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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 Learning  and Development System is the  vision of the California Department  of 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 provide  guide and support to early  childhood educators in their  efforts to create and operate  high quality early learning  programs and environments that allow children to thrive. |  | Each component of the system focuses on specific areas of  support and, together, they make  up a comprehensive network of resources and services that addresses all aspects and  elements of high quality early learning programs. |



**BOOKLET**

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| **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** |