

Appendix D

Glossary and Resources

Welcome to the glossary and resources appendix. This appendix provides definitions and resources for highlighted key terms used throughout the *ELC Action Guide and Assessment Tool*. This glossary is designed to enhance the reader's understanding of each term and their context within the *ELC Action Guide and Assessment Tool* and how suggestions can be implemented in different communities. Most terms include references that can provide further reading on the key term.

Blend and Braid Funding:

Blended and braided funding both involve combining two or more sources (or “streams”) of funding to support a service. Braided funding pools multiple funding streams toward one purpose while separately tracking and reporting on each source of funding. Blended funding combines, or “comingles,” multiple funding streams for one purpose without continuing to differentiate or track individual sources.

SOURCES AND RESOURCES TO LEARN MORE:

“Blended and Braided Funding.” Urban Institute, Accessed at: January 2024. <https://workforce.urban.org/node/57.html#:~:text=Braided%20funding%20pools%20multiple%20funding,differentiate%20or%20track%20individual%20sources>

Built Environment:

The human-made structures and surroundings where people live, work and play and how they travel. The built environment touches all aspects of our lives, encompassing the buildings we live in, the distribution systems that provide us with water and electricity, and the roads, bridges, and transportation systems we use to get from place to place. In addition, other components of the built environment which affect human health: air quality, ambient noise (noise pollution), land use and development patterns, public spaces, and access to green spaces.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Basic Information about the Built Environment.” United States Environmental Protection Agency, February 2023. Available at: <https://www.epa.gov/smm/basic-information-about-built-environment>
2. Gelormino E, Melis G, Marietta C, Costa G. From built environment to health inequalities: An explanatory framework based on evidence. *Prev Med Rep.* 2015 Sep 4; p. 737–745. Available at: [doi: 10.1016/j.pmedr.2015.08.019](https://doi.org/10.1016/j.pmedr.2015.08.019)

Caregiver:

For the purposes of this Action Guide, a caregiver is a person who regularly looks after another person who cannot care fully for themselves independently. A caregiver might provide care to a child, or a person with impairments related to old age, temporary or long term disability, a disease, or other condition. Caregivers provide instrumental, tangible, and emotional care and support activities of daily living and functions necessary for promoting health and well-being. Caregivers who are members of a care recipient’s family or social network, and who may have no specific professional training, are often described as informal caregivers. Please note, a caregiver is different from a **care provider**, an individual or organization that has training and is often paid to provide health care services.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Caregiver Law and Legal Definition.” USLegal, Accessed in March 2024. Available at: <https://definitions.uslegal.com/c/caregiver>
2. “Parents and Caregivers.” Better Care Network, Accessed in January 2024. Available at: <https://bettercarenetwork.org/practitioner-library/human-resources/parents-and-caregivers#:~:text=A%20caregiver%20is%20a%20broader,a%20grandparent%20or%20older%20sibling>

Care Provider:

Care providers are trained, and often licensed, health care professionals whose responsibility is to diagnose and provide treatments to patients. Care providers can be organizations or people that provide healthcare services such as doctors of medicine, dentists, nurse practitioners, doulas, midwives, and more.

SOURCES AND RESOURCES TO LEARN MORE:

1. “45 CFR § 160.103 – Definitions.” Legal Information Institute - Cornell Law School, Accessed in January 2024. Available at: <https://www.law.cornell.edu/cfr/text/45/160.103>
2. “Summary of the HIPAA Privacy Rule.” Health and Human Services, October 2022. Available at: <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Child and Adult Care Food Program (CACFP):

A federally-funded program administered by the state that provides assistance to child and adult care entities to provide nutritious foods.

SOURCES AND RESOURCES TO LEARN MORE:

“Child and Adult Care Food Program.” United States Department of Agriculture, July 2023. Available at: <https://www.fns.usda.gov/cacfp>

Child Care Subsidies:

A federally funded program that provides assistance to low-income families to pay for child care needs. Eligibility and size of subsidy vary by state.

SOURCES AND RESOURCES TO LEARN MORE:

“Child Care Financial Assistance Options.” ChildCare, Accessed in January 2024. Available at: <https://childcare.gov/consumer-education/get-help-paying-for-child-care>

Child/Family Impact Statement:

A tool to determine the impact of a policy on children and families at the policy development stage. The goal is to protect children’s interests in policy making and identify any effects early.

SOURCES AND RESOURCES TO LEARN MORE:

“Fact Sheet: Child Impact Statements.” First Focus on Children, September 2021. <https://firstfocus.org/resources/fact-sheet/fact-sheet-child-impact-statements>

Child Find:

Under the Individuals with Disabilities Education Act (IDEA), Child Find is the legal requirement that schools find all children who may have a disability and follow the proper referral and evaluation procedures. School districts must have a process to identify and evaluate children who may need early intervention or special education services.

SOURCES AND RESOURCES TO LEARN MORE:

“What is Child Find?” Understood, Accessed in January 2024. Available at: <https://www.understood.org/en/articles/child-find-what-it-is-and-how-it-works>

Children in All Policies/Children First:

An approach to decision making that considers how any one policy or practice change will affect the community’s children.

SOURCES AND RESOURCES TO LEARN MORE:

Dalglish, Sarah L.; Costello, Anthony; Clark, H.; Coll-Seck, A. (2021). “Children in All Policies 2030: a new initiative to implement the recommendations of the WHO–UNICEF–Lancet Commission”, The Lancet, 2021. Accessible at: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(21\)00718-2/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(21)00718-2/fulltext)

Circle of Parents:

A parent support group model where anyone in a parenting role can share ideas, resources, successes and challenges.

SOURCES AND RESOURCES TO LEARN MORE:

“About Circle of Parents: Overview.” Circle of Parents, Accessed in January 2024. Available at: <http://circleofparents.org>

Community:

In this guide, community is used in the formal sense—a city, town, village, county, or other geographic and politically defined area. In this sense, community is the physical and geographical spaces in which children and families live. It determines the availability, access, and use of formal services and informal resources that families have. This term is also used to refer to relational communities, within and beyond an immediate geographical and living environment, which consist of a group with shared interests, practices, or identifications that foster a sense of community.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Community connections for children: family, friends, neighbours and local organisations.” Raising Children, December 2022. Available at: <https://raisingchildren.net.au/school-age/connecting-communicating/connecting/helping-your-child-connect-with-others>
2. “Section 2. Understanding and Describing the Community.” Community Toolbox, Accessed in January 2024. Available at: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>

Community Asset Mapping:

A strength-based approach to community development. The goal of asset mapping is to document a community’s existing resources, incorporating these strengths into community development work. It can help identify where disparities exist, and begin a conversation about how resources can be used, leveraged and/or built upon to address community needs.

SOURCES AND RESOURCES TO LEARN MORE:

“Participatory Asset Mapping: A Community Research Lab Toolkit.” Healthy City, April 2012. Accessed in March 2024. Available at: <https://communityscience.com/wp-content/uploads/2021/04/AssetMappingToolkit.pdf>

Community Navigators/Promotoras:

A community member trained to help individuals navigate the human services and health systems to get the services they need.

SOURCES AND RESOURCES TO LEARN MORE:

“Community Navigators.” National Partnership for New Americans, Accessed in January 2024. Available at: <https://partnershipfornewamericans.org/community-navigators>

Community Member(s):

Throughout the guide, community members refer to all who live, learn, work, play, and pray in a community, and extends to include members of relational communities that make up families’ networks. Children and families belong to relational communities that consist of a variety of community members, whether it is friends at childcare, parent peers on the sports fields or online, multi-generational connections in churches, extended families, or wider communities built around shared language, or racial, religious, national, LGBTQ+ identities, and more. Relationships with community members contribute to a sense of belonging and affirming the social and cultural identities of adults and children.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Community connections for children: family, friends, neighbours and local organisations.” Raising Children, December 2022. Available at: <https://raisingchildren.net.au/school-age/connecting-communicating/connecting/helping-your-child-connect-with-others>
2. “Community Members.” County Health Rankings & Roadmaps, Accessed in January 2024. Available at: <https://www.countyhealthrankings.org/take-action-to-improve-health/partner-center/community-members#:~:text=They%20include%20all%20who%20live,person%20who%20gets%20things%20done>

Developmental Screening:

A way to monitor a child’s developmental milestones and assess whether a child may need services to support their development. A number of tools are available for parents, physicians, or other care providers to assess a child’s development, such as the Ages & Stages Questionnaire (ASQ).

SOURCES AND RESOURCES TO LEARN MORE:

“Developmental Monitoring and Screening.” Centers for Disease Control and Prevention, April 2023. Available at: https://www.cdc.gov/ncbddd/actearly/screening.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fncbddd%2Fchilddevelopment%2Fscreening.html

Early Care and Education (Early Childhood Education):

The formal and informal education programs that guide the growth and development of children from birth to age 5. The purpose of early childhood education is to provide children with a foundation that helps them develop the emotional, social, and cognitive skills needed to become lifelong learners throughout preschool years and as children transition to kindergarten.

SOURCES AND RESOURCES TO LEARN MORE:

“What is early childhood education and why is it so important? Understanding its impact.” University of Massachusetts Global. Accessed in January 2024. Available at: <https://www.umassglobal.edu/news-and-events/blog/what-is-purpose-of-early-childhood-education>

Early Childhood:

Early childhood is a pivotal period of child development that begins before birth and goes through age 8. This is a period of rapid and key brain and body development. Healthy development and support during this period provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation. In this guide, we refer to an investment in early childhood as investment in funding and resources towards early childhood systems and improving outcomes for young children and their families. For a definition of early childhood systems, refer to its glossary entry.

SOURCES AND RESOURCES TO LEARN MORE:

“Early Childhood.” American Academy of Pediatrics, Accessed in March 2024. Available at: <https://www.aap.org/en/patient-care/early-childhood>

Early Childhood Health:

Health is a foundational aspect of an individual’s ability to develop, learn, and thrive, and early childhood health lays the foundation for future healthy development. Early childhood health is the extent to which individual children are able or enabled to (a) develop and realize their developmental potential, (b) have their needs met and learn to meet their needs, and (c) develop the capacities that allow them to interact successfully with their biological, physical, and socio-emotional environments. Children’s health and well-being is influenced by a variety of factors, including family characteristics, community dynamics, and other social determinants of health. All aspects of health and development work together to inform a child’s overall well-being. Healthy children live in families, environments, and communities that provide the opportunity to reach their fullest developmental potential. It is important to note that health is not merely the absence of disease and infirmity.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Child Health - Definition.” First Things First, October 2007. Available at: [Child Health Definition \(azftf.gov\)](https://www.firstthingsfirst.org/child-health-definition)
2. “Children’s Health, The Nation’s Wealth: Assessing and Improving Child Health.” National Research Council (US); Institute of Medicine (US), 2004. Available at: <https://www.ncbi.nlm.nih.gov/books/NBK92198>
3. “Overview of Early Childhood Health Promotion.” Rural Health Information Hub, February 2021. Available at: [Overview of Early Childhood Health Promotion – RHInfo Toolkit \(ruralhealthinfo.org\)](https://www.ruralhealthinfo.org/early-childhood-health-promotion)

Early Childhood System:

The network of services and entities that reach children from prenatal development to age 8 and their families in a given community or state, including early care and education; health and mental health; and family supports. An early childhood system contains: (1) interdependent policies, programs, services, and infrastructure; (2) all child- and family-serving systems—such as early learning, health, housing, economic development, and transportation; (3) connections of each of these elements to each other.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Early Childhood System Performance Toolkit.” Center for Study of Social Policy, 2021. Available at: <https://cssp.org/resource/early-childhood-system-performance-assessment-toolkit>.
2. “What is an Early Childhood System?” Build Initiative. Available at: <https://buildinitiative.org/approach/early-childhood-system>.

Early Intervention:

The system of services that support young children with developmental delays or disabilities and their families.

SOURCES AND RESOURCES TO LEARN MORE:

“What is “Early Intervention”?” Center for Disease Control and Prevention, 2023. Available at: <https://www.cdc.gov/ncbddd/actearly/parents/states.html>

Early Learning Community (ELC):

An Early Learning Community (ELC) is a city, town, village, or county that promotes learning and development prenatally through the early years of elementary school so that all children can thrive. While communities vary greatly by history, culture, demographics, and geography, all Early Learning Communities stand on four key “building blocks”—that is, community characteristics and actions that promote healthy child development and family well-being: (1) Community leadership, commitment, and public will to make early childhood a priority, (2) Quality services that work for all young children and their families, (3) Neighborhoods where families can thrive, and (4) Policies that support and are responsive to families.

Early Relational Health:

Early Relational Health is the state of emotional well-being that grows from emotional connection between babies and toddlers and their parents and caregivers when they experience strong, positive, and nurturing relationships with each other. Early Relational Health is foundational to children’s healthy growth and development and their parents’ and caregivers’ sense of competence, connection, and overall well-being. These strong and enduring relationships also help to protect the family from the harmful effects of stress.

SOURCES AND RESOURCES TO LEARN MORE:

“Early Relational Health Explained.” Nurture Connection, Accessed in March 2024. Available at: <https://nurtureconnection.org/early-relational-health/early-relational-health-explained>

Earned Income Tax Credit (EITC):

A federal tax benefit for low to moderate-income working people. EITC reduces the amount of tax owed.

SOURCES AND RESOURCES TO LEARN MORE:

“Earned Income Tax Credit (EITC).” Internal Revenue Service, 2023. Available at: <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit-eitc>

Equity in Early Childhood Systems:

Every child receives what they need to be developmentally on track and prepare for kindergarten and life. Historically, access to high-quality care, education and other services has been lower in low-income neighborhoods. Equity would ensure that all children, regardless of race, socio-economic level, and ability, have access to and knowledge of high-quality providers.

SOURCES AND RESOURCES TO LEARN MORE:

“Advancing Equity in Early Childhood Education Position Statement.” National Association for the Education of Young Children, 2019. Available at: <https://www.naeyc.org/resources/position-statements/equity>

Family:

A unit with a kinship bond made up of a group of two or more people bound together over time by ties of mutual consent, legal and/or biological ties. Families can have a variety of structures, and be biologically tied, or “family of choice” (chosen family) bound together by ongoing social support. Families play a significant role in individual’s lives and assume key responsibilities and primary functions for their family.

SOURCES AND RESOURCES TO LEARN MORE:

1. Definition of Family. The Vanier Institute of the Family. Accessed in March 2024: <https://vanierinstitute.ca/definition-of-family>
2. “Family of choice.” Accessed in March 2024: https://en.wikipedia.org/wiki/Family_of_choice
3. Sharma, Rahul. “The Family and Family Structure Classification Redefined for the Current Times.” Journal of Family Medicine and Primary Care, 2013. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4649868>

Family Resource Centers:

A neighborhood-based facility where families can access formal and informal support, such as parenting education programs, job training, health and mental health services, child care, literacy and other city or county services.

SOURCES AND RESOURCES TO LEARN MORE:

“Do place-based programs, such as Family Resource Centers, reduce risk of child maltreatment and entry into foster care?” Casey Family Programs, 2019. Available at: <https://www.casey.org/family-resource-centers>

Family Team Meetings:

Planning and decision-making meetings with trained facilitators to determine goals, identify strengths and areas for improvement, and find solutions to keep children safe and promote their well-being within a supportive family. Participants in Family Team Meetings may include parents, service providers and members of the family’s informal support network, depending on the specific model being used.

SOURCES AND RESOURCES TO LEARN MORE:

“2007 Quick Reference Guide: Family Team Meetings.” Child and Family Services Agency, 2007. Available at: <https://cfsa.dc.gov/sites/default/files/dc/sites/cfsa/publication/attachments/QRG%20-%20Family%20Team%20Meetings%28H%29.pdf>

Health in All Policies:

An approach to decision making that considers how any one policy or practice change will affect the overall health of people in a community.

SOURCES AND RESOURCES TO LEARN MORE:

“Health in All Policies.” Center for Disease Control and Prevention, 2016. Available at: <https://www.cdc.gov/policy/hiap/index.html>

High Quality Services:

Definitions of quality may vary depending on the type of service being provided (e.g., a high-quality early care and education program vs. a high-performing medical home), and families may prioritize different aspects of quality depending on their own preferences and frame of reference. Broadly speaking, high-quality services in early childhood are those that “go beyond basic health and safety requirements to provide warm, responsive relationships..., stimulating and developmentally appropriate curricula [or guidance], and ongoing training for educators [and other providers]”; a high-performing medical home “provide[s] care coordination capable of responding to both bio-medical and social risks and conditions.”

SOURCES AND RESOURCES TO LEARN MORE:

1. Johnson, Kay and Charles Bruner. “A Sourcebook on Medicaid’s Role in Early Childhood: Advancing High Performing Medical Homes and Improving Lifelong Health.” Child and Policy Family Policy Center, October 2018. Available at: https://www.inckmarks.org/docs/pdfs_for_Medicaid_and_EPSDT_page/SourcebookMEDICAIDYOUNGCHILDRENALL.pdf
2. Schoch, Annie D., et al. “Children’s Learning and Development Benefits from High-Quality Early Care and Education: A Summary of the Evidence.” Office of Planning, Research, and Evaluation, November 8, 2023. Available at: <https://www.acf.hhs.gov/opre/report/childrens-learning-and-development-benefits-high-quality-early-care-and-education>
3. Workman, Simon and Rebecca Ullrich. “Quality 101: Identifying the Core Components of a High-Quality Early Childhood Program.” Center for American Progress, February 13, 2017. Available at: <https://www.americanprogress.org/article/quality-101-identifying-the-core-components-of-a-high-quality-early-childhood-program>

Home Visiting Program:

Programs that bring trained home visitors to support expectant parents and parents of children 0–5 in their own homes. Services can include providing information on child development, health and well-being as well as supporting and building the capacity of parents. A home visitor may also connect parents to other services and resources available in the community. Program structure varies widely depending on the implementing entity and the program model.

SOURCES AND RESOURCES TO LEARN MORE:

Lewy, Daniela and Armelle Casau. “Addressing Racial and Ethnic Disparities in Maternal and Child Health Through Home Visiting Programs.” Center for Healthcare Strategies, October 2021. Available at: <https://www.chcs.org/resource/addressing-racial-and-ethnic-disparities-in-maternal-and-child-health-through-home-visiting-programs>

Individuals with Disabilities Education Act (IDEA) Part C:

A federal grant program, part of the Individuals with Disabilities Education Act to assist states in implementing statewide early intervention services for infants and toddlers, ages birth through 3, with disabilities and their families.

SOURCES AND RESOURCES TO LEARN MORE:

“IDEA Part C: Early Learning and Early Childhood.” U.S. Department of Education, December 13, 2023. Available at: <https://sites.ed.gov/idea/early-learning-early-childhood>

Infant and Early Childhood Mental Health Consultation:

A consultation by a trained mental health professional with an early childhood teacher/provider focused on an individual child or on entire classroom environments to “infuse activities and interactions that promote healthy social and emotional development, and to prevent, identify, or reduce mental health challenges.”

SOURCES AND RESOURCES TO LEARN MORE:

“Infant and Early Childhood Mental Health Consultation: A Briefing Paper.” ZERO TO THREE, August 2, 2017. Available at: <https://www.zerotothree.org/resource/infant-and-early-childhood-mental-health-consultation-a-briefing-paper>

Local (Community) Leaders:

Local leaders and decision makers play an important role in addressing community needs and setting priorities, providing overarching policy direction, and bringing stakeholders. Elected officials, school superintendents/ administrators and teachers, business and civic leaders can be local leaders, but the term is not limited to any professional roles. Local leaders are individuals invested in local community development, who use leadership strategies to reach other community members and navigate local challenges, community needs and concerns, and opportunities for innovation and improvement.

SOURCES AND RESOURCES TO LEARN MORE:

“Building Community Resilience by Integrating Hazard Mitigation: The Role of Local Leadership.” FEMA, 2020. Available at: <https://www.fema.gov/sites/default/files/2020-07/building-community-resilience-local-leadership.pdf>

Marginalized:

Marginalization occurs when members of a dominant group relegate members of a particular group to the edge of society, excluding them based on a perceived difference from the dominant group and not allowing them an active and equal voice, role, identity, or place within the shared society. Marginalization is discrimination, and includes treating a person or group differently, whether it’s through dismissal, isolation, and/ or disempowerment.

Marginalization is a result of inequitable distribution of social, economic, cultural, or political opportunities and resources. Marginalized groups have been historically distanced from access to power and resources. For example, in 1935, the U.S. passed the Social Security Act, which included welfare benefits of unemployment and social security. The act excluded individuals who worked on farms or as domestic help, jobs disproportionately held by African Americans and other people of color at the time. This marginalization of specific laborers deprived them of equal access to social security resources, and reinforced a longstanding legacy of racial and economic discrimination in the US.

SOURCES AND RESOURCES TO LEARN MORE:

1. “The Impact of Institutional Racism on Maternal and Child Health.” National Institute for Children’s Health Equity. Available at: <https://nichq.org/insight/impact-institutional-racism-maternal-and-child-health>
2. National Collaborating Centre for Determinants of Health. “Glossary of essential health equity terms.” National Collaborating Centre for Determinants of Health, St. Francis Xavier University, 2022. Available at: <https://nccdh.ca/learn/glossary>
3. “What Does Marginalized Mean and Why Does it Matter?” CultureAlly. Available at: <https://www.cultureally.com/blog/what-does-marginalized-mean-and-why-does-it-matter>

Mutual Aid:

A voluntary exchange of services and resources between members of society for mutual benefit. In this way, people are able to build new social relationships, give what they can and receive what they need.

SOURCES AND RESOURCES TO LEARN MORE:

Wex Definitions Team. “mutual aid.” Legal Information Institute, Cornell Law School, April 2022. Available at: https://www.law.cornell.edu/wex/mutual_aid

No Wrong Door Approach:

A holistic model to provide services that allows a family to approach any agency and receive the programs or services they need. Every entry point is a universal “door” to community services and government programs.

SOURCES AND RESOURCES TO LEARN MORE:

The Governing Institute. “No Wrong Door: A Holistic Approach to Human Services.” The Governing Institute, 2016. Available at: <https://papers.governing.com/No-Wrong-Door-A-Holistic-Approach-to-Human-Services-73108.html>

Parent:

For the purposes of this Action Guide, we would like to emphasize that parents come in many forms and we hope to use the broadest possible interpretation: a caring adult entrusted with caregiving and raising a child. Parenting involves child rearing and supporting the physical, emotional, social, cultural, and cognitive development of a child. Parenting includes the intricacies of raising a child and is not exclusively tied to a biological relationship with the child. A parent can have different relational ties to a child, and can include family kin, legal guardians, close family friends or chosen family, caregivers, child care providers, and/or role models with close ties to the family and community. In short, a “parent” is a caring adult entrusted with the raising of a child and primary care of that child, and can be family members or formal and informal caregivers.

SOURCES AND RESOURCES TO LEARN MORE:

1. Brooks, Jane. *The Process of Parenting: Ninth Edition*. New York: McGraw-Hill Higher Education, 2012.
2. Suskind, Dana. *Parent Nation: Unlocking Every Child's Potential, Fulfilling Society's Promise*. New York: Dutton, 2022.

Parent Cafes/Community Cafes:

A series of structured small group conversations that bring parents together to discuss issues important to them. The goal is to directly engage parents in building protective factors needed to prevent maltreatment and promote healthy outcomes for children.

SOURCES AND RESOURCES TO LEARN MORE:

“Insider’s Guide To Strengthening Families Through Protective Factors.” Be Strong Families. Available at: <https://info.beststrongfamilies.org/strengthening-families-through-protective-factors>

Parents Anonymous:

A family strengthening organization focused on parent leadership and mutual support where parents and caregivers come together to create positive change, improve family functioning and provide emotional support to each other in a safe and caring environment.

SOURCES AND RESOURCES TO LEARN MORE:

1. “About Us.” Parents Anonymous. Available at: <https://parentsanonymous.org/about-us>
2. Burnson, Cynthia, et al. “The Impact of Parents Anonymous on Child Safety and Permanency.” *Children and Youth Services Review*, 124, May 2021. Available at: <https://www.sciencedirect.com/science/article/pii/S0190740921000529>

Participatory Budget Process:

A process of democratic decision-making in which residents decide how to allocate a portion of the public budget in a city allowing them to identify public spending projects and giving them power to direct how the money is spent.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Participatory Budgeting: Next Generation Democracy.” Participatory Budgeting Project, August 2016. Available at: https://www.participatorybudgeting.org/wp-content/uploads/2023/05/PBP_whitepaper_2016.9.20.pdf
2. Yancy, Curtis. “Community Fund: A Participatory Grantmaking Case Study.” Chan Zuckerberg Initiative, January 23, 2023. Available at: <https://participatorygrantmaking.issueelab.org/resource/community-fund-a-participatory-grantmaking-case-study.html>

Participatory Grantmaking:

A collaborative funding approach that shifts power from funders to impacted communities through the grantmaking process. By engaging directly impacted community members in funding decision-making, from defining grant criteria to awarding funds, participatory grantmaking prioritizes community voice and builds trust.

SOURCES AND RESOURCES TO LEARN MORE:

1. Gibson, Cynthia. "Deciding Together: Shifting Power And Resources Through Participatory Grantmaking." Foundation Center, 2018. Available at: https://learningforfunders.candid.org/wp-content/uploads/sites/2/2018/12/DecidingTogether_Final_20181002.pdf
2. Gibson, Cynthia. "Participatory Grantmaking: Has Its Time Come?" Ford Foundation, October 2017. Available at: https://www.fordfoundation.org/wp-content/uploads/2017/11/participatory_grantmaking-lmv7.pdf
3. Kabia, John. "Fund 101: Intro To Participatory Grant-Making." Fund for Global Human Rights, February 25, 2021. Available at: <https://globalhumanrights.org/commentary/fund-101-intro-to-participatory-grant-making>

Quality Rating and Improvement System (QRIS):

A system to rate the quality of early care and education providers to educate the public about the relative quality and adherence to safety and program standards by the provider. The ratings are also used to encourage providers to undertake continuous quality improvement of their programs, which can include professional development, trainings and financial incentives to achieve higher levels of quality.

SOURCES AND RESOURCES TO LEARN MORE:

"QRIS Resource Guide Section 1: About QRIS." National Center on Early Childhood Quality Assurance, December 2018. Available at: https://ecquality.acf.hhs.gov/sites/default/files/1812_Section_1_About_QRIS_FINAL.pdf

Results:

In this guide, results refers to the outlined, three broad sets of desired outcomes for early learning communities to strive for and collaboratively build towards achieving. The combined results describe the "Guiding Vision" goal of ensuring that all children thrive, and are defined as universal goals that all early learning communities need to work towards as a benchmark of equitable outcomes for young children and their families. When these results are focused on and investment is made to sustain these efforts, communities benefit as a whole.

Shared Services:

Shared services models in the early childhood field are a way for early care and education (ECE) providers to share some of the business functions of an ECE operation, including joint purchasing, staff sharing, centralized administration or coordinating program or capacity building including professional development, sharing tools and systems or continuous improvement processes.

SOURCES AND RESOURCES TO LEARN MORE:

Early Learning Challenge Technical Assistance (ELC TA) Program "Shared Services as a Strategy to Support Child Care Providers." AEM Corporation, 2016. Available at: <https://files.eric.ed.gov/fulltext/ED583847.pdf>

Talk Read Sing:

An early literacy campaign with tools and resources to encourage parents and families to talk, read and sing to babies and young children every day.

SOURCES AND RESOURCES TO LEARN MORE:

"Talk, Read, and Sing Together Every Day!" Administration for Children & Families, May 8, 2017. Available at: <https://www.acf.hhs.gov/ecd/talk-read-and-sing-together-every-day>

Thrive:

Children and young people thrive “when they are developmentally supported across all sectors of the community—school, youth serving agencies, faith organizations, community governance, business... and more.” We extend our definition of thrive to include support and learning across multiple domains of development—physical, cognitive, social-emotional, and language.

SOURCES AND RESOURCES TO LEARN MORE:

Whitlock, Janis. “Understanding Youth Development Principles and Practices.” ACT for Youth Upstate Center of Excellence, September 2004, p. 1. Available at: https://actforyouth.net/resources/rf/rf_understandyd_0904.pdf

Trauma-informed Policies and Practices:

An approach to care and services that takes into consideration the wide impact trauma can have on children and families in their care and supports them in their path to recovery. Providers who follow trauma-informed practices work to integrate appropriate responses into their interactions to promote recovery and resilience among communities impacted by trauma. Trauma can stem from chronic conditions (such as living in poverty or consistently experiencing racism) as well as from one-time experiences (such as losing a loved one to violence or being the victim of a crime). Many members of a community can also experience trauma as a result of community conditions or shared experiences.

SOURCES AND RESOURCES TO LEARN MORE:

“Fact Sheet: Health Disparities and Stress.” American Psychological Association, 2012. Available at: <https://www.apa.org/topics/racism-bias-discrimination/health-disparities-stress>

Two-generation Strategies:

An approach to providing services that addresses needs of both the child and caregiver. It can include a range of services including family-centered services, child-centered services, and adult-centered services. They often work to build the capacity of adults to care for children; provide ways to improve their education, work and economic opportunities; and build the strengths and resilience of families.

SOURCES AND RESOURCES TO LEARN MORE:

“Two-Generation Approaches.” U.S. Dept. of Housing and Urban Development, 2016. Available at: <https://www.hud.gov/sites/dfiles/PIH/documents/kindergarten2genratnappro.pdf>

Underserved and Under-resourced:

These terms refer to groups and communities who share a particular characteristic—demographic, geographic, or other factor—that results in them being systematically denied full access to a resource (for example, an area that lacks clean water and/or a specific school system that is reliability under-funded). The term(s) also refer to when groups of people or communities are not equitably served by specific programs, initiatives, infrastructure, or systems.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Health Equity Guiding Principles for Inclusive Communication—Key Principles.” Center for Disease Control and Prevention. Accessed in January 2024. Available at: https://www.cdc.gov/healthcommunication/Health_Equity.html
2. “Key Concepts in Health Equity.” Centers for Medicare & Medicaid Services. Accessed in October 2023. Available at: <https://www.cms.gov/priorities/innovation/key-concept/health-equity>

Vroom:

A set of tools and resources to provide families with messages and tips to use everyday moments to improve cognitive, social, and emotional development of young children.

SOURCES AND RESOURCES TO LEARN MORE:

“About.” Vroom, Accessed in March 2024. Available at: <https://www.vroom.org/about>

Warm Handoff:

A referral during which one provider introduces the client to another provider in person and in real time. The client can hear the information exchanged between providers. It engages the client in the process, improves communication among all parties, and may encourage follow through by all parties.

SOURCES AND RESOURCES TO LEARN MORE:

“Warm Handoff: Intervention.” Agency for Healthcare Research and Quality, 2023. Available at: <https://www.ahrq.gov/patient-safety/reports/engage/interventions/warmhandoff.html>

Well-being:

With reference to a person or community, well-being refers to the state of being healthy, happy, or prosperous; physical, psychological, or moral welfare. Well-being can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives and wellness as a whole.

SOURCES AND RESOURCES TO LEARN MORE:

1. Michaelson, Juliet; Mahony, Sorch; Schifferes, Jonathan. “Measuring Well-being: A guide for practitioners.” New Economics Foundation, 2012. Available at: <https://neweconomics.org/uploads/files/measuring-wellbeing.pdf>
2. “Well-being.” Oxford English Dictionary, Accessed in March 2024. Available at: https://www.oed.com/dictionary/well-being_n?tab=meaning_and_use

Workforce Registries:

State-based systems that are intended to record the educational and training data of early care and education workers, including teachers, administrators, directors, owners, trainers, and coaches. They also provide information on available trainings and professional development opportunities for the ECE workforce and offer a way for providers and teachers to keep track of their qualifications and credentials.

SOURCES AND RESOURCES TO LEARN MORE:

“Evolution of the Child Care Workforce Registry.” The National Workforce Registry Alliance, 2021. Available at: <https://www.registryalliance.org/evolution-of-childcare-workforce-registry>

Young Children:

Children in the period of early childhood development, defined by the American Academy of Pediatrics as a pivotal period of growth beginning before birth through approximately age 8. Although developmental periods do not rigidly correspond to chronological age, early childhood is a critical stage for young children to acquire the building blocks for later growth in various developmental domains. The main domains of development include physical, cognitive, language, and social-emotional.

SOURCES AND RESOURCES TO LEARN MORE:

1. “Developmentally Appropriate Practice (DAP) Position Statement.” National Association for the Education of Young Children, Accessed in January 2024. Available at: <https://www.naeyc.org/resources/position-statements/dap/glossary>
2. “Early Childhood Health and Development.” American Academy of Pediatrics. Accessed in January 2024. Available at: <https://www.aap.org/en/patient-care/early-childhood/early-childhood-health-and-development>