

CSP Program Glossary

Academic Performance Index (API)	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.
Ages and Stages Questionnaire (ASQ)	The Ages and Stages Questionnaire (ASQ) is a series of 19 parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal-social skills, and overall development across time. The age-appropriate scale is completed by the parent or caregiver. The items on the scale represent behaviors that the child should be able to perform at that age.
Ages and Stages Questionnaire-Social Emotional (ASQ-SE)	ASQ-SE is a screening tool that identifies infants and young children whose social and emotional development requires further evaluation to determine if referral for intervention services is necessary. The ASQ-SE is completed by parents and/or caregivers.
Child Signature Program (CSP) Promise Sites	Centers and classrooms identified by the First 5 county to participate in CSP RFA #2 and that will remain in the program throughout the three year term.
Child Signature Program (CSP) RFA #3 Candidates	Centers and classrooms that meet the CSP Baseline Criteria and Teacher/Provider Qualifications and are eligible to apply for RFA #3.
Classroom Assessment Scoring System (CLASS)	An observation instrument developed to assess classroom quality and teacher-child interactions in preschool through third grade classrooms. The CLASS consists of three domains (emotional support, classroom organization, and instructional support.)
Classroom teachers	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

Classroom teachers (Cont.)	<p>educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth. They 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.</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>
Collaborative	<p>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.</p>
Consortium	<p>An association developed for the purpose of engaging in a joint venture; a cooperative arrangement among groups or institutions.</p>
Desired Results Developmental Profile 2010 (DRDP 2010)	<p>Assessment instrument to observe and assess the developmental progress of children in their programs. The DRDP 2010 aligns with the <i>Infant/Toddler Learning and Development Foundations</i> and the <i>Preschool Learning Foundations</i></p>
Dual Language Learners (DLL)	<p>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)</p>
Early Education Effectiveness Exchange (E4)	<p>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.</p>

Early Head Start	<p>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.</p>
Early Learning Systems Specialist (ELSS)	<p>The Early Learning Systems Specialist (ELSS) facilitates and supports the Readiness Assessment and related quality improvement activities necessary for participating counties, centers, and classrooms to meet the Child Signature Program’s Baseline Criteria and Teacher/Provider Qualifications, and/or begin implementation of the CSP Quality Enhancement Program elements. The ELSS also serves in a ECE policy leadership role.</p>
Environment Rating Scales (ERS)	<p>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.</p>
Evidence-based practices	<p>Evidence-based practices (EBPs) are skills, techniques, and strategies that can be used by a trained 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.</p> <p>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 result in better outcomes.</p> <p>EBPs refer to a broad range of practices with varying levels of demonstrated effectiveness. These practices typically include a compilation of:</p> <ul style="list-style-type: none">• High research support• Results demonstrating high confidence that the desired outcome can be replicated

Evidence-based practices (Cont.)

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

Family Child Care Homes (FCCH)

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.

Head Start

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.

Migrant Children

First 5 California uses the California Department of Education definition: A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on their own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both home and

Migrant Children (Cont.)	employment locations where migrant workers are employed. The law states that migrant education services are a priority for those students whose education has been interrupted during the current school year and who are failing, or are most at risk of failing, to meet state content and performance standards.
Quality Enhancements	The term “Quality Enhancements” refers to the three Program Elements along with the Essential Staff positions required to implement them, as described in CSP RFA #1.
Special Needs	<p>First 5 California defines children with special needs as having one of the following:</p> <ul style="list-style-type: none">• Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or,• Children without identified conditions, but requiring specialized services, supports, or monitoring. <p>First 5 California does not require counties to track the children under each category separately.</p>
Title 5 General Child Care and Development	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.