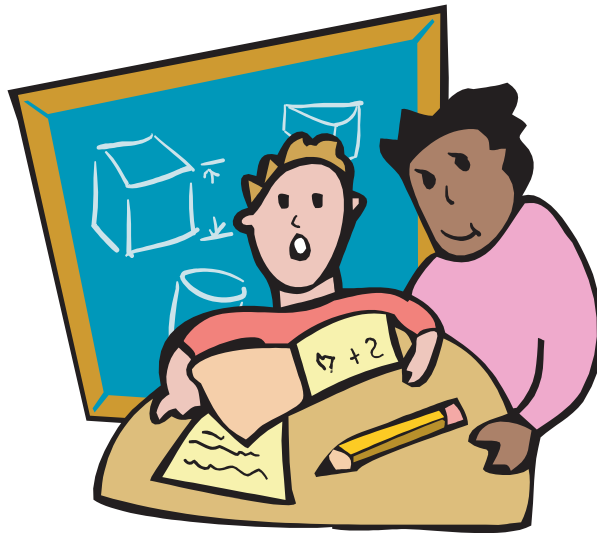




2011 - 2012

# Master Plan of Instruction Child Care Apprenticeship Program

Kathy Roberts, Instructor



**MISSION:** Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Charter Board. Lake Technical Center is an Equal Opportunity Institution.

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# **LAKE TECHNICAL CENTER**

## **Child Care Apprenticeship Program**

### **INTRODUCTION**

The Early Childhood Education Department offers an apprenticeship training program that combines 4000 hours of on-the-job training with 288 hours of related classroom instruction.

#### **Certificates Earned**

Child Care Apprentices may receive a Child Care Development Specialist certificate from the Florida Department of Education, Apprenticeship Section, Division of Workforce Education, the DOE Early Childhood Professional Certificate, and a Lake Technical Center certificate.

### **PROGRAM MISSION**

The mission of the Child Care Apprenticeship Program is to offer high quality training that prepares individuals for employment, enables those currently employed to upgrade job skills for career advancement, and respond to the educational needs of the child care industries in the Center's service area.

### **OBJECTIVES**

The objectives of the program are designed to enable students to develop skills and knowledge necessary for gainful employment in child care occupations and are consistent with the curriculum framework adopted by the Florida Department of Education (DOE). Emphasis is placed on program planning and implementation of physical, intellectual, social, and emotional development activities that will meet the needs of children. The objectives are approved by the program advisory committee and are included in the master plan of instruction and student learning guides.

### **PROGRAM PHILOSOPHY**

We believe that the broad objective of the Child Care Apprenticeship Program will enable the student to develop the necessary appreciations, attitudes, abilities, skills, and knowledge essential for both vocational and civic responsibilities toward improving the overall child care services opportunities in our society.

1. We believe that the immediate needs of the student should be given consideration insofar as the teaching schedule permits.
2. We believe that the student preparing for work in the child care industry should be exposed to as many types of related work experiences as possible to enable the students to determine the specific type of child care occupation he/she prefers.
3. We believe that assignments should be relevant to child care occupations.
4. We believe that the student preparing for work in early childhood education should be exposed to principles of ethics, economics, and management, which pertain to living and working in a democratic society.
5. We believe in continual program revision based on feedback from the community, advisory committees, and cooperative job placement experiences concerning requirements for ever-changing techniques and job opportunities.
6. We believe in student self-evaluation and the student's recognition of his/her worth, abilities, and responsibilities.

## ESSENTIAL TRAINING TASKS

Working in child care occupations may be emotionally and physically strenuous. Before enrolling in a program in this field, one may want to observe in a child care setting. It is important to review the following "tasks" which have been established for child care training prior to enrolling in the program.

### **Physical Requirements**

1. Ability to stoop
2. Ability to walk the equivalent of five miles per day
3. Ability to reach above shoulder level
4. Ability to interpret audible sounds of distress
5. High degree of manual dexterity
6. Ability to work with chemicals and detergents
7. Ability to tolerate exposure to dust and/or odors
8. Ability to grip
9. Ability to kneel
10. Ability to lift, push or pull 25 pounds
11. Ability to project audible verbal communications at a distance of 4 feet
12. Ability to run
13. Ability to perform visual tasks without special aids (excluding glasses/contacts)

### **Mental and Emotional Requirements**

1. Ability to work with others
2. Ability to cope with high levels of stress
3. Ability to make fast decisions under high pressure
4. Ability to cope with the anger/fear/hostility of others in a calm manner
5. Ability to manage altercations
6. Ability to cope with confrontation
7. Ability to assist with problem resolution
8. Ability to demonstrate a high degree of patience
9. Ability to work in areas that are close and crowded
10. Ability to plan, organize and guide learning activities
11. Ability to apply common sense understanding to carry out instructions furnished in written and oral form

## MEETING MINIMUM STANDARDS OF GOOD MORAL CHARACTER

Under the provisions of the Florida Statutes, every child care employee must sign an affidavit of good moral character and be screened through the Florida Department of Law Enforcement (FDLE) and the Abuse Registry.

A history of the following offenses DISQUALIFIES a person from employment in child care.

1. Sexual misconduct with certain developmentally disabled clients
2. Sexual misconduct with certain mental health patients
3. Adult abuse, neglect, or exploitation of aged persons or disabled adults
4. Domestic violence and injunction for protection-- defined as any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, etc. of a family or household member
5. Murder
6. Manslaughter, aggravated manslaughter of an elderly person or disabled adult, or aggravated manslaughter of a child
7. Vehicular homicide
8. Killing an unborn child by injury to the mother
9. Assault, if the victim of offense was a minor
10. Aggravated assault
11. Battery, if the victim of offense was a minor
12. Aggravated battery
13. Battery on a detention or commitment facility staff
14. Kidnapping
15. False imprisonment
16. Taking, enticing or removing a child beyond the state limits with criminal intent pending custody proceedings
17. Carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person
18. Exhibiting firearms or weapons within 1,000 feet of a school
19. Possessing an electric weapon or device, destructive device or other weapon on school property
20. Sexual battery
21. Prohibited acts of persons in familial or custodial authority
22. Prostitution
23. Lewd and lascivious behavior
24. Lewdness and indecent exposure
25. Arson
26. Felony theft and/or robbery and related crimes, if a felony
27. Fraudulent sale of controlled substances, if the offense was a felony
28. Abuse, aggravated abuse, or neglect of disabled adults or elderly persons
29. Lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult
30. Exploitation of disabled adults or elderly persons, if the offense was a felony
31. Incest
32. Child abuse, aggravated child abuse, or neglect of a child
33. Contributing to the delinquency or dependency of a child
34. Negligent treatment of children
35. Sexual performance by a child
36. Resisting arrest with violence
37. Depriving an officer means of protection or communication
38. Aiding in an escape
39. Aiding in the escape of a juvenile inmates in correctional institution
40. Obscene literature
41. Encouraging or recruiting another to join a criminal gang
42. Drug abuse prevention and control only if the offense was a felony or if any other person involved in the offense was a minor
43. Sexual misconduct with certain forensic clients
44. Inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm
45. Harboring, concealing, or aiding an escaped prisoner
46. Introduction of contraband into a correctional facility
47. Sexual misconduct in juvenile justice programs
48. Contraband introduced in detention facilities

## GENERAL INFORMATION

### Fees

Students in apprenticeship programs receive training tuition free. They are required to develop a professional resource file (approximately \$25) and may need to purchase a textbook.

## **Textbook**

WORKING WITH YOUNG CHILDREN, by Judy Herr

## **Supplemental**

1. CREATIVE ACTIVITIES FOR YOUNG CHILDREN, by Jeanne M. Machado
2. CARING FOR PRESCHOOL CHILDREN, Volumes I and II, by Dodge, Koralek, and Pizzolongo
3. CARING FOR INFANTS AND TODDLERS, Volumes I and II, by Dodge, Koralek, and Pizzolongo
4. CREATIVE CURRICULUM FOR EARLY CHILDHOOD, by Diane Trister Dodge
5. ACTIVE LEARNING SERIES, by Cryer, Harms, and Ray
6. CHILDREN: THE EARLY YEARS, by Celia Decker
7. CREATIVE CURRICULUM FOR INFANTS AND TODDLERS, by Dombro, Colker, Dodge
8. THE INCLUSIVE EARLY CHILDHOOD CLASSROOM, by Patti Gould and Joyce Sullivan

## **ATTENDANCE POLICY**

In an effort to develop appropriate work ethics, Lake Tech CTE students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each postsecondary program is consistent with industry standards.

A student who is absent for six (6) consecutive class sessions will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team.

Students in non-licensure programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to grades and program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register. Only regularly scheduled class hours will be reported for attendance.

Licensure program attendance policies are more rigid due to licensure requirements. See the individual program Master Plan of Instruction for specifics.

## **GRADING POLICY**

The grading policy for Lake Technical Center Child Care Apprenticeship Program is as follows:

90 – 100	Excellent
80 – 89	Above Average
70 – 79	Average
< 70	Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for the Child Care Apprenticeship Program reflects industry standards, as recommended by the advisory committee and approved by the administration of Lake Technical Center. Each student in the Child Care Apprenticeship Program is expected to maintain a 70% or above average per grading period.

## **DRESS POLICY**

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. Please refer to the Master Plans of Instruction for individual program dress code policies.

The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will

conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

## **JOB DESCRIPTIONS**

### **Child Care Provider/Worker/Teacher Aide**

Assists with the responsibilities of guiding the development of young children and providing for school age children, before and after school, under the direction of a teacher or operator/director

### **Public School Teacher Aide**

May assist in carrying out duties for playground, routine practice work, record keeping, audio-visual equipment demonstrations, setting up science experiments, or supervising small groups for a field trip; may also read stories or be responsible for housekeeping routines and bulletin board displays

### **Family Day Care Provider**

Could involve care of multi-age children. Services may be offered in one's own home if a proper license has been obtained according to county and state regulations

### **School Age Provider, Day Camp and Recreational Centers, and Extended Learning Centers**

Working in these areas would vary greatly depending on particular settings and age groups, but would include most teaching aide responsibilities, especially assisting or organizing free play and athletic activities.

### **Child Care Development Specialist**

Accepts responsibility as primary caregiver for infants, toddlers, preschoolers, and school age children in child care centers.

### **Child Care Center Owner, Operator, Director**

Responsible for the daily operation of a child care center or family daycare home.

## **PLAN OF INSTRUCTIONAL PRACTICES**

Knowledge of the emotional, social, physical, and intellectual needs of young children are strengthened through classroom and child care center experience.

Methods of instruction in the program provide for group and individualized instruction and include:

1. Individualized, competency-based instruction
2. Teacher presentations and various demonstrations
3. Teacher-pupil discussions
4. Student presentations
5. Observations of occupational skills
6. Use of resource personnel and field trips
7. Use of textbooks, workbooks, audio-visual equipment and materials
8. Student use of other classroom equipment and supplies
9. Written assignments
10. Pre-testing and post-testing
11. Formative and summative evaluation
12. On-the-job training/field placement
13. Online components

## **SAFETY**

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment.

## **PROGRAM OBJECTIVES**

See the attached Florida State Department of Education frameworks for program objectives and desired competencies.

**Florida Department of Education**  
**Curriculum Framework**

Program Title: Early Childhood Education  
 Program Type: Career Preparatory  
 Career Cluster: Education and Training

**NOTE: This program will be available only until the end of the 2013-2014 school year to facilitate a teach-out of students who were enrolled in 2010-11 or earlier. Effective 2011-12, no new students should be enrolled in this program; new students should be enrolled in Early Childhood Education NEW (#8405100 or E300100). Curriculum frameworks for this newly revised program are found on the Education and Training webpage.**

	Secondary	PSAV
Program Number	8503210	V200210
CIP Number	0420020210	0420020210
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	600 clock hours
Teacher Certification	HOME EC @2 VOC HME EC @2@4 HOMEMAKING @2@7 PRESCH ED A HME EC OCC @7 PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1	HOME EC @2 VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1 CH CARE TR 7G GEN HME EC @2 <b>***NOTE: THE CERTIFICATIONS HME EC OCC @7G @7 AND HOMEMAKING @7G @2 @7 ARE ACCEPTABLE FOR THE PSAV PROGRAM (V200210) ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).</b>
CTSO	FCCLA	SkillsUSA
SOC Codes (all applicable)	399011 252011	399011 252011
Facility Code	234 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Basic Skills Level	N/A	Mathematics: 9 Language: 9 Reading: 9

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education and Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education and Training career cluster.

The content includes but is not limited to understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

## Program Structure

This program consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) with four occupational completion points which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC). (The ECPC replaced the CDAE in April 2007). See Program Guidelines and Student Guidelines listed below this document on web page for more information. It is acceptable for a student to begin this program in high school and then continue/complete the program at a Technical Center. Students must complete the mandated DCF (Department of Children and Families) child care training courses and pass the competency exams on those courses to be awarded the ECPC at program completion. The ECPC is accepted for the DCF Staff Credential.

**In order for ECPC recipients to receive their Staff Credential their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is [https://app1.fldoe.org/ECPC\\_Certificate/default.aspx](https://app1.fldoe.org/ECPC_Certificate/default.aspx). Instructions for using the database are on the webpage listed under this document.**

**NOTE: The Child Care Program Office will only issue a Staff Credential, CF-FSP Form 5206, through a student's on-line training transcript. Students may print hard copies of their Staff Credential directly from their transcript. Hard copies will no longer be mailed out from the Program Office and/or the Child Care Training Information Center.**

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

A	HEV0117	Child Care Worker-Preschool	45 hours	399011
B	HEV0101	Child Care Teacher Aide	105 hours	252011
C	HEV0156	Preschool Teacher	300 hours	252011
D	HEV0162	Child Care Development Specialist	150 hours	252011

## Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, brain research, classroom management and established early childhood/child development competencies. Observation and **supervised** work experience with young children in a school laboratory or a community laboratory setting are an integral part of this program. To meet ECPC status, a student must obtain the 480 hours of direct work with children five years or younger in a laboratory or child care setting **while they are enrolled in the program.**

## Special Notes

**It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.**

**The DCF mandated training (30 hours) which is a component of this program includes the following:**

- **State and local rules and regulations – 6 hours**
- **Health, Safety, and Nutrition – 8 hours**
- **Identifying & Reporting Child Abuse & Neglect – 4 hours**
- **Child Growth and Development – 6 hours**
- **Behavioral Observation & Screening – 6 hours**

The Florida Department of Education Early Childhood Professional Certificate is a **preschool** specialization. Thus, students should also complete the **Preschool Appropriate Practices course (10 hours)**.

Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed.

Students can meet the mandated literacy requirement by successfully completing any of the DCF approved literacy courses (go to [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training) for more information).

**\*\*\*NOTE: A student must successfully complete the DOE VPK emergent literacy training course to be eligible as a VPK instructor, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005 (<http://www.fldoe.org/earlylearning>).**

**Programs are required to use DCF materials and will be subject to monitoring by DCF/Training Coordinating Agencies.**

To offer the Department of Children and Families (DCF) Introductory Child Care Courses (5 courses, 30 hours) a program must be approved by the local DCF child care training coordinating agency (see Program Guidelines document).

To teach the DCF, Introductory Child Care Course (30 hours) the instructor must meet the trainer requirements established by the Department of Children and Families (see Program Guidelines document).

The Florida Department of Education Early Childhood Professional Certificate (ECPC) is one of the acceptable minimum credentials for employment as a Voluntary PreKindergarten instructor. Additional requirements and information can be found at <http://www.fldoe.org/earlylearning>.

Students must create and maintain a Professional Resource File as a requirement of the program. The Professional Resource File should contain a minimum of the following:

-Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.

-Statements of Competence – 250 word minimum (each) related to the following goals:

- \*To establish and maintain a safe and healthy learning environment.
- \*To advance physical and intellectual competence.
- \*To support social and emotional development and to provide positive guidance.
- \*To establish positive and productive relationships with families.
- \*To ensure a well-run, purposeful program responsive to participant needs.
- \*To maintain a commitment to professionalism.

-Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that should be included in this section of the Professional Resource File.

See ECPC Professional Resource File Guidelines document on webpage for additional information.

#### Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) is the appropriate career and technical student organization for secondary programs and SkillsUSA is the appropriate career and technical student organization for post secondary programs for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

#### Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

#### Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination. Students may be exempt from meeting the Basic Skills requirements by earning an eligible industry certification. See the Basic Skills Exemption List document for a list of eligible industry certifications (<http://www.fldoe.org/workforce/dwdframe/rtf/basic-skills.rtf>).

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination pursuant to Section 1008.29, F.S.; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.)

#### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular occupational completion point (OCP) or a modified occupational completion point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP(s)/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

#### Articulation

The PSAV component of this program (V200210) has a statewide articulation agreement approved by the Articulation Coordinating Committee:

Early Childhood Education AAS/AS (04/1420020203) – 9 credits

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

#### Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehhs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehhs/fnbpcm02_CCTMain.aspx).

#### Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

#### Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify rules and regulations which govern child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 06.0 Demonstrate an understanding of and implement developmentally appropriate practices for programs serving children from birth through age twelve.
- 07.0 Identify communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent reading program.
- 11.0 Plan, establish, and implement an environment that supports emergent writing.
- 12.0 Identify the characteristics of and provide an environment that is conducive to language use and acquisition.
- 13.0 Plan, implement, and evaluate developmentally appropriate language and emergent literacy activities.
- 14.0 Demonstrate professionalism.
- 15.0 Identify knowledge of community needs and resources.
- 16.0 Identify career opportunities in the early childhood profession.
- 17.0 Display interpersonal relationship skills.
- 18.0 Develop intercommunication with family.
- 19.0 Demonstrate the roles of the child care center staff.
- 20.0 Demonstrate observation and recording methods.
- 21.0 Demonstrate basic curriculum development.
- 22.0 Analyze theories of child development.
- 23.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 24.0 Guide sensory integration activities of infants and toddlers.
- 25.0 Guide activities related to physical health of infants and toddlers.
- 26.0 Guide self-help activities of infants and toddlers.
- 27.0 Plan and implement developmentally appropriate motor development activities for preschool children.

- 28.0 Guide the cognitive development and general knowledge of preschool children.
- 29.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 30.0 Guide the social and emotional development of preschool children.
- 31.0 Demonstrate a basic understanding of the history, development, and diversity of school-age children.
- 32.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children.
- 33.0 Plan and provide for developmentally appropriate care-giving environments for students with special needs.
- 34.0 Provide care-giving skills related to the universal infection control system specific to special needs children.
- 35.0 Plan and implement classroom management techniques for infants, toddlers, preschoolers, and school age children (birth through age twelve).
- 36.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 37.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.
- 38.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 39.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 40.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 41.0 Demonstrate mentor skills for team building and collaboration.
- 42.0 Analyze recent trends/developments in brain research.
- 43.0 Research current trends and issues in early childhood education.
- 44.0 Demonstrate professional development.

**NOTE: This program is for new students entering the ECE program in 2011-12. Students who have previously been enrolled in ECE (8503210 or V200210) should remain in that program until they have completed it.**

	Secondary	PSAV
Program Number	8405100	E300100
CIP Number	0420020213	0420020213
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	600 clock hours
Teacher Certification	VOC HME EC @2@4 HOMEMAKING @2@7 PRESCH ED A HME EC OCC @7 PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1	VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1 CH CARE TR 7G GEN HME EC @2 <b>***NOTE: THE CERTIFICATIONS HME EC OCC @7G @7 AND HOMEMAKING @7G @2 @7 ARE ACCEPTABLE FOR THE PSAV PROGRAM (V200210) ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).</b>
CTSO	FCCLA	SkillsUSA
SOC Codes (all applicable)	399011 252011	399011 252011
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Basic Skills Level	N/A	Mathematics: 9 Language: 9 Reading: 9

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education and Training career cluster;

provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education and Training career cluster.

The content includes but is not limited to competencies related to the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

#### Program Structure

This program is a planned sequence of instruction consisting of four credits/600 clock hours and four occupational completion points. The program is comprised of 120 hours of classroom instruction and 480 hours of direct work with children. Upon completion of this program **and** meeting all requirements, students are awarded the ECPC (Early Childhood Professional Certificate). **For additional information on the ECPC see document entitled “ECPC Fact Sheet” available in “Support Documents” (see link for Support Documents on the webpage).**

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

A	HEV0870	Child Care Worker 1	150 hours	399011
B	HEV0871	Child Care Worker 2	150 hours	399011
C	HEV0872	Teacher Aide (Preschool)	150 hours	252011
D	HEV0873	Preschool Teacher	150 hours	252011

It is acceptable for a student to begin this program in high school and then continue/complete the program at a Technical Center.

#### Special Program Notes

- **This Early Childhood Education program includes the Department of Children and Families Introductory Child Care Training.**
  - To offer the Department of Children and Families (DCF) Introductory Child Care Training (5 courses, 30 hours) a program must be approved by the local DCF child care training coordinating agency. Instructors must meet with local Training Coordinating Agency (list of TCA’s available at <https://training01-dcf.myflorida.gov/cclpolicy/Training/TCA.pdf>).
  - To teach the DCF Introductory Child Care Training courses the instructor must meet the trainer requirements established by the Department of Children and Families (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>).
  - **Programs are required to use DCF materials and will be subject to monitoring by DCF/Training Coordinating Agencies.**
  - **Part I of the DCF Introductory Child Care Training includes the following:**
    - State and local rules and regulations – 6 hours
    - Health, Safety, and Nutrition – 8 hours
    - Identifying & Reporting Child Abuse & Neglect – 4 hours
    - Child Growth and Development – 6 hours
    - Behavioral Observation & Screening – 6 hours
  - **Part II of that coursework must be the 5 Hour Understanding Developmentally Appropriate Practice and 5 hour Preschool Appropriate Practices courses which are applicable specifically to this program. (NOTE – this change in the DAP course(s) is pending due to rule promulgation; the 10 hour Preschool Appropriate Practices course remains appropriate until that change occurs)**
  - Note: Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed.
  - Students must complete DCF Part I and Part II Introductory Child Care Training coursework by the end of the fourth course of this program. Students must pass the DCF Part I and Part II Introductory Child Care Training competency exams prior to being issued the ECPC certificate.
- Students must also complete five clock hours of literacy training. Students can meet this literacy requirement by successfully completing any of the DCF approved literacy courses (go to [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training) for more information).
- **\*\*\*NOTE:** A student must successfully complete the *Emergent Literacy for VPK Instructors* course to be eligible as a VPK instructor, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005 (<http://www.fldoe.org/earlylearning>).

- It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.
- Students are required to create and maintain a Professional Resource File for this program. The Professional Resource File should contain a minimum of the following:
  - Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.
  - Statements of Competence – 250 word minimum (each) related to the following goals:
    - To establish and maintain a safe and healthy learning environment.
    - To advance physical and intellectual competence.
    - To support social and emotional development and to provide positive guidance.
    - To establish positive and productive relationships with families.
    - To ensure a well-run, purposeful program responsive to participant needs.
    - To maintain a commitment to professionalism.
  - Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that must be included in this section of the Professional Resource File. (See ECPC Professional Resource File Guidelines in Support Documents – link on webpage).
  - Optional: Additional Items (training certificates, transcripts, resume', picture identification, teaching goals, letters of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, samples of student developed teaching materials, etc.) may be included in a separate section of the Professional Resource File or in a separate binder/portfolio (instructor discretion).

#### Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, brain research, classroom management and established early childhood/child development competencies. Observation and **supervised** work experience with young children in a school laboratory or a community laboratory setting are a requirement of this program.

#### Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) and SkillsUSA are the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

#### Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

#### Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination. Students may be exempt from meeting the Basic Skills requirements by earning an eligible industry certification. See the Basic Skills Exemption List document for a list of eligible industry certifications (<http://www.fldoe.org/workforce/dwdframe/rtf/basic-skills.rtf>).

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination pursuant to Section 1008.29, F.S.; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.)

#### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in

secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular occupational completion point (OCP) or a modified occupational completion point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP(s)/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

#### Articulation

The PSAV component of this program currently has no statewide articulation agreement approved by the Articulation Coordinating Committee. It is anticipated that a statewide articulation agreement (comparable to the existing agreement for the PSAV ECE program V200210) will be developed in the future. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

#### Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

#### Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

#### Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify rules and regulations governing child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age eight).
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight.
- 07.0 Identify and demonstrate communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
- 12.0 Demonstrate professionalism.
- 13.0 Identify community resources that provide services or assistance to children in the community.
- 14.0 Display interpersonal relationship skills.
- 15.0 Develop intercommunication with family.
- 16.0 Demonstrate observation and recording methods.
- 17.0 Demonstrate appropriate use of technology for the child care profession.
- 18.0 Create, implement and evaluate lesson plans.
- 19.0 Analyze theories of child development.
- 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
  - 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.
  - 23.0 Guide the cognitive development and general knowledge of preschool children.
  - 24.0 Guide the creative development of preschool children which reflects various approaches to learning.
  - 25.0 Guide the social and emotional development of preschool children.
  - 26.0 Describe the history of school-age child care and the development and diversity of school-age children.
  - 27.0 Plan and provide for developmentally appropriate care-giving environments for students with special needs.
  - 28.0 Plan and implement classroom management techniques for preschoolers.
  - 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
  - 30.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.
  - 31.0 Implement an environment that is conducive to language use and acquisition.
  - 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
  - 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
  - 34.0 Demonstrate the ability to provide for inclusion of children with special needs.
  - 35.0 Demonstrate mentor skills for team building and collaboration.
  - 36.0 Analyze recent trends/developments in brain research.
  - 37.0 Research current trends and issues in early childhood education.
- Demonstrate professionalism related to the field of early childhood education.