



Center for the
Child Care Workforce

RIGHTS, RAISES, RESPECT

News and Issues for the Early Care and Education Workforce

**From the Center for the Child Care Workforce,
A Project of the AFT Educational Foundation (CCW/AFTEF)**

June 2004

THIS MONTH:

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MAKING THE CONNECTION

Register to Vote

If you are not registered to vote or if you've moved recently, register now to vote in the November 2004 elections. It has been widely reported that during the last presidential election millions of Americans including 50 million women, 9.7 million African Americans, 7.2 million Latinos and 2.7 million Asian Americans across the country did not exercise their right to vote.

Voting is one of the most important advocacy tools available to U.S. citizens. It is especially critical for early care and education advocates to make their voices heard on behalf of our country's youngest citizens who lack representation in the political process. With critical issues such as high-quality staffing, compensation and affordability for parents being debated in key legislative and policy initiatives, it is important that advocates spread the message to co-workers, colleagues, and parents about the importance of voting in the upcoming elections.

Registering is simple! You can register to vote on-line through a tool offered by the American Federation of Teachers at <https://electionimpact.votenet.com/aft/>.

To learn about efforts to mobilize more unregistered voters, especially women, to vote, visit www.voicesforworkingfamilies.org.

Visit the website of Every Child Matters (www.everychildmatters.org) a non-profit organization working on campaigns to make children's needs a national political priority during upcoming elections.

It is important that you make your opinion count and register to vote!

FEDERAL NEWS

Head Start Salary Report Released

A recent report highlights results of a survey that reviewed the salaries and travel expenses of Head Start directors and teachers. The report found that the mean reported salary for executive directors in Head Start programs was \$58,522 with a range from \$36,685 to \$303,559. The survey was directed by the U.S. Department of Health and Human Services (HHS) after being urged by Congressional Republicans who threatened to discontinue their work on the Head Start Reauthorization process after being informed of reports of excessive salaries of Head Start directors in two cities.

Direct action taken by HHS as a result of the survey includes asking Head Start agencies to annually report, "financial compensation of executive staff, directors and line staff."

Congressional Republicans who initiated the report are concerned with the 25 Head Start executive directors who earn wages ranging from \$175,828 to \$303,559. These results will lead them to seek more accountability and state control. In a Committee press release, Rep. Mike Castle (R-DE), chairman of the subcommittee with jurisdiction over Head Start stated that the report gave a better understanding of the situation and the need to, "push reform legislation to reign in inappropriate spending and to help states become more involved in decision making at these [Head Start] centers."



It is widely known that most early care and education staff, including Head Start staff, earn low wages and that most lack benefits. Focusing efforts on a small minority of high salaries of directors masks one of the most pressing issues facing Head Start programs: inadequate funding to attract and retain highly qualified teachers and other staff. We encourage Congressional leaders to address the broader issues of staff recruitment and retention.

For more details on the report visit the House Education and Workforce Committee at <http://edworkforce.house.gov>.

STATE NEWS

Early Childhood Workers in New York City go on Strike

On June 9th, seven thousand early childhood educators in New York City went on strike. The workers serve 30,000 children of mostly welfare-to-work mothers at 350 centers subsidized by the city. The walkout was organized to protest the delay workers faced in reaching a contract. They have been without a contract since December 2000 and are seeking the same 9 percent raise over 27 months as other city employees. The mayor is denying the raise saying they cannot afford to pay early childhood workers the same as municipal employees.

For more information contact the New York City Central Labor Council at 212-604-9552 or by email at nycalcio@aol.com.

Teachers in Nashville Earn Poverty-level Wages

A recent study released by Tennessee's Stand for Children reported that early childhood educators earn low wages, have limited benefits and work at programs that suffer from high turnover rates. Further, the 12 percent of the teachers in the program with four-year degree earn on average \$10 an hour. Ginger Woods-Oguno, a member of Stand for Children reported to a local newspaper that the small percentage of teachers with degrees is, "perpetuated by the fact that early childhood teachers have few incentives to get additional training."

Reports like these, combined with research on the benefits of early childhood education and those that link higher degrees with better quality programs, are beneficial in encouraging states and local communities to invest in incentive programs that support early childhood educators with additional education and training opportunities.

For more information about the report contact Tennessee Stand for Children at 615.726.1414. To learn what other states are doing to support early childhood educators advance their careers, visit our website at www.ccw.org.

Early Care and Education Workers in Rhode Island Stand Up to Governor

A group representing thirteen hundred state-licensed family child care providers in Rhode Island are filing a complaint to the state Labor Relations Board (LRB) against Governor Carcieri for allegedly interfering with workers' right to organize. It has been reported that Governor Carcieri called for the resignation of LRB members who voted in favor of allowing the providers to organize a union.

The contention is based on whether or not the family child care providers, who are strictly regulated by state-licensing provisions are considered state employees or not.



Furthermore, early care and education advocates are outraged at the Governor's \$7 million in proposed cuts to the early childhood system which they report will take away subsidies for 800 parents and 925 children, raise co-payments for 2,000 parents on average of \$500 a year, and cut wages for home based child care providers by a total of up to \$2.5 million.

For more information contact District 1199 of the Service Employees International Union at 1-888-739-1199.

RESOURCES

Two-year Study of Child Care in Alameda County, CA

The Center for the Study of Child Care Employment and the Center for Research on Children in the United States released a new report, "Two Years in Early Care and Education: A Community Portrait of Quality and Workforce Stability." This report provides a comprehensive portrayal of early care and education services in Alameda County. The study follows quality, staffing conditions and is the first report to look at staff depression. The study is representative of licensed center-based care, licensed family child care homes, and license-exempt home-based care.

The report is available online at the web sites of the Center for the Study of Child Care Employment, www.iir.berkeley.edu/cscce, and the Center for Research on Children in the United States, www.crocus.georgetown.edu.

Pre-K Standards

CTB-McGraw Hill along with leading experts in the field of early childhood education, child development, and literacy have developed research-based early learning standards for Pre-Kindergarteners (ages 3-5). The project was sponsored by the Carnegie Corporation. The report states that the approach is unique because it:

- Presents a unified and integrated approach to preschool teaching and learning;
- Begins with guidelines for the development of self-knowledge, knowledge of others, and achievement motivation;
- Describes what children will need to experience in order to achieve benchmarks;
- Includes vignettes that illustrate the teaching, learning, and authentic assessment strategies appropriate to achieve goals and benchmarks; and
- Recognizes the importance of family in children's achievement.

The standards are available for free at:

<http://www.ctb.com/media/articles/pdfs/resources/PreKstandards.pdf>

Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99

The National Center for Education Statistics (NCES) in their Early Childhood Longitudinal series released new findings from full-day and half-day, public and private kindergarten in the United States based on the 1998-99 Kindergarten class. The report describes achievement gains of children in public school settings associated with full-day programs over half-day programs. Additionally, the report shares instructional practices used by teachers. The report concludes with an analysis of the cognitive gains of public school children who attend full-day and half-day programs.



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To download, view and print the report as a pdf file, please visit:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078>

"Rights, Raises, Respect" is made possible with generous support from the David and Lucile Packard Foundation.

The Center for the Child Care Workforce (CCW) was founded in 1978 as the Child Care Employee Project, and in 2002 merged with the American Federation of Teachers Educational Foundation (AFTEF). CCW/AFTEF is a nonprofit research, education and advocacy organization committed to improving early care and education quality by upgrading the compensation, working conditions and training of early childhood professionals.