

## Acronyms and Abbreviations

ARRA	<i>American Recovery and Reinvestment Act</i>
ACA	<i>Affordable Care Act</i>
ASQ	<i>Ages and Stages Questionnaires</i>
ASQ:SE	<i>Ages and Stages Questionnaires: Social-Emotional</i>
CCDF	<i>Child Care and Development Fund</i>
CDC	<i>Centers for Disease Control and Prevention</i>
CEUs	<i>Continuing Education Units</i>
CLASS	<i>The Classroom Assessment Scoring System</i>
CQI	<i>Continuous Quality Improvement</i>
DAP	<i>Developmentally Appropriate Practice</i>
DHHS	<i>Nevada Department of Health and Human Services</i>
PSA	<i>Public Service Announcements</i>
ECCS	<i>Early Childhood Comprehensive Systems</i>
ECE	<i>Early Care and Education</i>
ECSSO	<i>Early Childhood Systems Office</i>
ELD	<i>Early Learning and Development</i>
ELG	<i>Early Learning Guidelines</i>
ELL	<i>English Language Learners</i>
EPSDT	<i>The Early and Periodic Screening, Diagnostic and Treatment</i>
HSC	<i>Head Start Collaboration</i>
KEA	<i>Kindergarten Entry Assessment</i>
KIDS	<i>Kindergarten Inventory of Development Statewide</i>
LTSAE	<i>Learn the Signs. Act Early (A project of the Centers for Disease Control and Prevention)</i>
MCH	<i>Maternal and Child Health, Nevada Division of Public and Behavioral Health</i>
NDE	<i>Nevada Department of Education</i>
NDE-DELD	<i>Nevada Department of Education Division of Early Learning</i>
NDE-SBE	<i>Nevada Department of Education State Board of Education</i>
NECAC	<i>Nevada Early Childhood Advisory Council</i>
NevAEYC	<i>Nevada Association for the Education of Young Children</i>
NSHE	<i>Nevada System of Higher Education</i>
NV	<i>Nevada</i>
OEO	<i>Office of Educational Opportunity</i>
P-20W	<i>Refers to the work of The P-20W Advisory Council</i>
P-3	<i>Preschool through Third Grade (also refers to prenatal through third grade)</i>
PBS	<i>Positive Behavioral Supports</i>
QRIS	<i>Quality Rating and Improvement Systems</i>
RPDPs	<i>Regional Professional Development Programs</i>
S <sup>3</sup>	<i>Silver State Strong</i>

TA	<i>Technical Assistance</i>
TACSEI	<i>Technical Assistance Center on Social Emotional Intervention for Young Children</i>
TAPS	<i>Tuition Assistance Pre-K Scholarships</i>
TEACH	<i>Teacher Education Assistance for College and Higher Education</i>
TQRIS	<i>Tiered Quality Rating &amp; Improvement System</i>
TSG	<i>Teaching Strategies GOLD</i>

## Glossary

*Please note that definitions are in most cases direct quotes from the named source.*

**Ages and Stages Questionnaires (ASQ)** is a tool for screening infants and young children for developmental delays during the crucial first 5 years of life. (Source: <http://agesandstages.com/what-is-asq/faq/>)

**Ages and Stages Questionnaires: Social-Emotional (ASQ: SE)** is a tool for screening infants and young children for social-emotional delays during the crucial first 5 years of life. (Source: <http://agesandstages.com/what-is-asq/faq/>)

**Centers for Disease Control and Prevention (CDC)** is the national public health institute for the US. It is a federal agency under the department of Health and Human services, working to protect public health and safety through control and prevention of disease, injury and disability. (Source: Wikipedia, [http://en.wikipedia.org/wiki/Centers\\_for\\_Disease\\_Control\\_and\\_Prevention](http://en.wikipedia.org/wiki/Centers_for_Disease_Control_and_Prevention))

**Child Care and Development Block Grant** of 1990 assists working families with the cost of providing child care. The CCDBG is the primary source of federal funding for child care assistance. States use the resources provided by the CCDBG to help low-income families gain access to quality, affordable child care and after-school programs. The CCDBG provides funding to help parents pay for the care of their choice, whether in a family child care home, with a relative or a friend, or in a child care center. (Source: <http://www.childrensdefense.org/policy-priorities/early-childhood-education-care/child-care-development-block-grant.html#sthash.fjctCmwK.dpuf>)

**Continuous Quality Improvement (CQI)** is a process-based, data-driven approach to quality management that emphasizes the organization and systems and promotes the need for objective data to analyze and improve processes. It also is a management philosophy which contends that most things can be improved. (Source: Iowa State University, online at <http://www.fpm.iastate.edu/worldclass/cqi.asp>)

**Developmentally Appropriate Practice** often shortened to DAP, is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals. (Source: Nevada Association for the Education of Young Children online at <http://www.naeyc.org/DAP>)

**Early Childhood Educator** means any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>)

**Early Learning and Development Program** means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child’s home, such as the MIECHV; Early Head Start; and Part C of IDEA. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>)

**Early Learning and Development Standards** means a set of expectations, guidelines, or developmental milestones that—

- (a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- (b) Are appropriate for each age group (e.g., infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- (c) Cover all Essential Domains of School Readiness; and
- (d) Are universally designed and developmentally, culturally, and linguistically appropriate. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>)

**Public Service Announcement (PSA’s)** are messages in the public interest disseminated by the media without charge, with the objective of raising awareness, changing public attitudes and behavior towards a social issue. (Source: Wikipedia online at [http://en.wikipedia.org/wiki/Public-service\\_announcement](http://en.wikipedia.org/wiki/Public-service_announcement))

**Early Care and Education (ECE)** is the field of study that focuses on care and services to young children. (Source: Early Care and Education First 5 LA, online at: <http://ecehsr.org/pages.php?pg=5>)

**Head Start Collaboration (HSC) and Early Childhood Systems Office ECSSO** works through statewide partnerships to enhance relationships, build systems, and promote comprehensive quality services to meet the needs of young children and their families. The office exists through grants from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and the Health Resources Services Administration, Maternal Child Health Bureau. (Source: Nevada Department of Health and Human Services: <http://dhhs.nv.gov/headstart.htm>)

**Kindergarten Inventory of Development Statewide (KIDS)** is a system of early childhood services across the state that is being built by the Nevada Early Childhood Advisory Council, in collaboration with the Nevada Department of Education. (Source: the Nevada Early Childhood Advisory Council, online at: <http://www.nevadaecac.com/?p=338>)

**Learn the Signs. Act Early (LTSAE)** is a program of the Centers of Disease Control and Prevention that aims to improve early identification of children with autism and other developmental disabilities. This program has three approaches: Health Education Campaign, Act Early Initiative, and Research and Evaluation. (Source: National Center on Birth Defects

and Developmental Disabilities, online at:  
[http://www.cdc.gov/ncbddd/actearly/pdf/parents\\_pdfs/LTSAE-factsheet\\_508.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/LTSAE-factsheet_508.pdf)

**Maternal and Child Health (MCH)** is part of the Nevada Division of Public and Behavioral Health – Department of Health and Human Services, and promotes healthy Nevada families. (Source: Nevada Department of Health and Human Services, online at: <http://health.nv.gov/MCH.htm>)

**State Board of Education (SBE)** The State Board of Education is comprised of eleven members. The board seeks to act as an advocate and visionary for all children and sets the policy that allows every child equal access to educational services, provide the vision for a premier educational system and work in partnership with other stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong learners, problem solvers, citizens able to adapt to a changing world and contributing members of society. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>).

**Nevada Early Childhood Advisory Council (NECAC)** Established in 2009, The Council works to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood programs. In cooperation with the State Board of Education, the Council is responsible for establishing guidelines to measure the school readiness of children. Membership includes a diverse group of business, community, education, government, non-profit, parent, and provider representatives that are appointed by the Governor and which follow the Head Start Act requirements for State Advisory Councils. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>).

**Nevada System of Higher Education (NSHE)** is the system of universities, colleges, research and public service units administered under the direction of the Board of Regents of the University of Nevada. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>)

**P-3** refers to efforts and initiatives to create a birth through third grade policy agenda. While reforms began to connect preschool through third grade, the reference has been extended to reach children from birth.

**P-20W Refers** to the work of The P-20W Advisory Council, consisting of 11 voting members. The Council works to coordinate early childhood education programs, K-12 public education, postsecondary education and the workforce in Nevada. (Source: Nevada (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>)

**Positive Behavioral Supports (PBS):** Positive Behavior Support (PBS) is a process for understanding and resolving the problem behavior of children that is based on values and empirical research. It offers an approach for developing an understanding of why the child engages in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new skills. Positive behavior support offers a holistic approach that considers all factors that impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal. (Source: Fox & Duda, Technical Assistance Center on Social Emotional Intervention for Young Children at <http://www.challengingbehavior.org>)

**Quality Rating and Improvement Systems (QRIS)** is a unique tool for system reform that has the potential to reach programs that serve a wide range of children and are financed by many sources. A well designed QRIS provides: quality assurances, supply-side intervention, and demand side intervention designed to influence consumer ECE choices. (Source: QRIS National Learning Network, online at <http://grisnetwork.org/our-framework>)

**Regional Professional Development Programs (RPDPs)** are programs within Northeastern Nevada, Northwestern Nevada and Southern Nevada focus on enhancing student learning. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>).

**Teacher Education Assistance for College and Higher Education (TEACH)** is a federal grant program made possible by the Federal Student Aid, an office of the U.S. Department of Education. TEACH provides grants of up to \$4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. (Source: Federal Student Aid – Office of the U.S. Department of Education, online at <http://studentaid.ed.gov/types/grants-scholarships/teach>)

**Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)**, formerly the Center for Evidence-Based Practice: Young Children with Challenging Behavior (CEBP). TACSEI is a five-year grant (#H326B070002) of the U.S. Department of Education, Office of Special Education Programs. TACSEI continues and expands CEBP research on effective practices into actual, everyday practice, which allows decision makers, caregivers and service providers to have an enhanced awareness of, understanding of, and ability to use evidence-based practices to improve the social-emotional outcomes for

young children with, or at risk for, delays or disabilities. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>).

**The Classroom Assessment Scoring System (CLASS)** is an observational tool based on research from the University of Virginia’s Curry School of Education. This tool provides a common lens and language focused on classroom interactions that boost student learning. (Source: US Department of Education, online at <http://www.ed.gov/early-learning/elc-draft-summary/definitions>)

**The Nevada Infant and Toddler Early Learning Guidelines (ELG)** is a frame of reference that comprises a set of appropriate developmental guidelines that adults who are caring for infants and toddlers can refer to for information and resources. The guidelines are aligned with the Nevada Pre-K Standards, and have been developed by early childhood professionals and parents. (Source: The Nevada Registry, online at <http://www.nevadaregistry.org/office-of-early-care-and-education/pre-k-standards.html>)