

Additional Resources

Decision Making Template

Proven Promising Strategies

Web Site Related Evidence

Systems Development

Strategy Toolkit Glossary

DECISION-MAKING TEMPLATE

EXAMPLE

Following is an example of a set of criteria for selecting strategies. Criteria may be modified to meet specific regional priorities. This type of tool may be used to help prioritize or to eliminate strategies as needed during the strategic planning process.

Decision-making Criteria	Yes or No, Rating 1-5, considerations or comments
Is the strategy an evidence based approach?	
Does the strategy fill an identified gap or need from the Regional Needs and Assets Report?	
Does the strategy have the power to have an impact on positively changing the conditions, skills, attitudes or behaviors of the children and families served?	
Is the strategy child and family focused, collaborative and easily accessible?	
Is the strategy cost effective, affordable and sustainable?	
Does the strategy build upon existing financial resources?	
Is the strategy culturally responsive for children and families?	
Is the strategy one for which data can be collected and analyzed to know if it is working the way it should?	
Is the strategy timely in that it can be acted upon and funded in one to two years?	
Does the strategy build or contribute to a system which supports one or more of the First Things First goal areas, instead of creating a separate, stand-alone program or service?	

PROVEN/PROMISING STRATEGIES

Can quality child care improve future school performance in any meaningful way?

Can home visiting programs have a lasting impact on children?

The urgency of questions like these points to a knowledge gap in the strategies/practices that support children and families. For too long, impartial, results-oriented research information has been a challenge to come by. A funder or practitioner interested, for example, in improving children's health would find it daunting to sort through all the evaluation literature and find strategies whose effectiveness have been soundly demonstrated. Typing "child health policy" into an Internet search engine would yield tens of thousands of responses of wildly varying quality.

There is no question that we could improve our efforts if we had better access to reliable information on effective strategies. As issues of accountability and measurable outcomes increasingly define the development of new social strategies, it is essential that we have an objective picture of what is working (or has the likelihood of doing so). Policymakers and funders must have a foundation of reliable information to make sound investments.

Narrowing this knowledge gap is a goal of the First Things First Strategy Toolkit. The Strategy Toolkit provides a first step for those who ask "*We know where we want to go and what key measures we want to achieve, now what do we do to get there?*"

Every strategy included in the Toolkit, whether "proven," "promising," or "undetermined," has been examined by First Things First Policy Specialists to ensure that strategies reflect credible methodology.

Adapted from The Promising Practices Network (PPN), a group of individuals and organizations who are dedicated to providing quality evidence-based information about what works to improve the lives of children, families, and communities. Further information can be found at promisingpractices.net.

PROVEN/PROMISING STRATEGIES

Evidence Criteria Consideration Process Chart

	Proven	Promising	Undetermined
Type of Outcomes Affected	Must meet all of these criteria to be listed as "Proven". Must impact one of the key measures.	Must meet at least all of these criteria to be listed as "Promising". May impact an intermediary outcome/ performance measure for which there is evidence that it is strongly associated with a key measure.	A practice with these conditions is not yet identified as Proven or Promising. Intended to impact a key measure, but has not been researched extensively to demonstrate specific impact on FTF key measures.
Measurable Outcomes	Supporting research indicates statistically significant changes in outcomes desired.	Supporting research indicates strong correlations among activity and outcomes though may not show cause/effect relationship due to type of research conducted.	Research is linked to strategy though may not be directly investigated for the impact of the specific strategy.
Research Methodology	Study design uses convincing comparison groups to identify impacts, including randomized-control trial (experimental design) or some quasi-experimental designs.	Study may have comparison groups, but not be strong experimental design. For example, the groups may lack comparability on pre-existing variables. Or, study may not employ an experimental design, but still use quantitative data in its analysis.	Study may not be conducted using a comparison groups or experimental design (i.e. does not result in a cause and effect relationship). Study may use qualitative rather than quantitative data. For example surveys of parent beliefs rather than measurements of their behavior
Sample Size	Sample size of evaluation exceeds 30 in both the treatment and comparison groups.	Sample size of evaluation exceeds 10 in both the treatment and comparison groups.	Sample size of evaluation includes at least 10 in the treatment group, comparison group, or study group.
Availability of Evaluation Documentation	Publicly available.	Publicly available.	Publicly available, though limited in scope.

WEB SITES RELATED TO EVIDENCE-BASED PRACTICE

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

Child Trends

www.childtrends.org

Harvard Center on the Developing Child

<http://developingchild.harvard.edu/>

Center for Evidence-Based Practices – Research & Training Center

<http://www.researchtopractice.info/whatisebp.php>

The Research and Training Center on Early Childhood Development

<http://www.researchtopractice.info>

The Center on the Social Emotional Foundations for Early Learning (CSEFEL)

<http://csefel.uiuc.edu>

The Promising Practice Network (PPN)

<http://www.promisingpractices.net>

National Early Childhood Technical Assistance Center

www.nectac.org

National Center for Research on Early Childhood Education

<http://www.ncrece.org/wordpress/>

CONNECT: The Center for Research on Early Childhood Education
<http://community.fpg.unc.edu/connect>

The Campbell Collaboration (C2)

<http://www.campbellcollaboration.org/>

The Pathways Mapping Initiative

<http://www.pathwaystooutcomes.org/index.cfm>

Center for Early Literacy Learning

<http://www.earlyliteracylearning.org/>

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide

http://www.ed.gov/rschstat/research/pubs/rigorousvid/guide_pg4.html#intro

A Policymaker's Primer on Education Research

<http://www.ecs.org/html/educationIssues/Research/primer/index.asp>

Evidence & Policy

https://www.policypress.org.uk/journals/evidence_policy/

US Dept of Education

<http://www2.ed.gov/rschstat/best-practices.html>

Adapted from Buysse, Virginia & Wesley, P. (2006). *Evidence-Based Practice in the Early Childhood Field*.

Washington, DC: ZERO TO THREE Press.

SYSTEMS DEVELOPMENT

1. Stages of Development. Building a system needs to be done in stages, typically planning, implementation and ongoing management. There are variations on these stages and more specifics in terms of specific activities and outcomes that can be found in many of the resources listed here.

- a. Building an Early Learning System: The ABC's of Planning and Governance Structures - Bruner, Wright, Gebhard & Hibbard, SECPTAN, 2004 - defines an early learning system and shares important "rules of thumb" for creating the planning and governance structures to build it. www.finebynine.org/pdf/SECPTAN_Build_PROOF.pdf
- b. Stages of Systemic Change, by Beverly L. Anderson - defines six developmental stages and six key element of change. <http://insites.org/documents/systemic.pdf>
- c. Together We Can: A Guide for Crafting a Profamily System of Education and Human Services, A. Melaville and M.J. Blank, US Government Printing Office, 1993. A description of collaborative endeavors across the country and a guide for integrating services including detailed description of the 5 stage process and benchmarks. <http://searcheric.org/ericdb/ED357856.htm>
- d. The Framework: A Tool to Develop Collective Leadership for Community Change, by Patricia Hughes, developed for The W.K. Kellogg Foundation's Leadership for Community Change Program, 2005 - This document depicts the states of community change and leadership development that can enhance the efforts of any group and is based on the theory of change developed by the two coordinating organizations (IEL and CEL) for this project. The Framework is an operational tool that translates the critical discoveries made during the design and delivery of this program into strategies and practices to help guide other communities toward a sustainable plan for change and improvement. www.iel.org/pubs/klccframework.pdf

2. Models. There is no one right model of an early childhood system. Most of the models used for planning and implementing early childhood systems are variations on four types. Below is a chart of the most common models used (From "Organizational Development", ©Dean Clifford)

Each of the currently operating early childhood initiatives listed below are unique but share some common characteristics of the types listed previously.

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- a. North Carolina's Smart Start – a public-private partnership, The North Carolina Partnership for Children, supports a statewide, locally-administered, comprehensive approach to early care and education, family support and health services for children 0-5. www.ncsmartstart.org/about/whatisSMARTstart.htm
- b. Iowa Community Empowerment – a state-sponsored early childhood initiative that is focused on 0-5, although not exclusively. The Iowa Empowerment Board is the governing body and its members are appointed by the Governor and the Legislature. It is a partnership between communities (local empowerment areas) and state government for the purpose of creating an integrated and coordinated early care, health and education system. www.empowerment.state.ia.us/common/pdf/community_empowerment_1998_2008.pdf
Early Childhood Iowa – an alliance of stakeholders in early care, health and education systems that affect children 0-5 and whose purpose is to support the development and integration of early care, health and education system for Iowa. Community Empowerment serves as the infrastructure support for Early Childhood Iowa, but is a partner among equals where leadership is shared. www.state.ia.us/earlychildhood/docs/ECIDescription2.pdf
- c. Smart Start Colorado –The Early Childhood State Systems Team leads the development and implementation of the comprehensive early childhood system. The Director is housed in the Office of the Lt. Governor. Local and regional Early Childhood Councils that operate in 30 counties are charged with the creation of a “seamless delivery system of early care and education services.”www.smartstartcolorado.org/about/faqs.html
- d. South Carolina First Steps – a public-private partnership established to help prepare children to reach first grade healthy and ready to succeed and run by a Board of Trustees whose members are elected at county forums in collaboration with their legislative delegations. County Partnerships plan, coordinate and implement services. www.scfirststeps.org/whoweare.htm
- e. Arizona's First Things First – oversight by a new state level board, the Arizona Early Childhood Development and Health Board whose members are appointed by the Governor. There are also Regional Partnership Councils responsible for assessment, planning, implementation and resource and partnership development. The goal is to improve developmental and early learning outcomes for young children ages birth to 5 by building a system to grow and sustain a

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coordinated network of early childhood programs and services. Funded by tobacco tax. http://azecdh.gov/ecdh/About_FTF/About_FTF.asp

- f. Hawaii's Good Beginnings – a public-private partnership between the State and a private-non-profit corporation, Good Beginnings Alliance, created as a focal point for policy development, disbursement of funds and raising private funds. There are also county Community Councils and a state level Interdepartmental Council. www.goodbeginnings.org/history.htm
- g. California's First5 – Funded by cigarette tax and operated by the California Children and Families Commission. Funds are distributed through the state's 58 counties all of which have their own local commissions. www.cffc.ca.gov/commission/about_us.asp
- h. Smart Start Oklahoma - a public-private partnership formed by two entities, the Oklahoma Partnership for School Readiness and its supporting foundation, the Oklahoma Partnership for School Readiness Foundation, to address critical issues surrounding healthy growth and development of young children. Local organizations serve 19 counties. www.smartstartok.org

3. Assessment/Evaluation

States are in different stages of assessment and evaluation of their early childhood initiatives. For those in the early stages of development, there is much benefit to evaluating collaborative efforts and systems work. There is value in continuing to evaluate these areas throughout the life of an initiative, too. While there are not as many tools for assessing these collaboration and systems development as there are for evaluating specific programs or for establishing and measuring indicators, the ones listed below have been tested and should be helpful.

- a. Colorado Smart Start's Needs Assessment Toolkit – a web-based data system designed to store and manage a variety of indicator and program data. Takes users through a complete needs assessment process and provides a report and foundation for a strategic plan at the end. www.smartstartcolorado.org/communities/ssc_toolkit.html
- b. Charting a Course: Assessing Communities' Strengths and Needs by Charles Bruner, Karen Bell, Claire Brindis, Hedy Chang, William Scarbrough - a review of existing guides to conducting community assessments and selected, effective assessments. Illustrations from specific community assessments show the different ways assessment

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results can be used to help shape community actions.
www.cfpciowa.org/publications/ccbs/index.htm

- c. Together We Can: A Guide for Crafting a Profamily System of Education and Human Services, A. Melaville and M.J. Blank, US Government Printing Office, 1993. (See Appendix A: Checklist 1: Process for Crafting a Profamily System of Education, p. 119, and Human Services and Checklist 2: Indicators of Systems Change, p. 123.) <http://searcher.eric.org/ericdb/ED357856.htm>
- d. Early Childhood Systems Building Tool: A Framework for the Role of Title V Maternal and Child Health Programs in Early Childhood Systems, Johns Hopkins Bloomberg School of Public Health, 2004 - provides an organizing framework “around which public health agencies can systematically plan for and monitor their unique functions and capacities as part of comprehensive early childhood system building and school readiness initiatives.” www.jhsph.edu/wchpc/publications/EC%20Tool%20April%202004%20v3.pdf

4. Lessons Learned

- a. North Carolina Early Childhood Systems Study, 2005 – This study looked at North Carolina laws, policies and programs from a “whole system view.” It reports findings and recommendations. [http://www.childcareservices.org/downloads/Systems Study 2005.pdf](http://www.childcareservices.org/downloads/Systems%20Study%202005.pdf)
- b. Sharing the Stories: Lessons Learned from 10 Years of Smart Start, Carolyn K. Kroll and Michele Rivest, 2004, pages 37- 41. Includes a chapter on local partnership perspectives and lessons learned about building comprehensive early childhood systems.
(link directly to this NTAC publication)
- c. “Some Concluding Lessons Emerging From Systems Work Across Various States” - ©Dean Clifford *(Create link to this highlighted section below – Attachment 4)*

5. Strategic Planning – Process and Planning Documents

- a. Iowa Community Empowerment Board’s Strategic Plan for 2006-2009.
www.empowerment.state.ia.us/Common/pdf/strategic_plan.pdf & www.state.ia.us/earlychildhood/docs/StrategicPlanRevisedSpring07.pdf
- b. California First 5’s Guidelines Document – <http://www.f5ac.org/item.asp?id=150>

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- c. Together We Can: A Guide for Crafting a Profamily System of Education and Human Services, A. Melaville and M.J. Blank, US Government Printing Office, 1993. A description of collaborative endeavors across the country and a guide for integrating services including detailed description of the 5 stage process and benchmarks. <http://searcher.ericdb/ED357856.htm>
- d. The Framework: A Tool to Develop Collective Leadership for Community Change, by Patricia Hughes, developed for The W.K. Kellogg Foundation's Leadership for Community Change Program, 2005. This document depicts the states of community change and leadership development that can enhance the efforts of any group and is based on the theory of change developed by the two coordinating organizations (IEL and CEL) for this project. The Framework is an operational tool that translates the critical discoveries made during the design and delivery of this program into strategies and practices to help guide other communities toward a sustainable plan for change and improvement. www.iel.org/pubs/klccframework.pdf
- e. The Build Initiative's Theory of Change – this paper “helps to sort out when actions are or are not contributing to meeting overall goals and which actions being posed are more, or less, essential to moving forward. The theories of change presented here are designed to enable that type of learning and continuous improvement.” www.buildinitiative.org/docs/TowardATheoryofChange.doc
- f. Pathways Mapping Initiative, developed by Lisbeth B. Schorr at Harvard University, “seeks to collect and organize knowledge based on research and lessons learned with the aim of helping communities think and plan systemically to produce desired community-wide outcomes.” www.PathwaysToOutcomes.org
- g. Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook, Michael Allison & Jude Kaye, John Wiley & Sons, 1997 - book/disk set that helps create and implement a strategic plan and is designed for all types of nonprofits. Includes worksheets, checklists, useful tips.

6. Additional Resources

- a. National Center for Service Integration – a clearinghouse for resource briefs and other publications about service integration. www.cfpciowa.org/initiatives/national/nsci.htm
- b. Child and Family Policy Center – works at the community, state, and national levels on child and family policy issues, with emphasis on developing more asset-based and comprehensive approaches to

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- helping children and their families succeed. CFPC conducts research, produces research syntheses, facilitates community and state forums on children's issues, and provides technical assistance to state and community policy-makers. www.cfpciowa.org
- c. State Early Childhood Policy Technical Assistance Network – a network of experts on early childhood issues available to help state decision makers design early childhood policies. www.finebynine.org/network.html
 - d. Theory of Change from ActKnowledge and the Aspen Institute Roundtable on Community Change - offers a tool to design and evaluate social change initiatives. www.theoryofchange.org/html/overview.html
 - e. Iowa Financing Strategy for a Comprehensive Early Childhood System – a checklist of elements that must be addressed in developing and financing an early childhood system - www.state.ia.us/earlychildhood/docs/IowaFinancinStrategyOct04.pdf
 - f. A Framework for a Coherent Early Care and Education System, Teresa Vast, 2004 – proposes a framework for an efficient and coordinated system of early care and education. www.earlychildhoodfinance.org/handouts/System%20Framework%20essay%20-%202003.pdf
 - g. Getting from Here to There: To an Ideal Early Preschool System, *Early Childhood Research and Practice*, Gallagher, Clifford & Maxwell, Vol. 6, No. 1, Spring 2004 – proposes the merging of support systems such as personnel preparation, technical assistance and evaluation and specific recommendations for achieving an integrated early childhood system. <http://ecrp.uiuc.edu/v6n1/clifford.html>

Collaboration

“Collaborations are defined as organizational and interorganizational structures where resources, power and authority are shared and where people are brought together to achieve common goals that could not be accomplished by a single individual or organization independently.” – from United We Stand: Collaboration for Child Care and Early Education Services, Sharon L. Kagan, Teachers College Press, 1991.

1. Assessment Tools.

These tools help groups assess how their partnerships are doing in varying stages of the collaborative process.

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- a. The Wilder Collaboration Factors Inventory – a scale to assess a collaborative.
www.cahs.colostate.edu/ccp/PDF/The%20Wilder%20Collaboration%20Factors%20Inventory-Reformat.pdf
- b. Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services, Charles Bruner , PhD.- provides checklists to help assess key issues in establishing interagency initiatives, demonstration project and statewide reforms to foster collaboration. www.cyfernet.org/research/thinkco.html
- c. Partnership, Alliances and Coordination Techniques (PACT), National Child Care Information Center (NCCIC) - provides checklists for shaping partnerships and for assessing how partnerships are doing. www.nccic.org/pact/index.html#Tools
- d. Service and System Integration Matrix, ©Dean Clifford– a tool to assess and rate a partnership's commitment, planning, training, leadership, resource sharing and communication. (*link to this chart – Attachment 5*)

2. Family Involvement

Establishing high quality comprehensive systems of service for young children requires the meaningful involvement of their families at many levels from planning to implementation to governance/oversight.

- a. Principles of Family Support – established to provide guidance to health, education, and human service systems and organizations to be more culturally competent, family-focused and strength-based.
- b. Involving Families in Early Childhood Systems Work, ©Dean M. Clifford, Ph.D.
- c. Bringing the Local Community into the Process: Issues and Promising Practices for Involving Parents and Business in Local Smart Start Partnerships, Frank Porter Graham Child Development Institute publication, 1997. This report describes finding from interviews and case studies about the involvement of parents and business leaders in the Smart Start decision-making process. www.fpg.unc.edu/~smartstart/reports.html

3. Additional Resources

- a. United We Stand: Collaboration for Child Care and Early Education Services, Sharon L. Kagan, Teachers College Press, 1991. Discusses the value of collaboration, the process and lessons learned.

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- b. PACT, NCCIC - publications related to 1) creating, implementing and sustaining partnerships; 2) evaluating partnerships; 3) facilitating the partnership process; 4) financing strategies; and 5) research on the benefits of partnership in the child care and early education systems - www.nccic.org/pact/index.html#Tools
- c. NTAC Effective Practices Papers- “Family Support: A Solid Foundation for Children”, “Family Support and School Readiness”, “Effective Strategies for Integrating Family Support into Early Care and Education”

4. Lessons Learned

“People should expect to spend 6-18 months planning services integration strategies.” – William Morrill, National Center for Services Integration

- a. Achieving Success in Collaboration: Foundation of Successful Collaborations - ©Dean Clifford (*link to document, pp. 4-5, Attachment 8*)
- b. Sharing the Stories: Lessons Learned from 10 Years of Smart Start, Carolyn K. Kroll & Michele Rivest, 2004, pages 25- 29. Background on local NC Smart Start partnership collaborative planning and lessons learned. (*Link directly to this NTAC publication*)
- c. Lessons Learned by Established Collaborative Partnerships - ©Dean Clifford, Ph.D.
 - Be patient.
 - Maintain on-going communication and interaction.
 - Seek the support of top leadership and administrators.
 - Provide incentives for participating.
 - Understand that each participant has a different piece of the puzzle.
 - Do not expect equal contributions from all partners.
 - When conflict occurs or things get bogged down, re-focus on the shared vision, mission and long-term priorities.
 - Don’t skip steps!

From National Smart Start

REFERENCE GUIDE: GLOSSARY OF COMMON TERMS AND ACRONYMS

This list of acronyms and common terms has been compiled by FTF staff to serve as a helpful tool for staff and Regional Council Members as they plan, work, and execute the work of FTF. This is not an exhaustive list.

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Term / Acronym	Definition
AAP or AzAAP American Academy of Pediatrics /Arizona Academy of Pediatrics	The Arizona Chapter of the American Academy of Pediatrics is a professional membership association comprised of pediatricians, pediatric sub-specialists, academicians, hospital administrators and physicians, nurse practitioners, school nurses and other child health care providers. The AzAAP has built an impressive network among pediatricians and other medical professionals and child advocacy organizations throughout Arizona, working collaboratively to improve the health and well-being of Arizona's children and to further the education of pediatricians and the public in matters pertaining to children's health and wellbeing issues.
Access/Accessibility	Availability (supply, location) and affordability of needed or desired high-quality services; when and where the family needs it.
Accountability Measures	Accountability and monitoring processes are used to determine how well programs meet standards. Quantitative or numerical measures indicate outcome improvement, even, or worsening. A social indicator is a statistic used to report on a societal condition, such as the rate of infant mortality.
ACF Arizona Community Foundation	The Arizona Community Foundation and its 13 Affiliates are a statewide philanthropy and partnership of donors, volunteers, staff, nonprofit organizations and the community working together to empower and align philanthropic interests with community needs and build a legacy of giving. ACF's Regional Affiliates include: Sedona, Mesa, Yavapai County, Green Valley, Flagstaff, Patagonia Regional, Hopi, Yuma, Page/Lake Powell, Bisbee, Tuba City, Tempe and Cochise.
ACS American Community Survey	American Community Survey is a yearly sample of population growth and poverty rates for counties with more than 65,000 people. Data is reported for the entire county, by U.S. Census Bureau.
Activity	Activities, services, and programs direct or indirect or contracted means to carry out strategies. These are often the services and programs First Things First Regional Partnership Councils fund to achieve positive results.
ADE Arizona Department of Education	ADE is the state agency responsible for administration and oversight of Arizona's K-12 public schools. ADE also serves as the administering body for Early Childhood Special Education for children 3-5 years and the Early Childhood Division.
ADOA Arizona Department of Administration	The Arizona Department of Education oversees the training, technical assistance, compliance review and monitoring, evaluation, dissemination of information, administration and allocation of funds, and recognition of excellence. It provides our customers, both internal and external, with administrative service in the following areas: Accounting, Human Resources, Budget and Strategic Planning, Procurement, Facilities Management, Grants Management, Audit Resolution, Print Shop, Contract, and Cost Allocations for the Department.

Term / Acronym	Definition
AEEF Arizona Early Education Funds	<p>Organizations across Arizona have come together with the Arizona Community Foundation (ACF) to establish the Arizona Early Education Funds (AEEF) in order to provide funding to support the Arizona School Readiness Board's Action Plan. These funds help communities across the state create quality early care and education systems for children from birth to age five. Because this is the most critical time in a child's mental and social development, the funds support Arizona's children today and our economic health in the future.</p>
AHCCCS Arizona Health Care Cost Containment System	<p>The Arizona Health Care Cost Containment System is Arizona's Medicaid program, designed to deliver quality managed care. AHCCCS contracts with health plans and other program contractors. AHCCCS receives federal, state and county funds to operate.</p>
Alignment of Regulatory Standards	<p>Establishing equivalent comparison of basic criterion for all licensing, certification, and approval standards related to early care and education; including those criterion used by Federal, State and Tribal government agencies, and their contracted authorities; to be inclusive of all professional development standards.</p>
APR Annual Performance Report	<p>An Annual Performance Report is used to record results from the previous year, in addition to tracking cumulative performance.</p>
Assessment	<p>The process of collecting data to measure the performance or capabilities of a person, group or system.</p>
AzEIP Arizona Early Intervention Program	<p>The Arizona Early Intervention Program, AzEIP (pronounced Ay-zip), is a statewide system of supports and services for families of children, birth to three, with disabilities or developmental delays. Children must meet eligibility requirements to receive services. The AzEIP system is collaboration of activities by the following State Agencies: Department of Economic Security (DES), DES/Arizona Early Intervention Program (AzEIP), DES/Division of Developmental Disabilities (DDD), Arizona Department of Health Services (ADHS), Arizona State Schools for the Deaf and the Blind (ASDB), Arizona Department of Education (ADE), Arizona Health Care Cost Containment System (AHCCCS).</p>
Best Practice	<p>Asserts that there is a technique, method, process, activity, incentive or reward that is more effective at delivering a particular outcome than any other. Best Practice can also be defined as the most efficient (least amount of effort) and effective (best results) way of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people. Best Practice is used to describe the process of developing and following a standard way of doing things that multiple organizations can use for management, policy, and especially software systems.</p>
CAA Children's Action Alliance	<p>Children's Action Alliance is a non-profit, non-partisan organization dedicated to promoting the well-being of all of Arizona's children and their families through research, publications, media campaigns and advocacy.</p>
CACFP Child and Adult Care Food Program	<p>The Child and Adult Care Food Program (CACFP) is available to all child care providers. This program reimburses providers for nutritious meals served while children are in care. The CACFP is not a child care program, but an effort to improve nutrition for children and adults. Alternate Approval home providers are fingerprinted for a criminal background check.</p>
CCHC Care Health Consultant	<p>Child A health professional that has specialized training and experience with children, has knowledge of resources and regulations, and provides consultation to child care providers to assure the health and safety of children cared for in these settings.</p>

Term / Acronym	Definition
CDA Child Development Associate	The Child Development Associate (CDA) credential is earned by practioners in the field of early childhood eduction and certifies successful completion of 120 clock hours.
Child Care Resource & Referral Registered Providers	Child Care Resource and Referral agency develops lists of homes that may not be monitored by any state agency. They are not monitored by the CCR&R. These are called CCR&R Registered Child Care Homes . They care for up to 4 children at one time for compensation. Registered family child care home providers have an Arizona Child Protective Services (CPS) clearance. They are fingerprinted for a criminal background check and provided proof of current training in CPR and First Aid.
Child Health	Child health is a state of physical, mental, intellectual, social and emotional well-being and not merely the absence of disease or infirmity. Healthy children live in families, environments, and communities that provide them with the opportunity to reach their fullest developmental potential.
Children with Special Healthcare Needs (CSHCN)	Children with special health care needs are those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally. Approximately 1 out of 5 homes in the United States has a child with special health care needs.
Coach/ing	A highly skilled professional who works as a partner in a supportive, thought-provoking and creative process that inspires maximization of personal and professional potential. Coaches listen, observe and customize their approach to individual client needs. It involves the establishment and agreement of goals and mutual accountability. Work usually continues until significant progress toward the goals has been achieved.
Collaborate	To work jointly with others or together to conduct planning, decision making, or program execution; may include exchange of information or resources.
Consultation	Consultation is an interactive, relationship-based process in which a consultee voluntarily requests assistance from a consultant, and together they work to generate creative solutions to issues or problems that have been mutually defined.
Coordinate	To take a leadership role and responsibility for outcomes in bringing people, organizations, or resources together to conduct planning, decision making or program execution; to bring into a common action, movement, or condition.

Term / Acronym	Definition
<p>D.A.P. Developmentally Appropriate Practice</p>	<p>Practice in early childhood program settings which is age, stage, individually, and culturally appropriate. Early childhood evidence-based method, environment, or service grounded in knowledge of how children develop and learn, specifically through opportunities for direct experience.</p> <p>The National Association for the Education of Young Children has coined this term to define the following: Developmentally appropriate practices result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge:</p> <ol style="list-style-type: none"> 1. what is known about child development and learning— 2. what is known about the strengths, interests, and needs of each individual child in the group to be able to adapt 3. knowledge of the social and cultural contexts in which children live <p>Developmentally appropriate practices (DAP) describes an approach to education that focuses on the child as a developing human being and life long learner. This approach recognizes the child as an active participant in the learning process; a participant who constructs meaning and knowledge through interaction with others, friends and family, materials and environment. The teacher is an active facilitator who helps the child make meaning of the various activities and interactions encountered throughout the day. Copyright © 1997. All rights reserved. NAEYC Position Statement.</p>
<p>DDD Division of Developmental Disabilities</p>	<p>The Arizona Division of Developmental Disabilities is a division under DES which exists to support the choices of individuals with disabilities and their families by promoting and providing, within communities, flexible, quality, consumer-driven services and supports.</p>
<p>Dental Home</p>	<p>The ongoing relationship between the dentists and the patient, inclusive of all aspects of oral health care delivered in a comprehensive, continuously accessible, coordinated, and family-centered way.</p>
<p>Department of Economic Security (DES) Regulated Providers</p>	<p>The Arizona Department of Economic Security (DES) certifies and monitors some family child care home providers. These are called DES Certified Child Care Homes. They may care for no more than 4 children at one time for compensation. They may care for up to 6 children total; including the provider’s own children. They may care for no more than 2 children under one year old. DES Certified home providers have an Arizona Child Protective Services (CPS) clearance. They are fingerprinted for, and pass, a criminal background check. They have provided proof of current training in CPR and First Aid. They have their homes inspected for a wide variety of health and safety standards. DES also certifies CCR&R refers DES Certified family child care homes. DES also certifies providers to care for children in the child's home.</p>
<p>Department of Health Services (DHS) Regulated Providers</p>	<p>With some exceptions, providers who care for more than 4 children for compensation must be licensed or certified by the Arizona Department of Health Services (DHS). Exceptions include: care on military bases (where care is regulated by the military authorities), and care on tribal lands (where care is regulated by the tribal authorities) and care where parents remain on premises. Child care providers who care for children in their homes can care for up to 10 children for compensation in a DHS Certified Group Home. In DHS Licensed Child Care Centers (some child care centers identify themselves as preschool programs) the total number of children allowed is based on the size of facility.</p>
<p>DES Department of Economic Security</p>	<p>The Arizona Department of Economic Security's, a state agency, mission is to promote the safety, well-being, and self sufficiency of children, adults, and families.</p>

Term / Acronym	Definition
DES Child Care Administration Recognized Accrediting Bodies	American Montessori International (AMI/USA), American Montessori Society (AMS), Association of Christian Schools International (ACSI), National Afterschool Association (NAA), National Association for the Education of Young Children (NAEYC), National Association of Child Care Professionals (NACCP), National Early Childhood Program Accreditation (NECPA) Family child care homes: Council for Professional Recognition (CDA), National Association for Family Child Care (NAFCC).
DES Child Care Subsidy	The DES Child Care Administration provides eligible families pay a portion of child care costs when parents or caretakers participate in eligible activities, such as employment. DES certifies and contracts with small family child care homes, contracts with Department of Health Services licensed centers and group homes, and non-certified relative providers, to provide child care services for eligible families.
DHS Department of Health Services	The Arizona Department of Health Services oversees a wide array of programs and services designed to protect and ensure the health of the state's diverse population. These include public health, including disease prevention and control, emergency medical services, emergency preparedness and response, state laboratory services, public health data and statistics, and vital records; the state's behavioral health system, with more than 135,000 enrolled clients; the Arizona State Hospital; and the licensing and certification of health and child care facilities.
DIBELS Dynamic Indicators of Basic Early Literacy Skills	The Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
Early Child Development and Health	Includes the array of programs, services, and supports in both Early Care and Education and Health which serve children aged birth through five years and their families.
Early Childhood Special Education	Refers to the identification and provision of educational interventions to preschool age children (3-5 years) with special needs.
Early Childhood System	Refers to the entirety of early care, education, family support, health, and professional development components which serve children birth through five years and their families.
Early Intervention (EI)	Services, programs, and strategies to assure young children birth through five who may be at risk of special health care or developmental needs are identified early and provided timely and quality services.
Early Learning Standards/Outcomes	Expectations for what children should learn and be able to do by certain stages of development. Early learning standards/outcomes will not be met unless early childhood programs maintain strong program standards.
ECE Early Childhood Education	Early Childhood Education (ECE) . Although early childhood education does not have to occur in absence of the parent or primary caregiver, this term is often used to describe preschool or child care programs. Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent. Other terms that are often used interchangeably with "early childhood education" are "early childhood learning," "early care," and "early education."
ECE Early Care and Education	Refers only to those programs, services, and supports which provide care or educational opportunities for children birth through five. Examples include: child care (provided in centers or homes), pre-k, school district or private school preschool, after preschool, Head Start and Early Head Start. (For FTF purposes Kindergarten is not included).

Term / Acronym	Definition
ECQUIP Early Childhood Quality Improvement Practices	Early Childhood Quality Improvement Practices - system for program improvement overseen by Arizona Department of Education (ADE) among schools receiving state funding through the Early Childhood Section of ADE. There are two parts of the ECQUIP Process: an annual self-assessment conducted by the local district or charter and an onsite validation visited ADE every six years.
Environmental Rating ECERS-R/ITERS-R	The Early Childhood Environmental Rating Scale-Revised is an assessment tool that measures environmental indicators of quality in preschool classrooms. The Infant Toddler Environmental Rating Scale-Revised an assessment tool that measures environmental indicators of quality in infant and toddler classrooms.
EPSDT Early and Periodic Screening, Diagnostic, and Treatment	The Early and Periodic Screening, Diagnostic, and Treatment program consists of two mutually supportive, operational components: (1) assuring the availability and accessibility of required health care resources; and (2) helping Medicaid recipients and their parents or guardians effectively use these resources. These components enable Medicaid agencies to manage a comprehensive child health program of prevention and treatment, to seek out eligible and inform them of the benefits of prevention and the health services and assistance available and to help them and their families use health resources, including their own talents and knowledge, effectively and efficiently. It also enables them to assess the child's health needs through initial and periodic examinations and evaluations, and also to assure that the health problems found are diagnosed and treated early, before they become more complex and their treatment more costly .
Family Literacy	Various programs and services to families that focus on conducting activities intended to increase parents' knowledge of encouraging their children's emerging literacy development. Title 1 Even Start and State Family Literacy Programs, Arizona Family Literacy Programs bring together parents and their preschool children within a learning environment. Programs include specific educational objectives for the adult and the children through a comprehensive, intergenerational approach. Sites across Arizona are funded and administered through the Arizona Department of Education Early Childhood Education targeting low income families.
Fidelity	The degree to which a program is implemented exactly as it has been designed and written.
Financial Incentives	Financial Incentives may be provided to support program improvement, support costs of providing high-quality services, or to reward achievement of quality improvement.
Goal (FTF)	Broad measurable statement of intent to set a future direction; what you want to accomplish. The goal communicates the direction of (more, less, maintain) the result statement. Goals indicate what FTF will do as part of the comprehensive early childhood system. Each Goal is a piece of a larger picture and is inextricably interrelated and linked with the other Goals.
Goal Area (FTF)	Quality and Access; Health; Professional Development; Family Support; Coordination; Communications.
Head Start/Early Head Start	Head Start is a comprehensive child development program that serves children from ages 3- 5 and their families. Early Head Start serves children under age three. The program is child-focused and has the overall goal of increasing the school readiness of young children in low-income families. Federally funded program grantees and delegate agencies deliver a range of services that encompass all aspects of a child's development and learning.
Health Screening	Activities such as vision, hearing, oral health, or developmental screening, which would occur (optimally) within a medical home setting.

Term / Acronym	Definition
High-Quality	High quality refers to the preferred conditions which help children to learn and meet early learning standards/outcomes; a program that makes the healthy development and education of young children its first objective and accomplishes this objective; a program which is nationally or research based standards of performance, monitoring, and evaluation of performance; meeting a national or research based set of standards for early care and education that lead to positive outcomes for children.
IDEA Individuals with Disabilities Education Act	Individuals with Disabilities Education Act is a Federal special education law that mandates a free, appropriate public education for children with disabilities.
IEP Individualized Education Program	Individual Education Program Plan is a written plan developed by the parents and the schools special education team that specifies the students goals and the method to obtain these goals.
IFSP Individual Family Service Plan	Individual Family Service Plan is a document that guides service delivery for infants and toddlers with special needs.
IGA Intergovernmental Agreement	Intergovernmental Agreement is a legal instrument describing tasks to be accomplished and/or funds to be paid between government agencies.
IHS Indian Health Service	Indian Health Service is an agency within the Department of Health and Human Services responsible for providing federal health services to American Indians and Alaska Natives. The provision of health services to members of federally-recognized tribes grew out of the special government-to-government relationship between the federal government and Indian tribes. The IHS is the principal federal health care provider and health advocate for Indian people, and its goal is to raise their health status to the highest possible level. The IHS currently provides health services to approximately 1.5 million American Indians and Alaska Natives who belong to more than 557 federally recognized tribes in 35 states.
Inclusion	Inclusion, as a value, supports the right of all children, regardless of abilities, to participate actively in natural settings within their communities. Natural settings are those in which the child would spend time had he or she not a disability. These settings include, but are not limited to: home, preschools, nursery schools, Head Start Programs, kindergartens, neighborhood school classrooms, child care, places of worship, recreational (such as community playground and community events) and other settings that all children and families enjoy. (Division for Early Childhood).
Infant Mental Health Specialist	An IMH Specialist is not a “member of a particular discipline, but [is] someone with a distinct set of core beliefs, skills, training experiences, and clinical strategies, who incorporates a comprehensive, intensive, relationship-based approach to working with young children and families.” ³
Infant-Toddler Specialist	An individual whose job is to provide support to professionals and caregivers who provide early care and education to infants and toddlers . ³
In-Home Providers	DES Certified in-home providers have an Arizona Child Protective Services (CPS) clearance. They are fingerprinted for a criminal background check. They have provided proof of current training in CPR and First Aid.
ISA Interagency Service Agreement	Interagency Service Agreement is a legal document describing tasks agreed upon and to be accomplished and/or funds to be paid between agencies.

Term / Acronym	Definition
ITCA Inter Tribal Council of Arizona	<p>Inter Tribal Council of Arizona is a corporation that provides the member tribes with the means for action on matters that affect them collectively and individually, to promote tribal sovereignty and to strengthen tribal governments. It's a united voice for tribal governments located in the State of Arizona to address common issues of concerns. The members of ITCA are the highest elected tribal officials: Tribal Chairpersons, Presidents and Governors.</p> <p>The goal of ITCA and its commitment to the member tribes is to ensure the self-determination of Indian tribal governments through their participation in the development of the policies and programs which affect their lives.</p>
Key Measure (FTF)	<p>Key Measures align directly with Goals and indicate what we want to change. Many Key Measures listed will indicate whether regular progress toward First Things First Goals will be achieved within three to five years. Other Key Measures listed will provide important data to determine ongoing impact on and progress of the early childhood development and health system.</p>
Kith and Kin. or Friend, Family, and Neighbor Care	<p>Kith and Kin providers care for the children of friends and family members and are, for the most part, unregulated and untrained. Family, Friend and Neighbor (FFN) is used interchangeably with Kith and Kin.</p>
Local Education Agency (LEA)	<p>A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary schools or secondary schools, school districts, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. The administrating body of a public school.</p>
Logic Model	<p>A sequential program planning, implementation, and evaluation process that identifies and links all elements to achieve positive impacts on individuals and the community.” Using a logic model supports strong program/project planning and design, promotes realistic expectations, leads to identification of meaningful evaluation data, assists in monitoring progress and tracking changes so that successes can be replicated and mistakes avoided. The logic model provides a standardized approach to grant planning, implementation and evaluation that will be used across the Arizona Early Childhood Development and Health regions.</p>
Medicaid	<p>Medicaid is the federal program for individuals and families with low incomes and resources. It is jointly funded by the states and federal government, and is managed by the states. Among the groups of people served by Medicaid are eligible low-income parents, children, seniors, and people with disabilities. Medicaid is the largest source of funding for medical and health-related services for people with limited income.</p>
Medical Home	<p>A model of delivering primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally effective care. Critical pediatric medical home principles: Family-centered partnership: Trusting, collaborative, working partnership with families, respecting their diversity and recognizing that they are the constant in a child’s life. Community-based system: Family centered- coordinated network designed to promote the healthy development and well being of children and their families. Transitions: Provision of high-quality, developmentally appropriate, health care services that continue uninterrupted as the individual moves along and within systems of services and from adolescence to adulthood. Value: A high-performance health care system requires appropriate financing to support and sustain medical homes that promote system-wide quality care with optimal health outcomes, family satisfaction, and cost efficiency (American Academy of Pediatrics).</p>

Term / Acronym	Definition
Mental Health Consultation	Includes both case consultations on behalf of a specific child as well as program consultation which “address any aspect of an early care and education program’s functioning that affects the quality of care for all children.” Purpose is to build capacity within staff, families, programs, and systems.
Mentor	Mentoring implies a one-on-one relationship that functions over time to facilitate the transfer of knowledge, skills, attitudes, beliefs and values between the mentor and mentee. To coach, tutor, train, give hints, or prime with facts. Often used interchangeably with “coaching”. The pairing of reflection and apprenticeship, when more experienced individual passes down knowledge of how a task is done to someone who is less experienced.
Monitoring	A system or process designed to check, record, track or control something on a regular basis. Monitoring is generally accomplished by comparing performance of a program to set of expected standards. Examples in early childhood include licensing regulations, Head Start Performance Standards, or a Quality Rating System.
N&A Needs and Assets Assessment	Needs and Assets Assessment and reporting is a process whereby information and data is collected about a focused topic area in order to draw conclusions about the current situation. The resulting report may be used to guide future project planning or to inform a model for sustainable community development activities. The process may also include activities which establish or maintain relationships between community members and resources.
OML Open Meeting Law	Open Meeting Law states that meetings of public bodies must be conducted openly and notices and agendas be provided for such meetings which contain information as is reasonably necessary to inform the public of the matters to be discussed or decided.
Oral Health Providers	General, pediatric, and specialty dentists (e.g. endodontic, periodontal) and dental hygienists.
Outcomes	Statements that communicate desired conditions of well-being and success of children, adults, families or communities.
Part B/Section 619	Special education services for preschool aged children (ages 3 years through 5 years) Part B of Individuals with Disabilities Education Act (IDEA).
Part C/Early Intervention	Special education services for infants and toddlers (ages birth through 2 years) with special needs Part C of Individuals with Disabilities Education Act (IDEA).
PEDS Parent's Evaluation of Developmental Status	Parents’ Evaluation of Developmental Status is for early, routine developmental screening within medical practices.
PEP Population Estimate Program	Population Estimate Program is a project of the U.S. Census Bureau which is used as one method to estimate population trends within counties.
Performance Measures	Is a short-term impact that links to the Key Measures and include service numbers.
Professionals (Early Childhood)	Members of the workforce included in provision of Early Child Development and Health programs or services. Also known as practitioners.
Program and practitioner outreach and support	Support for providers, such as training, mentoring and technical assistance; included to promote participation and help programs achieve higher levels of quality ¹ .

Term / Acronym	Definition
Program Standards (see also Standards)	Requirements that early childhood programs have to ensure conditions in which children are more likely to learn. These preferred conditions include child group size, staff-child ratio, teacher education, required curriculum, and the nature and intensity of comprehensive services. Examples include: <u>Licensing Regulations</u> - State rules for licensed providers which set the baseline or foundation for health and safety requirements; and <u>High Quality Standards</u> – Preferred conditions which help children to learn and meet early learning standards/outcomes.
Promising Practice	Includes practices that were developed based on theory or research, but for which an insufficient amount of original data have been collected to determine the effectiveness of the practices. practices in this category may have been studied, but they did not go through rigorous study designs. These practices have been tested but the results are not as clear as those results in the proven category above. practices that fall in this category are based on some type of research – whether it is theoretical, qualitative, or quantitative – but data have yet to be collected on effectiveness. Promising practices may have been tested under different conditions and, therefore, may have a research foundation. However, the practices themselves have not been tested using the most rigorous research designs, or were tested in different contexts.
Proven Practice	Study design uses a convincing comparison group to identify program impacts, including randomized-control trial (experimental design) or some quasi-experimental designs. Sample size of evaluation exceeds thirty in both the treatment and comparison groups. Must directly impact one of the indicators.
Public Health Insurance: Kids Care	Arizona's State Children's Health Insurance Program provides medical coverage for children who have had no health insurance for the last three months. The monthly income limit is \$3,442 for a family of four. A monthly premium is charged. It ranges from \$10 to \$25 a month for one child or \$15 to \$35 a month for two or more children. There is no limit on the resources or property that may be owned. An individual may apply for this program by mail. No office visit or interview is required.
QIRS Quality Improvement and Rating System	A systematic approach to assess, improve, and communicate the level of quality in early care and education programs. Based upon defined program standards, these systems provide an opportunity to (1) increase the quality of care and education for children; (2) increase parents' understanding of and demand for higher quality care (consumer guide); and (3) increase professional development of early childhood providers; and (4) provide information and accountability to policymakers for funding . National Child Care Information Center .
Quality First	Arizona's Quality Improvement and Rating System.
Quality Improvement (Health)	Quality improvement is a team effort of identifying opportunities for improvements, measuring performance, and involving the frontline providers and staff members to find ways to improve performance. Quality improvement goes through repetitive cycles of measuring performance, testing change concepts and then re-evaluation of outcomes measures. Also see the Institute for Healthcare Improvement's website for the Model of Improvement: ihi.org/IHI/Topics/Improvement/Improvement Methods/How To Improve .
Quality Improvement Grants	Financial grants to provide developmentally appropriate materials and furnishings to support the Quality Improvement Plan and improve the program quality.
Quality Improvement Plan	Plan to improve quality developed by the center director or home provider and the Quality Improvement Coach/Consultant, based upon the environmental and administrative assessments.

Term / Acronym	Definition
RAM Regional Allocation Methodology	Regional Allocation Methodology is the First Things First (FTF) Board approved method for determining regional funding allocations based on statutory requirements. The methodology is based on three data sources including the 2000 Census, Census Population Estimates Program (PEP), and the American Community Survey 2001-2007 (ACS).
RBHA Regional Behavioral Health Authorities	Regional Behavioral Health Authorities (RBHAs) administer behavioral health services throughout the State. RBHAs function in a fashion similar to a health maintenance organization contracting with a network of service providers to deliver a full range of behavioral health care services. The State is divided into six geographical service areas (GSAs) served by four (RBHAs). Created in 1986, the Arizona Department of Health Services/Division of Behavioral Health Services (ADHS/DBHS) serves as the single state authority to provide coordination, planning, administration, regulation and monitoring of all facets of the state public behavioral health system.
Regulated Child Care	A general term that covers all forms of rules that are applied to child care establishments, including: building safety approvals, fire safety approvals, licensing, funding requirements, criminal record checks, and child abuse and neglect clearances. Regulated, but not licensed establishments, would be required to meet fewer standards (as in license-exempt home providers). Informal providers are not part of regulated child care. FTF specifically includes both written standards of practice and a monitoring visit to ensure compliance with the standards in the FTF definition of "regulated care".
Research-based	Research that is based on the neuro-biological, behavioral and social sciences that has led to major advances in understanding the conditions that influence whether children get off to a promising or worrisome start in life.
RFGA Request for Grant Application	Request for Grant Application is the primary mechanism used by First Things First to grant funding to community entities for the implementation of strategies that are based on the Regional Partnership Councils' Needs and Assets Reports or the Statewide Needs and Assets Report. Eligible entities will respond to an RFGA with a competitive grant application that will be reviewed by community stakeholders. The Regional Councils will provide recommendations to the Board of FTF for final approval of grant awards.
School Readiness	The match between the range of developmental accomplishments (e.g., emerging literacy and numeracy skills, such as pretending to read stories or counting to 20, and small-motor skills, such as buttoning clothes and holding a pencil properly) and difficulties (e.g., such as restlessness and inattention, speech difficulties, and less than optimal health) that children bring with them when they arrive at kindergarten and the capacity of schools to educate all children regardless of the abilities, interests and talents they bring to school.
Screening	The match between the range of developmental accomplishments (e.g., emerging literacy and numeracy skills, such as pretending to read stories or counting to 20, and small-motor skills, such as buttoning clothes and holding a pencil properly) and difficulties (e.g., such as restlessness and inattention, speech difficulties, and less than optimal health) that children bring with them when they arrive at kindergarten and the capacity of schools to educate all children regardless of the abilities, interests and talents they bring to school. (also see Health Screening) The use of a brief procedure or standardized instrument designed to identify those who may need further assessment to verify developmental and/or health risks.
SOBRA Supplemental Omnibus Budget Reconciliation Act	Supplemental Omnibus Budget Reconciliation Act is the federal budget that enacted the Medicaid eligibility changes.

Term / Acronym	Definition
Social-Emotional	The domain of child development which addresses children’s growth in social skills (getting along with others) and emotional health (understanding feelings).
Specialized Instruction	Specialized instruction includes embedded interventions (those that occur within the context of daily routines and activities and build on a child's interests and activities) and strategies that are more intensive and individualized (prompting, modeling, physical assistance, giving a directive and waiting for a response).
Specialized Program	A specialized program is one that is designed for and serves primarily children with disabilities. Specialized instruction consists of any intervention or instructional approach that is designed to scaffold learning or development for an individual child.
Standards/ Regulatory Standards	All licensing, certification, and approval standards related to early care and education; including those criterion used by State and Tribal government agencies, and their contracted authorities; to be inclusive of all professional development standards and teacher certifications. (See also Program Standards).
Strategy (FTF)	General methods or overall approaches used to achieve goals. Strategies provide direction and are globally defined best practices that positively impact the lives of children and families served. Strategies work together and indicate how we will implement the Goals.
Substance Exposed Newborns	A newborn infant who is born to a woman suspected of, or confirmed to have used drugs of abuse or alcohol during her pregnancy. See www.azdes.gov/dcyf/cmdpe/reports/sen_guidelines.pdf for Arizona’s guidelines for identifying such infants.
T.E.A.C.H. Teacher Education and Compensation Helps	Teacher Education and Compensation Helps is a professional development scholarship program. This project gives scholarships to early childhood professionals to complete coursework in early childhood education and to increase their compensation.
Teachers	In Early Care and Education, an adult who has direct responsibility for the care, development, and instruction of children from birth through five years of age in a center-based setting.
Technical Assistance (TA)	In general, TA is a process in <i>which a person or group has identified a specific need for information, direct instruction, modeling, or a combination of these, and seeks the support of an expert.</i> Strategies for the delivery of TA include consultation (on-site or by phone), training and resource sharing. NACCRRRA defines TA as “consultation that is provided either on the phone, by email, or on-site that occurs in response to a staff question, an observation occurring during an on-site visit, or as part of a quality improvement plan.” Technical assistance will include a written agreement between the Contractor and the recipient. The agreement will include: permission to observe the early childhood setting, purpose and desired results, frequency and duration, methods to be used (e.g. on-site visits, telephone consultations, etc.), core competencies to be addressed, a system for documenting results, signatures of TA provider and center owner/director, use of existing trainings in community.
Unregulated Child Care Homes	In Arizona, child care providers who care for 4 or fewer children at a time for compensation do not need to be licensed or certified to provide care. They are not required to have a criminal or CPS background check.
WIC Women, Infants and Children	Women, Infants and Children program is a federally funded program providing residents with nutritious foods, nutrition education, and referrals. WIC serves pregnant, breastfeeding, and postpartum women, and infants and children under age five who meet WIC eligibility guidelines.