




The Arizona Comprehensive System of Personnel Development (CSPD) Recruitment and Retention Workgroup is proud to create and share with you a practice profile for retaining early childhood educators. A practice profile is designed to share with the user what core components should be expected in a certain practice and how that component would contribute to a positive outcome of the practice. The last three columns on the page describe what the expected practice is for that core component, developing practice is for the core component and unacceptable practices. Please use this as a checklist when discussing what practices programs could do to actively retain early childhood educators.

Retention of Early Childhood Professionals Practice Profile				
Core Component	Contribution to the Outcome	Expected Use in Practice 	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
1. Offer a comprehensive compensation package	Programs need to offer a comprehensive compensation package to early childhood educators to ensure they are able to live above the poverty line and have opportunities to continue to their education. This will ensure best practices of the latest research and practices for child development are taught to educators and they live with minimal financial stresses.	<ul style="list-style-type: none"> -Includes a fair, livable wage at entry level comparable to local K-12 salaries -Access to higher education assistance and reimbursement opportunities -A complete benefits package is offered to all staff which includes, medical, dental, and vision insurance and other insurance options (life insurance, short term disability) -Opportunities for learning, coaching, and saving for retirement is offered to all staff -Based on annual performance review, a bonus or annual increase in pay is offered to all staff -Paid time off for physical and mental health recovery, sick leave if offered 	<ul style="list-style-type: none"> -Includes a fair, livable wage at entry level -Support to access higher education opportunities are presented, but not followed up on -Minimal benefits are offered to all staff which includes a few of the following: Medical, dental, vision, life insurance, short term and long-term disability -Opportunities for saving for retirement are presented only once at state of employment -A increase in pay is offered less than annually -Paid sick leave is offered 	<ul style="list-style-type: none"> -New staff are offered a wage that leaves them below the annual poverty line -Access to higher education is not encouraged and supported -No tuition reimbursement or helping staff find scholarship opportunities -No benefits are offered to staff at onboarding or throughout their employment -No annual reviews are done -No opportunities for increased pay are offered to staff -No paid leave
2. Leadership supports and models work/life balance for all staff	Leadership at programs need to support and model work/life balance for all staff to avoid educator burnout, compassion fatigue, and other stress related symptoms when educators have an overwhelming caseload.	<ul style="list-style-type: none"> -Leadership has annual training to identify signs of burnout, compassion fatigue, and other stress related ailments -Leadership encourages time off for all staff and models it by taking time away as well -Leadership ensures that when staff is off, they truly step away from the job and model that behavior as well -Leadership inquires about staff's 	<ul style="list-style-type: none"> -Leadership receives one training about identifying burnout, compassion fatigue, and other stress related symptoms -Leadership encourages time off for staff but doesn't take time off annually themselves -Leadership ensures when staff is off, they truly step away from the job, but when leadership is on leave, they still 	<ul style="list-style-type: none"> -Leadership has no training about identifying burnout, compassion fatigue, and other stress related symptoms -Leadership makes staff feel guilty for taking time off -Leadership doesn't model taking time off by not taking time off and not stepping away when needed -Leadership doesn't engage staff's

		thoughts and feelings through 1:1 meetings regularly and ensures staff have an opportunity to let their voices be heard	work -Leadership inquires about staff's thoughts and feelings in group meetings and doesn't address the voices talking	morale, no staff meetings, no 1:1 meetings for staff are in regular practice
3. Program provides positive supporting leadership	Programs need to provide positive supportive leadership to all staff because employees need to have a mentally and physically safe environment, they work in. When teachers are supported and positive, they can model and teach self-regulation skills and positive social emotional skills to the children they work with.	-Leadership meets with each staff member on personal and professional goals quarterly -Leadership will fill in for any staff member if they have the opportunity and leadership believes that there is no work hierarchy, but everyone pitches in to make the program successful -Leadership supports staff to take additional professional development when funds and resources are available beyond the required PD hours for DHS annually. -Leadership shares recognition of staff members accomplishments in personal and professional growth when allowed to share.	-Leadership meets with each staff member annually to discuss professional goals -Leadership says they will "fill in at any time" but never volunteers and believes in a work hierarchy -Staff is given time during work hours to take professional development and funds to take professional development, but only up to 18 hours for DHS licensing. -Staff is only recognized for major milestone achievements professionally.	-Leadership does not meet with staff regularly to discuss professional goals -Leadership does not fill in for any staff at any time and believes since they are the "boss" they don't do what a teacher/bus driver/cook/para would do. -Staff are on their own to fund the DHS required professional development and must be done on their own time -Staff does not get time off to take additional professional development that has been identified as helpful for the staff member.
4. Program creates a supportive and collaborative culture	Programs should create a supportive and collaborative culture to ensure that competition amongst staff is minimal. Working together and collaborative will ensure that the entire program is improving in quality, rather than just one classroom or one educator. When programs encourage creative thinking, staff are more involved in the steps to improvement and "buy-in" to the strategies.	-Leadership completes an annual programmatic review in various forms of (parent surveys, staff/employee survey, and program assessments) -Leadership presents program data to all staff and has a focused conversation as to causations and possible solutions -Leadership creates an improvement plan based on creative thinking solutions and strategies chosen by staff	-Leadership completes an annual programmatic review in the one form (parent survey, staff survey, program assessments) -Leadership makes all the decisions for program and staff without including input from staff, but does it based on data -Leadership does create an improvement plan and informs staff about tasks. Once presented is open to staff suggesting changes	-Leadership makes all decisions for program and staff without data review or inquiring with staff about creative solutions -Leadership does not have any programmatic review in any form -Leadership does not have an improvement plan, or if they do they do not include staff in improvement plans but rather just delegates more tasks and activities
5. Leadership respects all parts of the work and is promoted in policies, projects and practices	Policy, procedures, projects, and practices all support the mission and vision of the workplace. This is so important because all staff members needs to feel valued and part of the culture working towards the mission and vision regardless of their position. When all positions are valued and working towards the same goal, staff will work together to ensure the whole team completes the mission and continues reaching to the vision.	-Leadership allows for staff to learn about and buy in to the mission and vision during the hiring process -Staff are regularly referring to and practicing the mission and vision -All staff are working on projects and practices that are rooted in the mission and vision -Leadership holds regular staff meetings so that staff can share progress of projects or new creative ideas that will work on quality improvement for the whole center.	-Only once in the hiring process is the mission and vision reviewed with new staff, no agreement or discussion about it being a good fit takes place -Staff know there is a mission and vision for the center, but can not reference it -A few staff members are working on projects and practices that are rooted in the mission and vision -Leadership holds annual staff meetings for staff to share progress of projects and share new ideas that will improve the quality of the center.	-In the hiring process, new staff does not learn about the mission and vision and agree to it -Staff do not know of or refer to the mission and vision in regular practice -Staff are working on separate projects that do not support the mission and vision -Leadership does not hold regular staff meetings or professional development that support new creative ideas or progress on current projects -No quality improvement plans are in

		<ul style="list-style-type: none"> -Leadership supports staff professional development that aligns with the mission and vision statement -Program creates and edits a constant plan for quality improvement annually -Leadership supports future leaders without raising competition among staff 	<ul style="list-style-type: none"> -Leadership supports staff professional development but doesn't make sure it aligns with the mission and vision of the center -Program has a quality improvement plan in place, but doesn't update it or progress monitor the plan for completion 	action
6. Program leadership supports staff in general wellness	<p>It is important to ensure that every part of a person's life is monitored and improved so that an individual is able to be the best citizen they can be. When caring for children it is important that caregivers are not stressing other parts of their lives so they can focus on the children in their care and provide the highest quality of care. These areas of wellness include: occupational wellness, emotional wellness, financial wellness, spiritual wellness, and physical wellness.</p>	<ul style="list-style-type: none"> -Leadership supports occupational wellness for all staff which may include opportunities for professional growth if desired, and professional development -Leadership supports emotional wellness for all staff which may include mindfulness, paid mental health days, adjustable work schedules and a collaborative culture -Leadership supports financial wellness for all staff by providing livable wages, learning money management opportunities, and a full comprehensive benefits package -Leadership supports spiritual wellness by allowing staff paid days off to observe religious holidays or culture days of importance and encouraging cultural diversity in policy -Leadership supports physical wellness of all staff which may include collaborative exercise events or other ideas that encourage staff to increase physical wellness and having paid days for doctor appointments and sick days 	<ul style="list-style-type: none"> -Leadership supports professional development for all staff, but staff is not encouraged to grow professionally -Leadership allows for mindfulness or de-stressing strategies during the workday but does not allow for staff to take a day off for mental health -Leadership supports financial wellness for all staff but doesn't offer a livable wage nor a full comprehensive benefit package -Leadership observes state and federal holidays off and pays staff for those days off -Leadership supports physical wellness by offering 1 or more paid sick days a year 	<ul style="list-style-type: none"> -Leadership does not support professional growth or professional development for any staff -Leadership does not allow for paid mental health days -Leadership does not allow for flexible work schedules and doesn't have a collaborative culture where staff support each other's personal lives -Leadership does not support financial wellness in staff at all -Leadership does not all for observing of religious holidays or days of cultural importance for staff -The program does not allow for paid sick days to attend doctor appointments or recover from illness