

**COUNCIL FOR EXCEPTIONAL CHILDREN
BOARD OF DIRECTORS**

July 5, 2019
Arlington, VA

MINUTES
(Approved October 30, 2019)

Board Business Meeting Agenda

1.0 Official Items

1.1 Call to Order

President Mary Lynn Boscardin called to order the regular meeting of the Council for Exceptional Children Board of Directors at 1:55 p.m.

1.2 Record of Attendance; Determination of Quorum

Board Secretary Alexander T. Graham called the roll. A quorum of the following Directors was present:

Mary Lynn Boscardin, President
Jennifer Lesh, President Elect
Mikki Garcia, Past President
Jim McCormick, Treasurer, via telephone for Agenda Items 3.3.1 – 3.3.4
Tisa Aceves
Julie Bost
Dennis Cavitt
Rafael CdeBaca
Rosalind Hall
Barbara Hong
Laural Jackson
Danielle Kovach
Diana Morales
Charmion Rush
Mitch Yell
Paul Zinni (via telephone)

Not present: Linda Balon-Smith

1.3 Adoption of Board Business Meeting Agenda

MOTION: Mitch Yell moved to adopt the Board Business Meeting Agenda as amended with a motion regarding use of reserves added under New Business. Rosalind Hall seconded.

Motion passed.

1.4 Adoption of Consent Agenda

MOTION: Mikki Garcia moved to adopt the amended Consent Agenda. Jennifer Lesh seconded.

Motion passed.

2.0 Departmental Updates

2.1 Membership

2.1.1 Early Career Project Update

Jon Hockman of [McKinley Advisors](#) provided the board with an overview of the early career research the firm is conducting. The project objective is to identify opportunities to better serve the unique needs and challenges of early career professionals to ensure relevance, impact and a strong future for CEC– and the field.

McKinley has conducted 9 interviews with members and 4 with nonmembers. Focus groups to test concepts will be held later in the month, and an electronic survey may also be conducted.

McKinley’s Health of Associations Report found that unlike businesses known to be innovative, customer-centric and consistently evolving with the times, the association sector is populated with what are essentially monopolies who are rigid in structure and struggle to evolve to customer needs.

What this means to associations:

- People still want and need to associate
- Our early assumptions about “millennials” were wrong
- Customer expectations are higher than ever and demand value
- We have to up our technology game, or else...

Facts and findings relative to CEC include:

- The field is challenged with pay gaps, an overall lack of diversity, and workforce shortages.
- Future career aspirations are mixed among early career interview participants.
- Workforce shortages appear to have impacted CEC membership, which has steadily declined since 2008.
- Newer members and early careerists are much more likely to lapse their membership than they are to renew.
- Members are most likely to engage with CEC through meetings and publications; however, many members did not participate at all.
- There is a strong correlation between participation with CEC and renewal of membership.
- Early career members turn to CEC for belonging, learning and support; many would like to get more involved, but time, cost and lack of employer support pose significant barriers.

In terms of needs and challenges, early career teachers did not feel fully prepared in their first year of teaching. There are opportunities for CEC to explore, such as providing more training resources to address specific challenges, such as:

- high levels of burnout and emotional toll
- lack of support from school administrators
- classroom management and behavioral issues
- time management
- lack of training on how to manage other teachers, administrators and parents
- IEP writing and managing large amounts of paperwork.

Some of the resources early career professional indicated they would find desirable are:

- Regional representative to help new special education teachers and advocate for them
- Enhanced CEC website for ease of use
- Financial support to attend conferences
- Interactive online resources, such as a chat feature and IEP exercises
- Free and recorded webinars for those in different time zones
- Opportunities for early career professionals to connect with each other and with mentors, both online and in-person

When asked what was one thing that should never change about CEC, responses included:

- Providing resources (conference, publications, print materials, etc.)
- Their commitment and passion for helping students
- Advocacy efforts
- Their kindness
- Mission and purpose
- Inclusive community

When asked what the most important thing CEC can do for early career professionals is, responses included:

- Provide quality and accessible professional development resources
- Promote or share opportunities for teachers to connect with each other (workshops, social events, mentoring opportunities, support groups, etc.)
- Provide a supportive community
- Share standards of best practices

Questions that will need to be answered are:

- What is the greatest opportunity facing CEC when it comes to early career professionals?
- What is the greatest threat?
- What is the simplest thing we could do that would have the greatest possible impact on value for early career professionals?

2.2 Professional Standards

Jennifer Bullock, Director of Education and Professional Standards, provided the following information:

The Professional Standards and Practice Committee (PSPC) has continued to receive feedback on the progress of the Standards Development Workgroup (SDWG) for K-12 special education teachers. Two members of the PSPC, Theresa Garfield and Ginevra Courtade, are members of the SDWG, and PSPC chair, James McLeskey, is ex-officio.

The SDWG met in March to finalize a draft set of Standards for review and feedback (both public feedback and from the PSPC) before they are submitted to CAEP for initial review in July 2019. These drafts included Standards, Components, and Supporting Explanations. PSPC reviewed and discussed these standards at a meeting on May 24. PSPC members voted unanimously to approve moving the standards forward to CAEP this summer, after considering changes based on feedback provided by PSPC and through public comment. The PSPC looks forward to continuing to support the critical work of the SDWG as they proceed with the revision of CEC's Standards for K-12 special education teachers.

The PSPC has continued to receive feedback on the progress of the Standards Development Task Force for EI/EC special educators. A draft of the Standards, Components, and Supporting Explanations was completed by the SDTF in May and was sent out for review by PSPC and for public comment before submission to CAEP in July 2019. PSPC reviewed and discussed these standards at a meeting on May 24. PSPC members voted unanimously to approve moving the standards forward to CAEP this summer, as the work group considers changes based on feedback provided by PSPC and through public comment. The PSPC looks forward to further supporting the critical work of the EI/EC Standards Development Task Force as they write and revise these new CEC Standards.

The PSPC continues to address the use of the Board approved High Leverage Practices in CEC's standards work, as well as throughout the organization. Seven demonstration videos of the HLPs have been developed and posted on the CEC highleveragepractices.org web site, while several additional videos are in the works. CEC in collaboration with the CEEDAR Center also developed and posted on the highleveragepractices.org a new resource--Introducing High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders. Finally, CEC in collaboration with Routledge published an edited book related to the use of the HLPs in inclusive classrooms.

The PSPC continues to ensure that the new sets of CEC Standards that are currently under development follow the recommendations of the 2017 Framing Paper, including the stipulation that "Essential specialized practices for special educators are defined in part by High-Leverage Practices."

The PSPC continues to work closely with the Knowledge & Skills (K&S) subcommittee of the PSPC to support divisions as they update K&S sets. Both the Council for Educational Diagnostic Services' (CEDS) Advanced Specialty Set and the Division on Physical, Health, and Multiple Disabilities' (DPHMD) Physical, Health, and Multiple Disabilities initial Specialty Set have been sent out for validation through public survey. Each of the divisions will review the feedback, make revisions as necessary and submit an updated draft to the KSSC. Once reviewed and approved by the K&S, the sets will be submitted to the PSPC for final approval.

The PSPC continues to work with CAEP on matters related to the standards revalidation process, program review, and the proposal received from CASE over the last year to develop Professional Standards for special education administrators. The committee expects further collaboration and communication with CAEP as current standards work proceeds.

CEC's application CAEP was due in July. It and both sets of standard drafts (initial SPED and Early Intervention/Early Childhood) and applications were submitted in mid-June.

2.3 Convention

Carol Serrano, Director of Conventions and Meetings, provided the board with the following information:

Registration statistics

- 92 registrations
- 15 express lunch orders
- 8 workshop registrations
- 8 convention programs ordered

The call for proposals was March 1-31. 1,403 proposals were submitted. Following are the number of proposals accepted.

- Demonstrations: 53
- Panels: 49
- Posters: 348
- Presentations with Q&A: 261
- Multiple Presentations: 45

Multiple presentation sessions are 1-hour sessions (and a few 2-hours with more proposals included) in which 2 or 3 proposals are given approximately 15-25 minutes each to present their papers on a common topic.

Because CEC receives many more proposals than can be presented during convention time slots, we urge applicants to be flexible in considering options such as multiple presentation sessions.

The call for proposals for the Teacher2Teacher session will be October 1-31.

Randy Sprick, Ph.D., Director of Safe and Civil Schools, will be the keynote for the 2nd General Session. Sprick is an educational consultant and trainer in Eugene, Oregon. Each year, he presents practical and entertaining workshops to over 30,000 teachers and administrators throughout the United States and Canada.

Much of his work involves helping teachers, principals, and other staff set up schools and classrooms that encourage student responsibility and motivation, while humanely and effectively helping misbehaving students learn to behave in more responsible ways.

We hope to announce the Opening General Session keynote soon.

Program Chair Featured Sessions are:

- Special Education as Specially Designed Instruction: In Recognition and Honor of Zig Engelmann
- Special Education Research and the Division of Innovation and Development (DID): In Recognition and Memory of Marty Kaufmann ... "One Good Idea"

A new feature this year is the Technology Playground, being developed with the assistance of Cheryl Temple, former Program Manager, Assistive Technology Services, Office of Special

Education Instruction, for Fairfax County Public Schools, and in collaboration with the Innovations in Special Education Technology Division.

The Technology Playground will feature three areas:

- The Vendor Sandbox is a creative space where attendees can interact with vendors who share current technology that supports students with special needs.
- The Educator Experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.
- The Student Spotlight features K-12 students and provides them with an authentic audience to share their use of assistive and instructional technologies to access their education.

2.4 Publications

Interim Publications Manager Al Rickard, shared the following updates and information

TEACHING Exceptional Children

- New Academic Editor Dawn Rowe is on the job
- New design launching with Sept.-Oct. issue
- State of the Profession Report featured in the Sept.-Oct. issue
- Upcoming Themes
 - Arts and Education (November-December 2019)
 - Quality IEPs (January-February 2020)
 - Explicit Instruction in Academics Across Grade Levels (Mar-Apr 2019)
 - Explicit Instruction in Functional Skills Across Grade Levels (May-June 2020)
- TEC was accepted into Scopus – the largest abstract and citation database of peer-reviewed literature in the world. Comments from the Scopus Content Selection & Advisory Board include:
 - The journal consistently includes articles that are scientifically sound and relevant to an international academic or professional audience in this field.
 - In general, the content of the articles is consistent with the scope and aims of the journal.
 - The articles are consistently of high academic quality, consistent with the journal's stated aims.
 - This title addresses a subject area not properly covered by an existing journal.

Publications

Hot sellers include:

- *HLP Special Collection*
- *High-Leverage Practices in Special Ed*
- *New Teachers Induction Toolkit*
- *Survival Guide for New Teachers*
- *Principal's Guide to Special Education*
- *Leading the Co-Teaching Dance*
- *Dyslexia Special Issue of TEC*

CEC publications coming soon are:

- HLP Laminated Guide on Assessment
- HLP Laminated Guide on Social-Emotional-Behavioral
- Three HLP Laminated Guides on Instruction

New books from publishing partner Corwin:

- *Start with Heart: Bringing Hope to Schools Through Social and Emotional Learning*
- *Leading for Change Through Whole-School Social Emotional Learning: Strategies to Build a Positive School Culture*
- *Developing Expert Learners: A Roadmap for Growing Confident and Competent Students*
- *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach*
- *10 Essential Instructional Elements for Students with Reading Difficulties: A Brain-Friendly Approach*

There is also a PBIS bundle, a complete set for building a behavior system that meets students' social-emotional learning needs. It includes the popular *Don't Suspend Me! Alternative Discipline Toolkit* book plus the three PBIS Handbooks: Tier One, Tier Two, and Tier Three.

The Don't Suspend Me! book demonstrates how alternative discipline methods can create long-term change. The series of interactive workbooks shows educators how to build a Three-tier system of support:

- Tier One is the foundation, building the structure for the behavior system at the school
- Tier Two is designed to support the 10-15% students at risk who need additional support through individual intervention
- Tier Three allows schools to respond to the most intensive needs of students

New books from publishing partner Brookes Publishing:

- *Launching A Career in Special Education: Your Action Plan for Success*
- *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*
- *Multi-Tiered Systems of Support for Young Children: Driving Change in Early Education*

2.5 Policy and Advocacy

Deb Ziegler, Director of Policy and Advocacy, provided the following updates:

The Special Education Legislative Summit, co-hosted again this year with the Council of Administrators of Special Education (CASE), begins on July 7. There are nearly 300 special and gifted education and early intervention professionals from 46 states registered.

Again this year, weekly 30-minute webinars for all participants were offered to provide helpful updates on SELS and technical assistance to individuals and teams as they set up their congressional visits.

In their meetings with members of Congress, advocates will inform elected officials about the unique needs of children and youth with exceptionalities and urge them to:

- Fully fund IDEA and increase funding for the National Center for Education Research (NCER) and Jacob K. Javits Gifted and Talented Students Education Act.

- Cosponsor and support pending legislation in the House and Senate to fully fund IDEA Part C and Part B Section 619 (preschool) programs and the Child Care for Working Families Act, H.R. 1364 and S. 568.
- Support efforts that maintain and enhance the use of public funds for public education and services offered throughout public school districts.
- Support legislation to address the shortages of special education teachers and early intervention providers.
- Support legislation to strengthen and enhance mental health services to children and youth with exceptionalities to build positive climates for learning.

There is a new HLP publication, *High-Leverage Practices in Special Education: A Professional Development Guide for School Leaders*. It was developed to assist school leaders in planning and implementing professional development about high-leverage practices to K–12 educators.

The downloadable online guide provides school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging their staff members in learning about how high-leverage practices in special education can enhance student learning in the school and district. The guide is divided into three sections: “Getting to Know High-Leverage Practices,” “Sharing High-Leverage Practices,” and “Reflecting on High-Leverage Practices.” Each section contains selected tools for conducting professional development. Some tools include enhanced activities and conversation starters that use publications and products available CEC.

3.0 Organizational Items

3.1 President’s Report

June Meeting with IES (Joan McLaughlin):

Boscardin shared CEC’s involvement with education research:

1. members’ use of education research to make decisions about instructional practice (as opposed to non-research sources such as peer recommendations, web searches, and vendor collateral)
2. members’ feelings about education research
3. members’ thoughts about who is or who should be advocating for their research needs
4. CEC’s engagement in research dissemination:
 - a. How can CEC help NCSER distill and communicate research to practitioners?
 - b. How can CEC assist NCSER with creating structures, routines, and connection points to leveraged dissemination opportunities for NCSER?

Boscardin and McLaughlin discussed:

1. avenues that CEC can make translated research available to practitioners, including TEC, webinars, blogs, workshops, convention presentations, professional development modules;
2. ways CEC might facilitate the involvement of practitioners in education research.
3. how formal sources of education research generated by NCSER might be better disseminated so practitioners are aware of its existence

Next steps include:

1. Providing NCSER with copies of CEC’s professional development survey, as well as, the State of the Profession Report.
2. A discussion with the CEC Board of Directors to move forward with a professional development work group whose primary purpose will be to explore ways of forging a strong partnership with NCSER that includes exploring multiple ways to translate important research findings so practitioners can readily access and apply the results.

3. Work with NCSER to identify an area critical to special education practitioners in order to pilot multiple dissemination options and gather and analyze the analytics about use by practitioners.
4. Work with NCSER to identify a value-added topic for an hour-long webinar and determine if the participants would be interested in additional opportunities to learn more. In the future, CEC looks forward to working with NCSER helping PIs implement dissemination plans from the 2020 competition.
5. Plan “regular” meetings as a way for NCSER (and maybe others at IES) to hear from CEC on issues that they see as needing to research.

State of the Profession Presentations: President Boscardin highlighted that The Pioneers Division has been a fantastic example of how division projects can contribute to the greater good of CEC. The Pioneers took on and completed this high impact project with very little funding. CEC is the big benefactor as a result of the effort of Susan Fowler, Mary Ruth Coleman, and Bill Bogdan and is very grateful for their continued efforts to disseminate their work and continued analysis of the data.

External presentations to date include the Office of Special Education Programs and the National Association of State Directors of Special Education. There will also be a presentation at the combined CASE/NASDSE Conference in October 2019.

Executive Director Search: The responsibilities of the Chief Financial Officer (CFO) have been outsourced following the board’s May appointment of CFO Craig Evans to the position of Interim Executive Director. The officers have appointed a dynamic search committee to be led by Mikki Garcia and Jenn Lesh. The other members are Boscardin, Alexis Morgan, Danielle Kovach, David Lee, Bill Bogdan, and Mitch Yell. Sterling Martin Associates, a DC-area search firm that specializes in recruiting for executive level positions at associations and nonprofits.

Move to 3100 Clarendon Boulevard: This opportunity offers a fresh start that represents a new era. The property offers more convenient transportation options and space that better meets the need of staff, board and other groups.

3.2 Executive Director’s Report

SPEDPRO Discussion on CEC logo, mission, and core values – CEC has not received an additional feedback from Dr. Edwin Martin concerning the organization’s logo, mission, and core values following a letter sent from Alex Graham to Dr. Martin. Various reports from SPEDPRO postings provided mixed reviews of CEC’s response from Dr. Martin. The “issue” is on the agenda for the Inter-divisional Caucus (IDC) for their meeting on July 6 during the Leadership Institute.

Arkansas CEC – For the past four months, I have working with the Arkansas CEC board on a strategic planning initiative. On June 13, the board held a strategy session in Little Rock, Arkansas. A draft plan will be provided to the board by July 13.

State of the Profession Study Briefings – Two briefings were held in June, one for the U.S. Department of Education Office of Special Education Services (OSEP) and the National Association of State Directors of Special Education (NASDSE). The OSEP briefing was an in-person event and included OSEP staff as well as grantees. The NASDSE session was for state directors only and a recorded version was provided to state directors who could not attend.

Technology Playground – working with CEC’s ISET division, the convention will host a technology playground with a variety of sessions focused on a more experiential environment for attendees to

interface with technology. The sessions will include highlighting students and how they use technology as well as special sessions for administrators.

Virginia Aspiring Leaders Program – CEC continues to support Virginia’s Aspiring Leaders Program, a “grow your own” administrator program where 30 individuals participate in a yearlong leadership development program. On June 18, Alex Graham served as the keynote speaker for the annual leadership reunion of more than 120 program graduates.

Teacher Educator Division (TED) – Alex Graham is continuing to work with TED to finalize their strategic plan. To date, Alex has provided support in developing their plan including five conference calls as well as a member/nonmember needs assessment. Next steps for TED’s board will be a series of focus groups, an all member webinar on the findings and a strategy session (led by Alex Graham) to be held November 8 in New Orleans at the TED annual conference.

3.3 Treasurer’s Report

3.3.1 May Financials

Craig Evans, Chief Financial Officer, presented the following information:

Statement of Financial Position Highlights

- As of May 31, 2019, CEC’s cash balance is \$891K, up by \$405K, or 83%, from the previous year. The large increase is related to liquidation of investments to cover pending early lease exit penalties for CEC’s current office space and moving costs to new office space.
- Receivables are \$387K, down by 16% from last year. The decrease is related to non-operating rent receivable from 2018 that is no longer recorded as subtenant has defaulted on sublease.
- Prepaid expenses are \$203K, down by \$41K, or 16% from the year prior.
- Long-Term Investments stand at \$942K at the end of May 2019, down by 60% from last year. The large decrease is related to liquidation of \$1.3 million of reserves to cover early lease exit penalties for CEC’s current office space and moving costs to new office space.
- Total assets at the end of May 2019 stand at \$4.5 million, down by \$1.5 million, or 25%, from the prior year. The large decrease is related to the liquidation of investments as noted above.
- Accounts payable at the end of May 2019 are \$161K, an increase of \$73K from the year prior. A large credit card bill of approximately \$88K is pending payment.
- The security deposit for the subtenant of the 10th floor office space has been fully depleted. The decrease is related to the subtenant’s default of the sublease. Under the terms of the sublease, the security deposit was applied to cover the unpaid rent for the last quarter of 2018.
- Total Liabilities are \$5.8 million, down by 2% from the previous year.
- Total Operating Net Assets at the end of May 2019 are \$2.6 million, down by 31% from the previous year. The decrease is primarily related liquidation of reserve investments as noted above.

Statement of Activities Highlights

- Operating revenue through May 2019 is \$3.6 million, approximately 11% below YTD budget. The budget shortfall is primarily related lower-than-budgeted convention registration revenue and sublease revenue.
- Operating expenses at the end of May 2019 are about 18% over the YTD budget. The overage is primarily related to an early lease termination penalty of \$500K paid in May.
- At the end of May 2019, CEC has a net operating deficit of \$236K.

Discussion & Observation

Membership dues revenue continues to show signs of stabilizing, and lags YTD budget by only 4%. On a cash basis, for the year ending May 31, 2019, dues revenue is down by only 1% from the previous year. (Cash dues collected had dropped by 42% from 2013 – 2018)

Total convention and expo revenue came in \$300K below the annual budget due primarily to lower-than-budgeted registration revenue. Total direct expenses came in slightly over budget by 4%. The expense overage is primarily related to being charged full price for the Indy convention center as the hotel-room nights incentive, and corresponding discount, was not met. Total direct net surplus from the event came in at \$902K. (The financial statements show travel expenses of \$244K, which is not correct due to pending coding of several bills unrelated to convention. Staff is working on correcting the coding.)

Publication sales increased to \$71K in May 2019 from \$44K in April. Total revenue through May is \$265K, about 27% ahead of this time in 2018.

LCE subscription revenue continues to be strong coming in at \$178K through May 2019, which is about 9% ahead of YTD budget. On a cash basis, LCE sales for the year ending May 31, 2019 are \$408K, up by 28% from the previous year.

CEC has secured new office space at 3100 Clarendon Blvd, Arlington, VA. The lease commences on August 1, 2019. Over the term of the lease, CEC will save \$6.5 million, or an average of \$758K per year (\$64K per month), compared to the current lease at 2900 Crystal Dr. While CEC continues to face financial challenges due to declining membership revenue, the savings offered under the new lease is a significant step to continued financial recovery.

3.3.2 Office Move Expenses Forecast

Craig Evans, CFO, provided the board with estimates related to the move to 3100 Clarendon, including: workstation relocation and installation; IT workstation relocation and installation; and other move expenses. He also provided a breakdown of monthly and annual lease savings through the lease end of July 31, 2027.

3.3.3 Executive Director Transition Expenses Forecast

Craig Evans, CFO, provided the board with estimates related to the executive director transition, including: executive search firm fee; accrued vacation payout; CFO to Interim ED salary increase; and the fee for an interim CFO.

3.3.4 Finance & Audit Standing Committee Recharter Application Motion

MOTION: Jennifer Lesh moved to recharter the Finance and Audit Standing Committee as outlined in the Committee Recharter Application (no changes). Mikki Garcia seconded.

Motion passed.

3.4 Leadership Development Committee (LDC) Interim Report

Chair Mikki Garcia reported that the LDC had slated 14 candidates from the 38 applicants to fill five positions on the board for 2020. There were many excellent candidates and review process was difficult because of the caliber of them. The slate includes candidates from diverse positions, age groups, geographic locations, professional role, etc. The LDC remains concerned that there is no guarantee, despite the best efforts of the committee, that the membership will ultimately elect diverse board members or members who will be the best fit on the board based on critical competencies.

The LDC recognizes that the current application process focuses on experiences and achievements that are sometimes difficult for school-based personnel to achieve. The built-in work expectations for higher education personnel, as well as their flexibility, makes them able to gain the types of experiences and achievements on which our application process focuses. The LDC is discussing ways to balance the process. We will also be looking for ways to assess individual soft skills.

In future applications, there will be a required item asking how the candidate heard about the call for applications to enhance the LDC's outreach efforts.

3.5 Board Diversity Workgroup Final Report and Motion

MOTION: Dennis Cavitt moved to approve the recommendations in the Final Report of the Board Diversity Workgroup to be incorporated into the strategic plan, as appropriate. Jennifer Lesh seconded.

Motion passed as amended.

NOTE: The Board Diversity Workgroup's Final Recommendations are attached to these minutes.

3.6 IDC Student and Early Career Workgroup

Kelly Carrero, Chair of the Interdivisional Caucus, provided a brief update on the work of the IDC's Student and Early Career Workgroup, charged by the board to develop a report with recommendations to be submitted to the Board by December 2019 identifying how divisions can attract new teachers to the field and how they can address the needs of early career professionals.

The workgroup has met three times (November 2018, and May and June 2019). There has been a change in leadership. David Cihak was the chair at the initial charge and Evette Simmons-Reed has accepted the request to assume the position of chair.

The workgroup developed and disseminated a survey to ascertain what divisions are currently doing or plan to do to recruit and retain early career professionals. Five out of 18 divisions responded to the initial request. Division leaders will be surveyed during the Leadership Institute to gather additional responses. Results of the survey and follow-up discussion will be analyzed.

Additionally, the workgroup will (a) review pertinent literature, (b) conduct a scan of peer organizations' efforts to attract and serve new practitioners, and (c) gather additional information through social media and/or focus groups.

3.7 Letter Regarding Division Service Fees and Implications for Strategic Plan

At the end of May, a letter was received from The Division for Learning Disabilities' (DLD) Executive Board in conjunction with the Council for Children with Behavioral Disorders (CCBD), Division of International Special Education and Services (DISES), and the Division for Research (DR) requesting to review their contractual obligations to CEC regarding division fees. The letter indicated that service fees charged to their divisions have risen steadily over the past several years and their executive boards have become concerned about the sustainability of the current fee structure and its impact on their capacity to plan for division expenditures.

CFO Craig Evans reported that service fees to divisions have not changed. They are charged to divisions based on a portion of staff salaries and benefits. Each division pays a percentage based on its percentage of the total division membership as of December 31st of the previous fiscal year.

As an example:

Year one: Division's dues were \$100,000 and CEC charged \$10,000 for service fees, or 10% of their dues.

Year two: Division membership declines and dues collected are \$50,000. However, CEC charges the same amount based on having the same staff and formula for service fees equal to \$10,000. The percentage of CEC service fees to dues is now 20%.

In other words, the percentage of service fees to the division went up not because CEC is charging more, but because the division is bringing in less dues revenue as a result of declining membership in the division.

CEC deducts the division's service fees on a quarterly basis and then sends each division its dues, net of their deducted fees.

Note: Information regarding services provided to units and divisions appears at the end of these minutes.

The board expressed concern over how divisions are spending their dues revenue strategically. For example, how much is spent on focused recruitment/retention initiatives or developing or enhancing programs/products/services that increase the value proposition of the division for members and potential members versus on full or partial travel/hotel expenses for officers to attend conferences, etc., and on socials at the convention when potential members who attend indicate they do not feel welcomed.

Directors also expressed the hope that leaders of struggling division were contacting CEC staff to explore membership recruitment and retention campaigns.

Motion: Rafael CdeBaca moved that CEC staff (Craig Evans, CFO, and Judy Harrison, Director of Membership, Marketing and Communications) will schedule individual meetings with each of the sign-on divisions (CCBD, CEC-DR, DISES and DLD) to provide a full explanation of how service fees are calculated and to assess their membership development needs. Laural Jackson seconded.

Motion passed.

4.0 Strategic Plan

Due to time restrictions, the board was unable to review updates to the strategic plan and vote on a motion to approve. This item will be placed on the agenda for the November meeting.

5.0 New Business – Use of Reserves

MOTION: Rafael CdeBaca moved to grant Interim Executive Director authority to transfer funds or borrow against investments up to \$200,000 to cover operating cash flow shortages that may occur through December 31, 2019. Rosalind Hall seconded.

Motion passed.

6.0 For the Good of the Order and Adjournment

Without objection, President Boscardin adjourned the meeting at 5:55.

**COUNCIL FOR EXCEPTIONAL CHILDREN
BOARD OF DIRECTORS**

**Board Diversity Workgroup
Final Recommendations
June 19, 2019**

The Board Diversity Workgroup recommendations directly contribute to CEC's Mission towards **ADVOCACY** in public policy, developing **PROFESSIONAL STANDARDS** of practice and providing **PROFESSIONAL LEARNING OPPORTUNITIES** for its members. These recommendations support these three pillars of practice as outlined below:

- **CEC works to improve Advocacy** in public policy affecting children and youth with disabilities and gifts and talents, their parents and the professionals who serve them, at all levels of government.
- **CEC develops Ethical Principles, Professional Practice Standards, and Preparation Standards** and uses a collaborative process that ensures that its standards are current, research-based, culturally responsive, and fully address the knowledge and skills and high leverage practices special educators must master.
- **CEC creates ongoing Professional Learning Opportunities** for special educators, early interventionists, and others instructing and supporting children and youth with exceptionalities.

These 11 recommendations were drafted with the intent of serving as preliminary activities to address diversity needs across the organization. The Workgroup's recommendations include a need to:

- 1) Create **PERMANENT MECHANISMS** within and throughout the organization to complete and sustain these recommendations.
- 2) Address **SYSTEMIC ISSUES** that impact all aspects of CEC's work towards meeting its Mission and the Goals in its strategic plan.
- 3) Address procedures and activities related to increasing diversity in CEC's overall **MEMBERSHIP**.

WORKGROUP RECOMMENDATIONS

1. Create **PERMANENT MECHANISMS** to implement and manage diversity specific recommendations.

- a. Include funds in the 2020 budget (and beyond) to employ a **CEC staff member with diversity expertise and training (Director or Manager level)** to provide oversight and coordinate activities related to diversity across the organization. This person would work closely with the Diversity Advisory Committee (see item B below).

[Individual Responsible: Executive Director, Timeline: 8 months, March 1, 2020]

- b. Charter a **Diversity Advisory Committee**, including at least three to five members with expertise and training in diversity and special education, to support and/or carry out the proposed recommendations and new initiatives.

[Individuals Responsible: Board of Directors; Timeline: 1 year, July 15, 2020]

- c. Recruit a **Thought Leader** with expertise and training in diversity to serve on the Board of Directors. (e.g., a representative from ASHA with experience/expertise in diversity).

[Individuals Responsible: Board of Directors or Leadership Development Committee as determined by the Board; Timeline: 1 year, July 15, 2020]

- d. Recruit **Micro Volunteers** to assist with completing specific, short-term, diversity related recommendations.

[Individuals Responsible: Diversity Staff Member in collaboration with Diversity Advisory Committee; Timeline: 1.5 years, January 1, 2021]

2. Address **SYSTEMIC ISSUES** Impacting CEC's work and goals.

- a. Address methods to **enhance/improve communication and accountability between Units, Divisions and Caucuses and CEC** to support the organization's mission and goals. Ongoing two-way communication is necessary to coordinate efforts and activities, identify concerns and needs, and optimize efforts to promote advocacy, standards development and implementation, and professional development opportunities.

[Individuals Responsible: Executive Director, Director of Membership, Marketing and Communications, Communications Manager, Executive Services and Governance Coordinator, and Unit/Division representatives as appropriate; Timeline: Develop initial plan to improve communication to and from Unit/Division leadership by February 2020]

- b. Review existing **Policies** to ensure the inclusion of specific language and activities that target diversity needs (related to Advocacy, Professional Development, Standards, & Membership)

[Individuals Responsible: Executive Director, Executive Services and Governance Coordinator, Diversity Staff Member; Timeline: 1.5 year, January 1, 2021]

- c. Provide **Continuing Education Attendance Recognition** related to professional development opportunities (e.g., conferences, webinars). This may include developing opportunities for members to receive micro-credentials or certificates of attendance in diversity-related areas of interest/need (e.g., assessing diverse students, providing culturally responsive behavior support).

[Individuals Responsible: Director of Education and Professional Standards, Diversity Staff Member; 1.5 year, January 1, 2021]

3. Address procedures and activities related to increasing diversity in CEC's overall **MEMBERSHIP**.

- a. Improve **membership's reporting of demographic information**. This will require developing a communications plan to educate members about the importance of this information to CEC in order to better serve their needs.

[Individuals Responsible: Director of Membership, Marketing and Communications Manager, Membership and Database Manager, Diversity Staff Member, Leadership Development Committee Staff Liaison; Timeline: 1 year, July 1, 2020]

- b. Develop a plan to shape our **membership/relationship in/with other countries**. This needs to be initially driven by the Board of Directors through the strategic plan.

[Individuals Responsible: Executive Director, Director of Membership, Diversity Staff Member, Board of Directors; Timeline: 2 years, July 1, 2021]

- c. Identify opportunities and partnerships with other organizations to **encourage, support, and engage diverse individuals into the profession**.

[Individuals Responsible: Executive Director, Board of Directors, Diversity Staff Member; Timeline: 2 years, July 1, 2021]

The remaining eight recommendations are intended to support CEC's efforts in Advocacy, Professional Standards, and Professional Learning Opportunities.

ADVOCACY

- 4. Identify and advocate for **public policies** that impact diversity in special education (e.g., teacher preparation, student access to services). [Possible activities may include partnering with Units and Divisions to advocate for forgivable loan programs for teachers of color and other underrepresented groups; forgivable loan programs for beginning teachers to work in high need - highly diverse schools.]

[Individuals Responsible: Diversity Staff Member, Director of Public Policy and Advocacy, Policy and Advocacy Steering Committee, Children and Youth Advocacy Network, and Diversity Advisory Committee; Timeline: 2 years, July 1, 2021]

5. Identify division, member experts, and/or micro volunteer groups to **submit/author white papers** and **position statements**, to share with membership (e.g., post on website) around key issues important to CEC's commitment to diversity.

[Individuals Responsible: Diversity Staff Member, Diversity Advisory Committee, Communications Manager, Digital Content Coordinator; Timeline: 2.5 years, July 1, 2021]

PROFESSIONAL STANDARDS

6. Review standards for **specific skill sets and language** targeting diversity

[Individuals Responsible: Diversity Staff Member, Director of Education and Professional Standards, Professional Standards and Practice Committee; Timeline: 2 years, July 1, 2021]

PROFESSIONAL LEARNING OPPORTUNITIES

7. Convene **Diversity Planning Opportunities**, at least annually, to obtain feedback from and for CEC Unit/Division leaders to identify needs and coordinate efforts related to (a) supporting advocacy and standards development related to diversity, (b) increasing diverse membership, and (c) providing professional learning opportunities including professional development and resources for educators and researchers to support diverse students and their families.

[Timeline for next Annual Convention, February 2020, item (a) below will be implemented by the next President Elect in collaboration with Leadership Development Committee and Diversity Workgroup as needed and appropriate.]

[After February 2020, complete items (a) and (b), Individuals Responsible: Diversity Staff Member & Diversity Advisory Committee, Student Early Career Committee & Staff Liaison]

- a. Convene a meeting with Unit, Division, Caucus, and LDC "leadership" to identify membership needs, and coordinate activities and professional learning opportunities. Invite open participation to all members and discussion from the floor (e.g., open gallery).
- b. Convene a meeting of diverse student members to obtain feedback and ideas for targeting student membership diversity needs. (Student representatives within Units/Divisions will be recruited to attend.)

8. Identify and coordinate **Annual Convention** activities to increase membership awareness and training in diversity issues.

[Individuals Responsible: Diversity Staff Member and Diversity Advisory Committee in coordination with the Convention Planning Co-Chairs and Director of Conventions, and possibly the Local Arrangements Committee; Timeline: February 2021]

[Upcoming 2020 Convention - Individuals Responsible: President Elect in collaboration with the LDC and Diversity Workgroup, Program Advisory Committee Co-Chairs, Publications Manager, Local Arrangements Committee/Diversity Sub-Group, Director of Conventions and Meetings, and Director of

Membership, each as needed and appropriate; Timeline: Complete items (d) through (f) below in 6 months, February 2020; complete items (a) through (f) below by 2021 Convention]

- a. Identify and publicize to members diversity-related pre- and post-convention workshops.
- b. Develop and publicize Convention Diversity Strand and/or Speaker Series
- c. Make available, a visible and centralized exhibit hall booth/table to provide members as well as Division and Caucus group representatives, diversity related Convention activities and organization materials/information [Involve Diversity Staff Member, Diversity Advisory Committee, Diversity Committee of the Local Arrangements Committee, Director of Conventions and Meetings, Micro Volunteers as needed]
- d. Make available and visible in exhibit hall bookstore, diversity specific CEC material for purchase. [Involve Publications Manager]
- e. Design and make visible, exhibit hall signage indicating expanded definition of diversity & importance of reporting demographic information [Involve Director of Membership]
- f. Organize and convene Diversity meeting with Division, Caucus, LDC, & Student representatives (previous recommendation #7)

9. Develop **online/digital evidence-based, culturally responsive professional development opportunities** to support membership's ongoing training including live and recorded webinars and podcasts covering topic areas of need.

[Individuals Responsible: Diversity Staff Member, Director of Education and Professional Standards, Diversity Advisory Committee, and Micro Volunteers; Timeline: 2 years, July 1, 2021]

10. Create an **Online Information Clearinghouse** to provide membership with vetted resources that are evidence-based and culturally responsive around areas of interest and need (e.g., transition, academic, social/emotional, behavioral needs, assessment, supporting families). This recommendation will involve partnering with CEC Divisions and external organizations to identify and share materials.

[Individuals Responsible: Diversity Staff Member, Diversity Advisory Committee, Director of Policy and Advocacy, Publications Manager, Communications Manager, Digital Content Coordinator and Micro Volunteers; Timeline: 1.5 years, July 1, 2020]

The digital clearinghouse may include:

- a. Toolkits
- b. Publications
- c. Links to National Centers' websites and databases
- d. Sample material
- e. Links to additional and accessible videos, presentations and podcasts

11. Identify and provide current and accessible **published material** for purchase addressing evidence-based, culturally responsive areas of need.

[Individuals Responsible: Diversity Staff Member, Diversity Advisory Committee, Publications Manager, Director of Public Policy and Advocacy, Communications Manager, Digital Content Coordinator, and Micro Volunteers; Timeline: 2 years, July 1, 2021]

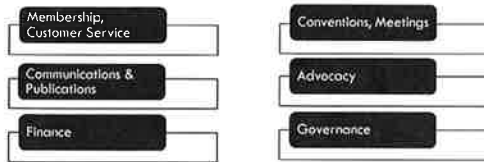
- a. This may include a review of existing materials (using an evaluation rubric) to ensure they are current, evidence- and research-based, and address the needs of supporting diverse populations.
- b. This may include providing materials in other languages for families and other stakeholders as appropriate.

We commend CEC's Board of Directors for recognizing the need to intentionally and strategically focus our organization's efforts to increase diversity in our membership, advocate for policies and funding related to diversity issues, and provide professional learning opportunities for educators and researchers to support diverse students with disabilities and their families.

At this time, this workgroup calls on the Board to fully support these proposed recommendations including the staffing, communication, coordination and oversight needed to ensure their initial and continued implementation and success.

Thank you!

Unit/Division services provided by CEC staff



Membership Department

- Register new joins.
- Facilitate retention – send direct mail and email reminders beginning 4 months from expiration.
- Maintain member records in CEC database.
- Provide monthly member reports to all Units & Divisions.
- Provide member records upon request from Unit & Division officers or their agents.
- Analyze member trends for Units & Divisions upon request.
- Develop member campaigns in support of Unit & Division conferences and events.

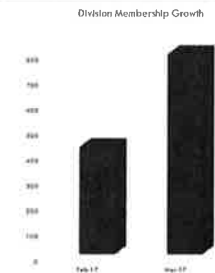
Communications & Marketing

- Support most of the Unit/Division microsites.
- Respond to inquiries about how to manage emails, online content, social media.
- Promote events upon request.
- Promote/distribute news/announcements upon request.

“Join A Division” promotions – example of CEC support

- Communications + Membership + Customer Services + Data Management + Volunteer Leaders

87% increase in new Division joins over one month.



Customer Service (Membership Services)

- Reply to phone, email and mail inquiries about Unit/Division membership, special interest areas, dues.
- Refer inquiries to specific Unit/Division as needed.
- Fulfill material requests for conferences and other events as requested.
- Upsell Division memberships to individuals who are interested in topics.
- Answer inquiries about Unit/Division publications and guide members through electronic access.
- Redirect payments and accounting requests about Unit/Division events to the events.

Publications

- Provide CEC Publications give-aways and other promotions (e.g., discounts on orders) at Unit/ Division conferences, tailored to the content of the event.
- Act as Publisher for Unit/Division-developed publications, assuming cost of production and promotion and providing Units/Divisions with royalties as author of a title.
- Respond to Unit/Division requests for advice and support in the area of publication development and production (books and journals), product fulfillment, permissions, indexing, and copyright.
- Review and comment on Unit/Division-developed statements and policies.
- Respond to Unit/Division inquiries about CEC and outside resources (e.g., relevant journal articles, websites, apps, tests and measurements).
- Responding to Unit/Division member questions regarding access to CEC journals.
- Connect Division specialists with outside inquiries for experts.

Finance

- Collect dues.
- Distribute dues revenue to Divisions.
- Distribute Unit dues reimbursements.
- Provide updated operations manual.
- Advise on 990s and other financial record keeping.
- Reply to accounting, financial and IRS inquiries.

Advocacy

- Create and distribute Children and Youth Action Network (CAN) Alerts .
- Create and distribute CAN Updates.
- Manage Policy Insider.
- Manage and promote Legislative Action Center.
- Facilitate CAN Meetings.
- Advise on bills related to specialty areas, policies and position statements.

Conventions and Meetings

- Negotiate hotel contracts that provide business meeting and social event space at no cost to Units/Divisions.
- Manage Division program sessions.
- Reply to Unit/Division inquiries regarding conference contracts; hotel negotiations and conference planning.
- Assist with Unit/Division group registration for convention.
- Provide support to Program Advisory Committee (PAC) by:
 - facilitating meetings and activities;
 - supporting development of invited sessions
 - promoting Division sessions through e-blasts

CEC Contracts in support of Unit & Division services (costs/year)

- iMIS database (\$70,000)
- HBP Printing/Mailing renewals (\$70,000)
- Membership Marketing (\$100,000)
- Informz email vendor (\$33,000)
- Higher Logic (\$25,000)
- Web Site Consultants (\$25,000)
- Legal Services (\$17,000)
- \$340,000 (2017 budget)