



Ohio Coalition for the Education of Children with Disabilities

2019 Annual Report



*We believe all children have a right
to a meaningful and relevant education.*



The mission of the Ohio Coalition for the Education of Children with Disabilities, (OCECD), is to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. We do so in the belief that all children have a right to a meaningful and relevant education. The belief affirms the dignity of each child or youth with disabilities, whose needs are unique and whose needs must be met equally and appropriately.

OCECD is dedicated to insuring that every child with disabilities is provided a free, appropriate public education. We continually strive to improve the quality of our services for all children and youth with disabilities in Ohio.

Ohio Coalition for the Education of Children with Disabilities

165 W. Center St., Suite 302 • Marion, OH 43302-3741

1-740-382-5452

Web: www.ocecd.org

Dear Parents, Policymakers, and other Professionals,

My name is Lisa Hickman, and I became the Executive Director for OCECD in August of 2019.

At that same time, Marbella Cáceres, who has served the Coalition for over 14 years, became the Assistant Director, while also maintaining her role as Statewide Multicultural Director. Marbella's transition to this role has been a valuable asset to our organization. Lee Ann Derugen retired in September of 2019, and we thank her for her dedication, steadfastness, and strength that she shared with the organization for almost 40 years.

Despite the transitions experienced within OCECD during 2019, staff have remained fully committed to the mission and purpose of our organization. I have been humbled and inspired by the dedication, commitment, and compassion of our staff to those we serve. Services to parents, families, children, and professionals have not waivered during our transition, and we continue moving forward in a positive direction. We have maintained our mission with pride and integrity, and I feel fortunate to work with, and for, such dedicated staff.

As you read this report, you will see the results of that dedication and hard work. In 2019, OCECD continued to provide information, support, training, professional development, and education to parents, family members, students, and professionals. Our staff had direct contact with, and provided services to, 168,321 parents, family members, professionals, and others. 3,944 individuals attended OCECD training workshops. In 2019 consumers continued to search for information and resources through our website, totaling 119,679 page views, demonstrating that OCECD is a known and trusted source for information. You will find all of this and more in the pages of this report, and I hope you will feel as excited as I do about the number of individuals we reached, worked with, and supported. We know there is more work to be done, there are more families out there that need us to stand with them, and beside them. We will be here ready to serve all who need it. All children have a right to a meaningful and relevant education. Our mission still drives us to this day.

We are only able to meet our mission because we are part of a large and vibrant community. The Coalition staff is supported by 31 member organizations, individual members, parents, families, and professionals. As a community, we are strong, we are resilient, and because of this, OCECD can continue its work to ensure that every child with disabilities is provided a free, appropriate public education.

Sincerely,

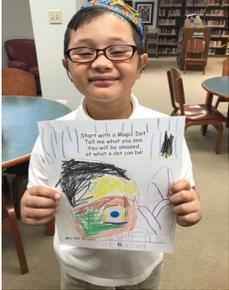


Lisa Hickman
Executive Director
OCECD

WELCOME

About OCECD

Revised 04/2019



Established in 1972, the Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, non-profit organization dedicated to advancing the educational interests of children with disabilities. OCECD promotes efforts to provide appropriate quality education for children and youth with disabilities, and to insure that public policy and school reform efforts always consider best practices for students with disabilities.



OCECD is composed of over 35 parent and professional organizations representing over 50,000 individuals, as well as individual members. Staff across Ohio collaborate with local parent support organizations to offer information, training and support to parents of children with any disability ages birth through 26.



OCECD's experienced staff, many of whom have children or other family members with disabilities, are available to assist individuals or groups with information about:

- Early intervention for infants and toddlers to age 3
- Preschool special education services for ages 3 through 5
- Family support systems
- Special Education in public and community schools
- Resources for parents and professionals
- Free trainings for parents and professionals in Ohio on educational topics
- Teamwork between family members of children with disabilities and service providers
- Community-based services
- Transition from high school to employment/college in the community



Tools used by OCECD to provide assistance include:

- Phone support
- One-on-one consultation
- Individual presentations and trainings
- Group presentations and training/workshop sessions
- "It's My Turn" and Goals Planning Success (GPS) are self-determination transition trainings. These student focused trainings are designed to increase the capacity of youth with disabilities to make choices and to advocate for themselves.
- Bilingual OCECD materials including booklets about Evaluation, IEP, 504, ADHD, Rights, Transition, etc.
- Mentoring 4 Reading Achievement Program (M4RA): 1:1 Reading Mentoring for students reading below grade level
- All About Reading Mentoring Training – train family members/childcare providers how to mentor children in reading
- Quarterly newsletter on various special education topics
- An informational website describing OCECD's services, schedule of trainings and conferences, resources and links to other helpful special education resources and organizations
- Parent training modules on our website
- Facebook page and Facebook Live presentations on special education topics
- An informational website describing OCECD's services, schedule of trainings and conferences, resources and links to other helpful special education resources and organizations.

As a state-level organization, OCECD is an important policy development organization deeply committed to working with the state legislature, the Office of the Governor, and state agencies on legislative and policy issues of importance to Ohio's children with disabilities.

OCECD is a non-profit organization and has 501 (c) 3 tax-exempt status.

Membership Profile – Who Belongs to the Coalition?

OCECD serves multiple audiences, and is at the intersection between *Parents, Pupils, Policymakers and Professionals*. As a federally funded Parent Training and Information Center, OCECD is responsible for providing information, training and assistance to parents of children with disabilities throughout Ohio.

OCECD has 3 types of members: statewide member organizations, regional member organizations and individual members. Corporate patrons also support the organization.

Statewide Member Organizations: Organizations whose membership and activities encompass the State of Ohio, and whose goals and purposes are harmonious with those of the OCECD, may be STATEWIDE MEMBER ORGANIZATIONS.

Statewide Member Organizations include:

Ohio Association of County Boards of Developmental Disabilities (OACBDD)
Ohio Association of Pupil Services Administrators (OAPSA)
Ohio Association of Supervisors and Coordinators for Exceptional Students (OASCES)
Ohio Educational Service Center Association (OESCA)
Ohio Occupational Therapy Association (OOTA)
Ohio School Psychologists Association (OSPA)
Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC)
Ohio Speech-Language-Hearing Association (OSLHA)

Regional Member Organizations: Organizations functioning within the State of Ohio (but not statewide), whose goals and purposes are harmonious with those of OCECD, and the majority of whose members are parents of children and youth with disabilities, persons with disabilities or professionals involved in related areas, may be REGIONAL MEMBER ORGANIZATIONS.

Regional Member Organizations include:

Achievement Centers for Children
Allen County Educational Service Center
Autism Society Central Ohio
Brown County Educational Service Center
International Dyslexia Association Central Ohio
Central Ohio Region Parent Mentors
Columbiana County ESC
Down Syndrome Association Central Ohio
Down Syndrome Association of the Valley
Mercer County ESC
Milestones Autism Resources
Montgomery County Educational Service Center
NAMI Franklin County, Inc.
North Central Ohio Educational Service Center
North Point Educational Service Center
Northeast Ohio Parent Mentors
Northern Ohio International Dyslexia Association
Northwest Ohio Educational Service Center
North Point Educational Service Center
State Support Team (SST) Region 1
State Support Team (SST) Region 2
Warren County Educational Service Center
Western Buckeye Educational Service Center

Corporate Patron Organization:

Ohio Council for Exceptional Children (CEC)

In addition to these organizational members, over 400 parent and professional individuals, whose goals and purposes are harmonious with those of OCECD, are full members of OCECD and may attend Governing Board meetings and receive publications and other services.

All members and member organizations support the organization both fiscally and through volunteer efforts.

How is OCECD Organized?



Governance and Management

OCECD is overseen by a Governing Board composed of representatives of more than 30 organizations. The Governing Board is the policy making body of OCECD, with each statewide member organization having two representatives, and each regional organization having one representative. Each representative has one vote. An Executive Committee comprised of eleven members elected by the Governing Board reviews and directs fiscal and personnel matters (see Figure 1).

The following individuals served on the OCECD Executive Committee in 2019:

- Cathy Ruiz, President
- Jack Brownley, Vice-President
- Christine France, Past President
- William Bagnola, Secretary
- Frances Bauer Morrow, Treasurer
- Donna Stelzer, Statewide Organization
- Judith Dunham, Regional Organization
- Ginny Bryan, Parent Representative
- Mia Buchwald Gelles, Parent Representative
- Lisa Hickman, OCECD
- Marbella Cáceres, OCECD

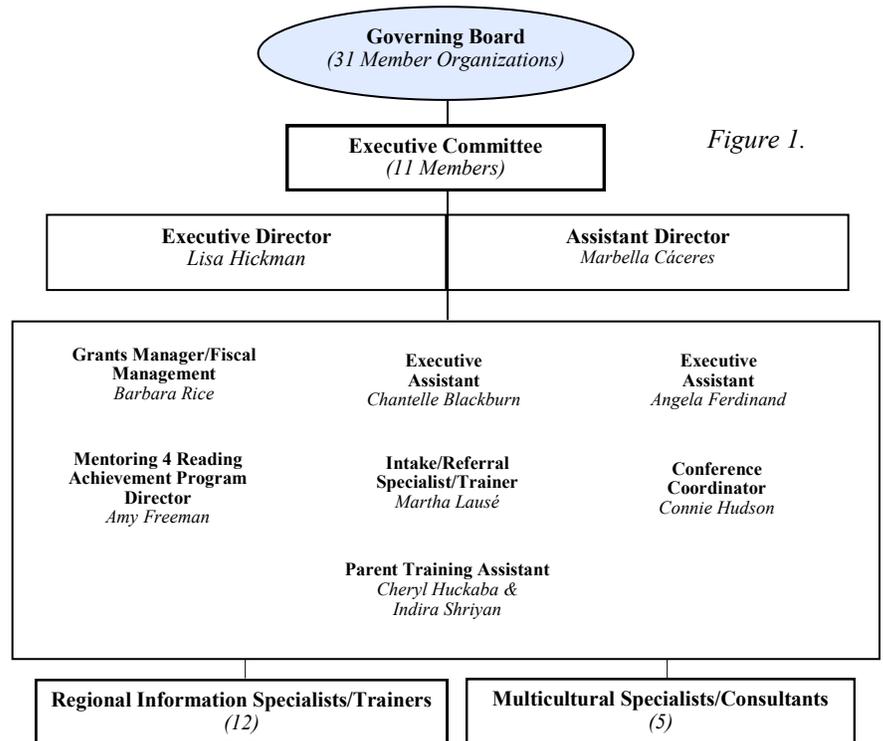


Figure 1.

OCECD STAFF, PROGRAMS & SERVICES

In addition to its governance structure, OCECD is managed on a daily basis by an Executive Director. Additionally, the Coalition is served by experienced staff comprised of parents, family members of children with disabilities, educators and medical personnel.

OCECD's experienced staff members are available to assist individuals or groups with such areas as:

Public Policy in Education – OCECD serves a voice for professionals, families and, most importantly, children with disabilities at the federal, state and local levels.,

Educational Resources and Informational Materials – OCECD provides the latest information and resources for families and professionals through the OCECD website, training and issue-related seminars, and more.

Family Support Services – OCECD’s experienced staff and extensive parent mentor network provide a broad array of family support services from disability identification and intervention to one-on-one consultation, trainings and community based services and transition.

2019 Policy and Program Analysis, Education and Advocacy

OCECD supports federal, state, and local educational policies and practices that improve outcomes for students with disabilities.

Federal Level – OCECD followed efforts at the federal level on the following educational issues, providing input and information regarding how these affected Ohio parents and students with disabilities:

- Mandatory full funding of IDEA
- Parents’ rights
- Improved educational results
- Early Childhood Education

State Level – During the past year, OCECD closely followed state education policy priorities, providing information and input on bills and the impact on students with disabilities. Notable 133rd General Assembly (2019-2020) Education Policy Proposals include (but are not limited to):

- **House Bill (HB) 305 - School Funding Reform and Special Education Funding**
- **Senate Bill (SB) 81 - To prohibit the use of seclusion in schools**
- **HB 436 and SB 102 - Related to requiring dyslexia screenings for children; also SB 200 to require professional development for screening and intervention for children with dyslexia**

None of these were passed or enacted in 2019. Please see the 2019 *Special Education Profile* Report for a more thorough review of these and other 2019 education bills.

Ohio’s Cost-Based Funding Methodology – In November 2000, OCECD published *Special Education Finance in Ohio: Analysis and Recommendations*. The primary objective of this major study was to strengthen special education programming for Ohio’s approximately 251,000 school age pupils with disabilities through creation of a six-weight cost-based funding formula. This study was subsequently updated in June 2001. This version was then incorporated into the state budget. Though funded at only 82.5 percent of actual cost, this policy decision resulted in an annual special education funding increase of \$100 million. By July 1, 2004, the beginning of state FY 2005, the formula had been increased to 90 percent of 2001 costs.

In August of 2004, OCECD released the 2004 update of this landmark study. The 2001 report was based on state rules that had been in existence since 1982, but those rules were updated in 2002. This fact, combined with personnel cost increases, required that the original report be updated. In 2006, the 2004 study was updated again with current costs based on the 2002 rules and an IEP survey of special education and related services provided to children with disabilities. The 2006 study found that an additional \$192 million in state funding was needed to update the formula for 2006 costs. However, the state continued to fund the cost-based methodology at 90 percent of 2001 costs in the state’s FY 2008-2009 budget.

In 2009, during the FY 2010-2011 biennial budget deliberations, the Coalition continued to advance support for full funding of updated special education weights. This proved especially important because, as introduced, the state budget contained new weights that were inaccurately described as 90 percent of the Coalition’s proposed 2006 weights. This error was corrected during the budget process; however, a shift to a new, “evidence-based” school funding formula left many special education funding policy questions unanswered.

In 2010, the Coalition, supported by the newly created School Funding Advisory Council and other Stakeholders worked to encourage support for policy revisions that would result in full funding of a six-weight special education funding formula.

In addressing a major projected budget shortfall, the FY 2012-2013 state operating budget resulted in yet another special education status quo situation. Yet this funding continuity was relatively good news given the state budget constraints. Special education funding remained flat in both FY 2012 and FY 2013 relative to FY 2011 funding levels – consistent with overall state education funding levels and federal maintenance of effort requirements. This approach was taken without the benefit of a fully engaged school funding formula, but, instead, through a de facto system override. Stage One of the Coalition’s previously referenced Special Education Redesign Project was completed in 2011. The focus was to reach out and listen to informed special education parents and professionals relative to their insights into what works and what does not in Ohio’s system of special education. These insights were used to shape Stage Two of the project which focused importantly on the development, funding and initial project management of a special education best practice research report that was completed in 2013.

In 2013 state funding front took place with the passage of the state's FY 2014-2015 operating budget. This budget contained a major increase in state special education weighted funding as previously referenced. Additionally, there was a new per pupil funding formula for preschool special education that moved this funding from unequaled (for local wealth) unit funding to equalized per pupil funding. Both of these policy shifts were supported and encouraged by OCECD.

In June of 2019, HB 305 on school funding was introduced.

HB 305 School Funding Reform and Special Education Funding. Sponsored by State Representatives Robert Cupp (R) and John Patterson (D), HB 305 proposes the creation of a new school financing system in Ohio and includes related appropriations. The bill is the vehicle for implementing the *Fair School Funding Plan*, which was the final deliverable of a bipartisan House working group that met for nearly 18 months to address Ohio’s school funding system. If fully implemented in FY 2025, the plan would cost the state of Ohio an additional \$1.5 billion annually, according to preliminary estimates. *These estimates, however, do not include several service areas that are outside of the basic school funding formula, including special education and funding for educational service centers.*

HB 305’s new formula is an input-based model that seeks to provide instructional resources to ensure high quality education for Ohio’s children. The base costs are driven by student-to-staff ratios and statewide average salary data, as well as statewide average expenditures for operations, supplies, materials, and more. Nearly all base funding under the proposal (95%) is for classroom instruction and instructional support costs, including classroom teaching (60%), educational supports (15%) and school operations (20%). Although these components determine how much funding a district receives, decisions on how to spend base funds will be locally controlled. There are several components included in this new formula, such as instructional costs, instructional support costs, safety and security, social and emotional support, and technology and connectivity. While these components will determine how much funding districts receive under the new formula, there is no mandate for them to spend specific amounts on any of the outlined service areas. The base cost does not include the cost of Special Education, Gifted Education, English Language Learners, Transportation, Poverty, preschool, Targeted Aid/Capacity Aid, Career Tech or Career Awareness and Exploration. These categorical funding allocations are appropriated outside of, and in addition to, the base cost formula amount.

Several studies are called for in this bill, including an evaluation of special education funding. Importantly, the bill demonstrates the relative policy importance of primary and secondary education by including intent language that specifies that funds in Pupil Transportation, Special Education Enhancements, and Foundation Funding are collectively used to pay state formula aid obligations, with the first priority of these items being to fund state formula aid obligations before any other earmarks.

SB 81 prohibiting the use of seclusion in schools. SB 81, sponsored by Senator Maharath, addresses issues of seclusion and restraint. Specifically, the bill would require the State Board of Education, not later than 90 days after the bill's effective date, to update its rules to include a prohibition on the use of seclusion on students. Under current law, the State Board is required to adopt rules establishing a policy and standards for the implementation of a positive behavior intervention supports framework and the use of physical restraint or seclusion on students. The bill also specifies procedures that qualify as seclusion for purposes of this provision, as well as situations and interventions that do not qualify as seclusion.

Dyslexia Related Bills. HB 436 and SB 102 are companion bills introduced simultaneously in the Ohio House and Senate. These two bills would require each school district and community school to conduct early screenings and provide intervention services for children with risk factors for dyslexia under the Dyslexia Screening Program. This would be an expansion of a statewide pilot program that operated in eight school districts from the 2012-2013 school year to the 2014-2015 school year. The Ohio Department of Education (ODE) would be required to establish guidelines and procedures for the program in consultation with the International Dyslexia Association, or another nationally recognized organization that specializes in the treatment of dyslexia, and furnish any approved assessment used by a school district or school for purposes of the program.

SB 200 requires each school district and other public schools to establish a structured literacy certification process for teachers providing instruction for students in grades K-5. Structured literacy is evidenced-based instruction that emphasizes the structure of language, including speech sounds (phonology); writing and spelling (orthography); the meaningful parts of words (morphology); grammar and sentence structure (syntax); the relationship between words, phrases, and sentences (semantics); and the organization of spoken and written language (discourse). The bill requires the process to align with ODE's guidelines for dyslexia screening and intervention and to require a practicum. The bill specifies certain student-to-teacher ratios for the number of teachers that must be certified under the structured literacy certification process for students in grades K-5.



OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

TRAINING DESCRIPTIONS

EARLY CHILDHOOD AND SCHOOL AGE TRAININGS – Designed For Families of Children Ages Birth to 26

A Cultural Perspective on Special Education – Participants will gain an understanding about various cultures, and how to communicate effectively.

A Guide for Parents and Educators of Deaf or Hearing Impaired Children – Participants will learn the different types of hearing loss and how they affect individuals in their educational and social environments. Early detection screening, audiograms and technology used to identify and support those with hearing loss will be presented. Parents will learn strategies to work with their deaf/hearing impaired children and suggestions for accommodations that can be written into their child's IEP.

All About Reading – Participants will learn the basic foundational steps needed to learn to read. Rhyme, rhythm, pictures, phonemic awareness are discussed and applied with a hands-on approach. Story telling techniques will be demonstrated. How to recognize if a child is having difficulty reading and what some of the warning signs of a possible disability will also be discussed.

All About Reading Mentoring – Participants will gain a better understanding and knowledge of the foundation of literacy skills and be trained to use evidence-based materials to mentor their child or student. 30 minute mentoring session through role play and learning to use materials from M4RA.org and Readinga-z.com websites.

Autism Awareness – Participants will be informed about the current diagnostic criteria for the diagnosis of Autism Spectrum Disorder (ASD). Discussion will address Individual Education Program (IEP) goals along with strategies and possible methodologies for educating children identified on the Autistic Spectrum. A comparison between services received through the Autism Scholarship Program and public school IEP programs also will be discussed.

Enriching the Learning Environment – Participants will develop an awareness of the need and importance of a stimulating, rich environment for children. Discussion will include Howard Gardner's Eight Intelligences Theory, with examples of how to develop the various intelligences in children. (Written for parents of children ages 0 – 9)

IEP Clinics – Parents bring their child's IEP for an OCECD representative to review. Pre-registration appointments are scheduled to ensure sufficient time to review and discuss questions and concerns parents may have about their child's IEP. Parents will leave with a better understanding of their child's IEP and a plan on how to work with their schools in developing future IEPs.

Individual Development – Participants will review the developmental stages of a child's growth, with common characteristics and traits being discussed. Stages of brain development and how to stimulate dendrite growth are addressed along with the emotional and temperamental needs of children.

It's My Turn – It's My Turn training is a self-determination curriculum for students with disabilities in middle school through high school. Students will learn about themselves, the choices they have, becoming better self-advocates and how to be better prepared to enter the adult world as they transition from school to the community. Training is usually a 2 or 3 day event, on-site in the host school district building.

Mentoring 4 Reading Achievement (M4RA) – M4RA trains teachers and administrators to implement 1:1 reading mentoring for all students reading below a beginning 6th grade reading level. M4RA offers 1 full day of a free reading mentoring instruction session, 2 Resource Guide Books per school, and ongoing professional development. All public schools, private schools and organizations are eligible.

My Child's Rights to FAPE & A System for Organizing Records – This make-it and take-it workshop will assist participants in organizing records and documentation that pertain to their child's education and health needs. Discussion of parents' rights under IDEA 2004 and how the documentation can be used to assist parents in developing an IEP and how to work with other agencies will be presented.

Parent/Professional Communication – Participants will review basic communication methods, techniques, and styles to utilize when communicating with parents and professionals. Hands on activities will aid participants in gaining an understanding of the various types of communication, as well as developing listening skills and how they relate to good communication skills.

Parent's Rights in the Special Education Process – Participants will gain a functional knowledge of parent's rights under IDEA 2004. The six components of FAPE will be discussed and explained. Timelines under IDEA, as well as, the evaluation, referral and testing process will be covered. Participants also will learn the basic facts about mediation, ODE complaint procedures, resolution meetings and due process procedures.

Positive Behavioral Interventions and IDEA 2004: Opportunities for Parenting and Teaching – Participants will be informed of basic IDEA concepts and FAPE, discuss challenging behaviors, learn the fundamentals of addressing behaviors in IEPs, positive behavior services, supports and interventions. Parents and professionals will gain an understanding of what may cause undesirable behaviors, how to manage behaviors and interventions that really work to help make the child more happy and productive at home and in the learning environment.

Postsecondary Transition – Participants will gain an understanding of the importance of transition planning for youth with special needs. Discussion will focus on the requirements under IDEA 2004 for writing a transition plan, when the process should begin, timelines, and who is involved in writing the transition plan.

Reducing Barriers Through Advocacy – Tips for Parents – Participants will learn strategies that will enable them to become confident advocates for their child's special education needs. The parent's role before, during, and after the IEP meeting will be explored. Suggestions for recordkeeping and for effectively communicating with school district personnel will be discussed in detail.

Section 504 – Participants will gain a functional knowledge of parents' rights under Section 504 of the Rehabilitation Act of 1973 and how this can assist children with disabilities in the educational environment. Participants will review the history behind Section 504, learn the requirements of writing a Section 504 Accommodation Plan, and learn the differences between an IEP and a Section 504 Accommodation Plan.

Services and Supports – Participants will gain an awareness of services and supports that are available to families of children with disabilities from local schools and from state and local agencies and how to determine what services and supports their child may need by developing an individualized education program (IEP).

Taking The Sting Out of Behavior – Participants will learn how to work with children to eliminate inappropriate behaviors and how to teach children skills necessary to self-monitor their actions. The difference between punishment and discipline will be discussed. The various types of behaviors and the techniques and methods for working with these behaviors will be presented.

The Bull Stops Here: Understanding Bullying and What You Can Do to Help – Participants will gain an understanding of the dynamics of bullying. The various types of bullying and common characteristics of children who are targeted and children who exhibit bullying behaviors will be explored. There will be discussion about ways to help a child who is a target, children who are bystanders, and the child who is exhibiting bully behavior. Cooperative approaches for parents and educators to address and prevent bullying will be discussed.

Understanding AD/HD – Participants will gain an understanding of the history of AD/HD and some statistics on the prevalence of AD/HD in the general population. Discussion about who is qualified to diagnose AD/HD, how it affects children in school and life, and various techniques and accommodations to support children at home and at school will be presented.

Understanding the Evaluation Process Under IDEA 2004 – Participants will work through a step-by-step process to gain an understanding of the special education evaluation process under IDEA 2004. Participants will learn commonly used terminology. They will learn what an evaluation is, how to request an evaluation, and how to use the information included in the Evaluation Team Report. Frequently used evaluation tools will be discussed.

Understanding and Writing an IEP – Participants will gain an understanding of the IEP components and the documentation necessary to develop an IEP. Discussion will focus on who is required to be involved in the development of an IEP and what the parent and school roles are in the process. Each section of the IEP will be reviewed with an explanation of what information is required by IDEA 2004 and what needs to be recorded in the various IEP sections.

Who We Are and What We Do – Participants will gain an understanding of the history of the Ohio Coalition for the Education of Children with Disabilities and what services and supports are offered to parents and professionals throughout the state of Ohio. Available OCECD trainings, materials and publications also are addressed.

If you would like to schedule a training, contact: OCECD
165 W. CENTER STREET, SUITE 302
MARION, OH 43302 • 1-844-382-5452
1-740-382-5452 • FAX: 1-740-383-6421

Visit our website: www.ocecd.org

Program Activities and Accomplishments

In 2019, there were approximately **256,526 school-aged children** with disabilities in Ohio. These students are served, on a daily basis, by **138,528 teachers** in the state’s public school districts. OCECD, through its program activities, supports the efforts of the families and professionals that impact the lives of these students. During that same period, **preschool special education enrollment was 22,445**: included in that total are **9,777 children with speech or language impairments**, **7,134 children with developmental delays** and **2,779 children with Autism**.

In an effort to actively guide development of its programs and services, OCECD is involved in data collection efforts that yielded the following results over the past year:

In 2019, OCECD had direct contact with, and provided services to, 168,321 parents, professionals and others.

- 3,944** Individuals attended OCECD training workshops – **1,653** were parents, **1,546** were professionals, and **745** were students.
- 40,724** Calls, letters, texts or e-mails were processed by OCECD – **20,767** were parents, **19,957** were professionals or others.
- 119,679** Page views of the OCECD website this year reveal the Coalition is a known and trusted source of information.
- 3,974** Views of the OCECD Facebook page, with **3,142** followers/likes

OCECD staff has also attended **509 IEP/IFSP/Section 504 meetings**, **53 Facilitated IEP meetings**, **997 meetings with parents**, **186 meetings with professionals**, and **19 Mediation meetings**, **19 Manifestation Determinations**, **57 Resolutions**, and **14 Suspension/Expulsion meetings** with families.

Additionally, OCECD provided consultative services to individuals and families in the following disability categories:

Disability Category	Number Served
Autism	5,996
Deaf-Blindness	51
Deaf-Hearing Impairment	271
Developmental Delay (early childhood)	727
Emotional Disturbance	1,688
Intellectual Disability	968
Multiple Disabilities	1,341
Orthopedic Impairment	250
Other Health Impairment	579
Specific Learning Disability	2,580
Speech or Language Impairment	1,077
Traumatic Brain Injury	231
Visual Impairment including Blindness	57
Suspected Disability/No IDEA Disability	1,345
ADD/ADHD	4,421
TOTAL	23,005

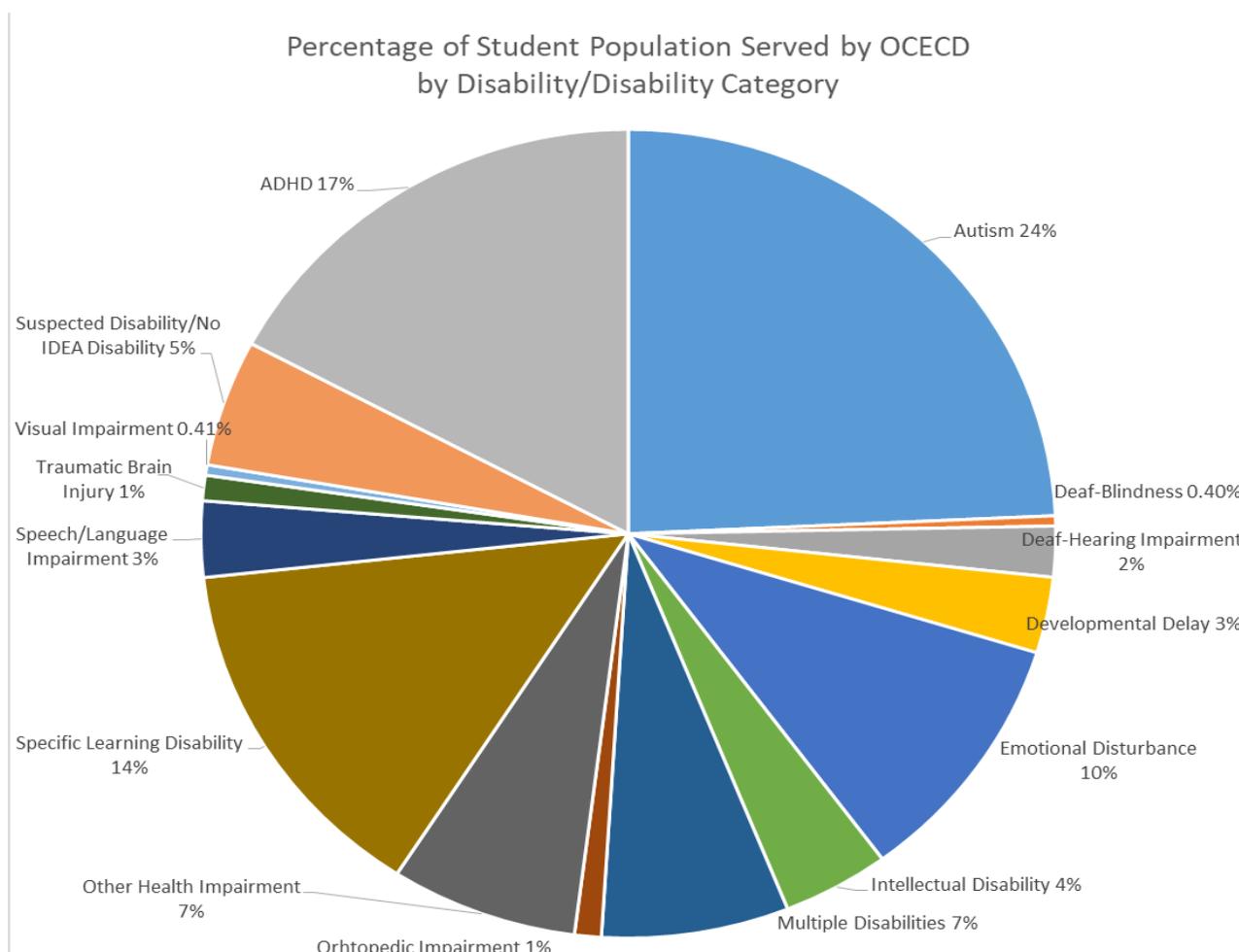
This information is also displayed in the following chart (page 10), which highlights the individuals served by disability category.

Support Services

Support is provided to parents and families of children with disabilities throughout the state in the following ways:

- Identification of disabilities
- Early intervention for infants and preschoolers
- Family support systems
- One-on-one consultation
- Special education
- Community based services
- Transition from high school to employment/college in the community
- Teamwork between persons with disabilities, their families and service providers

To deliver many of these services, OCECD collaborates with an extensive network of parent mentors to assist families. The network supports 79 Parent Mentor Projects. Parent Mentors are employed by public educational entities. Within the 79 funded projects, 93 Parent Mentors, and 2 statewide preschool mentors provide services to approximately 388 total districts, or almost two-thirds of school districts and Boards of Developmental Disabilities across the state. Two Parent Mentors from the Ohio School for the Deaf and the Ohio State School for the Blind serve all 88 counties. OCECD provides resources, technical assistance and professional development to the network of Parent Mentors and school district representatives. Parent Mentors are experienced parents of a child or children with a disability. These mentors work at the school districts through a grant by the Ohio Department of Education. They provide information, resources, and support to families of children with disabilities. Parent Mentors also serve as liaisons between families and school district personnel to foster positive working relationships between parents and educators.



(Information in this report does not include the many services provided throughout the year by our network of Parent Mentors. This report reflects only services provided directly by OCECD.)

PLANEО

Padres Latinos Asociados por los Niños Especiales de Ohio

PLANEО is an empowerment group for any Latino/Spanish speaking family in the Columbus area who has a child with a special needs. This group meets the second and fourth Monday of every month at Mid Ohio Latino Office. Parents are provided training and information about resources and support that is available in the community to children with disabilities and their families. This serves to build a parent’s confidence and comfort level in raising their child with a disability, and helps the parent become a better advocate for improved services for their child. PLANEО served over 275 people during the year. Every year in May, PLANEО holds a family picnic to celebrate the achievements of these families throughout the school year, presenting the Bill Burley Parent of the Year Award.

Asian American Association for Children with Special Needs in Ohio Parent Empowerment Group

This is an empowerment group for Asian American parents of children with special needs. They meet twice a month to discuss issues related to special needs, to receive training by our consultant/service providers for the Asian American community about various topics dealing with special education, such as parent’s rights and responsibilities, and to guide them to helpful resources to aid them with the issues they deal with. Families connect are socially and receive emotional support from others who are experiencing similar situations, while at the same time, helping their children to develop social skills. Last year over 350 people were served through the efforts of this group.

P.L.A.N.E.O.

Latino Parents Associated for Children with Special Needs in Ohio

**INVITES YOU TO
10th YEAR ANNIVERSARY**

WHEN: Saturday, May 18, 2019
12:00 - 4:00 pm

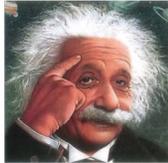
WHERE: EMERALD FIELDS PARK
4040 WYANDOTTE WOODS BLVD
DUBLIN, OHIO 43017

WE WILL HAVE REFRESHMENTS, GAMES, FACE PAINTING,
MUSIC, ENTERTAINMENT AND MORE...
ALSO WILL BE AWARDING
"BILL BURLEY PARENT OF THE YEAR"
P.L.A.N.E.O.

Please call to confirm your assistance to Elaine Martinez (614) 272-7740 or
Charlene Blackburn (614) 382-9452 ext. 22




Asian American Association For Children with Special Needs in Ohio Parent Empowerment Group



Services Referral
Peer Interaction
Emotional Support
Social Skills

Disabilities Education
Family Empowerment
Resources
Group Recreations



This Program is supported by The Ohio Coalition for the Education of Children with Disabilities (OCECD) whose mission is to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. All services are free.
Contact: Lily Tsai (614)-499-3450/lilyt@ocecd.org

Horn/Walter/Burley Awards

The **Horn/Walter /Burley Awards** are presented in honor of two outstanding Ohio educators, the late Raymond A. Horn and the late Franklin B. Walter, who supported and encouraged teachers and their students with disabilities throughout their long careers as educational leaders in Ohio. In 2018, Margaret Burley’s name was added to the awards, to honor her outstanding work as Director of OCECD. For the past several years, OCECD has collaborated with partner organizations, Ohio School Boards Association (OSBA), Ohio Association of County Boards of Developmental Disabilities (OACBDD), Buckeye Association of School Administrators (BASA), and Ohio Association for Educational Service Centers (OAESC). In 2019, awards were presented to sixteen outstanding students and sixteen individuals or groups of educators for the high levels of attainment in their communities. The Horn/Walter/Burley 2019 Awards banquet was hosted June 11th and was attended by 249 people.

The **Franklin B. Walter Award** is given to one educator or one educator team from each of the sixteen State Support Teams in Ohio who has made extraordinary contributions to the education of students with disabilities. This award is given in honor of the late Dr. Franklin B. Walter, Superintendent of Public Instruction from 1977 until 1991, longer than any other state superintendent in Ohio history. With over 50 years of service as a teacher and administrator, Dr. Walter’s leadership is evident in many of Ohio’s quality educational initiatives and programs. Among these is the development of the nation’s first statewide plan for children with disabilities.

The **R. A. Horn Award** is presented to one exemplary special education student from each of Ohio’s sixteen State Support Team regions. This award was established twenty-six years ago by the Ohio Department of Education in honor of the late Dr. Raymond A. Horn, Assistant Superintendent of Public Instruction Emeritus. This prestigious award recognizes students’ remarkable performance. Acknowledged as a national leader in the field of special education, Dr. Horn devoted more than 60 years of service to improving the quality of life and learning for students with disabilities. Dr. Horn left behind a legacy and a challenge to all of us to ensure that every student with a disability be given the respect and the opportunities to which each one is entitled.

The **Margaret M. Burley Outstanding Parent Award** is given to a parent who has made a significant impact in the area of special needs through unwavering dedication and support for families. Margaret Burley is Executive Director Emeritus of the Ohio Coalition for the Education of Children with Disabilities, having served as Executive Director for 39 years. Since 1979, Margaret expanded the organization from five parent and professional organizations, working out of her home with no money or staff to assist her, to an over \$2.5 million budget. Under her leadership, the Coalition was able to attract funding through state and federal entities, as well as donations from numerous individuals and organizations. Margaret directed public policy and research for OCECD, and is known nationally for her work in the special education field since 1972. Tom, her son, the youngest of four children, has multiple disabilities from Congenital Rubella Syndrome.

Some of the Recipients of the 2019 Horn/Walter/Burley Awards



Richard Montgomery III



Bethany Shaw



Jonathan Davis



SST 7 Galion Primary Team



*Outstanding Parent Award
Shannon Coconis*

Calendar Year 2019 OCECD Financial Profile

OCECD is a 501(c)(3) tax-exempt non-profit organization and serves as a federally funded Parent Training and Information Center.

The organization receives its funding support through four primary sources: a) membership dues; b) investment income; c) public funds as grants/contracts; and d) other contributions, gifts, private grants, and/or donations. This section of the annual report provides a review of the revenue and expenditures for the Coalition for calendar 2019 – January 1, 2019 to December 31, 2019 – as reported in its Form 990 federal tax filing for 2019.

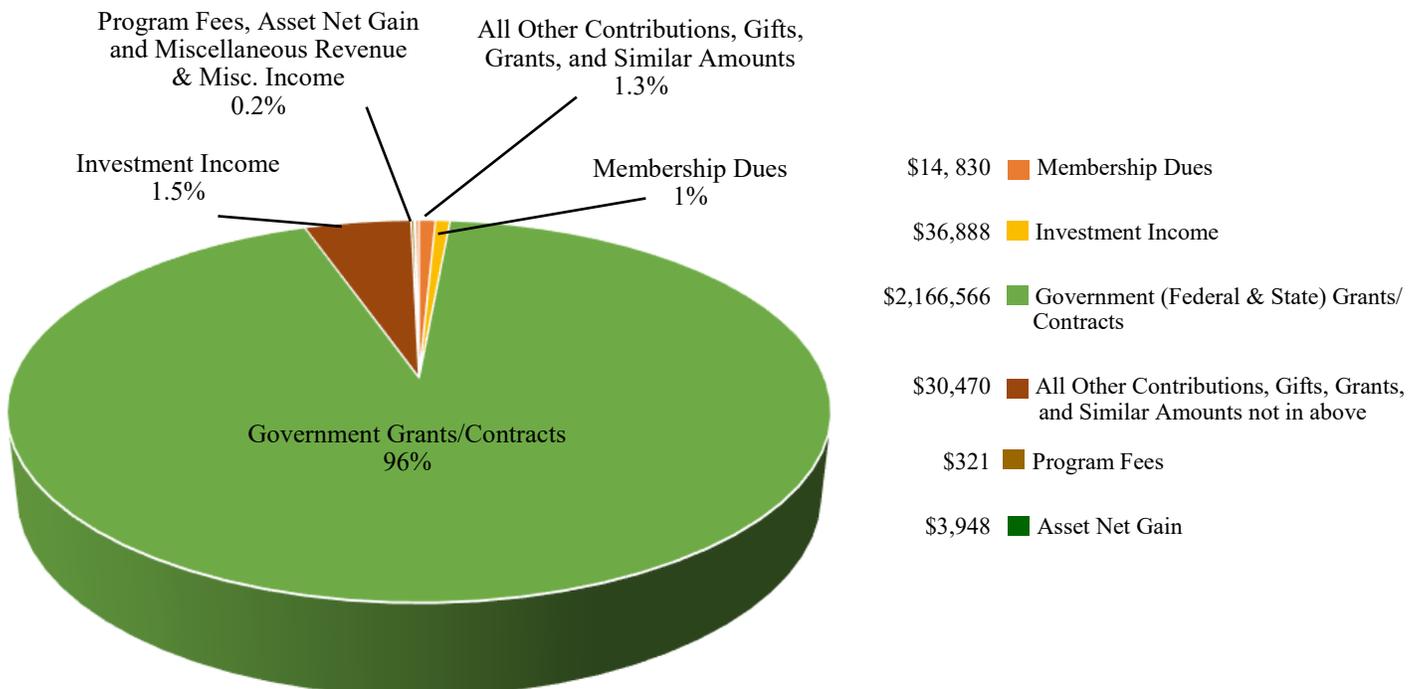
In calendar year 2019, OCECD generated \$2,253,023 in revenue, with \$2,166,566 coming from government grants. In addition to grant funds, the Coalition received \$14,830 in membership dues and \$36,888 in investment income. A breakdown of the calendar year 2019 revenue sources is provided in the table below.



It's My Turn Students

Total Calendar Year 2019 Revenue

Membership Dues.....	\$14,830
Investment Income.....	\$36,888
Government Grants/Contracts.....	\$2,166,566
All Other Contributions, Gifts, Grants, and Similar Amounts not in above.....	\$30,470
Program Fees.....	\$321
Asset Net Gain.....	\$3,948
TOTAL.....	\$2,253,023



Calendar Year 2019 Expenditure Profile

Consistent with IRS Form 990, the Coalition's expenditures all relate to the purchase of goods and services (including staff) that advance the mission of OCECD including:

- Meeting the requirements of the federal grant dollars used by the Coalition
- Delivery of member services
- Advancing an education and advocacy agenda
- Administrative purposes

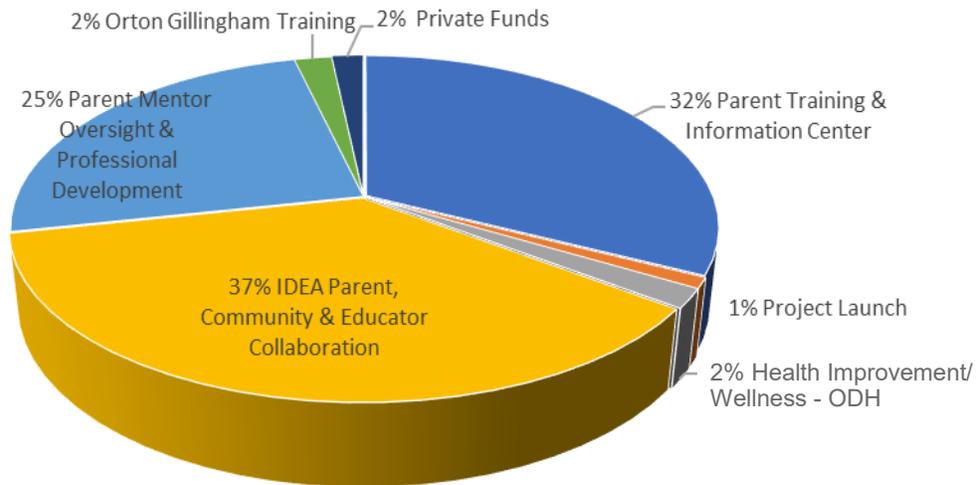
The Coalition spends 97% of the dollars it receives meeting the requirements of the grants pursuant to the contracts and the law including, among other things, trainings, conferences, printing and publications. Additionally, OCECD provides membership and support services, including resource materials and advocacy services. The breakdown of the Coalition's 2019 calendar year expenses is provided in greater detail below. As a federal grantee, an audit is performed by HW & Co., CPA & Advisors as required by the Single Audit, Office of Budget and Management, Washington D.C. for federal grantees receiving more than \$750,000 per year.

TOTAL 2019 CALENDAR YEAR EXPENSES

\$1,218,298	Compensation – Salaries/Wages
\$410,161	Employee Benefits
\$372	Fees for Service (non-employees)
\$148,094	Contractual Services
\$35,024	Professional Fees
\$51,582	Office Expenses
\$31,081	Occupancy
\$68,556	Travel
\$8,948	Conferences, Conventions, and Meetings
\$11,638	Depreciation, Depletion, and Amortization
\$987	Insurance
\$34,848	Training
\$131,222	Supplies
\$4,519	Miscellaneous
\$300	Contributions
\$2,155,630	TOTAL
\$2,247,056	Year End Net Assets

As a charitable organization with 501(c)(3) designation, OCECD is required pursuant to the Ohio Revised Code to file an annual financial report with the Ohio Attorney General. In meeting this requirement, OCECD files an online annual report with the Ohio Attorney General's Charitable Ohio site.

OCECD's 2019 Financial Resources Profile



Outlined below is a breakdown by project of the Coalition's funds:

U.S. Department of Education

Parent Training and Information Center \$669,753

Passed Through a Collaboration with PACER Center

Project Launch \$10,000

Passed Through the Ohio Department of Education, Office for Exceptional Children

SPDG-State Personnel Development Grant \$68,711

IDEA-Parent, Community, and Educator Collaboration \$784,611

Parent Mentor Oversight & Professional Development \$458,839

Passed Through the Ohio Department of Health

Health Improvement and Wellness, Maternal & Child Health

Infant Hearing \$67,228

Orton Gillingham Training Fund Closeout \$21,512

Private Funds

Baisden Fund \$1,000

Donations for the Horn/Walter/Burley Awards \$9,096

William Burley/Leona Burkholder/Jeanith Ryle Memorial Funds \$1,765

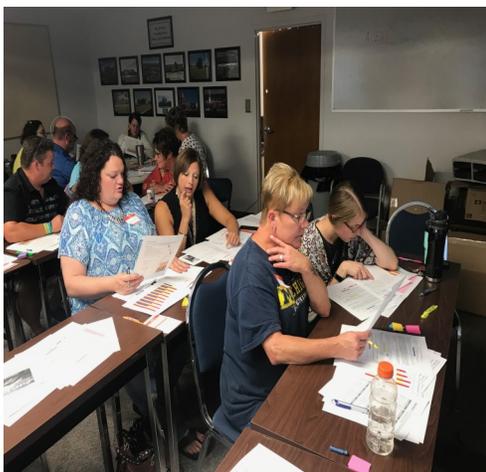
Marion Community Foundation \$4,029

NAMI \$450

Donations to OCECD \$2,768

Sale of Publications \$260

2019 OCECD PROGRAMS FOR PARENTS AND SCHOOLS



Mentoring 4 Reading Training



Asian American Community Training



It's My Turn Training

IDEA Parent, Community, and Educator Collaboration – OCECD staff and consultants provide support services to parents and families of children with a disability. They provide information, support, and assistance regarding special education programs and services to school districts, the general public, and specifically, to families of children with a disability. We respond to telephone inquiries, provide one-on-one support for families, and provide guidance in understanding IDEA and the Ohio Operating Standards and the provision of services available in the local school district.

Additionally, OCECD collaborates with the 16 State Support Teams (SSTs) to establish a consistent level and means of services. We also provide a bridge for communication between parents, schools, and the State Support Team Family Consultants. The regional Parent Mentors and Family Consultants provide information and guidance to parents and school staff to address their needs and provide assistance as necessary.

OCECD staff and consultants provide support services to families of students with disabilities through individualized information review, communication with school district staff, attendance at school team meetings, if invited by the parent or school staff, and dissemination of information related to both Parent Mentor services and special education programs.

Parent Mentor Oversight and Professional Development – OCECD provides technical assistance using the structure formatted by the Ohio Department of Education, Office of Early Learning and School Readiness, and the Office for Exceptional Children to ensure that Parent Mentors receive ongoing professional development opportunities, to enhance their knowledge concerning the educating of students with disabilities to their fullest potential. Training is provided in the area of developing interpersonal skills to improve communication between parents, community resources, and school staff to better address the needs of the students. With supports from OCECD, Parent Mentors increase their ability to connect families and school staff to local resources for students with disabilities. In addition, OCECD staff assists the Parent Mentors by maintaining up-to-date information about the continuum of services for students with disabilities. All of this is within the context of larger educational goals, which recognize the importance of early literacy and of improving both academic outcomes and functional results for students with disabilities.

Ohio Department of Health - OCECD began working with the Ohio Department of Health through the Joint Commission on Infant Hearing, an early detection and intervention program. OCECD contacts families of newly diagnosed newborns and infants who are diagnosed as hearing impaired, in order to connect them with enrollment into PART C Early Intervention Services. This not only lets families know that there are services and supports available to them to address their needs and those of their child, but that there will be someone who will be able to guide them through the process of obtaining support and locating resources.

2019 OCECD PROGRAMS FOR PARENTS AND SCHOOLS



Students at It's My Turn Training

Parent Training and Information (PTI) Center for Ohio

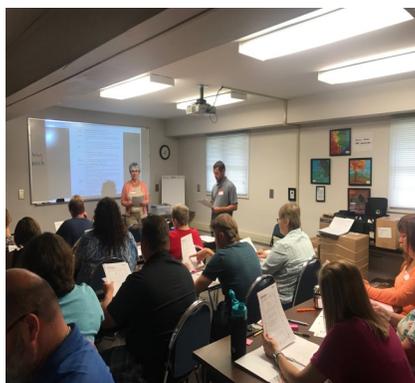
OCECD is committed to providing the highest quality training and information to a variety of demographic groups, including underserved parents, low-income parents, parents with limited English proficiency, parents of incarcerated youth with disabilities, and parents with disabilities. The ultimate goal of this project is to encourage system redesigns and productivity improvements by an extensive review of evidenced-based practices, to identify the most current findings of successful school districts, and to initiate state-level implementation. Leadership at the district, school, and classroom levels emerged as the most powerful driver of significant changes to improve student outcomes, especially for minority and underserved populations. Our staff and consultants have intensified their outreach services to these school and parent leaders.

Students (consumers) need to be involved in their IEPs, especially transition age youth who are 14 or older and preparing for jobs and careers. In 2009, OSEP found Ohio lacking in transition planning for youth; therefore, positive action has been taken to correct this. OCECD's self-advocacy training, *It's My Turn*, is a transition training that instructs teens on their rights and their transition plans needed for their postsecondary life. Postsecondary training is geared toward parents to inform them of what their child's transition rights are, starting at age 14.



PLANEEO Annual Celebration

To meet the identified needs of low-literacy youth, OCECD established the Mentoring 4 Reading Achievement Program (M4RA). This 1:1 reading mentoring program uses an evidence-based, online guided reading series to improve reading for children and youth who read below a 6th grade level. The substantial connection between juvenile justice and special education in Ohio is sobering. There are over three times as many special education students in DYS facilities as there are in the general school population. In addition to the low-literacy rates of Ohio's youth, the Ohio's College-and Career-Ready Commitment reports [www.achieve.org/Ohio] show that far too many students, particularly minority and low-income students, drop out of school or graduate from high school unprepared for postsecondary success, closing doors and limiting their options and opportunities. OCECD adds the additional focus of students with disabilities to this program.



Reading 4 Mentoring Achievement

Our multicultural program is an integral component of OCECD due to the constantly changing demographics and diversity in the state of Ohio. Our Multilingual multicultural staff/consultants provide training and information on the Individuals with Disabilities Education Act of 2004 to the multicultural families of children and youth with special needs, as well as to professionals in Ohio. They also work with families through individual parent meetings, providing information and referral, and parent support groups. Multicultural staff also seek to collaborate with community resources and supports to better serve their families.

OCECD has additional funding sources for various projects: The Baisden Fund, a private donation to be expended in specific counties in Ohio for trainings; Horn/Walter/Burley Awards event to recognize an outstanding educator/educator team and a special education student from each Ohio SST Region; the William Burley/Leona Burkholder/Jeanith Ryle Memorial Funds; Marion Community Foundation for training Marion County parents to mentor their children in reading; NAMI for support of Multicultural staff and consultants in serving families; Orton Gillingham (OG) trainings for reading.

2019 OCECD PROGRAMS FOR PARENTS AND SCHOOLS

Project Launch – OCECD participates in web conferences with PACER Center and partners from two other states. We participate in on-line space for sharing information and resources, determining service gaps. Individual assistance is provided to all families seeking information, including those such as families from diverse communities, professionals, and youth. Workshops are presented to students on transition, employment, and independent living in the community. OCECD has presented “workshop without walls” presentations to culturally and linguistically diverse individuals in Ohio.

State Professional Development Grant (SPDG) – The goal of the United States Department of Education, Office of Special Education Program’s (OSEP) funding program is to assist state education agencies and their partners to reform early intervention, educational, and transitional service systems to improve results for students with disabilities. To achieve this goal, states receive funds from OSEP through State Personnel Development Grants (SPDG), which may be used to improve systems of professional development, technical assistance, and/or dissemination of knowledge about best practices across districts. The Ohio Department of Education (the Department), Office for Exceptional Children’s SPDG is aligned with Ohio’s Plan to Raise Literacy Achievement to improve early language and literacy outcomes for all students, including those with disabilities, English learners, and other at-risk learners. SPDG activities will provide systemic supports to increase and extend evidence-based early language and literacy instruction. Ohio’s SPDG also aims to increase partnerships with institutions of higher education, professional associations, family organizations, and others. Collectively, these efforts will build capacity at the regional, district, and building levels to support language and literacy learning for all students. The Department is contracting with the Ohio Coalition for the Education of Children with Disabilities (OCECD) Parent Training and Information Center (PTI) to increase access to resources for families of students with reading difficulties.



Ohio Coalition for the Education of Children with Disabilities
(OCECD) Newsletter October – December 2019 Volume 5, Issue 1

Progress Reports: What Parents Need to Know

By Pam Cotrell

The Individuals with Disabilities Education Act of 2004 (IDEA) requires that school districts provide information to parents of children receiving special education and related services about how their child is progressing toward meeting their annual Individualized Education Program (IEP) goals. If your child is on an IEP, you have been the recipient of progress reports. You are not alone, if when you get the progress reports, you do a quick review and file them away. The problem with dealing with the progress records in this way can result in greatly underestimating what a valuable tool they can be in helping you to advocate for the special education services your child needs.

If you feel like you don't understand progress reports, be encouraged because OCECD IS HERE TO HELP. Let's get started by answering a few basic questions about IEP Progress Reports.

What is the foundation for meaningful measureable progress reports?

When you attend your child's IEP meeting, the IEP team (of which you are a member) develops goals and objectives to address your child's individual educational needs. One of the first steps in developing a measureable goal is to collect data which tells the team where your child is currently performing. If you look at one of the goals in Section 6 of your child's current IEP, you should find this



information in the sub-section “Present Level of Academic Achievement and Functional Performance” of each goal. It is this information that provides the team with a baseline or starting point for writing a new measureable IEP goal.

If there is not enough data or information available to identify your child's present level of performance, the team may find that additional assessments are needed. For example, in very simplistic terms, if your child has difficulty with being a fluent reader, the IEP team needs to know *the current level of your child's reading fluency* before writing a goal to *improve* reading fluency. Once the current level of reading fluency is identified, the team can then decide the level of fluency that your child can reasonably achieve by the end of the IEP.

Although there will be additional information in your child's present level statement, the team must know the fluency level of the child before setting the fluency goal. If you don't see the link or the apples-to-apples comparison between the present level and the goal, this is definitely something that should be clarified with the IEP team.

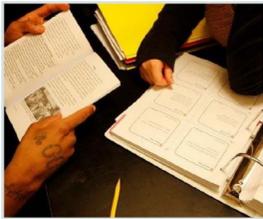


THE OHIO COALITION FOR THE
EDUCATION OF CHILDREN WITH DISABILITIES

Mentoring 4 Reading Achievement “M4RA” Helping Incarcerated Youth

“Because of the initial success and the shared vision of Judge Glenn Derryberry, Allen County Juvenile Court, and President James Harder, Bluffton University, plans are in place for the partnership to grow and expand. That's something Carroll is excited about because he's already noticing behavior changes and increased engagement in learning at the JDC.”

~ Berlin Carroll, Allen County Juvenile Court Administrator



What is M4RA?

- Evidence-based 1:1 reading, mentoring program for at-risk/ incarcerated youth.
- Improves reading levels and self-esteem for at-risk youth.
- Free training for JDC's, and CCF's.
- Reading content through 5th grade.
- Proven program using university and community mentors.

Contact:
Amy Freeman, M4RA Program Director
1-844-220-1647; afreeman@m4ra.org
Ohio Coalition for the Education of Children with Disabilities (OCECD)

Correction facility records show that incarcerated youth have a 16% chance of returning to prison if they obtain assistance with literacy skills, compared to 70% who do not receive help.

“Providing each student who is mentored in this program with individualized material that is differentiated for their needs is why this program is needed and is effective.”

~ Meggan Harzog, ACJDC teacher

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It's My Turn GPS Training Goals Planning Success

A Self-Determination Curriculum for Students with Disabilities

It's My Turn GPS training is a self-determination curriculum for students with disabilities in middle school through high school. This training was designed for students who struggle in the learning process, possibly needing extra time to learn skills to assist them in deciding upon and reaching their goals for life after high school.

Developed by the Ohio Coalition for the Education of Children with Disabilities (OCECD) through funding from the Ohio Rehabilitation Services Commission now known as Opportunities for Ohioans with Disabilities (OOD) and currently supported by the Ohio Department of Education, Office for Exceptional Children, Project Launch, IDEA funds, and the Federally Funded Parent Training and Information (PTI) Center grant.

The workshops include four sections:

- A. **Vision** - Hopes and Dreams, Self-advocacy, Problem Solving
- B. **Transition Plan** - IDEA, IEP, 504, ADA
- C. **Building Skills** - Postsecondary Education and Training, Employment, Independent Living
- D. **Future Planning** - Personal Goal Setting, Backward Planning, Resources

At the conclusion of the training, the district has the option of hosting a parent night for the community, school, and parents to celebrate the students' achievements. The evening will include a collaborative focus on the student's future, student presentations, and information from service providers. The community, school district, parents, and students will develop a working collaborative relationship focused on each student's future.

We developed this training to make transitioning easier for students and to help them become better self-advocates.





Family Support At-A-Glance

In 2019, OCECD continued to build upon its efforts to ensure that all Ohio children with disabilities receive a free and appropriate public education by providing critical information, professional development, training and advocacy by:

2019

- Providing services to 168,321 parents, professionals, and others
- Attending 509 IEP/IFSP/Section 504 meetings
- Attending 53 Facilitated IEP meetings,
- Attending 997 meetings with parents and 186 meetings with professionals
- Attending 19 Mediation meetings on behalf of families of children with disabilities.

In the coming year and beyond, OCECD will continue to work hard to ensure that all Ohio children with special needs receive a free and appropriate public education in an environment that enables them to reach their highest potential. A particular emphasis will be placed on students making successful transitions into their community through employment or postsecondary education and training.



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