

**Beyond “Just Working With Kids”:  
Preparing Early Childhood Teachers  
To Advocate For Themselves And Others**

**A Curriculum Guide**

**Child Care Employee Project**  
**A Program of the Child Care Staff Education Project**

## INTRODUCTION

Americans are witnessing a profound change in the nature of family life, one which presents a formidable challenge to those of us in early childhood education. A generation ago a minority of mothers worked outside their homes and thus only a small percentage of young children spent their days in group settings. Today, however, most preschoolers have working mothers and many find themselves in child care, be it family day care or centers, for many of their waking hours. As this trend continues, the need for trained and committed providers also increases.

Unfortunately, political and economic realities work against the creation of a well prepared child care workforce. There is also little incentive for potential providers. Upon completion of a two year college early childhood degree, students can expect to earn only slightly more than minimum wage in most states. More education rarely makes a difference in compensation. In California, known for its relatively high level of remuneration due to a greater than average public subsidy, salaries for child care teachers hover around \$5 an hour with aides earning about \$4 an hour. Low pay is seldom balanced by a short work week or other benefits, such as health coverage, paid vacations or pensions. Often added to the insult of such poor pay are abysmal working conditions and limited appreciation and recognition for the difficulty of the work.

Disillusionment is widespread among both students and professionals in the field. In almost any early childhood gathering one hears talk of poor compensation, turnover, burn-out and career changes. Many dedicated people find themselves frustrated by their low status and salaries and begin to wonder how they can afford to continue working in the field. They also feel inadequately prepared to meet the everyday challenges of child care which include limited budgets, funding cuts and bureaucratic complications. Turnover in centers averages at least 30% a year, far greater than the 10% average found in other human service fields. Over 800 postsecondary institutions in the country offer some form of training for early childhood personnel at the two and four year level; over 25,000 students a year enroll in child development courses in the California Community College system alone. Still a crying need for trained teachers exists throughout the country.

These conditions greatly compromise the quality of services as well as the morale of child care providers. Consider turnover: Parents and children, who on the average must adjust to three new providers a year, find their very confidence and trust in the child care setting undermined. Overworked staff who remain must assume even greater responsibility to train new staff and to provide consistency for children.

It has long been established that being an early childhood educator requires more than "just working with children." Good teachers also need to develop skills for working with co-workers and parents. But now, being prepared to "care" will not suffice; early childhood providers must learn how to advocate for themselves, recognizing that advocacy is an important part of their professional responsibility. They need preparation that will enhance their efforts to work for changes that will lead to better programs for children and families.

Preparing early childhood practitioners as advocates must begin early in their training. Disillusionment can only be stemmed if people enter the field with appropriate expectations about what they will encounter and if they have a commitment to work for change. As those with the most responsibility for training providers and those who have the most potential influence on the content of that training, the task now falls to early childhood instructors to re-examine and re-define teacher education curriculum so that it addresses the expanding needs of students. In this era of reduced funding, many instructors find themselves struggling just to maintain their campus programs. It may be overwhelming to undertake yet another responsibility. But if not us, who will work for our programs' survival and address the needs of the emerging workforce of child care providers? (See *Modeling: A Message for Instructors.*)

Over the last year, The Child Care Employee Project has brought together early childhood instructors and advocates who share concern over the increasing turnover and exit of staff from child care programs. We recognized the importance of training for advocacy as a way to counter low morale and provide students with skills that might ultimately help them stay in the field. From surveys and discussions emerged the concept of a curriculum guide for early childhood instructors. The guide would identify the connection between the status of the students' chosen field and the quality of care that children receive. Additionally, the manual would indicate how students can ultimately influence their own working conditions and the standards of quality in programs for young children.

It is our strong belief that advocacy cannot be taught in one class session, but rather must be presented as a strand throughout the entire early childhood curriculum. It is only in this manner that students can fully integrate advocacy into their career definition. It is common to think of advocacy and social change in terms of child care's social and economic contexts. However, early childhood staff will experience the need for change at many levels—in dealings with parents and other staff, in their own paycheck and working conditions, in public policies and media portrayals. As early childhood students progress in their professional development, they should gain skills to work for change at all these levels—moving from the immediate and interpersonal to the more abstract and societal.

The framework of the curriculum we have developed is based on the following six concepts which we feel students need to understand in order to become effective advocates.

#### **1. The Process of Social Change**

- historical perspective
- possibility of change
- routes to change

#### **2. Social and Economic Organization of Society**

- impact on families and children
- understanding of students' own lives and families
- implications of race, class, technology and power

#### **3. Multi-Cultural Perspectives**

- children's and family services around the world
- alternative visions of family/community life
- children as a protected class

#### **4. The Value and Image of Child Care**

- the effect of child care on children and families
- the public image of child care
- child care workers' self image
- comparisons with other occupations

#### **5. The Nature, Economics and Organization of Child Care**

- the positive and negative aspects of child care work
- financial aspects of child care
- rights and legal requirements; professional ethics
- power structures in the workplace
- parents: partners, clients, adversaries

#### **6. Child Care's Link with Other Social Services**

- locating and using community and professional resources
- support networks

The curriculum guide will assist you in your efforts to provide the necessary ideas and experiences for students to emerge as the early childhood teacher advocates so desperately needed in our field. In order to fully understand these concepts students need more than data. They also need *practical experience*. They must have opportunities to:

- voice their own values and opinions in ever enlarging arenas
- listen to opposing viewpoints
- achieve a sense of membership in a group
- work in small groups toward consensus
- recognize and represent different issues
- challenge negative stereotypes
- utilize resources

And, beyond experience, they also need positive models—they need to observe and talk with people engaged in advocacy efforts!

## HOW TO USE THE CURRICULUM

This curriculum is organized around these major concepts that are necessary for students to grasp if they are to become effective advocates for children, families and themselves:

1. The Process of Social Change
2. Social and Economic Organization of Society
3. Multi-Cultural Perspectives
4. The Value and Image of Child Care
5. The Nature, Economics and Organization of Child Care
6. Child Care's Link with Other Social Services

Under each concept (identified by the numbers above) resources and activities are listed that we have found useful when teaching our early childhood courses. The resources include articles, books, visual media and organizations. Most of the activities are written for classroom use. However, almost all can be easily adapted for research reports or term papers depending on the needs and skills of your students. We have also listed secondary concepts and additional classes for which each resource and activity may be useful.

You are encouraged to read through the entire curriculum for ideas that will enhance your particular courses. While not an all inclusive list of the myriad of resources and activities that can be used to encourage advocacy, the guide attempts to include materials and ideas that can be used for any of the "core" early childhood education curriculum courses: Child Growth and Development; Introduction to the Profession; Child, Family and Society; Supervision and Administration; Curriculum; and Field Experience (Practicum). Our greater emphasis falls on ideas for what we considered the more theoretical courses, but given the wide variation in how campuses and instructors organize their material, we assume you will pick and choose according to your needs. In our experience, two year, four year and even graduate students can benefit from this curriculum. Depending on your student population, you will find that some of the resources are useful primarily for your own preparation while others will be appropriate assignments.

We tried to select easily available resources and have included standard bibliographic information. In some cases we have included materials that must be ordered from a particular agency; in these cases we have added an address or phone number. A couple of our resources are available only through ERIC. If your school library does not have access to ERIC, you can write or call them directly (1-800-277-ERIC) for copies of materials. Most of the organizations we have listed publish a wide array of useful materials. Rather than list each one, we have included information that will allow you to call or write directly for a publication list. Finally, this guide is set up in notebook format so that you can easily add your own comments and/or materials by inserting additional papers.

## MODELING: A MESSAGE FOR INSTRUCTORS

During the production of this guide, we had many discussions about how people actually become advocates for change. We recognize that it is a slow process which is often threatening to students and teachers alike. We all shared the assumption that to become an advocate it is necessary to see an advocate in action. Each of us can readily recall those people who have inspired us at different points in our professional lives to become involved in working for change.

Thus, an underlying assumption of this curriculum is that early childhood instructors will be most effective in training future advocates if they do more than provide data and experiences relating to change. They will most effectively influence student involvement if they function as advocates themselves in ways visible to students.

As instructors, we understand the pressure involved in this assumption. At times it feels as if we can barely keep our heads above water just trying to meet the demands of our teaching loads or balancing other jobs in addition to teaching. But ironically, we find ourselves in a similar predicament to the students we teach. Of course, those of us with full time jobs are more secure economically, but many of us who teach do so only on a part-time basis. Yet whatever our economic situation, our professional status suffers. On too many campuses we are considered second class programs either because early childhood is seen as a “women’s” program, a “vocational” rather than academic course of study, and/or a “soft discipline” of hybrid nature. Regardless of the particular rationale used, the stereotypes and ignorance about our work and our students make us vulnerable, especially in times of budget cuts. And, they isolate us from our colleagues.

Being advocates is more than a pedagogic device. It is essential to our own as well as to our students’ well being. It is the only way we can challenge the stereotypes, break down the isolation and fight for the resources our programs deserve. These are some of the things you can do to secure more support for early childhood programs on your campus and to raise your own morale.

- *Be visible on campus.* Join with your students to sponsor public events, such as a children’s fair or a display of children’s art.
- *Be involved.* Join faculty associations or unions, curriculum committees or whatever groups that allow you to interact with people in other departments. This is the major way to challenge erroneous assumptions about early childhood education and to garner support.
- *Be on the alert for allies.* Make contact with other programs with labs (such as welding) or who send students into the community for practical experience (such as nursing). They can be powerful supporters when attempts are made to limit your funds for these so-called “nonessential” aspects of your program. Look for other instructors concerned about social policy; ask if you can come or send students to their courses to talk about child care issues and their impact on family life.
- *Be willing to draw attention to yourselves.* Make a list of all the community services your department interfaces with such as programs where your students work or local social service agencies. And then make an annual report to people with responsibility, such as your Department Head, Dean, College President or Board of Trustees, to demonstrate the breadth of your service to the community.
- *Be the expert you are.* Let your local legislators have your comments on policy and ask them for their views. Volunteer for local tv and radio talk shows.

- *Be daring with the media.* Let them know about the exciting things you are doing to increase the number of trained providers in the community. Cultivate contacts who are sympathetic and who can give early childhood positive coverage amidst all the recent horror stories. The more positive image you have in the community, the harder it is for the college to overlook your needs.
- *Be supportive of students' involvement in campus activities.* Encourage them to join student government. Help them explore how scholarships for early childhood students can be established.
- *Become involved in networks of early childhood advocates.* Find out about local and state organizations, many of which serve a double purpose of sharing critical policy information effectively and provide a forum for you to brainstorm with other advocates as well. Start a support group for ece instructors in your area to discuss teaching issues. You'll be surprised how much energy a bimonthly meeting can give you!

We encourage you to share other suggestions (as well as additional resources and activities) with us on the form provided at the end of the curriculum. We will incorporate your suggestions in future editions.

## Concept 1: The Process of Social Change

- *historical perspective*
- *possibility of change*
- *routes to change*

### Activities

Students write a letter expressing their opinion about a particular children's issue, and present their letters to classmates in small groups. Group members should raise potential challenges to the expressed point of view, and assist the letter-writer in preparing responses to these challenges. By the end of the semester, students send a revised letter to an elected representative or the newspaper. If appropriate, be sure they request a reply.

2, 6

All

Students interview two parents of different ages (e.g. their mother and their grandmother) about their experiences with pregnancy and birth. Focus class discussion on how birth has changed through the years, particularly in the last three decades. Discuss social pressures, community and family supports, beliefs and attitudes, and the nature of medical care.

2, 3

CD, CFS

Students examine changes over time in licensing regulations in terms of the effect on children's growth and development.

2, 5

CFS, S/A, Pract

At the beginning of the semester choose one issue that affects children and families which is prominent in the media. During the semester, students must "track" and report on media coverage of the issue. Focus the discussion on how the media handles the issue in terms of bias, amount of coverage, tone, etc.

2

All

Invite as speakers pioneers in the local community who have helped establish services for children and families, or have students complete oral histories of these people. Be sure to search out representatives of different cultural groups.

5, 3

Intro, S/A

Students research certain policies or procedures that are now taken for granted (i.e., pasteurized milk, vaccinations). Focus the discussion or report on how these ideas were developed and became "institutionalized" in society.

2, 3

Intro, CFS, CD, S/A

Students present a pressing problem from their program (i.e., needing substitutes, better staffing) role playing the points of view of teachers, directors, and parents. Focus discussion on brainstorming a plan to address the problems.

5

Curriculum, Pract, S/A

Introduce students to the political process by providing them with a list of local, state and federal legislators. Ask students to identify their own representative and find out what legislation they are carrying that affects children. Other assignments may be to invite a public official to speak to the class, and/or institute an advocacy journal containing contacts, representatives, clippings, letters, etc.

2, 6

All

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Ask students to select an issue being debated locally (i.e., in town, at a church, at school). Students should attend a meeting where the issue is discussed and record the points of view raised. Students then present the issue to the class, along with his/her own point of view, and those of others. The class will discuss the issue and share their views on it.

2, 6  
All

## Resources

### **Differences and Implications of Legislator's and Educator's Perception of Quality**

Bender, L.  
ERIC Document #237-142

4  
Intro, S/A

### **The Politics of Child Care in the 1940's**

Dratch, H.  
*Science and Society*, Summer 1974, Vol. 37 #2  
5, 4

Intro

### **The Child Advocacy Handbook**

Fernandez, H.  
New York: Pilgrim Press, 1980

2, 6  
All

### **The Pedagogy of the Oppressed**

Friere, P.  
New York: Continuum, 1970

2  
All

### **Responsibility for Child Care: The Changing Role of Family and State in Child Development**

Greenblatt, B.  
San Francisco: Jossey Bass, 1977

5, 6  
CS, S/A

### **How-To-Guide for Advocates**

Hostetler, L.  
*Child Care Information Exchange*, March-April 1983

6  
All

### **Putting Our Child Care Skills to Work in Advocacy**

Hostetler, L.  
*Child Care Information Exchange*, Jan/Feb 1983

6  
All

### **Living History Interviews. Book 2. Care of the Children of Working Mothers. Book 3. Reaching Large Numbers of Children**

Hymes, J.  
Carmel, California: Hacienda Press, 1979

4  
Intro, CFS

### **Organizing: A Guide for Grassroots Leaders**

Kahn, S.  
New York: McGraw Hill, 1982

4, 6  
All

### **Parenting in an Unresponsive Society**

Kamerer, S. and Kahn, A.  
New York: Free Press, 1980

Intro, CFS

### **The Child**

Kessen, W.  
New York: John Wiley, 1965

3  
Intro, CFS, CD

### **Who Cares for the Children? A Slideshow on the History of Child Care in the U.S.**

Parents and Workers United for Child Care,  
P.O. Box 5603,  
Berkeley, California 94705

4, 5  
Intro, CFS, S/A

### **Child Advocacy in 10 Easy Steps: A Resource Guide**

Pearce, M.  
CAEYC Public Policy Task Group,  
c/o M. O'Hare,  
2603 W. Fairmont #701,  
Fresno, California 93705

All

### **The Friendly Classroom for a Small Planet**

Prutzman, P. et al  
New Jersey: Avery Publishing Co., 1978

All

**Salt of the Earth (film)**

Berkeley EMC (Distributor),  
2223 Fulton St., Berkeley, California 94720  
3, 2  
Intro, CFS

**Ideas Influencing Early Childhood Education**

Weber, E.  
New York: Teachers College Press (in press)  
4  
Intro, CFS, Curriculum

**Bargaining for Equality: A Guide to Legal and Collective Bargaining Solutions for Workplace Problems that Particularly Affect Women**

Women's Labor Project,  
Oakland, California: Inkworks, 1980  
6  
Intro, CFS, S/A, Pract

## Organizations

**California Children's Lobby**

P.O. Box 448,  
Sacramento, California 95802,  
(916 444-7477)

A non-profit organization which influences policy decisions relating to children's issues in California. Publishes *The Cryer* which reports on children's legislation.

5, 6  
All

**Children's Defense Fund**

122 C Street NW, 4th Floor,  
Washington, D.C. 20001,  
(800 424-9602)

A resource organization which works to influence legislation, regulatory and administrative policies on child care and other child related issues. Publishes *CDF Reports*, legislative updates and the annual analysis of the *Federal Budget As It Affects Children*.

6, 1  
Intro, CFS, S/A

**CEASE (Concerned Educators Allied for a Safe Environment)**

c/o Peggy Schirmer  
17 Gerry St.

Cambridge, MA 02138

A membership organization for early childhood educators seeking to teach and take action regarding nuclear dangers. Publishes a newsletter.

6  
All

**On the Capitol Doorstep**

926 J Street, Room 717  
Sacramento, California 95814  
(916 442-5431)

Publishes a monthly newsletter on California state legislation, regulations and issues affecting children including regular legislative updates and information about the legislative process and advocacy techniques.

All

**PINA (Parenting in a Nuclear Age)**

P.O. Box 3479  
Berkeley, California 94703

A San Francisco Bay Area group committed to developing resources for parents and teachers about how to talk with children about the nuclear threat. Publishes the newsletter *Sticks and Stones*.

6  
All

## Concept 2: The Social and Economic Organization of Society

- *impact on families and children*
- *understanding of students' own lives and families*
- *implications of race, class, technology and power*

### Activities

Begin each class with a five to ten minute discussion of current newspaper items which relate to children, family and teacher issues. Focus discussion on how children's lives are affected by social and political events. Post clippings on bulletin board for later reading.

1, 3  
All

Students plan what they would do if they suddenly had a baby. Focus discussion on the impact a child would have on their schooling, employment, finances and personal life.

4, 5  
Intro, CFS, CD

Students interview 3 parents about their experiences and preferences about child care. In a "talk show" interview format, students roleplay one of the following: working mother, full-time mother at home, working father—about their child care needs and suggestions for changes in the delivery of services.

5  
Intro, CFS

Students interview women working in a variety of professions about their maternity leave options. If possible students also investigate maternity leave policies in other countries. Focus discussion on options available to mothers of young children and implications for child development and family life.

3  
CD, CFS

Students arrange child care for a hypothetical family determined by the child's age, family income, work schedule, etc. Focus the discussion on how families look for and assess child care options. Extend the exercise by having students in small groups locate child care arrangements for sick children and make suggestions for improvement in their communities.

6, 5  
CFS

Present local census data to the class. (Data is available from most local libraries.) Focus the discussion on similarities and differences between the students themselves and their clientele.

6, 3  
CFS, Pract

Provide students with data about working parent/employer interaction and the need for employer sponsored child care, flex time and family sick days (see Resources). Focus the discussion on pressures facing parents and incentives for employer involvement in child care.

4, 1  
CFS

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## Resources

### **The Experimental Ecology of Human Development**

Bronfenbrenner, U.  
Cambridge, MA: Harvard University Press, 1979

6  
CFS, CD

### **Employer Supported Child Care**

Burud, S., et al.  
Boston: Auburn House, 1984

5, 6  
CFS, S/A

### **Small Futures: Children, Inequality and the Limits of Liberal Reform**

de Lone, R. H.  
New York: Harcourt Brace Jovanovich, 1979

1  
CFS

### **The Nouveau Poor**

Ehrenreich, B. and Stallard, K.  
*MS Magazine*, July/August 1982

1  
Intro, CFS, S/A

### **Encouraging Employer Support to Working Parents: Community Strategies for Change**

Friedman, D. for Carnegie Corporation of New York

New York: Center for Public Advocacy Research, Inc. 12 West 37 St. NY, NY 10018

1  
CFS, S/A

### **Broken Promises: How Americans Fail Their Children**

Grubb, W. N. and Lazerson, M.  
New York: Basic Books, Inc. 1982

5, 1  
All

### **Care and Education of Young Children in America: Policy, Politics and Social Science**

Haskins, R. and Gallagher, J.  
Norwood, New Jersey: Ablex, 1980

4, 5  
CFS

### **National Survey of Working Women: Perceptions: Problems and Prospects**

National Commission on Working Women  
NCWW, 2000 P St. N.W. Suite 508

Washington, D.C. 20036

5  
CFS

### **Employer Sponsored Child Care: Four Issue Papers**

Pettygrove, W.  
Child Development Programs Advisory Committee, 915 Capitol Mall, Sacramento, California 95814

5,6  
CFS, S/A

### **Blaming the Victim**

Ryan, W.  
New York: Random House, 1972

CFS

### **Off-site Stress and the Disadvantaged Caregiver: A Neglected Factor**

Wessen, P. D.  
*Child Care Information Exchange*, Nov/Dec 1981

5, 4  
Intro, CFS, S/A

### **Children, Families and Government: Perspectives on American Social Policy**

Zigler, E. et al.  
New York: Cambridge University Press, 1983

1  
CFS

### Concept 3: Multi-Cultural Perspectives

- *children's and family services around the world*
- *alternative visions of "family life"*
- *children as a protected class*

#### Activities

Students create an ideal "world" for children and families. Focus the discussion on services (i.e., housing, education, health), supports, work schedules, and transportation. Then, students choose one aspect of the "world" they believe will actually evolve in the next ten years. This can be assigned as a final paper or project.

2, 1  
CFS

Create a multi-cultural panel of parents to discuss their own childhood in countries other than the U.S. and the ways in which their children's lives here are similar or different. (You may be able to use students from your own classes, or their parents).

CD

Invite parents representing "special" family arrangements to discuss their lives, the impact on their children of their "special" status, the services and supports they need, etc. Be sure to include co-custody families, single parents, homosexual parents, foster parents, etc.

CFS

Arrange a visit to, or a slide show about, a migrant education child care program. Have the class look for and ask about the way that cultural issues and workforce issues shape the center program. How have the approaches to those issues evolved in the center? What would an ideal center look like for these children?

CFS

As a small group assignment ask: What are the child care issues that are the same for various types of families and which issues are specific to each type of family? (E.g., Two parent, mother at home; two parents working outside the home; single parent; co-custody, etc.)

CFS, CD

Students survey several local centers to determine the racial/ethnic background of teachers, aides and directors. Focus discussion on findings and reasons for variation (if found) of job title by race or ethnicity. Generate proposals for change.

4, 5

Intro, S/A

Students identify and visit child care resources for families in different types of communities (i.e., wealthy, poor, black, etc.). Focus discussion on the reasons for differences noted and strategies to improve services for all children.

2

Intro, CFS

Students read about child services in other countries. (See Resource List.) Have them examine services in other Western Industrialized countries as well as some Socialist countries such as Cuba or USSR. Focus discussion on percentage of national budget allocated to child care, who services are available to, teacher salaries, etc.

2,4

Intro, CFS

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Students visit local child care programs noting the types of pictures, toys, books etc. Evaluate the environment in terms of the multicultural perspectives represented by the materials. Focus the discussion on how these materials might affect children from a broad range of backgrounds.

1  
Curriculum

Students ask people from different cultural groups within the United States (Anglo, Chicano, Asian, etc.) their views about child care. Focus discussion on different cultural values toward the family and the role of women as well as pressure and supports for parents.

2, 4  
CD, CFS

## Resources

### **Under Five in Britain**

Bruner, J.  
Oxford Preschool Project  
Ypsilanti, MI: High Scope Press, 1984  
2, 5  
CFS, CD, S/A

### **International Monograph Series on Child Care (Volumes on Hungary, Sweden, U.S.A., Britain, France, Israel and India)**

Gordon and Breach (Editors)  
New York: Science Publishers 1973-1978  
2  
All

### **The Working Mother**

Cook, A.  
Ithaca, New York: New York State School of Industrial and Labor Relations at Cornell University, 1978  
2  
CFS, Intro

### **Diversity in the Classroom**

Kendall, F.  
New York: Teachers College Press, 1983  
CFS, Curriculum

### **The Black Parent's Handbook**

McLaughlin, F.  
New York: Harcourt Brace Jovanovich, 1976  
2  
CFS, CD, Pract

### **Caring for Children in a Social Context: Eliminating Racism, Sexism and Other Patterns of Discrimination**

Multicultural Project for Communication and Education, Inc.  
see Organizations  
1  
CFS, Curriculum, Pract

### **A World of Children: Daycare and Pre-school Institutions**

Robinson, N. M., et al.  
Monterey, California: Brooks/Cole Co., 1979  
4  
Intro, CFS

### **Child Care Programs in Sweden, FS 86**

The Swedish Institute, Fact Sheet Series  
Box 7434, S-103, 91 Stockholm, Sweden or  
The Swedish Consulate in your area.  
CFS, Intro

### **Vulnerable But Invincible: A Study of Resilient Children and Youth**

Werner, E.  
New York: McGraw Hill, 1982  
1, 2  
CFS, CD

### **Kaui's Children Come of Age**

Werner, E. and Smith, R.S.  
Honolulu: University of Hawaii Press, 1977  
2  
CFS

## Organizations

### **Council for Interracial Books for Children**

1841 Broadway

New York, New York 10023

A non-profit educational organization that promotes anti-racist and anti-sexist children's literature and teaching materials. Publishes a *Bulletin* which reviews and recommends learning materials and teaching resources.

1, 2

All

### **International Child Resource Institute**

2955 Claremont Ave.

Berkeley, Ca 94705

(415 655-1000)

A non-profit organization which promotes the exchange of information on critical needs and issues facing children and families worldwide. Provides research, assistance to programs, study tours, reports, bulletins, and a journal.

All

### **International Journal of Early Childhood**

28 Stuart Rd.

Barnet, Hertz

EN4 8XG, United Kingdom

A twice yearly journal of the World Organization for Early Childhood Education. Contains articles and reports on education and services for young children worldwide.

All

### **Multicultural Project for Communication and Education, Inc.**

71 Cherry St.

Cambridge, Massachusetts 02139

A resource organization which develops educational practices to counteract discrimination based on race, sex, ethnicity, or class background. Offers training, workshops, curriculum materials and publications. Publishes a quarterly newsletter and distributes the filmstrip "Child Care Shapes the Future: Anti-Racist Strategies."

1, 2

All

### **National Black Child Development Institute**

1463 Rhode Island Avenue, NW

Washington, D.C. 20005

(202 387-1281)

A membership organization that advocates on behalf of black children and their families. Sponsors the Ad Hoc Day Care Coalition whose representatives meet to discuss strategies for influencing child care policy.

1, 2, 4

All

## Concept 4: The Value and Image of Child Care

- *the effect of child care on children and families*
- *the public image of child care*
- *child care workers' self-image*
- *comparison with other occupations*

### Activities

Students brainstorm all the different titles used to describe child care work. Focus discussion on assumptions underlying different labels and reasons for inconsistent nomenclature.

5

Intro, Pract, S/A

Students examine required skill and training for each activity performed by a classroom teacher. (Methods can include observation, time sampling etc.) Focus discussion on how to communicate with people outside of child care about the nature and complexity of the work. Also discuss how comparable worth methods might apply to child care work.

5, 1

Intro, CFS, Curriculum, Pract

Invite a panel of parent consumers to debate the pros and cons of different types of child care and who should have the responsibility for funding these services. An alternative activity would be for students to debate the same questions. If possible have them argue a point of view with which they disagree.

2

Intro, CFS, CD

Students interview someone he/she admires (any vocation) about career/family adjustments, attitudes toward pay and other incentives, reasons for career choice and career changes. Compare with student's own assumptions about child care work.

Intro

Students compare early childhood jobs with other jobs in terms of compensation, status, skills, satisfaction, public service, and creativity. Certain jobs are more adaptable for comparison such as nurses, elementary teachers, sanitation workers, etc. Have students discuss comparisons and develop proposals for change.

2, 5

Intro, CFS

Students interview child development instructors and teachers about if and where they send their children to child care and why.

3, 2

Intro, CFS, CD

Student speculate what would happen in the community if all the child care centers were closed for a week. Focus discussion on the value of child care to the community.

2

Intro, CFS

Students interview a child care worker about what she/he likes most and least about the job. Before the interview students speculate about the answers. Focus discussion on discrepancies between expectations and findings, and determining the causes and remedies of the problem areas.

5

Intro

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**KEY:** *Additional Concepts* for each item are listed by a number corresponding to each of the six main concepts. *Suggested Courses* in which the resource or activity may be used are abbreviated as follows: Intro - Introduction to Early Childhood Education; CFS - Child, Family and Society; CD - Child Development; S/A - Supervision and Administration of Early Childhood Programs; Curriculum; and Pract - Practicum.



Students complete an informal survey of ten friends asking them what they think a child care worker does. Before the survey class discusses possible responses and ways to counteract misinformation, as well as ways to communicate to people about their work in positive ways. Students analyze assumptions behind different points of view, and suggest strategies for changing them. An alternative assignment is students roleplaying attitudes they have heard expressed in the community about child care.

1

Intro

Students discuss the possible fear and apprehensions parents face when utilizing child care. Focus the discussion on how child care staff may respond to these concerns.

5, 2

CFS, Pract

Students plan a booth or event for an upcoming children's fair or similar event on campus or in the community.

6

CD

Students practice explaining the child care delivery system and the need for employee supported child care in three sentences or less. Focus the discussion on the importance of being prepared to speak succinctly and convincingly about child care.

2, 1

Intro, CFS, S/A

Students survey men and women working in local child care settings. Focus the discussion on why there are more women than men in the field and possible reasons for the variations in positions held by each. Generate proposals for change.

5

Intro, S/A

Students examine statements of prominent individuals or groups opposed to child care. Focus discussion on the varying views of the family and alternative proposals for caring for the children of working mothers.

2

Intro, CFS

## Resources

### **Professionalization and Its Implications for the Field of Early Childhood Education**

Ade, W.

*Young Children*, March 1982

5, 1

Intro, S/A, Pract

### **The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender**

Choderow, N.

Berkeley: University of California Press, 1978

2

CFS, CD

### **Daycare**

Clarke-Stewart, A.

Cambridge, MA: Harvard University Press, 1982

5

All

### **Beyond Professionalism: The Child and Youth Care Worker as Craftsman**

Eisikovits, Z. and Beker, J.

*Child Care Quarterly*, 1983, #12

5, 1

Intro, S/A, Pract

### **Monday Through Friday: Day Care Alternatives**

Filstrup, J. with Goss, D.

New York: Teachers College Press, 1982

Intro, CFS

### **Making Day Care Better** (See chapters 1, 4, 5 on workers, parents and quality.)

Greenman, J. and Fuqua, R. (Editors)

New York: Teachers College Press, 1984

5, 1

Intro, CFS, S/A, Pract

### **Talks with Teachers**

Katz, L.

Washington, D.C.: NAEYC, 1977

5

Intro, S/A, Pract

### **Mothering and Teaching: Some Important Distinctions**

Katz, L.

In L. Katz (Editor) *Current Topics in Early Childhood Education*, Volume 3

New Jersey: Ablex Publishing Co., 1980

Intro, CD, Practicum

**Receptivity to Child Rights Legislation**

Kerckhoff, R. and McPhee, J.

*Young Children*, Jan 1984

3

Intro, CFS

**Family-School Interactions: The Cultural Image of Mothers and Teachers**

Lightfoot, S.

*Signs*, 1977, #3

5

All

**The Burn-out Syndrome in the Day Care Setting**

Maslach, C. and Pines, A.

*Child Care Quarterly*, Summer 1977, #6(2)

5, 1

Intro, S/A, Pract

**Cost Effectiveness of Subsidized Child Care**

Olenick, M.

CCEP, P.O. Box 5603, Berkeley, CA 94705

5, 2

Intro, CFS, S/A

**Beyond Babysitting: Changing the Treatment and Image of Child Caregivers**

Pettygrove, W., et al.

*Young Children*, July, 1984

1, 5

Intro, CFS, S/A, Pract

**Young Children Grow Up: The Effects of the Perry Preschool Program on Youths through Age 15**

Schweinhart, L. and Weikart, D.

Monographs of the High Scope Educational Research Foundation, #27

Ypsilanti, MI: High Scope Press, 1980

All

**The Preparation and Certification of Early Childhood Personnel**

Spodek, B. and Saracho, O.

In B. Spodek (Editor) *Handbook of Research in Early Childhood Education*

New York: The Free Press, 1982

5

Intro, S/A

**An Economic Analysis of the Ypsilanti Perry Preschool**

Weber, C., et al

Monographs of the High Scope Educational Research Foundation #25

Ypsilanti, MI: High Scope Press, 1978

2

All

**Childcare: Kith, Kin and Hired Hands**

Werner, E.

Baltimore: University Parks, 1983

3, 2

CFS

## Organizations

**CCCECE: California Community College Early Childhood Educators**

c/o K. McCreary

L.A. Valley College, Child Development Center

5800 Fulton Ave.

Van Nuys, CA 91401

(818 988-8570)

A membership organization which provides educational and advocacy services for teachers in California Community Colleges. Publishes a newsletter, *The Letter Tree*.

5

All

**Child Care Action Campaign**

132 West 43rd Street

New York, New York 10036

(212 354-5669)

A membership organization composed of child care professionals, media representatives, and leaders of women's organizations

seeking to increase public awareness of the need for more and better child care. Publishes a newsletter and various informational packets.

1

All

**Child Care Employee Project**

P.O. Box 5603

Berkeley, California 94705

(415 653-9889)

A non-profit organization which provides resources and assistance to child care workers seeking to upgrade their status and working conditions. Publishes a quarterly newsletter, salary data and other resources to improve the work environment. (See the CCEP publication list on the inside back cover.) Also provides technical assistance to groups and individuals.

5, 1

Intro, CFS, Pract, S/A

**Children's Foundation**

1420 New York Avenue NW, Suite 800  
Washington, D.C. 20005  
(202 347-3300)

A resource organization providing support and technical assistance to family day care providers and associations. Publishes a newsletter on family day care policy and program issues.

5, 1  
All

**National Association for the Education of Young Children/NAEYC**

1834 Connecticut Ave. N.W.  
Washington, D.C. 20009  
(800 424-2460)

A membership organization providing educational services and resources to adults who work with young children. Publishes *Young Children* and other materials relevant to early childhood education. NAEYC is the largest early childhood professional association with over 40,000 members across the country.

5  
All

**National Coalition for Campus Child Care**  
Ohio State University Child Care Program

1895 Summit St.  
Columbus, Ohio 43201  
(614 294-1681)

A coalition of campus day care people working to improve the quality and quantity of campus child care services.

5  
All

**Save the Children, Inc., Southern States Office**

1182 West Peachtree Street, NW Suite 209  
Atlanta, GA 30309  
(404 885-1578)

A resource organization which offers technical assistance to family day care providers and day care centers. Sponsors a yearly conference in Atlanta each spring for family day care providers.

5, 1  
Intro, CFS, Pract, S/A

Family day care providers in many communities have organized associations to support one another and to develop resources. Check with your child care resource and referral agency for a local association.

## Concept 5: The Nature, Economics and Organization of Child Care

- *the positive and negative aspects of child care work*
- *financial aspects of child care*
- *rights and legal requirements; professional ethics*
- *power structures in the work place*
- *parents: partners, clients, adversaries*

### Activities

Students complete job satisfaction inventories. (Obtain forms from CCEP). Focus discussion on comparisons between student responses and research findings about burn-out in child care. (See Resources.)

4

Intro, S/A, Pract

In small groups, students design a model child care center, budget, environment and philosophy. Group members must reach consensus. Focus discussion on areas of disagreement and methods for resolution.

3, 1

Intro, S/A

Students develop a "Hippocratic Oath" for child care workers.

4, 1

CFS, S/A, Curriculum, Pract

Invite former students now teaching in programs to talk about their experiences in areas such as parent relations, job stress, curriculum ideas, etc. Select panel members from a broad range of program types.

3, 1

All

Students visit prototype programs for young children. In addition to standard observation of the environment and philosophy, students ask about staff salary and benefits, personnel policies, program organization and funding sources and levels.

2, 4

Intro, S/A, Pract, Curriculum

Students choose equipment for a child care center from the Lakeshore or other educational materials catalog, totaling the final cost. Students must then complete the same activity, using half the amount of their original budget.

Curriculum, S/A, Pract

Students choose 5 states (or 3 countries) and identify who is responsible for licensing child care in each. Focus the discussion on different approaches to similar issues.

3, 2

Intro, S/A

Students define ideal child care arrangements and operations from the point of view of parents and teachers. Focus discussion on areas of agreement and potential conflict, and ways to build partnerships. Be sure to include family day care arrangements in the discussion.

2

Intro, CFS, S/A

Students choose two programs to compare in terms of staff: child ratios, fees, etc. Focus class discussion on the differences between programs, the reason for the differences, and the potential impact on the quality of care.

S/A, Pract

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Class devises a hypothetical budget for a private non-profit child care center based on true expenses and parent fees. Then, present class with two situations: staff requests for raises: staff requests for salary schedules.

2, 4

S/A

Students plan a staff work schedule for a child care center, including breaks, lunch hour, vacations, sick leave, etc.

S/A

Students observe a staff member at a child care center for a full-day shift, (or report their own shift), noting everything she/he does, including interactions with children and adults, preparation of materials, planning, breaks, lunch, etc. Prior to observation, students speculate about what they will find. Focus discussion on discrepancies between expectations and findings, and differences in responsibilities between staff at different centers.

4

Intro

Students report about their programs in terms of funding sources, personnel policies, etc. Focus the discussion on who makes decisions, who has input and how staff can effect change.

1

S/A, Curriculum, Pract

Students identify potential sources of burn-out on the job. Focus discussion on problems which require financial solutions, and those which can be alleviated through policy changes.

4, 1

Intro, S/A

Students role play situations in which they are wrongly accused of hitting a child by parent and/or spiteful co-worker. Focus discussion on legal rights and ways to improve communication between staff.

6

CFS, S/A, Pract

Students role play job interviews including questions to ask the prospective employer about working conditions on the job. Focus discussion on policies to investigate when seeking employment.

4

S/A, Pract

Discuss working in an environment with licensing violations. Focus the discussion on professional ethics, rights and responsibilities, and community resources.

6, 1

Intro, S/A, Pract

Students role play explaining to parents what they are teaching their children in child care

4

CD

Conduct a salary survey of those students in the class who are already working. An alternative assignment would be for students to survey classified ads or job boards for positions in child care, noting salaries and benefits offered. Focus discussion on range of options and ways to improve opportunities in the area.

4

Intro, S/A

Invite child care workers who are unionized to speak to the class about how unionization came about, what they gained and where they compromised in the process of unionizing.

4, 6

S/A, Pract

## Resources

### **The Early Childhood Educator at Work**

Almy, M.

New York: McGraw Hill, 1975

4

Intro, Pract, S/A

### **School-Age Child Care: An Action Manual**

Baden, R. et al.

Boston: Auburn House, 1982

4, 6

Intro, S/A, Pract

**Young Children and Social Policy**

Bridgeland, W. and Duane, E. (Editors)  
The Annals of the American Academy of  
Political and Social Science, May 1982

2

Intro, CFS

**Special Stresses of Infant Caregiving**

Ginsburg, G. et. al.  
*Day Care and Early Education*  
Spring, 1985 (in press)

4

S/A, Pract

**Family Day Care: Economic and Work Related Factors Affecting the Persistence of Providers**

Groves, S., 1982  
Berkeley: Center for the Study, Education  
and Advancement of Women, Room 112,  
Bldg. T-9, University of California, Berkeley  
94720

4

Intro, S/A

**Caregiver Behavior in Center and Family Day Care**

Howes, C.  
*Journal of Applied Development Psychology*, 4, 99-107, 1984

4, 1

Intro, S/A, Pract

**Determinants of Toddlers' Experiences in Day Care**

Howes, C. and Rubenstein, J.  
*Child Care Quarterly*, in press

Intro, S/A, Pract

**Playing with Kids All Day: Job Stress in Early Childhood Education**

Hyson, M. C.  
*Young Children*, January, 1982

4, 1

Intro, S/A, Pract

**The Organization of Work in a Preschool Setting: Work Relations Between Professionals and Paraprofessionals in Four Head Start Centers**

Jacobson, C. and Drije, C.  
ERIC Document #ED 088604

4

Intro, S/A, Pract

**Friendly Intruders: Childcare Professionals and Family Life**

Joffe, C.  
Berkeley: University of California Press, 1977

2, 4

CFS, Pract

**Ethical Behavior**

Katz, L.  
Washington: NAEYC, 1978

Intro, S/A, Pract

**Challenges to Early Childhood Educators**

Katz, L.  
*Young Children*, May 1977

4

Intro, S/A, Pract

**Developmental Stages of Preschool Teachers**

Katz, L.  
*Elementary School Journal*, 23(1), 1972

4

Intro, S/A, Pract

**Issues and Problems in Teacher Education**

Katz, L.  
In B. Spodek (Editor), *Teacher Education. Of the Teacher. By the Teacher. For the Child*  
Washington, D.C.: NAEYC, 1974

Intro, S/A, Pract

**When Churches Mind the Children: A Study of Day Care in Local Parishes**

Linder, E. et al.  
Ypsilanti, MI: High Scope Press, 1984

2

Intro, S/A, Pract

**Early Childhood Practicum Guide**

Machado, J. and Meyer, H.  
New York: Delmar Publishers, 1984

4, 6

Intro, S/A, Pract

**What Mass-Produced Child Care is Producing**

Magnet, M.  
*Fortune Magazine*, November 28, 1983

4, 2

Intro, CFS, S/A

**Mini Skools Pays Mini Wages (Video)**

N. Nicol  
9 Cunningham Ave.  
Toronto, Ontario M6K 1P1

4, 1

Intro, S/A

**Who Pays for Child Care?**

Morgan, G.  
*Day Care Journal*, Fall, 1982  
 4, 1  
 S/A

**Managing the Day Care Dollars: A Financial Handbook**

Morgan, G.  
 Cambridge, MA: Steam Press  
 4  
 S/A

**Who Will Mind the Babies? A Public Policy Paper**

National Center for Clinical Infant Programs  
 NCCIP, 733 15th St. N.W., Suite 912  
 Washington, D.C. 20005  
 All

**The Interface Between Families and Child Care Programs: A Study of Parent-Caregiver Relationships**

Powell, D.  
 Detroit: The Merrill Palmer Institute, 1977  
 4, 2  
 CFS, Pract

**Child Care: Who Cares? Foreign and Domestic Infant and Early Childhood Development Policies** (Especially Chapter 10 on history)

Roby, P. (Editor)  
 New York: Basic Books, Inc, 1973  
 4, 3  
 All

**Children at the Center: Final Report of the National Day Care Study, Volume 5**

Roupp, et al.  
 Cambridge, MA: Abt Associates, 1979  
 ERIC Document #168-733  
 4  
 All

**What Can Employer Supported Programs Do for Child Care Staff?**

Whitebook, M.  
*Day Care and Early Education*, Summer, 1984  
 4, 2  
 Intro, S/A

**Warning: Child Care Work May Be Hazardous to Your Health**

Whitebook, M. and Ginsburg, G.  
 4  
 Intro, S/A, Curriculum, Pract

**Who's Minding the Child Care Workers? A Look at Staff Burn-out**

Whitebook, M. et al.  
*Children Today*, January, 1981  
 4, 1  
 Intro, CFS, S/A, Pract

**Day Care: Social and Scientific Issues** (See especially chapters 4, 7, 8, and 24 on history, cost and quality of services)

Zigler, E. and Gordon, E.  
 Boston: Auburn House, 1982  
 4  
 All

**Organizations****Child Care Information Exchange**

P.O. Box 2890  
 Redmond, Washington 98073  
 (206 882-1066)  
 A magazine for child care administrators containing articles on a variety of issues including advocacy, budgets, personnel policies, decision making etc.

4  
 S/A

**Child Care Law Center**

625 Market Street, Suite 815  
 San Francisco, California 94105  
 (415 495-5498)  
 A resource organization which provides legal representation, consultation and edu-

cational publications to child care providers, advocates, employees and others.

1  
 Intro, S/A

**School Age Child Care Project**

Center for Research on Women  
 Wellesley College, Cheever House  
 Wellesley, Massachusetts 02181  
 (617 235-0320)  
 A resource clearinghouse providing technical assistance to groups interested in establishing or improving schoolage child care programs. Publishes a newsletter.

4  
 Intro, Pract, S/A

**Child Development Programs Advisory Committee**

915 Capitol Mall, Room 250  
Sacramento, California 95814  
(916 322-8181)

A state government funded office which advises the California Governor and Legislature on policies related to young children and their families; evaluates the general effectiveness of child development and child care programs; makes policy recommendations. Publishes position papers on topics such as employer sponsored child care, licensing and sick child care arrangements.

1  
All

Several unions in the country represent child care workers. Listed below are the national unions with the most experience in child care. Contact CCEP for the names and phone numbers of the locals. (Unions vary from local to local so be sure to interview several if you are interested in organizing.)

American Federation of State, County and Municipal Employees  
(202) 452-4800  
1625 L Street, NW, Washington, D.C. 20036

American Federation of Teachers  
(800)242-2465  
11 Dupont Circle, Washington, D.C. 20036

Service Employees International Union  
(800) 242-8592  
2020 K Street, NW, Washington, D.C. 20006

District 65, United Auto Workers  
(800) 221-5011  
13 Astor Place, N.Y., N.Y. 10003

National Education Association  
(800) 424-8086  
1201 16th St., NW, Washington, D.C. 20036



## Concept 6: Child Care's Link With Other Social Services

- *locating and using community and professional resources*
- *support networks*

### Activities

Students locate resources in their community which supply free or cheap materials appropriate for child care programs and create a source sheet for distribution.

5

Pract, Curriculum, S/A

Students gather information about local agencies which serve children and families, seeking information from other departments on campus such as nursing, social welfare, etc. Students select and visit the least known agencies in the community, collecting data on services, clientele, philosophy, organization, funding etc. The entire class maps out the services they have located in the area. Focus the discussion on the availability of the services, the diversity, location, etc. This data can be compiled and made available to teachers for referral.

2

CFS

Students select and visit groups which advocate for children's issues in their community (i.e., union, resource and referral agency, etc.) Students report on activities and goals as well as funding of these groups.

1, 6

Intro, CFS, S/A

Students investigate the use of student fees at their college and the planned or present use of the fees for children's and family services.

2

CFS, S/A

Provide students with materials from early childhood, child care and women's organizations. (See organizations listed in each section.) Ask students to find out what these groups are doing to improve child care or upgrade the status of the field.

4

Intro, S/A

Students role play the following situations: a child comes to school with a black eye and the parents explain that it is the result of a fall from a chair. Focus the discussion on how teachers can ascertain if this is a case of child abuse, and if it is suspected, what resources are available to the teacher, child and family.

2, 5, 6

All

### Organization

California Child Care Resource and Referral Network

320 Judah Street, Suite 2

San Francisco, California 94122

(415 661-1714)

A resource center which publishes a quarterly newsletter which includes information on program development, resources, and relevant issues concerning child care information and referral.

5

Intro, S/A

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# CHILD CARE EMPLOYEE PROJECT

The Child Care Employee Project (CCEP) is a national clearinghouse devoted to improving child care working conditions through research, training, consultation, and distribution of a newsletter and other printed materials.

## Publications List

To order materials or for more information, write: CCEP, P.O. Box 5603, Berkeley, California 94705, or call (415) 653-9889. Please enclose payment with your order.

### NEWSLETTER

#### **The Child Care Employee News**

A quarterly newsletter filled with national news for and by child care workers. \$5.00 for a one year subscription. Back issues available for 25¢ each.

### RESOURCES

#### **Health And Safety For Child Care Workers**

Includes materials on child care occupational hazards: cleaners, art materials, injuries, infectious diseases, pesticides, stress, burn-out, etc., and information on developing personnel policies relating to employee health and safety. \$3.00

#### **Managing the Media Maze: A Resource Guide for Child Care Advocates**

A guide to help advocates make news, be heard and increase awareness about child care! Includes information and resources on planning an approach, specific skills needed, media options, getting positive results and evaluating your efforts. \$2.50 + 50¢ postage.

#### **Unions and Child Care**

An overview of unions and child care, questions and answers about collective bargaining; choosing a union; union contracts; and women workers and organized labor. \$1.50

#### **Salary Surveys: How? Why? Who? When?**

Includes ideas and suggestions on the pros and cons of salary surveys; ways to collect information; how to make best use of findings and examples of surveys. \$3.50

#### **Beyond "Just Working With Kids": Preparing Early Childhood Teachers to Advocate for Themselves and Others.**

A curriculum guide containing over 100 resources and activities to help early childhood students and child care workers become effective advocates for improving quality, status and working conditions in child care. \$3.00 + 50¢ postage.

### HANDOUTS

\$2.50 per series; individual handouts free with a self-addressed stamped envelope.

#### *Series I*

1. Improving Substitute Policies
2. Break Policy
3. Health Coverage

4. Grievance Procedures
5. Shared Decision Making
6. Parent-Staff Relations
7. Employment Rights (Wage and Hour Laws in California)
8. Employment Rights (Under the Federal Fair Labor Standards Act)
9. Occupational Health and Safety for Child Care Staff
10. Staff-Staff Relations

#### *Series II*

11. Special Stresses of School Age Child Care Work
12. Child Care Work May be Hazardous to Your Health
13. Worker's Compensation Benefits
14. Payroll Taxes
15. Working in Parent Co-ops
16. Extended Day Care in a Co-op or Nursery School
17. Special Stresses of Infant Caregiving
18. Writing Personnel Policies
19. Staff Evaluation
20. Talking to Parents About Working Conditions

### ARTICLES

*Staff Burnout in Child Care Settings.* A description by ERIC of our research on working conditions in child care centers. 25¢

*A Revised Work Week for Caregivers.* How to arrange flex time for child care staff. \$1

*Who's Minding the Child Care Workers?* A look at staff burnout by Whitebook, et. al Reprinted from *Children Today*, 1981. \$1

*Warning: Child Care Work May Be Hazardous To Your Health.* Taking a look at adult needs in the child's world. Reprinted from *Day Care and Early Education*, 1984. \$1

*What Can Employer Supported Programs Do For Child Care Staff?* Reprinted from *Day Care and Early Education*, 1984 \$1

*Beyond Babysitting: Changing the Image and Treatment of Child Caregivers.* Reprinted from *Young Children*, 1984. \$1

### BUTTONS

"Give a child care worker a break" 20¢ each