



Special Education Workforce Strategic Plan

Goal #1: Collect and Utilize Data

Strategy: Develop a Special Education Workforce Data Plan and implement a system of data collection and analysis

Goal #2: Support Evidence-Based Retention

Strategy: Develop and implement training opportunities to increase knowledge of special education practices for administrators

Strategy: Gather and disseminate resources to support a state-wide mentoring model

Goal #3: Increase special education teacher preparation program capacity

Strategy: Work with partners to identify needs and promising practices, and to build collaborative efforts

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GOAL Collect and Utilize Data

Strategy: Develop a special education workforce data plan and implement a system of data collection and analysis

Key actions associated with the strategy above	Time-frame <i>start end</i>		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (RBA Guidelines)	Notes
1. Identify what data elements (RBA) we need to collect based on goals and strategies of this (strategic planning) workgroup	Spring 2019	Fall 2019	MDE (P) PELSB (S) Data workgroup involvement from other goal areas	Websites: MDE, PELSB OHE, National data systems, US Department of Education, OSEP	Are results/analysis giving us the data to support work plan? If not: modification needed	This needs to reflect the goals/strategies identified as part of this (strategic) work plan
2. Identify existing data resources	Spring 2019	Fall 2019	See above	See above	See above	
3. Identify gaps in data sources and develop additional ways/resource for data collection	Spring 2019	Fall 2019	See above	See above	See above	
4. Implement data collection cycle and analysis	Spring 2019	Fall 2019	See above	See above	See above	
5. A plan to communicate the data analysis (an annual report?)	Spring 2019	Spring 2020	See above	See above	See above	

GOAL Support for Evidence-Based Retention

Strategy: Develop and implement training opportunities to increase knowledge of special education practices for administrators

Key actions associated with the strategy above	Time-frame <i>start end</i>		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (RBA Guidelines)	Notes
1. Gather baseline data	Spring 2019	Fall 2019	MDE (P) CEEDAR Relevant, willing professional groups (S)	Existing data or tools used in other settings/times or create/adapt tools as needed		What data already exists? <ul style="list-style-type: none"> • Principal knowledge (self-reporting) • Staff need/current admin help • What resources/training exist?
2. Use baseline data to create/revise resources	Fall 2020	Fall 2021	MDE CEEDAR Relevant stakeholders	Active implementation		<ul style="list-style-type: none"> ▪ Fill in gaps ▪ Build something beyond standard PD (creative)
3. Develop dissemination plan	Spring 2020	Spring 2021	MDE (P)			
4. Disseminate resources	Fall 2021	Ongoing	MDE (P)			

GOAL: Support Evidence-Based Retention

Strategy: Gather and disseminate resources to support a state-wide mentoring model

Key actions associated with the strategy above	Time-frame		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (RBA Guidelines)	Notes
	start	end				
1. Further base-line data	Spring 2019	Fall 2019	MDE (P) CEEDAR, PELSB, MACTE, IHE, OHE (S)	PELSB Supply and demand report IHE partnership (research project)	Baseline	Survey specific to existing mentoring programs need assessment, retention of teachers with mentors
2. Research tools and resources	Spring 2019	Fall 2019	MDE (P) CEEDAR, MASE, IHE, MASA, MACTE, EDMN (S)	CEC, New Teacher Center for Great Teachers		Synthesize and organize
3.Utilize IHE Forums	Spring 2019	Ongoing	MDE (P) IHE (P)	Existing relationship		Encourage K-12 collaboration: social justice, common metrics, federal reporting data
4. Dissemination of resources	Fall 2019	Ongoing	MDE (P)			Determine schedule, build repository
5. Ongoing data collection		Ongoing	MDE (P) PELSB (S)			

GOAL: Increase special education teacher preparation program capacity

Strategy: Work with partners to identify needs and promising practices, and to build collaborative efforts

Key actions associated with the strategy above	Time-frame <i>start end</i>		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (RBA Guidelines)	Notes
1. Existing Programs: <ul style="list-style-type: none"> a. Identify current needs for license programs (in order to have at least 1 in the state—e.g., BVI, DHH, PI) b. Prioritize: emerging possible license needs c. Identify funds, faculty, etc., sources d. Develop collaborations/need coalitions 	Spring 2019	Ongoing	MDE (P) IHE	PELSB, IHEs (MN State, U of M, Private Colleges, MN Private College Council)	Number of licensed and employed	Endowed Chair
2. Grow your Own: <ul style="list-style-type: none"> a. Identify what GYO programs are out there b. Disseminate information on ways these programs have developed and their results 	Spring 2019	Summer 2019	MDE (P)			
3. High School: <ul style="list-style-type: none"> a. Identify HS options in current use (e.g. CTE, district ASL approaches) b. Help partners figure out how to put the pieces together to create pathway to preparation 	Spring 2019	Summer 2019	MDE (P)			Report by 9/19