

Special Education Workforce Strategic Plan

The Special Education Workforce Workgroup (SEWW) was coordinated by the Special Education Division to address issues related to recruitment and retention in Minnesota's special education educator workforce by:

- Identifying ways to collaborate across agencies and build on current efforts to address shortages in the special education educator workforce
- Developing evidence-based approaches to recruitment and retention

Workgroup members included representatives from:

- Special Education Division, MDE
- Early Learning Services, MDE
- The Professional Educator Licensing and Standards Board (PESLB)
- Minnesota Association of Colleges of Teacher Education (MACTE)
- Minnesota State Colleges and Universities
- Education Minnesota
- Minnesota Administrators for Special Education (MASE)
- University of Minnesota

The group met five times from fall 2017 to fall 2018, with facilitation from the Management Analysis and Development Division of Minnesota Management and Budget. Workgroup members collaborated to develop the Special Education Workforce Strategic Plan included in this document.

As the action items included in the Strategic Plan are implemented, workgroup members will meet regularly to share progress and monitor data. The Special Education Division of MDE looks forward to updating stakeholders on the progress of the Special Education Workforce Strategic Plan.

For questions, please contact Becca Jackson, Special Education Workforce Specialist at rebecca.jackson@state.mn.us or 651-582-8409.

Special Education Workforce Strategic Plan: Goals, Strategies, and Action Items

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

Potential Partner Organizations and Resources

- [Board of School Administrators](#) (BOSA)
- [CEEDAR Center](#)
- [Council for Exceptional Children](#) (CEC)
- [Education Minnesota](#) (Ed MN)
- [Minnesota Administrators for Special Education](#) (MASE)
- [Minnesota Association of Colleges of Teacher Education](#) (MACTE)
- [Minnesota Association of School Administrators](#) (MASA)
- [Minnesota Office of Higher Education](#) (OHE)
- [New Teacher Center](#)
- [Professional Educator Licensing and Standards Board](#) (PELSB)
- [U.S. Department of Education, Office of Special Education Programs](#) (OSEP)

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		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (Results-Based Accountability (RBA) Guidelines)	Notes
	start	end				
1. Identify what data elements we need to collect based on goals and strategies of this (strategic planning) workgroup	Spring 2019	Fall 2019	MDE (P) PELSB (S) CEEDAR 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	Spring 2019	Spring 2020	See above	See above	See above	An annual report?

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		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (RBA Guidelines)	Notes
	start	end				
1. Gather baseline data	Spring 2019	Fall 2019	MDE (P) CEEDAR , MASE , BOSA 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) BOSA			

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 , Institutes of Higher Education Forum, 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 , Institutes of Higher Education Forum, MASA , MACTE , EDMN (S)	CEC , New Teacher Center		Synthesize and organize
3. Utilize IHE Forums	Spring 2019	Ongoing	MDE (P) Institutes of Higher Education Forum (P)	Existing relationship		Encourage K-12 collaboration: social justice, common metrics, federal reporting data
4. Dissemination of resources	2019-2020	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		Owner(s) (P) Primary (S) Secondary	Resources and Tools	Measures (RBA Guidelines)	Notes
	start	end				
1. Existing Programs: <ul style="list-style-type: none"> a. Identify current needs for license programs (to have at least 1 in MN-e.g., BVI, DHH, PHD) b. Prioritize: emerging possible license needs c. Identify funds, faculty, etc., sources d. Develop collaborations/need coalitions 	Spring 2019	Ongoing	MDE (P) Institutes of Higher Education Forum	PELSB , IHEs (MN State, U of M, Private Colleges, MN Private College Council)	Number of licensed and employed	Endowed Chair
2. Grow your Own (GYO): <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) MASE , Institutes of Higher Education Forum			
3. High School: <ul style="list-style-type: none"> a. Identify HS options in current use (e.g. Career and Technical Ed, district American Sign Language approaches) b. Help partners figure out how to put the pieces together to create pathway to preparation 	Spring 2019	Summer 2019	MDE (P) MASE , Institutes of Higher Education Forum			Report by 9/19