

Guam CEDDERS Newsletter

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Inside this issue:	Page
Project Håtsa Kicks Off	1
Project Håtsa con't	2
FSM Interagency Conference	3
Guam EHDI Phase II Dr. Weddington Honored	4
Project Tinituhon Begins	5
SPP's Finalized Preschool Inclusion Project	6
FADE Curriculum Training	7
ALONG Curriculum Piloted	8
CEDDERS New Staff	9
Ode to IB	
Transit Operator Training Activity Snapshots	10
Tri-Initiative Areas Meet Personal Assistant Training	11
Calendar of Events	12

University of Guam
UNIBETSEDAT GUAHAN

Project Håtsa Kicks Off

The Guam Public School System (GPSS), in partnership with Guam CEDDERS, has been provided with an extraordinary opportunity to orchestrate improvements in the way its students are taught. Awarded a grant from the U.S. Department of Education, *Project Håtsa*, a Teacher Quality Enhancement (TQE) grant, is GPSS's structured framework to develop and implement education reform focusing on teacher certification, teacher preparation, professional growth, supervision, and evaluation, through systemic change guided by a broad cross-section of community stakeholders. *Håtsa*, the Chamorro word meaning "to raise" or "to build", is a fitting name for this project, aimed at raising teacher standards to improve student performance.

As cited by Rod Paige, Former Secretary of the U.S. DOE, in his 2003 report entitled, "Meeting the Highly Qualified Teachers Challenge", some of the most compelling recent research has shown that teacher quality is a key component of school quality—perhaps *the* key component. To address this issue, and as required by "No Child Left Behind" legislation that all teachers of core academic subjects must be highly qualified, *Project Håtsa's* overall goal is "to increase student achievement by ensuring that all teachers receive high quality preparation and induction support that is comprehensive, coherent and aligned with state and national standards."

With \$9 million in funding support over a three-year period, project activities began in October with the hiring of Nieves Flores, who serves as Project Director. Connie Guerrero, the program coordinator for Stakeholder Involvement and Policy & Curriculum Alignment, is responsible for facilitating the process to increase the quality of teacher preparation at the University of Guam; developing alternate routes for initial certification for individuals that already have a degree and want to become teachers; and ensuring continuous progress in enhancing teacher quality in the GPSS by promoting on-going stakeholder involvement. Aline Yamashita, the program coordinator for Mentoring and Professional Growth, is responsible for coordinating mentoring, induction support, and revisions to the of professional growth requirements. Gayle Hendricks, program coordinator



Project Håtsa staff and school administrators from the Haya District met at M.U. Lujan on October 25.

Continued on Page 2

Project Håtsa Con't from Page 1

for Leadership in Teacher Supervision and Evaluation, will facilitate the review and implementation of a standards-based Professional Teacher Evaluation Program (PTEP). John Anderson, Acting Certification Officer, is the GPSS liaison and Terrie Fejarang, Guam CEDDERS staff, will facilitate information dissemination. June Timpe is project secretary.

With personnel on board, *Project Håtsa* staff launched a publicity campaign for GPSS administrators and faculty that began in October. By the end of December, 35 schools will have

completed a general orientation to the project (see *Calendar* on back page). In addition, Information has been provided to the general public via radio talk shows, with similar activities being scheduled for television and newspaper articles. Work has begun on the construction of *Project Håtsa's* website, which will be linked to the GPSS website by the end of December.

Focus groups for the three Areas have been formed to help provide direction in meeting project goals. The first of these group meetings, targeting policy and curriculum alignment, was held in November.

Project Håtsa Outcome, Goals, Objectives and Activities

Project Overall Outcome: *To increase student achievement by ensuring that all teachers receive high quality preparation and induction support that is comprehensive, coherent and aligned with state and national standards.*

★ Focus Area 1: Stakeholder Involvement: Policy & Curriculum Alignment

Goal 1: To increase the quality of teacher preparation at the University of Guam.

- Revision of teacher standards that incorporate Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), and standards from specialty professional associations (SPAs).
- Adoption of revised certification standards.
- Teacher preparation programs will align with adopted certification.
- Examine and recommend changes to current review and approval process based on research-based practices.
- Adopt and implement amendments to review and approval process.

Goal 2: To develop and implement high-quality alternate routes (AR) for initial certification designed for individuals that already have a degree and want to prepare to teach, thereby, ensuring student achievement.

- Research alternate route programs and standards.
- Findings/data analysis.
- Develop alternate route program (course work & practicum).
- Pilot AR program.
- Evaluate pilot AR program.

Goal 3: To ensure continuous progress in enhancing teacher quality by promoting ongoing stakeholder involvement through structured opportunities for dialogue relevant to reform issues.

- Establish stakeholder group.
- Group conducts meetings for updates and feedback on project.
- Maintain progress/update on project.
- Produce annual reports and research paper.

★ Focus Area 2: Mentoring & Professional Growth

Goal 4: To increase the likelihood of teacher retention by

providing systemic mentor training and induction support from trained mentors and revision of professional growth requirements.

- Create and fill positions to implement Mentor Training and Induction Support Program.
- Research best practices related to mentor training and induction support.
- Provide training for on-going mentor training coordinators.
- Develop criteria for Mentor Training Providers.
- Develop training modules.
- Identify and approve mentor training providers.
- Conduct training for mentor training providers.
- Develop implementation plan for mentor training and induction support.
- Schools will certify the number of mentor teachers annually.
- Provide funding and reimbursement for mentor training providers.

Goal 5: To re-design professional growth (recertification/reclassification) requirements to increase retention of highly qualified teachers thereby ensuring student achievement.

- Review and revise professional growth requirements based on national standards such as INTASC.
- Adopt standards-based professional growth requirements.

★ Focus Area 3: Leadership in Teacher Supervision & Evaluation

Goal 6: To implement a standards-based Professional Teacher Evaluation Program (PTEP) through standards-based supervision of teachers to ensure the provision of high quality support to increase student achievement.

Adopt standards-based administrator requirements.

- Alignment of administrator preparation programs to adopted standards.
- Align Professional Teacher Evaluation Program (PTEP) to teaching standards.
- Incorporate pay for performance principles and increased standards in PTEP.
- Pilot revised PTEP.
- Adopt PTEP based on pilot results.
- Award mini-grants that are aligned with standards, are data driven, and infuse technology into instruction for professional development and school improvement.
- Evaluation of mini-grants.
- Implement effects on student achievement.

Creating Supports In the Region

Challenges Addressed During FSM Interagency Conference

Over 50 participants from throughout the Federated States of Micronesia, Guam and Hawaii converged at the Cliff Rainbow Hotel and the PMA Auditorium in Kolonia, Pohnpei to attend the **2nd FSM Interagency Conference**, held October 2-5.

The theme of this year's conference, ***Facing New Challenges, Demand New Commitments***, focused on the identification of new issues that the Interagency Councils are facing, as well as the need to reinforce ongoing Interagency cooperation and collaboration.

The Honorable Nena S. Nena, Secretary of the FSM Department of Health, Education and Social Affairs (FSM-HESA), welcomed the participants comprised of representatives from the four states' special education programs, parent councils, education agencies, Head Start, State hospitals, the College of Micronesia, Public Safety, Rural Development, Workforce Investment Act, the Manpower Development agencies, and the Women's Councils. The Honorable Redley Killion, FSM Vice President, delivered the keynote address, emphasizing the FSM's responsibilities and the need to provide services that focus on transitional needs from childhood to adulthood; affordability and access to housing, healthcare, training/skills; usage of resources, including domestic and foreign assistance; family support for children with disabilities, particularly in promoting positive attitudes with regards to persons with disabilities and managing behaviors; promoting

inclusive practices and the general welfare and protection through legislation for individuals with disabilities; recognizing that individuals with disabilities can be productive members of society and deserve the same rights and benefits as others; and working collaboratively so that "no one is left behind."

The plenary sessions provided the participants with eye opening facts and statistics from presentations by Dr. Eliuel K. Petrick who spoke on "Health Related Diseases of Disabled Children", Dr. Elizabeth Keller, who presented on "Prevention of Lifestyle Related Disease (Obesity) in Children", and Dr. Vita Skilling, who dealt with the topic, "Community Partnership – A Grassroot Teamwork Approach". Ms. Dernista Capelle, from the FSM Social Security Administration, presented "Benefits for Disabled" and Ms. Cheryl Burkindine, from the USDA Rural Development, spoke about the loan and grant programs available for increased economic opportunity and improved quality of life for all rural residents. FSM Special Education Executive Director, Makir Keller, provided an overview and the status of the FSM Special Education Program, and Dr. Steve Spencer, from San Diego State University, spoke on the history and importance of interagency collaboration.

The conference also featured presentations by representatives from Guam, FSM, and Hawaii (see box, below left, for Guam CEDDERS presentations).

At the end of the 3-day conference, each jurisdiction presented their action plan for their state level interagency councils.

Kudos go to the 2nd FSM Interagency Conference Planning Committee, led by Mr. Wehns Billen, which worked tirelessly to facilitate this successful

Guam CEDDERS Staff Presentations

1. ***Transition Services & Support for Young Children with Special Needs***: Elaine Eclavea, Guam CEDDERS and Mitchon Ioanis, FSM Early Childhood Coordinator, Special Education
2. ***Whatever it Takes!- Wen Me Koanehng Koaros***: June Quitugua, Guam CEDDERS and Emrick Lebehn, Pohnpei Special Education Coordinator.
3. ***A.L.O.N.G. Curriculum for Parents of Young Children***: Lizzy Borja, Guam CEDDERS.
4. ***Counting All Kids- The FSM Assessment System***: June Quitugua, Guam CEDDERS and Burnis Danis, FSM Assessment & Evaluation Specialist.



Representatives from Chuuk, Kosrae, and Pohnpei gather after one of the conference sessions.

Guam EHDI Phase II Grant Application Submitted



On behalf of the Guam Department of Public Health and Social Services, Bureau of Family Health, Maternal Child Health Program (DPHSS-MCH), Guam CEDDERS submitted a new grant application in October to the U.S. Department of Health, Maternal & Child Health Discretionary Grant competition for continuation of funding the Universal Newborn Hearing Screening. This grant will allow Guam CEDDERS to continue to administer the Guam Early Hearing Detection and Intervention (EHDI) Phase II *"Check and Check Again to Assure Follow-Up!"* project.

The purpose of this project is to improve universal newborn hearing screening programs at each birthing

site on Guam and to achieve full implementation to ensure that 100% of infants are screened for hearing loss before their first month, and as appropriate, are provided full audiological services before their third month of age. The grant will also ensure that young children will receive early intervention services, if needed, before six months of age. Guam EHDI Phase II: *Check and Check Again to Assure Follow-up!"* will provide the mechanisms for ensuring that the mandates specified in P.L. 27-150, "The Universal Newborn Hearing Screening and Intervention Act of 2004 for the Early Detection and Identification of Children with Hearing Impairment" are fully implemented and sustained beyond the project implementation years.

Dr. Gloria Weddington Receives ASHA Honors Award

Dr. Gloria Weddington received the American Speech and Hearing Association (ASHA) Honors Award for lifetime contribution to the field of Speech and Language Pathology during a ceremony held as part of the Association's annual convention on November 18 in San Diego. Dr. Velma Sablan, Project ALULA and Project FO'NA Director and Dr. Heidi San Nicolas, Guam CEDDERS Director, were on hand for the ceremony. A brief presentation of her many accomplishments was shown during the Awards Ceremony which highlighted her long career in the field. Especially noteworthy was Dr. Weddington's demonstrated excellence in leadership as evidenced by the establishment of highly successful programs in Saudi Arabia, South Africa, as well as Guam and Micronesia. She has published extensively in the field with a particular focus on multicultural populations.

Dr. Weddington is one of only five African Americans, and the second African American woman, to ever have received this coveted honor, awarded through a highly competitive process. ASHA has some 150,000 members throughout the United States

and its Territories, with members located all over the world. Each year, about 10,000 members attend the annual conference.

Dr. Weddington has partnered with the University of Guam through Guam CEDDERS on Project ALULA and Project FO'NA, funded by two grant awards from the U.S. Department of Education, Office of Special Education Programs, Minority Institutions competition. Project ALULA was the undergraduate program in Communicative Disorders funded from 1999 to 2003, with 14 students completing their degrees, an 82% project success rate. Project FO'NA is the graduate program in Speech and Language Pathology that began last year, with completion targeted for

2008. Project FO'NA is currently in its second year of operation, having completed the 30 hour undergraduate offerings for students who do not hold a bachelor's degree in communicative disorders. The project is currently making the selections for the graduate cohort, with plans to announce awardees on December 17.



Dr. Heidi San Nicolas (left), Guam CEDDERS Director, and Dr. Velma Sablan (right), Project Director for Projects Alula and Fo'na, congratulate Dr. Gloria Weddington (center) for receiving the ASHA Honors Award for Lifetime Contribution to the field of Speech and Language Pathology.

Project Tinituhon Begins

The Department of Public Health and Social Services (DPHSS), in partnership with Guam CEDDERS, was awarded a federal grant that began September 1, 2005 to develop a comprehensive early childhood system strategic plan. *Project Tinituhon*, Chamorro for “the beginning”, is one of 59 projects nationwide that has been awarded a grant to engage in a multi-year planning process on early childhood systems development. The purpose of this initiative, called the State Early Childhood Comprehensive Systems Initiative (SECCS) is to develop, build, implement, and sustain an island-wide early childhood system of services for young children and their families that is both comprehensive and integrated in its coordination of services. During this three-year funding cycle, the major activities of *Project Tinituhon* include: (1) the assembly of an advisory committee comprised of key stakeholders to assist in the development of the strategic plan; and (2) an assessment of the environment to identify the needs, strengths, and gaps in the current service system which will provide the necessary data and information to develop the plan. The end result of this planning process will be the development of an island-wide strategic plan coupled with the intent to seek subsequent funding for the plan’s implementation over a multi-year period.

The goal of the early childhood system is to promote the health and well-being of young children by reducing the gaps in and improving the coordination of services for all young children and their families. Towards this end, *Project Tinituhon* has

been envisioned as a collaborative endeavor between the various public and private agencies providing early childhood services. This cross-agency collaboration extends to both the development and implementation of an island-wide strategic plan that will result in systems change in the delivery of services to young children and their families on Guam. The proposed system must address the five critical components of early childhood systems development as outlined in the Maternal and Child Health Bureau’s (MCHB) Strategic Plan for Early Childhood Health. These five focus areas include: Access to Health Insurance and Medical Homes; Mental Health and Social-Emotional Development; Early Care and Education/Child Care; Parent Education; and Family Support (*see box below*).



(L-R) Dena Green, MCHB Project Officer for *Project Tinituhon* and Guam CEDDERS’ Elaine Eclavea, met in Washington, D.C. in October.

Five Components of Early Childhood Systems Development

- **Access to Health Insurance and Medical Homes.** Access to and insurance support for medical homes providing comprehensive physical and child development services for all children, including children with special health care needs, and assessment, intervention, and referral of children with developmental, behavioral, and psycho-social problems. A medical home can be a place or individual that provides a regular source of care to young children and their families that are family-centered, culturally relevant, and accessible.
- **Mental Health and Social-Emotional Development.** Availability and provision of services to improve the identification of children at risk for the development of mental health problems and the integration of the development of necessary pathways to facilitate entrance of at risk children into appropriate child development and mental health delivery systems.
- **Early Care and Education/Child Care.** The development of early care and education services for children from birth through five years of age that are integrated into the early childhood system to support children’s early learning, health, and development of social competence.
- **Parent Education.** Availability of comprehensive parent education resources and services in the community which, for example, can help increase parent knowledge about child rearing practices that are positive and provide a nurturing environment for the healthy development of their children.
- **Family Support.** Availability of comprehensive family support services that address the stressors that negatively affect the ability of families to nurture and support the healthy development of their children

Regional Entities Finalize State Performance Plans

Officials from the Commonwealth of the Northern Mariana Islands Public School System (CNMI-PSS), Federated States of Micronesia, Health, Education, and Social Affairs (FSM-HESA), and the Guam Public School System (GPSS), have been working diligently during the past three months facilitating the process to ensure broad stakeholder input in the development of each entity's State Performance Plan (SPP) for Part B and Part C of the Individuals with Disabilities Education Improvement Act (IDEA) 2004. As stated in IDEA 2004, Section 616, States/entities are required to submit a State Performance Plan that evaluates the entity's efforts to implement the requirements and purposes of this part and describes how the entity will improve such implementation through the development of measureable and rigorous targets for required indicators, as established under the priority areas identified by the U.S. Department of Education, Office of Special Education Programs (OSEP).

CNMI-PSS, FSM-HESA, and GPSS conducted

orientation and input sessions from September through November to inform and gather information from stakeholders. As mandated by OSEP, each entity is required, at the minimum, to involve the Special Education Advisory Panel for Part B and the



Guam CEDDERS' Elaine Eclavea elaborates on SPP considerations during a meeting with CNMI stakeholders.

Interagency Coordinating Council (ICC) for Part C in gathering broad stakeholder input into the development of the State Performance Plan, which is due to OSEP by December 2, 2005. June DeLeon, Elaine Eclavea, Nieves Flores, June Quitugua, and Lizzy Borja, Guam CEDDERS staff, have been closely involved with the orientation, stakeholder input, and report development processes for the three systems.

Each entity is required to publicly disseminate their SPP via local media, other public agencies, and their education website.

Electronic copies will be available at

the following websites after December 9: CNMI-PSS: www.pss.cnmi.mp; FSM-HESA - www.fsmgov.org; GPSS - www.gdoe.net.

Preschool Inclusion Project To Start In January

In keeping with the national initiative and federal mandate, the Guam Public School System, Special Education Preschool Program, will begin the Preschool Inclusion Project in January 2006. To assist in the establishment process, GPSS Preschool and Guam CEDDERS staff recently participated in a four-day training sponsored by the National Individualizing Preschool Inclusion Project (NIPIP) held in Honolulu, Hawaii from November 1-4, 2005. Drs. Robin McWilliams and Peggy Freund from Vanderbilt Children's Hospital, Center for Child Development, Vanderbilt University in Tennessee, conducted the training, which featured research based strategies that promote effective approaches for inclusive practices in early childhood settings, such as Head Start, child care, or other settings for all young children.

NIPIP is a project of national significance funded by the U.S. Department of Education, Office of Special Education Programs that promotes inclusive

practices in early childhood settings through the implementation of the **Individualizing Inclusion Model** and the establishment of state networks. State networks include the following three collaborative partners within a State: 1) Model Demonstration and Training Sites; 2) Institution of Higher Education; and 3) State Technical Assistance Entities. Projects of national significance are initiated with evidence-based instructional practices that have demonstrated success. In the Preschool Individualizing Inclusion Model, these strategies include the following: Routines Based Interview, Integrated Curriculum, and Embedded Therapy.

GPSS will establish two demonstration sites beginning January 2006, with collaborative supports from the Division of Special Education Preschool Program, Guam Head Start, University of Guam CEDDERS, the National Early Childhood Technical Assistance Center, and NIPIP.

FADE Curriculum Training

The Guam Department of Public Health and Social Services (DPHSS) received a Regional award from the 2005 Healthy Child Care America (HCCA) Technical Assistance Initiative Grant. The Project Goal under this grant was to expand Child Care and Development Fund training priorities in building capacity for childcare providers, network providers, and parents/foster parents to include effects of substance abuse and alcohol especially in providing care for children born with fetal alcohol syndrome & drug effects.

The “2005 Fetal Alcohol and Drug Effects” (FADE) training was the second training offered using the FADE Curriculum developed in 2004. The curriculum is designed for service providers who work with families of young children with fetal alcohol syndrome or prenatal exposure to drugs and/or have been exposed to substance abuse. The FADE manual provides a step-by-step process to inform service providers and families about drugs on Guam, prevalence of drugs nationally, laws regarding FADE, FADE effects, strategies and techniques to support the child and family. Also included are resources available in Guam’s community.

A two-day workshop was held on September 28 and 29 at the Guam Marriott Hotel. Forty-four

participants representing thirteen different public and private agencies and non-profit organizations were in attendance. The participants engaged in the different activities and group discussions identified in the modules. In addition to participating in the two day training, participants received one Continuing Education Unit from the University of Guam’s Professional Development and Life Long Learning Center. Cost for the workshop and CEU was supported by the grant.



Participants brainstorm during the FADE Curriculum training held on September 28-29.

Based on a summary of the evaluations, attendees reported that the training was very informative, and that they recommend the training to other service providers and family members.

They suggested that everyone should be educated about fetal alcohol and drug effects and that the information covered should be shared for general public awareness. They expressed that it was interesting to see what types of services other agencies provide. Participants also recommended inviting representatives from the Guam Police Department, Attorney General’s Office, and lawmakers to attend future trainings, and expanding the training from 3 to 4 days so that participants could increase their knowledge on all the content matter.

F.A.D.E. Workshop Attendees

- Adventures in Learning Child Development Center
- ALEE Shelter
- Dept. of Mental Health & Substance Abuse
- Department of Public Health and Social Services, (DPHSS), Bureau of Social Services Administration
 - Division of Public Welfare – Bureau of Health Care Financing Administration
 - Division of Public Welfare – Bureau of Management Support
 - Division of Public Welfare State Office
 - Management Support Services
- Family Home Providers
- Guam Memorial Hospital Authority, Labor & Delivery
- Guam Memorial Hospital Authority, Nursery Ward
- Guam Memorial Hospital Authority, O.B. Ward
- Guam Public School System
 - Head Start
 - Division of Special Education, Guam Early Intervention Services
- Honey Bear Kids Center
- PNG Child Care
- Treasures of the Heart Early Childhood Center
- U.S. Naval Hospital, Guam – Educational & Developmental Intervention Services

ALONG Curriculum Piloted

The importance of providing infants and young children with a solid foundation to encourage positive growth and development has been the driving force behind the push to improve supports to parents and child care providers on Guam. One of the recent activities that aims to address this goal has been the development of the "ALONG (*All Learning Opportunities Nurture Growth*) Curriculum for Parents of Young Children." The Curriculum is a four-module parent training tool focusing on the following topical areas: 1) MOVING ALONG: The Importance of Early Social-Emotional Foundation, Early Brain Development, and School Readiness, 2)

PLAYING ALONG: Child Development and the Importance of Play, 3) READING ALONG: Early Literacy, and 4) GETTING ALONG: Managing Challenging Behaviors. Through the support of a Memorandum Of Understanding between the Guam Department of Public Health and Social Services (DPHSS) Child Care and Development Fund Program (CCDF)

provided by the Human Services and Resource Administration, U.S. Department of Health Administration of Children & Families, and Guam CEDDERS, Elaine Eclavea, June Quitugua, Mary Kidd, and Lizzy Borja, developed this parent training curriculum which consists of a Facilitator's Guide and a Parent Booklet for each module. The development of this curriculum was a result of feedback from child care center directors and providers who requested this support based on their belief that parent training was essential to ensure consistency in the quality of care provided in the centers as well as when children are at home.

On September 13 and 15, five parents under the DPHSS Community, Work, & Education Program (CWEP), Division of Public Welfare, participated in a workshop to pilot the Curriculum. During the sessions, parents were able to provide feedback on each module and whether they thought the training would be relevant and beneficial to all parents of young children from birth to age five. The five

parent participants were very happy that they attended the training and mentioned they would recommend it to other parents.

Also participating in a second pilot activity were 25 childcare directors and assistant directors who attended a 15-hour Train-the-Trainer series on September 19, 21, and 23, at the Palace Hotel Guam, conducted by Ms. Quitugua and Ms. Borja, with assistance by Ms. Kidd. Participants were taken through each module with the opportunity to provide feedback on the materials. Participants who completed the 15-hour session received 1.5 CEUs from the University of Guam's Professional Development and Lifelong Learning Center (PDLIC).

As a part of the course requirements, participants were required to submit an Implementation Plan for this training curriculum for parents with children enrolled at their centers. Upon completion of all requirements, participants will also receive the complete ALONG Curriculum Training Module for their center as well as other resource

materials, such as books and articles, to help them implement the training series with parents of children who attend their centers.

According to the session evaluations, participants felt that the Curriculum and training were excellent. Participants said "the materials were very educational and appropriate for quality child care" and that it was "very practical and appropriate for what's happening in my center." "Parents can learn from these presentations."



Five parents participating in the DPHSS, Community Work and Education Program (CWEP) completed a 10-hour pilot training session at the GSAT Training Center on the "ALONG Curriculum for Parents of Young Children." The parents were (L-R) Heather Hayne, Mary G. Malonzo, Emmauel and Charlotte Dotdot, & Bonita Wusstig pose for a group shot after a training session.

All Learning Opportunities Nurture Growth Curriculum

- 1) MOVING ALONG: The Importance of Early Social-Emotional Foundation, Early Brain Development, and School Readiness,
- 2) PLAYING ALONG: Child Development and the Importance of Play,
- 3) READING ALONG: Early Literacy, and
- 4) GETTING ALONG: Managing Challenging Behaviors.

CEDDERS Welcomes New Staff

Guam CEDDERS expanded its personnel by approximately 25% during this past quarter. The start up of two new federally funded projects and the shifting of personnel, space considerations has also necessitated the move of one project to new facilities, with Project Håtsa staff located at suites 10 & 11, Castle Mall Building, Mangilao, about 1/2 mile away from other Guam CEDDERS offices.

Kerina Oshiro is the new Training Associate for Project Tinituhon. *(See related story on page 5.)* She is responsible for coordinating the planning activities under the grant. With graduate degrees in Public Health and Clinical Psychology, and nearing completion of a doctorate in Clinical Psychology from the University of Hawaii, Kerina will also provide technical support to the Guam Early Hearing Detection and Intervention (GEHDI) Project and the evaluation component of Project I Famagu'on-ta, the Children's Mental Health Initiative. Immediately prior to joining Guam CEDDERS, Kerina served as a consultant for the Guam Public School System (GPSS) Autism Program.

Project Håtsa, the GPSS Teacher Quality Enhancement Grant *(see story on page 1)* in partnership with Guam CEDDERS, has hired four new full-time professional staff. Connie Guerrero is the program coordinator for Focus Area 1: Stakeholder Involvement and Policy Curriculum and Alignment. She has served over 30 years first as a social studies teachers and then as the Associate Superintendent of Curriculum and Instruction for what was then called Guam Department of Education (DOE). She has a Masters Degree in Curriculum and Instruction from the University of Guam.

Aline Yamashita is the program coordinator for Focus Area 2: Mentoring and Professional Growth. She has over 25 years experience in the field of

education, having been an elementary and high school teacher, Associate Superintendent for Curriculum and Instruction, Deputy Director of Guam DOE, and faculty at the College of Education, UOG. She has a Ph.D. in Human Development from Oregon State University.

Also joining Project Håtsa is Gayle Hendricks, program coordinator for Focus Area 3: Leadership in Teacher Supervision and Evaluation. She has worked

for the Guam DOE for over 30 years as a P.E. teacher, a high school principal, Associate Superintendent for Secondary Education, and Consulting Resource Teacher. She's also served as adjunct faculty for UOG. Gayle has a Doctorate of Education in Policy and Management from the University of Oregon.

Joining Project Håtsa as Lead Evaluator is Vince Leon Guerrero. A veteran Guam DOE employee, Vince was the

Associate Superintendent for Special Education from 1993 to September of this year. Vince has a Masters in Social Work degree from the University of Hawaii.

June Timpe, coming from the private sector, will serve as Project Håtsa's secretary. Stacia Borja, a UOG sophomore Business major, is the new secretary for Project Fo'na located in House 26. Marina Chaco, an Army veteran, is secretary for House 18, and Keith Lizama and Ed Poppe, full-time UOG students, have been hired on as Office Assistants.



New Guam CEDDERS staff include: *(Back, L-R)* June Timpe, Project Håtsa Secretary, Vince Leon Guerrero, Project Håtsa Lead Evaluator, Aline Yamashita, Project Håtsa Program Coordinator, Stasia Borja, Project Fo'na Secretary, Keith Lizama, Office Assistant, Kerina Oshiro, Project Tinituhon Program Coordinator, *(Front, L-R)* Gayle Hendricks, Project Håtsa Program Coordinator, Connie Guerrero, Project Håtsa Program Coordinator, Ed Poppe, Office Assistant, Marina Chaco, House 18 Secretary, & Evelyn Aguon, Project Håtsa Secretary.



Ode To Individualized Budgeting

Guam CEDDERS completed an analysis of the impact of DISID's Partners for Change project and published the results in "A Study of Impact on the Lives of Individuals Participating in 'Inadanna para Tinilaika-Partners for Change' Individualized Budgeting Pilot Project." Two hundred copies of the study are now available at the Department of Integrated Services for Individuals with Disabilities. The following "ode" captures the essence of the findings and success of that project.

If you gave ten people \$5,000 each
To spend over a period of nine and a half weeks,
What would you get, can you venture a guess?
Would **needs** win over **wants**? The answer is yes!

They bought bandages, eyeglasses, a walker and shower chair,
Personal assistant services, massage therapy, and vehicle repair,
Bus passes, gas, rent, and utilities,
Therapeutic furniture and beds, and business license fees.

A sewing machine, delivery vehicle, driver training and meals,
They stretched their budgets to get the best deals.

Their choice was clear, they did it their way
And fulfilled unmet needs in just 66 days.

Much faster than government ever had done,
Individualized budgets were now number one.
Their plans, each were different, but the key, you see
Was expeditious payments by the fiscal intermediary
And support from a trusted advisor and broker
Who pulled things together, in just one stroke, er...,
Making it sensible with flexibility,

They got what they needed, without bureaucracy.
Employment, living, and health greatly improved,
And with greater mobility they were able to move
To doctors appointments, recreation, and such
All at lesser expense, the cost wasn't much.

It was only a trial, but one thing was clear,
This experiment should continue into the next year.
They gained independence and found a new place
In the midst of our community, a new neighbor face.

Now armed with the knowledge that they can control
A piece of their destiny, they now dream and have goals
To make their own way, with respect and dignity,
Living their life just like you and like me.

*Ginger Porter
November 2005*

Transit Operator Training Initiated

Guam CEDDERS initiated Transit Operator Training on November 16 for drivers, dispatchers, schedulers, and managers of Kloppenberg Enterprises, Inc. and Fleet Services, Inc., the two contractors providing public transit services. With the first training component, "Transit Operators and ADA

Service: A Guide for Customer Service," completed for both companies; the second portion, "**Wheelchair Securement**," is scheduled for delivery in December. Fifty-six individuals have received the first of several training pieces to educate transit personnel on requirements for safe and accessible service.

Activity Snapshots



Blessed Seed Child Care providers completed training as a "Model Child Care Center".



Mary Kidd conducted training for home care providers held at the Catholic Social Services Conference Room in Barrigada Heights.

Tri-Initiative Subcommittee Meets



Guam CEDDERS Advisory Council Subcommittees for the three Initiative Areas (Consumer Leadership & Systems Change; Health, Wellness, & Prevention; and Inclusive Communities) met three times this quarter to address concerns on health care, respite care and transportation, topics that are relevant to each group. (*Back, L-R*) Frank Reyes, Evelyn Claros, Mary Kidd, Brenda Leon Guerrero, June Quitugua, Berni Grajek, (*front, L-R*) Victoria Ritter, Liz Borja, Elaine Eclavea, Kerina Oshiro, Ginger Porter & Reina Sanchez.

Personal Assistant Train-the-Trainer Workshop



Community partners gathered to participate in “Inadanna para Tiniliaka—Partners for Change” Personal Care Assistance Train-the-Trainers Workshop, a training event for implementing a Consumer Guide for Consumers and their Families to self manage personal assistants. Shown are: *Front (L-R)* Nelson Pascua, Salvation Army; Alexander Nukuto; Verna Lynn Sasamoto; Gregorio Calvo, DISID, Kay Toves, DISID. *Back (L-R)* Ginger Porter, Guam CEDDERS trainer; Jerry Pura, CSS; Katherine Benavente, Consumer; Rose Marie Genese, DISID; Teresita Reveche, Claire Duenas, Consumer; Joven De Ocampo; Norbert Ungacta, CSS; Anna Kenny, Oasis; Hyenan Hwang; Rev. Mick Celis, Faith based organization; & Victor Munoz, Guma Mami, Inc. Not pictured: John Payne, Nina Damian, Josie Cortez, & Tracey Calvert.



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

Guam CEDDERS
Office of Academic & Student Affairs
University of Guam, UOG Station
Mangilao, Guam 96923
Phone: (671) 735-2480/1
Fax: (671) 734-5709
TTY: (671) 734-6531
Email: heidisan@uog9.uog.edu

I Tellai is a quarterly publication of Guam CEDDERS.
Director: Heidi San Nicolas, Ph.D.
Editors: Terrie Fejarang, June De Leon, & Ginger Porter
Layout & Design: Margaret Johnson

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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.



Calendar of Upcoming Events



December 2005

- **Dec 2**-Guam CEDDERS Advisory Council Meeting, 3:30-5 p.m., GSAT Training Center
- **Dec 2**-Transit Operator Training, Fleet Services Conference Room, 11 a.m.-2:00 p.m.
- **Dec 9**-Transit Operator Training, Fleet Services Conference Room, 11 a.m.-2:00 p.m.
- **Dec 9**-Last Day of UOG Classes
- **Dec 14**-Håtsa Focus Group I meeting, GSAT Training Center, 4:15 p.m.
- **Dec 12-16**-Therapeutic Foster Care Training, CMHI Project, Venue TBA
- **Dec 16**-UOG Semester Ends
- **Dec 18**-UOG Commencement
- **Dec 12-20**-Model Child Care On-Site Assessments
- **Dec 20**-Kick-Off Meeting, Fo'na Masters Program in Speech and Language Pathology
- **Dec 30**-Guam Early Learning Guidelines Dissemination

January 2006

- **Jan 5**-Nene News Dissemination
- **Jan 10**-Community Evaluation Advisory Team (CEAT) meeting,
- **Jan 13-14**-Child Care Directors Leadership Institute, Venue TBA
- **Jan 18**-First Day of UOG Classes
- **Jan 21**-Model Child Care Training, Venue TBA
- **Jan 28**-Family Child Care Training, Venue TBA

February 2006

- **Feb 1-3**-EHDI Conference, Washington, D.C.
- **Feb 4**-Family Child Care Training, Venue TBA
- **Feb 6-9**-Substance Abuse and Mental Health Services Administration (SAMHSA) Site Visit for Project I'Famagu'on-ta
- **Feb 15**-Guam EHDI Advisory Committee Meeting, Venue TBA
- **Feb 15-17**-CDC EHDI Guam Site Visit
- **Feb 18**-Model Child Care Training, Venue TBA
- **Feb 24-25**-Child Care Directors Leadership Institute, Venue TBA

March 2005

- **Mar 3**-Guam CEDDERS Advisory Council Meeting, 3:30-5 p.m., GSAT Training Center
- **Mar 3-4**-Annual GSAT Assistive Technology Conference & Fair, Venue TBA
- **Mar 10-11**-Child Care Directors Leadership Institute, Venue TBA
- **Mar 12**-Pre-Planning Meeting for Pacific Basin Interagency Leadership Consortium (PBILC) 2007, HI
- **Mar 12-16**-PACRIM Conference, HI
- **Mar 14**-UOG Charter Day
- **Mar 14**-CEAT Meeting
- **Mar 16**-Nene News Dissemination
- **Mar 18**-Parent Conference-Power of Play, Northern Region, Astumbo Elementary School
- **Mar 18**-Model Child Care Training, Venue TBA

Project Håtsa December School Orientations

- **Dec 1**-C.L. Taitano Elementary & Agana Hts. Elementary
- **Dec 5**-Merizo Elementary
- **Dec 6**-Agueda Johnston Middle School, P.C. Lujan & Upi Elementary
- **Dec 7**-Southern High, Oceanview Middle, Chief Brodie Elementary, & Astumbo Elementary
- **Dec 9**-Finegayan Elementary
- **Dec 13**-Alternative School & JFK High
- **Dec 14**-Carbullido & Ordot-Chalan Pago Elementary; J.Rios Middle
- **Dec 15**-Benavente Middle

Seasons Greetings

