



Department of Education
Division of Special Education



Guam State Performance Plan (SPP) July 1, 2008 – June 30, 2009



February 2, 2010

**"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 Department of Education (GDOE), 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, 2010. 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.

OSEP’s June 1, 2009 Determination Letter required Guam to notify the public that the Secretary of Education, in accordance with sections 616(e) and 642 of the IDEA, made the determination that Guam was in **need of assistance** for three consecutive years. The specific factor affecting OSEP’s determination was the Department-wide special conditions and Guam’s status as a high-risk grantee since September 2003. The Guam Department of Education (GDOE) is required to access technical assistance related to Guam’s Department-wide special conditions and status as a high-risk grantee through the Department’s Risk Management Service (RMS). GDOE continues to work with the Departments risk management service on required activities. Letters from the Departments RMS and updated CCAP reports can be found at the following websites: http://www.gdoe.net/scc/Grant_Detail_Docs1ie6.htm.

Guam notified the public of the Secretary of Education’s action through the following mechanisms:

- A presentation of OSEP’s letter dated June 1, 2009 regarding OSEP’s Determination for Guam Part C was made during the Guam Interagency Coordinating Council (GICC) quarterly meeting held on July 31, 2008 and the GPSS Special Education staff meeting conducted August 11, 2008 and GEIS staff meeting August 5, 2009; and
- GEIS posted the OSEP letter dated June 1, 2009 on the following websites: <http://www.bit.guam.gov/SpecialEducation/SpecialEducationInformation/tabid/4154/Default.aspx> and http://www.gdoe.net/scc/Grant_Detail_Docs1ie6.htm.

The development of Guam’s 2008-2009 Part C APR, including stakeholder input sessions, involved the following:

Quarterly Reviews: The GICC and early intervention providers served as the primary stakeholder groups for the development of the SPP and APR. The GICC members consist of parents, representatives of various agencies, and other programs identified by the GICC. GEIS reported on program progress and/or slippage of Guam’s performance during GICC’s quarterly meetings. GEIS also engaged in conducting quarterly meetings with early intervention providers to review progress and slippage of Guam’s performance on the Guam Part C SPP targets for 2008-2009. The purpose for the review was to gather recommendations for possible revisions to improvement activities.

November 5-7 2008: Coordinated with WRRC and Guam CEDDERS, Guam hosted a 3-day regional training conducted by the North Central Regional Resource Center (NCRRC) on

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Thinking Through Improvement: Tools and Strategies to Guide Improvement Efforts. Also known as the IT KIT, this resource tool was developed by NCRRC to support states and jurisdictions with a process that can be used to address the SPP indicators through an analysis of the effectiveness of improvement strategies based on the review and analysis of current and trend data, and a review of identified improvement activities to ensure alignment with the improvement areas of need relevant to the SPP indicators. On the third day, the Guam Team reviewed all Indicators using the “Guiding Questions for Data Review.”

November 21, 2008: Facilitated by WRRRC and Guam CEDDERS, Guam’s special education and early intervention administrators and program coordinators met to review the outcomes of the OSEP verification visit conducted November 17-21, 2008 and to prioritize technical assistance and training needs to address OSEP’s preliminary visit findings related to each indicator.

August 13, 2009 and October 23, 2009: Guam CEDDERS facilitated training with early intervention providers on analyzing outcome data and converting the COSF ratings into the ECO Summary State Calculator. Using the Early Childhood Outcome presentation dated August 13, 2009 entitled: “*ECO Suggestions on Indicators C3 and B7*”. The early intervention providers reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. For this reporting period stakeholders reviewed baseline data and discussed reasons or inference for the data, and specific action or recommendations needed for improvement. Furthermore, providers reviewed patterns of how data could be reported such as disability or ethnicity.

November 24, 2009: With technical support from Guam CEDDERS, a brief overview was provided using the Early Childhood Outcome presentation dated August 13, 2009 entitled: “*ECO Suggestions on Indicators C3 and B7*”. The ICC members reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. Furthermore, ICC members reviewed and discussed input and recommendations that was gathered during other stakeholder input sessions with GEIS staff. Based on the baseline data and a review of the trend data, the ICC agreed on summary statement targets.

PUBLIC DISSEMINATION PLAN

As required, GEIS, Guam’s IDEA Part C Program, will report annually to the public on the progress and/or slippage in meeting the ‘measurable and rigorous targets’ found in the SPP, which would include the performance on the targets in the SPP. For the 2008-2009 APR, GEIS will implement the following public dissemination activities:

- By May 1, 2010, upon submission of the Guam IDEA Part C Annual Performance Report (APR) for 2008-2009 to the U.S. Office of Special Education Programs, GEIS will post the report on the GDOE websites: <http://www.bit.guam.gov/SpecialEducation/SpecialEducationInformation/tabid/4154/Default.aspx>
- By May 1, 2010, GEIS will post on GPSS’ websites a summary report of progress and/or slippage in meeting the ‘measurable and rigorous targets’ found in the SPP, which would include Guam’s 2008-2009 performance on the targets for the required SPP Indicators: 1, 2, 4, 5, 6, 7, and 8. The GDOE website addresses/links are the following: <http://www.bit.guam.gov/SpecialEducation/SpecialEducationInformation/tabid/4154/Default.aspx>

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- By May 15, 2010, GEIS will distribute a letter to all families of infants and toddlers receiving IDEA Part C early intervention services regarding the availability of the summary report posted on the GDOE websites. The letter will also indicate the availability of a copy of the summary report upon request.
- By May 15, 2010, GEIS will announce via the local media the availability of the summary report posted on the GDOE websites.
<http://www.bit.guam.gov/SpecialEducation/SpecialEducationInformation/tabid/4154/Default.aspx>

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Overview of the State Performance Plan Development:

Refer to page 1 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:

Outcomes:

- 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.

Progress categories for A, B and C:

- 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.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of

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growth by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

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 for the past three years in 2006-2007, 2007-2008 and 2008-2009. The ultimate goal is to enable infants and toddler to be active and successful participants during their early years and in the future in a variety of setting. 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 determined the overall rating of each outcome based on the ECO 7 point rating scale.

All infants (who are no less than four months of age) and toddlers eligible for Part C Early Intervention services upon entry into the program will receive at least **six months** of early intervention services shall participate in the early intervention outcomes measurement system process. Thirty days after the initial IFSP meeting, the child's team is to gather information from the family and other service providers to complete the child outcome summary form (COSF). GEISI uses the Early Childhood Child Outcome Summary Form (COSF) to report on the child progress in the three outcome requirements. A child who rates 6 or 7 is considered to be "comparable to age peers". 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 exit of the program for the purpose of collecting and reporting.

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 services with early intervention. GEIS began gathering exit data of all infants and toddlers who received early intervention services for not less than 6 months and exited the program as of December 2006.

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GEIS will continue to use the Early Childhood Outcomes (ECO) excel program to calculate the OSEP reporting requirements and will make changes to the database as necessary. The Data Clerk inputs the entry and exit data results into the ECO format that provides the number and percent of infants and toddlers in the five measurement categories in the three early childhood outcomes measures. In addition, the ECO format provides the percent of infants and toddlers that entered below age expectation and who substantially increased their rate of growth at the time they exit the program (Summary Statement 1) and the percent of infants and toddlers who were functioning within age expectation by the time they exited the program (Summary Statement 2). The Part C Coordinator will continue to monitor and analyze “irregular” or inconsistent data to identify possible errors. For this report period, fifty infants and toddlers with IFSP’s who met the criteria for participating in the early childhood outcome measure.

Baseline Data for FFY 2005 (2008-2009):

The 2008-2009 progress data provided in Tables 1, 2, and 3 show, of the 51 infants and toddlers that exited the program, the number and percentage of infants and toddlers in the five measurement categories in the three early childhood outcome measures:

- a. Infants and toddlers who did not improve functioning.
- b. Infants and toddlers who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.
- c. Infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it.
- d. Infants and toddlers who improved functioning to reach a level compared to same-aged peers.
- e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers.

Table 1: Child Outcome A: Progress Categories for FFY 2008-2009:

A. Positive social-emotional skills (including social relationships):	Number of Children	% of Children
a. Percent of preschool children who did not improve functioning.	0/51	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	2/51	4%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	7/51	14%
d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers	14/51	27%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	28/51	55%

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Table 2: Child Outcome B: Progress Categories for FFY 2008-2009:

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Number of Children	% of Children
a. Percent of preschool children who did not improve functioning	1/51	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5/51	10%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	14/51	27%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	11/51	22%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	20/51	39%

Table 3: Child Outcome C: Progress Categories for FFY 2008-2009:

C. Use of appropriate behaviors to meet their needs	Number of Children	% of Children
a. Percent of preschool children did not improve functioning	1/51	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5/51	10%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	7/51	14%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	13/51	25%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	25/51	49%

Infants and toddlers exiting with less than 6 months of service did not have exit survey conducted. Total infants and toddlers who had an entry survey conducted and exited during reporting period July 1, 2008 to June 30, 2009 with less than 6 months service was seventeen (17). Four (4) transitioned to Part B, three (3) moved off island, three (3) deceased, two (2) refused services, two (2) exited program Part B eligible not determined, one (1) early intervention services no longer needed, and two (2) changed residence and SC could not locate after making attempts).

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“At Risk” Outcome Data:

As indicated in the OSEP Measurement Table, Guam Part C must include report separately outcome data on “At Risk” infants and toddlers. For this reporting period, there were 7 toddlers that exited the program. As indicated in the Tables 4-6 Progress Categories below, of the seven infants and toddlers identified as “at risk”, all (7) exited the early intervention program at a functioning “at age compared to their same aged peers”.

Table 4: Child Outcome A: Progress Categories for “At Risk” FFY 2008-2009:

A. Positive social-emotional skills (including social relationships):	Number of At Risk Children	% of Children
a. Percent of preschool children who did not improve functioning.	0/7	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	0/7	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	0/7	0%
d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers	1/7	14%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	6/7	86%

Table 5: Child Outcome A: “At Risk” Progress Categories for FFY 2008-2009:

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Number of At Risk Children	% of Children
a. Percent of preschool children who did not improve functioning	0/7	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0/7	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0/7	0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1/7	14%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	6/7	86%

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Table 6: Child Outcome A: “At Risk” Progress Categories for FFY 2008-2009:

C. Use of appropriate behaviors to meet their needs	Number of At Risk Children	% of Children
a. Percent of preschool children did not improve functioning	0/7	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0/7	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0/7	0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1/7	14%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	6/7	86%

For this reporting period, GEIS used the ECO Summary Statement Calculator to generate baseline data below for each outcome area for infants and toddlers with developmental delays or have a known physical or mental condition and does not include infants and toddlers at risk. To determine the measurement for Summary Statements 1 and 2, data were taken from the Progress Categories in Tables 1, 2, and 3 on pages 5 and 6.

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
Summary Statement 1: Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	$\frac{(c + d)}{(a+b+c+d)}$ $7+14=21/23 \times 100 =$ 91.3%
Summary Statement 2: The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	$\frac{d + e}{\text{TOTAL}}$ $14+28=42/51 \times 100 =$ 82.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
Summary Statement 1: Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	$\frac{(c + d)}{(a+b+c+d)}$ $14+11=25/31 \times 100 =$ 80.6%
Summary Statement 2: The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	$\frac{d + e}{\text{TOTAL}}$ $11+20=31/51 \times 100 =$ 60.8%

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Outcome C: Use of appropriate behaviors to meet their needs	
Summary Statement 1: Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	$\frac{(c + d)}{(a+b+c+d)}$ $7+13=20/26 \times 100 =$ <p style="text-align: center;">76.9%</p>
Summary Statement 2: The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	$\frac{d + e}{\text{TOTAL}}$ $13+25= 38/51 \times 100 =$ <p style="text-align: center;">74.5%</p>

Discussion of Baseline Data:

For this reporting period, there were 51 infants and toddler with disabilities that participated in the entry data collection one month after their Initial IFSP who exited the program during FFY 2008-2009. Based on the above summary statement table, 91.3% who entered the program below age expectations in Outcome A, 80.6% in Outcome B, and 76.9% in Outcome C substantially increased their rate of growth by the time they turned 3 years of age or exited the program. For summary statement 2 there were 82% in Outcome A , 61% in Outcome B, and 75% in Outcome C who were functioning within age expectations by the time they turned 3 years of age or exited the program.

On October 23, 2009, Guam CEDDERS facilitated training with early intervention providers on analyzing outcome data and converting the COSF ratings into the ECO Summary State Calculator. Using the Early Childhood Outcome presentation dated August 13, 2009 entitled: “*ECO Suggestions on Indicators C3 and B7*”. The early intervention providers reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. For these reporting period stakeholders reviewed baseline data and discussed reasons or inference for the data, and specific action or recommendations needed for improvement. Furthermore, providers reviewed patterns of how data could be reported such as disability or ethnicity.

On November 24, 2009, Guam CEDDERS facilitated training with the Guam ICC on analyzing outcome data and converting the COSF ratings into the ECO Summary State Calculator. Using the Early Childhood Outcome presentation dated August 13, 2009 entitled: “*ECO Suggestions on Indicators C3 and B7*”. The GICC reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. For these reporting period stakeholders reviewed baseline data and discussed reasons or inference for the data, and specific action or recommendations needed for improvement. Furthermore, members reviewed patterns of how data could be reported such as disability or ethnicity.

The graphs below provide a visual comparison of the percent of each outcome for Summary Statement 1 reported in FFY 2006, 2007, and 2008 for the three Outcome Measures.

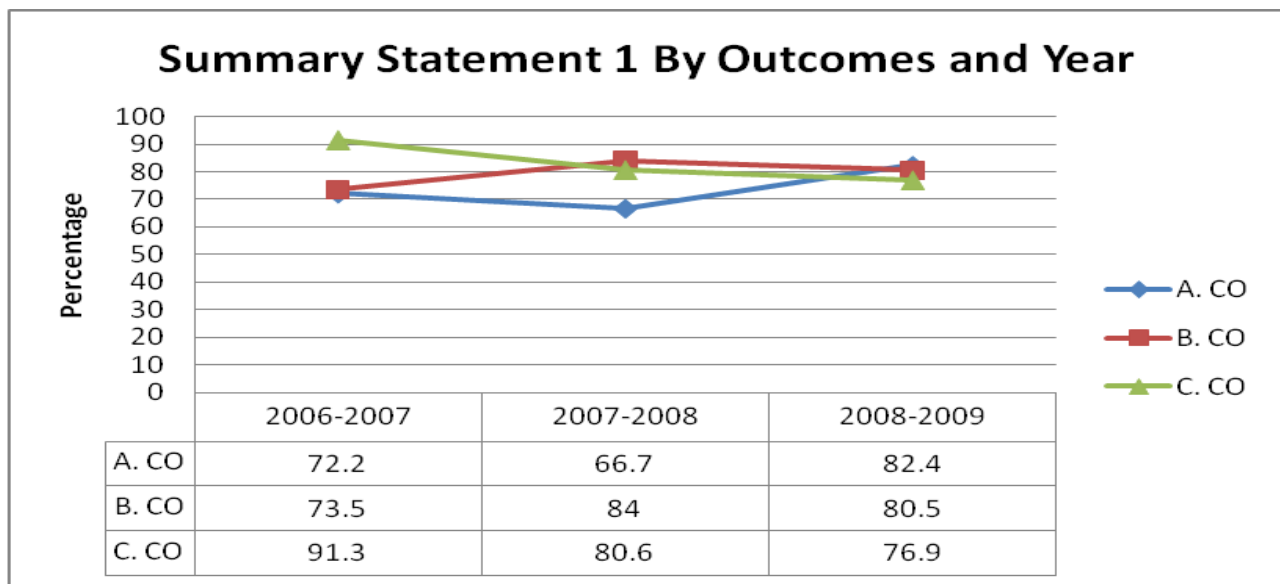
As indicated in the graph below, for Summary Statement 1, the percent of infants and toddlers

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who substantially increased their rate of growth by the time they exit the program indicate the following:

- 91.3% of infants and toddlers = Child Outcome A: Positive Social and Emotional for 2008-2009. Data indicate an increase for the past 3 years.
- 80.6% of infants and toddlers = Child Outcome B: Acquisition of Knowledge and Skills a decrease from 2007-2008 at 84%
- 76.9% of infants and toddlers = Child Outcome C: Use of Appropriate Behaviors a four percent decrease from 07-08.

Graph 1: Summary Statement 1 of the percent of infants and toddlers who substantially increased their rate of growth by the time they exit the program.

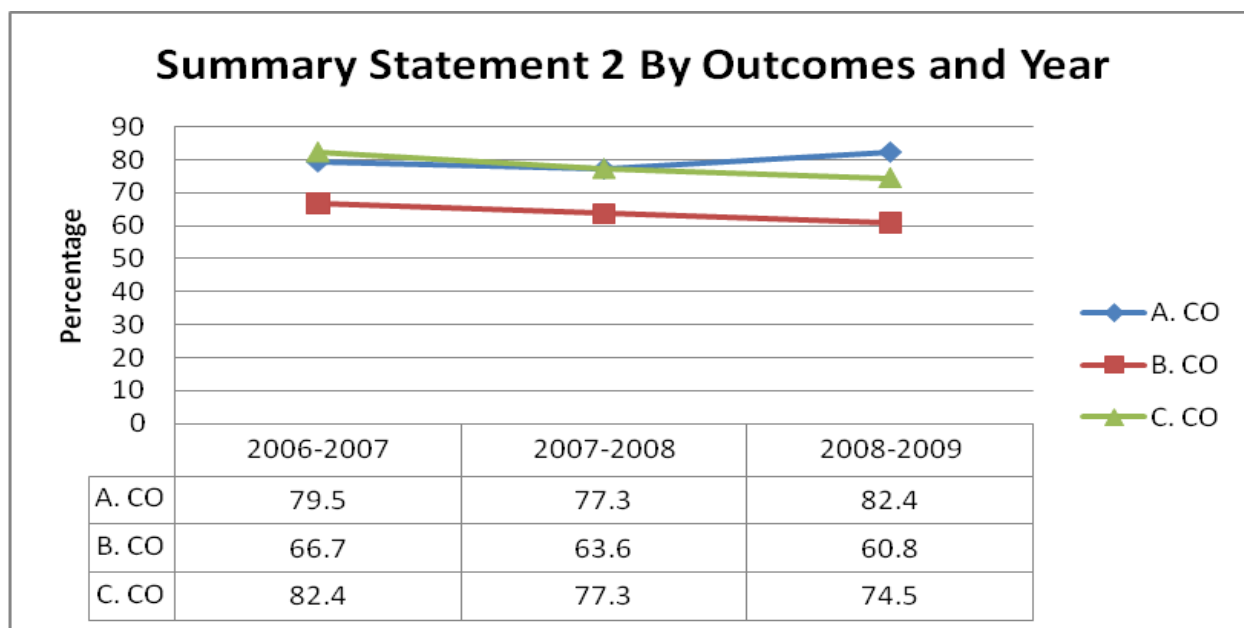


As indicated in Graph 2, for Summary Statement 2, the percent of infants and toddlers who were functioning within age expectations by the time they exit the program indicate the following:

- 82.4% of infants and toddlers for Child Outcome A: Positive Social and Emotional for 2008-2009 increased for the past 3 years.
- 60.8% of infants and toddlers Child Outcome B: Acquisition of Knowledge and Skills this percentage. Performance for the past three years indicates a consistency in performance in the sixty percentages.
- 74.5% of infants and toddlers for Child Outcome C: Use of Appropriate Behaviors indicates a decrease from 2007-2008.

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Graph 2. Summary Statement 2: The percent of infants and toddlers who were functioning within age expectation in each outcome by the time they exit the program.



Measurable and Rigorous Targets:

Guam Part C followed the required OSEP steps for determining baseline data and targets for this indicator. Based on stakeholder input from the Guam Interagency Coordinating Council and early intervention providers, the following are targets for infants and toddlers Exiting FFY 2009 (2009-10) and FFY 2010 (2010-2011). Guam Part C will continue to reassess the need to re-determine targets on a year to year basis.

Summary Statements	Targets FFY 2009 (% of infants and toddlers)	Targets FFY 2010 (% of infants and toddlers)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those infants and toddlers who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	91.3%	91.3%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they exited the program	82.4%	82.4%

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Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those infants and toddlers who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	80.6%	80.6%
2. The infants and toddlers of children who were functioning within age expectations in Outcome B by the time they exited the program	60.8%	61%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those infants and toddlers who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	76.9%	76.9%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they exited the program	74.5%	74.5%

Improvement Activities/Timelines/Resources:

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:

Progress made in the implementation of the improvement activities identified in the SPP included:

Category	IMPROVEMENT ACTIVITIES	STATUS
Policy and Procedures	Annually, Part C Coordinator and GEIS staff reviews and revise if necessary the Outcome Measurement process and guidelines.	Based on input from Service Coordinators and Service Providers, procedures continue to be refined when needed.

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<p>Professional Development</p>	<p>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.</p> <p>GEIS staff participates annually at the National Outcomes conference to gain updated knowledge and skill.</p>	<p>Training on program procedures continue to be conducted yearly with staff. Training was conducted in Fall 2008 and 2009.</p> <p>Program Coordinator attended the National Outcomes conference held June 2009 and the National OSEP conference conducted in December 2010. Materials and tools provided as well as tools from the ECO website, were utilized during staff training. GEIS and Guam CEDDERS co-partnered to facilitate training.</p>
<p>Monitoring & Supervision</p>	<p>Incorporate review of documentation for assessing early childhood outcome activities, to include outreach activity screening results and the percentage of children served.</p> <p>Quarterly, the Part C Coordinator reviews and verifies the Outcome data reports.</p>	<p>Quarterly, the Part C Coordinator reviews and verifies the outcome data reports.</p> <p>November 24, 2009: Presented findings from the early childhood outcome indicator to GICC. Targets were recommended and activities for program improvement were discussed.</p>
<p>Other</p>	<p>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.</p>	<p>Suggestions on appropriate strategies to enhance child's development continue to be provided for families during IFSP meetings, intervention sessions, and interactive family fairs/conferences.</p>