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Research shows that U.S. schools are educating more young children now than ever (source) and that investment in high-quality early childhood programming is critical for children's success in school and in life (source). Support within the membership is aligned to the familiar framework that was previously provided through the EC PSL grant while also giving flexibility for districts to receive custom support that aligns with their current initiatives and goals.

Level 2   **Membership Includes:**

Universal Support: Includes access to EC Technical Assistance via email, phone, Zoom; regular EC-related updates and information for EC coordinators, SPED directors, and EC staff.

Planned Support: Members **select one** Planned Support Option below. Each Planned Support Option accounts for up to three (3) days of cumulative CESA 4 services under this program.

Planned Support Options: (Select one)

Building Social-Emotional Competency	Research shows that social-emotional practices produce short-term, long-term, and lifetime impact on students. This planned support will focus on high quality learning practices, strategies for response to challenging behaviors, and targeted coaching to increase implementation of high leverage practices.
Intentional Play!	Play, when guided and intentional, provides the core ingredients for learning: mental activity, engagement, social interaction, and meaningful connections. This option will focus on aligning with standards, embedding curricula, and prioritizing JOY in learning!
EC to K Alignment (and Beyond!)	Many 3K, 4K, and 5K teachers report a desire for more collaborative planning time and alignment across assessments and curricula. This option would focus on facilitating increased alignment expectations, practices, and outcomes across programs.
Inclusive Practices	DPI has established 8 critical elements of high quality inclusive practices in preschool environments. This option will include reflection on current assessment practices and shared learning on increasing implementation of high quality inclusive practices.
Authentic Assessment	Authentic assessment practices provide an ongoing picture of children's development, allows children to demonstrate skills in familiar settings with familiar people, and prioritizes keeping teaching staff *with* children. This option will include facilitated reflection and learning on current practices and on increasing use of authentic practices.
E-MLSS in Early Childhood	Take a strategic look at incorporating your 3K and 4K programs into your E-MLSS to increase alignment across your district while also acknowledging unique EC considerations. Topics of focus include: requesting assistance, screening tools, intervention selection, and determining appropriate SPED referrals.
Indicators 6, 7, and 12	Do you have new or emergency-licensed staff that are unfamiliar with their role in child outcome data and indicator ratings? This planned support will provide initial or refresher training on the indicators and how to ensure accurate child outcome ratings are occurring within your district.
Customized Support	If you have an EC-related need not mentioned above, we'd be happy to discuss how we can incorporate your EC needs into our services.