

# STATE PERSONNEL DEVELOPMENT GRANTS PROGRAM

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# Magic wand question...

If you had unlimited resources (people, money, time), what is one thing you would focus on?



# Today's Agenda

## ▶ **SPDG in a Nutshell**

- What is possible?
- What are the requirements?
- How are States using the SPDG funds and what impact have they had?

## ▶ **Minnesota and Kansas** share their SPDG projects.

## ▶ **Small Group Discussions**

- Challenges to:
  - Applying for a grant
  - Implementing a grant
- Supports for:
  - Applying for a grant
  - Implementing a grant

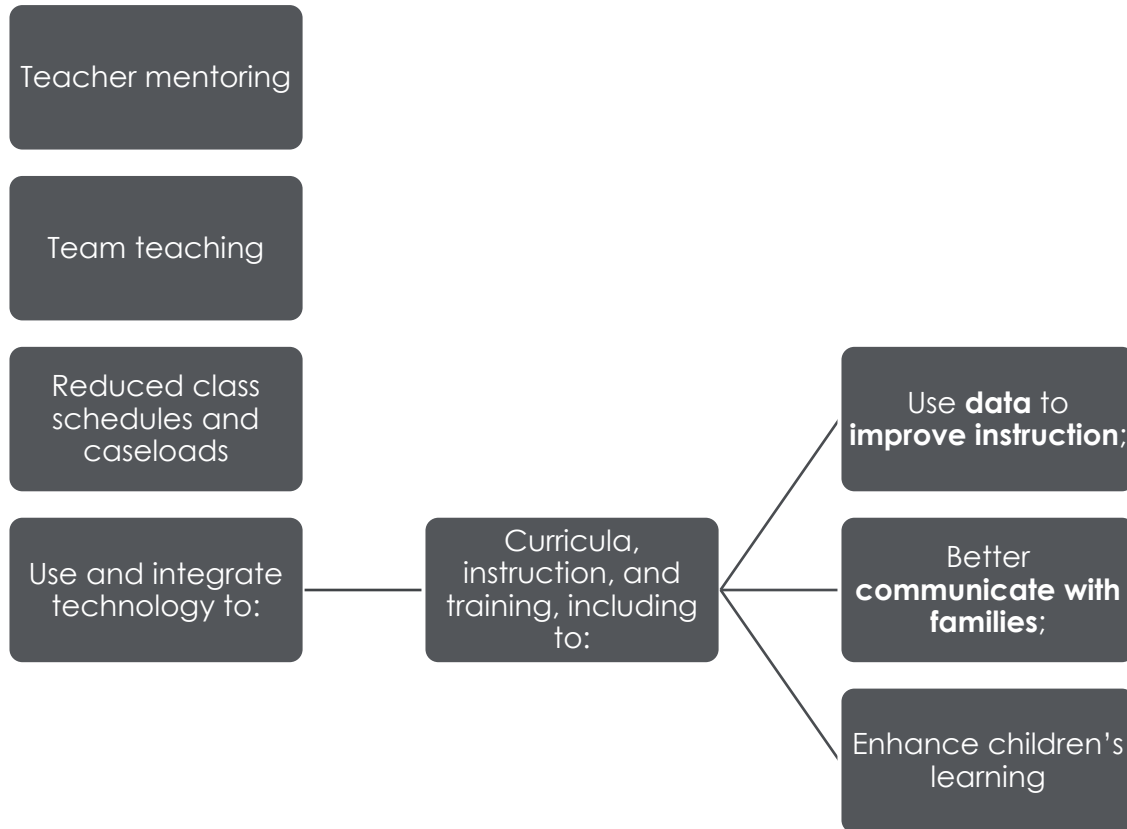
## ▶ Planning for **Future Competitions**

# Menu of Potential SPDG Activities



- ▶ Subsection (a): Professional Development Focus
- ▶ Subsection (b) Systemic Focus

# Menu of Activities: (a) PD-focused



- ▶ Use standards or assessments for guiding **beginning teachers** that are consistent with **challenging State academic achievement standards** and with the requirements for professional development, as defined in section 8101 of the ESEA;
- ▶ Encourage **collaborative and consultative models** of providing **early intervention, special education, and related services**.
- ▶ Improve the knowledge of special education and regular education teachers concerning—
  - The **academic and developmental or functional needs** of students with disabilities; or
  - **Effective instructional strategies, methods, and skills**, and the use of **State academic content and functional standards, and State assessments, to improve teaching practices** and student academic achievement.

# Professional Development Activities

- ▶ Improve the knowledge of special education and regular education teachers and principals and, in appropriate cases, **paraprofessionals**, concerning **effective instructional practices**, and that—
  - Provide training in how to teach and address the needs of children with different learning styles and children who are **limited English proficient**;
  - Involve **collaborative groups** of teachers, administrators

## PBIS

Scientificallly-based **reading** instruction

**Early** and **appropriate** interventions to **identify and help** children with disabilities;

Effective instruction for children with **low-incidence disabilities**;

Successful **transitioning to postsecondary** opportunities;

Using classroom-based techniques to **assist children prior to referral** for special education;



# Professional Development Activities

Provide training to enable personnel to work with and **involve parents in their child's education, including parents of low income and limited English proficient children with disabilities;**

Provide training for special education personnel and regular education personnel in **planning, developing, and implementing effective** and appropriate IEPs

Provide training to meet the **needs of students with significant health, mobility, or behavioral needs** prior to serving those students;

**Conducting effective IEP meetings.**

Train early intervention, preschool, and related services providers, and other relevant school personnel in conducting **effective IFSP meetings.**

- ▶ Recruitment and retention
  - Teacher **mentoring** from exemplary special education teachers, principals, or superintendents;
  - **Induction** and support for special education teachers during their first three years of employment as teachers;
  - **Incentives**, including financial incentives, **to retain** special education teachers who have a record of success

# More Early Childhood Activities

Current competitive preference priority (FY22 & 23 SPDG) focused on comprehensive systems of personnel development (**CSPD**).

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Professional development programs to improve the **delivery of early intervention services**;

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Initiatives to promote the **recruitment and retention** of early intervention personnel; and

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**Interagency activities** to ensure that early intervention **personnel are adequately prepared and trained**.

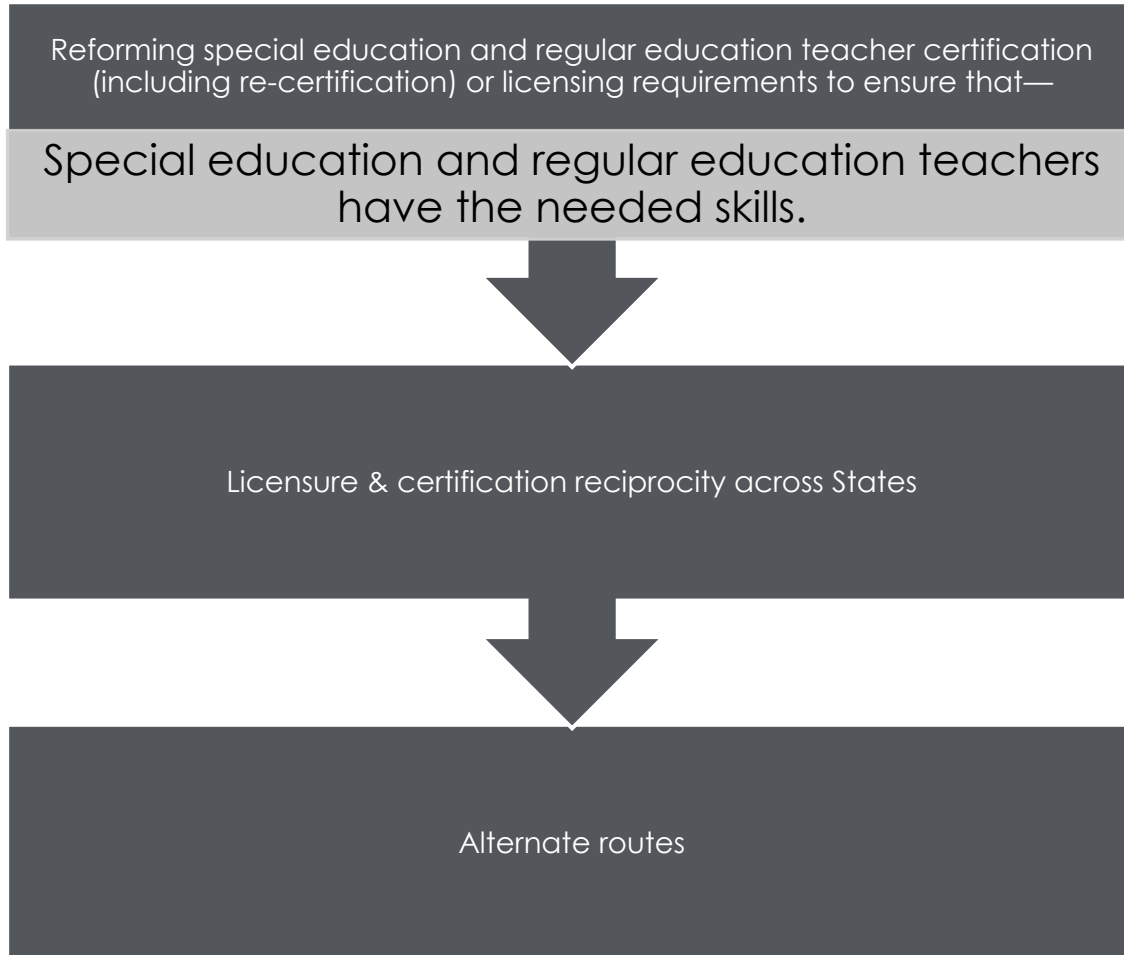




# OTHER ACTIVITIES

MUST CHOOSE 1

# Menu of “Other Activities”



- ▶ Teacher advancement initiatives for special education teachers
- ▶ Supporting LEAs and schools with their recruitment and retention efforts (*includes merit-based pay and bonus structures*)
- ▶ Assisting LEAs to develop and deliver PD

# Any surprises on this list?

Anything you would especially like to do?



# What impact have SPDG projects had?

An incomplete list of outcomes.



# SPDG Project Outcomes

- ▶ Improved adolescent reading
- ▶ Improved early literacy
- ▶ Improved early math
- ▶ IRIS Center
- ▶ Universities preparing teachers with the skills to teach reading and math and monitor student progress.

Reducing the achievement gaps for students with disabilities in both reading and math (> 40% improvement in one State);

Significantly decreasing office discipline referrals;

Significantly improving graduation rates;

Students prepared for college and career after high school; and

High rates of retention of special education teachers.

# Requirements

## Contracts or Subgrants

- ▶ PTI or CPRC
- ▶ LEA
- ▶ IHE

## Other Requirements

- ▶ At least 90% spent on professional development
- ▶ Report fidelity of intervention data
- ▶ Report child outcome data





Minnesota 2020-2025 State Personnel Development Grant  
May 2023

Tom Delaney, EdS School Psych | Minnesota SPDG Director

# Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



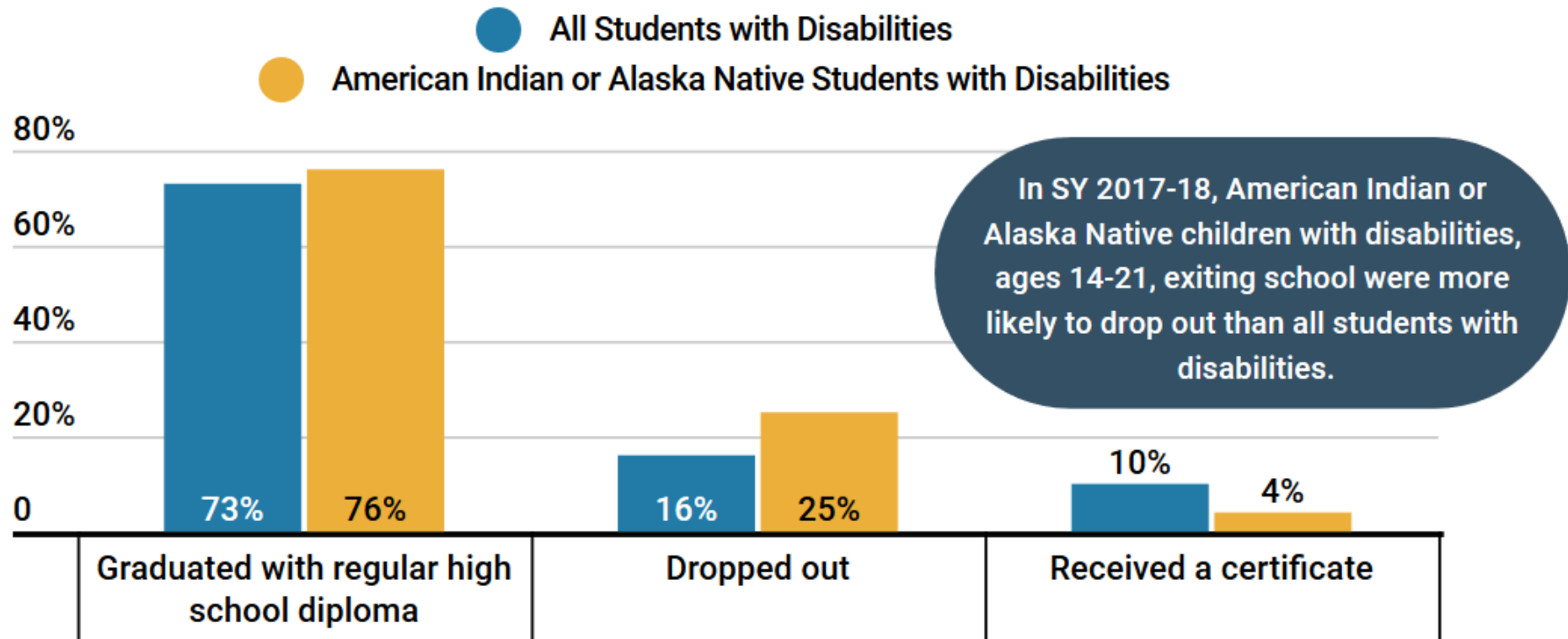
# SSIP – SIMR – SPDG Alignment



- Minnesota's SPDG provides implementation and continuous improvement supports for Minnesota's State Systemic Improvement Plan (SSIP).
- SIMR: Six-year graduation rates of American Indian and Black students with disabilities
- SPDG: Four-year graduation rates of American Indian students with disabilities

# OSEP Fast Facts (National 2017-2018)

Percentage of Students with Disabilities Exiting School, Ages 14 to 21, By Basis of Exit, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18

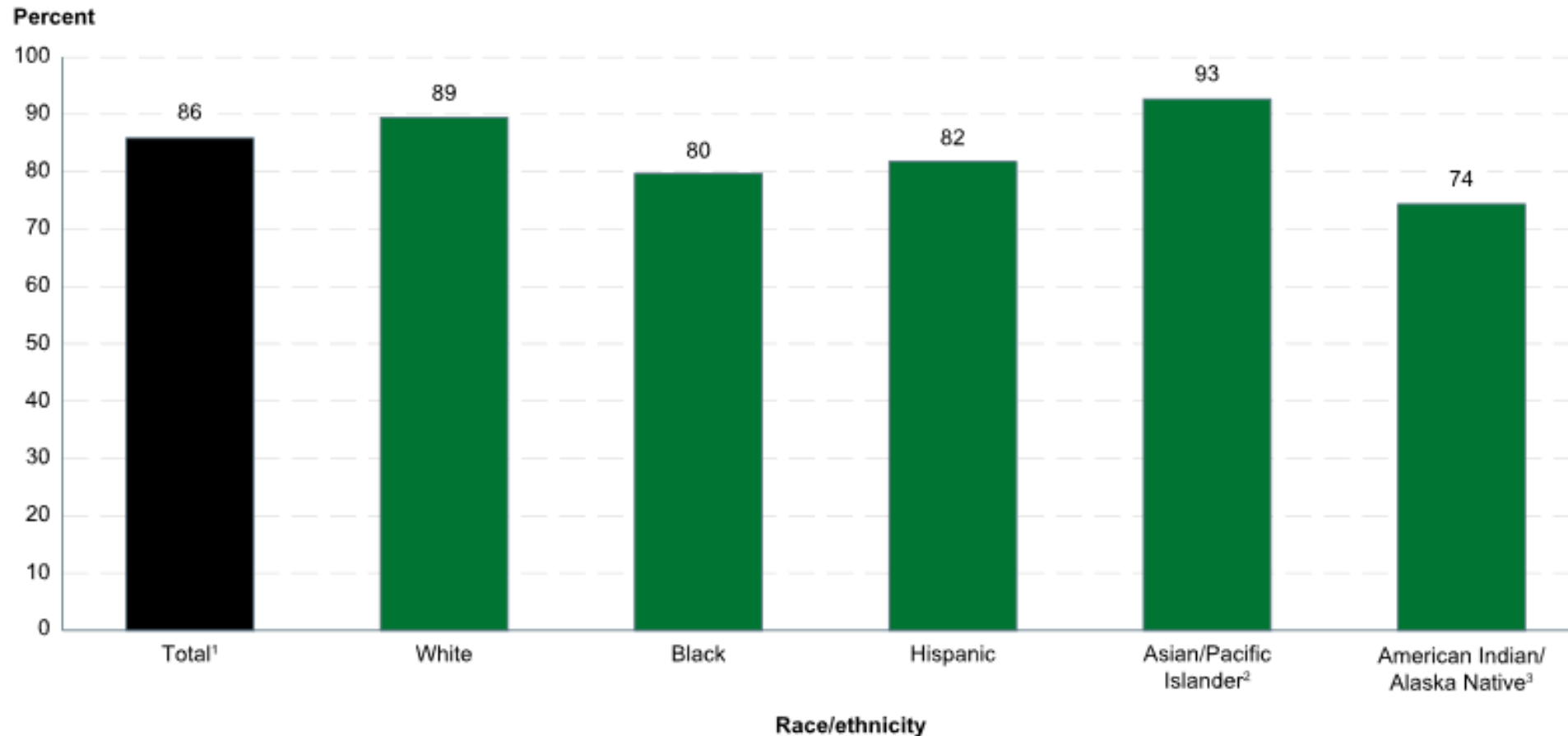


Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Exiting Collection," 2017–18. Data extracted from: <http://go.usa.gov/xdp4e>. Percentages do not equal 100% due to not including the counts of children who died, moved, or reached maximum age.

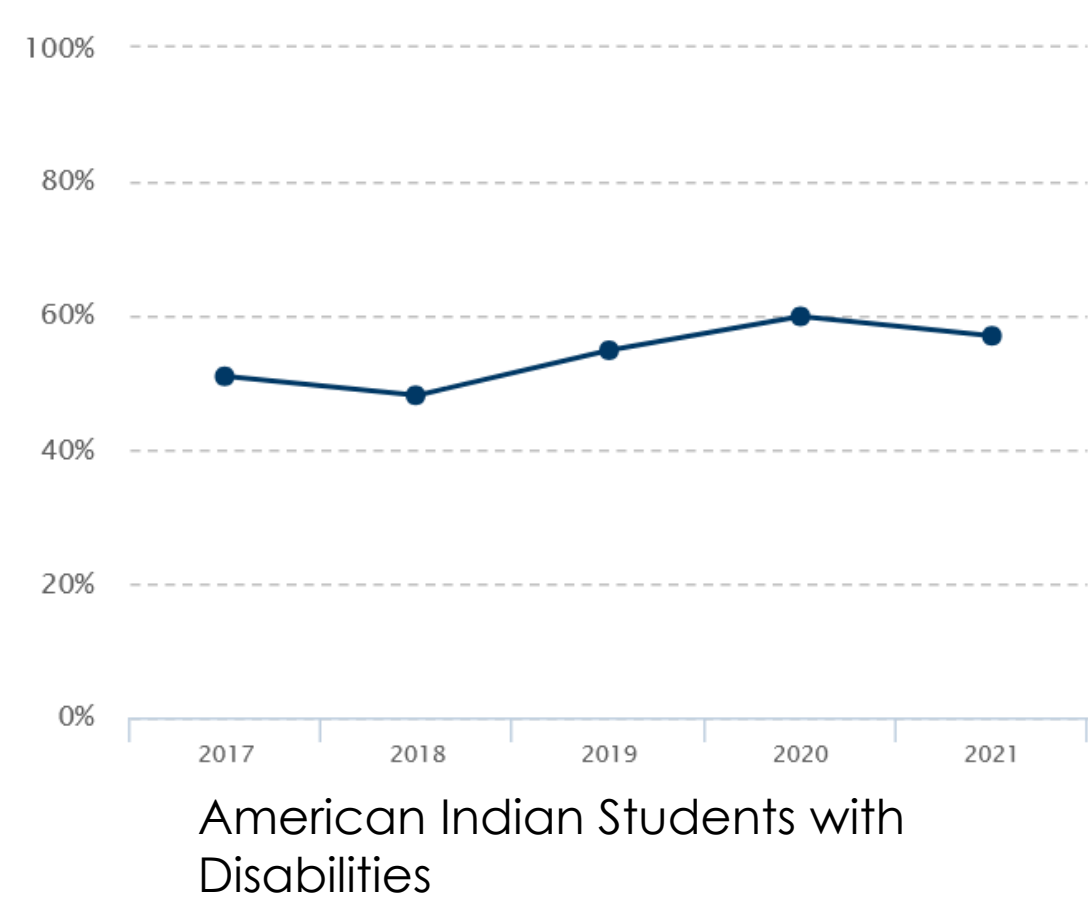
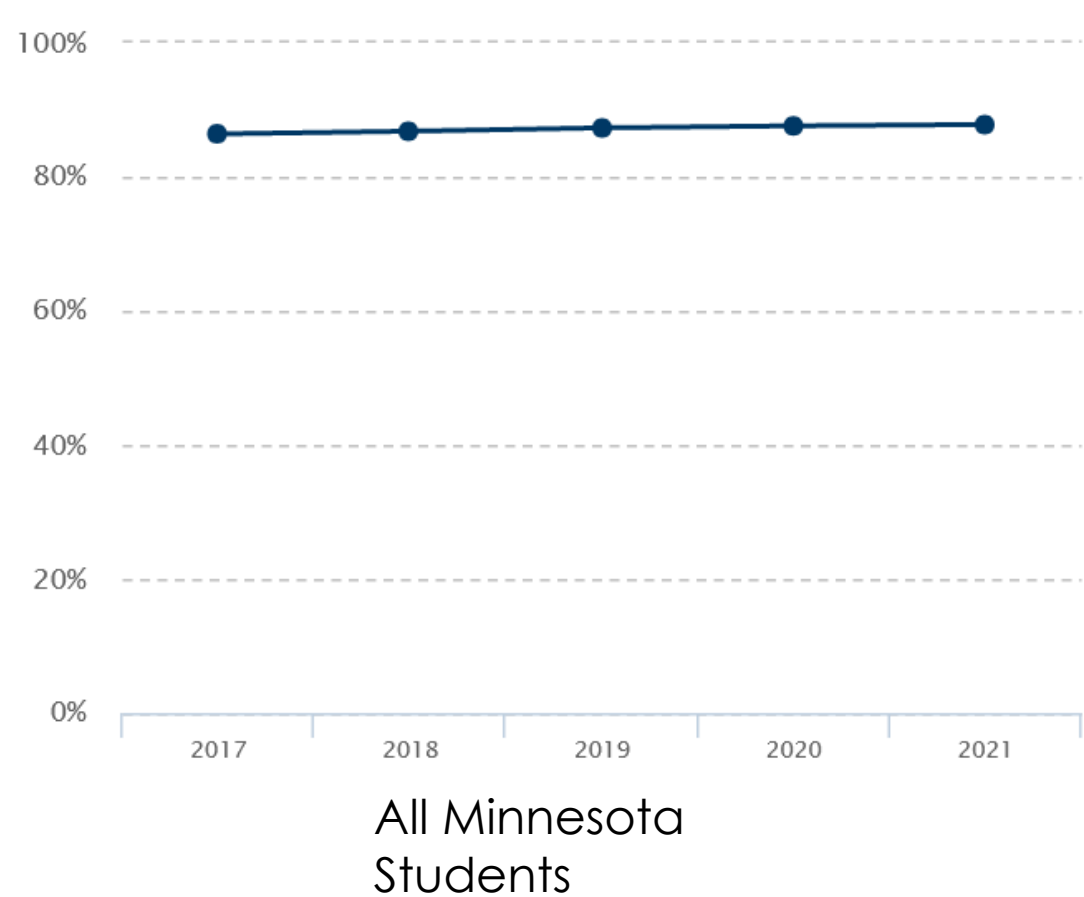


# IES/NCES (National 2018-2019)

Figure 2. Adjusted cohort graduation rate (ACGR) for public high school students, by race/ethnicity: 2018–19

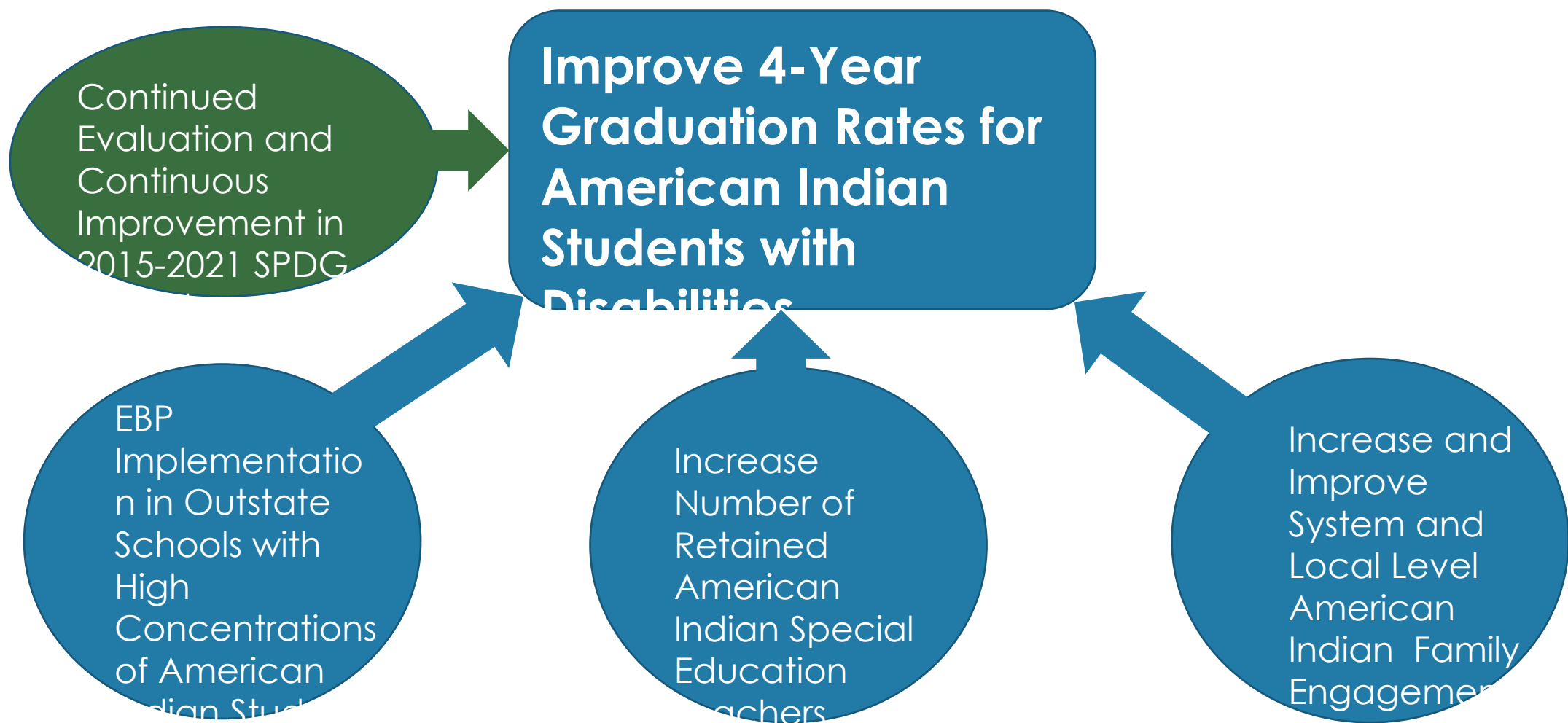


# Minnesota 6-Year Graduation Rates (State 2017-2021)

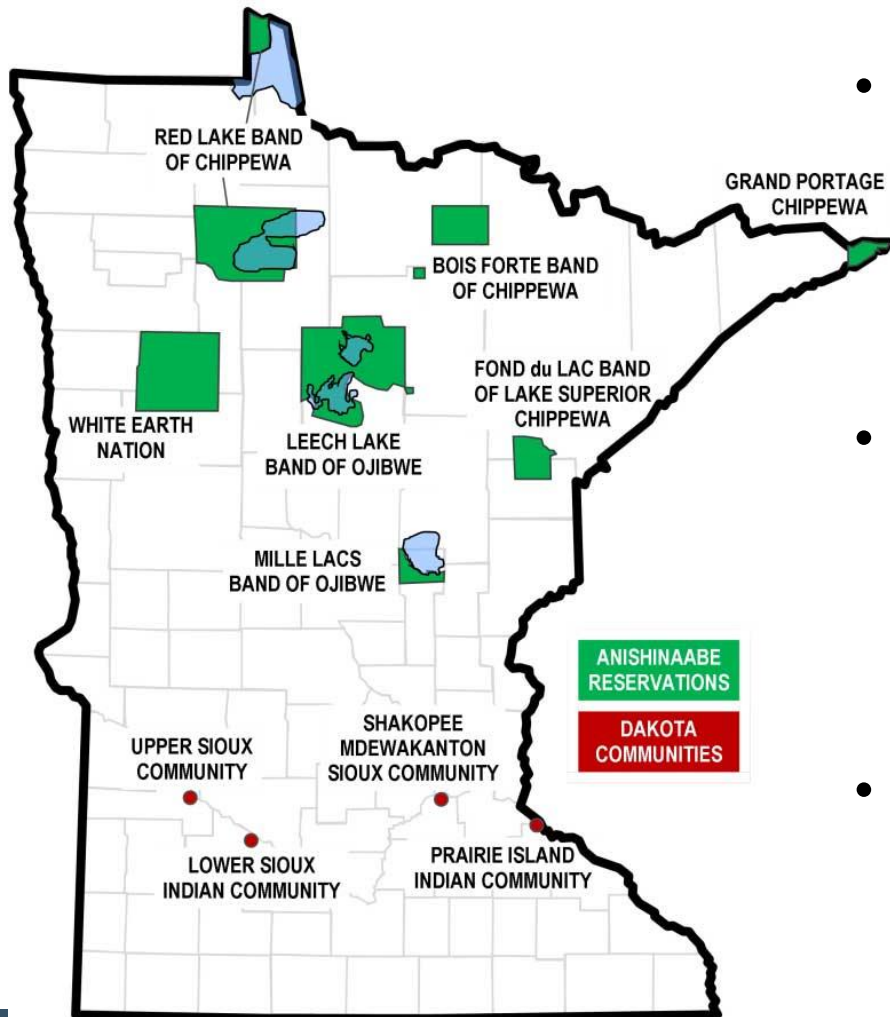




# One **BIG** Goal, Three Strategic Goals

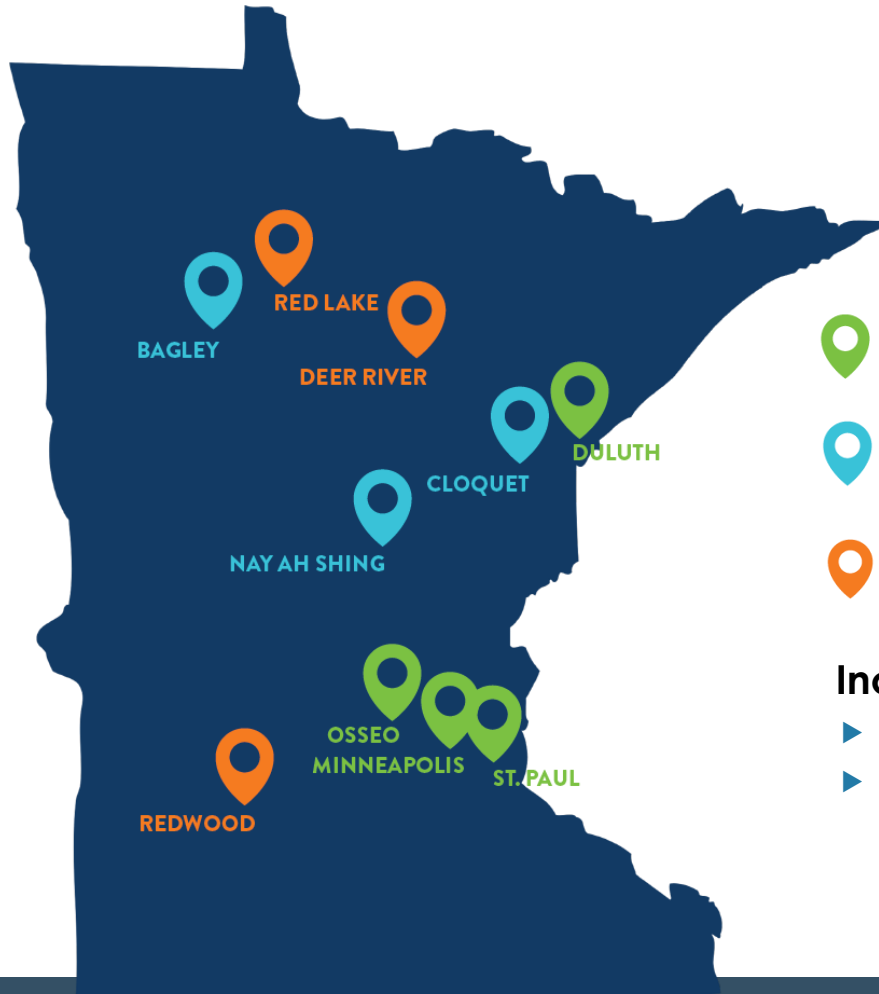


# American Indian Students in Reservations and Rural Minnesota






- The number of American Indian students with disabilities varies significantly between metropolitan and suburban schools, and rural schools in Minnesota, including Tribal Schools.
- More American Indian students are served in outstate rural school systems – including school districts, charter schools and tribal schools – than in metropolitan or suburban school systems.
- Mathematically, a state level strategy to improve both state and local graduation rates for American Indian students with disabilities has to reach and involve outstate rural school schools and schools

# Minnesota State Personnel Development Grant (SPDG) School Partners



## SPDG Partner School Systems (2015 to current)

-  **Cohort 1 (started 2015):** Duluth, Minneapolis, Osseo, St. Paul
-  **Cohort 2 (started 2022):** Bagley, Cloquet, Nay Ah Shing Tribal School
-  **Cohort 3 (started 2023):** Deer River, Red Lake, Redwood Area

### Increasing graduation rates of American Indian and Black students by:

- ▶ Improving district capacity to apply Active Implementation Frameworks
- ▶ Implementing evidence-based practices (EBPs) to improve district and state graduation rates for American Indian students with disabilities

# 2020-2025 SPDG Cohort 2 & 3 Schools Serving Native Communities

## ► Bagley Public Schools

- Red Lake Reservation
- White Earth Reservation
- Leech Lake Reservation

## ► Nay Ah Shing Tribal Schools

- Mille Lacs Reservation

## ► Cloquet Area Schools

- Fond Du Lac Reservation

## • Red Lake Schools

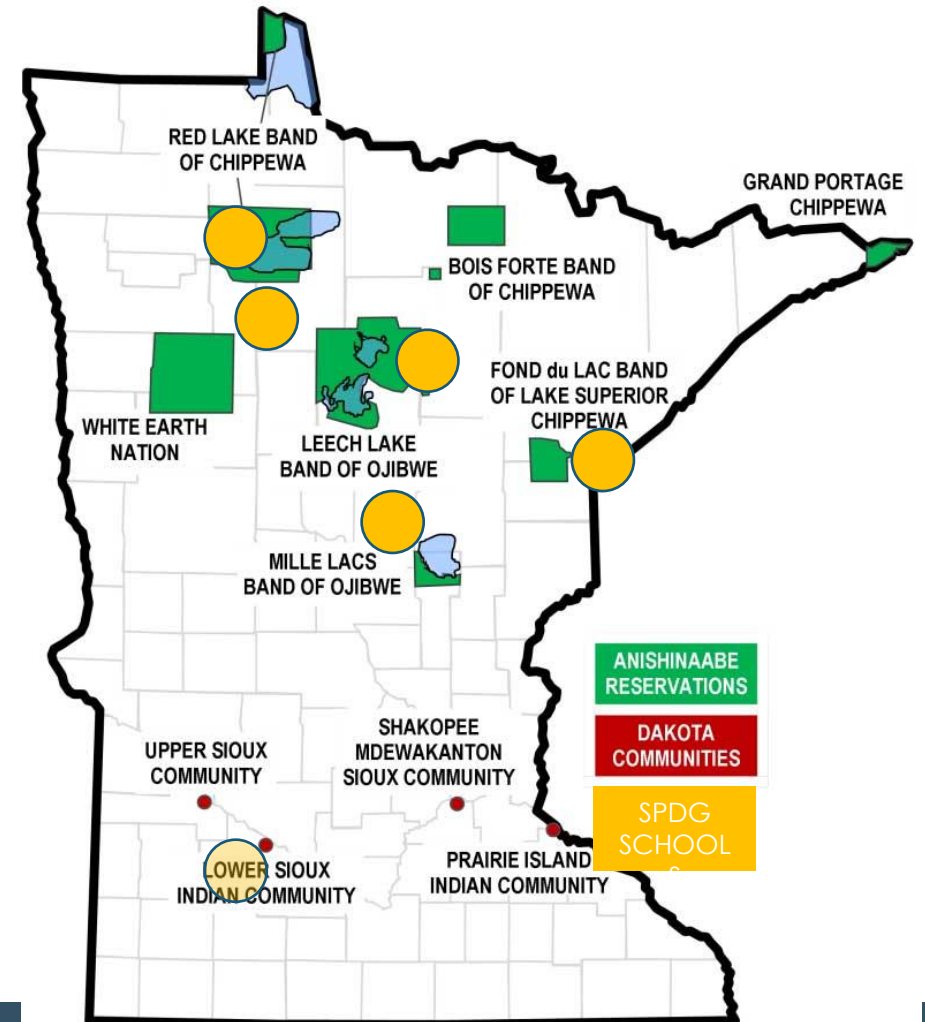
- Red Lake Reservation

## • Deer River Schools

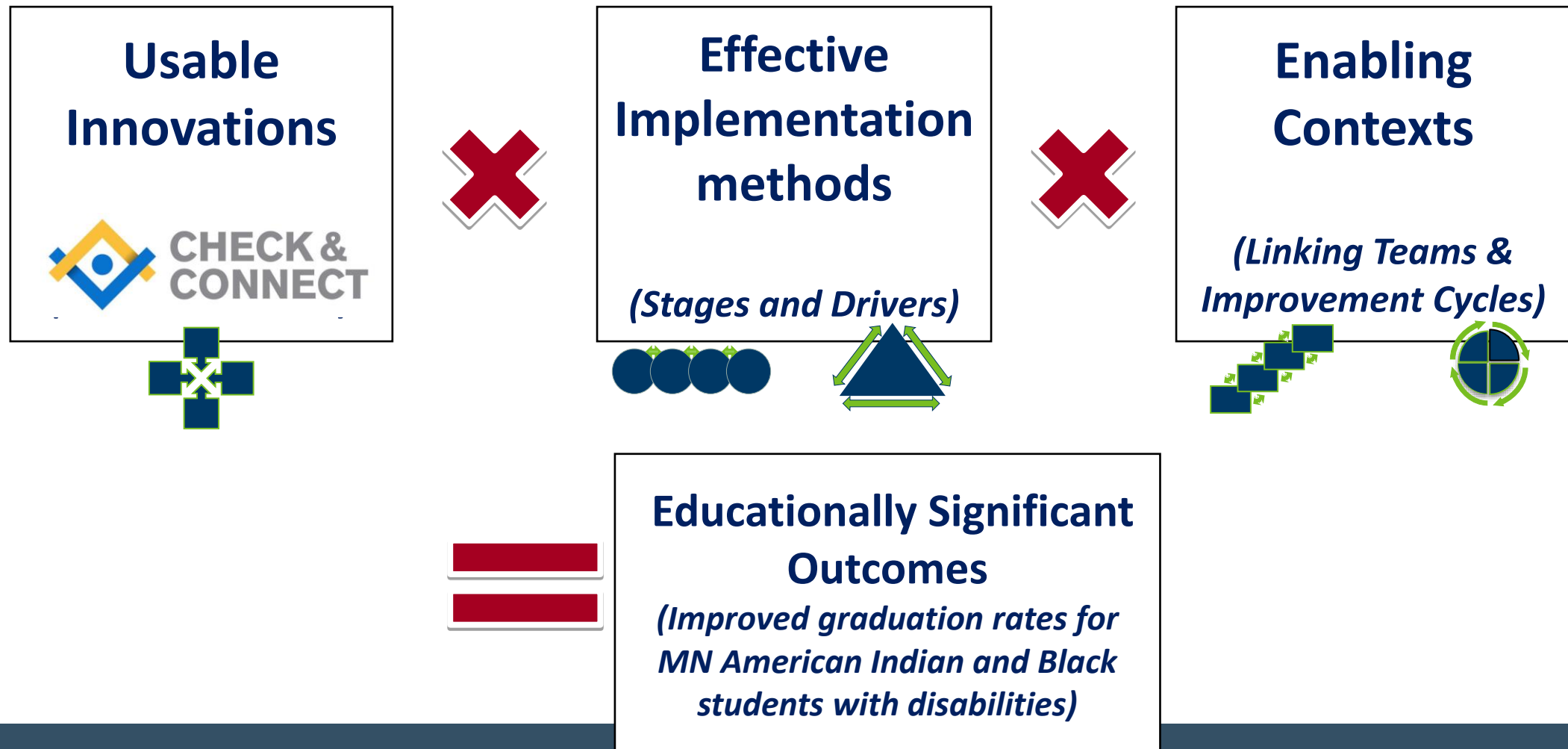
- Leech Lake Reservation

## • Redwood Area School District

- Lower Sioux Reservation



# Formula for Success: Making It Happen

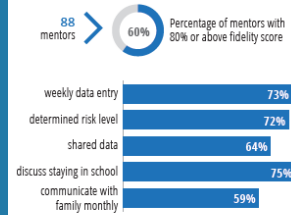


# SPDG Data-Driven School Implementation

## Fidelity

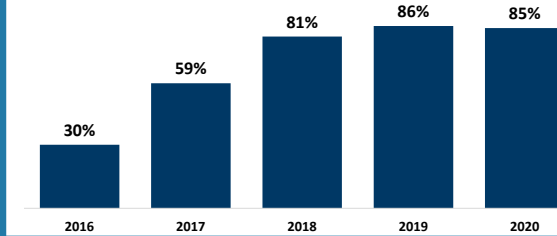
How well?

**ADHERENCE**  
Are the Check & Connect components being implemented as intended?



Source: Monthly Fidelity Survey

**District Capacity Assessment for Scaling up of Evidence-based Practices**  
Average DCA Score 2016-2020



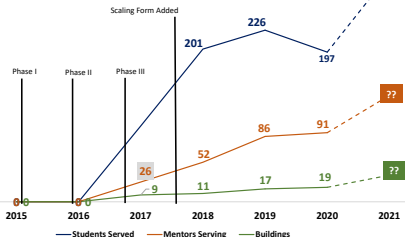
## Capacity

District functioning to effectively support practice implementation

## Effort

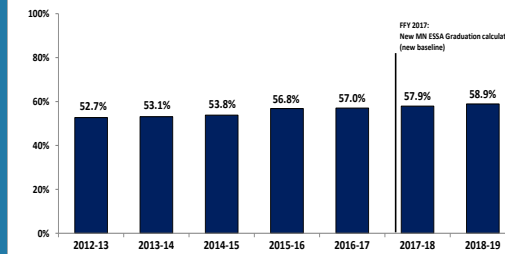
How often?  
How much?

**Scaling Up of Check & Connect--SSIP Partner Districts**  
2015-2019...2020...2021...



## Decision Support Data System

**Minnesota SIMR Graduation Rate 6-Year Cohort**  
2013 to 2019



## Outcome

What changed?

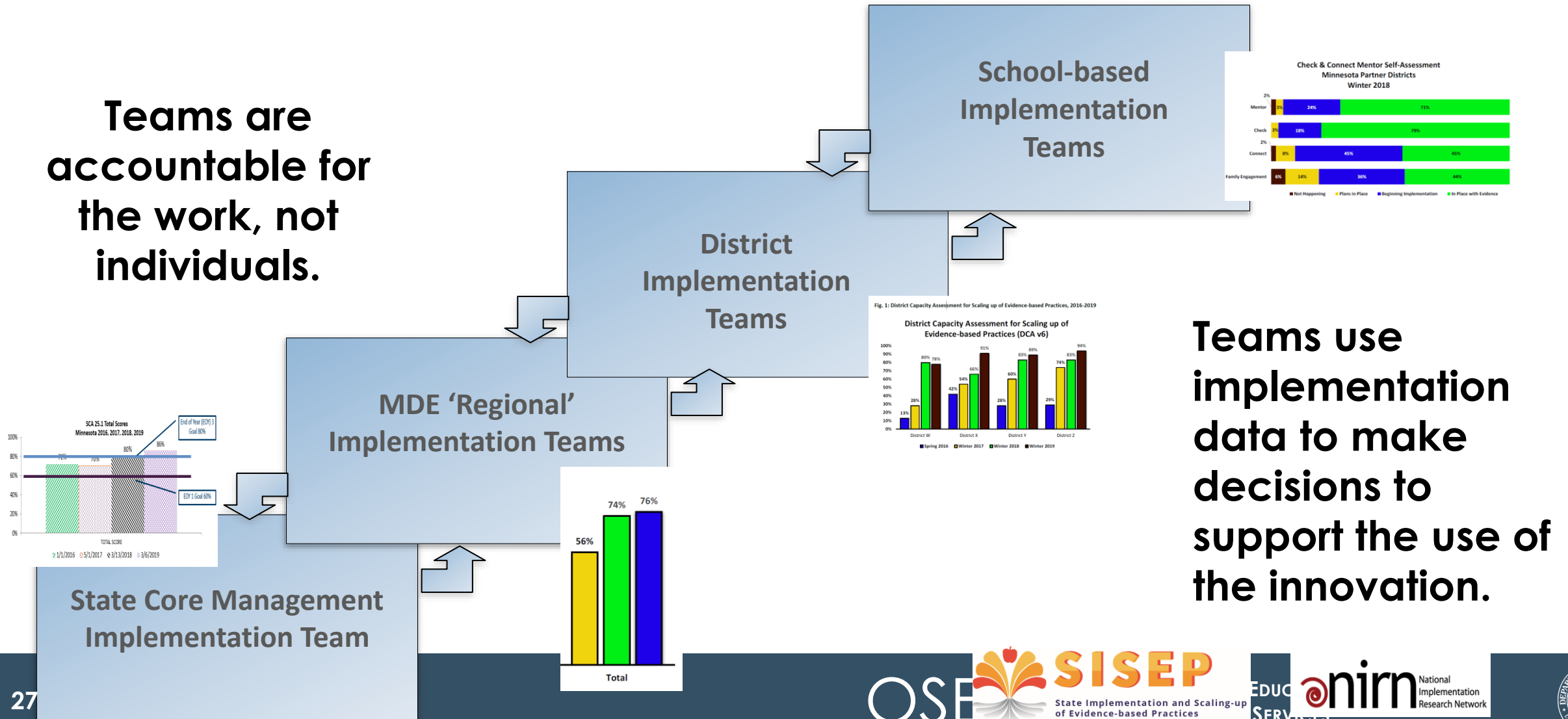
Drivers



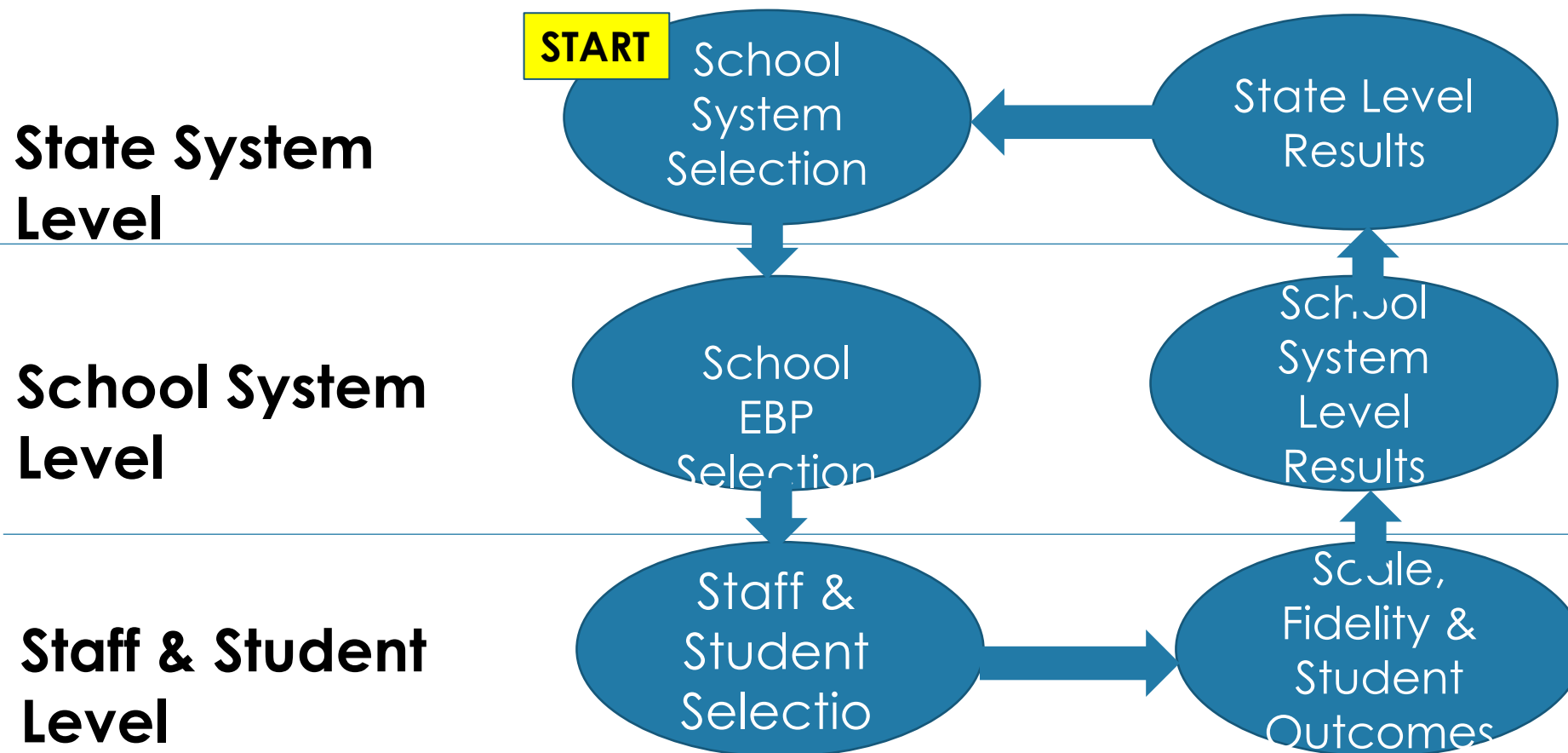


# Data-Driven Linked Implementation Teams

**Teams are accountable for the work, not individuals.**



# SPDG Data-Driven Multi-Level Implementation & Improvement



# SPDG Goal 2 Annual Metrics: Increase Retained Native Special Education Teachers

- ▶ Number of American Indian special education licensed teachers in Minnesota as a percentage of special education teachers.
- ▶ Number of mentors supporting American Indian educators in SPDG-supported special education teacher retention activities at institutions of higher education (IHE) and school
- ▶ Number of American Indian students enrolled in SPDG-supported special



# SPDG Goal 3 Annual Metrics: Improve American Indian Family Engagement



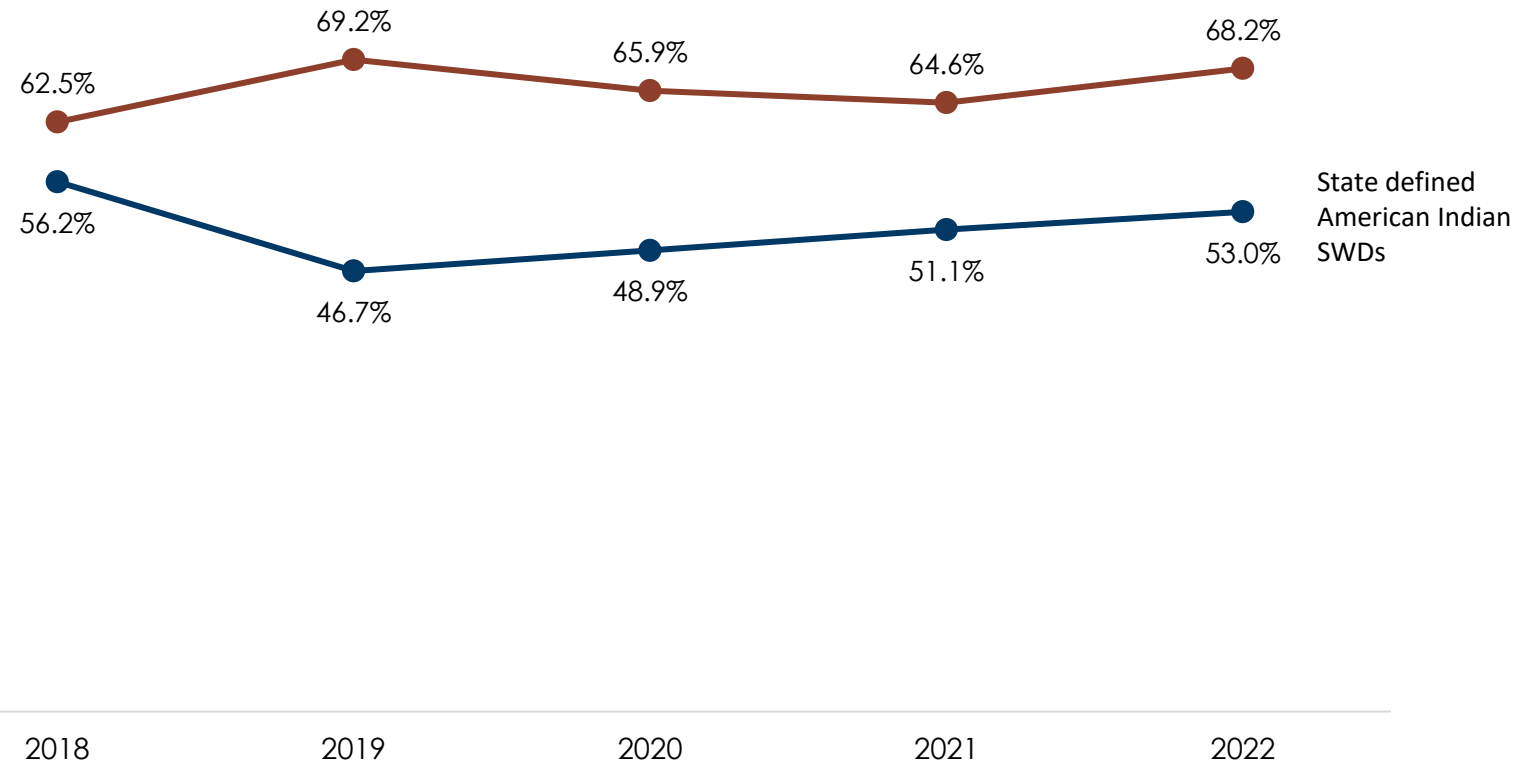
**[www.pacer.org/about/programs/native-voices.asp](http://www.pacer.org/about/programs/native-voices.asp)**

**“The Native Voices in Education Project (NVEP) is a 5-year project funded by Minnesota Department of Education’s federal State Personnel Development Grant award. The NVEP aims to collaborate with families and school districts to increase family confidence, trust, input, and involvement in the school system.”**



# 4-Year Graduation Rates for American Indian Students with Disabilities

**Minnesota Statewide 4-Year Graduation Rates for American Indian Students with Disabilities (State Definition) Compared to All Other Students with Disabilities**



# *Thank You – Miigwech - Pidamaya*



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Psych**

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Special Education Division  
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# Facilitated Breakouts



## Questions to Consider

- ▶ What are the challenges and facilitators to applying for a SPDG?
- ▶ What are the challenges and facilitators for implementing a SPDG?

## Conversation Café Process

- ▶ Each person shares 1 thought related to these questions (*1 min each*).
- ▶ You can also say “pass.”
- ▶ 2<sup>nd</sup> round can be a new thought or a reflection of something you heard (*1 min each*).

# Breakout Group Choices

- ▶ Small Population States (currently have SPDG)
- ▶ Medium Population States (currently have a SPDG)
- ▶ Large Population States (currently have a SPDG)
- ▶ Part C leaders & partners
- ▶ Part B leaders & partners
- ▶ Other

# Future Planning

## Preparing to Apply

- ▶ Contact for the SPDG Notice
- ▶ Contacting potential and required partners
- ▶ Assessing needs
- ▶ FY 2024

## Resources

- ▶ The National Association of State Directors of Special Education, in partnership with OSEP, recorded a **series of webinars** that provide guidance to potential applicants for the SPDG program.
- ▶ In addition, a brief **video** is available that shares some of the lessons learned by SPDG projects. There are also resources that will assist you in building a personnel development system.



# OSEP

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