GETTING PREPARED: EDUCATION AND EXPERIENCE

Unit 3

Summary

Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers in the Education and Childcare sector.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assessed their own interests and conducted a group research project about careers in the Education and Childcare sector.

In Unit Three students consider what it takes to prepare for a career in Education and Childcare. They learn about a wide variety of careers in the industry and the kinds of training and education opportunities available to prepare someone to work in this field.

1 • Calculating with Bar Graphs: Education Pays

Students read and discuss a graph about levels of educational attainment as they relate to annual earnings, and calculate differences in earnings between various levels of education.

2 • Career Movement Series in Education and Childcare

Students learn about how career movement happens in Education and Childcare through a career narrative and consider their own career trajectories and values.

2.1 • Malik’s Story: Career Choices in Education and Childcare

Students read and discuss a letter about an HSE student’s educational and work decisions that led to a career in Education.

2.2 • Malik’s Career Map

Students consider the trajectory Malik took in becoming a Kindergarten Teacher, then portray it as a map. They focus on the steps he took to move from one job or educational program to the next.
2.3 • How to Become a Teacher
After reading about an HSE holder who became a Kindergarten Teacher, students now learn about the requirements and pathways to enter the teaching profession.

2.4 • Teaching Assistant Career Map
Students read a map of career pathways in the Education and Childcare sector, noting the range of career pathways Teaching Assistants may take. This can be used as an example of career progression in general, as well as a discussion of career movement in the Education and Childcare sector.

2.5 • Multiple Paths: How Personal Factors Impact Career Movement
Delving more deeply into career pathways, students discuss the personal life factors that cause a worker to choose one path over another, considering their own goals and limitations.

3. A TASTE OF TRAINING: CHILD/INFANT CARDIO-PULMONARY RESUSCITATION (CPR)
Students experience some of the training required of many Education and Childcare workers, by watching an instructional video on child/infant CPR, taking notes on it, then taking a quiz on it to test their recall and note-taking skills.

4 • JOB TRAINING SERIES IN CHILDCARE
Students learn about job training programs—what they are, how to find a good one, what to expect as a participant, and research high-quality Job Training programs in Childcare.

4.1 • Job-Seeker Terminology
Students learn vocabulary relevant to a job search in any sector, by matching job search terms to their definitions.

4.2 • Know Before You Enroll
Students read a tip sheet and discuss advice about how to find a reputable job training program. They then write letters of advice to friends or family members who might want to enroll in a training program.

4.3 • Developing Questions: Researching Job Training Programs in Childcare*
Students develop questions to ask before applying to job training programs, and use them to research respected training programs for childcare providers.
UNIT 3 • Summary

5. CUNY CAN GET YOU THERE SERIES: CUNY PROGRAMS IN EDUCATION AND EARLY CHILDHOOD*

Students get an overview of CUNY Education and Early Childhood certificate and degree programs and practice using the resources to research them, including the CUNY college websites.

5.1 • Researching CUNY Degree and Certificate Programs in Education and Early Childhood*

Students learn how to navigate a college website to locate information about degree and certificate programs by searching one CUNY campus website for their Education and Early Childhood programs.

5.2 • Understanding Degree Program Requirements*

Students look at a sample Education major at a CUNY college and discuss the relevance of general education requirements to the major.

5.3 • Sample CUNY Certificate Programs: Assistant of Children with Special Needs and Child Development Associate (CDA)*

Students look at two Education and Early Childhood certificates offered at CUNY.

5.4 • How Do I Enroll in CUNY?*

Students learn the steps required to apply to CUNY certificate and degree programs.
Nothing ever comes to one, that is worth having, except as a result of hard work.

– Booker T. Washington

Born a slave on a Virginia farm, BOOKER T. WASHINGTON (1856-1915) rose to become one of the most influential African-American intellectuals of the late 19th century. In 1881, he founded the Tuskegee Institute, a black school in Alabama devoted to training teachers. Washington was also behind the formation of the National Negro Business League 20 years later, and he served as an adviser to Presidents Theodore Roosevelt and William Howard Taft. Although Washington clashed with other black leaders such as W. E. B. Du Bois and drew ire for his seeming acceptance of segregation, he is recognized for his educational advancements and attempts to promote economic self-reliance among African Americans.

Source: http://www.history.com/topics/black-history/booker-t-washington
Calculating With Bar Graphs: Education Pays

Students read a graph about lifetime earnings and education attainment, then perform computations based on the numbers.

PREP

- Read the graph, Average Lifetime Earnings and Educational Attainment
- Write the following Agree/Disagree statements on the board:

  People with more education usually earn more money than those with less education.
  People with high school/HSE diplomas usually earn the same amount of money as those who don’t have a HS diploma or HSE.
  People who have started college, but not yet earned a degree, earn the same amount as HSE diploma holders who have not had any college.
  People who go to college will be rewarded financially.

MATERIALS

- Average Lifetime Earnings and Educational Attainment graph
- Calculating Earnings worksheet

EXPLAIN

1. Pursuing higher levels of education and training is a big step. It requires time, money, excellent organization, especially if you have a job and/or family responsibilities, and a lot of hard work. Some people believe it will really help them get ahead financially and professionally. Other people wonder if it is worth the sacrifice. What do you think? Discuss with a partner whether you agree or disagree with the statements on the board.

2. Researchers had some of these same questions, and studied if people who had higher levels of education earned more money than those with lower levels of education. They found out how much money people earned during their lifetimes, and whether or not their education played a role. Read the graph to find out what they learned.

3. Distribute the graph.
Average Lifetime Earnings and Educational Attainment

Credit: NYC Labor Market Information Service
**DISCUSSION QUESTIONS**

What does the title mean?

- The median salary earned by workers in 2014 according to their highest level of education completed. Median means that half the salaries were higher and half were lower.

What does each bar in the graph represent? Does each dollar figure represent the amount of money everyone with that educational level earned?

- No, it is the average median salary earned at that education level.

What does median mean?

- Median is one way to get a general idea about data. For example, in terms of this graph, does everyone with at least and only a HS or HSE diploma make $36,000 a year? No, there are lots of different salaries. The same is true for all of the other educational levels. We use different ways to determine a general picture of a set of data. Mean (which you may have heard called “average”) is one of them. The way we figure out the median is to take all the salaries of people with only a HS or HSE diploma and imagine them all lined up in order of their salary, from lowest to highest. The salary of the person in the middle is the median salary. That gives us a general idea about what to expect in salary for a person with a HS or HSE diploma.

What trend or pattern do you notice?

- Higher the education, the greater the earnings. Some show large jumps. Other increases are smaller.

What are 3 examples of professional degrees?

- MD—Medical Doctor, DDS—Doctor of Dental Surgery, M. Arch—Master in Architecture

Distribute the *Calculating Earnings* worksheet. Ask students to work on the problems then discuss them as a class.
Calculating Earnings

1. How much more money does someone with a diploma earn than someone who never earns a diploma? Show your work below.

2. Write one sentence explaining what you did to solve this problem.

3. How much more money does someone with an Associates degree earn than someone with only a HS/HSE diploma? Show your work below.
Career Movement Series in Education and Childcare

Using a personal narrative, students learn about how career movement happens in Education and Childcare and consider their own career trajectories and values.

ACTIVITIES IN THIS SERIES

2.1 • Malik’s Story: Career Choice in Education and Childcare
2.2 • Malik’s Career Map
2.3 • How to Become a Teacher
2.4 • Teaching Assistant Career Map
2.5 • Multiple Paths: How Personal Factors Impact Career Movement
Malik’s Story: Career Choice in Education and Childcare

Students read and discuss a letter from a Kindergarten Teacher to parents of his new students, describing his career path from leaving high school before earning a diploma, to working in his dream job as a Kindergarten Teacher, including many twists and turns along the way. Students track his education and career movements and consider the steps he took to move between each stage of his career.

PREP

- Read Malik’s Welcome Letter to Parents.

MATERIALS

- Malik’s Welcome Letter to Parents

EXPLAIN

1 Malik is a kindergarten teacher who began his career path in Education by enrolling in High School Equivalency (HSE) classes. In a letter to parents of his new kindergarten students, he describes how and why he became a teacher.

2 Distribute Malik’s Welcome Letter to Parents. Ask students to read it, and underline parts that refer to each step Malik took to research or find out more about his educational or career choices.

3 While students are reading, write the following questions on the board:

   - Why did Malik write a letter to the parents of his students?
   - Starting from when he worked at McDonalds, what were the steps Malik took to become a kindergarten teacher? Why did he take those steps?
   - Which steps might have been especially difficult? Why?
   - Describe Malik’s experience as a student.
   - Describe how Malik feels about being a teacher.
   - Would you like to have Malik as a teacher, or as your child’s teacher? Why or why not?

4 When students are finished reading, ask them to discuss the questions on the board in pairs, then write complete answers to the questions.
Dear Parents,

My name is Malik Green and I’m writing to introduce myself. I am excited to be your child’s kindergarten teacher and look forward to meeting you soon.

I wasn’t always happy in school. I was a top student in elementary school, but as I got older I began to feel more and more isolated at school. It didn’t seem like teachers listened to me and what we were studying was boring. I started cutting class and eventually stopped going to school. I don’t like the term “high school dropout,” but that’s what I was. I worked at McDonald’s for a year after I left high school. It was boring work, and I started to feel like I’d be stuck there forever if I didn’t go back to school to get a diploma. Some of my co-workers had worked there for a very long time. That wasn’t the kind of future I wanted.

I ended up taking classes at Kingsborough Community College, in Brooklyn, NY, to prepare to take my High School Equivalency (HSE) exam. I was surprised at how low my scores were, since I had been a great reader when I was younger. It took me a year and a half to prepare for the test. I didn’t pass it all at once. The first time I took it, I passed everything except for the Math. I was embarrassed to go back to class after the test, but I knew I had to keep working on it if I wanted to pass. It wasn’t only for me—I had a child to think of. The second time I took the test, I passed. My teacher talked to us about going to college. The idea of college was scary to me, especially because I didn’t make it through high school.

While we were waiting for our test results to come back, we went on a tour of the campus. The idea was to make us more aware of the campus itself, and to make us feel more at home there. There were lots of posters on the walls that advertised different clubs and activities—film nights and Engineering Club and the Muslim Students Association were some of the ones I thought were interesting. But I had no idea what I would study if I went to college, or even if the college would take me. I mean, did they take just anyone who applied?

My teacher answered some of the questions that we had after the tour, and encouraged us to continue exploring the campus and to take the idea of going to college seriously. She told us about programs at CUNY that could help students who were balancing a lot of responsibilities, like parenting or caring for elders and working, while going to school. One of those programs was the Fatherhood Academy, which is a program offered at several CUNY community colleges. She knew I had a child and that I was concerned about his future. She gave me
a flier about it and told me to call the number. The following month, I started attending meetings. Some of the guys there didn't have their diplomas yet and were discouraged. Because I had just gotten mine, the staff asked me to talk with the other fathers about my experiences. It was really exciting to be able to give others hope. I wasn't even sure what I would study if I went to college, but they said I should apply anyway, and figure it out later. Well I got in, and started going to college the following Fall.

Before the fall semester started, I was invited to an orientation for new college students. I attended, and learned so much about how the college worked. I learned how to register for classes and where to buy books and supplies. I learned about different majors and which courses I needed to take no matter what subject I majored in. I learned where the advisement office was, and was assigned an academic adviser. I also learned that there was a daycare center at the college, and that my son, Travis, could be in the daycare center while I was in class. I went to check it out.

The room was filled with little tables and chairs. There were four kids at each round table. There was also an area with a carpet and some kids were there playing with wooden blocks. Most of the kids seemed really happy, even though some were crying or not acting properly. There were four staff people working there and I guessed a lot of adults were needed to handle all the kids. It seemed like a nice place and I decided to enroll Travis.

I wasn't sure what I wanted to study, so I was advised to register as a Liberal Arts major. I took one English, one Math, one Science and one Art class my first semester. I dropped off and picked up Travis every day I had classes. The Fatherhood Academy encouraged me to talk with Travis about his experiences at daycare. Travis said he liked reading time and using clay and he loved going outside every day. The teachers often talked to me about Travis—things he did during the day, things he was interested in, and sometimes when he wasn't doing what he was supposed to do. I could tell they liked working there and it seemed like a fun job.

One day, I decided to observe the teachers when I picked up Travis to see what their job was really like. I decided to keep a mental list of things they did, which included: reading to kids, helping kids wash their hands before and after snacks, helping kids get snacks and go to the bathroom, comforting kids when they got upset, and helping kids do the right thing when they weren't acting respectfully. They also kept notes about the kids, and organized toys and materials.

It seemed fun to spend time with kids all day, even though it looked pretty crazy at times, like when kids didn't follow rules or got emotional. I could see how
much the kids respected their teachers and it seemed like the teachers really loved working with the kids. I decided to ask one of the staff, Tasha, about her job. She told me that even though it was exhausting chasing after kids all day, she loved her job. She liked being an important person in a child’s life, and she liked doing activities with them. She mentioned that she was a student at the college, studying to become an elementary school teacher. She suggested I talk to a professor in the department. I was nervous about talking to a stranger, but she gave me the name and contact information of her professor who she said was really nice, and said that students often ask professors for advice.

I emailed the professor to ask if I could speak to her about the major, and to my surprise, she wrote back the next day. I went to speak with her in her office. She was passionate about being a teacher. It was really exciting to hear her speak about it. She explained that being a public school teacher requires a lot of study and exams and getting licensed. It would be at least six years to go through all those steps, maybe more. I wasn’t sure I wanted to make that commitment.

Then we talked about other careers that involve working with kids, especially ones that don’t require as much education—like being a paraprofessional in a classroom with students with disabilities, opening an in-home daycare center, and working in a school library as a librarian assistant.

I ultimately decided to become a kindergarten teacher. Along the way, I did work part-time in a daycare center. I also worked as a library assistant in a public library. Then I got a job as a part-time teaching assistant in the public school system. I needed to take an exam to get that job, and I had to have a certain number of college credits. Each of these jobs gave me experience working with children and helped lead me down my career path. The road to this job wasn’t short. It required a lot of commitment on my part, and I had to ask for help at times. I’ve never regretted it though. Being a kindergarten teacher is a dream job for me—a crazy, messy dream. I get to support kids all day and challenge them and watch them grow. I’m glad I didn’t become a daycare teacher. I don’t think I could have dealt with all those diapers. Teaching kindergarten is just the right job for me.

You know your child best, so if there’s anything I should know about them, please tell me. I hope to have many conversations with you about your child, as we both watch them grow over the year. I look forward to speaking with you later this month at the first parent-teacher conference of the school year.

Sincerely,

Malik Green
Malik’s Career Map

Drawing on their experiences with map-reading, students consider the career trajectory Malik took and portray it as a map. They focus on the steps he took on the way to becoming a Kindergarten Teacher.

PREP

- Be prepared to define the terms: **key, legend, symbol, feature**.
- Draw a Career Map based on Malik’s letter.

MATERIALS

- Chart paper and markers
- Teacher’s map of Malik’s Career Movement

DISCUSSION

Ask: What is a map?

- A visual representation of a geographic location.

How is it used?

- For navigation. To learn how to travel between points, or how to find where you are, if you’re lost.

Some maps have a key or legend. What does a key on a map usually tell you?

- It includes symbols that correspond to various types of landmarks, on the map such as medical facilities and religious buildings.

Why is this important?

- It locates the landmark and identifies its purpose.

Have you ever used a subway or bus map? What are some of the features and symbols on it and what do they represent?

- Example: Different colored lines, representing subway lines, squares for terminal stations, open circles and closed circles for express and local stops, dotted lines for subway tracks currently under construction.

Have you ever used another kind of map? What kind? What was easy or difficult about using it? What are some symbols you might find on a map?

- Straight lines, dotted lines, triangles, circles icons, for example of mountains or restaurants.
**Draw Malik’s Career Map**

Divide students into groups to draw Malik’s career map. Distribute paper and markers to each group.

**DISCUSS INSTRUCTIONS**

1. Take out one piece of loose leaf paper for the group. Before you draw the map, list everything Malik did to help him move forward in his career. These steps might include jobs he held, conversations he had, groups he joined or classes he took. Include all steps that took him from working at McDonald’s to becoming a Kindergarten Teacher.

2. On a separate piece of paper, draw a map as follows:
   
   **A.** Write *McDonald’s* in the upper left corner of the page and draw a box around it.
   
   **B.** Write *Kindergarten Teacher* in the bottom right corner and draw a box around it.
   
   **C.** Using the steps listed on the first piece of paper, include each step that took Malik starting from McDonald’s and ending with his job as a Kindergarten teacher.
      
      - Draw a box around each step that is a job.
      - Draw an arrow around each step that is an educational program.
      - Draw a circle around each step that is another kind of career progression step.
      - Not all the steps described in Malik’s letter are in chronological order, so you’ll have to decide where to put them. It’s okay to guess. You’ll be activating your knowledge about how career progression happens.
   
   **D.** Draw dotted lines linking one step to the next.
Draw a legend or key, explaining what the squares, arrows, circles and dotted lines mean.

**KEY:**

- **Square** =
- **Arrow** =
- **Circle** =
- **Dotted Line** =
How to Become a Teacher

After reading the narrative of Malik, a Kindergarten Teacher, students read about the credentialing steps and options to become a classroom teacher.

MATERIALS

- How to Become a Teacher article
- Understanding “How to Become a Teacher” handout

EXPLAIN

1. Teaching is a big job, and requires a lot of training and preparation to enter the field. Ask: What do you need to do in order to become a teacher?

2. Distribute How to Become a Teacher and ask students to read it, underlining what they consider to be the main ideas of the article.

3. Ask students to share their responses, and discuss the main ideas of the article as a class.

4. Distribute Understanding “How to Become a Teacher.” Ask students to complete the handout based on information from the article.

5. Discuss student responses as a class.
Section 2.3

How to Become a Teacher

All 50 states, the District of Columbia and Puerto Rico require teachers to be licensed to teach in public schools. Teachers are required to have a Bachelor's degree and complete a teacher certification program. However, the specific requirements for teacher certification vary state by state. In New York, teachers must have a valid teaching certificate from the New York State Education Department (NYSED) to be eligible for a permanent position teaching in NY public schools, but there are many different paths to fulfill those requirements. People who want to become classroom teachers can fulfill requirements through either a traditional preparation program at a college or university, or through an alternative program.

The traditional path consists of earning a degree in Education from a college or university, completing a set number of supervised teaching hours and related duties, and passing a number of statewide exams. Alternative licensure programs are for teachers who already have a Bachelor's degree, but may have not taken the necessary Education courses to pursue standard teacher certification. These programs are ideal for recent college graduates who decided to become teachers after they completed a major in another field, or for people changing careers. Most alternative credential programs consist of working immediately in a classroom under the supervision of a licensed teacher, while simultaneously taking Education courses at a college or university. Teachers in these programs work for about one or two years before they receive their teaching credential. Alternative licensure programs are in place to compensate for shortages of teachers in certain subjects or to qualify more people to teach in high needs areas that have difficulty attracting and retaining teachers.

Much has been written about the effectiveness and ethics of various teacher training programs, both traditional and alternative. Educators and education experts report both ongoing successes and challenges when it comes to recruiting, preparing, and retaining high quality teachers. Some schools and school districts, particularly those in low income, high need areas, where students have many academic and personal struggles, have high turnover of teachers. These schools are frequently hiring new teachers to replace the ones who have left. It is often difficult to find teachers willing to work in these schools that might be crowded, have insufficient resources, and students who need a lot of support. Some teacher preparation programs place student-teachers in these schools, sometimes with the support they need to serve the students well, but sometimes they are expected to address challenges quite independently. When choosing a pathway to certification, aspiring teachers should carefully research the available options. What student population will the teacher be working with? How does the program help new teachers develop cultural competency if they will be working with a population that is different from their own background? What challenges do new teachers typically face? What support does the program give to new teachers? How are new teachers evaluated? How long do graduates stay in the teaching profession? The program new teachers select should offer supervised training in the classroom with expert teachers, have diverse learners and trainers, treat staff fairly and equitably, provide opportunities to collaborate and exchange ideas, and offer high quality ongoing support for teachers.

For a complete list of alternative programs available for aspiring teachers in New York City, see http://teachnyc.net/certification/alternative-routes-to-certification.*
Understanding “How to Become a Teacher”

Complete the questions below as fully as possible.

1. What do teachers need to do in order to be hired to work in a public school?

2. Describe the two pathways to becoming a teacher. What are some of the main differences between these two pathways?

3. Describe what the two pathways have in common.

4. Why would someone decide to follow the traditional pathway to becoming a teacher?
5 Why have states created alternative pathways to teacher certification?

6 The article has some concerns about teacher preparation programs. What are they?

7 Imagine that you have earned a degree in Computer Science and have been working as an IT professional in a law office for three years, but have decided you want to pursue a teaching career. You have enrolled in an alternative pathway program to teaching and will soon begin working in a school. What classroom or school situations will be difficult for you to handle? Use your experience as a student, as well as a worker, in your response.

8 Regarding the situations above, how could your program support you? What could you say to ask for the support you need?
Teaching Assistant Career Map

Students read a career map for a Teaching Assistant and discuss, as a class and in pairs, the career pathways Education and Childcare workers can take. This can be used to discuss career pathways in Education and Childcare in particular as well as career progression more generally.

**PREP**

- Be prepared to explain the vocabulary: professional support, administrative, technician
- Read and become familiar with the Teaching Assistant Career Map pamphlet.

**MATERIALS**

- Career Paths for Teaching Assistants reading
- Teaching Assistant Career Map
- What Route Should I Take? Career Pathways for Teaching Assistants reading

**EXPLAIN**

1. Workers interested in pursuing a career in an Education setting don’t always start out as teachers. They can start in one job and take various Education-related pathways. Many people begin a career in Education as a Teaching Assistant. Why do you think that is?
   - It does not require a college degree and it involves working with students.

2. Some Teaching Assistants really enjoy their jobs and remain in them for a long time. Others decide they want to make a career change. We are going to study some possible pathways Teaching Assistants can take if they want to continue their education and find better-paying, more secure jobs in the Education sector.

3. Distribute Career Paths for Teaching Assistants and ask students to read it. When they are finished reading, they should discuss with a partner what they now know about Teaching Assistants.

4. Ask students to share their responses, and write them on the board.
Ask students to reflect on the salary of Teaching Assistants. Does the pay seem low? medium? high? To put this salary in context, a family of four earning less than $23,830 is considered to be living in poverty, according to the New York State government. Why would someone want to become a Teaching Assistant?

- *It can be used as a stepping stone to higher paying careers in Education.*

**Ask:** Which careers do you think a Teaching Assistant might move into next?

We’re going to read a career map that shows a few possible pathways someone starting out as a Teaching Assistant can take.

It is very difficult to generalize about careers, because not all employers are looking for the same characteristics in their employees. So the information presented in this map may not apply to all jobs in the field they describe. For example, if you look at some job descriptions for Teacher Assistants, you will notice that the level of education required may be lower than what is listed on the map. For example, it’s possible that you can get hired in a private school without the education that is required to work in public schools. It’s important to understand, though, that most Education jobs beyond the entry level require at least an Associate’s degree and often a Bachelor’s degree and beyond.

Distribute the *Teaching Assistant Career Map* and ask students to read it carefully. As a class discuss the following questions:

**What kind of information is on this map?**
- Salary and education requirements of careers, potential movement between careers.

**What do the dotted lines represent?**
- Movement between careers.

**What do the dotted circles represent?**
- Teaching careers.

**What are some examples?**
- Adult Basic Education teacher, Early Childhood teacher, High School teacher.

**What do the diagonal striped circles represent?**
- Professional support service careers.

**What are some examples?**
- Guidance counselors, social workers, career counselors.
What do the grid circles represent?

- Careers that involve administration or administrative support.

Why might some people be more interested in becoming a school secretary, for example, than a teacher?

- They may not want to be in school for as long a time; they may be good at and interested in some of the technical skills required of a school secretary; they may not want to work directly with children.

Does this career map show the steps that everyone who wants to enter the Education field should take?

- No. The requirements listed inside each circle are necessary to attain that particular job, but many different pathways are possible. This map represents just a few of many possible movements.

So why do some people become Teaching Assistants before they become teachers?

- They may need to work while going to school and they want to work in a related field; they may not be sure if they want to become teachers, so they work at a job in a school setting to make sure one way or the other.

Why do you think this map includes some careers outside of teaching?

- To think about which kinds of jobs in the Education sector might be a good fit for people who don’t want to or may not be able to teach.

8 Divide the class into five groups. Distribute the What Route Should I Take? reading to all students. Ask each group to read the opening paragraph and one of the following four sections: Teaching Pathway, Professional Support Pathway, Library Technicians, Non-educator Jobs in School Settings and Alternative Pathways.

9 Ask students to discuss the reading with their group and identify the most important parts of their reading. They should underline parts that address the job responsibilities (what the worker does at work) and circle parts that address job requirements (how the person can become prepared for the job). Let them know they will have to present the information from their section to the rest of the class.

10 Each group presents their section to the class, including:

- Which careers are included in this category of Education
- The responsibilities of people who work in this career
- The requirements, or how to become prepared to work in this career
Career Paths for Teaching Assistants*

Information from Career Cruising, Career Zone, and Bureau of Labor Statistics Websites

TEACHING ASSISTANT

Teaching Assistant jobs are on the rise in New York City. With increased education leading to credentials and licensing, Teaching Assistants have many options to choose from in the field of Education. Teaching Assistants are also called Paraprofessionals, Teacher’s Aides, or Teacher Assistants.

WHAT IS A TEACHING ASSISTANT?

Teaching Assistants help elementary, middle and secondary school teachers by supervising, assisting, and teaching children and teenagers during school hours. Teaching Assistants perform many different tasks, but their primary job is usually to aid in the instruction of children.

- Teaching Assistants help students understand lessons and complete assignments.
- Most assistants also provide clerical assistance. They help prepare educational materials before class, record grades, and file records. They may also organize bulletin boards and displays, set up and operate classroom equipment, and keep teaching supplies organized.
- Some assistants supervise students outside of the classroom. They oversee students in the cafeteria, during field trips, and in the schoolyard during recess as well as before and after school.

WHO LIKES TO WORK AS A TEACHING ASSISTANT?

People who like this work:

- Have patience, compassion and care about the well-being of others;
- Are creative and enjoy working with children and/or teenagers;
- Have strong communication skills.
WHAT TYPES OF ORGANIZATIONS DO TEACHING ASSISTANTS WORK FOR?
Teaching Assistants work in various educational settings, including public schools, private schools, and childcare centers.

WHAT KIND OF PAY AND HOURS ARE INVOLVED IN THIS TYPE OF WORK?
Teaching Assistants might work full-time or part-time.

- Most Teaching Assistants work a 9 to 10-month school year. Hours can vary depending on whether the job is full-time or part-time. Additional work, beyond the traditional work day, may be required.
- Many Teaching Assistants work part-time, often from 3 to 6 hours a day with 2 to 3 months off in the summer. Assistants who work full-time typically work 7 to 8 hours a day.
- Full-time Teaching Assistants who work for the NYC Department of Education make a starting salary of $23,614; salaries increase depending on additional certifications. Most full-time assistants earn between $17,000 and $37,000 a year. Part-time salaries vary, and begin at the minimum wage.
- Full-time Teaching Assistants usually receive benefits. Part-time assistants do not typically receive benefits. Teaching Assistants who work in New York City public schools are part of the teacher’s union.

HOW CAN I BECOME A TEACHING ASSISTANT?
In order to get a job in a public school, you must hold a valid Teaching Assistant Certificate; most private settings also require this certification.

- To obtain this certificate, you must have a high school diploma, an HSE diploma (or a GED). You must also take and pass the New York State Assessment of Teaching Assistant Skills (NYSATAS), as well as three state-approved workshops on Child Abuse Identification, School Violence and training in Harassment, Bullying, Cyber-bullying and Discrimination in Schools. Programs to prepare for these exams are offered by CUNY and by private training schools.
- Certification beyond entry level requires college course credits.
Teaching Assistant Career Map

$19-24K
Teaching Assistant, Entry Level
H.S. Diploma/Equivalent

$23-27K
Teaching Assistant, Levels 2 & 3
Some College

$23-49K
Preschool Teacher
Associate’s Degree

$30-45K
Parent Coordinator
Bachelor’s Degree
Or Extensive Experience

$37-83K
Preschool Administrator
Bachelor’s Degree

$36-75K
Instructional Coordinator
Master’s Degree Preferred

$45-87K
Elementary, Middle & High School Teacher
Bachelor’s Degree Required
Master’s Degree Preferred

$50-87K
School Psychologist
Master’s Degree

$38-77K
Education, Guidance, Vocational Counseling
Bachelor’s Degree

$50-87K
Elementary School Principal
Master’s Degree

$70-140K
Elementary School Principal
Master’s Degree

Key:
- ▲ Certificate Required
- ▼ Certificate Preferred
- ▼ Extensive Related Work Experience Required

TEACHING / TRAINING
PROFESSIONAL SUPPORT
ADMINISTRATIVE / ADMIN SUPPORT
What Route Should I Take? Career Pathways for Teaching Assistants

Many people who start out as Teaching Assistants remain in this type of work for years, but move from one agency type to another, or from part-time to full-time work. Teaching Assistants who stay in this job while earning college credits toward an Associate’s Degree gain more responsibilities and earn higher wages. Some people who enter the Education field as Teaching Assistants decide to advance their careers by moving into an area of greater specialization. They go back to school to earn credentials that give them knowledge and skills in one special field of interest, for example as Bilingual Teachers or as Career Counselors. In the Education sector, there are three broad families of jobs: those that involve teaching, those that provide professional support to students and teachers, and other jobs that are required to keep a school running.

TEACHING PATHWAY

The majority of Teaching Assistants work with young children. Some Teaching Assistants who enjoy this kind of work may study to become Preschool Teachers, a more specialized but related job that gives them greater responsibilities and a higher salary. Preschool Teachers work in public or private schools, childcare centers or community or religious organizations.

- Preschool Teachers educate and care for children younger than age 5 who have not yet entered kindergarten. They plan and carry out activities that target different areas of child development such as language, social and movement skills. They organize and lead activities, observe and evaluate children’s performance and attend to children’s basic needs.

- The most common pathway to becoming a Preschool Teacher in New York State is by earning a Bachelor’s Degree from an approved teacher preparation program. Teaching Assistants may want to pursue this degree while working part-time in a school or daycare setting. They may first earn an Associate’s Degree at a community college, then transfer to a senior college to earn a Bachelor's Degree in Education.

- Other teaching professions that Teaching Assistants may be interested in are Elementary School Teacher, Middle School Teacher, or High School Teacher.

Each of these professions requires at least a Bachelor’s Degree; public schools require state certifications, and while not all private schools require certification, many prefer it.

PROFESSIONAL SUPPORT PATHWAY

Educational, Guidance, School and Career Counseling

Not all Teaching Assistants who advance in the Education sector are interested in teaching. Some choose to become Guidance, Educational or Vocational Counselors. People in these positions often work one-on-one or with small groups of individuals. Depending on their specialty, Counselors work in public or private schools, colleges, government agencies and private practices.

- A counselor’s work varies depending on the setting. School counselors help students to develop the academic and social skills...
needed to succeed in school. They also work with parents, teachers, administrators and others to discuss students’ progress. Career Counselors help students and others set and work toward career goals that best fit their strengths, interests and personal situations.

- The Counseling profession requires at least a Bachelor’s Degree. School Counselors must have a Master’s Degree and a state-issued license. Enrolling in an Associate’s Degree program and taking courses that count toward a degree in Counseling is a good first step.

- School Counselors may take additional career steps, including further education and licensing, to become school psychologists.

LIBRARY TECHNICIANS

Another career that involves working with children, but less directly, is Library Technician. People who work as Library Technicians work in public, school, and college libraries. They also may work in government, medical, law and business libraries. In school settings, their work often involves helping teachers and students.

- Library Technicians catalog new materials by entering the codes that identify books and other library materials, show patrons how to use the library’s databases, help patrons find books and other library materials, arrange displays of books and other materials, maintain records of library users and assist patrons in checking out books and other materials.

- Becoming a Library Technician in New York City requires being enrolled in an Associate’s Degree program at minimum.

- Becoming a Library Technician is a good way to gain experience and knowledge and can lead to a career as a Librarian, which requires a Master’s Degree in Library Science as well as state certification.

NON-EDUCATOR JOBS IN SCHOOL SETTINGS:

School Secretary

- School Secretaries work in the school office and are essential to the operation of a school. They perform many administrative tasks and are often the first person a community member comes in contact with when making a school visit. Some of their responsibilities include preparing official letters, creating and updating reports, taking messages for school personnel, directing questions and complaints from the public to the appropriate official, interacting with parents and other visitors when they arrive at the school, and maintaining administrative records of various kinds.

- School Secretaries must have an Associate’s Degree and clerical or office experience, though many have Bachelor’s or Master’s degrees. To be a School Secretary in some districts, you must also be fingerprinted and clear a background check.

Parent Coordinator

- Parent Coordinators increase parent involvement in the school. Their role is to help school officials understand parents’ concerns and questions, and to help parents better understand school policies.
and concerns. They also may arrange workshops for parents, such as those on Nutrition or Math.

- Parent Coordinators should have a Bachelor's degree from an accredited college and two years of experience in community work that relates to the Parent Coordinator's responsibilities. Some schools will accept a high school diploma or equivalent and six years of experience in community work that relates to the Parent Coordinator’s responsibilities as a substitute for a Bachelor's degree.

**School Bus Drivers**
- School Bus Drivers transport students to and from school and other activities. On school days, drivers pick up students in the morning and return them home in the afternoon. They also drive students to field trips, sporting events, and other activities. Drivers ensure the safety of children getting on and off the bus, keep order and safety on the school bus, and attend to the needs of children with disabilities. Some School Bus Drivers have additional jobs, because they work in the morning picking up children, in the afternoon dropping off children, and are free in the middle of the day.

- School Bus Drivers are required to be at least 21 years of age and possess a Commercial Driver's License (CDL) with a Passenger (P) endorsement. Certain school bus drivers also need a School Bus (S) endorsement. Some districts may also require School Bus Drivers to be fingerprinted and clear a background check.

**School Cafeteria Cook**
- School Cafeteria Cooks prepare food in large quantities according to set menus. Besides preparing food, cooks ensure that food is handled in a safe and clean manner in order to prevent illness. Cooks must also be able to use different kinds of kitchen utensils and equipment, and be familiar with a large amount of ingredients in order to prepare meals properly.

- This job does not require a high school diploma, although effective written and oral communication skills are needed. On-the-job training is the most common approach for preparing cooks for the job, but completing high school and participating in relevant workshops is strongly recommended. Many School Cafeteria Cooks are entitled to medical benefits, retirement plans, sick days and paid holidays.

**ALTERNATIVE PATHWAYS**

A number of alternative pathways exist for those interested in a career in Education. Some require a high school diploma or equivalent, while others require some college, an Associate’s or Bachelor's degree and prior teaching experience.

**After School Program Teacher (Extended Day Teacher)**
- After School Program Teachers, also called Extended Day Teachers, help students learn outside of their regular school day classrooms. Some help students with their homework one-on-one and in small groups, while others teach enrichment classes, such as art, music, creative writing, cooking, or coach sports teams.
Some after school programs require their teachers to have a high school diploma or equivalent, while others require an Associate’s or a Bachelor’s Degree, and sometimes a teaching certificate. Many after school programs hire teaching artists, or other enrichment teachers (cooking, graphic arts, etc.), with a proven skill set in that particular subject area instead of a degree.

The schedule of an After School Program Teacher varies. Because after school programs generally only run from around 3-6pm Mondays-Fridays, these are often part time jobs, typically 15-20 hours per week. They are usually only available when school is in session (August–June). Starting pay can range anywhere from $9–$25 per hour, while more experienced and specialized teachers can earn up to $45/hr. Keep in mind that teachers often only work a few hours per day. Most After School Teachers have more than one job.

After-school programs are often eager to hire college students who are interested in pursuing careers in Education. After-school teaching experience along with additional education, can be a good first step toward a career in after-school program administration or certified classroom teaching.

**Academic Tutor**

- Academic tutors help students with their school work one-on-one or in small groups, sometimes with a focus on a particular subject area. The tutor’s job is to help students understand concepts and ideas they are struggling with and teach them learning strategies and tools.

- Some tutors are self-employed, while others work for a school, nonprofit or tutoring company. Most tutors are required to have a college degree or some college experience and proven proficiency in the subject area they will be tutoring. It is a great way to gain teaching experience, but, because of the education requirements and part-time schedule, it is not within reach for students less than a college degree.

- Tutoring schedules can vary, often depending on the age of the student. School aged children and teenagers generally require a tutor available after school or on weekends, while tutoring for college students might have a more flexible schedule. A tutor will typically work with a student 1-2 hours at a time, often on a weekly or periodic basis.
Multiple Paths: How Personal Factors Impact Career Movement

Students consider what goes into choosing a career path. What would make someone interested in becoming a Library Technician as opposed to an After-school Teacher? And in general, what personal factors impact how a worker will change careers?

DISCUSS

- What life factors affect whether someone stays at an entry-level career in Childcare, or pursues higher-level careers that require advanced degrees?
- What life factors might play a role in the pathway workers take? Write answers on the board.
  - Their interests, for example an interest in working with young children or working with technical equipment.
  - Their time. A career change might require a lot of education, which they might, or might not have.
  - Family. They might need to spend more or less time taking care of family members.
  - Money. They might have to invest a good deal of money into their education.
  - Limitations. They might find a particular career is too difficult physically.
  - Career exploration. They might try a few different careers before they find one that is a good fit.

- Write the following questions on the board. Put students into pairs and have them discuss the questions.
  - How does family impact your career choice?
  - How does time impact your career choice?
  - How does money impact your career choice?
  - How does interest or personality impact your career choice?
  - What else impacts your career choice?
A Taste of Training: Child/Infant Cardio-Pulmonary Resuscitation (CPR)

Students practice note-taking while learning about child and infant CPR through an instructional video. After watching the video, they assess their note-taking skills by taking a quiz using their notes.

PREP

- Watch the CPR training video at https://www.youtube.com/watch?v=toStEtTx5zo
- Check to make sure the computer with projection and sound are working.

MATERIALS

- Quiz: Child and Infant CPR
- This activity requires a computer with internet connectivity, speakers and projection.
- Video link: https://www.youtube.com/watch?v=toStEtTx5zo

EXPLAIN

1 Training in CPR, Cardio-Pulmonary Resuscitation, is required for many people who work with children, including teachers, camp counselors and daycare providers. Many hospitals offer CPR classes to expectant parents.

2 What is CPR?
   - CPR stands for Cardio-Pulmonary Resuscitation and involves assisting people who have difficulty breathing to resume regular breathing.
   - Cardio – Related to the heart
   - Pulmonary – Related to the lungs
   - Resuscitation – To make active again

   Many people who are not medical providers are CPR-certified. Some professions require it. Often CPR-certified people are the first people to help someone who is in distress while awaiting medical attention.

3 Ask if any of the students in the class have been CPR-certified, or have learned about CPR through a job. Ask what kinds of jobs might require CPR certification?
   - Example: hospital staff, residential facility staff, such as foster group homes or shelters, prison staff, flight attendants.
We’re going to watch a video that trains people in performing CPR. While you watch the video, you are going to take notes on the important points. Then you are going to take a quiz on the video. You may use your notes for the quiz. The video is 5 minutes long. We are going to look at one minute of the video at a time. You should take notes on all the important points that are said in each minute of the video. Take out a piece of paper and get ready to take notes.

Play the video at [https://www.youtube.com/watch?v=toStEtTx5zo](https://www.youtube.com/watch?v=toStEtTx5zo). Stop the video after the first minute and ask students to take notes on the important points in the video so far. Resume the video, playing the next minute of the video, then ask students to take notes on this segment. Repeat the process, stopping at one-minute intervals, and providing students time to take notes, until you have played the entire video.

Ask students if they feel prepared to take a quiz about the video. If not, explain that you will play the video a second time, all the way through without stopping, and students should add new information to their notes that they might have missed in the first viewing.

You, the teacher, should also take notes in order to share your experience of watching the video and note-taking later on.

Distribute Quiz: Child and Infant CPR. Ask students to take the quiz. Explain that they should work on it alone, and that they should use their notes to answer the questions.

Ask students to exchange papers. They will correct each others’ answers. Ask for volunteers to discuss their answers, using the answer key to support the discussion. Ask students to return their partner’s paper, with corrected answers.

**DISCUSS**

- How was this experience of watching a video, taking notes, and using the notes for information?
- What was challenging?
- What skills did you use?
- Why do you think we watched the video twice?
- What kinds of information did you catch the second time that you did not catch the first time?
- How can this activity be applied to other subjects?
- What did you learn about your note-taking?
- Do you think the field you are interested in pursuing requires CPR training?
QUIZ: Child and Infant CPR

Answer the questions below in as much detail as you can.

1. Name two ways you can determine whether or not a child is breathing:
   1. 
   2. 

2. What are the two main techniques for restoring breath to someone who appears to have stopped breathing?
   1. 
   2. 

3. Name two differences in technique when performing CPR on an infant versus a child.
   1. 
   2. 

4. Once you have tried to resuscitate the child’s breathing, how can you check to see whether or not they have resumed breathing?

5. How long should you continue performing CPR?

6. What does resuscitate mean?
QUIZ: Child and Infant CPR (ANSWER KEY)

1. Name two ways you can determine whether or not a child is breathing:
   1. Look for movement in the chest or other parts of body.
   2. Feel for breath.

2. What are the two main techniques for restoring breath to someone who appears to have stopped breathing?
   1. Performing chest compressions
   2. Blowing air into the mouth

3. Name two differences in technique when performing CPR on an infant versus a child.
   1. Don’t tilt head far backwards in infants, because it constricts airway.
   2. Use two fingers versus the whole hand when performing chest compressions.

4. Once you have tried to resuscitate the child’s breathing, how can you check to see whether or not they have resumed breathing?
   Look for movement in the chest or other parts of the body.

5. How long should you continue performing CPR?
   Until a medical professional arrives.

6. What does resuscitate mean?
   In this case, to resume breathing. Generally speaking, to become active again.
Job Training Series in Childcare

Students learn about job training programs—what they are, how to find a good one, and what to expect as a participant. Then they read descriptions of high-quality job training programs in Childcare. It is recommended that all activities in this series be done sequentially.

**ACTIVITIES IN THIS SERIES**

4.1 • Job-Seeker Terminology

4.2 • Know Before You Enroll

4.3 • Developing Questions: Researching Job Training Programs in Childcare*
Job-Seeker Terminology

Students learn vocabulary relevant to a job search in any sector, by matching job search terms to their definitions.

PREP

Create one index card for each student, containing either a type of Job-Seeker term or a description of the term. It’s okay if some of them repeat.

EXPLAIN

1. Explain that there are lots of programs that help people find jobs and help employers fill positions, and lots of differences between them.
2. Distribute one card to each student, making sure each card has a match, and ask students to find their match.
3. Once students find their match, have pairs share their description with the class.
4. Discuss definitions as a class.
<table>
<thead>
<tr>
<th>Job-Seeker Terminology</th>
<th>Definition of Job-Seeker Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Training</td>
<td>A program, either fee-based or free, in which participants learn a specific workplace skill, such as refrigerator repair or commercial driving. May include job search assistance.</td>
</tr>
<tr>
<td>Job Placement</td>
<td>A service that assists participants in applying for jobs. It may be part of a job training program or may exist on its own.</td>
</tr>
<tr>
<td>Job Readiness</td>
<td>Teaches general workplace skills such as professional dress and communication, how to write a resume and cover letter, how to prepare for an interview, and workplace expectations such as punctuality and cell phone use.</td>
</tr>
<tr>
<td>Career Advisement/Coaching</td>
<td>One-on-one meetings to discuss a job-seeker’s interests and skills, where to look for jobs and educational opportunities.</td>
</tr>
<tr>
<td>Employment Agency or Office</td>
<td>A company, hired by businesses, to interview and hire new employees, and used by job-seekers to find jobs.</td>
</tr>
<tr>
<td>Degree</td>
<td>A document earned from a college or university showing completion of coursework in a particular area of study. Usually requires a minimum of 2-3 years.</td>
</tr>
<tr>
<td>Certificate</td>
<td>A document earned from a college or university, community based organization, union or private company, showing mastery of a specific job-related skill.</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>“Earn while you learn.” This is paid training in a particular job-related skill, often including classroom and work experience hours. Participants are sometimes hired by the company that trained them and sometimes receive job placement assistance. They are common in the building trades and more recently in the culinary arts.</td>
</tr>
<tr>
<td>Pre-Apprenticeship</td>
<td>A program that provides participants with the skills they need to participate in a paid training program, such as literacy and math skills related to the job.</td>
</tr>
<tr>
<td>Internship/Field Placement/Practicum</td>
<td>Supervised work experience and workplace-based training often done for school or college credit. It may be accompanied by or part of a class in which training experiences are discussed.</td>
</tr>
<tr>
<td>Trainee</td>
<td>A person who is being trained in a particular job. Most trainees are paid for their training.</td>
</tr>
<tr>
<td>Probation</td>
<td>A period early in employment during which an employee must demonstrate her competency at her job before being considered a permanent employee.</td>
</tr>
</tbody>
</table>
Know Before You Enroll*

Students learn how to choose a high quality job training program by reading a training program selection tip sheet and using it to write a letter of advice to a young person in their life who is planning to enroll in a job training program.

PREP

- This activity may be done following the previous activity on researching local job training programs, or may be done on its own.
- Read the Know Before You Enroll tip sheet.

MATERIALS

- Know Before You Enroll tip sheet
- Job Training Advice Letter writing assignment

EXPLAIN

1. The New York City Mayor’s Office discovered that many students were graduating from job training programs with a lot of debt and without jobs or useful certifications promised by the programs. They created an ad campaign to help New Yorkers choose high quality training programs that would help them be prepared for and find employment in their field. Although it was created in New York City, much of the advice applies to job training programs anywhere.

2. Distribute the Know Before You Enroll tip sheet, and ask students to read and annotate it. In particular, they should underline and take notes about:
   - Any tips in the handout that seem like good ideas, or ones that they hadn’t thought about before.
   - Anything that is confusing to them.

3. Have students share their ideas from the handout in small groups.
   Which were the best ideas from the handout, and why? What questions did you have or which parts, if any, seemed confusing?
4 Tell students that they will now use what they learned for a writing assignment. It's often good to look back at a reading to check what it says, but it's also good to turn it over and not look at it, to challenge your memory of what it said, and to make sure you're writing about it in your own words. Tell students to put away their handout to write.

5 Distribute the writing assignment and review the directions.

6 Before they write, ask students to discuss in pairs the best pieces of advice from the reading (without looking at the reading).

7 Once students have written the letters, ask them to re-read the tip sheet and mark any points they remembered incorrectly, or any useful points they did not include. Then revise their letters to include these points, putting all information in their own words.
Know Before You Enroll Tip Sheet

THE ISSUE

As the number of enrollees in job training programs grows, there is concern about these schools’ high cost and aggressive marketing. For-profit schools widely market their services on subways and buses, TV and radio, and in community and ethnic newspapers, but many students are unaware of the potential implications of enrolling in a for-profit school or of the free and low-cost education and training programs that are available.

I saw an ad on TV for a two-year school where I could learn graphic design and threw away $25,000 on a worthless diploma. My credits don’t transfer toward a bachelor’s degree, and the school never helped me get the internships and jobs they promised.

Thanks to the City’s Financial Empowerment Centers, I’m paying back my loans and saving to go to CUNY.

– Garvin, Brooklyn

Know Before You Enroll

Visit nyc.gov or call 311 and ask about free and low-cost education and training options and financial counseling.

Know Before You Enroll

Before you take on debt or pay to enroll in a school or training program, do your homework first. Here are 10 important tips to help you protect your money.

1. **Free and low-cost adult education and training options are available.** Visit nyc.gov or call 311 and ask about free and low-cost adult education and job training options. You can attend classes at the Department of Education, City University of New York (CUNY), public libraries, community-based organizations, Workforce1 Career Centers, and more.

2. **If a school or training program sounds too good to be true, it probably is.**

3. **Research, research, research.** Consider multiple schools before deciding which one is right for you. Ask for information on graduation and completion rates, student loan debt, and whether or not the credits you get will transfer to other schools. Sit in on a class, ask to speak to former students who have completed the program, and visit nyc.gov to read reviews from real students in the NYC Training Guide. Ask to see a list of employers that hire graduates, and call those businesses to ask their opinion of the school. You should also research the general field you're interested in to make sure it's the right fit and there's potential for job availability and growth.

4. **Avoid unlicensed schools.** Some schools are operating illegally. If you go to an unlicensed school, you can't take exams to become licensed in many fields such as nursing. Visit nyc.gov or call the New York State Education Department at (212) 643-4760 or (518) 474-3950 to check if a vocational or trade school is licensed. Remember, even if a school has a license, it might not be well run, so research the school before you sign up. Call 311 or visit nyc.gov to file a complaint about an unlicensed school.

5. **Don't sign up the day you visit a school.** Before you sign up, you need to understand how much the program will cost and how you will pay for it. Do not make such an important decision on the spot! Take your time, and research the school. Visit nyc.gov for the NYC Training Guide to learn more about specific schools and programs.

6. **Never sign anything you don't understand.** If a school pressures you to sign a contract or agreement on the spot, walk away. You have the right to bring home important forms so you can read them more carefully and review them with people you trust.

7. **Ask for the school's tuition cancellation policy in writing.** The policy should describe how you can get a refund if you need to cancel or withdraw. However, once you have signed up, it can be tough to get your money back.

8. **Be careful of taking on a lot of debt.** Some schools charge tens of thousands of dollars. Often, the "financial aid" that is available isn't free money, but rather loans you have to pay back—with interest. School loans last a long time, and there's a limit on how much money you can borrow. Loans can also lower your credit score if you don't pay them back on time. Make sure you understand the terms and will be able to make the payments. Remember that free and low-cost education and training options are available. See tip #1!

9. **Avoid schools that "guarantee employment" after you graduate.** A school can't guarantee that you'll get a job when you graduate. Many times, the schools that make these types of promises don't actually place you in a job.

10. **You have the right to file a complaint.** Did you enroll in a school or training program but didn't get what you were promised? Call 311 or visit nyc.gov to file a complaint.

Are you in debt from school?
Visit nyc.gov or call 311 and ask for an NYC Financial Empowerment Center, where you can get free one-on-one professional financial counseling.
Job Training Advice Letter

Imagine that your nephew/cousin/friend is planning to enroll in a job training program. Write a letter of advice, explaining what they should do to make sure they choose a high quality program that will help them meet their career goals. In your letter, make sure to use and explain the best pieces of advice you learned from the reading. The letter is started for you below.

Dear ______________________,

I heard that you were planning to enroll in _____________________________. I’m excited for you, and I also wanted to offer some advice before you enroll. ________________________________

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Developing Questions: Researching Job Training Programs in Childcare*

Students learn about local training programs available for careers in Childcare by developing research questions, researching training websites and discussing their findings.

PREP

- This activity references the previous lesson, *Know Before You Enroll*. It is recommended that all lessons in the series be done sequentially. If you have not done the previous lesson, you may want to incorporate the *Know Before You Enroll* tip sheet into this lesson.

MATERIALS

- Computers are recommended for this activity. If not available, use the job training websites listed in the directions below and print out program information to distribute paper copies to students.
- *Developing Research Questions for Childcare Job Training Programs* worksheet
- *Job Training Program Research* worksheet
- *Childcare Training Topics for Licensure and Renewal* handout

EXPLAIN

1. As a general rule, any day care program planning to serve three or more children for more than three hours a day on a regular basis must obtain a license or registration certificate. The New York State Quality Child Care & Protection Act of 2000 requires providers, staff, caregivers and volunteers with regular and substantial contact with children working in licensed and regulated child day care programs to receive 30 hours of training covering nine required topic areas every two years. This applies to all Office of Children and Family Services (OCFS) licensed or registered child day care programs in all counties of New York State and the five (5) boroughs of New York City. In addition, many childcare workers, even those who provide informal family care to one or two children and do not require a state license to do so, take advantage of training opportunities to enhance their skills or eligibility to move forward in their career. There are a number of ways early childhood and school-aged care workers can obtain training. Many community college campuses offer credential programs in Early Childhood Education. Another way is through a job training program.
Why would someone want to do a job training program instead of going to college?

- It might be less expensive than college, not as much time is required, it prepares participants for a specific job that requires only a short-term training program and may include assistance with job searching.

2 What kinds of topics do you think childcare providers might need training on?

- Childhood development, nutrition, safety, first aid, child abuse identification

3 There are nine topic areas that the state requires licensed childcare providers to be proficient in. When providers take classes that address these topics, they receive credit toward their license. Distribute Childcare Training Topics for Licensure and Renewal handout. Ask students to read and annotate the handout, marking anything they find interesting, surprising or confusing.

4 When students are finished, ask them to turn to a partner and share one interesting thing they read and one question they have.

5 Today you will research job training programs in childcare. You will use the information you just learned about childcare training to help you determine the quality of each program. Before you read about those programs, you are going to brainstorm questions that you might ask when investigating them.

6 Divide the students into groups. Ask groups to brainstorm questions they might ask a job training program. They may want to recall some of the job training tips from the previous activity as they develop their questions.

7 Once the brainstorms are complete, ask students to share their lists of questions with the class. Take notes on the board to create a master list of questions, and add questions they may not have thought about.

Some key questions include:

- What are the program requirements? Who is eligible?
- How long is the training program? What is the schedule?
- What will I learn in the training?
- Does the training cover any or all of the nine topic areas mandated by the NY OCFS?
- How much (if anything) does the training program cost? Is there any financial aid available?
- What does the program do to help graduates find jobs?
Distribute the Developing Research Questions for Childcare Job Training Programs worksheet, and have students write 6 questions from their brainstorm or others they think of that they want answered when they research job training programs.

Distribute the Childcare Training Programs Research worksheet and let students choose from the following training websites to research a training program. Write the URLs on the board.

- **NYC Childcare Resource and Referral Consortium**
  http://nyccrr.org/

- **United Federation of Teachers Union**:  
  http://www.uft.org/chapters/family-child-care-providers/professional-development-training

- **The Committee for Hispanic Children and Families, Inc.**  
  https://www.chcfinc.org/

Ask students to complete the job training research sheet. Circulate to help students notice which information is and isn’t on the website.

If computers are not available, distribute paper copies of the job training programs listed above.

**DISCUSS**

- What did you learn from this research about job training programs (about the programs, possible careers, or how to research a training program)?

- What else would you need to do besides look at the website to be adequately informed about the training program?

- What qualities make a good job training program?

- Did you learn about a job training program that was interesting to you? Why or why not?
Childcare Training Topics for Licensure and Renewal


All child care staff/employees/caregivers and volunteers with potential for regular and substantial contact with children must complete a total of 30 hours of training every two (2) years. Training topics include:

- **Principles of childhood development** focuses on the developmental stages of the age groups for which the program provides care. Includes such things as meeting the physical, social and developmental needs of children, including those with special needs; behavior management and discipline; promoting play and physical activity; individual development variation and learning styles; infant and toddler brain development and cross-cultural skills and knowledge.

- **Nutrition and health needs of infants and children** includes healthy menu planning, obesity prevention, benefits of and how to encourage breastfeeding for nursing parents returning to work, training in infectious diseases, Cardio Pulmonary Resuscitation (CPR), first aid, health and safety practices, preventive techniques in sudden infant death syndrome (SIDS), medication administration training.

- **Child Day Care Program Development** includes staff supervision and coaching; program variety and activity; promoting children’s language development and social and emotional skills; establishing nurturing, stimulating environments; meeting the needs of children who do not nap; hand washing; and meeting the needs of mixed age groups.

- **Safety and security procedures** includes communication between parents and caregivers, emergency preparedness and response practices and procedures, fire safety, pool and water sports safety, playground safety, supervision of daily activities and family engagement techniques.

- **Business record maintenance and management** includes training in New York State and federal business requirements, childcare record keeping and documentation requirements, organizational skills and staff scheduling and supervision.

- **Child abuse and maltreatment identification and prevention** includes how to recognize signs and symptoms of child abuse; documenting incidents and daily health checks; child abuse policy/procedure including safety plan.

- **Statutes and regulations** pertaining to child abuse and maltreatment includes how to report child abuse and maltreatment according to the legal expectations of all childcare workers.

- **Education and information on Shaken Baby Syndrome**: Shaken baby syndrome is a brain injury that occurs when someone shakes a baby or throws a baby against an object. It is a form of child abuse. It may happen to children up to 5 years of age, but it is most common in babies younger than 1 year old.
Developing Research Questions for Childcare Job Training Programs

Write six questions you would like answered about your chosen job training program.

1.

2.

3.

4.

5.

6.
Job Training Program Research

Now that you have researched your chosen job training program, use the *Know Before You Enroll* tip sheet and the following worksheet to try to determine the quality of the program. For each tip in the left column, discuss how your job training program does or does not measure up.

Job Training Program Name: ____________________________________________

Program Location/Company: ____________________________________________

<table>
<thead>
<tr>
<th>Characteristics of High Quality Childcare Training Programs</th>
<th>How Does My Job Training Program Measure Up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and low-cost adult education and training options are available.</td>
<td></td>
</tr>
<tr>
<td>Covers some or all of the nine topics mandated by the New York OCFS</td>
<td></td>
</tr>
<tr>
<td>Offers classes during times that are likely to be accessible to childcare workers</td>
<td></td>
</tr>
<tr>
<td>Does not “guarantee employment” after you graduate</td>
<td></td>
</tr>
</tbody>
</table>

Do you consider your job training program to be of high quality? Why or why not?

What additional questions do you have?

Are you interested in this training? If yes, why? If no, how can this research activity assist you in researching training programs in your fields of interest?
Now that students have been exposed to many careers and are developing preferences, they will begin to wonder, how can I work in this field? CUNY offers many certificate and degree programs in Education and Early Childhood. Students do not need to choose one immediately, but should become comfortable learning how to research them.

**ACTIVITIES IN THIS SERIES**

5.1 • Researching CUNY Degree and Certificate Programs in Education and Early Childhood*

5.2 • Understanding Degree Program Requirements*

5.3 • Sample CUNY Certificates: Assistant of Children with Special Needs and Child Development Associate (CDA)*

5.4 • How Do I Enroll in CUNY?*

*RAENs will provide regional adaptations.
Background on CUNY*

The City University of New York has campuses in all five New York City boroughs. It is comprised of 24 colleges in total, offering Associate's, Bachelor's, Master's, Doctoral and Professional degrees, in addition to Certificate programs. Degree programs are offered through the college's academic departments. Certificate programs are generally offered through the Continuing Education departments.

CUNY Community Colleges

CUNY's community colleges, also known as 2-year colleges, include the Borough of Manhattan Community College, Bronx Community College, Guttman Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College and Queensborough Community College. These colleges offer Associate's degrees and Certificates. Many adult education students enter degree programs through CUNY's community colleges.

CUNY Senior Colleges

CUNY's senior colleges include Baruch College, Brooklyn College, Queens College, York College, The City College of New York, Lehman College, Hunter College and John Jay College of Criminal Justice. All of these offer Bachelor's degrees. Medgar Evers College, New York City College of Technology and the College of Staten Island offer Bachelor's and Associate's degrees.
Understanding Degrees vs. Certificates

Most CUNY colleges* offer both certificate and degree programs. Following are some of the main distinctions.

**WHAT ARE DEGREES AND CERTIFICATES?**

College degrees require several years of study and include coursework in a student’s major as well as foundational coursework in subjects like English, Math and Science. Degree programs require that students have high school or equivalent diplomas, be accepted for admission to the college, and pass placement exams before enrolling in courses for credit. Most Associate’s degrees require 60-65 credits.

Certificate programs vary in their requirements and details. Some are credit-bearing, while others are not. Most require a high school or equivalent diploma, but some do not. Some certificate credits earned may transfer into a degree program if students decide to pursue a degree at a later date. Some lead to licensure, which may have requirements of its own, such as legal residency.

**HOW CAN I PAY FOR DEGREES AND CERTIFICATES?**

The tuition for degree programs is a flat rate for full-time students, those who take 12 or more credits per semester. Part-time students, those who take fewer than 12 credits per semester, are charged a rate per credit hour. Students who receive Financial Aid from the federal and/or state governments can use these grants toward tuition. Other sources of financial support for degree programs include loans and scholarships. CUNY also offers a payment plan allowing students to pay tuition in installments.

The college’s Financial Aid cannot be used for non-degree programs. Financial support for Certificate programs include other government grants, loans and scholarships. Public Assistance grants can be used toward many Certificate programs.

Some students who are not eligible for federal or state Financial Aid may be eligible for scholarships specifically intended for them, such as in the case of undocumented students.
WHICH IS BETTER, DEGREE OR CERTIFICATE?

Both are valid and useful forms of education. Students need to assess their own situations and career goals in order to decide which is right for them. They should consider:

- How much time they can devote to education, on a weekly basis and in total numbers of years.
- What kind of career they are interested in preparing for.
- How much money they can spend on education, including paying out of pocket, using payment plans, or financial aid if eligible. The college websites list tuition charges as well as information on applying for financial aid, scholarships and payment plans.
- If they are willing to take on the sometimes lengthy process of applying for scholarships, including writing personal essays.
- How much weight the credential (degree or certificate) carries in the labor market, in particular, if it is required or beneficial for the career they want to pursue.
Researching CUNY Degree and Certificate Programs in Education and Early Childhood*

Students practice using a college website to locate degree and certificate programs in Education and Early Childhood, then choose one degree program to research in further detail.

PREP

- Go to the Bronx Community College (BCC)* website, www.bcc.cuny.edu. Click on Academics, then Academic Degree Programs and read about the Education and Early Childhood (AA and AAS) degrees offered (there are three total).
- Next, scroll down to the Certificate offerings and read about the three Childhood Assistant certificates.
- Be prepared to discuss the terms: college major, college degree, certificates and credential. (See previous pages for definitions.)
- Write the URL for Bronx Community College on the board:

  www.bcc.cuny.edu

MATERIALS

- This session requires use of a computer lab.
- Education and Early Childhood Certificates and Majors at Bronx Community College* worksheet
- Exploring an Education or Early Childhood Degree worksheet
EXPLAIN

1. Colleges and universities generally offer a number of different programs that culminate in students earning certificates, Associate’s degrees and Bachelor’s degrees, among others. What are the big differences between these programs?
   - Amount of time in program, cost, level of credential, depth of study, courses offered.

2. What is the difference between a college major and a college degree?
   - A major is the subject, program or area of study. A degree is the credential you earn when you complete the program (Bachelor’s, Associate’s, Master’s, etc.).

3. In many, though not all fields, a degree is considered a higher level credential than a certification, but some careers do not require more than a certificate, so both are important to consider. Most jobs in the Education field require a degree or certificate. For example, becoming a K-12 classroom teacher requires the minimum of a Bachelor’s degree and a teaching license. Today you’re going to explore Education and Early Childhood programs that Bronx Community College* offers.

4. Distribute Education and Early Childhood Certificates and Majors at Bronx Community College worksheet. Ask students to navigate to the college’s website (written on the board), then click on Academics, then Academic Degree Programs, and scroll down to identify majors in Education and/or Early Childhood and write them on the worksheet, keeping in mind that they may go by a variety of different names.
Ask students to scroll down the page, and identify certificates that prepare students for careers in Education and/or Early Childhood, and write them on the worksheet.

Then ask them to identify degree programs in Education and Childcare. Discuss the experience of using the website.

Was it easy to navigate? Difficult? What helped you find what you were looking for?

When choosing a program, it's important to find out in-depth information about exactly what you will be studying and what the credential will prepare you for. We're going to explore one degree program more in-depth: The Associate's of Applied Science (A.A.S.) in Education Associate. Ask students to navigate to the description of this degree.

Distribute Exploring a College Education Degree worksheet. Ask students to complete the worksheet based on the information on the A.A.S. in Education Associate degree program.

When students are finished, discuss their answers as a class. Reiterate that although entry level positions exist in Childcare and Early Childhood Education, the path to becoming a K-12 classroom teacher requires a minimum of a four-year degree and participation in a credentialing program, making the Articulation Agreement important to this Associate’s degree. When pursuing a path toward a four-year degree, students always want to make sure the classes they take will transfer.

For more information on the teaching credential, see the teacher resource at the end of this series.
Education and Early Childhood Certificates and Majors at Bronx Community College*

Use the college website to find majors and certificates in Education and/or Early Childhood offered at the college. List a minimum of 8 in total.

College Website: www.bcc.cuny.edu*

CERTIFICATES IN EDUCATION AND/OR EARLY CHILDHOOD
1. 
2. 
3. 
4. 

Describe where on the college website you found this information:

MAJORS LEADING TO DEGREES IN EDUCATION AND/OR EARLY CHILDHOOD
1. 
2. 
3. 
4. 

Describe where on the college website you found this information:
Exploring an Education or Early Childhood Degree*

Use the Bronx Community College website (www.bcc.cuny.edu) to read about the Education Associate major, then paraphrase the information to complete the questions below. Make sure the answers are in your own words.

1. What is the name of the major? ____________________________________________
2. What type of degree is it (Associate’s, Bachelor’s, for example)? ______________________
3. Name three things you will learn or practice in this program.
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________
4. How many credits does the degree require? ____________________________
5. Where is the office on campus to find out more about it? ________________________
6. Is there an internship, placement, or practice portion of this program? If so, explain.

7. Write about one part of the program that sounds interesting to you and explain why. Write about one part that sounds like it might be difficult for you and explain why.

8. Students who earn an A.A.S. in Education Associate from Bronx Community College are eligible to take advantage of the Articulation Agreement the college has with ____________ College. This means that students who pursue Bachelor’s degrees in Education can have all of their credits transferred. Why is it beneficial to students to take advantage of an Articulation Agreement?
Understanding Degree Program Requirements*

Students read a description of a sample Education major at one of the CUNY colleges* and identify the roles of general education requirements. Requirements of majors at other colleges may be organized differently from those at CUNY.*

PREP

- Researching college degrees involves learning about which courses are required of which majors. Every major has course requirements. Some requirements specify a particular course; other requirements allow students to choose from several related courses. Most students are required to take two semesters of English composition. Other requirements may include Math, Science, Humanities, Social Sciences, Foreign Languages and/or Arts courses. Sometimes students have difficulty understanding the relevance of general education requirements to their major.

- Requirements for CUNY majors are divided into two main areas—Curriculum Requirements, which are the courses that relate directly to the major; and General Education requirements, which are divided into two parts: Required Core and Flexible Core requirements. Most college requirements are organized similarly, including courses that relate directly to the major, and those that provide general or background information and skills development. Course requirements of the major are usually outlined in the description of the major in the Academics section of the college website. See the description of the Childcare/Early Childhood Education major at Borough of Manhattan Community College on the next page as an example.

- Read the Childcare/Early Childhood Education description in the BMCC website, www.bmcc.cuny.edu and practice navigating there from the Academics area of the BMCC website.
MATERIALS

- This session requires use of a computer lab.
- *Understanding General Education Requirements* worksheet

EXPLAIN

1. Today we’re going to practice navigating a college website and learn how to identify the courses required for a given major. We’re going to use Childcare/Early Childhood Education as a sample major. In the future, you will be able to research a major or certificate that you are interested in, using your skill in navigating college websites.

   What do you think the Childcare/Early Childhood Education major is all about?

   > *The major prepares students to work directly with children in Early Childhood Education settings.*

2. What courses do you think are required for this major?

3. Write BMCC.cuny.edu on the board and have students navigate there, circulating to make sure they are all on the correct page. Then ask them to click on Academics, then Academic Programs, then find and click on Childcare/Early Childcare Education under the Associate in Science degree heading.

4. Explain that the major requirements come in two parts: curriculum requirements and general education requirements. General education requirements are further divided into core and flexible core requirements. Curriculum requirements are the courses that directly relate to the major or career. Core and flexible core requirements are courses that students in this and other majors take across a variety of departments, many of which prepare students for further study in their major area.

5. Ask students to read the description of the major and identify some of the tasks they think might be required of people who work in the field of Early Childhood Education. Write their responses on the board. They might say things like: *teach young children new skills; provide basic needs while in care such as feeding, cleaning, providing care and comfort, etc.; communicating with parents about how their children are doing.*

6. Divide students into groups of three. Distribute *Understanding General Education Requirements* worksheet and ask groups to complete the worksheet by exploring the course descriptions listed for this major.
Understanding General Education Requirements*

Read the Childcare/Early Childhood Education description on the BMCC website, www.bmcc.cuny.edu* For each course listed, click on the link to read more, then reach your own conclusions about how each course is relevant to Childcare/Early Childhood Education students to answer the questions below.

1. **English Composition**: How will the required English courses help Childcare/Early Childhood Education professionals?

2. **Mathematical and Quantitative Reasoning**: Why do Childcare/Early Childhood Education professionals need to use math?

3. **Life and Physical Sciences**: Why do you think this course is required?
4. **Creative Expression**—What does this course have to do with Childcare/Early Childhood Education?

5. What do students learn about in ECE 210 and why is fieldwork required?

6. Read the descriptions of ECE 211, ECE 311 and ECE 312 and describe some of the responsibilities of early childhood educators working in preschools.

7. Having learned about Childcare/Early Childhood Education, is this a career you would consider pursuing? Why or why not?
Childcare/Early Childhood Education Program Description

The following is a program description of Childcare/Early Childhood Education major at Borough of Manhattan Community College. When students access the BMCC website, each course will link to a course description that they will use to answer the questions on the Understanding General Education Requirements worksheet.

Child Care/Early Childhood Education at Borough of Manhattan Community College

The Child Care/Early Childhood Education Program provides a core of Liberal Arts courses as well as specialized courses in child care and early childhood education. The program offers two career areas of study: Infant Toddler and Pre-School/Early Elementary.

Students will find many career choices in the Child Care curriculum. These include working directly with children in early childhood education settings such as child care centers, Head Start programs, pre-kindergarten, kindergarten, and first and second grade classrooms. Upon satisfactory completion of program requirements, the Associate in Science (A.S.) degree is awarded. Students are advised to visit the department to discuss their plans for transferring to a four-year college before choosing their courses.

Evening/Weekend Child Care/Early Childhood Education

In addition, BMCC offers an Associate in Science (A.S.) degree in Child Care/ Early Childhood Education with a focus on Preschool and Early Elementary School in an evening/weekend format. Students may complete their degree requirements by attending classes exclusively on Friday evenings and on the weekends.
<table>
<thead>
<tr>
<th><strong>Common Core</strong></th>
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<tr>
<td><strong>Required Common Core</strong></td>
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<tr>
<td>English Composition</td>
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<tr>
<td>Mathematical and Quantitative Reasoning</td>
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<tr>
<td>Life and Physical Sciences</td>
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<tr>
<td><strong>Total Required Common Core</strong></td>
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<td><strong>Flexible Core</strong></td>
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<td>Creative Expression</td>
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<td>Individual and Society</td>
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<td>Scientific World</td>
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<td>U.S. Experience in its Diversity</td>
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<tr>
<td>World Cultures and Global Issues</td>
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<tr>
<td><strong>Total Flexible Core</strong></td>
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<tr>
<td><strong>Total Common Core</strong></td>
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<table>
<thead>
<tr>
<th><strong>Curriculum Requirements</strong></th>
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<tbody>
<tr>
<td>ECE 110 Psychological Foundations of Early Development &amp; Education</td>
</tr>
<tr>
<td>ECE 210 Social Foundations of Early Care &amp; Education</td>
</tr>
<tr>
<td>ENG 334 Children’s Literature</td>
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<tr>
<td>XXX xxx Modern Language Course</td>
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<td><strong>Total Curriculum Credits</strong></td>
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<tr>
<th><strong>Specialization Requirements</strong></th>
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<tbody>
<tr>
<td>ECE 209 Infant Care &amp; Curriculum</td>
</tr>
<tr>
<td>ECE 308 Infants &amp; Toddlers Practicum I: Observing &amp; Recording</td>
</tr>
<tr>
<td>ECE 309 Toddler Care &amp; Curriculum</td>
</tr>
<tr>
<td>ECE 409 Infants &amp; Toddlers Practicum II: Pedagogy for Infants &amp; Toddlers</td>
</tr>
<tr>
<td>ECE 410 Educational Foundations &amp; Pedagogy for the Exceptional Child</td>
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<td><strong>Total Specialization Credits</strong></td>
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<tr>
<th><strong>Preschool Specialization Requirements</strong></th>
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<tr>
<td>ECE 211 Curriculum for Young Children I</td>
</tr>
<tr>
<td>ECE 311 Early Childhood Practicum I: Observing &amp; Recording</td>
</tr>
<tr>
<td>ECE 312 Curriculum for Young Children II</td>
</tr>
<tr>
<td>ECE 410 Educational Foundations &amp; Pedagogy for the Exceptional Child</td>
</tr>
<tr>
<td>ECE 411 Early Childhood Practicum II: Pedagogy for Young Children</td>
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<tr>
<td><strong>Total Curriculum Credits</strong></td>
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<td><strong>Total Program Credits</strong></td>
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Sample CUNY Certificate Programs: Assistant of Children with Special Needs and Child Development Associate (CDA)*

Having researched degree programs, students will now learn about certificate programs by reading descriptions of two Early Childhood Education certificates and developing questions based on what they read.

MATERIALS

- Assistant of Children with Special Needs at Bronx Community College* handout
- Child Development Associate (CDA) Certificate at CUNY School of Professional Studies* handout

The handouts included in this lesson outline these certificate programs. There may be differences in requirements and program details in similar certificate programs at different colleges, so researching individual programs is always recommended.

EXPLAIN

1. Certificate programs can be credit-bearing or not, require one semester or many semesters of study, may be open to diploma-holders only or may be open to those who have not yet earned diplomas. There is a lot of variation in certificate programs. In CUNY, they are housed in the Continuing Education departments.* As the needs of industries change, colleges are adding and updating certificate programs all the time. The most up-to-date information can be found through the Continuing Education offices of each campus.

2. We are going to look at two certificate programs that are offered at CUNY colleges. Descriptions of certificate programs are usually less detailed than descriptions of degree programs are, so after reading the certificate program descriptions, you will develop questions you have about the program.

3. One such certificate in Education that can strengthen the employability of entry-level job seekers is that of Assistant of Children with Special Needs, offered at Bronx Community College. With an increase in the school-aged population in New York City and an improved awareness of how to better serve children with special needs, such as learning and physical disabilities, getting specialized training in this area will help students to be more competitive in the job market.
4 Another CUNY certificate program we'll look at is the Child Development Associate (CDA) certificate offered at the CUNY School of Professional Studies. The Child Development Associate (CDA) Credential is the most widely recognized credential in Early Childhood Education (ECE) and is a key stepping stone on the path of career advancement in ECE. The Child Development Associate (CDA) credential is based on a core set of standards, which guide early care professionals as they work toward becoming qualified teachers of young children.

5 Distribute the Assistant of Children with Special Needs at Bronx Community College* handout. Ask students to read it and consider any questions they would have about entering the program.

6 Distribute the Child Development Associate (CDA) Certificate at CUNY School of Professional Studies* handout and ask students to consider questions they would have about entering this program.

7 Ask students to choose one of the two certificate programs, and write five questions they might have about entering one of these programs.
Assistant of Children with Special Needs Certificate Program at Bronx Community College

From https://www.bcc.cuny.edu/Degree-Programs/degrees/CERT/assistant_of_children_w_special_needs_certificate.pdf

This program prepares students to meet the requirements leading to a Child Development Associate (CDA) credential in a “Special Education” childcare development setting. This certificate program responds to the current demand for trained practitioners at learning centers and public schools that serve children who have special needs. The population served includes children with behavior management needs, limited mobility, physical impairments, and/or diagnosed learning disabilities. BCC students will learn the characteristics and needs of children with special needs in order to provide age-appropriate strategies in all aspects of their work with these children. Students will acquire skills in designing and planning activities that are developmentally experiences for children with special needs. Upon successful completion of the program, students will be able to continue their studies in Bronx Community College’s Education Associate AAS Degree Program, and all of the certificate course credits will be accepted for this AAS degree.

Curriculum Coordinator: Dr. Tonya Johnson

Assistant of Children with Special Needs
30 Credits required for Certificate

Semester 1
- PSY 11 introduction to Psychology (3 Credits)
- ENG 10 Fundamentals of Composition and Rhetoric or ENG 11 Composition and Rhetoric I (3 Credits)
- HLT 91 Critical issues in Health (2 Credits)
- EDU 10 Child Study—Birth to grade 6 (3 Credits)
- EDU 30 introduction to Special Needs, Schools and Society (3 Credits)
- Free Elective (1 Credit)
Total 15

Semester 2
- COMM 11 Fundamentals of Interpersonal Communication (3 Credits)
- PSY 41 Psychology of Infancy and Childhood (3 Credits)
- EDU 26 Human Relations in Urban Schools (3 Credits)
- EDU 31 Introduction to Learning Disabilities and Inclusive Education (3 Credits)
- EDU 40 Field Work Seminar (3 Credits)
Total 15
Offered in partnership with the New York Early Childhood Professional Development Institute (PDI) the Child Development Associate (CDA) Certificate at the CUNY School of Professional Studies is the only comprehensive credit-bearing Child Development Associate (CDA) certificate in New York City. The program provides students not only with the required course works but also advisement, writing support, portfolio creation, career services, and classroom observation in pursuit of the Child Development Associate Credential.

**Students in the program:**

- Demonstrate the use of the developmental perspective in their work with young children and families.
- Support second-language learners and children with special needs in early childhood education programs effectively.
- Examine and reflect on their teaching, both orally and in writing.
- Apply effective classroom practices and create developmentally appropriate learning environments.
- Use strategies and techniques to strengthen connections between their centers and children’s homes.
- Use skills and resources to assist parents in caring effectively for their children.

**Fieldwork**

120 hours of supervised fieldwork per course is required, regardless of whether a student intends to pursue the CDA. Fieldwork will be supervised by a course instructor or assigned fieldwork observer. A vital source of evidence of a student’s skills is actual hands-on work as a teacher with children and families, which also provides a student with an opportunity to learn through experience. Fieldwork offers a student an opportunity to see her practice in light of new knowledge from the CDA course work.

Students currently employed by a licensed program serving children Birth–5 years can utilize their place of employment for their fieldwork hours. Students who are not employed by a licensed program will be placed in a site that is agreed upon by the instructor and student. Students are required to complete 480 hours of fieldwork prior to completion of the certificate program.
Section 5.3

Career Prospects

The certificate is designed for preschool teachers, childcare workers, and other individuals looking to work in Early Childhood Education. The nationally recognized Child Development Associate Credential has been accepted as a state requirement for working in many early childhood centers.

The structure and curriculum of the CDA Certificate are designed to complement the Child Development Associate National Credentialing Program’s Competency Standards. Students who complete the requirements of these credit-bearing courses, with faculty advisement, can go on to submit a portfolio to the Council for Professional Recognition in order to earn the CDA Credential.

Credits earned through the successful completion of these CDA courses may also be applied to degree programs, thus establishing the foundation for career advancement.

Scholarship Opportunities

Eligible students can take advantage of the following scholarship opportunities:

- Educational Incentive Program (EIP)
- Patti Lieberman Scholarship for Early Childhood Education
- Helena Rubinstein Continuing Education Scholarship
- Custom Programs

For more information on how the CDA Certificate can benefit your staff and organization, please contact Dana Benzo, Project Coordinator, Higher Education and Special Projects: Dana.Benzo@cuny.edu; 718-254-7288.

Articulation Agreements

Articulation agreements are formal agreements between CUNY SPS and two-year colleges and universities, allowing students to transfer the maximum number of credits with ease to our CDA Certificate from institutions with which we have an established transfer process in place.

- Borough of Manhattan Community College—A.S. in Child Care/Early Childhood Education (PDF)
- Hostos Community College—A.A.S. in Early Childhood Education (PDF)
- Kingsborough Community College—A.S. in Early Childhood Education / Child Care (PDF)

Admissions Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or a High School Equivalency diploma from New York State (also known as TASC or GED). Applicants are required to submit a personal statement. Current employment and background as an assistant teacher is an advantage but not essential for admission.
How Do I Enroll in CUNY?*

**CERTIFICATES**

CUNY certificate programs are administered through the colleges’ Continuing Education departments. Students should contact the college’s Continuing Education office to determine if there are any prerequisites, as well as the cost, schedule, location, deadlines and other pertinent information. Many programs require a high school diploma or equivalency as a prerequisite, but some, such as home health aide, do not.

In addition to the programs that CUNY offers, there are a range of low-cost or free short-term certificate programs in New York City offered at community-based organizations.

**DEGREES**

Once students have received a high school diploma or equivalent, they may apply to a CUNY college. They should research which college they want to attend, in order to find the best fit for their needs and interests. Once they are accepted, they will take placement exams in Reading, Writing and Math, which will determine whether they are placed into credit or developmental (remedial) courses. Students who need remediation should consider enrolling in CUNY Start or CLIP to improve basic skills at a low cost.

**STEP 1: Research programs and colleges**

There are many factors to consider when researching a college program, such as:

- Does it offer the major I am interested in?
- Where is the college located and how will I get there?
- Can I afford the tuition, either through payment, financial aid or scholarships?
- Are classes offered at times that work for me?
- How much time will I need to devote to attending classes, commuting and class preparation, including reading, completing assignments, group projects, and preparing for exams?

**STEP 2: (May be concurrent to Step 1) Earn high school or equivalent diploma.**
**STEP 3:** Apply to CUNY through the college’s Admission Office, known as Direct Admit, or online through the college website. CUNY does not ask students about their legal residency status.

**STEP 4:** Apply for Financial Aid—Pell, the federal grant and TAP, the New York State grant, through the website, [www.fafsa.gov](http://www.fafsa.gov)

**STEP 5:** Once accepted, take [CUNY placement exams](#) in Reading, Writing and Math.

**STEP 6:** If remediation is required, enroll in CLIP or CUNY Start.

The CUNY Language Immersion Program is for students who are non-native English speakers and need to improve their reading and writing in English before enrolling in credit-bearing college courses.

CUNY Start is for fluent English speakers who need to improve reading, writing or math skills before enrolling in credit-bearing courses.

**STEP 7:** Attend New Student Orientations.
Special Programs

Beginning college can be overwhelming to many new students. The following CUNY programs provide students with smaller settings and more individual attention, academic support, such as instructional immersion and tutoring, financial support, such as contributing to tuition, travel expenses and book costs, and personal and academic advisement.

LOW COST PROGRAMS FOR STUDENTS WITH REMEDIAL NEEDS

CLIP (CUNY Language Immersion Program)—An intensive English as a Second Language (ESL) program for CUNY students who need to improve their academic English language skills. Classes meet five hours a day, five days a week, in day or evening sessions in all five boroughs.

CUNY Start—Provides intensive preparation in academic reading, writing, math, and advisement. An academic program with social supports, CUNY Start helps students prepare for college level courses and re-take placement exams in Reading, Writing and Math.

FINANCIAL AND ACADEMIC SUPPORTS FOR DEGREE STUDENTS

ASAP (Accelerated Studies in Associate’s Programs)—Helps associate degree students earn their degrees as quickly as possible, ideally within three years. ASAP includes a consolidated block schedule, cohorts by major, small class size, and requires full-time study. It also includes tuition waivers for financial aid-eligible students, textbook assistance, and monthly MetroCards.

College Discovery—Available to financially eligible students, College Discovery offers a pre-college summer program, tutoring, counseling and advisement, tuition assistance, book and materials stipends.

The above programs are university-wide programs. Individual CUNY colleges offer additional programs. Representatives are often available to present on panels or to classes.