

**Republic of Palau
Ministry of Education, Special Education**

Respectfully Submits

**The Republic of Palau
IDEA Part B
STATE PERFORMANCE PLAN (SPP)**

Federal Fiscal Years (FFY) 2008-2009: July 1, 2008 – June 30, 2009
for
Special Education Program

Submitted on February 1, 2010

TO:

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ROP Part B State Performance Plan (SPP) for FFY 2008-2009

OVERVIEW OF PALAU'S FFY 2008 STATE PERFORMANCE PLAN DEVELOPMENT:

The Republic of Palau's (ROP's) FFY 2008 State Performance Plan (SPP) preparation process began in June 2009 with the Special Education Core Team meeting to review the Office of Special Education Program's (OSEP) determination letter dated June 1, 2009. Meticulous attention to and discussion of Indicator 15 issues, inclusive of other concerns expressed in the letter, was the core topic of the meeting. Another meeting was held to look at the State Performance Plan (SPP) improvement activities and the "Preschool Early Childhood Measurement" procedures that have been put in place to follow up on activities regarding early childhood special education for preschoolers with disabilities in ROP.

A copy of OSEP's determination posted determination letter was given to the ROP Special Education Advisory Council (SEAC) members. The Core Team moved into implementing training with parents, principals, teachers, and related service providers. Parent workshops took place on June 9 & 11, 2009 on topics such as Palau's Preschool Outcomes Measurement System, special education procedures, developmental milestones, and behavior tips. Eleven parents attended the sessions.

With technical assistance and support by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), a 5-day training was held on July 20 – 24, 2009 for Head Start Teachers, Coordinators, Managers, and Early Childhood Special Education Specialist. The training entitled: "*Strategies for Collecting Early Childhood Outcomes Using the Creative Curriculum for Preschoolers*" was focused on planning, implementing, and evaluating the use of the Creative Curriculum Developmental Continuum Assessment Tool Kit as one of the tools used in the Palau Preschool Outcome Measurement System Procedures. Fourteen providers attended this training.

On August 17-19, 2009, three members of the Core Team (program coordinator, an elementary special education specialist/ Consulting Resource Teachers, and an early childhood staff) met at the OSEP Leadership Conference with Richard Steffan, OSEP staff and Jim Leinen, a contracted consultant from the University of Oregon Technical Assistance and Consulting Services/Western Region Resource Center's (TACS/WRRC to discuss various APR /SPP issues and strategies. In addition, Guam CEDDERS and the National Early Childhood Outcomes (ECO) Center provided guidance of how ROP will report Indicator 7 – *Percent of preschool children with IEPs who demonstrated 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*" with the small number size of preschoolers exiting the program.

ROP SPP/APR continued to be the main topic of ROP's monthly conference call with Dr. Steffan, Mr. Leinen, and other supporting individuals from other programs. Ongoing communication through phone calls, emails, and fax was practiced for the team to seek technical assistance from other consultants or professionals from WRRC, Guam CEDDERS, National Early Childhood Technical Assistance Center (NECTAC), and Special Education Directors from other Pacific entities.

On September 28 – 30, 2009, Guam CEDDERS provided onsite technical assistance and facilitated stakeholder input on SPP Indicator 7. A brief overview was provided using the Early Childhood Outcome presentation entitled: "*ECO Suggestions on Indicators C3 and B7*". The providers reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C.

On December 9-10, 2009, the team met with Ms. June DeLeon from Guam CEDDERS and worked intensively on the SPP/APR. A plan was formulated at the end of this meeting for each indicator team to work on individual indicators and send to Ms. DeLeon for review and placing onto the main APR template.

On December 21, 2009 our SEAC met with the program coordinator for updated information on status of the SPP/APR, other program activities, and related issues.

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On January 19-22, 2010, Guam CEDDERS provided on-site technical support for the Core Team’s review of the draft SPP/APR. During the visit, a conference call with Dr. Steffan was held on January 20, 2010 to assist with finalizing the SPP/APR, and on January 21, 2010, the ROP SEAC convened to review the draft SPP/APR with proposed revisions. During the SEAC meeting, a brief overview was provided using the Early Childhood Outcome presentation dated August 13, 2009 entitled: “*ECO Suggestions on Indicators B7*”. The SEAC members reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. Furthermore, SEAC members reviewed and discussed input and recommendations that was gathered during other stakeholder input sessions with Head Start and Early Childhood Special Education staff. Based on the baseline data and a review of the trend data, SEAC agreed on summary statement targets. As a result, follow-up work continued by email and phone communication with Guam CEDDERS. A final draft was completed and reviewed again by the Core Team and submitted electronically to OSEP on February 1, 2010.

ROP wishes to acknowledge the ongoing support by Dr. Steffan, OSEP State Contact; Jim Leinen, Education Specialist and other staff at WRRC; Christina Kazprzak, NECTAC; Dr. Heidi San Nicolas, June De Leon and colleagues, University of Guam CEDDERS; Steve Spencer, University of San Diego; and Ray Miner and Miles Kawatachi, both independent consultants. Regular on-site visits, emails, phone calls, and other means of communication have provided ROP with the critical technical assistance and support throughout the APR development process. Further, ROP wishes to acknowledge the local support from agencies, organizations and committees that have assisted the Special Education Program to improve services, namely the National and State Government Offices, Ministry of Health Services, Head Start from the Palau Community Action Agency, the Palau Disability Commission, Omekesang (advocacy non-profit organization), Palau Community College, SEAC, and various private organizations. Your support is and will always be greatly appreciated by the ROP Special Education Program staff, students, and families. Mesulang (Thank you)!

PUBLIC DISSEMINATION PLAN

As per OSEPs instruction, a complete copy of the revised SPP, inclusive of the newly established targets for indicator 7 is posted on the ROP Ministry of Education website: www.palaumoe.net (click “Ministry,” then select “Special Education”).

As required, ROP will report annually to the public on the progress and/or slippage in meeting the ‘measurable and rigorous targets’ found in the SPP, which includes the performance on the targets in the SPP. For the FFY 2008 (2008-2009) SPP, ROP will implement the following public dissemination no later than May 31, 2010:

- Copies of the SPP Overview and Indicator 7: Early Childhood Outcomes will be provided to SEAC members and MOE management team.
- Local media (radio and newspaper) will be informed of the availability of the revised SPP.

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Overview of the State Performance Plan Development:

See page 1 of this SPP for description.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Measurement:

Outcomes:

- 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.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# 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 (# 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 (# 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 (# 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 (# of preschool children with IEPs assessed)] times 100.

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

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

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

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

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

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Overview of Issue/Description of System or Process:

The Early Childhood Special Education (ECSE) Program provides services in home or community settings to children ages 3 to 5 by the Head Start center, through a Memorandum of Understanding (MOU) with the Head Start Program. Since 2005, Special Education Program developed Palau's Preschool Outcome Measurement System Procedural Manual that is used to guide outcome assessment and measurement practices for gathering child outcome data for the following three outcomes:

- 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.

This system or procedures describe who would be included in the measurement, what assessment/measurement tool(s) would be used, who would conduct the assessments, and how the data would be compiled and analyzed.

With technical assistance from the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS), a follow-up training on the procedures was held in July 2009 with ECSE staff, Head Start teachers, Managers and coordinators in attendance. During this session, Guam CEDDERS provided information from the Early Childhood Outcomes (ECO) Center on collecting, analyzing, and reporting child outcomes. Furthermore, the team reviewed the following process for collecting entry and exit data for those preschoolers with disabilities:

- 1) Preschoolers with IEPs must be in the program at least 1 year to be eligible to participate in the early childhood outcome measures.
- 2) Following the completion of the initial IEP, the ECSE Team (parents, teachers, and related service providers) will have up to 45 days to complete the Child Outcomes Summary Entry Form (COSEF) (Measurement 1) using the Creative Curriculum and other sources of information such as parent interview/input, teacher or provider observations, other assessment information, etc. The ECO 7-point rating scale is used to complete the COSEF.
- 3) Children entering the program in the months of June – August will have entry data (Measurement 1) completed within the first quarter of the school year. Entry and Exit Outcome Data will be gathered and discussed by the child's Team during regular Head Start/ECSE progress report meetings.
- 4) By April of each year, all children transitioning to first grade will meet with the Child's Team to discuss progress made on all three outcomes and gather exit data (Measurement 2). The ECSE Team completes the Child Outcomes Summary Exit Form (COSEF) with input from parents, related service personnel (if appropriate) and other ECSE Team members that work with this child. Based on all the data collected, the child's team will determine the overall rating of the child based on the COSEF using the ECO 7-point rating scale. The ECO 7-point rating scale provides a degree or level of performance. Those preschoolers that are rated a 6 or 7 on the ECO 7-point rating scale are those children whose level of performance is "comparable to same aged peers" and those preschoolers that are rated a 1, 2, 3, 4, or 5 are not performing "at age appropriate levels compared to their same age peers".
- 5) The ECSE teacher inputs the data into the ECO Excel Program. The ECSE teacher generates an exit report on the results of exit data (Measurement 2) for the Special Education Coordinator to review and ensure that the data is accurate and reflects what was written in the COSEF. Furthermore, the ECSE teachers and Head Start Program Managers review the outcome data annually and make recommendations for improvement activities for the following year.

The Palau ECSE Program continues to refine the preschool outcome measurement procedures to ensure continuity of the process and practice and to ensure data collected is valid and reliable. In July 2009, working sessions were held to review and revise the Preschool Outcome Measurement System Procedural Manual. The following were recommended changes to the procedures: 1) Timelines for

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completing the COSEF was changed from April to May; and 2) A new **Section E** was added to include the following: 1) ECO 7-Point Rating Scale; 2) Use of Assistive Technology; Reaching Consensus in Rating; and Tips for Including Parents. Updates to the Child Outcome Summary Forms (Entry and Exit) were completed to align with the ECO 7-point rating definition scale.

Progress Data for FFY 2008-2009:

Tables 1, 2, & 3 shows 2008-2009 data for the three preschoolers that exited the program, including the number and percentage of preschoolers in the five progress categories in three early childhood outcomes (A, B and C):

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

Table 1: Outcome A Progress Category

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	0	0%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2	66.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Total	N = 3	100%

Table 2: Outcome B Progress Category

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	0	0%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2	66.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Total	N = 3	100%

Table 3: Outcome C Progress Category

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0	0%
c. Percent of children who improved functioning to a level nearer to	0	0%

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same-aged peers but did not reach		
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1	33.3%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	2	66.7%
Total	N = 3	100%

The Palau ECSE Team used the ECO Summary Statements Calculator to generate the baseline for Summary Statements 1 and 2. Data were taken from the Progress Categories in Tables 1, 2, & 3.

Baseline Data for Preschool Children Exiting FFY 2008-2009

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
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 6 years of age or exited the program	Taken from Table 1: $(c + d) / (a+b+c+d) \times 100$ $0+2/2 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	Taken from Table 1 $(d + e) / (a+b+c+d+e) \times 100$ $2+1/3 \times 100 = \mathbf{100\%}$
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
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 6 years of age or exited the program	Taken from Table 2 $(c + d) / (a+b+c+d) \times 100$ $0+2/2 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	Taken from Table 3 $(d + e) / (a+b+c+d+e) \times 100$ $2+1/3 \times 100 = \mathbf{100\%}$
Outcome C: Use of appropriate behaviors to meet their needs	
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 6 years of age or exited the program	Taken from Table 3 $(c + d) / (a+b+c+d) \times 100$ $0+1/1 \times 100 = \mathbf{100\%}$
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	Taken from Table 3 $(d + e) / (a+b+c+d+e) \times 100$ $1+2/3 \times 100 = \mathbf{100\%}$

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Discussion of Baseline Data:

As indicated in the table, the baseline data for each outcome for summary statement 1 and 2 is at 100% for each outcome indicator. However, caution should be noted because of the low number of preschoolers exiting the program, as the percentages do not provide a good measure or baseline for this indicator. On September 28 – 30, 2009, Guam CEDDERS provided onsite technical assistance and facilitated stakeholder input and provided an overview using the Early Childhood Outcome presentation entitled: “ECO Suggestions on Indicators C3 and B7”. The providers reviewed and discussed progress data for the past three years and baseline data for Child Outcomes A, B, and C. The stakeholders acknowledged the issue of the small numbers that was reported for this indicator and reviewed the outcome summary statements data 1 and 2 of preschoolers exiting the program for the following reporting periods: 2006-2007, 2007-2008, and 2008-2009. This trend data was used by the stakeholders to determine the proposed targets for this indicator. However, after further clarification from OSEP it was required that ROP use the data for this reporting period as the baseline for this indicator.

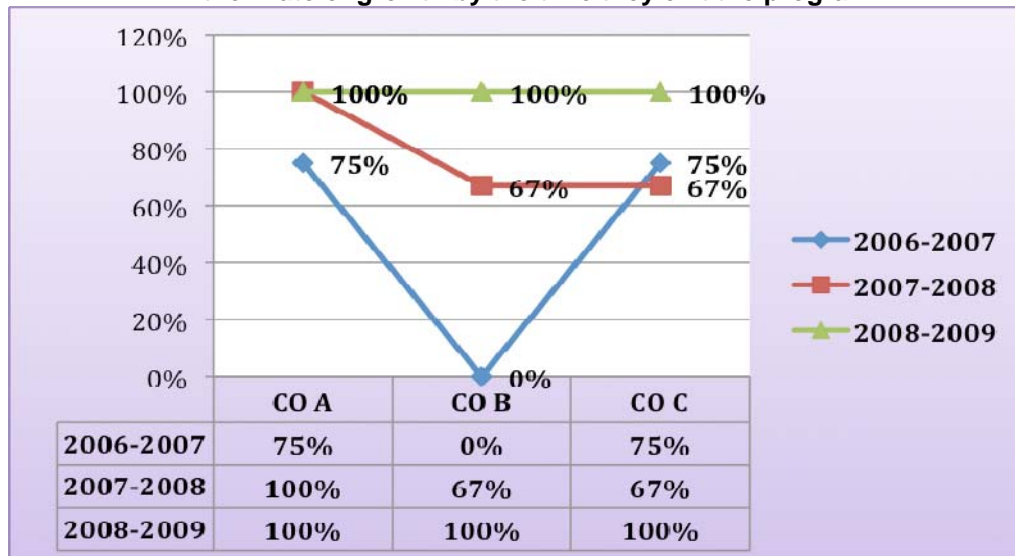
Summary Statement 1:

As indicated in Graph 1, for the past 3 years there were 13 preschoolers that exited the preschool program: 2006-2007 there were 7 preschoolers, 2007-2008 there were 3 preschoolers, and 2008-2009 there were 3 preschoolers.

Furthermore, the Graph 1 indicates the percent of preschoolers who substantially increased their rate of growth by the time they exited the program indicating the following:

- Child Outcome A: Positive Social-Emotional - For 2 consecutive years, Palau reported 100%.
- Child Outcome B: Acquisition of Knowledge and Skills - There was an increase in the percentage from 0% in '06-'07 to 67% for '07-'08, and 100% for '08-'09.
- Child Outcome C: Use of Appropriate Behaviors: The data shows a fluctuation of percentage over the past three years from 75% for '06-'07, 67% for '07-'08, and 100% for this reporting period.

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



Stakeholders discussed the following reasons for the results of each outcome data:

- Child Outcome A: Positive Social-Emotional Skills - There is a lack of teachers’ and parents’ understanding of the importance of social-emotional development. This is a new concept for families and therefore professional development is recommended in this area.

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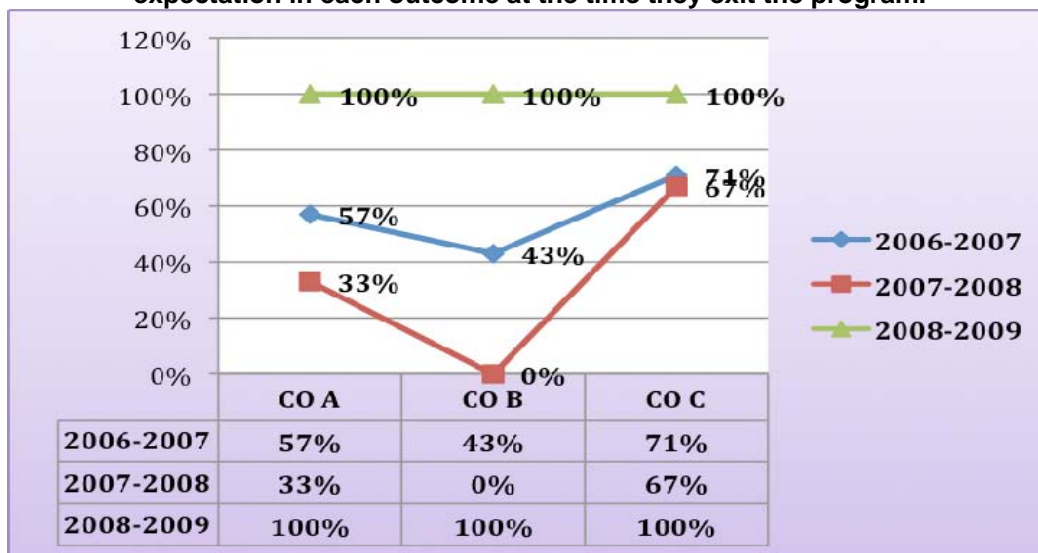
- Child Outcome B: Acquisition of Knowledge and Skills - There is a lack of understanding and strategies for promoting early literacy. Further training on strategies to support early literacy, communication, and early language skills is recommended.
- Child Outcome C: Use of Appropriate Behavior - There is a lack of understanding and strategies that families could implement to support their children at home. Focus on professional development is needed on strategies to accommodate the unique needs of preschoolers in Head Start and home environments.

Summary Statement 2:

As indicated in Graph 2, the percent of preschoolers who were functioning within age expectation in each outcome by the time they exit the program indicate the following:

- Child Outcome A: Positive Social and Emotional and Child Outcome B: Acquisition of Knowledge and Skills shows a fluctuation of percentage over the past three years.
- Child Outcome B: Acquisition of Knowledge and Skills shows a fluctuation of percentage over the past three years.
- Child Outcome C: Use of Appropriate Behaviors - More than half of the preschoolers were performing at age level expected for reporting periods '07-'08 and '08-'09.

Graph 2: Summary Statement 2: The percent of preschoolers who were functioning within age expectation in each outcome at the time they exit the program.



Stakeholders discussed the following reasons that may have attributed to the results of each outcome data:

- Child Outcome A: Positive Social-Emotional Skills - The majority of the children for SY '08-'09 had mild disabilities and therefore positive social emotional skills may not have been an issue. However, there is lack of teacher and parent understanding of the importance of social emotional development. This is a new concept for families and therefore professional development is recommended in this area.
- Child Outcome B: Acquisition of Knowledge and Skills: There is a lack of understanding and skills in this outcome. Training on the strategies for promoting early literacy, communication, and early language skills is needed for families and providers.
- Child Outcome C: Use of Appropriate Behavior - The families is supportive and reinforce their children's skills at home. However, ongoing training is needed on strategies to support the child's needs in home and in school settings.

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The Special Education Coordinator and Early Childhood Special Education teacher reviewed the child outcome summary data and met with the Head Start Managers to review the data. Annual training is held on the preschool outcomes measurement procedures to ensure continuity of how child outcome data is collected and reported.

Measurable and Rigorous Target:

ROP followed the required OSEP steps for determining baseline data and targets for this indicator. However, caution should be noted given the small number size of “3” that participated in the exit outcome measures. ROP will continue to reassess the need to re-determine targets on a year to year basis.

Based on stakeholder input, the following are targets for preschool children exiting in FFY 2009 (2009-2010) and FFY 2010 (2010-2011) and Reported in Feb 2011 and Feb 2012.

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
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 exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	100%	100%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
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 exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	100%	100%
Outcome C: Use of appropriate behaviors to meet their needs		
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 exited the program	100%	100%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	100%	100%

Improvement Activities/Timelines/Resources:

Status of Improvement Activities

The following activities are numbered based on the numbering in the SPP. It is understood that the numbering sequence might have changed because of approved changes in the previous SPPs. A status of “completed, continuing, revised, or deleted” is indicated for each activity based on the progress noted for the reporting year. Completed and deleted activities from previous SPPs are not discussed in this SPP.

Activity #1: Special Education Early Childhood staff, Head Start staff/teachers, and parents will meet to clarify and improve the process of inserting assessment results in the IEP.

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- Deleted This activity is no longer necessary for we have developed our Child Outcome Measurement System guidelines and there is a range of assessments used to collect data.
- Activity #2:** Train ECSE and Head Start Teachers and /or Service Providers to improve their skills on how to administer and score the Creative Curriculum for more accurate and reliable assessment results as a data source for the COSEF.
- Continuing In July 2009, training on the Creative Curriculum was held for Head Start and Special Education Early Childhood providers. Training on Creative Curriculum is conducted on an annual basis at the beginning of each school year.
- Activity #3:** A statement on sharing of data (e.g., child outcome, & etc) will be inserted in the Memorandum of Understanding (MOU) between Special Education and Head Start Program.
- Continuing This Memorandum of Understanding between Special Education and Head Start Program is revised annually.
- Activity #4:** Special Education Early Childhood staff will assess all children with IEPs who were not placed in Head Start Program to collect either their entry or exit data.
- Deleted This activity is not necessary for it is embedded in the Child Outcome Measurement System Guideline.
- Activity #5:** Purchase necessary Creative Curriculum subscription for use by ECSE Staff.
- Completed Materials were purchased and used in the training.
- Activity #6:** Conduct meetings to complete the COSEF closest to the date of entry or exit from the program.
- Continuing Meetings will continue to be held for preschoolers with disabilities that enter or exit the program.
- Activity #7:** Conduct training for Head Start teachers, staff, and parents on the procedures for completing the COSEF.
- Continuing In June 2009, training was held with 11 parents in attendance. Annual training will be conducted for parents and teachers on the Preschool Outcome measurement System.

New Improvement Activities

With input from the stakeholders, the following are recommended professional development training/ activities targeted to support parents, teachers and related service providers. Given the status noted for the improvement activities in the Discussion section of this SPP, Revisions with Justification, to the SPP improvement activities are as follows:

- Activity # 8:** In collaboration with Head Start, conduct training for parents and teachers on social emotional development of young children using the Center for Social Emotional Foundations for Early Learning (CSEFEL).

Justification: New Activity. Social emotional development lays the foundation for a child's overall growth and development. Training for parents and providers in this area is critical and supports positive outcomes for young children.

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Activity #9: In collaboration with Head Start and Maternal Child Health Program, conduct training for providers and parents on strategies that promote early literacy, language, and communication.

Justification: New Activity. Early literacy is a fairly new concept in Palau. The more information and awareness that is provided to parents and providers on early language, communication, and literacy will enhance the overall development of young children.

Activity #10: Provide training for parents and providers on strategies for modifying or adapting the environment, instruction, and materials to enhance the overall development and inclusion of young children with disabilities in school or community settings.

Justification: New Activity. Teachers and parents need strategies that are inclusive and allow for participation of children with disabilities in activities or settings that are appropriate for that child and family.