

## Child Signature Program Glossary

<b>Academic Performance Index (API)</b>	State legislation, the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the Academic Performance Index (API), which summarizes a school's or a local educational agency's (LEA) academic performance and progress on statewide assessments. (An LEA is a school district or county office of education.) The API also is used as an additional indicator for federal Adequate Yearly Progress (AYP) requirements.
<b>Classroom Assessment Scoring System (CLASS)</b>	An observation instrument developed to assess classroom quality in preschool through third grade classrooms. The CLASS consists of three domains (emotional support, classroom organization, and instructional support.)
<b>Classroom teachers</b> (The term represents a broad category of educators including early learning teachers, caregivers, providers, and early childhood educators.)	<p>Educators who nurture, teach, and care for children who have not yet entered kindergarten. Early educators play an important role in children's development by caring for them when their parents are at work or place their children in care to help them socialize with other children their age. In addition to attending to children's health, safety, and nutrition, early educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth. They help these children explore individual interests, develop talents and independence, build self-esteem, learn how to get along with others, and prepare for more formal schooling.</p> <p>For purposes of this RFA: infant teachers are those working with children 0 to 18 months; toddler teachers are those working with children 18 months to 3 years; and preschool teachers are those working with children 3 to 5 years of age.</p>
<b>Collaborative</b>	A cooperative association of individuals or groups that work together to accomplish common goals and objectives. Most collaboration requires leadership, although the form of leadership can be informal within a decentralized and egalitarian group. In particular, teams that work collaboratively can obtain greater resources, recognition, and reward when facing competition for finite resources.

**Desired Results  
Developmental  
Profile 2010  
(DRDP 2010)**

Assessment instrument to observe and assess the developmental progress of children in their programs. The DRDP 2010 aligns with the *Infant/Toddler Learning and Development Foundations* and the *Preschool Learning Foundations*

**Early Head Start**

A federally funded and administered community based program for low income families with infants and toddlers and pregnant women. Its mission is to promote healthy prenatal outcomes, enhance development of very young children and promote healthy family functioning.

**Environment Rating  
Scales (ERS)**

Observational assessment tools used to evaluate the quality of early learning and care programs. Examples of these scales include the Infant Toddler Environment Rating Scale – Revised (ITERSR), the Early Childhood Rating Scale – Revised (ECERS – R), and the Family Child Care Environment Rating Scale (FCCERSR). Each ERS is divided into criteria that assess the program’s physical environment, health and safety procedures, materials, interpersonal relationships, and opportunities for learning and development.

**Evidence-based  
practices**

Evidence-based practices (EBPs) are skills, techniques, and strategies that can be used by a practitioner. Such practices describe core intervention components that have been shown to reliably produce desirable effects and can be used individually or in combination to form more complex procedures or programs.

The use of EBPs or interventions is an approach that aims to specify the way in which practitioners, other professionals, or decision-makers should make decisions by identifying the strongest scientific evidence that exists for a specific practice. Its goal is to eliminate unsound, ineffective, or excessively risky practices in favor of those that have better outcomes.

EBPs refer to a broad range of practices with varying levels of demonstrated effectiveness. These practices typically include a compilation of:

- High research support
- Results demonstrating high confidence that the desired outcome can be replicated

EBPs also set the foundation for creating training courses and/or other participant engagement activities.

<b>Family Child Care Homes (FCCH)</b>	Homes licensed by the California Department of Social Services (DSS) to provide care to infants, toddlers, preschool, and school-age children. There are two categories of family child care homes: small family child care homes for up to eight children, including the early educator's own children under age ten, and large family child care homes, serving up to 14 children, including the early educator's own children under the age of ten. Large family child care homes must have two adults (the provider and an assistant) available to provide care.
<b>Family Child Review (FCR)</b>	A process in which the Early Education Expert (EEE) and Family Support Specialist (FSS) participate in family and child reviews and ensure that resulting FCR action plans are followed and progress monitored.
<b>Family Partnership Agreement</b>	An agreement developed by parents and staff identifying the strengths and concerns of the family and prioritizing the family's goals for the parents and child.
<b>Head Start</b>	<p>A federally funded and administered preschool program that provides comprehensive services to both low income children and their families. To be eligible, a child must generally be at least three years old by the date used to determine eligibility for public schools in the community. At least 90 percent of children enrolled in Head Start must be from low income families.</p> <ul style="list-style-type: none"><li>▪ <b>Migrant and Seasonal Head Start</b> is designed to provide comprehensive Head Start services, including child development and social services, to low income families working in agriculture, or families who migrate while working in agriculture.</li><li>▪ <b>Tribal Head Start</b> is designed to provide comprehensive Head Start services to primarily Native Americans living on reservations or colonies throughout northern California.</li></ul>
<b>Lesson Study</b>	A strategy coordinated and facilitated by the Early Education Expert (EEE) to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in examining practice.
<b>Leveraged Funding</b>	Blending and braiding of funding to enhance current program activities is encouraged. Lead agencies may combine their funds with local partners to achieve the required cash match amount.

<b>Maintenance of Effort (MOE)</b>	For any sites/classrooms where quality enhancements are not possible, the county will be required to maintain, at a minimum, PoP Bridge FY 2011-12 standards and criteria as described in Attachments A1 and A3. Those sites and centers will be referred to as Child Signature Program (CSP) Maintenance of Effort (MOE) sites and centers.
<b>Quality Enhancements</b>	The term “Quality Enhancements” refers to the three Program Elements along with the Essential Staff positions required to implement them, as described in this RFA.
<b>Quality Enhancements (QE)</b>	The sites and centers receiving the full menu of Quality Enhancements will be referred to as Child Signature Program (CSP) Quality Enhancement (QE) sites and centers.
<b>Special Needs</b>	<p>First 5 California defines children with special needs as having one of the following:</p> <ul style="list-style-type: none"><li>• Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or,</li><li>• Children without identified conditions, but requiring specialized services, supports, or monitoring.</li></ul> <p>First 5 California does not require counties to track the children under each category separately</p>
<b>Title 5 General Child Care and Development</b>	A state contracted full day program serving children ages birth to three and kindergarten age eligible children to children thirteen years old. Eligible children include those under Child Protective Services supervision or those who meet income eligibility requirements or other criteria. This program is required to meet the same Title 5 standards as the State Preschool program.

**Title 5 State  
Preschool programs**

Designed to prepare three and four year old children from low income families for kindergarten. Priority is given to children who are Child Protective Services recipients, children who are identified by Child Protective Services as being at risk for neglect or abuse, and four year old children who are income eligible. Programs must meet Title 22 requirements and additional requirements that include stricter child to adult ratios and increased teacher and staff qualifications.

**Title 22 licensed  
programs**

Meet Title 22 licensing requirements set by the DSS. These requirements include staff child ratios, teacher and staff qualifications, criminal background checks, screening and clearance for tuberculosis, and licensing inspections for compliance with basic health and safety requirements.