

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

Overview of the State Performance Plan Development:

The Federated States of Micronesia, National Department of Education (NDOE) serves as the State Education Agency (SEA) responsible for the general supervision of special education and related services delivered in the four island states of Chuuk, Kosrae, Pohnpei, and Yap through their Departments of Education, known as the Local Education Agencies (LEAs). As the SEA, NDOE facilitated a process for ensuring broad stakeholder input in the development of the FSM Individuals with Disabilities Education Improvement Act (IDEA) Part B State Performance Plan (SPP) for Indicator 7 (Preschool Outcomes) due to the U.S. Office of Special Education Programs (OSEP) by February 2, 2009. Indicator 7 was identified as new indicators in the original SPP submitted December 2005. In addition, NDOE, with stakeholder input, developed a distribution plan to meet the public dissemination requirement.

As instructed by OSEP, at minimum, each entity is required to involve the State Advisory Panel in the development of the SPP. In the FSM, each LEA has an advisory panel for special education that has, in previous years, served as the Continuous Improvement Monitoring Process (CIMP) Steering Committee comprised of a broader group to include interagency council members and additional members from the island community's parent organization. Each LEA Advisory Panel Chairperson, who is a parent of a child with a disability, the LEA special education coordinator, and the NDOE Special Education Program staff make up the FSM National SPP/APR Committee. As described in previous reports, the FSM National SPP/APR Committee convenes annually to review issues and priorities of each LEA and to develop NDOE National priorities that respond to individual and collective LEA issues related to the delivery of special education and related services for children and youth with disabilities and their families. FSM therefore meets the minimum requirement for "broad stakeholder input" by involving the FSM National SPP/APR Committee, as well as the LEA special education advisory panels representing the State Advisory Panel.

BROAD STAKEHOLDER INVOLVEMENT

Input Sessions held at the LEA and SEA levels for the updated SPP included:

- During the months of March 2008-December 2008, each LEA convened their special education advisory panel for the development of their IDEA Part B Local Performance Plan (LPP) for school year 2008-2009. The LPP follows the same indicator measures as the FSM SPP, but with focus on the LEA implementation of priorities established in the FSM SPP. The progress data reviewed in the LPP included the 2005-2006, 2006-2007, and 2007-2008 data for each SPP/LPP Indicator. In addition, a review of the SPP/APR requirements with a copy of the OSEP Determination Letter and Response Table, dated June 6 2008, was shared as a review of the alignment of the LEA quarterly and annual (LPP) reporting with the overall FSM SPP and Annual Performance Report (APR) requirements. The meetings provided an opportunity for the LEA to verify the validity and reliability of the LEA-level data. The LEA special education advisory panel, comprised of agency representatives, parents of children with disabilities, individuals with disabilities, community representatives, and Department of Education including special education personnel, met as follows:

- Kosrae State: March 10-14, 2008; April 8, 2008; July 10, 2008; September 2, 2008
- Chuuk State: November 2008
- Yap State: July 21 -25, 2008; October 1, 2008

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- Pohnpei State: August 26, 2008.

During these LEA special education advisory panel meetings, stakeholders reviewed the LEA-specific performance for 2005-2006, 2006-2007, 2007-2008 in relation to the overall FSM SPP targets and improvement activities. For this FSM SPP development, the stakeholders reviewed LEA progress data for Indicator #7 and baseline data for Indicator #14 and generated LEA-specific priorities for school year 2007-2008 and prepared their input for the overall FSM SPP review scheduled in October 2007.

- **August 3, 2008**: The FSM National Special Education Coordinator's meeting was held in Guam to review 2007-2008 performance from each LEA through the development of their LPP. The four LEA LPP data aggregated at the SEA/National-level served as the basis for the FSM 2007-2008 APR. There were 10 members at the meeting, which included the LEA Special Education Coordinators, special education staff from Chuuk State, Kosrae State, Pohnpei State, and Yap State; and the FSM National Special Education Program Early Childhood Coordinator. Specific to FSM SPP Indicators #7, the committee reviewed progress data from each of the LEA. As a result, an agreement was reached on specific "next steps" for each LEA to verify the data provided for final compilation and analysis of progress data for the SPP/APR Indicators.
- **September 24-28, 2008**: The FSM National SPP/APR Committee met in Chuuk State to review 2007-2008 performance from each LEA through the development of their LPP. The four LEA LPP data aggregated at the SEA/National-level served as the basis for the FSM 2007-2008 APR. There were 15 members at the meeting, which included the LEA Advisory Council Chairpersons; special education staff from Chuuk State, Kosrae State, Pohnpei State, and Yap State; and the FSM National Special Education Program Executive Director and the Early Childhood Coordinator. Specific to FSM SPP Indicators #7, the committee reviewed progress data from each of the LEA. As a result, an agreement was reached on specific "next steps" for each LEA to verify the data provided for final compilation and analysis of progress data for the SPP/APR Indicators.
- **January 8-10, 2009**: The FSM National SPP/APR Committee met in Chuuk State to review 2007-2008 performance from each LEA through the development of their LPP. The four LEA LPP data aggregated at the SEA/National-level served as the basis for the FSM 2007-2008 APR. There were 12 members at the meeting, which included the LEA Advisory Council Chairpersons; special education staff from Chuuk State, Kosrae State, Pohnpei State, and Yap State; and the FSM National Special Education Program Executive Director and the Early Childhood Coordinator. As a result of reviewing the aggregate FSM data and implementation of improvement activities for each Indicator, an agreement was reached on specific "next steps" for each LEA to verify the data provided for final compilation and analysis of progress data for the SPP/APR Indicators.
- **January 12-16, 2009**: FSM Special Education and State Special Education Coordinator and staff participated in a Transition Planning and APR Clinic sponsored by the Western Regional Resource Center (WRRC).
- **February 2, 2009**: Final Part B SPP submitted to OSEP

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PUBLIC DISSEMINATION PLAN

With stakeholder input, FSM National Department of Education (NDOE), Special Education Program has designed a distribution plan to meet the State Performance Plan (SPP) public dissemination requirement. FSM NDOE will disseminate the updated FSM IDEA Part B SPP utilizing the following process:

1. By February 9, 2009, upon submission of the FSM IDEA Part B SPP to the U.S. Office of Special Education Programs on February 1, 2009, FSM NDOE, Special Education Program will e-mail the report to each LEA Special Education Coordinator and State Advisory Panel Chairperson for dissemination at the FSM State-level to the special education advisory panel members.
2. By May 4, 2009, FSM NDOE, Special Education Program will post the FSM IDEA Part B SPP on the FSM National Department of Education Website: <http://www.fsmed.fm>. The FSM NDOE Secretary will distribute a memorandum to the President of FSM and Secretaries of other National Government agencies notifying them of the posting and the availability of the full report.
3. By May 15, 2009, the FSM IDEA Part B SPP will be distributed by the FSM NDOE Secretary via the LEA Directors of Education to the following agencies and other organizations in the four island states: Chuuk, Kosrae, Pohnpei, and Yap:
 - FSM State Governors
 - Committee on Education, FSM State Legislatures
 - Department of Health Services, which includes the Maternal and Child Health Program (MCH), Mental Health Services, and the Hospital
 - Department of Public Safety
 - Department of Justice
 - FSM State Boards of Education
 - Parent Organization
 - Chamber of Commerce
4. By June 1, 2009, a summary of the FSM IDEA Part B SPP with contact information for obtaining a full copy of the plan and the updated plan will be announced, through the LEAs, on the local radio stations, as appropriate.

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Overview of the State Performance Plan Development:

Refer to page 1 of this SPP for development description.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:
 A. Positive social-emotional skills (including social relationships);
 B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
 C. Use of appropriate behaviors to meet their needs.

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

<p>Measurement:</p> <p>A. Positive social-emotional skills (including social relationships):</p> <ul style="list-style-type: none"> a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100. b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100. d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</p> <ul style="list-style-type: none"> a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100. b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100. d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <ul style="list-style-type: none"> a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100. b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100. d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100. <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p>
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Overview of Issue/Description of System or Process:

The FSM National Department of Education (NDOE), Special Education Program (NSEP) continues to use the early childhood outcomes guidance for how each preschooler with an IEP will be assessed using multiple sources to address the 3 child outcomes specified by OSEP.

These outcomes are:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language / communication and early literacy); and
3. Use appropriate behaviors to meet their needs.

As described in the 2005-2006 FSM SPP, the FSM EC Outcomes procedures include two measurement points of data collection. The first measurement point is conducted upon entry into the program but no later than 45 days after the initial IEP meeting. The child's team (parents, teachers, and related service providers) assesses the child using the FSM-ID and other sources of information such as, parent interview/input, other assessment information, and teacher or provider observation, etc. Based on all the data collected, the child's team determines the overall rating of the child based on the Early Childhood Outcomes (ECO) Child Outcome Summary Form (COSF) using the ECO 7-point rating scale. The second measurement point of data collection occurs at "exit" or prior to the child exiting the program for one of the following reasons: to transition to first grade; leaving island; or other exiting reasons. The child's team completes the Child Outcome Exit Summary Form. Upon completing the COSF, the early childhood special education teacher or Related Service Assistant (RSA) submits a copy of the completed COSF to the Special Education Data Clerk who inputs the results into the ECO Excel *COSF Calculator Analytic Program*. The Special Education Coordinator from each FSM State reviews and verifies the results noted in the EC Outcome Data Report on a quarterly basis. The ECO Excel program provides information for the measurement categories (a, b, c, d, or e) for the 3 child outcomes for each child that has both an entry and exit measure. By July 30th of each year, the Special Education Coordinator from each FSM State electronically submits their EC Outcome Data Report to the FSM National Special Education Program (NSEP). Upon receipt of the ECO Outcome Report, the NSEP verifies the information and forwards a transmittal back to each FSM State acknowledging timely submission and accuracy of the EC Data report. During the annual National SPP/APR Meeting, the National EC Coordinator provides a written and verbal report on the results of the 3 Child Outcomes.

Representatives from each State included the special education early childhood supervisor, early childhood/ preschool supervisor (former Head Start Coordinator), and the special education coordinator. Each state shared their experiences and challenges in assessing and collecting child outcomes. In addition, participants were introduced to the *ECO Excel COSF Calculator Analytic Program* that was tailored for each FSM state as a means for monitoring and tracking early childhood outcomes for each preschooler with an IEP.

In June 2007, an FSM National Early Childhood Outcome Meeting was held to review the FSM Inventory of Development (FSM ID) and Kit, the process and procedures for collecting, analyzing and reporting child outcomes. During this meeting, each FSM State verified the results of the early childhood outcomes data for entry and exit. Additional training was conducted on the ECO Tutor Excel Program and the FSM states inputted data into the *ECO Excel Program*.

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Baseline Data for FFY 2007 (2007-2008):

Although this is NOT baseline data, the targets are not due until February 2010. For this reporting period, forty-three preschoolers with IEPs had completed Child Outcome Summary Exit Form (measurement 2) prior to leaving the ECE program or turning 6 years of age for this reporting period.

The 2007-2008 progress data provided in Tables 1, 2, and 3 shows of the 43preschoolers that existed the program, the number and percentage of preschoolers in the five measurement categories in the three early childhood outcome measures:

- a. Preschooler children who did not improved functioning.
- b. Preschooler children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- c. Preschooler children who improved functioning to a level nearer to same-aged peers but did not reach it.
- d. Preschool children who improved functioning to reach a level compared to same aged peers.
- e. Preschool children who maintained functioning at a level comparable to same aged peers.

FSM NATIONAL EXIT DATA FOR 2007-2008 (Total of 43 Preschoolers with IEPs Exited the Program)

Table 1: Measurement A: Positive social-emotional skills (including social relationships)

Positive social-emotional skills (including social relationships)	# of Children	% of children
a. Percent of preschool children who did not improve functioning	3/43	7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5/43	11.6%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	6/43	13.9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	9/43	21%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	20/43	46.5%
Total	43	100%

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Table 2: Measurement B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy)

Acquisition and use of knowledge and skills (including early language / communication and early literacy)	#of Children	% of children
a. Percent of preschool children who did not improve functioning	5/43	12%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	8/43	19%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4/43	9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	17/43	39%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	9/43	21%
Total	43	100%

Table 3: Measurement C: Use of appropriate behaviors to meet their needs

Use of appropriate behaviors to meet their needs	#of Children	% of children
a. Percent of preschool children who did not improve functioning	6/43	14%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5/43	12%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	4/43	9%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	15/43	35%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	13/43	30%
Total	43	100%

The following data Tables represent the breakdown of the total **43** preschoolers with IEPs who exited the program by individual FSM States:

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CHUUK STATE

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of 17 preschoolers with IEPs Exited the Program)

Child Outcomes	a	b	c	d	e
Child Outcome 1: Positive social-emotional skills (including social relationships)	0	0	0	0	100% (17/17)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0	0	0	47% (8/17)	53% (9/17)
Child Outcome 3: Use appropriate behaviors to meet their needs	0	0	0	41% (7/17)	59% (10/17)

KOSRAE STATE

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of 9 preschoolers with IEPs Exited the Program)

Child Outcomes	a	b	c	d	e
Child Outcome 1: Positive social-emotional skills (including social relationships)	0	0	22% (2/9)	67% (6/9)	11% (1/9)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0	22% (2/9)	0	78% (7/9)	0
Child Outcome 3: Use appropriate behaviors to meet their needs	0	11% (1/9)	0	67% (6/9)	22% (2/9)

POHNPEI STATE

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of 13 preschoolers with IEPs Exited the Program)

Child Outcomes	a	b	c	d	e
Child Outcome 1: Positive social-emotional skills (including social relationships)	23.1% (3/13)	31% (4/13)	15.3% (2/13)	15.3% (2/13)	15.3% (2/13)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	38.5% (5/13)	23,1% (3/13)	23,1% (3/13)	15.3% (2/13)	0
Child Outcome 3: Use appropriate behaviors to meet their needs	46% (6/13)	15% (2/13)	23% (3/13)	8% (1/13)	8% (1/13)

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YAP STATE

Exit data for Preschool Outcomes, as of June 30, 2008 (Total of 4 preschoolers with IEPs Exited the Program)

Child Outcomes	a	b	c	d	e
Child Outcome 1: Positive social-emotional skills (including social relationships)	0	25% (1/4)	50% (2/4)	25% (1/4)	0
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0	75% (3/4)	25% (1/4)	0	0
Child Outcome 3: Use appropriate behaviors to meet their needs	0	50% (2/4)	25% (1/4)	25% (1/4)	0

Discussion of Baseline Data:

Progress data that will be reported in February 2010 will be considered baseline data. Forty-three preschoolers with IEP's participated in the FSM Early Childhood Outcomes Measurement System for this reporting period. As shown in the actual aggregate data for the FSM National Exit data, 98% or 42 out of 43 preschoolers reached or maintained functioning at a level comparable to same aged peers for positive social-emotional skills (including social relationships); 61% or 26 out of the 43 preschoolers reached or maintained functioning at a level comparable to same aged peers for acquisition and use of knowledge and skills (including early language/communication and early literacy); and 65% or 28 out of the 43 preschoolers reached or maintained functioning at a level comparable to same aged peers for uses appropriate behaviors to meet their needs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	New Indicator. "Entry" data provided in 2005-2006.
2006 (2006-2007)	New Indicator. "Progress" data provided in 2006-2007.
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

In October 2007, the National SPP/APR Meeting was held with representatives from each FSM State to review the FSM SPP/APR and provide input to the improvement strategies for Indicator 7. The following improvement activities with timelines and resources are based on their input.

Improvement Activity 1: Training with early childhood providers in the implementation of the FSM Early Childhood Outcomes Measurement guidelines.

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'07-'08 Progress: Annual training is conducted at each state on the early childhood outcomes measurement guidelines to ensure continuity and consistency of following the procedures. In addition, yearly training is held for new teachers on the FSM Inventory of Development that is one source used in collecting child outcomes.

Improvement Activity 2: Review and revise the procedures for collecting, reporting, and verifying the data.

'07-'08 Progress: The early childhood outcomes measurement system guideline was reviewed in June 2007 and will be revised as needed.

Improvement Activity 3: Training on strategies on topical areas that enhance the development of young children with disabilities.

'07-'08 Progress: Training was held in Chuuk State for early childhood teachers, related service assistances and special education staff. The workshop entitled: *"Strategies for Including Preschoolers with Disabilities in Community Settings"*. Thirty-five participants attended the training.

Training was held in Pohnpei State for early childhood training on instructional strategies in working with young children with autism.

FSM Early Childhood Special Coordinator and a parent representative from Kosrae State attended the annual NECTAC National Technical Assistance conference in Baltimore, Maryland from August 26 to 29, 2007, entitled "Measuring Child and Family Outcomes". Training sessions attended included:

- Accountability for Part C and 619 from a family perspective
- Critical issues in early childhood assessment and accountability
- Interpreting and using child outcome data
- Analyzing Child Outcome Form (COSF) data
- Local benefits of implementing child outcome data collection
- Assuring the quality assessment data
- Benefits of aligning child outcome measurement to state early learning guideline standards
- Approaches for converting assessment data to OSEP Outcome

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008 (2008-2009):

The FSM SPP targets are appropriate and will not be revised at this time and FSM will continue to implement the improvement activities and monitor on an annual basis. Therefore, no additional improvement activities are needed.