

State Part B State Performance Plan (SPP) for 2009-2010

State Performance Plan Development and Stakeholder Input

February 1, 2011 Revisions to the SPP

The Republic of Palau's (ROP's) FFY 2009 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 3, 2010. Meticulous attention to and discussion of all indicators' improvement activities and related issues inclusive of other concerns expressed in the letter, was the core topic of the meeting.

A copy of OSEP's 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.

ROP SPP/APR continued to be the main topic of ROP's monthly conference call with Dr. Steffan, June DeLeon and Elaine Eclavea from Guam CEDDERS, Jim Leinen from WRRC 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 Western Regional Resource Center (WRRC), University of Guam Center for Excellence on Developmental Disabilities Education, Research and Service (Guam CEDDERS), National Early Childhood Technical Assistance Center (NECTAC), and Special Education Directors from other Pacific entities.

On **January 12-13, 2009**, A secondary CRT, a designated Palau High School representative, and a High School special education teacher attended a training, "Transition Outcome Projects (TOPS)," by Dr. Ed. O'Leary. The purpose of this training was to assist educators and others in understanding and meeting the transition requirements of IDEA 2004 and indicator 13 in the State Performance Plan. The High School CRT began to share information from this training with other CRTs and worked to update special education teachers and IEP teams at the high school level while planning to conduct training to other special education teachers, parents and students.

On **May 12-14, 2009**, the 3rd Annual Secondary Transition State Planning Institute: High School CRT, designated Palau High School representative and registrar attended this training in Charlotte, North Carolina. The purpose of this training was to provide a) content knowledge on enhancing effective secondary transition program, including school completion, intervention and implementation strategies to improvement post-school outcomes, through work with content resources. b) knowledge of strategies for data collection, reporting, and use across SPP/APR Part B Indicators 1, 2, 13 and 14, and c) a process for continuous improvement with content resources and other state teams around issues that are encouraging or impeding progress in plans to build capacity that will improve student outcomes.

State Part B State Performance Plan (SPP) for 2009-2010

On **July and August 2009**, the Secondary CRT conducted several trainings regarding IEPs and transition services to parents and students who needs transition services including the training during the Ministry of Education Convention held on July 28-29 2010 on indicator 13 checklist.

On **May 6 & 7, 2010**, orientation sessions on the Integrated Monitoring Activities was facilitated by June De Leon and Elaine Eclavea from Guam CEDDERS. As part of the session, school principals were provided copies of their School Roster and Data Reports with instructions of how to read rosters and reports to determine areas of compliance and non compliance. In addition, school principals were asked to provide input on the Off-Site Data Review Monitoring Process. Information for this training also target Indicator 13.

On **January 10-14, 2011**, June De Leon and Elaine Eclavea from Guam CEDDERS provided on-site technical support for the Core Teams. The TA providers and ROP team worked intensively to complete the first draft of the APR 09. During the evenings of January 12 and 13, meetings with SEAC were held to review, discuss, and determine necessary changes in the SPP, with special attention to Indicators 13 &14, for setting targets and improvement activities through FFY 2012. A conference call with Dr. Steffan was held on January 19, 2011 to discuss status of SPP/APR that was to be submitted on February 1, 2011.

A final draft was completed and reviewed again by the Core Team and submitted electronically to OSEP on February 1, 2011.

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 and the Special Education Directors from various entities of the Pacific. 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. Their support is and will always be greatly appreciated by the ROP Special Education Program staff, students, and families. Kom Kmal Mesulang (Thank you very much)!

State Part B State Performance Plan (SPP) for 2009-2010

Public Dissemination Plan

As per OSEP's instructions, a complete copy of the revised SPP, inclusive of the newly established targets for indicator 14 and the 2 year extension targets for all indicators 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 2009 (2009-2010) SPP, ROP will implement the following public dissemination no later than May 31, 2011:

- Copies of the SPP Overview and Indicators 13: Secondary Transition Services and 14: Student's status after exiting secondary level was provided to SEAC members and MOE management team.
- Local media (radio and newspaper) will be informed of the availability of the revised SPP.

State Part B State Performance Plan (SPP) for 2009-2010

Overview of the State Performance Plan Development:

See page 1 of the SPP description

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process:

ROP has policies and procedures in place for ensuring that all students 16 years and above have IEPs that include appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

Based on the newly implemented policies, procedures, and the new Special Education Data System (SEDS) in place, Consulting Resource Teachers (CRTs) and special education teachers must conduct IEP meetings accordingly by notifying parents and ensuring that the student is invited to participate as a member of his/her IEP meeting. At the meeting the Team reviews the IEP and makes necessary changes based on student's needs, interests, and preferences. After the IEP meeting the CRT meets with the responsible special education teacher to review the IEP again to ensure that all requirements are documented and IEP forms are filled out accordingly.

ROP uses the indicator 13 checklist from the National Secondary Transition Technical Center to review and verify students' IEPs and transition plans to ensure that teachers included all necessary data before CRT submits the IEP to the Data Manager to be inputted into the SEDS. Once the CRT submits the IEP to the Data Manager, the Data Manager will verify the IEP with the SEDS Secondary Transition Report to make certain that all questions on the indicator 13 checklist were addressed. If not, the Data Manager will inform the CRT that another IEP meeting is needed to address the transition issue.

In addition, as part of the SEDS protocol, the Data Manager prints out the Secondary Transition Data Report of students who are about to turn 16 and transmits the report to the CRTs as a reminder to conduct IEP meeting. This newly implemented procedure tremendously helps CRTs to ensure that all

State Part B State Performance Plan (SPP) for 2009-2010

students 16 and above have the required IEPs and transition plans that can help students achieve their postsecondary transition goals and objectives.

Moreover, to learn more about transition services, the High School Secondary CRT attended training in Guam conducted by ED. O’Leary regarding Transition Outcome Projects (TOPS) in January 12-13, 2009. To ensure that Special Education teachers, general education teachers, and principals understand the new requirements for indicator 13 and transition services to students who are 16 years old and above with disabilities, the Secondary CRT conducted an IEP and transition services training including the indicator 13 checklist during the Ministry of Education Convention held on July 28-29 2010. The training is an annual event to ensure that all teachers are informed of this requirement.

Baseline Data for FFY 2009 (2009-2010):

As indicated in Table 1, there were 44 students aged 16 and above with an IEP. Of the 44 youths, 43 youths (or 98%) with IEPs have documented coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals.

Table 1: Percent of Youth aged 16 and above with IEPs that includes secondary transition goals

<p>a. # of youth with IEPs aged 16 and above with an IEP that includes appropriate secondary appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study</p> <p style="text-align: center;">a = 43</p>	<p>b. Number of youth with IEPs 16 and above</p> <p style="text-align: center;">b = 44</p>
<p>c. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study</p>	
<p style="text-align: center;">(a/b) x 100 43/44 x 100 = 98%</p>	

Discussion of Baseline Data:

Of the 44 youths with disabilities aged 16 and above, 43 youths have active IEPs that include coordinated, measurable annual goals and transition services that will enable the student to meet postsecondary goals. Although this is a compliance indicator (100%), ROP is at **98%**, substantial compliance for the indicator. Of the 44 students, 6 are from two elementary schools and 38 are from Palau High School.

Upon a review of IEP records, there was one student who transitioned from elementary to high school and did not have the required invitation form to invite an adult agency, Work Investment Act (WIA), to attend the IEP meeting based on the indicator 13 checklist. To correct this oversight, an IEP meeting was held on 11/23/10 with a representative from WIA present. This individual case of noncompliance was corrected.

In addition, ROP conducted a review of the Special Education Procedural Handbook and forms and as a result of this review, the procedures were revised to ensure the IEP process addressed the 8 elements of the secondary transition requirements and revised the forms to ensure clear documentation of the eight elements.

State Part B State Performance Plan (SPP) for 2009-2010

Aside from the trainings on the secondary transition requirements, a meeting was held with the Executive Director of Workforce Investment Act, Josephine Ulengchong to request for her assistance in sending a representative from WIA to attend IEP meetings of students who are 16 years old and above to provide their input and recommendations about available job and educational training. As result of this meeting, WIA is committed to sending a representative to the IEP meetings.

Progress Data: On December 15, 2010 an off-site monitoring was conducted using the SEDS data system. Data reports from each school were reviewed and verified to determine level of compliance in four areas: Initial Evaluation, IEP Review, Re-evaluation, and Secondary transition. Upon review of the secondary transition data reports, all schools with students aged 16 and above have documented in the IEPs coordinated, measurable annual goals and transition services. ROP is at **100% compliance** for this indicator as a result of the off-site monitoring conducted in December 15, 2010.

Measurable and Rigorous Target:

This is a compliance indicator therefore targets are set at 100% through FFY 2012.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2011 (2011-2012)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the youth to meet post-secondary goals.
2012 (2012-2013)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the youth to meet post-secondary goals.

Improvement Activities/Timelines/Resources:

Based on input from SEAC, no additional improvement activity is needed at this time.

No.	Improvement Activities	Timeline	Resources	Status
2.	Share checklist developed by National Secondary Transition Technical Center with Elementary CRTs.	At least quarterly through FFY 2012	High School CRT NSTTAC Post-School Outcomes Center	August 2009 and July 28-29, 2010 Educational Convention
6.	Immediately include ITPs for youths as they transition to high school if they are 16 and over.	Annually at the beginning of the school year.	High School IEP team and CRT	Continuing
7.	Schedule of meetings to do follow-up on IEP files, including transition activities, for completeness and implementation of program plans.	Quarterly through FFY 2012	High School CRT and Teachers	Continuing
8.	Dissemination of Secondary Transition Report of youths who	Beginning of each school year.	Data Manager, CRTS	Continuing

State Part B State Performance Plan (SPP) for 2009-2010

	are about to turn16.			
9.	Consult with data manager regularly to ensure that all youths IEPs and transition plans are conducted on a timely basis annually.	Monthly	Data Manager Secondary CRT	Continuing

State Part B State Performance Plan (SPP) for 2009-2010

Overview of the State Performance Plan Development:

See page 1 of the SPP description

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

<p>Measurement:</p> <p>A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p> <p>C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.</p>
--

Overview of Issue/Description of System or Process:

The following process is used to follow-up with students or leavers who had been identified as graduating, aging out, or dropping out of school during the 2008-2009 school year. Due to the small number of special education leavers, ROP conducted a census of all high school leavers for baseline data.

In April of each school year, the Palau High School Counselors disseminated exit data surveys to all graduating seniors to account for their future plans, whether they are going to further their education by enrolling in post-secondary schools or seek employment. Therefore, the Secondary CRT works together with the school counselors to assist in collecting these data prior to students graduating from high school. The survey demographic information included updated contact information such as the student's residence, telephone numbers (including cell numbers), and email addresses.

At the end of each school year, the Secondary CRT receives the listing of students who graduated, aged out, or dropped out during the past school year from the following data sources:

Data Source	Kinds of Information
Sped Data Manager	618 Table 4
Palau High School Counselor	Graduation data
Palau High School Registrar	Withdrawal, Drop-out, and transfers

State Part B State Performance Plan (SPP) for 2009-2010

The CRT uses an exit form sheet to document students with disabilities who dropped or exited from the program and submits the information to the Data Manager to input into Special Education Data System (SEDS).

Data Collection: The Secondary CRT uses multiple methods to locate former students to include the following: 1) contacting them through email, 2) via phone, or 3) asking other family members. Updated student information is gathered from the High School Exit Survey that was conducted prior to the student graduating from high school. Upon locating the students who graduated from high school, aged out or dropped out the year prior, the CRT and staff schedules appointments with students or their family members to conduct the Post School Outcome Survey to find out what the students are doing a year after they graduated or left school.

Baseline Data for FFY 2009 (2009-2010):

Based on the IDEA 618 Table 4 Exit Data submitted for FFY 2008, ROP reported 14 students who exited secondary high school. Of the 14 who exited, **9** are considered leavers. These leavers include students who graduated, dropped-out, or received a certificate.

Calculations:

- A. Percent enrolled in higher education = (# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school. Calculation: $A = a / \text{total respondents}$

$$A = 1/9 \text{ respondents} \times 100 = 11\%$$

- B. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school. Calculation: $B = (a+b) / \text{total respondents}$

$$B = (1+4) = 5 / 9 \text{ respondents} \times 100 = 56\%$$

- C. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment divided by number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school times 100. Calculation: $C = (a+b+c) / \text{total respondents}$

$$C = 1+4+4 = 9 \text{ respondents}, 9/9 \times 100 = 100\%$$

Definitions

The following definitions are specific to the State's Part B Indicator 14:

Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Higher Education means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.

State Part B State Performance Plan (SPP) for 2009-2010

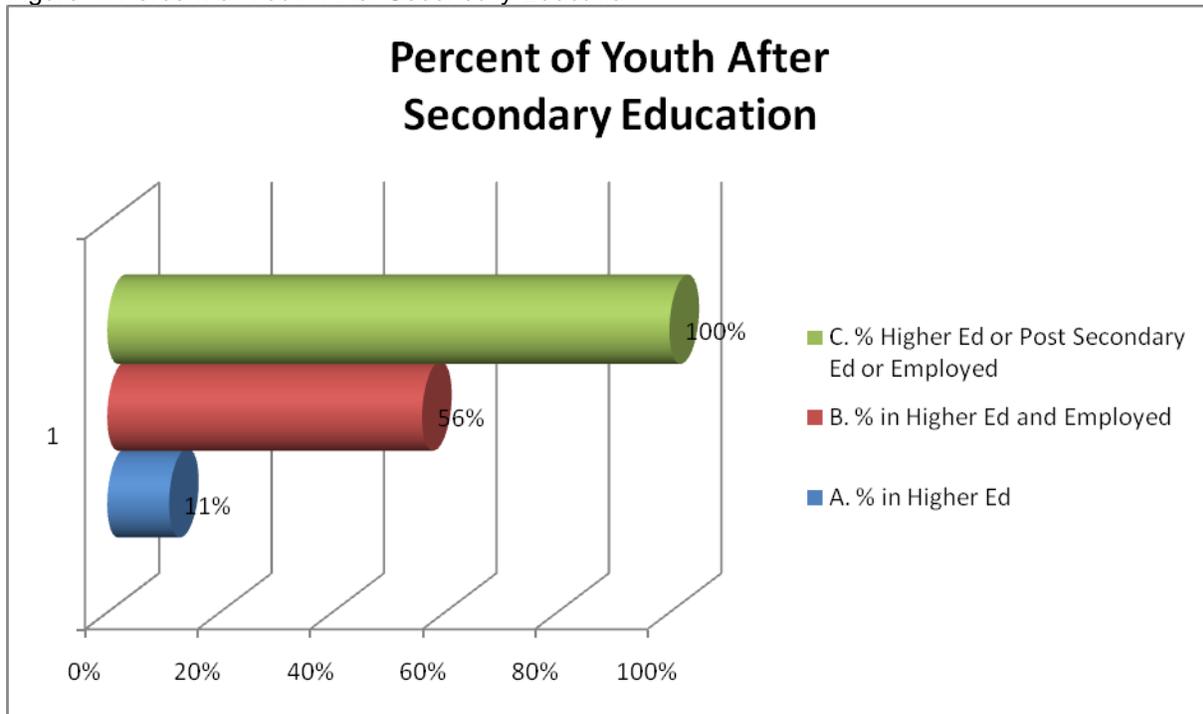
Some Other Employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Other postsecondary education or training means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Respondents are youth or their designated family member who answer the survey or interview questions.

Leavers are youth who left school by graduating with a regular or modified diploma, aging out, left school early (i.e., dropped out), or who were expected to return and did not.

Figure 1: Percent of Youth After Secondary Education



Upon review and discussion of the data, there are specific improvement activities that will be implemented to target increasing the number of students with disabilities who would enroll in post secondary education. One of the improvement activities specifically targets enhancing higher education enrollment by providing additional support to Palau High School to ensure that all graduating seniors, including students with disabilities, participate in the Seniors College Prep Program. The Palau High School Counselors are responsible for the program. They invite all seniors to participate in the activities to help them learn how to fill application forms for college, select schools, and how to take college entrance tests. In addition, the program also invites financial aid counselors, military recruiters, and Palau Scholarship representatives to talk to students regarding available supports and career options and opportunities for graduating seniors.

State Part B State Performance Plan (SPP) for 2009-2010

Measureable and Rigorous Target:

In December 2010, SEAC reviewed the baseline data and provided input to the set targets through FFY 2012.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	A. 11% of youth in higher education within one year of leaving high school. B. 56% of youth in higher education or competitively employed within one year of leaving high school. C. 100% of youth in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
2011 (2011-2012)	A. 11% of youth in higher education within one year of leaving high school. B. 56% of youth in higher education or competitively employed within one year of leaving high school. C. 100% of youth in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
2012 (2012-2013)	A. 11.25% of youth in higher education within one year of leaving high school. B. 56.25% of youth in higher education or competitively employed within one year of leaving high school. C. 100% of youth in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Improvement Activities/Timelines/Resources:

Based on input from SEAC, one additional activity was added to improvement activities and will be included in the complete revised SPP.

No	Improvement Activities	Timeline	Resources	Status
1	Provide vocational options (fishing, local crafts, music, etc) through the use of our existing facility (Skill Center) .	At least quarterly through FFY 2012	CRT, Resource Teachers, Skills Center Staff	Continuing
2	Conduct an orientation for all students with disabilities to inform of the dos and don'ts in regards to criminal acts as stated in Palau National Code.	Beginning and at the end of each school year	Palau High School Principal, CRT, Resource Teachers, Counselors and social workers.	Continuing
3	Provide on-site technical support to all sped and regular ed. teachers to use the Special Education Weekly Attendance Form to keep track of student attendance.	Annually through FFY 2012	High School Principal, High School CRTs, Resource Teachers	Continuing

State Part B State Performance Plan (SPP) for 2009-2010

No	Improvement Activities	Timeline	Resources	Status
4	Provide additional support to ensure students with disabilities participate in the Seniors College Prep Program at Palau High School.	September 2011-2012	Palau High School Principal, Counselors, CRT, Special Education teachers	New Activity APR FFY 2009
5	Collaborate with Work Investment Act (WIA) representative to ensure that students with disabilities have the opportunity to work during the summer based on their work interest.	Summer 2012	WIA Representative, CRT, Special Education Teachers.	New Activity APR FFY 2009