

Early Childhood Education: an Integrated Education and Training Model

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Prepare for a Career with the Bridge & Integrated Education and Training Program

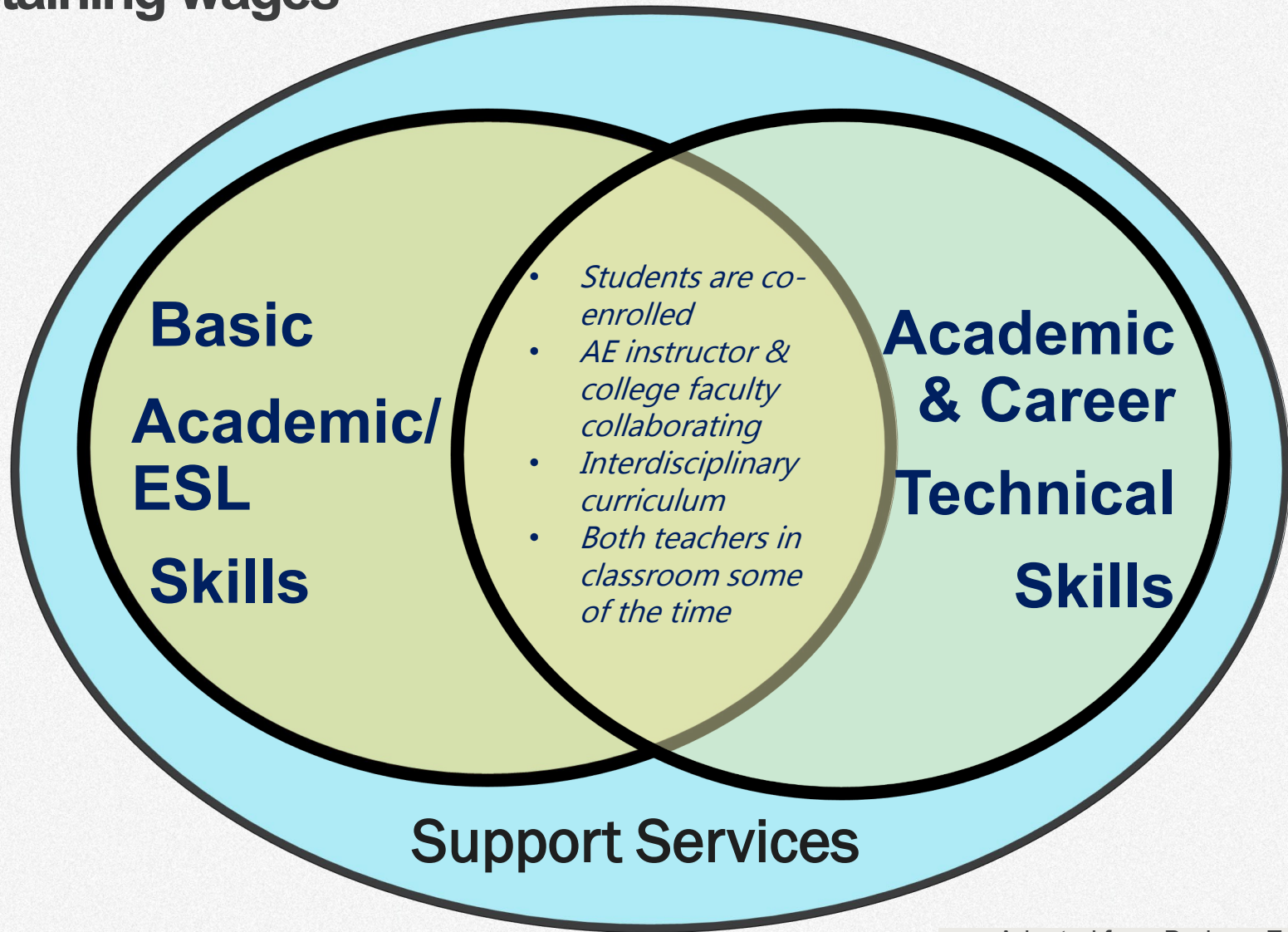
While you are improving your reading, writing math and/or English language skills, you can also earn a certification that can lead to entry-level job opportunities and careers in one of the following areas:

Sector	Daley	Kennedy -King	Malcolm X	Olive- Harvey	Truman	Wright
Early Childhood Education	✓ SP21	✓ SP21			✓ SP21	
Healthcare			✓ SP21	✓ SP21		✓ SP21
Supply Chain & Transportation Technology				✓ SP21		

The Career Bridge & IET Program is tuition-free and all materials and books are provided at no cost

CCC Model

Integrated Education and Training: Gateway to family-sustaining wages



Recruitment, Student Engagement and Support

Recruitment

- Intake interviews
- Presentations: schools, CBOs, current students
- Open Houses
- Enrollment

Monitoring

- Class participation & attendance
- Ensure C or better in classes
- Planning for next steps
- Registration

Individual Advising

- Study & organizational skills
- Time management
- Career planning & goal-setting
- College placement test
- Information & opportunities

Student support

- Communicate students' needs to Adult Educators and Credit faculty
- Follow-ups and supports, as needed

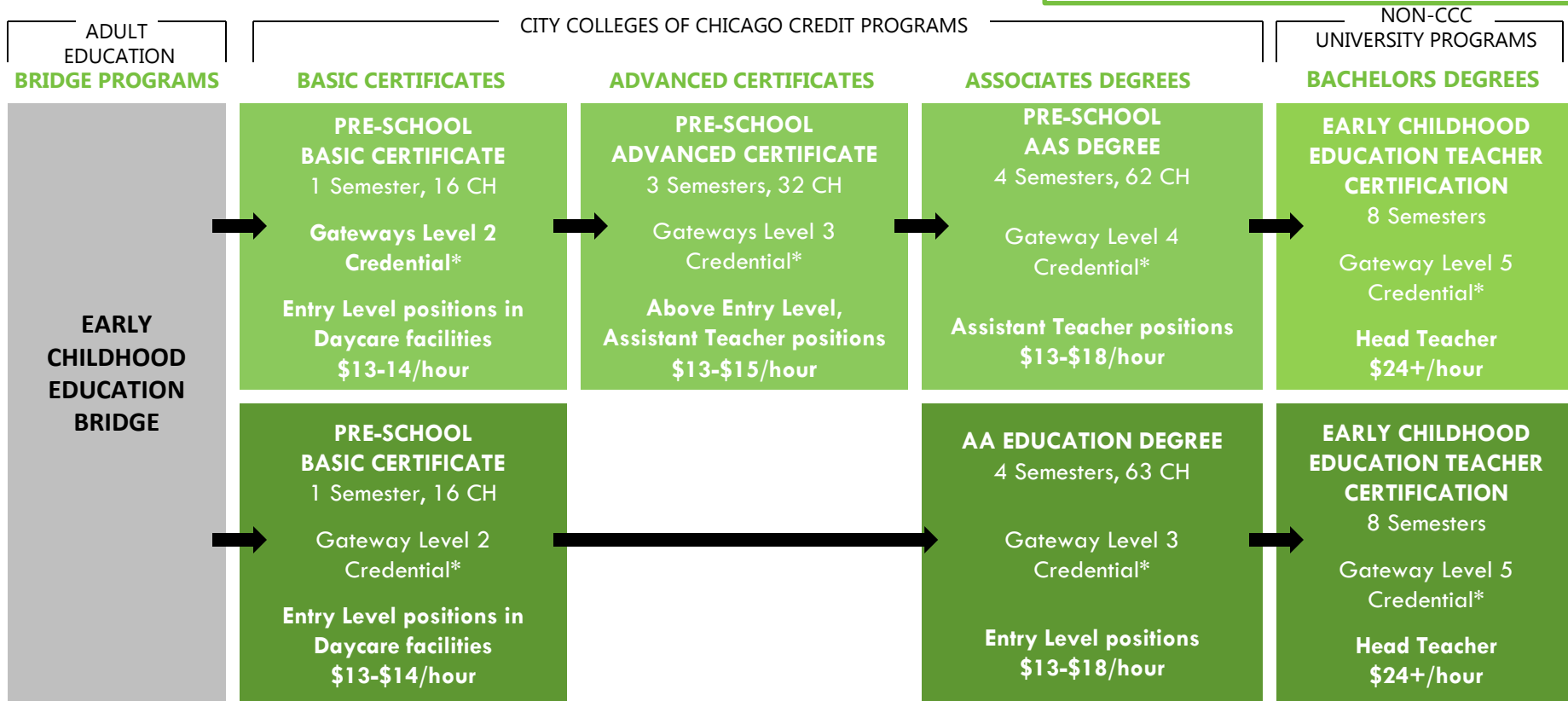


Spring 2021 City Colleges of Chicago: Early Childhood Education (ECE) Career Path

Occupational Degree Pathways

Transfer Degree Pathways

Transfer options for full program transfer: **Kendall College, National Louis University**

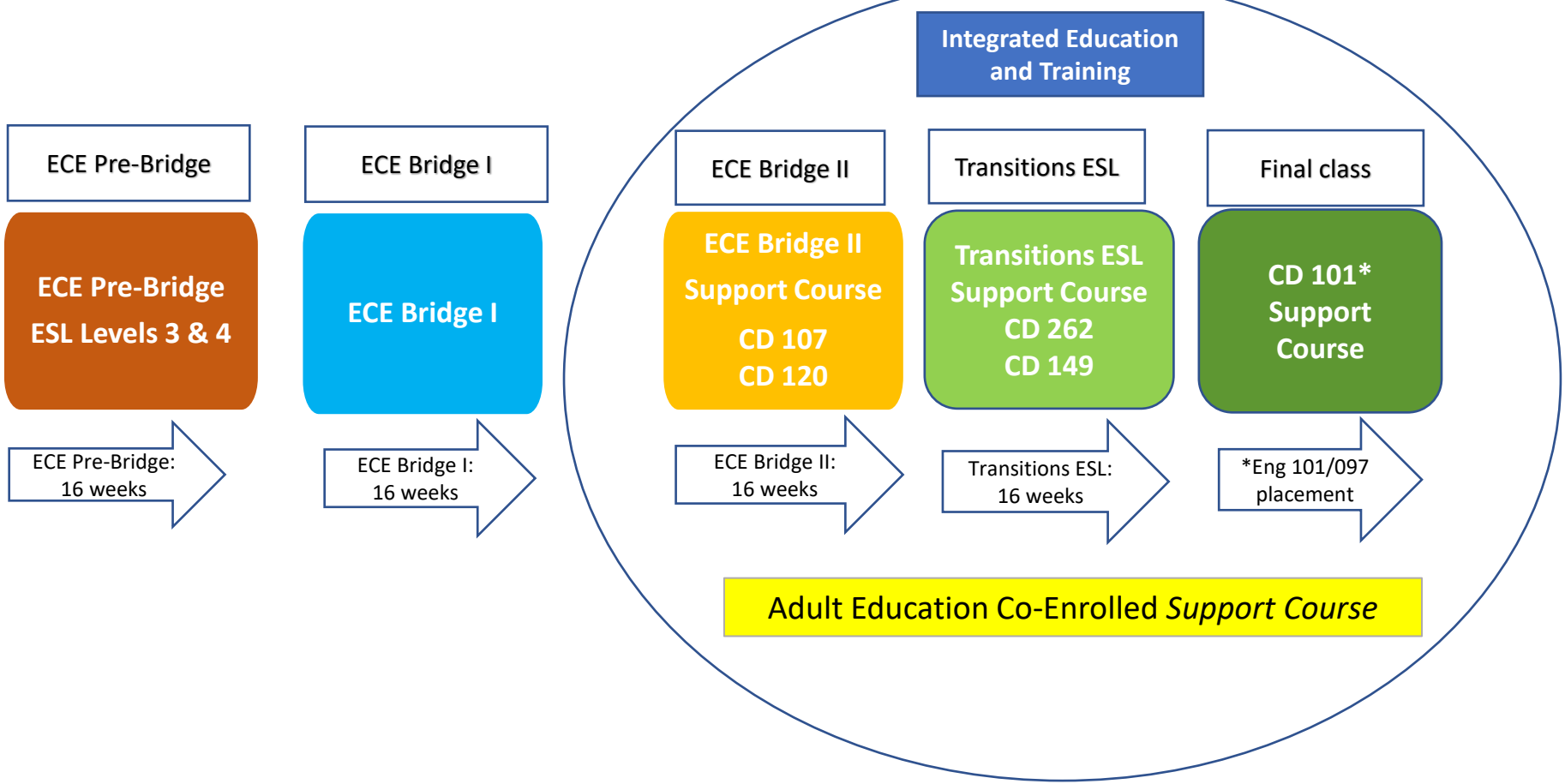


*Gateway Level Credentials are symbols of professional achievement that validate knowledge, skills and experience. Gateways credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and development. They are required for varying Circles of Quality in ExceleRate Illinois and can be used as a prerequisite of employment in early learning programs.

Many options including: **DePaul, Northeastern, Loyola, Roosevelt, St. Xavier, National Louis, Columbia College, etc.**

University of Illinois at Chicago (UIC) has a new Bachelor degree option in the College of Education called Human Development and Learning. Both the Early PreSchool AAS and the AA degrees transfer directly into this program.

Early Childhood Education Career Bridge: an *Integrated Education and Training Model (IET)*



IET includes:
 Contextualized curriculum
 Co-enrollment in Adult Education + Child Development credit classes
 Support through Transition Specialist
Completion of Basic Certificate in Child Development (16 credit hours)

Sample ECE Contextualized Curriculum Topics

Pre-ECE Bridge

- Classroom logistics
- Storybooks and reading
- Communicating with young children

ECE Bridge I

- The ECE career pathway at CCC
- Growth mindset (Scientific Method)
- The importance of play (studies)

ECE Bridge II

- Child development: motor, cognitive, language (studies, experiments)
- Brain science
- Observations

Adult Education Support Course

Support Provided

- Students' transition from Adult Education to college credit classes
- Learning community fostered within cohort to create a support network
- Communication and collaboration with credit professors
- English language guidance for English Language Learners
- Study skills, time management and test-taking skills

Outcomes

- High student engagement & retention
- Excellent grades
- Students report incredible growth and learning
- Basic Certificate in Child Development
- Students are employed & working with children

Value

- Improving the pool of Early Childhood Educators in Chicago
- Students receive high-quality education and come from diverse backgrounds
- Students are on a career pathway for continued success and employment

Credit collaboration: Successes

- CHLD DV and Adult Ed departments are learning more about each other's programs
- Adult Ed and credit instructors meet regularly to address students' needs
- When students see this collaboration and support, they feel more comfortable
- By mixing IET and non-IET students, they learn from each other and take future courses together

Credit collaboration: Challenges & Goals

Goals for future semesters:

- Continue to define the roles of credit and Adult Education instructors
- Annual meeting for students to learn about career opportunities with their CHLD DV Basic certificate
- Encourage students to continue taking CHLD DV courses after completing their Basic Certificate

Activities	Who	Description
Collaboration & communication		
1. Meet before the semester starts	Ad Educator + Credit Instructor + Transition Specialists	Meet for introductions; share contact information and background Lauren/Angela/Steven facilitate initial group meeting
2. Share syllabi	Ad Educator + Credit Instructor	Share syllabi outlining course goals, skills, highlighting important dates and assignments
3. Meet during semester, if needed	Ad Educator + Credit Instructor	Meet weekly or bi-weekly; discuss student performance, concerns, clarify assignments, etc.
4. Meet at end of the semester	Ad Educator + Credit Instructor	Review performance; what can we improve; successes/challenges
4. Attend Child Dev class(es)	Adult Educator	Unobtrusive observer; take notes; identify difficult concepts and vocabulary
5. Brightspace Course access & zoom link	Credit Instructor	Allow Adult Educator access to Child Dev Brightspace course; make co-host on zoom (at your discretion)
Goals of Child Dev class & role of faculty		
1. Comply with requirements	Credit Instructor	Follow all meeting minute requirements for the course
2. Design course implementation	Credit Instructor	Course design for remote, in-person or hybrid
3. Determine due dates	Credit Instructor	Make due dates clear to students through syllabi, Brightspace, etc.
4. Course work & discussion posts	Credit Instructor	Provide assignment feedback by the week after due date; instructor doesn't have to reply to all discussion posts; students work with credit instructor only for assignments and grades
5. Ensure students meet SLOs	Credit Instructor	Through grades, feedback and class participation, ensure students meet intended SLOs
6. Student communication	Credit Instructor	Respond to students using email & designated office hour(s) or another designated time
Goals of Support Course & role of Adult Educator		
1. Build learning community	Adult Educator	Foster collaboration; facilitate study groups; zoom room(s); Whats App; encourage discussion
2. Review Support Course syllabus	Adult Educator	Review the goals and intended outcomes of the Support Course
3. Set expectations & boundaries	Adult Educator	Continue to support, but treated the same academically as other credit students; highlight the support of the cohort and the community learning together; discussion around grades and expectations
4. Review Child Dev syllabus	Adult Educator	Review credit class expectations: important dates, assignments and grading systems
5. Improve study skills & note-taking	Adult Educator	Active reading; note-taking; create a time and space for study

6. Technology access and skills	Adult Educator	CCC email; Brightspace- post discussion and assignments; Zoom; Word and PPT
7. Time management	Adult Educator	Help students plan schedule and steps for assignments and projects
8. Test-taking strategies	Adult Educator	HSE prep; Read-to-Write; tests and quizzes in Child Dev classes
9. Guidance for English Language Learners	Adult Educator	Assist with grammar and vocabulary, as needed

Other Items		Description
Adult Educators should		
1. Be silent observers in credit class(es)		Refrain from participating in the chat or directing students to information from readings and other class material
2. Direct students to resources for support with credit class assignments		Students use Reading/ Writing & Tutoring Centers; ensure that students are given the same amount of assistance (Bridge students and non-Bridge students); students should work with each other
3. Make sure students demonstrate evidence of their own learning		Adult Educators should not provide examples for how to complete credit class assignments
Who should students go to....?		
1. Questions/ issues with college credit course	Credit Instructor	Students go to credit instructor for anything pertaining to course assignments, grades, other questions or issues
2. Attendance issues or personal situation	Transition Specialist; Adult Educator; Credit Instructor	Depending on the situation, reach out to TS and/or Adult Educator; credit class isn't attendance-taking (could impact grades & participation and performance); work directly with instructor
3. Questions about Child Dev grades	Credit Instructor or TS for specific situations	Grades are between the Credit Instructor and individual students; exception: if the student needs withdraw or has a D/F and needs to get back on track
4. Questions about directions on assignment	Credit Instructor or Adult Educator	Adult Educator can help to clarify directions; Adult Educator may help if a student is upset → refer them to the Credit Instructor

Revisit this:

NAEYC standards– key assessments are embedded in the syllabus and in class → finding ways to break these down further; Angela shares key assessments

Truman ECE Bridge Video:

<https://vimeo.com/489894173/18dd5436c5>