

**COUNCIL FOR EXCEPTIONAL CHILDREN  
REPRESENTATIVE ASSEMBLY**

**Minutes**

February 1, 2019  
Indiana Convention Center  
Indianapolis, IN

(Approved June 18, 2019)

**1.0 Call to Order and Official Items**

President Mary Lynn Boscardin, Presiding Officer of the Representative Assembly (RA), called the meeting to order at 12:33 p.m. She introduced President Elect Jennifer Lesh, Immediate Past President Mikki Garcia, Treasurer Jim McCormick and Executive Director Alexander T. Graham.

President Boscardin recognized the meeting monitors: CEC Past Presidents Bill Bogdan, Robin Brewer, Christy Chambers Burke, Parthenia Cogdell, Mary Ruth Coleman, Marilyn Friend, Jamie Hopkins, Diane Johnson, Linda Marsal, and Kathy Puckett.

She then recognized the members of the Representative Assembly Committee: Joe DeMarsh (Chair), Adia Brightman, Jen Katz-Borrin, Emilie Maule, and Ruby Owiny. DeMarsh and Maule provided general and logistical information about the operation of the RA meeting.

**1.1 Determination of Quorum**

117 representatives were reported prior to the RA meeting. 99 representatives and alternates from 41 of the 54 active units, all 18 divisions and the student membership were registered. 95 representatives checked in at the meeting, so there was a quorum. A list of the number of representatives for each is included with these minutes as Attachment A.

**1.2 Adoption of Standing Rules**

RA Committee member Jen Katz-Borrin moved to adopt the Standing Rules. The Standing Rules were adopted as printed.

**1.3 Adoption of Agenda**

RA Committee member Emilie Maule moved to adopt the agenda. The agenda was adopted as printed.

**2.0 Recognitions**

**2.1 In Memoriam**

During the past year, CEC was informed of the passing of the following members:

Bernadette P. Deeley                      Surrey, BC

Deborah D. Hatton	Nashville, TN
Jean R. Hebeler	Silver Spring, MD
Greg James	Tulsa, OK
Carolyn V. King	Wallingford, CT
Frank H. Langdon	San Pedro, CA
Barbara D. Lichtman	Livingston, TX
Dale L. Lidicker	Black Hawk, CO
Kelton F. Lustig	Littleton, CO
Michelle McCollin	Slippery Rock, PA
Lorna Montgomery	Mississagua, ON
Lillie L. Moore	Powder Springs, GA
Thomas S. Murdoch	El Granada, CA
W. Drue Narkon	Kapolei, HI
Ann Nevin	Pembroke Pines, FL
Bernice Well Stukes-Mose	Orangeburg, SC
Shirley Thomas	Gary, IN
William E. Vickers	Zion, IL

The names were read by RA Committee members Jen Katz-Borrin and Emilie Maule. There were no additions. Following the reading, the Assembly observed a moment of silence.

## **2.2 Courtesy Resolutions**

Courtesy resolutions honor members who have made a significant and sustained contribution to CEC and, thereby, to the field of special and gifted education. These resolutions recognize major contributions made to the organization’s welfare. The content of the resolutions also provides a historical record of the development of the field of special and gifted education and describes how CEC has contributed to the evolution of the field.

Members must have had held leadership positions within CEC and made significant contributions to the international organization.

### **2.2.1 Pamela K. DeLoach**

The resolution honoring Pamela K. DeLoach was read by Jane Boritz on behalf of Florida CEC and Sharon Rodriguez in the stead of Laura Clarke on behalf of the Division for Physical, Health and Multiple Disabilities. The resolution was unanimously adopted.

A copy of the resolution was presented at the meeting to Pam’s daughter, Rachel Anderson; son Rob DeLoach; and sister Linda Webber; as well as her dear friend, former CEC Board of Directors member Joni Baldwin.

### **2.2.2 Jean R. Hebeler**

The resolution honoring CEC Past President Jean R. Hebeler was read by Jason Miller on behalf of Maryland CEC; Georgia Kerns on behalf of the Pioneers Division; Sara Hooks on behalf of the Teacher Education Division; and Past President Parthenia Cogdell on behalf of CEC’s Past Presidents. The resolution was unanimously adopted.

### **2.2.3 Ann I. Nevin**

The resolution honoring Ann I. Nevin was read by Daniel Gulchak on behalf of Arizona CEC, Karen Ramlackhan on behalf of Florida CEC, and Sara Hooks on behalf of the Teacher Education Division. The resolution was unanimously adopted.

## **3.0 Organizational Items**

### **3.1 President's Report**

President Boscardin referenced her written report that was posted in the RA's online community prior to the RA meeting. She provided the following information and updates:

#### *Volunteer Leadership Opportunity*

The application for the Representative Assembly Committee will be online soon after convention. Members wishing to apply for a two-year term on this committee, from July 1, 2019 through June 30, 2021, must be a current or former RA representative. Two positions will be open. Contact Sharon Rodriguez with any questions.

#### *Leadership Institute*

CEC's annual Leadership Institute will be July 5-7 in Arlington, Virginia. The Leadership Institute is designed for your leadership teams, including CEC Units and Division Presidents, Presidents-Elect, Treasurers, Membership Chairs, and CEC State Children and Youth Advocacy (CAN) Coordinators. The Institute will bring together CEC volunteers to enhance leadership through powerful conversations, real-time collaboration, and high-level discussions with association experts around the issues unit and division leaders have identified as critical to your organization's success—finance, membership, professional development, and grassroots advocacy.

#### *Special Education Legislative Summit*

Again this year, CEC is joining forces with the Council of Administrators of Special Education to host the 2019 Special Education Legislative Summit, in Arlington, Virginia. The Legislative Summit kicks off on July 7th with a welcome reception with a number of special guests you won't want to miss; issues and advocacy training on July 8th; visits to Congressional offices on July 9th, and a debrief session on July 10th to recap the amazing advocacy work done the previous day.

CEC will continue to advance our positions before policy leaders and work ardently to develop champions among elected officials. That said, we need all our members to help voice what works and what needs to be improved at the national, state, and local levels. We need all of our members to be active participants and get involved. Register now to become an advocate!

#### *CEC 100th Anniversary*

In 2022, CEC will be celebrating its 100th anniversary. A workgroup has been established to plan for this monumental occasion. It is a joint effort between CEC and the Pioneers Division and will be chaired by Past President Christy Chambers. The workgroup will develop a set of recommendations to recognize and celebrate the event. A kick-off will take place during the CEC 2022 Convention & Expo in Orlando.

Units and division participation will be invited in the recognition and celebration initiatives throughout the year.

### *CEC 2020*

Save the date for the CEC 2020 Convention & Expo, February 5th – 8th in Portland, Oregon. CEC’s annual convention and expo is the largest special education professional development event for all educators. It’s also a great opportunity for members to engage and network with other special education professionals from across the US and Canada, and around the world. CEC 2020 will provide unparalleled access to high-quality, evidence-based professional development, not to mention the world’s largest expo of special education products and services.

### **3.2 Executive Directors Report**

Executive Director Alexander T. Graham provided the following updates:

*Staffing:* The position of Communications Manager is currently vacant.

*Strategic Plan:* In July, the board passed motions related to CEC’s Strategic Plan to adopt tactics to support strategies in the areas of student and early career membership, teacher retention and grassroots advocacy.

The specific strategies are:

#### *Student/Early Career*

Rebuild CEC’s student chapters program to provide access to a professional network and career resources in collaboration with their university program.

#### *Teacher Retention*

Convene a summit of association executive directors and presidents to address special education teacher retention (focused on early career), to include the American Association of School Administrators (AASA), the American Association of School Personnel Administrators (AASPA), the Council of Administrators of Special Education (CASE), the National Association of Elementary School Principals (NAESP), the National Association of State Directors of Special Education (NASDSE), and the National Association of Secondary School Principals (NASSP).

Assess the resource needs of school and district administrators that will help them guide the development and enable them to support the induction of special educators in their first three years of practice.

Establish a partnership with AASPA to support the work of school personnel professionals to recruit and retain special educators.

#### *Grassroots Advocacy*

Revise the Children and Youth Advocacy Network (CAN).

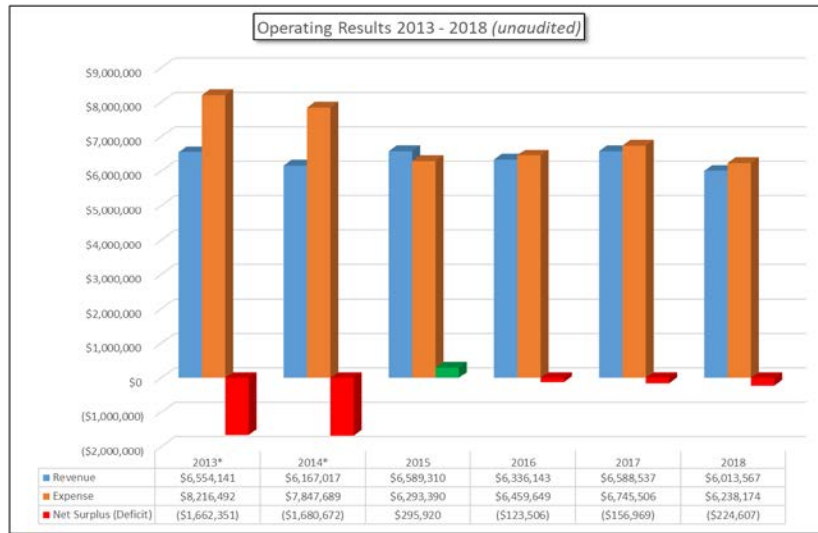
### 3.3 Treasurer’s Report

Treasurer Jim McCormick reviewed the following items:

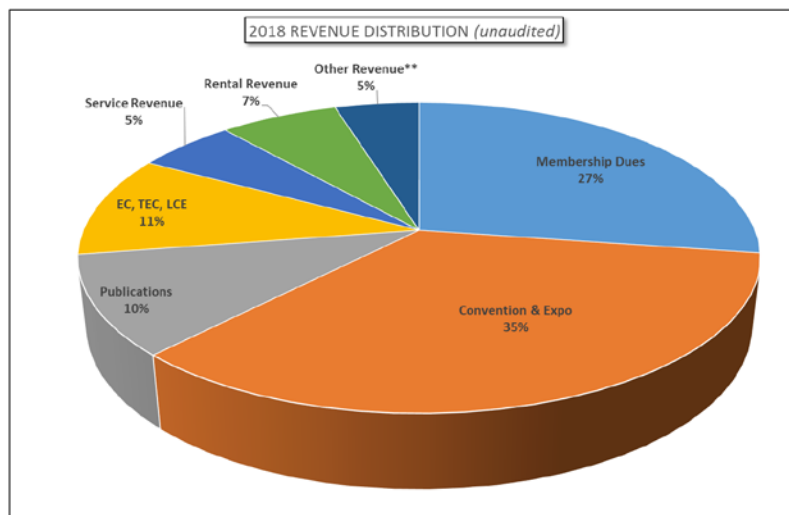
#### 2018 Financial Results & Highlights (unaudited)

- Net Operating Loss = (\$225K)
- Year-to-Year Results (2017 – 2018)
  - Publication Revenue Up 16% / \$83K
  - LCE Subscriptions (Cash) Up 40% / \$121K
  - Professional Development Revenue Up 18% / \$13K
  - Membership Dues Revenue Down 15% / (\$268K)

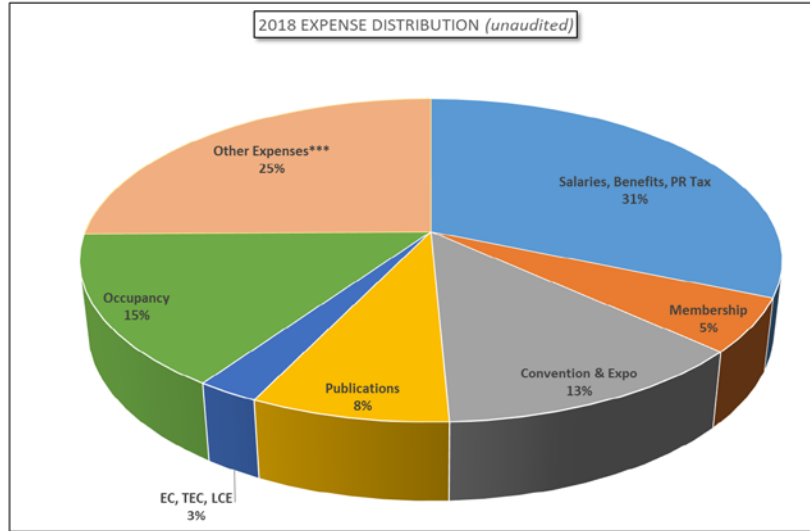
#### Operating Financial Trends



#### 2018 Revenue Distribution



2018 Expense Distribution



Ratio / Peer Comparisons

	<u>CEC 2018 (unaudited)</u>	<u>Peer Avg*</u>
<b>Revenue Allocation</b>		
Membership Dues	27%	35%
Convention & Meetings	35%	24%
Publications & Subscriptions	21%	12%
Grants & Contributions	3%	9%
Other Revenue	14%	20%
<b>Revenue / Employee</b>	<b>\$334,087</b>	<b>\$152,726</b>
<b>Expense Allocation</b>		
Salaries & Benefits	31%	38%
Occupancy	15%	4%

*\*Peer Data from ASAE Operating Ratio Report, 15th ed. (2016):  
Professional Membership Associations; Revenue <= \$8 million; Staff Size >= 18  
Total Organizations in Peer Group = 337*

2018 Audit and Timeline

Rogers & Company, PLLC specializes in audits of non-profit entities and has performed CEC audits for the past four years 2018. The timeline for the audit is as follows:

- Field Audit from March 4 – 8, 2019
- Draft report to be reviewed by FASC in April 2019
- Board approves audit in May 2019
- 990 Filed by September 2019

### 3.4 Leadership Development Committee Report

Immediate Past President and Chair of the Leadership Development Committee (LDC), Mikki Garcia, provided brief background about the LDC. It was established by the Board of Directors in March 2018 to institute a comprehensive and inclusive process to ensure a highly competent, diverse and inclusive pipeline of committed volunteer leaders.

Dr. Garcia introduced committee members Kelly Grillo and Gloria Niles, who presented highlights of the LDC's first annual report to the membership, as required by CEC's Bylaws.

Dr. Niles reviewed the charge of the LDC, which is to intentionally identify, cultivate, recruit, and orient, competent and diverse volunteer leaders for board and committee positions that are responsive to the current and future needs of CEC. The ultimate goal is to nurture and develop leadership potential and skills in emerging volunteer leaders across the organization.

She further explained the important differences between the LDC and its precursor, the Nominations Standing Committee (NSC). Those included:

- A three-year term for the chair of the LDC, vs. a one-year term for the NSC, filled by the immediate past president, which led to challenges with sustained leadership of the NSC.
- Three-year terms for the LDC, vs. two-year terms for the NSC, which leads to greater understanding of the function, operations, and work of the committee, thus, more informed and significant contributions from members.
- There are eligibility criteria (Knowledge, Skills and Abilities [KSAs]) for the LDC used in slating candidates, who are then appointed by the board to create a diverse committee with a balance of KSAs.
- There were no specific eligibility criteria or KSAs for the NSC, all who applied were slated, and were then elected by the Representative Assembly.

Dr. Niles indicated the LDC will have a major commitment to and be accountable for ensuring diversity and inclusion through:

- Planning: developing a detailed strategy and concrete goals, objectives, tasks, and timelines for putting its commitment into action.
- Communicating: reaching out to CEC members from diverse groups to encourage participation in the leadership development program.
- Assessing: measuring and reporting results on an annual basis.

Dr. Grillo highlighted aspects of the LDC's work during the first nine months of operation:

- In conjunction with the Diversity Committee, an expanded "definition" of diversity was developed. That is:  
*CEC views diversity to include race, ethnicity, culture, language, age, (dis)abilities, family status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin.*
- The application for the board of directors was significantly revised to include questions yielding deeper information about candidates' character and leadership experience and potential.
- The application rating rubric was refined to provide enhanced descriptors and more discreet ratings.

- A board assessment administered by third party to provide a needs assessment of the board to identify KSAs needed by the board as members roll off to help the LDC in recruiting appropriate candidates.
- A curriculum framework developed for a future leadership development program

Insights gained by the committee during that time were shared by Dr. Grillo. These include:

- Everything the LDC does must be rooted in our mission, core values and strategic plan.
- Volunteer management must be looked at from a human resource perspective, not a political one.
- A diverse slate for the board election does not guarantee that the membership election results in a diverse board.
- The fact that CEC cannot require demographic data from members impacts both recruitment of diverse candidates and reporting metrics.
- Demographic “check boxes” are less important to the LDC as opposed to applicants’ description of their own diversity, yet the “check boxes” are needed for metric reporting around diversity as requested by the membership.
- The more influential application responses for LDC in the slating process (applicants’ description of their own diversity, how they view diversity or how it has impacted them) were different from the responses voting members found most influential in making their decision (what inspired you to run for the board).

There were also some challenges that the LDC has encountered:

- CEC experience vs other leadership experiences created a challenge in weighing candidates’ leadership experience.
- The committee had extensive discussion around a number of elements of the board application and determined that some of them should not be not rated:
  - Applicants’ description of their own diversity
  - Division membership(s)
  - Current or previous CEC Board membership
  - Resume/Curriculum vitae

Finally, Grillo shared that, beyond the normal annual cycle of work of the LDC, the committee will begin tackling other items necessary to advance the committee’s charge. Specifically, creating and maintaining a leadership development curriculum (training materials) for prospective board and committee members; creating a leadership sustainability plan; and identifying or creating assessment tools.

### **3.5 IDC Early Career Workgroup**

In September 2018, the board approved a motion to request that the Interdivisional Caucus (IDC) 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.

Chair Kelley Carrero, Chair of the IDC and the IDC Early Career Workgroup, reviewed the charge and deliverables, which are as follows:



Charge: Develop a report with recommendations identifying how divisions can attract new teachers to the field and how they can address the needs of early career professionals.

Deliverables: Progress reports are due to the CEC Board of Directors in January and July 2019; the final report due by December 2019.

Workgroup members are Peggy Kemp (DEC), Debra Lively (IDC Vice Chair), Erin Maguire (CASE), Jane Razeghi (DCDT), Kimberly Rice (CCBD), and Evette Simmons-Reed (DDEL).

### **3.0 Working Session: State of the Profession Workgroup Survey Results and Next Steps**

This informative and working session was presented by The State of the Special Education Profession Workgroup Steering Committee, Susan A. Fowler, Mary Ruth B. Coleman, and William K. Bogdan, each CEC Past Presidents, who also served as President of the Pioneers Division. They reviewed the results, implications and potential impacts of the CEC State of the Special Education Profession Survey, conducted in the Fall of 2018. In this survey, nearly 1,500 special education teachers shared their perspectives on the role of the IEP; their feelings of professional competency, engaging with families, system level supports, and what they need most to be successful with their students.

The survey was commissioned by the Council for Exceptional Children (CEC) Pioneers Division and supported by CEC. It provides a current snapshot of the state of the special education profession and serves as a data-driven foundation for CEC leadership activities in public policy, professional development, and development of standards.

The goal of the survey is to support initiatives aimed at improving outcomes for individuals with exceptionalities, their families, and the professionals who serve them. This report presents the results of this survey, to which.

The last CEC-sponsored survey on the state of the profession was launched in 1998, culminating in the publication of the CEC Bright Futures Study (Kozleski, Mainzer & Deshler, 2000). This current report has implications for special education practice and policy, as well as teacher and administrator preparation for both general and special educators.

The educational landscape has changed significantly since Bright Futures was published 20 years ago. Increasing diversity within student populations, fuller implementation of inclusive practices, expanded use of evidence-based practices, greater emphasis on collaborative teaching approaches, a growing emphasis on access to the general education curriculum, and accountability for the learning of students with exceptionalities are among these changes.

This new State of the Special Education Profession survey explored special education teachers' perceptions of the impact of these changes on the state of their profession.

Four thematic areas emerged in the survey results:

- Use of the Individualized Education Program (IEP).
- Survey respondents' feelings of competence.
- The importance of family engagement.
- The need for systems-support for delivering special education.

A fifth area explored what respondents report they need to be successful with their students. Within these areas, respondents identified strengths in their profession as well as areas of concern. For example, most respondents use the IEP frequently to guide instruction and to modify curriculum. Most respondents rate themselves as very competent in many recommended instructional and assessment practices. Most also indicated that family engagement is critical and adequate time and resources to partner with families is essential.

Respondents also value collaboration with general education and related service professionals and expressed concerns about levels of systems-support for deep and meaningful collaboration. Ultimately, respondents ranked the most important factors for their success in teaching students with exceptionalities. The top three factors included:

- Adequate resources to meet IEP requirements.
- Smaller class size/caseloads.
- Administrators who support the IEP process.

Following the briefing on the survey results, unit and division representatives spent time discussing the which are the most relevant finding to their unit/division about of what special education teachers have to say about their ability to meet students' needs. Representatives also explored ways the survey findings can impact and influence programming, products, policy, services, and supports. Finally, representatives began mapping out the next-steps for their unit/division. An "Action Planning Template" was provided to take back to boards and members.

## **5.0 New Business**

There was no new business.

## **6.0 For the Good of the Order and Adjournment**

Boscardin thanked the representatives for their commitment their position on behalf of their unit/division and participation in the work done during the meeting. Without objection, the Representative Assembly Meeting was adjourned at 3:27 p.m.