ICAPS – Model 1 – Sample – Early Childhood Education

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| Component | Description |
| Adult Education | Students will build upon the activities, programs, and services designed in the Early Childhood Education Bridge to continue helping them acquire a combination of skills. Many of these skills will be strengthened in the Support Class. Focus will be on building basic academic skills and critical thinking skills, through the use of reading and writing assignments, documentation of case notes planning of safe play lessons, and nutritious meals. Students will also demonstrate organized and coherent communication, both oral and written. Students will demonstrate competence in using academic technology including finding, evaluating and utilizing appropriate information sources. Students will demonstrate an understanding of cultural issues.  As a result of utilizing the co-teaching format, the adult education teacher is able to provide instruction that is both contextualized and naturally integrated into the course work the students are engaged with in their content classes. Contextualized instruction integrates the content that is being delivered in the credit bearing classes into the adult education support classes in their studies of math, reading, language development, academic language development and occupational knowledge. For example, using academic vocabulary from the content classes, students will use accurate language and domain specific vocabulary to write an informative essay focusing on a topic in Early Childhood Development. In math, students will create activities that introduce and support mathematical concepts and language development through hands on activities requiring strong foundational mathematical skills. |
| Workplace Skills | Digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education will be built upon in the Support and Content class. |
| Workforce Training | Child Development Professional, Certificate of Completion SS 052 ICCB Approved Total Program Hours: 18 Semester Hours  Course Orientation to Online Learning Cohort participants who complete Bridge course. Get books, complete online orientations, set up scholarship  First Semester  *A – First 8 weeks*  CDEV 210 Child, Family and Community 3 PSYC 101 General Psychology 3 CDEV 137 could be taken in 6 week summer instead\*\* Total Semester Hours: 6  *B – Second 8 weeks* CDEV 208 Child Growth and Devt 3 PSYC 101 CDEV 101 Intro to Early Childhood Educ 3 ENG 101 eligibility waived in this cohort Total Semester Hours: 6  Second Semester  Summer – 8 weeks CDEV 201 Health, Safety and Nutrition 3 CDEV 137 \*\* Creativity and Play in Early Childhood 3 Total Semester Hours: 6 |
| Team-Teaching | Stage One - Observing & Planning - The content teacher assumes the responsibility for instructing the entire class while the Adult Education teacher circulates the room and monitors student understanding. The Adult Education teacher can then determine whether or not students understood and can provide immediate feedback.  By second semester, team teachers from basic skills career and early childhood education will provide instruction, with 50 percent overlap of instructional time to support both basic and workforce skills gains, and integrated program learning outcomes. |
| Credentials | High School Equivalency  Employment Opportunities  Stackable College Credit/Credentials |
| Support Services | The Transition Specialist will be responsible for providing students with connections to valuable resources in the institution and community. Services will include, tutoring, academic and wellness counseling, library, financial aid, disability services, testing and career services. Additionally, students will have access to a certified resume writer and an apprenticeship specialist for increased employment opportunities |
| Transition Services | A dedicated full-time Career Navigator, Transition Specialist who has completed Certified Advance Advisor Training will work with the students to assist with enrollment, retention, and transitioning into postsecondary education and employment. Services will include assistance with completing a college application, academic advising, building a schedule, registering for classes with customized navigation through the college enrollment process. Special attention will be on familiarizing students with the college’s Learning Module System (CANVAS) and technology skills. |
| Technology Skills | 100% of learning will be conducted online. Loaner laptops and hot spots are provided to all who need it. Books will be both in print and electronic formats. This will increase the student’s use of and comfort with technology. The Bridge class leading into the ICAPS and the Support class will reinforce the use of Microsoft products like Word, Excel, and Power Point. Students will begiven instruction on setting up their college email, ID and Usernames. |