

**COUNCIL FOR EXCEPTIONAL CHILDREN
BOARD OF DIRECTORS**

November 4-5, 2023
San Antonio, TX

Minutes

(Approved March 13, 2024)

Unofficial Business

Mega Issue Discussion: Supporting Teachers

Saturday, November 4, 2023

1.0 Call to Order and Official Items

President Andrea D. Jasper called the regular meeting of the Council for Exceptional Children Board of Directors to order at 9:00 a.m.

1.1 Record of Attendance; Determination of Quorum

Executive Director Chad Rummel called the roll. A quorum of the following Directors was present:

Angie Jasper, President
Kareem Thompson, President Elect
Danielle Kovach, Immediate Past President
Jennifer Lesh, Treasurer
Tisa Aceves
Anna Adl
Joy Banks
Sacha Cartagena
Ben Hicks
Kurt Hulett
Laural Jackson
Concetta Lewis
Charmion Rush
Zelphine Smith-Dixon
Ben Tillotson
Mitch Yell

1.2 Adoption of Board Business Meeting Agenda

MOTION: Jenn Lest moved to adopt the agenda.

Sacha Cartagena seconded.

Motion passed.

2.0 Mega Issue-Related Items

MOTION: Kareem Thompson moved to convene a workgroup to update the 2019 State of the Profession Survey in time to release at the 2025 CEC Convention and designate \$15,000 in the 2024 budget to be used to contract support for building the survey, getting IRB approval, and analyzing the data. (This can be through one of the co-chairs' schools or through an outsourced entity.)

Concetta Lewis seconded.

Motion passed.

MOTION: Danielle Kovach moved to have the board review the charge(s)/deliverable(s)/activities(s) of the LDC/LDPS to identify what is working, or not, and how they can be better utilized to develop leaders and expand the leadership pipeline in CEC and its Divisions/Units.

Ben Tillotson seconded.

Motion passed.

3.0 Strategic Plan Update



Goal 1 & Objectives

Develop and support an effective and diverse workforce of special education professionals

- Provide high-quality support to the pipeline of pre-service and early-career special education professionals

- Define the standard for highly effective special education professionals to inform and guide special educator preparation programs
- Support the retention of effective and diverse special education professionals
- Increase awareness of and provide access to current research and strategies for application

1.1 Increased volume of PD resources

Learning Library continues to Increase; Adjustments made to repository (more simple submission, new marketing, new staff)

**reported cumulatively	12/31/2021	12/31/2022	10/26/2023
Learning Library	123	261	348
Teacher Repository	2	20	21
	125	281	369

1.2 Increased variety of topical content (PD)

PD fair helped diversity and add content; need suggestions for additional topics in areas where there is no increase

**reported cumulatively	8/18/2022	10/16/2023	Increase
Cultural Diversity	20	42	22
Disproportionality	8	9	1
Diversity	30	32	2
Diversity in the Field	15	15	0
Educators with Disabilities	0	0	0
English Language Learners	16	17	1
International Programs	0	1	1
Linguistic Diversity	17	25	8
Poverty, Homelessness, and Insecurities	3	3	0

1.3 Increased variety of topical content (Pubs)

Small increases; new editorial teams for journals are now aware of this focus. Continue to struggle to find authors/topics that will deliver ROI.

**new items reported	2022 New TEC/EC	2022 New Books	2022 New Total	2023 New TEC/EC	2023 New Books	2023 New Total
Cultural Diversity	1	0	1	4	1	4
Disproportionality	0	0	0	0	0	0
Diversity	1	0	1	0	1	1
Diversity in the Field	0	0	0	0	0	0
Educators with Disabilities	0	0	0	0	0	0
English Language Learners	0	0	0	1	0	0
International Programs	0	0	0	0	0	0
Linguistic Diversity	2	0	2	2	0	2
Poverty, Homelessness, and Insecurities	0	0	0	1	0	0

1.4 Increased participation rates in PD

Drastic increases in views of individual items due to new content and additional marketing. In 2023, we have shown an 86% increase in participation in PD.

**reported by yearly totals	2022 Q1-Q3	2023 Thru 10/16/23	Increase
Webinar Views	8,060	10,417	29%
Learning Library Access	14,437	28,016	94%
Program Registration	1,478	4,785	224%
Resource Repository Views	5,155	10,896	111%
TOTAL	29,130	54,114	86%

1.5 Increased partnerships with states/provinces.
 Lost the smallest membership partnership in Oregon, gaining new one in North Carolina;
 Trainings increased with new CEEDAR Center grant and two large contract trainings.

**reported by year	2022	2023
Membership-Focused	Arizona Indiana Ohio Oregon Virginia	Arizona Indiana Ohio Virginia Rhode Island North Carolina (in progress)
Professional Solutions	Virginia DC Pub Charter School Board Michigan	Alabama (CEEDAR) Georgia (CEEDAR) Rhode Island Michigan Virginia Missouri +20 Leads from NASDSE

Goal 2 & Objectives

Intentionally embed diversity, equity, inclusivity, and accessibility within CEC

- Ensure internal systems position CEC to be a diverse, equitable, inclusive, and accessible organization free of bias
- Embed diversity, equity, inclusivity, and accessibility in all public-facing work
- Develop and support a diverse CEC membership
- Deliver resources and tools to assist education professionals in serving a diverse body of individuals with disabilities and/or gifts and talents

2.1 Increase quantity of diverse leaders

The *n* is very small; we are tracking more positions. Still unclear if goal is to match the % of membership or to increase beyond that.

Ethnicity	2022 #	2022 %	% of M'shie	2023 #	2023 %	% of M'shie
American Indian or Alaska Native	2	1.65%	0.66%	2	1.44%	0.60%
Asian or Asian American	3	2.48%	2.83%	2	1.44%	3.08%
Black or African American	13	10.74%	6.49%	13	9.35%	7.22%
I'd rather not say	11	9.09%	11.49%	12	8.63%	10.23%
LatinX or Hispanic or ChicanX or Puerto Rican	7	5.79%	3.64%	11	7.91%	3.99%
Multiracial	4	3.31%	1.12%	4	2.88%	1.46%
Other	2	1.65%	5.48%	2	1.44%	2.61%
White or European American	79	65.29%	68.30%	93	66.91%	70.14%
Total	121			139		
White or European American	79	65.29%	68.30%	93	66.91%	70.14%
Non-White, European American	42	34.71%	31.70%	46	33.09%	19.63%

The *n* is very small; we are tracking more positions. Continues to be a high level of higher education and low level of early interventionist and of teachers.

Professional Role	2022 #	2022 %	% of M'ship	2023 #	2023 %	% of M'ship
Administrator	21	15.91%	26.18%	25	17.48%	28.33%
College-University Student	5	3.79%	13.56%	6	4.20%	9.48%
Consultant	12	9.09%	7.50%	12	8.39%	7.68%
Early Interventionist	0	0.00%	2.45%	1	0.70%	2.27%
Family Member	0	0.00%	0.35%	1	0.70%	0.52%
Higher Education Faculty	68	51.52%	14.60%	75	52.45%	14.30%
Paraeducator	0	0.00%	0.81%	0	0.00%	4.34%
Related Services	1	0.76%	1.94%	1	0.70%	1.73%
Retired	2	1.52%	0.91%	1	0.70%	1.09%
Teacher	12	9.09%	24.03%	13	9.09%	22.76%
Other	11	8.33%	7.68%	8	5.59%	7.51%
Total	132			143		

Fewer males involved in 2023 versus 2022.

Gender	2022 #	2022 %	% of M'ship	2023 #	2023 %	% of M'ship
Cisgender Female	87	75.00%	74.41%	100	80.00%	75.24%
Cisgender Male	28	24.14%	9.72%	24	19.20%	9.71%
Gender Queer/Fluid/Non-Binary	1	0.86%	0.33%	1	0.80%	0.37%
Total	132			143		

2.2 Improved participation & representation in awards

More applicants in 2023; slightly more diversity.

	2022 #	2022 %	2023 #	2023 %
American Indian or Alaska Native	0	0.00%	0	0.00%
Asian or Asian American	0	0.00%	0	0.00%
Black or African American	0	0.00%	3	12.50%
I'd rather not say	0	0.00%	1	4.17%
LatinX or Hispanic or ChicanX or Puerto Rican	0	0.00%	1	4.17%
Multiracial	0	0.00%	0	0.00%
Other	7	63.64%	13	54.17%
White or European American	4	36.36%	6	25.00%
Total	11		24	

Biggest increase was due to the new paraeducator award. Percentages really don't match membership across the board in any category.

Professional Role	2022 #	2022 %	% of M'ship	2023 #	2023 %	% of M'ship
Administrator	1	9.09%	26.18%	3	12.50%	28.33%
College-University Student	0	0.00%	13.56%	0	0.00%	9.48%
Consultant	0	0.00%	7.50%	3	12.50%	7.68%
Early Interventionist	7	63.64%	2.45%	10	41.67%	2.27%
Family Member	0	0.00%	0.35%	0	0.00%	0.52%
Higher Education Faculty	0	0.00%	14.60%	0	0.00%	14.30%
Paraeducator	2	18.18%	0.81%	8	33.33%	4.34%
Related Services	0	0.00%	1.94%	0	0.00%	1.73%
Retired	1	9.09%	0.91%	0	0.00%	1.09%
Teacher	1	9.09%	24.03%	3	12.50%	22.76%
Other	0	0.00%	7.68%	0	0.00%	7.51%
Total	11			24		

2.3 Increased marginalized group’s representation within authorship of resources (PD)
Steady increase; not all authors/speakers have documented demographics (something we are working on).

	2022 Q4	2023 Q1	2023 Q2	2023 Q3
Non-white OR non-heterosexual OR have a disability OR are first-generation college student	0	0	3	6

2.4 Increased marginalized group’s representation within authorship of resources (Pubs)
Represents new books published; not all authors provide demographics. Working with SAGE to track journal author demographics, as not all are CEC members.

	2022	2023
Number of new books published	4	3
Non-white OR non-heterosexual OR have a disability OR are first-generation college student	0	0

2.5 Increased quantity of resources to support students from historically marginalized groups (PD)

The PD fair helped diversity and add content; need suggestions for additional topics in areas where there is no increase.

**reported new	2022 Q3	2022 Q4	2023 Q1	2023 Q2	TOTAL
Cultural Diversity, Disproportionality, Diversity, Diversity in the Field, Educators with Disabilities, English Language Learners, International Programs, Linguistic Diversity, Poverty, Homelessness, and Insecurities					
Learning Library	9	26	1	13	148
Teacher Repository		2			2

2.6 Increased quantity of resources to support students from historically marginalized groups (Pubs)

PD fair helped diversity and add content; need suggestions for additional topics in areas where there is no increase.

** reported new	2022 Q1	2022 Q2	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3
Tracking "Cultural Responsiveness" tag							
EC Journal	0	1	0	0	2	1	0
TEC Journal	0	1	0	1	0	9	0
Books	0	0	0	1	0	0	0

2.7 Increase diversity of membership

Number being tracked decreased, mostly due to groups where we are not required to get demographics from members. Change to 2023 did not show progress.

Ethnicity	2022 #	2022 %	2023 #	2023 %	Variance #	Variance %
American Indian or Alaska Native	89	0.66%	77	0.60%	-12	-0.06%
Asian or Asian American	382	2.83%	398	3.08%	16	0.25%
Black or African American	876	6.49%	934	7.22%	58	0.74%
I'd rather not say	1552	11.49%	1323	10.23%	-229	-1.26%
LatinX or Hispanic or ChicanX or Puerto Rican	491	3.64%	516	3.99%	25	0.35%
Middle Eastern or North African			62	0.68%	62	0.68%
Multiracial	151	1.12%	189	1.46%	38	0.34%
Native Hawaiian or Pacific Islander			25	0.28%	25	0.28%
Other	740	5.48%	338	2.61%	-402	-2.87%
White or European American	9225	68.30%	9071	70.14%	-154	1.84%
TOTAL	13506		12933		-573	
White or European American	9225	68.30%	9071	70.14%	-154	1.84%
Non-White, European American	2729	20.21%	2539	19.63%	-190	-0.57%

Big college student drop is mostly graduate students who are going back for an advanced degree being moved to their occupational category.

Ethnicity	2022 #	2022 %	2023 #	2023 %	Variance #	Variance %
Administrator	3868	26.18%	4039	28.33%	171	2.15%
College-University Student	2003	13.56%	1351	9.48%	-652	-4.08%
Consultant	1108	7.50%	1095	7.68%	-13	0.18%
Early Interventionist	362	2.45%	323	2.27%	-39	-0.18%
Family Member	52	0.35%	74	0.52%	22	0.17%
Higher Education Faculty	2157	14.60%	2038	14.30%	-119	-0.30%
Paraeducator	119	0.81%	619	4.34%	500	3.54%
Related Services	286	1.94%	246	1.73%	-40	-0.21%
Retired	135	0.91%	155	1.09%	20	0.17%
Teacher	3550	24.03%	3244	22.76%	-306	-1.27%
Other	1134	7.68%	1071	7.51%	-63	-0.16%
TOTAL	14774		14255		-519	

Goal 3 & Objectives

Increase the impact of CEC's policy agenda for education professionals and for individuals with disabilities and/or gifts and talents

- Provide resources and content expertise to the White House, Department of Education, and other federal agencies
- Maintain a strong legislative footprint with Congress
- Convene and actively participate in education and disability coalitions
- Develop and support a grassroots network of informed advocates

3.1 Increased contact, resources, and presentations that are being delivered to federal agencies
2023 numbers are down mainly due to Congress being in a state of chaos; focus has been on building coalitions/partnerships during the down time

** reported new	2022 Q2	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3
Trainings	3	2	4	1	1	2

3.2 Increased number of requests from fed. agencies to CEC for information
Slight increase; numbers don't include monthly meetings with OSERS/OSEP that are leading to collaborative efforts

** reported new	2022 Q2	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3
Requests	2	0	1	1	2	4

3.3 Increased amount of legislation and regulations that were introduced that CEC supported (e.g., IDEA glidepath results, policy letters)

** reported new	2022 Q2	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3
Requests	4	1	2	1	5	1

3.4 Increased number of districts represented in the Special Education Legislative Summit
Increase partially due to natural increase in attendance; focused specifically on some districts where we needed legislative connections; offered a few scholarships to attend

**reported by year	2022	2023
Districts Represented	237	270

3.5 Increased number of states represented in the Special Education Legislative Summit
No change; already a very good turnout at 45

**reported by year	2022	2023
States represented	45	45

3.6 Increased number of divisions/units that have active policy programs (i.e. intentionally in specific states and/or content)

Data was self-reported in 2022; numbers have increased quite extensively for 2023, but data was not calculated in time

**reported by year	Divisions	Units
2022	7	10
2023	Data Not Available by 11/4	Data Not Available by 11/4

Goal 4 & Objectives

- Establish CEC as a globally recognized leader in the field of special education
- Broaden CEC's position as a premier partner organization
- Enhance CEC's value to current and potential members

- Elevate and promote the work of education professionals who work with individuals with disabilities
- Showcase and celebrate the diversity and expertise of CEC members

4.1 Increased number of collaborative projects with premier partner organizations
Hard data to calculate; fewer but larger projects in 2023

**reported by year	2022	2023
As of 11/1/2023	20	18

4.2 Increased number of active student chapters
Passive attempts to date to track; invited student chapters and advisers to convention events in 2022 and 2023

**reported cumulatively	12/31/2021	12/31/2022	10/26/2023
Active	60	81	90

4.3 Increased international partnerships with organizations of similar profile
No comment

	12/31/2021	12/31/2022	10/26/2023
Partnerships	0	0	0

4.4 Increased membership from outside the US
Slight increase in one year despite DISES international membership declining; Top countries: Canada (349), Australia (11), Taiwan (9), UAE (7)

	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3
CEC Membership	440	416	453	514	463
DISES Membership	39	20	15	29	28

4.5 Increased data clicks on website
Steady increases; conducting UX research in 2024 to increase productivity of visitors' experiences

	12/31/2022	10/31/2023
# Clicks	1,400,202	1,376,804
Average Monthly	116,683	152,978

4.6 Increased number of members who are pre-service

Have to review by quarter due to the six-month membership for student teachers

	2022	2023	Variance
Quarter 1	1,061	1,900	839
Quarter 2	1,203	1,315	112
Quarter 3	1,275	1,137	-138
Quarter 4	1,523		

4.7 Increased number of members who are early career

Steady increases; many of these are due to state partnerships

	2022 Q3	2022 Q4	2023 Q1	2023 Q2	2023 Q3
Early Career Members	1185	1197	1247	2308	2249

2024 Activities

Goal 1: Develop and support an effective and diverse workforce of special education professionals.

- Past/Current Projects
 - Exceptional Teachers Portal/Campaign
 - Student Teacher Support Network
 - Exploring Higher Ed Resources with TED
 - HLP Faculty Guides
 - Fall Literacy Institute on Tier 1 Instruction
 - Fall PD Fair
- Future
 - Exceptional Teachers Campaign
 - All PD Will be Free to Members in 2024
 - Promoting R2P by Tying Journals/PD
 - Exploring Mentoring Program
 - Exploring Teacher Leadership Academy
 - Implementing Ability to Provide Microcredentials/Certifications

Goal 2: Intentionally embed diversity, equity, inclusivity, and accessibility within CEC.

- Past/Current
 - Relaunched Diversity Committee
 - Implementing Diversity Leadership Academy
 - Relaunched Affinity Groups (formerly caucuses)
 - Updating the HLPs to include a Cultural Focus
- Future
 - Implementing P2020 Recommendations (?)
 - Exploring a Microcredential in “DEI”

Goal 3: Increase the impact of CEC’s policy agenda for education professionals and for individuals with disabilities and/or gifts and talents.

- Past/Current
 - Unit Advancement Program to Build Capacity
 - Breathe Life into CAN
 - Job Description/Expectation
 - CAN Landing Page with Resources
 - CAN Trainings
 - Monthly Meetings with ED
- Future
 - Working with ED to make Data Recommendations

Goal 4: Establish CEC as a globally recognized leader in the field of special education.

- Past/Current
 - Launched Member Onboarding Webinars
 - Exhibited at NASDSE, TED, CASE, DEC, NAGC
 - Developing “Listening Strategy”
 - Increased Participation in TOY
 - Interdivisional Grant Program
 - Bringing Back Special Education Week (OSERS wants to support)
- Future
 - CEC Advantage Program (MemberDeals, sponsor discounts, etc)
 - Creating Chapter Recruitment Strategies
 - Fellows Program / Experts and Media Database
 - Exploring Op-Ed Training for Members
 - Social Media Strategic Plan
 - Quarterly Membership “Town Hall”

4.0 “Policy” Items (Public or Operational)

4.1 Executive Director Succession Plan

This plan lays out a course of action in the event that the Executive Director were to leave CEC or become unable to perform his/her duties. This updated version reflects new staff since the last plan was approved in November 2022.

MOTION: Jenn Lesh moved the motion to approve the updated Executive Director Succession Plan as presented.

Mitch Yell seconded.

Motion passed.

5.0 Discussion Items

5.1 2024 Budget

MOTION: Sacha Cartagena moved the motion to approve the 2024 Budget as presented and as recommended by the Finance and Audit Standing Committee.

Because this was a motion from a committee, no second was necessary.

Motion passed.

5.2 Audit Firm

Best practices in nonprofit management recommend reviewing the auditor relationship every 5-7 years (if there are other firms in the area that understand nonprofits, and the specific type of nonprofit, in particular) and ask for a change in lead partner (if the firm is large enough to do it), even if firms are not changed. [Rogers & Company](#) has served as CEC's audit firm since 2014.

Information about [Wegner CPAs](#) was provided to the board.

MOTION: Laural Jackson moved the motion to approve Wegner CPAs as CEC's new audit firm for 2024, as recommended by the Finance and Audit Standing Committee.

Because this was a motion from a committee, no second was necessary.

Motion passed.

5.3 Financial Guardrails Policy

The Guardrails are the rules or requirements that have been recommended to ensure the integrity of CEC's financial operations and management.

MOTION: Tisa Aceves moved the motion to adopt the attached draft Guardrails Policy as recommended by the Finance and Audit Standing Committee.

Because this was a motion from a committee, no second was necessary.

Motion passed.

5.4 Policy Steering Committee Recharter

MOTION: Mitch Yell moved the motion to approve the Policy Steering Committee recharter as presented.

Sacha Cartagena seconded.

Motion passed.

5.5 Interdivisional Grants Recommendations

MOTION: Kareem Thompson moved the motion to approve the recipients for the 2024 Interdivisional Grants, as recommended by the Division Relations Committee.

Because this was a motion from a committee, no second was necessary.

Motion passed.

The following grants were awarded. Abstracts for each appear below.

Proposal	Divisions	Grant Amount
Critical Global Conversations: Supporting Youth, Families, & Educators in Culturally Responsive and Sustaining Practices	DISES, DCDT, DART, DEC	\$8,000
Policy to Practice: A Web Based Repository of Individuals, Strategies and Resources Focused Upon the Prevention of & Response to the Maltreatment of Children with Disabilities	DLL, DR, CCC	\$3,000
Leading the Way: AI in Special Education Teacher Education	ISET, TED, TAG	\$9,000
TOTALS	10 Divisions	\$20,000

Critical Global Conversations: Supporting Youth, Families, & Educators in Culturally Responsive and Sustaining Practices

DISES, DCDT, DART, and DEC propose to create an innovative cross division video podcast series to foster critical global conversations that support youth, families, and educators in culturally responsive and sustaining practices during and beyond the Birth-to-20 experience. Each podcast will highlight members of the CEC community, provide application activities, and share research-based quick facts and practices. This five-part series will walk our members through (1) self-awareness of intersectionality, (2) learning about others and uncovering our own positionality, (3) critical examination of current practices, (4) learning and unlearning culturally responsive and sustaining practices for living, learning, and working, and (5) reflective praxis. The collaborative series will not only acknowledge the great work being done across CEC divisions, but will amplify the gifts and practices of learners, families, and educators at the local, national, and global level.

Policy to Practice: A Web Based Repository of Individuals, Strategies and Resources Focused Upon the Prevention of & Response to the Maltreatment of Children with Disabilities

The 2018 CEC Policy on the Prevention of and Response to Maltreatment established the need, but not the means to inform and support special education professionals knowledge, strategies and resources to prevent and respond to the maltreatment of their students'. This multi-Division grant effort is designed to address this short coming by canvassing the members of collaborating Division, other educational professionals and parents to identify, document, share and collaborate with individuals who are actively and effectively working to prevent and/or respond to the maltreatment of children with disabilities, i.e.,

“Bright Spots.” The resulting Bright Spot knowledge, strategies and resources will be shared via Web based technologies, (e.g., Web sites, bulletin boards, chat rooms, eblasts, etc.), conference presentations, course syllabi and professional development settings. The resulting knowledge base will provide an initial data base of “what works” to provide students with disabilities, their educators and parents with the knowledge, strategies and resources needed to enhance the safety and success of students with disabilities.

Leading the Way: AI in Special Education Teacher Education

TED, TAG, and ISET propose to collaborate to recruit expert webinar panelists on AI in Teacher Education, Use of AI to Support Students with Disabilities and AI Literacy for Talent. This collaboration between the TAG, TED and ISET groups aims to represent diverse scholars, family members, teacher educators, and teachers while promoting a conversation on guidelines for the responsible and innovative use of AI tools in teacher education. This work will allow CEC to work across at least 3 Divisions to offer guidance on the rapid development of AI tools in education to increase the impact of CEC’s policy agenda for education professionals and for individuals with disabilities and/or gifts and talents. Through this project, CEC would set the bar for guidance. Being on the forefront of AI implications for the application and literacy of AI with exceptional populations to provide support to teachers, schools, and students.

President Jasper recessed the meeting at 4:00 a.m.

Sunday, November 5, 2023

6.0 Call to Order and Official Items

President Andrea D. Jasper called the regular meeting of the Council for Exceptional Children Board of Directors to order at 9:00 a.m.

1.3 Record of Attendance; Determination of Quorum

Executive Director Chad Rummel called the roll. A quorum of the following Directors was present:

Angie Jasper, President
Kareem Thompson, President Elect
Danielle Kovach, Immediate Past President
Jennifer Lesh, Treasurer
Tisa Aceves
Anna Adl
Joy Banks
Sacha Cartagena
Ben Hicks
Kurt Hulett
Laural Jackson
Concetta Lewis
Charmion Rush
Zelphine Smith-Dixon
Ben Tillotson
Mitch Yell

6.1 Family Partnerships Workgroup

The motion was voluntarily withdrawn by the submitter in order to revise it.

6.2 Fellows Program Workgroup

MOTION: Mitch Yell moved the motion to approve establishing a workgroup to explore establishing a CEC Fellows Program, per the proposal presented.

Kareem Thompson seconded.

Motion passed.

6.3 Building-Level Administrators Workgroup

MOTION: Kareem Thompson moved the motion to approve establishing a Building Level Administrators Workgroup, per the proposal, to explore how CEC can support and engage with building level administrators working within special education.

Laural Jackson seconded.

Motion passed.

6.4 Supporting Student Chapters Discussion

The motion was not received.

7.0 Reports / Pro Forma Items

7.1 Consent Agenda

7.1.1 July 2023 Board Meeting Minutes

7.1.2 September 2023 Online Vote Minutes

7.1.3 Officer Reports

7.1.3.a President

7.1.3.b Executive Director

~~7.1.3.c President Elect~~

7.1.3.d Immediate Past President

7.1.3.e Leadership Development Committee Quarterly Report

MOTION: Laural Jackson moved the motion to approve the consent agenda.

Kareem Thompson seconded.

Motion passed.

7.1.3.a President’s Report

President Jasper provided updates on meeting and initiatives worked on or undertaken since the July board meeting.

7.1.3.b Executive Director’s Report

The following updates were included in the Executive Director’s report:

Communications & Publications	Books	<ul style="list-style-type: none"> ▪ Updated HLP book in progress, with layout, editing, & design work in house ▪ In addition to HLP book, an updated Principals Guide, new HLPs for Paras Series, are on the docket for 2024, and planning for 2025 publications in progress
	Marketing/	<ul style="list-style-type: none"> ▪ New social media campaigns running for books, convention, and other CEC programs have performed very well ▪ Onboarded new team member, Hannah Hickman, who brings digital marketing and agency experience to the team
	Journals	<ul style="list-style-type: none"> ▪ May/June issue of TEC emphasized racially and culturally relevant, responsive, and sustaining practices when working with students with disabilities who also experience another social identity. ▪ Several themed issues of TEC on way including Sept/Oct issue on dyscalculia, Nov/Dec on inclusive practices, and Jan/Feb on School-based mental health ▪ July issue of EC Special Issue: Introducing the Next Generation of Quality Indicators for Research in Special Education, all open access
Component Services	Divisions	<ul style="list-style-type: none"> ▪ The divisions have been working to create a division “around the world” reception experience at CEC 2024. We currently have 12 divisions participating and are excited about the opportunity for unified division engagement. ▪ The DRC submitted to the board selections from the IGP (Interdivisional Grant Program). The goal of these grants are to have collaboration between divisions and to create resources to support and engage with members. The DRC received 5 submissions and have submitted their recommendations to the board.
	Units	<ul style="list-style-type: none"> ▪ Unit Advancement Program (UAP) participants: New York, Tennessee, California, Hawaii, and Kansas. <ul style="list-style-type: none"> ▪ Supported TN's annual conference launch. KS, NY and HI CEC are in the process of launching or already have launched member newsletters (this is a first for all of these groups as they have never offered an all-member, regular communication before)

		<ul style="list-style-type: none"> ▪ Quarterly townhalls: Q3's focus was Unit-based support for student members, presentation, conversation and supporting resources included: ▪ Why Engaging Student Members is Important Who Are Your Student Members? Accessing Student Member Information via reports Student Member Support <ul style="list-style-type: none"> - CEC-provided programs and offerings - Supplemental programs from your Unit Supporting the Transition Student Chapters & Your Unit's Role Student Chapter Advisors ▪ Other support conducted/upcoming support: 1:1 with CT CEC board member, MN CEC board meeting to discuss increased support, IN CEC conference planning support, and VA CEC paraed ▪ Following up with interested DCDT conference attendees regarding starting a NV CEC Unit ▪ Educator program support, student chapter support (Kansas) ▪ Actively working with DC based volunteers to launch the Unit
	Chapters	<ul style="list-style-type: none"> ▪ Have hired a contract support staff to assist in locating contacts for existing student chapters and offering monthly support.
	Affinity Groups	<ul style="list-style-type: none"> ▪ Launched a new affinity group for educators who are also parents of students with disabilities
	Student Teacher Support	<ul style="list-style-type: none"> ▪ We had over 250+ student teachers taking part of our student teacher support program this semester ▪ Our workgroup is focusing this semester on adding to our resources as well as offering live virtual support through monthly sip and chats.
Standards & Accreditation	Standards	<ul style="list-style-type: none"> ▪ Initial Gifted Standards review has been completed by CAEP. Workgroup is reviewing feedback. ▪ Continuing to work with PSPC to increase number of resources available as well as make them more accessible/digestible to individuals not entrenched in standards and accreditation. ▪ New curriculum mapping tool is available. ▪ Advanced Standards revision workgroup recorded presentation, hosted live Q&A, posted survey, and is combing through survey results and working with PSPC on feedback. ▪ CEEDAR HLP Faculty Guides Complete! These guides were released at TED and are designed to help IHE faculty in teaching the HLP's to students
	Accreditation (CEC)	<ul style="list-style-type: none"> ▪ Uptick in interest. Individuals are returning from conversations had in 2021 and 2022 to begin the process.

		<ul style="list-style-type: none"> ▪ Continuing to work on refining policies and processes with feedback from programs and to be an optimal partner to their success. ▪ Program that was provided letter of support in seeking OSEP grant was awarded the grant! Has formally applied.
	National Recognition (CAEP)	<ul style="list-style-type: none"> ▪ S23 Nationally recognized programs have been publicly recognized for the first time by CEC via SET and social media. Will repeat each semester. ▪ Large interest among SPAs to find ways to collaborate with each other to share resources and magnify efforts.
Professional Affairs	Professional Development	<ul style="list-style-type: none"> ▪ The PD Fair occurred on September 28. 12 Divisions participated. CEC hosted 3 sessions. There were 22 total sessions and 2 sponsors. 162 people registered. ▪ Q3 webinars – 3 webinars – 1 on HLP/Assessment, 1 partner webinar with CEDS, 1 with Mitch Yell on IEPs ▪ JumpStart Fall cohort started and is wrapping up their live teacher support sessions on November 1. ▪ Live sessions have been hosted for VDOE Year 1 Cohort, VDOE Year 2 Cohort, and VDOE Paras. All three contracts continue into 2024. ▪ Q4 webinars – 1 with Mitch Yell on IEPs 11/29; 1 partner webinar with Think College 12/6
	Teacher Repository	<ul style="list-style-type: none"> ▪ 3 submissions were recently accepted and in the process of being added to the webpage ▪ 3 will be reviewed by the end of 2023 ▪ Staff is working on simplifying the submission and review process for the ETRR for 2024 and will work with marketing to hype up this resource from CEC
Meetings	Convention	<ul style="list-style-type: none"> ▪ Currently tracking at 1,336 paid in-person registrants and \$527,908 in revenue at 19 weeks out. This is higher than last year by 315 paid in-person attendees and \$164,345 in revenue. ▪ We have Curtis Hill confirmed for Opening Keynote and our Mental Health panelist confirmed for our keynote on Thursday from 4 –5 pm. ▪ All Strand sessions for Inclusive Leadership at the Building Level and School Mental Health are confirmed and being actively marketed by our team. ▪ Currently we have 257 registrants that have signed up for the CEC Celebration. The event will be held in the LDR & Grotto at the San Antonio Convention Center.
Professional Solutions	Professional Solutions	<ul style="list-style-type: none"> ▪ CEC Solutions webpage launched to market new services. ▪ CEC Solutions promoted with booth as a sponsor at NASDSE (10/29 - 10/31) and CASE (11/8 - 11/10). More than 20 strong leads from State Directors came from the NASDSE conference.

		<ul style="list-style-type: none"> ▪ Many requests and meetings held with potential clients regarding contract training scopes of work – both district and state DOE requests. ▪ First two of four Missouri train the trainer sessions held (in person) 11/7 - 11/8. ▪ Rhode Island in person trainings held in October.
Engagement	Membership	<ul style="list-style-type: none"> ▪ See separate presentation from Chief Engagement Officer
	Yes I Can	<ul style="list-style-type: none"> ▪ 75 nominations received. This is the greatest number of applications within the last 5 years of data. The YIC committee is currently reviewing nominations (due Nov. 3) and will notify winners by mid-November.
	Diversity	<ul style="list-style-type: none"> ▪ See separate presentation from Chief Engagement Officer
	Student Programs	<ul style="list-style-type: none"> ▪ See separate presentation from Chief Engagement Officer
Policy and Advocacy	Policy	<ul style="list-style-type: none"> ▪ IDEA Full Funding Coalition briefing at the U.S. Capitol (CEC had 2 speaking roles, Kuna Tavalin and Danielle Kovach) ▪ What’s Happening in Washington held in October ▪ Coalition activity highlights include Appropriations 101 for Consortium for Constituents with Disabilities, leadership role in planning Committee for Education Funding gala ▪ Now meeting regularly with Glenna Gallo
	SELS	<ul style="list-style-type: none"> ▪ Scheduled July 14-17. Planning will begin in 2024.
Strategic Partnerships	Convention/Expo Sales	<ul style="list-style-type: none"> ▪ Expanded sponsorship options to align with the various goals our partners have when exhibiting with us. A few examples are; Divisions Around the World, Sticker Bar, WOW You’re Awesome ▪ Current revenue is at \$330,575 which is \$111,475 ahead of this same time last year ▪ Current booth sales are at 110 which is 32 booths ahead of this same time last year
	Non-Convention Expo Sales	<ul style="list-style-type: none"> -Collaborating with Kuna to develop a quarterly What’s Happening in Washington Sponsorship opportunity -Designing a tiered year round partnership program similar to convention which will offer bronze, silver, gold and platinum level packages. Will look to roll this out in Q1 2024 -Adding digital marketing options for TEC ads -Built out our Partner Solutions Directory to include a Partner of the Month feature on our social media channels, sold (4) to date -Relaunch of CEC Advantage Program with a Holiday Gift guide this Thanksgiving-Year End
Governance	LDC	<ul style="list-style-type: none"> ▪ Slating board applicants for interviews took place on July 17. 12 of 23 applicants advanced. Interviews were held between July 24 and Aug. 1. ▪ Final slating for the election took place on Aug. 14. Seven candidates were slated to fill three positions. ▪ The election opened the second week in October and closed on October 30. ▪ Held the LDC’s annual retreat (virtual) July 20-22, 2023.

		<ul style="list-style-type: none"> ▪ Held monthly planning meetings with co-chairs and vice co-chairs. ▪ Revised Phase 2 questions for LDC application, with one having an A or B option to respond to, to be more sensitive to different background experiences; in process of revising the rubric accordingly and developing an inclusive definition of leadership. ▪ Initiated a workgroup (all teachers, plus one LDC vice co-chair) to identify and eliminate barriers for teacher applicants for the Board and LDC. The group met on Oct. 4 and will have its next meeting Nov. 8.
	LDPS	<ul style="list-style-type: none"> ▪ Formalized the composition of, and application process for, the LDPS. ▪ Continued monthly planning meetings with chair, and an additional one with October session presenters. ▪ Held <i>Leadership CEC</i> sessions on Aug. 16 (Strategic Plan and “CEC 101”, presented by Angie Jasper, Kareem Thompson, Laurie VanderPloeg, and Sharon Rodriguez), Sept. 21 (Component Services and Resources with Brannan Meyers) and Oct. 23 (Divisions and Collaboration – presented by DRC co-chairs). ▪ LDPS members reached out to cohort members who have missed half or more of the meetings to determine why (e.g., interest level, conflicts). ▪ Recruited Chad to do a session for <i>Leadership CEC</i> on “Pathways to Leadership.” ▪ <i>Leadership CEC 2.0</i> is working on determining internal and external group goals. ▪ Held a meeting on Sept. 27, and will be meeting on Nov. 7.
	Honors/Awards	<ul style="list-style-type: none"> ▪ Created Paraeducator rubric following board approval of the new award. ▪ Completed two final award criteria reviews (Lifetime, CEC Leadership). ▪ Opened the call for nominations Sept. 5. The deadline was Oct. 23. ▪ Award recipient selection meeting scheduled for Nov. 16. ▪ At least one nomination, or resubmitted nomination, was received for each award. Lifetime – 6; Teacher of the Year – 3; CEC Leadership – 3, Research – 2; Chapter Advisor – 1; Rising Star – 1; Paraeducator – 1.
	Committees	<ul style="list-style-type: none"> ▪ The Call for Applications announcement for 3-year terms on the FASC, Honors, PSC, PSPC and YIC committees went out in <i>Special Education Today</i> on Oct. 27. ▪ The Publications and Development and Fundraising Committees are not participating in the call. ▪ The application deadline is 11:59 pm Eastern, Nov. 30.

Finance	Finance	<ul style="list-style-type: none"> ▪ 2023 projections show a net surplus of \$23K ▪ 2024 budget shows a net surplus of \$49K ▪ CEC continues to grow and continues to be financially strong
Operations	Fundraising	<ul style="list-style-type: none"> ▪ Large growth in Elizabeth Farrell Society in 2023 from eight in 2022 to 19 as of 10/30/23. ▪ Projected \$100,000 from an anonymous donor towards the Mental Health Fund.
	Book Sales	<ul style="list-style-type: none"> ▪ Books sales at \$553,000 as of 10/27/23 (last year at this time, sales were \$457,000). Projected to meet budgeted \$580,000 total. ▪ Projecting \$600,000 total for next year with release of new HLP book.
	Human Resources	<ul style="list-style-type: none"> ▪ Staff performance review process in progress. ▪ Will be reviewing new human resource providers in 2024 (Insperity is current provider). ▪ Membership Manager Kevin Jacobs is departing CEC at the end of November for a new opportunity. CEC will be hiring a temp to help out member services through 2024 Convention. The Membership Manager position will be reconsidered in 2024.

7.1.3.d Immediate Past President’s Report

Immediate Past President Danielle Kovach provided updates on meeting and initiatives worked on or undertaken since the July board meeting.

7.2 Treasurer’s Report: September 2023 Financials

CFO Craig Evans reported the following financial statement analysis for the year ending September 2023.

7.3 Engagement Update

Gennith Johnson, Chief Engagement Officer, provided the following updates:

- Membership Goals & Initiatives
 - Demonstrate CEC’s value proposition using a data-informed approach to personalized audience targeting.
 - Leverage data to build a recruitment and retention strategy that aligns the services valued by our members with the experience CEC provides.
 - Optimize member interactions with streamlined processes, simplified information channels, and new language.
 - Increase engagement through new benefit initiatives and enhanced language.

- Diversity Initiatives
 - 2024 Emerging Special Educators of Color Travel Award
 - Travel Award (30 awards available)
 - Teachers - Teach infants, toddlers, youth and children from birth to grade 12
 - Career Professionals - Non-classroom educators such as Specialized Instructional Support Personnel (SISP), school administrators or higher ed faculty
 - Provide \$500 Travel Stipend 2024 Convention Registration
 - Deadline is November 30
 - 21 applications submitted to date.
- 2023 & 2024 Racial Justice Grants
 - Provided grants up to \$1,000 (\$3,000 total) for initiatives engaging practioners, children/youth, families or other stakeholders with disabilities from minoritized groups.
 - 2023
 - 18 applications, distributed 4 awards
 - 1 award winner returned funds
 - 2024
 - \$3,000 Budgeted
 - Application open January – March 2024
- Diversity Leadership Academy
 - A new CEC professional development program established for special education professionals who share a commitment to promoting diversity, equity, and inclusion (DEI) in the field of special education.
 - Purposes
 - Support racial/ethnic minorities that have been historically under-represented in the professions of special education
 - Focused educational programming and activities to build and enhance leadership skills
 - Opportunity for program participants to interact with mentors in the professions of special education
- Offerings
 - Year Program
 - Quarterly Virtual PD Sessions
 - Mentor Support
 - One Year of CEC Membership
 - Membership in DDEL
 - Attend the 2025 Convention
 - \$500 Travel Stipend
 - 4 Nights Hotel Lodging
 - Convention Registration
- Requirements
 - Be a member of CEC;
 - Participate in quarterly virtual group sessions and monthly mentoring sessions;
 - Attend the CEC 2025 Convention & Expo in Baltimore, MD;
 - Upon completion of the program, participants are encouraged to create a plan for how they will share the newly acquired knowledge with their peers in their school or professional community;
 - Upon completion of the program, engage with future participants of the DLA as a contributor, mentor, or ambassador.

- Professional Development
 - Critical Issues in Special Education
 - Practical Strategies for Culturally Sustaining Pedagogy in the Curriculum
 - Leading with Courage
 - Sustaining Leaders by Honoring our Mental Health
 - Building Influence with Others & Developing Partnerships with Communities and Families
 - Culturally Sustaining Advocacy
 - Culturally Sustaining Practice in Action
- Mentor Support
 - Mentor application
 - Will match program participants with a mentor of similar interests
 - Offer monthly discussion topics/materials for 1:1 sessions
- Eligibility
 - Applications are open to all CEC members, especially those from racially diverse backgrounds. Career professionals, teachers and graduate students who demonstrate leadership qualities and who seek to have an impact beyond the classroom.
 - Applicants should demonstrate and/or plan to acquire skills to become advocates for equitable education practices and policy.
- Next Steps
 - Application open December 11 – January 16
 - Invite speakers
 - Match mentees & mentors
 - Identify ways we can encourage participants to continue to stay involved with CEC upon completion of the program
- Student Programs
 - Student Teacher Support Network
 - Complimentary CEC Pre-Service Student Membership thru 12/31/2023
 - Access to bi-weekly resources to support you in student teaching
 - Professional Liability Insurance
 - ~276 Fall Semester
 - Spring Semester – Sign up begins in January
 - Student Chapter Support
 - Maintain the list of Chapters, Student Leaders and Faculty Advisors;
 - Help identify “lost chapters;”
 - Create new chapter resources and more!
 - Student & Early Career Mentoring Breakfast at Convention
 - Invites coming soon!

7.4 Board Committee Liaison Updates

Board members were able to report on the activities of their respective committees.

6.5 Division for Early Childhood Proclamation

MOTION: Charmion Rush moved the motion to approve the proclamation recognizing the Division for Early Childhood’s fiftieth anniversary.

Kareem Thompson seconded.

Motion passed.

8.0 New Business

There was no new business.

9.0 For the Good of the Order and Adjournment

Without objection, President Jasper adjourned the meeting at 11:03 a.m.

**CEC Board of Directors
Voting Record
November 4-5, 2023**

Member	Motion	1.3 Agenda	2.0 Mega Issue: SOTP Update	2.0 Mega Issue: LDC/ LDPS Review	4.1 ED Succession Plan	5.1 2024 Budget*	5.2 Audit Firm*	5.3 Financial Guardrails*	5.4 PSC Recharter	5.5 ID Grants*	5.6 Family Workgroup	5.7 Fellows Workgroup	5.8 BLA Workgroup	6.5 DEC Proclamation	6.1 Consent Agenda
Jasper	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Thompson	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kovach	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lesh	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aceves	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adl	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Banks	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cartagena	Y	Y	Y	Y	Y	Y	Y	0	Y	Y	Y	Y	Y	Y	Y
Hicks	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hulett	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jackson	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lewis	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y
Rush	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y
Smith-Dixon	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tillotson	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yell	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
YES (Y)	13	14	14	14	14	14	14	13	14	14	14	14	12	14	14
NO (N)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABSTAIN (A)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ABSENT (O)	2	1	1	1	1	1	1	2	1	1	1	1	3	1	1
OUTCOME	P	P	P	P	P	P	P	P	P	P	P	P	P	P	p

* Motion from a committee; no second necessary.