

**GLOSSARY OF FIRST THINGS FIRST
COMMON TERMS AND ACRONYMS (DRAFT 12/30/10)**

Term/Acronym	Definition
American Academy of Pediatrics /Arizona Academy of Pediatrics (AAP or AzAAP)	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 a 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 well being issues.
Access/Accessibility	Accessibility refers to the ability of a family with young children to find and receive the supports and services they need that meet their specific needs, including location, timeliness and affordability.
Accountability and Monitoring	Accountability and monitoring processes are in place to ensure that services for children and families are carried out efficiently, economically, effectively, ethically and equitably, while achieving desired program outcomes.
American Community Survey (ACS)	The American Community Survey is an ongoing survey that provides data every year – giving communities the current information they need to plan investments and services. A report is provided by the U.S. Census Bureau at www.census.gov .
Affordability	Affordability refers to the ability of a family to access quality child care that is within reach of their family budget. Affordability strategies are those that pay a portion of the cost of child care for low-income parents to offer them more options in choosing a child care provider to meet their needs.
Arizona Child Care Association (ACCA)	The Arizona Child Care Association is a non-profit professional trade organization governed by membership through a representative Board of Directors. ACCA’s mission is to represent private, licensed child care centers statewide and to promote affordable, quality early care and education that meets the needs of Arizona’s families and children.
Arizona Department of Education (ADE)	The Arizona Department of Education is the state agency responsible for administration and oversight of Arizona's K-12 public schools. ADE also serves as the administrating body for Early Childhood Special Education for children 3 to 5 years old and other early childhood education programs.

Arizona Department of Administration (ADOA)	<p>The Arizona Department of Administration oversees training, technical assistance, compliance review and monitoring, evaluation, dissemination of information, administration and allocation of funds and recognition of excellence in agencies and branches of Arizona state government. It provides customers, both internal and external, with administrative service in the following areas: Accounting, Human Resources, Budget and Strategic Planning, Procurement, Facilities Management, Grants Management, and Audit Resolution, Contract and Cost Allocations for the Department.</p>
Arizona Department of Economic Security (DES)	<p>The Arizona Department of Economic Security is a state agency whose mission is to promote the safety, well-being, and self-sufficiency of children, adults, and families. Within this state agency, the Child Care Administration is responsible for distribution of federal funds from the Early Childhood Development Block Grant, as well as state funding for child care subsidy.</p>
Arizona Department of Economic Security (DES) Certified Providers	<p>The Arizona Department of Economic Security certifies and monitors some child care home providers, known as DES Certified Child Care Homes, which become eligible to receive child care subsidies. They may care for no more than four children at one time for compensation and up to six children total, including the provider’s own children. They may care for no more than two children less than one year of age. DES Certified Home Providers have an Arizona Child Protective Services (CPS) clearance, must pass a fingerprint and criminal background check, and provide proof of current training in CPR and First Aid. Their homes must be inspected to ensure they meet a wide variety of health and safety standards.</p>
Arizona Department of Economic Security (DES) Child Care Subsidy	<p>Subsidies provide eligible families with financial support for a portion of child care costs when parents or caretakers participate in qualified activities, such as employment, or fall into certain categories including receiving public assistance, transitioning from public assistance or referral through Child Protective Services. DES certifies and contracts with family child care homes, with Department of Health Services licensed centers and group homes, and non-certified relative providers to provide child care services for eligible families.</p>
Arizona Department of Health Services (DHS)	<p>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 maternal and child health, disease prevention and control, emergency medical services, emergency preparedness and response, state laboratory services, public health data and statistics and vital records; and the licensing and certification of health and child care facilities.</p>

<p>Arizona Department of Health Services (DHS) Licensed Providers</p>	<p>Early care and education providers who care for more than four children for compensation must be licensed by the Office of Child Care Licensing in DHS. Exceptions include: care on military bases (where care is regulated by the military authorities), care on tribal lands (where care is regulated by the tribal authorities) and care where parents remain on the premises. Child care providers who care for children in their homes can serve up to 10 children for compensation in a DHS Certified Group Home. In DHS Licensed Child Care Centers the total number of children allowed is based on the size of facility and licensed capacity. All must meet regulations which promote children’s health, safety and well being.</p>
<p>Arizona Health Care Cost Containment System (AHCCCS)</p>	<p>The Arizona Health Care Cost Containment System is Arizona’s Medicaid program, designed to deliver quality managed care for eligible citizens, including young children. AHCCCS contracts with health plans and other program contractors. AHCCCS receives federal, state and county funds to operate.</p>
<p>Assessment</p>	<p>The process of collecting information to measure the progress or performance of a person, group or system.</p>
<p>Arizona Early Intervention Program (AzEIP)</p>	<p>The Arizona Early Intervention Program (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 a collaboration of activities by the following state agencies: Arizona Department of Economic Security/AzEIP, DES/Division of Developmental Disabilities, Arizona Department of Health Services, Arizona State Schools for the Deaf and the Blind, Arizona Department of Education and AHCCCS.</p>
<p>Benchmarks</p>	<p>A benchmark is a point of reference by which objectives can be measured in the attainment of a defined goal.</p>
<p>Best Practice</p>	<p>Best practice asserts that there is a technique, method or process that is highly effective at delivering a particular outcome. Best practice can also be defined as the most efficient (least amount of effort) and effective (best results) ways of accomplishing a task, based on repeatable procedures that have proven themselves over time for large numbers of people. Best practices are often contained in the standard of practice for a given strategy and are used to describe the process of developing and following a standard way of doing things that multiple organizations (or regions) can replicate and use for management, program implementation, policy and evaluation.</p>

Bureau of Indian Education (BIE)	The federal Bureau of Indian Education, formally known as the Office of Indian Education Programs, oversees educational opportunities from early childhood to adulthood, to assure tribal members’ cultural and economic well being in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. There are 183 elementary and secondary schools within the BIE system serving approximately 48,000 students. Of these schools, 59 are BIE-operated and 124 are tribally controlled through BIE contracts or grants.
Children's Action Alliance (CAA)	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.
Child and Adult Care Food Program (CACFP)	The United States Department of Agriculture Child and Adult Care Food Program is available to public or private child care providers. This program, administered in Arizona by ADE, reimburses providers for nutritious meals served while children are in care and education settings. The CACFP is not a child care program, but an effort to improve nutrition for children and adults. Participating child care providers must be licensed or certified or submit to a fingerprint and background check to qualify for reimbursement.
Child Care Health Consultant (CCHC)	A child care health consultant is a health professional, often a registered nurse, who has specialized training and experience with young children, provides consultation to child care providers to assure the health and safety of children cared for in these settings, and has knowledge of community health resources and regulations.
Child Development Associate (CDA)	CDA is a credential awarded by the National Council for Professional Recognition to professionals working in one of three early care and education settings – child care centers / preschools, family child care and home settings receiving services of a home visitor. There are endorsements associated with particular age groups (infant/toddler or pre-school endorsement), as well as language (bilingual endorsement).
Child Care Resource & Referral (CCR&R)	Child Care Resource and Referral is a statewide program in Arizona that helps families find child care. CCR&R also provides information about community trainings and resources for child care providers and the early childhood community. This program is funded by the Arizona Department of Economic Security, Child Care Administration through federal funding.
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 Health Care Needs	Children with special health care needs are those who require health related services beyond those required by children generally. Examples may include severe allergies, assistance with crawling or walking, or dietary restrictions such as requiring gluten free foods.
Coaching	Coaching is an adult learning strategy that incorporates reflective practices to enhance skills and build competencies that support quality services to young children and families. Coaches collaborate with service providers to provide individualized assistance, which may be delivered on-site, through phone or other communication. Coaches facilitate a learning environment in which service providers can analyze current practices through assessment and self-reflection, and then set goals for improvement.
Collaboration	Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations or community leaders that requires a commitment to mutual relationships and goals, a jointly developed structure and shared responsibility, mutual authority and accountability for success, and shared resources and rewards.
Consultation	Consultation is a systematic process to help professionals and parents address concerns, identify goals and make improvements. It is an indirect service delivery model in which a consultant (e.g. early childhood educator, therapist, health professional) and a client work together to address an area of concern or a common goal for change.
Coordinate	To coordinate is to plan, determine roles, avoid duplication of services and open communication channels between organizations and individuals. Authority rests with individual organizations; however, responsibility for program outcomes is shared. Procedures and protocols are exchanged and aligned to ease utilization and participation by community members and service customers.
Data Reporting Instructions	Data reporting instructions provide First Things First grantees with information and requirements in order to collect, record and report data using a data-reporting template in the First Things First data system.
Data Reporting Templates	Data reporting templates are the tools utilized by First Things First grantees to report and submit data to assess grantee Performance Measures.
Division for Early Childhood (DEC)	The Division for Early Childhood (DEC) is an international membership organization for those who work with or on behalf of young children with disabilities and other special needs. Its mission is to promote policies and advance evidence-based practices to support the optimal development of young children with special needs

Developmentally Appropriate Practice (DAP)	<p>Developmentally appropriate practice is the term used by The National Association for the Education of Young Children (NAEYC) to describe an approach to education that focuses on the child as a developing human being and lifelong learner. This approach recognizes the child as an active participant in the learning process, a participant who constructs meaning and knowledge through interaction with peers and adults, materials and the environment. The teacher is an active facilitator who helps a child create meaning from the various activities and interactions encountered throughout the day. 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 knowledge related to:</p> <ol style="list-style-type: none"> 1. Child development and learning 2. The strengths, interests, and needs of each individual child in the group 3. The social and cultural contexts in which children live. <p>Copyright © 1997. All rights reserved. NAEYC Position Statement.</p>
Dental Home	<p>The ongoing relationship between a dentist and patient inclusive of all aspects of oral health care, delivered in a comprehensive, continuously accessible, coordinated and family-centered way.</p>
Developmental Screening	<p>The use of a brief procedure or standardized instrument designed to identify those who may need further assessment to verify developmental and/or other health risks.</p>
Division of Developmental Disabilities (DDD)	<p>Located within DES, the Division of Developmental Disabilities provides services and supports to children and adults with developmental disabilities to assist with self-sufficiency and independence. The division also assists and supports family members and others who are caring for children and adults with disabilities. DDD is also a provider of AzEIP services under DES.</p>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	<p>The Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered assessments of early reading development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills such as letter identification.</p>
Early and Periodic Screening, Diagnosis, and Treatment (EPSDT)	<p>The Early Periodic Screening, Diagnosis, and Treatment Program is the child health component of the federal Medicaid program. It is required in every state and is designed to improve the health of low-income children by financing appropriate and necessary pediatric services. EPSDT is a mandatory set of services and benefits for all individuals under age 21 who are enrolled in Medicaid.</p>

Early Care and Education (ECE)	Activities and/or experiences that are intended to effect developmental changes in children prior to their entry into kindergarten. Although ECE can refer to experiences a child has in the home with a parent or primary caregiver, the term is often used to describe preschool or child care programs. Early care and education takes many forms depending on the theoretical and educational beliefs of the educator or parent.
Early Childhood	The period in life which is defined by the profession as the years between birth and age 8, though the statute for First Things First places the focus on birth through age 5 and experiences prior to entry into kindergarten.
Early Childhood Development and Health	For the purposes of First Things First, includes the array of programs, services, and supports in early care and education, health and family support that serve children from birth to age 5 and their families.
Early Childhood Education (ECE)	Often used synonymously with Early Care and Education.
Early Childhood Quality Improvement Practices (ECQUIP)	Early Childhood Quality Improvement Practices is a system for program improvement developed by ADE for schools receiving state funding through the Early Childhood Section of ADE. There are two parts to the ECQUIP process: an annual self-assessment conducted by the local district or charter and an onsite validation visit by ADE every six years.
Early Childhood Special Education	Refers to the identification and service delivery of specialized services such as education, speech, occupational, or physical therapy to preschool age children (3 to 5 years) with identified special needs.
Early Childhood System	Refers to the entirety of early care and education, health, family support, early literacy, and professional development components that serve children birth to age 5 and their families.
Early Intervention (EI)	Typically refers to the specialized services, programs and therapy supports provided to children birth to age 3 who have been identified with special health care or developmental needs.
Early Learning Standards (ELS)	Early Learning Standards are documents that states have produced to describe what children should know and be able to do at certain stages of development before they start kindergarten. In Arizona, the document is known as the Arizona Early Learning Standards. The Arizona Early Learning Standards were developed by the Department of Education and are considered appropriate for all children 3 to 5 years of age. First Things First is developing the Infant and Toddler Developmental Guidelines for use with children birth to age 3. Early care and education professionals and other family service providers use early learning standards as a framework to plan quality learning experiences for young children.

<p>Environmental Rating Scales (ERS)</p> <p>ECERS-R/ITERS-R/FCCERS-R</p>	<p>The Environmental Rating Scales are valid and reliable assessment tools that measure indicators of quality in early care and education settings. The ERS tools focus on environmental factors such as the accessibility of learning materials, health and safety procedures, supervision of children and personal care routines. The ERS include three individual assessments: one for center-based preschool classrooms, one for center-based infant and toddler classrooms and one for family child care home settings. The Early Childhood Environmental Rating Scale-Revised measures quality in preschool classrooms, the Infant Toddler Environmental Rating Scale-Revised measures indicators of quality in infant and toddler classrooms, and the Family Child Care Environmental Rating Scale-Revised measures the quality of family child care home settings.</p>
<p>Family</p>	<p>Family includes biological and adoptive parents, grandparents, aunts, uncles, siblings, guardians or other adults, including extended family members, defined by law or custom of the Tribe, country or cultural group, who provide primary care of a child within a household.</p>
<p>Family, Friend, and Neighbor (FFN) Care</p>	<p>Care that takes place in the child’s or caregiver’s home during the day, evening, or overnight, generally based upon the caregiver’s prior relationship with the child and family. The family part of FFN includes older siblings, grandparents, aunts, uncles, and cousins, although research shows the great majority of the family members providing FFN care are grandparents. Friends and neighbors are caregivers unrelated to the child or children in their care. FFN care is usually provided for free or by barter, although a fee may also be paid. Family, Friend and Neighbor care, which is most generally unregulated, is also referred to as Kith and Kin care.</p>
<p>Family Literacy</p>	<p>Various programs and services for families that focus on conducting activities intended to increase parents’ knowledge of their children’s emerging literacy development, so they can best support their child’s development in this area. An example is the Title 1 Even Start/Family Literacy Program which brings 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. Existing sites across Arizona are funded and administered through ADE Early Childhood Education and target low income families.</p>
<p>Fidelity</p>	<p>The degree to which a program is implemented according to a specified and proven model.</p>

Financial Incentives	Financial incentives, as used by First Things First, are available through the Quality First program and may be provided to support program improvement, the costs of providing high-quality services, or to reward achievement of quality improvement. Incentives are also tied to other strategies such as those that attract and retain special health providers and reward early education professionals for attaining education milestones.
Goal (FTF)	Broad measurable statement of intent to set a future direction or desired accomplishment. 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)	First Things First has identified 6 goal areas: Quality, Access and Affordability; Health; Professional Development; Family Support/Early Literacy; Coordination, and; Communications.
Head Start (HS)/Early Head Start (EHS)	Head Start is a comprehensive federal child development program that serves children from ages 3 to 5 and their families. Early Head Start serves children under age 3 and pregnant women. The program is child-focused and has the overall goal of increasing the school readiness of young children in families living at or below the poverty level. 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	Brief procedures or tools to determine if further assessment is needed to identify health risks or concerns. Activities include vision, hearing, oral health, or developmental screening, which may occur within a medical home or an educational setting.
High-Quality	First Things First defines high quality early care and education, health, and family support programs as those providing children with the greatest opportunities to reach their maximum potential in life.
Home Visiting / Home Visitation	Home visiting programs are voluntary and provide participating families of young children with information, support and education on parenting, child development, early learning and health within their homes, while facilitating linkages to other resources or programs, as needed. A variety of models exist to address the spectrum of needs, from those that are universal for all families with young children to more targeted, comprehensive interventions for particular populations, such as first time parents, teen parents, parents with premature babies, families at-risk for abuse or neglect, and low income families.

Individuals with Disabilities Education Act (IDEA)	Individuals with Disabilities Education Act is a federal special education law that mandates a free and appropriate public education for all children with disabilities under age 21.
Individual Education Plan (IEP)	An Individual Education Plan is a written plan developed by the family and a school's special education team to specify a child's current levels of development, goals for learning, and the supports to be provided to attain those goals within natural environments, such as the home, child care center or school.
Individual Family Service Plan (IFSP)	An Individual Family Service Plan is completed for families with children from birth to age 3 who are participating in early intervention or other support services. The written plan is developed in partnership between a family and a team of early intervention service providers working with the family, and the IFSP describes a family's priorities and interests related to the child, the outcomes the family would like to experience as a result of early intervention or support services, and how the service providers will support the family in attaining the outcomes. Home visiting and other family support programs may also use the term "Family Service Plan" to indicate the written plan to achieve family and adult goals.
Indian Health Service (IHS)	Indian Health Service is an agency within the U.S. 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; its goal is to raise health statuses to the highest possible level. The IHS currently provides health services to approximately 1.9 million American Indians and Alaska Natives who are members of more than 564 federally recognized tribes in 35 states.
Inclusion	Inclusion in early childhood pertains to the values, policies, and practices implemented so that every infant and young child and his or her family, regardless of ability, can fully participate in a wide range of activities within various settings. Inclusive settings should include, but are not limited to homes, Head Start programs, schools, early care and education settings, places of worship, recreational locations (such as community playground and community events) and other settings that all children and families enjoy. (Definition adapted from DEC/NAEYC, 2009).
Indicator	A statistic or data source used to measure current conditions as well as identify trends.
Infant Mental Health Specialist	Infant Mental Health Specialists are early childhood professionals with a set of core beliefs and distinct skills, training experiences, and clinical strategies, who incorporate a comprehensive, intensive and relationship-based approach to working with young children birth through age 2 and their families.

Infant-Toddler Specialist	Infant-Toddler Specialists work with young children from birth through age 3 in a variety of early care and education settings. It is the responsibility of specialists to both nurture and provide developmentally appropriate education for children, as well as build relationships with the child’s family members. In fact, working with the families is as important to the specialist as working with the children. The specialist recognizes and honors the culture and needs of the families in all aspects of the program.
Interagency Service Agreement (ISA) / Intergovernmental Agreement	Legal documents describing tasks agreed upon and to be accomplished and/or funds to be paid from one governmental agency (i.e. state, tribal, or other) to another.
Inter Tribal Council of Arizona (ITCA)	Inter Tribal Council of Arizona, Inc. is a private, non-profit corporation that promotes Indian self-reliance through public policy development. ITCA is a membership organization comprised of the senior elected Arizona tribal officials: chairpersons, presidents and governors. The purpose of the corporation is to provide 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. ITCA also serves as a united voice for member Arizona tribal governments to address common issues of concerns.
Key Measure	First Things First’s Key Measures align directly with FTF Goals and indicate desired 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.
KidsCare Health Insurance	Arizona’s Children's Health Insurance Program provides medical coverage for children who have no health insurance. In order to be eligible, applicants must meet certain age, income and other residency requirements. Children who qualify for Medicaid may not receive benefits through KidsCare. KidsCare is currently unable to approve any new applications, as enrollment has been frozen since January 1, 2010 due to lack of funding for the program. However, families may still apply and, if eligible, must be willing to pay an income-based premium, in order to be placed on the waiting list for participate in the program.
Local Education Agency (LEA)	A Local Education Agency refers to a public school district, or a body that oversees multiple schools. The responsibilities of a LEA may include operating the local public school system, distributing grant money to school projects and contracting for educational services.

Medicaid	Medicaid is the federal program for individuals and families with low incomes and limited 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.
Medical Home	A model of delivering primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate and culturally effective. Critical pediatric medical home principles: 1) family-centered partnership that are trusting, collaborative, working partnership with families that respect diversity and recognize that families are the constant in a child’s life; 2) community-based system with a family centered- coordinated network designed to promote the healthy development and well being of children and their families; 3) transitions where the provision of high-quality, developmentally appropriate, health care services continues uninterrupted as the individual moves along and within systems of services, and from adolescence to adulthood; and 4) value as demonstrated by the requirement that a high-performance health care system have 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).
Mental Health Consultation	Mental health consultation aims to build the capacity (and improve the abilities) of early care and education staff, programs, and families to prevent, identify and reduce the impact of social-emotional development problems among young children. Consultation involves a collaborative relationship between a professional who has expertise in the social-emotional development of young children and an early childhood professional. Child care mental health consultation is a service made available to an early care and education provider—not a therapeutic service delivered directly to a child or family.
Mentor	A one-on-one relationship between two individuals which functions over time to facilitate the transfer of knowledge, skills, attitudes, beliefs, and values between a more experienced individual (called a mentor) and a less experienced individual (called a protégé). The relationship may include coaching, tutoring, training, guiding and self-reflection in order to assist the protégé to advance her/his career, enhance her/his education, build skills and develop professional networks.
Monitoring	A system or process designed to check, record, and track progress of any program, service or organization on a regular basis. Monitoring is generally accomplished by comparing performance to a set of expected standards. Examples in early childhood include licensing regulations, Head Start Performance Standards, and quality improvement and rating systems.

National Association for the Education of Young Children (NAEYC)	NAEYC is a national professional organization for the early care and education field, which also has local affiliates which carry out work at the state and community level to improve the quality of early care and education programs and increase the knowledge and skills of the early care and education workforce.
Needs and Assets Assessment Reports (N & A)	First Things First Needs and Assets reports are produced every other year, alternating between a statewide and a regional focus. Each FTF Needs and Assets report provides a snapshot of the demographic characteristics within the state or region of young children ages birth to five and their families. Also included are the early care, development and health systems, services and other assets available to young children and their families, as well as areas in which the state or region has unmet needs for these systems and services.
Open Meeting Law (OML)	State law which states that meetings of public bodies (which include the FTF Board and Regional Councils and subcommittees) must be conducted openly, and meeting notices and agendas must be provided that 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.
Part B/Section 619	Refers to Part B of the Individuals with Disabilities Education Act, which addresses requirements for providing special education services for children (ages 3 through 21 years). Section 619 specifically addresses special education services for preschool aged children (ages 3 to 5 years).
Part C/Early Intervention	Refers to Part C of the Individuals with Disabilities Act. Addresses requirements for family and child education services for infants and toddlers (ages birth to 3 years) with special needs.
Parent's Evaluation of Developmental Status (PEDS)	Parents' Evaluation of Developmental Status is a tool used for early, routine developmental screening to identify a child who may be in need of further evaluation for needed intervention services.
Performance Measures	First Things First's Performance Measures include (1) key indicators of performance (i.e. Units of Service); (2) basic implementation of strategies; (3) alignment of program activities to strategy specific standards of practice, and (4) performance or progress towards pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

Professional Career Pathways (PCPP)	Professional Career Pathways Project is a scholarship program funded through DES and offered at community colleges throughout Arizona for early care and education coursework only. The recipient must be employed in a DES or DHS regulated home or center-based setting, directly with children birth to age 5. Volunteers may also have limited access to participation in the scholarship program.
Professional Development	Professional development generally refers to ongoing learning opportunities available to professionals to enhance skills, knowledge and career advancement. Early childhood professional development encompasses all types of facilitated learning opportunities, including college coursework, conferences/workshops, observation and practice, coaching/mentoring, communities of practice, lesson study, reflective supervision and technical assistance.
Program Guidelines for High Quality Education: Birth Through Kindergarten, Third Edition	Arizona's <i>Program Guidelines for High Quality Early Education: Birth through Kindergarten</i> , revised by the ADE in partnership with First Things First, is a set of recommended practices for programs to use as they strive for excellence in the care and education of young children throughout Arizona. This document is intended to provide guidance by delineating quality and providing a set of indicators that concretely describe what a program will look like when providing high quality early care and education for children birth through age 6.
Program Standards	Program Standards are the recommended practices for early childhood programs that have been identified to be highly effective in supporting young children's growth and learning. High quality program standards are not requirements, such as licensing regulations, but address the similar structural components of quality such as healthy and safe environments, curriculum and instruction, staff qualifications, ratios and group sizes, compensation and retention, and family engagement. Arizona's program standards were developed through a joint effort between First Things First and ADE and are documented in the <i>Program Guidelines for High Quality Early Education: Birth through Kindergarten, Third Edition</i> .
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. Promising practices may also have been tested under different conditions and, therefore, 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 30 in both the treatment and comparison groups.

Quality Improvement and Rating System (QIRS)	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; (3) increase professional development of early childhood providers; and (4) provide information and accountability to policymakers for funding. (National Child Care Information Center.)
Regional Behavioral Health Authorities (RBHAs)	ADHS-Division of Behavioral Health Services contracts with community based organizations, known as Regional Behavioral Health Authorities, to administer behavioral health services throughout Arizona. RBHAs function similarly to health maintenance organizations by contracting with a network of service providers to deliver a full range of behavioral health care services, including prevention programs for adults and children, a full continuum of services for adults with substance abuse issues and general mental health disorders, adults with serious mental illness and children with serious emotional disturbance. The state is divided into six geographical service areas served by four RBHAs.
Regulated Child Care	A general term that covers all forms of rules that are applied to early care and education settings, including building safety approvals, fire safety approvals, licensing, funding requirements, criminal record checks and child abuse and neglect clearances. Informal providers, such as FFN care, are generally not required to be regulated, as long as the provider does not care for more than 4 children for pay.
Research-Based	Research that is based on the neurobiological, 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.
Request for Grant Application (RFGA)	Request for Grant Application is the primary mechanism used by First Things First to solicit proposals and award grant funding to community entities for the implementation of strategies approved in regional or statewide funding plans. Eligible entities respond to an RFGA with a competitive grant application that is reviewed by community stakeholders, with final recommendations for grant awards approved by the FTF Board.
School Readiness	School readiness is a term used with increasing frequency to describe expectations of how children will fare upon entry to kindergarten. Years of research on child development and early learning show that several interrelated domains of development define school readiness—physical wellbeing and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge. These domains are interrelated, build on one another, and form the foundation of learning and positive social interaction which lead to success in school and life. Readiness is built upon a foundation of positive early experiences and learning environments in the home and community.

	School readiness is also viewed as the readiness of school systems to provide opportunities for young children of all backgrounds and cultures to succeed after entry into kindergarten.
Specialized Program	A specialized program is one that is specially designed for and serves a specific group of children who may have similar health, developmental, or language needs.
Standards/ Regulatory Standards	All licensing, certification, and approval standards related to early care and education, including those criteria used by state, military and tribal government agencies, and their contracted authorities; inclusive of all professional development standards and teacher certifications. (See also Program Standards).
Strategy (FTF)	A general method or overall approach used to achieve a goal. First Things First strategies provide direction and are globally defined best practices that positively affect the lives of children and families. Strategies work together and indicate how First Things First will implement goals.
Target Service Number	A Target Service Number represents the number of units (e.g. target population) proposed to be served or the number of products/services proposed to be delivered during the contract year.
Teacher Education and Compensation Helps (T.E.A.C.H) Early Childhood[®] Arizona	Teacher Education and Compensation Helps is a nationally licensed professional development scholarship program for early care and education professionals. Licensed by the Child Care Services Association in Raleigh, North Carolina, the Arizona program is called T.E.A.C.H. Early Childhood [®] ARIZONA. It provides funding for tuition, books, release time and a financial bonus for eligible scholarship recipients who successfully fulfill their annual T.E.A.C.H. contract commitments.
Technical Assistance (TA)	Technical Assistance is a response to a specific need for information, direct instruction, modeling, or a combination of these, or the request of support from an expert. Strategies for the delivery of TA include consultation (on-site or by phone), training and resource sharing. Technical assistance often includes a written agreement between the TA provider and the requesting person or group. TA may also be offered when performance of contracted services does not conform to service specifications.
Training	Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. The objective may be to develop initial or basic qualifications or to maintain, upgrade and update skills with the specific goals of improving capability, capacity, and performance.

Unit of Service	A Unit of Service is a First Things First designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number). A Unit of Measure/Service can be a target population and/or a service/product that a contractor is expected to provide as part of an agreement.
Unregulated Child Care Homes	In Arizona, child care providers who care for 4 or fewer children at any given time and accept compensation for any of those children do not need to be licensed or certified to provide care. They are defined as unregulated and are not required to have a criminal or Child Protective Services background check.
Women, Infants and Children (WIC) Program	The Women, Infants and Children's program is a federally funded program providing recipients with nutritious food, nutrition education, and referrals. WIC serves pregnant, breastfeeding, and postpartum women, as well as infants and children under age 5, who meet WIC eligibility guidelines.