

## Guam Aims to Implement "QRS" for Child Care Centers

If you are a parent of a child, birth to five years of age, who is in a child care center, a QRS may be of interest to you. "QRS" stands for "Quality Rating System." This system rates the level of care a child receives in a child care center. It is an assurance to families that when their infants, toddlers, and preschoolers are dropped off each day, parents can go to work trusting that basic standards of care will be implemented. QRS encourages centers to offer a level of care that is beyond the minimal standards set by the Dept. of Public Health & Social Services (DPHSS) by having staff with academic credentials in early care and education and provide individual care with lower adult to child ratios.

What is involved in QRS? It is a national initiative that the Administration for Children and Families, under the U.S. Department of Health and Human Services is promoting and is currently adopted by 18 states as part of their child care licensing requirements. The



Implementation of a "Quality Rating System is highly encouraged by DPHSS .

National Infant and Toddler Child Care Initiative names five components of QRS. They include: (1) standards, (2) accountability measures, (3) program and practitioner outreach support, (4) financial incentives, and (5) parent/consumer education. Because the Guam DPHSS, Division of Public Welfare receives Child Care and Development Funds, its state plan covers steps towards developing a QRS to ensure quality in services in its **Proposed Rules and Regulations for Licensed Child Care Centers**. The draft requirements were developed over the past five (5) years and will replace the **1978 Standards for Child Care Facilities**. Implementation of the QRS is voluntary, with centers being "highly encouraged" to address the standards which are still in draft form and are outlined on page 2.

For more information on the development of the QRS, please contact Elaine Eclavea, Guam CEDDERS Initiative Area Coordinator at 735-2466 or [elaine.eclavea@guamcedders.org](mailto:elaine.eclavea@guamcedders.org). ■

## Centers Work Towards Higher Standards

Twenty-six staff from the **Kiddy Land Play and Learn Center** in Dededo, **Little One's Child Care Center** in Dededo, and **Precious One's Child Care Center** in Sinajana have been spending their summer attending a 5-hour Saturday course in an effort to meet requirements to become a Model Child Care Center (MCC), a program sponsored by the Department of Public Health and Social Services. Facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (UOG CEDDERS), the MCC Program provides training and technical assistance to promote "research-based best practices" to child care centers that complete a rigorous application and screening process.

Topics covered in the training included the **Guam Early Learning Guidelines** and use of the **Creative Curriculum**, which focuses on developmental assessments and activities for children birth to five years of age. As part of the course, parents of children attending each center are provided results of their children's assessments which will be used to plan learning activities for their child.

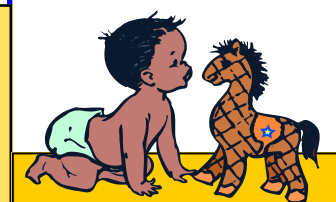
The centers also received updates on Americans with Disabilities Act assessments and guidance in using the Infant Toddler and Early Childhood Environment Rating Scales. These scales recognize appropriate care practices and identify areas needing attention. These steps are part of an ongoing process to implement a quality rating system that promotes quality services. ■

### Model Child Care Centers

*The Model Child Care Center Program is part of a Quality Rating System where child care centers take action steps to provide services that exceed the DPHSS requirements for licensure. Training and technical assistance are provided to these centers by UOG CEDDERS that focus on developmentally appropriate practices, including children with disabilities, health and safety compliance, early learning guidelines with standards, recognized curriculum, assessment program, and family partnerships. The following centers have completed the requirements and are recognized as model centers:*

- Amazing Kids 2 Child Development Center
- Bambini Day School Center Corp.
- Blessed Seed Christian Academy & Day Care
- First Step Early Childhood Educational Center
- "Good Day" Child Learning Center
- Guam's Little Treasures
- Honey Bear Kids Center
- Little Lambs Pre-School & Day Care Center
- M.G. Huffer Adventures in Learning Development Center
- PNG Child Care & Learning Center
- School of Creative Arts Center
- The Young Learner Center
- Ty's Playsite Learning Center

*See Quality Rating page 2*



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# Elements of a Quality Rating System

As suggested by the National Infant & Toddler Child Care Initiative being promoted by Zero To Three, a leading national organization whose mission is to increase child care requirements, standards for rating quality specific to infant and toddler care might include the following:



## (1) STANDARDS

1. **Professional Development & Training.** A Professional Development Plan with core knowledge and competencies based on the National Association for the Education of Young Children (NAEYC) has been reviewed and approved by Guam child care directors in October 2008. The next step is to bring the plan to the Guam Certification Commission for review and approval.
  2. **Learning Environment/Curriculum.** The Department of Public Health and Social Services (DPHSS) has been implementing the *Creative Curriculum®*, a nationally recognized and approved curricula, in its Model Child Care (MCC) Program since 2006. In 2008, the *Creative Curriculum®* Developmental Continuum Assessment Toolkits was implemented as a pilot program to track individual progress of children birth to age five and share results with families. Overall data of each model center participating, used The Creative Curriculum Progress and Outcomes Reporting Tool (CC-PORT) to track pre and post results of overall progress and to plan steps to improve the learning environment. Further, all child care centers, including the DPHSS Model Child Care program were issued copies of the **Guam Early Learning Guidelines (GELG) for Ages Three to Five Years** in 2005 and the **GELG for Birth to 36 Months** in 2007. Workshops and courses followed, demonstrating use of the guidelines.
  3. **Lower Adult-to-Child Ratios.** New ratios to be in full effect by January 1, 2012 include: 4:1 for infants, birth to 12 months; 7:1 for 13 months to 2 year olds; 10:1 for 15 months to 3 year olds; 15:1 for 37 months to 4 year olds; and 20:1 for 4 year olds and up. By January 1, 2013, the ratio for 13 months to 2 year olds will be upgraded to 6:1.
  4. **Parent/Family Involvement.** Most child care centers, including MCC Centers, have daily logs documenting routine caregiving practices for feeding, diapering/toileting, and sleeping and some include newsletters or monthly calendars to inform families of learning activities.
  5. **Program Evaluation.** This year, all centers will participate in a workshop introducing the purpose and use of the Infant Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECERS). The rating scales cover each component of the learning environment from equipment, curriculum, and design of environment to interaction of staff with children and families.
  6. **Children with Special Needs.** Since 2001, DPHSS has offered free workshops and conferences covering disability awareness, program modifications and family partnerships, to ensure children with disabilities receive the same learning opportunities as children without disabilities.
- (2) ACCOUNTABILITY MEASURES. Once the QRS standards have been finalized, DPHSS plans to have an evaluator determine how well the child care centers meet the Guam QRS standards.
- (3) PROGRAM PRACTITIONER OUTREACH and SUPPORT. DPHSS implemented the MCC Program since 2001 with 40 hours of training in developmentally appropriate practices inclusive of adaptations for children with special needs and with 20-30 hours of mentoring and coaching. The MCC Program has increased its course hours to 45 and mentoring/coaching hours now include assistance with data on individual child outcomes.
- (4) FINANCIAL INCENTIVES. Made possible through Child Care and Development Fund Program (CCDF), DPHSS continues to sponsor 15-hour annual trainings in child development, including health and safety for child care providers. Participants have the option of increasing those hours annually by enrolling in CCDF-sponsored courses and workshops through the University of Guam and Guam Community College. Additionally, mini-grants have been made available through CCDF to support child care programs implementing the GELG and to improve the centers' access for children and families with disabilities, under the Americans with Disabilities Act (ADA).
- (5) PARENT / CONSUMER EDUCATION EFFORTS. Continuation of public awareness activities including:
- A. Publication and dissemination of **Nene News** newsletter.
  - B. Publication and dissemination of posters and brochures promoting best practices in early childhood education.
  - C. Information dissemination via radio and TV ads and other media dissemination avenues.
  - D. "Family Fairs" at various venues, such as shopping centers and schools.
  - E. Parent training on early childhood best practices using the ALONG (All Learning Opportunities Nurture Growth) and Guam Early Learning Guidelines, Birth to 36 Months & 3 To 5 Years.

Source: *Designing Quality Rating Systems Inclusive of Infants and Toddlers, National Infant & Toddler Child Care Initiative.* [www.nccic.org/itc/publications/qrsdesignelements.htm](http://www.nccic.org/itc/publications/qrsdesignelements.htm).

# Curiosity — Encourage It

**The more curious a child is, the more he learns.** There are seven (7) skills for school readiness that lead to children's success in school and life. *Curiosity* is one of those skills, as well as: *confidence, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness.* From the time they are born, children have the natural drive to be curious and discover things. They spend time looking, listening, touching, and later asking why things happen. When they are given support with more opportunities, the more they discover and learn. ■



# CURIOSITY

*Encourage it!*




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# Strategies to Pr

		Activities
<p>Birth To 12 months</p>		<p><b>BALLS!!</b></p> <ul style="list-style-type: none"> <li>♥ Have your baby explore different balls – softball, football, soccer ball, basketball, bouncing rubber balls – by looking at different pictures of balls.</li> <li>♥ Have your baby handle different balls by having them explore the texture of different balls.</li> <li>♥ Have your baby play with sponges cut out as balls while bathing.</li> </ul>
<p>1-3 Years</p>		<p><b>ROLLING BALLS!!</b></p> <ul style="list-style-type: none"> <li>♥ Roll a ball into a crawling tunnel and encourage the toddler to crawl after it.</li> <li>♥ Roll balls down planks propped up on one inch building blocks.</li> <li>♥ Have toddlers drop or roll balls in toilet tissue or paper towel tubes that are suspended and secured on a wall or flat surface.</li> <li>♥ Have children roll balls to each other while sitting in a circle.</li> <li>♥ Set up an obstacle course. Have the toddlers roll balls down a slide, through a tunnel, through a box, through hoops.</li> </ul>
<p>3-5 Years</p>		<p><b>BOUNCING BALLS!!</b></p> <ul style="list-style-type: none"> <li>♥ Have the preschoolers bounce beach balls on a parachute while in a circle. See how high they can get the balls to bounce.</li> <li>♥ Introduce Koosh balls to preschoolers. Ask them if they bounce. Wonder why.</li> <li>♥ Play “musical ball.” Have preschoolers stand in a circle and bounce the ball once between each other. When the music stops, the bouncing stops. Whoever has the ball gets to take a break.</li> </ul>

# Promote Curiosity

Developmental Milestones	Adaptations for All
<ul style="list-style-type: none"> <li>◆ Object recognition is learned by showing pictures to your baby.</li> <li>◆ Vocabulary is developed as you speak to your baby about different objects.</li> <li>◆ Vocabulary is strengthened as you explore objects in different presentations.</li> </ul>	<ul style="list-style-type: none"> <li>★ Create a mobile of ball shapes and suspending it over the crib.</li> <li>★ Place cloth books of balls in the car seat or stroller.</li> </ul> 
<ul style="list-style-type: none"> <li>◆ Cause and effect is explored as toddlers learn where the balls go.</li> <li>◆ Cause and effect is strengthened as toddlers manipulate what happens to the ball as they roll the ball through the tunnel, down, the plank, or through the roll.</li> </ul> 	<ul style="list-style-type: none"> <li>★ Have different colors of balls for floor activities for toddlers. Introduce the colors day by day. By day five, have five colors rolling during circle time.</li> <li>★ Sing songs about balls.</li> <li>★ Read stories about balls.</li> </ul> 
<ul style="list-style-type: none"> <li>◆ Experimentation is a natural way to learn how the world works.</li> <li>◆ Experimentation builds confidence through safe and appropriate activities.</li> <li>◆ Experimentation encourages greater risk-taking which paves the way for further learning.</li> </ul> <p><b>MORE BALL ACTIVITY SUGGESTIONS:</b></p> <ul style="list-style-type: none"> <li>♥ Have preschoolers take turns bouncing a basketball and then have them try to sink the ball through a basketball hoop.</li> <li>♥ Teach children how to play two square.</li> </ul>	<ul style="list-style-type: none"> <li>★ Visit the Micronesian Mall and become intrigued by the big ball maze.</li> <li>★ Create paper plate balls with plates, markers, cotton balls, tissue paper. Have children dictate a story about their creation's name, feelings, what they like to do.</li> <li>★ Act like a ball during circle time. Bounce like a ball. Roll like a ball. Become a flat ball. Become inflated.</li> <li>★ Teach the children how to juggle two – three balls.</li> </ul>

# Tips for Managing Stress

Stomachaches, tension in shoulders and neck, muscle pains, back pain, high blood pressure, fatigue, grinding of teeth, depression, insomnia, relationship problems, stiff neck, anxiety, weight gain or loss, constipation, diarrhea, and shortness of breath are some of the common signs of something called stress. These signs don't help when we still need to go to work and pay the bills, take care of our family, and keep up with all the social

gatherings that happen almost every weekend.

Sounds heavy, but we can either choose to feel the negative impact of stress or reduce and get rid of them.

Below are some suggestions and strategies made by the American Public Health Association and Mental Health America that you may try decrease the stressors in your lives. ■

## SIMPLE STRESS MANAGEMENT TOOLS

- \* **SAY YES TO LESS** – It's okay to give a gentle "no" when you're asked to add more to your plate of things to do. Saying "no" means you are respecting your body.
- \* **GET A MOVE ON** – Exercise! Okay, this may be hard to do, but it's the easiest way to release the natural endorphins your body makes to relieve your tension, have a positive attitude and make you feel good!
- \* **DO THE WRITE THING** – It may be time consuming but start a journal to explore your thoughts and feelings, work out problems and find solutions.
- \* **CALL A TIME OUT** – This is the fun part because you get to choose what you like most. You can listen to your favorite music, watch the sunset, enjoy a refreshing beverage, read a good book, watch a good show, get a massage, meditate, go fishing, plant a garden or start a hobby. Your blood pressure will fall, your pulse will slow down and your muscles will relax.



## PROVEN STRESS MANAGEMENT TOOLS

1. **CONNECT WITH OTHERS** – Turn to family and friends that you are comfortable with to listen and lend a hand.
2. **STAY POSITIVE** – Focus on the better side of things, practice being grateful, and turn off those negative thoughts.
3. **GET ACTIVE** – Your mood matters, so activate your walking shoes, and start the walk.
4. **HELP OTHERS** – Can you believe this? Research actually shares that those who help others are more calm, have less depression, have less pain and have better health. So, wait no more and lend that hand.
5. **GET ENOUGH SLEEP** – This is hard when you're overwhelmed, but the heart disease and impaired memory that comes with lack of sleep is the reason to get some serious shut eye.
6. **CREATE JOY AND SATISFACTION** – That's easier said than done, when there's so much to do and the deadlines are closing in. You'll be surprised, when you just take a break, watch a funny show and share a laugh with family or friends. Do something you loved to do when you were a kid. Feel textures, enjoy aromas, taste flavors.
7. **EAT WELL** – Try Uncle Sam's recipe with the Food Pyramid – veggies, fruits, whole grains, fat-free or low fat dairy, lean meats, poultry, fish, beans, eggs and nuts. You're allowed to slip in some tasty dishes low in fats, salt, and sugar but remember which ones boost your energy, affect your moods, bring fuel to your brain, lower risks of disease, and counteract the impact of stress on your body.
8. **TAKE CARE OF YOUR SPIRIT** – Does this mean church? It could, but it's not all about going to a place. It is about meditation, organized religion, read inspiring stories, nurture your spirit with nature, music, art, and sounds that appeal to you.
9. **DEAL BETTER WITH HARD TIMES** – Write things out, tackle your problems, shift your thinking, and get support.
10. **GET PROFESSIONAL HELP** – Concerned about what others may think? Instead, think more about you being stronger when there are challenges, about letting go of things you don't want to keep inside of you, about solving problems, and building your self-confidence.

So, pick up some tools and change your signs. Show up to work with a smile, a sense of confidence, pay those bills by your timely plans, take care of your family and mix in some laughter and good times, then choose the gatherings that mean more to your good spirit.

Source: *The Nation's Health*, American Public Health Association. (April 2008) "Healthy You". Retrieved 6/25/09 from [www.thenationshealth.org](http://www.thenationshealth.org); Mental Health America. "Live Your Life Well". Retrieved 6/25/09 from <http://www.mentalhealthamerica.net/go/liveyourlifewell>

## Nana Says...About Curiosity

"Nana Says..." is an advice column which addresses everyday concerns relating to raising healthy and happy children. Address specific questions to Nana by calling her at 735-2565, or writing to [nene.news@guamcedders.org](mailto:nene.news@guamcedders.org).

Dear Nana,

Our oldest boy, Zach, has started kindergarten and we are so excited. Our concern is that our 1 year old seems to be getting naughtier.

Last night, as Zach, our oldest was talking about his teacher, our other boy, Tom, kept misbehaving. Tom kept dropping the spaghetti from his high chair. In fact, now that I think about it, Tom is always dropping things even after he is told to stop.

Is Tom being selfish and trying to keep us from paying attention to Zach?

Concerned in Santa Rita.

Dear Santa Rita,

How wonderful that Zach has begun kindergarten! The time will fly, so enjoy the journey.

As far as your boy Tom—he may seem like he's misbehaving but he's really behaving in a very normal way. His curiosity about "what happens if?" has him experimenting. He's dropping the spaghetti to see what happens when he lets go. At this age, children are scientists as they manipulate their surroundings to see what happens as they change the way they do things. Tom repeats dropping things over and over to observe the properties of what he is dropping.

This is a good sign that Tom is motivated to learn more about how our fascinating world works!

Enjoy your boys!

Nana

Dear Nana,

This past year has been a roller coaster ride for our family. My dad died and it has been a very difficult time. At the same time, our daughter just became pregnant.

I'm writing about the curiosity of my grandson, Kyle. Kyle is five and seems to be observing and absorbing everything that is happening. He wants to know why Grandad died. He wants to know how a baby got into his mom's tummy. Kyle has been asking many, many questions.

We've been ignoring his questions and telling him to "never mind" but now I'm wondering if that's what we should be doing.

Wondering in Tumon Heights.

Dear Tumon Heights,

Kyle is a part of your family and wants to understand such significant family matters. This curiosity is beautiful! He's a growing child who has a sense of belonging and wants to know how or why things happen.

Whenever the topic is sensitive—like death or birth—your responses to questions should be simple and a direct answer to the question. When Kyle wants more information, he'll ask for it. The responses need to be honest and truthful.

Sometimes books for young children on these sensitive issues help children understand the issues. Including the child in the rituals the family goes through also helps the child understand what is occurring.

Best of luck,  
Nana



Checking out a "duk-duk:" touching, observing, and talking to a small hermit crab, also known locally as a "duk-duk," can provide lots of opportunities to nurture a child's curiosity relating to animals in our environment. To ensure safety, this type of activity with young children should always take place under the supervision of an adult.



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Alternative formats (e.g., Braille, large print, or audio tapes) of **Nene News** may be made available by sending a request to [nene.news@guamcedders.org](mailto:nene.news@guamcedders.org) or 735-2477.

## UPCOMING EVENTS

### August 2009

- **Aug 1** - Model Child Care Module 5, Marriott Resort, 8-1:30 pm
- **Aug 8** - Model Child Care Module 6, Marriott Resort, 8-1:30 pm
- **Aug 11**- Project Tinituhon Focus Group, Early Care & Education / Child Care, 9-11 am, Guam PIRC
- **Aug 14** - Work Session for Early Childhood Professional Growth Plan, UOG LG Building, Room 129, 8 - 12 pm
- **Aug 15** - Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Infant Toddler Training Module 1, 8am-5pm, Venue TBA
- **Aug 22** - CSEFEL Infant Toddler Training Module 2, 8am-5pm, Venue TBA
- **Aug 29** - Model Child Care, Module 7, Marriott Resort, 8-1:30 pm

### September 2009

- **Sept 1-Oct 1**-Cognitive Development: Birth to Five: A Hybrid Course, 3-4 pm, Venue TBA
- **Sept 1-Oct 1**-Social Emotional Development: Birth to Five: A Hybrid Course, 9-10 am, Venue TBA
- **Sept 8** - Project Tinituhon Focus Group, Early Care & Education / Child Care, 9-11 am, Guam PIRC
- **Sept 14 - 18** - GELG Training, Guam PIRC Conference Room, 8 - 12pm
- **Sept 19** - Model Child Care Module 8, Marriott Resort, 8-1:30 pm
- **Sept 23** - Early Learning Council Meeting, 9-11 am, Governor's Conference Room
- **Sept 26**- Model Child Care Module 9, Marriott Resort, 8-1:30 pm

### October 2009

- **Oct 19-23**-ALONG Training, Guam PIRC Conference Room, 8-12 pm

## PROJECT TINITUHON

"The BEGINNING"

The Foundation for Lifelong Success  
for your child BEGINS with YOU!



### Social Emotional Development and Mental Health

Holding and talking with your baby are the first steps to building a positive relationship with your child.

### Access to Health Insurance and Medical Homes

Regular and consistent medical care is important for positive growth and development.

### Early Care & Education and Child Care

Quality childcare provides positive learning opportunities for healthy growth and development.

### Parent Education and Family Support

Be a positive role model! You are your child's first, most consistent, and enduring teacher.

For more information on PROJECT TINITUHON, contact Elaine Eclavea, Project Director at Tel: 735-2466 or email at [elaine.eclavea@guamcedders.org](mailto:elaine.eclavea@guamcedders.org), or visit online at [www.guamcedders.org](http://www.guamcedders.org).



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## Has Your BABY Undergone a Developmental Screening?



The American Academy of Pediatrics recommends developmental screenings at 9, 18, and 30 months of age.

Developmental screening is important to ensure early detection of delays that might affect your child's growth and development!

A developmental screening is conducted by a doctor to tell if your baby is developing normally at different stages of their growth and development (physical, social & emotional, speech & language, and thinking).

For more information about developmental screening, ask your child's doctor or contact **Project Tinituhon** (Guam's Early Childhood Comprehensive System) at **735-2466** or email at [elaine.eclavea@guamcedders.org](mailto:elaine.eclavea@guamcedders.org).



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