



RIGHTS, RAISES, RESPECT

News and Issues for the Early Care and Education Workforce

A monthly electronic newsletter

From the Center for the Child Care Workforce,

A Project of the AFT Educational Foundation (CCW/AFTEF)

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MAKING THE CONNECTION—ADVOCACY & OUTREACH

Got Worthy Wage Day Plans? May 1, 2008, Is Approaching

Worthy Wage Day 2008 is fast approaching and it is time to begin making plans! Every year on May 1, early childhood educators join together with parents, community groups and other allies to stand up for “worthy wages” for the early childhood education workforce. Because too many committed and qualified individuals leave the field each year because of low pay and lack of benefits, many early childhood programs are not able to maintain the quality that all children deserve. Worthy Wage Day is our time to remind the country that early childhood educators are everyday heroes for the important work they do. Worthy work deserves a worthy wage.

We are continuing our tradition of preparing resources to make it easier for you to plan your own Worthy Wage Day event. Visit www.ccw.org/about_WWpacket.html to get ideas for planning your own Worthy Wage Day event.

IN THE CLASSROOM

Identifying and Monitoring Outcomes Related to Children’s Social-Emotional Development

(Excerpted from Center for Evidence-Based Practice: Strategies for Young Children, “Identifying and Monitoring Outcomes Related to Children’s Social-Emotional Development.”)

Research has identified a number of indicators that are associated with children’s success in school including self-confidence, a willingness to try new things and persist at challenging tasks, an ability to develop and maintain relationships with peers and adults, an ability to cooperate and participate in group settings, and an ability to communicate emotions (Bowman, Donovan, & Burns, 2000; Shonkoff & Phillips, 2000). These same skills are considered pivotal to social-emotional development and a reduced likelihood that children will engage in problem behavior. Given that many young children engage in challenging behavior when they do not have the social or communicative skills to express their needs or feelings in appropriate ways, an important component of preventing and addressing problem behavior is to focus on teaching children social skills they can use in place of the problem behavior.

Following is a list, though not exhaustive, of outcomes related to a child’s social-emotional development:

- **Peer interaction.** Understanding whom a child typically plays with, for how long, and around which activities can provide insight into a young child’s peer interaction skills.
- **Friendship skills.** A critical foundation for children’s success in school is building relationships with peers and adults. Observing children’s friendship skills (e.g., sharing, turn taking, helping others, organizing play routines, entering into an ongoing play situation) can provide a teacher with ideas for intervention.
- **Recognizing and communicating emotions.** It is important for children to recognize their own emotions and the emotions of others and to communicate



their emotions in appropriate ways.

- **Problem solving.** Teaching children how to use a problem-solving strategy (e.g., decide what the problem is, think of some solutions, consider what might happen, give the solution a try, evaluate the solution) helps them learn that their behavior has consequences and strengthens their ability to think of alternative solutions.
- **Controlling anger and impulse.** Young children who learn to cope with their emotions constructively have an easier time handling the disappointment and aggravation associated with the life of a preschooler. When children have these skills, they also relate better to their peers and adults across settings.

For the complete article, go to

<http://challengingbehavior.fmhi.usf.edu/Outcomes.pdf>

IN THE STATES

Setback for Child Care Bill in Washington State

A bill that would have provided millions of funds for increases in reimbursement rates, benefits and training and professional development for early childhood educators in Washington State did not pass through the state legislature in March 2008. The bill passed the house but, despite strong advocacy of child care workers and directors as well as support from several unions, including the state affiliate of the American Federation of Teachers (AFT), the bill was not able to get the required votes to pass out of the senate committee. Under the bill, child care workers and directors would have had the opportunity to vote on whether they want to be represented by a union. The workers' unions would have negotiated with the state over training funds, subsidies and workers' access to benefits such as healthcare. Advocates remain optimistic and hope there will be opportunities to reintroduce the bill in the future.

FEDERAL POLICY & LEGISLATION

House and Senate Committees Review Federal Budget

Budget committees in the House of Representatives and Senate worked on a budget resolution for fiscal year 2009, which outlines overall spending levels for the federal government. While the budget resolution does not provide numbers for specific programs, the resolutions proposed in the House of Representatives and the Senate provide more than \$5 billion in funding for education and social service programs over President Bush's budget proposal. The budget resolution is the first step in determining spending levels for fiscal year 2009. This funding is crucial to providing important programs and services, such as early childhood education, to the youngest children. To learn more, visit <http://budget.house.gov/>

RESEARCH & RESOURCES

New Study on New Jersey's Abbott Preschool Program

A new report that examines New Jersey's Abbott Preschool Program examined directors' experiences in becoming Abbott contracting sites and operating Abbott classrooms. The study, conducted by the Center for the Study of Child Care Employment (CSCCE), found directors experienced greater success with the program when there were strategies to create a unified early care and education system that



incorporates private child care centers, Head Start, and the public preschool program. It was also important to minimize inequities in compensation and training resources among teaching staff within and across preschool centers. For the full report and an Executive Summary, visit www.irle.berkeley.edu/cscce/.

SOURCES & CONTRIBUTORS

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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.