

“people skills” to be such an integral part of the job that they require coursework in this area. Business skills are important for those who plan to operate their own salons.

During their first months on the job, new workers are given relatively simple tasks or are assigned the simpler hairstyling patterns. Once they have demonstrated their skills, they are gradually permitted to perform more complicated tasks such as giving shaves, coloring hair, or applying a permanent. As they continue to work in the field, more training is usually required to learn the techniques used in each salon and to build on the basics learned in cosmetology school.

Advancement usually takes the form of higher earnings as barbers and cosmetologists gain experience and build a steady clientele. Some barbers and cosmetologists manage large salons or open their own after several years of experience. Others teach in barber or cosmetology schools, or provide training through vocational schools. Other options include advancing to sales representatives, image or fashion consultants, or examiners for State licensing boards.

Job Outlook

Overall employment of barbers, cosmetologists, and other personal appearance workers is projected to grow about as fast as the average for all occupations through 2010, because of increasing population, incomes, and demand for cosmetology services. Job opportunities should be favorable, especially because numerous job openings will arise from the need to replace workers who transfer to other occupations, retire, or leave the labor force for other reasons. Competition is expected for jobs and clients at higher paying salons, as applicants vie with a large pool of licensed and experienced cosmetologists for these positions. The number of self-employed, booth-renting cosmetologists should continue to grow. Opportunities will be better for those licensed to provide a broad range of services.

Employment trends are expected to vary among the different specialties within this grouping. For example, employment of barbers is expected to decline, due to a large number of retirements and the relatively small number of cosmetology school graduates opting to obtain barbering licenses. Employment of hairdressers, hairstylists, and cosmetologists should grow about as fast as average, because of continuing demand for coloring services and other hair treatments, such as perms and waves, by teens and aging baby boomers.

Rapid growth in the number of nail salons and full-service, day spas will generate numerous job openings for other personal appearance workers. Nail salons specialize in providing manicures and pedicures. Day spas typically provide a full range of services, including beauty wraps, manicures and pedicures, facials, and massages. Employment of manicurists and pedicurists is expected to grow faster than the average for all occupations, while skin care specialists and shampooers should expect average employment growth.

Earnings

Barbers, cosmetologists, and other personal appearance workers receive income from a variety of sources. They may receive commissions based on the price of the service or a salary based on number of hours worked. All receive tips and many receive commissions on the products they sell. In addition, some salons pay bonuses to employees who bring in new business.

Median annual earnings in 2000 for salaried hairdressers, hairstylists, and cosmetologists, including tips and commission, were \$17,660. The middle 50 percent earned between \$14,000 and \$23,910. The lowest 10 percent earned less than \$12,280, and the highest 10 percent earned more than \$33,220. Median annual earnings were \$17,620 in beauty shops and \$17,570 in department stores.

Median annual earnings in 2000 for salaried barbers, including tips, were \$17,740. The middle 50 percent earned between \$13,580 and \$24,540. The lowest 10 percent earned less than \$12,030, and the highest 10 percent earned more than \$33,040. Median annual earnings were \$18,330 in beauty shops and \$16,900 in barber shops.

Among others in this group, median annual earnings, including tips, were \$20,080 for skin care specialists; \$15,440 for manicurists and pedicurists; and \$13,690 for shampooers.

A number of factors determine total income for barbers, cosmetologists, and other personal appearance workers, including the size and location of the salon, the number of hours worked, clients' tipping habits, and competition from other barber shops and salons. A cosmetologist's or barber's initiative and ability to attract and hold regular clients also are key factors in determining their earnings. Earnings for entry-level workers are usually low; however, for those who stay in the profession, earnings can be considerably higher.

Although some salons offer paid vacations and medical benefits, many self-employed and part-time workers in this occupation do not enjoy such common benefits.

Related Occupations

Other workers who provide a personal service to clients and usually must be professionally licensed or certified include massage therapists and fitness trainers and aerobics instructors.

Sources of Additional Information

A list of licensed training schools and licensing requirements for cosmetologists can be obtained from:

- ▶ National Accrediting Commission of Cosmetology Arts and Sciences, 901 North Stuart St., Suite 900, Arlington, VA 22203-1816. Internet: <http://www.naccas.org>

Information about a career in cosmetology is available from:

- ▶ National Cosmetology Association, 401 N. Michigan Ave., 22nd floor, Chicago, IL 60611. Internet: <http://www.salonprofessionals.org>

For details on State licensing requirements and approved barber or cosmetology schools, contact the State boards of barber or cosmetology examiners in your State capital.

Childcare Workers

(O*NET 39-9011.00)

Significant Points

- About 2 out of 5 childcare workers are self-employed; most of these are family childcare providers.
- A high school diploma and little or no experience are adequate for many jobs, but training requirements vary from a high school diploma to a college degree.
- High turnover should create good job opportunities.

Nature of the Work

Childcare workers nurture and teach children of all ages in childcare centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs. These workers play an important role in a child's development by caring for the child when parents are at work or away for other reasons. Some parents enroll their children in nursery schools or childcare centers primarily to provide them with the opportunity to interact with other children. In addition to attending to children's basic needs, these workers organize activities that

stimulate the children's physical, emotional, intellectual, and social growth. They help children explore their interests, develop their talents and independence, build self-esteem, and learn how to behave with others.

Private household workers who are employed on an hourly basis usually are called baby-sitters. These childcare workers bathe, dress, and feed children; supervise their play; wash their clothes; and clean their rooms. They also may put them to sleep and waken them, read to them, involve them in educational games, take them for doctors' visits, and discipline them. Those who are in charge of infants, sometimes called infant nurses, also prepare bottles and change diapers.

Nannies generally take care of children from birth to age 10 or 12, tending to the child's early education, nutrition, health, and other needs. They also may perform the duties of a general housekeeper, including general cleaning and laundry duties.

Childcare workers spend most of their day working with children. However, they do maintain contact with parents or guardians through informal meetings or scheduled conferences to discuss each child's progress and needs. Many childcare workers keep records of each child's progress and suggest ways that parents can increase their child's learning and development at home. Some preschools, childcare centers, and before- and after-school programs actively recruit parent volunteers to work with the children and participate in administrative decisions and program planning.

Most childcare workers perform a combination of basic care and teaching duties. Through many basic care activities, childcare workers provide opportunities for children to learn. For example, a worker who shows a child how to tie a shoelace teaches the child while also providing for that child's basic care needs. Childcare programs help children learn about trust and gain a sense of security.

Young children learn mainly through play. Recognizing the importance of play, childcare workers build their program around it. They capitalize on children's play to further language development (storytelling and acting games), improve social skills (working together to build a neighborhood in a sandbox), and introduce scientific and mathematical concepts (balancing and counting blocks when building a bridge or mixing colors when painting). Thus, a less structured approach is used to teach preschool children, including small group lessons, one-on-one instruction, and learning through creative activities, such as art, dance, and music.

Interaction with peers is an important part of a child's early development. Preschool children are given an opportunity to engage in conversation and discussions, and learn to play and work cooperatively with their classmates. Childcare workers play a vital role in preparing children to build the skills they will need in school. (Statements on teacher assistants as well as teachers—preschool, kindergarten, elementary, middle, and secondary school appear elsewhere in the *Handbook*.)

Childcare workers in preschools greet young children as they arrive, help them remove outer garments, and select an activity of interest. When caring for infants, they feed and change them. To ensure a well-balanced program, childcare workers prepare daily and long-term schedules of activities. Each day's activities balance individual and group play and quiet and active time. Children are given some freedom to participate in activities in which they are interested.

Workers in before- and after-school programs may help students with their homework or engage them in other extracurricular activities. These activities may include field trips, learning about computers, painting, photography, and participating in sports. Some childcare workers may be responsible for taking children to school in the morning and picking them up from school in the afternoon. Concern over school-age children being home alone before and



Most childcare workers perform a variety of basic care and teaching duties.

after school has spurred many parents to seek alternative ways for their children to constructively spend their time. The purpose of before- and after-school programs is to watch over school-age children during the gap between school hours and their parents' work hours. These programs also may operate during the summer and on weekends. Before- and after-school programs may be operated by public school systems, local community centers, or other private organizations.

Helping to keep young children healthy is an important part of the job. Childcare workers serve nutritious meals and snacks and teach good eating habits and personal hygiene. They ensure that children have proper rest periods. They identify children who may not feel well or who show signs of emotional or developmental problems and discuss these matters with their supervisor and the child's parents. In some cases, childcare workers help parents identify programs that will provide basic health services.

Early identification of children with special needs, such as those with behavioral, emotional, physical, or learning disabilities, is important to improve their future learning ability. Special education teachers often work with these preschool children to provide the individual attention they need. (Special education teachers are discussed elsewhere in the *Handbook*.)

Working Conditions

Preschool or childcare facilities include private homes, schools, religious institutions, workplaces in which employers provide care for employees' children, and private buildings. Individuals who provide care in their own homes generally are called family childcare providers.

Nannies and babysitters usually work in the pleasant and comfortable homes or apartments of their employers. Most are day workers who live in their own homes and travel to work. Some live in the home of their employer, generally with their own room and bath. They often become part of their employer's family, and may derive satisfaction from caring for them.

Watching children grow, learn, and gain new skills can be very rewarding. While working with children, childcare workers often improve the child's communication, learning, and other personal skills. The work is never routine; new activities and challenges mark each day. However, childcare can be physically and emotionally taxing, as workers constantly stand, walk, bend, stoop, and lift to attend to each child's interests and problems.

To ensure that children receive proper supervision, State or local regulations may require certain ratios of workers to children. The

ratio varies with the age of the children. Child development experts generally recommend that a single caregiver be responsible for no more than 3 or 4 infants (less than 1 year old), 5 or 6 toddlers (1 to 2 years old), or 10 preschool-age children (between 2 and 5 years old). In before- and after-school programs, workers may be responsible for many school-age children at one time.

The working hours of childcare workers vary widely. Childcare centers usually are open year round, with long hours so that parents can drop off and pick up their children before and after work. Some centers employ full-time and part-time staff with staggered shifts to cover the entire day. Some workers are unable to take regular breaks during the day due to limited staffing. Public and many private preschool programs operate during the typical 9- or 10-month school year, employing both full-time and part-time workers. Family childcare providers have flexible hours and daily routines, but may work long or unusual hours to fit parents' work schedules. Live-in nannies usually work longer hours than those who have their own homes. However, if they work evenings or weekends, they may get other time off.

Turnover in this occupation is high. Many childcare workers leave the occupation temporarily to fulfill family responsibilities or to study, or for other reasons. Some workers leave permanently because they are interested in pursuing another occupation or because of dissatisfaction with long hours, low pay and benefits, and stressful conditions.

Employment

Childcare workers held about 1.2 million jobs in 2000. Many worked part time. About 2 out of 5 childcare workers are self-employed; most of these are family childcare providers.

Twelve percent of all childcare workers are found in childcare centers and preschools, and about 3 percent work for religious institutions. The remainder work in other community organizations, State and local government, and private households. Some childcare programs are for-profit centers; some of these are affiliated with a local or national chain. Religious institutions, community agencies, school systems, and State and local governments operate non-profit programs. Only a very small percentage of private industry establishments operate onsite childcare centers for the children of their employees.

Training, Other Qualifications, and Advancement

The training and qualifications required of childcare workers vary widely. Each State has its own licensing requirements that regulate caregiver training, ranging from a high school diploma, to community college courses, to a college degree in child development or early-childhood education. Many States require continuing education for workers in this field. However, State requirements often are minimal. Childcare workers generally can obtain employment with a high school diploma and little or no experience. Local governments, private firms, and publicly funded programs may have more demanding training and education requirements.

Some employers prefer to hire childcare workers with a nationally recognized childcare development credential, secondary or postsecondary courses in child development and early childhood education, or work experience in a childcare setting. Other employers require their own specialized training. An increasing number of employers require an associate degree in early childhood education. Schools for nannies teach early childhood education, nutrition, and childcare.

Childcare workers must be enthusiastic and constantly alert, anticipate and prevent problems, deal with disruptive children, and provide fair but firm discipline. They must communicate effectively with the children and their parents, as well as other teachers

and childcare workers. Workers should be mature, patient, understanding, and articulate, and have energy and physical stamina. Skills in music, art, drama, and storytelling also are important. Those who work for themselves must have business sense and management abilities.

Opportunities for advancement are limited. However, as childcare workers gain experience, some may advance to supervisory or administrative positions in large childcare centers or preschools. Often, these positions require additional training, such as a bachelor's or master's degree. Other workers move on to work in resource and referral agencies, consulting with parents on available child services. A few workers become involved in policy or advocacy work related to childcare and early childhood education. With a bachelor's degree, workers may become preschool teachers or become certified to teach in public or private schools at the kindergarten, elementary, and secondary school levels. Some workers set up their own childcare businesses.

Job Outlook

High turnover should create good job opportunities for childcare workers. Many childcare workers leave the occupation each year to take other jobs, to meet family responsibilities, or for other reasons. Qualified persons who are interested in this work should have little trouble finding and keeping a job. Opportunities for nannies should be especially good, as many workers prefer not to work in other people's homes.

Employment of childcare workers is projected to increase about as fast as the average for all occupations through the year 2010. Employment growth of childcare workers should be considerably slower than in the last two decades because demographic changes that fueled much of the past enrollment growth are projected to slow. Labor force participation of women of childbearing age will increase very little, and this group of women will decline as a percentage of the total labor force. However, the number of children under 5 years of age is expected to rise gradually over the projected 2000-10 period. The proportion of youngsters enrolled full- or part-time in childcare and preschool programs is likely to continue to increase, spurring demand for additional childcare workers.

Changes in perceptions of preprimary education may lead to increased public and private spending on childcare. If more parents believe that some experience in center-based care and preschool is beneficial to children, enrollment will increase. Concern about the behavior of school-age children during nonschool hours should increase demand for before- and after-school programs. The difficulty of finding suitable nannies or private household workers also may force many families to seek out alternative childcare arrangements in centers and family childcare programs. Government policy often favors increased funding of early childhood education programs, and that trend should continue. Government funding for before- and after-school programs also is expected to increase over the projection period. The growing availability of government-funded programs may induce some parents who otherwise would not enroll their children in center-based care and preschool to do so. Some States also are increasing subsidization of the childcare services industry in response to welfare reform legislation. This reform may cause some mothers to enter the workforce during the projection period as their welfare benefits are reduced or eliminated.

Earnings

Pay depends on the educational attainment of the worker and the type of establishment. Although the pay generally is very low, more education usually means higher earnings. Median hourly earnings of wage and salary childcare workers were \$7.43 in 2000. The middle 50 percent earned between \$6.30 and \$9.09. The lowest 10

percent earned less than \$5.68, and the highest 10 percent earned more than \$10.71. Median hourly earnings in the industries employing the largest numbers of childcare workers in 2000 were as follows:

Residential care	\$8.71
Elementary and secondary schools	8.52
Civic and social associations	6.98
Child daycare services	6.74
Miscellaneous amusement and recreation services	6.65

Earnings of self-employed childcare workers vary depending on the hours worked, the number and ages of the children, and the location.

Benefits vary, but are minimal for most childcare workers. Many employers offer free or discounted childcare to employees. Some offer a full benefits package, including health insurance and paid vacations, but others offer no benefits at all. Some employers offer seminars and workshops to help workers learn new skills. A few are willing to cover the cost of courses taken at community colleges or technical schools. Live-in nannies get free room and board.

Related Occupations

Childcare work requires patience; creativity; an ability to nurture, motivate, teach, and influence children; and leadership, organizational, and administrative skills. Others who work with children and need these qualities and skills include teacher assistants; teachers—preschool, kindergarten, elementary, middle, and secondary; and special education teachers.

Sources of Additional Information

For eligibility requirements and a description of the Child Development Associate credential, contact:

► Council for Professional Recognition, 2460 16th St. NW., Washington, DC 20009-3575. Internet: <http://www.cdacouncil.org>

For eligibility requirements and a description of the Certified Childcare Professional designation, contact:

► National Childcare Association, 1016 Rosser St., Conyers, GA 30012. Internet: <http://www.nccanet.org>

For information about a career as a nanny, contact:

► International Nanny Association, 900 Haddon Ave., Suite 438, Collingswood, NJ 08108. Internet: <http://www.nanny.org>

State Departments of Human Services or Social Services can supply State regulations and training requirements for childcare workers.



Although the primary job of flight attendants is to ensure that safety regulations are followed, they also try to make flights comfortable and enjoyable for passengers.

At least 1 hour before each flight, flight attendants are briefed by the captain, the pilot in command, on such things as emergency evacuation procedures, crew coordination, length of flight, expected weather conditions, and special passenger issues. Flight attendants make sure that first aid kits and other emergency equipment are aboard and in working order and that the passenger cabin is in order, with adequate supplies of food, beverages, and blankets. As passengers board the plane, flight attendants greet them, check their tickets, and tell them where to store coats and carry-on items.

Before the plane takes off, flight attendants instruct all passengers in the use of emergency equipment and check to see that seat belts are fastened, seat backs are in upright positions, and all carry-on items are properly stowed. In the air, helping passengers in the event of an emergency is the most important responsibility of a flight attendant. Safety-related actions may range from reassuring passengers during occasional encounters with strong turbulence to directing passengers who must evacuate a plane following an emergency landing. Flight attendants also answer questions about the flight; distribute reading material, pillows, and blankets; and help small children, elderly or disabled persons, and any others needing assistance. They may administer first aid to passengers who become ill. Flight attendants generally serve beverages and other refreshments and, on many flights, heat and distribute precooked meals or snacks. Prior to landing, flight attendants take inventory of headsets, alcoholic beverages, and moneys collected. They also report any medical problems passengers may have had, and the condition of cabin equipment. In addition to performing flight duties, flight attendants sometimes make public relations appearances for the airlines during “career days” at high schools and at fundraising campaigns, sales meetings, conventions, and other goodwill occasions.

Lead, or first, flight attendants, sometimes known as pursers, oversee the work of the other attendants aboard the aircraft, while performing most of the same duties.

Working Conditions

Because airlines operate around-the-clock year-round, flight attendants may work nights, holidays, and weekends. In most cases, agreements between the airline and the employees’ union determine the total monthly working time. Attendants usually fly 75 to 85 hours a month and, in addition, generally spend about 75 to 85 hours a month on the ground preparing planes for flights, writing

Flight Attendants

(O*NET 39-6031.00)

Significant Points

- Job duties are learned through intensive formal training after workers are hired.
- The opportunity for travel attracts many to this career, but the job requires working nights, weekends, and holidays and frequently being away from home.

Nature of the Work

Major airlines are required by law to provide flight attendants for the safety of the traveling public. Although the primary job of the flight attendants is to ensure that safety regulations are followed, they also try to make flights comfortable and enjoyable for passengers.