



Guam Public School System
Division of Special Education



Guam State Performance Plan (SPP) July 1, 2007 – June 30, 2008



February 2, 2009

**“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, 2009. 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 6, 2008 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 two consecutive years, and advised Guam of technical assistance in the following areas that Guam was determined to need assistance: Indicator 8C (early childhood transition) and Indicator 9 (timely correction of noncompliance).

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

- A presentation of OSEP’s letter dated June 6, 2008 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 Division of Special Education staff meeting conducted August 11, 2008 and GEIS staff meeting August 21, 2008; and
- GEIS posted the OSEP letter dated June 6, 2008 on the following websites: http://www.gdoe.net/scc/Grant_Detail_Docs1ie6.htm (select “Division of Special Education, CFDA #84.181 - Infants and Toddlers with Disabilities”) and <http://www.guameis.com>.

The development of Guam’s 2007-2008 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 2007-2008. The purpose for the review was to gather recommendations for possible revisions to improvement activities. During the last quarterly meeting conducted December 2008 with stakeholders, including the GICC and early intervention providers, a “Considerations Checklist” outlining the SPP and APR reporting requirements with the 2007-2008 performance data was distributed. Stakeholders discussed data and provided input on Guam’s 2007-2008 performance on the SPP targets and activities.

September 30-October 2, 2008: Coordinated with WRRC and Guam CEDDERS, on-site technical assistance was provided by Dr. Jane Nell Luster from the Data Accountability Center (DAC) to support Guam’s efforts to improve its general supervision system, in particular with how valid and reliable data are incorporated into the decision making processes for monitoring the effectiveness of the early intervention and special education programs for improving results for children with disabilities and their families. During the visit, Guam updated its general supervision components with specific “next steps” for improvement. In addition, Guam developed a Work Plan that included DAC accessing technical support from WRRC and NECTAC for continuing the technical assistance to Guam through regular technical assistance calls and a March 2009 DAC on-site visit.

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

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

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 2007-2008 APR, GEIS will implement the following public dissemination activities:

- By May 1, 2009, upon submission of the Guam IDEA Part C Annual Performance Report (APR) for 2007-2008 to the U.S. Office of Special Education Programs, GEIS will post the report on the GPSS websites: http://www.gdoe.net/scc/Grant_Detail_Docs1ie6.htm (select “Division of Special Education, CFDA #84.181 - Infants and Toddlers with Disabilities”) and <http://www.guameis.com>
- By May 1, 2009, 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 2007-2008 performance on the targets for the required SPP Indicators: 1, 2, 4, 5, 6, 7, and 8. The GPSS website addresses/links are the following: http://www.gdoe.net/scc/Grant_Detail_Docs1ie6.htm (select “Division of Special Education, CFDA #84.181 – Infants and Toddlers with Disabilities”) and <http://www.guameis.com>
- By May 15, 2009, 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 GPSS websites. The letter will also indicate the availability of a copy of the summary report upon request.
- By May 15, 2009, GEIS will announce via the local media the availability of the summary report posted on the GPSS websites.

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 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 then 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 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 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.

Baseline Data for FFY 2007 (2007-2008):

This is not baseline data.

Progress data reported in 2010 will be considered baseline data. The second year of progress data for children exiting in 2007-2008 is presented in the table below. As of June 2008, early intervention exit data were collected on 65 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 July 2007 to June 30, 2008. The following table displays the “exit” data collected.

A. Positive social-emotional skills (including social relationships):	Number of Children	% of Children
a. Percent of preschool children who did not improve functioning.	1/66	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	8/66	12%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	6/66	9%

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

d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers	19/66	29%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	32/66	48%

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	1/66	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	7/66	11%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	16/66	24%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	26/66	39%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	16/66	24%

C. Use of appropriate behaviors to meet their needs	Number of Children	% of Children
a. Percent of preschool children did not improve functioning	1/66	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	7/66	11%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	7/66	11%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	26/66	39%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	25/66	38%

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, 2007 to June 30, 2008 with less than 6 months service was 11 (5 transitioned to Part B, 3 moved off island, 2 refused services, and 1 changed residence and SC could not locate after making attempts).

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

Guam Part C serves “At Risk” infants and toddlers, there were 4 toddlers that exit the program.

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.	0/4	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	0/4	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	0/4	0%
d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers	0/4	0%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	4/4	100%

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	0/4	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0/4	0%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0/4	0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	2/4	50%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	2/4	50%

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	0/4	0%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0/4	0%

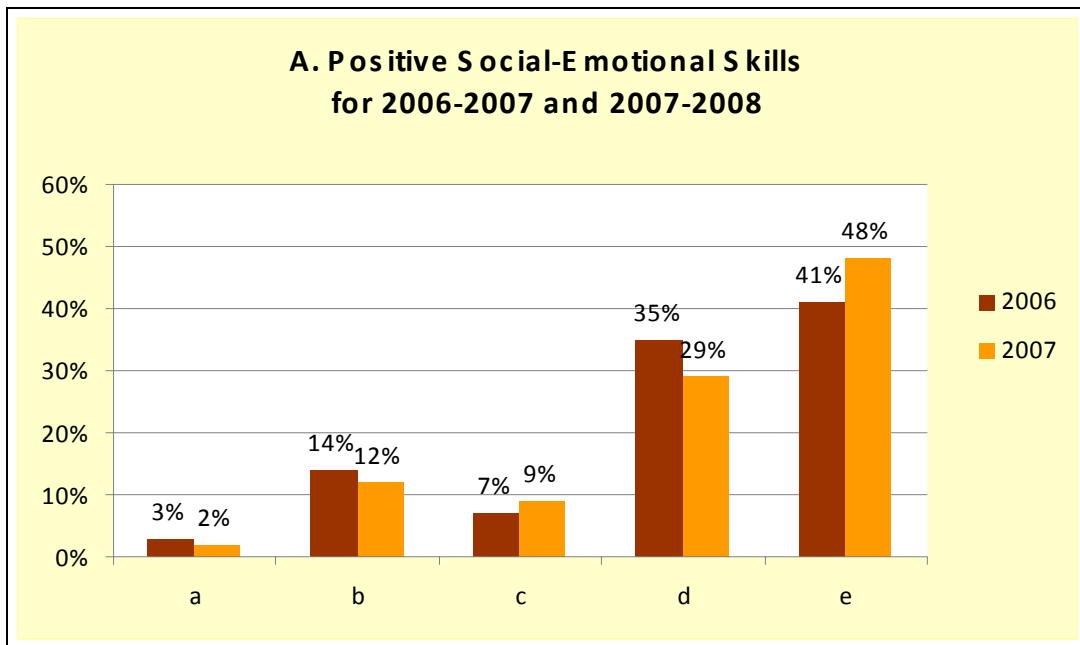
Part C State Performance Plan (SPP) for 2005-2010

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	0/4	0%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	0/4	0%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	4/4	100%

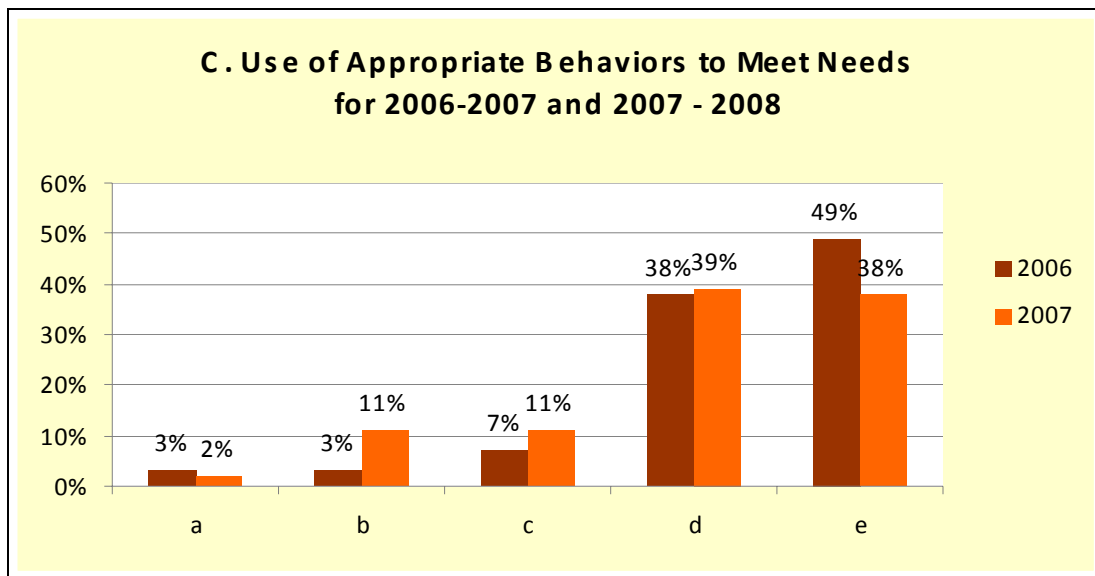
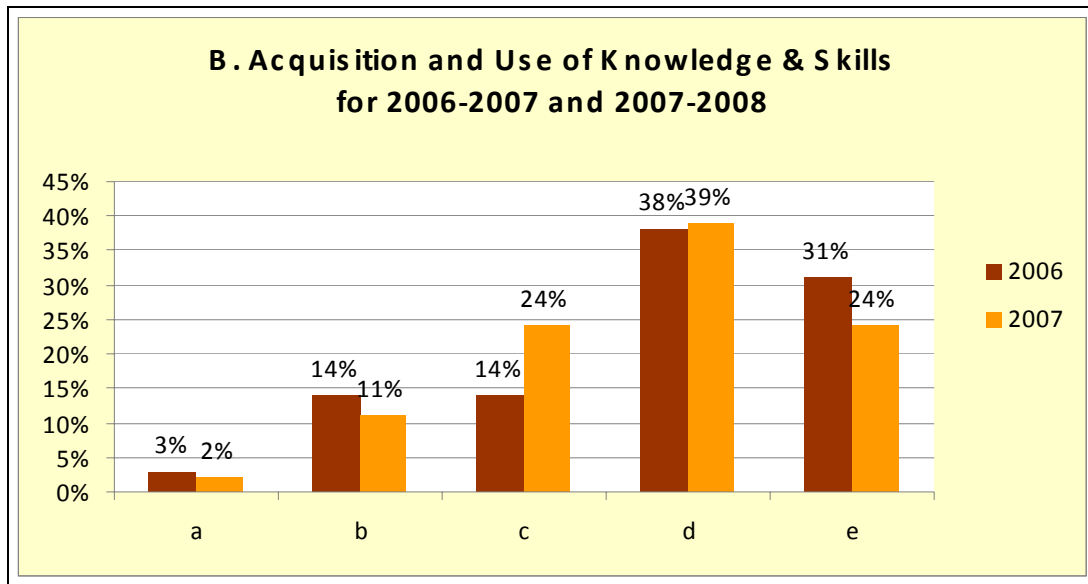
Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data.

The graphs below depicts progress exit data was available for twenty nine (29) infants and toddlers for 2006-2007 and sixty-six (66) infants and toddlers for this reporting year. (excluding the "at risk" Population)



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



For outcome A, 76% for 2006- 2007 and 77% were performing at age appropriate skills comparable to their same age peers; Outcome B, 69% (06-07) and 73% (07-08) were performing at age appropriate comparable to their same age peers, and for Outcome C, 87% (06-07) and 77%(07-08) performed at age comparable to their same age peers.

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.

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

2008 (2008-2009)	New Indicator. Targets to be established in 2008-2009.
2009 (2009-2010)	
2010 (2010-2011)	

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
1. Professional Development	1a. 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.	1a. Training on program procedures is conducted yearly with staff. Training was conducted in Fall 2007 and 2008. Two staff members from GEIS attended the National Outcomes conference held October 2008. Materials and tools provided during conference, as well as tools from the ECO website, were utilized during the staff training. GEIS AND Guam CEDDERS co-partnered to facilitate training .
2. Other	2a. 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.	2a. During development of child's IFSP and during intervention sessions with families, suggestions on appropriate strategies to enhance their child's development are provided. Family input is included in the Entry and Exit ECO surveys. Annual workshops are provided for families on child development and appropriate strategies to enhance their child's development. <ul style="list-style-type: none"> ▪ In September 2007, parents attended this interaction parent-conference called the "Power of Play". The purpose of the conference is to nurture positive healthy development in young children through play. ▪ Headstart Fitness Fair. Provided appropriate developmental strategies. ▪ End of the Year "Gymboree". Interactive family activities.

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

<p>3. Monitoring Supervision</p>	<p>3a. Incorporate review of documentation for assessing early childhood outcome activities. Activities, to include 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.</p>	<p>3a. Quarterly, the Part C Coordinator reviews and verifies the Outcome data reports.</p> <p>In June of each year, the Part C Coordinator presents the findings from the early childhood outcome indicator to Interagency Coordinating Council.</p> <p>The GEIS data system is now able to compile data and provide report on percentages needed for this indicator. Outcome data report continues to be provided to program coordinator for review.</p>
----------------------------------	---	--