

ND SPDG Grad 701 Action Plan and Timeline

Key Strategies for 2024-25 and 2025-26

State-identified Measurable Results (SiMR): The percentage of students with an Emotional Disturbance who graduate within 6 years will increase from 60.22% in 2013-14 to 67.63% in 2025-26.

The NDDPI has updated its SSIP action plan for 2025-26. As part of last year's SSIP work, NDDPI was awarded a State Personnel Development Grant (SPDG), named Grad701. This grant enhances SSIP efforts by providing resources to improve graduation rates for students with disabilities, particularly students with emotional disturbance (ED) and Native American students with disabilities, through professional development and technical assistance on implementing Early Warning Systems and Evidence-Based Practices. The SSIP is a subset of the SPDG in terms of the SiMR will continue to focus on students with ED. This plan is now referenced as the SPDG Grad 701 Action Plan.

I. Key Strategies for 2024-25 and 2025-26

A. Messaging

B. Inter- and Cross-Departmental Alignment

C. Grad 701 Team

D. Statewide Analysis of Graduation and Support Needs for SWD

E. Expansion of EBPs and Statewide Professional Development Efforts

F. Incoming Cohort Selection, Onboarding, and Support

G. Continued Support and Monitoring of Cohort Schools

H. Family Engagement

I. Pre-Service Teacher Training

J. Chatbot

II. Key Strategies for 2024-25 and 2025-26

A. Messaging

- The Grad 701 Team will continue to focus on its positive messaging of how to help students who are disengaged from school.

B. Inter- and Cross-Departmental Alignment

- The Grad 701 Team will continue to work with other DPI programs to foster a department-wide commitment towards improving graduation rates of students with disabilities, including ED.

C. Grad 701 Team

- The Grad 701 team will establish and coordinate the Leadership Team, Regional Implementation Team, and Advisory Group to provide guidance and support for project implementation.

D. Statewide Analysis Graduation and Support Needs for SWD

- The Grad 701 Team will conduct statewide data collection and analysis to understand graduation outcomes and needs for students with disabilities across North Dakota.

E. Expansion of EBPs and Statewide Professional Development

- The Grad 701 team will expand the number of NDDPI-supported EBPs and training efforts by providing educators, administrators/principals, and families across the state with access to high-quality training on EBPs, systems level change, and family engagement.

F. Incoming Cohort Selection, Onboarding, and Support

- The Grad 701 team will identify and select new cohort schools, provide EWIMS training to selected schools, and establish coaching supports to ensure successful implementation of EWIMS and EBPs.

G. Continued Support and Monitoring of Cohort Schools

- The Grad 701 team will provide ongoing coaching and technical assistance to existing cohort schools to address implementation challenges and ensure sustained positive impacts.

H. Family Engagement

- The Grad 701 team will develop a comprehensive family engagement system to ensure meaningful participation of families in Grad 701 initiatives and support of their children's education.

I. Pre-Service Teacher Training

- The Grad 701 team will partner with higher education institutions to integrate EWIMS, EBPs, and family engagement strategies into teacher preparation programs.

J. Chatbot

- The Grad 701 team will partner with technical experts to develop a chatbot that provides educators, administrators, and families with easy access to information about EWIMS, EBPs, and family engagement strategies.

Note: The Timeline column will be filled out at a later date.

A. Messaging

The Grad 701 Team will continue to focus on the positive messaging of how to help students who are disengaged from school.

Activity	Timeline	Status
1. Develop materials to promote Grad 701 initiatives and share information on behavior prevention. This messaging is titled, "More Than Behavior."		On-going
2. Present at various state-level conferences (ND Council of Educational Leaders, Transition Conference, Cognia Teacher Conference, Indian Education Summit) to promote Grad 701 and "More Than Behavior."		On-going
3. Develop communication/marketing materials and distribute them to schools, families, and other stakeholders to raise awareness about EWIMS, EBPs, and Family Engagement resources and professional development		On-going
4. Continue to share information on the ND Educational Hub/Educator's Edge (monthly teacher newsletter), the BLAST (weekly administrators).		On-going
5. Share EBPs with parents; share downloadable flyer with Parent Engagement; and Parent Centers: Pathfinders, Federation of Families, Family Voices, The Arc of ND, Designer Genes		On-going

B. Inter- and Cross-Departmental Alignment

The Grad 701 Team will facilitate partnerships across departments and agencies to create a coordinated support system for schools and families. The team will maintain regular communication with partners and align efforts toward common goals.

Activity	Timeline	Status
1. Meet with the Academic Support, Indian and Multicultural Affairs Office as the Office of Educational Improvement and Support (TSI/CSI group) to discuss how these teams can collaborate on and support the work of the SSIP/Grad 701.		On-going
2. Hold quarterly NDDPI SSIP/Grad 701 team meetings across departments, including the Accountability; Offices of Academic Support; Indian and Multicultural Affairs; School Approval and Opportunity; Educational Improvement and Supports; Early Childhood; Assessment 21st Century; and Career and Technical Education.		On-going
3. Expand collaboration with NDHHS, including strengthening partnerships with Behavioral Health, Medicaid, Juvenile Justice, Child and Family Services offices.		Ongoing
4. Deliver presentations about the SSIP/Grad 701 to Human Services, Juvenile Justice, Vocational Rehabilitation, Early Childhood and Part C, school resource officers, and residential programs (cross-agency work)		Ongoing
5. Participate in the "behavioral health collaboration" group through monthly meetings with Special Education, Section 504, General Education, NDHHS Behavioral Health staff to address crisis interventions, review case studies, and coordinate behavioral health training and grant initiatives.		Ongoing
6. Participate in quarterly NDHHS Systems of Care steering committee		Ongoing
7. Implement comprehensive cross-training sessions for TSI/CSI liaisons, BARR coaches, USpireND Inclusion Coaches, Pyramid Model coaches (Head Start & early childhood), REA staff, and Vocational Rehab staff to ensure consistent support across all educational settings		Ongoing

C. Grad 701 Team

- *The Grad 701 team will establish and coordinate the Leadership Team, Regional Implementation Team, and Advisory Group to provide guidance and support for project implementation.*

Activity	Timeline	Status
1. Establish State Leadership Team and meeting schedule. Will include: <ul style="list-style-type: none"> • Grad 701 Team, Luke (Transformation Specialist), Kim Marman (University of Mary), EWIMS coach (TBD) and at least one representative from: PathFinder Services of ND, Indian Multicultural Office, Early Childhood, and Vocational Rehab 		On-going
2. Establish Regional Implementation Teams and meeting schedule <ul style="list-style-type: none"> • Luke (Head Coach/Transformation Specialist) and REA coaches 		On-going
3. Establish Advisory Group and meeting schedule <ul style="list-style-type: none"> • Grad 701 team, parents, teachers, directors, Luke or someone else from REA, administrator, cultural liaison • Will meet 1-2x a year 		Ongoing

D. Statewide Analysis of Graduation and Support Needs for SWD

- The Grad 701 Team will conduct statewide data collection and analysis to understand graduation outcomes and needs for students with disabilities across North Dakota.*

Activity	Timeline	Status
1. Revise PIER tool to reduce the number of redundant questions; revise some questions to be more specific so that units are answering the same way; and add SPDG-related questions related to SWD and Native American SWD; add questions related to FBA/BIP	February 7, 2025	
2. Make the revised PIER Tool available to units.	February 21, 2025	
3. Hold office hours to provide units with support to complete the PIER tool.	Spring 2025	
4. Analyze PIER tool data from 2024-25 and write summary report.	Fall 2025	
5. Publicize the PIER Tool summary report and the infographic from 2024-25 so units and key stakeholders can review the information.	November 2025	
6. Conduct regression analysis of high school graduation data to determine best student-level and unit-level predictors of graduation for all students and students with disabilities	Fall 2025	
7. Publicize the 2024-25 regression analysis report and the 1-page infographic so units and key stakeholders can review the information.	November 2025	
8. Interview special education units/districts that are doing better than expected and those that are doing worse than expected. In essence do a “root cause” of their situation to determine what can be learned and shared with other units/districts.		Upcoming
9. Administer needs assessment to special education units to collect information on training needs surrounding EWS/EBPs; analyze and report on data.	June 2025	
10. Encourage all schools within all units to administer the EWS Checklist and EBP inventory. Offer support based on results.	April/May 2025	

E. Expansion of EBPs and Statewide Professional Development Efforts

The Grad 701 team will expand the number of NDDPI-supported EBPs and training efforts by providing educators, administrators/principals, and families across the state with access to high-quality training on EBPs, systems-level change, and family engagement.

Activity	Timeline	Status
1. Identify three additional EBPs for NDDPI to support. <ul style="list-style-type: none"> Partner with the Office of Indian and Multicultural Affairs to identify and promote additional EBPs specifically supporting Native American students Explore additional EBPs from national centers and ND Health and Human Services 		Ongoing
2. Secure contracts with trainers to deliver EBP training across the state.	January 2025	
3. Create a training calendar and determine delivery formats (virtual and in-person) for the year's professional development activities.	July 2024	
4. Revise and enhance training on the targeted EBPs, family engagement, and instructional leadership topic areas.	Spring 2025	
5. Develop 8 learning modules for the ND Educational Hub on the 7 EWIMS components and implementation for school leaders.	December 2025	
6. Develop and distribute training materials, including curriculum, handouts, and fidelity tools.	Fall 2025	
7. Provide training, both in-person and virtually, to educators, school administrators, and families across the state.	Fall 2025	Ongoing
8. Administer training evaluations and use feedback to improve future sessions.	2025-26	Ongoing
9. Develop strategies to increase the use of EBPs and fidelity tools across the state	2025-26	Ongoing

F. Incoming Cohort School Selection, Onboarding, and Support

The Grad 701 team will identify and select new cohort schools, provide EWIMS training to selected schools, and establish coaching supports to ensure successful implementation of EWIMS and EBPs.

Activity	Timeline	Status
1. Establish selection criteria and expectations for incoming cohort schools	Spring 2025	
2. Create and distribute application for BARR funding	March 2025	
3. Review applications and district data, and select the first cohort of schools (4 EWIMS schools and 1 BARR school) <ul style="list-style-type: none"> Come up with formula based on graduation rate, %SWD, %ED, %Native American, attendance rate, suspension rate 	April 2025	
4. Select and assign coaches to cohort schools	Summer 2025	
5. Establish a Community of Practice for cohort schools to meet at least twice a year	Winter 2025	
6. Schedule and deliver initial trainings to cohort schools, including school implementation team and administrative training	September 2025	
7. Administer training evaluations, analyze data, and share reports		Ongoing
8. Administer EWS Checklist and EBP Inventory in fall to Cohort 1 schools.	Fall 2025	

9. Administer EWS Checklist and EBP Inventory in spring to Cohort 1 schools.	Spring 2026	
10. Establish tools and process for collecting student-level EBP fidelity data; collect observational EBP fidelity data from 20% of participating teachers	Spring 2026	
11. Observe at least one EWIMS team training and complete HQPD	January 2026	
12. Administer capacity assessments in fall to state, regional, and school teams, and develop action plans	Fall 2025	
13. Administer capacity assessments in spring to state, regional, and school teams, and develop action plans	Spring 2026	
14. Administer stakeholder survey and interview project stakeholders (e.g., school implementation team members, teachers, principals, and families) to gather information on participants experiences, the skills they have learned and implemented, perceived impacts, implementation challenges and successes, and suggestions for improvement.	Spring 2026	

G. Continued Support and Monitoring of Cohort Schools

The Grad 701 team will provide ongoing coaching and technical assistance to existing cohort schools to address implementation challenges and ensure sustained positive impacts.

Activity	Timeline	Status
1. Conduct needs assessment of cohort schools and their coaches to determine level of support.	Fall 2025	
2. Deliver targeted, ongoing EWIMS and EBP coaching support to existing cohort schools based on their specific needs and implementation progress.		Ongoing
3. Administer the EWS Checklist and EBP Inventory in spring to Cohort 3 and Cohort 4 schools. Analyze data; determine PD/TA needs.	Spring 2025	
4. Conduct follow-up survey and interviews with original cohort schools to assess sustained practices and implementation challenges to inform development of formal sustainability plans.	Spring 2025	

H. Family Engagement

The Grad 701 team will begin to develop a comprehensive family engagement system to ensure meaningful participation of families in SSIP/Grad 701 initiatives and support of their children's education.

Activity	Timeline	Status
1. Recruit families with diverse perspectives for Grad 701 Advisory Team	Spring 2025	
2. Plan outreach strategies for families, including Native American families	Spring 2025	
3. In collaboration with Pathfinder Services, develop strategy and interview protocols to conduct family listening session	February 2025	
4. Conduct four statewide listening sessions to gather input from families, including Native American families and families of students with ED	October 2025	
5. Analyze data and share insights from listening sessions	December 2025	
6. Create three new resources for families based on insights from listening sessions	2026-27	

Activity	Timeline	Status
7. Create two trainings for families to enhance their knowledge and skills in support EWIMS and EBPs	2026-27	
8. Develop communication strategies for families to promote resources and trainings	Spring 2026	

I. Pre-Service Teacher Training

The Grad 701 team will partner with higher education institutions to integrate EWIMS, EBPs, and family engagement strategies into teacher preparation programs. The University of Mary will lead this effort with curriculum development and case studies, with plans to expand to additional universities including tribal colleges.

Activity	Timeline	Status
1. Meet with Dr. Kim Marman from the University of Mary to develop a plan and timeline for creating course materials.	Spring 2025	
2. Collaborate with the University of Mary to develop curriculum materials, including six case studies, for two college courses.		Ongoing
3. Implement curriculum at the University of Mary for all education majors.	Fall 2026	
4. Administer course evaluations, evaluate data, and share reports to inform improvements to the course curriculum	Spring 2027	
5. Investigate expanding to additional universities, including Mayville State University and tribal colleges		Ongoing

J. Chatbot

The Grad 701 team will partner with technical experts to develop a chatbot that provides educators, administrators, and families with easy access to information about EWIMS, EBPs, and family engagement strategies.

Activity	Timeline	Status
1. Convene meeting to discuss chatbot development, including primary purpose and audience.	Spring 2025	
2. Establish partnerships with ND government agencies and technical experts for chatbot/natural language processing development	Spring 2025	
3. Select appropriate technology platform and establish technical specifications for the chatbot development	2025-26	
4. Develop and test chatbot with stakeholder input	2026-27	
5. Deploy chatbot and monitor usage; maintain and update system based on user feedback	2027-28 2028-29	