

Oregon Early Learning Glossary

Oregon Child Care Research Partnership

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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
Accommodation	Accommodations are supports and services provided to help a student access the general education curriculum and validly demonstrate learning.
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.
Afterschool	Programs and activities for 5-18 year-olds that take place when they are not in school, including before/after school, evenings, weekends, summer, and holidays. Also known as Expanded Learning Opportunities (ELOs). ⁱ
Afterschool Enrichment Program	Enrichment activities expand on students' learning in ways that differ from the methods used during the K-12 school day. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. ⁱⁱ
Afterschool and Youth Development (AYD)	A field of professionals and volunteers who provide before school, afterschool, summer, and other types of learning and development programs for children and youth ages 5-21 years. AYD programs are supported by schools, public agencies, childcare, for and not-for-profit entities, and community-and faith-based organizations. AYD programs are transformational for many disengaged youth who have not been served in traditional settings, placing priorities on high quality programs and racial equity in AYD field. ⁱⁱⁱ

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Career Lattice	A professional development framework that places individuals on a series of career levels based upon verified training and education documentation. Individuals may move along the lattice by accumulating training and/or education to result in professional mastery, career advancement and higher compensation. This framework may alternatively be referred to as a ladder, steps, tiers, a spectrum, or a pathway.
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
Certified Family Child Care (CFCC)	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. See “Rules for Certified Family Child Care Homes”. See Oregon Child Care regulatory categories.
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.
Child and Adult Care Food Program (CACFP)	In Oregon the national assistance for nutrition in early learning facilities is administered by the Oregon Department of Education (ODE). For family child care homes ODE uses local sponsoring organizations to manage the program.
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. ^{iv}

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Common Core State Standards	An education initiative in the United States that details what K-12 students should know in English language arts and mathematics at the end of each grade. Oregon adopted these standards and is in the process of aligning them with those from the Head Start Early Learning Outcomes Framework. ^v
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.
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.
Cultural Competence	In Oregon cultural competence is considered essential to providing services to children and families. It refers to a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations and actively seek ways to grow these skills..
Developmental Screening	Developmental screening is a short test to tell if a child is learning basic skills when he or she should, or if there are delays.

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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.
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 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 Hub	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 Learning Partnership Forum (ELPF)	Formerly the “Coordinating Council”, the ELPF is an ad hoc group whose role is to provide input and advise the Early Learning Division on childcare policy related to the CCDF state plan. Membership includes representation from child care resource and referral, child care unions, philanthropic organizations, Oregon Association for the Education of Young Children, Oregon After School for Kids, Oregon Child Care Directors Association, Oregon Center for Career Development, Head Start, Early Head Start, Child and Adult Care Food Program, Oregon Health Authority, Oregon Library System, higher education, and child care providers.

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Early Learning Terms	Definition
Early Learning Workforce	<p>In its annual study of the early learning workforce, Oregon defines it as persons with the following characteristics:</p> <ul style="list-style-type: none"> • Employed in a child care and education facility regulated by the Early Learning Division, • Works directly with children and families, • Actively employed in the year described in the study.^{vi}
Employment Related Day Care (ERDC)	<p>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.</p>
Equity Lens	<p>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 <i>Lens</i> 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.”^{vii}</p>
Expanded Learning Opportunity (ELO)	<p>The term Expanded Learning Opportunity refers to before and after school, summer, and inter-session learning programs that focus on developing the academic, social, emotional, and physical needs and interests of K-12 age students through engaging, hands-on learning experiences. Expanded Learning programs should be student-centered, results-driven, include community partners, use program standards, and complement but not replicate learning activities in the regular school day/year. Refers to child k and up.^{viii}</p>

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Early Learning Terms	Definition
Extended/Expanded Learning Time (ELT) (children in kindergarten and older)	School-based models that <i>extend</i> the traditional K-12 school day and calendar year in order to provide additional instructional time. Critically different from Expanded Learning Opportunities, which provide experiential learning opportunities <i>outside</i> of the regular school day. ^{ix}
Evidence-based Practices	A practice, regimen or service that is grounded in evidence showing that it improves outcomes. Elements of the practice are standardized, replicable and effective within a given setting and for particular group of participants.
Family Engagement	Family Engagement captures a commitment to a shared responsibility of schools and other community agencies to reach out to engage families meaningfully and families commit to actively support their children’s learning and development. Effective family engagement cuts across and reinforces learning in the multiple settings where children learn— at home, in early learning programs, in school, in afterschool programs, in faith-based institutions, and in the community.
Head Start Early Learning Outcomes Framework 2015 (ELOF)	The Early Learning Outcomes Framework (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.
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.
Oregon Administrative Rules (OARS)	Oregon Administrative Rules are 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.

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Oregon Association for the Education of Young Children (OAEYC)	Oregon AEYC is an affiliate of the National Association for the Education of Young Children and serves over 1300 early childhood professionals in the state of Oregon.
OregonASK	Oregon After School for Kids (OregonASK) is a collaboration of public and private organizations and community members which seek to address common issues and concerns across all out-of-school time services – child care, recreation, education and youth development.
Oregon Child Care Regulatory Types	<p>Oregon regulates three types of child care:</p> <ul style="list-style-type: none"> • <i>Certified Child Care Center</i> rules regulate programs that serve children in a building constructed as other than a single family home for more than four hours per day. • <i>Certified Family Child Care Home</i> rules regulate home-based providers who care for no more than 16 children. • <i>Registered Family Care Home</i> rules regulate home-based providers who care for a maximum of 10 children under 13 years of age, including the provider’s own children of which only 6 can be preschool age or younger. <p>Oregon exempts from regulation some programs but does “record” some. See Recorded programs.</p>
Oregon Center for Career Development (OCCD)	The Oregon Center for Career Development in Childhood Care and Education provides leadership in the development and operation of integrated and statewide professional development standards and systems, promotes professional development to achieve high quality care and education for children and youth, and creates and supports training and education. OCCD is home to the Oregon Registry and Oregon Registry Online. OCCD is a department of Portland State University’s Graduate School of Education.
Oregon Child Care Research Partnership (OCCRP)	OCCRP exists to inform early learning policy by making accurate information on child care and early learning available. Housed within the Hallie Ford Center for Healthy Children and Families at Oregon State University, the Research Partnership brings together policy makers, researchers, and practitioners.

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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 Head Start 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.

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Oregon Registry Credentials	A credential is a document certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence. The Oregon Registry offers Credentials for Infant Toddler Professionals, Directors and School Age Professionals. These Oregon Registry Credentials recognize a professional’s knowledge, skills and achievements related to the specific criteria for each credential.
Out-of-School Time	Refers to the non-school time periods for school-age children and adolescents, during which there is often a need for school-age child care and other types of expanded learning opportunities. You can also use <i>afterschool</i> or <i>expanded learning opportunities</i> . ^x
Preschool Promise	Oregon is launching a model for a new publicly-funded, high quality preschool system known as Preschool Promise. 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. High quality preschools will be connected by their Early Learning Hub. The program will bring together early learning programs operated by Head Start, K-12, or community-based organizations.
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.
Recorded Programs	<p>Preschool Recorded Program means a facility providing care that is primarily educational for preschool age children for four hours or less per day and where no child is present at the facility for more than four hours per day.</p> <p>School Age Recorded Program means a program that is not required to be certified in which youth development activities are provided to school age children during hours that school is not in session and does not take the place of a parent’s care.</p>

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Registered Family Child Care (RFCC)	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.
School-age	This term is primarily used to refer to children from 5-12 years of age. In Oregon we use the term to include children and youth from 5 - 21 years.
The Research Institute at Western Oregon University (TRI)	TRI at Western Oregon University works to improve the quality of life for individuals by facilitating positive change in communities, education, health, and human service systems. TRI manages Oregon Quality Rating and Improvement System (QRIS).
Types of Child Care and Education	Although there are many ways to think about child care and early learning, it is common to talk about centers and child care homes. See Oregon Child Care Regulatory Categories. Early Learning programs are also be categorized by type of program philosophy. See Types of Early Learning Program Philosophies.
Types of Early Learning Program Philosophies	<p>Montessori: Montessori pedagogy is concerned with the development of the whole child including: physical, social, emotional, and cognitive. Exceptional value is place on the spirit of the child and consideration of this element is found in both the teacher’s preparation and the preparation of the child’s environment. Essential components of authentic Montessori education include: multi-age groupings, uninterrupted block of work time, activity choice, and “a full complement of Montessori learning materials, meticulously arranged in an aesthetically pleasing environment.” The Montessori classroom is recognizable by its lack of teacher presence.</p> <p>Lifeways: Steiner-inspired education for very early development (birth to age six), designed to provide home-like care for young children. It is family-style care for small mixed-age groups children. LifeWays, at its core, is resiliency development. A loving setting, one where children and parents are recognized, respected, and thrive, helps define LifeWays as a place where, childhood is a valid authentic time unto itself and not</p>

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	<p>just a preparation for schooling. LifeWays programs provide, a home or home-like environment that offers beauty, comfort and security, and connection to the living world of nature.</p> <p>Reggio-Inspired: Established by Loris Mallaguzzi, the Reggio Inspired community sees the child first as, “competent, strong, inventive, and full of potential; a powerful human-being with “rights instead of needs.” Through fields of knowledge, the curriculum becomes negotiated pathways to discovery and collaboration. There are seven distinctive characteristics in a Reggio Program: family participation, collegial work of personnel, the environment, an art studio, resident artist, in-school kitchen, and pedagogical coordinating team. Often referred to as the play-based curriculum, this pedagogy is also known for its philosophy to support the “culture of childhood.</p> <p>Waldorf: Waldorf care and education is founded on Rudolf Steiner’s humanistic orientation. In this pedagogical orientation, a heavy emphasis on the arts can be found. The Waldorf program is easily identified by its “warm, beautiful and loving home-like environment, which is protective and secure, and where things happen in a predictable, rhythmic manner.” The teacher responds to children by engaging in domestic, practical and artistic activities that reflect the seasons and festivals of the year. Second, the teacher nurtures the child’s power of imagination by telling stories and encouraging free play. Classrooms are reflective of all natural materials. The Waldorf essentials include: “love and warmth, environment that nurtures the senses, creative and artistic expression, meaningful adult activity, protection of the forces of childhood, gratitude, reverence, wonder, joy, humor, happiness, and adult caregivers pursuing a path of inner development.”</p> <p>Play-based Programs: Formal play based programs provide young children with opportunities for indoor and outdoor activities, the integration of music, movement and creative expression and adult-child interactions. Play-based programs embrace the belief that play shapes the brain.</p>

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Underserved Students	As noted in the Equity subcommittee report underserved populations are defined as, <i>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.</i> ^{xi}
21st Century (learning) Skills	The Framework for 21st Century Learning consists of core subjects and themes that revolve around three core skills: life and career skills, learning and innovation skills, and information media, and technology skills. The 21st Century skills are also mentioned as “non-cognitive skills,” “social-emotional learning (SEL),” character development, etc. ^{xii}
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.

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For more information on the purpose and uses of the Early Learning Glossary contact Bobbie Weber at bobbie.weber@oregonstate.edu.

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- ^v More information on Common Core State Standards from the Common Core State Standards Initiative at <http://www.corestandards.org/>
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