

## Guam CEDDERS Awarded Pacific VIP Grant

Guam CEDDERS, in partnership with the University of Massachusetts - Boston, has been awarded a \$1.2M Personnel Preparation grant from the U.S. Department of Education, Office of Special Education Programs, to administer the Pacific Vision Instruction Project (Pacific VIP) Master's Degree Program. This four-year grant aims to increase the pool of fully credentialed instructional personnel who are highly qualified to educate students who are blind or have visual impairments. Pacific VIP will provide scholarships leading to a Master



(L-R) Dr. Heidi San Nicolas, Guam CEDDERS Director and Connie Guerrero, Guam CEDDERS Pacific Vision Instruction Project Faculty, are interviewed by Cathleen Moore-Linn, University of Guam Director of Integrated Marketing, on the "Higher Degree," a weekly TV news magazine featuring post-secondary educational activities.

### In this issue:

Pacific VIP Grant Awarded .....	1
Emergency Preparedness for IWD .....	2-3
Guam Presents at SABE Conference .....	4
EDFacts Sessions for Pacific Entities .....	5
OSEP Verification Visits .....	6
Funding Awarded for EC Initiatives .....	7
Project Kariñu Holds Summit Follow-up Session..	7
Updated Child Care Regs Bill .....	8-9
Prof. Dev. Plan for EC Professionals .....	9
Elaine Eclavea Featured on HRSA Website .....	10-11
New Look for Guam EHD .....	11
Family Supports Tapped to Lead Webinar .....	12
Family Supports Conducts Open House .....	12
Family Supports Parent Workshops .....	13
PACIFIC Project Continues Its Mission .....	14-15
Menhålom Training .....	16
Tri-Agency Keeps Parents Informed .....	16
Transition Training .....	17
Recipient Acquires AT for Job Accommodations .	18
VI Consultant Visits .....	19
New Guam CEDDERS Staff .....	19
Calendar of Events .....	20



**UNIVERSITY OF GUAM**  
Center for Excellence in  
Developmental Disabilities  
Education, Research, and Service

of Education in Special Education degree, plus dual credentials in Teacher of Visual Impairments (TVI) and Orientation and Mobility (O&M).

The Pacific VIP Master's Degree Program will utilize a blended delivery approach of on-line coursework and on-site required class/lab work on Guam, which will be enhanced by integrated field experiences coordinated throughout the academic program.

"We are very excited to offer this opportunity to educators in the Pacific," said Heidi San Nicolas, Ph.D., Guam CEDDERS Director. "Together we will build local capacity throughout the Pacific to serve our students who are blind or have visual impairments."

Up to 20 scholarships will be awarded to applicants from American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau to meet each entity's responsibility to provide personnel to serve students who are blind or have visual impairments.

The University of Guam CEDDERS is now accepting applications for the Pacific VIP Master's Degree Program. The deadline for submitting applications is Friday, December 10, 2010.

For more information on eligibility and requirements, please contact Connie P. Guerrero, Pacific VIP Faculty, at [connie.guerrero@guamcedders.org](mailto:connie.guerrero@guamcedders.org) or call 671-735-2490. To download an application packet, log on to [www.guamcedders.org](http://www.guamcedders.org).

# Emergency Preparedness for IWD Addressed



Joseph Mendiola, Guam CEDDERS Data Coordinator, greets a visitor at the Emergency Preparedness Display at the Agana Shopping Center.



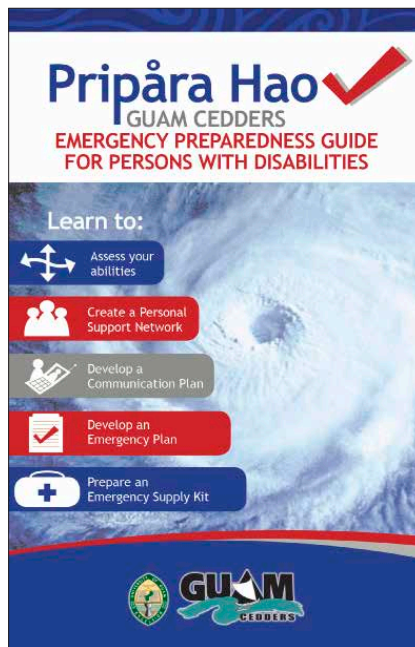
(L-R) Terrie Fejarang, Guam CEDDERS Associate Director, presented 240 copies of "Tips for First Responders" to Chuck Ada, Acting Administrator for the Office of Civil Defense, and Mark Aguon, Guam Police Department.

Even though there is a "typhoon season," Guam residents know that typhoons can hit the island at any time.

Guam has been lucky these past several years as there have not been any serious direct threats or hits to the island. Supertyphoons do not come on any particular schedule but residents have to be prepared.

Long time residents know the preparation drill: listen to the radio or TV for regular storm updates. Make sure you have a food supply that can last a few days and doesn't need refrigeration; make sure you have a safe and adequate water supply for both drinking and personal needs; make sure you have candles, flashlights, batteries, and if possible, a generator to supply power when the island's electricity goes down. And the list goes on.

Individuals with disabilities have to be even more prepared and organized. Adequate medication and medical supplies that can last several days need to be on hand. Eye glasses, hearing aids, and mobility aids need to be checked to make sure they are working properly. For individuals who need a special support system, planning is crucial. Medical treatment plans need to be carefully thought out. Family members or close friends need to know what kinds of supports are needed. If these helpers are not available,



Emergency Preparedness Guidebook

the individual should notify their mayor, caseworker, or service organizations.

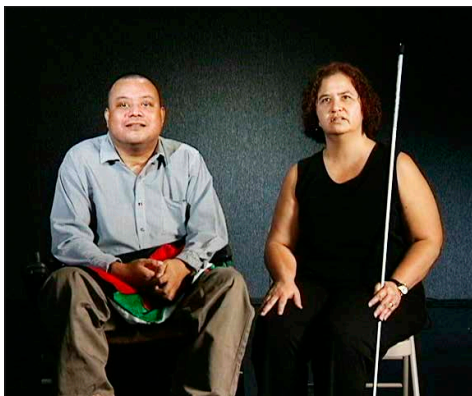
Typhoons are not the only kind of disaster that can hit. The Guam Homeland Security Office of Civil Defense (GHS/OCD) has developed preparedness plans for other types of emergencies such as tsunamis, earthquakes, floods, and chemical disasters.

Guam CEDDERS has worked in collaboration with the (GHS/OCD) over the past 12 months on a number of activities to lay out plans and guidelines to assist individuals with disabilities and their families prepare for a range of emergencies. These activities have included participation in the Emergency Preparedness Outreach Event held at

the Agana Shopping Center on September 25. Over 200 self-advocates, family members, and members of the public stopped by the Guam CEDDERS' display table and received a packet containing the newly produced **Emergency Preparedness Checklist for People with Disabilities** and the **Emergency Preparedness Guidebook for People with Disabilities** to help self-advocates and their families plan for disasters. These products may be obtained by calling Guam CEDDERS at 735-2477, or by visiting our Emergency Preparedness website at [www.guamcedders.org/priparahao](http://www.guamcedders.org/priparahao).



# Guam CEDDERS Emergency Preparedness Products



Two 45- second video ads that focus on emergency preparedness recommendations for individuals with disabilities were recently produced by Guam CEDDERS and are currently being aired on commercial television. Starring in the video productions were (Left photo) (L-R) Bill Fuppul & Lee Cruz; (Middle photo) Lisa Ogo; (Right photo) Jay-lynn Mendiola & Linda Leon Guerrero.

**Pripåra Hao** ✓  
EMERGENCY PREPAREDNESS

### Checklist for Persons with Disabilities

In the event of a major disaster such as typhoon or earthquake, it is recommended that you assemble the following items to help get through the challenges that occur during and immediately after emergency situations:

- ☐ **A one week food supply**
  - Ready-to-eat food
  - Special diet needs
  - Non-perishable foods
  - Food for service animals
- ☐ Non-electric can opener
- ☐ Adequate supply of drinking water
- ☐ One gallon of water per day per person for sanitation
- ☐ Several flashlights
- ☐ Portable radio
- ☐ Extra batteries for flashlights and radio
- ☐ Ten-day supply of medicines
- ☐ Instructions for use of the medicines
  - Dosage, frequency, doctor's name, phone number
- ☐ First Aid Kit

**Other important items to have on hand:**

- ☐ Eye glasses, hearing aids, mobility aids
- ☐ Extra blankets
- ☐ Toilet paper, paper towels, paper plates, personal hygiene supplies, hand sanitizer
- ☐ One gallon of chlorine bleach and medicine dropper  
(To sterilize water and food preparation areas for germ control)
- ☐ Duct tape
- ☐ Garbage bags, closeable containers, and gloves
- ☐ Extra cash on hand as banks may be closed and ATMs inoperable for a number of days
- ☐ Important documents should be stored in watertight and fireproof containers

More tips on back!


Emergency Preparedness Checklist


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GUAM CEDDERS  
**EMERGENCY PREPAREDNESS**

### I'm Prepared! I've made my Emergency Plan.

- ☒ I know what I need help with.
- ☒ I have family & friends in my support network.
- ☒ My family & friends have my plan.
- ☒ My family & friends know how to assist me.
- ☒ I have a list of Emergency Contacts.
- ☒ My medicines & information are listed.
- ☒ My medical providers are listed.
- ☒ I have a communication plan.
- ☒ I have a back up power source for my chair.
- ☒ I have a GO-KIT to meet my special needs.

**I'M READY.  
I'M PREPARED.**





Guam CEDDERS Advisory Council Member Moses Puas is the model in the Emergency Preparedness Poster.

# Guam Representatives Present at SABE Conference

WOW! This is how I, Evelyn Duenas, Self-Advocate, and Ginger Porter, Guam CEDDERS Initiative Area Coordinator summarize our experience at the 2010 SABE (Self Advocates Becoming Empowered) National Conference in Kansas City, Missouri held on September 23 – 26. We spent three and a half days with 900 other registrants from all walks of life, trying to absorb all of the activities and presentations.

It was the first time we had experienced a conference this big run by persons with disabilities, for persons with disabilities. It was awesome. The coined phrase, "Nothing about us, without us," was truly representative of the entire conference. We found the conference educational and motivating, easy to relate to, and loaded with information and helpful tips on advancing self-advocacy in our community.

Each breakout session required a presenter with a disability, making the topics much more relevant. One of our favorite highlights was a panel session facilitated by Roberta Gallant, who impressed us as she addressed the closure of institutions. Labeled as a person with an intellectual disability, Roberta has made choices for herself and pursued her dreams.

We conducted a workshop entitled, "Yes! Training Delivery Style Affects Self-Advocacy Outcomes," which focused on the effectiveness of changing the delivery style of our self-advocacy curriculum. A simple change in approach, which consists of adding a personal self-advocacy project, assigning self-advocate mentors, and training self-advocates to facilitate the training, yielded change in the lives of our self-advocates, as was reflected in our personal stories of action.

Aside from the 58 break out sessions encompassing advocacy, self-advocacy, employment, services, housing, and health, we were inspired by meeting with the Administration on Developmental Disabilities Commissioner, Sharon Lewis and DD State Council Chairpersons Sherri Cooper and Mark Ohrenberg.



Members of Missouri People First (bottom) and New Jersey Self Advocates (top) proudly display their flag entries as they sing "We are the World" with 900 voices strong.

Funding for our attendance at this conference was graciously provided by Guam CEDDERS and a generous scholarship from the Association of University Centers on Disabilities. Additional support was provided through a fundraiser planned and hosted by several self-advocates. Special shout outs go to Lee Cruz, Lynn, Andrew, and Rowena Tydingco, Noel Lazaga, Lisa Ogo, the staff and management of Julian's Karaoke and Guma Mami, Inc.

Most of the individuals we met contribute to their community, either as motivational agents of change, partners in policymaking, members of DD Councils, or as self employed or employed

community members. It was clear that much of their success was generated through the opportunity to make choices, voice their concerns, and become an integral part of the community. Truly, all it takes is a system of individualized supports and a bit of action and self-advocacy. We can all make our dreams happen. Where better to live a dream, than in this paradise that we call home.

*Written by Evelyn Duenas, Self-Advocate & Chairperson of the Guam Developmental Disabilities Council*



Evelyn Duenas (left), Guam representative to the SABE Conference, delivered a presentation on Guam's Self-Advocacy Training Project. Evelyn is shown meeting with Chris Miller, a member of the New Jersey team.



## EDFacts Data Sessions Focus on Pacific Entities



*(Left photo) Jane Nell Luster, Ph.D., Senior Manager, Data Accountability Center (right) guides Frank Horiuchi, RMI Special Education Data Manager, through the uploading process. (Right photo) Representatives from five Pacific jurisdictions joined technical assistance providers during the "EDFacts Data Submission for Pacific Entities Working Session" on October 4-5 held at the University of Guam.*

Department of Education and Special Education personnel from the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, and the Republic of Palau participated in the "EDFacts Data Submission for the Pacific Entities Working Session" held at the University of Guam on October 4-5. Personnel from American Samoa joined the Working Session on October 5 via teleconference also. The two-day session was prioritized by the Pacific entities as critical follow-up technical support to the EDFacts session held during the U.S. Office of Special Education Programs Data Conference in June.

EDFacts is a U.S. Department of Education (USDOE) initiative to put performance data at the center of policy, management, and budget decisions for all K-12 educational programs ([www2.ed.gov/about/inits/ed/edfacts/index.html](http://www2.ed.gov/about/inits/ed/edfacts/index.html)). EDFacts relies on the Education Data Exchange Network (EDEN), a centralized portal through which states submit their education data to the USDOE. The required annual reporting of special education data under Section 618 of the Individuals with Disabilities Education Improvement Act (IDEA) has been through the Data Analysis System (DANS), a separate system from EDFacts. However, this year is the beginning of the

transition for the Pacific entities in submitting IDEA 618 data from DANS to EDFacts.

The working session was made possible through the collaborative efforts of the Guam Department of Education, the Data Accountability Center (DAC), the EDFacts Partner Support Center (PSC), and Guam CEDDERS. On-site facilitation was provided by Jane Nell Luster, Ph.D., Senior Manager, DAC; Danielle Crain, Technical Assistance Specialist, DAC; and June De Leon, Associate Director, Guam CEDDERS. In addition, off-site virtual support, via the internet and conference call, was provided during the two days by EDFacts PSC personnel Zachary Arnold and Joe Murphy. The virtual support allowed for immediate feedback on the data submission practice, which resulted in the successful submission of special education personnel data by the five on-site participating entities.

The "hands-on" practice during the Working Session increased each entity's understanding of the data submission requirements to EDFacts expected for this reporting year. A follow-up webinar with American Samoa was facilitated by PSC and DAC, resulting in error-free data submission practice by all six Pacific entities.

## Would You Like to Learn More about Self-Advocacy?

Guam CEDDERS invites you to learn more about self-advocacy and practice the skills to become a good self-advocate. This just might be a life changing event!

### Three Sessions:

**Saturdays, January 8, 15, & 29, 2011**

**8:30 am - 12:00 noon**

**GSAT, House 19, Dean Circle, University of Guam**

For more information and registration, contact Ginger Porter at 735-2478 or email at [ginger.porter@guamcedders.org](mailto:ginger.porter@guamcedders.org).

## Four Pacific Entities Chosen for OSEP Verification Visits

The 2010 “chosen ones” included four Pacific entities: American Samoa (AS), the Commonwealth of the Northern Mariana Islands (CNMI), the Republic of the Marshall Islands (RMI), and the Republic of Palau (ROP). Twelve mainland states were also chosen. Yes, the Office of Special Education Programs (OSEP) conducted Verification/Focused Monitoring of Individuals with Disabilities Education Improvement Act (IDEA) Part B and Part C Programs in these 16 entities/states.

The verification focused on the effectiveness of systems needed to implement IDEA. This includes General Supervision Systems, Data Collection Systems, and Fiscal Systems.

On September 27-29, OSEP’s Judith Gregorian and Charles Kniseley conducted an on-site visit in the ROP for this purpose.

Then on November 3-5, OSEP conducted its verification/focused monitoring visit for American Samoa, CNMI, and RMI in San Francisco, following the Western Regional Resource Center (WRRRC) Annual Performance Report (APR) Clinic. OSEP personnel for the CNMI visit included Ms. Gregorian, Genee Norbert, Tammy Proctor, Mr. Kniseley, and Al Jones.

Guam CEDDERS’ Elaine Eclavea and June De Leon provided technical support in preparation and throughout OSEP’s review of ROP’s and CNMI’s IDEA programs. The special education coordinators from both these entities expressed their appreciation of OSEP’s time and energy in the reviews. The reviews were helpful in identifying effective areas, issues to address, and potential noncompliance areas of their systems, which were designed to improve educational results and functional outcomes for all children with disabilities



### **OSEP and Republic of Palau Team:**

*(Front row L-R): Ray Mechol, Ministry Of Education (MOE) Chief of Research and Evaluation; Jim Leinen, WRRRC Educational Consultant; Helen Sengebau, MOE Special Education (SpEd) Coordinator; Sinto Soalabai, MOE Chief of School Management. (Second row L-R): Debbie Sbal, MOE Director of Curriculum and Instruction; Steffy Gabriel, MOE SpEd Account Technician; Judy Gregorian, OSEP MSIP Associate Director; Emery Wenty, MOE Director of Education Administration; Nora Renguul, SpEd Interim Data Manager. (Third Row L-R): Begonia Tewid, MOE SpEd CRT District IV -High School; Charles Kniseley, OSEP MSIP State Contact/Audit Facilitator. (Fourth row L-R): Ibuuch Tomoichi, Principal Palau High School; Silves Mikel, MOE Division of Personnel; Elaine Eclavea, Guam CEDDERS Initiative Area Coordinator; Esther Rengulbai, MOE SpEd CRT District I. (Fifth row L-R): Denecia Mariu, MOE Budget Officer; Janet Orrukem, MOE Chief of Instruction and Training; Milan Isaak, Division of Procurement, National Government; Jennifer Ngual, MOE SpEd CRT District III; Theofina Michael, MOE SpEd CRT District I.*



### **OSEP and CNMI Team:**

*(Front L-R): Dr. Rita Sablan, CNMI PSS Commissioner of Education; Judy Gregorian, OSEP MSIP Associate Division Director; Suzanne Lizama, CNMI PSS Acting SpEd Coordinator (Back L-R): Genee Norbert, OSEP MSIP State Contact; Laura Brown, CNMI PSS Assistant Coordinator/Monitor; Joanne Nicolls, CNMI PSS SpEd Secondary Transition Coordinator; Nora Pangelinan, CNMI PSS SpEd Data Manager; Naomi Diaz, CNMI PSS EI Data Manager; Tim Thornburg, CNMI PSS Federal Programs Officer; Richard Waldo, CNMI PSS Finance Director; Tammie Proctor, OSEP MSIP State Contact.*



## Funding Awarded for Early Childhood Initiatives



Guam CEDDERS has been awarded two grants to promote activities in the area of Early Childhood Education. The Guam State Advisory Council received \$500,000 to fund activities over a three-year period. This grant targets the improvement of coordination and collaboration among public and private early childhood serving agencies, and public awareness activities. Supplemental funding in the amount of \$164,277 was also awarded to support training for child care providers.

## Project Kariñu Holds Summit Follow-Up Session



*(Left photo) (L-R) Lydia Tenorio, Administrator for the Department of Public Health and Social Services, Bureau of Social Services Administration (BOSSA) and Project Kariñu's Interim Project Director, and Florence Blas, Project Kariñu's newly hired permanent Project Director, review the Summit agenda. (Right photo) Cultural & Linguistic Competence "glee" written all over Ted Iyechad's face from UOG's 4H Extension Program!*

In August, a Strategic Planning Summit was conducted to increase community awareness about Project Kariñu, Guam's Early Childhood System of Care, and to begin development of a Strategic Plan through the formation of workgroups. Each workgroup established ongoing meeting schedules to develop and implement action steps related to an area of focus and designed to achieve specific project goals. Project Kariñu's Strategic Plan Workgroups are: (1) Family Driven/ Youth Guided; (2) Service Delivery (inclusive of intake and referral and development of the service array); (3) Social Marketing; (4) Training and Technical Assistance; (5) Cultural and Linguistic Competency, (6) Logic Model/Evaluation, and (7) Governance. To provide additional technical assistance and support to the workgroups, Guam CEDDERS conducted a Strategic Plan Follow-Up Session with 54 individuals on October 20 at the Westin Resort Guam. All seven workgroups were represented and included families, staff from Guam's child serving agencies and programs, childcare providers, community stakeholders, and Project Kariñu staff.

The objectives for the Strategic Plan Follow-Up Session were to:

1. Review Project Kariñu's Strategic Planning process;

2. Review the Work Groups' activities, progress, and challenges since the August Summit;
3. Engage in resource mapping to integrate Project Kariñu into Guam's existing early childhood programs and initiatives;
4. Provide an opportunity for the work groups to meet and continue planning.

This was an interactive day that included games that reinforced System of Care values and principles and assessed individuals' and agencies' understanding and implementation of cultural and linguistic competency. Short presentations by agencies/programs currently providing services to young children and their families were also part of the day's agenda. As a result of the Follow-Up Session, the workgroups now have a clearer understanding of their roles and responsibilities and how the workgroups can support and influence the development of Guam's Early Childhood System of Care.

For more information about Project Kariñu, contact Christie San Agustin, Project Kariñu Social Marketing Coordinator, at [christie.sanagustin@dphss.guam.gov](mailto:christie.sanagustin@dphss.guam.gov) or call 478-5400.

# Updated Child Care Regs Bill Up for Legislative Action

Unbelievable but true: the regulations that guide the licensure for child care centers have not been updated in 32 years. The “Rules and Regulations for Licensed Child Care Centers and Group Child Care Homes” were initially established in 1978 and have not been revised since then.

The Department of Public Health and Social Services, which is the government agency responsible for overseeing child care center licensure and enforcement, in collaboration with Guam CEDDERS, spearheaded a stakeholders group to examine the regulations and determine their appropriateness and effectiveness to ensure the health, safety, and well-being of our young children. This group, comprised of parents, child care center directors, representatives from the Department of Education (Head Start, Guam Early Intervention, and Special Education

P r e s c h o o l Programs), Guam C o m m u n i t y College, the University of Guam, the Department of Labor, and DPHSS, has met regularly over the past five years. The result of their work is the basis of proposed legislation, Bill No. 455-30, “An Act to Establish the Administrative Rules and Regulations of the Department of Public Health and Social Services Relative to Child Care Centers and Group Child Care Homes.” This bill may be viewed on the Guam Legislature’s website at [www.guamlegislature.com](http://www.guamlegislature.com).

A key factor driving this effort is the tremendous increase in scientific research on early childhood development. Research studies consistently find that the first years of life are critical to the emotional and intellectual development of a child.

What does this mean for child care centers, parents, and the Guam community? It means that we must take every opportunity to provide quality care and education for our youngest citizens. It means providing a warm, nurturing, positive, and stimulating environment, based on research, best practices, and developmentally appropriate activities to maximize the growth of young brains!

A public hearing on Bill 455-30 was held on September 14. Numerous citizens testified on the bill, some expressing their

support and others expressing their opposition to the bill.

One of the most controversial issues is the recommendation to lower the child to staff ratios. The chart below provides an outline of the current ratios and what is being proposed. The opposition to lowering the ratios boils down to economics. In opponents view, lower ratios necessitate more staff, which in turn increase fees, to be borne by parents. A “tax relief” bill, which proposes to exempt certain child care centers from paying the gross receipt tax, has been introduced to mitigate this challenge.

Lowering child to staff ratio is one strategy to promote quality child care. Caregiver training is another. The proposed regulations address the need for training, professional development, and certification for child care

directors and staff. DPHSS sponsors numerous training opportunities free of charge to persons working in this field. In addition, Guam CEDDERS will be

facilitating traditional, online, and hybrid coursework soon through the support of a recently awarded federal grant.

Other proposed changes include requirements related to:

- Sanitation, health, nutrition, and safety
- Developmentally appropriate practices
- Assessments that provide information on individual learning and to ensure appropriate instruction intervention, and/or evaluation that meet individual needs
- Staff training

As parents and as a community, we all want the best for our children. In the past, it was thought that as long as children were fed and kept clean, that “was enough.” The latest scientific research has shown us repeatedly that early experiences influence the development of a young child’s brain and that we must provide positive guidance and opportunities to give our children the best foundation possible. Economists point out that while initial costs may appear expensive, they are tremendously cost effective in the long term. Quality early childhood care and education are the best investments for the future of our society. Young brains can’t wait!



*A lot has changed since the 70s*



**Did you know that the Guam Rules and Regulations for Child Care Center Licensure haven't?**

Over the last 32 years, we've learned so much about a child's development through scientific research. It's time we incorporate this information and best practices into the Rules and Regulations that govern our child care industry.

The proposed updates to the Guam Rules and Regulations for Child Care Center Licensure aim to:

- Lower caregiver to infant and toddler ratios
- Implement training requirements and professional development standards
- Provide food and nutritional guidelines
- Standardize health requirements for children
- and more

Find out more about the proposed Guam Rules and Regulations for Child Care Center Licensure by calling Lydia Tenorio at the Department of Public Health & Social Services at 475-2653.

*Guam CEDDERS, in collaboration with the Guam Department of Public Health & Social Services, developed this poster to publicize the need to update the Guam Rules and Regulations for Child Care Center Licensure.*

## Stakeholders Continue Work on Prof. Dev. Plan for Early Childhood Professionals



*Members of the Guam Association of Child Care Center Directors met on September 10 to discuss issues and concerns addressed in the "Guam Professional Development Plan for Early Childhood Professionals."*

Guam CEDDERS, in collaboration with the Department of Public Health and Social Services and the Guam Association of Child Care Center Directors, met on September 10 to continue the work on the "Guam Professional Development Plan for Early Childhood Professionals." The aim of this plan is to provide a systematic framework to address the need to have trained professionals knowledgeable in the latest research and skilled in best practices in the field of early childhood education. The plan is expected to be included as an appendix to Guam Legislative Bill No. 455-30, "An Act to Establish the Administrative Rules and Regulations of the Department of Public Health and Social Services Relative to Child Care Centers and Group Child Care Homes."

**Check out the NEW Guam CEDDERS Website!**  
**Log on to [www.guamcedders.org](http://www.guamcedders.org)**

# Guam CEDDERS' Elaine Eclavea Featured on HRSA Website

Elaine Eclavea, Guam CEDDERS Coordinator for the Health, Wellness, and Prevention Initiative Area, was recently featured in the "Spotlight" section of the U.S. Department of Health & Human Services, Health Resources and Service Administration (HRSA) Maternal Child Health (MCH) website. Elaine was interviewed by Orla Kenned in October for the feature. The following are excerpts from the interview:

**What is involved in being the State Coordinator for the ECCS grant in Guam? What exciting initiatives are you working on right now?** We are focusing a lot on families and trying to find a primary point of entry through an integrated data system. We are starting to talk across the different agencies, looking at our indicators and data sources to work toward an integrated data system. We want to use that data to look at how well we are doing and learn how we can better serve families. Data has to be for improvement – it can't just be sitting there. We are currently working on the home visiting needs assessment – it was really interesting to look at that data. We really worked to assure representatives from different agencies that this needs assessment is everyone's needs assessment; they are welcome to use any data that are reported. Having the support of different agencies is important, and with our Early Learning Council – established in 2008 – we are


starting to see true collaboration across agencies. We have a newsletter, "All Eyes on Five," and all agencies contribute: the Department of Education, Early Intervention Programs, Head Start, Maternal and Child Health, Public Health within the Child Care Bureau, and child care providers. We have a common "calendar of events" and all the agencies post their activities on it. We are trying to reinforce the notion of a whole system. If agencies want to know what's happening, they can read our newsletter and know who to contact through our directory.

**That's great – and even though you've said that it's "easy" to work within a smaller system like Guam, it still must be hard to get buy-in from all the different agencies. How did you do it?**

We have strong relationships, so that helps to build partnerships. Once we had the Early Learning Council established, that also helped. The chair is our First Lady, Joann Camacho, and she's a real advocate across all early childhood initiatives. She attends our quarterly meeting and is very much present, listening, and trying to advocate. She's a great partner in the council.

It's also important to keep our focus on the community. We are out there trying to promote the importance of

...continued on next page



The screenshot shows the HRSA website with a navigation bar at the top containing links like HOME, ABOUT US, GRANTEES, RESOURCES, PLANS AND MODELS, TECHNICAL ASSISTANCE, and CONTACT US. A sidebar on the left lists categories such as Grants, Contacts, Websites, Funding Opportunities, and Spotlight. The main content area is titled "Spotlight" and features a portrait of Elaine Eclavea. To the right of the portrait is a text block that reads: "As Elaine says in Guam, 'Hafa Adai!' Learn how the geography of being in the Pacific Islands, as well as a strong U.S. Military presence are impacting Early Childhood Health and Education services in Guam. Read on to find out about Elaine's work at Project Tinituhon at the University of Guam and their ECCS grant..." Below this is a quote from Orla Kennedy: "Hi Elaine. I remember meeting you at the ECCS Grantee meeting back in August, so now I can place your face with your name! Thanks so much for waking up extra early to talk to me about your ECCS work in Guam." and a response from Elaine: "Oh no problem, I've been up since 4:00 a.m. We had to participate on a webinar that was scheduled for 2:00 p.m. eastern time."

Source: [www.eccs.hrsa.gov/Grantees/spotlight.htm](http://www.eccs.hrsa.gov/Grantees/spotlight.htm)



## Elaine Eclavea Featured on HRSA Website cont'd...

the first five years, increasing public awareness around early childhood care and regulations, highlighting the importance of birth to five.

**Other than the newsletter, what do you look for as evidence that everyone is collaborating? How do you measure success?** We look at impact. We have a judge on our council, and he has credited the information presented by the council on the importance of the first five years of a child's development in helping him shape how he talks to and deals with families from the bench. It's so important to have good trainings and support for the people who look after our little ones. It ensures better quality of care.

**What is unique about Project Tinituhon being based out of a university?** I think since we aren't responsible for a specific direct service program, we can work closely with other agencies. It's nice to be the agency that brings the others together.

**And in your eyes, what does it mean for a state to have a "true" early childhood system?** My dream is that when a family seeks services, they will be greeted by someone on the other line (a real person!) who will help them navigate the system so they know where to go. They will be treated in a professional, respectful way because the folks providing the services will have the passion and commitment to supporting the needs of children and their families. Families must have the training they feel they need, and I hope one day that every child has access to affordable health care. That's why this grant is so important; it's such a small little grant, but it's the heart of all that will help families receive services. We need to pull agencies together – we don't want them to say "that's not my responsibility, that's yours."

To read the complete interview, log on to:  
[www.eccs.hrsa.gov/Grantees/spotlight.htm](http://www.eccs.hrsa.gov/Grantees/spotlight.htm)

## New Look for Guam EHDl



Concerned about  
your child's  
**HEARING?**

**FREE HEARING SCREENING** services are available.  
To schedule an appointment, call the  
**Guam Early Intervention System (GEIS) at**  
**Telephone: 565-2961, extension 5776 or**  
**e-mail: [geis@teleguam.net](mailto:geis@teleguam.net).**



Produced by the Guam Early Hearing Detection and Intervention (Guam EHDl) Project with 100% funding support by the U.S. Department of Health & Human Services, Health Resources and Services Administration, Grant No. H61MC00094, and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS).



The Guam Early Hearing Detection & Intervention (Guam EHDl) Project recently underwent a face lift with the adoption of a new logo and updated website.

The new logo will replace the old one in a number of updated products that include brochures, posters, and the Guam EHDl website.

For more information contact Elaine Eclavea, Project Director at 735-2466.

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## Guam's Family Support 360° for Military Families Tapped to Lead National Webinar

At the request of the Administration on Developmental Disabilities (ADD), U.S. Department of Health and Human Services, Dr. Mary Fegurgur, Principal Investigator for Guam's Family Support 360 for Military Families Project, led a national "360 Exchange" webinar on September 23.

This 360 Exchange Webinar included the development of a presentation and overview of outcome research currently being conducted on Guam in the area of Military Family Supports. Project staff, families, and federal officials throughout the nation, called in and logged on to the webinar to be able to view slides and learn from how Guam's 360 has utilized the Parent Stress Index as a tool for obtaining baseline information to identify areas to be included in family support plans, and to measure impact and outcomes of the project.

ADD is currently routing a national evaluation instrument to be used with each project through the federal Office of Management and Budget process. Dr. Fegurgur answered questions posed by Ophelia McLain, federal project officer,

regarding how the Parent Stress Index data may assist in gathering data to address questions that will be part of the national tool for evaluation.

Dr. Fegurgur was thanked for her leadership with the webinar, and it was acknowledged that this was the first time that project personnel were tapped to lead a 360 Exchange. Dr. Fegurgur was also tapped to present at the National Technical Assistance Institute for Family Support 360 projects held in Washington, DC in July.

Guam's Family Support 360° for Military Families is one of four initial projects funded to serve military families who have children with disabilities.

The presentations are archived and available online at [www.guamfamilysupport.org](http://www.guamfamilysupport.org) or by contacting 735-2560. Kudos to the Guam Family Support 360° team for providing leadership in this area, and for sharing Guam's successes with others across the nation.

## Guam's Family Support 360° Holds Open House



*The Guam's Family Support 360° for Military Families Project conducted an open house in conjunction with its quarterly Advisory Council meeting on December 2. The open house was held to commemorate the formal opening ceremonies for the project's permanent home. Attending the event were (L-R): Lisa Jensen (welcoming visitors at the front door), Family Support Specialist; Captain Richard Wood, Commanding Officer, Naval Station Guam; David O'Brien, University of Guam Vice President, Administration & Financial Affairs; Dr. Helen Whippy, UOG Senior Vice President, Academic & Student Affairs; Dr. Mary Fegurgur, Principal Investigator, Guam's Family Support 360° for Military Families; Laura Taisapic, Parent Services, Guam Department of Education.*



## Family Support Workshops Address Parent Concerns



(Left photo) Guam's Family Support 360° for Military Families presented three Interactive Military Parent Support Workshops by Dr. Mary Fegurgur in October and November on the following topics: Helping Your Child: Bully Buster Parent Interventions, Childhood/Adolescent Depression, and Suicidal Adolescents: Prevention Tips for Parents. (Right photo) Participants in the workshop on Suicide Adolescents: Prevention Tips for Parents listen to Dr. Fegurgur's presentation.

### UPCOMING FAMILY SUPPORT WORKSHOPS

#### January 2011

- Sibling Rivalry
- The One Left Behind: Military Spouse

#### February 2011

- Positive Parenting
- Couples "World Marriage Day"

#### March 2011

- Anger and Frustration: Helping Your Child with Emotions
- Helping the Explosive Child

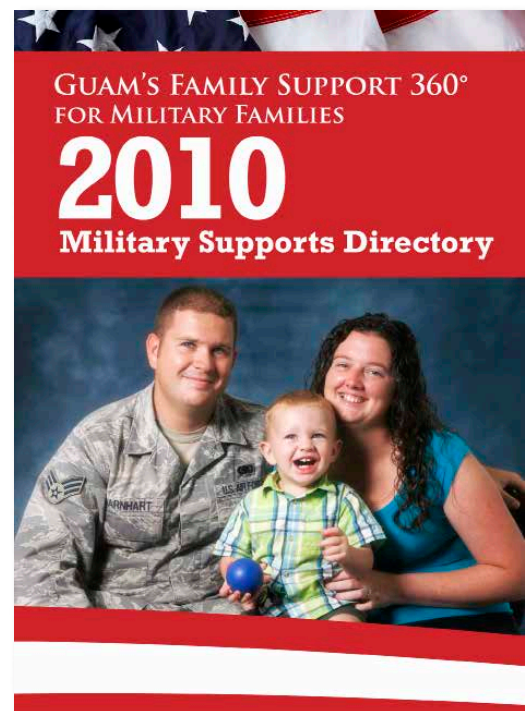
#### April 2011

- Helping Your Child Improve Self-Esteem
- ADHD

#### May 2011

- Bipolar Disorder in Children
- Help Your Child with Social Emotional Skills

For more information contact Guam's Family Support 360° for Military Families at 735-2560.



THE GUAM'S FAMILY SUPPORT 360°  
FOR MILITARY FAMILIES

**2010 Military Supports Directory  
is now available!**

**Call 671-735-2560 for more information.  
Website: [www.guamfamilysupport.org](http://www.guamfamilysupport.org)**

## PACIFIC Project Continues Its Mission



The PACIFIC Project began its Fall on-site technical assistance visits to provide technical support to the Jurisdiction Implementation Team, and as appropriate, other stakeholders.

The outcomes from the on-site technical assistance and

training include:

- Specific recommendations for the instruction and assessment of the two (2) target students;
- Implications for prioritized follow-up activities based on the review of data from the **NAAC-PAC6** Observation Tools;
- Increased knowledge and skills for media development, specifically the portrayal of students with disabilities in the media;
- A complete inventory of equipment and resources purchased through the project; and
- A completed action plan using the Transformation Zone framework.

The first visit was to the FSM States of Kosrae and Chuuk in early October. During the visits, Guam CEDDERS

project partners, Michael Burdge and Jean Clayton from Keystone Assessment, and University of Guam (UOG)/Guam CEDDERS staff provided technical assistance to the cadres and school teams and training to teachers and administrators. UOG's Dr. Mary Spencer presented a Summary of Effective Practice Themes for both Kosrae and Chuuk, sharing the results from the NAAC-PAC6 Observation Tools and the implications for prioritized follow-up activities and future media development work.

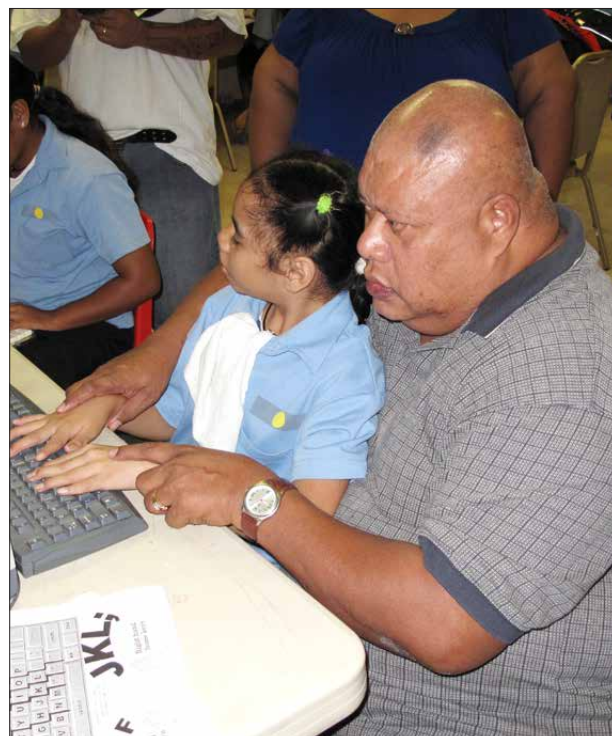
School and home visits were conducted to observe students identified by the school teams to follow for the next year. In Kosrae, the visiting team went to Utwe Elementary School to observe Truleen, a sixth grader who is now fully included in her neighborhood school. She had previously been enrolled in a self-contained classroom at the SMD Center. Truleen was observed in her math class, fully participating in the class with the assistance of a Related Services Assistant (RSA). The TA Team then went to the Kosrae High School to observe Imelda, a 16-year old who is transitioning into the vocational program.

In Chuuk, the TA team went to Fefan, one of the islands in the lagoon, to observe Joseph, also age 16. We visited his high school reading teacher at the school. She spoke of his interactions with his peers and his attendance. We then went to his home where

...continued on next page



CHUUK, FSM: Jean Clayton (right) and Mike Burdge (center behind Joseph), Keystone Consultants, demonstrate teaching strategies with Joseph (L-R) Adari Fine, Home Services Teacher, Ansina Kony, Special Education Coordinator, and Josephine Gabriel, Joseph's mom.



REPUBLIC OF PALAU: Lucinio Demi (right), high school general education teacher, uses hand-over-hand technique in teaching Diraigas Edeyoch keyboarding



## PACIFIC Project cont'd...

we met with his special education teacher and mother. We observed the typical instruction provided to him and tried several assistive communication devices that might lead to more instructional and domestic/community accessibility. After a couple of attempts with the different communication devices, Joseph was able to respond to the questions using the Clock Communicator and a touch switch.

The team then went to Parem, another island in the lagoon to visit Sienna. Sienna is 12 years old and receives services at home. The team went to her home where they met with Sienna's special education teacher and parents. Mike and Jean tried several assistive communication devices that might lead to more instructional and community accessibility.

In mid-October, Guam CEDDERS supported the Guam Cadre team with three days of training for 30 special education and general education teachers from the elementary level, middle school level, and high school level on the Stepwise Process for Accessing the General Curriculum. The Guam Cadre has committed to conducting monthly training sessions for special education and general education teachers up to April 2011, on all the PAC6 initiatives, starting with the Stepwise Process, accommodations, and the GDOE Teacher's Guide on Alternate Assessment based on Alternate Achievement Standards (AA-AAS).

Guam CEDDERS also conducted observations in Saipan, CNMI during the last week of October. In Saipan, an on-site visit to Dandan Elementary where we met with the school team for Poleen, a 6th grader. Poleen is in full inclusion throughout the day in all subjects. We also visited Hopwood Junior High School, met with Ian and his school team and observed him in science, agriculture, and language arts. Our final on-site visit took us to Kagman High School to observe Jasmin, a 9th grader, blind and learning Braille. The on-site visit concluded with training on the communication devices with the PSS speech personnel and discussion on the Transformation Zone with the PSS Cadre Team.

The Guam CEDDERS team made a final stop to Palau in early November providing recommendations on instructional strategies for each of the students observed. The team observed Luii, a 7th grader, at Koror Elementary School and Dirainges, a 9th grader at Palau High School. Training on communication devices helped the special education teachers and CRTs to see how some of the devices can benefit both Dirainges and Luii. At the end of the school day, a meeting was held with both school teams to share findings and recommendations.

On-site TA visits to the Marshall Islands and American Samoa are scheduled for December 2010.



GUAM: Elementary teachers engage in the October training session on the "Stepwise Process for Accessing the General Curriculum."



CNMI: 6th grade teacher Antonette Laniyo (top left) provides one-to-one instruction with Poleen on the difference between the numerator and denominator in a fraction.

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## Project Menhålom Fall Training: “Building Capacity and Sustainability”



*Dr. Nieves Flores, Guam CEDDERS Training Associate and Project Menhålom Technical Assistance Provider, (standing) leads an activity during recent training for middle schools.*



*A School Climate Cadre Team hams it up during one of the activities at the Fall Project Menhålom training.*

Training was held on October 7-8 for School Climate Cadre Teams from the eight middle schools and the J.P. Torres Alternative School on Guam attended by 72 participants.

Day One started off with a review of the discipline referral data and results of the School-Wide Evaluation Tool (SET) and the Self-Assessment Survey. For the remainder of the day, school team members participated in one of three breakout sessions: Positive Behavior Intervention Supports (PBIS) tiered interventions, Positive Action Booster session, or “Swift at SWIS.” This first day of training concluded with the

team members coming together to share reflections from the breakout sessions.

Day Two focused on “Bully Prevention in Positive Behavior Supports in the Middle Schools.” After a general review of the strategies and available lesson plans, middle school teams were asked to demonstrate the “Stop, Walk, and Talk” strategy through skits. The skits were enhanced by the participation of students in the various teams.

The training concluded with an evaluation and identification of needs for follow-up sessions.

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## Tri-Agency Training Addresses Need to Keep Parents Informed

The Developmental Disabilities Tri-Agency, consisting of Guam Legal Services Corporation Disability Law Center, the Guam Developmental Disabilities Council, and Guam CEDDERS, in collaboration with the Department of Education, is conducting a series of trainings for parents with children in special education. The trainings which began in November, will run through February of next year, and take place at various location throughout the island.

With guidance and information provided at these trainings, the goal is for parents to be better equipped to advocate for their children. Some of the topics covered are parent rights, IEP process and forms, and transition from high school to post-secondary settings and/or employment.



*Carol Cabiles (standing) facilitates discussion with parents attending the November session aimed at informing parents and guardians about their rights and their children's rights in the Special Education process.*



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## Transition Training: Preparing Students for Life after High School



*Dr. Ed O'Leary, a national expert on transition services for students receiving Special Education services, facilitated training for Guam service providers and parents.*

Rain, snow, sleet, and hail may have delayed the arrival of Dr. Ed O'Leary, but it certainly did not stop him from providing training for Guam Department of Education (GDOE) high school personnel, parents, and adult service agencies. Adjusting to the last minute change due to the one-day delay of this nationally recognized expert on transition, the Guam-based Transition Team comprised of Dr. Nieves Flores, Guam CEDDERS Training Associate and Ms. Judy Roberto, School Program Consultant for the GDOE Division of Special Education, deftly prepared the 69 participants for Dr. O'Leary's presentation by laying the foundation to Dr. O'Leary's presentation which focused on developing and implementing transition-based focused IEPs in order to improve post-secondary results for students with disabilities. All training sessions were held during the week of November 15 at the University of Guam Jesus & Eugenia Leon Guerrero Building.

For the high school teams, the focus was on understanding the Individuals with Disabilities Improvement Education Act of 2004 (IDEA) requirements and developing IEPs that address the requirements of the law. In addition, participants were guided in evaluating current IEPs to determine whether they met legal requirements using a web-based transition checklist. This web-based system, created by Dr. O'Leary, provided the teams with real-time data, information for action planning, and areas for professional development.

On the third day of his visit, Dr. O'Leary provided a half-day session for middle school teams, addressing strategies for the transition requirements at that level. The membership of the teams was similar to the high school teams with the exclusion of adult service agencies. Training for this group also addressed meeting the transition needs through the IEP process.

The second half of day was spent on a collaborative session between GDOE, parents, and the adult service agencies. These agencies included Guam Community College, University of Guam, the Department of Integrated Services for Individuals with Disabilities, Division of Vocational Rehabilitation, Department of Labor/Agency for Human Resource Development, Guam Legal Services Corporation - Disability Law Center, and the Department of Mental Health and Substance Abuse. Mr. Kerry Cutting, chairperson of the Guam Advisory Panel for Students with Disabilities, and Senator-elect Dr. Aline Yamashita, participated as parent representatives. This session focused on the roles and responsibilities of each agency for ensuring a "seamless" transition for students with disabilities from high school to post-secondary environments such as employment and education/training and, if appropriate, independent living. Dr. O'Leary also provided the participants the opportunity to examine current practices and consider changes "outside the box" to improve post-secondary outcomes for students with disabilities.

## Loan Recipient Acquires AT for Job Accommodations



Ana Ishmael shows off her new assistive technology devices including a handheld video magnifier, a laptop computer, and magnifier/reader software. Ms. Ishmael obtained these devices with the support of a loan from the Guam Options for Alternative Loans for Assistive Technology (GOAL-AT) program.



Ana Ishmael first heard about the Guam System for Assistive Technology (GSAT) Assistive Technology Conference from the Guam Legal Services Corporation Disability Law Center. She decided to check it out and ended up learning that AT can play a vital and positive role in her life. Ms. Ishmael has retinal detachment, a disorder of the eye in which the retina peels away from its underlying layer of support tissue. This condition has resulted in blindness in her right eye and low vision in her left eye.

Ms. Ishmael met with Carla Torres, GSAT's AT Specialist, who demonstrated AT devices that would provide her an adequate level of magnification in order to read print and give her access to a computer. Through this demonstration, Ana was able to make a decision about which device would best meet her needs. She decided on a portable handheld video magnifier and a computer software program that provided her screen magnification and reading.

Ms. Ishmael explored funding sources that could help to pay for the assistive technology she needed and decided to apply for the Guam Options for Alternative Loans for Assistive Technology (GOAL-AT) program. This program is managed by

GSAT and makes AT affordable for individuals with disabilities and their families by providing financing at a low interest rate of 2.125%. For a laptop computer with the magnifier/reader software, an all-in-one printer, and a handheld video magnifier, Ms. Ishmael would have had to spend \$2,644.95 out of pocket; not an affordable amount for most. With the GOAL-AT program, Ms. Ishmael was able to get all this equipment for \$78.21 per month for three years.

Ms. Ishmael now uses her equipment in all aspects of her life and is overjoyed with the amount of independence it has provided her. With her handheld magnifier, she is able to verify receipts and read food labels at the grocery store. She can select items off a menu at the restaurant. She even uses this device on the sales floor at her job. With her computer, she is able to access information on the internet and communicate through email with greater efficiency than ever before.

If you would like to learn more about how the GOAL-AT program could benefit you or a loved one, please call GSAT at 735-2490/1, stop by our office at House 19 Dean's Circle, UOG campus, or visit us on the web at [www.gsattedders.org](http://www.gsattedders.org).



## VI Consultant Visits



Personnel from the Guam Department of Education Visually Impaired (VI) Program attended training on November 29 - December 2 conducted by Donna McNear, M.Ed., Vision Impairments Consultant, and facilitated by Terrie Fejarang, Guam CEDDERS Associate Director. (L-R): Rosemarie Munoz, Catherine Emi, Darlene Salas, Sonya Aguon, Kathy Millhoff, Ms. McNear, and Janice Chargualaf, VI Program Coordinator.

Donna McNear, M.Ed., a nationally recognized expert in the field of educating students who are blind or have low vision, was on Guam from November 29 - December 6 to conduct training and technical assistance for the Visually Impaired (VI) Program at the Guam Department of Education. Ms. McNear also provided assistance to the Guam Early Intervention System (GEIS), which provides services to children birth to three years of age. Training topics ranged from assessment and developing IEPs, to consultative and instructional strategies.

## New Guam CEDDERS Staff



Three new staff members joined the Guam CEDDERS family during this past quarter. John Camacho (right) and Camarin Sablan (middle), are part-time office assistants while they attend the University of Guam. Vera Ann Blaz, M.Ed. (left), is the new training associate assigned to work on Project Tinituhon under the Health, Wellness, and Prevention Initiative Area. Vera Ann most recently was a fifth-grade teacher at Carbullido Elementary School. Welcome Aboard!



**University of Guam**  
**Center for Excellence in Developmental Disabilities**  
**Education, Research, & Service**  
**(Guam CEDDERS) Newsletter**

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**I Tellai** is a quarterly publication of Guam CEDDERS.  
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Editors: Terrie Fejarang, June De Leon, & Ginger Porter  
Layout & Design: Sean Lizama

This issue of **I Tellai** was made possible by contributions from the following Guam CEDDERS staff members: Bonnie Brandt, June De Leon, Terrie Fejarang, Connie Guerrero, Ginger Porter, June Quitugua, Carla Torres, Keith Villaluna. Evelyn Duenas was a guest contributor.

Alternative formats (e.g. Braille, large print, or audio tapes) of **I Tellai** will be made available upon request. Please contact Margaret Johnson at (671) 735-2477 (v), (671) 735-6531 (TTY), or (671) 734-5709 (fax) for more information.

The University of Guam is an equal opportunity employer and provider.

# CALENDAR OF UPCOMING EVENTS

**DEC**  
**10**

- Dec 1** Project Menhålom Monthly Technical Assistance/Training, GSAT, 2:00-3:30pm
- Dec 2** GSAT Advisory Conference/Fair Committee Meeting, GSAT, 3:00pm-5:00pm
- Dec 3** Guam CEDDERS Advisory Council Meeting, GSAT, 4:00pm-5:30pm
- Dec 4** Special Education Parent Training, Inarajan Senior Citizens Center, 9:00am - 11:00am
- Dec 6-9** PACIFIC Project On-site Technical Assistance visit to American Samoa
- Dec 7** Early Learning Council Meeting, Guam Marriott Hotel, 9:00am - 2:30pm

**Dec 8** HOLIDAY - Our Lady of Camarin

**Dec 10** Pacific VIP Application Submission Deadline

**Dec 13-17** PACIFIC Project On-site Technical Assistance Visit RMI

**Dec 15** Secondary Transition Monthly Session, SBPA MultiPurpose Room, 4:00pm-5:00pm

**Dec 21-22** CNMI PSS Technical Assistance Visit

**Dec 24** HOLIDAY - Christmas Eve

**Dec 27-29** WRIEC: Educational Interpreter Performance Assessment (EIPA) Preparation Workshop, GSAT, 8:30am - 3:30pm

**Dec 31** HOLIDAY - New Year's Eve

**JAN**  
**11**

- Jan 8** Self-Advocacy Training, GSAT, 8:30am-12:00pm
- Jan 11** Learning Disability Implications for Employment, DVR Conference Room, 10:00am - 12:00pm
- Jan 12** Learning Disability Implications for Employment, DVR Conference Room, 10:00am - 12:00pm
- Jan 15** Self-Advocacy Training, GSAT, 8:30am-12:00pm
- Jan 15** Special Education Parent Training, Guahan Project Office, Suite 301, Tamuning, 9:00am - 11:00am
- Jan 17** HOLIDAY - Martin Luther King

**Jan 18** GSAT Advisory Council General Membership Meeting, GSAT, 4:00-5:30pm

**Jan 19** Learning Disability Implications for Employment, DVR Conference Room, 10:00am - 12:00pm

**Jan 19** School-Wide Information System Technical Assistance School Visits, Astumbo Middle, VA Benavente, Oceanview

**Jan 20** School-Wide Information System Technical Assistance School Visits, Jose Rios, Agueda Johnston, Inarajan Middle

**Jan 21** School-Wide Information System Training for School Climate Cadre Team, Hilton Guam Resort & Spa, 7:45am-3:30pm

**Jan 21** Learning Disability Implications for Employment, DVR Conference Room, 10:00am - 12:00pm

**Jan 29** Self-Advocacy Training, 8:30am-1:30pm, Location TBA

**Jan 29** Special Education Parent Training, Yigo Senior Citizens Center, 9:00am - 11:00am

**2011** ***SAVE THE DATES!***  
**March 18 & 19**

**GSAT Conference & Fair** *A Focus on Employment and Accessibility*  
**AT: Making it Work for Business**