



Guam Public School System
Division of Special Education



Guam State Performance Plan (SPP) July 1, 2006 – June 30, 2007



February 1, 2008

**“Our educational community prepares all students for life,
promotes excellence, and provides support!”**

Part C State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Guam Public School System (GPSS), Division of Special Education, Guam Early Intervention System (GEIS), Guam IDEA Part C Program facilitated a process for ensuring broad stakeholder input in the development of the updated Guam IDEA Part C State Performance Plan (SPP) for Indicator 3 due to the U.S. Office of Special Education Programs (OSEP) by February 1, 2008. In addition, GEIS, with stakeholder input, designed a distribution plan to meet the SPP public dissemination requirement.

As instructed by OSEP, at minimum, Guam is required to involve the Guam Interagency Coordinating Council (ICC) in the development of “measurable and rigorous” targets for any new SPP indicators with baseline data. For this reporting period, Indicator 3, Child Outcomes, requires progress data and improvement activities, with baseline data for establishing targets expected in 2008-2009 due in February 2010.

BROAD STAKEHOLDER INVOLVEMENT

Input Sessions for the Updated SPP included the following:

- August 13, 2007: A presentation to the GPSS, Division of Special Education Program Coordinators, Special Education staff, and GEIS staff was conducted to share information on Guam’s 2006-2007 performance on the SPP/APR targets.
- September 6, 2007: A presentation to the ICC was conducted facilitating the review of the reporting requirements, 2006-2007 performance data, OSEP June 2007 Determination letter and response table were distributed to the members for review. A timeline of activities for the ICC to review the full APR/SPP was discussed.
- September 10, 2007: During the GEIS staff meeting, a “SPP/APR At-A-Glance Orientation” outlining the SPP and APR reporting requirements with the 2006-2007 performance data, along with the OSEP June 2007 Determination letter and response table were distributed for review.
- December 10, 2007: A presentation to the GEIS Service Coordinators, Service Providers, and support staff was conducted to share information and obtain stakeholder input on Guam’s 2006-2007 performance on the APR/SPP targets and activities.
- December 14, 2007: A continuation of presentation to the GEIS Service Coordinators, Service Providers, and support staff was conducted to share information and obtain stakeholder input on Guam’s 2006-2007 performance on the APR/SPP targets and activities.
- January 9, 2008: Stakeholder meeting with ICC council. During the meeting, a “Considerations Checklist” outlining the SPP and APR reporting requirements with the 2005-2006 performance data was distributed for members. Stakeholders discussed data for report period July 1, 2006 to June 30, 2007 and provided input on Guam’s 2006-2007 performance on the APR/SPP targets and activities.
- January 18, 2008: A continuation of presentation to the GEIS Service Coordinators, Service Providers, and support staff was conducted to share information and obtain stakeholder input on Guam’s 2006-2007 performance on the APP/SPP targets and activities.
- January 28, 2008 SPP data for Indicator 3 for accuracy in reporting data. In addition, the ICC provided recommendations for meeting the public dissemination requirement specific to the updated SPP.

PUBLIC DISSEMINATION

With stakeholder input, GEIS has designed a distribution plan to meet the SPP public dissemination requirement. GEIS will disseminate the updated Guam IDEA Part C SPP utilizing the following process and timelines:

- By May 1, 2008, upon submission of the updated Guam IDEA Part C State Performance Plan (SPP) for Indicator 3 to the U.S. Office of Special Education Programs, GEIS will post the updated SPP on

Part C State Performance Plan (SPP) for 2005-2010

the GPSS website: http://www.gdoe.net/scc/Grant_Detail_Docs1ie6.htm (select "Division of Special Education, CFDA #84.181 – Infants and Toddlers with Disabilities"). The updated Part C SPP will be posted on the same website/link as the original SPP submitted to OSEP in December 2005.

- By May 15, 2008, GEIS will distribute a letter to all families of infants and toddlers receiving IDEA Part C early intervention services regarding the availability of the updated SPP posted on the GPSS website. The letter will also indicate the availability of a copy of the plan upon request.
- By May 15, 2008, GEIS will announce via the local media the availability of the updated SPP posted on the GPSS website.
- By May 15, 2008, GEIS will distribute the updated SPP to all ICC members and the following public agencies and other organizations:
 - Department of Public Health & Social Services
 - Department of Mental Health & Substance Abuse
 - Guam Memorial Hospital Authority
 - Department of Integrated Services for Individuals with Disabilities
 - Guam Developmental Disabilities Council
 - Guam Legal Services, Incorporated (Advocacy Office)
 - Guam Medical Society
 - University of Guam, Early Childhood Education
 - Bureau of Planning
 - Committee on Health and Education, 28th Guam Legislature
 - Mayor's Council
 - Disability-Related Organizations/Groups, such as Autism Community Together (ACT), Down's Syndrome Association, GEHDI Parent-to-Parent Support Group, GIFTS, PIRC, etc.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Refer to page 2 of this SPP for development description.

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by the (# of infants and toddlers with

Part C State Performance Plan (SPP) for 2005-2010

IFSPs assessed)] times 100.
 If $a + b + c + d + e$ does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

As indicated in the Part C: State Performance Plan (SPP) for 2005-2010, GEIS in collaboration with parents, caregivers, and early intervention service providers, began the process for assessing and monitoring early childhood outcomes in June 2006. The ultimate goal is to enable infants and toddlers to be active and successful participants during their early years and in the future in a variety of settings. Therefore, early intervention outcomes were designed to be functional. As indicated in the early intervention outcomes procedures, early intervention service providers gathered information from parents and other service providers to complete the Early Childhood Outcomes (ECO) Child Outcome Summary Form (COSF). Guam chose the Hawaii Early Learning Profile (HELP) as one source of information to be used along with parent input, service provider observation, and other assessment or evaluation reports to be summarized in the COSF. Upon completing the COSF, the child team with input from the parents determine the overall rating of each outcome based on the ECO 7 point rating scale. Guam uses the COSF criteria for defining "comparable to same-aged peers."

All infants and toddlers at least 4 months of age eligible for Part C Early Intervention services having received at least **six months** of early intervention services shall participate in the Early Intervention Outcomes measurement system process. A child entering the program would need to be at least 4 months old at the Initial IFSP for "entry" data to be taken one month later OR when the child reaches 4 months of age in the program for "entry" data to be taken. The child's team is to gather information from the family and other service providers to complete the outcome form. The infant and toddler will be assessed in the setting where he/she spends most of their time. Multiple source of information is used to determine the status of the early intervention outcomes. Early intervention outcomes measures will be collected at "entry" and with at least 6 months of early intervention services as close to "exit" from the program for the purpose of collecting and reporting child outcomes data.

Based on procedures developed, exit data is be collected prior to the child exiting or transitioning of the child out of the program. Exit data will be collected for toddlers who have received no less than 6 months of services with early intervention. GEIS began gathering exit data of all infants and toddlers with "entry" data beginning June 2006 who received early intervention services for not less than 6 months and exited the program beginning December 2006.

Internal monitoring is conducted on data on a quarterly basis. In September 2006, data system was upgraded to generate a data report indicating timeline for collection of entry outcome survey for all eligible infants and toddlers. The report also indicates termination of child and if survey has been conducted. The data report is disseminated to all service coordinators and status is discussed during the individual monthly staff meetings with program supervisor. The GEIS data system is also able to generate percentage calculations provided by the Category Calculator which was provided on the ECO center website. GEIS data collected on the outcome survey is accurate and complete.

In April 2006, GEIS staff participated in training on the process for assessing and monitoring Early Childhood Outcomes for eligible infants and toddlers. A follow-up training was conducted in August 2006 in preparation for the collection of exit surveys that began in December 2006. In addition, stakeholder meetings were conducted in December 2007 and January 2008 to discuss strategies and activities needed to ensure accuracy and completeness of the survey. Information was shared and improvement activities were finalized for Indicator 3.

Baseline Data for FFY 2006 (2006-2007):

This is not baseline data.

Part C State Performance Plan (SPP) for 2005-2010

Progress data reported in 2010 will be considered baseline data. The first year of progress data for children exiting in 2006-2007 is presented in the table below. As of June 2007, early intervention exit data were collected on 29 infants and toddlers with IFSPs (excluding those infants identified as “at risk”) who received at least six months of early intervention services and exited from December 2006 to June 30, 2007. The following table displays the “exit” data collected:

Measurement	A. Positive Social-emotional skills	B. Acquisition and use of knowledge and skills	C. Use of appropriate behaviors to meet their needs
a. % who did not improve functioning	3% (N=1)	3% (N=1)	3% (N=1)
b. % who improved functioning but not sufficient to move nearer t functioning comparable to same aged peers	14% (N=4)	14% (N=4)	3% (N=1)
c. % who improved functioning to a level nearer to same aged peers but did not reach	7% (N=2)	14% (N=4)	7% (N=2)
d. % who improved functioning to reach a level comparable to same aged peers	35% (N=10)	38% (N=11)	38% (N=11)
e. % of infants and toddlers who maintained functioning at a level comparable to same aged peers	41% (N=12)	31% (N=9)	49% (N=14)
TOTAL	100% (29/29)	100% (29/29)	100% (29/29)
	29 Infants and toddlers Exited December 2006 to June 30, 2007 with Exit survey completed		

Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data.

Progress data was available for twenty nine (29) infants and toddlers who participated in the exit data collection for 2006-2007. The program started collecting entry data in June 2006 and exit data in December 2006. There were 162 children with entry surveys completed for June 2006-June 2007. The 162 infants and toddlers stated, include the 94 infants and toddlers reported in 2005 report period submitted February 2007 and the 29 with exit data for this report period. The above data represents only 18% (29/162) of the children who have entry data from June 2006 – June 2007. The progress data is therefore limited and the proportions of children in the progress categories may not be representative of infant and toddlers participating in the program. Most of the children who have entry data are still participating in the program and will not have exit data available until next year.

As shown in the above table, 76% of the toddlers with progress data improved or maintained functioning at a level comparable to same age peers for positive social emotional skills, 69% improved or maintained functioning at a level comparable to same aged peers with acquisition and use of knowledge and skills, and 87% improved or maintained functioning at a level comparable to same aged peers with use of appropriate behaviors to meet their needs.

Part C State Performance Plan (SPP) for 2005-2010

FFY	Measurable and Rigorous Target
2005 (2005-2006)	New Indicator.
2006 (2006-2007)	New Indicator. Targets to be established in 2008-2009.
2007 (2007-2008)	New Indicator. Targets to be established in 2008-2009.
2008 (2008-2009)	New Indicator. Targets to be established in 2008-2009.
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Based on stakeholder input, the ICC provided recommendations for the following improvement activities: (As an ICC initiative, the following improvement activities have been designed to improve the early childhood outcomes survey process, as well as to provide opportunities for families to support each other:

1. Training: Facilitate training for GEIS staff on procedures for assessing and monitoring early childhood outcomes and ensure staff is knowledgeable regarding child development, functional skills, sequence of development and implementation of assessment tool being utilized.

Timeline: At least two times a year

Resources: Part C Coordinator, University of Guam CEDDERS

2. Parent and Primary Caregiver Information: Provide parents and primary caregivers with information regarding child development, stages of development, functional skills, and suggestions on appropriate strategies to enhance their child's development.

Timeline: Annual

Resources: GEIS staff, University of Guam CEDDERS

3. Monitoring: Incorporate review of documentation for assessing early childhood outcome activities. Activities, to include training with service providers and families on strategies for improving child outcomes, review of outreach activity screening results and the percentage of children served. Analysis of the reviews will assist GEIS with prioritizing improvement activities to address issues within the 2006-2007 year and in subsequent years.

Timeline: Quarterly

Resources: Guam ICC, GEIS Service Providers