type: none"> <li>o Enroll in <a href="#">Louisiana Pathways Career Development System</a></li> <li>o Sign up for trainings through your <a href="#">Child Care Resource and Referral Agency</a></li> <li>o Sign up for the <a href="#">LDOE Early Childhood Connections Newsletter</a></li> </ul>	

<New Teacher Letter>

<Place on letterhead, if available>

<Date>

Dear <families and/or staff>,

It is with great pleasure that I announce the addition of <new teacher's name> to our staff.

<Teacher's name> will begin on <date> as the <role> in the <classroom>. <Teacher's name> has <number> years of experience in early childhood education and shares our excitement to bring their knowledge and skills to our center. **<Add in any additional information about the new teacher that they would like to share>**.

<Teacher> will be available to meet with you over <Zoom, coffee, etc.> on <date> at <time>.

Please join me in welcoming <teacher> to the family.

Sincerely,

<Director's Signature>

<Director's typed name>

### Employee Benefits

Attracting and retaining qualified staff is one of the greatest challenges of early childhood programs. However, the cost of training a new employee can be greater than the cost of providing benefits. Consider a number of approaches to employee benefits.

Basic Benefits	Better Practices for Benefits
Salary increase every two years	Annual salary increase
Health insurance offered; dental and vision is not included	Employer pays more than 50% of health insurance including dental and/or vision
Five or more paid sick/personal days	Nine or more paid sick/personal days
Five or more paid vacation days after one year of service	Five paid vacation days during the first year and increases over employment
Option to contribute to a retirement plan	Employer offers 2% or more of retirement contributions; Employer offers matching contributions.
No tuition reimbursement	Tuition reimbursement allocated annually
Paid professional development	Conference attendance and professional development days during the work day
No paid holidays	Paid holidays

#### **Best practices in administration of benefits:**

- **Calculate the cash value.** Determine how much it costs to offer a benefit and outline this in the offer letter. For example, if each paid sick day costs \$80 and you offer 5, the cash value is \$400.
- **Administer benefits equitably across the staff.** All employees should understand how benefits are administered and know what to expect.
- **Survey staff about benefits.** Identify benefits your staff is interested in having and add benefits as often as your budget and strategic planning allow.



## Other Benefits

Center directors can help create a positive organizational culture by offering other creative benefits or regular recognition.

### Professional Development

- A professional membership in an early childhood organization is paid by the center
- Job shadowing opportunities to learn about other roles
- Leadership training to grow skills in new areas
- Paid opportunities to visit other early learning centers for observation or training

### Longevity Bonus

- Awards for years of service
- Longevity bonus – \$500 after 5 years, \$1000 after 10 years, etc.

### Perks

- Classroom volunteers who are trained to assist the teachers
- A system for staff with unused time to donate some days to a co-worker with a health crisis
- Well trained substitute pool to relieve staff stress about time off
- Employees are given a free day off on or around their birthday
- Tuition discounts for children enrolled at center

### Recognition

- Pay differential for staff who are mentoring or orienting new staff
- Appreciation bulletin boards and newsletter articles
- "Wall of Fame" photo and bio of each teacher in the entryway or by the door to each classroom

### Type III early learning center benefits:

- Early Childhood Ancillary Certificate Program Tuition
- CDA Credential Assessment Fee Scholarships
- College Tuition
- School Readiness Tax Credits for Teachers
- School Readiness Tax Credits for Directors

The Louisiana Department of Education also supports the following benefits for teachers across Type I, II, and III early learning centers when the teacher/leader is enrolled in Louisiana Pathways Career Development System:

- CDA Credential Assessment Fees
- Tuition for College coursework
- School Readiness Tax Credits

Sample Salary Scale						
Role & yrs. exp.	Educational Attainment					
<a href="#">Teacher Track</a>	High School Diploma	H.S. Diploma + CDA	ECAC	A.A. in ECE	B.A. in ECE	M.A. in ECE
Asst teacher 1-2 years	1	2	3	N/A		
Asst teacher 3-5 years	2	3	4	N/A		
Lead Teacher 1-2 years	N/A		5	6	7	8
Lead Teacher 3-5 years	N/A		6	7	8	9
Lead Teacher 5+ years	N/A		7	8	9	10
<a href="#">Administrator Track</a>	High School Diploma	H.S. Diploma + CDA	ECAC	A.A. in ECE	B.A. in ECE	M.A. in ECE
Assistant Director 1-2 years	N/A		3	4	5	6
Assistant Director 3-5 years	N/A		4	5	6	7
Assistant Director 5+ years	N/A		5	6	7	8
Center Director 1-2 years	N/A		6	7	8	9
Center Director 3-5 years	N/A		7	8	9	10
Center Director 5+ years	N/A		8	9	10	10

**Sample Salary Scale  
 Pay Range**

<b>Number</b>	<b>Salary Range</b>	<b>Number</b>	<b>Salary Range</b>
#	<i>Pay range corresponding with number</i>	<i>Ex. # 3</i>	<i>\$10.00- \$12.00/hour</i>
1		6	
2		7	
3		8	
4		9	
5		10	