

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 Indicators 7 (Preschool Outcomes) and 14 (Post-School Outcomes) due to the U.S. Office of Special Education Programs (OSEP) by February 1, 2008. These indicators were 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.

FSM obtained "broad stakeholder" input in the development of improvement activities for Indicator #7, as required. Baseline data for establishing "measurement and rigorous" targets for Indicator #7 is not due until 2008-2009 for a submission date to OSEP by February 2010. For SPP Indicator #14, "measurable and rigorous" targets were established with baseline data for this reporting period, as well as improvement activities.

BROAD STAKEHOLDER INVOLVEMENT

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

- July 2007-October 2007: Each LEA convened their special education advisory panel for the development of their IDEA Part B Local Performance Plan (LPP) for school year 2007-2008. 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 and 2006-2007 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 15, 2007, 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: July 31, 2007; September 6-7, 2007; September 26-28, 2007
 - Chuuk State: September 11-13, 2007; September 14-18, 2007
 - Yap State: September 25-26, 2007; October 5, 8, 9, 2007
 - Pohnpei State: October 2-4, 2007; October 10, 2007

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During these LEA special education advisory panel meetings, stakeholders reviewed the LEA-specific performance for 2005-2006 and 2006-2007 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.

- October 14-17, 2007: The FSM National SPP/APR Committee met in Pohnpei State to review 2006-2007 progress data 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 2006-2007 SPP and APR. With the exception of Chuuk State, there were 15 members at the meeting, which included the Director of Education from Yap State; the Special Education Advisory Panel Chair and/or Vice-Chair with the special education administrators and staff from Kosrae State, Pohnpei State, and Yap State; and the FSM National Special Education Program Executive Director and Early Childhood Coordinator. Although not at the meeting, Chuuk State submitted its LPP for the committee to review. Specific to FSM SPP Indicators #7 and #14, 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.
- October 27, 2007: The FSM National Special Education Coordinators Meeting was held to review progress on the specific “next steps” identified at the end of the FSM National SPP/APR Committee Meeting earlier in the month. All four LEA Special Education Coordinators attended the meeting to present the data verification conducted based on the FSM National SPP/APR Committee recommendations. Verification of progress data for Indicator #7 and baseline data for Indicator #14 were reviewed.
- December 10-11, 2007: The FSM NDOE Special Education Program Executive Director conducted an on-site visit to Chuuk State to ensure stakeholder input in the SPP development process, as well as to verify progress data needed for the FSM APR in response to the noncompliance areas identified in the July 2007 OSEP Verification/Monitoring Letter.

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 8, 2008, upon submission of the FSM IDEA Part B SPP for Indicators 7 and 14 to the U.S. Office of Special Education Programs on February 1, 2008, FSM NDOE, Special Education Program will e-mail the plan 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 1, 2008, FSM NDOE, Special Education Program will post the report on the FSM National Government Website: <http://www.fsmpio.fm/Depts/education/education.htm>, which will include the FSM SPP submitted in December 2005 and updated in January 2006. 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 plan.
3. By May 15, 2008, a letter from the FSM NDOE Secretary to parents of children and youth with disabilities will be distributed via the LEA Directors of Education and Special Education Program. The letter will provide an explanation of the purpose for the updated SPP, availability of the FSM IDEA Part B SPP on the FSM National Government website, and LEA contact information for obtaining a full copy of the plan.

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4. By May 15, 2008, 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:
 - 4.1 FSM State Governors
 - 4.2 Committee on Education, FSM State Legislatures
 - 4.3 Department of Health Services, which includes the Maternal and Child Health Program (MCH), Mental Health Services, and the Hospital
 - 4.4 Department of Public Safety
 - 4.5 Department of Justice
 - 4.6 FSM State Boards of Education
 - 4.7 Parent Organization
 - 4.8 Chamber of Commerce
 - 4.9 FSM Association for Chief State School Officers (FACSSO)
5. By June 1, 2008, 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))

Measurement:

A. Positive social-emotional skills (including social relationships):

- 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.

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 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.

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 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.

If a + b + c + d + e does not sum to 100%, explain the difference.

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Overview of Issue/Description of System or Process:

Through technical assistance and support from the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service, (Guam CEDDERS), the FSM National Department of Education (NDOE), Special Education Program (NSEP) developed procedures for the FSM Early Childhood (EC) Outcomes Measurement System in March of 2005. The EC Outcomes procedures provide 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 ECO 7 point rating scale provides the degree or level of performance from 1 to 7. 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. 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.

To ensure continuity of the procedures in each of the FSM States, an FSM National Early Childhood meeting was held in Chuuk State on December 18 – 21, 2006. The purpose of the meeting was to review the required procedures for collecting, analyzing, and reporting the three child outcomes identified by OSEP.

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.

Furthermore, participants reviewed each item in the FSM Inventory of Development (FSM ID) to ensure that the item was age and culturally appropriate. The FSM ID is a tool used to determine how preschoolers are performing across developmental domains for preschoolers 3 to 5 years of age. This FSM ID is used in all Early Childhood Program. Lastly, participants reviewed the procedures for scoring

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the FSM ID to ensure fidelity of procedures for collecting and documenting child progress.

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*.

Baseline Data for FFY 2006 (2006-2007):

Although this is NOT baseline data, the targets are not due until February 2010. For this reporting period, thirty-five 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. Although this NOT baseline data and targets are not due until February 2010, the following tables list the progress data of the 35 preschoolers with disabilities who exited the program as of June 30, 2007.

FSM NATIONAL EXIT DATA FOR 2006-2007 (Total of 35 Preschoolers with IEPs Exited the Program)

Child Outcomes	a	b	c	d	e
Child Outcome 1: Positive social-emotional skills (including social relationships)	14% (5/35)	20% (7/35)	17% (6/35)	20% (7/35)	29% (10/35)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	11% (4/35)	20% (7/35)	26% (9/35)	26% (9/35)	17% (6/35)
Child Outcome 3: Use appropriate behaviors to meet their needs	20% (7/35)	9% (3/35)	25.5% (9/35)	25.5% (9/35)	20% (7/35)

The following data Tables represent the breakdown of the total 35 preschoolers with IEPs who exited the program by individual FSM States:

CHUUK STATE

Exit data for Preschool Outcomes, as of June 30, 2007 (Total of 6 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%	50% (3/6)	50% (3/6)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0%	0%	0%	83% (5/6)	17% (1/6)
Child Outcome 3: Use appropriate behaviors to meet their needs	0%	16.5% (1/6)	0%	16.5% (1/6)	67% (4/6)

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KOSRAE STATE

Exit data for Preschool Outcomes, as of June 30, 2007 (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%	12% (1/9)	0%	44% (4/9)	44% (4/9)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	0%	12% (1/9)	22% (2/9)	44% (4/9)	22% (2/9)
Child Outcome 3: Use appropriate behaviors to meet their needs	12% (1/9)	0%	0%	66% (6/9)	22% (2/9)

POHNPEI STATE

Exit data for Preschool Outcomes, as of June 30, 2007 (Total of 16 preschoolers with IEPs Exited the Program)

Child Outcomes	a	b	c	d	e
Child Outcome 1: Positive social-emotional skills (including social relationships)	25% (4/16)	25% (4/16)	31% (5/16)	0%	19% (3/16)
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	19% (3/16)	31% (5/16)	31% (5/16)	0%	19% (3/16)
Child Outcome 3: Use appropriate behaviors to meet their needs	38% (6/16)	6% (1/16)	44% (7/16)	6% (1/16)	6% (1/16)

YAP STATE

Exit data for Preschool Outcomes, as of June 30, 2007 (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)	25% (1/4)	50% (2/4)	25% (1/4)	0%	0%
Child Outcome 2: Acquisition and use of knowledge and skills (including early language / communication and early literacy)	25% (1/4)	25% (1/4)	50% (2/4)	0%	0%
Child Outcome 3: Use appropriate behaviors to meet their needs	0%	25% (1/4)	50% (2/4)	25% (1/4)	0%

Discussion of Baseline Data:

Progress data that will be reported in February 2010 will be considered baseline data. Thirty five 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, 49% or 17 out of 35 preschoolers reached or maintained functioning at a level comparable to same aged peers for positive social-emotional skills (including social relationships); 43% or 15 out of the 35 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 45.5% or 16 out of the 35 preschoolers reached or maintained functioning at a level comparable to same aged peers for uses appropriate behaviors to meet their needs.

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Chuuk did not indicate any child in Measurement “a”, whereas one child was indicated for Yap and two children for Kosrae. However, for Pohnpei State, there were between 3 to 6 children reported not showing progress in the three child outcome measures. Close monitoring and training for Pohnpei State is needed to clarify the procedures and how each team determines the level of improvement a child makes in each of the outcome measures.

Overall, approximately 62% of preschoolers with IEPs exiting early childhood special education services have demonstrated improvement in the three outcome measures. Collecting child outcomes and measuring performance of young children is a new concept in the FSM states. Yearly training is important to ensure continuity of procedures and strategies for improving the overall development of preschoolers with IEPs.

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.

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

Timeline: Annually

Resources: FSM State Special Education Programs, National EC Program

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

Timeline: Annually

Resources: FSM State Special Education Programs, National EC Program, Guam CEDDERS

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

Timeline: Annually

Resources: FSM State Special Education Programs, National EC Program

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Overview of the State Performance Plan Development:

Refer to page 1 of this SPP for development description.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process:

FSM National Department of Education (NDOE), Special Education Program gathers post-school outcome data annually between April and September for ALL youth with IEPs who received special education services and who graduated with a regular high school diploma, dropped out, withdrew or reached maximum age during the previous school year. The collection and compilation of the post-school outcome data are implemented in each FSM State, with a review of post-school outcome data compiled for the overall FSM performance reviewed during the annual FSM National SPP/APR Committee Meeting facilitated by the FSM NDOE, Special Education Program.

FSM NDOE uses the University of Oregon National Post-School Outcomes (PSO) data collection protocol and process to gather relevant demographics and post-school outcomes data for those youth with IEPs considered "leavers."

FSM NDOE uses the following "leaver" categories, which align with the exit data definitions reported in the 618 Table 4:

- Graduated with a regular high school diploma, which is defined as meeting course credits established by each FSM State Department of Education. Graduates include students with disabilities that meet the same standards for graduation as students without disabilities.
- Dropped Out. Dropouts include students who were enrolled at the beginning of the year, but not enrolled at the end of the year, and did not exit through any of the other exiting categories.
- Moved, Known to be Continuing (Withdrawals) – This category refers to students who have moved and transferred to another island or district and are known to be continuing in another educational program. This includes students where there is evidence (e.g. a record request) to indicate that they have enrolled in another educational program. The school must verify that the family is no longer at their known residence.
- Reached Maximum Age – Students exiting under this category are students that reached maximum age (age 22) for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.

FSM NDOE uses the following "post-school outcome" categories for this Indicator:

- Employed – "Competitive employment" as defined by the Rehabilitation Act of 1973. (Authority: Sections 7(11) and 12(c) the Act; 29 U.S.C. 705(11) and 709(c). Full-time status of employment is working 35 or more hours per week, while part-time status is working less than 35 hours per week.

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- Unemployed – Not earning any income or not engaged in a gainful occupation.
- Post Secondary Education – For reporting purposes, Post Secondary Education is defined as “a formal instructional program whose curriculum is designed for students who have completed the requirements for a high school diploma or its equivalent. This includes programs whose purpose is academic, vocational, and excludes a vocational and adult basic education programs”. The FSM College of Micronesia provides an academic community college program with full-time students holding at least twelve (12) credits during the Fall and Spring semester, and a part-time student holding less than twelve (12) credits during the Fall and Spring semester.
- Post Secondary Education and Employed – Individuals who are both earning an income and participating in a post secondary education program.
- Other – This category includes individuals who are participating in meaningful activities on an unpaid basis, such as fishing, farming, and other community based activities that contribute to the well being of the family or community.
- Data Not Available – This category includes any individuals for whom data was not available during the reporting period including individuals who moved off island or in remote outer islands. “Off-island” was one of the categories in the list provided in the 2005-2006 SPP.

For this reporting period, each LEA used the PSO Data Collection Protocol Post-School Survey section for the identified “leavers” from 2005-2006. The LEAs gathered the relevant data through interviews directly with the “leaver” or through family members when the “leaver” was not available. Given the close family ties that exist in each island community, it would appear that everyone knows everyone and can contact each other fairly easily. However, with the exception of Kosrae State, the geographic remoteness of many of the outer islands within the FSM States, make communication very difficult.

Baseline Data for FFY 2006 (2006-2007):

Forty-eight (48) students with IEPs were reported as exiting special education during the 2005-2006, with the breakdown by “leaver” categories as follows:

FSM State	# by “Leaver” Category						FSM Total
	Graduated with a HS Diploma	Dropped Out	Moved, Known to Continue	Reached Maximum Age	Other: Transferred to Reg Ed	Other: Received Certificate	
Chuuk State	4	3	1	0	0	0	8
Kosrae State	14	0	0	0	0	0	14
Pohnpei State	5	3	0	0	1	7	16
Yap State	7	1	0	0	2	0	10
FSM TOTAL by Category	30	7	1	0	3	7	48

Of the 48 “leavers,” the 3 who transferred to regular education were not included in the total number of “leavers” to be surveyed. These students remained in regular education in 2006-2007 and did not “leave” school. The 7 students with IEPs who received a certificate were assessed, but as reported in previous APRs, based on the graduation policy, issuing certificates is not a part of the policy for completion. “Received Certificate” therefore is not listed as one of the “leaver” category, but for the 2005-2006 school year was used. It is anticipated that the 2005-2006 school year would be the last year that students with IEPs would be issued certificates based on the current high school completion policy established in each FSM State.

Having deducted the 3 students who transferred to regular education as 2005-2006 “leavers,” 45 respondents were targeted to complete the PSO Data Collection Protocol Post-School Survey. The following table shows the percentage of respondents for FSM and for each FSM State by calculating the total number of “leavers” who completed the survey divided by the total number of “leavers” targeted to complete the survey:

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FSM State	#Leavers for Survey	#Leavers Who Completed Survey	#Leavers Who Did NOT Complete Survey	Total % Survey Respondents
Chuuk State	8	4	4	50% (4/8)
Kosrae State	14	13	1	93% (13/14)
Pohnpei State	15	11	4	61% (11/15*)
Yap State	8	7	1	88% (7/8*)
FSM TOTAL	45	35	10	78% (35/45)

*Number used for denominator subtracted the "leaver" reported as "transferred to regular education"—1 for Pohnpei and 2 for Yap.

As shown, FSM reported 78% (35/45) of respondents for the Post-School Survey. The demographics for these respondents include: Ethnicity=Asian/Pacific Islanders and Primary Disability Categories=SLD, MR.

2006-2007 Post-School Outcomes for the 35 Respondents

FSM State	#Employed	#Attending Post-Sec Ed (PSE)	#Employed & Attending PSE	#Unemployed	#Other	#Data Not Available*
Chuuk State	1	1	0	0	2	0
Kosrae State	5	8	0	0	0	0
Pohnpei State	3	0	0	0	6	2
Yap State	2	2	0	0	3	0
% (# in Outcome/35 Respondents)	31.4% (11/35)	31.4% (11/35)	0%	0%	31.4% (11/35)	5.8% (2/35)

*The "Off Island" category has been changed to "Data Not Available". This accounts for any individuals for whom we were unable to obtain data. The definition of the "Other" category has been defined above.

Based on the Indicator measurement, the total percentage of respondents who reported being employed, attending post-secondary education, or both, within a year after leaving high school is 62.8% or 63% (22/35).

Discussion of Baseline Data:

During the October 2007 FSM National SPP/APR Committee Meeting, stakeholders discussed the compiled post-school outcomes data from each FSM State and the overall FSM percentage. The percentage of respondents represented a majority of the 2005-2006 "leavers" at 78% (35/45). Of the respondents, 63% (22/35) reported being employed, attending post-secondary education, or both, based on FSM's categories for post-school outcomes.

The committee further discussed the respondents who reported under the "other" category, which represented close to a third of the respondents at 31.4% (11/35). The FSM State representatives at the meeting shared that these leavers were at home "helping the family," such as babysitting, cleaning the house, fishing for the family, and so forth. The committee did not want to include these leavers under the "unemployed" category because although not making money, these leavers were contributing to the family, which could be considered "gainful occupation."

The committee recommended that the percentage, as shown in the actual data, remain for the 2006-2007 reporting period. However, it was agreed that further discussion needs to be done to define specific "occupations" applicable to the FSM, especially given the family values and economic situation within each island community. The committee therefore recommended that the targets for the next two years remain the same as the baseline giving FSM NDOE an opportunity to assess the relevancy of this Indicator to the FSM.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	New indicator.
2006 (2006-2007)	63% of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2005-2006.
2007	63% of leaver respondents reported being employed, attending post-secondary

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(2007-2008)	education, or both, within one year from leaving high school in 2006-2007.
2008 (2008-2009)	63% of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2007-2008.
2009 (2009-2010)	65% of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2008-2009.
2010 (2010-2011)	70% of leaver respondents reported being employed, attending post-secondary education, or both, within one year from leaving high school in 2009-2010.

Improvement Activities/Timelines/Resources:

In October 2007, the FSM National SPP/APR Committee provided input to the improvement strategies for Indicator 14. The following improvement activities with timelines and resources are based on their input.

Activity #1: Implementation of a post secondary school outcomes guideline and measurement tool to support data tracking system on the transition plans developed for secondary students with IEPs. The data will be analyzed to determine the relationship between the post-secondary goals with the post-school outcomes, which would assist FSM NDOE to identify relevant post-school outcomes meaningful in the FSM.

Timeline: April 2008, with annual analysis of data for additional program improvement activities

Resources: Technical Consultant, FSM State Special Education Programs, National Special Education Program

Activity #2: Review, revise as needed, and provide training to special education staff on the procedures and guidelines (Activity #1) for collecting, compiling, reporting, and verifying post-school outcomes data.

Timeline: September 2008, with annual training

Resources: Technical Consultant, FSM State Special Education Programs, National Special Education Program

Activity #3: Training for secondary special education and general education teachers on topical area strategies that enhance the transition planning and supports for secondary students with IEPs.

Timeline: Annually

Resources: FSM State Special Education Programs, National Special Education Program