



GLOSSARY

12 months prior to application: Trainings taken in the 12 months prior to when the QRIS application is submitted to the QRIS office. A grace period of 30 days is granted, so trainings taken in the month prior to the deadline are also counted

AA: Associate of Arts degree

AAS: Associates of Applied Science

Assessment sample: The randomly chosen classrooms that receive an *Environment Assessment*

Assistant teacher: The person who assists the Lead teacher in planning and executing a positive and educational curriculum based on developmentally appropriate practices. Serves as staff-in-charge of the program when the head/lead teacher is not in the classroom

BA: Bachelor of Arts degree

BAS: Bachelor of Applied Science

Basic business liability insurance: Provider has purchased liability coverage that would include \$1 million for general and personal injury liability, \$1 million for professional liability, \$100,000 for "sexual action", \$1000 for medical expense per person, and \$5,000 for property coverage

Business Administration Scale: The book that details measuring the early childhood leadership and management of a Family Child Care authored by Teri N. Talan and Paula Jorde Bloom

Capital improvements, deferred maintenance: Any physical building improvements to the child care facility and a plan to address on-going maintenance

CDA: Child Development Associate certificate

Child to staff ratio: The number of children per teacher in each group

Classroom Summary Report: The report received after an *Environment Rating Scale* assessment. The *Classroom Summary Report* contains the ERS score, a general description of the classroom and special circumstances, documentation of strengths (those indicators with a score of 5 or more), and documentation for those indicators needing improvement (those with a score of 4 or less)

College credits: Semester credits. (If quarter credits are earned, they are converted to semester credits by multiplying quarter credits by .67). Credits must be in a field related to Early Childhood Education (ECE).

College transcript: Transcript from a college, university, or technical school that lists credits earned. Class schedules are not considered documentation, since they do not indicate credits completed. Unofficial transcripts are acceptable

Community resource list: List that specifies community resources available to support children and families. Resources for children and families with (or suspected of having) a disability or special health care needs should be indicated

Component 1: *Child Development* - Knowledge of child development from birth to age 5, including physical, cognitive, social, and emotional development. This component includes understanding of developmental milestones, individual differences, and the role of the caregiver in supporting development.

Component 9: Special Needs: One of the IdahoSTARS Early Care and Education Core Knowledge Components, focusing on the knowledge and understanding of developmental stages, processes, theories and their implications for work with children with disabilities and their families and to provide inclusive opportunities

Component 10: Strengthening Families Protective Factors: One of the IdahoSTARS Early Care and Education Core Knowledge Components, focusing on the knowledge and understanding of the five protective factors and seven strategies as defined by *Strengthening Families through Early Care and Education*

Comprehensive business liability insurance: Liability insurance that includes accident/medical and automobile insurance



Director: The person who supervises and oversees the entire day-to-day operations of a facility including staff, parent relations, regulations, finances, and records. Responsible for promoting a healthy, safe, and enriching environment for the children. Other titles include Coordinator, Supervisor or Manager

ECE: Early Childhood Education

ECE credits: Early Childhood Education semester credits from a college or university

Educational meeting: Opportunities for parents to learn more about parenting or other topics; seminars, support groups, adult classes (such as literacy, job training, book clubs, computer classes, tax preparation, child development, parenting techniques, communication, etc.)

Emergency support: Community resource lists, offering or helping to arrange services for parents who need them (such as meals, transportation and medical referrals), creating an emergency fund available to parent in crisis, maintaining an emergency “food pantry” etc.

End-of-the-year statements for payments received: Official financial statements for the total amount of tuition and fees collected by the child care provider from the parent on an annual basis

ERS: *Environment Rating Scales* (ITERS-R, ECERS-R, FCCERS-R, and SACERS)

ECERS-R – *Early Childhood Environment Rating Scale*, revised (2 ½ -5 years)

FCCERS-R – *Family Child Care Environment Rating Scale*, revised (for family child care homes)

ITERS-R – *Infant/Toddler Environment Rating Scale*, revised (Birth-30 months)

SACERS – *School-Age Care Environment Rating Scale*, revised (5-12 years)

ERS Score: *Environment Rating Scale* scores range from 1 (inadequate) through 7 (excellent). Each item will have an explanation of the score with concrete examples from the observation. Scores are based on the current situation that is observed or reported by staff, not on future plans

Family orientation procedures: Written description (preferably in a parent handbook) of the system in place for orienting new families to the policies and procedures in your facility

GED: General Education Development (Equivalent to High School diploma)

Group: A group of children assigned to an identified teacher(s) within a defined space; usually the group is a classroom

HS: High School diploma

IdahoSTARS approved: Trainings approved by the IdahoSTARS Training Office, designed to increase skills and knowledge of a topic area

Inclusion Self-Reflection: Document that gives classroom teachers the opportunity to reflect on current inclusive practices and to use the information to prioritize and set goals to strengthen inclusive settings, activities, and practices. Available on the IdahoSTARS website (www.idahostars.org)

Irregular or unscheduled care giving: Child care requested by a parent that is not the regularly scheduled times for a specific child. These would be additional hours of care and should be charged accordingly

Last completed level of education: Last level of education for which a person earned a diploma, certificate or degree

Lead teacher: The person responsible for the day-to-day operation of the classroom including physical environment, curriculum planning and implementation, supervision/evaluation of each child, record keeping, and supervision of other staff including volunteers. Other titles include Head or Primary teacher



Maintaining continuity for children and families: documents reasoning, schedule, and proactive actions regarding dismissal

Matching funds: Volunteer time performed by parents & community members; materials, supplies or equipment; donations; or donated/discounted professional services

Operating budget: A written financial spread sheet detailing the staff, food, other operating, and start-up or on-going maintenance expenses along with the projected income from tuition and fees. The operating budget must indicate at least a break-even budget

Parent Work Group (*Strengthening Families*): Group of parents, administration, and staff of the facility that meets to complete the *Strengthening Families Self-Assessment* and to work on the *Action Plan* that is created as a result.

Parents' satisfaction survey: A survey that offers the parents an opportunity to give their input and to convey their satisfaction with the child care services they are receiving in a non-threatening method

PDS: The Professional Development System of IdahoSTARS. PDS Registry levels are assigned according to education level, years of experience, and ongoing trainings and education. For more information on the PDS, dial 2-1-1 Idaho CareLine and ask to speak to your local Regional Consultant

Policy: Written plan that spells out a course of action

Portfolio: Individual records kept for each child

Primary language: The language the child speaks most often

Procedure: Course of action that corresponds to a policy; will be verified through written records

Program Administration Scale—Measuring Early Childhood Leadership and Management: The book that details measuring the early childhood leadership and management of a center based child care facility authored by Teri N. Talan and Paula Jorde Bloom or the **Business Administration Scale** designed specifically for Family Child Care

Qualified community agency: An agency that specializes in developmental screening. The screening is done by developmental specialists who are trained in specific developmental screening tools and techniques

Quality Child Care Consultant: Also known as the Regional Consultant and works in the Regional Office

Quality Indicators: Bullets that list short indicators of quality in the IdahoSTARS QRIS

Quality Standards: The general categories of quality in the QRIS. They are: environment, education, professional development, group size, ratio, inclusion, strengthening families and business practices

Record: Written record of the procedure in process

Referral: Direction to a source for help or information. Referrals must be recorded in writing in order to be verified

Referral outcome: Written documentation of the results of a referral

Regional Quality Child Care Consultant: Also known as the Quality Child Care Consultant or Regional Consultant and works in the Regional Office

Screening: High quality tools are research-based, reliable, and valid in determining children with and without delays. They are also appropriate for children from a diverse range of racial, ethnic, linguistic, and cultural backgrounds



Social event: Social functions for families and staff, such as holiday parties, family play dates, etc

Strengthening Families Action Plan: Documents the short term, intermediate, and long range plans generated from the self-assessment forms created by the Parent Work Group

Strengthening Families Self-Assessment Summary: Compilation of the information gathered at the Parent Work Group meetings to complete the *Strengthening Families Self-Assessment* forms. These forms can be downloaded from the Center for the Study of Social Policy website www.cssp.org. Click on *Strengthening Families* in the menu on the left, then On-line Resources, then Self-assessment to find the self-assessment. They are also distributed as handouts at *Strengthening Families* training

Strengthening Families trainings: Series of 8 IdahoSTARS approved trainings. Module 1 is a three-hour Overview of the *Strengthening Families through Early Care and Education* framework. Modules 2 through 8 are two-hour trainings based on the strategies that child care providers can use for child abuse and neglect prevention and for increasing family involvement. See the IdahoSTARS website training calendar for trainings in your area

Technical Certificate: Certificate granted by a university or technical school, may or may not be related to early childhood education

Technical Assistance: Target assistance for those classrooms that score below 3.0 on an *Environment Rating Scale Assessment*. Technical Assistance is provided by the IdahoSTARS Assessment Specialist and is designed to address health and safety issues. Funding is available on an as-needed basis

Tiers: Groups of quality indicators. There are five tiers in the QRIS and each tier represents higher quality than the tier before

Volunteer activity: Opportunities for parents to donate their time and/or talents, such as helping in the classroom with meals or parties, helping with child care during parent meetings or conferences, helping with construction or maintenance work, serving on the Board of Directors or being a part of the Parent Work Group, etc

Written or posted communication: Any written communication giving parents information about upcoming events, parenting information, etc: Flyers, handouts, newsletters, emails, website, bulletin boards

Yearly review for all staff in recognizing and responding to signs of child abuse and neglect: Documented yearly review for staff on recognizing and responding to the signs of child abuse and neglect. Review should include policies and procedures to follow in case of suspected abuse or neglect, and a review of the responsibility of being a mandated reporter. A record of attendance for staff is required