

DDEL 5-Year STRATEGIC PLAN
(2015-2020)

Date: August 2015

FIVE-YEAR STRATEGIC PLAN

2015 Executive Board
Division of Culturally & Linguistically Diverse Exceptional Learners

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Executive Summary

The *Division for Culturally and Linguistically Diverse Exceptional Learners* (DDEL) is one of 17 special interest groups of the *Council for Exceptional Children* (CEC), the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, including students with disabilities and those identified as gifted.

DDEL was initially organized in April of 1989 and formally affiliated with the Council for Exceptional Children on July 1, 1990. DDEL obtained its charter at the 1993 Annual Council for Exceptional Children Convention and Expo.

The primary purpose of DDEL is to promote the welfare and education of exceptional children and youth from diverse ethnic, racial, linguistic and cultural heritages and to advance related educational, scientific, and charitable purposes. Specifically, the division assists and provides support to CEC in all its efforts on behalf of persons with exceptionalities, and participates in all appropriate governance activities of CEC subject to the general supervision and control of CEC.

DDEL advances educational opportunities for culturally and linguistically diverse learners with disabilities and/or gifts and talents, their families, and the professionals who serve them. It is one of the few professional organizations dedicated exclusively to the concerns of culturally and linguistically diverse exceptional learners.

DDEL has many assets that set us apart from many of the divisions within CEC. For example, DDEL's membership is comprised of people from various professional backgrounds including special, gifted, and special education. Currently, DDEL has over 700 members; 25% of whom are students (as of 2015). This lends DDEL opportunities to prime the pipeline, and to utilize these various expertise as resources in our professional development activities. Additionally, DDEL has a diverse Executive Board in regards to content area expertise and racial/ethnic make-up, which helps us to capitalize on making sure our membership has the latest evidence-based and culturally responsive practices in the field to help teach and advocate for culturally and linguistically diverse exceptional learners.

Internal and External Assessment:

The DDEL Executive Board enacted a S.W.O.T Analysis to examine the **strengths, weaknesses, opportunities, and threats** that the organization faces both internally and from external forces. The bullets presented below anchored the conversations about DDEL's five-year strategic plan.

Strengths:

- Membership - Comprised of 700 + diverse student and faculty members.
- Multiple Voices - published biannually on schedule.
- DDEL Newsletter - disseminated approximately three times per year: committed to Culturally Responsive Practices - DDEL activity attendance, website traffic, journal and newsletter submissions
- Diverse Executive Board and general membership (e.g., diverse in terms of professional experiences, expertise, ethnicities, linguistic backgrounds, abilities, etc.)
- Relationship with Council of Children with Behavior Disorders (CCBD)
- The DDEL executive board has collaborated with CCBD over the last 3 years in an effort to establish partnership that would meet the needs for culturally and linguistically diverse children with behavior disorders.
- Graduate student representation at the Executive Board level
- Student Research Forum - conducted for 5 consecutive years
- All positions on the Executive Board are filled

Weaknesses:

- Limited mentorship for less experienced members and for potential, future Executive Board Members
- Limited services available for members (i.e., webinars, Teacher Tool Kit,
- Limited dissemination of information about policy relating to DDEL's mission)
- Limited social media presence
- Limited levels of engagement with State and Student Chapter divisions of DDEL
- No K-12 representation on the Board
- Some executive board members inconsistently participate and/or engage in executive board meetings and in the decision making process.
- Lack of external funding sources

Opportunities to Strengthen Weaknesses and Build an Agenda

- Develop and utilize Social Media and CECommunity

- Collaborate with other divisions (i.e., co-host conferences, webinars)
- Develop and offer webinars for membership using board expertise
- Build relationships with other divisions (e.g., CCBD diversity committee)
- State Chapter Division representation (i.e., appoint a Division Liaison to provide monthly communication w/ division chapters)
- Provide more opportunities and services for students (pre-service teachers and graduate students)
- Communicate and collaborate with Student CEC chapters
- Become the leader among all divisions within CEC on diversity
- Create a teacher Tool Kit/Resources for Teachers
- Create and provide leadership development and mentorship programs for potential Executive Board members, junior faculty/scholars, and graduate students.
- Develop a Student Leadership Mentoring Program, that targets the 25% of DDEL members who are students)
- Contribute to the national dialogue on race/ethnic matters as it pertains to culturally and linguistically diverse children with exceptionalities.

Threats and Challenges:

- Membership cost
- DDEL member services vs. cost of membership
- Profit decrease due to changes to membership structure
- CEC's approach toward diversity may be inconsistent with DDEL's mission.
- Legislation changes to the field may divert diversity focus.

Strategic Planning

DDEL's 2015-2020 strategic plan was developed by 2014 Executive Board after receiving feedback from various DDEL committees, membership, individual interviews and informal conversations with members of DDEL, reviewing CEC's priorities and other Division members of CEC. The plan will be presented to and voted on electronically in 2015

Vision

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

Mission

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural and linguistic communities.

Core Values

Diversity, social justice and equity

Inclusiveness

Advocacy

Inquiry leading to the development of practices that attend to the characteristics of unique learners

Strategic Goals, Objectives and Outcomes:

Strategic Goal: Building the Next Generation of Leadership

DDEL will expand its leadership by identifying, mentoring, and supporting students, professionals and new Executive Board members through professional development and leadership development opportunities. DDEL will enhance and expand its efforts to develop and mentor students, members and new executive board members in leadership.

Objective 1: Advance members' and new board members' implementation of effective leadership strategies.

Outcome 1: Members and new board members are actively engaged in professional and leadership opportunities (e.g., workshops, webinars, and conferences). DDEL's mechanisms for initiating these opportunities reflect members' interests and identified needs through our Professional Development Committee.

Objective 2: Increase student representation in membership.

Outcome 2: Students in both undergraduate and graduate programs are recruited, retained, and provided with opportunities to participate in all aspects of the organization. Students will be prepared for leadership roles and provided with leadership opportunities within the organization to help DDEL build a pipeline of leadership in the organization.

Strategic Goal: Membership Engagement

DDEL will recruit, retain, and actively engage its members via in-person meetings and tabling at conferences, the organization's website, e-mail communications, relationships with schools and universities, and social networking. The value of DDEL membership will be evident as measured by data collected regarding the effectiveness of DDEL's methods of communicating and the opportunities provided for members to engage.

Objective 1: Increase membership engagement.

Outcome 1: Members are actively engaged in activities (e.g., webinars, annual Convention DDEL strand, annual Convention Social) sponsored by DDEL and convey their satisfaction with regard to their membership services (newsletters, journal, webinars, etc.).

Objective 2: Improve the dissemination of information regarding research, evidence-based practices, legislation and other relevant topics to DDEL membership.

Outcome 2: Information dissemination will be effective. DDEL's committees will identify and utilize strategies to disseminate information in a timely and efficient manner to the Publication Chair to help with dissemination. DDEL's method for dissemination of research, evidence-based practices, legislation and other relevant topics will reflect the interests of its members and their identified interests and identified needs through our Professional Development Committee, Research and Professional Issues Committee, and CAN Coordinator.

Objective 3: Increase the engagement of Division Chapters of DDEL.

Outcome 3: In an effort to increase engagement and the communication between the Division Chapters, the Executive Board, and DDEL members, Division Chapters of DDEL will be provided with opportunities to participate in all aspects of the organization, including DDEL Executive Board meetings.

Strategic Goal: Building Partnerships with other Divisions

DDEL will actively engage Presidents and Diversity Chairs of other divisions within CEC. DDEL will enhance and expand its efforts to provide opportunities for CEC members to engage in culturally and linguistically responsive practices for learners with exceptionalities.

Objective 1: Develop and offer workshops, presentations, and/or webinars as a means to increase the number of CEC membership who have expertise in and are able to prepare education professionals to teach individuals from culturally and linguistically diverse backgrounds with exceptionalities.

Outcome 1: DDEL will partner with different CEC divisions to host events and activities that focus on best-practices for teaching culturally and linguistically diverse learners with exceptionalities (CLDE) in K-12 settings. Members will participate in these opportunities to assist in building a work force skilled in teaching CLDE learners.

Strategic Goal: Financial Security and Sustainability

DDEL will sustain and increase financial security through demonstration of fiscal accountability.

Objective 1: Sustain and increase financial security of the organization through an increase in membership, selling electronic Multiple Voices articles, and/or conducting webinars

Outcome 1: Membership costs and other funding sources are used to support events, activities and services that are valuable to DDEL membership. DDEL will be fiscally transparent and accountable to its membership when obligating resources of the organization.

Objective 2: Increase external funding/revenue.

Outcome 2: DDEL will provide services (i.e., webinars) and partnered events and activities as professional development of its membership for a nominal fee. These opportunities will help to increase external funding/revenue to support DDEL's projects for advancing skilled special educators.

Strategic Goal: Improve services provided by DDEL

DDEL will continue to survey members to obtain membership satisfaction

with services provided by the organization.

Objective 1: Improve DDEL member services.

Outcome 1: DDEL will survey membership through multiple methods (e.g., questionnaires, interviews, and focus groups) to obtain the level of member satisfaction and feedback regarding services provided by the organization. Data will be analyzed and services will be evaluated and modified (if necessary) based on the needs of members.

Quick Wins

- **Offer** Annual Webinars for Members (i.e., Fall)
- Publicize the possibility of guest editing a Special Issue of Multiple Voices
- Utilize the student representative to continue to expand promotion of the Student Research Forum at the Annual Convention to both graduate and undergraduate students.
- Provide Leadership Mentoring for New Executive Board members (elected and appointed) in January via retaining former Executive Board members on an identified committee to serve as a mentor and assist as needed.
- Host a partnered event/activity with CCBD in the Fall 2016
- Invite Black, Hispanic, and Asian Pacific Islander Caucuses to collaborate on an event at the Annual Convention

Organization Structure

The elected officers consist of the President, President Elect, Immediate Past President, Secretary, and the Treasurer. The President, President Elect, and the Immediate Past President serve a one-year term, which coincides with the fiscal year. The Secretary and Treasurer serve for two consecutive years. The Secretary is elected in even-numbered years and the Treasurer on odd-numbered years. The Division has two representatives on the CEC Representative Assembly. The Division President and President Elect will each serve a two-year staggered term. All officers of DDEL must be members in good standing of CEC and DDEL at the time of their nomination,

election/appointment, and remain so throughout their term of office.

The Executive Board consists of elected officers and non-elected members. Elected officers are the President, President Elect, Immediate Past President, Secretary, and Treasurer. Non-elected members of the Executive Board are the Children's Action Network (CAN) Coordinator, chairpersons of standing committees, webmaster, and editor(s) of the Division's journal and newsletter. All members of the Executive Board are voting members.

Timeline and Initiatives to Meet Strategic Plan Goals

Year 1: 2015-2016

- Develop Mentoring Leadership Program to support newly elected and appointed executive board members
- Develop partnership with CCBD
- Invite Division Chapter Chairs to attend Executive Board meeting and report on Chapter activities
- Conduct a DDEL member survey to determine their satisfaction with DDEL services
- Revisit the development of *Teacher Tool Kits*
- Provide webinar(s) for professional development
- Increase use of technology to communicate with membership (Facebook, twitter, LinkedIn, Instagram, Pinterest, etc.)
- Develop partnership with a diverse Caucus

Year 2: 2016-2017

- Develop Student Mentoring Leadership Program for students interested in leadership within the organization
- Develop a partnership with a second division within CEC (first is CCBD)
- Develop partnership with a second diverse Caucus
- Review, analyze and implement changes based on membership survey data
- Finalized DDEL *Teacher Tool Kit* and gain approval of the kit from the Executive Board
- Provide 2 webinars for professional development for membership, in addition to at least one leadership webinar for board members (Spring & Fall)
- Update the technology used to communicate with members using the most current media trends (Facebook, twitter, LinkedIn, Instagram, Pinterest, etc.)

Year 3: 2017-2018

- Develop a partnership with a third division within CEC (first is CCBD)
- Continue to provide 2 webinars for professional development, in addition to at least one leadership webinar for board members (Spring & Fall)
- (Spring & Fall)

- Evaluate and measure progress towards existing strategic plan goals and objectives
- Expand Student Research Forum to undergraduate, graduate and doctoral students
- Evaluate the effectiveness of Mentoring Leadership Program for newly elected and appointed executive board members via surveys, interviews, and/or focus groups.

Year 4: 2018-2019

- Develop a partnership with a fourth division within CEC (first is CCBD)
- Provide 3 webinars for professional development, in addition to at least one leadership webinar for board members (Spring, Summer & Fall)
- Update existing *Teacher Tool Kits* for membership
- Update technology use to communicate with members using the most current media trends (facebook, twitter, LinkedIn, Instagram, Pinterest, etc.)
- Evaluate the effectiveness of the Student Mentoring Leadership Program for students interested in leadership within the organization via surveys, interviews, and/or focus groups.

Year 5: 2019-2020

- Review, evaluate and update the strategic plan for next 5 years.
 - Provide 3 webinars for professional development, in addition to at least one leadership webinar for board members (Spring, Summer & Fall)
 - Develop a partnership with a fifth division within CEC (first is CCBD)
 - Develop Student Division Chapter of DDEL in both undergraduate and graduate levels.
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