

Good Child
Care Jobs

=

Good Care
for Children

It's a simple equation. It's time to ...

Balance it!

Worthy Wage Campaign 1997

National Center for the Early Childhood Work Force

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Worthy Wage 1997—Create Better Child Care Jobs Now!

The goal of the 1997 Worthy Wage Campaign is to **create *better* child care jobs!** 1997 is the year to bring the Worthy Wage movement close to home! What would make *your* job a better job? What about your co-workers? Your colleagues in neighboring centers? Staff in the Head Start program where some of your children spend a part of their day? Staff in your child's after-school program? Family child care providers in your support group?

What we've learned over the five years of this campaign is that building a movement is about building relationships. It's about people coming together one-to-one, face-to-face, listening to each other and sharing ideas. It is personal; it is intense; it is complicated because of the incredible diversity of the early childhood field. It can even be fun if we make it so. And we've learned that it's important to declare and celebrate our victories! In order to achieve this goal of building stronger relationships, we chose a strategy for our upcoming work at the fourth annual national retreat in the summer of 1996: **"One-to-One: Building Within, Building Beyond."**

The Worthy Wage Campaign has indeed won some victories. We've brought the issues of child care compensation and quality to the public debate like at no other time in history. Mentoring programs are springing up all over the country, and mentors are renewing their commitment to working with children and experiencing self-confidence and pride in their career choice. We've provided leadership training for teachers and providers in many areas of the country. We have grabbed the attention of the American public through media coverage, especially on Worthy Wage Day. We have given people who need it a close, personal look at our work through job shadowing. We've registered and educated voters. And, yes, we've made *some* gains in wages and working conditions in *some* places, and we're moving forward to make more gains. When we win a victory that improves people's everyday lives, we all become more aware of our power to change things. This is how we build and strengthen our movement.

The **1997 Worthy Wage Organizing Tool** is our effort to facilitate your work to achieve victories and make child care jobs better. It is organized into three parts, along with appendices containing sample documents and additional resources:

- Part I** The development of Model Work Standards and the 1997 Postcard Campaign.
- Part II** May 1, 1997, Worthy Wage Day: using the day to give our year-round efforts a boost and re-focus our energy and commitment.
- Part III** Resources and Tools

Our success in 1997 depends more than ever on the national and local campaigns working together. We look forward to working with you!

Worthy Wage 1997—Create Better Child Care Jobs Now!

Part I

A truly high-quality child care program ought to carry two marks of distinction: offering not only an excellent learning and growing environment for children, but a high-quality working environment for teacher and providers. While our field rightly focuses on the needs of children, too often it fails to address the needs of adults. If you agree, you are ready to join in creating Model Work Standards for child care programs, and to take steps to achieve these standards.

What are Model Work Standards? In child care and Head Start centers and in family child care homes, standards have been established to protect children and to identify good quality programs. But few of these standards include any criteria that focus on the adults who care for and educate the children. Existing standards tend to set forth only the qualifications that adults need to have, but not the kinds of support they need to do their jobs well. And since the well-being of children is directly connected to the well-being of their caregivers, we believe that this is a serious gap in the overall efforts to define and achieve high-quality early care and education. Teachers and providers deserve and need standards for our work environment—standards which protect our health and safety, establish working conditions that allow us to do our best with children, and compensation levels that enable us to continue in our profession. Model Work Standards are a set of criteria which will identify high-quality work environments.

How will the Model Work Standards be created? The Standards will be created by gathering ideas from teachers and providers all over the country. Communities will have the opportunity to build consensus around the criteria for Model Work Standards. These criteria will be sent to the National Center for the Early Childhood Work Force and our staff will consolidate the ideas into a Model Work Standards proposal. We are doing this in two ways:

Postcard Campaign. The “Good Child Care Jobs” postcard is a simple way for individuals to send in ideas for specific criteria for the Model Work Standards. Distribute these postcards at staff meetings, workshops, association meetings and any other way you can reach teachers and providers. The postcards are available free to NCECW members. Just call to have a supply mailed to you.

Community Consensus Building. An effective way to build consensus for what should be included in the Model Work Standards is to hold group discussions, using ideas from *Changing Your Working Conditions: The First Step*. This is a tool for focusing a discussion on all aspects of our jobs—looking at what we have now and what we want. You can organize focus groups, house parties, workshops or other types of gatherings to build consensus in your community. Do this in as many diverse settings as possible so you can get standards that reflect the needs of all teachers and providers. This can be an opportunity to meet with other child care professionals that you don’t work with directly and to break down barriers that sometimes exist between homes and centers, Head Start and child care, for-profit and nonprofit programs. Our unity will make us stronger. Send your community’s ideas for Model Work Standards to NCECW so that they can be considered for incorporation into a

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national model. While we don't expect that all the suggestions from each community can be included in the national model, all input will be thoughtfully considered. We'd especially like to mention the Worthy Wagers in Minneapolis and Seattle who have been especially active in building community consensus around work place standards.

How can the Model Work Standards be implemented? In most communities, implementation will be an ongoing process which includes the following steps:

1. Assess your current working conditions using the Model Work Standards.
2. Identify one (or more) of the standards which you want to achieve in 1997. If this is your first Worthy Wage effort, you may want to start with a standard that will be fairly easy to implement but will be important to you—for example, increasing your number of paid sick days. Child care teachers who are members of a union can negotiate to include aspects of the Model Work Standards in their contract. Whatever your situation is—you can begin to achieve victories at your program.
3. In addition, a community-wide goal can be to form a coalition of teachers, providers, directors, parents and community members to figure out how to address some of the more difficult issues, such as health benefits.
4. The national Worthy Wage Campaign can help you by drawing attention nationally to the creation of Model Work Standards. It can help your local efforts to be part of something that is happening all over the country.
5. Make a commitment to achieving your goals by "signing on" and joining others in your community who are also making a commitment. Use media and public events to let your community know about this work. Even though all teachers and providers may not be working on exactly the same goal, you can support each other in the overall effort to "Create Better Child Care Jobs Now!"
6. Build strategies together and participate in mutual support and problem-solving to achieve your goals. Have periodic check-ins to keep momentum going.
7. Use Worthy Wage Day, May 1, to broadcast your goals and your progress.
8. Plan a celebration of your success! Every victory (no matter how large or small) moves us closer to our goal of achieving good jobs for all teachers and providers.

Included in this packet are tools to help you participate and be successful. Feel free to adapt them for your community. Use the Model Work Standards—Local Contact to let us know you're participating in "Worthy Wage 1997—Create Better Jobs Now!" We will keep you posted as teachers and providers share their successes and strategies.

Use the timeline we've provided and start today!

You are the leader you've been waiting for.

Note: For legal reasons, Model Work Standards cannot include specific wage levels. However, you can include concepts such as wage equity or connecting compensation levels to education. Call NCECW if you have questions about standards for compensation.

1997 Worthy Wage Campaign Time Line

February - March

Initiation of the 1997 "Good Child Care Jobs" Postcard Campaign. Local groups and individuals request postcards to distribute in their communities. Send postcards back to the national Worthy Wage Campaign office.

Local efforts to bring people together (staff meetings, local Worthy Wage Campaign meetings, support group meetings, AEYC affiliate gatherings, focus groups, house parties..) to build consensus on Model Work Standards. Send reports on these meetings to the national Campaign office.

March 31, 1997

Using feedback from the postcards and meetings, a *first draft* of Model Work Standards will be sent out to Worthy Wage Campaign members.

April

Programs will be asked to "sign on" to the Model Work Standards Project by choosing *one* aspect of their work environment to change to meet *one* standard. Local Worthy Wage Campaigns can coordinate this effort *or* a local Work Standards Committee could be convened to reach out to programs to "sign on" and report back to. Where neither a local campaign nor committee exists, programs can report directly to the national Worthy Wage Campaign office. *Everyone* can participate!

May 1, 1997

Worthy Wage Day—Create Better Jobs NOW!

June

First Progress Report.

June 26-28

Annual Worthy Wage Retreat in Seattle: evaluation of the Create Better Jobs Campaign, and brainstorming, sharing, and identifying resources needed to help people meet their goals. A report will be distributed to Campaign members.

July through December

Ongoing connection with local campaigns and Work Standards Committees to document progress. Celebrating victories! And choosing *another* aspect of the work environment to improve.

Worthy Wage 1997—Create Better Child Care Jobs Now!

Part II

WORTHY WAGE DAY - May 1, 1997

This is **our** day: a day to focus public attention on what this movement is all about and on our current goals and activities. It is also a day to pause and take stock of what we've accomplished and where we're going, a day to celebrate our victories and a day to renew our commitments.

Here's what we know about Worthy Wage Day after a five-year history:

- Worthy Wage Day will look different in each community. Even if communities undertake the same activity, it will look different, because of our different demographics, needs, organizational capacities, available resources, etc. Where there has been ongoing public education and organizing for awhile, Worthy Wage Day may be a large community celebration. In other places, Worthy Wage Day will involve individual people and programs showing their support for worthy wages for child care teachers and providers.
- Worthy Wage Day can be a starting point for communities that are new to the Campaign and that are trying to build public awareness about the staffing crisis; it can be an opportunity to kick-off or culminate a community project that addresses compensation and training issues; or it can be a time to honor a tradition that has become established by a local Worthy Wage Campaign.
- The national campaign cannot tell you what will work best for your community, but we can share with you what others have done, and you are welcome to adapt their ideas for your own local use.
- Worthy Wage Day is *one* day in a 365-day-a-year campaign!

The one thing that will unify all of us in 1997 on Worthy Wage Day is a focus on this year's goal, which can be incorporated into any Worthy Wage Day event. Here are some examples of how:

A **Worthy Wage Day Rally** features teachers and providers "speaking out" on what a good child care job is.

A **Worthy Wage Day Press Conference** shares the results of your local postcard campaign, and identifies what a good child care job is in your community, along with examples of what some programs will be working to change.

A **Worthy Wage Day Press Release** announces the programs that have signed on to work on one aspect of Model Work Standards, addressing a program issue that will improve the work environment.

A series of short and snappy **Public Service Announcements (PSAs)** highlight some of the local responses to the postcard campaign.

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The **"kick-off" of a media campaign** addresses a specific issue that is needed to improve jobs in your community. For example, "Raises, Respect, and a Health Care Plan!" –addressing the current situation of health care coverage for early childhood professionals in your community, why it is an issue, and what needs to be done.

A **Worthy Wage Lobby Day** has May baskets delivered to offices of local or state policy-makers with the message "Good Child Care Jobs = Good Care for Children. It's a simple equation. It's time to balance it!" This will be especially timely as states work to develop their child care plans by July 1 under the new federal welfare law.

A **Worthy Wage Day In-Service or Educational Event** features a workshop on "Child Care Teachers' Rights in the Workplace," using the new publication of this title by NCECW and the Worker Options Resource Center. This may stimulate more people to engage in developing Model Work Standards and building community consensus around adopting such standards. Such an event could also be an excellent opportunity for teachers and directors to have a dialogue about how to work together to create better child care jobs. A workshop can also be offered for family child care providers on how contracts and program policies can help define a quality work environment.

A **Worthy Wage Job Shadow Day** provides the job shadower with an up-close and personal perspective on aspects of child care jobs that demand improvement.

A **Worthy Wage Professional Day** which allows teachers and providers to participate in any of the events offered here without using their personal leave time. Many programs close and use this as a professional advocacy day.

A **Worthy Wage Campaign Membership-Building Activity** brings staff from one program into another, not only to not only share information about the Worthy Wage Campaign but to engage them in a discussion about what would improve their jobs. Last year, some staff in several San Francisco Bay Area programs that closed on Worthy Wage Day offered themselves as substitutes in programs that did not close. Staff that were relieved had the opportunity to attend a Worthy Wage in-service event and learn more about being part of the campaign.

A **Worthy Wage Parent Education/Outreach Event** involves parents in the discussion of how to access community resources to improve child care jobs.

Visual Displays in public buildings and parks highlight our postcard message: "Good Child Care Jobs = Good Care for Children."

A **Community Celebration of Teachers and Providers** publicly acknowledges the successes and commitments of programs and individuals who are improving their work environments. Worthy Wage Day can also include a party for those who have signed on to change one aspect of their work environment.

Note: For legal reasons, Model Work Standards cannot include specific wage levels. However, you can include concepts such as wage equity or connecting compensation levels to education. Call NCECW if you have questions about standards for compensation.

Worthy Wage 1997—Create Better Child Care Jobs Now!

Part III

The following resources are offered to you to help in planning Worthy Wage Day with a focus on our goal:

1. One-to-One: Building Within/Building Beyond: Our overall organizing strategies.
2. Developing Model Work Standards
3. *Raises, Rights and Respect!*
4. A Commitment Form to use with programs who are “signing on” to work on one aspect of their work environment. This form should be used by local Worthy Wage Campaigns or Work Standards Committees in personal, one-to-one outreach efforts. If no local coordinating group exists, forms may be sent to the national campaign office.
5. A “To Do” list for individuals who want to get involved in the Campaign, but need direction. This can simply be handed out as an organizing tool, and something to talk to people about—or signed commitments can be collected and used by local campaigns to get people involved.
6. Tips on the development of press releases, press conferences, and public service announcements (PSAs).
7. A sample press release and PSA to be adapted for your use.
8. Model Work Standards: Local Contact Form. This will keep you connected to what other groups are doing on Model Work Standards.
9. A list of Worthy Wage Resources available through NCECW.

One-to-One: Building Within, Building Beyond

At our last Worthy Wage Retreat, we exchanged ideas with organizers from other movements and other fields. We gained some guidance in how we organize. These ideas provide support as we work to achieve our goals of greater respect and better jobs.

We are challenged to:

- ⇒ be cordially defiant and persistent.
- ⇒ define the problem, learn more about it, do something!
- ⇒ connect teaching practice issues to economic issues of teachers and providers.
- ⇒ work in one-on-one relationships, and have a developmental plan for each person we invite to join us—including parents.
- ⇒ break through “business as usual.”
- ⇒ listen, ask people’s opinions, and challenge self-defeating thinking.
- ⇒ offer a “what-if” invitation for people to come in (such as, “what if you earned enough money to pay your bills?”).
- ⇒ become part of the labor movement.
- ⇒ have expectations and build power.

We are reminded that:

- ⇒ there is power in the pen.
- ⇒ our voices count in elections.
- ⇒ tactics are tools and should be connected to our goals.
- ⇒ change is not a smooth route—it can feel jerky and chaotic.
- ⇒ rallies and picketing help people find us.
- ⇒ we should educate people about our history and what we have accomplished.
- ⇒ we need to have some fun.
- ⇒ it is important to recognize teachable moments and achievable moments.

And finally, some simple yet powerful maxims from Betty Shoegren of the Minnesota Nurses Association:

**Something is better than nothing.
More is better than less.
Sooner is better than later.**

Developing Model Work Standards

You can use this format to start thinking about what you want included in Model Work Standards. We have provided examples of categories, you will want to add more.

Working Condition	What We Have Now	What We Want
<p>Hours of Work: Centers: Do staff work different hours? Are staff schedules guaranteed? How many hours a week is considered full time? Providers: What are your hours of operation? What happens if you have to work past your hours?</p>		
<p>Breaks: How many breaks do you have? How long?</p>		
<p>Ratios: Centers: What should the staff: child ratio be? Which adults can be counted in meeting ratios? Providers: How many children can you care for alone? With an assistant?</p>		
<p>Substitutes: Centers: Who decides when a sub is needed? Who calls? Are they trained? By whom? Who updates the list? Providers: Is there a pool of trained substitutes available for you to call?</p>		
<p>Planning Time: Do you have paid time to do curriculum planning when you are not responsible for children? How often?</p>		
<p>Evaluations: Centers: How often are they done? Who does them? Do you know the criteria before hand? What if someone is not happy with their evaluation? Are they used as a means of facilitating growth or as a form of disciplinary action?</p>		
<p>Hiring Procedures: Centers: Do staff have input into hiring? For co-workers? For supervisors? What is the process?</p>		
<p>Vacation Days: Specifies the number of days per year of paid time off. Centers: Who is notified? When? Can days be carried to the next year?</p>		
<p>Health and Safety Centers: Who ensures that the work environment is safe? What temperatures are acceptable? Do you get training on lifting? Are adult sized chairs available? Providers: Do you have access to training on safe and health practices for yourself?</p>		

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Some of the other working conditions that you will probably want to discuss are:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Wages • Overtime • Personnel File - Confidentiality • Lay Offs & Recall • Sexual Harassment • Non-Discrimination • Sick Days • Snow Days • Vacation Days • Pay for Training • Retirement • Travel Reimbursement • Adult Space | <ul style="list-style-type: none"> • Benefits • Job Descriptions • Probationary Period • Severance Pay or Withdrawing a Child • Hiring Procedures • Grievance Procedures • Holidays • Personal Days • Low Attendance Days • Supplies • Life/Disability Insurance • Staff Meetings • Decision Making |
|---|--|

The format and categories are based on a tool entitled *Changing Your Working Conditions: The First Step*. It was developed by the Alliance for Early Childhood Professionals and can be order from them for \$2.00. Send request to the Alliance of Early Childhood Professionals, 1600 East Lake Street South, Minneapolis, Minnesota, 55407. Or call 612-823-5922.

For assistance in writing child care provider contracts, a useful resource is:
Family Child Care Provider Contracts and Policies: How to Be Businesslike in a Caring Profession.
 Tom Copeland. Distributed by Gryphon House, PO Box 275, Mt. Rainier, MD 20712

Note: For legal reasons, Model Work Standards cannot include specific wage levels. However, you can include concepts such as wage equity or connecting compensation levels to education. Call NCECW if you have questions about standards for compensation.

Raises, Rights and Respect !!!!

Developing Model Work Standards and working to implement them can certainly improve our compensation and working conditions. But what about increasing the value given to our work by others? You don't have to be with a group of teachers or family child care providers long before the conversation will turn to lack of respect for our work. It is often given as one of the reasons for our low wages. We know the importance of our work and our role in helping children become competent, self-confident and compassionate adults. However, our experiences often show us that others don't understand our influence on young children's development and how seriously we take that responsibility. A teacher in Philadelphia described it this way,

There is a starting point to everything. And we are the starting point..it all starts down from the bottom. So when they don't recognize us then it's hard for us teachers and we put out everything.. We are the foundation and they should all please remember that. Whether the White House or anybody, they should remember that we are the foundation.

One way to win respect is to educate others about the importance of the early years in a child's life and the factors that help them develop positively. One major factor is a sensitive and responsive relationship between the child and her or his teacher or provider. Studies have found that the child's relationship with her or his first teacher-provider is likely to be repeated in relationships with teachers as the child grows. We have an opportunity this year to join with others in educating our community about the early years and the importance to the child of a well-trained, consistent teacher or provider.

The Early Childhood Public Engagement Campaign*, "I Am Your Child," is a major public awareness campaign to focus on new and compelling evidence about the importance of the first three years of life. This effort builds on research evidence presented in Starting Points which concludes that "how children function from the preschool years all the way through adolescence, and even adulthood, hinge in large part on their experiences before the age of three." We know that positive experiences for children in child care are significantly related to the compensation and training of the adults. Our role in the Public Engagement Campaign needs to be making that connection. This has the possibility of increasing the respect for our work as the public comes to understand the crucial importance of the early years. Hopefully, we can move from slogans about children to action on behalf of children.

Time Magazine produced a special report in the Feb. 3, 1997 issue. The title is *How a Child's Brain Develops: And What it Means for Child Care and Welfare Reform*. *Newsweek* is also planning a special edition which will include a national status report. Additionally, an hour-long ABC Prime Time Special, "I Am Your Child." will air during the week of April 21, 1997.

Many events are being planned in local communities to connect with the national media coverage. To get information on what is being planned and a contact in your state, contact: Renu Shukla at NCECW, phone (800) U-R-WORTHY, e-mail worthy@ncecw.org.

* The Early Childhood Public Engagement Campaign is coordinated by Work and Families Institute. The information on the Campaign is adapted from their materials.

Worthy Wage Campaign 1997 was developed by Worthy Wage Campaign of NCECW. For more information contact: NCECW, 733 15th St., NW, Suite 1037, Washington, DC 20005 phone (800) U-R-WORTHY fax (202) 737-0370 e-mail worthy@ncecw.org

YES! This program is "signing on" to improve child care jobs NOW!

Program Name

is participating in the **MODEL WORK STANDARDS Project of the Worthy Wage Campaign.**
Here is *one* aspect of our work environment that we will change.

What we have now:

What we hope to achieve:

By making this commitment, we also agree to:

- ⇒ Invite the ideas of everyone involved in our program to achieve this goal,
- ⇒ Choose a strategy that has the most support,
- ⇒ Document who did what, what worked and what did not, and choose a new strategy if necessary,
- ⇒ Report on our progress to the Work Standards Committee.*

In return, the Work Standards Committee will:

- ⇒ Share strategies that others are using and link programs where appropriate,
- ⇒ Help identify potential resources and/or assist in problem-solving,
- ⇒ Communicate with the national campaign Work Standards Project,
- ⇒ Celebrate our success!

* The Work Standards Committee may be the local Worthy Wage Campaign or a community group formed exclusively for this purpose. If no local Work Standards Committee exists, programs can communicate directly with the national campaign at 1-800-U-R-WORTHY.

Signature of contact person: _____

Name (please print): _____

Address: _____

Phone Number: _____

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1997 Worthy Wage Campaign—A Commitment to Take Action A “To Do” List

What are you willing to do in 1997? Consider the following list and check the items that you are willing to take part in. After reviewing the items you’ve checked, you may want to prioritize the list.

As an individual, I will:

- Speak out to friends, colleagues, family, and others about the link between good child care jobs(including decent compensation and working conditions) and quality child care.
- Incorporate a “Worthy Wages for Quality Child Care” message in every workshop or training event I attend or present.
- Join the National Worthy Wage Campaign for 1997 by joining NCECW.
- Encourage 3 others I know to join NCECW.
- Participate in the “Creating Better Child Care Jobs” Campaign by filling out a postcard and encouraging 3 of my colleagues to fill one out and send it in.
- Participate in a focus group, house meeting, or other gathering to discuss Model Work Standards for child care teachers and/or family child care providers.
- Participate in a local Worthy Wage Day activity.
- Get to know the facts and be an informed advocate for myself and my colleagues.
- Set goals to improve my own wages, and expect wage increases to be linked with achieving more training and education.
- Be a guest speaker to a class, community meeting, parent group, etc., on worthy wages and quality child care.
- Provide ongoing parent education on quality child care and the Worthy Wage Campaign.

In concert with others (my co-workers, colleagues, AEYC affiliate, support group, or other professional organizations), I will:

- Encourage the formal “adoption” of the principles of the Worthy Wage Campaign by my group.
- Include a Worthy Wage column in my group’s newsletter.
- Work to organize a local Worthy Wage Campaign—either as an autonomous group or as part of my larger group.
- Help develop a local action plan to include the Work Standards Project and a local Worthy Wage Day activity.
- Participate on a Work Standards Committee which will sign up programs to make a commitment to improve child care jobs.
- Organize a house meeting or focus group on the topic of Model Work Standards.
- Replicate or develop a brochure to be distributed locally which highlights the connection between quality child care and compensation.
- Plan in-service training(s) which address concerns of the early childhood work force and their work environments.
- Invite the involvement of the media in Worthy Wage Campaign activities.
- Build a local advocacy network which includes teachers and providers.
- Develop a child care teacher support network to provide a safe place to talk about working conditions and practice advocacy skills.

Signature: _____ Date: _____

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Media Tips

THE PRESS RELEASE. You face the same challenge in writing a press release that a reporter faces in writing a story: How do you catch the readers' attention and hold it long enough to present your information? In this case, your reader is an editor or reporter; you want them to follow up with their stories!

Content:

- The headline needs to grab the attention of the reporter or editor.
- Write in an inverted pyramid style with the most important information first and the remainder in descending order of importance. The first paragraph, called the lead, summarizes the major facts of the story and usually is no longer than two sentences.
- Use action verbs. If possible, convey some of the information in quotations to enliven the release (quotations must always be attributed).

Format:

- Follow the format in the sample press release, because this is what editors and reporters are accustomed to seeing and are more likely to pay attention to. Include the date of the release; the name, address and telephone number of the originator; and the "release time."
- The "release time" should either be FOR IMMEDIATE RELEASE or should read HOLD FOR RELEASE UNTIL (give date and time of day for release).
- Type the release in double-spaced format.
- Include an underlined headline in all caps.
- At the end of the release, type ### to signify the end. If the release is more than one page in length, type "-more-" at the bottom of each non-final page.
- At the very end of the release (after you have typed ##), briefly describe your organization or group, its purpose, size, numbers of years in existence.

THE PRESS CONFERENCE. Next to press releases, press conferences are the most common technique for generating media stories. A successful press conference takes careful planning and attention to detail.

Organizing the Press Conference:

- Who will be your spokesperson? This must be someone who is articulate, knows the subject and can think quickly on her or his feet to respond to reporters' questions.
- What time will the press conference be? Avoid early morning or late afternoon.
- Where will it be held? The easier it is for reporters to get there, the more likely they will be to show up. If the issue can be illustrated by staging the event at a particular site, consider holding it there—but carefully assess mitigating factors, such as the need for permission to hold it there, the possibility it could be rained out, or distraction of surrounding noises.
- Send an announcement of the press conference, including some information on the issue so that it arrives 2 to 7 days before the event. Often the press release developed for the press conference will be sent, with a HOLD FOR RELEASE label. A cover sheet will state when and where the press conference will occur and will identify the spokesperson by name and title.
- Follow up with a phone call to the appropriate person to make sure that the announcement was received and to see if additional information is needed.

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Executing the press conference:

- Have resource people at the press conference who can answer questions that the spokesperson cannot.
- Have extra copies of everything for the press: press releases, copies of pertinent information (in our case, the draft of the Model Work Standards), copies of the opening statement, informational brochures.
- Distribute copies of the opening statement a few minutes before the start of the press conference. The press conference should open with a statement of between 2 and 5 minutes, highlighting the most important points.
- Avoid reading the statement, but rather "speak" it.
- Begin on time, and allow 20-30 minutes tops!
- Put on each chair at the press conference a sheet asking for the reporter's name, affiliation, phone number, and address, so that you can update your media list.
- Be prepared for follow-up work: reporters may call for additional information, requests for interviews, related stories.

PUBLIC SERVICE ANNOUNCEMENTS. A PSA is a short spot similar to, and scheduled like, a commercial. They are aired free of charge by radio stations. They are only used to announce information. Write it exactly as you want it read. The broadcaster will read it directly from your copy.

Content:

- Write conversationally, but include a lot of information.
- Include pertinent facts such as who, what, when, where, why and how. If possible, repeat important telephone numbers and/or dates at the close.
- Start the PSA with a catchy phrase, if possible.
- Keep sentences short and the wording simple.
- PSAs must be precisely timed, at 10, 20 or 30 seconds. Send PSAs of all lengths to each station.

Format:

- Follow the format in the example. Indicate the length, in seconds, of the PSA.
- Type the PSA, double-spaced.

Worthy Wage Day is our day to "Make News!" An ongoing activity of local campaigns, however, is to create a media listing notebook that contains a mailing list of reporters and editors, as well as information on newspaper, radio and TV outlets in your area. In addition to media strategies described above, keep in mind also: **EDITORIALS, GUEST COLUMNS, & LETTERS TO THE EDITOR.** Also, in smaller towns and suburbs, newspapers will often accept **PHOTO RELEASES** (try to get an action shot and submit a caption with it!)

These guidelines have been adapted from *Making News: An Affiliate Guide to Working with the News Media*, by Rebecca Leet, Media Consultant, NAEYC, 1989, and has been reprinted with permission from the author.

SAMPLE Press Release

Letterhead of organization where press release originates
(local Worthy Wage Campaign, AEYC affiliate, R&R, etc.)

HOLD FOR RELEASE:
Thursday, May 1, 1997

MEDIA CONTACT:
Michelle Martin 444-123-1234

GOOD CHILD CARE JOBS = GOOD CARE FOR CHILDREN!

Madison, WI. One only needs to consider the low wages, inadequate employment benefits, and high rate of turnover of child care teachers and family child care providers to know that our community-- and communities nationwide-- have not balanced this equation. But today, Worthy Wage Day 1997, twenty-two early childhood programs in Dane County have made a commitment to take a step toward improving their work environments. Child care teachers and family child care providers in these programs have joined with their colleagues all over the country to design "Model Work Standards." These standards define a quality work environment which can both sustain the child care work force in their jobs *and* accord those who do this valuable work the respect they deserve. According to Rosemarie Vardell, Director of the National Worthy Wage Campaign of NCECW where the project was initiated:

The connections between good quality child care and good quality jobs for teachers and providers are abundantly clear. Nevertheless, little significant progress has been made in improving child care jobs. Model Work Standards can set the criteria for specific job improvements and guide efforts in public policy and funding.

--more--

Better compensation and health care benefits top the list for needed improvements; but they are issues unlikely to be solved at the program level alone. While achieving these remains our goal, 22 programs will focus on one work standard, that if changed today, would make a significant difference.

According to [name], a local child care teacher, [sample quote:] "Right now when I'm ill, I often come to work anyway! I know it's not good for the toddlers I care for, but often it's just easier than finding my own substitute or worrying that other staff are being over-burdened by my absence. Knowing that someone would arrange for a qualified sub when we are sick would improve our program for the children."

For more information on the Model Work Standards project, contact the Dane County Worthy Wage Campaign, [phone number]. For statistics on wages, benefits and turnover of the child care work force in Dane County, contact [local Worthy Wage Campaign, child care resource & referral agency or whoever holds this information, with phone number]. Call the national Worthy Wage Campaign at the National Center for the Early Childhood Work Force for information on the child care work force at (202) 737-7700.

The Dane County Worthy Wage Campaign is [end by describing the organization from which the press release originated].

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SAMPLE Public Service Announcements for Radio

20 seconds

HOW GOOD IS YOUR CHILD CARE? THIS QUESTION MIGHT BE ANSWERED BEST BY LOOKING AT HOW GOOD IT IS TO WORK AS YOUR CHILD'S TEACHER OR PROVIDER! FOR A COPY OF THE NEWLY-DEVELOPED "MODEL WORK STANDARDS" FOR CHILD CARE PROGRAMS, CALL THE DANE COUNTY WORTHY WAGE CAMPAIGN, 123-1234.

30 seconds

HOW GOOD IS YOUR CHILD CARE? THIS QUESTION MIGHT BE ANSWERED BEST BY LOOKING AT HOW GOOD IT IS TO WORK AS YOUR CHILD'S TEACHER OR FAMILY CHILD CARE PROVIDER! ON MAY 1, NATIONAL WORTHY WAGE DAY, THE DANE COUNTY WORTHY WAGE CAMPAIGN WILL RELEASE NEWLY-DEVELOPED "MODEL WORK STANDARDS" FOR CHILD CARE PROGRAMS. THE STANDARDS DEFINE A HIGH-QUALITY WORK ENVIRONMENT WHICH CONTRIBUTES TO HIGH-QUALITY CHILD CARE. FOR YOUR COPY, CALL 123-1234.

Model Work Standards Project Local Contact Form

We are participating in the Model Work Standards Project. Please keep us posted on what other communities are doing and we will share our efforts with the national Worthy Wage Campaign.

Name _____

Group _____

Address _____

City, State, Zip _____

Phone _____

Fax _____

E-Mail _____

Please mail or fax this form right away to the address at the bottom of the page.
We look forward to working with you!

Worthy Wage Resources and Products

Rights in the Workplace: A Guide for Child Care Teachers—Designed for center-based child care staff and produced by NCECW and the Worker Options Resource Center, this publication reviews labor and employment laws applicable to child care staff, and covers such issues as overtime pay, employment contracts, paid breaks, family and medical leave, pay equity and workers' compensation. Also contains resource lists for technical and legal assistance. \$5

Voter Registration Organizing Tool—This packet outlines the steps in registering citizens to vote and how to participate in the Worthy Wage Campaign's voter registration effort, *Vote Smart!* \$5

Voter Education Organizing Tool—A companion to the *Voter Registration Organizing Tool*, this packet describes a variety of voter education activities. Featured information includes: legal issues in voter education, voting records and how to use them, and sample questions for candidates. \$5

Worthy Wage Organizing Tool—This packet describes the Worthy Wage Campaign and steps to develop a local Campaign, and presents ideas for Worthy Wage Day activities. \$5

Job Shadowing Tool Kit—This how-to guide offers strategies for developing job shadowing activities in child care centers, and offers ideas on how to involve community leaders and policy makers. \$5

Worthy Wage Button—The *Support Worthy Wages for Child Care* button is 2"x3" with safety pin back, white background, blue and black logo. \$1

Worthy Wage T-Shirt—Adult sizes in white with color logo, \$15, or in red or teal with black logo. \$10

Rights, Raises, Respect! T-Shirt—Adult sizes in purple or black with white logo. \$10

Worthy Wage Water Bottle—Insulated 12 oz. Bottle with plastic straw, blue with white Worthy Wage logo. \$5

Worthy Wage Tote Bag—This multi-purpose, sturdy canvas carry-all is black with blue Worthy Wage logo. \$10

Worthy Wage Coffee Mug—White, 11 oz. ceramic mug with blue and black Worthy Wage logo. \$8

Worthy Wage Poster—Full color 11" by 17" *Support Worthy Wages for Child Care* poster. \$5

Worthy Wage Postcard—Printed on recycled paper, gray with purple Worthy Wage logo. 10 for \$1.50

Worthy Wage Luggage Tag—Identify belongings with a *Worthy Wages for Child Care* plastic tag. White and blue, 4.25"x2.25" \$1.50

Making News, Making History—Video produced in collaboration with members of the Worthy Wage Campaign and Moving Images Video. Chronicles the second year of the Worthy Wage Campaign. Includes footage from ABC, CBS and CNN. VHS, 15 min. \$30

Worthy Work, Worthless Wages—Video chronicles the Seattle, Washington child care community's activism in confronting the child care staffing crisis. VHS, 15 min. \$30

To order materials and resources, call (800) U-R-WORTHY.