A Good Sub is Hard to Find ... and even harder to keep!

During a recent gathering of child care staff, participants were asked to introduce themselves and tell about their job. One unsuspecting woman, a former teacher in a local center, mentioned that she was working as a substitute because it met her current family needs. No sooner did the syllable "sub" roll off her tongue than she received ten anxious requests for her telephone number. Everyone began to laugh nervously recognizing the collective desperation for trained, temporary staff that exists in the child care community.

The problem of finding and keeping adequately prepared substitutes is one with serious implications. Teaching staff are working when ill or work unreasonably long hours because no replacements can be located to relieve them. Directors are spending more of their time filling in for absent staff or looking for someone else who can, often postponing other urgent center business. Of grave concern are programs which, lacking replacement staff, are violating staff-child ratios mandated by licensing.

What's inside...

* TAKE THE CCEP ADVOCACY APTITUDE ASSESSMENT on Page 8 and find out how you rate as a child care advocate....better yet give it to parents at your Center and turn them into advocates.

REPORT FROM NAEYC NATIONAL LEADERSHIP CONFERENCE on Page 5 along with information about the upcoming election for the NAEYC Governing Board.

THE LATEST ON SALARY SURVEYS - Reports from Wisconsin, California and Maryland on Page 6.
A Good Sub is Hard to Find cont'd.

to become a permanent employee. Long term subs may even come under suspicion: they must not be good teachers or else they would have taken a regular position.)

Most disturbingly, as trained personnel become more scarce, the practice of hiring those with little training or experience becomes more widespread. Far too many subs are working without adequate orientation, let alone appropriate assistance in determining either their own aptitude for work with young children or a reasonable plan to secure needed training. The result is that too many people continue to work with young children who should not and others fail to receive the necessary guidance which would enable them to provide quality child care.

Child care practitioners are responding to this constellation of problems in a variety of creative ways depending on their local situation. Some centers hire a flex-time employee to meet their staffing needs. Two or more centers may arrange to share one employee. Resource and referral agencies turn job banks into substitute pools by distributing a monthly or bi-monthly list to centers and providers in the community, sometimes with orientation sessions for potential subs. A few communities are experimenting with a form of centralized registry like those used by hospitals to meet staffing needs.

In many ways, the sub crisis is just another symptom stemming from the illnesses created by low pay and low status. As such, the remedy is the same as for so many of the problems we face — increased public respect for child care services and the necessary support that entails. But the sub crisis also demands our attention in a unique way. "Subs" are the backbone of an industry with high exposure to infectious diseases and high levels of stress. Now because the teacher shortage and the expansion of services are forcing us to rapidly expand our ranks, we are pressed to answer basic questions about how people join our occupation. If the sub route is growing in importance, we are charged to develop realistic proposals that don't compromise quality.

At CCEP, we are investigating the range of options for addressing the problem. Please let us know what is happening in your community, what is working as well as what has not. We will compile information in a new resource this summer. Thanks.

When collecting data about child care personnel, the Bureau of Labor Statistics and the Census apply the following definitions:

Child Care Worker, Private Household
Provides care in the child's home as a child attendant, babysitter, or governess, or in the private household of a family day care provider.

Child Care Worker, Educational and Social Services
Provides care and early education in a non-school affiliated program, although school-based lunchroom monitors and non-instructional teacher assistants are included here. Also includes foster parents and attendants in residential institutions.

Teacher, Prekindergarten and Kindergarten
Provides care and early education to preschoolers and kindergarteners in a program with or defined as a school, or is a "teacher" in a nursery school, Head Start program, or a preschool.

NAYEC "In Whose Hands"

For a critique of this current method of data collection, look for Marcy Whitebook and Deborah Phillips' article in the May 1986 Young Children "Who are the child care workers? Shedding light on a misunderstood profession."
Thanks to funding by the Abelard Foundation and volunteer time by CCEP Board Members Dora Pulido and Dora Halperin, several of our resources are now available in Spanish:

CCEP Handouts:
- #7 Employment Rights
- #14 Workers' Compensation
- #20 What Every Parent Should Know About Their Child Care Worker

CCEP Articles:
- * Staff Burnout
- * Warning: Child Care Work May Be Hazardous to Your Health
- * Selected handouts on back exercises, stress self rating, and alternative leaves.

Packet of all the above Spanish language materials, $4.00 (includes postage).

In Praise of Providers, the sequel!
The second annual In Praise of Providers will be held June 6 from 7 - 11PM at the beautiful Haas Clubhouse above the UC Berkeley campus. With sweeping views of the Bay and the hills, a beautiful outdoor deck, and two spacious rooms for partying or talking with friends, this is the place to celebrate! The evening will begin with a no host bar, hors d'oeuvres and a jazz combo to get you in the mood. We will then be honoring those who have worked in child care for many years and those just entering the field. Special awards will go to community leaders who have made a significant contribution to child care providers. Comedian Michael Pritchard will act as host and preside over the Raffle. At 9 PM, the dancing will begin!

We hope all our local supporters will join us. Each ticket includes admission to the event, a chance at some great Raffle prizes, $2 off on a Round Table pizza and is also a tax deductible donation to CCEP - all for $3! (A book of 4 is available for only $10!) If you would like to sell tickets, call the office (653-9889) and we will send you some. Whoever sells the most tickets will receive a special prize!

Speakers' Bureau
We are now available to speak with local groups of child care workers. Just give us a few weeks to coordinate schedules if you would like to invite us to your program, class, etc. This summer we will be "polishing" our presentation for parents and community groups in order to take our "show" on the road in the Fall. Call the office for more information.

Moving?
Please let us know when you are moving. Each mailing that is returned to CCEP costs us almost fifty cents and it adds up.

THANKS!
In its current form, the child care delivery system cries out for greater public support. Yet throughout the country, child care advocates are wrestling with maintaining existing services in the face of such developments as the Gramm-Rudman amendment and the continuing liability insurance crisis. To help grapple with these issues, we refer you to the Children's Defense Fund newsletter for up to date information on the federal budget. Contact your state insurance commissioner or Deborah Phillips at NAEYC (800-424-2460) for the current status of liability coverage. Meanwhile to turn your thoughts to more hopeful happenings, we have included some encouraging news from the Northeast portion of the country.

Massachusetts

The first statewide child care unionizing campaign in the United States began in February. By April, members of District 65, UAW Day Care and Human Services Local reported active organizing drives are underway in 40 government subsidized centers. In this brief period, union membership has nearly doubled. By creating a unified voice, members hope to build common strategies to address their common problems.

Meanwhile, advocates in Massachusetts have already realized some benefits from their joint efforts. Last year, many workers in publicly subsidized centers received a 12% increase in salaries. This year, a proposal pending in the state legislature would provide a 9% increase, totaling a 30% raise in day care wages in 2 years. Also proposed is a $250,000 affordability pilot project intended to ease the burden on working parents created by the wage increases. Currently, only families earning up to 70% of the state median income are eligible for subsidized services. This project would extend eligibility to families earning 100%. District 65 members and other advocates working together are hopeful these proposals will be approved for the 1986-87 fiscal year.

Michigan

The final report of the Washtenau County, Michigan, Working Conditions Project is now available for $2. For a copy of this in-depth look at the child care workforce in one community -- including teachers' reactions to their jobs -- send money to: WCCWP, 1616 Lincoln, Ann Arbor, MI 48104.

NEW YORK

On a cold day in December, several hundred day care workers represented by AFCSME Local 205, District Council 1707 in New York City, huddled together for a press conference to express their concern about stalled negotiations between the union and city day care operators. A contract dispute had left the 6000+ workers represented by the union in the New York publicly subsidized system without a contract for over 15 months!

As a result of the press conference, lobbying of city officials and an extensive educational campaign directed at parents, pressure was generated to resume negotiations. Union members demanded pay parity with other early childhood educators in the public schools, arguing that without it their community-run programs would be unable to attract and retain competent staff and this valuable community service would be threatened. Informational packets along with 25,000 fact sheets were distributed to spread the word.

A settlement was reached in late December. Key elements in the new contract include parity with comparable city workers, a three year contract with 5%, 5%, and 6% per year wage increases, retroactive to July 1, 1984, substantial improvements in health and welfare funding and an agreement to pay retroactive money within 10 days of the contract's ratification. The members were particularly pleased by the timeliness of the retroactive pay agreement. Checks were mailed by December 23, many totalling over $1000! Additional compensation for years of service as well as a raise in starting salaries will commence July 1, 1986. For more details, contact CCEP office or Michael Green of Local 205, DC 1707 at 500 W. 23rd St., New York, NY 10010, (212) 924-2662.
If you are a member of AEYC, you will receive a ballot in your May issue of Young Children. At stake is how our major national professional organization will advocate for child care workers in the future.

CCEP URGES YOU TO VOTE FOR JIM MORIN, a founding member of the Child Care Employee Caucus who is running for Secretary. Jim states:
"Let’s get our priorities straight. Quality child care is only possible with quality teachers. As child care providers we need the active support of our organization to stand up and demand the resources we need to do our jobs effectively. It's time we started making some noise. Our needs have been neglected too long."

According to several Caucus members attending the Leadership Conference, these were among several proposals debated by Affiliate leaders, NAEYC staff and Governing Board members during the weekend. Considerable discussion focused on how NAEYC could be more influential in increasing the public support for early childhood services and the value placed on the vital work performed by child care providers. The Governing Board will now make final decisions about Conference recommendations at their July meeting.

Meanwhile, if you agree that the thrill of your career would be to stand with 15,000 other child care colleagues on the steps of the Capitol, be sure to let the appropriate people in NAEYC know. You can write to Docia Zavitkovsky and/or Marilyn Smith at the NAEYC office at 1835 Connecticut Ave. NW, Washington, DC 20036. Additionally, a sign-up sheet was circulated at the Leadership Conference for those who would be willing to help with the rally. If you think this kind of public statement is important, let NAEYC headquarters know. We will report on the status of the rally and other developments in our Summer/Fall issue.
Salary Surveys

For several years now, child care advocates have conducted salary surveys on an annual or bi-annual schedule. Recent data from three diverse communities suggest developing trends in child care compensation.

Wisconsin

Four Cs in Dane County collects salary data each year as part of its annual rate and enrollment survey of local centers. Based on responses from 100% of full day and 75% of part day centers (an unusually high rate of return), findings reveal wages for starting positions as well as the average current wages (a composite of both beginning and experienced personnel).

<table>
<thead>
<tr>
<th>Full Day Programs</th>
<th>Average Percentage Increase Average Starting Wage</th>
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<tbody>
<tr>
<td>Administrators</td>
<td>$6.51 11% $5.55</td>
</tr>
<tr>
<td>Program Directors</td>
<td>$6.33 10% $5.06</td>
</tr>
<tr>
<td>Teachers</td>
<td>$4.60 3% $4.06</td>
</tr>
<tr>
<td>Assistant Teachers</td>
<td>$3.98 5% $3.83</td>
</tr>
</tbody>
</table>

The greatest increases are noted in the higher level positions of administrators and program directors. The lower rate of increase for the lower ranks may account for the continued high turnover rate of 33% for full time teaching staff, documented in the study. To receive a summary, write 4Cs, 3200 Monroe Street, Madison WI 53711.

California

CCEP and BANANAS Resource and Referral agency jointly conducted a 1986 survey of child care programs in Northern Alameda County (including Oakland, Berkeley, and several other cities). The survey was an update of a July 1984 study which used the same sampling technique. Information was gathered from a random sample of the various types of full day programs (private nonprofit, public subsidized, private proprietary) in the area. Approximately 650 teachers, aides, and directors are represented by these findings.

Among the encouraging findings was an overall increase in starting salaries.

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<tr>
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<th>1984</th>
<th>1986</th>
<th>% Increase</th>
<th>Highest Salaries</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>6.79</td>
<td>8.13</td>
<td>20%</td>
<td>9.82</td>
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<tr>
<td>Assistant</td>
<td>4.80</td>
<td>5.24</td>
<td>9%</td>
<td>6.56</td>
</tr>
<tr>
<td>Director</td>
<td>10.55</td>
<td>11.85</td>
<td>12%</td>
<td>13.30</td>
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</table>

The differential increases in wages by job title indicate a greater effort by employers to attract and retain trained staff through monetary reward. Additionally, improved benefits such as COLAs (Cost of Living Adjustments) and merit pay increases (which increased in this two year period) have a disproportionate effect on senior and trained staff. Note that variations in salaries and benefits continue to be affected by program type -- for example: the average starting hourly wage for teachers is $5.60 in private proprietary centers compared to $7.88 in private nonprofit and $6.90 and $9.20 and $11.50 in various forms of subsidized programs. Subsidized salaries, while higher, have lost ground in recent years because of COLAs. Note that preschool COLAs are half the amount of K-12 programs. Major efforts by advocates to secure equal COLAs are underway this year.

In addition to pay increases, other findings reflect an effort to retain staff and increase the pool of trained personnel. These include increases in such benefits as reduced fees for child care and paid maternity/paternity leave and improvements in working conditions through increases in paid prep time and in-service training.

Encouragingly, turnover rates fell from 25% in 1984 to 17% in 1986 for teachers and 30% in 1984 to 24% in 1986 for assistants. Increased salaries and improvements in selected benefits and working conditions may account for the increase in staff retention.
Advocacy efforts may also be having some impact in this particular community.

Evidence of the teacher shortage surfaced clearly in this study. Respondents were asked to rate the greatest problems facing their programs. Finding substitutes and filling vacancies ranked atop the list. Programs reported spending an average of more than three weeks to find replacements for teachers.

For a copy of the full report, send a SASE to Survey, CCEP, PO Box 5603, Berkeley, CA 94705.

This survey would not have been completed without the assistance of three people. Special thanks to: Eileen Carey for her help in gathering the data; Marty Nicolaus for guiding us through the computer analysis; Peyton Nattinger, for overseeing the entire project, wrestling with the computer, and writing the final report.

Maryland

For the second consecutive year, the Committee for Children, a statewide resource and advocacy organization, surveyed centers and family day care homes, revealing the following average earnings in 1984:

- Directors: $13,144
- Teachers: $10,105
- Assistants: $7,219
- Family Day Care Providers: $8,049

These salaries represent a slight increase for family day care providers, but a 17% decrease for teachers.

According to Sandy Skolnik, Director of CFC, two factors may explain this alarming finding. #1 State Reimbursement rates. In the three years between 1983 and 1986, reimbursement rates for centers rose only 8%, from $9.25 to $10.00 a day. Rates for family day care rose 19.6% in this time period from $5.85 to $7.00, thus enabling these lowest paid providers their modest increase. #2 Teacher Shortage. The growing opportunities for teachers in K-12 have siphoned many early childhood educators with bachelor's degrees from child care to the public schools where teacher certification for early childhood covers pre-school through 3rd grade. As a result, many centers find that their teachers have less education, leading to a rationale for lower salaries. A complete report on this Maryland study will be available in June for $1.50.

Stormy? Calm? How would you rate your program's organizational climate? Paula Jorde, and her colleagues at the National College of Education understand that the quality of work life for adults in early childhood education programs is inextricably tied to children's experience. Jorde has developed an assessment for ECE administrators, teachers, and support staff. The Early Childhood Work Environment Survey takes 20 to 30 minutes to complete. Then Jorde and her staff will tabulate the results and send your center a Work Environment Profile describing the combined ratings of all participants. Anonymity is ensured for each respondent. Cost is $5.00 per center plus $2.00 for each participating staff member. (A fee of $25 for a staff of ten.)

For more information, contact Paula Jorde, Ph.D., Early Childhood Professional Development Project, National College, 2840 Sheridan Rd, Evanston, IL 60201.
Advocacy Aptitude Assessment

Ever wonder how to get people talking about the real issues in child care? Try this CCEPAAA ice breaker at your next parent or staff meeting.

The Child Care Employee Project's Advocacy Aptitude Assessment (CCEPAAA)

This assessment is designed for use by any adult involved in child care -- this means parents and staff, and also their friends, legislators, employers, etc. The preferred setting for administration is a meeting where people will have the opportunity to discuss the answers with others. Unlike other assessments, reliability of this instrument is not compromised by prior familiarity with the subject matter. Indeed, the more people who know this information, the better off we are!

1. How many pounds does the average child care worker lift in one day?

2. What form of child care serves the most children in the U.S.?

3. When did the U.S. become most extensively involved in providing child care services to working mothers?

4. Who said "Mothers and grandmothers have taken care of kids for thousands of years without training in early childhood education. Why is it that certain states prohibit anyone without this training from operating in daycare facilities?"

5. Name two major adult occupational health and safety hazards of child care.


7. What percent of all child care workers will need to be replaced each year just to maintain the current supply of child care workers? a. 15% b. 25% c. 42%

8. What percentage increase will be needed to maintain child care workers in private household settings at their current level? a. 15% b. 59% c. 42%

9. 90% of private household child care workers and 58% of all other child care workers earned poverty level wages. True or False?

10. Women have historically constituted 97% of all child care workers. True or False?

11. Even in this female dominated occupation, women earn only 50 - 78% of what men with the same level of education and hours of work earn. True or False?

12. Hourly earnings of workers in the service economy as a whole have increased at close to triple the rate of workers in child and daycare services during the past decade. True or False?

13. The 1984 median annual earnings of full time child care workers were a. $18,400/yr b. $13,600/yr c. $9,200/yr

14. The single largest expense in all forms of child care services is a. personnel costs b. fees c. liability insurance

15. Where could you expect to learn the most about the needs of child care providers? a. Time b. People c. CCEP News

16. What do child care workers, dishwashers, peddlers, and gas station attendants have in common?

17. Between 1977 and 1985, licensed child care programs increased from slightly more than 133,000 to 229,000, representing a 72% growth in just eight years. True or False?

18. Women who provide child care are paid more than individuals who take care of animals or parking lot attendants. True or False?
19. During President Reagan's administration, the amount of dollars made available to low income parents through Title 20 funds has increased. True or False?


21. What percentage of its income can the average family afford to pay for child care services, according to the U.S. Office of the Budget?

22. What have researchers found to be the single most important determinant of quality of child care services?

23. The majority of women work for pin money. Thus, most could afford to pay a higher child care fee. True or False?

24. Women and children under 21 constitute 80.2% of the 33.7 million people living in poverty in the U.S. True or False?

25. Advocates in Massachusetts recently secured over $5 million to raise salaries of child care center staff. True or False?

26. Despite their low wages, most child care workers receive comprehensive health and retirement benefits. True or False?

27. The major cause of high turnover among child care workers is the intense nature of working closely with young children. True or False?

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Resources

If it weren't for CCEP supporter Marion Green from Rockville, MD, we would have missed the July 29, 1985 issue (p. 24-25) of The New Yorker magazine which contains a detailed account of naptime in an infant-toddler program. Author Alice Mattison beautifully and humorously captures the multitude of details child care workers must balance to engineer a successful rest period. This brief, easy to read account is a good introduction for anyone who questions the complexity of child care work!

Now you can stop scrambling through piles and piles of paper to gather essential statistics about the child care system when you are preparing to talk with your Board, the media, or policy makers, thanks to two attractive fact sheets produced by the Child Care Information Service of NAEYC.

Child Care Boom graphically illustrates the dramatic growth in licensed child care services from 1977 to 1985. This information clarifies in part the current shortage of trained personnel. Also included are handy state-by-state totals of both licensed family day care and center programs.

In Whose Hands provides further explanation of the growing shortage of trained teachers and providers by documenting the poor compensation of child care personnel. This visually attractive handout also includes demographics (sex, age, education) as well as sobering wage comparisons with other occupations. Both resources are $2.00 prepaid. Mail to: NAEYC, Publications, 1834 Connecticut NW, Washington, DC.

A good comparison piece to NAEYC's new resource is Who Cares for the Kids? A report on child care providers. This 47 page report was prepared by the National Commission on Working Women, a non-profit advocacy organization representing 80% of female dominated low status and pay occupations. It examines both family day care and center providers, acknowledging these workers, 96% of whom are women, as the invisible partners in the recent explosion of mothers into the workforce.

The report synthesizes most of the data on the child care workforce gathered in recent years. It contains a detailed list of organizations working on child care issues. The Commission's hope is that by focussing on the needs of providers for a living wage and improved working conditions, connections can be made between both groups of working women, those who need child care and those who provide it. Recognizing our financial constraints, the NCWW offers this resource for $10 to the general public but only $5 for child care providers. To order, contact: NCWW, 2000 P Street NW, Suite 508, Washington, DC 20036, (202) 872-1782.

Deja vu? So it feels when we encounter questions about the role of the public schools in solving the child care crisis. This topic of hot debate in the mid-70s has re-emerged as an option worthy of serious consideration. To help clarify your thoughts check out:
Child Care in the Public Schools: Incubator for Inequality? Available for $7.50 from the National Black Child Development Institute, 1463 Rhode Island Ave NW, Washington, DC 20005.

Early Childhood Education - The Public Schools, An Essential Partnership, an article by the Children's Defense Fund's Helen Blank from the May 1985 Young Children.

DECEMBER A MEMBER OF CCEP TODAY! MEMBERSHIP INCLUDES A SUBSCRIPTION TO CCEP NEWS and HELPS MAINTAIN OUR LOCAL AND NATIONAL WORK. See page 11 for Membership Information.
The Child Care Employee Project is a national clearinghouse devoted to improving child care working conditions through research, training, consultation, and distribution of a newsletter and other printed materials. To order materials, include check or money order payable to: Child Care Employee Project. Mail to CCEP, P.O. Box 5603, Berkeley, CA 94705. Prices listed are suggested donations.

**Order Form**

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<td>HANDOUT SERIES I/HANDOUT SERIES II $2.50 + $.50 postage = $3.00 for either series; $.60 postage for each additional series. Individual handouts are free with a self-addressed stamped envelope.</td>
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<td>ARTICLE REPRINTS Add $.50 postage when ordering 3 or more articles.</td>
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<td>POSTCARDS &quot;Workers and Children: Series II&quot; - A set of 8 postcards depicting positive images of child care workers on the job. $2.50 + .50 postage = $3.00</td>
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<td>BUTTONS &quot;Give a Child Care Worker a Break&quot; $.25/each + .55 postage for 10 or more.</td>
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<td>TEE SHIRTS &quot;Rights, Raises and Respect&quot; - Adult Sizes: ( ) XL, ( ) L, ( ) M, ( ) S. Name 1st, 2nd, 3rd choices of color: ( ) Black, ( ) White, ( ) Purple, ( ) Turquoise. ( )&quot;muscle&quot; sleeves or ( ) regular short sleeves. $7.00 + $1.00 postage = $8.00</td>
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<td>HEALTH AND SAFETY RESOURCES FOR CHILD CARE WORKERS Includes materials on child care occupational hazards - cleaners, pesticides, art materials, back injury, stress, personnel policies. $3.60 + $1.00 postage = $4.00</td>
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<td>HANDOUT SERIES I/HANDOUT SERIES II $2.50 + $.50 postage = $3.00 for either series; $.60 postage for each additional series. Individual handouts are free with a self-addressed stamped envelope.</td>
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<td>ARTICLE REPRINTS Add $.50 postage when ordering 3 or more articles.</td>
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<td>POSTCARDS &quot;Workers and Children: Series II&quot; - A set of 8 postcards depicting positive images of child care workers on the job. $2.50 + .50 postage = $3.00</td>
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<td>BUTTONS &quot;Give a Child Care Worker a Break&quot; $.25/each + .55 postage for 10 or more.</td>
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<td>TEE SHIRTS &quot;Rights, Raises and Respect&quot; - Adult Sizes: ( ) XL, ( ) L, ( ) M, ( ) S. Name 1st, 2nd, 3rd choices of color: ( ) Black, ( ) White, ( ) Purple, ( ) Turquoise. ( )&quot;muscle&quot; sleeves or ( ) regular short sleeves. $7.00 + $1.00 postage = $8.00</td>
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**Amount Enclosed:**

| Name: |
| Address/City/State/Zip: |
CCEP believes that the quality of care children receive is directly linked to the working conditions of their caregivers. Low pay, unpaid overtime, lack of benefits and little input into decision-making create tension in programs and lead to high staff turnover. The exit of trained staff from the field gnaws away at the morale of those who remain and limits efforts to build consistent, responsible environments for children.

Given these economic times, no simple solutions to the problems facing child care workers emerge. Divisions within the field between administration and staff and program types often serve as barriers to open communication about these issues. This newsletter is intended as a vehicle for sharing ideas, debating approaches and generally encouraging us all to continue efforts to secure for child care the economic and social resources it deserves.