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| **LEARNING****AND DEVELOPMENT FOUNDATIONS** | **DESCRIPTION****Describe knowledge, skills, behavior, and competencies that typically developing children should be able to develop and demonstrate over time.** |  | **OUTCOMES****These are the knowledge and skills that the recommendations, strategies, tools, and learning opportunities aim to facilitate and promote.** | **EXAMPLE****At around 48 months of age children Interact with peers. They participate in simple sequences of pretend play.****(Preschool Learning Foundations)** |
| **CURRICULUM FRAMEWORKS** | **DESCRIPTION****Offer teaching strategies, ways to interact with children and families, and guidance to set up high quality environments.** |  | **STRATEGIES****These are the various ways that one can work towards achieving the outcomes.** | **EXAMPLE****Observe the level of social interaction skills that each child brings to the group.****Model effective and respectful interaction.****Incorporate play materials that pro­mote and encourage peer play.****(Preschool Curriculum** Framework) |
| **PROGRAM GUIDELINES AND RESOURCES** | **DESCRIPTION****Provide recommendations on how to set up programs for infants, toddlers, and preschool children.** |  | **RECOMMENDATIONS****These are ideas and suggestions that support the strategies.** | **EXAMPLE****To adapt successfully in group settings, children need to form trusting relationships with adults and children outside their family.****(Guidelines for Early Learning in Child Care Home Settings)** |
| **PROFESSIONAL DEVELOPMENT** | **DESCRIPTION****Includes opportunities for early childhood educators to learn more about the system and its areas of support; enhance their knowledge and skills; and access resources.** |  | **LEARNING OPPORTUNITIES****These are ways that one can expand or validate your knowledge about the outcomes, recommendations, strategies, and tools.** | **EXAMPLE****Workshops on related topics (e.g., observation, children interactions) offered by local entities, such as Resource & Referral agencies through the Child Care Initiative Project** |
| **DESIRED RESULTS ASSESSMENT SYSTEM** | **DESCRIPTION****Provides tools that early childhood educators can use to observe individual children, assess and document their learning, and do program planning.** |  | **TOOLS** **This is how one can check the effectiveness of the strategies and measure the progress towards achieving the outcomes.** | **EXAMPLE****C:\Users\afernandezleon\Desktop\fccers_r_cover.png****Family Child Care Environment Rating Scale ©** |
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**CUBE SIDES (2 pages)**

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| California’s Early Learningand Development System is thevision of the California Departmentof Education for early childhood education and professional development in the field. |  | California’s Early Learning and Development System has five components: Learning and Development Foundations, Curriculum Frameworks, Program Guidelines, Desired Results Assessment System, and Professional Development. |
| The system is meant to provideguide and support to earlychildhood educators in theirefforts to create and operatehigh quality early learningprograms and environments that allow children to thrive. |  | Each component of the system focuses on specific areas ofsupport and, together, they makeup a comprehensive network of resources and services that addresses all aspects andelements of high quality early learning programs. |



**BOOKLET**

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| **LEARNING****AND DEVELOPMENT FOUNDATIONS** | **DESCRIPTION****Describe knowledge, skills, behavior, and competencies that typically developing children should be able to develop and demonstrate over time.** | **OUTCOMES****These are the knowledge and skills that the recommendations, strategies, tools, and learning opportunities aim to facilitate and promote.** | **EXAMPLE****At around 48 months of age children Interact with peers. They participate in simple sequences of pretend play.****(Preschool Learning Foundations)** |
| **CURRICULUM** **FRAMEWORKS** | **DESCRIPTION****Offer teaching strategies, ways to interact with children and families, and guidance to set up high quality environments.** | **STRATEGIES****These are the various ways that one can work towards achieving the outcomes.** | **EXAMPLE****Observe the level of social interaction skills that each child brings to the group.****Model effective and respectful interaction.****Incorporate play materials that pro­mote and encourage peer play.****(Preschool Curriculum** Framework) |
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**PUZZLE**

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| --- | --- | --- |
| **MARKET** | **PRICE** | **COMPETITION** |
| **MARKET** | **PRICE** | **COMPETITION** |
| **MARKET** | **PRICE** | **COMPETITION** |

**MARKET RESEARCH TILES (1 of 3)**

|  |  |  |
| --- | --- | --- |
| **POTENTIAL CLIENTS** | **POTENTIAL CLIENTS** | **POTENTIAL CLIENTS** |
| **FEES FOR SIMILAR SERVICES BY SIMILAR BUSINESSES** | **FEES FOR SIMILAR SERVICES BY SIMILAR BUSINESSES** | **FEES FOR SIMILAR SERVICES BY SIMILAR BUSINESSES** |
| **PROVIDERS OF SIMILAR SERVICES** | **PROVIDERS OF SIMILAR SERVICES** | **PROVIDERS OF SIMILAR SERVICES** |

**MARKET RESEARCH TILES (2 of 3)**

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**MARKET RESEARCH TILES (3 of 3)**

**MARKET RESEARCH**

The process of gathering information about market (potential clients), price (fees for similar services by similar businesses), and competition (who is providing similar services).

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| --- | --- | --- | --- |
| **MARKET** | **POTENTIAL CLIENTS** |  | ***What are some real life examples that illustrate these concepts?*** |
| **PRICE** | **FEES FOR SIMILAR SERVICES BY SIMILAR BUSINESSES** |  |
| **COMPETITION** | **PROVIDERS OF SIMILAR SERVICES** |  |

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| Required individuals get fingerprinted. | Fingerprints are submitted to the California Department of Justice (DOJ). | DOJ conducts a background check | DOJ forwards clearance notice to the applicant and the Caregiver Background Check Bureau (CBCB)at the CA Dept. of Social Services. |
| DOJ forwards criminal record transcript with arrests and convictions to the Caregiver Background Check Bureau (CBCB). | The Caregiver Background Check Bureau (CBCB) staff reviews the transcript and determines whether the crimes and convictions may be exempted. | The Caregiver Background Check Bureau (CBCB) sends an exemption notification letter to the applicant. | The Caregiver Background Check Bureau (CBCB) denies the exemption. |
| Applicant applies for an exemption. | Exemption is granted. | Applicant may appeal the decision. | Appeal is decided in the applicant’s favor. |
| Appeal is denied. | **THE BACKGROUND CHECK TILES** |

**20 + 110 – 100 = 30**

**20 + 30 – 40 = 10**

**10 + 30 – 50 = -10**

**-10 + 50 – 10 = 30**

 **OPERATING BUDGET ACTIVITY**

ECK

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **$10** | **$10** | **$10** | **$10** | **$10** | **$10** | **$10** | **$10** |
| **$10** | **$10** | **$10** | **$10** | **$10** | **$10** | **$10** | **$10** |