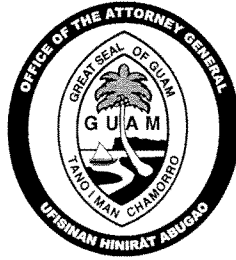


LEONARDO M. RAPADAS  
*Attorney General*



PHILLIP J. TYDINGCO  
*Chief Deputy Attorney General*

**OFFICE OF THE ATTORNEY GENERAL**

March 25, 2013

32-13-213

Clk of the Speaker  
Judith T. Won Pat, Ed. D.

Date 3/26/13  
Time 4:30 PM  
Received by [Signature]

Senator Tina Rose Muna Barnes  
Legislative Secretary  
32<sup>nd</sup> Guam Legislature  
155 Hesler Street  
Hagatna, Guam 96910

Re: Transmittal of Guam's Plan for Professional Development for Early Childhood Professionals; AG File No. DPHSS 11-1208

Dear Senator Barnes:

The Office of the Attorney General hereby transmits the enclosed Guam's Plan for Professional Development for Early Childhood Professionals as promulgated by the Department of Public Health and Social Services and related materials. The Attorney General approved the Plan pursuant to Title 5 G.C.A. §9303(a) and we transmit it for filing with the legislature pursuant to Title 5 G.C.A. §9303(b), §9303(c). The Plan will become legally effective ninety (90) days after you receive it.

Please contact us if you have any legal questions about the Plan.

Sincerely yours,

*David J. Highsmith*  
**DAVID J. HIGHSMITH**  
Assistant Attorney General

cc: Director of DPHSS

2013 MAR 26 8:41 AM  
Office of the Legislative Secretary  
3/26/13  
4:30 PM  
Received by Jane [Signature]

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10/02/12  
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GOVERNMENT OF GUAM  
DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES  
DIPATTAMENTON SALUT PUPBLEKO YAN SETBISION SUSIAT



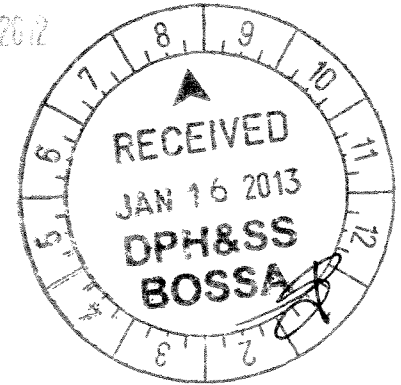
EDDIE BAZA CALVO  
GOVERNOR

JAMES W. GILLAN  
DIRECTOR

RAY TENORIO  
LIEUTENANT GOVERNOR

LEO G. CASIL  
DEPUTY DIRECTOR

OCT 02 2012



MEMORANDUM

TO: Attorney General of Guam

FROM: Director  
Department of Public Health and Social Services (DPHSS)

SUBJECT: Review of Guam's Plan for Professional Development (GPPD) for Early Childhood Professionals

*Hafa Adai!* 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" was enacted on June 2, 2011.

Pursuant to passage of this law, the DPHSS is to review Appendix A of the GPPD (4/4/11 Version), page 8, Position 1 (Early Childhood Assistant Provider (Levels 1-4), Position 2 (Early Childhood Lead Provider, Levels 1-4) and Position 3 (Early Childhood Master Provider/Early Childhood Assistant Director/Early Childhood Director, Levels 1-4) and develop rules and regulations within one hundred twenty (120) days of enactment. The rules and regulations shall be promulgated pursuant to the Administrative Adjudication (AAL) rule-making procedures.

Pursuant to a public hearing conducted on November 29, 2011, the draft rules and regulations of the GPPD dated November 30, 2011, was transmitted to the Office of the Attorney General on December 20, 2011. A preliminary review of the proposed GPPD rules and regulations was completed by Assistant Attorney General David Highsmith and a meeting was held on May 2, 2012 at which time the DPHSS was advised that an economic impact study/cost analysis was required per the AAL.

OCT 02 2012

10.26.12

A financial analysis has since been conducted by the DPHSS and is herein attached your review.

Based on this and other factors, the DPHSS opted to add a new amendment to the GPPD by adding a Grandfather Provision contained on Page 5 of the GPPD.

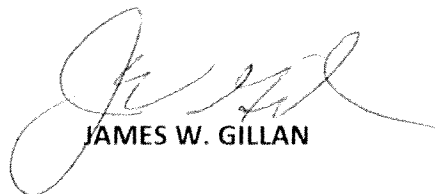
As required, a Public Hearing to receive comments on the revised Guam's Plan for Professional Development (GPPD) – Appendix A, was held on September 17, 2012 at 9:00 a.m. at the Bureau of Social Services Administration (BOSSA) Conference Room.

The following have been attached:

- Copy of Press Release announcing the schedule of the Public Hearing.
- Copy of the Public Hearing Notice from the DPHSS website.
- Copy of the list of Print Media in which the Press Release was issued via facsimile from the department.
- Sign In Sheet from the Public Hearing.
- Copy of Presentation made at the Public Hearing.
- Transcribed Notes of the recording from the Public Hearing.
- Financial Cost Impact Analysis & Summary
- GPPD – Final Form

In view of the above, we are seeking your review and approval of Appendix A – GPPD in its final draft form. Upon your approval, DPHSS will transmit the rules and regulations to the Governor of Guam and subsequently to the 31<sup>st</sup> Guam Legislature as required in the AAL (Title 5 GCA Chapter 9, Article 3).

Should you have any questions, you may contact me at 735-7102 or Ms. Lydia Tenorio, Administrator for the Bureau of Social Services Administration at 475-2653/2672. Dangkolo Na Si Yu'os Ma'ase!



**JAMES W. GILLAN**

**Attachments**



EDDIE BAZA CALVO  
GOVERNOR

RAY TENORIO  
LIEUTENANT GOVERNOR

GOVERNMENT OF GUAM  
DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES  
DIPATTAMENTON SALUT PUPBLEKO YAN SETBISION SUSIAT



JAMES W. GILLAN  
DIRECTOR

LEO G. CASIL  
DEPUTY DIRECTOR

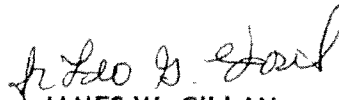
SEP 06 2012

DPHSS RELEASE No: 2012-059

The Director of the Department of Public Health and Social Services (DPHSS), Mr. James W. Gillan, announces a public hearing on the **proposed rules and regulations for Guam's Professional Development Plan, Appendix A** of Public Law 31-73, An Act to Establish the Administrative Rules and Regulations of the Department of Public Health and Social Services relative to Child Care Facilities and Group Child care Homes. A new grandfathering provision has been added to Guam's Plan for Professional Development for existing child care staff. The Public Hearing will be held on September 17, 2012 from 9:00 a.m. - 10:00 a.m. at the Bureau of Social Services Administration Conference room located on Suite 309, 194 Hernan Cortez Avenue, Hagatña, Guam (third floor of the Terlaje Professional Building).

Copies of the proposed rules and regulations are available at the Bureau of Social Services Administration Office or may be viewed and accessed online at the DPHSS website: <http://dphss.guam.gov>.

For further information or special accommodations, please contact Ms. Teresita D. Catahay, Social Services Supervisor II or Ms. Lydia Tenorio, Administrator, Bureau of Social Services Administration at 475-2653/2672.

  
JAMES W. GILLAN



# Department of Public Health and Social Services

Dipattamenton Salud Pubbleko Yan Setbison Susiat

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Overall Mission

*To assist the people of Guam in achieving and maintaining their highest levels of independence and self-sufficiency in health and social welfare.*

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## Guam's Plan for Professional Development

*Submitted by: Teresita D. Catahay, Social Services*

The Director of the Department of Public Health and Social Services (DPHSS), Mr. James W. Gillan, announces a public hearing on the **proposed rules and regulations for Guam's Professional Development Plan, Appendix A** of Public Law 31-73, An Act to Establish the Administrative Rules and Regulations of the Department of Public Health and Social Services relative to Child Care Facilities and Group Child care Homes. A new grandfathering provision has been added to Guam's Plan for Professional Development for existing child care staff. The Public Hearing will be held on September 17, 2012 from 9:00 a.m. – 10:00 a.m., at the Bureau of Social Services Administration Conference room located on Suite 309, 104 Hernan Cortez Avenue, Hagatña, Guam (third floor of the Terlaje Professional Building).

Copies of the proposed rules and regulations are available at the Bureau of Social Services Administration Office or may be viewed and accessed online at the DPHSS website: <http://dphss.guam.gov>.

For further information or special accommodations, please contact Ms. Teresita D. Catahay, Social Services Supervisor II or Ms. Lycha Tenorio, Administrator, Bureau of Social Services Administration at 475-2653/2672.

### Documents

[Guam Plan for Prof Dvlp](#)

Poll



**How many times a week do you exercise?**

- Twice a week
- Once a week
- Three times a week
- Four times a week
- Every day
- I'm always at the gym

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Zimbra

teresita.catahay@dphss.guam.gov

**Press Release No. 2012-059 for Guam's Plan for Professional Development**

**From :** Anita Santos <anita.santos@dphss.guam.gov> Thu, Sep 06, 2012 03:34 PM  
**Subject :** Press Release No. 2012-059 for Guam's Plan for Professional Development 2 attachments

**To :** Eddie Calvo <eddiecalvo@yahoo.com>, Ray Tenorio <raytenorio@yahoo.com>, Phillip Leon Guerrero <phillip.leonguerrero@guam.gov>, Valerie Bock <valerie.bock@guam.gov>, Evert Arevalo <evert.arevalo@guam.gov>, madeleine bordallo <madeleine.bordallo@mail.house.gov>, matthew herrmann <matthew.herrmann@mail.house.gov>, john j whitt <john.j.whitt@mail.house.gov>, Senator Adolpho Palacios <senabpalacios@gmail.com>, Senator Aline Yamashita <aline4families@gmail.com>, Senator B.J. Cruz <senadotbjcruz@gmail.com>, Senator Ben Pangelinan <senbenp@guam.net>, Senator Chris Duenas <duenassenator@gmail.com>, Senator Judi Guthertz <judiguthertz@pticom.com>, Senator Mana Silva Taijeron <manasilva@hotmail.com>, Senator Rory Respicio <roryforguam@gmail.com>, Senator Tina Muna-Barnes <tinamunabarnes@gmail.com>, Senator Tom Ada <tom@senatorada.org>, Senator Tony Ada <senatorTonyada@guamlegislature.org>, Speaker Judi Won Pat <speaker@judiwonpat.com>, Angel Sablan <anghet@hotmail.com>, Mayor Andrew Villagomez <mtm\_mayors\_office@yahoo.com>, Mayor Ben Gumataotao <piti\_mayor@yahoo.com>, Mayor Benny San Nicolas <ammo@teleguam.net>, Mayor Carol Tayama <agatmayorsoffice@hotmail.com>, Mayor Dale Alvarez <mayoralvarez@live.com>, Mayor Dean Sanchez <umatacmo@gmail.com>, Mayor Ernest Chargualaf <ernest.merizomayors@yahoo.com>, Mayor Francisco Blas <tatuhamo@guam.net>, Mayor Franklin Taitague <f\_taitague@yahoo.com>,

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**Cc :** teresita catahay  
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A. Tajeron <bertha.tajeron@dphss.guam.gov>,  
Anita Linda. Santos  
<anita.santos@dphss.guam.gov>

**Proposed Rules and Regulations for Guam's Professional Development  
Plan, Appendix A of Public Law 31-73.pdf**  
38 KB

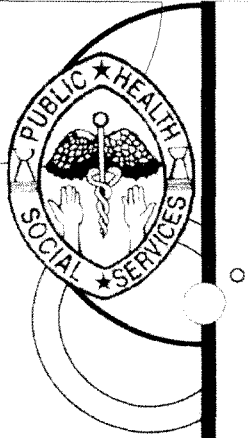
**Press Release\_GPPD\_amendment.doc**  
1 MB

Department of Public Health and Social Services  
 Division of Public Welfare  
 Bureau of Social Services Administration

**Public Hearing on Guam's Plan for Professional Development**  
**Monday, September 17, 2012 @ 9:00 a.m.**  
**BOSSA Conference Room**

Sign-In Sheet

	Print Name	Child Care Facilities/Agency	Contact Nos.
1	Elsa Perez	DPHSS/DPW/BMS	735-7345
2	LYDIA D. MEDRIZO	DPHSS/DPW/BOSSA	475-2653/72
3	VERA BLAZ	GUAM CEDDERS / Project Transition	735-2414
4	TERRY NAPUTI	GUAM CEDDERS / <del>SAE</del> Early Learning Council Asst.	735-2363
5	TISHA HEFLIN	Precious One's Child Care	477-2229
6	NARCISSA P. ADA	DPHSS / BOSSA	475-2672 / 2693
7	Jane White	Marijuana's Upstart	688-6686
8	Cindy Chugrad	DPHSS / BOSSA	475-2672 / 53
9	James Willsey	DPHSS / BOSSA	475-2653
10	Elaine Eclava	CEDDERS / Early Learning Council	735-2466
11	Vanessa Singleton	Guam Leadership A	735-2452
12	Debra M. James	Little Lambs	735-5207
13	Terry Huffer	Adventures In Learning	789-2273
14	Lerma Dhanasan	DPHSS / BOSSA	475-2653/72
15	Claire Meno	DPHSS / BOSSA	475-2653/72
16	Lizabeth Ignacio	DPHSS / BOSSA	475-2653/72
17	Sarah Lemmon	DPHSS / BOSSA	475-2653/72
18	Terry Catahag	DPHSS / BOSSA	" "
19			
20			



# Public Hearing on the Early Childhood Professional Development Plan Levels 1, 2, and 3

Presented by  
**Lydia Tenorio**, Administrator  
Department of Public Health and Social Services  
*Bureau of Social Services Administration (BOSSA)*



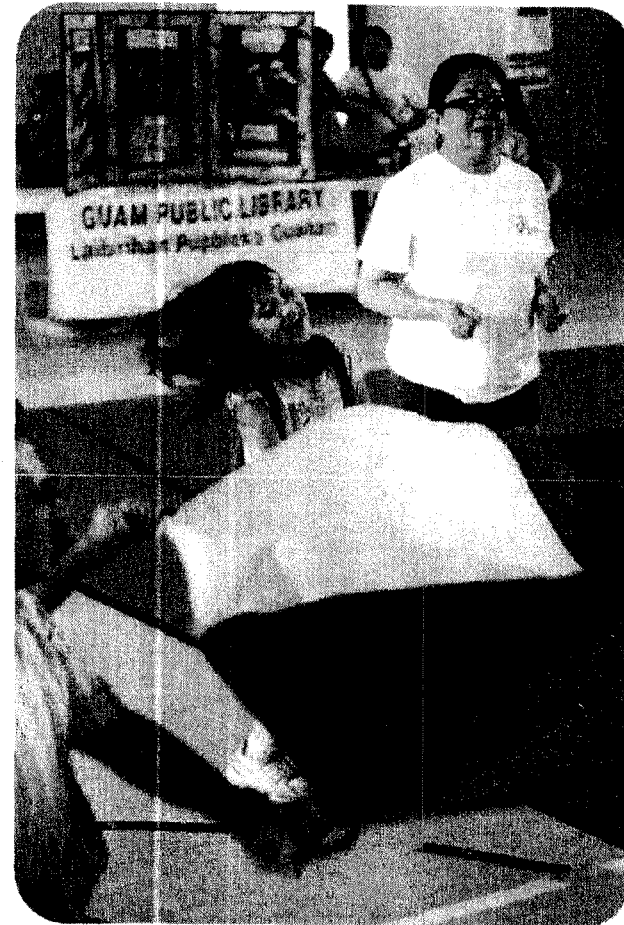
# Purpose of Public Hearing

- Pursuant to P.L. 31-73, the DPHSS shall review Appendix A, Page 8, positions/levels 1, 2 and 2 and develop rules and regulations for Guam's Professional Development Plan.



## Public Law: 31-73

- An act to establish the Administrative Rules and Regulations of the Department of Public Health and Social Services relative to child care facilities and group and child care homes. Under Article 1 of Chapter 1, Title 26 Guam Administrative Rules and Regulations, and conformance with Article 4, Child Welfare Service Act, Chapter 2 Division 1, Title 10, Guam Code Annotated updated the requirements of licensed child care facilities and group child care homes as well as licensed early childhood providers working in these facilities







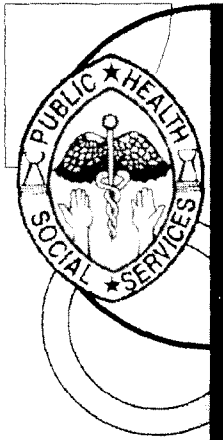
## Current Status

- Procedures in place for Levels 1, 2 and 3 completed through a public hearing held on November 29, 2011.
- Review new amendment to Plan to include a Grandfather Provision for Path A only.



## Grandfather Provision(For Path A only):

- Except for the Assistant Director and Director, any individual already employed in a child care facility prior to the promulgation of these rules and regulations is exempted from the minimum educational requirements and will be issued an initial certification for the position they were hired for. However, all said individuals must meet the training requirements upon the renewal of their initial certification. No additional extensions will be granted.
- Assistant Directors and Directors already employed in a child care facility prior to the promulgation of these rules and regulations will be issued an initial certification; however, they must meet all education and training requirements upon the renewal of their initial certification.
- All new candidates for employment in a child care facility effective on the date of the promulgation of these rules and regulations must comply with the education and training requirements for certification prior to their hiring.
- Any child care staff who terminates his/her employment after being grandfathered in and wishes to be re-employed at a child care facility, will lose their grandfather-in status if they have been unemployed for a period of more than 30 consecutive days and must meet all the requirements as a new hire.



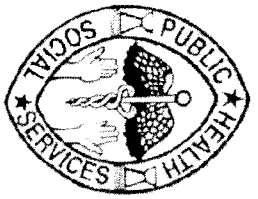
For more information or questions, please contact:

Bureau of Social Services Administration  
Guam Department of Public Health &  
Social Services

194 Hernan Cortez Avenue, Suite 309  
Hagatna, Guam 96910

Tel: (671) 475-2653/2672

Fax: (671) 477-0500



**Thank you for Coming!!**

**Have a GREAT DAY!!**



Department of Public Health & Social Services  
Bureau of Social Services Administration  
Lydia Tenorio, Administrator

Public Hearing Transcript – September 17, 2012  
Guam's Plan for Professional Development  
Appendix A of Public Law 31-73

Present:

Lydia Tenorio, DPHSS BOSSA Administrator  
Teresita Catahay, DPHSS BOSSA Social Services Supervisor II  
Narcissa Ada, DPHSS BOSSA Social Services Supervisor I  
Cindy Chugrad, DPHSS BOSSA Social Worker III (Foster Care)  
Sarah Senior, DPHSS BOSSA Social Worker III (Child Care)  
Elizabeth Ignacio, DPHSS BOSSA, Program Coordinator IV  
Claire Meno, DPHSS BOSSA, Program Coordinator III  
James Willsey, DPHSS BOSSA, Program Coordinator III  
Lerma Duarosan, DPHSS BOSSA, Program Coordinator III  
Elsa Perez, Administrator, Bureau of Management Support/Child Care and Development Fund  
Elaine Eclavea, Guam Early Learning Council Chair  
Vera Blaz, Guam CEDDERS  
Teresita Naputi, Guam Early Learning Council Assistant  
Tisha Heflin, Director, Precious One's Child Care Center  
Vanessa Singleton, Staff, Guam Leadership Academy  
Delena M. James, Director, Little Lambs Pre-School and Day Care Center  
Jerry Huffer, Director, Adventures in Learning Child Development Center  
Joy White, Staff Reporter, Marianas Variety

### HEARING NOTES

**Lydia Tenorio**, Administrator for the Bureau of Social Services Administration facilitated the Hearing. She thanked all participants who were in attendance.

The purpose of the public hearing on the proposed rules and regulations for Guam's Professional Development Plan (GPPD), Appendix A of Public Law 31-73, An Act to Establish the Administrative Rules and Regulations of the Department of Public Health and Social Services relative to Child Care Facilities and Group Child Care Homes. A new grandfathering provision has been added to Guam's Plan for Professional Development for existing child care staff.

L. Tenorio announced that a Public Hearing was already held on November 29, 2011 to review page 8 of Appendix A of positions/levels 1, 2, and 3 of the professional development plan.

She announced that upon the preliminary review of the proposed rules and regulations for the GPPD by Assistant Attorney General, a cost analysis on the impact of the GPPD



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needed to be conducted to determine if the impact would be more than the \$500,000 threshold. She announced that 46 child care centers submitted a staffing pattern along with educational and training information to the Bureau. The cost analysis revealed that the cost impact of the GPPD was way below the \$500,000 threshold.

L. Tenorio further announced that upon gathering the cost impact data for the GPPD, the data revealed that there were a number of child care providers who did not possess a high school diploma. Along with special meetings with the Governor and Lt. Governor and other officials, and the outcry from the public, the Bureau took note that there was no specific consideration for these individuals who worked in the centers for many years...the fact that the prior standards did not specify requirements for the caregivers except for the Director and Assistant Director.

L. Tenorio announced that a Grandfather Provision was created and added to the GPPD. This is the only amendment to the Plan.

L. Tenorio also announced there was a public outcry regarding the ADA Requirements that was included in the legislation. She was pleased to announce that of the 47 child care centers, only one center was not in ADA compliant.

**Teresita Catahay**, Social Services Supervisor II for the Bureau of Social Services, presented the Grandfather Provision:

**GRANDFATHER PROVISION (For Path A Only):** Except for the Assistant Director and Director, any individual already employed in a child care facility prior to the promulgation of these rules and regulations is exempted from the minimum educational requirements and will be issued an initial certification for the position they were hired for. However, all said individuals must meet the training requirements upon the renewal of their initial certification. No additional extensions will be granted.

Assistant Directors and Directors already employed in a child care facility prior to the promulgation of these rules and regulations will be issued an initial certification; however, they must meet all education and training requirements upon the renewal of their initial certification.

All new candidates for employment in a child care facility effective on the date of the promulgation of these rules and regulations must comply with the education and training requirements for certification prior to their hiring.

Any child care staff who terminates his/her employment after being grandfathered in and wishes to be re-employed at a child care facility, will lose their grandfather-in status if they have been unemployed for a period of more than 30 consecutive days and must meet all the requirements as a new hire.



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Bureau of Social Services Administration  
Lydia Tenorio, Administrator

T. Catahay opened the floor for discussion on the Grandfather Provision.

Vanessa Singleton: When will the rules & regulations come in affect?

T. Catahay: After the Public Hearing, a packet will be put together to include the amended GPPD and all other supporting documents. The packet will be submitted to the Attorney General's Office. She announced that GPPD was reviewed by the Attorney General's Office already, but they will need to review the amended version on the Provision. She is not sure the exact time frame, but explained the rules and regulations will go through the Administrative Adjudication Process. Then, it will be filed to the Legislative Secretary. Once it becomes rules, then it will be effective.

Vanessa Singleton: How does the GPPD relate to volunteer workers in the centers?

L. Tenorio: Volunteer workers are different from child care providers. Volunteers must follow requirements that are included in the Child Care Rules & Regulations.

Vanessa Singleton: Will the child center have access to the Sex Offender Registry when hiring new employees?

T. Catahay: BOSSA will conduct the Sex Offender Registry employee screening when a center is applying for licensure. She announced that the registry is public information and the public can access it at any time.

Elsa Perez: What if a current child care provider begins employment at the "new" center?

T. Catahay: The provider will be able to carry his/her Grandfather Clause status to the new center as long as there is no more than a 30 day break in employment. We understand that providers move about the centers for professional opportunity. We are aware that there are many elderly folks who are working in the child care centers who don't have a high school diploma, so the Clause will help these folks.

Vanessa Singleton: For clarity again, if center employs someone for lets say for 20 years who does not have a high school diploma, are they are required to have a high school diploma by the time recertification takes place ?

T. Catahay: No, they don't need a high school diploma. They need to be in compliance with training requirement as stated in the GPPD.

T. Catahay announced that the cost analysis may be less than what the data is currently showing because some centers didn't provide enough information on their staff training/education. This was a preliminary analysis on professional information for center staff. The Guam Early Learning Council Subcommittee for Guam's Plan for Professional



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Lydia Tenorio, Administrator

Development will be the committee to review all education and training documents that center staff must provide for certification or recertification on the professional side.

L. Tenorio asked the public for any other questions.

Tisha Heflin: For those providers who have Associate Degrees, beyond the 15 credit hours, how many credits or training do they need to participate in?

Elaine Eclavea: It depends on the provider's renewal. Fifteen hours are required for everyone. This is where we hope providers would look into a Professional Development Plan for themselves. We hope they look into moving beyond the "entry level provider" status.

Tisha Heflin: For those who are working on a Bachelor's Degree, do we need to take a Praxis test for certification?

Elaine Eclavea: Looking at the Path B for Certification, the Commission on Education has specific requirements.

Vera Blaz: Noted that Path B Certification is completely voluntary.

L. Tenorio: There are benefits in providing Part A and Part B Certification options. It ensures continuity and shows that everything counts. It helps a provider to professionally grow.

L. Tenorio announced that today's hearing was well attended. The next steps to follow will include: the amended GPPD along with supporting documents to be formally packaged and submitted to the Attorney General's Office. From there, it will be sent to the Office of the Governor and the Office of the Legislature. They will have 90 days to act or not act on it. It will then become rules. She noted if and when it does pass and if there are any changes from the time it is passed, a Public Hearing will be scheduled again. To ensure the rules and regulations are up-to-date, this will be reviewed every five years.

L. Tenorio stated that the Guam Early Learning Council Subcommittee for GPPD is a place where centers and staff can seek information about certifications and qualifications. It is a place to build staff profile. She said she spoke with Elaine Eclavea, Co-Chair for the Guam Early Learning Council to see if the Council has any extra funding to support a data system for child care center staff profiles. Center directors will be able to utilize to fill staff vacancy. She said this is a big step and good news for the professional development for all providers working with young children. She said early child programs are looking at the GPPD for their staff. This will set precedence and agencies and centers will grow from this big step.





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Lydia Tenorio, Administrator

Elaine Eclavea said this step is exciting, especially as the Department rolls out the home visiting program that will be providing service for children, 0-8 years old.

Elaine Eclavea noted the hard work and dedication the Department or Bureau has put into the efforts for the rules and regulations.

T. Catahay noted that it was the partnership with the child care centers and getting all the stakeholders involved in the process. She commended them. She also thanked Guam CEDDERS for the facilitation on the professional development plan and assistance in this particular area.

L. Tenorio thanked the guests. The hearing concluded at 9:36 am.

**FINANCIAL COST IMPACT ANALYSIS & SUMMARY**  
for  
**GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT**

Pursuant to 5GCA Government Operations, Chapter 9 of the Administrative Adjudication Law (AAL), an economic impact statement is required of any Government of Guam department, agency, autonomous agency, office or instrumentality promulgating rules or regulations.

As of June 2, 2011, "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" was signed into law as **Guam Public Law 31-73**.

A significant revision to the standards was in the area of Staff Qualifications and Training requirements. A plan was developed for Early Childhood Professionals to ensure they are well prepared to provide quality care and education to young children, known as **Guam's Plan for Professional Development (GPPD) – Appendix A** of the law. The GPPD "provides a plan for early childhood assistants and teachers in all child care, Head Start, and related early years settings to advance in 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. "

Public Law 31-73 directed that the Department of Public Health and Social Services (DPHSS) to review Appendix A of the GPPD, specifically Positions 1, 2 & 3 as listed below for:

1. Early Childhood Assistant Provider (Levels 1-4)
2. Early Childhood Lead Provider (Levels 1-4)
3. Early Childhood Master Provider / Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)

The DPHSS was to develop rules and regulations within 120 days of the enactment of this law and the rules and regulations shall be promulgated pursuant to the AAL rule-making procedures.

**BACKGROUND HISTORY:**

In the previous standards as of 1978, there were no specific education and training requirements for staff employed in licensed child care facilities per *Executive Order No. 78-27, "Standards For Child Care Facilities"*. **Staff** was defined as "Child care maintenance personnel; members of the operator's family who assist at the center, and volunteer workers." A **Teacher** is a "Person having prime responsibility for planning and carrying out remuneration".

The previous standards that existed set out requirements that were only specific to the positions for the Assistant Director and Director of a child care facility as indicated below.

The minimum education and experience requirements for a **Director** were:

- Graduation from high school; and 12 semester units in early childhood development (either high school or college course or under the instruction of a qualified teacher as extracurricular credits); and Three (3) units in administration and/or staff relations; and Four (4) years of child care full time experience in a day care nursery or comparable group child care program; OR
- Graduation from high school; and One (1) year in junior college; and Courses listed above; and Three (3) years experience as listed above; OR
- Graduation from an accredited college of the courses listed above; and Two (2) years in an accredited college or junior college; and Completion of the courses listed above; and Two (2) years experiences as listed above; OR
- Graduation from an accredited college of the courses listed above; and One (1) year experience as listed above

The minimum education and experience requirements for an **Assistant Director** were:

- Graduation from high school; and 12 semester units in early childhood development (either high school or college course or under the instruction of a qualified teacher as extracurricular credits); and Three (3) units in administration and/or staff relations; and Three (3) years of child care full time experience in a day care nursery or comparable group child care program; OR
- Graduation from high school; and One (1) year in junior college; and Two (2) years of child care full time experience in a day care nursery or comparable group child care program; OR
- Graduation from an accredited school of nursing.

Appendix A, submitted as the GPPD addresses, updates and defines the essential knowledge, skills and competencies needed for early childhood professionals, who work with young children from birth to five years.

**ACTIONS SINCE THE PASSAGE OF P.L. 31-73:**

- 1) There was the establishment of the **Guam Early Learning Council Early Childhood Professional Development (GELC ECPD) Subcommittee** with designated representatives from the Guam Early Learning Council, University of Guam, Guam Community College, Guam Department of Education and Guam Child Care and Development Association.
- 2) This subcommittee would function to review and validate the education, experience, skills, and training of early childhood providers and certify that the Early Childhood (EC) Providers meet the various levels of qualifications as described in Guam's Plan for

Professional Development. The GELC ECPD Subcommittee also developed Standard Operating Procedures that will set out their functions.

3) THERE WERE MINOR CHANGES IN THE GPPD DOCUMENT TO REFLECT THE FOLLOWING:

- Inclusion of GELC ECPD subcommittee and certificates issues for certification;
- Change in the minimum requirements of clock hours of training required for Early Childhood Assistant Providers from 15-90 hours to 45-90 hours;
- Change in the minimum requirements for types of trainings acceptable from accredited institutions to institutions of higher education or part of a professional certificate professional growth plan that align with topical/competency areas;
- Change in semester hours required for Early Childhood Master Provider/Early Childhood Assistant/Director minimum requirements from 33 semester hours to 51 semester hours;
- Submission of application and required documents to ECPD subcommittee for Path A applicants;
- Updated Early Childhood Assistant Provider Matrix to reflect from 15 hours to 45 hours core ECE core knowledge areas; renewal requirements of satisfactory performance evaluation and (emphasized) proof of earning required semester hours;
- Inclusion of the revised Application for Certification form along with the instructions for filling out the forms.

**AS A RESULT OF THE ABOVE ACTIONS:**

- A **Press Release** dated November 18, 2011 was made announcing a Public Hearing on the GPPD proposed rules and regulations.
- A **Public Hearing** was held on November 29, 2011 at 9:00 a.m. – 10:00 a.m. at the Bureau of Social Services Administration (BOSSA) Conference Room. In attendance were representatives from BOSSA and the University of Guam CEDDERS. No other individuals from the community attended.
- Therefore and subsequently, these final and proposed GPPD rules and regulations – dated as the November 30, 2011 version was officially transmitted to the Office of the Attorney General of Guam on December 20, 2011, along with the documents required by the AAL rule-making process.

- A preliminary review of the GPPD rules and regulations was completed by Assistant Attorney General David Highsmith and a meeting was held on May 2, 2012 at which time the DPHSS was advised that an economic impact study/cost analysis was required per the Administrative Adjudication Law.

#### **ACTIONS SINCE THE REVIEW FROM THE OFFICE OF THE ATTORNEY GENERAL'S OFFICE:**

- Subsequently, on May 9, 2012, the DPHSS requested from all Child Care facilities to complete and submit a current staffing pattern with information on education and experience for their staff. This data was needed to conduct an analysis of the anticipated costs for child care facilities in meeting the plan for GPPD. The staffing pattern was sent out to all licensed child care facilities through emails, fax or deliveries to the center. Providers submitted completed staffing patterns via fax, email or office visit. Licensing staff followed up via phone calls on several occasions to ensure optimal participation.
- On May 29, 2012, a meeting by the Lt. Governor Ray Tenorio was held to address child care issues, including professional development, which was brought forth by child care providers. Providers and DPHSS continued to debate the merits of their positions, although it was the Lt. Governor's position that there were still some ways to accommodate the child care providers without forcing them to close business due to funding constraints.

Child care providers continued to assert that without additional supports to defray the costs of the educational and training requirements, there will be resulting loss of staff, higher tuition rates and possible closure of child care facilities.

- Taking this into consideration, DPHSS elected to introduce an amendment to the GPPD in the way of a "Grandfather Provision" for existing staff already employed in a child care facility.

#### **THE FOLLOWING WILL THEN REFLECT AMENDMENTS TO THE GPPD:**

- **GRANDFATHER PROVISION (FOR PATH A ONLY):** Except for the Assistant Director and Director, any individual already employed in a child care facility prior to the promulgation of these rules and regulations is exempted from the minimum educational requirements and will be issued an initial certification for the position they were hired for. However, all said individuals must meet the training requirements upon the renewal of their initial certification. No additional extensions will be granted.

Assistant Directors and Directors already employed in a child care facility prior to the promulgation of these rules and regulations will be issued an initial certification; however, they must meet all education and training requirements upon the renewal of their initial certification.

All new candidates for employment in a child care facility effective on the date of the promulgation of these rules and regulations must comply with the education and training requirements for certification prior to their hiring.

Any child care staff who terminates his/her employment after being grandfathered in and wishes to be re-employed at a child care facility, will lose their grandfather-in status if they have been unemployed for a period of more than 30 consecutive days and must meet all the requirements as a new hire.

#### **EXEMPTION FROM ECONOMIC IMPACT STATEMENT**

#### **Findings and Conclusions of Financial Cost Impact Analysis – EXEMPTION FROM ECONOMIC IMPACT STATEMENT**

The data used to determine cost was derived from a total of 39 of the current 43 licensed child care centers who responded and submitted revised staffing patterns and who are impacted by the Guam’s Plan for Professional Development (GPPD) per 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.”

A preliminary cost analysis was derived by comparing the current positions of the incumbent employees who perform positions comparable to the GPPD positions. Information obtained included: the education or the highest number of years completed; training hours completed; Continuing Education Units (CEUs) completed; college credits to date if degree not earned; degree earned; and the number of years caring for or working with children.

#### **Findings:**

A total of 342 staff were reported in the staffing patterns. The breakdown is as follows:

Caregivers/Assistants:	120
Teachers	137
Assistant Directors	22
Directors	44
Other*	19

\*OTHER - Defined as staff not otherwise identified as a Caregiver/Assistant, Teacher, Assistant Director or Director and did not specify function.

Of the 342 staff reported, a preliminary assessment determined that a total of **193** child care staff would be impacted by the GPPD as not meeting either the training or education requirements or both. The breakdown is as follows:

Caregivers/Assistants:	86
Teachers	78
Assistant Directors	11
Directors	14
Other*	04

**Estimated Costs:**

Based on the information reported from child care staff on the education and training they have already received, and the estimated education and training needed to meet the GPPD requirements, the following are the estimated costs:

- **Training Costs** - The total costs to child care facilities for their staff to meet the training requirements for each position is **zero dollars (\$0)**.

Currently, trainings/workshops/ Continuing Education Units (CEUs) are offered at no cost to child care staff by Guam Community College through the Child Care and Development Fund out of the DPHSS and the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (CEDDERS) through the State Advisory Supplemental grant that supports the professional development courses for child care providers and foster families.

- **Education Costs** - The total costs to child care facilities for their staff to meet the education requirements for each position at either of the colleges below is as follows:

- *Guam Community College* - **\$86,560.00**. This includes the tuition costs of \$130.00 per credit hour and \$60.00 General Education Development (GED) testing.

GED appraisals and preparatory classes and adult high school classes through the Work Force Investment Act (WIA) grant for those who do not meet the minimum high school diploma or GED requirement are at no cost and free.

- *University of Guam* - **\$126,160.00**. This includes the tuition costs of \$190 per credit hour.

**Conclusions:**

The DPHSS concludes that the estimated costs for child care facilities to comply with the rules and regulations of the Guam's Plan for Professional Development is less than \$500,000.00 and should therefore be exempted from completing an economic impact statement. The actual cost is anticipated to be even lower as some child care facilities did not fully report all the acquired education and trainings received.

Given the grandfather provision, free trainings, in addition to free classes and the fact that center staff have met requirements, the burden of a financial impact is not evident.

The adoption of these rules and regulations will define the essential knowledge, skills and competences needed for early childhood professionals who work with young children, from birth to five (5) years.

All early childhood professionals shall be well-prepared when providing quality care and education to a diverse population of young children with disabilities and other special learning needs.

References:

- 1) Total Staff Count Reported by Centers by Positions
- 2) Total Count of Child Care Staff Needing Training
- 3) Training Needs and Cost Analysis for Child Care Facilities





**EDDIE BAZA CALVO**  
GOVERNOR

**RAY TENORIO**  
LIEUTENANT GOVERNOR



**JAMES W. GILLAN**  
DIRECTOR

**LEO G. CASIL**  
DEPUTY DIRECTOR

**JAN 25 2013**

**DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES  
GUAM PLAN FOR PROFESSIONAL DEVELOPMENT  
ECONOMIC IMPACT STATEMENT**

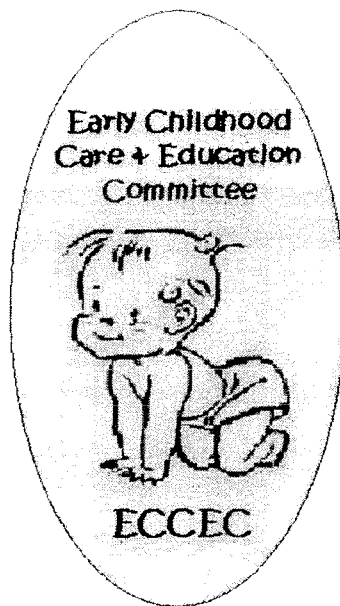
Pursuant to Title 5 G.C.A. §9301(d) through (i), the Department of Public Health and Social Services has determined that the annual economic impact to the general public of the Guam Plan for Professional Development is less than Five Hundred Thousand Dollars (\$500,000.00) as stated on page six of the introductory statement attached hereto.

A handwritten signature in black ink, appearing to read "JW Gillan", written over a horizontal line.

**JAMES W. GILLAN**, *Director*  
Department of Public Health and Social Services



# **GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT**



SEPTEMBER 18, 2012

## **NOTICE**

Guam's Plan for Professional Development shall be used for Early Childhood Professionals when advancing in their field through education and training experiences in a multitude of subject areas. This 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.

## HOW TO USE THIS PLAN

This plan shall be used by Early Childhood Professionals in planning their education, training, and other components of high quality professional development, to ensure they are well prepared to provide quality care and education to young children.

**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 in 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.

Guam's Plan for Professional Development comprises of 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 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 Head Start Program, Early Intervention System, Early Childhood Special 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.

Early childhood providers utilizing Path A for certification have the option to follow Path B.

## INTRODUCTION

Research has shown that the first years of a child's life are the most critical to brain development. It is important that young children receive quality care and education that ensures stimulation of their overall developmental needs. "During these years, children develop a sense of trust, a sense of who they are, and what the world is all about." (New Hampshire, Early Childhood Professional Development System)

According to the National Association for the Education of Young Children (NAEYC), individuals who work with children in early childhood settings must possess the knowledge and skills for working with all young children and their families, including those who have special learning and developmental needs. Nationally, the increasing capacity to provide comprehensive,

coordinated services for young children with special learning and developmental needs and their families has significant implications for personnel preparation.

## **PURPOSE**

The purpose of this “Plan for Professional Development” is to define the essential knowledge, skills and competencies needed for early childhood professionals, who work with young children, from birth to five years.

## **GOAL**

ALL early childhood professionals shall be well prepared when providing quality care and education to a diverse population of young children, who may come from culturally and linguistically diverse communities, including children with disabilities and other special learning needs.

## **NAEYC CORE STANDARDS FOR PROFESSIONAL PREPARATION**

Guam’s Plan for Professional Development adopts the following “*Core Standards for Professional Preparation*” from the NAEYC.

ALL Early Childhood Professionals shall meet these NAEYC standards, regardless of the setting in which care and education are provided. The standards provide a foundation for professional practice that:

- Promote child development and learning;
- Are culturally respectful and responsive;
- Promotes ethical behavior and professional advocacy; and
- Provides in-depth field experience in high quality professional preparation.

### Standard 1: Promoting Child Development and Learning

- 1.a. Demonstrate an understanding of young children’s characteristics and needs.
- 1.b. Apply the knowledge of typical and atypical development along with the multiple influences on development and learning through best practices of early childhood.

### Standard 2: Building Family and Community Relationships

- 2.a. Demonstrate an understanding of family and community characteristics to build positive relationships, which support the healthy growth and development of all young children.
- 2.b. Support and empower families and communities through respectful, reciprocal relationships.
- 2.c. Involve families and communities in their children’s development and learning.

### Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3.a. Increase knowledge and understanding of the goals, benefits, and uses of assessment.
- 3.b. Apply observation, documentation, and other appropriate assessment tools and approaches to support all young children’s growth and development.
- 3.c. Increase knowledge of and the practical application and use of responsible assessment.

Standard 4: Teaching and Learning

- 4.a. Connect with children and families using research and evidence based practices.
- 4.b. Use developmentally appropriate practices grounded in the latest research.
- 4.c. Understand content knowledge in early education.
- 4.d. Build a meaningful curriculum.
- 4.e. Increase knowledge and skills in developing positive relationships and supportive interactions.
- 4.f. Increase knowledge and understanding to use effective approaches, strategies, and tools for early education.
- 4.g. Increase knowledge and understanding about the importance and benefits of central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 4.h. Use updated knowledge and appropriate resources to design, implement, and evaluate meaningful challenges in curriculum to promote positive outcomes.

Standard 5: Becoming a Professional

- 5.a. Identify and involve oneself with the early childhood field.
- 5.b. Increase knowledge and understanding about ethical standards and other professional guidelines.
- 5.c. Engage in continuous, collaborative learning to implement informed practice.

**GRANDFATHER PROVISION (Path A Certification Only)**

Except for the Assistant Director and Director, any individual already employed in a child care facility prior to the promulgation of these rules and regulations is exempted from the minimum educational requirements and will be issued an initial certification for the position they were hired for. However, all said individuals must meet the training requirements upon the renewal of their initial certification. No additional extensions will be granted.

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## CORE STANDARDS FOR GUAM'S PLAN FOR PROFESSIONAL DEVELOPMENT

The GPPD adopts these five Standards for Professional Development established by the National Association for the Education of Young Children as the *Core Standards* for the plan. These standards ensure the education and training activities of early childhood professionals on Guam are consistent with our peers nationwide. These standards serve as a guide for professionals to examine the various activities they engage in to ensure these activities will contribute to the personal and professional growth of the individual as well as contribute to the needs of the children, families, and community they serve. Whether pre-service training, in-service training, formal personnel preparation programs, continuing education courses or other professional development activities, the *Core Standards* provide the framework for early childhood professionals' education and training. *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 (*Appendix A: Professional Development Standards Framework*).

TOPICS	GENERAL COMPETENCIES
1. Child development theory and practical application	Awareness, knowledge and skills regarding foundational theories on human and child development, including specific domain areas of cognition, communication and language, physical, and social emotional and their use and benefit to young children and their families. Included is the practical application of research and evidence based practices through content areas such as math, science, social studies etc. and learning areas such as art, dramatic play, music, blocks, etc.
2. Healthy & safe environments	Awareness, knowledge and skills for providing and establishing an environment that is healthy, safe, and nurturing to promote positive development of the whole child.
3. Adaptations and modifications	Awareness, knowledge and skills regarding appropriate adaptations and modifications for children with unique, diverse and special needs including those with developmental disabilities,

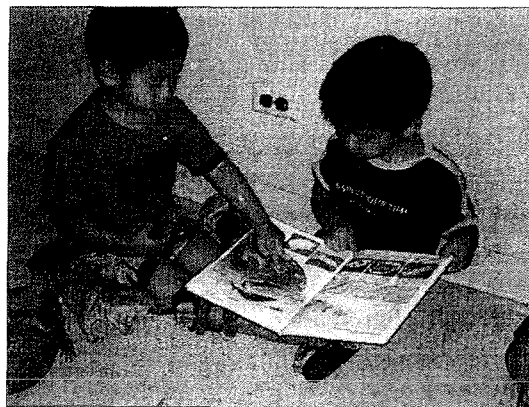


4. Working with families	exceptional children, multicultural and second language learners. Awareness, knowledge and skills with regard to establishing and maintaining positive relationships with families of young children in order to support their overall growth and development, working cooperatively and collaboratively, recognizing parents and families as the primary teachers of young child(ren).
5. Observation & assessment	Awareness, knowledge and skills regarding appropriate and various methods for observing and assessing young children and their behavior for the purpose of supporting their positive growth and development.
6. Professional conduct & ethics	Awareness, knowledge and skills regarding the individual's role within, commitment to and contribution to the field of early childhood and maintaining professional development in order to best meet the needs of young children and their families.

The following *Levels of Learning* describe entry, intermediate (A & B), and advanced (A & B) levels of awareness, knowledge and skills for individuals working in the field of early childhood care and education.

LEVELS OF LEARNING	LEARNING EXPECTATIONS
<b>ENTRY LEVEL</b> Early Childhood Assistant Provider (Levels 1-4)	Build awareness of early childhood in general.
<b>INTERMEDIATE LEVEL A</b> Early Childhood Lead Provider (Levels 1-4)	Build knowledge and skills of early childhood professionals, including but not limited to, creating and implementing developmentally appropriate practices and formally observing young children in natural environments.
<b>INTERMEDIATE LEVEL B</b> Early Childhood Master Provider (Levels 1-4)	Increase knowledge and skills utilizing research- and or evidence-based practices of early childhood to improve children's outcomes, and promote personal and staff development activities.
<b>ADVANCED LEVEL A</b> Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, and

	partner with families, the community, and early childhood professionals to improve programs and/or systems that serve young children.
<b>ADVANCED LEVEL B</b> Basic Preschool Teacher/ Initial Educator/ Professional Educator / Master Educator	Refine and improve skills for working with children, utilize research- and or evidence-based practices of early childhood to improve children's outcomes, promote personal and staff development activities, family and community partnerships, and collaborate with colleagues to advocate, mentor, and perform at higher levels, including participation with other early childhood professionals to improve programs and/or systems which serve young children.



## EARLY CHILDHOOD PERSONNEL - DEFINITIONS

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 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 field and the diversity of disciplines professionals come from (*Appendix B: Early Child Care and Education (ECCE) Matrix*). 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. The following are brief descriptions of each level of early childhood professionals, each level building upon the knowledge and skills of the previous one.

Consistent with the levels of learning established in the *Guam's Plan for Professional Development Framework*, varying levels of Early Childhood Certificates may be granted by the Guam Early Learning Council Early Childhood Professional Development Subcommittee (Path A) or the Guam Commission for Educator Certification (Path B).

**Certificate Issued by the Guam Early Learning Council Early Childhood Professional Development Subcommittee:**

1. Early Childhood Assistant Provider (Levels 1-4)
2. Early Childhood Lead Provider (Levels 1-4)
3. Early Childhood Master Provider / Early Childhood Assistant Director / Early Childhood Director (Levels 1-4)

**Certificate Issued by the Guam Commission for Educator Certification**

4. Basic Preschool Teacher
5. Initial Educator / Professional Educator / Master Educator

**Early Childhood Assistant Provider**

- (1) **Minimum Requirements.** The Early Childhood Assistant Provider Certificate may be issued to an applicant who presents evidence of completion of 45 to 90 clock hours of training in Early Childhood Education from a course offered by institutions of higher education or part of a professional certificate professional growth plan that align with the topical/competency areas of

- Child Development Theory and Practical Application;
- Healthy and Safe Environments;
- Adaptations and Modifications;
- Working with Families;
- Observation and Assessment; and
- Professional Conduct and Ethics.

An applicant must complete at least 45 clock hours or 4.5 Continuing Education Units (CEU) and complete a Professional Certificate Professional Growth Plan (as referenced by The Guam Commission on Educator Certification Professional Growth Activity Forms Teacher) documenting proposed professional development (PD) plan activities that include but not limited to awareness of Early Childhood Education starting with a minimum of 12 months work experience in a child care setting.

- (2) **Length of Certification.** The length of certification of an Early Childhood Assistant Provider shall be three (3) years.
- (3) **Renewability.** None

## Early Childhood Lead Provider

- (1) **Minimum Requirements.** The Early Childhood Lead Provider Certificate may be issued to an applicant who presents evidence of completion of 105 to 150 clock hours of training in Early Childhood Education from a course offered by institutions of higher education or part of a professional certificate professional growth plan that align with the topical/competency areas of
  - Child Development Theory and Practical Application;
  - Healthy and Safe Environments;
  - Adaptations and Modifications;
  - Working with Families;
  - Observation and Assessment; and
  - Professional Conduct and Ethics.
- (2) **Length of Certification.** The length of certification of an Early Childhood Lead Provider shall be three (3) years. Note: At Level 4, the Early Childhood Lead Provider has the option to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.
- (3) **Renewability.** The Early Childhood Lead Provider Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

## Early Childhood Master Provider/ Early Childhood Assistant Director/Director

- (1) **Minimum Requirements.** The Early Childhood Master Provider Certificate may be issued to an applicant who presents evidence of at least thirty-three (33) semester hours of college credits with at least six (6) semester hours in Early Childhood Education but less than the requirements for the Initial Educator Certificate. The Early Childhood Director and Assistant Director Certificate may be issued to an applicant who presents evidence of at least 51 semester hours/college credits with six (6) semester hours in Early Childhood Education Core Knowledge Areas (Level 3 of the Early Childhood Master Provider/Early Childhood Assistant Director/Director Matrix of this professional development plan). Note: The Early Childhood Assistant Director and Director minimum education and training requirements are set forth in the 2011 Administrative Rules and Regulations of the Department of Public Health and Social Services Relative to Child Care Facilities and Group Child Care Homes Section 1109.5.
- (2) **Length of Certification.** The length of certification of an Early Childhood Master Provider/ Early Childhood Assistant Director/ Director shall be three

(3) years. **Note:** At Level 4, the Early Childhood Master Provider has the option to remain at this level (4) and continue to receive certification every 3 years upon completing the requirements stated for Level 4.

- (3) **Renewability.** The Early Childhood Master Provider/ Early Childhood Assistant Director/ Director Certificate may be renewed three (3) times with evidence of satisfactory performance evaluation; proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or fifteen (15) hours of in-service training initiated or approved by the Department of Public Health and Social Services, or related early education agencies / departments. Continuous renewal at level 4 is applicable for those that meet the requirements.

### **Basic Preschool (Birth – Kindergarten) Teacher**

(1) **Minimum Requirements.** An associate degree in early childhood education; or an associate degree in a field related with equivalent to a major relating to early childhood education, with one (1) year experience teaching preschool-aged children, or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I, or a baccalaureate or advanced degree in a related field and coursework equivalent to a major related to early childhood education and experience teaching preschool-aged children and has not taken and/or passed PRAXIS I. The degree must be from a U.S. regionally accredited post-secondary learning institution.

(2) **Length of Certification.** The length of certification of a Basic Preschool Certification shall be three (3) years.

(3) **Renewability.** The Preschool Certificate may be renewed any number of times with evidence of satisfactory performance evaluation by the administrator; and fifteen (15) clock hours of Head Start specific in-service professional development that is classroom focused and regularly evaluated by the Head Start program of the Guam Department of Education. The holder of a Basic Teaching Certificate, on or before expiration date, may apply for Initial Certificate as per the requirements in GCEC 104 (c).

### **Initial, Professional or Master Educator**

The Initial, Professional, or Master Educator has completed the rigor of formal college coursework and has obtained a Bachelor's, Master's, or Doctorate Degree in early childhood education or related area from an accredited institution. Length of certification and renewal will follow that of the Guam Commission for Educator Certification which is a 3-year non-renewable (completion of a one year mentorship and Guam History or Guam Culture) for Initial Educator; a 5-year renewable (90 hours of professional activities) for Professional Educator and; a 10-year renewable (120 hours of professional activities) for Master Educator.

**Standard Operating Procedures for  
An Early Childhood Provider Certification  
PATH A (ALTERNATE PATH)**

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as an early childhood provider. The procedures outlined in this SOP are applicable to early childhood providers not employed through Government of Guam and/or the Department of Education.

The following documents must be current and are required by DPHSS-BOSSA. Please make copies of the originals.

- Current Health certificate issued by the Department of Environmental Health.
- Physical Examination form completed by a licensed physician.
- Police clearance
- Court clearance

Provide documentation/certificates/transcripts showing current training—must equal 15 hours for each year. Make copies of certificates/letters/documents. Do not turn in originals. Documents not containing dates will not be considered.

- Due dates will be established for applicants.
- Applicants must begin applying for re-certification two (2) months prior to expiration of current certificate.
- Applicants are responsible for any costs incurred in obtaining necessary documents.
- Turn in application (Appendix C: Form for Certification of Early Childhood Providers {Path A}) and required documentation to the GELC ECPD Subcommittee for review. The group will review and validate the credentials of a prospective applicant pursuing certification as an Early Childhood Professional under Path A of the GPPD with the DPHSS-BOSSA.

**Standard Operating Procedures for  
An Early Childhood Provider Certification  
PATH B**

The purpose of this Standard Operation Procedure (SOP) is to establish a uniform procedure for applying for certification as a Preschool (birth to kindergarten entry) provider. The procedures outlined in this SOP are applicable to Preschool (birth to kindergarten entry) providers employed by the Department of Education including, but not limited to, Department of Education Head Start Program, Early Intervention System, Early Childhood Special 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.

- The following documents must be current and are required by the Guam Commission for Educator Certification. Please make copies of the originals.

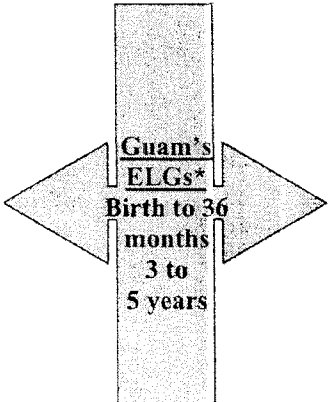
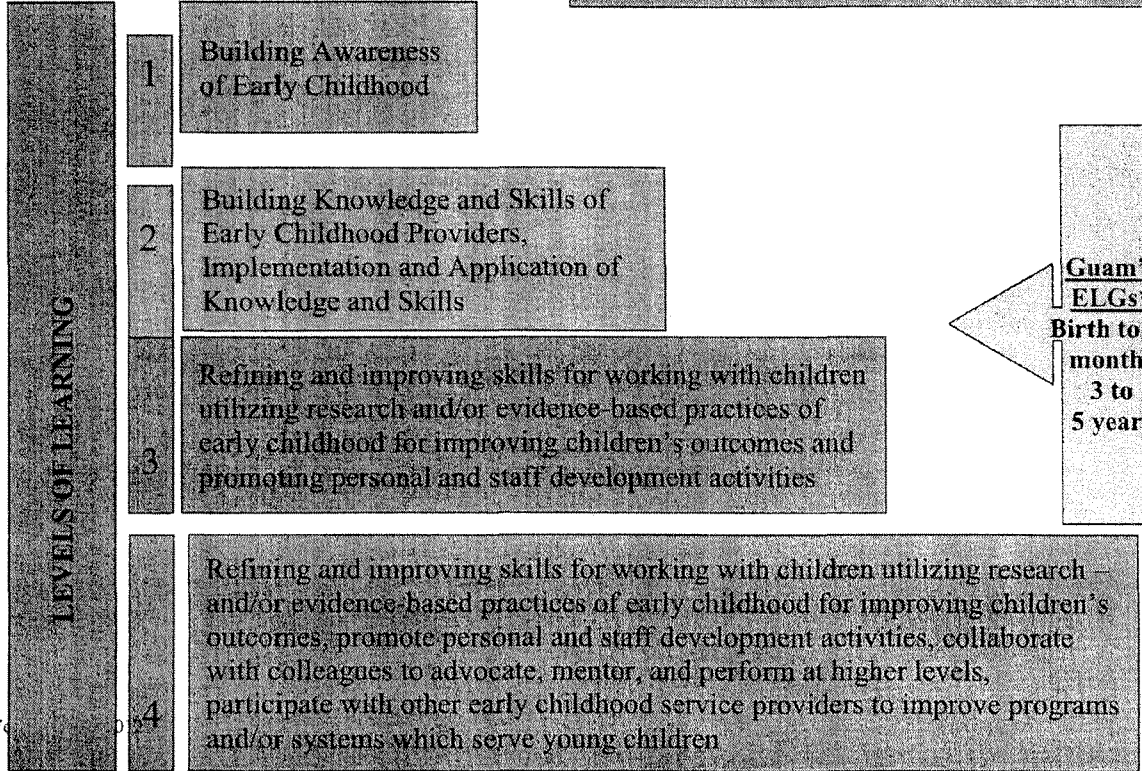
- Application for Guam Professional Certification.
  - Official transcript showing required credits and/or documentation of professional activities.
  - Evidence of current satisfactory performance (copy of performance evaluation from supervisor).
  - Copy of current Guam Professional Certificate.
- Make copies of certificates/letters/documents. Do not turn in originals. Make sure dates are included and within the parameters of the application date. Official transcript must be sealed.
  - Turn in application and required documentation to the Guam Commission for Educator Certification. Application forms are available online at <http://www.gcec.guam.gov/> (under helpful links). Make copies of all documentation and application before submitting to GCEC.

APPENDIX A: PROFESSIONAL DEVELOPMENT STANDARDS



# Professional Development Standards Framework

**CORE STANDARDS**  
 Promoting Child Development & Learning  
 Building Family & Community Relationships  
 Observing, Documenting, & Assessing  
 Teaching & Learning  
 Becoming a Professional



- TOPICS/COMPETENCY AREA:**
- Child development theory and practical application
  - Healthy & safe environments
  - Adaptations and modifications
  - Working with families
  - Observation & assessment
  - Professional conduct & ethics



**APPENDIX B:**

\*Early Learning Guidelines

**Early Childhood Care and Education Certificate (ECCE) Ma  
EARLY CHILDHOOD ASSISTANT PROVIDER**

Pre-credential Level		Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	Early Childhood Education (ECE) Core Knowledge Areas	<b>45 hrs. or 4.5 CEU</b> in ECE Core Knowledge Areas	<b>60 hrs. or 6.0 CEU</b> in ECE Core Knowledge Areas	<b>75 hrs. or 7.5 CEU</b> in ECE Core Knowledge Areas	<b>90 hrs. or 9.5 CEU</b> in ECE Core Knowledge Areas
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Head Start Parent Volunteer or Group/Family/Center Child Care	12 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/Center Child Care	24 months experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer or Group/Family/Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/Center Child Care	24 Months Experience Camp Counseling, Babysitting, Parenting, Foster Care, Head Start Parent Volunteer, or Group/Family/Center Child Care
ALTERNATIVE Training & Education In-Service	High school diploma/GED & Age 18	12 months experience in relevant & appropriate age group <b>AND</b> PD Plan completion with 30 hours in ECE or related classes	24 months experience in relevant & appropriate age group <b>AND</b> PD Plan completion with 45 cumulative hours in ECE or related classes	36 months experience in relevant and appropriate age group <b>AND</b> PD Plan completion with 60 cumulative hours in ECE or related classes	48 months experience in relevant and appropriate age group <b>AND</b> PD Plan completion with 75 cumulative hours in ECE or related classes
Length of Certification	1 year	3 years	3 years	3 years	3 years
Renewal		None after 3 years	None after 3 years	None after 3 years	None after 3 years

### EARLY CHILDHOOD LEAD PROVIDER

	<b>Pre-credential Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Training & Education Pre-Service	<b>Professional Expectation</b>	<b>High School (HS) diploma or GED</b>	<b>HS diploma or GED</b>	<b>HS diploma or GED</b>	<b>HS diploma or GED</b>
Training & Education In-Service	90 hrs. training (9.0 CEU) in Early Childhood Education (ECE) Core Knowledge Areas	<b>105 hrs. or 10.5 CEUs in ECE Core Knowledge Areas</b>	<b>120 hrs. or 12.0 CEU in ECE Core Knowledge Areas</b>	<b>135 hrs. or 13.5 CEU in ECE Core Knowledge Areas</b>	<b>150 hrs. 15.0 CEU in ECE Core Knowledge Areas</b>
Experience with relevant and appropriate age group	Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	12 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	24 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	36 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start	48 Months Camp Counseling Babysitting Parenting Foster Care Group/Family/ Center Child Care Head Start
Length of Certification		3 years	3 years	3 years	3 years/ Continuous

Renewal		3 times With evidence of satisfactory performance evaluation; <b>AND</b> Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; Or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; <b>AND</b> Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; <b>AND</b> Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; <b>AND</b> Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)
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**EARLY CHILDHOOD MASTER PROVIDER/EARLY CHILDHOOD ASSISTANT DIRECTOR/DIRECTOR**

Pre-credential Level		Level 1	Level 2	Level 3	Level 4
Training & Education Pre-Service	Professional Expectation	High School (HS) diploma or GED	HS diploma or GED	HS diploma or GED	HS diploma or GED
Training & Education In-Service	Early Childhood Education (ECE) Core Knowledge Areas	33 semester hrs./college credits with six (6) semester hours in ECE Core Knowledge Areas	45 semester hrs. / college credits with six (6) semester hours in ECE Core Knowledge Areas	51 semester hrs./college credits with six (6) semester hours in ECE Core Knowledge Areas	57 semester hrs./college credits with six (6) semester hours in ECE Core Knowledge Areas
Experience with relevant & appropriate age group	Camp Counseling Babysitting Parenting Foster Care Group/Family/Center Child Care Head Start OR Child Development Associate (CDA) credential OR U.S. Dept. of Labor (USDOL) Early Childhood Associate	3 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education	3 years work experience with relevant & appropriate age group OR CDA credential OR USDOL Early Childhood Associate OR Certificate in Early Care and Education	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	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

Length of Certification		3 years	3 years	3 years	3 years / Continuous
Renewal		3 times With evidence of satisfactory performance evaluation; AND Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; AND Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; AND Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)	3 times With evidence of satisfactory performance evaluation; AND Proof of having earned six (6) or more semester hours of college credit per year applicable to requirements for the Initial Educator Certificate; or Fifteen (15) hours of approved in-service training (PD Plan)

**BASIC PRESCHOOL (birth to kindergarten entry) TEACHER / INITIAL EDUCATOR / PROFESSIONAL EDUCATOR / MASTER EDUCATOR  
(Bachelor's, Master's or Doctorate)**

Source: Guam Commission for Educator Certification

Components	Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Guam Professional Standards for Teachers		Proficiency in teacher standards -- with a focus on one or more	Proficiency in teacher standards with a focus on two or more	Mastery of teacher standards
Prerequisites	<ul style="list-style-type: none"> <li>An associate degree in early childhood education; or an associate degree in a field related with equivalent to a major relating to early childhood education, with one (1) year experience teaching preschool-aged children; or a baccalaureate degree or advanced degree in early childhood education, and has not taken and/or passed the PRAXIS I, or a baccalaureate or advanced degree in a related field</li> </ul>	<ul style="list-style-type: none"> <li>Meet Approved Preparation Program sections 6.1.1 or 6.1.2</li> <li>OR</li> <li>Earns degree from a state-approved college/university program</li> <li>Passing score on PRAXIS I</li> <li>Passing score on the subject matter knowledge test(s) i.e. PRAXIS II or completion of an approved program (Major in content area) by the college/university</li> </ul>	Meet all educational requirements for Initial Educator	Meet all educational requirements for Initial Educator, Professional Educator and have earned a Master's degree.

	and coursework equivalent to a bachelor's degree in early childhood education and experience teaching preschool-aged children and has not taken and/or passed PRAXIS I. The degree must be from a U.S. regionally accredited post-secondary learning institution.	<ul style="list-style-type: none"> <li>Field-based experiences demonstrated in at least three (3) courses or seminars that address the Guam Professional Teacher Standards</li> <li>Supervised practicum or student teaching (at least 90 days) in the field and grade level for the certification sought</li> <li>Coursework aligned with Guam Professional Teacher Standards</li> <li>Grade point 2.7 or higher</li> <li>Receiving a positive recommendation from the student's program of study as a result of the student teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>Ninety (90) clock hours of professional activities within the 5-year period</li> </ul>	<ul style="list-style-type: none"> <li>One hundred twenty (120) clock hours of professional activities within the 10-year period</li> </ul>
Required Courses/Activities	<ul style="list-style-type: none"> <li>Fifteen (15) clock hours of field Start specific in-service professional development that is classroom focused and regularly evaluated by the Preschool program of the Guam Department of Education.</li> </ul>	<ul style="list-style-type: none"> <li>Guam History or Guam Culture, within the first year after the person's certification.</li> <li>Sixty (60) clock hours of professional activities within the 3-year period</li> </ul>		

Components		Basic Preschool Teacher	Initial Educator	Professional Educator	Master Educator
Membership			One Year	No	No
Length of Certification	3-year renewable	3-year non-renewable, minimum 2 years		5-year renewable	10-year renewable
Professional Growth Plan (PGP)	Yes. PGP: (1) Approved Professional Development Plan by administrator on-site, (2) Fifteen (15) clock hours of preschool specific in-service professional	Yes. PGP: (1) Identifies goals based on one or more Guam Teacher Professional Standards; (2) Portfolio of evidence indicating that progress has been made in reaching the goals of the Professional Growth Plan; and (3) PGP reviewed, concurred and acknowledged progress by administrator on-site.	Yes. PGP: (1) Identifies goals based on two or more Guam Teacher Professional Standards, (2) Portfolio of evidence documenting the successful completion of the plan may include artifacts i.e. college or university credits, workshops,	Yes. PGP: (1) Demonstrate attainment of extraordinary professional competency on the Guam Teacher Professional Standards; (2) Portfolio or video of evidence or certification by NBPTS; (3) PGP reviewed.	

Professional Teacher Evaluation	Satisfactory performance evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation
	development that is classroom focused, and PGP reviewed, concurred and acknowledged progress by administrator on-site		seminars, conferences, action research, curriculum development, work experiences, district committee work, presentation at conferences, publications, teaching courses, or work on special projects (3) PGP reviewed, concurred and acknowledged progress by administrator on-site,	concurrent and acknowledged progress by administration on-site



## Background Information

1. Have you received or obtained any education and/or training in early childhood care in the *last three years*?

Yes                       No

2. Have you been employed with any childcare provider, agency or organization that provides services for young children, birth to five years old in the *last three years*?

Yes                       No

3. Have you had any experience in working with young children, birth to five years old in the *last three years*?

\*\* Experience with relevant and appropriate age group include: camp counseling, baby sitting, parenting, foster care, Head Start Parent, volunteer or group/family/center child care

Yes                       No

2. If you answered "yes" to at least one question above, please provide the following information:

Please provide any <b>EDUCATION</b> courses in early childhood taken.	Month	Year

Please provide any <b>TRAINING</b> obtained in early childhood.	Month	Year

Please provide any <b>EMPLOYMENT</b> in early childhood.	Month	Year

Please provide any <b>other EXPERIENCE</b> with children, birth – 5 years.	Month	Year

I do hereby acknowledge that all information contained in this form and accompanying documents are accurate. If the form does not meet the requirements for completion, as stated in Guam's Plan for Professional Development, the Guam Early Learning Council Assistant will return my Form for Certification indicating the reasons for disapproval to my Early Childhood Director/Child Care Owner and I have to complete and resubmit my form and documentation for review and validation.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**FOR OFFICIAL USE**

*The Guam Early Learning Council Early Childhood Professional Development Subcommittee (GELC ECPD Subcommittee) validates the education, experience, skills, and training of early childhood provider and certifies that the EC Provider meets the various levels of qualifications as described in Guam's Plan for Professional Development.*

EC Provider Name: \_\_\_\_\_

Meets the requirements for Certification in:

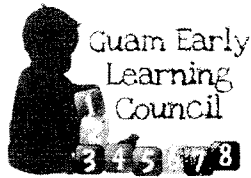
<input checked="" type="checkbox"/>	Level	<input checked="" type="checkbox"/>	Type of Early Childhood Provider
<input type="checkbox"/>	1	<input type="checkbox"/>	Early Childhood Assistant Provider
<input type="checkbox"/>	2	<input type="checkbox"/>	Early Childhood Lead Provider
<input type="checkbox"/>	3	<input type="checkbox"/>	Early Childhood Master Provider
<input type="checkbox"/>	4	<input type="checkbox"/>	Early Childhood Assistant Director/Director

Does not meet the requirements for Certification due to the following:

<input checked="" type="checkbox"/>	Reason
<input type="checkbox"/>	Form is incomplete
<input type="checkbox"/>	Documentation is missing
<input type="checkbox"/>	Other:
<input type="checkbox"/>	
<input type="checkbox"/>	

Signature(s) of GELC PD Subcommittee

Print Name	Signature	Date



## FORM FOR CERTIFICATION OF EARLY CHILDHOOD PROVIDERS (PATH A)

### INSTRUCTIONS FOR FILLING OUT THIS FORM

Thank you for submitting your Form for Certification of Early Childhood Providers – Path A under Guam's Plan for Professional Development.

To ensure you meet the deadline for certification, please follow these instructions carefully.

1. All information must be **typed or printed legibly**.
2. **Complete** this Form and **obtain** training documentation.

- Completed Form for Certification of EC Providers
- Training Documentation
  - ✓ Transcript/s
  - ✓ Letter
  - ✓ Certificate of Participation/Contact Hours

3. **Attach** ALL required documents to the form.
4. **Submit** this form and ALL required documents to your Early Childhood Director/Child Care Owner.

Note: Your EC Childhood Director/Child Care Owner is responsible for turning in your form and training documents to the Guam Early Learning Council (GELC) Assistant.

5. **Deadline for submission is at least two months before the expiration of your employer's childcare license.** Submit your completed application to your director or owner.
6. The GELC Assistant **will review** your form and documents on or before the second Tuesday of the month. Should there be any incomplete information or documentation in the preliminary review, your EC Director/Child Care Owner will be contacted.
7. Your Form and documents **will be reviewed by the GELC ECPD Subcommittee on the third Thursday of the month.** The Subcommittee **will validate or deny** Certification of Early Childhood Providers – Path A under Guam's Plan for Professional Development.

Should you have any questions, please contact the GELC Assistant at 671-735-2363/2466.



EDDIE BAZA CALVO  
GOVERNOR

RAY TENORIO  
LIEUTENANT GOVERNOR



JAMES W. GILLAN  
DIRECTOR

LEO G. CASIL  
DEPUTY DIRECTOR

JAN 25 2013

11-1208

## DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES GUAM PLAN FOR PROFESSIONAL DEVELOPMENT

Pursuant to the Administrative Adjudication Law, specifically Title 5 G.C.A. §9301,  
the Department of Public Health and Social Services has enacted the following Guam Plan  
for Professional Development.

JAMES W. GILLAN, *Director*  
Department of Public Health and Social Services

APPROVED AS TO LEGALITY AND FORM:

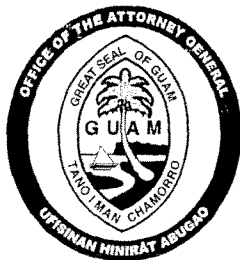
  
  
LEONARDO M. RAPADAS  
ATTORNEY GENERAL

DATE: 2/14/2013

DPSS 11-1208



LEONARDO M. RAPADAS  
*Attorney General*



PHILLIP J. TYDINGCO  
*Chief Deputy Attorney General*

## OFFICE OF THE ATTORNEY GENERAL

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December 27, 2012

**MEMORANDUM**

**AG Ref: DPHSS 11-1208**

To: Director, Department of Public Health and Social Services

From: Assistant Attorney General

Subject: Return of Guam's Plan for Professional Development

We hereby return the Plan submitted by DPHSS for compliance with Title 5 G.C.A. § 9301(h) for the second time. That section of the AAL requires that an Economic Impact Statement, or an explanation as to why one it not needed, be submitted with all proposed rules and regulations. In this proposal, DPHSS included the EIS as part of the interior text of the proposed rules. However, it must be submitted as a separate document at the beginning of the proposed rules so that it can be found and read easily. DPHSS employees may contact me if they need further assistance.

Sincerely yours,

  
**DAVID J. HIGHSMITH**  
Assistant Attorney General

