Child Care Employees News

Public discussion of child care often overlooks the plight of providers. So when CCEP received a call from Senator Christopher Dodd's office asking us to testify at hearings on child care, we were pleased that provider needs were being considered. See lead article (opposite) for a reprint of CCEP testimony.

Again this year we were fortunate to have Peyton Nattinger -- an e.c.e. instructor at Chabot College -- "loaned" to us for 3 months. In 1986 he wrote our pamphlet on the new California whistle-blowing law. This spring he revised the CCEP hand-outs for community college use and testified at state hearings on the teacher shortage. His perspective as a teacher trainer and his good humor have been an invaluable addition to our staff.

We are sad to say farewell to work-study student Katherine Chambers, who for the past year has diligently typed and edited many of our documents. Although she'll be sorely missed, we are thrilled she received an art history teaching assistantship at U.C. Berkeley.

Child Care Workers: A Precious Resource

The following is a reprint of CCEP Associate Director, Caro Pemberton's testimony at the June 11, 1987 hearings of the Senate Subcommittee on Children, Families, Drugs and Alcoholism. CCEP was asked by Committee Chair, Senator Christopher Dodd, to provide testimony on affordability in child care.

In addressing the issue of affordability, I would like to draw attention to the single greatest factor contributing to affordability in our current child care delivery system — the hidden subsidy provided by the low wages paid to child care workers. This subsidy not only has the greatest overall impact on the cost of child care, but, unlike most subsidies, directly benefits families in every economic strata of our society. The three million women and men who work in child care

(continued on page 12)

INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCEP News</td>
<td>2</td>
</tr>
<tr>
<td>Have You Heard?</td>
<td>4</td>
</tr>
<tr>
<td>Can't Survive on $3.35</td>
<td>6</td>
</tr>
<tr>
<td>Caring for the Caregiver</td>
<td>7</td>
</tr>
<tr>
<td>National Notes</td>
<td>8</td>
</tr>
<tr>
<td>Caucus News</td>
<td>10</td>
</tr>
<tr>
<td>NAEYC News</td>
<td>10</td>
</tr>
<tr>
<td>What Works</td>
<td>13</td>
</tr>
<tr>
<td>Resources</td>
<td>14</td>
</tr>
<tr>
<td>Publications</td>
<td>15</td>
</tr>
</tbody>
</table>
From Our Readers

Dear Editor:

I wonder how helpful the New Yorker story "Bears" by Alice Mattison mentioned in the last issue of CCEP News is for what we want to establish in the way of improved conditions.

The hero is a director of a co-op child care center, and the person writing the story is undoubtedly well-acquainted with the inner workings of such a program. Louis apparently had a good relationship with both parents and children, but he’s gotten his degree in art and just became involved with the co-op because he "always wanted to work with kids and couldn’t sell paintings anyway." Using a nine-year-old girl to rescue him from a Thursday disaster doesn’t speak too much for the quality of the staff.

I spent twenty-plus years involved with a co-op nursery school and we always encouraged our graduates to come back for summer session in a special role as teacher’s helper, but this was a different situation. Mostly, this is a story that gives the impression that anybody can teach/direct in an early childhood program. And that isn’t what we want, is it?

Dorothy Newes
San Diego State University

Editor’s Note: The date of the story cited in the spring issue of CCEP News was incorrect. It appeared in the March 16 issue of the New Yorker.

CCEP News

THANK YOU

We are grateful to the Muskiwinini Foundation, the Shalan Foundation, and the Windom Fund for their support of our national work. We also extend our thanks to the Campaign for Human Development for their recent grant for our local activities.

ALLIANCE FOR BETTER CHILD CARE

CCEP, in collaboration with more than sixty other national groups, has embarked on a campaign to improve families' child care options. As we’ve mentioned in previous newsletters, we are a member of ABC, the Alliance for Better Child Care, which is mounting a nationwide effort to pass a major child care initiative. This initiative will make federal funds available to help states make child care more affordable for low and moderate income families and also expand the supply and improve the quality of child care available to all families. Monies earmarked to upgrade salaries are included in the draft version of the bill.

Our initial efforts have focused on developing the legislation and building the membership of ABC. We are now beginning the second phase of the campaign -- an effort to increase grassroots support by organizing State Alliances for Better Child Care.

The ABC Steering Committee has targeted 31 states where initial meetings will be held beginning in the fall of 1987 to launch State Alliances. These Alliances will share the goals of the National Alliance: to increase awareness of child care issues and build state and local support for the federal legislation in a manner which fosters support for ongoing child care work at the state level.
CCEP members have been added to the lists of individuals and organizations to be contacted about State Alliance formation meetings. You will probably receive a letter or call, but addresses will not be given to any solicitors. We urge you to take a leadership role in this effort.

If you have any questions about the national effort or plans for your State Alliance, please call Marcy Whitebook at CCEP or Amy Wilkins at the Children's Defense Fund (202/628-8787).

IN PRAISE OF PROVIDERS

Our annual celebration "In Praise of Providers" gives our local child care community an opportunity to acknowledge the hard work and dedication of its members. After three years, we think it's time that parents, business, and government -- those who depend on child care -- join us in celebrating child care providers. Next April CCEP will coordinate a well-publicized Provider Recognition Day. We will begin planning our campaign soon. If you'd like to help, call the CCEP office.

Board Highlight—Ethel Long-Scott

Ethel Long-Scott brings more than 15 years of experience with civil rights and social justice work to the CCEP Board. As staff, volunteer, board member and consultant, Ethel has worked with numerous organizations both at the grass roots level and on national campaigns. Her work has included issues of job discrimination, police abuse and voting rights, but her emphasis has always been on racial equality and empowerment.

A native of Southern California, Ethel moved to the Bay Area three years ago and is currently Co-Director of the Women's Economic Agenda Project (WEAP), an education and advocacy organization for economic justice for women and families. Prior to WEAP, she worked with Jobs with Peace in Los Angeles where she led a successful campaign to place a "jobs with peace" initiative on the L.A. ballot. Her broad political experience and her commitment to economic justice have been important contributions to the CCEP Board as we address our long term vision for child care workers.
Many decisions about child care by both fee-paying parents and advocates seem to regress to the assumption "you get what you pay for." Will increased subsidies or higher fees result in better quality? It depends on how a program allocates funds for staff.

Research, beginning with the National Day Care Staffing Study in the seventies, has demonstrated the link between staff qualifications and the impact of a program on children's development. And as we reported in the last issue of CCEP News, a study by Michael Olenick analyzing quality reviews for 16 state-funded preschool programs in California found that quality was positively related to budget allocations for teacher salaries and benefits, and was negatively related to costs for supervisory personnel.

In a study conducted by Willa Pettygrove, Carollee Howes, and Marcy Whitebook, variations in cost related to staffing requirements were analyzed for 25 state-funded infant/toddler programs in California. Although total cost of the program was not related to staffing standards, the percent of budget spent on personnel was. For example, administrators who reported staffing requirements which exceeded state licensing standards also reported a high percent of budget spent on personnel. Interestingly, more rigorous staffing standards were not associated with increased difficulty with staff recruitment. Somewhat higher pay scales may have served as a positive incentive to prospective staff. Programs with a larger share of their budget devoted to staff reported lower turnover rates, shorter delays in finding substitute and replacement staff.

The results of this study, combined with Michael Olenick's work provide evidence that there is a link between more judicious budgeting for personnel and enhanced program quality. This evidence contradicts some common misconceptions such as: "If staff earn more, programs will be too expensive." Higher pay can result in higher program costs. However, the California studies found that the percent of total budget spent on personnel -- not the total cost of care -- was related to quality and to staff turnover qualifications. Look for a full report on this study, "Cost and Quality in Child Care: Reality and Myth," by Pettygrove, Howes, & Whitebook, in the January 1988 issue of Child Care Information Exchange.

MONEY FOR SALARY INCREASES: THE IMPACT IN MASSACHUSETTS HEAD START

In September 1986, Massachusetts Head Start Programs received a total of $2.8 million of state supplemental funds to improve staff salaries so that programs would be better able to attract and retain qualified staff. A recently released study by Education Development, Inc., suggests that the money was well spent!

In 1985, the Massachusetts Head Start Directors Association began to urge expenditure of state funds to improve salaries for their staff. They argued persuasively that low wages undermined program quality in several ways and a clear lack of competitive salaries made it difficult to attract and retain qualified staff.

The Governor's Day Care Initiative in 1985 resulted in significant salary increases for day care staff, leaving Head Start salaries low in comparison. While teacher earnings in state-supported child care centers increased to more than $14,000/year and teacher aides to $11,800/year, Head Start salaries still hovered around
$10,000/year and $7,000/year respectively for teachers and aides. Additionally, Massachusetts like many other states across the country passed a Public School Improvement Act in 1985 which enabled public schools to offer programs for three- and four-year-olds in low-income communities. Salary scales for those teachers were similar to entry level public school positions, which further exacerbated the problem of low pay for Head Start agencies.

In September 1986, each Head Start agency was allocated more than $350 in supplemental funds per child. Agencies were strongly encouraged to use the grant for salary enhancement. Working with the Massachusetts Head Start Directors Association, the State Department of Education established guidelines for hourly minimums for the different staff positions: Coordinator, $10/hour; Head Teacher, $8/hour; Teacher, $7/hour; and Teacher Aide, $5/hour.

As a result of this funding, all Head Start education staff received a higher salary in 1986/87. The increased annual salaries were a product of additional hours as well as a higher hourly wage. Although the annual salary for all education staff is still very low, ranging from $6,762/year for teacher aides to $16,208/year for education coordinators, salaries increased between 15% and 30%.

In general, directors reported that the state supplemental grant made a great difference in their ability to recruit qualified staff. The vacancy rate decreased dramatically from 5.04 vacancies per agency in the 1985/86 program year to .54 vacancies per agency as of January in the 1986/87 program year. Beyond being able to fill many of their open positions, directors were also pleased with the quality of their new personnel and the larger pool of applicants to choose from.

Although the data was incomplete for turnover rates, people reported a significant decrease in turnover due to increased satisfaction with pay. Forty-six percent of directors reported less staff turnover this year than in past years. Of staff who left their positions in the past three years, the portion leaving because of pay went from 65% in 1984/85 to 53% in 1985/86 to 35% in the first 4 1/2 months of 1986/87.

The study "Commitment to Quality" makes recommendations to those seeking to address the problem of low wages at Head Start. The recommendations fall into three major categories:

* Developing and clarifying the career level for teaching staff, so they are more aware of promotion opportunities both within and between job categories.

* Revising the distribution of future state supplements both among and within Head Start programs to assist programs that are unable to reach the state-established minimums and to address the dissatisfaction of teachers.

* Exploring the use of CDA training funds to assist new hires in acquiring additional early childhood training.

This report is an excellent tool for those advocating for higher salaries. For a copy of the report contact: Education Development Center, Inc., 55 Chapel St., Newton MA 02160.
Can’t Survive on $3.35

The federally mandated minimum wage, currently $3.35/hour, has not been increased since 1981. During these six years, the cost of living has increased by 27%, leaving most minimum wage earners struggling to survive.

A worker employed 40 hours a week, 52 weeks a year, at $3.35 an hour, earns $6,968 annually before taxes, an income that places a family of two just below the federal poverty level and a family of three $2,152 below poverty level.

The real value of the minimum wage is now lower than it has been at any time in the past three decades. And, in spite of a popular notion that most minimum wage workers are teenagers, in reality 80% are adults, many with families to support.

There are those that will argue that, because an increase in the minimum wage will raise child care salaries, it will necessarily increase the cost of fees, making child care even less affordable for many families. CCEP recognizes this concern but also argues that we cannot expect the people who care for our children to live in poverty in order to keep fees affordable. For this reason, it is important that our efforts to raise the minimum wage go hand-in-hand with efforts to make services more affordable for families.

This year CCEP joined other advocates and workers in an effort to raise the minimum wage in California. The Coalition for a Fair Minimum Wage is pressuring the California Industrial Welfare Commission (IWC) to fulfill its legal responsibility to ensure an adequate minimum wage for workers in this state. This spring the IWC appointed a Wage Board to review the adequacy of the current minimum. The Board, comprised of ten employer and ten employee representatives, met in June and deadlocked on a decision. Having received the Wage Board report, the IWC will decide at a September meeting whether to recommend an increase or continue to table a decision.

In California an increase may also be achieved through legislation. Currently the state legislature is considering two identical bills, one introduced in the Senate and the other in the Assembly, proposing an increase in the minimum wage to $4.25/hour.

At the federal level, Senator Edward Kennedy has introduced a bill (Senate Bill 837) that would increase the minimum wage to $4.65/hour over a three year period (1990-1993). After January 1991, this bill would provide for an automatic annual increase to 50% of the average private, nonsupervisory, nonagricultural hourly wage.

Support for an increase in the minimum wage is widespread among workers, community organizations and many politicians. For CCEP, our involvement in the Coalition for a Fair Minimum Wage has not only provided the opportunity for us to work with other constituencies on this issue, but also to educate others about the issues affecting workers in the child care field.

If you would like to know how you can be involved, contact CCEP for more information.

Caring for the Caregiver

CARING FOR CHILDREN MEANS CARING FOR OURSELVES

Working with children guarantees almost certain exposure to illness and infection -- colds, flus, strep throat, head lice, chicken pox, and others. With proper care for yourself, your susceptibility to some diseases can be limited. One way to protect your health is to ensure that you have been properly immunized.

For caregivers in child care centers, immunity to the following diseases is recommended:

* Diptheria and Tetanus -- Requires a primary series (3 doses) and boosters within the past ten years.

* Mumps, Measles, Rubella -- Those caregivers who have never been diagnosed with these diseases should receive an MMR (measles, mumps, rubella) vaccine. The rubella immunity is particularly important for women of childbearing age.

* Polio -- Any caregiver less than 18 years old or still in high school should have documentation of vaccination with a primary series (3 or more doses) of polio vaccine.

Washing hands is still one of the best ways to protect yourself from those diseases for which there is no immunization.

For more information on health and safety in child care settings, order the CCEP publication Health and Safety Resources for Child Care Workers (see publication list on page 15).
CALIFORNIA

At the state capitol, the Governor's Child Development Advisory Committee has been holding hearings on the child care teacher shortage. Meanwhile the Governor has been red-pencilling cost-of-living adjustments for state-funded programs. Apparently he's missed the connection between inadequate funds for salaries and the teacher shortage.

Last winter the San Francisco branch of the National Labor Relations Board ordered Kinder Care to reinstate and compensate with back pay teacher Johnnie Bradford. Bradford was fired illegally for participating in a union organizing drive at a Kinder Care center in northern California. Kinder Care appealed the decision to the full National Labor Relations Board in Washington, D.C., which affirmed the lower court ruling. The administrative law judge hearing the case ordered Kinder Care to offer her reinstatement and back pay and to post a notice in the Pittsburg, California, center that Kinder Care engaged in illegal activities by interfering in a union organizing drive. Kinder Care is appealing the decision to federal court.

A quicker settlement was reached in the case involving a teacher at La Petite Academy, also in northern California. Teacher Neoma Brumer was fired for complaining to her director and to the local licensing agency about ratio and health violations at the center. Acting under the "whistle-blowing" law which protects child care workers from harassment for reporting licensing violations, Brumer and La Petite reached a successful settlement. She received back wages and her illegal termination was rescinded. Her record shows a voluntary resignation. Brumer turned down a reinstatement offer because she received a better job offer in the community.

ILLINOIS

Speaking of whistle-blowing, child care advocates in Illinois successfully secured a law to protect child care workers in their state. Modeled after the California law, which was initiated by CCEP and the Child Care Law Center in 1985, it enables workers who report licensing violations in their centers to be protected from harassment or firing as a result of their complaints. Perhaps one day we'll see these laws in every state of the country! For information on the Illinois bill, contact: Lana Hostleter, (217) 528-4287. For specific information about the law, write to CCEP.

MINNESOTA

The dedicated work of child advocates in Massachusetts is paying off! This spring, legislation was passed which rewards those child care centers that pay higher salaries. Many centers throughout the state receive public funds in the form of vouchers for low-income parents. Those centers that pay 110% of the county average salaries will now be reimbursed up to 125% of the standard reimbursement rate. This new policy is in effect for the next two years.

Metropolitan area centers will take advantage of this new policy, but because of persistent attitudes that child care is just babysitting in many of the outlying areas, advocates are planning regional workshops to inform child care providers of this new policy. Recognizing that increased reimbursement rates may have an effect on parent fees for those who pay the full cost of child care, advocates are planning to help centers develop sliding fee scales that will not shift the burden of higher salaries onto parents with limited resources.
Unionizing is also a strategy being pursued by child care workers seeking better wages. Eight centers in the metropolitan Minneapolis area have recently affiliated with District 65, UAW. The parent boards of three private non-profit centers have recognized the union and agreed, despite separate administrative systems, to develop a contract which covers workers in all three centers. For more information about these efforts, and for a copy of the free leaflet "What Policy Makers and Parents Should Know About Child Care Workers," send a SASE to: the Minneapolis Child Care Worker’s Alliance, 3602 Fourth Ave. South, Minneapolis MN 55407.

The Greater Minneapolis Day Care Association is organizing a 17-day study tour of the Soviet Union on May 6 - 22, 1988, which will focus on Soviet methods of caring for and supporting children and families. For more information, contact: John Gehan, Greater Minneapolis Day Care Association, 1006 W. Lake St., Minneapolis MN, 55408, (612) 823-7243.

FEDERAL

As a result of legislation sponsored by Senator Christopher Dodd of Connecticut last year, funds providing financial assistance for low-income child care workers seeking to earn Child Development Associate (CDA) credentials are now available. States were required to apply for these allotted funds no later than Aug. 31, 1987.

One million dollars has been made available for the Child Development Associate Scholarship Program to be administered by the federal Head Start Bureau. Under the program, states may not spend more than 10% of their funds on administration and must insure that the program reaches people whose income is below the federal poverty line. In addition, states must publicize the availability of the award, establish criteria to review applications, and make scholarship money available for family day care, center-based care and the home visitor CDA credential. For information about available funds in your state, contact: Hector Sanchez, Program Specialist, Head Start Bureau, P.O. Box 1182, Washington, D.C. 20013, (202) 755-7710.

Citing the "skyrocketing demand for quality, affordable child care in this country," Senator Christopher Dodd has introduced additional legislation to improve child care quality by providing more training and technical assistance, specifically to family day care providers. Dodd says the measure would complement the CDA bill enacted last year.

Noting that close to 90% of all family day care providers earn less than the minimum wage, Dodd’s bill would allow community-based centers to provide training, technical assistance, and equipment to child care settings, especially family day care who do not have the time or funds to participate in a long-term training and credentialing process. The Senator’s measure would also establish a national resource center on family day care.
Caucus
The Child Care Employee Caucus is an interest group within NAEYC committed to the improvement of the wages, status, and working conditions of child care providers. If you would like to be on the Caucus mailing list, send your name and address to: Caucus, c/o CCEP, P.O. Box 5603, Berkeley, CA 94705.

We Won!
Caucus-supported candidates Ellen Galinsky and Joan Lombardi won their elections to the NAEYC Governing Board. President-elect Galinsky, of Bank Street College, and Lombardi, a long-time member of the Caucus, are strong advocates for not only better compensation, but also the importance of NAEYC taking a strong stand on these issues. Their election means the voice on the Governing Board for better wages and working conditions is growing stronger.

NAEYC
WHY TEACH?
A question many ask themselves, especially on pay day. But a new book published by NAEYC fails to provide the facts needed by someone grappling with the pros and cons of an early childhood career. Below, Peyton Nattinger shares his comments on Why Teach? A First Look at Working With Young Children by Joanne Hendrick:

In Chapter 3, "Getting Started: Where Would I Fit In?," the author details NAEYC’s career ladder and discusses salary expectations for workers at each level. A number of the statements made in this section are misleading. For example, concerning entry level workers, Hendrick states "Your pay, as a professional beginner, will be in the minimum wage range until you prove your reliability and upgrade your skills." In fact, as numerous salary surveys around the country have shown, salaries for many teacher aides and assistants remain in the minimum wage range in spite of job performance of continued education.

Quoting the NAEYC position paper on nomenclature, Hendricks says salaries of Early Childhood Associate Teachers and teachers "should be equivalent to others with comparable degrees and supervised experiences, and increases are based on performance and participation in additional education opportunities." This quotation implies that NAEYC’s 1984 position paper is the reality. The

CONFERENCE NEWS
If you're coming to Chicago for the annual NAEYC conference, we hope you'll join us at CCEP workshops (listed in the conference catalog) and at the Caucus meeting on Friday afternoon. The Caucus, now in its sixth year, provides an opportunity to meet with others around the country seeking to upgrade wages and working conditions. It also enables us to provide coordinated feedback to the NAEYC leadership about issues of concern. Even though Caucus positions are better represented on the Governing Board than ever before, we still need to let the leadership hear from those in the field who are struggling with inadequate compensation, high turnover, teacher shortages, burnout, etc.

Join us for the Business Meeting on Sunday morning — it's our opportunity to be heard.

If you're too tired for another meeting, you can always visit our booth in the exhibit area. We'll have all our CCEP materials on sale if you want to do your holiday shopping early!
facts are otherwise. As with entry level workers, job performance and continuing education often go unrewarded by salary increases. Admittedly, the facts present a bleak picture, but should be shared from the outset with prospective child care workers if they are to have realistic expectations about conditions in this field and their responsibility to work for change.

In Chapter 4, "What Lies Ahead?" Ms. Hendrick does address the problem of poor wages and working conditions, and considers some possible remedies. There is widespread agreement with the need to educate the public about the components of quality child care and their cost, and the need for us to be "more courageous in standing up for ourselves." Do prospective child care workers need to be told, however, that they will need to "find ways to economize" as a component of this struggle? "Economizing" in child care is what California’s Governor Deukmejian had in mind when he began his current campaign to increase the current adult-child ratio in state-funded programs and to eliminate a cost-of-living increase.

Many child care workers around the country have joined unions and bargained for improved wages and working conditions, yet this approach is mentioned as one taken by kindergarten and primary teachers, with no reference to the teacher aides in these programs. Does this suggest that union activity is somehow inappropriate for child care workers?

The booklet also fails to mention the Child Care Employee Project as a resource for teachers concerned about working conditions.

* * * * *

CCEP readers who share our concerns about Why Teach? are encouraged to write to Polly Greenberg and Marilyn Smith at NAEYC, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. The more feedback NAEYC receives from members, the more likely NAEYC will be to establish more rigorous editorial policies with regard to compensation issues.

POLICY PERSPECTIVE

In response to membership concern, NAEYC staff member Barbara Willer has prepared "The Governing Crisis in Child Care: Quality, Compensation, and Affordability in Early Childhood Programs." This paper includes a comprehensive statement of the causes and implications of the crisis, strategies for action, and available resources. A useful document for advocates and those they hope to educate, it’s available for $2.50 prepaid from NAEYC.

NAEYC continues to refine its strategy on issues related to improved compensation. The Governing Board voted at its July meeting to extend a task force on recruitment and retention of ECE staff which developed from the Leadership Conference this spring. The task force includes Governing Board members Bob Granger, Betsy Hiteshew, Joan Lombardi, and Jim Morin; Caucus members Kathy Modigliani and Marcy Whitebook; and NAEYC staff member Barbara Willer.

![Image: Cartoon of two women cleaning a window with the text: IM CLEANING THEIR PAY SCALES!]
centers and family day care homes underwrite the real cost of child care by working for poverty level wages and without benefits.

A recent study prepared by the National Committee on Pay Equity cited these teachers and providers as the second most underpaid workers in the nation. In spite of an average education level of 14 years, current population surveys from the Bureau of Labor Statistics (1986) confirm that child care workers in schools and day care centers have a median annual income of $9,464, earnings that place them on par with dishwashers, parking lot attendants, and zookeepers. For workers who care for children in private households, the median annual income is even lower -- $4,732 annually. More than 70% of all child care workers have annual earnings that fall below the poverty level.

Child care staff are underpaid because child care programs do not have enough money to adequately compensate them. Child care programs must rely primarily on parent fees to support their budgets. Consequently, salaries and benefits, as the largest category in program budgets and often the only "negotiable" line item, are held down as a means of keeping parent fees affordable. Because most families cannot afford to pay the real cost of child care, staff are expected to subsidize parent fees and accept salaries that are far below the value of the job they perform.

Sadly, we are beginning to understand the consequences of this form of subsidy. By relying on early childhood professionals to keep the cost of child care affordable, we are running the risk of exhausting a valuable national resource -- a resource that is critical to the future education and development of our young children. By asking the people who care for our children to accept a standard of living that the government defines as unacceptable, we have made the early childhood profession an untenable career option for young people. Each day we are losing many of the trained and experienced teachers currently working in the field.

During a 12-month period from 1980 to 1981, the annual turnover rate for personnel in the child care field was 42% nationally, more than twice the average for all occupations. And more recent surveys of child care staff conducted by the Child Care Employee Project confirm that in some communities the turnover rate is currently as high as 60% (i.e. six out of ten child care staff members left their jobs this past year).

"But, can we afford to use low standards as a means of containing costs?"

As the turnover rate climbs and the demand for child care expands, we are finding that child care programs are having greater difficulty finding experienced teachers, directors are spending inordinate amounts of time trying to locate and train qualified staff, and teachers are suffering from increasing stress that stems from the additional workload required to orient one new co-worker after another.

Unfortunately, there are those who will argue that the way to keep child care affordable and to respond to the shortage of child care teachers is to lower regulations and standards -- standards that in some states are already frighteningly inadequate. The argument put forth is that with lower qualifications and higher adult-to-child ratios child care programs will be able to hire fewer providers and pay them...
less to care for the same numbers of children. Thus, the cost of child care will not be so expensive.

But, can we afford to use low standards as a means of containing costs? Trained and experienced staff who have the knowledge and ability to implement developmentally appropriate curriculum are the single greatest determinant of quality in early childhood programs. Moreover, years of research and experience reveal that children develop and learn far better when they are in child care programs that can provide consistent and reliable staff and small ratios of adults to children.

In raising the question of affordability we must not only ask what parents can afford to pay, but we must also ask what will be the consequences for children if we continue to rely on teachers and providers to subsidize the cost of child care. What will be the short and long term effect on the education and development of children if they are cared for in programs where there are insufficient numbers of adults and where the adults are not experienced and trained in early childhood development? Ultimately, what is the cost to our nation if this is all we are able to provide for children in the most formative years of their lives?

With the cost of child care in some regions of the country now as high as $4-6,000/year for just one child, it is easy for us to see why high quality child care is beyond the financial capabilities of most American families. However, if we recognize the importance of giving our children the highest quality care and education in their earliest years, then we must preserve the valuable resource we have in the people who are providing that care. We cannot continue to expect providers and teachers to subsidize the high cost of child care. We, as a government and a society, must accept that responsibility and seek to strike a balance between the needs of families for affordable, high quality services, and the needs of providers for fair and decent employment.

What Works

One thousand seventy-seven child care workers in 110 state-funded centers in Connecticut were the recipients of a hearty raise this last fiscal year.

In 1986, a Day Care Directors Group, faced with a state-mandated staff salary schedule that hadn't been changed since the 1970s, decided it was time to take action on this issue. Through small fundraising efforts such as candy sales, this group raised $8,000 (not much money when you're trying to raise salaries for 1,077 people!). They used their money to hire a lobbyist and took their issue to the State Legislature.

The Legislature responded, and, although they allocated less than what was asked for, a $3.7 million increase in the state day care budget was appropriated for salaries in fiscal year 1986-87. In the words of one Republican Legislator, "At a time when we're addressing education salaries, I don't think we can afford to ignore day care salaries."

This budget increase made it possible for all staff to move onto a transitional pay schedule. Teacher salaries moved from a range of $10,107 - 16,020 to a new range of $14,500 - $21,460. Teacher assistants moved from a range of $7,563 - $12,306 to one of $11,000 - $16,280. In the coming year, new appropriations are expected to provide a cost-of-living increase.

We were excited to see what can happen when people join together and think of creative ways to make their voices heard.

JOIN CCEP NOW!

Your membership can make the difference.
Once parents learn about the economics of child care and understand the conflict between their fees and your decent compensation, most are eager to help but at a loss about what they can do. Babies and Bargaining, Working Parents Take Action -- an organizing manual on work and family issues -- will provide some answers. The booklet, prepared by NAEYC Caucus member Mindy Fried, is geared for working parents who want to organize child care and other work/family benefits through the collective bargaining process. Its discussion of the pros and cons of different child care options (from a parent's perspective), as well as strategies for negotiating these options with employees, will be useful to anyone concerned with these issues. Available from: Erica Bronstein, Executive Director, Labor Education Center, Southeastern Massachusetts University, Labor Education Center, Dartmouth MA 02714.

For a detailed analysis of what different states are doing in early childhood education call or write to: the National Conference of State Legislators, 444 Capitol St., N.W., Washington, D.C. 20001, (202)624-5400 and ask for a free copy of their state legislative report "State Approaches to Early Childhood Education."

The newly updated Women's Economic Agenda was recently published by the Women's Economic Agenda Project (WEAP) in Oakland, Calif. The Agenda includes statistics on the economic status of women in California and nationally, policy recommendations for addressing women's economic equality, and a list of resources. Copies can be purchased for $8.00 (plus 10% postage and handling) from WEAP, 518 17th St., Oakland CA 94612.

Many will argue that subsidized early childhood services are far too costly — even with the abysmal salaries most providers earn. But as the long-term economic benefits of early childhood programs are calculated, the picture changes dramatically. For every $1 spent on these programs, $4-$7 are saved in later costs for remedial education, court services, and welfare payments. For a useful and concise statement of these issues write to: The Minneapolis Community Business Employment Alliance, 15 South Fifth St., Minneapolis MN 55402 and ask for a free copy of their booklet: "Preventing Unemployment: A Case for Early Childhood Education."

Education Findings
Among youngsters like those in the study, on average, for every 10 years of schooling (K 12),

<table>
<thead>
<tr>
<th>Schooling Level</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop-out or High School</td>
<td>55%</td>
</tr>
<tr>
<td>High School</td>
<td>21%</td>
</tr>
<tr>
<td>Some College or Job Training Course</td>
<td>35%</td>
</tr>
</tbody>
</table>

Employment Findings
Among youngsters like those in the study

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently Employed</td>
<td>48%</td>
</tr>
<tr>
<td>Support Themselves</td>
<td>45%</td>
</tr>
<tr>
<td>Earns Only Half of Their Parent's Earnings</td>
<td>20%</td>
</tr>
</tbody>
</table>

In the wake of federal tax reform, many states are re-examining their tax codes this year. This gives child care advocates a unique opportunity to obtain improvement in the dependent care tax credit provisions in their states. The National Women's Law Caucus has recently released a report analyzing the existing tax provisions of all fifty states and makes several recommendations for improving assistance to many families struggling with day care costs. A copy of the report is available for $5 from: The National Women's Law Center, 1616 P St., N.W., Washington, D.C. 20036.
CCEP Membership

Receive a one year subscription to Child Care Employee News & support CCEP's advocacy efforts for improved wages, status, and working conditions. Organization/Center membership includes 2 subscriptions.

- $25 year - Sustaining Membership
- $50 year - Organization/Center Membership
- $15 year - Supporting Membership
- $10 year - Regular Membership
- $5 year - Low Income Membership

Enclosed for membership: $_____

Handouts

(Indicate quantity to left of title.)
SERIES I — $1.50 each or $4.00 per set for all twelve
- Improving Substitute Policies
- Break Policy
- Grievance Procedures
- Shared Decision Making
- Parent-Staff Relations
- Staff-Staff Relations
- Special Stresses of School Age Child Care
- Working in Parent Co-ops
- Providing Extended Day Care in a Parent Co-op or Nursery School
- Special Stresses of Infant Caregiving
- What Every Parent Should Know About Their Child Care Worker
- Staff Burnout in Child Care Settings

Total from Series I _______ $1.50 each = $_____
Complete sets _______ $4.00 per set = $_____

SERIES II — $1.00 each or $5.00 per set for all eight:
- Health Coverage
- California Employment Rights
- National Employment Rights
- Worker's Compensation
- Payroll Taxes
- Writing Personnel Policies
- Staff Evaluation
- How & Why to Plan Salary Schedules

Total from Series II _______ $1.00 each = $_____
Complete sets _______ $5.00 per set = $_____

ARTICLE REPRINTS — $1.00 each
- Who's Minding the Child Care Workers?
- Warning: Child Care Work May Be Hazardous to Your Health
- What Can Employer-Supported Programs Do For Child Care Staff?
- Beyond Babysitting: Changing the Treatment and Image of Child Caregivers
- Who Are the Child Care Workers?
- The Teacher Shortage: A Professional Precipice
- Accusations of Abuse: Confronting the Unthinkable
- A Revised Work Week for Caregivers

Total article reprints _______ $1.00 each = $_____

Publications

COMPARABLE WORTH: QUESTIONS AND ANSWERS FOR CHILD CARE STAFF
History and legal implications of comparable worth: descriptions of successful applications of comparable worth by child care advocates, and methods for assessing the appropriate strategy for your situation.

Please send _______ copies $3.00 each = $_____

MANAGING THE MEDIA MAZE: A RESOURCE GUIDE FOR CHILD CARE ADVOCATES
Information and resources for planning a media campaign: media experts, how to get results and evaluate your efforts.

Please send _______ copies $3.00 each = $_____

UNIONIZING: A GUIDE FOR CHILD CARE WORKERS
An overview of the topic including discussions of collective bargaining, choosing a union, issues in organizing, and union contracts.

Please send _______ copies $4.00 each = $_____

REPORTING LICENSING AND OTHER VIOLATIONS IN CALIFORNIA CHILD CARE PROGRAMS: AN EMPLOYEE'S RIGHT
A guide to the section of the California Health and Safety Code which protects child care staff from employer retaliation when reporting licensing violations.

Please send _______ copies $3.00 each = $_____

A GOOD SUB IS HARD TO FIND
Strategies for recruiting and retaining substitute staff for child care programs.

Please send _______ copies $4.00 each = $_____

BEYOND JUST WORKING WITH KIDS: PREPARING EARLY CHILDHOOD TEACHERS TO ADVOCATE FOR THEMSELVES AND OTHERS
A curriculum guide for early childhood education classes containing over 100 resources and activities to help students and child care workers become effective advocates for improving quality, status and working conditions in child care.

Please send _______ copies $4.00 each = $_____

How to conduct a salary survey in your community and have the results work for you.

Please send _______ copies $4.00 each = $_____

HEALTH AND SAFETY RESOURCES FOR CHILD CARE WORKERS
Articles on child care occupational hazards — cleaners, pesticides, art materials, back injury, and stress — and how to protect workers from these hazards.

Please send _______ copies $4.00 each = $_____

Gifts

POSTCARDS
"Workers and Children: Series II" — A set of 8 postcards: black/white photos of child care workers on the job.

Please send _______ sets $2.00 each = $_____

BUTTONS
"Give a Child Care Worker a Break"

Please send _______ buttons $1.00 each = $_____

CCEP T-SHIRTS

Please send _______ shirts $5.00 each = $_____

TOTAL AMOUNT ENCLOSED
(all prices include postage): $_____

CCEP 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. For bulk orders (10 copies or more), please contact CCEP office for reduced rates. Prices listed are suggested donations.
SPECIAL THANKS TO:

Bananas
Maria Benjamin
Diane Campoanor
Child Care Council of Westchester
Child Care Systems
Children's Park, Inc.
Rory Derrah
Dave Davis
East Coast Migrant Head Start
Carol Eshelman
Ellen Galinsky
Carollee Howes
HQ MAC/DPSRL
Mary Hurley
Robin Jurs
Dr. Sally J. Kilmer
Kim Kolb
Marcy Libster
Joan Lombardi
Jackie Lopes
Gayle Lundholme
Michael Marsh
Maya Miller
Barbara Ogman
Deborah Phillips
Paul Proett
Public Media Center
Dora Pulido
Agnes Ramirez
Kathy Riker
Patty Siegal
Rachel Sierra
Sheila Smith
Carol Stevenson
Molly Sullivan
Christiane Traub
Peter Weinstein
Val Werstler

THE CHILD CARE Employee project (CCEP) advocates for improved wages, status, and working conditions of child care providers in order to ensure high quality child care available to all families regardless of economic status. The CCEP is a non-profit agency that provides resources, training, and consultation to the child care community. For more information, please call (415) 653-9889 or write CCEP, P.O. Box 5603, Berkeley, CA 94705.

EMPLOYEE NEWS is published three times a year by the Child Care Employee project, a program of the Child Care Staff Education Project. Articles may be reprinted with permission from CCEP. CCEP staff: Marcy Whitebook, Caro Pemberton, Kate Chambers, Caryn Taka, Jennifer Holke. Copyright © 1987 CCEP.