



DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES
DIVISION OF CHILDREN'S WELLNESS
BUREAU OF CHILD CARE SERVICES (BCCS)



Provider Workgroup Session 3 - Results

Solidifying the Definition of Quality of Child Care Services in Guam

Provider Workgroup Session 3 Description

The Bureau of Child Care Services (BCCS) continues to work in collaboration with local child care providers, with technical assistance provided by the State Capacity Building Center (SCBC), in pursuit of the development of a quality improvement system. BCCS continues to host the discussions of building a high-quality childcare system in Guam by conducting a third round of Provider Workgroup Sessions held at the Sinajana Mayor's Office on November 7, 2023.

BCCS identifies local child care providers as the key stakeholders that have expert opinions towards building a quality systems framework that will potentially be implemented into Guam's child care industry. This third session completes the first phase of the project, which is focused on defining quality in child care services. The workgroup session consisted of a small group of licensed child care providers, to include some returnees from the first and second workgroup sessions and new providers that also showed interest in participating. A total of eight (8) licensed providers were in attendance for the workgroup meeting, having one representative from the following licensed child care centers: *Sagan Fina'na'guen Fino Chamoru; Tiny Blessings Christian Childcare & Educational Center; Lots of Learning Child Care; Precious One's Childcare & Learning Center; Adventures in Learning Child Development Center; World of Wonder (WOW) Childcare Learning Center & WOW STEM Academy; Kids & Co.; and Little Ones Childcare Center.*

Participating providers in this session were reintroduced to the amendments of the project plan and timeline. Some of the changes include the indicators that determine the phases of the project, the inclusion of stakeholder review as the project progresses between phases, and increasing the number of scheduled workgroup sessions. The project plan also identifies a feedback/communication loop with stakeholders throughout each phase of the project.

The third session served a critical role in the first Phase of developing the quality improvement system. BCCS compiled data from the previous sessions, presented recommendations, and validated the organization of information with the providers. The results from this session will be translated into a survey, that will be distributed to all licensed child care providers, to demonstrate the validity and accuracy of the information presented.

Determining a Vision Statement

BCCS identified that a vision statement is necessary to serve as a guide for the direction and future goals of Guam's Quality Improvement System. The vision statement will clarify the meaning and purpose of the system to stakeholders, and most especially to the child care providers that are under the purview of the quality system. Participating providers each had an



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opportunity to individually craft a vision statement. Providers were then split into two groups to create a unified vision statement. The vision statements proposed by each group includes:

- All of Guam’s children will have access to education that promotes school readiness.
- Provide Guam’s children with continuous quality care and education through positive guidance to nurture the whole child in all developmental domains.

Defining Quality

The planning and development of Guam’s quality improvement system has led to the formulation of six areas of quality to be measured. The areas of quality allow providers to explore definitions, identify evidence, and highlight priorities that support their intended definitions of a quality system. BCCS has made recommendations regarding the identified areas of quality to include:

- renaming *Staff Support* to *Professional Development & Staff Support*
- rename *Health & Safety* to *Safety, Health, and Nutrition*
- added a new area of quality identified as *Curriculum & Learning Environment*

Following the review and assessment of the different areas of quality, child care providers were then tasked to define quality according to existing data and in consideration of competing priorities. The data determined from the previous workgroup sessions were compiled by BCCS in accordance to its relevance and similarities within the respective areas of quality. The organized data were presented to the child care providers with sample definitions. The providers had an opportunity to review the organized data and make recommendations as necessary. An example of how data was organized can be seen below, to include a proposed definition of quality:

PROFESSIONAL DEVELOPMENT & STAFF SUPPORT				
	PWS1 Agree	PWS1 Disagree	PWS2 Agree	PWS2 Disagree
A way to pay for teacher to have training and education	2		5	
Continuing training & education of staff	2		5	
Education of staff to improve	2		4	
Degrees do not always mean best teachers			5	2
Experience with children	8	0		

Definition of quality, under Professional Development & Staff Support from organized data: ***Employees possess foundational knowledge of childcare services to perform, with the support of continuing education, experience, and accessible training opportunities in pursuit of continuous professional improvement.***

The definition of quality is primarily based on data organized from the previous workgroups, to include other recommendations that assist the development of definitions revolving around the existing data sources. BCCS facilitated the engagement to ensure that the definitions proposed consistently meet the continuous efforts to achieve measurable improvements. The identified definitions will be validated through a survey to be disseminated to all licensed child care



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providers. The survey results will be analyzed, interpreted, and considered in the next workgroup session. The following is a list of all proposed definitions identified by child care providers in Session Three according to the different areas of quality:

PROFESSIONAL DEVELOPMENT & STAFF SUPPORT

<i>Employees possess foundational knowledge of childcare services to perform, with the support of continuing education, experience, and accessible training opportunities in pursuit of continuous professional improvement.</i>
<i>Provide continuous support through professional development opportunities designed to contribute to teachers' skills and knowledge to excel in child care settings and excel to higher level positions.</i>
<i>Justified wage that serves to compensate for the dynamics of working in a child care setting, that also considers incentives based on experience and performance to encourage staff continuity, reliability, and retention.</i>
<i>Center supports the social and emotional wellbeing of employees through communication and teamwork to influence the motivation and passion to be working in the childcare setting.</i>

FAMILY ENGAGEMENT & SUPPORT

<i>Efficient communication through technology, paper, and/or in-person interactions with center families.</i>
<i>Offer opportunities to support and accommodate employees to communicate and interact with center families to build trusting relationships.</i>
<i>Accommodate families to the best of the center's abilities.</i>
<i>Understanding each individual child and their needs, to build and display positive relationships with their unique families.</i>

CENTER LEADERSHIP & ADMINISTRATION

<i>Knowledgeable, responsible, and prepared for local laws, rules, and regulations for center operations and inspections.</i>
<i>Owner and director gives continuous guidance and support to center communities.</i>
<i>Leadership listens, understands, and observes the wellbeing of center employees as needed to improve employee morale.</i>
<i>Leadership gathers staff input/feedback on management for further improvement on center operations.</i>

SAFETY, HEALTH, AND NUTRITION

<i>Prioritizing the health and safety of children and employees in child care settings by upkeeping the center's physical environment to prevent illness and injury.</i>
<i>Whole child support through food and nutrition to encourage healthy eating habits.</i>
<i>Consider and accommodate individual child's health care needs with family's written consent.</i>
<i>Follow center procedures to ensure and promote safety, health, and nutrition policies.</i>

TEACHER-CHILD INTERACTIONS

<i>Develop a positive teacher-child relationship through nurturing interactions to build a safe and trusting environment for all children.</i>
<i>Promoting equality for all children through positive guidance and interactions based on their needs.</i>
<i>Teacher demonstrates and reinforces positive behaviors through modeling appropriate verbal and physical language, actions, manners, and habits.</i>

CURRICULUM & LEARNING ENVIRONMENT

<i>Centers develop a safe, positive, and fun learning environment that benefits all children and staff.</i>
<i>Center implements an educational plan to help children grow in all developmental domains.</i>