

April 9, 2019

Ohio Special Education Profile 2018



**Ohio Coalition for the Education of
Children with Disabilities**



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. This 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 will continually strive to improve the quality of our services for all children and youth with disabilities in Ohio.

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April 2019

Dear Ohio Special Education Stakeholders,

Welcome to the Ohio Coalition for the Education of Children with Disabilities (OCECD) ***2018 Ohio Special Education Profile***.

This report provides a brief, but substantive, profile of special need students in Ohio, including their academic performance and graduation trends and an overview of special education funding and related policy issues. The report's central message is that investments in students with special education needs produce significant results for the students and their families. These investments empower students to help themselves to advance educationally and vocationally and, in the majority of cases, to become self-sufficient citizens.

In the 2017-2018 school year, students with disabilities accounted for 15.7% or close to 267,000 of the 1.7 million public school students in the State of Ohio. This means that 1 in every 6 students has a documented disability requiring intervention and related support services to ensure they receive FAPE, a free and appropriate public education in the least restrictive environment as required under federal and state laws. Implementation of these requirements included the creation of Individualized Education Programs (IEPs) which by federal and state law must be fully funded.

As a state-level parent and professional organization, OCECD is deeply committed to working with the Ohio legislature, the Office of the Governor, and state agencies, as well as local school districts, on special education policy and program issues.

OCECD will continue to work hard to ensure that all Ohio children with special needs receive FAPE in an environment that enables them to reach their highest potential. OCECD will also work to improve program effectiveness to get the best educational outcomes for students and thereby get the best return for Ohio's investment in special education.

Together, we can continue to make a major difference for every student with disabilities.

Sincerely,



Margaret Burley
Executive Director Emeritus

2018 Ohio Special Education Profile

This briefing document provides a clear profile of the complex story of special education in Ohio. It is designed to serve as an informational resource for policy makers, parents, professionals and the broader statewide community.



What is the Ohio Coalition for the Education of Children with Disabilities?

Established in 1972, The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization headquartered in Marion, Ohio. Composed of over 35 parent and professional organizations, it provides special education related training, education, and public policy support services for parents, professionals and other special education stakeholders, including the general public and its elected officials. The Coalition’s focus includes all children with disabilities birth through age 26.

What is Special Education?

Special education is governed by federal law and corresponding state laws. The Individuals with Disabilities Act (IDEA) defines Special Education as “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability,” but still, what exactly is Special Education? Often met with an ambiguous definition, the umbrella term of Special Education broadly identifies the academic, physical, cognitive and social-emotional instruction offered to children who are faced with one or more disabilities.

Based on evaluation driven Individualized Education Programs (IEPs), special education provides necessary supplemental education and related support services, such as occupational and physical therapy, for every student with special educational needs. IEPs thus serve as the foundation, both educationally and legally, for special education services.

Under the IDEA, these 13 disabilities are categorized into the following areas:

- Autism
- Deaf-blindness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness



Ohio's 266,370 public school students with disabilities represent about 1 in 6 of the nearly 1.7 million public school student population. As such, special education funding and policy issues are an integral part of the education policy picture in Ohio.

There are six clusters of disabilities (funding weights) under Ohio law. The majority of students represented in these weights are of normal intelligence as measured by standardized assessments, and graduate from high school with their "typical" regular education peers. Many students with disabilities advance to postsecondary education, or other forms of career preparation.

Federal Education Laws: Why Do They Matter?

In the U.S., the central special education governing law is the Individuals with Disabilities Education Act (IDEA). Special education programs in the United States were made mandatory in 1975 when the United States Congress passed the Education for All Handicapped Children Act (EHA) in response to discriminatory treatment public educational agencies used against students with disabilities. The EHA was later modified to strengthen protections to people with disabilities and renamed the Individuals with Disabilities Education Act (IDEA). It requires states to provide special education consistent with federal standards as a condition of receiving federal funds.

Under IDEA, students with disabilities are entitled to receive special educational services through their local school district from age 3 through age 21. All students with special needs are assessed and then an IEP that outlines how the school will meet the student's individual educational needs is developed in partnership with the student's parents.

IDEA requires that students with special needs be provided with a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that is appropriate to the student's needs.

Early Intervention, Part C of IDEA, is the process of providing services, education and support to young children who are deemed to have an established condition, those who are evaluated and deemed to have a diagnosed physical or mental condition (with a high probability of resulting in a developmental delay), an existing delay or a child who is at-risk of developing a delay or special need that may affect their development or impede their education. The purpose of early intervention is to lessen the effects of the disability or delay. Services, which are available from birth to the third birthday, are designed to identify and meet a child's needs in five developmental areas, including: physical development, cognitive development, communication, social or emotional development, and adaptive development.

State Special Education Laws: Why Do They Matter?

Chapter 3323 of the Ohio Revised Code is the chapter of state statute that defines and governs the provision of services to students with disabilities in Ohio and mirrors the requirements put forth under IDEA.



Under Ohio law, a “child with a disability” means a child who is at least three years of age and less than twenty-two years of age; who has an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, a traumatic brain injury, an other health impairment, a specific learning disability, deafness or deaf-blindness, or multiple disabilities; and who, by reason thereof, needs special education and related services.

A “child with a disability” also may include a child who is at least three years of age and less than six years of age who is experiencing developmental delays, as defined by standards adopted by the State Board of Education and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and who, by reason thereof, needs special education and related services.

The Ohio Department of Education collects this data through the Education Management Information System (EMIS). From the Ohio Department of Education, in the 2017-2018 school year, 266,671 eligible students received services. This amounted to 98.72 percent of all students identified as needing special education through specially designed instruction and related services being served. Served were 89.28% school age, 9.44% preschool and 1.28% were not served. 3,471 students were reported in EMIS as “eligible, not served” due to families discontinuing services, parents refusing to implement services they were first offered, or they were home-schooled or parentally placed in private schools where services are not subject to an IEP.

IDEA requires each State to provide the following:

- ***Full Educational Opportunity Goal*** - The State must have on record with the U.S. Secretary of Education detailed policies and procedures to provide a full educational opportunity to all children with disabilities, from birth through 21 years of age.
- ***Child Find*** - The State must have in effect policies and procedures to ensure that all children with disabilities, including children attending private schools, who are in need of special education and related services, are identified, located, and evaluated.
- ***Least Restrictive Environment*** - States shall have policies and procedures to ensure that each public agency, to the maximum extent appropriate, educates children with disabilities, including children in public or private institutions or other care facilities, with children who are nondisabled in the regular education environment.
- ***Continuum of Alternative Placements*** - Each public agency shall ensure a continuum of alternative placements to meet the needs of children with disabilities for special education and related services, including alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. Supplementary services provided in conjunction with regular class placement must also be available to children with disabilities.

Additionally, IDEA requires that states use state funds to support special education and related services for children and families with children with disabilities as a part of qualifying for annual federal funds under Part B of IDEA. This level of state support must, at a minimum, remain constant year to year. This is known as Maintenance of Effort (MOE).

IDEA provides that states must not reduce their level of state financial support for special education and related services for children with disabilities below the amount of that support from the preceding fiscal year. If a state fails to meet the requirement, the U.S.

Secretary of Education will reduce the allocation of funds to the state for any fiscal year following the fiscal year in which the state failed to meet MOE.

Under limited circumstances, the Secretary is provided waiver authority (for one fiscal year at a time) for what are deemed to be exceptional or uncontrollable circumstances. However, if the department grants a waiver of MOE, the amount of financial support required of the state in future years is the same amount that would have been required in the absence of the waiver.

Special Education Funding in Ohio: How Does It Work?

Since 1913, Ohio school districts have had the responsibility of operating special education programs. Starting in 1945, Ohio's system of funding special education was based on instructional unit funding. Ohio's unit funding based system, which focused primarily on funding a classroom teacher and related instructional expenses, remained unchanged for over 50 years.

In 1996, Ohio changed its separate special education unit funding model to a more integrated approach that provided students with special education needs the same (local wealth equalized) per pupil state foundation funding as regular education students received; however, students with special needs were then provided a system of three weights, or multipliers, of the per pupil funding that provided additional, supplemental funding based on the severity of disability. In 2001, these weights were updated to a six weight, cost-based system that gained favorable national recognition. Unfortunately, this cost-based system was never fully funded. As of 2009, a 2006 based version of the weights was funded at 90 percent of their value.



Though essentially over-ridden by statewide school funding guarantees between FY 2009 and FY 2013, the state of Ohio continues to use a de facto six weight system for funding special education.

The state budget for 2014-2015 converted special education “weighted amounts” from multipliers to dollar amounts because the state eliminated the per pupil foundation amount thus eliminating the ability to use the weights as multipliers.

The federal Individuals with Disabilities Education Act (IDEA) ensures a free and appropriate public education for all students with disabilities. The general principles including raising the expectations for children with disabilities, ensuring access to and progress in the general curriculum, and strengthening the role of parents so that families have meaningful opportunities to participate in their child’s education. The program provides special education and related services, aides and supports in the regular classroom when appropriate, and builds the capacity of school districts to meet the academic and behavioral needs of students with disabilities and other at-risk learners. Special education students represent about 15% of Ohio’s total student population and require an Individualized Education Program (IEP) that specifies services each student needs to make progress in the general curriculum.

In addition to funding shown within this program series, funding attributed to the additional needs of students with disabilities is provided through the school funding formula in six categories tier based on the severity of a student’s disability. This funding is contained within the General State Support – Formula Aid set-aside in the General State Support program series, and which is considered part of the Foundation Program.

Major State General Revenue Fund (GRF) Activities

- *General State Support – Institution/CBDD Special Education Funding:* Per-pupil funding for students with disabilities is distributed to the state institutions and County Boards of Developmental Disabilities (CBDDs). These boards operate educational programs in public schools and in separate educational facilities for students with disabilities. This funding also supports students with disabilities housed in state institutions that provide education and related services. This set-aside is considered a part of the Foundation Program.

Special Education Targeted Funding

The Autism Scholarship Program, described on page 15, is funded as a deduction from the Formula Aid of each recipient’s resident school. As such, this funding is contained within the General State Support – Formula Aid set-aside in the General State Support program series, and which is considered part of the Foundation Program.

The Jon Peterson Special Needs Scholarship Program, described on page 15, is funded as a deduction from the Formula Aid of each recipient’s resident school district. As such, this funding is contained within the General State Support – Formula Aid set-aside in the General State Support program series, and which is considered part of the Foundation Program.

- *School Psychology Interns:* This subsidy helps ensure there is an adequate supply of school psychologists to serve students with disabilities by helping to support one year of supervised on-the-job training prior to licensing by the Department. This nine-month full-time internship is required prior to licensure per Ohio Administrative Code 3301-24-05. Funding will support 100 school psychology interns.
- *Parent Mentors:* Children with disabilities have diverse needs that require services from multiple community agencies and organizations. This program provides support and information to parents of children with disabilities and assists them in becoming involved partners in their children’s education. For the 2017-2018 school year, this funding supported 75 projects across the state, providing 91 parent mentors. 6 projects were self-funded including a total of 7 parent mentors. Despite these numbers, 233 districts were not served by parent mentors.
- *General State Support – Catastrophic Special Education:* Historically, this program provides additional funding to districts to help support the needs of high-cost special education students. All disability conditions, except speech-only, are eligible. Districts, JVSDs, and community schools are reimbursed for more than 50% of the costs above \$27,375 for students in categories 2 through 5, and more than 50% of the costs above \$32,850 for category 6 students. However, all payments are prorated to stay within the appropriation level.



Photo credit: The Capitol Square Review and Advisory Board (CSRAB)

Federal Funding

- *Individuals with Disabilities Education Improvement Act (IDEA) (CFDA 84.027)*: Federal funding is allocated directly to school districts, community schools, CBDDs, the Ohio State School for the Blind, the Ohio School for the Deaf, the Ohio Department of Youth Services, and the Ohio Department of Rehabilitation and Corrections to provide special education services to students with disabilities. School districts are also allocated funding to offer services to resident students with disabilities who attend nonpublic schools. IDEA also funds state-level competitive grants to districts and regional service providers for professional development and educational outreach programs. Discretionary funds are used to support the State's compliance and performance indicators reported annually to the US Department of Education.

IDEA Part B Guidance: Updated IDEA Part B LEA Allocation Methodology

Ohio's award for IDEA Part B funds has increased over the last three years. In school year 2017-2018, Ohio's award was approximately \$460 million. In school year 2018-2019, Ohio's award will be approximately \$470 million.

As the result of fiscal monitoring by the U.S. Department of Education (USDOE), the Ohio Department of Education revised its allocation policies, procedures, and formula to be consistent with those specified in the IDEA.

The revised formula is calculated using the following components required under IDEA, Subgrants to Local Education Agencies (LEAs): base amount, population amount, and poverty amount. The revised formula will change LEA allocations. Beginning with state fiscal year (SFY) 2019, some LEAs, community schools, and other LEAs may see change in their Section 611 and 619 allocations compared to previous years.

The USDOE typically releases preliminary allocations to states in late spring. The Department then makes any necessary adjustments and provides preliminary allocations to Ohio's LEAs in June.

From the Ohio Department of Education Feb. 2019



What is *Doe v. State of Ohio* and How does it Impact Special Education in Ohio?

Doe v. State of Ohio is a class action lawsuit that was filed in federal court in 1993 as part of another lawsuit about funding and providing education in the State of Ohio. Disability Rights Ohio (formerly Ohio Legal Rights Service) became involved in the lawsuit on behalf of over 270,000 preschool and school age students with disabilities in Ohio.

The lawsuit is against the State of Ohio (defendant), which includes those offices responsible for special education funding in Ohio's public schools: the Governor, General Assembly, State Superintendent, Ohio State Board of Education, and Ohio Department of Education. Plaintiffs claim that Ohio's system for funding special education in Ohio is denying children their federally mandated right to a free and appropriate public education (FAPE). Plaintiffs allege that because of inadequate funding financially strapped school districts make decisions about the provision of services to students based on available resources instead of the individualized needs of the student.

The goal of this lawsuit is to ensure that all Ohio public schools have sufficient resources to provide students with disabilities appropriate special education and related services.

2018 Settlement

A settlement agreement was reached November 2018. The settlement is expected over the next five years to improve the state's support for special education in Ohio, as well as create measurable improvements in student performance and inclusion in 11 of Ohio's large urban school districts. More information can be found on Disability Rights Ohio website: <https://www.disabilityrightsohio.org/>



Special Education Student Enrollment

In the 2017-2018 school year, Ohio's students with disabilities accounted for 15.7% or 266,370 of the student population. The special education student enrollment table outlines this trend data in greater detail.

	2015-2016	2017-2018
No Disability	1,557,857	1,433,452
Autism	19,968	25,131
Deaf/Blind	38	68
Deafness/Hearing Impairment	1,863	2,153
Developmental Delay	2,526	7,081
Emotional Disturbance	14,979	15,340
Intellectual Disability (Cognitive/MR)	19,840	20,047
Multiple Disabilities	12,515	13,232
Orthopedic Impairment	1,324	1,532
Other Health Impaired	38,211	44,392
Specific Learning Disabilities	95,720	98,203
Speech and Language Impairments	25,243	36,691
Traumatic Brain Injury	1,431	1,559
Visual Impairments	867	941
TOTAL STUDENTS WITH DISABILITIES	234,525	266,370
TOTAL STUDENTS	1,792,382	1,699,822
% OF TOTAL POPULATION	13.08%	15.7%

Children with Disabilities Birth through Age 5

As reported by the Ohio Department of Education, 20,605 preschool aged children in Ohio received special education services. This includes 8,882 children with speech and language impairments, 7,315 children with developmental delays, and 1,740 children with autism.

Developmental Delay and Speech or Language Impairment are the most common disability categories among preschool-age children.

What Are Ohio's Special Education Student Graduation Trends?

Over the past decade, special education graduation rates have increased steadily. Meanwhile, the general education graduation rates remained relatively stable before decreasing each of the past three years. As a result, the gap between general education and special education graduation rates has narrowed, though the reasons for this change are obviously not all positive.

Special Education Student Placement Options in Ohio

There are many educational placement options for students with disabilities in Ohio. Because of enrollment caps and program capacity limitations, not all options, particularly scholarship or voucher programs, are available to all students and should therefore be evaluated on a case-by-case basis.

1. *Traditional Public School.* There are 611 school districts in Ohio. Ohio's traditional public school districts serve nearly 1.7 million students. Under Ohio and federal law, a traditional public school district (the district where the student resides) is required to provide services, including supplementary services, to any student with disabilities who is at least three years of age and less than twenty-two years of age.
2. *Career-Technical Education (CTE) or Joint Vocational School Districts (JVSD).* CTEs or JVSDs provide occupational education in high schools. All traditional public schools must provide access to occupational education programs either in their own schools, through CTEs or JVSDs, or by contracting through another school district. Federal IDEA requirements apply to CTEs and JVSDs, and they must also comply with all criteria for workforce development programs.
3. *County Boards of Developmental Disabilities.* Ohio has 88 County Boards of Developmental Disabilities – one in each county. The Ohio Department of Developmental Disabilities (DODD) is responsible for the regulatory oversight of these county boards. While these boards provide early childhood and adult services, most do not provide school-aged services (kindergarten-12th grade). Those that do generally limit services to students with low incidence disabilities.
4. *Home Instruction.* Under Ohio law, the board of education of a school district must provide home instruction for children with disabilities who are at least three years of age and less than twenty-two years of age and who are unable to attend school, even with the help of special transportation. The board may arrange for the provision of home instruction for a child by a cooperative agreement or contract with a County Board of DD or other educational agency.

5. *Chartered Non-Public School.* A Chartered Non-Public school is a private school that holds a valid charter issued by the State Board of Education and maintains compliance with the Operating Standards for Ohio's Schools. These schools are not supported by local or state tax dollars and require the family to pay tuition. Chartered Non-Public schools receive limited state funds to pay for specific limited purposes including transportation services for students.
6. *Community Schools (Also known as "Charter" schools).* Community, or charter, schools are public nonprofit, nonsectarian schools that operate independently of any school district under contract with an authorized sponsoring entity. Community or charter schools can be both "brick and mortar" schools as well as e-schools that deliver educational programming exclusively through online instruction. The 2004 amendments to IDEA continued to affirm that students who attend charter schools are covered under this law. Community or charter schools that are their own EAs are specifically included in eligibility to access the resources of an LEA risk pool for high need children with disabilities if the state establishes such a fund.
7. *Cleveland Scholarship.* The Scholarship and Tutoring Program (K-12) in the Cleveland Municipal School Districts uses a lottery selection process that gives preference to low-income families. The program gives students the opportunity to attend private schools in Cleveland. The State will provide reimbursement for tuition to help pay the cost of attending these schools. Student transportation may be available through the Cleveland Municipal School District (CMSD). CMSD is solely responsible for arrangements and establishing eligibility requirements for transportation.
8. *EdChoice Scholarship Program.* The Educational Choice Scholarship (EdChoice) pilot program was created to provide students from underperforming public schools the opportunity to attend participating chartered, non-public private schools. The program provides up to 60,000 EdChoice scholarships to eligible students and are provided on a first-come first-serve basis.
9. *Autism Scholarship Program.* The Autism Scholarship Program (ASP) gives the parents of children with autism who qualify for a scholarship the choice to seek alternative special education services for their children in place of those offered by their school district. The program allows services to be provided by registered private providers, including nonpublic schools. The student must have a current IEP from the district of residence that is finalized and all parties, including the parent, must be in agreement with IEP.
10. *Jon Peterson Special Needs Scholarship.* The Jon Peterson Special Needs Scholarship provides another option for parents of all students with disabilities to seek alternate special education services. It may be used to pay for private school tuition and additional services at private therapists and other service providers. In

addition, this scholarship can be used at public providers (i.e., school districts) if the district chooses to accept the scholarship students. The number of scholarships available is capped at 5% of the students with special needs in the state. The program provides scholarships not to exceed \$20,000 to students who are eligible to attend kindergarten through twelfth grade and have an IEP from their district of residence.

11. *Home Education.* Home education is education provided primarily by or under the direction of a child's parents. There is no state financial assistance for families who choose this option. Home education students do not receive a diploma recognized by the State Board of Education. When pursuing employment or advanced education, home education students may need to complete the GED to show equivalence to a state recognized high school diploma.

Ohio's Seclusion and Restraint Policy

In 2012, Ohio's State Board of Education approved a new policy limiting the use of seclusion and restraint interventions and implementing Positive Behavior Intervention and Supports (PBIS) in Ohio's public schools.

The rule establishes standards of restraint and seclusion practices for use in public schools, which provides that the State Board of Education may formulate and prescribe additional minimum operating standards for school districts including standards for the use of PBIS throughout districts to ensure a safe and secure learning environment for all students.

Special Education Teachers and Related Services Personnel: Does Ohio Have A Shortage of Qualified Personnel?

Of the nation's school districts, 98% report special education teacher shortages, and special education is the area with the greatest teacher shortage in the 200 largest U. S. cities. According to the Learning Policy Institute, between 2009 and 2014, the most recent years of data available, teacher education enrollments in Ohio dropped from 691,000 to 451,000, a 35% reduction. This amounts to a decrease of almost 240,000 professionals on their way to the classroom in the year 2014, as compared to 2009. According to USDOE data, throughout the 1990s, more than 30,000 special education positions in the U. S. annually were filled by uncertified personnel. Since 2010, and as recently as 2018, the U.S. Department of Education in their Teacher Shortage Areas report, has indicated that a teacher shortage area for Ohio is special education. A 2012 study by the Ohio Research Center, a collaborative of Ohio based universities and research institutions, found the supply of teachers more than meets the demand in the state, but these numbers mask a problem of not having enough teachers for specific regions, grade levels and in specific fields; special education, in particular, is an area of

growing need. According to the Ohio Department of Education Job Board, in 2018, the state of Ohio had the most need for intervention specialists, which refers mainly to special education teachers. Of the types of education majors chosen by 2011 Ohio graduates, special education was the fourth highest choice (1,323 graduates or 10.9% of all graduates).

As for “related services,” they are supportive services that are required to assist a child with disabilities benefit from special education. In Ohio, these services are defined in Ohio Administrative Code (OAC) Section 3301-51-01(B)(52). Under Ohio law, “related services” means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. As with special education teachers, many of the professionals needed to provide related services are in short supply. Speech-language pathologists are a leading example of this market supply problem.

Special Education Teacher and Related Services Shortage Variability: What Is The Story?

Teacher and Related Services Case Loads. Caseloads, which have a significant effect on the demand for teachers and related services providers on the quality of services delivered to students with disabilities, vary dramatically across the U.S. Although several initiatives aim at reducing general education class sizes, some data (which must be interpreted with caution) suggest that special education caseloads may have increased to nearly the 18:1 ratios of primary general education classrooms in many states. In Ohio, teacher and related services caseload ratios are outlined in the Ohio Administrative Code and have the same authority as law. However, the Ohio Department of Education may grant waivers to these caseload ratios when schools request them.

Related Services Personnel Shortage. In January 2018, ODE created a Related Services Personnel Workgroup, established by the Superintendent of Public Instruction in accordance with ORC Section 733.65 with a mandate to improve the coordination of state, school and provider efforts to address the related services needs of students with disabilities. They invited a team of individuals, who serve students with disabilities, to identify and evaluate causes and solutions for the shortage of related services personnel in the school setting and establish goals to address the shortage in the state. Comprised of 3 subgroups, the workgroup monitored progress on those goals and reported on the work and findings of the workgroup. In 2018, they met 6 times, concentrating on Educational Audiologist, SLP’s, OT’s, PT’s, School Nurses, and School Psychologists.

The short-term goals they established focused on proposing an update for the funding methodology for Ohio and completing a cost gap analysis with the OESCA and ODE working together with some of the workgroup team members. This report is expected to be ready the early part of 2019, in time for the budget discussions with legislators. Other goals that were completed and due out early 2019 are related services flyers on ODE's website and videos produced by OCALI that project the "real" role of related services. The purpose of their survey data is to identify and define factors that impact recruitment and retention of related services, their purpose and solutions.

Teacher Recruitment and Retention. Training matters, according to the American Educational Research Journal. While teachers from university-based education programs were most likely to switch schools midyear, teachers from alternative-training programs were more likely to leave teaching altogether. The Learning Policy Institute reports on key factors that reflect and influence teacher supply and attrition. Based on these data – which treat compensation, teacher turnover, working conditions, and qualifications, Ohio's Teaching Attractiveness Rating is 3.3 on a 1-5 scale. Testing related job insecurity measured high – 18 percent where the U.S. average is 12 percent.

ODE's Office of Education Equity has developed an interactive resource tool which is now available, for collecting data on teacher retention and attrition. The Teacher Exit Survey, available on ODE's website, is part of the state-level Race to the Top Resource Plan, Application Area D: Great Teachers and Leaders.

How are Regional Education Support Services Provided?

Ohio's state funded regional education support system includes State Support Teams (SSTs) that use a set of tools to improve instructional practice and student performance on a continuing basis for all school districts. These SSTs were established by the Ohio Department of Education in response to Am. Sub. H.B. 115, which created the Educational Regional Service System. Each SST is housed within one of 16 Educational Service Centers (ESCs). SSTs replaced the former Special Education Regional Resource Centers (SERRCs), which were devoted exclusively to special education and were funded totally by federal IDEA funds.

SSTs provide services and assistance to school districts, educational service centers, community schools, and early childhood centers, County Boards of Developmental Disabilities and families in several areas, including:

- School Improvement
- Special Education Compliance
- Early Learning and School Readiness

The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization that serves families of infants, toddlers, children and youth with disabilities in Ohio, and agencies who provide services to them. OCECD works through the coalition efforts of more than 35 parent and professional disability organizations which comprise the Coalition.

Established in 1972 and staffed primarily by parents of children and adults with disabilities, persons with disabilities, and education professionals, the Coalition's mission is to ensure that every Ohio child with special needs receives a free, appropriate, public education in the least restrictive environment to enable that child to reach his/her highest potential. Throughout Ohio, the Coalition's services reach families of children and youth, birth through twenty-six, with all disabilities.

OCECD's programs help parents become informed and effective representatives for their children in all educational settings. In addition, youth are assisted to advocate for themselves. Through knowledge about laws, resources, rights and responsibilities, families are better able to work with agencies to ensure that appropriate services are received for the benefit of their sons and daughters.



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