



**GUAM
PRESCHOOL
DEVELOPMENT
GRANT
BIRTH TO **

STRATEGIC PLAN

OCTOBER 2021



Facilitated through a Memorandum of Understanding with the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service through a Memorandum of Agreement with the Department of Public Health and Social Services in collaboration with the Guam Early Learning Council

INTRODUCTION

The Guam Early Childhood State Plan was made possible through funding from Guam's Preschool Development Grant Birth to Five (Guam PDG B-5), which provided the mechanism for health and education programs and public & private community stakeholders to define and evaluate current practices and determine how all children will have equitable access to high-quality early childhood care and education opportunities.

The Guam PDG B-5 supports the Guam Early Learning Council's (GELC) vision that, "All of Guam's young children will have healthy minds, bodies, and spirits as the foundation for lifelong success." The mission of the GELC is "to support each child (birth to 8) in reaching his/her full potential through an equitable health care and education system that is accessible, comprehensive, integrated, and responsive to diverse cultures and is developed in collaboration with families and communities."

Through the implementation of this Early Childhood State Plan, Guam will achieve the GELC's mission of an Early Childhood Care and Education (ECCE) system of services that is accessible, comprehensive, integrated, and responsive to diverse cultures and is developed in collaboration with parents and community partners. This will be attained through the authentic engagement of parents, service providers, and community partners working together to address the strategic issues in the needs assessment, and identify actionable steps for setting the course of early childhood on Guam for the next three years.

The Guam PDG B-5 Leadership Team acknowledges that the plan is a living document and changes may occur as new needs arise. Accommodations will be made accordingly, including those needed in response to the present COVID-19 global pandemic. Stakeholder input from service providers, public and private community partners, parents and caregivers was collected, aggregated, and incorporated in the Needs Assessment and Strategic Plan documents.

THE GUAM EARLY LEARNING COUNCIL

The initial policy agenda for early childhood, including at-risk children, emerged in 2004 from the Executive Order 2004-14 which established an "Executive Committee on Early Childhood Care and Education," which was tasked to develop, implement, and oversee Guam's Comprehensive Plan for the Early Care and Education of Young Children. This Comprehensive Plan included a framework for program coordination among early childhood programs and services, publication of the Guam Early Learning Guidelines, professional development for early childhood personnel, and an update of Guam's Rules and Regulations for Licensed Child Care facilities.

In 2005, Project Tinituhon, Guam's Early Childhood Comprehensive System (ECCS) was established to support families and the community in developing an Early Childhood State Plan that lays the blueprint for how Guam will carry out an islandwide cross-agency early childhood comprehensive plan to ensure that young children have available, accessible, and affordable comprehensive health and education that promotes healthy minds, bodies, and spirits the foundation for lifelong success.

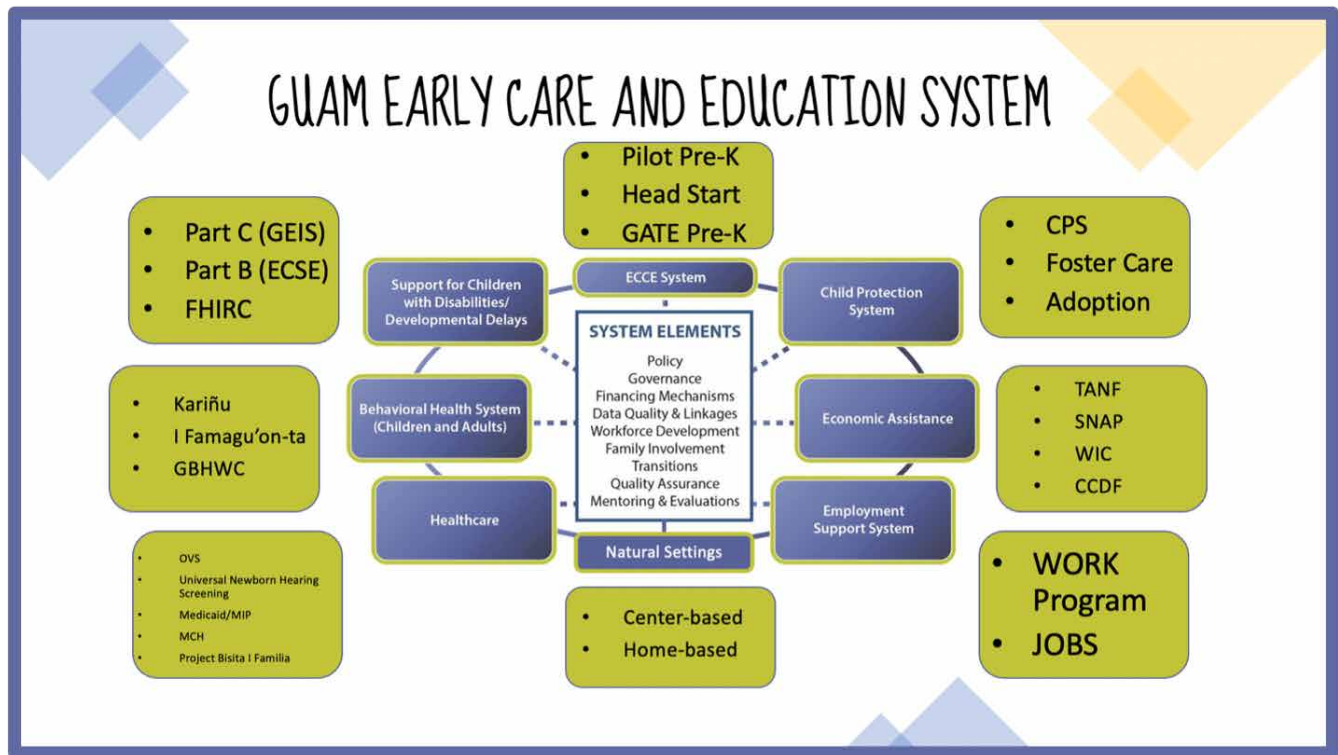
In 2008, Executive Order 2008-03, "Relative to Establishing the Guam Early Learning Council for Guam's Early Childhood Comprehensive System," was enacted. Our island's leaders understood the importance of the early years and the need to continue to support Guam's most vulnerable population, our nenis (Chamorro for children) and in 2011, Public Law 31-62, "Relative to Establishing the Guam Early Learning Council for Guam's Early Childhood Comprehensive System," formalized the importance of coordination and collaboration among agencies and organizations both public and private serving young children birth to age 8 and their families.

In 2011, Public Law 31 – 73, “An act to establish the administrative rules and regulations of the Department of Public Health and Social Services relative to child care facilities and group child care homes” was also enacted to update the rules and regulations for child care which had not been revised for over thirty years.

Over the last 10 years, the Guam Early Learning Council in collaboration with the ECCE System has developed and implemented several early childhood initiatives which have strengthened collaboration and coordination among programs and created pathways for better outcomes for children and families. These initiatives include:

- Reach Out and Read Program at the Southern Region Community Health Center
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
- Strengthening Families Parent Cafés
- Islandwide Developmental and Behavioral Screening System (iDBSS)
- Early Childhood Universal Referral Form
- Village Play Time

Figure 1: Guam Early Care and Education System



The Guam ECCE System is an integrated effort among early childhood programs across the health and education systems. Figure 1 above shows the connection among all programs that provide services and supports to children birth through eight years and their families.

The Guam PDG B-5 completed its Needs Assessment in August 2021. Stakeholders from the public and private sectors as well as parents of children birth through age five provided feedback on the current services and supports available in Guam. The 2015 Guam Early Childhood State Plan was used to assist the Guam PDG B-5 in prioritizing current activities and brainstorming the focus for each key strand for the next three years.

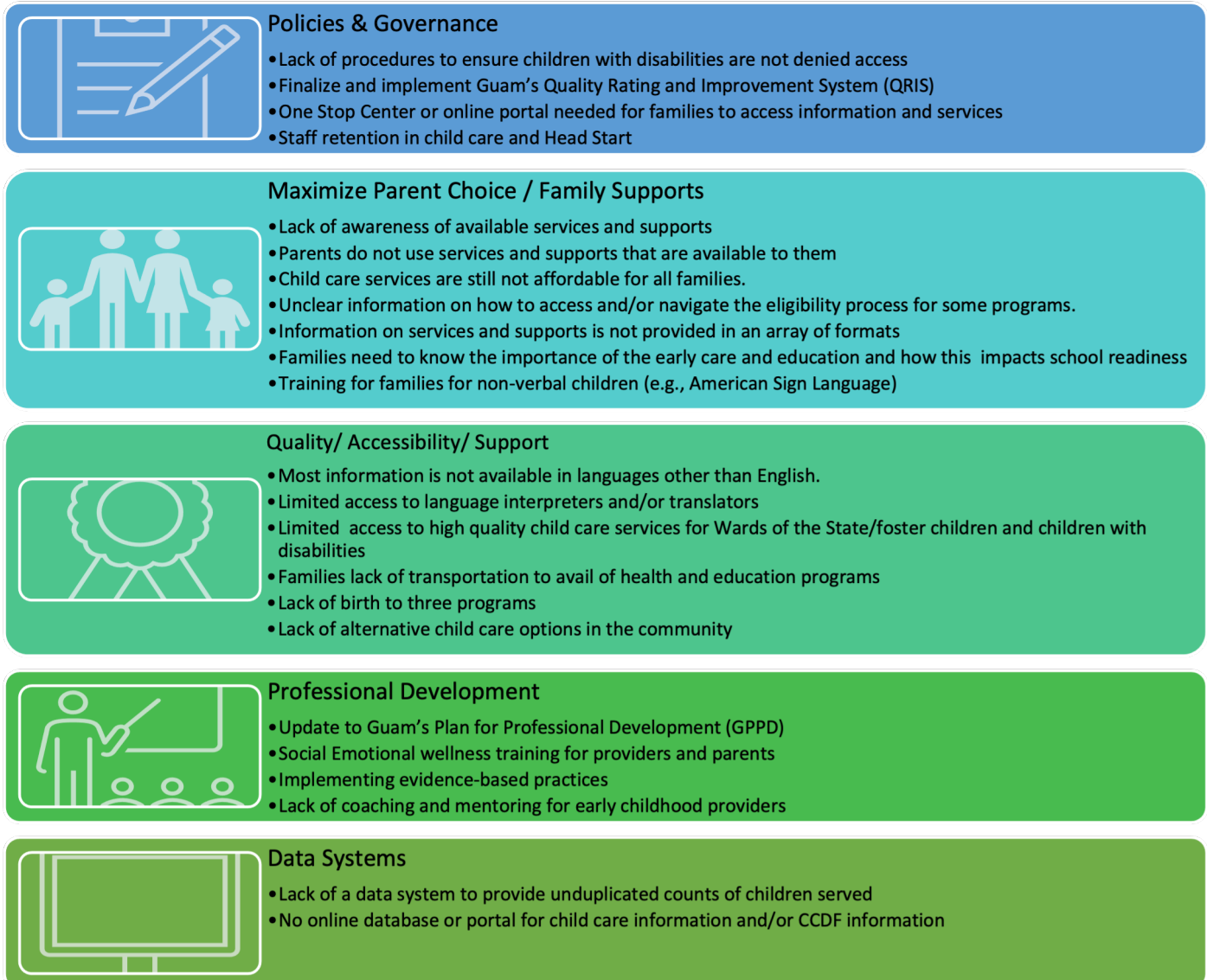
FOCAL POPULATIONS

The Guam PDG B-5 will focus its efforts on vulnerable and underserved families with young children ages birth to five who are low income and economically disadvantaged; have a history of child abuse and/or neglect, domestic violence, substance abuse; have low student achievement; have developmental delays and/or disabilities; who speak a language other than English; have experienced or are currently experiencing homelessness; who are in foster care and/or wards of the state; and are at-risk of poor outcomes. Concentrating efforts in these populations will enable the ECCE System to provide equitable access to services and supports.

NEEDS ASSESSMENT STRATEGIC ISSUES


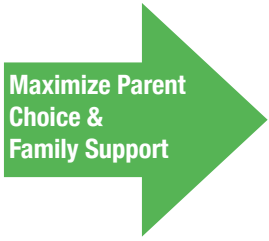



The Guam PDG B-5 Core Team analyzed data collected for the Needs Assessment as well as the feedback from stakeholder input sessions to determine the strategic issues for which possible solutions would be determined. The Core Team categorized the issues by key strand for strategic planning input. Figure 2 below shows the issues by key strand.

Figure 2. Needs Assessment Themes



The Guam PDG B-5 Core Team used the strategic issues to engage stakeholders using Theory of Change. Theory of Change is “essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context” (<http://www.theoryofchange.org>). Theory of Change is a roadmap that helps to examine a major problem in relation to its contributing problems and brainstorm corresponding solutions that lead to a specific change. The Guam PDG B-5 and its stakeholders have determined that equity is an overarching issue in accessing services and supports in the ECCE System. Table 1 below shows action steps the Guam PDG B-5 will initiate to ensure equitable access for all children.

Table 1. Guam Early Learning Council Theory of Change

Key Strand	If the GELC...	Then	Then	Then
 Policies & Governance	Updates policies to promote interagency collaboration that ensures services and supports that nurtures the overall development of young children and supports families.	Programs will have guidance for working with families from minoritized groups.	Families will avail to having their child and family participate in ECCE services and supports.	All children will have equitable access to services and supports that prepare them to enter kindergarten.
 Maximize Parent Choice & Family Support	Develops a comprehensive public awareness plan of the services and supports available within the ECCE System.	Programs within the ECCE System will have guidance for sharing information on how families can access services and supports.	Families will access the services and supports needed for their child and family.	
 Quality, Accessibility & Support	Identifies funds to be allocated towards the development of procedures in collaboration with public/private partnerships to implement alternative child development opportunities at the village level for children and families.	ECCE System will partner and collaborate with other agencies in implementing the alternative service venues in the villages.	Families will be able to easily access and participate in developmentally appropriate activities to support their child’s overall development and enhance family’s knowledge and ways to support their child’s developmental milestones.	
 Professional Development	Updates the GPPD to align with licensing requirements and QRIS that promotes evidence-based practices for all ECCE providers.	Institutes of higher learning and other entities will collaborate to ensure PD opportunities are in alignment with GPPD and QRIS.	ECCE providers will attain the necessary education and training to provide quality care and education for all children.	
 Data Systems	Expands Guam ChildLink in collaboration with the ECCE System to capture data on young children birth to age 5 receiving services.	ECCE programs will have procedures/guidance for data collection.	The GELC will provide data reports on the state of early childhood early care and education on Guam.	

Based on stakeholder input and the Theory of Change exercise, the Guam PDG B-5 Governance Structure was then updated to reflect the key strands of action that will be used to guide the grant’s activities. Figure 3 below shows the updated governance structure. The governance structure itself depicts the ancient Chamorro thatched roof hut with latte stones. For a traditional Chamorro hut to stand erect through the natural elements, it needed a foundation of latte stones. The latte stones serve as the foundation of the hut and signify the pillars of strength within the Chamorro culture. The Guam PDG B-5 logo also incorporates the latte as a signifier of the island’s strength and resilience. Fiscal Systems in the Governance structure is embedded throughout the keys strands. The Guam Early Learning Council serves as an overall advisory body for the Guam ECCE System. The GELC Leadership Team provides direct monitoring to the Guam PDG B-5.

Figure 3. Guam PDG B-5 Governance Structure



The Policies and Governance key strand will also include strategic planning for sustainability of services and supports developed and implemented during the Guam PDG B-5 federal grant funding. The GELC has emphasized that when programs are created as a result of additional new federal funding infused into the island, our local government leaders should include a component for sustainability to ensure that services and supports will continue beyond federal funding supports. Therefore, during the development of this strategic plan, stakeholders were reminded that activities should reflect realistic and achievable outcomes.

COMMON ISSUES

Aside from the strategic issues that arose throughout the input process of the Needs Assessment, there were several common issues that were reiterated during strategic planning input sessions. These topics included equity vs. equality, cultural responsiveness to include language access, and the need to bring services to families at the village level.

Equality has been at the forefront of the civil rights movement. While it is still a major priority for ensuring equal rights, a more pressing issue in terms of early care and education is equity. Equal is defined as, “of the same measure, quantity, amount, or number as another” (<http://www.merriam-webster.com>). Using the definition of equal, everyone receives the same resources or opportunities. Equity is defined as, “fairness or justice in the way people are treated” (<http://www.merriam-webster.com>). Conversely, equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Programs that utilize “first come, first served” policies for enrolling children in voluntary public pre-kindergarten programs widens the inequity for school readiness for families who lack transportation, have language barriers, are not aware that the services are available, or lack resources to pay for child care. Those families that were able to avail of the programs did so because of the number of resources they had.

During the strategic planning process, stakeholders agreed there is a great need to bring resources and services to families in the communities where they live. Bringing services to families in their villages is a strategy that would help bridge the gap for children and families who experience the aforementioned inequities.

KEY STRAND: POLICIES AND GOVERNANCE

The Policies and Governance Key Strand will assist in the development and implementation of uniform policies across the ECCE System. It is important to note that the policies established under this strand and endorsed by the Guam Early Learning Council will not supersede any mandates that govern ECCE Programs.

PG.1: Update policies to promote interagency collaboration that ensures services and supports nurture the overall development of young children and their families.			
Indicator: Implementation of at least two new guidelines or input provided to new or revised legislation that improve Guam's ECCE System, each year for three years.			
Intended Impact: All children will have equitable access to services and supports that prepare them to enter kindergarten.			
Short-Term Outcome: Programs will have guidance for working with families from minoritized groups.			
Intermediate Outcome: ECCE Programs will implement policies that strengthen interagency collaboration to provide services to children and families.			
Activities or Meet Outcomes	Steps to Implement Activities	Resources Needed:	Responsible Person(s):
PG1.1: Establish a GELC Policies and Governance Subcommittee that includes families with lived experience.	PG1.1.1: Convene meeting to establish membership in subcommittee and determine meeting structure. <i>Timeline: Y1-3 quarterly</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator ECCE Program Administrators
	PG1.1.2: Draft guidance to provide structure for interagency collaboration. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator ECCE Program Administrators
	PG1.1.3: Implement guidance for interagency collaboration. <i>Timeline: Y1-Y3 all quarters</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator ECCE Program Administrators

PG1.2: Review the current public laws related to the ECCE System.	PG1.2.1: Update PL31-62, "An act to add a new article 9 to chapter 3 of title 10, Guam code annotated, relative to establishing the Guam Early Learning Council for Guam's early childhood comprehensive system." <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator ECCE Program Administrators Guam Legislature Committees on Health and Education
	PG1.2.2: Update PL31-73, "An act to establish the administrative rules and regulations of the Department of Public Health and Social Services relative to child care facilities and group child care homes." <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator BOSSA Administrator BMS Administrator Guam Legislature Committees on Health and Education
PG1.3: Establish a Parent Compensation Schedule for participation in ECCE System meetings and related events.	PG1.3.1: The Family Engagement Workgroup will update the proposed guidance for the Parent Compensation Schedule. <i>Timeline: Y1 Q3 and annually</i>	GELC & ECCE Programs	PDG Family Engagement Coordinator Family Engagement Workgroup Facilitator PDG Director PDG CQI Coordinator ECCE Program Administrators
	PG1.3.2: GELC adopts the Parent Compensation Schedule guidance. <i>Timeline: Y1 Q3 and ongoing</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator ECCE Program Administrators
PG1.4: Ensure sustainability of services and supports in the ECCE System.	PG1.4.1: The GELC Policies and Governance Subcommittee will continue to seek funding to strengthen the overall ECCE System. <i>Timeline: Y1 Q3 and ongoing</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.4.2: The GELC Policies and Governance Subcommittee will meet with the Governor of Guam and/or the Governor's liaison to ensure that federal funding is expended in a timely manner and does not jeopardize future funding streams. <i>Timeline: Y1-3 Q2 and Q4</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.4.3: Reconvene the ECCE System Alignment Workgroup to revisit aligning EC programs under a Bureau of Children's Wellness. <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.4.4: Develop a plan for establishing a Bureau of Children's Wellness. <i>Timeline: Y1 Q4</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
PG1.5: Establish the GELC data system subcommittee to determine the data structure governance.	PG1.5.1: Review and update the data governance policy and structure (process and implementation). <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Data Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.5.2: Conduct inventory of what data systems the EC programs utilize. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.5.3: Establish data elements to be collected and shared by all ecce programs using the National Early Childhood Data Center as a resource. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.5.4: Develop data agreements across programs. <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators
	PG1.5.5: Submit a bi-annual data report to the GELC. <i>Timeline: Y1-3 Q2 and Q4</i>	GELC & ECCE Programs	PDG Director PDG CQI Coordinator PDG Sustainability Coordinator ECCE Program Administrators

KEY STRAND: MAXIMIZE PARENT CHOICE AND FAMILY SUPPORTS

The Maximize Parent Choice and Family Supports Key Strand will establish partnerships with families and community programs. The data and stakeholder feedback have established that it is essential to meet families' needs using a variety of services and supports within their communities.

MPC.1: Develop a comprehensive public awareness plan of the services and supports available within the ECCE system			
<p>Indicators:</p> <p>Baseline Year 1:</p> <ul style="list-style-type: none"> •Four virtual or in-person outreach events and/or trainings are held in collaboration with the GELC •100 families attend virtual or in-person outreach events and/or trainings that are held in collaboration with the GELC. (Note: This is unduplicated count) <p>Years 2 & 3:</p> <ul style="list-style-type: none"> •Increase in the number of families who attend virtual or in-person events and trainings by 10% •Increase the number of virtual or in-person outreach events and/or trainings are held in collaboration with the GELC by 25% •Increase the number of families that attend virtual or in-person outreach events and/or trainings that are held in collaboration with the GELC by 25%. (Note: This is unduplicated count) 			
<p>Intended Impact:</p> <p>All children will have equitable access to services and supports that prepare them to enter kindergarten.</p>			
<p>Short-Term Outcome:</p> <p>Programs within the ECCE system will have guidance for sharing information on how families can access services and supports</p>			
<p>Intermediate Outcome:</p> <p>Families will access the services and supports needed for their child and family.</p>			
Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed:	Responsible Person(s):
MPC1.1: Re-establish a GELC Public Awareness/Social Marketing Subcommittee.	MPC1.1.1: Convene meeting to re-establish membership in subcommittee and determine meeting structure. <i>Timeline: Y1-3 quarterly</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.1.2: Draft public awareness/social marketing campaign. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.1.3: Programs submit calendar of events monthly. <i>Timeline: Y1-3 quarterly</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator ECCE Program Administrators
	MPC1.1.4: Programs submit short description about services and eligibility process. <i>Timeline: Y1 Q1</i>	GELC & ECCE Programs	ECCE Program Administrators
	MPC1.1.5: Develop an ECCE System roadmap on navigating services. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.1.6: Partner with local media outlets to promote the ECCE System. <i>Timeline: As needed</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.1.7: Partner with Mayors' Council of Guam to promote the ECCE System. <i>Timeline: As needed</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.1.8: Conduct an inventory of media outlets, public programs and agencies, and private entities. <i>Timeline: Y1 Q1</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
MPC1.2: Coordinate ECCE System community outreach events.	MPC1.2.1: Correspond with program administrators and community partners to disseminate information about outreach events that promote early childhood development. <i>Timeline: Y1-3 quarterly</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.2.2: ECCE Programs promote and participate in outreach events. <i>Timeline: As scheduled</i>	GELC & ECCE Programs	GELC/PDG Social Marketing Coordinator

MPC1.3: Build on parents' knowledge and skills on child development and parenting.	MPC1.3.1: Determine parent training/workshop needs. Y1 Q2 with annual updates	GELC and/or ECCE Programs	GELC/PDG Social Marketing Coordinator PDG PD Coordinator
	MPC1.3.2: Develop plan for conducting trainings/workshops. <i>Timeline: Y1 Q3</i>	GELC and/or ECCE Programs	GELC/PDG Social Marketing Coordinator PDG PD Coordinator
	MPC1.3.3: Promote parent trainings/workshops. <i>Timeline: As scheduled</i>	GELC and/or ECCE Programs	GELC/PDG Social Marketing Coordinator PDG PD Coordinator
	MPC1.3.4: Facilitate parent trainings/workshops. <i>Timeline: As scheduled</i>	GELC and/or ECCE Programs	GELC/PDG Social Marketing Coordinator PDG PD Coordinator
MPC1.4: Develop a central resource of all ECCE programs and/or information on child development for families.	MPC1.4.1: Continue support for the Neni 3-1-1 warmline. <i>Timeline: Y1-3, monthly</i>	PDG funding	ECCE Program Care Coordinators
	MPC1.4.2: Provide training for Care Coordinators. <i>Timeline: Y1-3 Q2</i>	PDG and ECCE Programs	PDG and ECCE Programs
	MPC1.4.3: Promote Neni 3-1-1 warmline <i>Timeline: Y1-3, Q1, Q3</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator
	MPC1.4.4: Update/revise the Neni Directory. <i>Timeline: Y1Q3 and bi-annually thereafter</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator and PDG Family Partners
	MPC1.4.5: Publish the Neni Directory in print and electronic formats. <i>Timeline: Y1Q3 and bi-annually thereafter</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator
MPC1.5: Develop and implement the two-generational approach with adult- and child-serving agencies.	MPC1.5.1: Create a Parents and Children Thriving Together (PACTT) Subcommittee under the Guam Early Learning Council (GELC) to address and align policies and procedures that support the two-generational approach. <i>Timeline: Y1 Q3</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator DOL DPHSS DPW JOBS
	MPC1.5.2: Strengthen cross-agency collaboration among child- and adult-serving agencies using a collective impact approach. <i>Timeline: Y1 Q3</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator DOL DPHSS DPW JOBS
	MPC1.5.3: Implement evidenced-based or evidence-informed strategies to support the two-generational approach. <i>Timeline: Y1 Q4</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator DOL DPHSS DPW JOBS
	MPC1.5.4: Utilize a continuous quality improvement process using the Breakthrough Series Collaborative Model for Improvement. <i>Timeline: Y1-3 Q1-4</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator DOL DPHSS DPW JOBS
	MPC1.5.5: Submit an annual report to the GELC on the impact of PACTT. <i>Timeline: Y1-3, Q4</i>	PDG and ECCE Programs	GELC/PDG Social Marketing Coordinator DOL DPHSS DPW JOBS

KEY STRAND: PROFESSIONAL DEVELOPMENT

The emphasis of the Professional Development Key Strand is on the use of evidence-based and/or research-informed practices to enhance the knowledge, skills, and education of service providers within the ECCE System. This key strand will also build local capacity in the areas of trainers, coaches, and mentors.

<p>PD.1: Update Guam's Plan of Professional Development to align with licensing requirements and QRIS that promotes evidence-based practices for all ECCE providers.</p>			
<p>Indicator/s: Baseline Data Year 1: •10% of ECCE settings implement the QRIS •Data Collection Year 1 for number of trainers, coaches, and mentors Years 2 & 3: •Increase the number of ECCE settings by 10% each year that participate in the QRIS •Increase the number of trainers, coaches, and mentors by 10% each year</p>			
<p>Intended Impact: All children will have equitable access to services and supports that prepare them to enter kindergarten.</p>			
<p>Short-Term Outcome: Institutes of higher learning and other entities will collaborate to ensure PD opportunities are in alignment with GPPD and QRIS.</p>			
<p>Intermediate Outcome: ECCE providers will attain the necessary education and training to provide quality care and education to all children.</p>			
Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed:	Responsible Person(s):
PD1.1: Convene the GELC Early Learning Workgroup to update Guam's Plan for Professional Development.	PD1.1.1: Convene meeting to establish membership in workgroup and determine meeting structure. <i>Timeline: Y1-3 quarterly</i>	GELC & ECCE Programs	GELC Chair PDG Director PDG PD Coordinator CCDF PD Coordinator
	PD1.1.2: Conduct crosswalk of educational and training requirements for child care licensing and QRIS and compare to the GPPD. <i>Timeline: Y1 Q2</i>	GPPD GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.1.3: Update GPPD to include course content appropriate to child care on Guam. <i>Timeline: Y1 Q4</i>	GPPD GELC ECPD Workgroup	PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.1.4: Review and update the Standard Operating Procedures for the GPPD Subcommittee, including membership. <i>Timeline: Y1 Q4</i>	GPPD GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
PD1.2: Build on providers' knowledge and skills on early childhood.	PD1.2.1: Determine provider training/workshop needs and competency levels in the domains of child development – social emotional, language, cognitive, physical, and creative arts. (self-assessment on level of knowledge) <i>Timeline: Y1-3 Q1</i>	GPPD GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.2.2: Develop plan for procuring and facilitating trainings and workshops using evidence-based practices. <i>Timeline: Y1 Q3</i>	GPPD GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.2.3: Facilitate trainings/workshops for providers. <i>Timeline: Y1 Q3</i>	GPPD GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator

PD1.3: Establish an ECCE Trainer, Coaches, Mentors Directory.	PD1.3.1: Develop a list of individuals (trainers, coaches, mentors) who have been trained in the implementation/facilitation of evidence-based and/or research-informed practices including, but not limited to, trainers who have certification/licensure to train, coach, and/or mentor. <i>Timeline: Y1 QY2</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator Program Administrators
	PD1.3.2: Develop a protocol for coordinating training within the ECCE System using local trainers and ensure inclusion in the GPPD. <i>Timeline: Y1 Q2</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator Program Administrators
PD1.4: Develop local capacity to provide training using evidence-based and/or research-informed practices.	PD1.4.1: Identify providers eligible for a "Train the Trainer" program. <i>Timeline: Y1-3 Q4</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director CCDF PD Coordinator Program Administrators
	PD1.4.2: Establish a cohort. <i>Timeline: Y1 Q4</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director CCDF PD Coordinator Program Administrators
	PD1.4.3: Develop plan for procuring and facilitating "Train the Trainer" programs. <i>Timeline: Y1 Q4</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.4.4: Facilitate "Train the Trainer" training. <i>Timeline: Y1 Q4</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.4.5: Establish a list of available trainers who completed the "Train the Trainer" program. <i>Timeline: Y1 Q4</i>	GELC & ECCE Program	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
PD1.5: Develop local capacity to provide early childhood coaching.	PD1.5.1: Identify providers eligible to be early childhood coaches. <i>Timeline: Y1-3 Q4</i>	GELC & ECCE Programs	PDG PD Coordinator PDG Director CCDF PD Coordinator Program Administrators
	PD1.5.2: Establish a cohort of coaches. <i>Timeline: Y1 Q4</i>	GELC & ECCE Programs	PDG PD Coordinator PDG Director CCDF PD Coordinator Program Administrators
	PD1.5.3: Develop plan for procuring and facilitating early childhood coaching training. <i>Timeline: Y1 Q4</i>	GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.5.4: Facilitate early childhood coaching training. <i>Timeline: Y1 Q4</i>	GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator
	PD1.5.5: Establish a list of available coaches who completed the early childhood coaching training. <i>Timeline: Y1 Q4</i>	GELC ECPD Workgroup	PDG PD Coordinator PDG Director PDG CQI Coordinator CCDF PD Coordinator

KEY STRAND: DATA SYSTEMS

The Data Systems Key Strand focuses on expansion of Guam's early childhood database known as Guam ChildLink to be interoperable among programs that use the data system. The goal of the database is to track data of the unduplicated number of children being served within the ECCE System.

DS.1: Expand Guam ChildLink in collaboration with public and private ECCE programs/agencies to capture data on young children birth to age 5 receiving services.

Indicators:

Baseline Data Year 1: Number of DAPs that are available in the community and at the village level

Years 2 & 3: Increase the number of DAPs that are available by 10%

Intended Impact: All children will have equitable access to services and supports that prepare them to enter kindergarten.

Short-Term Outcomes:

ECCE programs will have procedures/guidance for data collection in participating Guam's ECE's ChildLink data

Intermediate Outcome (results in terms of changing action):

GELC will provide data reports on the state of early childhood early care and education on Guam.

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed:	Responsible Person(s):
DS.1.1 Create Guam's ECCE ChildLink System that is interoperable with other ChildLink Systems and other computer systems that serve the birth to five population.	DS.1.1.1 Expand the Guam ECCE ChildLink data system to include the Guam Early Intervention System. <i>Timeline: Y1 Q2</i>	Guam ChildLink Data System Guam ChildLink Data Consultant	GELC Data System Subcommittee PDG Data Coordinator PDG Director Guam ChildLink Data Consultants GEIS Program Coordinator GDOE Div.of SpEd Data Manager
	DS.1.1.2 Develop an interoperability plan for the Guam ECCE ChildLink data system. <i>Timeline: Y1 Q2</i>	Guam ChildLink Data System Guam ChildLink Data Consultant	GELC Data System Subcommittee PDG Data Coordinator PDG Director Guam ChildLink Data Consultants GEIS Program Coordinator GDOE Div.of SpEd Data Manager
	DS.1.1.3. Pilot the interoperable ECCE Guam ChildLink Data System. <i>Timeline: Y2 Q1-4</i>	Guam ChildLink Data System Guam ChildLink Data Consultant	GELC Data System Subcommittee PDG Data Coordinator PDG Director Guam ChildLink Data Consultants GEIS Program Coordinator GDOE Div.of SpEd Data Manager
	DS.1.1.4. Develop a plan to explore feasibility of expansion of the Guam ECCE ChildLink data system to other ECCE programs. <i>Timeline: Y1 and ongoing</i>	Guam ChildLink Data System Guam ChildLink Data Consultant	GELC Data System Subcommittee PDG Data Coordinator PDG Director Guam ChildLink Data Consultants GEIS Program Coordinator GDOE Div.of SpEd Data Manager

KEY STRAND: QUALITY/ACCESSIBILITY/SUPPORT

The Quality, Accessibility, and Support Key Strand's focus is to ensure that families easily access and participate in developmentally appropriate activities that are available in alternative child development opportunities at the village level. Activities and supports that are available at the village level will help bridge the gap for children and families and ensure children are prepared to enter kindergarten.

QAS.1: Develop collaborative relationships with public and private entities to provide support to all children and their families.

Indicators:

Baseline Data Year 1: Number of DAPs that are available in the community and at the village level
Years 2 & 3: Increase the number of DAPs that are available by 10%

Intended Impact: All children will have equitable access to services and supports that prepare them to enter kindergarten.

Short-Term Outcome:

Early Care and Education Programs will partner and collaborate with other agencies in implementing community ECCE support in the villages.

Intermediate Outcome:

Families will be able to easily access and participate in developmentally appropriate activities to support their child's overall development and enhance family's knowledge and ways to support their child's developmental milestones.

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed:	Responsible Person(s):
QAS1.1: Establish a Lead Team for Alternative Child Development Opportunities (ACDO) (Village Play Time, Playgroup on Wheels, Family Cooperatives).	QAS1.1.1: Develop Standard Operating Procedures for alternative child development opportunities. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs IHes GCCA GHURA MCOG DYA	Lead Team
	QAS1.1.2: Develop a plan for the implementation of alternative child development opportunities. <i>Timeline: Y1 Q2</i>	GELC & ECCE Programs IHes GCCA GHURA MCOG DYA	Lead Team
	QAS1.1.3: Procure training and materials to implement alternative child development opportunities. <i>Timeline: Y1 Q2 and ongoing</i>	GELC & ECCE Programs IHes GCCA GHURA MCOG DYA	Lead Team
	QAS1.1.4: Train ECCE System providers on the SOP. <i>Timeline: Y1 Q3 and ongoing</i>	GELC & ECCE Programs IHes GCCA GHURA MCOG DYA	Lead Team
	QAS1.1.5: Pilot alternative child development opportunities with three communities. <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs IHes GCCA GHURA MCOG DYA	Lead Team
	QAS1.1.6: Conduct CQI PDSA to determine modifications, adaptations, and scale up process. <i>Timeline: Y1 Q4 and annually</i>	GELC & ECCE Programs IHes GCCA GHURA MCOG DYA	Lead Team

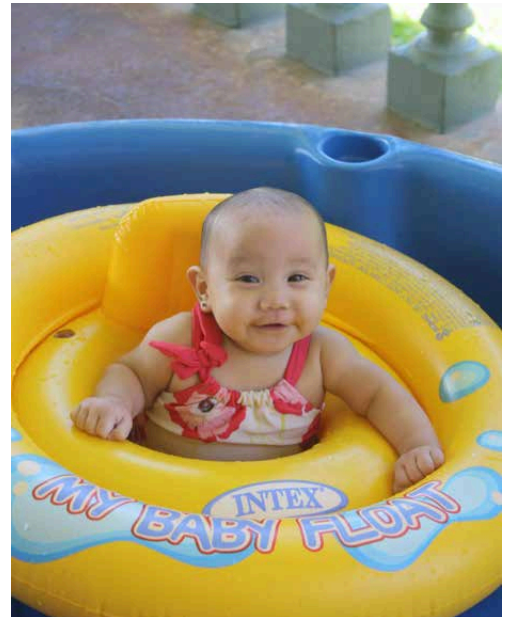
QAS1.2: Update Guam's School Readiness Plan.	QAS1.2.1: Review current School Readiness Plan and define school readiness in terms of skills needed for entering Kindergarten. <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs DOE C&I IHES	Lead Team
	QAS1.2.2: Develop an action plan to include center-based facilities, alternative child development opportunities, and public prekindergarten programs as a conduit for transitions to kindergarten (Jumpstart to Kinder). <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs	Lead Team
	QAS1.2.3: Procure materials that support transitions to kindergarten. <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs	Lead Team
	QAS1.2.4: Train ECCE System and Community Partners on the School Readiness Plan. <i>Timeline: Y1 Q3 and ongoing</i>	GELC & ECCE Programs	Lead Team
	QAS1.2.5: Implement School Readiness Plan in all public elementary schools. <i>Timeline: Y1 Q4 and ongoing</i>	GELC & ECCE Programs	Lead Team
QAS1.3: Collaborate with Public Awareness/Social Marketing Subcommittee to support awareness and education of the School Readiness Plan.	QAS1.3.1: Develop positive messaging about school readiness. <i>Timeline: Y1 Q4 and ongoing</i>	GELC & ECCE Programs	Lead Team
	QAS1.3.2: Ensure school readiness is included in the comprehensive public awareness plan. <i>Timeline: Y1 Q4 and ongoing</i>	GELC & ECCE Programs	Lead Team
QAS1.4: Update Guam's Quality Rating and Improvement System (QRIS).	QAS1.4.1: Review and update the current QRIS to include center-based, family-based, ECCE programs, and alternative child development opportunities (ACDO). <i>Timeline: Y1 Q3</i>	GELC & ECCE Programs DOE C&I IHES	Lead Team CCDF Administrator
	QAS1.4.2: Train center-based, family-based, ECCE programs, and ACDO facilitators on the QRIS. <i>Timeline: Y1 Q3 and ongoing</i>	GELC & ECCE Programs DOE C&I IHES	Lead Team CCDF Administrator
	QAS1.4.3: Implement the QRIS with up to 10 center-based, family-based, ECCE programs, and/or ACDOs. <i>Timeline: Y1 Q3 and ongoing</i>	GELC & ECCE Programs DOE C&I IHES	Lead Team CCDF Administrator
	QAS1.4.4: Conduct CQI PDSA to determine modifications, adaptations, and scale up process. <i>Timeline: Y1 Q4 and annually</i>	GELC & ECCE Programs DOE C&I IHES	Lead Team CCDF Administrator
QAS1.5: Collaborate with Public Awareness/Social Marketing Subcommittee to support awareness and education of the Quality Rating and Improvement System (QRIS).	QAS1.5.1: Develop positive messaging about the importance of quality early care and education. <i>Timeline: Y1 Q4 and ongoing</i>	GELC & ECCE Programs	Lead Team
	QAS1.5.2: Ensure the QRIS is included in the comprehensive public awareness plan. <i>Timeline: Y1 Q4 and ongoing</i>	GELC & ECCE Programs	Lead Team

IN SUMMARY

The Guam PDG B-5 and leaders from across early childhood health and education programs recognize that education starts at birth. Guam is a very close-knit community with strong cultural bonds. The phrase, “It takes a village to raise a child,” is one that our indigenous Chamoru people and our brothers and sisters from our neighboring Micronesian islands practice in our everyday lives. For Guam, “a village” does not only mean the geographical location in which we live. It means the group of aunties, uncles, cousins, close family friends, and neighbors that nurture and raise our nenis. The village entails taking the tightly woven components of our community – from our families to the people who provide services and supports – and working together to build a better

future for our nenis.

The importance of the early years, and more specifically, a child’s first five years of life, continues to be a priority for our island’s leaders within Guam’s ECCE System. We acknowledge that to help our children reach their full potential as individuals and become positive contributors to our island community, we must continue to strengthen our collaborations. The successful implementation of this Early Childhood State Plan ensures this continued collaboration by providing a road map for overall success so we can continue creating pathways for better outcomes for children and families.



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