

Description of program	Our paraprofessional program helps prepare students to enter the education field and obtain employment in a school as a paraprofessional/teacher's aide, and/or continue on to higher education and credentialing at the community college or university level. The program is approximately 10 weeks with 4 hours of classes with an experienced paraprofessional instructor who is also a certified K-12 educator and 4 hours of academic support with a Trellus adult education instructor. Students meet 4 days a week (Monday & Wednesday– 2 hour paraprofessional workforce class; Tuesday & Thursday – language and academic writing support, WorkKeys test prep, resume and cover letter writing prep, transcript evaluation assistance), for a total of 4 hours per week. Additional field trips (job fairs, for example) and monthly mentor group meetings will be offered as well. Four guest speakers will visit the class virtually, from current working paraprofessionals to the author of the textbook used in class. Our IET adult education support teacher works hand-in-hand with the paraprofessional course workforce teacher to determine how best to support students with fewer years of formal schooling or lower English proficiency and incorporate industry-relevant vocabulary and knowledge into assignments. To do this, our support instructor utilizes Burlington English (modules on relevant soft skills and advanced grammar, childcare worker and elementary school teacher wordlists), real-life documents from the field, job-related writing assignments (resume, cover letter) example assignments from a college-level English-101 class . The academic writing assignments given build on and reinforce what students are learning in their two-hour workforce classes with the Paraprofessional instructor, and help prepare them to be successful in the field (writing case notes on the job, for example) and in
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pursuing higher education (working towards their associates at Truman College, etc.) The workforce instructor and support course instructor will touch base twice a week to make adjustments to curriculum on either side and identify students in need of additional support or resources.

Workforce preparation is included in both the paraprofessional workforce course and adult education support course of this program. Skills such as job searching, applications, creating resumes and cover letters, and interview skills are built into the workforce curriculum taught and reinforced/supplemented in the Trellus adult education support course.

In addition to learning about how to seek and secure employment, students learn about the paraprofessional field and education more broadly (learning about child psychology, for example) and how to support teachers. This instruction helps to prepare students for what comprises the daily activities of the role and gives them actionable scenarios to practice and discuss.

Students will earn industry recognized credentials, first and foremost being their Illinois paraprofessional license. Additionally, they will earn a First Aid/CPR certification.

Students will also complete Illinois mandated reporter training.

All of these will be primarily handled by the paraprofessional course instructor, supported by the adult education instructor, particularly as it relates to on-the-job tasks. Students will also receive information about work and the field from former students who completed the course.

	Model 2 (does not include college credit)
Please describe what the training component looks like – courses, partnerships, etc. If this is a Model 1, how many credit hours are included?	Students will study the paraprofessional's role in education in the training course and learn about many different aspects of the field. They will complete mandated reporter training as well as workforce preparation (resume, cover letter, job searching, etc.) and industry-recognized credentials (CPR/First Aid Certification) in addition to receiving their Illinois paraprofessional's license. The class will be supported by a Trellus adult education instructor, as well as other Trellus programs, resources, and services. Students can pursue employment opportunities as a licensed paraprofessional upon completion. This is a non-credit program.
Provide the industry credential(s) that will be earned as part of this ICAPS program.	Illinois Paraprofessional Educator License
Transition Services: List specific transition services that will be offered. These would help students move from ICAPS to postsecondary education or employment. Who ensures each student is connected to these services?	In our adult education department at Trellus, our transitions specialist and level 3 instructor, Kyle Patterson, helps students determine their next step after completing classes on site and works with partners to move students on to other educational or work opportunities. Our ESL Coordinator, Victoria Butler, will work with Kyle as well as the Trellus Workforce Department (specifically their career navigators) to ensure that students have access to job training programs (if they qualify), further education, and employment opportunities. The transitions specialist also attends virtual One-Stop partner meetings with the North American Job Center at Truman College to learn more about other workforce and training programs offered in the area, and shares that information with students. Students are given information at the beginning or term and access to our family/community resources; students

	will set goals/intentions from day 1 of the class to guide transition services; students will be given the opportunity to attend Trellus employment workshops on a variety of topics; and students talk to program representatives from Truman College when the reps virtually visit the paraprofessional class and/or during on-site visits to the colleges with their classmates. In addition to the paraprofessional workforce course instructor, Dr. Alexandra Maragha, our support course instructor, acts as an advisor to students while in the program – securing transcript evaluations, checking resumes, and helping them to locate employment opportunities. The Trellus adult education team works with Fernando Villeda Flamenco, a transitions specialist at Truman College, to help students enroll in classes – for those who wish to extend their education and earn an associate's degree.
Technology Skills: How do students improve or increase their technology skills? This could be general digital literacy or industry specific technology (e.g., in culinary – mixers, stoves, various equipment requires new skills)	Students will have access to a laptop for use in their online class and school assignments, or a future job search. Classes are conducted over Zoom, and students will learn not only how to attend virtual classes, view assignments on an LMS, and post/respond to posts from other students, but also how to use Google docs to write assignments, case notes and observations, lesson plans, and edit their spelling and grammar in documents. The program utilizes Burlington English, an online English language learning and workforce skills program, which students can access via their phones or computers. It will help improve student literacy and knowledge of vocation-specific vocabulary
Comprehensive Student	Students will have access to a variety of support services and be told about them at the beginning of the term (in

Wrap-around Services: List specific services that will be offered. These services could include (but are not limited to) tutoring, child care, transportation, financial aid assistance, etc. How will students learn about these possible services?	the first class) and throughout the course. Adult Education: They can attend computer classes at Trellus for additional technology instruction and also receive a tutor if additional support in either English or technology is needed. Behavioral Health Services: Access to counseling services at Trellus for qualifying individuals (adults or children), when available. Community Health Services: Access to health services during Trellus events – such as free vaccinations, eye and dental checks; opportunities to attend workshops hosted by various Trellus programs. Technology: All students will be able to borrow a Chromebook for use during the program with tech support from either Passages' IT HelpDesk Technician, J. Nelson, or Trellus's IT Specialist, Yin Cheng Shih. When available, students will also be connected to programs for free or low-cost internet. Other: Students will have access to all Trellus workshops, including topics such as financial literacy, American job culture, nutritious meals for kids, and utilizing city of Chicago services. Transitions and Workforce: See transitions services section above. Mentors: Students in the program will continue to meet individually with our support instructor after completion of the program to ensure that any needs/barriers that arise are met. After multiple cohorts have finished, we will create a monthly mentors group for students to share experiences and also network. This will be moderated by
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	the support instructor.
Describe your team-teaching format/environment. Include the amount of overlap and describe specific components of the overlap	While there will be no direct team-teaching by the instructors (they will teach on different days), they will be in communication twice weekly and both have access to student assignments and scores. All aspects of the class are offered virtually via Zoom, with the exception of the independent study material which may be emailed to students or accessed on Burlington English.