



NATIONAL CENTER FOR
THE EARLY CHILDHOOD
WORKFORCE

RIGHTS RAISES RESPECT

NEWS AND ISSUES FOR THE
CHILD CARE WORK FORCE

From Welfare to Working in Child Care: Possibilities and Pitfalls

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In the current political climate, it's far too easy for child care teacher and provider issues to be lost in the fight to save even a few of the "strings" in the social safety net. But there is one child care work force issue that is getting a great deal of political attention under welfare reform: the effort to turn AFDC parents into child care teachers or providers themselves.

To many policy makers, the idea seems like a perfect fit: it builds the child care supply for children in poverty, while creating a job opportunity for their parents. But child care is by no means an unskilled job, and it cannot be viewed as a simple solution to the welfare-to-work dilemma. With 70 percent of the child care work force earning poverty-level wages, a job in child care hardly guarantees an AFDC recipient a clear path to self-sufficiency. The prospects are difficult for family child care, too: after expenses, regulated family child care providers earn about \$8,500 annually, unregulated providers earn only about \$4,000. And, without a guarantee of adequate training and support for newly recruited caregivers, the supply of new child care services (regulated or unregulated) generated under welfare reform will undoubtedly be very poor in quality. In the April 1994 *Compensation Initiatives Bulletin*, NCECW published principles to guide any program to employ welfare recipients in child care. The issue remains on the welfare "reform" agenda, and the principles are restated below.

- Those who enter the field must choose to do so, and must be able to demonstrate an aptitude for the work. Recruits must be helped to develop realistic expectations for their future in the early childhood profession.

- Training programs must be targeted toward improving trainees' basic literacy and math skills as needed; must include specific content on child development, and early childhood curriculum and methods; must be culturally and linguistically appropriate; and must provide opportunities for

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Worthy Wage Day: May 1, 1996—Vote Smart!

By Rosemarie Vardell

"I just read about the Worthy Wage Campaign. What's it all about? How can I get involved?".... "This will be our fifth Worthy Wage Day, and we're doing some empowerment training and a speak-out downtown. Some centers want to close for the day—can you tell us how other people have coordinated a closure?".... "We have a governor and a state assembly that are making harmful decisions about children and child care—how can we use Worthy Wage Day to educate the voters?"

We can always tell when Worthy Wage Day is approaching, because calls like these start com-

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What's In A Name? Do you find that you have trouble remembering, writing down, or explaining to other people the meaning of "the National Center for the Early Childhood Work Force"? You're not alone! We've heard too many stories about our name being forgotten, misunderstood, or just not heard at all—and we can't have that! Our membership and our work are too good and too valuable not to be known and remembered. As a result we're putting out the word to members and colleagues to help us select a **new name** for NCECW which will be approved by our Board in May and unveiled this summer. Please send us your suggestions, and we'll keep you posted!

In an effort to offer comprehensive information and resources to all of our members and strengthen communication between all facets of the child care field, NCECW's new biannual publication, *Rights, Raises, Respect* combines three NCECW publications—the *Compensation Initiatives Bulletin*, *Worthy Wage News*, and *Mentoring News*. We welcome your comments, and we are especially interested in publishing letters and short articles by child care teachers and providers. Our next issue will appear in the fall of 1996. Please contact us!

This newsletter is made possible thanks to support from: the Carnegie Corporation of New York for policy analysis; Rockefeller Brothers Fund and Teaching Strategies, Inc. for news on mentoring; and the Ms. Foundation for Women for updates on the Worthy Wage Campaign.

The National Center for the Early Childhood Work Force (NCECW)—

formerly the Child Care Employee Project—is a nonprofit research, education and advocacy organization committed to improving child care quality by upgrading the compensation, working conditions and training of child care teachers and family child care providers. NCECW coordinates two major efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign and the Early Childhood Mentoring Alliance.

The Worthy Wage Campaign

Whether we call ourselves child care workers, family child care providers, pre-school or early childhood teachers, teacher assistants or caregivers, we work in a field where most people are underpaid and undervalued—a field that is continually losing its best workers because of poor wages and benefits. The Campaign is a nationwide grassroots effort to empower ourselves to mobilize to reverse this child care staffing crisis. Together, we strengthen our voice, foster respect, and promote accessible and affordable high quality early care and education to meet the diverse needs of children and families.

The Early Childhood Mentoring Alliance

Throughout the country, mentoring programs have emerged as one of the most promising strategies to retain experienced teachers and providers and thereby guarantee more reliable, high quality care for young children. Teachers and providers gain new respect from co-workers and parents, renew their commitment to working with children, and usually receive additional compensation. The Alliance has therefore been created as a national forum for sharing ideas, information and technical assistance among programs and between teachers and providers.

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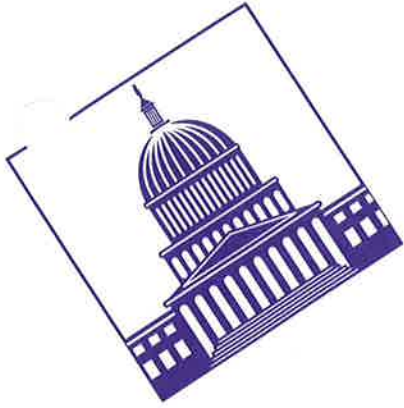
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 Linda Su, Full Charge Bookkeeper
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... child care is by no means an unskilled job, and it cannot be viewed as a simple solution to the welfare-to-work dilemma.

Welfare Reform Update

As we go to press, a final federal “welfare reform” package is nowhere in sight. On February 6, one month after President Clinton vetoed the House/Senate Conference Committee’s welfare bill, the National Governors Association (NGA) presented its own welfare proposal to Congress—which is now drafting a revised bill with the NGA proposal in mind. There is strong pressure for the House and Senate to act on the revised bill after their spring recess, and it’s uncertain whether the new bill will ultimately invite or discourage a Presidential veto. The NGA proposal would:

- repeal the 60-year entitlement of financial aid to families and their children who have no means of support;
- repeal child care as an entitlement for poor families and replace it with \$8 billion of additional spending over seven years — barely ad-

equate for the increased child care need among working poor and AFDC parents;

- cut in half the current federal investment in boosting child care quality over the same period;
- repeal basic child care health and safety protections achieved with bipartisan support in 1990;
- prove more harmful, especially in its Medicaid provisions, than the Senate welfare reform bill proposed last fall.

Whether or not federal welfare legislation passes this year, most states are already working on “welfare reform” plans of their own—often with devastating effects, as state child care administrators and child care advocates struggle with slashed budgets and growing demands for services. We urge you to stay informed about, and active in, child care budget decisions being made in your state.

In Our Next Issue

Turnover: How much does it cost; strategies for managing and reducing it.

Accreditation: What are the implications for staff wages and turnover?

Higher Ratios: Why they won't solve the staffing crisis.

From Welfare to Working in Child Care

(continued from page 1)

apprenticeship with experienced caregivers.

- Child care training must position new providers for career mobility in the field, not only by being integrated into existing training systems, but by leading to a viable credential, certificate or credit, as well as providing economic reward.
- Child care providers trained under welfare reform must have continued support in order to succeed, including ongoing mentoring from other caregivers, health benefits, and assistance with child care costs for their own children.

In the coming months, we will all need to make sure that the voices of the child care workforce are heard in our states and communities as policy makers debate ways to recruit welfare recipients into child care employment. It will largely be up to us to ensure that all the stakeholders understand the importance of making sound investments to create decent and viable child care jobs. *(See the article on new NCECW research to promote such efforts, page 7)*

"You hold this country together by helping children and parents every day. You're the people we need to hear from."

At The Table: Child Care Teachers and Providers Speak Out at the White House

What were 30 child care teachers, family child care providers, and their friends and supporters doing inside the White House's Old Executive Office Building on the morning of December 1, 1995? We were on our way to brief top-level advisors to President Clinton! Granted, these were not our customary surroundings—but the delegation, organized by NCECW, had been invited to the White House by Doris Matsui, Deputy Assistant to the President and Deputy Director of the Office of Public Liaison. Our purpose was to carry a strong message to the President about what it's like to provide high-quality child care on poverty-level wages, and to describe how devastating the budget cuts proposed under welfare reform would be to children, families and caregivers across the country.

"You're the ones who are out on the very front lines," Ms. Matsui observed. "You hold this country together by helping children and parents every day. You're the people we need to hear from." Along with Ms. Matsui, the meeting was attended by five other White House officials as well as Joan Lombardi, Associate Commissioner of the Child Care Bureau at the federal Administration for Children and Families (and former NCECW Washington liaison). Later in the day

these advisors met with White House Chief of Staff Leon Panetta to report on the testimony.

As we entered the room, the teachers and providers in the group were invited to take center stage at the conference table. For most of the group, literally sitting "at the table" was quite unlike the much more familiar experience of being "spoken for" or advocated for by others—even mentioned at all. Claudia Wayne, Executive Director of NCECW, introduced the testimony by noting that current welfare reform proposals would not only reinforce the poverty-level wages already prevalent in child care, but in some instances; would even call upon welfare recipients to care for others' children without pay.

Peggy Haack, a family child care provider from Madison, Wisconsin and chair of the NCECW Board, testified that despite her college degree and her 20 years of child care experience, she continues to hold more than one job and qualifies for the Earned Income Tax Credit every year. "Low wages," she said, "have forced me to make professional and family 'choices' that were not really of my choosing. I work ten-hour days, and the job continues at night and on weekends as I do my shopping for the program and other preparation. With all these demands on my

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Child care teachers, providers and NCECW staff advise White House staff, December 1, 1995.

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time and energy, there are very few opportunities to get together with other providers, attend training, break the isolation of the job, or move forward."

Kristin Pickering, a provider from Minneapolis, Minnesota, noted that "Half of my annual income is from the Child and Adult Care Food Program. If the program is cut, I'll lose most of my families and I won't be able to stay in business. I keep families going and I help parents learn how to parent better. I also subsidize our economy by earning far less than I could elsewhere, and by providing low-cost or free child care to families who don't get public assistance. How can we pass these food costs on to parents, or absorb them ourselves? Without the Food Program, some of our kids would never eat well." (During the welfare reform debate, there were proposals in Congress to cut the Food Program by as much as 74 percent.)

Judy Serrano, a mentor teacher from Gilroy, California, spoke about the importance of early childhood mentoring programs, many of which have been supported by federal Child Care and Development Block Grant funds set aside for boosting program quality.

Stand for Children Day June 1, 1996, Lincoln Memorial, Washington, DC

The Children's Defense Fund, along with over 750 co-sponsoring organizations, including NCECW, has declared June 1 "a national day of commitment to children, a celebration, and a day of community renewal when we will commit ourselves to positive personal steps as families, citizens and communities to do more to improve the quality of children's lives: their health, safety, school readiness, education, and future."

The day-long events will be focused at the Lincoln Memorial in Washington. For more general information, contact Stand for Children at 1-800-233-1200.

America's children are in trouble.
On June 1, 1996 you can help change that.

STAND FOR CHILDREN™

June 1, 1996
Lincoln Memorial
Washington, DC

<p>Every day in America: 15 children are killed by firearms 2,660 babies are born into poverty 2,833 children drop out of school 8,493 children are reported abused or neglected</p>	<p>America ranks: 12th among 15 nations in mathematics achievement of 13-year-olds 18th among industrialized countries in the gap between rich and poor children 18th in infant mortality 16th in living standards of our poorest children</p>
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Call: 1.800.233.1200 or 1.202.234.0095
Write: Stand for Children, 1832 Connecticut Ave., NW, Washington, DC 20009
E-mail: standinfo@mailback.com

Co-sponsored by the Children's Defense Fund and endorsed by over 750 national, state, and local organizations.

"Mentoring offers an excellent real-life training situation, and it also helps ease the problems of low wages and high turnover. Mentoring programs help us to better ourselves, so that we can give better care."

Pat Mucci, a mentor teacher from Framingham, Massachusetts, cited the turnover of 21 teachers at her center in three and a half years. Sue Britson, a center director from Berkeley, California, added that in her 14 years on the job, she had to replace 50 teachers—an experience, she said, "that often leads me to reconsider my career as a director. This kind of turnover creates disruption for caregivers and families, and sadness for children—and it has a ripple effect into the school years that we haven't even begun to measure." Others testified about the need for health insurance and student loan forgiveness programs for teachers and providers.

"I've reviewed five decades of research about child care quality," said Deborah Phillips, Director of the Board on Children and Families at the National Academy of Sciences. "There is a firmly established link between the quality of child care and the well-being of children. And we have found that the 'active ingredient' in quality is the salaries of caregivers, because low salaries lead to turnover—which is really a euphemism for what children experience as loss and grief. We also know, especially from Military Child Care, that enhancing quality and compensation can drastically stem turnover. We can't persist in maintaining the child care system as a transaction between poor parents and poor caregivers. The system doesn't meet school readiness goals our nation espouses. We know how to solve this problem, and it's a travesty that we're not even trying."

Not only were the White House staff extremely respectful and attentive; by the end of the testimony they had tears in their eyes, and were eager for the dialogue to continue. Our

group, for example, was invited to participate in a new "At The Table" Initiative sponsored by the White House

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“There is a firmly established link between the quality of child care and the well-being of children. And we have found that the ‘active ingredient’ in quality is the salaries of caregivers, because low salaries lead to turnover—which is really a euphemism for what children experience as loss and grief.”

—Deborah Phillips

Health Benefits in Family Child Care: Rhode Island providers “DARE” to lead

Wages for Time Spent in Child Care Training: New Federal Rulings

Recent rulings in several states by the Wage and Hour Division (W&HD) of the U.S. Department of Labor have advised child care programs that under the federal Fair Labor Standards Act, they must pay employees for all hours worked, whether on the program's premises or not—including all time spent in training that is mandated by the employer.

In the case of state-mandated training, however, it remains hard to answer whether it's the state or the employer that is required to pay. Rulings in Minnesota, Texas and Florida have contradicted each other on this point, so it's best to contact the district or field office of W&HD in your area.

Teachers and providers who feel they may be owed pay for training should contact the W&HD and potentially could receive back pay for up to three years. Wage and hours laws do not apply to administrators and supervisors who participate in training.

The lack of health insurance is a major concern for teachers and providers nationwide—especially because of their heavy exposure to illness on the job. But after a four-year campaign by family child care providers working with DARE (Direct Action for Rights and Equality), a Providence-based grassroots organization, Governor Lincoln Almond has proposed to add health benefits for providers to Rhode Island's welfare reform plan.

While lead organizer Shannah Kurland of DARE cautions that the proposal is “not 100 percent assured yet” and needs final approval from the State Assembly, the major obstacles have been overcome by securing endorsements from the Governor and the state Department of Human Services.

DARE mounted a massive postcard campaign to legislators and held a number of public meetings, and about 50 churches, unions and other community groups have signed a pledge supporting the providers' cause.

“It's been a long hard struggle, but we have at least one foot in the door, if not two,” says Diane Knott of Providence, a provider for 13 years who has been postponing her own medical treatment for lack of insurance. “But it's a terrible shame we had to lose one of our members first,” she added, referring to the recent death of Yolanda Gonzalez, a provider who Knott and others believe might still be alive if she had had medical coverage.

In recent hearings before the House Finance Committee, provider Mary Holmes testified that her treatments for a brain tumor have cost \$43,000 thus far—a bill she is unable to pay. “The only choice is to go on welfare,” she told the committee, “but I want to work. I'm excellent at what I do and I don't want to give it up.”

Under the new proposal, providers who care for children as part of the state's welfare-related Pathways or Low Income child care programs, and who are not covered by other health insurance, will be classified as state employees and become eligible for Right Care, the state employee health plan.

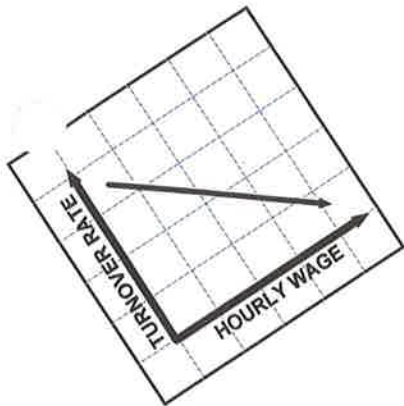
Right Care offers individual or family coverage from a choice of five insurance companies including dental care and prescriptions, and no co-payments are required. DARE estimates that about 150 providers will be eligible—and currently, says Kurland, they receive such low pay from the state (with no benefits) that most of them live well below the poverty line.

DARE estimates a maximum total cost to the state of \$644,000, but in reality much less, because not every provider will need coverage—and because the plan represents significant savings to the state in Medicaid, welfare and hospital costs, as well as an investment in more stable, higher-quality child care for low-income families. For more information, contact DARE at (401) 351-6960.

White House Meeting *(continued from page 5)*

Women's Office. Forty-two percent of all Presidential appointees are women, and all have been asked to go home and organize events to gather information and testimony from “ordinary women” in their communities. NCECW will use its contacts throughout the country to help put these events together and ensure that they continue to include the voices of women who care for young children.

As we left the White House, each of us took away a great feeling of accomplishment. And as we headed home from Washington, we took with us a stronger impetus than ever to keep organizing other teachers and providers to find their voices, too. “If I can testify at the White House,” said Kristin Pickering, “I know I can go back and organize in my own community.” We learned first-hand that we *can* speak for ourselves, and that we can be heard.



Investing in Child Care Jobs

by Renu Shukla and Alice Burton

With the help of a recent grant from the Ford Foundation, NCECW is exploring ways for communities to invest in viable, well-paying child care employment and increase low-income women's access to such jobs. The goal of the project is to document what works, identify obstacles, and offer guidance for future endeavors. A preliminary report from our survey of relevant child care and community development initiatives will be released in May. Working with the project's Panel of Advisors, we will then identify the most promising practices to include as we help to develop demonstration "child care job investment" projects, and work to secure ongoing sources of funding for them.

The following two initiatives included in our survey illustrate some of the keys to success:

- a serious commitment to training and professional development
- empowerment of trainees on issues of decent compensation and benefits
- supportive state licensing requirements
- diverse funding sources
- strong community partnerships

CHILD CARE CAREERS PROGRAM, BOSTON

Based at Wheelock College, this program has an excellent track record of placing low-income women into high-paying child care jobs with health care benefits. Participants must be income-eligible and demonstrate a strong desire to work with young children; upon completion of training, they receive college credits allowing them to meet state certification requirements.

Funding for the program is diverse: students receive Pell Grants, Wheelock provides in-kind support, and other funds come from the Economic Development and Industrial Corporation of Boston, the MASS JOBS program, the Massachusetts Department of Education, and federal public assistance.

Several factors are critical to the success of the program, which last year achieved a 100-percent placement rate: strong licensing require-

ments, support services and follow-up for graduates, and wide community support—many center directors call Wheelock each spring looking for program graduates.

Along with teaching excellent early childhood caregiving practices, the program trains women to seek out the best possible professional and economic options in the field.

THE MINNESOTA CHILD CARE APPRENTICE/MENTOR PROGRAM, MINNEAPOLIS

Begun in 1993 and now being replicated in Rochester, Minnesota, this apprenticeship program helps low-income women earn better salaries as a result of receiving training. While not originally designed as a welfare-related program, it has proven to work well for a variety of people just entering the child care field. Apprentices work one-on-one with mentors at a child care center for two years, and receive a 90-percent tuition reimbursement for 30 college credits toward a certificate in early childhood education. Participating centers are required to meet certain wage goals, and apprentices have averaged about \$2,000 in wage increases over two years. Although not required to do so, the program has been able to find employment for all of the apprentices. This employment intervention program is financed through the Hennepin County general fund, drawn largely from county property taxes. This commitment is due to the fact that Hennepin County has prioritized child care for residents making the transition from welfare to work.

Our survey also identified some common obstacles to success. Some initiatives oriented toward community development have suffered from too narrow a focus on the business aspects of child care management, to the exclusion of child development training and other program quality considerations; others have run straight into tough economic realities. In two northeastern states, child care loan funds set up by capital investment programs went largely unused because

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NAEYC accreditation has become an increasingly popular strategy to upgrade the quality of services in child care centers. Recent research, however, has raised concerns about the extent of the quality gains that centers achieve during accreditation, and whether they prove to be long-lasting.

NAEYC Accreditation and Program Quality: Research and Review Underway

Established a decade ago in response to the lack of national standards for early childhood practice, NAEYC accreditation has become an increasingly popular strategy to upgrade the quality of services in child care centers. Millions of public and private dollars have been targeted to help centers become NAEYC-accredited.

Recent research, however, has raised concerns about the extent of the quality gains that centers achieve during accreditation, and whether they prove to be long-lasting. In various measures by independent researchers, many accredited centers have been rated as mediocre in quality. (See the article by Marcy Whitebook in *NAEYC Accreditation: A Decade of Learning and*

the Years Ahead [NAEYC, in press].)

In response to a call by NAEYC's National Academy of Early Childhood Programs for comments on its accreditation process, NCECW and the Worthy Wage Campaign Executive Council recently drafted a memorandum to NAEYC outlining several suggested revisions. The memo particularly cites the need for stronger accreditation standards on such prime indicators of quality as decent compensation, low turnover, staff diversity, and ongoing staff training and support.

Please contact NCECW if you would like to receive a copy of the memo. The fall issue of this Bulletin will include an article on accreditation, including the results of NCECW's study of accreditation in three California communities.

NCECW is exploring ways for communities to invest in viable, well-paying child care employment and increase low-income women's access to such jobs.

Investing in Child Care Jobs

(continued from page 7)

center directors and family child care providers were loath to take out loans they couldn't foresee being able to repay.

Initiatives within the child care field, too, have sometimes lacked a commitment to helping trainees reach self-sufficiency, focusing too narrowly on job placement with little regard for the earning potential of those jobs. Others have foundered because of dependence on a single,

usually public, funding source. Deregulation is also a serious barrier; in states where licensing requirements are minimal or absent, better-paying child care jobs are much harder to find, since the market tends to favor unregulated care.

For more information on the Investing in Child Care Jobs project, or to share your own experience in this area, please contact us at NCECW.



“You should be called ‘international peacemakers’ or ‘arms control experts’ instead of simply ‘child care workers.’”

—Gloria Steinem

News from Local Worthy Wage Campaigns

W elcome to our newest local campaign group! *Burlington, Vt.* teachers recently organized a kick-off fundraiser called “Rock for Child Care,” and a local club and three bands donated the proceeds—they raised \$230 and are ready to rock!

Members in the *Minneapolis* area have been actively lobbying their state representatives for training funds, and to develop an individual certification system for child care teachers

Worthy Wagers who took part in last September’s “LEAP” leadership training in *Philadelphia* have been working hard to build membership. Each made a commitment to recruit co-workers and parents, and it has paid off—they’re up to 150 members and still climbing!

And speaking of building membership, 3 members in the mountains of North Carolina have recruited 140 new members this winter. Their goal is to sign up all providers and teachers in their area of the state by next September — we think they can do it!

Congratulations to the *Seattle* campaign, which won a grant from A Territory Resource for a “Leadership, Empowerment and Diversity” project. Teachers and providers will be paid to conduct leadership and empowerment workshops at 30 centers and 10 family child care homes, targeting ethnically and culturally diverse programs. The project builds on the group’s belief in peer-based outreach and one-on-one organizing. A coordinator has been hired to organize the trainings and to follow up with participants.

Worthy Wage Campaign Annual Retreat: June 7–9

Our annual gathering is a time for learning new skills, sharing stories of our work, building connections, and planning strategies for the coming year — while also making room for relaxation, renewal and fun. This year’s retreat will be at Mt. Olivet Retreat Center near Minneapolis, June 7–9. The cost for lodging and food will be \$100–\$140, depending on the type of room you request

and the length of your stay. Minneapolis Worthy Wage Campaign members are helping us plan an exciting agenda which will include sessions with local community and child care organizers, as a way for us to learn from their experiences and hone our own skills. Contact NCECW for registration information and other details, and please plan on joining us in Minneapolis!

Child care teachers, directors, providers and parents represent approximately 45 million votes. We must register, vote, and *Vote Smart!* ... Our efforts are increasing the number of registered voters who can cast their votes on behalf of children and their teachers and providers.

Worthy Wage Day *(continued from page 1)*

ing in by the hundreds! Our strategies this year, voter registration and voter education, are on-going with many groups using Worthy Wage Day to let our elected officials know that child care professionals and parents are *Smart Voters!*

Child care teachers, directors, providers and parents represent approximately 45 million votes. We must register, vote, and *Vote Smart!* Since we know that public funds are a major source of the money we need for better child care and worthy wages, one of the goals of the Worthy Wage Campaign is to register and educate our colleagues and parents so we can have a more effective voice in our government.

Some of us have been doing education and public awareness on the issues of better child care and worthy wages for a while, and some of us are just getting started. Voter education training is included in *Madison, Wisc.* members' Worthy Wage Day event. Over 25 groups have reported conducting voter registration drives in November and February. About 2,000 new voters were registered through these efforts. Other members report that voter registration has become an on-going part of their work for change and they are taking every opportunity to attend events and register voters. Early childhood spring training conferences are great places to have a voter registration table. Target Stores allowed members to register their customers as part of Child Care Awareness Day. Other members are planning to register voters at summer gathering places like farmer's markets and local festivals. These efforts are definitely increasing the number of registered voters who will be able to cast their votes on behalf of children and their teachers and providers.

In addition to voter registration and voter education activities, we've been sharing with new people many of the strategies and actions that members have used over the five years of the Campaign, and we're talking with many "seasoned" members about new plans taking shape:

- Empowerment training and a rally are planned for *Charlotte, N.C.* The Campaign there is also doing a report card on Smart Start, the state's early childhood initiative, to see how well it's doing in improving child care training and compensation.

- *Massachusetts* members are again joining with a statewide coalition to raise child care reimbursement rates; a noon rally at the State House is planned with the theme, "Fair Rates + Fair Wages = Quality Child Care."

- Job shadowing will be the focus in *Denver*, with many community leaders invited to participate. State representatives also received Valentine's Day cards decorated by children and bearing the message, "Training early childhood professionals and providing adequate compensation ensures low turnover in staff....Quality child care is a right, not a privilege, for every parent and child in Colorado!"

- Worthy Wagers in *Rochester, Minn.* are also doing job shadowing, followed by an Early Childhood Professional Recognition Dinner sponsored by the local Kiwanis.

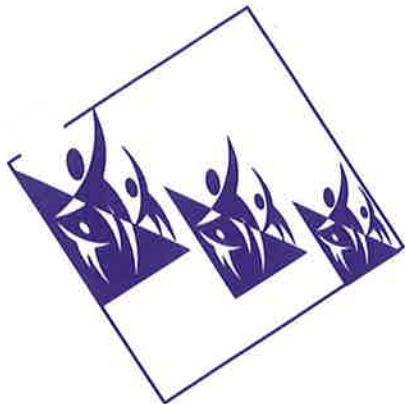
- *Seattle* members are focusing on the theme of shared responsibility for solving the child care staffing crisis. A morning training session will include speakers from business and government, along with teachers, providers, directors and parents. The Campaign will then march downtown, distributing report cards which evaluate local businesses on their level of support for child care for their employees.

- *Blacksburg, Va.* members are making Worthy Work panels, which will be displayed at the local museum for the month leading up to Worthy Wage Day.

- Teachers and providers in *Philadelphia* are building on the theme, "You can't provide child care on a shoestring," using shoestrings to send the message to parents, employers and legislators.

- *Other local campaigns* are closing centers to participate in actions, and asking parents to carry the worthy wage message to their work places.

If we haven't talked with you lately, please call us with information about your group's plans so that we can include them in a list we're preparing for the press. Every action is an important step in building public awareness and strengthening our voices!



**My first rule of thumb in fundraising is to memorize—and believe in—this motto:
The lack of funds is a political problem, not a personal one.**

Fundraising for Early Childhood Mentoring Programs

by Marcy Whitebook

Join Us for an Institute on Mentor Training, Minneapolis, June 5

Staff of NCECW and Wheelock College, along with trained mentors from the Minnesota Child Care Apprentice/Mentor Program, will be leading a full-day mentoring institute on Wednesday, June 5, 9:00 am - 3:00 p.m., as part of this year's NAEYC Professional Development Institute in Minneapolis.

The institute, entitled "Educating Mentor Teachers and Providers: New Resources and Pedagogical Approaches," will offer participants a detailed introduction to the core components of mentor training curricula, as well as successful pedagogical approaches and methods. We will also present a variety of new training resources, including the comprehensive Mentoring Curriculum now being developed by NCECW. Please join us!

All of us in the mentoring field know how fragile our programs can be in the current fiscal and political climate. Many programs have gotten off to a slower start than we hoped; others are forced to engage in annual struggles for survival; and still others have come to an end, at least temporarily, for lack of funds. But my first rule of thumb in fundraising is to memorize—and believe in—this motto: *The lack of funds is a political problem, not a personal one.* There are fundamental reasons why the task is hard: we are advocates and trail-blazers for a field that is chronically underfunded and under-rewarded. Unless we recognize this, we can easily fall into self-blame, self-doubt and despair.

SOME GENERAL PRINCIPLES

With that framework in mind, I always advise mentor program developers to *think big from the start*—even if you have to start small. Think through all the components of your ideal program, and include them in your proposals. When a group of us began the California Early Childhood Mentor Teacher Program as a local pilot project in 1988, we knew that compensation and advocacy training for mentors were two indispensable goals—and they have remained central as the program has grown to a statewide effort that now operates at 29 community colleges.

The lesson is that if you don't include what you really want in the beginning, it will be much harder to add it on later. Don't give away what you want before you have even asked for it! As in California, you can begin with a small pilot project if necessary and build from there. It also helped us immensely to structure our program so that mentors would be trained as advocates; on more than one occasion, mentors have been instrumental in saving the program from proposed cutbacks.

Look for institutional support from a variety of partners, too. It's likely that no single funder

will be prepared to support your entire project, but whatever solid working relationships you have with other partners will help—even if it is limited to in-kind support. And partners who "buy in" at the beginning are also likely to be the most loyal.

GRANTWRITING

Much of what you are doing when preparing a grant proposal is marketing and "packaging" yourself—but remember that you do have to stay true to your principles. At times I have been told that a proposal might receive more attention and support if, for example, I would only take out all these references to better compensation. No amount of support is worth it if it means suppressing your core beliefs. Instead, say "thank you" and look elsewhere.

Make your proposals attractive, and keep them simple. The level of detail you need to keep in mind to run a program will probably be far more than a funder will need or want to know. Always remember, too, that you can recycle and re-use effective parts of previous proposals. Don't assume that funders will already be familiar with material you have written or published in the past.

If you have a good brochure that articulates your program well, it can be an excellent introduction to a grant proposal. And you will probably be welcome to borrow from many other sources, too—such as fellow members of the Mentoring Alliance—as long as you credit them.

Finally, before you meet with potential funders, prepare yourself by anticipating or even role-playing their questions. And remember my second rule of thumb: *You are the expert. No doubt you will know more about child care and mentoring than they do.* Stay confident, knowing that no matter what the outcome of the meeting, your program deserves the support you are asking for.



“We Can’t Provide Child Care on a Shoestring!”

The following are excerpts from speeches given at a rally in front of the White House on November 30, 1995, in protest of welfare reform proposals in Congress. The rally was sponsored by a coalition of 16 national child care organizations. Many in the crowd wore shoestrings as a symbol of economic hardship in the child care profession.

PEGGY HAACK, FAMILY CHILD CARE PROVIDER AND CHAIR OF NCECW’S BOARD OF DIRECTORS, MADISON, WISCONSIN

I am a family child care provider, one of many providing care and education for young children on a shoestring. I represent all the myths one has ever heard about the job of caring for children—myths that this U.S. Congress would have the American public continue believing. *Myth #1:* Anyone can do this work because training and skill are irrelevant. *Myth #2:* Our income doesn’t have to support a family, so it’s O.K. that we only earn \$8,600 a year working 50 hours a

week. *Myth #3:* Our work is “cute”—certainly not serious business. *Myth #4:* We are just “motherly types” doing what we do best.

At the same time, we are asked—without additional resources—to be the bedrock of welfare reform by caring for a few extra children so that the mothers of America’s poorest children can enter the labor force. We are asked to continue being the cornerstone of a healthy U.S. economy by providing care for working families. And all on a shoestring, of course!

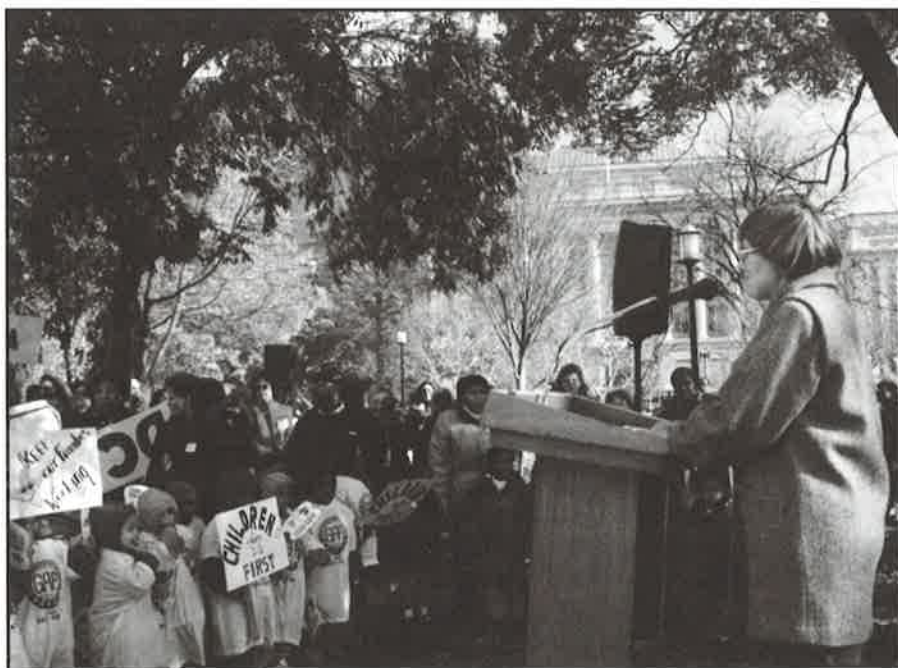
I am here as one grossly misunderstood, undervalued, hard-working, skillful, well-educated and angry family child care professional who is saying NO to this latest insult to providers and children—and there are thousands of others like me. Our message: We need more money to do the job and you need us to do it right!

We need more money not just to meet an ever-increasing need for child care as a result of welfare reform, but we need more money to do it better. It is time for us to focus on quality and outcomes for children as our top criteria for providing child care, because in the long run it is the best investment in our future.

National standards for health and safety are essential. The Child and Adult Care Food Program is essential—it is the one program that has successfully combined meeting the important needs of feeding children and enhancing program quality. We are telling this Congress and President, “Don’t mess with it!”

As for welfare recipients doing family child care in order to receive their benefits: I personally welcome moms on welfare into my profession—as I would welcome U.S. Congress members seeking a career change! I welcome anyone who shares with me the gift of intimately relat-

(continued on page 13)



Peggy Haack, family child care provider and NCECW Board Chairperson, empowers an audience of advocates of all ages.

We are thankful every day that we are able to touch and change the lives of children. But we are confused because we work so hard, sacrifice time with our families, jump up at 3:00 a.m. to write down a new activity, spend our own money on supplies—and still receive little respect.



Lynn Saunders, child care teacher, inspires the crowd.

ing to young children and a knowledge and understanding of their development.

I am referring to the ability to use your eyes, your touch and your voice to soothe a needy infant, even when you cannot discern the exact need; to give up some of your big-person power to a toddler struggling to discover her own; to see past the anger of an impulsive preschooler to discover the frustration, fear, desperation or repentance that is surely there.

Please do join us. Family child care is wonderfully challenging. But be prepared to fight for your self-respect and for your economic survival, because the policy makers of this country demand it of you!

**LYNN SAUNDERS, TEACHER,
PRESCHOOL PLUS, AND RECENT
PARTICIPANT IN NCECW
LEADERSHIP TRAINING,
PHILADELPHIA, PENNSYLVANIA**

I am a teacher. I love my work and so do my colleagues across the country. Let me tell you about our work: We are thankful every day that we are able to touch and change the lives of children. We are happy watching them explore the environments we work so hard to create for them. We are happy as we watch them go off to kindergarten, confident, eager to learn, and reaching for the stars. We are happy when parents say, "Thank you."

But we are confused because we work so hard, sacrifice time with our families, jump up at 3:00 a.m. to write down a new activity, spend our own money on supplies—and still receive little respect.

We are confused about why our days are so long and our checks are so small. We are confused because we hear the messages that young children in our country are important, but we don't see the evidence.

We are afraid when we see schools closing and teachers out of work. We are afraid that current welfare reform proposals mean more children needing child care and less money to provide it. And we are angry that many of us must make a decision to leave jobs we love, because we need jobs that will allow us to take care of our families. We are angry because we are torn between love and survival.

Most of all, we are faithful: That things will change in child care. That one day all children will know that we value them. That all parents will be able to afford quality child care, and that all child care will be of equal quality.

That women and men who are early childhood professionals will demand change and will be respected for their work. That is why we are calling on the President and Congress not to cut back on resources for young children. Don't balance the budget on the backs of children and their teachers. We can't provide child care on a shoestring!

Thanks to all who attended our fund-raiser and reception with guest speaker Gloria Steinem during the November NAEYC conference in Washington, D.C.

Ms. Steinem inspired and captivated the crowd with a talk that ranged from women's self-esteem and aging, to a recent study of people who risked their lives during World War II by hiding Jews from the Nazis. These brave people considered their behavior nothing remarkable.

The only common bond the study found among these heroes was that they all had nurturing, non-abusive childhoods: because they had been treated with love and empathy as young children, empathy for other people had become part of their natures.

"You should be called 'international peacemakers' or 'arms control experts' instead of simply 'child care workers,'" Steinem told the audience. "You, the teachers and providers in this room tonight, are doing the most important work on Earth."



On the Job: A Column by and for Teachers and Providers

As an ongoing feature of this newsletter, we will print questions on child care workplace topics sent in by teachers and providers—and seek out the help of other teachers and providers in answering them. Please call, fax or mail your questions to NCECW, and we'll work on finding the answers.

Q Although most child care workers are women of child-bearing age, we aren't often seen as parents with child care problems of our own. Is it a good idea for our own children to attend the child care program where we work? And what can employers do to help?

A More and more child care center staff bring their children to work with them every day—sometimes receiving free or substantially reduced tuition.

Many family child care providers, too, are working with groups of children that include one or more of their own. With some careful thought and planning, there's no reason why you shouldn't be with or near your own child(ren) while you work—and if you work in a center, there's plenty that your employer can do to help. The following are some issues to consider.

First, if your child will be part of the group you are responsible for, it will be important to help him or her understand that your relationship will be different in a number of ways during child care hours.

There will be various rules for the group, set by you and the other adults present, and he or she will have to accept the time and at-

tentation that you'll be giving to others.

Be prepared for your child to test the limits of the situation by demanding your help when you're engaged with other children, or by rejecting the comfort or guidance of another caregiver. Keep in mind, too, that the other children (and parents) may also need an opportunity to discuss the situation, especially if they fear that you might show favoritism to your own child.

If your child will be in another classroom or group, it will be important to establish clear guide lines for his/her contact with you during the day. Intervening when he or she cries in the other room, for example, could not only confuse your child but undermine your co-worker's authority. But it's a challenge to switch back and forth between your roles as teacher/provider and parent—one that requires emotional maturity.

In a center, your employer can help not only by offering child care benefits, but by establishing clear policies that address some of these interpersonal issues.

Other staff may also need support—for example, in how to give feedback to a co-worker about the co-worker's child, or a chance to air any resentments or other feelings that arise from the arrangement.

But for all the issues involved, many teachers and providers find that being near their own children during the day can be one of the best features of the job.

MEMBERSHIP SIGN-UP/PUBLICATION ORDER FORM

Complete form and mail to: NCECW, 733 15th Street, NW, Suite 1037, Washington, DC 20005 or fax to 202-737-0370
Please submit one form per member. Photocopied forms are welcome!

I am currently working as a: teacher family child care provider center director
 child care advocate program developer trainer other

ITEM	PRICE	QUANTITY	TOTAL
Early Childhood Mentoring Program	\$15.00		
Salary Improvements in Head Start	15.00		
Valuable Work, Minimal Rewards	15.00		
Voter Registration Organizing Tool	5.00		
Voter Education Organizing Tool	5.00		
Publication Subtotal			
NCECW members deduct 10% from subtotal			
Shipping/Handling, add 15% of subtotal			
DC Residents, add 8.5% sales tax			
REGULAR MEMBERSHIP Receive NCECW's biannual newsletter and a 10% discount on selected NCECW publications and products.	30.00 ¹		
COMPREHENSIVE MEMBERSHIP Receive all the benefits of regular membership, plus action alerts, resource materials and other mailings from (check one): <input type="checkbox"/> Worthy Wage Campaign <input type="checkbox"/> Early Childhood Mentoring Alliance <input type="checkbox"/> both	50.00 ²		
PUBLICATIONS SUBSCRIPTION Receive one copy of each new NCECW report issued during the year.	75.00 ³		
Additional tax-deductible donation			
GRAND TOTAL			

See back page for descriptions of these publications!

FORM OF PAYMENT: Visa Mastercard Check/Money Order enclosed

Card number _____ Expiration date _____

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Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

Membership dues and additional donations are tax-deductible.

¹Teachers and providers pay \$15.00. ²Teachers and providers pay \$25.00. ³Members pay \$50.00.



MENTORING RESOURCES

Our latest publication, **Early Childhood Mentoring Programs: A Survey of Community Initiatives**, contains in depth profiles of 19 mentoring programs throughout the country, covering such issues as program design, recruitment, selection/training of mentors and protégés, compensation, funding evaluation, obstacles and successes. Price: \$15.00

Coming soon! This summer, the **Early Childhood Mentoring Curriculum** will be released. It will serve as a comprehensive, flexible teaching tool for child care teachers and providers that can be adapted for use in communities throughout the country. It will address: the goals of mentoring programs; adult development; peer coaching and reflective practice; diversity; mentor/protégé relationships and advocacy for quality child care.

REPORTS ON RESEARCH AND POLICY ISSUES

Salary Improvements in Head Start. The 1990 Head Start Expansion and Quality Improvement Act acknowledges the significant role which staff play in determining the caliber of services. Since the passage of the Act in 1990 and its reauthorization in 1994, nearly \$500 million has been allocated to increase salaries for the approximately 100,000 Head Start personnel.

Utilizing quantitative data and interviews with Head Start personnel, this report reviews improvements in compensation for Head Start staff as a result of targeted salary funds. It identifies features of the initiative—and of the structure of Head Start agencies—that facilitated or hindered salary improvement efforts. Price: \$15.00

Valuable Work, Minimal Rewards. Wisconsin is a leader, among the states, in investing resources to improve its child care quality, yet this report shows that center directors, teachers and regulated home providers continue to have very low incomes. This report identifies the demographic, educational and economic characteristics of the Wisconsin child care work force. Price: \$15.00

VOTE SMART! WORTHY WAGE CAMPAIGN ORGANIZING TOOLS

There are approximately 3 million child care teachers and providers in this country. Each cares for an average of 8 children. This means daily contact with 8-16 parents. Teachers, providers and parents together represent approximately 45 million votes. We must register and cast our votes wisely.

Voter Registration Organizing Tool. Voter registration is simple! But, it is surprising how many people are not registered to vote. You can help! This packet outlines the basic steps in registering citizens to vote and how to participate in the Worthy Wage Campaign's voter registration effort—*Vote Smart!* Price: \$5.00

Voter Education Organizing Tool. We must continue to educate the public about better child care and worthy wages. We need to continue these efforts and educate people about decisions that determine child care policy.

A companion to the Registration Organizing Tool, this packet will help you make decisions about types of voter education activities that you may use. Featured information includes: legal issues in voter education, voting records and how to use them and sample questions for candidates. Price: \$5.00

To order these publications, complete and return the form provided on the back of this newsletter.

For a complete list of NCECW's publications or to order Worthy Wage products, call 1-800-U-R-WORTHY!

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733 15th Street, N.W., Suite 1037
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