

INTRODUCTION

The vision of the Guam Early Learning Council is to ensure that “*All of Guam’s young children will have healthy minds, bodies, and spirits as the foundation for lifelong success.*” The focus of the Council is to enhance, improve, support, and strengthen coordination and collaboration of agencies and organizations serving young children, birth to five, and their families, with one outcome being to facilitate the development and enhancement of high-quality systems of early childhood education and care designed to improve school readiness.

In April 2008, Honorable Felix Camacho, Governor of Guam, signed Executive Order 2008-03 (Appendix A: Executive Order) establishing the Guam Early Learning Council (GELC) which addresses the Improving Head Start for School Readiness Act of 2007 authorizing the Governor of each State to designate or establish a Council. In addition to stakeholder membership stipulated in the Improving Head Start for School Readiness Act 2007, Guam expanded the membership of the Council to be comprehensive and include stakeholders across all early childhood programs and services. The Council’s executive level membership includes parents, early childhood public, private, non-profit, and policy makers. These partnerships include: Families, child care providers, Guam Child Care and Development Association, Department of Public Health & Social Services (DPHSS), Guam Department of Education (GDOE) - Guam Early Intervention System (GEIS), Special Education, and the Head Start Program, Department of Mental Health and Substance Abuse (DMHSA), Guam Memorial Hospital Authority (GMHA), Guam Parent Information Resource Center

(PIRC), Guam System of Care Council (GSOCC), Private healthcare providers, and Policy makers.

The Governor designated the University of Guam Center for Excellence in Developmental Disabilities, Education, Research, and Service (Guam CEDDERS), as the lead agency to coordinate activities of the Council in collaboration with other early childhood agencies (Appendix B: Governor's Designation of Lead Agency). Guam CEDDERS has facilitated Guam's Early Childhood Comprehensive Systems Plan, known as Project Tinituhon for the past five years. The Project Director of Project Tinituhon serves as a co-chair of the Guam Early Learning Council with the First Lady of Guam.

Guam's Context

The Physical Aspect of Guam. The island of Guam is a U.S. Territory located in the Western Pacific region. Guam is the largest island of the Marianas Island chain located between Hawaii and the Philippines and between Japan and New Guinea. Although a small island of approximately 225 square miles – approximately 30 miles long and 4 to 8 miles wide – Guam is considered the hub of the Western Pacific for its easy travel access to Asian communities. (Appendix C: Guam map)

The Economic Aspect of Guam. A tourist-driven economy has made Guam dependent on the rise and fall of economies of other countries within relatively close proximity to the island. As noted in the June 2007 Guam Visitor's Bureau Satellite Account Perspective Report, it is estimated that for every \$76,000 in additional visitor spending, one job on Guam is created. The majority of Guam's visitor market is made up of travelers from Japan, Korea, and Taiwan, with the Japan market comprising

80.6% of all visitors to Guam. In 2005, the total impact of travel & tourism on Guam was 25.9% of the Gross Island Product. The tourism market comprises 35.5% of the total private-sector employment of the island. (The Economic Impact & Tourism, Satellite Account Perspective Guam Tourism in 2005 Tourism Reporting, the Next Generation, June, 2007). According to the Unemployment Situation in the Guam Report, September, 2007, the Guam Department of Labor, Bureau of Labor Statistics reported that Guam's unemployment rate was 8.3%. This is almost double that of the U.S. National average unemployment rate of 4.6%, estimated in 2007. (<https://www.cia.gov/library/publications/the-world-factbook/print/us.html>).

Guam's 2008 military population is 19,360, representing approximately 11% of Guam's overall population. The military population on Guam is expected to exceed 44,570 over the next five years due to the relocation of Marines from Okinawa. This transfer is expected to take place during 2010–2014 and will cause an unprecedented 25% increase in the island's overall population. The programmed buildup by the Department of Defense is being categorized as the largest military buildup in the history of the United States military.

The Socio-Political Aspect of Guam. As an unincorporated territory, Guam is governed through the Organic Act passed by the United States Congress in 1950. Under this legislation, residents of Guam are citizens of the United States, similar to any state. The local laws of Guam, therefore, are aligned with federal mandates enabling Guam to participate in “most” United States federal grants and aid programs. However, unlike most states, the geographic remoteness makes it more difficult and costly to ensure that the standards established for all Americans are provided on the island.

Guam is home to an estimated population of 175,877 people (CIA World Fact Book). It is a multi-ethnic, multi-cultural, and multi-lingual community comprised of 37% indigenous Chamorros, 26% Filipinos, 7% Caucasians, 7% from the Freely Associated States of the Federated States of Micronesia and the Republic of Palau, and 23% representing other ethnic groups. According to the 2000 census, nearly 11% of Guam's population is under the age of five. The most recent census data available for Guam (Census 2000) reports that in 1999, 32% of children under the age of five were living in poverty. This is an increase of 68% over the number reported in the 1990 census. This trend is expected to be reflected in the 2010 Census. Guam's Department of Public Health and Social Services (DPHSS) reported that in 2000, 4,283 people on Guam received public assistance. By 2005, this number increased to 15,764. Given the global and local economic situation, this trend is likely to continue. A recent article in the Pacific Daily News (January, 2009) reported that between October 2007 and September 2008, 574 families were turned away from one of Guam's homeless shelters because they had no space. Equally disturbing is a 54% increase in the number of single, female head of household families, with children growing up in these households less likely to have access to the same resources as children from two parent families (Annie E. Casey, 2002).

U.S. Immigration laws and policies have been a major factor in the cultural and ethnic diversity of the island's population. Of significant impact is the Compact of Free Association signed into law in November 1986 and renegotiated as Compact II in 2004. The Compact allows citizens of the Federated States of Micronesia and the Republic of the Marshall Islands free entry into the United States and its territories. These

communities are as close as one to four hours via air travel from Guam. In 1994, the Republic of Palau, located approximately 700 miles southwest of Guam, signed its Compact of Free Association with the United States, providing its citizens with the same entry privileges into Guam. As the closest U. S. Territory, Guam represents, in many cases, the nearest opportunity for health, education, and social support services for remote islanders from the Freely Associated States, especially from the Federated States of Micronesia and the Republic of Palau. With a significantly diverse and multicultural population of some 175,877 on Guam, the challenge will be further compounded with the anticipated arrival of some 12,000 military troops and their support personnel that will be relocating from Okinawa to Guam.

The Financial Aspect of Guam. The 2005 Guam Statistical Handbook reported the median household income for Guam in 2003 was \$33,457. This is a decrease of over \$6,000 from the median household income reported in the 2000 Guam Census. The Guam Housing and Urban Renewal Authority (GHURA) estimated that in mid-December 2008, 700 families received public housing assistance with approximately 240 on a wait list. The public housing assistance provides housing units to qualifying low-income families. Under a separate program, the Section 8 – Housing Choice Voucher Program of GHURA, vouchers for housing are provided to qualifying low-income families. During the same reporting period (mid-December 2008), GHURA estimated that a total of 2,500 low-income families were supported through this program, with an estimated 1,300 families on a wait list.

Unlike State programs, Guam's Medicaid federal reimbursement is capped at \$6.69 million, with a federal matching rate of 50%. Because of the difficulties of

covering the costs of the basic mandatory set of services, many services and supports that may be needed by children and their families are not covered. Also, residents of Guam are not eligible to receive Supplemental Security Income (SSI), a potential resource for purchasing needed services available to eligible individuals in the states. Another potential source of financing is Guam's locally funded Medically Indigent Program (MIP), which provides medical assistance to low-income families who do not qualify for Medicaid. Considered a payer of last resort, MIP currently provides a severely limited health care benefit package that does not include mental health services.

A door-to-door Household Income and Expenditure Survey (HIES) conducted in 2005 found that 29.6% of the population and 26% of children under the age of 18 had no form of health coverage. This was in addition to increases in the numbers seeking public insurance, in the form of Medicaid or the locally funded Medically Indigent Program (MIP) (DPHSS, 2009). The cost for health insurance on Guam has been on a rise for the past 10 years with employee contributions and deductibles increasing (e.g. deductibles as high as \$6000/year for a family of 4) and benefits decreasing. As a result, increasing numbers of families have elected to go without insurance.

In discussing service disparities, it is also important to note that, as a territory, Guam does not have access to many federal funding streams designed to reduce disparities. In addition to Guam's Medicaid federal reimbursement, Guam participates in the State Children Health Insurance Program (SCHIP) which is currently capped at \$1.48 million.

The high number of families living in poverty, the increasing homeless population that includes families with young children, limited access to health insurance, lack of adequate public transportation and affordable childcare also create barriers to service.

The Educational/Institutional Aspect of Guam. The GDOE is a single unified school district consisting of grades Kindergarten through 12. According to the School Year 2007-2008, Annual State of Public Education Report, there were over 30,000 students enrolled from Head Start (children three and four years old) through twelfth grade in 27 elementary schools, 8 middle schools, 5 high schools, and 1 alternate placement site. The student, professional, and staff populations in the public schools represent the diversity of cultures and languages that exist throughout the island.

Given Guam's status as a U.S. Territory, GDOE receives federal funding for several programs including support from the Administration for Children and Families for the implementation of a Head Start Program. As of December 2009, the Guam Head Start Program serves 500 children ages three and five years of age in twenty-five centers located in nineteen elementary schools.

GDOE also receives federal funds for the implementation of early intervention, special education, and related services for eligible children birth through age 21 through the Individuals with Disabilities Education Improvement Act (IDEA 2004) Parts B and C. The IDEA 2004 Part B funding, combined with a local appropriation, provides for direct and support services for eligible preschoolers, children, and youth with disabilities on Guam.

As described in the approved IDEA Part C State Plan, Guam has adopted the "Environmentally At-Risk for Delay" category for identifying children birth to age three in

need of family-centered early intervention services. The qualification factors used include maternal age of fourteen or less, or documented family history of physical or sexual abuse and/or neglect. Other qualification factors include single parent, maternal age fifteen to sixteen, inadequate prenatal care, tenth grade education or less for primary caregiver, family lacking parenting skills, family lacking social supports, family lacking adequate shelter, and child with no well-baby care by six months of age. Five of these factors must be present to be eligible for services under this category.

The physical, economic, socio-political, financial, and educational aspects of Guam presents continued challenges for effecting critical changes in Guam's Early Childhood Comprehensive System. Guam's Early Childhood Comprehensive System State Plan aims to address these challenges by establishing Guam's early childhood comprehensive system that includes deliberate and planned facilitation of policies, procedures, and practices for the implementation and maintenance of a cross-agency collaborative system. In September 2009, the Council published a progress report on Guam's early childhood comprehensive system of services and supports for young children birth to age five and their families. This island-wide strategic report provides updated information with specific action steps in meeting the goals and objectives of the Council. (Appendix D: Excerpts of the *State of Early Childhood on Guam Progress Report*; pp. 8-18)

An Early Childhood Comprehensive System has specific focus on five critical areas and how to support the physical, social, emotional, and cognitive needs of young children, birth to age five, and their families. These critical areas include: (1) Access to health insurance and medical and dental homes; (2) Mental health and social-emotional

development; (3) Early Care and Education/Child Care; (4) Parenting education; and (5) Family support. Guam's Early Childhood State Plan aims to build a collaborative and coordinated infrastructure for the island's multi-ethnic, multi-lingual, and multi-cultural population that supports ALL young children and their families and sustains developmentally appropriate environments where young children from diverse ethnic and social backgrounds thrive physically, mentally, socially, and cognitively.

THE FIVE CRITICAL AREAS OF AN EARLY CHILDHOOD COMPREHENSIVE SYSTEM: WHERE WE ARE

1. ACCESS TO HEALTH INSURANCE AND MEDICAL AND DENTAL HOMES

DPHSS currently serves a total of 49 children birth to 18 years in its Special Health Care Needs, Special Kids Clinic program using the medical home model which is consistent with a System of Care (SOC) approach. Physicians, nurses, and other health care professionals have received training on the medical home, as well as on the use of the Ages and Stages Social-Emotional Questionnaire (ASQ: SE).

Guam CEDDERS, through funding from the U.S. Department of Health & Human Services (HHS), Health Resources Services Administration (HRSA), Maternal Child Health Bureau (MCH) and the Centers for Disease Control & Prevention, administers the Guam Early Hearing Detection and Intervention (Guam EHDI) Project. The purpose of the Guam EHDI project is to ensure that all babies born on Guam have access to newborn hearing screening, and if needed, referred for full diagnostic audiological evaluation, and linked to early intervention services. Guam ChildLink (Guam EHDI Data Tracking & Surveillance System) is Guam's only cross-agency integrated data system that collects information on every baby born at two of three birthing sites, GMHA and Sagua Mañágu Birthing Center. Currently, the U.S. Naval Hospital Guam does not

submit any data into Guam ChildLink. There are five agencies/organizations that currently have access to and electronically upload data into the system: GMHA, DPHSS, GDOE – Guam Early Intervention System (Part C), Sagua Mañagu Birthing Center, and Audiological Associates.

Table 1 displays data retrieved from Guam ChildLink on the number and percent of children in the database with a medical home for years 2004 to 2008. The second column shows total births on Guam from the three birthing sites: GMHA, Sagua Mañagu, and the U.S. Naval Hospital, Guam. There are two military healthcare facilities on Guam located on the Naval and Air Force bases. It can be assumed that these military facilities are the medical home for those babies born at the U.S. Naval Hospital. The last column shows the number and percent of births at GMHA and Sagua Mañagu that have a medical home. However, this number only reflects those babies who were referred for a second hearing screening or for a full diagnostic audiological evaluation.

Table 1: Guam ChildLink Data, including Children with Medical Home

Year	2004	2005	2006	2007	2008	2009
Total Births (Vital Statistics Data)	3427	3203	3414	3493	3466	3428
Total Births (GMHA and Sagua Managu Birthing Center)	3018	2798	2909	3007	3017	2991
Total Screened Before 1 Month of Age	2835	2789	2859	2969	2999	2949
Percent Screened Before 1 Month of Age	83%	87%	84%	85%	87%	86%
Percent Screened Before 1 Month of Age (GMHA and Sagua Managu Birthing Center)	94%	99%	98%	99%	99%	99%
Total Infants with Medical Home	21	25	235	412	422	487
Percent of Infants with Medical Home	1%	1%	7%	12%	12%	14%

Percent of Infants with Medical Home (GMHA and Sagua)	1%	1%	8%	14%	14%	16%
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As shown in Table 1, Guam ChildLink has been able to collect information on the births on Guam from GMHA and Sagua Mañagu for the years 2004-2009, with an 83-87% data collection rate for all births on Guam. This is significant in that shared data collection, compilation, and reporting will lead to better planning and implementation of a collaborative and coordinated early childhood service delivery system. As the only cross-agency integrated data system, the Guam ChildLink needs to be expanded to ensure that data on infants' medical home or primary care physician is collected and documented, prior to discharge from the birthing facility. As shown in Table 1, although the reported percentage of young children with a medical and dental home has increased from approximately 1% (21/3018) in 2004 to 16% (487/2991) in 2009, the reported percentage is still very low. This data summary alone communicates the need for greater public awareness for parents and families on the importance of identifying a primary care physician that will provide comprehensive, consistent healthcare for their children.

In October 2008, the Guam Early Learning Council sponsored the Early Childhood Summit as an opportunity for the public at large and early childhood communities to provide input on Guam's progress report on Guam's early childhood system of services and supports for young children. During the Summit, stakeholders made it clear that the need to address dental homes for all children was critical. As a result, activities focused upon dental care for expectant mothers, mothers and their young children, were a priority of the Council. In February 2010, a dental health training,

“Healthy Teeth, Healthy Guam!” was held in partnership with DPHSS, GDOE Head Start, Early Intervention and Special Education, and Guam CEDDERS.

Over the course of the past two years, the cost of health care has been on a rise with employee contribution and deductibles increasing. Furthermore, government workers only have the option of one health insurance provider. This has resulted in an increase of families without insurance, significantly impacting many families’ health care needs.

2. MENTAL HEALTH AND SOCIAL–EMOTIONAL DEVELOPMENT

Several elements exist on Guam that may put a young child at high risk in the area of social-emotional development. Maltreatment of young children is a well documented risk factor. Statistics from DPHSS indicate that in 2009, a total of 2,764 children were referred due to suspected abuse and/or neglect. Of referred children, 69% (1,915/2,764) were victims of maltreatment. Guam has a high rate of teen pregnancy comprising 10% of total births (2005 Guam Statistical Yearbook). A family history of depression or mental illness can also put young children at risk, as well as maternal depression. It is estimated that between 5%-25% of pregnant, postpartum, and parenting women experience depression. As Guam’s population of young children continues to grow, as well as their exposure to multiple risk factors, increasing numbers of young children are likely to experience mental health disorders.

During focus groups conducted as part of the October 2008 Early Childhood Summit, child care providers, parents, early intervention and mental health providers shared their concerns about the increasing number of young children who are displaying signs of social and emotional disorders. In a recent stakeholder meeting, the

Head Start Director reported that in 2009, their agency referred over 10% (over 50) of the children enrolled for mental health assessment. Table 2 displays data collected from the I Famagu'on-ta Project (Guam's Children's Mental Health Initiative), revealed that the children served experienced significant risk factors. When caregivers were asked, "has your child ever...?," caregivers reported that:

Table 2: Project I Famagu'on-ta Survey

52.2%	Witnessed domestic violence
44.6%	Lived with someone with depression
30.8%	Lived with someone convicted of a crime
39.6%	Lived with someone with a substance abuse problem
20.1%	Attempted suicide
26.3%	Had been physically abused
17.7%	Had been sexually abused

(Macro International, 2008)

It is likely, that many of these families also have children under the age of five, who may be at risk for developing social-emotional and mental health disorders. Through GDOE's Part C program (GEIS), 150 children birth to age 3 and their families are currently receiving services and have Individualized Family Service Plans (IFSPs). These plans address families' needs relative to their children's healthy social, emotional, and behavioral development. GEIS has two staff trained to administer the ASQ: SE and uses this screening instrument when conducting intakes and evaluations for children referred for services. In October 2009, DPHSS was awarded an Early Childhood System of Care federal grant, known as Project Kariñu (in Chamorro meaning "Loving Our Babies"), that will develop and install a system of care for young children birth to age five.

3. EARLY CARE AND EDUCATION/CHILD CARE

According to the 2000 Guam Census, approximately 11% of the total population are children birth to age five. Based on this percentage, there are approximately 19,600 children under age five, and based on a reported population of about 178,000 for 2009. In addition to be cared for in their own homes, several options outside their home are available for children in this age group. Table 1 is an updated matrix of the total number of early childhood settings and the number of children serviced in those settings.

Table 3: Comparison of the Number of Children Served in Early Childhood Settings for 2005 and 2010

Early Childhood Education Program	# Settings		# Served	
	2005	2010	2005	2010
Licensed Child Care Centers	50	47	1,994	2,335*
Family Home Providers (CCDF Program)	75	37	163	90
Guam Early Intervention System (GEIS)	01	01	195	150
Private Nursery & Preschool	07	13	184	693**
GDOE – Special Education Preschool	09	05	114	145
GDOE Head Start	25	25	500	500
Total	167	128	3,150	3,913

*Data from 46 centers (1 center did not participate in survey).

** Data from 12 schools (1 school did not participate in phone survey).

Guam DOE reported 500 children ages 3 and 4 enrolled in the Guam Head Start Program, 150 children from birth to age three in the Guam Early Intervention System (GEIS, Part C Program); and 145 children ages 3 to 5 in the Special Education Preschool Program. The DPHSS currently reports a total of over 2,335 children enrolled in licensed child care centers and 90 in non-licensed/regulated family home settings. The DPHSS Child Care and Development Fund (CCDF) Program reported a total of 1,427 children placed in licensed child care centers that receive child care subsidies with 90 children in family home settings receiving child care subsidies. In

March, 2010, Guam CEDDERS conducted a phone survey of 12 of the 13 private preschool settings reporting a total of 693 children ages 3 to 5 enrolled. These numbers represent only approximately 20% (3,913/19,600) of the estimated total number of children birth to age five. As shown in Table 3, the number of early childhood settings decreased by 23% (39/167), while the total number of children served increased by 24% (763/3,150). Further, it can be assumed, with an estimated population of 19,600 children birth to age five, 80% (15,687/19,600) of children are in settings where there may be a need for guidance and training on developmentally appropriate practices. Throughout the 27 public schools, in 2009, there were 2028 children entering kindergarten.

4. PARENT EDUCATION

During the initial environmental scan of all early childhood serving agencies, conducted by *Project Tinituhon* in 2006, it was noted that the only agencies that offered parent training/education on a regular basis were DPHSS and Guam PIRC in collaboration with Guam CEDDERS and GDOE Head Start. A variety of Guam PIRC training modules were available for parents including the Guam Early Learning Guidelines, special education, homework, positive discipline, developmentally appropriate practices and time management. Guam PIRC's newly developed Home Visiting Services Program is being launched beginning in the Summer of 2010. Other agencies offered parent trainings for their target populations, based on the needs of the population. Participants in the Governor's Summit on Early Childhood stressed the need to provide training strands for parents as well as address issues of language and cultural competency. Furthermore, stakeholders commented that parent

training/education opportunities were fragmented. Stakeholders requested that the training programs become more coordinated and structured and that early childhood agencies communicate and coordinate together to offer trainings to a wider range of interested families, rather than just targeted and offered for their respective populations.

5. FAMILY SUPPORT

Currently there are many family support services on Guam offered by the various early childhood agencies. However, families who participated in the Governor's Summit on Early Childhood expressed that if some of the services were more family-sensitive, the training programs would be more successful in empowering them to be more effective advocates for their children. Furthermore, families expressed an interest in family leadership training which would result in building the competence in families by helping, guiding, and supporting each other.

PROJECT DESCRIPTION

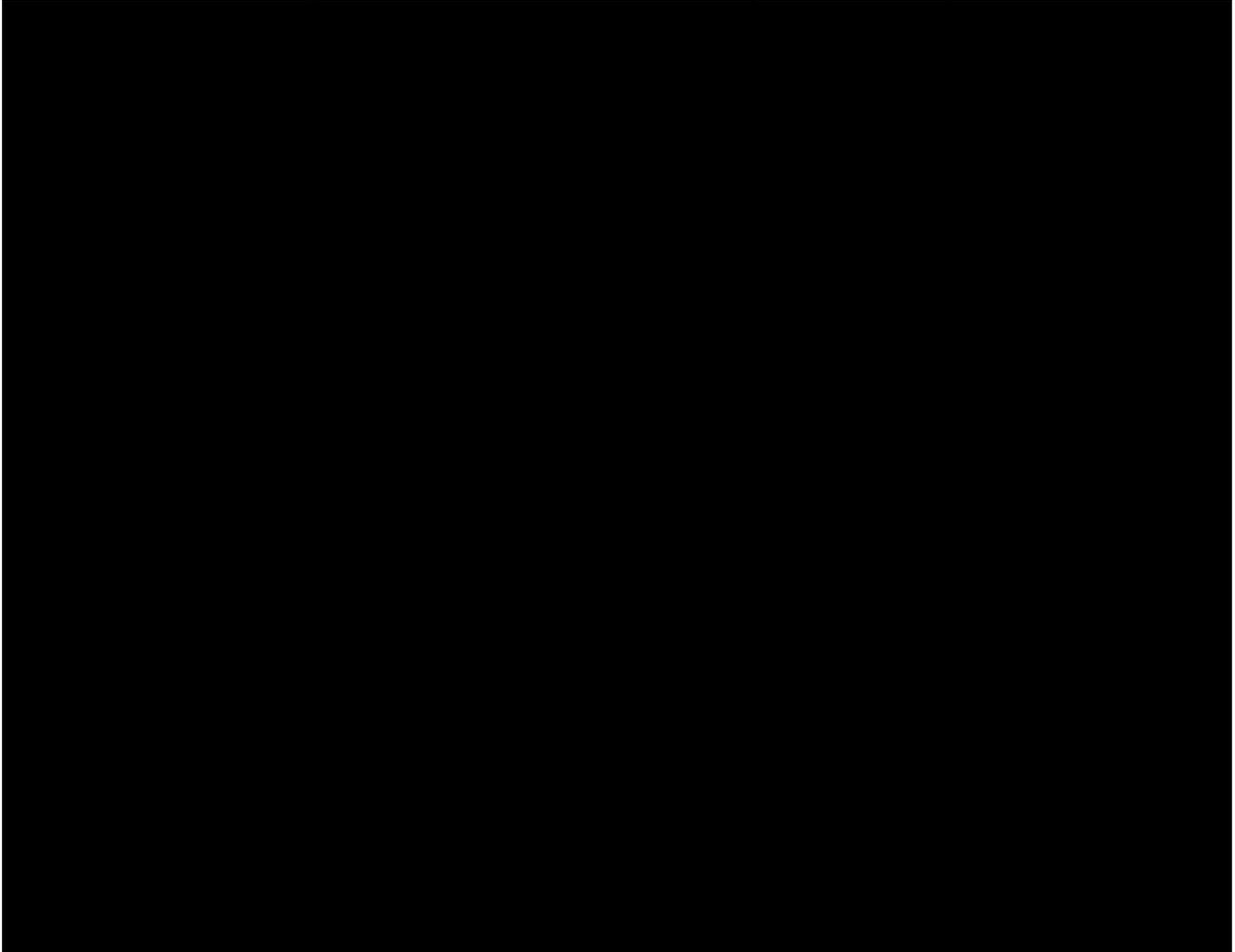
A. OBJECTIVES AND NEED FOR ASSISTANCE

1. Quality and Availability of Early Childhood Education on Guam

- Over the past 8 years, Guam has embraced the need to improve the quality of services for young children and their families across all early childhood education and care programs.
- On September 14, 2004, Governor Felix Camacho signed Executive Order 2004-14, establishing the Early Childhood Care & Education Committee, whose responsibility was to carry out "Guam's Comprehensive Plan for the Care and Education of Young Children" with four subcommittees including, Program Coordination, Early Learning Guidelines, Professional Development, and Child

Care Licensure. Figure 1 shows a timeline of the evolution of Guam's efforts through various stakeholders, in improving the early learning system of services and supports for young children, birth to five, and their families.

Figure 1. Timeline of Guam's Early Childhood System



Within the last four years, Project Tinituhon – Guam's Early Childhood Comprehensive Systems Grant has facilitated collaboration, coordination, and service integration of early childhood agencies on Guam. These activities include the development of an early childhood calendar of events which include parent/family and staff training and public awareness activities, development of a comprehensive directory

for early childhood services and supports, *Nene Directory*, and the publication of a quarterly newsletter, called *Nene News*, that provides information on appropriate child development practices, research, updates, and local and national child care news. Beginning in May 2010, the quarterly newsletter will convert to a bi-annual *All Eyes on Five* newsletter produced and supported through a collaborative agreement with agencies and organizations serving families of children birth to five. *There is a need to continue and strengthen this collaborative effort and strengthen communication amongst agencies.*

DPHSS is the lead agency responsible for licensing and monitoring child care settings. The current child care licensing regulations were initially established in 1978. These same rules that were developed over 30 years ago are still in place. Efforts are currently underway to update these regulations to include the latest brain research findings and improvement in the quality of early child care. Additionally, a Quality Rating and Improvement System (QRIS) is being developed, beginning with a Model Child Care Center Program, awareness training on the Early Childhood Environment Rating Scale-Revised (ECERS-R) and ongoing development of an Early Childhood Professional Development Plan in collaboration with institutions of higher learning and the Guam Commission for Educator Certification. Stakeholder representatives in two Governor's Summits on Early Childhood held on October 11 and December 20, 2008, declared that *there is a critical need for accountability measures that address quality child care, as well as training initiatives that raises the bar of quality for child care providers, and need to be planned for, developed, prioritized, and delivered.*

These needs would be better addressed if all early childhood initiatives realized common goal areas and worked together to achieve those goals.

The Council's plan includes an objective for increasing the number of parents trained on the varying developmental milestones throughout the lifespan. One of the training topics available across different early childhood settings is training on Guam's Early Learning Standards, including the recently developed *Hugando Parent Play Book for Children Ages Birth to Five*, a supplemental parent resource for implementing the Early Learning Guidelines.

Additionally, the Council's Plan is to increase the quality of care provided by center and home-based child care settings through the development of a "quality rating and improvement system." Implementation of the Early Learning Guidelines across all early childhood programs is one component of the Quality Rating and Improvement System (QRIS).

The Council has requested GDOE's data on the pre-screening assessment conducted for children upon entry into kindergarten. In 2003, GDOE implemented the Direct Instruction to 24 of 25 elementary schools, therefore eliminating prior practice of conducting Brigance assessments on children entering and exiting kindergarten. To date, GDOE does not have a comprehensive assessment program for collecting readiness data on entering students. Guam CEDDERS conducted an informal assessment of private schools' kindergartens and inquired if there is formal screening or assessments conducted for entering kindergarten students. Twelve of the 23 private schools were surveyed and with the exception of one school, eleven reported that there are no formal screening or assessments conducted prior to entry in kindergarten.

The current practice is to refer to previous preschool teacher observations or report cards before placement in a kindergarten classroom. When preschool observations are unavailable, teachers conduct informal classroom observations at the beginning of the kindergarten year.

In order to know how prepared our children are for kindergarten, the Council believes *there is a need to install a comprehensive readiness assessment program for children entering formal schooling. This readiness assessment program would require every entering child to complete an overall readiness tool.*

2. Status of Early Learning Standards

In 2005, early learning standards for Guam, known as the *Guam Early Learning Guidelines for Young Children Ages Three to Five*, were printed. What young children should know and be able to do by ages and stages were developed by an Early Childhood Care & Education Committee comprised of child care directors, teachers, trainers, and social workers representing the University of Guam, Guam Community College, Head Start, Guam Early Intervention System, Guam DOE, and DPHSS.

In 2007, the *Guam Early Learning Guidelines for Young Children Birth to 36 Months* was published, with technical assistance support by the National Infant and Toddler Child Care Initiative at the National Zero to Three Organization and the National Child Care Information Center. As in the previous publication, in addition to what children should know and be able to do are suggestions for what family members or care providers can do to nurture healthy growth and development. Both documents describe target behaviors in physical development, social emotional development, language, and cognitive development.

These developmental standards for young children are a result of the commitment of the DPHSS to improve the quality of care and education provided to our youngest children. In 2005, approximately eight thousand copies of the Guam Early Learning Guidelines had been disseminated to child care providers, family members, physicians, and early childhood students. Multiple organizations such as DPHSS (BOSSA), Women, Infants and Children (WIC), Bureau of Primary Care Services (BPCS) in Northern, Central, and Southern satellite areas, DOE Head Start and Guam Early Intervention System (GEIS), Guam PIRC, and the Guam Child Care and Development Association (GCCDA), funded and/or disseminated the guidelines with families utilizing their programs. Additionally, CDs of the ELGs were disseminated to physicians to print and share age-appropriate sections relevant to infants, toddlers, and preschoolers at clinic visitations. Further, the ELGs are available electronically on the websites of *All Eyes on Five* (Project Tinituhon), DPHSS, and Guam CEDDERS. Training sessions that build skills in how to use and adopt the Guam Early Learning Guidelines have been attended by a wide variety of community stakeholders. Fairs where families engage in activities patterned after the early learning guidelines were attended by hundreds of families each year. In 2010, a supplement to the Guam Early Learning Guidelines, *Hugando - Parent Play Book for Children Ages Birth to Five*, was published. This publication provides steps and examples of how family members can structure the world of play for their growing youngsters.

There is a need to continuously train families and community stakeholders on the early learning guidelines. Additionally, there is a need to ensure that the early learning

guidelines are embedded in Guam's higher education program curriculum throughout their respective pre-service and in-service programs.

3. Status of Governance

Governor Felix Camacho and Lieutenant Governor Michael Cruz signed Executive Order 2008-03: Relative to Establishing the Guam Early Learning Council (GELC) for Guam's Early Childhood Comprehensive System on April 9, 2008. The Guam Early Learning Council serves at an executive level overseeing the coordination and collaboration of all early childhood agencies and organizations that serve young children. Therefore, all other advisory councils such as the Head Start Policy Council, the Guam Interagency Coordinating Council, Project Tinituhon Strategic Management Team, and the Guam Positive Parents Together, Inc. non-profit organization reports on a quarterly basis to the Guam Early Learning Council on progress, issues, and concerns of their program. On March 31, 2010, the Guam Early Learning Council adopted their by-laws, a document under review for a year. Further, at the March 31, 2010 Guam Early Learning Council meeting, the GELC welcomed the Guam Child Care & Development Association (GCCDA) as a voting member. While three child care center directors sit on the council as independent members, the GCCDA reversed their earlier decision of declining council membership.

The Guam Early Learning Council meets on a quarterly basis. Currently, a review of member composition is being reviewed with recommendations being made to add more family members and other stakeholder representatives of non-government agencies. In particular, Project Karinu, a mental health early childhood grant most recently awarded to Guam, will refer to the Guam Early Learning Council, specifically,

under Project Tinituhon's Strategic Management Team Social-Emotional and Mental Health Focus Area Work Group, as their Governance Council. *There is a need to provide continuous staff support to the Guam Early Learning Council as they expand their work scope.*

4. Status of Professional Development Systems

In 2003, early childhood stakeholders including parents, public and private child care providers, and early childhood service providers began crafting Guam's Comprehensive Plan for the Care and Education of Young Children. Three components were adopted and threaded into the new State Plan, which included Program Coordination, Guam Early Learning Guidelines, and Child Care Licensure Requirements. A significant aspect of the Child Care Licensure Requirements is a Professional Growth Program for child care providers that is being updated and proceeding through the adjudication process. Integrated into the Licensure Requirements are the five National Association for the Education of Young Children (NAEYC) standards for early childhood professionals.

Another significant aspect of the child care licensure requirements is the introduction of the Early Childhood Environment Rating Scale – Revised (ECERS-R) training sessions to build awareness in implementing this quality rating tool that was held for child care providers and staff of DPHSS. A major skill building session with Ms. Maribel Loste, an off-island consultant, occurred from March 24-26, 2010 where 34 child care providers and directors participated. This is also part of Guam's initiative to develop and implement a Quality Rating and Improvement System (QRIS) for child care centers.

The professional growth career lattice was developed by a broad stakeholder group with consultation from the National Child Care Information and Technical Assistance Center and will be presented to the Guam Commission for Educator Certification for approval. Once approved, standards with continuous professional growth for child care providers for early childhood education throughout the community will be enforced. *There is a need to provide continuous professional development, at all tiers, on the licensure requirements. This need ranges from licensure workers to child care staff and families. Training modules need to be developed and provided.*

5. Status of Data Systems

There is currently one integrated data system shared across five public and private agencies including the Guam DPHSS, Guam Early Hearing Detection and Intervention (Guam EHDI) Project, the Guam Memorial Hospital Authority (GMHA), Sagua Mañágu Birthing Center, and GDOE Guam Early Intervention System. This data system, known as Guam ChildLink was established in 2003 for data tracking and surveillance of all infants born on Guam who receive a newborn hearing screening, follow-up screening, audiological evaluations, and intervention services. The data system is currently administered by Guam CEDDERS, the lead agency for the Guam EHDI Project. For the past year, Project Tinituhon's Strategic Management Team reviewed recommended performance indicators from the National Center for Children in Poverty - Project Thrive. Members adopted applicable indicators relevant to Guam and developed new indicators. In March 2010, the Early Learning Council endorsed the 37 performance indicators in seven categories. The Council will determine the different

data banks across early childhood agencies and develop a shared data collection and reporting process that will track progress of each performance indicator.

Any data collected, maintained, or disseminated that is required by the Office of Management and Budget (OMB), will be submitted as requested. Data collection will be submitted to the UOG Institution Research Board for all activities involving research involving human subjects.

To strengthen collaboration between all early childhood initiatives, as well as provide better supports and services to all families, there is a need to develop a shared data collection process.

B. APPROACH (PLAN OF ACTION)

As mentioned in the Status of Governance above, through *Project Tinituhon*, Guam's first ECCS grant, Honorable Felix Camacho, Governor of Guam, signed Executive Order 2008-03 establishing the Guam Early Learning Council (GELC) that aligns with the Improving Head Start Readiness Act of 2007 that authorizes the Governor of each State to designate or establish a Council. The GELC is composed of stakeholder representatives of families of young children, and agencies and organizations, both public and private, serving young children and their families. The purpose of the GELC is to ensure cross-agency collaboration, shared data collection, leveraging of funding/resources, and shared standards for child and family outcomes.

The GELC mission is "to support each child (birth to age five) in reaching his/her full potential through a health care and education system that is accessible, comprehensive, integrated, and responsive to diverse cultures that is developed in collaboration with families and communities." As the Governor's umbrella council

overseeing the governance of early childhood agencies and organizations, the GELC is instrumental in policy development and communication among child-serving agencies and organizations. Additionally, in March 2008, the Office of the Governor of Guam with support from Guam CEDDERS applied for and received funding from the National Governor's Association to support the establishment of the Council as well as to conduct an Early Childhood Summit. Below is a list of council members and the agencies they represent:

1. Members of the Guam Early Learning Council

- 1) First Lady Joann Camacho – Co-Chairwoman
- 2) Elaine Eclavea – Co-Chairwoman – Project Tinituhon (ECCS), Guam CEDDERS
- 3) Senator Frank Aguon, Jr. – 30th Guam Legislature
- 4) Judge Arthur Barcinas – Superior Court of Guam
- 5) Mayor Roke Blas – Vice-President, Mayors' Council of Guam
- 6) Stasia Borja – Parent
- 7) Nerissa Bretania-Underwood, Ed.D. – Superintendent, Guam Department of Education (GDOE)
- 8) Richard Brown, Chairperson – Guam System of Care Council
- 9) May Camacho – Assistant Superintendent – Division of Special Education, GDOE
- 10) Clare Camacho, Ph.D. – Department Chair for Education – Guam Community College
- 11) Pauline Camacho, Director – Guam PIRC
- 12) Peter John Camacho – Administrator/CEO – Guam Memorial Hospital Authority

- 13) Maria Connelley – Director, Department of Labor
- 14) Doris Crisostomo – Special Assistant on Health Education, Office of the Governor
- 15) Dina Domalanta, M.D. – Pediatrician
- 16) Estela Gapas, Owner – PNG Child Care & Learning Center
- 17) Ruth Leon Guerrero – Fair Employment Officer – One Stop Career Center, Department of Labor
- 18) Cerila Rapadas, Executive Director – Catholic Social Services
- 19) J.Peter Roberto – Director, Department of Public Health & Social Services (DPHSS)
- 20) Heidi San Nicolas, Ph.D. – Director, Guam CEDDERS
- 21) Catherine Schroeder, Director – Guam Head Start, GDOE
- 22) David Shimizu, Ed.D. – Director, Department of Mental Health Substance Abuse (DMHSA)
- 23) Linda Susuico, Child Human Services Administrator – Division of Public Welfare, DPHSS
- 24) Mayor Carol Tayama – President, Mayors' Council of Guam
- 25) Jason Tedtaotao- Deputy Director, DMHSA
- 26) Lydia Tenorio – Administrator – Bureau of Social Services Administration (BOSSA, DPHSS)
- 27) Sara Thomas-Nededog – Executive Director, Sanctuary, Inc.
- 28) Lagrimas Underwood – Owner, Honey Bear Kids Center
- 29) Speaker Judith Won Pat, Ed.D. – 30th Guam Legislature

30) Ross White – President, Guam Child Care Development Association

2. Goals, Objectives, & Timeline for Guam’s Early Learning Council Plan for ARRA Funding

Aware that this grant was going to be available, Guam’s Early Learning Council meetings in July 23, 2009, November 30, 2009, and March 31, 2010, were conducted as planning meetings and *the following aspects were discussed and affirmed as critical needs in order to develop and sustain high quality environments for young children and their families. It has been determined that sustainability of high quality early childhood education is a critical need. This sustainability must occur through greater awareness of early childhood education and training at all tiers for high quality supports and services for early childhood education.*

The progress made through policies, programs, and practices can be sustained and maintained through the various objectives.

- a. *Governance, System Collaboration, Sustainability.* Systemic collaboration will be strengthened and sustained if all early childhood initiatives – child welfare, early intervention, Head Start, child care licensure, mental health for young children, family supports and services – were organized in one bureau or cabinet. As 13 states currently have a unified Children’s Bureau or Children’s Cabinet, Guam’s Council is reviewing different structures and may look at this unification structure as a possible framework for adoption. Unified, there will be a greater success rate of blending and braiding resources where possible.

Since June 2008, the Guam Early Learning Council has been meeting quarterly. During these meetings, updates on goals and objectives of the

Council's Plan were provided. Each quarter, the Council includes in its agenda, the opportunity for public input for anyone interested in attending and submitting or delivering prepared statements. On an annual basis, the overall status of early childhood is provided to the Governor, the Guam Legislature, agencies supporting and facilitating early childhood initiatives, and the public.

There is a need to review if a Guam's Children's Cabinet will best meet the island community's needs. As the scope of responsibility increases for the Guam Early Learning Council, there is a need to have staff assigned to continuously support the Guam Early Learning Council.

- b. *Social Marketing.* Stakeholder representatives participating in Guam Early Learning Council meetings and/or Early Childhood Summits advocate for a well developed education plan that shares local, real life stories about how high quality early childhood education components make the difference in a child's overall growth and development, using a fairly broad-based selection of developed products such as CDs, posters, and brochures. *There is a need to develop a social marketing campaign and integrate existing developed products through which sustainability will be strengthened as the community better understands the importance of the early years and, from there, progress to advocating for supports and services for our youngest community members and their families.*
- c. *Early Learning Guidelines & Training.* Every aspect of our early childhood community has proclaimed the necessity of effective, efficient training programs. As Guam's Licensure Requirements for Child Care are finalized and adjudicated,

the need for meaningful pre-service and in-service in early childhood education, to include family leadership and diversity, is documented. Through higher education, licensure requirements and continuous professional development focused upon the five NAEYC standards, sustainability of high quality early childhood education will be rooted deeper and with healthier results. In supporting families from diverse cultures, it is clear that promoting the Guam Early Learning Guidelines through various print and audiovisual media such as posters, brochures, radio and movie theater commercials be developed and translated into Guam's most widely spoken languages – Chamorro, Tagalog, and Chuukese – will help more families better understand what their children should know and be able to do, as well as how they can help their children grow healthy and happy. There is a need to update the Guam Early Learning Guidelines and there is a need for training at all tiers including licensed child care providers, families, and the community. Outreach to the community includes workshops to families using a pool of translators who can deliver information in widely spoken languages addressing the need for culturally competent and accessible materials. To add relevancy to the workshops, family-child packets of age-appropriate learning materials, such as CDs of multi-ethnic children's music, toys, books, gross motor, health, and art materials need to be available with sample lessons aligned with and reinforcing direct implementation of the ELG.

- d. *Data Systems.* The various early childhood programs collect data based on their specific program reporting requirements. There is currently no comprehensive early childhood data report available. The Council aims to provide a process for

data collection and sharing based on the 37 Performance Indicators. *There is a need to develop a data collection and sharing process based on the performance indicators determined by each of the focus areas in Project Tinituhon to help get a better sense of ongoing progress and rate of that progress.*

ACTIVITY TABLE

<p>Needs:</p> <ul style="list-style-type: none"> • As the scope of responsibility increases for the Guam Early Learning Council, there is a need to have staff assigned to continuously support the Guam Early Learning Council. • There is a need to provide continuous professional development, at all tiers, on the licensure requirements. This need ranges from licensure workers to child care staff and families. Training modules need to be developed and provided. <p>Goal 1: The Guam Early Learning Council will have staff to assist and implement the desired outcomes in social marketing, professional development, and family support.</p>			
Objectives	Activities	Timeline	Quarterly Accomplishments
1. To facilitate the hiring process of all identified staff	<ul style="list-style-type: none"> a. Early Learning Council Assistant begins duties. b. Training Associate oversees professional development for early childhood education. 	Year 1	<ul style="list-style-type: none"> • Early Learning Council Assistant and Training Associate complete Year 1 duties.
2. To facilitate the implementation of all GELC activities in coordination with all early childhood agencies and organizations.	<ul style="list-style-type: none"> a. Identify dates for quarterly meetings. b. Prepare for quarterly meetings. c. Support Project Tinituhon Strategic Management Team meetings that support the GELC. 	Year 1; all future GELC meetings	<ul style="list-style-type: none"> • Quarterly GELC meetings held. • GELC meeting materials transmitted to GELC members. • Quarterly SMT updates transmitted to GELC members.
3. To review child care licensure regulations and early childhood education recertification requirements in collaboration with DPHSS,	<ul style="list-style-type: none"> a. Itemize professional growth opportunities that will address the early childhood certification requirements for child care providers. 	Year 1	<ul style="list-style-type: none"> • A strategic plan that describes requirements and steps needed to address attaining those requirements at all tiers.

GCC, UOG School of Education and the Guam Commission for Teacher Certification.	b. Itemize professional growth opportunities that will address the early childhood certification requirements for child care center licensure workers.		
4. To develop a cadre of trainers to support Guam’s early learning standards, a.k.a. <i>Guam’s Early Learning Guidelines</i> in collaboration with all early childhood agencies and partners.	a. Publish a request for all facilitators of professional growth in early childhood education for child care providers and for child care center licensure workers.	Year 2, Quarter 2	<ul style="list-style-type: none"> • A listing of a cadre of early childhood trainers for early childhood education on Guam, some with multi-lingual capabilities/expertise
5. To develop a certificate program for ECE that supports the updated licensure requirements in collaboration with DPHSS, GCC, and UOG.	a. Determine course offerings needed for licensure requirements for child care providers and for licensure workers. b. Work with GCC and UOG to identify schedule for course offerings.	Year 2, Quarter 4	<ul style="list-style-type: none"> • Deliver a package consisting of course outlines that reflect the state standards requirements to GCC and UOG for adoption and course offering.
6. To implement a professional development plan at all tiers for early childhood providers across all early childhood agencies and programs.	a. Conduct a training needs assessment. b. Develop a training plan. c. Implement early childhood training in partnership with other early childhood agencies.	Year 1 Year 1 Year 2	<ul style="list-style-type: none"> • Training Needs Assessment Results • Training plan developed • Participants that completed the training.
Need: There is a need to develop a social marketing campaign through which sustainability will be strengthened as the community better understands the importance of the early years and, then, helps to advocate for supports and services for our youngest community members and their families.			

Goal 2: Guam will have a Social Marketing Plan that covers an array of media outlets.			
Objectives	Activities	Timeline	Quarterly Accomplishments
1. To review Project Tinituhon's Strategic Management Team's Social Marketing Plan.	a. Meet with Strategic Management Teams to discuss ideas for social marketing activities.	Year 1	<ul style="list-style-type: none"> List of social marketing activities for each focus area for GELC.
2. To expand Project Tinituhon's Strategic Management Team's Social Marketing Plan based on ideas, recommendations, and research.	a. Brainstorm ideas after reviewing lessons learned and best practices in building awareness for early childhood.	Year 1	<ul style="list-style-type: none"> Social Marketing Plan for ECE.
3. To implement the Social Marketing Plan for the GELC and its activities.	a. Develop and announce a request for proposal for social marketing for GELC and its activities. b. Develop and announce a request for proposal to implement the Social Marketing Plan for the GELC and its activities.	Year 2, Quarter 1 Year 2, Quarter 3	<ul style="list-style-type: none"> A contract for social marketing for the focus areas of GELC.
Needs: <ul style="list-style-type: none"> There is a need to identify a cadre of multi-lingual trainers in Guam's three widely spoken languages to deliver training on the Guam Early Learning Guidelines (GELG) with translation if needed, at all tiers and with supplemental parent-interactive materials to stimulate learning. There is a need to install an overall comprehensive readiness assessment program for entering students into kindergarten. 			
Goal 3: Guam will have a plan for ensuring all young children enter school ready for kindergarten.			

Objectives	Activities	Timeline	Quarterly Accomplishments
<p>1. To make the <i>Guam Early Learning Guidelines</i> (and other supplemental handbooks) available in accessible formats in collaboration with all early childhood settings.</p>	<p>a. Identify the three widely spoken language groups outside of English in child care centers.</p> <p>b. Develop a cadre of multi-lingual trainers who will assist in the delivery of training of the <i>Guam Early Learning Guidelines</i> and supplemental handbooks in three widely-spoken languages.</p> <p>c. Provide supplemental family interactive materials such as music CDs, and age-appropriate toys and books.</p>	<p>Year 2, Quarter 3</p> <p>Year 2, Quarter 3</p> <p>By end of Year 2</p>	<ul style="list-style-type: none"> • Cadre of multi-lingual trainers in three widely spoken language groups. • Packets of family-interactive materials supplementing the Early Learning Guidelines.
<p>2. To provide training opportunities for families on the <i>Guam Early Learning Guidelines</i>.</p>	<p>a. Work with child care centers to identify parent groups who are interested in being trained in the <i>Guam Early Learning Guidelines</i>.</p> <p>b. Develop parent training plan.</p> <p>c. Implement parent training in partnership with other early childhood agencies such as the Mayors' Council, Foster Families, and the WIC program.</p>	<p>Year 1</p> <p>Year 2, Quarter 1</p> <p>Year 2 Quarter 1 to Year 3</p>	<ul style="list-style-type: none"> • Parent training plan to include the schedule of Family Forums for training with the Guam Early Learning Guidelines.
<p>3. To develop a school readiness plan.</p>	<p>a. Conduct a survey of all kindergarten programs of assessment tools used for entering kindergarten students.</p> <p>b. Facilitate a meeting with all</p>	<p>Year 1</p> <p>Year 1</p>	<ul style="list-style-type: none"> • Survey results. • Standardized screening assessment tool selected. • Kindergarten teachers trained. • Baseline assessment data

	<p>school administrators for establishing a standardized screening assessment for all entering kindergarten students.</p> <p>c. Train all kindergarten teachers on the implementation of the selected screening assessment tool.</p> <p>d. Pilot a standardized kindergarten screening assessment tool with 15 schools.</p> <p>e. Implement a standardized kindergarten screening assessment tool for all entering kindergarten students.</p>	<p>Year 2, Quarters 1-4</p> <p>Year 3, Quarter 1</p> <p>Year 3, Quarter 4</p>	<p>collected.</p> <ul style="list-style-type: none"> Standardized assessment tool implemented.
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Need: There is a need to develop a shared data collection process based on the performance indicators determined by each of the focus areas in Project Tinituhon to help get a better sense of ongoing progress and rate of that progress.

Goal 4: Guam will have a process for data collection and sharing, aligned with the early childhood performance indicators, across various early childhood serving agencies and programs.

Objectives	Activities	Timeline	Quarterly Accomplishments
1. To identify data banks that track performance indicators in collaboration with all early childhood agencies and partners.	<p>a. Review performance indicators for each focus area which were endorsed by the Guam Early Learning Council.</p> <p>b. Strategic Management Team focus area work groups will develop a list of data banks that can provide needed data</p>	Year 1	<ul style="list-style-type: none"> Listing of data banks that provide data for the identified performance indicators for each of the focus areas.

	under each performance indicator.		
2. To develop and implement a process for data collection and sharing across various early childhood programs.	<p>a. Meet with the agencies and programs that are responsible for each of the data banks. Conduct a work group session of early childhood programs that are responsible for data systems.</p> <p>b. Develop Memorandum of Agreements for early childhood programs regarding data collection, sharing, and reporting.</p> <p>c. Develop an early childhood data matrix that aligns with the 37 performance indicators.</p> <p>d. Monitor and analyze the data process in partnership with the Bureau of Statistics and Plans and the Guam State Clearinghouse.</p> <p>e. Develop Procedural Guidelines for the collection and sharing of data.</p>	<p>Year 1</p> <p>Year 2, Quarter 1</p> <p>Year 2, Quarter 2</p> <p>Years 2 and 3</p> <p>Year 2, Quarter 3</p>	<ul style="list-style-type: none"> • Integrated early childhood data system. • Memorandum of Agreements between agencies to provide and/or share data with one another.

C. STAFF AND POSITION DATA

Grant funds will be used to hire a half time Training Associate who will oversee the project and lead the various training and development activities.

Funds are also requested to hire a full time Early Learning Council Assistant who will provide assistance to the Council and the Training Associate in the implementation of the Council's State Plan and the goals and objectives of this grant application. The Assistant position will be filled by Evelyn Claros. Ms. Claros has an Associate's Degree and for the past two years was the Senior Navigator for the Family Support Military 360 grant administered by Guam CEDDERS. Prior to this, Ms. Claros was a Program Coordinator I, under the Guam Department of Education, Guam Early Intervention System. In this position, Ms. Claros served as administrative support for the Guam Interagency Coordinating Council for two years. In addition, Ms. Claros served as the Administrative Assistant for the Guam Commission on Utilities. She has extensive experience in supporting the work of Councils and Commissions as well as experience with birth to three programs. Ms. Claros is a member of the Parent Education and Family Support subcommittee of Guam's State Early Childhood Comprehensive Systems Grant, Project Tinituhon.

The roles and responsibilities of the Training Associate will include training for families and service providers on the importance of the first five years of a child's life and on the Early Learning Guidelines as well as implementation of the Social Marketing Plan. This position will be filled by Mary Kidd, Guam CEDDERS Training Associate and facilitator for the Project Tinituhon Strategic Management Team Early Childhood Education/Child Care focus area work group. Ms. Kidd has been directly involved in the

production of various early childhood care and education public awareness products (brochures, posters, commercials, DVDs) and training products and activities (Guam Early Learning Guidelines and Hugando (Chamorro word for “play”) activity book). Furthermore, Ms. Kidd has been the key trainer for Guam’s Model Child Care Center Program and has conducted hundreds of early childhood trainings over the past ten years. Ms. Kidd will work closely with the GELC and co-sponsoring agencies on specific activities indicated in the Activity Table of section B of this application. (Appendix E: Biographical Sketches)

D. ORGANIZATIONAL PROFILE

The Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), www.guamcedders.org is a Center and training and technical assistance and interdisciplinary/research institute within the University of Guam, Office of Senior Vice President of Academic Affairs. Guam CEDDERS, an Administration on Developmental Disabilities University Center of Excellence, currently manages over \$10 million in federal/local grants and contracts, and has strong community and regional linkages. Guam CEDDERS, established in 1992 is recognized within the island community as being a central and effective point of support, technical assistance, and training in the development of new and on-going initiatives in the area of disabilities, as well as early childhood.

Guided by its mission “to create pathways which enhance, improve, and support the quality of life of individuals with developmental disabilities and their families”, one of Guam CEDDERS’ priorities is to support the improvement of early childhood education and care services and supports for young children, birth to five, and their families.

Furthermore, Guam CEDDERS is one of 63 nationally designated centers funded by the Administration on Developmental Disabilities to provide training, technical assistance, services and supports, research and dissemination of research and best practices in providing support to individuals with disabilities and their families. Guam CEDDERS is part of a national network of University Centers of Excellence in Developmental Disabilities that “focus on advancing policy and practice for and with individuals with developmental and other disabilities, their families, and communities” (www.aucd.org).

Numerous projects successfully completed by the organization include federally funded projects from the U.S. Department of Education: Office of Special Education Programs, Office of Special Education and Rehabilitation Services, National Institute on Disability and Rehabilitation Research, Rehabilitation Services Administration; U.S. Department of Health and Human Services: Administration for Developmental Disabilities, Centers for Disease Control and Prevention, Substance Abuse and Mental Health Services Administration, Health Resources and Services Administration (HRSA); in addition to contracts with other institutions of higher education on Guam and regional national and state governments demonstrating capacity to deliver quality services.

Early Learning Council staff will be physically housed at the Guam CEDDERS’ offices at the University of Guam campus and will have access to University resources, including those related to research, early childhood activities and initiatives. Staff will also have access to all Guam CEDDERS’ facilities including conference rooms, small group work areas, equipment and wireless access, as well as the use of the Guam

CEDDERS administrative and bookkeeping support to assist with project and budget management.

Appendix F: shows the Organizational Chart for Guam's State Advisory on Early Childhood Care and Education grant.

E. THIRD PARTY AGREEMENTS

The Guam Early Learning Council currently does not have written or signed agreements between any grantee or sub-grantee. However, the Council's State Plan includes a specific activity for the development of a Memorandum of Agreement between early childhood public and private agencies. This work is ongoing.

F. BUDGET AND BUDGET JUSTIFICATION

Fiscal Years 2010, 2011, and 2012 (June 1, 2010 – September 30, 2012)

The following budget and budget narrative is designed to provide a detailed description of how funds being requested will be used to support the administration and operation of this project. The grant guidelines require that an application provide at least 70% non-federal matching funds of the total cost of the project. Guam CEDDERS is requesting for the full allocation amount of \$500,000 in Federal funds to be used over a three-year period which requires a non-federal share of \$1,166,664. Through the Federal Law, P.L. 98-454, the Omnibus Territorial Waiver Act, the non-federal matching requirements are waived for the first \$200,000 of matching funds each grant year. Guam opts to use the Omnibus Territorial Waiver for the first \$200,000 of matching requirement for each year, which reduces the remaining non-federal match of \$566,664 however Guam is committing \$584,780 as outlined below.

Budget Category	Year 1 Federal Fund	Year 2 Federal Fund	Year 3 Federal Fund	Total Budget
A. Personnel				
Principal Investigator (.05 FTE)				
Training Associate (.50 FTE)				
Early Learning Council Assistant (1.00 FTE)				
Total Personnel	19,611	79,381	79,605	178,597
B. Fringe Benefits				
Principal Investigator (.05 FTE)	0	0	0	0
Training Associate (.50 FTE)	664	2,730	2,747	6,141
Early Learning Council Assistant (1.00 FTE)	3,960	15,841	15,841	35,642
Total Fringe Benefits	4,624	18,571	18,588	41,783
C. Travel				
Travel to Washington, D.C. for required Early Learning Council Meetings	9,170	18,340	9,170	36,680
Total Travel	9,170	18,340	9,170	36,680
D. Equipment				
Personal Computer with Printer	6,000	0	0	6,000
Filing Cabinet	700	0	0	700
Total Equipment	6,700	0	0	6,700
E. Supplies				
Office Supplies and Materials	7,550	4,586	5,000	17,136
Training/Resource Books and Materials	5,700	4,976	5,098	15,774
Total Supplies	13,250	9,562	10,098	32,910
F. Contractual				
Education Consultant	0	0		
G. Others				
Advertisement & Printing	19,088	11,707	12,200	42,995
Reasonable Accommodation	1,000	7,500	7,500	16,000
Facility Rental	5,450	12,800	21,800	40,050
Communication	3,700	4,600	5,000	13,300
Family Interactive/Manipulative Materials	10,000	22,724	12,500	45,224
Total Others	39,238	59,331	59,000	157,569
H. Non-Federal Match				
Omnibus Territorial Waiver (P.L. 98-454)				
In-kind Contribution				
Total Non-Federal Match				
I. Total Direct Charges	329,333	659,205	659,205	1,647,743

J. Total Indirect Charges (8% of Federal Direct Charges)	7,407	14,815	14,815	37,037
K. Total Project Cost	336,740	674,020	674,020	1,684,780
Federal Request	100,000	200,000	200,000	500,000
Non-Federal Match	236,740	474,020	474,020	1,184,780

Budget Narrative

A. Personnel

Funds are requested for salaries of employees who will perform grant oversight and administrative assistance to the Guam Early Learning Council in the implementation of desired outcomes in social marketing, professional development and family support.

1. Principal Investigator

Heidi E. San Nicolas, Ph.D., will serve as the Principal Investigator for the Project. Dr. San Nicolas has served as the Director of Guam CEDDERS since 1992. Dr. San Nicolas is a tenured Professor of Special Education and serves on numerous University administrative councils and committees. Dr. San Nicolas reports to the Assistant Vice President for Graduate Studies, Research and Sponsored Programs under the Senior Vice President of Academic and Student Affairs. She is a member of Guam's Early Learning Council and at one time, served as an administrator with Guam's Early Intervention (then Part H) Program, and assisted in establishing the InterAgency Coordinating Council. She will contribute .05 FTE to support the overall administration and implementation to the Project of which \$0 is requested of the grant.

2. Training Associate

Mary Kidd, M.Ed., will serve as the Training Associate for the Early Learning Council grant. Ms. Kidd is a Training Associate for Guam CEDDERS and a facilitator for the Strategic Management Team Focus Area Early Childhood Education/Child Care. Ms.

Kidd has extensive background in conducting training and technical assistance for families and service providers. She has been the key trainer for Guam’s Model Child Care Center Program, and has conducted hundreds of other early childhood trainings over the past ten years. She has been directly involved in the production of various early childhood care and education public awareness and training products, including DVD’s, posters and Guam’s Early Learning Guidelines for 0-3 and 3-5. She will contribute .50 FTE to the Project of which [REDACTED] is requested of the grant for Year 1, [REDACTED] or Year 2, and [REDACTED] for Year 3.

3. Early Learning Council (ELC) Assistant

Evelyn S.A. Claros will serve as the ELC Assistant for the grant. Ms. Claros is a parent of a child with a disability. Ms. Claros has worked with the Guam Interagency Coordinating Council providing coordination and support to the council. She has held positions in numerous councils, boards, and commissions related to children with disabilities as well as experience with Birth to Three Programs. She will work with the Training Associate in developing and implementing plans of the council and project activities; and provide support to the Early Learning Council and sub-committee chairs, preparation of the annual progress report, and monitor/maintain website, calendar of events and data collection activities. She will contribute 1.0 FTE to the Project of which [REDACTED] is requested of the grant for Year 1, and [REDACTED] each for Years 2 and 3.

Total Personnel: \$178,597

Federal Request	\$178,597
Non-Federal Match	-0-

B. Fringe Benefits

Fringe Benefits for Government of Guam employees are calculated based on benefits received and ranges from 8% to 35%. Benefits include some or all of the following: health insurance, dental insurance, life insurance, retirement and/or social security. Some staff has chosen not to receive the full benefits package.

Position Title	Percentage	Year 1	Year 2	Year 3
Principal Investigator	0%	0	0	0
Training Associate	8%	██████	██████	██████
ELC Assistant	35%	██████	██████	██████
Total		4,624	18,571	18,588

Total Fringe Benefits: \$41,783

Federal Request	\$41,783
Non-Federal Match	-0-

C. Travel

Off-island Travel: As required by the grant guidelines, funds are requested to support long distance travel for two key personnel to attend required federal early learning council meeting and/ or related early childhood conferences in Washington D.C. Round trip airfare costs from Guam to Washington D.C. is approximately \$3,100.00 and the federal per diem rate is \$1,485.00 (\$297.00 x 5 days). The amount of \$9,170 is requested for Years1 and 3; and \$18,340 for Year 2. Year 2 includes funding for 2 staff to attend a required federal grant meeting as well as 2 staff or ELC Council members to attend a national early childhood conference, i.e. Birth to Three, NAEYC, and Childcare Administrators Meeting.

Item	Rate	Total Cost
Airfare	\$3,100 / flight x 2 persons	\$6,200
Per Diem (\$297 x 5 days)	\$1,485/person x 2 persons	\$2,970
Total Travel per Year		\$9,170

Total Travel: \$36,680

Federal Request	\$36,680
Non-Federal Match	-0-

D. Equipment

Funds are requested of the grant to purchase a personal computer with a printer - \$6,000; and one filing cabinet - \$700.

Total Equipment: \$6,700

Federal Request	\$6,700
Non-Federal Match	-0-

E. Supplies

Funds are requested to purchase general office supplies and training/resource books and materials to support the goals and objectives of the council. General office supplies include paper, toner, folders, pens/pencils, and other basic office supplies. A total of \$7,550 is requested for Year 1, \$4,586 for Year 2, and \$5,000 for Year 3. For training/resource books and materials, \$5,700 is requested for Year 1, \$4,976 for Year 2, and \$5,098 for Year 3.

Total Supplies: \$32,910

	Year 1	Year 2	Year 3	Total
Federal Share	\$13,250	\$9,562	\$10,098	\$32,910
Non-Federal Match	\$0	\$0	\$0	\$0

Total	\$13,250	\$9,562	\$10,098	\$32,910
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F. Contractual

Education Consultant - Funds are requested of the grant to bring an expert education professional to Guam in Year 3 to present a 5-day technical assistance training Early Childhood Summit on the importance of quality childcare. Particular focus will be on the influence on social and cultural competencies. A total of \$8,724 is requested for Year 3 for costs of airfare = \$3,100; per diem (\$229 x 6 days) = \$1,374(Guam per diem rate set by GSA); honorarium (\$750 x 5 days) = \$3,750; and miscellaneous expenses (\$100 x 5 days) = \$500.

Total Contractual: \$8,724

	Year 1	Year 2	Year 3	Total
Federal Share	\$0	\$0	\$8,724	\$8,724
Non-Federal Match	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$8,724	\$8,724

G. Others

1. Advertisement and Printing - Funds are requested to support printing, duplication and advertising costs. Updated Early Learning Guidelines will be available in culturally and linguistically accessible formats. In addition, training modules will be developed and disseminated. A total of \$42,995 is requested for advertisement and printing. \$19,088 is requested for Year 1, \$11,707 in Year 2, and \$12,200 in Year 3.

2. Reasonable Accommodations - Funds are requested for reasonable accommodations offered to parents who attend the quarterly meetings or trainings including stipends (\$2,000), child care (\$4,000), gas coupons (\$1,000) and for interpreter services (\$1,000). Stipends are provided at \$25; child care is

provided at \$40; and gas coupons are provided at \$10 per meeting and/or conference. Additionally, \$4,000 each for Years 2 and 3 is requested for audio recording and translation services for brochures and posters highlighting Guam's Early Learning Guidelines. A total of \$16,000 (\$1,000 for Year 1, \$7,500 for Year 2, and \$7,500 for Year 3) is requested for reasonable accommodations.

3. Facility Rental - Funds are requested to cover the costs for facility rental for training sessions - \$22,500 (50 participants x \$30 each x 3 days x 5 sessions) and quarterly meetings - \$8,550 (\$950 per meeting x 9 meetings) for the Early Learning Council. During Year 3, \$9,000 (300 participants x \$30 x 1 day) is needed to cover facility rental for an Early Childhood Summit for families and community stakeholders across all early childhood programs and services for awareness of early childhood education and training in all tiers for high quality supports and services to ensure that the early learning guidelines are embedded in Guam's higher education programs. A total of \$40,050 (\$5,450 for Year 1, \$12,800 for Year 2, and \$21,800 for Year 3) is requested for facility rental.
4. Communication - Funds for communication are requested to correspond with federal project officers, technical assistance organization related to Early Learning and locally to disseminate information to members of the Early Learning Council. A total of \$13,300 is requested for communication costs including long distance, high speed internet access and postage: Year 1 - \$3,700; Year 2 - \$4,600; and Year 3 - \$5,000.
5. Family Interactive/Manipulative Materials – Funds are requested to purchase family interactive/manipulative early childhood materials, including locally

developed CDs, DVDs, videos, books, and brochures with culturally appropriate songs/nursery rhymes, and other related resource items for dissemination to low income families during ELC family outreach activities. Guam CEDDERS will reach up to 500 families in Year 1, up to 1,000 families in Year 2, and up to 625 families in Year 3. A total of \$45,224 is requested for family interactive/manipulative materials: Year 1- \$10,000; Year 2 - \$22,724; and Year 3 - \$12, 500.

Total Others: \$157,569

	Year 1	Year 2	Year 3	Total
Federal Share	\$39,238	\$59,331	\$59,000	\$157,569
Non-Federal Match	\$0	\$0	\$0	\$0
Total	\$39,238	\$59,331	\$59,000	\$157,569

H. Non-Federal Match

Federal Law, P.L. 98-454, the Omnibus Territorial Waiver Act, waives the first \$200,000 of matching requirements for each grant year. Over the three-year period, P.L. 98-454 waives \$200,000 of match for year 1, \$200,000 for year 2 and \$200,000 for year 3. \$600,000 of the match is covered by P.L. 98-454. The balance of the match is \$584,780 and is identified as in-kind contribution from the community as outlined below.

1. The Guam Mayor’s Council has identified community recreation center facilities within the 26 villages on island comprising of gyms, courts/fields, playground with equipment, social halls and picnic areas for family community outreach activities (3,000 sq. ft. x \$1.75 x 26 sites x 12 months = \$1,638,000). During Year 1, ELC will conduct family community outreach activities wherein approximately 20% of the available space (\$1,638,000 divided by 12 months x 20% = \$27,300) will be utilized

for the activities. Beginning Year 2, approximately 15% of available space (\$1,638,000 x 15% = \$245,700) will be utilized each year for ELC family and community outreach activities. A total of \$518,700 in-kind contribution from the Guam Mayor's Council will be provided for the project: \$27,300 for Year 1, and \$245,700 each for years 2 and 3.

2. Office Space for the project Offices - Guam CEDDERS will contribute a portion of building #23 at Dean's Circle in Mangilao for in-kind office space for project staff as well as in-kind conference room space for staff meetings and technical assistance meetings. The total space is 1,200 square feet; at \$1.25 per square foot. A total of \$42,000 (1,200 x \$1.25 x 28 months) in-kind contribution will be provided for the project: \$6,000 for Year 1 and \$18,000 each for Years 2 and 3.

3. Utilities - UOG will provide for utilities for contributed office and technical assistance spaces at Dean's Circle on the UOG campus in Mangilao for the project: Power - \$21,000 (\$750 x 28 months); Water/Sewer - \$1,400 (\$50 x 28 months); and Telephone/Toll - \$1,680 (\$60 x 28 months). A total of \$24,080 in-kind contribution for utilities will be provided for the project.

Total Non-Federal Match: \$1,184,780

	Year 1	Year 2	Year 3	Total
Omnibus Territorial Waiver, P.L. 98-454	██████████	██████████	██████████	██████████
In-Kind Contribution	██████████	██████████	██████████	██████████
Total	██████████	██████████	██████████	██████████

I. Total Direct Charges

Direct costs are calculated by adding items A through H.

Total Direct Charges: \$1,629,627

	Year 1	Year 2	Year 3	Total
Federal Share	\$92,593	\$185,185	\$185,185	\$462,963
Non-Federal Match	██████████	██████████	██████████	██████████
Omnibus Territorial Waiver, P.L. 98-454	██████████	██████████	██████████	██████████
In-Kind Contribution	██████████	██████████	██████████	██████████
Total	\$329,333	\$659,205	\$659,205	\$1,647,743

J. Total Indirect Charges

The negotiated indirect cost rate for the University of Guam is with the U.S. Department of Health and Human Services. The negotiated rate is 57.0%. UOG calculates the indirect cost for this grant at 8% as this is primarily a training and community development grant. The indirect cost is only applied to the Federal Request.

Total Indirect Charges: \$37,037

	Year 1	Year 2	Year 3	Total
Federal Share	\$7,407	\$14,815	\$14,815	\$37,037
Non-Federal Match	\$0	\$0	\$0	\$0
Total	\$7,407	\$14,815	\$14,815	\$37,037

K. Total Project Cost

Total cost is calculated by adding the Total Direct Charges and Total Indirect Charges.

Total Project Cost: \$1,684,780

	Year 1	Year 2	Year 3	Total
Federal Share	\$100,000	\$200,000	\$200,000	\$500,000
Non-Federal Match	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████