#### Child Care and Development Fund (CCDF) Plan For Guam FFY 2019-2021

#### 1 Define CCDF Leadership and Coordination with Relevant Systems

This section identifies the leadership for the CCDF program in each Lead Agency and the entities and individuals who will participate in the implementation of the program. It also identifies the stakeholders that were consulted to develop the Plan and who the Lead Agency collaborates with to implement services. In this section respondents are asked to identify how match and maintenance-of-effort (MOE) funds are identified. Lead Agencies explain their coordination with child care resource and referral (CCR&R) systems, and outline the work they have done on their disaster preparedness and response plans.

#### 1.1 CCDF Leadership

The Governor of a State or Territory shall designate an agency (which may be an appropriate collaborative agency), or establish a joint inter-agency office, to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E(c)(1)).Note: An amendment to the CCDF State Plan is required if the Lead Agency changes or if the Lead Agency official changes.

#### 1.1.1 Which Lead Agency is designated to administer the CCDF program?

Identify the Lead Agency or joint interagency office designated by the state or territory. ACF will send official grant correspondence, such as grant awards, grant adjustments, Plan approvals, and disallowance notifications, to the designated contact identified here (658D(a)). Effective Date: 10/01/2020 a) Lead Agency or Joint Interagency Office Information:

Name of Lead Agency: Guam Department of Public Health & Social Services

Street Address: ITC Building Suite 219, S. Marine Corp Drive

City: Tamuning

State: Guam

ZIP Code: 96913-3532

Web Address for Lead Agency: http://dphss.guam.gov

b) Lead Agency or Joint Interagency Official Contact Information:

Lead Agency Official First Name: Arthur

Lead Agency Official Last Name: San Agustin

Title: Director, Department of Public Health and Social Services

Phone Number: (671) 638-4504

Email Address: arthur.sanagustin@dphss.guam.gov

#### 1.1.2 Who is the CCDF Administrator?

Identify the CCDF Administrator designated by the Lead Agency, the day-to-day contact, or the person with responsibility for administering the state's or territory's CCDF program. ACF will send programmatic communications, such as program announcements, program instructions, and data collection instructions, to the designated contact identified here. If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the Co-Administrator or the person with administrative responsibilities and include his or her contact information.

Effective Date: 11/01/2020

a) CCDF Administrator Contact Information:

CCDF Administrator First Name: Maria Theresa

CCDF Administrator Last Name: Arcangel

Title of the CCDF Administrator: Chief Human Service Program Administrator

Phone Number: (671) 300-7333

Email Address: theresa.arcangel@dphss.guam.gov

Address for the CCDF Administrator (if different from the Lead Agency):

Street Address: 590 S. Marine Corps Drive

City: Tamuning

State: Guam

ZIP Code: 96913-3532

b) CCDF Co-Administrator Contact Information (if applicable):

CCDF Co-Administrator First Name: Terry

CCDF Co-Administrator Last Name: Ascura

Title of the CCDF Co-Administrator: Program Coordinator IV

Description of the role of the Co-Administrator: To manage the Child Care Development Fund Grant and ensure that all registered licensed and non-licensed child care providers implement the programmatic and fiscal requirements in accordance with federal and local applicable mandates and statutes

Phone Number: (671) 735-7343

Email Address: terry.ascura@dphss.guam.gov

Address for the CCDF Co-Administrator (if different from the Lead Agency):

Street Address: 590 S. Marine Corps Drive

City: Tamuning

State: Guam

ZIP Code: 96913-3532

#### 1.2 CCDF Policy Decision Authority

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or public or private local agencies as long as it retains overall responsibility for the administration of the program (658D(b)). Administrative and implementation responsibilities undertaken by agencies other than the Lead Agency must be governed by written agreements that specify the mutual roles and responsibilities of the Lead Agency and other agencies in meeting the program requirements.

1.2.1 Which of the following CCDF program rules and policies are administered (i.e., set or established) at the state or territory level or local level? Identify whether CCDF program rules and policies are established by the state or territory (even if operated locally) or whether the CCDF policies or rules are established by local entities, such as counties or workforce boards (98.16(i)(3)). Check one.

Effective Date: 10/01/2018

- All program rules and policies are set or established at the state or territory level. If checked, skip to question 1.2.2.
- Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.
  - 1. Eligibility rules and policies (e.g., income limits) are set by the:
    - State or territory
    - Local entity (e.g., counties, workforce boards, early learning coalitions).
    - If checked, identify the entity and describe the type of eligibility policies the local entity(ies) can set.

Other.

Describe:

2. Sliding-fee scale is set by the:

State or territory

Local entity (e.g., counties, workforce boards, early learning coalitions).

If checked, identify the entity and describe the type of eligibility policies the local entity(ies) can set.

Other.

Describe:

3. Payment rates are set by the:

State or territory

Local entity (e.g., counties, workforce boards, early learning coalitions).

If checked, identify the entity and describe the type of eligibility policies the local entity(ies) can set.

Describe:

4. Other. List and describe other program rules and policies and describe (e.g., quality rating and improvement systems [QRIS], payment practices):

## 1.2.2 How is the CCDF program operated? In other words, which entity(ies) implement or perform these CCDF services? Check all that apply

Effective Date: 10/01/2018

a) Who conducts eligibility determinations?

CCDF Lead Agency

- Temporary Assistance for Needy Families (TANF) agency
- Other state or territory agency
- Local government agencies, such as county welfare or social services departments
- Child care resource and referral agencies
- Community-based organizations
- Other.

Describe

- b) Who assists parents in locating child care (consumer education)?
  - CCDF Lead Agency
  - TANF agency
  - Other state or territory agency
  - Local government agencies, such as county welfare or social services departments
  - Child care resource and referral agencies
  - Community-based organizations
  - Other.

#### Describe

The Neni 311 provides information to parents that they call the warm line regarding child care.

The Neni Directory of services is another resource that parents have available to them.

#### c) Who issues payments?

- CCDF Lead Agency
- TANF agency
- Other state or territory agency
- Local government agencies, such as county welfare or social services departments

Child care resource and referral agencies
 Community-based organizations
 Other.
 Describe

1.2.3 Describe the processes the Lead Agency uses to monitor CCDF administration and implementation responsibilities performed by other agencies as reported above in 1.2.2, including written agreements, monitoring and auditing procedures, and indicators or measures to assess performance of those agencies (98.16(b)). Note : The contents of the written agreement may vary based on the role the agency is asked to assume or type of project, but must include at a minimum, tasks to be performed, schedule for completing tasks, budget which itemizes categorical expenditures in accordance with CCDF requirements, and indicators or measures to assess performance (98.11(a)(3)). Effective Date: 10/01/2018

The lead agency's CCDF state program office monitors the CCDF administration and implementation at all licensed and licensed-exempt childcare centers through program compliance reviews. The CCDF program office receives and reviews inspection information from the Bureau of Social Services Administration's (BOSSA) which is the childcare licensing office. The Division of Environmental Health (DEH) conducts health and safety inspections of all childcare licensed and license-excempt providers on a quarterly basis and reports are provided to the CCDF program office. Subsidy payments are reviewed for accuracy on a monthly basis.

1.2.4 Lead Agencies must assure that, to the extent practicable and appropriate, any code or software for child care information systems or information technology for which a Lead Agency or other agency expends CCDF funds to develop must be made available on request to other public agencies, including public agencies in other States, for their use in administering child care or related programs (98.15(a)(11)).

Effective Date: 10/01/2018

### Assure by describing how the Lead Agency makes child care information systems available to public agencies in other states to the extent practicable and appropriate.

The Lead Agency contracts the Data ManagementResource (DMR) and the information is coded. The codes can be shared and made available on request.

Effective Date: 10/01/2018

1.2.5 Lead Agencies must have in effect policies to govern the use and disclosure of confidential and personally identifiable information about children and families receiving CCDF assistance and child care providers receiving CCDF funds (98.15(b)(13)). Effective Date: 10/01/2018

## Certify by describing the Lead Agency's policies related to the use and disclosure of confidential and personally identifiable information.

The Lead Agency DPW Policy No. 2014-01 outlines a consistent process for managing confidential information, breaches of confidentiality and inappropriate us of information systems. Employees must seek and disclose the minimum amount of Confidential Information necessary to carry out their duties. Access to the records of family members, friends, co-workers, or other individuals is strickly prohibited (unless there is a job-related need). It is also mandatory for all staff working under the Department of Public Health and Social Services to obtain HIPAA training.

Effective Date: 10/01/2018

#### 1.3 Consultation in the Development of the CCDF Plan

The Lead Agency is responsible for developing the CCDF plan, which serves as the application for a 3-year implementation period. As part of the Plan development process, Lead Agencies must consult with the following:

(1) Appropriate representatives of units of general purpose local government-(658D(b)(2);
98.10(c); 98.12(b); 98.14(b)). General purpose local governments are defined by the U.S. Census at
https://www.census.gov/newsroom/cspan/govts/20120301\_cspan\_govts\_def\_3.pdf.

(2) The State Advisory Council (SAC) on Early Childhood Education and Care (pursuant to 642B(b)(I)(A)(i) of the Head Start Act) (658E(c)(2)(R); 98.15(b)(1)) or similar coordinating body pursuant to 98.14(a)(1)(vii).

(3) Indian tribe(s) or tribal organization(s) within the state. This consultation should be done in a timely manner and at the option of the Indian tribe(s) or tribal organization(s) (658D(b)(1)(E)).

Consultation

involves meeting with or otherwise obtaining input from an appropriate agency in the development of the state or territory CCDF Plan. Describe the partners engaged to provide services under the CCDF program in question 1.4.1.

#### 1.3.1 Describe the Lead Agency's consultation in the development of the CCDF plan.

Effective Date: 10/01/2018

a) Describe how the Lead Agency consulted with appropriate representatives of general purpose local governments.

The Lead Agency's CCDF state office through meetings, orientations and outreaches meets with other local government agency representatives and through discussions applies information gathered to complete the CCDF state plan.

b) Describe how the Lead Agency consulted with the State Advisory Council or similar coordinating body.

Through quarterly meetings conducted by the Guam Early Learning Council's (GELC) which is comparable to the State Advisory Council.

The CCDF Office is requested to submit quarterly reports to the GELC on the number of children served. There is a standard reporting format.

c) Describe, if applicable, how the Lead Agency consulted with Indian tribes(s) or tribal organizations(s) within the state. Note: The CCDF regulations recognize the need for States to conduct formal, structured consultation with Tribal governments, including Tribal leadership. Many States and Tribes have consultation policies and procedures in place.

Not applicable.

d) Describe any other entities, agencies, or organizations consulted on the development of the CCDF plan.

The Lead Agency's CCDF state program representative conducts orientations with the childcare providers' directors and parents and applies information from these activities to develop the state plan.

1.3.2 Describe the statewide or territory-wide public hearing process held to provide the public with an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C); 98.16(f)).

#### Reminder:

Lead Agencies are required to hold at least one public hearing in the state or territory, with sufficient statewide or territory-wide distribution of notice prior to such a hearing to enable the public to comment on the provision of child care services under the CCDF Plan. At a minimum, this description must include:

Effective Date: 10/01/2018

a) Date of the public hearing. 08/27/2018

Reminder: Must be no earlier than January 1, 2018, which is 9 months prior to the October 1, 2018, effective date of the Plan. If more than one public hearing was held, please enter one date (e.g. the date of the first hearing, the most recent hearing or any hearing date that demonstrates this requirement).

b) Date of notice of public hearing (date for the notice of public hearing identified in (a). 08/06/2018

*Reminder:* Must be at least 20 calendar days prior to the date of the public hearing. If more than one public hearing was held, enter one date of notice (e.g. the date of the first notice, the most recent notice or any date of notice that demonstrates this requirement). c) How was the public notified about the public hearing? Please include specific website

links if used to provide notice.

Local media public announcement and on the Lead Agency's CCDF website at www.guamchildcare.com

d) Hearing site or method, including how geographic regions of the state or territory were addressed. Guam Community College multi-purpose auditorium conference room @#1 Sesame Street Mangilao, Guam.

e) How the content of the Plan was made available to the public in advance of the public hearing. (e.g. the Plan was made available in other languages, in multiple formats, etc.) Posted and available for download on the Department of Public Health & Social Service Child Care Development Fund website at www.guamchildcare.org. A hard copy of the Plan will available at the CCDF Bureau of Management Support office located in room 15 Castle Mall in Mangilao.

f) How was the information provided by the public taken into consideration regarding the provision of child care services under this Plan? All information received during the public hearing will be considered when finalizing the state plan.

1.3.3 Lead Agencies are required to make the submitted and final Plan, any Plan amendments, and any approved requests for temporary relief (i.e., waivers) publicly available on a website (98.14(d)). Please note that a Lead Agency must submit Plan amendments within 60 days of a substantial change in the Lead Agency's program. (Additional information may be found here: https://www.acf.hhs.gov/occ/resource/pi-2009-01)

Effective Date: 10/01/2018

a) Provide the website link to where the Plan, any Plan amendments, and/or waivers are available. Note: A Plan amendment is required if the website address where the Plan is posted is changed.

www.guamchildcare.com

b) Describe any other strategies that the Lead Agency uses to make the CCDF Plan and Plan amendments available to the public (98.14(d)). Check all that apply and describe the strategies below, including any relevant website links as examples.

Working with advisory committees. Describe:

Working with child care resource and referral agencies. Describe:

Providing translation in other languages. Describe:

Sharing through social media (e.g., Twitter, Facebook, Instagram, email). Describe:

Providing notification to stakeholders (e.g., provider groups, parent groups).

Describe:

#### Other.

#### Describe:

A hardcopy of the CCDF Plan and Plan amendments will be made available at the Department of Public Health & Social Service (DPHSS) Bureau of Management Support's office located in room 15 at the Castle Mall in Mangilao and through the DPHSS website.

#### 1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

Lead Agencies are required to describe how the state or territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the federal, state/territory, and local levels for children in the programs listed below. This includes programs for the benefit of Indian children, infants and toddlers, children with disabilities, children experiencing homelessness, and children in foster care (98.14(a)(1)).

## 1.4.1 Describe how the Lead Agency coordinates the provision of child care services with the following programs to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services that meet the needs of working families (658E(c)(2)(O); 98.12(a); 98.14(a)).

This list includes agencies or programs required by law or rule, along with a list of optional partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services.

Include in the descriptions the goals of this coordination, such as:

- -- extending the day or year of services for families;
- -- smoothing transitions for children between programs or as they age into school;
- -- enhancing and aligning the quality of services for infants and toddlers through schoolage children;
- -- linking comprehensive services to children in child care or school age settings; or
- -- developing the supply of quality care for vulnerable populations (as defined by the Lead Agency) in child care and out-of-school time settings

Check the agencies or programs the Lead Agency will coordinate with and describe all that apply.

Effective Date: 10/01/2018

 (REQUIRED) Appropriate representatives of the general purpose local government, which can include counties, municipalities, or townships/towns.
 Describe the coordination goals and process:

Guam Code Annotated (10GCA Health & Safety, Ch.3 Public Health & Social

Services, Section 3901)

This section delineates the composition, goals and objectives and roles and responsibilities of the Guam Early Learning Council.

The Guam Early Learning Council is composed of the following representatives from key child serving agencies:a Parent Information Resources Center; non-profit organizations providing services and supports to children from birth to eight and their families; private child care providers; Guam Medical Society; Department of Public Health & Social Services; Guam Department of Education (Head Start, Early Intervention: Part C, Preschool Special Education: Part B, Section 619); Guam Behavioral Health & Wellness Center; Guam Department of Labor; University of Guam; Guam Community College; Guam Memorial Hospital; Guam Legislative Committe Chairpersons (including but not limited to the Committees on Education, Health & Human Services); Catholic Social Services; parent representatives (at least one parent/guardian or family member of a person with developmental disabilities); Mayors Council; Santuary Inc.; and the Superior Court of Guam.

Goals: to increase supports and services for young children and their families by strengthening cross-agency coordination,m involving public and private entities, to ensure delivery of comprehensive services for young children and their families and to expand and refince Guam's Policy Agendy for Early Learning.

Objectives: To strengthen collaboration amoung governance entities that oversee and coordinate subsystems; leverage funding streams to maximize resources; develop and implement a mechanism for cross-agency data collection for monitoring and reporting; create corss-agency standards for child and outcomes; define professional development structures to ensure an appropriately skilled systems workforces; and to expand awareness of and access to parent education and family supports.

 (REQUIRED) State Advisory Council on Early Childhood Education and Care (or similar coordinating body) (pursuant to 642B(b)(I)(A)(i) of the Head Start Act).
 Describe the coordination goals and process:

Guam Code Annotated (10GCA Health & Safety, Ch.3 Public Health & Social Services, Section 3901)

This section delineates the composition, goals and objectives and roles and responsibilities of the Guam Early Learning Council.

The Guam Early Learning Council is composed of the following representatives from key child serving agencies:a Parent Information Resources Center; non-profit organizations providing services and supports to children from birth to eight and their families; private child care providers; Guam Medical Society; Department of Public Health & Social Services; Guam Department of Education (Head Start, Early Intervention: Part C, Preschool Special Education: Part B, Section 619); Guam Behavioral Health & Wellness Center; Guam Department of Labor; University of Guam; Guam Community College; Guam Memorial Hospital; Guam Legislative Committe Chairpersons (including but not limited to the Committees on Education, Health & Human Services); Catholic Social Services; parent representatives (at least one parent/guardian or family member of a person with developmental disabilities); Mayors Council; Santuary Inc.; and the Superior Court of Guam.

Goals: to increase supports and services for young children and their families by strengthening cross-agency coordination,m involving public and private entities, to ensure delivery of comprehensive services for young children and their families and to expand and refince Guam's Policy Agendy for Early Learning.

Objectives: To strengthen collaboration amoung governance entities that oversee and coordinate subsystems; leverage funding streams to maximize resources; develop and implement a mechanism for cross-agency data collection for monitoring and reporting; create corss-agency standards for child and outcomes; define professional development structures to ensure an appropriately skilled systems workforces; and to expand awareness of and access to parent education and family supports.

## Check here if the Lead Agency has official representation and a decision-making role in the State Advisory Council or similar coordinating body.

(REQUIRED) Indian tribe(s) and/or tribal organization(s), at the option of individual tribes.

Describe the coordination goals and process, including which tribe(s) was consulted:

The Lead Agency has official representation and a decision-making role in the Guam Early Learning Council (Guam's equivalent to a State Advisory Council) as a member respresenting the Department of Public Health & Social Services.

## N/A-There are no Indian tribes and/or tribal organizations in the State.

(REQUIRED) State/territory agency(ies) responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and and Part B, Section 619 for preschool).

Describe the coordination goals and process:

The Department of Education's Guam Early Intervention Systems (GEIS) and Special Education (Sped) programs provide services for children in need of early intervention programs and with special needs and are referred to receive services. The GEIS & Sped program representatives are present at Guam Early Learning Council (GELC) meetings which enables the state to smooth out transitions between programs or as children in child care age into school. This process enhances and aligns the quality of services for infants and toddlers through school age children. The goal of the state is to link comprehensive services from respective providers for children in child care or in school-age setting to develop a supply of quality care for vulnerable populations.

## (REQUIRED) State/territory office/director for Head Start state collaboration. Describe the coordination goals and process:

The Department of Education's Head Start Program Administrator and the Lead Agency'sCCDF office work together to help transition children from child care to Head Start or from Head Start to afterschool care in a child care setting.

## (REQUIRED) State agency responsible for public health, including the agency responsible for immunizations.

#### Describe the coordination goals and process:

The Department of Public Health & Social Services' Division of Public Health, Bureau of Communicable Disease oversees the Immunization Program. The Immunization Program works closely with the Social Services Licensing Officer reviewing child care records to ensure immunizations are up to date. The Immunization Program has an automated system called WEBIZ that maintains immunization data. The Immunization Program Staff and the Licensing Officer work closely with the Child Care Providers to assist them in enrolling to obtain access and how to navigate the system.

#### (REQUIRED) State/territory agency responsible for employment services/workforce development.

#### Describe the coordination goals and process:

The Department of Public Health & Social Services' Division of Public Welfare, Bureau of Management Support oversees the Work Programs Section that operates the SNAP (Supplemental Nutrition Assistance Program) Employment & Training Program as well as the TANF (Temporarary Assistance for Needy Families) JOBS (Job Opportunity & Basic Skills) Program. The goal of the E&T and JOBS Programs is to assist our vunerable populations to get out of poverty by assisting them with obtaining education or job training to develop skills that will enable them to seek and obtain employment. Part of the client's work component is establishing child carewhich is one of the barriers in obtaining and maintaining employment. Through the SNAP E&T Program, there is an established MOU with the Department of Labor to assist our clients to navigate the process and the online system when looking for available job openings.

#### (REQUIRED) State/territory agency responsible for public education, including prekindergarten (preK).

#### Describe the coordination goals and process:

The Guam Department of Education is responsible for public education which includes prekindergarten and Head Start programs. The lead agency's collaboration with the programs fosters asmooth transition for children between the child care program. The collaboration promotes continuity as the children age into school age by enhancing and aligning the quality of services for infants and toddlers as they become school age.

## (REQUIRED) State/territory agency responsible for child care licensing. Describe the coordination goals and process:

The Department of Public Health & Social Services' Division of Public Welfare oversees the Bureau of Social Services Administration (BOSSA)which is responsible for child care licensing. The staff directly responsible for the licensing of Child Care Centers is the Social Services Licensing Officer. This staff works closely with the providers to ensure their training is current and to ensure the requirements of the Guam Plan for Professional Development are met.

The collaboration with the CCDF office fosters smooth transitions and enhances and aligns the quality of service for infants and toddlers through school age children. This also enables the lead agency to link comprehensive services and develop a supply of quality care for vulnerable populations.

#### (REQUIRED) State/territory agency responsible for the Child and Adult Care Food Program (CACFP) and other relevant nutrition programs.

Describe the coordination goals and process:

The Department of Education's Food Nutrition Services (FNS) is responsible to manage the Child Adult Food Care Program. The parents receiving child care through the lead agency's CCDF office are notified and provided information to receive food commodities when they become available through FNS CACFP funded program. The lead agency's CCDF office's collaboration allows smooth transitions for children in the child care program to benefit from healthy food commodities.

#### (REQUIRED) McKinney-Vento state coordinators for homeless education and other agencies providing services for children experiencing homelessness and, to the extent practicable, local McKinney-Vento liaisons.

#### Describe the coordination goals and process:

The Department of Public Health & Social Services' Division of Public Welfare, Bureau of Social Services Administration (BOSSA) in conjunction with the Guam housing and Urban Renewal Agency assist in the tracking of the homeless population on Guam and makes referrals to the CCDF office for homeless families with children in need of

child care. Homeless shelters also work directly with the CCDF office to assist their clients obtain child care while their parent(s) try to seek housing and/or employment. The collaboration fosters smooth transitions and enhances and aligns the quality of service for infants and toddlers through school age children which enables the lead agency to link comprehensive services and develop a supply of quality care for these vulnerable populations. The homeless families/children applying for child care are prioritized.

CCDF provides consultation to the GELC: Social Emotional Wellness Work Group in the development of guidelines for children that have experienced toxic stress and are wards of the state. CCDF has provided input to ensure children that are homeless or wards of the state are provided child care services immediately to support the child's need for a stable and nurturing environment during the day and return to the foster parents or Alee Shelter in the evenings.

#### (REQUIRED) State/territory agency responsible for the Temporary Assistance for Needy Families program.

Describe the coordination goals and process:

The Department of Public Health & Social Services' Division of Public Welfare, Bureau of Economic Security (BES)plans, organizes, administers, directs and oversees the eligibility determinations for families receiving TANF program benefits. Families applying for Child Care can also apply for TANF at the same time. The application process is integrated and eligibility is determined in one process. The Work Programs Section under the Bureau of Management Support oversees the JOBS Program and assists eligible families with support services such as child care. Child care is funded through CCDF. The collaboration between the offices allows families obtain child care support services while they go back to school, obtain job training or work as a Community Work Employment Program (CWEP) volunteer.

#### (REQUIRED) Agency responsible for Medicaid and the state Children's Health Insurance Program.

#### Describe the coordination goals and process:

The Department of Public Health & Social Services' Division of Public Welfare, Bureau of Economic Security (BES)plans, organizes, administers, directs and oversees the

eligibility determinations for families receiving Medicaid and CHIP program benefits. Families applying for Child Care can also apply for medical assistance at the same time. The application process is integrated and eligibility is determined in one process.

## (REQUIRED) State/territory agency responsible for mental health Describe the coordination goals and process:

The Guam Behavioral Health & Wellness Center (formerly known as theDepartment of Mental Health & Substance Abuse) is responsible for mental health services. The parents eligible for the program needing child care services are referred to the lead agency's CCDF office. The collaboration between the two offices allow for a smooth transitions for parents/children needing child care services. The Guam Behavioral Health & Wellness Center is one of the key participants in the Guam Early Learning Council.

#### (REQUIRED) Child care resource and referral agencies, child care consumer education organizations, and providers of early childhood education training and professional development.

Describe the coordination goals and process:

The Department of Public Health & Social Services' Bureau of Management Support (BMS), Bureau of Social Services Administration (BOSSA), Guam Community College, Guam CEDDERS, collaborates in providing families with consumer education information about the availabity of comprehensive services for children in the communities and information about choosing quality child care services.

#### (REQUIRED) Statewide afterschool network or other coordinating entity for out-of-school time care (if applicable).

#### Describe the coordination goals and process:

The Department of Public Health & Social Service's 45 licensed and licensed-exempt child care centers together with public and private schools, provide after-school care. The Department of Education has an after-school care, the ASPIRE program, which parents receiving CCDF benefits may use. The collaboration between the lead agency's CCDF offie, daycare providers and the Guam Department of Education partners allow parents to secure after-school child care service which has developed

into a supply of quality care for vulnerable populations. The coordination process fosters smooth transitions and promotes continuity of care. This includes children that are in Foster homes and/or the Alee Shelter.

## (REQUIRED) Agency responsible for emergency management and response. Describe the coordination goals and process:

The Guam Homeland Security- Office of Civil Defense is responsible for the emergency management and response in the state. The Department of Public Health & Social Services' Division of Public Health works closely with the Divisions within the department to include the Division of Public Welfare in establishing and maintaining a Continuity of Operations Plan (COOP). The department also works closely with the Guam Homeland in providing assistance and guidance for emergency management and response in the child care setting.

## The following are examples of optional partners a state might coordinate with to provide services. Check all that apply.

State/territory/local agencies with Early Head Start - Child Care Partnership grants.

Describe

## State/territory institutions for higher education, including community colleges

#### Describe

The Department of Public Health & Social Services Division of Public Welfare, Bureau of Management Support CCDF Office maintains a contract with theGuam Community College (GCC) which encompasses three different types of service activities. The services are for developmentally appropriate practices, post-secondary college courses and quality training activities. These classes and/or training are made available to child care providers to assist them in obtaining the required credentials to continue to work in the child care setting as required through the Guam Plan for Professional Development. The University of Guam, Center on Developmental Disabilities Education, Research, and Services offers yearly training for child care providers on developmental monitoring and screening of children enrolled in center and family home settings.

## Other federal, state, local, and/or private agencies providing early childhood and school-age/youth-serving developmental services.

Project Karinu is Guam's Early Childhood System of Care and works toward supporting young child wellness. Karinu provides developmental screening, referrals to agencies, enhanced home visitation, and family support activities. They also offer early childhood mental health clinical interventions and consultation for children with behavioral challenges. The University of Guam Center for Excellence, Research and Service (CEDDERS) provides evaluation services for Karinu. The Department of Education, Guam Early Intervention System of Service (GEIS) provides training to child care centers that enrolls children with disabilities in their center.

## State/territory agency responsible for implementing the Maternal and Child Home Visitation programs grant.

#### Describe

Project Karinu is Guam's Early Childhood System of Care and works toward supporting young child wellness. Karinu provides developmental screening, referrals to agencies, enhanced home visitation, and family support activities. They also offer early childhood mental health clinical interventions and consultation for children with behavioral challenges. The University of Guam Center for Excellence, Research and Service (CEDDERS) provides evaluation services for Karinu.

## Agency responsible for Early and Periodic Screening, Diagnostic, and Treatment.

#### Describe

The Bureau of Health Care Financing Administration under the Division of Public Welfare is responsible for the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Program and this service is made available to our eligible clients.

#### State/territory agency responsible for child welfare.

#### Describe

The Bureau of Social Services Administration (BOSSA) under the Division of Public Welfare is responsible for the child protective services (CPS) and adoption program for Guam. The CCDF Office works closely with BOSSA to assist children under the

custody of CPS to obtain child care services.	. Such cases	are prioritzed b	by the eligiblity
office.			

State/territory liaison for military child care programs. Describe

Provider groups or associations.
Describe

Parent groups or organizations.
Describe

Other.

#### 1.5 Optional Use of Combined Funds, CCDF Matching and Maintenance-of-Effort Funds

Optional Use of Combined Funds:

States and territories have the option to combine CCDF funds with any program identified as required in 1.4.1. These programs include those operating at the federal, state, and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, children experiencing homelessness, and children in foster care (658E(c)(2)(O)(ii)). Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams to expand and/or enhance services for infants, toddlers, preschoolers and school-age children and families to allow for the delivery of comprehensive quality care that meets the needs of children and families. For example, state/territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a state/territory may allow a county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start Program Performance Standards or state/territory prekindergarten requirements in addition to state/territory child care licensing requirements.

As a reminder, CCDF funds may be used in collaborative efforts with Head Start programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and CCDF is strongly encouraged by sections 640(g)(1)(D) and (E); 640(h); 641(d)(2)(H)(v); and 642(e)(3) of the Head Start Act in the provision of full working day, full calendar year comprehensive services. To implement such collaborative programs, which share, for example, space, equipment, or materials, grantees may layer several funding streams so that seamless services are provided (Policy and Program Guidance for the Early Head Start ' Child Care Partnerships:

https://www.acf.hhs.gov/sites/default/files/occ/acf\_im\_ohs\_15\_03.pdf ).

## 1.5.1 Does the Lead Agency choose to combine funding for CCDF services for any required early childhood program (98.14(a)(3))?

Effective Date: 10/01/2018

No (If no, skip to question 1.5.2)

Yes. If yes, describe at a minimum:

a) How you define "combine"

b) Which funds you will combine

c) Your purpose and expected outcomes for combining funds, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations

d) How you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?

e) How are the funds tracked and method of oversight

## 1.5.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF matching and MOE requirements described in 98.55(e) and 98.55(h)?

#### Note:

The Lead Agency must check at least public and/or private funds as matching, even if preK funds also will be used.

Use of PreK for Maintenance of Effort: The CCDF final rule clarifies that public preK funds may also serve as maintenance-of-effort funds as long as the state/territory can describe how it will coordinate preK and child care services to expand the availability of child care while using public preK funds as no more than 20 percent of the state's or territory's maintenance of effort or 30 percent of its matching funds in a single fiscal year (FY) (98.55(h)). If expenditures for preK services are used to meet the maintenance-of-effort requirement, the state/territory must certify that it has not reduced its level of effort in full-day/full-year child care services (98.55(h)(1); 98.15(a)(6)).

Use of Private Funds for Match or Maintenance of Effort: Donated funds do not need to be under the administrative control of the Lead Agency to qualify as an expenditure for federal match. However, Lead Agencies do need to identify and designate in the state/territory Plan the donated funds given to public or private entities to implement the CCDF child care program (98.55(f)).

Effective Date: 10/01/2018

N/A - The territory is not required to meet CCDF matching and MOE requirements

Public funds are used to meet the CCDF matching fund requirement. Public funds may include any general revenue funds, county or other local public funds, state/territory-specific funds (tobacco tax, lottery), or any other public funds.

-- If checked, identify the source of funds:

-- If known, identify the estimated amount of public funds that the Lead Agency will receive: \$

Private donated funds are used to meet the CCDF matching funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes (98.53(f)). -- If checked, are those funds:

donated directly to the State?

donated to a separate entity(ies) designated to receive private donated funds?

-- If checked, identify the name, address, contact, and type of entities designated to receive private donated funds:

-- If known, identify the estimated amount of private donated funds that the Lead Agency will receive: \$

State expenditures for preK programs are used to meet the CCDF matching funds requirement.

If checked, provide the estimated percentage of the matching fund requirement that will be met with preK expenditures (not to exceed 30 percent):

-- If the percentage is more than 10 percent of the matching fund requirement,

describe how the State will coordinate its preK and child care services:

-- If known, identify the estimated amount of preK funds that the Lead Agency will receive for the matching funds requirement: \$

-- Describe the Lead Agency efforts to ensure that preK programs meet the needs of working parents:

State expenditures for preK programs are used to meet the CCDF maintenance-of-effort requirements. If checked,

-- The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.55(h)(1) and 98.15(6).

No No

C Yes

-- Describe the Lead Agency efforts to ensure that preK programs meet the needs of working parents:

-- Estimated percentage of the MOE Fund requirement that will be met with preK expenditures (not to exceed 20 percent):

-- If the percentage is more than 10 percent of the MOE requirement, describe how the State will coordinate its preK and child care services to expand the availability of child care:

-- If known, identify the estimated amount of preK funds that the Lead Agency will receive for the MOE Fund requirement: \$

#### 1.6 Public-Private Partnerships

Lead Agencies are required to describe how they encourage public-private partnerships among other public agencies, tribal organizations, private entities, faith-based organizations, businesses or organizations that promote business involvement, and/or community-based organizations to leverage existing service delivery (i.e., cooperative agreement among providers to pool resources to pay for shared fixed costs and operation) (658E(c)(2)(P)). ACF expects these types of partnerships to leverage public and private resources to further the goals of the CCDBG Act. Lead Agencies are required to demonstrate how they encourage public-private partnerships to leverage existing child care and early education service-delivery systems and to increase the supply and quality of child care services for children younger than age 13, for example, by implementing voluntary shared service alliance models (98.14(a)(4)).

# 1.6.1 Identify and describe the entities with which and the levels at which the state/territory is partnering (level-state/territory, county/local, and/or programs), the goals of the partnerships, the ways that partnerships are expected to leverage existing service-delivery systems, the method of partnering, and examples of activities that have resulted from these partnerships (98.16(d)(2)).

The Governor of Guam's Executive Committee for Systems of Care (ECSOC). The ECSOC is made up of the directors of child-serving agencies, which include the GuamBehavioral Health and Wellness Center (GBHWC), the Department of Public Health and Social Services (DPHSS), the Department of Youth Affairs (DYA), the Guam Police Department (GPD), Department of Intergrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation (DISID/DVR), the Department of Administration (DOA) and the Judiciary of Guam. This collaboration will assist families obtain services to address concerns with behavioral issues with their child and to avoid the stress of having to navigate through various offices to obtain assistance.

Project Karinu is Guam's Early Childhood System of Care and works toward supporting young child wellness. Karinu provides developmental screening, referrals to agencies, enhanced home visitation, and family support activities. They also offer early childhood mental health clinical interventions and consultation for children with behavioral challenges. The University of Guam Center for Excellence, Research and Service (CEDDERS) provides evaluation services for Karinu. The collaboration not only supports families, but also provides guidance to providers on working with children with specials needs.

Effective Date: 10/01/2018

#### 1.7 Coordination With Local or Regional Child Care Resource and Referral Systems

Lead Agencies may use CCDF funds to establish or support a system of local or regional child care resource and referral (CCR&R) organizations that is coordinated, to the extent determined by the state/territory, by a statewide public or private non-profit, community-based or regionally based, lead child care resource and referral organization (such as a statewide CCR&R network) (658E(c)(3)(B)(iii); 98.52).

- If Lead Agencies use CCDF funds for local CCR&R organizations, the local or regional CCR&R organizations supported by those funds must, at the direction of the Lead Agency, provide parents in the State with consumer education information concerning the full range of child care options (including faith-based and community-based child care providers), analyzed by provider, including child care provided during non-traditional hours and through emergency child care centers, in their area.

- To the extent practicable, work directly with families who receive assistance to offer the families support and assistance to make an informed decision about which child care providers they will use to ensure that the families are enrolling their children in the most appropriate child care setting that suits their needs and one that is of high quality (as determined by the Lead Agency).

- Collect data and provide information on the coordination of services and supports, including services under Section 619 and Part C of the Individuals with Disabilities Education Act;

- Collect data and provide information on the supply of and demand for child care services in areas of the state and submit the information to the State;

- Work to establish partnerships with public agencies and private entities, including faith- based and community-based child care providers, to increase the supply and quality of child care services in the state and, as appropriate, coordinate their activities with the activities of the state Lead Agency and local agencies that administer funds made available through CCDF (98.52(b)).

Nothing in the statute or rule prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute or rule.

Note: Use 1.7.1 to address if a state/territory funds a CCR&R organization, what services are provided and how it is structured and use section 7.6.1 to address the indicators of progress met by CCR&R organizations if they are funded by quality set-aside funds.

#### **1.7.1 Does the Lead Agency fund a system of local or regional CCR&R organizations?** Effective Date: 10/01/2018

- No. The state/territory does not fund a CCR&R organization(s) and has no plans to establish one.
- Yes. The state/territory funds a CCR&R system. If yes, describe the following:
  - a) What services are provided through the CCR&R organization?

b) How are CCR&R services organized, include how many agencies, if there is a statewide network and if the system is coordinated?

#### 1.8 Disaster Preparedness and Response Plan

Lead Agencies are required to establish a Statewide Child Care Disaster Plan (658E(c)(2)(U)). They must demonstrate how they will address the needs of children'including the need for safe child care, before, during, and after a state of emergency declared by the Governor or a major disaster or emergency (as defined by Section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5122)'through a Statewide Disaster Plan that, for a State, is developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care (designated or established pursuant to section 642B(b)(I)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i))) or similar coordinating body (98.16(aa)).

# 1.8.1 Describe how the Statewide Child Care Disaster Plan was developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care or similar coordinating body:

Guam has not completed the Childcare Disaster Plan; however, the work is still in progress.

There are several protocols in place that have been developed as part of the island-wide disaster preparedness. The Department of Public Health & Social Services has in place a Continuation of Operation Plan (COOP) and is represented in Guam Homeland Security - Office of Civil Defense's Joint Information Center during emergencies or disasters as a Response Assistance Coordinator (RAC). Each Bureau within the Department has a designated RAC in times of disaster. Protocols for Condition of Readiness are in place and is applicable island-wide. As an example, at COR 3 all Government Agencies and private entities are advised to secure their facilities and by COR 2 they are informed to close operations.

The Social Services Licensing Officer is very much involved in the activities of the child care centers and often observes drill exercises and provides disaster preparedness information and resource material to childcare providers.

The current Disaster Preparedness and Response Plan draft version (revised Oct2018) was developed in collaboration with Guam Community College, Department of Public Health & Social Services, Guam Homeland Security-Office of Civil Defense and with input from childcare provider stakeholders. This plan will be reviewed for input by the Guam Early Learning Council.

Effective Date: 10/01/2018

1.8.2 Describe how the Statewide Disaster Plan includes the Lead Agency's guidelines for the continuation of child care subsidies and child care services, which may include the provision of emergency and temporary child care services during a disaster and temporary operating standards for child care after a disaster:

Guam has not completed the Childcare Disaster Plan; however, the work is still in progress.

The following are practices we do have in place:

\* Continuation of subsidy payments:

\* Similar to the D-SNAP Plan (Disaster Supplemental Nutrition Assistance Program), there are three alternatives to Continue the processing of payments for childcare subsidies:

- Plan A There is connectivity to iSeries and payments can be processed through PH Pro, Guam's eligibility and payment processing system
- Plan B There is no connectivity to iSeries, no servers at centers:
- 1. Laptops will be loaded with the CCDF module for payment processing. Payments will interface with the Department of Administration's (DOA) Accounting system (AS400) to

enable payments to be generated through electronic funds transfer or check.

- Plan C There are no laptops/no workstations/no power at centers:
- 1. payment batches will be taken to the DOA Data Center and processed on the PH Pro system through their computer systems. Payments will be generated through DOA's Accounting system.

Temporary operating standards, during and after a disaster, are subject to the Governor signing a proclamation of a State of Emergency.

#### **REQUEST FOR SUPPLEMENTAL DISASTER FUNDS**

Name of the Disaster: Typhoon Mangkhut

Impact or damage caused by the disaster: Mental health issues for providers, clients and their children were a direct result of the disaster. Undue stress on the providers who worry if they will still be able to operate after a disaster and clients who worry if there will be child care services after a disaster and if conditions are safe for their child.

#### How the funds will aid in recovery:

We are requesting disaster funds for Mental Health Consultation (workshop for providers, clients and staff) on dealing with disaster related stress caused by/resulting directly from Typhoon Mangkhut in 2018.

We are also requesting funds to replace supplies in emergency "to go" kits for each center.

Amount Requested: Maximum amount available for Guam

These provisions are related to the use of supplemental disaster funds for federal disaster declarations on or before June 12, 2019 and shall sunset upon liquidation. (Note: Upon award, Guam has two years to obligate and then 1 more year to liquidate.)

Effective Date: 12/02/2019

## **1.8.3 Describe Lead Agency procedures for the coordination of post-disaster recovery of child care services:**

Guam has not completed the Childcare Disaster Plan; however, the work is still in progress.

Guam will be working with Guam Homeland Security-Office of Civil Defense, Division of Public Health (Public Health Emergency Preparedness-PHEP), Division of Environmental Health, Bureau of Social Services Administration (Social Services Licensing Officer), Guam Early Learning Council and provider stakeholders to establish protocols for post-disaster recovery of child care services. Discussion will include adding child care into the DPHSS COOP, identifying potential regulatory waivers to allow licensed facilities to temporarily relocate or provide temporary child care services with appropriate health and safety requirements in place.

Temporary operating standards, during and after a disaster, are subject to the Governor signing a proclamation of a State of Emergency.

Effective Date: 10/01/2018

1.8.4 Describe how the Lead Agency ensures that providers who receive CCDF funds have the following procedures in place-evacuation; relocation; shelter-in-place; lockdown; communications with and reunification of families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions:

Guam has not completed the Childcare Disaster Plan; however, the work is still in progress.

There are several protocols in place that have been developed as part of the island-wide disaster preparedness. The Department of Public Health & Social Services has in place a Continuation of Operation Plan (COOP) and is represented in Guam Homeland Security - Office of Civil Defense's Joint Information Center during emergencies or disasters as a Response Assistance Coordinator (RAC). Each Bureau within the Department has a designated RAC in times of disaster. Protocols for Condition of Readiness are in place and is

applicable island-wide. As an example, at COR 3 all Government Agencies and private entities are advised to secure their facilities and by COR 2 they are informed to close operations.

26GAR - Public Health & Social Services Section 1112.1 requires child care facilities to post in a prominent and conspicuous location to be viewed by the public at all times in the child care facility several documents to include:

- fire evacuation plans
- earthquake preparedness procedures
- first aid kit signs
- emergency phone numbers
- other emergency procedures established by the child care facility

Public Law 15-96 addresses License-exempt providers and the requirements they must meet. These providers are required to meet the certification of compliance with Public Law 11-99 (Sub-Chapter C-1 of Chapter VI, Title X, Government of Guam Code of Guam) and inspection requirements of Dept. of Public Works, Dept. of Land Management, and the Guam Fire Dept.

Training was conducted by Guam Community College (GCC) to child care providers on how to create a comprehensive plan capable of responding to various emergency situations. Instructors illustrated the core elements of effective emergency planning and assisted participants in creating plans for their specific daycare centers. Participants were assisted in developing a communication strategy for notification of parents/guardians in the event of a disaster, along with components of a proper disaster kit.

Active Shooter Training was also conducted by GCC to child care providers and included

such topics as:

- 1. Focus on protocols for dealing with an active shooter situation in a daycare setting
- 2. Recognizing indicators of a potential active shooter situation
- 3. Create plans to deal with an active shooter situation
- 4. What the providers can expect from responding law enforcement officers
- 5. How to respond when officers arrive on the scene
- 6. Activities to enhance preparedness for daycare providers to deal with an active shooter
- 7. Strategies on how to conduct drills with children and words to use to keep them calm
- 8. Dual custody issues documentation procedures for pick-up
- 9. Lock down procedures
- 10. Evacuation policies and procedures
- 11. Hide/lockdown/shelter in place
- 12. Crisis response
- 13. Sample policies providers could include in their procedure manual

The states updated child care center's Emergency Preparedness and Response Plan

(EPRP) will incorporate procedures for evacuation; relocation; shelter-in-place; lockdown;

communications with and reunification of families; continuity of operations and

accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions. All required updates currently not detailed in the existing plan will be brought before the state's Guam Early Learning Council (equivalent to the State Advisory Council) meeting for review, input and approval.

Effective Date: 10/01/2018

#### 1.8.5 Describe how the Lead Agency ensures that providers who receive CCDF funds have the following procedures in place for child care staff and volunteers-emergency preparedness training and practice drills as required in 98.41(a)(1)(vii):

Training was conducted by Guam Community College (GCC) to child care providers on how to create a comprehensive plan capable of responding to various emergency situations. Instructors illustrated the core elements of effective emergency planning and assisted participants in creating plans for their specific daycare centers. Participants were assisted in developing a communication strategy for notification of parents/guardians in the event of a disaster, along with components of a proper disaster kit.

Active Shooter Training was also conducted by GCC to child care providers and included such topics as:

- 1. Strategies on how to conduct drills with children and words to use to keep them calm
- 2. Dual custody issues documentation procedures for pick-up
- 3. Lock down procedures
- 4. Evacuation policies and procedures
- 5. Hide/lockdown/shelter in place
- 6. Crisis response

Licensed and license-exempt providers are required to complete the Emergency

Preparedness & Response Plan Training and the Active Shooter at the Center Training. The completion of all required training is documented in the Guam's Plan for Professional Development (GPPD) registry and a copy is maintained with the Social Services Licensing Officer who monitors the completion of training by staff.

Effective Date: 10/01/2018

## **1.8.6 Provide the link to the website where the statewide child care disaster plan is available:**

Guam has not completed the Childcare Disaster Plan; however, the work is still in progress. The Plan will be posted at:

www.guamchildcare.org

Effective Date: 10/01/2018

#### 2 Promote Family Engagement through Outreach and Consumer Education

Lead Agencies are required to support the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A key purpose of the CCDBG Act is to 'promote involvement by parents and family members in the development of their children in child care settings' (658A(b)). Lead Agencies have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care consumer education websites.

The target audience for the consumer education information includes three groups: parents receiving CCDF assistance, the general public, and when appropriate, child care providers. In this section, Lead Agencies will address how information is made available to families to assist them in accessing high-quality child care and how information is shared on other financial assistance programs or supports for which a family might be eligible. In addition, Lead Agencies will certify that information on developmental screenings is provided and will describe how research and best practices concerning children's development, including their social-emotional development, is shared.

In this section, Lead Agencies will delineate the consumer and provider education information

related to child care, as well as other services, including developmental screenings, that is made available to parents, providers, and the general public and the ways that it is made available. This section also covers the parental complaint process and the consumer education website that has been developed by the Lead Agency and the manner in which it links to the national website and hotline. Finally, this section addresses the consumer statement that is provided to parents supported with CCDF funds.

# 2.1 Outreach to Families With Limited English Proficiency and Persons With Disabilities

The Lead Agency is required to describe how it provides outreach and services to eligible families with limited English proficiency and persons with disabilities and to facilitate the participation of child care providers with limited English proficiency and disabilities in the CCDF program (98.16(dd)). Lead Agencies are required to develop policies and procedures to clearly communicate program information, such as requirements, consumer education information, and eligibility information, to families and child care providers of all backgrounds (81 FR 67456).

# 2.1.1 Check the strategies the Lead Agency or partners utilize to provide outreach and services to eligible families for whom English is not their first language. Check all that apply.

Effective Date: 10/01/2018

- Application in other languages (application document, brochures, provider notices)
- Informational materials in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- Bilingual outreach workers
- Partnerships with community-based organizations
- Other.

Describe:

# 2.1.2 Check the strategies the Lead Agency or partners utilize to provide outreach and services to eligible families with a person(s) with a disability. Check all that apply. Effective Date: 10/01/2018

Applications and public informational materials available in Braille and other communication formats for access by individuals with disabilities
Websites that are accessible (e.g. Section 508 of the Rehabilitation Act)
Caseworkers with specialized training/experience in working with individuals with disabilities
Ensuring accessibility of environments and activities for all children
Partnerships with state and local programs and associations focused on disability-related topics and issues
Partnerships with parent associations, support groups, and parent-to-parent support groups, including the Individuals with Disabilities Education Act (IDEA) federally funded Parent Training and Information Centers
Partnerships with state and local IDEA Part B, Section 619 and Part C providers and agencies
Availability and/or access to specialized services (e.g. mental health, behavioral specialists, therapists) to address the needs of all children
C Other.
Describe:

# 2.2 Parental Complaint Process

The Lead Agency must certify that the state/territory maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request (658E(c)(2)(C); 98.15(b)(3)). Lead Agencies must also provide a detailed description of the hotline or similar reporting process for parents to submit complaints about child care providers; the process for substantiating complaints; the manner in which the Lead Agency maintains a record of substantiated parental complaints; and ways that the Lead Agency makes information on such parental complaints available to the public on request (98.16; 98.32).

# 2.2.1 Describe the Lead Agency's hotline or similar reporting process through which parents can submit complaints about child care providers, including a link if it is a Webbased process:

Parents are able to call the CCDF office's main line at 735-7344or 735-5256 to file a complaint or parent can contact the Social Services Licensing Officer or the Division of Environmental Health directly.

# Guam Administrative Rules & Regulations Title 26 Section

1102.11 Right of Entry, Inspection and Investigation:

- In the event of a complaint, authorized representative of the Department shall have the right to enter private property to verify and validate the allegations. The Guam Police Department shall render assistance to the Department in these cases as needed.
- Authorized representatives of the Department shall be authorized to visit a child care facility at any time during the hours of child care operation for purposes of observing, monitoring and inspecting the facilities, activities, staffing and other aspects of the child care facility.
- The licensee shall cooperate with the Department by providing access to its facilities, records, staff and children in care. Failure to comply with reasonable requests may constitute grounds for denial, suspension or revocation of the license.

Effective Date: 10/01/2018

# 2.2.2 Describe the Lead Agency's process and timeline for screening, substantiating and responding to complaints regarding CCDF providers, including whether the process includes monitoring:

The Lead Agency responds to a complaint within 24 hours and such complaints are forwarded to the Social Services Licensing Officer (Licensing Officer) for investigation. Should the case warrant an investigation from Child Protective Services (CPS), the Licensing Officer will work collaboratively with the assigned Social Worker. CPS has its mandated protocols and timelines that they must meet.

If the complaint is related to sanitation or environmental health the Lead Agency will inform the Licensing Officer who will investigate if the complaint warrants the intervention of the Division of Environmental Health (DEH). If the complaint is deemed so, the Licensing Officer will work collaboratively with the DEH Inspector. DEH has its mandated protocols and timelines they must meet.

Effective Date: 10/01/2018

# 2.2.3 Describe the Lead Agency's process and timeline for screening, substantiating and responding to complaints for non-CCDF providers, including whether the process includes monitoring:

All child care providers are governed by the same rules and regulations. Complaints for non-CCDF providers are handled the same way as CCDF providers:

The Lead Agency responds to a complaint within 24 hours and such complaints are forwarded to the Social Services Licensing Officer (Licensing Officer) for investigation. Should the case warrant an investigation from Child Protective Services (CPS), the Licensing Officer will work collaboratively with the assigned Social Worker. CPS has its mandated protocols and timelines that they must meet.

If the complaint is related to sanitation or environmental health the Lead Agency will inform the Licensing Officer who will investigate if the complaint warrants the intervention of the Division of Environmental Health (DEH). If the complaint is deemed so, the Licensing Officer will work collaboratively with the DEH Inspector. DEH has its mandated protocols and timelines they must meet.

Effective Date: 10/01/2018

# 2.2.4 Certify by describing how the Lead Agency maintains a record of substantiated parental complaints:

Records of substantiated parental complaints are maintainedby the Bureau of Social

Services Administration, Social Services Licensing Officer and corrective actions are maintained on file.

Effective Date: 10/01/2018

2.2.5 Certify by describing how the Lead Agency makes information about substantiated parental complaints available to the public; this information can include the consumer education website discussed in section 2.3:

The Lead Agency has not completed the implementation of itswebsite with provider search functionality. Once the website is implemented, the agency intends to post a redacted version with non-confidential information for substantiated complaint reports.

Effective Date: 10/01/2018

# 2.2.6 Provide the citation to the Lead Agency's policy and process related to parental complaints:

Guam Administrative Rules & Regulations Title 26 Section 1102.11 Right of Entry, Inspection and Investigation

Note: This regulation enacted through Public Law 31-73 will be updated as required in statute.

# 2.3 Consumer Education Website

States and Territories are required to provide information to parents, the general public, and when applicable, child care providers through a State website, which is consumer-friendly and easily accessible (658E(c)(2)(E)(i)(III)). The website must include information to assist families in understanding the policies and procedures for licensing child care providers. The website information must also include provider-specific information, monitoring and inspection reports for the provider, the quality of each provider (if such information is available for the provider), and the availability of the provider (658E(c)(2)(D); 98.33(a)). The website should also provide access to a yearly statewide report on deaths, serious injuries, and the number of cases of substantiated child abuse that have occurred in child care settings. To assist families with any additional questions, the website should provide contact information for local child care resource and referral organizations and any other agencies that can assist families in better understanding the information on the website.

To certify, respond to questions 2.3.1 through 2.3.10 by describing how the Lead Agency meets these requirements and provide the link in 2.3.11. If the Lead Agency has not fully implemented the Consumer Education website elements identified in Section 2.3, then respond to question 2.3.12. Please note that any changes made to the web links provided below in this section after the CCDF Plan is approved will require a CCDF Plan amendment.

# 2.3.1 Describe how the Lead Agency ensures that its website is consumer-friendly and easily accessible:

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College on complete the required functionalities.

# 2.3.2 Describe how the website ensures the widest possible access to services for families that speak languages other than English (98.33(a)):

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

During the interim period, until a compliant website is launched, the CCDF office will provide interpreter services at no cost for persons who speak languages other than English to access the resource and referral information.

Effective Date: 10/01/2018

# 2.3.3 Describe how the website ensures the widest possible access to services for persons with disabilities:

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

During the interim period, until a compliant website is launched, the CCDF office will provide reasonable accommodations for persons with disabilities to access the resource and referral information and services.

### 2.3.4 Lead Agency processes related to child care.

A required component of the consumer education website is a description of Lead Agency policies and procedures relating to child care (98.33(a) (1)). This information includes a description of how the state/territory licenses child care, a rationale for exempting providers from licensing requirements, the procedure for conducting monitoring and inspections of providers, and the policies and procedures related to criminal background checks.

Effective Date: 10/01/2018

a) Provide the link to how the Lead Agency licenses child care providers, including the rationale for exempting certain providers from licensing requirements, as described in section 5.3.6:

www.guamchildcare.com

Under Forms, select Rules and Regulations Governing Childcare Facilities

b) Provide the link to the procedure for conducting monitoring and inspections of child care providers, as described in section 5.3.2:

www.guamchildcare.com

Under Forms, select Rules and Regulations Governing Childcare Facilities

c) Provide the link to the policies and procedures related to criminal background checks for staff members of child care providers and the offenses that prevent individuals from being employed by a child care provider or receiving CCDF funds, as described in sections 5.4.1 and 5.4.11:

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf Section 1102.4

# 2.3.5 List of providers

The consumer education website must include a list of all licensed providers and, at the discretion of the Lead Agency, all providers eligible to deliver CCDF services, identified as either licensed or license-exempt. Providers caring for children to whom they are related do not need to be included. The list of providers must be searchable by ZIP Code. Effective Date: 10/01/2018

a) Provide the website link to the searchable list of child care providers: www.guamchildcare.com

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

During the interim period, until a compliant website is launched, the CCDF office currently has on the website (<u>www.guamchildcare.com</u>) a list of all the 42 providers with their addresses and zip codes. Although currently not searchable by zip code, pertinent information such as provider name, director, location, village, zip code, contact number, email address and QRIS rating are listed.

b) In addition to the licensed providers that are required to be included in your searchable list, which additional providers are included in the Lead Agency's searchable list of child care providers (please check all that apply):

- License-exempt center-based CCDF providers
- License-exempt family child care (FCC) CCDF providers
- License-exempt non-CCDF providers
- Relative CCDF child care providers
- Other.
- Describe
- Not Applicable

c) Identify what informational elements, if any, are available in the searchable results. Note: Quality information (if available) and monitoring results are required on the website but are not required to be a part of the search results.

### **Licensed Providers**

Contact Information

- Enrollment Capacity
- Years in Operation
- Provider Education and Training
- Languages Spoken
- Quality Information
- Monitoring Reports

Other.

#### **Describe:**

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

### License-Exempt, non-CCDF Providers

- Contact Information
- Enrollment Capacity
- Years in Operation
- Provider Education and Training
- Languages Spoken
- Quality Information
- Monitoring Reports

Other.

Describe:

Not applicable.

### License-Exempt CCDF Center Based Providers

- Contact Information
- Enrollment Capacity
- Years in Operation
- Provider Education and Training
- Languages Spoken
- Quality Information
- Monitoring Reports
- Other.
  - Describe:
  - Not applicable

### License-Exempt CCDF Family Child Care

- Contact Information
- Enrollment Capacity
- Years in Operation
- Provider Education and Training
- Languages Spoken
- Quality Information
- Monitoring Reports
- Other.
  - Describe:
  - Not applicable

### **Relative CCDF Providers**

- Contact Information
- Enrollment Capacity
- Years in Operation
- Provider Education and Training
- Languages Spoken

	Qua	litv	Infor	matic	n
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Monitoring Reports

Other.

Describe:

Not applicable

Other.

Describe:

None

None

Contact Information
 Enrollment Capacity
 Years in Operation
 Provider Education and Training
 Languages Spoken
 Quality Information
 Monitoring Reports
 Other.
 Describe:

2.3.6 Lead Agencies must also identify specific quality information on each child care provider for whom they have this information. The type of information provided is determined by the Lead Agency, and it should help families easily understand whether a provider offers services that meet Lead Agency-specific best practices and standards or a nationally recognized, research-based set of criteria. Provider-specific quality information must only be posted on the consumer website if it is available for the individual provider.

Effective Date: 10/01/2018

a) How does the Lead Agency determine quality ratings or other quality information to

include on the website?

- Quality rating and improvement system
- National accreditation
- Enhanced licensing system
- Meeting Head Start/Early Head Start requirements
- Meeting prekindergarten quality requirements
- School-age standards, where applicable

Other.

### Describe

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

The Quality Rating Improvement System (QRIS) is not implemented at this time.

b) For what types of providers are quality ratings or other indicators of quality available?
 Licensed CCDF providers.

Describe the quality information:

Licensed non-CCDF providers. Describe the quality information:

License-exempt center-based CCDF providers. Describe the quality information:

License-exempt FCC CCDF providers. Describe the quality information:

License-exempt non-CCDF providers. Describe the quality information: Relative child care providers. Describe the quality information:

### Other.

#### Describe

The Quality Rating Improvement System (QRIS) is not implemented at this time.

2.3.7 Lead Agencies are required to post monitoring and inspection reports on the consumer education website for each licensed provider and for each non-relative provider eligible to provide CCDF services on the consumer education website. These reports must include results of required annual monitoring visits and visits due to major substantiated complaints about a provider's failure to comply with health and safety requirements and child care policies. The reports must be in plain language and be timely to ensure that the results of the reports are available and easily understood by parents when they are deciding on a child care provider. Lead Agencies must post at least 3 years of reports when available, going forward (not retrospectively), beginning October 1, 2018.

Certify by responding to the questions below:

Effective Date: 10/01/2018

a) What is the Lead Agency's definition of plain language and describe the process for receiving feedback from parents and the public about readability of reports.
Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities

Plain language is defined as language that is clear and easy to understand without difficult words, use of departmental/governmental acronyms.

 b) Are monitoring and inspection reports in plain language?
 If yes, include a website link to a sample monitoring report. www.guamchildcare.com

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

### http://dphss.guam.gov/

Under the Division of Public Welfare, Bureau of Social Services Administration, Home Evaluation & Placement Services Section, copies of the inspection reports are posted.

# 🔲 lf no,

describe how plain language summaries are used to meet the regulatory requirements and include a link to a sample summary.

Not applicable

c) Check to certify what the monitoring and inspection reports and/or their plain language summaries include:

- Date of inspection
- Health and safety violations, including those violations that resulted in fatalities or serious injuries.

Describe how these health and safety violations are prominently displayed.

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

Currently the reports can be viewed on the Department of Public Health & Social

Services Website: http://dphss.guam.gov/

Under the Division of Public Welfare, Bureau of Social Services Administration, Home Evaluation & Placement Services Section, copies of the inspection reports are posted.

# Corrective action plans taken by the State and/or child care provider. Describe

Corrective actions taken are listed in the follow-up inspection reports.

# d) The process for correcting inaccuracies in reports.

If the inaccuracies are administrative, corrections will be madeby the respective office, Division of Environmental Health or the Social Services Licensing Officer, and a revised, corrected report will be issued to the provider.

e) The process for providers to appeal the findings in reports, including the time requirements, timeframes for filing the appeal, for the investigation, and for removal of any violations from the website determined on appeal to be unfounded.
Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

26GAR - Public Health & Social Services Section1119 Right to Appeal: The provider will be notified in writing through a Notice of Adverse Action by the Director 10 days prior to the effective date of the agency's action to deny, suspend or revoke the license. Except for a suspension in an emergency as outlined in section 1118.3, the child care facility affected by an adverse action may initiate an appeal by means of a written request to the Department within 10 working days after the licensee has been served written notice. Failure to request within the timeframe will constitute a waiver of right to a hearing.

26GAR - Public Health & Social Services Section 1120 Hearing: Upon receipt of a request for a hearing, the Director shall arrange to hear the appeal of the child care facility within 20 working days following receipt of the written request. The Director shall make a final determination to repeal or stay any denial, suspension or revocation upon

the completion of a hearing.

f) How reports are posted in a timely manner. Specifically, provide the Lead Agency's definition of 'timely' and describe how it ensures that reports are posted within its timeframe. Note: While Lead Agencies define 'timely,' we recommend Lead Agencies update results as soon as possible and no later than 90 days after an inspection or corrective action is taken

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

The reports will be posted as soon as possible but no later than 90 days upon the completion of the report.

g) Describe the process for maintaining monitoring reports on the website. Specifically, provide the minimum number of years reports are posted and the policy for removing reports (98.33(a)(4)(iv)).

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

The monitoring reports will be posted and remain on the lead agency'd childcare website for 3 years or as required. Reports past the 3 year time will archived and remain on the website.

h) Any additional providers on which the Lead Agency chooses to include reports. Note -Licensed providers and CCDF providers must have monitoring and inspection reports posted on their consumer education website.

License-exempt non-CCDF providers

- Relative child care providers
- Other.

Describe None

2.3.8 Aggregate data on serious injuries, deaths, and substantiated cases of child abuse that have occurred in child care settings each year must be posted on the consumer education website. This aggregate information on serious injuries and deaths must be organized by category of care (e.g., center, FCC, etc.) and licensing status for all eligible CCDF provider categories in the state. The information on instances of substantiated child abuse does not have to be organized by category of care or licensing status. The aggregate report should not list individual provider-specific information or names.

Certify by providing:

Effective Date: 10/01/2018

a) The designated entity to which child care providers must submit reports of any serious injuries or deaths of children occurring in child care (98.16 (ff)) and describe how the Lead Agency obtains the aggregate data from the entity.

The child care provider is required to report serious injuries to the Social Services Licensing Officer.

# b) The definition of "substantiated child abuse" used by the Lead Agency for this requirement.

19 GCA Personal Relations Ch. 13 Child Protective Act: "Substantiated means a report made pursuant to this Chapter if there has been any judicial adjudication based on a finding that a child who is a subject of the report is an abused or neglected child;"

# c) The definition of "serious injury" used by the Lead Agency for this requirement.

19 GCA Personal Relations Ch. 13 Child Protective Act: "Harm to a child's physical health or welfare occurs in a case where there exists evidence of injury, including but not limited to: (1) any case where the child exhibits evidence of: (A) skin bruising or any other internal bleeding; (B) any injury to skin causing bleeding; (C) bur or burns; (D) poisoning; (E) fracture of any bone; (F) subdural hematoma; (G) soft tissue swelling; (H) extreme pain; (I) death ...

d) The website link to the page where the aggregate number of serious injuries, deaths, and substantiated instances of child abuse are posted.

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities

www.guamchildcare.com

2.3.9 The consumer education website should include contact information on referrals to local child care resource and referral organizations. How does the Lead Agency provide referrals to local CCR&R agencies through the consumer education website? Describe and include a website link to this information:

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

<u>www.guamchildcare.com</u> has a link of child care providers with information on contact phone numbers and email addresses.

Effective Date: 10/01/2018

2.3.10 The consumer education website should include information on how parents can contact the Lead Agency, or its designee, or other programs that can help the parent understand information included on the website. Describe and include a website link to this information:

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the

provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

### https://www.guamchildcare.com

Information available on the website is the contact information of the Guam CCDF Office. The phone number listed is manned during normal business hours and the individual answering the phone is available to answer questions or refer the call to the appropriate agency or staff.

Effective Date: 10/01/2018

# 2.3.11 Provide the website link to the Lead Agency's consumer education website. Note: An amendment is required if this website changes.

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

www.guamchildcare.com

Effective Date: 10/01/2018

# 2.3.12 Other. Identify and describe the components that are still pending per the instructions on

CCDF Plan Response Options for Areas where Implementation is Still in Progress

### in the Introduction.

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities.

1. Searchable list of all licensed child care providers - note that there is a list on the website with all the information on the 42 providers to include zip code, phone number, & email address

2. Results of Monitoring and health & safety inspection reports for all eligible and licensed child care providers, either in plain language or with a plain language summary – note information is available on the Department of Public Health & Social Services website (dphss.guam.gov) for both the Division of Environmental Health and the Social Services Licensing Officer's inspection and monitoring reports. These reports have to be posted into the <u>www.guamchildcare.com</u> website

3. Referrals to local child care resource and referral organizations

4. Provide the widest possible access to individuals who speak languages other than English - During the interim period, until a compliant website is launched, the CCDF office will provide interpreter services at no cost for persons who speak languages other than English to access the resource and referral information.

5. Information accessible in multiple formats for individuals with disabilities - During the interim period, until a compliant website is launched, the CCDF office will provide reasonable accommodations for persons with disabilities to access the resource and referral information and services.

6. Directions on how parents can contact the Lead Agency or its designee and other programs to help them understand information included on the website – note that the Guam CCDF Office contact phone number is listed and is manned by staff during normal hours of operation. Staff responding to can address inquiries or refer the calls to the respective agency or staff.

7. Annual Aggregate number of deaths and serious injuries

8. Annual number of child fatalities

9. Annual number of serious injuries

10. Annual number of incidences of substantiated child abuse

11. Process, policies and procedures for conducting monitoring and inspections for child care providers

12. How to obtain a license to provide child care

13. Process, policies and procedures related to criminal background checks for child care

14. Process for conducting monitoring and inspections

# 2.4 Additional Consumer and Provider Education

Lead Agencies are required to certify that they will collect and disseminate information about the full diversity of child care services to promote parental choice to parents of eligible children, the general public, and where applicable, child care providers. In addition to the consumer education website, the consumer education information can be provided through CCR&R organizations or through direct conversations with eligibility case workers and child care providers. Outreach and counseling can also be effectively provided via information sessions or intake processes for families (658E(c)(2)(E); 98.15(b)(4); 98.33(b)).

In questions 2.4.1 through 2.4.5, certify by describing:

2.4.1 How the Lead Agency shares information with eligible parents, the general public, and where applicable, child care providers about the availability of child care services provided through CCDF and other programs for which the family may be eligible, such as state preK, as well as the availability of financial assistance to obtain child care services. At a minimum, describe what is provided (e.g., such methods as written materials, the website, and direct communications) and how information is tailored for these audiences.

The Lead Agency shares information with parents and the general public through the guamchildcare.com website, telephone inquiries, and office visits. Copies of the child care listing are made available through email or hard copy from the CCDF Office. Please note that the Child Care Listing of 5/2019 will be posted on the website. The Child Care listing provides information on all the licensed child care providers such as: rates, age group, hours of operation, capacity, contact phone numbers, and email address.

The child care listing is updated regularly by the Social Services Licensing Officer who disseminates the listing via email to all partners such as GCC, Welfare Office, Work Programs Section (WPS) (JOBS/E&T), Early Pre-School, and Head Start.

The CCDF Office works closely with WPS to pay for child care for TANF participants.

# 2.4.2 The partnerships formed to make information about the availability of child care services available to families.

The Lead Agency partners with the Department of Education's Guam Early Intervention Systems (GEIS), Head Start, Pre-School, and Special Education (Sped) program offices, the University of Guam's Center for Excellence in Developmental Disabilities Education Research and Service (Guam CEDDERS), the Guam Behavioral Health & Wellness Center (GBHWC), the Department of Youth Affairs (DYA) and the Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation (DSID/DVR) services.

Effective Date: 10/01/2018

2.4.3 How the Lead Agency provides the required information about the following programs and benefits to the parents of eligible children, the general public, and where applicable, providers. In the description include, at a minimum, what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners who assist in providing this information. Effective Date: 10/01/2018

# Temporary Assistance for Needy Families program:

The Lead Agency works closely with the Work Programs Section (WPS) which oversees the TANF JOBS and SNAP E&T Programs. CCDF coordinates with WPS to fund the child care support services for TANF clients. The Child Care listing is provided to WPS staff and Social Workers to share with their clients. All programs are integrated, thus if a client is applying for child care and TANF and the public assistance programs, eligibility is determined and processed at one.

Information will be made available on the childcare website

# Head Start and Early Head Start programs:

The Lead Agency collaborates with the Department of Education's Head Start and Early Pre-School programs and shares information on child care services via email, through telephone contact or in person. Parents with children in these type of settings, avail of after school care and full time care during extended school breaks, such as Christmas or summer breaks.

Information will be made available on the childcare website

### Low Income Home Energy Assistance Program (LIHEAP):

Not applicable on Guam.

# Supplemental Nutrition Assistance Programs (SNAP) Program:

The eligibility process for CCDF is integrated with all public assistance programs under the purview of the Bureau of Economic Security which includes TANF, SNAP, Medicaid, Medically Indigent Program. Clients under the CCDF go through one eligiblity determination process.

Information will be made available on the childcare website

# Women, Infants, and Children Program (WIC) program:

Most of our CCDF clients participate on all other public assistance programs that they qualify for to include WIC. However, more efforts will be made to foster closer collaboration with the WIC program to provide WIC participants with information on CCDF program benefits and eligibility information.

Information will be made available on the childcare website

# Child and Adult Care Food Program(CACFP):

The CACFP program grant is managed by the Guam Department of Education's (GDOE) Food Nutrition Services Division (FNSD). The FNSD CACFP information onprogram benefits and requirements will be posted and available on the lead agency's childcare website.

# Medicaid and Children's Health Insurance Program (CHIP):

The eligibility process for CCDF is integrated with all public assistance programs under the purview of the Bureau of Economic Security which includes TANF, SNAP, Medicaid, CHIP, Medically Indigent Program. Clients under the CCDF go through one eligiblity determination process.

Information will be made available on the childcare website

# Programs carried out under IDEA Part B, Section 619 and Part C:

The Lead Agency collaborates with the Department of Education's Head Start and Early Pre-School, Special Education (Sped) and Guam Early Interventionprograms and shares information on child care services via email, through telephone contact or in person. Parents with children in these type of settings, avail of after school care and full time care during extended school breaks, such as Christmas or summer breaks.

Information will be made available on the childcare website

2.4.4 Describe how the Lead Agency makes available to parents, providers, and the general public information on research and best practices concerning children's development, including physical health and development, particularly healthy eating and physical activity. Information about successful parent and family engagement should also be shared. At a minimum, include what information is provided, how the information is tailored to a variety of audiences and include any partners in providing this information.

Training on Nutrition and Physical Health was conducted by GCC to providers on strategies to promote nutrition and physical health of young children in early childhood settings. The expected outcomes were for the providers to incorporate nutrition and physical activity in their daycare setting.

The guamchildcare.com website has a downloadable Early Learning Guideline for birth to 36 months. The guideline content is still current and relevant and also user friendly with the

intent of a young parent in mind as the reader of the book. Hard copies are available to parents, providers, early pre-school entities, clinics and the general public through the CCDF Office upon request.

The CCDF Office collaborate more closely with the SNAP-Ed (Supplemental Nutrition Assistance Program Education) and EFNEP (Expanded Food and Nutrition Education Program) Programs and have available their training schedules on the childcare website.

Effective Date: 10/01/2018

2.4.5 Describe how information on the Lead Agency's policies regarding the socialemotional and behavioral issues and early childhood mental health of young children, including positive behavioral intervention and support models based on research and best practices for those from birth to school age, are shared with families, providers, and the general public. At a minimum, include what information is provided, how the information is provided, and how information is tailored to a variety of audiences and include any partners in providing this information.

The CCDF Office contracts for services with the Guam Community College to provide training on Social and Emotional Development for child care providers. The course covers skills needed to promote social and emotional development in young children and the use of positive guidance strategies to handle inappropriate behavior. Temperament and child rearing issues such as feeding, potty training and discipline were some of the topics covered.

Guam CEDDERS provided training to the child care providers on the Ages and States Questionnaire (3rd Edition). Also provided to the providers was a copy of the Universal Referral Form. All of Guam's early childhood programs have adopted and the Ages and States Questionnaires 3rd Edition (ASQ-3) as the preferred developmental screening tool.

The Guam Early Learning Council (GELC) Social Emotional Wellness Work Group continues to pilot process for ensuring children that access services from 2 or more agencies are coordinated through this work group.

2.4.6 Describe the Lead Agency's policies to prevent the suspension and expulsion of children from birth to age 5 in child care and other early childhood programs receiving CCDF funds (98.16(ee)), including how those policies are shared with families, providers, and the general public.

Currently there are no regulation or policies that addresses expulsion or suspension. The Guam CCDF Office will develop program policy to address this issue. It is also our intent to incorporate this topic in the update of the child care law, P.L. 31-73.

However, providers work with the parents to try to identify the reason for such behavior.

Effective Date: 10/01/2018

# 2.5 Procedures for Providing Information on Developmental Screenings

Lead Agencies are required to provide information on developmental screenings, including information on resources and services that the State can deploy, such as the use of the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under title XIX of the Social Security Act and developmental screening services available under IDEA Part B, Section 619 and Part C, in conducting those developmental screenings and in providing referrals to services for children who receive subsidies. Lead Agencies must also include a description of how a family or child care provider can use these resources and services to obtain developmental screenings for children who receive subsidies and who might be at risk of cognitive or other developmental delays, which can include social, emotional, physical, or linguistic delays (658E(c)(2)(E)(ii)). Lead Agencies are required to provide this information to eligible families during CCDF intake and to child care providers through training and education (98.33(c)).

### 2.5.1 Certify by describing:

a) How the Lead Agency collects and disseminates information on existing resources and services available for conducting developmental screenings to CCDF parents, the general public, and where applicable, child care providers (98.15(b)(3)).

The child care providers received training from Guam CEDDERS (Center for Excellence in Developmental Disabilities Education Research and Service) on how to complete the Ages and States Questionnaire 3rd Edition, thus enabling the providers to conduct the screening on the children in their day care.

The childcare providers conduct and complete the Ages and Stages screenings for the children enrolled at their respective centers. The information collected by the childcare centers, after screenings are completed, is provided to the UOG Guam CEDDERS office for processing. If the findings support intervention, referrals are completed so the child may receive services.

b) The procedures for providing information on and referring families and child care providers to the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program - carried out under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.) - and developmental screening services available under Section 619 and Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.). The Bureau of Health Care Financing Administration (BHCFA) under the Division of Public Welfare, oversees the EPSDT program. Most clients under Medicaid are aware of this program and those who are not, who go in for referral or prior authorization for a well-baby check or child physical, are referred for EPSDT. Brochures are available for clients at the lobby of the Bureau of Economic Security. The CCDF Office will increase collaboration with BHCFA and plan for more outreach to the Medicaid families under the CCDF program.

c) How the Lead Agency gives information on developmental screenings to parents receiving a subsidy as part of the intake process. Include the information provided, ways it is provided, and any partners in this work.

The child care providers received training from Guam CEDDERS (Center for Excellence

in Developmental Disabilities Education Research and Service) on how to complete the Ages and States Questionnaire 3rd Edition, thus enabling the providers to conduct the screening on the children in their day care.

The childcare providers conduct and complete the Ages and Stages screenings for the children enrolled at their respective centers. The information collected by the childcare centers, after screenings are completed, is provided to the UOG Guam CEDDERS office for processing. If the findings support intervention, referrals are completed so the child may receive services.

Guam has in place an Island-wide Developmental and Behavorial Screening System (iDBSS) that is signed (MOA) between early childhood serving agencies (DPHSS, Behavorial Health, DOE, UOG, GCC). Also in policy is the Universal Referral Form that all agencies are using to ensure referrals across programs are made.

d) How CCDF families or child care providers receiving CCDF can use the available resources and services to obtain developmental screenings for CCDF children at risk for cognitive or other developmental delays.

The child care providers received training from Guam CEDDERS (Center for Excellence in Developmental Disabilities Education Research and Service) on how to complete the Ages and States Questionnaire 3rd Edition, thus enabling the providers to conduct the screening on the children in their day care.

The childcare providers conduct and complete the Ages and Stages screenings for the children enrolled at their respective centers. The information collected by the childcare centers, after screenings are completed, is provided to the UOG Guam CEDDERS office for processing. If the findings support intervention, referrals are completed so the child may receive services..

e) How child care providers receive this information through training and professional development.

The Ages and Stage Quesionaire training is provided by the University of Guam's (UOG) Center for Excellence in Developmental Disabilities Education Research and Service (Guam CEDDERS). Child care providers were also trained on Learn the Signs. Act Early (LTSAE). Each center was provided LTSAE Materials and if attended training from Guam CEDDERS, received 1 credit.

f) Provide the citation for this policy and procedure related to providing information on developmental screenings.

- 26GAR Public Health & Social Services, Div. 1, Section 1101.5(r)
- The Guam Early Learning Guidelines Birth to 36 Months Appendix B addresses Observations and Assessments
- Ages and States Questionnaires 3rd Edition Training for child care providers
- Island wide Developmental & Behavorial Screening System (iDBSS) Data Collection and Reporting
- Thechildcare providers conduct and complete the Ages and Stages screenings for the children enrolled at their respective centers. The information collected by the childcare centers, after screenings are completed, is provided to the UOG Guam CEDDERS office for processing. If the findings support intervention, referrals are completed so the child may receive services.

# 2.6 Consumer Statement for Parents Receiving CCDF Funds

Lead Agencies must provide CCDF parents with a consumer statement in hard copy or electronically (such as referral to a consumer education website) that contains specific information about the child care provider they select. This information about the child care provider selected by the parent includes health and safety requirements met by the provider, any licensing or regulatory requirements met by the provider, the date the provider was last inspected, any history of violations of these requirements, and any voluntary quality standards met by the provider. It must also describe how CCDF subsidies are designed to promote equal access, how to submit a complaint through a hotline, and how to contact local resource and referral agencies or other community-based supports that assist parents in finding and enrolling in quality child care (98.33(d)). Please note that if the consumer statement is provided electronically, Lead Agencies should consider how to ensure that the statement is accessible to parents and that parents have a way to contact someone to address questions they have.

### 2.6.1 Certify by describing:

# a) How the Lead Agency provides parents receiving CCDF funds with a consumer statement.

Guam has not completed the implementation of the required state level and provider level consumer education website that is consumer-friendly and easily accessible with the provider search functionality. The Guam CCDF Office is working with the contractor, Guam Community College to complete the required functionalities

Allparticipants approved to receive assistance, SNAP, TANF, Medicaid and/or CCDF, receive a consumer statement, which we call a Notice of Action (NOA). This notice of action is mailed to the participants and it informs them of their eligiblity and for what programs. For child care, the NOA indicates the period of eligiblity, renewal date, benefit amount, Eligibility Specialist who processed the case, rights and responsiblities and notice of right to a fair hearing.

# b) What is included in the statement, including when the consumer statement is provided to families.

Allparticipants approved to receive assistance, SNAP, TANF, Medicaid and/or CCDF, receive a consumer statement, which we call a Notice of Action (NOA). This notice of action is mailed to the participants and it informs them of their eligiblity and for what programs. For child care, the NOA indicates the period of eligiblity, renewal date, benefit amount, Eligibility Specialist who processed the case, rights and responsibilities and notice of right to a fair hearing.

# c) Provide a link to a sample consumer statement or a description if a link is not available.

Allparticipants approved to receive assistance, SNAP, TANF, Medicaid and/or CCDF, receive a consumer statement, which we call a Notice of Action (NOA). This notice of action is mailed to the participants and it informs them of their eligiblity and for what programs. For child care, the NOA states the period of eligiblity, renewal date, benefit amount, name of Eligibility Specialist who processed the case, rights and responsibilities

and notice of right to a fair hearing.

# 3 Provide Stable Child Care Financial Assistance to Families

In providing child care assistance to families, Lead Agencies are required to implement these policies and procedures: a minimum 12-month eligibility and redetermination periods, a process to account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for a job search of not fewer than 3 months if the Lead Agency exercises the option to discontinue assistance, and policies for the graduated phase-out of assistance. Also, procedures for the enrollment of homeless children and children in foster care, if served, pending the completion of documentation, are required.

Note: Lead Agencies are not prohibited from establishing policies that extend eligibility beyond 12 months to align program requirements. For example, Lead Agencies can allow children enrolled in Head Start, Early Head Start, state or local prekindergarten, and other collaborative programs to finish the program year. This type pf policy promotes continuity for families receiving services through multiple benefit programs.

In this section, Lead Agencies will identify how they define eligible children and families and how the Lead Agency improves access for vulnerable children and families. This section also addresses the policies that protect working families and determine a family's contribution to the child care payment.

# 3.1 Eligible Children and Families

At the time when eligibility is determined or redetermined, children must (1) be younger than age 13; (2) reside with a family whose income does not exceed 85 percent of the State's median income for a family of the same size and whose family assets do not exceed \$1,000,000 (as certified by a member of said family); and (3)(a) reside with a parent or parents who are working or attending a job training or educational program or (b) receives, or needs to receive, protective services and resides with a parent or parents not described in (3)(a.) (658P(4)).

3.1.1 Eligibility criteria based on a child's age

Effective Date: 10/01/2018

a) The CCDF program serves children

from 0

(weeks/months/years)

through 12

years (under age 13). . Note: Do not include children incapable of self-care or under court supervision, who are reported below in (b) and (c).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of selfcare?(658E(c)(3)(B), 658P(3))

No Ves.

and the upper age is 18 years old

(may not equal or exceed age 19).

If yes, Provide the Lead Agency definition of physical and/or mental incapacity: A physical or mental condition that prevents a child from doing self-care, as determined by a licensed physician or psychologist

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B))

No.

C Yes

and the upper age is

(may not equal or exceed age 19)

d) How does the Lead Agency define the following eligibility terms?

### "residing with":

Residing with means: an eligible child living in a home or family setting with the child's eligible caretaker.

# "in loco parentis":

In place of the parent, i.e., charged with the rights, responsibilities and duties of a parent defined as an adult who resides with and is responsible for the care of a child, and who atbirth is taken permanently to be reared, educated and loved by someone other than the natural parents at the time of the child's birth or early childhood. The child is given outright and the natural parents renounce all claims to the child. The natural parents cannot reclaim the child except for the death or serious injury of the individual's who reared the child. The foster parent, adoptive parent, guardian, step-parent or relative who is related to the child by blood, marriage or adoption or a person authorized by the caretaker through a power of attorney (valid for a period not to exceed 12 months). The caretake designation may remain even when the caretake is temporarily absent from the home as long as the caretaker continues to maintain responsibility for the care, education and financial support of the child. This includes a foster parent who may not provide financial support to the child but may be receiving support for the child from a public or private agency.

### 3.1.2 Eligibility criteria based on reason for care

Effective Date: 08/04/2020

a) How does the Lead Agency define "working or attending a job training and educational program" for the purposes of CCDF eligibility at the time of determination? Provide the definitions below for:

### "Working":

The lead agency defines "working" as any individual(s) gainfully employed at a parttime or full-time status. Part-time status is 25 hours or less a week and Full-time status is more than 25 hours per week.

During a time of Emergency or Disaster:

1. Essential Service Workers (employed or volunteer) - are considered priority placements for child care during the period officially declared by the Governor as an emergency or disaster.

2. Essential Service Workers (employed or volunteer) as defined by the Governor's declaration, participating in emergency or disaster efforts are eligible for child care services during the declaration period.

In addition, during a time of disaster or emergency, working also includes individuals who provide essential services or participates in an emergency or disaster effort as an employee or volunteer.

# "Job training":

An approved training program that requires the participant to engage in activities that provide work experience and training to individuals to assist them towards employment and self-sufficiency.

# "Education":

A curriculum that is established by an institution, agency, or business for the purpose of development of skills or academic study necessary for an identified occupation.

# "Attending job training or education" (e.g. number of hours, travel time):

Job training is an approved work program that requires the participant to engage in activities that provide work experience and training to individuals to assist them toward employment and self-sufficiency.

An education program has a curriculum that is established by an institution, agency, or business for the purpose of development of skill or academic study necessary for an identified occupation.

# 3.1.2 Eligibility criteria based on reason for care

b) Does the Lead Agency allow parents to qualify for CCDF assistance on the basis of

education and training participation alone (without additional minimum work requirements)?

No.

If no, describe the additional work requirements:

# Yes.

If yes, describe the policy or procedure:

Parents who are under a training or education work component under TANF or SNAP E&T and meet the requirements established in their work plan, qualify for CCDF assistance.

# 3.1.2 Eligibility criteria based on reason for care

c) Does the Lead Agency consider seeking employment (engaging in a job search) an eligible activity at initial eligibility determination (at application) and at the 12-month eligibility redetermination? (Note: If yes, Lead Agencies must provide a minimum of three months of job search)

No.

Yes.

If yes, describe the policy or procedure. (including any differences in eligibility at initial eligibility determination vs. redetermination of eligibility):

08/05/2020

Seeking employment is not an eligible activity at initial eligibility determination.

If the parent is engaged in a 90-day job search period at the time of the 12-month redetermination, child care services are extended through the end of the 90-day period.

If 12-month redetermination occurs during a declared state of emergency while a parent is engaged in the 90-day job search period, the job search period may be extended an additional 6 months beyond the expiration of the 90-day search period.

# 3.1.2 Eligibility criteria based on reason for care

d) Does the Lead Agency provide child care to children in protective services?



Yes. If yes:

i. Please provide the Lead Agency's definition of "protective services":

Children that are wards of the courts or living in protective conditions who are:

1. Confirmed to have been abused or neglected; or

2. confirmed to have been threatened with abuse or neglect; or

3. in foster care; and the need for child care services must be specified in the family's or child's case plan as ordered by the court; or

4. children of essential service worker(s) (employed or volunteer) under a Governor declared state of emergency or disaster.

5. part of a household who are experiencing prolonged economic recovery (with income 200% and below the Federal Poverty Guideline) following the end of the territory declared emergency

*Note*: Federal requirements allow other vulnerable children identified by the Lead Agency not formally in child protection to be included in the Lead Agency's definition of protective services for CCDF purposes. A Lead Agency may elect to provide CCDF-funded child care to children in foster care when foster care parents are not working or are not in education/training activities, but this provision should be included in the protective services definition above.

ii. Are children in foster care considered to be in protective services for the purposes of eligibility at determination?

No Ves

iii. Does the Lead Agency waive the income eligibility requirements for cases in which children receive, or need to receive, protective services on a case-by-case basis (658E(c)(5))?

☑ No
✓ Yes

iv. Does the Lead Agency provide respite care to custodial parents of children in protective services?

🖸 No

# 3.1.3 Eligibility criteria based on family income. Note: The question in 3.1.3 relates to initial determination. Redetermination is addressed in 3.1.7.

Effective Date: 10/01/2020

a) How does the Lead Agency define "income" for the purposes of eligibility at the point of determination?

Monies received from wages, salaries, commissions, tips and other sources. There are are two types of income: earned and unearned.

b) Provide the CCDF income eligibility limits in the table below at the time of initial determination. Complete columns (a) and (b) based on maximum eligibility at initial entry into CCDF. Complete columns (c) and (d) *only if* the Lead Agency is using income eligibility limits lower than 85 percent of the current state median income (SMI) at the initial eligibility determination point. Fill in the chart based on the most populous area of the state (the area serving the highest number of CCDF children). If the income eligibility limits are not statewide, please respond to c) below the table.

	(a)	(b)	(C)	(d)
Family Size	100% of SMI(\$/Month)	85% of SMI (\$/Month) [Multiply (a) by 0.85]	(IF APPLICABLE) (\$/Month) Maximum Initial or First Tier Income Limit (or Threshold) if Lower Than 85% of Current SMI	IF APPLICABLE) (% of SMI) [Divide (c) by (a), multiply by 100] Income Level if Lower Than 85% of Current SMI
1	3007.94	2556.75	N/A	N/A
2	3933.46	3343.44	N/A	N/A
3	4858.98	4130.13	N/A	N/A
4	5784.50	4916.83	N/A	N/A
5	6710.02	5703.52	N/A	N/A

c) If the income eligibility limits are not statewide, describe how many jurisdictions set their own income eligibility limits and provide the income limit ranges across the jurisdictions (e.g. range from [lowest limit] to [highest limit])( 98.16(i)(3)).
 N/A Eligibility limits are island wide.

*Reminder:* Income limits must be established and reported in terms of current SMI based on the most recent data published by the Bureau of the Census (98.20(a)(2)(i)) even if the federal poverty level is used in implementing the program. SMI guidelines are available at: <u>https://www.acf.hhs.gov/ocs/resource/liheap-im2017-03</u>.

d) SMI source and year. State Median Income (SMI) by Household Size for Mandatory Use in LIHEAP for FFY2021. Guam uses the SMI from Arkansas as it most closely reflects Guam's median income level.

https://www.acf.gov/sites/default/files/ocs/com\_liheap\_im2002smiattachment\_fy2021.pdf e) Identify the most populous area of the State used to complete the chart above. The state's northern part of the island is the most populous area of the island; however because the island is so small, the information is gathered as a whole for the entire island.

f) What was the date (mm/dd/yyyy) that these eligibility limits in column (c) became effective? 10/01/2020

g) Provide the citation or link, if available, for the income eligibility limits. BMS Policy No. 2021-01

3.1.4 Lead Agencies are required to ensure that children receiving CCDF funds do not have family assets that exceed \$1,000,000, as certified by a family member (98.20(a)(2)(ii)).

Effective Date: 10/01/2018

a) Describe how the family member certifies that family assets do not exceed \$1,000,000 (e.g., a checkoff on the CCDF application).

Self report on application that the family does not have assets greater than \$1,000,000.00 and when changes occur within their certification period the households are required to report the change within 10 days.

b) Does the Lead Agency waive the asset limit on a case-by-case basis for families defined as receiving, or in need of, protective services?
 No.

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Yes.

If yes, describe the policy or procedure and provide citation:

# 3.1.5 Describe any additional eligibility conditions or priority rules applied by the Lead Agency during eligibility determination or redetermination (98.20(b)).

During a declared period of emergency or disaster, essential services workers (employed or volunteer) whose income exceeds 85% of SMI but does not exceed 200% of the current Federal Poverty Guidelines, are eligible and are considered priority placements.

During the COVID -19 Pandemic, this would be funded through the CARES Act.

Effective Date: 08/04/2020

3.1.6 Lead Agencies are required to take into consideration children's development and promote continuity of care when authorizing child care services (98.21(f); 98.16(h)(6)). Check the approaches, if applicable, that the Lead Agency uses when considering children's development and promoting continuity of care when authorizing child care services.

Effective Date: 10/01/2018

- Coordinating with Head Start, prekindergarten, or other early learning programs to create a package of arrangements that accommodates parents' work schedules
- Inquiring about whether the child has an Individualized Education Program (IEP) or Individual Family Services Plan (IFSP)
- Establishing minimum eligibility periods greater than 12 months
- Using cross-enrollment or referrals to other public benefits
- Working with IDEA Part B, Section 619 and Part C staff to explore how services included in a child's IEP or IFSP can be supported and/or provided onsite and in collaboration with child care services

Providing more intensive case management for families with children with multiple risk factors;

Implementing policies and procedures that promote universal design to ensure that activities and environments are accessible to all children, including children with sensory, physical, or other disabilities

Other.

Describe:

# 3.1.7 Policies and processes for graduated phase-out of assistance at redetermination. Effective Date: 10/01/2018

Lead Agencies are required to provide for a graduated phase-out of assistance for families whose income has increased above the state's initial income threshold at the time of redetermination but remains below the federal threshold of 85 percent of the state median income. Providing a graduated phase-out promotes continuity by allowing for wage growth, allows for a tapered transition out of the child care subsidy program as income increases, and supports long-term self-sufficiency for families.

# i. 85 percent of SMI for a family of the same size

- ii. An amount lower than 85 percent of SMI for a family of the same size but above the Lead Agency's initial eligibility threshold that:
  - (A) Takes into account the typical household budget of a low-income family
  - (B) Provides justification that the second eligibility threshold is:
    - (1) Sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability
    - (2) Reasonably allows a family to continue accessing child care services without unnecessary disruption.

At redetermination, a child shall be considered eligible if his or her parents are working or attending a job training or educational program even if their income exceeds the Lead Agency's income limit to initially qualify for assistance as long as their income does not exceed the second tier of eligibility (98.21(a); 98.21(b)(1)). Note that once deemed eligible, the family shall

be considered eligible for a full minimum 12-month eligibility period, even if their income exceeds the second tier of eligibility during the eligibility period, as long as it does not exceed 85 percent of SMI.

A family eligible for services via the graduated phase-out of assistance is considered eligible under the same conditions as other eligible families with the exception of the copayment restrictions, which do not apply to a graduated phase-out. To help families transition off of child care assistance, Lead Agencies may gradually adjust copay amounts for families whose children are determined eligible under a graduated phase-out and may require additional reporting on changes in family income. However, Lead Agencies must still ensure that any additional reporting requirements do not constitute an undue burden on families. Effective Date: 10/01/2018

a) Check and describe the option that best identifies the Lead Agency's policies and procedures regarding the graduated phase-out of assistance.

- N/A The Lead Agency sets its initial eligibility threshold at 85 percent of SMI and, therefore, is not required to provide a graduated phase-out period.
- N/A The Lead Agency sets its exit eligibility threshold at 85 percent of SMI and, therefore, is not required to provide a graduated phase-out period.
- The Lead Agency sets the second tier of eligibility at 85 percent of SMI. Describe the policies and procedures.

Provide the citation for this policy or procedure.

The Lead Agency sets the second tier of eligibility at an amount lower than 85 percent of SMI for a family of the same size but above the Lead Agency's initial eligibility threshold.

Provide the second tier of eligibility for a family of three.

Describe how the second eligibility threshold:

i. Takes into account the typical household budget of a low-income family:

ii. Is sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability: iii. Reasonably allows a family to continue accessing child care services without unnecessary disruption:

iv. Provide the citation for this policy or procedure:

Other.

Identify and describe the components that are still pending per the instructions on *CCDF Plan Response Options for Areas where Implementation is Still in Progress* in the Introduction.

3.1.7 b) To help families transition from assistance, does the Lead Agency gradually adjust copays for families eligible under the graduated phase-out period?

🖸 No

C Yes

i. If yes, describe how the Lead Agency gradually adjusts copays for families under a graduated phase-out.

ii. If yes, does the Lead Agency require additional reporting requirements during the graduated phase-out period? (*Note: Additional reporting requirements are also discussed in section 3.3.3 of the plan.*)

No. Yes.

Describe:

# 3.1.8 Fluctuation in earnings.

Lead Agencies are required to demonstrate how their processes for initial determination and redetermination take into account irregular fluctuations in earnings (658E(c)(2)(N)(i)(II)). The Lead Agency must put in place policies that ensure that temporary increases in income, including temporary increases that can result in a monthly income exceeding 85 percent of SMI (calculated on a monthly basis) from seasonal employment or other temporary work schedules, do not affect eligibility or family copayments (98.21(c)). Check the processes, if applicable, that the Lead Agency uses to take into account irregular fluctuations in earnings and describe, at a

minimum, how temporary increases that result in a monthly income exceeding 85 percent of SMI (calculated on a monthly basis) do not affect eligibility or family copayments. Effective Date: 10/01/2018

# Average the family's earnings over a period of time (i.e. 12 months). Describe:

Income is averaged based on prior two months income and appropriate conversion factor is applied if income is received weekly, bi-weekly, semi-monthly ormonthly.

Request earning statements that are most representative of the family's monthly income.
Describe:

Deduct temporary or irregular increases in wages from the family's standard income level.
Describe:

Other.

# Describe:

The Lead Agency has implemented a policy (BMS 2016-001) that allows parents/guardians to continue to receive subsidy and remain eligible even if they exceed the income limit, lose their employment, go on maternity leave, go on school break, and still continue their childcare and remain eligible for the next ninety (90) days. The policy in which the parent has the option to extend their childcare benefits for 90 days. The policy is is meant to allow the CCDF subsidy to continue for three (3) months to minimize the impact on the parent and child.

Temporary increases in wages for example overtime during the holiday season, are not taken into account whendetermining household income.

3.1.9 Lead Agencies are required to have procedures for documenting and verifying that children receiving CCDF funds meet eligibility criteria at the time of eligibility determination and redetermination (98.68(c)). Check the information that the Lead

# Agency documents and verifies and describe, at a minimum, what information is required and how often. Check all that apply.

Effective Date: 10/01/2018

# Applicant identity.

### Describe:

Picture ID: Guam Driver's license, Guam ID, or passport

# Applicant's relationship to the child.

### Describe:

The child's birth certificate or other legal documents that verify the relationship of the child to the applicant at time of application or when a prior document submitted is time-limited.

# Child's information for determining eligibility (e.g., identity, age, citizen/immigration status).

# Describe:

Child's information is obtained through a birth certificate or other legal documents verifying identity, age and citizenship/immigration status at the time of application or when the child enters the home of an on-going child care case.

# Work.

# Describe:

Verfication of employment, check stubs from the prior two months, Gross Receipt Tax statement if self-employed

# Job training or educational program.

# Describe:

Applicants are required to provide school registration information or verification from job training program of enrollment at time of application and at redetermination or if there is a break in activity.

# Family income.

# Describe:

Applicants are required to provide income information for the household by submitting

documents, such as pay stubs, child support documents, income tax information for self-imployment, etc. at time of application to determine whether the family's income is within the income limit for household size.

Household composition.

Describe: Mayor's verification

Applicant residence.
 Describe:
 Utility bill statement, rent or lease agreement, or Mayor's Verification

Other.

# 3.1.10 Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

Effective Date: 10/01/2018

Time limit for making eligibility determinations Describe length of time:

Upon the applicants submission of all required documents at time of interview, the application is to be processed within 10 working days.

Track and monitor the eligibility determination process
 Other.
 Describe:

**None** 

# 3.1.11 Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.

Lead Agencies are required to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child younger than age 6 (98.16(v); 98.33(f)).

Lead Agencies must coordinate with TANF programs to ensure that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the state/territory TANF agency in accordance with Section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.

Note: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

Effective Date: 10/01/2018

a) Identify the TANF agency that established these criteria or definitions: Division of Public Welfare, Bureau of Economic Security

b) Provide the following definitions established by the TANF agency:

"Appropriate child care":

1. Both the provider and the place where care is provided meet the agency's safety and provider requirements

2. care accommodates the parents' work schedule

3. care meets the specific needs of the child, such as age, developmental needs and special needs requirements

"Reasonable distance":

Located within one hour of travel from the participant's home to the child care provider to the participants place of employment or work activity.

# "Unsuitability of informal child care":

Child care providers that do not meet the CCDF criteria (rules and regulations). (Note: TANF requirements for child care providers mirrors CCDF.)

### "Affordable child care arrangements":

Affordable childcare arrangements - means arrangements that do not cost more than the co-payment would be/

# c) How are parents who receive TANF benefits informed about the exception to the individual penalties associated with the TANF work requirements?

- In writing
- Verbally
- Other.

# Describe:

The Work Programs Section Social Workers conduct case management on these cases and work closely with the families to ensure they fulfill their required work components which affects the TANF work participant rates.

d) Provide the citation for the TANF policy or procedure:

**TANF State Plan** 

# 3.2 Increasing Access for Vulnerable Children and Families

Lead Agencies are required to give priority for child care assistance to children with special needs, which can include vulnerable populations, in families with very low incomes and to children experiencing homelessness (658E(c)(3)(B); 98.46(a)). The prioritization of CCDF assistance services is not limited to eligibility determination (i.e., the establishment of a waiting list or the ranking of eligible families in priority order to be served).

Note:

CCDF defines "child experiencing homelessness" as a child who is homeless, as defined in Section 725 of Subtitle VII-B of the McKinney-Vento Act (42 U.S.C. 11434a) (98.2).

### 3.2.1 Describe how the Lead Agency defines:

#### a) "Children with special needs":

A child or youth who may require a level of care above the norm for his or her age, due to disabilities, emotional or behavioral disorders, or special health needs. CHild care services are prioritized.

### b) "Families with very low incomes":

Children in families with incomes below the poverty threshold and/or are transitioning off TANF cash benefits.

# 3.2.2 Describe how the Lead Agency will prioritize or target child care services for the following children and families.

Effective Date: 10/01/2018

a) Identify how services are prioritized for children with special needs. Check all that apply:

Prioritize for enrollment

Serve without placing these populations on waiting lists

Waive copayments

Pay higher rates for access to higher-quality care

Use grants or contracts to reserve slots for priority populations

Other.

Describe:

b) Identify how services are prioritized for families with very low incomes. Check all that apply:



Serve without placing these populations on waiting lists

Waive copayments

Pay higher rates for access to higher-quality care

Use grants or contracts to reserve slots for priority populations

Other.

Describe:

c) Identify how services are prioritized for children experiencing homelessness, as defined by the CCDF. Check all that apply:



- Serve without placing these populations on waiting lists
- Waive copayments
- Pay higher rates for access to higher-quality care
- Use grants or contracts to reserve slots for priority populations
- Other.

Describe:

d) Identify how services are prioritized, if applicable, for families receiving TANF program funds, those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF (98.16(i)(4)). Check all that apply:

- Prioritize for enrollment
- Serve without placing these populations on waiting lists
- Waive copayments
- Pay higher rates for access to higher-quality care
- Use grants or contracts to reserve slots for priority populations
- Other.

Describe:

# 3.2.3 List and define any other priority groups established by the Lead Agency.

08/05/2020

Additional priority groups include:

- 1. Children under Child Protective Services
- 2. Children in foster care
- 3. Children of essential services workers (employed or volunteer)

4. Children who are part of a household who are experiencing prolonged economic recovery

following a territory declared emergency.

Effective Date: 08/05/2020

# 3.2.4 Describe how the Lead Agency prioritizes services for the additional priority groups identified in 3.2.3.

Application processing is prioritized and such applicants are not placed on a wait list.

### 08/04/2020

Additional priority groups:

- 1. Childrenunder Child Protective Services
- 2. Children in foster care
- 3. Children of essential services workers (employed or volunteer)
- 4. Children who are part of a household who are experiencing prolonged economic recovery following a territory declared emergency.

For each of these groups, their applications are prioritized and are not placed on a waiting list.

Effective Date: 08/05/2020

3.2.5 Lead Agencies are required to expend CCDF funds to (1) permit the enrollment (after an initial eligibility determination) of children experiencing homelessness while required documentation is obtained, (2) provide training and TA to child care providers and the appropriate Lead Agency (or designated entity) staff on identifying and serving

# homeless children and families (addressed in section 6), and (3) conduct specific outreach to homeless families (658E(c)(3); 98.51).

Effective Date: 10/01/2018

a) Describe the procedures to permit the enrollment of children experiencing homelessness while required documentation is obtained.

Such households are given 30 days to comply with program requirements.

b) Check, where applicable, the procedures used to conduct outreach for children experiencing homelessness (as defined by CCDF Rule) and their families.

- Lead Agency accepts applications at local community-based locations
- Partnerships with community-based organizations
- Partnering with homeless service providers, McKinney-Vento liaisons, and others who work with families experiencing homelessness to provide referrals to child care
- Other

*Note:* The Lead Agency shall pay any amount owed to a child care provider for services provided as a result of the initial eligibility determination, and any CCDF payment made prior to the final eligibility determination shall not be considered an error or improper payment (98.51(a)(1)(ii)).

3.2.6 Lead Agencies must establish a grace period that allows homeless children and children in foster care to receive CCDF assistance while providing their families with a reasonable time to take any necessary actions to comply with immunization and other health and safety requirements (as described in section 5). The length of such a grace period shall be established in consultation with the state, territorial, or tribal health agency (658E(c)(2)(I)(i)(I); 98.41(a)(1)(i)(C)).

Note:

Any payment for such a child during the grace period shall not be considered an error or improper payment (98.41(a)(1)(i)(C)(2)).

Effective Date: 10/01/2018

a) Describe procedures to provide a grace period to comply with immunization and other

health and safety requirements, including how the length of the grace period was established in consultation with the state, territorial, or tribal health agency for:

# Children experiencing homelessness (as defined by Lead Agency's CCDF)

The immunization requirement for children experiencing homelessness is equal to any other population (regular, CCDF subsidy funded, foster, child protective services) in childcare but the lead agency does allow a 30 day grace period for parents to come to compliance with the requirement.

### Provide the citation for this policy and procedure.

Guam PL31-73 1107.3 Immunization (f) states, Parents or guardians shall be given a grace period, not to exceed thirty (30) calendar days from the last assessment of the child's immunization record, to obtain immunization(s) in the recommended series.

# Children who are in foster care.

The immunization requirement for children experiencing homelessness is equal to any other population (regular, CCDF subsidy funded, foster, child protective services) in childcare but the lead agency will comply with the new requirement.

### Provide the citation for this policy and procedure.

Guam PL31-73 1107.3 Immunization (f) states, Parents or guardians shall be given a grace period, not to exceed thirty (30) calendar days from the last assessment of the child's immunization record, to obtain immunization(s) in the recommended series.

b) Describe how the Lead Agency coordinates with licensing agencies and other relevant state, territorial, tribal, and local agencies to provide referrals and support to help families with children receiving services during a grace period comply with immunization and other health and safety requirements (98.41(a)(1)(i)(C)(4)).

A 30 day grace periods is afforded families to meet the immunization requirements.

c) Does the Lead Agency establish grace periods for other children who are not experiencing homelessness or in foster care?

	No.
•	Yes.

# Describe:

A grace period of thiry (30) days is afforded to all families in accordance withGuam PL31-73 1107.3 Immunization (f) states, Parents or guardians shall be given a grace period, not to exceed thirty (30) calendar days from the last assessment of the child's immunization record, to obtain immunization(s) in the recommended series.

# 3.3 Protection for Working Families

# 3.3.1 12-Month eligibility.

The Lead Agency is required to establish a minimum 12-month eligibility and redetermination period, regardless of changes in income (as long as the income does not exceed the federal threshold of 85 percent of the state median income) or temporary changes in participation in work, training, or educational activities (658E(c)(2)(N)(i) and (ii)).

This change means that a Lead Agency may not terminate CCDF assistance during the 12month period if a family has an increase in income that exceeds the state's income eligibility threshold, but not the federal threshold of 85 percent of SMI. The Lead Agency may not terminate assistance prior to the end of the 12-month period if a family experiences a temporary job loss or a temporary change in participation in a training or educational activity. A temporary change in eligible activity includes, at a minimum, any time-limited absence from work for an employed parent due to such reasons as the need to care for a family member or an illness; any interruption in work for a seasonal worker who is not working; any student holiday or break for a parent participating in a training or educational program; any reduction in work, training, or education hours, as long as the parent is still working or attending a training or educational program; any other cessation of work or attendance at a training or educational program that does not exceed 3 months or a longer period of time established by the Lead Agency; a child turning 13 years old during the 12-month eligibility period (except as described in 3.1.1); and any changes in residency within the state, territory, or tribal service area.

Effective Date: 08/05/2020

a) Describe the Lead Agency's policies and procedures in implementing the minimum 12month eligibility and redetermination requirements, including when a family experiences a temporary change in activity.

All CCDF applications deemed eligible for the program are given a 12 month eligibility

time period.

### 08/04/2020

Should the eligibility period expire during a declared emergency or disaster, the Lead Agency will automatically extend the eligibility period for six (6) months and may approve an additional six (6) months.

# b) How does the Lead Agency define "temporary change?'

Temporary Change could be summer break for parents attending school, a seasonal worker's accrued time is greater/less due to the period of time (Chrismas, New Years, maternity leave, family summer vacation etc.)

c) Provide the citation for this policy and/or procedure.BMS Policy #2020-03

# 3.3.2 Option to discontinue assistance during the 12-month eligibility period.

Lead Agencies have the option, but are not required, to discontinue assistance during the 12month eligibility period due to a parent's non-temporary loss of work or cessation of attendance at a job training or educational program, otherwise known as a parent's eligible activity (i.e., if the parent experiences a temporary change in his or her status as working or participating in a training or educational program, as described in section 3.3.1 of the plan).

If the Lead Agency chooses the option to discontinue assistance due to a parent's nontemporary loss or cessation of eligible activity, it must continue assistance at least at the same level for a period of not fewer than 3 months after each such loss or cessation for the parent to engage in a job search and to resume work or resume attendance in a job training or educational program. At the end of the minimum 3-month period of continued assistance, if the parent has engaged in a qualifying work, training, or educational program activity with an income below 85 percent of SMI, assistance cannot be terminated, and the child must continue receiving assistance until the next scheduled redetermination or, at the Lead Agency option, for an additional minimum 12-month eligibility period.

Effective Date: 08/04/2020

a) Does the Lead Agency choose to discontinue assistance during the 12-month eligibility period due to a parent's non-temporary loss or cessation of eligible activity and offer a minimum 3-month period to allow parents to engage in a job search and to resume participation in an eligible activity?

No, the state/territory does not allow this option to discontinue assistance during the 12-month eligibility period due to a parent's non-temporary loss of work or cessation of attendance at a job training or educational program.

Yes, the Lead Agency discontinues assistance during the 12-month eligibility period due to a parent's non-temporary loss of work or cessation of eligible activity and provides a minimum 3-month period of job search. If yes:

i. Provide a summary describing the Lead Agency's policies and procedures for

discontinuing assistance due to a parent's non-temporary change:

Lead agency will terminate assistance prior to the 12th month if the parent has a non-temporary loss of employment or school enrollment. Clients are given up to 90 days to do job search to find employment. The case is closed when new employment is not reported to the Lead Agency by the end of the job search period.

# ii. Describe what specific actions/changes trigger the job-search period.

During the period of eligibility, the Job Search Provision is triggered when a client experiences a loss of employment without an expected return to work.

iii. How long is the job-search period (must be at least 3 months)?

Ninety (90) days.

iv. Provide the citation for this policy or procedure.Bureau of Management Support Policy #2016-001

b) The Lead Agency may discontinue assistance prior to the next 12-month redetermination in the following limited circumstances. Check and describe any circumstances in which the Lead Agency chooses to discontinue assistance prior to the next 12-month redetermination. Check all that apply.



Not applicable.

Excessive unexplained absences despite multiple attempts by the Lead Agency or designated entity to contact the family and provider, including the prior

notification of a possible discontinuation of assistance.

i. Define the number of unexplained absences identified as excessive:

Greater than 50% during a 3-month period.

### ii. Provide the citation for this policy or procedure:

A policy does not exist but it is practices to allow daycare provider after a request is made to fill the slot.

# A change in residency outside of the state, territory, or tribal service area.

### Provide the citation for this policy or procedure:

A policy does not exist but is completed to allow daycare provider after a request is made to fill the slot.

# Substantiated fraud or intentional program violations that invalidate prior determinations of eligibility.

Describe the violations that lead to discontinued assistance and provide the citation for this policy or procedure.

A policy does not exist but is stated on the back of every certificate as a provision to allow daycare provider after a request is made to fill the slot.

# 3.3.3 Change reporting during the 12-month eligibility period.

The Lead Agency must describe the requirements for parents to report changes in circumstances during the 12-month eligibility period and describe efforts to ensure that such requirements do not place an undue burden on eligible families, which could impact the continuity of care for children and stability for families receiving CCDF services (98.16(h)(1)).

Note: Responses should exclude reporting requirements for a graduated phase-out, which were described in question 3.1.7(b).

Families are required to report a change to the Lead Agency at any time during the 12-month eligibility period if the family's income exceeds 85 percent of the state median income, taking into account irregular fluctuations in income (98.21(e)(1)). If the Lead Agency chooses the

option to terminate assistance, as described in section 3.3.2 of the plan, they may require families to report a non-temporary change (as described in section 3.3.3 of the plan) in work, training or educational activities (otherwise known as a parent's eligible activity). Effective Date: 10/01/2018

a) Does the Lead Agency require families to report a non-temporary change in a parent's eligible activity?



b) Any additional reporting requirements during the 12-month eligibility period must be limited to items that impact a family's eligibility (e.g., income changes over 85 percent of SMI or that impact the Lead Agency's ability to contact the family or pay the child care providers (e.g., a family's change of address, a change in the parent's choice of child care provider).

Check and describe any additional reporting requirements required by the Lead Agency during the 12-month eligibility period. Check all that apply.

Additional changes that may impact a family's eligibility during the 12-month period.

Describe:

A parent cannot afford to pay the co-share for childcare services and request to terminate services.

Changes that impact the Lead Agency's ability to contact the family. Describe:

Changes that impact the Lead Agency's ability to pay child care providers. Describe:

Any additional reporting requirements that the Lead Agency chooses, as its option to require from parents during the 12-month eligibility period, shall not require an office visit. In addition, the Lead Agency must offer a range of notification options to accommodate families.

c) How does the Lead Agency allow for families to report changes to ensure that reporting requirements are not burdensome and to avoid an impact on continued

eligibility between redeterminations? Check all that apply.

Phone Phone
Email
C Online forms
Extended submission hours
Postal Mail
FAX
In-person submission
Cother.
Describe:

d) Families must have the option to voluntarily report changes on an ongoing basis during the 12-month eligibility period. Lead Agencies are required to act on information reported by the family if it will reduce the family's co-payment or increase the family's subsidy. Lead Agencies are prohibited from acting on information reported by the family that would reduce the family's subsidy unless the information reported indicates that the family's income exceeds 85 percent of SMI after considering irregular fluctuations in income or, at the option of the Lead Agency, the family has experienced a non-temporary change in eligible activity.

### i. Describe any other changes that the Lead Agency allows families to report.

A decrease in income.

### ii. Provide the citation for this policy or procedure.

No policy exist only a procedure and completed based on circumstances.

### 3.3.4 Prevent the disruption of employment, education, or job training activities

Lead Agencies are required to have procedures and policies in place to ensure that parents (especially parents receiving assistance under the TANF program) are not required to unduly disrupt their employment, education, or job training activities to comply with the Lead Agency's or designated local entity's requirements for the redetermination of eligibility for assistance (658E(c)(2)(N)(ii); 98.21(d)).

Examples include developing strategies to inform families and their providers of an upcoming

redetermination and the information that will be required of the family, pre-populating subsidy renewal forms, having parents confirm that the information is accurate, and/or asking only for the information necessary to make an eligibility redetermination. In addition, states and territories can offer a variety of family-friendly methods for submitting documentation for eligibility redetermination that considers the range of needs for families in accessing support (e.g. use of languages other than English, access to transportation, accommodation of parents working non-traditional hours, etc.).

Effective Date: 10/01/2018

a) Identify, where applicable, the Lead Agency's procedures and policies to ensure that parents (especially parents receiving TANF program funds) do not have their employment, education, or job training unduly disrupted to comply with the state/territory's or designated local entity's requirements for the redetermination of eligibility.

- Advance notice to parents of pending redetermination
- Advance notice to providers of pending redetermination
- Pre-populated subsidy renewal form
- Online documentation submission
- Cross-program redeterminations
- Extended office hours (evenings and/or weekends)
- Other.

Describe:

b) How are families allowed to submit documentation, described in 3.1.9, for redetermination? Check all that apply.

Postal	Mail
Email	
Outine.	¢

Online forms

- FAX
- ☑ In-person submission
- Extended submission hours
- Other.

Describe:

# 3.4 Family Contribution to Payments

Lead Agencies are required to establish and periodically revise a sliding-fee scale for CCDF families that varies based on income and the size of the family to determine each family's contribution (i.e., co-payment) that is not a barrier to families receiving CCDF funds (658E(c)(5)). In addition to income and the size of the family, the Lead Agency may use other factors when determining family contributions/co-payments. Lead Agencies, however, may NOT use cost of care or amount of subsidy payment in determining copayments (98.45(k)(2)).

Note: To help families transition off of child care assistance, Lead Agencies may gradually adjust co-pay amounts for families determined to be eligible under a graduated phase-out. However, section 3.4 applies only to families in their initial/entry eligibility period. See section 3.1.7 Graduated Phase-Out regarding co-pays during the graduated phase-out period.

# 3.4.1 Provide the CCDF co-payments in the chart below according to family size for one child in care.

Effective Date: 10/01/2020

	(a)	(b)	(c)	(d)	(e)	(f)
Family Size	Lowest Initial or First Tier Income Level Where Family Is First Charged Co-Pay (Greater Than \$0)	What Is the Monthly Co- Payment for a Family of This Size Based on the Income Level in (a)?	(b) is What	Initial or First Tier	Monthly Co- Payment for a Family of This Size Based on the Income Level in	The Co- Payment in Column (e) is What Percenta ge of the Income in Column (d)?
1	1065	25	2.4%	2099	25	1.2%
2	1438	25	1.7%	2745	25	0.9%
3	1811	25	1.4\$	3391	25	0.7%
4	2185	25	1.1%	4037	25	0.6%

a) Fill in the chart based on the most populous area of the State (area serving highest number of CCDF children).

	(a)	(b)	(c)	(d)	(e)	(f)
5	2558	25	1.0%	4683	25	0.5%

b) What is the effective date of the sliding-fee scale(s)? 10/01/2020

c) Identify the most populous area of the state used to complete the chart above. Dededo is the most populous area in Guam, however we do not use geography as a basis for determining co-payments.

d) Provide the link to the sliding-fee scale: Not available at this time

e) If the sliding-fee scale is not statewide, describe how many jurisdictions set their own sliding-fee scale (98.16(i)(3)).

Sliding Scale is island wide

# 3.4.2 How will the family's contribution be calculated, and to whom will it be applied? Check all that apply.

Effective Date: 01/14/2021

The fee is a dollar amount and:

- The fee is per child, with the same fee for each child.
- The fee is per child and is discounted for two or more children.
- The fee is per child up to a maximum per family.
- No additional fee is charged after certain number of children.
- The fee is per family.
- The contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

Describe:

Other.

Describe:

The fee is a percent of income and:

The fee is per child, with the same percentage applied for each child.	
The fee is per child, and a discounted percentage is applied for two or more children.	
The fee is per child up to a maximum per family.	
No additional percentage is charged after certain number of children.	
The fee is per family.	
The contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).	3
Describe:	
Other.	
Describe:	

3.4.3 Does the Lead Agency use other factors in addition to income and family size to determine each family's co-payment (658E(c)(3)(B))? Reminder ' Lead Agencies may NOT use cost of care or amount of subsidy payment in determining copayments (98.45(k)(2)). Effective Date: 10/01/2018

No.

Yes, check and describe those additional factors below.

Number of hours the child is in care. Describe:

Lower co-payments for a higher quality of care, as defined by the state/territory.
Describe:

Other.

Describe:

3.4.4 The Lead Agency may waive contributions/co-payments from families whose incomes are at or below the poverty level for a family of the same size (98.45(k)) or for families who are receiving or needing to receive protective services, as determined for purposes of CCDF eligibility, or who meet other criteria established by the Lead Agency (98.45(k)(4)). Does the Lead Agency waive family contributions/co-payments for any of the following? Check all that apply.

Effective Date: 11/25/2020

- No, the Lead Agency does not waive family contributions/co-payments.
- Yes, the Lead Agency waives family contributions/co-payments for families with an income at or below the poverty level for families of the same size.
- Yes, the Lead Agency waives family contributions/co-payments for families who are receiving or needing to receive protective services, as determined by the Lead Agency for purposes of CCDF eligibility.

Describe the policy and provide the policy citation.

The family contribution (co-pay) is waived for those experiencing homelessness, in foster care, eligible for TANF services, minor parents and families with income below 100% of the federal poverty level. Guam BMS Policy 2021-01.

# Yes, the Lead Agency waives family contributions/co-payments for other criteria established by the Lead Agency.

### Describe the policy and provide the policy citation.

Guam will use CARES Act Funds to cover the family contribution for essential services workers or volunteer families during the COVID-19 declared state of emergency.

For families who are slow to recover economically from the emergency and whose income is less than 200% of the Federal Poverty Guideline, the co-payment may be waived for a minimum of six (6) months after the declared state of emergency or disaster, not exceed a year from June 30, 2020.

Additionally, BMS Policy 2020-04 was issued as it relates to CCDF co-payments during a Declaration of Emergency or Disaster, in which co-payments will be paid up to the current maximum CCDF rate. If the provider rate is lower than the maximum CCDF rate, the co-payment will be paid up to the provider rate. Guam BMS Policy

# 4 Ensure Equal Access to Child Care for Low-Income Children

A core purpose of CCDF is to promote parental choice and to empower working parents to make their own decisions regarding the child care services that best suit their family's needs. Parents have the option to choose from center-based care, family child care or care provided in the child's own home In supporting parental choice, the Lead Agencies must ensure that families receiving CCDF funding have the opportunity to choose from the full range of eligible child care settings and must provide families with equal access to child care that is comparable to that of non-CCDF families. Lead Agencies must employ strategies to increase the supply and to improve the quality of child care services, especially in underserved areas. This section addresses strategies that the Lead Agency uses to promote parental choice, ensure equal access, and increase the supply of child care. Note: In responding to questions in this section, the Office of Child Care (OCC) recognizes that each State/Territory identifies and defines its own categories and types of care. The OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories and types of care. For these questions, provide responses that closely match the CCDF categories of care.

# 4.1 Parental Choice in Relation to Certificates, Grants, or Contracts

The parent(s) of each eligible child who receive(s) or is offered financial assistance for child care services has the option of either receiving a child care certificate or, if available, enrolling his or her child with a provider that has a grant or contract for providing child care services (658E(c)(2)(A); 98.30(a)). Even if a parent chooses to enroll his or her child with a provider who has a grant or contract, the parent will select the provider, to the extent practicable. If a parent chooses to use a certificate, the Lead Agency shall provide information to the parent on the range of provider options, including care by sectarian providers and relatives. Lead Agencies must require providers chosen by families to meet health and safety standards and has the option to require higher standards of quality. Lead agencies are reminded that any policies and procedures should not restrict parental access to any type of care or provider (e.g. center care, home care, in-home care, for-profit provider, non-profit provider or faith-based provider, etc.) (98.15 (a)(5)).

# 4.1.1 Describe the child care certificate, including when it is issued to parents (before or after the parent has selected a provider) and what information is included on the certificate (98.16 (q)).

The childcare certificate is provided to the parent either by mail or pickup by the parent or provider. The certificate states the parents name, case number, mailing address, co-share percentage (if applicable), child's name and date of birth, the CCDF subsidy amount, the renewal date and certification period and the parent's and daycare center's rights and responsibilities.

Effective Date: 10/01/2018

4.1.2 Describe how the parent is informed that the child certificate allows the option to choose from a variety of child care categories, such as private, not-for-profit, faith-based providers; centers; FCC homes; or in-home providers (658E(c)(2)(A)(i); 658P(2); 658Q). Check all that apply.

Effective Date: 10/01/2018

- Certificate that provides information about the choice of providers
- Certificate that provides information about the quality of providers
- Certificate not linked to a specific provider, so parents can choose any provider
- Consumer education materials on choosing child care
- Referral to child care resource and referral agencies
- Co-located resource and referral in eligibility offices
- Verbal communication at the time of the application
- Community outreach, workshops, or other in-person activities
- Other.

#### Describe:

A listing of childcare providers is available on-line on our website (www.guamchildcare.org) to view or download and provided to parents when applying for childcare or upon request.

#### 4.1.3 Child care services available through grants or contracts.

Effective Date: 10/01/2018

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots (658A(b)(1))? Note: Do not check 'yes' if every provider is simply required to sign an agreement to be paid in the certificate program.

 $\boxed{\mathbf{M}}$  No. If no, skip to 4.1.4.

Yes, in some jurisdictions but not statewide.

If yes, describe how many jurisdictions use grants or contracts for child care slots.

Yes, statewide. If yes, describe:

i. How the Lead Agency ensures that parents who enroll with a provider who has a grant or contract have choices when selecting a provider:

ii. The type(s) of child care services available through grants or contracts:

iii. The entities that receive contracts (e.g., shared services alliances, CCR&R agencies, FCC networks, community-based agencies, child care providers):

iv. The process for accessing grants or contracts:

v. How rates for contracted slots are set through grants and contracts:

vi. How the Lead Agency determines which entities to contract with for increasing supply and/or improving quality:

vii. If contracts are offered statewide and/or locally:

4.1.3 Child care services available through grants or contracts.

b) Will the Lead Agency use grants or contracts for child care services to increase the supply and/or quality of specific types of care? Check all that apply.

	Programs	to	serve	children	with	disabilities
--	----------	----	-------	----------	------	--------------

- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve children experiencing homelessness
- Programs to serve children in underserved areas
- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas
  - 🗌 Urban
  - C Rural
- C Other
  - Describe

4.1.3 Child care services available through grants or contracts.

c) Will the Lead Agency use grants or contracts for child care services to increase the quality of specific types of care? Check all that apply.

- Programs to serve children with disabilities
- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve homeless children
- Programs to serve children in underserved areas
- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas
  - 🗌 Urban
  - Rural
- Other

Describe

4.1.4 Certify by describing the Lead Agency's procedures for ensuring that parents have unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds (658E(c)(2)(B); 98.16(t)).

Parents have unlimited access to their children when at the daycare center.

Effective Date: 10/01/2018

# 4.1.5 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use (98.16(i)(2)). Will the Lead Agency limit the use of in-home care in any way?

Effective Date: 10/01/2018

No.

Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all that apply.

Restricted based on minimum the number of children in the care of the provider to meet the Fair Labor Standards Act (minimum wage) requirements. Describe:

Restricted based on the provider meeting a minimum age requirement. (A relative provider must be at least 18 years of age based on the definition of eligible child care provider (98.2).

Describe:

Restricted based on the hours of care (i.e., certain number of hours, non-traditional work hours).
Describe:

Restricted to care by relatives. Describe: Restricted to care for children with special needs or a medical condition. Describe:

Restricted to in-home providers that meet additional health and safety requirements beyond those required by CCDF. Describe:

Other.

# 4.2 Assessing Market Rates and Child Care Costs

Lead Agencies have the option to conduct a statistically valid and reliable (1) market rate survey (MRS) reflecting variations in the price to parents of child care services by geographic area, type of provider, and age of child and/or (2) an alternative methodology, such as a cost estimation model (658E(c)(4)(B)). A cost estimation model estimates the cost of care by incorporating both data and assumptions to model what expected costs would be incurred by child care providers and parents under different cost scenarios. Another approach would be a cost study that collects cost data at the facility or program level to measure the costs (or inputs used) to deliver child care services. The MRS or alternative methodology must be developed and conducted no earlier than 2 years before the date of submission of the Plan.

Note - Any Lead Agency considering using an alternative methodology, instead of a market rate survey, is required to submit a description of its proposed approach to its ACF Regional Child Care Program Office for pre-approval in advance of the Plan submittal (see https://www.acf.hhs.gov/occ/resource/ccdf-acf-pi-2016-08). Advance approval is not required if the Lead Agency plans to implement both a market rate survey and an alternative methodology. In its request for ACF pre-approval, a Lead Agency must:

- Provide an overview of the Lead Agency's proposed approach (e.g., cost estimation model, cost study/survey, etc.), including a description of data sources.

- Describe how the Lead Agency will consult with the State's Early Childhood Advisory Council or similar coordinating body, local child care program administrators, local child care resource and referral agencies, organizations representing child care caregivers, teachers and directors,

and other appropriate entities prior to conducting the identified alternative methodology.

- Describe how the alternative methodology will use methods that are statistically valid and reliable and will yield accurate results. For example, if using a survey, describe how the Lead Agency will ensure a representative sample and promote an adequate response rate. If using a cost estimation model, describe how the Lead Agency will validate the assumptions in the model.

- If the proposed alternative methodology includes an analysis of costs (e.g., cost estimation model or cost study/survey), describe how the alternative methodology will account for key factors that impact the cost of providing care'such as: staff salaries and benefits, training and professional development, curricula and supplies, group size and ratios, enrollment levels, licensing requirements, quality level, facility size, and other factors.

- Describe how the alternative methodology will provide complete information that captures the universe of providers in the child care market.

- Describe how the alternative methodology will reflect variations by provider type, age of children, geographic location and quality.

- Describe how the alternative methodology will use current, up to date data.

- Describe the estimated reporting burden and cost to conduct the approach.

# 4.2.1 Please identify the methodology(ies) used below to assess child care prices and/or costs.

Effective Date: 10/01/2018

# MRS

Alternative methodology.

Describe:

Requested from all 41 daycare providers their hourly, daily, weekly and monthly rates charged by age group and averaged out the cost for each age group.

Both.

Describe:

4.2.2 Prior to developing and conducting the MRS or alternative methodology, the Lead Agency is required to consult with the (1) State Advisory Council or similar coordinating body, local child care program administrators, local child care resource and referral agencies, and other appropriate entities and (2) organizations representing caregivers, teachers, and directors (98.45 (e)).

Describe how the Lead Agency consulted with the:

Effective Date: 10/01/2018

#### a) State Advisory Council or similar coordinating body:

Did not consult with the Guam Early Learning Counsil (the territories equivalent to State Advisory Council)

### b) Local child care program administrators:

Consulted and met with local child care program administrators and staff prior to conducting the MRS.

#### c) Local child care resource and referral agencies:

Did not consult with local resource and referral agencies regarding child care rates.

### d) Organizations representing caregivers, teachers, and directors:

Consulted and met with the Childcare Association's chair and vise chairperson.

#### e) Other. Describe:

In an attempt to meet the market rate survey (MSR) requirement we requested from our child care providers for the child care rates by age group from child care centers and averaged the cost for child care based on the information received. We completed the market rate survey (MSR) requirement in this manner due to our attempt to procure the MRS services not being processed by our procurement office due to no response and our requisition was subsequently returned. Procurement law mandates we have the General Services Agency process our procurement requirements. The ability to submit requisitions is closed at this time. Once the requisition option opens up in FY2019, we will submit our request via requisition to complete the MRS as required.

4.2.3 Describe how the market rate survey is statistically valid and reliable. To be considered valid and reliable, the MRS must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variations, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data, such as child care resource and referral data, if they are representative of the market. If an alternative methodology, such as cost modeling, is used, demonstrate that the methodology used reliable methods.

The MRS was completed by requesting all daycare providers to submit the Rate By Age Group (RBAG) by category (e.g., hourly, daily, weekly, part-time and full-time) after the procurement process was not successful.

Effective Date: 10/01/2018

# 4.2.4 Describe how the market rate survey or alternative methodology reflects variations in the price or cost of child care services by:

Effective Date: 0

a) Geographic area (e.g., statewide or local markets). Describe:
 Geographical information was determined on the location of the daycare providers center.

#### b) Type of provider. Describe:

Only licensed childcare providers were requested to provide their rate by age group information.

#### c) Age of child. Describe:

The age of the child and the hourly, daily, weekly, part-time and full-time rate information was obtained by the lead agency's CCDF office after the procurement process did not

work.

 d) Describe any other key variations examined by the market rate survey or alternative methodology, such as quality level.
 No other variation was examined.

4.2.5 After conducting the market rate survey or alternative methodology, the Lead Agency must prepare a detailed report containing the results of the MRS or alternative methodology. The detailed report must also include the estimated cost of care (including any relevant variation by geographic location, category of provider, or age of child) necessary to support (1) child care providers' implementation of the health, safety, quality, and staffing requirements and (2) higher quality care, as defined by the Lead Agency using a quality rating and improvement system or other system of quality indicators, at each level of quality. For States without a QRIS, the States may use other quality indicators (e.g. provider status related to accreditation, pre-K standards, Head Start performance standards, or State defined quality measures.)

Describe how the Lead Agency made the results of the market rate survey or alternative methodology report widely available to the public (98.45(f)(1)). by responding to the questions below.

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2016, and no later than July 1, 2018). 07/31/2018

b) Date the report containing results was made widely available - no later than 30 days after the completion of the report. 07/31/2018

c) Describe how the Lead Agency made the detailed report containing results widely available and provide the link where the report is posted.

Given the fact the rate by age group information for the MRS was completed after July 1, 2018, the information was not posted.

d) Describe how the Lead Agency considered stakeholder views and comments in the detailed report.

The only stakeholder views or comments were from the daycare providers. No other stakeholder views or comments were obtained.

### 4.3 Setting Payment Rates

The Lead Agency must set CCDF subsidy payment rates, in accordance with the results of the current MRS or alternative methodology, at a level to ensure equal access for eligible families to child care services that are comparable with those provided to families not receiving CCDF funds. The Lead Agency must re-evaluate its payment rates at least every 3 years.

4.3.1 Provide the base payment rates and percentiles (based on the most recent MRS) for the following categories below. Percentiles are not required if the Lead Agency conducted an alternative methodology only (with pre-approval from ACF), but must be reported if the Lead Agency conducted an MRS alone or in combination with an alternative methodology. The ages and types of care listed below are meant to provide a snapshot of the categories on which rates can be based and are not intended to be comprehensive of all categories that might exist or to reflect the terms used by the Lead Agency for particular ages. Please use the most populous geographic region (area serving highest number of CCDF children) to report base payment rates below, if they are not statewide. Note: If the Lead Agency obtained approval to conduct an alternative methodology, then reporting of percentiles is not required.

Effective Date: 10/01/2018

a) Infant (6 months), full-time licensed center care in the most populous geographic region
Rate \$ 675.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

b) Infant (6 months), full-time licensed FCC home in the most populous geographic regionRate \$ 675.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

c) Toddler (18 months), full-time licensed center care in the most populous geographic region

Rate \$ 675.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

d) Toddler (18 months), full-time licensed FCC care in the most populous geographic region
 Rate \$ 600.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

e) Preschooler (4 years), full-time licensed center care in the most populous geographic regionRate \$ 600.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic regionRate \$ 570.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

g) School-age child (6 years), full-time licensed center care in most populous geographic region
 Rate \$ 570.00 per month unit of time (e.g., daily, weekly, monthly, etc.)

Percentile of most recent MRS: 75th

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region
Rate \$ 500.00 per month unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 75th

i) Describe how part-time and full-time care were defined and calculated.

Part-time care is 120 hours of child care needed per month. Full-time care is 160 hours of child care needed per month.

j) Provide the effective date of the current payment rates (i.e., date of last update based

on most recent MRS). October 1, 2016k) Identify the most populous area of the state used to complete the responses above.Dededo at the northern part of the territory

I) Provide the citation or link, if available, to the payment rates. Currently not available via website

m) If the payment rates are not set by the Lead Agency for the entire state/territory, describe how many jurisdictions set their own payment rates (98.16(i)(3)). Payment rates are set by the Lead Agency for the entire territory.

4.3.2 Lead Agencies can choose to establish tiered rates, differential rates, or add-ons on top of their base rates as a way to increase payment rates for targeted needs (i.e., a higher rate for special needs children as both an incentive for providers to serve children with special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

Check and describe the types of tiered reimbursement or differential rates, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, at a minimum, indicate the process and basis used for determining the tiered rates, including if the rates were based on the MRS and/or an alternative methodology, and the amount of the rate. Check all that apply.

Effective Date: 10/01/2018

Differential rate for *non-traditional hours*. Describe:

Differential rate for *children with special needs*, as defined by the state/territory.

Describe:

Differential rate for *infants and toddlers*. Note: Do not check if the Lead Agency has a different base rate for infants/toddlers with no separate bonus or add-on.

Describe:

Differential rate for *school-age programs*. Note: Do not check if the Lead Agency has a different base rate for school-age children with no separate bonus or add-on.

Describe:

Differential rate for higher quality, as defined by the state/territory. Describe:

Other differential rates or tiered rates. Describe:

Tiered or differential rates are not implemented.

4.4 Summary of Facts Used To Determine That Payment Rates Are Sufficient To Ensure Equal Access

4.4.1 Lead Agencies must certify that CCDF payment rates are sufficient to ensure equal access for eligible families to child care services comparable to those provided by families not receiving CCDF assistance (98.16(a)). Certify that payment rates reported in 4.3.1 are sufficient to ensure equal access by providing the following summary of facts (98.45(b)):

Effective Date: 10/01/2018

a) Describe how a choice of the full range of providers eligible to receive CCDF is made available; the extent to which eligible child care providers participate in the CCDF system; and any barriers to participation, including barriers related to payment rates and practices.

A child care listing that includes all the child care providers on Guam and their rate by age group, location, hours of operation, capacity of the center, phone number, email address, director and assistant director's names (if applicable) and EIN/Vendor number.

b) Describe how payment rates are adequate and have been established based on the **most recent MRS or alternative methodology**. Note: Per the preamble (81 FR 67512), in instances where a MRS or alternative methodology indicates that prices or costs have increased, Lead Agencies must raise their rates as a result.

Current payment rates are not sufficient as parents must pay a co-share.

c) Describe how base payment rates enable providers to meet health, safety, quality, and staffing requirements under CCDF.

The childcare providers have no other alternative but to meet the requirement as it is mandated by Guam's childcare law 31-73.

d) Describe how the Lead Agency took the cost of higher quality into account, including how payment rates for higher-quality care, as defined by the Lead Agency using a QRIS or other system of quality indicators, relate to the estimated cost of care at each level of quality. Note: For States without a QRIS, the States may use other quality indicators (e.g. provider status related to accreditation, Pre-K standards, Head Start performance standards, or State defined quality measures).

The Guam childcare public law 31-73 stipulates that daycare providers must meet a level of professional development which is subsidized and paid by the CCDF grant funds. The cost of childcare impacts the parent due to the current rate being too low based on the cost of daycare services on Guam.

e) How will the Lead Agency ensure that the family contribution/co-payment, based on a sliding-fee scale, is affordable and is not a barrier to families receiving CCDF funds (98.16 (k))? Check all that apply.

Limit the maximum co-payment per family. Describe: .

Limit the combined amount of co-payment for all children to a percentage of family income. List the percentage of the co-payment limit and

Minimize the abrupt termination of assistance before a family can afford the full cost of care ('the cliff effect') as part of the graduated phase-out of assistance discussed in 3.1.7.



#### Describe:

The lead agency may have to complete the MRS in accordance with 4.3.1 to determine what it will do based on the aforementioned options directly above.

f) To support parental choice and equal access to the full range of child care options, does the Lead Agency choose the option to allow providers to charge families additional amounts above the required co-payment in instances where the provider's price exceeds the subsidy payment (98.45(b)(5))?

🗹 No

Yes. If yes:

i. Provide the rationale for the Lead Agency's policy to allow providers to charge families additional amounts above the required co-payment, including a demonstration of how the policy promotes affordability and access for families.

ii. Provide data (including data on the size and frequency of such amounts) on the extent to which CCDF providers charge additional amounts to families.

iii. Describe the Lead Agency's analysis of the interaction between the additional amounts charged to families with the required family co-payment, and the ability of current subsidy payment rates to provide access to care without additional fees.

g) Describe how Lead Agencies' payment practices described in 4.5 support equal access to a range of providers.

Payments are remitted to daycare provider or parent in 21 days or less after receipt of completed and signed certificate and corresponding calendars.

h) Describe how and on what factors the Lead Agency differentiates payment rates. Check all that apply.

Geographic area. Describe:

Type of provider. Describe:

Age of child.

Describe:

Quality level.

Other.

Describe:

By age and category (hourly, daily, weekly, part-time and full-time)

i) Describe any additional facts that the Lead Agency considered in determining its payment rates to ensure equal access. Check all that apply and describe:

Payment rates are set at the 75th percentile benchmark or higher of the most recent MRS.

Describe:

Based on the approved alternative methodology, payments rates ensure equal access.

Describe:

Feedback from parents, including parent surveys or parental complaints. Describe:

## Other.

#### Describe:

Based on the Maximum Child Care Payment Rates for Child Care Services effective October 1, 2103.

## 4.5 Payment Practices and the Timeliness of Payments

Lead Agencies are required to demonstrate that they have established payment practices applicable to all CCDF child care providers that include ensuring the timeliness of payments by either (1) paying prospectively prior to the delivery of services or (2) paying within no more than 21 calendar days of the receipt of a complete invoice for services. To the extent practicable, the Lead Agency must also support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences by (1) paying based on a child's enrollment rather than attendance, (2) providing full payment if a child attends at least 85 percent of the authorized time, (3) providing full payment if a child is absent for 5 or fewer days in a month, or (4) using an alternative approach for which the Lead Agency provides a justification in its Plan (658E(c)(2)(S)(ii); 98.45(I)(2)).

Lead Agencies are required to use CCDF payment practices that reflect generally accepted payment practices of child care providers who serve children who do not receive CCDF-funded assistance. Unless a Lead Agency is able to demonstrate that the following policies are not generally accepted in its particular state, territory, or service area or among particular categories or types of providers, Lead Agencies must (1) pay providers based on established part-time or full-time rates rather than paying for hours of service or smaller increments of time and (2) pay for reasonable, mandatory registration fees that the provider charges to private-paying parents (658E(c)(2)(S); 98.45(I)(3)).

In addition, there are certain other generally accepted payment practices that are required. Lead Agencies are required to ensure that child care providers receive payment for any services in accordance with a payment agreement or an authorization for services, ensure that child care providers receive prompt notice of changes to a family's eligibility status that could impact payment, and establish timely appeal and resolution processes for any payment inaccuracies and disputes (98.45(I)(4) through (6); 658E(c)(2)(S)(ii); 98.45(I)(4); 98.45(I)(5); 98.45(I)(6)).

## 4.5.1 Certify by identifying and describing the payment practices below that the Lead Agency has implemented for all CCDF child care providers.

Effective Date: 08/05/2020

a) Ensure the timeliness of payments by either (Lead Agency to implement at least one of the following):

Paying prospectively prior to the delivery of services.

Describe the policy or procedure.

# Paying within no more than 21 calendar days of the receipt of a complete invoice for services.

Describe the policy or procedure.

Certificates must be submitted for processing of payments no later than 90 calendar days after the service date. Any request for payment submitted after the 90 calendar period, would be denied.

After review of the certificate, child care calendar and any other supporting documents (e.g. doctor's excuse note, etc.), request for payment must be processed within 21 calendar days from date of submission of all completed supporting documents.

b) To the extent practicable, support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences by: (Note: The Lead Agency is to choose at least one of the following):

Paying based on a child's enrollment rather than attendance. Describe the policy or procedure.

Providing full payment if a child attends at least 85 percent of the authorized time.

Describe the policy or procedure.

Providing full payment if a child is absent for five or fewer days in a month.

Describe the policy or procedure.

Use an alternative approach for which the Lead Agency provides a justification in its Plan.

If chosen, please describe the policy or procedure and the Lead Agency's justification for this approach.

If a child attends 50% plus one day during any given month, full payment is remitted. If a child attends 50% or less during any given month, payment is pro-rated based on attendance and daily subsidy rate.

During adeclared period of emergency or disaster related to the COVID-19 Pandemic, the Lead Agency may pay providers based on a child's enrollment status rather than attendance up to the Declaration end date, subject to the availability of funds. During the state of emergency, the absent day policy is expanded, and child care providers can bill the Lead Agency for the full month for children scheduled to be in care. The Lead Agency may extend this policy up to six months beyond the end of the emergency period.

c) The Lead Agency's payment practices reflect generally accepted payment practices of child care providers who serve children who do not receive CCDF subsidies. These payment practices must include the following two practices unless the Lead Agency provides evidence that such practices are not generally accepted in its state (658E(c)(2)(S); 98.45(I)(3)).

i. Paying on a part-time or full-time basis (rather than paying for hours of service or smaller increments of time).

Describe the policy or procedure and include a definition of the time increments (e.g., part time, full-time).

The part-time rate applies to families who need child care for up to 120 hours per month based on their work, training or school schedule. The full-time rate applies to families who need child care for up 121-160 hours per monthbased on their work, training or school schedule.

ii. Paying for reasonable mandatory registration fees that the provider charges to private-paying parents.

Describe the policy or procedure.

Registration Fees are not paid with CCDF grant funds at this time.

d) The Lead Agency ensures that providers are paid in accordance with a written payment agreement or an authorization for services that includes, at a minimum, information regarding provider payment policies, including rates, schedules, any fees

#### charged to providers, and the dispute-resolution process. Describe:

Payments are made based on the certificate amount and corresponding calendar which leave little room for disputes if all signatures and dates are true and correct.

e) The Lead Agency provides prompt notice to providers regarding any changes to the family's eligibility status that could impact payments, and such a notice is sent no later than the day that the Lead Agency becomes aware that such a change will occur. Describe:

The amounts for each certificate and co-share percentage is indicated on the certificate. If the certificate amount has been adjusted to pay increase/decrease, the parent is informed or made aware upon receipt of their certificate.

# f) The Lead Agency has a timely appeal and resolution process for payment inaccuracies and disputes. Describe:

All payments are completed timely. If a dispute on the subsidy amount was initiated, payment is remitted as soon as the dispute is resolved.

g) Other. Describe:Nothing applies.

#### 4.5.2 Do payment practices vary across regions, counties, and/or geographic areas? Effective Date: 10/01/2018

No, the practices do not vary across areas.
 Yes, the practices vary across areas.
 Describe:

## 4.6 Supply-Building Strategies to Meet the Needs of Certain Populations

Lead Agencies are required to develop and implement strategies to increase the supply of and to improve the quality of child care services for children in underserved areas; infants and toddlers; children with disabilities, as defined by the Lead Agency; and children who receive care during non-traditional hours (658 E(c)(2)(M); 98.16 (x)).

4.6.1 Lead Agencies must identify shortages in the supply of high-quality child care providers. List the data sources used to identify shortages, and describe the method of tracking progress to support equal access and parental choice.

Effective Date: 10/01/2018

In licensed family child care.

In licensed child care centers.

#### Other.

All daycare centers are bound by Guam's childcare law (PL 31-73) and must meet all the required profession development requirement which are assessed every two years.

# 4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

Effective Date: 10/01/2018

a) Children in underserved areas. Check and describe all that apply.

Grants and contracts (as discussed in 4.1.3). Describe:

Family child care networks. Describe:

Start-up funding. Describe:

Technical assistance support. Describe:

Recruitment of providers. Describe:

Tiered payment rates (as discussed in 4.3.2). Describe:

Support for improving business practices, such as management training, paid sick leave, and shared services.
Describe:

Accreditation supports. Describe:

Child Care Health Consultation. Describe:

Mental Health Consultation. Describe:

Other.

Describe:

Through Guam's childcare public law 31-73.

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

b) Infants and toddlers. Check and describe all that apply.

Grants and contracts (as discussed in 4.1.3). Describe:

Family child	care networks.
Describe:	

Start-up funding. Describe:

Technical assistance support. Describe:

Recruitment of providers. Describe:

Tiered payment rates (as discussed in 4.3.2) . Describe:

Support for improving business practices, such as management training, paid sick leave, and shared services.
Describe:

Accreditation supports. Describe:

Child Care Health Consultation.

Mental Health Consultation.

Describe:

Other.

Describe:

Through Guam's childcare public law 31-73.

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

c) Children with disabilities. Check and describe all that apply.

Grants and contracts (as discussed in 4.1.3). Describe:

Family child care networks. Describe:

Start-up funding. Describe:

Technical assistance support. Describe:

Recruitment of providers. Describe:

Tiered payment rates (as discussed in 4.3.2). Describe:

Support for improving business practices, such as management training, paid sick leave, and shared services.
Describe: Accreditation supports. Describe:

Child Care Health Consultation. Describe:

Mental Health Consultation. Describe:

Other.

Describe:

Through Guam's childcare public law 31-73.

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

d) Children who receive care during non-traditional hours.Check and describe all that apply

Grants and contracts (as discussed in 4.1.3). Describe:

Family child care networks. Describe:

Start-up funding. Describe:

Technical assistance support. Describe:

Recruitment of providers.
Describe:

Tiered payment rates (as discussed in 4.3.2). Describe:

Support for improving business practices, such as management training, paid sick leave, and shared services.
Describe:

Accreditation supports. Describe:

Child Care Health Consultation. Describe:

Mental Health Consultation. Describe:

Other.

Describe:

Through Guam's childcare public law 31-73.

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

e) Other. Check and describe all that apply:

Grants and contracts (as discussed in 4.1.3). Describe:

Family child care networks. Describe:

Start-up funding. Describe:

Technical a	assistance	support.
Describe:		

Recruitme	ent of providers.
Describe:	

Tiered payment rates (as discussed in 4.3.2). Describe:

Support for improving business practices, such as management training, paid sick leave, and shared services.
Describe:

Accreditation supports. Describe:

Child Care Health Consultation.

Mental Health Consultation. Describe:

Other.

Describe:

Through Guam's childcare public law 31-73.

4.6.3 Lead Agencies must prioritize investments for increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and do not currently have sufficient numbers of such programs.

Effective Date: 10/01/2018

a) How does the Lead Agency define areas with significant concentrations of poverty and unemployment?

The information may be obtained from the lead agency's database management system.

 b) Describe how the Lead Agency prioritizes increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and that do not have high-quality programs All services from daycare providers are equal as they all must comply with Guam's public law 31-73 Appendix A requirements.

## 5 Establish Standards and Monitoring Processes To Ensure the Health and Safety of Child Care Settings

Lead Agencies are required to certify that there are in effect licensing requirements applicable to all child care services in the state/territory, which supports the health and safety of all children in child care. States and territories may allow licensing exemptions. Lead Agencies must describe how such licensing exemptions do not endanger the health, safety, and development of CCDF children in license-exempt care (98.16 (u)).

Lead Agencies also must certify that there are in effect health and safety standards and training requirements applicable to providers serving CCDF children, whether they are licensed or license-exempt. These health and safety requirements must be appropriate to the provider setting and age of the children served, must include specific topics and training on those topics, and are subject to monitoring and enforcement procedures.

The organization of this section begins with a description of the licensing system for providers of child care in a state or territory and then moves to focus in on CCDF providers who may be licensed, exempt from licensing, or relative providers. The section then covers the health and safety requirements and training, and monitoring and enforcement procedures to ensure that CCDF child care providers comply with licensing and health and safety requirements (98.16(n)). Lead Agencies are also asked to describe any exemptions for relative providers (98.16(l)). This section also addresses group size limits; child-staff ratios; and required qualifications for caregivers, teachers, and directors (98.16(m)) serving CCDF children.

Note: When responding to questions in this section, the OCC recognizes that each State/Territory identifies and defines its own categories of care. The OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care.

Criminal background check requirements are included in this section (98.16(o)). It is important to note that these requirements are in effect for all child care staff members that are licensed, regulated or registered under state/territory law and all other providers eligible to deliver CCDF services.

#### **5.1 Licensing Requirements**

Each state/territory must certify it has in effect licensing requirements applicable to all child care services provided within the state/territory (not restricted to providers receiving CCDF funds) and provide a detailed description of these requirements and how the requirements are effectively enforced (658E(c)(2)(F)). If any types of providers are exempt from licensing requirements, the state/territory must describe those exemptions and describe how these exemptions do not endanger the health, safety, or development of children. The descriptions must also include any exemptions based on provider category, type, or setting; length of day; and providers not subject to licensing because the number of children served falls below a Lead Agency-defined threshold and any other exemption to licensing requirements (658E(c)(2)(F); 98.16(u); 98.40(a)(2)(iv)).

5.1.1 To certify, describe the licensing requirements applicable to child care services provided within the state/territory by identifying the providers in your state/territory that are subject to licensing using the CCDF categories listed below? Check all that apply and provide a citation to the licensing rule.

Effective Date: 10/01/2018

#### Center-based child care.

#### Describe and Provide the citation:

All employees working in center-based childcare centers are subject and must comply with Guam's childcare law, Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes andTitle 10 Guam Code Annotated, Chapter 3, Public Health and Social Services, Chapter 2, Article, Division of Public Welfare, Child Welfare Act

Family child care.

Describe and Provide the citation:

All employees working in family childcare centers are subject and must comply with Guam's childcare public law 31-73

In-home care (care in the child's own home).
 Describe and provide the citation (if applicable):
 All employees working in In-Home childcare centers are subject and must comply with
 Guam's childcare public law 31-73

# 5.1.2 Describe if any providers are exempted from licensing requirements and how such exemptions do not endanger the health, safety, and development of children (658E (c)(2)(F); 98.40(a)(2)).

Effective Date: 10/01/2018

Note: Additional information about exemptions related to CCDF providers is required in 5.1.3. In-home providers are not required to obtain a childcare license but must complete 15 hours of training and/or education annually in early childhood health and safety subject areas. The In-home providers must obtain a police and court clearance.

5.1.3 Check and describe any CCDF providers in your state/territory who are exempt from licensing (98.40(2)(i) through (iv))? Describe exemptions based on length of day, threshold on the number of children in care, ages of children in care or any other factors applicable to the exemption

Effective Date: 10/01/2018

Center-based child care. If checked, describe the exemptions. Family child care. If checked, describe the exemptions.

In-home care.

If checked, describe the exemptions.

Although exempt from obtaining a childcare license, the in-home provider must obtain a business license and secure annually 15 hours of early childhood health and safety topics.

## 5.2 Health and Safety Standards and Requirements for CCDF Providers

#### 5.2.1 Standards on ratios, group sizes, and qualifications for CCDF providers.

Lead Agencies are required to establish child care standards for providers receiving CCDF funds, appropriate to the type of child care setting involved, that address appropriate ratios between the number of children and number of providers in terms of the age of the children, group size limits for specific age populations, and the required qualifications for providers (658E(c)(2)(H); 98.41(d); 98.16(m)). For ease of responding, this section is organized by CCDF categories of care, licensing status, and age categories. Respondents should map their Lead Agency categories of care to the CCDF categories.

Effective Date: 10/01/2018

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a) Licensed CCDF center-based care
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1. Infant

-- How does the State/territory define infant (age range): Birth to 12 months

-- Ratio:

4:1

-- Group size:

4:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care,

#### 2. Toddler

-- How does the State/territory define toddler (age range):13 months to 24 months

-- Ratio:

7:1

```
-- Group size:
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7:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare laGuam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities), there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start.

#### 3. Preschool

-- How does the State/territory define preschool (age range): 37 months to 48 months

-- Ratio:

15:1

-- Group size:

15:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law, Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start.

#### 4. School-age

-- How does the State/territory define school-age (age range):48 months and Up

-- Ratio:

20:1

-- Group size:

20:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law,Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start.

 If any of the responses above are different for exempt child care centers, describe which requirements apply to exempt centers
 Ratio

# 6. Describe, if applicable, ratios, group sizes, and qualifications for classrooms with mixed age groups.

Ratios for any group size is applicable to the standard ratio requirements

# 7. Describe the director qualifications for licensed CCDF center-based care, including any variations based on the ages of children in care.

In accordance with Guam's childcare law, Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications the director must meet. All levels require a high school diploma unless a degree is obtained/awarded. Level 1 must have 33 semester hours/college credits with six (6) semester hours in ECE Core Knowledge Areas with 3 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education. Level 2 must have 45 semester hours/college credits with six (6) semester hours in ECE Core Knowledge Areas with 3 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education. Level 3 must have 51 semester hours/college credits with six (6) semester hours in ECE Core Knowledge Areas with 4 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education And Child Care Management CD285. Level 4 must have 57 semester hours/college credits with six (6) semester hours in ECE Core Knowledge Areas with 4 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education And Child Care Management CD285.

#### b) Licensed CCDF family child care provider

1. Infant

-- How does the State/territory define infant (age range): Birth to 12 months -- Ratio: 4:1

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-- Group size:
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#### 4:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law,Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start.

#### 2. Toddler

-- How does the State/territory define toddler (age range): 13 to 24 months

-- Ratio:

7:1

-- Group size:

7:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law,Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care,

#### 3. Preschool

-- How does the State/territory define preschool (age range): 37 to 48 months

-- Ratio:

15:1

15:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law, Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting,

<sup>--</sup> Group size:

Foster Care, Group/Family/Center Child Care or Head Start. Level 2 must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. Level 3 must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. Level 4 must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start.

#### 4. School-age

-- How does the State/territory define school-age (age range):48 months and up

-- Ratio:

20:1

-- Group size:

20:1

#### -- Teacher/caregiver qualifications:

In accordance with Guam's childcare law,Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, there are 4 Levels of Qualifications a teacher/caregiver must meet. All levels require a high school diploma unless a degree is obtained/awarded. **Level 1** must have 105 hours or 10.5 CEUs in ECE Core Knowledge Areas with 12 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 2** must have 120 hours or 12.0 CEUs in ECE Core Knowledge Areas with 24 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 3** must have 135 hours or 13.5 CEUs in ECE Core Knowledge Areas with 36 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start. **Level 4** must have 150 hours or 15.0 CEUs in ECE Core Knowledge Areas with 48 Months Camp Counseling, Babysitting, Parenting, Foster Care, Group/Family/Center Child Care or Head Start.

5. If any of the responses above are different for exempt family child care homes, please describe which requirements apply to exempt homesRatio because only a maximum of six (6) children may be in care at a given time.

c) In-home CCDF providers:

1. Describe the ratios Applicable to licensed childcare providers

Describe the group size
 Established ratio requirements

3. Describe the maximum number of children that are allowed in the home at any one time.

6 children

4. Describe if the state/territory requires related children to be included in the child-toprovider ratio or group size

All children are included in the established child to provider ratio or group size.

5. Describe any limits on infants and toddlers or additional school-age children that are allowed for part of the day

All limits are in accordance with the existing childcare law any part of the day.

#### 5.2 Health and Safety Standards and Requirements for CCDF Providers

5.2.2 Health and safety standards for CCDF providers.

States and territories must establish health and safety standards for programs (e.g., child care centers, family child care homes, etc.) serving children receiving CCDF assistance relating to

the topics listed below, as appropriate to the provider setting and age of the children served (98.41(a)). This requirement is applicable to all child care providers receiving CCDF funds regardless of licensing status (i.e., licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives because Lead Agencies have the option of exempting relatives from some or all CCDF health and safety requirements (98.42(c)).

a) To certify, describe how the following health and safety standards for programs serving children receiving CCDF assistance are defined and established on the required topics (98.16(I)). Note: This question is different from the health and safety training requirements, which are addressed in question 5.2.3.

Effective Date: 10/01/2018

1. Prevention and control of infectious diseases (including immunization)

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standard is defined in Guam's DPHSS childcare law and its environmental rules regulations, related to the health and safety requirement. It is part of the licensing process which determines if the qualifications and standards prescribed for the type of facility for which application for license is made or renewed, regardless if they're receiving CCDF funds or not. The childcare law prohibits any person to work in a childcare facility, whether in his own or another's employ, knowing himself to have, or having reason to believe that he has any such disease. These standards must be met in order for any person to open for business, or operate a child care facility or advertise or hold himself out as operating any child care facility.

The validation of this requirement is made upon the submission of an application for license, which includes but is not limited to a copy of the staff' member's health certificate and sanitary permit(s), issued by the Lead Agency's, Division of Environmental Health and required to be renewed annually and displayed prominently in the facility. All staff members are also required to have a physical examination from a licensed physician indicating that the individual is free from any communicable disease and is on good health, which is required to be renewed annually and kept on file in facility for validation upon renewal of license.

In addition, the child care law requires that Child Care providers to ensure that no child

is admitted to any child care facility without a certificate of health, that includes the required vaccination or immunization, certified annually by a qualified Guam licensed physician indicating that the child would not constitute a contagious health risk for the public at large. The Director of child care facility must require vaccination or immunization in conformity with the United States Department of Human Services and the Advisory Committee on Immunization Practice (ACIP) and the American Academy of Pediatrics ('AAP').

Coupled with Guam's DPHSS environmental rules and regulations, the child care facility is required to post a communicable disease placard in a place where it can be seen by each employee. It also requires that the facility have toilet and handwashing facilities, suitable height and size and so equipped as to be readily accessible to the children, handwashing facilities for the staff and other adults when child size facilities are provided for the children, a clean and sanitary with proper means of waste disposal and plumbing outlets connected to a septic tank or sewer system, all garbage and trash be kept in tight easily cleanable receptacles covered with tight-fitting lids while pending removal, adequate facilities for sanitizing potty chairs and toilet seats after each use, bedding or linen are laundered on the premises, with an electric or gas dryer to be used to ensure adequate sanitation and ensuring that cribs, beds, cots, or suitable sleeping mats are covered with a non-absorbent washable material and sanitized at frequent intervals. Cots and cribs are required to be cleanable construction and in good repair, as well mattresses shall be aired weekly.

To ensure the compliance of this standard, the Lead Agency's, Bureau of Social Services Administration (BOSSA) - Licensing Office and the Division of Environmental Health monitors and inspects the child care facilities on a quarterly basis. A certification of compliance report of the Job-Site Inspection is issued by the Lead Agency's, Division of Environmental Health is provided to the Guam's CCDF Program Office and BOSSA - License Office.

A copy of the CCDF Handbook that contains information about its child care services and explains the role of child care providers, as well as the rules, policies and procedures related to federal and state/territorial laws, policies and procedures is also provided to Child Care providers. -- List all citations for these requirements, including those for licensed and licenseexempt programs

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1104 and 1104.1(a)(b)(c)(d) and (e)' - (Health and Safety), §1107.2 (Illness and Communicable Disease Control), §1107.3 (Immunizations), §1107.4 (Testing for Tuberculosis); 10 Guam Code Annotated (GCA), Chapter 2, §2413 (Health Permit Required); §2414 - (Disease Control); the Department of Public Health & Social Services, Division of Environmental Health, Rules and Regulations Governing Child Care Facilities -General Provisions, Section 1.301 (Sanitary Permit); Title 10 Guam Code Annotated, Chapter 3, Public Health and Social Services, Article 3 (Disease Control). These citations may be found in the following links:

http://dphss.guam.gov/division-of-environmental-health/ http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by category of care.

-- Describe any variations based on the age of the children in care No variations based on age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt.

2. Prevention of sudden infant death syndrome and the use of safe-sleep practices
-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standard is defined in accordance with the universal definition, but not specified or identified in the established in Guam's child care law. However, Guam's child care law for sudden infant death syndrome is only the use of safe sleep practices where it ensures that sleeping equipment is safe, sturdy, clean, age-appropriate and

available. The Guam DPHSS, Environmental Health Rules and Regulations, whereas crib bars shall be constructed that infants cannot be trapped between bars.

It is noteworthy to mention that the Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by DPHSS-BOSSA's (License Office). It is the intent of the CCDF Program Office to participate as a committee member and provide input of this topic to include an established standard specific to this topic within the next 3 years.

To ensure the compliance of this standard, the Lead Agency's, Bureau of Social Services Administration (BOSSA) - Licensing Office and the Division of Environmental Health monitors and inspects the child care facilities on a quarterly basis. A certification of compliance report of the Job-Site Inspection is issued by the Lead Agency's, Division of Environmental Health is provided to the Territory's CCDF Program Office and the License Office.

This also include providing all Child Care providers a copy of the CCDF Handbook that contains information about its child care services and explains the role of child care providers, as well as the rules, policies and procedures related to federal and state/territorial laws, policies and procedures.

## -- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes §1108.3 (Sleeping and Bedding), and the DPHSS's Division of Environmental Health, Rules and Regulations Governing Child Care Facilities - General Provisions, Section 1.16.00 (Sleeping facilities); Section 1.19.01(i) (Safety). These citations may be found in the following links:

http://dphss.guam.gov/division-of-environmental-health/ http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF -- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by child care category of care.

-- Describe any variations based on the age of the children in care No variation by age of children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt.

3. Administration of medication, consistent with standards for parental consent
 -- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

This standard is defined in Guam's Department of Public Health & Social Services (DPHSS), child care law (Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1- Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, which governs all child care centers, coupled with DPHSS's Environmental Health Rules and Regulations. The health and safety requirement is part of the licensing process which determines if the qualifications and standards prescribed for the type of facility for which the application for license is made or renewed. It addresses the health and safety requirements for all child care facilities, regardless if they're receiving CCDF funds or not.

The standard requires that the Child Care facility admission procedures include sufficient information and instruction from the parents or guardians be furnished to enable the staff members to make decisions or act on behalf of child, such as obtaining the child's health report, that includes the child's immunization record, and other pertinent information regarding the health of the child, and requiring that prescription and non-prescription medication should in the original container, labeled, dispensed according to written directions on the prescription label or printed manufacturer's label, and stored separately and locked out of children's reach; and It also defines that no medication shall be given without the signed consent of a parent, and prescription drugs shall be given only when prescribed for a child by a licensed physician. Any medication administered by any staff of the child care facility shall be documented and recorded in a medication administration log.

-- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.5 (General Information Requirements) and §1107.6 (Medication). These citations may be found in the following links:

http://dphss.guam.gov/division-of-environmental-health/ http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by category of care.

-- Describe any variations based on the age of the children in care No variations by age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

#### 4. Prevention of and response to emergencies due to food and allergic reactions

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standard is defined in Guam's DPHSS childcare law and its environmental rules regulations, related to the health and safety requirement. The child care law requires that prior to admission into the child care facility, the licensee (Child Care) is required to obtain sufficient information in writing from the child's parents or guardians information that include but is not limited to a child health report (immunizations record, and other pertinent information regarding the health of the child (i.e., last physical examination report, TB test), and instruction from the parents or guardians be furnished to enable the staff members to make decisions or act on behalf of the child.

It also requires that a plan for health care in case of an emergency (i.e., insurance provider, insurance number, doctor), authorization for medication treatment in case of an emergency when parent or guardian cannot be contacted.

-- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.5 (General Information Requirements) and §1107.6 (Medication). These citations may be found in the following links:

<u>http://dphss.guam.gov/division-of-environmental-health/</u> <u>http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf</u> http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by catergory of care.

-- Describe any variations based on the age of the children in care No variations based on the age.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

5. Building and physical premises safety, including the identification of and protection from hazards that can cause bodily injury, such as electrical hazards, bodies of water, and vehicular traffic

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

This standard is defined in Guam's DPHSS child care law and environmental health rules and regulations; whereas the child care requires that before a license is granted for new or renewal, the applicant must obtain a clearance certifying its compliance with local officials according to all applicable health, safety, fire, building, sanitation,

plumbing, electrical, mechanical and zoning regulations. A certification of compliance comprised of inspections conducted by Guam's DPHSS, Division of Environmental Health, the Guam Fire Department, Department of Public Works, Department of Land Management, and the Department of Revenue & Taxation is provided to Guam's DPHSS, BOSSA - Licensing Office as part of the licensing process. This report is also provided to CCDF Program Office.

Such inspections include inspecting the design and construction of the facility and ensuring that the adherence to Uniform Plumbing Code, Uniform Building Code, Uniform Mechanical Code, National Electrical Code and the Guam Fire Prevention Code is complied for new construction, remodeling and renovation. It is also requires that floors and steps shall be free of safety hazards and shall be constructed of or surfaced with non-slippery materials, no furnishings or decorations of an explosive or high flammable material shall be used; curtains and draperies shall be flame resistant; hallways, passageways, or corridors shall be free and clear of obstructions; extension cords shall not exceed 10 feet in length; shall not extend from the one room to another; shall be not be placed under rugs or carpets. It also includes ensuring the location and premises are located in a quiet, surroundings, away from excessive noise, odors, dust, smoke, traffic or other hazardous environmental conditions which would interface with the children's comfort, health and safety.

### -- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.1(c) (Licensed Required) and §1102.4 (11)(d) (Application Packet); DPHSS's Division of Environmental Health, Rules and Regulations Governing Child Care Facilities -General Provisions, Section 1.8.00 (Location and Premises), Section 1.9.00 (Design and Construction). These citations may be found in the following links:

http://dphss.guam.gov/division-of-environmental-health/ http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF -- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

No variations by category of care.

-- Describe any variations based on the age of the children in care No variations based on age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
 -- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standard is defined in accordance with the universal definition but not specified or identified in the established Guam's child care law. The child care requires that to ensure that all staff members are free of serious emotional problems which limit their ability to care for children, and that they demonstrate evidence of the ability to deal effectively with practical problems of daily living and of childcare.

At the time of admission, the child care facility shall provide to the child's parent or guardian information that explains how to report suspected child abuse or neglect, and that the facility is mandated to report any suspected child abuse or neglect to the proper authorities. This is provided in the Child Care Provider's Policy's and Procedures and Parent's Handbook which are required as part of the application for license. It also requires the child care facility to be knowledgeable and informed of their individual mandatory responsibility to report all incidents of child abuse or neglect to Guam DPHSS's Division Child Protective Services Section accordingly.

It is noteworthy to mention that Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). It is the intent of the Child Care Program Office to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Such

standards will include requiring the training, certification and validation of this standard on an annual basis. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to revise the existing internal policies related to the application of license and education requirements.

### -- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Rule and Regulation, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Home, §1109.3 and 1109. 4 (Responsibilities and Qualifications for Early Childhood Director and Assistant Director), §1109.5 (Requirements of Staff Members); §1111.1 Reporting Child Abuse and Neglect; §1111.2 Reporting Licensing Complaints. These citations may be found in the following links:

http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by category of care.

-- Describe any variations based on the age of the children in care No variations based on age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1)). Emergency preparedness and response planning (at the child care provider level) must also include procedures for evacuation; relocation; shelter-in-place and lockdown; staff and volunteer training and practice drills; communications and reunification with families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with

chronic medical conditions.

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The emergency preparedness and response planning for emergencies resulting from a natural disaster standard is defined as an island-wide effort, through the Guam Comprehensive Emergency Management Plan (CEMP) which is developed by the Guam Homeland Security/Office of Civil Defense. This plan serves as a master operations document for the Territory of Guam in responding to all emergencies, and all catastrophic, major, and minor disasters, which applies to the child care centers in Guam. The CCDF Program in collaboration with Guam DPHSS-BOSSA License Office adopts Guam's DPHSS's, Division of Public Welfare's internal policy (D-SNAP), similarly in terms of administrating the emergency provisions within the Territory that includes but is not limited to the processing and certification of households, issuance of certificate, and conducting evaluations of disaster operations. Currently

It is also defined in the DPHSS-Environmental Health, which requires that a written and rehearsed plan of evacuation in the event of fire or other emergency must be developed and instruction in same must be given to staff. Regular drills by the staff and children in this procedure are required to be conducted at lease every month.

As noted, Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). It is the intent of the Child Care Program Office to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Such standards will include requiring the training, certification and validation of this standard on an annual basis; and establishing internal policies. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to revise or develop an existing internal policies related.

It is also noteworthy to mention that the existing child care center's Emergency Preparedness and Response Plan (EPRP) that was developed in collaboration with the Guam Department of Public Health & Social Service, the Guam Homeland Security and the Guam College was updated and is in draft form and will be brought to the state's Guam Early Learning Council meeting for review and input within the next 3 years.

> -- List all citations for these requirements, including those for licensed and licenseexempt providers

The Territory's Comprehensive Emergency Management Plan, Draft Guam's Child Care Center - Emergency Preparedness & Response Plan (EPRP); Part 1.0.00 General Provisions stipulated in Section 1.10.00 Fire Protection 1.18.01 General (g) (General-Fire Protection)

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

No variations by category of care.

-- Describe any variations based on the age of the children in care No variations based on the age of children in care.

-- Describe if relatives are exempt from this requirement

Relatives are not exempt for this requirement.

8. Handling and storage of hazardous materials and the appropriate disposal of biocontaminants

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standard is defined in Guam's, DPHSS, Division of Environmental Heath's Rules and Regulations Governing Child Care Facilities. It is also a requirement for obtaining or renewing a license. The rules and regulations requires that adequate protection must be provided to ensure that all poisons, dangerous chemicals, and hazardous substances are kept out of the reach of children. That all corrosive agents, insecticides, rodenticides, herbicides, bleaches, detergents, polishes, items containing petroleum products, any product which is under pressure in an aerosol dispensing container, and any substance which may be toxic to a child if ingested, inhaled, or handled shall be stored in a locked cabinet and in an area not accessible to the children. That no surfaces covered with lead paint shall be accessible to the children or poisonous plants shall be located on the premises. That all liquid waste must be discharged to a public sanitary sever or to an individual sewage disposal system approved by Guam Environmental Protection Agency.

The Division of Environmental Health employees conducts pre-licensure inspections

upon receipt of a request for a permit. Inspections for the licenses issued are not announced but are conducted quarterly. A copy of the inspection report and their findings is generated and provided to the DPHSS, Bureau of Social Services Administration (BOSSA - Licensing Office) and to DPHSS Child Care State Office.

Although the Guam's child care is not specific to the standards for this topic, the law requires that the child care facilities implement developmentally appropriate practices and promote the health, safety and nutrition where children and adults are protected from illness and harm.

As noted the Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). It is the intent of the Child Care Program Office to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Such standards will include requiring the training, certification and validation of this standard on an annual basis. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to revise the existing internal policies related to the application of license and education requirements.

### -- List all citations for these requirements, including those for licensed and licenseexempt providers

Guam's DPHSS's Division of Environmental Health, Rules and Regulations Governing Child Care Facilities, Section 1.19.01(a)(k) - (Safety) and Section 1.13.01 (d) - (Water Supply, Sewers and Plumbing). These citations may be found in the following links:

http://dphss.guam.gov/division-of-environmental-health/

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by category of care.

-- Describe any variations based on the age of the children in care No variations based on the age of the children in care.

-- Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

9. Precautions in transporting children (if applicable)

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

Currently the child care centers do not provide transportation service. However, the standard is defined in Guam's DPHSS child care law which states that when transportation is provided by a child care facility, children shall be protected by adequate supervision, safety precautions, and liability and medical insurance coverages. These includes but are not limited to vehicle and driver must be in compliance with all relevant motor vehicle and traffics; during any field trip or excursion operated or planned by the child care facility, the staff to child ratios as provided in the statute (§1106) shall apply as noted in the statute.

-- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Rule and Regulation, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1114.1 (Transportation). These citations may be found in the following link: http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by category of care.

-- Describe any variations based on the age of the children in care No variations based on the age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

10. Pediatric first aid and cardiopulmonary resuscitation (CPR) certification

# -- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standard is defined in Guam's, DPHSS Child Care law and Environmental Rules and Regulations. The child care law requires that at least two (2) staff involved in providing direct care and education of children shall complete and maintain certification requirements in pediatric first aid, and safety and management of blocked airway and rescue breathing, including cardio pulmonary resuscitation (CPR). At least one (1) first aid kit must be maintained on the premises of all child care facilities at all times and wherever the children are in care.

The environmental rules and regulations also require that a standard first-aid equipment must be accessible to all staff members but kept out of the reach of children. To ensure compliance, Guam's DPHSS, Division of Environmental Health conducts pre-licensure inspections upon receipt of a request for a permit. The inspections for the licenses issued are not announced but are conducted quarterly. A copy of the inspection report and their findings is generated and provided to the DPHSS, Bureau of Social Services Administration (BOSSA - Licensing Office) and to DPHSS Child Care Program.

### -- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Rule and Regulation, Title 26, Chapter 1, Article 1, §1107.5 (CPR and First Aid), DPHSS Environmental Health, Rules and Regulations Governing Child Care Facilities, Section 1.19.00 (Safety) - 1.19.01(b) - General. These citations may be found in the following links:

http://dphss.guam.gov/division-of-environmental-health/ http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). No variations by category of care.

-- Describe any variations based on the age of the children in care

No variations based on the age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

#### 11. Recognition and reporting of child abuse and neglect

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

The standards are defined in Guam's DPHSS child care law which requires that the child care facility shall ensure that each staff to be knowledgeable and informed of their individual mandatory responsibility to report all incidents of child abuse or neglect to the DPHSS - Division of Child Protective Services Section accordingly. This applies to all child care providers, regardless if they're receiving child care funds.

In addition, at the time of admission, the child care facility is required to provide the child's parent or guardian information that explains how to report suspected child abuse or neglect, and that the facility is mandated to report any suspected child abuse or neglect to the proper authorities. Such reports are provided by the Child Protective Services to the licensing office.

The child care law also requires that the child care facility provide written information detailing the steps to report any licensing, health, and safety violations against a child care facility at the time of admission, to the child's parent or guardian, and to potential staff members prior to recruitment.

### -- List all citations for these requirements, including those for licensed and licenseexempt providers

26 Guam Rule and Regulation, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1111.1 (Reporting Child Abuse and Neglect); §1111.2 (Reporting Licensing Complaints) which is applicable to all licensed and license-exempt providers. These citations may be found in the following links: http://dphss.guam.gov/division-of-environmental-health/ http://www.guamcourts.org/compileroflaws/GAR/26GAR/26GAR001.pdf http://www.guamcourts.org/compileroflaws/GCA/10gca/10gc003.PDF

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

There are no variations by category of care.

-- Describe any variations based on the age of the children in care There are no variations based on the age of the children in care.

-- Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

b) Does the Lead Agency include any of the following optional standards?

No, if no, skip to 5.2.3.

Yes, if yes provide the information related to the optional standards addressed.

1. Nutrition

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

-- List all citations for these requirements, including those for licensed and licenseexempt providers

--Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

-- Describe any variations based on the age of the children in care.

--Describe if relatives are exempt from this requirement

#### 2. Access to physical activity

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

-- List all citations for these requirements, including those for licensed and licenseexempt providers

-Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

-- Describe any variations based on the age of the children in care.

--Describe if relatives are exempt from this requirement

#### 3. Caring for children with special needs

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

-- List all citations for these requirements, including those for licensed and licenseexempt providers

--Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

-- Describe any variations based on the age of the children in care.

--Describe if relatives are exempt from this requirement

4. Any other areas determined necessary to promote child development or to protect children's health and safety (98.44(b)(1)(iii)). Describe:

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

-- List all citations for these requirements, including those for licensed and licenseexempt providers

--Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

-- Describe any variations based on the age of the children in care.

--Describe if relatives are exempt from this requirement

#### 5.2.3 Health and safety training for CCDF providers on required topics.

Lead Agencies are required to have minimum pre-service or orientation training requirements (to be completed within 3 months), as appropriate to the provider setting and the age of children served, that address the health and safety topics described in 5.2.2, and child development. Lead Agencies must also have ongoing training requirements on the health and safety topics for caregivers, teachers, and directors of children receiving CCDF funds (658E(c)(2)(I)(i); 98.44(b)(1)(iii)). The state/territory must describe its requirements for pre-service or orientation training and ongoing training. These trainings should be part of a broader systematic approach and progression of professional development (as described in section 6) within a state/territory. Lead Agencies have flexibility in determining the number of training hours to require, but they may consult with Caring for our Children Basics for best practices and the recommended time needed to address these training requirements.

Effective Date: 10/01/2018

#### **Pre-Service or Orientation Training Requirements**

a) Provide the minimum number of pre-service or orientation training hours on health and safety topics for caregivers, teachers, and directors required for the following:

#### 1. Licensed child care centers:

The minimum number of pre-service or orientation is 15 hours of training annually which covers the topical/competency areas of child development, health and safety

environments, adaptations and modifications, working with families, observations and assessment and professional conduct and ethics. This is provided to new employees on a monthly basis by the Lead Agency's, Bureau of Social Services Agency (BOSSA - Licensing Office) and CCDF Program Office within 30 days from the start of employment. Training are also offered through developmentally appropriate practices and quality training through the exist contract between the Lead Agency's CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

#### 2. Licensed FCC homes:

The minimum number of pre-service or orientation is 15 hours of training annually, covering topical/competency areas of child development, health and safety environments, adaptations and modifications, working with families, observations and assessment and professional conduct and ethics.

#### 3. In-home care:

The minimum number of pre-service or orientation is 15 hours of training annually, covering topical/competency areas of child development, health and safety environments, adaptations and modifications, working with families, observations and assessment and professional conduct and ethics. Although this group is exempt, they are encouraged to attend the training.

#### 4. Variations for exempt provider settings:

Exempt and non-exempt providers are only required mandatory attendance of at least 15 hours of training and technical assistance annually on health and safety, nutrition, first aid, child abuse and detection, and/or carefor childrent with special needs are also required.

# b) Provide the length of time that providers have to complete trainings subsequent to being hired (must be 3 months or fewer)

Pre-service or orientation is provided to new employees on a monthly basis by the Lead Agency's, Bureau of Social Services Agency (BOSSA - Licensing Office) and CCDF Program Office within 30 days from the start of employment. In addition, the child care law also requires that child care providers and staff must be qualified through training, experience, skills and education, as indicated in the Guam's Plan for Professional

Development (Appendix A); They are also required to meet the Level 2 Early Childhood Lead Provider within one year of employment. The training topics include but is not limited to Child Development Theory and Practical, Healthy and Safe Environments, Adaptations and Modifications, Working with Families, Observation and Assessment and Professional Conduct and Ethics.

## c) Explain any differences in pre-service or orientation training requirements based on the ages of the children served

There is no difference in the pre-service training requirements.

d) Describe how the training is offered, including any variations in delivery (e.g. across standards, in rural areas, etc.) Note: There is no federal requirement on how a training must be delivered

Guam DPHSS, BOSSA- License Office and CCDF State Program, provides pre-service or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment, with in depth training to follow through thereafter annually.

Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

e) Identify below the pre-service or orientation training requirements for each topic (98.41(a)(1)(i through xi)).

Prevention and control of infectious diseases (including immunizations)
 Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The requirements for this topic is defined in the Child Care Law, whereas child care providers are required to have the training, experience, skills and education, as indicated in Guam's Plan for Professional Development (Appendix A). The Director of a child care facility is required to submit the staff's education documents for review in order to obtain a GPPD certification. When the initial certification is evaluated at a pre-credential level, the staff has 1 year to complete enough training

and/or courses in order to level up.

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office.

The license-exempt are not required to attend these training, and do not undergo annual monitoring inspections for health and safety standards. However, they are subject to the health and safety standards and the Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department may determine that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

Yes

No No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?



No No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

5.2.3e 2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office.

The license-exempt are not required to attend these training, and do not undergo annual monitoring inspections for health and safety standards. However, they are subject to the health and safety standards and the Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department may determine that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members) Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF are allowed to care for children unsupervised?

☐ Yes
✓ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

5.2.3e 3. Administration of medication, consistent with standards for parental consent Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office.

The license-exempt are not required to attend these training, and do not undergo annual monitoring inspections for health and safety standards. However, they are subject to the health and safety standards and the Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department may determine that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?



🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement Relatives are not exempt for this requirement.

5.2.3e 4. Prevention and response to emergencies due to food and allergic reactions Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office.

The license-exempt are not required to attend these training, and do not undergo annual monitoring inspections for health and safety standards. However, they are subject to the health and safety standards and the Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department may determine that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department. Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?



🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this policy requirement.

5.2.3e 5. Building and physical premises safety, including the identification of and protection from hazards, bodies of water, and vehicular traffic

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office.

The license-exempt are not required to attend these training, but they are subject to undergo annual monitoring inspections for health and safety standards. The Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department determines that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

C Yes

🗹 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

5.2.3e 6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office. The child care law also requires that the Director of the facility provides information on workshops, seminars, training session or courses available to all staff members to encourage growth and development. These topics includes but is not limited to one (1) or more topical/competency as referenced in the Guam's for Professional Development. This includes Child Development Theory and Practical Application, Health and Safe Environments, Adaptations and Modifications, Working with Families, Observation and Assessment and Professional Conduct and Ethics.

The license-exempt are not required to attend these training, but they are subject to undergo annual monitoring inspections for health and safety standards. The Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department determines that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

Yes



Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

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🖸 No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

5.2.3e 7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The territory's only related existing statute is in the Lead Agency's Division of Environmetal Health's Rules and Regulations Governing Child Care Facilities which can be found in Part 1.0.00 General Provisions stipulated in Section 1.10.00 Fire Protection 1.18.01 General (g) "A written and rehearsed plan of evacuation in the event of fire or other emergency must be developed and instruction in same must be given to staff. Regular drills by the staff and children in this procedure shall be held at least every month. Drill records shall be maintained." Additionally, the territory's existing Emergency Preparedness & Response Plan (EPRP) for child care centers was updated in 2017 is still in effect today. The information is a guide ro Guam child care providers. The territory is currently updating the EPRP which will be used as the "State's/Territory's" Guide for Guam Child Care Providers plan guide in the event there's an emergency to comply with the provisions set forth in Title 45 Part 98.16 (aa) A demonstration of how the State, Territory or Tribe will address the needs of children, including the need for safe child care, before, during

and after a state of emergency declared by the Governor or a major disaster or emergency (as defined by section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S. C. 5122) through a Statewide Disaster Plan (or Disaster Plan for a Tribe's service area) that: (1) For a State, is developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care (designated or established pursuant to section 642B(b)(I)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i))) or similar coordinating body; and (2) Includes the following components: (i) Guidelines for continuation of child care subsidies and child care services, which may include the provision of emergency and temporary child care services during a disaster, and temporary operating standards for child care after a disaster; (ii) Coordination of post-disaster recovery of child care services; and (iii) Requirements that child care providers of services for which assistance is provided under the CCDF, as well as other child care providers as determined appropriate by the State, Territory or Tribe, have in place: (A) Procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodations of infants and toddlers, children with disabilities, and children with chronic medical conditions; and (B) Procedures for staff and volunteer emergency preparedness training and practice drills, including training requirements for child care providers of services for which assistance is provided under CCDF at § 98.41(a)(1)(vii); (bb) A description of payment practices applicable to providers of child care services for which assistance is provided under this part, pursuant to § 98.45(1), including practices to ensure timely payment for services, to delink provider payments from children's occasional absences to the extent practicable, and to reflect generally-accepted payment practices; (cc) A description of internal controls to ensure integrity and accountability, processes in place to investigate and recover fraudulent payments and to impose sanctions on clients or providers in response to fraud, and procedures in place to document and verity eligibility, pursuant to § 98.68; (dd) A description of how the Lead Agency will provide outreach and services to eligible families with limited English proficiency and persons with disabilities and facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system; (ee) A description of policies to prevent suspension,

expulsion, and denial of services due to behavior of children birth to age five in child care and other early childhood programs receiving assistance under this part, which must be disseminated as part of consumer and provider education efforts in accordance with § 98.33(b)(1)(v); (ff) Designation of a State, territorial, or tribal entity to which child care providers must submit reports of any serious injuries or deaths of children occurring in child care, in accordance with §98,42(b)(4); (gg) A description of how the Lead Agency will support child care providers in the successful engagement of families in children's learning and development; (hh) A description of how the Lead Agency will respond to complaints submitted through the national hotline and website, required in section 658L(b) of the CCDBG Act of 2014 (42 U.S.C.9858j(b)), including the designee responsible for receiving and responding to such complaints regarding both licensed and license-exempt child care providers; and (ii) Such other information as specified by the Secretary.]. The aforementioned draft EPRP information will be brought before the Guam Early Learning Council (equal to the State Advisory Council) on September 7, 2018 for review input. All information received will be used to supplement and complete a comprehensive plan for Guam.

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement

Relatives will not be exempt from this requirement.

5.2.3e 8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants

# Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office. The child care law also requires that the Director of the facility provides information on workshops, seminars, training session or courses available to all staff members to encourage growth and development. These topics includes but is not limited to one (1) or more topical/competency as referenced in the Guam's for Professional Development. This includes Child Development Theory and Practical Application, Health and Safe Environments, Adaptations and Modifications, Working with Families, Observation and Assessment and Professional Conduct and Ethics.

The license-exempt are not required to attend these training, but they are subject to undergo annual monitoring inspections for health and safety standards. The Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department determines that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Pending the revision of the child care law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to revise the existing internal policies related to the application of license and education requirements of licensed and license-exempt.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Guam's DPHSS's Division of Environmental Health, Rules and Regulations Governing Child Care Facilities, Section 1.19.01(a)(k) - (Safety) and Section 1.13.01 (d) - (Water Supply, Sewers and Plumbing)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?



🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

5.2.3e 9. Appropriate precautions in transporting children (if applicable) Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Not applicable. However, the Lead Agency's child care law, 26 Guam Rule and Regulation, Title 26, Chapter 1, Article 1, §1141 General requires that when transportation is provided by a child care facility, children shall be protected by adequate supervision, safety precautions, and liability and medical insurance coverages, as detailed in the statute's sections (a), (b), (c), (d), (e) and (f).

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?



Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement Relatives are not exempt form this requirement.

#### 5.2.3e 10. Pediatric first aid and CPR certification

## Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Although the Guam's child care is not specific to the standards for this topic, the law requires that the child care facilities implement developmentally appropriate practices and promote the health, safety and nutrition where children and adults are protected from illness and harm.

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office. The child care law also requires that the Director of the facility provides information on workshops, seminars, training session or courses available to all staff members to encourage growth and development. These topics includes but is not limited to one (1) or more topical/competency as referenced in the Guam's for Professional Development. This includes Child Development Theory and Practical Application, Health and Safe Environments, Adaptations and Modifications, Working with Families, Observation and Assessment and Professional Conduct and Ethics.

The license-exempt are not required to attend these training, but they are subject to undergo annual monitoring inspections for health and safety standards. The Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department determines that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Trainings are also offered through developmentally appropriate practice and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC) and other available certified trainers.

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

Yes

No No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

No No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement

5.2.3e 11. Recognition and reporting of child abuse and neglect

## Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Although the Guam's child care is not specific to training for this topic, the law requires that the child care facilities implement developmentally appropriate practices and promote the health, safety and nutrition where children and adults are protected from illness and harm.

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office. The child care law also requires that the Director of the facility provides information on workshops, seminars, training session or courses available to all staff members to encourage growth and development. These topics includes but is not limited to one (1) or more topical/competency as referenced in the Guam's for Professional Development. This includes Child Development Theory and Practical Application, Health and Safe Environments, Adaptations and Modifications, Working with Families, Observation and Assessment and Professional Conduct and Ethics.

The license-exempt are not required to attend these training, but they are subject to undergo annual monitoring inspections for health and safety standards. The Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department determines that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

The Division of Environmental Health employees conducts pre-licensure inspections upon receipt of a request for a permit. Inspections for the licenses issued are not announced but are conducted quarterly. A copy of the inspection report and their findings is generated and provided to the DPHSS, Bureau of Social Services Administration (BOSSA - L

licensing Office) and to DPHSS Child Care State Office.

Trainings are also offered through developmentally appropriate practice and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC) and other available certified trainers.

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?



🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

#### 5.2.3e 12. Child development (98.44(b)(1)(iii))

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam DPHSS's Child Care law §1105.0 Program Requirements; §1105.1 General

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

C Yes

🖸 No

Describe if relatives are exempt from this requirement

Relatives are not exempt from this requirement.

5.2.3e 13.

Describe other training requirements, such as nutrition, physical activities, caring for children with special needs, etc..

Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

# Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Although the Guam's child care is not specific to training for this topic, the law requires that the child care facilities implement developmentally appropriate practices and promote the health, safety and nutrition where children and adults are protected from illness and harm.

The license child care provider is required to attend trainings provided by the Department's License Office and CCDF Program Office. The child care law also requires that the Director of the facility provides information on workshops, seminars, training session or courses available to all staff members to encourage growth and development. These topics includes but is not limited to one (1) or more topical/competency as referenced in the Guam's for Professional Development.

This includes Child Development Theory and Practical Application, Health and Safe Environments, Adaptations and Modifications, Working with Families, Observation and Assessment and Professional Conduct and Ethics.

The license-exempt are not required to attend these training, but they are subject to undergo annual monitoring inspections for health and safety standards. The Department conducts investigations for complaint reports that a relative is in violation of health and safety standards. The Department determines that they do not meet the conditions to continue to care for a child and receive a child care subsidy from the Department.

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes;

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1107.7. (Food and Nutrition); §1108 (Materials & Equipment); §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

Yes

🖸 No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?



Describe if relatives are exempt from this requirement Relatives are not exempt from this requirement.

### **Ongoing Training Requirements**

### 5.2.4 Provide the minimum number of annual training hours on health and safety topics for caregivers, teachers, and directors required for the following.

Effective Date: 10/01/2018

a) Licensed child care centers:

15 hours annually

b) Licensed FCC homes:

15 hours annually

c) In-home care:15 hours annually

d) Variations for exempt provider settings:

No variations for exempt providers.

5.2.5 Describe the ongoing health and safety training for CCDF providers by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). Effective Date: 10/01/2018

Prevention and control of infectious diseases (including immunizations)
 Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements), whereas the program shall promote health, safety and nutrition where children and adults are protected from illness and harm, regardless if they are receiving CCDF funds or not.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually

C Other

#### Describe:

The Lead Agency's, BOSSA- License Office and CCDF State Program, provides pre-service or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually

C Other

Describe:

2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

An annual training and certification of this topic will be a requirement within the next three years and will be coordinated and validated by the Licensing Office and CCDF Program Office.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements)

Guam Plan for Professional Development (GPPD), where a committee is responsible to validate the certifications of childcare providers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, See §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

As noted, the trainings are also offered through developmentally appropriate practice and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC) and other available certified trainers.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually Other Describe: No time stipulted -- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
 Other
 Describe:
 No time stipulated

3. Administration of medication, consistent with standards for parental consent

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements)

Guam Plan for Professional Development (GPPD), where a committee is responsible to validate the certifications of childcare providers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, See §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

As noted, the trainings are also offered through developmentally appropriate practice and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC) and other available certified trainers.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually

#### C Other

#### Describe:

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually

C Other

Describe:

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment.

#### 4. Prevention and response to emergencies due to food and allergic reactions

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child

Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements)

Guam Plan for Professional Development (GPPD), where a committee is responsible to validate the certifications of childcare providers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, See §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually
 Other
 Describe:
 No time stipulated.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually

Other

Describe:

No time stipulated

5. Building and physical premises safety, including the identification of and protection from hazards, bodies of water, and vehicular traffic

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements)

Guam Plan for Professional Development (GPPD), where a committee is responsible to validate the certifications of childcare providers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, See §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually

C Other

Describe:

No time stipulated

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually

C Other

Describe:

No time stipulated

# 6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment -- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

Recently, Guam DPHSS, BOSSA - Licensing Office and the CCDF Program Office coordinated a pre service orientation of this topic, and intends to conduct an annual training and certification of this topic as a requirement within the next three years, that will be validated and updated by the Licensing Office and CCDF Program Office.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements)

Guam Plan for Professional Development (GPPD), where a committee is responsible to validate the certifications of childcare providers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, See §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually

#### C Other

#### Describe:

No time stipulated. A pre-service or orientation of this topic is offered to new employees within 30 days of start of employment. Trainings are also offered through developmentally appropriate practice and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC) and other available certified trainers. However, within the next three years, an in-depth training, certification and validation of this topic will be required as well

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
 Other
 Describe:
 No time stipulated

7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

Trainings are also offered through developmentally appropriate practice and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC) and other available certified trainers.

Recently, Guam DPHSS, BOSSA - Licensing Office and the CCDF Program Office

coordinated a pre service orientation of this topic, and intends to conduct an annual training and certification of this topic as a requirement within the next three years, that will be validated and updated by the Licensing Office and CCDF Program Office.

How often does the state/territory require that this training topic be completed by
caregivers, teachers, and directors in licensed CCDF programs?
Annually

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Other

Describe:

No time stipulated

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually

Other

Describe:

No time stipulated

8. Handling and storage of hazardous materials and the appropriate disposal of biocontaminants

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers. Recently, Guam DPHSS, BOSSA - Licensing Office and the CCDF Program Office coordinated a pre service orientation of this topic, and intends to conduct an annual training and certification of this topic as a requirement within the next three years, that will be validated and updated by the Licensing Office and CCDF Program Office. Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members)

Guam's DPHSS's Division of Environmental Health, Rules and Regulations Governing Child Care Facilities, Section 1.19.01(a)(k) - (Safety) and Section 1.13.01 (d) - (Water Supply, Sewers and Plumbing)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

C Annually
Other
Describe:
No time stipulated

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
 Other
 Describe:
 No time stipulated

9. Appropriate precautions in transporting children (if applicable)

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers Not applicable. -- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

C Annually

Other

Describe:

No time stipulated

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
 Other
 Describe:
 No time stipulated

#### 10. Pediatric first aid and CPR certification

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

An annual training and certification of this topic will be a requirement within the next three years and will coordinated and validate by the Licensing Office and CCDF Program Office.

Recently, Guam DPHSS, BOSSA - Licensing Office and the CCDF Program Office coordinated a pre service orientation of this topic, and intends to conduct an annual training and certification of this topic as a requirement within the next three years, that will be validated and updated by the Licensing Office and CCDF Program Office.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

Annually

¥.	Ot	her

Describe:

No time stipulated

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
Other

Describe:

No time stipulated

#### 11. Recognition and reporting of child abuse and neglect

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Guam's DPHSS, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

Recently, Guam DPHSS, BOSSA - Licensing Office and the CCDF Program Office coordinated a pre service orientation of this topic, and intends to conduct an annual training and certification of this topic as a requirement within the next three years, that will be validated and updated by the Licensing Office and CCDF Program Office.

An annual training and certification of this topic will be a requirement within the next

three years and will be coordinated and validated by the Licensing Office and CCDF Program Office.

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?
Annually
Other
Describe:
No time stipulated
How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?
Annually

	Anr

N

Other

Describe:

No time stipulated

#### 12. Child development (98.44(b)(1)(iii))

Provide the citation for this training requirement, including citations for both licensed

#### and license-exempt providers

Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes:

10 Guam Code Annotated (GCA), Chapter 2, §2409 (Investigation); §2412 (Violations-Penalties).

Guam's Plan for Professional Development (Appendix A), the child care law - 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1107.7. (Food and Nutrition); §1108 (Materials & Equipment); §1109.2 (Information on Current Staff Members Inclusive of Cooks and Maintenance Personnel) §1109.3 (Responsibilities and Qualifications for Early Childhood Director; §1109.4 (Responsibilities and Qualifications for Early Childhood Assistant Director; §1109.5 (Requirements of Staff Members

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

C Annually Other

Describe:

No time stipulated

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
 Other
 Describe:
 No time stipulated

13. Describe other requirements such as nutrition,

physical activities, caring for children with special needs, etc..

The Lead Agency's, BOSSA- License Office and CCDF State Program, provides preservice or orientation of 15 hours training to license and license-exempt child care providers annually, and conducts it for new employees on a monthly basis within 30 days from the start of employment. Trainings are also offered through developmentally appropriate practices and quality training through the existing contract between DPHSS-CCDF Program Office and the Guam Community College (GCC), as well as available certified trainers.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1105.1 (g) (Program Requirements), whereas the program shall promote health, safety and nutrition where children and adults are protected from illness and harm, regardless if they are receiving CCDF funds or not.

Provide the citation for other training requirements, including citations for both licensed and license-exempt providers

The territory's child care law (PL31-73) statute in §1107.7 Food and Nutrition Program

Requirements (a), (b), (c), (d) and (e) stipulate and support child nutrition; and the territory's child care law (PL31-73) statute in §1108.0 Materials and Equipment §1108.1 (c) The materials and equipment shall: (1) provide opportunities for indoor or outdoor play, exploration, expression, experimentation and discovery; (3) represent the diversity of children, families, culture, age, genderm, language and abilities.

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

C Annually

Other

Describe:

No time stipulated

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

Annually
 Other
 Describe:
 No time stipulated

## 5.3 Monitoring and Enforcement Policies and Practices for CCDF Providers

#### 5.3.1 Enforcement of licensing and health and safety requirements

Lead agencies must certify that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with all applicable State and local health and safety requirements, including those described in 98.41 (98.42(a)). This may include, but is not limited to, any systems used to ensure that providers complete health and safety trainings, any documentation required to be maintained by child care providers or any other monitoring procedures to ensure compliance. Note: Inspection requirements are described starting in 5.3.2.

To certify, describe the procedures to ensure that CCDF providers comply with all applicable

#### State and local health and safety requirements

Licensing inspectors are required to perform no fewer than one annual, unannounced inspection of each licensed CCDF provider for compliance with all child care licensing standards; it shall include an inspection for compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards; inspectors may inspect for compliance with all three standards—health, safety, and fire—at the same time (658E(c)(2)(K)(i)(II); 98.16 (n); 98.42(b)(2)(i)).

Effective Date: 10/01/2018

#### 5.3.2 Inspections for licensed CCDF providers.

Lead agencies must require licensing inspectors to perform inspections-with no fewer than one pre-licensure inspection for compliance with health, safety, and fire standards-of each child care provider and facility in the state/territory. Licensing inspectors are required to perform no fewer than one annual, unannounced inspection of each licensed CCDF provider for compliance with all child care licensing standards; it shall include an inspection for compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards; inspectors may inspect for compliance with all three standards - health, safety, and fire - at the same time (658E(c)(2)(K)(i)(II); 98.16 (n); 98.42(b)(2)(i)). Certify by responding to the questions below to describe your state/territory's monitoring and enforcement procedures to ensure that licensed child care providers comply with licensing standards, including compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards below to describe your state/territory's monitoring and enforcement procedures to ensure that licensed child care providers comply with licensing standards, including compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards.

Effective Date: 10/01/2018

#### a) Licensed CCDF center-based child care

1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed child care center providers for compliance with health, safety, and fire standards Pre-Licesure inspection of licensed child care providers must be in accordance with the the Lead Agency's Division of Environmental Health's (DEH) Rules and Regulations Governing Child Care Facilities Part 1.0.00 Section 1.9.01 General (a), (b), (c), (d), (e), (f), (g), (h), (i) and (j); and Section 1.10.00 Capacity Occupancy 1.10.01 General (a), (b), (c), (d) and (e); and Section 1.11.00 Toilet and Handwashing

Facilities 1.11.01 Genereal (a), (b), (c), (d), (e), (f), (g), and (h); and Section 1.12.00 Kitchen Facilities 1.12.01 General; and Section 1.13.00 Water Supply, Sewage, and Plumbing 1.13.01 General (a), (b), (c), (d), (e), (f), and (g); and Section 1.14.00 Lighting and Ventilation 1.14.01 Lighting (a) and (b); and 1.14.02 Ventilation (a) and (b); Section 1.16.00 Sleeping Facilities 1.16.01 General (a), (b) and (c); and Section 1.17.00 Outdoor Space 1.17.01 General (a), (b) and (c); Section 1.18.00 Fire Protection 1.18.01 General (a), (b), (c), (d), (e), (f) and (g); and Section 1.20.00 Grounds and Playground Equipment 1.20.01 General (a), (b), (c) and (d).

 Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF child care center providers
 Inspections are usually unaanounced.

3. Identify the frequency of unannounced inspections:

Once a year
 More than once a year
 Describe:

Only the DEH completes inspections quarterly at all day care providers.

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that child care center providers comply with the applicable licensing standards, including health, safety, and fire standards.All inspections are completed annually or as needed and usually unannounced.

5. List the citation(s) for your state/territory's policies regarding inspections for licensed CCDF center providers

In accordance with Guam's Child Care Law, Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities, §1102.12 An inspection of a child care facility shall be conducted at least once every 12 months. Additional inspections shall be conducted as often and necessary for the enforcement of the rules and regulations.

#### b) Licensed CCDF family child care home

1. Describe your state/territory's requirements for pre-licensure inspections of licensed family child care providers for compliance with health, safety, and fire standards Pre-Licesure inspection of licensed family child care providers must be in accordance with the the Lead Agency's Division of Environmental Health's (DEH) Rules and Regulations Governing Child Care Facilities Part 1.0.00 Section 1.9.01 General (a), (b), (c), (d), (e), (f), (g), (h), (i) and (j); and Section 1.10.00 Capacity Occupancy 1.10.01 General (a), (b), (c), (d) and (e); and Section 1.11.00 Toilet and Handwashing Facilities 1.11.01 Genereal (a), (b), (c), (d), (e), (f), (g), and (h); and Section 1.12.00 Kitchen Facilities 1.12.01 General; and Section 1.13.00 Water Supply, Sewage, and Plumbing 1.13.01 General (a), (b), (c), (d), (e), (f), and (g); and Section 1.14.00 Lighting and Ventilation 1.14.01 Lighting (a) and (b); and 1.14.02 Ventilation (a) and (b); Section 1.16.00 Sleeping Facilities 1.16.01 General (a), (b) and (c); and Section 1.17.00 Outdoor Space 1.17.01 General (a), (b) and (c); Section 1.18.00 Fire Protection 1.18.01 General (a), (b), (c), (d), (e), (f) and (g); and Section 1.20.00 Grounds and Playground Equipment 1.20.01 General (a), (b), (c) and (d); Executive 78-27 (2b) Application - Inspection and Investigation

2. Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF family child care providers Inspections are usually unannounced.

#### 3. Identify the frequency of unannounced inspections:

Once a year
 More than once a year
 Describe:
 DEH completes their inspections quarterly

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that CCDF family child care providers comply with the applicable licensing standards, including health, safety, and fire standards. Inspections are completed annually or as needed and usually unannounced.

# 5. List the citation(s) for your state/territory's policies regarding inspections for licensed CCDF family child care providers

In accordance with Guam's Child Care Law, 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes ; §11021. 2 An inspection of a child care facility shall be conducted at least once every 12 months. Additional inspections shall be conducted as often and necessary for the enforcement of the rules and regulations.

#### c) Licensed in-home CCDF child care

N/A. In-home CCDF child care (care in the child's own home) is not licensed in the State/Territory. Skip to 5.3.2 (d).

1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed in-home child care providers for compliance with health, safety, and fire standards

2. Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF in-home child providers

#### 3. Identify the frequency of unannounced inspections:

- Conce a year
- More than once a year
- Describe:

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that in-home CCDF child care providers comply with the applicable licensing standards, including health, safety, and fire standards.

5. List the citation(s) for your state/territory's policies regarding inspections for licensed in-home CCDF providers

d) List the entity(ies) in your state/territory that are responsible for conducting prelicensure inspections and unannounced inspections of licensed CCDF providers The Lead Agency's Division of Environmental Health (DEH), and the Bureau of Social Services Administration (BOSSA), Licensing Office.

#### 5.3.3 Inspections for license-exempt CCDF providers

Lead Agencies must have policies and practices that require licensing inspectors (or qualified monitors designated by the Lead Agency) to perform an annual monitoring visit of each license-exempt CCDF provider for compliance with health, safety (including, but not limited to, those requirements described in 98.41), and fire standards (658E(c)(2)(K)(i)(IV); 98.42(b)(2)(ii)). Lead Agencies have the option to exempt relative providers (as described in section (658P(6)(B)) from this requirement. To certify, respond to the questions below to describe the policies and practices for the annual monitoring of:

Effective Date: 10/01/2018

a) License-exempt center-based CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used

The inpection of child care providers do not differ between licensed and license-exempt child care providers.

#### Provide the citation(s) for this policy or procedure

Health and Safety Certificatons and Permits are only awarded annually and must be renewed through inspection.

# b) License-exempt family child care CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used

Announced and/or announced monitoring is completed annually and quarterly.

#### Provide the citation(s) for this policy or procedure

Health and Safety Certificatons and Permits are only awarded annually and must be renewed through inspection. Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes and tGaum's Department of Public Health & Social Services, Division of Environmental Health, Rules and Regulations

#### **Governing Child Care Facilities**

c) License-exempt in-home CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, if relative care is exempt from monitoring, and if differential monitoring is used

Announced and/or announced monitoring is completed annually and quarterly.

#### Provide the citation(s) for this policy or procedure

Health and Safety Certificatons and Permits are only awarded annually and must be renewed through inspection. Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes and tGaum's Department of Public Health & Social Services, Division of Environmental Health, Rules and Regulations Governing Child Care Facilities

d) Lead Agencies have the option to develop alternate monitoring requirements for care provided in the child's home (98.42(b)(2)(iv)(B)). Does your state use alternate monitoring procedures for monitoring in-home care?

No Yes. If yes, decsibe:

e) List the entity(ies) in your state/territory that are responsible for conducting inspections of license-exempt CCDF providers

The Lead Agency's Division of Environmental Health (DEH) and the CCDF State Program Office conducts compliance reviews.

#### 5.3.4 Licensing inspectors.

Effective Date: 10/01/2018

Lead Agencies will have policies and practices that ensure that individuals who are hired as licensing inspectors (or qualified monitors designated by the Lead Agency) are qualified to

inspect child care providers and facilities and have received health and safety training appropriate to the provider setting and age of the children served. Training shall include, but is not limited to, those requirements described in 98.41(a)(1) and all aspects of the State's licensure requirements (658E(c)(2)(K)(i)(I); 98.42(b)(1-2)).

a) To certify, describe how the Lead Agency ensures that licensing inspectors (or qualified monitors designated by the Lead Agency) are qualified to inspect child care facilities and providers and that those inspectors have received training on health and safety requirements that are appropriate to the age of the children in care and the type of provider setting (98.42(b)(1-2)).

The Lead Agency's Division of Environmental Health's (DEH) are certified and required to maintain their certications, coupled with receiving the training on health and safety. From the recruitment perspective, the requirements to apply for the position requires necessary qualification to be employed as an inspector, which includes but is not limited to education and work experience in order to conduct inspection related to health and safety. In addition, a designated Social Services Licensing Officer from the Guam DPHSS, BOSSA License Office is designated to monitor and inspect of the facility which which includes but is not limited to updated health certificate, training certificates i.e.

#### b) Provide the citation(s) for this policy or procedure

Environmental Inspector certifications are broad and not limited to child care provider center requirements. DPHSS's Division of Environmental Health, Rules and Regulations Governing Child Care Facilities. Social Service Licensing Officer: Guam Department of Administration, Government of Guam, Personnel Rules and Regulation, Job Classification No. 6.151

5.3.5 The states and territories shall have policies and practices that require the ratio of licensing inspectors to child care providers and facilities in the state/territory to be maintained at a level sufficient to enable the state/territory to conduct effective inspections of child care providers and facilities on a timely basis in accordance with federal, state, and local laws (658E(c)(2)(K)(i)(III); 98.42(b)(3)).

Effective Date: 10/01/2018

a) To certify, describe the state/territory policies and practices regarding the ratio of licensing inspectors to child care providers (i.e. number of inspectors per number of child

care providers) and facilities in the state/territory and include how the ratio is sufficient to conduct effective inspections on a timely basis.

For Environmental Health Inspectors, there are 45 child care providers and 4 licensed inspectors, which equates to approximately 11 centers to 1 inspector (11:1), while the Social Service License Officer ratio is 45:1

b) Provide the policy citation and state/territory ratio of licensing inspectors Pending policy information from DEH.

5.3.6 States and territories have the option to exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles (98.42(c)) from inspection requirements. Note: This exception only applies if the individual cares only for relative children. Does the state/territory exempt relatives from the inspection requirements listed in 5.3.3? Effective Date: 10/01/2018

Yes, relatives are exempt from all inspection requirements. If the state/territory exempts relatives from all inspection requirements, describe how the state ensures the health and safety of children in relative care.

Yes, relatives are exempt from some inspection requirements. If the state/territory exempts relatives from the inspection requirements, describe which inspection requirements do not apply to relative providers (including which relatives may be exempt) and how the State ensures the health and safety of children in relative care.

No, relatives are not exempt from inspection requirements.

### 5.4 Criminal Background Checks

The CCDBG Act requires states and territories to have in effect requirements, policies and procedures to conduct criminal background checks for all child care staff members (including prospective staff members) of all child care programs that are 1) licensed, regulated, or registered under state/territory law; or, 2) all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers) (98.43(a)(1)(i)). Background check requirements

apply to any staff member who is employed by a child care provider for compensation, including contract employees and self-employed individuals; whose activities involve the care or supervision of children; or who has unsupervised access to children (98.43(2)). For FCC homes, this requirement includes the caregiver and any other adults residing in the family child care home who are age 18 or older (98.43(2)(ii)(C)). This requirement does not apply to individuals who are related to all children for whom child care services are provided (98.43(2)(B)(ii)).

A criminal background check must include 8 specific components (98.43(2)(b)), which encompass 3 in-state checks, 2 national checks, and 3 inter-state checks

Components	In- State	Nation al	Inter- State
1. Criminal registry or repository using fingerprints in the current state of residency	x		
2. Sex offender registry or repository check in the current state of residency	x		
<ol> <li>Child abuse and neglect registry and database check in the current state of residency</li> </ol>	x		
4. FBI fingerprint check		х	
5. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR)		x	
6. Criminal registry or repository in any other state where the individual has resided in the past 5 years, with the use of fingerprints being optional			x
7. Sex offender registry or repository in any other state where the individual has resided in the past 5 years			x
8. Child abuse and neglect registry and database in any other state where the individual has resided in the past 5 years			x

In recognition of the significant challenges to implementing the Child Care and Development Fund (CCDF) background check require+J514ments, all States applied for and received extensions through September 30, 2018. The Office of Child Care (OCC)/Administration for Children and Families (ACF)/U. S. Department of Health and Human Services (HHS) is committed to granting additional waivers of up to 2 years, in one year increments (i.e., potentially through September 30, 2020) if significant milestones for background check requirements are met.

In order to receive these time-limited waivers, states and territories will demonstrate that the milestones are met by responding to questions 5.4.1 through 5.4.4 and then apply for the time-limited waiver by completing the questions in Appendix A: Background Check Waiver Request Form. By September 30, 2018, states and territories must have requirements, policies and procedures for four specific background check components, and must be conducting those checks for all new (prospective) child care staff, in accordance with 98.43

--The national FBI fingerprint check; and, --The three in-state background check provisions for the current state of residency: --state criminal registry or repository using fingerprints; --state sex offender registry or repository check; --state-based child abuse and neglect registry and database.

#### All four components are required in order for the milestone to be considered met.

Components	New (Prospective) Staff	Existing Staff	
<ol> <li>Criminal registry or repository using fingerprints in the current state of residency</li> </ol>	Milestone/Prerequisite for Waiver	Possible Time Limited Waiver for current (existing) staff	
2. Sex offender registry or repository check in the current state of residency	Milestone/Prerequisite for Waiver for current (existing) staff		
3. Child abuse and neglect registry and database check in the current state of residency	d Milestone/Prerequisite for Waiver for current (existing) staff		
4. FBI fingerprint check	Milestone/Prerequisite for Waiver	Possible Time Limited Waiver for current (existing) staff	
5. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR)	Possible Time Limited Waiver for: Establishing requirements and procedures and/or Conducting checks on all new (prospective) staff and/or Conducting checks on current (existing) staff		
6. Criminal registry or repository in any other state where the individual has resided in the past 5 years, with the use of fingerprints being optional	Possible Time Limited Waiver for: Establishing requirements and procedures and/or Conducting checks on all new (prospective) staff and/or Conducting checks on current (existing) staff		
7. Sex offender registry or repository in any other state where the individual has resided in the past 5 years	Possible Time Limited Waiver for: Establishing requirements and procedures and/or Conducting checks on all new (prospective) staff and/orConducting checks on current (existing) staff		
8. Child abuse and neglect registry and database in any other state where the individual has resided in the past 5 years	Possible Time Limited Waiver for: Establishing requirements and procedures and/or Conducting checks on all new (prospective) staff and/or Conducting checks on current (existing) staff		

Use the questions below to describe the status of the requirements, policies and procedures for background check requirements. These descriptions must provide sufficient information to demonstrate how the milestone prerequisites are being met and the status of the other

components that are not part of the milestone. Lead Agencies have the opportunity to submit a waiver request in Appendix A: Background Check Waiver Request Form, for components not included in the milestones. Approval of these waiver requests will be subject to verification that the milestone components have been met as part of the CCDF Plan review and approval process.

#### In-state Background Check Requirements

# 5.4.1 In-State Criminal Registry or Repository Checks with Fingerprints Requirements (98.43(b)(3)(i)).

Note: A search of a general public facing judicial website does not satisfy this requirement. This check is required in addition to the national FBI criminal history check (5.4.4 below) to mitigate any gaps that may exist between the two sources.

Effective Date: 10/01/2018

a) Milestone #1 Prerequisite for New (Prospective) Child Care Staff: Describe the requirements, policies and procedures for the search of the in-state criminal registry or repository, with the use of fingerprints required in the state where the staff member resides.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

Guam DPHSS, BOSSA-License Office currently requires that a police and court clearance for each staff member in the child care facility and a signed consent of release form for the Department to conduct checks in the local and national registries, to include but not be limited to the Child Abuse and Neglect Registry; the Sex Offender Registry and another national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. The requirement also applies to Group Child Care Homes, all other members living in the home must also comply with these clearances and background checks.

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office applies that child care law requirements noted above.

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations
The provisions in the child care law applies to all child care providers, regardless if they're receiving child care funds or not.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.4 (a)(1)( E)(6) (Application Packet); 19 Guam Code Annotated Personal Relations Chapter 13, Child Protective Act §13209.1; Duties of Child Protective Services

b) Has the search of the in-state criminal registry or repository, with the use of fingerprints, been conducted for all current (existing) child care staff?

#### C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the search of the state criminal registry or repository, using fingerprints for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

- -- Key challenges to fully implementing this requirements
- -- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between

Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who are arrested and confined with the local and/or federal prison, and the charges against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

#### 5.4.2 In-State Sex Offender Registry Requirements (98.43(b)(3)(B)(ii))..

Note: This check must be completed in addition to the national NCIC sex offender registry check (5.4.5 below) to mitigate any gaps that may exist between the two sources. Use of fingerprints is optional to conduct this check.

Effective Date: 10/01/2018

a) Milestone #2 Prerequisite for New (Prospective) Child Care Staff: Describe the requirements, policies and procedures for the search of the in-state sex offender registry.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

Guam DPHSS, BOSSA-License Office currently requires that a police and court clearance for each staff member in the child care facility and a signed consent of release form for the Department to conduct checks in the local and national registries, to include but not be limited to the Child Abuse and Neglect Registry; the Sex Offender Registry and another national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. The requirement also applies to Group Child Care Homes, all other members living in the home must also comply with these clearances and background checks.

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office applies that child care law requirements noted above.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.4 (a)(1)( E)(6) (Application Packet); 19 Guam Code Annotated Personal Relations Chapter 13, Child Protective Act §13209.1; Duties of Child Protective Services

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations
The provisions in the child care law applies to all child care providers, regardless if they're receiving child care funds or not.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.4 (a)(1)( E)(6) (Application Packet); 19 Guam Code Annotated Personal Relations Chapter 13, Child Protective Act §13209.1; Duties of Child Protective Services

b) Has the search of the in-state sex offender registry been conducted for all current (existing) child care staff?

#### C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the search of the state criminal registry or repository, using fingerprints for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

#### 5.4.3 In-State Child Abuse and Neglect Registry Requirements (98.43(b)(3)(B)(iii)).

a) Milestone #3 Prerequisite for New (Prospective) Child Care Staff: Describe the requirements, policies and procedures for the search of the in-state child abuse and neglect registry.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

Guam DPHSS, BOSSA-License Office currently requires that a police and court clearance for each staff member in the child care facility and a signed consent of release form for the Department to conduct checks in the local and national registries, to include but not be limited to the Child Abuse and Neglect Registry; the Sex Offender Registry and another national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. The requirement also applies to Group Child Care Homes, all other members living in the home must also comply with these clearances and background checks. Guam currently obtains police and court clearances, conducts sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service.

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office applies that child care law requirements noted above.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.4 (a)(1)( E)(6) (Application Packet); 19 Guam Code Annotated Personal Relations Chapter 13, Child Protective Act §13209.1; Duties of Child Protective Services ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations The provisions in the child care law applies to all child care providers, regardless if they're receiving child care funds or not.

26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.4 (a)(1)( E)(6) (Application Packet); 19 Guam Code Annotated Personal Relations Chapter 13, Child Protective Act §13209.1; Duties of Child Protective Services

b) Has the search of the in-state child abuse and neglect registry been conducted for all current (existing) child care staff?

#### C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to

work with the Judiciary of Guam in completing the MOA.

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the search of the state child abuse and neglect registry for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

#### Describe:

 $\mathbf{N}$ 

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

### National Background Check Requirements

#### 5.4.4 National FBI Criminal Fingerprint Search Requirements (98.43(b)(1)).

Note: The in-state (5.4.1 above) and the inter-state (5.4.6 below) criminal history check must be completed in addition to the FBI fingerprint check because there could be state crimes that do not appear in the national repository. Also note, that an FBI fingerprint check satisfies the requirement to perform an interstate check of another State's criminal history records repository if the responding state (where the child care staff member has resided within the past five years) participates in the National Fingerprint File program (CCDF-ACF-PIQ-2017-01). Effective Date: 10/01/2018

a) Milestone #4 Prerequisite for New (Prospective) Child Care Staff. Describe the requirements, policies and procedures for the search of the National FBI fingerprint check.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

Guam DPHSS, BOSSA-License Office currently requires that a police and court clearance for each staff member in the child care facility and a signed consent of release form for the Department to conduct checks in the local and national registries, to include but not be limited to the Child Abuse and Neglect Registry; the Sex Offender Registry and another national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. The requirement also applies to Group Child Care Homes, all other members living in the home must also comply with these clearances and background checks.

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office applies that child care law requirements noted above. 26 Guam Administrative Rules and Regulations, Title 26, Chapter 1, Article 1 - Child Welfare Services Act; Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes, §1102.4 (a)(1)( E)(6) (Application Packet); 19 Guam Code Annotated Personal Relations Chapter 13, Child Protective Act §13209.1; Duties of Child Protective Services

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations The 19 GCA Personal Relations Ch. 13 applies to all child care providers.

b) For all current (existing) child care staff, has the FBI criminal fingerprint check been conducted?

C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

- No. (Waiver request allowed. See Appendix A). Describe the status of conducting the FBI fingerprint check for current (existing) child care staff including:
- -- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs
- -- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)
- -- Key challenges to fully implementing this requirements
- -- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA

### National Background Check Requirements

# 5.4.5 National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) Search Requirements (98.43(b)(2)).

Note: This is a name-based search. Searching general public facing sex offender registries does not satisfy this requirement. This national check must be required in addition to the instate (5.4.2 above) or inter-state (5.4.7 below) sex offender registry check requirements. This check must be performed by law enforcement.

Effective Date: 10/01/2018

a) Has the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) check been put in place for all new (prospective) child care staff

#### TYes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) for new (prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

b) Has the National Crime Information Center (NCIC) National Sex Offender Registry

(NSOR) check been put in place for all current (existing) child care staff?

C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, whereas it requires a police and court clearance. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

#### Inter-state Background Check Requirements

Checking a potential employee's history in any state other than that in which the provider's services are provided qualifies as an inter-state check, per the definition of required criminal background checks in 98.43(b)(3). For example, an inter-state check would include situations when child care staff members work in one state and live in another state. The statute and regulations require background checks in the state where the staff member resides and each state where the staff member resided during the previous 5 years. Background checks in the state where the staff member is employed may be advisable, but are not strictly required.

### 5.4.6 Interstate Criminal Registry or Repository Check Requirement (including in any other state where the individual has resided in the past 5 years). (98.43 (b)(3)(i)).

Note: It is optional to use a fingerprint to conduct this check. Searching a general public facing judicial website does not satisfy this requirement. This check must be completed in addition to the national FBI history check (5.4.4 above) to mitigate any gaps that may exist between the two sources (unless the responding state participates in the National Fingerprint File program). Effective Date: 10/01/2018

a) Has the interstate criminal registry or repository check been put in place for all new (prospective) child care staff?

#### Yes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the the interstate criminal registry or repository check for new

(prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

#### Describe:

Guam DPHSS, BOSSA-License Office currently requires that a police and court clearance for each staff member in the child care facility and a signed consent of release form for the Department to conduct checks in the local and national registries, to include but not be limited to the Child Abuse and Neglect Registry; the Sex Offender Registry and another national background checks as deemed necessary by the Department to ensure the staff's or prospective staff's capacity to provide safe and constructive child care. The requirement also applies to Group Child Care Homes, all other members living in the home must also comply with these clearances and background checks.

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

b) Has the interstate criminal registry or repository check been put in place for all current (existing) child care staff?

C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate criminal registry or repository check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

- -- Key challenges to fully implementing this requirements
- -- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

## 5.4.7 Interstate Sex Offender Registry or Repository Check Requirements (including in any state where the individual has resided in the past 5 years). (98.43 (b)(3)(ii)).

Note: It is optional to use a fingerprint to conduct this check. This check must be completed in addition to the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) (5.4.5 above) to mitigate any gaps that may exist between the two sources. Effective Date: 10/01/2018

a) Has the interstate sex offender registry or repository check been put in place for all new (prospective) child care staff?

TYes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate sex offender registry or repository check for new (prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

b) Has the interstate sex offender registry or repository check been put in place for all current (existing) child care staff?

#### C Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate sex offender registry or repository check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service . It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA

#### 5.4.8 Interstate Child Abuse and Neglect Check Registry Requirements (98.43 (b)(3)(iii)).

Note: This is a name-based search.

Effective Date: 10/01/2018

a) Has the interstate child abuse and neglect check been put in place for all new (prospective) child care staff?

Yes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate child abuse and neglect check for new (prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

- -- Key challenges to fully implementing this requirements
- -- Strategies used to address these challenges

#### Describe:

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of

Guam in completing the MOA.

b) Has the interstate child abuse and neglect check been put in place for all current (existing) child care staff?

#### Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

 $\mathbf{V}$ 

No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate child abuse and neglect check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

The Lead Agency is working with the Superior Court of Guam to formulate a consent form and memorandum of understanding/memorandum of agreement. Colonel Joseph Leon Guerrero who completes the fingerprint requirement will draft the consent form and MOU/MOA between the Lead Agency (Department of Public Health and Social Service and the Superior Court of Guam. The Lead Agency is working with the Bureau of Social Services Administration to complete this requirement.

#### **Provisional Employment**

The CCDF final rule states a child care provider must submit a request to the appropriate state/territory agency for a criminal background check for each child care staff member, including prospective staff members, prior to the date an individual becomes a child care staff member and at least once every 5 years thereafter (98.43(d)(1) and (2). A prospective child care staff member may not begin work until one of the following results have been returned as satisfactory: either the FBI fingerprint check or the search of the state/territory criminal registry or repository using fingerprints in the state/territory where the staff member

resides. The child care staff member must be supervised at all times pending completion of all the background check components (98.43(d)(4)).

Note: In recognition of the concerns and feedback OCC received related to the provisional hire provision of the CCDF final rule, OCC will allow states and territories to request time-limited waiver extensions for the provisional hire provision. State/territories may submit a waiver request to allow additional time to meet the requirements related to provisional hires (see Appendix A). A state/territory may receive a waiver from this requirement only when:

1. the state requires the provider to submit the background check requests before the staff person begins working; and

2. the staff member, pending the results of the elements of the background check, is supervised at all times by an individual who has completed the background check.

## 5.4.9 Describe the state/territory requirements related to prospective child care staff members using the checkboxes below. (Waiver request allowed. See Appendix A). Check all that apply.

Effective Date: 10/01/2018

The state/territory allows prospective staff members to begin work on a provisional basis (if supervised at all times) after completing and receiving satisfactory results on either the FBI fingerprint check or a fingerprint check of the state/territory criminal registry or repository in the state where the child care staff member resides. Describe and include a citation:

The state/territory allows prospective staff members to begin work on a provisional basis (if supervised at all times) after the request has been submitted, but before receiving satisfactory results on either the FBI fingerprint check or a fingerprint check of the state/territory criminal registry or repository in the state where the child care staff member resides. Note: A waiver request is allowed for this provision (see Appendix A).

Describe and include a citation:

#### Other.

#### Describe:

The state does not allow prospective staff members to begin work until satisfactory results are received back from the national child abuse and sex offender registries.

5.4.10 The state/territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The state/territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the state/territory will provide information about each disqualifying crime to the staff member.

Effective Date: 10/01/2018

Describe the requirements, policies, and procedures in place to respond as expeditiously as possible to other states', territories', and tribes' requests for background check results to accommodate the 45-day timeframe, including any agencies/entities responsible for responding to requests from other states (98.43(a)(1)(iii)).

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA.

5.4.11 Child care staff members cannot be employed by a child care provider receiving CCDF subsidy funds if they refuse a background check, make materially false statements in connection with the background check, or are registered or required to be registered on the state or National Sex Offender Registry. Potential staff members also cannot be employed by a provider receiving CCDF funds if they have been convicted of: a felony consisting of murder, child abuse or neglect, crimes against children, spousal abuse, crimes involving rape or sexual assault, kidnapping, arson, physical assault or battery, or - subject to an individual review (at the state/territory's option)- a drug-related offense committed during the preceding 5 years; a violent misdemeanor committed as an adult against a child, including the following crimes - child abuse, child endangerment, or sexual assault; or a misdemeanor involving child pornography (98.43(c)(1)).

Note: The Lead Agency may not publicly release the results of individual background checks. It may release aggregated data by crime as long as the data do not include personally identifiable information (98.43(e)(2)(iii)).

Effective Date: 10/01/2018

Does the state/territory disqualify child care staff members based on their conviction for other crimes not specifically listed in 98.43(c)(i)?

🖸 No

Yes.

Describe other disqualifying crimes and provide citation:

5.4.12 The state/territory has a process for a child care staff member to appeal the the results of his or her background check to challenge the accuracy or completeness of the criminal background report, as detailed in 98.43(e)(3).

Effective Date: 10/01/2018

Describe how the Lead Agency ensures the privacy of background checks and provides opportunities for applicants to appeal the results of background checks. In addition,

describe whether the state/territory has a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment (98.43(e)(2-4)).

Pending the revision of the child care law to include this provision, an MOA between Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check coupled with the establishing an appeals process. Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA and including this provision in the contract.

## 5.4.13 The state/territory may not charge fees that exceed the actual costs of processing applications and administering a criminal background check (98.43(f)).

Effective Date: 10/01/2018

Describe how the state/territory ensures that fees charged for completing the background checks do not exceed the actual cost of processing and administration, regardless of whether they are conducted by the state/territory or a third-party vendor or contractor. Lead Agencies can report that no fees are charged if applicable (98.43(f)). Pending the revision of the child care law to include this provision, an MOA between

Guam's DPHSS CCDF Program Office and the Judiciary of Guam is still under administrative review in order to respond and address the legal clarification and concerns of the contract for services related to the fingerprinting requirements and background check, which includes but is not limited to establishing an appeals process and charges for processing applications and administering. Guam DPHSS-BOSSA Licensing Office will continue to apply the child care law requirements, which includes but is not limited to obtaining police and court clearances, conducting sex offender registry with Guam's sex offender registry and verifying child abuse with DPHSS, Child Protective Service. It will also continue to utilize the Daily Confinement Listing provided the Department of Corrections which is currently being utilized for the SNAP benefits. This list contains information of individuals who arrested and confined with the local and/or federal prison, and the charges brought against them.

The Guam's child care law is due for a review and any legislation update, and is pending the coordination of a committee of various stakeholders by Guam's DPHSS-BOSSA's (License Office). The DPHSS Child Care Program Office will to collaborate with Guam's DPHSS - BOSSA (License Office) to participate and provide input to establish standards within the next 3 years. Therefore, pending the revision of the law, CCDF Program Office will collaborate with Guam's DPHSS-BOSSA License Office to work with the Judiciary of Guam in completing the MOA and including this provision in the contract.

5.4.14 Federal requirements do not address background check requirements for relative providers who receive CCDF; therefore, states have the flexibility to decide which background check requirements relative providers must meet, as defined by CCDF in 98.2 under eligible child care provider.

Note: This exception only applies if the individual cares only for relative children. Does the state/territory exempt relatives from background checks?

Effective Date: 10/01/2018

- No, relatives are not exempt from background check requirements.
- Sector Provide the American Sector Provided Am

Yes, relatives are exempt from some background check requirements. If the state/territory exempts relatives from some background check requirements, describe which background check requirements do not apply to relative providers.

### 6 Recruit and Retain a Qualified and Effective Child Care Workforce

This section covers the state or territory framework for training, professional development, and post-secondary education (98.44(a)); provides a description of strategies used to strengthen the business practices of child care providers (98.16(z)); and addresses early learning and developmental guidelines.

States and territories are required to describe their framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, including those working in school-age care (98.44(a)). This framework is part of a broader systematic approach building on health and safety training (as described in section 5) within a state/territory. States and territories must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States and territories are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers (658E(c)(2)(G)). To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans (98.44(b)(2)(iv)). Training and professional development is one of the options that states and territories have for investing their CCDF quality funds (658G(b)(1)).

#### 6.1 Professional Development Framework

6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their

#### framework.

a) Describe how the state/territory's framework for training and professional development addresses the following required elements:

-- State/territory professional standards and competencies. Describe:

Guam Public Law 31-73: An Act to Establish the Administrative Rules and Regulations of the Department of Public Health & Social Services relative to child care facilities and group child care homes, under Article 1 of Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations, and in Conformance with Article 4, Child Welfare Services Act, Chapter 2, Division 1, Title 10, Guam Code Annotated which was signed into law on June 2, 2011, provides the framework for Guam. Specifically, Appendix A-Guam's Plan for Professional Development details the framework for training and professional development on Guam. Additionally, the Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes (P.L. 31-73) details the licensing requirements for these facilities and specifically identifies the Guam's Plan for Professional Development (GPPD) as the guideline to follow for all training and professional development requirements. Guam's Plan for Professional Development (GPPD) shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. The plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan. Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children. The Core Standards for Guam's Plan for Professional Development (GPPD) have been adopted from the National Association for the Education of Young Children's five Standards for Professional Development. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards provide the framework for early childhood professionals' education and Training. The Core Topics and General Competencies are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills. The Guam's Plan for Professional Development (GPPD) provides

definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education. The Guam's Plan for Professional Development (GPPD) identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood filed and the diversity of disciplines professionals come from. The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals.

#### -- Career pathways. Describe:

Guam Public Law 31-73: An Act to Establish the Administrative Rules and Regulations of the Department of Public Health & Social Services relative to child care facilities and group child care homes, under Article 1 of Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations, and in Conformance with Article 4, Child Welfare Services Act, Chapter 2, Division 1, Title 10, Guam Code Annotated which was signed into law on June 2, 2011, provides the framework for Guam. Specifically, Appendix A-Guam's Plan for Professional Development details the framework for training and professional development on Guam. Additionally, the Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes (P.L. 31-73) details the licensing requirements for these facilities and specifically identifies the Guam's Plan for Professional Development (GPPD) as the guideline to follow for all training and professional development requirements. Guam's Plan for Professional Development (GPPD) shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. The plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan. Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children. The Core Standards for Guam's Plan for Professional Development (GPPD) have been adopted from the National Association for the Education of Young Children's five Standards for Professional

Development. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards provide the framework for early childhood professionals' education and Training. The Core Topics and General Competencies are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills. The Guam's Plan for Professional Development (GPPD) provides definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education. The Guam's Plan for Professional Development (GPPD) identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood filed and the diversity of disciplines professionals come from. The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals.

#### -- Advisory structure. Describe:

An Act to Establish the Administrative Rules and Regulations of the Department of Public Health & Social Services relative to child care facilities and group child care homes, under Article 1 of Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations, and in Conformance with Article 4, Child Welfare Services Act, Chapter 2, Division 1, Title 10, Guam Code Annotated which was signed into law on June 2, 2011, provides the framework for Guam. Specifically, Appendix A-Guam's Plan for Professional Development details the framework for training and professional development on Guam. Additionally, the Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes (P.L. 31-73) details the licensing requirements for these facilities and specifically identifies the Guam's Plan for Professional Development (GPPD) as the guideline to follow for all training and professional development requirements. Guam's Plan for Professional Development (GPPD) shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. The plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan. Guam's Plan for Professional Development (GPPD) includes two paths for certification: Path A (the Alternate Path) is

to be used by early childhood providers not employed with the Department of Education and/or the Government of Guam. Individuals utilizing Path A will be subject to credential review by the Early Childhood Professional Development Subcommittee under the Guam Early Learning Council (GELC). The subcommittee is comprised of representatives from the University of Guam, Guam Community College, Department of Education, Guam Early Learning Council and the Guam Child Care and Development Association. The subcommittee will review and validate the credentials of a prospective Early Childhood Provider pursuing certification as an Early Childhood Professional under Path A of the GPPD with the Department of Public Health and Social Services, Bureau of Social Services Administration (DPHSS-BOSSA); Path B is to be used by professionals in the early childhood field employed by public or private agencies including, but not limited to, the Department of Education, GATE Preschool and other related service providers. Individuals utilizing Path B are subject to the regulations and requirements set forth by the Guam Commission for Educator Certification.

#### -- Articulation. Describe:

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children. The Service Provider shall provide postsecondary (college) courses leading to a Certificate and Associates of Science (AS) in Early Childhood Education (ECE). The Guam Community College Early Childhood Education Certificate program description is: Early childhood educators and caregivers work in Head Start programs, childcare centers, family home care programs, elementary schools, social services programs, and health care services. These professionals plan

and implement appropriate experiences for young children in areas such as language, health, movement, creativity, thinking, problem solving, self-concept and social behavior. They also supervise children's activities, care for their needs, keep records of their progress, and confer with parents and other professionals. The Certificate in Early Childhood Education is closely aligned with national standards and meets Head Start requirements for classroom aides. Only technical requirement courses that have a grade of "C" or better will be counted towards the Certificate. The Program Student Learning Outcomes (SLOs) are: Upon successful completion of the Certificate in Early Childhood Education program, students will be able to: 1. Advocate appropriate practices for children, model professionalism, and demonstrate ethical conduct based on guidelines from the National Association for the Education of Young Children (NAEYC); 2. Effectively and respectfully communicate with students, staff and families including those from diverse backgrounds and special populations; 3. Implement various developmentally and age-appropriate teaching, assessment and guidance strategies needed to effectively work with young children from birth to age eight. The Guam Community College Associate of Science in Early Childhood Education program: The mission of this program is to prepare individuals to be professional, creative, and effective educators. Graduates will display a positive attitude toward all children and their families and gain skills to implement a safe, educational and developmentally appropriate environment for young children. The Associate of Science in Early Childhood Education is closely aligned with national standards and meets the education requirements for Basic Educator Preschool Certification from the Guam Commission for Educator Certification. The National Association for the Education of Young Children encourages a minimal educational level of an associate degree in early childhood education for early childhood program teachers. Only technical required courses that have a grade of "C" or better will be counted towards the Associate degree. The Program Student Learning Outcomes (SLOs) are: Upon successful completion of the AS in Early Childhood, students will be able to: 1. Model appropriate practices for children, professionalism, and demonstrate ethical conduct based on guidelines from the National Association for the Education of Young Children (NAEYC); 2. Communicate effectively with students, staff and families including those from diverse backgrounds and special populations; 3. Implement various developmentally and age-appropriate teaching, assessment and guidance strategies needed to work with young children from birth to age eight. Additionally, the Guam Community College is a member of the Pacific Postsecondary Education Council (PPEC) which includes a Statement On Transfer and Articulation of

Courses and Programs within the college's official catalog: All Pacific Postsecondary Education Council (PPEC) member colleges are accredited by the Western Association and Schools and Colleges (WASC). The two-year colleges are accredited by the WASC Accrediting Commission for Community and Junior Colleges (ACCJC), and the four-year colleges are accredited by the WASC Accrediting Commission for Senior Colleges and Universities (ACSCU). Regional accreditation not only signifies a level of institutional quality, but is a requirement for any institution to become a recipient of US government funding, including student financial aid, Title III support for developing institutions, Carl Perkins Vocational Education Act, etc. Maintaining accreditation is critical to the survival of all PPEC institutions. PPEC higher education institutional leaders have worked collaboratively to serve the needs of member institutions as they address regional and postsecondary education. One of these issues includes articulating the compatibility of educational programs to facilitate transferability of academic credits among member institutions. Additionally, the WASC 2001 Handbook of Accreditation states, that "it is important for reasons of social equity and educational effectiveness, as well as for the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer of credit. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives." The goal of the Pohnpei Accord (signed by PPEC member institutions on December 11, 2003) is to clearly articulate transfer of credit guidelines for students entering the University of Guam and to exchange academic knowledge and expertise in cooperative transfer policies with the framework of accreditation and current best practices. Specifically, 1. This statement makes specific the guaranteed transfer of courses taken by students at the College of the Marshall Islands (CMI), the College of Micronesia-FSM (COMFSM), the Northern Marianas College (NMC), the Guam Community College (GCC), and Palau Community College (PCC). Guaranteed transfer credit will be awarded for courses passed with a grade of "C" or higher only. 2. Students transferring to the University of Guam to earn a baccalaureate degree must finish all courses in their major area of study and must take 32 credits in residence at the University of Guam, regardless of the transfer credit award. In residence means any course offered through the University of Guam and transcripted from the University of Guam. 3. Students transferring to the University of Guam to earn a baccalaureate degree must complete at least 40 upper division credits. 4. All students entering the University of Guam must take English and Mathematics Placement test unless exempt due to transfer credit awarded, or by other criteria as determined by the Registrar. If a student is found

to be deficient (this is not expected and should be rare), developmental coursework outside of their major may be required. 5. Courses that are developmental, vocational or technical in nature may transfer individually articulated within a program or specified on a course substitution form. Students completing an Associate of Arts of Interdisciplinary Arts & Sciences degree from accredited colleges will have fulfilled lower division General Education course requirements at the University of Guam. This does not include the waiving of those general education courses that are prerequisites to upper division and major courses, unless that specific course has been articulated with the appropriate course at the University of Guam and was taken by the student in the course of his/her study. All lower division, upper division and major course requirements for a baccalaureate degree must be taken unless an equivalent was completed prior to transferring to the University of Guam. Additional degree specific requirements may need to be completed prior to graduation.

#### -- Workforce information. Describe:

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quality care and education for ALL of Guam's children. The Core Standards for Guam's Plan for Professional Development (GPPD) have been adopted from the National Association for the Education of Young Children's five Standards for Professional Development. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards provide the framework for early childhood professionals' education and Training. The Core Topics and General Competencies are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills. The Guam's Plan for Professional Development (GPPD) provides definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education. The Guam's Plan for Professional Development (GPPD) identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood filed and the diversity of disciplines professionals come from. The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals.

#### -- Financing. Describe:

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children. Service Provider will award certificates for completion, continuing education units, and/or college credit hours when applicable to participants who successfully complete activities.

b) The following are optional elements, or elements that should be implemented to the extent practicable, in the training and professional development framework.

### Continuing education unit trainings and credit-bearing professional development to the extent practicable

#### Describe:

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children and must be consistent with Guam's Early Learning Guidelines. Service Provider will award certificates for completion, continuing education units, and/or college credit hours when applicable to participants who successfully complete activities. Two Early Childhood Winning Formula Instituteseach 2 credits or 3.2 CEUs in four Saturday sessions; the institute will also meet the 15 hours of training for license-exempt providers. Two (2) Early Childhood Winning Formula Institutes offered to two cohorts of practitioners (island early childhood care providers) are proposed for each grant year. The last session in each institute will include a parental engagement component to be facilitated by the Institute participants with parent volunteers from each of their respective sites. Childcare Providers and Parents will learn how to maximize the center and home learning environment with practical based on the 3-Ts Method of the Thirty Million Word Initiative for bridging the word gap and the seven key strategies embedded in the Winning Formula Process for developing authentic literacy skills and growing intelligence through word power. Developmentally Appropriate Practices are: Literacy Resources and Activities-literacy training of caregivers and

incorporation of technology, software, children's books, local resources, and materials for writing centers; as well as supporting the purchase of children's books, writing materials and other literacy materials and equipment. The Service Provider will prioritize the literacy development of young children through training of caregivers and incorporation of necessary resources which may include technology, software, children's books, local resources, and materials for writing centers. The literacy level of those entering kindergarten is dependent on the literacy experiences in the early childhood years. Expansion into the development of math and science literacy skills will also be provided. First Aid and Safety/CPR, Active Shooter and Emergency Preparedness and Response Plan: Training for Daycare and In-Home Providers to acquire and update skills in child and infant first aid and CPR training; Training to promote positive relationships and partnerships with parents and families; Active Shooter Training-training includes action to take when confronted with an active shooter, preventative measures and working with parent that have domestic issues; Emergency Preparedness and Response Planexercises and drills on emergency preparedness and response specific to daycare centers and in-home providers.

# Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the state/territory's framework

#### Describe:

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children. Service Provider will award certificates for completion, continuing education units, and/or college credit hours when applicable to participants who successfully complete activities.

Other Describe:

### 6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council on Early Childhood Education and Care (if applicable) or similar coordinating body if there is no SAC that addresses the professional development, training, and education of child care providers and staff.

The Lead Agency's director is a member of the Guam Early Learning Council (GELC) which is a cadre of individuals from the public, private secular and non-secular workforce on Guam. The GELC was created to provide a coordinated framework, involving all child-serving agencies and family representatives, to develop a comprehensive system of supports for young children and their families. First established by Executive Order 2004-14 by the governor (at the time) and then mandated legislatively through Public Law 31-62 in 2011. The GELC's composition, goals and objectives focus upon the efficient and effective delivery of services and support to young children birth to eight (8) and their families. The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months, was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, trainers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months Focus Group, facilitated by the University of Guam CEDDERS, was formed in September 2004 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years old contributed to the development of the guidelines, by sharing their experiences and expertise related to child care, education, child growth & development, developmentally appropriate practices, inclusion, and diversity in cultural practices. In an effort to improve the quality of care and education provided to our youngest children on Guam, the Department of Public Health & Social Services (DPHSS) sought the input from local stakeholders including: Institutions of higher learning, teachers, center and family-based child care providers, lawmakers, other appropriate public and private agencies, and most importantly, families, in the development

of guidelines for young children. Similar guidelines were developed for young children three to five years old which was adapted from the Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds. The Guam Early Learning Guidelines for Young Children Three to Five Years Old provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The guidelines are appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. The Guam Early Learning Guidelines for Ages Three to Five Years was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, teachers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines Subcomittee, facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), was formed in December 2003 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years contributed to the development of these guidelines by sharing their experiences and expertise in various areas.

Effective Date: 10/01/2018

## 6.1.3 Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors (98.44(a)(7)).

Guam Public Law 31-73: An Act to Establish the Administrative Rules and Regulations of the Department of Public Health & Social Services relative to child care facilities and group child care homes, under Article 1 of Chapter 1, Division 1, Title 26, Guam Administrative Rules and Regulations, and in Conformance with Article 4, Child Welfare Services Act, Chapter 2, Division 1, Title 10, Guam Code Annotated which was signed into law on June 2, 2011, provides the framework for Guam. Specifically, Appendix A-Guam's Plan for Professional Development details the framework for training and professional development on Guam. Additionally, the Rules and Regulations for Licensed Child Care Facilities and Group Child Care Homes (P.L. 31-73) details the licensing requirements for these facilities and specifically identifies the Guam's Plan for Professional Development (GPPD) as the

guideline to follow for all training and professional development requirements. Guam's Plan for Professional Development (GPPD) shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. The plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan. Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children. The Core Standards for Guam's Plan for Professional Development (GPPD) have been adopted from the National Association for the Education of Young Children's five Standards for Professional Development. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards provide the framework for early childhood professionals' education and Training. The Core Topics and General Competencies are the foundation of fundamental skills that early childhood personnel should acquire and strengthen to increase their knowledge and skills. The Guam's Plan for Professional Development (GPPD) provides definitions related to the professional development plan and clarifies the type of training and/or continuing education units or education credits that are received through training workshops and/or formal education. The Guam's Plan for Professional Development (GPPD) identifies four levels of Early Childhood Personnel. Each level lists the formal education requirements and the experiential requirements for each level. Additionally, the plan proposes alternate qualifications and multiple entry points to address the uniqueness of the early childhood filed and the diversity of disciplines professionals come from. The plan acknowledges the various education and training opportunities provided to early childhood professionals and seeks to capitalize on those experiences to promote the recruitment and retention of qualified individuals.

Effective Date: 10/01/2018

#### 6.2 Training and Professional Development Requirements

The Lead Agency must describe how its established health and safety requirements for preservice or orientation training and ongoing professional development requirements--as described in Section 5 for caregivers, teachers, and directors in CCDF programs--align, to the extent practicable, with the state/territory professional development framework. These requirements must be designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF funds across the entire age span, from birth through age 12 (658E(c)(2)(G)). Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served (98.44(b)(2)).

6.2.1 Describe how the state/territory incorporates the knowledge and application of its early learning and developmental guidelines (where applicable); its health and safety standards (as described in section 5); and social-emotional/behavioral and early childhood mental health intervention models, which can include positive behavior intervention and support models (as described in section 2) in the training and professional development framework (98.44(b)).

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children and must be consistent with Guam's Early Learning Guidelines. Service Provider will award certificates for completion, continuing education units, and/or college credit hours when applicable to participants who successfully complete activities. Two Early Childhood Winning

Formula Institutes-each 2 credits or 3.2 CEUs in four Saturday sessions; the institute will also meet the 15 hours of training for license-exempt providers. Two (2) Early Childhood Winning Formula Institutes offered to two cohorts of practitioners (island early childhood care providers) are proposed for each grant year. The last session in each institute will include a parental engagement component to be facilitated by the Institute participants with parent volunteers from each of their respective sites. Childcare Providers and Parents will learn how to maximize the center and home learning environment with practical based on the 3-Ts Method of the Thirty Million Word Initiative for bridging the word gap and the seven key strategies embedded in the Winning Formula Process for developing authentic literacy skills and growing intelligence through word power. Developmentally Appropriate Practices are: Literacy Resources and Activities-literacy training of caregivers and incorporation of technology, software, children's books, local resources, and materials for writing centers; as well as supporting the purchase of children's books, writing materials and other literacy materials and equipment. The Service Provider will prioritize the literacy development of young children through training of caregivers and incorporation of necessary resources which may include technology, software, children's books, local resources, and materials for writing centers. The literacy level of those entering kindergarten is dependent on the literacy experiences in the early childhood years. Expansion into the development of math and science literacy skills will also be provided. First Aid and Safety/CPR, Active Shooter and Emergency Preparedness and Response Plan: Training for Daycare and In-Home Providers to acquire and update skills in child and infant first aid and CPR training; Training to promote positive relationships and partnerships with parents and families; Active Shooter Trainingtraining includes action to take when confronted with an active shooter, preventative measures and working with parent that have domestic issues; Emergency Preparedness and Response Plan-exercises and drills on emergency preparedness and response specific to daycare centers and in-home providers.

Effective Date: 10/01/2018

6.2.2 Describe how the state/territory's training and professional development are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds (as applicable) (98.44(b)(2)(vi)).

Guam has a variety of cultures on the island. If the need arises to interpret any requirement, they may come to the lead agency on a case by case basis to address the need. In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and selfhelp. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children and must be consistent with Guam's Early Learning Guidelines. Service Provider will award certificates for completion, continuing education units, and/or college credit hours when applicable to participants who successfully complete activities. Two Early Childhood Winning Formula Institutes-each 2 credits or 3.2 CEUs in four Saturday sessions; the institute will also meet the 15 hours of training for license-exempt providers. Two (2) Early Childhood Winning Formula Institutes offered to two cohorts of practitioners (island early childhood care providers) are proposed for each grant year. The last session in each institute will include a parental engagement component to be facilitated by the Institute participants with parent volunteers from each of their respective sites. Childcare Providers and Parents will learn how to maximize the center and home learning environment with practical based on the 3-Ts Method of the Thirty Million Word Initiative for bridging the word gap and the seven key strategies embedded in the Winning Formula Process for developing authentic literacy skills and growing intelligence through word power. Developmentally Appropriate Practices are: Literacy Resources and Activities-literacy training of caregivers and incorporation of technology, software, children's books, local resources, and materials for writing centers; as well as supporting the purchase of children's books, writing materials and other literacy materials and equipment. The Service Provider will prioritize the literacy development of young children through training of caregivers and incorporation of necessary resources which may include technology, software, children's books, local resources, and materials for writing centers. The literacy level of those entering kindergarten is dependent on the literacy experiences in the early childhood years. Expansion into the development of math and

science literacy skills will also be provided. First Aid and Safety/CPR, Active Shooter and Emergency Preparedness and Response Plan: Training for Daycare and In-Home Providers to acquire and update skills in child and infant first aid and CPR training; Training to promote positive relationships and partnerships with parents and families; Active Shooter Training-training includes action to take when confronted with an active shooter, preventative measures and working with parent that have domestic issues; Emergency Preparedness and Response Plan-exercises and drills on emergency preparedness and response specific to daycare centers and in-home providers.

Effective Date: 10/01/2018

6.2.3 States/territories are required to facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system (98.16 (dd)). Describe how the state/territory will recruit and facilitate the participation of providers: Effective Date: 10/01/2018

#### a) with limited English proficiency

Guam has a variety of cultures on the island. If the need arises to interpret any requirement, they may come to the lead agency on a case by case basis to address the need. In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children and must be consistent with Guam's Early Learning Guidelines. Service Provider will award

certificates for completion, continuing education units, and/or college credit hours when applicable to participants who successfully complete activities. Two Early Childhood Winning Formula Institutes-each 2 credits or 3.2 CEUs in four Saturday sessions; the institute will also meet the 15 hours of training for license-exempt providers. Two (2) Early Childhood Winning Formula Institutes offered to two cohorts of practitioners (island early childhood care providers) are proposed for each grant year. The last session in each institute will include a parental engagement component to be facilitated by the Institute participants with parent volunteers from each of their respective sites. Childcare Providers and Parents will learn how to maximize the center and home learning environment with practical based on the 3-Ts Method of the Thirty Million Word Initiative for bridging the word gap and the seven key strategies embedded in the Winning Formula Process for developing authentic literacy skills and growing intelligence through word power. Developmentally Appropriate Practices are: Literacy Resources and Activities-literacy training of caregivers and incorporation of technology, software, children's books, local resources, and materials for writing centers; as well as supporting the purchase of children's books, writing materials and other literacy materials and equipment. The Service Provider will prioritize the literacy development of young children through training of caregivers and incorporation of necessary resources which may include technology, software, children's books, local resources, and materials for writing centers. The literacy level of those entering kindergarten is dependent on the literacy experiences in the early childhood years. Expansion into the development of math and science literacy skills will also be provided. First Aid and Safety/CPR, Active Shooter and Emergency Preparedness and Response Plan: Training for Daycare and In-Home Providers to acquire and update skills in child and infant first aid and CPR training; Training to promote positive relationships and partnerships with parents and families; Active Shooter Trainingtraining includes action to take when confronted with an active shooter, preventative measures and working with parent that have domestic issues; Emergency Preparedness and Response Plan-exercises and drills on emergency preparedness and response specific to daycare centers and in-home providers.

#### b) who have disabilities

Guam's Plan for Professional Development (GPPD) shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. The plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan. Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children.

6.2.4 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and disabilities; and Native Americans, including Indians and Native Hawaiians (98.44(b)(2)(iii--iv)).

Guam's Plan for Professional Development (GPPD) shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. The plan is subject to revisions based on updated research and best practices in the early childhood field as well as the feedback provided by professionals regarding the effectiveness of using the plan. Guam's Plan for Professional Development (GPPD) provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance their profession reflecting the competencies, experiences, activities, and learning they engage in that improve performance and ability to provide quality care and education for ALL of Guam's children.

Effective Date: 10/01/2018

6.2.5 The Lead Agency must provide training and technical assistance to providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children and families experiencing homelessness (658E(c)(3)(B)(i)).

Effective Date: 10/01/2018

### a) Describe the state/territory's training and TA efforts for providers in identifying and serving homeless children and their families (relates to question 3.2.2).

The Lead Agency meets with all the registered licensed child care providers and provides training on the Child Care Development Fund (CCDF) programmatic requirements via orientations annually. The need and/or requirements governing the servicing of homeless children and their families is only completed at the Lead Agency's location with the Bureau of Management Support (BMS) CCDF Program Coordinator IV or the BMS Administrator to ensure confidentiality of the family's status and to protect the privacy of the population being served. If there's a need to discuss the fact that the child (ren) at a particular center is homeless there must be justification as most homeless applicants do not want to be identified and the Department of Public Health & Social Service (DPHSS) Lead Agency's representative does not want to overtly make it known unless expressly requested by the homeless family seeking the services.

# b) Describe the state/territory's training and TA efforts for Lead Agency (or designated entity) staff in identifying and serving children and their families experiencing homelessness (connects to question 3.2.2).

The Lead Agency meets with all the registered licensed child care providers and provides training on the Child Care Development Fund (CCDF) programmatic requirements via orientations annually. The need and/or requirements governing the servicing of homeless children and their families is only completed at the Lead Agency's location with the Bureau of Management Support (BMS) CCDF Program Coordinator IV or the BMS Administrator to ensure confidentiality of the family's status and to protect the privacy of the population being served. If there's a need to discuss the fact that the child (ren) at a particular center is homeless there must be justification as most homeless applicants do not want to be identified and the Department of Public Health & Social Service (DPHSS) Lead Agency's representative does not want to overtly make it known unless expressly requested by the homeless family seeking the services. Lead Agency staff attend national conferences and training sessions provided by the Administration for Children and Families, Office of Child Care annually. Information is shared with Lead Agency staff as relevant and where appropriate.

6.2.6 States and territories are required to describe effective internal controls that are in place to ensure program integrity and accountability (98.68(a)). Describe how the state/territory ensures that all providers for children receiving CCDF funds are informed and trained regarding CCDF requirements and integrity (98.68(a)(3)). Check all that apply Effective Date: 10/01/2018

Issue policy change notices

Issue new policy manual

Staff training

Orientations

Onsite training

Online training

Regular check-ins to monitor the implementation of CCDF policies Describe the type of check-ins, including the frequency.

The CCDF program staff conduct compliance reviews utilizing a Compliance Review Checklist which includes, but not limited to, the inspection and verification of provider/employee Health Certificates, Sanitary Permits, Child care Ratio, and the validation of credentials, training, and education.

Other Describe:

6.2.7 Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16 (z)). Describe the state/territory's strategies to strengthen provider's business practices, which can include training and/or TA efforts.

Effective Date: 10/01/2018

a) Describe the strategies that the state/territory is developing and implementing for training and TA.

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development

Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children. Service Provider shall provide Pathways to Quality Training including Guam's Quality Rating Improvement System (QRIS) program, to improve the quality of Child Care Centers and In-Home providers in identified pathways such as the learning environment, curriculum, family engagement, staff qualifications, professional development and administration. The QRIS is a systematic approach to assess, improve and communicate the level of quality in early childhood education. Elements of QRIS include program standards, support for programs and practitioners, financial incentives, quality assurance and monitoring and customer education. Service Providers activities include: Quality Rating and Improvement System (QRIS) Training and Enhancement; Breaking Down the Early Child Environment Rating Scale (ECERS) Training; Breaking Down the Infant/Toddler Environment Rating Scale (ITERS) Training; Administration-CD285 Child Care Management; Administration-Bookkeeping and Filing Systems Training; Assessment, Collection and Monitoring of Data-Service Provider will access, collect and monitor the data to ensure the quality in daycare centers and in-home provider settings using the ECERS and ITERS. Mentoring/Coaching-Service Provider will develop and implement a mentoring program including the establishment of focus/advisory groups to provide input from stakeholder's and the development and printing of mentoring materials. Service Provider will visit child care centers and in-home provider settings and provide mentoring and coaching onsite. Best Practices Activities/Training-Service Provider will improve the quality of after school programs through provisions of best practices activities including after-school curriculum development and training that will provide after-school care, aligned with National After-School Association (NASA) activities and will also provide Fun and Learning Training and Working with Parents and Families Training. Review of Child Care Development Fund

(CCDF) Handbook and Policy and Procedure Manual-Service Provider will review for professional development activities aligned with Guam's Quality Rating and Improvement System (QRIS) program and suggest revisions as necessary.

b) Check the topics addressed in the state/territory's strategies. Check all that apply.

- Fiscal management
- Budgeting
- Recordkeeping
- Hiring, developing, and retaining qualified staff
- Risk management
- Community relationships
- Marketing and public relations
- Parent-provider communications, including who delivers the training, education, and/or technical assistance
- C Other

Describe:

#### 6.3 Early Learning and Developmental Guidelines

6.3.1 States and territories are required to develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, birth-to-five), describing what children should know and be able to do and covering the essential domains of early childhood development. These early learning and developmental guidelines are to be used statewide and territory-wide by child care providers and in the development and implementation of training and professional development (658E(c)(2)(T)). The required essential domains for these guidelines are cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning (98.15(a)(9)). At the option of the state/territory, early learning and developmental guidelines for out-of-school time may be developed. Note: States and territories may use the quality set-aside, discussed in section 7, to improve on the development or implementation of early learning and developmental guidelines. Effective Date: 10/01/2018

#### a) Describe how the state/territory's early learning and developmental guidelines are research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with kindergarten entry

The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months, was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, trainers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months Focus Group, facilitated by the University of Guam CEDDERS, was formed in September 2004 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years old contributed to the development of the guidelines, by sharing their experiences and expertise related to child care, education, child growth & development, developmentally appropriate practices, inclusion, and diversity in cultural practices. In an effort to improve the quality of care and education provided to our youngest children on Guam, the Department of Public Health & Social Services (DPHSS) sought the input from local stakeholders including: Institutions of higher learning, teachers, center and family-based child care providers, lawmakers, other appropriate public and private agencies, and most importantly, families, in the development of guidelines for young children. Similar guidelines were developed for young children three to five years old which was adapted from the Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds. The Guam Early Learning Guidelines for Young Children Three to Five Years Old provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The guidelines are appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. The Guam Early Learning Guidelines for Ages Three to Five Years was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, teachers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines Subcomittee, facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), was formed in December 2003 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years contributed to the

development of these guidelines by sharing their experiences and expertise in various areas.

## b) Describe how the state/territory's early learning and developmental guidelines are appropriate for all children from birth to kindergarten entry.

The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months, was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, trainers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months Focus Group, facilitated by the University of Guam CEDDERS, was formed in September 2004 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years old contributed to the development of the guidelines, by sharing their experiences and expertise related to child care, education, child growth & development, developmentally appropriate practices, inclusion, and diversity in cultural practices. In an effort to improve the quality of care and education provided to our youngest children on Guam, the Department of Public Health & Social Services (DPHSS) sought the input from local stakeholders including: Institutions of higher learning, teachers, center and family-based child care providers, lawmakers, other appropriate public and private agencies, and most importantly, families, in the development of guidelines for young children. Similar guidelines were developed for young children three to five years old which was adapted from the Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds. The Guam Early Learning Guidelines for Young Children Three to Five Years Old provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The guidelines are appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. The Guam Early Learning Guidelines for Ages Three to Five Years was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, teachers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines Subcomittee, facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), was formed in December 2003

and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years contributed to the development of these guidelines by sharing their experiences and expertise in various areas.

c) Verify by checking the domains included in the state/territory's early learning and developmental guidelines. Responses for "other" is optional

- Cognition, including language arts and mathematics
- Social development
- Emotional development
- Physical development
- Approaches toward learning
- Other
- Describe:

d) Describe how the state/territory's early learning and developmental guidelines are implemented in consultation with the educational agency and the State Advisory Council or similar coordinating body.

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children. The Childcare Management course required of the Service Provider provides students with an overview of local requirements for starting and managing a profitable childcare business on Guam. Topics covered include financing, marketing, staff supervision, staff training, writing policies, licensing

requirements, and other operating procedures. The course Student Learning Outcomes (SLOs) are: Identify current laws and regulations controlling the child care industry; Explain information needed in a business plan for the start-up of a child care center; Create a handbook of operating policies and procedures.

## e) Describe how the state/territory's early learning and developmental guidelines are updated and include the date first issued and/or the frequency of updates

The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months, was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, trainers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines for Infants & Toddlers, Birth to 36 Months Focus Group, facilitated by the University of Guam CEDDERS, was formed in September 2004 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years old contributed to the development of the guidelines, by sharing their experiences and expertise related to child care, education, child growth & development, developmentally appropriate practices, inclusion, and diversity in cultural practices. In an effort to improve the quality of care and education provided to our youngest children on Guam, the Department of Public Health & Social Services (DPHSS) sought the input from local stakeholders including: Institutions of higher learning, teachers, center and family-based child care providers, lawmakers, other appropriate public and private agencies, and most importantly, families, in the development of guidelines for young children. Similar guidelines were developed for young children three to five years old which was adapted from the Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds. The Guam Early Learning Guidelines for Young Children Three to Five Years Old provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The guidelines are appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. The Guam Early Learning Guidelines for Ages Three to Five Years was developed and reviewed by an established committee known as the Early Childhood Care and Education Committee (ECCEC) comprised of public and private stakeholders including center and home-based child care providers, teachers, social workers, coordinators, and administrators. The Guam Early Learning Guidelines Subcomittee,

facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), was formed in December 2003 and met on a monthly basis to develop the guidelines. Personnel from many disciplines related to the care and education of young children birth to five years contributed to the development of these guidelines by sharing their experiences and expertise in various areas. The Guam's Early Learning Guidelines were last updated in 2015.

 f) If applicable, discuss the state process for the adoption, implementation and continued improvement of state out-of-school time standards
 N/A

g) Provide the Web link to the state/territory's early learning and developmental guidelines.

https://www.guamchildcare.org/

## 6.3.2 CCDF funds cannot be used to develop or implement an assessment for children that:

-- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,

-- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider,

-- Will be used as the primary or sole method for assessing program effectiveness,

-- Will be used to deny children eligibility to participate in the CCDF (658E(c)(2)(T)(ii)(I); 98.15(a)(2)).

#### Describe how the state/territory's early learning and developmental guidelines are used.

The Guam Early Learning Guidelines are broken down by age group with the earlier stages being Birth to 36 months and the ladder version being for Ages Three to Five years old.

The Guam Early Learning Guidelines Birth to 36 Months (GELG: Birth to 36 Months) was first developed in 2007 to improve the quality of care and education of Guam's infants and

toddlers. They have been and continue to be a free resource providing guidance to families, caregivers, teachers, and administrators on what infants and toddlers should know and be able to do as they prepare for preschool and later for entrance into kindergarten, regardless of socio-economic status, cultural background, or range of abilities. The GELG: Birth to 36 Months provides a framework to help guide quality early learning experiences. It informs primary caregivers of what their infants and toddlers are learning and should be able to do. It provides sample activities that are user-friendly and developmentally appropriate; activities that begin at the child's level of learning with steps to continue growing and learning. The first *GELG: Birth to 36 Months* was adapted from the State of Maryland, Department of Human Resources Child Care Administration's "Guidelines for Healthy Child Development and Care for Young Children (Birth to Three Years of Age)" and highlights various domains or areas of child development. The 2015 GELG: Birth to 36 Months revision includes the latest early care and education research findings.

The Guam Early Learning Guidelines for Young Children Ages Three to Five **(GELGs: 3 to 5)** were created in 2005 to improve the quality of care and education provided to our preschool-aged children on Guam. The guidelines have been a premier resource in providing guidance to families, caregivers, teachers, and administrators on what ALL preschool-aged children should know and be able to do as they prepare for entrance into kindergarten, regardless of socio-economic status, cultural background, or range of abilities. The 2014 revised Guam Early Learning Guidelines Ages Three to Five (GELGs: 3 to 5) were updated to address changes in the current education landscape that call for national standards and curriculum alignment. The revised GELGs: 3 to 5 includes several sections from the 2005 GELGs, as well as strategies to provide foundational learning for national and local standards. The 2005 Guam Early Learning Guidelines (GELGs) for Young Children Ages Three to Five were adapted from the Hawaii Preschool Content Standards and address various domains of child development. The GELGs are useful and appropriate for all public or private preschool programs or settings that serve children ages three to five years old.

Effective Date: 10/01/2018

Lead Agencies are required to reserve and use a portion of their Child Care and Development Fund program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (98.53). The quality activities should be aligned with a statewide or territory-wide assessment of the state's or territory's need to carry out such services and care. States and territories are required to report on these quality improvement investments through CCDF in three ways:

1. In the Plan, states and territories will describe the types of activities supported by quality investments over the 3-year period (658G(b); 98.16(j)).

2. ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696). This report will be used to determine compliance with the required quality and infant and toddler spending requirements (658G(d)(1); 98.53(f)).

3. For each year of the Plan period, states and territories will submit a separate annual Quality Progress Report that will include a description of activities to be funded by quality expenditures and the measures used by the state/territory to evaluate its progress in improving the quality of child care programs and services within the state/territory (658G(d); 98.53(f)).

States and territories must fund efforts in at least one of the following 10 activities:

-- Supporting the training and professional development of the child care workforce

-- Improving on the development or implementation of early learning and developmental guidelines

-- Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services

-- Improving the supply and quality of child care programs and services for infants and toddlers

-- Establishing or expanding a statewide system of child care resource and referral services

-- Supporting compliance with state/territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in section 5)

-- Evaluating the quality of child care programs in the state/territory, including evaluating how programs positively impact children

-- Supporting providers in the voluntary pursuit of accreditation

-- Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

-- Performing other activities to improve the quality of child care services, as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten entry are possible.

Throughout this Plan, states and territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, quality set-aside funds and will describe the measurable indicators of progress used to evaluate state/territory progress in improving the quality of child care services for each expenditure (98.53(f)) These activities can benefit infants and toddlers through school age populations.

This section covers the quality activities needs assessment and quality improvement activities and indicators of progress for each of the activities undertaken in the state or territory.

#### 7.1 Quality Activities Needs Assessment for Child Care Services

7.1.1 Lead Agencies must invest in quality activities based on an assessment of the state/territory's needs to carry out those activities. Lead Agencies have the flexibility to design an assessment of their quality activities that best meet their needs, including how often they do the assessment. Describe your state/territory assessment process, including the frequency of assessment (658G(a)(1); 98.53(a)).

In the Lead Agency's Bureau of Management Support (BMS) Child Care Development Fund (CCDF) agreement with the Guam Community College as the Service Provider, the Service Provider shall provide consultation, education, training, technical assistance and outreach support for Child Care Providers working in center-based and family-based care settings; and parents and families participating in the CCDF program, to improve the quality of child care services for young children, including those with disabilities for Child Care Providers of center and family-based setting, and parents/families on Guam. Through a series of one-day

conferences, college courses, and other activities, the Service Provider shall provide training in developmentally appropriate practices for young children in the different areas of development, including cognitive, creative, language, social, emotional, physical, and selfhelp. Training shall be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children. Service Provider shall provide Pathways to Quality Training including Guam's Quality Rating Improvement System (QRIS) program, to improve the quality of Child Care Centers and In-Home providers in identified pathways such as the learning environment, curriculum, family engagement, staff qualifications, professional development and administration. The QRIS is a systematic approach to assess, improve and communicate the level of quality in early childhood education. Elements of QRIS include program standards, support for programs and practitioners, financial incentives, quality assurance and monitoring and customer education. Service Providers activities include: Quality Rating and Improvement System (QRIS) Training and Enhancement; Breaking Down the Early Child Environment Rating Scale (ECERS) Training; Breaking Down the Infant/Toddler Environment Rating Scale (ITERS) Training; Administration-CD285 Child Care Management; Administration-Bookkeeping and Filing Systems Training. Assessment, Collection and Monitoring of Data-Service Provider will access, collect and monitor the data to ensure the quality in daycare centers and in-home provider settings using the ECERS and ITERS. Mentoring/Coaching-Service Provider will develop and implement a mentoring program including the establishment of focus/advisory groups to provide input from stakeholder's and the development and printing of mentoring materials. Service Provider will visit child care centers and in-home provider settings and provide mentoring and coaching onsite. Best Practices Activities/Training-Service Provider will improve the quality of after school programs through provisions of best practices activities including after-school curriculum development and training that will provide after-school care, aligned with National After-School Association (NASA) activities and will also provide Fun and Learning Training and Working with Parents and Families Training. Review of Child Care Development Fund (CCDF) Handbook and Policy and Procedure Manual-Service Provider will review for professional development activities aligned with Guam's Quality Rating and Improvement System (QRIS) program and suggest revisions as necessary.

Effective Date: 10/01/2018

## 7.1.2 Describe the findings of the assessment and if any overarching goals for quality improvement were identified.

The quality assessment today is the current contract's measurements inclusive of registration forms, attendance/sign-in sheets, copy of materials and information discussed and evaluation summary from participants. The contract activities support the training and professional development of the child care workforce. Although the CCDF funds were not used to develop, maintain or implement the Guam early learning guidelines (GELG), the CCDF funds were used to make copies of the GELG (Birth to 36 months and 3 – 5 years old) to be used for training and provide to the parents on Guam orientations, training or outreach activities. The Quality Rating and Improvement System (QRIS) activity in the Pathways to Quality Training contract is being implemented and currently ongoing in at least 50% of the daycare centers on Guam. The Lead Agency will report the QRIS assessment findings in mid FY2019 (March 2019) after the assessments are completed.

Effective Date: 10/01/2018

#### 7.2 Use of Quality Funds

#### 7.2.1 Check the quality improvement activities in which the state/territory is investing Effective Date: 08/05/2020

- Supporting the training and professional development of the child care workforce If checked, respond to section 7.3 and indicate which funds will be used for this activity. Check all that apply.
  - CCDF funds
  - Other funds

#### Describe:

The Lead Agency has three Early Childhood Education (ECE) contracts with the Guam Community College (GCC) consisting of Developmentally Appropriate

Practices, College Courses and Quality Improvement activities. The services from the GCC are for the daycare providers professional development to ensure that staff are current with all ECE activities and requirements.

Developing, maintaining, or implementing early learning and developmental guidelines. If checked, respond to section 6.3 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

C Other funds

Describe:

The Lead Agency used CCDF funds to print the Guam Early Learning Guidelines that will be used at trainings and outreaches for daycare staff and parents.

Developing, implementing, or enhancing a tiered quality rating and improvement system. If checked, respond to 7.4 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

C Other funds

Describe:

Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.5 and indicate which funds will be used for this activity. Check all that apply

CCDF funds

Other funds

Describe:

Copies of the Guam Early Learning Guidelines (GELG) were produced using CCDF funds that in turn improves the supply and quality of child care services for infants and toddlers.

Establishing or expanding a statewide system of CCR&R services, as discussed in 1.7. If checked, respond to 7.6 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

C Other funds

#### Describe:

The GELG birth to 36 months and 3 -5 years printed using CCDF funds were provided to the University of Guam's Center for Excellence in Developmental Disabilities Education Research and Service (CEDDERS) office who will in turn use the generated books for training to daycare provider employees and parents.

Facilitating compliance with state/territory requirements for inspection, monitoring, training, and health and safety standards (as described in section 5). If checked, respond to 7.7 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

Other funds

#### Describe:

The CCDF grant quality funds suppliments the salaries of the Bureau of Social Service Administration's (BOSSA) compliance officer and the Division of Enviromental Health's (DEH) inspectors at 25%. Both the BOSSA compliance officer and DEH inspectors conduct inspections at all day care centers islandwide and respond to complaints as needed which supports the health and safety of infant, toddlers and school age children.

The CARES Act funds will be used to purchase supplies and equipment necessary for programs to meet more stringent health and safety requirements with the advent of the Coronavirus.

Evaluating and assessing the quality and effectiveness of child care services within the state/territory. If checked, respond to 7.8 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

Other funds

Describe:

Supporting accreditation. If checked, respond to 7.9 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

C Other funds	
Describe:	

Supporting state/territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.10 and indicate which funds will be used for this activity. Check all that apply.

CCDF funds

Other funds

Describe:

Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible. If checked, respond to 7.11 and indicate which funds will be used for this activity. Check all that apply

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Other funds

Describe:

#### 7.3 Supporting Training and Professional Development of the Child Care Workforce With CCDF Quality Funds

Lead Agencies can invest in the training, professional development, and post-secondary education of the child care workforce as part of a progression of professional development activities, such as those included at 98.44 in addition to the following (98.53(a)(1)).

## 7.3.1 Describe how the state/territory funds the training and professional development of the child care workforce

Effective Date: 10/01/2018

a) Check and describe which content is included in training and professional development activities and describe who or how an entity is funded to address this topic.

Check all that apply.

Promoting the social, emotional, physical, and cognitive development of children, including those efforts related to nutrition and physical activity, using scientifically based, developmentally appropriate, and age-appropriate strategies Describe:

The CD260 - Social and Emotional Development contracted course teaches skills needed to promote social and emotional development in young children and use positive guidance strategies to handle inappropriate behavior. Temperament and child rearing issues such as feeding, potty training and discipline are a few of the topics covered. The course will also provide students with skills needed to plan appropriate activities that promote children's social and emotional development.

Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and early childhood mental health and that reduce challenging behaviors, including a reduction in expulsions of preschool-age children from birth to age five for such behaviors. (See also section 2.5.)

Describe:

Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development
Describe:

Implementing developmentally appropriate, culturally and linguistically responsive instruction, and evidence-based curricula and designing learning environments that are aligned with state/territory early learning and developmental standards.

#### Describe:

Through the Lead Agency's contract with the Guam Community College, participants trained to promote the development, including cognitive, creative, language, social, emotional, physical, and self-help skills by improving the quality of care to infants and young children. This includes the training of instructors in research-based practices, and progressive and appropriate methods and strategies.

Providing onsite or accessible comprehensive services for children and developing community partnerships that promote families' access to services that support their children's learning and development Describe:

## Using data to guide program evaluation to ensure continuous improvement

#### Describe:

The Guam Community College (GCC) will assess, collect and monitor the data to increase the number of child care center and in-home provider participants that provide quality caregiving as defined by the Quality Rating Improvement System (QRIS) and other similar measures, increase the number of caregivers with knowledge of environmental rating scales, and increase the number of parents and families that have knowledge of quality caregiving.

 Caring for children of families in geographic areas with significant concentrations of poverty and unemployment
 Describe:

Caring for and supporting the development of children with disabilities and developmental delays

#### Describe:

ED231 - Introduction to Exceptional Children Course with the Guam Community College (GCC) is to provide students with an introduction to exceptionalities including gifted children and children with disabilities. An overview of all aspects of exceptionality including etiology, legal aspects, observations, and service delivery will be provided.

Supporting the positive development of school-age children Describe:

Other Describe:

b) Check how the state/territory connects child care providers with available federal and state/territory financial aid or other resources to pursue post-secondary education

relevant for the early childhood and school-age workforce. Check all that apply

- Coaches, mentors, consultants, or other specialists available to support access to post-secondary training, including financial aid and academic counseling
- Statewide or territory-wide, coordinated, and easily accessible clearinghouse (i.e., an online calendar, a listing of opportunities) of relevant post-secondary education opportunities
- Financial awards, such as scholarships, grants, loans, or reimbursement for expenses, from the state/territory to complete post-secondary education
- Other

#### Describe:

The Lead Agency has a contract with the Guam Community College who provides education and training to all child care center employees at no charge to the employee. The only requirement is that the individual given the opportunity to receive the benefit must be an employee of a daycare provider. There are three contracts which provides early childhood education (ECE) developmentally approriate practices, quality training and college training and education.

7.3.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

The information collected from the Quality Rating and Improvement System's (QRIS) Breaking Down the Early Childhood Environmental Rating Scale (ECERS) and Breaking Down the Infant/Toddler Environment Rating Scale (ITERS) tools will be used to evaluate and improve the quality of the child care program and services in the child care centers and family child care homes. The information will also give the territory a benchmark as where we are at today and determination as to where we need to be to improve on the activities measured.

Effective Date: 10/01/2018

#### 7.4 Quality Rating and Improvement System (QRIS)

Lead Agencies may respond in this section based on other systems of quality improvement, even if not called a QRIS, as long as the other quality improvement system contains the elements of a QRIS. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

- 1. Program standards
- 2. Supports to programs to improve quality
- 3. Financial incentives and supports
- 4. Quality assurance and monitoring
- 5. Outreach and consumer education

### 7.4.1 Does your state/territory have a quality rating and improvement system or other system of quality improvement?

Effective Date: 10/01/2018

No, but the state/territory is in the QRIS development phase. If no, skip to 7.5.1.

No, the state/territory has no plans for QRIS development. If no, skip to 7.5.1.

Yes, the state/territory has a QRIS operating statewide or territory-wide

Describe how the QRIS is administered (e.g., statewide or locally or through CCR&R entities) and any partners and provide a link, if available.

Yes, the state/territory has a QRIS initiative operating as a pilot-test in a few localities or only a few levels but does not have a fully operating initiative on a statewide or territory-wide basis.

Provide a link, if available. Not available at this time

Yes, the state/territory has another system of quality improvement If the response is yes to any of the above, describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

#### 7.4.2 QRIS participation

Effective Date: 10/01/2018

a) Are providers required to participate in the QRIS?

- Participation is voluntary
- Participation is mandatory for providers serving children receiving a subsidy. If checked, describe the relationship between QRIS participation and subsidy (e.g., minimum rating required, reimbursed at higher rates for achieving higher ratings, participation at any level).

Participation is required for all providers.

b) Which types of settings or distinctive approaches to early childhood education and care participate in the state/territory's QRIS? Check all that apply

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Early Head Start programs
- Head Start programs
- State prekindergarten or preschool programs
- Local district-supported prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- C Other

Describe:

#### 7.4.3 Support and assess the quality of child care providers.

The Lead Agency may invest in the development, implementation, or enhancement of a tiered quality rating and improvement system for child care providers and services. Note: If a Lead Agency decides to invest CCDF quality dollars in a QRIS, that agency can use the funding to assist in meeting consumer education requirements (98.33). If the Lead Agency has a QRIS, respond to questions 7.4.3 through 7.4.6.

Do the state/territory's quality improvement standards align with or have reciprocity with any of the following standards?

Effective Date: 10/01/2018

🖸 No

- Yes. If yes, check the type of alignment, if any, between the state/territory's quality standards and other standards. Check all that apply.
  - Programs that meet state/territory preK standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between preK programs and the quality improvement system).
  - Programs that meet federal Head Start Program Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start programs and the quality improvement system).
  - Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, an alternative pathway exists to meeting the standards).
  - Programs that meet all or part of state/territory school-age quality standards.
  - Other.

Describe:

## 7.4.4 Do the state/territory's quality standards build on its licensing requirements and other regulatory requirements?

Effective Date: 10/01/2018

No No
Yes. If yes, check any links between the state/territory's quality standards and licensing requirements
Requires that a provider meet basic licensing requirements to qualify for the base level of the QRIS.
Embeds licensing into the QRIS
State/territory license is a "rated" license
Contraction of the second seco
Describe:

7.4.5 Does the state/territory provide financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services that are provided through the QRIS

Effective Date: 10/01/2018

#### No No

- Yes. If yes, check all that apply
  - One time grants, awards, or bonuses.
  - Ongoing or periodic quality stipends
  - Higher subsidy payments
  - Training or technical assistance related to QRIS.
  - Coaching/mentoring.
  - Scholarships, bonuses, or increased compensation for degrees/certificates
  - Materials and supplies
  - Priority access for other grants or programs
  - Tax credits (providers or parents)
  - Payment of fees (e.g., licensing, accreditation)
  - Other

Describe:

7.4.6 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

The categories under the Guam QRIS establish measures that are necessary for quality care during the early childhood years. Ratings in each of the categories are not meant to be fixed or permanent. An early childhood setting's star rating is valid from two to three years, depending on the number of stars it receives. Early childhood settings can request for a re-evaluation after six months from receiving their previous star rating.

Effective Date: 10/01/2018

#### 7.5 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

Lead Agencies are encouraged to use the needs assessment to systematically review and improve the overall quality of care that infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers, the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care, including any partnerships or coordination with Early Head Start and IDEA Part C programs. Lead Agencies are required to spend 3 percent of their total CCDF expenditures on activities to improve the supply and quality of their infant and toddler care. This is in addition to the general quality set-aside requirement.

## 7.5.1 What activities are being implemented by the state/territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers? Check all that apply and describe

Effective Date: 10/01/2018

Establishing or expanding high-quality community- or neighborhood-based family and child development centers. These centers can serve as resources to child care providers to improve the quality of early childhood services for infants and toddlers from low-income families and to improve eligible child care providers' capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families Describe:

Establishing or expanding the operation of community- or neighborhood-based family child care networks.

Describe:

Providing training and professional development to enhance child care providers' ability to provide developmentally appropriate services for infants and toddlers

#### Describe:

The Lead Agency though its contract with the Guam Community College (GCC) will provide training in developmentally appropriate practices for young children in different area of development, including cognitive, creative, language, social, emotional, physical, and self-help. Training will be consistent with Guam's Early Learning Guidelines and aligned with best practices as outlined by the National Association for the Education of Young Children.

Providing coaching, mentoring, and/or technical assistance on this age group's unique needs from statewide or territory-wide networks of qualified infant-toddler specialists

#### Describe:

The Lead Agency through its contract with the Guam Community College (GCC) will develop and implement the mentoring program including the establishment of focus/advisory groups to provide input from stakeholder's, develop and print the mentoring manual. Mentoring and Coaching has been documented as a strategy to improve teaching and retain teachers in the field, thus improving student achievement. ECE professionals will visit child care centers and in-home provider settings and provide mentoring and coaching onsite. The mentoring and coaching activity will Increase the number of child care center and in-home provider participants that provide quality caregiving as defined by the Quality Rating Improvement System (QRIS) and other similar measures, increase the number of caregivers with knowledge of environmental

rating scales, and increase the number of parents and families that have knowledge of quality caregiving.

Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.).

Describe:

Developing infant and toddler components within the state/territory's QRIS, including classroom inventories and assessments Describe:

Developing infant and toddler components within the state/territory's child care licensing regulations

Describe:

Developing infant and toddler components within the early learning and developmental guidelines

Describe:

Improving the ability of parents to access transparent and easy-to-understand consumer information about high-quality infant and toddler care that includes information on infant and toddler language, social-emotional, and both early literacy and numeracy cognitive development

Describe:

Carrying out other activities determined by the state/territory to improve the quality of infant and toddler care provided within the state/territory and for which there is evidence that the activities will lead to improved infant and toddler health and safety, cognitive and physical development, and/or well-being

Describe:

Coordinating with child care health consultants. Describe:

Coordinating with mental health consultants. Describe:

#### Other

#### Describe:

The Lead Agency through its contract with the Guam Community College (GCC) will implement the Quality Rating and Improvement System (QRIS) through Training and Enhancement. The activity will expand, enhance, and provide a plan for implementation of the QRIS. It will also provide the training to daycare and in-home providers. This includes the review, revision and application of Guam's QRIS program, the rating of centers and technical assistance. Additionally, the activity will increase the number of child care center and in-home provider participants that provide quality caregiving as defined by the Quality Rating Improvement System (QRIS) and other similar measures, increase the number of caregivers with knowledge of environmental rating scales, and increase the number of parents and families that have knowledge of quality caregiving.

7.5.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures

The Lead Agency through its contract with the Guam Community College (GCC) will be utilizing Quality Rating and Improvement System scales "Breaking Down the Early Childhood Environmental Rating Scale (ECERS)" and "Breaking Down the Infant/Toddler Environment Rating Scale (ITERS)." Both measureable indicator activities will assist daycare center directors, caregivers and in-home providers to understand the quality indicators and ways to improve scores. Additionally, it will increase the number of child care center and in-home provider participants that provide quality caregiving as defined by the Quality Rating Improvement System (QRIS) and other similar measures, increase the number of parents and families that have knowledge of quality caregiving.

Effective Date: 10/01/2018

#### 7.6 Child Care Resource and Referral

A Lead Agency may expend funds to establish or expand a statewide system of child care resource and referral services (98.53(a)(5)). It can be coordinated, to the extent determined appropriate by the Lead Agency, by a statewide public or private non-profit, community-based, or regionally based lead child care resource and referral organization (658E(c)(3)(B)(iii)). This effort may include activities done by local or regional child care and resource referral agencies, as discussed in section 1.7.

# 7.6.1 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

The Lead Agency through its contract with the Guam Community College (GCC) will be utilizing Quality Rating and Improvement System scales "Breaking Down the Early Childhood Environmental Rating Scale (ECERS)" and "Breaking Down the Infant/Toddler Environment Rating Scale (ITERS)." Both measureable indicator activities will assist daycare center directors, caregivers and in-home providers to understand the quality indicators and ways to improve scores. Additionally, it will increase the number of child care center and in-home provider participants that provide quality caregiving as defined by the Quality Rating Improvement System (QRIS) and other similar measures, increase the number of parents and families that have knowledge of quality caregiving.

Effective Date: 10/01/2018

#### 7.7 Facilitating Compliance With State Standards

7.7.1 What strategies does your state/territory fund with CCDF quality funds to facilitate child care providers' compliance with state/territory requirements for inspection, monitoring, training, and health and safety and with state/territory licensing standards? Describe:

The Lead Agency suppliments the salaries of the Bureau of Social Service Administration's (BOSSA) program officer and the Division of Environmental Health's (DEH) Inspectors through CCDF quality funds. Both offices personnel monitor and complete the territory's licensing and health and safety inspection standard requirements. The CCDF state program officer also completes program compliance reviews annually at all licensed and license-exempt day care centers and in-home providers. The CCDF state program officer conducts and completes the compliance review to ensure all providers meet the required professional development requirements in accordance with Guam's child care law (PL31-73).

Effective Date: 10/01/2018

7.7.2 Does the state/territory provide financial assistance to support child care providers in complying with minimum health and safety requirements?

Effective Date: 10/01/2018

🖸 No

Yes. If yes, which types of providers can access this financial assistance?

- Licensed CCDF providers
- Licensed non-CCDF providers
- License-exempt CCDF providers
- Other
- Describe:

7.7.3 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

The Lead Agency through its contract with the Guam Community College (GCC) will use the Quality Rating and Improvement System (QRIS) Training and Enhancement activity as a measureable indicator. This activity will expand, enhance, and provide a plan for implementation of the QRIS. It will also provide the training to daycare and in-home providers. This includes the review, revision and application of Guam's QRIS program, the rating of centers and technical assistance.

Effective Date: 10/01/2018

#### 7.8 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.8.1 Describe how the state/territory measures the quality and effectiveness of child care programs and services in both child care centers and family child care homes currently being offered, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the state/territory evaluates how those tools positively impact children

The Lead Agency through it contract with the Guam Community College (GCC) will utilize the Quality Rating and Improvement System (QRIS) Training and Enhancement, the Breaking Down the Early Childhood Environmental Rating Scale (ECERS) and the Breaking Down the Infant/Toddler Environment Rating Scale (ITERS) activity tools to measure the quality and effectiveness of the child care programs and services in both child care centers and family child care home currently being offered.

Effective Date: 10/01/2018

7.8.2 Describe the measureable indicators of progress relevant to this use of funds that the State/Territory will use to evaluate its progress in improving the quality of child care programs and services in child care centers and family child care homes within the state/territory and the data on the extent to which the state or territory has met these measures

The information collected from the Quality Rating and Improvement System's (QRIS) Breaking Down the Early Childhood Environmental Rating Scale (ECERS) and Breaking Down the Infant/Toddler Environment Rating Scale (ITERS) tools will be used to evaluate and improve the quality of the child care program and services in the child care centers and family child care homes. The information will also give the territory a benchmark as where we are at today and determination as to where we need to be to improve on the activities measured.

Effective Date: 10/01/2018

#### 7.9 Accreditation Support

7.9.1 Does the state/territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?

Effective Date: 10/01/2018

Yes, the state/territory has supports operating statewide or territory-wide for both child care centers and family child care homes

Describe the support efforts for all types of accreditation that the state/territory provides to child care centers and family child care homes to achieve accreditation

Yes, the state/territory has supports operating statewide or territory-wide for child care centers only. Describe the support efforts for all types of accreditation that

	the state/territory	provides	to	child	care	centers	
De	scribe:						

Yes, the state/territory has supports operating statewide or territory-wide for family child care homes only. Describe the support efforts for all types of accreditation that the state/territory provides to family child care **Describe**: Yes, the state/territory has supports operating as a pilot-test or in a few localities but not statewide or territory-wide Focused on child care centers Describe: Focused on family child care homes **Describe:** No, but the state/territory is in the accreditation development phase Focused on child care centers Describe: Focused on family child care homes **Describe:** No, the state/territory has no plans for accreditation development

# 7.9.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

The information collected from the Quality Rating and Improvement System's (QRIS) Breaking Down the Early Childhood Environmental Rating Scale (ECERS) and Breaking Down the Infant/Toddler Environment Rating Scale (ITERS) tools will be used to evaluate and improve the quality of the child care program and services in the child care centers and family child care homes. The information will also give the territory a benchmark as where we are at today and determination as to where we need to be to improve on the activities measured.

Effective Date: 10/01/2018

#### 7.10 Program Standards

## 7.10.1 Describe how the state/territory supports state/territory or local efforts to develop or adopt high-quality program standards, including standards for infants and toddlers, preschoolers, and/or school-age children

By utilizing the information derived from the Quality Rating and Improvement System (QRIS), which should give the territory a benchmark as to where we are at today and where we need to be moving forward.

Effective Date: 10/01/2018

7.10.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

By utilizing the information derived from the Quality Rating and Improvement System (QRIS), which should give the territory a benchmark as to where we are at today and where we need to be moving forward.

Effective Date: 10/01/2018

#### 7.11 Early Learning and Development Guidelines and Other Quality Improvement Activities

7.11.1 If quality funds are used to develop, maintain, or implement early learning and development guidelines, describe the measureable indicators that will be used to evaluate the state/territory's progress in improving the quality of child care programs and services and the data on the extent to which the state/territory has met these measures (98.53(f)(3)).

The territoy's Early Learning Guidelines are in place today but the territory's Quality Rating and Improvement System (QRIS) is just getting started due to contractual difficulties in the past. Once the QRIS is done the territory will have a clear benchmark as to where we are at today and what we need to do to strengthen Quality Improvement.

Effective Date: 10/01/2018

7.11.2 List and describe any other activities that the state/territory provides to improve the quality of child care services for infants and toddlers, preschool-aged, and schoolaged children, which may include consumer and provider education activities, and also describe the measureable indicators of progress for each activity relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry and the data on the extent to which the state or territory has met these measures. Describe:

The intent of the training and education activities outlined in the Lead Agency's contract with the Guam Community College (GCC) is to improve the quality of child care services for infants and toddlers. All activities in the contract is meant to provide and promote consumer and provider education and training information and awareness. The Quality Rating and Improvement System's Breaking Down the Early Childhood Environment Rating Scale (ECERS) and the Breaking Down the Infant/Toddler Environmental Rating Scale (ITERS) tools will provide the territory with much needed information through the indicators measured. These results will identify the Lead Agency's progress in improving provider preparedness, child safety, child well-being and the child's readiness to enter Kindergarten. The information the aforementioned activities will determine the extent to which the territory has met the required measures.

#### 08/05/2020

The CARES Act funds will be used to purchase supplies and equipment necessary for programs to meet more stringent health and safety requirements with the advent of the Coronavirus. We anticipate identifying increased programs in compliance with the more stringent health and safety standards resulting from the Coronavirus, thereby increasing child safety.

Effective Date: 08/05/2020

#### 8 Ensure Grantee Program Integrity and Accountability

Program integrity and accountability activities are integral to the effective administration of the CCDF program. Lead Agencies are required to describe in their Plan effective internal controls that ensure integrity and accountability while maintaining the continuity of services (98.16(cc)). These accountability measures should address reducing fraud, waste, and abuse, including program violations and administrative errors.

This section includes topics on internal controls to ensure integrity and accountability and processes in place to investigate and recover fraudulent payments and to impose sanctions on clients or providers in response to fraud. Respondents should consider how fiscal controls, program integrity and accountability apply to:

-- Memorandums of understanding within the Lead Agency's various divisions that administer or carry out the various aspects of CCDF

-- MOU's, grants, or contracts to other state agencies that administer or carry out various aspects of CCDF

-- Grants or contracts to other organizations that administer or carry out various aspects of CCDF such as professional development and family engagement activities

-- Internal processes for conducting child care provider subsidy

#### 8.1 Internal Controls and Accountability Measures To Help Ensure Program Integrity

8.1.1 Check and describe how the Lead Agency ensures that all its staff members and any staff members in other agencies who administer the CCDF program through MOUs, grants and contracts are informed and trained regarding program requirements and integrity. Check all that apply:

Effective Date: 10/01/2018

Train on policy manual Describe:

Train on policy change notices Describe:

## Ongoing monitoring and assessment of policy implementation Describe:

The Lead Agency currently has a contract with the Guam Community College (GCC) to provide early childhood education (ECE) developmentally appropriate practices, college courses and pathways to quality training and education to daycare providers. Although the Lead Agency currently does not have a memorandum of understanding/memorandum of agreement to administer the grant's program requirements we are working with the Judiciary Of Guam (Superior Court) to establish and MOU/MOA to conduct the FBI Fingerprint Backgound Check of all our childcare, head start and pre-school program providers. The Lead Agency works with the Department of Public Health & Social Service (DPHSS) Bureau of Social Services Administration (BOSSA) and the Division of Environmental Health (DEH) partners. The program officer and inspectors at the BOSSA and DEH conduct program compliance inspections at all licensed and licensed-exempt child care provider establishments and respond to complaints from parents, public and providers. Although the BOSSA program compliance officer currently does not conduct inspections at the license-exempt child care provider establishments, the Lead Agency's CCDF state program officer is currently making arrangements to have license-exempt child care providers included to ensure accountability and compliance of the CCDF grant requirements.

Describe:

8.1.2 Lead Agencies must ensure the integrity of the use of funds through sound fiscal management and must ensure that financial practices are in place (98.68 (a)(1)). Describe the processes in place for the Lead Agency to ensure sound fiscal management practices for all expenditures of CCDF funds. Check all that apply:

Effective Date: 10/01/2018

Verifying and processing billing records to ensure timely payments to providers Describe:

The Lead Agencys CCDF office's data control clerk reconciles all program certificates and associated calendars at the beginning of every month and as they are turned-in for payment processing. All certificates are reviewed to ensure accuracy and completeness and compliance requirements.

Fiscal oversight of grants and contracts Describe:

Tracking systems to ensure reasonable and allowable costs Describe:

C Other
Describe:

8.1.3 Check and describe the processes that the Lead Agency will use to identify risk in their CCDF program. Check all that apply:

Effective Date: 10/01/2018

Conduct a risk assessment of policies and procedures Describe:

Establish checks and balances to ensure program integrity Describe:

Child care certificates and their associated calendars are randomly selected by the CCDF program office's data control clerk then forwarded to the CCDF program administrator for accuracy, completeness and compliance.

Use supervisory reviews to ensure accuracy in eligibility determination Describe:

**Other** Describe:

8.1.4 Lead Agencies conduct a wide variety of activities to fight fraud and ensure program integrity. Lead Agencies are required to have processes in place to identify fraud and other program violations to ensure program integrity. Program violations can include both intentional and unintentional client and/or provider violations, as defined by the Lead Agency. These violations and errors, identified through the error-rate review process may result in payment or nonpayment (administrative) errors and may or may not be the result of fraud, based on the Lead Agency definition. Check and describe any activities that the Lead Agency conducts to ensure program integrity.

Effective Date: 10/01/2018

a) Check and describe all activities that the Lead Agency conducts to identify and prevent fraud or intentional program violations. Include in the description how each

activity assists in the identification and prevention of fraud and intentional program violations. Include a description of the results of such activity.

Share/match data from other programs (e.g., TANF program, Child and Adult Care Food Program, Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS)).

#### Describe

The Lead Agency's Quality Control (QC) program office conducts quality reviews using information/data from other programs (e.g., SNAP, MAP). The QC program office works with the CCDF state program officer and upon request, provides information on all cases suspect of fraud to prevent fraud due to an intentional program violation.

Run system reports that flag errors (include types). Describe:

Review enrollment documents and attendance or billing records Describe:

Conduct supervisory staff reviews or quality assurance reviews. Describe:

Audit provider records. Describe:

Train staff on policy and/or audits. Describe:

Other Describe:

b) Check and describe all activities the Lead Agency conducts to identify unintentional program violations. Include in the description how each activity assists in the identification and prevention of unintentional program violations. Include a description of the results of such activity.

Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, PARIS).

#### Describe:

The CCDF program's administrator togetner with the eligibility specialist forwards all cases to the Department of Public Health & Social Service's Investigation Recoupement Office IRO) when case is suspect for frauid due to an identified Intentional Program Violation (IPV).

Run system reports that flag errors (include types). Describe:

Review enrollment documents and attendance or billing records Describe:

Conduct supervisory staff reviews or quality assurance reviews. Describe:

Audit provider records. Describe:

Train staff on policy and/or audits. Describe:

Other Describe:

c) Check and describe all activities the Lead Agency conducts to identify and prevent agency errors. Include in the description how each activity assists in the identification and prevention of agency errors.

Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, PARIS).

#### Describe:

#### Run system reports that flag errors (include types).

#### Describe:

The Lead Agency's Quality Control (QC) program office conducts CCDF eligibility specialist (ES) checks to identify errors through shared/matched data from other programs. If there are errors discovered, the finding(s)s is forwarded to the CCDF ES via a citation with a corrective action provision.

Review enrollment documents and attendance or billing records Describe:

Conduct supervisory staff reviews or quality assurance reviews. Describe:

Audit provider reco	o <mark>rds</mark> .
Describe:	

Train staff on policy and/or audits. Describe:

Other Describe:

8.1.5 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors. Effective Date: 10/01/2018

a) Check and describe all activities that the Lead Agency uses to investigate and recover improper payments due to fraud. Include in the description how each activity assists in the investigation and recovery of improper payment due to fraud or intentional program violations. Include a description of the results of such activity. Activities can include, but

are not limited to, the following:

Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe:

Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe:

Recover through repayment plans. Describe:

Reduce payments in subsequent months. Describe:

Recover through state/territory tax intercepts. Describe:

Recover through other means. Describe:

Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

#### Describe:

The Lead Agency's Investigation Recoupment Office (IRO) investigates SNAP program processed by the Department of Public Health & Social Service. The IRO will investigate CCDF cases suspect of fraud and if and Intentional Program Violation is substantiated based on the investigations findings, will collect imporper payments paid to providers/clients as done with the Supplimental Nutrition Assistance Program (SNAP) investigations.



b) Check any activities that the Lead Agency will use to investigate and recover improper payments due to unintentional program violations. Include in the description how each activity assists in the investigation and recovery of improper payments due to unintentional program violations. Include a description of the results of such activity. Activities can include, but are not limited to, the following:

Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe:

Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Recover through repayment plans. Describe:

Reduce payments in subsequent months. Describe:

Recover through state/territory tax intercepts. Describe:

Recover through other means. Describe:

Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

#### Describe:

The Lead Agency's Investigation Recoupment Office (IRO) investigates SNAP program processed by the Department of Public Health & Social Service. The IRO will investigate CCDF cases suspect of fraud and if and Intentional Program Violation is substantiated based on the investigations findings, will collect imporper payments paid to providers/clients as done with the Supplimental Nutrition Assistance Program (SNAP) investigations.



c) Check and describe all activities that the Lead Agency will use to investigate and recover improper payments due to agency errors. Include in the description how each activity assists in the investigation and recovery of improper payments due to administrative errors. Include a description of the results of such activity.

Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe:

Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency). Describe:

Recover through repayment plans.

Establish a unit to investigate and collect improper payments.

Reduce payments in subsequent months. Describe:

Recover through state/territory tax intercepts. Describe:

Recover through other means.	
Describe:	

Establish a unit to investigate and collect improper payments and describe the composition of the unit below.
Describe:

Other

#### Describe:

All agency errors will result in the disciplinary action and processed through counseling, reprimand, suspension, demotion up to termination.

# 8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations? Check and describe all that apply:

Effective Date: 10/01/2018

### Disqualify the client. If checked, describe this process, including a description of the appeal process for clients who are disqualified.

#### Describe:

All clients have the option to have there concerns/complaints heard via the Fair Hearing process if cited for an Intentional Program Violation (IPV) and/or fraud. The first IPV is suspension from the program for one year, the second IPV is suspension from the program for two years. It there's a third violation, the client will be permanently disqualified from the program.

Disqualify the provider. If checked, describe this process, including a description of the appeal process for providers who are disqualified.

#### Describe:

All providers (like clients) have the option to have there concerns/complaints heard via the Fair Hearing process if cited for an Intentional Program Violation (IPV) and/or fraud. The first IPV is suspension from the program for one year; the second IPV is suspension from the program for two years; and the third violation will result in the provider permanently disqualified from receiving CCDF funds program.

Prosecute criminally. Describe:

C Other.
Describe:

#### Appendix A: Background Check Waiver Request Form

Lead Agencies may apply for a temporary waiver for certain background check requirements if milestone prerequisites have been fully implemented. These waivers will be considered "transitional and legislative waivers" to provide transitional relief from conflicting or duplicative requirements preventing implementation, or an extended period of time in order for the state/territory legislature to enact legislation to implement the provisions (98.19(b)(1)) These waivers are limited to a one-year period and may be extended for at most one additional year from the date of initial approval.

Approval of these waiver requests is subject to and contingent on OCC review and approval of responses in section 5 questions 5.4.1 -- 5.4.4 to confirm that the milestones are met. If milestone prerequisites are not met, the waiver request will not be approved. Approved waivers would begin October 1, 2018 through September 30, 2019. If approved, States and Territories will have the option to renew these waivers for one additional year as long as progress is demonstrated during the initial waiver period. Separate guidance will be issued later on the timeline and criteria for requesting the waiver renewal.

Overview of Background Check Implementation deadlines

Original deadline for implementation (658H(j)(1) of CCDBG Act): September 30, 2017

Initial one-year extension deadline (658H(j)(2) of CCDBG Act): September 30, 2018

One-year waiver deadline (45 CFR 98.19(b)(1)(i)): September 30, 2019

Waiver deadline one-year renewal (45 CFR 98.19(b)(1)(ii)): September 30, 2020

Waiver approval for new (prospective) staff, existing staff or staff hired provisionally until background checks are completed, are subject to and contingent upon the OCC review and approval of responses to 5.4.9 that demonstrate that the state/territory requires: (1) the provider to submit the background check request before the staff person begins working; and (2) pending the results of the background check, the staff person must be supervised at all times by an individual who has completed the background check.

To submit a background check waiver request, complete the form below.

Check and describe each background check provision for which the Lead Agency is requesting

a time-limited waiver extension.