

The City College  
of New York



# THE EARLY CHILDHOOD CAREER LADDER PROGRAM



Summary Update  
Report: FY 2017-2019

Prepared by Mai Miksic,  
Senior Research Analyst



# The Early Childhood Career Ladder Program

## Summary Update Report: FY 2017–2019

### Executive Summary

*Prepared by Mai Miksic, Senior Research Analyst  
November 2018*

This report provides an update on the registration and academic outcomes of participants of the Early Childhood Career Ladder (ECCL) program, jointly administered by the Day Care Council of New York and District Council 1707 (together referred to as ‘ECCL administrators’). In fiscal years (FY) 2017, 2018, and the first half of 2019, ECCL administrators focused on building program infrastructure and recruitment. **Thus measurement of program outcomes should not be limited to the final number of participants who enroll in coursework.** Instead, the scope of work should include outreach efforts engaging **262 union members and 52 new students pursuing their Child Development Associate’s (CDA) credential**, in addition to program infrastructure development.

**DC 1707 Local 205 workers are a unique workforce, many of whom need more than just financial support to enroll in school;** they need professional and academic guidance in order to navigate the higher education landscape. The ECCL program provides this required assistance, in addition to funding for coursework, in order to set the participants up for success.

- Which DCCNY member agencies have employees participating in the ECCL program?
  - o Approximately **42%** of DCCNY member agencies (**38** organizations) have at least one employee participating in the ECCL program. Table A below lists the participating organizations.

Table A. DCCNY Membership Agencies Represented in the Career Ladder program	
1332 Fulton Avenue Day Care Center, Inc.	Afro American Parents Education Centers, Inc.,
Bethany Day Nursery	Blanche Community Progress DCC, Inc.
Brooklyn Community Services	Bronxdale Tenants League
Brooklyn Kindergarten Society	Catholic Charities
Chinese American Planning Council	Clifford Glover Day Care, Inc.
East Harlem Block Nursery	Dawning Village DCC
Friends of Crown Heights	Goddard Riverside Community Center
Hamilton-Madison House, Inc.	Hawthorne Corners Day Care Center, Inc.
Henry Street Settlement	Highbridge Advisory Council
Hudson Guild	Labor and Industry for Education, Inc.
LABOR Bathgate Community CCC, Inc.	Nicholas Cardell Day Care Center
Queens County Educators for Tomorrow	Northeast Bronx Day Care Center, Inc.
Police Athletic League	Prince Hall Service Fund
Rena Day Care Center	The Salvation Army
Shirley Chisholm Day Care Center, Inc.	Strong Place Day Care Center, Inc.
Southeast Bronx Neighborhood Centers, Inc.	Tremont Crotona DCC, Inc.
Tremont Monterey Day Care, Inc.	Urban Strategies
Union Settlement	Washington Heights Child Care Center
YWCA	

- How many people participated in the ECCL program in FY 2017?
    - o All funding billed in FY 2017 was forward funding for FY 2018 in fulfillment with the terms of a service agreement with Bronx Community College (BCC) for the Child Development Associate's (CDA) credential program for the fall 2017 academic semester. There were **zero ECCL participants in FY 2017**. In accordance with the terms of the service contract, BCC served 25 students in the fall 2017 academic semester.
    - o In other words, \$50,000 was billed in June FY 2017 for administration of programs that started in September 2017 (FY 2018).
  - How many people participated in the ECCL program in FY 2018?
    - o Activity in FY 2018 focused on recruitment, registration, and enrollment for the academic semesters of spring 2018 and fall 2018. In FY 2018, the ECCL program hosted two recruitment forums in October 2017 and March 2018 to recruit participants for the spring and fall 2018 academic semesters, respectively. The October 2017 forum had 82 participants attend and the March 2018 forum had 76 participants attend. In total, ECCL administrators worked with **158 union members who were interested in pursuing a college degree** to develop academic action plans. A more limited number of students enrolled in coursework. Please see Table B below for a detailed breakdown of those numbers.
- Even though the number of participants who successfully enrolled in coursework is somewhat limited, ECCL administrators work closely with all 158 program participants to assess their academic readiness and develop an education pathway. The narrative of this report provides additional details of the services provided as well as rationales for any attrition at each registration step.
- o In addition to the participants working towards a college degree, **50 students enrolled in CDA coursework**, of which 2 were DC 1707 Local 205 union members and 48 were new students entering the field of child care for the first time.
  - o In FY 2018, ECCL program billed \$50,000 to cover the cost of the CDA program at Bronx Community College for the spring 2018 academic semester and \$29,039.72 to cover the cost of tuition and stipends for eligible DC 1707 union workers in the program, for a total of **\$79,039.72**. See Table D for a detailed breakdown of the costs for the degree programs, including tuition, fees, and other stipend items.

Table B. Registration Rates for DC 1707 Members Pursuing College Degrees						
<i>(Does not include new CDA or test prep students)</i>						
Cohort	1. Initial Outreach	2. Forum Attendance	3. Interviews	5. Approved for Enrollment	6. Enrolled Successfully*	
Spring 2018 – (FY2018)	82	57	48	30	27	21
	-30%	-16%	-38%	-10%	-22%	
Fall 2018 – (FY2018 - 2019)	76	44	46	35	26	
	-42%	+4%		-24%	-26%	
Spring 2019 – (FY2019)	97	69	83 (56 completed, 27 pending)	62 (anticipated)**	48** (anticipated)	
	-29%	+17%				
*Does not include continuing participants from previous cohort						
**Assumes a ~20-25% attrition rate						

- How was the future allocation determined? What is the number of participants we expect to serve in the future?
  - o Future budget allocations are calculated by adding ECCL funds leftover from the previous fiscal year to the remaining balance for the program, and then dividing that by the remaining number of years left in the program.
  - o The ECCL program intends to serve the maximum number of participants possible with the remaining balance of the ECCL funds. Administrators have a target goal of outreach to **100** new participants during each registration cycle, which occur twice in each fiscal year. These new participants are in addition to those who are already progressing through the program. For example, current recruitment efforts for the first registration cycle of FY 2019 has reached **97 participants** who were initially interested in the program. The goal is to recruit similar numbers in the second half of FY 2019.

Table C. ECCL College/Program New Enrollment Comparison			
Returning students are not counted twice		Academic Term	
College or Academic Program	Spring 2018 (FY 2018)	Fall 2018 (FY 2019)	Spring 2019 (FY 2019, anticipated)
Note: Returning students are not counted twice			
CUNY City College (includes Center for Worker Education)	9	7	15
CUNY Brooklyn College	1	9	5
CUNY Hunter College	1	1	3
Touro College	1	2	6
Mercy College	-	1	6
Concordia College	1	-	1
CUNY Medgar Evers College	-	2	-
CUNY Borough of Manhattan Community College	-	2	2
Pace University	-	1	-
CUNY Hostos Community College	-	1	2
CUNY Lehman College	-	1	3
CUNY La Guardia Community College	-	-	1
Relay Graduate School of Education	-	-	1
Bronx Community College CDA Program	2	1	4
Test Preparation Program	2	1	-
Deferred (waiting to enroll next semester)	4	-	-
Undecided about choice of school (anticipated students only)	-	-	8
<b>Total NEW ECCL Participants in Each Academic Term</b>	<b>21</b>	<b>28</b>	<b>48 (anticipated)</b>
<b>Cumulative ECCL Participants</b>	<b>21</b>	<b>45</b> (- 4 dropped)	<b>92</b> (target)

ECCL program participants are a unique workforce comprised of primarily adult learners who are returning to school to further or complete their education. Program participants have a variety of needs such as improving writing skills, remedial classes, or assistance navigating higher education protocols. The ECCL administrators provide the needed academic advisement and guidance throughout the program registration process.

When administrators are unable to assist participants, referrals are made to outside experts. Additionally, students who do not successfully enroll in coursework in one cycle are encouraged to return in the following semester when they are better prepared. The ECCL administrators are prepared to continue these efforts as more DC 1707 Local 205 workers join the program.

<b>Table D. ECCL Expenditure for Participants in Degree Programs in FY 2018</b>				
<b>Name of Student*</b>	<b>University/Program</b>	<b>Amount Received Tuition &amp; Fees</b>	<b>Amount Received Books, etc.</b>	<b>Total Received</b>
L. F.	City College of New York	2,733.45		
M. A.	City College of New York	2,733.45		2,733.45
C. H.	City College of New York	2,733.45		2,733.45
A. P.	City College of New York	2,733.45	77.28	2,810.73
N. P.	City College of New York	1,413.45		1,413.45
R. C.	City College of New York	1,413.45	111.87	1,525.32
Z. H.	City College of New York	2,733.45	69.80	2,803.25
T. D.	City College of New York	2,733.45		2,733.45
G. G.	City College of New York	1,223.95		1,223.95
B. F.	Hunter College	2,000.95		2,000.95
C. W.	Brooklyn College	1,473.20		1,473.20
S. K.	Touro College	1,413.45		1,413.45
D. R.	Brooklyn College		125.00	125.00
S. D.	Concordia College	1,700.00		1,700.00
P. C.	Brooklyn College		330.00	330.00
C. B.	Brooklyn College		125.00	125.00
M. H.	Brooklyn College		125.00	125.00
K. A.	Pace University		397.62	397.62
S. D.	Brooklyn College		125.00	125.00
N. F.	CDA – Bronx Community College		400.00	400.00
Z. A.	City College of New York		114.00	114.00
<i>*Participant names are limited to protect their privacy</i>		27,039.15	2,000.57	29,039.72



# **The Early Childhood Career Ladder Program:** **Summary Update: Report 2017–2019**

*Prepared by Mai Miksic, Senior Research Analyst  
November 2018*

This report summarizes the registration and academic outcomes of the Early Childhood Career Ladder (ECCL) program from FY 2017 up to the current FY 2019. The Early Childhood Career Ladder (ECCL) program is jointly administered by the Day Care Council of New York (DCCNY) and District Council 1707 (DC 1707), collectively referred to as the 'ECCL administrators'. The ECCL program is funded by New York City through a collective bargaining agreement between the DCCNY and DC 1707 Local 205. This report is organized into the following sections:

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## I. MISSION STATEMENT

The ECCL program seeks to strengthen the quality of care children receive by increasing the number of certified teaching professionals in New York City's early childhood community-based programs. The goal of the ECCL program is to provide financial support for eligible individuals who want to advance their careers professionally by continuing their education.

## II. PROGRAM ELIGIBILITY

Administrators of the ECCL program worked closely with the Executive Directors of DCCNY and DC 1707 to develop an eligibility criteria that would reflect fairness to the seniority of union members. Thus eligibility focused on members who have been in DC 1707 Local 205 for at least 12 months. Additionally, union members had to meet the following eligibility criteria:

- Active working DC 1707 Local 205 union member; workers who are out on leave are not eligible for this benefit until they return to work;
- Employed at a DCCNY-represented child care center;
- Pursuing a career to become an early childhood accredited or certified group teacher, assistant teacher, or teacher aide;

DC 1707 Local 205 union members are eligible for this program regardless of their job title status. This means that a janitor or bookkeeper who aspires to enter the teaching profession is eligible for the program. Participants may choose to attend any New York State accredited higher education institution located in New York City. The ECCL program only covers the cost of early childhood education coursework and does not cover the cost of online programs.

Non-union members who are entering the child care field for the first time are eligible for an entry level Child Development Associate's credential program. Further information on programmatic details and the rationale for the inclusion of non-union members is provided in a latter section of this report.

## III. PROGRAM COMPONENTS

There are four (4) components to the ECCL program, of which two (2) have been successfully launched and are in their third (3<sup>rd</sup>) cycle of operation/registration. A detailed description of each program component is described in the following sections, which includes components that are currently being developed. A summary of each program component can be found in Table 1 of this report.

### Scholarships for Degree Programs

This component of the ECCL program provides financial assistance to students working towards their Associate's Degree, Bachelor's Degree, or Master's Degree in early childhood education. The scholarship covers the cost of tuition and any required and related student fees for up to six (6) credits at the City University of New York (CUNY) rate for students in their first semester of ECCL funding. Thereafter, if students complete their course(s) with a 'B' average or higher for graduate studies or 'C' average or higher for undergraduate studies, they may take as many credits as they are able and would like to take in subsequent semesters.



Table 1. ECCL Program Components					
Program Component	Scholarships for Degree Programs	CDA at Bronx Community College	ECCL CDA Externship Program	Test Preparation Workshop	Remedial Writing and Math Clinic
Status	Launched - 3 <sup>rd</sup> Cycle*	Launched - 3 <sup>rd</sup> Cycle	<i>In Development</i>	<i>In Development</i>	<i>In Development</i>
Description	Tuition assistance for up to six (6) credits in the initial semester of funding and unlimited credits thereafter at the CUNY rate (\$455 per graduate credit, \$295 per undergraduate credit)	Free Child Development Associate's (CDA) credential coursework, portfolio assistance, and math and remedial writing support	Internship placement across DCCNY sites, supervision of internships	Exam preparation workshops for the New York State Teacher Exams (CST Multi-subject, EAS)	A writing clinic for all DC 1707 Local 205 workers in need of writing and math remedial supports
Target Population	DC 1707 Local 205 workers pursuing an Associate's, Bachelor's, and Master's Degree in Early Childhood Education	DC 1707 Local 205 workers <b>and non-unionized</b> unemployed workers entering child care for the first time	New CDA students	DC 1707 Local 205 workers preparing for New York State Teacher Certification Exams	All active and eligible ECCL participants
Service Provider	Universities of ECCL participants	Bronx Community College (CUNY) - external	TBD	City College (CUNY) - external	TBD
*Currently in registration for Spring 2019 cohort, with 83 prospective participants scheduled for interviews					

#### Number of credits covered

There is a specific rationale for the structure of the number of credits students can be funded for under the ECCL program. Child care workers who are not certified or do not meet the educational requirements under New York City regulations (Article 47) must be officially registered on what is called a “study plan.” The study plan, under City and New York State regulations, sets time limits for how long a worker can take to complete their education while remaining employed. As a result, it is important that the ECCL program allow students to move as quickly as they can through their coursework while maintaining appropriate academic grades.

The average undergraduate Bachelor's Degree program consists of 120 – 130 credits. The average early childhood Master's Degree program consists of anywhere between 33 – 50 credits. At the same time, New York City's Article 47 health code dictates that early childhood group teachers may only be on a study plan for up to seven (7) years. Many early education group teachers with study plans have already been on those plans for several years. Thus, students must take more than 6 credits per semester in order to graduate in a timely manner. From a pedagogical standpoint, students are more likely to successfully graduate if they have forward momentum in their studies. In other words, students who take time off from schooling are less likely to go back to school.

### *CUNY Tuition rates*

In order to budget ECCL funds efficiently, all tuition and student fees are paid at the CUNY rate. The CUNY tuition rate can vary from year to year, but is currently \$210 per credit for Associate's Degrees, \$295 per credit for Bachelor's Degrees, and \$455 per credit for Master's degrees. The average undergraduate and graduate course is three (3) credits and thus costs \$630 - \$885 at the undergraduate level and \$1,365 at the graduate level. Students who choose to attend a non-CUNY school are responsible for paying the remaining balance due.

### *Student fees*

It is also important that the ECCL scholarships cover the cost of required student fees in addition to the cost of tuition. Student fees are often a bundle of many different types of fees such as: application fees, registration fees, technology fees, student senate fees, academic excellence fees, and student activity fees. On average at a CUNY college, the total cost of student fees can vary greatly from \$78 to \$210.

Most private scholarships do not cover the cost of fees, as they can be highly variable across institutions, coursework, and can change over time. However, the cost of student fees is substantial and poses a financial hardship for students with limited income and financial support. This is the reason why it is so important that the ECCL scholarship covers any required fees in addition to tuition.

### *Upfront payment*

DCCNY, as the fiscal administrator of the ECCL program, has a standing Memorandum of Agreement (MOA) with CUNY which facilitates upfront payment for ECCL participants. This means participants of the program do not have to pay for their tuition and fees out of pocket at the beginning of each academic term. Upon registration for coursework, students notify ECCL program administrators of the name of their course(s), number of credits, and total expected cost of tuition and fees. ECCL administrators confirm this information with the Bursar at each CUNY college and send payment prior to the start of classes. ECCL administrators also work closely with CUNY Bursars to audit students' enrollment status and reconcile any outstanding balances after the add/drop date of any given academic term.

Students who choose to attend a non-CUNY school must pay for their tuition and fees upfront and are reimbursed after submitting proof of registration and payment to ECCL program administrators. Reimbursement for the cost of tuition and fees is sent directly to the student.

### *Stipends*

The ECCL scholarships also provide a yearly stipend of \$400 to cover the costs of textbooks, application fees, test preparation programs, exam fees, and fingerprinting fees. This stipend is provided on a yearly basis and operates on a reimbursement model. Students must pay for their stipend items first and provide ECCL administrators with a copy of their receipt for the expenses.

### **Child Development Associate's (CDA) Credential Program**

The CDA program is administered by CUNY's Bronx Community College (BCC) through a Service Agreement with the Research Foundation for CUNY (RFCUNY). The CDA is a nationally recognized accreditation that early childhood education professionals can obtain which allows them to work as an infant/toddler lead teacher, an assistant teacher, or a teacher's aide. In Head Start classrooms, the CDA credential is required for all teacher's aides. While it is not required for teacher aides in child care settings, the CDA is still strongly encouraged.

The CDA is a critical part of the ECCL program because it provides an entry level credential for workers who are entering the early childhood field for the first time and who do not have any child care experience.

Because the CDA is intended for people who are new to early childhood education, the ECCL program allows non-union members to enter the program.

#### *CDA credential requirements*

The CDA credential consists of 120 hours of early childhood foundational coursework, including topics such as child development (cognitive, social, and emotional), health and safety practices, classroom planning, and family and community outreach strategies. The CDA also requires an internship (unpaid) which consists of 480 hours of in-classroom experiences, a portfolio, and a final exam.

#### *CDA Service Agreement*

BCC is the service provider for the ECCL's CDA program through a Service Agreement with RFCUNY. This CDA program is budgeted to be **\$100,000 per academic year** to serve a total of 50 students each year. These students can be either DC 1707 Local 205 union members or non-union members who are entering the field for the first time. However union members receive priority for 20 of those 50 slots. Thus, ECCL CDA program at BCC costs \$2,000 per student, which is more affordable than other comparable CDA programs in New York City.

BCC CDA administrators are responsible for providing the 120 hours of educational coursework and portfolio development. The BCC staff provide writing assistance, as well as any additional remedial tutoring needed to help students complete the portfolio and pass the exam. Students who complete the BCC CDA program can graduate with up to 15 credits which can be transferred to any CUNY Associate's Degree program.

#### *CDA Exam Stipend*

In addition to the Service Agreement with RFCUNY on behalf of BCC, ECCL CDA students are eligible for a one-time \$400 stipend to cover the partial cost of the CDA exam. Students are responsible for the final portion of the exam fee (\$25). The \$400 stipends are paid directly to the Council for Professional Recognition, the national accrediting organization for the CDA. The total cost of the stipends per year is projected to be a maximum of \$20,000. However, the stipends are only paid out when students have completed all their coursework, internship hours, and portfolio. Thus, in any given year, anywhere between 0 and 50 or more students might make a request for their stipends.

### **Program Components in Development**

There are three additional program components that are still in development that are necessary for the long-term success of the ECCL program: the exam preparation workshops, the CDA internship program, and the writing and math clinic. These programs address issues that educators in the field have long understood to be barriers to completing degrees.

#### *Exam Preparation Workshops*

The last step of becoming a certified teacher involves passing the New York State teacher certification exams. For some students, especially those who have been out of school for a long time, this last step can be daunting. The exams not only cover substantive knowledge of teaching young children but also covers reading, writing, and math skills. In other words, the State exams cover materials that are not specifically taught in teacher education programs. For students who are not currently enrolled in a degree program, there are very few resources in the City to support their preparation for these exams.

Administrators of the ECCL program are in the final stages of setting up a series of exam preparation workshops. This component of the program will be developed with City College and will cost approximately **\$47,941** annually to serve up to **120 students** per year. ECCL participants

will get first priority for a slot in the workshops. However, since the goal of the ECCL program is to increase the number of certified teaching professionals in nonprofit child care centers, any CUNY student who wants to work in a nonprofit child care will be eligible for the free workshop.

### *Internship Program*

ECCL administrators are in the process of developing a proposal for an internship program that would match BCC CDA students with DCCNY-represented child care centers. Students who are working toward their CDA credential must complete an internship at a child care center in order to graduate. For students working toward their CDA credential for the first time, the internship might be the first opportunity to work in an early childhood classroom. Because the CDA students are new to the field, they often struggle to find child care centers that are willing to host them.

The ECCL program will provide a list of child care centers that have opted into the internship program. The administrators of the CDA program at BCC will be responsible for preparing students for the internship by assisting with resume development, setting up an interviewing process, and matching students with centers based on interest and geographical preferences. The administrators of the CDA program will work closely with ECCL administrators to develop a manual to guide child care center directors on how to supervise CDA interns. This program component would be added onto the existing Service Agreement with Bronx Community College. ECCL administrators and the staff at BCC are currently developing a proposal, with a goal of launching the internships by the end of spring 2019. The goal of the internship program is to place all eligible ECCL-funded CDA students.

### *Writing & Math Clinic*

ECCL program administrators are currently exploring setting up writing and math clinics that would provide remedial tutoring for participants in need of more support than what is already offered at their academic institutions. Participants must have good writing and math skills in order to pass their college coursework but they also need those skills to pass New York State teacher certification exams. While ECCL participants already have a solid foundation in early childhood education, some also need to improve their writing and math skills.

Most academic institutions have writing centers and math tutors, but those resources are only available during working hours on weekdays. This poses serious barriers for DC 1707 union members, who are working full-time and cannot go to the writing centers during those hours. The ECCL writing and math clinic would be set up as a Service Agreement with an outside vendor who has an established record of assisting students in need of remedial help.

#### IV. SCHOLARSHIP PROGRAM OUTCOMES

DCCNY, DC 1707, City officials, and academic stakeholders developed the framework for the ECCL program in 2016 and 2017. The ECCL program launched a pilot of the program in fall 2017. A summary of the registration results of the pilot program was released in February 2018. This pilot cycle of the ECCL allowed administrators to test out the basic structure of the program, such as the upfront tuition and fees payments to CUNY schools. During the pilot of the ECCL program, ECCL administrators and DCCNY in-house counsel worked closely with the office of the CUNY bursar to develop the MOA which allowed for forward funding.

It is important to note that the ECCL program assigns participants to cohorts based on the first academic term in which students attend school. For example, participants who were part of the pilot cycle of the ECCL program who registered in fall of 2017 to begin coursework in spring 2018 were assigned to the spring 2018 cohort.

Tables 2 and 3 below provide a summary of ECCL program activities as of November 2018. Across three (3) registration cycles, approximately **255 union members** (this does not include the seven (7) union members pursuing their CDA credential) were served. These numbers represent participants who directly contacted ECCL administrators to express interest in the program and received some form of academic advisement in addition to scholarship information. In many cases, ECCL administrators reviewed participants' academic transcripts and provided advice on which universities would be a good fit for them. **It is important to emphasize that even though fewer participants ended up enrolling in college coursework, each participant who expressed interest in the program received some form of advisement.**

In many cases, participants were not ready to enroll in school because they had several outstanding education and career issues to resolve. For example, many participants are immigrants with undergraduate college credits or degrees from another country. These participants needed advice on how to get their college credits certified and transferred so that New York City academic institutions could accept them, a process that can take a substantial amount of time. Additionally, New York State teacher certification requirements have changed frequently in the past decade which has made the certification process confusing for teachers who are returning to school. In some cases, there are new State requirements that were not in place even five years ago.

Table 2. Registration Rates for DC 1707 Members Pursuing College Degrees						
(Does not include new CDA or text prep students)						
Cohort	1. Initial Outreach	2. Forum Attendance	3. Interviews	5. Approved for Enrollment	6. Enrolled Successfully*	
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	-29%	+17%				
*Does not include continuing participants from previous cohort						
**Assumes a ~20-25% attrition rate						

<b>Table 3. Fall 2017 &amp; Spring 2018 Cohort Costs</b>		
<b>Cost Category</b>	<b>Participants</b>	<b>Cost</b>
Tuition & Fees Payments	13	\$27,039.15
Stipend Payments (textbooks, exam and application fees, test prep)	11	\$2,000.57
Bronx Community College CDA Program (includes 2 DC 1707 union members)	50	\$100,000
<b>Total</b>	<b>74</b>	<b>\$129,039.72</b>

### Outreach and Registration Steps for Spring 2018 Cohort

ECCL program administrators reached out to both management of DCCNY-represented child care centers and DC 1707 Local 205 workers through email blasts and mailings and hosted an open forum on October 12, 2017. The forum served as an opportunity for ECCL administrators to provide program details and answer questions about the way the program works. Table 4 outlines the initial steps that the spring 2018 cohort needed to complete in order to get into the ECCL program.

<b>Table 4. ECCL Program Registration Steps for Spring 2018 Cohort</b>
<ol style="list-style-type: none"> <li>1. <b>Sign up and attend <u>Registration Part I</u> at DC 1707 offices with co-directors Marcia Hunte (DC 1707) and Lisa Caswell (DCCNY)</b> <ol style="list-style-type: none"> <li>a. Learn about ECCL program components and requirements</li> <li>b. Complete the ECCL Registration Form</li> <li>c. Sign ECCL Program Agreement Form</li> <li>d. Make an appointment for Registration Part II</li> </ol> </li> <li>2. <b>Complete <u>Registration Part II</u> at DCCNY offices with researchers Mai Miksic (DCCNY) and Jennifer Meyer (DCCNY)</b> <ol style="list-style-type: none"> <li>a. Confirm successful completion of ECCL Registration form and signed Agreement Form</li> <li>b. Complete Informed Consent process for program evaluation research, including Pre-program Survey, if applicable</li> <li>c. Obtain ECCL Program Award Letter and directions for course registration</li> </ol> </li> <li>3. <b>Submit proof of course enrollment and tuition/fee bill to Marcia Hunte, Lisa Caswell, or Mai Miksic</b></li> </ol>

### Registration Outcomes for Spring 2018 Cohort

ECCL administrators examined the attrition rates presented in Table 2 for the spring 2018 cohort to determine areas of improvement in the registration steps. Subsequently, the registration process was modified in order to streamline the process for both the participants and administrators. For example, holding separate interviews for the program and the research study resulted in a 38% decrease in participation. In



subsequent registration cycles, these two interviews were consolidated into one interview, and group interviews were eliminated in lieu of individual interviews. Additionally, there was a 37% decrease in participation between getting approved for the ECCL scholarship and actually enrolling successfully in courses. In subsequent registration cycles, more group advisement sessions were held at colleges in order to facilitate enrollment in classes.

<b>Table 5. DC 1707 Final Registration Outcomes for Spring 2018 Cohort</b>		
<b>University</b>	<b># of Participants</b>	<b>% of Grand Total</b>
CUNY City College	8	38.1%
CUNY Brooklyn College	1	4.8%
CUNY City College Center for Worker Education (CWE)	1	4.8%
CUNY Hunter College	1	4.8%
Touro College – M.S. Ed.	1	4.8%
Concordia College – M.S. Ed.	1	4.8%
Bronx Community College CDA Program	2	9.5%
Test Preparation Program	2	9.5%
Deferred (waiting for next semester)	4	19.0%
<b>Total ECCL Participants – Fall 2017 Cohort</b>	<b>21</b>	<b>100.0%</b>

<b>Table 6. BCC CDA Participants – Fall 2017 &amp; Spring 2018 Cohort</b>	
<b>Union Status</b>	<b># of participants</b>
DC 1707 Local 205 Union Member	2
Non-union member: New CDA Students	48
<b>Total ECCL CDA Participants</b>	<b>50</b>

### *Academic Outcomes for Spring 2018 Cohort in Degree Programs*

ECCL administrators reached out to program participants of the spring 2018 cohort after the end of the first semester. While some participants were active in providing feedback and updates on their academic progress, in many cases ECCL administrators had to check in with the professors and registrars at the respective colleges to determine participants' academic outcomes. The ECCL program design allowed for such communication by obtaining Family Educational Rights and Privacy Act release forms (FERPAs) from participants during the registration period.

Table 7 summarizes the progress of ECCL participants in the spring 2018 cohort. A majority of that cohort moved onto the next cycle of the program, with 57% of students who enrolled in coursework successfully advancing to the next semester and 19% of participants who deferred enrollment to fall 2018 actually completing enrollment in the summer of 2018. Additional details of participants advancing in the program are provided in Table 8, which shows an average GPA of 3.47 and an average course load of 5 credits.

Unfortunately, four (4) participants had to be dropped from the program and one (1) participant was placed on academic probation. Of the four (4) students who were dropped, two (2) students left because they failed their courses. ECCL administrators

conducted post-semester interviews with these two (2) students and the third (3<sup>rd</sup>) student on academic probation and found out that they experienced a combination of high-stress life events during the semesters as well as unrealistic expectations for the amount of work it would take to go back to school. ECCL administrators have determined that these students can re-apply to the program in the future when they are ready to go back to school. At that time, ECCL administrators will interview the participants to assess their readiness.

Finally, two (2) students withdrew from the program for personal reasons; one (1) participant moved out of state and the other participant had other personal reasons for not going forward.

<b>Table 7. Spring 2018 Cohort: First Semester Academic Outcomes</b>			
<b>Program Standing</b>		<b># of Participants</b>	<b>% of Grand Total</b>
Deferred (starting classes fall 2018)		4	19.0%
Advancing		12	57.1%
MA/MS.Ed.	7	58.3%	
BA/BS	1	8.3%	
CDA	2	16.7%	
Test Prep	2	16.7%	
<b>Grand Total</b>	<b>12</b>	<b>100.0%</b>	
Probation		1	4.8%
MA/MS.Ed.			
Failed or Withdrew		4	19.0%
MA/MS.Ed. – Failed (2)			
MA/MS.Ed. – Withdraw (2)			
<b>Grand Total</b>		<b>21</b>	<b>100.0%</b>

<b>Table 8. Spring 2018 Advancing Cohort: Academic Outcomes (DC 1707 Only)</b>	
Advancing Students	12
Total # of credits attempted:	45
Average # of credits attempted:	5
Average GPA of Degree Student:	3.47
CDA Coursework Passage Rate:	100% (n=2)

### Registration Outcomes for Fall 2018 Cohort

Registration and enrollment of new students for the ECCL program was completed in April 2018 for those planning to start classes in fall 2018. After examining the outcomes of registration and enrollment for the spring 2018 cohort, ECCL administrators consolidated the interviewing into one step, which streamlined the enrollment and advisement process. Additionally, nine (9) participants from the spring 2018 advanced and took classes in the fall 2018 academic semester. In total, 35 participants took college degree coursework in the fall 2018 academic semester, as shown in Table 9 below. Of those 35 participants, most students were enrolled in CUNY colleges and were pursuing their Master's degrees (Tables 10 and 12).

<b>Table 9. Fall 2018 Academic Term: Enrollment in Degree Programs by Cohort</b>		
<b>Cohort</b>	<b># of Students</b>	<b>% of Grand Total</b>
Spring 2018	9	25.7%
Fall 2018	26	74.3%
<b>Grand Total</b>	<b>35</b>	<b>100.0%</b>

<b>Table 10. Summary of University Programs for Fall 2018 Academic Term</b>		
<b>University</b>	<b># of Participants</b>	<b>% of Grand Total</b>
CUNY City College	12	34.3%
CUNY Brooklyn College	10	28.6%
Touro College	3	8.6%
CUNY Medgar Evers College	2	5.7%
CUNY BMCC	2	5.7%
Mercy College	1	2.9%
Pace University	1	2.9%
Concordia College	1	2.9%
CUNY Hunter College	1	2.9%
CUNY Hostos Community College	1	2.9%
CUNY Lehman College	1	2.9%
<b>Grand Total</b>	<b>35</b>	<b>100.0%</b>

<b>Table 11. BCC CDA Participants – Fall 2018 Cohort</b>	
<b>Union Status</b>	<b># of participants</b>
DC 1707 Local 205 Union Member	1
Non-union member: New CDA Students	24
<b>Total ECCL CDA Participants</b>	<b>25</b>

<b>Table 12. Fall 2018 Academic Degree Program Type</b>		
<b>Degree Type</b>	<b># of Participants</b>	<b>% of Grand Total</b>
Associate's Degree	3	8.6%
Bachelor's Degree	5	14.3%
Master's Degree	27	77.1%
<b>Grand Total</b>	<b>35</b>	<b>100.0%</b>

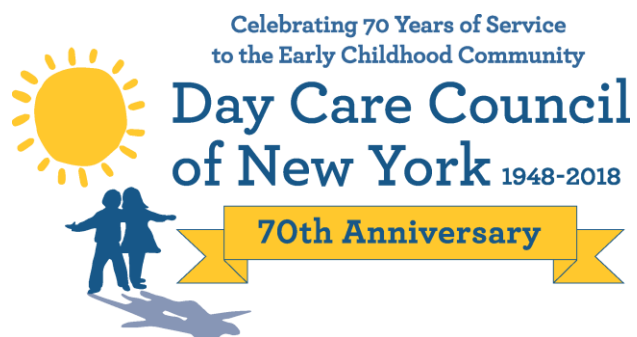
Enrollment in the CDA program at BCC in the fall 2018 semester was on track with the terms of the Service Agreement. As outlined in the program description, the CDA program served a total of 25 students, with one participant coming from the DC 1707 Local 205 workforce and new 24 students who were entering the field of child care for the first time.

**Low enrollment of union members in the CDA program should not be considered a concerning trend as this enrollment level is consistent with the mission of the CDA program, i.e. allow an entry point for new workers into the child care field.** Most union members working as teacher aides are already over-qualified for their positions, and thus the goal of the ECCL program is to move those workers out of their positions and into assistant teacher or group teacher roles.

## V. CONCLUSION

ECCL program participants are a unique workforce comprised of primarily adult learners who are returning to school to complete their education. As the early childhood education field continues to professionalize and State certification requirements for teachers become more strict, many DC 1707 Local 205 union members want to go back to school. At the same time, most of these workers have education needs that differ from the traditional full-time student. The ECCL program provides an opportunity for this workforce to move up in their careers into roles with higher salaries by giving them the professional and financial support they need.

The unique needs of ECCL program participants include supports to improve writing skills, remedial math tutoring, or assistance navigating higher education protocols. When administrators are unable to assist participants, referrals are made to outside experts. Still, some ECCL participants are proceeding with limited support and producing strong academic outcomes. Additionally, students who do not successfully enroll in coursework in one cycle are encouraged to return in the following semester when they are better prepared. The ECCL administrators are prepared to continue these efforts as more DC 1707 Local 205 workers join the program.



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