

Introduction

The Minnesota State Academies (MSA) include the Minnesota School for the Blind (MSAB), the Minnesota School for the Deaf (MSAD), and statewide services. Established in 1858 as an agency, MSA is the leader in the State of Minnesota in providing services to students who are Blind, Visually Impaired, Deaf, Hard of Hearing or DeafBlind and their families. As part of this strategic plan, we aspire to providing greater levels of service and support for students and families throughout the state of Minnesota.

The MSA 2018-2023 Strategic Plan articulates the schools' and agency's goals for the next 5 years. The mission, vision, and guiding beliefs, which were meticulously reviewed and revised as part of the strategic planning process, reflect the values of MSA and provide the foundation for all decisions, actions, and activities to be taken during the life of this plan.

Dedicated staff, empowered students, involved parents, supportive alumni and invested stakeholders are committed to working together to accomplish the strategic goals. They will continue to enhance MSA as the foremost resource in the state and region for Deaf, Blind, and DeafBlind education.

NEW: During Spring 2021, MSA did a mid-plan review, starting with an in-depth review of each goal area, our progress over the past 2 ½ years, and feedback from the steering committee members. After that, the steering committee shared proposed updates and new action steps with the community via site councils, a parent/community forum, a staff forum, and surveys. Upon receiving the results of the survey, the steering committee reviewed the results and proposed the following action steps to be added to our strategic plan. Moving forward, committees for each goal area will meet monthly (aligned with our site council schedules) and continue to work on accomplishing our goals and completing the identified action steps.

****For individuals using a screen reader to read this document, each addition to this document has been marked with either "UPDATED" or "NEW".****

Strategic Goals, 5-Year Goals, Objectives, Action Steps

Goal Area #1: School Climate

Strategic Goal:

Minnesota State Academies (MSA) is a place where all are welcomed, informed, involved, and safe.

Five-Year Goal:

Minnesota State Academies (MSA) will create and implement systems for timely, consistent, and effective internal and external communications, student support, and professional development.

Objective 1: [\(Link to ASL video\)](#)

Establish mechanisms for improving internal communication.

1a: Create teaming opportunities—e.g., dorm/school, aides/teachers, MSAB/MSAD, and within departments

- ~~Identify potential teams and prioritize most needed teaming opportunities.~~ (Completed)
- ~~Create a protocol for teams, to include identifying purpose, participants, schedule, agenda, facilitation, note taking and dissemination.~~ (Completed)
- ~~Implement~~ (Completed)
- **NEW: Increase frequency of open forums.**
- **NEW: Utilize Site Council Meetings for updates and committee work on Strategic Plan Goals.**
- **UPDATED: Continue joint training sessions, expand opportunities for cross-department training sessions and/or meetings.**

1b: Increase communication from administration to staff.

- ~~Review and get feedback from staff on existing communication activities.~~ (Completed)
- ~~Develop new methods for information sharing with feedback component and revise as needed.~~ (Completed)
- **NEW: Utilize open forums more often to discuss information with staff**
- **NEW: Use MSA's new app to share notifications with staff**
- **NEW: Explore different ways to communicate in cases of emergency, including phone and text messaging.**

1c: Develop staff survey.

- ~~Design and administer survey and analyze results related to issues of importance to staff, e.g., employment conditions; supervisory support; effectiveness of communication from administration, among staff, with families; morale; safety (1st survey completed)~~
- **NEW: Annual Staff Climate Survey – compare results and follow up with actions to support areas of need.**
- **NEW: Communicate results of surveys with staff members.**
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1d: Increase communication from administration to students.

- ~~Review and get feedback from students on existing communication activities.~~ (Initial feedback gathered)
- ~~Develop new methods for information sharing with feedback component~~

and revise as needed. (Completed – continue)

- NEW: Increase use and efficiency of mass communication system.
- NEW: Incorporate more student feedback/engagement in decision making

1e: Develop student survey.

- ~~Design and administer survey and analyze results related to issues of importance to students, e.g., effectiveness of communication from administration, from staff, safety, behavior, health, academic rigor, social opportunities, cultural diversity, critical mass.~~ (1st survey completed)
- NEW: Annual Student Climate Survey – compare results and follow up with actions to support areas of need.
- NEW: Communicate results of surveys with students
- NEW: Expand PBIS program to all students on both campuses; provide supports as appropriate to each students' needs.

Objective 2: [\(Link to ASL video\)](#)

Establish mechanisms for improving external communication with parents and families.

2a: Increase communication from MSA to parents/families.

- ~~Review and get feedback from parents on quality and frequency of existing communication from administration, teachers, dorm staff, athletic staff. (Initial feedback gathered)~~
- ~~Review and get feedback from parents on quality and frequency of existing communication methods, e.g., newsletters, website, email, classroom letters, social media. (Initial feedback gathered)~~
- Develop new or revise existing methods for information sharing with feedback component; make modifications as needed.
- NEW: Continue periodic updates and newsletters – including ASL versions. Increase number of spotlight videos focused on programs, services, and staff.
- NEW: Increase use of social media, emails, texts, phone calls, to communicate with parents/families

2b: Increase parent to parent communication.

- Updated: Develop and distribute a student/parent directory.
- NEW: Continue to create more social opportunities/events for parents/families to connect.

2c: Increase parent/family engagement.

- Updated: Continue to expand opportunities for virtual participation.
- ~~Collect data on parent/family engagement during 2018-19 School Year. (Completed)~~
- NEW: Collect data on parent/family engagement on an annual basis
- NEW: Increase parent/family forums and include parents on strategic planning committees.

Objective 3: [\(Link to ASL video\)](#)

Establish mechanisms for improving external communications with partners and stakeholders.

3a: Increase communication from MSA to external partners/stakeholders.

- Identify current and potential partners/stakeholders (Completed)
- ~~Review and get feedback from partners/stakeholders on existing communication activities, e.g., website, social media, newspapers, annual reports, town hall meetings. (Completed – may continue pending additional feedback)~~
- Develop new methods for information sharing with feedback component

and revise as needed. (Completed – may continue pending additional feedback)

- NEW: Establish our own list-serv or e-mail subscription list and become more active in existing list-servs. Share periodic updates and newsletters, including ASL videos. Increase number of spotlight videos focused on programs, services, and staff.
 - NEW: Increase frequency of strategic planning updates/forums for community members, including alumni of MSA.
 - NEW: Increase use of social media to share information about MSA with stakeholders, with the aim of increasing enrollment.
- 3b: Increase collaborative activities with agencies/stakeholders.
- ~~Identify current collaborative activities with partners/stakeholders.~~ (Completed)
 - ~~Review and get feedback from partners/stakeholders on existing collaborative activities.~~ (Completed – may continue pending additional feedback)
 - Develop new opportunities for collaborative activities with feedback component and revise as needed.
 - NEW: Continue to seek out opportunities for MSA to collaborate with other agencies, stakeholder groups. Send representatives from MSA to participate in stakeholder activities.

Objective 4: [\(Link to ASL video\)](#)

Establish mechanisms for ensuring student and staff safety and a positive working/learning environment.

- 4a: Create clear and consistent expectations.
- ~~Review staff handbook(s) for clarity and comprehensiveness of expectations, e.g., professional behavior, dress code, boundaries with students, confidentiality, attendance; revise as needed; share with staff.~~ (Completed)
 - ~~Review student handbook for clarity and comprehensiveness of expectations, e.g., behavior, attendance, harassment~~ (Completed)
 - NEW: Continue reviewing and updating staff and student handbooks annually based on feedback from staff/students.
 - NEW: Update handbooks and policies, using an equity lens to assess practices and policies currently in use.
- 4b: Review student safety
- UPDATED: Continue to investigate, identify, and prioritize issues related to student safety, e.g., bullying; cyber bullying; marginalization based on disability, race, status, other protected areas; need for support groups; use of drugs and alcohol. Utilize information from student climate surveys.
 - NEW: Implement strategies and approaches within PBIS framework and student development workshops.
 - UPDATED: Continue to develop and implement action plans for prioritized issues, including data collection and analysis.
- 4c: Review crisis prevention plans and response.
- Review current crisis protocols, to include technology infrastructure; defining of staff roles; practice schedules; communication with parents/others during/after event; post crisis debriefs/evaluation.
 - Revise protocols as needed.
 - Develop and implement plan for securing infrastructure upgrades as identified. (Partially completed – to be continued with mass communication system and other upgrades)

- NEW: Update crisis response policy and procedures; post “quick-look” crisis response guidance in all classrooms and student areas.

4d: Explore Positive Behavioral Interventions and Supports (PBIS) or other school-wide behavioral support programs (Initial implementation at MSAD completed – continue work to implement this at MSAB.)

- NEW: Continue to enhance and expand on PBIS on both campuses

4e: (NEW) Provide more opportunities for social/emotional and leadership development for students.

- NEW: Seek out more opportunities for MSAB/MSAD students to socialize with each other and host events together.
- NEW: Provide more opportunities for middle school and high school students to socialize – providing positive role models for younger students.
- NEW: Increase cultural competency learning opportunities for students, including anti-bias/anti-racism activities.
- NEW: Involve students more in decision-making for events and activities.

Objective 5: [\(Link to ASL video\)](#)

Establish mechanisms for providing professional development for all staff.

5a: Provide training.

- ~~Review strategic plan and school improvement plan to determine training priorities.~~ (Initial information gathering and plan completed)
- ~~Survey staff to determine needs~~ (Initial information gathering and plan completed)
- ~~Develop training plan aligned to priorities~~ (Initial information gathering and plan completed)
- ~~Implement~~ (Initial information gathering and plan completed)

5b: Provide ongoing support.

- Create ongoing support plan for reinforcing training provided.
- NEW: Continue annual professional development planning, including input from teachers and staff
- NEW: increase training opportunities for staff other than teachers, including diversity/cultural competency training.
- NEW: Increase and emphasize anti-bias, anti-racism, and diversity awareness training for all staff.
- NEW: Create checklists, buddy system, and resource books for new employees.

5c: Develop tracking system for professional development (individual and school-wide) (System implemented in HR for mandated training and policy reviews.)

- NEW: Enhance system to include internal professional development sessions, conferences/external training, etc.

Goal Area #2: Student Life

Strategic Goal:

The Student Life program supports and develops educational goals by providing student-centered programs, activities and social opportunities that allow all day and residential students to discover self-identity and enrich their lives now and in the future.

Five-Year Goal:

Student Life will provide an increasing array of quality programs and activities, facilitated by appropriately trained staff that result in higher student engagement and maximize services and resources between both campuses.

Objective 1: ([Link to ASL video](#))

Establish a mechanism for improving the quality of Student Life activities, the level of student engagement in planning and participation, and the most effective use of resources.

1a: Determine best method for improving student engagement.

- **UPDATED:** Continue development of committees or groups that focus on improving student engagement (e.g., site council, Student Body Government, Student Council) and increase use of appropriate avenues for gathering input/fostering engagement.
- ~~Assign committee or group the responsibility for carrying out activities in 1b.~~
- **NEW:** Empower students to plan/coordinate activities.
- **NEW:** Increase amount of educational/living skills training activities (i.e., cooking, shopping, laundry, other life skills); open to all dorm and after school program students.

1b: **UPDATED:** Develop, disseminate, and analyze annual dorm surveys:

- ~~Develop audience friendly survey questions for students, staff, and parents to give feedback on current activities and programs and suggestions for revised or new activities and programs. (Initial survey completed – Needs updated/periodic surveys – see below)~~
- ~~Create survey.~~
- ~~Determine strategies to maximize responses and timelines for survey completion.~~
- ~~Distribute and collect surveys.~~
- ~~Analyze survey data.~~
- ~~Determine next steps.~~
- **NEW:** Conduct annual dorm surveys to gather feedback and ideas for the dorm program. Utilize feedback in planning for the following school year.

1c: Review individual and shared resources at MSAB/MSAD and provide opportunities for collaborating on student-centered activities/programs.

- **UPDATED:** Continue to implement modifications/accommodations to allow all students to participate. Incorporate opportunities for non-MSA students to participate in selected student activities.
- **UPDATED:** Continue to implement supports needed for staff and students to ensure activities and interactions are effective and positive.
- Plan ongoing evaluation of joint programs and activities to

determine needed adjustments.

- NEW: Expand activity options for students. Ensure that activities are appropriately designed and accessible.

1d: UPDATED: Explore opportunities to include community resources and activities as part of the Student Life program

- NEW: Bring in speakers/off campus work experience/community service opportunities for after school programs.
- NEW: Increase efforts to involve parents in after school/residential programming.
- NEW: Explore opportunities for work experiences for students on campus.

Objective 2: ([Link to ASL video](#))

Provide support to staff on increasing staff engagement with students and motivating students to engage in Student Life programs and activities.

2a: UPDATED: Continue to provide staff/professional development on topics such as:

- Awareness & understanding of legal obligations (e.g., accessibility, IEP) and documentation.
- Universal Design for planning activities
- Addressing cultural needs of students in a responsive and effective manner
- Supporting the health of our students (physical, mental, emotional, and spiritual, etc.)
- Awareness and understanding of student development, and the effective and appropriate management of student discipline, behavior, and motivation.
- Improve effectiveness of school-home communication including but not limited to family awareness of Student Life opportunities and their children's level of engagement in activities.
- Continue focus on monitoring and motivating student engagement.
- NEW: Opportunities to connect/network with other deaf and blind schools/programs to share professional resources.
- NEW: Continue development of resource books – share resources with families and teachers/professionals statewide (i.e., MSAB's ECC resource books in the dorms)

Goal Area #3: Instruction and Assessment

Strategic Goal:

MSA is a place where students receive accessible, rigorous and standards-based education and related services with assessments that accurately reflect student growth.

5-Year Goal:

MSA will create and implement a system that fosters collaboration and coordination between the two schools to ensure the provision of curriculum, instruction, and assessment in alignment with our Guiding Beliefs.

Objective 1: [\(Link to ASL video\)](#)

Ensure accessibility.

1a: UPDATED: Continue to identify and prioritize need areas (e.g., materials, environment, communication, testing) (Initial information gathering completed – Continue to gather and update information)

1b: Develop plan to meet prioritized needs.

1c: Continue to purchase accessible equipment and materials and provide professional development to staff and students.

- NEW: Utilize Tech Coaches to provide training and support for staff in ensuring that classroom materials, instruction, etc. is accessible to all.

Objective 2: [\(Link to ASL video\)](#)

Provide appropriate assessments.

2a: ~~Inventory existing assessments~~ (Initial inventory completed)

2b: Identify and purchase appropriate assessments.

2c: Accurately assess all students with valid tools.

2d: Measure student growth

2e: Share individual data with students and families and aggregate data with appropriate stakeholders.

2f: Examine assessment data to guide instruction.

2g: NEW: Investigate use of other metrics for data gathering (in addition to IEP goals)

2h: NEW: Explore standards-based IEPs and how we can effectively measure and encourage growth/rigor for all of our students.

2i: NEW: Examine our grading practices and determine appropriate ways to assess and report our students' progress through the curriculum.

Objective 3: [\(Link to ASL video\)](#)

Identify curriculum and resources.

3a: UPDATED: Continue to refine our inventory of existing curriculum resources, instructional materials, assistive equipment, and small equipment/accessories.

3b: Expand the variety of resources and increase the capacity to meet all student needs.

3c: Examine/revise existing curriculum cycle to include each subject area, electives, and address needs of students with additional needs as well as new courses in the future. During the review process include review of cultural diversity, accessibility, equity, and validity.

- NEW: Explore in-house curriculum/spiral progression for ASL instruction
- NEW: Add curriculum and resources for online classes
- NEW: Add curriculum and resources for transition, vocational, elective, and

CTE courses.

3d: Increase opportunities for Advanced Placement (AP) and Post- Secondary Enrollment Options (PSEO) courses, including online courses offered through universities.

3e: Review Expanded Core Curriculum and develop implementation approaches.

- NEW: Create Expanded Core Curriculum (ECC) resource books for dorms
- NEW: Coordinate efforts to expand ECC resources on both campuses.

Objective 4: [\(Link to ASL video\)](#)

Provide Professional Development

4a: Consistently use staff performance evaluation measures, surveys, and state/national trends to determine professional development areas.

- NEW: Seek out opportunities for staff to observe, visit, and/or collaborate with other schools/special education programs.

4b: Strengthen the mentoring program for new staff.

- NEW: Create training/orientation for newly hired staff and substitutes before starting job assignments.
- NEW: Create checklists, buddy system, and resource books for new employees.

4c: Provide professional development around teaming and educational responsibilities.

4d: Provide professional development to support teachers/service providers in interpreting assessment data to drive quality instruction.

4e: NEW: Ensure technology training is provided along with new technology tools and software.

Objective 5: [\(Link to ASL video\)](#)

Provide technology for staff and students.

5a: ~~Inventory existing devices and software~~ (Completed – update with new devices and software annually)

5b: UPDATED: Continue to provide staff training on existing/new technology devices, apps, and software.

5c: Review and determine future technology needs (purchasing cycle) on an annual basis.

5d: UPDATED: Expand technology curriculum to include applicable apps, programs, and digital learning platforms. Integrate technology instruction into all classes/instructional activities.

5e: Develop a process for determining the need for and use of assistive technology.

Objective 6: [\(Link to ASL video\)](#)

Strengthen instruction.

6a: UPDATED: Ensure coordination of instructional opportunities between both campuses for all students. Improve communication between departments for individual student needs.

6b: UPDATED: Complete a course catalogue including course description, prerequisites, locations, state/school standards, and resources.

6c: Raise staff expectations for academic rigor appropriate to each student, including up to or exceeding grade level.

6d: Provide appropriate test preparation through teaching test-taking strategies and practice opportunities.

6e: UPDATED: Increase distance learning opportunities and services for both MSA and non-MSA students (start offering online classes and webinars for non-MSA students)

6f: NEW: Expand opportunities for student development for HS students (i.e., leadership retreats, social/emotional development, cultural competency).

Goal Area 4: Statewide Visibility

Strategic Goal:

MSA will be known by families and all school districts as a leader and partner in the education of students who are Deaf, Hard of Hearing, DeafBlind, Blind or Visually Impaired for its campuses, as well as a resource center for information and outreach activities to support school districts and families statewide.

Five-Year Goal: (4A)

MSA will develop resources for school districts and families to support students who are Deaf, Hard of Hearing, DeafBlind, Blind, or Visually Impaired around the state.

Objective 1: ([Link to ASL video](#))

Establish new and strengthen existing relationships and share information about available resource support with statewide stakeholders.

1a: UPDATED: Continue to identify and participate in statewide and regional professional and family-focused meetings and events. (i.e., Low Incidence Leadership Forum, Directors Forum, Hands and Voices, advisory councils).

1b: Create a plan for attendance (who will go to which events/meetings/activities). (Completed – continue with updated information and/or new opportunities.

1c: Actively share information about MSA.

1d: UPDATED: Gather data and maintain information regarding contacts, presentations, and inquiries.

1e: Increase collaboration with teacher training programs and expand practicum opportunities.

1f: Increase attendance and/or presentations at conferences

- Develop topics and identify staff who can present.
- Collect contact information from participants for follow up.

1g: NEW: Establish our own list-serv, mailing lists, subscriptions, etc. and become more active in existing list-servs.

1h: NEW: When hosting guest presenters/trainers on campus, invite participation from stakeholders outside of MSA.

Objective 2: ([Link to ASL video](#))

Offer professional development to meet region- or district-specific needs.

2a: Collaborate with school districts to identify needs.

2b: Develop an interpreter evaluation procedure and mentoring program and pilot it with volunteer districts. (partnering with Region 10)

2c: Develop on-line trainings and supports based on district-identified priorities.

2d: Host statewide training and/or webinars on low incidence topics.

2e: Open MSA trainings/information events to non-MSA students and educators.

2f: NEW: Increase capacity and resources necessary to host online webinars/presentations.

Objective 3:

(put on hold pending funding availability – see new objective 3 below)

Form a mobile assessment team to provide in-district evaluations.

3a: Establish pilot team.

- 3b: Develop a process for service provision
- 3c: Conduct 3-5 evaluations.
- 3d: Collect feedback from districts receiving the service, share results, and determine statewide need.
- 3e: Request resources to establish ongoing mobile team.

Objective 3 (NEW): [\(Link to ASL video\)](#)

Increase Training and Support to School Districts Statewide

3a: NEW: Develop online resources on the MSA website.

- NEW: Use expertise on our campuses to develop webinars, resource books, statewide youth events, playlists on YouTube, etc. for teachers/school districts. Work with staff to increase capacity and provide necessary support.
- NEW: Explore funding opportunities to host guest speakers/events – professional development and family workshops/events.
- NEW: Revise our brochures to direct readers to our website.
- NEW: Work with library systems across MN to host town hall/ASL story-time events for families.

Five-Year Goal: (4B)

All school districts in Minnesota will recognize MSA as an educational option and include it in the IEP/placement discussions for students who are Deaf, Hard of Hearing, DeafBlind, Blind or Visually Impaired.

Objective 1: [\(Link to ASL video\)](#)

Improve public relations and branding.

1a: UPDATED: Continue to update the MSA website to include MSAB, MSAD, and statewide events and resources.

- NEW: Expand website to include additional resources and training opportunities.
- NEW: Offer more features (i.e., online payments, ASL videos, Spanish translation, etc.)
- NEW – Add a “feedback” box for our website.

1b: UPDATED: Continue to refine/update MSA publications - e.g., The Companion, MSA pamphlets, newsletters, white papers, Frequently Asked Questions (FAQs), Enrollment Process, World’s Best Workforce, MSA Annual Report and share them via a variety of communication channels.

1c: Review current use of social media; revise and update as appropriate.

- NEW: Expand social media presence; involve student body government and student council; and seek out opportunities to engage non-MSA students.

1d: ~~Develop logo(s) & branding strategies, exhibit booth displays, campus banners, freeway signs~~—(Completed)

1e: NEW: Increase development of videos highlighting our programs and services and share with families, teachers, and other programs statewide with the aim of increasing enrollment.

- NEW: Increase development and sharing of student-created videos.

Objective 2: [\(Link to ASL video\)](#)

Host MSA -sponsored statewide and regional events for families and district stakeholders

2a: List and analyze benefit of established programs. (Ongoing)

2b: Create more opportunities to bring students, families, and district staff to campus.

- NEW: Maximize the use of Zoom for virtual activities – offer opportunities more frequently.
- NEW: Offer live-streaming or virtual participation for more events, especially for family events and professional development opportunities.

2c: Share information about MSA events and resources (open house, social events, short-term programs, town hall meetings) with district staff and non-MSA families.

2d: Host MSA-sponsored activities and events in various regions of the state.

2e: Conduct events and collect feedback from participants regarding value/benefit for future planning.

Goal Area #5: Transition

Strategic Goal:

The transition programs at MSA provide an array of quality programs and trainings that lead to independence in an ever-changing world.

Five-Year Goal:

The MSA transition program develops and supports transitional goals by providing student-centered programs, resources, courses, trainings, and work experiences that allow students to successfully transition to life afterschool.

Objective 1: [\(Link to ASL video\)](#)

Strengthen transition programs/resources.

1a: UPDATED: Maintain an inventory of existing programs, resources, and curriculum, including assessment tools.

1b: UPDATED: Develop, disseminate, and analyze annual surveys focused on transition needs – sent to students and families of transition age students:

- Develop audience-friendly survey questions for students, staff, and parents (including parents of recent graduates) to obtain feedback on current activities and programs, and suggestions for revised or new activities and programs.
- Create survey.
- Determine strategies to maximize responses and timelines for survey completion.
- Distribute and collect surveys.
- Analyze survey data; determine next steps.

1c: UPDATED: Develop, disseminate, and analyze annual surveys for graduates related to their preparation for life after high school and their current school or work status (1, 3, 5 years).

- NEW: Prepare annual report to be shared with the MSA board

1d: Locate resources/partners/organizations to increase MSA's transition program capacity. (Completed, ongoing)

- NEW: Increase off-campus visits with students to businesses and other places of employment.

1e: Provide opportunities for transition staff to tour and/or contact other transition programs to gain ideas and establish a support network (in state programs, schools for the deaf or blind) (Completed, ongoing)

1f: Develop information about the MSA transition program and distribute statewide. NEW: (Refer to Statewide Visibility goal above – resources and webinars/training opportunities)

1g: Evaluate current practices regarding individualized transition program development for students; revise process as needed.

1h: NEW: Increase opportunities for students to visit Minnesota colleges and training programs related to their transition goals.

Objective 2: [\(Link to ASL video\)](#)

Review/design courses

2a: Inventory existing courses (Completed – continue to expand based on new 7-period class schedule)

2b: Develop/expand transition courses based on survey and student needs.

- UPDATED: Expand Vocational/Career & Technical Education (CTE) classes. Include classes related to preparation for life after high school (i.e., financial literacy, budgeting, FACS, citizenship, basic auto/home repair)

- UPDATED: Work experiences and career readiness. Include career awareness classes for Grades K-8
- College (Dual credit courses, PSEO)
- Independent Living/Assisted Living

2c: UPDATED: Utilize appropriate/accessible self-awareness/career interest inventories; implement a process for students to complete and utilize results.

- NEW: Integrate career awareness throughout our subjects and in our after-school programs

2d: UPDATED: Utilize appropriate/accessible transition-based skills checklists; implement a process for students to complete and utilize results.

2e: Strengthen current portfolio process for students to collect and use all transition materials and resources.

2f: Develop early career-awareness (K-8) class activities.

2g: NEW: Offer CPR, AED, and First Aid training for students.

Objective 3: [\(Link to ASL video\)](#)

Develop short term programs to support transition skills.

3a: UPDATED: Identify and provide short-term transition programs. Collaborate with school districts to invite non-MSA students and families.

3b: Establish, revise, and/or expand summer transition programs.

3c: Establish, revise, and/or expand school year short-term transition programs.

3d: Develop information-sharing materials re: short term programs and distribute statewide.

3e: NEW: Explore the possibility of student-led business opportunities.

3f: NEW: Provide transition webinars/workshops for MSA and non-MSA students.

3g: NEW: Provide transition webinars/workshops for parents of high-school aged students.

3h: NEW: Bring in guest speakers (in-person or virtually) to discuss careers with students – with focus on speakers who are D/HH, B/VI, or DB. Include speakers with diverse backgrounds.

Objective 4: [\(Link to ASL video\)](#)

Provide training.

4a: Identify existing training needs.

4b: Determine and define the roles of school and dorm staff in the transition programs.

4c: Expand the participation for both school and dorm staff in the planning and implementation of the IEP transition plan.

4d: Establish comprehensive 14-21 training plan for school/dorm staff.

4e: Implement a student-driven IEP process in which students lead their own meeting as appropriate; design and implement training for staff and students.

4f: NEW: Collaborate with outside agencies and organizations to avoid overlapping or duplication of services – Seek out opportunities to provide activities/training collaboratively.

4h: NEW: Share on-campus workshops, guest speakers, and other events with statewide stakeholders (students, teachers, families).

Objective 5: [\(Link to ASL video\)](#)

Expand work experiences.

5a: Identify existing and expand on and off campus work experience

options/partners (work sites, job shadowing, volunteer opportunities, apprenticeships) (Completed, ongoing)

5b: Collaborate with State Services for the Blind (SSB) and Department of Vocational Rehabilitation (DVR) and other stakeholders to identify work placements in students' home communities.

5c: Create on-campus summer work opportunities for students.

5d: Identify a work readiness checklist for use in preparing and evaluating students on the job.

- **NEW: Create courses to prepare students for work (i.e., career exploration/readiness, specific skill-based courses, communication strategies, etc.)**

5e: Prepare students for employment - e.g., developing a resume, filling out an application, interviewing, daily work behavior.

5f: **NEW: Seek out work opportunities on-campus for dorm students after school.**

Acknowledgements

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