



# Request for Applications: Targeted Technical Assistance Early Childhood Program Cohort

**Deadline: November 22, 2024**

## Overview

The focus of this targeted technical assistance (TA) is to help six early childhood programs to implement and sustain high-quality inclusive STEM teaching and learning, ensuring that all young children can access and participate in STEM opportunities, especially children with disabilities.

## Background

STEMIE is a federally funded national TA center that aims to improve the outcomes and experiences of young children with disabilities (birth to 5 years old) in early STEM learning opportunities. STEMIE has developed learning trajectories (LTs) in science, engineering, and technology in early childhood to complement already existing math LTs. LTs include goals (content “big ideas”), a progression of skills, and instructional supports for inclusive STEM education.

## Objectives

The goal of the STEMIE TA is to support each early childhood program in the implementation and sustainability of high-quality inclusive STEM practices.

By the end of the TA, participating programs will have:

1. knowledge of inclusive practices in early STEM teaching and learning.
2. an understanding of STEM learning trajectories that can be implemented to support STEM learning for all children.
3. a plan for the continued implementation and sustainability of inclusive STEM teaching and learning.



## Eligibility & Application Requirements

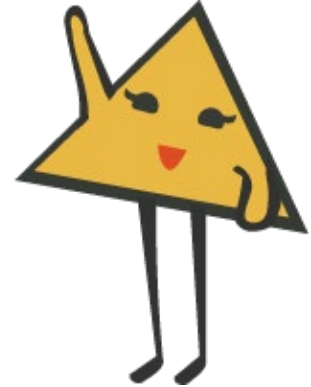
**To be eligible for this TA opportunity, applicants must meet the following criteria:**

- Be an inclusive early childhood program in the United States.
  - Participating classrooms must have multiple children with either identified disabilities (i.e., an IFSP or IEP) or multiple children in the process of qualifying for these plans.
- Have demonstrated an interest in and commitment to inclusive STEM education as evidenced by completing letters of commitment from all team members at the time of application.
- The ability to designate and commit a team to participate in the TA opportunity, consisting of the following members:
  - an individual from your center/program leadership team that regularly interacts with teachers in the center.
  - two classroom teaching teams consisting of two individuals each (i.e., two co-teachers or a teacher and a para-professional from the same classroom).
  - *Note: We understand that workforce issues can create challenges in this area, so the designated teaching teams may change over the course of the project.*
- Be willing to work with STEMIE personnel to create a collaborative coaching system whereby input and feedback from STEMIE TA professionals may be effectively disseminated to classroom professionals.

## Application Process

**Interested applicants should fill out this application: [LINK TO APPLICATION](#) and submit the following documents by November 22, 2024 to [adam.holland@unc.edu](mailto:adam.holland@unc.edu):**

- Fill out this [LINK TO APPLICATION](#) with the following items uploaded to the application:
  - Letters of commitment from all participating staff members.
  - A video clip (maximum 5 minutes) to show what inclusive STEM education looks like in your program. (*Note: If you were already doing STEM perfectly, there'd be no need for intensive TA! We simply want to get a feel for where your program is currently.*)
- Applicants will be notified of the status of their application by December 06, 2024.



## QR Code for Application:



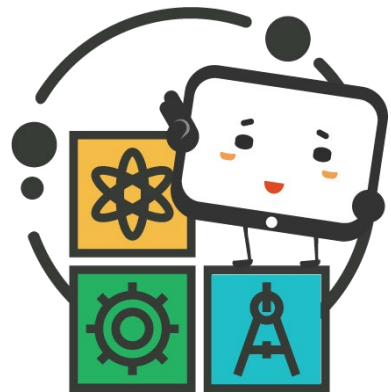
## TA Components and Details

- TA components include:
  - virtual consultation every other week (with the opportunity to be flexible in the second year, based on the program's needs).
  - quarterly virtual Community of Practice (COP) meetings.
  - a 2-day in-person leadership institute (paid for by STEMIE) on a date TBD for identified staff members.
- The start of the TA will involve relationship-building and understanding the current context of inclusion and STEM education in the program.

- The leadership individual will meet with STEMIE staff for coaching and instruction at least every other week during the first year of work and then as negotiated between the STEMIE TA professional and leadership individual during the subsequent year.
- The leadership individual will then observe and meet at least weekly with classroom professionals to provide coaching and feedback on STEM practices as discussed in meetings with the STEMIE TA provider.
- The leadership individual and at least one representative from each classroom team will attend quarterly virtual Community of Practice (CoP) meetings. Participants will come prepared to learn about new practices, discuss children’s learning and development, as well as be willing to bring relevant questions and site-based resources to share upon request.
- TA and coaching at both the classroom and program levels will be driven by video, observation notes, and input from STEMIE and site personnel.

### TA Duration

The TA will last for two years, from December 2024 to January 2027. The expected time commitment for the TA participants is approximately 5 contact hours per month, which includes attending the online sessions, email check-ins, STEMIE staff individual TA meetings, and participating in the CoP. In addition, approximately 5 hours per month will be spent offline on your own disseminating information from TA sessions to classroom professionals.



### Questions

For any questions or inquiries about this TA opportunity, please contact Adam Holland at [adam.holland@unc.edu](mailto:adam.holland@unc.edu).