

## Child Signature Program – 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 Education 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>Base Line Criteria</b>	CSP programs must meet minimum quality criteria listed in the following categories: Target Population, Diversity, Age, Parent Fees, Screening, Length of Day, Curriculum, Articulation, Teacher/Provider-Child Ratio, Maximum Group size, Health Education, Food, Nutrition Education, Tobacco Education, Physical Activity, Transition Support, Teacher/Provider Requirement, ECERS, <i>CLASS</i> <sup>TM</sup> , DRDP 2010, Principles on Equity, Evaluation, Budget, Families, and Connections. Facilities must also be licensed and comply with Title 22 of the California Code of Regulations, community care facilities license regulations, including child care centers, or be license-exempt in accordance with Title 5 of the California Code of Regulations.
<b><i>CLASS</i><sup>TM</sup></b>	<i>Classroom Assessment Scoring System</i> <sup>TM</sup> is an observation tool designed by the University of Virginia and is used to measure classroom process quality.
<b>Classroom teachers</b>	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 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: infant teachers are those working with children 0 to 17 months; toddler teachers are those working with children 18 months to 35 months; and preschool

teachers are those working with children 36 months to kindergarten entry.

**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 2010 aligns with the *Infant/Toddler Learning and Development Foundations* and the *Preschool Learning Foundations*.

**Dual Language  
Learners**

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 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 (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.

**Essential Staff**

Mandatory staff required in Quality Enhanced (QE) classrooms participating in CSP 1 and 3. This includes the Program Coordinator (PC), Early Education Expert (EEE), Family Support Specialist (FSS), Mental Health Specialist (MHS), and Local Evaluator (LE). A county/classroom may opt to use Mental Health resources or partner with the local Mental Health

<b>Evidence-based practices</b>	Agency to meet the MHS requirement. Main characteristics include: <ul style="list-style-type: none"><li>• Based on current and sound research</li><li>• Has the ability to be replicated</li><li>• Results in positive outcomes</li></ul>
<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>	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. <ul style="list-style-type: none"><li>▪ 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.</li><li>▪ Tribal Head Start 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. (Applies only to CSP 1.)
<b>Quality Enhancements (QE)</b>	Refers to the three Program Elements along with the Essential Staff positions required to implement them, as described in this RFA.
<b>Quality Enhancements Sites and Centers</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>Readiness Assessment (RA)</b>	A tool designed using the Baseline Criteria, and the following categories: Leadership and Governance, Infrastructure, Classroom Instruction, Social-Emotional Development, Parent Involvement and Support, and Infants and Toddlers, to determine a classroom's quality and readiness to participate in CSP. Information gathered from the RA, from participating CSP classrooms, will be used to determine training and technical assistance provided by the E4.
<b>Special Needs</b>	First 5 California defines children with special needs as having one of the following: <ul style="list-style-type: none"><li>• An identified disability, health, or mental health condition requiring early intervention, special education services, or other specialized services and supports; or</li><li>• No identified conditions, but requiring specialized services, supports or monitoring.</li></ul>

<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.
<b>Title 5 State Preschool programs</b>	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.
<b>Title 22 licensed programs</b>	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.