



*Service...Above and Beyond*

#### QUICK FACT:

- Costs for services outside those provided as grant-funded are based on number of days and types of services required.

*“Young children benefit most from meaningful experiences and nurturing interactions where the intrinsic joy of learning is emphasized and valued.”*

*-Wisconsin Model Early Learning Standards*



#### For more information:

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## Early Childhood Services—Ages Three-Kindergarten (Up through age nine)

The Early Education Program is designed to assist schools and communities in the development, implementation, and evaluation of programs and services for young children (early childhood special education ages three through nine, four-five year old kindergarten, etc.) including, but not limited to: provision of information and research on issues in early childhood education; consultation with special and regular education teachers in the areas of screening and assessment; classroom management; curriculum development; instructional methods; through evidence-based and meaningful inclusive practices.

### IDEA Preschool Discretionary Grant Funded Services

Special emphasis is placed on meeting the requirements of the State Performance Plan (SPP) in the areas of LRE/preschool options, child outcomes, and Birth-to-3 transition. Federal and state laws are changing special education procedures by putting emphasis on parent partnerships, streamlining the process, and increased accountability. The Early Childhood Services include technical assistance and professional development in the following areas:

- **CCR-IEP Support:** Meaningful participation with appropriate, individual supports; writing standards-based IEPs; embedded IEP services and interventions; access to the general curriculum; universal design for learning; accurate data reporting; increasing support for social emotional development; and fostering partnerships with families.
- **Standards Instruction and Assessment:** Evidence-based teaching strategies and curriculum; on-going assessment practices and early math and literacy as it relates to the development of language and literacy; disability-related needs; and the design of specialized early language and literacy instruction.
- **Child Find/Screening:** School districts and other early childhood programs are working together through informed referral networks to identify children who may need additional developmental support and to provide information to parents about their child's development.
- **Social Emotional Competence:** *Promoting Mental Health: The WI Pyramid Model* (Preschool PBIS Model) comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families.
- **Culturally & Linguistically Responsive Practices:** Resources and support related to working with tribal students and dual-language learners.
- **Facilitate Collaboration:** Early Childhood Networking to improve the opportunities and effectiveness of high-quality inclusive practices for young children with disabilities.

### Contracted Services

Additional services include, but are not limited to the following: customized in-service trainings and workshops for regular and special education staff comprising of Wisconsin Model Early Learning Standards (WMELS), facilitation of regional support networks (Early Childhood Network and EC Special Education Outcomes Group), regular school site visits (including environmental and program evaluation with follow-up coaching as needed), and parent education presentations.

**Contact CESA #4 to evaluate your district-specific needs.**