

Glossary

The following glossary was originally published by the Oregon Child Care Research Partnership, Corvallis, Oregon, August, 2016 and updated by the Early Learning Division, September, 2018. This glossary presents a list of terminology and definitions used to discuss state support, regulation, and involvement in early care and education services in the State of Oregon. Interspersed with Oregon-specific terms are terms both used within Oregon and nationally, which can also be found on [Research Connections Child Care and Early Education Glossary](#).

Early Learning Terms	Definition
211info	
40-40-20 Goal	Approved by the Oregon Legislature in 2011, the “40-40-20 Goal” is for 40% of adult Oregonians to hold a bachelor’s or advanced degree, 40% to have an associate’s degree or a meaning postsecondary certificate, and all Oregonians to hold a high school diploma or equivalent by the year 2025.
Accessibility	Refers to the availability of child care when and where a family needs it. See related: Child Care Access; Child Care Availability.
Accommodation	Refers to adjustments or adaptations made in standards and assessment tools to allow children with Special Needs or English-Language Learners to demonstrate their knowledge and skills. Accommodations help provide children with equal access to education by meeting the child's individual learning needs and capabilities For example, a test could be adapted for a child with attention issues by granting extra time or could be administered to a non-English speaker in the child's native language. Accommodation addresses how the child is expected to learn and demonstrate learning, not what a child is expected to learn. Compare with: Modification.
Adverse Childhood Experiences (ACE)	Refers to potentially traumatic events that can have a negative, lasting effect on an individual's health and well-being. Adverse childhood experiences can include physical, emotional, or sexual abuse to the death or incarceration of a parent or guardian.
Affordability	The degree to which the price of child care is a reasonable or feasible family expense. States maintain different definitions of "affordable" child care, taking various factors into consideration, such as family income, child care Market Rates , and Subsidy acceptance, among others.
Ages and Stages Questionnaire (ASQ)	A tool which pinpoints developmental progress in children between the ages of one month to 5 ½ years. This screener assesses the extent to which children have met developmental milestones. The Early Learning Council adopted ASQ as a preferred tool for screening.

Approaches to Learning	Refers to the ways in which children learn, including children's openness and curiosity to tasks and challenges, task persistence, imagination, attentiveness, and cognitive learning style.
At Risk	A term used to describe children who are considered to have a higher probability of non-optimal Child Development and learning. See related: Risk Factors.
Attachment	The emotional and psychological bond between a child and adult, typically a parent or caregiver, that contributes to the child's sense of security and safety. It is believed that secure attachment leads to psychological well-being and Resilience throughout the child's lifetime and is considered a key predictor of positive Child Development and learning.
Career Pathway	A progression of educational qualifications, Credentials and training that build upon one another and enable early childhood practitioners to advance in their careers. Career pathways can be flexible, with multiple entry and exit points, to allow the Workforce , made up of diverse learners and non-traditional students, to acquire the necessary career-related skills and knowledge. Career pathways allow individuals to move along or within a Career Ladder/Lattice .
Center Based Child Care	Child care provided in nonresidential group settings, such as within public or private schools, churches, preschools, day care centers, or nursery schools. See related: Community Cased Child Care/Community Based Organization (CBO); Certified Center
Certified Center (CC)	Child Care Center – A facility licensed to provide child care for a specific number of children depending on the number and qualification of staff and physical setting. A center is usually not in a home setting. See Oregon Child Care regulatory categories. See related: Center Based Child Care
Certified Family Child Care (CF)	Certified Family Child Care Home – A facility that is certified to provide care for up to 16 children in a single family home, preferably in the provider's own home. There are specific requirements that must be met and maintained to become certified.
Chief Education Office	The Chief Education Office works to build and coordinate a seamless system of education that meeting the diverse learning needs of Oregonians from birth through college and career. See related: 40-40-20 Goal
Child Care Access	Refers to the ability for families to find quality Child Care Arrangements that satisfy their preferences, with reasonable effort and at an affordable price. See related: Child Care Availability.
Child Care Assistance	Any public or private financial assistance intended to lower the cost of child care for families. See related: Child Care Subsidy.
Child Care Availability	Any public or private financial assistance intended to lower the cost of child care for families. See related: Child Care Subsidy.
Child Care Desert	A geographical area where there is an inadequate supply of high Quality , affordable, and accessible child care options.

Child Care Provider	An organization or individual that provides early care and education services.
Child Care Resource & Referral (CCR&R)	Local and statewide entities, usually funded by CCDF , that provide a range of services to the community, such as guidance and referrals to parents seeking child care; professional development and trainings for early childhood professionals; as well as parenting and other educational resources for families. Some CCR&R agencies also administer child care Subsidies . See related: 211info
Child Care Slots	The number of openings that a child care setting has available as dictated by its Licensed Capacity . Child care slots may be filled or unfilled.
Child Care Subsidy	A type of Child Care Assistance primarily funded by the federal CCDF program. See related: Employment Related Day Care (ERDC).
Child Care & Development Block Grant (CCDBG)	The source of discretionary funding for the Child Care and Development Fund (CCDF) . The CCDBG was originally enacted under the Omnibus Budget Reconciliation Act of 1990. In 2014, Congress reauthorized the CCDBG for the first time since 1996, and included new laws and requirements related to the quality and availability of CCDF funded child care programs and related activities.
Child Care and Development Fund (CCDF)	A federally funded program that provides block grants to states to subsidize the child care expenses of working parents/families so they can participate in educational or training opportunities. Each state creates its own CCDF Plan that is approved and administered by the Office of Child Care (OCC) at the U.S. Department of Health and Human Services (HHS). The CCDF also funds activities intended to improve the overall Quality and supply of child care for families, such as by providing Technical Assistance and promoting coordination among early learning and After-School Programs .
Child Care & Development Fund Plan (CCDF State Plan)	A plan developed by a designated CCDF child care agency in each state, territory, or tribe that serves as an application for CCDBG funds. Plans provide a description of, and assurances about, the grantee's child care programs and services available to eligible families. States must promote public involvement in their CCDF Plan's development/review process and submit their plan to the Department of Health and Human Services (HHS) for review and approval every three years.
Child Development	The process by which children acquire skills in the areas of social, emotional, intellectual, speech and language, and physical development, including fine and gross motor skills. Developmental stages describe the expected, sequential order of gaining skills and competencies that children typically acquire. See related: Developmental Milestones; Approaches to Learning.
Child Development Associate (CDA) Credential	A widely earned Credential administered by the Council for Professional Recognition.

Child Protective Services (CPS)	An official public agency within the Department of Human Services responsible for receiving and investigating reports of suspected child abuse or neglect and for ensuring that prevention and intervention services are provided.
Coaching	A relationship-based process led by an expert with specialized knowledge and adult learning Competencies that is designed to build capacity for or enhance specific professional dispositions, skills and behaviors. Coaching is typically offered to teaching and administrative staff, either by in-house or outside coaches, and focuses on goal-setting and achievement. See related: Consultation; Technical Assistance.
Collective Impact	A commitment to a common agenda for solving a complex social problem by a group of actors from different sectors. A collective impact model provides a foundation for the work of Oregon's Early Learning Hubs.
Communities of Color	Four communities are traditionally recognized as being of color – Native American, African American, Asian and Latino. Additional groups that have been impacted by racism in a given community can be added.
Community-Based Child Care/Community-Based Organization (CBO)	A nonprofit organization that provides educational or related services to children and families within their local community. CBOs that provide child care may be associated with faith-based organizations or other nonprofit organizations. CBOs are subject to section 501(c)(3) of the Internal Revenue Code. See related: Center-based Child Care.
Competencies [refers to Workforce Knowledge or Core Competencies]	Refers to the range of knowledge and observable skills that early childhood practitioners need to provide effective services to children and families. Competencies, sometimes referred to as "core competencies," are typically linked with states' early learning guidelines and provide a framework for Professional Development at various career stages.
Comprehensive Services	An array of coordinated services that meet the holistic needs of children and families enrolled in a given program, from health and developmental screenings to family literacy trainings and parent education.
Consultation	A collaborative, problem-solving process between an external consultant with specific expertise and adult learning Competencies and an individual or group. Consultation typically facilitates the assessment and resolution of an issue-specific concern, a program-/organizational-, staff-, or child-/family-related issue, or addresses a specific topic. See related: Coaching; Technical Assistance.
Continuity of Care	Refers to the provision of care to children by consistent caregivers in consistent environments over a period of time to ensure stable and nurturing environments. Research shows that maintaining continuity and limiting transitions in a child's first few years of life

	promotes the type of deep human connections that young children need for optimal early brain development, emotional regulation, and learning.
Copayment (Co-Pay)	Payment for part of a subsidized service that is the responsibility of parents/family members. The copayment amount may take a family's financial circumstances into consideration.
Core Body of Knowledge	The Core Body of Knowledge for Oregon's Childhood Care and Education Profession is the basis for training and education essential for on-going professional development in the childhood care and education profession; a foundation for both the Oregon Registry and the Oregon Registry Trainer Program. It embodies what professionals should know and be able to do to effectively care for and educate Oregon's young children, ages 0-8, with special consideration for children 9-12 years old. Ten core knowledge categories make up the Core Body of Knowledge. Three sets of knowledge constitute a progression of increased depth and breadth of knowledge within each core knowledge category.
Cost of Care	The Core Body of Knowledge for Oregon's Childhood Care and Education Profession is the basis for training and education essential for on-going professional development in the childhood care and education profession; a foundation for both the Oregon Registry and the Oregon Registry Trainer Program. It embodies what professionals should know and be able to do to effectively care for and educate Oregon's young children, ages 0-8, with special consideration for children 9-12 years old. Ten core knowledge categories make up the Core Body of Knowledge. Three sets of knowledge constitute a progression of increased depth and breadth of knowledge within each core knowledge category.
Cultural Competence	A term that describes what happens when special knowledge about individuals and groups of people is incorporated into standards, policies, and practices. Cultural competence fosters an appreciation of families and their unique backgrounds and has been shown to increase the quality and effectiveness of services to children.
Curriculum	A written plan that includes goals for children's development and learning; the experiences through which they will achieve the goals; what staff and parents should do to help children achieve the goals; and the materials needed to support the implementation of the curriculum.
Department of Human Services (DHS)	DHS is Oregon's principal agency for helping Oregonians achieve wellbeing and independence through opportunities that protect, respect choice and preserve dignity, especially for those who are least able to help themselves. DHS manages ERDC, Oregon's major child care subsidy program.

Developmental Screening and Assessment	The practice of systematically measuring a child's development across multiple domains and looking for signs of developmental delays. Screening and assessment tools are typically administered by professionals in healthcare, community, or school settings with children and families and can consist of formal questionnaires or checklists that ask targeted questions about a child's development.
Developmentally Appropriate	Practices, behaviors, activities and settings that are adapted to match the age, characteristics and developmental progress of a specific group of children. Developmentally Appropriate Practice (DAP) in early learning settings reflects knowledge of Child Development and an understanding of the unique personality, learning style and family background of each child.
Distance Learning	A mode of education and instruction in which teachers and students are not physically present with each other and communicate remotely. Distance education typically takes place online, where teachers and students interact by way of email, video or other means of communication.
Dual Language Learners (DLL)	Refers to children under the age of five who have at least one parent or guardian that speaks a language other than English at home and who are mastering their native language while learning English simultaneously. See related: English Language Learners (ELL); Limited English Speaking/Limited English Proficiency (LEP); Bilingual.
Early Childhood Mental Health Consultation	A strategic intervention geared towards building the capacity of early childhood staff, programs, families, and systems to prevent, identify, treat, and reduce the impact of mental health problems among children from birth to age six. In a child-focused consultation, the consultant may facilitate the development of an individualized plan for the child; In a classroom-focused consultation, the consultant may work with the teacher/caregiver to increase the level of Social-Emotional support for all the children in the class through observations, modeling, and sharing of resources and information; In a program-focused consultation, the consultant may help administrators address policies and procedures that benefit all children and adults in the program.
Early Childhood Special Education (ECSE)	Specialized instruction that is provided by trained early childhood Special Education professionals to young children with disabilities in various early childhood settings such as Preschool , child care, Prekindergarten and Head Start , among others. ECSE is mandated by the federal Part B of the IDEA .
Early Head Start	A federally funded program that serves low-income pregnant women and families with infants and toddlers to support optimal child development while helping parents/families move toward economic independence. EHS programs generally offer the following core services: (1) high Quality early education in and out of the home; (2) family support services, home visits and parent education; (3) comprehensive health and mental health services,

	including services for pregnant and postpartum women; (4) nutrition; (5) child care, and, (6) ongoing support for parents through case management and peer support. Programs have a broad range of flexibility in how they provide these services.
Early Intervention	Services that are designed to address the developmental needs of infants and toddlers with disabilities, ages birth to three years, and their families. Early intervention services are generally administered by qualified personnel and require the development of an Individualized Family Service Plan (IFSP) . Early intervention is authorized by the federal Individuals with Disabilities Education Act (IDEA), Part C .
Early Learning Council (ELC)	In 2011 the Oregon Legislature created the ELC to provide policy direction and oversee Oregon's early learning system. Council members are appointed by the Governor and provide policy guidance to the Early Learning Division.
Early Learning and Development Guidelines/Standards	A set of expectations, guidelines that describe what all children from birth until kindergarten entry should know and be able to do as well as their disposition toward learning. These standards/guidelines must be developmentally, linguistically, and culturally appropriate and cover all Developmental Domains.
Early Learning Division (ELD)	In 2013 the Oregon Legislature created the Early Learning Division within the Oregon Department of Education to oversee the early learning system including policies and programs that support stable and attached families and school readiness. The Division is overseen by the Early Learning Council.
Early Learning Hubs	The 2013 Legislature authorized creation of 16 regional and community –based Early Learning Hubs to make support more available, accessible, and effective for children and families, particularly those who are historically underserved. Hubs bring together the following sectors in order to improve outcomes for young children and their families: early education, k-12, health, human services, and business.
Early Literacy	Refers to what children know about and are able to do as it relates to communication, language, reading, and writing before they can actually read and write. Children's experiences with conversation, books, print and stories (oral and written) all contribute to their early literacy skills.
Early Math/Numeracy	Refers to the foundations of mathematical reasoning that are acquired in early childhood, typically by way of number counting, measuring, sorting, noticing patterns and adding and subtracting numbers.
Employment-Related Day Care (ERDC)	Oregon's major form of financial assistance for child care for low-income families is funded by a combination of federal Child Care and Development Fund and Oregon General Fund dollars. The program is managed by DHS .

English Language Learner (ELL)	Refers to a child who is learning English and comes from a home or environment where the primary language is not English. ELLs are generally proficient in their own language but are usually unable to read, write, speak or understand English at a level comparable to their English proficient peers and native English speakers. See related: Dual Language Learners (DLL); Limited English Speaking/Limited English Proficiency (LEP); Bilingual.
Equity Lens	Oregon's Chief Education Office (formerly, the Oregon Education and Investment Board) adopted and works to ensure that its Equity Lens guides education policy. The Lens articulates a set of beliefs, a "lens" intended to "clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. This lens was created to propel the educational system into action to shift policies, procedures, and practices in order to move our committee to an equitable system into actively pursuing an equitable system."
Evidence-Based Practice	A practice, regimen or service that is grounded in evidence and can demonstrate that it improves outcomes. Elements of evidence-based practice are standardized, replicable and effective within a given setting and for a particular group of participants. See related: Best Practices.
Family (Parent Engagement)	Refers to an interactive process of relationship-building between early childhood professionals and families that is mutual, respectful, and responsive to the family's language and culture. Engagement in the early years prepares families to support their children's learning throughout their school years and support parent/family-child relationships that are key to healthy Child Development, School Readiness , and well-being. See related: Parent/Family Involvement.
Focused Child Care Networks	Community-based programs that offer a menu of ongoing services and supports to affiliated licensed child care providers. Network services typically include some combination of visits to providers' homes to offer Technical Assistance (TA), Coaching or Consultation , training workshops and peer networking opportunities. Networks may help new providers with Licensing assistance, CACFP applications or acquiring start-up equipment; They may help more experienced providers with specific supports for improving their practice, obtaining Professional Development (PD) , or attaining national Accreditation . Family Child Care Networks are primary funded through CCDF .
Family, Friend and Neighbor (FFN) Care	Child care provided by relatives, friends, and neighbors in the child's own home or in another home, often in unregulated settings. See related: Informal Child Care.

Head Start	A federal program that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income families. The program is designed to foster stable family relationships, enhance children's physical and emotional well-being and support children's cognitive skills so they are ready to succeed in school. Federal grants are awarded to local public or private agencies, referred to as "grantees" to provide Head Start services. Head Start began in 1965 and is administered by the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS). See related: Oregon PreKindergarten
Head Start Early Learning Outcomes Framework 2015 (ELOF)	Represents the continuum of early learning for infants, toddlers, and preschoolers. It is based in a comprehensive body of research on what children should know and be able to do. In 2011 the Oregon Legislature established an earlier version of ELOF as the set of standards for early learning. Oregon is currently aligning the ELOF with the Common Core State Standards.
Home Language	The primary language that a child speaks at home. See related: Native Language.
Home Visiting Programs	Programs that aim to improve child outcomes by helping high-risk parents who are pregnant or have young children to enhance their parenting skills. Most home visiting programs match trained professionals and/or paraprofessionals with families to provide a variety of services in families' home settings. Examples of home visiting services can include health check-ups, developmental screenings, referrals, parenting advice, and guidance with navigating community services.
Inclusion	The principle of enabling all children, regardless of their diverse backgrounds or abilities, to participate actively in natural settings within their learning environments and larger communities.
Individualized Family Services Plan (IFSP)	A written plan that outlines the special services children ages birth through two years and their families will receive if found eligible for early intervention services. The plan is mandated by the federal Individuals with Disabilities Education Act (IDEA), Part C . See related: Early Intervention.
Infant Toddler Mental Health (ITMH)	Defined as the healthy social and emotional development of young children, birth to three years of age. ITMH builds on responsive relationships with primary caregivers (parents, family, child care) that build healthy attachment and foundations for life.
Kindergarten Assessment (KA)	Assessment developed by Oregon and aligned with the state's early learning and development standards to assess what children know and are able to do as they enter kindergarten.
Kindergarten Transition	Refers to a process or milestone in which a child moves from a Preschool setting to kindergarten.
Licensed Exempt Child Care	Legally operated child care that is exempt from regulatory requirements set forth by the state or the local licensing agency. To

	receive subsidies, license/legally exempt child care must comply with requirements of the Subsidy system (e.g., mandatory criminal background checks, healthy and safety inspections, etc.).
Licensed Child Care	Child care programs operated in homes or in facilities that fall within the regulatory system of a state or community and comply with those regulations. Licensing requirements vary based on license type.
Licensing or Regulatory Requirements	Refers to requirements that providers must meet to legally operate child care services in a state or locality, including registration requirements established under state, local, or Tribal law.
Market Rate	The typical listed price for child care in a given geographic area. Market rates will vary due to factors such as location, types of care setting, hours of operation, ages of children they serve, and other features of the providers, such as their educational background. See related: Cost of Care.
Mentoring	A form of Professional Development characterized by an ongoing relationship between a novice and an experienced teacher or provider to deliver personalized instruction and feedback. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness. See related: Coaching, Consultation.
Migrant and Seasonal Head Start Programs	A Head Start program that serves families who are engaged in agricultural work and who have changed their residence from one geographical location to another in the preceding two-year period.
Monitoring	The process used to enforce child care providers' compliance with licensing rules and regulations. States use "differential monitoring" as a regulatory method for determining the frequency or depth of monitoring based on an assessment of the child care facility's compliance history and other quality indicators.
Office of Child Care	A public office located within the Early Learning Division responsible for child care licensing, compliance, background checks and monitoring.
Oregon Administrative Rules (OARs)	The legislative rules of the state of Oregon that govern health and safety standards, including individual or programs that work with children birth through twelve years.
Oregon Department of Education (ODE)	ODE is responsible for implementing the state's public education policies. The department is overseen by the Governor acting as State Superintendent of Public Instruction with an appointed Deputy Superintendent acting as chief administrator.
Oregon Health Authority (OHA)	OHA is the state agency at the forefront of working to improve the lifelong health of Oregonians through partnerships, prevention and access to quality, affordable health care. It includes most of the state's health and prevention programs such as Public Health, Oregon Health Plan, and Healthy Kids, as well as public-private partnerships.
Oregon PreKindergarten and Early Head Start	Oregon Head Start Pre-K (OHSPK) and Early Head Start (EHS) are comprehensive high quality early childhood development programs

	offering integrated services. OHSPK and EHS programs receive funding from the Federal Office of Head Start, the Oregon Department of Education , or both. All OHSPK programs follow the same guidelines for providing services.
Oregon Registry	Oregon's 12-step Career Lattice program is for individuals working in Early Learning Division-regulated facilities (centers and family) and individuals volunteering to have their training and education evaluated for an Oregon Registry Step.
Oregon Registry Online (ORO)	A statewide database that stores all training and education submitted by individuals working in ELD -regulated facilities and individuals volunteering to have their training and education evaluated for Oregon Registry Steps. Administered by OCCD , ORO allows for data exchange with the ELD, DHS , the Central Coordination of Child Care Resource and Referral at The Research Institute and local child care resource and referral programs. ORO also features an online training clearinghouse and provides individuals online access to their own training and education accounts.
Parent Choice	Refers to families' ability to access Child Care Arrangements of their choosing. The term is often used to refer to the CCDF stipulation that parents receiving Subsidies should be able to use all legal forms of care, even if a form of child care would be otherwise unregulated by the state.
Parenting Education	Instruction or information directed toward parents and families to increase effective parenting skills.
Preschool	Programs that provide early education and care to children before they enter kindergarten, typically from ages 2.5-5 years. Preschools may be publicly or privately operated and may receive public funds.
Preschool Promise	A high-quality state preschool program serving 3- and 4- year old children living in families at or below 200% of the Federal Poverty Line. It was created by the 2015 Oregon Legislature with a commitment to supporting all of Oregon's young children and families with a focus on equity and expanding opportunities to underserved populations. The program is administered by Early Learning Hubs throughout the state, bringing together early learning programs operated by Head Start, K-12, licensed child care and community-based organizations in a Mixed-Delivery model.
Professional Development (PD)	Refers to a continuum of learning and support activities designed to prepare individuals for work with, and on behalf of, young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and Technical Assistance (TA) , which leads to improvements in the knowledge, skills, practices, and dispositions of early education professionals.
Quality	The characteristics of learning environments that promote the physical, social, emotional and cognitive development of young children. High quality programs typically exceed state regulatory

	requirements, utilizing Developmentally Appropriate curricula and prioritizing adequate teacher and administrative qualifications, ongoing Professional Development , and Family Engagement strategies, among others qualities.
Quality Rating and Improvement System (QRIS)	A system using progressively tiered program standards to evaluate, communicate, and to support continuous improvement of an Early Learning and Development Programs. See related: Spark.
Registered Family (RF) Child Care	Registered Family Child Care Home means the residence of the provider, who has a current Family Child Care Registration at that address and who provides care in the family living quarters.
Resilience	Refers to children’s ability to cope and develop in positive ways when faced with setbacks, hardships or adversity. Resilience in children can be fostered at the individual, family and community level. See related: ACE.
Retention (Staff)	Refers to the ability of programs to retain their employees over time. Staff retention is a well-documented problem in early childhood programs that affects program quality
Risk Factors	Refers to circumstances that increase a child's susceptibility to a wide range of negative outcomes and experiences. Risk factors for low school readiness may include parental/family characteristics such as low socioeconomic status and education, children's characteristics, such as whether the child has Special Needs , or community conditions and experiences, such as whether the child has access to high Quality early care and education.
Social-Emotional Development	Refers to the development process whereby children learn to identify and understand their own feelings, accurately read and comprehend emotional states in others, manage and express strong emotions in constructive manners, regulate their behavior, develop empathy for others, and establish and maintain relationships.
Spark	Spark, formerly known as Oregon’s Quality Rating and Improvement System or QRIS, is a statewide program that raises the quality of child care across the state. Spark recognizes, rewards and builds on what early childhood care and education professionals are already doing well.
Special Needs	A term used to describe a child with an identified learning disability or physical or mental health condition requiring Special Education services, or other specialized services and supports. See related: Early Intervention (EI), IEP; IFSP; Special Needs.
Subsidized Child Care	Child care that is at least partially funded by public or charitable resources to decrease the cost to families.
Subsidy	Private or public assistance that reduces the cost of child care for families.
Supply Building	Efforts to increase the quantity of child care programs in a particular local area.

Technical Assistance (TA)	The provision of targeted and customized supports by a professional(s) with subject matter expertise and adult learning knowledge and competencies. In an early education setting, TA is typically provided to teaching and administrative staff to improve the quality of services and supports they provide to children and families. See related: Coaching; Mentoring; Consultation; Professional Development.
Trauma Informed Care	Refers to an approach used in working with children exposed to traumatic events or conditions. Children exposed to trauma may display heightened aggression, poor social skills and impulsivity; and may struggle academically or engage in risk-taking or other challenging behaviors. Service providers and family members that are trained in TIC learn effective ways to interact with these children, such as by helping them cope with traumatic “triggers,” supporting their emotion regulation skills, maintaining predictable routines, and using effective behavior management strategies. See related: Adverse Childhood Experiences (ACE); Toxic Stress.
Two-Generation Programs	Programs that provide comprehensive services for both parents/families and children in order to simultaneously promote healthy child development and economic self-sufficiency. In two generation programs, services such as job training, parent education and housing assistance are provided along with early education programs. See related: Dual Generation Strategies.
Underserved Students	As noted in the Equity subcommittee report underserved populations are defined as, Students/populations whom systems have placed at risk because of their race, ethnicity, income status, English proficiency, gender, sexual orientation, differently abled and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.
Workforce	The broad range of individuals engaged in the care and education of young children. Members of the early childhood workforce may include teaching, caregiving and administrative staff, as well as consultants, learning specialists, and others that provide training and Technical Assistance to programs.
Wrap-Around Services	A team of providers collaborate to improve the lives of the children and families they serve by creating, enhancing, and accessing a coordinated and comprehensive system of supports. Supports might include formal services and interventions, such as enrichment and academic supports outside of regular child care programming, community and health services like doctor visits, and interpersonal assistance such as family counseling.