

Program Glossary

CARES Plus Participants

Any educators who nurture, teach, and care for children who have not entered kindergarten. Early educators play an important role in children's development. They educate and care for them when their parents are at work. Early educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth; attend to children's health, safety, and nutrition. They also help children explore individual interests, develop talents and independence, build self-esteem, learn how to get along with others, and prepare for more formal schooling.

For purposes of this RFA it includes:

- Infant teachers as those working with children 0 to 17 months
- Toddler teachers as those working with children 18 to 35 months, and
- Preschool teachers working with children 36 months to kindergarten entry

(CARES Plus Participants will be used interchangeably with the terms early educator or teacher throughout the CARES Plus RFA and represent a broad category of terms including early learning teachers, caregivers, providers, and other early childhood educators.)

Center

Center or Center-based refers to "Child Care Center" or "Day Care Center" (or "center") means any child care facility of any capacity, other than a family child care home as defined in DSS, Division 12, Chapter 1, Article 1, Section 102352f.(1), in which less than 24-hour per day nonmedical care and supervision are provided to children in a group setting.

Child Signature Program

First 5 California's program dedicated to enhancing the quality of Early Care and Education programs throughout the state by implementing three research-based program elements:

- Instructional Strategies and Teacher-Child Interactions
- Social Emotional Development
- Parent Involvement and Support

CLASS™	<i>Classroom Assessment Scoring System™</i> is an observation tool designed by the University of Virginia and is used to measure classroom process quality.
Coach Observer	Independent contractor who is trained to perform both <i>CLASS™</i> observations and serve as an <i>MTP™</i> coach. As an observer they must maintain reliability and annual certification.
Consortium	A cooperative association of individuals or groups that work together to accomplish common goals and objectives. Most consortia require leadership, although the form of leadership can be informal within a decentralized group.
Desired Results Developmental Profile (DRDP)	Assessment instrument to observe and assess the developmental progress of children in their programs. The DRDP aligns with the <i>Infant/Toddler Learning and Development Foundations</i> and the <i>Preschool Learning Foundations</i> .
Dual Language Learners (DLL)	Children who are Dual Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term "Dual Language Learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English Language Learners (ELL), English learners, and children who speak a Language Other Than English (LOTE). (Office of Head Start)
Early Education Effectiveness Exchange (E4)	The Early Education Effectiveness Exchange will be the statewide resource designed to facilitate quality improvement in early learning centers by providing training and technical assistance for early learning centers participating in any of the three CSP RFA opportunities.
Early Head Start (EHS)	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

(FCCERS). 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

Main characteristics include:

- Based on current and sound research
- Has the ability to be replicated
- Results in positive outcomes

Fall and Spring CLASS™ Observations

To comply with this requirement, selected participant must submit an observation either in-person or a two-hour video of continuous classroom activities at the beginning of the school year and at the end of the school year. Feedback on the Fall observation will be provided for use in the Spring advising session.

Head Start (HS)

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.

- Migrant and Seasonal Head Start 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.
- Tribal Head Start is designed to provide comprehensive Head Start services to primarily Native Americans living on reservations or colonies throughout northern California.

License-exempt

As defined in DSS Manual, Title 22 Child Care Center General Licensing Requirements, Division 12, Chapter I, Article 2, Section 101158.

Looking at CLASSrooms™ (LAC)

Self-paced online program using video to focus on identifying and analyzing effective teacher-child interactions.

Local Public Entity (LPE)	<p>For purposes of this RFA, a Local Public Entity refers to “a county, city, district, public authority, public agency, and any other political subdivision or public corporation in the state, but does not include the State.” (California Government Code, Section 940.4)</p> <p>In the event that a First 5 county commission chooses not to participate as the Lead Agency, a Local Public Entity (LPE) may be eligible to apply for funding. An applicant LPE must be located within the county it wishes to serve, or within a participating county if more than one county forms a collaborative to implement a local CARES Plus program.</p>
Migrant Education	<p>A high-quality and comprehensive educational programs for migratory children to help reduce the educational disruption and other problems that result from repeated moves.</p> <p>Programs are designed to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to postsecondary education or employment.</p>
<i>MTP™</i> Coach	<p>Performs service as one-on-one coach for CARES Plus participants through a series of biweekly cycles that include conference calls and video review/editing over a period of approximately eight to ten months. (For purposes of this RFA, <i>MTP™</i> Coach may be the same individual as the <i>CLASS™</i> Observer.)</p>
<i>My Teaching Partner™</i>	<p>An 8 to 10 month video-based, one-on-one coaching model of professional development (Component D) offered to approximately 500 CARES Plus participants per year.</p>
Quality Performance Report (QPR)	<p>CARES Plus Lead Agencies are required to submit a Quality Performance Report (QPR) annually. These local progress reports, submitted by the Lead Agency, must include the following: summarize the program’s local outreach activities; quality program implementation methods including participant services, program activities; local performance goals, targets and outcomes; county consortium tactics; any local evaluation findings, and other pertinent information.</p>

Special Needs	<p>First 5 California defines children with special needs as having one of the following:</p> <ul style="list-style-type: none">• An identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or,• No identified conditions, but requiring specialized services, supports, or monitoring.
Title 5 General Child Care and Development	<p>A state-contracted full day program serving children ages birth to three, and kindergarten age to thirteen years old. Eligible children include those under Child Protective Services (CPS) 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.</p>
Title 5 State Preschool programs	<p>Designed to prepare three- and four-year-old children from low income families for kindergarten. Priority is given to children who are recipients of protective services, children who are identified by 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.</p>
Title 22 Licensed Programs	<p>Meet Title 22 licensing requirements set by the Community Care Licensing, Department of Social Services. 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.</p>